



Li Cheng Uk Government Primary School
Annual School Report
2024-2025

Annual School Report 2024-2025

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I. Our School

1. School Vision

We focus upon providing quality learning opportunities for all children. We strive to provide a well-rounded education that values and supports the intellectual, physical, social and moral development of each child. We are committed to ensuring that quality learning and teaching is the central focus of every class.

2. School Mission

We are committed to promoting:

The Joy of Learning

The Love of Learning

The Passion for Life-long Learning

We have a very happy and positive school climate. The school provides an environment that is enjoyable, stimulating, supportive and conducive to learning.

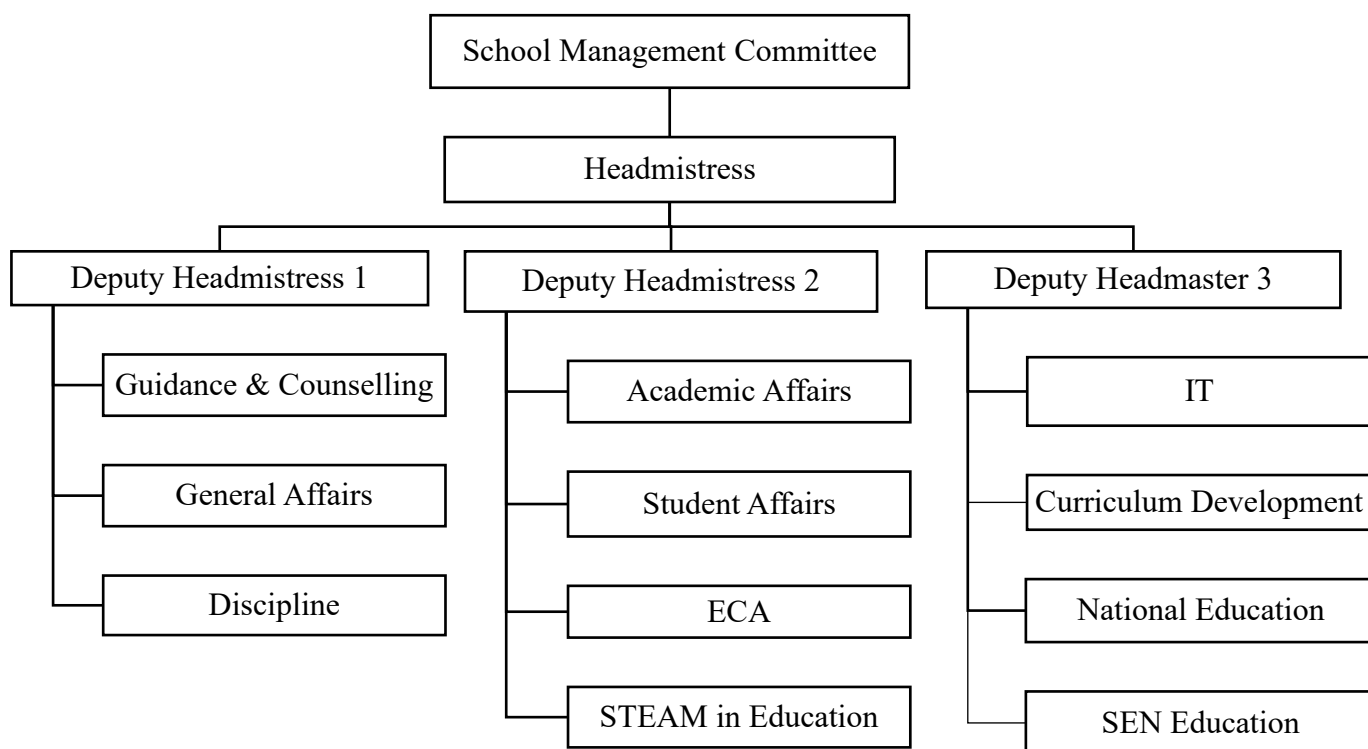
3. School Management

The School Management Committee has been set up since 1999. School policies are thoroughly discussed and endorsed in the meetings to ensure quality education for all the pupils.

School Management Committee

Position	Member
Chairperson	Ms Lam Si Hang, Yvonne
School Headmistress	Ms Chui Sau Man
Parent Managers	Dr Sheheryar Khan Mrs Babita Rai
Teacher Managers	Ms Tang Sui Fan Ms Sin Kit Ying
Community Members	Mr Lee Fook Hon, Stephen Ms Ireen Sultana

4. School Organization



5. School Facilities

Our school campus is well equipped to create positive and stimulating learning environment that nurture our students to be inquisitive, active and creative. The major facilities include:

Science Lab	Visual Arts Room	Music Room
Computer Lab	STEAM Lab	Library
Student Activity Centre	Counselling Room	Interview Room
Reading Rooms	Assembly Hall	Playground

The school is also well resourced with learning technologies such as interactive whiteboards in the STEAM Lab and Computer Lab; desktop computers, overhead projectors and visualizers in the classrooms. Besides, the school has full wireless connectivity which facilitates teaching and learning.

II. Our Students

1. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	4	4	4	4	4	4	24
Capacity	100	100	116	116	112	112	656
Boys	44	47	55	63	62	62	333
Girls	44	55	51	41	50	54	295
Total Enrolment	88	102	106	104	112	116	628

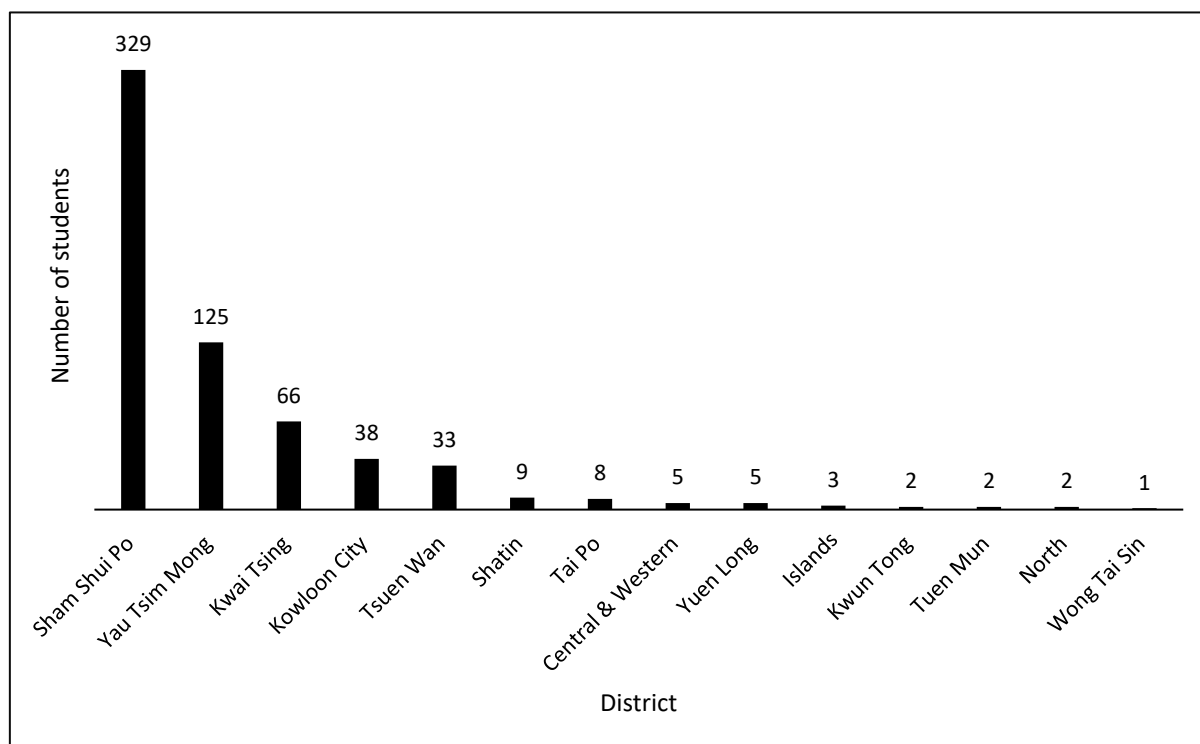
2. Number of Unfilled Places

P.1	P.2	P.3	P.4	P.5	P.6	Total
12	0	10	12	0	0	34

3. Ethnic Distribution of Students

Ethnic groups	Boys	Girls	Total	Percentage
Pakistani	99	89	188	29.94%
Nepalese	86	76	162	25.80%
Chinese	36	28	64	10.19%
Indian	37	25	62	9.87%
Filipino	27	25	52	8.28%
Bangladeshi	14	12	26	4.14%
Others	34	40	74	11.78%
Total	333	295	628	100%

4. Residential Distribution of Students



5. No. of School Days:

Level	Primary 1 to Primary 6
No. of school Days	190

6. Attendance

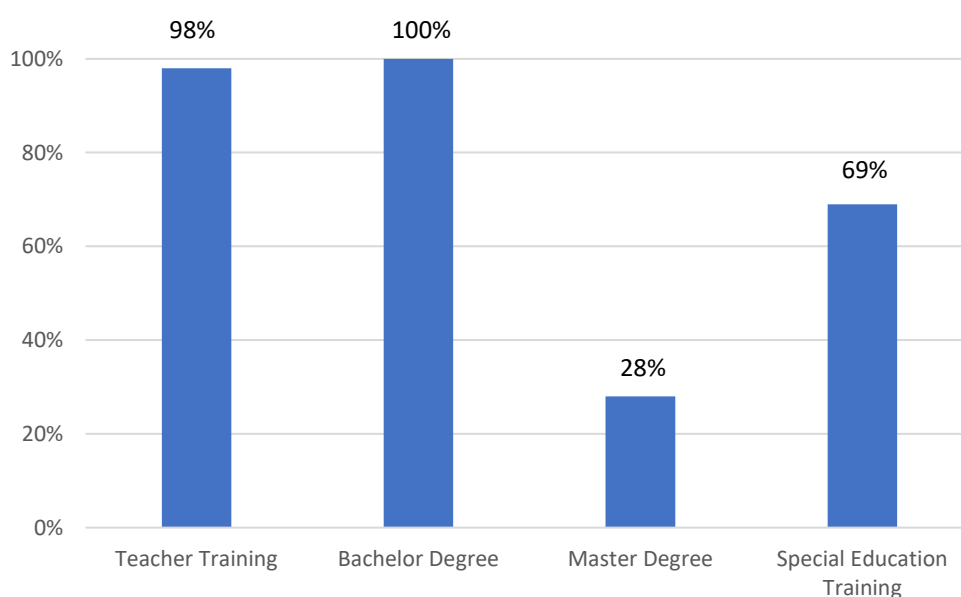
Level	P.1	P.2	P.3	P.4	P.5	P.6
1 st term	93%	91%	92%	93%	93%	93%
2 nd term	91%	91%	92%	91%	91%	90%

III. Our Teachers

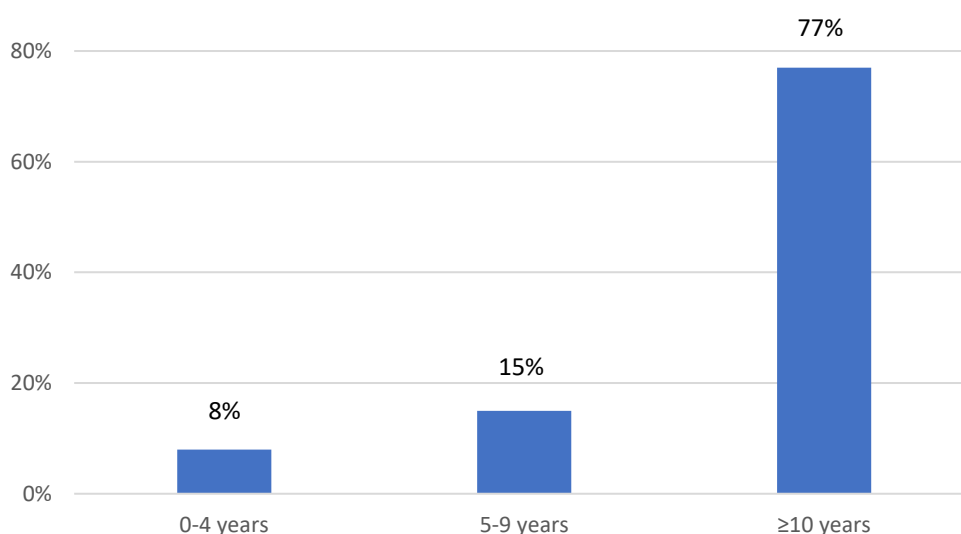
1. Staff Establishment

51 Teaching Staff	1 Headmistress, 3 Deputy Heads, 11 Senior Teachers, 1 Teacher Librarian, 1 NET & 34 Teachers
1 Professional Staff	1 School Social Worker
12 Support Staff	1 ITRO, 1 TSS & 8 TAs,
16 Clerical Staff and Janitors	1 SAE, 1 ACO, 3 CAs, 1GC, 5 WMs & 5 Janitors

2. Teachers' Qualification



3. Teaching Experience



4. Teachers' Professional Development

The School-based Teachers' Professional Development Programme was structured with the aim of synchronizing teachers' practices with the major concerns of the current academic year. The program incorporated training sessions, sharing forums, and a Staff Development Day. Teachers were encouraged to participate in seminars, workshops, and courses organized by the Education Bureau (EDB) and other educational institutions, in pursuit of professional growth and enhancement.

Furthermore, the school sought professional guidance and support from the EDB as well as its network schools. Internally, the school organized regular collaborative lesson planning sessions. Additionally, peer lesson observations and appraisal lesson observations were arranged during the school year to foster the exchange of effective teaching methodologies and good practices.

Collaborative Lesson Preparation at school:

Title /Activity	Month	Content Area	Personnel	Organizer
Collaborative Lesson Preparation (P.1-P.6)	Whole year	English, Chinese, Mathematics General Studies	All Teachers	School
Quality Education Fund (QEF) Thematic Networks - Constructing Math Concepts and Fostering Students Attitude Regarding Self-directing Learning through Enquiry Learning' Schools	Whole year	Mathematics	Curriculum Mistress, Maths Panel Heads and P.4 Maths Teachers	EDB
Student Mental Health Learning Circle	2 nd term	Guidance and Counselling	Guidance and Counselling Master, DH, SENCO, SSW	EDB

Staff Development Day:

Title/ Activity	Month	Personnel	Organizer
Government Primary School Joint-School Staff Development Day 2024/25	January 2024	All Teachers	EDB

School-based Development Programme (conducted during Friday Sharing Sessions):

Topic	Month	Attendees	Speaker
Team Building Workshop	August 2024	All Staff	Representative of The Youth Flow
Workshop on Effective Classroom Language	September 2024	All Teachers	Mr Matthaw Mckeown LCU Net Teacher
Math Workshop on STAR Platform	October 2024	Math Teachers	Ms Cheng Ka-Yi LCU Math Subject Panel
English Workshop on STAR Platform	October 2024	English Teachers	Ms Lui Sze-Wan LCU English Subject Panel
Primary Education Curriculum Guide - Theme-based Onsite Workshop	November 2024	All Chinese-speaking Teachers	Representative of Curriculum Development Institute EDB
X-class-Classroom Management Tool	December 2024	All IT Teachers	Representative of Sun-Teach I.T. Solutions Limited
Workshop on Effective Questioning Skills	December 2024	All Teachers	Ms Tiet The University of Hong Kong
E-sports training workshop	December 2024	All PE Teachers	Representative of eClass Limited
EP TALK: Crisis Management	January 2025	All Teachers	Mr Chan Shun Leung Educational Psychologist, EDB
優質教育基金： 數學-自主學習的態度	February 2025	All Math teachers	EDB
Practical workshop on installing applications onto laptops and tablets and other functions of Mobile Device Management	February 2025	All IT Teachers, STEAM stream members	Representative of Senco Masslink Technology Ltd.
Workshop on Classroom Management Software in STEAM Lab	February 2025	All IT Teachers, STEAM stream members	Representative of Senco Masslink Technology Ltd.
School-based Staff Development Day	February 2025	All Teachers	Mission Travel (HK) Co.,Ltd.

Topic	Month	Attendees	Speaker
Talk on Speech Therapy	March 2025	All Teachers	Mr Gurpreet Singh Edge Development Centre
Legal Seminar on Handling Child Abuse	March 2025	All Teachers	Mr Jacky Yeung Barrister-at-law
中文科電子學習 Rainbow One 工作坊	March 2025	Chinese Subject Teachers	Representative of Rainbow One
Smart Board Training Workshop	March 2025	All Music Teachers	Representative of Fujitsu
AI Sport Training Workshop	March 2025	All PE Teachers	Representative of Dawei (International) AI Technology Co. Ltd
Running Record System Training Workshop	March 2025	All PE Teachers	Active learning Solution Ltd
Visit to National Security Exhibition Gallery	April 2025	All Permanent Teachers	
Textbook Selection Meeting on Primary Humanities and Primary Science	April 2025	All Teachers	Representative of various publishers
Crisis Response Training	May 2025	All Teachers	LCU Deputy Headmistress, Guidance & Counselling Master, School Social Worker
學習全國兩會精神及數字教育分享會	June 2025	Senior Teachers	EDB Officers
Teacher Workshop on Chinese Culture	June 2025	All Teachers	Representatives of Jacaranda TCM Limited

List of courses attended by Teachers

Title/Activity	Month	Personnel	Organizer
Chinese			
小學中國語文科新教師導引(修訂)	October 2024	Chinese Subject Teacher	EDB
Sharing Session on Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students and Creation of Inclusive Learning Environment in Schools	November 2024	Chinese Subject Teacher	EDB
Sharing Session on the Progress on Chinese Reading and Writing of Non-Chinese Speaking (NCS) Students and Learning and Teaching Strategies cum the Use of the Additional Funding to Support their Learning of Chinese	November 2024	Chinese Subject Panel Head	EDB
Thematic Seminar - "Assessment for Learning: Territory-wide System Assessment 2024" – Primary 3 (Chinese Language)	December 2024	Chinese Subject Panel Head	EDB
「推廣自主語文學習（普通話）一筆過津貼」簡介會（新辦）	January 2025	PTH Subject Panel Head PTH Subject Advisor	EDB
Language Learning Support Section 2025 Annual Sharing - Building on Strengths, Fostering Innovation: Broadening the Scope of Chinese Language Education	March 2025	Chinese Subject Advisor	EDB
Briefing Session on the "Learning Chinese On Foot" Resources and Activity for non-Chinese Speaking Students (New)	April 2025	Chinese Subject Panel Head Chinese Subject Advisor	EDB
English			
Speaking to Writing Learning Hub: Talk for Writing Introductory Workshop (New)	November 2024	English Subject Panel Head English NET Teacher	EDB
Thematic Seminar - "Assessment for Learning: Territory-wide System Assessment 2024" – Primary 3 (English Language)	December 2024	English Subject Panel Head	EDB

Title/Activity	Month	Personnel	Organizer
Consultation Seminar on the Ongoing Renewal of the School Curriculum: The Updating of the English Language Curriculum Guide (Primary 1 – 6) for Primary School Curriculum Leaders	January 2025	English Subject Panel Head	EDB
Speaking to Writing Learning Hub 3: Planning Lab (New)	February 2025	English NET Teacher	EDB
Mathematics			
Primary Mathematics Curriculum Induction Series: (1) New Mathematics Teachers (Re-run) (web-based)	November 2024	Mathematics Subject Teacher	EDB
Primary Mathematics Curriculum Induction Series: (2) Mathematics Panel Chairpersons (Re-run) (web-based)	November 2024	Mathematics Subject Panel Head	EDB
Diversified Learning Activities in Secondary Mathematics Series: (4) Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2024/25) – Briefing Seminar (Refreshed)	December 2024	Mathematics Subject Panel Head	EDB
Assessment for Learning: Territory-wide System Assessment (TSA) and Student Assessment Repository (SAR) online	March 2025	Mathematics Subject Teacher	EDB
General Studies			
Certificate in PDP on Scientific Concepts and Pedagogy for Science Education in Primary Schools	December 2024	General Studies Subject Panel Head	The Education University of HK
Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (1): The Use of Scientific Models in Primary Science Lessons (Re-run)	January 2025	General Studies Subject Panel Head	EDB
Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (1): The Use of Scientific Models in Primary Science Lessons (Re-run)	February 2025	General Studies Subject Teacher	EDB

Title/Activity	Month	Personnel	Organizer
IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of General Studies for Primary Schools (with Class Observation) (Basic Level)	March 2025	General Studies Panel Head General Studies Subject Advisor	EDB
Induction Course of Learning and Teaching Strategies in Primary Humanities (New)	April 2025	General Studies Subject Teacher	EDB
Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (2): Discovering Knowledge through Scientific Inquiry (Re-run)	April 2025	General Studies Subject Panel Head General Studies Subject Advisor	EDB
Professional Teacher Training Series for Primary Science Outdoor Learning: Visit to Kadoorie Farm and Botanic Garden (New)	May 2025	General Studies Subject Panel Head	EDB
Effective Lesson Planning Strategies for Science Education at Primary Level	June 2025	General Studies Subject Panel Head	EDB
Information Technology			
Enriched Module on Coding Education for Upper Primary Level (Primary 4)	September 2024	IT Subject Teacher	The Education University of Hong Kong
The CoolThink@JC - Principal Workshop (Coding Educaion)	October 2024	Deputy Headmaster STEAM Mistress	The Education University of Hong Kong
IT in Education e-Leadership Series: Effective Use of AI Technologies to Facilitate Learning and Teaching (1) – Professional Teaching Practices with AI	February 2025	IT Mistress	EDB
Enriched Module on Coding Education for Upper Primary Level (Primary 5)	February 2025	IT Subject Teacher	The Education University of Hong Kong

Title/Activity	Month	Personnel	Organizer
IT in Education Pedagogical Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of STEAM Activities in Primary School (Basic Level) (Online Self-learning Course)	March 2025	IT Subject Panel Head	EDB
Enriched Module on Coding Education for Upper Primary Level (Primary 4)	April 2024	IT Subject Teacher	The Education University of HK
Enriched Module on Coding Education for Upper Primary Level (Primary 5)	May 2025	IT Subject Teacher	The Education University of HK
Arts Education			
「粵劇鑼鼓與粵劇唱念表演」教師專業發展工作坊	September 2024	Music Subject Teacher	教育局 心繫家國 籌委會
Visual Arts Learning and Language across the Curriculum: Creative Story Writing (New)	October 2024	Visual Arts Subject Teacher	EDB
Briefing Session on Music Curriculum Guide (P1-S6) (2024) (Primary)(New)	October 2024	Music Subject Panel Head	EDB
Hong Kong Arts Festival's Arts Education Seminar: Cross-disciplinary Learning for Arts – “Arts Beyond Boundaries”	October 2024	Music Subject Panel Head	EDB
Knowledge Enrichment for Visual Arts Series — Principles of Organisation: (3) Contrast (Primary)(New)	December 2024	Visual Arts Subject Panel Head	EDB
IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Visual Arts in Primary Schools (Basic Level)	December 2024	Visual Arts Subject Teacher	EDB
IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Visual Arts in Primary Schools (Basic Level) (Online Self-learning Course)	January 2025	Visual Arts Subject Teachers	EDB

Title/Activity	Month	Personnel	Organizer
IT in Education Subject-related Series: Using an e-Learning Tool in the Learning Activities of Primary Mathematics and Music (Basic Level)	March 2025	Curriculum Development Mistress	EDB
Physical Education			
Briefing on Physical Education Assessment in Primary Schools cum Schools Sharing	November 2024	Physical Education Subject Panel Head	EDB
Workshops on Physical Education Assessment at Upper Primary Level	March 2025	Physical Education Subject Teacher	EDB
IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Physical Education (Basic Level)	April 2025	Physical Education Subject Panel Head	EDB
STEAM			
優質教育基金主題網絡計劃「STEAM 機械人教育暨 STEAM 教育資源站」- STEAM 教育資源站工作坊	November 2024	IT Subject Teacher	EDB
IT in Education Pedagogical Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of STEAM Activities in Primary School (Basic Level) (Online Self-learning Course)	January 2025	IT Subject Teacher	EDB
IT in Education Pedagogical Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of STEAM Activities in Primary School (Basic Level) (Online Self-learning Course)	March 2025	IT Subject Panel Head	EDB
Life-wide Learning			
2024/25 school year - Territory-wide Seminar on 'Gatekeeper Training for Teachers' (Primary)	November 2024	SEN Stream Member	EDB
Sharing on Life Planning Education for Primary Schools	November 2024	General Studies Subject Teacher	EDB
We Learn · We Draw - Sketching for Visualisation of Ideas (Primary) (Refreshed)	December 2024	Chinese Subject Panel Head	EDB

Title/Activity	Month	Personnel	Organizer
National Education			
2024/25 學年「心繫家國」國家安全重點領域:善用開放數據創意應用比賽簡介會及工作坊	September 2024	STEAM Mistress	教育局 心繫家國籌委會
小學中國語文校本課程規劃: 加強文化文學學習及國家安全教育 (修訂)	December 2024	Chinese Subject Panel Head	EDB
Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Second intake in 2024/25 school year) (Re-run)	February 2025	General Studies Subject Panel Head	EDB
Online Knowledge Enrichment Programme on National Security Education: (2) "The Importance of the Rule of Law to the HKSAR" (Second intake in 2024/25 school year) (Re-run)	February 2025	General Studies Subject Panel Head	EDB
香港中小學副校長領導研習班	April 2025	Deputy Headmaster	EDB 華南師範大學
Experience Sharing on “The 5th Anniversary of the Promulgation of the Hong Kong National Security Law cum Implementation of Work Related to Safeguarding National Security in Schools” (Primary and Secondary School Session)	June 2025	National Education Mistress	EDB
Pastoral Care & Values Education			
Sharing seminar on “One-Line Communication for a Harmonious School: Fostering a Caring and Harmonious School”	October 2024	Discipline Mistress	EDB
Sharing on Life Planning Education for Primary Schools	November 2024	Guidance and Counselling Stream member	EDB
Values Education Series: (7) Evaluation of Values Education (Refreshed)	December 2024	Guidance and Counselling Master Deputy Headmistress	EDB

Title/Activity	Month	Personnel	Organizer
Seminar on “The well-being navigator: secret codes to well-being for teachers and students”	March 2025	Deputy Headmistress	EDB
Mandatory Reporting of Child Abuse Ordinance - Talks for Management of Institutions (Education Sector)	April 2025	Deputy Headmistress	EDB
SEN			
Catering for Learner Diversity through Effective Use of the Learning Progression Framework in the Primary English Language Classroom (Speaking and Listening Skills) (Refreshed)	March 2025	English Subject Panel Head English Subject Teacher	EDB
Thematic Courses on Supporting Students with SEN- Focusing on students with Autism Spectrum Disorder	November to December 2024	IT Subject Panel Head	Hong Kong Shue Yan University
Advanced Course on Catering for Diverse Learning Needs	November to December 2024	Chinese Subject Panel Head	The Education University of Hong Kong
Online Basic Course on Catering for Diverse Learning Needs	February 2025	Mathematics Subject Panel Head	EDB
Effective Use of Multimodal Texts to Develop Students’ English Language Skills and Cater for their Diverse Learning Interests and Needs at Primary Level (Refreshed)	March 2025	English Subject Panel Head	EDB
EDB Online Foundation Course for Teachers - Affective Education for Gifted/ More Able Students	April 2025	English Subject Panel Head English Subject Teacher	EDB
Thematic Course on Supporting Students with SEN - Focusing on students with Mental Illness	May 2025	Mathematics Subject Teacher	Hong Kong Shue Yan University
School Administration			
Sharing Seminar on the Major Findings of Inspection Annual Report (IAR) (2023/24)	November 2024	National Education Mistress	EDB

Title/Activity	Month	Personnel	Organizer
Sharing Seminar on the Major Findings of Inspection Annual Report (IAR) (2023/24)	November 2024	STEAM Mistress	EDB
Sharing Session on Comprehensive Student Guidance Service in Primary Schools	November 2024	Deputy Headmistress	EDB
Experience Sharing Session for "Making Good Use of Small Class Teaching Environment"	November 2024	Curriculum Development Mistress	EDB
“The enhanced School Development and Accountability framework” online self-learning course (Re-run)	December 2024	Deputy Headmistress	EDB
第十三屆聯合教育會議	December 2024	Headmistress & Deputy Heads	官立小學校長協會及官立小學副校長會
Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2024/25 s.y. - Batch 1)	December 2024	Physical Education Subject Panel Head	EDB
Core Training Programme for Newly-joined Teachers (I) - Workshop on Teachers' Professional Identity (Re-run)	January 2025	English NET Teacher	EDB
Core Programme under Enhanced Training for Promotion - “Professional Conduct, Values and Education Policies” (2024/25 s.y. - Batch 2)	January 2025	General Studies Subject Panel Head	EDB
Advanced Induction Programme (2 days)	February 2025	IT Subject Panel Head PTH Subject Panel Head	EDB
Foundation Induction Programme (4 days)	March 2024	General Studies Subject Panel Head	EDB
Briefing Session of School-based Support Services (2025/26) (Primary Schools)	April 2025	Curriculum Development Mistress	EDB
Core Programme under Enhanced Training for Promotion - “Professional Conduct, Values and Education Policies” (2024/25 s.y. - Batch 3)	April 2025	Chinese Subject Panel Head	EDB

IV. Learning and Teaching

1. Learning Time for Key Learning Areas per Week

Our school provides students with a well-rounded education that encompasses a variety of subjects and activities. This includes a strong emphasis on the core subjects of Chinese language, English language, Mathematics and General Studies as well as exposure to other subjects.

In addition to academic subjects, we also provide opportunities for students to develop positive values and attitudes, social and emotional skills through extracurricular activities and values education.

Subjects	Period	Minutes	Percentage
Chinese	9 (35'')	315''	19.1%
Putonghua	1 (35'')	35''	2.12%
English	7 (35'')	245''	14.85%
Mathematics	7 (35'')	245''	14.85%
General Studies	5 (35'')	175''	10.61%
Information Technology	2 (35'')	70''	4.24%
Visual Arts	2 (35'')	70''	4.24%
Music	2 (35'')	70''	4.24%
Physical Education	2 (35'')	70''	4.24%
Library Studies	1 (35'')	35''	2.12%
Values Education	1 (35'')	35''	2.12%
Multiple Intelligence Lessons	1 (35'')	35''	2.12%
*Integrated Lesson	3 (35'')	105''	6.36%
Extra-curricular Activities	1 (70'')	70''	4.24%
Class Period	5 (15'')	75''	4.55%
Total		1650''	100%

**Integrated Lesson*

- Remedial Programmes (Do My Best): Chinese (P.1 - P.6), English (P.2, P.4 – P.6) and Maths (P.1– P.3)
- Enrichment Programmes: Chinese (P.5 – P.6), English (P.5 – P.6) and Maths (P.4 – P.6)
- Homework Tutorial Class (P.1 – P.6)

2. Assessments

Quizzes, P.1 Formative Assessment and Examinations are the types of assessments used in our school to evaluate student learning. Quizzes as formative assessments, are designed to provide ongoing feedback to students about their progress of learning. They are often given throughout the learning process to help students identify areas where they need more practice or review.

On the other hand, three examinations as summative assessments are designed to evaluate a student's overall understanding of the subject at the end of term. They provide a comprehensive evaluation of students' learning.

Details of the examination arrangements were as follows:

Examination	Date
P.6 Internal Assessment for 2 nd Submission of Results for SSPA	15/11/2024 - 20/11/2024
P.2 – P.5 1 st Examination	
P.6 Internal Assessment for 3 rd Submission of Results for SSPA	13/3/2025 – 18/3/2025
P.1 – P.5 2 nd Examination	
P.5 Internal Assessment for 1 st Submission of Results for SSPA	3/6/2025 - 6/6/2025
P.1 – P.4 & P.6 Final Examination	

3. Learning in Different Subjects

Chinese

為了培養學生的自主學習能力和溝通技巧，中文科於本年度進一步優化預習工作紙，設計多元化且能啟發學習動機的題目，從而提升學生的自主學習能力。此外，今年在說話課程中增設了廣東話日常用語表，在各年級的說話練習冊中融入生活情境設計，讓學生能在真實的生活情境中練習日常用語和對話，實現學以致用，進一步提高其溝通能力。同時，學校鼓勵學生善用「中文知識庫」。除了在課堂上摘錄筆記，老師還安排了多樣化的學習內容，讓學生在課堂以外也能主動探索和學習中文知識。

為了提升學生學習中文的興趣及照顧學習多樣性，本年度推行了「中文默書及小測龍虎榜」和 RainbowOne 獎勵計劃，嘉許在默書及小測中表現優異的學生，以增強他們學習中文的動機和信心。同時，調整默書形式及比例，以更有效地激發非華語學生學習中文的動機。

透過「STEAM」教育，學校致力於培養學生的好奇心。學生使用電子學習平台閱讀有關中國傑出人物及其他主題的電子書，從中提升閱讀能力，並學習偉人堅毅認真的態度。

此外，利用網上學習平台設計語文基礎知識練習，並結合互動功能，進一步促進學生的自主學習能力。

為推廣中文學習及欣賞中國文化，本校舉辦了中文週活動。活動以有趣的方式傳授中文知識及推廣中國經典名句的應用，設有多個攤位遊戲，讓學生在輕鬆互動中學習中文。學習能力較高的學生擔任中文大使，負責主持攤位遊戲，藉此創造更多以中文交流的機會。活動還設有獎品，鼓勵學生在互動中建立學習中文的自信，寓學習於娛樂。

為了讓學生更深入了解中國傳統文化，學校本年度舉辦了多項傳統節日慶祝活動，如中秋節及農曆新年等。學生透過欣賞古典詩詞並參與應節手工製作，學習相關節日的歷史及習俗，增強對中華文化的認識。

此外，為拓寬學生對中華文化的認識，本年度安排了一次前往戲曲中心的教育參觀活動。學生透過欣賞敘事表演、傳統廣東音樂示範及主持人帶領的互動討論，親身體驗戲曲之美，並了解戲曲故事中蘊含的中華文化價值觀，如勤奮與慈悲。同時，學生也思考如何在日常生活中實踐這些正向價值觀。

學校亦十分重視家長教育，特別為非華語家長提供學習中文的機會。透過舉辦多場中文工作坊，家長可以學習簡單的中文，增進對中國文化的了解。這些工作坊不僅幫助家長掌握中文基礎，還促進親子溝通，進一步支持孩子的學習成長。

To develop students' self-learning and communication skills, the pre-task worksheets were optimized with questions designed to stimulate motivation and cultivate self-directed learning. Additionally, a table of daily Cantonese expressions was included in the speaking booklet to enhance communication skills. Teachers also shared inspiring quotes and words during lessons, encouraging students to develop the habit of taking notes using the Chinese Word Bank (中文知識庫).

To enhance students' motivation and address diverse learning needs, we introduced three initiatives: the Chinese Dictation Award Scheme (中文默書龍虎榜), the Chinese Quiz Award Scheme (中文小測龍虎榜), and the RainbowOne Excellence Reward Scheme to recognize outstanding performance, thereby boosting students' confidence in learning Chinese. The format and content of dictation were optimized to meet the needs of non-Chinese speaking students and accommodate individual differences.

To foster students' curiosity through STEAM education, they utilized an electronic learning platform to read e-books about prominent figures in China, which enhanced their reading skills and exposed them to the attitudes of great individuals. Online learning platforms were also used to design exercises related to basic language knowledge, leveraging interactive features to promote independent Chinese learning.

Chinese Week was organized to promote the use of the Chinese language and classic sayings in an engaging manner. Students participated in various Chinese booth games, with some high-

achieving students selected as Chinese Ambassadors to host the games and interact with their peers in Chinese. These meaningful activities provided a platform for enjoyable Chinese learning, encouraging open dialogue and interaction. Prizes were awarded to participants to boost their confidence as Chinese learners.

Moreover, Chinese cultural activities were organized during the Mid-Autumn Festival and Lunar New Year. Students created handcrafts like traditional lanterns, appreciated classical poems, and participated in calligraphy activities. These experiences offered a valuable opportunity to learn about Chinese history, traditional culture, and values.

To further expose students to Chinese culture and community, an educational visit to the Xiqu Centre was arranged. Students attended The Tea House Student Matinees, exploring the art of Xiqu and traditional Chinese culture in an interdisciplinary way. Through narrated performances, traditional Cantonese music demonstrations, and interactive discussions, students experienced the beauty of Xiqu, developed positive values such as diligence and compassion, and reflected on how these values relate to daily life.

At the same time, our school places significant emphasis on parent education, providing opportunities for non-Chinese speaking parents to learn Chinese. Through various workshops, parents can learn simple Chinese, thereby deepening their understanding of Chinese culture. These workshops enabled parents to communicate more effectively with their children and support their learning.

English

To cultivate students' generic skills and self-directed learning abilities, our school has implemented various strategies to instill effective learning habits in English Language. Collaborative group activities have been organized to enhance students' communication and teamwork skills. Additionally, e-books—both fiction and non-fiction—were assigned through the e-Read Scheme of HK Reading City. We provided diverse resources and e-learning platforms, including flipped classrooms and the STAR platform for self-directed learning.

To stimulate motivation and accommodate learner diversity, students' works and achievements were showcased through various channels, such as class display boards, the school newsletter, and Prize-giving Day. Graded writing task worksheets were also designed and enriched to meet the diverse needs of our students.

To develop inquisitive minds through STEAM education, in-class book-sharing activities were organised to foster curiosity and critical thinking. Students explored STEAM-related texts, shared insights, and gained confidence in presenting their ideas. During STEAM Week, English learning was enriched with comprehension and extension activities. Students engaged in discussions, analyzed texts, and practiced critical reading strategies to enhance their language skills.

To nurture positive values and a constructive mindset, we incorporated value-based themes into subject content to promote character development. Students evaluated the values learned

in each unit and reflected on their experiences. To encourage a positive learning attitude and to broaden their perspectives and experiences, students were motivated to participate in external competitions. These included the Once Upon A Book Storytelling Competition, SOW Book Gifting Competition, Time-to-Talk Public Speaking Competition, and Smart ABC Radio Competition. Through these competitions, students enriched their English learning experiences and cultivated positive values by appreciating the beauty and meaning of English sayings of wisdom (SOW). Furthermore, learning activities related to sports in ancient China were arranged in Multi-Intelligence Lessons to deepen students' understanding of Chinese culture.

Through various programs and initiatives, we help students enhance their language skills, foster their passion for learning, and cultivate positive values.

Mathematics

Building on the successes of the previous year, this year's Mathematics curriculum focused on enhancing students' generic skills and self-directed learning abilities. Specific learning tasks were introduced each term to cultivate these skills, with Primary 1–3 students concentrating on summary and comparison, while Primary 4–6 students focused on analysis. To support self-learning at home, we continued to provide access to the PLANETii e-learning platform for all grade levels. Additionally, our lessons were enriched through the integration of pre-lesson tasks and self-reflection activities, further promoting these essential skills.

To stimulate learning motivation and address learner diversity, we organized interactive and hands-on Mathematics activities during the post-exam period to ignite students' interest in the subject. The STAR platform was utilized to consolidate learning and identify individual strengths and weaknesses, enabling data-driven teaching strategies that better cater to the diverse needs of our students.

A key priority was fostering an inquisitive mindset through STEAM education and reading. We hosted parent-child reading activities, provide online reading materials with QR codes to facilitate at-home engagement. Students read Mathematics storybooks with their parents and completed reading reports. In the classroom, we continued reading Mathematics articles and storybooks during lunchtime. Collaborating with the teacher librarian, we also introduced various Mathematics storybooks during library lessons, making Mathematics more relatable and engaging.

Nurturing positive values and mindsets in our students was another major focus. Positive values were integrated into the subject content and explicitly discussed during co-planning meetings, with clear indications in lesson plans. Students were encouraged to participate in external competitions, where they learned important values such as respect and persistence. Additionally, Mathematics Ambassadors were selected and trained to assist classmates during lunchtime, helping reinforce key concepts and multiplication tables.

Through these comprehensive strategies, we aimed to create a supportive, engaging, and enriching Mathematics learning environment that fosters both academic excellence and personal growth for all students.

General Studies

The General Studies curriculum continues to emphasize six key strands: Health and Living, People and Environment, Science and Technology in Everyday Life, Community and Citizenship, National Identity and Chinese Culture, and Global Understanding in the Information Era. A variety of initiatives have been implemented to equip students with essential knowledge, skills, and values for holistic development.

To strengthen students' learning strategies and study skills, the Flipped Classroom model remains in place. Students in P.1–P.3 complete pre-task worksheets, while P.4–P.6 students access pre-lesson content via Google Classroom, allowing them to learn at their own pace. Note-taking skills are reinforced across all levels, with junior students identifying keywords through highlighting or circling and practicing visual notetaking, while senior students utilize graphic organizers to structure their notes. Students also keep a notebook to jot down key points, science vocabulary, and observational sketches to support their self-directed learning.

A thematic project employing an inquiry-based and project-based learning approach was conducted, requiring students to explore humanities-related topics while integrating values education and generic skills such as communication, critical thinking, collaboration, and creativity.

E-learning continues to be a cornerstone of our strategy. Platforms like Google Classroom and e-Smart 2.0 provide interactive and individualized learning opportunities, with teaching resources regularly updated to support independent study and reinforce key concepts taught in class.

To enhance student engagement and the effectiveness of teaching and learning, subject teachers employ various questioning techniques, including Think-Pair-Share, prompting, redirecting, and reinforcing. IT tools such as Nearpod and Plickers foster active participation and immediate feedback during lessons. To address learner diversity, teachers in A classes develop one extended task sheet per term for high achievers. High-quality student work is regularly displayed during Parents' Day to promote motivation and appreciation.

To nurture students' inquisitive minds, each grade conducts one hands-on scientific extended task each term. Students are guided to carry out scientific investigations, deepening their understanding of scientific knowledge and strengthening their process skills. A scientific project was also implemented to spark interest in science, facilitate understanding of scientific concepts, and enhance the ability to integrate and apply knowledge in authentic contexts. A cross-KLA project supports STEAM education and fosters real-life problem-solving skills. To reinforce Reading across the Curriculum, students are encouraged to read STEAM-related e-magazines and non-fiction books during GS lessons. Each class holds two reading sessions per term, and students complete a 'Reading Diary' worksheet to reflect on their learning. Teachers begin each session with book sharing or reading strategy discussions to enhance students' reading interest and comprehension.

Teacher professional development is supported through STEAM workshops, where updated science tasks and teaching methods are shared. In addition, some teachers were nominated to participate in workshops and seminars related to Primary Science and Primary Humanities in preparation for the upcoming academic year. A GS resource bank has also been established to aid lesson planning and enrich the overall teaching and learning experience.

Students' understanding of civic responsibility and the rule of law is developed through law-abiding education. School-based worksheets on the Constitution, Basic Law, and national security are designed using a life event approach to spark classroom discussions. Educational visits, such as to the Court of Final Appeal, deepen their understanding of the rule of law.

To foster positive values and attitudes, students engaged in self-reflection and goal-setting activities through "My Pledge to Act" and Values and Attitudes worksheets. These initiatives strengthened their metacognitive abilities and personal development. As part of values education, students reflected on core virtues and learnt to apply them in daily life.

To promote empathy and national identity, textbook units on festivals, traditions, and cultural heritage were utilized as lesson inputs. Students showcased their learning through in-class group presentations using posters or PowerPoint slides, demonstrating their appreciation of both Chinese and global cultures.

To further strengthen students' affective development and promote traditional Chinese culture, at least one talk, workshop, or visit related to student well-being or Chinese cultural heritage was arranged throughout the year.

Promoting healthy lifestyles remains a key focus. Students from both key stages completed action plan tasks each term on topics such as healthy eating, the benefits of exercise, and resisting harmful habits. These tasks supported the development of healthy habits and positive well-being.

Visual Arts

Visual Arts education empowers students to explore and express their creativity through the application of visual elements and principles. Students learn to create artwork on various themes by experimenting with diverse techniques and materials, expressing their ideas and emotions. They use lines to form shapes and patterns and apply colors to convey emotions and meaning. In addition, they incorporate visual principles such as balance, contrast, proportion, emphasis, and unity to achieve harmony and cohesion in their work.

To foster generic skills and self-directed learning, KS2 students were encouraged to use sketchbooks for independent study, which enabled them to collect information, sketch pre-lesson drafts, and plan ideas. Students completed preparatory work such as drafts and collected reference photos before creating their final artwork. For KS1 and KS2 students, art critique worksheets serve as graded pre-task activities, guiding them through a simple four-step critique process, to appreciate and discuss art. Checklists on visual elements and principles, along with reflective questions, were provided to aid self-assessment and encourage students to evaluate

their progress. After completing their artwork, students filled out reflection sheets to assess their strengths and identify areas for improvement.

LCU has cultivated a vibrant art environment where students can showcase their talents. Student artwork is displayed across the campus, including classrooms and bulletin boards, creating an inclusive atmosphere that celebrates creativity and diversity. To further boost confidence and enthusiasm, LCU hosted a Visual Arts Exhibition during the post-exam period in the VA room featuring solo galleries of student artwork, offering a platform for peer learning and celebrating artistic accomplishments.

Students participated in the “Love Our Home, Treasure Our Country: GPS Elegant Brushstrokes” Set World Record at the Asia World Expo Centre, where 2,025 representatives from government primary schools collaborated on a record-breaking art project. This initiative focused on creating ink paintings on paper fans, inspired by the 24 solar terms. LCU students illustrated *Althaea rosea* (hollyhock), a flower that blooms during the summer solstice. This project not only showcased their creativity but also deepened their understanding of Chinese culture and traditional art forms, fostering cultural identity.

Our students proudly participated in the Joint School Chinese Cultural Visual Arts Exhibition, titled “Echoes of Tradition: Young Artists Celebrating Our Heritage” held at Hong Kong City Hall, this exhibition brought together students from various government primary schools. Our students’ contributions reflected their hard work and dedication, making this exhibition a meaningful celebration of their artistic achievements.

Various internal and external competitions were organized to instill positive values and attitudes. These included the Upcycle Christmas Ornament Competition, which promoted environmental awareness through reuse and recycling; booklet cover designs for Sports Day and Games Day to increase student involvement; and the Healthy Lifestyle Poster Design Competition to emphasize healthy living. Students achieved notable success in external competitions, winning Champion, 1st Runner-up, and Merit awards in the 「勵進自然樂滿 FUN」 Colouring and Puzzle Competition. They also participated in the 17th Values Education Comic Design Competition, organized by the Winsor Education Foundation, exploring themes such as empathy, mutual help, courage, law-abiding behavior, cultural heritage, and goal setting. Through these artistic creations, students internalized and expressed positive values effectively. To enhance students' appreciation for Chinese art and foster their creativity, students designed unique traditional Chinese art decorations. These included Chinese lucky ornaments, colorful Chinese flower cellophane lanterns, Year of the Snake penny banks, and illuminated Chinese palace lanterns. These projects allowed students to develop their artistic potential while celebrating cultural traditions.

Music

Music education offers students valuable opportunities to cultivate their musical skills, creativity, and appreciation for music. At LCU, music classes encompass singing, recorder playing, music theory, music appreciation, and the history of famous musicians.

Students are introduced to fundamental music concepts such as rhythm, melody, harmony, and dynamics. They also explore the history of music, along with the cultural and social significance of various musical genres.

Throughout the school year, a range of music projects has been implemented to deepen students' understanding of music. Notable initiatives include the Handmade Instrument Project and various Music Projects, where exceptional student work is showcased for peer learning.

Furthermore, we foster a reading culture within music lessons. Storybooks about famous composers are introduced, and students complete book reports after their reading. These books not only provide insights into music history but also inspire students to aspire to greatness. Many students express a keen interest in learning about the lives of great composers.

By engaging in diverse music projects and studying composers' lives, students are encouraged to explore their creativity, expand their knowledge, and develop a passion for music. The sharing of outstanding students' work and exposure to various musical genres foster a sense of community and appreciation from diverse perspectives.

Our school organized a variety of music activities to enhance students' musical experiences and support lifelong learning. They participated in competitions such as the English Folk Song Singing Contest, the HK Schools Music Festival in categories including Primary School Choir, Solo Singing, Recorder Solo, and Erhu Solo, as well as the Chinese Drum Competition organized by the Hong Kong Joint School Music Association.

Additionally, music concerts are held throughout the year, including performances by The Music Office Instructors' Wind Band and the Wind Concert titled "Love Music, Love the Earth." These activities allow students to engage with music directly, resulting in enjoyable and enriching learning experiences.

This is the third consecutive year that our Junior Choir members were invited to perform Christmas carols at Cheung Sha Wan Plaza. This experience not only showcased their musical talents but also instilled positive attitudes towards community service and a sense of belonging within society.

Additionally, we are proud to have launched the "Cantonese Opera in Schools" (粵劇進校園) program, specifically designed for Primary 4 students. Each P.4 class participated in three engaging Cantonese Opera workshops organized by our pilot school, North Point Government Primary School. Students thoroughly enjoyed these workshops, which not only sparked their interest in Cantonese Opera but also enriched their understanding of national education and cultural development.

Overall, our school provides students with opportunities to enhance their musical skills, creativity, and appreciation for music, while also promoting their social and emotional development.

Physical Education

Physical education (PE) is a vital component of the primary school curriculum, aimed at promoting physical fitness, health, and well-being among students. Students engage in various activities, including track and field, ball games, gymnastics, and team sports, while learning specific skills. In lower primary, the focus is on developing fundamental movement skills, coordination, and motor skills. In upper classes, students learn teamwork, sportsmanship, respect, and fair play.

Through a diverse range of learning activities, students cultivate the skills, knowledge, values, and attitudes necessary for an active and healthy lifestyle. They build confidence and competence in facing challenges, whether as individuals or as part of a team. School events like Sports Day, Games Day, active recess, and morning exercise, along with the EACT Jockey Club Active School Programme, provide additional opportunities for participation. Our selected Chinese martial arts students also showcased their talents in the ‘Love Our Home, Treasure Our Country’ Ceremony.

Furthermore, different groups of students participated in various inter-school competitions throughout the year, gaining valuable exposure. To promote moderate to vigorous physical activity (MVPA60), the Fun Fitness Award Scheme has been implemented to encourage students to engage in regular exercise and adopt an active lifestyle.

Information Technology

The Information Technology (IT) curriculum at LCU is designed to equip students with foundational technology concepts and essential computer literacy skills. Covering key areas such as computer hardware, software, basic programming, internet safety, and digital citizenship, the curriculum provides a comprehensive and well-rounded introduction to technology.

A primary objective is to ensure students achieve proficiency in common software applications, including word processors, presentation tools, and spreadsheet software, while also enhancing their internet navigation and information-searching skills.

The curriculum places a strong emphasis on computational thinking and coding. For Primary 2 and 3 students, this begins with the use of iPads for unplugged programming activities and Scratch Junior, providing an engaging introduction to coding. For Primary 4 to 6 students, the CoolThink@JC Programme advances their coding education, enabling them to work on programming projects using micro:bit. Students also engage with emerging technologies such as 3D printing, Virtual Reality (VR), and Artificial Intelligence (AI), fostering innovation, creativity, and problem-solving skills.

To promote self-directed learning, Primary 4 to 6 students are encouraged to watch pre-lesson videos on an online platform and collaborate on coding projects. These activities develop essential generic skills such as collaboration, communication, and critical thinking.

Additionally, outstanding IT projects are displayed on Google Classroom, fostering motivation and catering to a diverse range of learning needs.

Through these initiatives, the IT curriculum aims to cultivate technological proficiency, critical thinking abilities, and self-directed learning skills, ensuring students are well-prepared for the demands of an ever-evolving digital landscape.

Putonghua

本校致力培養學生的普通話聽說能力，並輔以朗讀、拼寫技巧及與普通話相關的語言文化知識。透過系統化的課程設計，結合角色扮演、詩歌朗誦、唱兒歌及互動遊戲等多元化的課堂內外活動，營造輕鬆愉快的普通話學習環境，激發學生對普通話的學習興趣。

為提升學生的共通能力及自主學習技能，本年度科任老師在課堂上透過熱身活動教授學生日常普通話詞彙，並善用出版社提供的自學冊及電子平台 e-Smart 2.0 平台內的「翻轉課堂」、「課堂練習系統」、「聲韻母口訣動畫」和「互動遊戲專區」等功能，幫助學生提升聽說拼讀技巧及自主學習能力。此外，科任老師每月利用午膳時段播放與課文主題相關的短片，進一步激發學生學習普通話的動機。

為鼓勵學生多用普通話並照顧學習多樣性，本年度繼續舉辦「普通話日」，營造普通話語境，為學生創造更多練習機會。普通話老師特別訓練普通話口語能力較佳的高年級學生擔任「普通話大使」，以攤位遊戲形式讓學生在輕鬆互動中練習日常普通話。此外，「普通話大使」還會於午膳時間進入低年級課室，與低年級學生用普通話交談，指導他們朗讀聲韻母，並鼓勵多用普通話交流，進一步提升學生對普通話的興趣。

在普通話課程中，本科組亦結合課文中的傳統文化故事短片、古詩詞及品德情誼故事，透過多元智能課堂和試後活動，讓學生學習地道的普通話生活用語之餘，感受中華文化的魅力。學生在學習過程中體會故事中人物的品格，進而培養責任感、仁愛之心、團隊合作能力及溝通技巧。

為進一步創造普通話語境並推廣健康生活方式，本年度推出了「普通話運動歌計劃」。學生透過一邊唱普通話歌曲，一邊進行運動，不僅提升了普通話學習興趣，也建立了積極運動的態度。

為提升學生的普通話水平及學習興趣，本校鼓勵學生積極參與各類普通話活動及比賽。本年度，共有 15 位學生參加第七十六屆香港學校朗誦節（普通話獨誦比賽），其中 1 位學生獲得季軍，10 位學生取得優良成績，4 位學生獲得良好成績。同時，36 位學生首次參加第七十六屆香港學校朗誦節（普通話集誦比賽），表現優異，取得優良成績。另有 2 位學生參加「第 9 屆全港校際精英朗誦節 2024」並分別獲得亞軍和季軍的佳績。此外，部分學生參加了「中國經典故事演說比賽 2024/2025」、「周有光盃—普通話說講朗誦及拼音比賽」及「2024/25 全港小學普通話講故事比賽」等多項比賽，透過這些活動，學生有更多機會接觸普通話，還為他們提供了文化體驗的寶貴經歷。

The Putonghua curriculum focuses on cultivating students' listening and speaking skills in Putonghua, supplemented by training in reading, spelling, and cultural knowledge. Through a

systematic curriculum enhanced by diverse classroom and extracurricular activities - including role-playing, poetry recitation, singing children's songs, and interactive games - we create a relaxed, enjoyable Putonghua-speaking environment that fosters students' interest in learning the language.

To enhance students' learning abilities and self-directed learning skills, subject teachers incorporate warm-up activities in class to teach daily Putonghua vocabulary. They also make effective use of self-study workbooks provided by publishers, integrating various applications from the publisher's electronic platform, *e-Smart 2.0*. Features such as "Flipped Classroom," "Class Practice System," "Phonetics Animation," and "Interactive Game Zone" are utilized to improve students' listening, speaking, and reading skills while fostering independent learning and increasing their interest in Putonghua. Additionally, short videos related to lesson themes are shown monthly during lunch breaks to further boost students' motivation.

To encourage Putonghua speaking and address diverse learning needs, we continue our "Putonghua Day" initiative, creating immersive language environments. Upper primary students with strong oral skills serve as Putonghua Ambassadors, leading booth games and assisting lower primary students with phonetics during lunch breaks, encouraging them to communicate in Putonghua, and fostering their interest in learning the language.

To deepen students' understanding of Chinese culture and cultivate positive values and attitudes, teachers incorporate traditional cultural story videos, classical poetry, and stories emphasizing virtues into the curriculum. Presented through Multiple Intelligence Lessons (MIL) and post-exam activities, these materials teach authentic Putonghua while exploring Chinese culture and values like responsibility, compassion, and teamwork.

To provide additional Putonghua-speaking contexts and promote a healthy lifestyle, we introduced "Exercise with Putonghua" program this year. This initiative encourages students to sing in Putonghua while exercising, helping to foster a positive attitude towards physical fitness and further motivating them to learn the language.

Students showed active participation in Putonghua-related activities and competitions. This year, 15 students participated in the Solo Verse Speaking competition at the 76th Hong Kong Schools Speech Festival, organized by the Hong Kong Schools Music and Speech Association. Among them, 10 students received Merit awards, and one student achieved the third place. Additionally, 36 Primary 1 and 2 students took part in the Choral Speaking competition at the same festival and got Merit. 2 students participated in the 9th Hong Kong Inter-school Elite Speech Festival 2024 and they got the second and the third place. Other students also joined competitions such as the Chinese Classic Storytelling Competition 2024/2025, the Chow Yew Kwong Cup - Mandarin Speech Recitation and Pinyin Competition, and the 2024/2025 Hong Kong Primary School Mandarin Storytelling Competition. These opportunities not only enhanced students' interest in learning Putonghua but also provided meaningful experiences to cultural appreciation.

Library Studies

To foster a strong reading culture that enhances students' reading habits, strengthens their language skills, and develops a lifelong learning attitude, we implement a variety of programs and competitions that expose our students to diverse literacy forms.

Our whole-school reading programs such as the Reading Award Scheme involve the entire school community in reading English, Chinese, and e-books. Students also participate in the e-Read Scheme organized by HKedCity. During holidays, students are required to read at least one Chinese e-book on the designated platform which reinforces an appreciation of Chinese culture and independent learning beyond school hours.

13 students were selected to participate in the Tell-a-Tale Children's Story Writing and Storytelling Competition, held in January 2025. Prior to the competition, they attended an online workshop hosted by Teacup Production in which they learned story crafting techniques before submitting their entries to the Teacher Librarian. This valuable learning experience also enhanced their creativity and storytelling skills.

To further encourage reading engagement, the school hosted a World Book Day Bookmark Competition, which involved students across all grade levels. 10 outstanding works were selected, and winners received prizes for their artistic contributions. This competition was designed to inspire creativity while fostering a stronger connection with reading.

Every Tuesday morning, Chinese storytelling sessions are conducted in the school hall, allowing students to immerse themselves in captivating stories that highlight Chinese culture and traditions. These sessions provide a dynamic and enjoyable learning experience, promoting cultural appreciation and a love for storytelling.

To develop independent reading habits, we have implemented a class library borrowing system that encourages students to borrow books regularly. Currently, approximately 70% of students borrow at least two books per month, enabling them to explore various genres and strengthen their language proficiency.

To engage students and families in reading, the school organized biannual Book Fairs during Parents' Day, fostering a love of literature and promoting reading as a shared family experience.

To nurture positive values and mindsets, the school arranged book recommendation activities promoting perseverance and achievement. These included workshops led by China Hong Kong athletes sharing real-life success stories, recommended readings about outstanding Chinese badminton athletes and an inspiring talk by Hong Kong badminton player Ms Yip Pui Yin for P.4 to P.6 students, titled "Working Hard to Achieve Your Ideal Goal". Over 80% of students found Ms Yip's talk highly motivating, with many considering her a role model for determination and success.

4. STEAM Education

In 2025, LCU had a remarkable year in the field of STEAM education, providing students with a wide range of opportunities to nurture their inquisitive minds. In addition to the regular Information Technology curriculum, which included topics such as ScratchJr, Micro:bit, 3D printing, virtual reality, artificial intelligence, and machine learning, the school actively participated in the CoolThink@JC Programme. This collaborative initiative, supported by The Hong Kong Jockey Club Charities Trust, The Education University of Hong Kong, the Massachusetts Institute of Technology, and City University of Hong Kong, further enriched the students' learning experience.

Throughout the year, P.4 students engaged in at least 14 hours of coding lessons using Scratch, while P.5 and P.6 students advanced their skills through App Inventor Level 1 and Level 2 curricula, creating games and applications. Furthermore, all P.4 to P.6 students completed a final project, applying the computational skills they had acquired during the program.

To broaden students' knowledge and spark their curiosity in STEAM-related fields, we extended our educational efforts beyond the boundaries of the classroom. A diverse range of STEAM learning programs was organized to deepen students' understanding and interest in these areas. These programs included the following:

Level	Names of ECA Groups	Learning Contents
P.1-3 (Rotating Group)	First Steps in STEM	Engagement in various science projects
	Coding for kids	Introduction to simple robotics building and programming using LEGO WeDo 2.0 sets
P.4-6 (Steady Group)	LEGO Engineering	Learning the foundations of engineering concepts using the Technic series of LEGO bricks
	LEGO Robotics	Model-building with a focus on more advanced robotics building and programming using LEGO SPIKE Prime sets
	STEAM Learning	Programming in Scratch to create animations and games
	Micro:bit Learning	Learning Micro:bit coding and integrating the Micro:bit with other hardware

Moreover, students with a sustained interest in STEAM learning had the opportunity to join after-school learning groups that focused on robotics building and programming, Scratch programming, Micro:bit programming, and glider making. Students who demonstrated exceptional skills in these areas were nominated to participate in various STEAM competitions, including:

Month	Names of Competitions	Organizer
July 2024	Robotics Intelligence DIY 2024	Creative Power Educational Association
July 2024	Hong Kong Creative Maths and Science 4D Frame Competition 2024	The Hong Kong Federation of Youth Groups
November 2024	YKN STEM Competition – Robot in a Flash	Buddhist Yip Kei Nam Memorial College
December 2024	“Love Our Home, Treasure Our Country” Competition for Effective Use of Open Data Applications	The Education Bureau
January 2025	“Love, Innovate for Happy Ageing” Challenge Competition (LEGO Group)	The Hong Kong Polytechnic University
January 2025	“Love, Innovate for Happy Ageing” Challenge Competition (Micro:bit Group)	The Hong Kong Polytechnic University
April 2025	International Youth STEAM Education Competition 2025 (Game Coding Upper Primary)	Techbob Academy
June 2025	Creative Coder Competition (Scratch)	The Hong Kong Federation of Youth Groups
June 2025	Gliding Future – Hong Kong Primary School Student Glider Competition 2025	Hong Kong STEM Nurture Association
July 2025	Hong Kong Creative Maths and Science 4D Frame Competition 2025	The Hong Kong Federation of Youth Groups
July 2025	Creative Coder Competition (Micro:bit)	The Hong Kong Federation of Youth Groups

In January 2025, our school held STEAM Days for P.1-3 and P.4-6 students to promote hands-on learning in the field of STEAM. These events aimed to nurture problem-solving skills, computational thinking, and strategic adaptability in a fun and supportive environment. Students engaged in various booth games featuring technological products, including:

Levels	Booth Game Types	
P.1-3	▪ AI Unmanned Store ▪ Reaction Challenge ▪ Coding Challenge ▪ AR Experience ▪ Air Cannon	▪ mBot Battle Stage ▪ Micro:bit Racing Car ▪ LEGO Spinning Top Battle ▪ 2D and Cube Puzzle Challenge ▪ Gravity Block Balance Challenge
P.4-6	▪ AI Unmanned Store ▪ Reaction Challenge ▪ mBot Battle Stage ▪ Air Cannon	▪ AR and VR Experience ▪ Micro:bit Racing Car ▪ LEGO Spinning Top Battle ▪ Robotics Coding Challenge

Additionally, a comprehensive STEAM project titled "Sustainable Wellness" was launched in March and April, involving all grade levels. The project aimed to enhance students' problem-solving abilities through innovative designs and encourage them to embrace an eco-friendly lifestyle while prioritizing their health and well-being. The project details are as follows:

Topic	STEAM Product	STEAM learning element
P.1 Let's Love Our School Facility	Waterproof Sign	Test various materials for waterproof, durable, and eco-friendly properties
P.2 Homemade Toys	Magnetic Toy	Explore how magnets repel each other when like poles are close together
P.3 Save Energy	Energy Saving Fan	Use sensors and timing blocks to program a fan for energy efficiency
P.4 Improve Air Quality	'Clean' Transport	Learn how air motion and electricity can replace fossil fuels to power movement
P.5 Closed Circuits	DIY Table Lamp	Understand how a closed circuit is formed to power a table lamp
P.6 Simple Machines	Foil Ball Launcher	Apply the principles of levers to convert potential energy into kinetic energy

Our STEAM education prioritized on providing diverse opportunities for students to explore and cultivate their interests in STEAM fields. To further support this initiative, we organized activity-based lessons, workshops and visits for students and parents, fostering a deeper understanding of STEAM concepts. The details of these activities are as follows:

Category	Month	Name of the activity	Content	Participants	Organizer
Multiple Intelligence Lesson	January, February and April 2025	STEAM Kids	Explore using ScratchJr to create an animation of playing sports	P.1-3 students	School
Parent Workshop	March 2025	CoolThink@JC Programme Parent Workshop	- Introduce the CoolThink@JC Programme - Use Scratch for simple coding - Discuss recent technology issues	9 pairs of P.4-6 parents and students	City University of Hong Kong
Visit and Workshop	July 2025	CityUHK's STEM Carnival	- Attend an artificial intelligence workshop - Visit the Exhibition and Guided Laboratory Tour at the CLP Power Low Carbon Energy Education Centre	17 P.4-6 students	City University of Hong Kong

V. Support for Student Development

1. National Education

National Security Education (NSE) and national education are indispensable parts of the school curriculum. Our school adopted a multi-pronged and coordinated approach to promoting NSE, Constitution and Basic Law holistically through related Key Learning Areas/subjects, values education (including moral, civic and national education), as well as learning activities within and beyond the classroom across different learning stages of primary education. The table below is a summary of the activities held.

Category	Date	Name of Activity	Organizer	Participants	Award
Learning Activities & Workshops	11/9/2024	Parent-Child DIY Moon Cakes Workshop	Star Chef	20 P.1-P.6 families	/
	14/9/2024	Calligraphy 1000	EDB	10 P.5-P.6 students	/
	27/9-30/9/2024	Multiple Intelligence Lesson: Chinese Ancient Sports	LCU	P.1-P.6 students	/
	30/9-8/10/2024	Territory-wide Inter-school National Security Knowledge Challenge (2425)	EDB	P.1-P.6 students	/
	12/12/2024	"Roving Exhibition on the 75th Anniversary of the Founding of the People's Republic of China"	CPCE	All parents	/
	3/12/2024	Constitution Day Booth Game Design Competition	EDB	P.1-P.6 students	/
	2/4-3/4/2025	Inter-class Basic Law Knowledge Competition	LCU	P.1-P.6 students	/

Category	Date	Name of Activity	Organizer	Participants	Award
Learning Activities & Workshops	15/4/2025	Booth Games on National Security Education Day	LCU	P.1-P.6 students	/
	13/6/2025	DIY Dragon Boat Festival Sachet Workshop for Teachers	Jacaranda TCM Ltd	All teaching staff	/
National Education Visit	16/6/2025 20/6/2025	Patriotic Education Centre	LCU	P.1-P.6 students	/
The Constitution & Basic Law Student Ambassador	8/10/2024	“Basic Law and One Country, Two Systems” Comic Design Competition	HK Youth Nurture Association	3 P.6 Students	/
	3/12/2024	Constitution Day Booth Game Design Competition	EDB	18 student Ambassadors	/
	16/12/2024	National Security Short Speech Competition	EDB	3 P.6 Student Ambassadors	/
	16/12/2024	Wing Chun Experience Workshop	EDB	3 P.6 Student Ambassadors	/
	15/4/2025	Booth Games on National Security Education Day	LCU	18 Student Ambassadors	/
	9/5/2025	“Hong Kong National Security Law - Safeguards and Hopes” Social Media Post Competition	Department of Justice	5 P.6 Student Ambassadors	/
	30/5/2025	Lunch Broadcasting for Celebrating Tuen Ng Festival	LCU	2 Student Ambassadors	/

Category	Date	Name of Activity	Organizer	Participants	Award
Flag Raising Foot Drill Training	Oct 2024- June 2025	Flag-raising and Foot Drill Programme	LCU	19 team members	/
	21/9/2024	Basic Foot Drill Batch Assessment	Association of HK Flag-guard	18 team members	/
	12/10/2024	Training for the Shenzhen-Hong Kong Youth Flag Raising Parade		13 team members	/
	19/10- 20/10/2024	Shenzhen-Hong Kong Youth Flag Raising Parade		13 team members	/
	26/10/2024	Basic Course for Flag-raising Bearers		7 team members	/
	6/11/2024	Flag-raising Performance	Home Affairs Department	3 team members	/
	1/3/2025	Training for the 2025 Annual Parade of the Association of Hong Kong Flag-guards	Association of HK Flag-guard	19 team members	/
	22/3/2025	Rehearsal for the 2025 Annual Parade		19 team members	/
	29/3/2025	2025 Annual Parade of the Association of Hong Kong Flag-guards		19 team members	/
	5/4/2025	Intermediate Foot Drill Batch Assessment		16 team members	/
	12/4/2025	Visit the Hong Kong Garrison Exhibition Centre		15 team members and 10 parents	/
	17/5/2025	Basic Batch Assessment for the Flag-raising Bearers		7 team members	/

Category	Date	Name of Activity	Organizer	Participants	Award
Hong Kong China Interflow	7/1-10/1/2025	Chengdu Study Tour	EDB	59 P.5-P.6 students	/
Sister School Scheme	28/11-29/11/2024	Exchange Tour to Sister School	LCU	40 P.5-P.6 students	/
	25/3-26/3/2025	“Crossing the boundaries with heart”, The 4th School Leadership across the GBA Event	Education Bureau of Nanshan District, Shenzhen	DH Lee, Ms Cheung	/
	Oct 2024	“China In My Heart” Photography Competition	LCU & Keyuan	LCU & Keyuan students	Champion: 6C Khan Jamal 1st Runner-up: 6A Limbu Sudin 2nd Runner-up: 5A Bernardino Cassandra Danielle Go Merit: 6A Khan Aleena 6A Torin Zeynep 6A Chowdhury MD. Salif 6A Onwufuju Angeline Chisom 2A Nazeer Muhammad Subhan
Competitions	8/10/2024	“Basic Law and One Country, Two Systems” Comic Design Competition	HK Youth Nurture Association	3 P.6 Students	2nd Runner-up: 6A Khan Aleena
	3/12/2024	Constitution Day Booth Game Design Competition	EDB	P.1-P.6 Students & 18 student Ambassadors	/

Category	Date	Name of Activity	Organizer	Participants	Award
Competitions	16/12/2024	National Security Short Speech Competition	EDB	3 P.6 Student Ambassadors	Merit: 6B Wong Yik-hin 18 Districts Active Participation School Award (Primary) - Sham Shui Po District
	23/1/2025	“My Dream Home” Writing, Photo, Microfilm, Drawing and Poster Design Contest	HKQAA	2 P.6 Student Ambassadors	/
	12/3/2025	The Seventeenth Hong Kong Cup Diplomatic Knowledge Contest	Office of the Commissioner of the Ministry of Foreign Affairs	20 P.4 – P.6 students	/
	29/3/2025	2025 Annual Parade of the Association of Hong Kong Flag-guards	Association of HK Flag-guard	19 team members	Second Prize
	15/4/2025	Giant Panda Souvenir Design Competition	EDB	5 P.6 students	To be confirmed
	29/4/2025	Understanding the Constitution and Basic Law Drawing Competition	New Territories Principals Association	3 P.6 students and 2 parents	Merit: 6A Ng Shing Yau
	9/5/2025	“Hong Kong National Security Law - Safeguards and Hopes” Social Media Post Competition	Department of Justice	5 P.6 Student Ambassadors	/

2. Values Education

Values education is vital in shaping students' attitudes and fostering their overall development. It empowers students to become responsible citizens who contribute positively to society. By internalizing core values, students are equipped to face challenges, uphold moral standards, and make sound choices in their personal and social lives.

At LCU, we focus on the holistic development of our students. In addition to the 12 priority values and attitudes: 'National Identity', 'Courtesy', 'Self-discipline', 'Law-abidingness', 'Responsibility', 'Commitment', 'Perseverance', 'Diligence', 'Empathy', 'Care for Others', 'Respect for Others', 'Integrity', 'Filial Piety' and 'Unity', we emphasize two additional ones: 'self-discipline' and 'courtesy'. These values are integrated into classroom learning, extracurricular activities, and service-learning opportunities.

The Guidance and Counselling Stream designs comprehensive developmental guidance and counselling programmes tailored to meet students' personal and social needs at various stages. Thematic talks are organized to promote positive values, share learning experiences, and celebrate student achievements. Students are reminded of the school's behavioural expectations, aligned with the values they are encouraged to embody.

To reinforce positive values and attitudes, we implement level-specific programmes such as the Home-School Cooperation Scheme, which addresses the needs of students at different developmental stages. Feedback indicates that students enjoy these programmes and gain a greater understanding of others' needs, fostering empathy and integrity while enhancing their awareness of the importance of caring for those in need.

Additionally, our school organizes a service team and arranges regular community visits to further reinforce positive values and attitudes. These community service projects allow students to actively engage and develop a sense of social responsibility and empathy.

As part of our Values Education curriculum, we have developed school-based Values Education booklets that enhance students' understanding of priority values and the principles guiding their behaviour. These resources offer practical guidance on applying values in daily life.

Through a combination of level-specific programmes, school service initiatives, and educational resources like the Values Education booklets, we nurture students to become well-rounded individuals who exhibit empathy, integrity, and social responsibility. These efforts positively impact students' character development, critical thinking skills, and attitudes toward their community and country.

By providing diverse educational opportunities and practical experiences, we guide students to become conscientious, compassionate, and socially skilled individuals. Feedback from end-of-term evaluations indicates that teachers believe the strategies for integrating school-based values education have effectively contributed to developing positive character traits and respectful attitudes among students, leading to behaviour that aligns with the principles emphasized in values education.

Values	Activities		
	Learning Contents in Values Education Lessons		Thematic Talks/ Workshops
National Identity	P.1	Know more about China – Our family and culture	
	P.2	Know more about China – HK flag and HK emblem	
	P.3	Know more about China – National flag and national emblem	
	P.4	Know more about China – HK story and history	
	P.5	Know more about China – China today	
	P.6	Know more about China – Basic Law, One belt one Road and daily life	
Self-discipline & Law-abidingness	P.1	Cultivate a healthy lifestyle	➤ Rehabilitation Express (Rehex) (P.2-3 Workshop) ➤ Understanding Anti-Triad Efforts (P.4-5 Talk) ➤ Smoking and Health (P.4-6 Talk) ➤ What is Space Oil (P.4-6 Talk)
	P.2	Maintain proper self-discipline	
	P.3	Understand civil rights and duties	
	P.4	Abide by the laws	
	P.5	Care about the society and nation	
	P.6	Uphold a sense of responsibility and belongingness to the nation	
Courtesy	P.1	Greet people in proper ways	
	P.2	Make eye contact with others	
	P.3	Demonstrate appropriate etiquette on different occasions	
	P.4	Establish a loving and inviting campus	
	P.5	Get along well with others in a rational and respectful manners	
	P.6	Get along with people of different cultures with sincerity	
Responsibility & Commitment	P.1	Knowing my responsibility as a P.1 student	➤ Junior Drug Detectives Little Emotion Master (P.1-2 Talk) ➤ Sex Education (P.1-6 Workshop)
	P.2	Create a positive learning attitude	
	P.3	Bear the responsibility of a family member	
	P.4	Take on the responsibilities as a responsible student, serve schoolmates and the school with a sense of belonging to the school	

Values	Activities		
	Learning Contents in Values Education Lessons		Thematic Talks/ Workshops
Responsibility & Commitment	P.5	Take an active role to be committed in school life and the community	➤ Be Smart in Cyber World (P.5-6 Talk)
	P.6	Promote Chinese culture to others, and put the virtues learnt into practice in daily life	
Perseverance & Diligence	P.1	Develop a diligent lifestyle and a proper learning habit	
	P.2	Be hardworking and persistent in facing challenges and difficulties	
	P.3	Resist temptation and practice makes perfect	
	P.4	Face changes or failures optimistically	➤ Life-planning (P.4-5 Talk) ➤ Career Talk by CSD (P.4-6) ➤ Career talk by Speech Therapist (P.5-6) ➤ Life-planning Day: Soci-game (P.6Workshop) ➤ Financial Education (P.4-5 Talk) ➤ Financial Education (P.6 Workshop)
	P.5	Refrain from any inappropriate behaviour such as smoking, drinking and taking drugs	
	P.6	Be persistent in accomplishing goals	
Empathy & Care for Others	P.1	Care about others' feelings and needs	➤ World Vision (Hunger) (P.1-3 Talk)
	P.2	Offer help to classmates in need	
	P.3	Accept and appreciate others' differences	
	P.4	Be considerate and generous to others	➤ World Vision (Water) (P.4-6 Talk)
	P.5	Appreciate the others' contribution to the society and the country	
	P.6	View from different perspectives	
Respect for Others	P.1	Communicate with others gently	➤ Anti-bullying (P.1-6 Talk)
	P.2	Take the initiative to care about classmates, teachers and parents	
	P.3	Respect others' comments, opinions, ideas and feelings	
	P.4	Work as a team	
	P.5	Solve conflicts gently and rationally	
	P.6	Accept and appreciate different cultures	

Values	Activities		
	Learning Contents in Values Education Lessons		Thematic Talks/ Workshops
Integrity	P.1	Tell the truth and not telling lies	
	P.2	Do right things, even when no one is watching	
	P.3	Understand the importance of academic integrity and the consequences of cheating	
	P.4	Keep your promise and word	➤ Cultivate Information Literacy (P.4-6 Talk) ➤ Cyber Crime and Cyber Deception (P.6 Talk)
	P.5	Take responsibility and accountability for your actions	
	P.6	Stand up against discrimination and be fair in getting selected in school team, jobs and social services	

3. Guidance Programme & Personal Growth Education

The Guidance and Counselling Stream offered guidance services to students, with an emphasis on preventive, developmental, and remedial programmes. Personal growth education programmes were established within the school to address the developmental needs of all students. Additionally, intervention and follow-up programmes were in place to address issues such as discipline, behaviour, adjustment, and development in a timely manner. The team members also provided support services to parents and teachers, fostering close communication and promoting cooperation between home and school.

Programme	Level					
	P.1	P.2	P.3	P.4	P.5	P.6
Values Education (VE)	✓	✓	✓	✓	✓	✓
Big Brothers & Big Sisters Programme (BBBS)	✓	✓	✓	✓	✓	✓
Understanding Adolescence Programme (UAP)	NA	NA	NA	✓	✓	✓
Sex Education Programme	✓	✓	✓	✓	✓	✓
Developmental Activities	✓	✓	✓	✓	✓	✓
Thematic Talk/Seminar/Drama	✓	✓	✓	✓	✓	✓
Visits and Community Services	✓	✓	✓	✓	✓	✓
Counselling Services	✓	✓	✓	✓	✓	✓

4. Understanding Adolescent Project (UAP)

The Understanding Adolescent Project (UAP) is a comprehensive support programme aiming at helping students acquire the necessary knowledge, skills and attitude when facing adversities and difficulties.

Adhering to the principle of CBO (Competence, Belongingness and Optimism), our teachers and social workers (from New Horizons Development Centre and The Boys' Brigade Hong Kong) tried their best to enhance our students' resilience in coping with the challenges they have to face as they grow up through recognising their achievements, also by accepting their mistakes and appreciating their efforts to try and improve. That's how this programme enhanced students' resilience in coping with the challenges through enhancing their competence, optimism and belongingness.

The UAP had provided students lots of learning opportunities of experiencing, processing, reflecting, and acting by series of small group sessions. The positive effects of the UAP on students, parents and teachers had been evidenced by survey, interview and observation. The programme had been found to be effective in improving students' abilities on various dimensions such as anger management, conflict resolution, problem solving, communication skills. Also, their sense of belongingness to school, optimism, sense of responsibility, self-control and confidence have been enhanced. Parents also agreed that they had gained better understanding of children's developmental needs and had better communication with the students by joining the parent-child activities and communicating with the social workers. The activities were as follows:

Item	Name of Activities	P.4	P.5	P.6
1.	Orientation	✓	✓	✓
2.	Small Group Session	✓	✓	✓
3.	Day Camp for Pupils	✓	✓	✓
4.	Overnight Camp for Pupils	✓	✓	✓
5.	Parent-child day Camp	✓	NA	NA
6.	Parental Workshop	✓	✓	✓
7.	Volunteer Services	✓	✓	✓
8.	Individual Interview	✓	✓	✓
9.	Closing Ceremony	✓	✓	✓

5. Extra-curricular Activities

Extra-curricular activities took place every Wednesday, with students assigned to either steady or rotating groups. In steady groups, students develop deeper skills and sustained interests. In contrast, rotating groups offered students the opportunity to participate in different activities in cycles, helping them explore a wider range of interests and acquire diverse skills.

Steady Groups	
1. Musical	16. Junior Choir
2. Chinese Drum	17. Senior Choir
3. African Drum	18. Percussion
4. Cultural Dance	19. Putonghua Choral Speaking
5. Cheering Dance	20. Maths Olympiad (P.2-P.3)
6. Chinese Dance	21. Rummikub (P.4-P.5)
7. Chinese Martial Arts	22. Lego Engineering
8. Lion Dance	23. Lego Robotics
9. Sand Arts	24. Micro:bit Learning
10. Reading Club	25. Cub Scouts
11. Chinese Ink Painting	26. Brownies
12. Arts Talent (Senior)	27. CYC cum JPC
13. Arts Talent (Junior)	28. Smarties
14. Light Weight Clay	29. Volleyball
15. Juggling and Magic	30. Athletic

Rotating Groups	
1. Kids STEAM Activities	6. Health and Wellness
2. Proactive Sports	7. Maths Intelligence
3. Chinese Arts	8. Zen Art Design
4. Coding for kids	9. First Step to Drama
5. Emotional Intelligence	10. Chinese Calligraphy

6. School Functions and Activities

Various functions and activities were held throughout the year to enrich students' learning experiences, widen their horizon and foster their whole-person development. The activities were as follows:

Date	School Activities	Participants
28/8/2024	P.1 Orientation	P.1 students
3/9/2024	School Bus Talk	All students
3/9/2024	School Opening Ceremony	All students
5/9/2024	Sex Education Day	All students
Sept 2024 to June 2025	School Athletic Team Training	Athletic Team members
Sept 2024 to June 2025	School Volleyball Team Training	Volleyball Team members

Date	School Activities	Participants
Sept 2024 to June 2025	School Basketball Team Training	Basketball Team members
Sept 2024 to June 2025	Rope-skipping Training	Rope-skipping members
12/9/2024	Students Individual Photo-taking	All students
21/9/2024	The Premiere of Enchanting China	Selected students
23/9/2024, 24/9/2024	“Love Our Home, Treasure Our Country” Rehearsal and Performance	Selected students
2/10/2024	Chinese Educational Visit - Xiqu Center	Selected students
4/10/2024, 24/2/2025	Prefect Training	All prefects
5/10/2024	Rummikub Competition	Selected students
5/10/2024	Sayings of Wisdom Presentation Award Ceremony	Selected students
10/10/2024	Big Brother Big Sister (BBBS) Training	BBBS members
Oct 2024 to Jan 2025 (10 sessions)	Attention and Executive Function Training Group	Selected students
Oct 2024 to Jan 2025 (10 sessions)	Skateboarding Training Class	Selected students
18/10/2024	Re-union for P.6 UAP Students	P.6 UAP members
22/10/2024	Briefing Session for P.4 UAP Students	P.4 UAP members
23/10/2024, 27/11/2025	Seasonal Influenza Vaccination 1 st jab & 2 nd jab	All students
24/10/2024, 28/10/2024	Mock Interview Workshop for P.6 Students	P.6 Students
25/10/2024, 21/2/2025	Life-wide Learning Excursion (1) and (2)	All students
25/10/2024	Re-union for P.5 UAP Students	P.5 UAP members
26/10/2024	Opening ceremony for P.5 and P.6 UAP students	P.5 and P.6 UAP members
28/10/2024	Opening ceremony for P.4 UAP students and parents	P.4 UAP students
29/10/2025, 21/1/2025	Hygiene Prefect Training	Hygiene Prefects
Oct 2024 to April 2025	STEAM Learning After-school Program	Selected students
Oct 2024 to Jan 2025	LEGO Robotics After-school Program	Selected students
Oct 2024 to July 2025	Micro:bit learning After-school Program	Selected students
1/11/2025	Dress Casual Day	All students

Date	School Activities	Participants
Nov 2024 to Mar 2025 (13 sessions)	“Elegant Brush Stroke Set World Record” Additional Class	P.4 to P.6 selected students
4/11/2024, 8/11/2024, 13/11/2024	Kowloon West Inter-Primary Schools Futsal Competition 2024-25	Selected students
4/11/2024	Wind Concert: “Love music, Love the Earth” Tsuen Wan Town Hall	P.4 students
5/11/2024	P.4 UAP Small Group Training	P.4 UAP members
6/11/2024	P.5 UAP Small Group Training	P.5 UAP members
6/11/2024	Kowloon West Area Inter-Primary Schools Swimming Competition 2024-25	Selected students
8/11/2024	P.5 & P.6 Spine Check Exercise	P.5 and P.6 students
Nov 2024 to May 2025 (12 sessions)	“Love Our Home, Treasure Our Country” Cantonese Opera Workshops	P.4 students
9/11/2024	The 22 nd Hong Kong Inter-Primary School English Folk Song Group Singing Contest	Selected students
22-24/11/2024	Cub Scout Silver Jubilee District Camp (PLK Pak Tam Chung Holiday Camp)	Cub Scouts
22/11/2024	Kids on the Block Puppet Show	P.4 to P.6 students
23/11/2024	YKN STEM Competition to Robot in a Flash	Selected students
25/11/2024	Green School Picnic	All students
27/11 to 11/12/2024, 2/5 to 16/5/2025	Discipline Competition (1 st Term & 2 nd Term)	All students
6/12/2024	Kowloon West Athletic Competition @ TKO Sports Ground	Selected students
9/12/2024, 11/4/2025	SSPA Talks	P.6 students
12/12/2024, 11/4/2025	Parents’ Day 1 and 2	All students
19/12/2024	Christmas Party	All students
27/12/2024	Student Bamboo Craft Workshop	Selected students
3/1/2025 to 4/1/2025	UAP Overnight Camp	UAP members
6/1/2025, 10/1/2025	Chinese Drama Appreciation Activity Day	P.1 to P.6 students
8/1/2025	4x100m Relay at Maryknoll Secondary School	Selected students
10,17/1/2025, 7/2/2025, 7, 28/3/2025	Sports Climbing Class	Selected students

Date	School Activities	Participants
11/1/2025	Physical Fitness Award Scheme cum Kai Tak Sports Park Fun Day	Selected students
13/1/2025 to 14/1/2025	STEAM Day	All students
15/1/2025	“Love our Home, Treasure our Country” RTHK Filming Highlights	Selected students
20/1/2025, 22/1/2025	Health Education Exhibition	P.1 to P.3 students
21/1/2025, 11, 18, 25/2/2025	Hong Kong Science Fair	Selected students
22/1/2025	“Love our Home, Treasure our Country” Joint School Performance	Selected students
24/1/2025	Joint-school Chinese New Year Activity	5U students
24/1/2025	Cultural Day	All students
Feb 2025 to June 2025	Glider After-school Program	Selected students
Feb 2025 to Mar 2025	77 th Hong Kong Schools Music Festival (2025) – Solo Singing	Selected students
2- 20/2/2025 9- 20/6/2025	Cleanliness Competition (1 st Term & 2 nd Term)	All students
11/2/2025, 13/2/2025	Putonghua Day	All students
12, 13, 21, 26/2/2025	Training Sessions of “All HK Inter-Area Primary Schools Athletics Competition”	Selected students
14/2/2025	Sports Day	All students
18/2/2025, 1/3/2025	Kowloon West Inter-Primary Schools Basketball Competition 2024-25	Selected students
24/2/2025	P.5-6 Music for the Millions	P.5 to P.6 students
25/2/2025	P.4 UAP Service	P.4 UAP members
25/2/2025 to 7/3/2025	School Bag Lightening Campaign	All students
28/2/2025	All HK Inter-Area Primary Schools Athletics Competition 2024-25	Selected students
3/3/2025	Hong Kong Drama Festival Competition	Selected students
19/3/2025 to 21/3/2025	17 th Hong Kong Cup Diplomatic Knowledge Contest	Selected students
21/3/2025 to 3/4/2025	STEAM Project	All students
22/3/2025	UAP Day camp	UAP members
24/3/2025	School Music Festival Competition	Selected students
27/3/2025, 9/4/2025	Environment Ambassadors Training Days	Environment Ambassadors
28/3/2025	P.4 UAP Parent-child Evening Camp	P.4 UAP members

Date	School Activities	Participants
20, 28/3/2025, 12/4/2025, 8, 10/5/2025, 6, 20, 26/6/2025	Volunteer Team Activity	Volunteer Team members
April 2025	Fruit Month	All students
3/4/2025	Games Day	P.1 to P.2 students
5/4/2025	Parent-child Flag-selling Day	All students
9/4/2025	Sir Ellis Kadoorie (S) Primary School Invitation Relay @ Wan Chai Sports Ground	Selected students
10/4/2025	P.6 Graduation and School Teams Photo-taking	P.6 and School Teams students
12/4/2025	Community Youth Club (Hiking for Charity)	Selected students
29/4/2025 to 30/4/2025	Planning Department Outreach Program Panel Exhibition	P.1 to P.3 students
29/4/2025 to 30/4/2025	Planning Department Outreach Program Workshop	P.4 to P.6 students
2/5/2025	GS Workshop – Infectious Diseases	P.4 students
3/5/2025	Basic Law Drama Day	Selected P.4-6 students
7/5/2025	MMRV/ MMR, HBV & HPV Injection	All students
9/5/2025	GS Thematic Talk – Saying No to Smoking, Alcohol and Drug Abuse	P.5 students
9/5/2025	GS Thematic Talk – Emotions and Stress	P.6 students
10/5/2025	Volunteer Team Training	Volunteer Team members
12/5/2025 to 19/5/2025	Mental Health Week	All students
26/5/2025	GS Workshop – Sharing the Planet: Why Our Planet Needs Sharks!	P.1 to P.3 students
27/5/2025	P.6 UAP Social Service	P.6 UAP students
9-13/6/2025	Chinese Day	All students
9/6/2025	CLP Green Studio and Multi-purpose Vehicle Educational Visit	Selected students
20/6/2025	“Learning Chinese on Foot” Ocean Park	Selected students
27/6/2025	Graduation Day	P.6 students
30/6/2025 to 11/7/2025	Post-examination Activities	All students
3/7/2025	Graduation Day Camp	P.6 students
10/7/2025	Prize-giving Day	All students
11/7/2025	Talent Show	Selected Students

7. Educational Visits

To nurture students' positive values and raise their awareness of social affairs, educational visits were arranged for different levels of students.

Date	Curriculum Focus	Venue	Participants
12/10/2024	Physical Education	iSmart Fitness Scheme Kowloon Park Sports	Selected P.3 – P.6 students
25/10/2024	General Studies	Kowloon Park	1A, 1B
25/10/2024	Library Studies	HK Central Library	1C, 1D
	National Education	Jao Tsung-I Academy	2A, 2B, 3A, 3B
	General Studies	Hong Kong Heritage Museum	2C, 2D
		Kadoorie Farm & Botanic Garden	3C, 3D
		Hong Kong Museum of the War of Resistance and Coastal Defence	4A, 4B
	Chinese	Hong Kong Heritage Discovery Centre	4C, 4D
		Kowloon Walled City Park	5A, 5B
	General Studies	Palace Museum	5C, 5D
		Court of Final Appeal	6A, 6B
	National Education	Tai O	6C, 6D
27/11/2025	Visual Arts	『童心共創頌傳承』 Joint School Chinese Cultural Visual Arts Exhibition	Selected P.5 – P.6 students
21/2/2025	Library Studies	Yuen Chau Kok Public Library	1A, 1B
	General Studies	Kowloon Park	1C, 1D
		Hong Kong Heritage Museum Day 2	2A, 2B
	Library Studies	Ping Shan Tin Shui Wai Public Library	2C, 2D
	General Studies	Jockey Club Museum of Climate Change	3A, 3B
	National Education	Jao Tsung-I Academy	3C, 3D, 4A, 4B
	General Studies	Hong Kong Museum of History	4C, 4D
		Science Museum	5A, 5B
	Visual Arts	M+ Museum	5C, 5D

Date	Curriculum Focus	Venue	Participants
21/2/2025	National Education	Patriotic Education Centre	6A
	Chinese	Sam Tung Uk Museum	6B
		Lingnan Garden (Lai Chi Kok)	6C, 6D
11/5/2025	Visual Arts	Joint School Chinese Cultural Visual Arts Exhibition	Selected P.4 – P.6 students
9/7/2025	STEAM	STEM Carnival in CityUHK	Selected P.4 – P.5 students

8. Performance

Our school provides every opportunity for students to showcase their talent and learning outcomes. They were trained through ECA lessons and after-school class program to excel in sports, music and language.

Date	Events	Performers
19/12/2024	Christmas Performance at Cheung Sha Wan Plaza	Junior Choir members
19/12/2024	Christmas Party in LCU	1. Junior Choir 2. Juggling and Magic Team
24/1/2024	Cultural Day in LCU	1. Lion Dance Team 2. Martial Arts Team 3. Chinese Dance Team 4. Chinese Drum Team
27/6/2025	Graduation Day	1. African Drum Team 2. Martial Art Team 3. YKN STEM Competition (Robot in a Flash) a. Ali Musab Ahmad (6A) b. Pradhan Aayan (6A) c. Nguyen Kin Ho (6A) 4. Love, Innovate for Happy Ageing” Challenge Competition (LEGO Group) a. Limbu Sudin (6A) b. Rai Mi Hang (6A) c. Yung Holden (6A) d. Wong Yik Hin (6B) 5. 76 th Hong Kong Schools Speech Festival (English) a. Chowdhury Md. Salif (6A) b. Khan Qais Abbas (6A)

Date	Events	Performers
27/6/2025	Graduation Day	6. 76 th Hong Kong Schools Speech Festival (Chinese) Ng Shing Yau (6A) 7. 76 th Hong Kong Schools Speech Festival (Putonghua) Ng Shing Yau (6A) 8. Graduates' Performance – P.6 Students
10/7/2025	Prize-giving Ceremony (P.1 to P.5)	1. Cultural Dance Team 2. Percussion Team 3. Sand Art Team 4. 76 th Hong Kong Schools Speech Festival (English) a. Gurung Swastika (2A) b. Kaba Aly (2A) c. Bangura Happiness Nofy (4A) d. Bernardino Cassandra Danielle Go (5A) e. Odunukwe Ifeoma Precious Angeline (5A) 5. Microbit Competition a. Ahmad Thasleem Aahil Noohu (5A) b. Chen Dexun (5A) c. Khan Aqsa (5A) 6. Putonghua Choral Speaking Team
11/7/2025	Talent Show	1. Junior Choir 2. Senior Choir 3. Cheering Dance Team 4. Cultural Dance Team 5. African Drum Team 6. Martial Arts Team 7. Chinese Dance Team 8. Rope-skipping Team 9. Musical Team

9. Post-exam Activities

To enable our students to have meaningful and enjoyable school life after examination, a series of diversified activities were arranged for them. The duration of post -exam activities was from 30/6/2025 to 11/7/2025.

Activities	P.1	P.2	P.3	P.4	P.5	P.6
1. 中華經典名句齊誦賞	✓	✓	✓	✓	✓	✓
2. Story-telling Competition	✓	✓	✓			
3. Radio Drama Competition				✓	✓	✓

Activities	P.1	P.2	P.3	P.4	P.5	P.6
4. Interactive and hands-on Mathematics Activities	✓	✓	✓	✓	✓	✓
5. Scientific competition	✓	✓		✓		✓
6. Science and Humanities Bridging Program			✓			
7. Sex Education Talk					✓	
8. Art Exhibition	✓	✓	✓	✓	✓	✓
9. Mini-concert and Music Appreciation	✓	✓	✓	✓	✓	
10. Rope-skipping Activity	✓	✓	✓			
11. Dodgebee Competition and Badminton Demonstration				✓	✓	
12. Dodgebee Competition and Basketball Competition						✓
13. Fun in Putonghua	✓	✓	✓	✓	✓	✓
14. Cool think Activity				✓	✓	✓
15. STEAM, Lego Robotics and Microbits			✓	✓	✓	
16. Stage Quiz	✓	✓	✓	✓	✓	✓
17. Making Thank You cards to Teachers	✓	✓	✓	✓	✓	✓
18. Read to Learn	✓	✓	✓	✓	✓	✓
19. Prize-giving Day Rehearsal	✓	✓	✓	✓	✓	
20. Junior Choir Selection	✓	✓				
21. Putonghua Choral Speaking Selection	✓	✓				
22. Math Olympiad Selection	✓	✓				
23. Sports Talent Group Selection	✓	✓				
24. Percussion Selection	✓	✓				
25. Cheering Dance Selection	✓	✓				
26. Chinese Dance Selection	✓	✓				
27. Cultural Dance Selection			✓	✓	✓	
28. African Drum Selection			✓	✓	✓	
29. Chinese Drum Selection			✓	✓	✓	
30. Rope-Skipping Selection			✓	✓	✓	
31. Volleyball Selection			✓	✓	✓	
32. Chinese Martial Arts Selection			✓	✓	✓	

Activities	P.1	P.2	P.3	P.4	P.5	P.6
33. Chinese Ink Painting Selection			✓	✓	✓	
34. Senior Choir Selection			✓	✓	✓	
35. Cub Scouts Selection			✓	✓	✓	
36. Brownies Selection			✓	✓	✓	
37. Athletic Team Selection			✓	✓	✓	
38. Talk on Secondary School Transition						✓
39. P.6 Day Camp						✓
40. Talent Show	✓	✓	✓	✓	✓	✓

10. Uniform Groups & Service Groups

To help students develop leadership skills and a strong sense of responsibility, uniform groups and service groups were formed to provide service to fellow schoolmates or the community.

Groups	Participants
Brownies	P.4 to P.6 (11 students)
Cub Scouts	P.4 to P.6 (16 students)
Juggling and Magic Team	P.4 to P.6 (11 students)
Understanding Adolescent Project	P.4 to P.6 (43 students)
School Prefects	P.4 to P.6 (87 students)
Voluntary Team	P.4 to P.6 (20 students)
Library Prefects	P.4 to P.6 (48 students)
Big Brother and Big Sister Programme	P.4 to P.6 (54 students)
School Bus Prefects	P.4 to P.6 (12 students)
Hygiene Prefects	P.4 to P.6 (20 students)
Community Youth Club	P.4 to P.6 (11 students)
Flag-raising Team	P.4 to P.6 (20 students)

11. Support Services to Students

To bridge the curriculum gaps of students with special education needs and academic low achievements and to cater for individuals with diversified developmental needs, different support services are arranged for them.

Strategy	Level involved	Implementation	The way forward
1. Remedial teaching (P.4-6 Mathematics)	P.4 – P.6 (Whole year)	❖ Catering for students' individual differences ❖ Meeting the learning needs of participants ❖ Bridging the curriculum gaps of the participants ❖ Fostering students' academic improvement	❖ To better meet the learning needs of low achievers and SEN students, teachers are encouraged to partake in teacher training programmes to equip themselves with effective pedagogy.
2. Academic intervention programme – Do My Best (P.1- 6 Chinese, P.2 & P.4 English and P.1- 3 Mathematics)	P.1 – P.6 (Whole year)	❖ Providing additional academic support for the participants in the subjects of Chinese Language, English Language and Mathematics during homework lessons ❖ Building up the students' foundation for study	❖ Adaptation of the common core curriculum and designing appropriate learning materials for the students are needed since tailor-made learning materials can better build up the foundation of the students. ❖ More intensive support should be provided in Chinese Language as students are very weak in this area.
3. Graded worksheets	P.1 – P.6 (Whole year)	❖ Catering for students' learning needs ❖ Bridging students' curriculum gap ❖ Stretching students' potential	❖ Thoroughly review the learning needs of students prior to setting the graded worksheets.
4. Individual training for ASD students	P.1 (9/2024-12/2024)	❖ Improving students' fine motor skills, self-management skills and attention span ❖ Reducing behavioural problems	❖ Similar service can be provided for the students with ASD to cater for their emotional, sensory and learning needs.

Strategy	Level involved	Implementation	The way forward
5. Attention and Executive Function Training Group	P.1 – 3 (10/2024-12/2024)	❖ Enabling students to develop their attention skills and executive function more effectively	❖ Similar service can be provided for the students with SEN to cater for their developmental needs. ❖ Students with similar ability may enhance the effectiveness of the group.
6. Skateboarding Training Class and Sport Climbing Training Class	P.4 – 6 (10/2024 – 1/2025), (1/2025 – 5/2025)	❖ Discovering the students' potential and develop their attention and motor skills ❖ Funded by Urban Sports Funding Scheme	❖ Similar activity can be provided for the students to cater for their diverse developmental needs. ❖ Students with low self-esteem has showed improvement in confidence and resilience.
7. Board games Group	P.5 – 6 (10/2024 – 1/2025)	❖ Providing training for students' social and problem-solving skills	❖ Similar service can be provided for the students with SEN to enhance their social and problem-solving skills.
8. 'Fun with Bricks' Social Skills Training Group	P.1 – P.3 (3/2025 – 5/2025)	❖ Enhancing the social and problem-solving skills of the SEN students	❖ Similar service can be provided for the students with SEN to enhance their social and problem-solving skills.
9. Star Kids (NGO-School Collaboration Project)	P.1- P.4 (2/2025 – 7/2025)	❖ Enhancing social adaptive skills of the ASD students	❖ The school will continue to collaborate with the NGO next year to provide continuous social and adaptive skills training for ASD students.
10. Smarties	P.1 – P.6 (Whole year)	❖ Developing the students' social skills and attention span through play-based activities	❖ Similar group training can be provided for students to enhance their social and communication skills.
11. Play Therapy School Programme	P.1, P.3, P.4, P.5 (1/2025 – 6/2025)	❖ Enhancing the students' social competence to understand social cues and respect others' perspectives ❖ Developing the students' emotion regulation skills	❖ The school should seek for continuous collaboration with the Education University of Hong Kong to provide similar service for students to cater for their social and emotional development.

Strategy	Level involved	Implementation	The way forward
12. Student Mental Health Support Scheme	P.1 - P.6 (Whole year)	❖ Stepping up the support for the students with mental health needs by setting up a school-based multi-disciplinary platform ❖ Enhancing the capacity of the school in handling students with mental health needs at school setting	❖ The school personnel responsible for the scheme can communicate with teachers regularly in order to help spot out students with mental health needs.
13. School-based Speech Therapy Service	P.1 – P.6 (Whole year)	❖ Enhancing the students' receptive knowledge on categorical and convergent thinking ❖ Helping the students to tell simple stories and their own experience with more variety of connectives and richer content ❖ Improving the students' ability to make inferences ❖ Bolstering the students' sequential skills	❖ Teachers can nominate needy students at the end of the academic year to allow early intervention to take place. ❖ The Speech Therapist is encouraged to communicate more frequently with the school personnel and parents to allow them to have a clearer picture of the students' progress.
14. School-based Educational Psychology Service (To be continued)	P.1 – P.6 (Whole year)	❖ Providing professional support to the school regarding early identification of at risk students as well as appropriate interventions for them ❖ Providing professional support to the school in adopting a 3-Tier Support Model to cater for students' diverse educational needs ❖ Providing professional training for teachers ❖ Organizing small group training for students' arithmetic skills	❖ Teachers can nominate students at risk in the beginning of the academic year to allow early intervention to take place. ❖ The Educational Psychologist is encouraged to communicate more frequently with the class teachers concerned to allow them to have a clearer picture of the students' educational needs and progress

Strategy	Level involved	Implementation	The way forward
14. School-based Educational Psychology Service	P.1 – P.6 (Whole year)	❖ Catering SEN students' needs through assessment, counselling and guidance services ❖ Promoting home-school co-operation through parents' meeting	

12. After-school Programmes

In order to provide more opportunity for the disadvantaged students to enhance their learning effectiveness in different aspects and their cooperation with others, the school launched different programmes for them. The held courses were as follows:

Funding	Courses and Activities	Participants	Time
Community-based Grant	Tutorial Class	P.1-6	7/10/2024 to 21/5/2025
	Western Painting (I)	P.1-3	18/2/2025 to 13/5/2025
	Dough Figurine Sculpture		
	Fitball		
	Western Painting (II)	P.4-6	
	Roundnet Sport		
	Dodgebee		
School-based Grant	Urdu I - Elementary	P.1-3	24/10/2024 to 6/2/2025 20/2/2025 to 25/5/2025
	Cantonese I	P.1-3	24/10/2024 to 6/2/2025 20/2/2025 to 25/5/2025
	Urdu II - Intermediate	P.4-6	22/10/2024 to 11/2/2025 25/2/2025 to 20/5/2025
	Cantonese II	P.4-6	22/10/2024 to 11/2/2025 25/2/2025 to 20/5/2025
	Spanish - Beginner	P.1-6	24/10/2024 to 6/2/2025 20/2/2025 to 25/5/2025
	French - Beginner	P.1-6	24/10/2024 to 6/2/2025 20/2/2025 to 25/5/2025
	Abacus Mental Math	P.1-6	24/10/2024 to 6/2/2025 20/2/2025 to 25/5/2025
	Ocean Park Learning Series	P.1-6	Pre-activity Workshop: 6/2/2025 Learning Trip: 8/2/2025 Post-activity Workshop: 12/2/2025

Most students demonstrated a positive learning attitude in tutorial classes and made a strong effort to complete their homework. Many actively participated in interest classes, resulting in increased satisfaction and confidence. They noted that attending after-school cultural and language classes helped them better understand the cultures of various ethnic groups. In the Cantonese Class, many students reported improvements in their speaking and listening skills in Chinese. Additionally, those who participated in the Abacus Mental Math program enhanced their mathematical abilities. All participants enjoyed the learning trip and reflected on how it broadened their understanding of nature and living things.

13. Support for Newly-arrived Children

There are intakes of newcomers every year. Some newcomers are from other primary schools while some may be new arrivals of Hong Kong. They were admitted to different class levels. Based on assessment results, students in need were offered a bridging programme which aims at helping students to catch up with our school-based curriculum support in Chinese, English and Mathematics for a week before they joined the class.

Newcomers Bridging Program	Subject & Level	Participants
Phase 1 9/9/2024 – 13/9/2024	Chinese Level 1	10
	English Level 1	2
	Mathematics Level 1	4
Phase 2 28/11/2024 – 4/12/2025	Chinese Level 1	4
Phase 3 7/2/2025 – 13/2/2025	Chinese Level 1	4

VI. Connection with Parents

1. The Parent-Teacher Association

The Parent-Teacher Association was formed in 1997. Matters of mutual concern were thoroughly discussed with an effort to improve students' personal and academic growth. Parent Teacher Association Executive Committee Members:

Post	Parent Committee	Teacher Committee
Advisor	—	Ms Chui Sau Man
Chairperson	Ms Rose Complido Rasco	—
Vice-chairperson	Ms Manan Serish	Ms Lee Kwong Yung
Secretary	Ms Yolanda Marquez	Ms Devneer
Treasurer	Ms Mina Sohana Akter	Ms Kwok Yan Yi
Welfare & Activities Coordinator	Ms Shah Bindi Atit	Ms Wong Yuen Kwan
	Ms Babita Rai	Ms Sung Yi Tim, Angela
Liaison Officer	Ms Sajila Gulfareed	Ms Rukhshinda
		Ms Chan Ka Yi

2. Communication with Parents

Parental involvement plays a crucial role in a child's educational journey. Therefore, the school spares no efforts in developing good communication channels with parents so that they are harmoniously engaged in students' learning.

Through communication between home and school, parents and teachers can share information about children's progress. The school communicated with parents through different channels such as school circulars and notices, SSW newsletter, school newsletters, student handbooks, student homework books and school website. Meaningful conversation between parents and teachers were also conducted on Parents' Days and parents' meetings. Parents were advised of the expectations as well as policies of the school. Students' academic progress and behaviour at school were also reported to parents. In addition, teachers have often kept parents well informed of their children's performance at school by phone and parents are welcome to make appointments with teachers.

To enhance home-school co-operation, parents were also invited to participate in some of the school events such as PTA Annual General Meeting, PTA Picnic, Christmas Celebration, Cultural Day, Sports Day, PTA Community Visit, Graduation Day and Prize-giving Ceremony.

3. Parent Education

Our school attaches great importance to parent education. To promote parents' physical and mental well-being, equip them with parenting skills and arouse their interest in Chinese culture, the PTA organized various classes and workshops from September 2024 to July 2025. Being highly informative and interesting, the PTA activities have attracted enthusiastic participation from our parents. Apart from inviting our parents to join our school events, various parent workshops, talks and interest classes were arranged for them throughout the academic year. These activities were listed as follows:

Scope	Classes / Workshops	Date	Officer-in-charge
Parenting skills	Parental talk for P.1 parents - Tips on establishing daily routine and learning habits - Ways to handle some common challenging behaviours - Strategies on handling negative emotions	17/9/2024	Ms Sung Yi Tim School Social Worker (SSW)
Home-school cooperation	P.1 Orientation Day	28/8/2024	Ms Chan Yuk Wah (Mistress of Student Affairs)
	1 st PTA Meeting 2 nd PTA Meeting	19/10/2024 24/1/2025	PTA committee
	PTA AGM	19/10/2024	PTA committee All teachers
	Parents' Day (1 st Term) Parents' Day (2 nd Term)	12/12/2024 11/4/2025	Ms Chan Ka Yi (SENCO)
	Cultural Day	24/1/2025	Ms Wong Yuen Kwan (Mistress of ECA)
	PTA Picnic	8/2/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Sports Day	14/2/2025	Ms Kwok Wing Yiu Mr Mui Ka Ming (PE Panels)

Scope	Classes / Workshops	Date	Officer-in-charge
Home-school cooperation	Graduation Day	27/6/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Prize-giving Ceremony	10/7/2025	Mr Chan Ka Tak (Deputy Headmaster)
	Speech Therapist (Parents' Meeting)	Whole year	Ms Chan Ka Yi (SENCO)
	Educational Psychologist (Parents' Meeting)	Whole year	Ms Chan Ka Yi (SENCO)
	Consultation and Liaison with Parents on Developmental Needs of Their Children	Whole year	Ms Sung Yi Tim School Social Worker (SSW)
Parents' Personal Development	Parent-child DIY Mooncake Workshop	11/9/2024	Ms Cheung Sin (National Education Mistress)
	Health Talk and Health Workshops	15, 29/10/2024 5, 12/11/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Parent Volunteer Workshops	2, 9, 19/12/2024	Ms Sung Yi Tim School Social Worker (SSW)
	Parent-child Greening Workshop (Beeswax Wraps)	9/12/2024	Ms Sung Yi Tim School Social Worker (SSW)
	Chinese Language Workshop (10 sessions)	3,10, 17/12/2024 7, 21/1/2025 11, 18, 25/2/2025 4, 11/3/2025	Chinese Panels
	Subject-based Talk 1 (Chinese & English)	22/10/2024	Chinese & English Panels
	Subject-based Talk 2 (Maths & G.S.)	19/11/2024	Maths & G.S. Panels
	K-pop Dance Class	22, 29/10/2024 5, 12, 19, 26/11/2024	Ms Lee Kwong Yung (Deputy Headmistress)
	Parent-child Flag-selling Day	25/1/2025 5/4/2025	Ms Sung Yi Tim School Social Worker (SSW)

Scope	Classes / Workshops	Date	Officer-in-charge
Parents' Personal Development	PTA Picnic	8/2/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Community Visit – Tai O	27/2/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Legal Seminar on Handling Child Abuse Cases in Schools	14/3/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Parent-child Workshop on Financial Education	18/3/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	CoolThink@JC Programme Parent Workshop (P.4 – P.6 Parents)	21/3/2025	Ms Lau Hiu Wai (STEAM-in-Education Mistress)
	UAP Parent-child Evening Camp	28/3/2025	Ms Sung Yi Tim School Social Worker (SSW)
	Visit to National Security Exhibition Gallery	3/4/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Fitness Class on Stretching/Aerobic and Yoga	7, 14, 28/4/2025 12, 19, 26/5/2025 2, 9, 16, 23/6/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Parent Workshops on Mindfulness	6, 13/5/2025	Ms Lee Kwong Yung (Deputy Headmistress)
	Parent Workshop on Newly Emerged Sports (Dodgebee)	6/6/2025	Ms Sung Yi Tim School Social Worker (SSW)

VII. Student Performance

1. Students' Physical Development 2024-2025

LCU has implemented several fitness schemes or trainings to develop students' physical competence, knowledge of movement and safety, and their ability to apply them with the development of an active and healthy lifestyle.

Firstly, the 'School Physical Fitness Award Scheme'(SPFAS) which is organized by EDB to promote students' physical well-being. Under this scheme, participants have to perform four physical fitness tests, which included 1. Bent-knee sit-ups, 2. Sit-and-reach, 3. Endurance run, and 4. Hand grip throughout a school year. Students demonstrated moderate performance, with 210 receiving the bronze award, 141 earning the silver award, and 71 achieving the gold award.

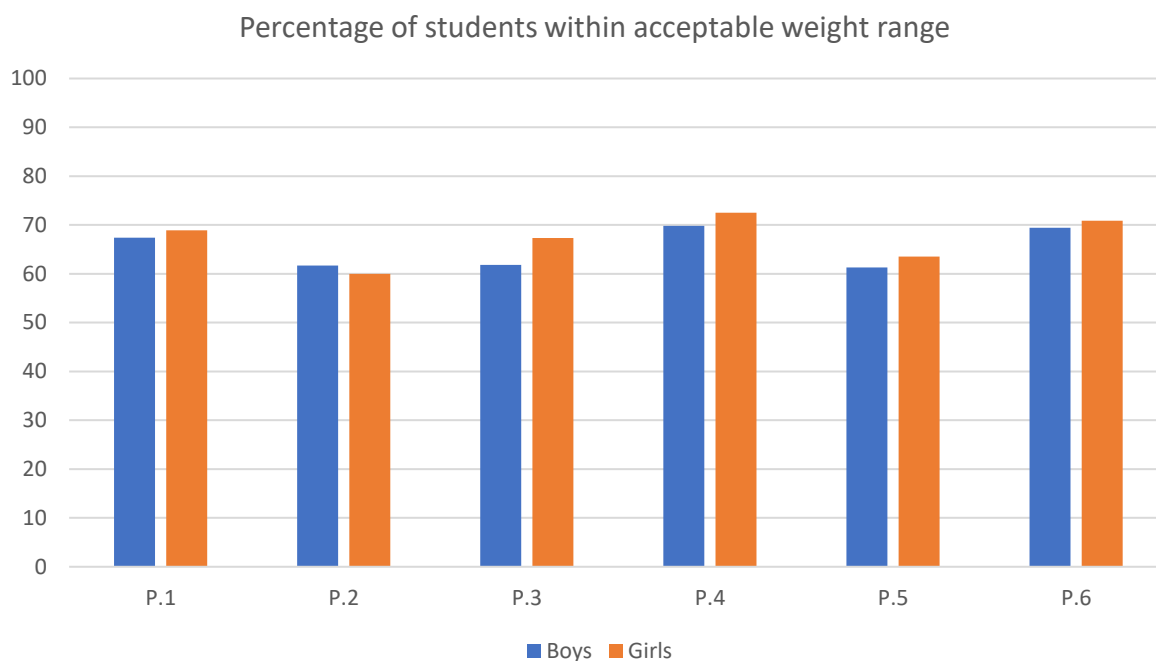
Secondly, the MVPA 60 school-based program – Fun Fitness Award Scheme aims to strengthen students' physical fitness and cultivate them having a habit of exercising regularly. A majority of the students met the basic goal of doing exercise at least 60 minutes a day in 15 days a month. Many students showed great enthusiasm in participating the above scheme. They were willing to record the daily exercise they did on the sports diary and shared with their schoolmates and teachers.

Thirdly, the sports teams' trainings are not just targeting at equipping student athletes with the skills to join the inter primary school competitions, but also help promoting the habits of exercising regularly and some sports related values like perseverance, hard-working, etc. Throughout the trainings, most of the student athletes developed a healthy living style of doing exercise regularly.

Fourthly, the "EACT Jockey Club Active School Programme" which aims to ensure that all students have equal opportunities to be coached, trained, and to learn basic sports knowledge and techniques. Through this programme, a wide range of newly merged sports such as dodgebee, baseball, and so on are introduced to students, so as to stimulate students' interest in doing exercise.

Lastly, the purpose of Active Recess is to stimulate students' will to exercise more by providing them with more opportunities to get in touch with different kinds of exercises, like rope skipping, hula-hoop, Chinese shuttlecock, etc. Most of the time, students participated in it with great enthusiasm, even sometimes they are not good at some of the above exercises, they just enjoyed playing and had lots of fun.

Despite all the efforts made, only about 65% of students fall within the acceptable weight range. To further improve students' weight, we are going to enhance parents' knowledge about choosing healthy food wisely and encourage their participation in sports with their children.



2. Inter-school Competitions and Awards

Our school seizes every opportunity to provide relevant learning experiences for students in different domains. Every year, we arranged students to join different inter-school competitions to excel in their talented areas and to further stretch their potential.

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
English			
76th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	1st Place	5A Bernardino Cassandra Danielle Go
		2nd Place	2A Gurung Swastika
		3rd Place	3A Kaba Aly
			4A Bangura Happiness Nofy
			5A Odunukwe Ifeoma Precious Angeline
			6A Chowdhury Md. Salif
			6A Khan Qais Abbas
		Merit	1A Rai Alora
			2A Asim Duaa
			2A Chen Baoluo
			2A Limbu Saurab
			2A Mohamed Hameed Haajarahsafa
			2A Nunayon Jesuklo Esther
			2A Shrestha Renish Rai
			3A Sheheryar Sumanah
			4A Anaya Nadeem
			4A Brotamonte Olivia Rae

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
76th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Merit	4A Fatima Noor
			4A Nguyen Ka Hing
			4A Rai Nirvae
			4A Suataron Yemesh Kee Vosotros
			4C Faaiz Younis
			4C Labeeb Gaalib Ahmad
			4C Muhammad Sarim
			5A Asif Azaan
			5A Bajracharya Samara
			5A Bieni Chukwuma David
			5A Khan Aqsa
			5A Lee Mond Ray
			5A Rahaman Tasnima
			5B Gurung Arina
			5B Hussain Samrah Noor
			5B Sumaiya
			5C Jan Arooba
			5C Singirankabo Ineza Khian Tessy
			5D Charan Ranbir Singh
			6A Daganzo Berlin Aoki
			6A Gurung Sajani
			6A Nguyen Kin Ho
			6B Elliott Jacqueline
			6B Gurung Alice
			6B Gurung Arwina
			6B Hossain Abdullahil Muyeed
			6B Md Yeasin Inshirah-E-Kibria Ansha
			6B Muhammad Aliya Kiyani
			6B Tamang Julisha
			6C Fabella Mhierra Chaell
			6C Usman Fazeelat
			6D Arshad Alisha
			6D Bibi Umme Habiba
			6D Khan Ariba
The 9th Hong Kong Schools Elite Speech Festival (English)	Hong Kong Schools Elite Speech Festival Association	2nd Place	2A Nunayon Jesuklo. E.
			4A Bangura Happiness
		3rd Place	2A Asim Duaa
			2A Swastika Gurung
			5A Bajracharya Samara

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
International Competitions and Assessment (ICAS) English	International Competitions and Education Ltd (ICE)	Distinction	5A Galura Joshua Cash
		Credit	5A Ahmad Thasleem Aahil Noohu
			5A Bajracharya Samara
			5A Fastidio Krishtoper Xhian Gonzales
			5A Hwang Taehoon Micah
			5A Lee Mond Ray
			5A Odunukwe Ifeoma Precious Angeline
			5A Onwufuju David Ifeanyi
			5A Rahaman Tasnima
			5B Raja Hadi Mustafa
			6A Ahmad Thasleem Haleema
			6A Chiu Ka Kit David
			6A Mohamed Farook Muhammad Aadhil
			6A Nguyen Kin Ho
			6A Onwufuju Angeline Chisom
			6A Rai Smarika
			6C Gurung Sudeshna
			6C Naveed Fajar Noor
			6D Bibi Umme Habiba
		Merit	5B Malikova Sibel
			6A Limbu Yuncho
International Competitions and Assessment (ICAS) English Writing	International Competitions and Education Ltd (ICE)	Credit	5A Galura Joshua Cash
			6A Khan Qais Abbas
			6A Limbu Yuncho
			6D Gaucher Naomi-Kyara
		Merit	5A Fastidio Krishtoper Xhian Gonzales
			5A Lee Mond Ray
			5A Odunukwe Ifeoma Precious Angeline
Hong Kong School English Drama Festival 2024/25	Education Bureau, Hong Kong Art School	Award for Outstanding Performer	6B Hossain Abdullahil Muyeed
			4A Gurung Ryan
			4A Asif Azaan
			5A Lee Mond Ray
			6A Ali Musab Ahmad
			6B Abhijot Singh
			6B Gurung Alice

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
Hong Kong School English Drama Festival 2024/25	Education Bureau, Hong Kong Art School	Award for Outstanding Stage Effects	4A Gurung Ryan
			5A Asif Azaan
			5A Lee Mond Ray
			5B Arriesgado Tsym Holy
			5B Haniya Shaheen
			5C Rai Arnav
			5D Ibnat Alishba
			5D Kabandana Ashimwe Keila
			5D Sunthornkiti Naraporn
			6A Ali Musab Ahmad
			6A Gurung Sajani
			6B Abhijot Singh
			6B Ishfaq Nhasrine P.Ahmed
			6B Gurung Alice
			6B Wong Yik Hin
			6C Hajamaideen Nehla
		Award for Outstanding Cooperation	4A Gurung Ryan
			4A Bangura Happiness Nofy
			4A Brotamonte Olivia Rae
			4A Dharmidi Saathvika
			5A Bajracharya Samara
			5A Asif Azaan
			5A Lee Mond Ray
			5B Arriesgado Tsym Holy
			5B Haniya Shaheen
			5C Rai Arnav
			5D Ibnat Alishba
			5D Kabandana Ashimwe Keila
			5D Sunthornkiti Naraporn
			6A Daganzo Berlin Aoki
			6A Nguyen Kin Ho
			6A Mingle-Koomson Louisann Princess A
			6A Ali Musab Ahmad
			6A Gurung Sajani
			6B Muhammad Aliya Kiyani
			6B Abhijot Singh
			6B Ishfaq Nhasrine P.Ahmed
			6B Gurung Alice
			6B Wong Yik Hin
			6C Chemjong Mingsha
			6C Hajamaideen Nehla

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
Chinese			
76th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	2nd place	6A Ng Shing Yau
		Merit	1B Liu Chi Wang Adonis
			1B Liu Chau Ting
			2A Asim Duaa
			2A Chen Bao Luo
			2A Lee Ho Sen
			2A Limbu Saurab
			2A Shrestha Renish Rai
			2A Yu Chi Yin Oktaciano
			2B Junaid Mohammad
			2C Hussain Aleeza Bibi
			2C Sarangi Deekshana
			3A Ali Araphatun Alisha
			3A Vijay Kumar Gurleen Kaur
			3B Mohideen Bawa Fathima Hafsa Rafeek
			3C Pun Anusha
			4A Anaya Nadeem
			4A Bangura Happiness Nofy
			4B Leung Hoi Lok
			4B Tong Muk Chi
			5A Khan Aqsa
			5A Khan Raheel
			5A Odunukwe Ifeoma Precious Angeline
			5B Haniya Shaheen
			5B Hussain Samrah Noor
			5B Liang Carmen Ka Man
			5B Tse Tsz Yau
			5C Lau Jason Luthvian
			5D Sunthornkiti Naraporn
			5D Khan Abdullah
			6A Chowdhury Md.Salif
			6A Nguyen Kin Ho
			6A Yung Holden
Maths			
Inter-school Rummikub Competition	HKTA The Yuen Yuen Institute No.1 Secondary School	Outstanding Performance Award	6A Chiu Ka Kit David

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
International Competitions and Assessment (ICAS) Mathematics in English	International Competitions and Education Ltd (ICE)	Credit	5A Fastidio Krishtoper Xhian Gonzales
			5A Galura Joshua Cash
			6A Pradhan Aayan
		Merit	6A Limbu Sudin
			6A Mohamed Farook Muhammad Aadhil
			6A Rasco Xijan
			6A Yung Holden
STEAM			
Robotics Intelligence DIY	Creative Power	3 Stars Award	6A Ali Musab Ahmad
			6A Buhary Hallaji
			6A Chowdhury Md. Salif
			6A Khan Qais Abbas
			6A Limbu Sudin
			6A Nguyen Kin Ho
			6A Pradhan Aayan
			6A Yung Holden
			6B Wong Yik Hin
Hong Kong Creative Maths and Science 4D Frame Competition	The Hong Kong Federation of Youth Groups	Merit Award of Smart 4D Frame Division	5A Yung Jordan
			6A Yung Holden
YKN STEM Competition – Robot in a Flash	Buddhist Yip Kei Nam Memorial College	First Prize	6A Limbu Sudin
			6A Nguyen Kin Ho
			6B Wong Yik Hin
		2nd Runner-up	6A Ali Musab Ahmad
			6A Chowdhury Md. Salif
“Love Our Home, Treasure Our Country” Competition for Effective Use of Open Data Applications	The Education Bureau	Merit	6A Pradhan Aayan
			6A Ali Musab Ahmad
			6A Chowdhury Md. Salif
			6A Nguyen Kin Ho
“Love, Innovate for Happy Ageing” Challenge Competition (LEGO Group)	The Hong Kong Polytechnic University	1. 2nd Runner-up 2. Best Robotic Car Design Award 3. Best Controller Design Award	6B Wong Yik Hin
			6A Ali Musab Ahmad
			6A Chowdhury Md. Salif
			6A Khan Qais Abbas
			6A Limbu Sudin
			6A Nguyen Kin Ho
			6A Rai Mi Hang
6A Yung Holden			
6B Wong Yik Hin			

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
"Love, Innovate for Happy Ageing" Challenge Competition	The Hong Kong Polytechnic University	Merit Award	5A Ahmad Thasleem Aahil Noohu
			5A Chen Dexun
			5A Khan Aqsa
			6A Khan Aleena
			6A Ayaan Pradhan
			6C Khan Jamal
		Best Robotic Car Design Award	5A Ahmad Thasleem Aahil Noohu
			5A Chen Dexun
			5A Khan Aqsa
			6A Khan Aleena
			6A Ayaan Pradhan
			6C Khan Jamal
Physical Education			
Chong Hing Water Sports Competition 2024	Leisure and Cultural Service Department	Windsurfing Girls -Group A Champion	4A Yung Adele
		Windsurfing Boys -Group A Champion	5A Yung Jordan
Kowloon West Inter-Primary Schools Athletics Competition	The Schools Sports Federation of Hong Kong, China	Grade B Boys Softball Throwing - Champion	4C Umer Muhammad Daniyal
		Grade A Boys 60m - 5th Place	5A Khan Raheel
		Grade A Boys 100m- 7th Place	6A Ng Shing Yau
		Grade A Boys Softball Throwing - 1st Runner-up	6C Khan Jamal
		Grade A Boys 4x100m Relay - 1st Runner-up	5A Khan Raheel
			6A Ng Shing Yau
			6C Khan Jamal
			6C Santos Jared Cale Andrade
			6C Shameer Muhammad
			6D Hasan Saimon
		Grade A Boys - Overall Merit Award	5A Khan Raheel
			5A Galura Joshua Cash
			6A Ng Shing Yau
6C Kaba Aboubacar			
6C Khan Jamal			

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
Kowloon West Inter-Primary Schools Athletics Competition	The Schools Sports Federation of Hong Kong, China	Grade A Boys - Overall Merit Award	6C Santos Jared Cale Andrade
			6C Shameer Muhammad
			6D Hasan Saimon
			6D Wartini Ficky Ahmeed Khan
		Grade A Girls - Long Jump Champion	6A Khan Aleena
		Grade A Girls - Overall Merit Award	6A Khan Aleena
			6A Daganzo Berlin Aoki
			6B Elliott Jacqueline
			6C Shabir Mehak Noor
			6C Usman Faiqa
			6C Usman Fazeelat
			6D Khan Ariba
			5B Sumaiya
4x100m Invitation Relay	Maryknoll Secondary School	Boys 4x100m Relay- 2nd Runner-up	6C Khan Jamal
			6C Santos Jared Cale Andrade
			6C Shameer Muhammad
			6D Wartini Ficky Ahmeed Khan
		Girls 4x100m Relay- 2nd Runner-up	5A Khan Aqsa
			6A Daganzo Berlin Aoki
			6A Khan Aleena
			6D Khan Ariba
61st Schools Dance Festival Dance for Health	Hong Kong School Dance Festival Limited & Curriculum Development Institute EDB	Honours Award	3C Calasagsag Maria Rexielyn Lachica
			3C Limbu Denihang
			3C Mohammad Hoorain
			3C Pun Anusha
			3C Surinderpal Verma Dayna
			4A Nguyen Ka Hing
			5C Ndekezi Chloe Nissindekezi Chloe Nissi
			6B Bhatt Riddhima
			6B Gurung Arwina
			6B Md Yeasin Inshirah-E-Kibria Ansha
			6B Tamang Julisha
			6D Khan Ariba
			6D Olajide Favor Victoria

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
All HK Inter-Area Primary School Athletics Competition	The Schools Sports Federation of Hong Kong, China	Grade A Boys Softball Throwing – 7th Place	6C Khan Jamal
Annual Sports Day 2024-25 School Invitation Relay	Sir Ellis Kadoorie(s) Primary School	Boys 4x100m Relay-Champion	6C Khan Jamal
			6C Santos Jared Cale Andrade
			6C Shameer Muhammad
			6A Ng Shing Yau
			6D Wartini Ficky Ahmeed Khan
		Girls 4x100m Relay-Champion	6A Daganzo Berlin Aoki
			6A Khan Aleena
			6C Usman Faiqa
			6C Usman Fazeelat
			6D Khan Ariba
Kowloon West Inter-Primary Schools Volleyball Competition	The Schools Sports Federation of Hong Kong, China	Champion	4B Lo Ka Hei
			4B Tong Muk Chi
			5A Khan Aqsa
			5B Bodo Brianna Nichakan Vannaran
			5C Ndekezi Chloe Nissi
			5C Pun Kiyara
			5D Limbu Florence Shimin Lungma
			6A Khan Aleena
			6A Laily Aishah Nur
			6A Rai Smarika
			6A Torin Zeynep
			6B Gurung Arwina
			6C Rumba Jessica
			6D Khan Ariba
		Champion, Outstanding Athlete Award	6A Khan Aleena
			6C Rumba Jessica
Primary School Playground League 2024/2025	Cricket Hong Kong, China & Leisure and Cultural Services Department HK	Champion	4B Hussain Muhammad Maaz
			4C Latif Muhammad Yusuf
			4D Muhammad Anees
			4D Muhammad Rehan
			5C Muhammad Hesham
			5D Hadi Abdul
			5D Khan Armaan
			5D Khan Mudassar
			5D Khan Taufeeq
			6C Khan Jamal

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
Primary School Playground League 2024/2025	Cricket Hong Kong, China & Leisure and Cultural Services Department HK	Champion	6C Shameer Muhammad 6D Ali Hashir 6D Rai Cruz
Primary School Playground League - Champions Day 2024/2025		Champion	4B Hussain Muhammad Maaz 4C Latif Muhammad Yusuf 4D Muhammad Anees 4D Muhammad Rehan 5C Muhammad Hesham 5D Hadi Abdul 5D Khan Armaan 5D Khan Mudassar 5D Khan Taufeeq 6C Khan Jamal 6C Shameer Muhammad 6D Ali Hashir 6D Rai Cruz
AS Waston Group HK Student Sports Awards	AS Watson	AS Waston Group HK Student Sports Awards	6A Khan Jamal
Putonghua			
76th Hong Kong Schools Speech Festival (Solo Verse Speaking - Chinese Speech Putonghua Group)	Hong Kong Schools Music and Speech Association	3rd Place Merit	6A Ng Shing Yau 2A Afroz Aqeela Alamgir 3A Yu Chun Shing 3A Derrick Osinachi Okezie 3B Mohideen Bawa Fathima Hafsa Rafeek 4A Bangura Happiness Nofy 4A Limbu Mingsuma 4B Zou Tsz Hin 6A Khan Aleena 6A Chowdhury Md. Salif 6A Nguyen Kin Ho
76th Hong Kong Schools Speech Festival (Putonghua Choral Speaking)		Merit	1A Aquipel Ayler Carlos Malolos 1A Choi Yui Wing 1A Kwan Hailey Fang 1A Li Wade Eric Ichigo 1A Victor Destiny Chidera Mirembe 1B Gurung Sangye Purnika 1B Khan Ramza Sudais 1B Shan Jun Yan 1B Liu Chau Ting 1B Liu Chi Wang Adnois 2A Afroz Aqeela Alamgir

Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
76th Hong Kong Schools Speech Festival (Putonghua Choral Speaking)	Hong Kong Schools Music and Speech Association	Merit	2A Bantawa Mihang
			2A Gurung Arsubi
			2A Gurung Galyna
			2A Lee Ho Sen
			2A Limbu Saurab
			2A Nazeer Muhammad Subhan
			2A Rai Evelyn
			2A Rai Hiunam Haruki
			2A Shrestha Renish Rai
			2A Syed Talha Rehman
			2A Thapa Swastika
			2A Vijay Kumar Jaismeen
			2A Zeng Ziqian
			2B Chen Tsz Yu
			2B Khan Nuruljabeen
			2B Leung Hoi Ching
			2B Rai Rafael
			2B Roxas Martha Bernice
			2B Zhan Yuen Yin
			2C Hui Kwan Ho
			2C Sarangi Deekshana
			2C Shafait Amnah Sadia
			2D Limbu Muksam Parghari
			2D Luu Chun Fung Vincent
The 9th Hong Kong Schools Elite Speech Festival (Putonghua)	Hong Kong Schools Elite Speech Festival Association	2nd Place	4A Bangura Happiness Nofy
		3rd Place	6A Khan Aleena
Visual Arts			
「勵進自然樂滿 Fun」填色及拼圖比賽 Cherish Our Nature Colouring and Collage Competition	Life Encouraging Fund	Champion 高小組冠軍	6D Chua Damara Margareth Nano
		1st Runner-up 高小組亞軍	6A Khan Aleena
		Merit 高小組優異獎	6A Torin Zeynep
ECA			
Primary School Group (Chinese Drum)	Hong Kong Joint School Music Association	Bronze	4A Dharmidi Saathvika
			4C Rai Kenisha
			4D Afnan Zunairah
			4D Ibrahim Muhammad
			5A Ghale Baron
			5A Gurung Anika
			5A Gurung Rosiski

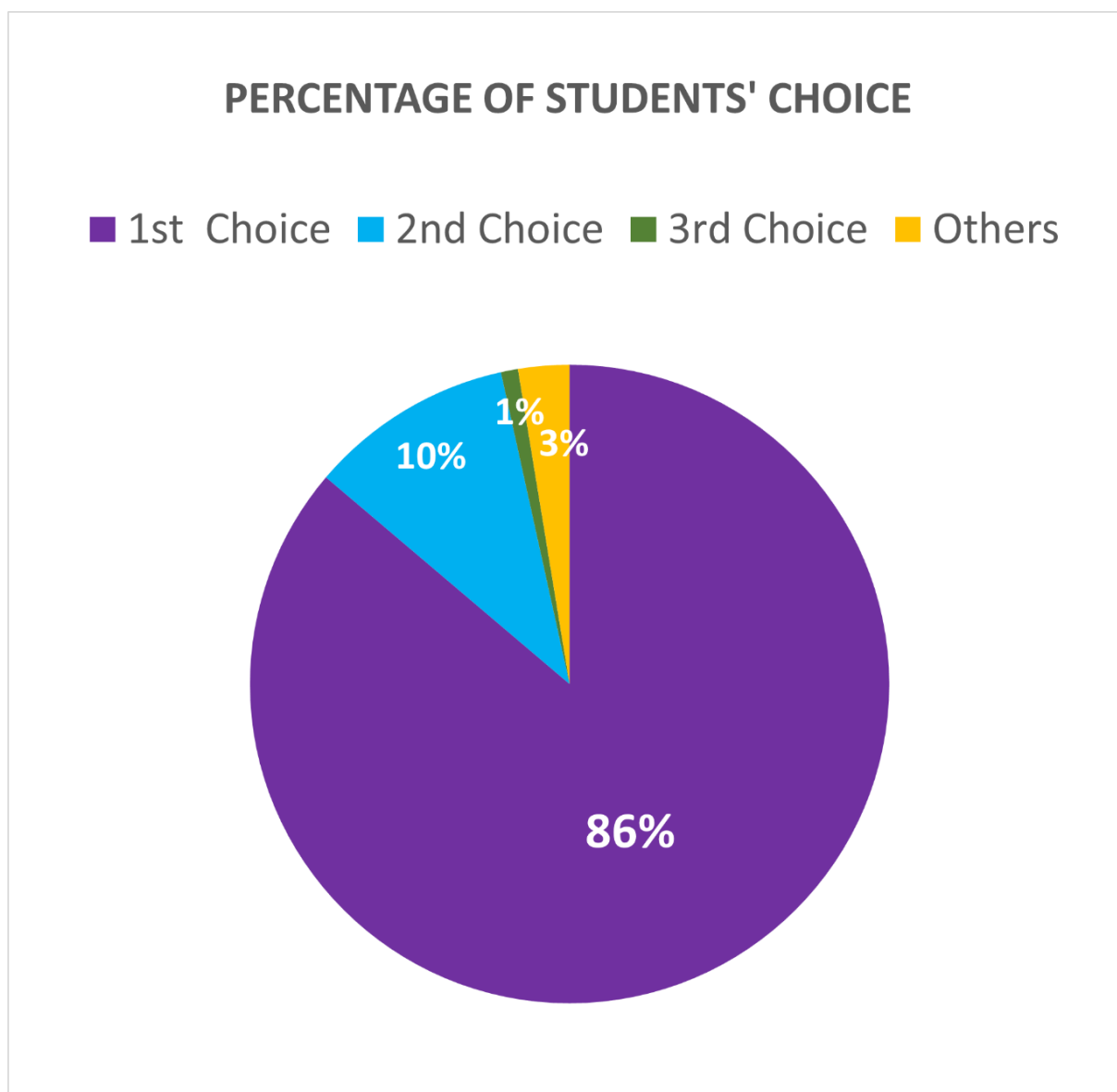
Name of Competition(s)	Name of Organiser(s)	Award(s)	Awardee(s)
Primary School Group (Chinese Drum)	Hong Kong Joint School Music Association	Bronze	5A Gurung Simon
			5A Pun Shiprah
			5C Gurung Amina
			6A Daganzo Berlin Aoki
			6A Limbu Sudin
			6A Limbu Yuncho
			6B Abdul Hadi
National Education			
“Basic Law and One Country, Two System” Comic Design Competition	HK Youth Nurture Association	2nd Runner-up	6A Khan Aleena

3. Scholarship

Name of Scholarship	Organization	Awardees
Harmony Scholarship	Home Affairs Department	6A Khan Qais Abbas 6A Ng Shing Yau 5A Narsidah Raka Subekhan Mahmood 5A Onwufuju David Ifeanyi
Wong Siu Yin Scholarship 黃少賢助學金	Hong Kong Chaoren Shamshupo Clans Association Limited	6A Chowdhury Md. Salif 6C Khan Jamal 5A Pun Shiprah 5A Khan Aqsa
The 6th Fly Up Kowloon West Region Non-Chinese Students Chinese Learning Award Scheme 2024-25 Outstanding Chinese Performance Award 第六屆九龍西區飛躍非華語小學生中文學習獎勵計劃-中文傑出表現獎	Home Centre Support Services for Ethnic Minorities 新家園協會	4A Fatima Noor 5A Bajracharya Samara 5B Haniya Shaheen 6A Chowdhury Md. Salif 6A Khan Aleena 6A Khan Qais Abbas 6A Rai Mi Hang
The 6th Fly Up Kowloon West Region Non-Chinese Students Chinese Learning Award Scheme 2024-25 Chinese Improvement Award 第六屆九龍區飛躍非華語小學生中文學習獎勵計劃		4A Dharmidi Saathvika 4B Obaid Muhammad 4C Rai Simran 4D Balgos Lovely Valentines 5B Sumaiya 6B Abhijot Singh 6C Gurung Sudeshna 6D Khan Ariba

4. 2023 – 2025 Secondary School Places Allocation (SSPA)

i. Percentage of SSPA Result



ii. SSPA Result (by school)

2023-2025 Secondary School Places Allocation School Name
Wah Yan College, Kowloon
Wah Yan College Hong Kong
Holy Trinity College
Po Leung Kuk Ngan Po Ling College
Bishop Hall Jubilee School
HKMA David Li Kwok Po College
St. Margaret's Co-Educational English Secondary & Primary School
C.C.C. Ming Yin College
Cheung Sha Wan Catholic Secondary School
HKSYCIA Wong Tai Shan Memorial College
Maryknoll Fathers' School
Our Lady of the Rosary College
St. Francis Xavier's College
Tak Nga Secondary School
PLK Tong Nai Kan Junior Secondary College
SKH St. Mary's Church Mok Hing Yiu College
Delia Memorial School (Broadway)
Delia Memorial School (Hip Wo)
Delia Memorial School (Glee Path)
Salesians of Don Bosco Ng Siu Mui Secondary School
Sir Ellis Kadoorie Secondary School (West Kowloon)
Buddhist Fat Ho Memorial College
Wai Kiu College
Islamic Kasim Tuet Memorial College
Yu Chun Keung Memorial College No.2
China Holiness College
Tai Po Sam Yuk Secondary School
Newman Catholic College
QESOSA Tong Kwok Wah Secondary School
SKH Li Ping Secondary School

VIII. Achievement and Reflections on Major Concerns

1. Major Concern 1:

Developing students' passion and capability for learning

Achievement

To evaluate the effectiveness of the strategies for implementing the major concern, in addition to observation, Stakeholder Survey and School-based Survey for teachers, parents and students had been included.

Target 1: To cultivate students' generic skills and self-directed learning skills

Mutual effort has been made to develop students' passion and capability for learning. Teachers were equipped with effective questioning techniques for KS1 (Sequence, Summary, and Comparison) and KS2 (Summary, Inference, Analysis, and Forecasting) to engage students in increasingly complex cognitive processes. According to the data in a survey, all teachers agreed that the workshops or talks effectively enhanced their questioning techniques and teaching strategies. In addition to workshops on effective questioning skills and classroom language, subject teachers also participated in training sessions focused on the STAR and RainbowOne platforms. These workshops provide updated knowledge to enhance students' self-directed learning. Furthermore, Math teachers were actively engaged in the Math Workshop organized by the QTN-S Network Coordinating School, which emphasized the development of thinking skills related to mathematical concepts. Teachers were actively encouraged to participate in workshops and seminars organized by the EDB, with a particular focus on preparing for Primary Science and Primary Humanities. During subject meetings and co-planning sessions, a culture of collaboration and sharing of teaching strategies was evident among the staff. Lesson observations further revealed that most teachers successfully utilized effective questioning techniques and implemented subject-specific teaching strategies and study skills in their lessons.

Additionally, teachers discussed various teaching strategies and essential skills—such as collaborative learning, technology integration, critical thinking or problem-solving in the Collaborative Lesson Planning (CLP) meetings. Survey feedback indicated that the strategies shared in CLP effectively fostered students' generic skills and self-directed learning abilities through well-designed lessons and enriched materials. This was evident in pre-lesson tasks, learning activities, and self-reflection exercises that developed these skills across subjects, including Chinese, English, Mathematics, and General Studies (GS). According to the student survey, all students reported being able to answer teachers' questions and apply the generic skills taught in their learning tasks and project work. Furthermore, there was an increase in mean scores regarding statements such as “teachers' questions can inspire students' thinking” and “the use of effective teaching strategies” in the Student Questionnaire of the SHS.

During the academic year, we implemented two types of project work. STEAM projects and Cross-curricular projects in Multiple Intelligence Lessons (MIL). The STEAM Project, centered on the theme of "Sustainable Wellness," empowered students to embrace eco-friendly lifestyles while focusing on personal health and well-being. The Cross-curricular Project in MIL, focusing on the theme of "Sports," explored: the evolution of Chinese sports from ancient times to present day, celebrating the achievements of Chinese athletes and examining various aspects of sports.

In addition, various resources and e-learning platforms, such as RainbowOne, PLANETii, GoAdaptive, and the STAR platform, were provided to support students' self-directed learning. About 73.6% of the students agreed that they could effectively utilize these resources and platforms for self-directed learning. Moreover, students made good use of the provided tools and their time outside school, including holidays, to enhance their learning and maximize the effectiveness of their study time.

Target 2: To stimulate learning motivation and cater for learner diversity

Utilizing e-learning and designing interactive, hands-on activities can significantly enhance motivation and participation, particularly in subjects like Chinese, English, Mathematics, and General Studies through a flipped classroom approach. Most students expressed that these activities effectively stimulated their enthusiasm for learning.

Publicly recognizing students' efforts and appreciating their peers' work can be achieved through various platforms, including Google Classroom, class display boards, exhibitions, the school website, the school newsletter, and prize-giving days. This school year, the Chinese subject has established the Chinese Dictation Award Scheme (中文默書龍虎榜), the Chinese Quiz Award Scheme (中文小測龍虎榜), and the RainbowOne Excellence Reward Scheme, encouraging and enhancing the learning attitude and performance of non-Chinese-speaking students. About 76.3% of the students agreed that showcasing their work fosters a sense of pride and accomplishment, while also allowing them to learn from the exemplary efforts of their classmates.

Designing and enhancing graded learning tasks and assignments with hints, highlighted texts, and guided questions across various subjects addresses diverse learning needs. Each term, teachers refined learning tasks to incorporate a variety of learning strategies and study skills tailored to students. More capable students were assigned challenging and extensive tasks, while graded worksheets were created to accommodate the diversity of learners. About 74.7% of the students agreed that these graded tasks significantly support their learning progress.

Making use of the STAR platform for English and Math allows for the consolidation and identification of students' strengths and weaknesses, thereby enhancing teaching and learning. Over About 97% of the teachers from P. 3 to P. 6 agreed that reviewing students' performance data on the STAR is invaluable in tailoring instruction to meet diverse learning needs.

Target 3: To develop students' inquisitive mind through STEAM Education and reading

To foster students' reading habits, we implemented a variety of activities, including morning reading sessions, lunchtime reading, weekend reading programs, the Music Project, the GS Reading Diary, holiday assignment on reading, and end-of-term reading activities. About 71.4% of students reported an improvement in their reading habits. Additionally, a select group of students participated in the "Tell A Tale" Children's Storytelling Competition for Hong Kong 2024/25, organized by Teacup Productions (HK) Limited. With the support of teachers, students developed their biliteracy and trilingualism in an enjoyable and interactive manner.

In equipping students with various reading skills—such as making inferences, summarizing, and making predictions—across the curriculum, we utilize a range of materials, including fiction and non-fiction books, e-books, news articles, and magazines. About 69.8% of students have demonstrated improvement in their reading skills. Additionally, there was a slight increase in the mean scores (3.4 in 23/24 to 3.5 in 24/25) related to leisure reading in the Student Questionnaire for SHS. However, the APASO results revealed that 56.4% of students agreed they only read when required, and 57.6% stated they read only to gather information for non-assigned materials. Additionally, 22.3% of the students reported that they did not read for enjoyment, which is concerning.

To further strengthen STEAM learning activities, we integrated hands-on experiments, virtual reality, the Design Thinking Approach, and Reading to Learn across various Key Learning Areas (KLAs) by designing at least two learning tasks each term. Additionally, we have implemented the CoolThink@JC Programme and coding education in our IT curriculum, while actively participating in STEAM competitions and events such as the YKN STEM Competition: Robot in a Flash, the “Love, Innovative for Happy Ageing” Challenge Competition, Gliding Future-HK Primary School Student Glider Competition 2024, Creative Coder Competition and the STEM Carnival at CityUHK. These activities empowered students' learning through coding and engineering. Under the guidance and encouragement of their teachers, our students excelled in these competitions, earning awards while gaining valuable experiences that broaden their horizons. Furthermore, student engagement during STEAM Week was notably high. Surveys showed that about 69.6% of students agreed that these activities help nurture their curiosity and critical thinking skills.

Engaging students in extended reading and hands-on experiments allows them to explore scientific phenomena through various scientific and STEAM projects. Students gained valuable insights from doing STEAM projects that involved experiential learning, observation, research, and product creation, such as "making a smart fan using LEGO WeDo 2.0," designing an environmentally friendly mode of transportation, and building a table lamp and LEGO launcher. Additionally, a Scientific Competition was held at the end of the term to reinforce students' application of scientific knowledge in an enjoyable manner.

About 72% of students reported that they could effectively use tools such as ScratchJr, Tinkercard and App Inventor in IT and MIL lessons to enhance problem-solving skills and foster a greater interest in learning. Additionally, all teachers agreed that students are curious, eager to learn, and actively ask questions throughout the learning process.

Moreover, AI tools were taught in the P.6 IT curriculum instead of being implemented in MIL lessons. ScratchJr was utilized, as it aligned more closely with the sports theme of the MIL lessons and better supported student learning.

Reflection

1. Since all teachers reported improvements in their questioning strategies, reflecting a positive impact on teaching effectiveness. We should continue to arrange workshops on different aspects such as Inquiry-Based Learning and AI Education for professional development.
2. As the school-based support service from the EDB has concluded, we will seek other external resources to further enhance teaching and learning in LCU.
3. Students effectively utilized the provided resources and platforms for learning outside school. AI-powered educational apps and resource packages could be introduced to further support and encourage self-directed learning.
4. Since we have observed that students effectively apply their generic skills in learning tasks and project work, greatly benefiting their self-directed learning, we aim to continue utilizing project-based learning across subjects. This approach will foster collaboration, critical thinking, and the real-world application of knowledge.
5. As data from STAR assessments found that students were weak in the dimensions of number (problem-solving question & calculation), shape and space, teachers should focus on these areas where students need improvement. Additional practice or specialized resources could be provided for students to enhance their learning.
6. Students were able to obtain information from different reading materials in STAR English assessments. However, they were found weak in scanning for specific information and making inferences. Therefore, reading activities on training students' reading skills in scanning for specific information and making inferences should be carried out.
7. There was a slight increase in students' mean scores for leisure reading outside class. However, there is still room for improvement in fostering their initiative to read for pleasure.

8. Through discussions and observations by teachers involved in the CoolThink@JC Programme, it was noted that the P.6 curriculum was too difficult for the students' level. A school-based curriculum would be more suitable for student learning, as it allows more time for debugging programs and exploring coding concepts.
9. The survey results indicated that various project-based activities were effective in nurturing students' inquisitive minds. To further enhance students' exploration skills, greater emphasis could be placed on a design-thinking approach.
10. The introduction of AI tools could be expanded beyond games to focus more on supporting students in exploring new knowledge.
11. The participation of KS1 students in STEAM activities to nurture their inquisitive minds should start from an early age.

Feedback and Follow-up

Building on the experience of this year, practices of developing students' passion and capability for learning shall be further enhanced in the coming school year as follows:

1. To further empower teachers, various professional development training programs, such as those focused on Inquiry-Based Learning and AI education, can be arranged.
2. Teachers should integrate technology and educational apps into lessons using the newly purchased interactive whiteboards or other means, such as device activities, collaborative platforms, or VR tools, to enhance engagement and deepen learning interest.
3. Interdisciplinary projects will be developed in Multiple Intelligence Lessons (MIL) that link subjects like Science, IT and Arts education with national education elements to enable students to make connections between different areas of learning and develop their critical thinking and generic skills.
4. School-based professional learning within Collaborative Lesson Planning for the preparation of learning meetings Primary Science and Humanities to share good practices and innovative strategies (e.g. inquiry projects and design thinking) should be implemented to enhance student engagement and learning.
5. Organize workshops for parents to let them understand how they can support their children's self-directed learning at home, creating a more cohesive learning environment.
6. Teachers should track student engagement through the data generated from the STAR platform to tailor instructional methods, focusing on areas where students need improvement while reinforcing their strengths.

7. More non-fiction books could be added to the classroom library, as classroom reading time may not be sufficient for students to complete fiction books. At the same time, non-fiction books such as encyclopaedias, history books, and science books provide more opportunities for students to explore and learn about the world around them. Offering a greater variety of books could also cater to the reading interests of more students.
8. Peer reading ambassadors could be introduced to encourage and support reluctant readers, for example, by guiding them in recognizing and understanding new vocabulary.
9. To further develop students' problem-solving skills, a school-based coding curriculum could be implemented by integrating content from the 'CoolThink@JC Programme' and the EDB's 'Enriched Module on Coding Education for Upper Primary Level'. This curriculum would be tailored to meet students' learning needs and levels, including additional time for debugging.
13. To develop problem-solving skills from an early age, KS1 students would be enrolled in STEAM after-school interest groups or competitions with guidance from KS2 students.
14. The Design Thinking Approach should be taught and emphasized for project designs, including science and STEAM projects. This approach would incorporate more guided reflection sessions, opportunities for students to explain their thinking, exploration of different materials, repeated testing procedures and structured evaluation processes.
15. AI tools such as Thing Translator and Google Lens should be taught to help students bridge the physical and digital worlds, offering innovative ways to explore their environment.

2. Major Concern 2:

Nurturing students to become positive, self-disciplined and healthy individuals

Achievement

To evaluate the effectiveness of the strategies for implementing the major concern, in addition to observation, Stakeholder Survey and School-based Survey for teachers, parents and students as well as results from APASO and KPM data had been included.

Target 1: To enhance students' discipline and ability to follow rules

The data showed improvements in students' self-discipline and adherence to rules, as reported in both the Teacher and Student Questionnaires in SHS. Teachers noted a rise in the mean score

for self-discipline and compliance, from 3.1 to 3.4, while students reported their peers' self-discipline improved from 3.4 to 3.5. Students also recognized the school's efforts to teach them respect and being considerate, maintaining a steady score of 4.1.

The consistent acknowledgment of positive behavior fosters a supportive environment, encouraging students to internalize self-discipline. To further enhance this, thematic talks on anti-bullying and cyber-crime were organized. Feedback from teachers indicated that 92% of them observed improvements in overall student behavior and compliance with school rules. These results suggest significant progress in students' self-discipline, leadership skills, and social interactions.

Feedback from class teachers indicated that about 83% of students received appreciation for their good and positive behaviour from teachers and parents during each phase of 'Good Students Passport' initiative. This program has heightened awareness of self-discipline and the priority values.

The review of tardiness data from September 1 to June 6 showed a satisfactory performance, with only 1.5% of students arriving late (averaging 9.3 late arrivals per day). The school's efforts to promote punctuality were recognized as effective. It is recommended that the trend be monitored in the coming year to ensure it remains on track.

79% of students who participated in the responsibility training programs agreed that the training sessions were effective in developing their sense of responsibility and self-discipline. The training has motivated students to fulfill their duties punctually and responsibly, reflecting their improved discipline and strong sense of responsibility toward their peers and the school community.

Target 2: To nurture students' positive values and mindset

Thematic talks focusing on cultivating positive values and emotional resilience were arranged during the year. Parents recognized our school's efforts, with 94.7% agreeing that our school helps their children develop good moral character (mean: 4.4). Students also acknowledged our school's effort on fostering respect and consideration for others, with 40.9% strongly agreeing and 35.2% agreeing (mean: 4.1) on this item in SHS.

The Values Education Program is another critical component of Target 2, designed to embed 12 priority values into students' daily lives. The program's impact is evident in the Student SHS, where 41.6% of students strongly agreed and 30.9% agreed that our school helps them develop good moral character (mean: 4.1). Similarly, 40.3% strongly agreed and 30.1% agreed that their schoolmates are helpful and cooperative (mean: 4.0). Parents echoed this sentiment, with 94.7% agreeing that our school supports the development of moral character (mean: 4.4).

The life-planning program for KS2 students was intended to help children identify their goals and personality traits. Students actively participated in activities such as learning money management skills and experiencing different job roles through simulation games. While teachers agreed the program had good objectives, they suggested providing more structured guidance to maximize learning outcomes. The program should place greater emphasis on building students' confidence and helping them effectively navigate both personal and academic goals.

100% of students participated in the Group play therapy (4 participants) & Expressive Arts Therapy (8 participants) reflected that the programs have equipped them with the knowledge in how to express and manage their emotions. For the Mental Health Week, all teachers agreed that the activities organized could cultivate students' positive emotions, help them understand their feelings and equip them the techniques to handle stress. However, the APASO results highlighted the prevalence of negative emotions, with 38.3% of P.3-P.6 students feeling worried 'sometimes' and 37.6% feeling sad 'sometimes'. Furthermore, 18.1% of students reported feeling nervous weekly.

Homeroom activities, led by class teachers, were conducted to strengthen student-teacher relationships—a key factor in fostering a supportive and caring school environment. According to the Student Stakeholder Survey (SHS), 70.3% of students agreed that they receive encouragement from teachers (mean score: 4.0), while 69.3% agreed that the school provides a caring environment (mean score: 3.9).

The school social worker (SSW) utilized various communication tools—such as Instagram, Google Classroom, WhatsApp, and the E-class App—to engage with high-risk students, monitor their well-being, share assignments, and maintain contact with parents. Additionally, the SSW distributed newsletters and encouraged email communication. To foster connections, the SSW organized informal meetings and group activities during lunch and recess, successfully supporting at-risk students. These efforts strengthened stakeholder communication and ensured accessible, informal support for students in need.

Incorporating positive values into Key Learning Areas (KLAs) ensures internalization through consistent practices and students can apply these values in their daily lives. Connecting academic content to ethical principles, students see the relevance of values in real-world contexts, making moral development a natural part of education rather than an isolated lesson.

Storytelling sessions on emotion management and positive values were conducted in Library Studies lessons. These sessions allowed students to engage with inspiring stories about famous person or imaginary figures overcoming challenges to achieve their goals. To extend this learning, home reading was also arranged, allowing an enjoyable experience that fostered appreciation for moral development.

Target 3: To develop students' healthy lifestyles

All teachers agreed that after participating in different health programmes, students were more ready to opt for healthier food choices and engage in regular physical activity. However, only 37.5% of the students brought fruits for 14 days or more during the Joyful Fruit Month event.

All participating parents gained a better understanding of healthy eating through school programs. Among them, 88% reported making positive changes to their family's eating habits and meal preparation methods.

Despite progress, KPM 24 data revealed that only 65% of boys and 67% of girls fell within the healthy weight range—falling short of the 75% target.

Reflection

1. Thematic talks featuring organizations like NGOs and the Hong Kong Police can effectively strengthen students' self-discipline by providing valuable insights and practical advice. Engaging with professionals helps students understand real-world applications of self-discipline and its impact on their futures.
2. Continuing parental talks is essential for reinforcing positive values at home and fostering a stronger partnership between parents and the school. Active parental involvement creates a consistent message for students, enhancing their commitment to discipline and values.
3. The 'Good Student Passport' initiative focused on values education, but to maintain effectiveness and consistency, class teachers should issue stamps promptly. This could better encourage participation and instills a sense of achievement.
4. Organizing a well-structured discipline competition can motivate students to adhere to school rules, fostering a sense of community and responsibility. Recognizing disciplined behavior helps create an environment that values self-discipline.
5. Training programs could benefit members of the BBBS, school prefects, and the Flag-raising team. Additionally, inviting more helpers from various groups can enhance student leadership and responsibility, creating a supportive environment for all students to thrive.
6. Feedback from parents and students indicated that thematic talks, along with learning activities in Values Education (VE) lessons and the integration of positive values across different Key Learning Areas (KLAs) and everyday life events, were effective in reinforcing positive values.

7. Values Education Program is essential in fostering a sense of community, empathy, and moral awareness among students. Given that emotional vulnerabilities remain a concern (as identified in APASO data), and some students may not consistently apply well-being techniques, the content of the VE program could be enhanced by adding specific modules on coping strategies and resilience-building.
8. There is a room for improvement on students' sense of belonging. Homeroom activities in fostering trust and open communication between students and teachers is crucial for nurturing the sense of connectedness.
9. Incorporating positive values into the learning of Key Learning Areas (KLAs) makes moral development a natural part of education rather than an isolated lesson and this practice should be emphasized.
10. As the data on leisure reading found in APASO was not satisfactory, the school librarian could include other reading programs and activities to encourage leisure reading on inspirational figures with positive personality traits outside school hours and invite students to share 'Moral Reflection' where students connect stories to themselves.
11. Due to the short duration of the recess break, the effectiveness of the "Fruity Recess" could not be easily assessed. Besides, not all students had the habit of bringing snacks for recess. Therefore, the 'Joyful Fruit Month' Activity was implemented instead when teachers could check easily during lunch hour to see if students had developed the healthy habit of eating fruit daily.
12. The percentage of students who had fruit during the 'Joyful Fruit Month' was not satisfactory. This might be due to the fact that the event started in April and then continued in May after the Easter break. There should be more promotion of the event after the Easter break. Some classes might have forgotten and occasionally missed putting the stickers on the Fruit Poster as a record.
13. Although all the parents who participated in the health talks believed that they had a better understanding of the importance of healthy eating habits after attending the health talks, the number of participants actually was very few as many of them were not available or interested in joining the activities. Moreover, cultural preferences (e.g., fried food, curry, sweets) pose challenges in shifting eating habits. Therefore, much effort is still needed to change their habits and put healthy eating into action.
14. Despite reported active participation in physical activities, about one-third of students remained outside the healthy weight range, indicating a need for better diet and exercise habits.

Feedback and Follow-up

1. To enhance the effectiveness of our thematic talks, we should invite a diverse range of organizations to share valuable insights with students. For example, we could host an educational talk by the Hong Kong Correctional Services and a workshop by the Hong Kong Family Welfare Society, focusing on self-management (financially) and practical skills to enrich students' learning experiences.
2. Extending parental talks is essential for reinforcing the values we teach in school. These discussions can be supplemented with workshops organized by the Parent-Teacher Association (PTA) and dedicated sharing sessions on Parents' Day. Engaging parents in these talks will help create a more cohesive approach to student development on self-discipline.
3. The 'Good Student Passport 2.0' initiative will shift its focus to following lesson routines and school rules, involving all teachers in fostering students' sense of responsibility and self-discipline. By implementing the whole-school approach award scheme, the 'Good Students Award', students will be recognized and rewarded for their good behaviour.
4. Extending the training sessions to include not just BBBS, School Prefects, and the Flag-raising Team, but also Hygiene Prefects, is essential. This inclusion will nurture their values of responsibility and discipline as team members.
5. The Values Education Programme will be enhanced through engaging stories, interactive role-play activities, and current affairs discussions to deepen students' understanding and help them practise positive values and resilience skills.
6. Life-planning programme focusing on building students' confidence and helping them navigate their personal and academic goals will be organized.
7. An 'Honesty Wall' will be set up in the classroom to encourage self-reflection on acts of honesty and recognize and celebrate honest behaviour among peers.
8. Programmes on enhancing 'gratitude experience' to build a trusting and supportive relationship with teachers and classmates should be organized.
9. Integration of positive values in the teaching of different KLAs and home reading on inspirational figures will be further emphasized and supported with different activities.
10. Thematic talks and workshop of different healthy habits (e.g. Balanced Diet, Say No to Addictions, Digital Balance in a Connected World etc.) will be arranged to equip students with the knowledge of healthy lifestyles.
11. The Joyful Fruit Month event will be held once a term in the coming school year to further encourage students to adopt healthy eating habits.

12. Parental talks on P.1 Orientation Day and Parents' Day to promote the importance of healthy lifestyles could be arranged as more parents are available during these school functions.
13. Health talks and relevant interest classes, such as healthy cooking classes and physical exercise for parents will be continued for interested parents to explore the fun and benefits of healthy lifestyles.
14. Information on healthy snacks, meal preparation tips, quick recipes, and fun family exercises could be shared through school notices, SSW newsletters and the school website.

IX. Key Issues of Annual School Plan 2025 – 2026

1. Major Concern 1:

Developing students' passion and capability for learning

Target 1: To stimulate learning motivation and cater for learner diversity

- Strategy 1: Boost student motivation with Inquiry-based Learning (IBL): an active, student-centered approach fueled by curiosity, autonomy, and real-world connections
- Strategy 2: Use learning platforms such as STAR, Edpuzzle, Google Forms to diagnose students' strengths and weaknesses, address specific learning gaps through personalized practice, reinforce key concepts with consolidation activities, monitor progress through data analysis and refine teaching strategies based on students' performance
- Strategy 3: Design and enrich our graded learning tasks and assignments through tiered scaffolding:
1. Embed supportive hints for foundational understanding
 2. Integrate highlighted texts to guide focus and guided questions for comprehension and writing tasks
 3. Incorporate leveled questions to deepen thinking
- Differentiate graded tasks for different ability groups
- Strategy 4: Acknowledge students' effort in public and appreciate others' work by various means such as class display board, exhibition, and high flyer board

Target 2: To cultivate students' communication skills, critical thinking skills, creative thinking and self-directed learning skills

- Strategy 1: Implement Inquiry-based Learning (IBL) to foster students' communication skills, critical thinking and problem-solving skills
Discuss and adapt different types of IBL approach during Collaborative Lesson Planning (CLP) meetings, focusing on inquiry-based strategies such as building inquiry skills, routines and atmosphere, collaborative learning, self-management skills and making good use of AI for teaching and learning
- Strategy 2: Promote structured self-reflection to empower students to own their insight from the IBL process. For instance, "I used to think... Now I think...", "3-2-1 Reflection"
- Strategy 3: Implement theme-based cross-disciplinary learning topic in P.4 to P.6. Promote Reading across the Curriculum, enabling students to integrate knowledge across disciplines
Implement a theme-based project on "Healthy Lifestyle" using IBL approach in Multi-Intelligence Lesson (MIL) or as a STEAM project
- Strategy 4: Organize workshops for parents to let them understand how they can support their children's self-directed learning at home, creating a more cohesive learning environment
- Strategy 5: Deepen students learning through participation in community service and territory-wide inter-school competitions

Target 3: To develop students' inquisitive mind through STEAM Education and reading

- Strategy 1: Empower students with various reading skills, such as vocabulary recognition, making inferences, summarizing, and making predictions, through the introduction of peer reading ambassadors and reading tasks in STEAM projects
- Strategy 2: Implement a school-based computational thinking curriculum by adapting the content of the 'CoolThink@JC Programme' and the EDB 'Enriched Module on Coding Education for Upper Primary Level'
Arrange inter-class "Computational Thinking Competition"
- Strategy 3: Promote Reading across the Curriculum, in order to develop students' Reading to Learn abilities through the theme-based cross-disciplinary learning topic in P.4 to P.6.
- Strategy 4: Foster students' leisure reading habits through engaging activities and diverse reading materials (both fiction and non-fiction), such as reading in the classroom library, Parent-Child Reading Programme, Lunch Book Club Programme, and GS Safari: Explore the World Through Books
- Strategy 5: Use of the Design Thinking Approach ('Empathize, Define, Ideate, Prototype, and Test'), PDAR ('Plan, Do, Analyze, and Review'), or PDIR ('Plan, Do, Improve, and Review') in STEAM activities, projects, scientific projects, or other relevant science-related projects in General Studies and Primary Science
- Strategy 6: Introduce AI-powered tools such as Google lens and Google Thing Translator in KS1 and KS2 during IT lessons
- Strategy 7: Organize at least four STEAM-related after-school interest groups and enroll students in at least six STEAM-related competitions, ensuring that at least one includes KS1 student participation, to develop students' desire for exploration and problem-solving abilities

2. Major Concern 2:

Nurturing students to become positive, self-disciplined and healthy individuals

Target 1: To enhance students' discipline and ability to follow rules

- Strategy 1: Implement whole-school approach Award scheme – Good Students Award, aligned with “My Pledge to Act”, “Good Students Passport”, thematic talks for student and parent, discipline competitions and quizzes on school rules and regulations
Publicly recognize well-behaved students or classes via central broadcasting system regularly. Teachers or students share reflections on specific positive behaviors and their impact.
Reward students or classes demonstrating good self-discipline and positive behaviour
- Strategy 2: Teachers implement class reward system and display a “Good Behaviour Chart” in the classrooms
- Strategy 3: Arrange training sessions for members of Big Brothers and Big Sisters Programme, School Prefects, Hygiene Prefects and Flag-raising Team to nurture their value on how to be a responsible and disciplined team member
Recruit lower primary students to join the serving team

- Strategy 4: Cultivate P.1 students' key executive functions by creating a structured and supportive learning environment:
1. Set up a structured daily class routine
 2. Use visual schedules and visual cues to anchor attention and support self-regulation
- Use consistent cues to foster self-control and time management

Target 2: To nurture students' positive values and attitude, especially law-abidingness, integrity and gratitude

- Strategy 1: Connect theme-based cross-disciplinary learning topic with national education in P.4 to P.6. Deepen students' understanding of our country's history and culture by structured thematic talks or shows, visit tours or field study
- Strategy 2: Enrich the Values Education Programme through storytelling (demonstrating law-abidingness, integrity, and gratitude), role-play (practicing ethical decision-making), and current affairs analysis (resolving real-world dilemmas)
- Strategy 3: Implement an 'Honesty Wall' initiative to encourage student self-reflection on acts of honesty and recognize and celebrate honest behaviour among peers
- Strategy 4: Hold class meetings for sharing happy and unhappy feelings and "gratitude experience" in VE Lessons to build a trusting and supportive relationship with others
- Organize lunchtime broadcasts where students share law-abidingness, integrity, and gratitude messages to cultivate a positive school culture
- Strategy 5: Optimize Life-planning Programme in KS2. Arrange "Small Stories, Big Achievements" sharing sessions. Invite guest speakers from different professions to share their growth journeys, career-related information and anecdotes
- Strategy 6: Incorporate home reading and storytelling activities in Library Studies lessons to help students develop emotional management skills and cultivate positive mindsets (e.g., law-abidingness, integrity and gratitude)

Target 3: To develop students' healthy lifestyles

- Strategy 1: Launch "Healthy Habits, Happy Life" Campaign:
- Arrange thematic talks and workshop on healthy lifestyles for students (e.g. Healthy Eating Habits, Benefits of Doing Exercise, Say No to Addictions, Digital Balance in a Connected World etc.)
 - Implement activities under the "Active Students, Active People" MVPA60 Scheme" to help students develop a habit of regularly taking part in physical activities
 - Conduct relaxation exercise during lunch hour to promote healthy habits at school
 - Implement activities for the Joyful Fruit Month (once in each term)
 - Organize engaging parent-child competitions or family fitness challenges to arouse their interest in doing exercise together
 - Train Wellness Ambassadors to promote healthy eating habits among schoolmates by sharing with them how to choose healthy snacks during

recess and recognizing those who consistently make good dietary choices

Strategy 2: Through parent education

- Issue a letter to parents in the beginning of each school term inviting them to prepare healthy snacks and food for recess and lunch
- Share tips on healthy meal preparation, quick recipes, fun family exercises in the school newsletter
- Conduct parental talks and relevant interest classes, such as healthy cooking classes and physical exercise for parents to equip them with knowledge on how to help students develop healthy lifestyles (balanced diet, physical activity, sleep and rest, as well as screen time management)

Strategy 3: Train Wellness Ambassadors and strengthen the Big Brother and Big Sister (BBBS) Programme to foster social relationships among junior students, strengthening their mental health and wellbeing

X. Financial Report

Li Cheng Uk Government Primary School
Financial Report
School Year 2024-2025

(I) Subject and Curriculum Block Grant (SCBG) (as at 31/8/2025)

		Grant Balance 1 Sep 2024	Actual Expenditure	Unspent Provision	Percentage Spent
(A) General Domain					
835 137	Other Education Purposes	\$1,576,939.00	\$212,076.00	\$1,364,864.00	13.45%
835 302	Baseline reference provision - GPS	\$321,558.00	\$318,895.00	\$2,663.00	99.17%
TOTAL : SUBHEAD		\$1,898,497.00	\$530,971.00	\$1,367,526.00	
(B) Special Domain					
472 115	TRG-Teaching staff - GPS	\$290,256.00	\$155,899.00	\$134,357.00	53.71%
834 205	UAP (Primary) grant	\$150,938.00	\$149,100.00	\$1,838.00	98.78%
834 206	Student guidance service grant	\$259,676.00	\$228,357.00	\$31,319.00	87.94%
835 140	Composite IT grant - GPS	\$496,998.00	\$422,480.00	\$74,518.00	85.01%
835 144	SBM Top-up Grant - GPS	\$53,385.00	\$7,000.00	\$46,385.00	13.11%
835 210	Capacity enhancement grant-GPS	\$827,452.00	\$774,457.00	\$52,995.00	93.60%
909 207	Learning support grant - GPS	\$1,133,638.00	\$1,118,373.00	\$15,265.00	98.65%
909 216	Grant for Supporting NCS Students with SEN - GPS	\$356,817.00	\$353,189.00	\$3,628.00	98.98%
909 409	Sch-based after-sch L&S P - GPS	\$225,050.00	\$225,050.00	\$0.00	100.00%
909 415	Enhanced Additional Funding - Support for NCS Students - GPS	\$1,828,264.00	\$1,528,160.00	\$300,104.00	83.59%
909 455	School Social Work Service Grant	\$709,319.50	\$709,319.50	\$0.00	100.00%
909 456	Consultation Service Grant	\$204,375.50	\$169,498.50	\$34,877.00	82.93%
909 457	Grant for the Sister School Scheme - GPS	\$296,611.00	\$75,500.00	\$221,111.00	25.45%
909 462	Promotion of Reading Grant - GPS	\$32,884.00	\$32,884.00	\$0.00	100.00%
909 469	Life-wide Learning Grant - GPS	\$913,483.00	\$863,237.00	\$50,246.00	94.50%
909 499	One-Off Grant on Parent Education	\$200,000.00	\$138,785.00	\$61,215.00	69.39%
909 603	One-Off Grant for Mental Health at School	\$60,000.00	\$58,903.00	\$1,097.00	98.17%
909 605	One-Off Grant on Introduction of Primary Science - GPS	\$350,000.00	\$161,769.00	\$188,231.00	46.22%
909 608	One-Off Grant on Promotion of Chinese Cultural Immersion Activities	\$300,000.00	\$165,648.00	\$134,352.00	55.22%
909 610	One-Off Grant on Promotion of Sport Ambience and MVPA60 in Schools	\$150,000.00	\$83,251.00	\$66,749.00	55.50%
TOTAL : SUBHEAD		\$8,839,147.00	\$7,420,860.00	\$1,418,287.00	
TOTAL :		\$10,737,644.00	\$7,951,831.00	\$2,785,813.00	

(II) Extra Curricular Activity Fund (ECA) (as at 31/8/2025)

(11) Extra-Curricular Activity Fund (ECA) (as at 31/6/2025)			Grant Balance 1 Sep 2024	Actual Expenditure	Unspent Provision	Percentage Spent
834	301	ECA	\$689,018.00	\$364,013.00	\$325,005.00	52.83%