

Li Cheng Uk Government Primary School

Annual School Report

2025-2026

Annual School Report 2025-2026

Contents

		Page
I.	**Our School**	
1.	School Vision	P.1
2.	School Mission	P.1
3.	School Management	P.1
4.	School Organization	P.2
5.	Class Organization	P.2
6.	Teachers' Qualification	P.3
7.	Teaching Experience	P.3
8.	Teachers' Professional Development	P.4
II.	**Learning and Teaching**	
1.	Number of Active School Days	P.6
2.	Learning Time for Key Learning Areas Per Week	P.6
3.	Learning in Different Subjects	P.7
4.	National Education	P.19
5.	Values Education	P.23
6.	STEAM Education	P.25
7.	Life-wide Learning	P.28
8.	Support Services to Cater for Diverse Learning Needs	P.31
III.	**Achievements and Reflection on Major Concerns; Feedback and Follow-up**	
1.	Major concern 1: Developing students' passion and capability for learning Target 1: To stimulate learning motivation and cater for learner diversity Target 2: To cultivate students' communication skills, critical thinking skills, creative thinking and self-directed learning skills Target 3: To develop students' inquisitive mind through STEAM Education and reading	P.33
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 Target 2: To nurture students' positive values and mindset Target 3: To develop students' healthy lifestyles	P.40
IV.	**Student Performance**	
1.	Students Attitude and Behaviour	P.47
2.	Inter-school Competitions and Awards	P.47
3.	Scholarships	P.53
4.	2024 – 2026 Secondary School Places Allocation (SSPA)	P.54
V.	**Key Issues of Annual School Plan 2026-2027**	P.55
VI.	**Financial Report**	P.60

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 are 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.

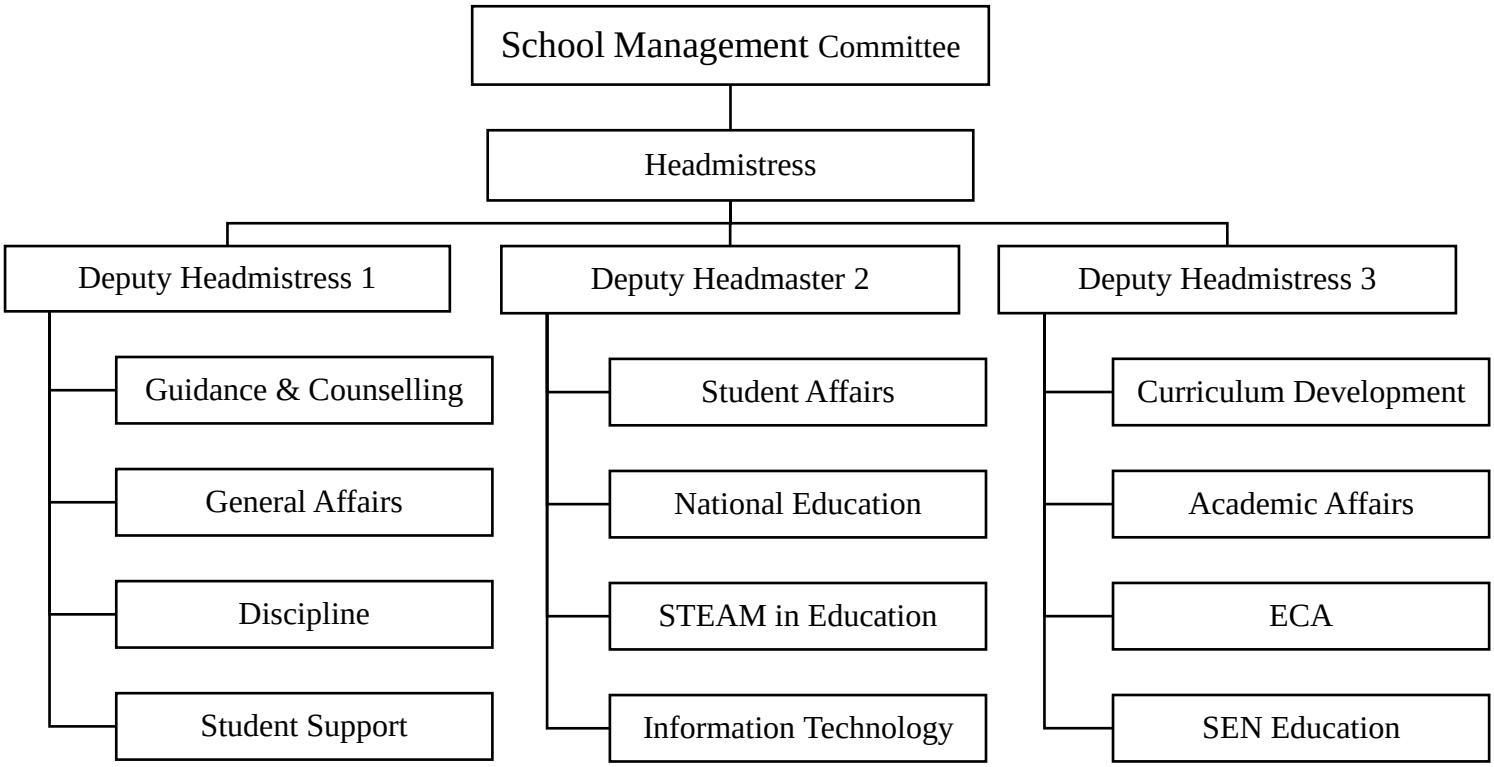
3. School Management

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	Ms Rai Babita Ms Manan Serish
Teacher Managers	Ms Tang Sui Fan Ms Fu Yuen Fong
Community Members	Mr Lee Fook Hon, Stephen Ms Sultana Ireen

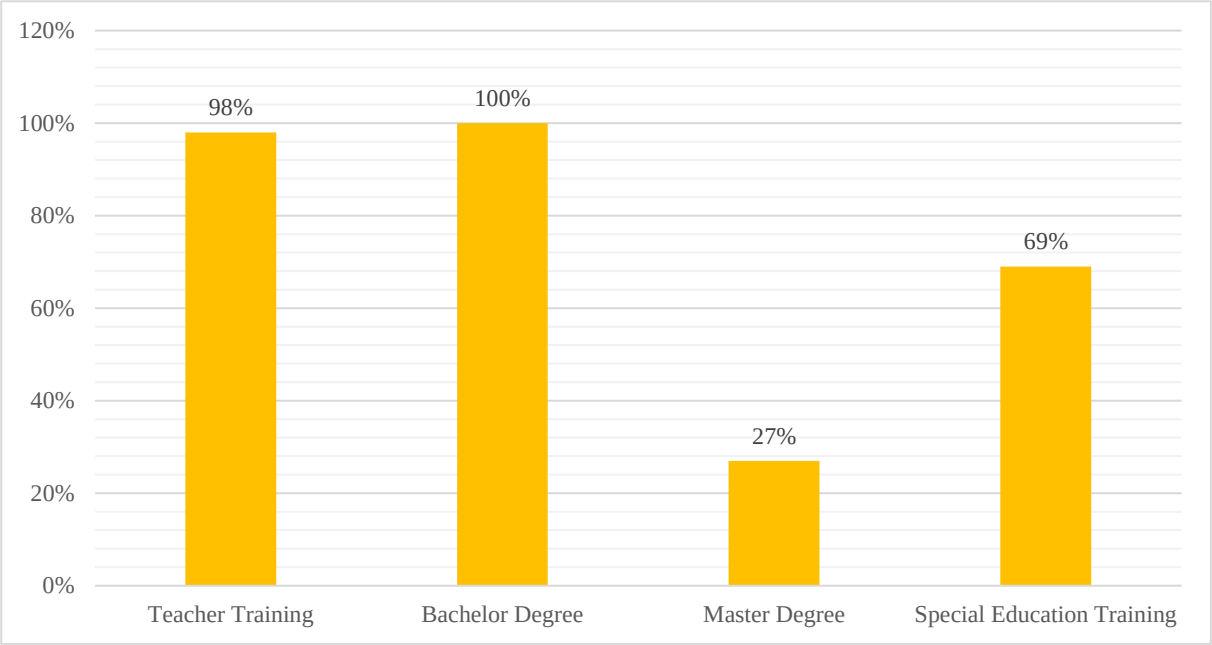
4. School Organization



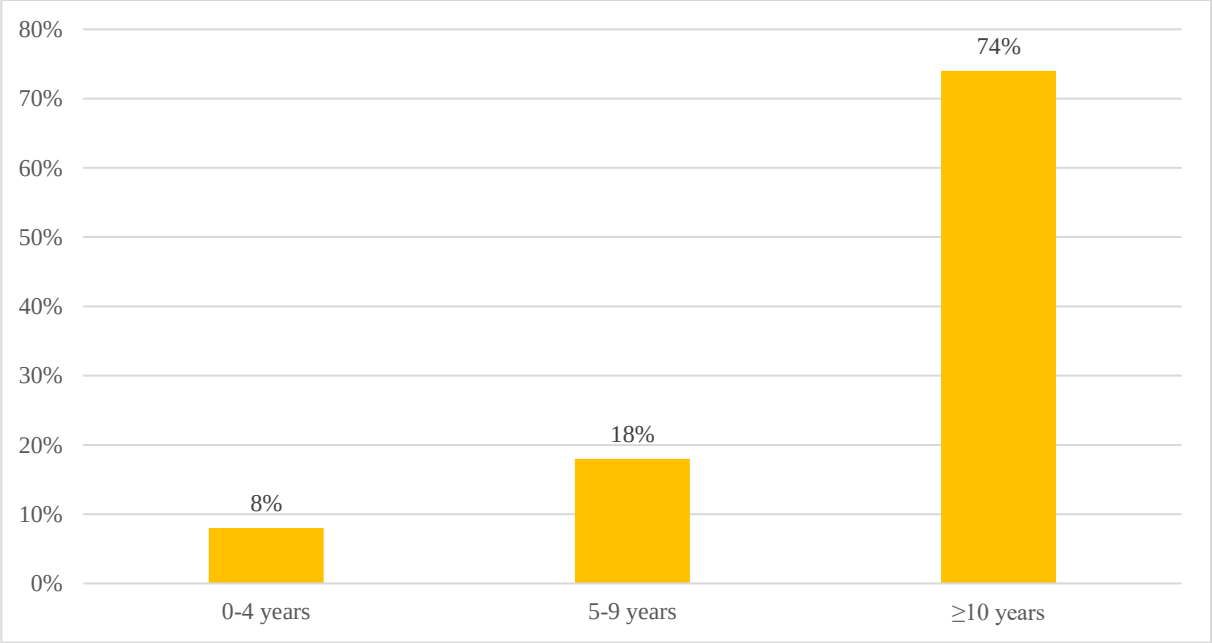
5. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	4	4	4	4	4	4	24

6. Teachers' Qualifications



7. Teaching Experience



8. Teachers' Professional Development

To systematically enhance teachers' professional knowledge and strengthen their capacity for quality classroom teaching, the school has implemented a comprehensive, year-long professional development framework. As detailed in the tables below, the programme includes regular collaborative lesson preparation sessions for core subjects (English, Chinese, Mathematics, and General Studies), during which teachers co-construct effective pedagogical strategies. Furthermore, the Friday Sharing Sessions offer a rich array of subject-specific and cross-curricular workshops, ranging from the application of AI in education and e-learning platforms to inquiry-based learning (IBL), special educational needs (SEN) support, legal literacy, and emerging areas such as 3D printing and STEAM education. By integrating external expertise with internal peer-led sharing, the school ensures that every teacher receives continuous, relevant professional input, thereby enhancing instructional quality and student learning outcomes.

Collaborative Lesson Preparation:

Title /Activity	Month	Content Area	Personnel	Organizer
Collaborative Lesson Preparation (P.1-P.6)	Whole year	English, Chinese, Mathematics and General Studies	All Teachers	School
Using AI in Primary School Education to Unleash the Potential of Primary Students: English	Whole year	P.4 English	Coordinator of STEAM in Education, EPC, English Panels Head and P.4 English Teachers	The Education University of Hong Kong

Staff Development Day:

Title/ Activity	Month	Personnel	Organizer
Government Primary School Joint-School Staff Development Day 2025/26	January 2026	All Teachers	EDB
School-based Staff Development Day	April 2026	All Teachers	Mission Travel (HK) Co., Ltd.

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

Topics	
Team Building Workshop	English Speech Training Workshop
PTH Speech Training Workshop	AI in Education Workshop
eSmart e-learning platform Workshop	PTH AI Platform Workshop
English Workshop: Introduction to e-learning apps	EP TALK: Strategies for Managing Student Conflicts
SEN Sharing Sessions	Talk on Speech Therapy
English Workshop: Implementation of IBL in English lessons	Legal Seminar on Apology Ordinance and the Common Law Concept of Vicarious Liability
Sharing Good Practices on IBL	STEAM DAY Teacher Workshop
Maths Workshop: Problem-solving strategies and the design of problem- solving activities	Primary Humanities, Primary Science and GS Teacher Workshop: Application of AI in Teaching and Learning
Chinese Workshop: Application of AI in Teaching	3D Printing Teacher Workshop
Chinese Tea Art Workshop	

II. Learning and Teaching

1. No. of School Days

The majority of school days are dedicated to classroom teaching and learning, ensuring curriculum coverage and academic progress. In addition to regular lessons, the school also includes various whole-school functions—such as the school picnic and the Sports Day —as well as life-wide learning days held outside school. These events are designed to provide students with diverse learning experiences beyond the classroom, fostering their social, cultural, and personal development.

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

2. 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. 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	No. of Lessons	Subjects	No. of Lessons
Chinese	9	English	7
Mathematics	7	General Studies (P.2,3,5,6)	6
Visual Arts	2	Primary Humanities (P.1,4)	3
Music	2	Primary Science (P.1,4)	3
Putonghua	1	Information Technology	2
Library Studies	1	Physical Education	2
Extra-curricular Activities	2	Values Education	1
*Integrated Lessons	2	Multiple Intelligence Lessons	1

*Integrated Lessons include:

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

3. Features of Different Subjects

3.1 Chinese

The Chinese subject adopts a differentiated instructional approach by grouping students according to their Chinese language proficiency, enabling more targeted instruction and support. This strategy has effectively addressed learner diversity and enhanced students' confidence and engagement in language learning. In the teaching of reading, teachers make extensive use of visualised texts, graphic organisers, and multimedia resources to support students in applying reading comprehension strategies. These approaches help transform abstract language concepts into concrete and accessible learning experiences, thereby strengthening students' understanding and interest in reading.

To promote self-directed learning, students are provided with specially designed self-study booklets featuring Cantonese pinyin, alongside online learning platforms such as e-Smart 2.0 that support continuous learning beyond classroom. These resources allow students to consolidate and extend their knowledge at their own pace. In addition, graded worksheets are designed to cater for learner diversity, ensuring that all students can participate meaningfully and experience a sense of achievement. Assessment data indicates that students demonstrate improved engagement in independent reading activities and show measurable progress in structured language tasks.

The curriculum places emphasis on practical language use. Vocabulary and learning contexts are closely connected to students' daily lives, particularly for non-Chinese speaking students, to enhance their listening and speaking skills. Students are also encouraged to read Chinese texts through online platforms, helping to broaden their exposure to authentic language use and cultivate positive reading habits.

To deepen students' understanding of Chinese culture, the school organises a variety of experiential learning activities, including educational visits and hands-on experiences related to Chinese history and traditions. Traditional festivals are celebrated through school-based activities, allowing students to learn about customs in an engaging and memorable way. Home-school collaboration is further strengthened through parent workshops on Chinese language and culture, fostering a supportive learning environment beyond the classroom.

Furthermore, the annual "Chinese Day" provides authentic learning opportunities through interactive booth games and activities. Students are able to apply their language skills in meaningful contexts, reinforcing both their linguistic competence and cultural understanding while enhancing motivation and cultural identity.

本科採用按學生中文能力分組的小組學習模式，以提升教學成效。在閱讀教學方面，透過運用視覺化圖像及簡報等多元媒介，協助學生掌握閱讀理解策略，使抽象的語文概念更具體易懂，從而提升學習興趣與理解能力。

為促進學生的自主學習， 設計附有粵語拼音的自學冊， 並配合網上學習平台，讓學生能在課餘時間進行鞏固與延伸學習。同時，教師按學生能力設計分層工作紙，以照顧學習多樣性。
在語言運用方面，課程特別加入貼近非華語學生日常生活的詞彙與情境，加強學生的聆聽與口語訓練，提升實際溝通能力。此外，亦鼓勵學生透過網上學習平台閱讀中文篇章，培養閱讀習慣。
為加深學生對中華文化的認識，學校透過參觀及體驗式活動，讓學生了解中國歷史與文化內涵；並藉着舉辦傳統節日慶祝活動，讓學生認識相關習俗，從中體會中華文化的特色與價值。同時，學校亦重視家校合作，為家長舉辦中文及中華文化講座，共同支援學生學習。
此外，學校舉辦「中文日」活動，透過攤位遊戲等多元形式，讓學生在輕鬆愉快的氛圍中應用所學，鞏固語文能力，並提升學習動機與文化認同。

3.2 English

The English curriculum is designed to stimulate students' motivation while addressing learner diversity through a wide range of strategies. Specifically, graded writing task worksheets are developed to provide appropriate scaffolding for learner diversity. These tasks not only strengthen writing skills but also build students' confidence in expressing their ideas. The STAR platform is effectively used to consolidate learning and analyse students' strengths and weaknesses, enabling teachers to provide targeted support and refine instructional strategies. Furthermore, assessment data show improved performance across all ability groups in writing and reading tasks. Students' achievements are celebrated through class displays, the school website, and newsletters, thereby fostering a positive learning culture.

Another central focus of curriculum development is inquiry-based learning. Students participate in collaborative group activities that enhance communication, critical thinking, and self-directed learning skills. Structured self-reflection is implemented, particularly for upper primary students (P.4 to P.6), to help them monitor their learning progress and set personal goals. E-learning platforms are also integrated to strengthen phonics and reading skills, and participation rates indicate strong engagement.

Additionally, reading is actively promoted across the curriculum to cultivate students' curiosity and independent learning habits. Engaging reading tasks are incorporated into STEAM projects, and both fiction and non-fiction e-books are assigned during STEAM Week. A notable initiative involves Primary 4 students' participation in a programme organised by the Education University of Hong Kong, where AI tools and Scratch were used to explore topics such as locations and directions in an interactive way. This experience has demonstrated enhanced computational thinking skills alongside language development.

Moreover, students are encouraged to participate in external competitions, including the Hong Kong Schools Speech Festival, Time to Talk Speaking Competition, Budding Poets Competition, and Aldrich Bay Government Primary School Cup – Online English

Conversation Competition, in order to broaden their exposure and build confidence. The "Saying of Wisdom" Campaign organised by the Education Bureau has further promoted positive values and attitudes. Elements of values education and national security education are meaningfully integrated into the curriculum to support students' holistic development.

3.3 Mathematics

The Mathematics curriculum focuses on enhancing learning motivation and addressing learner diversity through data-informed teaching. The STAR platform is used to assess students' performance in key areas such as number, shape, and space. During the year, students used the platform at least twice. The data collected enables teachers to tailor instruction and provide targeted support, which has resulted in improved performance in key mathematical areas across all primary levels.

In Primary 4, the Multiplication Star Scheme was introduced to acknowledge students' efforts and encourage mastery of multiplication facts. This scheme has effectively boosted students' engagement and confidence, with both participation rates and achievement levels indicating strong success. Students now demonstrate greater willingness to practise multiplication and show improved accuracy in related mathematical tasks.

Inquiry-based Learning (IBL) is a key strategy for developing problem-solving and self-directed learning skills. Structured self-reflection activities are incorporated to help students consolidate their learning and gain ownership of their insights from the inquiry process.

The PLANETii e-learning platform is provided for all year levels, supporting independent learning at home. The platform allows students to practise mathematical concepts at their own pace and receive immediate feedback. Additionally, a parent workshop was organised to help parents understand how to support their children's self-directed learning in Mathematics. The workshop was well received, with many participating parents indicating increased confidence in supporting their children's learning, thereby strengthening the home-school partnership.

To promote reading and curiosity in Mathematics, a parent-child reading programme was implemented using QR-coded online materials. Students engaged in reading mathematical storybooks and sharing their reflections in class, thus promoting reading across the curriculum. Furthermore, participation in external competitions provides opportunities for students to apply their knowledge while developing positive attitudes. Together, these combined efforts create a supportive and enriching learning environment that fosters academic achievement.

3.4 General Studies (Primary 2-3 & Primary 5-6)

The school has systematically implemented Inquiry-Based Learning (IBL) in General Studies. Teachers have designed a wide range of inquiry activities, including scientific investigations, problem-solving tasks, group discussions, environmental studies, health and safety explorations, and current affairs learning. Through structured inquiry, guided inquiry,

and problem-based learning approaches, students are encouraged to ask questions, gather information, analyse evidence, and build their own understanding. These experiences have effectively strengthened students' critical thinking, communication, collaboration, and problem-solving skills, which align with the school's focus on developing generic skills.

The "GS Safari: Explore the World Through Books" programme has been enhanced to promote self-directed learning and reading. It has been extended from a double-lesson activity to a week-long reading experience for each class, during which students explore non-fiction books related to science, technology, health, environmental conservation, history, and culture. The extended reading time has helped students develop better reading habits, broaden their knowledge, and foster a stronger interest in independent learning. Book report data indicates increased engagement with non-fiction texts and improved information retrieval skills.

To extend learning beyond the classroom, the "Quest for Knowledge" online competition was introduced to students via the eSmart 2.0 platform. The competition attracted students from over 60 primary schools, and participation was enthusiastic. Both participation rates and student performance were encouraging. Through interactive challenges, students consolidated their General Studies knowledge, strengthened self-directed learning skills, and demonstrated increased motivation for learning.

Experiential learning remains essential to the General Studies curriculum. Various life-wide learning activities and educational visits provide authentic learning experiences, helping students connect classroom knowledge with real-life situations. Through these experiences, students enhanced their observation, inquiry, and communication skills. STEAM education and scientific literacy continue to be strengthened through experiments, investigations, and technology-related learning activities. A new highlight was Primary 4 to Primary 6 students' participation in the Croucher Science Talk programme "The Xtra Factor," delivered by Mr. David Price from Science Made Simple. As a result, students demonstrated enhanced understanding of scientific concepts and increased interest in pursuing further science learning.

Values Education, National Education, and National Security Education are meaningfully integrated into various learning topics. Through discussions, reflection, and inquiry tasks, students developed positive values such as responsibility, perseverance, care for others, respect for the law, and a sense of national identity.

3.5 Primary Science (Primary 1 & Primary 4)

The Primary Science curriculum enhances students' learning motivation while catering for learner diversity through inquiry-based learning (IBL). Students actively explore concepts by engaging in hands-on experiments, science investigations, and theme-based tasks. They are encouraged to develop communication skills, critical thinking, and self-directed learning habits. Structured frameworks such as PDAR (Plan, Do, Analyse, Review) and PDIR (Plan,

Do, Improve, Review) guide students in scientific and engineering tasks, leading to improved problem-solving abilities and more systematic approaches to scientific inquiry.

To stimulate interest in learning, STEAM education and reading initiatives are incorporated. The GS Safari programme promotes leisure reading by providing science-related non-fiction materials, thereby helping students expand their knowledge and deepen their understanding of scientific concepts in an engaging way.

This year, a theme-based project on "Healthy Lifestyles" was implemented, integrating STEAM elements with inquiry-based learning. Through this project, students connect scientific knowledge with real-life health practices, which encourages the development of balanced and sustainable lifestyles. Student project reports demonstrate a clear understanding of the relationship between scientific concepts and health practices.

A self-directed learning (SDL) framework supported by three main platforms—VisionARi, Science Quest for Knowledge, and Google Classroom—was implemented this year. These platforms extend learning beyond the classroom and foster the development of independent learning habits among students.

VisionARi is an AI-powered augmented reality platform that allows students to safely explore complex scientific phenomena and virtual models through immersive 3D laboratories. Its AI Tutor delivers personalised feedback and adaptive assessments, enabling students to learn at their own pace.

Science Quest for Knowledge is an online question platform designed to promote extensive reading, research skills, and intellectual curiosity. Students tackle challenging questions across science, history, and current affairs. Notably, several students have achieved top rankings in Hong Kong on this platform.

Overall, these initiatives effectively integrate technology with inquiry-based learning and self-assessment. They have enhanced student engagement and supported the development of motivated, independent learners who have a strong interest in science.

3.6 Primary Humanities (Primary 1 & Primary 4)

The Primary Humanities curriculum enhances students' learning motivation by using e-learning as a key strategy in daily teaching. Platforms such as Google Classroom, e-Smart 2.0, and other AI tools are systematically used to support learning. To cater for learner diversity, extended task sheets are provided for more able students, enabling them to explore topics in greater depth. Outstanding student work is displayed in classrooms to recognise achievements, foster a positive learning culture, and motivate peers.

Three key skills are emphasised: self-directed learning, note-taking, and generic skills. The Flipped Classroom approach promotes independent learning, adapted by developmental stage. For example, Primary 1 students complete pre-task worksheets before lessons, while Primary 4 students access materials via Google Classroom at their own pace. Note-taking skills

are introduced progressively: junior students identify keywords (by highlighting or circling) and practise visual note-taking through drawings; senior students use graphic organisers and keep notebooks to support concept mapping and independent learning.

Generic skills (communication, critical thinking, collaboration, creativity) are developed through inquiry-based and project-based learning. Primary Humanities also emphasises Chinese culture, national history, and geography to foster a sense of belonging and cultural appreciation. For instance, Primary 1 students conducted surveys and presented results using bar charts; Primary 4 students explored the 24 solar terms through interactive activities. Group presentations on Chinese New Year customs further enhanced communication skills and cultural understanding.

Interdisciplinary learning is promoted by integrating themes such as "Healthy Living Habits and Attitudes" into STEAM projects. Reading across the Curriculum is encouraged through non-fiction reading and reflective tasks (e.g., reading diaries). Additional activities—assemblies, broadcasts, talks, and life-wide learning—enrich students' learning beyond the classroom.

The school also nurtures positive values and attitudes. Civic responsibility and the rule of law are introduced through school-based materials, activities, and educational visits. Students engage in reflection and goal-setting after each unit, developing self-awareness and planning skills. Talks on healthy lifestyles and environmental issues further support holistic education.

3.7 Visual Arts

The Visual Arts curriculum strengthens students' generic and self-directed learning skills by integrating inquiry-based learning (IBL) into Visual Arts lessons along with a self-directed learning platform. Instead of following fixed steps, students explore open-ended themes guided by key questions. This approach encourages them to develop their own ideas, research cultural contexts, and solve problems through creative experimentation, thereby fostering independence and artistic confidence. At Key Stage 2, students use sketchbooks to collect information and draft ideas independently before producing their final artwork, developing systematic approaches to creative processes. Art critique worksheets, tailored for Key Stage 1 and Key Stage 2, support students in appreciating artworks. Simple checklists and guiding questions help them reflect on their use of visual elements and principles, developing analytical thinking alongside creative skills. After completing their work, students fill in reflection sheets to evaluate their strengths and areas for improvement, cultivating self-awareness and a capacity for continuous development.

To create a vibrant and inclusive art environment, students' artwork is displayed across the campus. Exhibitions in classrooms and on bulletin boards help boost students' confidence and interest in learning. A Visual Arts Exhibition, along with selected student showcases in the VA room after exams, provides opportunities for students to learn from one another and celebrate

their achievements. These displays recognise student efforts while creating an aesthetically enriching school environment that values creative expression.

To promote positive values, a range of Visual Arts competitions has been organised, including the Upcycled Christmas Ornament Competition (which promotes environmental awareness), the Booklet Cover Design for school events (which develops practical design skills), and the Healthy Lifestyle-themed Competition (which reinforces health education messages). Students also participate actively in 12 external competitions, gaining exposure to broader artistic communities and benchmarking their work against peers from other schools. Among these, the 18th Values Education Comic Design Competition enabled students to explore important values—such as integrity, honesty, responsibility, respect for nature, global awareness, and healthy lifestyle choices—through creative storytelling.

To enhance appreciation of Chinese art, students create a range of traditional crafts, including blue-and-white porcelain designs, festive ornaments, lanterns, and themed decorative items. These activities help develop both creativity and cultural understanding, connecting students with traditional artistic techniques while allowing contemporary interpretation. Students demonstrate improved technical skills in various art forms while developing a deeper appreciation for Chinese artistic heritage.

3.8 Music

The Music curriculum fosters students' creativity, appreciation, and understanding of music through diverse and engaging learning experiences. This year, inquiry-based learning has been incorporated into lessons to encourage students to actively explore musical concepts, ask meaningful questions, and construct their own understanding through investigation and discussion. This approach has strengthened students' musical thinking abilities and developed their capacity for independent musical exploration. Primary Five and Six students are also encouraged to use music technology and eLearning tools, such as GarageBand and Polypad, to compose melodic and rhythmic phrases and express their creativity.

To further develop students' communication, creativity, and self-directed learning skills, theme-based and cross-curricular project work has been implemented. Lower primary students participated in a "Handmade Instrument Project and Exhibition," developing understanding of sound production whilst creating functional instruments. All students were also engaged in a "Music Appreciation Project," allowing them to apply their knowledge in meaningful contexts and develop critical listening skills. These projects have strengthened collaboration skills whilst deepening musical understanding through active engagement.

To enrich learning further, the "Music Book Report" initiative has been introduced. Through reading activities, students deepen their understanding of renowned composers and their biographies while strengthening their reading skills. This cross-curricular approach effectively enhances both musical literacy and language development, demonstrating the value of integrating subjects for deeper learning. Students have shown improved knowledge of music history and composers whilst developing reading comprehension skills.

In addition, the school actively participates in the School Arts Education Scheme 2025/26, offering students valuable opportunities to attend a variety of concerts, including "The Transcendent Instrument" Pipe Organ Education Concert and Asia+ Festival 2025: Hinotori – The Wings of Phoenix (Open Dress Rehearsal) by YAMATO: The Drummers of Japan. These experiences are both enjoyable and educational, exposing students to diverse musical traditions and professional performance standards. To consolidate their learning, students completed project-based follow-up tasks, which help enhance their music appreciation and critical thinking skills.

Moreover, Primary Four and Five students participated in an on-site Chinese instruments concert under the theme "Love Our Home, Treasure Our Country" (心繫家國：古今並六藝「樂」韻流形教育專場). This experience enabled students to gain a deeper understanding of Chinese culture and traditional musical instruments, strengthening cultural identity whilst developing appreciation for traditional arts.

Additionally, students in the Music groups also actively participated in external competitions and performances, including the Hong Kong Schools Music Festival, the English Folk Song Singing Contest, and Christmas caroling at Cheung Sha Wan Plaza. They achieved encouraging results, and their confident, engaging performances not only showcased their musical talents but also reflected their growth, commitment, and passion for music. Through these rich and varied experiences, students further develop their musical knowledge and appreciation while also cultivating positive values and attitudes, such as respect for cultural heritage and a strong sense of national identity.

3.9 Physical Education

Our school strongly promotes physical fitness, healthy habits, and positive attitudes towards active living through diverse programmes that encourage regular exercise, teamwork, perseverance, and self-discipline. The PE curriculum aligns with the school's commitment to developing healthy lifestyles and supports students' physical, social, and emotional development.

Every Friday, students join the energetic Morning Exercise Dance during class period, building fitness, coordination, and school spirit. They also participate in this dance on Sports Day and Games Day, creating consistent opportunities for physical activity whilst fostering a positive school culture. Besides, an AI Sports Corner in the playground offers Active Recess activities, including rope skipping, jumping jacks, and high knees, with records automatically uploaded to the system. This technology integration motivates students through immediate feedback and progress tracking. During lunch, students perform eye and stretching exercises to support relaxation and healthy routines, thereby promoting holistic health awareness.

Each student maintains a Sports Diary to record PE and leisure-time activities. Teachers review diaries regularly, and students meeting the MVPA60 standard receive certificates from the Fun Fitness Award Scheme. All students participate in the School Physical Fitness Award Scheme, completing assessments that include the 6/9-minute run, sit-and-reach, one-minute sit-up, and

handgrip tests. Gold, Silver, and Bronze awards are given at year-end, recognising achievement whilst motivating continued effort.

Moreover, our athletic, basketball, futsal, and cricket teams excelled in the Kowloon West Area and All Hong Kong Inter-area Competitions, demonstrating perseverance, discipline, and teamwork. These competitions provide valuable opportunities for students to apply skills in competitive contexts whilst developing resilience and collaborative abilities. The iSmart Fitness Programme, co-organised by the Leisure and Cultural Services Department (LCSD), Education Bureau (EDB), Physical Fitness Association of Hong Kong, China, and the Department of Health, provides weekly lessons to increase sports participation and strengthen health awareness among students and parents. This multi-agency collaboration enhances programme quality whilst connecting school learning with community resources.

The school hosts Sports Day and Games Day annually, featuring elite athletes sharing sessions and parent-child and teacher-student relay races that promote teamwork, healthy competition, family bonding, and intergenerational respect. These events create memorable experiences whilst strengthening home-school partnerships and demonstrating the value of physical activity across generations.

3.10 Information Technology

The Information Technology curriculum adopts a progressive approach to developing students' computational thinking skills across all primary levels. At the lower primary level, Primary 2 students begin with unplugged programming using Matatalab, which helps build their logical thinking and understanding of sequencing without requiring screens. From Primary 2 to Primary 3, students use Flowchart Coding worksheets to break down problems into clear steps before moving on to screen-based programming. This scaffolded approach ensures students develop foundational thinking skills before encountering technical complexities.

For upper primary students (Primary 4 to Primary 6), a school-based computational thinking curriculum has been developed by integrating elements from the "CoolThink@JC" initiative and the Education Bureau's "Enriched Module on Coding Education." This curriculum strengthens students' algorithmic thinking through structured coding lessons and group programming tasks. Students are trained to plan using flowcharts and to test and debug their programs systematically, developing problem-solving skills essential for the digital age.

To support Inquiry-Based Learning, a clear five-phase framework — Play, Think, Code, Create, and Reflect — is applied in lessons. This approach encourages students to explore, analyse, apply, and evaluate their learning in a structured way, developing self-directed learning habits whilst mastering technical skills. Students demonstrate increased engagement in IT lessons and show greater confidence in tackling programming challenges.

In line with the school's focus on innovation and AI education, emerging technologies such as Augmented Reality (AR), Artificial Intelligence (AI), and digital design tools like Canva have been incorporated into the upper primary curriculum. AI tools are also used to enhance

learning, including Google Lens at Key Stage 1, and both Google Lens and Google Translate at upper primary to support understanding and exploration. This technology integration has enriched learning experiences whilst preparing students for future technological developments.

Self-directed learning is further promoted through IT projects conducted twice each year. At each level, students are assigned a theme and complete guided tasks using structured worksheets to solve real-life problems. To cater for learner diversity, school-based computational thinking booklets include tailored support materials to meet different learning needs. Project outcomes demonstrate students' ability to apply IT skills creatively whilst developing independence in learning.

Beyond the classroom, students are encouraged to apply their knowledge through participation in external competitions, such as the "Control of Obscene and Indecent Articles Ordinance Slogan & Colouring Competition" and the "Healthy Mobile App Sticker Design Competition." These experiences help develop students' digital citizenship, creativity, and ability to apply IT skills in real-world contexts. Competition participation has been encouraging, with students demonstrating strong technical skills and creative thinking. Through the integration of inquiry-based learning,

emerging technologies, and self-directed learning opportunities, the IT curriculum equips students with both essential technical skills and the mindset needed to thrive in a rapidly evolving digital world.

3.11 Putonghua

The Putonghua curriculum boosts student motivation while addressing learner diversity through diversified teaching strategies. Lessons included nursery rhymes, story videos, and interactive games to boost engagement. Monthly lunchtime short videos on daily Putonghua expressions created a richer language environment beyond the classroom. Inquiry-based learning was used alongside e-Smart 2.0 tools (e.g., Class Practice System, Initials and Finals Animation, Interactive Games) to strengthen phonetic knowledge and reading skills.

Selected students were trained as "Putonghua Ambassadors" to support lower primary students through activities like exercise routines and singing the national anthem. This peer-support approach built leadership skills in ambassadors while providing accessible modelling for younger learners. Ambassadors showed improved proficiency and confidence, and lower primary students became more willing to use Putonghua in daily interactions.

To promote cultural understanding and effective language use, students participated in Putonghua competitions. This year, selected students joined the Hong Kong Schools Speech Festival (solo verse speaking) and the Hong Kong Inter-school Elite Speech Festival, achieving encouraging results. They also took part in storytelling and pinyin competitions, gaining valuable practice and strengthening interest in Putonghua. Overall, their performance demonstrated strong proficiency and greater spoken confidence.

Teachers also focused on self-directed learning. Daily vocabulary was taught in class, and a flipped classroom approach was implemented using self-learning booklets and e-learning platforms. Before long holidays, students received online tasks to practise listening, speaking, and reading at home. Government funding supported an AI Putonghua learning platform, recitation training, and drama activities, helping students improve pronunciation and build cultural identity. Data showed increased practice time outside school and improved pronunciation accuracy.
The school organised a "Putonghua Week" with games and activities led by Putonghua Ambassadors. Lessons incorporated cultural stories, classical poems, and moral education to develop positive values (e.g., integrity, gratitude), while teaching daily expressions. The activities generated enthusiastic participation and strengthened cultural appreciation.

普通話課程能提升學生的學習動機，同時透過多元化的教學策略照顧學習者多樣性。課堂內容包括兒歌、故事影片及互動遊戲，以增強學生的參與度。每月於午餐時間播放日常普通話用語的短片，營造更豐富的語言環境，將學習延伸至課室之外。探究式學習配合 e-Smart 2.0 工具（例如課堂練習系統、聲母韻母動畫及互動遊戲）使用，以加強學生的語音知識及閱讀能力。

部分學生獲選拔為「普通話大使」，透過早操及唱國歌等活動支援初小學生。這種同儕互助方式培養了大使的領導才能，同時為年紀較小的學習者提供易於模仿的語言示範。普通話大使展現出更佳的能力與信心，而初小學生亦更願意在日常互動中使用普通話。

為促進文化理解及有效運用語言，學生參與了普通話比賽。今年，獲選學生參加了香港學校朗誦節（獨誦）及香港校際精英朗誦節，取得令人鼓舞的成績。他們亦參加了講故事及拼音比賽，獲得寶貴的練習機會，並加強了對普通話的學習興趣。總體而言，他們的表現展現出紮實的普通話能力及更強的口語自信。

教師亦專注於培養學生的自主學習能力。日常詞彙在課堂上教授，並透過自學手冊及電子學習平台實施翻轉課堂。長假期前，學生會收到網上學習任務，在家中練習聽、說、讀的能力。政府資助支持引入人工智能普通話學習平台、朗誦訓練及戲劇活動，幫助學生改善發音及建立文化認同。數據顯示，學生在校外的練習時間增加，發音準確率亦有所提升。

學校舉辦了「普通話週」，由普通話大使帶領進行遊戲及活動。課堂融入文化故事、古典詩詞及品德教育，以培養正面價值觀（例如誠信、感恩），同時教授日常用語。這些活動引發熱烈參與，並加強了學生對文化的欣賞。

3.12 Library Studies

At the heart of the school's academic and personal development is a vibrant library programme that promotes a strong reading culture, enhances language skills, and nurtures lifelong learning.

A range of whole-school programmes, digital initiatives, and community activities support these goals, creating an integrated approach to reading development across the school. Through the Reading Award Scheme and the HKedCity e-Read Scheme, students engaged with a variety of texts, including compulsory holiday e-books in both English and Chinese, which significantly strengthened their cultural understanding. Reading logs show increased engagement with diverse texts and improved reading frequency across all primary levels.

This reading culture was further enriched by weekly storytelling sessions held during morning assembly. On Tuesday mornings, Chinese storytelling sessions focused on promoting positive values and Chinese culture, while Wednesday mornings featured English sessions conducted by our NET (Native-speaking English Teacher). These storytelling sessions have become highly popular. To further motivate peers, outstanding students were featured in short video broadcasts during lunch and recess that highlighted the value of perseverance. These broadcasts not only recognized reading achievements but also inspired other students to actively participate in our reading programmes.

The school also strengthened home-school connections through engaging parent activities. On December 16, 2025 and April 23, 2026 Parents' Day Book Fairs were successfully held, including an AR and Science Book Fair and a Windmill Culture Book Fair. These events received positive feedback from over 80% of participants. Library prefects played an active role by setting up tablet stations to introduce the "10 Best E-books," encouraging immediate digital reading. Student engagement was further enhanced through small-group and values-based activities. A Reading Club was conducted during ECA sessions, providing dedicated time for extended reading and discussion among book lovers. In addition, a Parent Storytelling Programme invited parent-child pairs to create moral education videos based on the ICAC storybook 'Little Coffee Bean on Sports Day, which was well received by 90% of P.1 students and supported character development. This programme strengthened family bonds whilst promoting values education through shared reading experiences.

The school also encouraged participation in external competitions to broaden students' exposure. Selected students joined the Tell-a-Tale Children's Story Writing Competition and in the Storytelling category, both achieving full satisfaction among participants. Furthermore, all P.1 to P.6 students took part in the "Reading is Fun" Book Cover Design and Book Report Writing Competition organised by the Hong Kong Taoist Association Yuen Yuen Institute No. 3 Secondary School. These experiences provided meaningful opportunities for students to apply their skills, build confidence, and develop a deeper appreciation for reading. Competition participation has been encouraging, with students demonstrating strong writing and creative skills。

Overall, the library programme, including the Reading Award Scheme and the HKedCity e-Read Scheme, has helped establish a reading culture across the school. Reading scheme data shows increased book circulation, improved reading frequency, and enhanced reading comprehension across all levels. Student surveys indicate high enjoyment of library activities and strong motivation to read. Future measures will include expanding e-book resources with more diverse titles, developing additional parent-child reading programmes to strengthen home-school partnerships, increasing external competition participation to build student experience, introducing more digital reading tools to enhance engagement, and strengthening collaboration with teachers to integrate reading across all subjects.

4. 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, the Constitution, and the Basic Law through Key Learning Areas, values education, and diverse learning activities.

To help students understand the nation's history and culture while developing national identity and respect, we have moved beyond isolated events to create a coherent, experience-based curriculum. Students engage with traditional Chinese arts and heritage through hands-on workshops and museum visits. They build genuine connections with the mainland via our Sister School Scheme and study tours to cities such as Sichuan and Xi'an. Through inter-class quizzes, territory-wide competitions, and drama activities, they deepen their knowledge of the Constitution, the Basic Law, and "One Country, Two Systems." Meanwhile, themed creative competitions on national celebrations allow students to express their pride and affection for the country. As reflected in the detailed activity table below, each initiative is designed not merely to inform but to foster a lasting sense of belonging, respect, and responsibility as young citizens.

Category	Date	Name of Activity	Organizer	Participants
Learning Activities & Workshops	23/9/2025	Chinese Farmers Harvest Festival Interclass Colouring & Poster Design Competition	LCU	P.1-P.6 students
	30/9-8/10/2025	Territory-wide Inter-school National Security Knowledge Challenge (2526)	EDB	P.1-P.6 students
	3/10/2025	Little Chinese Medicine Doctor	Jacaranda	P.1-P.6 students
	15/10/2025	Love Our Home, Treasure Our Country: Cantonese Opera Performance	EDB	2 P.5 students
	7/11/2025	The Six Art Workshop	EDB	P.4-P.6 students
	4/12/2025	Constitution Day Inter-class Constitution Knowledge Competition	LCU	P.1-P.6 students
	13/1/2026	Parent-Child Chinese Paper Cutting Workshop	LoveMyArts Studio	20 P.1-P.6 families

Category	Date	Name of Activity	Organizer	Participants
Learning Activities & Workshops	17/3/2026	Staff Development - Chinese Tea Art Workshop	Jao Tsung-I Academy	All teaching staff
	13-17/4/2026	Interclass National Security Quiz Competition	LCU	P.1-P.6 students
	17/5/2026	Rule of Law Drama Day	Department of Justice	24 P.4-P.6 students and parents
	18/6/2026	Movie Appreciation	LCU	30 Student Ambassadors & P.4 students
National Education Visit	22/10/2025	Jao Tsung-I Academy	LCU	P.2
		Safe Community Hub	LCU	4A, 4B
		Mei Ho House	LCU	6B
	04/02/2026	Patriotic Education Centre	LCU	5A, 5B
	20/4/2026	Patriotic Education Centre	LCU	6A, 6B
The Constitution & Basic Law Student Ambassador	Oct 2025	"Basic Law" and "One Country Two System" Comic Design Competition	Hong Kong Youth Nurture Association	9 P.4-P.6 Students
	Oct 2025	Online Learning Activity — "Understanding High-quality Development of Our Country"	EDB	30 P.4-P.6 Student Ambassadors
	Dec 2025	Infographic Design Competition of "Getting to Understand the Law — Promoting the Spirit of the Constitution"	EDB	6 P.4 & P.6 Student Ambassadors
	Mar 2026	Hong Kong Cup Diplomatic Knowledge Contest	EDB & Office of the Commissioner of the Ministry of Foreign Affairs	30 P.4 – P.6 Student Ambassadors
	April 2026	Visit to the Hong Kong Palace Museum	EDB	6 P.4-P.6 Student Ambassadors
	May 2026	Royal Pottery Workshop	EDB	6 P.4-P.6 Student Ambassadors

Category	Date	Name of Activity	Organizer	Participants
Sister School Scheme	15/10/2025	Exchange Tour to Sichuan University Affiliated Experimental Primary School	LCU	38 P.4-P.6 students
	05/12/2025	Keyuan Primary School visited LCU	LCU	107 P.1-P.6 students
	16/1/2026	Exchange Tour to Xi'an Fang Xin Primary School	LCU	58 P.4-P.6 students
	13/2/2026	Filming blessing videos for sister schools	LCU	3A & P.1-P.2 PTH Choral Speaking
	19/3/2026	"Crossing the boundaries with heart", the fifth "Bay Area Talk" Guandong-Hong Kong-Macao Greater Bay Area School Leadership Series event	Shenzhen Nanshan Education Bureau	DH Fu & Sin
Hong Kong China Interflow	14/10-17/10/2025	Chengdu Exchange Tour	LCU	38 P.4-P.6 students
	13/1-16/1/2026	Xi'an Study Tour	EDB	58 P.4-P.6 students
Competitions	Sep - Oct 2025	Territory-wide Interschool National Security Knowledge Challenge	EDB	P.1-P.6 Students
	Oct 2025	National Games Colouring and Drawing Competition	Hong Kong Sports Federation	P.1-P.6 Students
	Oct 2025	"Basic Law" and "One Country Two System" Comic Design Competition	Hong Kong Youth Nurture Association	9 P.4-P.6 Students
	Oct 2025	Online Learning Activity of Celebrating the 76th Anniversary of the Founding of the People's Republic of China (PRC) — "Understanding High-quality Development of Our Country"	EDB	30 P.4-P.6 Student Ambassadors

Category	Date	Name of Activity	Organizer	Participants
Competitions	Oct 2025	The 15th National Games Colouring and Drawing Competition	The Sports Federation & Olympic Committee of Hong Kong, China.	P.1-P.6 students
	Dec 2025	Infographic Design Competition of "Getting to Understand the Law — Promoting the Spirit of the Constitution"	EDB	6 P.4 & P.6 Student Ambassadors
	Dec 2025 – Jan 2026	Interschool Constitution Speech Competition	EDB	2 P.3 & P.4 Students
	Mar 2026	2026 Constitution and Basic Law Territory-wide Inter-school Competition	EDB	P.1-P.6 students
	Mar 2026	Hong Kong Cup Diplomatic Knowledge Contest	EDB & Office of the Commissioner of the Ministry of Foreign Affairs	30 P.4 – P.6 Student Ambassadors
	Mar 2026	The Basic Law and Me Poster Design Competition 2026	Youth Travel	P.3 students
	April 2026	2026 National Security Education Day Parent-child Colouring Competition	Association of Hong Kong Flag-guards	P.2-P.3 students
	June 2026	2026 Celebration of the 29th Anniversary of the Establishment of the HKSAR Colouring Competition	Association of Hong Kong Flag-guards	P.1-P.6 10 students of each class

5. Values Education

Values education plays a pivotal role in shaping students' attitudes towards life and empowering them to become responsible individuals who contribute positively to society. At our school, we have developed a comprehensive Values Education (VE) framework built around 12 priority values: National Identity, Respect for Others, Responsibility, Perseverance, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity, and Filial Piety.

Our core objective goes beyond helping students simply identify these values. We aim for students to critically analyse situations and make informed, ethical judgments in both their personal and social lives. By internalising these values through real-world application, students are better prepared to face challenges, uphold moral standards, and act with integrity.

At our school, we place strong emphasis on students' holistic development. The 12 priority values are systematically cultivated through a three-pronged approach that includes thematic talks, dedicated lessons in different subject disciplines and practical service learning. These learning experiences helped cultivate respect, integrity, empathy and a caring mindset—directly aligned with our priority values. For example, students learn how to show "Respect for Others" during group work, how to demonstrate "Perseverance" when facing difficult tasks, and how to practise "Unity" in team activities.

Students demonstrate active engagement during Values Education lessons. Lower primary students participate enthusiastically in storytelling sessions and video-watching activities centred on the 12 priority values. After learning about responsibility, for instance, young learners positively volunteer to help keep their classroom clean, showing early internalisation of the value. Upper primary students, on the other hand, engage in deeper discussions, sharing their opinions on ethical decision-making scenarios and analysing current affairs through a values-based perspective. Their contributions consistently reflect positive values such as empathy and respect for others.

According to feedback collected from end-of-term evaluations, teachers agreed that the strategies adopted to integrate school-based values education have effectively contributed to the development of students' positive character and respectful attitudes towards the community.

Values	Learning Contents in Values Education Framework	
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

Values	Learning Contents in Values Education Framework	
Self-discipline & Law-abidingness	P.1	Cultivate a healthy lifestyle
	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 the 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 manner
	P.6	Get along with people of different cultures with sincerity
Responsibility & Commitment	P.1	Knowing my responsibility as a P.1 student
	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
	P.5	Take an active role to be committed in school life and the community
	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
	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
	P.2	Offer help to classmates in need
	P.3	Accept and appreciate others' differences
	P.4	Be considerate and generous to others
	P.5	Appreciate others' contributions to the society and the country
	P.6	View from different perspectives

Values	Learning Contents in Values Education Framework	
Respect for Others	P.1	Communicate with others gently
	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
Integrity	P.1	Tell the truth and not tell lies
	P.2	Do the 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
	P.5	Take responsibility and accountability for your actions
	P.6	Stand up against discrimination and be fair in getting selected for the school team, jobs and social services
Filial Piety and Unity	P.1	Be a good and helpful child in your family
	P.2	The value of family relationships
	P.3	Creating a stronger community
	P.4	The value of unity
	P.5	Fostering the sense of unity
	P.6	Embrace the value of unity and the virtue of filial piety

6. STEAM Education

Through a structured and diverse range of STEAM Education activities—including the core curriculum, extra-curricular activities, enrichment groups, dedicated STEAM Days, thematic projects, competitions, and extended workshops—the school systematically develops students' generic skills. Our students not only acquire technical skills in coding and design but also learn to think critically, collaborate effectively, reflect on their progress, and apply their knowledge to solve real-world problems. Students have demonstrated satisfactory performance in their creativity, problem-solving abilities, and technical proficiency. Their capacity to transfer classroom learning to unfamiliar, real-world challenges has been evident during STEAM Days and thematic projects, where they carefully refined prototypes through iterative testing and design improvement. The followings have prepared our students for future academic and life challenges:

6.1 After-school STEAM Learning Classes

Level	STEAM Learning Themes	Learning Contents
P.1-3	Matatalab Learning	Learn coding concepts through unplugged programming.
P.4-6	STEAM Learning	Learn Scratch coding and build models to improve daily living.
	AI Learning	Use AI technology to create various works such as images.
	AI & 3D Printing	Combine AI with 3D printing technology to create different models.
	Micro:bit Learning	Learn Micro:bit coding and integrate Micro:bit with other hardware.
	Micro:bit & IoT Learning	Learn coding, physical computing, and smart device design using Micro:bit to create IoT projects that connect sensors and data to the real world.
	Drone Learning	Learn the basic principles of drone flight, safety rules, and hands-on piloting skills.
	Glider Learning	Explore the principles of aerodynamics by designing, building, and testing gliders to understand how lift, balance, and airflow.

6.2 STEAM Days

STEAM Days were held for Primary 1 to 6 students, during which they applied their STEAM knowledge to solve problems by designing, building, testing, and improving robotic models. These activities were linked to real-life topics, such as Chinese culture and sports. The learning themes for each level were as follows:

Levels	Learning Theme	Levels	Learning Theme
P.1	Dragon Dance Design (Basic)	P.4	Hopper
P.2	Catapult	P.5	Dragon Dance Design (Advanced)
P.3	Ice Curling	P.6	Ocean Conservation

6.3 STEAM Projects

A school-wide STEAM project titled “Healthy Lifestyle” was carried out for all levels. The project aimed to develop students’ problem-solving skills through innovative design and the application of interdisciplinary knowledge to real-life health issues. Throughout the project, students followed the PDIR (Plan, Do, Improve, Review) process to refine their ideas through

continuous improvement and reflection. The details of the project were as follows:

Level	Topic	STEAM Product
P.1	How Can We Make Dirty Water Cleaner?	Homemade Water Filter
P.2	How Can We Keep Things Cold?	Homemade Ice Pack
P.3	How Can We Make Cleaning Easier?	Home Cleaning Robot
P.4	How Can We Protect Ourselves from Germs?	DIY Face Shield
P.5	How Can We Track Our Daily Steps?	Pedometer
P.6	How Can We Monitor and Improve Our Training Performance?	Training Tracker

6.4 STEAM Competitions

Students who demonstrated exceptional abilities in STEAM were nominated to participate in external competitions. These competitions provided authentic contexts for students to apply the knowledge, skills, and mindsets developed through the school's STEAM curriculum. In these competitions, students designed, coded, and tested their solutions. Their projects ranged from AI-generated artwork to robotic models and board games. They worked individually or in teams to solve real-world problems, such as promoting healthy ageing or creating cybersafe comic strips. Their efforts yielded promising results, with several students earning awards. This success reflects their ability to transfer classroom learning into successful, practical outcomes. Below is the list of competitions that students have joined:

Month	Names of Competitions	Organizer
Dec 2025	STEAM Science and Technology Competition 2025	United Labour Chi Hong Association
Dec 2025	Second Generative AI Art Creation Competition “Turning Words into Art” 2025 “Poetic Rhymes Motion”	DigiGear Technology Limited
Jan 2026	“Love Our Home, Treasure Our Country” Artificial Intelligence Design Competition E-picture Book Creation	The Education Bureau
Jan 2026	“Love Our Home, Treasure Our Country” Artificial Intelligence Design Competition Board Game Design	The Education Bureau
Jan 2026	“Love. Innovate for Happy Ageing” Challenge Competition (Micro:bit Category)	The Hong Kong Polytechnic University
Jan 2026	“Love. Innovate for Happy Ageing” Challenge Competition (Individual Category)	The Hong Kong Polytechnic University

Month	Names of Competitions	Organizer
Jan 2026	Healthy Mobile App Sticker Design Competition 25-26	Office for Film, Newspaper and Article Administration
Mar 2026	QR Chatbot AI-generated Mascot Design and Naming Competition	The Education Bureau
May 2026	Matatalab Unplugged Coding Competition	International Youth STEAM Education Association
Jun 2026	Drone Programming Obstacle Course	International Youth STEAM Education Association
Jun 2026	Low-Altitude Economy Drone Manual Race	International Youth STEAM Education Association
July 2026	Gliding into the Future – Hong Kong Primary School Students' Gliding Competition 2026	Hong Kong STEM Nurture Association

7. Life-wide Learning

7.1 Extra-curricular Activities

Extra-curricular activities take 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.	African Drum	15.	Reading Club
2.	Arts Talent (Junior)	16.	Lego Engineering
3.	Arts Talent (Senior)	17.	Lego Robotics
4.	Athletic Team	18.	Lion Dance
5.	Brownies	19.	Maths Olympiad
6.	Cheering Dance	20.	Micro:makers
7.	Chinese Dance	21.	Musical
8.	Chinese Drum	22.	Percussion
9.	Chinese Ink Painting	23.	Putonghua Choral Speaking
10.	Chinese Martial Arts	24.	Rope-skipping Group
11.	Cub Scouts	25.	Senior Choir
12.	Flag-raising Team	26.	Sports Talent Group
13.	Juggling and Magic	27.	STEAM Learning
14.	Junior Choir	28.	Volleyball

Rotating Groups			
1.	Coding for Kids	7.	Group Games
2.	Creative Arts	8.	Maths Board Games
3.	CYC cum JPC	9.	Tiny Hands, Big Skills
4.	English Board Games	10.	Multiplication Games
5.	First Step to STEAM	11.	Mindfulness
6.	Fun in Arts		

7.2 Multiple Intelligence Lessons (MIL)

The school adopts the Multiple Intelligences (MI) approach to promote whole-person development and nurture students' diverse potential. Through structured and purposeful learning design, students are provided with opportunities to develop strengths across different intelligences, including linguistic, logical-mathematical, visual-spatial, bodily-kinaesthetic, musical, interpersonal domains, etc. These learning experiences also foster the development of generic skills and support students in becoming active, self-directed learners.

MIL lessons are conducted on Friday afternoons, incorporating cross-curricular and life-wide learning experiences to enrich students' learning beyond the classroom. In the current year, the theme "Healthy Lifestyle" was integrated across Key Learning Areas to strengthen students' understanding of physical and mental well-being and to reinforce values education, including self-discipline, responsibility, and care for others.

A range of diversified learning activities was implemented to enhance students' knowledge, skills, and values. In *Science Explorer*, students explored healthy eating and designed personalised diet plans, promoting self-management and informed decision-making. In *Mastermind*, students applied mathematical skills to analyse exercise habits and set personal goals, strengthening their ability to apply knowledge in authentic contexts. *Sound of Music* activities enabled students to explore the relationship between music and well-being, fostering creativity and emotional awareness.

Language-related activities, including Word Builders, Talk in Putonghua, and Reading is Fun, enhanced students' language proficiency and communication skills while promoting positive values such as empathy, teamwork, and perseverance. Creative expression was further developed through Artistic Journey, where students explored healthy lifestyles through visual arts.

To broaden students' learning experiences and strengthen national and health education, a Chinese medicine practitioner was invited to introduce the basic concepts of Traditional Chinese Medicine, enhancing students' understanding of Chinese culture and national identity. In addition, a health talk on Obesity and Prevention was arranged for upper primary students to deepen their understanding of healthy living.

Furthermore, a cross-curricular project for Primary 4 to 6 students provided opportunities for inquiry-based learning on topics such as "Developing Healthy Habits", "Developing an Active

and Balanced Lifestyle", and "Stress Management". Through collaborative learning and reflective activities, students developed resilience, self-management skills, and a sense of responsibility for maintaining a healthy lifestyle.

7.3 Life-wide Learning Days

To promote holistic development by integrating learning across diverse contexts and experiences beyond the traditional classroom setting, two Life-wide Learning Days were held in the first and second terms respectively. On these days, students from different year levels visited various places connected to a range of school subjects.

During the activities, we placed particular emphasis on national education, understanding Hong Kong's history, and appreciating Chinese culture. Students actively participated in guided tours, handled interactive exhibits, and took part in related workshops, which greatly enhanced their sense of involvement and curiosity. They eagerly asked questions, recorded observations and collaborated with peers to complete the task sheets.

For national education, we led students to visit the PLA Hong Kong Garrison Exhibition Centre, the Safe Community Hub, and the Patriotic Education Centre, enabling them to learn about our country's military history and the holistic approach to national security. At these venues, students engaged in role-playing scenarios on disaster preparedness, examining authentic military equipment, and sharing their reflections in debriefing sessions. To deepen their understanding of Hong Kong's history and Chinese culture, we arranged visits to different historical sites in Hong Kong, such as the Kowloon Walled City, Mei Ho House, and the Sam Tung Uk Museum. There, students actively explored reconstructed dwellings, handled replica artefacts, and documented their findings through photographs and short reflective writings, demonstrating intellectual curiosity and emotional connection to local heritage.

Through these learning experiences, students not only acquired subject-related knowledge but also broadened their horizons and expanded their perspectives beyond the classroom.

Venues of 1st Term Life-wide Learning Day	**Venues of 2nd Term Life-wide Learning Day**
Science Museum	Kowloon Park
Kowloon Park	North Point Government Primary School (CVR) School Library
Jao Tsung-I Academy	Water World Ocean Park
Hong Kong Heritage Museum	Hong Kong Museum of History
Sam Tung Uk Museum	The Hong Kong Maritime Museum
The Safe Community Hub	PLA Hong Kong Garrison Exhibition Centre
O Park 1	Stephen Hui Geological Museum
Hong Kong Maritime Museum	O Park 1

Venues of 1st Term Life-wide Learning Day	Venues of 2nd Term Life-wide Learning Day
PLA Hong Kong Garrison Exhibition Centre	Patriotic Education Centre
Kowloon Walled City	Science Museum
Water World Ocean Park	M+ Museum
Mei Ho House	Smart Power Gallery (HK Electric)
Hong Kong Correctional Services Museum	MosKiddo
Hong Kong Museum of the War of Resistance and Coastal Defence	

8. Support Services to Students

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

Support Services	Level involved	Objectives of the Strategy
1. Remedial teaching (P.1-6 Chin, P.4-6 Maths)	P.1 – 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
2. Academic intervention programme – Do My Best (P.2 Eng and P.1-3 Maths)	P.1 – P.6 (Whole year)	❖Providing additional academic support for the participants in the subjects of English Language and Mathematics during homework lessons ❖Building up the students' foundation for study
3. Graded worksheets	P.1 – P.6 (Whole year)	❖Better catering for students' learning needs ❖Bridging students' curriculum gap ❖Stretching students' potential
4. In-class support	P.1-P.5 (Whole year)	❖Recruiting teaching assistants to assist students with special educational needs in regular classrooms
5. Attention and Executive Function Training Group	P.1 – P.3 (10/2025 - 12/2025)	❖Enabling students to develop their attention skills and executive function more effectively
6. Attention and Emotion Training Group	P.4 – P.6 (10/2025 - 12/2025)	❖Enhancing students' attention and emotional regulation skills through group dynamics
7. Skateboarding Training Class	P.4 – P.6 (10/2025 – 1/2026)	❖Discovering the students' potential and developing their attention and motor skills ❖Funded by Urban Sports Funding Scheme
8. 'Little Builder' Brick-based Therapy Group	P.1 – P.3 (3/2026 – 5/2026)	❖Enhancing the social and problem-solving skills of the SEN students
9. Anime	P.5 – P.6	❖Building up students' confidence by providing an

Support Services	Level involved	Objectives of the Strategy
Characters Drawing Class	(4/2026 – 6/2026)	engaging, structured outlet for emotional expression.
10. Star Kids (NGO-School Collaboration Project)	P.2 - P.5 (2/2026 – 7/2026)	❖Enhancing social adaptive skills of the ASD students
11. Mindfulness Group (ECA)	P.1 – P.3 (Whole year)	❖Helping students recognize emotions and equipping them with respective coping skills, as well as relaxation, focus and self-regulation strategies
12. Play Therapy School Programme	P.1 – P.4, P. 6 (9/2025 – 6/2026)	❖Enhancing the students' social competence to understand social cues and respect others' perspectives ❖Developing the students' self-images and emotion regulation skills
13. 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 in school setting
14. 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 experiences with more variety of connectives and richer content ❖Improving the students' ability to make inferences ❖Bolstering the students' sequential skills
15. School-based Educational Psychology Service	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 to students' diverse educational needs ❖Providing professional training for teachers ❖Catering to SEN students' needs through assessment, counselling and guidance services ❖Promoting home-school co-operation through parents' meetings

III. Achievements and Reflection on Major Concerns; Feedback and Follow-up

- Major Concern 1:
  Developing students' passion and capability for learning

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

Achievements

During the 2025/2026 academic year, the school successfully implemented targeted strategies to boost student motivation and address learner diversity through active, student-centered methodologies and tiered scaffolding. Building on teachers' professional development in questioning techniques and digital learning platforms, the curriculum was enriched to foster an engaging environment where students took ownership of their learning.

1. Students' engagement and motivation inside and outside the classroom

   Inquiry-based learning (IBL) was adopted as a whole-school approach. Pedagogical discussions took place across multiple forums, including subject leaders' meetings, staff meetings, subject meetings, and teacher sharing sessions. Teachers integrated IBL principles such as 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate) and structured reflection into lesson planning and assignment design. Teachers integrated IBL methodologies into co-planning meetings and classroom execution. Driven by curiosity, autonomy, and real-world connections, this student-centered approach was brought to life across multiple levels and subjects. The 5E Instructional Model was implemented in different subjects such as P.6 English (Exploring Festival Stories to Deepen Cultural Understanding), P.5 Chinese (Expository Writing), and P.5 Mathematics (Exploring the Area of a Trapezium) and Music (Exploring Rhythm Through Body Percussion).

   Lesson observations revealed that most teachers successfully implemented these inquiry-based strategies and study skills in their lessons. During classroom visits, students were seen to be engaged in learning activities and interested in the learning process. Collaborative learning and technology integration were evident. Students participated in hands-on learning activities, which enhanced their problem-solving and critical thinking abilities.

   Students voluntarily participated in inter-school competitions (e.g., The Verse Speaking Competitions, Storytelling, Story Writing, English Writing, Public Speaking, STEAM Competitions), demonstrating intrinsic motivation to apply their learning. During life-wide learning day, students actively asked extended questions and expressed curiosity about topics not covered in class. During the education talks, a notable number of students asked further questions about preventing plastic pollution, indicating sustained interest beyond the scheduled activity. These behaviors collectively suggest that students are

transferring their inquiry-based learning mindset from the classroom to voluntary, real-world contexts.

The positive impact of IBL on students' attitude was measurable. In the APASO-III evaluation, the Quotient Score (Q-score) for intrinsic learning motivation exceeded the target. Furthermore, the Stakeholder Survey (SHS-S) data reflected a clear upward trend in self-directed learning.

16 students from P.3-P.6 were interviewed. Interviewees consistently reported that the range and frequency of learning activities had increased compared to previous years. When asked about the most impressive learning activities, students frequently cited spelling games, Kahoot! quizzes, project work, and role-play. These comments affirm that the school's emphasis on IBL and student-centred strategies has successfully enhanced student engagement and learning motivation, consistent with the positive trends observed in the SHS-S and APASO-III intrinsic motivation data.

2. Students' Use of Digital Tools and AI to Extend Learning

Teachers used digital platforms (STAR, Rainbow One, Edpuzzle, Google Forms) to diagnose learning gaps and provide graded tasks in Chinese, English, and Mathematics with hints, highlighted texts, and levelled questions. As a result, lower-ability students completed graded tasks more independently, while higher-ability students applied their learning beyond the curriculum. For example, after writing detailed character appearance descriptions, students used AI to generate matching character pictures. Additionally, students created AI-generated picture stories and participated in an inter-school competition.

3. Public Acknowledgment and Celebration of Success

Student effort and outcomes were consistently validated to build a positive learning culture. The school used exhibitions, "High Flyer" boards, and class display boards to showcase exceptional work. Additionally, a new initiative was introduced in the second term: lunchtime broadcasts highlighted student learning processes across different subjects, providing a public platform for peer appreciation and collective celebration of progress. Consequently, students voluntarily submitted work for displays and nominated peers for recognition. During lunch broadcasts, students introduced their inter-school competition entries and other subject-based projects, sharing both their feelings and the challenges they overcame—demonstrating values such as diligence and resilience. Their peers watched attentively and actively appreciated the efforts shown.

Reflection

1. The stakeholder survey data demonstrate progress in cultivating intrinsic motivation, particularly through IBL and digital consolidation tools. Students have expressed greater enjoyment of the learning process both inside and outside the classroom. However, lesson engagement metrics present an area for refinement. Only about half of the staff reported

full engagement across all their classes. This indicates that while the baseline of student engagement is secure, further strategies are needed to captivate the remaining cohorts of students.

2. Since IBL 5E instructional model was a newly launched framework this year, reflection from staff meetings showed that some teachers found certain low-ability students experienced difficulty navigating the 5E framework. To better support these learners, a guided-based inquiry approach can be implemented in the future rather than a more open, problem-based inquiry approach.

Feedback and Follow-up

1. Moving forward, the school will focus on sharpening the execution of the 5E model and refining the tiered task differentiation.
2. By deepening teacher collaboration during collaborative planning, we aim to ensure that throughout the IBL journey, students of all abilities actively engage, explore, explain, elaborate, and evaluate across different subjects.

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

Achievements

1. Enhancement of Pedagogy and Inquiry Skills through IBL

Through Collaborative Lesson Planning (CLP) and IBL, teachers refined their pedagogy to enrich students' learning experiences, enhance teaching effectiveness, and strengthen students' communication, critical thinking, creativity, and self-directed learning skills. Lesson plans and lesson observation records indicate that IBL was implemented in learning and teaching. Some capable students are able to apply the taught thinking skills. Teachers explored and adapted a range of IBL strategies, including the development of inquiry skills, learning routines, collaborative learning, interactive games, real world related context, and the use of AI in teaching and learning. Approximately 95% of teachers agreed that IBL was effective in enhancing students' inquiry skills.

2. Development of Self-Directed Learning and Reflection

All teachers work together to promote structured self-reflection. Students became familiar with the 3-2-1 reflection (such as 3 things learned, 2 things interesting, 1 question I still have) and KWL (Know, Want to know, Learned). Students completed "3-2-1 Reflection" worksheets, KWL worksheets, and note-taking tasks, demonstrating their ability to apply self-directed learning skills across different subjects.

The APASO-III (Q-score) results further reflected positive development in students' learning dispositions. Self-monitoring scores indicated that students are increasingly able to regulate their own learning and reflect on their progress, while the score for 'Like Challenge' indicated that students are generally willing to engage in challenging tasks. The critical

thinking score demonstrated that students are gradually developing independent thinking skills.

3. Positive Learning Dispositions and Cross-Curricular Application

Students were also highly engaged in Multi-Intelligence Lessons (MIL). In cross-curricular projects at the KS2, they applied a range of learning skills. For example, the theme of P.4 to P.6 MIL was "Healthy Lifestyle". Students read across the curriculum and integrate knowledge across disciplines. After reading, they could suggest ways to promote a healthy lifestyle. Primary five students used drama to present the ways of building healthy lifestyle and were able to identify connectives within the text and given data.

4. Strengthened Home-School Collaboration

In addition, the parent workshop met the success criteria. All 46 parent responses collected showed that parents agreed the subject-based talks enhanced their understanding of how to support their children's self-directed learning at home.

5. Application of Skills in Services, Competitions, and Authentic Contexts

Students further demonstrated these skills through participation in services and competitions. Over 90% of P.1–P.3 students and 100% of students at other levels participated in a wide range of activities, including storytelling, Chinese calligraphy, sports events, drama performances, and community service such as carol singing. Students voluntarily participated in inter-school competitions where they demonstrated communication skills, critical thinking, creative thinking and self-directed learning skills to apply their learning beyond curriculum requirements. Many students achieved commendable results, reflecting their commitment, confidence, and ability to apply their skills in authentic contexts.

Reflection

1. The findings indicate that the school's efforts in promoting IBL have had a positive effect on students' learning attitudes and participation. Students are increasingly able to demonstrate communication, critical thinking, creative thinking, and self-directed learning skills in both classroom learning and external activities.
2. The strong participation in service and competitions suggests that students are becoming more confident and capable in applying their learning in authentic settings. The positive APASO-III results and parent feedback further indicate strengthened self-management skills and enhanced home-school collaboration.
3. However, fewer students reached a high level of mastery in applying thinking skills and integrating knowledge. The slightly lower score in critical thinking suggests that additional support is needed to further develop students' higher-order thinking skills. This may be related to variations in IBL implementation, the need for more structured scaffolding, and the early stage of cross-disciplinary and AI integration.

Feedback and Follow-up

1. Strengthen professional development on designing high-quality IBL lessons using the 5E model to promote deeper thinking and meaningful inquiry.
2. Enhance CLP by sharing effective practices and improving consistency in lesson design and implementation across subjects.
3. Provide more explicit scaffolding to support students' progression from basic understanding to higher-order thinking and application.
4. Further promote self-directed learning through structured goal-setting, reflection, and self-monitoring strategies.
5. Support teachers in using AI more effectively to enhance inquiry, provide timely feedback, and facilitate independent learning.
6. Continue to organise parent education activities to strengthen home support for self-directed learning.
7. Provide more opportunities for students to apply their skills through service learning, competitions, and other authentic learning experiences.

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

Achievements

This year, teachers designed diverse learning activities integrating STEAM Education and reading, effectively fostering students' curiosity, problem-solving skills, creativity, and independent reading habits.

1. Cross-disciplinary application of reading

   This year's STEAM project integrated reading before the hands-on work. Students completed readings to build background knowledge, then applied understanding across subjects. According to the teacher survey, 30 teachers provided concrete examples of students transferring reading outcomes into subjects such as General Studies, Mathematics, English, and IT (e.g., reading about healthy lifestyles to create health plans; reading about plastic pollution to analyse data in Mathematics).

2. Curiosity, problem-solving and creative thinking in lessons

   The STEAM project featured well-designed tasks that develop students' problem-solving skills and creativity. For example, P.5 students created a DIY pedometer using Micro:bit, then designed protective sleeves and tested optimal placement. During STEAM Days, students built "Ocean Conservation" cars to carry marine animals, collaborating to improve designs (e.g., two-deck cars). According to the teacher survey, 20 out of 26 teachers (76%) observed that at least 75% of their students demonstrated curiosity, problem-solving, and creative thinking skills.

3. Independent reading habits

   The school arranged reading time in the morning, during which students could choose books from the class library. It was observed that Key Stage 1 students were generally interested in reading. During the morning reading session, 31 out of 48 teachers (65%) observed students initiating reading "often" or "almost always." According to the APASO-III results, the Q-score for Reading (Time for Leisure Reading) increased.

4. Use of the design thinking process

   The school's STEAM Project adopted the PDIR (Plan, Do, Improve, Review) process, in which students planned before beginning hands-on building, improved their designs, and recorded reflections on what they enjoyed and learned. Students successfully applied the PDIR (Plan, Do, Improve, Review) process. Among 18 General Studies and Primary Science teachers, 13 (72%) observed that at least 75% of students used the design process well.

5. Use of AI tools

   AI-powered tools such as Google Lens and Google Thing Translator were introduced in IT lessons to help students explore their surroundings and acquire new knowledge.

6. Improved thinking and problem-solving in extended learning

   Various STEAM enrichment classes, such as AI & 3D Printing, Drone, and Micro:bit & IoT, were arranged to allow students to explore new technological areas. In addition, both Key Stage 1 and Key Stage 2 students participated in 15 STEAM-related competitions this academic year and received various awards, including the Champion title in the "Reading National Historical Figures with a Childlike Heart" Primary Humanities Reading Activity Competition – Artificial Intelligence (AI) Bookmark Design (Individual Category), and 1st Runner-up in the STEAM Science and Technology Competition 2025. According to the teachers' survey, all 4 teachers training after-school groups reported that 80–100% of students demonstrated improved thinking and problem-solving skills.

Reflection

1. Cross-disciplinary application is strong in P.4–P.6. A progressive approach should extend Reading across the Curriculum to Key Stage 1.
2. Variations in teacher responses suggest that tasks need to better motivate students to explore and engage in problem-solving, and that sufficient time should be allocated for the inquiry and design process. While structured inquiry approaches have been steadily implemented, differences in classroom practice highlight the importance of continued refinement of teaching and learning materials.

3. The data indicate that structured morning reading sessions effectively promote students' initiation of reading. However, reading initiation during recess and after lunch was comparatively lower, suggesting that students are less likely to read voluntarily without structured support.
4. AI tool usage shows moderate progress, with uneven implementation across classes. Further guidance is needed to build student competence and confidence in using AI tools to develop an inquisitive mind.

Feedback and Follow-up

1. Further strengthen Reading across the Curriculum (RaC) by systematically integrating cross-disciplinary approaches into STEAM projects in P.1–P.6, particularly in Key Stage 1, to enhance students' application of reading skills in authentic problem-solving contexts.
2. Refine the school-based computational thinking curriculum by reducing selected topics to allow more time for students to engage in testing, debugging, and design improvement.
3. Systematically apply the Design Thinking model (Empathize, Define, Ideate, Prototype, Test) and the PDAR ("Plan, Do, Analyze, Review") or PDIR ("Plan, Do, Improve, Review") processes in STEAM and science-related projects. Organise STEAM projects as full-day events or through lesson swapping to provide continuous exploration time.
4. Introduce student-driven reading initiatives (e.g., peer sharing, recommendations) and an award system to promote voluntary reading during unstructured periods.
5. Strengthen AI integration across subjects through clear guidelines and teacher professional development.

- Major Concern 2:
  Nurturing students to become positive, self-disciplined and healthy individuals

Target 1: To enhance students' self-discipline and ability to follow rules
Achievement The APASO "School Atmosphere" subscale—specifically regarding the absence of discipline problems—yielded a score close to the Hong Kong norm. This indicates that students themselves believe they are capable of maintaining discipline in school. 71% of teachers reported that students' sense of self-discipline and their ability to follow rules have been enhanced. These quantitative and qualitative results point to tangible progress in students' self-discipline and law-abiding behaviour, particularly following the implementation of the "Good Student Passport 2.0" program and the display of a "Good Behaviour Chart" in classrooms. This strategy involves prominently displaying a chart that rewards students who demonstrate good self-discipline and positive behaviour. More than 75% of students received a star on the chart each month, and this success rate indicates that the rewards are attainable. Furthermore, the visual nature of the stars serves as a constant non-verbal reminder in the classroom, reinforcing positive expectations throughout the school day. In terms of actual classroom performance, students—especially those in lower primary levels—have been able to demonstrate the positive behaviours and effective classroom routines outlined in the Good Student Passport. For instance, they show improved adherence to transition signals, respectful listening during lessons, and consistent completion of classroom tasks. Data from the "Good Student Passport 2.0" records further support this improvement: on average, approximately 87% of students received appreciation points for their good, positive behaviour from teachers during each phase of the program. This high rate of recognition underscores that the program has heightened students' awareness of self-discipline and the school's priority values, translating into observable, day-to-day behavioural improvements in the classroom setting. Training programmes have benefited members of the BBBS, school prefects, the flag-raising team, and Wellness Ambassadors. More than 86% of students who participated in the responsibility training programmes 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. Beyond general self-discipline, the school has also made intentional efforts to cultivate key executive functions among P.1 students by creating a structured and supportive learning environment. A survey of 25 P.1 teachers revealed that 23 of them (92%) observed at least 75% of their students following class routines independently—a strong indicator that foundational self-regulatory skills are being effectively nurtured at the early primary level.

Additionally, a review of tardiness data from September 2025 to May 2026 showed satisfactory performance in punctuality, which is another key aspect of discipline. On average, only 1.9% of students arrived late per day. The school's efforts to promote punctuality were recognized as effective.

Reflection

1. Teachers rated students' self-discipline and compliance at a steady mean score, unchanged from the previous school year. Similarly, students' perception of their peers' self-discipline remained stable. However, the Q-score for SHS Item 20—"The school actively teaches us how to get along with others, such as showing respect for others and being considerate"—rose from 4.1 to 4.3, indicating that students perceive increased school efforts in social skills instruction.
2. Nevertheless, the lack of improvement in self-discipline and compliance ratings, particularly when compared to the gains in social skills teaching, suggests that current strategies are not sufficiently effective in raising discipline performance—especially among upper-level students. While lower primary students have shown positive behavioural changes through structured programmes like the Good Student Passport 2.0, the impact on older students remains limited. Therefore, targeted interventions for upper levels are needed to bridge the gap between enhanced social awareness and tangible behavioural self-regulation in the classroom. To address this, future implementation should introduce age-appropriate challenges on self-discipline specifically designed for upper-level students.
3. Instead of phase-based appreciation points, the introduction of weekly checkpoints to monitor progress for our current P.5 (P.6 in 2026/27) and provide immediate feedback for students who struggle may increase the program's effectiveness. A proposed approach is to establish a weekly recognition routine, where students are encouraged to build and demonstrate 4–6 specific discipline-focused behaviours (e.g., attentiveness in lessons, completing assignments promptly). Progress in these areas would be monitored weekly and verified by both teachers and classmates. Based on the progress observed, recognition—such as verbal praise, points, or badges—would be awarded. Over time, this consistent and visible recognition is expected to reinforce positive discipline habits and motivate students to sustain their efforts.
4. Although the tardiness data—showing that only 1.9% of students arrive late each day—suggests the school's punctuality initiatives are effective, there is still room to further strengthen students' time-management skills. This is especially important for students who are frequently late. The Discipline Stream and the School Social Worker will follow up on any cases of repeated lateness with training and counselling sessions. In addition, a monthly report will be generated to monitor and track trends.
5. Publicly recognizing well-behaved students or classes via the central broadcasting system significantly boosted student confidence and morale. Hearing their class's name creates a positive impact on good behaviour and team spirit.

Feedback and Follow-up

1. The 'Good Student Passport 3.0' will focus on following lesson routines and related rules (including punctuality), with all teachers participating in building students' sense of responsibility and self-discipline. Self-reflection will be included in the passport to encourage students to keep improving and to take ownership of their behaviour and learning. Teachers will review the specific targets periodically to ensure they remain challenging but achievable.
2. Incorporating janitor and teaching assistant observations into the Discipline Competition as a way to earn marks can further instil discipline in students. This initiative can inspire students to strive for excellence in their behaviour and promote respect for all.
3. Apart from publicly recognizing well-behaved students or classes via the central broadcasting system, students will share their reflections on specific positive behaviours and their impact on others.
4. The leadership training programme will be expanded to include class monitors and monitresses from P.1-3 to build a sustainable leadership pipeline and foster a culture of responsibility from an early age.
5. The school will continue to cultivate P.1 students' key executive functions by training them how to pack their school bags, manage their Homework Bags, and make use of visual schedules and visual cues to anchor attention and support self-regulation.

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

Achievement

In 2025–26, the school continued to promote students' positive values, emotional resilience, and healthy mindset through structured values education, student support services, and systematic curriculum integration. Analysis of the Stakeholder Survey and APASO data indicates that the target has been largely achieved.

Visits to the Patriotic Education Centre and Jao Tsung-I Academy, along with thematic talks on emotion management and road safety, were arranged. Students demonstrate an understanding of national education, moral awareness, interpersonal skills, and respect for others. Lower primary students participate enthusiastically in storytelling sessions and video-watching activities in VE lessons. They are often seen maintaining good discipline in class and helping to keep their classroom clean, showing early internalization of these values. Upper primary students, on the other hand, engage in deeper discussions, sharing their opinions on ethical decision-making scenarios from a values-based perspective. Following the 'Tai Po Fire' incident, they shared their views about integrity and law-abiding behaviour and made reasonable analysis of current affairs. Students carefully designed "Thank You Cards" and wrote messages to show their appreciation and gratitude to the rescue teams and volunteer helpers in the 'Tai Po Fire' incident. Their behaviour reflects positive values such as law-abidingness, responsibility, integrity, and gratitude.

In Library Studies lessons, students read storybooks and participated in storytelling activities, which gave them insights into positive mindsets and emotional management skills. The Library Ambassadors performed a drama based on the book *Wonder*, promoting the values of respect and empathy. Students were moved by the performance and gained a better understanding of these values.

Regarding the Students' Perception of Support for Student Development in the SHS, the mean score increased from 4.0 to 4.1, indicating that students appreciate the school's efforts in cultivating their positive values and supporting whole-person development.

From the parents' perspective, the school's efforts in the development of moral character and values are highly recognized. The mean scores of SHS-P Item 9 (The school enables my child to understand how to get along with others, such as respecting others and being considerate.) and Item 10 (The school helps my child develop good moral character.) both reached 4.4. These results reflect strong parental trust in the school's character-building work.

In APASO, the Q-score for Affect (No Negative Affect) increased over three years, rising to 110 in 2025/26. The Q-score for Affect (No Anxiety, Depressive Symptoms) also reached 110 in 2025/26. Similarly, the Q-score for School Atmosphere (Not Lonely) increased steadily over the same period, reaching 90 in 2025/26.

Following the introduction of "Feeling Notes," teachers observed that most students shared positive feelings, with only occasional expressions of worry—particularly from P.6 students before and after examinations. The teacher responsible for mental health shared revision tips and stress-release strategies ahead of the first examination. P.6 class teachers also paid extra attention to students who expressed stressful feelings, monitoring their situations closely. Students became more open to sharing their feelings, which helped build trusting and supportive relationships with others. Class teachers also conducted homeroom activities, such as bingo games, from time to time to foster a sense of connectedness within the class and the wider school community. These increased interactions between teachers and students had a positive effect on School Atmosphere (Belongingness), as the Q-score rose to 101 in 2025/26, nearing the Hong Kong norm.

Reflection

1. The APASO results provide important insights into students' affective development. A Q-score of 110 was attained in both "No Negative Affect" and "No Anxiety/Depressive Symptoms," indicating generally low levels of emotional distress. However, the Q-scores for "Positive Affect" and "School Satisfaction" suggest room for improvement in enhancing students' positive emotions and engagement in school life.
2. The Q-score for "School Atmosphere (Not Lonely)" also indicated that some students may still experience feelings of loneliness. Strengthening peer connections and enhancing inclusive activities remain important.

Feedback and Follow-up

1. To enhance "Positive Affect" and "School Satisfaction", students' efforts and positive behaviour should be recognized and appreciated more consistently and systematically, for example, by sharing their achievements and photos during lunchtime broadcasts. In addition, award-winning pieces, prize-giving sessions, and recognition of situations in which students demonstrate good moral choices (e.g., returning a lost wallet to the school office instead of keeping the money) should be included in morning assemblies to strengthen their sense of connection and engagement in school life.
2. The number of Values Education Ambassadors could be expanded to support broadcasting activities, share positive messages, and promote peer encouragement, thereby helping to cultivate a positive and value-driven school culture.
3. To strengthen belongingness and reduce loneliness, the school is going to join the "Just Feel" programme, under which structured class activities will be conducted to enhance interactions with teachers and peers and build connectedness. The social and emotional learning framework of "Just Feel" will also support students' whole-person development, fostering responsibility and mutual support among classmates.

Target 3: To develop students' healthy lifestyles

Achievement

The primary focus of this target is to cultivate holistic, healthy lifestyles among students, targeting balanced nutrition, regular physical activity, mindful screen time management, and robust mental well-being. Overall, the implementation strategies were effective, backed by satisfactory quantitative data and visible behavioural shifts across the campus. Of the nine quantifiable success criteria with available data, seven were achieved, while two (the proportion of students within the acceptable weight range and the proportion of students engaging in vigorous physical activity) fell marginally short of their respective targets.

Following the implementation of the "Joyful Fruit and Vegetable Month" event in the First and Second Terms, students are now more often seen having fruit as a snack during recess or after lunch. They enjoy eating fruit and say it is delicious and healthy, making it a good choice for a snack. According to the data collected, 73% of students consistently consumed fruits or vegetables for 14 days or more during the "Joyful Fruit and Vegetable Month" event, surpassing our target.

The emphasis on the benefits of physical exercise, along with the implementation of "Active Recess" and the Sports Diary, boosted students' participation in physical activities. Students are observed being more active during recess, exercising happily in the small playground. Students also participate actively in PE lessons, learning and practising the skills taught while enjoying physical exercise. It was found in APASO that about 65% of students exercise or practise a sport after school at least 3 days a week and also engage in moderate physical activities for a total of at least 60 minutes per day outside of school on at least 3 days per week. The Q-score of this item is 116, well above the HK norm. Since students get enough exercise and practise better eating habits—such as eating fruits and vegetables during recess and lunch—their acceptable weight range has also shown improvement. Although students in some grade levels did not meet the target of 70%, the overall percentage remains positive, with 68% of students reaching the acceptable weight range in KPM 24.

Maintaining digital balance is another key element that students need to manage to establish healthy lifestyles. Students can articulate the negative effects of spending excessive time on digital devices or having prolonged screen time, and they report that they try to allocate their free time to other leisure activities, such as exercising. It was found in APASO that about 70% of students keep their weekday leisure screen time within one hour and about 62% of students spend no more than 2 hours on leisure screen time on weekends. The thematic talk on 'Digital Balance in a Connected World' for students, along with the parental education talk on screen-time management and Family Fitness Challenges, appears to have made a tangible impact.

Through the implementation of "Feeling Notes" and homeroom activities, along with the support provided by Wellness Ambassadors and the Big Brother and Big Sister (BBBS) Programme, the school successfully created an environment of mutual care. Senior students

took good care of junior students, helping them with homework and talking to them during lunchtime, actively fostering social relationships with them, mitigating transition anxieties, and building emotional resilience. The success of these interpersonal networks was substantiated by the Student Stakeholder Survey (SHS-S), where the mean score of Students' Perception of Support rose to 4.1, and the overall School Climate attained 4.1.

Reflection

1. Vigorous physical activity fell notably short of the target. Students appeared to engage in moderate-intensity activity but might lack opportunities, motivation, or skills for sustained high-intensity exercise.
2. The acceptable weight range (KPM 24) narrowly missed the target (68% vs. 70%). This suggests that while activity levels are rising, dietary habits—particularly portion control and the consumption of high-sugar or high-fat snacks and meals—still require closer attention.

Feedback and Follow-up

1. Integrate a mandatory 5-minute fitness routine into all P.E. lessons to sustain targeted levels of moderate-intensity activity on campus. Concurrently, open the school backyard for recreational ball games during "Active Recess" to expand independent physical exercise opportunities and optimize the space for an active campus.
2. Sustain the momentum of 'Joyful Fruit and Vegetables Month' alongside enhanced healthy snack promotions to further promote positive dietary habits and improve student nutritional compliance across the campus. Launch an initiative such as 'Healthy Monday' to reinforce positive dietary habits, encouraging students to choose nutritious snacks during recess and consume balanced meals at lunchtime.
3. To ensure balanced nutrition, the school will issue notices to guide parents on portion control and balanced snack selection, ensuring home-packed meals actively support student health.
4. To expand home-school cooperation, the school will offer targeted parental seminars on healthy sleep habits and their direct link to cognitive development and emotional resilience. The ultimate objective is to increase the percentage of students who get age-appropriate nightly rest, thereby maximizing their daytime focus, campus engagement, and overall healthy lifestyles.

IV. Student Performance

1. Students' attitude and behaviour

Students' discipline is satisfactory. Students are active and can behave properly during lessons and at school under teachers' supervision. They enjoy interacting with others and are willing to help. Many upper primary students serve as School Prefects or Big Brothers and Big Sisters, taking care of younger students and guiding them on how to be good students. Students are also easy-going and open to accepting others, though they are sometimes not honest in admitting their mistakes.

Students' values and attitudes are generally positive. They rated themselves positively in trying their best to overcome difficulties, taking an active role in learning, and reflecting on their learning, although teacher-reported data indicate areas for improvement in learning. However, lower scores were recorded for leisure reading outside class and for self-control in using information technology for leisure on weekends.

Encouragingly, students performed positively in all National Identity subscales in APASO, including Responsibility and Obligations (Q-score: 102), Proud and Love (Q-score: 106), National Flag and Anthem (Q-score: 106), and Achievements (Q-score: 104). These results reflect the effective integration of our students in the community.

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)	Number of Awardees
English			
76th Speech Festival – English Solo Verse Speaking	Hong Kong Schools Music and Speech Association	1st Place	1
		2nd Place	3
		3rd Place	2
		Merit	50
10th Hong Kong Schools Elite Speech Festival 2025 (P.3-4 - English Speech Recital)	Hong Kong Schools Elite Speech Festival Association	Champion	1
		Second	1
		Third	3
		Merit	1

Name of Competition(s)	Name of Organiser(s)	Award(s)	Number of Awardees
ABGPS CUP 2026- Online English Conversation Speaking Competition	Aldrich Bay Government Primary School and Lango Innovation Limited	Gold	20
		Silver	37
		Bronze	56
Chinese			
Wai Kiu College Chinese Penmanship Competition 2025-2026	Wai Kiu College	Non-Chinese Students (Senior Primary) - Champion	1
		Chinese Students (Senior Primary) - 2nd runner up	1
		Non-Chinese Students (Junior Primary) - 1st runner up	1
		Non-Chinese Students (Senior Primary) - Merit	1
77th Hong Kong Schools Speech Festival (2025) – Chinese Solo Verse Speaking	Hong Kong Schools Music and Speech Association	Merit	27
第一屆靚次伯盃小學生中文書法大賽 (硬筆書法——初小組) The 1st Lan Chi Pat Cup Chinese Calligraphy Competition Hard Pen Calligraphy - Junior Group	Yan Chai Hospital Lan Chi Pat Memorial Secondary School	Merit	1
第一屆靚次伯盃小學生中文書法大賽 (硬筆書法—高小組) The 1st Lan Chi Pat Cup Chinese Calligraphy Competition Hard Pen Calligraphy - Senior Group	Yan Chai Hospital Lan Chi Pat Memorial Secondary School	Merit	1
「身心健康-誠信篇」 2025-2026 系列-全港校際比賽暨粵港澳大灣區及泉州學生邀請賽 (Chinese Calligraphy Competition)	素質教育發展中心 Quality Education Development Centre Limited	硬筆書法比賽 - 高小組入圍獎 (Upper Primary Merit)	1

Name of Competition(s)	Name of Organiser(s)	Award(s)	Number of Awardees
Putonghua			
10th Hong Kong Schools Elite Speech Festival	Hong Kong Schools Elite Speech Festival Association	Champion	1
		Merit	1
77th Hong Kong Schools Speech Festival (2025) Putonghua Solo Verse Speaking	The Hong Kong Schools Music and Speech Association	Merit	9
77th Hong Kong Schools Speech Festival (2025) Putonghua Choral Speaking	The Hong Kong Schools Music and Speech Association	Merit	35
General Studies			
Money Management Schoolchildren Education Campaign 2025/26 - Money management Online Quiz Challenge	The Investor and Financial Education Council (IFEC)	Merit	10
Physical Education			
Chong Hing Junior Aquatic Challenge 2025	Water Sports Centres, Leisure and Cultural Services Department	Girls Group A (Aged 8-10) in Windsurfing - Champion	1
Kowloon West Area Inter-Primary Schools Athletics Competition 2025-2026	The Schools Sports Federation of Hong Kong, China	Boys Grade A 60M -Champion	1
Kowloon West Area Inter-Primary Schools Athletics Competition 2025-2026	The Schools Sports Federation of Hong Kong, China	Boys Grade A 200M - Champion	1
4x100M Invitation Relay	Fuk Wing Street Government Primary School	Mixed 4x100M relay - Champion	12
4x100M Invitation Relay	Sir Ellis Kadoorie Primary School	Boys 4x100M relay - Champion	5
		Girls 4x100M relay – 1st Runner-up	4
Hong Kong Autumn Junior Windsurfing Championships	Windsurfing Association of Hong Kong, China	U12 Girls in Windsurfing - 1st Runner-up	1
Kowloon West Area Inter-Primary Schools Swimming Competition 2025-2026	The Schools Sports Federation of Hong Kong, China	Girls B Grade 50M Backstroke – 7th Place	1

Name of Competition(s)	Name of Organiser(s)	Award(s)	Number of Awardees
Kowloon West Area Inter-Primary Schools Athletics Competition 2025-2026	The Schools Sports Federation of Hong Kong, China	Boys Grade A - Overall Merit	10
Kowloon West Area Inter-Primary Schools Volleyball Competition 2025-2026	The Schools Sports Federation of Hong Kong, China	Merit	14
AS Watson Group Hong Kong Outstanding Student Sports Awards	AS Watson Group	Hong Kong Outstanding Students Sports Award	1
Music			
78th Hong Kong Schools Music Festival- Descant Recorder Solo – Aged 10 or under	Hong Kong Schools Music and Speech Association	Third place	1
		Silver Award	4
78th Hong Kong Schools Music Festival - Church Music - Foreign Language – Primary School Choir		Silver Award	56
78th Hong Kong Schools Music Festival-Vocal Solo-Foreign Language-Aged 10 or under		Silver Award	4
78th Hong Kong Schools Music Festival-Vocal Solo-Foreign Language - Aged 13 or under		Silver Award	2
78th Hong Kong Schools Music Festival-Grade Two Piano		Silver Award	1
78th Hong Kong Schools Music Festival-Vocal Solo-Foreign Language - Aged 10 or under		Bronze Award	3
78th Hong Kong Schools Music Festival-Vocal Solo-Foreign Language - Aged 13 or under		Bronze Award	1
Musical			
Hong Kong School Drama Festival 2025/26	Hong Kong Arts Centre	Award for Outstanding Performer	7
		Award for Outstanding Cooperation	18

Name of Competition(s)	Name of Organiser(s)	Award(s)	Number of Awardees
STEAM / AI / Humanities			
「童心共讀國家歷史人物」小學人文科閱讀活動比賽 (Primary Humanities Reading Activity Competition)	Education Bureau	高小人工智能(AI)書籤創作個人組 -冠軍 (Bookmark Creation Competition – Individual Category: Champion)	1
STEAM Science and Technology Competition 2025	United Labour Chi Hong Association	1st Runner-up	4
'Love Our Home, Treasure Our Country' Artificial Intelligence Design Competition – E-picture Book Creation	Education Bureau	Second Prize	3
'Love Our Home, Treasure Our Country' Artificial Intelligence Design Competition – Board Game Design	Education Bureau	Second Prize	3
第二屆生成式 AI 藝術創作大賽《點語成丹青》2025 -「詩韻躍然」 (Generative AI Art Creation Competition)	DigiGear	Bronze Award	1
'Love. Innovate for Happy Ageing' Challenge Competition (Individual)	The Hong Kong Polytechnic University	Second class award	1
Creative Coder Competition 2024/25	The Hong Kong Federation of Youth Groups	Creative Game Award	2
'Love. Innovate for Happy Ageing' Challenge Competition (Micro:bit)	The Hong Kong Polytechnic University	Merit	4

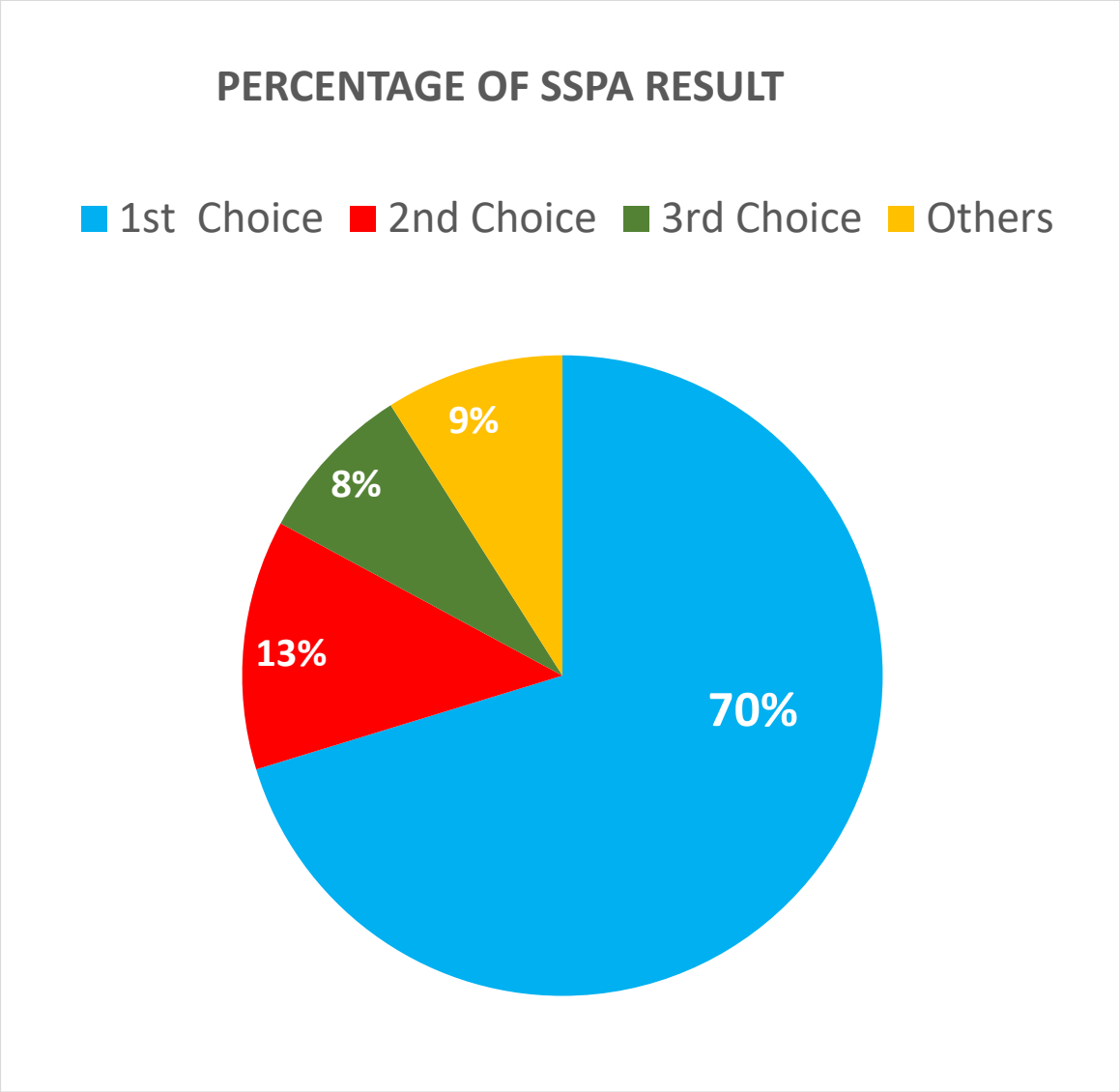
Name of Competition(s)	Name of Organiser(s)	Award(s)	Number of Awardees
Library Studies			
Tell A Tale Children's Storytelling Competition 2025-26 Preliminary Round Story Writing	Teacup Productions	Category 2 1st place	1
		Category 2 2nd place	1
		Category 2 3rd place	1
		Category 3 1st place	1
		Category 3 2nd place	1
		Category 3 3rd place	1
National Education			
Online Learning Activity – "Understanding High-quality Development of Our Country"	Education Bureau	Gold	20
		Silver	4
		Bronze	2
2026 Annual Parade of Association of Hong Kong Flag-guard	Association of Hong Kong Flag-guards	Merit	20
Guidance & Counselling			
Campus Gratitude Story Collection Project	EDB & Law's Charitable Foundation	Finalist Award	1
ICAS			
International Competitions and Assessments – English	Janison Assessment	Distinction	1
		Merit	8
		Credit	8
International Competitions and Assessments – English Writing		Distinction	1
		Merit	2
		Credit	2
International Competitions and Assessments – Maths		Merit	2
		Credit	5

3. Scholarship

Students who demonstrate outstanding academic performance or significant improvement are nominated for scholarships funded by various organizations. These scholarships are designed to recognize both excellence and progress, and they serve to motivate students to maintain their efforts and continue striving for growth. The generous support provided by these organizations plays a key role in encouraging students to pursue higher academic goals.

Name of Scholarship	Organization	Number of Awardees
《我要讚佢》「最值得表揚學生獎勵計劃」(2526 學年) (Most Commendable Student Award Scheme)	Sing Tao News Corporation	2
Harmony Scholarship	Home Affairs Department	1
主席助學金 (Chairman's Scholarship)	Hong Kong Chaoren Shamshuipo Clans Association	4
Pinehill Care and Attention Home Scholarship Scheme	Pinehill Care and Attention Home	3
The 7th Fly Up Non-Chinese Students Chinese Learning Award Scheme (Kowloon District) Outstanding Chinese Performance Award	New Home Association Limited & Shang Sin Chun Tong Community Services Limited	8
The 7th Fly Up Non-Chinese Students Chinese Learning Award Scheme (Kowloon District) Chinese Improvement Award		7

4. 2024 – 2026 Secondary School Places Allocation (SSPA)



V. Key Issues of Annual School Plan 2026-2027

Major Concern 1: Developing students' passion and capability for learning

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

Strategy 1: Implement 5E instructional model (Engage, Explore, Explain, Elaborate and Evaluate) to boost student motivation. Strategies include different types of Inquiry-based Learning (IBL) such as problem-based inquiry approach for high ability students, and guided inquiry approach for students in need of learning support.

Strategy 2: Use Artificial Intelligence (AI) platforms 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 inclusive 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 levelled questions to deepen thinking

Strategy 4: Acknowledge students' effort in public and appreciate others' work by various means such as parent day exhibition, high flyer board and lunch broadcast (Videos of student performance or students' sharing).

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

Strategy 1: Implement Inquiry-based Learning (IBL) 5E instructional model to foster students' communication skills, critical thinking and problem-solving skills. Discuss and promote 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", "KWL". Introduce self-assessment and/or peer-assessment rubrics to help students plan, monitor, and reflect on their own learning.

Strategy 3: Build upon the existing digital literacy framework to develop school-based AI use guidelines for teachers, students, and parents, covering ethical use, academic integrity, and data privacy – explicitly linking AI literacy to critical thinking by teaching students to evaluate, verify, and critically question AI-generated information.

Strategy 4: Implement AI-assisted teaching in at least three subjects (covering at least two levels per subject), and develop at least six teaching examples or sets of learning and teaching resources with the application of AI.
Conduct at least three open classes or classroom demonstrations on AI-assisted teaching in at least three different subjects (within or outside the school).
Organise at least three teacher sharing sessions on AI-assisted teaching to cultivate students' communication skills, critical thinking skills, creative thinking and self-directed learning skills.

Strategy 5: Organise teacher professional development workshops and parent workshops on AI in education and self-directed learning, covering practical guidance for supporting students' use of AI, key ethical considerations, and strategies to foster students' self-directed learning.

Strategy 6: Implement a theme-based project aligned with the Life Wide Learning Day using IBL approach in Multi-Intelligence Lesson (MIL). 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

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

Strategy 1: Strengthen Reading across the Curriculum (RaC) by embedding structured reading tasks (e.g., inference-making, synthesising information, and critical evaluation) into inquiry-based STEAM and cross-disciplinary projects in P.1–6, enabling students to apply reading skills to solve real-world problems.

Strategy 2: Expand the Reading Ambassador Programme to include student-led book sharing sessions and peer recommendations.
Provide structured and unstructured leisure reading time during morning reading period, after lunch, and at home through parent engagement programmes.

Strategy 3: Systematically apply the Design Thinking model (Empathize, Define, Ideate, Prototype, Test) and the PDAR ("Plan, Do, Analyze, Review") or PDIR ("Plan, Do, Improve, Review") cycles in STEAM and science-related projects.
Guide P.5-P.6 students to use AI as a learning assistant during the Design Thinking/PDAR/PDIR process, such as using AI-powered search and summarisation tools (e.g., DeepSeek, Perplexity, Copilot) for research, and AI-powered design tools (e.g., Canva AI, Nano Banana AI) for visualising and refining ideas.

Strategy 4: Further refine the school-based computational thinking curriculum adapted from *CoolThink@JC* and the EDB Enriched Coding Module.
Organize at least four STEAM-related after-school interest groups and enrol students in at least eight STEAM-related competitions, ensuring that at least two involve KS1 student participation, to foster students' curiosity and strengthen their 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 3.0 for P.1-5", thematic talks for students and parents, discipline competitions and quizzes on school rules and regulations.

Publicly recognize well-behaved students or classes in the recess regularly. Teachers invite students to share reflections on self-discipline or honesty and their impact in VE lesson.

Strategy 2: Teachers implement class reward system P.1-5 and display a "Good Behaviour Chart" in the classrooms. Reward classes demonstrating good self-discipline and positive behaviour in that month.

Focus on the self-discipline issues in P.6 level in 2026-2027, "Bridge to Secondary (B2S) Program" will be implemented. Tie self-discipline to "Secondary School Readiness." The scheme is designed primarily to support character building among the P.6 students. Initially, one essential character trait will be selected and practised on a daily basis for a period of two months. Upon successful development of the first trait, a second trait will be introduced, and both traits will then be practised together. The programme will be maintained continuously throughout the entire school year without interruption.

Here are 6 "important characters" (values/qualities) a student should develop to be ready for secondary school, with elaborations:

Responsibility

Takes ownership of homework, learning tasks, and classroom duties.

Respect

Treats teachers and classmates politely, listens to others, and follows school rules.

Independence

Can manage their time, organize materials, and ask for help when needed.

Confidence

Tries new challenges, speaks up appropriately, and believes they can improve.

Perseverance

Keeps going even when work is difficult and doesn't give up quickly.

Kindness & Teamwork

Works well with others, supports classmates, and contributes positively to group activities.

Students will be motivated to reach specific goals shown on the record, which uses 6 characters. In daily lesson, students must earn a tick. They will receive a sticker only if they receive ticks from every lesson. In addition, after completing each character, students will be given a recognizable prize to celebrate their progress.

Strategy 3: Arrange training sessions for members of Big Brothers and Big Sisters Programme, School Prefects, Wellness Ambassadors, Flag-raising Team as well as Monitor and Monitress of P.1-3 to nurture their values on how to be a responsible and disciplined team member

Recruit 10-15 lower primary students to join the serving team such as shadowing of School Prefect.

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 especially on classroom rules and self-management (Such as packing schoolbag or managing the HW bag)
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: Implement a themed national education module on space technology and space security, comprising a thematic seminar, a documentary screening and supplementary educational activities, to deepen students' understanding of national advancements and foster a sense of pride and responsibility.

Strategy 2: Strengthen student participation and ownership in the 'One Student One Post' programme by clearly defining roles, setting meaningful responsibilities, and encouraging active contribution to the school community, thus cultivating a sustained sense of responsibility and pride in their roles.

Strategy 3: Implement an 'Honesty Wall' initiative that provides a platform for students to reflect on and record personal acts of honesty, while also recognising and celebrating honest behaviours observed among peers, thereby reinforcing integrity as a core value.

Strategy 4: Pilot two modules from the 'Just Feel' Social and Emotional Learning and Relationship Building Curriculum within Values Education (VE) lessons, to explicitly teach emotional regulation, self-management skills and positive relationship skills that underpin values such as gratitude and integrity.

Strategy 5: Conduct regular class sharing sessions where students are encouraged to express both positive and challenging emotions, as well as share experiences of gratitude, in a safe and supportive environment, to foster trust, empathy, and mutual support among classmates.

Strategy 6: Organise a 'Gratitude Week' twice a year (before Christmas and at the end of the academic year), during which students are invited to design thank-you cards or convey gratitude messages to individuals who have offered them help or support, to deliberately practise and internalise the value of gratitude.

Strategy 7: Establish a 'Values Education Ambassadors' team to lead lunchtime broadcasts featuring student-shared messages and stories related to responsibility, integrity, and gratitude, thereby promoting a positive, value-driven school culture through peer influence and consistent messaging.

Strategy 8: Promote gratitude by using lunchtime broadcasts to highlight students' daily school experiences, acknowledge their achievements, and celebrate their active participation—building a shared sense of accomplishment, belonging, and mutual appreciation.

Strategy 9: Optimise the Life-planning Programme at Key Stage 2 by arranging "Small Stories, Big Achievements" sharing sessions, featuring guest speakers from diverse professions who share their personal growth journeys, career insights, and professional anecdotes, to broaden students' horizons and connect values to real-life aspirations.

Target 3: To develop students' healthy lifestyles

Strategy 1: Launch "Healthy Habits, Happy Life" Campaign:

- Arrange thematic talks and interactive workshops for students on key wellness topics (e.g., healthy eating, addiction prevention, digital balance, and good sleeping habits).
- Implement structured activities under the "Active Students, Active People" MVPA60 Scheme to help students build a consistent habit of daily physical activity.
- Organize the Joyful Fruit and Vegetables Month activities once per school term to promote increased daily produce consumption.
- Launch a 'Healthy Monday' initiative to encourage students to start each week with nutritious food choices and healthier dietary habits.
- Deploy trained Wellness Ambassadors during recess to actively guide schoolmates and share practical tips on choosing nutritious snacks and meals.
- Organize activities led by Wellness Ambassadors and BBBS to promote healthy lifestyles (e.g., Fruit & Veggie Bingo and Riddles – a recess game where students spot and name different fruits/vegetables to win small prizes (e.g., sticker rewards) encouraging students to express love, care, and peer-to-peer support across the campus.

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)
- Organize parent-child competitions or family fitness challenges to motivate families to exercise together and strengthen home-school wellness connections.

VI. Financial report

(I) Subject and Curriculum Block Grant (SCBG) (as at 31/08/2026)

		Grant Balance 1 Sep 2025	Actual Expenditure 31 Aug 2026	Unspent Provision (round up to nearest 10)	Percentage Spent
(A) General Domain					
835 137	Other Education Purposes	$1,713,872.00	$342,318.00	$1,371,550.00	19.97%
835 302	Baseline reference provision - GPS	$289,402.00	$275,598.00	$13,800.00	95.23%
835 304	Baseline adjustment - GPS	$16,371.00	$0.00	$16,370.00	0.00%
	TOTAL : SUBHEAD	$2,019,645.00	$617,916.00	$1,401,720.00	
(B) Special Domain					
472 115	TRG-Teaching staff - GPS	$317,773.00	$202,962.00	$114,810.00	63.87%
834 205	UAP (Primary) grant	$142,134.00	$141,100.00	$1,030.00	99.27%
834 206	Student guidance service grant	$229,957.00	$142,852.00	$87,110.00	62.12%
835 140	Composite IT grant - GPS	$447,298.00	$422,209.00	$25,090.00	94.39%
835 144	SBM Top-up Grant - GPS	$50,271.00	$7,000.00	$43,270.00	13.92%
835 210	Capacity enhancement grant-GPS	$744,709.00	$675,410.00	$69,300.00	90.69%
906 101	Prizes for school activities	$12,000.00	$12,000.00	$0.00	100.00%
909 207	Learning support grant - GPS	$1,302,616.00	$1,142,470.00	$160,150.00	87.71%
909 216	Grant for Supporting NCS Students with SEN - GPS	$323,935.00	$265,320.00	$58,620.00	81.91%
909 409	Sch-based after-sch L&S P - GPS	$170,550.00	$170,550.00	$0.00	100.00%
909 415	Enhanced Additional Funding - Support for NCS Students - GPS	$1,957,369.00	$1,739,900.00	$217,470.00	88.89%
909 455	School Social Work Service Grant	$709,320.00	$709,320.00	$0.00	100.00%
909 456	Consultation Service Grant	$175,320.00	$175,320.00	$0.00	100.00%
909 457	Grant for the Sister School Scheme - GPS	$246,936.00	$235,060.00	$11,880.00	95.19%
909 469	Life-wide Learning Grant - GPS	$50,246.00	$50,246.00	$0.00	100.00%
909 619	Life-wide Learning and Sister School Grant - GPS	$864,600.00	$651,130.00	$213,470.00	75.31%
909 499	One-Off Grant on Parent Education	$61,215.00	$61,215.00	$0.00	100.00%
909 605	One-Off Grant on Introduction of Primary Science - GPS	$188,231.00	$90,968.00	$97,260.00	48.33%
909 608	One-Off Grant on Promotion of Chinese Cultural Immersion Activties	$134,352.00	$79,000.00	$55,350.00	58.80%
909 610	One-Off Grant on Promotion of Sport Ambience and MVPA60 in Schools	$66,479.00	$66,479.00	$0.00	100.00%
17220	One-off Grant for Promotion of Self-directed Language Learning (English)	$200,000.00	$89,822.00	$110,180.00	44.91%
17221	One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	$200,000.00	$96,850.00	$103,150.00	48.43%
	TOTAL : SUBHEAD	$8,595,311.00	$7,227,183.00	$1,368,140.00	
	TOTAL :	$10,614,956.00	$7,845,099.00	$2,769,860.00	

(II) Extra Curricular Activity Fund (ECA) (as at 31/08/2026)

		Grant Balance 1 Sep 2025	Actual Expenditure 31 Aug 2026	Unspent Provision (round up to nearest 10)	Percentage Spent
834 301	ECA	$805,195.00	$465,723.00	$339,470.00	57.84%