



LI CHENG UK GOVERNMENT PRIMARY SCHOOL

Annual School Report

2019-2020



Address:
43 Tonkin Street, Sham Shui Po, Hong Kong

Telephone:
2386 8243

Website:
www.lcu.edu.hk

**Li Cheng Uk Government Primary School
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Contents

	<u>Page</u>
I. Our School	
1. School Vision	1
2. School Mission	1
3. School Management	1
4. School Organization	2
5. Staff Establishment	2
6. Staff List	3
7. Teachers' Qualification	4
8. Teachers' Experience	4
9. Teachers' Professional Development	4
10. Communication with Parents	5
11. The Parent Teacher Association	8
12. Class Organization	8
13. Number of Unfilled Places	9
14. Ethnic Distribution of Pupils	9
15. Residential Distribution of Pupils	10
16. Attendance	10
II. Learning and Teaching	
1. Learning Time for Key Learning Areas Per Week	11
2. Original Schedule of Examination	12
3. Number of Active School Days	13
4. Reading Habit	13
5. Major Focus in Core Subjects	14
III. Support for Student Development	
1. School Functions and Activities	16
2. Extra-curricular Activities	18
3. Talks	18
4. Visits	19
5. Performance	19
6. Post Exam Activities	19
7. Guidance Programme & Personal Growth Education	20
8. Understanding Adolescent Project (UAP)	20
9. After-school Programmes	21

Contents

	<u>Page</u>
III. Support for Student Development	
10. Uniform Groups & Service Groups	22
11. Moral and National Education (MNE)	22
12. Evaluation of Support Services to Students with SEN	23
IV. Student Performance	
1. Pupils' Physical Development	26
2. Inter-school Events and Awards	27
3. 2018 – 2020 Secondary School Places Allocation (SSPA)	
A. Choices of schools for pupils who joined SSPA	28
B. i Percentage of SSPA Result	29
ii SSPA Result (by school)	30
V. Achievements and Reflection on Major Concerns	
1. Major concern 1: Nurturing students' innovative spirit	32
2. Major concern 2: Harmony in Diversity	35
VI. Achievements and Reflection on Major Concerns	40
Appendix 1	42

I. Our School

1. School Vision

An environment for Growth:

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 have a commitment to ensure that quality learning and teaching is the central focus of every classroom.

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.

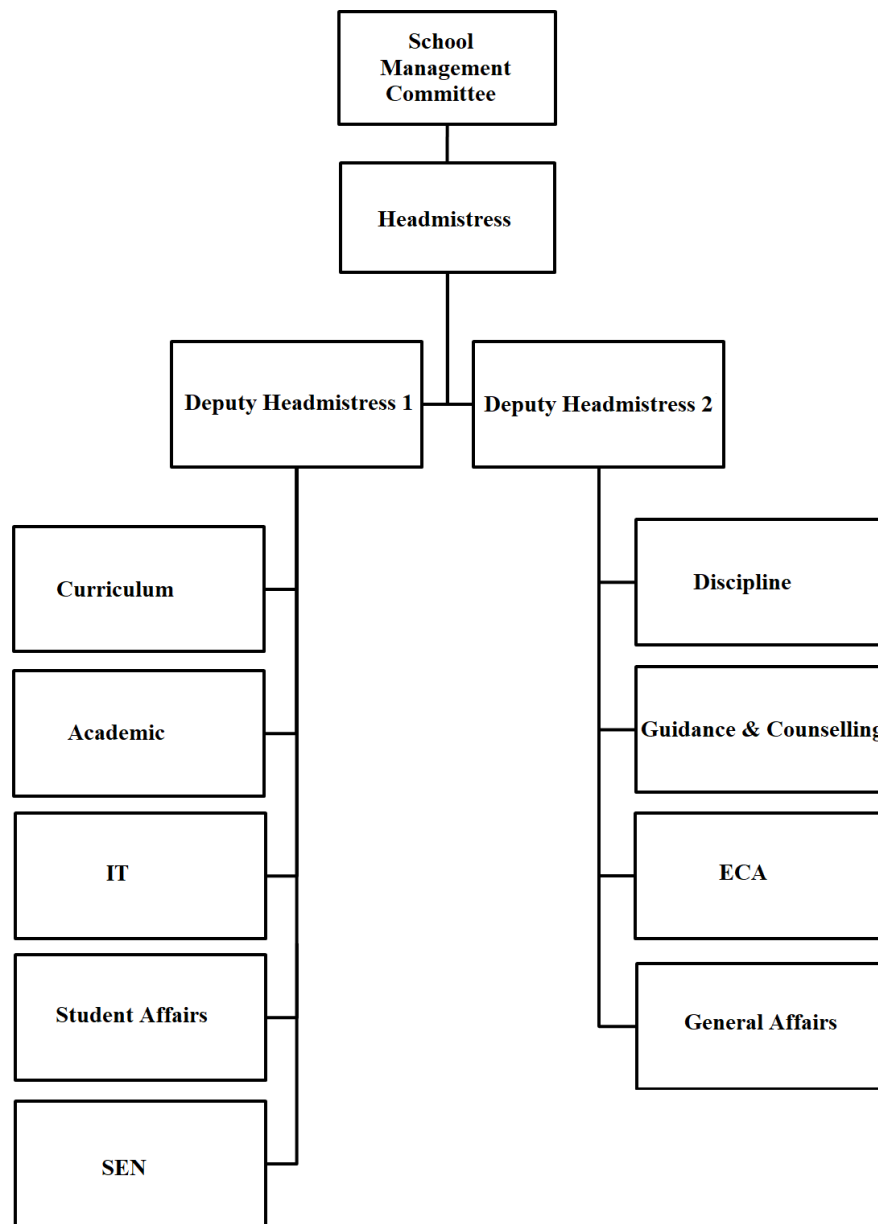
3. School Management

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

Place	Member
Chairperson	Dr. CHAN Pik-wa, Gloria
School Headmistress	Ms. HO Mei-lin
Parent Managers	Mrs. Bernadette G. VICENTE Ms. Ireen SULTANA
Teacher Managers	Ms. LEE Kwong-yung Ms. CHAN Pin-nyuk
Community Member	Mr. EDIBERTO C. Billones

4. School Organization



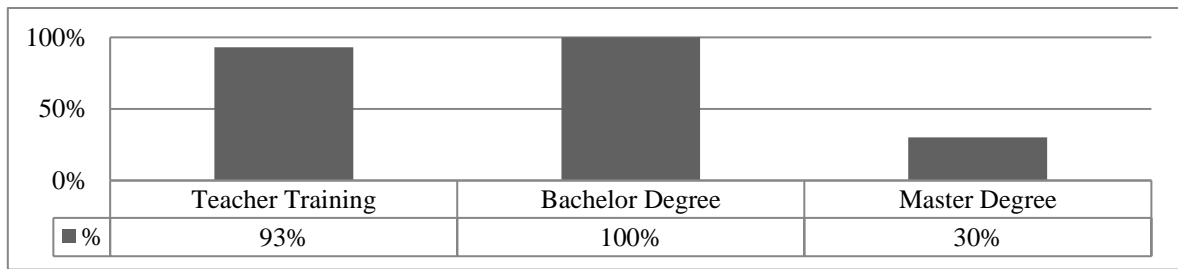
5. Staff Establishment

55 Teaching Staff	1 Headmistress, 2 Deputy Heads, 9 Senior Teachers, 1 Librarian, 1 Student Guidance Personnel, 1 NET & 40 Teachers
12 Support Staff	1 ITRO, 1 SAA & 9 TAs, 1 TSS,
15 Clerical Staff and Janitors	1 ACO, 3 CAs, 1GC, 5 WMs & 5 Janitors

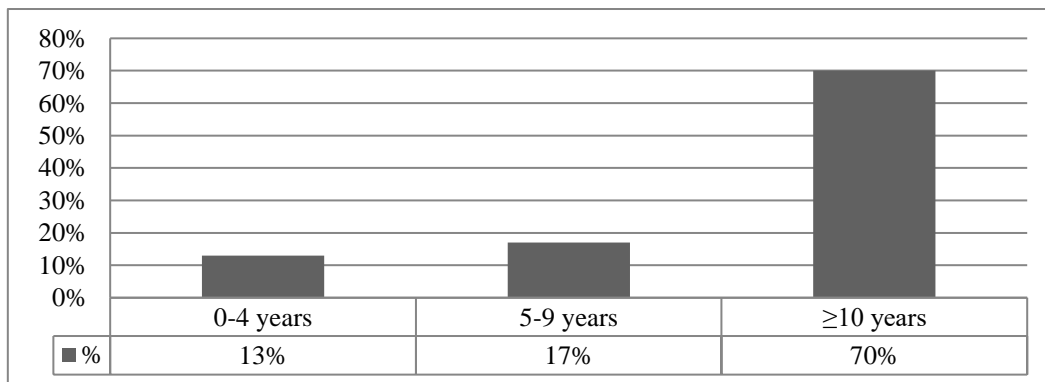
6. Staff List

Rank	Name	Title	Rank	Name	Title
HM	HO Mei-lin	Headmistress	APSM	Fehmida	4D
SPSM/DH1	TANG Sui-fan	Administration Support	APSM	LAU Hiu-wai	3A
SPSM/DH2	LEE Kwong-yung	Administration Support	APSM	PONG Hoi-yan	3B
PSM	YIP Heung-wing	General Affairs	APSM	CHAN Ching-wai	3C
PSM	WONG Siu-wo	Discipline	APSM	LUI Sze-wan	3D
PSM	LEUNG Tak-ting	Guidance & Counselling	APSM	LAM Sze-lai	2A
PSM	LAI Susana	Student Affairs	APSM	KWAN Yim-man	2B
PSM	TSANG Yuen-wah	Curriculum	APSM	Devneer	2C
PSM	CHAN Pin-nyuk	IT	APSM	WONG Yuen-kwan	2D
PSM	CHAN Wai-chuan	Academic	APSM	LEE Pui-man	1A
PSM	CHAN Yuk-wah	ECA	APSM	KWOK Wing-yiu	1A
PSM	WONG Wing-sze	SENCO	APSM	CHEUNG Lok-ka	1B
APSM	CHAN Ka-yi	SENST	APSM	HUI Lai-king	1B
APSM	CHAN Lok-ki	SENST	APSM	CHAN Lai-chu	1C
APSM	YAU Shuk-ling	Librarian	APSM	CHOW Ka-yee	1C
APSM	YEUNG Man-yee	6A	APSM	CHAN Ngan-ming	1D
APSM	SUNG Wai-ling	6B	APSM	WONG Wai-ting	1D
APSM	NG Ka-ho	6C	APSM	CHIU Sui-chun	NCT
APSM	SIN Kit-ying	6D	APSM	CHUNG Long-sai	NCT
APSM	HUNG Yin-yee	6E	APSM	MUI Ka-ming	NCT
APSM	HO Yau-choi	5A	APSM	CHAN Yuen-fun	NCT
APSM	CHUI Ming-pui	5B	APSM	TSANG Shing-cheung	NCT
APSM	CHAN Lau-yu	5C	APSM	LEUNG Hoi-shan	NCT
APSM	WONG Mui-lai	5D	APSM	MAK Long-yiu	NCT
APSM	YAU Man-yiu	5E	APSM	CHAN Siu-long	NCT
APSM	HUNG Yuk-wah	4A	--	Helen	NET
APSM	WOO Hoi-ling	4B	--	SUNG Yi-tim	SGP
APSM	CHENG Ka-yi	4C			

7. Teachers' Qualification



8. Teachers' Experience



9. Teachers' Professional Development

Date	Theme
<i>Staff Development Days</i>	
22/1/2020 (Wed)	EDB Staff Development Day (6 hrs)
12/6/2020 (Fri)	Evaluation of Annual School Plan 2019/20 - Major Concern 1 (1.5 hrs)
16/6/2020 (Tue)	Evaluation of Annual School Plan 2019/20 - Major Concern 2 (1.5 hrs)
19/6/2020 (Fri)	Writing of Annual School Plan 2020/21 – Major Concern 1 (1.5 hrs)
23/6/2020 (Tue)	Writing of Annual School Plan 2020/21 – Major Concern 2 (1.5 hrs)
26/6/2020 (Fri)	Evaluation of Subject Plans 2019/20 (1.5 hrs)
3/7/2020 (Fri)	Writing of Subject Plans 2020/21 (1.5 hrs)

Date	Theme
<i>Professional Sharing</i>	
27/9/2019 (Fri)	Workshop on Google Classroom and introduction to IT equipment (1hr)
11/10/2019 (Fri)	Workshop on Scientific Investigation and STEM Activities (1hr)
25/10/2019 (Fri)	Identifying and dealing with articulation disorder (1hr)
8/11/2019 (Fri)	Mental Health for Teachers (1hr)
22/11/2019 (Fri)	First Step in Geogebra (1hr)
6/12/2019 (Fri)	IT Workshop on Google Form and IT equipment (1hr)
13/12/2019 (Fri)	Teaching Strategies for English Writing (1hr)
17/4/2020 (Fri) 20/4/2020 (Mon) 5/5/2020 (Tue)	Workshop on Real-time Teaching with Zoom (1hr)

10. Communication with Parents

The school communicated with parents through different channels such as school circulars and notices, School Newsletters, PTA Newsletters, student handbooks, student homework books and school website. By holding Parents' Days and parents' meetings, parents were also advised of the expectations as well as policies of the school. Students' academic progress and behaviour at school were also reported to parents.

To enhance home-school co-operation, parents were also invited to participate in some of the school events such as PTA AGM, PTA Picnic and Christmas Celebration. Parental workshops, talks and interest classes were arranged for parents so as to enhance their parenting skills and facilitate their children to learn. In addition, teachers have often kept parents well informed of their children's performance at school by phone and parents are welcomed to make appointments with teachers.

However, due to school suspension, the following functions and activities which were scheduled to be held in the second term had to be cancelled:

Prize-giving Day, Parent-child Educational Games Quest, Community Visit, Sports Day, Graduation Day, Parents' Day, parents' meeting, parental workshops, talks and interest classes

Nevertheless, our teachers kept close contact with our parents via sunshine phone calls, emails and SMS messages.

Connection with parents / Parent Education (1st Term)

Scope	Item	Date	Officer-in-charge	
Parenting skills	P.1 Parental Workshop 1: Children's Happy School Life	11/9/2019	Ms SUNG Yi-tim (SGP) and staff from SKHLMC	
	P.1 Parental Workshop 2: Manage Children's Emotion: Separation Anxiety	18/9/2019		
	P.1 Parental Workshop 3: Help Your Child to Learn	25/9/2019		
Home-school cooperation	P.1 Orientation	27/8/2019	Ms Susana LAI (Mistress of Student Affairs)	
	1 st PTA Meeting	29/10/2019	PTA committee	
	2 nd PTA Meeting	22/11/2019		
	PTA AGM	29/10/2019	PTA committee All teachers	
	PTA Picnic	7/12/2019	PTA committee	
	Parents' Day	19/12/2019	Ms LEE Kwong-yung (DH2) Ms KWAN Yim-man (APSM)	
	Understanding Adolescent Project	Opening Ceremony	29/11/2019	Ms SUNG Yi-tim (SGP) and staff from Potential Engine
		Parent-child evening camp	13/12/2019	
	Parent Volunteer Workshop	11, 18/12/2019	Ms SUNG Yi-tim (SGP)	
	Parent Volunteer Services	20/11/2019	Ms SUNG Yi-tim (SGP)	
SSPA Parent's Meeting	12/12/2019	Ms CHAN Wai-chuan (Mistress of Academic Affairs)		

Scope	Item	Date	Officer-in-charge
Home-school cooperation	Speech Therapist (parents' meeting)	Whole year	Ms WONG Wing-sze (SENCO)
	Education Psychologist (parents' meeting)	Whole year	Ms WONG Wing-sze (SENCO)
	Consultation and liaison with parents	Whole year	Ms SUNG Yi-tim (SGP)
Parents' Personal development	Chinese Workshop	9, 16, 23, 30/10/2019, 6/11/2019	Chinese Panel Heads
Subject-based Talk	English	6/11/2019	English Panel Heads
	STEAM Education	27/11/2019	G.S. Panel Heads
	Chinese	4/12/2019	Chinese Panel Heads
	Mathematics	11/12/2019	Maths Panel Heads

Remarks: Due to the outbreak of COVID-19, activities and programmes planned to be carried out for parents in the 2nd term were cancelled.

11. The Parent Teacher Association

The Parent Teacher Association was formed in 1997. Matters of mutual concern were thoroughly discussed with an effort to improve pupils' personal and academic growth.

Parent Teacher Association Executive Committee Members:

Post	Parent Committee	Teacher Committee
Advisor	-----	Ms HO Mei-lin
Chairperson	Mrs AMEENA Khandaker Rimi	-----
Vice-chairperson	Ms Ireen SULTANA	Ms LEE Kwong-yung
Secretary	Ms Rose Complido RASCO	Ms Devneer
Treasurer	Ms Bernadette G. VICENTE	Ms YAU Shuk-ling
Welfare and Activities Coordinator	Ms Dicky LHAMO	Mr YIP Heung-wing
	Mr SSEKIMWANYI Lawrance	Ms WONG Wing-sze
Liaison Officer	Mr Bernard HUTABARAT	Ms LEUNG Tak-ting
		Ms SUNG Yi-tim

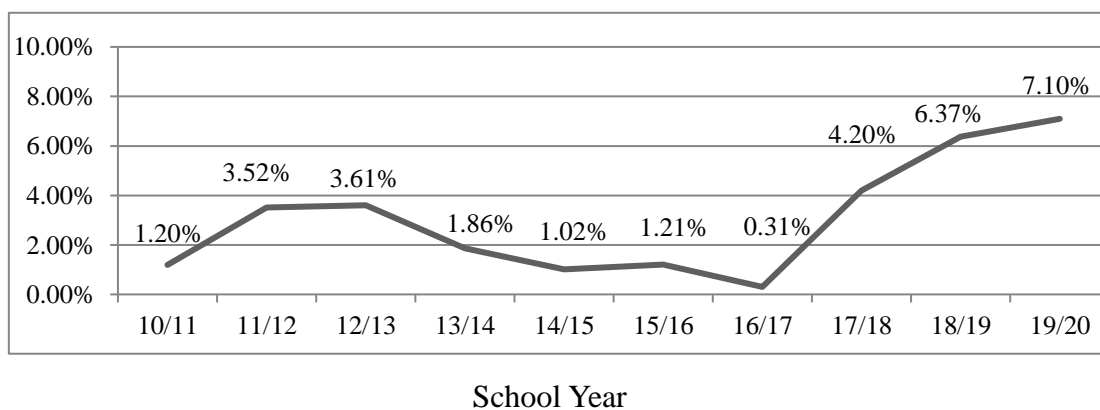
12. Class Organization

(as at 15/6/2020)

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	4	4	4	4	5	5	26
Capacity	120	136	140	108	135	135	774
Boys	66	67	68	67	80	67	415
Girls	45	49	50	39	54	67	304
Total Enrolment	111	116	118	106	134	134	719

13. Number of Unfilled Places 2019/2020

(as at 15/6/2020)



(as at 15/6/ 2020)

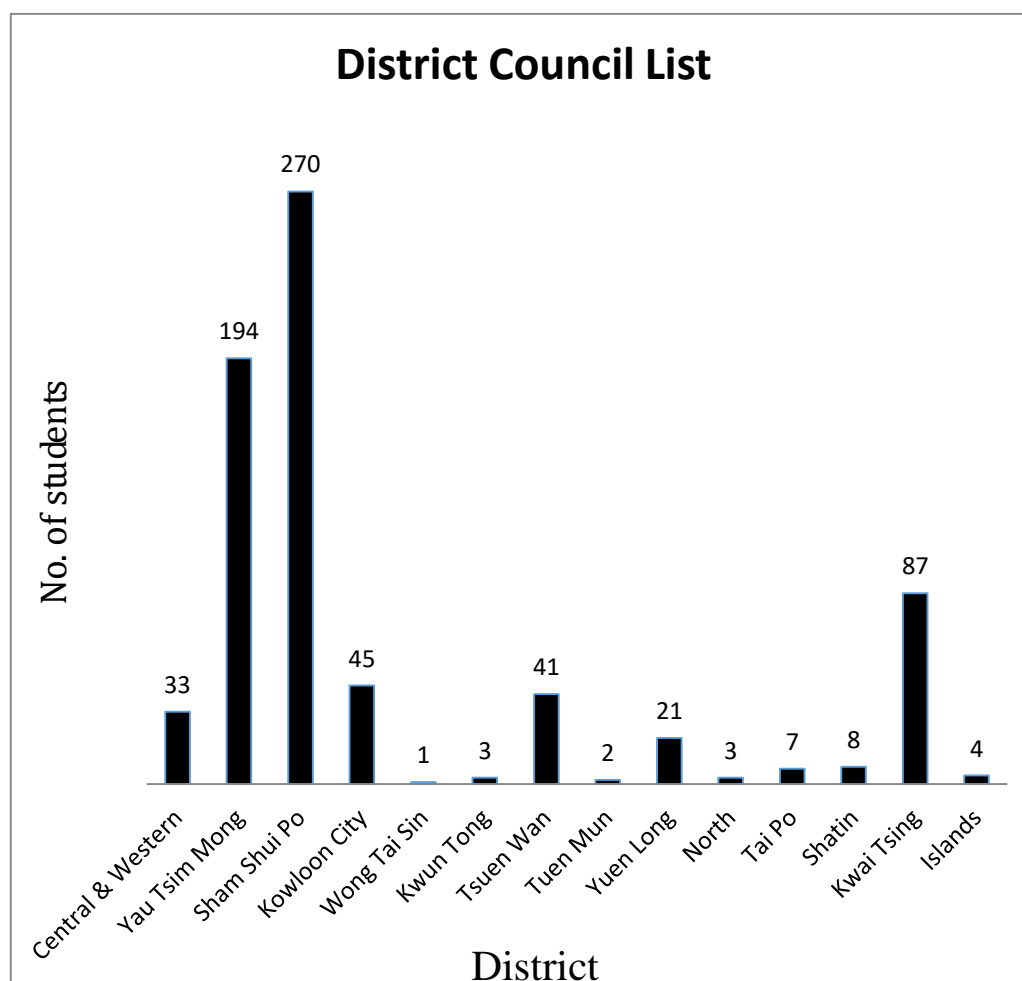
P.1	P.2	P.3	P.4	P.5	P.6	Total
9	20	22	2	1	1	55

14. Ethnic Distribution of Pupils

(as at 15/6/2020)

Ethnic groups	Boys	Girls	Total	Percentage
Pakistani	137	98	235	33%
Nepalese	119	89	208	29%
Indian	41	28	69	9%
Filipino	37	19	56	8%
Chinese	30	16	46	6%
Others	51	54	105	15%
Total	415	304	719	100%

15. District Distribution of Pupils



16. Attendance

(as at 30/6/2020)

Level	P.1	P.2	P.3	P.4	P.5	P.6
1 st term	93%	92%	93%	94%	94%	94%
2 nd term	82%	82%	81%	78%	82%	85%

II. Learning and Teaching

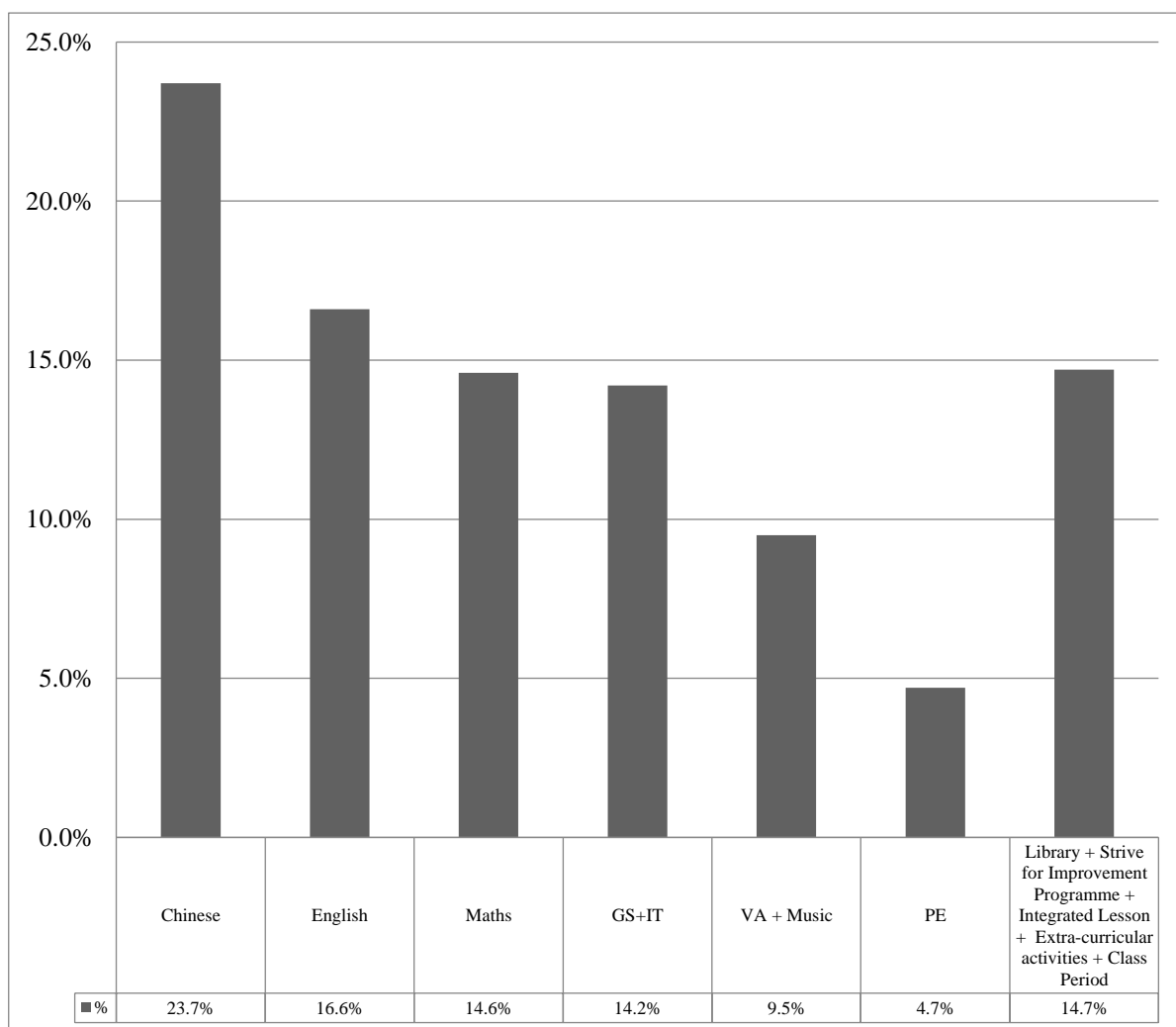
1. Learning Time for Key Learning Areas per Week

Subjects/ Level	Period	Minutes	Percentage
Chinese	10 (40'')	400''	23.7%
English	7 (40'')	280''	16.6%
Mathematics	7 (40'')	280''	14.6%
General Studies + Information Technology	5 + 1 (40'')	240''	14.2%
Visual Arts	2 (40'')	160''	9.5%
Music	2 (40'')		
Physical Education	2 (40'')	80''	4.7%
Library	½ (40'')	80''	14.7%
Strive for Improvement Programme	1½ (40'')		
Integrated Lesson	1 (40'')	40''	
Extra-curricular activities	1 (50'')	50''	
Class Period	5 (15'')	75''	
Total	-	1685''	100%

Integrated Lesson:

- Moral and Civil Education Programme (SIP): Thematic talks and General Assembly
- Remedial Programmes (DMB):
 - Chinese (P.1 & P.2)
 - Maths (P.1 – P.3)
- Elite Training Programme:
 - English (P.4 – P.6)
 - Maths (P.4 – P.6)
- Urdu Classes (P.5 – P.6)

Learning Time for Key Learning Areas per Week (P.1 – P.6)



2. Original Schedule of Examinations

Examination	Date
P.2 – P.6 1 st Examination	14/11/2019 - 19/11/2019
P.2 – P.6 2 nd Examination	12/3/2020 - 17/3/2020
P.2 – P.6 Final Examination	3/6/2020 – 8/6/2020

Remarks:

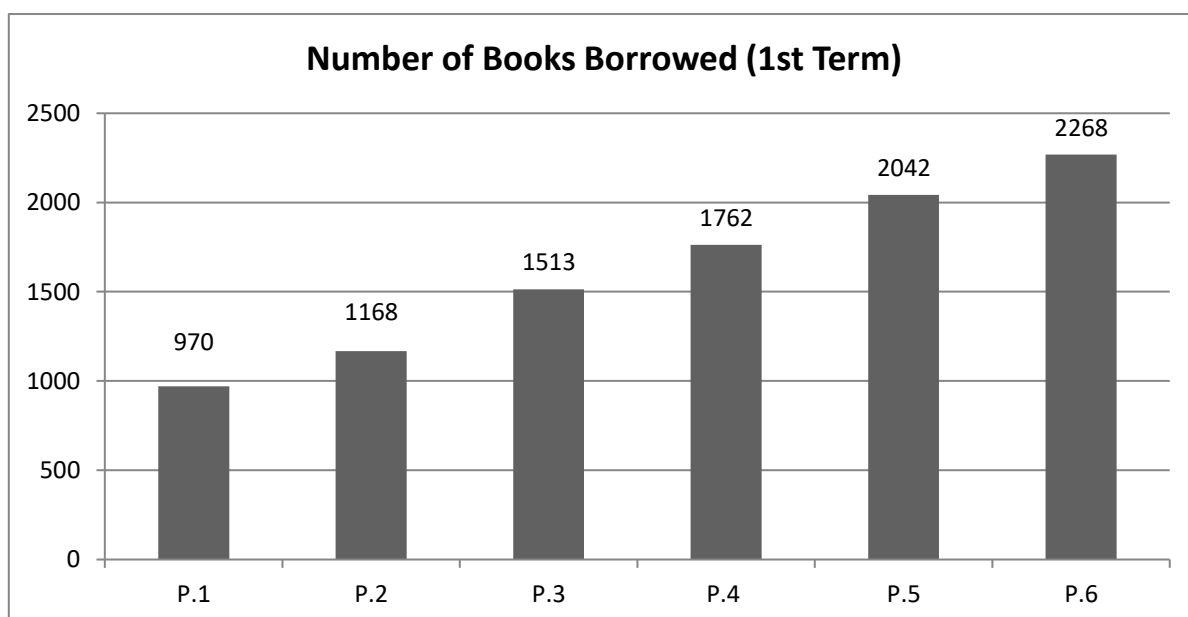
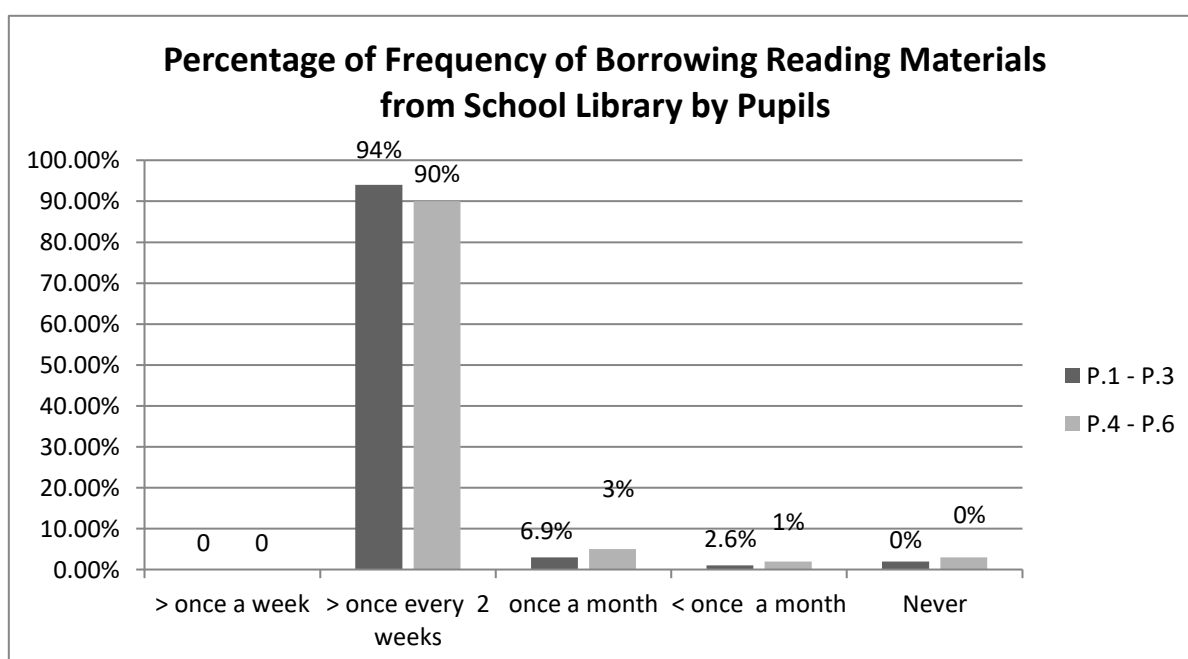
1. In view of the unforeseeable traffic condition caused by the social incidents, P.2 – P.5 1st Examination was cancelled whereas P.6 1st Examination was rescheduled from 22/11/2019 to 27/11/2019.
2. Due to school suspension caused by the outbreak of COVID-19, P.2 – P.6 2nd Examinations were cancelled.
3. Due to school suspension caused by the outbreak of COVID-19, P.2 – P.4 & P.6 Final Examinations were cancelled whereas P.5 Final Examinations (P.5 2nd Term Internal Assessment for SSPA) were rescheduled from 5/10/2020 to 8/10/2020.

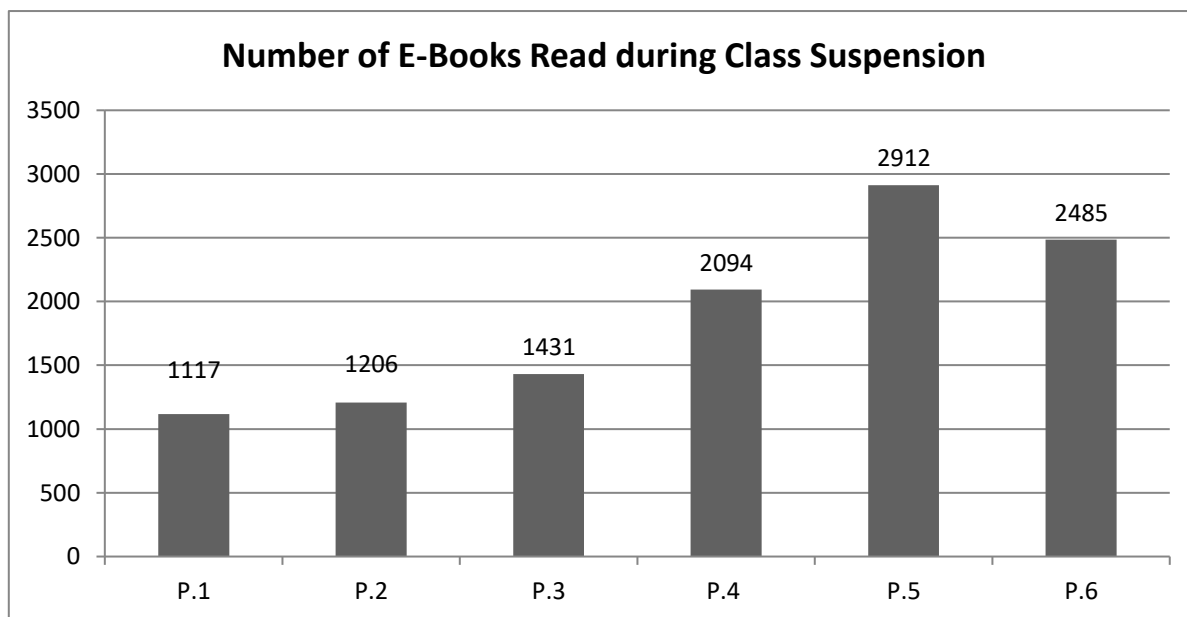
3. Number of Active School Days

Number of Active School Days in 2019-2020:

Level	No. of Days
P.1 – P.3	105
P.4 – P.6	110

4. Reading Habit





5. Major Focus in Core Subjects

Chinese

1. 透過創意寫作活動，如故事續編、結局改寫、謎語創作、童詩仿作、童話新編等，啟發學生創意思維。
2. 通過全校參與有關節日及中華文化的活動，如中秋節「猜燈謎」、農曆新年「寫揮春」及觀看有關節日習俗的影片等，讓學生更深入了解及認識中華文化。
3. 透過參與不同類型的共融活動，如初小學生參加普通話班及中文興趣班；高小學生參加舞獅班、中國武術班、水墨畫班及中國舞班，令學生明白和而不同的重要性，達至和諧校園。

English

1. To encourage innovation, thought-provoking tasks were provided to students so that they could suggest different ways to solve problems in stories.
2. To nurture students' innovative spirit various learning tasks in The Space Town Literacy Programme in P.1 to P.3 were designed.
3. To implement a multidisciplinary approach STEM programme, a theme was used in different KLAs during the same period to draw connections among subjects.
4. To inspire students' innovative spirit, RaC packages were developed and used in reading across the curriculum programme in KS2.
5. To engage students in deep thinking while connecting their learning across disciplines to the world around them, various learning Apps such as coding and use of AI was used to nurture tech skills and to bring ideas to life.
6. To promote harmony in diversity, the school has carried out cultural activities such as sharing of different festivals around the world, presentation of food of their home countries and reading about tourist attractions.

Mathematics

1. To offer solution-based challenges to students in different KLAs by inspiring students' critical thinking and real-world application, a STEM programme was planned to be implemented to integrate Chinese, English, G.S. and I.T. through a theme to cultivate the innovative spirit and cooperative skill of students.
2. To launch Project-Based learning engaging students in deep thinking across different disciplines to the world around them, Design Thinking Approach was adopted so that students would understand the importance of testing ideas, identify and overcome challenges by learning from failures and mistakes.
3. To prepare students for the transition to the new curriculum, subject teachers of P.2 & P.3 had prepared the new learning objectives and inserted to the former curriculum.
4. To strengthen the number sense of P.1 – P.2 students for facilitating their arithmetic ability in STEM project, different measures had been applied to enhance the number sense of students in P.1 – P.2.

General Studies

1. Students' science process skills, innovation and creativity were developed through discussion, scientific investigation, reading, experiment, design and product creation, hands-on programming and coding activities.
2. Students are introduced to case studies on AI through newspaper cutting so as to broaden their horizons about the latest development of AI and technology.
3. Students watched lunch broadcast during lunch time to learn about the application of technology and science in daily life.
4. Students showed understanding and respect for different ethnic groups through role play and small group presentation on a class basis.

III. Support for Student Development

1. School Functions and Activities

Date	School activities	Participants
27/8/2019	P.1 Orientation	P.1 students
9/9/2019	Opening Ceremony	All students
30/9/2019	Flag Raising Ceremony	All students
3/10/2019	4 x 100 meters relay with Delia Memorial School (Hip Wo)	4 students
4/10/2019	Green Picnic	All students
11/10/2019	Dress Casual Day	All students
14/10/2019-25/10/2019	Discipline Competition	All students
22/10/2019	Music Concert “String Concert: <i>Visual Music</i> ”	5A & 4D students
23/10/2019	Combined Diphtheria, Tetanus, acellular Pertussis & Inactivated Poliovirus Vaccine	P.1 & P.6 students
5/11/2019	Music Concert “Chinese Music Concert: <i>A Music Journey to the Greater Bay Area</i> ”	5D & 4A students
6/11, 8/11, 13/11/2019	Kowloon West Inter-school Soccer Competition	P.4 - P.6 (15 students)
6/11/2019	Seasonal Vaccination School Outreach from Department of Health	All students
19/11, 20/11, 21/11, 25/11, 26/11/2019	“Mock Interview for Secondary School” Workshop	P.6 students
6/11/2019	Seasonal Influenza Injection	All students
20/11/2019-5/12/2019	Music Project	All students
28/11/2019	Music Concert “Keys to Music” Concert by Hong Kong Philharmonic Orchestra	5B & 4B students
29/11/2019	UAP Opening Ceremony	P.5 & P.6 UAP members
4/12/2019	Visit to Delia Memorial School (Hip Wo)	P.6 students
4/12/2019	Combined Diphtheria, Tetanus, acellular Pertussis & Inactivated Poliovirus Vaccine (2 nd doze / mark-up)	P.1 & P.6 students
6/12/2019	Kowloon-west Athletic Competition	P.4-P.6 (33 students)
7/12/2019	PTA Picnic	PTA Parents & students
11/12/2019	Seasonal Influenza Injection	All students

Date	School activities	Participants
13/12/2019	UAP (P.4) Parent-child Evening Camp	P.4 UAP Parents & students
13/12/2019	Multicultural Festival organized by the Delia Memorial School (Hip Wo)	P.6 students
2-6/12/2019	Christmas Decoration Design Competition	All students
4/12/2019	2D Educational Visit	2D students
5/12/2019	6E Educational Visit	6E students
5/12/2019	UAP small group	P.6 UAP members
5/12/2019, 12/12/2019, 16/1/2020	UAP small group	P.4 UAP members
6/12/2019	Kowloon West Area Inter-Primary Schools Athletic Competition 2019-2020	45 Athletic team members
6/12/2019	6A Educational Visit	6A students
13/12/2019	2C Educational Visit	2C students
13/12/2019	6D Educational Visit	6D students
13/12/2019	UAP Parent-child Evening Camp	P.4 UAP Parents & students
16/12/2019	Visit to Sir Ellis Kadoorie Secondary School	P.6 students
16/12/2019	2A Educational Visit	2A students
17/12/2019	6C Educational Visit	6C students
18/12/2019	6B Educational Visit	6B students
18/12/2019	2B Educational Visit	2B students
20/12/2019	Green Christmas Celebration	All students
9/1/2019	UAP Small Group	P.5 UAP students
17-18/1/2020	UAP Overnight Camp (Chinese YMCA of Hong Kong – Wu Kwai Sha Youth Village)	UAP members
20/1/2020	70 th Anniversary of Founding of People's Republic of China – Space Museum Visit	P.4 - P.6 students
3/1/2020	5A Community Visit	5A students
17/1/2020	5B Community Visit	5B students
20/1/2020	70 th Anniversary of Founding of People's Republic of China – Space Museum Visit	P.4 – P.6 students
21/1/2020	Cultural Day	All students

2. Extra-curricular Activities

Steady Groups	
1. Cub Scouts	14. Recorder Group
2. Brownies	15. Ukulele
3. Junior Dragon Cadets	16. Folk Songs
4. Junior Police Call & Community Youth Club	17. STEM Learning Group
5. Cricket Team	18. E-Learning Group
6. Basketball Team	19. STEAM Architects
7. Volleyball	20. Drama Club
8. Dragon Dance Group	21. Library Club
9. Children Dance Group	22. School Reporters
10. African Drum Group	23. Leadership Training Group
11. Choir	24. Sunny Kids
12. Junior Choir	25. Sensory Integration Therapy
13. Percussion Group	26. Chinese Interest Group A
	27. Chinese Interest Group B
Rotating Groups	
1. First Step in STEM	7. Learning Buddy
2. Innovative Arts	8. Reading and Library Visit
3. iKids Learning	9. Board Games
4. Puppet Theatre	10. Social Stories
5. Ink Painting & Chinese Calligraphy	11. Home Economics
6. Paper Cutting & Table Manners	

3. Talks

Date	Topic	Participants
16/9/2019 (Mon)	Goodbye Bad Habit	P.1+P.2 whole level 230
28/10/2019 (Mon)	Education Talk on Racial Harmony	P.5+ P.6 whole level 270
Δ3/2/2020 (Mon)	“The kids on the Block” Puppet Show	P.1+ P.2 whole level 230
Δ10/2/2020 (Mon)	Stress Emotion & Positive Coping	P.3+ P.4 whole level 220
Δ17/2/2020 (Mon)	Say No to Smoking	P.5+ P.6 whole level 270
Δ27/4/2020 (Mon)	Embrace the Symphony of Life	P.3+ P.4 whole level 220
Δ11/5/2020 (Wed)	Plastic Free Sea	P.5+ P.6 whole level 270

Remarks: Due to the outbreak of COVID-19, planned talks with ‘Δ’ for students were cancelled.

4. Visits

Date	Venues	Participants
4/12/2018	Delia Memorial School (Hip Wo)	P.6
4/12/2019, 13/12/2019, 16/12/2019, 18/12/2019	Hong Kong Heritage Museum (Children's Discovery Gallery)	P.2
5/12/2019, 6/12/2019, 13/12/2019, 17/12/2019, 18/12/2019	Science Park – Robo Workshop (Crane)	P.6
16/12/2019	Sir Ellis Kadoorie Secondary School	P.6
3/1/2020, 17/1/2020	Community Visit – Tai Kwun	P.5
20/1/2020	70 th Anniversary of Founding of People's Republic of China – Space Museum Visit	P.4-6 students

5. Performance

Date	Event	Participants
20/12/2019	Green Christmas Celebration	1. Junior Choir 2. Hand Chimes
21/1/2019	Cultural Day	1. Lion Dance 2. Martial Art 3. Singing (4A) 4. Chinese Dance Group 5. African Drum 6. Chinese Acrobatics 7. Boys Dance and Girls Dance 8. School Choir

6. Post Exam Activities

Due to the outbreak of COVID-19, post exam activities were cancelled after class resumption.

7. Guidance Programme & Personal Growth Education

A. The Guidance and Counselling Stream provided guidance service for our pupils. The service focused on remedial, preventive and developmental programmes. Social and developmental programmes were implemented. Preventive and follow-up programmes were carried out in dealing with discipline, behavioural, adjustment and developmental problems. Team members constantly communicated with parents and professionals to foster pupils' whole-person development.

Programme	Level					
	P.1	P.2	P.3	P.4	P.5	P.6
1. Strive for Improvement Programme (SIP)	✓	✓	✓	✓	✓	✓
2. Big Brothers & Big Sisters Programme (BBBS)	✓	✓	✓	✓	✓	✓
3. Understanding Adolescence Programme (UAP)				✓	✓	✓
4. Group Activities	✓	✓	✓	✓	✓	✓
5. Cleanliness Competition	✓	✓	✓	✓	✓	✓
6. Educational Talk/Seminar/Drama	✓	✓	✓	✓	✓	✓
7. Visits and community services	✓	✓	✓	✓	✓	✓
8. Counselling services	✓	✓	✓	✓	✓	✓

B. Strive for Improvement Programme

The overarching aim of the programme is to foster pupils' personal and social development. There are two purposes. One is to make all pupils understand how well their performance is in the domain of developing positive characters. The second purpose is to recognise those pupils with awards who show good performance in the said domain.

8. The Understanding Adolescent Project (UAP)

The Understanding Adolescent Project (UAP) is a comprehensive support programme for personal growth. It aims at enhancing pupils' resilience in coping with the challenges they have to face as they grow up through enhancing their competence (I can...), optimism (I am...) and belongingness (I have...).

Adhering to the principle of 'compliment, acceptance, and appreciation', our teachers and social workers (from Potential Engine and Youth How) promoted pupils' sense of self-efficacy not only through recognising pupils for their achievements, also by accepting their mistakes and appreciating their efforts to try and improve.

The UAP had provided pupils lots of learning opportunities of experiencing, processing, reflecting, and acting such as night walk, group competitions and adventure-based activities. The positive effects of the UAP on pupils, parents and teachers had been evidenced by survey, interview and observation. The programme had been found to be effective in improving pupils' abilities on various dimensions including anger management, conflict resolution, problem solving, communication skills, classroom behaviour, belongingness to school, optimism, sense of responsibility and willingness to help others. Similarly, teachers and parents agreed that they had gained better understanding and built up better relationship with the pupils.

The activities were shown as follows:

Item	Name of Activities	P4	P5	P6
A	Orientation	✓	✓	✓
B	Small Group Session	✓	✓	✓
C	Day Camp for pupils	✓	✓	✓
D	Overnight Camp for pupils	✓	✓	✓
E	Parent-child day camp	✓		
F	Parental Workshop	✓		
G	Volunteer Services	✓	✓	✓
H	Closing Ceremony	✓	✓	✓

9. After-school Programmes

	Courses and Activities	Participants	Time
Community-based Grant	Tutorial classes	P.1-6	14-10-2019 to 17-1-2020
School-based Grant	Urdu I- Elementary	P.1-3	15-10-2019 to 14-1-2020
	Urdu II- Intermediate	P.4-6	17-10-2019 to 16-1-2020
	Filipino-Beginner	P.1-6	15-10-2019 to 14-1-2020
	Hindi-Beginner	P.1-6	15-10-2019 to 14-1-2020
	Nepali I-Elementary	P.1-3	15-10-2019 to 14-1-2020
	Nepali II - Intermediate	P.4-6	17-10-2019 to 16-1-2020
	Putonghua - Beginner	P.1-6	15-10-2019 to 14-1-2020

Remarks: Due to the outbreak of COVID-19, tutorial classes, language courses and visits planned to be carried out for students in the 2nd term were cancelled.

10. Uniform Groups & Service Groups

Groups	Participants
Brownies	P.4 - P.6 (21 pupils)
Cub Scouts	P.4 - P.6 (17 pupils)
Sunny Kids	P.4 - P.6 (15 pupils)
Health Ambassadors	P.4 - P.5 (20 pupils)
Understanding Adolescent Project	P.4 - P.6 (50 pupils)
School Prefects	P.4 - P.6 (85 pupils)
Library Prefects	P.4 - P.6 (20 pupils)
Big Brother and Big Sister Programme	P.4 - P.6 (58 pupils)
First Aids Helpers	P.4 - P.6 (11 pupils)
School Bus Prefects	P.4 - P.6 (13 pupils)
CYC	P.1 - P.6 (All pupils)
JPC	P.4 - P.6 (20 pupils)

11. Moral and National Education (MNE)

A. New School-based MNE Curriculum

Since 2018/2019 school year, the school-based moral and national education curriculum had been implemented in full scale. A set of learning materials was devised to foster students' positive development. The topics covered included: a) Responsibility b) Perseverance c) Commitment d) Love and Care e) Honesty and f) Respect. The learning materials were designed to equip pupils with an analytical mind, foster moral reasoning, trigger discussion and induce reflection.

In the process, tremendous effort was put in modifying and fine-tuning the learning materials. The curriculum was incorporated into the Strive for Improvement Programme (SIP) which was carried out by the joint effort of the Student Guidance Personnel and class teachers.

On the whole, pupils showed improvement regarding living habits, learning attitude, interpersonal skills as well as intrapersonal skills through participating in the learning activities.

With reference to the data in the end-of-term evaluation form, all of teachers agreed that the SIP lessons, in which Moral and National Education was incorporated, helped pupils to develop positive characters. Most of the pupils could behave according to the foci of SIP.

B. Study Tour Programme

Two study tours to China, a 4-day tour to Nanjing and a 1-day tour to Zhongshan, with foci to visit historical sites important to the development of China and take a quick glance at the latest development of the country, were arranged to take place from 24 to 27 March 2020 and 1 April 2020 respectively. However, as the novel coronavirus outbreak continued to spread, the number of confirmed cases was growing at a rapid rate. Considering its latest development as well as impact on students' health and advice from Education Bureau, the tours were cancelled.

12. Evaluation of Support Services to Students with SEN

Strategy	Level involved	Effectiveness	The way forward
Remedial teaching	P.3 – P.6	<ul style="list-style-type: none"> ❖ Catering for students' individual differences ❖ Meeting the learning needs of participants ❖ Bridging the curriculum gaps of the participants ❖ Fostering students' academic improvement 	<ul style="list-style-type: none"> ❖ To better meet the learning needs of low achievers and SEN students, teachers are encouraged to partake in teacher training programmes to equip themselves with effective pedagogy
Academic intervention programme – Do My Best	P.1 – P.3	<ul style="list-style-type: none"> ❖ Providing additional academic support for the participants in the subjects of Chinese Language and Mathematics during integrated lessons ❖ Building the ground work for study 	<ul style="list-style-type: none"> ❖ Adaptation to the common core curriculum and designing appropriate learning materials for the students are strongly requested since tailor-made learning materials can better the foundation of the students ❖ Chinese Language should be dealt with continuously in the programme as students are very weak in this area
Graded worksheets	P.1 – P.6	<ul style="list-style-type: none"> ❖ Better catering for students' learning needs ❖ Bridging students' curriculum gap ❖ Stretching students' potential 	<ul style="list-style-type: none"> ❖ It is suggested that teachers should articulate clearly among themselves for learning needs of students prior to setting the worksheets

Strategy	Level involved	Effectiveness	The way forward
Group programme – sensory integration (New Horizons Development Centre)	P.1 – P.6 (10/2019-11/2019)	❖ Better catering for students’ developmental needs	❖ Similar service can be provided for the students with SEN to bridge their curriculum gaps
Music Therapy (Healing Voices)	P.1 – P.3 (1 st Term)	❖ Enhancing the social skills of SEN students	❖ Similar service can be provided for students with SEN to improve their communication skills
Speech Therapy Programme (Centurial Healthcare Services Company)	P.1 – P.6 (9/2019 to 7/2020)	<ul style="list-style-type: none"> ❖ Enhancing students’ receptive knowledge on categorical and convergent thinking ❖ Helping the students to tell simple stories and their own experience with more variety of connectives and richer content ❖ Improving students’ ability to make inferences ❖ Bolstering students’ sequential skills 	<ul style="list-style-type: none"> ❖ Teachers should be reminded to nominate needy students at the end of the academic year so as to allow early intervention to take place. ❖ The ST should be encouraged to communicate more frequently with the school personnel so as to allow school personnel to have a clearer picture of the students’ progress.

Strategy	Level involved	Effectiveness	The way forward
School-based Educational Psychology Service	P.1 – P.6	<ul style="list-style-type: none"> ❖ Providing professional support to school in the early identification of at risk students as well as the appropriate interventions for them ❖ Providing professional support to schools in adopting a 3-Tier Support Model to cater for students’ diverse educational needs ❖ Catering SEN students’ need through assessment, counselling and guidance services ❖ Promoting home-school co-operation through parent’s meeting 	<ul style="list-style-type: none"> ❖ Teachers should be reminded to nominate students at risk in the beginning of the academic year so as to allow early intervention to take place. ❖ The EP should be encouraged to communicate more frequently with the class teachers so as to allow teachers to have a clearer picture of the students’ progress.
Speech and Hearing Section	P.4	<ul style="list-style-type: none"> ❖ Providing professional support and consultation to school having children with hearing impairment ❖ Providing training and counselling to school personnel and students with hearing impairment through meetings 	<ul style="list-style-type: none"> ❖ It is suggested that the personnel from the section could communicate with the parents to promote home-school cooperation and help parents to understand the needs of their children.

IV. Student Performance

1. Pupils' Physical Development

Physical fitness is important for all children. The School Physical Fitness Award Scheme had been implemented to promote our pupils' physical well-being of all the pupils.

The School Physical Fitness Award Scheme aims at promoting the awareness of health-related fitness among pupils and encouraging them to participate in regular exercises. Primary Three to Primary Six pupils join the Scheme every year. Participating pupils are required to take physical fitness tests at least once each school year. If their results in the tests reach the required levels, they will be awarded a gold, silver or bronze certificate.

Results of the tests are not going to be used to predict the future performance of individual pupils in sports. However, we can derive the norms from the test results of our pupils and compare them with those of the other schools. Then, we may have a clear picture of the physical fitness level of our pupils. We may use the results to plan suitable physical activities for pupils in PE lessons or Extra-curricular activity lessons.

Items tested include:

1. Bent-knee Sit-ups (muscular endurance)
2. Sit-and-reach (flexibility)
3. Endurance Run / Walk (cardiovascular endurance)
4. Handgrip (muscular strength)

Results of the school year 2019-2020:

Total score	Award	Percentage
16 points or above	gold	6.28%
13-15 points	silver	20.04%
10-12 points	bronze	35.83%

Analysis of results:

1. In total, 494 pupils joined the scheme. 31 pupils got gold awards, 99 pupils got silver awards and 177 pupils got a bronze award. 187 pupils who joined the scheme did not get any awards. This reflected that they were not really fit enough physically.
2. More than 60% of pupils were able to get awards of this programme. It showed that the performance of the pupils had room for improvement.
3. Programmes boosting lifelong participation in sport should be carried out.
4. Due to the outbreak of COVID-19, some pupils could not finish the School Physical Fitness Scheme.

2. Inter-school Events and Awards

Subject	Category	No. of Participants	Events/Items of activities	Awards
English	Verse Speaking	27	71 th Hong Kong Schools Speech Festival ●English Solo Verse Speaking	<ul style="list-style-type: none"> ● 2nd place: 1 ● 3rd place: 1 ● Certificate of Proficiency: 1 ● Certificate of Merit: 25
Chinese	中文朗誦比賽	20	《第 71 屆香港校際朗誦節—中文朗誦比賽》	<ul style="list-style-type: none"> ● Certificate of Proficiency: 7 ● Certificate of Merit: 5
PE	Athletic	33	Kowloon West Area Inter-Primary Schools Athletic Competition	<u>Boys Grade C</u> 60m running – Silver Medal:1 Overall: Credit <u>Girls Grade C</u> 100m running Silver Medal:1 Overall: Credit <u>Boys Grade B</u> 60m running Gold Medal:1 Softball throwing 4 th place: 1 Overall: Credit
	Soccer	16	Kowloon West Area Inter-Primary Schools Soccer Competition	/

3. 2018-2020 Secondary School Places Allocation (SSPA)

A. Choices of schools for pupils who joined SSPA

Name of school	No. of Pupils
Buddhist Tai Hung College	1
CCC Ming Yin College	3
CCC Ming Kei College	1
CCC Chuen Yuen College	1
Carmel Pak U Secondary School	1
Cheung Sha Wan Catholic Secondary School	3
Concordia Lutheran School	2
<i>Caritas</i> Tuen Mun Marden Foundation <i>Secondary School</i>	2
Hoi Ping Chamber of Commerce Secondary School	1
Ho Yu College & Primary School (Sponsored by Sik Sik Yuen)	1
HKSYC & IA Wong Tai Shan Memorial College	1
<i>Heung To Middle School (Tin Shui Wai)</i>	1
Holy Trinity College	7
HKTA The Yuen Yuen Institute No.3 Secondary School	1
Islamic Kasim Tuet Memorial College	3
Kowloon Technical School	1
La Salle College	2
Maryknoll Fathers' School	5
Our Lady of the Rosary College	2
<i>Po Leung Kuk Ngan Po Ling College</i>	1
<i>Po Leung Kuk Lo Kit Sing (1983) College</i>	1
Po Leung Kuk Tong Nai Kan Junior Secondary College	10
Po Leung Kuk Ma Kam Ming College	2
PAOC Ka Chi Secondary School	1
Queen Elizabeth School	7
Sir Ellis Kadoorie Secondary School (West Kowloon)	9
Shung Tak Catholic English College	1
Sha Tin Government Secondary School	2
St Mary's Canossian College	1
St Paul's School (Lam Tin)	1
Salesians of DB Ng Siu Mui Secondary School	1
Salesian English School Don Bosco Old Boys Association Secondary School	1
Tack Ching Girls' Secondary School	1

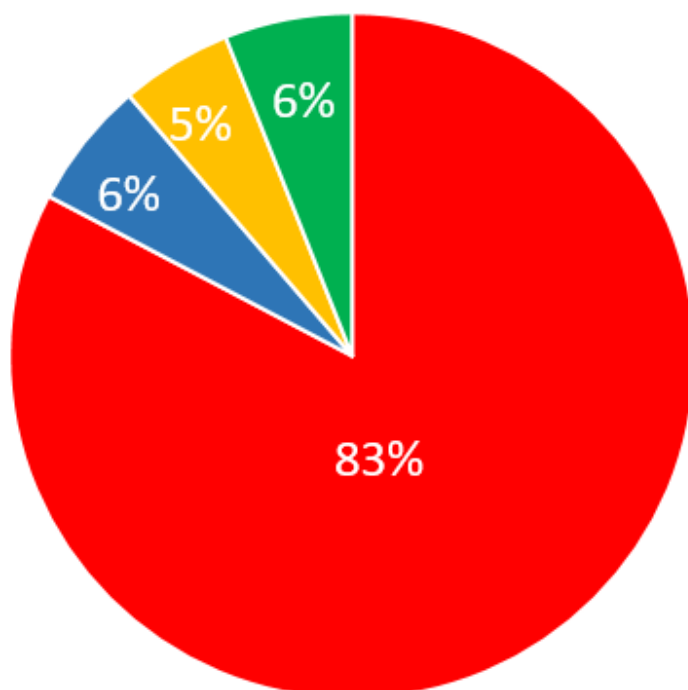
Name of school	No. of Pupils
Tsuen Wan Government Secondary School	1
True Light Girls' College	3
Wai Kiu College	4
Yu Chun Keung Memorial College No.2	1
Ying Wa Girls' School	1
YPICA Lee Lim Ming College	1

B. 2018-2020 SSPA Result

i. Percentage of SSPA Result

PERCENTAGE OF STUDENTS' CHOICE

■ 1st Choice ■ 2nd Choice ■ 3rd Choice ■ Others



ii. SSPA Result (by school)

School Name
Ying Wa Girls' School
St Paul's School (Lam Tin)
DMHC Siu Ming Catholic Secondary School
Holy Trinity College
True Light Girls' College
Maryknoll Fathers' School
Queen Elizabeth School
Our Lady Of The Rosary College
Carmel Pak U Secondary School
Bishop Hall Jubilee School
Sha Tin Government Secondary School
Church of Christ in China Ming Yin College
HKMA David Li Kwok Po College
PLK Ma Kam Ming College
SKH ST Mary's Church Mok Hing Yiu College
Chinese YMCA Secondary School
ELCHK Lutheran Secondary School
Po Leung Kuk Tong Nai Kan Junior Secondary College
Heung To Middle School (Tin Shui Wai)
HKTA The Yuen Yuen Institute No.2 Secondary School
HKTA The Yuen Yuen Institute No.3 Secondary School
HKWMA Chu Shek Lun Secondary School
ECF Saint Too Canaan College
Ho Yu College and Primary School (Sponsored By Sik Sik Yuen)
Delia Memorial School (Glee Path)
Islamic Kasim Tuet Memorial College
Tack Ching Girls' Secondary School
PAOC Ka Chi Secondary School
Yu Chun Keung Memorial College No.2
Delia Memorial School (Broadway)
Delia Memorial School (Hip Wo)
Cma Choi Cheung Kok Secondary School
Caritas Wu Cheng-chung Secondary School
Wai Kiu College
YPI&CA Lee Lim Ming College
Lung Cheung Government Secondary School

Caritas St. Joseph Secondary School
Kowloon Technical School
Sir Ellis Kadoorie Secondary School (West Kowloon)
Buddhist Fat Ho Memorial College
Caritas Tuen Mun Marden Foundation Secondary School
Salesians of DB Ng Siu Mui Secondary School

V. Achievements and Reflections on Major Concerns

1. Major Concern 1: Nurturing students' innovative spirit

Achievement

Over the last year, tremendous efforts have been made to nurture students' innovative spirit. By offering solution-based tasks to students, students' critical thinking skills and real-world application had been enriched. According to the data in a survey, about 90% of the students agreed that the tasks were thought-provoking and able to stimulate their innovative spirit. Students think deeply about ways to solve different problems. With the use of technological products like VR, drone, micro:bit, robotic products, teachers found that students have greater motivation in their studies, especially in experiencing simulated and immersive environment by wearing VR headset. From the lessons observed, most teachers designed their lessons with different interactive apps such as Kahoot, Padlet, Nearpod, EduVenture, Lego WeDo, Lego MindStorm, Geogebra, Spark video and Google classroom. They are stimulating and fun. Students participated actively in class and learning became very enjoyable.

In the Project-Based Learning, students were engaged in deep thinking. About 85% of the students were able to integrate and apply their tech skills such as coding, robotics and various Apps in their assignments. However, the STEAM project which was planned to be carried out in the second term was forced to cancel due to class suspension.

In building the culture of innovation, STEM events or STEM-related visits were arranged for each level. However, as the outbreak of COVID-19, most of the events and related visits were cancelled. Only Primary 2 and Primary 6 students visited Hong Kong Heritage Museum (Children's Discovery Gallery) and Science Park respectively this year. According to the data in a survey, 100% teachers agreed that those visits were an eye-opening experience to our students. Primary 6 students even tried different new technologies through hands-on and interactive activities in Science Park. Those visits were extremely fruitful which can enhance students' interests, creativity, and innovation.

As technology has become the mainstream in the learning environment, STEM-related extracurricular activities were arranged to arouse students' interest in STEM. They are 'First Step in STEM', 'Innovative Arts', 'iKids Learning', 'STEAM Learning Group', 'Innovative Toys' and 'Lego Robotics'. Students were encouraged to take on STEM subjects in a fun and stress-free way. Besides, i-Theatre was newly launched in the 1st term. Inspiring video clips

or movies about new technologies from around the world were broadcasted to students. Students showed keen interest and positive responses in learning the new technologies.

With teachers' support and guidance, our STEM elite group students had been encouraged to participate in some inter-school competitions. However, the competition had been postponed because of the outbreak of COVID-19.

Though we could not carry out STEAM project and many out-of-classroom experimental learning activities in the 2nd term, students did not stop learning during class suspension. Teachers made use of Google Classroom as the e-learning platform to facilitate students' learning at home. In the first two weeks in February, teachers revised the 1st term teaching contents with the students. Later on, teachers started teaching the easier topics of the 2nd term curriculum with resources found from the internet. Starting from March, online lessons of English, Chinese, Mathematics and General Studies were designed by teachers with e-book and online resources as well as powerpoint presentations. Students were assigned with google forms and other learning tasks every school day. The turn-in rates of assignments from Key Stage 1 and Key stage 2 students were about 50% and 60% respectively (Please refer to Appendix 1 for details). Students were encouraged to raise questions when they had difficulty in understanding the lessons. Teachers communicated with students on Google Classroom platform, provided coaching over the and checked students' learning progress during the suspension period.

After Easter Holiday, real-time online lessons with Zoom were also made available to all students phase by phase. Teachers could interact with students and give immediate feedback to their questions. The attendance rates of Key Stage 1 and Key stage 2 students were about 55% and 44% respectively(Please refer to Appendix 1 for details). Students who could not join the real-time lessons because of various reasons still could watch the video lessons to continue with their learning.

With the advanced technology and development of their IT skills, students could continue learning during the difficult period of class suspension.

To better equip our teachers for implementing STEM Education, we arranged School-based Teacher Professional Development Program this year. About 90% of the teachers agreed that the in-house sharing and workshops such as WEDO 2.0, GeoGebra, design of Mapped Module or Real-time online lessons (ZOOM) on Teachers' Professional Development Program were useful. Moreover, our teachers were encouraged to attend workshops and seminars offered by EDB. On the other hand, a good sharing culture in STEM education was always established in the staff

meetings and co-plannings. From the lessons observed, it was found that over 90% of the teachers had applied modern technologies in the lessons.

Reflection

Building on the experience of this year, practices of inspiring students' innovative spirit shall be further optimized in the coming school year as follows:

1. Review all learning tasks with highlights on inspiring innovation
2. Explore the possibilities of AR / VR / AI apps that could facilitate teaching and learning.
3. Promote computational thinking education by learning ScratchJr in P.3 – P.5 IT lessons.
4. With the adoption of new English and Mathematics textbooks in the coming academic year, the multidisciplinary approach STEM program should be refined and implemented in a way that links concepts of different subjects together.
5. Scientific investigation with hands-on experience would be implemented to let students explore solutions to open questions in the STEAM project.
6. The out-of-classroom experiential learning activities would encourage more profound learning experiences. Students would have the opportunity to put the knowledge and skills they've obtained in class to apply in a real-world context.
7. Students would be encouraged to participate in local or overseas STEM-related competitions or events to widen their exposure.
8. As our assembly hall has been renovated and the completion of sound system and projection system, i-Theatre would be launched with better audio and visual effects. Inspiring video clips or movies about STEM or Artificial Intelligence from around the world would be broadcasted to motivate students.
9. STEM-related interest classes or training workshops would be arranged for students enabling them to unleash their creativity.
10. As students, especially upper primary students have already equipped with the skills of using different forms of new technologies, learning Chinese history and culture with interactive Apps would be encouraged.
11. To strengthen the implementation of STEM education, school-based support by Network Coordinating School (EDB) was sought. The dissemination of their good practice would certainly benefit STEM education in LCU.

2. Major Concern 2: Harmony in Diversity

Achievement

To evaluate the effectiveness of the strategies for implementing the major concern, surveys with teachers, students and parents as respondents had been conducted.

Targeting at fostering understanding and respect for different ethnic groups, the Strive for Improvement Programme (SIP) which comprised of personal growth education, moral and civic education, environmental education, life education, health education and sex education was implemented through mass lectures, class periods, and educational talks.

100% of teachers agreed that the programme was effective in promoting respect and understanding for different ethnic groups among the students. They found that SIP could facilitate students' personal growth through the various activities. Aiming at meeting students' developmental and learning needs, SIP curriculum was enhanced. With the modification, all students welcomed the educational talks, sharing, role-play, video broadcast and discussions on daily life experiences. Furthermore, social issues and news related to the foci of SIP were raised for discussion to enhance students' awareness of world issues and widen their horizons.

Owing to the outbreak of COVID-19, classes had been suspended for about four months since February 2020. After class resumption, the foci of the lessons were laid upon personal hygiene, prevention of infectious diseases and emotion management. It was agreed that the measures were timely and effective.

With reference to the foci of SIP, the whole-school approach programme "Apple of My Eyes Award" was launched to reinforce students' learning. Although it was only carried out in the first term because of class suspension, 93% of teachers agreed that the programme was effective in promoting respect and cooperation among students.

To strengthen SIP curriculum, thematic talks and educational excursions were arranged. The five-minute thematic talks were delivered in morning assemblies. Because of class suspension, only two thematic talks – Commitment and Respect – were completed. The other three topics – Perseverance, Love and Care, and Honesty – were cancelled. Of the two completed thematic talks, 86% of students agreed that the talks could help them to understand more about other ethnic groups. Students liked the content – role plays and sharing conducted by students. Teachers noticed that they were attentive to the content. The talks could successfully develop

students' different core values.

Regarding educational excursions, due to the outbreak of COVID-19, only Space Museum Visit – aiming at learning basic ideas of ancient Chinese astrology – was carried out. 95% of participants agreed that the visit could help them to understand more about other ethnic groups. The students were amazed by the development of the country in this aspect. They regarded the excursion as a valuable opportunity to know more about the community they lived in and understand how different ethnic groups could get along well with one another.

Play-based activities – Beautiful Global Cultures, Sensory Integration Therapy, Social Stories, Board Games, and Juggling Class – were organized to help students to show respect and understanding for other ethnic groups. However these activities were only carried out in the first term due to class suspension in the second term.

98% of play-based activity participants could show respect and understanding for other ethnic groups during and after joining the activities. The activities were able to help students to gain better understanding of the traditions and cultures of other ethnic groups. Through participation in the programme, the students could know more about the characteristics of different ethnic groups and their communication skills were fostered.

During after-school hours, various language classes were provided to enhance students' understanding of different ethnic groups. These classes, which emphasised on the uniqueness of various ethnicities, included Urdu, Hindi, Nepali, Filipino and Putonghua. All participated students showed their understanding of the languages and cultures of other ethnic groups. They could even send greetings to their schoolmates at their festivals.

In terms of enhancing cooperation, complementary and integration into the local community, different strategies were employed.

Community services which involved both training and serving as volunteers for charity organizations as well as elderly homes were planned. However, with the outbreak of COVID-19, only 3 out of 8 training sessions were conducted. Therefore, the participants were not well-prepared to carry out the community services as planned.

With regard to visits, due to the outbreak of COVID-19, Tai Kwun Visit – aiming to learn about local history and urban development– was only completed by 5A and 5B students. Of the

students participated in the visit, 95% partook and involved actively in the activities. They were very interested in the early development of Hong Kong. They agreed that the exposure was a valuable chance for them to understand the history and development of the local community. It was found that the activities were effective in encouraging interaction between students and the local community.

Regarding workshops, Mock Interview for Primary 6 Students was carried out in November 2019. Nearly 75% of Primary 6 students partook voluntarily in the workshop which was held during after-school hours. All of them involved actively. They were attentive when joining the workshop. They also prepared themselves well for the mock interview. As reflected, the activity was helpful to P6 graduates.

Aiming at offering participants knowledge of Chinese history, culture and development, study tours to Mainland China – Nanjing and Zhongshan – were planned. However, due to the outbreak of COVID-19 across China and worldwide in the first half of the year, the tours were cancelled, considering its latest development as well as impact on students' health and suggestions of Education Bureau.

To help newcomers to adapt to the new school environment, Mentorship Programme was implemented. Newcomers of various levels were matched up with mentors of the same ethnic group to ensure easy adaptation. Mentors helped their mentees with schoolwork and making friends with classmates and schoolmates. Nevertheless, because of class suspension, only the first phase of the programme was completed. Among the participants, 90% agreed that the programme could assist them to understand the local school system and integrate into the community. The participants reflected that the programme could provide them with successful transition experiences. They could better integrate into the school and local community. The sense of belonging had been developed among new students. All teachers concerned noticed that the programme had effectively helped new students to adapt to the new environment in school.

Our school values the partnership with parents. Therefore, parent education was provided to facilitate parents to assist their kids to adjust to everyday demands of their regular classrooms, playgrounds and at home through implementation of school-based parent education programme. The programme included subject series, interest groups and parenting skills. Due to class suspension, only the subject-based talks and P.1 parental workshops were completed. Among the participants, 90% agreed that the programmes were effective in assisting them to understand

the local school system and to integrate into the community. Moreover, the participants noticed that they were more capable of meeting their children's developmental and emotional needs.

To identify and address students' individual developmental and educational needs, liaison and counselling services were provided to needy students. For allowing professional analysis of pupils' developmental needs and helping students at risk, level discipline meetings, Angel Teacher Programme and case sharing were carried out. All teachers agreed that the programmes were effective in rendering appropriate support to students in need and were able to provide teachers with useful information. They regarded that the support from the meetings and sharing was effective for them to handle different kinds of cases such as misbehaviour, maladjustment as well as social and family problems. Furthermore, all teachers concurred that those at-risk pupils were taken good care of through Angel Teacher Programme. The students gained valuable advice to handle different sources of stress such as their emotions and relations with others. As a result, they made improvement.

As reflected, the above programmes were proven effective to foster understanding and respect for different ethnic groups among students and enhance students and parents' cooperation, complementary and integration into the local community.

Reflection

To foster students' understanding and respect for different ethnic groups, moral, civic and national education (MCNE) would be stepped up by the following measures:

- i. The flag-raising team will be set up.
- ii. The link between MCNE and other related subjects such as General Studies and Music regarding the learning and teaching of the national flag, the regional flag and the national anthem would be strengthened.
- iii. Thematic talks will be arranged with foci on introduction of the history and spirit of the national flag and the national anthem as well as the etiquette to be observed when singing and playing the national anthem or attending the flag-raising ceremony.

Nevertheless, the 7 priority values and attitudes – perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others will also be instilled in the students through thematic talks.

To better prepare students to integrate into the local community, it is important to arrange more opportunities to nurture mutual understanding for unique traditions, cultures and languages of

various ethnicities among them. Hence, educational excursion, after-school culture and language interest groups and play-based activities will be continued for strengthening the necessary knowledge, appropriate attitude and skills among students.

Aiming at enhancing cooperation, complementary and integration into the local community, various activities and programmes will be arranged for our students.

First of all, Basic Law education will be promoted through exhibitions, talks, competitions and visits to landmarks like Golden Bauhinia Square, Legislative Council, etc. so as to help students understand more about Basic Law, which is crucial for them to live in Hong Kong.

In addition, cultural exchange activities would be organised through Study Tour Programme to Mainland China. The foci of the tours will lay upon learning the history, cultures as well as development regarding technology, economy and environmental conservation.

Furthermore, all students are encouraged to participate in “Gift Book Pilot Scheme (2020)” through reading selected Chinese books which have themes on traditional Chinese festivals, cultures and virtues. Through reading these Chinese books, students can have a deeper understanding of Chinese culture and thereby facilitate their integration into the local community.

Last but not least, Chinese elements like Lion Dance, Food Fair, Game Booths and Costume Wearing Competition will be infused into Cultural Day so that our students can engage in the traditional Chinese cultural activities and help them embrace the local culture.

Through participating in various activities, students are anticipated to interact more effectively in the local community as responsible and active citizens. Meanwhile, mutual understanding and respect among our students as well as the people in the community can also be enhanced.

VI. Key Issues of Annual School Plan 2019 – 2020

Major Concern 1: To nurture students' innovative spirit

Target 1: To offer solution-based challenges to students in different KLAs inspiring critical thinking and real-world application

Strategy 1: Optimize the learning tasks with highlights on inspiring innovation

Strategy 2: Provide learning and teaching resources

Strategy 3: Refine and implement a multidisciplinary approach STEM programme which uses a theme that appears in different KLAs during the same period to draw connections among subjects

Strategy 4: Implement ScratchJr for P.3 – P.5 students in IT subject to prepare them for computational thinking education of CoolThink@JC

Target 2: To launch Project-based Learning engaging students in deep thinking while connecting their learning across disciplines to the world around them

Strategy 1: Nurture tech skills such as coding, robotics, use of AI and a variety of Apps to bring ideas to life

Strategy 2: Strengthen the implementation of scientific investigations in STEAM project with the help of school-based support which allows pupils to integrate and apply their knowledge and skills to solve problems

Target 3: To build a culture of innovation

Strategy 1: Out-of-classroom experiential learning activities

Strategy 2: STEM-related competitions

Strategy 3: School-based activities

- i. I-Theatre-‘Experience’ Tour’
- ii. STEM in ECA
- iii. STEM Day
- iv. After-school STEM Elite Training teams
- v. School-based competition

Strategy 4: Peer sharing

Target 4: To enhance teachers' professional development

Strategy 1: Knowledge transfer and cross fertilization among schools and teachers on computational thinking and STEM education

Strategy 2: Application of modern technology and STEM elements in teaching

Major Concern 2: To promote harmony in diversity

Target 1: To foster understanding and respect for different ethnic groups

Strategy 1: Deepen the moral, civic and national education programme:

- i. set up the flag-raising team
- ii. strengthen the link between MCNE and other related subjects such as General Studies and Music regarding the learning and teaching of the national flag, the regional flag and the national anthem
- iii. arrange thematic talks focusing on introduction of the history and spirit of the national flag and the national anthem as well as the etiquette to be observed when singing and playing the national anthem

Strategy 2: Educational excursion for enhancing understanding about other ethnic groups

Strategy 3: Play-based activities to improve respect and collaboration among students

- iv. Hong Kong stories
- v. Chinese cultural arts
- vi. Chinese traditional games
- vii. Wonderful cultures around the globe
- viii. Juggling

Strategy 4: After-school culture and language interest groups to enhance mutual understanding among different ethnic groups

- i. Urdu
- ii. Hindi
- iii. Filipino
- iv. Nepali
- v. Putonghua

Target 2: To enhance cooperation, complementary and integration into the local community

Strategy 1: Promotion of Basic Law education through exhibitions, talks, competitions and visits to landmarks like Golden Bauhinia Square, Legislative Council, etc.

Strategy 2: Study tour to Mainland China to gain more knowledge about the Chinese history, cultures and development

Strategy 3: Participation of “Gift Book Pilot Scheme (2020)” through reading Chinese books which have themes on traditional Chinese festivals, cultures and virtues

Strategy 4: Infusion of Chinese elements (Lion Dance, Food Fair, Game Booths, Costume Wearing Competition, etc.) into Culture Day

Report on Video Lessons Turn-in Rate & Real-time online lessons (Zoom) Attendance Rate

March

Level	Total Number of Students (A)	Number of students are not in Hong Kong (B)	Video Lessons								Real-time online lessons (Zoom)							
			Number of students who attended the Video Lessons in average (C)				Turn-in Rate $\frac{(C)}{(A)-(B)} \times 100\%$				Number of students who attended the Real-time online lessons (Zoom) in average (D)				Attendance Rate $\frac{(D)}{(A)-(B)} \times 100\%$			
			C	E	M	GS	C	E	M	GS	C	E	M	GS	C	E	M	GS
P.1	111	11	43	55	67	56	43%	55%	67%	56%	N.A.	N.A.						
P.2	116	19	49	52	62	54	50.5%	53.6%	64%	55.6%								
P.3	118	11	48	59	54	62	44.8%	55.1%	50.5%	57.9%								
P.4	107	14	69	69	62	60	74.2%	74.2%	66.7%	64.5%								
P.5	134	25	86	76	71	78	78.8%	69.7%	65.1%	71.6%								
P.6	134	15	89	91	76	82	74.7%	76.5%	63.9%	68.9%								

***Remarks**

C: Chinese

E: English

M: Mathematics

GS: General Studies

Li Cheng Uk Government Primary School

Report on Video Lessons Turn-in Rate & Real-time online lessons (Zoom) Attendance Rate

April

Level	Total Number of Students (A)	Number of students are not in Hong Kong (B)	Video Lessons								Real-time online lessons (Zoom)							
			Number of students who attended the Video Lessons in average (C)				Turn-in Rate $\frac{(C)}{(A)-(B)} \times 100\%$				Number of students who attended the Real-time online lessons (Zoom) in average (D)				Attendance Rate $\frac{(D)}{(A)-(B)} \times 100\%$			
			C	E	M	GS	C	E	M	GS	C	E	M	GS	C	E	M	GS
P.1	111	12	41	61	59	57	41.4%	61.6%	59.6%	57.6%	N.A.				N.A.			
P.2	116	19	43	52	52	50	44.3%	53.6%	53.6%	51.5%								
P.3	118	13	43	62	45	57	40.9%	59%	42.9%	54.3%								
P.4	107	15	67	64	58	59	72.8%	70%	63%	64.1%	39	48	50	36	42.4%	52.1%	54.3%	39.1%
P.5	134	21	77	75	54	66	68.1%	66.4%	47.8%	58.4%	44	50	55	45	38.9%	44.2%	48.7%	39.8%
P.6	134	16	71	76	60	68	60.1%	64.4%	50.8%	57.6%	38	41	43	39	32.2%	34.7%	36.4%	33.1%

***Remarks**

C: Chinese

E: English

M: Mathematics

GS: General Studies

Li Cheng Uk Government Primary School

Report on Video Lessons Turn-in Rate & Real-time online lessons (Zoom) Attendance Rate

May

Level	Total Number of Students (A)	Number of students are not in Hong Kong (B)	Video Lessons								Real-time online lessons (Zoom)							
			Number of students who attended the Video Lessons in average (C)				Turn-in Rate $\frac{(C)}{(A)-(B)} \times 100\%$				Number of students who attended the Real-time online lessons (Zoom) in average (D)				Attendance Rate $\frac{(D)}{(A)-(B)} \times 100\%$			
			C	E	M	GS	C	E	M	GS	C	E	M	GS	C	E	M	GS
P.1	111	12	41	52	55	54	41.4%	52.5%	55.5%	54.5%	43	45	43	44	43.4%	45.5%	43.4%	44.4%
P.2	116	15	45	51	46	45	44.6%	50.5%	45.5%	44.6%	49	49	50	52	48.5%	48.5%	49.5%	51.5%
P.3	118	9	42	52	44	51	38.5%	47.7%	40.4%	46.8%	49	52	50	52	45%	47.7%	45.9%	47.7%
P.4	107	11	48	54	51	56	50%	56.3%	53.1%	58.3%	48	50	54	48	50%	52.1%	56.3%	50%
P.5	134	13	61	69	58	65	50.4%	57%	47.9%	53.7%	64	69	64	62	52.9%	57%	52.9%	51.2%
P.6	134	12	59	77	51	63	48.3%	63.1%	41.8%	51.6%	39	48	43	39	32%	39.3%	35.2%	32%

***Remarks**

C: Chinese

E: English

M: Mathematics

GS: General Studies

Li Cheng Uk Government Primary School

Report on Video Lessons Turn-in Rate & Real-time online lessons (Zoom) Attendance Rate

June

Level	Total Number of Students (A)	Number of students are not in Hong Kong (B)	Video Lessons								Real-time online lessons (Zoom)							
			Number of students who attended the Video Lessons in average (C)				Turn-in Rate $\frac{(C)}{(A)-(B)} \times 100\%$				Number of students who attended the Real-time online lessons (Zoom) in average (D)				Attendance Rate $\frac{(D)}{(A)-(B)} \times 100\%$			
			C	E	M	GS	C	E	M	GS	C	E	M	GS	C	E	M	GS
P.1	111	12	45	48	49	46	45.5%	48.5%	49.4%	46.5%	43	42	44	43	43.4%	42.4%	44.4%	43.4%
P.2	116	15	46	49	45	47	45.5%	48.5%	44.6%	46.5%	47	48	49	47	46.5%	47.5%	48.5%	46.5%
P.3	118	9	41	47	42	53	37.6%	43.1%	38.5%	48.6%	46	47	49	49	42.2%	43.1%	45%	45%
P.4	107	11	48	55	50	50	50%	57.3%	52.1%	52.1%	46	46	50	46	47.9%	47.9%	52.1%	47.9%
P.5	134	13	68	72	56	66	56.2%	59.5%	46.3%	54.5%	61	62	56	60	45.5%	46.2%	41.8%	44.8%
P.6	134	12	72	75	66	74	59%	61.5%	54.1%	60.7%	41	45	44	42	33.6%	36.9%	36.1%	34.4%

***Remarks**

C: Chinese

E: English

M: Mathematics

GS: General Studies

Report on the Turn-in Rate of Video lessons and Real-time Online (ZOOM) Lessons during Class Suspension

Analysis

1. In general, the overall turn-in rate is satisfactory, especially for Key Stage 2 students.
 - i. For Key Stage 1 students, the turn-in rate is around 65%-70% for Mathematics and General Studies and 45%-55% for Chinese and English.
 - ii. For Key Stage 2 students, the turn-in rate is around 70%-75% for Chinese and English, 65%-70% for Mathematics and General Studies.
 - iii. We found that Key stage 2 students preferred Chinese and English and Key Stage 1 students preferred Mathematics and General Studies.

2. The overall turn-in rate of Video Lessons is higher than Real-time Online Lessons in each level. The reasons may be as follows:
 - i. flexibility of Video Lessons
 - ii. students were in different time zones when the Real-time Online Lessons were conducted.
 - iii. the technological difficulties with Real-time Online Lessons
 - iv. bandwidth is also a potential problem for students from, or temporarily residing in, countries with less effective network.

3. The turn-in rate of Key Stage 1 students is lower than Key Stage 2 students. The reasons may be as follows:
 - i. the limitation of IT skills and self-management skills
 - ii. the lack of parental support
 - iii. the limited number of devices at home
 - iv. the insufficient ram of the soft device
 - v. insufficient storage of the device or incompatible software

4. Some students have a good habit, they attended Video lessons and Real-time Online Lessons punctually and finished the assignment daily. On the other hand, some P.6 students did not wake up on time for the lessons at 10:00 a.m. Some attended the Real-time Online Lessons extremely late. As students stayed home without strong supervision, it will take time to rebuild their daily routine.

5. The turn-in rate gradually decreased in all subjects these months due to the lack of interest. However, the overall turn-in rate of Video Lessons in June was slightly higher than that of May. Perhaps students understood that they need to complete their assignments as classes would resume soon.

6. Some students resubmitted their assignments or turned in their assignment very late.

7. Some students went back to their home countries where WIFI is not available. Besides, some may not know how to update their device and cannot access the lessons.
8. Some students ONLY attended Real-time Online Lessons and forgot to turn in the Google Form.

Follow-up Actions

1. School was kept open and teachers were arranged to be on duty during class suspension. Students could finish their assignment under the guidance of teachers at school.
2. Parent workshop for Real-time Online Lessons (ZOOM) would be launched, especially for the parents of Key Stage 1. Parents should learn to register and operate the ZOOM app in order to solve the technical problems.
3. We found that some of the students always did not watch the Video Lessons or Real-time Online Lessons (ZOOM) most of the time even they were in Hong Kong. Subject teachers will find out the reasons once they come back to school.
4. All the Video lessons and materials of Real-time Online lessons were uploaded to the Google Classroom. Students are encouraged to revisit the video by themselves during their spare time.
5. School-based formative assessments on core subjects including Chinese, English and Mathematics would be arranged. The assessment results would be used to diagnose students' learning and plan for follow-up teaching in the coming school year.
6. As a result of the survey conducted by class teachers in early June showed that around 15.6% of P.5 students were not be able to attend school on 8 June. School considered such a significant number of P.5 students would be unable to attend sufficient lessons, the P.5 Internal Examination for the purpose of Secondary School Places Allocation would be postponed to October.
7. Subject teachers have discussed the scheme of work for class resumption in the subject level meetings. They also discussed the areas of study and teaching schedule for class resumption and the new term.
8. For supporting students' learning, some students are facing the lockdown in their own countries, subject teachers would upload homework and related video lessons to the absentees through Google Classroom. Besides, they would also check Google Classroom about absentees' work and parents' enquiries every day.