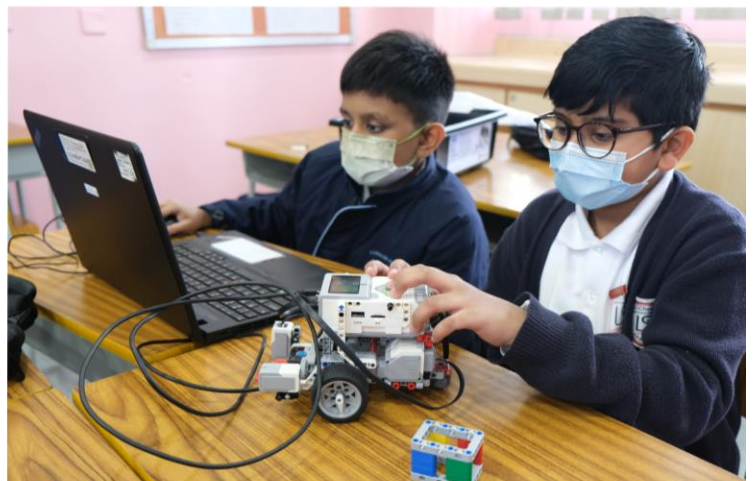




Li Cheng Uk Government Primary School

Annual School Report 2021-2022



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Annual School Report 2021-2022

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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.

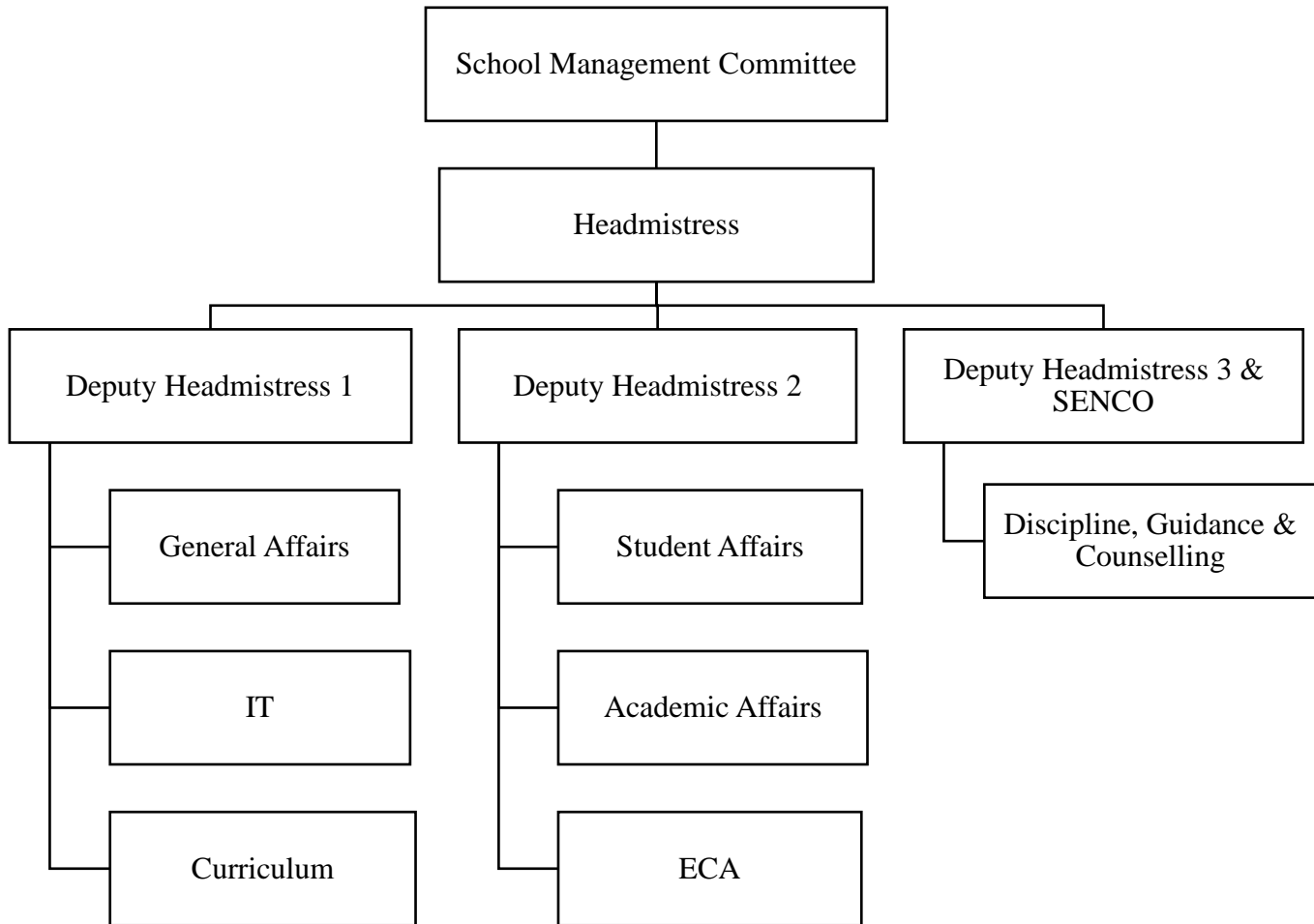
3. School Management

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

Position	Member
Chairperson	Dr. Chan Pik Wa, Gloria
School Headmistress	Ms. Chui Sau Man
Parent Managers	Ms. Ireen Sultana Ms. Stefania Caya Gutierrez
Teacher Managers	Ms. Tang Sui Fan Ms. Sin Kit Ying
Community Members	Mr. Ediberto C. Billones Mr. Jayant Golchha

4. School Organization



II. Our Students

1. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	4	4	4	4	4	4	24
Capacity	116	112	120	128	132	100	708
Boys	60	55	62	68	70	62	377
Girls	41	49	57	56	53	36	292
Total Enrolment	101	104	119	124	123	98	669

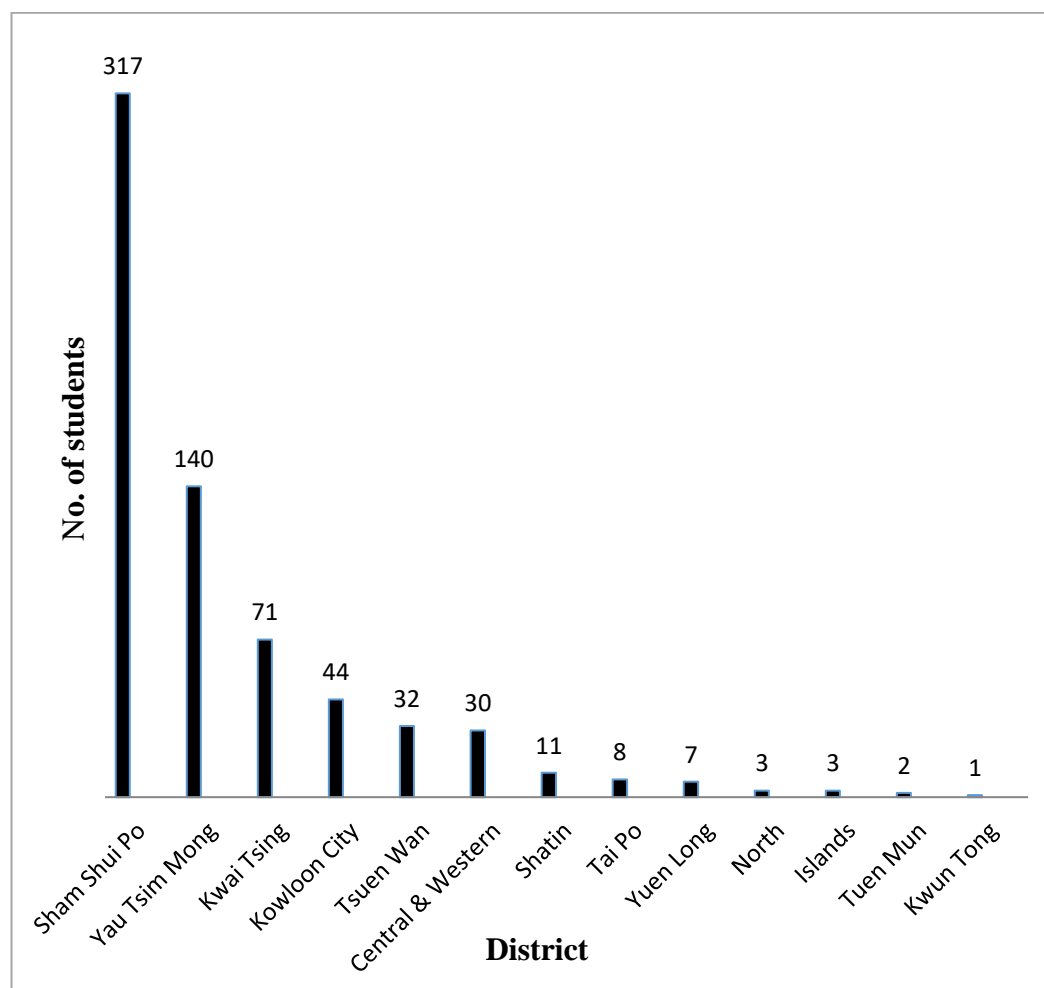
2. Number of Unfilled Places

P.1	P.2	P.3	P.4	P.5	P.6	Total
15	8	1	4	9	2	39

3. Ethnic Distribution of Students

Ethnic groups	Boys	Girls	Total	Percentage
Pakistani	131	102	233	35%
Nepalese	91	79	170	25%
Indian	41	19	60	9%
Chinese	37	20	57	8%
Filipino	33	22	55	8%
Others	44	50	94	15%
Total	377	292	669	100%

4. Residential Distribution of Students



5. No. of Active School Days:

Level	Primary 1 to Primary 3	Primary 4 to Primary 6
No. of Active school Days	190	190

6. Attendance

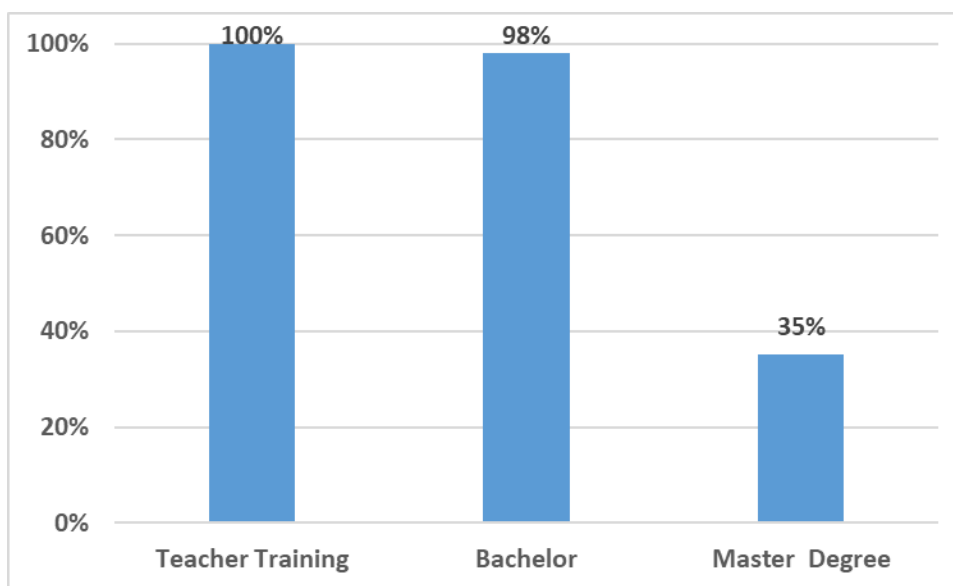
Level	P.1	P.2	P.3	P.4	P.5	P.6
1 st term	91%	94%	94%	93%	90%	92%
2 nd term	84%	91%	87%	93%	89%	91%

III. Our Teachers

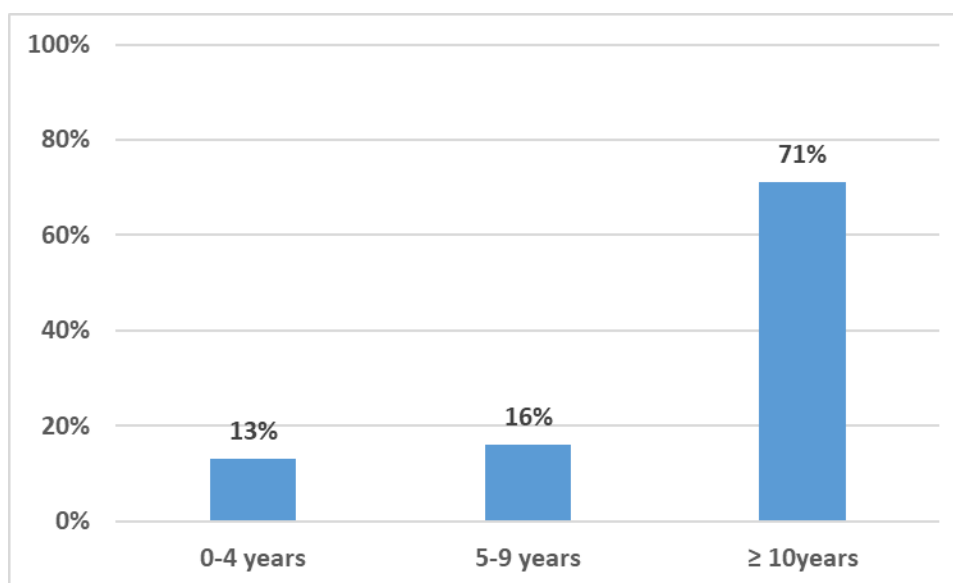
1. Staff Establishment

55 Teaching Staff	1 Headmistress, 3 Deputy Heads, 7 Senior Teachers, 1 Teacher Librarian, 1 School Social Worker, 1 NET & 38 Teachers
12 Support Staff	1 ITRO, 1 TSS, 1 SAA & 7 TAs
15 Clerical Staff and Janitors	1 SAE, 1 ACO, 3 CAs, 1GC, 5 WMs & 5 Janitors

2. Teachers' Qualification



3. Teaching Experience



4. Teachers' Professional Development

School-based Teachers Professional Development Programme was designed with a focus to align teachers with the major concerns of the year. The programme was delivered through training, sharing and Staff Development Day. Teachers were encouraged to attend seminars, workshops and courses organized by EDB and other education institutions for professional development. Professional support was sought from EDB and other network schools. Internally, collaborative lesson planning was conducted on a regular basis. Lesson observations among peers were arranged in the first term to share good teaching practices.

Collaborative Lesson Preparation at school:

Title /Activity	Month	Content Area	Personnel	Organizer
Collaborative Lesson Preparation (P.1-P.6)	Whole year	English, Chinese, Mathematics, General Studies	All Teachers	School
Quality Education Fund Thematic Networks – Schools (QTN-S) (P.5)	Whole year	Mathematics	Curriculum Mistress and P.4 Math Teachers	EDB
非華語學生學習中文: 運用繪本教學推動品德教育 P.3 Chinese Picture Book GPS Learning Circle	Whole year	Chinese	Curriculum Mistress and P.3 Chinese Teachers	EDB
English Learning Circle among GPS: e-Reading cum Reading across the Curriculum (P.4)	Whole year	English	P.4 English Teachers	EDB

Staff Development Day:

Title/ Activity	Month	Personnel	Organizer
Government Primary School Joint-School Staff Development Day 2021/22	January 2022	All Teachers	EDB

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

Theme	Month	Personnel	Speaker
Training Workshop on Google Classroom for New Teachers and Teaching Assistants	September 2021	All Teachers	Ms. Lau Hiu Wai, LCU IT Teacher
Introduction of EdCity Services / Widely Use of Innovative Educational Technology in Learning and Teaching	September 2021	All Teachers	Officer from Hong Kong EdCity
Workshop on National Security Education	October 2021	All Teachers	Teacher Educators from CDI, EDB

Theme	Month	Personnel	Speaker
Workshop on STEM Activities in GS	October 2021	All GS Teachers	LCU GS Subject Panels
透過繪本推行德育 (Teaching of Moral and Civic Education by Chinese Picture Books)	October 2021	All Chinese Teachers	Mr Kenny Or, Guest Speaker invited by ICAC
Workshop on Fluid Art	November 2021	All Teachers	Mr Nicolas Wong The Youth Flow
Workshop on Chinese Picture Book Teaching	November 2021	All Chinese Teachers	Ms Chow Wai Yee HK Education University
Workshop on Forming and Framing Questions to Support Student Learning of Different Subjects	November 2021	All Teachers	Mr Jason Hemsted Advisory Teacher, NET Section, EDB
IT Workshop	December 2021	All Teachers	Mr. Ng Ka Ho, Mr. Lau Pong Yu, LCU IT Subject Teachers
Workshop on STEM Activities in Maths	January 2022	All Maths Teachers	LCU Math Subject Panels
Workshop on RainbowOne Learning Platform	January 2022	All Chinese Teachers	Representative of Open Knowledge Association
Workshop on Chinese Picture Book Teaching	April 2022	All Chinese Teachers	Ms Angel Lau Editor of Educational Publishing House Ltd.
Talk on Helping Students to Report Past Events and Maintaining Vocal Health	May 2022	All Teachers	Ms Lily Yau LCU Speech Therapist
CPR & AED First Aid Talk	June 2022	All Staff Members	Trainer from HK St. John Ambulance
Legal Seminar on Criminal Responsibilities in Childcare and Anti-discrimination Legislation in Hong Kong	June 2022	All Teachers	Mr. Jacky Yeung Barrister-at-law
Training Workshop for STEM Day	June 2022	All Teachers	Representatives from Educational Publishing House Ltd.
Talk on Early Identification and Intervention of High-risk students by Educational Psychologist	July 2022	All Teachers	Mr. Chan Shun Leung Educational Psychologist EDB

List of courses attended by teachers:

Title/Activity	Month	Personnel	Organizer
Chinese			
為有讀寫困難的小學生提供加強支援 -香港初小中文分層支援教學模式： 一年級全班優化教學(1T1) 教師培訓 工作坊 (重辦)	November 2021	Chinese Subject Teacher	EDB
非華語學生中文讀寫能力的進展與教 學暨運用額外撥款支援非華語學生學 習中文分享會	November 2021	Chinese Subject Teacher	EDB
Assessing Student Learning - Effective Use of Second Language Learning Framework and Chinese Language Assessment Tool to Enhance Chinese Language Learning for Non-Chinese Speaking Students (Refreshed) (Online)	November 2021	Chinese Subject Panel and Teachers	EDB
課程詮釋：中國語文課程第二語言學 習架構 (小學) (修訂)	January 2022	Chinese Subject Teacher	EDB
中國語文課程第二語言學習架構的教 與學：以資訊科技促進寫作教學 (新辦) (網上模式)	February 2022	Chinese Subject Teacher	EDB
IT in Education Subject-related Series: Using IT Tools to Design Writing Activities in Chinese Language (Online Self-learning Course)	April 2022	Curriculum Mistress	EDB
資訊科技教育與學科有關係列： 在小學運用資訊科技工具提升中國語 文科課堂的教學互動 (網上自學課程)	May 2022	Chinese Subject Teacher	EDB
為非華語學生而設的中國語文教學 專業進修課程	May 2022	Chinese Subject Teacher	EduHK
資訊科技教育與學科有關係列： 運用電子學習平台製作中國語文科翻 轉教室影片 (基礎程度) (網上自學課程)	June 2022	Chinese Subject Teacher	EDB

Title/Activity	Month	Personnel	Organizer
Online course on Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Selection and Adaptation of Learning Materials (Refreshed)	June 2022	Curriculum Mistress, Chinese Subject Panel and Teacher	EDB
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Using IT Tools to Enhance Teaching in Chinese Writing (Re-run) (Online)	June 2022	Chinese Subject Panels	EDB
English			
Stories- A Gateway to Social and Emotional Learning in the Primary English Classroom (New)	December 2021	English Subject Panel	EDB
Mathematics			
STEM Education Curriculum Planning Series: The Curriculum Planning and Implementation of STEM Education in Primary Mathematics (Re-run)	November 2021	Maths Subject Teacher	EDB
HKAT 數學科「考試備戰方案」網証教師講座	November 2021	Maths Subject Panel and Teacher	教育出版社
General Studies			
Curriculum Planning and Instruction in Primary General Studies- STEM Education, Chinese History and Culture Education, National Security Education (New)	October 2021	GS Subject Teacher	EDB
STEM Education Enriching Knowledge Course for Teachers of Primary Schools (The Natural and Technological World)-Workshop (New)	November 2021	GS Subject Panel	EDB
"Croucher Science Week" - Teacher Development Seminar: Arousing Students' Interests in Science (Web-based Course)	March 2022	Curriculum Mistress, GS Subject Panel and Teachers	EDB

Title/Activity	Month	Personnel	Organizer
STEM Education Learning, Teaching and Assessment Series : Workshop on Implementing Coding Education to Develop Upper Primary Students' Computational Thinking (General Studies) (Refreshed)	June 2022	GS Subject Panel	EDB
優質教育基金推廣活動「小小科藝創建師」主題網絡計劃 總結分享會	June 2022	GS Subject Panel	EDB
Hong Kong Space Museum School Astronomical Show cum Exhibition Halls Visit (Primary) (New)	June 2022	GS Subject Panel	Hong Kong Space Museum
價值觀教育(可持續發展教育)系列：(3) 保育生物多樣性的學與教策略 (新辦)	June 2022	GS Subject Teacher	EDB
Information Technology			
IT in Education Pedagogical Series: Using Microcomputer Sets to Facilitate STEM Education in Primary Schools (Basic Level)	November 2021	IT Mistress	EDB
STEM Education Learning, Teaching and Assessment Series: Workshop on Computational Thinking - Coding Education for Primary Teachers: Coding with micro:bit (Intermediate Level) (Refreshed)	November 2021	IT Subject Panel and Teacher	EDB
STEM Education Learning, Teaching and Assessment Series: Workshop on Using Visual Programming Language Tools to Develop Upper Primary School Students' Computational Thinking in Computer Lessons (Refreshed)	November 2021	IT Subject Teacher	EDB
IT in Education Pedagogical Series: Using IT Tools in STEM Learning Activities in Primary Schools (Intake 1, 2021/22 Online Self-learning Course)	January 2022	IT Mistress	EDB

Title/Activity	Month	Personnel	Organizer
IT in Education Pedagogical Series: Using Learning Management Systems (LMS) and IT Tools to Develop Students' Self-Directed Learning Abilities in Primary School (Intake 1, 2021/22 Online Self-learning Course)	February 2022	IT Mistress	EDB
IT in Education Pedagogical Series: Using e-Learning Tools to Enhance Classroom Interaction in Primary Schools	February 2022	IT Subject Teacher	EDB
IT in Education Technological Series: Using e-Learning Tools to Enhance Classroom Interaction	April 2022	Curriculum Mistress	EDB
IT in Education e-Leadership Series: e-Leadership Empowerment on the Development of e-Learning and STEM Education	May 2022	IT Subject Panel	EDB
IT in Education Technological Series: Using IT Tools to Teach Artificial Intelligence (AI) in Primary Schools (Basic Level)	June 2022	IT Subject Teacher	EDB
LEGO SERIOUS PLAY 教學應用工作坊	June 2022	IT Subject Teacher	EdUHK
優質教育基金推廣活動「透過機械人活動促進高小 STEM 教育」主題網絡計劃 總結分享會	June 2022	IT Subject Teacher	EDB
STEM Education Curriculum Planning Series: Experience Sharing on Curriculum Planning of Computational Thinking - Coding Education in Primary Schools (New)	July 2022	IT Subject Panel	EDB
Music			
英利音樂教學工作坊： 唱歌有妙法	November 2021	Music Panel	Oxford University Press
英利音樂教學工作坊： 不一樣的 STEAM 音樂教學	November 2021	Music Panel	Oxford University Press

Title/Activity	Month	Personnel	Organizer
音樂課堂學與教： 國歌的學習 (重辦)	June 2022	Music Teacher	EDB
Visual Arts			
Certificate in PDP in Visual Arts Teaching in Primary Schools	March 2022	VA Teacher	EduHK
Library Studies			
圖畫書教學：無字書與圖文書 (修訂)	December 2021	Curriculum Mistress	EDB
圖書館管理線上分享會	May 2022	Teacher Librarian	EDB
Jockey Club Joy of E-Reading Scheme	July 2022	Teacher Librarian	EDB
ECA			
Schools Dance Festival Series: Indian Folk Dance Workshop (New)	June 2022	Teacher in charge of Indian Dance	EDB
Moral and Civic Education			
Briefing Session on "The 5th Outstanding Teaching Award for Moral Education " (New)	September 2021	Deputy Headmistress	EDB
Sharing Series of the Awarded Teachers of "The 4th Outstanding Teaching Award for Moral Education" (New)	November 2021	Deputy Headmistress	EDB
National Security Education			
Seminar on the Constitution and Basic Law for EDB Officers	September 2021	Deputy Headmistress	EDB
「通過升國旗儀式提升學生的國家觀 念和國民身份認同」(網上研討會) (小學) (新辦)	September 2021	Teacher in-charge of Flag-raising	EDB
「鞏固法治」教師培訓課程	October 2021	Teacher in-charge of Flag-raising	EDB

Title/Activity	Month	Personnel	Organizer
Webinar on "Display of National Flag and Conduct of Flag-raising Ceremony at Schools AND Relevant Curriculum Resources and Support Measures"	November 2021	Teacher in charge of Flag-raising	EDB
導師升旗禮培訓班 (到校培訓)	November 2021	Teacher in charge of Flag-raising	香港升旗隊總會
為教育局人員而設的《港區國安法》講座 (半天課程)	November 2021	Teacher concerned	EDB
Implementation of National Security Education in School Series: National Security Education in Primary Schools-Whole -school Curriculum Planning (Blended Mode) (New)	November 2021	Deputy Headmistress, Curriculum Mistress, GS Panel and Teacher Librarian	EDB
「國情教育」知識增益網上課程系列：(3)「一帶一路」和「粵港澳大灣區」(2021/22 學年第四期) (新辦)	April 2022	Teacher concerned	EDB
Constitution and Basic Law Knowledge Enrichment Online Course for Primary School Teachers (Re-run)	April 2022	Teacher concerned	EDB
「國情教育」知識增益網上課程系列：(1)《憲法》和《基本法》(2021/22 學年第七期) (重辦)	May 2022	Teacher concerned	EDB
Teacher Training Programme on the Constitution, Basic Law and Hong Kong National Security Law (Re-run)	July 2022	Teacher concerned	EDB
SEN			
Multi-disciplinary collaboration in supporting students with special Educational Needs-Collaboration between School-based Speech Therapist and Special Educational Needs Coordinator	September 2021	Deputy Headmistress	EDB

Title/Activity	Month	Personnel	Organizer
District-based Networking Activity for Special Educational Needs Coordinators in Primary Schools - to Enhance the Language Skill of Students with Special Educational Needs	December 2021	Deputy Headmistress	EDB
Support Programme on Fostering Communities of Practice to Enhance Small Class Teaching (2021-2022) Project Seminar	February 2022	Librarian	CUHK
Collaboration between School-based Speech Therapist and Special Educational Needs Coordinator in Supporting Students with Special Educational Needs	May 2022	Deputy Headmistress	EDB
「照顧不同學習需要」基礎課程 (網上學習模式)	June 2022	Chinese Subject Teacher	EDB
Sharing Session on Enhanced Support for Primary Students with Specific Learning Difficulties (SpLD) (Online Sharing)	July 2022	Chinese Panel	EDB
School Administration			
WebSAMS Workshop on Customizing Report Template - Basic Skills in Using Crystal Reports	November 2021	IT Stream Member	EDB
Life-wide Learning Highlights: Social Enterprises Pop-up Show 2 (New) (On-line)	November 2021	Student Affairs Stream Member	EDB
第十屆聯合教育會議	December 2021	Deputy Headmistresses	官立小學校長協會及官立小學副校長會
Core Programme under Enhanced Training for Promotion- "Professional Vision and Growth of School Leaders" (2021/22 s.y.- Batch 2)	January 2022	Academic Affairs Mistress	CUHK
Core Programme under Enhanced Training for Promotion - "Professional Conduct, Values and Education Policies" (2021/22 s.y. - Batch 2)	March 2022	Teacher concerned	EDB

Title/Activity	Month	Personnel	Organizer
Core Programme under Enhanced Training for Promotion - "School Administration and Management" (2021/22 s.y. - Batch 2)	March 2022	Deputy Headmistress	EDB
Briefing Session for "Gainful Use of TSA 2022 Materials"	May 2022	English Panel	HKEAA
Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2021/22 s.y. - Batch2) (Re-run)	May 2022	Teacher concerned	EDB
及早識別及處理懷疑虐待兒童個案 (網上自學課程)	May 2022	ECA Stream Member	EDB
Performance Management and Appraisal Writing for Managers of Government Primary Schools (Chinese)	June 2022	ECA Mistress	EDB
Enhancing the Interface between Kindergartens and Primary Schools (Refreshed) (Online Course)	July 2022	Student Affairs Mistress	EDB
Personal Growth & Development			
「i-Journey」在職教師帶薪境外進修計劃 (第二期)成果分享會： 「i-Journey」Fair	October 2021	Teacher concerned	香港浸會大學
Half-day Workshop on EQ and Stress Management	November 2021	Deputy Headmistress	EDB
Seminar on "Prevention of Student Suicide and Student Mental Health Support"(Series I): Strengthen Identification and Support to Protect Students' Lives	November 2021	Deputy Headmistress	EDB
Student Mental Health Support Scheme	January 2022	Teacher in charge of SEN	香港精神科醫學院
Nip it in the Bud - Understanding the Emotions	March 2022	Class Teacher	EDB
教育局教師網上基礎課程 — 資優 / 高能力學生的情意教育 2021/22 (第二期)	April 2022	Student Affairs Mistress	EDB

Title/Activity	Month	Personnel	Organizer
新入職小學教師「守門人」訓練課程	April 2022	Teacher concerned	EDB
Optimising the language curricula to foster primary students' whole-person development (Online viewing)	May 2022	English Subject Panel and Chinese Subject Panel	EDB
Sharing Session on "Developing an Active and Healthy School Campus in Primary Schools" (Refreshed)	July 2022	PE Panel	EDB

IV. Learning and Teaching

1. Learning Time for Key Learning Areas per Week

Due to the COVID-19 pandemic, the classes are operated on a half-day basis in this academic year.

Subjects	Period		Minutes		Percentage	
	P.1 - P.3	P.4 - P.6	P.1 - P.3	P.4 - P.6	P.1 - P.3	P.4 - P.6
Chinese	9 (25'')		225''		19.3%	
English	8 (25'')	7 (25'')	200''	175''	17.1%	15.0%
Mathematics	8 (25'')		200''		17.1%	
General Studies	5 (25'')		125''		10.7%	
Information Technology	1 (25'')	2 (25'')	25''	50''	2.1%	4.2%
Visual Arts	2 (25'')		100''		8.6%	
Music	2 (25'')					
Physical Education	2 (25'')		50''		4.2%	
Library	1 (25'')		25''		2.1%	
*Strive for Improvement Programme (Values Education)	2 (25'')		50''		4.2%	
*Integrated Lesson	3 (25'')		75''		6.5%	
Extra-curricular Activities	1 (45'')		45''		3.9%	
Class Period	5 (10'')		50''		4.2%	
Total			1170''		100%	

**Strive for Improvement Programme (SIP)*

- School-based Values Education : Thematic talks and Class Activities

**Integrated Lesson*

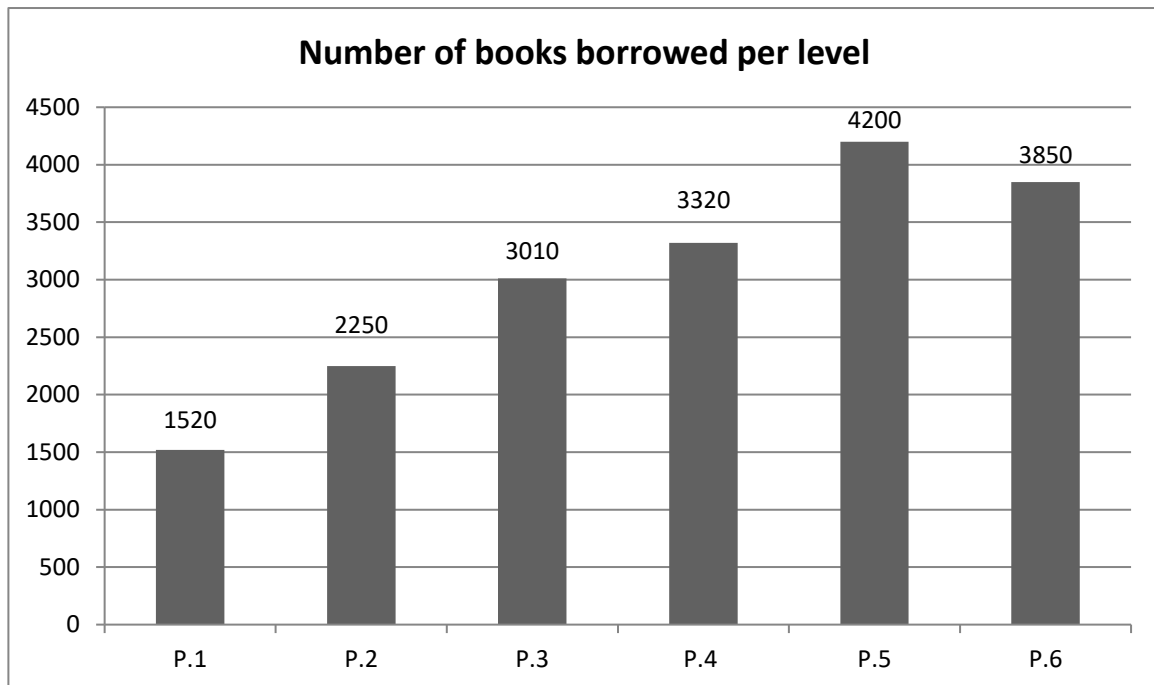
- Remedial Programmes (Do My Best): Chinese (P.1 & P.2) and Math (P.1- P.3)
- Enrichment Programmes: English (P.4 – P.6) and Maths (P.4 – P.6)
- Homework Tutorial Class (P.1 – P.6)

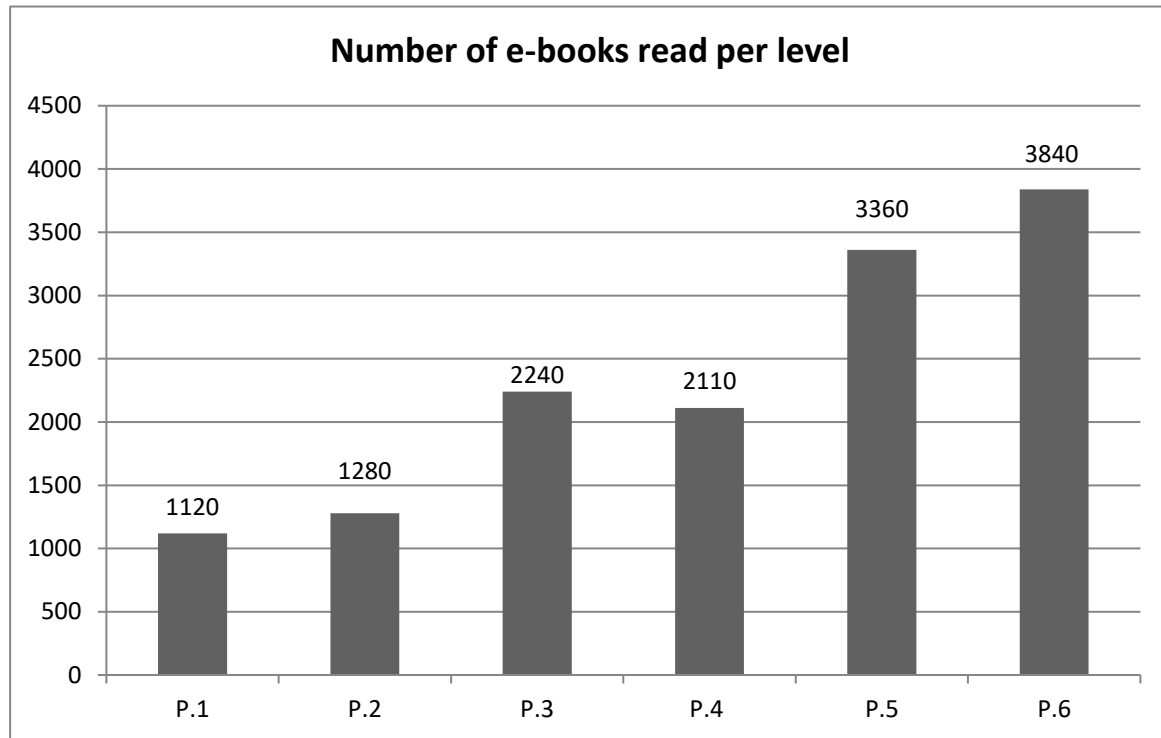
2. Examinations

Due to Special Vacation in March and April 2022 resulting from Covid-19 pandemic, P.6 Internal Assessment for 3rd Submission of Results for SSPA and P.1-P.5 2nd Examination were cancelled.

Examination	Date
P.6 Internal Assessment for 2 nd Submission of Results for SSPA	11/11/2021 - 16/11/2021
P.2 – P.5 1 st Examination	
P.5 Internal Assessment for 1 st Submission of Results for SSPA	30/6/2022 - 6/7/2022
P.1 – P.4 & P.6 Final Examination	

3. Reading Habit (from 4-10-2021 to 17-6-2022)





4. Major Focus in Core Subjects

Chinese

1. 透過多元化預習工作紙和不同體裁的短文寫作練習，加強學生的學習效能，提升及培養他們的寫作能力和興趣；同時透過展示學生佳作令學生更有成功感，提升學習中文的興趣。
(To promote students' learning effectiveness and writing skills, a variety of pre-tasks and writing exercises were designed. Students' good work was displayed in order to enhance their confidence and interests in learning Chinese.)
2. 透過不同的提問技巧及開放性課業問題，培養學生解難能力及批判性思維能力。
(To nurture students' problem solving and critical thinking skills, different questioning techniques including open questions were adopted in the assignments.)
3. 於三年級加入繪本教學，藉此鼓勵學生借閱中文圖書，加強學生的閱讀能力。
(To strengthen students' reading skills, picture books were introduced in P.3 school-based curriculum.)

4. 透過共同備課和教師專業培訓，教師討論不同課堂的教學策略，提升教師的專業發展，以加強學生的學習效能。此外，小三科任教師透過參加「非華語學生學習中文官立小學學習圈」，加強跨校教師的專業文化交流。
(To enhance teachers' teaching skills and students' learning effectiveness, different teaching strategies were discussed in collaborative lesson planning meetings and a series of workshops or talks of Chinese Picture Books Reading were held. Besides, teachers' professional development in Non-Chinese Speaking Students learning Chinese was further developed among schools after joining the P.3 GPS NCS Chinese Learning Circle.)
5. 透過參與校外朗誦比賽和書法比賽，讓學生融入社區，了解本地文化。另外，學生透過閱讀有關中華文化傳統美德的故事和學習「中華經典名句」，認識中華文化的傳統美德。
(To promote Chinese culture and Chinese virtues, students were encouraged to join the Chinese Speech Festival and calligraphy competitions. Students also learnt Chinese proverbs and classical stories in Chinese lessons.)

English

1. To develop students' good learning habits, various learning strategies and study skills were applied in pre-lesson enquiry and self-reflection checklist.
2. To nurture students' high-order thinking skills, various learning tasks such as graded worksheets with open-ended questions and note-taking worksheets were designed.
3. To nurture students' reading habits and enhance their reading abilities, an e-reading scheme was promoted. With the support of P.4 GPS Learning Circle, an e-Reading cum Reading across the Curriculum (RaC) was implemented this year. Various reading themes for self-reading journey were chosen for students to widen their reading horizons and hone their reading abilities.
4. To foster students' sense of responsibility and self-discipline in daily life, students were encouraged to participate in external or internal competitions.
5. Subject-based professional sharing such as AT workshop & Seeds Project was held to enhance teachers' professional development. Reading strategies and self-learning strategies were discussed in collaborative lesson planning meetings and workshops.

Mathematics

1. To enhance students' effective learning strategies and study skills through pre-lesson enquiry and self-reflection, KS1 students were guided to highlight useful information and KS2 students were guided to use notetaking, tabling to organize useful information in problem solving questions. Learning tasks were provided to students to use different learning strategies and study skills. eLearning resources on school website and google classroom platform were provided to students for self-learning on reading.
2. To cultivate students' problem solving and critical thinking skills, STEM projects with an emphasis in Math were implemented in each level. Students had the hands-on experience of applying their Mathematics knowledge in different problem scenarios, which helped to improve their problem solving skills.
3. To nurture students' reading habits and enhance their reading abilities, subject -based reading strategies were introduced. Students could read two subject-based book(s) / e-book(s) and develop the specific reading skills in each term. With the support of Network Coordinating School from QTN-S School-based Support Programme, the design of P.4 subject-based reading strategies was enhanced. Besides, some of the topics such as Perimeter and Directions, and reading task-Sharing Diary were further developed.
4. To enhance teachers' professional development on recent trends in pedagogy, workshop on STEM activities in Mathematics was conducted for all subject teachers. Subject teachers also attended different workshops or talks to have a better understanding on different pedagogies. Collaborative lesson planning meetings were conducted for subject teachers to discuss teaching strategies and share good practices.
5. To foster students' sense of responsibility and self-discipline in daily life, training programs were planned for target students as Math Ambassadors. Besides, inter-class competitions were arranged in each level each term. Some students were also selected to participate in different competitions such as the HK Maths Creative Problem Solving Competition 21/22.

General Studies

1. To enhance students' effective learning strategies and study skills, students' assignments such as pre-lesson enquiry, note-taking, e-learning materials, as well as values and attitudes worksheets were used. Students developed their study skills through collecting relevant information or summarizing main ideas of the pre-task reading materials.
2. In order to develop students' confidence and enthusiasm in learning, some of their tasks were displayed in the classroom for appreciation. Also, students' reading habits were enhanced through reading the non-fiction books about the universe, animals, oceans, and STEM.

3. To cultivate problem solving and critical thinking skills through diversified learning activities, discussion, scientific investigation, hands-on scientific extended tasks, STEAM projects and STEMaker activities were implemented.
4. For teachers' professional development, a teachers' workshop on STEM to share up-to-date scientific tasks was conducted each term. Teacher also discussed teaching strategies during co-planning lessons and shared useful strategies. A resource bank of various teaching materials was saved in the school server for reference.
5. Positive values and attitudes such as empathy and mutual understanding were cultivated among students through textbook topics like festivals and cultures around the world, Chinese history and culture, and the inventions of China. Such topics were scheduled before the Cultural Day to equip students with sufficient subject knowledge.
6. In-class group presentation activities were arranged at all levels before Cultural Day. Students showcased their learning outcomes on cultures around the world through pictures, PowerPoints or Spark Video.
7. To implement national security education, values such as national identity, law-abidingness and love for Hong Kong are prioritized. In view of this, teachers designed two sets of worksheets to help students understand and respect national symbols (e.g. the national flag, national anthem) as well as the Basic Law. Virtual visits to the Legislative Council Complex and Tai Kwun were also arranged to strengthen students' understanding of the rule of law and the history of Hong Kong. Besides, worksheets in a life event approach (e.g. case studies, newspaper cutting) were designed to initiate discussion among students at all levels in order to enhance students' life skills.

V. Support for Student Development

1. Values Education

Values education is an important cornerstone for students to establish a correct attitude in life. Through values education, students are educated to develop positive values and be able to understand, analyze, clarify and judge the information they receive and to make rational and responsible decisions.

There are also other positive values and attitudes embedded in the learning of various subject disciplines, such as cherishing life, gratitude, positivity, optimism, courage, etc. Students could acquire these values through classroom learning, life-wide learning activities and service learning.

Domains	Values	Activities		
		Learning Contents in SIP		Thematic Talks
National Education	<ul style="list-style-type: none"> ➤ Law-abidingness ➤ Respect ➤ Commitment 	P.1	Showing respect to people with different nationalities	<ul style="list-style-type: none"> ➤ Talks on Rules of Law (P.1-6) ➤ Talks on Crime Prevention (P.5)
		P.2	Showing love and care to the place we live	
		P.3	Building up sense of belongings to our country	
		P.4	Being a good citizen and respecting others cultures	
		P.5		
		P.6		
Personal Growth	<ul style="list-style-type: none"> ➤ Empathy ➤ Love & Care 	P.1	Promoting empathy and mutual understanding	<ul style="list-style-type: none"> ➤ Accepting people with learning difficulties (P.3) ➤ Treasure for everyone – Water (P.4 & P.5) ➤ Talk on Gratitude and Empathy (P.6)
		P.2	Developing positive character traits	
		P.3	Overcoming negative emotions	
		P.4	Supporting students' mental health	
		P.5	Cultivating the strength of love	
		P.6	Getting along well with others	
Self-management	<ul style="list-style-type: none"> ➤ Perseverance ➤ Responsibility 	P.1	Forming good habits	<ul style="list-style-type: none"> ➤ Little Emotion Monster (P.1) ➤ Talk on Energy Efficiency and Conservation (P.4-6) ➤ Prevention on internet addiction (P.6)
		P.2	Forming good learning habits	
		P.3	Establishing a healthy life style	
		P.4	Time management	
		P.5	Balance of life	
		P.6	Career planning	
Interpersonal Skills	<ul style="list-style-type: none"> ➤ Respect ➤ Self-discipline 	P.1	Good Manners	<ul style="list-style-type: none"> ➤ Making friends wisely (P.2) ➤ Sex Education (P.3-6) *respecting others' body and setting safety boundaries
		P.2	Developing healthy friendship	
		P.3	Developing the awareness of social norms	
		P.4	Team work	
		P.5	Conflict management	
		P.6	Coping with failure	

This academic year, the Discipline, Guidance and Counselling Stream implemented Values Education through school-based learning and teaching materials and activities. Fostering the sense of responsibility and self-discipline, promoting empathy and mutual understanding as well as cultivating national identity were the major foci of our school-based value education of the year.

Activities including Thematic Talks on responsibility and self-discipline, Homework Completion Award Scheme, Discipline Competition and Cleanliness Competition, Training Programs for prefects, members of Big Brother and Big Sister Scheme and other student leaders, which were held throughout the year, were found effective to enhance students' sense of responsibility.

Besides, students' understanding and respect towards the national flag, national emblem and national anthem was much strengthened. Chinese National Anthem together with its history and spirit and the etiquette for playing and singing the National Anthem were taught to all students during Music lessons and through the Thematic Talk. All classes were to sing Chinese National Anthem in the beginning of Music lessons the whole year round. In late June, an online exhibition of "National Album of China" was launched for students to foster their understanding of contemporary China. Through the photos and descriptions, students learnt about the history, research and technology, arts and cultures, learning, exploration and festive celebrations in the country. On National Day, Constitution Day, New Year, and Hong Kong Special Administrative Region Establishment Day, the flag raising ceremonies were accompanied by related speeches and display boards to disseminate to students information about the country's development. This year, a team of students participated in the Fourteenth "Hong Kong Cup Diplomatic Knowledge Contest" jointly organised by the Office of the Commissioner of the Ministry of Foreign Affairs of the People's Republic of China in the HKSAR, the Education Bureau, and the Better Hong Kong Foundation. Joining the contest allowed the students to read extensively about the country's diplomacy so that they gained more understanding about the country's development. During SIP lessons, the knowledge of National Education and National Security Education was conveyed to students using the audio picture book 'Let's Learn about National Security' – available on the EDB website – to illustrate the importance of respecting the rule of law and being law-abiding.

With reference to the data in the end-of-term evaluation form, all teachers agreed that the measures for implementation of school-based values education had helped students to develop positive characters, an analytical mind, moral reasoning and appropriate attitudes towards the country. Students could behave according to the foci of SIP.

2. Guidance Programme & Personal Growth Education

The Discipline, Guidance and Counselling Stream provided guidance service for our pupils. The service focused on remedial, preventive and developmental programmes. School-based personal growth education programmes were implemented to cater for the developmental needs of all pupils. Preventive and timely intervention and follow-up programmes were carried out in dealing with discipline, behavioural, adjustment and developmental problems. Support services to parents and teaching staff were provided by team members constantly to develop close communication and promote home-school cooperation.

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. Developmental Activities	✓	✓	✓	✓	✓	✓
5. Educational Talk/Seminar/Drama	✓	✓	✓	✓	✓	✓
6. Visits and Community Services*						
7. Counselling Services	✓	✓	✓	✓	✓	✓

* Due to the outbreak of Covid-19, planned activities for students were cancelled.

The objectives of Strive for Improvement Programme (SIP) are to promote whole-person development and encourage our pupils to attain balance development in different domains of developing positive character and enhancing their positive behaviours. Different topics were taught based on 4 foci: Values Education, Personal Growth, Self-management and Interpersonal Skills, in order to cultivate and nurture students to be empathic and law-abiding persons. Furthermore, with the school-based award system – Stars of the Class, to recognise those pupils with awards so that they could strive for improvement and excellence.

3. Understanding Adolescent Project (UAP)

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

Adhering to the principle of CBO (Competence, Belongingness and Optimism), our teachers and social workers (from Youth Flow and Yuen Yuen Institute) tried their best to enhance our pupils' resilience in coping with the challenges they have to face as they grow up through recognising their achievements, also by accepting their mistakes and appreciating their efforts to try and improve. That's how this programme enhanced pupils' resilience in coping with the challenges through enhancing their competence (I can...), optimism (I am...) and belongingness (I have...).

The UAP had provided pupils lots of learning opportunities of experiencing, processing, reflecting, and acting by series of small group sessions. 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. Teachers and parents also agreed that they had gained better understanding of children's developmental needs and had better communication with the pupils.

The activities were shown as follows:

Item	Name of Activities	P4	P5	P6
1.	Orientation	✓	✓	✓
2.	Small Group Session	✓*	✓*	✓*
3.	Day Camp for Pupils	NA	✓*	✓*
4.	Overnight Camp for Pupils	✓*	✓*	✓*
5.	Parent-child day Camp	✓#	NA	NA
6.	Parental Workshop	✓*	✓	✓
7.	Volunteer Services	✓#	✓	✓
8.	Individual Interview	✓	✓	✓
9.	Closing Ceremony	✓*	✓*	✓*

- Due to the outbreak of Covid-19, planned activities marked with * were conducted via ZOOM while other planned activities marked with # were postponed.

4. Extra-curricular Activities

Extra-curricular activities were conducted every Friday. Students were selected into steady groups or rotating groups. For steady groups, students attended the same group throughout the year to develop the related skills and interests. For rotating groups, students attended different extra-curricular activities in cycles to widen their interests in different areas.

Steady Groups	
1. Cub Scouts	16. Lego Robotics Group
2. Brownies	17. Musical Group
3. Board Games	18. Hip Hop Dance Group
4. Sand Art Group	19. Pastel Nagomi Art
5. Athletic Team	20. Sunny Kids
6. Chinese Ink Painting Group	21. Chinese Martial Arts Group
7. Volleyball Team	22. Technic Lego Group
8. Lion Dance Group	23. Percussion Group
9. Lightweight Clay Group	24. Rope Skipping Group
10. African Drum Group	25. Junior Choir
11. Choir	26. Art Talent Group (Junior)
12. Art Talent Group (Senior)	27. Chinese Dance Group
13. Hand Chimes Group	28. Maths Olympic
14. Library Club	29. Mindfulness Exercises (Senior)
15. STEM Learning Group	30. Mindfulness Exercises (Junior)
Rotating Groups	
1. First Step in STEM	6. Board Games
2. Chinese Calligraphy	7. Self-care Ability
3. Enhanced Story Telling	8. Chinese Interactive Games
4. Healthy Kids Group	9. Origami Group
5. Maths Games	10. ZEN Drawing Group

5. School Functions and Activities

Various functions and activities were held throughout the year to enrich students' learning experiences, widen their horizon and foster their whole-person development. However, due to Covid-19, some planned functions were cancelled* and the held activities were as follows:

Date	School Activities	Participants
13-17/9/2021	Chinese Cultural Activities (Mid-Autumn Festival)	All students
16/10/2021	UAP Opening Ceremony	P.4-6 UAP members
20/10/2021, 24/11/2021, 15/12/2021, 8/6/2022	P.6 UAP Small Group (ZOOM)	P.6 UAP members
29/10/2021	Dress Casual Day	All students
3/11/2021,1/12/2021, 8/12/2021, 12/1/2022, 16/2/2022, 2/3/2022	P.4 UAP Small Group (ZOOM)	P.4 UAP members
16/11/2021, 20/11/2021, 3/12/2021	Adventure Ship	P.5-6 students
17-19/11/2021, 24-25/11/2021	P.6 Mock Interview Workshop	All P.6 students
19/11/2021, 10/12/2021, 28/1/2022	P.5 UAP Small Group (ZOOM)	P.5 UAP members
21-25/11/2021	Jockey Club Children's Spine Care Community Project	P.4-P.6 students
22/11/2021-8/12/2021	Parent-child Up-cycle Christmas Decoration Competition	All students
22/11-3/12/2021	Hand-made instrument Project	All students
26/11/2021	School Picnic*	All students
27/11/2021, 4/12/2021	P.6 UAP Training	P.6 UAP members
Nov 2021	I.T. Inter-class Competition (1st Term)	All students
Nov 2021 to Jan 2022	One Person, One Flower	All students
4/12/2021	Flag Raising Ceremony for Constitution Day	All students
4/12/2021	P.4 UAP Training	P.4 UAP members
11/12/2021	P.5 UAP Training	P.5 UAP members
16/12/2021	P.1 – P.6 Parents' Day	P.1-P.6 parents
16/12/2021	Book Exhibition	All students & parents
17/12/2021	Christmas Celebration	All students
11/1/2022	Seasonal Vaccination School Outreach from Department of Health	All students
25/3/2022	Sports Day*	All students
15/4/2022	National Security Education Day*	All students

Date	School Activities	Participants
25-26/5/2022, 30-31/5/2022, 1/6/2022	中文日 (Chinese Day)	All students
26/5/2022, 1/6/2022,	P.6 UAP Volunteer Service (ZOOM)	P.6 UAP members
26/5-2/6/2022	Chinese Cultural Activity (Dragon Boat Festival)	All students
30/5/2022, 9/7/2022	Tell-a-tale Storytelling Competition	P.3-P.6 students
May 2022	I.T. Inter-class Competition (2nd Term)	All students
6-17/6/2022	Music Appreciation Project	
6-22/6/2022	'Responsible Student' Poster Design Competition	
10/6/2022	Book Trip to Read-cycling	Library Club members
17/6/2022, 24/6/2022	P.5 UAP Volunteer Service (ZOOM)	P.5 UAP members
8/7/2022	STEM Day	All students
11/7/2022	'World Book Day' Drawing Competition	
15/7/2022	Cultural Day	
July 2022	English Writing Appreciation (2nd Term)	All students
	2nd term Music Project	
	Mathematics Internal Competition	
3/8/2022	Magic Reading	P.1 & P.2 students
5/8/2022	Graduation Day	P.6 students
11/8/2022	Prize-giving Day	P.1-P.5 students
August 2022	Chinese Inter-class Story Telling Competition	All students
	English Inter-class Story Telling Competition	
	Mathematics Inter-class Competition	
	General Studies Scientific Competition	
	Games Day	

6. Talks and Visits

To nurture students' positive values and raise their awareness of social affairs, talks were arranged for different levels of students. However, due to outbreak of Covid 19, planned visits to Golden Bauhinia Square, Legislative Council and Tai Kwun were cancelled.

Date	Talks	Organization	Participants
7/9/2021	Talk on Energy Efficiency and Conservation	Electrical and Mechanical Services Department (EMSD)	P.4-P.6 students
8-10/9/2021	Talk on Rules of Law	New Horizons Development Centre	All students
18/10/2021	Talk on Empathy	World Vision	P.4-P.5 students
24/11/2021, 29/11/2021, 6/12/2021, 8/12/2021	Online Educational Activity of the Legislative Council	Legislative Council	P.6 students
10/1/2022	Talk on Crime Prevention	The Boys' and Girls' Club Association	P.5 students
17/1/2022	Talk on Internet Addiction	The Boys' and Girls' Club Association	P.6 students
18/1/2022	Talk on Emotion Management	Community Drug Advisory Council	P.1 students
24/1/2022	"The Kids on the Block" Puppet Show	The Kids on the Block	P.3 students
25/1/2022	Talk on Peer Influence	Community Drug Advisory Council	P.2 students
12/7/2022	Talk on Gratitude and Empathy	Feeding Hong Kong	P.6 students
14/7/2022	Talk on Sex Education	New Horizons Development Centre	P.3 students
25/7/2022, 28/7/2022	Virtual Tour to Tai Kwun	Tai Kwun	P.3 students

7. Performance

Date	Events	Performers
5/8/2022	Graduation Day	<ol style="list-style-type: none"> Awardees of Solo Verse Speaking 6A Li Chun Yim Awardees of Robofest Competition 6A Chhetri Jeremy Ninsan 6A Gurung Sacheen 6A Rivera Joshua Mangiliman 6A Rivera Matthew Mangiliman 6A Zhang Ho Wai Awardees of Hong Kong School Drama Festival 2021-22 4A Abbas Mohamad Ayaan 6A Rivera Matthew Mangiliman 6A Gurung Sacheen 6A Shahid Haniya

5/8/2022	Graduation Day	<p>3. Awardees of Hong Kong School Drama Festival 2021-22 6A Nshizirungu Yousila 6A Onwufuju Jenet Chinonso 6A Gurung Esme 6B Brahmbhatt Veer Mrunal</p> <p>4. Awardees of Tell-a-tale Storytelling Competition 2021-2022 6A Shahid Haniya</p>
11/8/2022	Prize-giving Ceremony (P.1-P.5)	<p>1. Awardees of Solo Verse Speaking 3A Chowdhury Md. Salif 3A Ng Shing Yau 3A Yung Holden 3D Bibi Umme Habiba 4A Kabanda Davinci</p> <p>2. Sand Art 4A Areeb Fatima 4D Gurung Aisllen 5A Rajakumar Hadassah 5B Kato Precious Deborah Natukunda 5C Matloob Aiman</p> <p>3. Awardees of Tell-a-tale Storytelling Competition 3A Gurnani Yashneil Zachary 3A Sin Nga Si 4A Chong Tsz Kiu 5A Li Sum Yi</p>

8. Uniform Groups & Service Groups

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

Groups	Participants
Brownies	P.4-P.6 (18 pupils)
Cub Scouts	P.4-P.6 (18 pupils)
Sunny Kids	P.4-P.6 (14 pupils)
Understanding Adolescent Project	P.4-P.6 (43 pupils)
School Prefects	P.4-P.6 (73 pupils)
Library Prefects	P.4-P.6 (15 pupils)
Big Brother and Big Sister Programme	P.4-P.6 (25 pupils)
School Bus Prefects	P.4-P.6 (10 pupils)
CYC	P.1-P.6 (All pupils)

9. Support Services to Students with SEN

Strategy	Level involved	Effectiveness	The way forward
1. Remedial teaching (P.3-6 Chinese and P.4-6 Mathematics)	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.
2. Academic intervention programme – Do My Best (P.1-2 Chinese and P.1-3 Mathematics)	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 up the foundation for study 	<ul style="list-style-type: none"> ❖ Adaptation of common core curriculum and designing appropriate learning materials for the students are strongly requested since tailor-made learning materials can better build up the foundation of the students. ❖ Chinese Language should be dealt with continuously in the programme as students are very weak in this area.
3. 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 study thoroughly the learning needs of students prior to setting the worksheets.

Strategy	Level involved	Effectiveness	The way forward
4. Group programme – sensory integration (New Horizons Development Centre)	P.1 - P.6 (11/2021 - 12/2021 ; 2/2022 5/2022)	<ul style="list-style-type: none"> ❖ Better catering for students’ tactile, vestibular and proprioceptive development ❖ Helping students to re-organize or re-produce information in order to have a more accurate response to external stimuli 	❖ Similar service can be provided for the students with SEN to bridge their curriculum gaps.
5. Lego Therapy (ST Play)	P.1 - P.6 (10/2021 - 12/2021 ; 5/2022-6/2022)	❖ Enhancing the social skills of SEN students	❖ Similar service can be provided for students with SEN to improve their communication skills.
6. Mindfulness Workshop (Mindful Living Academy)	P.3 - 6 (10/2021 - 6/2022)	<ul style="list-style-type: none"> ❖ Equipping students’ techniques to handle stress effectively ❖ Improving students' ability to stay engaged, helping them stay on track academically and avoiding behavior problems 	❖ Similar service can be provided for students to improve students’ well-being.
7. Star Kids (NGO-School Collaboration Project)	P.1 - P.5 (2/2022 – 7/2022)	❖ Enhancing social adaptive skills of ASD students	❖ The school will collaborate with the NGO for 3 consecutive years to provide continuous social skills training for ASD students.
8. Student Mental Health Support Scheme	P.1 - P.6	<ul style="list-style-type: none"> ❖ Setting up of a school-based multi-disciplinary platform to step up the support for students with mental health needs ❖ Enhancing capacity of the school in handling students with mental health needs at school setting 	❖ Personnel concerned should communicate with teachers in order to help spot out students with mental health needs.

Strategy	Level involved	Effectiveness	The way forward
9. Speech Therapy Programme	P.1 – P.6	<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 Speech Therapist should be encouraged to communicate more frequently with the school personnel and parents so as to allow them to have a clearer picture of the students’ progress.
10. School-based Educational Psychology Service	P.1 – P.6	<ul style="list-style-type: none"> ❖ Providing professional support to school regarding 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 ❖ Providing professional training for teachers and organizing small group training for students in promoting mental health ❖ 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 Educational Psychologist should be encouraged to communicate more frequently with the class teachers concerned so as to allow them to have a clearer picture of the students’ progress.

Strategy	Level involved	Effectiveness	The way forward
11. Speech and Hearing Section	P.5	<ul style="list-style-type: none"> ❖ Providing professional support and consultation to school having children with hearing impairment ❖ Providing training and support to students with hearing impairment and school personnel through meetings 	❖ It is suggested that the personnel from the section could communicate with the parents directly to enhance cooperation and help parents to understand the needs of their children.

10. After-school Programmes

In order to provide more opportunities for the disadvantaged students to enhance their learning effectiveness in different aspects and their cooperation with others, the school launched different programmes for them. Due to Covid-19, after-school tutorial classes were cancelled and the held courses were as follows:

Funding	Courses and Activities	Participants	Time
Community-based Grant	Origami	P.1-3	27-4-2022 to 29-6-2022
	Creative Cartoon Drawing	P.1-3	
	Fun with Art & Crafts	P.1-3	
	Harmonica	P.4-6	
	Magic Fun	P.4-6	
	Fan Painting	P.4-6	
School-based Grant	Urdu I- Elementary	P.1-3	16-11-2021 to 24-1-2022 10-5-2022 to 18-7-2022
	Urdu II- Intermediate	P.4-6	18-11-2021 to 26-1-2022 12-5-2022 to 21-7-2022
	Nepali I-Elementary	P.1-3	16-11-2021 to 24-1-2022 10-5-2022 to 18-7-2022
	Nepali II - Intermediate	P.4-6	18-11-2021 to 26-1-2022 12-5-2022 to 21-7-2022
	Putonghua I - Beginner	P.1-3	16-11-2021 to 24-1-2022 10-5-2022 to 18-7-2022
	Putonghua II- Beginner	P.4-6	18-11-2021 to 26-1-2022 12-5-2022 to 21-7-2022

Funding	Courses and Activities	Participants	Time
School-based Grant	Filipino-Beginner	P.1-6	16-11-2021 to 24-1-2022 10-5-2022 to 18-7-2022
	Hindi-Beginner	P.1-6	16-11-2021 to 24-1-2022 10-5-2022 to 18-7-2022
Student Activities Support Grant	STEM Interest Class	P.5	11-7-2022 to 22-7-2022

11. Support for Newly-arrived Children

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

Newcomers Bridging Program	Subject & Level	Participants
Phase 1 13-9-2021 to 20-9-2021	Chinese Level 1	8
	Chinese Level 2	7
	English Level 1	6
	English Level 2	6
	Mathematics Level 1	6
	Mathematics Level 2	8
Phase 2 18-11-2021 to 24-11-2021	Chinese Level 1	4
	Mathematics Level 1	1
Phase 3 10-1-2022 to 13-1-2022	Chinese Level 2	3
	English Level 2	2
	Mathematics Level 1	1
Phase 4 3-5-2022 to 11-5-2022	Chinese Level 1	4

12. Post-exam Activities

To enable our students to have meaningful and enjoyable school life after examination, a series of diversified activities were arranged for them.

Items of Activities	Participants	Time
1. Cross-curricular Adventure	P.1-P.6	1/8/2022 to 12/8/2022
2. Story Telling Competition (Chinese)		
3. Story Telling Competition (English)		
4. Mathematics Inter-class Competition		
5. Scientific Competition		
6. V.A. Exhibition		
7. Games Day		
8. Stage Quiz		
9. Board Games		
10. Genius TV		
11. Fun Reading		
12. Art Talent Group Selection		
13. Mini Concert	P.1-P.5	
14. Fine motor skill training	P.1-P.2	
15. Junior Choir Selection		
16. Percussion Group Selection		
17. Chinese Dance Group Selection	P.2-P.5	
18. Rope-skipping Group Selection		
19. African Drum Group Selection		
20. Musical Selection	P.3-P.5	
21. Athletic Team Selection		
22. Basketball Team Selection		
23. Cricket Team Selection		
24. Volleyball Team Selection		
25. Senior Choir Selection		
26. Hand Chimes Group Selection		
27. Lego Robotics/STEM Group Selection	P.4-P.6	
28. Talk on Puberty		

VI. Connection with Parents

1. The Parent Teacher Association

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

Parent Teacher Association Executive Committee Members:

Post	Parent Committee	Teacher Committee
Advisor	—	Ms Chui Sau Man
Chairperson	Ms Ireen Sultana	—
Vice-chairperson	Ms Subba Sucheetra	Ms Lee Kwong Yung
Secretary	Ms Rose Complido Rasco	Ms Devneer
Treasurer	Ms Dale Q. Donato	Ms Yau Shuk Ling
Welfare & Activities Coordinator	Ms Yolanda Marquez	Ms Chan Yuk Wah
	Ms Sajila Gulfareed	Ms Kwok Ming Yee
Liaison Officer	Ms Babita Rai	Ms Hung Yuk Wah
		Ms Chow Ka Yee

2. 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 COVID-19 pandemic, PTA Picnic, and Sports Day which were scheduled to be held with parent involvement had to be cancelled. Nevertheless, our teachers kept close contact with our parents via sunshine phone calls, emails and Campus App.

Connection with Parents / Parent Education

Scope	Item	Date	Officer-in-charge
Parenting skills	Parental Talk: Life Education for Kids	20 Oct 2021	Ms Sung Yi Tim (SSW)
	Parental Talk: Prevention of Internet Addiction	27 Oct 2021	
	Parental Talk (P.1 Parents): Separation Anxiety	31 Oct 2021	
Home-school cooperation	P.1 Orientation	27 Aug 2021	Ms Susana Lai (Mistress of Student Affairs)
	1 st PTA Meeting	23 Oct 2021	PTA Committee
	PTA AGM	23 Oct 2021	PTA Committee All teachers
	Parents' Day	16 Dec 2021	Ms Chan Wai Chuan (Mistress of Academic Affairs)
	Understanding Adolescent Project Parental Workshops	13,20,27 Jan 2022 23 Feb 2022	Ms Sung Yi Tim (SSW)
	Speech Therapist (parents' meeting)	Whole year	Ms Yau Wing Chi Ms So Hoi Ling
	Education Psychologist (parents' meeting)	Whole year	Ms Chan Ka Yi Ms Sung Yi Tim (SSW)
	Consultation and liaison with parents	Whole year	Ms Chan Ka Yi Ms Ms Sung Yi Tim (SSW)
Parents' Personal Development	Chinese Workshops for Parents	3, 10, 17, 24 Nov 2021 1 Dec 2021, 11, 18, 25 May 2022 1, 8 Jun 2022	Ms Chan Lau Yu (Chinese Panel Head)
	Parent Volunteers Workshop	1, 8, 15, 17 Dec 2021	Ms Sung Yi Tim (SSW)
	Parent-Child Clay Desserts Making Class	7 Dec 2021	Ms Chan Yuk Wah
	Parent-child Chinese Picture Book Workshop	5 Jan 2022 1 Jun 2022	Ms Yau Shuk Ling
	Zumba Fitness Class	11, 18, 25 May 2022 1, 8, 15 Jun 2022	Ms Sung Yi Tim (SSW)
	Community Visit: M+ Museum & West Kowloon Cultural District	17 Jun 2022	Ms Lee Kwong Yung Ms Sung Yi Tim (SSW)
	Chinese Ink Painting Interest Class	22, 29 Jun 2022 6, 13, 20, 27 Jul 2022	Ms Sung Yi Tim (SSW)

VII. Student Performance

1. Students' Physical Development

Physical activities are critical for young children's development. Considering that primary school children learn best when they are actively engaged in their environments, it is essential that we provide them with ample opportunities to explore the environments by moving, touching, experimenting, and manipulating different objects, and materials. Our school has implemented 'School Physical Fitness Award Scheme' organized by EDB for many years to promote our students' physical well-being, participants had to perform a variety of physical fitness tests.

There are 4 items included in the test, which are 1. Bent-knee sit-ups, 2. Sit-and-reach, 3. Endurance run, and 4. Hand grip. Due to the Covid-19 pandemic situation, students still had to wear masks when they perform exercises. Students could only perform some low intensity exercises at school, so only items 2 and 4 were measured. As there is a significant drop of amount of exercise that students do in their leisure time and at school, it was found that student performance in sit-and reach and hand grip was not as good as before.

On the other hand, a school-based program – Fun Fitness Award Scheme aimed to strengthen students' physical fitness was implemented in order to boost and encourage students to do more exercise and physical activities in their daily life. Most of the students met the basic goal of at least doing exercise 60 minutes a day in 15 days a month, cumulatively for 2 months. 40 students got gold award, 55 students got silver award and 100 students got bronze award. However, to greatly improve the students' physical fitness level, doing enough amount of exercise is not enough, a balanced diet is equally important.

2. External Competitions and Awards

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	Hong Kong Drama Festival 2021/22	HKAC Art School and EDB	Award of Outstanding Performer	4A Abbas Mohamad Ayaan 6B Brahmbhatt Veer Mrunal 6A Rivera Matthew Mangiliman 6A Gurung Sacheen
			Hong Kong Drama Festival Adjudicators' Award	6A Shahid Haniya 6A Nshizirungu Yousila 6A Onwufuju Jenet Chinonso 6A Gurung Esme
	73rd Hong Kong Schools Speech Festival – English Speech	Hong Kong Schools Music and Speech Association	Second	3A Chowdhury Md. Salif
			Third	3D Bibi Umme Habiba 4A Kabanda Davinci

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	73rd Hong Kong Schools Speech Festival – English Speech	Hong Kong Schools Music and Speech Association	Certificate of Merit	1A Balgos Lovely Valentines 1A Bangura Happiness Nofy 1A Brotamonte Olivia Rae 1B Chan Sze Yu 2A Bajracharya Samara 2A Bernardino Cassandra Danielle Go 2A Rahaman Tasnima 3A Buhary Hallaji 3A Gurnani Yashneil Zachary 3A Nguyen Kin Ho 3B Gabriel Joshua Jedidiah 3B Hossain Abdullahil Muyeed 3C Mangukiya Angel Alpeshkumar 3C Md Yeasin Inshirah-E-Kibria Ansha 3C Rai Smarika 3C Saadeldin Tabarak Magdy H. 3D Bhatt Riddhima 3D Chua Damara Margareth 3D Gurung Arwina 3D Hashir Ali 3D Sodhi Eshaan 4A Azad Tahmid Al 4A Gurung Everest 4A Limbu Pomu Inusha Hangma Eva 4A Rai Prakiti 4B Mohammad Noor Fatima 4B Somal Jasraj Kaur 4D Gurung Aisllen 4D Rai Arena 5A Buhary Saleemah 5A Shavuot Catherine Hutabarat 5A Wan Pok Yin 6A Nshizirungu Yousila 6A Onwufuju Jenet Chinonso 6A Rivera Joshua Mangiliman 6A Rivera Matthew Mangiliman 6A Shahid Haniya 6B Gaucher Nathan Keiz 6B Gurung Arwin 6C Gurung Grishma 6C Md Yeasin Insha-E-Kibria Azrin 6C Shafeeq Sara 6D Harper Justin Ross

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	Inter-School Calligraphy Competition	Hong Kong Federation of Education Workers	Superior Award	6A Gurung Sacheen 6A Shahid Haniya
	Inter-Primary Schools Treasure Hunt Competition	HKMA David Li Kwok Po College	First Runner-up	6A Chhetri Jeremy Ninsan 6A Lo Ho Fung 6A Mmaduabuchukwu Ebubechukwu Divine 6A Zhang Ho Wai
			Second Runner-up	6A Abubakkar Rayyan Rasheed 6A Dhungana Aron 6A Li Chun Yim 6B Lee Ho Yin Alex
	International Competitions and Assessments for Schools (ICAS)	UNSW Global Assessments	High Distinction	6A Shahid Haniya
			Distinction	5A Qasim Ayyan 5A Rai Jonas 5A Ali Hussain Ahmad 5A Chan Chak Wing 5A Chan Marko Pharrel 5A Gurung Ivna 5A Limbu Yojan Hang 6A Bataller Scarlett Ainsley 6A Li Chun Yim 6A Rivera Matthew Mangiliman
			Credit	5A Buhary Seleemah 5A Ismail Jarif 5A Jamieson Dandrae Bill 5A Limbu Niyara 5A Pumicpic Zherafin 5A Rai Prasanna 5A Singh Manvir 5A Tamang Shemyong 5A Thapa Aaron 5A Palacio Kissziel De Guzman 5A Palayam Ahamed Kabeer 5A Kadhija Sarah 5A Shavuot Catherine Hutabarat 5A Zamora Princess Megan Angela 5A Thapa Kyaresh 5A Tomale Ariana Jaslynn 5B Bibi Ashtalfa 5B Hwang Taesung Aaron 5B Sarwar AlzoyanChhantyal 6A Chhantyal Leesa 6A Chhetri Jeremy Ninsan

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	International Competitions and Assessments for Schools (ICAS)	UNSW Global Assessments	Credit	6A Gurung Amon 6A Gurung Esme 6A Gurung Sacheen 6A Habib Farwa 6A Limbu Christopher 6A Limbu Noyem 6A Lo Ho Fung 6A Onwufuju Jenet Chinonso 6A Rivera Joshua Mangiliman 6B Sen Sujana
			Merit	5A Riju Ryan 5B Singh Yuvraj 5C Gurung Ocean 6A Kaba Koulitim 6A Zhang Ho Wai 6B Chemjung Michael Hang Meren 6B Gaucher Nathan-Keiz 6B Hayat Abdul Basit
	Tell -a-tale (Story Writing) Competition	Teacup Productions	First	3A Torin Zeynep
			Second	4A Sherpunja Susang Nina 5A Limbu Yojan Hang
			Third	3A Khan Aleena 6A Shahid Haniya
	Chinese	第 73 屆香港學校朗誦節—詩詞獨誦	Hong Kong Schools Music and Speech Association	Champion
2 nd Runner-up				3A Yung Holden 6A Li Chun Yim
Certificate of Merit				1A Yung Adele 1A Lam Yau Hei 1B Chan Sze Yu 2A Odunukwe Ifeoma Precious Angeline 2A Tse Tsz Yau 2B Lau King Yip Bevis 3A Gracia Irene Sarwono 3A Chiu Ka Kit David 4B Khan Inshira 5A Li Sum Yi 6A Ihsan Emaan 3B Huang Yik Hin

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
Chinese	第 73 屆香港學校朗誦節—詩詞獨誦	Hong Kong Schools Music and Speech Association	Certificate of Proficiency	1B Zou Tsz Hin 1B Liang Hoi Lok 2A Ng Sze Ching 2A Dimla Dhale Irish Donato 2A Yung Jordan 2A Lee Sung Hak 2A Galura Joshua Cash 3A Nguyen Kin Ho 3A Gurnani Yashneil Zachary 4B Wang Erica 4A Chong Tsz Kiu 4B Mohammad Noor Fatima 4B Lo Chun Hei Nicholas 5A Lu Wing Yan 6A Shahid Haniya 6B Chui Nga Ching
	「習字修心」全港小學生硬筆書法比賽	羅氏慈善基金	初小組優異獎	3A Ng Shing Yau
Maths	Rummikub Competition	HKTA The Yuen Yuen Institute No.1 Secondary School	Participation	5A Ghani Mohamedu A.K. Hafeef Ghani 5A Li Sum Yi 5A Lu Wing Yan 5A Qasim Ayyan
	International Competitions and Assessments for Schools (ICAS)	UNSW Global Assessments	Distinction	5A Chan Chak Wing 5D Venkannagari Chanakya Reddy
			Credit	6A Chhetri Jeremy Ninsan 6A Gurung Chris 6A Gurung Sacheen 6A Li Chun Yim 6A Limbu Christopher 5A Ali Hussain Ahmad 5A Li Sum Yi 5A Rai Jonas
			Merit	5A Ismail Jarif 5A Singh Manvir
Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools	EDB and Hong Kong Federation of Education Worker	Participation	6A Gurung Esme 6A Dhungana Aron 6A Rivera Joshua Mangiliman 6A Rivera Matthew Mangiliman	

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
IT	2021 LEGO® Technic™ The Best Competition (「LEGO® Technic™ 之最」比賽暨頒獎禮)	Silicon Workshop Limited	LEGO® Technic™ The Most : Off-Road vehicle obstacle race Champion	6A Gurung Sacheen 6A Rivera Joshua Mangiliman 6A Rivera Matthew Mangiliman
	Robofest Hong Kong Regional Selection Category:APP	Lawrence Technological University Robofest Hong Kong	2 nd Place	6A Gurung Sacheen
			3 rd Place	6A Rivera Matthew Mangiliman
			Silver Award	6A Rivera Joshua Mangiliman
	STEM Design Competition 2022	Codesmine S.T.E.A.M. Learning Centre	Most Creative Invention Award	6A Gurung Sacheen
			Best Design Award	6A Rivera Joshua Mangiliman
			Most Creative Idea Award	6A Rivera Matthew Mangiliman
	Robofest Online World Championship Junior Exhibition	Lawrence Technological University Robofest	Innovation Award	6A Chhetri Jeremy Ninsan 6A Gurung Sacheen 6A Rivera Joshua Mangiliman
			Top 5 out of 190 schools worldwide	6A Rivera Matthew Mangiliman 6A Zhang Ho Wai
	Library	Tell-a-tale Storytelling Competition 2021-2022	Teacup Production & SCOLAR	1 st Place
Merit				3A Sin Nga Si 3A Gurnani Yashneil Zachary 4A Chong Tsz Kiu 5A Li Sum Yi 6A Ihsan Emaan
P.E.	Kowloon West Area Inter-Primary Schools Athletic Competition	The Hong Kong Schools Sports Federation	3 rd Place (100m)	6A Mmaduabuchukwu Ebubechukwu Divine
			3 rd Place (Long jump)	6B Verma Gaurish
			1 st Place (Long jump)	4B Somal Jasraj Kaur
			1 st Place (Softball)	6B Ahmad Attiq 5B Waqas Muhammad

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
P.E.	Kowloon West Area Inter-Primary Schools Athletic Competition	The Hong Kong Schools Sports Federation	Boys Grade A Overall 2 nd place	6A Dhungana Aron 6A Mmaduabuchukwu Ebubechukwu Divine 6B Verma Gaurish 6B Ahmad Attiq 5D Azhar Mohammad Umair 5C Muhammad Fahad
			Girls Grade C Overall 4 th place	4A Mmaduabuchukwu Amarachukwu Favour 4B Somal Jasraj Kaur 4C Bieni Chiyerem Favour
Urdu	Inter-Primary Schools Hindi/Urdu Story Telling Competition 2021/22	Sir Ellis Kadoorie Secondary School (West Kowloon)	Champion	6A Shahid Haniya
			First Runner-up	5D Eman
			Merit Award	6C Zaib Shah
Music	74th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Silver Award	3A Aliya Kiyani 4A Chong Tsz Kiu 4B Lo Chun Hei Nicholas
			Bronze Award	3A Rasco Xijan 3A Rai Mi Hang 3A Daganzo Berlin Aoki 6A Shahid Haniya 6A Nshizirungu Yousila
Others	Disaster Preparedness Ludo Competition (Semi-final)	Hong Kong Red Cross	Champion	6A Shahid Haniya 6B Pun Dilasha
	Fred Hollows Humanity Awards	The Fred Hollows Foundation	Merits	6A Shahid Haniya

3. Internal Competitions and Awards

Subject	Name of Competitions	Level	Awards	Awardees
IT	I.T. Inter-class Competition 2021-2022 (1 st Term)	P.2	Champion 1 st Runner-up 2 nd Runner-up	2A Subba Aahan 2A Mmaduabuchukwu Chijindu Bright 2A Muhaimin Nasif
		P.3	Champion 1 st Runner-up 2 nd Runner-up	3A Chowdhury Md. Salif 3A Yung Holden 3A Ng Shing Yau
		P.4	Champion 1 st Runner-up 2 nd Runner-up	4A Maria Emad Amin Barbary Sedrak 4A Baylon Andrea Joy Bana 4A Gurung Everest
		P.5	Champion 1 st Runner-up 2 nd Runner-up	5A Jamieson Dandrae Bill 5A Palacio Kissziel De Guzman 5A Tamang Shemyong
		P.6	Champion 1 st Runner-up 2 nd Runner-up	6A Gurung Sacheen 6A Rivera Joshua Mangiliman 6A Rivera Matthew Mangiliman
IT	I.T. Inter-class Competition 2021-2022 (2 nd Term)	P.1	Champion 1 st Runner-up 2 nd Runner-up	1A Santos Aiden Miles Andrade 1A Lam Yau Hei 1A Khandaker Zainab
		P.2	Champion 1 st Runner-up 2 nd Runner-up	2A Mmaduabuchukwu Chijindu Bright 2A Chen Dexun 2A Narsidah Raka Subekhan Mahmood
		P.3	Champion 1 st Runner-up 2 nd Runner-up	3A Rai Mi Hang 3A Muhammad Aliya Kiyani 3A Limbu Sudin
		P.4	Champion 1 st Runner-up 2 nd Runner-up	4A Khan Mahrukh 4A Limbu Ingsa 4A Limbu Pomu Inusha Hangma Eva
		P.5	Champion 1 st Runner-up 2 nd Runner-up	5A Qasim Ayyan 5A Limbu Yojan Hang 5A Lu Wing Yan
		P.6	Champion 1 st Runner-up 2 nd Runner-up	6A Zhang Ho Wai 6A Abubakkar Rayyan Rasheed 6A Gurung Nemis
Visual Arts	Parent-Child Up-cycle Christmas Decoration Competition	P.1	Champion 1 st Runner-up 2 nd Runner-up Consolation	1A Suataron Yemesh Kee Vosotros 1C Thapa Swornima 1A Ye Sana 1B Pun Shuhan

Subject	Name of Competitions	Level	Awards	Awardees
Visual Arts	Parent-Child Up-cycle Christmas Decoration Competition	P.2	Champion 1 st Runner-up 2 nd Runner-up Consolation	2D Lau Jason Luthvian 2B Gurung Arina 2A Ng Sze Ching 2B Francia Adam Bradley
		P.3	Champion 1 st Runner-up 2 nd Runner-up Consolation	3C Wong Hiu Yan Adler 3A Ng Shing Yau 3D Chua Damara Margareth Nano 3B Salvador Kataleya Faith Panuncio
		P.4	Champion 1 st Runner-up 2 nd Runner-up Consolation	4A Wanem Muingso 4A Baylon Andrea Joy Bana 4A Singh Raghav 4B Somal Jasraj Kaur
		P.5	Champion 1 st Runner-up 2 nd Runner-up Consolation	5A Zamora Princess Megan Angela 5C Gurung Uman 5A Leung Lucas 5A Tamang Shemyong
		P.6	Champion 1 st Runner-up 2 nd Runner-up Consolation	6A Limbu Mimingsha 6C Chong Danson Jones Elauria 6A Thapa Magar Subani 6A Shahid Haniya
	Empathy Poster Design Competition	P.1	Champion 1 st Runner-up 2 nd Runner-up Consolation	1C Rai Nirvae 1B Tong Muk Chi 1B Pun Shuhan 1A Yung Adele
		P.2	Champion 1 st Runner-up 2 nd Runner-up Consolation	2A Khan Aqsa 2A Pun Prathana 2A Bajracharya Samara 2B Liang Carmen Ka Man
		P.3	Champion 1 st Runner-up 2 nd Runner-up Consolation	3A Khan Aleena 3A Ng Shing Yau Ason 3C MD Yeasin Inshirah-E-Kibria Ansha 3C Rai Smarika
		P.4	Champion 1 st Runner-up 2 nd Runner-up Consolation	4A Sahar Malaika 4A Ayza Abeer 4B Somal Jasraj Kaur 4B Ayesha Sana
		P.5	Champion 1 st Runner-up 2 nd Runner-up Consolation	5A Buhary Saleemah 5B Aron Hwang 5D Venkannagari Chanakya Reddy 5B Talhat Anwar Mahmood Bin Arshid

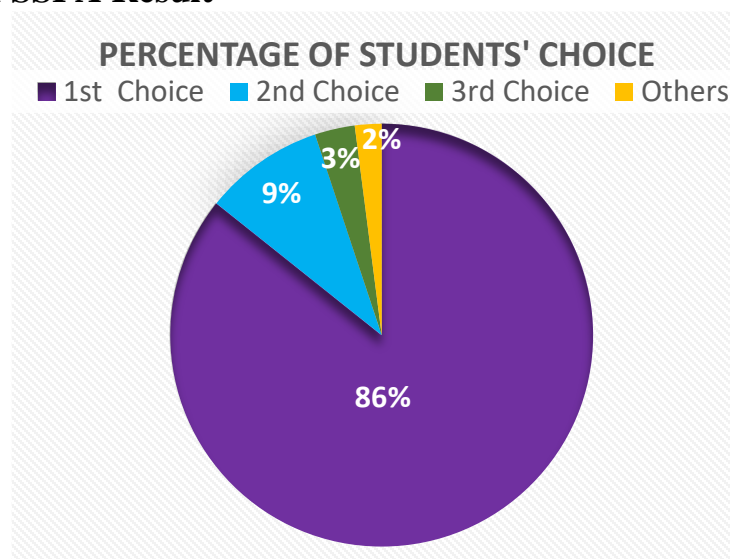
Subject	Name of Competitions	Level	Awards	Awardees
Visual Arts	Empathy Poster Design Competition	P.6	Champion 1 st Runner-up 2 nd Runner-up Consolation	6A Thapa Magar Sneha 6A Shahid Haniya 6B Ale Gia 6A Gurung Esme
	Responsible Student Poster Design Competition	P.1	Champion 1 st Runner-up 2 nd Runner-up Consolation	1A Jamal Ayesha 1A Yung Adele 1D Sreenivasa Vihaan 1B Rai Ekihing
		P.2	Champion 1 st Runner-up 2 nd Runner-up Consolation	2A Khan Aqsa 2B Liang Carmen Ka Man 2D Harbhajan Jasmeet Khur 2A Dhaliwal Jasnoor Singh
		P.3	Champion 1 st Runner-up 2 nd Runner-up Consolation	3A Khan Aleena 3A Limbu Sudin 3A Rai Mi Hang 3D Khan Jamal
		P.4	Champion 1 st Runner-up 2 nd Runner-up Consolation	4C Sabirulla Jasmeena 4D Tantripa Eyasria Khan 4A Limbu Ingsa 4C Rai Prazna
		P.5	Champion 1 st Runner-up 2 nd Runner-up Consolation	5A Zamora Princess Megan Angela 5A Rajakumar Hadassan 5B Talhat Anwar Mahmood Bin Arshid 5B Hwang Taesung Aaron
		P.6	Champion 1 st Runner-up 2 nd Runner-up Consolation	6A Thapa Magar Subani 6A Gurung Sacheen 6A Gurung Esme 6A Rivera Matthew Mangiliman

4. Scholarships:

Name of Scholarship	Organization	Awardees
Harmony Scholarship	Home Affairs Department	4A Gurung Everest 5A Li Sum Yi 6A Shahid Haniya 6A Gurung Sacheen
徐美琪助學金	Hong Kong Chaoren Shamshuipo Clans Association Limited	5B Abbas Anaya 5C Mohammad Zariab
徐美琪傑出才藝獎		6A Thapa Magar Subani
徐美琪體育卓越獎		4B Somal Jasraj Jaur
Elsie Tu Education Fund Improvement Award	Elsie Tu Education Fund/ New Youth Hong Kong	6A Rivera Matthew Mangiliman 6A Rivera Joshua Mangiliman 6A Shahid Haniya
九龍西區飛躍非華語小學生中文學習獎勵計劃-中文傑出表現獎	新家園協會、 Home Centre Support Services for Ethnic Minorities	6D Mangalinao Ralph Jacob Sabinano 4A Khan Mahrukh 4A Gurung Everest 5B Abbas Anaya 6A Rivera Matthew Mangiliman
九龍西區飛躍非華語小學生中文學習獎勵計劃-中文飛躍進步獎		4A Areeb Fatima 4C Khan Bibi Amnah 4D Shamama 5A Buhary Saleemah 5C Muhammad Fahad 5D Khan Arsh 6A Shahid Haniya 6B Sen Sujana 6C Iftikhar Ifza 6D Najaf Ghaina Haider

5. 2020 – 2022 Secondary School Places Allocation (SSPA)

i. Percentage of SSPA Result



ii. SSPA Result (by school)

2020-2022 Secondary School Places Allocation Results
Maryknoll Convent School (Secondary Section)
La Salle College
Wah Yan College, Kowloon
Holy Trinity College
Bishop Hall Jubilee School
United Christian College
HKMA David Li Kwok Po College
True Light Girls' College
Carmel Secondary School
Tsung Tsin Christian Academy
CCC Ming Yin College
Cheung Sha Wan Catholic Secondary School
HKSYC & IA Wong Tai Shan Memorial College
Maryknoll Fathers' School
St Francis Xavier's College
Tak Nga Secondary School
Cognitio College (Kowloon)
Concordia Lutheran School
LKWFSL Lau Wong Fat Secondary School
Po Leung Kuk Tong Nai Kan Junior Secondary College
Delia Memorial School (Broadway)
Delia Memorial School (Glee Path)
Delia Memorial School (Hip Wo)
Islamic Kasim Tuet Memorial College
Kowloon Technical School
Wai Kiu College
YPI & CA Lee Lim Ming College
Sir Ellis Kadoorie Secondary School (West Kowloon)
Salesians Of Don Bosco Ng Siu Mui Secondary School
Caritas Wu Cheng-Chung Secondary School
SKH Holy Carpenter Secondary School
Tai Po Sam Yuk Secondary School
Confucius Hall Secondary School
Tack Ching Girls' Secondary School

VIII. Achievement and Reflections on Major Concerns

1. Major Concern 1:

Nurturing students to become confident and enthusiastic life-long learners

Achievement

Over the last year, concerted efforts have been made to nurture students to become confident and enthusiastic life-long learners. First, various learning strategies and study skills, such as highlighting key words, dictionary skills, notetaking and mind map, were taught in the 4 core subjects through pre-lesson enquiry and self-reflection. According to the data in a survey, over 70% of the students were able to apply various learning strategies and study skills in their learning tasks. From the scrutiny of students' assignments, we found that most of the students used the notetaking skills learnt in class to organize ideas in English and General Studies notetaking worksheets or exercise books, Math Friday Award Scheme, Chinese Word Bank (中文錢箱) etc. It was perceived that students generally became more self-regulated and autonomous in the learning process.

According to the Collaborative Lesson Planning Records, two learning tasks for students to employ different learning strategies and study skills were enriched in each term. Furthermore, extensive learning tasks were also assigned to more capable students.

According to the data in a survey, over 70% of the students agreed that e-learning resources and reading links provided by subject teachers on Google Classroom were useful in developing their self-learning strategies and study skills. The licensed e-platform 'RainbowOne' was purchased for students learning Chinese. Some parents of lower primary students reflected that this platform was helpful for students to achieve self-learning during the class suspension period.

Due to the COVID-19 and the social distancing requirement, LCU Showcase was cancelled. However, over 70% of the students still agreed that the display of their work on Classroom Display Board or Newsflash Articles could develop their confidence and enthusiasm in learning. Besides, subject teachers of General Studies arranged News Sharing on Classroom Display Board or on Google Classroom bi-weekly. This raised students' awareness on current affairs and news around the world and thus develop their enthusiasm in learning.

In cultivating students' problem solving and critical thinking skills, some of the STEM learning activities were affected by the half-day schooling arrangement and reduced teacher-student interaction during online lessons. According to the data in a survey, there's still over 70% of students agreed that STEM learning activities and solution-based challenges in different KLAs (Chinese, English, Math, GS & VA) were able to develop their problem solving and critical thinking skills. For example in P.6 General Studies, subject teachers conducted a lesson on lever systems. Students used daily tools to learn the skills and apply them in daily life. Besides, students learnt coding skills in ScratchJr and made animations on Scratch. In the preparation for the implementation of CoolThink@JC 2022/23, IT subject teachers found that over 70% of the P.5 & P.6 students were able to apply coding and computational thinking skills in assignments and IT project.

Regarding the implementation of project work such as mini projects, STEAM Project, scientific investigations and mapped module, teachers found that students were greatly involved in the project learning process and students demonstrated critical thinking when solving problems.

This year, our STEM elite group students participated in more than two STEM competitions, which included the International Robot Competition - ROBOFEST HK, Online LegCo Activity, Creative Coder Competition 2021/22, Robotics Intelligence DIY 2022, etc. With the support and guidance of teachers, our students received the Jr Exhibition Innovation Award in the International Robot Competition- ROBOFEST HK. On the other hand, the virtual Croucher Science Week 2022 was launched via Zoom to raise science literacy among P. 4 – P.6 students. Participating in these external STEM-related events and competitions not only broadened students' horizons but also inspired their critical thinking.

Since STEM is important for developing students' critical thinking skills and cultivating their passion for innovation, some school-based activities such as STEM Day, STEM in ECA and STEM interest classes were arranged.

STEM Day is a whole-school activity. There were two activities for students, namely STEMaker activities and iTheatre@class. Students' innovation and problem-solving skills in STEM education were honed through the STEMaker activities. Besides, students' understanding of the potential uses of Artificial Intelligence (AI) in our daily lives was enriched through the iTheatre@class. Teachers found that students showed great interest and they could apply knowledge and skills to solve problems in the activities.

In ECA, 'First step in STEM', 'Technical Lego Club', 'STEM Learning Group' and 'Lego Robotics' were arranged. Students were encouraged to learn in a fun and lighthearted way about STEM. After-school STEM interest classes for Primary 5 and Primary 6 students were also arranged via Zoom. Students' creativity, problem solving skills and innovative mindsets were greatly enhanced.

In nurturing students' reading habits and enhancing their reading abilities, different Reading Programs were launched this year. Over 75% of students had participated in at least 1 Reading Program. In addition, P.4 students were also benefited from the support of QTN-S Mathematics Learning Circle. They read some Math reading books which were prepared by our school. They finished their reading task "Sharing Diary" with great interest. On the other hand, a whole-year reading scheme, the Weekend Reading Scheme was conducted for all students. According to the data in a survey, over 75% of the students could achieve the assigned number of books in the Reading Award Scheme. This reading culture and students' reading habit were preliminarily established.

On the other hand, some selected students joined Tell-a-tale Children's Storytelling Competition and Writing Competition 2021-22 held by Teacup Productions (HK). With the support and guidance of our school librarian and NET teacher, students' biliteracy and trilingualism as well as writing skills were developed in a fun and interactive manner. The participants got very promising results in the competitions too.

Due to class suspension, the Parents' Reading Workshops originally arranged by the school librarian were cancelled. However, two parent-child Chinese Picture Reading Workshops were arranged at school by the Curriculum Mistress and Chinese Subject Panels. Guest speaker, CanCanMa, was invited to share the strategies of picture book reading with the participants.

To better equip our teachers on recent trends in pedagogy, workshops about STEM and IT were arranged for teachers. We arranged School-based Teacher Professional Development Program this year. Over 80% of the teachers agreed that the workshops and talks such as Training Workshop on Google Classroom, Introduction of HKEdCity Services, STEM Activities in Mathematics and General Studies, Questioning Techniques by NET Section or Chinese Picture Book Reading Workshops could enhance their professional knowledge.

Besides, P.4 Math subject teachers also reflected that the support from the QTN-S Network Coordinating School was useful, especially the design of P.4 subject-based reading strategies into School based Curriculum to promote reading. Apart from this, subject teachers had joined the P.3 Chinese GPS Learning Circle and the P.4 English GPS Learning Circle. They also reflected that they did share their teaching strategies and good practices with each other in the collaborative lesson planning meetings.

Moreover, our teachers were encouraged to attend workshops and seminars offered by EDB. On the other hand, as was observed in the subject meetings and co-planning meetings, there was always a good sharing culture on teaching strategies among teachers. From the lesson observations, most of the teachers had applied the subject-based teaching strategies or study skills in the lessons.

Reflection

Building on the experience of this year, practices of nurturing students to become confident and enthusiastic life-long learners shall be further enhanced in the coming school year as follows:

1. For the past two years, students were familiar with the use of Google Classroom. Therefore, the use of eResources on Google Classroom will be further developed in different KLAs which would enrich students' learning tasks and study skills.
2. Online Platform(s) for E-learning teaching materials could be purchased so as to enhance students' self-regulating ability and cater for learner's diversity.
3. Since students were interested and engaged in Project-based learning, age-appropriate STEM project learning will be continued.
4. Reading workshops or talks for parents or students with focus on reading skills will be continued in order to create a reading culture both at home and in LCU.
5. With the renovation of STEM Room, the implementation of CoolThink@JC will be carried out. However, the existing number of IT equipment may not be enough. Thus, there is a need to purchase more notebooks or iPads. Teachers are also encouraged to join STEM-related programmes and have sharing among colleagues. Thus, they will be more confident in implementing CoolThink@JC 2022/23.

6. More STEM-related events or competitions will be arranged to widen students' exposure to further inspire their passion for innovation.
7. Chinese GPS Learning Circle and English GPS Learning Circle will be continued. More external resources will be sought. The dissemination of good teaching practices would certainly enhance the professional development of teachers.
8. Talks, workshops and sharing sessions will be incorporated as routine work to enhance teaching and learning on STEAM / computational thinking education.

2. Major Concern 2:

Empowering students to become responsible, empathetic and socially adept young individuals

Achievement

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

Targeting at fostering the sense of responsibility and self-discipline in daily life, the content of values education was deepened. Accordingly, the link between values education and SIP program regarding the learning and teaching of responsibility as Hong Kong Citizens through “HK Stories” was strengthened. Furthermore, thematic talks focusing on responsibility and self-discipline were arranged. Training programs for target students, such as prefects, members of Big Brothers and Big Sisters Program and other student leaders were set up to build up the sense of responsibility of our students.

98% of the teachers agreed that the enhanced element of responsibility in values education was effective in fostering the sense of responsibility among students. Meanwhile, 100% of the teachers noticed that the responsibility training programs are effective in developing their sense of responsibility. Training programs for target students such as prefects, members of Big Brothers and Big Sisters Program and other student leaders could arouse their responsibility in their daily life. As witnessed, these students were able to perform their duty punctually and seriously at designated time and duty post. All these reflected that students build up the sense of responsibility to serve one another. Besides, students were focused when they attended the thematic talks. Having SIP lessons focused on introducing the stories of Hong Kong was an effective measure to develop students’ sense of belongings towards the country.

Targeting at fostering the sense of responsibility on learning, the whole-school approach program – Homework Completion Award Scheme was launched. This program was aimed to facilitate the students to complete their homework with initiation. More than 60% of students can hand in their assignments on time in each phase and 98% of the teachers agreed that the program motivated some academic low achievers to try to complete their homework. The program was able to help them to gain confidence in completing homework. Throughout the program, teachers discovered that the reinforcement was effective in promoting their sense of responsibility.

To promote empathy and mutual understanding, the SIP content through case sharing, role play, teaching forgiveness and respecting one another's differences was deepened. 100% of the teachers agreed that the enhanced element of empathy in values education was effective in fostering empathy and mutual understanding among students. Students experienced empathy by the role-play in the classroom and learnt the concept by case sharing and discussions. Teachers used different measures to instil the concept of empathy from an abstract idea to a real act in students' daily life.

To deepen the idea on the empathy, educational talks on empathy and respecting life were arranged. 98% of the teachers agreed that the educational talks were effective in helping students to show empathy and respect towards life. The content of the talks focused on respect for life and the people around them in their daily life. All participated students understood one another's differences and tried to respect one another at all time.

Furthermore, storytelling activities concerning empathy in Library lessons were arranged. Books on the related theme were purchased and placed in our school library. P.3 students were invited to join the peer reading. Students enjoyed the reading time very much and sharing sessions were effective on deepening their sense of empathy. Students were invited to join the 'tell-a-tale' storytelling competition with the theme as empathy. 98% of the participants agreed that the storytelling activities are effective in fostering empathy. Through participating in the competition, they understood the concept of empathy better and their sense of respecting others was fostered.

Targeting at cultivating among students socially adept behaviour to face the challenges in life, the content of Strive for Improvement Program (SIP) was strengthened to foster students' self-confidence, positive communication skills, ability to take feedback, proper reactions to different situations and law-abidingness. Accordingly, the framework for SIP with the content focused on national education, personal growth, interpersonal skills and empathy was developed to meet the developmental needs of students and the society. From the teacher survey, 100% of the teachers agreed that the SIP framework and content were effective in instilling students the sense of socially adept behaviour. Teachers observed that students showed improvement in positive communication, they were willing to accept others' feedback, and showed proper reactions to different situations.

Due to the gathering ban imposed by the government because of the epidemic, students were not arranged to visit landmarks such as Legislative Council and Bauhinia Square nor attend any exhibitions in person. Nevertheless, virtual tour to Legislative Council Building, online exhibitions, thematic talks and Flag-raising Speech were conducted for students to foster their respect for the rule of law, National Security Law and the Basic Law. From the survey, 100% of the teachers agreed that the talks and speech could help students understand the importance of law-abidingness and how to be a good citizen as the content which fully depicted the development and implementation of the Basic Law in the Hong Kong Special Administrative Region. Through the talks and the speech, students also got to know the relation between the Basic Law and 'One Country, Two Systems'.

Play-based activities – Light-weight Clay, Healthy Life Kids, Board games and Juggling – were organized to help students develop positive communication, follow rules and face the failures in activities. 100% of the teachers agreed that the activities were effective in fostering students’ social skills. In the activities, participants’ strengths were recognized and they learnt to overcome their weaknesses. They could show respect and understanding for one another during and after joining the activities. The activities were able to help them to communicate positively and take feedback effectively.

In September 2021, an educational talk on the topic of law enforcement and law-abidingness was conducted to students of KS1 and KS2. Although the educational talk on effective and positive communication skills was not arranged as an individual event, the content was covered through video watching, case sharing, interaction between students and teachers and related worksheets. 100% of the teachers concurred that the talk was effective in cultivating students’ socially adept behaviour. It had laid a foundation for students to understand the rule of law and facilitated them to respect rules and regulations.

As reflected, the above programs were proven effective in fostering students’ socially adept behaviour to face the challenges in life. For the way forward, school-based value education curriculum will be revised and related programmes / activities will be organized to better meet the developmental needs of the students and the society.

Reflection

1. Owing to the flare-up of Covid-19 since January 2020, gathering bans were imposed and educational outings had to be suspended. Visits to Tai Kwun, Hong Kong Correctional Service Museum, Food Angel, Crossroads and workshops of relevant organisations will be arranged to promote empathy and mutual understanding in the next annual school plan. Virtual tours and mobile exhibitions will be arranged to substitute the authentic tours if the restriction of the pandemic continued.
2. We aimed to empower students to become responsible, empathetic, and socially adept young individuals so that they can face the challenges of tomorrow successfully.
To further cultivate the core values among students, the school-based value education curriculum will be revised with enhanced elements on responsibility, empathy and socially adept behaviour and backed up by thematic talks. Our thematic talks will cover more details about responsibility at home, at school and in the society, empathy and respecting life as well as law-abidingness in the coming academic year. Apart from ‘Homework Completion Award Scheme’, new schemes such as ‘Be a Good Helper in the Family’ and ‘Caring Star Election’ will be carried out for students to show their responsible behaviour at school and at home as well as appreciating other students’ empathetic acts and follow suit.

3. Owing to the flare-up of Covid-19 since January 2020, the gathering ban has been imposed by the government and face-to-face classes were suspended and resumed at various intervals. Such arrangements are not favourable to the implementation of educational outings. As a remedy, the school will arrange students of various levels with virtual tours to different local facilities and landmarks – Tai Kwun, Hong Kong Correctional Museum, Golden Bauhinia Square, Legislative Council, etc., mobile exhibitions with themes such as the Basic Law and National Security Law, and booth games focusing on developing students’ socially adept behaviour throughout the whole academic year to provide them with different forms of activities to consolidate their learning. Furthermore, the educational talks of law enforcement and law-abidingness as well as effective and positive skills will be organized as individual events so that students could be better equipped with the knowledge and skills.

4. To further develop students’ social adept behaviour, the school will organise sensory integration therapy, healthy lifestyle, board games and juggling as play-based activities. Students can therefore acquire the effective skills and knowledge to communicate positively with one another and behave empathetically through play.

5. Through participating in the activities, students are anticipated to interact more effectively with people from all walks of life and become more engaged in the community as responsible, empathetic, and socially adept citizens.

IX. Key Issues of Annual School Plan 2022 – 2023

1. Major Concern 1:

Nurturing students to become confident and enthusiastic life-long learners

Target 1: To enhance students' effective learning strategies and study skills

Strategy 1: Enrich students' various learning strategies and study skills through pre-lesson enquiry, learning activities and self-reflection in order to build up students' good learning habits in the 4 core subjects

Strategy 2: Enrich learning tasks for students to employ different learning strategies and study skills

Strategy 3: Display and share student's work to develop confidence and enthusiasm in learning through classroom display boards, Newsflash articles or LCU Showcase

Strategy 4: Provide e-learning resources in school website / google classroom platform for self-learning in different KLAs

Target 2: To cultivate problem solving and critical thinking skills

Strategy 1: Teach and develop students' coding and computational thinking skills in IT lessons for the implementation of CoolThink@JC

Strategy 2: Enrich STEM learning activities and offer solution-based challenges in different KLAs (Chinese, English, Math, GS & VA)

Strategy 3: Implement mini projects / STEAM Project, scientific investigations and mapped module/ IT inter-class competition

Strategy 4: Arrange STEM related school-based competitions and inter-school competitions

Target 3: To nurture students' reading habits and enhance their ability

Strategy 1: Launch various Reading Programs such as Weekend Reading Scheme and eRead Scheme to enhance students' reading habits

Strategy 2: Implement Reading Award Schemes such as eWorks Award Scheme, Reading Challenge and Reading Competition to enhance students' reading ability

Strategy 3: Organize Reading Workshops / Talks to promote reading for parents / students

Strategy 4: Develop subject-based reading strategies and enrich reading tasks for teaching different reading skills (e.g. inferring and summarizing)

Strategy 5: Expose students to a variety of texts and topics through theme books display in the library and reading across the curriculum

Target 4: To enhance teachers' professional development on recent trends in pedagogy

Strategy 1: Organize teachers' workshops or talks on STEAM / computational thinking education and other relevant themes

Strategy 2: Transfer of knowledge and cross fertilization among schools and teachers on reading strategies, subject-based or self-learning strategies

Strategy 3: Discuss teaching strategies and evaluation of their effectiveness in collaborative lesson planning meetings

2. Major Concern 2:

Empowering students to become responsible, empathetic and socially adept young individuals

Target 1: To foster the sense of responsibility and self-discipline in daily life

Strategy 1: Arrange thematic talks -sense of responsibility and self-discipline in daily life to let students understand what their roles are as a responsible person at school, at home and in the society

Strategy 2: Enhance the element of responsibility in values education through case sharing and role-play to let the students' learn to be a responsible Hong Kong Citizen

Strategy 3: Implement the whole-school approach program - Homework Completion Award Scheme (4 phases in the school year)

Strategy 4: Launch home school cooperation scheme - Be a good helper in your family (2 phases in the school year)

Strategy 5: Arrange responsibility training programs for members of Big Brothers and Big Sisters Program, School Prefects, Flag-raising Team and Mentors of Mentorship Program to nurture their value on how to be a responsible team member

Target 2: To promote empathy and mutual understanding

Strategy 1: Arrange educational talks on empathy, respecting life and life-warriors (e.g. Disabled Athletes) will be invited

Strategy 2: Enhance the element of empathy in values education through case sharing, role-play, teaching forgiveness and respecting one another's differences

Strategy 3: Launch the 'Caring Star Election' in the class in each term for students to appreciate the empathetic acts and behavior of their classmates

- Strategy 4: Arrange target students to participate in social services such as flag-selling, visit to special schools and elderly homes and gift donation with elderly and people with special needs
- Strategy 5: Organize community visits and workshops to Food Angel, Crossroads and Feeding Hong Kong
- Strategy 6: Arrange experiential learning programs or workshops to understand the need of the elderly (e.g. Eldpathy) and the blind
- Strategy 7: Arrange peer reading and storytelling activities concerning empathy in Library lessons

Target 3: To cultivate socially adept behavior to face the challenges in life

- Strategy 1: Arrange educational and thematic talks and mobile exhibitions with law and order as the theme on law-abiding behavior (law-abidingness), respect rule of law, National Security Law and law enforcement (conducted by the police).
- Strategy 2: Conduct the virtual visit to Tai Kwun and Hong Kong Correctional Service Museum Law-abiding behavior
- Strategy 3: Enhance the element of socially adept behavior on fostering self-confidence with positive communication skills and the ability to take positive feedback and proper reactions to different situations and law-abidingness
- Strategy 4: Organize support programs like developmental group programs and play-based activity including Sensory Integration Therapy, Build up Healthy Lifestyle, Juggling and Board Games to develop students' effective and positive communication skills