



**Li Cheng Uk  
Government  
Primary School**

# **Annual School Report 2022-2023**



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# Annual School Report 2022-2023

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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.

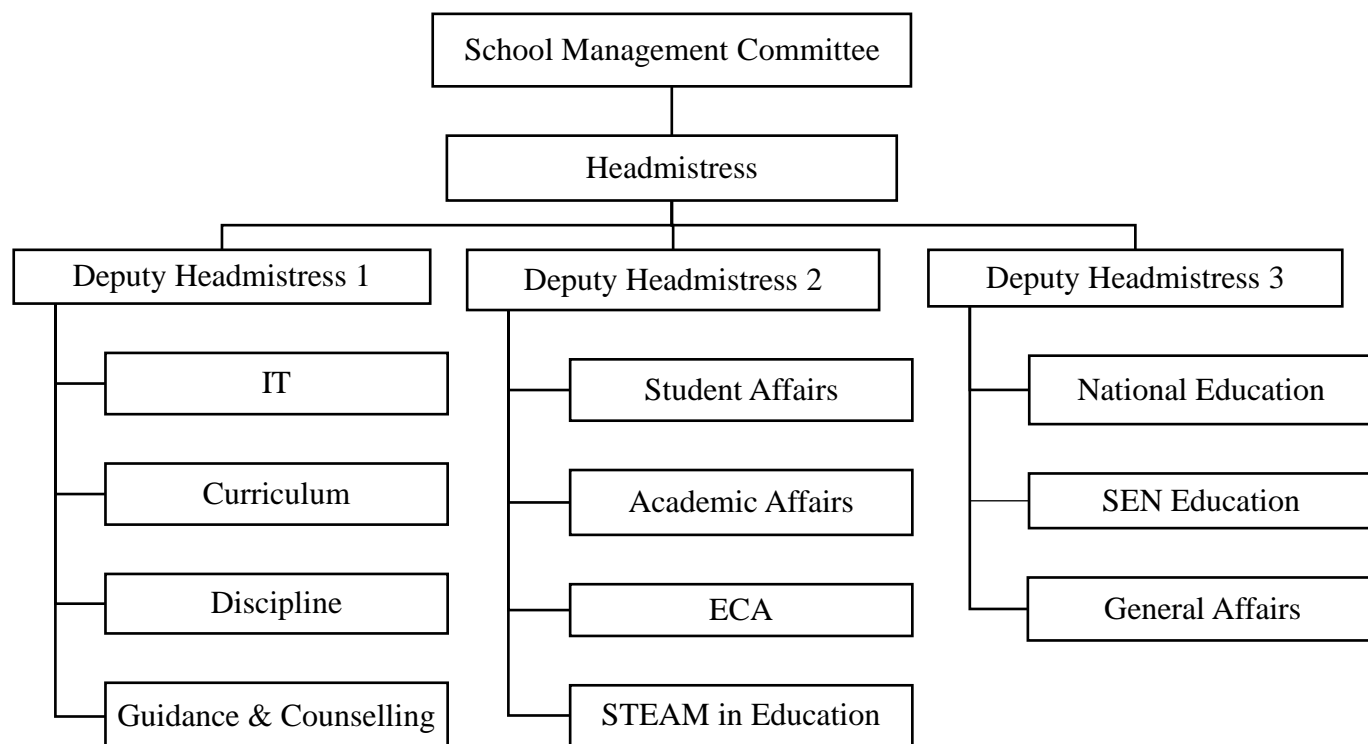
## 3. School Management

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. Subba Sucheetra
Teacher Managers	Ms. Tang Sui Fan Ms. Sin Kit Ying
Community Members	Mr. Ediberto C. Billones Mr. Lee Fook Hon, Stephen

## 4. School Organization



## 5. School Facilities

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

English Room	Visual Arts Room	Music Room
Computer-assisted Learning Room	STEAM Lab	Library
Student Activity Centre	Counselling Room	Interview Room
Reading Rooms	Assembly Hall	Playground

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

## II. Our Students

### 1. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	4	4	4	4	4	4	24
Capacity	116	116	112	112	128	132	716
Boys	58	54	56	62	71	70	371
Girls	50	40	49	57	58	56	310
Total Enrolment	108	94	105	119	129	126	681

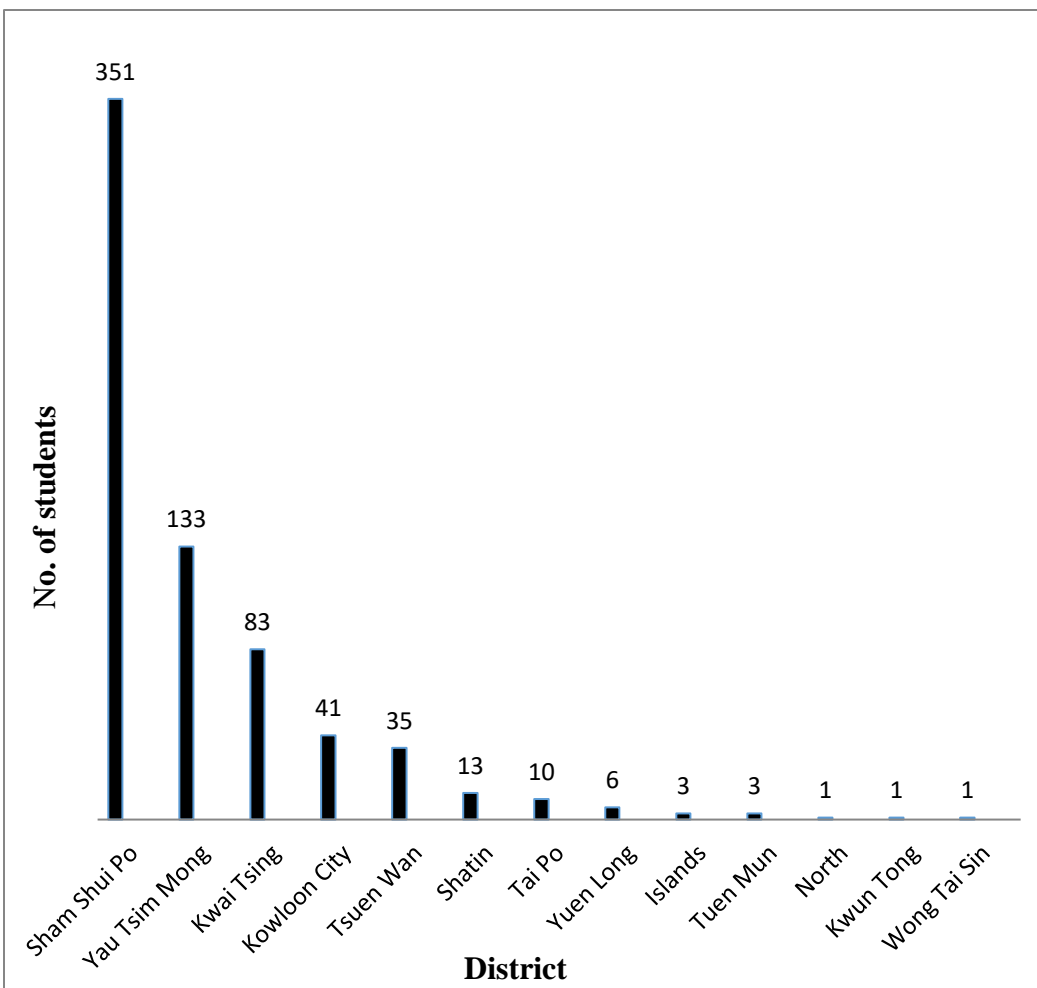
### 2. Number of Unfilled Places

P.1	P.2	P.3	P.4	P.5	P.6	Total
8	22	7	0	0	6	43

### 3. Ethnic Distribution of Students

Ethnic groups	Boys	Girls	Total	Percentage
Pakistani	137	110	247	36%
Nepalese	78	69	147	22%
Filipino	35	31	66	10%
Indian	41	23	64	9%
Chinese	35	21	56	8%
Others	44	57	101	15%
<b>Total</b>	<b>370</b>	<b>311</b>	<b>681</b>	<b>100%</b>

#### 4. Residential Distribution of Students



#### 5. No. of Active School Days:

Level	Primary 1 to Primary 6
No. of Active school Days	191

#### 6. Attendance

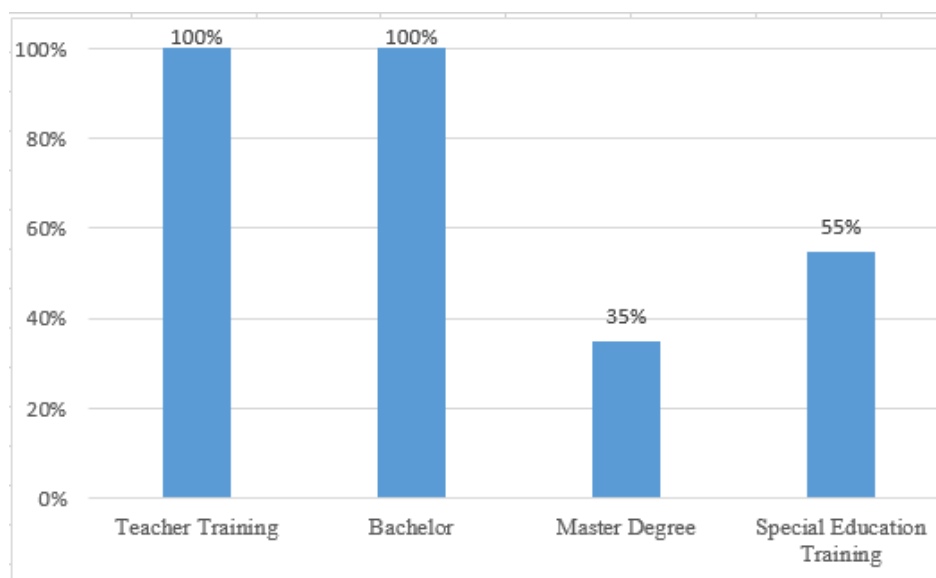
Level	P.1	P.2	P.3	P.4	P.5	P.6
1 <sup>st</sup> term	90%	86%	91%	90%	92%	90%
2 <sup>nd</sup> term	88%	90%	90%	91%	91%	89%

## III. Our Teachers

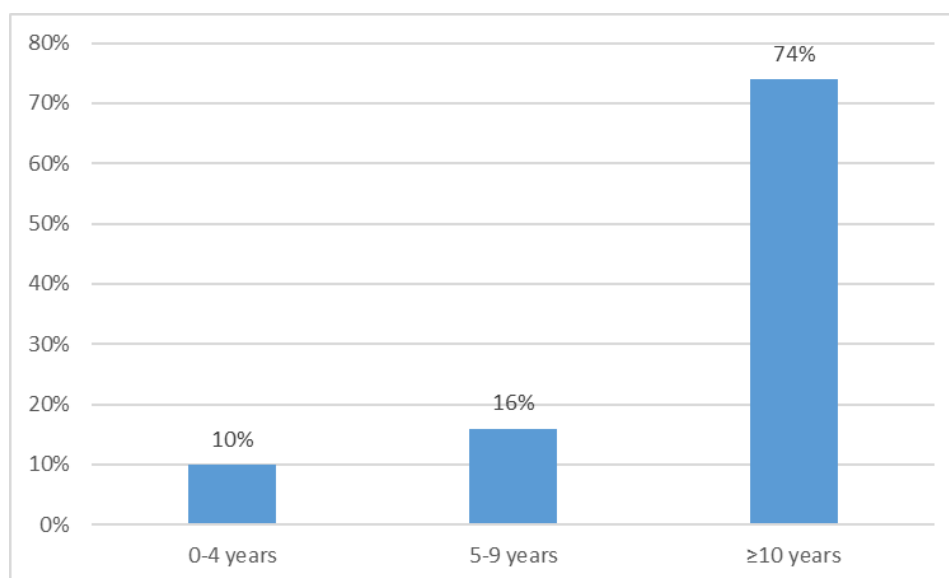
### 1. Staff Establishment

51 Teaching Staff	1 Headmistress, 3 Deputy Heads, 11 Senior Teachers, 1 Librarian, 1 NET & 34 Teachers
2 Professional Staff	1 School Social Worker, 1 Speech Therapist
12 Support Staff	1 ITRO, 1 TSS, 1 SAA & 7 TAs,
16 Clerical Staff and Janitors	1 SAE, 1 ACO, 3 CAs, 1GC, 5 WMs & 5 Janitors

### 2. Teachers' Qualification



### 3. Teaching Experience





## 4. Teachers' Professional Development

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
P.4 Chinese Story Books Learning Circle	Whole year	Chinese	Curriculum Mistress and P.4 Chinese Teachers	EDB
QEF Project: Integrating Social and Emotional Learning into the English Language Curriculum (P.4)	Whole year	English	P.4 English Teachers	Faculty of Education The Chinese University of Hong Kong
English Learning Circle among GPS: e-Reading cum Reading across the Curriculum (P.5)	Whole year	English	P.5 English Teachers	EDB

### Staff Development Day:

Title/ Activity	Month	Personnel	Organizer
Government Primary School Joint-School Staff Development Day 2022 /23	January 2023	All Teachers	EDB

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

Topic	Month	Attendees	Speaker
Training Workshop on Team Building	September 2022	All Teachers	Educators from Playful Bricker

<b>Topic</b>	<b>Month</b>	<b>Attendees</b>	<b>Speaker</b>
First Aid Course on CPR and AED	September 2022	PE Teachers	Officers from Fire Services Department
Training on the Use of Interactive Display Board	September 2022	IT Teachers and Math Teachers	Officer from Fujitsu Hong Kong
Zoom Seminar on Mental Health	September 2022	All Teachers	Dr Christian Chan Associate Professor of Department of Psychology University of HK
Workshop on LEGO Spike	October 2022	GS Teachers	Educator from Trumptechn Digital Education Services Ltd.
Workshop on Google Classroom and Zoom for New Teachers	October 2022	New Teachers	Ms Kwok Yan Yi LCU IT Stream
Introduction to CoolThink @JC Program and e-learning Platform	October 2022	P.4- P.6 IT Teachers	Ms Cheung Lok Ka LCU IT Subject Panel
Sharing on Teaching Chinese as a Second Language to Non-Chinese Speaking Students	November 2022	Chinese Teachers	Ms Chan Wai Chuan LCU Chinese Teacher
Workshop on Chinese Picture Book Teaching	November 2022	Chinese Teachers	Mr Cheung Chik Wing Education Publishing House Ltd.
Workshop on Mastering Students' Personality Traits to Provide Positive Education	November 2022	All Teachers	Mr Zico Wong Social Worker The Boys' Brigade, HK
IT Workshop	December 2022	All Teachers	Mr Ng Ka Ho LCU IT Stream
Basic Law Workshop	December 2022	All Teachers	Ms Hung Yin Yee, LCU National Education Mistress
Sharing on Teaching Strategies of Visual Arts and Multimedia Art	December 2022	VA Teachers	Ms Susana Lai LCU VA Teacher
Workshop on Zentangle Art	February 2023	All Teachers	Ms Crystal Lo Certified Zentangle Teacher The Youth Flow

<b>Topic</b>	<b>Month</b>	<b>Attendees</b>	<b>Speaker</b>
Introduction of Online Learning Platform for Self-directed Learning in Maths	February 2023	Maths Teachers	Mr Li, Representative of Planetii
Sharing on Knowing more about Speech and Language Impairment	March 2023	All Teachers	Ms Lily Yau LCU Speech Therapist
Strategies on tackling Pre-S1 Maths Assessment	March 2023	Maths Teachers	Mr Lui, Representative of Cavendish Education
School-based Staff Development Day Outing to Yan Chau Tong Marine Park 荔枝窩、印洲塘海岸公園、鴨洲、吉澳 文化古蹟一天遊	March 2023	All Teachers	Wing On Travel Agency Ltd.
Workshop on Effective Communication and Conflict Management with Parents	April 2023	All Teachers	Ms Lorna Wong Counselling Psychologist from HK Life Planning Association
GS Workshop	April 2023	GS Teachers	LCU GS Subject Panels
Creative Writing Workshop	May 2023	English Teachers	Mr Jason Hemsted Advisory Teacher NET Section EDB
PE Workshop on Newly-emerged Sports	June 2023	PE Teachers	Educator from Ling Fung Ti-i Limited
Legal Seminar on Basic Law and National Security Education for Schools	June 2023	All Teachers	Mr Jacky Yeung Barrister-at-law
Workshop on Prevention of Child Abuse	June 2023	All Teachers	Ms Rachael Wong Educator from Plan International
STEAM Workshop	June 2023	GS Teachers	Educators from Trumpteck Digital Education Services Ltd.
Mindfulness Workshop	June 2023	All Teachers	Mr Chan Shun Leung Educational Psychologist EDB

### List of courses attended by teachers:

Title/Activity	Month	Personnel	Organizer
<b>Chinese</b>			
Thematic Seminar - "Gainful Use of Territory-wide System Assessment 2022 Materials"- Primary (Chinese Language)	October 2022	Chinese Subject Panel Head	EDB
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework- Teaching and Learning of Vocabulary (Refreshed)	October 2022	Chinese Subject Teacher	EDB
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework- Teaching and Learning of Grammar (Refreshed)	October 2022	Chinese Subject Teacher	EDB
小學中國語文校本課程規劃：加強文化文學學習及國家安全教育（修訂）	November 2022	Chinese Subject Teacher	EDB
Primary 5 Chinese Language - Demonstration Lesson by Awarded Teacher of the Chief Executive's Award for Teaching Excellence (Online Mode-Video-record of Face-to-Face Lesson)	November 2022	Chinese Subject Panel Head	Others
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework-Design and Adaptation of Learning and Teaching Materials (Refreshed)	December 2022	Chinese Subject Panel Head	EDB
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Extensive Reading (New)	December 2022	Chinese Subject Teacher	EDB
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework-Extensive Reading (New)	December 2022	Chinese Subject Teacher	EDB
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework-Integrating Reading and Writing (New)	December 2022	Chinese Subject Teacher	EDB
小學中國語文科新任科主任導引：課程領導的角色、職能和權責（修訂）	February 2023	Chinese Subject Panel Head	EDB

<b>Title/Activity</b>	<b>Month</b>	<b>Personnel</b>	<b>Organizer</b>
Professional Development Activities on Small Class Teaching: 15-hour Workshop on Effective Strategies to Enhance Learning and Teaching in a Small Class Environment 2022-2023 (Chinese Language)	March 2023	Chinese Subject Teacher	
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Pronunciation, Listening and Speaking (New)	May 2023	Chinese Subject Panel Head	EDB
<b>English</b>			
Time to Talk Public Speaking Competition Briefing Session (Online) (New)	September 2022	English Subject Advisor	EDB
Quality Education Fund 2022/23 Project Integrating social and emotional learning into the English Language curriculum: Fostering positive values, attitudes and motivations in English learning in primary schools Workshops 1, 2, 3 and 4	November 2022, February and March 2023	English Subject Panel Head & English Subject Teachers	CUHK
Competition Series: Speaking with Purpose-From Public Speaking to Teaching Public Speaking (Re-run)	November 2022	English Subject Advisor & Native English Teacher	EDB
Online Briefing Session: Stories of the Hong Kong Palace Museum Treasures -- Picture Book Creating Competition (New)	November 2022	English Subject Teachers	EDB
Introduction to Teaching Public Speaking Skills with Technology (Re-run)	December 2022	English Subject Panel Head	EDB
<b>Mathematics</b>			
A Series of Professional Development Online Seminars for Teachers on supporting Students with Intellectual Disability to learn Mathematics (1): Getting the key to Mathematics Education	January 2023	Math Subject Teacher	EDB

<b>Title/Activity</b>	<b>Month</b>	<b>Personnel</b>	<b>Organizer</b>
<b>General Studies</b>			
STEAM Education Enriching Knowledge Course for Teachers of Primary Schools (Topic 1: People and Environment) -Seminar (Online Course--Recorded Session for Revisiting)	January 2023	GS Subject Advisor	EDB
Science and Technology Education Series in General Studies: Workshop 3 (Science and Technology in Everyday Life) (New)	April 2023	GS Subject Panel Heads	EDB
Science and Technology Education Series in General Studies: Workshop 2 (People and Environment) (New)	April 2023	GS Subject Panel Head	EDB
Network Activity of Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level”: Designing Science Investigative Activities for General Studies (Workshop) (New)	April 2023	GS Subject Panel Heads	EDB
Science and Technology Education Series in General Studies: Workshop 1 (Health and Living) (New)	April 2023	GS Subject Panel Head	EDB
<b>Information Technology</b>			
Cool Think Professional Development Course 1 - Understanding CTE and Scratch Programming	September and December 2022	IT Subject Panel Heads & Subject Teachers	EDB
Cool Think Professional Development Course 2 - Understanding CTE and App Inventor Programming	January and May 2023	IT Subject Panel Heads & Subject Teachers	EDB
<b>Music</b>			
Induction seminar of New Music Teachers in Primary Schools (New)	October 2022	Music Subject Teacher	EDB
Workshop on e-Learning in Music (Primary) (Refreshed)	April 2023	Music Subject Teacher	EDB

<b>Title/Activity</b>	<b>Month</b>	<b>Personnel</b>	<b>Organizer</b>
<b>Physical Education</b>			
Workshops on: "Developing an Active and Healthy School Campus in Primary Schools"	November 2022	PE Subject Panel Head	EDB
<b>Putonghua</b>			
普通話語音和語言知識學習(小學)(新辦)	February 2023	PTH Subject Panel Head	EDB
<b>Curriculum Development &amp; Implementation</b>			
Briefing Session on Primary Education Curriculum Guide (Pilot Version)	September 2022	Curriculum Mistress	EDB
Briefing Seminar on GoAdaptive	February 2023	Chinese, English & Mathematics Subject Panel Heads; Curriculum Mistress	EDB
<b>China Studies</b>			
Foundation Induction Programme (4 days)	February and March 2023	Newly Recruited APSMs	EDB
<b>Life-wide learning</b>			
Curriculum Planning and Implementation for Life-wide Learning in Secondary and Primary Schools (Online) (Refreshed)	November 2022	Teacher in charge of Flag-raising & ECA Mistress	EDB
<b>National Security Education</b>			
"2023 Let's Join Hands in Safeguarding National Security" Programme Briefing Session (Online)	October 2022	Deputy Headmistress	EDB
Seminar on the National Security Law for EDB Officers (0.5 days)	November 2022	National Education Stream Member	EDB
Constitution and Basic Law Knowledge Enrichment Online Course for Primary School Teachers (Re-run)	November 2022	ECA Mistress	EDB
Online Knowledge Enrichment Programmes on "Understanding Our Country": (2) National Security (Second intake in 2022/23 school year) (Re-run)	November 2022	ECA Mistress	EDB

<b>Title/Activity</b>	<b>Month</b>	<b>Personnel</b>	<b>Organizer</b>
Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Third intake in 2022/23 school year) (Re-run)	April 2023	National Education Mistress & National Education Stream Members	EDB
Seminar on National Security Education "Mental Health@School" Teacher Professional Network Online Seminar (II)	April 2023	Deputy Headmistress	EDB
<b>Pastoral Care &amp; Values Education</b>			
Values Education Series: (1) Promoting Values Education through Film Show (New)	October 2022	Class Teachers	EDB
Sharing Series of the Awarded Primary School Teachers of "The 5th of Outstanding Teaching Award for Moral Education" (New)	January 2023	Deputy Headmistress	EDB
"Mental Health@School" Teacher Professional Network Online Seminar (II)	January 2023	Guidance & Counselling Mistress	EDB
Workshop on School Crisis Management- aftermath intervention and psychological support (Primary) (Re-run)	January 2023	Deputy Headmistress	EDB
Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)	February 2023	Guidance & Counselling Mistress; ECA Mistress	EDB
Half-day Seminar on "Supporting Students with Cyber addiction Problems" for Primary and Secondary School Teachers	March 2023	Guidance & Counselling Stream Member	EDB
Optimising the school-based language curricula: Infusing life planning education and values education into the curriculum to foster students' whole-person development	March 2023	Guidance & Counselling Stream Member	EDB
Seminar on "Enhancement of Teachers' and Students' Well-being"	March 2023	Deputy Headmistress	EDB



<b>Title/Activity</b>	<b>Month</b>	<b>Personnel</b>	<b>Organizer</b>
<b>STEAM Education</b>			
Briefing Session on the Primary STEM Project Exhibition 2022/23 (New)	October 2022	STEAM Mistress	EDB
Teacher Seminar cum Briefing Session of "Inno Tech Expo 2022"	October 2022	Curriculum Development Mistress & ECA Mistress	EDB
STEAM Education Learning, Teaching and Assessment Series: Workshop on Computational Thinking - Coding Education for Primary Teachers: A Preliminary Study on Drones Programming [New]	December 2022	IT Teacher	EDB
IT in Education Technological Series: Using the Drawing Feature of Python to Learn Coding, Drawing and Graphic Design (Basic Level) (Online Self-learning Course)	December 2022	STEAM Mistress	EDB
Professional Development Course 2 - Understanding CTE and App Inventor Programming	January 2023	STEAM Mistress	EduHK
<b>SEN</b>			
Optimal use of the additional resources under the enhanced measures on Integrated Education – Special Educational Needs Support Teachers (SENSTs)	September 2022	SENCO	EDB
Thematic Course on Supporting Students with SEN - Cognition and Learning Needs (Focusing on academically low achievers - including those with Intellectual Disability)	November 2022	SENCO	EDB
Online Basic Course On Catering Students of Diverse Learning Needs	December 2022	ECA Mistress	EDB
District-based networking activity for Special Education Needs Coordinators (SENCOs) in primary school --Enhance the effectiveness of collaboration between SENCOs and SENSTs	January 2023	SENCO & SENST	EDB
Experience sharing seminar on the collaboration between SENCOs and SENSTs	May 2023	SENCO	EDB

<b>Title/Activity</b>	<b>Month</b>	<b>Personnel</b>	<b>Organizer</b>
<b>School Administration</b>			
Core Programme under Enhanced Training for Promotion - "Professional Conduct, Values and Education Policies" (2022/23 s.y. - Batch 1, Batch 2 and Batch 3)	September 2022; January, March and April 2023	Senior Teachers	EDB
Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders" (2022/23 s.y. - Batch 1 and Batch 3)	November and December 2022; April 2023	Senior Teachers	EDB
Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2022/23 s.y. - Batch 1)	November and December 2022; May 2023	Senior Teachers	EDB
第十一屆聯合教育會議	December 2022	Head Mistress & Deputy Headmistresses	官立小學校長協會及官立小學副校長會
WebSAMS Workshops on Customizing Report Template - Basic Skills in Using Crystal Reports	February 2023	IT Stream Member	EDB
EDB - Performance Appraisal Writing in English (1 day)	March 2023	Senior Teachers	EDB
Seminar on the Use of School Self-evaluation (SSE) Tools and Interpretation of SSE Data (For Primary and Special Schools) (Refreshed) (Online mode)	March 2023	Deputy Headmistress	EDB
Workshop on School Self-evaluation (SSE) 10/11/2022 - 15/11/2022	April 2023	Headmistress, Deputy Headmistress & Senior Teachers	EDB
Performance Management and Appraisal Writing for Junior Managers of Government Schools	May 2023 June 2023	Senior Teachers	EDB

## IV. Learning and Teaching

### 1. Learning Time for Key Learning Areas per Week

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

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

Subjects	Period		Minutes		Percentage	
	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	8 (35’)		280’’		17%	
Putonghua	2 (35’)	1 (35’)	70’’	35’’	4.3%	2.1%
English	7 (35’)		245’’		15%	
Mathematics	8 (35’)		280’’		17%	
General Studies	5 (35’)		175’’		10.7%	
Information Technology	1 (35’)	2 (35’)	35’’	70’’	2.1%	4.3%
Visual Arts	2 (35’)		140’’		8.5%	
Music	2 (35’)					
Physical Education	2 (35’)		70’’		4.3%	
Library Studies	1 (35’)		35’’		2.1%	
*Strive for Improvement Programme	2 (35’)		70’’		4.3%	
*Integrated Lesson	3 (35’)		105’’		6.4%	
Extra-curricular Activities	1 (60’)		60’’		3.7%	
Class Period	5 (15’)		75’’		4.6%	
Total			1640’’		100%	

#### *\*Strive for Improvement Programme*

- Values Education and National Education: Thematic talks and Class Activities

#### *\*Integrated Lesson*

- Remedial Programmes (Do My Best): Chinese (P.1 & P.2) and Maths (P.1to P.3)

- Enrichment Programmes: English (P.4 to P.6) and Maths (P.4 to P.6)

- Homework Tutorial Class (P.1 to P.6)

## 2. Assessments

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

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

Details of the examination arrangements were as follows:

Examination	Date
P.6 Internal Assessment for 2 <sup>nd</sup> Submission of Results for SSPA	10/11/2022 - 15/11/2022
P.2 to P.5 1 <sup>st</sup> Examination	
P.6 Internal Assessment for 3 <sup>rd</sup> Submission of Results for SSPA	9/3/2023 - 14/3/2023
P.1 to P.5 2 <sup>nd</sup> Examination	
P.5 Internal Assessment for 1 <sup>st</sup> Submission of Results for SSPA	1/6/2023 - 6/6/2023
P.1 to P.4 & P.6 Final Examination	

## 3. Learning in Different Subjects

### Chinese

非華語學生居於香港，必須具備一定的中文能力，才能融入本地社會。本校在中文教學上以聽、說、讀、寫為本，輔以不同學習活動，提高學生的學習動機，讓學生認識、瞭解及欣賞中華文化。

為提升學生對學習中文的興趣及培養學生的中文閱讀能力，本校中文科教師參與官立小學學習圈 2022/23 計劃，運用繪本教學推動「中華文化」。透過繪本教學的學習圈，建立以繪本教授非華語學生學習中文的教研團隊，進行從繪本閱讀中推動跨校老師的協作及專業交流。四年級學生在本年度透過閱讀「中華文化」繪本—《兩個花旦》及參與粵劇工作坊，學生不但對中華文化加深認識，還透過故事，培養良好的品德，並建立正面積極的人生態度。

培養學生對中文寫作的興趣是中文科焦點之一，本年度的小二及小三學生觀賞了由語常會贊助的中文話劇《毛筆奇俠》，學生與演員互動，讓學生多觀察、多聆聽，並發揮想像力，透過有趣的話劇活動，助角色完成寫作任務。話劇活動生動有趣，學生樂在其中。

中華文化博大精深，經典詩文歷久不衰。本年度亦舉辦了「唐詩朗誦比賽」，培養學生對中國文學的興趣及文化內涵。比賽設豐富的獎品，以表揚同學的優秀表現，提升學生學習中文的自信心及表達能力。

此外，為了讓學生多方面接觸中華文化、認識社區，並豐富學生的中文知識，中文科於本年度亦舉行了各項大型活動，包括屏山文物徑導賞團、中文日攤位遊戲、中華文化活動如慶祝國慶、中秋節、農曆新年等。

同時，本校重視家長教育，為非華語家長提供接觸中文的機會。透過不同的中文工作坊及親子繪本工作坊，讓家長學好中文及加深對中華文化的認識。活動包括書法練習、認識十二生肖、製作土樓及蒙古包模型、運用自學中文的電腦軟件等。

Our school is committed to encouraging and supporting the integration of non-Chinese speaking students into the community by providing various educational activities for students and parents.

Chinese Picture Book Learning Circle is implemented in P.4 Chinese curriculum. The aims of this year are to nurture students' positive values towards Chinese culture and develop respect for different ethnicities and cultures in Hong Kong.

By participating in various professional meetings and workshops, Chinese subject teachers made use of different teaching strategies to enhance students' language proficiency by sharing the meaningful picture book “兩個花旦” (The Female Artists). Students became more immersed in the story through participating in different picture book learning activities. Students shared feelings and views through writing encouragement cards to show positive messages to characters in the story.

A Chinese opera workshop was held on 28 March which aimed to let students know more about the history and the knowledge of Chinese opera, as well as the costumes and make-ups. Students enjoyed watching the opera and had the opportunity to wear some of the glamorous costumes and accessories. Some of the students had a golden chance to perform with the Chinese opera artists on the stage.

Nurturing students' interest in Chinese writing is one of the subject foci. A Chinese drama called “Writing Superman” was performed in our school hall on 13 June. P.2 and P.3 students enjoyed the drama as they had chances to interact with the actors and actresses. The concept of “I-READ-I-WRITE-I-CREAT” inspired and encouraged students to finish a Chinese writing task in the ‘4W’ sentence structure.

Tang Poetry Speech Competition and Chinese Week were held after the Final Examination. Students participated in the competition and played in various Chinese booth games. These meaningful activities cultivated students' interest in Chinese learning and cultural connotations. Prizes were given to the winners and the participants to encourage them to be confident Chinese learners.

In addition, in order to allow students to have more exposure to Chinese culture, understand the community, and enrich their knowledge of the Chinese language, we also organized a guided tour to Ping Shan Heritage Trail. Ping Shan in the Yuen Long district is one of the Hong Kong's most historically significant areas. The visit has broadened the horizons of P.4 to P.6 students and enriched their knowledge about the Tang Clan, which is one of the major clans in the New Territories and has a long and illustrious history. Also, Chinese cultural activities such as celebrating National Day, Mid-Autumn Festival and Lunar New Year were organized.

At the same time, our school put much emphasis on parent education and provides opportunities for non-Chinese-speaking parents to learn Chinese. Through various Chinese workshops and parent-child picture book workshops, parents could learn simple Chinese which deepen their understanding of Chinese culture.

## **English**

To enhance students' learning strategies and study skills, our school has reinforced various approaches such as self-directed learning and high-order thinking skills through diverse learning tasks in order to instill good learning habits in English Language. Students were exposed to different note-taking methods that developed their ability to capture essential information when learning. Mind maps were also utilized to help them organize their ideas coherently while writing. In addition, students were encouraged to review and edit their peers' work, enable them to learn from one another and improve their own writing skills.

To nurture students' reading habits and enhance their reading ability, various programs were implemented to improve their reading skills and develop positive values. Through integrating different aspects of social and emotional learning into regular English lessons, students' learning of both English and life skills were enhanced. Additionally, an e-reading scheme was conducted for P.5 students, which helped enhance their reading habits through regular reading of e-books on an e-reading platform. Furthermore, the Reading Across the Curriculum (RaC) approach was employed to broaden their learning horizon by allowing them to read texts relevant to other subjects and make connections between topics in different subjects.

To foster a sense of responsibility and self-discipline in daily life, a team of English Ambassadors was formed to assist P.1 students with their reading through the Reading Buddy Scheme. Moreover, students participated in several external competitions this year, including the SCOLAR English Alliance e-Writing, SOW Motivational Talk Contest, and Time-to-Talk Public Speaking Competition etc.

Through various programs and initiatives, students' language skills, as well as their self-discipline, responsibility, and positive values were developed.

## **Mathematics**

The Mathematics curriculum in LCU is designed to develop students' mathematical knowledge, problem-solving abilities and critical thinking skills. It typically includes topics such as numerical operations, geometry, measurement, algebra, and data analysis. Students are taught how to perform basic calculations, solve equations, and interpret graphs and data sets. They also learn how to apply mathematical concepts to real-world situations.

We also enhance students' effective learning strategies and study skills in order to build students' good learning habits in Mathematics. Students were taught to apply a variety of learning techniques, including notetaking, highlighting relevant information in problem-solving questions, tabling useful information and establishing a horizontal form. Furthermore, teachers nurture students' problem-solving and critical thinking skills by presenting solution-based challenges in Mathematics, with a focus on daily examples.

We also aim at improving students self-directed learning skills through reading. Various reading materials were uploaded to Google Classroom and our school library offers over 100 Math storybooks. We work closely with our librarian to introduce different Math storybooks and encourage them to read. Furthermore, we also provide an online Math platform that enables students to engage in self-learning. Students were also encouraged to use different e-resources to enhance their learning effectiveness.

To address learners' diversity and enhance students' learning outcomes, we offer a range of programs and activities. These include Maths remedial classes and the "Do my best" program. Teachers also trained Math Ambassadors to assist lower-level students with their multiplication tables. High-ability students were selected to participate in inter-school competitions, such as the Rummikub Competition and Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools. Students enjoyed joining different inter-school competitions.

### **General Studies**

The General Studies Curriculum covers 6 dimensions which include Health and Living, People and Environment, Science and Technology in Everyday Life, Community and Citizenship, National Identity and Chinese Culture, as well as Global Understanding and the Information Era. As General Studies is one of the core subjects, we have implemented several initiatives and activities to enhance students' learning strategies, study skills, high-order thinking such as problem-solving and critical thinking skills, reading habits as well as positive values and attitudes this year.

To promote effective learning strategies and study skills, we implemented pre-lesson enquiry tasks and emphasized note-taking techniques. Pre-task worksheets were given to Primary 1 to Primary 3 students while Primary 4 to Primary 6 students made use of the eLearning platform, Google Classroom, to complete their pre-lesson tasks. In order to develop students' independent learning ability, we also emphasized the note-taking skills from Primary 3 to Primary 6. We taught students to organize information in different graphic organisers such as concept maps, Venn diagrams and timelines. Effective note-taking skills can help students capture key points, essential details and solidify concepts, which is an important step towards successful independent learning.

To cultivate students' scientific knowledge and experimental skills, we integrated scientific projects and extended tasks into the curriculum. Students were provided with hands-on and minds-on learning opportunities through projects like 'Healthy Teeth' and 'Light Maze', extended tasks such as 'Water Filter' and 'Maglev Train', to foster their collaboration, critical thinking, problem-solving skills and innovation. These tasks encouraged students to apply their scientific knowledge in real-life contexts, analyze data, draw conclusions, and make evidence-based claims.

An interdisciplinary project, STEAM project, was conducted at each level to further promote high-order thinking skills. This project is in a cross-curricular approach, connecting learning content across multiple subjects, which enables students to learn more critically and improve their ability to solve problem over various topics.

To foster students' reading habits and enhance their scientific knowledge, we collaborated with the school librarian to provide a selection of non-fiction books on topics such as the universe, animals, oceans, and STEAM. Students were encouraged to read these books during library lessons or their free time to cultivate their reading habits and expand their scientific knowledge.

Furthermore, we also participated in the Croucher Science Week, an annual science festival, to arouse our students' curiosity about the world and enhance their scientific thinking. Through videos and online activities, students had the opportunity to explore scientific research and discoveries, further igniting their passion for scientific exploration.

In order to align with the major concern to foster empathy, mutual understanding and social adeptness, we arranged educational visits for students to different places, such as Kowloon Park, Heritage Museum, Hong Kong Museum of History, Hong Kong Space Museum, Hong Kong Palace Museum and Hong Kong Museum of Coastal Defence hoping that these visits could deepen students' classroom learning through observations, sharing and reflection as well as helping them develop the affection for the place they live.

There were also workshops such as the Life Education Activity Programme (LEAP) to enrich students' understanding of life skills, values, and attitudes. LEAP workshops focused on topics such as healthy habits, nutrition, body systems, tobacco awareness, and positive self-image enhanced students' social and emotional skills, health concerns and well-being so as to foster a responsible and well-rounded outlook.

### **Visual Arts**

For visual arts education, our students learn to use visual elements and principles to create their artwork on various themes by experimenting with different techniques and materials, and expressing their ideas and emotions through their work. They use lines to create shapes and patterns, and to use colors to express emotions and convey meaning. They also apply visual principles such as balance, contrast, proportion, emphasis and unity to create a sense of harmony and cohesion in their artwork.

To enhance the effective learning strategies and study skills of P.4-6 students, they were encouraged to use sketchbooks for self-learning, which involved collecting information and pre-lesson sketching and drafting ideas. Students were able to complete preparation work such as making drafts and collecting pictures or photos before starting their own artwork. Additionally, art critique worksheets were designed as pre-task worksheets. These worksheets not only helped students understand art by using a four-step critique process, but also helped beginners learn to appreciate and talk about art. Simple checklists on the visual elements and principles used and questions were provided to help students explain the artwork using art vocabulary. After producing their artwork, students were required to complete a Reflection Sheet to evaluate the effectiveness of their learning.

LCU students have shown interest in STEAM activities. This year, STEAM projects were arranged for P.1-6 students with various topics, such as wooden guitar and launcher. The majority of students reflected that the STEAM projects helped cultivate their problem-solving and critical thinking skills.

To nurture students' reading habits and enhance their reading ability, reading materials were provided to them about famous artists' biographies and art-related reference books. Students completed a task sheet to consolidate their knowledge. Additionally, the school librarian introduced an art book to students once per term to arouse their interests in arts.



A teachers' workshop on e-sketching was conducted to support teachers' professional development. Through this training workshop, teachers were equipped with iPad teaching strategies and how they could be applied in daily teaching.

To develop students' confidence and enthusiasm in learning, some of students' artworks were displayed in the classroom and on bulletin boards around the campus for appreciation. Additionally, a VA Exhibition was held in the VA room during the post-exam period, in which students' artworks were displayed for students to learn from one another and to honor their achievements in Visual Arts.

Two internal VA competitions were arranged to instill positive values and attitudes. In the first term, students participated in an internal poster design competition by setting rules in VA lessons. In the second term, students participated in another internal competition on the multicultural city of Hong Kong. P1-3 students designed a postcard, and P4-6 students designed a calendar to promote multiculturalism in Hong Kong.

Our students actively participated in 20 external competitions this year and they got rewarding results in some competitions. Furthermore, four LCU students took part in an inter-school Chinese Costume Design Competition (2022/23學年「心繫家國」—「中華民族的衣櫥—新春華服設計比賽」). They were assigned to introduce an ethnic group called Tujia (土家族) by designing the costumes with Chinese New Year elements. They learnt about Tujia in VA and GS lessons and designed the relative costumes. 2 videos were taken by the students regarding the introduction of the rationale of the Tujia costume design and their own reflections. Students learnt more about different ethnic groups, Chinese culture as well as strengthening their sense of belonging towards the country they are located in.

## **Music**

Music education provides students with opportunities to develop their musical skills, creativity, and appreciation for music. In LCU, music classes include singing, recording playing, music theory, music appreciation and music history.

Students are introduced to basic music concepts such as rhythm, melody, harmony, and dynamics. They also learn about the history of music and the cultural and social significance of different musical genres.

Throughout the school year, various music projects were carried out to broaden students' understanding of music. These projects included the Handmade Instrument Project, Music Appreciation Project, and Music Project, and outstanding students' work are displayed for students to learn from one another.

The school also promotes a reading culture, and in music lessons, storybooks about music composers were introduced. These books not only provide a glimpse into musical history but also inspire students to become successful people themselves. Most students showed interest in this topic.

By engaging in different music projects and reading about the lives of composers, students were encouraged to explore their creativity, expand their knowledge, and develop their passion for music. Additionally, the sharing of outstanding student work and exposure to different musical genres provided a sense of community and appreciation for diverse perspectives.

Our school provides a wide range of learning and performance opportunities that have ignited students' passion for music. Students were given the chance to journey out of the classroom and

participated in various music performances and inter-school music competitions throughout the year. They also participated in the School Music Festival in Solo-singing and Erhu Solo categories. Students have enjoyed the learning experiences tremendously, building their confidence and broadening their horizons through various activities.

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

### **Physical Education**

Physical education (PE) is an important part of the primary school curriculum, which aims at promoting physical fitness, health, and wellbeing among students. They enjoy various physical activities such as running, throwing, catching and team sports while learning the specific skills. In lower primary, PE classes typically focus on developing the fundamental movement skills, coordination, and motor skills of students. For upper classes, students learn to work together as a team, develop sportsmanship, respect, and fair play.

Students develop the skills, knowledge, values and attitudes to enjoy an active and healthy lifestyle. They also build confidence and competence when facing challenges as individuals or in a team, through a wide range of learning activities. School events and activities such as Sports Day, active recess, morning exercise, EACT Jockey Club Active School Programme and inter-school competitions were held throughout the year. Fun Fitness Award Scheme was implemented to encourage students to do regular physical exercise and promote an active lifestyle.

### **Information Technology**

The information technology (IT) curriculum in LCU is designed to equip students with basic computer literacy skills and introduce them to fundamental concepts related to technology. The curriculum typically covers topics such as computer hardware and software, basic programming, internet safety and digital citizenship.

Students are taught how to use common software applications such as word processors, spreadsheets, and presentation software, as well as how to navigate the internet and search for information effectively. They may also learn basic coding concepts and programming languages.

In addition to technical skills, the IT curriculum also emphasizes critical thinking, problem-solving, and collaboration. Students are encouraged to apply their knowledge to real-world scenarios and work collaboratively on projects.

Computational thinking and coding education plays an important role in the Information Technology to nurture students' innovation and entrepreneurial spirit. For P.2 to P.3 students, they have to learn how to use iPad and basic programming such as Unplug Programming and Scratch Jr. For P.4 to P.6 students, they participate in Coolthink@JC Programme to learn about computation thinking and coding education. They also learn how to set programs in technological products such as micro:bit, 3D printing, Virtual Reality (VR) and Artificial Intelligence (AI).

Overall, our school aims to provide a solid foundation for students to develop their digital literacy skills, which are increasingly important in today's society.

## **Putonghua**

本校首年增設普通話科，以培養學生聽、說普通話的能力為主，朗讀、譯寫能力及增進與本科有關的語言文化知識為輔。本科以「愉快學習普通話」為目標，教學的內容和課堂形式多元化，結合課文內容，融入唱兒歌、角色扮演、朗誦、粵普對譯等課堂活動，營造輕鬆的語言語境，旨在激發學生學習普通話的興趣，令學生在課堂活動中活學活用普通話。

同時，隨著資訊科技的普及化，普通話科亦結合出版社提供的電子平台，設置「翻轉課堂」、「課堂練習系統」、「跟我學聲韻母和音節」等互動小遊戲，培養學生自學普通話的能力，提升學生普通話拼讀技巧及掌握普通話語音知識。

普通話課中亦結合課文中的傳統文化故事短片、聆聽片段、情景對話等讓學生學習普通話日常生活用語，感受中華文化及體會故事中人物性格，培養學生責任感、仁愛、團隊合作能力及交際溝通能力。

此外，本年度本科舉辦「普通話日」，培訓對普通話有興趣的學生擔任「普通話大使」，協助老師舉辦普通話科科本活動，營造有利學習普通話的學習環境。學生透過不同的攤位遊戲學習及重溫普通話語音知識，透過多說多練普通話，既提升學習普通話的興趣，亦增加普通話語境學習機會。

為鼓勵學生於課堂內外多說普通話，本科組常鼓勵學生積極參與不同類型的普通話活動或比賽。本年度共 12 位學生參加了校際普通話朗誦節比賽，當中有 1 位學生獲得季軍，8 位學生獲得優良成績及 3 位學生獲得良好成績。為了提供更多實踐說普通話的機會，學生也積極參加「2022/23 全港小學普通話朗誦及演講比賽」及「紫荊文化盃——第二屆全港中小學中國文化普通話比賽」。

Putonghua was introduced in our school as a subject this year so as to let our students learn the standard spoken form of Chinese language. It focuses on cultivating students' listening and speaking skills in Putonghua, supplemented by reading skills, learning the basic 'Hanyu-Pinyin' writing system and Chinese cultural knowledge. The teaching content and activities are diversified and integrated into a variety of interactive activities, such as singing nursery rhythms, doing role-play, matching Mandarin-Cantonese translation, etc. We target on creating a relaxing language environment and stimulating students' interest in learning Putonghua and encourage them to use the language in daily life.

At the same time, with the popularity of information technology, students could also learn from interactive mini games such as "Flipped Classroom", "Classroom Practice System" and "Learn Pinyin Vowels and Syllables with Me" in the electronic platform provided by the publisher to cultivate students' ability to learn Putonghua by themselves, enhance students' phonics skills and phonetic knowledge.

The learning contents of the subject also incorporated Chinese cultural story, listening clips, and situational dialogues to train student's daily communication in Putonghua, through exploring Chinese culture and cultivating their sense of responsibility, communication skills and teamwork.

Besides, Putonghua Day was held after the Final Examination. Putonghua Ambassadors were trained to assist teachers in conducting Putonghua activities. Students learnt and revised the Pinyin knowledge of Putonghua through different booth games, as well as maximizing their opportunities to speaking Putonghua.

To encourage students to speak Putonghua inside and outside the classroom, students have participated in different types of Putonghua activities or competitions. This year, a total of 12 students participated in the solo verse speaking in the 74<sup>th</sup> Hong Kong Schools Speech Festival which was organized by the Hong Kong Schools Music and Speech Association. 3 of the students got the Proficiency, 8 of the students got the merit and 1 student got the 3<sup>rd</sup> Place. Selected students also participated in Hong Kong Putonghua Speech Competition to enhance their speaking skills.

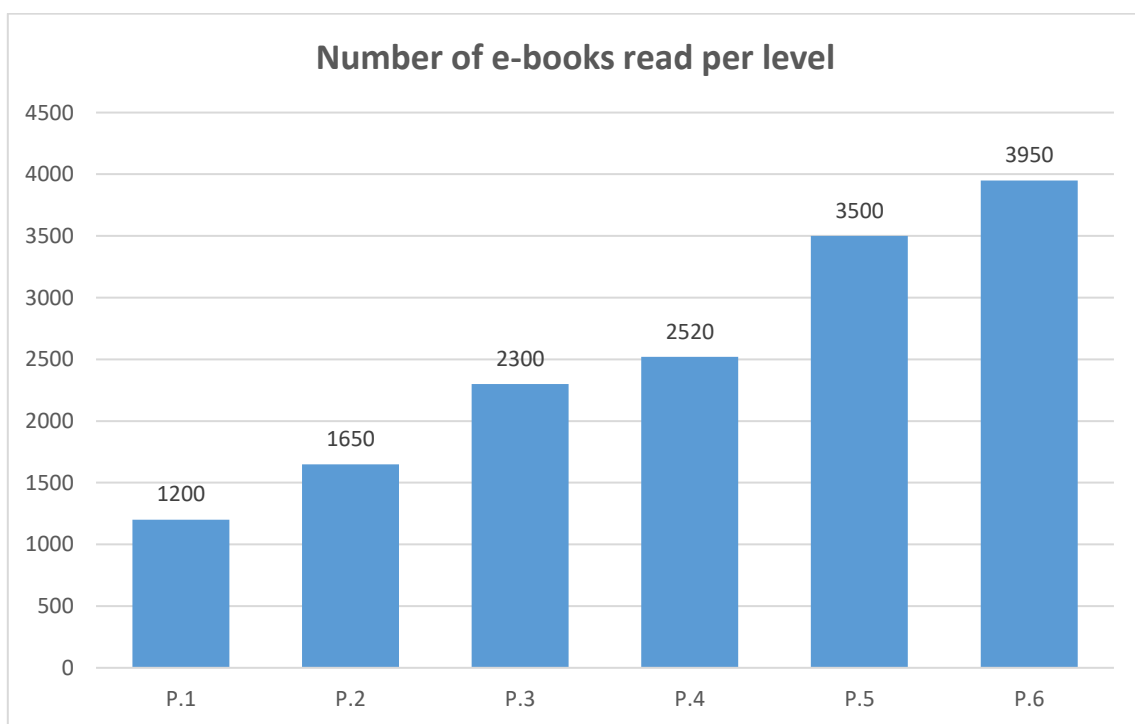
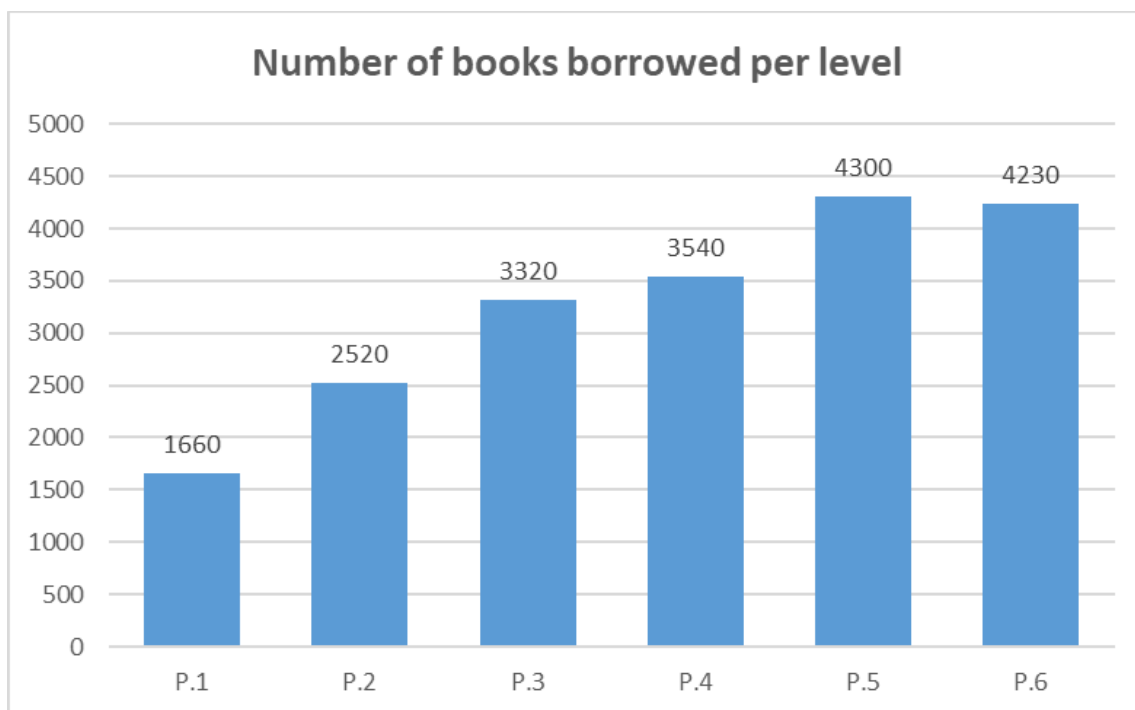
### **Library Studies**

Our school invested effort and time in promoting a positive reading culture to nurture students' reading habits and enhance their reading ability. Various reading schemes and competitions were arranged for the students to participate in. For example, the Reading Award Scheme was a whole school activity that aimed at driving students to read more English and Chinese books, with reading certificate awarded to students achieving a certain book count. Students were also encouraged to take part in the reading competitions organized by the HKedCity, more than 80% of the students participated in at least one reading competition. For the Tell-a-Tale Children Storytelling Competition, among the 44 interested students, 12 entered the qualifier round and 2 of them entered the final round. The World Book Day drawing and writing competition organized by the HK Public Library was another whole school activity, where students of all levels were participated and had fun, and the 10 most outstanding works were chosen and submitted.

Moreover, the school had arranged Morning reading and Lunch Reading for students. Every Fridays from 8:15 a.m. to 8:45 a.m., all students read together in the silent reading period. They were also encouraged to borrow books from the class library. About 80% of the students had the habit of borrowing at least four books per month. Lunch reading was arranged on Tuesdays, in which students were recommended different fiction and non-fiction reading materials, in both English and Chinese, to increase their language exposure through reading books of different genres.

To empower students to be responsible and empathetic, the Library Prefects Program was introduced. Students were required to undergo a series of training, to prepare them to assist in library duties responsibly. Furthermore, the Thematic Book Display was held, where books with themes related to values education were displayed in the library, in order to cultivate students' sense of responsibility, care, and self-discipline. For the Reading Buddies activity, P.1 students in need were paired with a Big Brother or Big Sister (BBBS). The BBBS served as reading buddies, and took the responsibility to provide reading support and guidance to P.1 students in Morning Reading sessions. Also, two authors were invited to deliver workshops to students on books related to respect, responsibility, or

empathy during post-exam period. Besides, parents were invited to take part in Reading Mum Program and delivered stories on values education to P.1 students. Resources from the “Book Bag Library” were used to support the program, and each parent member was responsible to conduct 5 story-telling sessions. Students were highly engaged in the reading time and responded actively to the story content.



## **STEAM Education**

LCU had an eventful year of STEAM Education in 2022-2023, offering a plethora of opportunities for students to enhance their problem-solving skills and creativity. Alongside the standard Information Technology syllabus, the school also participated in the CoolThink@JC Programme co-organized by The Hong Kong Jockey Club Charities Trust, The Education University of Hong Kong, Massachusetts Institute of Technology, and City University of Hong Kong, which aimed to inspire P.4-6 students to integrate digital creativity into their daily lives. This year, our students completed at least 14 hours of coding lessons using Scratch and worked on individual final projects with a partner. They would continue to progress to more advanced programming in App Inventor over the next two years.

To further cultivate students' interest in STEAM learning, an all-grade STEAM Project with the theme 'Green Lifestyle' was initiated in early May, where students were encouraged to use recycled or existing materials to engage in the following science experiments:

<b>Topic</b>	<b>STEAM Product</b>	<b>STEAM learning element</b>
P.1 Let's Love Our School Facilities	Waterproof Signs	Conduct tests on various materials for their waterproof, long-lasting, and eco-friendly properties
P.2 Homemade Toys	Magnetic Driven Car	Experience the magnets repel each other when the same poles are close together
P.3 Save Energy	Energy Saving Fan	Use sensors and timing blocks to program a fan to save energy
P.4 Improve Air Quality	'Clean' Propeller	Experience how air motion and electricity can replace fossil fuel to make things move
P.5 Closed Circuits	DIY Table Lamp	Experience the formation of a closed circuit to make a table lamp
P.6 Simple Machines	Foil Ball Launcher	Apply the principles of levers which convert potential energy to kinetic energy

Additionally, the school organized STEAM Week in June, consisting of consecutive workshops for different grade levels, where students worked in groups to experience the engineering design process with the following themes:

Level	Learning Theme	STEAM Learning Elements
P.1	Sail Car Engineering (LEGO Education BricQ Motion Essential)	Experience how differences in wind directions and strengths affect the movement of a sail car
P.2		
P.3	Freight Transportation (LEGO Education SPIKE Essential)	Learn about the different features of trailers affecting cargo handling
P.4		
P.5	Sensory Hopper (LEGO Education SPIKE Prime)	Understand how friction and the principles of levers affect the movement of objects and how sensors can detect changes in the environment
P.6		

Hands-on building activities and exciting group competitions were included to enhance students' creativity, problem-solving skills, and teamwork.

To foster a passion for STEAM education beyond the classroom, we organized a comprehensive range of STEAM learning programs as extracurricular activities. These programs included the following:

Level	Names of ECA Groups	Learning Contents
P.1 to 3 (Rotating Group)	First Steps in STEM	Engagement in various Science projects
	Coding for Kids	Introduction of simple robotics building and programming
P.4 to 6 (Steady Group)	LEGO Engineering	Model-building, with a focus on the LEGO Technic series
	LEGO Robotics	Model-building, with a focus on more advanced robotics building and programming
	STEAM Learning	Engagement in advanced programming in Scratch
	Micro:bit	Game and tool development using Micro:bit

Moreover, students had the opportunity to participate in after-school learning groups that covered robotic building, Scratch programming, Micro:bit programming, and glider making. Our passionate students with a keen interest in STEAM were also nominated to participate in various STEAM competitions, which included:

<b>Month</b>	<b>Names of Competitions</b>	<b>Organizer</b>
November 22	LEGO TECHNIC™ Hong Kong Primary School Challenge	Silicon Workshop Limited
December 22	YKN STEM Competition	Buddhist Yip Kei Nam Memorial College
February 23	Robofest (App Junior, RoboArts Junior, BottleSumo Junior, RoboParade Junior)	Lawrence Technological University
February 23	Asia International STEM Competition 2023	Hong Kong Education Development Association
March 23	eClass Micro:bit competition	eClass Limited
May 23	Robotics Intelligence DIY 2023	Creative Power Educational Association
June 23	Inter-school Glider Competition	Arts and Technology Education Centre, Tseung Kwan O Government Primary School and Yuen Long Government Primary School
July 23	Robo-soccer Competition	The Hong Kong University of Science and Technology
July 23	International Youth Olympics Competition	Techbob Academy

Through active participation in these competitions, our students elevated their knowledge of STEAM learning and achieved outstanding outcomes.

Our STEAM education not only catered to high-ability students but also arranged visits, workshops, and exhibitions were arranged for students and parents who were eager to learn more about STEAM learning. Activities arranged included the following:



<b>Category</b>	<b>Month</b>	<b>Name of the activity</b>	<b>Content</b>	<b>Participants</b>	<b>Organizer</b>
Visit	December 22	InnoTech Expo 2022	Learn about China's scientific and technological achievement	Twenty-five P.4 to P.6 students	Our Hong Kong Foundation Limited
Visit and Workshop	July 23	CoolThink@JC Summer Camp at The Education University of Hong Kong	Reinforce the foundation in Scratch programming and do a campus tour	Thirty P.4 and P.5 students	The Education University of Hong Kong
Workshop	February 23	CoolThink@JC Parent Workshop	Learn about Scratch Programming with their children	Fifteen pairs of parents and students	City University of Hong Kong
Exhibition	June 23	Coding & STEAM Fair at The Education University of Hong Kong	Showcase the Scratch games and Foil Ball Launchers created by our students	Six P.5 and P.6 students	The Education University of Hong Kong

Through our partnerships with other organizations and institutions, we would continue to expand our students' access to STEAM resources and experiences, both inside and outside the classroom.

## V. Support for Student Development

### 1. National Education

A whole-school approach was adopted in the implementation of National Education. Throughout the school year, different administrative streams and all subject panels organized activities and workshops for students, teachers and parents to foster their national identity, help them understand the Constitution and the Basic Law, and the importance of safeguarding national security. The table below is a summary of the activities held.

Category	Date	Name of Activity	Organizing Body	Participants	Awards
Cross-curricular Project	September 2022	香港人 外國人 中國國慶齊慶祝 Celebrate National Day Fun for Us Learn the Way	Li Cheng Uk Government Primary School	All	/
Online Quizzes	29/9/22 – 3/10/22	2022 National Day Online Quiz Competition	The Education Bureau	P.1 to P.6	Most Active Participation Award
	30/11/22 – 6/12/22	2022 National Constitution Day Online Quiz Competition	The Education Bureau	P.1 to P.6	Most Active Participation Award
	13/2/23 – 28/2/23	Constitution and Basic Law Territory-wide Inter-school Competition	The Education Bureau	P.1 to P.6	/
	14/4/23 – 26/4/23	2023 National Security Online Quiz Competition	The Education Bureau	P.1 to P.6	Most Active Participation Award
	December 2022	Basic Law Quiz Competition 2022-2023	Home and Youth Affairs Bureau, Committee on the Promotion of Civic Education, Constitution and Basic Law Promotion Steering Committee	P.1 to P.6	/

Category	Date	Name of Activity	Organizing Body	Participants	Awards
	14/3/23	The 15 <sup>th</sup> “Hong Kong Cup Diplomatic Knowledge Contest”	Jointly organized by the Office of the Commissioner of the Ministry of Foreign Affairs of the PRC in the HKSAR, the EDB, and the Better Hong Kong Foundation	Selected Students from P.3 to P.6	/
Chinese Penmanship Competition	November 2022	2022 Penmanship Competition (Chinese poems)	Sham Shui Po Arts Association	Selected students from P.1 to P.6	/
	October 2022	2022-23 Penmanship Competition on “Kindness” 「身心健康 – 仁愛篇」	Quality Education Development Centre Limited	P.4 to P.6	10 Finalist Awards
	December 2022	“Convention on the Rights of the Child” Penmanship Competition 2022	Joint Committee for The Promotion of The Basic Law of Hong Kong	P.4 to P.6	/
	May 2023	Gold Pen Award on “Loyalty” 「忠義篇」	Kowloon Region School Heads Association	P.1 to P.6	Most Active Participation Award
Chinese Writing Competition	February 2023	6 <sup>th</sup> Primary Students Photo Writing Competition (Embracing the Chinese culture)	Hong Kong Educational Publishing Company Limited & The Commercial Press	P.4 to P.6	5 Best Pieces (Internal Awards)
English Writing Competition	11/04/2023	National Security Writing Competition	The Education Bureau Kowloon Federation of Associations	Selected students in P.5 and P. 6	/

Category	Date	Name of Activity	Organizing Body	Participants	Awards
Visual Arts & Design Competition	September 2022	1 <sup>st</sup> “Safe Country, Good Home”, “Basic Law” & “HK National Security Law” Colouring Competition	Kowloon Federation of Associations	P.1 to P.6	/
	October 2022	“Knowing about Home Country and Hong Kong” Colouring Competition	Chinese YMCA of Hong Kong	P.4 to P.6	/
	November 2022	Basic Law Ambassador Colouring Competition	Hong Kong Life Extension Association	P.1 to P.6	/
	December 2022	Chinese Costume Design Competition	The Education Bureau	Selected students in P.4 to P.6	Commendation awards in video-taking and in drawing
	January 2023	Slogan-cum-Poster Design Competition on National Security	The Education Bureau	Selected students in P.4 to P.6	4A Aleena – Merit Award
	February 2023	“Love Our Home, Treasure Our Country” Logo Design Competition for Government Secondary and Primary Schools	The Education Bureau	Selected Students in P.4 to P.6	/
	April 2023	“Monumental” Stories – Cat Curator Colouring Competition	Antiquities and Monuments Office	P.1 to P.6	/
Art class	6/7/23	Chinese Painting Class	The Education Bureau	The Constitution and Basic Law Student Ambassadors	/
Visit & Learning Trip	15/12/22	Learning Trip to the Ocean Park	The Education Bureau		/
	2/12/22	Visit to the Patriotic Education Centre	The Education Bureau		/
	14/4/23	NSE – Fun Fair Day	The Education Bureau		/

Category	Date	Name of Activity	Organizing Body	Participants	Awards
Visit & Learning Trip	29/6/23	Local Learning Trip to the Walled Villages in Yuen Long	Li Cheng Uk Government Primary School	P.5	/
	3/7/2023	Visit to the Lei Cheng Uk Tomb Museum	Li Cheng Uk Government Primary School	P.2	/
Mobile Exhibition	November 22	The Dun Huang Mobile Exhibition	Hong Kong Heritage Museum and Hong Kong Repertory Theatre	P.1	/
	3/1/23 - 5/1/23	National Education: Technology & Knowledge Exploring	The Education Bureau	P.1 to P.3	/
Video Watching	September 2022	Videos on the national emblem and the flag raising ceremony	Li Cheng Uk Government Primary School	P.1 to P.6	/
Flag-raising Ceremony Graduation	Weekly and on special days, including Sports Day, Graduation Day and the Prize – giving Day	Board display and speech under the flag on the following days: - the day before National Day (28/9/2022) - the day before National Constitution Day (2/12/2022) -Nanjing Massacre Memorial Day (13/12/2022) - New Year Day (3/1/2023) - the day before National Security Day (14/4/2023) -May Fourth Youth Day (4/5/2023) -the 2 <sup>nd</sup> Anniversary of the Promulgation of the HK National Security Law and the day before the HKSAR Establishment Day (30/6/2023)	Li Cheng Uk Government Primary School	P.1 to P.6	/

<b>Category</b>	<b>Date</b>	<b>Name of Activity</b>	<b>Organizing Body</b>	<b>Participants</b>	<b>Awards</b>
‘Love Our Home, Treasure Our Country’ Activity	16/6/2023	Joint school activity - Glider Flying Competition	The Education Bureau	STEAM Elite Group Students	/
Sister School Activity	March 2023	Meeting with personnel of the Sister School	Li Cheng Uk Government Primary School	Deputy Headmistress , National Education Mistress and the stream members	/
	March to June 2023	Joint-class activities-P.5 English and Visual Arts real-time zoom lessons	Li Cheng Uk Government Primary School	Class 5A	/
Staff Development	8/12/2022	Staff Development Workshop on the Basic Law	Li Cheng Uk Government Primary School	All teachers	/

## 2. 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.

Our school put stresses on the nurturing of students' whole-person development. The Guidance and Counselling Stream works closely with different subjects to support students in values education.

Apart from the ten core values (National Identity, Commitment, Law-abidingness, Responsibility, Perseverance, Diligence, Empathy, Care for others, Respect for others and Integrity), the LCU core values also comprise two more school-based values, they are Self-discipline and Courtesy. Students could acquire these values through classroom learning, life-wide learning activities and service learning.

The Guidance and Counselling Stream organized a series of comprehensive developmental guidance and counselling programmes that meet the students' personal and social needs at their different stages of development. Thematic talk serves as a time to promote positive values and good behaviour, to share learning experience, and to celebrate students' achievements. The Guidance and Counselling Stream imparted clearly to students during thematic talks and sharing sessions the School's expectations regarding student behaviour by referring to the Core Values, by which students abide under constant guidance.

To reinforce students' positive values and attitudes, level-based programmes such as Home School Cooperation Scheme and Caring Star Election were organized to meet the needs of students of different developmental stages. Most of them enjoyed the programmes and agreed that they had learnt more about the needs of others. These activities sowed the seeds that cultivate students' empathy, integrity and enhanced their awareness of caring for the needy around them.

With various learning platforms and experiences, students are groomed to become responsible, empathetic and socially adept young individuals. 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 value education.

Domains	Values	Activities		
		Learning Contents in SIP		Thematic Talks
National Education	<ul style="list-style-type: none"><li>➤ National Identity</li><li>➤ Self-discipline</li><li>➤ Law-abidingness</li></ul>	P.1	Showing respect to people with different nationalities	<ul style="list-style-type: none"><li>➤ Basic Law Mobile Classroom (All levels)</li><li>➤ Talks on Rules of Law (P.4-6)</li><li>➤ Crime Prevention Activities Fun Day (All levels)</li></ul>
		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"><li>➤ Empathy</li><li>➤ Care for others</li></ul>	P.1	Understanding others’ feelings	<ul style="list-style-type: none"><li>➤ Puppet Show - Accepting people with learning difficulties (P.3)</li><li>➤ Sharing Forum of Disabled athletic (P.4-5)</li><li>➤ Talk on Mental Health (P.5)</li><li>➤ Experimental Workshop (Disabled Person) (P.6)</li></ul>
		P.2	Developing positive character traits – Being Considerate	
		P.3	Anger control	
		P.4	Stress management	
		P.5	Cultivating the strength of love – forgiveness	
		P.6	Anti-bullying	
Self-management	<ul style="list-style-type: none"><li>➤ Perseverance</li><li>➤ Responsibility</li><li>➤ Commitment</li><li>➤ Diligence</li></ul>	P.1	Forming good habits	<ul style="list-style-type: none"><li>➤ Little Emotion Monster (P.1)</li><li>➤ Talk on Environmental Protection (Plastic Free Seas) (P.4)</li></ul>
		P.2	Forming good learning habits	
		P.3	Establishing a healthy life style	
		P.4	Time management	
		P.5	Balance of life and understanding learning preference	
		P.6	Career planning and goal setting	



Domains	Values	Activities			
		Learning Contents in SIP		Thematic Talks	
Interpersonal Skills	➤ Respect for others ➤ Courtesy ➤ Integrity	P.1	Good Manners	➤ Sex Education (All levels) *Respecting Others' Body and Setting Safety Boundaries ➤ Talk on Positive Thinking (P.6)	
		P.2	Developing healthy friendship		
		P.3	Respecting personal space		
		P.4	Team work		
		P.5	Conflict management		
		P.6	Coping with failure		

### 3. Guidance Programme & Personal Growth Education

The Guidance and Counselling Stream provided guidance service for our students. The service focused on preventive, developmental and remedial programmes. School-based personal growth education programmes were implemented to cater for the developmental needs of all students. 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
Strive for Improvement Programme (SIP)	✓	✓	✓	✓	✓	✓
Big Brothers & Big Sisters Programme (BBBS)	✓	✓	✓	✓	✓	✓
Understanding Adolescence Programme (UAP)	NA	NA	NA	✓	✓	✓
Sex Education	✓	✓	✓	✓	✓	✓
Developmental Activities	✓	✓	✓	✓	✓	✓
Thematic Talk/Seminar/Drama	✓	✓	✓	✓	✓	✓
Visits and Community Services	✓	✓	✓	✓	✓	✓
Counselling Services	✓	✓	✓	✓	✓	✓

The objectives of Strive for Improvement Programme (SIP) are to promote whole-person development and encourage our students 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 students with awards so that they could strive for improvement and excellence.

The Big Brothers and Big Sisters Team learnt and practised techniques in taking care of P.1 students and thus developed critical thinking, problem solving and leadership skills. The training sessions guided them to reflect not only on their responsibility, but also on their leadership role, especially in serving others and the School.

In order to facilitate students' whole-person development and personal growth, the school has arranged various chances for students and parents to serve and know more about the community. For example, the Parent-child Flag Selling activity and Parent-child Bread Run activity were arranged. Participants enjoyed and highly recommended the school to rearrange the activities because it was a great experience of learning "to give".

Furthermore, community visits to local charity agencies were also held. Students visited Foodstep Journey and gained more understanding about the food wasting problem in Hong Kong. Also, the school invited Eldpathy to arrange an in-school workshop which enabled students understand more about the obstacles that the elderly are facing in lives.

#### **4. Understanding Adolescent Project (UAP)**

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

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

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

The activities were shown as follows:

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

\*Due to the health concerns related to COVID 19, all overnight camp activities were changed to day camp activities.

## 5. 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. Choir	18. STEAM Learning Group
2. Library Club	19. Lego Robotics
3. Card Games	20. Lion Dance Group
4. African Drum Group	21. Chinese Martial Arts Group
5. Chinese Ink Painting Group	22. Basketball
6. Cub Scouts	23. Volleyball Team
7. Brownies	24. Athletic Team
8. Board Games	25. Percussion Group
9. Sand Art Group	26. Rope Skipping Group
10. Musical Group	27. Junior Choir
11. Lego Engineering	28. Arts Talent Group (Junior)
12. Lightweight Clay Group	29. Chinese Dance Group
13. Sunny Kids	30. Maths Olympiad (P2-3)
14. Microbit:	31. Maths Olympiad (P4-5)
15. Pastel Nagomi Art	32. Smarties
16. Hand Chimes	33. Soccer
17. Arts Talent Group (Senior)	34. Cricket

Rotating Groups	
1. First step in STEAM	6. Board Games
2. Chinese Calligraphy	7. Self-care ability
3. Fun with Chinese	8. Chinese Interactive Games
4. Healthy Kids Group	9. Origami
5. Coding for kids	10. ZEN Drawing

## 6. School Functions and Activities

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

Date	School activities	Participants
26/8/2022	P.1 Orientation	P.1 students
6/9/2022	School Bus Talk	All students
7/9/2022	Law-abidingness Activities	All students
9/9/2022	School Term Opening Ceremony	All students
26/9/2022	Basic Law Mobile Classroom Prefect members	All students
27/9/2022	National Day Celebration	All students
30/9/2022	Big Brother Big Sister (BBBS) Training	BBBS members
3/10/2022	P.5 UAP Re-union	P.5 UAP members
5/10/2022	P.4 UAP Briefing Session	P.4 UAP members
6/10/2022	Prefect Inauguration Ceremony/ Prefect Training	Prefect members
October 2022 to February 2023	School Cricket Team Training	Cricket Team members
October 2022 to February 2023	School Soccer Team Training	Soccer Team members
8/10/2022	UAP Opening Ceremony	UAP members
12/10/2022	Seasonal Influenza Vaccination 2022/23	All students
18/10/2022	Bread Run (Parent-child Social service)	Enrolled students

<b>Date</b>	<b>School activities</b>	<b>Participants</b>
19/10/2022 18/11/2022	COVID-19 Vaccination Programme – Vaccination Arrangement for School Students	Enrolled students
24,25,27/10/2022 28/10/2022	School Visits to Riding School and Pony Ride Programme	P.5 and P.6 selected students
28/10/2022	Dress Causal Day	All students
Nov 2022 June 2023	Discipline Competition	P.1 to P.6 students
2,3,16,23,24,30/11/2022	LEGO Robotics After-school Program	Selected students
November 2022 to June 2023	Coding for Kids After-school Program	Selected P.4 to P.6 students
23/11/2022 6,13,20/12/2022	Rehabilitation Pioneer Project- “RehEx”	P.4 to P.6 students
24/11/2022 1,8,15/12/2022 5,12/1/2023 6,8,13,15,20,26/6/2023	Fitness Fun Workshop	Selected Students
25/11/2022 6,13,20/12/2022	MTR Talk	P.6 students
28/11/2022 19/12/2022 16/1/2023 27/3/2023 24/4/2023 22/5/2023 26/6/2023	Green Prefect Training	Environment Ambassadors
30/11/2022	Kowloon West Inter-Primary School Athletic Meet 2022-23	Athletic Team members
1,8,15/12/2022 3,5,10,2/12/2022	After-school Glider and Microbit Learning Program	Selected P.4 to P.6 students
3/12/2022	UAP Day Camp	UAP members
6,13,20/12/2022	Joint-School Glider Flying Workshop (The Arts & Technology Education Centre)	Selected P.4 to P.6 students
8/12/2022	SSPA Talk	P.6 students
16/12/2022	Educational Visit – InfoTech Expo 2022	P.5 selected students
16/12/2022 21/4/2023	Parents’ Day	All students

<b>Date</b>	<b>School activities</b>	<b>Participants</b>
20/12/2022	Green Christmas Celebration	All students
3/3/2023	All HK Inter-area Athletic Competition	Athletic Team members
16/3/2023	Volunteer Team Visit	Volunteer Team members
17/3/2023	UAP Parent-child Evening Camp	P.4 UAP members
22,23,24,28,29,30/3/2023	School Cleaning Campaign cum Lightening School Bag Activity	All students
24/3/2023	Ping Shan Heritage Trail Visit	P.4 to P.6 selected students
17/,24/4/2023 5,15,22,29/5/2023	Fun with Maths	Selected students
24/4/2023	Project “Mindmatters” Talk	P.4 and P.5 students
25/4/2023	Music for the Millions Concert	P.4 and P.6 students
25,27/4/2023	JA Spark the Dream Workshop	P.4 to P.6 students
27/4/2023 15/5/2023	Volunteer Team Training	Volunteer Team members
2,11,15,16,23,25/5/2023	Reading Mum Program	Selected students
4/5/2023	UAP Social Service	P.5 students
5,8/5/2023 9,12/6/2023	Plastic Free Seas school talk	P.6 students
8/5/2023	Sex Education Workshop	P.1 students
15/5/2023	Life Education Sharing Forum	P.4 and P.5 students
7,12,13/6/2023	UAP Individual Interview	P.4 to P.6 students
12/6/2023	Integration Workshop	P.6 students
12-21/6/2023	Dismissal Clean-up Competition	All students
13/6/2023	Chinese Theatre	P.2 and P.3 students
14/6/2023	Guide Dog Workshop	All students
15/6/2023	護苗車	P.3 students

<b>Date</b>	<b>School activities</b>	<b>Participants</b>
15,26/6/2023	CoolThink@JC Exhibition at The Education University of Hong Kong	Selected P.4 to P.6 students
16,19,20/6/2023	STEAM Day	All students
20/6/2023	Parent-child Community Visit	Selected P.6 students
27/6/2023	Graduation Day	P.6 students
11/7/2023	Prize giving Day	P.1 to P.5 students

## 7. Educational Visits

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

<b>Date</b>	<b>Educational Visit</b>	<b>Participants</b>
24, 25, 27/10/2022	Educational visit: Riding School and Pony Ride Programme	P.5 and P.6 selected students
5, 7, 8, 14/12/2022 24, 25, 27/10/2022	GS Educational Visit: Hong Kong Heritage Museum	P.2 students
16/12/2022	Educational Visit: InfoTech Expo 2022 Ping Shan Heritage Trail Visit	P.4 to P.6 selected students
1,3,6,13/2/2023	GS Educational Visit: Palace Museum	P.6 students
23/2/2023 16/6/2023	Educational Visit: M+ Museum	Students of Art Talent Group
24/3/2023	Ping Shan Heritage Trail Visit P.4 students	P.4 to P.6 selected students
12/4/2023	GS Educational Visit: Hong Kong Space Museum	P.5 students
12, 13/4/2023	GS Educational Visit: Hong Kong Museum of History	P.4 students
2, 4/5/2023	GS Educational Visit: Kowloon Park	P.1 students

Date	Educational Visit	Participants
4, 9, 10/5/2023 9/6/2023	GS Educational Visit: Food Angel	P.3 students
29/5/2023 16/6/2023	GS Educational Visit: Hong Kong Museum of Coastal Defence	P.6 students

## 8. Performance

Our school provides every occasions for students to showcase their learning outcomes. They were trained through non-main stream curriculum to excel in sports, music and language.

Date	Events	Performers
19/12/2022 20/2/2023	Christmas Performance at Cheung Sha Wan Plaza	Junior Choir members and some Senior Choir members
20/2/2023 27/6/2023	Sports Day Graduation Day	Rope Skipping: Members of Rope Skipping Team
27/6/2023 11/7/2023	Graduation Day Christmas Performance at Cheung Sha Wan Plaza	<ol style="list-style-type: none"> <li>1. Martial Art cum Rope Skipping Performance: Martial Arts Group Members Rope Skipping Group Members</li> <li>2. Sand Art Performance: Sand Art group Members</li> <li>3. Robofest App Junior Presentations: 6A Ali Hussain Ahmad 6A Ayyan</li> </ol>
11/7/2023	Prize-giving Ceremony (P.1 to P.5)	<ol style="list-style-type: none"> <li>1. Musical: Musical Group Members</li> <li>2. African Drum: African Drum Members</li> <li>3. Winners of Verse Speaking at HK School Speech Festival: English - 5A Ayaz English - 6A Saleemah English - 6A Zariab Cantonese - 3B Tse Tsz Yau Putonghua - 5A Chong Tse Kiu</li> <li>4. Winners of Tell-a-tale Children's Storytelling Competition: 4A Chowdhury Md. Salif 5A Lo Chun Hei Nicholas</li> </ol>



<b>Date</b>	<b>Events</b>	<b>Performers</b>
12/7/2023	Mini-gala Performance	1. Junior Choir Junior Choir Members 2. Chinese Dance Chinese Dance Members 3. Rope-skipping Rope-skipping Members 4. Musical Musical Group Members 5. Percussion Percussion Members 6. African Drum African Drum Members 7. Martial Arts Martial Arts Members 8. Senior Choir Senior Choir Members 9. Sand Art Sand Art Group Members 10. Handchime Handchime Group Members

## 9. Uniform Groups & Service Groups

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

<b>Groups</b>	<b>Participants</b>
Brownies	P. 4 to P.6 (15 students)
Cub Scouts	P. 4 to P.6 (15 students)
Sunny Kids	P. 4 to P.6 (20 students)
Understanding Adolescent Project	P. 4 to P.6 (43 students)
School Prefects	P. 4 to P.6 (90 students)
Voluntary Team	P. 4 to P.6 (20 students)
Library Prefects	P. 4 to P.6 (15 students)
Big Brother and Big Sister Programme	P. 4 to P.6 (56 students)
School Bus Prefects	P. 4 to P.6 (10 students)
Hygiene Prefects	P. 4 to P.6 (25 students)
Community Youth Club	P. 4 to P.6 (20 students)

## 10. Support Services to Students with SEN

Strategy	Level involved	Implementation	The way forward
1. Remedial teaching (P.3 to P.6 Chinese and P.4 to P.6 Mathematics)	P.3 to P.6	<ul style="list-style-type: none"> <li>❖ Catering for students' individual differences</li> <li>❖ Meeting the learning needs of participants</li> <li>❖ Bridging the curriculum gaps of the participants</li> <li>❖ Fostering students' academic improvement</li> </ul>	<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ To bridge the curriculum gaps of the students more effectively, Chinese remedial classes can be conducted by subject teachers.</li> </ul>
2. Academic intervention programme – Do My Best (P.1 and P.2 Chinese and P.1 to P.3 Mathematics)	P.1 to P.3	<ul style="list-style-type: none"> <li>❖ Providing additional academic support for the participants in the subjects of Chinese Language and Mathematics during integrated lessons</li> <li>❖ Building up the foundation for study</li> </ul>	<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Continuous support should be provided in Chinese Language as students are very weak in this area.</li> </ul>
3. Graded worksheets	P.1 to P.6	<ul style="list-style-type: none"> <li>❖ Better catering for students' learning needs</li> <li>❖ Bridging students' curriculum gap</li> <li>❖ Stretching students' potential</li> </ul>	<ul style="list-style-type: none"> <li>❖ It is suggested that teachers should review thoroughly the learning needs of students prior to setting the graded worksheets.</li> </ul>

<b>Strategy</b>	<b>Level involved</b>	<b>Implementation</b>	<b>The way forward</b>
4. Group programme – sensory integration (Creative Education Management Ltd)	P.1 to P.6 (10/2022 - 12/2022; 2/2023 – 4/2023)	❖ 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 cater for their sensory needs. ❖ A smaller group size may enhance the effectiveness of the training.
5. Lego Therapy (ST Play)	P.1 to P.6 (10/2022 – 12/2022; 2/2023 – 4/2023)	❖ Enhancing the social and problem-solving skills of SEN students	❖ Similar service can be provided for students with SEN to improve their communication skills.
6. Motor Skills Training (Links Child Development Centre)	P.1 (5/2022 – 6/2023)	❖ Improving students’ fine and gross motor skills, self-management skills and attention skills	❖ Similar service can be provided for students with SEN to cater for their emotional, social and sensory needs.
7. Social Skills Training Group (Excellent Education)	P.1 (5/2022 – 6/2023)	❖ Enhancing the social skills of SEN students	❖ Similar service can be provided for students to improve their social and communication skills.
8. Star Kids (NGO-School Collaboration Project)	P.2- P.6 (2/2023 – 6/2024)	❖ Enhancing social adaptive skills of ASD students	❖ The school will continue to collaborate with the NGO next year to provide continuous social and adaptive skills training for ASD students.
9. Play Therapy School Programme (The Education University of Hong Kong)	P.1 to P.3 (3/2023 – 6/2023)	❖ Enhancing students’ social competence to understand social cues and respect others’ perspective ❖ Developing students’ emotion regulation skills	❖ Similar service can be provided for students to cater for their social and emotional needs.
10. Student Mental Health Support Scheme	P.1 to P.6	❖ Stepping up the support for students with mental health needs by setting up a school-based multi-disciplinary platform ❖ Enhancing capacity of the school in handling students with mental health needs at school setting	❖ Personnel concerned can communicate with teachers in order to help spot out students with mental health needs.

Strategy	Level involved	Implementation	The way forward
11. School-based Speech Therapy Service	P.1 to P.6	<ul style="list-style-type: none"> <li>❖ Enhancing students' receptive knowledge on categorical and convergent thinking</li> <li>❖ Helping the students to tell simple stories and their own experience with more</li> <li>❖ variety of connectives and richer content</li> <li>❖ Improving students' ability to make inferences</li> <li>❖ Bolstering students' sequential skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers can nominate needy students at the end of the academic year so as to allow early intervention to take place.</li> <li>❖ The Speech Therapist is 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.</li> </ul>
12. School-based Educational Psychology Service	P.1 to P.6	<ul style="list-style-type: none"> <li>❖ Providing professional support to school regarding the early identification of at risk students as well as the appropriate interventions for them</li> <li>❖ Providing professional support to schools in adopting a 3-Tier Support Model to cater for students' diverse educational needs</li> <li>❖ Providing professional training for teachers</li> <li>❖ Organizing small group training for students' arithmetic skills</li> <li>❖ Catering SEN students' needs through assessment, counselling and guidance services</li> <li>❖ Promoting home-school co-operation through parents' meeting</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers can nominate students at risk in the beginning of the academic year so as to allow early intervention to take place.</li> <li>❖ The Educational Psychologist is encouraged to communicate more frequently with the class teachers concerned so as to allow them to have a clearer picture of the students' progress.</li> </ul>
13. Enhanced Support Service for Students with Hearing Impairment	P.6	<ul style="list-style-type: none"> <li>❖ Strengthening the speech, language, communication and social skills of students with HI</li> <li>❖ Enhancing teachers' knowledge in teaching students with HI</li> <li>❖ Equipping parents with the required knowledge, skills and strategies to support their children with HI more effectively</li> </ul>	<ul style="list-style-type: none"> <li>❖ It is suggested that the personnel from the ESS can communicate with the parents directly to enhance cooperation and help parents to understand the needs of their children.</li> </ul>

## 11. After-school Programmes

In order to provide more opportunity for the disadvantaged students to enhance their learning effectiveness in different aspects and their cooperation with others, the school launched different programmes for them. Due to Covid-19, 1<sup>st</sup> term after-school tutorial classes were cancelled and the held courses were as follows:

<b>Funding</b>	<b>Courses and Activities</b>	<b>Participants</b>	<b>Time</b>
Community-based Grant	Tutorial Class	P.1 to P.6	6/2/2023 to 24/5/2023
	DIY accessories	P.1 to P.3	2/3/2023 to 18/5/2023
	Creative Cartoon Drawing		
	Fun with Clay		
	Korean	P.4 to P.6	
	Magic Fun		
	STEM interest class		
School-based Grant	Urdu I- Elementary	P.1 to P.3	18/10/2022 to 10/1/2023 21/3/2023 to 13/6/2023
	Urdu II- Intermediate	P.4 to P.6	20/10/2022 to 12/1/2023 16/3/2023 to 25/5/2023
	Nepali I-Elementary	P.1 to P.3	18/10/2022 to 10/1/2023 21/3/2023 to 13/6/2023
	Nepali II - Intermediate	P.4 to P.6	20/10/2022 to 12/1/2023 16/3/2023 to 25/5/2023
	Spanish - Beginner	P.1 to P.3	18/10/2022 to 10/1/2023 21/3/2023 to 13/6/2023
	Filipino-Beginner	P.1 to P.6	18/10/2022 to 10/1/2023 21/3/2023 to 13/6/2023
	Hindi-Beginner	P.1 to P.6	18/10/2022 to 10/1/2023 21/3/2023 to 13/6/2023
	Cube O Discovery Park Learning Trip	P.1 to P.6	Pre-activity workshop: 12/6/2023 Learning Trip: 17/6/2023

Most students showed good learning attitude in tutorial classes and tried hard to finish their homework. Many students participated actively in interest classes and they gained satisfaction and became more confident. They reflected that they could understand better the cultures of various ethnic groups by pursuing the after-school cultural and language classes.

## 12. Support for Newly-arrived Children

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

Newcomers Bridging Program	Subject & Level	Participants
Phase 1 13-9-2022 –19-9-2022 Phase 3 31-1-2023- 6-2-2023	Chinese Level 1	15
	English Level 1	9
	Mathematics Level 1	11
Phase 2 17-10-2022- 24-10-2022	Chinese Level 1	2
	Mathematics Level 1	2
Phase 3 31-1-2023- 6-2-2023	Chinese Level 1	7
	English Level 1	6
	Mathematics Level 1	5

## 13. 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. Stage Quiz	P.1-P.6	29/6/2023 to 12/7/2023
2. Tang Poetry Competition (Chinese)		
3. Story Telling Competition (English)		

Items of Activities	Participants	Time
4. Mathematics Inter-class Competition		29/6/2023 to 12/7/2023
5. Scientific Competition	P.1-P.6	
6. V.A. Exhibition		
7. LCU Showcase (Classroom)		
8. The kids on the block		
9. Mini Concert		
10. Mini-gala performance		
11. Genius TV	P.1	
12. Percussion Group Selection		
13. Fun in Putonghua	P.2 and P.3	
14. Junior Choir Selection	P.1 and P.2	
15. Chinese Dance Group Selection		
16. Children Dance Group Selection		
17. Art Talent Group (Junior) Selection		
18. Magical Reading	P.2 and P.3	
19. National Education Visit	P.2 and P.5	
20. African Drum Group Selection	P.2 to P.5	
21. Art Talent Group (Senior) Selection	P.3 to P.5	
22. STEAM, Lego Robotics and Micro bits Selection		
23. Soccer Team Selection		
24. Rope-Skipping Group Selection		
25. Athletic Team Selection		
26. Basketball Team Selection		
27. Cricket Team Selection		
28. Volleyball Team Selection		
29. Senior Choir Selection		
30. Hand Chimes Group Selection		
31. Introduction of New Sports Equipment	P.4 to P.6	
32. Dodgeball Competition		
33. Chinese Drum Selection	P.5	
34. Bridging Program	P.6	
35. P6 Day Camp		

## VI. Connection with Parents

### 1. The Parent Teacher Association

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

Parent Teacher Association Executive Committee Members:

Post	Parent Committee	Teacher Committee
Advisor	—	Ms Chui Sau Man
Chairperson	Ms Ireen Sultana	—
Vice-chairperson	Ms Rose Complido Rasco	Ms Lee Kwong Yung
Secretary	Ms Subba Sucheetra	Ms Devneer
Treasurer	Ms Dale Q. Donato	Ms Yau Shuk Ling
Welfare & Activities Coordinator	Ms Sajila Gulfareed	Ms Wong Yuen Kwan
	Ms Rani Rama	Ms Sung Yi Tim, Angela
Liaison Officer	Ms Yolanda Marquez	Ms Pong Hoi Yan
		Ms Chan Ka Yi

### 2. Communication with Parents

The school communicated with parents through different channels such as school circulars and notices, School 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, Christmas Celebration, Sports Day, Culture Day, Community Visit, Graduation Day and Prize-giving Ceremony. Parent 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.



## Connection with Parents / Parent Education

To promote the well-being of parents, equip them with parenting skills and arouse their interest in Chinese culture, the PTA organized various classes and workshops from September 2022 to June 2023. All participants actively joined the classes or workshops on Wednesdays as listed below:

Scope	Classes / Workshops	Date	Officer-in-charge
<b>Parenting skills</b>	Parental Talk on Separation Anxiety and Learning Skills (for P.1 Parents)	5/10/2022	Ms Sung Yi Tim (SSW)
	Parental Talk on Prevention of Internet Addiction and Handling of Cyber Bullying	12/10/2022	Ms Sung Yi Tim (SSW)
<b>Home-school cooperation</b>	P.1 Orientation Day	26/8/2022	Ms Susana Lai (Mistress of Student Affairs)
	1 <sup>st</sup> PTA Meeting 2 <sup>nd</sup> PTA Meeting	22/10/2022 13/2/2023	PTA committee
	PTA AGM	22/10/2022	PTA committee All teachers
	Parents' Day (1 <sup>st</sup> Term) Parents' Day (2nd Term)	16/12/2022 21/4/2023	Ms Chan Wai Chuan (Mistress of Academic Affairs)
	Sports Day	20/02/2023	Ms Kwok Wing Yiu Mr Mui Ka Ming (PE Panels)
	PTA Picnic	25/2/2023	Ms Lee Kwong Yung (Deputy Headmistress)
	Community Visit to Cheung Chau	17/3/2023	Ms Lee Kwong Yung (Deputy Headmistress)
	Understanding Adolescent Project Parental Workshops	(P.4): 17/3/2022 21/4/2022 (P.5): 11/10/2022 (P.6): 19/12/2022 9,16/1/2023 27/3/2023	Ms Sung Yi Tim (SSW)

<b>Scope</b>	<b>Classes / Workshops</b>	<b>Date</b>	<b>Officer-in-charge</b>
<b>Home-school cooperation</b>	Graduation Day	27/6/2023	Ms Lee Kwong Yung (Deputy Headmistress)
	Prize-giving Ceremony	11/7/ 2023	Ms Leung Tak Ting (Deputy Headmistress)
	Speech Therapist (parents' meeting)	Whole year	Ms Chan Ka Yi (SENCO)
	Educational Psychologist (parents' meeting)	Whole year	Ms Chan Ka Yi (SENCO)
	Consultation and liaison with parents on developmental needs of their children	Whole year	Ms Sung Yi Tim (SSW)
<b>Parents' Personal Development</b>	Tie Dye Workshop	9/9/2022	Ms Sung Yi Tim (SSW)
	Parent-child DIY Art Workshop	15/10/2022	Ms Sung Yi Tim (SSW)
	Subject-based Talk 1 (Maths & General Studies)	19/10/2022	Maths & GS Panels
	Subject-based Talk 2 (Chinese & English)	26/10/2022	Chinese & English Panels
	Chinese Language Workshop (10 sessions)	26/10/2022 2, 9, 16, 23/11/2022 12,19,26/4/2023 3,10/5/2023	Chinese Panel Heads
	Parent Volunteer Training Workshop (3 sessions)	30/11/2022 7,14/12/2022	Ms Sung Yi Tim (SSW)
	Funky Fitness Dance Class (6 sessions)	8/2/2023 15/2/2023 1,5,22,29/3/2023	Ms Sung Yi Tim (SSW)
	Parent-child Chinese Picture Book Workshop (2 sessions)	15,22/2/2023	Ms Tsang Yuen Wah (Curriculum Development Mistress)
	First Aid Talk	8/3/2023	Ms Lee Kwong Yung (Deputy Headmistress)

<b>Scope</b>	<b>Classes / Workshops</b>	<b>Date</b>	<b>Officer-in-charge</b>
<b>Parents' Personal Development</b>	Parent-child Reading Workshop (3 sessions)	22,24,29/5/2023	Ms Yau Shuk Ling (Librarian)
	Pastel Nagomi Art Class (6 sessions)	17,24,31/5/2023 7,14,21/6/2023	Ms Sung Yi Tim (SSW)
	Legal Seminar on National Security	2/6/2023	Ms Lee Kwong Yung (Deputy Headmistress)

## VII.Student Performance

### 1. Students' Physical Development

LCU has implemented fitness schemes to develop students' physical competence, knowledge of movement and safety, and their ability to apply them in a wide range of activities and hence develop an active and healthy lifestyle.

Firstly, the 'School Physical Fitness Award Scheme' is organized by EDB to promote students' physical well-being. Under this scheme, students had to perform four physical fitness tests, which included 1. Bent-knee sit-ups, 2. Sit-and-reach, 3. Endurance run, and 4. Hand grip. Since Covid-19 pandemic situation has improved, regular PE lessons for students were back to normal, and students had fair performance in this award scheme. To further improve students' performance in tasks like item 3 and item 1 above, this requires an improvement in their stamina, as a result, incorporating physical activities like rope skipping, hula hoop playing, etc. into students' recess is recommended.

Secondly, the MVPA 60 school-based program – Fun Fitness Award Scheme aims to strengthen students' physical fitness and motivate them to have a habit of exercising regularly. The majority of the students met the basic goal of doing exercise at least 60 minutes a day in 15 days a month. Some students were also keen to share what daily exercise they did and how they accomplished the goal with teachers and their classmates.

Thirdly, Active Recess was also implemented this year. The purpose of Active Recess is to encourage students to exercise more by providing them with opportunities to try different types of activities during recess, like rope skipping, hula-hoop, Chinese shuttlecock, etc. Most of the time, students participated in Active Recess with great enthusiasm, though sometimes they were not good at some of the above exercise, they just enjoyed playing and had lots of fun.

### 2. Inter-school Competitions and Awards

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

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
Chinese	74th Hong Kong Schools Speech Festival (Chinese)	Hong Kong Schools Music and Speech Association	1 <sup>st</sup> runner-up	3B Tse Tsz Yau

<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
Chinese	74th Hong Kong Schools Speech Festival (Chinese)	Hong Kong Schools Music and Speech Association	Merit	1B Chung Siu Tong 1D Lai Ou Yin Lucas 2A Fatima Noor 2A Yung Adele 2A Mahmud Yusuf Abdullah 2D Rai Nirvae 4A Yung Holden 4A Ng Shing Yau 4A Chowdhury Md Salif 5A Sahar Malaika 5A Areeb Fatima 5C Mohammad Noor Fatima 6A Lu Wing Yan 6D Khan Amira
English	WCACA Calligraphy Competition 2022	World Children Arts & Culture Association	Gold Award	3A Bieni Chukwuma David 3A Lee Sung Hak 5A Tantripa Eyasria Khan 6A Li Sum Yi
			Silver Award	3A Narsidah Raka Subekhan Mahmood 3A Odunukwe Ifeoma Precious Angeline 3A Muhaimin Nasif 3A Subba Aahan 4A Khan Qais Abbas 4A Rai Mi Hang 4A Rasco Xija 4A Khan Aleena 5A Gurung Everest 5A Khan Mahrukh 5A Kavar Garisa 5A Lo Chun Hei Nicholas 5A Sahar Malaika 6A Ghale Bidkar 6A Maden Arbin 6A Limbu Niyara 6A Zamora Princess Megan Angela Mayo 6A Buhary Saleemah

<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
English	WCACA Calligraphy Competition 2022	World Children Arts & Culture Association	Bronze Award	3A Bajracharya Samara 4A Khan Bibi Anam 4A Gurung Grisha 5A Areeb Fatima
	74th Hong Kong Schools Speech Festival – English Speech	Hong Kong Schools Music and Speech Association	1 <sup>st</sup> Place	5A Ayza Abeer
			2 <sup>nd</sup> Place	4A Nguyen Kin Ho 4A Chowdhury Md. Salif 6A Buhary Saleemah 6A Zariab Muhammad 6B Verma Gaurish
			Silver Award	2A Afnan Zunairah 2A Ahmad Hasham Virador 2A Bangura Happiness Nofy 2A Batool Satira 2A Brotamonte Olivia Rae 2A Fatima Noor 2A Karthik Kumar Subramani Prithvi 2A Santos Aiden Miles 2A Sreenivasa Vihaan 2A Suataron Yemesh Kee Vosotros 2B Muhammad Farhan Mughal 2B Rai Skyler Sofia Pepe 3A Bernardino Cassandra Danielle Go 3A Dimla Dhale Irish Donato 4A Gurnani Yashneil Zachar 4C Bui Ngoc Linh 4C Muhammad Aliya Kiyani 4C Narsidah Dika Jaff Mahmood 4D Chemjong Mingsha 4D Gurung Arwina 4D Khan Ariba 5A Azad Tahmid Al

<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
English	74th Hong Kong Schools Speech Festival – English Speech	Hong Kong Schools Music and Speech Association	Silver Award	5A Gurung Everest 5A Limbu Pomu Inusha Hangma Eva 5A Penaranda Liam Emmanuel Ori Boa 5A Rai Miyan 5A Rai Yuhang 5A Somal Jasraj Kaur 5A Tantripa Eyasria Khan 5A Thapa Sugam 5B Gurung Sony 5B Khan Alishbah 5C Zainab 5D Gurung Namra 5D Gurung Pratik 5D Kabanda Davinci 6A Ali Hussain Ahmad 6A Ayyan 6A Hutabarat Shavuot Catherine 6A Rai Jonas 6A Singh Manvir 6C Fahad Muhammad 6C Muhammad Usman
			Bronze Award	2A Anaya Nadeem 5C Kainat Bibi 5C Khan Inshira 6B Sarwar Alziyan
	Hong Kong School Drama Festival 2022/23	Education Bureau, Hong Kong Art School	Award for Outstanding Audio-visual Effects Award for Outstanding Cooperation Award for Commendable Overall Performance	4B Khan Jamal 4C Shabir Mehak Noor 4C Pierce Nga Ting 5A Areeb Fatima 5A Khan Mahrukh 5A Singh Raghav 5A Roxas Myla Bernadette 5A Lo Chun Hei Nicholas 5C Kassongo Ngontay Samuel 6A Ghani Mohamedu A.K. Hafeef Ghani 6A Ghale Bidkar

<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
English	SCOLAR English Alliance 2022/23: e-Writing with 21st Century Skills Programme	SCOLAR	Award For Outstanding Performer	5A Roxas Myla Bernadette 5C Kassongo Ngontay Samuel
			Certificate of Merit	6A Ali Hussain Ahmad 6A Ghani Mohamedu A.K. Hafeef 6A Hutabarat Shavuot Catherine 6A Palacio Kissziel De Guzman 6A Tamang Shemyong 6A Wan Pok Yin
	International Competition and Assessments for Schools (ICAS)_ English	International Competitions and Education Ltd (ICE)	Distinction	5A Azad Tahmid Al 5A Gurung Everest 6A Rai Jonas 6A Palacio Kissziel De Guzman
	SCOLAR English Alliance 2022/23: e-Writing with 21st Century Skills Programme	SCOLAR	Award For Outstanding Performer	5A Roxas Myla Bernadette 5C Kassongo Ngontay Samuel
			Certificate of Merit	6A Ali Hussain Ahmad 6A Ghani Mohamedu A.K. Hafeef 6A Hutabarat Shavuot Catherine 6A Palacio Kissziel De Guzman 6A Tamang Shemyong 6A Wan Pok Yin
	International Competition and Assessments for Schools (ICAS)_ English	International Competitions and Education Ltd (ICE)	Distinction	5A Azad Tahmid Al 5A Gurung Everest 6A Rai Jonas 6A Palacio Kissziel De Guzman 5A Aquipel Avan Chris Malolos Gabrielle



<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
English	International Competition and Assessments for Schools (ICAS)_ English	International Competitions and Education Ltd (ICE)	Distinction	5A Flores Blue Dwayne 5A Limbu Ingsa 5A Sahar Malaika 5C Khan Inshira 6A Rai Prasanna 6C Hasan Mohammad Mustakim 6D Rajakumar Hadassah
	Time-to-Talk Public Speaking Competition	EDB NET Section	2nd place	5A Lo Chun Hei Nicholas 5A Roxas Myla Bernadette 5A Singh Raghav 5A Tantripa Eyasria Khan
	Hong Kong Budding Poets (English) Awards 2022/23	Hong Kong Academy for Gifted Children	Poet of the school	6A Saleemah Buhary
Maths	Inter-school Rummikub Competition	HKTA The Yuen Yuen Institute No.1 Secondary School	Good Performance Award	6A Lu Wing Yan
	International Competition and Assessments for Schools (ICAS)_ Mathematics in English	International Competitions and Education Ltd (ICE)	Distinction	5A Gurung Everest 6A Chan Chak Wing
			Silver Award	5A Birkata Thapa Magar Misha 5A Limbu Pomu Inusha Hangma Eva 6A Palayam Ahamed Kabeer Kadhija Sarah
P.E.	Kowloon West Area Inter-Primary Schools Athletic Competition	The Hong Kong Schools Sports Federation Kowloon West Primary Schools Area Committee	Boys Grade A Softball Throw-Champion	6B Waqas Muhammad
			Boys Grade B Softball Throw-Champion	5D Ahsan Muhammad
			Girls Grade B Long Jump - 1st-runner up	5A Somal Jasraj Kaur

<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
P.E.	Kowloon West Area Inter-Primary Schools Athletic Competition	The Hong Kong Schools Sports Federation Kowloon West Primary Schools Area Committee	Girls Grade A 60m Run - 8th place	6A Li Sum Yi
			Girls Grade A 100m Run- 8th place	6B Hui Kathrine Ying Yan
			Overall Boys Grade B- Merit Award	5B Mohammad Fazan Ullah 5D Ahsan Muhammad
	All Hong Kong Inter-area Athletic Competition	The Hong Kong Schools Sports Federation	Boys Grade A Softball Throw - Champion	6B Waqas Muhammad -
			Overall Boys Grade B - 4th place	5D Ahsan Muhammad
	Cricket Hong Kong Primary School Playground League 2022-2023	Cricket Hong Kong / Leisure and Cultural Services Department	Group A Champion	6B Muhammad Hussnain 6B Waqas Muhammad 6D Matloob Abdullah Safeer 6D Anis Abdullah 6D Khan Rai Muhammad Ibraheem 6D Khan Zain Ali 5B Mohammad Fazan Ullah 5D Ahsan Muhammad 5D Saad Qurban 4D Khan Jamal
	Sports Day invitation relay	Ma Tau Chung Government Primary School Hung Hom Bay	1st Runner-up	6A Li Sum Yi 6A Pumicpic Zherafin 6B Hui Katherine Ying Yan 6B Waqas Muhammad

<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
P.E.	59th Schools Dance Festival - Dance for Health (Primary Section)	Hong Kong Schools Dance Association	Highly Commended Award	6A Li Sum Yi 6A Lu Wing Yan 6A Maden Arbin 6A Zariab Muhammad 6C Muhammad Haroon 6D Jan Kashmala 6D Khan Arsh 6D Rabail
	Kowloon West Area Inter-Primary Schools Volleyball Competition 2022-2023	The Hong Kong Schools Sports Federation	4th Place	4A Khan Aleena 4B Rumba Jessica 4D Gurung Arwina 5A Khan Mahrukh 5A Sahar Malaika 5B Bieni Chiyerem Favour 5C Mohammad Noor Fatima 5C Zainab 4A Rai Smarika 6A Li Sum Yi 6A Lu Wing Yan 6B Nemaria Emil Farag Girgis Meawd 6D Jan Kashmala 6D Rabail
			MVP	6A Li Sum Yi
V.A.	2023 National Security 國家安全標語創作及海報設計比賽	EDB & Security Bureau	Outstanding Work in Excellent English	4A Khan Aleena
	團圓賀歲-填色設計比賽	香港青少年文創空間	Silver Award	4B Chua Damara Margareth Nano
	第九屆「細味人生-關愛尊重、推己及人」漫畫填色比賽	Buddhist Wong Fung Ling College	Silver Award	4B Chua Damara Margareth Nano

<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
Music	75th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Silver Award	4A Nguyen Kin Ho 4C Muhammad Aliya Kiyani 4D Chemjong Mingsha 4D Daganzo Berlin Aoki
			Bronze Award	4A Chiu Ka Kit David 4A Rasco Xijan 4D Ahmed Nhasrine Pante
PTH	74th Hong Kong Schools Speech Festival (Chinese Speech_Putonghua Group)	Hong Kong Schools Music and Speech Association	2 <sup>nd</sup> Runner-up	5A Chong Tsz Kiu
			Silver Award	2A Xiao Bowen 2B Tong Muk Chi 3A Chen Dexun 4B Huang Yik Hin 5B Wang Erica 5C Mahmood Meerab Fatima 6A Lu Wing Yan 6A Li Sum Yi
I.T.	Robofest - App Junior	Lawrence Technological University	Champion	5A Ndekezi Ganza Shawn
			1st Runner Up	6A Ayyan
			Gold Award	6A Ali Hussain Ahmad
	Robofest – RoboParade Junior		Bronze Award	5A Limbu Ingsa 5B Bieni Chiyerem Favour 6A Limbu Yojan Hang
	Robofest – RoboArts Junior		Gold Award	4A Chowdhury Md. Salif 4A Ng Shing Yau 4A Yung Holden
	Robofest – BottleSumo Junior		Bronze Award	4A Ng Shing Yau 4A Nguyen Kin Ho 5A Ali Nooh Yasin
	Asia International STEM Competition 2023	Hong Kong Education Development Association	Silver Award	4A Limbu Sudin 4A Yung Holden 5A Azad Tahmid Al 6A Ismail Jarif 6B Singh Lovedeep

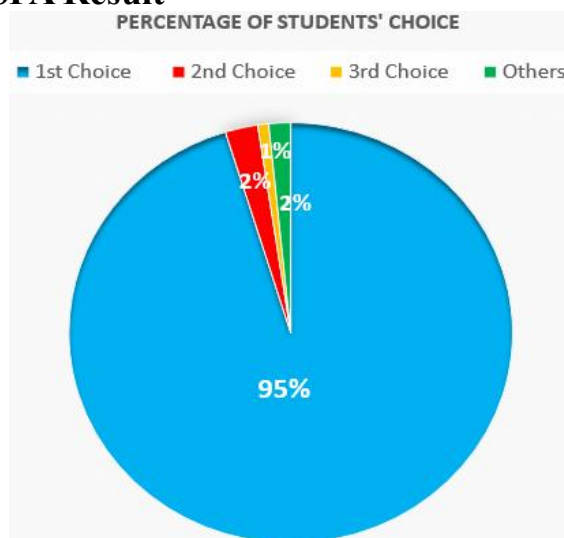
<b>Subject</b>	<b>Name of Competitions</b>	<b>Name of Organizers</b>	<b>Awards</b>	<b>Awardees</b>
I.T.	Robotics Intelligence DIY 2023 (Preliminary Round)	Creative Power Educational Association	1 <sup>st</sup> Runner-up	4A Yung Holden 4B Huang Yik Hin
			2 <sup>nd</sup> Runner-up	4A Chowdhury Md. Salif 4A Nguyen Kin Ho
	2022-2023 LEGO TECHNIC™ Hong Kong Primary School Challenge	Silicon Workshop Limited	Champion in Best of LEGO® TEC HNIC™ - Longest Jump: Jumping Distance Race	4A Chowdhury Md. Salif 6A Ismail Jarif 6B Singh Lovedeep
			2nd Runner up in Best of LEGO® TEC HNIC™ - The Most Accurate Shot: The Aiming Game	
			Champion in Best of LEGO® TECHNIC™	
	YKN STEM Competition – Robot in a Flash 快如疾風 - 機械人編程比賽	Buddhist Yip Kei Nam Memorial College	1 <sup>st</sup> Prize	4A Chowdhury Md. Salif 4A Nguyen Kin Ho 5A Ali Nooh Yasin 6A Ismail Jarif 6B Singh Lovedeep 6C Gurung Uman
			2 <sup>nd</sup> Prize	4A Ali Musab Ahmad 4A Limbu Sudin 4A Ng Shing Yau 4A Yung Holden 4B Wu Seen Yuk 5A Azad Tahmid Al

### 3. Scholarships

Name of Scholarship	Organization	Awardees
Harmony Scholarship	Home Affairs Department	4A Khan Aleena 5A Limbu Ingsa 6A Lu Wing Yan 6A Buhary Saleemah
Tsui Mei Ki. Scholarship 徐美琪助學金	Hong Kong Chaoren Shamshuipo Clans Association Limited	6A Ali Hussain Ahmad 6A Ghani Mohamedu A.K. Hafeef Ghani
Sham Shui Po District Student Leap Forward Award Scheme 2022-2023 學年 「深水埗區學生飛躍表現獎勵計劃」	Sham Shui Po School Liaison Committee Sham Shui Po Primary School Heads Association Yuk Ching Charity Trust	4A Ng Shing Yau(Arts) 4C Anjum Muhammad Husnain (Academic) 5A Khan Mahrukh (Service) 5A Lo Chun Hei Nicholas(Music) 5A Somal Jasraj Kaur(Sports) 5D Gurung Khushi(Conduct)
Kowloon West Region Non-Chinese Students Chinese Learning Award Scheme 2022-23 Outstanding Chinese Performance Award 九龍西區飛躍非華語小學生中文學習獎勵計劃-中文傑出表現獎	Home Centre Support Services for Ethnic Minorities 新家園協會	6A Limbu Niyara 6A Gurung Ivna 5A Ayza Abeer 5A Kavar Garisa 4A Khan Aleena
Kowloon West Region Non-Chinese Students Chinese Learning Award Scheme 2022-23 Chinese Improvement Award 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		6B Bibi Ashtalfa 6C Gurung Uman 5B Gurung Manasvi 4A Torin Zeynep 4B Rai Yangnim Hangma 4C Shabir Mehak Noor 6B Majid Zeeshan 6D Rabail 5D Bibi Zainib 4D Khan Jamal

### 4. 2021 – 2023 Secondary School Places Allocation (SSPA)

#### i. Percentage of SSPA Result



## ii. SSPA Result (by school)

"2021-2023 Secondary School Places Allocation School Name"
Wah Yan College (Kowloon)
S.K.H. Tsang Shiu Tim Secondary School
Po Leung Kuk Ngan Po Ling College
HKMA David Li Kwok Po College
St. Margaret's Co-Educational English Secondary And Primary School
Holy Trinity College
St. Francis Xavier's College
DMHC Siu Ming Catholic Secondary School
Pope Paul VI College
True Light Girls' College
Our Lady of the Rosary College
HKSYC & IA Wong Tai Shan Memorial College
Cheung Sha Wan Catholic Secondary School
CCC Ming Kei College
Maryknoll Fathers' School
Ho Lap College
Law Ting Pong 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 No.2 College)
Delia Memorial School (Hip Wo)
HKSYC & IA Chan Nam Chong Memorial School
Bethel High School
Caritas St. Joseph Secondary School
Caritas Tuen Mun Marden Foundation Secondary School
Caritas Wu Cheng-chung Secondary School
Confucius Hall Secondary School
Tai Po Sam Yuk Secondary School
Wai Kiu College
Yu Chun Keung Memorial College No.2
Salesians of Don Bosco Ng Siu Mui Secondary School
Sir Ellis Kadoorie Secondary School (West Kowloon)
Islamic Kasim Tuet Memorial College

## VIII. Achievement and Reflections on Major Concerns

### 1. Major Concern 1:

**Nurturing students to become confident and enthusiastic life-long learners**

#### **Achievement**

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

Concerted support and efforts have been made to nurture students to become confident and enthusiastic life-long learners. First, various learning strategies and study skills such as note taking, mind mapping, 'Flipped Classroom' and use of IT were enhanced in the 4 core subjects through pre-lesson enquiry, learning activities and self-reflection. According to the data in a survey, all the students are able to apply various learning strategies and study skills in their learning tasks to a certain degree. The data showed that most of the students could adapt their study skills in the learning process. From the assessment of students' learning tasks, we found that students were becoming familiar with the use of notetaking skills in Chinese, English, Math and General Studies learning tasks such as English Pre-task worksheets, Maths Friday Award Scheme and Chinese Word Bank (中文錢箱) etc. Besides, teaching videos or learning resources were sometimes uploaded to the Google Classroom, which not only made teaching more flexible, but also encouraged students to learn and explore.

According to the Collaborative Lesson Planning Records and assignment checking, two learning tasks to employ different learning strategies and study skills were allocated to students each term. In addition, extensive learning tasks were assigned to more capable students and graded worksheets were designed to cater for learners' diversity.

The display and sharing of students' work through classroom display boards, LCU Newsflash or LCU Showcase showed effect on students' learning and encouraged their engagement in studies. According to the data in a survey, all the students agreed that display of their work can build up their confidence and enthusiasm in learning. Besides, teachers found that displaying students' work in the corridors' display boards can also enhance students' sense of belonging to the school.

Over 90% 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-platforms 'RainbowOne' and 'Planetii' were purchased for students learning Chinese and Mathematics respectively. Teachers found that these platforms are really helpful for students to achieve self-learning. From lesson observations, it was found that teachers used various e-learning resources such as digital piano, iPads and different learning apps which could support students' learning effectively.

##### **Target 2: To cultivate problem solving and critical thinking skills**

With the implementation of CoolThink@JC, about 90% of the teachers agreed that P.4 - P.6 students were able to apply the elementary coding and computational thinking skills in assignments or IT projects. About 85% of the students agreed that STEAM 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.5 General Studies, subject teachers conducted a lesson about 'Secret of Moon'. Students actively engaged in the class experiments and conducted careful observation and analysis of changes in the moon patterns.



Furthermore, students' curiosity and imagination were fostered through a series of morning scientific talks such as 'Robot makes record jumps', 'Tech helps people walk again' or 'Paper Helicopter' etc.

Regarding the implementation of project work such as mini projects, STEAM Project, scientific investigations and mapped modules, teachers found that students were greatly involved in the project learning process and students demonstrated critical thinking when solving problems. Students were excited, as they worked together cooperatively in projects. About 95% of the students were interested in the projects and agreed that these projects were able to cultivate their problem solving and critical thinking skills.

Since STEAM Education is important for developing students' innovative mindset and problem-solving skills, school-based activities such as STEAM Day, STEM in ECA and STEM interest classes were arranged for all students to explore the interest in STEAM.

Moreover, our STEAM elite group students joined the InnoTech Expo 2022, a large-scale event organized by 'Our Hong Kong Foundation'. In the event, students had the opportunities to experience our country's achievements in scientific and technological innovation. They also participated in various STEAM competitions this year. With the support and guidance of teachers, the performance of our students in the competitions was commendable. They received awards and gained precious experiences through participating in open events. According to the data in a survey, 80% of the participating students agreed that participating in competitions could cultivate their problem solving and critical thinking skills. On the other hand, Croucher Science Week 2023 was arranged in a 'flexible time' to promote science literacy by providing P.4 - P.6 students with a variety of online videos and resources. Participating in these external STEAM-related events and competitions not only broadened students' horizons but also enhanced their critical thinking.

### **Target 3: To nurture students' reading habits and enhancing their reading ability**

Different reading programs were launched this year. 80% of the students participated in four reading programs such as '10-minute Science', 'Chinese Campus', 'English Campus' and 'LS Online Challenge'. They were organized by HKedCity. In addition, 'Weekend Reading Programme' for all students was held for whole year. Students also participated in "4 · 23 World Book Day Creative Competition" 2023 on the theme 'Tasty Reading' organized by HK Public Libraries. P.1-3 students joined the Book Report Drawing Competition and P.4-6 students joined the Book Report Writing Competition. By integrating reading and creation, students' scope of reading was broadened and deepened. According to the data in a survey, most of the students could complete reading the assigned number of books in the Reading Award Scheme. This scheme effectively fostered students' reading habits.

On the other hand, two story-telling competitions were arranged. One of them was the Inter-class Storytelling Competition for P.1-6 students held at school. Some selected students joined Tell-a-tale Children's Storytelling Competition 2022-23 held by Teacup Productions (HK). With the help and guidance of our school librarian and subject teachers, students' trilingual articulations were developed in a fun and interactive manner.

The Parent-child Reading Workshop 'Let Stories Inspire Learning' was held by Bring Me a Book HK. Besides, two parent-child Chinese Picture Book Reading Workshops were conducted at school. About 85% of the parents agreed that such reading workshops inspired their reading interests and introduced them with different reading strategies.

This year, students' reading experiences were enriched by reading a variety of texts on different topics from the theme books displayed in the school library and Reading across the Curriculum (RaC). Over 85% of the students borrowed and read at least 3 different reading texts. Most of the P.4-6 students completed at least 2 related worksheets on RaC in English subject.

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

School-based workshops or talks on STEAM and other relevant themes were arranged. About 95% of the teachers agreed that the workshops or talks such as Introduction of Online Learning Platform for Self-directed learning in Maths, Workshop on Google Classroom, LEGO Spike, IT Workshop, GS Workshop, English Workshop by NET Section, STEAM Workshop could enrich their knowledge on recent trends in pedagogy. On the other hand, Legal Seminar, Sharing on Knowing more about Speech and Language Impairment, Seminar on Prevention of Child Abuse were arranged to enhance professional development.

Besides, subject teachers had joined the P.4 Chinese Government Primary School (GPS) Learning Circle and the P.5 English GPS Learning Circle. They reflected that they shared their teaching strategies and good practices with each other in the joint meetings including collaborative lesson planning meetings and post lesson discussion.

Moreover, our teachers were encouraged to attend workshops and seminars offered by EDB or other institutions. As 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 effectively employed the subject-based teaching strategies and helped students to apply various study skills in the lessons.

### **Reflection**

1. As all the students were able to apply various learning strategies and study skills in their learning tasks to a certain degree, students could generalize and apply different learning strategies and study skills in other subjects and use them effectively to benefit learning.
2. In cultivating students' problem solving and critical thinking skills, the implementation of project work and STEAM-related events and competitions not only broadened students' horizons but also enhanced their critical thinking. Therefore, more STEAM-related local or international activities or competitions could be arranged to broaden students' exposure in STEAM-related areas.
3. In nurturing students' reading habits and enhancing their reading abilities, various reading schemes, story-telling competitions or parent-child reading workshops were organized. If the related workshops could be arranged earlier, different reading strategies could be introduced and practised by parents and students effectively during the year.
4. As human resources are important to enhance teaching and learning, more teachers should be trained competently for conducting Coding Education and STEAM activities.
5. Since Chinese GPS Learning Circle and English GPS Learning Circle were completed, other external resources will be sought to strengthen the use of effective strategies and pedagogy to help our non-Chinese Speaking students for learning Chinese.

## **Feedback and Follow-up**

Building on the experience of this year, practices of nurturing students to become confident and enthusiastic life-long learners shall be optimized in the coming school year in the following manner:

1. All subject teachers will enhance students' learning strategies and study skills through highlighting key words, note taking, use of timeline, mind map and table to organize ideas or information, proof reading and use of e-learning platforms and apps in pre-lesson enquiry, learning activities and self-reflection to build up their good learning habits.
2. More online platforms or multi-media resources for e-learning would be purchased for different KLAs so as to enhance students' self-learning ability and cater for learner's diversity.
3. Since students were interested and actively engaged in project-based learning, age-appropriate STEAM project learning will be continued with adjustment in the coming academic year. More learning time will be allocated for conducting STEAM activities as well. Students will be arranged to join more STEAM-related local or international activities or competitions so as to broaden students' exposure to STEAM and apply the skills in different contexts.
4. Reading workshops or talks for parents and students will be continued to further enhance the reading culture both at home and in LCU. Workshops or talks will be arranged in the first term to help parents and students develop the reading skills earlier.
5. Chinese subject teachers will join P.5 Chinese School-based Support Program organized by EDB to discuss effective strategies for teaching writing. The dissemination of good teaching practices will undoubtedly benefit LCU.
6. Teachers will be nominated to join STEAM-related programmes and workshops on other relevant themes so that more teachers will be confident in implementing CoolThink@JC and running STEAM activities inside and outside classrooms.
7. Since a good sharing culture has been established among teachers, subject-based talks, workshops and sharing sessions on STEAM or self-directed learning will be incorporated as routine work to enhance teaching and learning.

## **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, parents and students as respondents had been conducted.

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

The content of values education was deepened. Accordingly, the link between values education and Strive for Improvement Program (SIP) regarding the learning and teaching of responsibility as Hong Kong Citizens through case sharing and role-play was strengthened. The core values were also be nurtured. 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.

95% of the teachers agreed that the enhanced element of responsibility in values education was effective in fostering the sense of responsibility among students. Meanwhile, 97% of the teachers noticed that the responsibility training programs are effective in developing their sense of responsibility and self-discipline. 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 appropriately at designated time and duty post. More than 95% of teachers agreed that “One Student One Post” was effective to nurture students to become responsible and caring. All these reflected that students were well disciplined and build up a good sense of responsibility to serve one another.

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 80% of students could hand in their assignments on time in each phase and 95% 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.

In order to develop responsible behaviour at home, the scheme ‘Be a Good Helper in Your Family’ was launched twice in the school year. About 70% of students helped their parents with domestic chores at home in each phase. 86% of them developed a habit to share housework regularly. Throughout the program, 95% teachers discovered that the reinforcement was effective in promoting their sense of responsibility.

#### **Target 2: To promote empathy and mutual understanding**

The SIP content through case sharing, role play, teaching forgiveness and respecting one another’s differences was strengthened. 95% 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 through the role-play in the classroom and reinforced the concept by case sharing and discussions. Teachers used various measures and approaches 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, thematic talks on empathy and respecting life and life-warriors were arranged. 95% of the teachers agreed that the thematic 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. The sharing session which was delivered by the disabled athletes inspired all participated students to cherish life as well.

Furthermore, storytelling activities concerning empathy in Library lessons were arranged. Books on the related theme were displayed and promoted 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' Children Storytelling Competition with the theme as empathy. 84% of the participants agreed that the storytelling activities were effective in fostering care for others. Through participating in the competition, they understood the concept of empathy better and their sense of respecting others was fostered. Besides, 95% of students cast their votes in 'Caring Star Election' and appreciated the empathetic acts and behavior of their classmates.

In order to foster the sense of empathy in the daily life, social services such as flag-selling, visit to special schools and elderly homes and gift donation to elderly and people with special needs were conducted. 95% of the participants showed their understanding of the needs of elderly and people with special needs. Community visits and workshops to Food Angel and Feeding Hong Kong were organized too. 100% of the participants found the visits and workshops useful to understand the needs of others and foster empathy and mutual understandings. Experiential learning programs and workshops to understand the need of the elderly, such as the visit to Eldpathy, were arranged. 95% of teachers agreed that the programs and workshops were able to foster students' empathy and understand the need of the elderly.

### **Target 3: To cultivate socially adept behaviour to face the challenges in life**

The content of the school-based Values Education Curriculum 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 the school-based Values Education Curriculum 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, 95% 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.

Thematic talks, Basic Law Mobile Classroom and exhibitions and Speech under the National Flag were conducted for students to foster their respect for the rule of law, National Security Law and Basic Law. Workshops based on law and orders delivered by the Correctional Services Department helped students cultivate socially adept behavior to follow law and order in Hong Kong and to build up a law-abidingness concept in all situations. 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.

Visit to Tai Kwun and Hong Kong Correctional Service Museum was conducted. 98% of participants agreed that the visits facilitated them to face the challenges by the application of positive communication skills and appropriate reactions when interacting with people.

Play-based activities – Sensory Integration Therapy, Build Up Healthy Lifestyle, Juggling and Board games – were organized to help students develop positive communication, follow rules and face the failures in activities. 92% of the teachers agreed that the activities were effective in cultivating students' socially adept behavior to interact positively with people by following the rules and regulations in activities as well as other daily situations. In the activities, participants' strengths were recognized and they learnt to build up healthy lifestyle. 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 October 2022, a thematic talk on the topic of law enforcement and law-abidingness was conducted to students of KS2 and related game booths were arranged for students of KS1. 95% of the teachers concurred that the talk and the activities were 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.

## **Reflection**

1. 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 and activities will be organized to better meet the developmental needs of the students and the society.
2. Visit to Food Angel, Feeding Hong Kong and workshops of relevant organisations were very effective and practical to empower students to become responsible, empathetic, and socially adept young individuals so that they could try their best to contribute in the society. However, visits to the blind were not arranged due to the uncertain condition and the health concerns related to COVID-19. The experience on the difficulties faced by the blind would certainly inspire our students to be more understanding and caring towards others.
3. To further develop student leaders and service team members' responsibility and empathy, a series of training programme is needed to equip them in gaining counselling knowledge and skills so that they can offer appropriate support to others and to promote a caring school culture.
4. Through participating in thematic talks, workshops and sharing sessions, students were anticipated to interact effectively with people from all walks of life and become more engaged in the community as responsible, empathetic, and socially adept citizens. They could be arranged more often whenever the topics are suitable.
5. As understanding our relationship with China is getting more important, the Sister School Scheme could be served as a platform to facilitate exchange between Hong Kong and Mainland schools.
6. The whole-school approach programs, such as, 'Homework Completion Award Scheme', 'Be a Good Helper in the Family' and 'Caring Star Election' were practical and useful for the students to foster the sense of responsibility and self-discipline in daily life. In order to further cultivate the core values among students, relevant new programs can be carried out in the new academic year.

## **Feedback and Follow-up**

1. The school-based Values Education Curriculum will be revised and related programmes and activities will be organized to better meet the developmental needs of the students and the society.
2. Visit to Food Angel, Feeding Hong Kong and workshops of relevant organisations will be arranged to promote empathy and mutual understanding in the next academic year. We will schedule a visit to the blind or other needy people in the next school year in order to enhance their sense of empathy and mutual understandings.
3. To further develop student leaders and service team members' responsibility and empathy, a series of training programme about peer power will be arranged to equip them in gaining counselling knowledge and skills so that they can offer appropriate support to others and to promote a caring school culture.
4. Thematic Talks, workshops and sharing sessions will be incorporated as routine work to enhance teaching and learning on the school-based Values Education and to empower students to become responsible, empathetic, and socially adept young individuals so that they can face the challenges of tomorrow successfully. They will be arranged more often whenever the topics are suitable. Moreover, thematic talks of National Education, National Security Law, Basic Law and Constitution, law enforcement and law-abidingness will be organized as individual events so that students could be better equipped with the knowledge and skills.
5. Through exchange and collaboration with the sister school, we can expand our network, enhance understanding and communication, promote cultural exchanges, enhance teachers' professionalism, broaden students' horizons and enhance their sense of national identity. We can also strengthen cultural interflow, and achieve mutual advancement in quality of education.
6. To further cultivate the core values among students, our thematic talks will cover more details on how to be responsible to their body, to the community and to the country, empathy and care for others as well as national identity and law-abidingness in the coming academic year. Apart from 'Homework Completion Award Scheme', 'Be a Good Helper in the Family' and 'Caring Star Election', a new scheme 'Be a Good Citizen' will be carried out for students to show their responsible behaviour in the society as well as appreciating other students' empathetic acts and follow suit.
7. To further develop students' social adept behavior, the school will organize more interesting activities, such as juggling, speed cups, light-weight clay or pastel nagomi art as play-based activities. Students can therefore acquire the effective skills and knowledge to communicate positively with one another and behave empathetically through play.

## **IX. Key Issues of Annual School Plan 2023 – 2024**

### **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: Further 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 all subjects
- Strategy 2: Refine learning tasks for students to employ different learning strategies and study skills (e.g. e- learning)
- Strategy 3: Display and share student's work inside and outside classroom to enhance students' confidence and enthusiasm in learning, such as LCU Newsflash, Prize – giving Ceremony and School Web
- Strategy 4: Provide e-learning resources in e-learning platform(s) / google classroom platform for self-learning in different KLAs

#### **Target 2: To cultivate problem solving and critical thinking skills**

- Strategy 1: Enrich P.4 to P.6 students' coding and computational thinking skills through the implementation of CoolThink@JC
- Strategy 2: Strengthen STEAM learning activities, project learning and offer solution-based challenges in different KLAs
- Strategy 3: Arrange STEAM related school-based competitions and inter-school competitions

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

- Strategy 1: Refine various reading programs to enhance students' reading habits
- Strategy 2: Implement various reading award schemes and reading competition to further enhance students' reading ability
- Strategy 3: Organize various reading workshops or talks to promote reading for parents and students
- Strategy 4: Introduce subject-based reading strategies and enrich reading tasks for teaching different reading skills (e.g. making inferences, identifying the main idea 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: Nominate teachers to join coding education / computational thinking / STEAM or other relevant themes organized by EDB or other institutions
- Strategy 2: Organize school-based teachers' workshops or talks on STEAM and other relevant themes
- Strategy 3: Transfer of knowledge and cross fertilization among schools and teachers on reading strategies, subject-based or self-learning strategies
- Strategy 4: 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 to strengthen students' sense of national identity, commitment and law-abidingness and to let them understand what their roles are as a responsible citizen
- Strategy 2: Implement the whole-school approach program - Homework Completion Award Scheme focusing on the quality and the accuracy of the work (4 phases in the school year)
- Strategy 3: Launch home school cooperation scheme - Be a good citizen (2 phases in the school year) to appreciate students who have contribution to the community
- Strategy 4: Arrange training about peer power 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 and equip them in counselling knowledge and skills so that they can offer appropriate support to others

#### **Target 2: To promote empathy and mutual understanding**

- Strategy 1: Arrange thematic talks on cherishing life and celebrate or show great respect for heroes in Hong Kong (e.g. Athletes, Disciplined Forces)
- Strategy 2: Form a school service team and arrange the target students to participate in social services such as flag-selling, visit to special schools and kindergartens in the community and gift donation with elderly and people with special needs

- Strategy 3: Organize community visits to Food Angel and Feeding Hong Kong (once a term) for selected KS1 and KS2 students
- Strategy 4: Provide experiential learning programs to understand the need of the elderly, the disabled or the blind
- Strategy 5: Conduct home reading and storytelling activities concerning empathy and care for others in Library lessons

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

- Strategy 1: Arrange thematic talks, workshops and mobile exhibitions of law enforcement, law-abidingness, National Security Law, Basic Law and Constitution
- Strategy 2: Implement Sister Schools Scheme to broaden students' horizons and strengthen their understanding of our country's development, enhance their sense of national identity and strengthen the cultural interflow
- Strategy 3: Organize support programs like developmental group programs and play-based activity including Speed Cups, Light-weight Clay, Mindfulness therapy and Pastel Nagomi Art to develop students' effective communication skills and perseverance
- Strategy 4: Conduct training programs to target students to acquire effective resilience skills include having a growth mindset and overcoming negative emotions and thoughts