



Man Kiu Association Primary School

2021-2022

School Report

Vision

1. Instilling Respect for Other Cultures
2. Opening up New International Horizons
3. Cultivating Confidence and Perseverance
4. Promoting the Five Virtues and Nurturing Personal Development

School Motto

‘Learn what Morality is and Cultivate One’s Moral Character’

Our Beliefs

1. We believe that every child is unique. They all have potential for success, and they all deserve a chance to develop their talents.
2. We believe that every child has self-learning ability. They all have potentials to become self-motivated learners, both at school age and beyond.
3. We believe that every child has the potentials to be independent. They learn to take responsibility, and eventually contribute to the society.

Goals for the Three-Year Development Plan

1. To further strengthen positive education and promote positive culture
2. To nurture 21st Century learners

Content	Page
A. Our School	P.4
B. Our Students	P.4-5
C. Our Teachers	P.5-6
D. Our Learning and Teaching	P.6-9
E. Our Support to the Students	P.9-15
F. Student Performance	P.15-18
G. Major Concerns (Achievements and Reflections)	P.18-28
H. Financial Report	P.29
I. Looking into the Future	P.30
Attachments: Reports on Subsidies and Support Programmes	P.31-40
- Report on Capacity Enhancement Grant (Attachment I)	
- Report on Grant of the Improvement Chinese Education Support for NCS Students (Attachment II)	
- Report on Life-wide Learning Grant (Attachment III)	
- Report on School-based After-school Learning and Support Programmes (Attachment IV)	
- Report on Reading Promotion Grant (Attachment V)	
- Report on Learning Support Grant (Attachment VI)	
- Report on the Summer Bridging Programme for Non-Chinese Speaking Students (Attachment VII)	
- Report on Sister School Exchanges (Attachment VIII)	

A. Our School

1. Introduction

Our school was founded in 1969 by Man Kiu Association and Mr Chan Kee-wah. Our current school supervisor is Mr Chan Boon-teong. Being an aided school, we had provided half-day primary schooling with both AM and PM sessions since establishment, and in 1982 we started whole-day schooling. We began to include non-Chinese speaking students in Primary 1 in the 2002/2003 School Year. Since 2016/2017, Chinese and non-Chinese speaking students have been mixed in class allocation, with English being the medium of instruction. Starting from Primary 4, students are allocated into “local class” and “international class” under our vision of “internationalization of education in aided schools”.

Our school is located peacefully on a hill surrounded by nature and fresh air, which provides a pleasant and ideal learning environment away from the hustle and bustle city. The school campus was further improved with the use of the new annex in 2004, and renovation work in 2015. The Incorporated Management Committee (IMC) of our school was established on 31st August 2009, which comprises the School Sponsoring Body Managers, Principal Manager, Independent Manager, Teacher Manager, Parent Manager and Alumnus Manager.

2. School Management

Composition of the Incorporated Management Committee:

Members	Sponsoring Body	Principal	Independent Person	Teacher	Alternate Teacher	Parent	Alternate Parent	Alumnus	Total
No. of persons	6	1	1	1	1	1	1	1	13

3. School Facilities

No. of Classrooms	24
No. of Playground(s)	3
No. of School Hall(s)	1
No. of Library(ies)	1
Special Rooms	Computer room, Visual Arts Room, Music Room, Language Room, Dancing Room, Campus TV, STEM Room, Remedial Teaching Room, Positive Hydroponic Farm, Kitchen, Hall.
Others	E-library Corner, Reading Corner, Mindfulness Corner

B. Our Students

1. Class Structure

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

2. Number of Students

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Boys	50	50	51	53	60	56	320
No. of Girls	35	43	38	40	47	49	252
Sub-Total	85	93	89	93	107	105	572

(as at 13-7-2022)

C. Our Teachers

Number of Regular Teachers : 47
Number of Contract Teachers: 6
Number of Teaching Assistants: 6
Number of Social Workers: 2

1. Qualifications of Teachers

Percentage of Master's Degree Holders: 38%
Percentage of Bachelor's Degree Holders: 98%
Percentage of Education Diploma/Certificate Holders: 100%

2. Teaching Experiences

0-4 years: 30%
5-9 years: 17%
10 years or above: 53%

3. Teacher Professional Development

Specialized Teaching

Our school promotes specialized teaching, so most teachers in Chinese, English, Visual Arts, Music and P.E. are specialized teaching teachers. Teachers can focus on the subject-teaching that they are specialized in. Teachers can deepen their pedagogical content knowledge and develop professional expertise to bring effectiveness of learning and teaching based on the specific needs of students so as to foster students' whole-person development.

Co-planning

Due to the pandemic, Chinese, English, Mathematics and General Studies teachers had seven co-planning meetings this year, while each lasted for 60 minutes. During co-planning, subject teachers focused on the teaching strategies (including key points or difficulties) and coordinated the progress among levels. At the same time, teachers reviewed the test or exam papers and made use of the data to proceed appropriate follow-up.

Marking Inspection and Lesson Observation

Marking inspection was carried out twice in the 1st term and 2nd term respectively by the principal, the vice-principals, the curriculum leader, the subject panel chairpersons and vice-subject panel chairpersons of Chinese, English, Maths and G.S. A teacher lesson observation appraisal was carried out in the 2nd term. In addition, the subject panel chairpersons of Chinese, English, Maths and G.S observed lessons of the new teachers and were satisfied with the overall performance. It is recommended that new teachers should carry out suitable teaching activities based on the teaching objectives.

Teacher Prizes

Name of teacher	Programme / Competition	Prize	Organiser
Mr. Au Ka Wai, Ms Wong Wai Yee	Visual Arts Teacher Commendation Scheme 2021	Outstanding Performance Award	Hong Kong Society for Education in Art
Student Support Team (Ms Mok Sin Ting)	Caring Recognition Ceremony 2021	Caring team	The Hong Kong Academy of School Managers
Ms Wong Ka Lan	Caring Recognition Ceremony 2021	Caring teacher	The Hong Kong Academy of School Managers
Ms Ting Kei Yan	Caring Recognition Ceremony 2021	Life-wide caring teacher	The Hong Kong Academy of School Managers
Ms Tong Pui Yee, Ms Wong Wai Yee	Commendation Ceremony of Outstanding Teachers 2021-22	Outstanding Teachers	Federation of Parent Teacher Associations in Kwun Tong District

D. Our Learning and Teaching

Number of School Days: 190

Lesson Hours of Major Learning Areas

Subjects	Chinese	English	Maths	General Studies/STEM	Visual Arts	Music
Lesson(s)	7	7	6	4	2	1.5
Subjects	Physical Education	Putonghua	Computer Studies	Library	Life Education	
Lesson(s)	2	1	1	0.5	1	

Each lesson lasts for 30 minutes. (Special arrangement during the pandemic: we conducted half-day school as instructed by the EDB)

1. Characteristics of Our Learning and Teaching

After evaluating the three-year development plan (2018-2021), we developed a new three-year development plan (2021-2024), which focuses on two key issues:

1. To further strengthen positive education and promote positive culture.
2. To nurture 21st Century learners.

Accompanied by four key tasks, students will cultivate and develop the nine generic skills. For the first year of the three-year plan, our focus remains on optimizing learning and teaching. The focus is on preparing and observing lessons with peers in learning clusters, as well as sharing within subjects after lesson observation, and strengthening the use of different assessments and teaching aids, to achieve pleasant learning among students. Due to the pandemic, various learning activities, including project learning, Culture Day, visits, outings and overseas study tours were postponed or cancelled.

A. The Four Key Tasks

1. Moral and Civic Education

i. Formal Curriculum:

We have one Life Education lesson every week. The curriculum is mainly based on the syllabus of the EDB and it covers four key aspects of Life Education: Personal Development, Social Development, Academic Development and Career Development. Beside the use of teaching

materials “讓生命高飛”for life education, teachers also designed different learning activities to develop good behaviors and positive values of our students.

ii. Non-formal Curriculum:

We have arranged different theme-based sharing sessions during morning assemblies and weekly assemblies. Not only in lessons, could students also be in touch with moral and civic education through different extra-curricular activities. Besides, we also invited different organizations to provide different talks and activities to our students so as to develop their good behaviors and positive values.

2. Reading to Learn

Various reading activities were held to promote reading in school, enhance students’ reading interest, and improve their reading ability. In order to achieve specific teaching objectives, our teachers selected suitable reading materials and designed relevant reading activities for students with different learning needs.

Programme Plan	Detail
Book Recommendation	Teachers, teacher-librarian and students introduced books in library lessons. Addressing the school concerns, we cooperate with Life Education Team and introduced books about positive education in lessons.
“Reading is Fun” Reading Scheme	Students were encouraged to read books and establish a habit of reading. Students filled in reading records after reading. A certificate was awarded to those who fulfilled the requirements in this scheme.
Guest Talk	We invited guests to organize activities, such as story-telling by magicians, science books introduced by clowns and introducing picture books about Chinese medical herb, to arouse reading interests of the students.
Library Lessons	A succession of reading activities, including bookmark design, book cover design and story writing, were carried out to show students’ talents and arouse their reading interests. Aligning with the school concerns, books about positive education were introduced in P.1-P.6 library lessons. In order to develop students’ logical thinking and creativity, detective story books were introduced in P.4-P.6.
Reading Day	Reading activities such as book sharing, book character dressing up, reading extending activities and magic show were held to reinforce students’ reading interests.
Reading Magnifier	During morning sharing, activities related to books about Chinese history, positive education and detectives were held in September, November and May. Students joined the activities by finding answers from the books.
Book Bag Programme	A book bag programme sponsored by Lions Club of Hong Kong Shouson Hill was launched in P.1-P.3 to promote parent-child reading at home and arouse students’ reading interests.
Library Ambassador	Library ambassadors assisted with the operation of library and recommended some books to their schoolmates.
Reading Ambassador	Some P.5 and P.6 students were selected to be reading ambassadors. They read books and told stories to P.1 students in classrooms.
E-Reading Corner	Sponsored by HKBN, an E-reading corner was set up in the school library. The library bought e-books to allow students to read through different media. In order to provide more ways for students to read during school suspension, we subscribed the service of e-reading platform provided by HKEdcity. During special holidays, students were assigned to read designated books and join on-line reading

	competitions.
Holiday Reading	Students completed reading missions such as book recommendation and creating story character during long holidays (e.g. summer holiday, Christmas holiday, etc.)

Reading Habits of Students:

Teachers introduced reading materials on different topics to arouse students' interests in reading. In students' survey, 66% of them indicated that they were interested in reading. Students borrowed 3370 books from the school library this school year. Each student borrowed 6 books in average. P.1-P.3 students borrowed 7 books and P.4-P.6 students borrowed 5 books in average. From the result of year-end questionnaire, 29% of students showed that they had been to school library or public library once a week. 46% of students claimed that they read 2 or more books every week. In addition, students recommended good books and stories to their classmates in lessons and on holidays. By sharing reading experiences, students not only attained the knowledge, but also cultivated a sharing attitude in life and developed their presentation skills and self-confidence through reading.

3. Project Learning

Due to the pandemic, Project Learning Week was changed to Project Learning Day this year. With STEM as our theme, teachers explored different daily problems with students, and encouraged them to create useful products by application of existing knowledge and skills. Students were very responsive and demonstrated a high participation in this activity. Not only stimulating creativity and problem-solving skills, this activity also enhanced students' self-confidence and sense of achievement.

4. Information Technology

i. Enriching Digital Learning Resource and Environment

- We made good use of school information technology equipment by opening computer rooms for online learning and reading during recess.
- We utilized free digital learning platforms from various learning organizations (e.g. students' assessment platform provided by HKEdCity and publishers) to enrich students' learning resources.
- Campus TV enhanced students' exposure to information technology. It also allowed school stakeholders to use different media to conduct various learning and teaching activities.
- Participating in Community Care Fund Programme, we supported students from low-income families in purchasing electronic mobile devices. The programme facilitated the implementation of "BYOD" in P.1-P.6 and increased the opportunities for students to apply information technology in learning.
- We sustained to improve and enrich the school computer network and equipment to meet the needs of mobile learning and teaching development.

ii. Implementation of IT to Enhance the Effectiveness of Teaching and Learning

- Teachers made use of digital learning strategies to enhance the effectiveness of learning and teaching, as well as to engage students in classroom activities.
- Teachers made good use of online interactive learning platform (GOOGLE for EDUCATION) to enhance teacher-student interaction as well as assisting with students' learning from home.

iii. Enhance Students' Self-learning Ability through Information Technology

- Various activities (organized by Computer team), such as drawing competitions, were helped to consolidate students' IT skills.
- IT Challenge Award Programme was launched to improve students' competency in information technology.
- Teachers were encouraged to adopt various online platforms as extended learning to strengthen students' self-learning ability.

B. National Security Education

The school established the "National Education, Moral and Civic Education Department" this year to raise the awareness of national security among all staff and students. Its work includes assisting schools in planning and coordinating strategies and measures related to national security and national education, such as raising the national flag and playing and singing the national anthem on specific dates and ceremonies ; enriching and integrating relevant teaching elements in various key learning areas (General Studies, Moral and Civic Education, and Life Education) through curriculum integration, so as to cultivate students as good citizens with a national identity and be respectful to laws.

C. Activities Organized for Different Learning Areas

The school implemented a variety of learning activities in relevant learning areas related to school key issues, such as multicultural activities on Culture Day, morning sharing on moral education and national security, Chinese, English, reading, Music, P.E., Computer and the sharing of theme for moral education in weekly assemblies. Interdisciplinary visits, English corners, Mandarin corners and other activities, as well as outdoor activities organized by different subject teams were mostly cancelled due to the pandemic.

D. Diversified Assessments

Through diversified assessments (e.g. observation, listening and speaking assessment, project learning etc.), teachers were able to evaluate students' learning progress objectively and provide appropriate follow-up teaching strategies in lessons.

E. Our Support to Students

1. Support in Nurturing Students: Integration of Discipline and Counselling

A. Concepts in Discipline and Counselling

We adopted a policy of integration of discipline and counselling. With a positive and encouraging approach, we educate and guide our students to develop mutual appreciation and respect. In respect of our key concerns (1.To further strengthen positive education and promote positive culture. 2. To nurture 21st Century learners.), we developed school-based counselling programmes and organized different activities (such as workshops for students or teachers, group counselling activities etc.) to help foster students' positive values and attitudes.

B. Structure of Discipline and Counselling Department

There were 10 members in Discipline and Counselling Department, which include Discipline and Counselling master and a consultant. We have assigned 6 Level Coordinators in Discipline to help class teachers handle students in different levels. Other members assisted in the award scheme, administration work, and counselling respectively in the department.

C. Discipline and Counselling

Level	Effectiveness of Programme
School	1. Reward and Discipline System a. Reward: We developed a systematic reward system to encourage students to develop

	their discipline, active participation and helpfulness. Through the reward system, we reinforced positive behaviours of our students so that they became a good role model to other students. b. Discipline: We developed an effective discipline system to reinforce a sense of responsibility among our students. With this system, students learned from their mistakes and improve their behaviors accordingly. 2. Positive Education We held a series of positive educational activities (e.g. Hydroponic Garden, MKAPS Aquarium, Character Strength Card Award Scheme, etc.) to nurture students' positive attitudes and reinforce their positive behaviors. 3. Man Kiu Token Reward Programme Our Discipline and Counselling Department set up a new reward scheme to reinforce students' positive behaviors. When students finished specific missions in academics, conduct, or services, they received a "Man Kiu Token". Students used this special "token" to get dolls or toys from the Claw Machine during recess. It helps nurturing our students' personal growth and brings them lots of fun.
House	We arranged a lot of House activities, e.g. Games Day and other subject-related competitions and activities. Bonding of students was enhanced through these activities. We also developed students' sense of belonging (both to the house and to the school), sense of achievement and resilience, so as to foster students' all-round development.
Class	Classroom Management Scheme In this scheme, class teachers and their students worked together to establish classroom rules, 'one person one job', etc. to encourage students to work together and complete different tasks. It helps to enhance their cohesiveness and to create a good learning atmosphere in class, as well as to enhance students' sense of belonging to the school.
Individual	Student Helper/ Leader Training Programme/ Leadership Training Camp: Student helpers/ Leaders (such as prefect, Reading Ambassador, etc.) are identified as role models for other fellow schoolmates. In order to foster student helpers/leaders' understanding of their own roles and ability to carry out their duties, we prepared and organized a training programme that consists of workshops, games, group discussion, roleplay, etc. Students also cultivated their enthusiasm, communication skills and problem solving skills through this programme. Due to the pandemic, our student helpers and leaders could not join the training programmes or even carry out their duties as planned. We hope that these training programmes can be resumed next year.

D. Counselling : Comprehensive Student Guidance Service

At School	1. School-based Counselling Service Implementing the Understanding Adolescent Project (Primary) through a series of group activities, adventure activities and outdoor activities for P.4-P.6 students, we enhanced their skills in emotional management, social relationship, problem solving, so as to build up their self-esteem and self-confidence to face challenges with a positive attitude. Due to the pandemic, most of the outdoor activities were changed to small group or even Zoom activities. The whole school conducted life education activities. Our students joined the LEAP programme from which they learnt a lot about healthy living habits, such as balanced diet,
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	Say ‘no’ to tobacco and alcohol, and the harmful consequences of substance abuse. Holding leadership training, voluntary group, storybook group and sex education activities enhanced the leadership and sense of responsibility of students and strengthened their positive thinking. 2. Moral Education Lesson (School-based Curriculum) Every week, all classes had one life education lesson per week which was developed from the curriculum, focusing on whole-person development (<<讓生命高飛>>). It included the four learning areas suggested by the Education Bureau and covered 4 key aspects of Life Education: individual development, interpersonal development, study and work. Teachers designed different learning activities of life education. Based on the monthly theme, the theme of the month and daily life events, class teachers led students to carry out different learning activities to cultivate their correct attitude as a citizen.
Among Students	1. Integration Project Our students come from different countries. Through workshops, Mid-Autumn Festival Booth, Chinese New Year zoom party, talks, booth activities etc., students learnt different cultures and customs. These helped to enhance their interpersonal communication skills as well as establish a harmonious and happy school life. 2. Case and Counselling Group Work When students encountered problems on emotions, study or social relationship, our school social workers or designated special educational needs coordinator would provide imminent assistance to them. Students might be referred to the social worker for school counselling with the consent of their parents when necessary. 3. Establish Positive Values This year, we invited several NGOs to provide a series of talks in value education. The topics included life education, sex education, correctional work, healthy diet, anti-smoking and drug abuse, caring for others, PHAD (Physically Handicapped and Able-Bodied) integration, preventing bullying and proper use of the Internet, etc. With continuous and diverse training and education, we hope our students become good citizens with fairness, kindness, helpfulness, and make contributions to our society. 4. Nurture the Value of Integrity In order to enhance students’ dignity and integrity, a series of group activities are held this year. Students participated actively in activities by overcoming their fears and helping one another to complete challenges when encountering difficulties.
Among Parents	1. Talks and Activities We understand the importance of family-school collaboration. Therefore, in order to meet the cultural background and needs of different families, we held parents’ talks and activities in different forms and themes each month. Other activities (including parent education lectures, Parent-Child Organic Farm activity, Family Support Group (NC families), P.5 Internal Examination For SSPA Seminar and P.6 Places Allocation Seminar, etc.) were also organized. Both parents and students attended them with high participation. 2. Services Support We were committed to provide supportive consultation services in the aspects of behavior and academic, emotions and community resources. When necessary, our school social workers would make referrals to professional organizations like Social Welfare Department, Integrated Family Service Centre, Education Bureau, etc.

	Cooperated with the activity named "樂家杏仁糖" in the positive adventure booklet of "Positive Education", parents were encouraged to participate in parent seminars. Parents received a positive golden card after completing each seminar. At the end of the semester, "Gold", "Silver", and "Bronze" awards were presented to those parents who completed the seminars for certain times.
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2. Co-curricular Activities

A. Extra-curricular Activities

We made good use of different funds from the government and non-profit organization services, e.g. the Chinese YMCA of HK, in arranging diversified extra-curricular activities and interest classes. Students explored their talents and interest, cultivated positive values and developed a sense of belonging to our school. Most students enjoyed the activities and behaved well and positively. The knowledge and skills they acquired helped them develop further into regular hobbies.

B. Categories of the Extra-curricular Activities:

- 1) 28 interest groups include English drama, Putonghua drama, flameless cooking, computer drawing, drawing, I-Pad games, Rummikub, dejembe, science experiment, hand chime, harmonica, choir, ukulele, hip hop, mathematical Olympiad, Chinese calligraphy, magic peaceful, clay art, balloon twisting, Cambridge English, 3D printing, sewing, mindfulness, interview strategy, stop motion video, mosaic and junior artists.
- 2) 10 sports groups include dodgeball, table tennis, flyball, basketball, karate, shuttlecock, dodgebee, snooker, rope skipping and ballet.
- 3) 5 service training groups include Red Cross, Cub Scout, Girl Guide, The Boys' Brigade HK and Environmental Protection Ambassador

C. Life-wide Learning Activity

There were 555 students in our school. Over 90% of students attended the life-wide activities, which included educational seminars and visiting activities. Our teachers and students showed enthusiasm in different learning activities.

D. Uniformed Groups

Aiming to train up students as capable and helpful ones to take up responsibilities and accept duties, our school offered relevant uniformed group activities to P.1-P.6 students, which include Brownies, Cub Scouts, The Boys' Brigade HK, and Red Cross. The details are as follows:

Uniformed Group	Number of Students
Brownies	20
Cub Scouts	13
The Boys' Brigade HK	20
Red Cross	22

3. Positive Education and Life Education

A. Positive Education

- 1) Positive education is promoted with a whole-school approach, so that every student can participate in different activities throughout the year.

- 2) The Positive Education team designed a positive adventure booklet that integrated various subject activities to promote positive education at school with comprehensive strategies.
- 3) Twenty-four character strengths of Positive Education have been integrated into the monthly moral themes in order to enhance its effectiveness on promotion in school.
- 4) By completing the tasks in the booklet, students practised different character strengths during the pandemic.
- 5) With different positive golden cards as encouragement, parents and students participated more actively in various activities.
- 6) Fifteen "Positive Ambassadors" attended training activities to become leaders in promoting Positive Education in school.
- 7) The 15 positive ambassadors demonstrated various leadership skills as the 21st Century learners through "Positive Farm Charity Sale".

B. Life Education

- 1) Mindfulness training
 - i. Mindfulness exercise was conducted twice a week in the morning class period, so that students and teachers could relax before lessons. This activity has been implemented in school for three years. Both teachers and students agreed that mindfulness exercise helps them relieve stress.
 - ii. During the extra-curricular activity period on Fridays, our teachers led the P.4 students to practise mindfulness through different activities, such as Pastel Nagomi Art, Zentangle, mindfulness bottle making, mindfulness eating and mindfulness stretching. Students experienced mindfulness in various ways.
 - iii. Peace Corner was set up at school to encourage students to participate in mindfulness activities at recess.
- 2) Participation in the programme named "Planning Life Education in Primary/ Secondary Schools" provided by the Education University of Hong Kong
 Teachers from the Life Education team participated in the above programme. The theme activity of this year was 'Love Our Community'. There were around 20 sections in total. Students participated in the activities enthusiastically and were able to demonstrate what they had learnt in the programme.
- 3) Participated in the "Compassionate Children Pilot Programme" curated by the School of Everyday Life
 This year, the "Compassionate Children Pilot Programme" was launched in Primary 1. It was initiated by The D. H. Chen Foundation, and curated by the School of Everyday Life and the Rice Journey Studio. It aimed to aware students the importance of their surroundings through the five senses. With guided activities namely nature observation, picture books reading, singing and playing led by our General Studies and Physical Education teachers, students' curiosity and love for the community grew. They presented what they learned satisfactorily through drawings. This programme also opened doors for our students, giving them opportunities to enhance their connections with the community, and transform them into compassionate and responsible leaders for tomorrow.
- 4) Other activities
 The life education team carried out different cross-curricular activities, such as Life Education Picture Books sharing in Chinese lessons. We also trained a group of 'Life Angels' to assist teachers in promoting Life Education.

4. Catering for Learner Diversity

A. Policy

Our school is committed to develop an inclusive culture to support students with special educational needs (SEN) through a whole-school approach. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adaptation to the school life. We also reinforced home-school cooperation by establishing regular communication systems to facilitate parents' participation in the support strategies for students with SEN.

B. Support Measures and Allocation of Resources

Students with SEN and low academic achievers were provided with the following support measures:

- 1) A student support team was established. The team members include the special educational needs coordinator, class teachers, school social workers and the educational psychologist.
- 2) Individual Education Plan (IEP) was devised for students with SEN.
- 3) Low academic achievers were provided with pull-out remedial lessons in Chinese, English and Maths lessons.
- 4) Non-Chinese low academic achievers were provided with Chinese summer remedial classes to strengthen their basic knowledge.
- 5) School-based speech therapy service was hired to offer individual / group therapy / training sessions to students with speech and language impairment.
- 6) Adaptation in homework, dictation and assessments were provided to students in need.
- 7) Parent seminars were organized to equip parents with better understanding of children with SEN.
- 8) Teacher workshops were organized to equip teachers for the implementation of IEP on students with SEN.

5. Support during the pandemic

A. Support for Learning

The Information Technology team implemented the following measures to support schools and students in continuing learning and teaching activities during the suspension of face-to-face lessons.

- 1) 35 Zoom accounts were purchased as an online teaching platform.
- 2) About 100 Internet-enabled learning devices were lent to students in need to attend online lessons at home.
- 3) About 30 wireless routers were lent to students who had difficulty in accessing the Internet to attend online lessons at home.
- 4) The school participated in the assistance project of the Community Care Fund to subsidize 186 eligible students to purchase mobile computer devices for online lessons and self-study at home.

B. Emotional Support

During the pandemic, students needed to stay home for online classes. Teachers showed their concerns on students' living conditions and learning atmosphere by making phone calls and video calls every week. They gave condolences and care to students. To encourage and support students and parents to face the pandemic positively, study hard and maintain a positive mindset, the principal, vice-principals, teachers from Life Education team and more even made a lot of anti-epidemic videos and "cheer-up" videos to distribute through the school website and the Grwth app. Furthermore, school social workers organized many online seminars and video home visits to help students and families in need, so that they would not feel alone during the pandemic.

C. Support from organizations

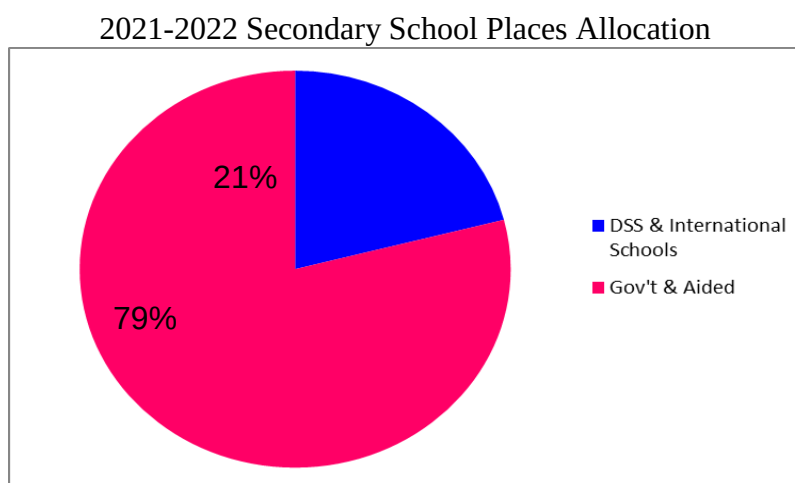
During the pandemic, many companies, institutions and social elites donated materials to families in need to help them tide over the difficulties.

Name of organizations	Materials donated
Scout Association of Hong Kong	Coupons, RAT-test kits
NIKI Donations	Coupons, RAT-test kits
The D. H. Chen Foundation Emergency Relief Project	Coupons
Keung Show HK Fan Club	RAT-test kits
Chinese Young Men's Christian Association of Hong Kong	RAT-test kits
Hong Kong Power Club	RAT-test kits
St. James' Settlement	Coupons, RAT-test kits
St. James' Settlement	Pastel Nagomi Xmas' packs
Sunshine Project	Coupons
Bless Vision Foundation	Rice
Po Leung Kuk	Toy rental

F. Student Performance

1. Secondary School Places Allocation

Every year, our school arranges Secondary One Allocation seminars for parents to provide school placement information for current P.6 students and their parents. This year about 95% of our students were allocated to the first three choices. 21% of them successfully applied for Direct Subsidy Scheme (DSS) Secondary Schools and international schools. The remaining 79% were allocated to government or aided secondary schools.



2. Scholarship

Students who are outstanding in their studies and other learning areas will be awarded scholarships in school and by donors.

A. The Best Achiever Award

24 students, who were in the first place in class and got A- or above in conduct in the second term, received the Best Achiever Award.

B. Award of Multiple Intelligences

14 students got recognition for interpersonal intelligence, mathematical intelligence, naturalist intelligence, spatial intelligence, linguistic intelligence, bodily-kinesthetic intelligence and musical intelligence.

C. Harmony Scholarship

The aim of Harmony Scholarship is to show recognition to students who served the school and community (especially promoting racial harmony) in different ways, as well as with outstanding performance in academic achievement and good conduct. 4 students received the award this year.

D. Outstanding Improvement Award

Appreciating students with outstanding improvement in Chinese, English, Mathematics, 72 students were awarded with Outstanding Improvement Award.

3. Awards from Inter-School Competitions

Subject	Competitions	Awards
Chinese	73rd Hong Kong Schools Speech Festival (Chinese Speech)Cantonese Solo Verse Speaking	3rd Place
	73rd Hong Kong Schools Speech Festival (Chinese Speech)Putonghua Solo Verse Speaking	Merit:3 students
	73rd Hong Kong Schools Speech Festival (Chinese Speech)Cantonese Solo Prose Reading	Merit:1student
	The 9th Pengcheng Cup Speech Competition (2021) Cantonese Solo Verse Speaking	2 nd Place
	Hong Kong Ample Love Society Beautiful Hong Kong Creative Writing Competition 2021	Excellence Award1 st Place:1student
	Stardian Education Limited Stardian Inter-Schools Cup 2021-2022 Cantonese Debate Competition	Winning Group:5students
	Standing Committee on Language Education and Research & Ming Pao Junior Writers Training Programme 2020/21	Best Performance Award: 1 student (Lower Primary)
	International Putonghua Examinations & Cambridge Arts Development Organization2021	First Class Honor (Upper):1student
English	73rd Hong Kong Schools Speech Festival (English Speech)Solo Verse Speaking	Merit:25students
	Hong Kong School Drama Festival 2021/22 English Group	Award for Outstanding Performer:3students Award for Commendable Overall Performance Award for Outstanding Cooperation Award for Outstanding Audio-visual Effects
Maths	The 9 th Inter-Primary School Math Board Game cum Rummikub Preliminary Competition	Gold Award & Team Merit:1students Silver Award & Team Merit:1students Bronze Award & Team Merit:2students
	The 9th Inter-school Rummikub Competition cum Jubilee Cup of Yan Chai Hospital Lan Chi Pat Memorial	Merit: 1student

	Secondary School	
PE	Man Kiu College Primary School Dodgebee Competition	2 nd Place
	Hong Kong Dodgeball Association Hong Kong Inter-school Dodgeball Championship 2021	Cup Matches: 3 rd Place Plate Matches: 2 nd Place
	Eternal Life Music Charity Foundation Ltd. 3 on 3 Basketball Competition	2 nd Place Merit
	Acornfield Academy Summer Basketball Competition 2021	Champion
	TITANS Basketball Academy Hong Kong 1st Hong Kong Summer Basketball 3x3 2021	3 rd Place
	B&N Sports Art Centre 3 on 3 Basketball Competition (Primary) 2021	3 rd Place
	Kowloon East Area Inter-Primary Schools Athletic Competition 2021-2022	Boys A Grade 60m -Champion Boys A Grade Softball Throw -Champion Boys A Grade High Jump-3 rd Place Boys A Grade Team-2 nd Place
Music	Kowloon East Association National Anthem Singing Contest 2021	2 nd Place Most Recommended Award
Visual Arts	Hong Kong Arts Development Council The Arts Ambassadors-in-School Scheme	The Arts Ambassadors-in-School:2 students
Others	Hong Kong Red Cross Red 7 Challenge Day	3 rd Place Merit (Junior Unit):1 Student
	The 7 th Junior Member of the Year Election of Hong Kong Red Cross 2021-2022	Outstanding Junior Member of the Year Representative of East Kowloon Divisional Headquarters:1 student
	Hong Kong Red Cross East Kowloon Divisional Headquarters Junior Member of the Year Competition 2021-2022	Divisional Headquarters Outstanding Junior Member of the Year:2 students
	Environmental Campaign Committee Student Environmental Protection Ambassador Scheme	Gold Award:1student Silver Award:1 student Bronze Award:1 student
	Hong Kong School Drama Festival 2021/22 Putonghua Group	Award for Commendable Overall Performance Award for Outstanding Audio-visual Effects Award for Outstanding Cooperation Award for Outstanding Performer:3 students

4. Community Services

Not only encourage students to love themselves and their classmates, the school also taught them to care about the community and different social groups. The School's Volunteer Service Award Scheme provided students with the opportunity to caring for the community. Due to the pandemic, the activity was cancelled this year.

5. Student Physical Indicators

Percentage of students who are within acceptable weight range:

Boys : P.1 (88%) , P.2 (82%) , P.3 (85%) , P.4 (78%) , P.5 (82%) , P.6 (79%)

Girls : P.1 (91%) , P.2 (90%) , P.3 (90%) , P.4 (88%) , P.5 (85%) , P.6 (86%)

G. Major Concerns (Achievements and Reflections)

Key Issue 1: To further strengthen positive education and promote positive culture

2021-2022 Objective 1:

Deepen positive thinking and create positive environment, so as to build up students' sense of achievement.

A. Deepen positive elements and strengthen students' positive mindset through different curriculum integration and lesson designs.

Achievements and Reflections:

- Taking part in level co-planning meetings, teachers carried out curriculum design in accordance with the guidelines of subject departments. Moreover, they applied different teaching activities and strategies, such as discussion and sharing, to infiltrate particular positive elements so as to strengthen students' positive thinking. For example, teachers optimized their teaching in reading and writing in the curriculum by using related picture books for teaching and extended experiential activities in P.4 Chinese subjects so as to strengthen students' positive thinking and values. English Department also broadcast teachers' sharing clips about positivity (such as kindness, love, and gratitude) to enhance students' awareness on positive thinking. General Studies Department introduced different topics on local news through news reading worksheets, so as to input positive elements for class discussion and strengthen students' awareness of current affairs and critical thinking. Mathematics and Putonghua Departments also included positive elements in learning. During classroom activities, students were taught a positive attitude to life, such as how to get along with others.
- For Visual Arts, the main theme was to introduce the development of art and the biographies of artists in different countries, and to evaluate their creative works, so as to achieve mutual appreciation and understanding of different cultures. Teachers also encouraged students to share their feelings on the artworks from different countries in class. Students tried to apply their previous knowledge to new creations. All Visual Arts teachers agreed that the rich and creative contents in students' works reflected their positivity and courage in expressing themselves.
- This year, General Studies Department and Physical Education Department participated in the "Compassionate Children Pilot Programme", which targeted on P.1 students in school. Through participating in different training workshops and regular co-planning meetings with the School of Everyday Life, teachers worked on a theme named "Buddies of Nature" and applied five-sense exploration, nature observation, and picture books in classroom teaching to help students understand inter-relationships between living things and humans in the surroundings. This programme not only aroused students' curiosity and love for the community, but also inspired

them to be compassionate to others. Students carried out discussions and cooperated with their team members in outdoor visits by recording and sketching some plants and creatures they observed in the community. After that, they created small community models and finally introduced their products in class. From the observations of teachers participating in this programme, students showed their appreciation and love in different activities. Sharing among peers also demonstrated students' love and compassion for nature and strengthened their positive values.

- The library team also integrated positive elements into the curriculum in different ways. In terms of campus setting, school's staff rooms and the library set up Positive and Life Education corners, so as to provide teachers and students with a free reading opportunity on books about positivity and internalize positive thinking. 'Positivity' as the year theme, the library teacher read books with different positive elements with students, shared positive values, and designed learning worksheets to extend students' concepts in positive education in classrooms. For example, during the "Reading Magnifying Glass" event held in November and Christmas holidays, worksheets were designed for students to share books about positivity and their feelings on them. P.4 to P.6 students also joined activities on positive story writing and positive brochure design to strengthen their positive concepts. From teachers' observations and student questionnaires, it is shown that students agreed that the activities brought out positive values such as kindness, sharing with others, and diligence. They also appreciated the positive messages delivered in students' work.
- According to APASO survey, students have positive "values", of which the overall data of "Caring" sub-scale is 3.13, which is higher than the Hong Kong norm. For instance, the average value is 3.12 in "I care about others" (Q17) while it is 3.18 in "I am helpful" (Q77). "I care about the safety of others" (Q20) reached an average of 3.18, which is higher than the Hong Kong norm. It revealed that the positive relationship of caring has a certain extent of influence to students. They could get along with others amicably and create a harmonious atmosphere on campus.

Suggestions and Follow-ups:

- In the next academic year, General Studies Department will continue to introduce different positive elements for classroom discussions. International news topics will also be included in homework, so as to broaden students' horizons and strengthen their understandings towards international issues and positive thinking.
- The school will continue to participate in the "Compassionate Children Pilot Programme" of the School of Everyday Life in the next academic year. It will be extended to Primary 2 students. Primary 1 will still go on with the theme "Natural Partners", which will be taught by G.S. and P.E. teachers at school. With "Citizenship" as the theme for Primary 2, class teachers will attend training workshops and regular co-planning meetings organized by the partnership. In Moral Education lessons, picture book teaching will be applied with different activities, so that students can enhance their positive awareness on a particular topic.
- Teacher reported that students rarely took the initiative to borrow books about different positive topics. They needed to introduce the books in class so that students would be more interested in borrowing them. In the next academic year, the Library Department will invite teachers to promote positive-themed books or picture books in morning assemblies or different school activities (such as Reading Day) to enhance students' interest in borrowing books.

- With "positive psychology" as basis, the school will continue to focus on cultivating students' growth mindset, appreciating people and things in the surroundings, and blooming hopes for the future.
- B. Strengthen positive thinking through different campus and community activities; optimize the positive atmosphere on campus so as to create a positive learning environment.

Achievements and Reflections:

- Positive education was delivered in a whole-school approach, which allowed students to participate in different activities throughout the year. For example, the monthly theme is implemented with 24 character strengths, while tasks in the "Positive Adventure" booklets were designed to promote positive education from a holistic perspective. By completing the tasks in the booklet, students practised different character strengths during the pandemic. Positive Education team also used Positive Golden Cards as an incentive to encourage parents and students' involvement in various school activities. This year, the team trained 15 Positive Ambassadors to be student leaders and conducted the "Big Brothers Big Sisters" programme in Primary 1. Positive Ambassadors took care of P.1 students at different times in school to strengthen the positive atmosphere on campus.
- In December, Positive Ambassadors held an event named "Positive Farm Charity Sale". Under the guidance of teachers, they learned about hydroponic gardening, business skills, promotion strategies, packaging design, venue set-up, etc. They put the generic skills of the 21st century learners into practice and raised nearly \$3,000 in the event. Feedbacks showed that both teachers and students agreed with the effectiveness of the event. Its success even strengthened the positive thinking among students and created a positive learning environment on campus.
- Life Education team participated in the "Life Education Programme (Primary/Secondary Schools)" organized by the Education University of Hong Kong. Twenty sessions under the theme "Love in the Community" were conducted in Primary 4 throughout the year. Film watching ("Zero to Hero") helped students understand the psyche of people with disabilities, while participating in the activity "Dialogue in the Dark" developed their empathy on the blinds. By inviting guests to school for talks (e.g. Hong Kong Amputee Association, Hong Kong Sports Association for the Blinds, Hong Kong Red Cross, etc.), students learned more about the needs of people with disabilities. They were highly responsive to the activities and even put their learning into action by making different consolation cards to the disabilities and sharing their experiences in school. On the other hand, Life Education team trained student "Life Angels" to assist teachers in implementing life education activities, such as assisting in event promotion, assembly sharing and activities.
- All departments had been working hard to optimize the positive atmosphere on campus by beautifying classroom boards, displaying monthly-theme posters, producing wall posters with 24 character strengths and positive themes throughout the year, setting up positive and life education corners around the campus, sharing videos on positive topics by teachers in morning assemblies, and painting the walls in corridors and on staircases by Visual Arts Department. Moreover, Visual Arts Department displayed students' works to reinforce positive elements and positive energy on campus. According to teachers' feedbacks, both students and they appreciated the positive atmosphere created on campus.

- Students and teachers appreciated the thematic design on the staircases and the campus, and showed interests in understanding more about the characteristics of the 24 character strengths.
- Regular morning mindfulness activities helped students to relax, soothe their emotions, and cultivate a positive mood so that students could focus on learning. Besides, the implementation of classroom management at all levels, such as “one job for one student”, “birthday stars”, and “positive reward programme”, also cultivated positive thinking among students. To support the implementation of Positive Education, the Discipline and Guidance Department introduced the “樂家杏仁糖” activity in the Positive Adventure booklet to encourage parents to participate in the parent seminars with the Positive Golden Cards. The mean scores of parent and student stakeholder questionnaires on “Perception of school atmosphere” were 4.4 and 3.9 respectively; the mean scores of “I like my school” were 4.4 and 4.1, while the mean scores of “I agree with the direction of school development” and “My child likes to participate in school activities” in the teacher and parent stakeholder questionnaires on “Perception of school atmosphere” were 4.0 and 4.3. These showed that students got along well with their peers and teachers at school, and that parents and students agreed on the positive learning direction established by the school.

Suggestions and Follow-ups:

- We will continue to strengthen positive education concepts and atmosphere on campus by beautifying classroom boards, posting posters of the 24 character strengths, and posting positive slogans around throughout the year. We will also promote positive energy through regular monthly assemblies and activities in different subjects so as to create a positive and energetic learning environment.
- We will continue to strengthen the briefing and training before activities, as well as post-activity reflection and sharing, and allow student participants to share their feelings and experiences with their peers and teachers through morning and weekly assemblies, so as to further cultivate a culture of positivity.
- We will continue to refine our programmes and activities. For example, new elements will be introduced to the English Charity Sale with a focus on cross-curricular experiential learning, so that students can enhance their self-confidence, interest and sense of commitment through reading, learning and experiences.
- "Positive Carnival" was held at the end of the academic year. It allowed students with positive cards to redeem positive coins and get dolls in claw machines or participate in booth games to redeem prizes. It is suggested that the school-based counselling programme can be infused with different forms of activities (e.g. play therapy, art therapy, sensory exercises, etc.) to arouse students' interest in participation and allow them to learn through experiences in growth so as to strengthen their positive thinking.
- Due to the pandemic, most of the outdoor activities in counselling programme were changed to other group or Zoom activities this year. It is hoped that the concepts of positive psychology will continue to permeate in the school-based counselling activities in the coming year. It is also suggested that parent-child activities continue to focus on strengthening the communication skills between parents and children in response to the development of "positive relationships". Among parents, we will continue to strengthen parent education and help parents to learn about positive discipline through seminars, group training, parent groups, and volunteering activities, etc.

- C. Through various campus activities and competitions, different school departments explore students' talents and demonstrate their strengths to enhance their sense of achievement.

Achievements and Reflections:

- Different departments had been exploring students' potentials through motivational activities and competitions. In Chinese, Kahoot Competition in P.1 to P.5, Inter-class Idiom Battle in P.6, Inter-class Calligraphy Competition, Inter-school Writing Competition, Solo-verse speaking in Speech Festival, and talent shows (such as poetry recitation and storytelling) during recess were held this year.
- A charity sale was held in Primary 6 while there was also a display of students' writing on campus by English Department. For Solo-verse speaking in Speech Festival, 25 students received Merit awards this year.
- In Mathematics, students participated in an Inter-school Mathematics competition at the end of the school year. Teachers displayed different Maths artwork on the school website, too. Students participated in three Inter-school Rummikub competitions, while they received awards in two of them. Two P.5 students even enrolled in the Mathematics Gifted Programme of the Polytechnic University in July. Each of them was subsidized with the course fees of \$1,500 by the school grant.
- The Visual Arts Department launched the Man+ project this year, which aimed to transform the campus into an art gallery. It allowed students to participate in various art activities (including art creation, event curation, campus decoration and student ambassador tours). In addition, two Primary Six students were nominated and successfully selected in “School Ambassadors in Arts” programme from the Arts Development Council. Through participating in different arts activities in school, they found their own strengths and enhanced their sense of achievement and contribution.
- Three students in Primary 6 defeated 40 other competitors in the "Fencing Stars Finals" held in Kowloon Bay and won the championship in the boys' grade, the third place in the girls' grade and the team championship in August this year.
- The Music Department participated in the “National Anthem” Singing Competition of the Kowloon East District Federation 2021. It won the first runner-up and the Outstanding Recommendation Award. In addition, a music talent show was held in school at the end of the academic year.
- Reading Day was held by the Library Department to enhance students' interest in reading through various activities (such as extended reading activities and magic shows). Throughout the year, the Discipline and Guidance Department organized regular assemblies and different house activities, including House Games Day and talent shows. From teachers' observation, students were highly participative in these activities, which attracted nearly 100 applicants for enrollment. In addition, the Discipline and Guidance Department also arranged different student leadership activities to highlight their roles in leadership and to serve as peer role models for positive thinking. The school also arranged various leadership development activities, such as “Discipline Training”, “Life Ambassador Training”, “Positive Ambassador Training”, “Flag-raising Team Training”, and various uniform team training, so that more student leaders could build up proper behaviors and characters and to create a mutual influence in school.
- The mean scores of “Perceptions of student growth support” in teacher and parent stakeholder questionnaires were 4.1 and 4.2, while the mean scores of “School helps students develop

interpersonal skills”, “School actively helps students develop positive values” and “School actively encourage students to participate in extra-curricular activities” in teacher stakeholder questionnaire were 4.1, 4.1 and 4.3 respectively. The above data showed that both teachers and parents agreed that the competitions/activities arranged by the school helped students to develop their talents and demonstrate their strengths, which also showed the effectiveness of “positive relationship” and “positive achievement”.

Suggestions and Follow-ups:

- Due to the pandemic, Computer Studies and STEM Departments were unable to join the Information Technology Award Scheme or inter-school competitions. Project Learning Week was cancelled and replaced by a one-day science event. We hope that such activities will be resumed in the next academic year.
- Due to the pandemic, many organizations postponed the activities and competitions. The number of participants in inter-school competitions this year is lower than those in previous years. Although students participated in certain competitions and achieved good performance, we still hope that they will be able to participate in more next year, so that they will cultivate a sense of positive value and endurance, and enhance their sense of accomplishment.
- We will continue to apply different class building strategies, such as class slogans, class emblems, classroom rules, and “one person one job”, etc., to strengthen students’ sense of belonging and accomplishment. The school provided different platforms for students to participate in on-campus and off-campus services, such as “one person one job”, prefects, and library ambassadors. Due to the pandemic, we were not able to carry out some off-campus services. It is hoped that both on-campus and off-campus services will be resumed next year.
- Although the duty time was rather short this year, most of the prefects and Positive Ambassadors claimed that they enjoyed serving their schoolmates and teachers. Even after facing challenges during their duties, students tried to solve the problems to gain a sense of achievement. It is hoped that student leader training in the coming year will help explore different character strengths of students, and promote a positive atmosphere of rapport and encouragement on campus.
- According to the stakeholder questionnaire, the mean scores of teachers, students and parents in “My perception of school’s support for students’ growth” were 4.1, 4.2 and 3.7 respectively. The mean scores of teacher and parent stakeholders’ perceptions were higher than 4, indicating that both teacher and parent stakeholders had a positive comment on school’s support for students’ growth; however, the mean score of students’ on this point was only 3.7. We will review it again and take follow-up actions.

Key Issue 2: To nurture 21st Century learners.

2021-2022 Objective 2: Cultivate students' innovative thinking and life skills.

- A. Create various learning opportunities and activities to cultivate students' creativity, collaboration and communication skills, enhance their problem-solving ability, and cultivate them as the 21st Century learners with a growth mindset.

Achievements and Reflections:

- Subject co-planning meetings effectively focused on discussing classroom teaching strategies, making in-depth analysis and judgment in class, and combining e-teaching elements and different questioning skills. They played a role on catering for learner diversities, so as to cultivate students' creativity, collaboration and communication skills, and enhance their problem-solving ability in success. In addition, co-planning meetings infiltrated positive elements to classroom teaching, which also cultivated students' growth mindset. In the lesson observation records, subject panel chairs pointed out that many teachers had tried to apply different questioning skills and various teaching activities in lessons. They had also provided students opportunities to share their insights, so that students' critical thinking could be enhanced. This success was revealed from the minutes of subject co-planning meetings: teachers focused on students' learning difficulties, designed suitable challenging activities and applied high-order thinking strategies to effectively enhance students' problem-solving skills. It demonstrated teachers' efforts on using different teaching strategies to design challenging learning activities, so that students participated in learning and were eager to look into problems from different perspectives.
- Through electronic and collaborative activities applied on lesson designs, teachers made use of different questioning skills to guide students to think and engage them in learning. They also encouraged students to ask questions, and then guided them to think about problems from different perspectives, so as to conduct a more in-depth learning and improve students' problem-solving skills. In addition, the overall mean score of "Perception of teaching" in teacher stakeholders' questionnaire remained at 4.1, which is consistent with the data in the past. It is worth noting that, "In class, I often ask students different types of questions" ranked first, while 94.2% of teachers agreed or strongly agreed that they often asked students different types of questions. Besides, 90.2% of teachers agreed or strongly agreed that "Students are often allowed to take the initiative to explore and construct knowledge". It also revealed the fact that teachers had confidence in lesson designs and teaching. They made good use of questioning to trigger students' critical thinking and curiosity, and enhance their creativity and problem-solving skills. In "Perception of school curricula", "School strategically provides students with different learning modes and learning opportunities according to their abilities, interests and needs", the ranking rose to the first place, with 78.8% of teachers agreed or strongly agreed to this point. It demonstrated that the school's curriculum could effectively cater for the needs of students to enhance learning effectiveness.
- We created various learning opportunities consistently to cultivate students' creativity and enhance their problem-solving skills. For example, creative thinking was integrated into curriculum or activities in English and Putonghua subjects. A creative Putonghua drama scripts writing competition was held this year, while in Primary 4 Chinese writing, teachers discussed with students solutions to different problems first, and then students presented their findings in groups; by writing their stories with a four-grid comic design, students were able to strengthen their problem-solving skills. In English, teachers used diagrams (brainstorming) in writing to stimulate students' creativity and ideas. Not only cultivated students' creativity, diagrams also helped integrating students' ideas systematically in writing. Computer Studies and STEM Departments had joined the "Children's AI Project" sponsored by Centum Charitas Foundation for many years. The rate of student participation was high, while 84.3% of subject teachers agreed that Scratch and Micro:bit lessons stimulated students' innovative thinking and problem-solving skills effectively.
- In addition to Science Inquiry, the General Studies Department also organized an activity named "Champ of Trivia" this year. It allowed students to solve different problems in daily life through imagination, observation and experimentation. From observations, students were highly responsive

to this activity. When a new question was announced, we received a large number of interesting and creative answers, which came in a variety of forms (e.g. text, pictures and videos). In teachers' questionnaire, 100% of teachers agreed that "Champ of Trivia" could cultivate students' creativity and problem-solving skills. In addition, teachers also discovered students' character strengths on "love of learning" and "curiosity" about daily things from "Champ of Trivia".

- Reading Day included activities such as book sharing and booth design, helped cultivate students' creativity, collaboration and communication skills. From the observation of students' performance, 99.8% of teachers agreed that students shared their books on stage confidently. Besides, Primary 6 students were highly engaged in the booth design. They demonstrated different generic skills, such as collaboration, time management, and commitment. Most of the students even showed their creativity on regular coursework. For example, they applied their life experiences to short stories writing. Primary 4 to 6 students used the reasoning skills learnt in lessons to design riddles and create detective stories.

Suggestions and Follow-ups:

- Although 81% of the students enjoyed the science inquiry lessons, some classes were unable to complete particular science inquiry activities in the pandemic. We hope that Science Inquiry curriculum and activities can be better developed in the coming year.
- During the pandemic, teachers mostly worked from home; they were not able to attend co-planning meetings regularly to discuss lesson designs or to follow up students' learning progress effectively when conducting online classes. It is hoped that subject co-planning meetings will continue regularly next year, and students can learn in both online classes and face-to-face classes effectively.
- Although the overall mean score of teacher stakeholders' questionnaire in "Perception of teaching" was 4.1, which indicated that teachers had confidence in lesson design and teaching, the overall mean scores of student stakeholders' questionnaire in "Teachers ask inspiring questions in class", "Teachers often let us explore problems in class", and "Teachers often arrange learning activities in class" were 3.7, 3.6, and 3.5 respectively. This showed that students might not understand teachers' teaching objectives or respond to their questions in class, though teachers thought their teaching was effective to develop students' creativity and problem-solving skills.
- According to the data, the school was able to achieve the goals of different programs. It is recommended that teachers continue to apply a variety of teaching strategies and questioning techniques in classroom to stimulate students' thinking and develop their creativity and problem-solving skills. Besides, only 72.5% of teachers and 63% of students agreed or strongly agreed that teachers often arranged different learning activities outside the classroom, such as project learning, visits, field trips, etc. This reflects the influence of the pandemic and teachers' limitations on arranging diversified learning experiences for students.

- B. Reading and IT strategies are integrated to learning in order to develop students' attitudes towards independent learning and to develop their leadership skills and a sense of responsibility in shaping the 21st Century learners.

Achievements and Reflections:

- The school curriculum was aligned with the students' abilities to develop their leadership and

responsibility in independent learning through the application of reading and IT on teaching. The mean score of “Perceptions of teaching” in teacher stakeholders’ questionnaire was 4.1, while that of “School can effectively deploy resources to support the implementation of the KLA curriculum” and “The assessment methods used by different subject departments can effectively assess students’ performance” in “Perceptions of school curriculum and assessment” was 3.9. Teachers agreed that the implementation of the school KLA curriculum not only could focus on particular objectives for teaching and learning, but also could effectively deploy resources to support teaching and learning in class.

- During the pandemic, the school effectively deployed resources by purchasing Zoom accounts as online teaching platforms, lending about 100 Internet-accessible learning devices and 30 wireless routers to students in need, so that they were able to attend online lessons at home. In addition, the school also participated in the Community Care Fund programme by purchasing electronic mobile devices for students from low-income families, and launched the “Bring Your Own Device” programme in Primary 1 to 6.
- The “Bring Your Own Device” programme was launched in Primary 1 to 6 to allow students in need to attend online classes and develop a self-learning habit at home. This also increased students’ opportunities in using IT for learning.
- Due to the pandemic, teaching had been adjusted to a blended learning mode, which utilized both online teaching and face-to-face teaching alternatively to meet the global trend of e-learning. It also paved the way for students to learn effectively in both online and face-to-face classes. Co-planning records showed teachers’ good use of e-learning strategies to enhance the effectiveness of their teaching, while enabling students to become more engaged in class. Furthermore, teachers also made use of different learning platforms, such as Google Classroom to distribute pre-tests, notes, learning clips, and learning materials to students. “Reading Ladder” in Chinese and “Raz-Plus” in English were e-learning platforms subscribed this year to engage students in extended learning after class, so that they could assess their reading skills at any time. From different co-planning minutes, teachers reflected that uses of different learning platforms for teaching enhanced the effectiveness of learning and teaching with no doubt. E-learning platforms enhanced the effectiveness of interactive learning, built up students’ sense of responsibility and self-learning abilities, and effectively evaluate the development of the curriculum, so as to foster better planning for effective learning.
- According to different subject evaluation questionnaire, most of the subject departments made use of IT strategies and e-learning to enrich students’ learning in class and to extend students’ learning after class. During the pandemic, about 75% to 83% of the teachers had used different e-learning resources to cultivate students’ independent learning attitude (such as using QR CODE and e-learning platforms in Putonghua and Music; uploading homework to Google Classroom in English and General Studies to encourage self-learning and extend learning; the use of Google Classroom, online search skills, online dictionaries and translation software in Computer Literacy to foster students’ independent learning attitude.) In student questionnaires, most of the students agreed that the use of different iPad apps (such as Nearpod, Seesaw, Quizlet, Wordwall and Kahoot) in the classroom could enhance their learning motivation and self-learning attitude.
- The Computer Studies Department promoted e-learning by holding different IT competitions, such as typing competitions and drawing competitions, to reinforce the IT skills students had learned. In addition, IT Award Scheme was also launched to encourage students’ active participation in IT learning. The school also opened the computer room regularly to allow students to do independent online learning or reading through free online platforms (such as Hong Kong Education City and

assessment platforms from different publishers). The school's campus TV activities, such as “Campus Reporter” and different short video sharing, not only enhanced students' exposure to IT knowledge, but also promoted the use of different media for learning and teaching activities to catch up with the changeable era of mobile teaching.

- This year, some Primary 6 students participated in the Joint Primary School AI Technology and Literacy Promotion Scheme co-organized by S.K.H. Bishop Hall Secondary School. This scheme focused on developing students' empathy, creative thinking and technology skills in society. Through experiential and exploratory activities, students mastered different technologies to improve the lives of disadvantaged groups. Teachers-in-charge found that student participants brought out a key point in this scheme - that is, “technology is only a tool, while it is more important to achieve mutual respect and inclusiveness in humans”. Not only teachers could see that the students gradually built up a sense of critical thinking on the use of technology and the correct values, but they were also eager to make the society a better place with science and technology. Throughout the scheme, students demonstrated their focuses and engagement in activities and their creativity in conceptualizing different ideas in their projects. The effectiveness of IT teaching is highly demonstrated from students' self-directed learning and leadership skills.
- The Library Department supported cross-curricular reading and integration of reading to curricula by providing books of different genres and areas in school. With teachers introducing reading materials of different themes, students' interest in reading was enhanced while their learning was more in-depth. The enhancement of self-learning abilities also helped develop students into learners with problem-solving skills. Due to the pandemic, the library was only open in a particular period of the school year. Although the number of books borrowed by students this year was relatively low as the opening hours of the library were limited, students were interested in borrowing books from the library.
- The average number of books borrowed by each student in each visit to the library from P.1 to P.3 was 7, while the average number of books borrowed by each student from P.4 to P.6 was 5. In addition to hardcopies, we also provided an online reading platform named “e-Enjoyment Reading School Programme” from the HK Education City to enhance students' continuous reading under the pandemic. Besides, an online reading quiz contest was held for students to read online, the department also implemented various reading activities such as Reading Day, author talks, the Joyful Reading Reward Scheme, the “Reading Kings” (in collaboration with Chinese Department), World Reading Day (in collaboration with English Department), and parent-child reading promotions. According to the evaluation questionnaires, 97% of the teachers agreed that various reading activities could enhance students' interest in reading, while 80% of the students chose Reading Day as their most favourite school activity in the school year.
- The school implemented a school-based audio pen programme, namely “Ting Pen Programme”, to support students' learning with an application of electronic technology. Different school-based audio learning materials were designed for regular self-learning and school learning support. Students could learn the vocabularies and the pronunciation of words, and revise for dictation with the help of the audio pens. In addition, different self-learning assignments, such as SDL (Self-Directed Learning Booklet), self-learning work cards, Mathematics Pioneer self-learning booklets and General Studies challenging questions, were also provided in different subjects to allow students to learn in different areas. 75 to 80% of teachers agreed that school-based self-learning materials could cultivate students' independent learning attitude.

Suggestions and Follow-ups:

- Though lessons were conducted online during the pandemic, teachers made good use of various electronic platforms to facilitate learning and teaching. In the coming year, it is suggested to continue the use of different online learning platforms so as to optimize the effectiveness of teaching and learning. As e-learning has become a trend in teaching these days, it is suggested that e-learning strategies and teachers' sharing on teaching experiences should be included in teachers' professional development, so as to enhance teachers' professional knowledge and the effectiveness on teaching.
- In spite of various activities that the Library Department had planned to support cross-curricular reading, the number of books borrowed by students was relatively low this year. Due to the pandemic, the overall mean score of both teachers' and students' questionnaire in "Perception in learning" was 3.6 only. The mean scores of teachers' questionnaire in "Students like to read" and "Students often use different resources to learn" were 3.6 and 3.7, while those of students' were only 3.4 and 3.5 respectively. The above data pointed out the fact that a more comprehensive integration of reading and IT skills to school curriculum and regular teaching is needed to develop students' independent learning ability. On the other hand, there is still room for the improvement of students' interest in reading and their mastery of reading skills.
- The mean score of "reading" in the APASO questionnaire was 2.64, which was lower than that of the Hong Kong normative scale (2.90). It is probably related to the fact that students spent most of the time in online classes this year. In the next school year, the curriculum should be better designed to enhance students' interest in reading. The school should reinforce morning reading sessions by purchasing more books and audio books and lending audio pens for reading. For e-reading, teachers are advised to select books of suitable levels and of relevant text types for students in "Reading Ladder" and "Raz-Plus" learning platforms, so as to encourage their learning interest and enhance their confidence in reading.
- The mean scores of "Good at reading", "Completing reading assignments easily" and "Quick at reading" under "Reading" in the APASO questionnaire are 0.1-0.24 lower than those in the Hong Kong normative scale. It revealed the fact that students spent most of their time in online classes and they were lack of confidence in reading skills. Therefore, the school needs to review and take follow-up strategies on student learning support. The interdisciplinary reading curriculum should be further strengthened with the support of e-learning in order to enhance students' reading skills and achieve the goal of independent learning.
- Due to the pandemic, some reading activities were suspended or changed to online activities. In the next school year, we will continue encouraging students to borrow books with different genres and make good use of online reading platforms, so that they can enhance their reading skills effectively. We will also strengthen home-school cooperation by organizing parent-child reading activities and online sharing activities to broaden students' horizons and develop a parent-child reading culture. Parents will also be encouraged to participate in activities so as to improve the relationship between students and parents. It is hoped that students' interest and skills in reading will gradually be improved.
- We will focus on the "Infiltration of reading and e-learning into different curricula" in the coming year. In response to the limited time in teaching, teachers will refine the schemes of work and their teaching objectives so that teaching can be carried out more effectively. Extended reading should be encouraged with different reward schemes so as to cultivate students' self-confidence and a sense of responsibility to help them develop their self-learning skills. In addition, teachers can make use of multiple text types (e.g. news, picture books etc.) to deliver different core values. They can also encourage students to participate in discussions and guide them to think from different perspectives

in order to help them develop their self-learning skills. With the help of IT in teaching and learning, students can apply cross-curricular learning elements in project-based learning. They can also learn through online data collection and group work in order to cultivate their independent learning attitude, enhance their learning effectiveness, and develop their leadership skills as become the 21st century learners.

H. Financial Report

	Name of Account	Surplus (last year)	Income (this year)	Expenditure (this year)
1.	EOEBG Expanded Operating Expenses Block Grant	4,374,809.03	1,385,720.58	2,673,231.82
2.	Revised Administration Grant	-	1,395,840.00	1,339,835.00
3.	Capacity Enhancement Grant	-	785,878.00	34,250.00
4.	Composite Information Technology Grant	-	472,027.00	427,180.12
5.	Enhanced Speech Therapy Grant	-	221,437.00	85,200.00
6.	School-based Support Scheme for NAC	-	157,240.00	6,260.00
7.	Student Guidance Service Grant	-	242,671.00	238,000.00
8.	Understanding Adolescent Project Grant	-	143,356.00	127,345.00
9.	School-based Management Top-up Grant	-	50,702.00	-
10	Summer Bridging Programme for Non-Chinese Speaking Students	-	72,960.00	72,960.00
11	Moral & National Education Support Grant	150,383.00	-	-
12	School-based After-school Learning Grant	124,000.00	218,400.00	3,345.00
13	Information Technology Staff Support Grant	-	321,796.00	321,796.00
14	Enhanced Additional Funding for NCS Students	680,234.94	1,500,000.00	1,386,500.15
15	QEF – Proof of Mobile Computer Devices and Internet Services Support for e-Learning	-	149,061.00	149,061.00
16	School Social Work Service Grant	-	642,000.00	642,000.00
17	Consultation Service Grant	13,079.00	129,315.00	110,000.00
18	Promoting of Reading	31,207.00	31,425.00	39,852.34
19	Sister School Scheme	113,895.00	157,127.00	217,970.00
20	School-based Professional Support Programmes	5,248.00	-	-
21	Life Wide Learning Grant	543,152.29	760,531.00	811,089.75
22	Learning Support Grant For Primary Schools	232,190.40	1,241,478.00	1,340,282.25
23	Student Activities Support Grant	-	101,850.00	51,637.00
24	Grant for Supporting NCS students with SEN	53,573.45	202,810.00	163,800.00
25	Anti-Epidemic Grant	-	37,500.00	13,209.00

I. Looking into the Future

This is the first year of the implementation of the new three-year plan. According to the teacher stakeholder questionnaires at the end of the term, "my perception of the principal's professional leadership" in school's management and organization area, "my perception of the school curriculum" and "my perception of the school's curriculum" in learning and teaching area has been improved in satisfaction. Especially in "the principal can effectively allocate resources" (92.3% of teachers agreed) and "In class, I (the teacher) often asks students to ask questions at different levels" (94.2% of teachers agreed), stakeholders had particularly high rating.

Year 2022/23 is the second year of the new three-year plan (2021 to 2024). Our focuses are still on the expansion of the depth and breadth in positive education and the cultivation of 21st century learners, mainly from life and vocational skills, learning and innovation skills (including 4C, namely, critical thinking, communication skills, collaboration skills and creativity), information, media and technical skills to cultivate students, and rooted in four foundations including standards and evaluation, curriculum and teaching, professional development and learning environment. We have added "Developing Students' Problem Solving Ability through Interdisciplinary Collaboration" and "Career Planning". Among them, in "The Principal's Classroom of Life Planning", the principal will invite guests from all walks of life for sharing, so that students can increase their understanding a particular industry and plan their future ni advance.

Subject panel heads will also refine their year plans based on the above issues. We hope that through lively and interesting teaching activities, diverse extra-curricular activities, and local and overseas study tours, students will grow up with positivity and become learners of the 21st century with creativity and leadership.

Report On the Use of Capacity Enhancement Grant (CEG) in 2021/2022

Way of Consulting Teachers: Individually and proposals announced at staff meeting

Number of classes operating: 24 (excluding IRTPs)

Task Area	Major Area(s) of Concern	Strategies/Tasks	Time-Scale	Actual Expenses	Success Criteria
Cater for learning diversities of students	1. To provide a quiet environment for students who need guidance to finish their homework after school	To organize after-school tutorial class	From end of September 2021 to end of May, 1 hour after school on Tuesdays and Thursdays	Total fee: \$9950	Students find it beneficial to stay behind after school to finish their homework with tutor's guidance
	2. To provide chances for students to develop their potentials in arts and physical capabilities	To organize Putonghua Drama Club	27 sessions with 1 hour each	Instructor's fee: \$24,300 (\$900x27 sessions) Fee of Script: \$4,000 Total: 28,300	Award for Outstanding Performer Award for Outstanding Audio-visual Effects Award for Outstanding Cooperation Award for Commendable Overall Performance Participants improved in presentation skills and self-confidence
	3. To nurture students with self-confidence and leadership skill	To organize P.4-P.6 leadership day camp	One day camp for each level held after exam	Suspended due to the pandemic	
Balance / Reserve: \$751,628					2021/22 Subsidy: \$785,878 <u>2021/22 Expenditure : \$34,250</u>

Man Kiu Association Primary School
Report on the Grant of the Improvement Chinese Education Support for NCS Students 2021/2022
Amount used for the Chinese subject in percentage: 64 %

Aim	Expected Outcome	Implementation/ Date of completion	Budget	Expenditure	Outcome/Follow up
- To reduce the workload of P.1-6 teachers on preparing teaching aids and doing clerical work of the Chinese subject - To help NCS students with special educational needs in Chinese learning	- Teachers can enhance their effectiveness on teaching better as they can allocate more time on designing the lessons (e.g. catering for individual learning differences). - Individual learning differences can be better catered.	1-9-2021 to 31-8-2022	- Three teaching assistants, one year salary: \$535,000 [Monthly salary x 1 x 1.05 (MPF) x 12 months] [Monthly salary x 1 x 1.05 (MPF) x 12 months] [Monthly salary x 1 x 1.05 (MPF) x 12 months] - Materials for making teaching aids and materials: \$38,000	4 contract teacher assistants and 2 contract Chinese teachers \$1,375,720.05 \$11,400.10	- Teacher's workloads are reduced for better lesson preparation. Student's learning effectiveness is enhanced. - The teaching assistants can cater the individual differences of students.
Non-Chinese students who are weak in Chinese are grouped in an individual Chinese class	Students' learning effectiveness can be enhanced by learning in a smaller class size and individualized lessons.	1-9-2021 to 31-8-2022	Two Chinese teachers, one year salary: \$682,740 [Monthly salary x 1 x 1.05 (MPF) x 12 months] [Monthly salary x 1 x 1.05 (MPF) x 12 months]	As listed above	The teacher can cater the individual differences of students. Students are more interested in learning activities.
To act as the bridge for communication between home and school	Communication and relationship between home and school are enhanced and students' learning effectiveness will be improved.	1-9-2021 to 31-8-2022	One non-Chinese speaking teaching assistant, year salary: \$157,500 [Monthly salary x 1 x 1.05(MPF) x 12 months]	As listed above	Home-school communication was kept well. Information was correctly conveyed. Home-school co-operation and relationship were good.

To provide the school-based electronic learning platform for P.5 NCS students	Students’ learning ability and motivation will be increased	1-10-2021 to 30-6-2022	The service fee for P.5 NCS school-based electronic learning platform : \$5,000	\$4,900	School-based electronic learning platform helps students to learn Chinese and fosters students’ interest in learning Chinese. Students used IPAD in Chinese lessons and continued to use school-based electronic learning platform to do Chinese exercises and assessments at home.												
To provide Nearpod electronic learning platform for NCS students	Students’ learning ability and motivation will be increased	1-12-2021 to 30-6-2022	The service fee for NCS Nearpod electronic learning platform : \$13,000	\$12,480	Nearpod electronic learning platform helps students to learn Chinese and foster the interest of learning Chinese. Students use IPAD in Chinese lesson and continue to use school-based electronic learning platform to do Chinese exercise and assessment at home.												
			<table><tr><td>Surplus of 2020/2021</td><td>:</td><td>\$ 680,234.94</td></tr><tr><td>Grant of 2021/2022</td><td>:</td><td>\$ 1,500,000.00</td></tr><tr><td>Total Income</td><td>:</td><td>\$ 2,180,234.94</td></tr><tr><td>Total Expenses</td><td>:</td><td>\$ 1,386,500.15</td></tr></table>			Surplus of 2020/2021	:	\$ 680,234.94	Grant of 2021/2022	:	\$ 1,500,000.00	Total Income	:	\$ 2,180,234.94	Total Expenses	:	\$ 1,386,500.15
Surplus of 2020/2021	:	\$ 680,234.94															
Grant of 2021/2022	:	\$ 1,500,000.00															
Total Income	:	\$ 2,180,234.94															
Total Expenses	:	\$ 1,386,500.15															
			<table><tr><td>Surplus of 2021/2022</td><td>:</td><td>\$ 793,734.79</td></tr><tr><td>(Reserve)</td><td></td><td></td></tr></table>			Surplus of 2021/2022	:	\$ 793,734.79	(Reserve)								
Surplus of 2021/2022	:	\$ 793,734.79															
(Reserve)																	

Report on Life-wide Learning Grant 2021/22

Description	Income	Expenses	Balance
Life-wide Learning Grant	\$1,303,683.29		
1/Table tennis class fee		\$5,220.00	
2/Basketball class fee		\$55,800.00	
3/ Mathematical Olympiad class fee		\$31,250.00	
4/ Cambridge English		\$22,250.00	
5/ English Enhancement Course		\$44,500.00	
6/ Karate class fee		\$25,350.00	
7/Skipping class fee		\$23,100.00	
8/ Athletic class fee		\$5,600.00	
9/ Dodgeball class fee		\$23,100.00	
10/ Skipping class fee(ECA)		\$7,000.00	
11/Cooking class fee(ECA)		\$8,450.00	
12/Clay art class fee(ECA)		\$6,300.00	
13/ Balloon twisting class fee(ECA)		\$7,200.00	
14/Magic class fee(ECA)		\$7,800.00	
15/Sewing class fee(ECA)		\$9,000.00	
16/ Djembe class fee(ECA)		\$10,150.00	
17/ Dodgeball class fee(ECA)		\$4,650.00	
18/ Table tennis class fee(ECA)		\$4,350.00	
19/ English drama class fee(ECA)		\$42,091.80	
20/ 3D printing class fee (ECA)		\$12,750.00	
21/ Magic peaceful class fee(ECA)		\$21,000.00	
22/ Science experiment class fee(ECA)		\$13,500.00	
23/ Snooker class fee(ECA)		\$15,000.00	
24/ Hand chime class fee(ECA)		\$9,280.00	
25/ Hip Hop class fee(ECA)		\$7,500.00	
26/ Competition and transportation fee		\$24,544.00	
27/ Registry, entrance and rental fee		\$75,564.50	
28/ Materials for extra-curricular activities		\$146,780.23	
29/ The expenditure for school-based learning activities		\$89,368.22	
30/ Fee for Zoom teaching accounts		\$19,530.00	
31/ Ballet class fee (ECA)		\$13,800.00	
32/ Harmonica class fee		\$19,200.00	
Total:		\$811,089.75	\$492,593.54

Report on School-based After-school Learning and Support Programmes 2021/2022

Aim: To broaden disadvantaged students' learning experiences outside the classroom as well as to raise their understanding and sense of belonging to the community.

Current year subsidy (CSSA +Textbook full grant of SFAS):					\$124,000.00
Balance of last year:					\$218,400.00
Total:					\$342,400.00
	Student questionnaire				
Extra-curricular Activities to Operate	A/Broadening Learning Experiences	B/ Raising Understanding of the community	C/ Raising Sense of Belonging	D/No comment	Actual Expenses
1. Pearson Longman Speech festival entry fee	100%	0%	0%	0%	\$300.00
2. Speech festival solo verse speaking (Chinese) entry fee	100%	0%	0%	0%	\$580.00
3. Speech festival solo verse speaking (English) entry fee	100%	0%	0%	0%	\$2,465.00
				Total:	\$3,345.00
				Balance:	\$339,055.00

Remarks: CSSA (Comprehensive Social Security)

Report on Reading Promotion Grant 2021/2022

Objectives of Reading promotion :

1. To align with school concerns of “To further strengthen positive education and promote positive culture” and “To nurture 21st Century learners”.
2. To enhance students’ reading interest.

	Description	Actual Revenue	Actual Expenditure
	Surplus of last year	\$31,207.00	
	Reading Promotion Grant (2020-2021)	\$31,425.00	
1.	Purchasing books (Books about positive education and detective story)		\$33,042.56
2.	Reading Activities (Guest Talks, Reading Day, Clown Play)		\$ 6,809.78
	Total :	\$62,632.00	\$39,852.34
	Balance:	\$22,779.66	

Report on Learning Support Grant 2021/2022

Description	Actual Revenue	Actual Expenditure
Surplus of last year	\$232,190.40	
Learning Support Grant (2021-2022)	\$1,241,478.00	
Employing 3 teachers		\$847,020.00
Employing 2 teaching assistants		\$359,594.25
Purchasing professional services		\$128,000.00
Purchasing school resources and equipment		\$544.00
Learning/inclusive activities and parent-school cooperation activities materials		\$5,124.00
Total :	\$1,473,668.00	\$1,340,282.25
Balance :	\$133,386.15	

Report on Summer Bridging Programme for Non-Chinese Speaking Students 2021-2022

1. Attendance report:

The attendance rate of students is shown as follows:

Groups	Watermelon (P.1)	Mango (P.1)	Cherry (P.2)	Banana (P.2)	Strawberry (P.3)	Apple (P.4)
Attendance rate	81.37%	77%	92.3%	85.71%	93.75%	93.33%

2. Implementation details:

- Date: 3/8/2022~12/8/2022 (Monday to Friday).
- Time : Monday to Friday, from 8:30a.m to 12:30p.m.
- Venue: Room 106, N301, 503, 504, 505, 506

Teaching Scope:

Week	Scope	Outdoor activity/ Special arrangement
Week 1	Unit 1: Local food of Hong Kong (fruit, colour, menus, etc.)	Teachers conducted cheese making activities in the cooking room in school (Room 402) on Friday (5/8).
Week 2	Unit 2: animals, body parts, oceans, movie watching, graduation ceremony, etc.	Movie watching (Originally scheduled on 10/8, and changed to 15/8 due to bad weather condition)

3. Number of non-Chinese speaking students and their parents participating in the course:

Groups	Watermelon (P.1)	Mango (P.1)	Cherry (P.2)	Banana (P.2)	Strawberry (P.3)	Apple (P.4)
No. of Students	16	13	12	12	15	14
No. of Parents	7	2	3	4	1	3

4. Evaluation on the effectiveness of the programme in improving Chinese learning for NCS students:

- a. What students learned was closely related to daily life, such as colours, fruits and animals, etc. Students were especially motivated when teachers made some Hong Kong special snacks with them.
- b. After watching the animation "DC League of Super-Pets ", students answered some simple questions and introduced their favourite characters in class. That made their learning more interesting and lively.
- c. Students were generally interested in the classroom activities and this enhanced the effectiveness on Chinese learning.

5. Total expenditure: \$ 72,960

Report on Sister School Exchange 2021-2022Name of the Mainland Sister School : Nan Sha Ta Teng Primary School 南沙大塘小學

Item	Name and Content of the Exchange Activity	Expenses
1.	Video-conferencing : With appropriate equipment, we conducted real-time lesson demonstration or broadcast school activities.	1. 6/F Hall and G/F Hall video-wall peripherals: 1.1 4 sets of wireless microphone system and Full HD camera (\$91,900) 2. Mobile learning peripherals: 2.1 3 sets of touch panels (\$83,200) 2.2 10 Ipads (\$42,870) Total: \$217,970
		Brought forward:\$ 113,895 Subsidy : \$ 157,127 <u>Expenditure : \$ 217,970</u> Balance : \$53,052