



Man Kiu Association Primary School

2022/23

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

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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 Lab, Remedial Teaching Room, Kitchen, Hall.
Others	Positive Hydroponic Farm, E-library Corner, Reading Corner, Mindfulness Corner, NIKE Grind Court, Golf Driving Range

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	61	52	60	55	60	59	347
No. of Girls	34	44	53	42	44	46	263
Sub-Total	95	96	113	97	104	105	610

(as at 30-6-2023)

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: 19%
5-9 years: 23%
10 years or above: 58%

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

Chinese, English, Mathematics and General Studies teachers had eight co-planning meetings this year, while each lasted for 60 minutes. During co-planning, subject teachers focused on the discussion of teaching strategies (including key points or difficulties) and the evaluation and follow-up of the previous co-planning so as to coordinate 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. In the last co-planning meeting, they also contributed to the overall review of the curriculum and its effectiveness to teaching and learning this year.

Marking Inspection and Lesson Observation

Marking inspection was carried out twice in the 1st term and 2nd term respectively by the vice-principals, the curriculum leader, and the subject panel chairpersons and vice-subject panel chairpersons of Chinese, English, Math and G.S. Lesson observation for appraisal was carried out in the 2nd term. In addition,

different subject panel chairpersons each conducted an “Open Classroom”, and the lesson observation and marking inspection among new teachers, while the overall performances were good.

Teacher Prizes

Name of teacher	Programme / Competition	Prize	Organiser
Mr Wong Man Yiu Ms Wong Wai Yee	The Outstanding Teacher Awarding Ceremony 2022-23	The Outstanding Teacher	The Federation of Parent- Teacher Association (Kwun Tong)
Life Education Team Ms Wong, Chun Yu Ms Lee Tsz Man Ms Law Wing Sze	2022 Caring School Award Scheme	Merit	Hong Kong Christian Service

D. Our Learning and Teaching

Number of School Days: 191

Lesson Hours of Major Learning Areas

Subjects	Chinese	English	Math	General Studies/STEM	Visual Arts	Music
Lesson(s)	P.1 9L P.2-6 8L	P.2 9L P.1,3-6 8L	P.1-2 6L P.3-6 7L	P.1-3 4L P.4-6 5L	2	2
Subjects	Physical Education	Putonghua	Computer Studies	Library	Life Education	Drama Education
Lesson(s)	2	1	1	P.1-3 1L	1	P.1-3 1L
Subjects	Foreign Language (Korean/French)					
Lesson(s)	P.4-6 1L					

1/9/2022-31/1/2023 Each lesson lasts for 30 minutes. We conducted half-day school as instructed by the EDB.

Started from 1/2/2023, each lesson lasts for 35 minutes. We conducted whole-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 second year of the three-year plan, our focus remains on optimizing teaching and learning. In addition to the focuses on preparing lessons in co-planning meetings, observing lessons with peers in

learning clusters, sharing within subjects after lesson observation, strengthening the use of electronic devices, different assessments and teaching aids, new subjects were introduced to the regular curriculum: P.1-2 Drama Education and P.3-6 Foreign Languages (French and Korean). We aim to cultivate students as the 21st century learners through the exposure of different knowledge and skills. With the ease of the pandemic, various learning activities, including project learning, Culture Day, visits, outings and local study tours were reorganized, which enhanced the positive learning atmosphere among teachers and students and achieve pleasant learning in success.

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	Details
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. Books such as about Chinese history and English stories were introduced in the morning assembly.
“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 popular stories told by story-tellers, 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, a story writing programme was conducted in P1-P3 to provide guidance on story writing. Students made their own story books successfully and demonstrated their creativity.
Reading Day	A topic (such as animals, authors and book scavenger hunt) was set each month. Students joined the activities by finding answers from the books. Not only does it arouse the reading interest of students, it also helps develop their self-learning attitude.

Reading Magnifier	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.
Book Bag Programme	Students were assigned to read some designated books. The designated books for this year were as follows: P1-P2 : 屁屁偵探、Clifford's Collections P3-P4 : 小巫婆、螃蟹衝衝闖紅燈、Geronimo Stilton: I am not a super mouse、Geronimo Stilton: The hotel is haunted P5-P6 : 不偷懶小學: 忍不住大師、臭豆腐女孩、13-storey Treehouse、26-storey Treehouse
Reading King	Library ambassadors assisted with the library daily operation, helped schoolmates find books and told them how to use the e-reading platform. Some library ambassadors joined an activity of "Book Tour" to visit Stanford House. They knew more about book categories and chose some books for the school library for next year. 5 students from P5 were invited to form a Reading Club. They were trained to do shared reading and to organize reading activities for P1-P3 schoolmates.
Library Ambassador and Reading Club member	Some P.6 students were selected to be reading ambassadors. They read books and told stories to P.1 students in classrooms.
Reading Ambassador	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. We joined "Jockey Club E-reading Scheme" to subscribe more electronic books and bought 10 iPads. Different e-reading platforms were also introduced to the students. Coping with the use of e-Books, on-line reading competitions were held in school and some P6 students were nominated to join some inter-school online reading competitions.
E-Reading Corner	Students completed reading missions such as book recommendation and creating story character during long holidays (e.g. summer holiday, Christmas holiday, etc.)
Holiday Reading	A topic such as animals, authors and book scavenger hunt was set each month. Students joined the activities by finding answers from the books. Not only did it arouse the reading interest of students, it also helped develop their self-learning attitude.

Reading Habits of Students:

Teachers introduced reading materials on different topics to arouse students' interests in reading. In students' survey, 64% of them indicated that they were interested in reading. 70% of P1-P3 students responded that they liked reading. Students borrowed 4826 books from the school library this school year. Each student borrowed 8 books in average. P.1-P.3 students borrowed 13 books and P.4-P.6 students borrowed 4 books in average. From the result of year-end questionnaire, 28% of students showed that they had been to school library or public library once a week. 69% of students claimed that they read 2 or more books every week. 29% of students did reading more than 3 hours each week, which consisted of 41% in P1-P3 and 18% in P4-P6. 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

In order to cultivate creativity and problem-solving skills of the 21st century learners, this year our project learning week allowed students to develop creativity and imagination to solve big and small challenges in daily lives. It also helped make contributions to the environment. Students made use of different recycled materials from home to create new products, while the creation also infiltrated the STEAM element, such as using different mechanical accessories and electronic devices to enhance the intelligence of the products and their compatibility to our daily needs. Project learning also motivated KS2 students on collecting data online or borrowing related books at the school library, which were effective to improve their information technology skills and self-learning attitudes.

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 before the first lesson in the morning.
- 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 "National Education, Moral and Civic Education Department" of our school (based on the Key Performance Indicators set out in the "2022 Policy Address" to strengthen national education measures) further promoted the implementation of national education in and out of the classroom, strengthened students' national identity and national pride, and jointly maintained national security awareness. Our work included: 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 9 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 behaviour 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 Positive Achievement Token". Students used this special "token" to get dolls or toys from the Claw Machine and played basketball 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. With the ease of the pandemic, the student helpers/leaders participated in a half-day leadership training camp and continued their service and training. We hope that these training programs will continue as planned 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 and AI experiential activities from which they learnt a lot about healthy living habits, such as balanced diet, Say 'no' to tobacco and alcohol, and the harmful consequences of substance abuse. Holding leadership training, voluntary group, storybook group, life planning 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
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	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. We also provided game therapy and sandbox therapy for students in need to relieve their emotions and stress. 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, making friends online 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 Seminars, parent-child art workshops, parent-child carnivals, outdoor farm activities, parent volunteer activities, parent-child volunteer activities, non-Chinese speaking parent support groups, parents' discipline support groups, parents' emotional stress support groups, 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 "樂家幸仁糖" 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) 30 interest groups include English drama, Putonghua drama, flameless cooking, computer drawing, drawing, I-Pad games, Rummikub, dejembe, science experiment, hand chime, harmonica, choir, ukulele, mathematical Olympiad, Chinese handicrafts, magic peaceful, clay art, balloon twisting, Cambridge English, 3D printing, sewing, mindfulness, interview strategy, stop motion video, life angel, English ambassador, art ambassador and junior artists.
- 2) 13 sports groups include dodgeball, table tennis, flyball, basketball, karate, shuttlecock, dodgebee, snooker, rope skipping, track and field, football, lion dance, hip hop, Chinese dance 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 602 students in our school that joined the 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	30
Cub Scouts	16
The Boys' Brigade HK	11
Red Cross	18

3. Positive Education and Life Education

A. Positive Education

- 1) The Positive Booklet:
 - i. Based on the theme of "Celebrations of Children's Day", different school-wide activities were organized every month. The activities featured customs of Children's Day among different countries and corresponding character strengths. They allowed students to experience different cultures and practised personal character strengths.
 - ii. Incorporated various tasks into the school's regular activities and integrated them with various

- subject-based activities so that every student could participate in different activities throughout the year and recorded the character strengths practiced during the activities.
- iii. Parents recorded their children's help with housework, good habits, and family fun in the "Home Sweet Home" section. They built positive parent-child relationships by praising their children's good behavior at home.
 - iv. Used positive golden cards as incentives to encourage parents and students to participate more actively in various activities.
 - v. Teachers introduced different character strengths during assemblies to promote positive education.

2) Positive Redemption Booth:

- i. The positive redemption booth was set up once a week throughout the year. Students redeemed corresponding character strength cards after completing the tasks. It enhanced their sense of achievement.
- ii. Students redeemed their gifts such as small musical instruments, sports equipment, and educational toys with character strength cards or tokens. It cultivated students' personal interests in their spare time.

3) Hydroponic Garden Activities:

- i. The hydroponic tour allowed students from different classes to participate accordingly. Students learned about hydroponic planting knowledge and promoting the concept of food conservation.
- ii. Various hydroponic planting workshops are provided to students and parents. They experienced hydroponic planting and learned how to care for plants. The workshop also increased students' sense of responsibility.
- iii. Parents who had participated in parent-child workshops became parent hydroponic tour volunteers. They were responsible for escorting in the hydroponic garden visits. It enhanced the opportunity of parent-school cooperation and building positive relationships.
- iv. Positive ambassadors took part in the "Positive Farm Market Charity Sale" event. This experience demonstrated their leadership skills as the 21st-century learners.

4) Positive Ambassadors:

- i. 30 students from P.3 to P.5 were trained as positive ambassadors. They were the student leaders to promote positive education at school. The ambassadors assisted in preparing and helping with positive activities, such as managing positive redemption booths, hydroponic gardens, and booths on Positive Day. It enhanced students' leadership skills.
- ii. Regular trainings were provided to the positive ambassadors every week. It established positive ambassadors' team spirit and their sense of belonging.

B. Life Education

1) Mindfulness training

- i. Mindfulness exercise was conducted twice a week in the morning class period and during lunch recess respectively, so that students and teachers could relax before lessons. This activity has been implemented in school for four years. Both teachers and students agreed that mindfulness exercise helps them to relieve stress.
- ii. During the extra-curricular activity period on Fridays, our teachers led the P.3 students to practice 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) School-based Life Education program: Tree of life
The key element of the program is 'Love'. Each level has developed a series of feature activities including 'All in One' for Primary 1, 'I Love my Family' for Primary 2, 'Treasures on Earth' for Primary 3, 'Love Our Community' for Primary 4, 'Lovable Me' for Primary 5 and 'Universal Love' for Primary 6. The series of activities include a picture book sharing and some experiential activities. All the activities, except Primary 6, have been carried out in great success.
- 3) Life Angel
20 students were recruited as Life Angel this year. Not only did they have duties in Peace Corner, but they also needed to assist the teachers in conducting the school-based Life Education program. Life Education team organized trainings for Life Angels regularly so as to prepare them physically and mentally to perform duties.
- 4) 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 2. 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' roles as a citizen. With guided activities namely observation, picture books reading, outing and handicrafts making led by our class teachers and library teacher, students' curiosity and love for the community grew. They presented what they learned in great success. This programme also opened doors for our students, giving them opportunities to enhance their connections with the community, and transform them into responsible citizens.
- 5) Other activities
The Life Education team has carried out different cross-curricular activities, including Life Education and Chinese, English, Math and General Studies respectively. The team has also carried out different 'Learn to Love' activities, for instance, caring our janitors, teaching and non-teaching staff.

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 Math 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. Other Support

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 kept as an online teaching platform.
- 2) The school participated in the assistance project of the Community Care Fund to subsidize 35 eligible P.1-2 students to purchase mobile devices for online lessons and self-study at home.

After the resumption of the face-to-face lessons, the school arranged a computer in the classroom with Zoom broadcasting for any student who was not able to return to school due to health problems or other reasons. Not only did it ensure the students not lag behind their studies due to personal reasons, it also maintained the teaching quality in classrooms.

B. Emotional Support

During the pandemic, students stayed home for half-day online classes or resumed their half-day face-to-face classes afterward. Considered with their needs in re-adaptation to the schooling, our school distributed "tips for whole-day face-to-face classes" in different ways, including the school GRWTH app and 'Having Lunch at School' video clip, to help both students and parents with a smooth transition. The school also provided emotional support for individual students who have difficulty in re-adapting to the learning environment, so that they could return to their school life as soon as possible.

F. Achievements and Reflection on Major Concerns, Feedback and Follow-up

Major Concern 1: To further strengthen positive education and promote positive culture

Achievements

- ♦ 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, Chinese teachers optimized their teaching in reading and writing by using related picture books for teaching and extended experiential activities in P.4 so as to strengthen students' positive thinking and values. The English Department also broadcasted teachers' sharing clips about positivity (such as kindness, love, and gratitude) to raise students' awareness on positive thinking. The General Studies Department introduced different topics on local news through news reading worksheets, so as to input positive elements for class discussion and raise students' awareness on current affairs and critical thinking. The Mathematics and Putonghua Departments also

infiltrate positive elements into classroom activities so that students could learn a positive attitude towards life.

- ♦ The school curriculum could match the core areas of arts education curriculum and deepen positive elements. “Art - A Visual History” is the theme of this year. By introducing different artists’ lives, their styles and an appreciation of their works, students could have a more comprehensive direction in their creative process, thereby cultivating a positive attitude towards life, e.g. creativity, respecting others and sense of responsibility. Elements of Chinese art, such as Qi Baishi and cloisonné porcelain, were also introduced to the curriculum, which allowed students to aware their national identity and develop positive values and attitudes. In addition to the consistent strategies (i.e. appreciation, evaluation, creation and discussion) introduced in the curriculum, the Visual Art Department organized visits to various exhibitions in the Hong Kong Art Museum so that students could develop an appreciation to different masterpieces.
- ♦ This was the second year that the “Compassionate Children Pilot Programme” was launched. In addition to continuing the theme of "Buddies in nature" by teaching collaboration in P.1, P.2 will kick off the programme with the theme "Citizens". By participating in different training workshops and regular co-planning meetings with the School of Everyday Life, teachers applied five-sense exploration, nature observation, picture books sharing and hands-on products to help students understand the inter-relationships among things and humans in the community. This programme not only aroused students’ curiosity and love for the community, but also inspired them to be a responsible citizen. 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 responsibility for the community and strengthened their positive values.
- ♦ Positive education was launched in a whole-school approach, which allowed students to participate in different activities throughout the year. For cultivating positive character strengths, students experienced and deepened their understanding on different character strengths by completing tasks in their positive booklets, such as the “Bravery Award Ceremony”, “Positive Guardians Design Competition” and “Optimism Fish-shaped Flag”. For conveying messages of love and affection to the nature, workshops at the school aquarium and hydroponic garden are regularly held for students and parents. According to the teachers’ and students’ questionnaires conducted after the activities, 100% of students agreed that the hydroponic planting workshops could deliver knowledge about hydroponic planting. In addition, most participants claimed the activities helped them understand the hard work of farmers and build up a sense of love and affection to the nature. Parents also pointed out that the activities deepened students’ understanding and their acceptance of green eating.
- ♦ The Life Education Team conducted the “Love Enters the Community” activity for P.4 students, which included understanding the attitudes of the disabled, participating in sports for the blinds, learning about the difficulties that the blinds face in their daily lives, holding guest talks and understanding the needs of the disabled through interviews. The participants demonstrated their high participation with enthusiasm and they put what they learned into action by encouraging the disabled with DIY cards. Besides, students were recruited as Life Angels this year. Not only did they have duties in Peace Corner, but also needed to assist the teachers with the school-based Life Education programme. The Life Education team organized trainings for Life Angels regularly so as to prepare them well for duties.
- ♦ In order to enhance students’ sense of achievement, the Mathematics Department encouraged students to participate in different Mathematics competitions this year. Students participated in two

inter-school Rummikub competitions and received awards. A P.1 student and seven P.5 students were even enrolled in the Mathematics Gifted Programme of the Polytechnic University in June. Each of them was subsidized with the course fees of \$1,500 by the school grant.

- ◆ In-school activities such as “Get Redressed” old clothes recycling activities, Champ of Trivia, STEAM Project Learning, health education talks for the minority, health ambassador training, Fruit Day, student environmental protection ambassadors, and co-curricular activity with Chinese and Mathematics Departments were completed in success this year. Besides, General Studies Treasure Box programme, Food for Good, Primary School General Studies Challenge 2022, High Sugar Trap Coloring Competition, “Let's Do Good Personal Hygiene, Let's Be Virtuous” parent-child coloring competition, Hong Kong Marine Ecological Conservation - Training for Gifted Students Project, the 18th Hang Yee Cup Quiz Competition, General Studies summer promotion course and “Kids@HKUST” Science Workshop - Revealing the Secrets of Plant Cells, etc. According to the G.S. teacher's questionnaire, 93% of teachers agreed that participating in different competitions can cultivate students' sense of accomplishment. According to the student's questionnaire, 85% of students agreed that STEAM Project Learning can demonstrate their creativity.
- ◆ This year, the Computer Department conducted a short film production class in extracurricular activity periods to train some campus TV helpers. The activities trained students' expressive skills and communication skills through self-introduction and interviews. Students also learned to shoot with iPads, edit videos with iMovie, and use Google Drive to store and share videos. On the other hand, the English Department organized a school charity sale, while the English ambassadors participated in an anti-drug carnival booth design competition and other inter-school competitions such as the Hong Kong Schools Speech Festival and the Hong Kong Schools Drama Festival. Moreover, students' English works were posted on the bulletin boards in the corridors or published in the school newsletters throughout the year. Some students were even invited to record for the English newspaper Posties, which fully demonstrated their potential.
- ◆ Participating in diverse school activities allows students to gain experiences and enhance their sense of achievement. In June, our school participated in an on-campus cleaning activity organized by the Education Bureau, cultivating students' sense of responsibility, empathy, diligence, and gratitude. Students showed great dedication during the activity and demonstrated a strong sense of belonging to the school. The principal and the “cleaning dragon” visited every classroom to encourage the students, while P.5-6 students helped the P.1-2 students with the classroom cleaning, which fostered a caring and healthy atmosphere. It was also the first time for our school to participate in the “School Cleaning Short Film Production Contest” organized by the Education Bureau and we won the first place as accomplishment.
- ◆ According to the results of the ESDA teacher stakeholders' questionnaire, the agreement rate for all items in “My perception towards the school's curriculum and evaluation” was 88% or higher. Compared to the 2021-2022 school year, “The school's curriculum can meet all learning goals” (Q37), “The school's curriculum can match the trends of educational development” (Q38) and “The school strategically provides different learning experiences in and out of the classroom according to the learner diversity” (Q42) have increased by 21.5%, 23.9%, and 17.4% respectively. This indicates that our school's curriculum is closely aligned with the educational development.
- ◆ The APASO survey indicated that our students generally have positive values. The overall scores for the “care” and “sense of accomplishment” subscales were 3.5 and 3.29 respectively, which are higher than the Hong Kong norms with an increase by 0.5 comparing to the previous year. In the teacher, parent, and student stakeholder questionnaires on “perception towards the school's atmosphere” the average scores were 4.2, 4.4, and 4.4 respectively. Among them, parents and

students both scored an average of 4.5 for “I love the school” In the teachers’ and parents’ questionnaires on “perception of the school's atmosphere”, the average scores for “The school is a loving place” and “I'd love to have my children in this school” were both 4.4. This indicates that students have harmonious relationships with their classmates and teachers in school, while parents and students recognize the positive and proactive learning goals established by the school as well.

Reflection

- ♦ In the “If I Were a Little Adult” activity, students experienced the process of seeking a job through writing cover letters and participating in interviews. Afterwards, students took up different job positions in the school, such as principal, secretary, teacher and worker. From the students’ cover letters and sharing after the activity, students showed enthusiasm for different positions. Most students were well prepared for the interviews. Students who became “teachers” even had preparation meetings with the relevant subject teachers. This event provides students with opportunities to show their talents.
- ♦ In the ESDA teacher and parent stakeholders’ questionnaires, the average scores for “Perception towards the supports on students’ growth” were 4.2 and 4.1 respectively. Among the teacher stakeholders, the average scores for “School helps students develop interpersonal skills”, “School actively helps students establish correct values” and “School provides sufficient opportunities for students to demonstrate leadership” were all 4.2. Both teachers and parents agree that the competitions/events organized by the school can explore students’ talents and their strengths, and bring outcomes on “positive relationships” and “positive achievements”. Although the agreement rate for “Perception towards supports on students’ growth” exceeds 90%, the agreement rate for “Students’ self-discipline and compliance” is only 45.3%. Similarly, in the students’ questionnaires, the agreement rate for “Classmates’ self-discipline and compliance” is only 57.4%. In the parents’ questionnaires, the agreement rate for “School is able to help my child deal with growth-related issues” is 74.2%, which is 14% lower than that of the previous academic year.
- ♦ Teachers 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. Teachers will also put more focuses on carrying out discussions with students and deepening the moral values in different genres, so as to strengthen the positivity on campus.
- ♦ It is suggested that in the next academic year, students can participate in more competitions, so that they can demonstrate their talents, thereby enhancing their sense of accomplishment. After project learning, students’ products can be displayed in the hall on the ground floor as an appreciation of peer works. Students can also introduce their works to their peers, so that their presentation skills can be improved. It will further create a positive and active learning environment.
- ♦ 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 among students, and promote a positive atmosphere of rapport and encouragement on campus.

- ♦ According to the stakeholders' questionnaires, the mean scores of teachers, students and parents in "My perception towards school's support for students' growth" were 4.1, 4.2 and 3.7 respectively. The mean scores of teacher and parent stakeholders 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' in this item was only 3.7.
- ♦ The scores on the ESDA teacher questionnaires are basically similar to those in the previous year, but there is a slight decrease in the two items: "The staffs get along well" and "The morale among the staff is good". The results of the student questionnaires show that, except for "Students respect their teachers" which rose to 73.5%, all other items have an agreement rate of 80% or above. The agreement rate in the parent questionnaires is 85% or above, which indicates that students can get along well with others and a harmonious atmosphere is built up on campus.

Feedback and Follow-up

- ♦ 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.
- ♦ The subject departments will put more focuses on teaching design, incorporating positive elements into teaching, and cultivating students' positive and growth mindset in lesson preparation next year. In-depth discussion and analysis will be carried out in the classroom, while electronic teaching elements and different questioning techniques will be applied so as to cater for the learning diversity. It will also help to achieve our goals of cultivating students' critical thinking, creativity, collaboration and communication skills, and improving their problem-solving skills. The subject departments will also continue to promote positive elements and strengthen students' positive thinking through different curriculum and activity designs. The Mathematics Department will continue introducing students with different mathematicians while the English Department will continue the English Ambassador Programme to help P.1 students with English homework in tutorial lessons. It will also organize English Day, English charity sale, etc. to allow students to design and operate their own projects, thereby developing their leadership skills and sense of responsibility.
- ♦ Next academic year, we will continue to strengthen positive thinking through the positive booklets. To increase the participation of senior students, it is recommended to let them take on the role of organizing and promoting positive education. On the other hand, only 57.4% of students in the students' questionnaires agreed that their schoolmates have good discipline. We suggested adding tasks related to self-discipline in the positive booklets, such as setting a schedule for regulating the use of electronic devices at home or developing habits of keeping good hours, to enhance students' self-discipline.
- ♦ It will be the third year for the "Compassionate Children Pilot Programme" to be launched. In addition to continuing the theme of "Buddies in nature" by the G.S. and P.E. teachers in P.1, P.2 class teachers will lead the P.2 programme with the theme "Citizens" in Moral Education lessons with regular lesson collaboration with the partner organization. P.3 will launch the programme with the theme "Wishes in Life". By participating in different training workshops and regular co-planning meetings with the School of Everyday Life, an interdisciplinary collaboration among Moral

Education, General Studies, Library and Visual Arts teachers will help students understand the inter-relationships among humans and the community, thereby inspire them with imagination of the community and turn their imagination to real actions.

- ♦ In the coming year, the Visual Arts Department will extend their implementation plan by visiting different exhibitions held by the Hong Kong Art Museum, so that students can appreciate world masterpieces, enhance their self-learning ability, and nurture themselves as learners of the 21st century. In the coming year, the department will participate in the Award for Arts Education in Schools organized by Hong Kong Arts Development Council with the outcomes of this academic year, so as to deepen positive education and promote the development of art in our school.

Major Concern 2: To nurture 21st Century learners.

Achievements

- ♦ According to the lesson observation records, our teachers could apply different electronic and collaborative teaching activities and questioning techniques to guide students on thinking and engaging in learning. They also encouraged students to ask questions and provided them with guidance from different perspectives so as to allow them conduct more in-depth study and improve students' problem-solving skills. In addition, the overall average score in the ESDA teacher questionnaire "Perceptions towards teaching" remains 4.2, which is consistent with the data in the past. The item "In class, I often ask students questions at different levels" ranked second with an agreement rate of 92.5%. Moreover, "My perception towards teaching", "Able to adjust teaching strategies in accordance with students' learning progress" and "Provide students with timely and specific feedback to improve learning" both ranked first. In student questionnaires, the agreement rate for all items in "Perceptions towards teaching" was also increased by 25% or more. This reflected that the school's curriculum strategically provides students with different learning modes and learning opportunities based on students' abilities, interests and needs. It effectively adjusted students' needs to enhance the effectiveness on learning as well.
- ♦ Our school curriculum was developed in accordance with students' needs through learning through reading and IT teaching, so as to stimulate their self-learning motivation and develop their leadership and sense of responsibility. According to the ESDA teacher questionnaires, the average score is 4.2 in "Perceptions towards teaching"; the average scores are all 4.1 in "Perceptions towards school curriculum and assessment", "The school can effectively allocate resources to support the implementation of curriculum in all learning areas" and "The school can organize a broad and balanced curriculum to promote whole-person development". This indicated that teachers agreed with the effectiveness of the school curriculum in various learning areas and could focus on target educational goals to implement appropriate teaching strategies for the whole-person development among students.
- ♦ Our school continued to create various learning contexts and activities to cultivate students' creativity and problem-solving skills. For instance, the "Champ of Trivia" activity was launched to provide students with an opportunity to solve problems in daily life through imagination, observation and experimentation. From teachers' observation, students responded enthusiastically to this activity. We received a large number of interesting and creative answers, while the answers are in various forms as text, pictures and videos. The teacher questionnaires also showed that 100% of the teachers agreed with the effectiveness of "Champ of Trivia" on cultivating students' creativity and problem-solving skills. They also discovered students' curiosity and learning motivation about daily things.

- ♦ The Library Department cultivated students' creativity through newly written stories; it also developed students' collaboration and communication skills through book stall design and book sharing on Reading Day. From the students' works, teachers found that students could write stories step by step and create new stories by themselves with pictures and texts. The student questionnaires also showed that students agreed with the effectiveness of reading on cultivating their creativity. Students coordinated with their team members from preparation to completion through the booth design, such as division of labour, time allocation, booth display, etc.. In addition, the "Reading King Battle" organized by the Library and the Information Technology Departments also encouraged students to establish a culture of independent learning. Our school held three "Reading King Battles" in June, while students competed in the activities with the Kahoot apps and the participation rate was high.
- ♦ The Positive Education Team held the "Positive Farm Market" on Positive Day. Students prepared charity stalls and supplies, and learned different business skills through designing labels, packaging and promotion. According to the teachers' observation, the students were highly engaged, while they managed product quantities wisely in response to the demand, showing their initiative and sense of responsibility. When designing promotion items, students cultivated their collaboration and leadership skills through discussing ideas with one another and completing their work together. The event had a positive effect that both teachers and students appreciated student ambassadors' enthusiasm and commitment. The products were very popular and sold out several times, which reflected that the event was completed in success.
- ♦ This year, athlete Tsui Chi Ho and snooker player Marco Fu were invited to share different information and experiences about sports with students for career planning. Our school teams participated in a number of inter-school competitions, house games days and Sports Day. In the school-based teacher questionnaires, 100% of teachers and 82% of students agreed that the above activities allowed students to demonstrate their talents. Some students served as junior referees in house games days and school team trainings. Teachers claimed that junior sports referees helped cultivate students' collaboration, communication and problem-solving skills. The sports ambassadors were responsible for assisting teachers with different duties after recess (such as picking up supplies) which fully developed students' sense of responsibility.
- ♦ Our school intends to apply IT teaching on learning. This year, the Computer teachers taught students different skills on using Google Classroom (GC) at the beginning of the school year (September-October). Students learned different Google applications such as Google Doc, Google Slide, etc. and they needed upload their homework to Google Classroom in class and at home. They also made use of their lessons to practice searching skills, online dictionaries, and translation software. According to the school-based teacher questionnaires, 80% of teachers agreed that teaching Google Classroom, online searching skills, online dictionaries and translation software can cultivate students' independent learning attitude and sense of responsibility.
- ♦ Our school has been participating in the "Children Empower AI Project" organized by Cetum Charitas Foundation since the school year 2019-2020, providing programming courses for students from primary 4 to 6. By using the Scratch platform, students grasped different programming knowledge and applied it on personal programming projects design. Besides, our school also participated in the "Engineering Fellowship" programme and invited university engineering professors to give lectures to KS2 students. The lectures focused on the development of AI technology and smart cities. From the teachers' observation, the participants responded to speakers' questions enthusiastically. For programming competitions, our school participated in the RoboMaster competitions this year; students were able to apply their programming skills learned in class and training on competitions. They were satisfied with their results and had built up a sense of

accomplishment after the competitions. They were more willing to spend more time in training and in-depth study in programming.

- ♦ The Visual Arts curriculum was designed to enhance students' thinking from multiple perspectives. There are many different themes at each level, including creation, appreciation and visiting foreign museums (Virtual Tour). Students were inspired by the artists' lives and works, thereby developed a positive attitude of appreciation and evaluation. During their creation, students had rooms for discussion and observation with one another. They also made use of the resources at the Visual Arts Library as reference. In addition, extended online learning was provided after class to cultivate students' independent learning and a sense of responsibility.
- ♦ 217 students participated in different competitions, such as Hong Kong Schools Speech Festival, Hong Kong Schools Drama Festival, dancing competitions, Hong Kong Schools Music Festival, STEM competitions, and sports competitions (such as basketball, dodge ball, fly ball and track and field competitions), and achieved excellent results this year. To enhance students' sense of accomplishment and self-esteem, our school arranged them to receive trophies or certificates in morning assemblies. Due to the pandemic, the school suspended overseas study tours this year. Instead, "Hong Kong One-day Tours" were organized for Primary 4 to 6 students to help broaden students' horizons.
- ♦ From the student and parent stakeholder questionnaires, "Perceptions towards support for student growth", "Teachers can help us solve the problems we encounter", "The school actively cultivates our leadership skills", "The school teaches us how to interact with others", "The school can help cultivate good moral characters on and off-campus" and "The learning opportunities arranged by the school can develop students' interests and life skills" were increased by 30% and 10% respectively with the overall averages reaching 4.4 and 4.1. According to the APASO, the scores among students in subscales "Creative thinking" and "Problem-solving skills" were 3.25 and 3.33 respectively, which are higher than the Hong Kong norm as 2.88 and 3.06. Students were confident in developing and mastering their creativity and problem-solving skills, while parents also agreed with the school's support on growth and development for students.

Reflection

- ♦ The co-planning records revealed that our teachers made good use of electronic teaching strategies to enhance the effectiveness on teaching. For example, they applied different iPad Apps, such as Nearpod, Seesaw, Quizlet, Wordwall or Kahoot, to facilitate teaching in the classroom and to raise students' learning motivation and self-learning attitude. Moreover, our teachers also made good use of different learning platforms, such as distributing notes, learning clips, and other learning materials in Google Classroom. The subject departments also made use of different learning platforms to encourage students to extend their learning after class. It was shown from the co-planning records that teachers could make good use of different learning platforms to facilitate and improve teaching and learning. Our school also arranged learning activities using multimedia and information technology so as to provide students with opportunities in practice application; online learning platforms can enhance the effectiveness on real-time and interactive learning, build up students' autonomy and sense of responsibility, and allow teachers to receive instant feedback for the improvement on teaching.
- ♦ Our school integrates reading and IT teaching into learning. This year, we applied Google Classroom as an online platform to extend students' learning time and space and improve their self-learning ability. Nonetheless, the school-based teacher questionnaires revealed that only 60% of teachers

agreed that the arrangement of online homework and learning materials in Google Classroom can cultivate students' attitude towards self-study while the application of Google Classroom meets the development needs of the school. 72% of teachers agreed that the assignments set in Google Classroom were appropriate. It is suggested that Google forms should be replaced by other forms, such as Kahoot games, to raise students' interests and motivation in online learning. On the other hand, our school has to pay more concerns on drilling students' practical knowledge on using Google Classroom.

- ♦ Although the agreement rate in "Students love reading" in the teacher stakeholder questionnaires was 71.7% with an increase of 12.1% from the previous year, the agreement rates of the parent and student questionnaires were only 51.5% and 61.9% respectively. There was only 33% of the students this year which had borrowed books from the school library this year, which revealed the lack of initiative on extended reading and self-learning among students. Moreover, it was found that students were not confident in sharing class or present proper expressive skills. Teachers agreed that the school curriculum could meet the key learning objectives with an agreement rate of over 90% whereas the agreement rate of learning objective 'reading and information literacy' is relatively low (86.8%). Therefore, our school will pay more attention on optimizing reading and IT teaching so as to enhance students' use of book resources or online resources for self-learning.
- ♦ This year, our school participated in the "Children Empower AI Project" organized by the Cetum Charitas Foundation, providing programming courses for students from primary 4 to 6. Since the activities require relevant knowledge of the topics, only upper primary students were chosen. According to the teachers' observation, many participants were highly interested in STEM activities, while some of them had already had basic knowledge on programming. However, our school rarely provided those students with opportunities to participate in related activities.
- ♦ According to the ESDA student questionnaires, 88.3% of students agreed that they often completed the learning tasks (including homework) seriously, comparing to the rate of 61% in the previous school year. The teachers believed the students may be satisfied with their completion of homework after the school suspension as they had low expectations for themselves. According to the teacher questionnaires, only 50.9% of teachers (dropped by 6.8% from the previous school year) agreed that students often completed the learning tasks seriously. In addition, 84.9% of the teachers agreed that they "often allow students to actively explore and construct knowledge", which is slightly lower than the previous school year as 90.2%. This revealed that our teachers have confidence in classroom design and teaching, and can make good use of questioning techniques to facilitate students' thinking and discussions, so as to improve their creativity and problem-solving skills. In light of the insufficient teaching hours and the tight curriculum, teachers were not able to discuss the topics in depth with their students.

Feedback and Follow-up

- ♦ We will keep on optimizing the "incorporation of reading and electronic teaching into the curriculum" in the coming year. In view of the rich content of textbooks and the lack of teaching time, it is necessary for the school to make adjustment to the curriculum so that teaching will be carried out more smoothly. In accordance with different learning award schemes, the subject departments will enhance extended reading so as to raise students' self-confidence and sense of responsibility, and build up their self-learning attitudes. In addition, teachers will make good use of multiple genres (such as news, picture books, etc.) to extend learning, which will help encourage students' participation in discussions, provide guidance on students' thinking, and cultivate self-learning

motivation. We believe that IT teaching can facilitate students' learning. Therefore, interdisciplinary learning issues will be discussed in project learning to allow students to carry out online data collection and group discussions with relevant topics. These will help cultivating independent learning and shaping our students as the 21st century learners.

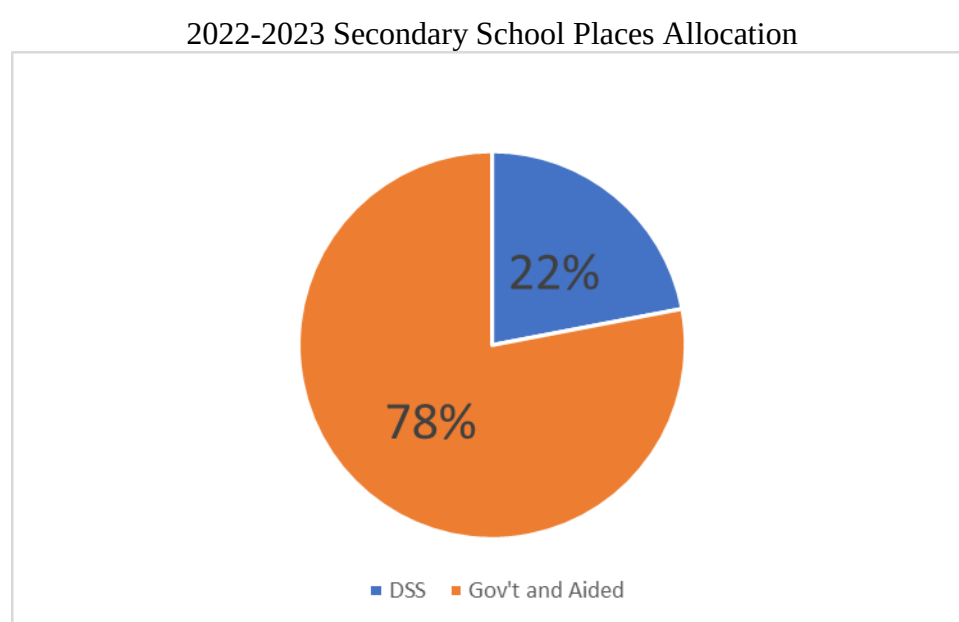
- ♦ In terms of curriculum, the Chinese Language and Literature Association will continue to create creative problem-solving stories. Students learn in groups. They first discuss the solution to the problem, create an ending, then report the results, then draw and write the content with a four-frame comic, and finally display the outstanding works. Come out for other students to enjoy and allow students to use their creativity and problem-solving skills. The writing course for upper primary schools in the English subject has been changed to process writing. Teachers will jointly design teaching procedures in lesson preparation meetings. The school will also invite support staff from the NET section of the Education Bureau to the school to prepare compositions with primary four teachers to improve learning and teaching. Effectiveness.
- ♦ There is no doubt that teachers' professional development plays an important role to a school's development. Hence, the IT Department will encourage teachers to enroll in more training in different teaching areas. Both in-school and off-campus workshops will be provided to encourage teachers' participation in "information technology for teaching" in the coming year. The department will further develop STEM education as cultivating students' creativity and problem-solving skills. Our school was successfully granted the funding of Knowing More about IT Programme from the Education Bureau, while STEM fun days will be organized for all students to raise their awareness on STEM. Moreover, LEGO programming classes, regular programming top-notch classes, programming competition preparatory classes and self-learning platforms on programming during ECA will also be carried out to allow students to develop problem-solving skills. Our school will also enrich students' learning experiences by organizing a school programming team to participate in LEGO programming competitions this year. On the other hand, the Computer and STEM Departments will coordinate well in curriculum and continue the Centum Charitas Foundation project to provide programming courses for senior primary students. Artificial intelligence elements will be added to the curriculum in Primary 6 to expose students to innovative technologies in various aspects. The departments will also seek chances to participate in different programming or STEM-related activities so that more learning experiences will be provided to talented students.
- ♦ As we found that students' interest in reading and their mastery of skills still need to be improved, the library team will launch cross-curricular reading activities with different subject departments and purchase books of different categories. Teachers will introduce reading materials of different themes to arouse students' interest in reading. Our school will also set up a reading club in addition to inter-class reading records and the Joyful Award Scheme so as to enhance students' reading interests and skills, achieve independent learning and cultivate learners with problem-solving abilities. It is suggested that reading culture should be promoted through campus TV activities as well. Students' participation in programme production will help enhance their creativity and improve their application skills.
- ♦ In order to improve students' problem-solving skills, teachers will spend more time on providing guidance on students' homework before the lessons finish. They will also provide students encouragement with immediate positive feedback and appreciation. On the other hand, the social workers will introduce their duties to lower primary students in morning assemblies, or provide students with ways for seeking assistance. For the supports on students' growth, our school will hold workshops regularly to provide parents with advice on practicing healthy living with their children at

home, such as limiting children's time on using electronic devices at home, developing a balance of work and life for children, etc.

G. 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 more than 80% of our students were allocated to the first three choices. 22% of them successfully applied for Direct Subsidy Scheme (DSS) Secondary Schools and international schools. The remaining 78% 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	The 74 th Hong Kong Schools Speech Festival (Chinese) Cantonese Solo Verse Speaking	Champion: 1student
		2 nd Place: 1 student
		3 rd Place: 1student
		Merit: 5 students
English	The 74 th Hong Kong Schools Speech Festival (English) Solo Verse Speaking	2 nd Place: 2 students
		3 rd Place: 1student
		Merit: 27 students
	Hong Kong School Drama Festival 2022/23	Award for Outstanding Performer: 5 students
Maths	The 10 th Inter-Primary School Math Board Game cum Rummikub Preliminary Competition	Silver Award: 1student
		Bronze Award: 1student
GS	RoboMaster Robotics Competition (Sai Kung District) RoboMaster Tournament	2 nd Place
		Bronze Award: 2 students
	The 17 th Hang Yee Cup Quiz Competition	Merit: 3students
PE	Kowloon East Area Inter-Primary Schools Athletic Competition 2022-2023	Boys A Grade 60m Champion
		Boys A Grade Softball Throwing Champion
		Boys B Grade Softball Throwing 2 nd Place
	The 25 th All HK Inter-Area Primary Schools Athletics Competition 2022-2023	Boys A Grade Softball Throwing 2 nd Place
		Boys A Grade 60m: 5 th Place
	Kowloon East Area Inter-Primary Schools Games Competition 2022-2023	Throw and Catch Bean Bag Champion
		Boys' Team: 4 th Place
	Laser-Run City Tour 2022: Hong Kong Station - U12 Boys	2 nd Place
	Man Kiu College Dodgebee Tournament	Champion
	Hong Kong Inter-school Dodgeball Championship 2022 (B Grade)	2 nd Place
		MVP: 1student
	Hong Kong Inter-school Dodgeball Championship 2022 (A Grade)	4 th Place
	2023 Hong Kong Dodgeball Junior Open Boys U12	2 nd Place
	2023 Hong Kong Dodgeball Junior Open Mixed U12	4 th Place
	Kowloon East Area Inter-Primary Schools Basketball Competition (Boys) 2022-2023	2 nd Place
	Kowloon East Area Inter-Primary Schools Basketball Competition (Girls) 2022-2023	3 rd Place
	Kowloon East Area Inter-Primary Schools Basketball Competition 2022-2023	MVP: 3students

	Hong Kong Children's 3 on 3 Basketball Competition U12	Champion: Team A
	Hong Kong Children's 3 on 3 Basketball Competition U12	2 nd Place: Team B
	Hong Kong Children's 3 on 3 Basketball Competition U10	Champion
	Hong Kong Children's 3 on 3 Basketball Competition U8	4 th Place
	HKWMA Chu Shek Lun Secondary School Multi-ethnic Basketball Competition (Boys)	2 nd Place
	HKWMA Chu Shek Lun Secondary School Multi-ethnic Basketball Competition (Girls)	3 rd Place
	CCC Kwei Wah Shan College The 14 th Wah Shan Cup Boys 3x3 Basketball Tournament(Boys)	3 rd Place
	CCC Kwei Wah Shan College The 14 th Wah Shan Cup Boys 3x3 Basketball Tournament(Girls)	3 rd Place
	HKTA The Yuen Yuen Institute No. 3 Secondary School Basketball Competition	2 nd Place
	CCC Kwei Wah Shan College The 14 th Wah Shan Cup Boys 3x3 Basketball Tournament (The Second Round)	Champion
	CCC Kwei Wah Shan College The 14 th Wah Shan Cup Girls 3x3 Basketball Tournament (The Second Round)	2 nd Place
	Zurich Insurance Hong Kong Inter-school 3x3 Basketball Competition	3 rd Place
	ECF Saint Too Canaan College 4x100m Invitational Relay Competition	Champion
	Carmel Leung Sing Tak School 4x100m Invitational Relay Competition	Champion
	Heung To Secondary School (Tseung Kwan O) 4x100m Invitational Relay Competition	Champion
	Hong Kong Flyball Association HKFBA Cup Flyball Doubles 2023	Champion: Team A 2 nd Place::Team B 3 rd Place:Team C
Music	2022 Hong Kong International Handbell Olympics	Bronze Award
	Hong Kong Inter-School Choral Festival (HKICF) 2022 Competition cum Masterclass	Silver Award
	The 7 th Hong Kong Youth Cup International Music Contest (Drum Kit)	Silver Award: 1 student
Others	Hong Kong Red Cross Youth Key Opinion Leader Campaign on Climate Change VOL.1	Key Communicator Award 1 st Place: Team A
		Key Communicator Award 2 nd Place: Team B
		Key Communicator Award 3 rd Place: Team C
	Hong Kong Red Cross Junior Unit Colouring Contest	3 rd Place
		East Kowloon Divisional Headquarters : Champion

		East Kowloon Divisional Headquarters Outstanding Award : 2 students
	The 59 th School Dance Festival Competition	Highly Commended Award
	Dance Sport Association of Hong Kong, China - The 19 th Hong Kong Schools Dance Sport Championships Rumba Second Level Badges for Boys (10-year-old)	Merit: 1 student
	LINK Centre, Hong Kong Community Network Outstanding Ethnic Minority Student Award Scheme 2023	Merit: 1 student
	Home Affairs Department's Race Relations Unit Harmony Scholarships Scheme 2022/23	Scholarship: 4 students
	"2022 Caring School Award Scheme" organized by Hong Kong Christian Service	Merit

4. Community Services

This year, the school social workers organized a bazaar booth activity to allow students to experience running a bazaar booth. At the same time, students were encouraged to introduce their products to the public, which helped enhancing their self-confidence and communication skills. Through preparation and planning of the event, as well as engaging in sales activities, students could enrich their life experience and be benefited in their social development. In addition, environmental ambassadors participated in a beach cleaning activity, which helped them learn the importance of resource conservation and contribute to protecting the earth.

5. Student Physical Indicators

Percentage of students who are within acceptable weight range:

Boys : P.1 (66%) , P.2 (69%) , P.3 (67%) , P.4 (55%) , P.5 (48%) , P.6 (67%)

Girls : P.1 (40%) , P.2 (73%) , P.3 (77%) , P.4 (79%) , P.5 (77%) , P.6 (81%)

H. Financial Summary

	Name of Account	Surplus (last year)	Income (this year)	Expenditure (this year)
1.	EOEBG Expanded Operating Expenses Block Grant	4,406,621.72	1,327,369.11	1,250,573.47
2.	Revised Administration Grant	-	1,428,626.67	1,420,561.00
3.	Capacity Enhancement Grant	-	800,017.00	345,580.00
4.	Composite Information Technology Grant	-	480,523.00	516,951.80
5.	Enhanced Speech Therapy Grant	-	204,792.00	201,800.00
6.	School-based Support Scheme for NAC	-	80,040.00	95,600.00
7.	Student Guidance Service Grant	-	247,039.00	246,920.00
8.	Understanding Adolescent Project Grant	-	145,936.00	137,747.00
9.	School-based Management Top-up Grant	-	51,615.00	-
10.	Summer Bridging Programme for Non-Chinese Speaking Students	-	198,880.00	198,880.00
11.	Moral & National Education Support Grant	150,383.00	-	-
12.	School-based After-school Learning Grant	218,400.00	226,200.00	56,142.00
13.	Information Technology Staff Support Grant	-	327,588.00	327,588.00
14.	Enhanced Additional Funding for NCS Students	793,734.79	1,537,500.00	1,528,225.10
15.	QEF – Proof of Mobile Computer Devices and Internet Services Support for e-Learning	-	138,570.00	138,570.00
16.	School Social Work Service Grant	-	658,080.00	658,080.00
17.	Consultation Service Grant	32,394.00	132,552.00	110,000.00
18.	Promoting of Reading	22,779.66	31,991.00	48,256.32
19.	Sister School Scheme	53,052.00	159,955.00	183,195.00
20.	School-based Professional Support Programmes	5,248.00	-	-
21.	Life Wide Learning Grant	492,593.54	774,213.00	1,118,841.67
22.	Learning Support Grant For Primary Schools	133,386.15	1,261,143.00	1,342,624.50
23.	Student Activities Support Grant	-	88,200.00	88,200.00
24.	Grant for Supporting NCS students with SEN	92,583.45	206,460.00	255,060.35
25.	Anti-Epidemic Grant	24,291.00	-	24,291.00
26.	One-off Grant for Parent Education	-	200,000.00	-

I. Looking into the Future

This is the second year of the implementation of the new three-year school implementation plan. According to the teacher stakeholder questionnaires at the end of the term, "my perception of the school management" in school's management and organization area, "my perception of the school curriculum" in learning and teaching area and "my perception of the supports on student development" have been improved in satisfaction. The stakeholders had particularly high rating in the school curriculum and assessments. Both "the school allies with the seven learning objectives in education and set up a clear development plan" and "the school provides students with different learning experiences to students strategically according to the learner diversity" have 96.2% of teachers' agreement.

Year 2022/23 is the second year of the new three-year school implementation 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 "Life Planning" into our implementation plan. 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, set up their life goals, and plan their future in advance.

The coming year is the harvest time for the new three-year school implementation plan that expects students to grow in a positive environment and become creative 21st century learners through new innovative curriculums, lively and interesting teaching activities, diverse extra-curricular activities and experiential exchange.

Report On the Use of Capacity Enhancement Grant (CEG) in 2022/2023

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 diversity 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 every Tuesdays and Thursdays	Total fee: \$67,680	Students find it beneficial to stay behind after school to finish their homework with tutor's guidance
	2. To nurture students with self- confidence and leadership skill	To organize leadership day camp for P.4-6 prefects	A half-day training camp for P.4-P.6 prefects was organized after the final exam	Leadership Training Day Camp (Instructor and Activity Fees): \$4,000	It cultivated and enhanced the self-confidence and leadership skills among student leaders.
	3. To develop students' language proficiency in a particular foreign language	To organize P.3-6 Korean language classes	Throughout the school year, on Tuesdays and Wednesdays, 4 sessions per day	Tutor fee: \$97,200	Students show enhancement on listening, speaking, reading and writing in a particular foreign language
	4. To develop students' language proficiency in a particular foreign language	To organize P.3-6 French language classes	Throughout the school year, on Tuesdays and Wednesdays, 4 sessions per day	Tutor fee: \$63,900	Students show enhancement on listening, speaking, reading and writing in a particular foreign language
	5. To cultivate students' non-verbal observation and communication skills	To organize P.1-2 Drama course	Throughout the school year, every Thursday, one lesson for each class.	Tutor fee: \$112,800	Students can build a team spirit that includes acceptance, trust, mutual support and co-creation.
2022/23 Subsidy: \$800,017 2022/23 Expenditure : \$345,580 Balance / Reserve: \$454,437					

Man Kiu Association Primary School
Report on the Grant of the Improvement Chinese Education Support for NCS Students 2022/2023
Amount used for the Chinese subject in percentage: 66 %

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.	1-9-2022 to 31-8-2023	- 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] One part-time teaching assistant, salary: \$36,344 - Materials for making teaching aids and materials: \$38,000	4 contract teacher assistants, 1 part-time teacher assistant and 2 contract Chinese teachers \$1,459,035.20 \$33,561.90	- 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.	1-9-2022 to 31-8-2023	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.	1-9-2022 to 31-8-2023	One non-Chinese speaking teaching assistant, year salary: \$157,500 [Monthly salary x 1 x 1.05(MPF) x12 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	1-10-2022 to 30-6-2023	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	1-12-2022 to 30-6-2023	The service fee for NCS Nearpod electronic learning platform : \$13,000	\$30,728.00	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.
			Surplus of 2021/2022 : \$ 793,734.79 Grant of 2022/2023 : \$ 1,537,500.00 Total Income : \$ 2,331,234.79 Total Expenses : \$ (1,528,225.10)		
			Surplus of 2022/2023 : \$ 803,009.69 (Reserve)		

Report on Life-wide Learning Grant 2022/23

Description	Income(\$)	Expenses(\$)	Balance
Balance of last year	492,593.54		
Current year subsidy	774,213.00		
1/Table tennis class fee		13,330.00	
2/Basketball class fee		87,775.00	
3/ Mathematical Olympiad class fee		22,500.00	
4/ Cambridge English		28,500.00	
5/ English Enhancement Course		23,500.00	
6/ Karate class fee		49,000.00	
7/Skipping class fee		60,000.00	
8/ Athletic class fee		10,000.00	
9/ Dodgeball class fee		47,600.00	
10/ Chinese Dancing class fee		35,127.50	
11/ Harmonica class fee		36,000.00	
12/ Ballet class fee		14,200.00	
13/ Dragon Dance class fee		12,000.00	
14/ Golf class fee		16,000.00	
15 Putonghua Drama class fee		13,050.00	
16/ Balloon twisting class fee(ECA)		10,400.00	
17/ Magic class fee(ECA)		10,600.00	
18/ Sewing class fee(ECA)		17,000.00	
19/ Djembe class fee(ECA)		13,000.00	
20/ Dodgeball class fee(ECA)		6,200.00	
21/ Table tennis class fee(ECA)		5,890.00	
22/ English drama class fee(ECA)		27,900.00	
23/ 3D printing class fee (ECA)		18,050.00	
24/ Chinese Handicrafts class fee(ECA)		10,000.00	
25/ Skipping class fee(ECA)		16,000.00	
26/ Cooking class fee(ECA)		20,000.00	
27/ Magic peace class fee(ECA)		30,000.00	
28/ Science experiment class fee(ECA)		19,000.00	
29/ Snooker class fee(ECA)		19,000.00	
30/ Hand Chime class fee(ECA)		16,120.00	
31/ Hip Hop class fee(ECA)		10,000.00	
32/ Clay Art class fee(ECA)		9,600.00	
33/ Football class fee(ECA)		8,000.00	
34/ Fee for Zoom teaching accounts		24,500.00	
35/ Transportation fee for Competition and		60,679.10	
36/ Registry, entrance and rental fee		41,242.00	
37/ Materials for extra-curricular activities		121,568.88	
38/ The expenditure for school-based learning		135,509.19	
Total:	1,266,806.54	1,118,841.67	Balance: 147,964.87

Report on School-based After-school Learning and Support Programmes 2022/2023

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):	\$226,200.00
Balance of last year:	\$218,400.00
Total:	\$444,600.00
Extra-curricular Activities to Operate	Actual Expenses
1.Speech festival solo verse speaking (Chinese) entry fee	\$1,595.00
2.Speech festival solo verse speaking (English) entry fee	\$1,015.00
3.Transportation fee for the school picnic	\$6,670.00
4.Transportation fee for sports day	\$1,110.00
5. Entry fee for theme parks	\$4,826.00
6. P.5 and P.6 Hong Kong day tour fee	\$33,600.00
7. Entry fee for The Outstanding Student Citizens Scheme	\$500.00
8. Campsite fee for Life Education activities	\$3,276.00
9. Instrument fee for harmonica class	\$3,550.00
Total:	\$56,142.00
Refund:	162,258.00
Balance:	\$226,200.00

Remarks: CSSA (Comprehensive Social Security)

Report on Reading Promotion Grant 2022/2023

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	\$22,779.66	
	Reading Promotion Grant (2022-2023)	\$31,991.00	
1.	Purchasing books (Books about positive education, STEM and e-books)		\$38,312.42
2.	Reading Activities (Guest Talks, Reading Day, Clown Play)		\$ 9,943.90
	Total :	\$54,770.66	\$48,256.32
	Balance:	\$6,514.34	

Report on Learning Support Grant 2022/2023

Description	Actual Revenue	Actual Expenditure
Surplus of last year	\$133,386.15	
Learning Support Grant (2022-2023)	\$1,261,143.00	
Employing 3 teachers		\$941,700.00
Employing 2 teaching assistants		\$284,031.00
Purchasing professional services		\$114,300.00
Purchasing school resources and equipment		\$930.00
Learning/inclusive activities and parent-school cooperation activities materials		\$1,663.50
Total :	\$1,394,529.15	\$1,342,624.50
Balance :	\$51,904.65	

Report on Summer Bridging Programme for Non-Chinese Speaking Students 2022-2023

1. Attendance report:

Groups	Banana (P.1)	Apple (P.1)	Grape (P.2)	Strawberry (P.2)	Lemon (P.3)	Watermelon (P.3)	Blueberry (P.4)	Mango (P.4)
Attendance rate	62%	67%	85%	100%	89%	100%	78%	100%

2. Implementation details:

- Date: 18/7/2023 ~ 4/8/2023 (Monday to Friday).
- Time : From 8:30 a.m. to 12:30 p.m.
- Venue: Room 106, N301, 201, 202, 203, 204, 205, 206
-

Week	Teaching scope	Outdoor activity/Special arrangement
Week 1	Unit 1: hobbies and sports	19/7 and 21/7: Movie watching
Week 2	Unit 2: local food	26/7: Food ordering at McDonald's
Week 3	Unit 3: Chinese art culture	1/8: Chinese handicraft workshops & 4/8: Graduation ceremony

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

Groups	Banana	Apple	Grape	Strawberry	Lemon	Watermelon	Blueberry	Mango
No. of students	14	14	13	13	12	12	10	10
No. of parents	2	1	1	2	0	3	2	2

4. Evaluation on the effectiveness of the programme in improving Chinese learning for NCS students:
 - a. The teaching scope was correlated to daily life and Chinese culture, such as hobbies, sports, food, and Chinese art etc. Students were highly participated in the food ordering activity at McDonald's.
 - b. After watching the animations "Elemental" and "Ruby Gillman, Teenage Kraken", students answered some simple questions and introduced their favourite characters in class. That made their learning more interesting and lively.
 - c. Students were mostly involved in the classroom activities. The Chinese handicraft workshops provided them opportunities to learn by doing and exposed them to Chinese art culture. This interactive learning mode enhanced the effectiveness on Chinese learning.
5. Total expenditure: \$ 198,888

Report on Sister School Exchange 2022-2023Name 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 Audio mixer w/ cabinet (\$27,800) 2. 6/F Camera lift (\$9,800) 3. 75' Panel w/ pc and mobile stand (\$28,900) 4. Mac computer (\$29,475.00) 5. 20 iPads (\$87,220) Total: \$183,195
		Brought forward: \$ 53,052 Subsidy : \$ 159,955 <u>Expenditure : \$ 183,195</u> Balance : \$29,812