



**Man Kiu Association
Primary School
2024/25
School Report**

School Mission

1. Encourage students to "Learn what Morality is and Cultivate One's Moral Character", to promote the Five Virtues and all-round personal development
2. Provide students an ideal learning environment with plenty of learning resources
3. Emphasize connections with parents and foster cooperation with various social groups in the community

School Motto

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

School Vision

1. Devote ourselves wholeheartedly to developing a professional team, and cultivate in staff, students, and parents the qualities of diversity and inclusiveness to unleash their potential;
2. Enable students to become responsible, confident citizens who never give up, and to help build an inclusive and harmonious society.

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 cultivate a healthy lifestyle to facilitate physical and mental development
2. To nurture students as lifelong learners

Content		Page
A.	Our School	P.4
B.	Our Students	P.4-5
C.	Our Teachers	P.5-6
D.	Our Learning and Teaching	P.6-11
E.	Our Support to the Students	P.12-18
F.	Achievements and Reflection on Major Concerns, Feedback and Follow-up	P.18-26
G.	Student Performance	P.26-29
H.	Financial Summary	P.30
I.	Looking into the Future	P.31
	Appendices: Reports on Subsidies and Support Programmes - Report on Capacity Enhancement Grant (Appendix I) - Report on Grant of the Improvement Chinese Education Support for NCS Students (Appendix II) - Report on Life-wide Learning Grant (Appendix III) - Report on School-based After-school Learning and Support Programmes (Appendix IV) - Report on Reading Promotion Grant (Appendix V) - Report on Learning Support Grant (Appendix VI) - Report on the Summer Bridging Programme for Non-Chinese Speaking Students (Appendix VII) - Report on Sister School Exchange Programme (Appendix VIII) - Report on One-off Grant for Parent Education (Appendix XI) - Report on One-off Grant for Mental Health at School (Appendix X) - Report on Mental Health of Parents and Students One-time Grant (Appendix XI) - Report on One-off Grant for Supporting the Introduction of Primary Science (Appendix XII) - Report on One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (Appendix XIII) - Report on Subsidy for Promoting Chinese Cultural Experience Activities (Appendix XIV)	P.32-52

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	Total
No. of persons	6	1	1	1	1	1	1	11

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	STEM Lab, Visual Arts Room, Music Room, Language Room, Dancing Room, Campus TV, STEM Lab, Remedial Teaching Room, Positive Hydroponic Farm, Kitchen, Hall, Multi-function Room
Others	E-library Corner, Reading Corner, Mindfulness Corner, NIKE Grind Court

B. Our Students

1. Class Structure

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	3	3	4	4	4	4	22

2. Number of Students

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Boys	42	33	60	56	57	57	305
No. of Girls	33	41	43	48	48	45	258
Sub-Total	75	74	103	104	105	102	563

(as at 18-6-2025)

C. Our Teachers

Number of Regular Teachers : 42
Number of Contract Teachers: 7
Number of Teaching Assistants: 4
Number of Social Workers: 2

1. Qualifications of Teachers

Percentage of Master's Degree Holders: 39%
Percentage of Bachelor's Degree Holders: 98%
Percentage of Education Diploma/Certificate Holders: 100%

2. Teaching Experiences

0-4 years: 12%
5-9 years: 21%
10 years or above: 67%

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 to foster students' whole-person development.

Co-planning

Chinese, English, Mathematics and General Studies teachers had 8 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 of the school year, 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. The 1st and the 3rd times are key academic checks, while the 2nd and the 4th times are overall checks. All inspections are done 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 to provide new teachers with different teaching supports. The overall performance of the new teachers was good.

Teacher Prizes

Name of teacher	Programme / Competition	Prize	Organiser
Ms Lau Wing Lam Ms Luk Yan Yan	The Outstanding Teacher Awarding Ceremony 2024-25	The Outstanding Teacher	The Federation of Parent-Teacher Association (Kwun Tong)
Ms Wong Wai Yee Ms Lau Wing Lam Ms Lee Wing Yiu Ms Si Tou San Ms Cheng Siu Kwan	2024 Caring Campus Award Scheme	Outstanding Potential in Creating a Caring Environment	Hong Kong Christian Service
Mr Wong Man Yiu Mr Chan Tsz Pan	30th Teacher Commendation Scheme	Commended Teachers	Committee on Respect Our Teachers Campaign
Visual Arts Department	The 18th Hong Kong Arts Development Awards	Award for Arts Education in Schools	Hong Kong Arts Development Council
Mr Au Ka Wai	"Professor Mayching Kao Visual Arts Teacher Development Award" 2024	Professor Mayching Kao Visual Arts Teacher Development Award	Hong Kong Society For Education In Art

D. Our Learning and Teaching

Number of School Days: 191

Lesson Hours of Major Learning Areas

Subjects	Chinese	English	Math	General Studies/STE M	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	Moral Education	Drama Education
Lesson(s)	2	1	1	P.1-3 1L	1	P.1-2 1L
Subjects	Foreign Language (Korean/French)					
Lesson(s)	P.3-6 1L					

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 (2021-2024), we developed a new three-year development plan (2024-2027), which focuses on two key issues:

1. To cultivate a healthy lifestyle to facilitate physical and mental development.
2. To nurture students as lifelong learners

Accompanied by four key tasks, students will cultivate and develop the nine generic skills. As the first year of the new 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 lifelong learners through the exposure of different knowledge and skills. Various learning activities, including project learning, Culture Day, visits, outings, English Day, STEM Day, Science Day and local and overseas study tours were organized in success. They raised the awareness of physical and mental health, enhanced the positive learning atmosphere among teachers and students, and achieved pleasant learning effectively.

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. In addition to the use of teaching materials from “The Compassionate Children Pilot Programme” by the School of Everyday Life and “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:

The school has scheduled character education theme sharing sessions during the monthly morning and weekly meetings. The curriculum centers around the theme “Self-Discipline King Challenge”, incorporating various activities throughout the year. In daily teaching, as well as in various extracurricular activities, we will integrate different elements of character education and civic education to enhance students’ civic awareness. Additionally, we invite various organizations to hold special talks or activities for students, such as Financial Literacy for Kids, Anti-Bullying, and Cultural Integration, to cultivate good character and positive values in our students.

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 morning assembly, reading day and library lessons. They could share their comments and ideas about books.
“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 medal was awarded to those who fulfilled the requirements in this scheme.
Reading Avatar	Aligning with the school major concern, reading avatar was promoted to help students develop regular reading time in their daily life. In the activity, students designed their own reading avatar, established reading target and planned their

	daily reading time.
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. In the lesson planning, reflection part on after-reading was emphasized to cultivate students' positive thinking. Students were also given with more chances of presenting their ideas and comments in lessons so that their presentation skill could be developed.
Reading Day	Students' reading interest was further strengthened by a series of activities such as sharing book, dressing up book character, telling story, playing at game stall, etc, held on Reading Day.
Reading Magnifier	Aligning with school major concern, "Achievement in China" was the theme in the activity. Besides introducing books related to Chinese culture, STEM elements were incorporated to show the great achievement in China, for example, hydropower station, space exploration, navigation stellite system and robotic development. It not only widened the scope of reading of students, but also enhanced their understanding about China nowadays.
Book Bag Programme	A book bag programme sponsored by Lions Club of Hong Kong Shouson Hill was launched in P.1-P.3 to promote parent-child reading at home and arouse students' reading interests.
Reading King	A house reading competition was held at the end of second term. Students were assigned to read some designated books including electronic and paper books. Addressing on the school major concern, Chinese traditional story, The 3-Kingdom, was one of the designated books to let student learn more Chinese stories. The designated books for this year were as follows: P1-P2 : 屁屁偵探消失的便當、漫畫學三國成語、Charlie Cook's Favourite、Earth! My first 4.54 Billion Years P3-P4 : 羊咩咩請跟我來、三國演義本之桃園三結義、Geronimo Stilton – The hotel is haunted、Secrets of Mirror P5-P6 : 寫給兒童的文明史:無字王國、13-Storey Tree House、The 3-Kingdom、Mad Science Geek: Scientist
Library Ambassador and Reading Club	Library ambassadors assisted with the library daily operation, helped schoolmates find books and told them how to use the e-reading platform. 9 students from P.4 to P.6 were invited to form a Reading Club. They met regularly in tutorial lessons to discuss books and design reading activities. They were also trained to do shared reading and organize reading games for P1-P3 schoolmates.
Reading Ambassador	Some P.4-P.6 students were selected to be reading ambassadors. They read books and told stories to P.1 students in classrooms.
E-Reading Corner	Sponsored by HKBN, an E-reading corner was set up in the school library. The

	library bought e-books to allow students to read through different media. 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.
Holiday Reading	Students completed reading missions such as book recommendation and creating story character during long holidays (e.g. summer holiday, Christmas holiday, etc.)
Book Bag Library	Under Book Bag Library programme organized by ‘Bring Me a Book’ Hong Kong, Bank of America Merrill Lynch donated a book bag shelf library to the school. It not only provides suitable resources for our parents to conduct parent-child reading, but also enriches picture books in the library. Students can read different kinds of Chinese and English picture books.

Reading Habits of Students:

The school organized various reading promotion activities to arouse students’ reading interests and nurture their reading habits so that their self-learning ability could be developed. In students’ survey, 70% of them indicated that they were interested in reading, which increased by 3%. In the two key stages, number of students in P.1-P.3 liked reading was prominently more than last year. 94% of them liked reading. However, number of students in P.4-P.6 liked reading dropped almost 20% compared with last year. Students borrowed 4903 books from the school library this school year. Each student borrowed 9 books in average. P.1-P.3 students borrowed 14 books and P.4-P.6 students borrowed 8 books on average. The average number of books borrowed by P.1-P.3 students was obviously increased. From the result of year-end questionnaire, nearly 30% of students showed that they had been to school library or public library once a week. 67% of students claimed that they read 2 or more books every week. In terms of students’ reading time per week, 39% of students read less than 1 hour, 39% read 1-3 hours and 22% read more than 3 hours. In addition, students recommend 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 line with the school concerns, we aim to nurture students to become lifelong learners. This year, during the project learning week for the General Studies subject, students will explore various topics to understand their roles within their families, society, and the environment, fostering care and love for those around them and for the environment itself.

For P.1-P.2, the theme is ‘My Ideal Community Facilities.’ Students went on field trips to design their ideal restaurants, parks, and supermarkets. They approach the design from the perspective of ‘users’, creating community facilities that reflect their playful imagination.

Students in P.3-P.4 explored adapting to extreme weather or environments. They studied topics ranging from the Arctic to tropical rainforests, and from butterflies to humans. The students’ curiosity and concern for the Earth extend to every corner of the globe.

For P.5-P.6, the focus is on the physical and mental development of people with special needs, such as the elderly and hearing-impaired individuals. They will design convenient living products or inventions for these groups. Throughout the process, students will gain an understanding of the needs of these individuals, exercising empathy and creativity to create many innovative inventions.

4. Information Technology

i. Enriching Digital Learning Resource and Environment

- 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.
- Our school has adopted Microsoft 365, which has brought more convenience, interactivity, and security to the teaching process, thereby improving the overall quality of teaching.

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

- Various activities(organized by Computer team), such as drawing and typing competitions, were helped to consolidate students' IT skills.
- Teachers were encouraged to adopt various online platforms as extended learning to strengthen students' self-learning ability.

iv. Enhance Information Literacy

- Through classroom and external organization activities, both parents and students have improved their information literacy and reduced internet addiction.
- Organize seminars on how to guide children in the responsible use of information technology. Topics may include: "e-Learning: A Journey Together", focusing on avoiding online distractions, fostering digital skills through parent-child collaboration, necessary digital literacy for parents, and guiding students in the effective use of electronic tools for learning both in and outside of school-parents' edition.
- Regularly distribute educational resources such as the [Smart e-User] animated learning materials created by the Education Bureau via Google Classroom. These will illustrate the correct use of information and the necessary attitudes, enhancing students' understanding of information literacy and their sense of personal responsibility.

B. National Security Education

The "National Education, Moral and Civic Education Department" of our school (based on the Key Performance Indicators of the Education Bureau 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.

The school actively strengthens teachers' professional development in respect of national security education. Moreover, the school organises various activities such as Sister School Exchange Program, Passing on the Torch - An Exploration into the Intangible Cultural Heritage in Guangzhou, and Parent-Teacher Association Chinese Cultural Tour to cultivate students to have a stronger sense of national identity, respect for the rule of law, and law-abiding behavior. In the current academic year, our students' scores in the "National Identity" component of the Assessment Program for Affective and Social Outcomes (APASO) are very satisfactory (see table below), reflecting the positive attitudes of our students towards the country.

Assessment Program for Affective and Social Outcomes (3rd Version)			
Year Report			
Survey = Affective Development (Applicable to KPM17)			
Respondent Group = ALL			
2025-03-28 ~ 2025-04-14 [All]			
Subscale	Q-Score	P-Score	No. of valid responses
National Identity (Responsibility, Obligations)	103	57.9	372
National Identity (Proud, Love)	100	50	372
National Identity (National Flag, Anthem)	106	65.5	372
National Identity (Achievements)	106	65.5	372
Note: No values shown when the corresponding number of valid responses is less than 10.			

C. Activities Organized for Different Learning Areas

In line with the relevant learning areas of the focus projects, we have implemented a variety of engaging learning activities. These include a Cultural Day celebrating multiculturalism, morning sharing sessions covering character education, national security, moral education, Chinese, English, library studies, music, physical education, and visual arts; as well as positive theme sharing during Friday's character education sessions.

This year, we also organized interdisciplinary outdoor visits, English corners, and various subject-related indoor and outdoor activities such as Cultural Day, Reading Day, Project Learning, outdoor Chinese writing activities, English Day, Mathematics and Science Day, STEM Day, an English charity sale, a computer drawing competition, a Putonghua tongue twister competition, and Reading King competition. Participation rates have been high, and students have benefited greatly from these activities.

D. Diversified Assessments

Our school has established a diversified assessment system to address learning diversity and alleviate students' learning pressure. Teachers can use assessments to gain insights into students' performance in acquiring knowledge, mastering skills, and cultivating positive attitudes and values, which effectively informs curriculum planning and implementation.

The school's assessments are divided into two categories: formative assessments and summative assessments. In addition to written tests, formative assessments include daily observations, listening,

speaking, reading, and writing evaluations, thematic studies, online learning, inquiry activities, practical assessments, extracurricular reading and reports, individual/group presentations, data collection, hands-on projects, skills tests, and student self-assessments and peer evaluations, which are all non-written assessments.

The summative assessment model primarily relies on written evaluations. These two types of assessments complement each other, allowing teachers to objectively evaluate students' learning and provide appropriate instructional feedback.

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 cultivate a healthy lifestyle to facilitate physical and mental development. 2. To nurture students as lifelong learners.), we developed school-based counselling programs 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 included 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

Level	Effectiveness of Program
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 Program 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 Program/ Leadership Training Camp: Student helpers/ Leaders (such as perfect, Reading Ambassador, etc.) are identified as role models for other fellow schoolmates. To foster student helpers/leaders' understanding of their own roles and ability to carry out their duties, we prepared and organized a training program that consists of workshops, games, group discussion, roleplay, etc. Students also cultivated their enthusiasm, communication skills and problem-solving skills through this program.

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. Holding leadership training, voluntary group, storybook group, student mental health arts group, secondary school adaptation group, character education group, inclusive activities group, and sex education activities enhanced the leadership and sense of responsibility of students and strengthened their positive thinking. 2. Moral Education Lesson (School-based Curriculum) Every week, all classes had one life education lesson per week which was developed from the curriculum, focusing on whole-person development (<<讓生命高飛>>).It included the four learning areas suggested by the Education Bureau and covered 4 key aspects of Life Education: individual development, interpersonal development, study and work. Teachers designed different learning activities for 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 encounter problems with 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 include life education, sex education, financial education, character education, rehabilitation work, healthy eating, anti-smoking and drug prevention, caring for others, inclusivity for people with disabilities, bullying prevention, online friendships, and proper internet usage, etc. Through ongoing and diverse education, we aim to help students become upright, kind, and helpful citizens who contribute to society. 4. Nurture the Value of Integrity 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 educational seminars for both Chinese and non-Chinese speaking parents, parent-child art workshops, parent-child sports activities, outdoor farm activities, parent-child cooking events, parent volunteer activities, parent-child volunteer activities, support groups for non-Chinese speaking parents, parenting support groups, emotional stress support groups for parents, resilience ambassador parent group P.5 Internal Examination For SSPA Seminar and P.6 Places Allocation Seminars) were also organized. Both parents and students attended them with high participation. 2. Services Support We were committed to providing supportive consultation services in the aspects of behavior and academic, emotions and community resources. When necessary, our school social workers would make referrals to professional organizations like Social Welfare Department, Integrated Family Service Centre, Education Bureau, etc. Cooperated with the activity named "樂家杏仁糖" in the positive adventure booklet of "Positive Education", parents were encouraged to participate in parent seminars. Parents received a positive golden card after completing each seminar. At the end of the semester, awards were presented to parents who completed the seminars. This year, a total of 53 parents participated in the school seminars, with 23 receiving gold awards, reflecting their active involvement in school activities. Additionally, we conducted "Parent Ambassador" training this year, recommending 5 parents to become ambassadors. They assisted the school in promoting positive parenting education messages and led parent support groups, sharing knowledge and skills on positive parenting practices.

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 Extra-curricular Activities:

- 1) 30 interest groups include English drama, Putonghua drama, flameless cooking, computer drawing, chess, I-Pad games, Rummikub, dejembe, science experiment, hand chime, harmonica, choir, ukulele, violin, Chinese handicrafts, clay art, balloon twisting, Cambridge English, 3D printing, sewing, mindfulness, interview strategy, stop motion video, flight class, Drone Soccer, Positive ambassador, English ambassador, art ambassador and junior artists
- 2) 14 sports groups include dodgeball, table tennis, flyball, basketball, golf, badminton, 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

Students in our school joined many educational seminars and visiting activities this year. 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	27
Cub Scouts	14
The Boys' Brigade HK	13
Red Cross	13

3. Positive Education and Life Education

A. Positive Education

- 1) The Positive Booklet:
 - i. Based on the theme of "Self-discipline challenge", different school-wide activities were organized. 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 them 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.
- 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) School-wide Positive activities

i. Man Kiu Got Talent

To increase students' self-confidence, students could perform their personal talents during recess, such as singing, dancing, and musical instrument performances.

ii. Positive podcast

During lunchtime, students broadcast some information about different subjects. They also share their writing and poems. Additionally, they take turns to express their gratitude to their parents, teachers, school staff, and classmates through the central broadcasting system. This activity can create a great environment of appreciation. Also, it enhances students' self-confidence by being the host of the podcast.

iii. If I were a Little Adult Working Experience

The activity simulates real job seeking and work processes, including writing cover letters, having interviews and working experiences. This activity allows students to show their potential and enthusiasm.

iv. Cheer for You activity

The activity involved intensifying the activity in the morning and during exam week to create a positive atmosphere and help students feel supported as they prepared for exams. It is aimed at relieving their stress.

v. Positive Day

During the post-exam activities, we held a Positive Day centered around the theme of "4Rs Mental Health." The event included a variety of activities such as an emotional awareness seminar, a stress relief workshop, a design competition for 4Rs tumbler dolls and mental health booth games. These activities aimed to provide students with a comprehensive understanding of mental well-being and to enhance their awareness and attention to personal mental health.

4) Hydroponic Garden Activities:

- i. The hydroponic tour allowed students from different classes to participate accordingly. Students learned about hydroponic planting and promoting the concept of food conservation. Students brought home the vegetables they harvested at last. It makes them share the fruits of their labor with their families. This initiative promoted the message of food appreciation and encouraged healthy eating habits within the home.
- 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 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.

5) 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 training was provided to the positive ambassadors every week. It established positive ambassadors' team spirit and their sense of belonging.
- iii. Man Kiu Buddy Caring Program

The positive ambassadors visit P.1 classes during recess in September. This helps new P.1 students adapt to school life more quickly and fosters a strong culture of care and support.

iv. “Eldpathy” Empathy Workshop

Participants in the “Eldpathy” Empathy workshop engaged in meaningful exchanges with senior volunteer mentors. They had the opportunity to experience various physical challenges faced by the elderly, gaining a deeper understanding of their needs. This experience significantly enhanced the participants' empathy and compassion towards others, reinforcing the importance of caring for the senior community.

6) Volunteer Promotion Program

P.5 students participated in three workshops as part of the “JC Volunteer Together – School-based Programme”. During these sessions, speakers addressed the issue of an aging population in society. Students engaged in group discussions about various cases involving the elderly and explored how they could leverage their personal skills to assist them, for example, by preparing suitable meals based on health conditions or teaching simple dances to promote physical well-being.

This program helped students recognize that the physical capabilities of the elderly may be weaker than those of younger individuals, fostering greater empathy in their daily interactions. Furthermore, it instilled the understanding that everyone can help others and contribute to society.

7) Mindfulness training

- i. Mindfulness breathing exercise was conducted twice a week in the morning class period and tutorial lessons respectively, so that students and teachers could relax before lessons. This activity has been implemented in school for six 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 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.

8) Participated in the “Compassionate Children Pilot Programme” curated by the School of Everyday Life

It was the last year for the school to launch the “Compassionate Children Pilot Programme”, with funding from the D.H. Chen Foundation. This year, the focus will be on Primary 3 students. The instructors from the School of Everyday Life collaborated with teachers from our school to create the curriculum. The focus of this year is “Wishes in the Community”, involving Moral Education and Library subjects. Students learned about their connection to the environment through sensory exploration, environmental observation, and picture books. They paid attention to the needs and emotions of various individuals and objects nearby, igniting their creativity for the community and turning their ideas into reality. Students frequently engaged in dialogue and teamwork with peers during lessons, as well as participated in field trips, record-keeping, and conversations with people in the community. Finally, they collaborated to produce projects that conveyed their things and thoughts.

4. Support from School

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 to enhance their learning and adaptation to 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

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, support teachers, teacher assistants, 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) Low academic achievers that lack parental support were provided with free after-school tutorial services regularly throughout the academic year.
- 5) Non-Chinese low academic achievers were provided with Chinese summer remedial classes to strengthen their basic knowledge.
- 6) School-based speech therapy service was hired to offer individual / group therapy / training sessions to students with speech and language impairment.
- 7) Adaptation in homework, dictation and assessments were provided to students in need.
- 8) Parent seminars were organized to equip parents with better understanding of children with SEN.
- 9) Teacher workshops were organized to equip teachers for the implementation of IEP on students with SEN.

C. Allocation of Resources

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) Zoom accounts were kept as an online teaching platform.
- 2) The school participated in the assistance project of the Community Care Fund to subsidize 86 eligible P.1-2 students to purchase mobile devices for online lessons and self-study at home.

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

Major Concern 1: To cultivate a healthy lifestyle to facilitate physical and mental development

Achievements

- ♦ Our school designs the curriculum based on seven learning objectives, providing students with diverse learning experiences to help them foster a healthy lifestyle. For example, we regularly hold positive hydroponic garden activities (such as a Farming Bus Station, parent-child workshops, and student workshops) to convey messages about healthy eating and food appreciation to students and parents. Feedback from student response sheets indicates that students enjoy the farming process,

witnessing the growth of vegetables. They even take the vegetables home to share with their families, creating healthy and nutritious meals, which is highly meaningful.

- ♦ To enhance students' physical and mental health and establish a routine lifestyle, the Civic and Moral Education Team organized a school-wide Clean-Up Day this year. Student participation significantly increased compared to previous years, with some typically reserved students actively participating, demonstrating strong cooperation and a sense of responsibility. This activity effectively promotes orderly living habits among students and enhances their social interactions and positive emotions, positively impacting their overall health and the cultivation of a routine lifestyle. Additionally, the Civic and Moral Education Team recommended that students participate in the "Civic Student Reward Program", with all participating students receiving a certificate of participation. Students generally reported that the activities were enjoyable and effectively increased their understanding of civic responsibilities and social engagement, contributing to the development of positive values and the practice of character strengths.
- ♦ To increase awareness of mental health and foster positive emotions, we hosted various mental health activities this year. These included an Exam Motivation Week, a 4Rs Mental Health Positive Day, stress relief workshops, emotional awareness workshops, and bi-weekly mindfulness breathing practices. We also created a mental health corner for teachers, offering a space for staff to relax. Furthermore, we shared mental health information with parents on eClass to address the needs of various stakeholders. This academic year, a parent seminar titled "Positive Character Education Campus – Building Resilience in Character" featured a presentation by the director of the program, Ms. Ling, on how to cultivate students' resilience. The seminar shared practical content, and parents responded positively, with over 70% agreeing that it boosted their confidence in fostering their children's resilience. According to the ESDA teacher survey, 85.5% agreed that the school facilitates collaboration among subjects to actively promote value education. Student surveys indicated that 78% agreed that "the school actively teaches us how to interact with others, such as respecting others and being considerate", reflecting the school's effectiveness in fostering students' attitudes and values.
- ♦ This academic year, we conducted mindfulness breathing exercises four times a week and opened the mindfulness corner twice a week. Students actively participated and engaged enthusiastically. Students created Zen doodles in the mindfulness corner, and their works were displayed there. During ECA periods, teachers and positive ambassadors guided elderly volunteers in mindfulness breathing exercises. On June 14, during the P1 parent orientation, the positive team opened the mindfulness corner for prospective P1 parents and students to visit, admire students' mindfulness artwork, and experience mindfulness breathing practices. Participation was high, and the outcomes were positive. Survey results showed that over 90% of teachers, parents, and students agreed that mindfulness training helped them relax mentally and physically. This demonstrates the positive impact of our mindfulness education.
- ♦ In the teacher survey, 77.5% agreed that "through the learning opportunities arranged by the school, I can develop interests and life skills," while 71.9% of students agreed that "I receive support and encouragement from teachers," indicating the school's ability to create a caring and positive atmosphere. In the parent survey, 90.1% of parents felt that the school often invites them to participate in activities, and 88.7% agreed that the school is a caring place, reflecting excellent data for these two items. This is attributed to the abundance of positive character rewards and frequent communication between teachers and parents via phone and WhatsApp. The school-hosted parent-school events are also well-received, such as parent-teacher association trips, family competitions at sports days, and cooking classes. The school can continue to organize more related activities.

- ♦ This year, the Visual Arts Department deepened its art education development project themed “Arts - A Visual History,” coinciding with a large visual arts exhibition. Students not only participated in various themes and creative activities but also had opportunities to engage in different art learning activities, such as curating, setting up displays, and leading guided tours. Through these diverse and comprehensive learning activities, we have significantly developed students' artistic learning journeys, discovered their potential and cultivated positive attitudes toward life. Moreover, by visiting the exhibition with family and friends, students recognize that art is a part of life and participate in various forms (as curators or audience members), enriching and expanding their learning perspectives and experiences.
- ♦ According to the ESDA teacher survey, 87.5% agreed that “the school can establish a clear development direction based on the seven learning objectives,” reflecting teachers' support for the school's new development cycle. There is an expectation for the school to continue strengthening the role of subject teams to achieve greater coordination among them in promoting the school curriculum. The ESDA data indicates that 65% of teachers feel that a professional communication atmosphere is gradually forming, suggesting there is room for enhancement in professional exchanges or training across various areas. Teachers view the curriculum and assessment positively, with 86% agreeing that curriculum development aligns with educational trends, 83% believing the school organizes a broad and balanced curriculum, 80% affirming that the school effectively allocates resources to support curriculum implementation, and 87% confirming that the school strategically provides different learning experiences both inside and outside the classroom based on student diversity. This shows that our school's curriculum closely aligns with educational trends and effectively addresses school focus areas, demonstrating significant results.

Reflection

- ♦ According to teacher observations and survey results, 97.4% of teachers and students agree that various activities, including social work activities, parent education, student seminars, and parent-child outdoor and indoor events, help different stakeholders (teachers, parents, students) understand the school's value education policy and foster positive values in students. Additionally, 84.2% of teachers and students agree that participating in the “Mental Health at School” and continuous mindfulness breathing practices enhances students' awareness of physical and mental health and helps establish positive emotions. This indicates that our school's involvement in home-school activities supports students in cultivating healthy lifestyles and habits, thereby improving their overall well-being.
- ♦ According to teacher observations and surveys, 97.4% of teachers agree that professional development days, seminars, workshops, and effective meetings help foster teamwork and positive relationships among teachers. The school should continue to enhance teachers' physical and mental well-being through various means to cultivate positive emotions and reduce work-related stress.
- ♦ This year, the school has made efforts to promote physical and mental health at different levels among stakeholders. However, the ESDA parent survey revealed that only 61.9% of parents believe their children practice healthy living, a relatively low figure. The practice of healthy living is related to students' habits and attitudes. According to the ESDA student and parent surveys, 82.4% of students and 72% of parents agree that students seriously complete their learning tasks (including homework), but this figure has decreased by 6% and 5.3% compared to the previous academic year. Furthermore, only 42% of teachers in the survey believe that students diligently complete their learning tasks, which is an 8.9% decrease from the previous year. Regarding self-discipline, only 46% of teachers and 64.7% of students in the ESDA stakeholder survey agreed that “students are self-disciplined,” with average scores of 3.3 and 3.5, indicating that training in self-management

needs improvement. Additionally, only 78.8% of students agree they can practice healthy living, such as maintaining a regular schedule, which can impact their learning and daily life. Therefore, the school will review how to incorporate the learning objectives of “healthy lifestyles” to strengthen students’ routine training.

- ◆ In the realm of information technology literacy and learning, to cultivate diverse interests and reduce internet addiction, the school has implemented various classroom activities and external organization programs this year to enhance both parents' and students' information literacy. The school hosted numerous seminars on how to guide children to effectively use technology, such as “Supporting Children on e-Learning” parent seminar - Say No to Internet Addiction’, parenting strategies for digital skills, and how parents can help students use electronic tools for learning both inside and outside the classroom. Additionally, the school utilized Google Classroom to distribute the Education Bureau's “Smart e-Master” electronic learning resources, which provide animations on responsible use of information to enhance students’ understanding of information literacy and personal responsibility. Moreover, the STEM department participated in the “Teen Programming” program organized by the Sau Mau Ping Police District Community Relations team, where students designed online games to learn about internet safety and improve their information literacy.
- ◆ The results from the ESDA teacher stakeholder survey indicated that, in the section regarding “My perceptions of the school’s curriculum and assessment,” most items related to “school curricula aligning with various learning objectives” achieved over 90% agreement. However, in the area of “reading and information literacy,” agreement dropped to only 84%. Teacher and student survey data also revealed that the approval rate for students enjoying reading was only 66% and 69.3%, respectively, while parental agreement was even lower at 49.6%, indicating a lack of initiative in borrowing books on various positive themes. Additionally, data from the APASO survey showed that student scores for “reading” and “information technology” were both below the Hong Kong norm, with these categories receiving the lowest scores compared to others. Therefore, in the coming academic year, the school will strengthen students’ attitudes toward reading and information literacy to enhance their interest in borrowing books, cultivate reading habits, and improve their information technology skills and literacy.

Feedback and Follow-up

- ◆ This year’s mental health activities have shown promising results, and we plan to continue these initiatives in the coming year. We suggest increasing the number of dates and sessions to strengthen the effectiveness of these activities in enhancing students' physical and mental health and establishing a routine lifestyle. Additionally, we will conduct mindfulness breathing practices immediately after lunch breaks and before assessments to boost students' awareness of physical and mental health and foster positive emotions.
- ◆ According to APASO data, the score for the category “limited use of technology for leisure and no addiction” is only 85, the lowest among other categories, indicating that students still need improvement in developing a disciplined lifestyle. In the coming year, the school will introduce more types of on-campus activities and encourage students to participate in community volunteer services and recreational activities, allowing them to cultivate diverse interests and reduce their use of online products. Furthermore, we will continue to hold seminars on how to guide children in effectively using technology and preventing internet addiction, aiming to strengthen home-school collaboration in promoting healthy living practices among students.
- ◆ In the coming year, the school will participate in School-based After School Care Service Scheme, offering after-school tutoring classes. We hope that students can effectively utilize their time to

complete homework and then be taught and provided with methods and spaces for engaging in physical activities, reinforcing their attitude toward practicing a healthy lifestyle.

Major Concern 2: To nurture students as lifelong learners

Achievements

- ♦ This school year, we aim to align our curriculum with students' abilities, fostering coherent learning in reading and IT to inspire their proactive spirit in learning, thereby developing their leadership skills and sense of responsibility, and nurturing them to become lifelong learners. To enhance students' interest in reading and their appreciation for the country, the school purchased English versions of books related to Chinese culture this year. We incorporated reading magnifiers, holiday worksheets, and reading competitions to help students learn about and appreciate Chinese culture. In the reading magnifier activity, Chinese culture was integrated with STEM content, allowing students to understand the country's achievements in technology. The reading competition included the classic Chinese novel "Romance of the Three Kingdoms," enhancing students' knowledge of Chinese history. According to our school-based survey, 56% of students expressed interest in Chinese culture, while 61% reported having read books on this topic. From the holiday reading worksheets, 55% of students were able to read and introduce books about Chinese culture and festivals, and they proposed product designs to promote Chinese culture, demonstrating the effectiveness of our initiatives in increasing students' reading interest and national pride.
- ♦ This academic year, the STEM department participated in a drone soccer class and competition, providing more students with the opportunity to engage in this emerging E-sport, learn the principles of drone flight, and master basic controls through team competitions, fostering their teamwork skills. Our team also participated in the "Pui Kiu Middle School The 5th Pui Kiu Cup Rocket Car Workshop and Competition" organized by Pui Kiu Middle School, where we achieved the 1st runner-up. Students gained hands-on experience designing and building their own model rocket cars, applying knowledge of physics concepts such as drag and friction. This exploratory process allowed them to develop problem-solving skills and discover their learning potential, instilling a sense of accomplishment among students. Additionally, we organized a STEM Fun Day with a focus on new technologies. Through hands-on activities, students learned about optical reflection, the principles of vertical elevators, closed circuits, and gear applications. They also learned the basics of AI (artificial intelligence), its operating principles, and its applications in daily life through presentations. Various STEM activities were included in booth games, such as programming, AR, VR, robotics competitions, experiences in unmanned stores, and science experiments, providing a comprehensive STEM experience to all students, igniting their curiosity and nurturing their love for learning.
- ♦ Each subject has effectively utilized electronic teaching strategies to enhance teaching outcomes, as evidenced by lesson preparation records. For example, various iPad applications such as Nearpod, Seesaw, Quizlet, Wordwall, and Kahoot have been employed in the classroom to boost student learning motivation and self-study attitudes. Teachers have effectively utilized platforms like Google Classroom to distribute pre-study materials, notes, learning clips, and resources, encouraging students to extend their learning beyond classroom hours and assess their reading abilities in real time. Records from lesson preparation meetings show that teachers are effectively using diverse learning platforms in their teaching, enhancing learning and teaching efficiency. Intentionally designing multimedia and technology-based learning activities allows students to practice and apply their IT skills more extensively; online learning platforms reinforce the immediacy and interactivity of learning, fostering students' independence and sense of responsibility while effectively assessing curriculum development and adapting its breadth for more effective learning.

- ♦ All subjects have implemented electronic learning through various online platforms. For instance, Chinese language teachers have used Kahoot, Nearpod, Seesaw, Google Classroom, electronic textbook platforms, and a school-based learning platform for the P.5 international class to upload teaching materials and related content for students to study or review at home. Additionally, Chinese language teachers created materials for audio pens to foster students' self-directed and extended learning. The Mathematics department continues to promote electronic learning through different online platforms, including PLANETii, Math 8 Treasure Box, Kahoot, Google Classroom, and electronic textbook platforms, enabling students to learn according to their own schedules and increasing their autonomy in learning. Survey data from various subjects indicate that 80% of teachers agree that online learning platforms can facilitate e-learning and extended learning, helping cultivate a growth mindset in students.
- ♦ We have organized various activities this year to cultivate students' sense of social responsibility. For example, in The Financially Literate Schools Programme, students learned financial management concepts through interactive booth games, translating abstract concepts into concrete actions. Teacher observations indicate that students learned to allocate resources, make choices, and take responsibility for the consequences, showing high levels of accountability during the preparation and participation phases. Additionally, this year, P.5 students participated in the "Jockey Club Caring for Community – Volunteer Promotion Campus Partner Program" to promote community service learning. Participating teachers noted that the program helped students understand that the elderly often have weaker physical capabilities than the general population, enhancing their empathy and consideration for the elderly's daily needs. About 85% of students felt that the program helped them understand the daily needs of seniors. The activities effectively highlighted the realities of an aging population, and through discussions about various senior cases, students reflected on their own skills that could assist them, concretely demonstrating to students their ability to help those in need.
- ♦ Our school has integrated elements of national education across various learning areas to enhance students' understanding and appreciation of the country. Each subject has incorporated relevant content related to national education and cultural awareness into their curriculum design. For instance, tiered challenge questions related to national or Chinese culture are included in General Studies; various elements of Chinese culture, such as classical poetry and traditions, were taught in Chinese lessons. From P.3-6, local students learned from "Enjoying Learning Idioms" and participated in a Kahoot idiom competition in class. These instructional activities have allowed students to engage with and appreciate different aspects of traditional Chinese culture, enhancing their appreciation and sense of belonging to their heritage. According to teacher and student surveys, 95% of teachers and 74% of students believe that the knowledge gained in class contributes to their understanding and appreciation of the country.
- ♦ The school's Discipline and Counseling department also contributed to enhancing students' understanding and appreciation of the country through school-wide activities. A flag-raising ceremony is held weekly, with flags raised and the national anthem sung on designated days (such as Monday morning assemblies, anniversaries, or other ceremonies). This year, the number of flag-raising team members has increased to 18, and the school invited police officers to assist in training the flag-raising members, ensuring that the ceremonies are conducted with greater formality and dignity. Observations show that students participate attentively, and flag-raising team members earn the respect and admiration of many peers. Furthermore, in the lead-up to the "National Security Education Day" on April 15, 2025, our school organized or participated in various national security activities, such as morning assembly promotions and discussions, exhibitions of national security information in the hall, and Kwun Tong District National Security Carnival 2025. Students actively participated, and the outcomes were significant. The school also hosted activities to promote Chinese culture, such as Chinese Culture Day, exchanges with sister schools, the Intangible Cultural Heritage in Guangzhou, and Parent-Teacher Association Chinese Cultural Tour, aiming to nurture students to

become good citizens with a sense of national identity, respect for the rule of law, and adherence to laws. This year, students performed well on the emotional and social performance assessments (APASO) regarding “national identity,” with all subscale scores exceeding 100, reflecting the positive attitudes of our students towards their country and effectively reinforcing their national identity.

- ♦ According to surveys from students and parents regarding “support for student growth,” agreement rates for statements such as “teachers help us solve problems related to growth,” “the school actively cultivates our leadership skills,” “the school teaches us how to interact with others,” “the school helps us develop good character inside and outside the classroom,” and “learning opportunities organized by the school help develop interests and life skills” all exceeded 80%, with an overall average score of 4.3. Additionally, APASO survey results indicated that students scored above the Hong Kong norm on the ‘creative thinking’ subscale, showing their confidence in creative thinking skills. Parents also expressed agreement with the school’s support for student growth and development. In the ESDA teacher survey, the average score for “perceptions of teaching” was 4.2, while the score for “the school organizes a broad and balanced curriculum to promote holistic development” was 4.1, indicating that teachers recognize the effectiveness of the school’s curricula across various learning areas and how it focuses on educational objectives to foster students' holistic development.

Reflection

- ♦ After the financial literacy workshops, a reflection session was arranged to encourage students to apply what they have learned in their daily lives, cultivating a continuous sense of responsibility. We plan to establish long-term partnerships with familiar external organizations to jointly design more challenging workshops that allow students to take on tasks in real-life situations. However, the content of these activities is only available in Chinese, which poses comprehension difficulties for many students. It is recommended that in the coming year, we incorporate other activity formats, such as visits and interactive workshops, to help students understand social responsibilities and enhance their sense of accountability.
- ♦ While students express an interest in Chinese culture, nearly half of the student population consists of non-Chinese speakers. Only 16% of non-Chinese-speaking students have borrowed books related to Chinese culture. Their limited understanding of Chinese culture indicates a need to strengthen their knowledge in this area in the next academic year.
- ♦ According to the results of the ESDA teacher stakeholder survey, most items related to “my perceptions of the school curriculum and assessment,” particularly the alignment of the curriculum with various learning objectives, achieved an agreement rate of 90% or higher. However, in “reading and information literacy,” the agreement rate was only 84%. Teacher and student surveys also indicated that the approval rate for students enjoying reading was only 66% and 69.3%, while parental approval was even lower at 49.6%, reflecting a limited initiative for borrowing books on various positive themes. Additionally, the APASO survey revealed that students' scores in “reading” and “information technology” were both below the Hong Kong norm. Therefore, in the coming academic year, the school will further enhance students' attitudes towards reading and information literacy to increase their interest in borrowing books, foster reading habits, and improve their information technology skills.
- ♦ In terms of learning, data from the ESDA student and parent surveys showed that 82.4% of students and 72% of parents agree that students seriously complete their learning tasks (including homework); however, these figures represent a decline of 6% and 5.3% compared to the previous year. Teacher

survey data showed that only 42% believe students diligently complete their learning tasks, an 8.9% decrease from the previous year. Regarding self-discipline, only 46% of teachers and 64.7% of students in the ESDA stakeholder survey agreed that “students are self-disciplined,” with average scores of 3.3 and 3.5, indicating that training in self-management still requires improvement. Furthermore, only 78.8% of students agree that they can practice healthy living, such as maintaining an orderly schedule. This can affect students’ learning and daily life. Therefore, the school will review how to align with the learning objectives of “healthy lifestyles” to strengthen students’ training in life routines, thereby promoting learning outcomes.

Feedback and Follow-up

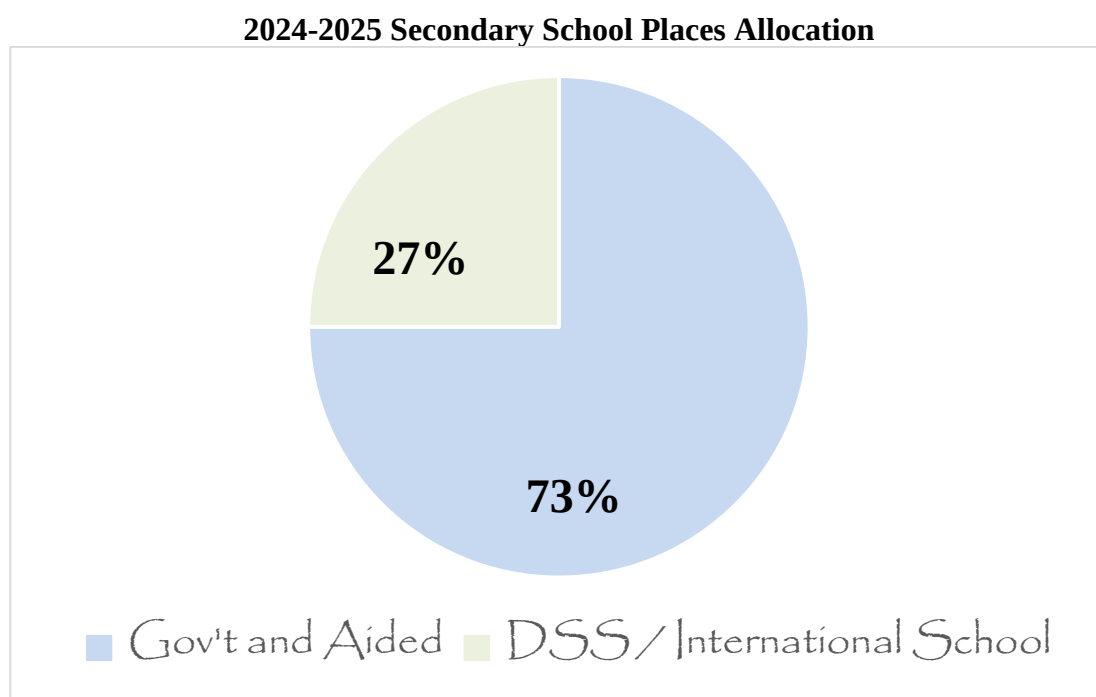
- ♦ In the upcoming year, we will continue to optimize the integration of “reading and electronic teaching into all subject curricula.” Given the richness of textbook content and the limited teaching time available, we need to adjust the teaching materials and streamline the learning objectives to foster smoother implementation. Each subject will enhance extended reading opportunities paired with various rewarding activities to boost students’ confidence and sense of responsibility, helping them develop self-learning abilities and improve their reading skills. Furthermore, to strengthen consistent IT education, we will maintain our electronic learning initiatives, with a focus on promoting the use of online learning platforms to support self-directed and extended learning. Additionally, we will align these efforts with a school-wide reward program to enhance students’ motivation for using online learning platforms. Students who independently complete self-learning units in comprehensive practice workbooks will earn an “Achievement Token.”
- ♦ The Project Learning next year will deepen interdisciplinary learning elements, allowing students to collect online information and collaborate in group studies based on the learning content. The English department will incorporate applications of artificial intelligence and e-books for higher grades to encourage pre-lesson preparation, further enhancing students’ self-learning attitudes. The Chinese department will continue to provide students with audio pen materials, electronic learning resources, self-study materials, and e-textbooks to improve their learning efficiency and cultivate lifelong learners.
- ♦ For the Chinese curriculum next year, we will include “Anthology of Ancient Poems” at each level to enhance students’ understanding and appreciation of Chinese literature. This year, the mathematics department tied in positive education with a lunchtime broadcast activity, during which students introduced the renowned Chinese mathematician Liu Hui and discussed his contributions to mathematics. We will continue this activity in the coming year, presenting it in both Chinese and English to ensure that non-Chinese students can also understand the introduction to this Chinese mathematician.
- ♦ The STEM department will continue to host programming activities or courses in school next year, expanding the target audience to lower primary students to engage more learners in programming activities and improve their problem-solving skills progressively. Next year, we will continue participating in the Scratch X Microbit course through the Centum Charitas Foundation and will apply for teaching assistants to support instruction. The curriculum will include teaching the second phase (Micro:bit & Basic Kit) in P.5 and the third phase (AI Vision, Micro:bit machine learning & MicroPython) in P.6. In addition to drone soccer, the school plans to organize technology learning exchange trips to the mainland to expose students to the nation’s developments and achievements in new energy vehicle technology, broadening their horizons and advancing STEM learning.
- ♦ To foster students’ self-discipline and help them establish and practice healthy lifestyles, thereby enhancing learning outcomes, teachers will guide students in completing more challenging

homework before class ends and tutorial periods. They will provide immediate positive feedback and encouragement to boost students' sense of achievement and self-discipline awareness. The school will continue to offer foundational classes and school-based after-school tutorial programs in various subjects to assist students in developing the habit of completing their homework. Additionally, healthy lifestyles will be introduced to students during morning assemblies, alongside regular seminars teaching parents how to practice healthy living with their children at home, for example, limiting children's screen time with electronic products and structuring their schedules during holidays. Our school aims to establish and implement healthy lifestyles, complemented by education on various values, to promote students' holistic development and encourage them to spread positivity to others, becoming role models in their communities.

G. Student Performance

1. Secondary School Places Allocation

In addition to organizing several of seminars for P.6 students, our school also arranged various Secondary school experience activities for students in this year. The performance of the Secondary School Places Allocation (SSPA) is good, 94% of our students were allocated to the first three choices, most of them were allocated to their favourite Secondary school. 27% of them successfully applied for Direct Subsidy Scheme (DSS) Secondary Schools and international schools. The remaining 73% 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

23 students, who were in 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. 3 students received the award this year.

D. Outstanding Improvement Award

Appreciating students with outstanding improvement in Chinese, English, Mathematics, 69 students were awarded with Outstanding Improvement Award. Thank Mayaa HK Ltd. for sponsoring the school and various student scholarships every year.

3. Awards from Inter-School Competitions

Subject	Competitions	Awards
Chinese	76 th Hong Kong Schools Speech Festival (Chinese Speech) Sole Verse Speaking (Putonghua)	Merit: 9 students
	76 th Hong Kong Schools Speech Festival (Chinese Speech) Solo Verse Speaking (Cantonese)	3 rd Place:1 student Merit: 7 students
	East Kowloon Youth Society Below the Lion Rock Essay Contest	Champion
English	76 th Hong Kong Schools Speech Festival (English Speech) Solo Verse Speaking	2 nd Place :1 student 3 rd Place:1 student Merit: 25 students
	76 th Hong Kong Schools Speech Festival (English Speech) Choral Speaking	Merit
	Sir Ellis Kadoorie Secondary School (West Kowloon) Inter-primary Schools English Impromptu Prose Reading Competition	Champion
Maths	Semple Memorial Secondary School of Church of Foursquare Gospel The 12 th Inter-Primary School Math Board Game cum 3 rd Rummikub Preliminary Competition	Silver Award: 1student Team Merit
PE	Federation of Parent Teacher Associations in Kwun Tong District KTFPTA Cup Invitational Football Tournament 2024 in Celebration of the 27 th Anniversary of the Establishment of the HKSAR and the 75 th Anniversary of the Founding of the People's Republic of China	3 rd Place
	Tang King Po School Information Day Football Competition	2 nd Place
	The Consulate of France in Hong Kong and Macao, theAlliance Française and the French-speaking Representations in Hong Kong Francophonie FestivalHong Kong Francophone Football Tournament Junior Category	Champion
	Kowloon East Area Inter-Primary Schools Futsal Competition 2024-2025	Champion MVP:2 students
	Hong Kong Dodgeball Association Hong Kong Inter-School Dodgeball New Talent Championships 2024-25 (Boys A)	Champion
	Hong Kong Dodgeball Association Hong Kong Inter-School Dodgeball New Talent Championships 2024-25 (Mixed)	4 th Place
	Hong Kong Dodgeball Association Hong Kong Dodgeball Junior Open	2 nd Place

	2024-25	
	Hong Kong Dodgeball Association Hong Kong Inter-School Dodgeball District Competition (Boys A)	3 rd Place
	Hong Kong Dodgeball Association Hong Kong Inter-School Dodgeball District Competition (Mixed A)	4 th Place
	Kowloon East Area Inter-Primary Schools Basketball Competition 2024-2025(Boys)	4 th Place MVP:1 student
	Kowloon East Area Inter-Primary Schools Basketball Competition 2024-2025(Girls)	Merit
	Lam Tai Fai College Hong Kong Primary School Basketball Invitational Championships (Copper Shield)	Champion
	CMA Secondary School Basketball Invitational Competition Silver Cup	4 th Place
	CCC Kwei Wah Shan College Wah Shan Cup 3x3 Basketball Tournament	2 nd Place
	Society of Boys' Centres Chak Yan Centre School The 3 rd Golden Cup Basketball Invitational Competition	2 nd Place
	Tang King Po School Information Day Basketball Competition	2 nd Place
	All HK Inter-Area Primary Schools Athletics Competition Boys A Grade Softball Throw	4 th Place
	Kowloon East Area Inter-Primary Schools Athletic Competition 24-25	Boys B Grade Team: Merit Boys A Grade Softball Throw: Champion Boys B Grade 200m: 2 nd Place Boys B Grade Softball Throw: 2 nd Place Boys B Grade 100m: 4 th Place Girls A Grade Long Jump: Merit Girls B Grade Softball Throw: Merit
	Cheng Chek Chee Secondary School Invitational Relay Competition	Merit
	Delia Memorial School (Hip Wo) Invitational Relay Competition	Merit
	2025 Easy Sport Competition - Cricket Competition	2 nd Place Best Batter:1 student Best Bowler: 1 student
	2025 Flyball Inter School Championship	Champion
Music	Hong Kong Inter-School Choral Festival (HKICF) 2025 Competition cum Masterclass	Silver Award
	"The 15th Hong Kong International Handbell Olympics" Competition	Silver Award
Others	Pui Kiu Middle School The 5 th Pui Kiu Cup Rocket Car Workshop and Competition	2 nd Place

Hong Kong Red Cross Junior Member of the Year Election 2024-2025 Representative of East Kowloon Divisional Headquarters	Outstanding Junior Member of the Year: 2 students
Hong Kong Red Cross Junior Unit of East Kowloon Divisional Headquarters Coloring Contest	2 nd Place
	Merit: 1 student
Hong Kong Red Cross Hong Kong Open Coloring Contest	Merit
Yau Tsim Mong District Office The Hong Kong Arts and Cultural Education Association "My Yau Tsim Mong" Creative Contest for Kindergarten and Primary Students	3 rd Place
61 st Schools Dance Festival Competition	Grade A Award

4. Community Services

This year, the school social worker led 12 students to visit the elderly at Martha Baker Social Centre for the Elderly, providing them with comfort and care. Additionally, 20 students participated in a fundraising event organized by the Methodist Centre, selling flags alongside their parents. This experience helps to enhance students' confidence, communication skills, and community service involvement, benefiting their social development.

Furthermore, Positive Ambassadors took part in three sessions of the "Eldpathy Empathy Experience Workshop." During the final session, elderly guests visited our school for a tour. Students planned the tour route based on the interests and physical conditions of the elderly guests. They took the guests to the hydroponic garden to experience harvesting vegetables and used achievement tokens to exchange for plush toys. The students patiently listened as they read books to the elderly. The guests expressed their appreciation for the unique experiences that the students provided, making the event meaningful and enhancing the ambassadors' empathy and sense of responsibility.

P.5 students participated in "the JC Volunteer Together – School-based Programme" to understand the challenges that the elderly face, such as poverty, isolation, and mobility issues. Afterward, students shared their ideas on how to assist these elderly individuals. Following the workshop, students gave handmade greeting cards to elderly people they know in their lives, such as neighbors, security personnel, and colleagues, to express their care and gratitude for their contributions.

5. Student Physical Indicators

Percentage of students who are within acceptable weight range:

Boys : P.1 (86%) , P.2 (76%) , P.3 (82%) , P.4 (67%) , P.5 (72%) , P.6 (61%)

Girls : P.1 (88%) , P.2 (81%) , P.3 (55%) , P.4 (69%) , P.5 (71%) , P.6 (67%)

H. Financial Summary

	Name of Account	Surplus (last year)	Income (this year)	Expenditure (this year)
1.	EOEBG Expanded Operating Expenses Block Grant	4,357,228.41	1,379,646.23	2,982,894.37
2.	Revised Administration Grant	-	1,469,664.00	1,516,907.60
3.	Capacity Enhancement Grant	-	762,010.00	537,124.77
4.	Composite Information Technology Grant	-	496,998.00	367,931.88
5.	Enhanced Speech Therapy Grant	-	185,850.00	190,900.00
6.	School-based Support Scheme for NAC	-	124,170.00	92,880.00
7.	Student Guidance Service Grant	-	216,194.00	281,935.00
8.	Understanding Adolescent Project Grant	-	150,938.00	150,098.00
9.	School-based Management Top-up Grant	-	53,385.00	-
10.	Summer Bridging Programme for Non-Chinese Speaking Students	-	158,160.00	158,160.00
11.	Moral & National Education Support Grant	139,354.00	-	4,015.00
12.	School-based After-school Learning Grant	198,641.00	181,800.00	183,966.00
13.	Information Technology Staff Support Grant	-	338,819.00	338,819.00
14.	Enhanced Additional Funding for NCS Students	201,090.68	1,657,264.00	1,708,088.50
15.	QEF – Proof of Mobile Computer Devices and Internet Services Support for e-Learning	-	102,226.00	102,226.00
16.	School Social Work Service Grant	-	709,320.00	709,320.00
17.	Consultation Service Grant	81,302.00	140,443.00	221,745.00
18.	Promoting of Reading	28,758.44	33,088.00	30,799.05
19.	Sister School Scheme	162,805.60	165,439.00	162,807.00
20.	School-based Professional Support Programmes	5,248.00	-	-
21.	Life Wide Learning Grant	45,024.53	747,356.00	778,388.23
22.	Learning Support Grant For Primary Schools	948.80	1,287,351.00	1,253,310.00
23.	Student Activities Support Grant	-	76,650.00	70,908.00
24.	Grant for Supporting NCS students with SEN	82,746.65	346,140.33	249,900.75
25.	One-off Grant for Parent Education	194,962.40	-	34,130.00
26.	Knowing More About IT programme	-	221,260.00	166,260.00
27.	One-off Grant for Mental Health at School	60,000.00	-	60,000.00
28.	One-off Grant for Mental Health of Parents and Students	20,000.00	-	20,000.00
29.	One-off Introduction of Primary Science Grant	350,000.00	-	104,366.85
30.	One-off Prom of Sports Ambience and MVPA60 Grant	150,000.00	-	75,285.40
31.	One-off Prom of Chi Culture Immersion Activities Grant	271,317.00	-	183,041.30
32.	One-off Promo Self-directed Lang Learn (Eng & Pth)	-	400,000.00	-

I. Looking into the Future

This was the sowing period 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 ratings 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.

We will start the cultivation period of the new three-year school development plan in Year 2025/26, while our focus will continue to be on "student learning" and "values and attitudes". In terms of learning, our school has accumulated years of experience and gained insights into catering to students with special educational needs in terms of curriculum and academic adjustments. In the future, we will focus on optimizing the school curriculum to reflect the diversity of students and further develop students' potential. Moreover, we expect students to grow in a positive environment through new innovative curriculums, lively and interesting teaching activities, diverse extra-curricular activities and experiential exchange tours to be cultivated as lifelong learners. As for "values and attitudes", the school aims to promote healthy living, supplemented by education on various values as well as understanding, caring for, and respecting the country. We hope to facilitate students' holistic development, encouraging them to "put themselves in others' shoes" and embody a spirit of positivity and concern for the nation, becoming exemplary citizens.

Report On the Use of Capacity Enhancement Grant (CEG) in 2024/2025Way of Consulting Teachers: Individually and proposals announced at staff meetingNumber of classes operating: 22 (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 2024 to end of May, 1 hour after school every Tuesdays and Thursdays	Total fee: \$79,800	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 P.6 graduation camp	P.6 held a 2-day, 1-night graduation camp.	Graduation camp expenses: \$12,400	It cultivated and enhanced the self-confidence and leadership skills among student leaders and P.6 students.
	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: \$65,100	Students show enhancement on listening, speaking, reading and writing in a particular foreign language
	5. 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: \$44,792	Students show enhancement on listening, speaking, reading and writing in a particular foreign language
	6. 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: \$95,700	Students can build a team spirit that includes acceptance, trust, mutual support and co-creation.
	7. To celebrate the 55th anniversary of the school's establishment	Holding an opening ceremony for the new library, an art exhibition, and producing souvenirs.	The activity runs from early September to late June.	Total fee: \$37,119.57	Students have a stronger sense of belonging to the school.

	8. Recruiting a teaching assistant to care for students' diverse and special learning needs.	The teaching assistant helps the teacher take care of the students.	From mid-August to the end of August 2025	Teaching assistant salary: \$202,213.20	Can more effectively address the different and special learning needs of students.
					2024/25 Subsidy: \$762,010.00 2024/25 Expenditure : \$537,124.77 Balance / Reserve: \$224,885.23

Report on Grant of the Improvement Chinese Education Support for NCS Students 2024/2025

Amount used for the Chinese subject in percentage: 92%

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.	1-9-2024 to 31-8-2025	- Three teaching assistants, one year salary: \$523,404 [Monthly salary x 1 x 1.05 (MPF) x 12 months] [Monthly salary x 1 x 1.05 (MPF) x 12 months] [Monthly salary x 1 x 1.05 (MPF) x 12 months] - Materials for making teaching aids and materials: \$6,800	3 contract teacher assistants, 1 non-Chinese speaking teacher assistant and 2 contract Chinese teachers \$1,669,465.50 \$910	- 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.	1-9-2024 to 31-8-2025	Two Chinese teachers, one year salary: \$1,036,200 [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.	1-9-2024 to 31-8-2025	One non-Chinese speaking teaching assistant, year salary: \$201,600 [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	1-10-2024 to 30-6-2025	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	1-10-2024 to 30-6-2025	The service fee for NCS Nearpod electronic learning platform : \$32,000	\$32,813	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 2023/2024 : \$ 201,090.68 Grant of 2024/2025 : \$ 1,657,264.00 Total Income : \$ 1,858,354.68 Total Expenses : \$ (1,708,088.50)		
			Surplus of 2024/2025 : \$ 150,266.18 (Reserve)		

Report on Life-wide Learning Grant 2024/25

Description	Income(\$)	Expenses(\$)	Balance
Balance of last year	45,024.53		
Current year subsidy	747,356.00		
1/Table Tennis class		19,890.00	
2/Aviation Flight class		9,345.00	
3/ Football class		60,000.00	
4/ Basketball Foundation class		15,750.00	
5/ Basketball Team class		101,325.00	
6/ Cricket class		12,000.00	
7/ Dodgeball Foundation class		25,200.00	
8/ Dodgeball Team class		13,125.00	
9/ Harmonica class		23,800.00	
10/ Ballet class		16,719.60	
11/ Golf class		7,700.00	
12/ Putonghua Drama class		19,125.00	
13/ Balloon Twisting class fee (ECA)		11,440.00	
14/ Magic class (ECA)		12,100.00	
15 / Sewing class(ECA)		11,440.00	
16/ Djembe class(ECA)		14,300.00	
17/ Dodgeball class(ECA)		14,280.00	
18/ Table Tennis class(ECA)		8,580.00	
19/ Robot Coding class(ECA)		29,040.00	
20/ Chinse Handicrafts class (ECA)		11,440.00	
21/ Skipping class (ECA)		14,300.00	
22/ Cooking class (ECA)		17,600.00	
23/ Science Experiment class (ECA)		11,440.00	
24/ Snooker class (ECA)		26,400.00	
25/ Hand Chime (ECA)		16,303.00	
26/ Hip Hop class(ECA)		17,600.00	
27/ Clay Art class(ECA)		11,000.00	
28/ Football class (ECA)		17,600.00	
29/ Graduation camp expenditure		15,000.00	
30/ Materials for extra-curricular activities		14,197.20	
31/ The expenditure for school-based		44,319.03	
32/ Registry, entrance and rental fee		29,448.60	
33/ Transportation fee for activities		106,580.80	
Total:	792,380.53	778,388.23	Balance:13,992.30

Report on School-based After-school Learning and Support Programmes 2024/2025

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):	\$181,800.00
Balance of last year:	\$198,641.00
Total:	\$380,441.00
Extra-curricular Activities to Operate	Actual Expenses
1. Singapore study tour	\$128,800.00
2.Transportation fee for the school picnic	\$7,538.00
3.Dodgeball training fee	\$18,375.00
4. Basketball training fee	\$8,293.00
5. Speech festival solo verse speaking (Chinese) entry fee	\$3,520.00
6.Graduation camp fee	\$17,600.00
Total:	\$183,966.00
Refund:	\$14,675.00
Balance:	\$181,800.00

Remarks: CSSA (Comprehensive Social Security)

Report on Reading Promotion Grant 2024/2025

Objectives of Reading promotion :

1. To align with school key issues of cultivating a healthy lifestyle to facilitate physical and mental development as well as nurturing students as lifelong learners.
2. To strengthen students' reading interest.

	Description	Actual Revenue	Actual Expenditure
	Surplus of last year	\$28,758.44	
	Reading Promotion Grant (2024-2025)		
1.	Purchasing books (Books about Chinese culture, reading activity and STEM)	\$23,088.00	\$20,838.86
2.	Reading Activities (Guest Talks, Reading Day, Clown Play, Reading Award Scheme, Reading King competition and Reading Avatar)	\$10,000.00	\$ 9,960.19
	Total :	\$61,846.44	\$30,799.05
	Balance:	\$31,047.39	

Report on Learning Support Grant 2024/2025

Description	Actual Revenue	Actual Expenditure
Surplus of last year	\$948.80	
Learning Support Grant (2024-2025)	\$1,287,351	
Employing 3 teachers		\$1,131,480.00
Purchasing professional services		\$120,950.00
Purchasing school resources and equipment		\$700.00
Learning/inclusive activities and parent-school cooperation activities materials		\$180
Total :	\$1,288,299.80	\$1,253,310
Balance :	\$34989.80	

Report on Summer Bridging Programme for Non-Chinese Speaking Students 2024/2025

1. Attendance report:

Groups	Banana (P.1-2)	Apple (P.1-2)	Grape (P.2)	Strawberry (P.2)	Lemon (P.2-3)	Watermelon (P.2-3)
Attendance rate	100%	82%	92%	100%	87%	100%

2. Implementation details:

- Date: 14/7/2025 - 1/8/2025 (Monday to Friday).
- Time : From 8:30 a.m. to 12:30 p.m.
- Venue: Room 201, 202, 203, 204, 205, 206

Week	Teaching scope	Outdoor activity/Special arrangement
Week 1	Unit 1: hobbies, adjectives, animals and body parts	15/7 and 18/7: movie watching
Week 2	Unit 2: traditional Chinese culture	23/7: traditional martial art performance & Chinese handicraft workshop
Week 3	Unit 3: local food and adjectives about taste	29/7: meal ordering at McDonald's & 1/8: graduation ceremony

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

Groups	Banana	Apple	Grape	Strawberry	Lemon	Watermelon
No. of students	14	15	14	14	15	15

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

- The curriculum was designed in relation to daily life and Chinese culture, covering topics such as hobbies, seasons, festivals and traditional Chinese culture. Students participated actively in the meal ordering activity at McDonald's.
- After watching the animated movies "Elio" and "Smurfs", students answered some simple questions and shared their favourite characters and expressed their feelings in Chinese. These activities made their learning more engaging and dynamic.
- The students were actively engaged in classroom activities. The Chinese martial art performance was thrilling, and the handicraft workshop provided them with hands-on learning experiences and exposed them to Chinese art and culture. This interactive learning approach enhanced the effectiveness of learning Chinese. In addition, rewards given during class and at the graduation ceremony, such as stickers, certificates, and gifts, played an important role in encouraging students in their Chinese learning.

5. Total expenditure: \$ 158,160

Appendix VIII

Report on Sister School Exchange 2024/2025

Name of the Mainland Sister School : Affiliated School of JNU for Hong Kong & Macao Students (Dongguan) 東莞暨大港澳子弟學校

Item	Name and Content of the Exchange Activity	Expenses
1.	Video Exchange Activities: Through large television screens and other equipment, we engaged in real-time teaching or activity exchanges with our sister school.	1. Upgrade Ground floor hall speakers (\$14,600) 2. Portable Wireless PA System (\$18,580) 3. 2 sets 86" 4K Touch Panel with trolley (\$44,850) 4. Mac Studio with Adobe CC education (\$18,993) 5. iPad Pro 13" (\$14,054) 6. 6 sets PC + mon + wireless combo (\$38,880)
2.	Affiliated School of JNU Sports activities and competition exchange activities: Through sending members of the athletics and basketball teams to sister schools for learning and exchange, students can understand the academic characteristics and educational systems of the sister schools, thus allowing them to better understand the development of their motherland and facilitate more effective academic exchange activities between the two regions.	1. Cost of the two exchange groups: (\$12,850) (Transportation expenses for accompanying teachers and students)
		Total: \$ 46,030
		Brought forward: \$ 162,805.60 Subsidy : \$ 165,439.00 <u>Expenditure :</u> \$162,807.00 Balance : \$165,437.60

Report on One-off Grant for Parent Education 2024/2025

Total subsidy: \$200,000 (to be used in the 2024/25 to 2025/26 fiscal year)

2024/25 expenditure: \$34,130

Major Area(s) of Concern	Strategies/Tasks	Target	Time-Scale	Success Criteria	Method(s) of Evaluation	Outcomes	People Responsible	Expenditure
1. Strand I: Understanding of Child Development	1.1 Positive Parenting Lecture 1.2 Parent Support Group Based on the Framework	Parents of P1-6	Full academic year	70% of parents agreed that the lecture content helped them understand the psychological needs of child development.	-Parent Feedback -Social Worker Observations	70% of parents agreed that the lecture content helped them understand the psychological needs of child development.	-Social worker	\$4,800
2. Strand II: Promotion of Healthy, Happy and Balanced Development of Children	2.1 Parent education sharing sessions (3 times) 2.2 Parent-child sports experience activities (3 times)	P1-6 Parents and Students	Full academic year	70% of parents agreed that the workshop content helped them understand their children's physical, mental, emotional, and spiritual health. 70% of parents agreed that the activities enhanced parent-child interaction and physical and mental development.	-Parent Feedback -Social Worker Observations	70% of parents agreed that the workshop content helped them understand their children's physical, mental, emotional, and spiritual health. 70% of parents agreed that the activities enhanced parent-child interaction and physical and mental development.	-Social worker	\$12,780
3. Strand III:	3.1 Two parent	Parents	Full	70% of parents agree	-Parent	70% of parents agree that	-	\$9,850

	Promotion of Parents' Physical and Psychological Well-being	education sharing sessions 3.2 Two parent-child cooking activities	of P1-6	academic year	that the workshop content helps raise awareness of the importance of parents' personal mental and physical health. 70% of parents and students agree that the activity can enhance parent-child relationships and promote mental and physical health.	Feedback -Social Worker Observations	the workshop content helps raise awareness of the importance of parents' personal mental and physical health. 70% of parents and students agree that the activity can enhance parent-child relationships and promote mental and physical health.	Parent-Teacher Committee Members - Social Workers	
4.	Strand IV: Fostering Home-school Co-operation and Communication	4.1 Organize parent volunteers to participate in various forms of school service, increasing communication and collaboration among them. - 5 parent volunteer training sessions - 2 parent volunteer service sessions	Parents of P1-6	Full academic year	70% of parents agree that parent volunteer teams help increase parents' sense of belonging to the school and have a positive impact on home-school cooperation. 70% of parents agree that workshops and activities help them focus on cultivating their children's values.	-Parent Feedback -Social Worker Observations	70% of parents agree that parent volunteer teams help increase parents' sense of belonging to the school and have a positive impact on home-school cooperation. 70% of parents agree that workshops and activities help them focus on cultivating their children's values.	- Parent-Teacher Committee Members - Social Workers	\$6,700

	4.2 Parent-child workshops and parent education sharing sessions							
	4.3 Online parent education workshops							

Report on One-off Grant for Mental Health at School 2024/2025

	Area	Item	Team in charge	Time	Success Criteria	Assessment Methods	Outcomes	Expenses
1	Organising activities and programmes related to enhancing the mental health of students and teachers	1a. Mental Health Workshop	Social Worker	February to March	80% of students can recognize the importance of mental health. 80% of students can master methods to improve mental health. 80% of students can promote information about mental health.	- Observation - Oral Questioning	80% of students can recognize the importance of mental health. 95% of students can master methods to improve mental health. 80% of students can promote information about mental health. - Students can articulate the importance of mental health. - Students can identify one or more methods to improve mental health. - Students execute a booth to promote mental health.	\$30,186.10
		1b. Emotional Management and Secondary School Adjustment Group	Social Worker	Whole year	80% of students can recognize the importance of emotional management. 75% of students can identify stress-reduction methods.	- Observation - Oral Questioning	80% of students can recognize the importance of emotional management. 80% of students can identify stress-reduction methods. - Students can articulate the importance of two or more aspects of emotional management. - Students can identify two or more stress-reduction methods.	
		1c.	Positive	Whole	80% of students	Observation	95% of students agree that	

		Peace Corner Activity	and Life Education Team	year	agree that mindfulness practices can stabilize emotions.	• Questionnaire Survey • Students' work/ sharing	mindfulness practices can stabilize emotions. • Students can complete a mindfulness activity in the Peace Corner. • Students can stabilize their emotions through mindfulness practices.	
		1d. Positive Education Day Materials and Setup Supplies	Positive and Life Education Team	June (after exam)	• 80% of students can recognize character strengths through different activities on Positive Day.	• Observation • Questionnaire Survey • Students' work/ sharing	• 85% of students can recognize character strengths through different activities on Positive Day. • Students can identify character strengths through various activities on Positive Education Day. • Positive Education Day activities can enhance students' sense of achievement.	
2	Providing support services related to enhancing the mental health of students and teachers	2a. Mental Health Week Booth Activity Services and Supplies	Social Worker	March to April	• 75% of students can recognize information about mental health.	• Observation • Oral Questioning • Headcount Statistics	• 80% of students can recognize information about mental health. • Students can participate in the mental health week booth activities. • Students can identify one or more pieces of information to improve mental health.	\$4,500
3	Designing and producing school-based learning and teaching resources	3a. Printing positive character strength cards	Positive and Life Education Team	Whole year	• Distributing character strength cards during various school activities.	• Observation • Headcount Statistics	• Students can participate in the Positive Corner activity to exchange for character strength cards. • Students can complete various tasks to recognize character	\$7,240

	related to mental health				70% of students can recognize character strengths by collecting character strength cards.		strengths.	
		3b. Printing “Man Kiu Tokens”	DC Team	Whole year	- Distributing Man Kiu Tokens during various school activities. 70% of students can enhance their sense of personal achievement through receiving Man Kiu Tokens.	- Observation - Headcount Statistics	- Students can achieve Man Kiu Tokens from various school activities. - Students can use Man Kiu Tokens in different mental health facilities at school (such as the claw machine, basketball machine, Positive Corner, etc.).	
4	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	4a. Purchase Board Games	Social Worker	December to April	80% can use mental health items and equipment to promote mental health activities.	- Observation - Usage Record Statistics - Oral Questioning	80% can use mental health items and equipment to promote mental health activities. - Students can identify one or more items they have used that are needed for mental health. - The usage record can show the equipment and items used to promote mental health-related activities.	\$18,073.90
		4b. Purchase items, furniture,	Positive and Life Education Team	Whole year	75% of teachers agree that the facilities in the "Teacher's	- Observation - Teacher Questionnaire - Oral	75% of teachers agree that the facilities in the "Teacher's Mental Health Corner" help them relax both physically and	

		and equipment needed for the "Teacher's Mental Health Corner."			Mental Health Corner" help them relax both physically and mentally.	Questioning	mentally. • Teachers can use the items and facilities to relax both physically and mentally.	
		4c. Purchase Positive Card Boxes	Positive and Life Education Team	August	Distributing character strength card boxes to students.	Observation	- Students can use the card boxes to store character strength items - Easier to showcase students' personal achievements.	
		4d. Purchase items and equipment needed for the "Student Reward Program."	Positive and Life Education Team	Whole year	70% of students agree that the "Student - Reward Program" can enhance their sense of well-being.	- Observation - Student Questionnaire	90% of students agree that the "Student Reward Program" can enhance their sense of well-being. - The "Student Reward Program" can enhance students' sense of well-being.	

Balance for the year :

Income	\$ 60,000
Expenses	\$ 60,000
Balance	\$ 0

Report On Mental Health of Parents and Students One-time Grant 2024/2025

Full-term allowance : \$20,000 (Used in 2024/25)

Major Area(s) of Concern	Strategies/ Tasks	Target	Time- Scale	Success Criteria	Method(s) of Evaluation	Outcome	People Responsible	Resources Required
1. Promote children's healthy, happy, and balanced development: Promote the all-round development of children's physical, psychological, emotional, and spiritual health.	1.1 Good Mental Health parent-child Booth Games	Parents of P1-6	Parents' Day	70% of parents agreed that the activity helped them pay attention to the physical, mental, emotional, and spiritual health of their children and themselves.	- Verbal questioning - Observation - Booth Q&A	70% of parents agreed that the activity helped them pay attention to the physical, mental, emotional, and spiritual health of their children and themselves.	- Social worker	\$12,000
2. Promote the physical and mental health of parents	2.1 Hold parent lectures 2.2 Hold parent-child activities to promote positive lifestyle and mental health	Parents of P1-6	Full academic year	70% of parents agreed that the workshop content helped them focus on their physical, mental, emotional, and spiritual health.	- Verbal questioning - Observation	70% of parents agreed that the workshop content helped them focus on their physical, mental, emotional, and spiritual health.	- Parent-Teacher Committee Members - Social Workers	\$8,000
Total								\$20,000

Report on One-off Grant for Supporting the Introduction of Primary Science 2024/ 2025

Operating Year: 2024 – 2025

Person in charge: GS panel, Ms Wong Ka Lan

Amount: \$350,000

Target: Initiate the establishment of primary school science subjects to enhance students' abilities and interest in learning science

	Items	Details	Expenditure
1.	Procurement of relevant L&T resources	◆ Purchase scientific inquiry activity or experiment kits	\$0
2.	Purchasing teaching aids and equipment related to the science subject	◆ Purchase teaching aids (such as microscope, aerospace model, human model, levers and pulleys learning set, etc.)	\$0
3.	Carrying out minor renovations or purchasing furniture to optimise existing General Studies room / classroom facilities	◆ Enhance the STEM Room with simple engineering to create a conducive atmosphere for science experiments	\$0
		◆ Purchase furniture (such as tables, storage cabinets, etc.) to meet the needs of science experiments.	\$0
4.	Recruiting teaching assistant(s) to assist teachers in the preparation work for the introduction of Primary Science	◆ Hire teaching assistant	\$104,366.85

Financial report

Granted funding \$350,000.00

Expenditure \$104,366.85

Balance \$245,633.15

Report on One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 2024/2025

Total grant: \$150,000 (to be used in the 2024/25 – 2026/27 fiscal year)

Major Area(s) of Concern	Strategies/Tasks	Target	Time-Scale	People Responsible	Expenses
1. Helping students develop a healthy lifestyle	1. To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	P.1-6 Students	2024-2025	PE Teacher	\$43,180
	2. To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	/	/	/	/
	3. To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	/	/	/	/
	4. To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	/	/	/	/
	5. To purchase or upgrade PE/sports equipment in the school	P.1-6 Students	2024-2025	PE Teacher	\$11,248.40
	6. To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	/	/	/	/
	7. To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	P.2-6 Students	2024-2025	PE Teacher	\$20,857

Summary :

24/25 Grant	\$ 150,000.00
Expenses	\$ 75,285.40
Balance	\$ 74,714.60

Year end Summary:

This year's funding is primarily allocated for purchasing services from the sport online platform and the eClass Sports Day registration system. This enables students to engage in fitness activities during their free time and facilitates teachers organizing the Sports Day more efficiently.

Additionally, part of the funds is used to purchase sports equipment such as volleyballs, basketballs, table tennis tables, and various equipment for younger students. This allows students to use the facilities on campus and maintain a healthy physique.

The school also allocates part of the funds for coaching fees for the sports teams, ensuring that team members can continue their training effectively.

Report on ‘Subsidy for promoting Chinese cultural experience activities’ (2024/2025)

Items	Targets	Responsible departments	Activities	Expenditure
1	Organize subject-based and interdisciplinary student learning/experience activities or lectures related to Chinese culture.	Curriculum	Cultural Day	32,193.70
		Extra-curricular activities	Instructor fees for lion dance class	39,500.00
		Extra-curricular activities	Instructor fees for Chinese dance class	32,825.00
		Extra-curricular activities	Costume and materials fees for Chinese dance class	9,104.30
2	Organize or sponsor students to participate in inter-school activities or competitions related to Chinese culture, either locally or in mainland China.	/	School Dance Festival Registration Fee and Transportation Fee	2,600.00
3	Organize or sponsor students to participate in local cultural investigations or visits.	/	PTA travel and Chinese culture one-day tour fees and materials.	34,791.30
4	Develop curricula related to Chinese culture.	/	Flag-raising training course fee	9,800.00
5	Procure and develop teaching and learning resources for Chinese culture.	/	/	/
6	Sponsor students and accompanying teachers to travel to mainland China to participate in exchange activities to learn about Chinese culture.	/	1/Aviation Science Education and Flight Experience One-Day Study Tour Fee (25/6/2025)	18,060.00
			2/Teacher Mainland Culture and Technology One-Day Study Tour Trip Fee	32,850.00
7	Total			211,724.30

Balance for the year :

Income	\$ 300,000.00
	\$ 211724.30
Expenses	
Balance	\$ 88275.70