

# SIR ELLIS KADOORIE (S) PRIMARY SCHOOL

ANNUAL SCHOOL REPORT  
2022-23



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# Part 1 Our School

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## 1.1 School Vision

Develop fully students' potential  
Equip them with life-long learning skills  
Help them integrate into local community and  
Develop a global outlook

## 1.2 School Mission

The mission of the school is to provide a pleasing environment for students to enjoy learning; enhance their effectiveness in communication and develop in them a sense of creativity and commitment through a balanced education programme that covers ethical, intellectual, physical, social, and aesthetic development.

## 1.3 School Motto

"Seize The Day" -- Students are encouraged to treasure time and make use of it meaningfully.

## 1.4 School History

Our school was named "The Ellis Kadoorie School for Indians" when it was set up in 1891 by Sir Ellis Kadoorie, an Indian. It was the first school in Hong Kong where Hindi and Urdu languages were introduced. Over the years, our school has offered great care and concern to students and parents so that students can adapt to the local education system and integrate into the community.



At one time it was run in A.M. & P.M. sessions. It was upgraded to Form One in 1959-1960 and then to Form Five in 1978-1979. In 1980-1981, it was separated into Primary and Secondary schools under two school heads but both were still housed in the same building sharing the same playground. The majority of the primary graduates were promoted to Sir Ellis Kadoorie Secondary School. Due to the increasing demand for seats in both Primary and Secondary sections, the Secondary School moved to West Kowloon in September 2000. The Primary Section has occupied the whole school premises in Sookunpo, Causeway Bay since 2000.

## Part 2 School Management

### 2.1 The School Management Committee

The School Management Committee has been set up since 1999. School policies were discussed and endorsed in the meetings to ensure quality education for all the students.

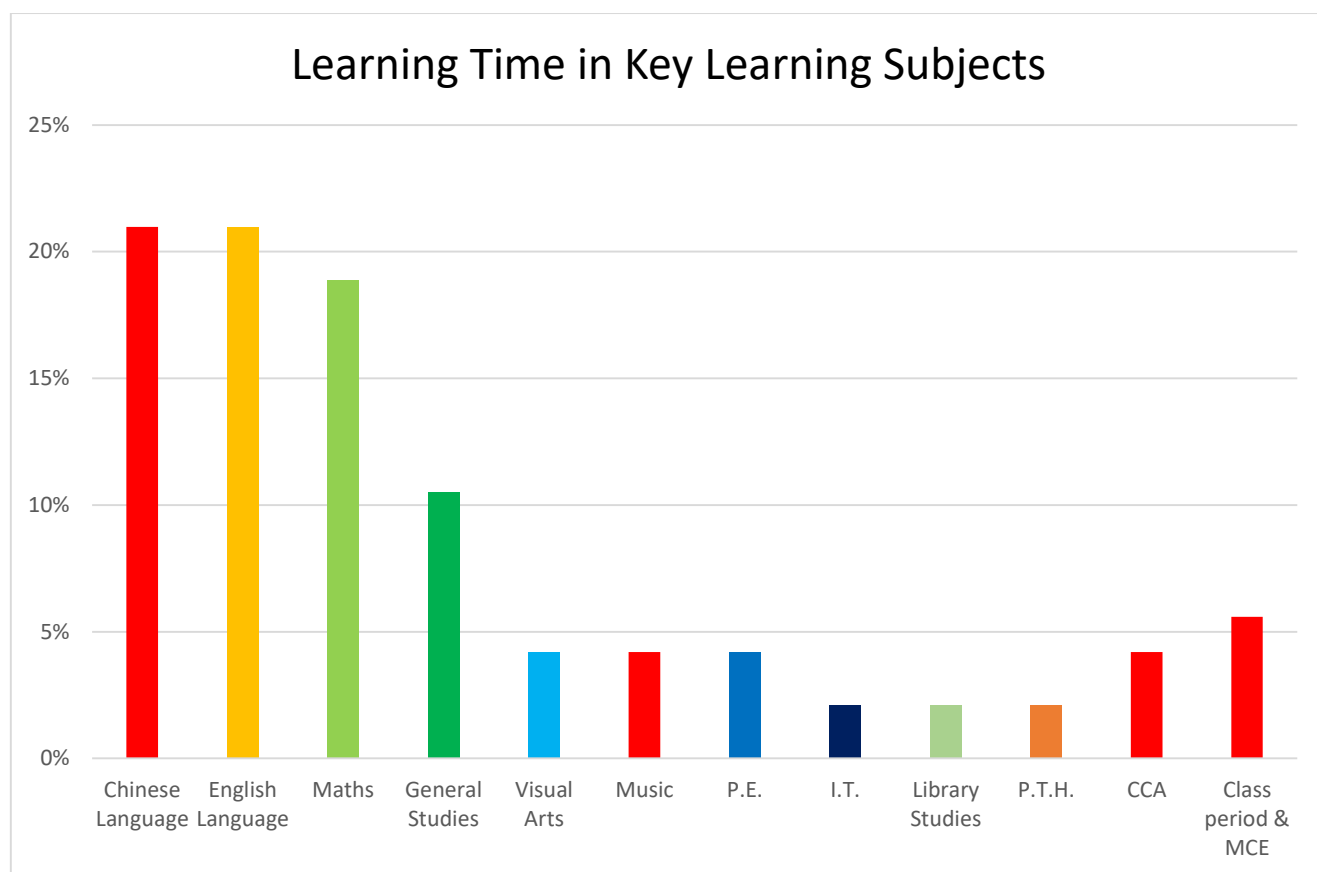
### 2.2 School Management Committee organization

Members School year	School affiliation (EDB)	Headmistress	Independent Members	Parent Members	Alumni Members	Teacher Members
2022-2023	1	1	2	2	2	2

### 2.3 School Management Committee members

<b>Chairman :</b>	Ms. SO Yuen-yi, Louise (Deputy Secretary for Education (4))	
<b>Headmistress :</b>	Ms. YU Hing-yin	
<b>Independent Members :</b>	Dr. Andrew YU	Ms. Charlotte CHIU
<b>Parent Members :</b>	Mrs. Icha WILSON	Mrs. Josie LIM
<b>Alumni Members :</b>	Dr. HO Kam-tak Camille	Mr. MOHAMMAD Kamran
<b>Teacher Members :</b>	Ms. FUNG Wan-shuen	Mr. CHOW Tat-keung

## 2.4 Learning time in key learning subjects



## 2.5 Timetable for Whole-day School

Periods	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Class Period</b>	8:25 a.m. - 8:45 a.m.	Class Period	Flag Raising	Class Period	Class Period	Class Period
1 <sup>st</sup> Lesson	8:45 a.m. - 9:15 a.m.					<b>CCA</b>
2 <sup>nd</sup> Lesson	9:15 a.m. - 9:45 a.m.					
3 <sup>rd</sup> Lesson	9:45 a.m. - 10:15 a.m.					
<b>Recess</b>	10:15 a.m. - 10:30 a.m.	<b>Recess</b>				
4 <sup>th</sup> Lesson	10:30 a.m. - 11:00 a.m.					
5 <sup>th</sup> Lesson	11:00 a.m. - 11:30 a.m.					
6 <sup>th</sup> Lesson	11:30 a.m. - 12:00 p.m.					
7 <sup>th</sup> Lesson	12:00 p.m. - 12:30 p.m.					
<b>Lunch</b>	12:30 p.m. - 1:05 p.m.	<b>Lunch</b>				
<b>Lunch Recess</b>	1:05 p.m. - 1:20 p.m.	<b>Lunch Recess</b>				
8 <sup>th</sup> Lesson	1:20 p.m. - 1:50 p.m.					
9 <sup>th</sup> Lesson	1:50 p.m. - 2:20 p.m.					
10 <sup>th</sup> lesson	2:20 p.m. - 2:50 p.m.					
<b>Class Period</b>	2:50 p.m. - 3:00 p.m.	<b>Class Period</b>				

## Part 3 Our Teachers

### 3.1 Staff Establishment

Total number of teaching staff: 42

### 3.2 Qualification of Teachers

Qualifications	Teaching Training	Bachelor Degree	Master degree	Special Education Training
Percentage	100%	100%	10%	39%

### 3.3 Language Proficiency of English and PTH Teachers

Qualifications	Language Proficiency of English teachers	Language Proficiency of Putonghua teachers
Percentage	100%	100%

### 3.4 Teaching Experience of Teachers

Years of Teaching Experience	0-4	5-9	10 or above
Percentage	7%	22%	71%



Teachers learnt to use the AED to save lives during emergency. (30-8-2023)



Teachers learnt to build robots with coding on staff development day. (14.4.2023)



Mediation Workshop for handling high-risk visitors. (31-8-2023)

## Part 4 Our Students

### 4.1 Class Structure

Level	P1	P2	P3	P4	P5	P6	Total
<b>No. of Classes</b>	3	3	3	3	4	4	20

### 4.2 Enrollment

Level	P1	P2	P3	P4	P5	P6	Total
<b>Boys</b>	35	41	31	46	43	41	237
<b>Girls</b>	30	20	33	26	30	38	177
<b>Total</b>	65	61	64	72	73	79	414

### 4.3 Ethnicity of Students

Country of Origin	Percentage
<b>Chinese</b>	39.3%
<b>Filipino</b>	14.0%
<b>Pakistani</b>	12.0%
<b>Indian</b>	11.0%
<b>European American</b>	5.0%
<b>Vietnamese</b>	1.8%
<b>Nepalese</b>	2.8%
<b>Thai</b>	1.1%
<b>Others (Japanese, Korean, Sri Lankan, Singaporean and African)</b>	13.0%

### 4.4 No. of School Days

Level	1 <sup>st</sup> term	2 <sup>nd</sup> term	Total
<b>P.1</b>	91	106	197
<b>P.2</b>	91	106	197
<b>P.3</b>	91	106	197
<b>P.4</b>	91	106	197
<b>P.5</b>	91	106	197
<b>P.6</b>	91	106	197

### 4.5 Attendance

Level	P1	P2	P3	P4	P5	P6	All Levels
<b>Percentage</b>	90.6%	89.3%	91.4%	91.9%	93.9%	92.9%	92.4%



## Part 5 Achievements and Reflection on Major Concerns (Annual School Plan 2022-2023)

### 5.1 Major Concern 1: To enable students to acquire 21st century skills: to develop a passion for life-long learning and become a self-directed learner.

#### Achievements

#### Target 1: To infuse inquiry-based learning skills into the school curriculum

#### The target is achieved.

- 100% of teachers agreed that the workshops enhanced their professional knowledge.
- Teachers joined various workshops.
  - Staff Development Day for Wanchai Primary Schools.
  - Joint School Staff Development Day
  - Picture Book Teaching workshops (Chinese Teachers)
  - Chinese e-Reading Platform Workshop (Chinese Teachers)
  - English e-Reading Platform Workshop (English Teachers)
  - Maths online learning platform workshop (Math Teachers)
  - Mediation Workshop
  - STEAM Workshop
- The feedback from teachers suggests that they are satisfied with the workshop offered. They have expressed their satisfaction with the sessions and indicated that the workshops have met their expectations and professional needs. Teachers found the content relevant, engaging and useful for their professional development.
- For core subjects, inquiry-based learning skills such as problem-solving, and mind-mapping were discussed and implemented in teaching. Subject panels shared good practices in collaborative lesson planning meetings and subject panel meetings. Moreover, these skills was further enhanced in project-based holiday assignments.
  - Chinese: learn about Chinese customs and Chinese heroes
  - General Studies: graphic organizers were used, TV News in HKEdcity was incorporated into daily teaching.
  - English: gather information and write biographies of people they admire, and students participated in the “Saying of Wisdom (SOW)” Speech Competition where they did research using SOW to illustrate their feelings towards personal experience.
- P.4 Chinese Learning Circle was formed
  - Teachers agreed that the learning circles enhanced learning efficacy.
  - Inquiry-based learning skills were discussed in the co-planning sessions with the teachers in the learning circle.
  - Sharing sessions and lesson observations within the circle enhanced professional development as well.

## Achievements

### Target 2: To empower students to set learning goals and evaluate on the goals set

#### The target is partially achieved.

- In core subjects, students were able to set learning targets for themselves.
  - However, not all students were able to achieve their targets mainly due to unachievable targets being set.
- Moral and Civic Education (MCE) and PE subject
  - Student sets target individual studying and learning targets at the beginning of the school term in MCE.
  - Students sets targets for themselves to do exercises during a specific period of time. It was observed that students are able to complete tasks and achieve targets in non-academic circumstances.
- To help students set achievable targets, it is suggested to help students:
  - Define goals and the goals should be realistic, specific and measurable.
  - Small and manageable steps are needed for students, especially for younger students.
  - Shorter time line is needed so as to ensure students are motivated.
  - Progress should be measured and adjustments are needed during the middle of the school term.
  - Celebrate success along the way to reinforce progress and stay motivated.
- Note taking skills were practised in core subjects:
  - Mind maps and concept mapping skills were frequently practised. Students were able to make use of their learning journals or notebooks to ensure active learning.
  - Students were able to jot down notes in doing listening exercises.
- However, it is observed that some students are not able to take notes on their own if hints are not given, and they still need help from teachers. In addition, students do not know how to make use of the notes taken.
- Flipped classroom activities were arranged as pre-learning tasks in different subjects:
  - Online reading materials are used as the source of flipped classrooms in English.
  - Teachers assigned specific topics for students to research before class so as to start emerging students into specific topics.
  - Teachers agreed that flipped classroom enhances learning and teaching efficacy. Time can be used more effectively since students have more time for discussion in class.

## Achievements

### Target 3: To promote STEAM education

#### The target is achieved.

- 95% of teachers attended at least one STEAM workshop or seminar. Teachers enjoyed the learning activities and have shown interest in STEAM while confidence in learning STEAM has improved.
- Most teachers agreed that school's STEAM activities can promote STEAM.
- Whole school STEAM activities and Elite activities were organized. Students enjoyed the activities and have gained hands on experience.
- A team of STEAM Elites was formed and various STEAM activities were explored during CCA lessons, such as solar-powered car, glider competition, roller coaster challenge, paper plane challenge, hologram, money bank robot, 4D-frame, underwater robots, LEGO Challenge, etc. Students performance in inter-school activities are satisfactory as well.



STEAM Day for P.1-2 students to learn coding with LEGO Spike Essential (8.6.2023)



STEAM Day for P.3-4 students to learn coding with LEGO Spike Prime (13.6.2023)



STEAM Day for P.5-6 students to learn building Rocket Cars. (12.6.2023)

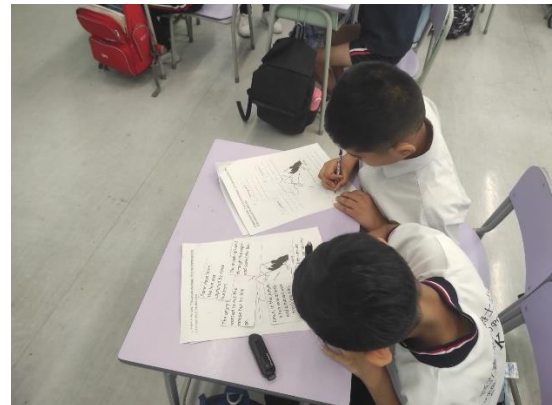


## Achievements

### Target 4: To have student-centered classrooms that promote life-long learning

#### The target is achieved.

- Collaborative learning strategies (pair-work, discussion and presentation) were employed. All teachers agreed that collaborative learning can enhance students' ability to share their learning experience achievements.
- 100% of teachers agreed that student-centered learning can cater for learner diversity.
  - Work was done in various subjects to cater for learner's diversity including worksheets and exercises with differentiated instructions, and inclusive learning environment / groupings, etc.
  - Extra learning support programs were organized.
  - Program / teams for more abled students are arranged.
  - Students are very eager to read especially reading from online platforms.
  - The school's "Joyful Reading Scheme" and book fair were well received by pupils.



Collaborative learning activities were encouraged in the lessons.



Students were keen to buy books to read in book fairs.

## Reflections for Major Concern 1

### Follow-up actions:

- (1) Professional development is encouraged to equip teachers with better questioning skills. Teachers should encourage students to think critically and creatively by asking open-ended questions so as to engage in higher-order thinking. It can also be useful for teachers to reflect on their own teaching practices and to make adjustments as needed.
- (2) Create learning opportunities and an environment for students to immerse into. Teachers can incorporate activities that encourage students to explore and investigate topics on their own. This might include research projects, experiments, or field trips.
- (3) To further support NCS learning of Chinese, it is recommended to join NCS Chinese Learning Circles.
- (4) Students should be taught to narrow down targets to be achieved so that it would be more manageable for students. Reward for success should also be arranged in a more frequent manner.
- (5) Students should be encouraged to reflect on their learning process and to think about how they can improve their skills. This might involve note-taking, self-assessment, or group discussions. More refined note-taking skills for students are needed. Abbreviations and symbols can be introduced. Organization of notes taken can also be introduced to encourage ownership of notes taken.
- (6) In addition to encouraging teachers to enroll on workshops, it is also suggested to collaborate with each other to develop and share resources. The school can provide teachers with access to STEAM resources and materials, such a robotics equipment, coding software, 3D printers, etc. This can help teachers to integrate STEAM activities into their classrooms. It is also encouraged to pair teachers with STEAM experts or mentors who can provide guidance and support as they develop and implement STEAM activities.
- (7) It is suggested to host more STEAM activities with real-life application so that students can see the relevance and practical value of what they are learning. Hosting or participating in Science fairs, Makers fairs and Coding fairs are encouraged.
- (8) It is also suggested to promote active learning through hands-on activities, collaborative projects, and experiential learning opportunities so that students can take ownership of their learning.
- (9) Teachers should incorporate opportunities for students to reflect on their learning experiences, identify areas for improvement, and set goals for future learning. Teachers should help students make real-world connections between what they are learning in the classroom and their future careers, interests, and goals, celebrate and recognize students' achievements and successes, both big and small, to reinforce their love of learning and promote a growth mindset.

## 5.2 Major Concern 2: To nurture students into Good Kadoorians

### Achievements

**Target 1: To foster students with good manners with the aim to be able to collaborate with each other.**

**The target was achieved.**

- Most teachers agreed that students show improvement.
- Good manners were introduced to students. Topics on “Empathy” and “Courtesy” were discussed in Moral and Civic Education lessons. Talks were also given. It was observed that students were very interested in the topic and were eager to participate in discussions. Courtesy Campaign and Discipline competition were held. Gratitude activities were done to reinforce gratitude to one another.
- To raise awareness of being courteous, a “Courtesy Logbook” was given out.
  - Based on the guidelines of being kind, thoughtful, generous, humble, respectful and polite stated in the logbook, students evaluated their own daily behavior at school, at home and in public areas and marked them in the logbook.
  - By observation, students were eager to participate in the activity.
- Two Discipline Competitions were held and pupils found the competition challenging and interesting. Teachers also noticed pupils’ improvement in discipline.



Level winners of 1<sup>st</sup> Discipline Competition

## Achievements

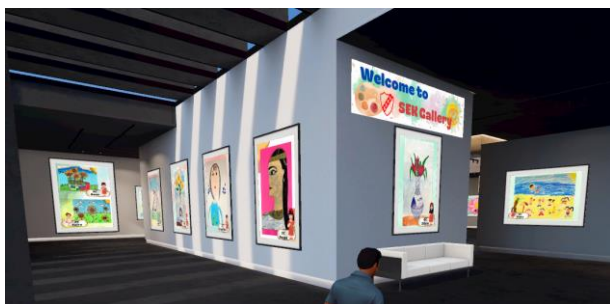
### Target 2: To develop creativity in students

#### The target was achieved.

- 95% of teachers observed that students actively participated in CCA and enjoyed the process of being creative.
- Students looked forward to CCA and after-school activities which are organized to develop students' artistic and physical potential. Students participated in inter-school competitions and have achieved outstanding results.
- Student works were exhibited:
  - in the school's publications
  - displayed on the corridor and in the classrooms
  - during special events
  - in Virtual Arts Exhibition
- students with potential in computer, science, and art were selected to join the STEAM Elite groups
  - Students were selected to join the Design in Action" programme where design thinking is encouraged.
  - A STEAM Channel was created which provides a platform for students to engage in integrated learning across different subject areas. Students can participate in the production and editing of various types of programs, such as science experiment reports, technology showcases, engineering design presentations, art performances, and math problem-solving. Through such activities, students can connect knowledge from different disciplines, deepen their understanding, and apply their knowledge.



Design In Action programme – “Yay! We can ‘make a difference’ in the future world by brainstorming ideas in designed the city.



Virtual SEK Arts Gallery



STEAM Channel

## Achievements

**Target 3: To develop student's skills and confidence to communicate with others.**

**The target was achieved.**

- Students did an English presentation at least once in class. Teachers agreed that the activities can help students build up skills needed.
- P.4-P.6 students did a self-introduction.
- Students presented ideas in Easter Holiday Task and SOW competitions.
- Interview skills training were organized for P.6 students.
- Chinese, English and PTH ambassadors were recruited and hosted whole school activities.
- English and Chinese Drama classes were organized. Students showed confidence to use different languages to express themselves.
- Big Brother Big Sister Program was arranged during recess time for SEN students.



English Ambassadors led the visitors from our sister school to tour around the school campus. (17.5.2023)



Chinese and PTH Ambassadors assisted to host the activities in various events.



School drama team participated in the inter-school drama competition and the mulan@metaverse show.



## Achievements

**Target 4: To build a connection to the community and globally.**

**The target was achieved.**

- All students took up at least one school service.
- A prefect training camp was held for school prefects.
- A Kid A Job Scheme was organized.
- Service learning groups and UAP program was arranged to help students to build a connection from school to community.
- Basic Law Ambassadors were recruited to promote national identity.
- Community-based Projects were arranged for Newly Arrived Children.
- Communication with sister school in the mainland are arranged.
- Over 80% participants agreed that activities could help them know more about the community and globally.



School prefects learnt leader skills in Prefect Training Camp. (29.6.2023)



Basic Law Ambassadors promoted students' national identity through different activities such as making videos about local Chinese culture and the constitution, learning how to raise the national flag and posting up national security materials on classroom display boards.

## Achievements

**Target 5: To build a positive moral values.**

**The target was achieved.**

- 76% of students were awarded in the Kadoorian Hero Scheme. 95% of the teachers agreed that the students were more aware of the importance of the targets set.
- Topics on “Responsibility”, “Empathy”, “Integrity”, “Gratitude”, “Perseverance”, “Respect”, “Courtesy” and “Diligence” was being discussed in Moral and Civic Education lessons.
- Gratitude campaign was launched.
  - 98% of students are able to show their gratitude towards their teachers and parents.
  - 76% of parents participated and responded.
  - Through observation, students are more willing to show their gratitude.



Parents joined their children to show gratitude to each other at the End of Year Cerebration@SEKPS (20.12.2022)



Gratitude trees were put up on the walls outside the classrooms and in the atrium for posting students' and parents' heartfelt thanks respectively.

## Reflections for Major Concern 2

- (1) On top of some of the existing activities, the following activities can be considered:
  - Role-playing: Students can act out scenarios where they use polite language, show respect to others, and practice good behavior in different social situation.
  - Classroom discussions: students share their thoughts and ideas respectfully and listen actively to their classmates.
  - Setting up a kindness challenge, where students are encouraged to perform acts of kindness for others, can help promote empathy and good manners.
  - Table manners and bathroom manners worth promotion, too.
- (2) The school should continue to create an environment that encourages good manners and positive behavior, the school can help students develop important social skills and a sense of responsibility for themselves and others. Clear expectations should be established, good behaviours should be modelled, and encourage positive interactions. Technology can be a tool for fostering creativity in students. The school can provide access to tools such as graphic design software, video editing software, and coding, etc to help students develop their creativity and technical skills. Assignments that are open-ended and allow for multiple solutions can help foster creativity in students. These assignments can encourage students to think creatively and develop their own unique solutions to problems. Schools can help students develop the creativity and innovation skills they need to succeed in the 21st century.
- (3) More opportunities should be provided to practice their communication skills in a safe and supportive environment. This might include role-playing exercises, group discussions, or other activities that encourage social interactions. Effective communication skills should be introduced to students of all levels. These include active listening, using appropriate body language, and expressing themselves clearly and respectfully. Encourage collaboration and teamwork (as in student ambassadors) can help students develop their communication skills by learning how to work effectively with others towards a common goal. Incorporate technology into communication activities, such as video conferencing or online discussion boards, to help students develop their digital communication skills. Encourage public speaking, such as giving presentations or speaking in front of the class, to help students develop their confidence and communication skills. Provide additional support for students who struggle with communication, such as speech therapy, and/or Cantonese for NCS students to help them develop the skills and confidence they need to communicate effectively.
- (4) Encourage students to engage in community service activities, such as participating in community clean-up events. This can help students feel connected to their community and develop a sense of responsibility and empathy towards others.

Foster cultural understanding by teaching students about differences in cultures and traditions. This can help students develop a sense of empathy and appreciation for diversity.

Provide opportunities for students to travel or participate in exchange programs with students from mainland China. This can help students develop a global

perspective and an understanding of Chinese cultures and ways of life.

Incorporate global and local issues into the curriculum, such as understanding how One Country Two System works, and to help students develop a sense of responsibility towards the world around them.

Encourage students to make digital connections with students from other the Mainland. This can be done through online discussion forums and can help students develop a global perspective and a sense of connectedness with others.

Foster a sense of community within the school by encouraging students to support one another, form positive relationships with their peers and teachers, and participate in interschool events and activities.

Teach character education by explicitly teaching positive values such as honesty, respect, responsibility, and empathy. Examples of how these values can be demonstrated in different situations should be provided.

Encourage positive behaviour by recognizing and rewarding students who demonstrate positive moral values. This can be done through verbal praise, certificates, or other forms of recognition.

Provide opportunities for service by encouraging students to participate in community service activities. This can help students develop a sense of responsibility and compassion and empathy towards others.

Promote a culture of kindness by encouraging students to show kindness and empathy towards people of different culture. This can be done through acts of kindness challenges, classroom discussions, and role-playing exercises.

Model positive behavior by demonstrating positive moral values in interactions with students and colleagues. This can help students develop a sense of respect and trust towards their teachers and peers.

Incorporate love and appreciation into the curriculum by integrating them into different subjects.

# Part 6 Our Learning and Teaching

## 6.1 Learning Time of Key Learning Area

Subject	%
Chinese Language Education <ul style="list-style-type: none"> <li>● Chinese</li> <li>● Putonghua</li> </ul>	21% 2%
English Language Education	21%
Mathematics Education	19%
Personal, Social and humanities Education <ul style="list-style-type: none"> <li>● General Studies</li> <li>● Information Technology</li> <li>● Moral and Civic Education &amp; Class teacher period</li> <li>● Library studies</li> <li>● Co-curricular Activities</li> </ul>	11% 2% 6% 2% 4%
Arts Education <ul style="list-style-type: none"> <li>● Visual Arts</li> <li>● Music</li> </ul>	4% 4%
Physical Education	4%
<b>Total</b>	<b>100%</b>



P1 Inter-class 60 m Run



P3 Inter-class Obstacle Run



P4 Bean-bag throw



P6 Boy's Long Jump



SEKPS Athletic Team



Class cheerleaders

## 6.2 Subject Activities of 4 Core Subjects

### 6.2.1 Chinese

- a. 本年度共有十四位學生參加第七十四屆香港學校朗誦節中文朗誦比賽。比賽成績為六位獲優良獎狀，六位獲良好獎狀。
- b. 本年度共有八十五位學生參與由《親子頭條》與香港書法專業人員協會合辦之第三屆硬筆書法比賽，當中呈交了二十七位學生之優秀作品參賽，惜未有獲獎。
- c. 本年度全校學生參與由教育工作人員總工會（工聯會屬會）、香港硬筆書法家協會合辦的第二屆香港中小學中英文硬筆書法比賽，此比賽亦視為校內書法比賽，比賽在上學期第 11 週於中文課堂進行。最後初小、中小及高小各挑選了 3 份作品（共 18 份）參賽，惜未有獲獎。
- d. 本年度共有五位學生參與由「香港仔坊會」舉辦之「舫遊·珍寶」全港原子筆中文書法比賽，惜未有獲獎。
- e. 本年度一位一年級學生參與由循道愛華服務中心主辦之「JOY 種小樹苗」支援非華語兒童學好中文計劃：非華語學生講故事比賽，惜未有獲獎。
- f. 本年度共有十八位一至六年級學生參與於星期一（十二月至六月）下午三時至四時半進行之非華語中文戲劇班。
- g. 一年級學生於下學期進行中華文化主題活動：《傳統節日》，學生透過認識中國傳統節日，加深對中華文化的認識。
- h. 二年級學生於下學期進行中華文化主題活動：《農曆新年逛維園花市》，學生透過逛維園花市，加深對中華文化的認識。
- i. 三年級學生於上學期進行中華文化主題活動：《中國歷史人物——王羲之》，學生透過認識王羲之的生平事跡，同時欣賞書法作品，加深對中華文化的認識。
- j. 四年級學生於下學期進行中華文化主題活動：《香港名勝古蹟》，學生透過認識港島、九龍、新界的名勝古蹟，加深對中華文化的認識。
- k. 五年級學生於下學期進行中華文化主題活動：《中國四大發明》，學生透過認識中國四大發明，學習以傳統方式造紙，加深對中華文化的認識。
- l. 六年級學生於下學期進行中華文化主題活動：《中華民族》，學生透過認識 56 個中華民族的習俗傳統和具特色的民俗服飾，加深對中華文化的認識。

- m. 四至六年級本地課程班學生於二月參加「賽馬會『敲敲記憶』藝術科技及文化教育工作坊」，四節課讓學生欣賞建築的美，加深對中華文化的認識。
- n. 一至五年級學生於期終考試後各學習一首古詩，讓他們能多接觸文學作品，並透過朗誦古詩，培養學生對中國文學的興趣。
- o. 本年度上、下學期各舉行三次中文日，每次為期六天，各級學生參加其中一天的活動。學生透過進行語文遊戲來學習常用字，同時認識香港及中華文化，提高學習中文的興趣。各中文日時間及主題如下：

十二月	聖誕節
一月	農曆新年
二月	認識 <u>香港</u> 地區名
四月	麥當勞快餐
五月	點心與飲茶
六月	<u>香港</u> 地道小吃

- p. 本年度有四十六名四至六年級學生擔任中文大使。中文大使透過協助舉行中文日及其他中華文化活動，提高中文溝通的能力、加強責任感及團隊精神。
- q. 本年度部分一至六年級學生曾分別參與中文課後初級班、中級班以及高級班，課後班由十一月至五月逢星期一、二、四下午三時至四時舉行，每班人數為二十人。老師於課後班跟同學重溫課堂學過的知識，還教授生活實用的中文。



非華語中文戲劇班



中華文化主題活動



中文日

## 6.2.2 English

- a. Space Town Programme was implemented in P.1. Our NET and P.1 subject teachers had regular co-planning sessions to discuss about the adaptation of the learning materials and teaching strategies. More e-learning resources were provided to help students enhance their reading and writing skills. For P.2-3, Primary Literacy Programme - Reading and Writing (PLPR/W) was implemented in P.2 - P.3. Through Big Book sharing and home readers, students learnt the features of different text types. At the end of each module, they completed the writing tasks with the target sentence structures and key vocabulary learnt in the module.
- b. An English Language Teaching Assistant (ELTA) programme was implemented in P.4-P.6. The ELTA has closely collaborated with the local teachers to help enhance students' elaboration skills and organization skills. Text types covered in the programme included biography, fables, poetry, fact book etc. At the end of each module, teachers showcased students' good work in class for appreciation and peer learning.
- c. This year, 64 students joined the English Speech Festival. 46 and 6 students were awarded Merit and Proficiency respectively in Solo Verse Speaking. 2 students were awarded the first place whereas one attained the second position. 4 students were awarded third position. This year, 3 students joined the English Prose Reading. Among them, a student was awarded the champion.
- d. An e-reading platform "Raz-kids" was procured this year to cultivate students' reading habits. English teachers have made good use of the platform to assign e-books in relation to the themes in each module. As such, students could acquire a vast range of vocabulary items and sentence structures through reading the e-books on the platform. The following showed the number of books read via the platform:

Level	Total number of books read by students
P.1	6171
P.2	3023
P.3	5706
P.4	4446
P.5	8128
P.6	3226



- e. To nurture positive values and creativity, our students participated in the "Saying of Wisdom (SOW) Motivational Talk Contest organized by EDB. Students demonstrated their language and multimodal literacy skills in the contest. Ten pieces of writing were selected for submission. One student was awarded the Outstanding Awards while three students got the Commendable Awards.
- f. To build students' vocabulary banks about Chinese New Year, two cultural day game booths were designed on 19th January, 2023. They were "CNY Foodie" and "Lucky Fishes". In the former, students matched the names of the traditional Chinese food items with the pictures on the iPads whereas the latter comprised questions regarding the fun facts about Chinese New Year. Students answered by fishing the keywords from the box.



Learning vocabulary through "CNY Foodie"



Getting to know Chinese New Year customs in the game of "Lucky Fishes".

- g. To integrate value education into the English curriculum, the live broadcasts of Music Juke Box were organized by different English ambassadors. All students could dedicate their favourite songs to show their gratitude towards their friends and teachers who have supported them in life.



English Ambassadors were the best DJs!



Song dedication by students

### 6.2.3 Mathematics

- a. Multiplication Table Competition was held in October and July through Kahoot platform. The result is as follow:

School Term	Percentage of pupils who got 15 marks or above
1st Term	74%
2nd Term	80%

- b. 'Super 24 Challenge' was carried out in both first term and second term. The result is as follow:

School Term	Percentage of pupils who got correct answer
1st Term	78%
2nd Term	86%

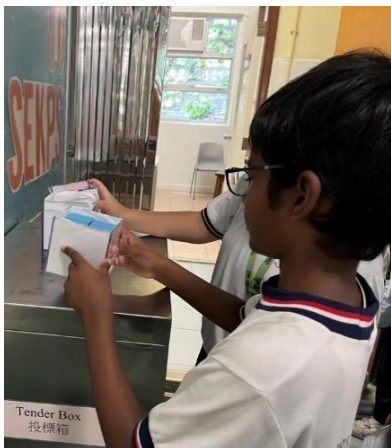
- c. Fun with Maths! was conducted through MS365 Platform in February and July. The average response rate of joining the activity online was about 40% and 35% respectively in 1st Term and 2nd Term.
- d. Speed Calculation Competition was held in July to arouse pupils' interest in speed calculation and enhance their number sense. 63% of the pupils got 12 correct answers out of 20 questions.
- e. Level-based Award Scheme is a self-learning scheme to enhance pupils' skill in the target topics. The numbers of awardee are as follow:

Award	Number of pupils
Bronze	28
Silver	43
Gold	120
Diamond	51

- f. P.2 and P.5 pupils joined the sorting game in August to revise the properties of various 2-D shapes and 3-D shapes. E-assessment was conducted after the game to check pupils' understanding. The passing percentage of the E-assessment were 58% and 89% respectively for P.2 and P.5.



Super 24 inter-class competition was carried out to enhance pupils' number sense and interest in learning Maths.



Maths trail activities provided students chances to apply the measurement skills in daily life.

#### 6.2.4 General Studies

- a. P.4-P.6 students joined the HKEdCity TVNews Award Scheme and completed MS 365 News forms to raise their awareness of social issues.
- b. P.1-P.6 students and parents were invited to record and reflect on students' behavior at school, home and public areas in courtesy logbooks in November, 2022 and May, 2023.
- c. P.1-P.6 students joined STEAM Day in June, 2023. P.1-P.2 joined LEGO Spike essential program with scratch coding program and built 'Electric car' and 'Windmill'. P.3-P.4 joined LEGO Spike Prime program with scratch coding program and built 'dancing robot' and 'hopping bug'. P.5-P.6 joined Race to the Line Project and built small solid fuel 'rocket car'.
- d. P.1-P.6 students joined Cross-curriculum Project Learning activities in June. Students designed and worked on STEM products such as musical instruments, DIY toys, DIY hangers and DIY Roman catapults.
- e. P.6 students visited the Dr SUN Yat-sen Museum in March. Students learnt more about history in China and Hong Kong through the declared monument.
- f. P.5 students visited the HK Space Museum in June to enhance their understanding of the Milky Way and galaxies, the Solar System and the development of space exploration and space technology.
- g. P.4 students visited the H2OPE Centre to enhance the understanding of water treatment and conservation in HK.



Visit to Dr. SUN Yat-sen Museum



Visit to H2OPE Centre



Visit to HK Space Museum



Cross-curriculum Project Learning

### 6.3 New Projects

**6.3.1 Drama for NCS** – NCS students enjoyed learning Chinese idioms by acting them out. Under the grant from "Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students", a post-lesson Chinese drama class had been arranged since December 2022. Twenty pupils from P.1 to P.6 joined the class and learnt Chinese traditional stories through drama. It aims at nurturing students' interest in learning the language as well as providing opportunities for students to speak Chinese through a series of drama activities. Two drama videos were produced of teaching Chinese idioms 「愚公移山」 and 「亡羊補牢」 and showed in the Prize-giving & Graduation Ceremony.



### 6.3.2 STEAM Education

a. A non-rotating group of STEAM Elite was arranged on Friday CCA lessons. There were 17 P.5-P.6 pupils in this group. Some STEAM activities were designed for STEAM Elite students to encourage them to solve problems and think creatively through hands-on experiments and simulations.

Lesson contents of STEAM Elite Group	
1.	Paper Airplane Challenge
2.	Roller Coaster Track Challenge
3.	Hologram
4.	Solar Modelling Car
5.	4D Frame Bridge Building Challenge
6.	Piggy Bank Robot
7.	Lego Spike Prime (FLL Challenge Training Course)
8.	Solar Sprinkler

b. In order to enhance pupils' problem-solving ability and explore students' interest in science and technology, 3 pupils from P.5 were selected to join the 3<sup>rd</sup> Pui Kiu Cup Rocket Sled Competition on 3<sup>rd</sup> December, 2022. Pupils designed their own rocket sled in the competition and they enjoyed the competition very much.

c. 4 pupils from P.5 and P.6 joined The Underwater Robot Competition which were launched by the Hong Kong University of Science and Technology (HKUST) on 22<sup>nd</sup> April, 2023. Pupils attended the Workshop held in HKUST Campus to have trainings on Basic knowledge of underwater robotics, Robot Design and Control are included.

d. 3 pupils from P.5 and P.6 joined the Joint School STEAM Activity — Glider Making Competition. They joined 3 workshops in December to learn how to make a glider and design their own glider at school. The competition was held on 16<sup>th</sup> June 2023 at Tseung Kwan O Government Primary School and they got “The Best Gilder Design” Award.



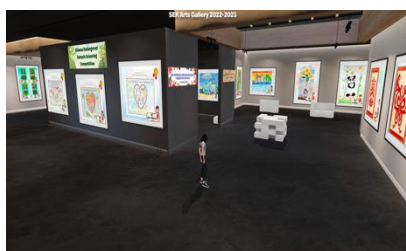
- e. 4 pupils joined "Love Our Home, Treasure Our Country" Government Schools Joint School Activity "Chinese National Costume Design Competition" and got a Merit Award in video shooting competition and Commendation Award in Costume Design Competition.
- f. 11 pupils from P.5-P.6 joined First Lego League Challenge 2022-23 on 21/7/2023. This competition could inspire students to experiment and grow their critical thinking, coding, and design skills through hands-on STEM learning and robotics.
- g. Two post lesson groups of LEGO® Education SPIKE™ Class were arranged for P.1-P.6 students on Tuesday in 2nd term. There were 16 pupils from P.1-P.6 joined in each group. Pupils could understand about the interaction between hardware and software learning the fundamentals of computational logics and express creativity through the combination of building and block-based coding.
- h. "How Memory Sticks 2.0" Arts Tech and Culture Education Programme organized by Jockey Club was held on 13/2, 15/2, 16/2 and 20/2 for P.4-P.6 Chinese LCC classes. Students learnt the history of architecture in China combining digital VR and AR technology to cultivate students' artistic creativity, aesthetic appreciation ability and moral development.
- i. 8 pupils joined "Design In Action" Programme organized by Hong Kong Design Centre. 10 visits and 1 workshop in Easter Holidays were arranged for pupils to aspire them to "make a difference" in the future world and their life planning by offering them different out-of-classroom learning and self-exploration opportunities.
- j. STEAM Day for P.1-P.6 students were held on 9/6, 12/6 and 13/6. Most of the students reflected that the activities were very interesting and gained a better understanding of the concepts and skills covered during the activities.

<b>STEAM DAY Activities</b>	
P.1 - P.2	Lego Spike Essential Fun Day
P.3 - P.4	Lego Spike Prime Fun Day
P.5 - P.6	Rocket Car Fun Day

k. A Lego Spike Prime Workshop was held for all teachers on staff development day. The workshop could aim to give teachers a basic Understanding of the Lego Spike Prime platform, including its hardware components, software and programme language.

l. Programme of magnetism and seed germination were broadcasted on STEAM CHANNEL in second term.

m. A Virtual Art Exhibition was held on Week 23. Parent and students participated in virtual art exhibition through an online platform.



Virtual Art Exhibition



STEAM Channel



FLL Challenge Training Course

## 6.4 School-based support services

**6.4.1 P.4 Chinese Learning Circle** – P.4 Chinese teachers had Collaborative Lesson Preparation meetings with the teachers from Li Cheng Uk GPS and Jordan Road GPS. During the CLP meetings, they had discussions on the teaching strategies, learning tasks and lesson preparation of picture book reading. The theme of the picture book focused on 'Chinese Culture'. Through reading a story '兩個花旦', most of the P.4 pupils' reading interest and understanding of Chinese culture were raised.

**6.4.2 Rainbow One E-reading project** - The service provider provided electronic reading materials (Rainbow One E-reading Platform) for two readers. P.2 Chinese teachers had discussions on designing E-Book reading materials, tasks, interactive activities and games during Collaborative Lesson Preparation meetings. Through pupils' participation in the reading activities, P.2 pupils' reading interest was raised and their Chinese reading ability was improved.

## 6.5 Holiday assignments


A set of learning materials were designed to promote self-access learning among students during long holidays.

**6.5.1 Christmas Holiday Challenge** – Booklets for P.1-P.6 of Gratitude were designed for students for completion at Christmas holidays. Students read an English story and a Chinese story with the theme 'Gratitude'. They also

showed their gratitude by writing a Thank You Card (P.1-P.3) or designing a comic (P.1-P.6).

**6.5.2 Chinese New Year Holiday Challenge** - A Booklet of Chinese New Year was designed for students for completion during Chinese New Year holidays. Students learned about traditional Chinese New Year customs. They also showed the traditional Chinese New Year customs they did at Chinese New Year by writing, drawing pictures or showing photos.

**6.5.3 Easter Holiday Challenge - My Hero** - To promote positive values and attitudes, students read a story of Mulan so as to learn the importance of diligence, responsibility and perseverance. At the end of the task, students wrote a motivational talk transcript to share a saying of wisdom along with their personal experience sharing. Students' good works were published in the school newsletter SCOOP to show recognition of their efforts.



**3B Anshuman**  
I'm like Hua Mulan because we have similar experiences. When I was in Primary 1, I was in the NGS Chinese class, but I found it boring. However, I knew that the LCC class in Primary 2 might be harder, so I studied Chinese every day until Primary 1 finished.

In Primary 2, I joined the LCC class, and I am still in it now. I learned that "Perseverance is not just one long race, but many short races, one after the other." I understand that it is impossible to enter Local Chinese Curriculum Class by just revising for one day, but I have to revise and improve every day. This experience taught me that if I work hard and don't give up, I can achieve my goals.



**5A Gigi**  
When I first read about Mulan's life, I thought she was very brave and diligent and I wanted to be like her. Since then, I have kept on practising my writing skills to fulfill my dream of working in the publishing field and becoming an author one day. When I started writing the first page of my book, I thought it would take forever to complete it so I left it for weeks. Then, one day, I decided to resume writing but it took me a long time to write anything of substance. I was extremely frustrated. Suddenly, I thought of the saying of wisdom that my teacher introduced in the English lesson, "Diligence is the beginning of brilliance." It empowered and energized me to complete the book and I feel so proud of myself!

I now understand that I can succeed in doing anything as long as I work hard. I also believe that we can do what we want to do if we try our best!



# Part 7 Support for Student Development – School Activities

## 7.1 Co-curricular Activities and Post-lesson Activities

7.1.1 There were 20 rotating groups and 9 non-rotating groups. Rotating groups were conducted by teachers.

Rotating Groups	Rotating Groups
1. Clay Arts	1. Video Editing
2. Paper Cutting	2. Origami
3. Fun with Ipad	3. Chinese Painting
4. Balloon Twisting	4. Rummikub
5. English Wonderland	5. Maths Activities
6. Character Education Activities	6. Arts & Crafts P.4-6
7. STEM Activities	7. PTH Activities
8. Pastel Nagomi Arts	8. Fun with Cantonese
9. Chinese Arts	9. Arts & Crafts P.1-3
10. Handbells	10. Joyful Reading

### 7.1.2 Non-rotating groups

Non-rotating Groups
1. Choir
2. K-pop Dance
3. Percussion Band
4. Social Skills Group
5. Choir
6. K-pop Dance
7. Percussion Band
8. Social Skills Group
9. Martial Art



### 7.1.3 Post-lessons activities - 8 post-lesson groups

- Basketball team
- Chinese Drama
- Rope skipping team
- Football team
- Strings
- Musical Group
- Chinese Dance
- Maths Elite



## 7.2 Major School Events

### 7.2.1 List of School Events

School Events	Dates	Mode
Orientation Day for P.1 students and new admitted students	30/8/2022	On campus
P.1 Transition Programme	1/9-9/9/2022	On campus
School Opening Ceremony	9/9/2022	On Campus
P.1-P.6 Level Parents' Day	11/10/2022	On Campus
Dress Special Day	28/10/2022	On campus
Talk on Secondary School Places Allocation (Discretionary Place)	11/10/2022	On Campus
End of Year Celebration @SEKPS	20/12/2022	On Campus
Project Learning Week (P.6)	5-13/1/2023	On Campus
Prize-giving Day (1 <sup>st</sup> Term) cum Parents' Day	17/2/2023	On Campus
Homecoming Day for Alumni	3/3/2023	On Campus
Talk on Secondary School Places Allocation (Central Allocation)	18/4/2023	On Campus
P.6 Graduation Educational Tour	17/5/2023	Ocean Park
Prefect Camp	29/6/2023	Ma Wan
P.6 Graduation Ceremony cum P.1-5 Prize-giving Ceremony	6/7/2023	Y-Theatre
Project Learning Week (P.1-P.5)	26-30/6/2023	On campus
STEAM Day (Musical instrument & Toys making) (P.1-P.2)	27-28/6/2023	On campus
STEAM Day (Coding) (P.1-P.6)	9/6, 12/6, 13/6	On campus
Summer Bridging Programme (P1.-P.4)	12/7-2/8/2023	On campus

### 7.2.2 Dress Special Day

- The event was held on 28/10/2022.
- Students wore their national costumes or casual wear to school on that day. A total amount of \$29,131 was collected.



### 7.2.3 End of Year Celebration @SEKPS

- a. In order to help our students develop a sense of gratitude, learn to cherish the things they have and adopt a positive and optimistic attitude towards life, our school launched a series of activities for students to express their love and gratitude in December.
- b. All students were invited to write some "Thank you" messages on heart-shaped cards to express their gratitude to one another, or the staff members at school. The gratitude cards were put on the gratitude tree outside their classroom.
- c. Parents were invited to collaborate with us to nurture positive values and attitudes in students by producing parent-child videos and writing some thank you message on the heart-shaped cards to express their appreciation to their child and any staff members (including teachers, supporting staff etc.) at school. The gratitude cards were put on the gratitude tree in the foyer and the videos were shared during the hall sessions on 20/12/2022.
- d. End-of-term review and Gratitude Party was held on 20/12/2022.



### 7.2.4 Community-based Project

The project is implemented by EDB for the pupils who joined the Comprehensive Social Security Assistance (CSSA) or receiving full grant from the scheme.

- a. Fun Putonghua Class – Six sessions of Putonghua Speaking via Teams were arranged for P.1-3 pupils.
- b. Little Toy Making Class – Six sessions of making little toys via Teams were arranged for P.4-6 pupils.
- c. Dough Figure Making Class – Eight sessions of making dough figures were arranged for pupils.

- d. Hip-Hop Dance Class – Eight sessions of hip-hop dance training were arranged for pupils.

Names of Courses	Dates
Fun Putonghua Class	18/10 25/10 1/11 8/11 15/11 22/11/2022
Little Toy Making Class	20/10 27/10 3/11 10/11 17/11 24/11/2022
Dough Figure Making Class	6/3 13/3 20/3 27/3 3/4 17/4 24/4 8/5 /2023
Hip-Hop Dance Class	10/3 17/3 24/3 31/3 21/4 28/4 5/5 12/5/2023
A Visit to Our Hands Farm	12/5/2023
Group Games	10/7/2023



Dough Figure Making Class



Hip-Hop Dance Class



A visit to Our Hands Farm



Group Games

### 7.2.5 Chinese Culture Day

The Chinese Culture Day was held on 19/1 to deepen students' understanding of Chinese culture. Many students wore Chinese costumes to celebrate the Chinese New Year. Students played fun games booths related to Chinese New Year, made Chinese crafts and had the cleaning up activities in their classrooms. Class teachers gave out red packets (chocolates) to students to appreciate their hard work and students had to say Chinese greeting to receive the red packets.



Many students wore Chinese costumes to celebrate the Chinese New Year.



Students played fun games booths related to Chinese New Year,



Students had the cleaning up activities in their classrooms.



The students were excited to have red packets.

### 7.2.6 Local Chinese Day

To promote Chinese culture, a Local Cultural Fun Fair was organized on 14<sup>th</sup> June, 2023. Cultural stalls such as Old Toy Shop, Dim Sum Making, Flower DIY, Metal bookmarks, Chinese and English language game booths were set up as a Hong Kong local market. All students could have a glimpse of Hong Kong culture in terms of local food, games and lifestyle of Old Hong Kong. Students could try to taste the traditional candy and coconut wrap and putting on the costumes from the old days. According to the survey, 89% of students enjoyed the Local Culture Activity and 81% of students were more interested in HK culture after the event.



Blacksmith shop



Parent helpers teaching students to make plastic flowers



Making dim sum flour doll



Costumes in the old days



Coconut traditional candy wraps



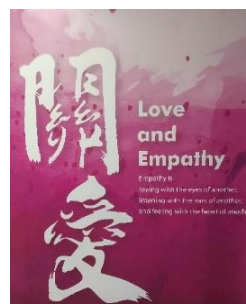
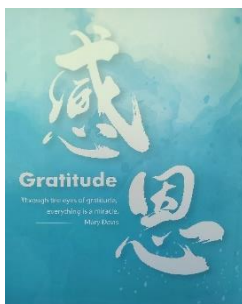
Hopscotch

# Part 8 Support for Students – Development - Whole-person Development

## 8.1 Moral and Civic Education

We aim at nurturing our students into “Good Kadoorians”. Although topics for Key Stage 1 and 2 were similar, contents were tailor-made for the characteristics of different age groups.

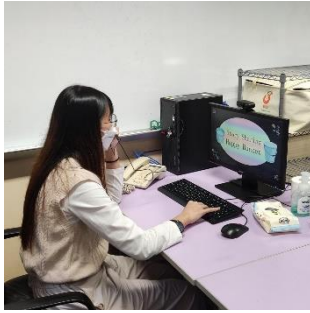
P.1-P.6 Topics
Target Setting
Responsibility
Empathy
Integrity
Gratitude
Perseverance
Respect
Courtesy
Diligence



## 8.2 Educational seminars for students

Educational seminars by outside organizations were organized for bringing in new ideas to the topics on students’ whole-person development.

Topics	Organizations	Levels	Date
Gratitude	St. James Settlement	P.1-3 (Teams) P.4-6 (Hall)	16/12/22
Perseverance	St. James Settlement	P.1-3 (Hall) P.4-6 (Teams)	24/2/23
Respect	St. James Settlement	P.1-3 (Teams) P.4-6 (Hall)	3/3/23
Courtesy	St. James Settlement	P.1-3 (Hall) P.4-6 (Teams)	31/3/23
Be a Good Kadoorian	Police Public Relations Branch	P.4-6	21/4/23
Diligence	St. James Settlement	P.1-3 (Teams) P.4-6 (Hall)	12/5/23
Anti-drug Talk	SidebySide (善導會) Project EMBRACE	P.5-P.6	30/6/23

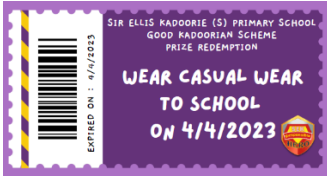


### 8.3 Good Kadoorian Scheme – The Kadoorian Heroes

- 8.3.1 The scheme aimed at promoting and reinforcing students to have positive values and attitudes.
- 8.3.2 Three phases 'Responsible Heroes', 'Perseverance Heroes' and 'Diligent Heroes' were implemented respectively from October to June.
- 8.3.3 Teachers award students with stamps when they observe good behaviors of students. Bronze, silver and gold awards would be awarded to students when they got certain amounts of stamps on their passports.
- 8.3.4 Certificates, Hero Badges and Mysterious prizes would be awarded to students who reached the targets. All awardees would get certificates. 'Hero Badges' would be given to silver and gold awardees while 'Mysterious prizes' would be given to gold awardees in different phases.







	Responsible Hero	Perseverant Hero	Diligent Hero
Gold Award	243 students	73 students	146 students
Silver Award	74 students	141 students	97 students
Bronze Award	45 students	111 students	66 students
Awarded students in percentage	81%	76%	76%

## 8.4 Understanding Adolescent Project

The project aimed at enhancing pupils' resilience. It also helped enhance pupils' optimism, sense of belonging towards their families and schools, communication skills and co-operation with others.

### UAP (P.4) Programme

Dates	Activities
25/2/2023 (Sat)	Inauguration ceremony and welcome activity
4/3, 11/3, 18/3, 25/3, 1/4, 15/4, 29/4/2023 (Sat)	Intensive Programme 1-7
30/3/2023 (Thur)	Challenge Day Camp
12/6(Mon), 19/6(Mon), 21/6/2023 (Wed)	Re-Challenge Day Camp
13/5/2023 (Sat)	Volunteer service
10/6/2023 (Sat)	Parent-Child Camp
21/6/2023 (Wed)	Parent & Teacher Sharing
30/6/2023 (Fri)	Closing Ceremony

### UAP (P.5) Programme

Dates	Activities
2/12, 9/12, 16/12, 3/2, 24/3, 31/3/2023 (Fri)	Intensive Programme 1-6
23/3/2023 (Thur)	Outing
30/3/2023 (Thur)	Challenge Day Camp
21/4, 28/4/2023 (Fri)	Individual Interview
13/5/2023 (Sat)	Volunteer service
19/5/2023 (Fri)	Closing Ceremony

### UAP (P.6) Programme

Dates	Activities
10/12, 14/1, 4/2, 18/2 (Sat), 9/3/2023 (Thur)	Intensive Programme 1-5
23/3/2023 (Thur)	Outing
18/5, 25/5/2023 (Thur)	Individual Interview
9/6/2023 (Fri)	Closing Ceremony
12/6/2023 (Mon)	Re-Challenge Day Camp



## 8.5 National Security Education

The National Security Education plan was successfully implemented with respect to six major areas, such as school administration, human resource management, training of staff, learning and teaching, student discipline and support, and parent-school co-operation. Procedures were set to safeguard National Security such as providing teachers with information and training on National Security Education. Various teaching and learning activities were organized to promote students' national identity and appreciation of the Chinese culture.

### 8.5.1 National Flag Raising Team

- The National Flag Raising Team was formed and trained to perform the national flag raising ceremony every Tuesday.
- Flag guards received trainings mainly during CCA lessons every Friday. Teachers attended training sessions organized by Association of Hong Kong Flag-guards.
- A 6-meter tall mobile flag pole was purchased and installed for facilitating the flag-raising ceremony would be conducted in the playground starting from mid-March.



### 8.5.2 Basic Law Campus Ambassadors

- Our school joined the Basic Law Campus Ambassador Training Scheme. Student members joined activities such as Basic Law Online Competition, '2023 National Security Writing Competition', etc.

### 8.5.3 Promotion of National Security Education through activities and exhibitions

#### 8.5.3.1 Exhibitions held in campus:

— 光影記憶 百年風華 — 《國家相冊》大型圖片典藏展覽 (26/10-28/10/2022)



— 「心繫家國」 — 國家教育展覽：「遊走展覽與科技. 探索知識」 (9/11-11/11/2022)



— 「國家安全教育」展板 (15/12-19/12/2022)



#### 8.5.3.2 “National Security Education Day”

In order to promote national security among the students, the “National Security Education Day” was held on 18/4 in our school. A flag-raising ceremony and a speech under the National Flag with a topic of ‘National Security Education Day’ was held in the morning assembly. In addition, all students watched a video about national security “甚麼是國家安全” and view an exhibition regarding ‘The importance of National Security’ at school.



### 8.5.3.3 Understanding Chinese history and culture

- Visits to the Hong Kong Palace Museum were arranged for Primary 5 students. English-guided tours were arranged so that students could have a better understanding of the history of the Chinese palace.



- P4 students visited the Hong Kong Museum of History for a better understanding of the relation between Hong Kong and Chinese culture.



### 8.5.4 Promotion of National Security Education in G.S.

- Worksheets on topics of National Security were designed for each level. Students learnt about different topics of National Security and appreciated the great achievements of Chinese people and the Chinese culture.

Level	Topic in General Studies
P.1	<ul style="list-style-type: none"> <li>➢ Celebrating Chinese New Year (Book 3 Unit 2)</li> <li>➢ Features of national flag of China</li> </ul>
P.2	<ul style="list-style-type: none"> <li>➢ Etiquette of National flag-raising ceremony (Book 4 Unit 1)</li> <li>➢ The Great Wall and Qin Dynasty (Book 4 Unit 1)</li> </ul>
P.3	<ul style="list-style-type: none"> <li>➢ National flag and Regional flag (Book 6 Unit 1)</li> <li>➢ Etiquette of flag-raising ceremony</li> <li>➢ National flag and emblem Ordinance, Regional flag and emblem Ordinance</li> </ul>
P.4	<ul style="list-style-type: none"> <li>➢ Traditional Chinese culture (Book 4 Unit 2)</li> <li>➢ Walled village in New territories (Book 6 Unit 1)</li> </ul>
P.5	<ul style="list-style-type: none"> <li>➢ Geographic features of China (Book 5 Unit 1)</li> <li>➢ Timeline of Chinese space exploration achievement (Book 6 Unit 2)</li> <li>➢ Tiangong Space Station (Book 6 Unit 2)</li> </ul>
P.6	<ul style="list-style-type: none"> <li>➢ Basic Law and Hong Kong Special Administrative Region Government (Book 4 Unit 1)</li> <li>➢ Innovative technology and E-payment in China (Book 2 Unit 2)</li> <li>➢ Opium War Museum (Book 3 Unit 1)</li> </ul>

## 8.6 P.1 Transition Programme

- a. The P.1 transition week was held from 1/9 to 9/9/2022.
- b. A self-management workshops and toilet manners talk were arranged for P.1 students.
  - The workshop introduced self-management and personal hygiene. The proper procedures of using toilet and steps were shown to P.1 students by demonstration. The procedures of washing hands were also introduced in the workshop.
  - The toilet manners talk introduced proper toilet manners by teachers.
  - Dismissal training was arranged for P.1 students by Discipline Team.



## 8.7 P.6 Transition Programme

8.7.1 In order to guide pupils to integrate their career or academic aspirations with whole-person development and life-long learning, an educational tour to Ocean Park was arranged for P.6 pupils on 17th May, 2023. Through visiting the behind-the-scene areas in Ocean Park, pupils had the chance of understanding the roles of Ocean Park veterinarians, learning about the design, maintenance and operation of the system and mechanics, thereby exploring the diverse career opportunities in Ocean Park.

8.7.2 P.6 pupils were divided into 4 groups to join 4 different life-planning programmes at Ocean Park. They were 'Animal & Rescue', 'Cable Car Design and Operation', 'Ride Operation and Maintenance' and 'Terrestrial Animal Training and Husbandry'. They provided pupils with the rare opportunity to visit our Behind-The-Scene areas and explore the diverse career opportunities in park.





### 8.8 Support for Newly Arrived Children

NAC programme was arranged from November to March on Saturdays. The program consisted of Cantonese learning support and two visits for students to adapt to the life of Hong Kong.

Date	Course Topics
12/11	Life in Hong Kong
19/11	Road Safety
26/11	Transportation
3/12	MTR station and signs
18/2	Chinese New Year
25/2	12 Chinese Zodiac
4/3	Our Favorite food
11/3	Dim Sum in Chinese Restaurant
11/7	A visit to Madame Tussauds Hong Kong, The Peak
12/7	A visit to Hong Kong Museum of History & Avenue of Stars



Taking the Peak Tram



Hong Kong Museum of History

## Part 9 Support Services for Students with Special Education Needs

**9.1 Intensive Remedial Support** - A whole-school approach policy (WSA) has been adopted to provide services for students with special educational needs with reference to the policy adopted by EDB.

### Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education

I. Policy	<ul style="list-style-type: none"> <li>• Whole School Approach (WSA): Our school adopted the policy of Whole School Approach to support students with Special Educational Needs (SEN). We deployed diversified support to SEN and Academic Low Achievers (ALA) students so as to enhance their learning and adjustment to the school life.</li> <li>• We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.</li> </ul>
II. Resources	<p>To facilitate our school's support to students with SEN and Academic Low Achievers (ALAs), the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> <li>• Learning Support Grant: Under the Learning Support Grant, our school recruited 3 TAs to provide in-class support and post lesson tuitions. They provided extra support to SEN pupils during Homework periods in order to help them doing homework or get extra training in different areas such as speaking and reading. Improvement in both academic and non-academic area such as self-management skills were shown especially pupils received frequent one to one support.</li> <li>• Special Grants in Supporting NCS students: Grant for Supporting NCS Students with SEN: one TA was recruited under this funding. In-class support and homework support programme were arranged for targeted pupils. The intensive support was especially helpful for ALAs since they could get more individual support for their learning.</li> <li>• Enhanced Speech Therapy Grant: Under the Enhanced Speech Therapy Grant, Speech Therapy Programme was arranged for pupils who had Language and Speech Impairment. Individual training, group training and parents'</li> </ul>



	<p>workshop had been arranged. Besides lessons in school, Speech Therapist also provide homework for pupils.</p>
<p>III. Support measures and allocation of resources</p>	<p>Students with SEN and Academic Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> <li>• The post of Special Education Needs Coordinator (SENCO) was established to lead the Student Support Team to deploy different support programs for SEN pupils.</li> <li>• 1 whole-year temporary teacher and 3 teaching assistants were recruited in the implementation of the Whole School Approach (WSA) to provide support for SEN pupils.</li> <li>• 3 teaching assistants were recruited to support students with SEN in the classrooms. They assisted teachers during the lessons to give extra support to SEN pupils, especially during group activities and classwork.</li> <li>• ALAs are provided with homework support which include P.1-2 pupils.</li> <li>• School-based speech therapy service is arranged to offer individual/ group training/ therapy sessions to students with Speech &amp; Language Impairment (SLI) once a week. Zoom lessons had been arranged for target pupils after school.</li> <li>• Study skills training is arranged to offer individual/ group training/ therapy sessions to students with SEN or ALAs once a week.</li> <li>• Adapted learning materials, homework strategies and/or assessment accommodation are provided to students in need. Their learning achievements are recorded via class observation and reported to the parents concerned during Parents Day.</li> <li>• Parent education, including seminars and workshop, is organized to equip parents with a better understanding of children with SEN, and render their support in alignment with the school measures.</li> <li>• Educational Psychologist was invited to conduct staff development programmes which include implementing the Whole School Approach to support students with SEN and how to promote mental health for pupils.</li> <li>• SENCO and SENST were collaborated with Educational Psychologist to devise Enhanced Executive Function Tier one support programme to support P.2 pupils.</li> </ul>

## 9.2 Implementation of student support services

Mode of Support	Purpose	Schedule
<b>Study Skills Group</b>	<ul style="list-style-type: none"> <li>To help students adjust their behaviours through training programmes conducted by Occupational Therapist (OT)</li> <li>Study Skills Groups: Study Skills Groups were arranged for SEN and ALAs pupils every Monday and/or Tuesday. Occupational Therapist (OT) focused on training our pupils gross motor skills, fine motor skills and hand-eye co-ordination.</li> <li>The service was arranged for SEN pupils with learning difficulties. A total of 40 day services was arranged.</li> </ul>	Every Monday and/or Tuesday
<b>Speech Therapy</b>	<ul style="list-style-type: none"> <li>To help students with speech and language impairments through therapy programmes conducted by Speech Therapist. Individual or small group training had been arranged for pupils.</li> <li>The service was arranged for 58 students with speech and language problem. Speech Therapy sessions were conducted on Monday or Thursday during school hours. Online zoom sessions were arranged after school for some targeted pupils. A total of 30-day service was provided to students by the speech therapist.</li> <li>Most of the pupils showed improvements after training.</li> </ul>	Every Monday or Thursday
<b>Social Skills Groups</b>	<ul style="list-style-type: none"> <li>The support service was arranged for ASD pupils during CCA lessons. Social worker from the NGO provided 14 training sessions in the 1<sup>st</sup> term (P.4) and 14 training sessions in the 2<sup>nd</sup> term (P.1 and P.2).</li> <li>Most of the pupils in this group enjoyed the lessons. Parents' feedback was positive and all the involved parties agreed that this program could help pupils to learn proper social behavior.</li> </ul>	Every Friday
<b>School-based Educational Psychologist Service</b>	<ul style="list-style-type: none"> <li>To enhance the learning capacity of the students with special educational needs through tailor-made programmes conducted by teachers.</li> </ul>	According to pupils' need during the school year

	<ul style="list-style-type: none"> <li>▪ A total of 20 visits by the Educational Psychologist were arranged in the school year.</li> <li>▪ IEP meetings, assessments for suspected SEN cases, lesson observations, social skills training sessions for P.6 pupils, teachers' talk, case conferences with parents and teachers were arranged during the visits.</li> <li>▪ Enhanced Executive Function Tier one support programme was conducted by EPs for P.2 classes.</li> </ul>	
<b>Small class teaching by subject teachers</b>	<ul style="list-style-type: none"> <li>▪ To provide extra support to classes with more less able students</li> <li>▪ Small Class Teaching: In order to provide extra support to classes with more less able pupils, we had arranged small class teaching in P.1- P.6 Chinese for NCS.</li> </ul>	Whole year
<b>Homework Supporting Programme</b>	<ul style="list-style-type: none"> <li>▪ Online homework support programme was arranged for P.2 pupils in the 1<sup>st</sup> term.</li> <li>▪ 5 pupils joined the service. Individual support sessions were arranged for pupils 2 times per week.</li> </ul>	1 <sup>st</sup> term
<b>Teach with Fun Programme</b>	<ul style="list-style-type: none"> <li>▪ Online support (Eng/Chin) was arranged for P.1 and P.2 pupils in the 1<sup>st</sup> term.</li> <li>▪ One to one on-site support (homework focus) was arranged for pupils started from December 2022.</li> <li>▪ 5 pupils joined the service.</li> </ul>	Every Monday and Thursday after school

# Part 10 Connection with Parents, Alumni and Other schools

## 10.1 Parent-Teacher Association

### 10.1.1 PTA Activities

- The PTA Annual General Meeting was held on 27/10 at the school campus. The results of the SMC Parent Member Election and PTA Ex-com Parent Member Election were announced. The voting rates were 83% and 85% respectively.



2022-2023 PTA Ex-com members

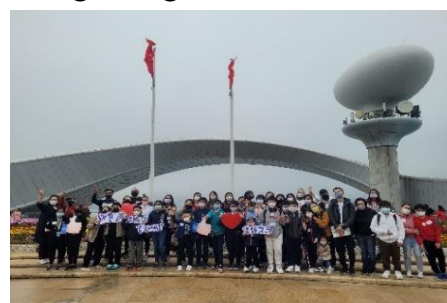


Parents attended the AGM

- PTA day Tour was held on 11 February. 183 parents and students joined the half-day event to Kowloon Walled City Park and Kai Tak Cruise Terminal Park. According to the evaluation by parents, they enjoyed the event and found it interesting to explore the historical site of Hong Kong.



PTA Day Tour: Kowloon Walled City Park



PTA Day Tour: A group photo at Kai Tak Cruise Terminal Park

### 10.1.2 Parent Education

- Parent's Academy was conducted in June and July. Parent participants showed great interest in learning about Chinese culture.

Dates	Workshops
12 June	Origin of Chinese Characters and Chinese Calligraphy
19 June	Concept of Chinese Five Elements and Ink Craft on Canvas
26 June and 3 July	Science of Health Maintenance of Traditional Chinese Medicine and Chinese Dance for Adults
July (Summer Holidays)	Chinese Dance for Adults



Parents showed their talent in Chinese Calligraphy and Inkcraft on canvas in workshops by parent volunteer Ms TSUI, calligraphy artist.



Parent Academy: Parents enjoyed Chinese Dance a lot



Learning acupressure from Registered Chinese Medicine Practitioner Dr Wong

### 10.1.3 Serving Parents

- 14 Serving parents were recruited to help P.1-P.2 students during lunch time.
- Serving parents were recruited for the school events. These included the dress-up of student performers in Joint GPS programme “中華民族的衣櫥新春華服設計比賽頒獎禮”, taking care of P.1-P.4 students at Sports Day in Wan Chai Sports Ground and make-up for student performers at Graduation Prize-giving Ceremony and Mulan @Metaverse Musical Production.
- Among the serving parents recruited for service in the school year, the most active ten serving parents were nominated for ‘We Did IT Award’ organized by the Committee on Home-School Cooperation.

### 10.1.4 PTA Scholarship and PTA Speech Festival Award

- PTA Scholarship was set up to acknowledge P.1- P.6 students who achieved the first position in the core subjects of their class in Final Examination. 87 prizes of \$50 book coupon each were awarded to the students.
- Students who received position in Hong Kong School Festival were awarded PTA Speech Festival Award. Nine students were awarded book coupons of \$100 each.

## 10.2 The Alumni Association

**10.2.1 Home Coming Day for the Alumni** - Homecoming Day for Alumni was resumed on 3 March (Friday) at 5:00 p.m. More than 110 alumni from different years of graduation joined the event. According to the evaluation by the alumni, they treasured the moments of reunion with schoolmates and former teachers.

**10.2.2 Annual General Meeting** – The Annual General Meeting was held on 3 March. The new ex-com members for May 2023-April 2025 were confirmed. They were Mr Baljinder Singh, Mr Ho Man Fai, Mr Mohammad Kamran, Mr Razi Raza Nasir and Ms Kaur Dalvinder. Their term of office would begin in May 2023.

**10.2.3 Alumni Scholarship** - Alumni scholarships of \$600 in total were presented to the first position of each level at the Mid-year Examination. Ms. Camille Ho sponsored P.6 students who achieved Academic Award, Conduct Award or Service Award of the second term under Dr. Camille Ho Scholarship.



Reunion times for both teachers and graduates



Activities such as paper cutting and lantern guessing games were challenges to alumni



Committee Members together with teachers



A time for retired teacher to meet her fellow students.

### 10.3 Connection with Kindergartens

**10.3.1 Christmas Drawing and Colouring Competition** - In order to build up a good relationship with the kindergartens, kindergartens were invited to join the "Christmas Drawing and Colouring Competition". The winner list and their drawings were uploaded to the school's website for display.

**10.3.2 School visits** - Two kindergartens (Muslim Kindergarten and Pentecostal Church of Hong Kong Tseung Kwan O Nursery School) visited our school in September, 2022.

**10.3.3 Information Day for prospective kindergarten parents and students** - An information day for prospective kindergarten parents was successfully held on 16/1/2023. Three kindergartens arranged their parents and pupils to come visit our school in two groups, one in the morning session and the other in the afternoon session. Parents attended exhibitions and an information session in the hall and observed a lesson in the classroom while the kindergarten students learnt to make crafts in the Visual Arts room. Students were happy to make crafts with the help of SEKPS student ambassadors and teachers. Parents had positive view on our school curriculum and the teacher-student interactive classroom.



Students' exhibits were displayed



Kindergarten pupils made crafts while parents attended information sessions in the hall.



Parents also observed lessons in the classrooms.

### 10.4 Interflow Activities with Sister School

A Bi-lingual and Trilingualism Speech Friendly Match (「兩文三語」演講友誼賽) with our sister school, Affiliated School of JNU For Hong Kong & Macao Students, was arranged. This event was held at our school hall on 17/5. The participants had a 6-minute speech about their views on the development of 3 of the 9 cities in the Greater Bay Area. Our P.4-6 students gathered together in the hall to support their schoolmates and appreciate how a speech was conducted.

After the friendly match, a meeting was held for teachers from both schools. We had a good discussion on the similarities and differences on the curriculum and major concerns of both schools.



## Part 11 Students' Performances

### 11.1 Results of Secondary Schools Places Allocation

Our Students were allocated to the following schools with 92% of students successfully allocated to their first three choices of schools:

- Queen's College
- St Paul's College
- Wah Yan College, HK
- Marymount Secondary School
- St Paul's Convent School
- St Paul's Secondary School
- True Light Middle School of Hong Kong
- Hotung Secondary School
- SKH Tang Shiu Kin Secondary School
- St Stephen's College
- Precious Blood Secondary School
- G.T. (Ellen Yeung) College
- Buddhist Wong Fung Ling College
- HK Tang King Po College
- The Chinese Foundation Secondary School
- Rosaryhill Secondary School
- Kiangsu-Chekiang College
- Islamic Kasim Tuet Memorial College
- Confucius Hall Secondary School
- Caritas Wu Cheng-Chung Secondary School
- CCC Kwei Wah Shan College
- Caritas Wu Cheng-Chung Secondary School
- Cognitio College (HK)
- Sir Ellis Kadoorie (S) Secondary School
- Tang Shiu Kin Victoria Government Secondary School
- Concordia Lutheran School (NP)
- Yu Chun Keung Memorial College No. 2
- Delia Memorial School (Glee Path)

### 11.2 Scholarships

Students were awarded the following scholarships:

Names of Scholarship	Organizers	Awardees
Harmony Scholarship	Home Affairs Department	6A DOUSSE ALYSSA 6B Cheng Lok Yee 6C Yu Jung 6D SIMRAN KUMARI
Education Scholarships Fund (Chan Kai Ming Scholarship)	Home Affairs Department	6A Law Yat Chun
Education Scholarships Fund (Ho Kam Tong Scholarship)	Home Affairs Department	6A Wong Tim Yan



Names of Scholarship	Organizers	Awardees
Education Scholarships Fund (Mrs Lau Chu Pak Scholarship)	Home Affairs Department	6A ROSHAN ANNUSHKA
Wan Chai Outstanding Students Award	Wan Chai District Council	2B Liu Cheuk Hin 3A Wong Kwok Lam 5A Tung Kok Hang Constant 6A Lee Tai Long
We Did It Award	The Committee on Home-School Co-operation	Gervacio Julia Louise (5A) Lai Pak Sum Tato (5A) Moor Chun Kei Ethan (5A) Tong Ho Lun Brian (5A) Tung Kok Hang Constant (5A) Law Yat Chun Obama (6A) Lek Chi Ho Brian (6A) Roshan Annushka (6A) Kuo Grace Gratitude (6B) Simran Kumari (6B)

### 11.3 Results in Inter-school Competitions

#### 11.3.1 Chinese

##### a. 74th Hong Kong Schools Speech (Chinese Speech) Festival

- Merit
  - 2A Leung Ho Ming Daniel
  - 2A Tang Cheuk Pui
  - 2C Chau Wan Tat
  - 5A Yeh Tsz Kwan
  - 6A Lek Chi Ho Brian
  - 6D Li Tin Hoi
- Proficiency
  - 2C Kuribayashi Kei
  - 3B Leung Ho Ting David
  - 4B Quito, Breanna Faith Cunanan
  - 4B Balagat Eli Nick Ej Dimapilis
  - 4C Chong Aarif Mika
  - 5A Wong Min Ki Kaylie
  - 6A Lee Tai Long
  - 6C Fahad Ahmad

#### 11.3.2 English

##### a. Hong Kong School Drama Festival 2022/23

- Award for Outstanding Performer
  - 6A Chen Chai Yu
  - 6A Alyssa Dousse
  - 6B Yee Ywae Chan Myaee Kyi
- Award for Outstanding Audio-visual Effects

- Award for Commendable Overall Performance
- Award for Outstanding Cooperation
  - 5A Aye Myat Kay Khine
  - 5D Mandalo Marrone Francois Ramos
  - 6A Chen Chai Yu
  - 6A Dousse Alyssa
  - 6A Law Yat Chun
  - 6B Yee Ywae Chan Myaee Kyi
  - 6C Guerzo Ivan Asher Pascual Uerzo
  - 6C Ho Hai Phong
  - 6C Hong Yu Jong

b. 74th Hong Kong Schools Speech (English Speech) Festival

- First Place
  - 3C Santera Maverick Oasis
  - 5A Kathaluwa Liyanage Sineth Gunawardana
- Second Place
  - 5A Cindy Xinyi Zhan
- Third Place
  - 3B Fraser Louana Putri Isabella
  - 4A Liang Han Zhi Hanks
  - 5D Arthur Nurvie Eugene Wilson
  - 5D Cahilig, Jaella Vienn
  - 6D Soliven Justin Rey Lagrimas
- Merit
  - 2A Gabrielle Naa Adei Frimpong
  - 2C Rahman Minsa
  - 2C Sin Yeuk Yin
  - 2C Chau Wan Tat
  - 2C Kuribayashi Kei
  - 3A Kathaluwa Liyanage Pasandee Gunawardana
  - 3A Hui Love Clara
  - 3A Kylie Charmaine Quito
  - 3A Wong Kwok Lam
  - 3B Castillote Samantha Annika
  - 3B Li Mei Ian
  - 3B Varenyam
  - 3C Navika Jha
  - 3C Aviyanto Xavier Wong
  - 4A Cheung Yi Lam
  - 4A Sasaki Anne
  - 4A Tsang Yi Charis
  - 4A Khan Zaynulabidin
  - 4B Hafsa Dzakirah Baihaqi
  - 4C Gabriella Yedra Abarico Espinosa
  - 4C Van Den Berg Baylee Paige Alvarez
  - 4C Yeh Tsz Ying
  - 5A Aviyanto Khloe Wong

- 5A Chow Cheuk Gi
  - 5A Kathaluwa Liyanage Sineth Gunawardana
  - 5A Lai Pak Sum
  - 5A Brian Joseph Brendan King
  - 5B Monica Tomic
  - 5B Ngo Le Huu Khang
  - 5B Sultan Muhammad Ali Anas
  - 5C Kathaluwa Liyanage Sinethmee Gunawardana
  - 5D Anichka Elize Socias San Juan
  - 5D Vansh Soni
  - 6A Chan Kelly
  - 6A Chen Chai Yu
  - 6A Esme Ngai
  - 6A Lee Tai Long
  - 6B Gamponia Aeofe
  - 6B Inaya Khan
  - 6B Fostier Thomas
  - 6B Lalwani Chandrei Ismael Maninang
  - 6B Wong I Ho
  - 6C Fahad Ahmad
  - 6C Mikaylah Lunga
  - 6C Tomic Mia Mila
  - 6D Ng Hoi Lam
  - 6D Limbu Amosh
- Proficiency
    - 2A Tang Cheuk Pui
    - 2B Zhu Shi Yin
    - 2B Lam Pak Hin Andrew
    - 2B Law Ngo Wang Owen
    - 3B Ali Hafsah
    - 3C Angel Sutarti

c. SOW Motivational Talk Contest (Upper Primary Division)

- Outstanding Awards
  - 6B Yee Ywae Chan Myaee Kyi
- Commendable Awards
  - 5D Arthur Nurvie Eugene Wilson
  - 5D San Juan Anichka Elize Socias
  - 6C Guerzo Ivan Asher Pascual

### 11.3.3 Mathematics

a. Hong Kong Aptitude Competition 2022-2023 (1<sup>st</sup> Term Preliminary)

- Gold Award
  - 1B Sophia Tam
  - 1B Moor Ching Nam Nathan
  - 3c Tong Tsz Yau
- Silver Award
  - 1B CORPUZ ALEXENE OHANNA
  - 1B ESPINOSA LUIS EZEKIEL

- 1C RAISON MAN PRADHAN
- 1C Siu Hou Seon
- 3A Wong Kwok Lam
- 4B BALAGAT ELI NICK EJ DIMAPILIS
- 4B NG JUN HEY
- 5A Moor Chun Kei Ethan
- Bronze Award
  - 1C KURIAN YANA MARIA
  - 1C KURIAN ZYANA SARA
  - 2B Kwong Chin Kei
  - 2B KUNAM TANVI
  - 4A LIANG HAN ZHI HANKS
  - 4A RAJKUMAR CHARAN
  - 4C GABRIELLA YEDRA ABARICO ESPINOSA
  - 4C Kwong Chin Yau
  - 4C PRANAVLAL THIRUKONTA KISHORLAL
  - 4C RITVIKA RANJITH
  - 6A ZHANG HANYU

#### 11.3.4 PTH

- a. 74th Hong Kong Schools Speech (PTH Speech) Festival
  - Second Place
    - 6A Lek Chi Ho Brian
  - Proficiency
    - 2A Tsang Ching Kale
  - Merit
    - 2B Zhu Shi Yin
    - 4B Fang Yin Chi
    - 5A Cindy Xinyi Zhang
    - 6A Chen Chai Yu

#### 11.3.5 STEAM Competitions

- a. Glider Competition (滑翔機起飛行比賽)
  - 最佳造型設計獎
    - 6A Law Yat Chun
    - 6B Cobe Scarlet Yhvette
    - 5A Lai Pak Sum

#### 11.3.6 P.E.

- a. 寶馬山扶輪社盃 - 全港跳繩團體賽 2023 (30 秒四人大繩速度賽)
  - 高小女子組 第三名
    - 5A YIP HOI LI
    - 6A DOUSSE ALYSSA
    - 6A NGAI ESME
    - 6B CHLOE SOONG
- b. Watsons Group Hong Kong Student Sports Award 2022-2023
  - 6A NGAI ESME

- c. Hong Kong Island East Area Inter-Primary Schools Swimming Competition 2022-2023
  - Boys C Grade 50m backstroke Champion
    - 3A TAM LOK YAN
  
- d. Hong Kong Island East Area Inter-Primary Schools Athletic Competition 2022-2023
  - Boys A Grade Long Jump 2nd place
    - 6B LAM HOK YAN
  - Boys A Grade Softball Throw 6th place
    - 6A SINGH HARNOOR
  - Boys B Grade Long Jump 7th place
    - 5D CHAN YU SUM COLIN
  - Girls A Grade 100m 7th place
    - 6D Kuribayashi Kanon
  - Girls A Grade Long Jump 7th place
    - 6A Dousse Alyssa
  - Girls B Grade 100m 6th place
    - 5C Wong Hoi Ching Joan
  - Girls C Grade 60m 8th place
    - 4A SASAKI ANNE

### 11.3.7 Arts

- a. 心繫家國-中華民族的衣櫥-新春華服設計比賽短片組
  - 優異獎
    - 4B Balagat Eli Nick Ej Dimapilis
    - 6A Dousse Alyssa
    - 6A Roshan Annushka
    - 6C Hong Yu Jong
    - 6C Khan Muhammad

### 11.3.8 Music

- a. 75<sup>th</sup> Hong Kong Schools Music Festival
  - Silver Award
    - 3C SANTERA MAVERICK OASIS
    - 4A TSANG YI CHARIS
    - 4C TSANG SUM KAPHAS
    - 5D ARTHUR NURVIE EUGENE WILSON
    - 6A CHAN KELLY
    - 6A ZHANG HANYU
    - 6C FAHAD AHMAD
    - 6C HONG YU JONG
  - Bronze Award
    - 2A TSANG CHING KALE
    - 2B LAW TZE HIN NATHANIEL
    - 3C TONG TSZ YAU
    - 5A YIM TSZ TUNG

# Part 12 Financial & Other Reports for 2022-2023

## 12.1 Financial Summary of 2022-23 School Year

<b>Sir Ellis Kadoorie (S) Primary School</b>		
<b>Financial Summary of 2022/2023 school year</b>		
<b>I. Subject and Curriculum Block Grant</b>	Allocation/ Income (HK\$)	Expenditure (HK\$)
Balance B/F (i.e. Sum of the remaining balance of (A) and (B))		439,487.52
<b>(A) Funds for non-specific school</b>		
Baseline reference provision	378,346.00	303,920.00
Remaining:		74,426.00
<b>(B) Funds for specific school</b>		
Enhanced Speech Therapy Grant	158,323.00	122,500.00
Learning Support Grant	1,126,990.00	963,781.88
Composite IT Grant	480,523.00	525,808.00
Capacity Enhancement Grant	673,473.00	602,721.69
UAP (Primary) Grant	162,909.00	154,000.00
School-based after-school Learning and Support Plan	38,800.00	49,300.00
Life-wide Learning Grant	670,985.00	615,168.60
Sub-total:	3,312,003.00	3,033,280.17
Remaining:		278,722.83
Remaining of Subject and Curriculum Block Grant for 2022/2023 school year:		792,636.35
<b>II. Other Grant</b>	Allocation/ Income (HK\$)	Expenditure (HK\$)
Student Guidance Service Grant	171,027.00	0.00
Enhanced Additional Funding - Support for NCS Students	1,537,500.00	1,590,884.69
Sub-total:	1,708,527.00	1,590,884.69
Remaining:		117,642.31
<b>III. Extra Curricular Activity Funds</b>	Allocation/ Income (HK\$)	Expenditure (HK\$)
Balance B/F		581,551.82
Operational fees for school ECAs (i.e. income includes budget allocation from government, donation, fees from students for organizing school events; expense includes training class, gifts, printing products and other incidental expenses)	634,267.24	783,220.20
Remaining:		432,598.86

## 12.2 Capacity Enhancement Grant

### Evaluation on the Use of Capacity Enhancement Grant (2022-2023)

Number of operating classes: 20

Estimated amount of the Grant: \$652,399.00

Purposes: 1. Relieve teachers' burden on non-teaching duties so as to enhance students' learning  
2. Develop students' talent in different areas

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenses
1. To relieve non-teaching duties from teachers so that they can concentrate more on their teaching	<b>Employment of one teaching assistant</b> Handling non-teaching administrative work such as input of student data, fees collection, decoration bulletin boards, photo and video shooting, making of teaching aids etc.	Teachers agreed that non-teaching administrative duties are relieved which allow them more time to concentrate on preparation work for teaching and learning.	1 school year (9/2022-8/2023)	\$17,500×12 ×1.05 =\$220,500	\$18,406.5×12 =\$220,878 (MPF 5% included)
2. To provide whole- person development to students so that they can stretch their potentials	<b>Employment of 1 drama education coach</b> Provide coaching to students, prepare students for performances and competitions.	- The teams successfully formed and perform during school functions such as Christmas parties, and/or prize giving ceremony, graduation ceremony. - Pupils entering inter-schools competitions. - Pupils multiple intelligence are enhanced.	10 months (9/2022-6/2023)	Hourly Rate: \$1150 Hours Per Month: 10 No. of Months:10  Total Cost: \$115,000	Coach Fee in total <b>\$107,400</b>

<b>Objectives</b>	<b>Strategies</b>	<b>Performance Indicators</b>	<b>Schedule</b>	<b>Budget</b>	<b>Actual Expenses</b>
3. To provide English language support to upper primary students.	<b>Employment of 1 ELTA (English Language Teaching Assistant)</b> - To provide Native English Teacher service to pupils of P4-6 on language arts - To hold English language activities during extra-curricular lessons, and recess. - To assist in the teaching of choral speaking and solo verse speaking	- To provide a language rich environment - To hold English activities with local English teachers - Pupils will be able to complete tasks on language arts - Pupils entering inter-school competitions - Pupils perform during school functions	10 months (10/2022-7/2023)	\$33,000 x 10 = \$330,000	\$39,800 x 7 = <b>\$278,600</b>  (The service began in January, 2023)
				Expenses Total as at 31 August: <b>\$606,878</b>	

\*Actual expenses \$602,721.69 as at 31 August, 2023 due to no-pay leave of TA.



## Evaluation on the Use of Capacity Enhancement Grant 22/23

### **Item 1: Employment of 1 Teaching Assistant**

Strategies:	<ul style="list-style-type: none"> <li>● Handling non-teaching administrative work such as input of student data, fees collection, decoration bulletin boards, photo and video shooting, making of teaching aids etc.</li> </ul>
Performance Indicator:	<ul style="list-style-type: none"> <li>● Teachers agreed that non-teaching administrative duties are relieved which allow them more time to concentrate on preparation work for teaching and learning</li> </ul>
Evaluation:	<p>The teaching assistant provided adequate support to teachers with non-teaching workload such as: input daily attendance record and information regarding students on sick leave, lunch ordering or cancellation information. She also assisted in taking up daily anti-epidemic measures work such as collection of daily RAT results of students, report to CHP for any COVID-19 infected cases and distribution of face masks or RAT kits sponsored by the government or any outside organizations during the period. She assisted teachers in getting quotation of purchase of costumes for student performance. She also answered telephone calls from parents regarding informing school sick leave of their child and other general enquiries.</p> <p>It was observed by teachers that the teaching assistant was able to carry out her work with high efficiency. She was helpful and caring to students and patient to answer parents' enquiries. She helped to handle non-teaching daily works of teachers thus allowing more time for teachers to cater the needs of students and prepare for their teaching work. In general, teachers are very satisfied with her work. They agreed that the use of fund to employ non-teaching staff to carry out non-teaching administrative duties is appropriate.</p>

### **Item 2: Employment of 1 drama education coach**

Strategies:	<ul style="list-style-type: none"> <li>● Provide coaching to students, prepare students for performances and competitions.</li> </ul>
Performance Indicator:	<ul style="list-style-type: none"> <li>● The drama team successfully formed and perform during graduation ceremony.</li> <li>● Pupils entering Hong Kong School Drama Competition.</li> <li>● Pupils multiple intelligence are enhanced.</li> </ul>
Evaluation:	<p>Training by the coach was arranged two times a week from December to June. Students who joined the school drama team received training on basic principles and practices on drama.</p> <p>According to the evaluation conducted, all teachers agreed that students showed interests in participation. Their potentials in music and drama were developed. They were more confident in participating in performance with the training provided by coaches. With the support by the school, the school drama team performed well in the Graduation Ceremony in July. The drama team also received a number of awards in Hong Kong School Drama.</p> <p>Teachers agreed that the use of fund to employ coaches to provide coaching to develop students' potential in music and drama is appropriate.</p>

### Item 3: Employment of 1 ELTA (English Language Teaching Assistant)

Strategies:	<ul style="list-style-type: none"> <li>● To provide Native English Teacher service to pupils of P4-6 on language arts</li> <li>● To hold English language activities during extra-curricular lessons, and recess.</li> <li>● To assist in the teaching of choral speaking and solo verse speaking</li> </ul>
Performance Indicator:	<ul style="list-style-type: none"> <li>● To provide a language rich environment</li> <li>● To hold English activities with local English teachers</li> <li>● Pupils will be able to complete tasks on language arts</li> <li>● Pupils entering inter-school competitions</li> <li>● Pupils perform during school functions</li> </ul>
Evaluation:	<p>The quotation for the service was conducted and scheduled to start in the first term. However, due to the time required in processing the tender documents and the preparation work was longer than planned, the service started in January.</p> <p>Meetings on collaborate lesson planning with ELTA and P.4-6 English teachers were conducted by level. The ELTA conducted Extended Literacy Programme (ELP) reading and writing lessons with P4-6 students. The English subject panels worked closely with the ELTA to ensure the teaching quality under the supervision by Deputy Headmaster.</p> <p>In general, English teachers found lessons provided by the ELTA beneficial to the students. They were given the opportunities to learn English from English native speaker. The lessons conducted by the ELTA were well-structured. She led the students in brain-storming for ideas in writing and also the language aspects. Students participated actively in the ELTA lessons.</p> <p>The P.4-P.6 English teachers agreed that the use of the fund to employ an ELTA to conduct reading and writing programme for upper primary students is appropriate.</p>

# 12.3 Life-wide Learning Grant

## Report on the Use of the Life-wide Learning Grant 2022-23 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCS / IMCS onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

**Category 1: To organise / participate in life-wide learning activities**

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es), more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different ELAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
	Project Learning Theme: My musical instrument (Wooden piano) Workshop: Make a musical instrument. Objectives: 1) Understand sounds vibrating objects produce, 2) Learn about mixed colours 3) Enhance creativity by making musical instrument. 4) Promote communication and critical thinking skills by doing a research	26-30.6.2023	P.1	69	\$13,800.00	\$200.00	E1	Cross-Disciplinary (STEAM)	By observation, students were able to complete the tasks and enjoyed playing the wooden piano they made themselves.	✓				
2	Project Learning Theme: Fun with Toys (Floating pen) Workshops: Make a magnetic toy Objectives: 1) Learn how to take care of toys 2) Develop problem solving skills by exploring the scientific principle. Theory of magnetism 3) Learn about mixed colours	26-30.6.2023	P.2	62	\$10,416.00	\$168.00	E1	Cross-Disciplinary (STEAM)	By observation, students' interests were aroused in science and nurture their creativity and problem-solving skills.	✓				
3	Project Learning Theme: Beat the heat Workshop: Design a heat insulation house Objectives: 1) Understand how heat transfers 2) Understand the properties and insulation performance of various materials 3) Create a heat insulation device model 4) Enhance problem solving skills and creativity by designing a functional model	26-30.6.2023	P.3	67	\$764.70	\$11.41	E7	Cross-Disciplinary (STEAM)	By observation, students were able to complete the tasks and enjoyed making their insulation house by using different types of materials.	✓				
4	Project Learning Theme: Evaporation Workshop: Design a smart hanger Objectives: 1) Understand factors affecting the evaporation rate of water 2) Develop problem solving skills by conducting different experiments 3) Make a smart hanger 4) Improve one's design by doing reflection	26-30.6.2023	P.4	73	\$51.00	\$0.70	E7	Cross-Disciplinary (STEAM)	By observation, students were able to complete the tasks and enjoyed making the electrical cloth hanger.	✓				
5	Project Learning Theme: Sound Proof Box Workshop: Design a sound proof box Objectives: 1) Understand the principles of sound 2) Identify different kinds of pollution 3) Use sound proofing materials to design a sound proof box	26-30.6.2023	P.5	77	*Materials paid by other sources		E7	Cross-Disciplinary (STEAM)	By observation, students were able to use different materials to design a sound proof box. They were able to collect materials to improve their products and evaluate on their performances.	✓				
6	Project Learning Theme: DIY Catapult Workshop: Design a DIY Catapult Objectives: 1) Observe different catapults 2) Understand the principle of a lever 3) Make use of the principle of the lever to design and make a DIY catapult	22-31.5.2023	P.6	80	*Students prepared materials themselves	\$0.00	E7	Cross-Disciplinary (STEAM)	By observation, students were able to make use of the principle of the lever to design and make a DIY catapult.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)			
			Level	Number of Participants						Intellectual Development (Closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service
7	Enrichment program for STEAM elites (CCA group) - Glider Competition	Dec 2022-Jun 2023	P.4-P.6	20	\$1,440.00	\$72.00	E7	Cross-Disciplinary (STEAM)	Students joined 3 workshops in December to learn how to make a glider and design their own glider in the school. The competition was held on 16th June 2023 at Tsung Kwai O Government Primary School and they got "The Best Glider Design" Award.	✓			
7a	- 4D Frame結構大考驗	24.2.2023	P.4-P.6	20	\$4,400.00	\$220.00	E7	Cross-Disciplinary (STEAM)	Students learnt the basic mechanical structure of the bridge and use 4D Frames to build a basic bridge model, and then let the students modify it freely to complete the load-bearing challenge.	✓			
7b	- 2022-23 First LEGO League Challenge (Hong Kong) - 3 teams admission fee	21.7.2023	P.4-P.6	12	\$8,517.00	\$709.75	E3	Cross-Disciplinary (STEAM)	12 students participated in this competition. Students try their best to compete on the challenges in the competition. It was an effective way to engage students in STEAM education and enrich their problem-solving skills.	✓			
7c	- LEGO League Student Training Course (Mar-May 2023)	5.2023-6.2023	P.4-P.6	16	\$17,280.00	\$1,080.00	E1	Cross-Disciplinary (STEAM)	Students were willing to learn the skills and knowledge needed to design, build and program a LEGO robot to complete various challenges in the competition.	✓			
8	Cross-curricular activities with Artificial Intelligence and coding (AI)												
8a	- LEGO SPIKE Essential (P.1-P.2)	9.6.2023	P.1-P.2	126	\$37,266.00	\$295.76	E5	Cross-Disciplinary (STEAM)	According to a survey, 95.6% of students agreed that they enjoyed participating in the class, 89.5% of students agree with team collaboration is important in the STEAM DAY, and 99.3% of students agreed that the activities helped them improve their problem-solving and critical thinking skills.	✓			
8b	- LEGO SPIKE Prime (P.3-P.4)	13.6.2023	P.3-P.4	136	\$41,831.00	\$307.58	E5	Cross-Disciplinary (STEAM)	According to a survey, 86.7% of students agreed that they enjoyed participating in the class, 67.4% of students agree with team collaboration is important in the STEAM DAY, and 74.9% of students agreed that the activities helped them to improve their problem-solving and critical thinking skills.	✓			
8c	- Rocket Car (P.5-P.6)	12.6.2023	P.5-P.6	153	\$32,630.00	\$213.27	E5	Cross-Disciplinary (STEAM)	According to a survey, 83.5% of students agreed that they enjoyed participating in the class, 80.1% of students agree with team collaboration is important in the STEAM DAY, and 77.8% of students the activities helped them to improve their problem-solving and critical thinking skills.	✓			
9	1) Arrange Chinese cultural activities during CCA for P.1-P.6 students - Paper cutting, Origami, Chinese painting and calligraphy, Clay Art 2) Exhibition	Whole year	P.1-P.6	428	\$815.00	\$1.90	E7	Arts (Visual Arts)	Students appreciated learning of different Chinese cultural activities and many of them could make the art nicely and were selected for exhibition during Parents' Day.			✓	

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Name of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es), more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
10	To arrange Chinese performances, booths and food stalls of old Hong Kong	14.6.2023	P.1-P.6	428	\$30,000.00	\$70.09	E1	Cross-Disciplinary (Others)	89% of students enjoyed the Local Culture Activity and 81% of students were more interested in HK culture after the event. Students gained authentic experience in making local arts and enjoying Hong Kong local snacks. They could also acquire vocabulary items about Hong Kong local culture too.			✓		
11	School Team Training - K-Pop Dance	Whole year	P.1-P.6	30	\$37,241.00	\$1,241.37	E5	Arts (Others)	According to a survey, 90% of participants agreed that dancing could help them grow in confidence, take on responsibility, and make commitments.			✓		
12	School Team Training - Rope Skipping	Whole year	P.3-P.6	25	\$30,672.90	\$1,226.92	E5	Physical Education	By survey, over 90% participants shown they liked the skipping lessons. They also enjoyed the performance very much. They agreed with doing rope skipping which helped to develop their confidence and built their self-esteem.			✓		
13	School Team Training - Violin	Whole year	P.1-P.6	20	\$80,100.00	\$4,005.00	E5	Arts (Music)	Participants enjoyed the performance at the ceremony. Most of them agreed that playing the violin helped build up participants' confidence.			✓		
14	School Team Training - Percussion Band	Whole year	P.1-P.6	30	\$24,800.00	\$826.67	E5	Arts (Music)	By survey, over 90% participants shown they liked Percussion Band lessons. They also enjoyed the performance very much. They agreed that percussion band training helped to develop their confidence and built their self-esteem.			✓		
15	School Team Training - Basketball	Whole year	P.1-P.6	20	\$5,640.00	\$282.00	E5	Physical Education	All participants agreed that they enjoyed very much in basketball team training. Participants developed and improved technical skills and physical condition through trainings. Team spirit among members has been strengthened.			✓		
16	School Team Training - Football	Whole year	P.1-P.6	21	\$4,400.00	\$209.52	E5	Physical Education	All participants agreed that they enjoyed very much in football team training every Wednesday. Participants developed and improved technical skills and physical condition through trainings. Team spirit among members has been strengthened.			✓		
17	Athletic Team	Whole year	P.3-P.6	40	*Training conducted by PE Teachers	\$0.00	E5	Physical Education	Training was conducted by our PE teachers in CCA lessons on Fridays. 100% of athletic team members agreed that training helped develop their confidence and self-esteem.			✓		
18	Martial Arts (Chinese Sword Dance)	Whole year	P.3-P.6	20	\$26,565.00	\$1,328.25	E5	Arts (Others)	Students enjoyed the training very much and performed in the Prize-Giving Ceremony cum P.6 Graduation Ceremony very well.			✓		
19	Chinese Dance	Whole year	P.4-P.6	15	\$14,568.00	\$977.87	E5	Arts (Others)	Students enjoyed the training very much and performed in the Prize-Giving Ceremony cum P.6 Graduation Ceremony very well.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es), more than one option can be selected)			
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service
20	Whole Person Development Programme: Printing of Good Kadoorian Scheme Booklets - Responsible Hero - Perseverant Hero - Diligence Hero	Whole year	P.1-P.6	428	\$9,450.00	\$22.08	E1	Values Education	Students were keen to behave well and complete tasks to collect stamps from teachers. 94% of students received at least one prize.	✓			
21	Prefect Training Camp	29.6.2023	P.4-P.6	66	\$17,200.00	\$260.61	E1	Leadership Training	Prefects' sense of responsibility was raised and they learnt about skills in leadership and collaboration. 80% of participants agreed that the activity can enhance their self-confidence and competence. 85% of participants agreed that the activity can build up their teamwork.	✓			
22	P.1 Transition Programme	7.9.2022	P.1	69	\$3,300.00	\$47.83	E1	Others, please specify, P.1 adaptation	100% Teachers agreed that it is useful for students to adapt to the new learning environment in primary school.	✓			
23	An Introductory Talk on Interviews & Individual Mock Interview for P.6	13.12.2022	P.6	80	\$27,000.00	\$337.50	E5	Citizenship and Social Development	About 80% of students understood more on secondary school admission and interviews, and became more confident to attend interviews.				✓
24	L.E.A.P. Primary Program P.1 Healthy Heroes P.2 Nutrition Ignition P.3 Body System Go Students learnt about four main areas: body knowledge, food and nutrition, drug education and social skills development in each topic.	10-12.7.2023	P.1-P.3	139	\$4,865.00	\$35.00	E1	Citizenship and Social Development	By observation, students enjoyed the interactive activities and learnt well in healthy life style.	✓			
<b>Sub-total of Item 1.1</b>					<b>2,770</b>	<b>\$484,812.60</b>							
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons.												
1													
2													
<b>Sub-total of Item 1.2</b>					<b>0</b>	<b>\$0.00</b>							
<b>Expenses for Category 1</b>					<b>2,770</b>	<b>\$484,812.60</b>							

(Please insert rows above if the space provided is insufficient)

(Please insert rows above if the space provided is insufficient)

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Essential Learning Experiences (Please put a ✓ the appropriate box(es), more than one option can be selected)			
			Level	Number of Participants					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Purpose	Actual Expenses (\$)
1	Teaching resources for General Studies	For experiments in G.S. lessons	\$3,230.00
2	Teaching resources for General Studies	For teaching	\$734.00
3	Folding Pianos: Folding piano 88 (Qty: 2), Folding Piano 49 (Qty:3)	For Music lessons	\$3,015.00
4	6m 流动旗杆	Flag raising ceremony	\$14,991.00
5	LEGO Education SPIKE Essential Set (Qty:4) LEGO Education SPIKE Prime Set (Qty:5)	For after-school LEGO classes	\$31,886.00
6	English: "Raz-Kids" Online Reading Platform Service	Promote reading of English books among students	\$19,600.00
7	Maths: KooBits Math Portal for Academic Year 2022/2023	Promote self-directed learning in Maths among	\$34,400.00
8	P.E.: learningfun platform	Promote self-directed learning in P.E. among	\$18,000.00
9	Joyful Reading Program 2022-23	Promote reading of Chinese and English books among students	\$4,500.00
<b>(Please insert rows above if the space provided is insufficient)</b>			
<b>Expenses for Category 2</b>			<b>\$130,356.00</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$615,168.60</b>

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	428
Number of student beneficiaries:	428
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	CHOW TAT-KEUNG
Post of Contact Person for LWL:	DEPUTY HEADMASTER

\*Insert using the following codes, more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

## 12.4 Student Activities Support Grant

(範本)  
學生活動支援津貼 運用報告  
2022-2023學年

### (一) 財務概況

A	本學年獲發撥款：	\$29,750.00
B	本學年總開支：	\$29,643.10
C	須退還教育局餘款 (A - B)：	\$106.90

### (二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	6	\$3,783.50
學校書簿津貼計劃 - 全額津貼	29	\$25,859.60
校本評定有經濟需要		(上限為全學年津貼金額的25%)
<b>總計</b>	<b>35</b>	<b>\$29,643.10</b>

[註：此項應等於(一)B「本學年總開支」]

### (三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
<b>1. 本地活動：</b> 資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	Martial Arts	藝術 (其他)	4	\$3,795.00		✓	✓		
2	K-pop Dance	藝術 (其他)	9	\$14,759.00		✓	✓		
3	Rope skipping team	體育	7	\$1,967.10		✓	✓		
4	Chinese Dance	藝術 (其他)	6	\$2,192.00		✓	✓		
5									
(如空間不足，請於上方插入新行。)									
<b>第1項總開支</b>			<b>26</b>	<b>\$22,713.10</b>					
<b>2. 境外活動：</b> 資助有經濟需要的學生參與境外活動 / 境外比賽									
1									
2									
3									
4									
5									
(如空間不足，請於上方插入新行。)									
<b>第2項總開支</b>			<b>0</b>	<b>\$0.00</b>					
<b>3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備</b>									
1	costumes of performance groups	藝術 (音樂)	33	\$6,930.00			✓		
2									
3									
(如空間不足，請於上方插入新行。)									
<b>第3項總開支</b>			<b>33</b>	<b>\$6,930.00</b>					
<b>總計</b>			<b>59</b>	<b>\$29,643.10</b>					

1: 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人 (姓名、職位) : Ko Oi Chun (PSM)



## 12.5 Evaluation of Summer Bridging Programme for NCS Students

官立嘉道理爵士小學  
2022-2023年度非華語學生暑期銜接課程  
活動報告

### 課程目標

中文為香港主要的溝通語言之一，學習中文無論對本地或非華語學生都甚為重要。本校是一所主要收取非華語學生的官立小學，故此對培育非華語學生學習中文肩負莫大的責任。為提升本校非華語學生對學習中文的興趣，以及協助他們儘早適應新學期的學習生活，本校為升讀小一至小四的非華語學生提供「非華語學生暑期銜接課程」。課程內容除了中國語文知識教學以外，亦加上唱歌、玩遊戲、做運動、講故事、做中國手工藝、參觀等形式進行，透過情境教學，幫助非華語學生學習中文。

### 實施課程詳情

日期	13/7/2023-3/8/2023(因颱風關係停課一天，3/8為補課日)
時間	上午 8:30-下午 12:30
地點	課室
組別	<ul style="list-style-type: none"><li>• 升小一及小二</li><li>• 升小二至小三</li><li>• 升小三至小四</li></ul>

### 參加學生人數

級別	學生人數	出席人數	出席率
升小一及小二	13	9	70%
升小二及三	13	8	61%
升小三及四	13	8	61%

### 課程內容

年級	課堂學習內容		
	升小一至小二	升小二至小三	升小四
課堂主題	<ul style="list-style-type: none"><li>◇ 我喜愛的食物</li><li>◇ 我喜愛的活動</li><li>◇ 香港好去處</li><li>◇ 點心</li><li>◇ 飲茶禮儀</li><li>◇ 文具家族</li><li>◇ 香港地道小吃</li></ul>	<ul style="list-style-type: none"><li>◇ 自我介紹</li><li>◇ 我喜愛的食物</li><li>◇ 我的學校</li><li>◇ 我的心情詞語</li><li>◇ 運動會</li><li>◇ 文具</li><li>◇ 點心</li><li>◇ 飲茶禮儀</li></ul>	<ul style="list-style-type: none"><li>◇ 自我介紹</li><li>◇ 認識天氣</li><li>◇ 動物世界</li><li>◇ 日常生活用語</li><li>◇ 香港好去處</li><li>◇ 部首認識</li><li>◇ 時間</li><li>◇ 文具</li><li>◇ 點心</li></ul>
活動	<ul style="list-style-type: none"><li>● 摺紙</li><li>● 書法</li><li>● 黏土</li><li>● 匙扣製作</li><li>● 踢毽子</li></ul>		

年級	課堂學習內容		
	升小一至小二	升小二至小三	升小四
	<ul style="list-style-type: none"> <li>● 玩本地傳統集體遊戲</li> <li>● 電車遊</li> <li>● 參觀西港城、中山公園、香港歷史博物館</li> <li>● 吃點心</li> <li>● 運動會</li> </ul>		

### 檢討及成效

問卷收集數目:33

1. 98% 的學生認為對學習中文有興趣。
2. 98% 的學生認為課程內容能提升學生對香港的認識。
3. 99% 的學生喜歡參與非華語學生暑期銜接課程。
4. 課程內容中，同學最感興趣的是手工藝班、集體遊戲、參觀、踢毽子及課堂教學。
5. 其他意見：
  - ◇ I like the school.
  - ◇ I love crafting coz I love VA lesson.
  - ◇ I like it.
  - ◇ I want learning more.
  - ◇ I love Ms Pang's lesson.
  - ◇ I want to learn more Maths in Chinese.
  - ◇ I like shuttlecock kicking.

本年度的非華語暑期銜接課程開設了三班，主要為升小一至小四學生而設，另外兩天外出參觀則邀請家長一同出席。根據問卷調查所得，參與的學生對三星期的課程反應理想，在各項活動安排上，無論是室外或是課堂教學均表示喜愛。本課程對提升非華語生學習中文的興趣有一定的幫助，同學可以透過不同方式的活動及輕鬆的教學手法，令學生喜愛學習，引導學生認識中國文化及學習語文，從而得到事半功倍的效果。本年度未能為小五及小六學生提供課程，主要是老師人手不足，期盼來年能擴展至高年級，令更多學生受惠。

## 活動相片

### 匙扣製作



### 參觀活動



### 集體遊戲



吃點心



踢毽子



大合照



## 12.6 姊妹學校交流報告書

### 姊妹學校交流報告書 2022 / 2023 學年

學校名稱：	官立嘉道理爵士小學		
學校類別：	*小學 / * <del>中學</del> / * <del>特殊學校</del> (*請刪去不適用者)	負責老師：	周達強

本學年已與以下內地姊妹學校進行交流活動：	
1.	姊妹學校探訪本校 (2023 年 5 月 17 日)
2.	[兩文三語]演講友誼賽 (2023 年 5 月 17 日)
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

#### 甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input checked="" type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input checked="" type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input checked="" type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input checked="" type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$2,860.00
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的 2%)	HK\$1,929.90
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$4,789.90
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	<b>有關交流活動的層面</b> 廣州暨大港澳子弟學校管理層一行約 23 人，包括姊妹學校校長、主任及老師，加上小學部及中學部學生各 5 人，於 2023 年 5 月 17 日到訪本校，進行交流。座談會上我們介紹了本校課程特色，港粵兩地課程的異同、學生的學習情況等。
O2	<input checked="" type="checkbox"/>	<b>有關交流活動的形式/內容</b> 兩校進行了一項[兩文三語]演講友誼賽活動。主題為「我看大灣區」，學生需以英語、普通話及粵語，從旅遊或城市發展的角度介紹大灣區(包括香港、澳門兩個特別行政區，和廣東省廣州、深圳、珠海、佛山、惠州、東莞、中山、江門、肇慶九市)當中的三個城市。參加學校派出 2 名 5-6 年級學生為代表，根據學生表現，雙方互選各對方優異的同學，給予所有參賽同學紀念品鼓勵。
O3	<input checked="" type="checkbox"/>	<b>有關交流活動的時間安排</b> 下午 1:50 姊妹學校抵達本校 下午 2:00 進行[兩文三語]演講友誼賽 下午 2:50 學生大使帶領嘉賓參觀校園 下午 3:10 – 4:00 交流座談會
O4	<input checked="" type="checkbox"/>	<b>有關交流活動的津貼安排</b> 茶點支出：\$489.00 交流物資：\$4,300.90
O5	<input type="checkbox"/>	有關承辦機構的組織安排
O6	<input type="checkbox"/>	其他(請註明)：

**交流參與人次：**

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	___/___人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	___/___人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	__160__總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__10__總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	__8__總人次

備註：



# SIR ELLIS KADOORIE (S) PRIMARY SCHOOL

ANNUAL SCHOOL REPORT  
2022-23

