

# ANNUAL SCHOOL REPORT

2024-2025



Sir Ellis Kadoorie (S)  
Primary School

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# Part 1 Our School

## 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.

| Members<br>School year | School<br>affiliation<br>(EDB) | Headmistress | Independent<br>Members | Parent<br>Members | Alumni<br>Members | Teacher<br>Members |
|------------------------|--------------------------------|--------------|------------------------|-------------------|-------------------|--------------------|
| 2024-2025              | 1                              | 1            | 2                      | 2                 | 2                 | 2                  |

### 2.2 School Management Committee organization

|                          |  |                           |
|--------------------------|--|---------------------------|
| Chairman :               | Ms. LEUNG Wing Shan, Magnolia, PAS(SD) |                           |
| Headmistress :           | Ms. LEUNG Cee-cee                      |                           |
| Independent<br>Members : | Dr. Andrew YU                          | Mr. CHAN Yee-fei          |
| Parent Members :         | Mrs. Josie LIM                         | Ms. TSUI Siu-yung, Sharon |
| Alumni Members :         | Mr. SINGH Baljinder                    | Ms. KAUR Dalvinder        |
| Teacher Members :        | Ms. FUNG Wan-shuen                     | Ms. HO Wai-han            |

## Part 3 Our Teachers

### 3.1 Staff Establishment

Total number of teaching staff: 38

### 3.2 Qualification of Teachers

| Qualifications | Teaching<br>Training | Bachelor<br>Degree | Master<br>degree | Special<br>Education<br>Training |
|----------------|----------------------|--------------------|------------------|----------------------------------|
| Percentage     | 100%                 | 100%               | 26%              | 82%                              |

### 3.3 Language Proficiency of English and PTH Teachers

| Qualifications | Language Proficiency of<br>English teachers | Language Proficiency of<br>Putonghua teachers |
|----------------|---|---|
| Percentage     | 100%  | 100%  |

### 3.4 Teaching Experience of Teachers

| Years of Teaching Experience | 0-4 | 5-9 | 10 or<br>above |
|------------------------------|-----|-----|----------------|
| Percentage                   | 0%  | 18% | 82%            |

## Part 4 Our Students

### 4.1 Class Structure

| Level          | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|----------------|----|----|----|----|----|----|-------|
| No. of Classes | 4  | 2  | 3  | 3  | 3  | 3  | 18    |

### 4.2 Enrollment

| Level | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|-------|----|----|----|----|----|----|-------|
| Boys  | 43 | 23 | 38 | 47 | 35 | 47 | 233   |
| Girls | 31 | 23 | 34 | 25 | 37 | 24 | 174   |
| Total | 74 | 46 | 72 | 72 | 72 | 71 | 407   |

### 4.3 Ethnicity of Students

| Country of Origin  | Percentage |
|--|------------|
| Chinese  | 34%        |
| Pakistani  | 16%        |
| Indian   | 13%        |
| Filipino   | 13%        |
| Indonesian   | 6%         |
| Vietnamese   | 3%         |
| Nepalese   | 2%         |
| Others (American, Australian, English, Canadian, Japanese, Korean, Sri Lankan, Thai and African) | 13%        |

### 4.4 No. of School Days

| Level | 1 <sup>st</sup> term | 2 <sup>nd</sup> term | Total |
|-------|----------------------|----------------------|-------|
| P.1   | 95                   | 95                   | 190   |
| P.2   | 95                   | 95                   | 190   |
| P.3   | 95                   | 95                   | 190   |
| P.4   | 95                   | 95                   | 190   |
| P.5   | 95                   | 95                   | 190   |
| P.6   | 95                   | 95                   | 190   |

### 4.5 Attendance

| Level      | P1  | P2    | P3    | P4    | P5    | P6    | All Levels |
|------------|-----|-------|-------|-------|-------|-------|------------|
| Percentage | 94% | 92.5% | 93.6% | 93.8% | 93.9% | 93.2% | 93.5%      |

## Part 5 Achievements and Reflection on Major Concerns

**Major concern 1:** To nurture our students into invigorating and revitalizing individuals

**Achievements**

**Target 1:** To cultivate national identity and positive values

**The target is achieved.**

1. To instill a strong sense of national identity and pride in students, helping them develop an appreciation for our country's history, culture, and values, various theme activities were organized to promote national identity according to the national calendar.
  - 1.1. The target has been achieved, with 80% of teachers agreeing that students demonstrate positive values.
  - 1.2. School organized various themed activities to promote national identity in accordance with key events in the national calendar. Examples included Speeches Under the National Flag, Parent-child Chinese Lantern Design Competition, excursions to the National Security Education Exhibition Gallery, and visits to People's Liberation Army Hong Kong Garrison Exhibition Centre.
  - 1.3. Primary 4 students took part in Chinese Opera workshops and visited Xiqu Centre. They explored the history and traditions of this art form. Teachers observed that students participated with positive attitude, showed curiosity about the performances, and were able to articulate their experiences of learning, reflecting both enjoyment and meaningful understanding.
  - 1.4. P.6 students travelled to Beijing in March for a graduation trip to visit Primary School Affiliated to Beijing University of Posts and Telecommunications. In June, teachers and students from our sister school visited Hong Kong. Through engaging in various academic and cultural activities, 97% of our students agreed that the interflow exchange effectively enhanced their understanding of the country's history and allowed them to learn more about the lives of the Chinese people, thereby contributing to their sense of national identity.
  - 1.5. Students participated in Basic Law Quiz Competition and a Mascot design colouring competition. In the National Identity Mobile Application Design Competition, School achieved notable success with a top 10 finish. Further, our students achieved the 3rd place and the Merit Award in the National Security Education Short Speech Competition.
  - 1.6. Chinese Culture was promoted through Chinese Cultural Day held on February 6, 2025. The program featured impressive performances such as a nunchaku demonstration and Sichuanese opera, which captivated both students and teachers. 9 interactive cultural booths, focusing on pursuits such as Chinese chess, juggling, and traditional attire, offered pupils hands-on experiences that organically integrated entertainment with cultural education. Teacher feedback confirmed the event's success. 43% rated the activities as excellent, while 53% judged the overall arrangement as very good. These responses highlighted strong appreciation for the cultural experiences showcased and effective organization of the event. The

activities not only entertained but also helped to instill the values of respect, perseverance, and harmony, reinforcing the educational purpose of the day. The Chinese Cultural Day was able to promote cultural appreciation, strengthening national identity, and cultivating positive values.

- 1.7. The Chinese Department organized Chinese Day on Wednesdays, successfully arranging 31 sessions of activities included morning assembly topics related to Chinese culture, traditional festivals and the twelve priority values. Through these topics, students learned about the origins and characteristics of various Chinese festivals—including the Mid-Autumn Festival, Spring Festival, Lantern Festival, Dragon Boat Festival, Qingming Festival, and Chung Yeung Festival—and explored the values associated with these occasions, such as filial piety and unity. According to a student survey, 78% of students believed that Chinese Day on Wednesdays enhanced their knowledge of Chinese culture.
- 1.8. Chinese Poems were introduced during Chinese lessons. By becoming a partner school of The Education University of Hong Kong's "Jockey Club Learning Program: Watch Animation, Read Classics, Appreciate Ancient Texts," the school conducted the program's online self-learning platform to enable students to learn about Chinese literary classics. According to classroom observations by teachers, 92% of students appreciated Chinese culture and demonstrated positive values. As fully grasping and appreciating the meaning of some classical literary works was beyond the current capacities of some students, teachers endeavored to explain these works in a clearer and more accessible manner, as well as design related classroom activities in a more accessible manner to deepen students' understanding of the texts.
- 1.9. Chinese cultural activities for different grade levels are arranged for the Non-Chinese Speaking students. The activities included Mid-Autumn Festival activity (P.1), Traditional Chinese toys (P.2), Calligraphy — Chinese historical figure (王羲之) (P.3), Ink painting (P.4), Papermaking (P.5) and Paper-cutting art (P.6). The activities were diverse, enabling students to engage both hands and minds in experiencing Chinese cultural arts, effectively enhancing their understanding of Chinese culture.
- 1.10. Classes of LCC of P.4-6 engaged with classic literary works, including *Journey to the West*, *Romance of the Three Kingdoms*, and *Water Margin*, during reading lessons. Under the teacher's effective guidance, they not only deepened their appreciation of Chinese history and culture but also developed critical reading skills and cultural literacy in a supportive learning environment.
- 1.11. Under English and Library Studies, the school organized a "World Book Fest Day" Celebration which encouraged the reading of Chinese stories and included guest speakers to deliver a talk to students. The activity successfully fostered students' interest in reading classic literary works such as *Journey to the West* and *Romance of the Three Kingdoms* during library lessons. Interactive booth games connected to Chinese history and English subject knowledge further enriched the experience. Teachers observed that students participated with enthusiasm, expressed enjoyment in the activities,

and were able to confidently retell the stories, demonstrating both engagement and comprehension.

- 1.12. In General Studies, the curriculum covered Chinese history and culture across all levels effectively and comprehensively. Classroom observations and student's work showed high levels of participation and engagement, with students actively sharing personal experiences related to festivals, travel, and cultural practices.
- 1.13. Putonghua nursery rhymes were taught in tandem with introductions to Chinese culture and values, successfully capturing students' interest and fostering cultural appreciation. The Putonghua Day activity was held on February 24, with over 90% of students actively participating. The event promoted Putonghua activities and assisted students in learning Putonghua. This initiative has significantly enhanced their language skills and confidence.
- 1.14. In Visual Arts lessons, each level participated in a module focused on Chinese culture, resulting in high engagement and interest in creating Chinese cultural products. This approach has successfully fostered appreciation for cultural heritage.
- 1.15. During ECA classes, numerous groups focused on Chinese cultural education, with activities on Chinese storytelling, clay arts, Chinese painting, and Cantonese singing. Students found the Chinese painting courses particularly enjoyable and were able to experiment with traditional techniques using Chinese brushes. They also enthusiastically engaged in singing Cantonese songs. Additionally, storytelling exercises allowed teachers to explore traditional Chinese tales, enriching students' understanding of their cultural heritage.
- 1.16. To nurture students' 12 priority values and attitude, subject-based learning activities, each subject integrates elements of values education to nurture students in developing the twelve priority values and attitudes in their teaching and worksheet design.
- 1.17. The Chinese subject integrates values education into the curriculum. Through various classroom activities and questioning strategies, students' appreciation of different values is reinforced.
- 1.18. In English, the school successfully cultivated students' national identity and positive values by fully integrating targeted virtues into the curriculum across levels. At the junior level (P.1–P.3), lessons emphasized unity, benevolence, and filial piety, while the senior level (P.4–P.6) focused on the Sayings of Wisdom (SOW), ensuring age-appropriate moral development. The P.3 English Support Programme effectively nurtured the priority values of benevolence, filial piety, and unity, with students showcasing their learning through flipbooks displayed on Cultural Day. Additionally, the English Music Jukebox and a gratitude activity were implemented to reinforce filial piety; students dedicated songs to their parents and reflected on ways to spend quality time with family.
- 1.19. Throughout the year, the school librarian recommended books in library lessons that emphasized priority values and attitudes, particularly *Benevolence*, *Filial piety*, and *Unity*. In collaboration with NETs, additional book selections were arranged to nurture other positive values aligned with

Moral and Civic Education (MCE) lessons. According to student survey results, 86% of students agreed that the reading activities effectively fostered their positive values and attitudes. To further strengthen this initiative, books and e-books focusing on additional values and attitudes will be introduced in the next school term during library lessons.

- 1.20. In V.A. lessons, a bookmark design competition themed around “*Filial Piety, Benevolence, and Unity*” was organized in November. Student survey results indicated that 80% of participating students recognized the activity as a meaningful way to cultivate positive values and strengthen their understanding of these virtues through creative expression.
- 1.21. For I.T.. Parent-child WhatsApp Sticker Competition on “*Filial piety, benevolence & Law-abiding*” was organized. Given the limited timeframe, about 30% of students participated in the competition. The participation rate did not reach the target, indicating the need for extended preparation opportunities in future.
- 1.22. The Good Kadoorian Scheme was a whole-year school-based award program that encouraged students to demonstrate key values such as law-abidingness, diligence, filial piety, responsibility, perseverance, and courtesy in two phases. With 85% of students actively participating and receiving awards, the scheme successfully motivates positive behavior and reinforces good attitudes among students. The initiative has created a positive school culture where students are recognized and rewarded for their efforts, helping to nurture them into responsible “Good Kadoorians.” This approach not only promoted moral development but also supported students’ social and academic growth. Overall, the Good Kadoorian Scheme has been a highly effective strategy in achieving the school’s goal of fostering national identity and core values.

**Target 2:** To develop students’ comprehensive knowledge and skills

**The target is achieved.**

1. Project-based or theme-based learning activities were incorporated where students learnt to design, create, and present their own projects, fostering creativity and problem-solving skills. Project-based learning activities will be conducted in the GS Project Week.
  - 1.1. More than 80% of GS teachers agreed that students’ comprehensive knowledge and skills have improved. The topics of the project were DIY Musical Instrument (P.1), Magnetic Toys (P.2), DIY Water Bottle Bag (P.3), DIY Water Filter (P.4), Soundproof Box (P.5) and DIY Catapult (P.6). For GS, students at all levels successfully completed project-based learning booklets and collaboratively built products in group settings. These hands-on activities fostered teamwork and creativity while enhancing their practical skills.
2. Field trips and guest speaker sessions were organized that demonstrated the real-world and life-wide learning applications of the taught concepts.
  - 2.1. In Chinese, each grade level of the NCS students engaged in diverse community experiential activities to strengthen cultural understanding. P1: Visit to the Lunar New Year Flower Market at Victoria Park, P2: Supermarket

exploration, P3: Tour of Sam Tung Uk Museum, P4: Visit to the Hong Kong Heritage Museum, P5: Excursion to Stanley, and P6: Visit to the Hong Kong Heritage Museum.

2.2. In General Studies, educational visits were arranged for P.2-6 students to reinforce their learning. Notable excursions included. P.1 the National Security Exhibition Gallery of the Hong Kong Special Administrative Region, P.2: Pak Fuk Road Safety Town, P.3: Mei Ho House, P.4: Hong Kong Garrison Exhibition Center, P.5: Hong Kong Space Museum and P.6: WWF Mai Po Nature Reserve.

2.3. In addition to these field trips, teachers provided students with authentic perspectives on Chinese traditions and values. These experiences allowed students to see how classroom concepts connect to everyday life and cultural practices, reinforcing the relevance of their learning.

2.4. Survey results showed that 90% of students agreed that the combination of field trips and teachers' briefing effectively deepened their understanding of Chinese culture and demonstrated the real-world applications of the concepts they had studied.

3. The Understanding Adolescent Project (UAP) supports the strategy by offering diverse activities such as group sessions, day camp, overnight camp, parent-child camp, and outings that provide students with real-life learning experiences. These activities help students apply classroom concepts in practical ways while fostering social and emotional growth. Through group mentoring and coaching sessions, as well as experiential learning linked to UAP themes, students gain meaningful insights that develop their comprehensive knowledge and life skills..

**Target 3:** To cultivate essential generic skills to enable students to develop adaptability and become leaders who can navigate the complexities of the modern world.

**The target is achieved.**

1. The strategies of Creating and implementing a positive and safe environment for collaborative learning activities were implemented. They fostered active participation, teamwork, collaboration, and open communication and cater for learner diversity among students. Encourage group work and pair work in different subjects. The target has been achieved, with over 80% of pupils actively participating in classroom activities.
  - 1.1. In Chinese Language Learning, Students engaged in class discussions and group activities, allowing them to think from multiple perspectives. This approach fostered independent learning and enhanced the overall effectiveness of both teaching and learning.
  - 1.2. In English Language Learning, teachers incorporated pair work and group activities into class sessions. In the junior levels, students participated in lessons through collaborative projects and writing assignments, deepening their understanding of the relevant themes and modules.
  - 1.3. All Maths teachers unanimously agreed that students demonstrated improvement in generic skills through hands-on learning activities. The

students displayed a strong dedication to these practical activities, contributing to their overall engagement and learning outcomes.

- 1.4. In General Studies, Students across all levels participated in group learning activities at least once each school term, ensuring a collaborative and inclusive learning environment.
2. To create student leadership roles, opportunities with the school allowed students to apply their leadership skills in real-world settings.
  - 2.1. Students have the opportunity to cultivate leadership roles through initiatives like "A Kid A Job," where they took on positions such as Monitor/Monitress, Light Manager, and Key Manager. Our school also supported various service groups, including School Perfect, Class Perfect, Student Librarian, Lunch Ambassador, and Environmental Ambassador. These roles provided students with practical opportunities to apply their leadership skills in real-world contexts. 85% of students agree that the "A Kid a Job" scheme provided them with opportunities to take responsibility, practice teamwork, and promote subject-related knowledge. Teachers observed that students demonstrated improved adaptability by taking on different roles and tasks with confidence. Students showed leadership qualities through active participation, peer support, and initiative in collaborative activities.
  - 2.2. Leadership training camp was arranged for school prefects and class prefects for training of leadership skills, team spirits and communication skills. Our school offers training programs for School Perfect and Class Perfect members, aimed at enhancing their cooperative abilities and overall leadership effectiveness. 85% of teachers agreed that prefects showed leadership skills.
  - 2.3. The School Ambassadors Scheme was implemented in different subjects for the promotion of the subject matter. Our school supports various service groups, including School Prefects, Class Prefects, Student Librarians, Lunch Ambassadors, and Environmental Ambassadors. These roles provide students with practical opportunities to apply their leadership skills in real-world contexts.
  - 2.4. Big Brother & Sister Programme was arranged to encourage students from upper levels be leaders and role models for students from lower primary classes. The programme fostered leadership and positive peer relationships. Older pupils gained confidence, responsibility, and leadership skills by guiding younger peers and contributing to the school community. Younger pupils enjoyed supportive conversations, learning new skills, and fun shared activities that strengthened their sense of belonging. Overall, the initiative has been highly valuable, benefiting both mentors and mentees.

#### **Target 4: To spark hope and joy in learning**

##### **The target is achieved.**

1. Recognize small achievements, foster gratitude and appreciation practices, and celebrate successes to cultivate joy, hope, and a love of learning to promote positive mindsets through the award chart in class. 76.2% of SHS students

agreed with the statement "I like my school," reflecting improvement over previous data (72%)

- 1.1. A "praise area" on each classroom's noticeboard was set up to recognize students who have shown the most improvement after each dictation, quiz, or in addressing behavioural issues. The Kadoorian Rising Stars Reward Scheme, implemented through the classroom Praise Area, effectively motivated students by recognizing improvement rather than achievement. Regular recognition provided immediate encouragement, while the awards reinforced sustained effort. Teachers observed greater engagement from previously less-motivated students, and classrooms reported a more positive, inclusive atmosphere. Overall, the scheme successfully fostered confidence, promoted perseverance and personal growth, and encouraged a stronger learning mindset.
- 1.2. Students' progress, achievements and contributions to foster a sense of accomplishment and pride were celebrated by prize giving ceremony each term. The implementation of the "Kadoorian Rising Stars" has successfully motivated students to strive for improvement. Through this scheme, students recognized for their significant progress after each dictation, quiz, or in addressing behavioural issues received acknowledgement that reinforced their efforts. This recognition not only celebrated individual achievements but also fostered a positive and encouraging classroom environment, prompting all students to aim for personal growth and academic excellence. Overall, there were 85% of students who got an award in the Kadoorian Scheme in each term. In the first phase, 89 pupils received the 'Gold Award,' 137 pupils received the 'Silver Award,' and 124 pupils received the 'Bronze Award.' In the second phase, 161 pupils received the 'Gold Award,' 90 pupils received the 'Silver Award,' and 95 pupils received the 'Bronze Award.'
- 1.3. Mental Health Day Activities on stress management workshop were organized to help students manage stress, build resilience, develop self-awareness, set goals, and engage in self- reflection for personal growth. Recognizing the importance of students' mental health, especially after the June examinations, the school implemented two well-structured initiatives aimed at fostering relaxation, resilience, and well-being among students. On 26th June, Campus Mental Wellness Day was held, featuring talks on mental health, workshops to raise awareness, and interactive game booths. Notably, some students designed and hosted culturally themed booths, which not only promoted mindfulness but also strengthened their sense of belonging and connectedness within the school community. The following day, an Ice Cream Van Treat provided a joyful celebration of the year's hard work, creating a positive and cheerful atmosphere for both students and teachers.
- 1.4. Further supporting the strategy, "Mental Health @ Sports – Bouldering" activities were organized on 7th and 10th July for different grade levels. These sessions encouraged students to develop perseverance and mental focus, essential qualities for building resilience and maintaining emotional well-being. Overall, these initiatives have successfully created a supportive environment that nurtures students' mental health, fosters self-awareness, and sparks joy in learning.

**Follow-up actions:**

1. The strategies will be continued next year.
2. It is recommended to arrange more field study visits to China for students, so that they can personally experience the culture of the motherland.
3. Famous Chinese People project will be implemented.
4. Chinese Cultural Day will be conducted next year, showcasing traditions, arts, and community spirit. More performances and booth games can be arranged to enrich the festive atmosphere and engage participants.
5. *The Chinese Department will continue to refine and expand Chinese Day activities, ensuring that students gain deeper cultural appreciation and values-based learning.*
6. *Future plans include introducing more interactive performances and cross-grade collaborations to further strengthen engagement and unity.*
7. The school will continue to integrate the program into classroom teaching, while enriching lessons with interactive activities and guided discussions to ensure students not only appreciate Chinese culture but also develop a deeper, lasting understanding of classical texts and their values.
8. Large-format informational posters will be displayed around the school campus so that students can read during recess.
9. Chinese Poems and Cultural activities will be continued next year.
10. Some activities of the World Book Fest Day can be adopted in library lessons as the theme of the World Book Fest Day may be changed to a STEAM or Science topic.
11. A more systematic and explicit approach to designing Priority Values worksheets and learning activities should be shown, with an emphasis on moving through the cognitive, affective and action levels of implementation.
12. Library Studies will focus on the values of Provenance, empathy and respect for others for book recommendation.
13. The Parent-child Competition will be extended and increase promotion.
14. According to the data from the APASO, there was a drop in the appreciation of National Identity. Given this, more activities promoting Chinese achievement should be implemented alongside greater organic integration of information, with a particular emphasis on doing do so in a manner which is accessible for NCS students.
15. Teaching materials and activities on GS will be revised. More science projects will be designed for P.1 & P.4 next year regarding to the new subjects of Primary Science.
16. Establish clear norms: Co-create classroom agreements with students to ensure respect, inclusivity, and psychological safety.
17. Safe spaces for dialogue: Use circle time or structured discussion formats to encourage open communication without fear of judgment
18. Celebrate diversity: Highlight and value different learning styles, cultural backgrounds, and perspectives in collaborative tasks.
19. The programme of Big Brother Big Sister will be continued with regular reflection sessions for mentors to share experiences and strategies.

## **Major Concern 2: To enable students to acquire essential skills for the 21st Century**

### **Achievements**

#### **Target 1: To develop students' trilingual language skills**

**The target was achieved.**

1. To facilitate students with presentation skills to present their ideas in English, Chinese and Putonghua in their lessons, roleplaying and group discussions were encouraged. 93% of students felt confident to use English, 57% of students felt confident to use Cantonese, 54% students feel confident to use Putonghua. CPL showed that more than 3 learning activities are related to roleplaying or group discussion in English, Chinese and Putonghua.
2. To facilitate students with presentation, group discussion and interview skills, speaking training provided in Chinese, English and Putonghua. Interview skills were provided to P6 students to enhance their presentation skills. Interview Skill workshop was provided by the students in January, 2025. 80% of students considered the workshop to be useful

#### **Target 2: To enhance reading and technology-related competency**

**The target was achieved.**

1. Reading was integrated and encouraged in various subjects. 87% of students have used e-readers and online reading resources for reading and students read 4 books each month on average.
  - 1.1. The target has been successfully achieved. 87% of students have utilized e-readers and online reading platforms, and on average, students are reading four books per month.
  - 1.2. In the promotion of Digital Literacy and Multimodal Reading, The integration of e-books, interactive digital platforms, and multimedia resources into the reading curriculum has effectively promoted digital literacy and multimodal reading. Through the E-read Scheme on HKEdCity, students have extended their reading experiences beyond the classroom, engaging with e-books at home. Records show that 82% of students are consistently reading at least four e-books each month, meeting the intended target of enhancing reading engagement and diversity.
  - 1.3. While the overall outcomes were positive, some students continued to face challenges in accessing e-books due to limited computer facilities at home. Addressing this issue would be essential to ensure equitable access, enabling all students to fully benefit from digital resources and further strengthen their literacy skills.

## 2. Promotion of Digital Literacy and Multimodal Reading

- 2.1. The strategies to promote digital literacy and multimodal reading have been successfully implemented by integrating e-books, interactive digital learning platforms, and multimedia resources into the reading curriculum
- 2.2. The target has been successfully achieved. For Chinese subject, teachers of SBC classes used Rainbow One to help NCS students to read. This learning platform offered various drag-and -drop question components for teaching purposes. A student survey showed 76% of the NCS students agreed that they learnt relevant knowledge by target reading through Rainbow One.
- 2.3. For the English and GS subjects, thematically appropriate E-books were regularly selected for students through Raz Kids in order to consolidate students' subject knowledge and promote reading across the curriculum. Records from the Raz Kids platform showed that 82% of students have used e-readers and online reading resources for reading at home.
- 2.4. For Maths subject, Maths-related stories were introduced by subject teachers for the students to raise their interest about learning Maths. A teacher survey showed that 75% of the students agreed that they can learn relevant knowledge by target reading.

3. Students were encouraged to collaborate on STEAM-focused projects, where they shared information, exchanged ideas, and learnt from one another. 88% of teachers agree that students can apply advanced searching skills to search information on the Internet.
  - 3.1. This year, our school has effectively embraced collaborative project-based learning by organizing a variety of STEAM experiential activities that integrate technology. Initiatives such as the CoSpaces Education course, Lego Spike Education classes, AI Art design lessons for P.5 and P.6 students, participation in the A.I. Object Recognition Workshop cum Competition hosted by The Hong Kong Polytechnic University, and the Jockey Club "How Memory Sticks 2.0 Memory" Arts Tech and Cultural Education Program have significantly enriched the students' learning experiences.
  - 3.2. Through the hands-on, project-based activities, students exhibited heightened engagement and enthusiasm as they explored STEAM concepts. The exposure to emerging technologies not only enhanced their understanding but also inspired many students to cultivate an interest in STEAM fields, potentially shaping their future academic and career trajectories. Overall, these collaborative projects have proven to be effective in fostering a dynamic and innovative learning environment.
  - 3.3. STEAM Week was organized and STEAM Elite were recruited. STEAM Day was held over two days and was designed as a large-scale in-school event balancing exhibition and hands-on experience, targeting the whole school community. On both days, the auditorium hosted multiple interactive booths and games, including drone experiences, robot soccer, shooting games, and gyro battles, allowing students to observe and operate modern technologies and mechanical competitions in an open space. Concurrently, classrooms ran tiered hands-on activities grouped by grade level or ability: lower grades

engaged in projects such as building trebuchets and simple generators, while upper grades built mechanical spiders or more advanced powered models—ensuring safety while developing practical skills and design thinking. According to teacher observations and student performance, STEAM Day successfully combined exhibition, experiential learning, and differentiated instruction, increasing whole-school participation and deepening learning. The event not only improved students' hands-on abilities but also strengthened their understanding of engineering concepts.

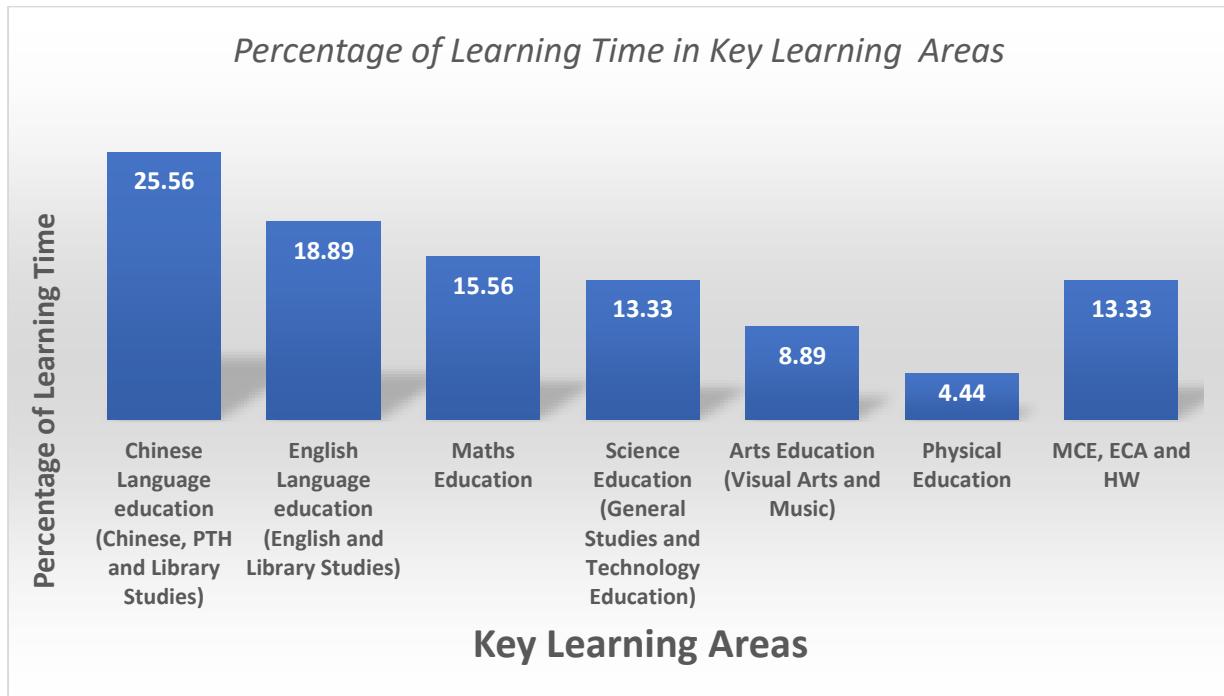
- 3.4. This year our school joined the “Knowing More About IT in Primary Schools” programme. With its funding, we enhanced STEAM Elite training to address IT knowledge gaps. STEAM Elite is a selective programme for senior students covering design thinking, programming, and hands-on making. Beyond in-school lessons, students took part in off-campus learning, including a visit to the Electrical and Mechanical Services Department to observe engineering practice. Teams also competed in interschool and international events such as the WRO and the Pei Kiu Cup rocket car competition. Our five WRO teams all won gold and our rocket car team placed 1<sup>st</sup> runner-up—evidence of clear growth in technical skills, strategy, and teamwork.
4. Cross-curricular projects and lessons that integrated STEAM concepts with other subject areas such as language arts, general studies, or arts education were arranged.
  - 4.1. Panda Delight Celebration project was held in January 2025. Learning activities are diversified such as Panda STEAMcraft, Panda Poop Workshop (GS), Panda Fossil Workshop (GS), Plant Power Workshop(GS), AI Creation Experience (IT), Panda Calligraphy, Panda Storyland (English), Floating on the Water(PE): Panda Habitat Experience and Emotion Card Games were introduced in the project. Students needed to observe and applied problem-solving skills to finish the tasks.
  - 4.2. The cross-curricular project “Making Chinese Lanterns” integrated Mathematics and Visual Arts, allowing students to apply geometric concepts of edges, vertices, and faces in a creative, culturally meaningful activity. By linking the Lantern Festival’s traditions with hands-on construction, the project enhanced engagement, strengthened reading and technology-related competencies, and demonstrated effective STEAM integration. 100% of teachers agree that students showed positive learning outcomes, deepened cultural appreciation, and developed practical skills through this collaborative and innovative approach.

## Reflections for Major Concern 2

1. These strategies will be continued.
2. More group interview opportunities should be provided.
3. Students will be able to borrow e-readers to read e-books in Storyland Safari sessions.
4. iPads will be arranged for students to use to read e-books in library lessons each month
5. Organize Space Discovery Day for students to apply STEAM/AI concepts with different subjects.
6. Conduct school based staff training for teachers on the topic of using AI in the coming academic year.
7. AI concepts should be introduced to students.
8. The school will continue to hold a variety of STEAM activities—such as science events and AI workshops—to boost students' interest in innovation and technology.
9. Sustain student participation in diverse STEAM programmes and international competitions to broaden their horizons and build confidence.
10. The development of further cross-curricular projects will be actively pursued.

# Part 6 Our Learning and Teaching

## 6.1 Learning Time of Key Learning Area



## 6.2 Lessons Allocation by Subjects

|                 |            |           |           |                                   |                   |
|-----------------|------------|-----------|-----------|-----------------------------------|-------------------|
| Chinese         | 10 lessons | Putonghua | 1 lesson  | MCE                               | 2 lessons         |
| English         | 8 lessons  | IT        | 1 lesson  | ECA                               | 2 lessons         |
| Maths           | 7 lessons  | VA        | 2 lessons | HW                                | 2 lessons         |
| General Studies | 5 lessons  | Music     | 2 lessons | <b>Total no. of lessons/ week</b> | <b>45 lessons</b> |
| Library Studies | 1 lesson   | PE        | 2 lessons |                                   |                   |

## 6.3 Timetable

| Periods                | Time                    | Monday              | Tuesday   | Wednesday  | Thursday  | Friday |
|------------------------|-------------------------|---------------------|-----------|------------|-----------|--------|
| <b>Class Period</b>    | 8:25 – 8:35 a.m.        | <b>Class Period</b> |           |            |           |        |
| 1 <sup>st</sup> Lesson | 8:35 – 9:10a.m.         |                     |           |            |           |        |
| 2 <sup>nd</sup> Lesson | 9:10 – 9:45 a.m.        |                     |           |            |           |        |
| <b>Recess</b>          | 9:45 – 10:00 a.m.       | <b>Recess</b>       |           |            |           |        |
| 3 <sup>rd</sup> Lesson | 10:00 – 10:35 a.m.      |                     |           |            |           |        |
| 4 <sup>th</sup> Lesson | 10:35 – 11:10 a.m.      |                     |           |            |           |        |
| <b>Recess</b>          | 11:10 – 11:20 a.m.      | <b>Recess</b>       |           |            |           |        |
| 5 <sup>th</sup> Lesson | 11:20 – 11:55 a.m.      |                     |           |            |           |        |
| 6 <sup>th</sup> Lesson | 11:55 a.m. – 12:30 p.m. |                     |           |            |           |        |
| <b>Lunch</b>           | 12:30 – 1:30 p.m.       | <b>Lunch</b>        |           |            |           |        |
| 7 <sup>th</sup> Lesson | 1:30 – 2:05 p.m.        |                     |           |            |           |        |
| 8 <sup>th</sup> Lesson | 2:05 – 2:40 p.m.        | <b>MCE</b>          |           | <b>ECA</b> |           |        |
| 9 <sup>th</sup> Lesson | 2:40 – 3:15 p.m.        |                     | <b>HW</b> |            | <b>HW</b> |        |
| <b>Dismissal</b>       |                         | <b>Dismissal</b>    |           |            |           |        |

## 6.4 Subject Activities of 4 Core Subjects

### 6.4.1 Chinese

a. 本學年成為香港教育大學「賽馬會『看動畫・讀名篇・識古文』學習計劃」夥伴學校，啟用該計劃之網上自學平台，老師調適有關內容，並製作校本教材。全學年，本地課程班學生完成學習六篇中國文學經典古詩文作品，而校本課程班學生完成學習四篇中國文學經典古詩文作品，培養對中國文學的興趣。各級學生分別於中期及期終考試後進行了班本、級本的誦詩活動。另學生亦於四月參加香港教育大學舉辦之「文言經典建議篇章問答暨繪畫比賽」。



b. 小一至小三及六年級學生透過利用電子平台「RainbowOne」網上閱讀教材，學習閱讀的策略，鞏固語文基礎知識。



c. 星期三是學校的中文日。老師帶領學生於早會時段進行分享，內容環繞中華文化、成語故事、價值觀等。下學期，各年級均進行不同主題的攤位遊戲，讓同學有更多機會聽說廣東話。

| 年級  | 主題     |
|-----|--------|
| 一年級 | 我們的學校  |
| 二年級 | 四素句    |
| 三年級 | 顏色詞    |
| 四年級 | 動物     |
| 五年級 | 語文攤位遊戲 |
| 六年級 | 嘉道理花園  |

d. 每一中文班均有兩名學生擔任中文大使，他們於特定課堂時間聆聽同學朗讀字詞，以及於下學期協助老師主持攤位遊戲。各級學生於中期及期終考試後進行班本認讀常用字比賽。



e. 「同儕伴讀」計劃於下學期逢星期一、三課前進行，十一位中文伴讀大使與一、二年級非華語同學一起閱讀中文書，認讀字詞。



f. 非華語學生課後中文支援班由十月至五月逢星期二、三、四課後舉行，學生按年級分為低級組、中級組及高級組。本年度部分一至六年級學生曾分別參與中文課後初級班、中級班或高級班，老師跟學生重溫課堂學習知識，並教授生活實用的語文。

g. 本學年各級進行了不同的中華文化活動，讓學生認識及了解中華文化。

| 年級  | 中華文化活動            | 社區體驗活動      |
|-----|-------------------|-------------|
| 一年級 | 《中秋節》             | 《農曆新年逛維園花市》 |
| 二年級 | 《中國傳統玩具》          | 《逛超市》       |
| 三年級 | 《書法——中國歷史人物（王羲之）》 | 《三棟屋博物館》    |
| 四年級 | 《水墨畫》             | 《遊香港文化博物館》  |
| 五年級 | 《造紙術》             | 《遊赤柱》       |
| 六年級 | 《剪紙藝術》            | 《遊香港文化博物館》  |



h. 本校於四月三十日進行了世界閱讀日活動，中文科設計了有關《西遊記》的攤位遊戲，以提升學生對閱讀的興趣。

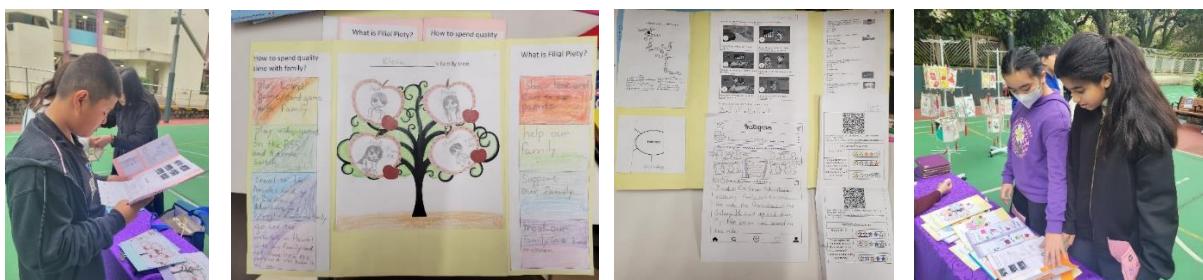
i. 本年度共有十位一至五年級非華語學生參加非華語中文講故事班，增加他們聽說中文的機會，培養學習中文的興趣，以及提升中文講故事技巧。

j. 本年度共有二十二位學生參加第七十六屆香港學校朗誦節中文朗誦比賽，其中十位為非華語學生。比賽成績為十六位學生獲優良獎狀，三位獲良好獎狀。

k. 本年度學生參與了以下活動：「第十一屆「細味人生「律己愛人，以禮興邦」比賽、2425非華語學生中文才藝比賽（小學）、「文言經典建議篇章」問答暨繪畫比賽、「2025 大灣區創意總動員」硬筆書法比賽、第四屆「金筆獎」中文硬筆書法比賽及中國語文菁英計劃2425。

#### 6.4.2 English

- a. Space Town Programme was implemented in P.1. Our NET and P.1 subject teachers co-planned the lessons for adaptation of the learning materials and teaching strategies. E-learning resources were provided to help students enhance their reading and writing skills.
- b. P.4-P.6 Extended Literacy Programme (ELP) An English Language Teaching Assistant (ELTA) programme was implemented in P.4-P.6. The ELTA collaborated with the English teachers to help enhance students' elaboration skills and organization skills. Text types covered in the programme included biography, poetry, world fact book and film review etc.
- c. EDB P.3 English Support programme – “English Language Education in Primary Schools: Optimising Curriculum Planning and Implementation to Nurture Priority Values and Attitudes, in particular “Benevolence”, “Filial Piety” and “Unity” . Primary 3 students explore the concept of filial piety with reference of the Chinese traditional tale “Fanning the Pillow and Warming the Quilt”. A series of class activities were conducted and students were encouraged to explore the concept in story books and in daily life. They were asked to create a flipbook to manifest their learning journey.



- d. 76<sup>th</sup> Hong Kong Schools Speech Festival – Our teachers motivated more students to participate in a broader range of Speech Festival entry categories. Beyond English Solo Verse Speaking, some students ventured into English Prose Reading. The combined efforts of English teachers, parents, and participants contributed to the Speech Festival achieving highly satisfactory results.
- e. Raz-kids Reading platform provided rich sources of reading materials for students to read on a thematic basis as extensive reading. GS teachers chose reading materials as an enrichment of a topic students learnt in textbooks. Students read e-books at their own pace.

| Levels   | P.1  | P.2  | P.3  | P.4  | P.5  | P.6  |
|--|------|------|------|------|------|------|
| Total number of books read by students of the level    | 2010 | 3652 | 2404 | 1593 | 2609 | 1342 |
| Average number of books per student in the school year | 27   | 79   | 33   | 22   | 36   | 19   |

f. The activity World Book Fest Day was held on 30th April and featured a variety of engaging events, including a writer's book sharing session, booth games under the themes "Unity". Many students dressed up as characters from The Three Kingdoms and Journey to the West, adding a vibrant cultural element to the event. They thoroughly enjoyed the activities, which helped foster a stronger reading and learning environment. Additionally, there was a Bedtime Story session hosted by the Headmistress, which students found highly enjoyable. Through these fun and cross-curricular activities, students gained a deeper understanding of the value of "Unity", as well as Chinese culture and literature.



g. Under the theme "Inspire and Be Inspired," P.4 to P.6 students took part in the "SOW Inspiring - Book Gifting Competition" organised by the EDB, sharing their experiences on positive values like "Resilience," "Empowerment," "Appreciation," and "Delight." The activity aimed to nurture, enhance research skills, and foster self-directed learning among students.

RTHK Interview of "SOW Letter Writing Competition" - 6A Gabriella was invited to an interview with RTHK alongside other winners of the SOW Writing Competition, where she shared her thoughts and experiences about her achievement, delivering an outstanding performance. Additionally, she served as one of the student representatives at the ceremony to introduce the SOW Inspiring – Book Gifting Competition campaign 2025.



h. To promote reading, students were encouraged to read various books and complete the reports under "Joyful Reading Scheme" to attain the Active Readers Awards. Student librarians conducted the programme called 'Book

Recommendation' via Campus TV during lunchtime.

- i. Fostering Reading Through Library Reading Activities were conducted to promote the reading culture including Morning Story Time, Recess Reading, and the Storyland Safari, and extended the joy of reading beyond library studies lessons. These initiatives collectively engaged a total of 260 students weekly, creating a vibrant and supportive reading environment that encourages students to develop a love for books.
- j. The SEK Music Juke Box live broadcast took place during lunchtime before the Christmas holidays. To align with the EDB P.3 support program, the theme focused on "Spending Quality Time with Our Family" to help students understand the value of filial piety. Students enthusiastically shared their thoughts by filling out song dedication slips, with over one hundred submissions received. The activity was greatly enjoyed by all.
- k. The school drama team participated in the **Hong Kong School Drama Festival** and performed the play "The Sleepy Bear". Two students received the Outstanding Performer Awards. The whole team also receives the award of outstanding cooperation and outstanding stage effect.



- l. **The West Kowloon Fun Fest 2025** – Time Keeps the Drummer – two students of the school drama team were selected to participate in the Gifted Program - West Kowloon Fun Fest 2025, which aims to discover talented young actors and actresses for a public performance at M+ FREESPACE during the West Kowloon Fun Festival.
- m. **The 17th English Radio Drama Competition** - a group of P.5 and P.6 students participated in the 17th English Radio Drama Competition sponsored by SCHOLAR in April. The team achieved the semi-finals and ranked among the top 50 teams out of 500. Through this experience, students honed their voice acting skills and learned to project their voices clearly with confidence.
- n. **A.I. Personalised English Storybook Writers Incubation Programme** - 5A Wong Kwok Lam took part in an artificial intelligence story writing program organized

by the Hong Kong Creative Learning Association. Through the program, he successfully learned how to create a book using artificial intelligence. His book, titled \*Lincoln's Assistant Robot XiaoMeng,\* explores the theme of medical robotic innovation.

|   |   |
|---|---|
| <p>About my book: Lincoln's Robot Assistant XiaoMeng</p> <p><u>AI application : Robots in medical industry</u></p> <p><u>Story book overview:</u></p> <ul style="list-style-type: none"> <li>- A story of medical robotic innovation</li> <li>- Current situation : Patients <u>have</u> to queue and wait for a long time before having treatment</li> <li>- Future : With the help of the medical robots, patients can receive treatment faster.</li> </ul>  | <p>Self-introduction : Lincoln Wong</p>  <p>➤ <b>School :</b><br/>Sir Ellis Kadoorie(S) Primary School (P.5)</p> <p>➤ <b>Hobbies :</b><br/>Reading books and learning about the latest news of technology</p> <p>➤ <b>Story book title:</b><br/>Lincoln's Robot Assistant XiaoMeng</p> <p>➤ <b>Reason of joining this programme:</b></p> <ul style="list-style-type: none"> <li>- Interest in modern AI technologies</li> <li>- Write my own story book</li> </ul>  |
|---|---|

o. Two Primary 6 students were invited to participate in the National Security Education Short Speech Competition organized by the Education Bureau (EDB). The speech topics included "Empowering Our Community Through National Security Awareness" and "The Foundation of Stability: Why National Security Matters." Our school celebrated outstanding achievements, securing two out of the four awards. They earned 3rd place and the Merit Award.

#### 6.4.3 Mathematics

a. Multiplication Table Competition was held in September and June through Kahoot! platform. Results of the competition:

September:

| Level | Numbers on roll | Total Participants | Participation percentage | Pupils who got 10 marks or above | Percentage |
|-------|-----------------|--------------------|--------------------------|----------------------------------|------------|
| P.3   | 66              | 67                 | 94%                      | 40                               | 60%        |
| P.4   | 74              | 70                 | 96%                      | 49                               | 70%        |
| P.5   | 72              | 72                 | 96%                      | 55                               | 76%        |
| P.6   | 65              | 65                 | 92%                      | 57                               | 88%        |
| Total | 290             | 274                | 95%                      | 201                              | 73%        |

June:

| Level | Numbers on roll | Total Participants | Participation percentage | Pupils who got 0 marks or above | Percentage |
|-------|-----------------|--------------------|--------------------------|---------------------------------|------------|
| P.2   | 48              | 40                 | 83%                      | 13                              | 33%        |
| P.3   | 69              | 61                 | 88%                      | 40                              | 66%        |
| P.4   | 72              | 66                 | 92%                      | 45                              | 68%        |
| P.5   | 72              | 58                 | 81%                      | 50                              | 86%        |
| P.6   | 71              | 62                 | 87%                      | 56                              | 90%        |
| Total | 332             | 287                | 86%                      | 204                             | 71%        |

b. 'Super 24 Challenge' was conducted in the first term and second term.  
First term:

| Level | Numbers on roll | Total Participants | Participation percentage | Pupils who got 15 marks or above | Percentage |
|-------|-----------------|--------------------|--------------------------|----------------------------------|------------|
| P.3   | 69              | 53                 | 75%                      | 40                               | 75%        |
| P.4   | 72              | 41                 | 56%                      | 24                               | 59%        |
| P.5   | 72              | 49                 | 65%                      | 45                               | 92%        |
| P.6   | 71              | 54                 | 76%                      | 51                               | 94%        |
| Total | 290             | 197                | 68%                      | 160                              | 81%        |

Second Term:

| Level | Numbers on roll | Total Participants | Participation percentage | Pupils who got 15 marks or above | Percentage |
|-------|-----------------|--------------------|--------------------------|----------------------------------|------------|
| P.3   | 71              | 48                 | 68%                      | 28                               | 58%        |
| P.4   | 73              | 30                 | 41%                      | 24                               | 80%        |
| P.5   | 75              | 54                 | 72%                      | 46                               | 85%        |
| P.6   | 71              | 45                 | 63%                      | 37                               | 82%        |
| Total | 290             | 177                | 61%                      | 135                              | 76%        |

c. Two phases of “Fun with Maths!” were held through MS365 platform in the first term and the second term.

First Term:

| Level   | Participants | Participants who got 3 correct answers or above | Percentage of participants who can get prizes |
|---------|--------------|---|---|
| P.1 – 2 | 24           | 23  | 95.8%   |
| P.3 – 4 | 30           | 20  | 66.7%   |
| P.5 – 6 | 36           | 22  | 61.1%   |

Second Term:

| Level   | Participants | Participants who got 3 correct answers or above | Percentage of participants who can get prizes |
|---------|--------------|---|---|
| P.1 – 2 | 22           | 17  | 77.3%   |
| P.3 – 4 | 5            | 5   | 100%  |
| P.5 – 6 | 38           | 21  | 55.3%   |

d. Speed Calculation Competition was held in June to arouse pupils' interest in speed calculation and enhance their number sense. 72% of the pupils got 12 correct answers out of 20 questions.

e. Super 24 inter-class Competition for P.5 to P.6 was conducted in June:

f. Math Trail was held in July in P.1-P.5 to enhance their learning in measures and shape and space dimension.

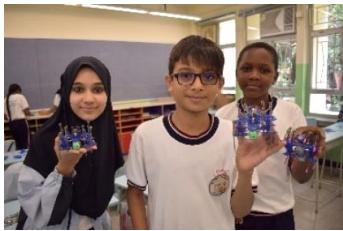


#### 6.4.4 General Studies

- a. To strengthen P.4-6 students' awareness on current affairs, P.4-P.6 subject teachers designed questions in Current Affair Worksheets with 3 news articles on local, Mainland China or world every month.
- b. To develop students' awareness on international, national and local issues, 14 News sharing sessions through School Campus TV at lunch time were conducted.



- c. The G.S. Panels collaborated with the STEAM education team in order to strengthen students' integration and application of knowledge and skills in science and technology, as well as to nurture students' curiosity, enhance their creative, innovative and problem-solving skills. The STEAM education team organized STEAM Days for students of different levels to have diversified learning experiences.
  - P.4-6 students joined game booths such as robot soccer battle, drones and shooting game. They also joined classroom hands-on activities such as hand-cranked generator, robotic spider and boxing robot.
  - P.1-3 students joined game booths such as robot sumo battle and spinners. They also joined classroom hands-on activities such as hydraulic mechanical claw, catapult and solar-powered car.



d. Educational visits were arranged for P.2-P.6 students to deepen their understanding of the topics learnt in the lessons.

- P.6 students visited the WWF Mai Po Nature Reserve in March to learn more about high diversity of wetland habitats including gei wai, mangroves, intertidal mudflats and reedbeds.
- 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.
- P.4 students visited the PLA Hong Kong Garrison Exhibition Center in May to have a further understanding of the remarkable achievements of the country and the Communist Party of China, as well as the glorious history of the PLA and the contribution made by the PLA Hong Kong Garrison to the Hong Kong Special Administrative Region (HKSAR).
- P.3 students visited the Mei Hoi House to have a rare glimpse into the city's public housing history and the grassroots lifestyle in the 1950s and 60s back to life in the heritage sites
- P.2 students visited Pak Fuk Road Safety Town to learn about road safety in a simulated road environment with carriageways, footbridge, pedestrian roads and traffic signs.



e. To cultivate students' ability to learn actively, think critically, and solve problems, P.1-6 Project Learning activities were carried out during regular lessons in Jan and Feb.

P.1 Musical instruments



P.3 Make a water bottle bag



P.5 Sound proof box



P.2 Fun with Toys



P.4 Home-made water filter



P.6 DIY catapult



## 6.5 National Security Education

**6.5.1** The National Security Education plan was successfully implemented with respect to six major areas, including 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.

**6.5.2** The national flag raising ceremony was performed by the school cub scout team every Tuesday morning. The cub scout team received training regularly during their weekly meetings.

**6.5.3** National Security Education Short Speech Competitions Two Primary 6 students were invited to participate in the National Security Education Short Speech Competition organized by the Education Bureau (EDB). The speech topics were "Empowering Our Community Through National Security Awareness" and "The Foundation of Stability: Why National Security Matters." The students got the 2<sup>nd</sup> runner-up award in this event.

**6.5.4** National Security Education Morning Sharing were held by English Ambassadors in order to raise the awareness of students' National Identity and help them understand the Constitution and Basic Law.

**6.5.5** "Love Our Home, Treasure Our Country" Government Schools Joint School Activities" 「心繫家國」官校聯校活動

a. Joint School Chinese Culture Visual Arts Exhibition were arranged in May. 5 pupils in P.5 and P.6 were selected to join a Paper Crafting Workshop on 31/12/2024 to understand traditional bamboo crafting techniques firsthand and create a lifelike dragon, which showcased at the Joint School Visual Arts Exhibition in May 2025.



b. 42 pupils from P.4-P.6 were selected to join "Love Our Home, Treasure Our Country" 2025 GPS Elegant Brushstrokes Set World Record on 22/1 at The Asia Expo. A total of 2025 representatives from all government primary schools in Hong Kong will gather to paint ink artworks on folding fans themed around the twenty-four solar terms, aiming to collectively set a world record.



c. 4 pupils in P.6 were selected to join "National Security Key Areas Open Data Creative Application Competition." The competition would revolve around the theme of cultural security.

d. On May 9th, 30 pupils P.4-P.6 participated in the "Echoes of Tradition: Young Artists Celebrating Our Heritage" Inter-School Chinese Visual Arts Exhibition at City Hall, co-organized by government primary schools. The event showcased students' creativity while fostering collaboration and cultural exchange. Our VA Elite group contributed artworks such as Chinese opera masks, ink wash paintings, and blue-and-white porcelain designs. A highlight of the exhibition

was the group fan artworks created by each school as part of the "Love Our Home, Treasure Our Country" 2025 GPS Elegant Brushstrokes Set World Record initiative. Pupils also attended a Chinese craft workshop and thoroughly enjoyed the experience.



#### **6.5.6 National Security Education Competitions**

a. Two P.6 students, 6A Annie and 6A Gabriella, participated in the competition "National Security Education Short Speech Competition" organized by the EDB. Topics included "Empowering Our Community Through National Security Awareness." And "The Foundation of Stability: Why National Security Matters." Annie won 3rd place, and Gabriella received the Merit Award.



b. National Identity Mobile Application Design Competition - P.6 students participated in this competition to promote National Identity awareness. The app design focused on pandas and was created using Scratch. Results were announced on March 7, 2025, with our team achieving a Merit Award and ranking in the top 10 out of 500 teams. Due to this performance, the team participated in the Students Innovation Competition 2025 in May, where they advanced to the second round, showcasing critical thinking and problem-solving skills.



- c. Five Primary 6 students participated in “Hong Kong National Security Law – “Safeguards and Hopes” Social Media Post Competition” which focused on promoting National Security Education through social media platforms. Our students created videos and photos to express their ideas and shared them on YouTube.
- d. Four Primary 6 students participated in the competition “Hong Kong ICT Awards 2025: Student Innovation Award”. They developed a proposal and designed an app using Scratch to enhance users' sense of National Identity.

#### 6.5.7 Basic Law Campus Ambassadors and NSE outings

- a. 20 Basic Law Campus Ambassadors were responsible to promote the learning of the Constitution, Basic Law and National Security Education at school. They presented different topics to students during National Security sharing sessions.

##### The topics of the NSE sharing

- National Anthem
- Major Fields of National Security
- How does “one country, two systems’ relate to us?
- Polar security
- International Women’s Day
- 5th Anniversary of the implementation of the Hong Kong National. Security Law
- The 28th Anniversary of Hong Kong’s Handover to China
- Military Security – Shandong Aircraft Carrier

- b. Basic Law campus ambassadors visited Hong Kong Garrison Exhibition Centre with Primary 4 students in April and appreciated a drama show (律政學院摘星大冒險 – 法治戲劇日) in May. 45 P.1-P.6 students and parents visited Stonecutters Military Camp in June to learn more about the People’s Liberation Army.



### **6.5.8 Promotion of National Security Education in G.S.**

a. In addition to the textbook curriculum, worksheets on various National Security topics were developed for each grade level. Through these materials, students explored different aspects of National Security and gained an appreciation for the remarkable achievements of the Chinese people and their rich culture.

| <b>Level</b> | <b>Topics in General Studies</b>   |
|--------------|--|
| P.1          | <ul style="list-style-type: none"><li>- Chinese New Year customs</li><li>- Features of national flag of China</li></ul>  |
| P.2          | <ul style="list-style-type: none"><li>- The Great Wall and Qin Dynasty</li><li>- National flag and national anthem of China</li></ul>  |
| P.3          | <ul style="list-style-type: none"><li>- National flag of China and regional flag of Hong Kong</li><li>- Etiquette of flag-raising ceremony</li><li>- National flag and emblem Ordinance</li><li>- Regional flag and emblem Ordinance</li></ul> |
| P.4          | <ul style="list-style-type: none"><li>- Chinese food culture</li><li>- Walled village in the New Territories</li></ul>   |
| P.5          | <ul style="list-style-type: none"><li>- Geographic of China</li><li>- Tiangong Space Station</li><li>- Timeline of Chinese space exploration achievement</li></ul>   |
| P.6          | <ul style="list-style-type: none"><li>- Basic Law and power chart of Hong Kong Special Administrative Region Government</li><li>- Innovative technology and E-payment in China</li><li>- Opium War Museum</li></ul>                            |

### **6.6 Sister School Interflow Activities**

#### **6.6.1 P.6 Graduation and Sister School Exploration Tour 2024-2025**

a. From March 26 to 29, 2025, the headmistress, 8 teachers, and 58 P.6 students joined the graduation and exploration tour to Beijing. The group visited the Primary School Affiliated to Beijing University of Posts and Telecommunications. Students participated in lessons such as woodworking, visual arts, and physical education. They also learned to create mortise and tenon crafts, made "tiger hats," and played hockey with students in the sister school.

b. Students visited historical landmarks such as the Great Wall, the Forbidden City, Tiananmen Square, and Qianmen Street.

c. For most of the students, this was their first visit to Beijing. The tour enhanced students' understanding of Chinese history and culture, fostered national identity, and taught them independence, teamwork, and care for others.



## 6.6.2 Visit from Sister School in Beijing

- On June 6, 2025, the vice principal, four teachers, and 34 students from the sister school visited our school.
- A welcome ceremony with speeches from the principals of both schools. Performances by the Dion Dance Team, Junior Choir, and K-pop Team. Participation in English, Physical Education, Visual Arts, and General Knowledge classes, where students from both schools interacted actively.
- The visitors expressed satisfaction with the arrangements and noted that the exchange fostered understanding and friendship.



## 6.7 STEAM Education

### 6.7.1 Creativity Nurturing in students

a. A non-rotating group of STEAM Elite was arranged on ECA lessons. There were 15 pupils from P.5-P.6 who joined this group. Below are the topics covered.

Remote Control Car



Robot crawling insect

Parachute design



## Lego Challenge



## Mirco: bit Challenge



b. A Training programme of WRO Hong Kong Robot Challenge was held from April to June for STEAM Elite group. The training program offers students the opportunity to gain real-world problem-solving experience through a structured, global robotics initiative. It encourages students to explore and enhance their critical thinking, coding, and design abilities through immersive, hands-on STEAM learning and robotics activities.



c. A rotating group of STEAM Activities was arranged on ECA lessons for P.2-P.5 pupils. Topics covered were Catapult for P2, Electric Glider for P3 and Electric Dinosaur for P4 and P.5 students.

d. Two post-lesson groups of LEGO® Education SPIKE™ Class were arranged for P.1-P.6 students on Thursdays. In each group, there were 20 students. They learnt problem-solving and critical thinking skills.



e. In order to enhance pupils' problem-solving ability and explore students' interest in science and technology, 6 pupils from P.4-P.5 were selected to join the 5<sup>th</sup> Pui Kiu Cup Rocket Sled Competition on 7<sup>th</sup> December, 2024. Pupils designed their own rocket sled for the competition and they got 1<sup>st</sup> runner-up in this

competition.



f. Sixteen pupils from P.5 to P.6 participated in the WRO Hong Kong Robot Challenge Summer Season 2025 in June. Two teams competed in the Basketball Challenge Programming category, while three teams took part in the Robotics Mission Intelligent Challenge.



g. To nurture students' creativity, collaboration and problem-solving skills. STEAM Days for P.1-P.6 students were held on 2/7/2025 and 3/7/2025.

| STEAM DAY Activities |                               |
|----------------------|-------------------------------|
| P.1                  | The Hydraulic Mechanical Claw |
| P.2                  | Catapult                      |
| P.3                  | Solar-powered Car             |
| P.4                  | Hand-cranked Generator        |
| P.5                  | Robotic Spider                |
| P.6                  | Boxing Robot                  |



h. Besides the activities in the classrooms, there were 6 game booths, e.g., robot soccer battle, drones, shooting game and robot sumo battle, in the hall and VA room to engage students in interactive and exciting ways. These booths aimed to combine fun with learning, allowing students to apply STEAM concepts in real-time challenges.



### 6.7.2 Creativity in Cultural Subjects

a. To introduce students to the exciting possibilities and implications of AI in the field of art, six AI Art lessons were arranged for P.5 and P.6 pupils during VA lessons. Students learned about various techniques and algorithms used in AI art generation.



b. An AI poster design and STEAM activity were organized for P.1–P.6 students and kindergarten pupils on January 10 and 11 as part of The Panda Delight: A Legendary Encounter 2025. Most pupils greatly enjoyed the activities, which promoted creativity, enhanced artistic skills, fostered collaboration, integrated STEAM concepts, cultivated problem-solving skills, celebrated the Lunar New Year, encouraged cultural appreciation, and provided a fun and engaging experience for all participants.



c. The "How Memory Sticks 2.0" Arts, Tech, and Culture Education Programme, organized by the Jockey Club, held a lesson on June 12th for the P.5 Chinese SBC class during their Chinese lesson, as well as for the P.6 V.A. classes in weeks 19-20. This session explored the history of Chinese painting while incorporating virtual reality and augmented reality technologies. The goal was to foster students' artistic creativity, aesthetic appreciation, and moral development.



d. From April to June, a series of workshops under "The Artist Academy," organized by the Hong Kong Youth Arts Foundation, were held. A total of 50 pupils from P.4 to P.6 participated in these creative in-school workshops, which brought a variety of exciting visual and performing arts experiences directly into the classroom. The workshops provided students with a unique opportunity to explore their creative potential by engaging in activities such as creating illustration keychains, crafting fish lanterns, acting in drama performances, and playing the Chinese drum. Pupils enthusiastically tried different art media and had a meaningful and enjoyable experience throughout the workshops.



### 6.7.3 TEAM education and development

a. On March 24th, 24 students from P.4 to P.6 took part in an educational guided tour organized by the Electrical and Mechanical Services Department. The tour allowed participants to explore various facilities and exhibits at the Headquarters Building, including the 7th-floor exhibition area, rooftop observation deck, and underground exhibition hall. This experience provided students with valuable insights into the department's projects, initiatives, and technological advancements.



b. On April 7th, 26 students from P.5 to P.6 participated in a workshop at the Geospatial Lab. During this visit, the students explored the concept of geospatial data and its relevance to everyday life through interactive games and demonstrations of geospatial applications. They also gained practical experience by using an interactive web map to design their own local tour.

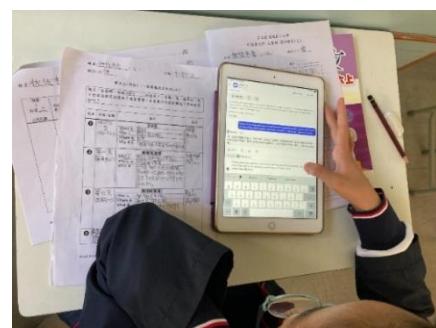


c. A series of post-lesson CoSpaces AR/VR classes were organized for P.5-P.6 pupils from May to June, with 12 students participating. These lessons were part of our school's ongoing commitment to fostering digital learning and creativity. CoSpaces Education, an innovative platform, empowers students to create their own virtual worlds and interactive experiences through coding and 3D design.



## 6.8 School-based support services

**6.8.1 P.6 Chinese Learning Circles (HKU 賦權授能 銜接向上-支援小學教師提升多元文化學生中文學習能力)–** The main focus of the programme was to enhance Non-Chinese students' writing skills by using AI. With the support of the learning circle, P.6 students were introduced to use different AI tools to improve their writing and reading skills. Students write weekly journals and expository writing by using AI tools including POE, Copilot and Microsoft Designer. Sharing among participating schools was conducted. This innovative integration of technology enhanced student engagement and learning outcomes.



**6.8.2 Rainbow One E-reading platform** – This was a Chinese support programme hosted by the Hong Kong Taoist Association Wun Tsuen School. Under this support programme, the reading platform Rainbow One was used to create and design school-based Chinese stories to enhance students' reading skills. Through the Rainbow One E-reading platform, students could play interactive games such as drag-and-drop or matching the keywords with pictures to consolidate the knowledge learnt as the post-reading task.



## 6.9 Holiday assignments

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

**6.9.1 Christmas Holiday Challenge** – A worksheet with the theme of giant panda was designed for students as Christmas holiday assignment. Students should search the information about giant panda to complete the mind map. Some fun facts about giant panda and qr codes of the Ocean Park, WWF and National Geographic Kids websites were also shown on the worksheet. Students were encouraged to check out the information before the activity of “2025 Festive Lunar New Year Celebration @ “Panda Delight: A Legendary Encounter”.

**6.9.2 Chinese New Year Holiday Challenge** – By completing the tasks in the Chinese New Year Holiday Activity Worksheet, students were encouraged to read some books about filial piety and complete a simple book report. They also showed how can they practice filial piety in their daily life by pasting a photo to share their tasks.





**6.9.3 Easter Holiday Challenge - My Hero** – Under the theme “Benevolence”, students watched 3 videos, read some books and completed a book report. Students shared their experiences, feelings and insights about benevolence to promote positive values and attitudes.

# Part 7 Support for Student Development – School Activities

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

7.1.1 There are 17 rotating groups and 7 non-rotating groups.

**Rotating groups** - There are 17 rotating groups which are conducted by teachers.

|                                |                          |
|--------------------------------|--------------------------|
| 1. Clay Arts                   | 10. Origami              |
| 2. Fun with Cantonese          | 11. Paper Cutting        |
| 3. Chinese Food Culture        | 12. Storyland            |
| 4. Maths Activities            | 13. Pastel Nagomi Arts   |
| 5. Fun Crafts                  | 14. Chinese storytelling |
| 6. Chinese Painting            | 15. Sports Activities    |
| 7. Music Fun                   | 16. Library Activities   |
| 8. STEM Activities             | 17. Coding               |
| 9. Video Master & Photographer |                          |

**Non-rotating groups** - There are 7 non-rotating groups. Non-rotating groups are conducted by experienced tutors and teachers.

|                        |
|------------------------|
| 1. Football Team       |
| 2. VA Elite            |
| 3. STEAM Elite         |
| 4. Athletic            |
| 5. Lion Dance          |
| 6. Choir               |
| 7. Active Kids Project |

### 7.1.2 Post-lessons activities

| Monday          | Tuesday            | Wednesday       | Thursday           | Friday              |
|-----------------|--------------------|-----------------|--------------------|---------------------|
| Basketball Team | Rope Skipping Team | Football Team   | Chinese Dance Team | Easy-sports (P.1-3) |
| K-pop Dance     | Percussion Band    | Lion Dance      | Athletic Team      | Maths Elite         |
| Drama Group (1) | Cub Scouts         | String Ensemble | /                  | Drama Group(2)      |

## 7.2 Major School Events

### 7.2.1 List of Major School Events

| School Events  | Dates         |
|--|---------------|
| Orientation Day for P.1 students and newly admitted students | 28/8/2024     |
| School Opening Ceremony                                      | 9/9/2024      |
| Pathfinders Programme for P.1 and Kindergarten Students      | 14/9/2024     |
| School Picnic  | 27/9/2024     |
| PTA AGM, SMC Parent Member Election                          | 10/10/2024    |
| P.1-P.4 Level Parents' Day                                   | 10/10/2024    |
| P.5-P.6 Level Parents' Day                                   | 18/10/2024    |
| Dress Special Day  | 31/10/2024    |
| Prefect Training Camp  | 4/12/2024     |
| Christmas Party  | 20/12/2024    |
| <b>Lunar New Year Celebration @“Panda Delight</b>            | 10-11/1/2025  |
| Prize-giving Day (1 <sup>st</sup> Term) cum Parents' Day     | 15/2/2025     |
| Homecoming Day for Alumni                                    | 7/3/2025      |
| P.6 Graduation Educational Tour                              | 26-28/3/2025  |
| Sports Day   | 9/4/2025      |
| P.6 Graduation Ceremony and P.3-5 Prize-giving Ceremony      | 23/7/2025     |
| P.1-2 Prize-giving Ceremony (2 <sup>nd</sup> Term)           | 27/7/2025     |
| Summer Bridging Programme (P1.-P.4)                          | 14/7-1/8/2024 |



School Choir performed at 1<sup>st</sup> Term Prize-giving Day



School Picnic



Lucky draw at Christmas Celebration



Sports Day



Graduation Ceremony

- a. P.1-P.4 and P.4-P6 Level Parents' Day were conducted on 10/10 and 18/10 respectively. Parents were invited to have group meetings with class teachers. A talk on Secondary Schools Placement Allocation was given to P.5-6 parents.
- b. 1st term Prize-giving Ceremony and Parents' Day was conducted on 15/2/2025. An exhibition featuring student artwork and a display of books was organized. 303 parents attended the Parents' day and the Prize-giving day. Stake-holder Survey was conducted and parents were invited to share their views by completing the stakeholder survey questionnaire.
- c. Lunar New Year Celebration @“Panda Delight was a series of educational event aimed to celebrate the Lunar New Year, promote Chinese Culture, and inspire creativity among our students. The activities included event will feature a wide range of engaging and entertaining activities



Students explored the world of pandas and learnt about their habitats through interactive displays, games, workshops and hands-on activities.



Through various Chinese cultural activities, students experienced traditional Chinese arts and crafts such as calligraphy and Chinese painting.



Performances by Chinese dance, lion dance and percussion band

# Part 8 Support for Student Development -Whole-person Development

## 8.1 Moral and Civic Education

8.1.1 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. Target Setting and target setting evaluation were arranged to lead students to set goals and do self-reflection.

| Topics for MCE Lessons |                                 |   |
|------------------------|---------------------------------|---|
| First term             | Second term                     |   |
| P.1 – P.6              | P.1 – P.3                       | P.4 – P.6                                 |
| Law-abidingness        | Jobs & My Dreams                | Environmental Friendliness                |
| Benevolence            | Skills & Talents                | Mental Health                             |
| Filial Piety           | Setting Goals & Career Planning | Career Planning 1                         |
| Perseverance           | Problem-Solving Skills          | Career Planning 2                         |
| Integrity              | Time Management                 | Interpersonal Relationships in Daily Life |
| Respect for Others     | Sense of Belonging to School    |   |
| Commitment             | Personal Hygiene                | Studious                                  |

8.1.2 4 'Panda Four Actions of Love' Value Education lessons were implemented for each key stage during MCE Lessons in the second term.



## 8.2 Educational seminars for students

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

8.2.2 Two talks on Healthy Lifestyle were delivered by a community dietitian from the United Christian Nethersole Community Health Service. Additionally, the Hong Kong Family Welfare Society provided a mental health talk focused on "Emotion and Stress Management." We also organized two important talks conducted by the Assistant Police Community Relations Officer from the Wanchai District Police Community Relations Office: "Shoplifting and Drug Prevention" and "Self-Protection and Bullying Prevention." Furthermore, the Narcotics Division of the Security Bureau presented the "Interactive Anti-Drug Drama.".



8.2.3 Life-planning Education – Celebrity Guest Talk: Insights from Crystal Fung Ying-ying. On 19th May, 2025, Miss Crystal Fung, Miss Hong Kong 2016, actress, and nutrition graduate, visited our school. During the "Celebrity Guest Talk," our Headmistress, Ms. Leung, conducted an interview with her, followed by six students from P.4 to P.6 who asked questions. Miss Fung shared her experiences and insights on the theme of "Dreams and Perseverance." Her inspiring presentation taught students how to set goals, pursue their dreams step by step, and face life's challenges with resilience and courage. This event Chinese provided a valuable opportunity for students to receive support in life planning and deepen their self-understanding



### 8.3 Good Kadoorian Scheme

8.3.1 The scheme aimed at promoting and reinforcing students to have positive values and attitudes. Teachers awarded students with stamps when they observed good behaviors of students. Certificates, Hero Badges and Mysterious prizes were awarded to students who reached the targets. 'Hero Badges' were given to silver and gold awardees, while 'Mysterious prizes' were given to gold awardees.

| Awards                         | Responsible Hero | Perseverant Hero |
|--------------------------------|------------------|------------------|
| Gold Award                     | 89 students      | 161 students     |
| Silver Award                   | 137 students     | 90 students      |
| Bronze Award                   | 124 students     | 95 students      |
| Awarded students in percentage | 84.95%           | 84.59%           |

## 8.4 Environmental Protection

A team of Environmental Protection Ambassadors was set up to promote Environmental Protection. 12 students from P.3 to P.6 were selected to join the team. Reminders on saving energy were posted in each classroom. 'Reuse and Recycle' boxes were put in all classrooms to promote environmental protection.

## 8.5 Life Education Activity Programme (P.1-P.3)

LEAP was conducted in January and February for P.1 to P.3 pupils. The core Programmes for the three levels were 'Healthy Heroes', 'Nutrition Ignition' and 'Body Systems Go'



## 8.6 Understanding Adolescent Project

8.6.1 The project aimed at enhancing pupils' resilience, optimism, sense of belonging towards their families and schools, communication skills and co-operation with others. Target students joined a series of group activities and educational visits to develop positive attitude.

P.6 UAP

| Dates   | Activities           |
|---|----------------------|
| 6/12, 13/12, 7/2, 14/2, 21/2, 28/2, 21/3/2025 | Intensive Programmes |
| 15/4/2025                                     | Outing               |
| 14/5/2025                                     | Individual Interview |
| 9/5/2025                                      | Closing Ceremony     |

P.5 UAP

| Dates   | Activities           |
|---|----------------------|
| 4/10, 25/10, 1/11, 8/11, 15/11, 22/11, 29/11/2024 | Intensive Programmes |
| 5/12/2023   | Outdoor Activity     |
| 14/2/2025   | Individual Interview |
| 15/1/2025   | Closing Ceremony     |

P.4 UAP

| Dates     | Activities                |
|-----------|---------------------------|
| 9/10/2024 | Orientation and Launching |

|   |   |
|---|---|
| 12/10, 19/10, 26/10, 2/11, 9/11, 16/11, 23/11, 30/11/2024 | Intensive Programmes                            |
| 4/12/2024   | Day Camp  |
| 17/1/2025   | Parent Workshop                                 |
| 2/5 to 3/5/2025   | Overnight Camp                                  |
| 10/5/2025   | Parent-Child Camp                               |
| 16/5/2025   | Volunteer service in Community                  |
| 6/6/2025  | Parents & Teachers sharing and Closing Ceremony |



## 8.7 P.1 Transition Programme

8.7.1 The P.1 transition week was held from 2/9 - 6/9/2024.

8.7.2 A workshop on self-management, conducted by Christian Action, took place on 5/9. The workshop demonstrated personal hygiene, classroom rules, and procedures for packing school bags and using the toilet.



## 8.8 P.6 Transition Programme

8.8.1 In order to guide P.6 students well-prepared for secondary school interview, a talk and a mock interview was conducted on 12/12 & 13/12/2024.



8.8.2 P.6 students joined the visit to St. Joan of Arc Secondary School on 14/12/2024 and Yu Chun Keung Memorial College No.2 2024 on 3/4/2025.



8.8.3 A SSPA Talk was conducted on Parents' Day (18/10) for P.5 and P.6 parents. Principal from St. Joan of Arc Secondary school and CCC Kwai Wah Shan College were invited to give a talk to parents about Secondary school life. For P.6 parents, there were two other SSPA talks on 6 /12/2024 and 10/4/2025. Parents were informed of the ways to make appropriate choices of secondary school for their child.

## 8.9 Community-Based Project

### 8.9.1 Post-lesson activities

To provide more assistance and opportunities for the needy students to improve their learning effectiveness and broaden their learning experiences outside classroom, 5 post-lesson activities were arranged for eligible pupils in 1<sup>st</sup> term and 2<sup>nd</sup> term. Details of the activities are as follow:

| 1 <sup>st</sup> term                | 2 <sup>nd</sup> term                                |
|-------------------------------------|---|
| Cartoon drawing<br>Balloon twisting | Dough figure making<br>Hip Hop Dance<br>Magic class |



### 8.9.2 Visits

To raise the needy students' understanding of the community and sense of belonging, 3 visits were arranged for eligible pupils.

27 – 2 – 2025

Noah's Ark



14 – 4 – 2025

Ocean Park



13 – 5 – 2025

Dialogue in the dark



### 8.10 Support Services for Newly Arrived Students

8.10.1 Five Chinese groups and one English Group were arranged for NAC pupils to learn Chinese or English. These lessons were conducted on Wednesday from December to March.



8.10.2 A one-day trip to Hong Kong Ocean Park was arranged on 25/6/2025. Students immersed in the marine and ecological diversity, where they can know more about Chinese culture like the National treasure – Panda. The visit also promoted social integration among students by providing shared experiences and opportunities to build relationships and foster a sense of belonging with the school community through the Ocean Park visit.



8.10.3 A half-day cultural experiences activity was arranged on 9/6/2025 to let students immerse in Hong Kong food culture. The activity also helped boosting students' language skills by exposing them to Cantonese language environment.



## **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 one Teaching Assistant to provide in-class support and post lesson tuitions. She provided extra support to SEN pupils during Homework periods in order to help them do 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 Teaching Assistant was recruited under this funding. In-class support and tuition classes 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' talk and teachers' talk had been arranged.</li></ul> |

|   |  |
|---|--|
| III. Support measures and allocation of resources | <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 2 teaching assistants were recruited in the implementation of the Whole School Approach (WSA) to provide support for SEN pupils.</li> <li>• 2 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>• School-based speech therapy service is arranged to offer individual/ group training/ therapy sessions to students with Speech &amp; Language Impairment (SLI) twice a month.</li> <li>• Study skills training is arranged to offer individual/ group training/ therapy sessions to students with SEN or ALAs twice a month.</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 meeting with pupils and parents in order to support students with SEN.</li> <li>• SENCO collaborated with Educational Psychologist to devise Transition Programme for P.6 SEN 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 were arranged for SEN and ALAs pupils. Occupational Therapist (OT) focused on training our pupils gross motor skills, fine motor skills and hand-eye co-ordination.</li> </ul> | Every Wednesday or Thursday during school hours |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>The service was arranged for SEN pupils with learning difficulties. A total of 40 day services was arranged.</li> </ul>   |  |
| <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 50 students with speech and language problem. Speech Therapy sessions were conducted once a week during school hours. 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>   | Wednesday or Thursday during school hours        |
| <b>Social Skills Groups</b>                          | <ul style="list-style-type: none"> <li>The support service was arranged for ASD pupils during ECA lessons. Social worker from the NGO provided 14 training sessions in the 1<sup>st</sup> term (P.6) and 14 training sessions in the 2<sup>nd</sup> term (P.2 to P.4).</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>   | During CCA lessons on Wednesday                  |
| <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> <li>A total of 18 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, case conferences with parents and teachers were arranged during the visits.</li> <li>A Transition Programme was organised for P.6 ASD pupils aiming to prepare them for the transition to secondary school.</li> </ul> | According to pupils' need during the school year |
| <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>Supporting Programme</b>         | <ul style="list-style-type: none"> <li>English and Mathematics Tuitions were arranged for P.1 and P.2 pupils on Monday and Thursday respectively. Teaching Assistants were responsible for the lessons.</li> <li>The purposes of the tuition classes were to help the academic low achievers to strengthen the foundation in learning English and mathematics.</li> </ul> | Monday and Thursday respectively          |
| <b>Post Lesson Homework Tuition</b> | <ul style="list-style-type: none"> <li>Post lesson Homework Tuition was arranged for 60 pupils in 1<sup>st</sup> term and 2<sup>nd</sup> term.</li> <li>Under the afterschool learning support grant, fees were waived for pupils who were under financial support of CSSA or Full Grant of textbook assistance in this school year</li> </ul>                            | Monday to Friday (3:25 p.m. to 4:25 p.m.) |

## **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 10 October 2024. The results of the SMC Parent Member Election and PTA Ex-com Parent Member Election were announced. The PTA Ex-com members of the school year was formed.
- PTA day Tour was held on 22 February 2025. A total of 146 parents, students and teachers joined the event to visit Tai O and the Big Buddha. From the evaluation, some parents reflected that it was worth learning about the history and architecture of the Big Buddha and the history of Tai O village. The tour also allowed parents to connect with other families.
- A Day-Out Parent-child Competition was arranged to encourage parents and students share their joyful moments with others of the PTA Day Tour. 17 families from different levels submitted their entries.



#### **10.1.2 Serving Parents**

- 25 parents acted as serving parents on Sports Day. 24 of them assisted teachers in taking care of students, especially P.1-P.3 students. 1 parent acted as photographer and contributed a great number of photos and videos.
- 12 serving parents assisted teachers in taking care of student performers during P.6 Graduation Ceremony and P.3-P.5 Prize-giving Ceremony at Y-Theatre.



### 10.1.3 Parent Education

- Under the framework of Parent Education by the EDB, 13 parent talks and 3 parent-child workshops were arranged for the promotion of healthy, happy and balanced development of children and the well-being of parents as well. The parent-child workshops were on promoting physical health (Nunchaku classes) and promoting mental health (sand art bottles).



### 10.1.4 PTA Scholarship and PTA Speech/Music 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 both Mid-year Examination and Final Examination. 77 students received the awards.
- Students who received positions in Hong Kong Schools Speech Festival or Hong Kong Schools Music Festival were awarded PTA Speech Festival / Music Festival Award. 9 students received the awards.

### 10.1.5 PTA Publication

- SEKPS PTA Newsletters were issued in November and July and distributed to all parents. It aimed to promote the events arranged by the PTA and enhance parents' involvement in attending the various PTA events.

**SEK PTA newsletter**  
November 2024 Issue

**PTA Ex-com Members 2024-2025**

Chairperson: Mrs. Nalini Jayadevra  
Vice Chairperson: Dr. Afrah Amin  
Secretary: Mr. Szu Wan Lok  
Treasurer: Mr. Alvin Wong  
Activities Coordinators: Mrs. Emily Lam, Ms. Manas Yip  
Publication Coordinators: Dr. Jaswinder Singh, Ms. Ling Xia Zhao

**Schedule of Events**

- Talks and Workshops for Parents on - Child Development - Parents' Physical & Psychological Well-being (monthly)
- Interest Classes for Parents (2nd term)
- PTA Day Tour to Tai O and the Big Buddha (22.2.2025)
- PTA Day for Parents for Chinese Cultural Day (February) and Sports Day (April)

**JOIN US**  
We love our beautiful school campus

As a current SMC parent member and former PTA ex-committee member, I have witnessed SEK's unwavering dedication to student growth and success. The teachers and staff at SEK are highly qualified and caring, creating a safe, supportive and stimulating learning environment. The students are deeply committed to meeting students' needs while fostering mindfulness and well-being for both body and mind. My son has flourished at SEK, benefiting from its unique multicultural environment where students from diverse backgrounds blend harmoniously, showcasing their talents and inspiring leadership. SEK equips students to succeed as confident, capable leaders (Not individuals) in an ever-changing world.

Mrs. 3598 Linn SMC Parente Member

**Prepared with Love by the PTA**

**Mission completed: Ex-coordinators and parents prepared lucky draw prizes for Christmas celebration on 19/12**

**PTA PUBLICATION JULY 2025**

The Parent-Teacher Association conducted a variety of activities for our parents and students in the second term. Let's have a flashback and share those joyful moments!

PTA PUBLICATION JULY 2025

**Sand Art Bottle Parent-child Workshop on 12/4/2025**

**Mrs. Emily Low**  
(Parent of 4A Nathaniel)

**Mrs. Manas Yip**  
(PTA Activities Co-ordinator)

**Ms. Manon Le**  
(PTA Activities Co-ordinator)

**As we enter our fifth year at SEK, I'm grateful to see how my children Year 5 and Year 3 thrive in this vibrant community. They've embraced the multicultural environment, forming friendships with peers from diverse backgrounds. The school's wide range of activities—from sports to arts—has nurtured their growth and creativity. It's heartwarming to witness their joy and confidence as they learn and grow.**

**Watching them run to school each morning with excitement reminds me of what makes SEK special. It's not just a school, but a nurturing community that celebrates every child's uniqueness. Proud to be part of this journey!**

## 10.2 The Alumni Association

**10.2.1** Homecoming Day for Alumni was held on 7/3/2025, after the Annual General Meeting. About 125 alumni of different years of graduation joined the activity. According to the evaluation by the alumni, they treasured the moments of reunion with schoolmates and former teachers. They also found the tour around of the school campus a previous to recall the school days in SEKPS.



**10.2.2** Alumni scholarships were awarded to students who received the first position at Mid-year Examination and Final Examination of each level. 6 students received the awards.

## 10.3 Connection with Kindergartens

**10.3.1 Pathfinder Day** - Information Day was arranged for kindergarten students and parents on 29/11/2024. STEAM and Visual art activities were arranged for the kindergarten students. A school introduction talk was arranged for parents. Students from kindergartens joined the Pathfinders program. Parent talk and students activities were arranged to let parents get more information about primary education.

**10.3.2** Parents from Muslim Community Kindergarten visited our school on 17/9/2024. An introduction of the school was presented to the parents of the kindergarten.



**10.3.3** Aberdeen Baptist Church Pak Kwong Kindergarten visit on 9 January 2025. A parents talk has been arranged.



**10.3.4** 9 kindergartens were invited to join the “Christmas Drawing and Colouring Competition” in order to build up a close connection with the kindergartens, The presentation of awards to the winners of kindergarten students was conducted on SEKPS Lunar New Year Celebration with Panda in January 2025.

**10.3.5** Induction Day for P.1 and P.2-P.6 newly admitted pupils was arranged on 21/6/2025. Orientation Day was held on 28/8/2024. Parents of P.1 students and newly admitted students were invited to join. 62 families attended the Orientation Day.

# Part 11 Students' Performances

## 11.1 Results of Secondary Schools Places Allocation

Our Students were allocated to the following schools with 90% of students successfully allocated to their first three choices of schools, and 92 % of students to their first five choices of schools.

### HK2 Net

- Queen's College
- St Paul's Secondary School
- The True Light School of Hong Kong
- Marymount Secondary School
- SKH Tang Shiu Kin Secondary School
- Raimondi College
- Wah Yan College, Hong Kong
- Precious Blood Secondary School
- Buddhist Wong Fung Ling College
- HK Tang King Po College
- Hotung Secondary School
- St Joan of Arc Secondary School
- Kiangsu-Chekiang College
- Islamic Kasim Tuet Memorial College
- CCC Kwei Wah Shan College
- TWGHS Lee Ching Dea Memorial College
- Concordia Lutheran School (NP)
- Hon Wah College

### Other School Nets

- Aberdeen Technical School
- Cheung Sha Wan Catholic Secondary School
- Chinese YMCA Secondary School
- Chong Gene Hang College
- Heung To Secondary School (Tseung Kwan O)
- Lock Tao Secondary School
- The Methodist Church HK Wesley College
- NLSI Lui Kwok Pat Fong College
- PLK Tong Nai Kan Junior Secondary School
- Our Lady's College
- St Paul's School (Lam Tin)
- Yu Chun Keung Memorial College No.2

### Secondary School (Direct Subsidy Scheme Secondary School (NOT Participating in Secondary Places Allocation) Wah Yan College, Kowloon

- Creative Secondary School
- Delia Memorial School (Clee Path)
- Delia Memorial School (Broadway)
- Man Kwan QualiEd College

## 11.2 Scholarships

| <b>Names of Scholarship</b>         | <b>Organizers</b>           | <b>Awardees</b>   |
|-------------------------------------|-----------------------------|---|
| Chan Kai Ming Scholarship           | Education Scholarships Fund | 6A BALAGAT ELI NICK EJ DIMAPILIS  |
| Ho Kam Tong Scholarship             | Education Scholarships Fund | 6A LIANG JI BIN GIBSON  |
| Mrs Lau Chu Pak Scholarship         | Education Scholarships Fund | 6A GABRIELLA YEDRA ABARICO ESPINOSA   |
| Arculli, Hussain el Scholarship     | Education Scholarships Fund | 2A AVTEJ SINGH  |
| Wan Chai Outstanding Students Award | Wan Chai District Council   | 5A Wong Kwok Lam<br>6A Liang Ji Bin M Gibson  |
| Harmony Scholarship                 | The Home Affairs Department | 6A ASASAKI Anne<br>6B LAWENG Hannah Colos<br>6C PATWARY Rasal<br>5A BDUL RAHMAN Arfan |

| <b>Names of Scholarship</b> | <b>Organizers</b>                         | <b>Awardees</b>  |
|-----------------------------|---|--|
| We Did It Award             | The Committee on Home-School Co-operation | Head prefect<br>6A ESPINOSA GABRIELLA YEDRA ABARICO<br>6A KHAN ZAYNULABIDIN<br>6B GURLEEN-KAUR<br>6C PATWARY RASAL |
|                             |   | School librarian<br>5A GUNAWARDANA K. L. PASANDEE  |
|                             |   | 6A SUMALINOG ZETH NATALEIGH ANDO   |
|                             |   | Flag Raising Team<br>5A GURUNG SAIMA   |
|                             |   | 5A TONG TSZ YAU  |
|                             |   | VA Elite<br>5A RAI SAIRA   |
|                             |   | 6B KWONG CHIN YAU  |
|                             |   | Chinese Reading Ambassador<br>5A FAN CHUN HEI JACY   |
|                             |   | 5A KWOK CHAK LAM   |

### 11.3 Results in Inter-school Competitions

| Names of Competition                   | Name of Awards   | Awardees  |
|--|--|---|
| <b>Chinese</b>                         |  |   |
| 76th Hong Kong Schools Speech Festival | Chinese Solo Verse Speaking<br>(粵語詩詞獨誦)<br>Merit         | 2A INOTURAN ISABELLA<br>2A PANADURA LIYANAGE AYUMI S.<br>IRENA<br>3B AU HO HUNG<br>3C YIM TSZ YU<br>3C CHEN CHEUK KAI<br>3C RAISON MAN PRADHAN<br>4A LEUNG HEI LONG GILMOUR<br>4B TANG CHEUK PUI<br>5A NG PAK CHING<br>5A TONG TSZ YAU<br>5A ROY ANSHUMAN<br>5C HO HOI CHING<br>6A BALAGAT ELI NICK EJ DIMAPILIS<br>6A WONG CHAU TING EVELYN<br>6B KWONG CHIN YAU<br>6C LAW MAN HEI |
|  | Chinese Solo Verse Speaking<br>(粵語詩詞獨誦)<br>Proficiency   | 2A CHENG KA LONG CHARLES<br>4C Tsang Ching Kale<br>5A AVIYANTO XAVIER WONG<br>6A CHONG AARIF MIKA   |
| 「文言經典建議篇章」問答暨繪畫比賽                      | 傑出表現獎  | 2B TANG SHU WING<br>3A KWOK YI CHING<br>4A LIU CHEUK HIN<br>5A ROY ANSHUMAN<br>6A TSANG SUM KAPHAS  |
| 「金筆獎」全港中小學中文硬筆書法比賽                     | 非華語學生特別獎   | 5C YADAV KOMAL  |
| 第十一屆「律己愛人，以禮興邦」硬筆書法比賽                  | 入圍獎  | 4B CHAU WAN TAT   |
| 第十一屆「律己愛人，以禮興邦」故事續寫比賽                  | 優異獎  | 6B KWONG CHIN YAU   |
| <b>English</b>                         |  |   |
| 76th Hong Kong Schools Speech Festival | English Solo Verse Speaking Champion                     | 3A LUIS EZEKIEL ABARICO ESPINOSA<br>3A SYAIRA ALEXANDRA PRAKOSO<br>5A KATHALUWA LIYANAGE<br>PASANDEE GUNAWARDANA  |
|  | English Solo Verse Speaking<br>1 <sup>ST</sup> Runner Up | 3B YANA MARIA KURIAN<br>5A ATMAKURI VENKATA SEAHA<br>LASYA PRIYA<br>5A MA CHING NGA   |

|  |  |  |
|--|--|--|
|  |  | 6B RHYSANDA ALIYA HARAHAP  |
|  | English Solo Verse Speaking<br>2 <sup>ND</sup> Runner Up | 3C CHEUNG SUI TING   |
|  | English Solo Verse Speaking<br>Merit                     | 2A ISABELLA INOTURAN<br>2A CHENG KA LONG CHARLES<br>2B HOSHINO SHO<br>2B CHOW HOK YU<br>2B SUDHIR SIDHIKSHA<br>3A TAM LOK LAM<br>3A PERIYASAMY SREEJA ANTONY<br>3B ZYANA SARA KURIAN<br>3B LEE TIAN HAO JACOB DYLAN<br>3C RAISON MAN PRADHAN<br>3C CHEN CHEUK KAI<br>4A MOHAMMED ALI<br>4B ZHU SHI YIN<br>4B KUNAM TANVI<br>4B SARVESH MADHAN MOHAN<br>4C VIRA BANSAL<br>5A WAN WING YEE<br>5A SANTERA MAVERICK OASIS<br>5A HUI LOVE CLARA<br>5A ABDUL RAHMAN ARFAN<br>5A AVIYANTO XAVIER WONG<br>5A ANSHUMAN ROY<br>5A GHAZALI JANNAH BINTE<br>5B PHUNG AN KHUE<br>5B SANAN SHAHID QURESHI<br>5B AREVALO ISABELLA EMMANOELLE C.<br>5B KIANAMAYANG AMARANGGANA<br>5C NAVIKA JHA<br>6A SUMALINOG ZETH NATALEIGH ANDO<br>6A CHEUNG YI LAM<br>6A KHAN ZAYNULABIDIN<br>6A LIANG HAN ZHI HANKS<br>6A SASAKI ANNE<br>6B CHAN YIK TUNG<br>6B KHAN FURQAN<br>6B KHAN UMAMAH<br>6B MOHAMMAD REHAN JABAR<br>6C AMABOH CARLY NGUM<br>6C RITVIKA RANJITH<br>6C SAMEER SINGH DASILA |

| <b>Names of Competition</b>                                      | <b>Name of Awards</b>                     | <b>Awardees</b>  |
|--|---|--|
| 76th Hong Kong Schools Speech Festival                           | P.1-P.3 Mixed Voice Choral Speaking Merit | 2A AI TSZ YU<br>2A KANKAEW WATCHARAPORN<br>2A NIOVE CANDACE RAMOS MANALO<br>2A SANTIVIRIYAPHIBOON ANIDA<br>2A AILING THANKARAJ<br>2A CHENG KA LONG CHARLES<br>2A CHEUNG PAK HEI<br>2B HIPOL AMARAH JOLENE ANTONIO<br>2B KHAN MANAHIL<br>2B LOIS LOZANO<br>2B MAK WING NAM ZONA<br>2B AMAAN RASOOL<br>2B CHARLES ROLLINS KITRELL<br>2B CHOW HOK YU<br>2B PEREZ SEBASTIAN ZANE AURELIO<br>3ACORPUZ ALEXENE OHANNA<br>3ALEUNG MAKAYLA HOI LAM<br>3A PERIYASAMY SREEJA ANTHONY<br>3A SYAIRA ALEXANDRA PRAKOSO<br>3A TAM LOK LAM<br>3A ESPINOSA LUIS EZEKIEL<br>3A JEANE DAVEY RENTOY VILLANUEVA<br>3A URBINA PSYCHIE JAMES PINTO<br>3B JOANNA DON ARIMBOOR<br>3B KERDPHOON PREEYANAN<br>3B AU HO HUNG<br>3B PALLIYATH VALAPPIL AARAV<br>3C KIERA MARY LEE<br>3C LAM SIU CHING ANGELINA<br>3C WINONA SOPHIA SARMIENTO<br>3C CHEUNG SUI TING |
|  | English Prose Reading Merit               | 5A KATHALUWA LIYANAGE PASANDEE GUNAWARDANA<br>5A HUI LOVE CLARA<br>6A GABRIELLA YEDRA ABARICO ESPINOSA   |
| The 17 <sup>th</sup> English Radio Drama Competition for Schools | Semi-Finalist Award                       | 6A SASAKI ANNE<br>6A GABRIELLA YEDRA ABARICO ESPINOSA<br>6A ZETH NATALEIGH A. SUMALINOG<br>6C VIDAL CASSANDRA FAITH F<br>5A ATMAKURI VENKATA SESHA LASYA PRIYA   |
| National Security Education: English Short Speech Competitions   | 3 <sup>rd</sup> place                     | 6A Sasaki Anne   |
|  | 4 <sup>th</sup> place (Merit)             | 6A Gabriella Yedra Abarico Espinosa  |

| <b>Names of Competition</b>  | <b>Name of Awards</b>   | <b>Awardees</b>   |
|--|---|---|
| Hong Kong School Drama Festival  | Award for Outstanding Performer<br><br>Award for Outstanding Cooperation &<br>Award for Outstanding Stage Effects | 5B Phung An Khue (Pippi)<br>6A Espinosa Gabriella Yedra Abarico<br><br>3A Espinosa Luis Ezekiel<br>3C Winona Sophia Sarmiento<br>3C Chen Cheuk Kai<br>4A Bato Eden Shane De Guzman<br>5A Atmakuri Venkata Sesha Lasya Priya<br>5A Ghazali Jannah Binte<br>5A Roy Anshuman<br>5A Santera Maverick Oasis<br>5B Phung An Khue<br>5B Quejano Allysha Rose<br>5C Navika Jha<br>6A Cheung Yi Lam<br>6A Chong Aarif Mika<br>6A Gabriella Yedra Abarico Espinosa<br>6A Sasaki Anne<br>6A Tsang Yi Charis<br>6A Wong Chau Ting Evelyn<br>6A Zeth Nataleigh A. Sumalinog<br>6B Gurleen Kaur<br>6B Hannah Colos Laweng<br>6B Harahap Rhysanda Aliya<br>6B Kwong Chin Yau<br>6C Quito Breanna Faith Cunanan<br>6C Ritvika Ranjith<br>6C Vidal Cassandra Faith F |
| <b>Mathematics</b>   |   |   |
| 11 <sup>th</sup> Hong Kong Primary Mathematics Challenge organized by St. Joan of Arc Secondary School | Participation   | 6A CHANG YAO CARL<br>6A SHAURYA MAHAJAN<br>6A TSE TZE YUEN ALPHA<br>6A WONG CHIT AIDEN  |
| <b>Putonghua</b>   |   |   |
| 76th Hong Kong Schools Speech Festival   | PTH Solo Verse Speaking (普通話詩詞獨誦)<br>Merit  | 2B LIANG LI ZHI LYCHEE<br>5A FAN CHUN HEI JACY<br>5A MAO HAI JIE<br>5A TONG TZE YAU<br>6A LIANG HAN ZHI HANKS<br>6B KWONG CHIN YAU<br>6C BAI XIER   |

| <b>Names of Competition</b>   | <b>Name of Awards</b>  | <b>Awardees</b>  |
|---|--|--|
| 76th Hong Kong Schools Speech Festival                              | PTH Solo Verse Speaking (普通話詩詞獨誦)<br>Proficiency                                     | 3C CHEN CHEUK KAI<br>4C VIRA BANSAL<br>4C TSE YUEN GI<br>5C HO HOI CHING<br>6C LAW MAN HEI   |
| <b>STEAM Competitions</b>   |  |  |
| the 5 <sup>th</sup> Pui Kiu Cup Rocket Sled Competition             | 1 <sup>st</sup> Runner-up  | 6A LEUNG WAN FUNG<br>6A LIANG JI BIN GIBSON<br>6C HATAKEYAMA NOAH  |
| <b>Information Technology</b>                                       |  |  |
| National Identity Mobile Application Design Competition by HKEdCity | Merit  | 6A TSANG SUM KAPHAS<br>6A TSANG YI CHARIS  |
| <b>P.E.</b>   |  |  |
| A.S. Watson Group   | HK Student Sports Awards 2024-2025   | 5A TAM LOK YAN   |
| HK Island East Area Inter-Primary Schools Athletic Competition      | Boys C Grade 60m 4th place   | 4B Kuribayashi Kei   |
|   | Girls B Grade Long Jump 5th place  | 5C Navika Jha  |
|   | Boys S Grade 100m 5th place  | 6C Patwary Rasal   |
| HK Island East Area Inter-Primary Schools Swimming Competition      | Boys B Grade 50m backstroke Champion   | 5A TAM LOK YAN   |
|   | Boys B Grade 100m freestyle Champion   |  |
|   | Girls C Grade 50m backstroke 4th place<br>freestyle 5th place                        | 3A TAM LOK LAM   |
| ALL HK Inter-Area Primary Schools Swimming Competition              | Boys B Grade 50m backstroke 8 <sup>th</sup> place<br>freestyle 8 <sup>th</sup> place | 5A TAM LOK YAN   |
| 第十五屆仁慈盃五人足球邀請賽  | Shield event – 2 <sup>nd</sup> runner-up   | 1B SASAKI AOI<br>1B SMIRNOV DENIS<br>4A LEUNG HEI LONG GILMOUR<br>4A SMIRNOV KIRILL<br>4B GABRIO TAMUDA TERERA<br>4B KURIBAYASHI KEI<br>5A KURIBAYASHI KAI<br>5C KUPAKWASHE MUDUMI<br>6A SASAKI ANNE<br>6B JAVIER JUDE NONGBRI |

| <b>Names of Competition</b>                              | <b>Name of Awards</b> | <b>Awardees</b>  |
|--|-----------------------|--|
| Inter-school Rely Invitation<br>南區官小友校接力邀請賽              | 混合組 4x100m<br>殿軍      | 6A ALI ATIF JEAN<br>6B MOHAMMAD JAVIER<br>6C BAI XI ER<br>6C WONG KARLIE                             |
| Inter-school Rely Invitation<br>北角官立小學友校接力邀請賽            | 男子組 4x100m<br>亞軍      | 4B Kuribayashi Kei<br>5A Aviyanto Xavier Wong<br>5A Fan Chun Hei Jacy<br>6A Ali Atif Jean            |
|  | 女子組 4x100m<br>冠軍      | 4A Moore Louise Kathleen<br>5A Gunawardana K. L. Pasandee<br>5C Luciana Abbas Garrod<br>6C Bai Xi Er |
| Inter-school Rely Invitation<br>軒尼詩道官立小學<br>(銅鑼灣)友校接力邀請賽 | 男子組 4x100m<br>季軍      | 4B Kuribayashi Kei<br>5A Aviyanto Xavier Wong<br>5B Chhetri Saurav<br>6A Ali Atif Jean               |
|  | 女子組 4x100m<br>冠軍      | 4A Moore Louise Kathleen<br>5C Luciana Abbas Garrod<br>5C Navika Jha<br>6C Bai Xi Er                 |
| Inter-school Rely Invitation<br>般咸道官立小學友校接力邀請賽           | 混合組 4x100m<br>冠軍      | 4A Moore Louise Kathleen<br>5A Aviyanto Xavier Wong<br>5A Kuribayashi Kai<br>5C Luciana Abbas Garrod |
| 官立嘉道理爵士小學<br>友校接力邀請賽                                     | 男子組 4x100m<br>季軍      | 4B Kuribayashi Kei<br>5A Aviyanto Xavier Wong<br>5A Kuribayashi Kai<br>6A Ali Atif Jean              |
|  | 女子組 4x100m<br>亞軍      | 4A Moore Louise Kathleen<br>5A Gunawardana K. L. Pasandee<br>5C Luciana Abbas Garrod<br>6C Bai Xi Er |
| <b>Music</b>   |                       |  |
| 76 <sup>th</sup> Hong Kong Schools Music Festival        | Silver Award          | 1B NG HOI CHUN   |
|  |                       | 1C LEONG CHEN HUI ADRIAN   |
|  |                       | 5A KATHALUWA LIYANAGE PASANDEE GUNAWARDA   |
|  |                       | 5B ASOK KUMAR NEHAASRI (Third position)  |
|  | Bronze Award          | 2B CHOW HOK YU   |
|  |                       | 4A LAW TZE HIN NATHANIEL   |
|  |                       | 6A Liang Han Zhi Hanks   |
| <b>Library Studies</b>                                   |                       |  |
| “Tell A Tale” Children’s Storytelling Competition        | Merit Award           | 3C CHEN CHEUK KAI  |

| <b>VISUAL ART</b>                           |          |                                   |
|---|----------|-----------------------------------|
| Hotung<br>Secondary<br>School"勤奮好學填<br>色比賽" | Champion | 3A SIU HOU SEON                   |
| 香港中華禮儀振興會<br>「全港小學旗袍填色<br>比賽」               | 優異獎      | 3A SIU HOU SEON<br>6B QUINTIN LIM |

## Part 12 Financial Summary & Other Reports

### 12.1 Financial Summary of 2024-25 School Year

| Sir Ellis Kadoorie (S) Primary School<br>Financial Summary of 2024/2025 school year  |                                 |                       |
|--|---------------------------------|-----------------------|
|  | Allocation/<br>Income<br>(HK\$) | Expenditure<br>(HK\$) |
| <b>I. Subject and Curriculum Block Grant</b>   |                                 |                       |
| Balance B/F (from school year 23/24)   |                                 | 1,480,534.00          |
| <b>(A) Funds for non-specific school</b>   |                                 |                       |
| Baseline reference provision (835-302)   | 391,317.00                      | 237,441.40            |
| Remaining:   |                                 | 153,875.60            |
| <b>(B) Funds for specific school</b>   |                                 |                       |
| Enhanced Speech Therapy Grant (835-214)  | 168,150.00                      | 108,500.00            |
| Learning Support Grant (909-207)   | 1,287,351.00                    | 1,172,186.40          |
| Composite IT Grant (835-140)   | 427,756.00                      | 323,188.00            |
| Capacity Enhancement Grant (835-210)   | 631,126.00                      | 594,975.68            |
| UAP (Primary) Grant (834-205)  | 150,938.00                      | 179,800.00            |
| School-based after-school Learning and Support Plan (909-409)  | 67,200.00                       | 56,000.00             |
| Life-wide Learning Grant (909-469)   | 640,592.00                      | 388,373.80            |
| Sub-total:   | 3,373,113.00                    | 2,823,023.88          |
| Remaining:   |                                 | 550,089.12            |
| <b>II. Other Grant</b>   | Allocation/<br>Income<br>(HK\$) | Expenditure<br>(HK\$) |
| Student Guidance Service Grant (834-206)   | 137,578.00                      | 73,375.00             |
| Enhanced Additional Funding - Support for NCS Students (909-415)   | 2,102,755.75                    | 1,717,842.66          |
| Sub-total:   | 2,240,333.75                    | 1,791,217.66          |
| Remaining:   |                                 | 449,116.09            |
| <b>III. Extra Curricular Activity Funds</b>  | Allocation/<br>Income<br>(HK\$) | Expenditure<br>(HK\$) |
| Balance B/F  | 113,398.70                      |                       |
| Operational fees for school ECAs<br>(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) | 493,220.41                      | 564,245.58            |

## 12.2 Capacity Enhancement Grant

### Evaluation on the Use of Capacity Enhancement Grant (2024-2025)

Number of operating classes: 18

Estimated amount of the Grant: **\$631,126.00**

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 | <p><b>Employment of 1 teaching assistant</b></p> <p>Handling non-teaching administrative work such as input of student data or record of sick leave, answering parent enquiries, taking care of sick students, assisting teachers in school admission and preparing quotation.</p> | Teachers agreed that non-teaching administrative duties are relieved which allow them more time to concentrate on preparation work for teaching and learning. | 12 months (9/2024-8/2025) | <p>Salary of:<br/>1 teaching assistant<br/>\$18,895.00×1<br/>2×1.05<br/>=\$238,077.00</p> | <p>September – August Salary</p> <p><b>\$237,416.00</b><br/>(MPF 5% included)</p> |

| Objectives  | Strategies  | Performance Indicators   | Schedule                      | Budget  | Actual Expenses                           |
|---|---|--|-------------------------------|---|---|
| 2. To provide English language support to upper primary students. | <p><b>Employment of 1 ELTA (English Language Teaching Assistant)</b></p> <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> | <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-schools competitions</li> <li>• Pupils perform during school functions</li> </ul> | 10 months (10/2024 - 06/2025) | Estimated fee: \$39,800.00×9 = \$358,200.00         | \$39,800 x 9 months = <b>\$358,200.00</b> |
|   |   |  |                               | <b>Total Expenses as at 31 August: \$595,616.00</b> |   |

### Evaluation on the Use of Capacity Enhancement Grant 2024/2025

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

|                        |   |
|------------------------|---|
| Strategies:            | 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.  |
| Performance Indicator: | Teachers agreed that non-teaching administrative duties are relieved which allow them more time to concentrate on preparation work for teaching and learning  |
| Evaluation:            | The teaching assistant provided adequate support to teachers with non-teaching workloads such as inputting student data, recording sick leave and lunch cancellations, maintaining daily attendance records, caring for sick students, and assisting with school admissions. She also helped teachers obtain quotations and followed up on the delivery of printed materials, including red packets for all students, the PTA newsletter, and school publications. Additionally, she answered telephone calls from parents regarding their child's sick leave and |

|  |   |
|--|---|
|  | <p>addressed other general enquiries from the public. In major school activities, such as the Graduation Ceremony and P1 Pathfinder Programme, she assisted with the preparation of guest receptions. Teachers observed that the teaching assistant performed her duties efficiently. She was consistently helpful and caring towards students and patient in responding to parents' enquiries. Her efforts in supporting teachers with non-teaching daily tasks allowed them more time to focus on the needs of students and prepare for their teaching responsibilities.</p> <p>Teachers were highly satisfied with her excellent performance and agreed that employing non-teaching staff to manage administrative duties was appropriate.</p> |
|--|---|

#### **Item 2: 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-schools competitions</li> <li>- Pupils perform during school functions</li> </ul>  |
| Evaluation:            | <p>Meetings on collaborative lesson planning with the ELTA and P.4-6 English teachers were conducted by level as scheduled. The ELTA led the Extended Literacy Programme (ELP) reading and writing lessons with P4-6 students. The English subject panels worked closely with the ELTA to ensure teaching quality under the supervision of the English Chairperson.</p> <p>Overall, English teachers found the lessons provided by the ELTA beneficial to the students, who had the opportunity to learn English from a native speaker. The lessons delivered by the ELTA were well-structured. She prepared suitable teaching materials and guided the students in brainstorming ideas for writing and other language aspects. Students of various levels participated actively in the ELTA lessons.</p> <p>The P.4-P.6 English teachers agreed that the use of funds to employ an ELTA to conduct reading and writing programmes for upper primary students is appropriate.</p> |

Schools are required to upload this Report or the School Report which consists 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 <sup>1</sup> (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected) | Evaluation Results | Essential Learning Experiences<br>(Please put a ✓ the appropriate boxes):<br>more than one option can be selected) |   |                                    |                   |
|-----|--|------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|---|--------------------|--|---|------------------------------------|-------------------|
|     |  |            | Level           | Number of Participants |                      |                                 |                     |   |                    | Values Education   | Intellectual Development (closely linked with curriculum) | Physical and Aesthetic Development | Community Service |
| 1   | <u>Local Activities: To organise life-wide learning activities in different KLAs / 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 proper values and attitudes</u> |            |                 |                        |                      |                                 |                     |   |                    |  |   |                                    |                   |
| 1.1 |  |            |                 |                        |                      |                                 |                     |   |                    |  |   |                                    |                   |
| 1   | School Team Training - K-Pop Dance   | whole year | P.1-P.6         | 23                     | \$32,713.10          | \$1,422.31                      | E5                  | Physical Education  |                    |  |   |                                    |                   |
| 2   | School Team Training - Rope Skipping   | whole year | P.3-P.6         | 18                     | \$23,375.00          | \$1,298.61                      | E5                  | Physical Education  |                    |  |   |                                    |                   |
| 3   | School Team Training - String  | whole year | P.1-P.6         | 17                     | \$25,729.40          | \$1,513.49                      | E5                  | Art (Music)   |                    |  |   |                                    |                   |

|   |  |            |         |    |             |             |                     |   |  |  |  |  |  |
|---|--|------------|---------|----|-------------|-------------|---------------------|---|--|--|--|--|--|
| 4 | School Team Training - Percussion Band | whole year | P.1-P.6 | 20 | \$15,521.80 | \$776.09    | Attr. (Music)       | ✓ |  |  |  |  |  |
| 5 | School Team Training - Lion Dance      | whole year | P.3-P.6 | 20 | \$19,075.00 | \$933.75 E5 | Patricine Education | ✓ |  |  |  |  |  |
| 6 | School Team Training - Football        | whole year | P.1-P.6 | 23 | \$6,600.00  | \$286.96 E5 | Physical Education  | ✓ |  |  |  |  |  |
| 7 | Athletic Team                          | whole year | P.3-P.6 | 40 | \$10,800.00 | \$270.00    | Physical Education  | ✓ |  |  |  |  |  |
| 8 | Easy Sports Program<br>(易運動)           | whole year | P.1-P.2 | 28 | \$12,600.00 | \$450.00 E5 | Physical Education  | ✓ |  |  |  |  |  |

|     |   |                       |         |              |              |               |                       |   |   |
|-----|---|-----------------------|---------|--------------|--------------|---------------|-----------------------|---|---|
| 9   | Chinese Dance   | whole year            | P.1-P.3 | 18           | \$27,600.00  | \$1,533.33 E5 | Patriotic Education   | It is undeniable that the regular Chinese dance lesson can help to improve the team spirit of our students. The activities provide all-round development for them. It is a great way to nurture Chinese traditional cultures into our students through learning different kinds of Chinese dance.   | ✓ |
| 10  | English Drama Team  | whole year            | P.1-P.6 | 30           | \$166,512.00 | \$5,504.00 E5 | English Language      | The training helped students gain proficiency in acting, singing, dancing and technical theatre skills. Student learning and skill development in the drama classes has been strong overall. Students have demonstrated growth in creativity and collaboration. Student engagement and enthusiasm for the drama program also appears high, with consistent attendance and participation in classes and production work. | ✓ |
| 11  | LEAP Primary Program  | March-April 2025      | P.1-P.3 | 192          | \$9,050.00   | \$47.14 E6    | Student Mental Health | By observation, students enjoyed the interactive activities and learnt well in healthy lifestyle. Though this programme, students could build up their problem solving and social-resilience skills.  | ✓ |
| 12  | Leadership Training Camp  | Jun-25                | P.4-P.6 | 58           | \$4,600.00   | \$79.31 E2    | Leadership Training   | Leadership Training Day 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. Moreover, 85% of participants agreed that the activity can build up their teamwork.   | ✓ |
| 13  |   |                       |         |              |              |               |                       |   |   |
| 14  |   |                       |         |              |              |               |                       |   |   |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons |                       |         |              |              |               |                       |   |   |
| 1   | (Please insert rows above if the space provided is insufficient.)   | Sub-total of Item 1.1 | 487     | \$354,176.30 |              |               |                       |   |   |
| 2   |   |                       |         |              |              |               |                       |   |   |
| 4   |   |                       |         |              |              |               |                       |   |   |
|     | (Please insert rows above if the space provided is insufficient.)   | Sub-total of Item 1.2 | 0       | \$0.00       |              |               |                       |   |   |

|  |                         |     |              |
|--|-------------------------|-----|--------------|
|  | Expenses for Category 1 | 487 | \$354,176.30 |
|--|-------------------------|-----|--------------|

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

| No. | Item   | Purpose  | Actual Expenses (\$) |
|-----|--|--|----------------------|
| 1   | Production of products used for project learning |  | \$2,262.80           |
| 2   | Printing of Student Publications                 | Let students and parents appreciate students' works                      | \$11,350.00          |
| 3   | Materials for making handicraft                  | for ECA Activities   | \$604.70             |
| 4   | Materials for making panda handicraft            | for Panda delight activities   | \$525.00             |
| 5   | Material for making Chinese lanterns             | to promote Chinese Culture   | \$1,980.00           |
| 6   | SEK Graduation Book 2024-2025                    | to prepare for P6 students' graduation and to appreciate students' works | \$16,000.00          |
| 7   | Team shirt of school choir                       | to allow students to have a sense of belonging to the school choir team  | \$1,475.00           |

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

|                               |              |
|-------------------------------|--------------|
| Expenses for Category 1       | \$34,197.50  |
| Expenses for Categories 1 & 2 | \$388,373.80 |

**Category 3: Number of Student Beneficiaries**

|   |                |    |   |
|---|----------------|----|---|
| Total number of students in the school:               | 413            | E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) |
| Number of student beneficiaries:                      | 413            | E2 | Transportation fees   |
| Percentage of students benefiting from the Grant (%): | 100%           | E3 | Fees for non-local exchange activities / competitions (students)  |
| Name of Contact Person for LWL:                       | Ko Oi Chun     | E4 | Fees for non-local exchange activities / competitions (escorting teachers)  |
| Post of Contact Person for LWL:                       | Senior Teacher | E5 | Fees for hiring expert / professionals / coaches  |
|   |                | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school            |
|   |                | E7 | Purchase of equipment, instruments, tools, dexterities, consumables   |
|   |                | E8 | Purchase of learning resources (e.g. educational softwares, resource packs)   |
|   |                | E9 | Others (please specify)   |

## 12.4 Student Activities Support Grant

### 學生活動支援津貼 運用報告 2024-2025學年

#### (一) 財務概況

|   |                    |             |
|---|--------------------|-------------|
| A | 本學年獲發撥款：           | \$24,850.00 |
| B | 本學年總開支：            | \$22,684.70 |
| C | 須退還教育局餘款 (A - B) : | \$2,165.30  |

#### (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        | 2      | \$320.00                   |
| 學校書簿津貼計劃 - 全額津貼 | 37     | \$22,364.70                |
| 校本評定有經濟需要       | 0      | \$0.00<br>(上限為全學年津貼金額的25%) |
| 總計              | 39     | \$22,684.70                |

[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<br>(請選擇<br>適用的選項，<br>或自行填寫) | 受惠學生<br>人數 <sup>1</sup> | 開支<br>(\$) | 基要學習經歷<br>(請於適用方格加上✓號，可選擇多於一項) |           |      |      |              |
|--|--|--------------------------------|-------------------------|------------|--------------------------------|-----------|------|------|--------------|
|  |  |                                |                         |            | 智能發展<br>(配合課程)                 | 價值觀<br>教育 | 體藝發展 | 社會服務 | 與工作有關<br>的經驗 |
| <b>1.本地活動：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</b> |  |                                |                         |            |                                |           |      |      |              |
| 1  | String                                 | 藝術 (音樂)                        | 4                       | \$3,430.60 | ✓                              | ✓         |      |      |              |
| 2  | K-pop Dance                            | 藝術 (其他)                        | 2                       | \$2,468.70 | ✓                              | ✓         |      |      |              |
| 3  | Lion Dance                             | 藝術 (其他)                        | 6                       | \$8,175.00 | ✓                              | ✓         |      |      |              |
| 4  | Rope skipping                          | 體育                             | 2                       | \$2,104.20 | ✓                              | ✓         |      |      |              |
| 5  | Percussion Band                        | 藝術 (音樂)                        | 6                       | \$2,328.20 | ✓                              | ✓         |      |      |              |
| 6  | Speech Festival                        | 學科(中英普)                        | 13                      | \$2,080.00 |                                |           |      |      |              |
| (如空間不足，請於上方插入新行。)  |  |                                |                         |            |                                |           |      |      |              |
| 第1項總開支   |  |                                |                         | 33         | \$20,586.70                    |           |      |      |              |
| <b>2.境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽</b>  |  |                                |                         |            |                                |           |      |      |              |
| 1  |  |                                |                         |            |                                |           |      |      |              |
| 2  |  |                                |                         |            |                                |           |      |      |              |
| 3  |  |                                |                         |            |                                |           |      |      |              |
| 4  |  |                                |                         |            |                                |           |      |      |              |
| 5  |  |                                |                         |            |                                |           |      |      |              |
| (如空間不足，請於上方插入新行。)  |  |                                |                         |            |                                |           |      |      |              |
| 第2項總開支   |  |                                |                         | 0          | \$0.00                         |           |      |      |              |
| <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 for k-pop group               | 藝術 (音樂)                        | 1                       | \$400.00   |                                |           | ✓    |      |              |
| 2  | costumes for strings & percussion band | 藝術 (音樂)                        | 5                       | \$810.00   |                                |           |      |      |              |
| 3  | costumes for drama group               | 藝術 (音樂)                        | 2                       | \$888.00   |                                |           |      |      |              |
| 4  |  |                                |                         |            |                                |           |      |      |              |
| (如空間不足，請於上方插入新行。)  |  |                                |                         |            |                                |           |      |      |              |
| 第3項總開支   |  |                                |                         | 8          | \$2,098.00                     |           |      |      |              |
| 總計   |  |                                |                         | 41         | \$22,684.70                    |           |      |      |              |

1：受惠學生人數指參加每項活動的學生人數，學生參加多於一項活動可重複計算。

|                    |                  |
|--------------------|------------------|
| 全方位學習聯絡人 (姓名、職位) : | Ko Oi Chun (PSM) |
|--------------------|------------------|

## 12.5 Report on the Use of Promoting Reading Grant

### Part 1: Evaluation of the Effectiveness

#### 1. Evaluation of achievement of the objectives:

Based on observations of teachers and students' reading records, the reading attitudes and participation levels in reading activities of our students are generally positive. Therefore, the promotion of the reading grant can help our school create good reading atmosphere and cultivate students' reading interests and habits.

#### 2. Evaluation of strategies

##### 2.1 Web-based Reading Schemes:

- In the 2024-2025 academic year, our school participated in the online reading program of the Education City, and the number of students in each class borrowing electronic books was higher than the previous academic year. In the 2023-2024 academic year, on average, each class read 350 books. The average number of electronic books borrowed by each class this year was 525 books. Compared with previous years, the number of electronic books borrowed by students in each class this year has increased by 50%. Therefore, this reading program can cultivate students' interest and habits in reading. We will continue to participate in the online reading program of Education City in 2025-2026.
- In this school year, students from P.1 to P.6 collectively read an impressive total of 13,580 books on Raz-Kids. On average, each class read 798 books between November 1st to May 31st. This year, in addition to the English subject, General Studies (GS) teachers also incorporated Raz-Kids into their curriculum as part of self-directed learning tasks and post-learning activities.

##### 2.2 Purchase of books and reading Activities

- We bought many books related to the theme of positive values which are related to MCE lessons, such as "Benevolence", "Filial Piety" and "Unity". The Teacher Librarian, the NET, or Student Librarians shared these books in library lessons, on Campus TV, and during after-school reading activities. Based on observations of teachers and student surveys, most students agree that reading activities can foster their positive values and attitudes, as well as reading interests and habits.
- Hiring writers and services from an external service provider to organize learning activities. We hosted World Book Fest Day on the 30<sup>th</sup> of April. There were lots of fun activities, including a book-sharing session with writers, booth games, and bedtime story readings. The activities mainly focused on two classic Chinese novels: The Three Kingdoms and Journey to the West. Through the cross-curricular booth games in Chinese, English, Maths and Library Studies, students learnt more and aroused their interest in learning Chinese culture and Chinese literature. The event was a success and had an exciting atmosphere.

## Part 2: Financial Report

|  | Items*  | Actual expenses (\$)         |
|--|---|------------------------------|
|  | Purchase of Books   |                              |
| 1.   | a. Purchase of printed books and magazines  | \$8,160.00                   |
|  | b. Others: Purchase of printed and digital newspapers   | \$7000.00                    |
| 2.   | Web-based Reading Schemes:  |                              |
|  | a. eRead Scheme: HKEdCity Reading Package 24/25 (100 eBooks) (1-Year)   | \$7320.00                    |
|  | b. English Online Reading Platform (Raz-Kids) (1-Year)  | \$17,765.00                  |
| 3.   | Reading Activities  |                              |
|  | a. Hiring writers and professional storytellers to conduct talks  | \$4,500.00                   |
|  | b. Hire of service from external service providers to organize earning activities related to the promotion of reading | \$9200.00                    |
|  | Total:  | \$53,945.00                  |
| Note:<br><u>\$42,921.56 (accumulated from S.Y.23-24) + \$33,088.00 (S.Y.24-25)</u><br><u>= \$76,009.56</u><br><u>\$76,009.56 - \$53,945.00</u> |   | Unspent Balance: \$22,064.56 |

|       |   |       |     |
|-------|---|-------|-----|
| 學校名稱： | 官立嘉道理爵士小學 Sir Ellis Kadoorie (S) Primary School       |       |     |
| 學校類別： | *小學 / <del>*中學</del> / <del>*特殊學校</del><br>(*請刪去不適用者) | 負責老師： | 梁司司 |

本學年已與以下內地姊妹學校進行交流活動：(Interflow activities carried out during the year)

|    |  |
|----|--|
| 1. | P.5 學生與姊妹學校(揭西縣河婆街東風小學)線上學校交流<br>Online school exchange between P.5 students and the sister school (Dong Feng Xiao Xue in Chaozhou)  |
| 2. | P.6 學生與姊妹學校(北京郵電大學附屬小學)學生製作名信片及書寫交流心聲<br>P.6 students designed and made postcards and write heartfelt messages for students at the sister school (Beijing University of Posts and Telecommunications Affiliated Primary School). |
| 3. | 本校師生及家長探訪姊妹學校 (北京郵電大學附屬小學) (2025 年 3 月 26-29 日)<br>P.6 Graduation and Sister School Exploration Tour to visit our sister school (Beijing University of Posts and Telecommunications Affiliated Primary School) (26-29/5/2025)    |
| 4. | 姊妹學校(北京郵電大學附屬小學)學生到本校參觀、觀課及才藝交流<br>Students from the sister school (Beijing University of Posts and Telecommunications Affiliated Primary School) visited our school for tours, classroom observations, and talent exchanges     |

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：(Interflow activities completed)  
(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 Visits/Observation                          | B1   | <input checked="" type="checkbox"/> | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China                                     |
| A2   | <input checked="" type="checkbox"/> | 校政研討會/學校管理分享<br>School admin discussion/sharing   | B2   | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同<br>Enhance sense of national identity  |
| A3   | <input checked="" type="checkbox"/> | 會議/視像會議 Meeting / Online Meeting                  | 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<br>Share good management experience / enhance school administration & ability |
| A4   | <input checked="" type="checkbox"/> | 與姊妹學校進行簽約儀式/商討交流計劃 Sister school signing ceremony | B4   | <input checked="" type="checkbox"/> | 擴闊學校網絡 Widen school network  |
| A5   | <input type="checkbox"/>            | 其他(請註明)：  | B5   | <input checked="" type="checkbox"/> | 擴闊視野 Widen vision  |
|      |                                     |   | B6   | <input checked="" type="checkbox"/> | 建立友誼 / 聯繫 Build up friendship/connections  |
|      |                                     |   | B7   | <input checked="" 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<br>達至預期目標程度 | C1 <input checked="" type="checkbox"/> 完全達到<br>Completely attained | C2 <input type="checkbox"/> 大致達到<br>To a large extent attained | C3 <input type="checkbox"/> 一般達到<br>Fairly attained | C4 <input type="checkbox"/> 未能達到<br>Not attained |
|------------------|--|--|---|--|

乙. 教師層面 Teachers' level (\*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 Visits / Observation                            | E1 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China                                     |  |  |
| D2   | <input checked="" type="checkbox"/> | 觀課/評課 Lesson observation / evaluation                 | E2 | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同<br>Enhance sense of national identity  |  |  |
| D3   | <input type="checkbox"/>            | 示範課/同題異構<br>Demonstration lessons                     | E3 | <input 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<br>Share good management experience / enhance school administration & ability |  |  |
| D4   | <input type="checkbox"/>            | 遠程教室/視像交流/電子教學交流<br>Zoom classroom / online exchanges | E4 | <input type="checkbox"/>            | 擴闊學校網絡 Widen school network  |  |  |
| D5   | <input type="checkbox"/>            | 專題研討/工作坊/座談會<br>Seminar/Workshop/symposiums           | E5 | <input checked="" type="checkbox"/> | 擴闊視野 Widen vision  |  |  |
| D6   | <input type="checkbox"/>            | 專業發展日 Professional development day                    | E6 | <input checked="" type="checkbox"/> | 建立友誼/聯繫<br>Build up friendship/connections   |  |  |
| D7   | <input type="checkbox"/>            | 其他(請註明) :   | E7 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China                                     |  |  |
|      |                                     |   | E8 | <input type="checkbox"/>            | 其他(請註明) :  |  |  |

|                  |   |   |   |  |
|------------------|---|---|---|--|
| 教師層面<br>達至預期目標程度 | <input type="checkbox"/> F1 完全達到<br>Completely attained | <input checked="" type="checkbox"/> F2 大致達到<br>To a large extent attained | <input type="checkbox"/> F3 一般達到<br>Fairly attained | <input type="checkbox"/> F4 未能達到<br>Not attained |
|------------------|---|---|---|--|

丙. 學生層面 Students' level (\*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 checked="" type="checkbox"/> | 探訪/考察 Visits / Observation                     | H1   | <input checked="" type="checkbox"/> | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China |
| G2   | <input checked="" type="checkbox"/> | 課堂體驗 Lesson experiences                        | H2   | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同<br>Enhance sense of national identity            |
| G3   | <input type="checkbox"/>            | 生活體驗 Live experience                           | H3   | <input checked="" type="checkbox"/> | 擴闊視野 Widen vision  |
| G4   | <input type="checkbox"/>            | 專題研習 Project study                             | H4   | <input checked="" type="checkbox"/> | 建立友誼 Build up friendship   |
| G5   | <input checked="" 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<br>Enhance cultural exchange                                |
| G6   | <input checked="" type="checkbox"/> | 文化體藝交流 Cultural, physical & artistic exchanges | H6   | <input checked="" type="checkbox"/> | 增強語言/表達/溝通能力<br>Enhance language abilities                         |
| G7   | <input type="checkbox"/>            | 書信交流 Correspondence                            | H7   | <input checked="" type="checkbox"/> | 提升自能力/促進個人成長<br>Enhance personal growth                            |
| G8   | <input type="checkbox"/>            | 其他(請註明) :                                      | H8   | <input checked="" type="checkbox"/> | 豐富學習經歷<br>Increase learning experiences                            |
|      |                                     |  | H9   | <input type="checkbox"/>            | 其他(請註明) :  |

|                  |  |  |   |  |
|------------------|--|--|---|--|
| 學生層面<br>達至預期目標程度 | I1 <input checked="" type="checkbox"/> 完全達到<br>Completely attained | I2 <input type="checkbox"/> 大致達到<br>To a large extent attained | I3 <input type="checkbox"/> 一般達到<br>Fairly attained | I4 <input type="checkbox"/> 未能達到<br>Not attained |
|------------------|--|--|---|--|

丁. 家長層面 Parents' level (\*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 checked="" type="checkbox"/> | 描述  | 編號   | <input checked="" type="checkbox"/> | 描述   |
| J1   | <input type="checkbox"/>            | 參觀學校 School visit                                   | K1   | <input type="checkbox"/>            | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China |
| J2   | <input type="checkbox"/>            | 家長座談會 Parent seminar                                | K2   | <input type="checkbox"/>            | 增加對國家的歸屬感/國民身份的認同<br>Enhance sense of national identity            |
| J3   | <input type="checkbox"/>            | 分享心得 Sharing  | K3   | <input type="checkbox"/>            | 擴闊視野 Widen vision  |
| J4   | <input checked="" type="checkbox"/> | 其他(請註明) :參與紀念品製作<br>Participated in making souvenir | K4   | <input checked="" type="checkbox"/> | 加強家校合作<br>Enhance parent-school cooperation                        |
|      |                                     |   | 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<br>達至預期目標程度 | L1 <input type="checkbox"/> 完全達到<br>Completely attained | L2 <input type="checkbox"/> 大致達到<br>To a large extent attained | L3 <input checked="" type="checkbox"/> 一般達到<br>Fairly attained | L4 <input type="checkbox"/> 未能達到<br>Not attained |
|------------------|---|--|--|--|

監察/評估方法如下 :

| 編號 | <input checked="" type="checkbox"/> | 監察/評估方法                           |
|----|-------------------------------------|-----------------------------------|
| M1 | <input type="checkbox"/>            | 討論 Discussion                     |
| M2 | <input type="checkbox"/>            | 分享 Sharing session                |
| M3 | <input checked="" type="checkbox"/> | 問卷調查 Questionnaire                |
| M4 | <input checked="" type="checkbox"/> | 面談/訪問 Interview                   |
| M5 | <input type="checkbox"/>            | 會議 Meeting                        |
| M6 | <input checked="" type="checkbox"/> | 觀察 Observation                    |
| M7 | <input type="checkbox"/>            | 報告 Report                         |
| M8 | <input type="checkbox"/>            | 其他(請註明) : Others (please specify) |

全年財政報告 :

| 編號 | <input checked="" type="checkbox"/> | 交流項目  | 支出金額           |
|----|-------------------------------------|---|----------------|
| N1 | <input checked="" type="checkbox"/> | 到訪內地姊妹學校作交流的費用<br>Expenses for visiting sister school(s)  | HK\$104,652.00 |
| N2 | <input checked="" type="checkbox"/> | 在香港合辦姊妹學校交流活動的費用  | HK\$13,475.00  |
| 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 checked="" type="checkbox"/> | 視像交流設備及其他電腦設備的費用 (數碼相機)<br>Expense on video communication equipment & computer equipment (digital camera) | HK\$/          |
| N5 | <input checked="" type="checkbox"/> | 交流物資費用 (AI 畫卡\$2,562 + 交流團服\$3,150)<br>Expenses on interflow resources                                    | HK\$19,362.00  |
| 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\$/          |
| 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 checked="" type="checkbox"/> | 其他(請註明): 姊妹學校交流書刊、小遊戲套裝、交流活動期間用作聯絡之電話卡<br>Others: printing of interflow publication、mini-game sets、mobile sim cards | HK\$48,266.00  |
| N9  | <input checked="" type="checkbox"/> | 學年總開支 Total Expense for the school year   | HK\$185,755.00 |
| 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"/> | <p><b>有關交流活動的層面</b><br/>         交流活動包括三個層面：學校管理層、老師和學生。<br/>         The communication activities include three levels: school management, teachers, and students.</p>   |
| O2     | <input checked="" type="checkbox"/> | <p><b>有關交流活動的形式/內容</b><br/>         交流活動內容形式多元化，涵蓋體藝、文化及科技發展。交流團活動促進了兩地師生在體藝及學術方面的交流，並且讓本校學生認識內地校園的教學設施和發展，以增廣見聞及擴闊他們的視野。本年度之交流活動形式都是較多樣化及相互化，如彼此互相到訪，進行會面、討論、學習及參觀；亦有在相雙方學校進行觀課；而學生方面，有製作名信片及書寫心聲往來溝通，也有互相為筆友製作小禮物致送對方，反應亦很理想，兩地學生在未見面前早已締結了友誼。<br/>         The scope of the communication activities is diverse, encompassing physical education, culture, and technological progress. The exchange programmes have promoted interactions between teachers and students from both regions in sports and academics, enabling our students to become familiar with the teaching facilities and advancements on mainland campuses, thus broadening their horizons and enriching their knowledge.</p> <p>This year's exchange activities have been more diverse and engaging, including mutual visits for meetings, discussions, learning, and tours. There have also been classroom observation sessions at each other's schools. At the student level, activities such as creating postcards and exchanging heartfelt messages have occurred, along with students making small gifts for their pen pals. The response has been very positive, and friendships have already developed between students even before they have met in person.</p> |
| O3     | <input checked="" type="checkbox"/> | <p><b>有關交流活動的時間安排</b><br/>         本校在兩所姊妹學校協商後進行實地及線上交流，適時進行交流團活動，從而提升本校學生對國家的認識和歸屬感。<br/>         Our school conducts on-site and online exchanges after consultations with two sister schools, organizing exchange activities in a timely manner to enhance our students' understanding of the country and their sense of belonging.</p>   |
| O4     | <input checked="" type="checkbox"/> | <p><b>有關交流活動的津貼安排</b><br/>         交流團學生及老師的旅費由姊妹學校津貼支付，學生需自費申請簽證，由於有了去年的經驗，申請簽證方面問題不大。<br/>         The travel expenses for students and teachers are covered by the sister schools. Students are required to bear the cost of applying for visas, but thanks to last year's experience, there are not many issues regarding the visa application process.</p>   |

|    |                                     |   |
|----|-------------------------------------|---|
| O5 | <input checked="" type="checkbox"/> | 有關承辦機構的組織安排<br>承辦商能安排能操英文的導遊及領隊，行程及食宿安排妥善。<br>The contractor can arrange English-speaking guides and leaders, and the itinerary along with accommodation and meals is well organized. |
| O6 | <input type="checkbox"/>            | 其他(請註明) :   |

| 交流參與人次 : |                                     |  |                                |
|----------|-------------------------------------|--|--------------------------------|
| 編號       | <input checked="" type="checkbox"/> | 層面 Levels  | 交流參與人次 Interflow participation |
| P1       | <input checked="" type="checkbox"/> | 本校學生在香港與姊妹學校交流的人次<br>No. of students involved in local interflow                       | 151 人次                         |
| P2       | <input checked="" type="checkbox"/> | 本校學生到訪內地與姊妹學校交流的人次<br>No. of students visited sister school                            | 58 人次                          |
| P3       | <input checked="" type="checkbox"/> | 本校學生參與交流的總人次<br>Total no. of students involved in interflow activities                 | 413 總人次                        |
| P4       | <input checked="" type="checkbox"/> | 本校教師參與交流的總人次<br>Total no. of teachers involved in interflow activities                 | 19 總人次                         |
| P5       | <input checked="" type="checkbox"/> | 本校學校管理人員參與交流的總人次<br>Total no. of management personnel involved in interflow activities | 10 總人次                         |

|      |
|------|
| 備註 : |
|------|

|        |   |        |       |
|--------|---|--------|-------|
| 學校名稱 : | 官立嘉道理爵士小學 Sir Ellis Kadoorie (S) Primary School |        |       |
| 學校類別 : | *小學 / *中學 / *特殊學校<br>(*請刪去不適用者)                 | 負責老師 : | 梁司司校長 |

| 本學年已與以下內地姊妹學校進行交流活動 : (Interflow activities carried out during the year) |  |
|--|--|
| 1.   | P.5 學生與姊妹學校(揭西縣河婆街東風小學)線上學校交流<br>Online school exchange between P.5 students and the sister school (Dong Feng Xiao Xue in Chaozhou)  |
| 2.   | P.6 學生與姊妹學校(北京郵電大學附屬小學)學生製作名信片及書寫交流心聲<br>P.6 students designed and made postcards and write heartfelt messages for students at the sister school (Beijing University of Posts and Telecommunications Affiliated Primary School). |
| 3.   | 本校師生探訪姊妹學校 (北京郵電大學附屬小學) (2025 年 3 月 26-29 日)<br>P.6 Graduation and Sister School Exploration Tour to visit our sister school (Beijing University of Posts and Telecommunications Affiliated Primary School) (26-29/5/2025)       |
| 4.   | 姊妹學校(北京郵電大學附屬小學)學生到本校參觀、觀課及才藝交流<br>Students from the sister school (Beijing University of Posts and Telecommunications Affiliated Primary School) visited our school for tours, classroom observations, and talent exchanges     |

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下 : (Interflow activities completed)

(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<br>Visits/Observation                          | B1   | <input checked="" type="checkbox"/> | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China                                    |
| A2   | <input checked="" type="checkbox"/> | 校政研討會/學校管理分享<br>School admin discussion/sharing      | B2   | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同<br>Enhance sense of national identity   |
| A3   | <input checked="" type="checkbox"/> | 會議/視像會議<br>Meeting / Online Meeting                  | 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<br>Share good management experience/ enhance school administration & ability |
| A4   | <input checked="" type="checkbox"/> | 與姊妹學校進行簽約儀式/商討交流計劃<br>Sister school signing ceremony | B4   | <input checked="" type="checkbox"/> | 擴闊學校網絡<br>Widen school network  |
| A5   | <input type="checkbox"/>            | 其他(請註明) :  | B5   | <input checked="" type="checkbox"/> | 擴闊視野 Widen vision   |
|      |                                     |  | B6   | <input checked="" type="checkbox"/> | 建立友誼 / 聯繫 Build up friendship/connections   |
|      |                                     |  | B7   | <input checked="" 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<br>達至預期目標程度 | C1 <input checked="" type="checkbox"/> 完全達到<br>Completely attained | C2 <input type="checkbox"/> 大致達到<br>To a large extent attained | C3 <input type="checkbox"/> 一般達到<br>Fairly attained | C4 <input type="checkbox"/> 未能達到<br>Not attained |
|------------------|--|--|---|--|

## 乙. 教師層面 Teachers' level (\*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 Visits / Observation                            | E1   | <input checked="" type="checkbox"/> | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China                                     |
| D2   | <input checked="" type="checkbox"/> | 觀課/評課 Lesson observation / evaluation                 | E2   | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同<br>Enhance sense of national identity  |
| D3   | <input type="checkbox"/>            | 示範課/同題異構<br>Demonstration lessons                     | E3   | <input 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<br>Share good management experience / enhance school administration & ability |
| D4   | <input type="checkbox"/>            | 遠程教室/視像交流/電子教學交流<br>Zoom classroom / online exchanges | E4   | <input type="checkbox"/>            | 擴闊學校網絡 Widen school network  |
| D5   | <input type="checkbox"/>            | 專題研討/工作坊/座談會<br>Seminar/Workshop/symposiums           | E5   | <input checked="" type="checkbox"/> | 擴闊視野 Widen vision  |

|    |                          |                                    |    |                                     |   |
|----|--------------------------|------------------------------------|----|-------------------------------------|---|
| D6 | <input type="checkbox"/> | 專業發展日 Professional development day | E6 | <input checked="" type="checkbox"/> | 建立友誼/聯繫 Build up friendship/connections                         |
| D7 | <input type="checkbox"/> | 其他(請註明) :                          | E7 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解 Enhance knowledge & understanding of Mainland China |
|    |                          |                                    | E8 | <input type="checkbox"/>            | 其他(請註明) :   |

|                      |   |   |   |  |
|----------------------|---|---|---|--|
| 教師層面<br>達至預期目標<br>程度 | F1 <input type="checkbox"/> 完全達到<br>Completely attained | F2 <input checked="" type="checkbox"/> 大致達到<br>To a large extent attained | F3 <input type="checkbox"/> 一般達到<br>Fairly attained | F4 <input type="checkbox"/> 未能達到<br>Not attained |
|----------------------|---|---|---|--|

丙. 學生層面 **Students' level** (\*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 checked="" type="checkbox"/> | 探訪/考察 Visits / Observation                     | H1   | <input checked="" type="checkbox"/> | 增進對內地的認識和了解 Enhance knowledge & understanding of Mainland China |
| G2   | <input checked="" type="checkbox"/> | 課堂體驗 Lesson experiences                        | H2   | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同 Enhance sense of national identity            |
| G3   | <input type="checkbox"/>            | 生活體驗 Live experience                           | H3   | <input checked="" type="checkbox"/> | 擴闊視野 Widen vision   |
| G4   | <input type="checkbox"/>            | 專題研習 Project study                             | H4   | <input checked="" type="checkbox"/> | 建立友誼 Build up friendship  |
| G5   | <input checked="" 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 Enhance cultural exchange                                |
| G6   | <input checked="" type="checkbox"/> | 文化體藝交流 Cultural, physical & artistic exchanges | H6   | <input checked="" type="checkbox"/> | 增強語言/表達/溝通能力 Enhance language abilities                         |
| G7   | <input type="checkbox"/>            | 書信交流 Correspondence                            | H7   | <input checked="" type="checkbox"/> | 提升自能力/促進個人成長 Enhance personal growth                            |
| G8   | <input type="checkbox"/>            | 其他(請註明) :                                      | H8   | <input checked="" type="checkbox"/> | 豐富學習經歷 Increase learning experiences                            |
|      |                                     |  | H9   | <input type="checkbox"/>            | 其他(請註明) :   |

|                      |  |  |   |  |
|----------------------|--|--|---|--|
| 學生層面<br>達至預期目標<br>程度 | I1 <input checked="" type="checkbox"/> 完全達到<br>Completely attained | I2 <input type="checkbox"/> 大致達到<br>To a large extent attained | I3 <input type="checkbox"/> 一般達到<br>Fairly attained | I4 <input type="checkbox"/> 未能達到<br>Not attained |
|----------------------|--|--|---|--|

丁. 家長層面 Parents' level (\*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 checked="" type="checkbox"/> | 描述   | 編號   | <input checked="" type="checkbox"/> | 描述   |
| J1   | <input type="checkbox"/>            | 參觀學校 School visit                                | K1   | <input type="checkbox"/>            | 增進對內地的認識和了解<br>Enhance knowledge & understanding of Mainland China |
| J2   | <input type="checkbox"/>            | 家長座談會 Parent seminar                             | K2   | <input type="checkbox"/>            | 增加對國家的歸屬感/國民身份的認同<br>Enhance sense of national identity            |
| J3   | <input type="checkbox"/>            | 分享心得 Sharing                                     | K3   | <input type="checkbox"/>            | 擴闊視野 Widen vision  |
| J4   | <input checked="" type="checkbox"/> | 其他(請註明) :參與紀念品製作 Participated in making souvenir | K4   | <input checked="" type="checkbox"/> | 加強家校合作 Enhance parent-school cooperation                           |
|      |                                     |  | 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<br>達至預期目標<br>程度 | L1 <input type="checkbox"/> 完全達到<br>Completely attained | L2 <input type="checkbox"/> 大致達到<br>To a large extent attained | L3 <input checked="" type="checkbox"/> 一般達到<br>Fairly attained | L4 <input type="checkbox"/> 未能達到<br>Not attained |
|----------------------|---|--|--|--|

監察/評估方法如下：

| 編號 | <input checked="" type="checkbox"/> | 監察/評估方法                           |
|----|-------------------------------------|-----------------------------------|
| M1 | <input type="checkbox"/>            | 討論 Discussion                     |
| M2 | <input type="checkbox"/>            | 分享 Sharing session                |
| M3 | <input checked="" type="checkbox"/> | 問卷調查 Questionnaire                |
| M4 | <input checked="" type="checkbox"/> | 面談/訪問 Interview                   |
| M5 | <input type="checkbox"/>            | 會議 Meeting                        |
| M6 | <input checked="" type="checkbox"/> | 觀察 Observation                    |
| M7 | <input type="checkbox"/>            | 報告 Report                         |
| M8 | <input type="checkbox"/>            | 其他(請註明) : Others (please specify) |

全年財政報告：

| 編號 | <input checked="" type="checkbox"/> | 交流項目  | 支出金額           |
|----|-------------------------------------|---|----------------|
| N1 | <input checked="" type="checkbox"/> | 到訪內地姊妹學校作交流的費用<br>Expenses for visiting sister school(s)  | HK\$104,652.00 |
| N2 | <input checked="" type="checkbox"/> | 在香港合辦姊妹學校交流活動的費用  | HK\$13,475.00  |
| 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 checked="" type="checkbox"/> | 視像交流設備及其他電腦設備的費用 (數碼相機)<br>Expense on video communication equipment & computer equipment (digital camera) | HK\$/          |
| N5 | <input checked="" type="checkbox"/> | 交流物資費用 (AI 畫卡\$2,562 + 交流團服\$3,150)<br>Expenses on interflow resources                                    | HK\$19,362.00  |

|     |                                     |   |                |
|-----|-------------------------------------|---|----------------|
| 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\$/          |
| 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 checked="" type="checkbox"/> | 其他(請註明)：姊妹學校交流書刊<br>Others: printing of interflow publication | HK\$48,266.00  |
| N9  | <input checked="" type="checkbox"/> | 學年總開支 Total Expense for the school year                       | HK\$185,755.00 |
| 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"/> | <p><b>有關交流活動的層面</b><br/>           交流活動包括三個層面：學校管理層、老師和學生。<br/>           The communication activities include three levels: school management, teachers, and students.</p>   |
| O2 | <input checked="" type="checkbox"/> | <p><b>有關交流活動的形式/內容</b><br/>           交流活動內容形式多元化，涵蓋體藝、文化及科技發展。交流團活動促進了兩地師生在體藝及學術方面的交流，並且讓本校學生認識內地校園的教學設施和發展，以增廣見聞及擴闊他們的視野。本年度之交流活動形式都是較多樣化及相互化，如彼此互相到訪，進行會面、討論、學習及參觀；亦有在相雙方學校進行觀課；而學生方面，有製作名信片及書寫心聲往來溝通，也有互相為筆友製作小禮物致送對方，反應亦很理想，兩地學生在未見面前早已締結了友誼。<br/>           The scope of the communication activities is diverse, encompassing physical education, culture, and technological progress. The exchange programmes have promoted interactions between teachers and students from both regions in sports and academics, enabling our students to become familiar with the teaching facilities and advancements on mainland campuses, thus broadening their horizons and enriching their knowledge.<br/>           This year's exchange activities have been more diverse and engaging, including mutual visits for meetings, discussions, learning, and tours. There have also been classroom observation sessions at each other's schools. At the student level, activities such as creating postcards and exchanging heartfelt messages have occurred, along with students making small gifts for their pen pals. The response has been very positive, and friendships have already developed between students even before they have met in person.</p> |
| O3 | <input checked="" type="checkbox"/> | <p><b>有關交流活動的時間安排</b><br/>           本校在兩所姊妹學校協商後進行實地及線上交流，適時進行交流團活動，從而提升本校學生對國家的認識和歸屬感。<br/>           Our school conducts on-site and online exchanges after consultations with two sister schools, organizing exchange activities in a timely manner to enhance our students' understanding of the country and their sense of belonging.</p>   |
| O4 | <input checked="" type="checkbox"/> | <p><b>有關交流活動的津貼安排</b><br/>           交流團學生及老師的旅費由姊妹學校津貼支付，學生需自費申請簽證，由於有了去年的經驗，申請簽證方面問題不大。<br/>           The travel expenses for students and teachers are covered by the sister schools. Students are required to bear the cost of applying for visas, but</p>   |

|    |                                     |   |
|----|-------------------------------------|---|
|    |                                     | thanks to last year's experience, there are not many issues regarding the visa application process.   |
| O5 | <input checked="" type="checkbox"/> | 有關承辦機構的組織安排<br>承辦商能安排能操英文的導遊及領隊，行程及食宿安排妥善。<br>The contractor can arrange English-speaking guides and leaders, and the itinerary along with accommodation and meals is well organized. |
| O6 | <input type="checkbox"/>            | 其他(請註明) :   |

| 交流參與人次： |                                     |  |                                   |
|---------|-------------------------------------|--|-----------------------------------|
| 編號      | <input checked="" type="checkbox"/> | 層面 Levels  | 交流參與人次<br>Interflow participation |
| P1      | <input checked="" type="checkbox"/> | 本校學生在香港與姊妹學校交流的人次<br>No. of students involved in local interflow                       | 151 人次                            |
| P2      | <input checked="" type="checkbox"/> | 本校學生到訪內地與姊妹學校交流的人次<br>No. of students visited sister school                            | 58 人次                             |
| P3      | <input checked="" type="checkbox"/> | 本校學生參與交流的總人次<br>Total no. of students involved in interflow activities                 | 413 總人次                           |
| P4      | <input checked="" type="checkbox"/> | 本校教師參與交流的總人次<br>Total no. of teachers involved in interflow activities                 | 19 總人次                            |
| P5      | <input checked="" type="checkbox"/> | 本校學校管理人員參與交流的總人次<br>Total no. of management personnel involved in interflow activities | 10 總人次                            |

|     |
|-----|
| 備註： |
|-----|

## 官立嘉道理爵士小學

2024-2025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。為幫助升讀小一的非華語學生適應在課堂環境中運用中文學習，協助他們儘早適應新學期的學習生活，以及協助升讀小二至小四的非華語學生鞏固學年中所學的中文知識，並為下學年的中文學習預早做好準備，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」。課程內容除了教授中國語文知識，亦安排學生學習中國剪紙、中文書法、中式雜耍(如轉碟及扯鈴)、踢毽子及外出參觀等。本校透過多元化的學習活動，幫助非華語學生學習中文。

## 實施課程詳情

|      |  |
|------|--|
| 日期   | 14/7/2025-1/8/2025   |
| 時間   | 上午 8:30-下午 12:30   |
| 地點   | 課室、學校禮堂  |
| 協辦機構 | 香港教育服務中心(踢毽子、中國手工藝及中式雜耍)   |
| 組別   | <ul style="list-style-type: none"> <li>• 組別 1: 升小一</li> <li>• 組別 2: 升小二</li> <li>• 組別 3: 升小三至小四</li> </ul> |

## 參加學生人數

| 組別 | 學生人數 | 平均出席人數 | 平均出席率 |
|----|------|--------|-------|
| 1  | 19   | 15     | 78%   |
| 2  | 16   | 14     | 87.5% |
| 3  | 15   | 11     | 73%   |

## 課程內容

| 年級   | 課堂學習內容  |   |   |
|------|---|---|---|
|      | 升小一   | 升小二   | 升小三至小四  |
| 課堂主題 | <ul style="list-style-type: none"> <li>◆ 自我介紹</li> <li>◆ 認識數字</li> <li>◆ 認識顏色</li> <li>◆ 認識方向</li> <li>◆ 認識筆劃</li> <li>◆ 認識學校</li> <li>◆ 認識形狀</li> <li>◆ 認識香港硬幣</li> <li>◆ 認識小動物</li> <li>◆ 認識字形</li> <li>◆ 認識點心名稱</li> <li>◆ 認識運動項目</li> </ul> | <ul style="list-style-type: none"> <li>◆ 自我介紹</li> <li>◆ 顏色</li> <li>◆ 量詞/ 數字</li> <li>◆ 問候語</li> <li>◆ 認識科學館</li> <li>◆ 中文乘數表</li> <li>◆ 閱讀策略</li> <li>◆ 公園相關字詞</li> </ul> | <ul style="list-style-type: none"> <li>◆ 自我介紹</li> <li>◆ 閱讀日記</li> <li>◆ 日記的格式</li> <li>◆ 書寫句子/日記</li> <li>◆ 學習人想句/人動句</li> <li>◆ 句子結構</li> <li>◆ 生字:國家的名稱</li> <li>◆ 寫字練習</li> <li>◆ 認識自然景物的名稱</li> <li>◆ 依圖書寫及創作句子</li> <li>◆ 閱讀理解練習</li> </ul> |

|    |   |
|----|---|
| 活動 | <ul style="list-style-type: none"> <li>- 語文問答遊戲及分組小比賽</li> <li>- 中文兒歌唱遊</li> <li>- 中國書法</li> <li>- 中國手工藝（剪紙）</li> <li>- 手工藝（鑰匙扣）</li> <li>- 踢毽子</li> <li>- 中式雜耍(1)-扯鈴</li> <li>- 中式雜耍(2)-轉碟</li> <li>- 水墨畫體驗</li> <li>- 集體遊戲</li> <li>- 品嚐點心</li> <li>- 外出參觀活動(香港科學館)</li> <li>- 外出參觀活動(茶果嶺公園)</li> <li>- 外出參觀活動(油街實現)</li> </ul> |
|----|---|

### 檢討及成效

問卷收集數目:34

1. 97% 的學生認為學習中文是有趣的。
2. 97% 的學生認為課程內容能提升學生對香港的認識。
3. 97% 的學生喜歡參與非華語學生暑期銜接課程。
4. 課程內容中，同學最感興趣的活動是集體遊戲、。
5. 其他意見：
  - I want to learn again. I want to go to the butterfly park again. I want to go to the park.
  - Dim Sum tasting very yummy.
  - I like summer bridging. It is fun.
  - I want to play group games again. I want to go to Hong Kong Museum again.
  - Dim Sum tasting activity.
  - I like summer bridging programme. It is fun!
  - The food is very yummy. It is very fun.
  - I like the food you give me. I also like the Chinese juggling.
  - I love Chinese because it is very fun.
  - I want to play more games. It was so fun.
  - I want more. It is fun.
  - Very fun!
  - I like going to Hong Kong Science Museum. Because I like dinosaur bones.
  - I like my class teacher best. I like going to Cha Kwo Ling park best.
  - I like studying Chinese with my teacher.
  - I like the trip that I went on and I enjoy the trips.
  - I really like all the activities, even if I don't really enjoy the activities.
  - I hope that the Program can allow more students to join this AMAZING Program!
  - I love my school because of the Dim Sum tasting activity and the visit to Cha Kwo Ling Promenade.

- I like the Cha Kwo Ling Promenade visit the most because of the tallest slide there.
- Thank you for joining the summer bridging programme.
- I like the long slide.
- I really like the summer bridging programme. Thank you for teaching me and the prizes you give me.

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，大部份參與的學生在各項活動安排上，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，引導學生學習語文和體驗中國文化，從而得到事半功倍的效果。尤其在品嚐點心的體驗活動中，學生透過親身品嚐各式各樣的點心，從中學習點心名稱和認識上茶樓文化，加深對香港的飲食習慣的認識。另外，外出的參觀活動也十分受學生歡迎，本年度的計劃安排學生和家長一起體驗香港的特色遊樂場，參觀茶果嶺公園讓學生與家長一同享受親子時光，放鬆心情，促進精神健康。在另本年度未能為升小五及小六學生提供課程，原因為老師人手不足，期盼來年能擴展至高年級，令更多學生能夠參與。

#### 活動相片

##### 中國手工藝(剪紙)



##### 中國書法



##### 中式雜耍(1)-扯鈴



##### 中式雜耍(2)-轉碟



### 參觀活動(香港科學館)



### 參觀活動(茶果嶺公園)



### 參觀活動(油街實現)



### 踢毽子

