

**Sir Ellis Kadoorie(S) Primary School**

**School Report 2021-22**

*The Kadoorians*  
2021-22



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# Part 1 Our School

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## 1.1 School Vision

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

## 1.2 School Mission

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

## 1.3 School Motto

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

## 1.4 School History

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



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



# Part 2 School Management

## 2.1 The School Management Committee

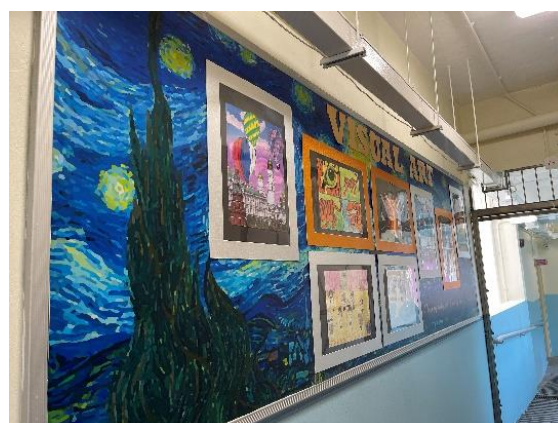
The School Management Committee has been set up since 1999. School policies were discussed and endorsed in the meetings to ensure quality education for all the students.

## 2.2 School Management Committee organization

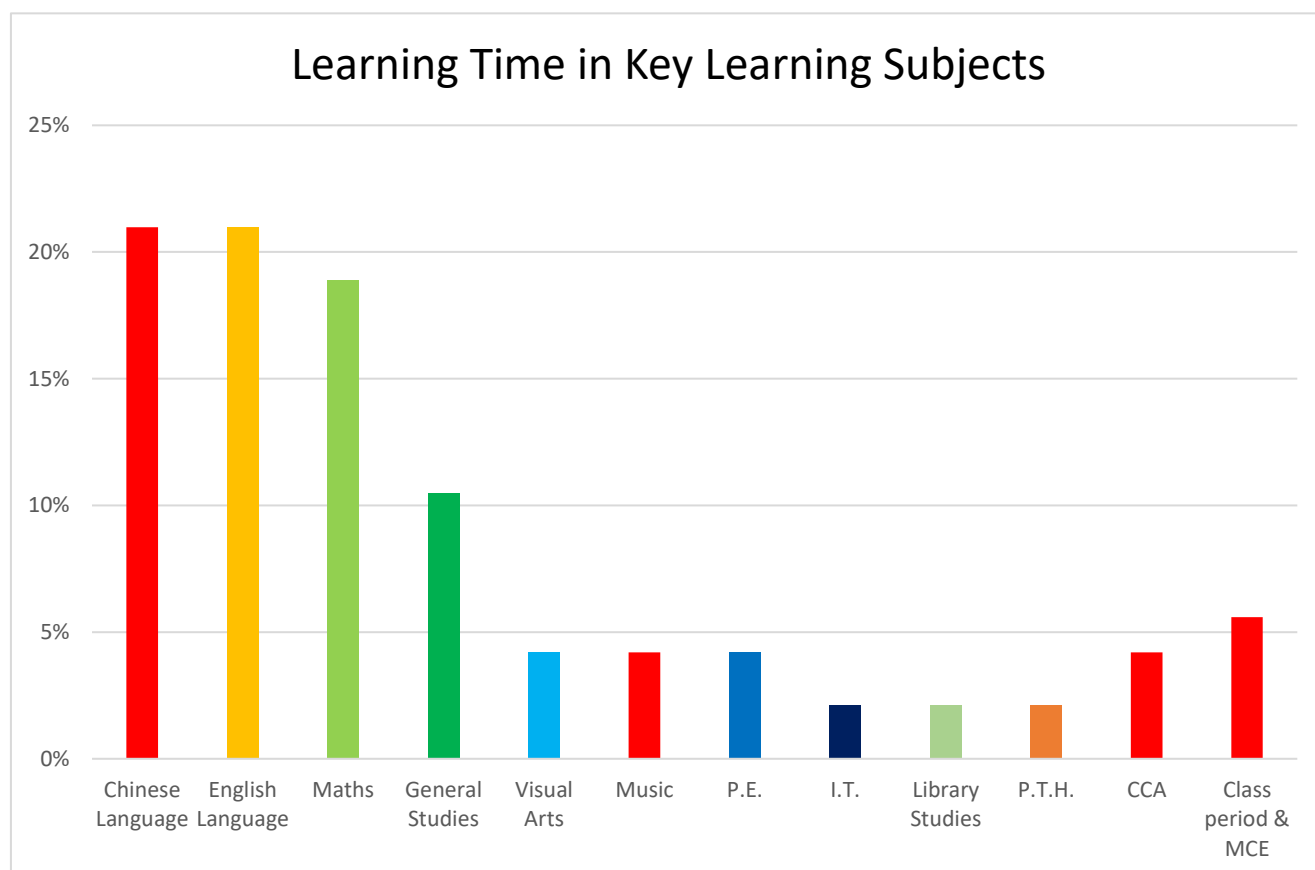
Members School year	School affiliation (EDB)	Headmistress	Independent Members	Parent Members	Alumni Members	Teacher Members
2021-2022	1	1	2	2	2	2

## 2.3 School Management Committee members

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



## 2.4 Learning time in key learning subjects



## 2.5 Timetable for Half-day School during pandemic

Periods	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Class Period</b>	8:15 a.m. - 8:25 a.m.	Class Period	Flag Raising	Class Period	Class Period	Class Period
1 <sup>st</sup> Lesson	8:25 a.m. - 8:55 a.m.					<b>CCA</b>
2 <sup>nd</sup> Lesson	8:55 a.m. - 9:25 a.m.					
3 <sup>rd</sup> Lesson	9:25 a.m. - 9:55 a.m.					
<b>Recess</b>	9:55 a.m. - 10:05 a.m.	<b>Recess</b>				
4 <sup>th</sup> Lesson	10:05 a.m. - 10:35 a.m.					
5 <sup>th</sup> Lesson	10:35 a.m. - 11:05 a.m.					
6 <sup>th</sup> Lesson	11:05 a.m. - 11:35 a.m.					
7 <sup>th</sup> Lesson	11:35 a.m. - 12:05 p.m.					
<b>Recess</b>	12:05 p.m. - 12:15 p.m.	<b>Recess</b>				
8 <sup>th</sup> Lesson	12:15 p.m. - 12:45 p.m.					
9 <sup>th</sup> Lesson	12:45 p.m. - 1:15 p.m.					
		<b>School Dismissal</b>				
10 <sup>th</sup> Lesson (online)	3:00 p.m. - 3:30 p.m.	HW	HW	HW	HW	MCE

## Part 3 Our Teachers

### 3.1 Staff Establishment

Total number of teaching staff: 42

### 3.2 Qualification of Teachers

Qualifications	Teaching Training	Bachelor Degree	Master degree	Special Education Training
Percentage	100%	100%	10%	38%

### 3.3 Language Proficiency of English and PTH Teachers

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

### 3.4 Teaching Experience of Teachers

Years of Teaching Experience	0-4	5-9	10 or above
Percentage	7%	17%	76%



National Security Education Training Workshop for all SEKPS teachers. (2-9-2021)



Questioning Skill Workshop for all SEKPS teachers. (30-9-2021)



Primary School Leaders' Workshop (PSLW) (12,15/10/2021)

## Part 4 Our Students

### 4.1 Class Structure

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

### 4.2 Enrollment

Level	P1	P2	P3	P4	P5	P6	Total
<b>Boys</b>	45	29	42	46	45	43	250
<b>Girls</b>	17	37	24	33	39	29	179
<b>Total</b>	62	66	66	79	84	72	429

### 4.3 Ethnicity of Students

Country of Origin	Percentage
<b>Chinese</b>	41.5%
<b>Filipino</b>	15%
<b>Pakistani</b>	13%
<b>Indian</b>	11%
<b>European American</b>	5%
<b>Vietnamese</b>	4%
<b>Nepalese</b>	2%
<b>Thai</b>	0.5%
<b>Others (Japanese, Korean, Sri Lankan, Singaporean and African)</b>	8%

### 4.4 No. of School Days

Level	1 <sup>st</sup> term		2 <sup>nd</sup> term		Total
	Real-time online lessons	On campus lessons	Real-time online lessons	On campus lessons	
<b>P.1</b>	11	83	23	71	188
<b>P.2</b>	11	83	23	71	188
<b>P.3</b>	11	83	23	71	188
<b>P.4</b>	11	83	18	76	188
<b>P.5</b>	11	83	18	76	188
<b>P.6</b>	11	83	18	76	188

### 4.5 Attendance

Level	P1	P2	P3	P4	P5	P6	All Levels
<b>Percentage</b>	93.5%	92.0%	91.7%	94.6%	92.4%	92.9%	92.8%



## Part 5 Achievements and Reflection on Major Concerns

(Annual School Plan 2021-2022)

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

#### **Achievements**

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

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

- 100% of teachers agreed that the workshops enhanced their professional knowledge.
- All teachers attended the Questioning Skill workshop on 30/9, which was conducted by Dr Simon Herd from the NET section. 98% of teachers reported having applied questioning skills in their teaching.
- All English teachers joined the Joint School Staff Development Workshop on Enhancing Assessment Literacy (18/11), organized by HKEAA for hands-on experience in question design and the STAR platform. Students from all levels had training in Listening, Reading, Writing and Speaking by completing the tasks. The interim report showed that our students generally performed better than participating schools in Hong Kong.
- Story-telling teaching workshop (12/11 & 13/5) was organized for Chinese teachers as professional development.
- Inquiry-based learning workshop (23/6) conducted by Dr Simon Herd from the NET section was organized. All teachers attended the workshop to strengthen their understanding of how to plan an inquiry-based learning project for students through hands-on experience.
- For core subjects, inquiry-based learning skills such as problem-solving, and mind-mapping, were discussed and implemented in teaching.
  - Subject panels shared good practice in collaborative lesson planning meetings and subject panel meetings
  - Inquiry-based learning skills and flipped classroom were carried out in teaching.
- The school engaged in a number of support programs:
  - English support program (P4)
    - The consultant mainly co-planned with teachers and contributed ideas in designing process writing in alignment with the general English curriculum
    - An English Buddy Program was initiated. To further develop processing writing with a purpose, our school invited two sister schools (Canton Road GPS and Li Sing Primary School) to enhance students'

real-life experience by writing letters and cards to other local students. Students also made Vlogs about their favourite singers, free-time activities, festivals, food, and people they admire, etc. which enhanced students' presentation skills and cultural understanding. The program was well received by students and teachers of all 3 schools.

- Math support program (P6)
  - It aimed at providing professional support to help catering for cultural and linguistically diverse learners in primary mathematics classrooms
  - Meetings on the application of flipped classrooms, difficult learning topics of students and lesson observations were done. By observation, students were able to learn effectively.
- Chinese Learning Circle (P3)
  - Teachers learnt to develop interactive storybooks as a tool for teaching NCS Chinese. Students showed great interest in reading the stories.
  - By observation, most students were able to respond to simple questions asked by teachers, and were generally able to express their feelings towards the stories.

## Achievements

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

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

- 95% of teachers agreed that the use of flipped classroom could enhance the learning and teaching efficacy. Flipped classroom was implemented in core subjects in all levels in lesson preparation. Most teachers used flipped classroom techniques 2 to 3 times in each term in their teaching. Teachers reflected that upper level students learnt more effectively than lower level students with flipped classroom.
- Examples of core subjects using flipped classroom:
  - English teachers used flipped classroom techniques for pre-learning tasks before lessons.
  - Chinese teachers used flipped classroom technique to practice Chinese speaking skill.
  - Math teachers used flipped classroom techniques in topics such as Volume, Sections of 3-D shapes, simple equations, etc in all levels. In addition, Maths teachers also required students to read a story before class in different topics, e.g. division and counting in groups.
  - GS teachers employed the technique in all levels, e.g. P.1-animals, P.4 - landscape.
- 93% of teachers agreed that note-taking skills help students become more self-directed learners.
- Note taking skills were discussed during CLP meetings. Students' note taking skills were developed mainly with the use of notebooks.
  - In English subject, P1-6 students took notes and organized ideas with mind maps.
  - In Math subjects, P1-6 students took notes using tables, figures etc. and jotted notes in notebooks.
  - In General Subject, students consolidated their learning using mind-maps, concept maps and charts.
  - In Chinese subject, students organized ideas with mind-maps and used the note-taking skill to jot notes in listening practice. Local Chinese Curriculum students performed better, and they could use the skill to take notes to help them understand the content of the listening scripts. Chinese teachers also introduced dictionary skills to enhance their reading skills.
  - Sketch books were used for collecting pictures and information in VA subject.

## Achievements

### Target 3: To promote STEM education

#### The target is partially achieved.

- 76% of teachers attended at least one workshop or seminar related to STEM education.
  - Seven teachers joined the STEM sharing sessions “數學科 STEM 學習圈” by Yuen Long GPS.
  - Four teachers joined the “STEM 福小資優教育” by FWSGPS during the Joint School Staff Development Day on 6/1/2022.
- Only 61% of teachers felt more confident in carrying out STEM activities. Students learned and developed STEM skills mainly through STEM activities during CCA such as video editing and coding. A video-editing competition was carried out to let students explore their creativities.
- Students acquired STEM skills by joining STEM competitions:
  - Race For the Line micro:bit (英國模型火箭車比賽)
  - Paper Plane Design Competition
  - Little Inventor STEM Competition
- Due to school suspension of face-to-face lessons and the epidemics, STEM related learning activities in the first term were cancelled. STEM-concept activities were incorporated in project learning week in all levels in August. Students interests in science were aroused and their creativity and problem-solving skills were nurtured. Themes of each level are:

P.1 Sound  
P.2 Magnetic force  
P.3 Heat  
P.4 Water Evaporation  
P.5 Sound  
P.6 Friction



P.4 - Smart clothes hanger



P.5 - Ears protectors



P.6 - Smart slipper for the elderly

## Achievements

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

#### The target is achieved.

- 98% of teachers agreed that student-centered learning can cater for learner diversity. It was observed that teachers could try different strategies to cater for learner diversity in teaching such as questioning skills, graded worksheets and use of electronic platform. Teachers developed students high-order thinking skills by asking brighter students open-ended questions, while building up weaker students' confidence by prompting and asking them more straight-forward questions.
- It was observed that student-centered learning activities were used in class, such as role plays and oral presentations. Students were eager to participate in learning activities. E-learning activities were also tailored for students on campus and online. However due to the pandemic, peer learning and group activities, such as pair-work, group discussion were forced to change into whole-class discussion.
- Self-directed learning tasks were assigned in different subjects and levels. Christmas challenge and Chinese New Year Challenge tasks allowed students to share their learning experience. Students showed great interests and they were able to complete the tasks.
- Graded and leveled assignments were designed to cater for learner's diversity, esp. in Chinese subject.
- P.4 English teachers required students to make a Vlog videos. Students needed to vote for their favourite Vlog of their classmates. This activity enabled students to share their learning experiences and achievements in learning.
- For project learning, teachers designed some STEM activities for students to finish. Student designed a product such as wooden spin drum in P.1, magnetic cardboard toy in P.2, a heat insulation house in P.3, a smart hanger in P.4, an ear protector in p.5, and smart slippers in P.6. These student-centered activities enhanced their problem-solving skills and creativity.
- Executive function Skills Programme for SEN students (ADHD) were organized for target pupils of P.5 and P.6. It had 10 sessions which focused on tackling students' executive functioning skills. Class 6C was selected for trying out the teaching strategies in order to support the learner's diversity. EP collaborated with a G.S. teacher for preparing teaching materials and designing lesson plans to enhance pupils' learning.
- P.6 Transition week was arranged to enhance students' collaboration and social skills and prepared for secondary school life.



## Reflections for Major Concern 1

### Follow-up actions:

- (1) Inquiry-based learning assignment will be further discussed in the coming school year.
- (2) The school will invite professional support for school based staff development, join support programs offered by education institutes and form learning circles with other schools for professional development.
- (3) Goal setting skills & Note-taking skills will be further promoted and developed in the coming school year.
- (4) Teachers can use 'Forms' to create flipped classroom task for lower level students to enhance their learning.
- (5) School needs to put forward a holistic plan for developing STEAM education for the students in next school year. More STEAM activities will be carried out.
- (6) A core team will be formed for the development of STEAM education, and to address school-based needs for STEAM development.
- (7) Teaching strategies on cater for learner's diversity will be further discussed in the CLP.
- (8) More opportunities for students to get feedback from peers in class should be created so as to boost interactive learning in class.
- (9) Due to suspension of on-campus classes, sharing of experience was, however, not feasible. Students work was collected and published at the end of school year so as to share learning experience and achievement across subjects and levels.

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

### Achievements

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

**The target was achieved.**

- 100% of teachers agreed that the activities arranged were effective and students showed improvement in manners.
- Topics on good manners including commitment, responsibility, perseverance and honesty were being discussed in Moral and Civic Education lessons every Friday. Talks were also given. Teachers observed that pupils were very interested in the videos in concerned topics and were eager to participate in discussion.
- All teachers agreed that the topics were suitable for pupils. The activities of the lessons were useful to help students learn the virtues. The curriculum designed could also help pupils get the message of each topic and pupils' improvement in behavior was observed in the year.
- More than 90% of students responded positively to the programme materials. They liked the activities. The content chosen also suited them. The lessons were helpful in teaching them to be good Kadoorians. Teachers also passed the message to students clearly in the lessons. They would also apply what they learnt in daily life.
- Two Discipline Competitions were held respectively in November, 2021 and June, 2022. Students found the competition challenging and interesting. Teachers also noticed pupils' improvement in discipline and manners. They were successful in cultivating proper manners and good discipline among the students. The daily record sheets were revised with more specific time slots and scores of each class were calculated every day so that students could check their daily progress and strived for better performance.
- Respectful manners were taught and practised weekly during the National Flag Raising Ceremony on every Tuesday. It was glad to see that all students showed proper manners. They learned to adopt a solemn and respectful attitude during the ceremony.
- To ensure social distancing, Courteous Campaign was cancelled. Instead, posters of good manners were posted on the display board in the classroom in the first term. Posters of good manners with bi-lingual dialogues were put up in the school campus in the second term.

## Achievements

### Target 2: To develop creativity in students

#### The target was achieved.

- 98% of teachers agreed that students actively participated in subject activities and in extra-curricular activities.
- Coding and design applications such as Scratch, Tinkercad, App Inventor were introduced in IT lessons to enhance students' creativity and IT skills.
- Students entered various inter-school competitions:
  - Bookmark design organized by International School Library Month Exchange Project with students in Portugal.
  - Facemask design competition organized by VA subject
  - Video clip competition and Computer graphic design competition were organized by IT subject
  - Sayings of Wisdom Creativity Contest: A Moment in Time organized by EDB
  - Over 100 students joined the Speech Festival in English, Putonghua and Cantonese verse speaking competition.
- Online VA Classes were held in 1st term:
  - Tutors displayed pupils' works in the lessons and participants did artwork appreciation with the tutors by giving positive feedback.
- A number of CCA activities was held to nurture creativity in students, namely Chinese Painting, Clay Arts Class, Arts & Crafts, Paper Cutting, Fun with iPad, Balloon Twisting, Pastel Nagomi Art, Video Editing, Puppetry, Bilingual Drama, STEM activities, and Rummikub.
- Bilingual Drama class was started in mid-March which encouraged creativity in drama performance, choreography and speaking in public. All students enjoyed the play and interests in drama play was boosted.
- Student Work Exhibition was originally planned to be carried out in January, which would showcase students' artistic talent and creativity in Chinese painting, Chinese calligraphy, clay arts, origami, and visual arts. It was cancelled due to suspension of on-campus lessons in January. Student's work was published in July and the exhibition was carried out during the P1-5 Prize-giving ceremony on 21/7 and P.6 Graduation Day on 22/7, which also helped promote students' appreciation skills.
- Christmas and Chinese New Year Challenge provided a fun way for students to create and illustrate stories in both English and Chinese.
- G.S. STEM activities such as filtration developed students' thinking skills.
- IJam music arrangement class was held in second term to nurture students' creativity in music education.
- Body percussion was introduced in second term in addition to percussion band lessons to further develop creativity and musicality in students.

## Achievements

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

#### **The target was achieved.**

- 98% of teachers agreed that students actively participated in various activities to develop their skills and confidence to communicate with others.
- Due to epidemic restrictions and suspension of on-campus lessons, there were fewer opportunities for training students' presentations skills. Teachers of all subjects frequently asked students different levels of questions during the lessons which allowed students to build up confidence in presenting their own opinions.
- A workshop on preparing P.6 students for the secondary school interview was held on 13/12/2021. Small group interviews were carried out on 14/12/2021 to facilitate pupils with interview skills. Follow-up activities were carried out after feedbacks and evaluation results were returned from tutor organization.
- A transition week was held on 6-10/6 to prepare P.6 students for secondary school. Students learnt to work with others in completing tasks.
- Over 100 students joined Speech Festival in English, Chinese and Putonghua verse speaking and experienced how to present confidently.
- Graphic organizers were promoted to all levels so that students learn to organize ideas and present them with graphical organizers.
- Language teachers had the chance to practice students' presentation skills especially in preparation of students for the oral exam. P.4 English teachers had a chance to train students to make Vlogs to share with penpals about their favourite singers, food, festivals, free-time activities and people they admire.
- Self-directed learning tasks (SDLA) in Maths, Holiday Challenge tasks, Project learning tasks were arranged to develop students' problem-solving skills. Students were eager to present their ideas, and some ideas are very creative.
- Maths Super 24 Challenge was carried out in P.1 to P.6 to develop students' organization and problem-solving skills.
- The following groups were arranged for students:
  - School prefects and Basic Law Ambassadors
  - Uniform groups: Flag raising team, CYC, Girl Guides, Club Scouts were arranged for students.
  - CCA groups: Chinese Painting, Clay Arts Class, Paper Cutting, Fun with Ipad, Origami, PTH Activities, Balloon Twisting, Pastel Nagomi

- Art, Video Editing, Puppetry, Bilingual Drama, STEM activities, Maths Activities, Arts & Crafts, Handbells, Chinese Calligraphy, Character Education Activities, Learn English with activities and Rummikub
- Post-lesson Co-curricular activity groups were organized (VA Class, String Orchestra, Bilingual Drama, IJam, P.2 Drama course). Students would perform on 22/7. It would help build up their confidence.
  - School Teams: Rope-skipping team, Rugby, Choir, Kung-fu, K-pop Dance, Percussion Band, VA Elite
- Due to pandemic restrictions, most of these activities were held online. It was not always feasible to create opportunities to practice various skills mentioned.



## Achievements

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

#### **The target was to a large extent achieved.**

- A half-day prefect training day camp was held in 30/10. The school prefects were led by the discipline teachers and the school social worker to attend a training at Ma Wan. Sense of responsibility of the school prefects was raised and they learnt about the skills in leadership and collaboration. 83% of teachers involved in the leadership training program agreed that students actively participated in the leadership training program.
- Two training sessions for prefects were organized by the discipline teachers after school resumption in April. Prefects were reminded the procedures and proper manners in handling misbehavior cases at school. It was observed that the prefects are eager to participate in the activities and duties.
- Class-based "A kid a job" scheme was launched in all classes. Pupils were assigned different duties to help in class. Eye-catching job cards of different duties were displayed in the classroom. Sense of belonging and responsibility were successfully established among pupils. Pupils were assigned to new posts in "A kid a job" scheme in the second term so that more pupils had the opportunities to perform different duties. Leadership and sense of responsibility were successfully developed among students. 98% of teachers agreed that students actively participated and performed in 'A kid a job' scheme.
- Students were encouraged to participate in different uniform groups or service groups. National Flag Raising Team was set up in September and flag raising ceremony is held every Tuesday starting from January 2022. This helped promote pupils' national identity awareness and willingness to serve the community.
- Our school joined the Plant Selling Fund Raising Activity organized by the Community Youth Club in November. Students were eager to donate. Our students raised \$20,592 for the Club.
- Different UAP activities were held to help students build a connection to the community and globally: Volunteer Service Outing, Understanding Hong Kong Habitat, Beach Cleaning, Social service visit to St. James Settlement Jockey Club Artsipration Academy. Students actively joined these activities.
- A sister school in GuangZhou, Affiliated School of JNU For HongKong & Macao Students, was arranged. It was hoped that students would be exposed to connect to students globally. Due to the pandemics and the quarantine requirements for cross-border trips, no interflow trips could be organized.

## Achievements

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

#### The target was achieved.

- 98% of teachers agreed that these workshops can nurture positive values among students. The following workshops and activities were arranged to nurture positive values among students:
  - Perseverance workshop
  - Emotion control workshop
  - E-ranger Character Education Workshop
  - Dialogue-in-Dark
  - Unplug-Online Boardgame
- The following topics on “Empathy” were introduced in Moral and Civic Education lessons:
  - What is empathy? (Talk)
  - Identify different emotions, positive and negative traits
  - Five-sense empathy
  - Respect and Care (Talk)
  - Strengthen pupils’ empathy skills
  - Class Discussion: How do you use your “empathy superpower” in different situations?
  - Video and Powerpoint on book sharing “How wonderfully odd”
  - “Empathy is your super power” workshop
- Topics on Empathy were included in CCA “library activities’ lesson for all classes. Stories were shared among students to let them understand the meaning of “Empathy” and how to show empathy to others. Teacher invited pupils to share their feelings of the stories.
- The above strategies helped students learn the value of putting themselves in someone else's shoes and to understand the feelings and perspective of another person. The character strength of empathy surfaces in these activities by being intrinsic to the story and by being repeated several times in the activities, and so our students weren't just focusing only on one's own needs.

## Reflections for Major Concern 2

- (1) We found that most P.4-P.6 students were keen to get good scores in the Discipline Competition. However, the P.1 and P.2 students were not enthusiastic in taking part in the competition. It is suggested that announcement of the best 3 classes should be made every day to enhance the competitiveness and awareness of the junior students. Teachers also suggested the extension of the duration of the competition from one week to two weeks.
- (2) A Courteous Campaign could be considered in next school year to set good models of courteous behaviours the school expects from students.
- (3) Upon resumption of on campus lessons and the ease of social-distancing restrictions in next school year, it is hoped that more inter-personal communication activities can be done thus to practice the skills listed.
- (4) If more inter-personal communication activities can be arranged, "Big Brother and Big Sister" Programme for the pupils in the lower primary levels could be organized.
- (5) Similar groups will continue to be carried out in the coming school year.
  - School prefects
  - Basic Law Ambassadors
  - Uniform groups: Flag raising team, CYC, Girl Guides, Club Scouts
  - CCA groups
  - Post-lesson Co-curricular activity groups (VA Class, String Orchestra, Bilingual Drama, IJam, P.2 Drama Course)
  - School Teams (Rope-skipping team, Rugby, Choir, Kung-fu, K-pop Dance, Percussion Band, VA Elite)
- (6) In order to foster leadership skills among the prefects, further regular meetings with the prefects should be held in the next school year.
- (7) Job titles should be revised and replaced as some jobs do not fit into the present learning situation. New duties should be added to develop different abilities of students.
- (8) Interflow activities with the sister school would be arranged in the next school year.
- (9) In order to reinforce students' intrinsic value on empathy, teachers suggested arranging "Empathy" to be the first module of the MCE lesson in the following year.

# Part 6 Our Learning and Teaching

## 6.1 Learning Time of Key Learning Area

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



Games Day (P1 Inter-class Obstacle Run Competition)



Games Day (P2 Inter-class Obstacle Run Competition)



Games Day (P3 Inter-class Dodgeball Competition)



Games Day (P4 Inter-class Dodgeball Competition)



Games Day (P5 Inter-class Dodgeball Competition)



Games Day (P6 Inter-class Dodgeball Competition)

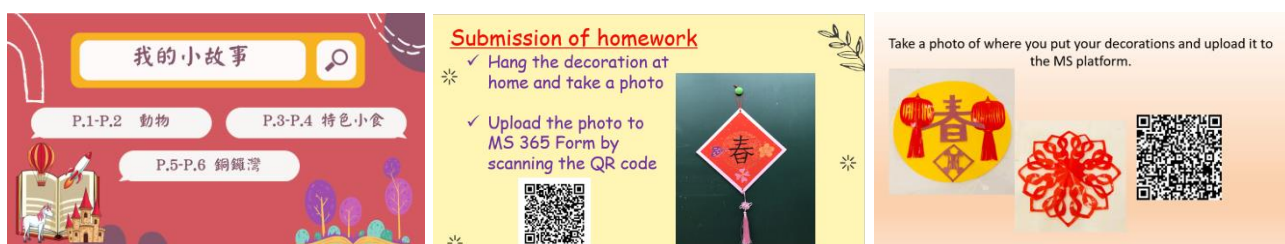
## 6.2 Subject Activities of 4 Core Subjects

### 6.2.1 Chinese

- a. 本年度共有十一位學生參加第七十三屆香港學校朗誦節中文朗誦比賽。比賽成績為七位獲優良獎狀，四位獲良好獎狀。
- b. 本年度共有十六位學生參與由香港青年培育協會舉辦之「一國兩制」與《基本法》標語創作比賽，惜未有獲獎。
- c. 本年度共有十五位名學生參與由佛教黃鳳翎中學舉辦之「細味人生」硬筆書法比賽，惜未有獲獎。
- d. 三年級學生於上學期進行中華文化主題活動:《中國歷史人物—王羲之》，學生學習歷史人物王羲之及文房四寶，並完成書法練習。
- e. 為了讓學生認識和欣賞古詩的格式、節奏及韻律美，老師安排學生於特別假期期間，拍攝朗誦詩歌的短片，學生有感情地把作品讀出來，體會古詩呈現的意境和情韻。誦詩短片的佳作將收錄於校刊內，讀者可透過掃描二維碼觀賞學生誦詩的短片。
- f. 四年級學生於下學期進行中華文化主題活動:《香港名勝古蹟》，老師先向學生介紹活動主題及香港名勝古蹟，然後運用平板電腦完成名勝古蹟遊戲。
- g. 一至五年級學生於期終考試後多學習一首古詩，讓他們能多接觸文學作品，並透過朗誦古詩，培養學生對中國文學的興趣。
- h. 四至五年級學生於期終考試後參與嶺南大學歷史研習活動「區區有故仔」講座。講座內容主要圍繞學生身處的社區——灣仔區，為學生介紹本區的地名來源、發展、建築變遷等，解說歷史與現今日常生活的聯繫，藉以引發學生對認識香港的興趣。



Displays of common Cantonese vocabulary for helping NCS learn Cantonese.



Chinese New Year Challenge



## 6.2.2 English

- a. This is the first year of implementation of P.4 English Support Service provided by School-based Curriculum Development (Primary) Section. Throughout the academic year, with the support from the senior curriculum support officer, our P.4 English teachers collaborated to enhance the reading and writing learning materials. Not only did the teachers benefitted from the professional knowledge development, our students also acquired skills in writing in an organized manner.
- b. This year, 66 students joined the English Solo Verse Speaking whereas there were 4 entries for both Solo Dramatic Performance and Public Speaking. 63 students were awarded Merit in Solo Verse Speaking and there was one student awarded for the first, second and third place respectively. Although this was the first year that our students took part in the Public Speaking, one students received the second-runner up for his speech on “Why electronic books should replace school textbooks”.
- c. P.6A students participated a one-day writing workshop provided by Standing Committee On Language Education and Research. In due course, students have learnt to use Book Creator to write an argumentative essay on the “Pros and Cons of Social Media”.
- d. To promote positive values and attitudes through English Saying of Wisdom, our students participated in the Creative Writing Competition organized by Curriculum Development Institute. Class 1A Nathaniel and Class 4C Asalan Khan received Commendable Awards in Lower Primary Parent-child Division and Upper Primary Division respectively.



**“When there is a will, there is a way”**

Commendable Awards  
(1A Law Tsz-hin Nathaniel)

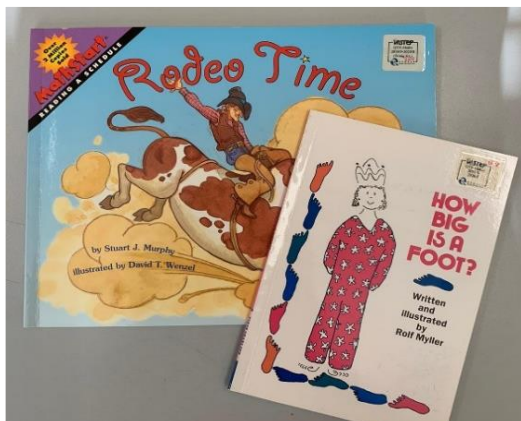


**“To always stand tall and never give up”**

Commendable Awards  
(4C Asalan Khan)

## 6.2.3 Mathematics

- Multiplication Table Competition was held in October and July through Kahoot platform.
- 'Super 24 Challenge' was carried out in the first term. 202 pupils joined the challenge and 135 pupils got the correct answer.
- Fun with Maths! was conducted through MS365 Platform in February. The average response rate of joining the activity online was about 50%.
- Speed Calculation Competition was held in July to arouse pupils' interest in speed calculation and enhance their number sense.
- Level-based Award Scheme is a self-learning scheme to enhance pupils' skill in the target topics.
- P.2 and P.5 pupils joined the sorting game in August to revise the properties of various 2-D shapes and 3-D shapes. E-assessment was conducted after the game to check pupils' understanding.



Teachers use Maths stories to provide a meaningful context for learning.



Problem solving skills and self-directed learning skills are encouraged during Maths lesson.



Math-rich Learning Environment.

## 6.2.4 General Studies

- a. P.4-P.6 students joined the HKEdCity TVNews Award Scheme to raise their awareness of social issues.
- b. A News Challenge was set in MS 365 platform for P.4-6 students.
- c. Our school joined the “One Person, One Flower” Scheme organized by Leisure and Cultural Department to cultivate students’ interests in growing plants.
- d. P.1-6 students participated in Empathy activity in GS lessons and VA lessons to show care for abandoned animals and the elderly in Hong Kong.
- e. P.1-3 students joined L.E.A.P. Programme in June and learnt about Healthy Heroes (P.1), Nutrition Ignition (P.2) and Body Systems Go (P.3).
- f. P.1-2 students joined STEM Day in August and learnt about principle of magnetism.
- g. P.5-6 students joined the Story of Ocean Plastics program and visited Island House in Tai Po and Hoi Ha Wan in November. It provided students with diversified learning experience and arouse their concerns towards environmental conservation.
- h. P.6 students joined the ECF Hong Kong Inter-School City Nature Challenge 2021. They had participated in a real-time seminar and an exhibition in school about biodiversity of Hong Kong.
- i. P.5 students joined star-gazing activity in August to learn more about the Solar System and exploring astronomy.



Exhibition on Biodiversity



Star-gazing Activity



### 6.3 New Projects

**6.3.1** Resilience workshops for P4 Non-Chinese Speaking students were conducted in June-July. The project was led by University of Hong Kong with a focus on Understanding and Developing resilience under pandemic for Primary School Pupils with emphasis on Personal competence, Social competence and Emotional management.

**6.3.2** Bi-lingual Drama – A bilingual drama was planned in the second term to encourage students to speak Cantonese more as well as English. Initial trainings were done online due to the suspension of face-to-face on-campus schooling and the special vacation. NCS students practised hard not only to speak Cantonese, but also sing popular Cantonese songs. After much practice in late July, students were glad to finally put on the show for the whole school on the last school day. NCS students have become more confident in speaking Cantonese with local students.



### 6.4 School-based support services

**6.4.1 English Support Program** - Our school has successfully enrolled in P.4 English Support Programme from School-based Curriculum Development (Primary) Section. With the guidance and support from a senior curriculum support officer, P.4 English teachers have developed 6 sets of Process Writing packages that cover different text types in alignment with the coursebooks. To promote students' self-directed learning, flipped classroom learning tasks were also assigned to students as pre-lesson learning tasks. To facilitate students' authentic use of language, a Buddy Scheme was also launched. It was initiated to liaise students from Canton Road GPS and Li Sing Primary School. In the Buddy Program, a series of letter exchange and Vlog sharings were completed to build rapport among the peers and embrace cultural differences. Ultimately, students enjoyed the learning processes with authentic use of English language. Since the Buddy Scheme was well-received with positive feedbacks, a similar programme would be implemented next year.

**6.4.2 P6 Maths support program** – Catering for Cultural and Linguistically Diverse Learners in Primary Mathematics Classrooms - Support service was provided by Faculty of Education, The University of Hong Kong. Topics on “Finding Volumes with Displacement Method” and “Application of percentages” were discussed.

**6.4.3 P.3 Chinese Learning Circle** – P.3 Chinese teachers had Collaborative Lesson Preparation (CLP) meetings with the teachers from Li Cheng Uk GPS and Jordan Road GPS. During the CLP meetings, they had discussions on the teaching strategies, learning tasks and lesson preparation of picture book reading. The themes of the picture books focused on 'Hygiene', 'Responsibility' and 'Love and Care'. Through reading some picture books, most of the P.3 pupils' reading interest and awareness of positive values were raised.

**6.4.4 Rainbow One E-reading project** - The service provider provided electronic reading materials (Rainbow One E-reading Platform) for two readers. P.1 Chinese teachers had discussions on designing E-Book reading materials, tasks, interactive activities and games during Collaborative Lesson Preparation (CLP) meetings. Through pupils' participation in the reading activities, P.1 pupils' reading interest was raised and their Chinese reading ability was improved.

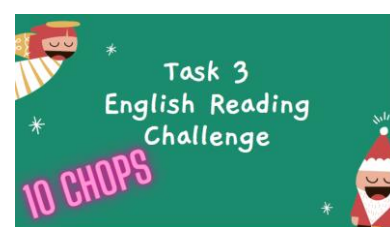
**6.4.5 Research Project on the progress of Learning Chinese for P.1 and P.2 NCS Students** 「非華語學生學習中文進程研究計劃」 - A pre-test assessment and post-test were conducted to assess student's performance.

## 6.5 Holiday assignments

Under epidemic measures to be taken, excursions, visits, and group work cannot be arranged. A set of learning materials were designed to promote self-access learning among students during long holidays.

**6.5.1 Christmas Holiday Challenge** - The challenge focused on gratitude. Students were given stories to read and videos to watch and reflected on their own well-being.

**6.5.2 Chinese New Year Project** - The project focused mainly on learning to appreciate Chinese New Year culture. Students were given videos to watch before completing the tasks.





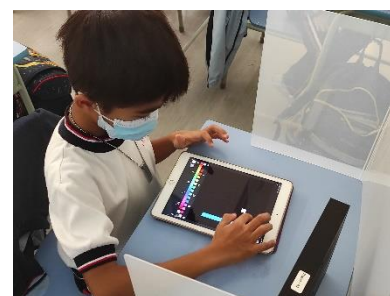
# Part 7 Support for Student Development –

## School Activities

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

7.1.1 There are were 20 rotating groups and 8 non-rotating groups. Rotating groups were conducted by teachers.

Rotation Groups	Rotation Groups
1. Arts & Crafts	11. Balloon Twisting
2. *Bilingual Drama	12. *Character Education Activities
3. *Chinese Calligraphy	13. Chinese Painting
4. *Clay Arts Class	14. Fun with iPad
5. Handbells	15. Joyful Reading
6. Learn English with songs & activities	16. Maths Activities
7. Origami	17. Paper Cutting
8. *Pastel Nagomi Art	18. PTH Activities
9. *Puppetry	19. Rummikub
10.STEM activities	20. *Video Editing



7.1.2 Non-rotating groups.

Non-rotating Groups
1. Visual Arts Elite
2. Rope Skipping Group
3. K-pop
4. Kung Fu
5. Percussion Band
6. Flag Raising Team
7. Social Skills Group
8. Choir



7.1.3 Post-lessons activities - Six post-lesson groups commenced in March and April through TEAMS.

- Bilingual Drama Group
- String Orchestra
- Kung Fu
- K-pop Dance
- Percussion Band
- iJAM Class



## 7.2 Major School Events

### 7.2.1 List of School Events

School Events	Dates	Mode
Orientation Day for P.1 students and new admitted students	27/8/2021	On campus
P.1 Transition programme	1/9-8/9/2021	On campus
School Opening Ceremony	2-3/9/2021	On Campus
P.5-P.6 Level Parents' Day – Talk on Secondary School Places Allocation	9/10/2021	On Campus
P.1- P.4 Level Parents' Day	9/10/2021	Online
Dress Special Day	20/12/2021	On campus
Talk on Secondary School Places Allocation (Discretionary Place)	7/12/2021	On Campus
Christmas Party	20/12/2021	On Campus
Online Parents' Day	25/2/2022	Online
Briefing on Secondary School Places Allocation (Central Allocation)	10/5/2022	On Campus
P.6 Transition programme	6/6-10/6/2022	On campus
P.1-5 Prize-giving Ceremony cum Students' work exhibition	21/7/2022	On campus
130 <sup>th</sup> Anniversary Celebration cum P.6 Graduation Ceremony	22/7/2022	On campus
P1-5 Parents' Day	29/7/2022	On campus
Project Learning Week (P.1-P.5)	1-5/8/2022	On campus
Games Day	3-5/8/2022	On campus
STEM Day (P.1-P.2)	8-9/8/2022	On campus

### 7.2.2 Dress Special Day

- The event was held on 20/12/2021, the same day as Christmas Party.
- Students who donated to the Community Chest wore their national or favourite costumes to school. The total amount of donation collected was \$24,499.



### 7.2.3 Christmas Party

- a. The event was held on 20/12/2021.
- b. The celebration activities included Singing competition, singing Christmas carols and lucky draw. Everyone had a wonderful time.



### 7.2.4 CYC Plant Selling activity

- a. The event was held on 26/11/2021.
- b. Pupils and parents who donated \$40 or more got a pot of plants. The total amount of donation collected was \$20,479.

### 7.2.5 Community-based Project

The project is implemented by EDB for the pupils who joined the Comprehensive Social Security Assistance (CSSA) or receiving full grant from the scheme. The lessons are conducted via TEAMS platform after school hours.

- a. Creative Cartoon Drawing Class – Eight sessions of Creative Cartoon Drawing Class was arranged for P.1-4 pupils.
- b. I am a Master of Magic – Eight sessions of magic lessons were arranged for P.4-6 pupils.
- c. Fun Origami Class – Eight sessions of origami lessons were arranged for P.1-3 pupils.
- d. Self-improvement Training Class– Eight sessions of self-improvement training were arranged for P.4-6 pupils.

Names of Courses	Dates
Creative Cartoon Drawing Class	9/11, 16/11, 23/11, 30/11, 7/12, 14/12/2021, 4/1, 18/1/2022
I am a Master of Magic	11/11, 18/11, 25/11, 9/12, 16/12/2021, 20/1, 27/1, 10/2/2022
Fun Origami Class	15/3, 22/3, 29/3, 12/4, 26/4, 3/5, 10/5, 17/5/2022
Self-improvement Training Class	17/3, 24/3, 31/3, 7/4, 28/4, 12/5, 19/5, 26/5/2022
A Visit to Tai O	10/8/2022 (Cancelled)
A Visit to Ocean Park	12/8/2022



### 7.2.6 130<sup>th</sup> Anniversary Celebration cum P.6 Graduation Ceremony

We finally celebrated our 130<sup>th</sup> Anniversary at our school hall successfully after 2 years of cancellations. We were honoured to have The Secretary for Education, Dr. Choi Yuk-lin, JP, accompanied by the Executive Committee members of the SMC and PTA, and other honourable guests to witness our 130<sup>th</sup> Anniversary cum graduation ceremony of our P.6 students on July 22, 2022. In addition to the variety shows in the hall, Dr. Choi was surprised how Kadoorians could learn to use Chinese in expressing themselves creatively in writing stories and poem reciting as well as in Chinese clay arts, painting and calligraphy, etc.



## Part 8 Support for Students – Development -

### Whole-person Development

#### 8.1 Moral and Civic Education

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

<u>P.1-P.6 Topics</u>
Target Setting
Reduce School Bag Weight
Good Manner
Honesty
Perseverance
Empathy
Commitment
Responsibility

#### 8.2 Educational seminars for students

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

<b>Topics</b>	<b>Organizations</b>	<b>Levels</b>	<b>Date</b>
Transition to P.1 workshop	St. James Settlement	P.1	6/9
Good manner	Teacher	Whole school	15/10, 22/10
Experience of gamified sports	Caritas Wu Cheng-chung Sec School	40 pupils from P.4-P.6	16/10
List of School Web Care Campaign	Internet professional Association	P.5 & P.6	20/10
Leadership Training Camp	The Boys' Brigade, Hong Kong	50 school prefects	30/10
Courtesy Competition	School based	P.1-P.6	1/11-12/11
E-ranger Character Education Programme	The Boys' Brigade, Hong Kong	P.2-P.3	Nov
Unplug-Online Boardgame group	The Boys' Brigade, Hong Kong	P.5	Mar

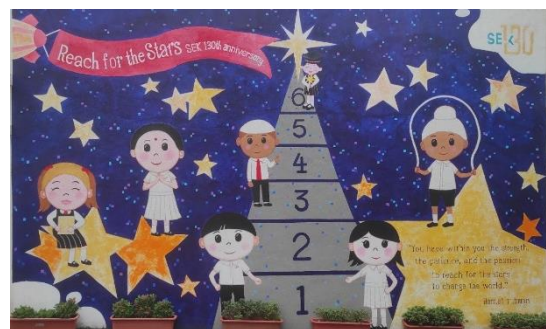


### 8.3 Whole-school approach – Reach for the Stars Scheme

8.3.1 The scheme aimed at encouraging students to have positive attitude and behavior. Teachers awarded students with chops when they observed good behaviors of students.

8.3.2 Small prizes were awarded to students who reached the targets.

The top 5 students in each class were invited to join a mysterious activity at the end of the school year – Mysterious water party, and everyone loved it!



### 8.4 Understanding Adolescent Project

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

#### P.4

Dates and time	Nature	Details
19 <sup>th</sup> February, 2022 (Sat) (9:00-11:00)	Orientation Programme	<ul style="list-style-type: none"> <li>Introduce UAP and the tutors</li> <li>Goal-setting</li> </ul>
5 <sup>th</sup> March, 2022 (Sat) (9:00-11:00)	Group session 1	<ul style="list-style-type: none"> <li>Introduce the concepts of resilience, optimism and belongingness.</li> <li>Consolidate the above characters through small group activity</li> </ul>
12 <sup>th</sup> March, 2022 (Sat) (9:00-11:00)	Group session 2	
2 <sup>nd</sup> April, 2022 (Sat) (9:00-11:00)	Group Session 3	
30 <sup>th</sup> April, 2022 (Sat) (9:00-11:00)	Group Session 4	
7 <sup>th</sup> May, 2022 (Sat) (9:00-11:00)	Group Session 5	
14 <sup>th</sup> May, 2022 (Sat) (9:00-11:00)	Group Session 6	
21 <sup>st</sup> May, 2022 (Sat) (9:00-11:00)	Group Session 7	
28 <sup>th</sup> May, 2022 (Sat) (9:00-11:00)	Volunteer service Session 1	<ul style="list-style-type: none"> <li>Tutors would arrange a volunteer service with the participants. Pupils have to decide what to prepare for the potential targets with tutors.</li> <li>A volunteer service outing will be arranged.</li> </ul>
11 <sup>th</sup> June, 2022 (Sat) (9:00-11:00)	Volunteer service Session 2	
18 <sup>th</sup> June, 2022 (Sat) (9:00-11:00)	Volunteer service Session 3	



### P.5

Date and time	Nature	Details
23 <sup>rd</sup> October, 2021 (Sat) (9:00-11:00)	Group session 1	<ul style="list-style-type: none"><li>Recap the knowledge learnt from UAP P.4 (Resilience, belongingness and optimistic)</li><li>Consolidate the above characters through small group activity</li></ul>
30 <sup>th</sup> October, 2021 (Sat) (9:00-11:00)	Group session 2	
6 <sup>th</sup> November, 2021 (Sat) (8:00-13:30)	Educational Visit	<ul style="list-style-type: none"><li>Understanding Hong Kong Habitat and visit the Aberdeen reservoir</li></ul>
13 <sup>th</sup> November, 2021 (Sat) (9:00-11:00)	Group Session 3	<ul style="list-style-type: none"><li>Consolidate the above characters through small group activity</li><li>Develop positive attitude towards adolescent</li><li>Preparation for the beach cleaning activity</li></ul>
20 <sup>th</sup> November, 2021 (Sat) (9:00-11:00)	Group Session 4	
27 <sup>th</sup> November, 2021 (Sat) (9:00-11:00)	Group Session 5	
9 <sup>th</sup> December, 2021 (Thur) (8:30-11:00)	Beach Cleaning activity	<ul style="list-style-type: none"><li>Gather with UAP P.6 pupils and clean the beach in order to enhancing their understanding of environmental protection</li></ul>

### P.6

Date and time	Nature	Details
4 <sup>th</sup> December, 2021 (Sat) (9:00-11:00)	Group session 1	<ul style="list-style-type: none"><li>Recap the knowledge learnt from UAP P.4 (Resilience, belongingness and optimistic)</li></ul>
9 <sup>th</sup> December, 2021 (Thur) (8:30-11:00)	Beach Cleaning activity	<ul style="list-style-type: none"><li>Gather with UAP P.5 pupils and clean the beach in order to enhancing their understanding of environmental protection</li></ul>
18 <sup>th</sup> December, 2021 (Sat) (9:00-11:00)	Group Session 2	<ul style="list-style-type: none"><li>Consolidate the above characters through small group activity</li><li>Develop positive attitude towards adolescent</li><li>Preparation for the beach cleaning activity</li></ul>
8 <sup>th</sup> January, 2022 (Sat) (9:00-11:00)	Group Session 3	
15 <sup>th</sup> January, 2022 (Sat) (9:00-11:00)	Group Session 4	
22 <sup>nd</sup> January, 2022 (Sat) (9:00-11:00)	Outing	<ul style="list-style-type: none"><li>Educational visit</li></ul>
29 <sup>th</sup> January, 2022(Sat) (9:00-11:00)	Group Session 5	<ul style="list-style-type: none"><li>Conclude all the experience and knowledge throughout UAP</li></ul>



## 8.5 National Security Education

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

### 8.5.1 National Flag Raising Team

- The National Flag Raising Team was formed and trained to perform the national flag raising ceremony every Tuesday. Due to restrictions on social restrictions, one level of students attended the ceremony in the hall or the playground while the others attended the ceremony led by class teachers in their classrooms.
- Flag guards received trainings mainly during CCA lessons every Friday. Teachers attended training sessions organized by Association of Hong Kong Flag-guards.



### 8.5.2 Basic Law Campus Ambassadors

- Our school joined the Basic Law Campus Ambassador Training Scheme. Student members joined activities such as national flag raising techniques, Basic Law Online Competition, etc.



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

- Exhibition on China's mega projects was held in late September so that students appreciated the great achievements of Chinese government. An exhibition on National Security Education was held in late July and students learnt about the need and importance of National Security.



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

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

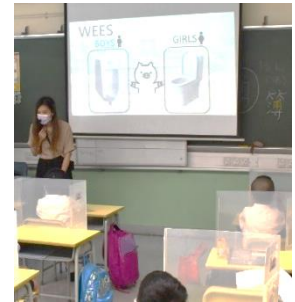
Level	General Studies topics related to National Security
P.1	<ul style="list-style-type: none"> <li>➤ Celebrating Chinese New Year (Book 3 Unit 2)</li> <li>➤ Features of national flag of China</li> </ul>
P.2	<ul style="list-style-type: none"> <li>➤ Etiquette of National flag-raising ceremony (Book 4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

## 8.6 P.1 Transition Programme

- The P.1 transition week was held from 1/9 to 8/9/2021.
- Two self-management workshops were arranged for P.1 students in collaboration with SGPs.



- The first workshop introduced the proper procedures of using the toilet and the steps were shown to P.1 students by demonstration. The procedures of washing hands were also introduced in the workshop.
- The second workshop introduced self-management. The SGP taught students how to prepare for proper stationary items to school through games. The SGP provided a record sheet to P.1 students to help them build up the habit of bringing the appropriate stationary items to school each day. SGP collected the students' records for checking.
- Dismissal training was arranged for P.1 students by Discipline Team.



### 8.7 P.6 Transition Programme

The programme was conducted from June 6 to 10. A series of activities and visits were arranged. The activities are as follows:

Group activities	Talks	Visit
1. Life planning 2. Bubble soccer 3. Teams lock 4. E-sport 5. Wonder 6. Creative art 7. Photo-taking	1. Sex education 2. Anti-drug	Dialogue in the Dark (D2 Place in Lai Chi Kok)



Students worked together to create art work.



They were proud to show their final art work.



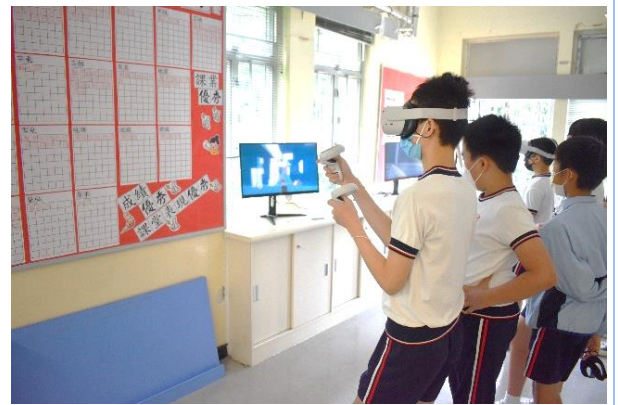
Students learnt to creat pattern for taking photos creatively.



Students did reflections in consolidation meeting as a close of the P.6 Transition Week.



Students learnt to co-operate in a Bubble soccer match.



Students had hands-on experience in e-sports.

### 8.8 Support for Newly Arrival Children

NAC programme was arranged from November to March on every Saturday morning via TEAMS platform. The program consisted of Cantonese learning support and two visits for students to adapt to the life of Hong Kong.

Date	Course Topics	Mode of contacts
13/11	Name of fast food in Cantonese	Online
20/11	Making Sandwiches	
4/12	Table Manners	
11/12	Know MTR Hong Kong Island Line	
12/2	Greetings in Cantonese	
19/2	Different Job names in Cantonese	
5/3	Facilities in School	
12/3	Daily necessities in Cantonese	Visits
10/8	Monopoly Dreams in Hong Kong	
12/8	Ocean Park Hong Kong	

\*Service provider: HK Education Services Centre

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

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

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

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



	<ul style="list-style-type: none"> <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' workshop had been arranged. Besides lessons in school, Speech Therapist also provide homework for pupils.</li> </ul>
<p>III. Support measures and allocation of resources</p>	<p>Students with SEN and Academic Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> <li>The post of Special Education Needs Coordinator (SENCO) was established to lead the Student Support Team to deploy different support programs for SEN pupils.</li> <li>1 whole-year temporary teacher and 3 teaching assistants were recruited in the implementation of the Whole School Approach (WSA) to provide support for SEN pupils.</li> <li>3 teaching assistants were recruited to support students with SEN in the classrooms. They assisted teachers during the lessons to give extra support to SEN pupils, especially during group activities and classwork.</li> <li>ALAs are provided with homework support which include P.1-2 pupils.</li> <li>School-based speech therapy service is arranged to offer individual/ group training/ therapy sessions to students with Speech &amp; Language Impairment (SLI) once a week. During school suspension, online teaching materials had been prepared and real time Zoom lessons had been arranged for target pupils.</li> <li>Study skills service is arranged to offer individual/ group training/ therapy sessions to students with SEN or ALAs once a week. During school suspension, one to one real time Zoom sessions had been arranged for target pupils.</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. Due to school suspension, only one talk "Strategies to work on reading, listening and speaking skills at</li> </ul>

	<p>home” had been arranged under Speech Therapy Programme in the 1<sup>st</sup> term.</p> <ul style="list-style-type: none"> <li>• Educational Psychologist was invited to conduct staff development programmes which include implementing the Whole School Approach to support students with SEN and how to promote mental health for pupils.</li> <li>• SENCO and SENST were collaborated with Educational Psychologist to devise Executive Function Skills Training Programme to support P.5 and P.6 SEN pupils.</li> </ul>
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## 9.2 Implementation of student support services

Mode of Support	Purpose	Schedule
<b>Study Skills Group</b>	<ul style="list-style-type: none"> <li>• To help students adjust their behaviours through training programmes conducted by Occupational Therapist (OT)</li> <li>• Study Skills Groups: Study Skills Groups were arranged for SEN and ALAs pupils every Tuesday. Occupational Therapist (OT) focused on training our pupils gross motor skills, fine motor skills and hand-eye co-ordination.</li> <li>• The service was arranged for SEN pupils with learning difficulties. A total of 40 day services was arranged. Online zoom sessions were arranged during school suspension. On-site and zoom session were arranged after school resumption.</li> </ul>	Every Tuesday
<b>Speech Therapy</b>	<ul style="list-style-type: none"> <li>• To help students with speech and language impairments through therapy programmes conducted by Speech Therapist. Individual or small group training had been arranged for pupils.</li> <li>• The service was arranged for 53 students with speech and language problem. Speech Therapy sessions were conducted on Fridays during school hours. Online zoom sessions were arranged during school suspension. In the 2<sup>nd</sup> term, on-site and zoom sessions were arranged. A total of 30-day service was provided to students by the speech therapist.</li> <li>• Most of the pupils showed improvements after training.</li> </ul>	Every Friday

<b>Social Skills Groups</b>	<ul style="list-style-type: none"> <li>The support service was arranged for ASD pupils online in the afternoon during real-time learning and during school hours when school resumed. Social worker from the NGO provided 14 training sessions in the 1<sup>st</sup> term and 14 training sessions in the 2<sup>nd</sup> term.</li> <li>Most of the pupils in this group enjoyed the lessons. Parents' feedback was positive and all the involved parties agreed that this program could help pupils to learn proper social behavior.</li> </ul>	Every Friday
<b>School-based Educational Psychologist Service</b>	<ul style="list-style-type: none"> <li>To enhance the learning capacity of the students with special educational needs through tailor-made programmes conducted by teachers.</li> <li>A total of 20 visits by the Educational Psychologist were arranged in the school year.</li> <li>IEP meetings, assessments for suspected SEN cases, lesson observations, social skills training sessions for P.6 pupils, pupils' talk, teachers' talk, case conferences with parents and teachers were arranged during the visits.</li> <li>Identifying and Supporting Students with Suicidal Risk Talk by EP was arranged for teachers.</li> <li>Executive Function Skills training programme (Group Training) was conducted by EPs online and on-site in the 2<sup>nd</sup> term.</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>Homework Supporting Programme</b>	<ul style="list-style-type: none"> <li>Online homework support programme was arranged for P.1 and P.2 pupils</li> <li>15 pupils joined the service. Individual support sessions were arranged for pupils daily.</li> </ul>	Whole year

## Part 10 Connection with Parents, Alumni and Other schools

### 10.1. Parent –Teacher Association

**10.1.1. Parent education programme** was conducted under the ‘Parent Academy’ through Zoom. The themes included parenting skills and mental health for parents.

Dates	Workshops	Speakers or Organizations
22/2/2022	Effective Parent-child Communication	Community Drug Advisory Council
8/3/2022	Unplug- Use Board games to enhance parent-child bonding	Student Guidance Personnel
29/3/2022	Stress-free Relaxation Workshop	Community Drug Advisory Council
12/4/2022	Draw All You Can	Master Edutainment

### 10.1.2. PTA Activities

- PTA Day Tour and Activity for Serving Parents were cancelled this school year as mass events were not feasible.

### 10.1.3. PTA Scholarship and PTA Speech Festival Award

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



PTA Executive Committee members.

## 10.2. The Alumni Association

**10.2.1. Alumni Scholarship** - Book coupons were awarded to the first position in each level for the Mid-year Examination of the school year.

**10.2.2. Home Coming Day for the Alumni** - Due to the pandemic, the ex-com members agreed not to conduct Home-coming Day this school year.

## 10.3. Connections with Kindergartens

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

**10.3.2. School visits** - Two kindergartens (Muslim Kindergarten and Pentecostal Church of Hong Kong Tseung Kwan O Nursery School) visited our school in September, 2021.



## Part 11 Students Performance

### 11.1 Results of Secondary Schools Places Allocation

Our Students were allocated to the following schools:

- Queen's College
- King's College
- Marymount Secondary School
- Belilios Public School
- SKH Tang Shiu Kin Secondary School
- St Paul's Secondary School
- True Light Middle School of Hong Kong
- St Joseph's College
- Raimondi College
- St Stephen's College
- St Stephen's Girls College
- HK Tang King Po College
- Creative Secondary School
- Hotung Secondary School
- Kiangsu-Chekiang College
- C&MA Sun Kei Secondary School
- Rosaryhill Secondary School
- The Chinese Foundation Secondary School
- Delia Memorial School (Hip Wo)
- Delia Memorial School (Glee Path)
- Islamic Kasim Tuet Memorial College
- Confucius Hall Secondary School
- CCC Kwei Wah Shan College
- Buddhist Wong Fung Ling College
- St Margaret's Co-ed Eng Sec & Pri School
- ECF Saint Too Canaan College
- St Joan Of Arc Secondary School

### 11.2 Scholarships

Students were awarded the following scholarships:

Names of Scholarship	Organizers	Awardees
Harmony Scholarship	Home Affairs Department	6A Yu Sasaki 6B Ravichandran Balaji Kavinayaa 6C Cheung Chynna Ayesha 5A Madhan Mohan Shraddha
Wan Chai Outstanding Students Award	Wan Chai District Council	2A Wong Kwok Lam 3A Athar Zikri Nurviansah 5A Wong Tim Yan 6A Chow Cheuk Yau



## 11.3 Results in Inter-school Competitions

### 11.3.1 English

- a. 73<sup>rd</sup> Hong Kong Schools Speech Festival (Hong Kong Schools Speech and Music Association)
  - Solo Verse Speaking First place
    - 5A Chen Chai Yu
  - Solo Verse Speaking 2nd Runner-up
    - 4C Gunawardana K L Sineth
    - 6B Sherleen Kaur
  - Public Speaking 3rd place
    - 6A King Kevin Setiawan
- b. SCOLAR English Alliance 2021-22: e-Writing with 21st Century Skills
  - Champion
    - Nauzer Muhammed Zishan
  - Certificate of Excellence
    - 6A Sadiasa Christoff Nicco Santos
    - 6A King Kevin Setiawan
  - Certificate of Merit
    - 6A Cheng Jason Stanley
    - 6A Chow Cheuk Yau
    - 6A Rabbani Fiza
    - 6A Lam Lok Hei Raphael
    - 6A Lee Tong Ming Chak Eden
    - 6A Sharma Vineeta
- c. SOW Creativity Contest: A Moment in Time
  - Commendable Awards
    - 1A Law Tsz-hin Nathaniel
    - 4C Asalan Khan

### 11.3.2 Mathematics

- a. Hong Kong Aptitude Competition 2021-2022 (1st Term Preliminary)
  - Bronze Award
    - 6A Cheng Jason Stanley

### 11.3.3 General Studies

- a. Junior Inventors Gifted Creativity Programme (Queen's College)
  - Best Invention Merit Award
    - 5A Chen Chai Yu
    - 5A Ho Hin Pong
    - 5A Law Yat Chun
    - 5A Leung Yu Fung
  
- b. Hong Kong Inter-School Creative Paper Airplane Competition (Senior Group)
  - 二等獎
    - 3B Tsang Sum Kaphas
    - 3B Ng Jun Hey
  
- c. Hong Kong Inter-School Creative Paper Airplane Competition (Senior Group)
  - 二等獎
    - 5A Dousse Alyssa
    - 5A Jeremiah Riley Martinez
    - 5A Roshan Annushka
    - 5A Chen Chai Yu
    - 5A Ho Hin Pong
    - 5A Law Yat Chun
  
- d. 第二屆全港小學生火箭車工作坊及比賽 (培僑中學)
  - Participation
    - 5A Chen Chai Yu
    - 5A Law Yat Chun
    - 5A Leung Yu Fung

### 11.3.4 Library Studies

- a. "Tell-a-Tale" Story Telling Competition
  - 3rd Prize (Category 3)
    - 5A Chen Chai Yu Daniel
  
- b. "Tell-a-Tale" Story Writing Competition
  - 1st Prize (Category 3)
    - 5A Chen Chai Yu Daniel
  - 1st Prize (Category 2)
    - 4A Chen Shi Yue Moon

### 11.3.5 P.E.

- a. 華永盃跳繩錦標賽暨公開賽 2021 (2 分鐘大繩 8 字速度賽)
- 9-12 歲 男子組 第三名
    - 4D King Brian Joseph Brendan
    - 5A Lee Tai Long
    - 5A Lek Chi Ho Brian
    - 5B Mohammad Younis
    - 6A Wong Jasper
    - 6A Yu Andrew
    - 6B Muhammad Subhan Rana
    - 6C Muhammad Sahil
- b. Watsons Group Hong Kong Student Sports Award 2021-2022
- 6A Wong Jasper

### 11.3.6 Arts

- a. Exhibition of Student Visual Arts Work 2021/22
- Silver Award
    - 6A Abdul Rahman Asfia
- b. 14<sup>th</sup> Arts Ambassadors-in-School Scheme
- 6A Abdul Rahman Asfia
- c. Outstanding Visual Arts Student Awards 2021
- Final 20
    - 6A Chow Cheuk Yau

### 11.3.7 Music

- a. 74<sup>th</sup> Hong Kong Schools Music Festival 2022
- Silver Award
    - 3A Tsang Yi Charis
    - 3B Tsang Sum Kaphas
  - Bronze Award
    - 5A Lek Chi Ho Brian
    - 5A Chan Kelly
    - 6A Andrew Yu

# Part 12 Financial Reports for 2021-2022

## 12.1 Financial Summary of 2021-22 school year

<b>Sir Ellis Kadoorie (S) Primary School</b>		
<b>Financial Summary of 2021/2022 school year</b>		
<b>I. Subject and Curriculum Block Grant</b>	Allocation/ Income (HK\$)	Expenditure (HK\$)
Balance B/F (i.e. Sum of the remaining balance of (A) and (B))		531,553.16
<b>(A) Funds for non-specific school</b>		
Baseline reference provision	371,656.00	299,062.24
Remaining:		72,593.76
<b>(B) Funds for specific school</b>		
Enhanced Speech Therapy Grant	142,902.00	119,000.00
Learning Support Grant	1,140,100.00	1,081,381.84
Composite IT Grant	472,027.00	486,480.00
Capacity Enhancement Grant	661,570.00	604,496.00
UAP (Primary) Grant	160,029.00	150,500.00
School-based after-school Learning and Support Plan	44,400.00	0.00
Life-wide Learning Grant	659,127.00	471,403.40
Sub-total:	3,280,155.00	2,913,261.24
Remaining:		366,893.76
Remaining of Subject and Curriculum Block Grant for 2021/2022 school year:		971,040.68
<b>II. Other Grant</b>		
Student Guidance Service Grant	168,003.00	45,950.00
Enhanced Additional Funding - Support for NCS Students	1,500,000.00	1,449,094.44
Sub-total:	1,668,003.00	1,495,044.44
Remaining:		172,958.56
<b>III. Extra Curricular Activity Funds</b>		
Balance B/F		470,700.67
Operational fees for school ECAs (i.e. income includes budget allocation from government, donation, fees from students for organizing school events; expense includes training class, gifts, printing products and other incidental expenses)	314,080.10	203,228.95
Remaining:		581,551.82

## 12.2 Capacity Enhancement Grant

### Evaluation on the Use of Capacity Enhancement Grant (2021-2022)

Number of operating classes: 20

Estimated amount of the Grant: \$661,570.00

Purposes: 1. Relieve teachers' burden on non-teaching duties so as to enhance students' learning

2. Develop students' talent in different areas

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenses
1. To relieve non-teaching duties from teachers so that they can concentrate more on their teaching	<b>Employment of 1 teaching assistant</b> Handling non-teaching administrative work such as input of student data, fees collection, decoration bulletin boards, photo and video shooting, making of teaching aids etc.	<ul style="list-style-type: none"> <li>Teachers agreed that non-teaching administrative duties are relieved which allow them more time to concentrate on preparation work for teaching and learning.</li> </ul>	1 school year (9/2021-8/2022)	Estimated Salary of 1 teaching assistant: \$17,100.00×12×1.05 = \$215,460	September – August Salary \$17,100.00×12×1.05 = \$215,460
	<b>Employment of 1 general clerk</b> Handling non-teaching administrative work such as preparation of PTA bank account and ECA bank account entries, collection of fees by parents, quotation of purchase of learning materials or teaching aids, answering enquiries from parents etc.		1 school year (9/2021-8/2022)	Estimated Salary of 1 general clerk: \$14,360×12×1.05 = \$180,936	September – August Salary \$14,360×12×1.05 = \$180,936

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenses
2. To provide whole- person development to students so that they can stretch their potentials	<b>Employment of 1 drama coach, 1 percussion band coach and 1 string band coach.</b> <ul style="list-style-type: none"> <li>Provide coaching to students, prepare students for performances and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>The three teams successfully formed and perform during school functions such as Christmas parties, and/or prize giving ceremony, graduation ceremony etc.</li> <li>Pupils entering inter-schools competitions.</li> <li>Pupils multiple intelligence are enhanced.</li> </ul>	10 months (9/2021-6/2022)	\$1100/hr x 8hrs/month x 10 months = \$88,000  \$88,000 x 3 coaches = \$ 264,000	Percussion Band \$35,600  String band \$59,850  Drama: \$80,150
3. To provide English language support to upper primary students.	<b>Employment of 1 ELTA (English Language Teaching Assistant)</b> <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 (9/2021-6/2022)	\$20,000 x 10 = \$200,000	ELTA service \$32,500 (Service for one month)
					Expense Total as at 31 August: \$604,496



## Evaluation on the Use of Capacity Enhancement Grant 21/22

### Item 1: Employment of 1 Teaching Assistant

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

### Item 2: Employment of 1 drama coach, 1 percussion band coach and 1 string band coach

Strategies:	<ul style="list-style-type: none"> <li>● Provide coaching to students, prepare students for performances and competitions.</li> </ul>
Performance Indicator:	<ul style="list-style-type: none"> <li>● The three teams successfully formed and perform during school functions such as Christmas parties, and/or prize giving ceremony, graduation ceremony etc.</li> <li>● Pupils entering inter-schools competitions.</li> <li>● Pupils multiple intelligence are enhanced.</li> </ul>
Evaluation:	<p>Training by the coaches was arranged in the mode of online lessons this school year. The training continued during the special holidays in March and April. Face-to-face lessons were arranged in July during the school hours. According to the evaluation conducted, all teachers agreed that students showed interests in participation. Their potentials in music and drama were developed. They were more confident in participating in performance with the training provided by coaches. They agreed that the use of fund to employ coaches to provide coaching to develop students' potential in music and drama is appropriate.</p>

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

Strategies:	<ul style="list-style-type: none"><li>● To provide Native English Teacher service to pupils of P4-6 on language arts</li><li>● To hold English language activities during extra-curricular lessons, and recess.</li><li>● To assist in the teaching of choral speaking and solo verse speaking</li></ul>
Performance Indicator:	<ul style="list-style-type: none"><li>● To provide a language rich environment</li><li>● To hold English activities with local English teachers</li><li>● Pupils will be able to complete tasks on language arts</li><li>● Pupils entering inter-schools competitions</li><li>● Pupils perform during school functions</li></ul>
Evaluation:	<p>The quotation for the service was conducted and scheduled to start in the first term. However, due to the pandemic and the suspension of face-to-face lessons from January to April, the ELTA programme was postponed to July and August as a post-examination programme. Meetings on collaborate lesson planning with ELTA and P.4-6 English teachers were conducted by level. The ELTA conducted Extended Literacy Programme (ELP) reading and writing lessons with P4-6 students.</p> <p>The English subject panels worked closely with the ELTA to ensure the teaching quality. Deputy Headmaster also gave advice on the programme. In general, English teachers found lessons provided by the ELTA beneficial to the students. They were given the opportunities to learn English from English native speaker. P.4-P.6 English teachers agreed that the use of the fund to employ an ELTA to conduct reading and writing programme for upper primary students is appropriate.</p>

### 12.3 Life-wide Learning Grant

(Please see the next page.)

**Report on the Use of the Life-wide Learning Grant**

2021-22 School Year

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

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different 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 positive values and attitudes												
1	Project Learning Theme: My musical instrument (Wooden spin drum) Workshop: Make a DIY musical instrument Objectives: 1) to understand sounds vibrating objects produce, 2) learn about 2D shapes 3) enhance creativity by making musical instrument, 4) promote communication and critical thinking skills by doing a research	Cross-Disciplinary (STEM)	8-10/8/2022	P.1	62	By observation, students were able to complete the tasks and enjoyed playing the wooden spin drums they made themselves.	\$14,260.00	E5	✓				
2	Project Learning Theme: Fun with Toys Workshops: 1) Design magnetic cardboard toy 2) Upcycling toy Objectives: 1) learn how to take care of toys 2) develop problem solving skills by exploring the scientific principle: Theory of magnetism 3) Upcycle old toys with new ideas	Cross-Disciplinary (STEM)	8-10/8/2022	P.2	66	By observation, students' interests were aroused in science and nurture their creativity and problem-solving skills.	\$33,660.00	E5	✓				
3	Project Learning Theme: Beat the heat Workshop: Design a heat insulation house Objectives: 1) Understand how heat transfers 2) Understand the properties and insulation performance of various materials 3) Create a heat insulation device model 4) Enhance problem solving skills and creativity by designing a functional model	Cross-Disciplinary (STEM)	8-10/8/2022	P.3	66	By observation, students were able to complete the tasks and enjoyed making their insulation house by using different types of materials.	\$86.40	E7	✓				
4	Project Learning Theme: Evaporation Workshop: Design a smart hanger Objectives: 1) Understand factors affecting the evaporation rate of water. 2) Develop problem solving skills by conducting different experiments. 3) Make a smart hanger. 4) Improve one's design by doing reflection.	Cross-Disciplinary (STEM)	8-10/8/2022	P.4	79	By observation, students were able to complete the tasks and enjoyed making making electrical cloth hanger. Students record videos to introduce and present their products as well.	\$1,092.00	E7	✓				
5	Project Learning Theme: Sound Workshop: Design an ear protector Objectives: 1) Understand the principles of sound 2) Identify different kinds of pollution 3) Use sound proofing materials to design an ear protector	Cross-Disciplinary (STEM)	8-10/8/2022	P.5	84	By observation, students were able to use different materials to design ear protector. They were able to collect materials to improve their products and evaluate on their performances.	\$1,475.00	E7	✓				

6	Project Learning Theme: Smart Slippers Workshop: Design a smart slipper by using micro-bit Objectives: 1) Identify and explain applications of friction in different products in our daily life. 2) Develop critical thinking skills by doing a research and comparing materials used to design smart slippers for the elderly. 3) Enhance creativity by designing smart slippers.	Cross-Disciplinary (STEM)	8-10/8/2022	P.6	72	By observation, students were able to design and assemble materials into a non-slipping slipper. Creative ideas such as lights with electric circuit were built in to cater for the needs of elderly.	\$480.00	E7	✓				
7	認識社區（灣仔）講座	Chinese Language	27-28/7/2022	P.4, P.5	163	By observation, students were interested in learning the school neighbourhood Wanchai through stories.	\$7,200.00	E5	✓				
8	L.E.A.P. Primary Program P.1 Healthy Heroes P.2 Nutrition Ignition P.3 Body System Go Students learnt about four main areas: body knowledge, food and nutrition, drug education and social skills development in each topic.	General Studies	1,2,6,7/6/2022	P.1 - P.3	194	By observation, students enjoyed the interactive activities and learnt well in healthy life style.	\$5,430.00	E5	✓				
9	Star Gazing P.5 students attended Star Gazing Activity at school hall to learn about the solar systems and space.	General Studies	8-9/8/2022	P.5	84	By observation, students participate in the activity actively.	\$17,800.00	E5	✓				
10	STEM Day (P.1-2) Topic: Handmade magnetic toy car Objective: It aims at enhancing students' interest in science and nurturing their creativity and problem-solving skills.	General Studies	8-10/8/2022	P.1, P.2	128	By observation, students were able to make their toy cars and learnt about the principle of magnetism.	\$10,650.00	E5	✓				
11	K-Pop Dance Objectives: To stretch students' potential and nurture students' positive values and attitudes	Others, please specify: School Teams Training	Sept 2021 - Jul 2022	P.1 - P.6	21	According to a survey, 90% of participants agreed that dancing could help them grow in confidence, take on responsibility, and make commitments.	\$46,800.00	E5			✓		
12	Rope Skipping Objectives: To stretch students' potential and nurture students' positive values and attitudes	Others, please specify: School Teams Training	Sept 2021 - Jul 2022	P.3 - P.6	22	By survey, over 90% participants shown they liked the skipping lessons. They also enjoyed the performance very much. They agreed with doing rope skipping which helped to develop their confidence and built their self-esteem.	\$16,800.00	E5			✓		
13	Violin (Strings) Objectives: To stretch students' potential and nurture students' positive values and attitudes	Others, please specify: School Teams Training	Sept 2021 - Jul 2022	P.1 - P.6	10	Participants enjoyed the performance at the ceremony. Most of them agreed that playing the violin helped build up participants' confidence.	\$17,550.00	E5			✓		
14	Clay Arts Objectives: To stretch students' potential and nurture students' positive values and attitudes	Others, please specify: School Teams Training	Sept 2021 - Jul 2022	P.1 - P.6	140	Participants were patient and attentive in the lessons. They were creative too. Their nice work was printed in a publication booklet.	\$10,800.00	E5			✓		

15	Kung Fu Objectives: To stretch students' potential and nurture students' positive values and attitudes and appreciate Chinese culture	Others, please specify: School Teams Training	Sept 2021 - Jul 2022	P.1 - P.3	20	Over 90% of the participants enjoyed the performance at the ceremony. Some participants even practiced Kung Fu at home. The participation rate of online lessons was high during the Easter holiday.	\$36,000.00	E5		✓			
16	Ijam + Song recording & remix Objectives: To stretch students' potential in digital music arrangement and nurture students' positive values and attitudes Total: \$33,000 + \$22,000 = \$55,000	Others, please specify: School Teams Training	Sept 2021 - Jul 2022	P.4 - P.6	10	All the participants showed they enjoyed the IJAM online lessons so much. Participants learned how to use the software Garageband to rearrange the school song. The lessons were interesting and new for them.	\$55,000.00	E5		✓			
17	P.6 Transition Week activities a) Bubble Soccer Objectives: build up team spirit within graduating class by tasting on a new trend sport - playing football while half-encased inside an inflated torus bubble.	Others, please specify: Whole person development	6-10/6/2022	P.6	72	Over 80% of teachers agreed the programme of transition week can "enhance their readiness for secondary school".  Over 90% of teachers agreed the programme of transition week can "promote teamwork".  Over 80% of participants enjoyed the activity in transition week.	\$10,560.00	E5		✓			
18	P.6 Transition Week activities b) Draw all you can Objectives: Let students experience on the cooperative work and mindfulness through drawing. It is a painting experience for participants to create vibrant artwork using a simple and universal circle theme.	Others, please specify: Whole person development	6-10/6/2022	P.6	72		\$11,880.00	E5		✓			
19	P.6 Transition Week activities c) Team Unlock Objectives: Enhance students' problem-solving skills through cooperative work in a virtual escape room game	Others, please specify: Whole person development	6-10/6/2022	P.6	72		\$10,800.00	E5		✓			
20	P.6 Transition Week activities d) Life Planning Workshop Objectives: Provide an insight for P.6 pupils on the issue of life-planning and let them start to explore their favourite job about future.	Others, please specify: Whole person development	6-10/6/2022	P.6	72		\$9,600.00	E5		✓			
21	P.6 Transition Week activities e) Esport workshop Objectives: Introduce the basic idea of e-sport in worldwide and provide some VR machines for students to experience the e-sport.	Others, please specify: Whole person development	6-10/6/2022	P.6	72		\$18,000.00	E5		✓			
22	P.6 Transition Week activities f) Primary School Consolidation Workshop (回顧工作坊) Objectives: Consolidate P.6 students experience in primary school and enhance their readiness to promote to secondary school.	Others, please specify: Whole person development	6-10/6/2022	P.6	72		\$9,600.00	E5		✓			
23	P.6 Transition Week activities g) Sex Education Talk Objectives: Enhance students awareness on cyber traps related to sex, and promote mutual respect towards same and different gender.	Others, please specify: Whole person development	6-10/6/2022	P.6	72		\$1,800.00	E5		✓			
24	P.6 Transition Week activities h) Creative Photo-taking workshop Objectives: Teach students photo-taking skills by using their cell phone and facilitate them to take a good photo mutually.	Others, please specify: Whole person development	6-10/6/2022	P.6	72		\$10,000.00	E5		✓			



25	Transition Program for P.1 Students Objectives: Let P.1 students meet new classmates, adjust to new rules and routine in a new environment. Train P.1 students to keep personal hygiene with practical experience, keep their stationery and books properly.	Others, please specify: Whole person development	6/9/2021	P.1	62	100% teachers agreed that it is useful for students to adapt to the new learning environment in primary school.	\$2,310.00	E5	✓			
26	Prefect Training Camp Training of school prefects leadership skills and building team spirit at Ma Wan Event Centre.	Leadership Training	30/10/2021	P.3-6	39	Prefects' sense of responsibility was raised and they learnt about skills in leadership and collaboration. 80% of participants agreed that the activity can enhance their self-confidence and competence. 85% of participants agreed that the activity can build up their teamwork.	\$14,250.00	E1,E2,E6	✓			
27	「童心理樂 共同成長」生命教育活動 Objectives: Let students learn about Empathy, Respect and Responsibility during MCE lessons.	Moral, Civic and National Education	Sept 2021 - Jul 2022	P.1 - P.6	429	80% of teachers agreed that the videos were related to the designated topics. 80% of teachers observed pupils enjoyed watching the videos.	\$3,000.00	E7	✓			
28	Secondary School Interview Talk & Mock Interview for P.6 students Objectives: Prepare P.6 students for attending secondary school interview confidently.	Others, please specify: Student support & guidance	6-12/12/2021	P.6	72	About 70% of students understood more on secondary school admission and interviews, and became more confident to attend interviews.	\$13,000.00	E5	✓			
29	Sex Education Workshop Objectives: Enhance students appropriate knowledge and attitude of sex education	Values Education	8,14,15/7/2022	P.1-P.5	357	Students become more aware of proper behaviours when treating opposite sex.	\$15,500.00	E5	✓			
30	Lion-dancing performance Objectives: Enhance students and parents' appreciation of Chinese culture during the 130th Anniversary Celebration and P.6 Graduation Ceremony	Others, please specify: Cultural activities	22/7/2022	P.6	220	Students and parents enjoyed the performances and appreciated the Chinese culture.	\$6,800.00	E5	✓			
31	Visit to Dialogue In The Dark Objective: It is an experiential activity to promote and enhance students to understand of themselves and the community. Date: 9 Jun, 2022 (32 pupils) / 10 Jun, 2022 (17pupils) + 3 adults Time: 14:45-16:45	Values Education	9,10/6/2022	P.6	49	Students understood themselves more and their responsibility to the community.	\$8,100.00	E6	✓			

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

**Sub-total of Item 1.1**      **\$420,283.40**

1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
1												
2												
3												
4												
5												

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

**Sub-total of Item 1.2**      **\$0.00**

**Expenses for Category 1**      **\$420,283.40**

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

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Procurement of violins and accessories (Total 8 violins, 1/4 size x 4 and 1/2 size x 4, and 8 bows)	Arts (Music)	To facilitate the violin class learning	\$5,760.00
2	Printing of Student Booklets (SCOOP, 文化傳承學生作品集, Graduation Book)	Others, please specify:	Let students and parents appreciate students' works and celebrate the 130th Anniversary of our school)	\$45,360.00
3				
(Please insert rows above if the space provided is insufficient.)				
<b>Expenses for Category 2</b>				<b>\$51,120.00</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>\$471,403.40</b>

\* : Input using the following codes; more than one code can be used for each item.

Code for Expenses

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

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, devices, consumables

E8

Purchase of learning resources (e.g. educational softwares, resource packs)

E9

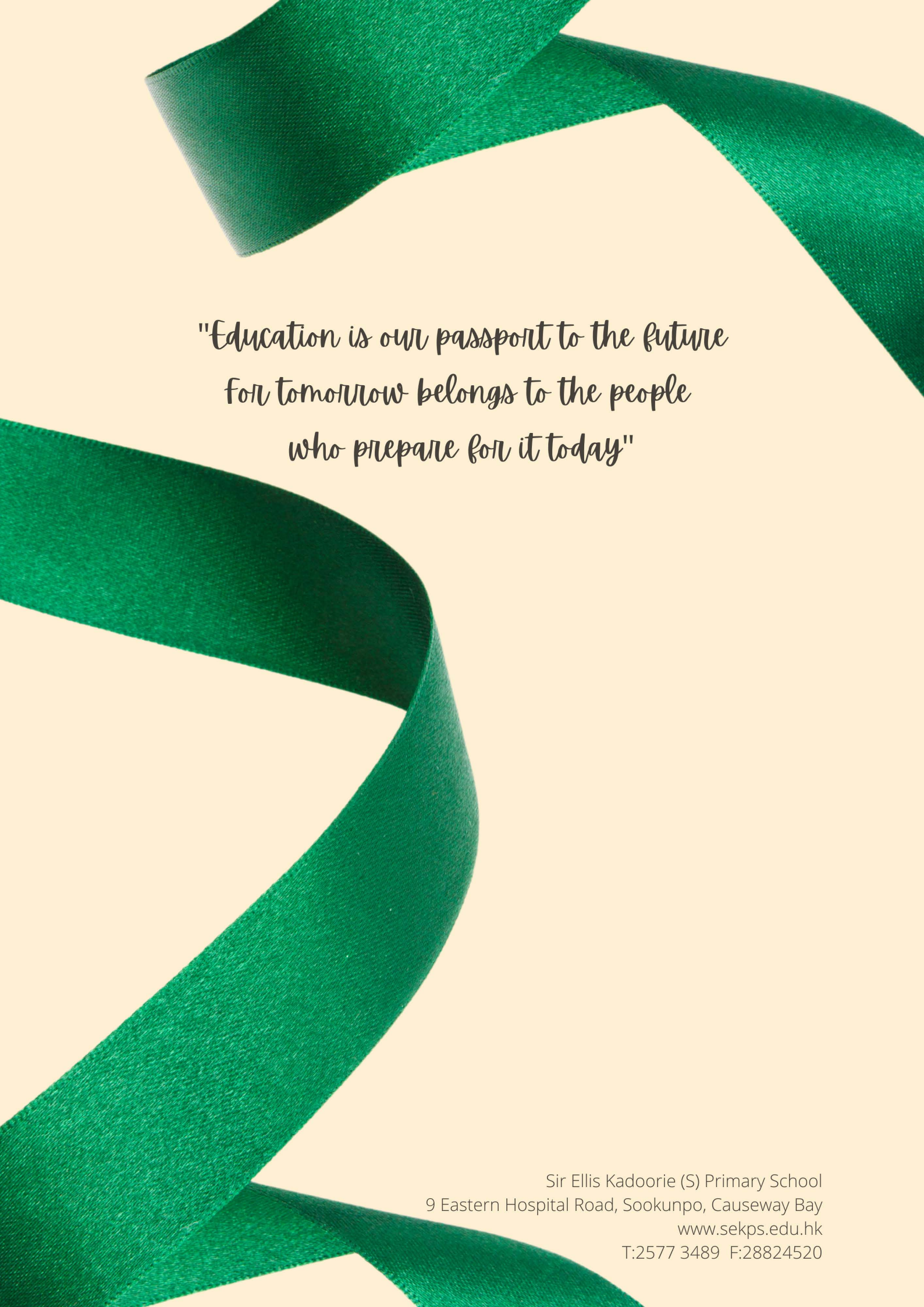
Others (please specify)

**Category 3: Estimated Number of Student Beneficiaries**

Total number of students in the school:	429
Number of student beneficiaries:	429
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):

CHOW Tat-keung  
DH



*"Education is our passport to the future  
for tomorrow belongs to the people  
who prepare for it today"*

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