

1 Our School

1.1 *School Vision*

Develop fully students' potentials;
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; to enhance their effectiveness in communication and develop in them a sense of creativity and commitment through a balanced education programme which covers ethical, intellectual, physical, social and aesthetic development.

1.3 *School Motto*

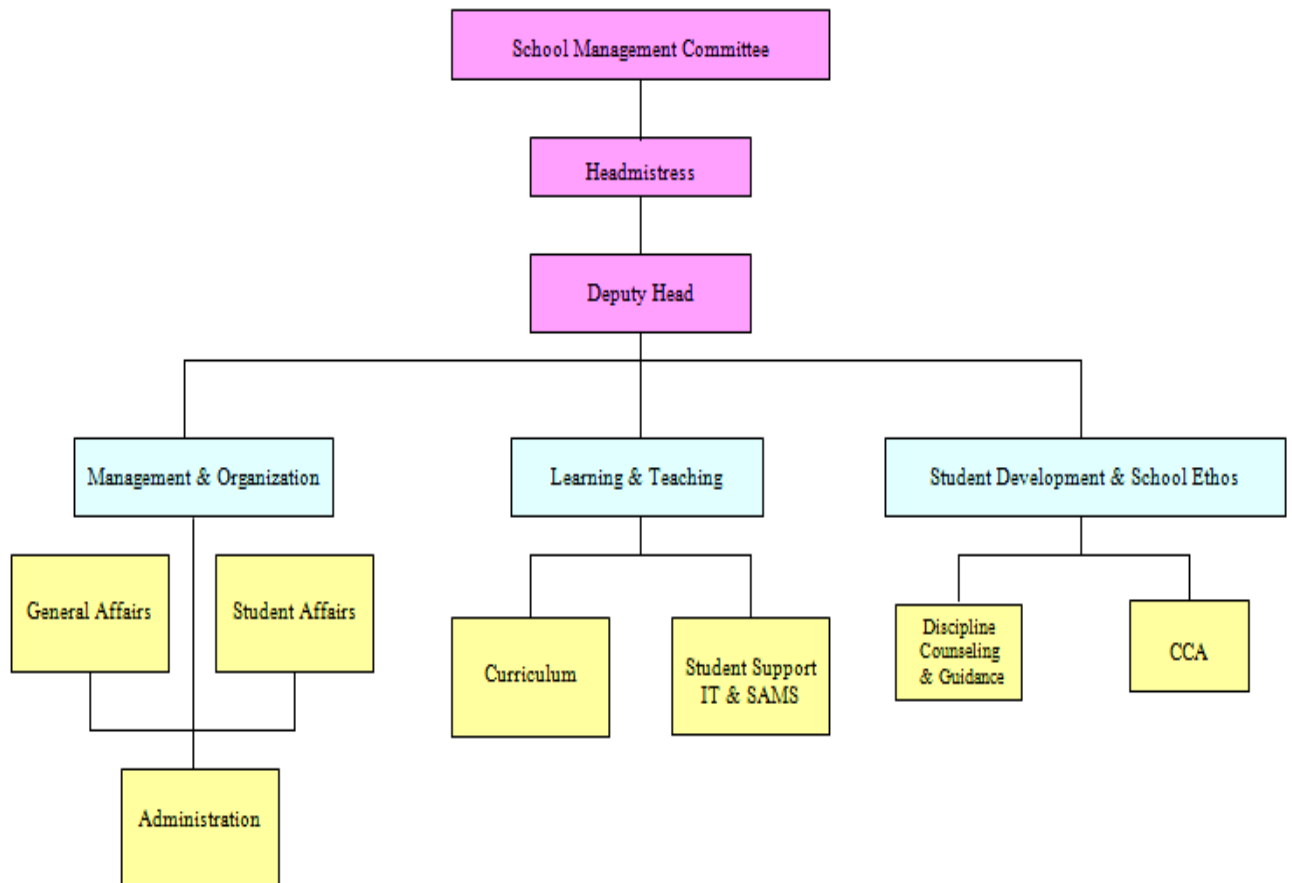
"Seize The Day" -- Students are encouraged to treasure time and make use of it meaningfully.

1.4 *School History*

Our school was named The Ellis Kadoorie School for Indians when it was set up in 1891 by Ellis Kadoorie, an Indian Parsee, who was later awarded knighthood. 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 quickly.

At one time it was run in A.M. & P.M. shifts. 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 and 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. Now the Primary section occupies the whole school premises.

1.5 School Organization



1.6 The School Management Committee

The School Management Committee has been set up since 1999. School policies were thoroughly discussed and endorsed in the meetings to ensure quality education for all the students. The Committee Members in the school year 2016-17 is listed as follows:

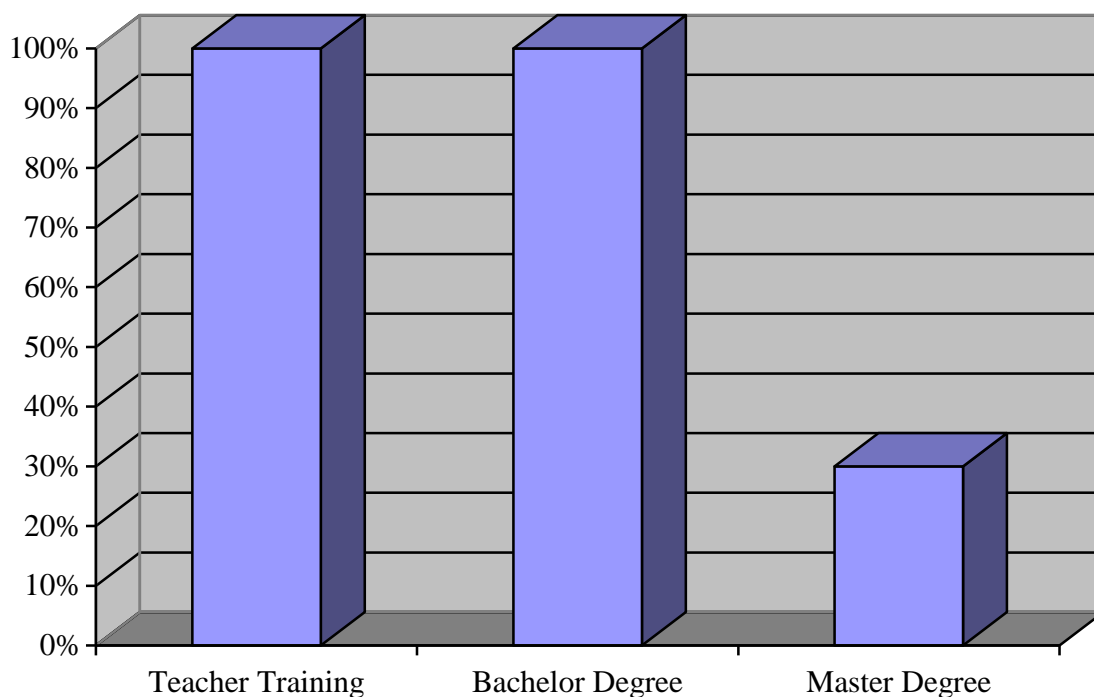
Chairman :	Mr. WOO Chun-sing, PAS (KGE)
Headmistress :	Ms. CHUI Sau-man
Independent Member :	Mrs. Hilda Nazareth SHENOY
Parent Members :	Mr. LAM Chun-chi, Mr. Baljinder SINGH
Alumni Members :	Mrs. KAUR Tasveer, Ms GOPALAKRISHNAN Aishwarya
Teacher Members :	Ms. HO Wai-han, Ms CHOI Shun-yan

1.7 Staff Establishment

33 Teaching Staff :	1 HM, 1 DH, 6 Senior Teachers, 21 teachers
	1 Librarian, 2 SGPs, 1 NET
22 Supporting Staff :	1 ACO, 1 CA, 1 OA, 8 WM IIs,
	7 TAs, 3 GCs, 1 TSS

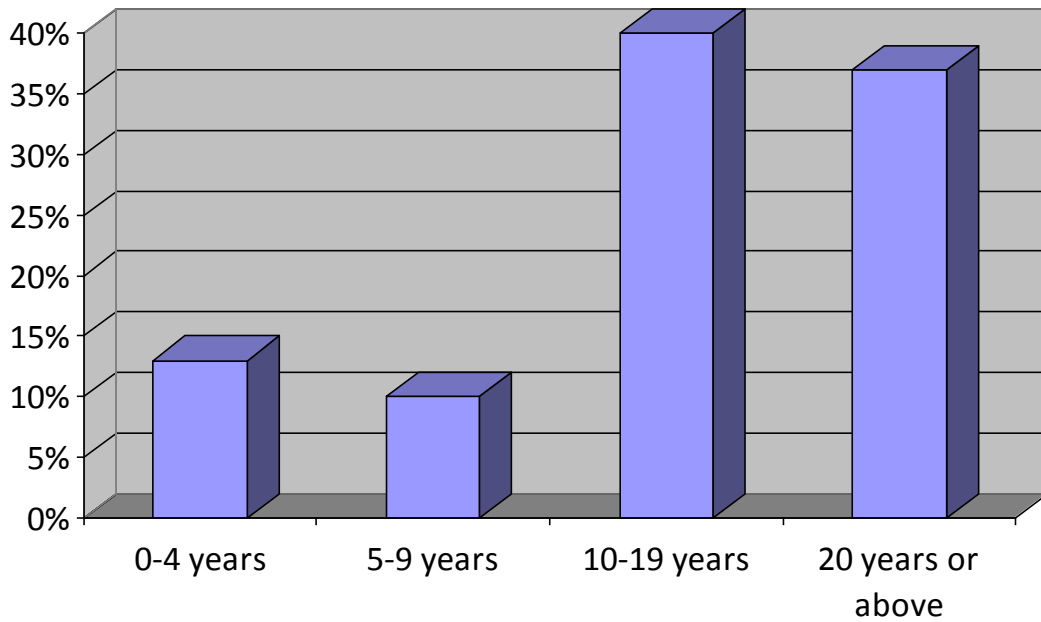
1.8 Qualification of Teachers

Qualification	Teaching Training	Bachelor Degree	Master Degree or above
Percentage	100%	100%	30%



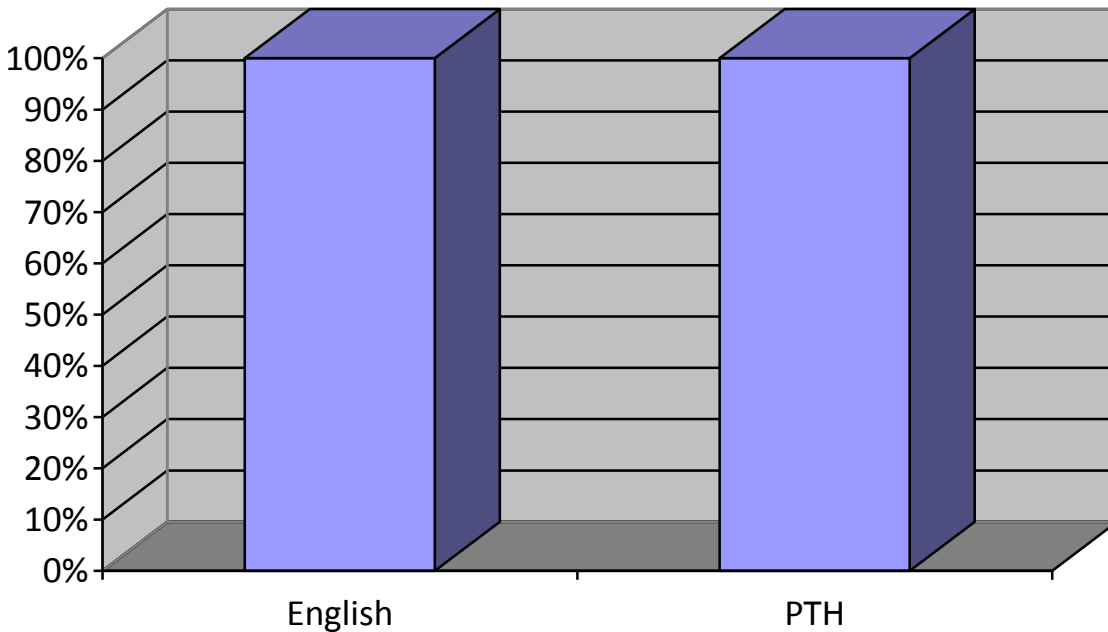
1.9 Teaching Experience of Teachers

Teaching Experience	0-4 years	5-9 years	10 -19 years	20 years or above
Percentage	13%	10%	40%	37%



1.10 Language Proficiency of English and PTH Teachers

Subject	English	PTH
Percentage	100%	100%

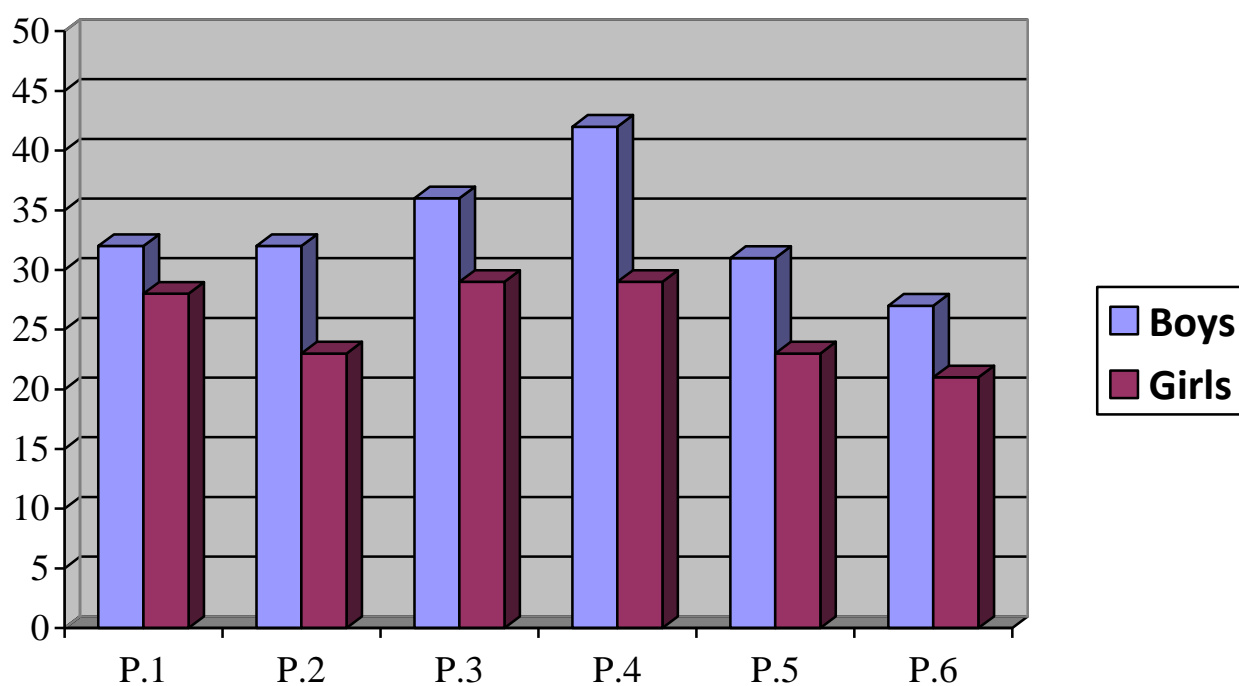


1.11 Class Structure

Level	P1	P2	P3	P4	P5	P6	Total
No. of Classes	3	3	3	3	2	2	16
No. of Pupils per Class	25	25	25	25	25	25	400

1.12 Enrollment (as at 27/6/2017)

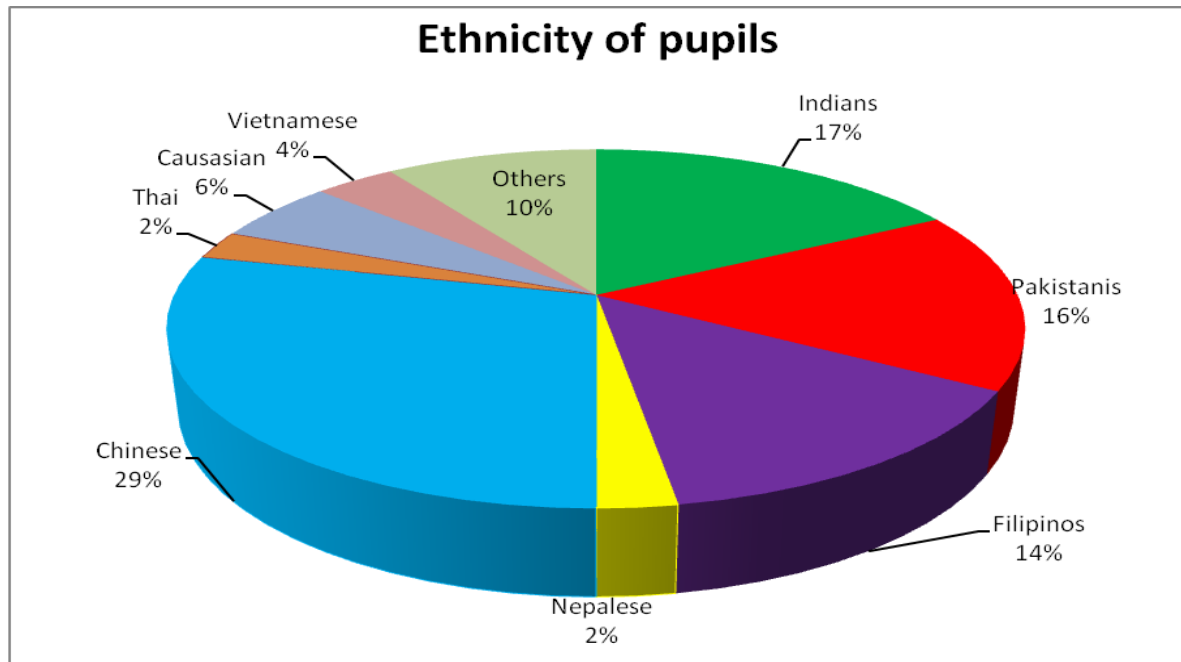
Level	P1	P2	P3	P4	P5	P6	Total
Boys	32	32	36	42	31	27	204
Girls	28	23	29	29	23	21	149
No. of Pupils in each Level	60	55	65	71	54	48	353



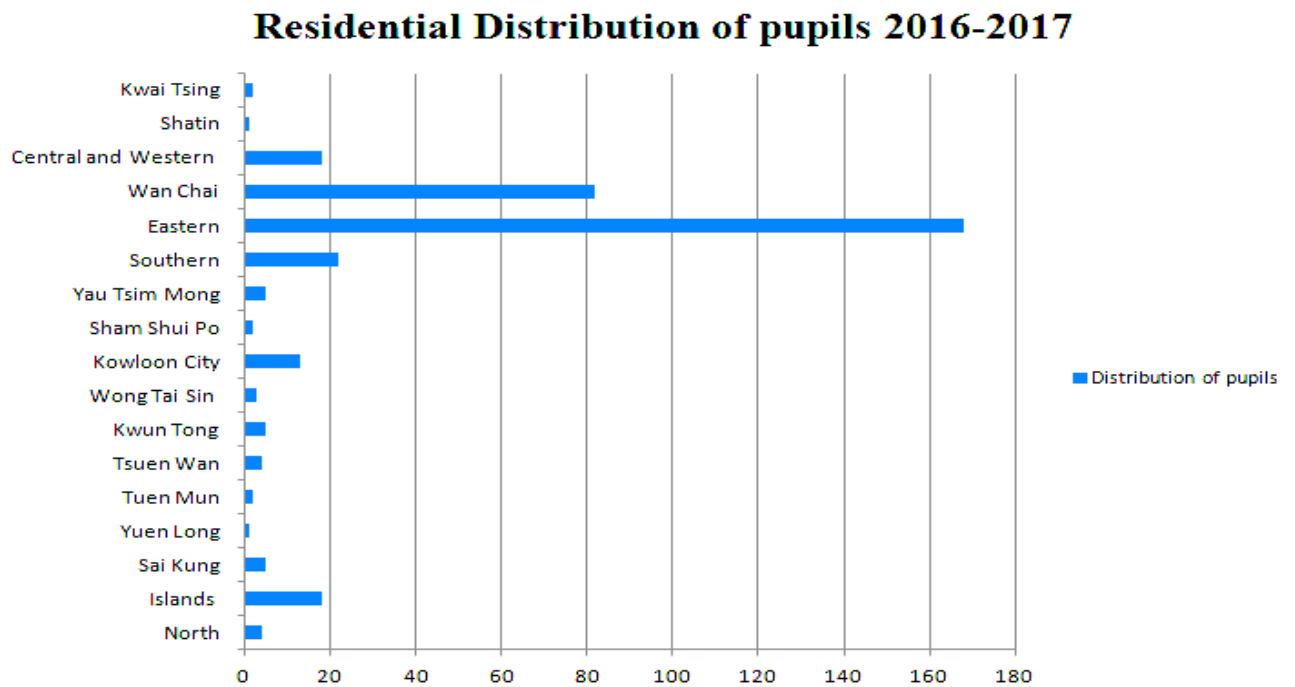
1.13 Number of Unfilled Places (as at 27/6/2017)

Level	P1	P2	P3	P4	P5	P6	Total
No. of Unfilled Places	15	20	10	4	-4	2	47

1.14 Ethnicity of Pupils



1.15 Residential Distribution of Students



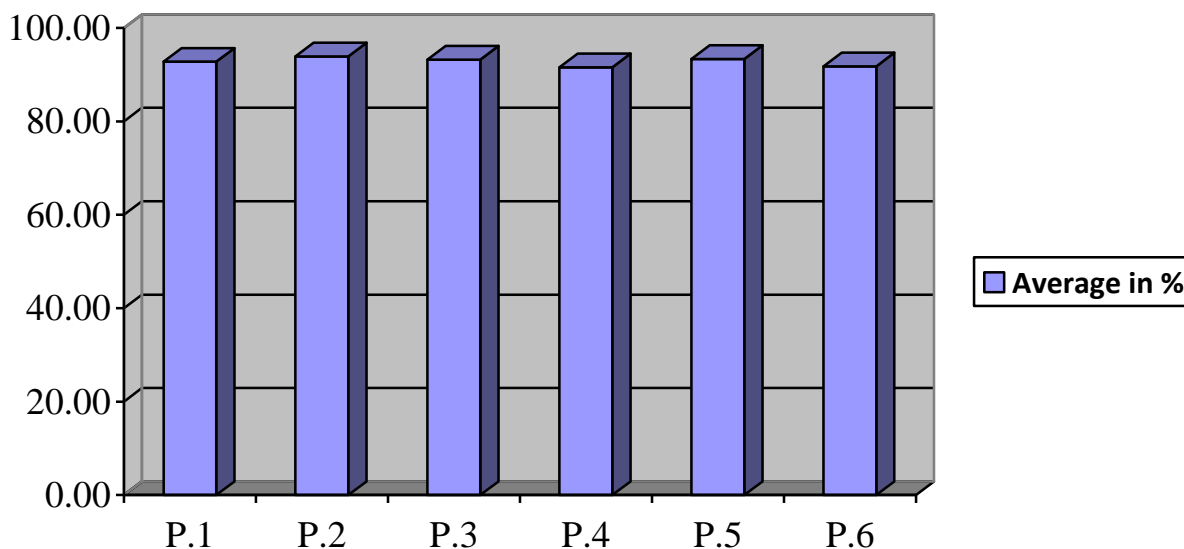
1.16 Attendance (as at 27/6/2017)

1.16.1 Attendance of all levels per month

<i>Months</i>	<i>P1</i>	<i>P2</i>	<i>P3</i>	<i>P4</i>	<i>P5</i>	<i>P6</i>
<i>September</i>	97.03%	91.34%	95.99%	93.86%	92.90%	91.06%
<i>October</i>	96.36%	94.68%	95.92%	93.53%	94.85%	95.02%
<i>November</i>	94.83%	96.88%	94.72%	94.39%	96.54%	95.24%
<i>December</i>	96.95%	96.78%	94.58%	91.78%	93.58%	93.47%
<i>January</i>	90.73%	90.68%	90.67%	91.74%	93.74%	91.26%
<i>February</i>	87.91%	93.58%	94.64%	89.94%	93.36%	91.36%
<i>March</i>	95.74%	93.39%	93.46%	91.08%	94.36%	94.25%
<i>April</i>	92.78%	95.30%	87.50%	89.71%	88.27%	85.88%
<i>May</i>	92.54%	94.45%	92.76%	91.77%	94.44%	91.97%
<i>June</i>	83.13%	92.03%	92.02%	88.05%	91.84%	88.48%

1.16.2 Attendance in average for all levels

<i>Level</i>	<i>P1</i>	<i>P2</i>	<i>P3</i>	<i>P4</i>	<i>P5</i>	<i>P6</i>
<i>Average</i>	92.80%	93.91%	93.22%	91.58%	93.38%	91.79%



1.17 Teachers Professional Development

School-based Teachers Professional Development Program was designed with a focus to align teachers on the major concerns of the year. The program was delivered on Staff Development Days and School-based Sharing Sessions which were held on Fridays in alternate week. Professional support was sought from external institutions including CDI, NET Section and other schools. Teachers were also encouraged to join district teaching sharing networks and participate in seminars and courses. Internally, lesson observation among peers were arranged to share good teaching practices. Induction program was conducted for new teachers at the beginning of the school year.

1.18 School-Based Structured Trainings

Date	Event (Workshop)	Presenters	Participants
9/9/2016	Briefing on the use of IT Platform and computers	IT Panel	All Teachers
23/9/2016	Introduction of Using Chinese E-books	Textbook Publisher	All Chinese Teachers
14/10/2016	Introduction of the Manuals and Control Panels of Campus TV Room	School Broadcasting Team	All New Teachers & TAs
*11/11/2016	Wan Chai District Joint School Staff Development Day	EDB	All Teachers
20/1/2017	Support Students with Difficulties with Social Skill	Speech Therapist	All Teachers
*25/1/2017	Joint Schools Staff Development Day	EDB	All Teachers
17/3/2017	Professional Development Programme (STEM Education)	G.S. Panel	All Teachers
28/4/2017	Sharing on Teaching Pedagogy and “Star” Platform	PSM (CD)	All Teachers
12/5/2017	Teaching of Arts in English	NET and AT of the NET Section	All English Teachers
26/5/2017	How to support students with behavioural concern & emotional difficulties	Educational Psychologist	All Teachers
2/6/2017	A talk from Modern Educational Research Society Ltd.	Textbook Publisher	All Maths Teachers

School-Based Structured Trainings (Continued)

Date	Event (Workshop)	Presenters	Participants
16/6/2017	Sharing on e-learning <ul style="list-style-type: none"> ● What, Why, How to flip your English classrooms? ● IT in Education Subject-related Series: Robot Kits Teaching Demonstration and Free Resource Sharing ● IT in Education Subject-related Series: Effective Use of Electronic Building Blocks to Develop Students' Creative for General Studies in Primary School ● 「愉快學中文」非華語幼兒學習 App ● 「建立數學教師專業發展社群：運用認知工具及溝通平台在數碼教室內外發展學習的數學經驗」計劃第二年發佈會 ● IT education Pedagogical Series e-learning with Tablets (Basic Level) 	Ms MAK Yee-kiu Ms NG Hoi-ying Ms CHEN chih-lie, Ms YIU Wai-sum	All Teachers
30/6/2017	Talk on Legal Matters for Teachers (教師必備法律常識講座)	Mr YING Yu-hing (organizer: Hong Kong Federation of Education Workers)	All Teachers

**Staff Development Day*

1.19 External Resources

Subject	Level	Section
English	P.1-6	NET Section Advisory Teacher: Mrs. Margaret O'Brien
Chinese	P.1	HK Taoist Association Wun Tsuen School Ms Ella Yu
Mathematics	P.1-2	School-based Curriculum Development Section Mr. Teddy Li

1.20 *Communication with Parents*

The school communicated with parents through Headmistress's letters to parents, School Circulars and Notices, Monthly Correspondences, Half-yearly School Newsletters, Student Handbook and School Web. By holding Level Parents' Days as well as "Tea with Headmistress". Parents were also advised of school's expectations, school's policies and sharing on parenting skills in "Tea with Headmistress". Parents were also invited to attend or to participate in school events, namely School Picnic, P. 1 Birthday Parties, Christmas Celebration, Talent Show, Sports Day, Prize Giving Days and Graduation Day. Workshops and talks were arranged for parents so as to help enhance their skills in parenting. Teachers have often kept parents well informed of their children's performance in school by phone. Below is the list of events conducted this year.

Date	Level	Events
30/8/2016	Primary 1 & New Pupils	Orientation Day for New Pupils
13/9/2016	Primary 5 & 6	Level Parents' Day
27/9/2016	Primary 2-4	Level Parents' Day
27/10/2016	Primary 1-6	School Picnic
3/11/2016	Primary 1-6	Tea with Headmistress 1 – "How to prevent passing on psychological wounds to next generation"
13/12/2016	Primary 6	Talk on Secondary School Places Allocation (Discretionary Place)
14/01/2017	Primary 1-6	Parents' Day - Students' Academic Achievements and Overall Performance
19/1/2017	Primary 1-6	Tea with Headmistress 2 – "How to talk to your children about emotion and stress"
24/1/2017	Primary 1-6	Talent Show was held on 24 th January, 2017
6/4/2017	Primary 1-6	Tea with Headmistress 3 - "Vitamin D, Bone Health and Scoliosis"
11/04/2017	Primary 6	Talk on Secondary School Places Allocation (Central Allocation)
15/6/2017	Primary 1-6	Tea with Headmistress 4 – "Play to build the parent-child relationship"
16/06/2017	Primary 1 (2017-18)	Induction Programme
24/6/2017	Primary 6	Graduation Day

1.21 *Parent Teacher Association*

Parent-Teacher Association (PTA) was formed in 1993. Matters of mutual concern were thoroughly discussed with an effort to improve students' personal and academic growth.

The Committee Members in the school year 2016-17 is listed as follows:

Posts	Parent Members	Teacher Members
Chairperson/Advisor :	Mr. LAM Chun-chi	Ms CHUI Sau-man
Vice Chairperson :	Mr. Baljinder SINGH	Ms FUNG Wan-shuen
Secretary :	Mrs. KAUR Gurpreet	Ms YIU Wai-sum
Treasurer :	Mr. Santi CHINDARATTANAPORN	Mr. LOI Kin-tak
Publication Coordinator :	Mr. Ian BRUTON Mrs. Lenlie Lachica Leung	Ms YU Ching-wai
Coordinator:	/	Ms LAW Yuk-fung Ms LAM Wing-in, Emily
Activities Coordinator :	Mrs Shek Leung Lok Man, Joyce Mrs Lois Wong	/

Events held by PTA

Dates	Events
4/11/2016	AGM
15/11/2016	Election of SMC Parent Representative
25/02/2017	PTA Day Tour
27/05/2017	Activity for Serving Parents

Duties of Volunteer Parent Helpers

Nature	Time	Duty Points	No. of Parents
Translation	Wednesday Morning	PTA Centre	2
Lunch Discipline	Lunch	P.1 classrooms	10

PTA Scholarship

A PTA Scholarship was set up to encourage students to study hard. One hundred dollars book coupon was awarded to each of the best in the four core subjects in each level for the Final Examination. Students who got position in the 68th Speech Festival were also awarded with one hundred dollars book coupon.

Parent Education & Interest Class

Dates	Topic	Person In-charge/Guest Speaker
Mondays, Tuesdays from September to December	Cantonese Class for Parents	Emily Ms. Bella and Ms. Apple from New Home Association
12/10/16 (Wednesday)	Parent Workshop on ‘Caring of students with diverse learning needs’	Vicky Mr. Steven Tam from Hong Kong Rehabilitation Academic Association
Saturdays during October and November	Parents Parallel Workshop (Phase One): -appreciation -parent-child interaction	Vicky Ms. Chun from St. James’ Settlement Wan Chai Integrated Family Service Centre
15/11/2016 (Friday)	Cooking Workshop: Tong Yum Goong and Chocolate Mochi	Emily and parent helpers
3/11/2016 (Thursday)	Tea with HM: Talk on “How to Prevent passing on psychological wounds to next generation”	Vicky Ms. Joey Choi from Caritas Family Crisis Support Centre
25/11/2016, 10/2/2017, 26/5/2017 (Friday)	P.4 UAP Workshops for Parents: -Family relationship and children’s resilience -The importance of the open communication -Optimistic	Vicky Ms. Kong and Ms. Tsang from New Home Association
19/1/2017 (Thursdays)	Tea with HM: Talk on “How to Talk to Your Children about Emotions and Stress”	Emily Ms. Esther Tang from Baptist Oi Kwan Social Service
Thursdays during February and March	Parents College: Workshops on topics- -Positive parenting -Emotional Quotient (EQ) training of children -Increase study interest of children -Nutrition and development of children -Take care of yourself as parents: Relaxing Yoga -Story telling skills	Vicky Ms. Wong from H.K.S.K.H. MacLehose Centre

Dates	Topic	Person In-charge/Guest Speaker
11/2, 1/4, 6/5, 20/5/2017 (Saturdays)	Parents Parallel Workshop (Phase Two): - parent-child communication -Appreciation	Vicky Ms. Chun from St. James' Settlement Wan Chai Integrated Family Service Centre
22/2/17 (Wednesday)	Talk for parents on 'Attention training for children'	Vicky Ms. Chan from Heep Hong Society of Jockey Club Autism Support Network
Wednesdays in March	Parents Support Group Workshop -how to build good parent-child relationship (positive thinking and parenting skills)	Vicky Ms. Chan from Heep Hog Society of Jockey Club Autism Support Network
6/4/2017 (Thursday)	Tea with HM: Talk on 'Vitamin D, Bone Health and Scoliosis'	Emily Dr. Lam Tsz-ping from the Department of Orthopaedics and Traumatology, Prince of Wales Hospital
29/4/17 (Saturday)	P.4 UAP Parent-child Day Camp cum Parent Workshop	Vicky Ms. Kong and Ms. Tsang from New Home Association
10/5/2017 (Wednesday)	Workshop for Parents: Wise Planning for Summer Vacation	Vicky Mr. So from St James' Settlement Wan Chai Integrated Family Service Centre
15/6/2017 (Thursday)	Tea with HM: Talk on 'Play to build the parent-child relationship'	Vicky Ms. Daisy NG from Hong Kong Parent Education Association
27/6/2017, 6/7/2017 (Tuesday, Thursday)	UAP workshop for Parents: Stress management	Vicky Ms. Kong and Ms. Tsang from New Home Association
28/6/2017 (Wednesday)	Family Fun Day (Parent-child activities)	Vicky Community Drug Advisory Council

1.22 *The Alumni Association*

The SEKPS Alumni Association was formed in 2010. Matters of mutual concern were thoroughly discussed with an effort to improve students' personal and academic growth. Our Alumni Homecoming Day was held on the first Friday of March. All alumni members were invited.

Committee Members

Posts	Ex-committee Members	Sub-committee Members
Chairperson :	Mr. Baljinder SINGH	---
Vice Chairperson :	Mrs Tasveer KAUR	---
Hon Secretary :	Ms GOPALKRISHNAN Aishwarya	---
Hon Treasurer :	Mr. HO Man-fai	---
Coordinator :	Ms Maria ZULFIQAR	Mr. NG King-cheong Mr. DOS PASSOS Eduardo Alberto Jorge Mr. Jasmeet SINGH

Events

Dates	Events
3/3/2017	Homecoming Day for Alumni
19/2/2017	Hiking Activity
2/6/2017	AGM and Election of New Executive Committee Members

Alumni Scholarship

An Alumni Scholarship was set up in 2013 to encourage students to study hard. One hundred dollars cash/book coupon was awarded to the first in each level for the Mid-year Examination.

1.23 *Connection with Kindergartens*

Date	Activity	Participants
14/11/2016-1/12/2016	“My Colourful Christmas” Drawing and Colouring Competition	9 Kindergartens were invited
21/12/2016	Prize-giving Ceremony and Christmas Party	Kindergarten kids and their parents
24/3/2017	Sports Day	2 Kindergartens were invited

2 Achievements and Reflection on Major Concerns

Major Concern 1: Enhance learning and teaching through e-learning

Achievements

- Six School-based Teachers' Professional Development Programme with a focus on implementation of e-learning have been arranged in this school year. One of them is the introduction of the manuals and control panels of Campus TV Room. The other three workshops are the application of e-learning Apps in Chinese, English and Mathematics respectively. The other two are workshops on the implementation of STEM Education and Sharing of ideas on techniques of using e-learning elements in lessons respectively. With the exposure to good practices on implementation of e-learning from both school-based and subject-based teachers' professional development programmes, teachers have become more confident to design teaching with e-learning materials. According to our survey, all teachers have attended at least three to four of these workshops and 81.25% of the teachers found that these workshops were useful to them on the implementation of e-learning.
- According to our survey, all teachers have tried at least seven times designing and delivering e-learning lessons over the last year. Teachers have expressed that the school-based teachers' professional development programmes were effective in fostering professional dialogue in this regard.
- In order to equip pupils' e-learning skills and enhance their learning effectiveness, IT teachers have introduced the learning skills of MS Office 365 Cloud Platform during IT lessons. According to our survey, all P.3 to P.6 pupils have used at least once the 365 Cloud Platform to communicate and upload their ideas.
- According to lesson observation, pupils' motivation to participate in lesson was greatly boosted when there were having e-learning activities. Students were given the option to select learning materials that meets their level of knowledge and interest. Moreover, the e-learning materials, which provide a variety of activities and allow students to work at their own pace, has made learning in classroom more meaningful to pupils and more accommodating for different learning styles.
- The School uses the one-off-grant on the implementation of STEM Education to issue an invitation on the provision of STEM Education services in October. A "STEM Ambassador" Team with pupils from P.4-P.6 has established. They have training every Friday during the co-curricular activity session. All team members have undertaken STEM training from both of the school teachers and trainers from the service provider of STEM Education Services. A sharing session is conducted on the STEM Day held on 29th June, 2017 to introduce their learning to schoolmates. According to our survey, pupils found the training useful and they were highly boosted to share their experiences with their schoolmates.

Major Concern 1: Enhance learning and teaching through e-learning

Reflection

Building on the experience of this year, practices of collective learning and sharing through school-based teachers' professional development programme shall be further optimized with a focus on analyzing learning outcomes in the coming school year. Moreover, a subject-based e-learning resources data bank shall be set up for teachers' easy reference. These resources shall be trialed out and their effectiveness shall be evaluated in the collaborative lesson planning and lesson observation review sessions.

Pupils' skills of using the interactive e-learning platform such as MS Office 365 Cloud Platform to learn shall be further encouraged and strengthened. Moreover, greater opportunities to use school facilities to assess e-learning materials shall be catered.

In response to the EDB's strengthened efforts in promoting STEM education, the school shall grasp this timely opportunity to raise the gifted in Mathematics and Science.

Major Concern 2 : Cultivate pupils' positive values and strengthen their confidence

Achievements

- Concerted effort was put on encouraging students to be persevere in different aspects involving Students' Guidance and Counseling, Discipline, Moral and Civic Education and Co-curricular Activities.
- In addition, with the enhancement of the flexibility in Whole School Approach Award Scheme, students tried their best to gain chops by performing well in learning attitude, habit, co-curricular activities and behaviour. Teachers also agreed that the redemption scheme helped motivate students to be good.
- Moreover, students performed well in politeness in Superkid programme. However, there are rooms for improvement in the homework aspect even under the extra support on homework. Besides, all teachers reflected that our MCE curriculum was effective in cultivating pupils with positive values and attitude. Students could set themselves targets on "Perseverance" and achieved them. They were also encouraged to have good collaboration with their classmates to gain Perseverance Class Awards. Keen and positive competition between classes was observed.
- In Sport ACT programme, students could set their sports participation plan in physical activities regularly and constantly so as to build up a balanced and healthy life style. The implementation of morning stretching exercise was appreciated by pupils, teachers and parents in that it provides chances for pupils to work out their promise on keeping a regular exercise habit.
- In CCA, different kinds of activities were provided for students in order to stretch out their talent. Students' perseverance was showed in their good attendance in different teams and the nominees in Perseverance Award.

Reflection

Teachers reflected that the adoption of chop cards could save paper. As part of the children achieved the Gold Award at an early stage of the academic year, teachers suggested to establish 'Diamond Award' to further encourage the high achievers.

Though the situation of homework improved slightly in the year, there should be further encouragement and promotion to pupils on handing in homework in time. The extra support beyond homework period was appreciated by teachers. It should be continued in the coming academic year.

In response to the new trend of integrating 'Basic Law' in curriculum, MCE team will design a new topic on Basic Law for MCE. Learning and teaching materials for different levels with different focus will be developed.

For parents education, the attendance reflected that parents prefer interest classes rather than talks and seminars. Therefore, school should adopt the approach of running a variety of interest classes for parents in order to build up their sense of belonging to our school.

Major Concern 3 : Foster good learning attitude and study skills

Achievements

- Teachers agreed that study skills were essential for our students to become an independent learner. Therefore, all subject departments identified subject-specific skills and strategies to be acquired for our students at different levels. Study skills that had been incorporated into the curricula of different subjects included reading skills, note taking, mind mapping, memorization methods, self-correcting skills, lesson preparation and net searching techniques. Students were given opportunities to practice these skills in different context. 60% of students were able to apply study skills in doing assignments and projects.
- Most subject departments worked to foster our students' habit and skills of self-reflection. Students were required to reflect on what they had done well and how they could improve. Notable examples include the self-reflection checklist in Chinese and English writing tasks and project learning. Peer evaluation was introduced during VA lessons in order to let pupils to learn how to appreciate other students' work.
- In order to nurture our students good habit and attitude in learning, performance charts set by various subjects illustrating pupils' performance on lesson preparation, classroom participation, dictation and quizzes had been set up to monitor pupils' progress and to boost pupils' drive for learning. More than 50% of pupils were able to attain the benchmarks on the performance chart set by different core subjects. More than 50% of pupils found their learning habits improved.
- Besides, we have instilled in pupils a positive learning attitude by providing them with varieties of learning experiences including Design and Technology Workshop, case study, science experiments, educational visits and mini-projects. We have offered numerous opportunities for our students to explore and stretch their potentials. We would like our students to equip elemental skills for self-directed learning in the near future.

Reflection

Teachers reflected that effective note taking was an essential component in improving study habits and enhancing the ability to memorize learning material. However, a significant proportion of our pupils still relied on teachers' assistance in making their own notes. It was suggested to let our pupils focus on learning one core skill of note taking each year in order to let students to master the skill. Six core note taking skills would be incorporated in the curricular during GS lessons in the next school year.

3 Our Learning and Teaching

3.1 Lesson Allocation

Levels Subjects	P1	P2	P3	P4	P5	P6
English	10	10	10	10	10	10
Chinese	10	10	10	10	10	10
Mathematics	9	9	9	9	9	9
General Studies	5	5	5	5	5	5
Visual Arts	2	2	2	2	2	2
Music	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Information Technology	1	1	1	1	1	1
Putonghua	1	1	1	1	1	1
Moral and Civic Education	1	1	1	1	1	1
Co-curricular Activities	2	2	2	2	2	2
Homework Period	5	5	5	5	5	5
Total	50	50	50	50	50	50

3.2 Learning Time of Key Learning Area (Percentage out of total learning time)

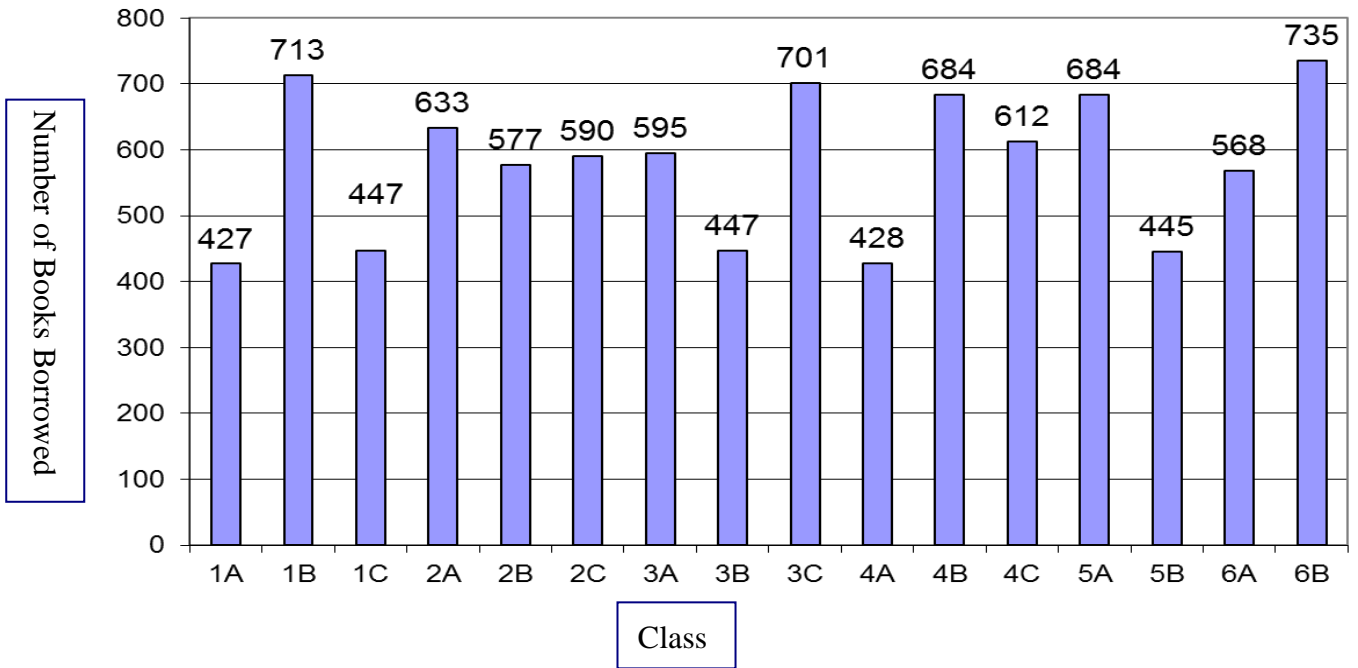
Subject	%	Subject	%
English	20%	Physical Education	4%
Chinese	20%	Information Technology	2%
Mathematics	18%	Putonghua	2%
General Studies	10%	Moral and Civic Education	2%
Visual Arts	4%	Co-curricular Activities	4%
Music	4%	Homework Period	10%

3.3 Examination

Examinations	Dates
Mid-year Examination	06/12/2016-09/12/2016
P.6 Final Examination	14/03/2017-17/03/2017
P.1-5 Final Examination & P.6 Graduation Exam	06/06/2017-09/06/2017

3.4 Reading Habits

Number of Books Borrowed in 2016-2017 (October to June)



3.5 Evaluation of Subject Plans of Core Subjects

English

● To Enhance Learning and Teaching through E-learning

- In 90% of PLPR/W lessons, teachers have made use of interactive board. To arouse students' reading interest, reading town was introduced as enrichment in reading.
- 50 % of P.4-6 reading or writing tasks were done with the i-pads. In most tasks, students use i-pads to do some research for information in the pre-writing tasks.
- 75 % of the GE lessons, P.4-P.6 teachers have used the e-learning tools such as e-books and online interactive games for arousing students' motivation.
- Nearpod has been used to consolidate the target sentence structures; Vocabulary Catcher was used to consolidate the usage of vocabulary items; quizzes on Kahoot were created to evaluate students' knowledge.
- For Keystage 1, 'Reading Town' has been introduced to arouse students' reading interest; while for Keystage 2, since many reading platform is only free for trial for one month, teachers could not make use of the platform for introducing reading that often.

● To Cultivate Students' Positive Values and Confidence

- The attendance rate of the Recovery Reading Programme was 76%, 78% and 72% for P.1, P.2 and P.3 accordingly. 84% of the participants achieved at least 2 levels up in the reading test.
- Among P.1-P.3 tutees, there was 85% attendance rate. In the programme, the tutees showed positive attitude and acquiring phonics skills in reading independently.
- 87% students showed that they learnt how to encounter difficulties with perseverance while brainstorming the situations in the writing task.
- 95 % of the participants showed active attitude to perform their best in the Speech Festival. Only a few students did not show up in the competition for taking sick leave.
- 68% of the students were awarded in Top 10 Award Scheme but similar batch of students benefited from it due to high marks. Some students were not rewarded even if they made improvement in their studies because these students were not among the top ten in the class. The English Panel may consider ways to acknowledge the hard work by those with improving quiz results in the next school year.

● To Foster Good Learning Attitude and Study Skills

- 67 % of the writing tasks were completed with the help of graphic organizers to assist students' scaffolding progress. However, due to different text type nature, 100 % of the writing tasks in P.5 and P.6 were completed with the proofreading checklist. For P.4 classes, 'Before and After Web' and a simplified version of proofreading checklist was used. The English Panel will apply the proofreading checklist to P4-P6 next school year.
- Only 75 % students read the writing tasks in class. Some students reflected that the works displayed on board was too far away from their height so they could not read them properly.
- 90% students agreed that they could make use of the vocabulary items to write on their writing tasks.
- 63% of P.1-P.6 students were able to get a pass. In the next academic year, it was suggested to provide the additional error hunt exercise in each module as supplementary.
- 86% of P.1-P.6 students got a reward in the Spelling Spy activity.

● To Enhance Learning and Teaching through E-learning

第一個關注事項為以電子學習提升學與教。

- 透過運用新教科書的電子學習資源，如作業、補充工作紙、寫作練習的教學簡報及課後評估練習來輔助教學，使小一、小二精英班及小三精英班學生對學習中文的興趣得以提升。
- 於下學期，本科安排各級精英班學生進行網上閱讀，但大部分學生缺乏自行於網上學習的動機，因此未能達標。建議於下學年，由老師安排學生在校內進行網上閱讀，並配合校本獎勵計劃，從而鼓勵他們參與此學習活動。
- P.1 students, and P.2/P.3 Chinese Elites found learning Chinese more interesting with the help of the e-learning materials.
- Students of all levels were assigned reading online materials. However, most students lacked the incentive of independent reading, so the target could not be achieved. It was suggested to conduct on-line reading at school and enhance students' incentive by means of a reading award scheme.

● To Cultivate Students' Positive Values and Confidence

第二個關注事項為建立學生的正面價值觀及自信。

- 每班能以「堅毅精神」為主題按照課題訂定適當教學活動，如聆聽故事及經驗分享。同學在老師的引導下，都能認真地參與學習。
- 百分之百的參與學生能完成朗誦比賽，當中百分之九十五的學生皆能取得良好或優良的成績。
- 百分之七十三的學生表示他們喜歡觀看午間廣播。參與演出的學生對說廣東話的信心也被提升了。
- 本學年有百分之八十的學生能完成全部八次「中文日」活動，顯示他們能積極參與。
- 超過百分之八十的學生能登上「中文龍虎榜」，顯示他們在日常評估中取得良好的成績。
- Pupils participated the learning activities under teachers' guidance.
- Those who enrolled in Choral Speaking entered the competition and 95% of them achieved good results. Most students enjoyed lunch broadcasting and got engaged in Chinese Day activities.
- More than 80% of students were commended in the Top 10 Award Scheme.

● To Foster Good Learning Attitude and Study Skills

第三個關注事項為培養良好的學習態度及學習技巧。

- 百分之九十五的老師認同展示學生的佳作有助培養學生良好的學習態度。百分之七十四的學生有定期參閱優異作品，欣賞及學習同學的佳作。
- 逢週一或五的早讀課於課前進行，使學生有更充裕的閱讀時間。圖書館主任配置適合的圖書入班，讓活動能進行得更暢順。
- 百分之九十的老師認同「自我評估表」能提升學生自我糾正的能力。小一學生大多能糾正標點符號方面的錯誤，但字形筆劃方面只有少部分學生做到。由於仍有部分學生未能找出自己的錯處而作出修改，建議老師於下學年繼續指導學生運用寫作中的「自我評估表」，培養他們自我糾正錯處的習慣。精英班學生亦可透過互評活動來提升糾正錯處的能力。百分之五十五的學生能自發地按時收集各類的詞彙，從而增加識字量。除精英班學生外，大部分學生都未能自發地按時收集各類的詞彙，建議老師鼓勵他們運用網上資源來收集各類的詞彙。
- 百分之六十七的學生能利用備課工作紙進行備課，達到備課的要求。由於部分備課工作紙的題目過深，令學生未能自行完成，建議老師應按照學生的能力去擬訂備課工作紙的題目，好讓他們自行完成備課工作紙，達到備課的要求。

-配合「中國語文課程第二語言學習架構」及校本課程的教學內容，小一非華語學生能更有系統地學習不同的寫作技巧，例如學習四素句、五素句及寫作小段落，使他們的寫作能力得以提升。

- 95% of teachers agreed that display students' good work had positive impact on students. 74% of students were engaged in the activity.
- The use of 'self-evaluation form' served best for students in self-checking punctuation marks, however, writing characters was not much improved. Regarding the building of vocabulary items, Chinese elite classes performed better than normal classes according to the amount of vocabulary items collected and also the ability in working independently.
- Most students made good use of preparation worksheets although the content was too difficult to some of them.
- The Chinese curriculum was adjusted according to the curriculum guide for non-Chinese students prepared by EDB. Under a well-structured Chinese curriculum, P.1 students could write better, both elite class and normal classes.

Mathematics

● **To Enhance Learning and Teaching through E-learning**

- 37.5% P.1-P.6 Maths teachers applied NLVM in their teaching at least 1 topic in each term.
- 56.25. % of the students have used e-learning materials to facilitate learning of Mathematics.
- 62.5% Maths teachers reported that Students used i-pads to learn some topics in Maths lessons.
- 50% Maths teachers reported that students in Maths Support Group use i-pads to learn some topics in Maths lessons at least once a term.

● **To Cultivate Students' Positive Values and Confidence**

- 75% Maths teachers reported that over 50% the students could be commended in the Award Scheme.
- 81.25% Maths teachers reported that students like "Fun with Maths" and show confidence in their participation of the activity.
- 87. 5% Maths teachers reported that most of the students showed confidence in doing four operations in quizzes and examinations after practising "Friday Maths Exercise".

● **To Foster Good Learning Attitude and Study Skills**

- 77.5% of P.2 and 80 % of P.3 Maths Support Group pupils could finish the assigned activities which helped learning.
- 77.6% of the P.1 and 54.4% of the P.2 students showed improvement in numeric skills by the end of the school year.
- 61.35 % of P.1 – P.6 students showed improvement in the Speed Test by the end of the school year.
- 88.8% Maths teachers reported that students in the lower levels used the learning kits in Maths lesson
- 87.5% of P.1-P.6 Maths teachers agreed that most of the students used it for revision.
- 53.05% of P.1-P.6 students passed in problem solving questions in Final Examination.
- 62.4 % of P.1-P.3 students could pass in word problems involving comparison in the quizzes.

General Studies

● Enhance Learning and Teaching through E-learning

- The resource checklist is under progress of updates and the publisher will provide more updated online resources (e.g. STEM) on the webpage.
- 61.9% of P.4-P.6 classes taught with e-learning resources. The target was achieved.
- About 30% of students participated actively in the GS Quiz by iPads.

● To Cultivate Students' Positive Values and Confidence

- 74% of the P.4 – P.6 students shared the news in the classroom. The target was achieved. A positive atmosphere towards watching and sharing news. Students also built up their confidence when they did sharing before the class
- 65.4% teachers and students found that the students were more aware of current issues and were confident to share their opinions in class.
- 60.5% of the students were commended in the Award Scheme.

● To Foster Good Learning Attitude and Study Skills

- 80.4% of students acquired study skills and problem solving skills through mini-projects and cross-curricular project.
- 55.3% of students could complete their notes by themselves.
- 55.3% of students prepare lessons according to Teachers' instructions by checking the unknown words in dictionary and searching information from internet and other sources.
- 86.6% of students can handle the case study and the experiments properly.
- 81.9% of P. 4 – P6 students can apply the learnt principle and produce their own product in Design and Technology Workshop.

3.6 Theme-Based Activities and Competitions Conducted this year

Subject	Event	Participants	Prizes
English	Penmanship Competition	P1-6	By Level
	Essay Competition	P.1-6	By Level
	Spelling Spy	P.1-6	By Class
	Error Hunt (1 st term and 2 nd term)	P.1-6	By Class
	Choral Speaking Competition	P1-2, 4-5	By Level
	Lunch Broadcast	P.1-6	---

Subject	Event	Participants	Prizes
Chinese	Chinese Calligraphy Competition	P1-6	By Level
	The Use of Dictionary Competition	P4-6	By Class
	Chinese Quiz	P1-6	By Class
	Poem Recitation	P1-5	By Class
	Chinese Day	P1-6	---
	Lunch Broadcast	P.1-6	---
Mathematics	Multiplication Table Competition	P2-6	By Class
	Mental Maths Competition	P.1	By Class
	Speed Test	P.1-6	---
	Fun with Mathematics	P1-6	By Level
General Studies	Greening Programme	P.1-6	---
	Treasure our plants Program	P.1-6	By Targets
	Design & Technology	P.4-6	---
	Cross-curricular Project	P.1-6	---
	General Studies Quiz	P.1-6	By Level
	Environmental Protection Project	P.1-6	---
	L.E.A.P. & Cyber Choices	P.1-6	---
STEM Day	P.1-6		
Putonghua	Inter-class Putonghua Competition	P1-5	By Level
	Lunch Broadcast	P.1-6	---
PE	Physical Fitness Award Scheme	P3-6	By Targets
	SportACT Award Scheme	P1-6	By Targets
	Sports Day	P1-6	By Level/Class
	Post-exam Sports Activities (Basketball Competition)	P1-6	---
Information Technology	E-card Design Competition	P.1-6	By Class
	Typing Competition	P.1-6	By Class
Music	Christmas Carols Performance	School Choir	---
	Parent-child Talent Show	P1-6	---
Visual Arts	Parent-child Lantern Making Competition	P1-6	By Level
	Christmas Card Design Competition	P1-6	By Level

4 Support for Student Development

4.1 Moral and Civic Education

The School-based Moral and Civic Education Curriculum aimed at cultivating students' positive values and attitudes through a continuous and systematic learning experience. It enabled students to acquire desirable moral and national qualities, to enrich their lives and facilitate their identity-building in the domains of family, society, the country and the world. It emphasized on the development of students' independent thinking and autonomy so that they would be able to distinguish right from wrong and make decisions in a caring and reasonable manner. There were seven topics set in a year with a four-week cycle mode for each topic: Pep talks in the beginning, then follow-up activities in the classroom and self-reflection at the end of each cycle.

Moral and Civic Implementation Schedule 2016-2017

Month	Topics
September	• Pledge Day (Responsibility)
September	• Hygiene
October	• Perseverance
November	• Commitment
December and January	• Love and Care
Mid-February	• Evaluation (Target)
February and March	• Responsibility
March and April	• Respect
May and June	• Honesty
June	• Evaluation (Target and curriculum)

4.2 School-Based “Be A Good Kadoorian” Programme

A school-based whole school approach award system was implemented in two phases throughout the school year. Students were encouraged to set achievable targets in academic and non-academic areas. Teachers gave immediate positive feedbacks to students who have shown improvements by giving them chops so that students' good behavior could be reinforced. Awards would be given to the best students who got the most chops in each class.

Whole School Approach Award Scheme			
Discipline	Tidiness	Attitude	Responsibility
Outstanding Service Award	Best of the Best Trophy	Star of SEK	

4.3 Discipline

Theme-based activities and preventive measures were implemented to train students to have good discipline. Level Coordinators' meetings were held monthly to give support to teachers.

Events		
Discipline Competition	New Prefect Attachment Programme	Stars of the Month
Prefect Training Day Camp	Outstanding Prefect Election	

4.4 Talks, Visits & Workshop & School events

We aimed to provide students with a variety of hidden programmes so as to enrich students' learning experiences and to stretch their potentials. These programmes were delivered in the form of "Pre/Post Lesson Activities", "Co-curricular Activities", "Talks, Visits, Workshops & School Interflows", "Picnic, Sports Day, Prize Giving Day & Camps", "Performance", "Services from Uniform Groups & Service Groups".

Topics	Participants	Month
Talks		
• First Aids	P.4-6	September
• Diet and Health	P.4-6	October
• Water and Sanitation	P.1-3	November
• Drug Prevention	P.4-6	January
• Obesity	P.1-3	January
• Natural Disaster & Children	P.4-6	February
Visit		
• Visit to Science Museum	P.2	October
• Hans Anderson Club (Storyland)	P.1	March (Project Learning Week)
• Hong Kong Cultural Centre	P.2	March (Project Learning Week)
• Health Education Exhibition and Resource Centre	P.3	March (Project Learning Week)
• Hong Kong Sports Institute	P.4	March (Project Learning Week)
• Hong Kong Science Museum	P.5	March (Project Learning Week)
• Hong Kong Museum of Hong Kong	P.6	March (Project Learning Week)
• Visit to Delia Memorial School (Hip Wo)	P.6	November

Pre/Post Lesson Activities

Language / School Team Trainings / Counseling & Guidance/ Recreation			
• Basketball (Boys/Girls)	• Football (Boys)	• Cricket (Boys)	• Taekwondo
• Athletic Team (Boys/Girls)	• Table Tennis	• Chinese Dance	• Visual Art
• Percussion Band	• School Choir	• Musical	• CCOHK
• Cub Scouts	• Girl Guides	• Maths Support Group	
• English & Chinese Recovery Reading		• English & Chinese Buddy Reading	
• Post Lesson Chinese /English/ Maths Tuition		• Hindi / Urdu Language Classes	
• Post Lesson Homework Tuition Classes		• Understanding Adolescent Project	

Co-Curricular Activities (Every Friday Afternoon)

Rotating Groups		Fixed Groups	Special Groups
~Basketball	~Fun with Maths	*STEM Team	Social Skills for SEN Pupils
~Ball Games	~Library Activities	*Percussion Band	Discipline & Guidance
~ English Adventure	~ Little Chefs	*Visual Art Elite	Student Counseling
~Educational Games	~Balloon Twisting	*School Reporters	English Levelling
~Fun with Art and Craft	~Music Activities	*Rope Skipping	
~Fun with Chess	~ Life Warriors	*Environmental Protection	
~Fun with Computer	~趣味中文	Ambassadors	
~Fun with Ipad	~唱遊普通話		

Picnic, Sports Day, Prize Giving Day, Talent Show & Camps

Topics	Participants	Date
• Dress Special Day	P.1-6	15 th September, 2016
• School Picnic	P.1-6	27 th October, 2016
• Talent Show	P.1-6	24 th January, 2017
• Prize Giving Day	P.1-6	8 th February, 2017
• Sports Day	P.1-6	23 rd March, 2017
• Graduation Day Camp	P.6	24 th April, 2017
• Graduation Day	P.6	24 th June, 2017
• Prize Giving Day	P.1-P.5	7 th July, 2017

Uniform Groups & Service Groups

Boys Scouts: 20	Buddy Tutors: 10
Girl Guides: 20	Chinese Buddy Reading Tutors: 12
Junior Police Call: 24	PE Helpers: 4
Reporters: 15	CCA Helpers: 2
Librarians: 15	Class Prefects: 32
Monitors: 32	School Prefects: 32
Maths Elites: 13	Student Environmental Protection Ambassadors: 32
IT Elites: 10	Cleanliness Ambassadors: 32
Little Tutors: 6	Chinese Ambassadors: 36

4.5 Saturday Courses (From 9:00 a.m. / 9:30a.m. to 12:00 noon)

Courses	Participants
Learn with Fun	P.1-6 pupils
Chinese Tuition for NAC	P.1-6 pupils
English Tuition for NAC	P.1-6 pupils

4.6 Guidance Programme & Personal Growth Education

The Student Guidance Officers provided appropriate counselling and guidance to students who have problems in academic, emotional and social relationship. The Personal Growth Education Programme would be implemented in General Studies lessons.

4.7 Intensive Remedial Support

A whole-school approach policy has been adopted to provide for students with special educational needs.

Extra Support	<ul style="list-style-type: none">English & Chinese Recovery Programme conducted from 8:00 to 8:25.Small class teaching in P.5B, 6B , and Chinese Elite Groups from P.1 to P.6. The number of students in the two classes were around 20.
Individual Education Programmes	<ul style="list-style-type: none">Through tailor-made programmes conducted by part-time teachers, the learning capacity of the students with special educational needs was enhanced.
Speech Therapy	<ul style="list-style-type: none">Through therapy programmes conducted by Speech Therapist, students with speech and language impairments received training.
Occupational Therapy	<ul style="list-style-type: none">Through therapy programmes conducted by Occupational Therapist, students with behavioral problems adjusted their behavior.

4.8 Understanding Adolescent Project

The “Understanding Adolescent Project” has been implemented in a three-year cycle from P.4 to P.6 to help students acquire the necessary knowledge, skills and attitudes when facing adversities. By holding a variety of training programmes, the school aimed to equip students with the strength and resilience to face and tackle their own problems and serve the community.

2016-2017 Primary Four UAP Intensive Programme Schedule

	Name of activities	Date	Objectives
1	Orientation	18/11/16 (Fri.)	Introduction of the activities
2	Parent Workshop 1 cum Launching & Sharing	25/11/16 (Fri)	To assist parents in enhancing their parenting skill and communication skill with their children To conduct a launching ceremony and to lay down rules with students for the groups
3	Small Group Session	December to May (Fri), 8 sessions	To increase students’ resilience through group experience
4	Day Camp	17/01/17 (Tue) 21/03/17 (Tue) 16/05/17 (Tue)	To enable students to have a basic understanding (knowledge and skills) of “resilience” through challenging activities appealing to the participating students
5	Parent-teacher sharing & mid-term evaluation	10/02/17	To strengthen the communication with parents
6	Parent-child Camp & Parent Workshop 2	29/04/17 (Fri)	To assist parents in enhancing their parenting skill and communication skill with their children
7	Social Service Preparation & Social Service	07/04/17 (Fri) 28/04/17 (Fri)	To arrange students to carry out community services / voluntary work and make contributions to the groups in need of help in the community or help community building, in order to foster their sense of belonging towards the community
8	Parent Workshop 3 cum Closing and Sharing	26/05/17 (Fri)	To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit

2016-2017 Primary Five UAP Booster Programme

	Name of activities	Date	Objectives
1	Opening Ceremony	20/01/17 (Fri)	To conduct a launching ceremony and to lay down rules with students for the groups
2	Small Group 1	17/01/17 (Fri)	To increase students' resilience through group experience
4	Social Service	24/02/17 (Fri)	To arrange students to carry out community services/voluntary work and make contributions to the groups in need of help in the community or help community building, so as to foster their sense of belonging towards the community
5	Adventure Day Camp	28/02/17 (Tue)	To enable students to have a basic understanding (knowledge and skills) of "resilience" through challenging activities appealing to the participating students
6	Individual Interview	3/03/17 (Fri)	To further enhance the participating students' understanding of and exposure to "resilience"
7	Closing cum Prize-giving Ceremony	10/03/17 (Fri)	To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit

2016-2017 Primary Six UAP Booster Programme

	Name of activities	Date	Objectives
1	Small Group Session 1	23/09/16 (Fri)	To increase students' resilience through group experience
2	Small Group Session 2	30/09/16 (Fri)	
3	Small Group Session 3 (Social Service Preparation)	07/10/16 (Fri)	Preparatory meeting for carrying out services in order to foster pupils' sense of belonging towards the community
4	Social Service	14/10/16 (Fri)	To arrange students to carry out community services/voluntary work and make contributions to the groups in need of help in the community or help community building, so as to foster their sense of belonging towards the community
5	Day Camp	18/10/16 (Tue)	To enable students to have a basic understanding (knowledge and skills) of "resilience" through challenging activities appealing to the participating students
6	Interview/ Evaluation	25/10/16 (Tue)	To further enhance the participating students' understanding of and exposure to "resilience"
7	Closing Ceremony	18/11/16 (Fri)	To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit

4.9 School-based After-school Learning and Support Programme

Post-lesson Homework Tuition classes are organized to enhance student's study skills and guide them finish their homework. The programme is run in two phases with forty-five lessons in each phase. Participants are divided into groups and attend the tuition four days a week after school.

4.10 Student Welfare

The School will conduct regular meetings with parent representatives and representatives from service providers to ensure that the School Bus Services and Lunch Catering Services are well managed.

Support Services	Number of Students Joined
• Dental Care Services	329
• Student Health Services	330
• School Textbook Assistant Scheme	47
• Student Travel Subsidy Scheme	35
• School Bus Services	110
• Lunch Catering Services	140
• Community Care Fund (for lunch)	11

5 Student Performance

5.1 Students' performance in External Competition

Subjects	Name of Competition	Winners	Position
English	Hong Kong Schools Speech Festival- Solo Verse Speaking (Organized by Hong Kong Schools Music and Speech Association)	1A Sahane Shripad Prashant 5A Harmanbir Kaur	2 nd Place
		P1 – P6	58 Merits
	Stamp Design Competition (organized by The Boys' & Girls' Clubs Association of Hong Kong)	P4 – P6	The Most Supportive School Award of "Book Review For Love" Stamp Design Competition
Chinese	Hong Kong Schools Speech Festival (Organized by Hong Kong Schools Music and Speech Association)	P1 – P6	18 Merits
Putonghua	Hong Kong Schools Speech Festival (Organized by Hong Kong Schools Music and Speech Association)	P1 – P6	17 Merits
Visual Art	Primary School Students' Creative Visual Arts Work Award (2015/16) (Organized by EDB)	6A Alex (2016/17)	Merit
	Hong Kong Specimen Drawing Competition 2016 (Organized by Hong Kong Society of Biology)	4C Kit Kit 5A Pham Huong Linh 5A Leung Ka Qiu 6A Cheong Wei Teng 6A Hanfa Khan 6A Inoceno Gabrielle Eloise 6A Le Mai Anh 6A Hugh Lai Hei Yin	Merit Outstanding Highly Commended Highly Commended Merit Merit Winner Outstanding
	Parent-Child Lantern Making Competition (Organized by Hong Kong Society For Education in Art)	2A Keira 4B Ron 4C Prahjeet	Merit
PE	Hong Kong Island West Interschool Competition (Organized by The Hong Kong Sport Federation)	6A Sungliwen	Girls A Grade Long Jump 6 th Position
		6B Sadais	Boys A Grade Softball Throw 4 th Position
		5A Jeane Drei	Boys B Grade 200m 4 th Position

Music	Hong Kong Schools Music Festival (Solo singing) (Organized by Hong Kong Schools Music Festival)	3B Iris 2C Chanelle 2B Ri Hai Yon 2A Precious	Merit
	Hong Kong Schools Music Festival (Piano Solo) (Organized by Hong Kong Schools Music Festival)	3A Chan Lok Yin	Merit
	Hong Kong Schools Music Festival (Percussion Band) (Organized by Hong Kong Schools Music Festival)	Percussion Band Members	Merit
	Hong Kong Schools Music Festival (Choir) (Organized by Hong Kong Schools Music Festival)	Choir Members	Merit
	Hong Kong Schools Music Festival (Musical) (Organized by Hong Kong Schools Music Festival)	Musical Group	<ul style="list-style-type: none"> • Award for Outstanding Cooperation • Award for Commendable Overall Performance • Award for Outstanding Performers: 4A Yzzabelle, 5A Maria, 5AJaslin

5.2 Scholarship

Name of the Scholarship	Organizer	Awardees
Woo Hay Tong Scholarship	Woo Hay Tong Scholarship Fund	Hicks Daniel Lee (2016-17 Queen's College) Gaite Santana Ysabelle Perez (2016-17 Rosary Hill School)
Most Improved Student	Elsie Yu Education Fund	5B Mehak Deep Kaur
Harmony Scholarship	Home Affairs Department	6A Cayabyab Alysha Angel Cabigas 6B Kaur Bhavanjott 5A Kaur Harmanbir 4B Kisha Yzzabelle Ubamos
Wan Chai District Outstanding Student Award	Wan Chai District Council	5B Fuk Pak Him Brandon 4B Nguyen Minh Nhu Phoung 3A Lo Chi Shing Alvis 2B Nguyen Phan Xuan Chi

6 Feedback on Future Planning

Major Concerns

Major Concern 1 Enhance learning and teaching through e-learning

Targets

- Enhance teachers' professional knowledge on e-learning
- Equip pupils' e-learning skills and enhance their learning effectiveness

Major Concern 2 Cultivate pupils' positive values and strengthen their responsibility and perseverance

Targets

- Foster pupils' positive values with a focus on perseverance and responsibility
- Strengthen pupils' confidence

Major Concern 3 Foster good learning attitude and study skills

Targets

- Foster pupils' good learning habits and attitude
- Develop pupils' different study skills