

Sir Ellis Kadoorie (S) Primary School



2018-2019

Annual School Report

Content Page

I. Our School	Page 2 - 14
II. Achievements and Reflection on Major Concerns	Page 15 - 18
III. Our Learning and Teaching	Page 19 - 51
IV. Support for Student Development	Page 52 - 63
V. Connection with Parents, Alumni and Other schools	Page 64 - 71
VI. Student Performance	Page 72 - 83
VII. Major Concerns for 2019-2020	Page 83

Part I Our School

(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.

(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.

(3) School Motto

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

(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 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. 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. Now the Primary section occupies the whole school premises in Sookunpo.

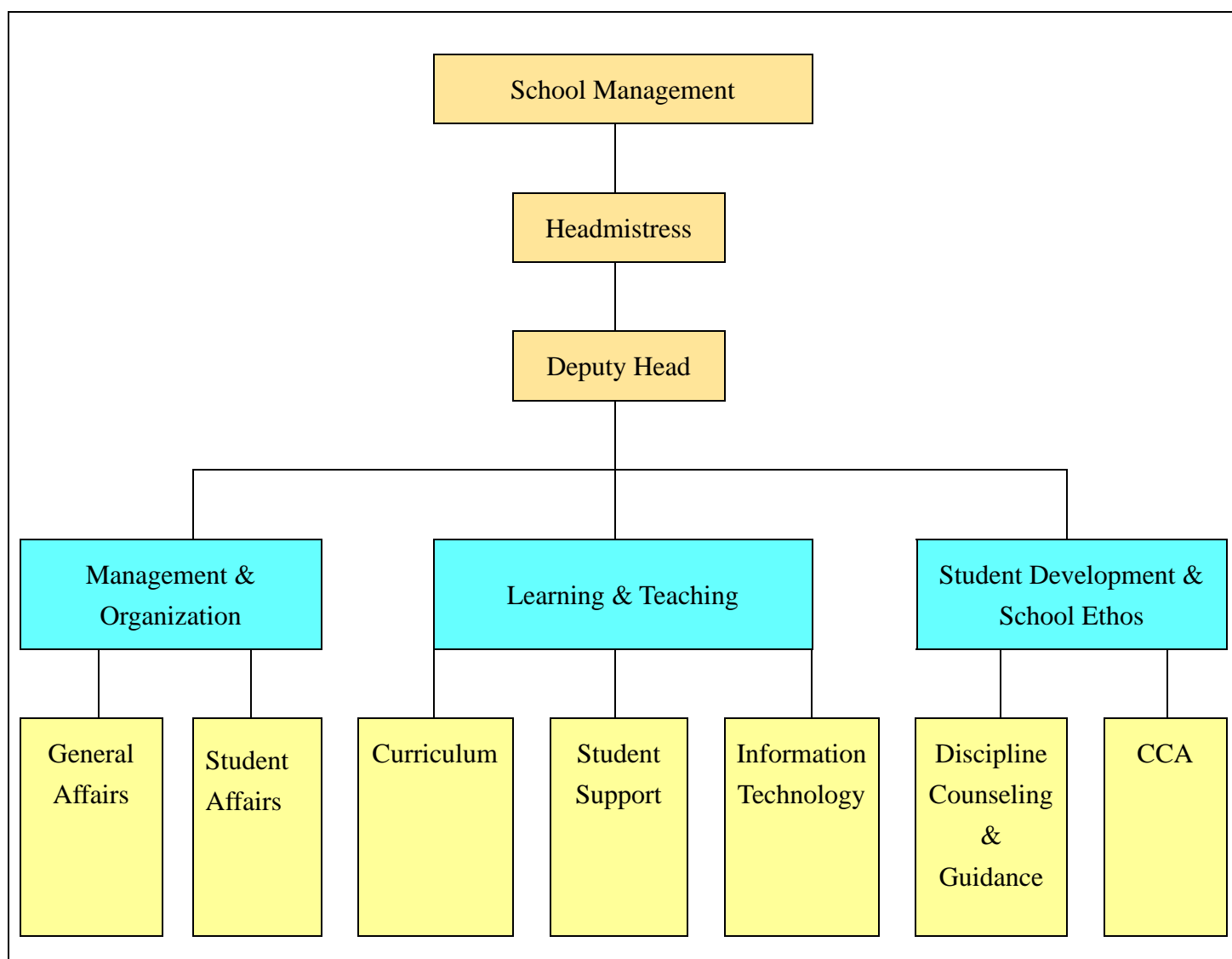
(5) The School Management Committee

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.

Committee Members

Chairman :	(September, 2018 – May 2019) Mr. WOO Chun-sing, DS (Ed) 4 (May, 2019 – August, 2019) Ms. SO Yuen-yi, PAS (KG_SD)
Headmistress :	Ms. CHUI Sau-man
Independent Member:	Mrs. Hilda Nazareth SHENOY
Parent Members :	Mr. Baljinder SINGH, Mrs. Lenlie Lachica LEUNG
Alumni Members :	Ms. GOPALAKRISHNAN Aishwarya, Ms. HO Kam-tak Camille
Teacher Members :	Ms. CHEN Chih-lie, Ms. YIU Wai-sum

(6) School Organization



(7) Staff Establishment

Teaching Staff

Rank	HM	DH	Senior Teachers	Teachers	NET	Librarian	SGPs	Total
Number	1	1	7	28	1	1	2	41

Supporting Staff

Rank	ACO	CA	OA	General Clerks	Workman II	Teaching Assistants	TSS	Total
Number	1	1	1	2	4	6	1	16

(8) Qualification of Teachers

Qualification	Teaching Training	Bachelor Degree or above	Master degree or above
Percentage	100%	100%	24%

(9) Teaching Experience of Teachers

Teaching Experience	0-5 years	6-10 years	11-15 years	16-20 years	21 years or above
Percentage	27%	8%	0%	24%	41%

(10) Language Proficiency of English and PTH Teachers

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

(11) Class Structure

Level	P1	P2	P3	P4	P5	P6	Total
No. of Classes	4	4	3	3	3	3	20
No. of Pupils in each Class	25	25	25	25	25	25	---

(12) Enrollment (as at 24/6/2019)

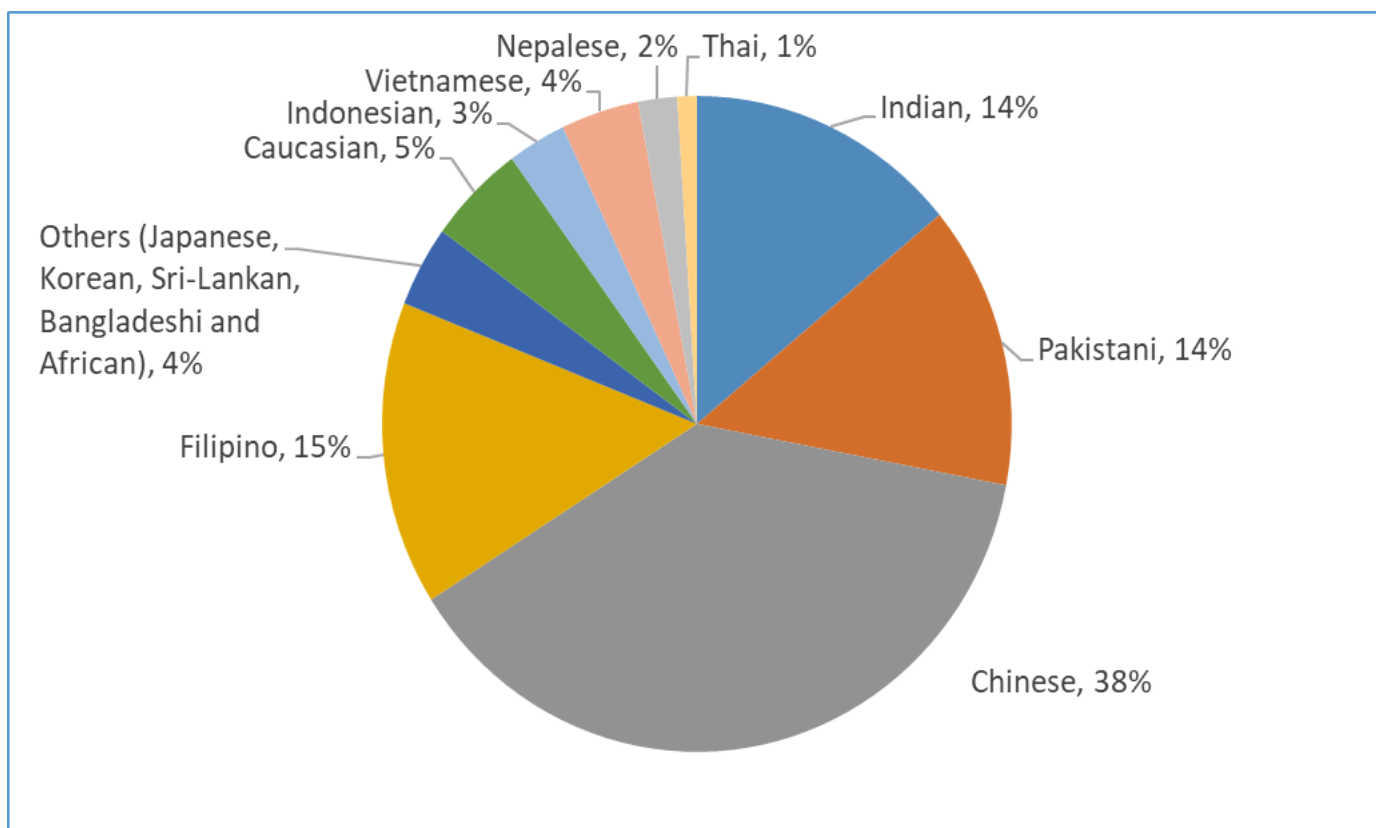
Level	P1r	P2	P3	P4	P5	P6	Total
Boys	45	46	38	34	40	40	243
Girls	30	40	31	22	34	33	190
Total	75	86	69	56	74	73	435

(13) Number of Unfilled Places

Level	P1	P2	P3	P4	P5	P6
No of Unfilled Places	25	14	6	19	1	2

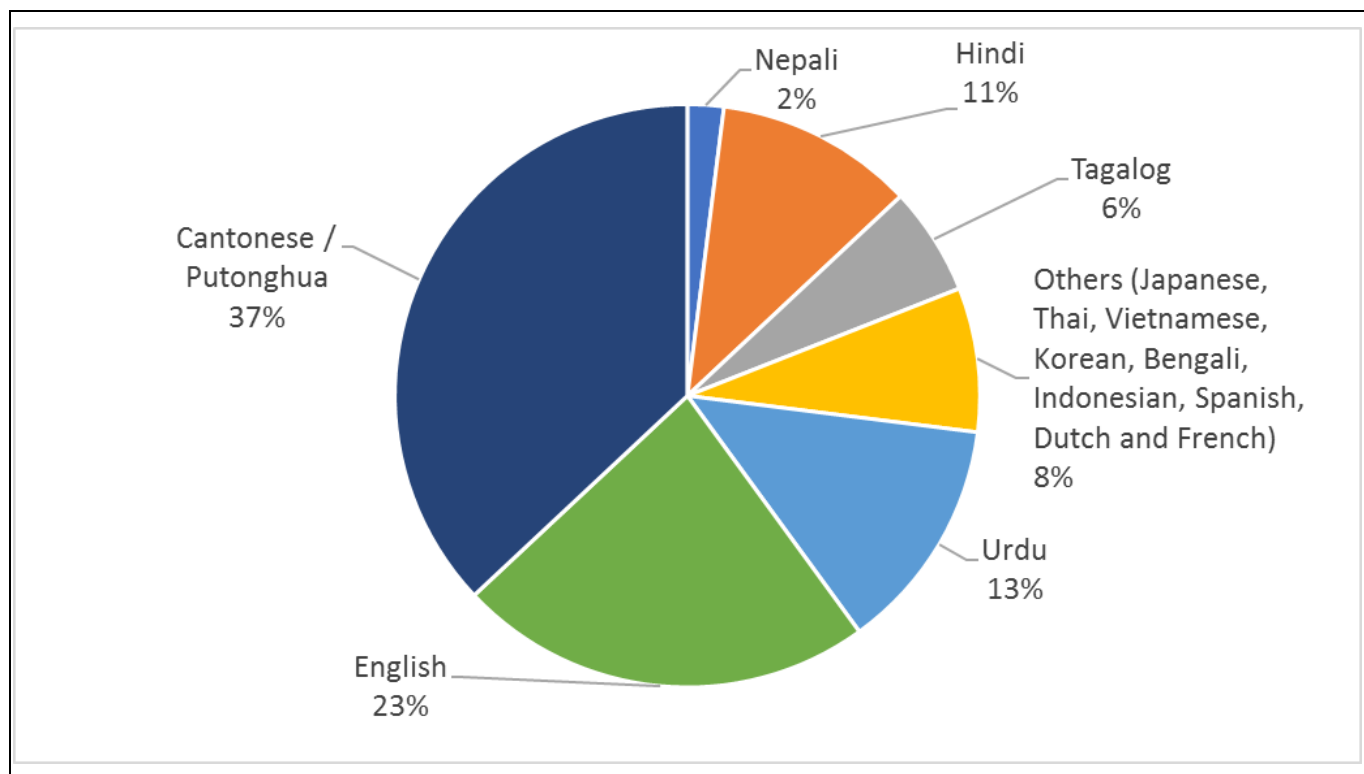
(14) Ethnicity of Students

Language	Chinese	Filipino	Indian	Pakistani	Caucasian
Percentage	38%	15%	14%	14%	5%
Language	Vietnamese	Indonesian	Nepalese	Thai	Others (Japanese, Korean, Sri-Lankan, Bangladeshi and African)
Percentage	4%	3%	2%	1%	4%



(15) Spoken Language of Students

Language	English	Cantonese / Putonghua	Urdu	Tagalog	Hindi	Nepali	Others (Japanese, Thai, Vietnamese, Korean, Bengali, Indonesian, Spanish, Dutch and French)
Percentage	23%	37%	13%	6%	11%	2%	8%



(16) Residential Distribution of Students

District	Eastern	Wan Chai	Southern	Central and Western	Sai Kung	Yau Tsim Mong
Percentage	46%	24%	6%	5%	4%	4%
District	Islands	Kwun Tong	North and Yuen Long	Tsuen Wan and Kwai Tsing	Kowloon City	Others (Sham Shui Po, Wong Tai Sin, Sha Tin, Tuen Mun)
Percentage	4%	2%	2%	1%	1%	1%

(17) No. of School Days

Level	No. of School Days
Primary 1 to Primary 6	190

(18) Attendance (Average of September to June 25/6/2019)

Level	P1	P2	P3	P4	P5	P6
Percentage	93.2%	94.5%	94.32%	94.25%	92.65%	93.28%

(19) Teachers Professional Development

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 through trainings, sharing and Staff Development Days. Teachers were encouraged to attend workshops, seminars and courses organized by EDB and other education institutes for professional development. Professional support was sought from external institutions including NET Section of Education Bureau and the University of Hong Kong. Internally, collaborative lesson planning and Friday Sharing were conducted on a regular basis. Lesson observation among peers were arranged in the first term to share good teaching practices.

School Based Structured Trainings

Title/Activity	Month	Personnel	Organizer
Collaborative Lesson Planning (English, Chinese, Mathematics, General Studies)	Whole Year	All teachers	School
Tailor-made Chinese Programme	Whole Year	Curriculum Mistress, P.1 and P.2 Chinese Subject Teachers	The University of Hong Kong
English Language Support Programme	Whole Year	English Advisor, English Subject Panel, P.4 English Subject Teachers	School-based Curriculum Development Section (Primary), EDB

School-based Development Programme (Conducted during Friday Sharing):

Title/Activity	Month	Personnel	Speaker
Workshop on E-learning and E-assessment	September	All Teachers	HK Ed City
Workshop on Virtual Learning Environment	October	All Teachers	HK Ed City
Talk on Self-directed Learning	November	All Teachers	Dr. Hui Sau-yan Faculty of Education, The University of Hong Kong
Workshop on Differentiated instruction	February	English Teachers	EDB NET section
Workshop on MS Office 365 (Form & Quiz)	February	All Teachers	I.T. Admin. Stream

List of courses attended by teachers:

English:

Title/Activity	Month	Personnel	Organizer
IT in Education Subject-related Series: How to Design an e-Learning English Language Lesson in Primary Schools	September	English Subject Panel	EDB
Teaching English through Puppetry	October	English Subject Teacher	EDB
Differentiated Instruction Series – Catering for Learner Diversity	December	NET	EDB
Literacy Skills Development Series – Promoting Reading across the Curriculum in the Primary English Classroom	May	English teacher	EDB
Enhancing English Language Teachers’ Assessment, Literacy and Skills for Teaching Reading Strategies	June	English teacher	EDB

Chinese:

Title/Activity	Month	Personnel	Organizer
Thematic Seminar on Assessment for Learning – Territory-wide System Assessment 2018	November	Chinese Subject Panel	EDB
Sharing Session on Support for Non-Chinese Speaking (NCS) Students	November	Chinese Subject Panel	EDB
Assessment for Learning 2018 (TSA P.3 Chinese) (Non-Chinese Speaking Students)	November	Chinese Subject Panel	EDB
Sharing Session on the Use of Additional Funding to Support the Learning and Teaching of NCS Students	January	Chinese Subject Panel	EDB
善用小班教學環境	March	Chinese Subject Teacher	EDB
「從成語故事學中國歷史文化」講座	May	Chinese Advisor	EDB
Using IT Tools to implement Assessment for Learning in Chinese Language Lessons in Primary Schools (Basic Level)	May	Chinese Subject teacher	EDB

Mathematics:

Title/Activity	Month	Personnel	Organizer
Experience Sharing on Curriculum Reform in Shanghai: From curriculum organization to teaching in class to raise the mathematics education quality	September	Maths Subject Panel	EDB
Thematic Seminar on Assessment for Learning – Territory-wide System Assessment 2018	November	Maths Subject Panel	EDB

Title/Activity	Month	Personnel	Organizer
Assessment for Learning – Territory-wide System Assessment 2018 (Primary 3 Mathematics)	November	Maths Subject Panel	EDB
“IT in Education” Using e-Learning Tools to Enhance Learning and Teaching in Maths Lessons	November	Maths Subject Panel	EDB
Primary Mathematics Curriculum Learning and Teaching Series: Understanding and Interpreting the Revised Primary Mathematics Curriculum	December	Maths Subject Teacher	EDB
Primary Mathematics Curriculum Learning and Teaching Series: (7) Nurturing Students’ Creativity and Critical Thinking	January	Maths Subject Panel	EDB
Primary Mathematics Curriculum Enriching Knowledge Series: (1) Inquiry on “Numbers” – Multiples and Factors	January	Maths Subject Panel and Subject Teacher	EDB
「數學化教學：理論、實踐與現況」講座	January	Math Subject Panels	North Point GPS and EDB
Seminar on Transitional Arrangements in the Revised Primary Mathematics Curriculum	March	Math Subject Panel	EDB
“Transitional Arrangements for Learning and Teaching between KS1 and KS2 in the Revised Primary Mathematics Curriculum	March	Maths Subject Panel and Subject Teacher	EDB
Consultation Seminar for the Revised Basic Competency Descriptors of KS1 Mathematics	March	Maths Subject Panel	EDB
CPD on Primary Mathematics Curriculum Interface Series: Interface between Kindergarten and Primary Education	May	Maths Subject Teacher	EDB

General Studies:

Title/Activity	Month	Personnel	Organizer
IT in Education in Subject-related Series: Applying e-Learning Tools in Relevant Lessons in Primary Schools	October	G.S. Subject Panels	EDB
IT in Education Subject-related Series: Using MS Office 365 for Education to Conduct e-Learning in General Studies Lessons in Primary Schools	November	G.S. Subject Advisor and Subject Panel	EDB
Green School Visit of the 17 th Hong Kong Green School Award	November	Environmental Protection Teacher in-charge	EDB

Title/Activity	Month	Personnel	Organizer
Environmental Training Workshop of the 17 th Hong Kong Green School Award	December	Environmental Protection Teacher in-charge	EDB
IT in Education Technology Series: Using Robotic Kits to Develop Students' Problem Solving, Self-directed Learning and Computational Thinking skills in the 21 st Century in Primary School	January	G.S. Subject Panel	EDB
STEM Education Series: Seminar on STEM Education for Primary School heads and Curriculum Leaders	January	G.S. Subject Panel	EDB
Workshop for Guangxi Study Tour	April	G.S. Advisor and G.S Subject Panel	EDB
STEM Education Series: STEM Education Curriculum Planning Series for Primary School Leaders and Middle Managers- workshop (I, II and III)	April and May	Curriculum Mistress, G.S. Subject Panels	EDB
Study Tour to Guangxi for Principals, Assistant Principals, Deputy Heads and Teacher of Government Schools on STEM Education	May	HM, G.S Advisor and Subject Panel	EDB
Seminar on Promotion of Sustainable Consumption of Biological Resources and Green Consumption for Sustainable Development	June	Teacher in charge of Environmental Protection	EDB
Designing Enquiry-based Learning Activity for Whole Class Teaching and Pull-out Programmes in General Studies with Reference to Gifted Education Exemplars (Primary)	June	G.S. Subject Teachers	EDB
STEM Education Series: Seminar and Workshop on Exploratory Activities with “Hands-on” Learning Elements for Primary Schools	June	G.S. Subject Advisor	EDB

Library Studies:

Title/Activity	Month	Personnel	Organizer
兒童成長：從香港原創圖畫書談起	October	Library Studies Subject Panel	EDB
Cultivation of Reading Atmosphere Experience Sharing of a Primary School Library	March	Library Studies Subject Panel	EDB

Physical Education:

Title/Activity	Month	Personnel	Organizer
PE Curriculum Leadership Series: Induction Course for New Primary School PE Panel Chairperson	October	P.E. Subject Panel	EDB
Induction Course for New Primary School PE Teachers	October	P.E. Subject Teacher	EDB
Seminar on School Physical Fitness Award Scheme cum Annual Prize Presentation Ceremony	November	P.E. Subject Panel	EDB
P.E. Curriculum Leadership Series: Workshop on Developing an Active and Healthy School Campus)	June	P.E. Subject Teacher	EDB

Music:

Title/Activity	Month	Personnel	Organizer
Experience Sharing on the Learning and Teaching of Recorder Playing in Primary and Secondary Schools	November	Music Subject Teacher	EDB

Visual Arts:

Title/Activity	Month	Personnel	Organizer
Assessment in Primary School Visual Arts	June	Curriculum Admin.	EDB

Information Technology:

Title/Activity	Month	Personnel	Organizer
Briefing on Student Information Management System 2018	October	I.T. Admin Stream	EDB
Hands-on Workshop on “WebSAMS Overview and Yearly Workflow”	October	I.T. Admin. Stream	EDB
IT in Education Pedagogical Series: Applying Flipped Classroom	October	I.T. Admin. Stream	EDB
Workshop on ‘Assessment’ Module of WebSAMS (Primary School)	November, February	I.T. Admin. Stream	EDB
Briefing Session on Information Technology Security and Protection of Personal Data	November	I.T. Admin. Stream	EDB
Workshop on “Assessment Module of WebSAMS (Primary School)	November	I.T. Admin. Stream	EDB
IT in Education e-Safety Series: Seminar on Strengthening Information and Network Security in Schools	January	I.T. Admin. Stream	EDB
IT in Education Pedagogical Series: MS Office 365	March	I.T. Admin. Stream	EDB

Information Technology:

Title/Activity	Month	Personnel	Organizer
Briefing Session of Common Log On System	March	I.T. Admin. Stream	EDB
“Standalone Timetabling Tool” (STT): Half-day Briefing Session for Key Concepts and Work (Part I)	April	I.T. Admin. Stream	EDB
IT in Education Pedagogical Series: Using IT tools to enhance Learning and Teaching Effectiveness in Primary Schools	April	I.T. Admin. Stream	EDB
IT in Education Pedagogical Series: How to Create and Share E-learning Materials to Cater for Learner Diversity (Basic Level)	April	I.T. Admin. Stream	EDB
IT in Education Pedagogical Series: Pedagogical Design and Strategic Use of Mobile Learning to Enhance Student Engagement and Learning Effectiveness in Primary School	June	I.T. Admin. Stream	EDB

Curriculum Development:

Title/Activity	Month	Personnel	Organizer
IT in Education Pedagogical series: Using MS Office 365 Education for Collaborative Learning (Basic Level)	September	I.T. Subject Panel	EDB
Assessment Literacy: Practical Assessment Tools Designed To Inform Teaching And Learning	January	Curriculum Admin. Stream	EDB
Seminar on Selection of Quality Textbooks and Curriculum Resources for Use in Schools	March	I.T. Admin. Stream	EDB
Joint School Staff Development Day GPS	January	All teachers	EDB

Gifted Education:

Title/Activity	Month	Personnel	Organizer
Using Web-based Learning Courses to Support Gifted/More Able Students to Pursue Self-directed Learning	October	Curriculum Admin. Stream	EDB
School-University Partnerships Symposium 2019 Empowering Teacher Leadership & Nurturing Student Leadership	June	Curriculum Admin. Stream	EDB

Whole Person Development Education:

Title/Activity	Month	Personnel	Organizer
學生大使- 積極人生計劃 (2018-19 學年) 生命價值教育教學及經驗分享會	November	Moral and Civic Education Teacher in-charge	EDB
Seminar on Big Smile Campus Programme	November	Healthy School Teacher in-charge	EDB
Positive School Culture ‘WE Positive Dynamic Scheme’	June	Discipline Stream	EDB
Developing Students’ Positive Attitudes and Values	June	Discipline Stream	EDB

Student Support:

Title/Activity	Month	Personnel	Organizer
Briefing Session on the Early Intervention for P.1 Students cum Special Arrangements for Internal Examinations	October	Student Support Admin. Stream	EDB
簡報會：加強支援有特殊教育需要的學生	November	Student Support Admin. Stream	EDB
校本經驗分享：推動家校合作的有效策略	December	Student Support Admin. Stream	EDB
Half Day Seminar on Understanding and Helping Students with Behavioural and Emotional Difficulties at Upper Primary and Junior Secondary School	January	Student Support Admin. Stream	EDB
Briefing Sessions for “Enhanced School-based Speech Therapy Service”.	January	Student Support Admin. Stream	EDB
Jockey Club “ Diversity at Schools” Project Kick-off Ceremony and Briefing Session	January	Student Support Admin. Stream	EDB
2019/20 學年校本課後學習及支援計劃簡介會	February	ASPM in charge of Student Support	EDB
支援有特殊教育需要的非華語學生經驗分享會	March	ASPM in charge of Student Support	EDB

Student Support:

Title/Activity	Month	Personnel	Organizer
Workshop on “Special Arrangements in Internal Examination for Primary School Students with Special Educational Needs”	March	ASPM in charge of Student Support	EDB
特殊教育需要統籌主任簡介會	May	Student Support Admin. Stream	EDB
灣仔區及離島區小學特殊教育需要統籌主任支援網絡計劃	May	Student Support Admin. Stream	EDB
當 SENCO 遇上 ASD	June	Student Support Admin. Stream	EDB

School Administration:

Title/Activity	Month	Personnel	Organizer
Induction Programme for Newly Recruited APSMs	September	Newly Recruited APSMs	EDB
Briefing Session on School Choice for S1 Admission	October	P6 Class Teacher	EDB
Seminar on Good Procurement and Stores Practices	October	I.T. Admin. Stream	EDB
Sharing Session on Study Tour for Teachers (粵港澳大灣區發展機遇分享會)	November	Teacher in charge of Study Tour	EDB
Briefing Session on New Internal Circulars for Procurement Procedures	June	I.T. Admin. Stream	EDB
Briefing Session of Logistics of 2019-2020 Seasonal Influenza Vaccination School Outreach	June	Teacher in charge of Students' Health	EDB

Part II Achievements and Reflection on Major Concerns

(1st Year of School Development Cycle 2018-2021)

Major Concern 1: To enhance teaching and learning effectiveness through self-directed learning

Achievements

- To promote self-directed learning through e-learning, E-assessment was implemented in core subjects to enhance students' learning. Teachers mainly used the platform MS Office 365 , especially for upper levels students. For P.1 and P.4 core subjects, pre-tasks or self-directed learning tasks were prepared in the form of worksheets or e-platform.
- To enhance students' self-directed learning skills, students learnt to prepare for lessons through pre-lesson works /task enquiry. Subject teachers reflected that P.1 and P.4 students were able to evaluate their learning goals in the project. They also learnt how to set targets and evaluate their performance in core subjects. They could access to relevant websites to surf information regarding the topics they were going to explore. Self-checking/editing elements were integrated in assignments including English writing tasks, and G.S. mini project. Pre-tasks or self-directed learning tasks were done for P.1 and P.4 core subjects.
- To cultivate students' reading habit, different reading materials were provided in the self-learning corner. Students liked reading books from self-learning corner. Over 60% of students were able to complete "Students' reading records". However, only 50% of students completed their book report. Lower levels students were more interested to do the worksheets in the self-learning corner during their free time at school.
- To develop students' reading skills, students were able to apply the reading skills upon the completion of the project, subject-based tasks such as note taking, organizing information for writing etc.
- To enhance teachers' professional knowledge on self -directed learning, Talks and workshops on self-directed learning were implemented as scheduled and were found to be effective. Subject-based self-directed learning assignments were discussed in Collaborative Learning Preparation. Teachers reflected that the sharing session on self-directed learning strategies were useful. To gather the e-resources for easy reference, teachers suggested that an e-data based bank should be set up.

Reflection

- E-assessments would be carried out in P.2 and P.5 and, P.1 and P.4 assignments should be refined. For lower levels students, they have login problem to access the websites, it was suggested a printed-out label should be given to students in each school term.
- According to lesson observation and peer lesson observation, more focus on building up students' self-reflection habits should be done in the lesson.
- Regarding the sharing session on reading conducted by students, each student usually did sharing of one book. To further promote different reading materials, a theme-based book recommendation through campus T.V. was suggested so that students would be able to explore a wide variety of reading materials. A theme-based book display in the library was suggested to promote reading.
- As students have already equipped with the skills of gathering information in their writing, this skill will be incorporated as routine work in the next school year. High order thinking skill was suggested to enhance students' self-directed learning strategies and study skills.
- To support teachers' professional development, school-based teachers' workshops on self-directed learning will be arranged for another year. More sharing sessions on good practices should be arranged for teachers to share the good practices in the meeting.
- A school-based resource bank should be further developed for teachers to share their e-resources.
- Core-subject meetings and cross subjects meeting will be arranged to strengthen subject panels' professional development in the subject area.

Major Concern 2: To Cultivate students' positive values on Gratitude

Achievements

- The target of cultivating students' positive values on 'Gratitude' was achieved. 93.9% of teachers agreed the strategies were implemented according to schedule.
- "Whole Person Development Programme" was implemented with a focus on 'Gratitude'.
- 2 workshops and 2 educational talks for students on 'Gratitude' were arranged.
- 11 programmes on 'Gratitude' produced by teachers, SGPs and parent representative were broadcasted during Friday lunch time. Winners of external competitions were interviewed and expressed their gratitude messages through broadcast programmes.
- Level-based English writing competition and V.A. drawing competition on the topic 'Gratitude' were organized to enhance students' awareness on the core value. Students in all levels participated in the competitions. 90.9% of teachers agreed that both the English writing competition and VA drawing competitions were able to enhance students' awareness on 'Gratitude'.
- Regarding the whole-school chop award scheme launched to inculcate the core value 'Gratitude' to students, 87.9% of teachers agreed that the awards scheme encouraged students to express their gratitude to people around them. However, teachers found that it was difficult to assess students' performance because teachers could not follow students closely and gave them chops from time to time. The discipline stream suggested that amendments on the award scheme should be made for 'Love and Care' in the next academic year. Activities of 'Love and Care' programme would be arranged and conducted by the Discipline Stream. Chops would be given to the students who win in the games or achieve the targets set.
- On Cultural Day, students showed gratitude to teachers and parent helpers for arranging the activities for them. The event also helped to enhance the harmonious environment among students of different ethnicity.
- In establishing 'Gratitude Coupon' system to award students showed thankful behaviour, top three of each class in the inter-class competitions were invited to attend a dessert making workshop arranged by the parent helpers in June.
- More than 90% of students wrote a note to thank other people on the 'Note of Thanks' platform.
- SGPs, students and parents paid a visit to the street cleaners near the school for their hard work after the hit by typhoon Mangkhut.

Reflection

- Students have developed the habit of showing gratitude and appreciation in different occasions. Therefore, the discipline stream would focus on another aspect in the next school year. The focus would be drawn on cultivating students' positive values on love and care.

Major Concern 3: To enhance parents' involvement in parent education

Achievements

- The target of enhancing parents' connection with the school was partially achieved. Most of the classes achieved a 50% or more response rate in reading circulars through E-notice. Most classes showed a higher response rate in the 2nd term than in the 1st term. Certificates were issued to classes which ranked top 5 in each month. They were also granted scores in SEK Award. To encourage students, classes which showed better response rate than the previous month were also granted scores. The improvement reflected that more parents and students have developed the habit of reading e-notice. (70% of classes are being selected as one of the top 5 classes this year.)
- The targets of raising parents' expectation on students' studies was achieved. In inviting parents to give rating and comments on students' assignment, the response from parents of all levels was very positive. 81% of parents rated and gave comment in English ELP/PLPR/W writing works while 82% of parents responded in G.S. mini-project and 84% in V.A. works. Most comments were positive and some parents even encouraged their children to set a higher standard in assignment. 70% of P.1 – P.3 parents and students participated in Parent-child Reading Card Scheme. Two sessions of storytelling workshops were conducted for parents in the 2nd Term. Parents found the workshops useful in teaching them how to conduct reading with their children.
- To enhance parenting skills on providing a healthy life to their children, two parent dietitian workshops were conducted and parents learnt the ways to prepare healthy and tasty meals for their children. Parents found the workshops helped them to learn different skills for preparing healthy diet.
- A basic first aid workshop was conducted. Parents learnt the basic first aid knowledge and also practiced how to do the basic first aid skills. Most of the parents found the workshop useful.

Reflection

- It was agreed by teachers that the success criteria should be adjusted to evaluate the monthly response rate of each class instead of choosing the top 5 in response rate. Therefore, the school will implement this strategy in the next school year with the aim of having more parents read E-notice.
- The targets will be implemented in the next school year for more involvement from parents. Parents of the Chinese elite class will also be invited to rate their children's Chinese writing.
- Workshops on providing healthy diets and basic first aid workshop will be implemented in the next school year to allow more parents to join.

Part III Our Learning and Teaching

(1) Lesson Allocation

Subjects \ Levels	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
Putonghua	1	1	1	1	1	1
Library Studies / Information Technology	2	2	2	2	2	2
Visual Arts	2	2	2	2	2	2
Music	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Moral and Civic Education	1	1	1	1	1	1
Co-curricular Activities	2	2	2	2	2	2
Homework Period	4	4	4	4	4	4
Total No. of lessons (30 minutes for each lesson)	50	50	50	50	50	50

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

Subject	%	Subject	%
English	20%	Putonghua	2%
Chinese	20%	Information Technology	2%
Mathematics	18%	Library Studies	2%
General Studies	10%	Moral and Civic Education	2%
Visual Arts	4%	Co-curricular Activities	4%
Music	4%	Homework Period	8%
Physical Education	4%	Total	100%

(3) Examinations

There were two examinations for P.1 – P.5 and three examinations for P.6. Mid-year examinations for P.1 – P.6 were conducted in December. Final examinations for P.6 and P.1 – P.5 were conducted in March and June respectively. Graduation examination for P.6 was conducted in June.

(4) Evaluation of Subject Plans and Subject Activities

English:

Purposes:

1. To enhance students' language acquisition through self-directed learning tasks for life- long learning
2. To foster students' positive values
3. To enhance parents' involvement in students' learning in English

Major Concerns	Targets	Strategies	Evaluation
1. To enhance teaching and learning effectiveness through self-directed learning	-To promote self-directed learning through e-learning	a) Implement E-assessment in P.1-P.6 b) Implement E-platform (MS Office 365) in core subjects in P.4	- 2 e-assessments were done for every module. The most popular e-assessment used was Kahoot and MS 365. Kahoot was used more often as it had the advantage of saving log in time. - For P.4, 2 self-directed learning tasks were done in the pre-writing tasks for goal setting and self-evaluation.
	-To enhance students' self-directed learning skills	a) Help P4-6 students set learning targets and evaluate their performance b) Integrate subject-based self-learning components in P.4 assignments -Pre-lesson worksheet/ task -Self-checking/ editing c) Set up self-learning corner for P.1-6	- 100% students were able to evaluate their learning goals in the project. - 100% of P.4 students were able to complete the pre-lesson worksheet and make use of the self-checking skills in correcting their errors. - P.1 students showed interest in doing the self-learning cards. Upper level students should be encouraged to do the self-learning cards in the next academic year.
	- To cultivate students' reading habit	a) Reading different materials, such as story books, fictions, magazines, newspaper, on-line reading. b) To conduct a student sharing session on reading through campus T.V.	- 80.6% and 84.1% of students have read at least three kinds of reading materials shown in the reading record in the first term and the second term respectively. - Students have shared a series of "Tally and Friends" which promoted equal opportunities for all regardless of age, appearance and race.

	-To develop students' reading skills	a) Teach students' reading skills in gathering information for cross-curriculum project: (KS1) use graphic organizers to visualize text information (KS2) write a summary of the information	60% of students were able to apply the reading skills upon the completion of the project. Graphic organizers such as mind maps were widely used in KS2 For KS1 in extracting information from reading materials.
	-To enhance teachers' professional knowledge on self-directed learning	a) Teachers attend workshops or talks on self-directed learning b) Discuss teaching strategies on self-directed learning in CLP meetings c) Conduct Teachers' professional sharing during Friday Sharing sessions or subject meetings	- All English teachers attended a workshop on self-directed learning launched by The University of Hong Kong. - Self-directed learning was implemented in goal setting for dictation for P.1 and pre-writing tasks for P.4. - One sharing session was arranged by Advisory Teacher from NET section on 'Strategies for Differentiated Instruction in English Learning Classroom' for all English subject teachers.
2. To cultivate students' positive values	-To cultivate students' positive values on presenting their gratitude to others	a) Organize level-based English writing competition on the topic 'Gratitude' to enhance students' awareness on the core value	94.4% of teachers agreed that the writing competition was able to enhance students' awareness on showing gratitude to others. However, it was noted that the competition should take place in December instead of September. That could spare more time for teachers to get to know students' level of English as well as preparing well for the structure and language use.

3. To enhance parents' involvement in students' studies	Invite parents to give comments on students' writing	a) Assign one of the writings for parents' feedback each term	81.9% of parents have given comments on their children's writing. Positive reinforcement was given to students for bettering their work. The involvement of parents could enhance their understanding about their children's progress. That could also foster home-school development relationship as well. Thus, parent evaluation can be implemented in the next academic year.
---------------------------------------------------------	------------------------------------------------------	---------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Subject-based Concerns	Targets	Strategies	Evaluation
1.PLPR/W Programme Enrichment	-To enhance students' writing skills	Enhance students' writing skills through refining the writing tasks in the PLPR/W programme for P.1-P.3	63.6% of P.1-P.3 subject teachers agreed with the implementation of PLPR/W. However, it was commented that books were too easy and a lot of adaptation should be made to enrich the content.
2.Language Learning Support	-To enrich students' vocabulary list and enhance their writing accuracy	Implement self-directed reading plans and enriched vocabulary lists in designing P.4 writing plans	100% of P.4 subject teachers agreed that the programme enhanced students' self-directed learning skills. The language support officer of the language programme also focused on enhancing students' reading and writing skills for "autobiography" and "tour guide script". Students also showed improvement in writing in terms of the use of diversified vocabulary items.

Internal Activities / Competitions

1. Internal Writing Competition – Gratitude

In alignment with the school major concern, an internal writing competition was launched to help students understand the importance of having gratitude to others. All students joined the activity and the English teachers submitted two best piece of writing for the Panels for finalists. Certificates were issued to the winners as recognition of their effort and talent.

2. **Storytelling Competition:** Inter-class Storytelling Competition was conducted in January as a post-examination activity. The activity aimed at promoting pupils' literature appreciation and boosting pupils' confidence. Two pupils from each class performed in the competition. The winners were selected on the spot. The performing students delivered their stories with confidence. It was suggested to organize such event again next year.
3. **Error Hunt:** The first and second Error Hunt activity were conducted in English lesson in December and May respectively. The purpose was to arouse pupils' grammatical awareness. Teachers found that pupils' performance in error hunt in the examination has been improved.
4. **Penmanship Competition:** The internal Penmanship Competition was conducted in October. This was an internal competition using the competition materials provided by Professional Teachers' Union. All pupils joined the competition and this could enhance pupils' aesthetic sense towards calligraphy. Winners in the internal Penmanship Competition represented the school to join the external competition.

External Activities / Competitions

English subject panels were very active in inviting students to join various external competitions to build up students' speaking and writing skills.

1. **70th Hong Kong Schools English Speech Festival:** 91 students joined the 70th Hong Kong Schools English Speech Festival. 7 students got the second-runner up; 1 student were awarded first runner up, 70 students got merit. The results were satisfactory and it was worthwhile to provide opportunity for students to appreciate poems as language arts. Throughout the training, students enjoyed the delivery of the poem in the morning assembly.
2. **The Equality for All: Tally & Friends Story-telling Competition:** Students of P.1-P.3 were selected to join the Equality for All: Tally & Friends Story-telling Competition. The team of students prepared their own script under the guidance of the teacher. The team won the 1st runner-up & Outstanding Creativity Award.
3. **David Li Kwok Po College Speech Competition:** 32 pupils from P.4-P.6 were selected to join the Speech Competition organized by David Li Kwok Po College. Students entered the competition in different categories. There were two champions, four 1st runner-up and one 2nd runner-up.
4. **NESTA Flip Book Design Competition:** This was the second year that the school joined the English Storybooks Design organized by NESTA. 7 pupils' works were received and sent to NESTA. 2 students were awarded prizes. One student was the winner and another student was a finalist.
5. **'Good People Good Deeds' Creative Writing Competition:** The writing competition was organized by Tung Wah Group of Hospitals for P.4-P.6 students. Students were selected from P.4 – P.6 to submit their writing work for the competition. Although no awards were received, it was suggested to continue joining such competition for fostering their positive values in life.

6. Oxford Writing Competition 2018-19

Some P.4-P.6 students were selected to join the writing competition with the topic ‘Green Travel’. Students were invited to write an article about an imaginative green museum in about 150 words. 10 students received the certificate of participation.

7. Hong Kong Primary and secondary School English Writing Competition 2018-2019

The captioned writing competition was launched by Synergy Education Ltd. and 46 students submitted their writing from P4-P.6. No awards were received but teachers believed that the competition provided opportunities for students to express their thoughts through writing.

8. Shuttle in Causeway Bay: This was the second year the school co-organized the programme with three other government primary schools. Students would visit authentic historical buildings in Causeway Bay. After the visit, pupils should write about the historical buildings. At the final stage, they would present in front of guests from other government schools. The first visit was conducted on 21st March, 2019. Students commented that they loved the programme which could enhance their writing skills as well as their presentation skills.

9. 2019 World Book Fest Day Fest

To nurture students’ reading habit, our librarian and the English Panel teacher took the initiative to join the activity with 20 students and their parents. The activity took place in SKH Trinity Church Secondary School. On that day, students could enjoy reading different kinds of books and play exciting language games in the game booths. It was suggested to join the activity for further developing students’ reading habit.

Chinese:

- 目標：
1. 培養學生的閱讀能力及興趣，增進語文基礎知識，培養學習中文的能力
 2. 培養學生主動學習的態度，建立正面的價值觀

- Purposes:
1. To enhance students' literacy and interest in learning Chinese
 2. To develop students' positive attitude towards learning Chinese

關注事項	目標	策略
1. 以自主學習提升學與教的效能	<ul style="list-style-type: none"> - 利用電子學習，以促進學生自主學習的成效 - 學生能運用不同的自主學習技巧來提升學習成果 - 老師能運用不同的自主學習教學技巧來提升專業知識 	<ul style="list-style-type: none"> - 運用電子評估工具，讓老師了解學生學習中文的情況及表現，以回饋學與教 - 運用網上平台 (MS Office 365)，讓小四學生進行備課活動，以提升他們的自學能力 - 老師指導小一及小四學生設定學習目標並評估其表現。 - 老師指導學生運用短文及實用文寫作中的「自我評估表」，培養學生自我糾正的能力 - 進行說話課時，老師指導學生利用自我評估活動，以培養自我反思的習慣 - 於課室設立自學角，鼓勵學生在課餘時運用相關的自學教材學習中文 - 老師於同級備課會中商討有關自主學習的教學內容 <p>(Enhance pupils' self-directed learning through MS Office 365 platform and self-evaluation checklist of writing and speaking practices. Pupils are also encouraged to read books provided in the Self-learning Corner in the classroom to develop reading habit.)</p>

老師於每學期為各級學生，因應不同的教學內容，運用電子評估工具如 Kahoot、MS Office 365、STAR 等應用程式，設計了兩個評估活動，如部件認識、量詞、標點符號等，以檢視學生的學習成效。老師反映，學生對於課堂活動感興趣，即使是平日較被動的學生亦表現積極，老師能於課堂上給予學生即時的回饋，令學生更能了解自己學習中文的情況及表現，從而作出改善。在使用 MS365 方面，學生在上學期的 IT 課學習登入步驟及運用軟件。至下學期，大部份老師開始運用這網上平台設計備課活動或課後評估。學生大多能運用網上平台完成老師安排的備課或課後評估練習。個別老師反映在進行電子評估時，因技術上問題而多花時間處理學生登入事宜。因此，科主任會與電腦技術人員商討有關問題以尋求解決方法。

(Teachers designed e-assessment using Kahoot, MS Office 365 and HKEdCity Star Platform to evaluate how students mastered the learning of Chinese grammar. Students found the assessment tools interesting and hence they were more eager to participate. Teachers gave students feedback on their performance and explanation on common mistakes. Teachers well-utilized MS Office 365 to assign learning tasks for students.)

透過老師的觀察及學生的習作中可看到，於一年級，有百分之九十的學生能定立學習目標並評估其表現。而在四年級中，則有百分之七十六的學生能定立學習目標並評估其表現。大多學生初步認識如何按自己的能力定立學習目標，並於評估中有顯著的進步。但教學時間有限，而且要進行相關活動需要花較多時間準備及引導學生，因此建議下學年再進行自主學習活動時，可刪減某些單元或可試行課後自學，以令學生有更大的空間進行不同的自主學習模式。

(By teachers' observation, 90% of students were able to set their learning goals. For P.4 students, 76% of them were able to set the goals and make self-evaluation. It was suggested by teachers to tailor-make the Chinese curriculum in order to spare more time to conduct self-directed learning activities for students.)

透過老師觀察，約百分之七十八的學生能利用「自我評估表」來提升自我糾正的能力。老師反映學生已大致能運用短文及實用文寫作中的「自我評估表」，糾正錯字或標點符號；而且評估表可讓學生有反思的機會。精英班的學生亦能透過同儕互評來提升糾正錯處的能力。但由於有部分學生的語文基礎較弱，所以需要老師協助才能完成活動。此項活動已進行了數年，建議把「自我評估表」撥入恆常工作中，但老師於進行活動時，仍需講解評估方法及目的，以培養學生自我糾正的能力。

(By teachers' observation, 78% of students were able to use the checklist to do self-checking in writing. For Chinese elite classes, students were able to do peer-checking to improve their writing. For the less-able students, they needed extra support by teachers to set their learning goals. For P.4 students, 76% of them were able to set the goals and make self-evaluation.)

進行說話課時，透過老師的指導下，百分之八十的學生，能利用自我評估活動，來培養自我反思的習慣。由於老師一般採用較簡單的評估方式，因此學生基本上能提出一些意見，如聲線、眼神接觸是否足夠；而學生亦能透過活動檢視自己說話能力的強弱項。可是，部分學生因比較被動或中文能力基礎較薄弱，對評估內容未能完全理解。故建議下學年度繼續進行相關的自我評估活動，從而幫助學生自我反思，並作出改善。

(In conducting speaking practice, 80% of students were able to use self-evaluation checklist to find out one's strengths and weaknesses in speaking, for example, voice and eye contact. It was suggested to implement self-evaluation in speaking to reinforce students' learning.)

圖書館主任已為一年級學生於課室自學角提供自學工作紙。透過老師觀察，學生大多喜歡在課餘時運用相關的自學教材學習中文。因此期望相關活動能於下學年度繼續進行並推展至其他各級。小一及小四年級老師於同級備課會中，已商討有關自主學習的教學內容，但因設計活動需時，故小一及小四全學年共設計了兩次有關自主學習的活動。透過老師指導，學生初步掌握自主學習的模式和技巧。大多學生皆能按老師指示完成；但有部分學生則需要老師提醒及跟進學習進度，可見同學仍需熟習有關活動的進行模式。因此期望相關活動能於下學年度繼續進行並推展至小二及小五年級。

(Self-learning Corner was set up and self-learning worksheets were provided. By teachers' observation, most students liked to do Chinese worksheets. For P.1 and P.4, 2 worksheets on self-directed learning were designed. Students were able to follow teachers' instructions to complete the tasks.)

關注事項	目標	策略	檢討
2. 建立學生的正面價值觀	- 培養學生感恩的態度	- 透過以「感恩」為主題進行聽說讀寫等教學活動，讓學生明白感恩是建立正面價值觀的要素 (Conduct learning activities under the theme 'Gratitude'.)	本學年，老師就不同年級同學的能力與興趣，安排以「感恩」為主題的教材，讓學生透過讀、寫、聽、說等不同範疇進行活動，從而建立健康及正面的價值觀。透過觀察，百分之一百的老師認同進行以「感恩」為題的聽說讀寫等不同的教學活動能讓學生明白感恩是建立正面價值觀的要素。 (Teachers conducted language activities under the theme 'Gratitude'. Students were able to share their experience and develop a positive attitude.)

本科關注事項	目標	策略	檢討
1. 培養良好的學習技巧	- 學生能運用不同的學習技巧來提升學習成果	- 透過參與「大學—學校支援計劃」，優化小一校本中文課程的規劃及內容	本年度，本校繼續參與了「大學—學校支援計劃」，香港大學陳穗寧博士於隔週與教授小一非華語班的老師進行會議，以自主學習為主題，為小一非華語班學生設計了兩個有關自主學習的活動及進行備課。透過老師觀察，大多學生皆能初步掌握自主學習的方式，而且亦積極參與活動，以定立清晰的學習目標。期望學生能深化所學的自主學習方法，於下學年進行相關活動時更能發揮自如。 (The University of Hong Kong conducted a bi-weekly support programme to P.1 and P.2 Chinese teachers for the development of school-based Chinese curriculum for NCS.)
2. 增進對中華文化的認識	- 學生能加深對中華文化的認識	- 透過參與中華文化活動，小一至小六學生能增進對中國文化的認識 - 透過閱讀中國四大名著，小四至小六精英班學生能欣賞中國的經典文學作品	為了加深學生對中華文化的認識，各級學生已於中華文化室進行不同的中華文化活動，如「傳統玩藝」、「中國歷史人物」、「中國四大發明」等，百分之一百老師皆認為各級進行的活動適合學生的程度，而且學生對活動甚感興趣，表現積極。 (The Chinese Room was opened for students to participate in Chinese language activities. They were very interested in the Chinese decoration and furniture. The enriched environment aroused student's interest in learning Chinese and Chinese culture.)

			<p>小四至小六精英班學生於下學期開始閱讀《中國四大名著》，藉以欣賞中國的經典文學作品。透過老師觀察，學生都對相關故事甚感興趣，而且程度亦切合學生，因此於下學年可以繼續進行閱讀活動。</p> <p>(Students read the famous reading materials under teachers' guidance. They showed great interest to understand the Chinese culture and famous people.</p>
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Chinese:

Internal Activities / Competitions

1. **Chinese Cultural Activity:** Chinese Cultural Activity was conducted for Primary 1 to Primary 6 students in the newly-opened Chinese Room. Students did activities about traditional Chinese festivals「傳統節日」, traditional Chinese games「傳統玩藝」, historic people「中國歷史人物」, Hong Kong Heritage「香港名勝古蹟」, four great Chinese inventions「中國四大發明」 and traditional Chinese arts「傳統藝術」. Students learnt more about the Chinese culture under different themes with great interest.
2. **Chinese Days:** Five Chinese Days were conducted. To boost students' confidence, during recess and lunch recess of Chinese Days, the Chinese ambassadors who could speak fluent Cantonese were trained to conduct some activities or games for their schoolmates in the school hall, playground, small playground and basketball court. The Chinese ambassadors reflected that the students could speak Cantonese correctly with their assistance.
3. **Use of Dictionary:** The Use of Dictionary was conducted in October during the lessons for Primary 4 to Primary 6 students and the competition was held as post-exam activity in the second term. The purposes of both activities were to enhance students' use of dictionary skills and to foster their study skills to become independent learners.
4. **St Paul's Chinese Reading Programme:** Fourteen students from St Paul's Convent School came to our school to conduct the Chinese Reading Programme for our Primary 2 and Primary 6 students on Wednesdays from October, 2018 to March, 2019. During the reading activity, the St Paul students read the Chinese storybooks with our students. After reading the storybooks, they also played some games with them by using the word cards. St Paul students reflected that our students participated in the activities well and showed improvement in the reading ability.
5. **Chinese Buddy Reading Programme:** 12 Chinese Elites from Primary 4 to Primary 6 were selected to serve as Chinese Buddy Reading tutors. Some tutors taught their Primary 1 schoolmates in learning Chinese vocabulary every Tuesday morning while some tutors read Chinese stories with their Primary 2 schoolmates every Thursday morning. The buddies showed interest in their learning.

- 6. Poem Recitation Activity and Poem Recitation Competition:** The activity ‘Reciting Chinese Poem’ was held during Chinese lessons in the second term and the competition was held as post exam activity in the second term. The purpose of both activities was to enhance students’ appreciation of Chinese poems and the Chinese culture. Chinese teachers taught students different Chinese poems according to levels. Students recited the poem in groups. They were able to add gestures to make a better presentation.

External Activities / Competitions

- 1. 70th Hong Kong Schools Speech Festival:** 23 students entered the Chinese Solo Verse Speaking. Among them, 3 were non-Chinese students. 11 got Certificate of Merits and 10 got Certificate of Proficiency. The result was satisfactory.

Mathematics:

Purposes:

1. To enable students to learn Mathematics by applying self-directed learning skills
2. To equip students with good competency in the mastery of the generic skills related to Mathematics
3. To enable students to have a greater exposure to use the mathematical skills to solve daily life problems

Major Concerns	Targets	Strategies	Evaluation
1. To enhance teaching and learning effectiveness through self-directed learning	- To promote self-directed learning through e-learning	<ul style="list-style-type: none">- Conduct E-assessment (HKEdCity 'STAR platform') 2 times (P.1-P.6) in each term so as to facilitate teachers' use of assessment information in enhancing students' learning- Motivate students in P.4 to use the E-platform (MS Office 365) for lesson preparation, discussion and collecting materials for self-learning	<ul style="list-style-type: none">- 2 e-assessments were arranged in each term to enhance students' learning.- Self-directed tasks were arranged to P.4 students for self-learning with the use of the E-platform (MS Office 365). P.4 students were eager to do the self-directed tasks through the platform.
	- To enhance students' self-directed learning skills	<ul style="list-style-type: none">- Help students in P.1 and P.4 set learning targets and evaluate their performance in Speed Test- Integrate self-learning components in assignments by including the section of 'self-checking' in the worksheet or tasks related to problem-solving questions to enhance their learning in Mathematics- Set up Self-learning corner	<ul style="list-style-type: none">- P.1 and P.4 students learnt how to set targets and evaluate their performance in Speed Test in each term. P.1 and P.4 students were able to set targets in Speed Test. Students learnt how to check all the components for problem-solving questions in daily practice. Students were able to integrate self-learning components in assignments related to problem-solving questions.- Self-learning corner was established for P.1 students by our School Librarian. P.1 Pupils were interested to do the worksheets in their free time.

	<ul style="list-style-type: none"> - To enhance teachers' professional knowledge on self-directed learning 	<ul style="list-style-type: none"> - Discuss teaching strategies on self-directed learning in CLP meetings - Set up resource bank of self-directed learning materials for future reference - Conduct Teacher's professional sharing sessions during subject panel meetings 	<ul style="list-style-type: none"> - 2 self-directed learning assignments in different topics were done for all levels in each term. - A data bank of self-directed learning materials according to different topics was established by Maths teachers. - Sharing session on "Using e-Learning Tools to Enhance Learning and Teaching Effectiveness in Mathematics Lessons in Primary Schools" were shared by Maths panel during second subject panel meeting.
--	---------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Subject-based Concern	Targets	Strategies	Evaluation
1. To raise students' interest in learning Mathematics through activities and competitions	- To raise students' interest in learning Mathematics through activities and competitions	- Set up a selected group of 'Maths Elite' pupils and train them with high order thinking skills and advanced Mathematics knowledge	- 13 pupils from P.4, P.5 and P.6 were selected to join the Maths Elite group. Worksheets were designed and past paper of different competitions were provided for Maths Elite pupils to train for high order thinking and problem-solving skills.
		- Join Mathematics-related competitions such as Super 24 Competition, Mathematical Olympiad Competition, China Cup, etc.	- Maths Elite pupils joined 8 inter-school competitions in the whole year. They got good performance in these competitions. A new activity "Maths Trails" was held on 29/1 after Mid-year Examination for P.6 students. Pupils worked in groups of five to estimate, measure or calculate in order to finish the tasks assigned in different check points in the school campus. The students liked using iPad and giving answers through the online Google Form. They found the competition very challenging.

		- Hold Maths Trails after examinations and Stage Quiz after Final Examination	- Maths Trail for P.1-P.5 and Stage Quiz were arranged as Post-exam activities after Final Examination in the second term. Pupils enjoyed these activities a lot and it could arouse their interest in learning Mathematics.
--	--	-------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Mathematics:

Internal Activities / Competitions

1. **Maths Elite:** 13 pupils from P.4, P.5 and P.6 were selected to join the Maths Elite group. There are 21 regular training sessions provided for Maths Elite Group pupils. Under the intensive training, worksheets were designed for Maths Elite pupils to train for high order thinking and problem solving skill. Pupils have joined 8 inter-school competitions in this academic year, namely the 5th Hong Kong Primary Mathematics Challenge Competition, Super 24 Competition, the 5th Rummikub Competition, Primary Maths Elite Competition, the 44th Hong Kong Youth Culture & Art Competition - 2019 Hong Kong Primary Maths Elite Competition, China National Mathematical Olympiad – Hua Xia Cup, Hong Kong Mathematical Games Open and Asia International Mathematical Olympiad Open Contest 2019(AIMO) / Hong Kong Mathematical Olympiad Open Contest 2019(HKMO) . They got good performance in these competitions.
2. **Maths Trail and Stage Quiz Competition:** Maths Trail was a new activity this year. The activity was held on 29th January, 2019 after Mid-year Examination for P.6 pupils. Pupils worked in groups of five to estimate, measure or calculate in order to finish the tasks assigned in different check points in the school campus. The students used iPad and gave answers through the online Google Form. They found the competition very challenging and interesting. In the second term, Maths Trail for P.1-P.5 and Stage Quiz Competition were arranged as Post-exam activities in the second term. Pupils enjoyed these activities a lot and it could arouse their interest in learning Mathematics. Maths Trail was held on 20th June for P.3-4, 2nd July for P.5, 4th July, 2019 for P.1-2. Pupils worked in groups of 4 to 5 to finish the tasks assigned in different check points (Lobby, Playground, Office, SAC, Small Playground, 4th Floor and Basketball court). There were around 3 questions in each check point. Pupils used different tools e.g. trundle wheel, tape measure, metre ruler, weighing scale etc. provided in the check point for estimation, measurement or calculation. Pupils enjoyed using iPad and submitting their answers with the Google Form online. They showed great interest and participated actively in the activity.
3. **Mental Maths Training (Speed Test):** 2 phases were carried out in Maths lessons in each term. Students participated actively in this activity. They had to try their best to achieve the target set by themselves. For P.1 and P.4 students, this activity was also conducted as a self-directed learning activity.

4. **Fun with Maths!:** The 1st phase was carried out in January in the First Term. 146 pupils have joined this activity in this phase. 91 pupils could get three or more correct answers for the five questions and they received prizes. The 2nd phase was carried out in June. The 2nd phase was carried out in June in the Second Term. 306 pupils have joined this activity. 217 pupils could get three or more correct answers and they got prizes.
5. **Multiplication Table Competition:** Multiplication Table Competition was held in June. Pupils who could get 15 out of 20 in this competition were awarded prizes. 2 chops of the Whole School Award Scheme would be given to the pupils who could get 15 out of 20 in the competition from Maths teachers.
6. **Tuesday Maths Exercises:** This is a weekly exercise for all levels which focuses on the four operations practice during Maths lessons on Tuesdays. 18 exercises have been finished in this academic year.
7. **"Super 24" Challenge:** 6 phases were carried out in the whole year. About 100 pupils were awarded each time on average. 3 phases were carried out in the second term. About 90% of participants were awarded each time on average.
8. **P.4 & P.5 "Super 24" Competition:** This was a new activity this year. The activity was held on 24/1 and 30/1 for P.5 and P.4 pupils respectively. There are 3 rounds in total: 1st round: 1 representative from each class, 2nd round: winner of each group, 3rd round: 3 floor questions for each class. Pupils showed great interest and participated actively in the activity.
9. **Maths Elite:** There were 25 regular post-lesson training sessions provided for Maths Elite pupils. Pupils had joined 8 competitions in this year. They got very good result in different competitions. There were 6 gold/first class awards, 9 silver/second class awards, 18 bronze/3rd class awards and 5 distinction awards.

External Activities / Competitions

1. Students of P.4-6 levels joined various external activities/competitions including the 5th Hong Kong Primary Mathematics Challenge Competition, Super 24 Competition, 5th Rummikub Competition, Primary Maths Elite Competition, 44th Hong Kong Youth Culture & Art Competition - 2019 Hong Kong Primary Maths Elite Competition, China National Mathematical Olympiad – Hua Xia Cup, Hong Kong Mathematical Games Open and Asia International Mathematical Olympiad Open Contest 2019(AIMO) / Hong Kong Mathematical Olympiad Open Contest 2019(HKMO). The results of competitions were listed under ‘Part IV Students’ Performance’.

General Studies:

Purposes:

1. To enable students to learn General Studies knowledge by applying self-directed learning skills, using e-learning resources and participating in STEM activities.
2. To strengthen students' awareness on global and local issues
3. To boost parents' involvement in students' learning in General Studies

Major Concerns	Targets	Strategies	Evaluation
To enhance teaching and learning effectiveness through self-directed learning	- To promote self-directed learning through e-learning	a) Implement e-assessments b) Integrate subject-based self-directed learning components phase by phase	- E-assessments were arranged for all P.1- P.6 pupils. Teachers used 'Kahoot' and 'MS 365 forms' to assess pupils' learning and help pupils revise for their exams. - Two pre-tasks using the MS365 platform were arranged for P.4 pupils in the 1 st term and 2 nd term respectively. Pupils prepared for the lessons and did preparation on the topic in the task sheets. The topics involved were prediction on the result of an experiment about air, internet usage, disease transmission methods and observation about typhoons.
	- To enhance students' self-directed learning skills	a) Integrate subject-based self-directed learning components in P.1 and P.4 b) Help students set learning targets and evaluate their performance c) Build up students' self-reflection habits at the end of the teaching units d) Set up a	- Four pre-tasks in the form of worksheets were arranged for P.1 pupils in the whole school year. They had to prepare for their lessons by sharing and collecting information about their habit of time allocation, the housework they did at home, materials and fuels at home and home safety. - 95% of pupils could set goals successfully on their notebooks and mini-projects. They could look for extra information about the topic with teachers'

		self-learning corner in the mini-projects for P.1- P.6 pupils	<p>guidance. The target was achieved.</p> <ul style="list-style-type: none"> - 83.4 % of P.1 and P.4 pupils could do self-assessment on their own learning progress using the self-assessment checklists after each unit. Pupils could reflect on their learning progress easily by referring to each key point learnt in that unit accordingly. The target was achieved. - Since the time of procurement for the reading materials for the self-learning corner was longer than scheduled, the reading materials ordered were not available in this school year. The reading materials will be available in the coming year.
	<ul style="list-style-type: none"> - To enhance teachers' professional knowledge on self-directed learning 	<ul style="list-style-type: none"> a) Discuss teaching strategies on self-directed learning in CLP meetings b) Set up a resource bank of self-directed learning materials 	<ul style="list-style-type: none"> - Teaching strategies on self-directed learning were discussed in the CLP meetings in both 1st and 2nd term successfully. - Resource banks of self-directed learning materials were set up and saved for teachers' sharing.
To enhance parents' involvement in students' studies	<ul style="list-style-type: none"> - To enhance parents' involvement in students' studies 	<ul style="list-style-type: none"> a) Invite parents to give comments on students' mini-projects 	<p>85.2 % of parents gave comments on their child's mini-project. The target was achieved.</p>

Subject-based Concerns	Targets	Strategies	Evaluation
1. Current Affairs	- To develop students' awareness on local and global issues	a) News sharing on local and global current affairs with pupils by subject teachers in the morning assemblies b) Strengthen P.5 and P.6 students' reading skills using an online news reading platform, TV News of HKEdCity.	P.4 and P.5 STEM learning packages and booklets were developed in the 1 st and 2 nd term respectively. The theme for P.4 was water evaporation. The theme for P.5 was light and electricity.
2. STEM Education	- To enhance pupils' learning in G.S. knowledge through STEM activities	a) Develop STEM learning packages in the G.S curriculum in P.4 and P.5	- News sharing was carried out on Thursday morning assemblies. - 81.9 % of students became more aware of local and global current affairs. - 87% of P.5 and P.6 pupils read at least one news entry and finished the online exercises. The target was achieved.

General Studies:

Activities related to Subject-based Concerns

- Students' awareness on local and global issues:** News sharing was conducted by G.S. teachers in the morning assembly on Thursdays to raise students' awareness on current local and global affairs. Topics selected were related to pupils' well-being such as food safety, health and diet, new technology and proper use of smart devices, and hot issues in the society including changes in government policies, environmental protection or introduction of new infrastructures. Pupils were invited to do it together with the teachers. All P.5 and P.6 pupils had to finish the online exercises on current affairs in the 1st term.
- STEM Education:** A STEM project in the G.S. and Mathematics curriculum was carried out in P.4 this year. With collaboration of G.S. and Math teachers, the project aimed at providing chances for pupils to apply their subject knowledge to investigate and do experiments on rate of evaporation, and thus create a product to solve the problems of drying clothes in their daily life. Pupils were motivated to do the tasks in the project and they were engaged in the design and

application of the knowledge about water evaporation. Parents were invited to give feedback on their child's work.

Internal Activities / Competitions

1. **Greening Programme:** The Greening programme was launched for P.1 –P.6 this year. P.1 and P.2 pupils had experience on growing green beans. They had to observe the germination of plants and learn to take care of them. P.3 students grew tomatoes, P.4 students grew salad rocket and P.5-6 students grew radish and lettuce in the small garden. The plants grew well for P.3 to P.5, pupils had learnt to be more responsible by taking turns to water the plants. However, P.6 could not get good harvest because of the quality of the seeds. Suitable seeds would be selected to ensure good harvests for the next year programme.
2. **Treasure our plants (Salvia splendens, 一串紅):** Every student was given a plant and asked to take care of it at home in October. Students had to bring them back and show their progress to the teachers in January. About 10% of our pupils brought the plants back and some of the plants grew tall and bloomed. For the other 90%, pupils failed in the planting activities as they were not able to apply the planting skills learnt from the leaflet properly or they did not give enough nutrients to the plants. It was suggested to play a video on planting to deepen their understanding of the planting skills required.
3. **Educational Visit – The Hong Kong Jockey Club Drug Information Centre (P.5) and Legislative Council (P.6):** An anti-drug educational activity was organized to P.5 pupils in January, 2019. Pupils visited the Hong Kong Jockey Club Drug Info Centre in Admiralty. The visit helped pupils get information about the harmful impacts of mixing drugs and impurity problem and the long-term and short-term effects on the body. This provided extra learning materials and other learning experience about drug abuse in their curriculum. For P.6 students, a guided educational tour was organized in October/ November to enhance the understanding of the operation of the Legislative Council. Pupils learnt a lot about Legislative Council from the tour and the role play activities. The real-life experiences could help them consolidate their learning from the textbooks.

Putonghua:

目標：

1. 透過電子學習工具培養學生自學能力，提升學生的語音基礎知識
2. 培養學生感恩之心，建立正面的價值觀

Purposes:

1. To enhance students' speaking and listening skills in learning Putonghua
2. To develop students' positive attitude towards learning Putonghua

關注事項	目標	策略	檢討
1. 透過自主學習提升學與教的效能	<ul style="list-style-type: none"> - 運用電子學習工具培養學生自學能力 - 運用電子學習工具以促進學生自主學習的成效 - 於課外營造普通話語境，增強學生自主學習普通話的興趣 	<ul style="list-style-type: none"> - 於課堂上提供平板電腦給學生以鞏固學生的語音知識。 - 運用電子評估工具，讓老師了解學生學習普通話語音的情況及表現 - 與圖書館合作舉行普通話講故事環節 <p>(Teach Putonghua through e-learning platform. Organize story-telling activity)</p>	<ul style="list-style-type: none"> - 80%的學生能運用電子學習工具自學及掌握與年級相應的語音知識。 - 各級主要使用 Kahoot 進行電子評估，超過 75%學生於電子評估中答對一半以上的題目。各級的電子評估能幫助學生了解自己在學習普通話上的不足。 <p>(80% of students learnt pronunciation by e-learning apps or mobile devices. Kahoot was used for e-assessment. Students were able to get instant feedback about their performance)</p>
2. 培養學生感恩之心，建立正面的價值觀	<ul style="list-style-type: none"> - 透過不同感恩故事的分享，培養學生感恩之心 	<ul style="list-style-type: none"> - 於圖書館講故事活動中加添感恩故事的分享，使學生明白「感恩」意義 - 於試後活動期間播放感恩的故事 <p>(Read stories about Gratitude)</p>	<ul style="list-style-type: none"> - 本年度，圖書館亦邀請家長以普通話講故事，不少學生都認真參與。 - 試後，各級老師選擇有關感恩的故事播放，同學都投入和喜歡故事的內容。 <p>(Students enjoyed the Chinese story told by serving parents in Putonghua. In post-examination activities, students learnt Putonghua through story-telling.)</p>

Internal Activities / Competitions

1. **Singing songs:** Students of all levels were trained to sing Putonghua songs during the Putonghua lessons. The theme of the songs of different levels were as follows:

Level	P.1	P.2	P.3	P.4	P.5	P.6
Songs	生日快樂	我是個茶壺	開汽車	賣花姑娘	恭喜恭喜	讀書郎

Students enjoyed the songs as it was a fun way to practice Putonghua.

2. **Putonghua Day:** Putonghua Day was held on 9th February, 2019. Games were prepared for students to communicate with Putonghua Ambassadors in Putonghua. Putonghua Ambassadors were able to conduct the games properly and offered assistance to those students who were weak in Putonghua. Students were devoted in the games.
3. **Putonghua Talent Show:** Putonghua Talent Show was held on 26th June, 2019. P.1 – P.5 Students prepared different kinds of performance including solo singing, group singing and solo verse speaking. The activity provided a very good chance for pupils to use Putonghua.

External Competitions

1. **70th Hong Kong Schools Speech Festival:** 20 students enrolled in Putonghua Solo Verse Speaking. 14 got Certificate of Merit and 6 got Certificate of Proficiency. The results were satisfactory. It was the first time Putonghua Choral Speaking Team joined the Hong Kong Schools Speech Festival Choral Speaking competitions. The team got Certificate of Proficiency.

Visual Arts:

Purpose:

1. To enhance students' self-directed learning skills of VA through e-learning or study of artworks
2. To cultivate students' positive value of gratitude through V.A. competitions

Major Concern	Targets	Strategies	Evaluation
1. To enhance teaching and learning effectiveness through self-directed learning	- To enhance students' self-directed learning skills. / To develop students as self-directed learners through e-learning	<ul style="list-style-type: none"> - Pre-task worksheets will be given to students to develop their self-directed learning skills at least once a school term. - Students may gather the related materials from online materials, books or magazines. - To enhance self-directed learning, students have to study 1 piece of artwork per term and shared with their classmates. 	<ul style="list-style-type: none"> -82.5% of students could finish the pre-task worksheets. 95.4% of students studied the artworks or the related materials as self-directed learning. -50.3% of P.1-2 have studied 2 pieces of artworks. 99% of P.3-4 have studied 3 pieces of artworks. -85.3% of students have done 4 pieces of artworks (4 classes in P.5 and P.6). -93% of students have done 2 pieces of artworks (2 classes in P.5).
2. To cultivate students' positive values	- To cultivate students' positive values on presenting their gratitude to others	<ul style="list-style-type: none"> - To show the gratitude to others, a topic of "The person that I admired" for P.1 – P.6 will be introduced - Students need to write down some descriptions: e.g. Gratitude is..., Thank you for... P.1-2 Colouring P.3-4 Card Design P.5-6 Poster of gratitude - Good works will be displayed and prizes will be given. 	-It was successfully done as 100% of students participated in the competition and more than 80% of students submitted their artworks.
3. To enhance parents' involvement in parent education	-To raise parents' expectation on students' studies	-To raise parents' expectation on students' studies. Parents are encouraged to give comments on their children's artwork at least once per school term.	<ul style="list-style-type: none"> -84.3% of parents gave comments on their children's artwork. -Most of their comments were very positive.

Visual Arts:

Internal Activities / Competitions

VA subject panels organized various internal activities and competitions for students. Students showed active response in the competitions, namely Mascot of SEK design competition and Christmas hat Design Competition. The winners' works of these competitions were displayed on Parents' Day and PTA AGM respectively.

1. **Parent-child School Mascot Design Competition:** This competition was conducted in the 1st term. More than 30 families from P.1 – P.6 submitted their artworks. The designs were creative. The artworks' display of winners were on the AGM meeting. The results of the competition were listed under 'Part V Students Performance'.
2. **Christmas hat Design Competition:** Students who entered the final competition had a catwalk on the stage for the championship at Christmas Party. Their artworks were also displayed on Parents' Day.
3. **Students' artworks display:** There would be two exhibitions in the school year to display students' good artworks. The first exhibition was held on Parents' Day (**Parents' Day Exhibition**). Good works collected by V.A. teachers of each level were displayed. The individual artworks were produced by 5 talented students and Parent-child Christmas hats were also displayed. Many parents praised the artworks were creative and well-drawn. The second art exhibition would be conducted in June as "End of School Term Display".
4. **Chair drawing:** V.A. Elite did drawing and painting to some old chairs under the theme 'Christmas'. This was a meaningful and challenging work for the V.A. elite as it was the first time the team tried art creation and recycling in one work.

External Activities / Competitions

1. **Standard Chartered Arts in the Park Mardi Gras Workshop and Parade:** The VA Elite joined the workshop to make the armor for the parade. The finale parade was held in Causeway Bay. It was a great experience to the VA Elite. All of them enjoyed the activities very much.
2. **Flower Drawing in Victoria Park:** V.A. Elite joined the drawing activity in the Hong Kong Flower Show in March.

3. Students of different levels joined various external activities. They were listed in the table below. The results of competitions were listed under ‘Part IV Students’ Performance’.

External activities			
1.	童心繪大橋	September	P.1-P.6
2.	吉祥物創作比賽	September	P.1-P.6
3.	道路安全填色比賽	October	P.1-P.6
4.	校內感恩填色畫比賽	October	P.1-P.3
5.	敬師運動	October	P.1-P.6
6.	向老師致敬四格漫畫	October	P.1-P.6
7.	全港小學「深度學習」創意填色比賽	October	P.1-P.6
8.	港澳海洋生物繪畫比賽	November	V.A.Elite Group
9.	小學生傑出視覺藝術展覽	November	P.1-P.6
10.	家居衛生填色比賽	November	P.1-P.6
11.	走塑郊野人海報設計	November	P.1-P.6
12.	友愛同行共融社區填色	November	P.1-P.6
13.	3 rd Hong Kong Specimen Drawing Competition	December	VA Elite
14.	防癆慈善票設計	December	P.1-P.6
15.	智齡活都市創作比賽	January	P.1-P.6
16.	快樂法寶填色比賽	February	VA Elite
17.	迪士尼一三八快樂成長填色比賽	February	P.1-P.6
18.	新春兒童繪畫比賽	February	P.1-P.6
19.	兒童繪畫比賽(HKID)	March	P.1-P.6
20.	飲水思源香、江、情、真系列	April	P.4-P.5
21.	「向海員致敬」填色比賽	May	P.4-P.6
22.	全城走塑	May	P.1-P.6
23.	新雅小學生原創作品設計比賽	May	P.1-P.6
24.	社區共融中港一家填色比賽	May	P.1-P.6

Physical Education:

Purposes:

1. To enhance students' self-directed learning skills through physical activities
2. To enhance the effectiveness of learning and teaching through E-learning
3. To cultivate students' positive values

Major Concern	Targets	Strategies	Evaluation
1. To enhance students' self-directed learning skills	- To enhance students' target setting skills in doing exercise	<ul style="list-style-type: none">- Implement SportACT Award Scheme<ul style="list-style-type: none">• Set the sports plan based on the targets• Execute the sports plan- Implement sports diary as holiday homework	<ul style="list-style-type: none">- The target was achieved. 42% of pupils got the award from the scheme. The result was quite encouraging since it improved by 10% from last year.- 62.5% of pupils were able to complete the sports diary and hand in to P.E teachers after long holidays.
2. To enhance Learning and Teaching through E-learning	- To improve the effectiveness of teaching and learning in sports skills	<ul style="list-style-type: none">- Make use of video-taking and evaluation checklists to learn some sports skills in PE lessons.	Only 50% of students were able to complete the video-taking and self-evaluation to learn some sport skills in PE lessons.
3. Cultivate students' positive attitude so that they will strive for excellence with focus on commitment	- To develop students' positive attitude in doing exercise	<ul style="list-style-type: none">- Encourage school team members to express their gratitude sincerely to the coach or teacher in-charge after the post-lesson trainings every time	Students were invited to express their thanks to teachers or coaches through lunch broadcast.

Internal Activities / Competitions

1. **Sports Day:** The Annual Sports Day was held on 26th March 2019 at Wanchi Sports Ground. All students had the opportunities to participate in field or track competitions. The event was held successfully.
2. **Interclass competition:** P.1-P.3 Rope Skipping Competition and P.4 – P.6 Dodgeball Competition were held in June. Every student had a chance to participate in the competitions to enjoy the fun of sports.

External Activities / Competitions

1. The school sports team were Mini-tennis, Basketball, Cricket, Football, Table-tennis, Rope Skipping and Athletic. The school teams participated in inter-school competitions according to the schedule. Teachers and coaches recruited by school provided regular training during pre-lessons and post-lessons periods. School team members showed hard work in the training and also sportsmanship in the competitions. Cricket team won 2nd runner-up in the inter-school cricket competition. Athletic Boys also won in Boys Grade A Shot Put in Hong Kong Island East Area Inter-Primary Schools Athletic Competition.

Music:

Purposes:

1. To enhance students' skills in singing and playing instruments through self-directed learning
2. To foster students' positive values
3. To enhance parents' involvement in students' learning in music
4. To boost students' confidence and self-esteem through competitions

Major Concern	Targets	Strategies	Evaluation
1. To enhance teaching and learning effectiveness through self-directed learning	- To enhance students' self-directed learning skills	- Teach students to learn through E-platform (MS Office 365). <ul style="list-style-type: none">• Teachers will put the link of the songs in MS Office 365 for P.1-2 pupils to practice the school songs at home• In teaching P.3-4 Recorder fingering, P5-6 pupils will be invited to demonstrate how to play the recorder tune to lower level pupils through Campus TV.	- More than 80% pupils have practised the school song and other songs they learnt in music lesson through MS office 365. - The recording and broadcasting of school song and other music pieces through Campus TV was conducted. Students found this method of learning was effective.
2. To cultivate students' positive values	- To cultivate students' positive values on presenting their gratitude to others	- Organize a post-exam inter-class singing contest for all levels on the theme of gratitude - Pupils who joined Hong Kong Schools Music Festival write a thank-you card to music teachers to express their thanks.	- All classes joined the inter-class singing contest. Pupils reflected that they gained confidence in singing on stage. - More than 80% pupils who joined Hong Kong Schools Music Festival have written a thank-you card to music teachers to express their gratitude.
3. To enhance parents' involvement in parent education	- To raise parents' expectation on students' studies	- Organize Parent-child Home-made Instruments competition for Primary 1.	- In this competition arranged for P.1, 25 families submitted their home-made music instrument. The pupils reflected that they like the competition and were eager to join.

Subject-based concern	Target and Concerns
Boost students' confidence and Self-esteem through performance at school events	Develop student's potentials and talents through different training groups and competitions (Choir, Percussion Band and Music Festival)

Internal Activities / Competitions

1. 'Music for the Millions concert' was held on 19th March, 2019 (Tuesday). Students enjoyed the performance very much. They were also given chances to play different musical instruments in the activity.
2. **Parent-child Talent Show:** All students were invited to join Talent Show. After audition, a total of 48 teams would perform in the school hall on 12th April, 2019. One of the performances was parent-child performance. The performance included singing (solo, duet, trio and quartet), playing musical instruments (drum, cello, violin), dancing, sports (rope skipping, martial arts) and magic show. All participants would be awarded with souvenirs and certificates.
3. Inter-class singing contest: This activity was organized to enhance pupils' collaborative skills, and build up pupils' self-esteem through performing on stage. It will be conducted in July, 2109.

External Activities / Competitions

1. The School Choir and Percussion Band joined the Hong Kong Schools Music Festival. The results were listed in 'Part IV Students' Performance'.

Information Technology:

Purpose:

1. To equip students' e-learning skills and enhance their learning effectiveness

Major Concern	Targets	Strategies	Evaluation
1. To enhance teaching and learning effectiveness through self-directed learning	- To enhance students' self-directed learning skills	- Motivate P.3 – P.6 students to use the I.T. e-book for self-learning by completing an after-class e-Assessment at home (twice in each term)	P.3 to P.6 students have e-book accounts and e-assessment are assigned as after-class homework
	- To develop students' reading skills	- Set up I.T. learning websites (E-learning platform) for self-learning	Accounts were set up for pupils to log in HKEdCity & Office365 SharePoint, tutorials were given in IT lessons
	- To promote teachers' professional development on students' self-directed learning	- Encourage teachers to share their teaching and learning ideas in using I.T. related skills on Friday sharing sessions	Two sharing workshops on e-learning were organized for teachers.
2. To cultivate students' positive values	- To cultivate students' positive values on presenting their gratitude to others	- Design e-cards for festivals and different occasions in the school year	E-card design on gratitude was conducted in June. Students shared their work on MS 365 platform for comments from parents and schoolmates.
3. To enhance parents' involvement in parent education	- To invite parents to join parent-child competitions to arouse their awareness in browsing healthy websites	Encourage parents to browse the e-learning platform with their children	-Students and parents were invited to join 2018 Meritorious Websites Contest organized by outside agent.

Information Technology:

External Activities / Competitions

1. 2018 Meritorious Websites Contest: This activity was organized by Office for Film, Newspaper and Article Administration (OFNAA). The school joined the competition as the objective suited one of the major concerns of the subject plan.
2. **Sending gratitude e-card activity:** This activity was conducted in June. P.2 – P.6 students participated in I.T. lessons. The activity consists of two parts: designing an e-card & uploading the e-card to the SharePoint platform.

Library Studies:

Purposes:

1. To develop students' reading skills in independent reading
2. To cultivate students' reading habits at school and at home

Major Concern	Targets	Strategies	Evaluation
1. To enhance teaching and learning effectiveness through self-directed learning	- To cultivate students' reading habits	<ul style="list-style-type: none">- Promote different reading materials such as story books, non-fiction, magazines, newspaper, on-line reading resources at Library Studies lessons- Encourage students to participate in books sharing during Library Studies lessons, morning assembly and book recommendation programme at lunch broadcast- Promote e-reading by participating in HKEdCity e-Read Scheme- Refine/restructure the school-based reading skills and worksheets	<ul style="list-style-type: none">- The targets were reached.- Students borrowed 5,186 fiction books and 3,414 nonfiction books in the whole year.- Over 80% of students like reading through HKEdCity to read e-books.- Over 100 students subscribed newspaper- Three kinds of magazines were ordered for students to read every month.- Over 60% of students got stamps from reading program in the first term. However, just 50% of the students completed their book report because the students reflected that it was very difficult to write an article to recommend a book in the book report.- There are 8 students participating in book recommendation sessions at lunch broadcast.
	- To develop students' reading skills	<ul style="list-style-type: none">- Teach students the reading skills in gathering information for cross-curriculum project- Teach P.1-3 students to use graphic organizers to visualize text information- Teach P.4-6 students to use the searching skills to summarize information-Set up Self-learning Corner for students to read and do worksheets or tasks during their free time at school	<ul style="list-style-type: none">- The targets were achieved.- 70% of lower level students applied mindmap to organize the information in the cross-curriculum project- 70% of upper level students applied searching skills and summarizing skills to organize the information in the cross-curriculum

2. To cultivate students' positive values	-To cultivate students' positive values on presenting their gratitude to others	- Promote the positive values on 'gratitude' through Chinese/English morality stories in the library lessons	The targets were achieved. - By observation, over 70% of students liked morality stories.
3. To enhance parents' involvement in parent education	- Organize theme-based talks for parents on reading skills and study skills	- Encourage parents to attend reading talks or workshops, and use the skills learnt to teach their children	The targets were achieved. - Over 90% of parents agreed that the workshops were useful.
	-To raise parents' expectation on students' studies	- Organize 'Parent-child Co-reading Scheme' to invite parents to read with their child in order to build a habit of reading for their child	-70% of the lower level students and their parents participated in 'Parent-child Co-reading Scheme' However, 50% of students express their parents always busy, therefore the parents cannot read with their child within regular time.

Internal Activities / Competitions

1. Most Active Readers Award was held in the first term and the second term. Students were encouraged to read more books and record in their reading record. They had to write a comment or a review of the book in 'My Favourite Book Recommendation' and shared with other students.
2. Morning Reading Scheme was conducted on Monday mornings. Students read books during the class periods. Class teachers supervised their students to make sure everyone concentrated on reading. Most students had developed the habit of reading during this scheme.
3. Book exhibitions were conducted monthly including Sports, Health and Science. Books were also selected to suit the school activities including 'Gratitude' and 'Chinese New Year'.
4. Self-Learning Corner was set up in each classroom to provide books and magazines in both English and Chinese. Students chose a book to read in their free time at school. Students were not required to do any book reports or book recommendation. Worksheets were also provided in the Self-Learning Corner to let students do in their own pace and interest.
5. Serving parents were recruited to tell English or Chinese stories and conduct Chinese cultural activities to students during pre-lessons on Tuesdays or Fridays. Students, especially the lower primary students, enjoyed the activities very much. They joined the activities on a voluntary basis.

External Activities / Competitions

1. **The Equality for All: Tally & Friends Story-telling Competition:** Students of P.6 were selected to join the Equality for All: Tally & Friends Story-telling Competition. The team of students prepared their own script under the guidance of the teacher. The team won Championship of Team Category.
2. **‘Tell-A-Tale’ Children’s Storytelling Competition 2018-2019:** 5A Lavanya won third prize. She presented the story in English, Chinese and Putonghua fluently.

Project Learning

1. Project learning week was conducted in December. In the project learning week, students had to complete different tasks assigned to them. Under the theme assigned, students had to learn through talks, visit and reading online materials or books. They had to finish a task to show how well they mastered the topic learnt.
2. The themes and activities for each level:

Level	Themes	Activities conducted
P.1	My Dream Park	<ul style="list-style-type: none">• Visit Kowloon Park
P.2	Animals a Class Pet	<ul style="list-style-type: none">• Visit Hong Kong Zoological and Botanical Gardens• Talk on “How to Take Care of your Pets”
P.3	We love Plants	<ul style="list-style-type: none">• Visit Kadoorie Farm and Botanic Garden• Talk on “Plants”
P.4	Smart Use of Water	<ul style="list-style-type: none">• Visit Plover Cove Reservoir• Talk on “Water Conservation Starts from Home”• Exhibition on “Water Conservation Starts from Home”, “Little Drops Marvelous Journey” and “Save Water for the Future”
P.5	Solar system – Space Trip	<ul style="list-style-type: none">• Watch Movie “The Martian”• Visit Space Museum
P.6	Birds_ Home Sweet Home	<ul style="list-style-type: none">• Visit Mai Po Wetland and attend Mai Po Wetland School Education Programme• Attend Bird House Workshop

3. Students showed great interest in the learning process. They were engaged in their group work with peers. They also learnt how to co-operate with other group members. Students’ works were displayed on Parents’ Day. Parents showed great appreciation about the performance of their children.

Part IV Support for Student Development

For pupils' whole person development, we implemented moral and civic education programme and School-based Whole School Approach Award Scheme – “Be A Good Kadoorian” to help students build up positive attitude and values. We also provided various programmes to enrich students' learning experiences and to stretch their potentials. These programmes were delivered in the form of Co-curricular Activities, school events, talks, visits and workshops. Students were assigned with different service groups at school and joined different uniform groups. Pre/Post periods were fully utilized to develop students' potential in non-academic field. On the other hand, supportive programmes such as recovery programmes, buddy reading programmes and peer support groups were conducted to provide extra support to those students in need.

(1) Moral and Civic Education

The School-based Moral and Civic Education Curriculum aimed at cultivating students' positive values and attitudes through continuous and systematic learning experiences. 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 through sharing. 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. The topics set would be conducted with a four-week cycle mode. For each of the topic, there would be preparation talks in the beginning, then follow-up activities in the classroom and self-reflection at the end of each cycle. Below are the topics for all levels.

Time	Topics
First term	Gratitude, Basic Law, Perseverance, Responsibility, Love and Care, Evaluation
Second term	Commitment, Respect, Honesty, Evaluation

The topic Gratitude is our Major Concern 2 of the Annual School Plan.

(2) 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. Theme-based activities include Discipline Competition, Stars of the Month, New Prefect Attachment Programme, Prefect Training Day Camp and Outstanding Prefect Election.

Various inter-class competitions were organized including Discipline Competition in the First Term and the Second Term, Cleanliness Competition in the First Term and the Second Term. All classes showed eagerness to earn marks for their class.

With focus on Annual School Plan Major Concern 2, activities and programs on “Whole Person Development Programme” were designed under the theme ‘Gratitude’:

1. 2 workshops and 2 educational talks for students on the theme ‘Gratitude’ were arranged.
2. 11 Campus TV programmes on ‘Gratitude’ were produced by teachers and parents during lunch time on Fridays. The topics included ‘Expressing gratitude’, ‘Gratitude Journal’, ‘Showing Gratitude being thankful’, ‘Special Issue on Gratitude’, ‘Gratitude challenge’, ‘Gratitude Jars’,

‘Gratitude Art’, ‘Thank you parents’, ‘Thank you teachers’, ‘The feeling of Gratitude’ and ‘嘉道理傾下計’.

3. Winners of external competitions were interviewed and expressed their thank you messages in the Campus TV programmes.
4. Under the theme “Five Senses Approach Programme”, whole-school activities named as ‘Silent Recess’ and ‘Blind Lunch’ were arranged during recess or lunch time on the activity day. Through the activities, students learnt to be grateful for having all their 5 senses. Pupils were asked to think about how they value items that belong to them. Some pupils were invited to share their thoughts during morning assemblies after the activities. A Day Camp was arranged for 10 target students in by the discipline mistress.
5. 'Note of Thanks' platform was set-up for students to display their thank you messages to different personnel around them.
6. The whole-school chop award scheme was launched to inculcate the core value to students' attitude with special stamps given to pupils on ‘Gratitude’.
7. An on-line ‘Quiz on School Rules and Regulations’ (MS Office 365) would be arranged 1 week before the Discipline competition (2nd term) for all levels by Discipline team.
8. ‘Gratitude Coupon’ system was established to award students who showed thankful behaviour. Students who could get ‘Gratitude Coupons’ attended a dessert making activity arranged by the parent helpers.

(3) Guidance Programme & Personal Growth Education

A school-based whole school approach award system “Be A Good Kadoorian” was implemented in two phases throughout the school year. Students were encouraged to set achievable targets in academic and non-academic areas at the beginning of the school term. Teachers gave positive feedback to students who have shown improvement by giving them chops so that students’ good behavior could be reinforced. An award named ‘Star of SEK – Best of the Best’ would be given to the best students who got the most chops in each class. The targets are to achieve good performance in Discipline, Tidiness, Attitude and Responsibility. This school year, a special card on ‘Gratitude’ was prepared for teachers to award those who were able to show thankfulness or appreciation to others.

All of our students were eager to gain chops in the scheme throughout the school year as they could attain different levels of awards including bronze, silver, gold and diamond. Phase I and II of the scheme had completed and data on students’ achievement was collected. 224 students got Bronze Award. 126 students reached the Silver level, 47 students reached the Gold level and the top 19 students reached the Diamond level. All these pupils received stationery as they reached the target set by teachers. Redeem stationery encouraged students to collect more chops, which reinforced positive behaviors among students in general.

To acknowledge the good achievements made by those students who reached the Gold or Diamond level, a mysterious party was held after the examination. Students joined the water games in the party and they had a very enjoyable time in the after-exam activity.

SGPs implemented the programme ‘The Joyful@ HK’ which was sponsored by the Quality Education Fund in co-ordination with The Boy’s Brigade Hong Kong. P.3-P.6 pupils joined the training over-night camps. The training worked on the facilitation of their potential to own the positive qualities through some experiential learning and debriefing. These potential are the basic element of resilience and maintain overall mental well-being.

Other developmental activities, aerial photograph class, magic class, parent-child green craft workshop and “Learn with Fun” also provided pupils with the mindful and joyful elements to enhance positive experience in self-actualisation.

(4) 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, we aim to equip students with the strength and resilience to face and tackle their own problems and serving the community. The programmes were conducted during Friday afternoon.

SGP coordinated with UAP service providers, Life Workshop and New Home Association, in implementing the comprehensive support programme. All P.4 to P.6 activities were smoothly completed as scheduled.

To enable students to have a basic understanding (knowledge and skills) of “resilience” and increase students’ resilience, small group activities and day camp were conducted for each level. Students participated in social services and made contributions to the groups in need of help in the community. Most of them got involved in the voluntary service and increased their sense of belonging towards the community.

To assist parents in enhancing their parenting skills and communication skills with their children, parent workshop was also conducted.

Parents and class teachers were invited to attend the closing cum Prize-giving ceremony to let students have a deeper reflection and showed their appreciation to the hard work made by students. The students participated actively in the programmes. The attendance rate was very good.

a. Primary Four UAP Intensive Programme

Duration: November, 2018 – April, 2019

Item	Name and Date of activities	Evaluation
1.	Orientation	Students showed commitment and constant improvement in behaviour throughout the programme. They were well-disciplined and always concentrated in the learning process. The experienced tutors helped students to develop their potential. Some students were found being more positive and cooperative after joining UAP.
2.	Parent Workshop 1 cum Launching & Sharing	
3.	Small Group Sessions: - Introduction of the theme (resilience, optimistic, belongingness and perseverance) - Team-building activities - Problem solving skills	
4.	Day Camp - Tai Tam Scout Centre on 10/12/2018 - HK Girl Guides Association New Sanailands Training Centre on 10/1/2019 - TWGH Ma Tso Lung Campsite on 4/4/2019	
5.	Parent-teacher sharing & mid-term evaluation	
6.	Parent-child Camp & Parent Workshop 2	
7.	Parent Workshop 3 cum Closing and Sharing	

b. Primary Five UAP Booster Programme

Duration: February, 2019 – April, 2019

Item	Name of activities	Evaluation
1.	Opening Ceremony	Students who participated actively in their Primary Four UAP programme last year were invited to join the programme this year. Since the tutors had led the group of students in their P.4UAP, they knew the students well. To conduct the social service to the elderly centre, a lot of guidance were given to the students. The visit was conducted smoothly. However, students still had a lot to learn in the preparation work. The adventure day camp also provided a lot of chances for them to experience cooperation and tackling problems.
2.	Small Group Activity: Service Preparation	
3.	Social Service - Visit Stanley / Shek O Neighbourhood Elderly Centre	
4.	Adventure Day Camp - Aberdeen Country Park on 19/3/2019	
5.	Individual Interview	
6.	Closing cum Prize-giving Ceremony	

c. Primary Six UAP Booster Programme

Duration: September, 2018 – October, 2018

Items	Name of activities	Evaluation
1	Small Group Sessions <ul style="list-style-type: none">- Introduction of the theme (resilience, optimistic, belongingness and perseverance)- Team-building activities- Problem solving skills	Tutors reported that most of the pupils have an obvious change, especially for those who were the low-achieving pupils in their P.4 or P.5. This year, they showed good performance in the social service work. Students also became more confident in tackling problems or in communication with peers.
4	Social Service <ul style="list-style-type: none">- Thank-giving activity	
5	Day Camp <ul style="list-style-type: none">- Lady Maclehose Holiday Village on 19/1/2019	
6	Interview/ Evaluation	
7	Closing Ceremony	

(5) School Events

School arranged different major events in the school year. Parents were invited to attend these school events to share the joy with their children. Their involvement also enhanced home-school cooperation. Level Parents' Day and Parents' Day were also scheduled to inform parents about school policies and the performance of their children in academic achievements and overall performance.

Month	School Events
29 th August, 2018	Orientation for P.1 and New Pupils
30 th August, 2018	P.1 Bridging Programme – Fun with English
18 th September, 2018	Level Parents' Day (P.5 - P.6)
2 nd October, 2018	Level Parents' Day (P.2 - P.4)
5 th October, 2018	Dress Special Day
2 nd November, 2018	School Picnic
11 th December, 2018	Talk on Secondary School Places Allocation (Discretionary Place) (P. 6)
21 st December, 2018	Christmas Party
19 th January, 2019	Parents' Day
12 th April, 2019	Talent Show
25 th January, 2019	1 st Prize Giving Day
26 th March, 2019	Sports Day
9 th April, 2019	Talk on Secondary School Places Allocation (Central Allocation) (P. 6)
29 th June, 2019	Graduation Day
5 th July, 2019	2 nd Prize Giving Day

(6) Co-curricular Activities

CCA was conducted every Friday afternoon. Students were selected into rotating groups, fixed groups or special groups. For rotating groups, students attended different CCA activities in cycles to develop their interests. For fixed groups, students attended the same group throughout the school year. For special groups, students attended activities according to students' need. Below was the arrangement of Co-curricular Activities in this school year:

	CCA Groups	Level	Targets
1.	趣味中文(P.4-6)	P.4-6	Rotating Groups
2.	Balloon twisting	P.3-6	Rotating Groups
3.	趣味中文(P.1-3)	P.1-3	Rotating Groups
4.	Little chef	P.2-6	Rotating Groups
5.	Fun with Computer - Coding	P.4-6	Rotating Groups
6.	Origami Activity	P.1-6	Rotating Groups
7.	Fun with Rummikub	P.1-6	Rotating Groups
8.	ZEN Drawing	P.1-6	Rotating Groups
9.	Music Activities	P.1-6	Rotating Groups
10.	English Adventure	P.1-6	Rotating Groups
11.	Fun with Arts & Craft	P.1-6	Rotating Groups
12.	Drama	P.1-6	Rotating Groups
13.	Fun with iPad	P.1-6	Rotating Groups
14.	Board Games	P.1-6	Rotating Groups
15.	Fun with Ball Games	P.1-6	Rotating Groups
16.	Fun with Rope Skipping	P.1-6	Rotating Groups
17.	Fun with Maths	P.3-6	Rotating Groups
18.	Floral Design	P.3-6	Rotating Groups
19.	Science Activities	P.1-6	Rotating Groups
20.	Library Activities	P.1-6	Rotating Groups
21.	PTH Activities- Choral Speaking	P.3-4	Rotating Groups
22.	Football	P.3-6	Fixed Groups
23.	Tennis	P.3-6	Fixed Groups
24.	STEM Team	P.4-6	Fixed Groups
25.	Percussion Band	P.1-6	Fixed Groups
26.	Visual Art Elite	P.3-6	Fixed Groups
27.	School Ambassadors	P.1-6	Fixed Groups
28.	Rope Skipping	P.3-6	Fixed Groups
29.	Social Skills for SEN Pupils	P.1-6	Special Groups
30.	Discipline & Guidance	P.1-6	Special Groups
31.	Student Counseling	P.1-6	Special Groups

(7) Talks and Visits

To raise students' awareness of social affairs, talks were scheduled for different levels of students during CCA. Visits were also arranged as an extension of classroom learning. P.6 students would visit secondary schools to get familiar with the new learning environment.

Talks:

Month	Topic of Talks	Level	Speaker
September	Use the Ambulance Service Properly	P.2-P.3	Fire Services Department
September	Diet and Health	P.4-6	Student Health Service Centre
October	Puberty Talk	P.5-6 (girls)	SGP
November	Road Safety	P.1-3	Hong Kong Police Force-HK Island Road Safety Team
December	Story Telling	P.2-4	Teacup Productions
January	"Plastic-free Ocean Walking with Omura's Whale"	P.4-6	The City University of Hong Kong
March	Healthy information for a healthy mind	P.4-P.6	Office for Film, Newspaper and Article Administration
June	Experience Sharing on Secondary School Life by Alumni	P.6	Graduates of SEKPS Emanuel Randeep

Visits and Outings:

Month	Place	Level
October and November, 2018	Visit to Legislative Council	P.6
November, 2018	Visit to Mai Po Wetland School	P.6
November, 2018	Visit to Hong Kong Space Museum	P.5
December, 2018	Visit to Delia Memorial School (Hip Wo)	P.6
January, 2019	Visit to Lunar New Year Fair in Victoria Park	P.2
January, 2019	Visit to Jockey Club Drug Centre	P.5
February, 2019	Visit to Lions Nature Education Centre	Girl Guides
February, 2019	Visit to Noah's Ark	P.4-P.6 students concerned
February, 2019	Visit to Dream Maker Workshop	P.4-P.6 students concerned
February, 2019	Love and Fun in Ping Chau	Cub Scouts
March, 2019	One Day Study Tour in Shenzhen	P.4-P.6 students concerned
March, 2019	Visit to the Flower Show	P.3
April, 2019	Visit to Rosaryhill School	P.6
April, 2019	Visit to Sam Tung Uk Museum	P.4
May, 2019	Visit to CAD Education Path	JPC members
May, 2019	P.6 Graduation Camp	P.6
June, 2019	Visit to Wet Market	P.6
June, 2019	Visit to Supermarket	P.1
June, 2019	Visit to Stanley	P.5
June, 2019	Visit to Hong Kong Children's Discovery Museum	1, 4, 5

(8) Services from Uniform Groups & Service Groups

Service Groups (Subject)

Titles of Service	Number of students
Chinese Buddy Reading Tutors	12
Chinese Ambassadors	30
Maths Elites	11
English Buddy Tutors	10
IT Elites	10
Library Helpers	15
PE Helpers	8
Big Brothers & Sisters	42

Service Groups (Uniform Groups and Service Groups)

Titles of Service	Number of students	Titles of Service	Number of students
School Prefects	34	Boys Scouts	22
Class Prefects	42	Girl Guides	24
Class Monitors	40	Junior Police Call	29
Cleanliness Ambassadors	40	CYC	P.4-P.6
Student Ambassadors	15		

(9) Pre/Post Lesson Activities

- Recovery Reading Programme for P.1-3 would be arranged to help pupils who were weak in reading. In this programme, teachers teaching the respective classes (including NET) would conduct the reading with pupils with lower reading ability or those who had no one to read to at home.
- Buddy Reading programme would also be arranged for P.1-3 pupils. For Buddy Reading Programme, NET would select and train pupils from upper levels to conduct reading activities and play educational games with pupils who were weak in reading.

Pre-lesson Activities

Language / School Team Trainings / Counseling & Guidance/ Recreation

Language or Mathematics		
P.1 Eng Recovery Reading	P.2 Eng Recovery Reading	P.3 Eng Recovery Reading
P.1 Eng Buddy Reading	P.2 Eng Buddy Reading	P.3 Eng Buddy Reading
P.1 Chin Buddy Reading	P.2 Chin Buddy Reading	
P.2 Maths Support Group	P.3 Maths Support Group	P.4 Mathematical Olympiad
School Team Trainings		
Athletic Training – Girls	Athletic Training - Boys	Flag Raising Training

Post-lesson Activities

School Team Trainings		
Chinese Dance	Musical Group	Choir
Percussion Band	African drum	
Table Tennis	Taekwondo	Cricket
Football-Boys	Mini Tennis	Basketball- Boys
English Choral Speaking/ Puppetry	St Paul's Chinese Reading Program	Visual Arts
Mathematical Elite		
Uniform Groups		
Cub Scout	Girl Guides	/

(10) School-based After-school Learning and Support Programme

● **After-school Homework Tuition**

After-school Homework Tuition classes are organized to enhance student's study skills and guide them finish their homework. The programme was run both in the first and the second term. Participants are divided into groups and attend the tuition four days a week after school. Most of the students who joined the support programme made good use of the time to finish their homework.

● **After-school English Tuition**

Purpose: The tuition aims at helping pupils to improve their academic performance in English.

- P.1 English Tuition classes are organized and taught by teaching assistants.

● **After-school Chinese Tuition**

Purpose: The tuition aims at helping NCS pupils to learn Chinese.

- Students are grouped into Junior Group, Intermediate Group and Senior Group according to their levels. The classes are taught by teaching assistants.

● **After-school Mathematics Tuition**

Purpose: The tuition aims at helping pupils to improve their academic performance in Mathematics.

- P.2, P.3 and P.4 Maths Tuition classes are organized and taught by teaching assistants.

Teaching assistants sought advice from subject teachers of English, Chinese and Maths in designing the worksheets. Students had steady progress in study.

● **Teach with Fun After-School Care Service**

Trained volunteers would provide services in the ratio of 1:1 or 1:2 to help students in need. This service provides chances for inter-generation interaction and it involves homework guidance, activities for developing moral competence and other social activities. The program was originally planned for the 1st term. With great response from both students and the volunteers, the program was extended to the 2nd term and finished in May.

(11) 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">• Our school is committed to developing an inclusive culture through the Whole School Approach (WSA) to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life.• We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.
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">• Learning Support Grant• Enhanced Speech Therapy Grant• Special Grant in Supporting NCS students
III. Support measures and allocation of resources	<p>Students with SEN and Academic Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none">• Student Support Team is established with team members include the Headmistress, Deputy Head, Curriculum Development Mistress, Senior Teacher in-charge of Student Support Team, SGPs and experienced teachers.• One temporary teacher, one part-time teacher and 3 teaching assistants are recruited in the implementation of the WSA to cater for learners' diversity.• ALAs are provided with pull-out/ post-lessons which include P.1-6 Chinese, P.1 English and P.1-P.4 Mathematics.• School-based speech therapy service is arranged to offer individual/ group training/ therapy sessions to students with Speech & Language Impairment (SLI) once a week.• Occupational therapy service is arranged to offer individual/ group training/ therapy sessions to students with SEN or ALAs once a week.• Deploy 0.5 teacher or Teaching Assistants to co-teach to support students with SEN in the classrooms.• With teachers' coordination, Teaching Assistants provide after-school English / Chinese/ Maths. tutorials for those students who had a poor foundation in learning.• 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 when

	<p>appropriate.</p> <ul style="list-style-type: none"> • 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. • EDB and NGOs are invited to conduct staff development programmes which include implementing the Whole School Approach to support students with SEN.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Implementation of student support services

Mode of Support	Purpose	Schedule
Study Skills Group	To help students adjust their behaviours through training programmes conducted by Occupational Therapist	Every Tuesday
Speech Therapy	To help students with speech and language impairments through therapy programmes conducted by Speech Therapist	Every Friday
Social Skills Groups	To provide small group training and other supportive services for students in need of social and adaptive skills enhancement	Every Friday
Individual Education Programmes (IEP)	To enhance the learning capacity of the students with special educational needs through tailor-made programmes conducted by teachers or teaching assistants	According to pupils' need during the school year
Part-time Teacher	To provide extra support to students in need during English / Chinese / Maths lessons weekly	According to the weekly schedule assigned by Student Support Stream
Small class teaching by subject teachers	To provide extra support to classes with more less able students	Whole year

(12) Support for Newly Arrived Children

To enhance newly arrived students' standard of English and Chinese, and foster their personal development and social development, a series of classes were arranged from October to June. P.1 to P.6 pupils concerned would join the programme for free. Visits were arranged to let pupils understand more about different aspects of the community. The places visited were Hong Kong Science Museum, Hong Kong Museum of History, Hong Kong Space Museum, The Police Museum in the Peak, Hong Kong Correctional Services Museum in Stanley, Murray House in Stanley and Hong Kong Disneyland.

(13) Student Welfare

School arranged different welfare services for the benefit of students.

Support Services	Number of Students Joined
Dental Care Services	418
Student Health Services	424
School Textbook Assistant Scheme	Full Grant: 63, Half Grant: 38
Student Travel Subsidy Scheme	NIL

(14) Trading Operation was conducted for the following service:

Support Services	Number of Students Joined
School Bus Service	123
Lunch Catering Service	September: 208, October: 206, November: 209 December: 196, January: 194, February: 196 March: 209, April: 196, May: 212, June 209
Community Care Fund (for lunch)	122

(15) To ensure that the School Bus Service and Lunch Catering Service are well managed, the School would conduct regular meetings with parent representatives and representatives from service providers.

Part V Connection with Parents, Alumni and Kindergartens

(1) 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, Parents' Day as well as "Tea with Headmistress", parents were also advised of school's expectations, school's policies and parenting skills.

Parents were also invited to attend or participate in some of the special events held at school, namely School Picnic, P. 1 Birthday Parties, Christmas Celebration, Talent Show, Sports Day, Prize Giving Days and Graduation Day. Workshops and talks would be arranged for parents to enhance their parenting skills. Teachers have often kept parents informed of their children's performance in school by phone.

(2) Parent-Teacher Association

1. 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.
2. **AGM of PTA:**
 - AGM of PTA was held on 26/10/2018. 45 parents attended. Together with teachers, 85 voted in the election. The new Ex-com members were elected.

Post	Committee Members (2018-2019)		
	Parent Members		Teacher Members
Advisor	/		Ms. Chui Sau Man
Chairperson	Mr. Baljinder Singh	Parent of 6A Prabjeet, 3A Manjot	/
Vice Chairperson	Mr. Ian Bruton	Parent of 5B Mya	Ms. Fung Wan Shuen
Secretary	Mrs. Asha Kumari	Parent of 5A Utkarsh	Ms. Yu Ching Wai
Treasurer	Mrs. Icha Wilson	Parent of 6A Raselia, 1D Arthur	Ms. Choi Shun Yan
Co-ordinator	/		Ms. Law Yuk-Fung
Publication Co-ordinator	Mr. Lam Chun Chi	Parent of 5B Angelisa	Ms. Ma Sim Hing
	Mrs. Nellie Lalwani	Parent of 4C Chanelle, 2A Chandrei	
Activities Co-ordinator	Mrs. Joyce Shek	Parent of 4B Jocelyn	Mr. Wong Chi Shing
	Mrs. Lailin Rose Lagrimas	Parent of 4C Bob James, 2A Justin	

- The vote counting of SMC parent members was held on the same day. All parents voted from Monday to Friday of the week. 321 ballots were collected. Mr. Baljinder Singh received the highest vote and was selected as a SMC parent member for the school year 2018-2019 and 2019-2020.

- In order to attract more parents attending the AGM, a cooking workshop of making nougats was arranged. Parents who joined the cooking workshop liked making the dessert. Musical group was also invited to perform at AGM. Parents enjoyed the performance very much.

3. **Serving parents:**

- Serving parents were recruited in September, 2018 to assist teachers in conducting Chinese story telling (every Friday morning), English story telling (every Tuesday morning), Lunch helpers and translation service. The PTA also invited serving parents to provide assistance to parents who wanted to meet teachers.
- Students, mostly P.1 and P.2 students, were eager to join the Chinese story telling or English shared reading of big books.

Serving Parents

Duty	Time of Service	No. of Serving Parents
Translation Kiosk	Wednesday Morning	3
P.1 Lunch Supervision	Lunch Time daily	14
Chinese Cultural Activities	Friday Morning	6
Story Telling (English)	Tuesday morning	6

- Parents were invited to decorate the hall and the lobby for Christmas Party and Cultural Day. Parents were also generous in donating gifts at Christmas Party. The five different festive food for all students to have a taste were prepared by parents. On Sports Day, 32 parents joined as serving parents and assisted in looking after students in field or track events. Many parents joined Parent-Child Games.
- PTA Day Tour:** PTA Day Tour was held on 23rd February, 2019. 220 parents and students joined the tour to Kadoorie Farm and Botanical Garden and Tai Po Waterfront Park. The participants were very satisfied with the arrangement of the PTA Day Tour and enjoyed visiting the farm and flying kites.
 - Activity for Serving Parents:** 40 parents and their children joined the Activity for Serving Parents. This activity was organized every year to acknowledge the contribution by serving parents throughout the school year. The activity was held in Disciplined Services Sports and Recreation Club in Causeway Bay for ball games.
 - Parent Education:**
 - To encourage more parents to participate, Parent Education Cards were introduced. Parents collected stamps when they joined one event related to parent education. The new scheme was welcomed by parents.
 - Parent Education programmes were conducted as scheduled smoothly. The school and also SGPs organized various activities and talks for parents. They were listed in the table below.

Duration	Contents	Participants
November, 2018 January, 2019 April, 2019 June, 2019	Tea with Headmistress (four times in the school year) Topics: - Talk on 'Relax: How to reduce stress in daily life' - Talk on 'How Empathy Changes the life of our Children' - Zentangle Drawing Class - First Aid Workshop (An Activity organized according to Major Concern 2 in Annual School Plan)	P.1 – P.6 parents
September - May (Saturday morning)	Learn with fun (Parent Workshop) - Organized on from September to May - Cooperated with St. James Settlement	Parents concerned
September - May (Saturday morning)	Cantonese Class (10 sessions) - Cooperate with Oi Kwan Social Service	NCS families
October, 2018	Cooking workshop on AGM - Making Nougat	All parents
November, 2018	Dietitian Healthy dishes workshop on 6/11/2018 and 27/11/2018 - An Activity organized according to Major Concern 2 in Annual School Plan	Mostly for NCS families
January, 2019	Green Workshop (Parent-child workshop) - Cooperated with Oi Kwan Social Service	All parents
June, 2019	Stretching Exercise for Parents	All parents

PTA Scholarship

To encourage students to strive for excellence, PTA set up Scholarship Scheme as a way of commendation.

Name of Scholarship	Criteria of Selection	Awards
PTA Speech Festival Award	Get position in Hong Kong Schools Speech Festival	One-hundred-dollar book coupon was awarded to each awardee.
PTA Level Award	First 3 in each level in Mid-year Examination	Trophy and certificate were awarded to each awardee.
PTA Scholarship	Best in the 4 core subjects (English, Chinese, Chinese Elite, Maths, G.S.)	P.6 - One-hundred-dollar book coupon was awarded to each awardee. P.1 – P.5 Stationery set will be awarded to each awardee.

PTA Speech Festival Award

Class	Name of Pupils	Class	Name of Pupils
2B	Law Yat Chun Obama	4C	Wong Shun Hey Mac
3A	Kaur Manjot	6A	Prabjeet Kaur
3A	Rabiya Azrar	6A	Tapasa Sutradhar
3A	Abdul Rahman Asfia	6A	Chan Wut Yi Yuki

PTA Level Award

Level	Position	Name of Pupils
P.1	First	Chow Cheuk Gi
	Second	Tung Kwok Hang Constant
	Third	Yu Hao Xuan
P.2	First	Madhan Mohan <u>Shraddha</u>
	Second	Leung Yu Fung <u>Avis</u>
	Third	Chan <u>Kelly</u>
P.3	First	Abdul Rahman <u>Asfia</u>
	Second	Yeung Yu Fei <u>Oliver</u>
	Third	Huang <u>Simba</u>
P.4	First	Tang Hoi Fung Ethan
	Second	Fung Kwok Ching <u>Edward</u>
	Third	Shek <u>Jocelyn</u>
P.5	First	<u>Abigale</u> Sung
	Second	Lo Chi Shing <u>Alves</u>
	Third	Chan Wang Kai <u>Henry</u>
P.6	First	Lu Runbo Kevin
	Second	Tsui Tsz Tung Marc
	Third	Lee Heng Zhou Frankie

PTA Scholarship Award**Best in English**

Class	Name	Class	Name
1A	Cheung Gabriel	4A	Karanjot Singh
1B	Leon Thiago Laporte	4B	Khan Hasnain
1C	Dhillon Navraj Singh	4C	Aguirre Precious Breeze
1D	Subedi Samragyi	5A	Abigale Sung
2A	Lee Tai Long Jayden	5B	Limbu Rajhang
2B	Chan Kelly	5C	Shaw Kei Fung Albert
2C	Leung Yu Fung Avis	6A	Fujiwara Zoe Mayu
2D	Tin Ka Tsun Karson	6B	Arciaga Ellynni Syrise Handayan
3A	Abdul Rahman Asfia	6C	Fermin Dennela Gabriele
3B	Sadiasa Christoff Nicco Santos		
3C	Jaaznia Aman		

Best in Chinese

Class	Name	Class	Name
一智	Yeh Tsz Kwan Kennis	四智	Tang Hoi Fung Ethan
	Yao Jun Hao	四仁	Fung Kwok Ching Edward
	Yu Hao Xuan	四信	Bigelow George Joseph
一勇	Ng Pak Hei Paco	五智	Chan Wang Kai Henry
一仁	Nguyen Ngoc Phuong Hoa	五勇	Lee Tong Ming Yin
一信	Quito Justin Benedict Cunanan	五信	Bruton Mya
	King Brian Joseph Brendan	五仁	Bigelow Marasia Lasam
二智	Lee Tai Long Jayden	六智	Wong Jia Jun Andy
二勇	Lei Chi Ho Brian	六仁	Kwong Fedora
二仁	Jeremiah Riley Martinez	六信	Plumptre Arike Nenita Yetundi
二信	Madhan Mohan Shraddha	六孝	Martinez Ron Angelo
三智	Lam Lok Hei Raphael		
三仁	Sasaki Yu		
三信	Simba Huang		

Best in Maths

Class	Name	Class	Name
1A	Bahadur Izzah Bibi	4A	Dinh Trong Nghia Justin
1B	Ki John Tsz Kong	4B	Shek Jocelyn
1C	Chow Cheuk Gi	4C	Tang Hoi Fung Ethan
1D	Moor Chun Kei Ethan	5A	Chan Wang Kai Henry
2A	Chan Sheung Hang Hannah	5B	Le Vo Minh Anh
2B	Madhan Mohan Shraddha	5C	Shaw Kei Fung Albert
2C	Leung Yu Fung Avis	6A	Lee Heng Zhou Frankie
2D	Chen Chai Yu Daniel		Wong Jia Jun Andy
3A	Muhammad Khalifa Nagara Akbar Alif	6B	Hanson Anjalika
3B	Yu Andrew	6C	Gurprabh Singh
3C	Jaaznia Aman		

Best in General Studies

Class	Name	Class	Name
1A	Bahadur Izzah Bibi	4A	Fung Kwok Ching Edward
	Nguyen Ngoc Phuong Hoa	4B	Shek Jocelyn
1B	Leon Thiago Laporte	4C	Payakit Johneil Sadino
1C	Chow Cheuk Gi	5A	Utkarsh Roy
	Chum Lok Yee Niki	5B	Limbu Rajhang
1D	King Brian Joseph Brendan	5C	Arcay Amelia Marie Baena
2A	Singh Harmanjeet	6A	Martinez Ron Angelo
2B	Madhan Mohan Shraddha	6B	Marietta Eddy Otoman
2C	Leung Yu Fung Avis		Matriano Jonathan Jr Aquino
2D	Tang Wan Ho Bus	6C	Fermin Dennela Gabriele
3A	Abdul Rahman Asfia		Gurprabh Singh
3B	Lau Hsiao Yu Arielle		Mohammad Bessam
3C	Sophia Mirazel S Dizon		

(3) The Alumni Association

The SEKPS Alumni Association was formed in 2010. The main aim is to foster, promote and further friendship, relationship, fellowship and better understanding amongst the past, present and future students, graduates, and teaching and administrative staff of the Sir Ellis Kadoorie (S) Primary School. Our Alumni Homecoming Day is fixed on the first Friday of March every year. All members are welcome to come back to our school campus in Sookunpo to share the happy memories with our Alumni.

(a) Committee Members (2018-19)

Posts	Ex-committee Members
Chairperson :	Mr. Baljinder SINGH
Vice Chairperson :	Ms. HO Kam-tak Camille
Hon Secretary :	Ms. GOPALKRISHNAN Aishwarya
Hon Treasurer :	Mr. HO Man-fai
Coordinator :	Mrs. KAUR Gurpreet

(b) Activities for Alumni

1. **Alumni Home-coming Day:** Alumni Home-coming Day was held on 1st March, 2019. 110 alumni joined the event. Chatting with old friends and meeting teachers were most welcomed by alumni. Besides taking photos of different years of graduation, a group photo was taken in the playground. To show their support to the Alumni Association, alumni made donation in total sum of \$630 on a voluntary basis.

2. **Alumni Hiking Activity:** Alumni Hiking Activity was held on 17th March, 2019. This was the third year the Alumni Association organized the hiking activity. Together with alumni and teacher members, 10 persons joined the event. The location was Lamma Island. The participants enjoyed the scenic spots. More connection among the graduates was needed to attract more alumni to join the event.
3. **Alumni Association AGM:** Alumni Association AGM was held on 29th May, 2019. The new executive committee members for the next two years (2019-2021) were elected.

Posts	Ex-committee Members
Chairperson :	Ms. HO Kam-tak Camille
Vice Chairperson :	Mr. Baljinder SINGH
Hon Secretary :	Mr. Kamran Mohammed
Hon Treasurer :	Mr. HO Man-fai
Coordinator :	Mrs. KAUR Gurpreet

(c) Alumni Scholarship

To encourage students to strive for excellence, the Alumni Association set up Scholarship Scheme as a way of commendation. One hundred dollar book coupon was awarded to the first in each level for the Mid-year Examination every school year.

Level	Position	Name of Pupils
P.1	First	Chen Shiyue Moon
	Second	Yu Hao Xuan
	Third	Cheung Gabriel
P.2	First	Lee Tai Long Jayden
	Second	Leung Yu Fung Avis
	Third	Chan Kelly
P.3	First	Abdul Rahman Asfia
	Second	Yeung Yu Fei Oliver
	Third	King Kevin Setiawan
P.4	First	Fung Kwok Ching Edward
	Second	Wong Shun Hey Mac
	Third	Jones Charlotte Cheuk Ying Pryce
P.5	First	Chan Wang Kai Henry
	Second	Abigale Sung
	Third	Lee Ka Hei Daisy
P.6	First	Lu Runbo Kevin
	Second	Lee Heng Zhou Frankie
	Third	Ouyang Ki Chun Kenneth

(4) Connection with Kindergartens

Date	Activity	Participants
November / December	“My Colourful Christmas” Drawing and Colouring Competition	Kindergarten kids and their parents
December	Christmas Celebration at the school hall	Kindergarten kids and their parents
February	Prize-giving Ceremony	Kindergarten kids and their parents
March	Sports Day Sports Day – Games for kindergarten pupils	Kindergarten kids and their parents
	Visit by Colegio Mateus Ricci Macua	Kindergarten teachers and parents
June	Visit by PLK Chu Lee Yuet Wah Kindergarten	Kindergarten teachers and parents

Part VI Student Performance

(1) Internal Competitions

2018 Mascot of SEK” Design Competition

Level	Prize	Class	Name of pupils
P.5-P.6	1 st	6A	Ron Angelo Martinez
	2 nd	6A	Prabjeet Kaur
	3 rd	5A	Chan Wang Kai Henry
	Merit	5A	Yuan Shuk Yin Iris
P.3-P.4	1 st	3A	Kaur Manjot
	2 nd	4B	Harper Keira Leanne
	2 nd	4C	Lalwani Chanelle Precious Maninang
	3 rd	4C	Ibarra Matthew Adrell Ancho
P.1-P.2	1 st	2B	Tam Edan Wing Fung
	2 nd	1C	Ezdrina Anna
	2 nd	1D	Panadura Liyanage Oneki Venukali V.
	3 rd	1A	Gunawardana K.L.Sinethmee
	3 rd	2C	Harnoor Singh
	Merit	1D	Soni Vansh
	Merit	2A	Lalwani Maninang Chandrei Ismael
	Merit	2B	Jeremiah Riley Martinez

Gratitude Colouring Competition

Level	Prize	Class	Name of pupils
P.6	1 st	6A	Lu Runbo
	2 nd	6A	Raselia Zahra
	3 rd	6A	Ron Angelo Martinez
	Merit	6B	Ratchai Seerephawan
	Merit	6A	Tian Shurui
	Merit	6A	Yuen Chui Tsz
	Merit	6A	Ahssan Akbar
P.5	1 st	5A	Kaur Jaspreet
	2 nd	5C	Manuel Angel Rose Tormento
	3 rd	5B	Manjot Kaur
	Merit	5A	Leung Mateiyah Alyssa Lachica
	Merit	5A	Yuan Shuk Yin
	Merit	5C	Singh Harmanjot

P.4	1 st	4B	Shek Jocelyn
	2 nd	4C	Soliven Bob James Lagrimas
	3 rd	4A	Flynn Mariah Angel Poochuen
	Merit	4C	Jones Charlotte Cheuk Ying Pryce
	Merit	4C	Choi Hillary
	Merit	4A	Karanjot Singh
P.3	1 st	3C	Gurung Grisma
	2 nd	3C	Sasaki Yu Yoyo
	3 rd	3A	Rabiya Azrar
	Merit	3A	Abdul Rahman Asfia
	Merit	3C	Haque Zikra
	Merit	3C	Ta Thu Loan Sofia
P.2	1 st	2B	Jeremiah Riley Martinez
	2 nd	2A	Mazhar Hanfa
	3 rd	2B	Chan Kelly
	Merit	2B	Madhan Mohan Shraddha
	Merit	2A	Ng Cheuk Yin Lucas
	Merit	2B	Hoo Wen Jia Cristen
P.1	1 st	1B	Wong Min Ki Kaylie
	2 nd	1C	Yu Hao Xuan
	3 rd	1C	Chow Cheuk Gi
	Merit	1C	Ezdrina Anna
	Merit	1C	Dhillon Navraj Singh
	Merit	1A	Bahadur Izzah Bibi

P.1 Parent-child Home-made Musical Instrument Competition

Prize	Class	Name of Students
Champion	1A	Jiang Tim
1 st Runner-up	1C	Chiu Yun Lung, Mickey
2 nd Runner-up	1B	Asher Robin
Merit	1A	Wong Hoi Ching Joany
	1B	Quito Justin Benedict Cunanan
	1C	Dhillon Navraj Singh
	1C	Gunawardana K L Sineth
	1D	Panadura Liyanage Oneki Venukali V.

(2) External Competitions

Month	Name of Competitions	Name of Organizers	Awards	Awardees
English				
November	‘Tally & Friends’ Story-telling Competition	Equal Opportunities Commission	Team Categories (English) 1 st runner-up & Outstanding Creativity Award	2C Crawford Alisher Chau 2D Chen Chai Yu 3C Ubamos Kaitlyn Margaret 3C King Kevin Setiawan
December	Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	Solo Verse Speaking (English) 1 st Runner-up	6A Chan Wut Yi Yuki
			Solo Verse Speaking (English) 2 nd Runner-up	2B Law Yat Chun Obama 3A Kaur Manjot 3A Rabiya Azrar 3A Abdul Rahman Asfia 4C Wong Shun Hey Mac 6A Tapasa Sutradhar 6A Prabjeet Kaur
			English Solo Verse Speaking Certificate of Merit	70 students of P.1 to P.6
			English Solo Verse Speaking Certificate of Proficiency	8 students of P.1 to P.6
			English Choral Speaking Certificate of Merit	P.1 and P.2 Choral Speaking Team

Month	Name of Competitions	Name of Organizers	Awards	Awardees
English				
December	Hong Kong Inter-Primary Schools English Speech Competition	HKMA David Li Kwok Po College	Champion	5A Leung Mateiyah Alyssa Lachica 5A Sharma Lavanya
			1 st runner up	6A Prabjeet Kaur 6B Anjalika Hanson 5A Samantha Mae Rendell 5B Mya Bruton
			2 nd Runner-up	6C Sultan Muhammad Owais
March	NESTA Flip Book Animation Competition	NESTA	Winner	6A Ron Angelo Martinez
			Finalist	6A Prabjeet Kaur
Chinese				
November	‘Tally & Friends’ Story Telling Competition	Equal Opportunities Commission	Team Categories (Chinese) Champion	6A Wong Jia Jun Andy 6A Lam Tsz Yeung Harry 6A Lee Yin Tung Antares 6A Pui Yik Long Marco
December	Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	Chinese Solo Verse Speaking Certificate of Merit	11 students of P.1 to P.6
			Chinese Solo Verse Speaking Certificate of Proficiency	10 students of P.1 to P.6
June	‘Tell A Tale’ Children’s storytelling Competition	Teacup Production	3 rd Prize	5A Sharma Lavanya

Month	Name of Competitions	Name of Organizers	Awards	Awardees
Maths				
December	“Super 24” Competition	Shun Tak Fraternal Association Seaward Woo College	2 nd Class Distinction Award	6A Lu Runbo Kevin
			3 rd Class Distinction Award	6A Ouyang Ki Chun Kenneth 6B Leung Horace 5A Lo Chi Shing Alves 5A Lu Chun Fai Raymond
December	The 5th Hong Kong Primary Mathematics Challenge	Hong Kong Catholic Diocesan Schools Council	Individual Event Silver Award	6A Lu Runbo Kevin 6A Ouyang Ki Chun Kenneth
			Individual Event Distinction Award	6A Dinh Ba Loc
			Group Event Distinction Award	6A Lu Runbo Kevin 6A Ouyang Ki Chun Kenneth 6A Dinh Ba Loc 6B Leung Horace
January	China Cup	Chinese Mathematical Teaching Research Association	1 st Class Award	6A Lu Runbo, Kevin
			3 rd Class Award	4A Choi Ho Ting Issac 5A Chan Wang Kai, Henry 6A Ou Yeung Ki Chun, Kenneth 6B Leung Horace
February	Primary Maths Elite Competition	Chu Hai College of Higher Education/Family Learning Association	1 st Class Award	6A Lu Runbo, Kevin
			2 nd Class Award	6A Ou Yeung Ki Chun, Kenneth 6A Dinh Ba Loc
			3 rd Class Award	6B Leung Horace
February	The 5 th Rummikub Competition	Cognitio College (Hong Kong)	Certificate of participation	6A Ouyang Ki Chun, Kenneth 5A Abigale Sung 5A Lu Chun Fai, Raymond

Month	Name of Competitions	Name of Organizers	Awards	Awardees
March	Hong Kong Primary Maths Elite Competition	Chu Hai College of Higher Education/ Family Learning Association/ Marshall Cavendish Education	1 st Class Distinction Award	6A Lu Runbo, Kevin
			2 nd Class Distinction Award	6A Dinh Ba Loc 6A Ouyang Ki Chun, Kenneth
			3 rd Class Distinction Award	6B Leung Horace
May	The 44 th Hong Kong Youth Culture & Art Competition – 2019 Hong Kong Primary Maths Elite Competition	Po Leung Kuk Home Affairs Department	3 rd Class Distinction	6A Lu Runbo, Kevin
			3 rd Class Distinction	6A Ouyang Ki Chun, Kenneth
June	China National Mathematical Olympiad – Hua Xia Cup	Hong Kong Mathematical Olympiad Association	Preliminary Round 1 st Class Award	6A Lu Runbo, Kevin
			Preliminary Round 2 nd Class Award	5A Lin Ziheng, Ben
			Preliminary Round 3 rd Class Award	4A Choi Ho Ting, Issac 4A Ma Ho Tang, Gordon 5A Chan Wang Kai, Henry 6A Ouyang Ki Chun, Kenneth 6A Tsui Tsz Tung, Marc 6B Leung Horace
			Semi-Final 1 st Class Award	6A Lu Runbo, Kevin
			Semi-Final 2 nd Class Award	6A Ouyang Ki Chun, Kenneth
			Semi-Final 3 rd Class Award	4A Ma Ho Tang, Gordon 5A Lin Ziheng, Ben
			Final 1 st Class Award	6A Ouyang Ki Chun, Kenneth
			Final 3 rd Class Award	5A Lin Ziheng, Ben

Month	Name of Competitions	Name of Organizers	Awards	Awardees
June	Hong Kong Mathematical Games Open	Hong Kong Mathematical Olympiad Association	Gold Award	6A Ouyang Ki Chun, Kenneth
June	Asia International Mathematical Olympiad Open Contest 2019 (AIMO) / Hong Kong Mathematical Olympiad Open Contest 2019 (HKMO)	Hong Kong Mathematical Olympiad Association	Preliminary Round Gold Award	6A Ouyang Ki Chun, Kenneth
			Preliminary Round Silver Award	5A Chan Wang Kai, Henry
			Semi-Final Bronze Award	5A Chan Wang Kai, Henry
General Studies				
April	Junior Inventor Gifted Creativity Project	Queen’s College	Merit Award	5A Wong Yan Yin Thomas 5A Lu Chun Fai, Raymond 6A Pui Yik Long 6A Lee Heng Zhou Frankie 6A Lu Runbo Kevin 6A Ouyang Ki Chun Kenneth
Environmental Protection				
November	Indoor Cycling Machine Competition	Buddhist Wong Fung Ling College and St James’ Settlement	Girls (Individual) Champion	5A Kaur Jaspreet
			Girls (Individual) 1 st Runner up	6A Hui Yu Ching Yucci
			Girls (Individual) 2 nd Runner-up	6A Yuen Chui Tsz Cora
			Boys (Team) 1 st Runner-up	5A Wong Yan Yin Thomas 5A Andriy Birkun 5A Zou Yangpen Sean 6A Ahssan Akbar

Putonghua				
December	Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	Putonghua Solo Verse Speaking Certificate of Merit	14 students of P.1 to P.6
			Putonghua Solo Verse Speaking Certificate of Proficiency	6 students of P.1 to P.6
			Chinese Choral Speaking Proficiency	P.3 and P.4 Choral Speaking Team
V.A.				
October	全港小學「深度學習」創意填色 Deep Learning Colouring Competition	The Jockey Club Eduyoung College	2 nd Runner-up	4B Yeung Chung Hin Tony
November	Road Safety Colouring Competition	Wanchai District Council	Champion	4B Yeung Chung Hin Tony
December	The Greater Bay Area, Our Elegant Home---Guangdong- Hong Kong-Macao Marine Life Drawing Competition 2018	Agricultural, Fisheries and Conservation Department	Senior Form of Primary Schools Section Merit	4B Yeung Chung Hin Tony
May	3rd Hong Kong Specimen Drawing Competition	University of Hong Kong	Outsanding award	4B Yeung Chung Hin Tony
November	友愛同行共融社區填色 To live harmony in our district	Wan Chai District Council	Merit	P.4B Yeung Chung Hin, Tony
P.E.				
November	Hong Kong Island East Area Inter-Primary Schools Swimming Competition	The Hong Kong Schools Sports Federation	Girl Grade A 100m Breaststroke 4 th place	6A Hui Yu Ching Yucci

Month	Name of Competitions	Name of Organizers	Awards	Awardees
November	2018-19 HKFA-Jockey Club Futsal Cup - Challenge Day (School Division)	HKFA & Jockey Club	2 nd Runner-up	4A Baker Joshua Lee 5C Singh Harmanjot 6A Baker Mitchell Lee 6A Abhijeet Singh 6B Singh Agamjot 6B Parasdeep Singh 6C Singh Mhearpal 6C Nguyen Ngoc Anh Minh 6C Gurprabh Singh
January	Hong Kong Island East Area Inter-Primary Schools Athletic Competition	The Hong Kong Schools Sports Federation	Shotput Grade A 2 nd runner-up	5A Wong Yan Yin Thomas
March	Primary School Playground League	Cricket Hong Kong	3 rd Position	4A Mohammad Saad 4C Ranjodhveer Singh 5A Jones Thomas Cheuk Yin Pryce 5B Moheen Khan 5B Singh Jaskarn 5C Rana Sher Ul Mukhtar 5C Sudais Muhammad 6A Abhijeet Singh 6B Parasdeep Singh 6B Rana Sultan 6B Durant Andrew Patrick Mejia 6C Mohammad Bessam

Music				
March	71 st Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Singing Solo 2 nd Position	5A Huang Hei Ue, Victoria
			Singing Solo & Piano Solo Certificate of Merit	17 students of P.1 to P.6
			Singing Solo & Piano Solo Certificate of Proficiency	5 students of P.1 to P.6
			School Choir	Certificate of Proficiency
			Percussion Band	Certificate of Merit
Chinese Dance				
January	55 th School Dance Festival	Education Bureau and the Hong Kong Schools Dance Association Limited	Commended Award in the Chinese Group Dance (Primary section)	2A Simran Kumari 2A Tang Tsz Ching 2C Lai Krysten 2D Mikaylah Lunga 2D Zhang Hanyu 3A Cheung Ka Yan 3A Yip Chi Kiu Angela 3B Ma San Yuet 4A Andrea Stephanie 4B Limbu Samantha Dasalla 4B Monis Pauline Claire Purol 4B Sumayyah 5A Leung Mateiyah Alyssa Lachica 5C Kaur Gurasees 6A Chan Wut Yi 6A Kisha Yzzabelle Ubamos 6A Raselia Zahra

Musical				
March	Hong Kong School Drama Festival	Hong Kong Art School	Award for Outstanding Script Award for Outstanding Stage Effect Award for Outstanding Cooperation	3A Manjot Kaur 3B Yu King 3C Ubamos Kaitlyn Margaret 4A Flynn Mariah Angel Poochuen 4A Kaur Rajni 4A Saeed Hamna 4A Yadav Bhavana Kumari 4B Harper Keira Leanne 4C Jones Charlotte Cheuk Ying Pryce 4C Lalwani Chanelle Precious Maninang 4C Wu Xin Ying 5A Abigale Sung 5A Lo Chi Shing Alves 5A Nicolas Fostier 5A Sharma Lavanya 5B Mya Bruton 5B Kayden Nathan Seed
			Award for Outstanding Performer	4C Jones Charlotte Cheuk Ying Pryce 4C Lalwani Chanelle Precious Maninang 4C Tsui Bianca Pui Ying 3C Ubamos Kaitlyn Margaret 5A Nicolas Fostier

(3) Scholarships

Names of Scholarship	Organizers	Awardees
Woo Hay Tong Scholarship	Working Family and Student Assistant Agency	2017-2018 6A Fu Pak Him Brandon 6B Vegh Shama
Harmony Scholarship	Education Bureau	4A Fung Kwok Ching 5A Sung Abigale 6A Martinez Ron Angelo 6B Seerephawan Ratchai
Wan Chai Outstanding Students Award	Wan Chai District Council	3A Abdul Rahman Asfia 4A Fung Kwok Ching 5A Sung Abigale 6A Lu Runbo Kevin
Fred Hollows Humanity Award - Outstanding Service Award	The Fred Hollows Foundation	6C Prithveer Pal

Part VI Major Concerns for 2019-2020

The school has started the School Development Cycle 2018-2019. Based on the evaluation of Annual School Plan 2018-2019 and Subject Plans 2018-2019, the school would implement the 2nd year of the School Development Plan as scheduled.