

Sir Ellis Kadoorie (S) Primary School



2019-2020

Annual School Report

Annual School Report 2019-2020

Content Page

I.	Our School	Page 2 - 3
II.	Our Students	Page 4 - 5
III.	Our Teachers	Page 6 - 10
IV.	Achievements and Reflection on Major Concerns	Page 11 - 13
V.	Our Learning and Teaching	Page 14 - 52
VI.	Support for Student Development	Page 53 - 69
VII.	Connection with Parents, Alumni and Other schools	Page 70 - 74
VIII.	Student Performance	Page 75 - 84
IX.	Major Concerns for 2020-2021	Page 84

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. It was the first school in Hong Kong where Hindi and Urdu languages were introduced. Over the years, our school has offered great care and concern to students and parents so that students can adapt to the local education system and integrate into the community.

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

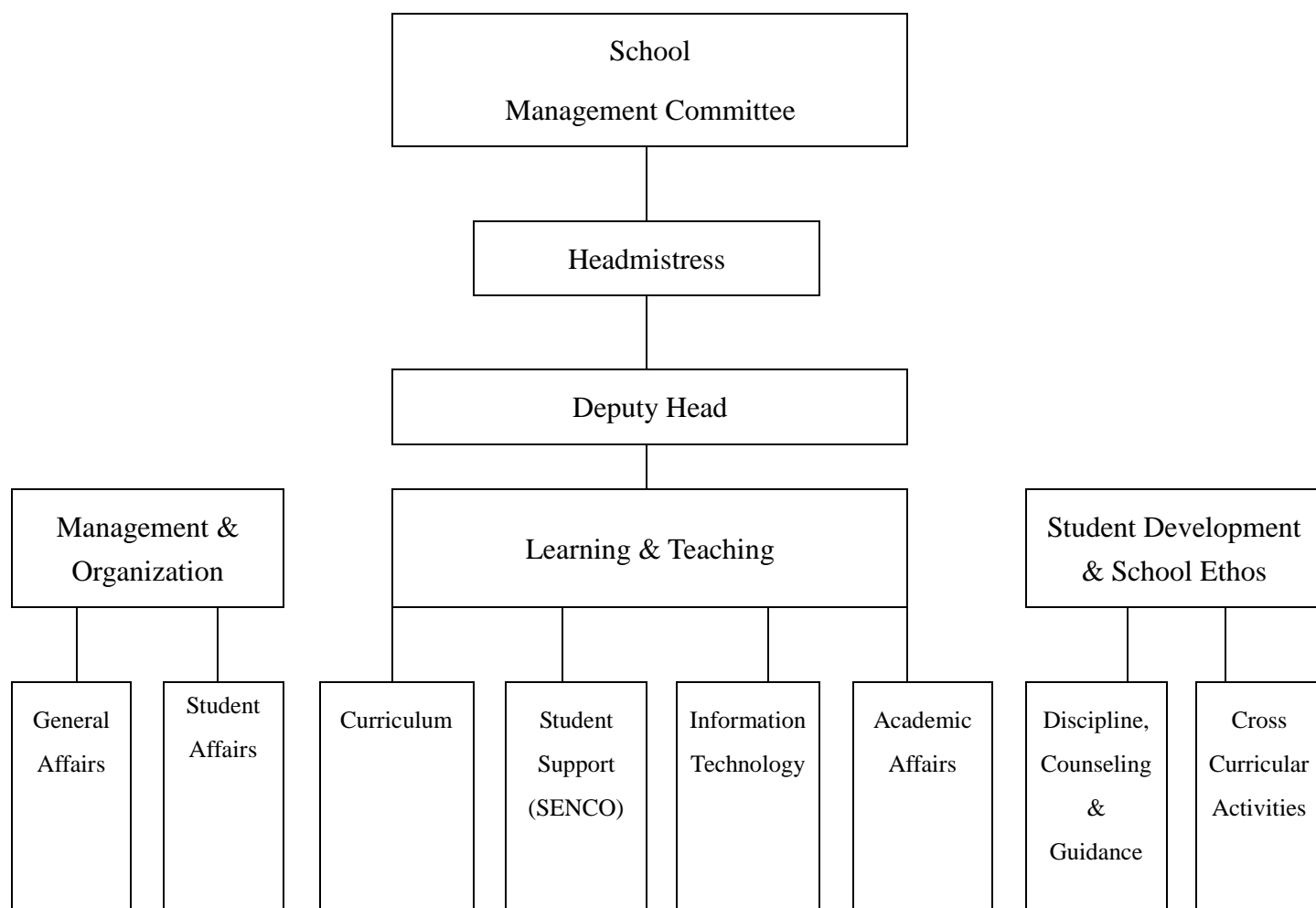
(5) The School Management Committee

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 :	Ms. SO Yuen-yi, PAS (KGE_ST)
Headmistress :	Ms. CHUI Sau-man
Independent Members :	Dr. Andrew YU, Mrs. Hilda Nazareth SHENOY
Parent Members :	Mr. Baljinder SINGH, Mrs. Zinnia JONES
Alumni Members :	Dr. HO Kam-tak Camille, Ms. GOPALAKRISHNAN Aishwarya
Teacher Members :	Ms. CHEN Chih-lie, Ms. YIU Wai-sum

(6) School Organization



Part II Our Students

(1) Class Structure

Level	P1	P2	P3	P4	P5	P6	Total
No. of Classes	3	4	4	3	3	3	20
No. of Pupils in each Class	25	25	25	25	25	25	500

(2) Enrollment

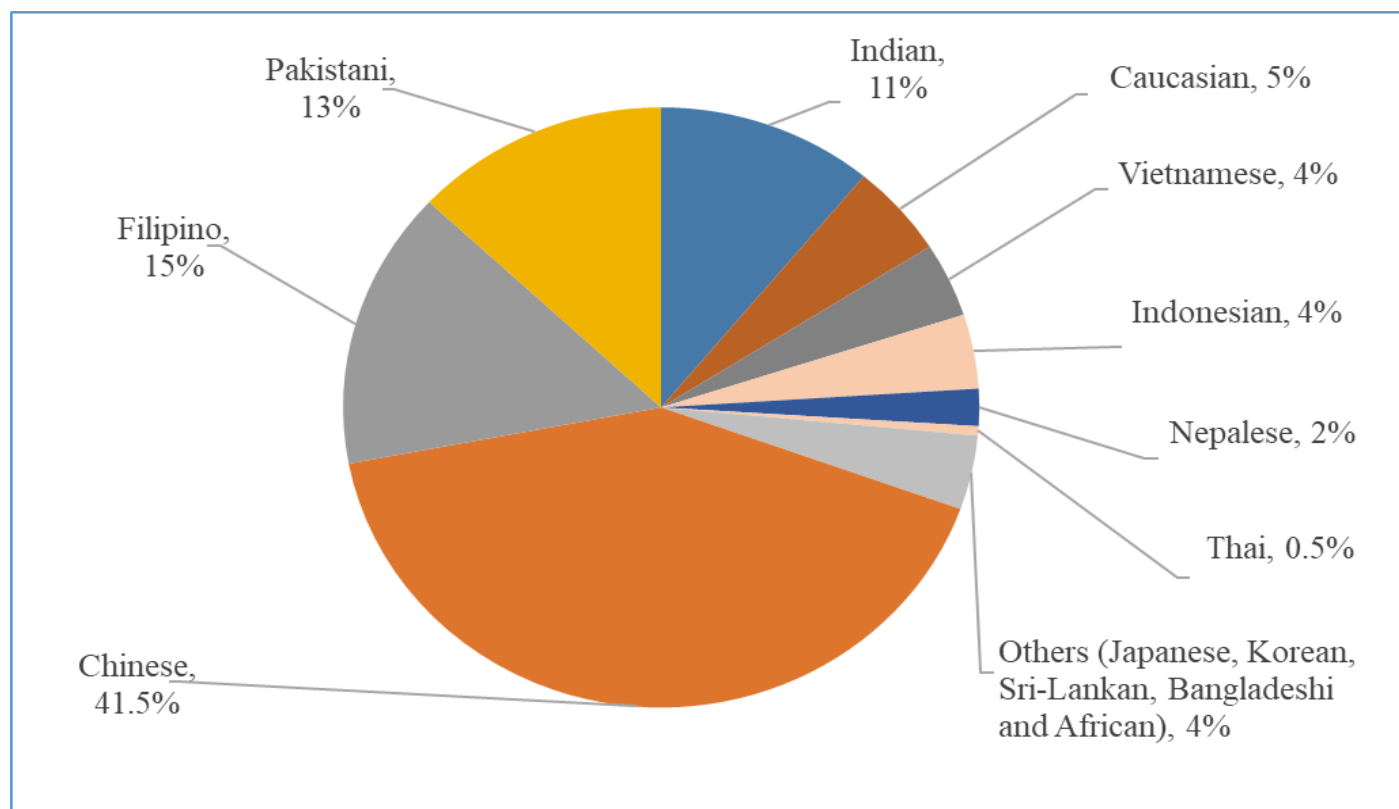
Level	P1	P2	P3	P4	P5	P6	Total
Boys	38	43	49	44	32	39	245
Girls	24	33	41	32	25	35	190
Total	62	76	90	76	57	74	435

(3) Number of Unfilled Places

Level	P1	P2	P3	P4	P5	P6
No. of Unfilled Places	13	24	10	0	18	1

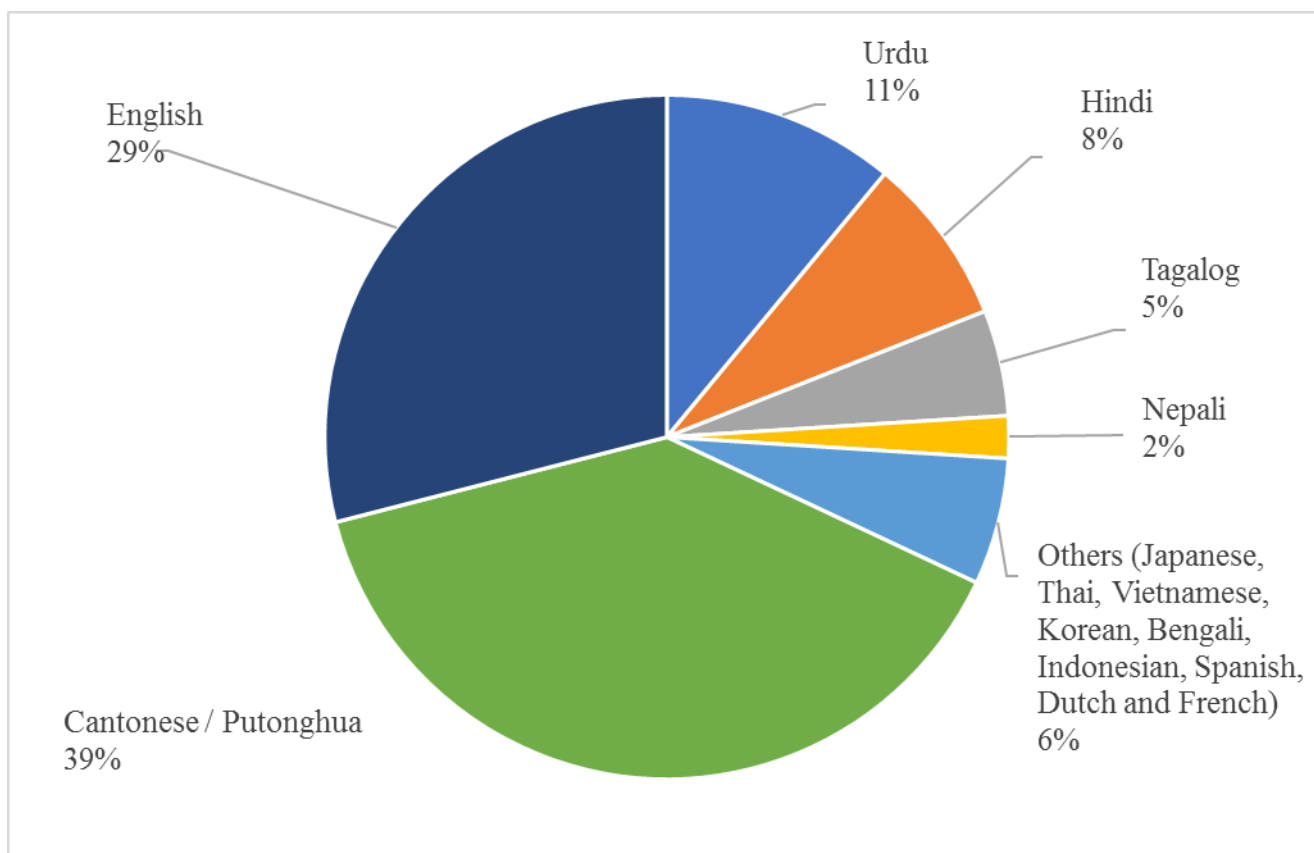
(4) Ethnicity of Students

Language	Chinese	Filipino	Pakistani	Indian	Caucasian
Percentage	41.5%	15%	13%	11%	5%
Language	Vietnamese	Indonesian	Nepalese	Thai	Others (Japanese, Korean and African)
Percentage	4%	4%	2%	0.5%	4%



(5) Spoken Language of Students

Language	English	Cantonese/ Putonghua	Urdu	Hindi	Tagalog	Nepali	Others (Japanese, Thai, Vietnamese, Korean, Bengali, Indonesian, Spanish, Dutch and French)
Percentage	29%	39%	11%	8%	5%	2%	6%



(6) Residential Distribution of Students

District	Eastern	Wan Chai	Southern	Central and Western	Sai Kung	Islands
Percentage	44%	26%	6%	6%	5%	3%
District	Yau Tsim Mong	Kwun Tong	North and Yuen Long	Tsuen Wan and Kwai Tsing	Kowloon City	Others (Sham Shui Po, Wong Tai Sin, Tai Po, Sha Tin, Tuen Mun)
Percentage	3%	3%	1%	1%	1%	1%

(7) No. of School Days

Level	Primary 1 to Primary 3	Primary 4 to Primary 6
No. of School Days	First Term: 92, Second Term: 33 Total: 125	First Term: 92, Second Term: 28 Total: 120

(8) Attendance (Average of September – June)

Level	P1	P2	P3	P4	P5	P6
Percentage	93.39%	93.9%	94.38%	94.02%	94%	93%

Part III Our Teachers

(1) Staff Establishment

Teaching Staff

Rank	Number	Rank	Number
HM	1	Librarian	1
DH	1	NET	1
Senior Teachers	8	Part-time Teachers	2
Teachers (APSM)	30	SGPs	2

Total number of teaching staff: 46

Supporting Staff

Rank	Number	Rank	Number
SAE	1	General Clerks	2
ACO	1	Workman II	4
CA	1	Teaching Assistants	7
OA	1	TSS	1

Total number of supporting staff: 18

(2) Qualification of Teachers

Qualification	Teaching Training	Bachelor Degree or above	Master degree or above
Percentage	100%	100%	27%

(3) Teaching Experience of Teachers

Teaching Experience	0-5 years	6-10 years	11-15 years	16-20 years	21 years or above
Percentage	27%	5%	10%	15%	44%

(4) Language Proficiency of English and PTH Teachers

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

(5) Teachers Professional Development

School-based Teachers Professional Development Program was designed with a focus to align teachers with 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 the University of Hong Kong and NET Section of Education Bureau. Internally, collaborative lesson planning was conducted on a regular basis. Lesson observation among peers were arranged in the first term to share good teaching practices.

School Based Structured Trainings (1st Term of the school year)

Collaborative Lesson Preparation at school:

Title/Activity	Month	Content Area	Personnel	Organizer
Collaborative Lesson Preparation (P.1 – P.6)	Whole Year	English, Chinese, Mathematics, General Studies	All teachers	School
HKU School-based Support Chinese Programme (P.2 and P.5)	Whole Year	Chinese	Curriculum Mistress, Chinese Subject Panels, P.2 and P.5 Chinese Subject Teachers for NCS	Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, The University of Hong Kong
HKU School-based Support Mathematics Programme (P.4)	Whole Year	Maths	Curriculum Mistress, Maths Subject Panel, P.4 Maths Subject Teachers	Division of Mathematics and Science Education, Faculty of Education, The University of Hong Kong
The Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEG) (P.3)	Whole Year	English & General Studies	English Subject Panels, P.3 English & G.S. Subject Teachers	School

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

Title/Activity	Month	Personnel	Speaker
Workshop on External School Review	29.8.2019	All Teachers	Mr. Hui Suen On, Curriculum Development Officer, HKU
Workshop on Questioning Skills	18.10.2019	All Teachers	Mr. Hui Suen On, Curriculum Development Officer, HKU
Workshop on Self-directed Learning	24.10.2019	All Teachers	Dr. Hui Sau-yan, Lecturer, Faculty of Education, HKU

Staff Development Days:

Title/Activity	Month	Personnel	Organizer
Joint Schools Staff Development Day for Wan Chai Schools	November	All Teachers	Wan Chai District
Joint Government Schools Staff Development Day	January	All Teachers	EDB
School-based Staff Development Day – Team Building Activity	Scheduled on 13 th March, 2020 (Cancelled due to school suspension)	All Teachers	School

List of courses attended by teachers:

Title/Activity	Month	Personnel	Organizer
Curriculum			
Unleash! Forum for Educators	December	Curriculum Mistress	HKEdCity HKU
English:			
IT in Education Technological Series: Using Augmented Reality, Virtual Reality and Interactive Games in Learning English	September & October	English Subject Teachers	EDB
Chinese:			
Assessment for Learning: Territory-Wide System Assessment 2019 (Primary 6 Chinese Language) (Students with Special Educational Needs and Non-Chinese speaking Students)	November	Chinese Subject Teacher	EDB
在小學中國語文科運用電子教科書照顧學習多樣性 (基礎程度)	December	Chinese Subject Panel and Teacher	EDB
促進學習的評估: 2019 年全港性系統評估小學六年級中國語文科 (有特殊教育需要學生及非華語學生)	November	Chinese Subject Panel	EDB
2019-2020 學年非華語學生中文學習教師專業發展工作坊 (網上課程)	April, May	Chinese Subject Panel and Teacher	Centre for Advancement of Chinese Language Education and Research, HKU

Mathematics:			
QEF Project: Supporting the Learning and Teaching of Mathematics for Non-Chinese Speaking (NCS) Students in Primary Schools (QTN-T) Executive Committee Meeting cum Orientation	September	Curriculum Mistress, Maths Subject Panel and Teachers	EDB
Details of the Thematic Sharing Session	January	P.4 Maths Subject Teachers	HKU
Seminar for the updated 'Basic Competency Description for Key Stage 1 Maths. Curriculum	January	Maths. Subject Panel	EDB
Title/Activity	Month	Personnel	Organizer
Understanding and Interpreting the Revised Primary Maths. Curriculum	January	Maths. Subject Teacher	EDB
General Studies:			
Induction for New Panel Heads / Co-ordinators of General Studies for Primary Schools	October	G.S. Subject Panel	EDB
Enhancing Creativity and Personal-Social Competence of Gifted/More Able Students of General Studies in the Regular Classroom (Primary) (New)	December	G.S. Subject Panel	EDB
HKT Education X 香港翻轉教學協會- iPad – 停課不停學	February	G.S. Subject Panel	HKT Education
AiTLEx HKEdCity 網上視像會議平台入門	February	G.S. Subject Panel	HKEdCity
Putonghua:			
小學普通話朗誦工作坊	September	Putonghua Subject Panel	EDB
VA:			
Developing Creativity Through STEM+A Learning	December	V.A. Subject Panel	EDB
Library Studies:			
IT in Education Subject-related Series: Strategies and Practices in Nurturing Creativity through Extensive Reading and Deeper Reading	October	Teacher Librarian	EDB
Promotion of Reading: Joyful and Literate Classrooms	October	Teacher Librarian	EDB
Use of Information Technology to Promote Reading Culture in Schools	December	Teacher Librarian	EDB
Refresher Course for Teacher-librarians: Use of Information Technology to Promote Reading Culture in Schools	January	Teacher Librarian	EDB

SEN:			
Early Identification and Intervention Programme for Primary One Students with Learning Difficulties (EII Programme)	September	SENCO	EDB
Seminar on Improving the Learning Effectiveness of Students with Special Educational Needs through Enhanced Teaching Design	October	SENCO	EDB
特殊教育需要統籌主任專業發展課程	October	SENCO	EdUHK
照顧不同學習需要 (基礎課程)	October January December	Chinese Subject Teachers	EdUHK
照顧不同學習需要 (高級課程)	October – November	SENST	EdUHK
District-based Networking Activity for SENCO in Primary School	January	SENCO	EDB
Moral and Civic Education:			
生命教育的課程、教學及資源分享	November	Discipline Mistress, Curriculum Mistress, Discipline Stream Members	EdUHK
Gifted Education:			
Briefing Session on the School Nomination Mechanism of the Hong Kong Academy for Gifted Education	September	Teacher in-charge of Gifted Education	EDB
School Administration:			
Briefing Session on Secondary School Places Allocation System	September	Academic Affairs Stream	EDB
Briefing Session on School Choice for Secondary One (S1) Admission: Diversified Development for Schools and Students	October	P.6 Class Teachers	EDB
Seminar on Good Procurement and Store Practice	October	Senior Teacher	EDB
Briefing Seminar on Strengthening information Security Management and Incident Handling in Schools	December	IT Stream	EDB
Briefing Session on New Way to Access to the EDB Portal by Government School Users	November	IT Stream	EDB

Part IV Achievements and Reflection on Major Concerns

(2nd Year of School Development Cycle 2018-2021)

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

Achievements
<ul style="list-style-type: none">- Due to Covid-19 online tasks, e-assessments were arranged through the MS 365 platform for P.1-P.6. Students showed great interest in this form of e-assessment and were able to learn through the instant feedback given by teachers. About 60% of students finished the online tasks during school suspension.- Talks and workshops on self-directed learning were implemented as scheduled and they were effective.- Self-directed learning teaching strategies are discussed in the CLP meetings. Different topics were selected and teaching materials were developed.- Teachers' sharing session on self-directed learning were done in the first term. Teachers found it very useful. It could help teacher to design their own tasks.- For P.1, P.2, P.4 & P.5 core subjects, pre-tasks or self-directed learning tasks were done in the first term.- Due to the school suspension, Subject teachers used "Forms" as pre-tasks during school suspension.- VA subject teachers arranged different self-directed learning tasks for students during school suspension.- The use of self-assessment checklist was implemented in core subjects, such as writing tasks in Chinese and English and self-checking in Maths tasks.- For lesson observation, teachers seldom ask students to do self-reflection at the end of the lesson.- Workshops on the use of MS 365 platform have been arranged for teachers. Teachers reflected that it was really useful for them.- The e-resource bank of self-directed learning materials has been set up. Subject Teachers found that it was more convenient to save and share their teaching materials.
Reflection
Follow-up actions: <ul style="list-style-type: none">-E-assessments will be incorporated as routine work in the coming year.-Assignments will be refined in the coming year-Discussion on teaching strategies should focus on self-reflection in the coming year.-Talks or workshops with focus on self-reflection will be arranged in the coming year.

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

Achievements
<ul style="list-style-type: none">- The target was achieved by completing 2 workshops and 6 talks about the core value. Topics like honesty, perseverance, self-care and even road safety were covered.- 6 Campus TV programmes were produced as models for pupils. 100% of teachers agreed that the modeling approach was effective to help students build up the value of 'Love yourself' in the first

term. The programmes prepared by Campus TV team teachers were of different subjects. The main objective of those programmes was to show students how to put 'Love and Care' into daily life. For example, one of the programmes' topic was about 'Flooding in Venice' which was to raise students' awareness of victims of disasters in the world.

- The approach of dividing love and care into two focus to carry out respective activities helped much in organizing comprehensive activities so that the message could be passed to students more effectively. In addition to MCE lesson teaching on the basic concept of 'Love yourself', we also organised a self-care workshop for P.1 about taking good care of themselves by paying attention to toilet hygiene and a talk in collaboration with MTR company about how to protect themselves during emergency in MTR.

- The target was achieved as 87 % of students can achieve the targets that they set at the beginning of the school term which were related to 'Love and Care'. Pupils set targets like eating healthy food, being clean and tidy or loving my family in the first term in order to encourage themselves to put 'Love yourself' in the daily life. The pre-target setting talk and the models given in target setting process provided a clear reference for students to set relevant targets easily.

- As 85 % of students agreed with the effectiveness of the activities and awards, the target was achieved.

- On Cultural Day, students and parents were invited to experience Chinese culture through activities like tasting food, watching cultural programmes and making traditional Chinese crafts. The event provided chances for students and parents to care about different cultures.

- After school suspension, students were taught to aware that care was actually around us through a special MCE programme named 'Care under the epidemic'. Our SGPs helped to send students' products to different working units that they produced in the MCE lessons after class resumption. Those units including hospital staff, street cleaning staff, school office staff. As students knew that their products would be presented to outside organisations, they worked hard on decorating them.

- The target was achieved by have 100% of teachers agreed that the cross-curricular approach helps to enhance students' awareness on the core value. The simple but useful activities were helpful in enhancing students' awareness on 'Love and Care'. For example, in Chinese lessons, teachers conducted reading lessons by using texts around the topic 'Love and Care'. In General Studies, teachers conducted special topic teaching of the core value and students make a poster to promote the message as the product of learning.

Reflection

Follow-up action:

As some activities last for quite a long period, students might forget. Teachers suggested that more timely promotion or reminders in the middle of the activities is needed to enhance students' awareness on related activities or scheme, for example during morning assemblies.

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

Achievements

- **The target was partially achieved.**
- Circulars were issued and notified parents through the E-notice platform. The average response rate was 68% among all the levels during the period from October to May. These classes were from Primary 1, 2 and 5. Among these classes, seven classes achieved a response rate of 80% or more.
- During the school suspension period, the response rate of February, March, April and May was 64%. Compared with the response rate of 72% in the first term, the response rate in the second term was satisfactory. It was reflected that most parents have developed the habit of reading e-Notice.
- Top 5 classes of each month was collected. Certificates were issued to these classes. They were also granted scores in SEK Award.
- Five workshops or talks were conducted for parents in the first term. These included
 - Tea with Headmistress on Student Mental Health (Speaker from Hong Kong Sanatorium & Hospital) and Home Safety (Speaker from United Christian Nethersole Community Health Service)
 - Up-cycling Parent-child Workshop (Tutor from Environmental Campaign Committee)
 - Parent-child Crafts Making Workshop (Tutor from Oi Kwan Social Service)
 - Cooking Workshop for Parents (Malaysian Beans Soup and Dipping sauce Guacamole for biscuit) (conducted by PTA parent members) and
 - Two Yoga Classes (coach from the United Christian Nethersole Community Health Service)
- A total of 43 parents joined the workshops. Majority of the participants were parents of Primary 1 to Primary 3. 82% of the participants agreed that the Parent Education Card Scheme motivated them to join parent workshops or talks.
- Due to school suspension in the 2nd Term, the workshops and talks for parents were cancelled.
- In inviting parents to give rating and comments on students' assignment, the response from parents of all levels positive. 80% of parents gave rate and comment in English ELP/PLPR/W writing works while 60% of parents responded in G.S. mini-project and 60% in V.A. works. Most comments were positive and some parents even encouraged their children to set a higher standard in assignment.
- Regarding the workshop on reading skills originally planned in February, it was cancelled due to school suspension.

Reflection

Follow-up action

- The implementation of e-Notice would be set as a routine work by IT Stream. Response rate of each class would be collected to ensure parents receive the school information through e-Circulars in a timely manner.
- In next school year, parents of P.1 to P.6 Chinese elite class will be invited to rate their children's Chinese writing.
- Regarding parent workshops, the reading workshop will be conducted in the new school year.
- To align with Major Concern 1, talks on self-directed learning will be conducted on Level Parents Days so that they can understand more about the study skills their children should equip.

Part V 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
Information Technology / Library Studies	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 number of lessons	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

- Mid-year examinations for P.1 – P.6 were conducted in December, 2020.
- P.1 – P.4 Final Examination was held on 9th, 10th and 13th July, 2020 on the four core subjects.
- P.5 Final Examination was held on 9th, 10th and 13th July, 2020. Full assessment on the four core subjects, and Music was conducted. Listening examinations on Chinese, English and PTH was held before the examination days.
- For P.6, Final Examination which was the internal assessment for Secondary School Places Allocation (SSPA) was cancelled due to school suspension. Graduation examination for P.6 was conducted in on 29th and 30th June, 2020.

(4) Evaluation of Subject Plans and Activities

English:

i. Subject plan of English

Purposes:

1. To enhance students' language acquisition through self-directed learning tasks for life-long learning
2. To foster students' positive values of love and care
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.2 and P.5	a) In the first term, e-assessments were mainly done on Kahoot. However, it was suggested to make use of the school MS 365 platform to complete the e-assessments in the long run. Due to the novel coronavirus, English teachers had designed more than 20 e-assessment through the MS Office 365 platform for P.1-P.6. b) For P.2, two self-directed learning tasks about pets and shopping places were designed in the first term. For P.5, one self-directed learning task about travelling around the world was done. Another self-directed learning task about vocabulary of fighting crimes was given. Due to Covid-19, no self-directed learning tasks were arranged in the second term.
	-To enhance students' self-directed learning skills	a) Integrate subject-based self-learning components in P.3 assignments - Pre-lesson	a) 89% of students were able to integrate self-learning components in assignments b) The self-learning materials were ready. However, due to Covid-19 and school

		worksheet/ task - Self-checking/ editing b) Set up self-learning corner for P.1-6	suspension, the self-learning corner would be launched next year with the materials prepared.
	-To cultivate students' reading habit	a) Read different materials, such as story books, fictions, magazines, newspapers at the self-learning corner. On-line reading is also introduced at library studies lessons. b) To organize a book report competition for P.1- P.6	a) 92% of students had read at least three kinds of reading materials shown in the reading record. b) 12 creative book reports were collected. However, the book exhibition was cancelled due to Covid-19.
	-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	86% students were able to gather information by using mind maps and summary their writing. It was suggested to introduce mind-mapping skills for P.1 pupils during the project week next year.
	-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	a) Subject teachers had attended a workshop on "How to apply self-directed learning in the core subjects" as a programme for staff development. b) Subject teachers showed great effort in incorporating self-directed learning tasks in

		c) Conduct Teachers' professional sharing during Friday Sharing sessions or subject meetings	their lesson observations as well as in the project learning. c) Due to the school suspension, Friday Sharing Sessions were cancelled. The sharing session on professional development would be done in the subject meeting at the end of July.
2. To cultivate students' positive values	-To cultivate students' positive values on presenting love and care to others	a) Organize level-based English writing competition on the topic 'Love and Care' to enhance students' awareness on the core value	100% of teachers agreed that the writing competition helps enhance students' awareness on the core value.
3. To enhance parents' involvement in students' studies	- To invite parents to give comments on students' writing	a) Assign one of the writings for parents' feedback each term	80 % of parents gave feedbacks on their children's writing which fostered positive reinforcement in their learning.

Subject-based Concern	Targets	Strategies	Evaluation
PLPR/W Enrichment Programme	-To enhance students' reading skills and writing skills	a) Enhance students' writing skills through re-organizing the PLPR/W programme for P.1-P.2	86% of P.1-P.2 subject teachers agree that the implementation of the re-structured programme enhances students' reading skills and writing skills
PEEG	-To enhance students' self-directed learning skills, reading and writing skills	a) Implement a Literacy Across Curriculum Project	100% P.3 subject teachers agreed that the project enhanced students' self-directed learning skills, reading and writing skills
Enrichment Programme for P.5A and P.6A	- To enhance students' presentation	a) Implement an Enrichment Programme for elite classes	100% of P.6A students agreed that the enrichment programme could help

	skills and writing skills		enhance their interview skills. However, due to school suspension, P.5A enrichment programme could not be implemented in the second term.
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Subject Activities

Internal Activities / Competitions

1. **24th PTU 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.
2. **Error Hunt:** Error Hunt activities were conducted in English lesson in January and June respectively. The purpose was to arouse pupils' grammatical awareness. Students showed their effort in attempting the questions in both Error Hunt activities.
3. **Internal writing competition:** The writing competition based on the theme 'Love and Care' is arranged for different levels in November. It aimed at fostering pupils' core value and cultivated their positive attitude towards others. The best work from each class was collected.
4. **Creative Book Report Design Competition:** It was arranged for P.5 and P.6 as Chinese New Year holiday assignment. It aimed at enhancing pupils' creativity. Winners of each level were selected.

External Activities / Competitions

1. **Hong Kong Schools Speech Festival** - Our school has joined the Choral Speaking Competition which was scheduled on 22nd November, 2019. However, the competition session was cancelled due to the social situation in November.
For solo verse speaking, 104 students joined the competitions. 2 students got 2nd position and 3 students got 3rd position. 66 students got certificates of merit. Twenty-one events were cancelled. Our school has joined the Choral Speaking Competition and the competition date was scheduled on 22nd November, 2019. However, the competition session was cancelled.
2. **HKMA David Li Kwok Po College Speech Competition:** 24 pupils from P.4-P.6 were selected to join the Speech Competition organized by HKMA David Li Kwok Po College. Students entered the competition in different categories. Due to social situation in November, the mentioned competition was cancelled.
3. **NESTA Flip Book Design Competition:** This was the third year that the school joined the English Storybooks Design organized by NESTA. 19 pupils' works were received and sent to NESTA. Two Primary Six students were awarded Winner of the 2019-2020 NESTA Character Design Competition and Finalist of the 2019-2020 NESTA Character Design Competition respectively.

4. **Hong Kong Budding Poets (English) Award:** This competition was organized by The Hong Kong Academy for Gifted Education, Education Bureau and The Hang Seng University of Hong Kong. One Primary five student were awarded ‘The Poet of the School Award’ (Primary Section).
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. Three Primary Five students were awarded Top Ten Finalists.

Chinese:

i. Subject plan of 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 (Major Concerns)	目標 (Targets)	策略 (Strategies)	檢討 (Evaluation)
1. 以自主學習提升學與教的效能 (To enhance teaching and learning effectiveness through self-directed learning)	- 利用電子學習，以促進學生自主學習的成效 (To promote self-directed learning through e-learning)	- 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 - 讓小四及小五學生進行事前閱讀，並運用網上平台 (MS Office 365)，進行預習活動，以提升他們的自學能力	老師於課堂上運用電子評估工具如 Kahoot, MS 365 等應用程式，設計了不同的評估活動，如字詞運用、量詞、標點符號等，以檢視學生的學習成效。透過老師觀察，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。從電子平台評估報告中，亦反映出學生的學習進程理想。由於學生已熟悉如何運用相關的電子評估工具進行評估活動，因此建議把此項撥入恆常工作中，令老師更易掌握學生的學習進度。 - E-assessments were done in P.1 – P.6 using MS Office 365 and Kahoot! Students showed great interest in this form of e-assessment and were able to learn through the instant feedback given by teachers.

		<p>老師運用網上平台(MS Office 365)，讓小四及小五學生於每個學期進行最少兩次的預習活動。從電子平台評估報告中，亦反映出學生大多能完成預習活動，從而提升他們的自學能力。因此，運用網上平台(MS Office 365)，進行預習活動，來年會擴展至小四至小六進行。</p> <p>- For P.4 and P.5 students, self-directed learning tasks were done using MS Office 365. Students should prepare the learning materials by doing questions relating to the target chapters online.</p>
<p>- 學生能運用不同的自主學習技巧來提升學習成果 (To enhance students' self-directed learning skills)</p>	<p>- 老師指導小一、小二、小四及小五學生於默書/識字/閱讀中設定學習目標並評估其表現。</p> <p>- 上課時，老師指導學生利用自我評估活動，以培養自我反思的習慣</p> <p>- 老師鼓勵學生在課餘時運用課室裏自學角的自學教材學習中文</p> <p>- (Enhance pupils' self-directed learning through MS Office 365 platform and self-evaluation checklist of writing and speaking practices. Tasks</p>	<p>由於停課關係，故此只有百分之七十一的小一、小二、小四及小五學生能就默書/識字/閱讀範疇中定立學習目標並評估其表現。因此期望相關活動能於下學年度繼續進行並推展至小一至小六年級。</p> <p>百分之七十九的學生能於課堂上，透過進行自我評估活動來培養自我反思的習慣。透過老師觀察，反映學生已大致能運用簡單自我評估方式，評估自己在課堂上的表現。可是，部分學生因比較被動或中文能力基礎較薄弱，對評估內容及模式仍未能完全理解。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。此外，亦建議老師需於課堂的末段，預留足夠的時間讓學生反思自己的所學所知，以助提高學習的成效。</p> <p>圖書館主任已於課室設立自學角，以鼓勵學生在課餘時運用相關的自學教材學習中文。透過問卷調查，百分之七十五的學生覺得能運用自學角的自學教材來提升中文能力。由於自</p>

		<p>on self-directed learning will be implemented in P.1, P.2, P.4 and P.5 classes. Pupils are also encouraged to read books provided in the Self-learning Corner in the classroom to develop reading habit.)</p>	<p>學角教材是由圖書館主任負責，故建議此項活動於下學年歸入圖書科進行</p> <ul style="list-style-type: none"> - To enhance students' self-directed learning skills, P.1, P.2, P.4 and P.5 Chinese teachers designed some self-directed learning tasks in the Collaborative Lesson Preparation (CLP) meetings. Under the Tailor-made Chinese Programme worked in collaboration with the University of Hong Kong, P.2 and P.5 students studying in School-based Chinese Curriculum classes carried out one self-directed learning activity. They learnt the skills and showed good progress. There would be other self-directed learning activities in the second term.
	<ul style="list-style-type: none"> - 老師能運用不同的自主學習教學技巧來提升專業知識 (To enhance teachers' professional knowledge on self-directed learning) 	<ul style="list-style-type: none"> - 任教小一、小二、小四及小五的老師於同級備課會中商討有關自主學習的教學內容 	<ul style="list-style-type: none"> - 中文組參加「大學—學校支援計劃」，通過定期會議設計合適課程予小二及小五校本課程班學生，於本學年共進行了2次自主學習的活動。 - 透過老師觀察及學生於自我評估課業的表現，學生已掌握自主學習的模式和技巧。 - 自主學習活動會於下學年推展至小一至小六進行。 - HKU School-based Support Chinese Programme was conducted in P.2 and P.5 NCS classes to make better planning for the school-based Chinese curriculum. Students in these groups had improvement in self-assessment and got a basic understanding of self-directed

			<p>learning.</p> <ul style="list-style-type: none"> - The programme will be conducted in P.1 – P.6 NCS classes next school year.
<p>2. 建立學生的正面價值觀 (To cultivate students' positive values)</p>	<p>- 培養學生關愛的態度 (To cultivate students' positive values on presenting love and care to others)</p>	<p>-透過聆聽以「關愛」為主題的故事，讓學生明白關愛是建立正面價值觀的要素 (Conduct learning activities under the theme 'Love and Care'.)</p>	<p>本學年，老師就不同年級同學的能力與興趣，安排以「關愛」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。透過老師觀察及學生課業的表現，百分之九十四的學生能透過行動表達對別人的關愛，並於課堂上分享。</p> <p>P.1 – P.6 students could understand that caring is important in building positive values by reading stories and sharing their own experience on the topic of 'Love and Care' during Chinese lessons.</p>
<p>3. 提升家長在家長教育活動的參與度 (To enhance parents' involvement in students' studies)</p>	<p>- 提高家長對學生學業成績的期望 (To invite parents to give comments on students' writing and set expectation for their child)</p>	<p>-本地中文課程班家長閱讀學生的寫作習作後，給予簡單的回饋，從而提高家長對子女學習的關注程度 (Parents of students attending Local Chinese curriculum will be invited to give comments to their children's writing tasks)</p>	<p>透過學生寫作課業，百分之八十七的小四至小六年級本地課程班的家長能為子女的寫作習作，給予簡單的回饋。小一至小三原定於下學期進行，雖受停課影響而未能完成，但從實時教學中，發現大多低年級家長會陪伴子女一起上課，家長可透過實時教學的情況，了解子女的學習情況，從而提高家長對子女學習的關注程度。</p> <p>In order to enhance parents' involvement in their children's learning, parents of students studying in P.4 – P.6 Local Chinese Curriculum classes gave rating and some simple feedback after reading the writing tasks of their children. This would be arranged for the parents of students studying in P.1 – P.3 Local Chinese Curriculum classes in the second term.</p>

本科關注事項 (Subject-based Concerns)	目標 (Targets)	策略 (Strategies)	檢討 (Evaluation)
1. 培養良好的學習技巧 (To master appropriate study skills)	- 學生能運用不同的學習技巧來提升學習成果 (Students will be able to use different learning skills to enhance learning effectiveness)	- 透過參與「香港大學—學校支援計劃」，與大學團隊就小二及小五校本課程中的教學難點，探討不同的教學策略，從而提高學生的學習效能 (Teachers join the school-based support programme conducted by HKU to enhance teaching efficiency)	- 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及許孫安先生到校與教授小二及小五非華語班的老師進行會議，以自主學習為主題，為小二及小五非華語班學生設計相關的自主學習活動及進行備課。透過學生課業、小測及默書成績，大部份學生能運用不同的學習策略完成課業，使他們的中文能力得以提升。
2. 慶賀校慶 130 週年 (To celebrate the 130 th Anniversary of School)	- 學生能加深對學校的歸屬感 (To enhance students' sense of belonging to school)	- 透過舉行以「我的校園」為題的寫作比賽，讓學生欣賞校園環境，並增加學生對學校的歸屬感 (A writing competition on 'My school' will be organized for all levels to reinforce students' sense of belonging to school and the appreciation of school environment.)	由於停課關係，所以活動會順延至下學年學期初舉行。 Due to school suspension, the subject activity will be conducted next school year.

Subject Activities

Internal Activities / Competitions

1. **Chinese Cultural Activity:** Chinese Cultural Activity (中華文化活動) was conducted for P.3 students in the Chinese room. Students did activities about historic people 「中國歷史人物」. Students learnt more about the Chinese culture under the different themes with great interest. Activities for P.1 and P.4 were arranged in the second term.
2. **Chinese Days:** Chinese Days were conducted twice in the first term. Chinese ambassadors hosted games in the hall or conduct conversation practice with schoolmates in the playground. All students were encouraged to speak Cantonese during the games and most of them showed enthusiasm in the activities.

3. **St Paul's Chinese Reading Programme:** Students from St Paul's Convent School conducted shared reading with P.1 and P.2 students on Wednesdays from October to March. Students participated actively in the reading. The programme had been cancelled since November, 2019 due to the school suspension announced by EDB in November and did not resume after class resumption.

External Activities / Competitions

1. **Hong Kong Schools Speech Festival** - 22 students joined the Chinese Solo Verse Speaking. Among them, 2 students got 2nd position and 1 student got 3rd position. 10 students got merit and 4 students got the certificate of proficiency. Five solo verse events were cancelled.

Mathematics:

i. Subject plan of 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 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	- Conduct E-assessment 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 and P.5 to use the E-platform (MS Office 365) for lesson preparation, discussion and collecting materials for self-learning or revision.	- At least two e-assessments were arranged for all levels in each term. Teachers used 'Kahoot', and 'MS Office 365 Forms' to assess pupils' learning. - Two self-directed tasks were arranged to P.4 - 5 students for self-learning with the use of the E-platform MS Office 365 in each term. The topics included were as follows: Topic for P.4: Perimeters, Quadrilaterals, Symmetrical shapes and Fractions (expanding and reducing) Topics for P.5: Addition and subtraction of fractions, Area of triangle, 3-D Shapes and Multiplication of decimals. Students were eager to study the preparation materials through the platform.

	<ul style="list-style-type: none"> - To enhance students' self-directed learning skills 	<ul style="list-style-type: none"> - Help students in P.1, P.2, P.4 and P.5 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 'self-directed learning assignments' to enhance their learning in Mathematics - Set up Self-learning corner for all levels. Students are encouraged to do supplementary exercises in their free time during school hours. 	<ul style="list-style-type: none"> - 97.5% of P.1-2, 4-5 pupils were able to set targets and evaluate their performance in Speed Test in the 1st term. Due to the school suspension and limited teaching time, Speed Test will not be conducted in the second term. - To enhance students' self-directed learning skills, students of all levels learnt how to finish the self-checking section in the 'self-directed learning assignments'. 90% of pupils were able to finish the self-checking section in the 'self-directed learning assignments'. - Self-learning corner was established for P.1 students by our School Librarian. 90.3% of P.1 students found the materials in the self-learning corner useful.
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	<ul style="list-style-type: none"> - To enhance teachers' professional knowledge on 'self-directed learning' - To raise students' interest in learning Mathematics knowledge through joining 'School-based Support Scheme' 	<ul style="list-style-type: none"> - Discuss teaching strategies on self-directed learning in CLP meetings - Seek support from the University of Hong Kong to investigate effective teaching strategies to better the 'self-directed learning' of Maths in one of the levels 	<ul style="list-style-type: none"> - 2 self-directed learning assignments were discussed in the CLP meetings in first term. Due to the school suspension and limited time, there will be only 1 self-directed learning assignment in second term. - P.4 Maths teachers agreed that 80% of the students had showed interests and understanding about the concepts with the support programme. - Teachers' professional knowledge on 'self-directed learning' was enhanced. About 10 collaborative lesson preparation meetings were held through this school year. The topic "Perimeter", "Area" and "Fraction" were selected and teaching materials were developed with HKU project team members.
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Subject-based Concern	Targets	Strategies	Evaluation
1. To enhance pupils' learning in Mathematics knowledge through STEM activities	<ul style="list-style-type: none"> - To enhance pupils' learning in Mathematics knowledge through STEM activities 	<ul style="list-style-type: none"> - Develop STEM learning package in P.6 Maths curriculum 	<ul style="list-style-type: none"> - STEM learning package are themed "water evaporation", 'Light and Electricity' and 'Force and Motion' for P.4, P.5 and P.6 students respectively. - Due to school suspension, there will be a simplified version of STEM learning package for P.5 and P.6 after final examination.
1. To enhance students' calculation skills through 'Level-based Award Scheme'	<ul style="list-style-type: none"> - To enhance students' speed calculation skills through 'Level-based Award Scheme' 	<ul style="list-style-type: none"> - Set up a 'Level-based Award Scheme' for each level to train students with some calculation skills and basic Mathematics knowledge 	<ul style="list-style-type: none"> - Due to school suspension and limited time after class resumption, this activity was planned to be held in the next school year.

2. To raise students' interest in learning Mathematics through activities	- To raise students' interest in learning Mathematics through 130 th School Anniversary celebration activities	- Hold 'Super 130 challenge' for P.3 to P.6 students	- Due to school suspension and limited time after class resumption, this activity was planned to be held in the next school year.
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ii. *Subject Activities*

Activities related to Subject-based Concerns

1. **STEM Education:** A STEM project in the G.S. and Mathematics curriculum was carried out in P.4 this year. The P.5 and P.6 STEM projects, which were planned to be carried out in the second term, were cancelled due to school suspension. Subject teachers of P.6 Maths started the planning of the learning materials of STEM learning package in the second term. The learning materials would be used in the new school year.

Internal Activities / Competitions

1. **Mental Maths Training (Speed Test):** The 1st phase was carried out in Maths lessons after Mid-year Exam in the first term. Students participated actively in this activity. They had to try their best to achieve the targets set by themselves. For P.1, P.2, P.4 and P.5 students, this activity was also conducted as a self-directed learning activity.
2. **Fun with Maths!:** The 1st phase was carried out for all levels in February with the use of the E-platform MS Office 365. 327 pupils have joined this activity in this phase. 242 pupils got three or more correct answers for the five questions and they received prizes after school resumption.

	Total number of pupils	No. of participants	Response Rate	No. of pupils who got prize	Percentage of pupils who got prizes
P.1-2	140	116	82.9%	106	91.4%
P.3-4	166	121	72.9%	90	74.4%
P.5-6	133	90	67.7%	46	54.1%
Total	439	327	74.5%	242	74.0%

3. **Multiplication Table Competition:** Multiplication Table Competition was held as the post-exam activity in the first term. The format of the competition was changed this year. P.2 to P.6 pupils were asked to do this competition with the use of 'Kahoot!' App. Pupils reflected that it's more challenging and exciting. Pupils who got 15 out of 20 in this competition were awarded prizes from Maths teachers.

4. **Tuesday Maths Exercises:** This is a weekly exercise for all levels which focuses on the four operations practice during Maths lessons on Tuesdays. About 8-10 exercises were finished for all levels in the first term.
5. **"Super 24" Challenge:** 3 phases in October, November and December were carried out in the first term. About 100 pupils were awarded each time on average.
6. **Maths Elite:** 13 pupils from P.4, P.5 and P.6 were selected to join the Maths Elite group. Under the intensive training, worksheets were designed for Maths Elite pupils to train for high order thinking and problem-solving skills. Two external competitions were cancelled due to social situation and the outbreak of Novel Coronavirus. They were the 5th Hong Kong Primary Mathematics Challenge and The 7th Sudoku competition.
7. **Maths Support Group:** Worksheets, multiplication table booklet, task and some maths games had been provided for Maths support group pupils. With the help of P.2 and P.3 Maths teachers, TA and Maths Ambassadors, P.3 Maths Support Group students recited the multiplication table while P.2 students concerned practiced basic calculation skills in the first term. Both P.2 and P.3 Maths Support Group students had shown improvement in doing calculations. P.2 students would recite the multiplication table in the second term.

General Studies:

i. Subject plan of 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) Use e-assessments to help P.1 to P.6 students evaluate their learning b) Integrate subject-based self-directed learning components phase by phase. Use MS Office 365 platform to help P.4 and P.5 students prepare for the lessons. Pre-tasks including data collection and MS 365 would be assigned to students before the lessons.	70 % of students found the e-assessments useful to help them evaluate their learning, especially end-of-unit ones. More than 70% of P.4 and P.5 students could complete the tasks on the MS Office 365 platform in each school term. They could also do researches and gather information that they were interested in.

	- To enhance students' self-directed learning skills	a) Integrate subject-based self-directed learning components phase by phase. Use pre-tasks to help P.2 and P.5 students prepare for their lessons. b) Help students set learning targets and evaluate their performance on their notebooks and mini-projects c) Build up students' self-reflection habits at the end of the teaching units. d) Reading materials on the topics of mini-projects are prepared at the self-learning corner for P.1- P.6 students.	- 70% of P.1 and P.2 students could prepare for their lessons using the pre-tasks. - More than 70 % of P.1 and P.2 students could apply note-taking skills in notebooks. They could use mindmaps and graphical methods to organize the content learnt. - More than 85 % of P.1 to P.6 students were able to set targets at least once in mini-projects and once in notebooks in the academic year. - More than 80 % of P.1 to P.6 students were able to build up self-reflection habits by making use of the self-assessment checklist of each unit of the textbooks.
	- To enhance teachers' professional knowledge on self-directed learning	a) Discuss teaching strategies on self-directed learning in CLP meetings b) Set up a resource bank of self-directed learning materials	Teaching strategies on self-directed learning were discussed in CLP meetings. 70% of teachers agreed that the subject-based self-directed resources can enhance students' learning.
To foster students with the positive attitude on love and care	- To foster students with the positive attitude on showing their love and care to others and the surroundings	a) Organize class-based poster / card design competition to enhance students' awareness on love and care to different target groups, and also to reinforce their learning of the subject content of the topics concerned	All pupils finished their work to express love and care to different groups of people in our society. Two pieces of good work were chosen from each class.

		<ul style="list-style-type: none"> ▪ P.1 - Family member ▪ P.2 - People who serve us ▪ P.3, P.4 – Environment and resources ▪ P.5 and P.6 – World problems: War and Hunger 	
To enhance parents' involvement in students' studies	- To enhance parents' involvement in students' studies	Parents are involved in giving comments on students' mini-projects	More than 60 % of parents gave comments on their child's mini-projects. They gave simple and clear comments on their child's work. Some of them even put down detailed feedback to encourage their kids.

Subject-based targets:

Subject-based Concerns	Targets	Strategies	Evaluation
1. STEM Education	- To enhance pupils' learning in G.S. knowledge through STEM activities	a) Develop STEM learning packages in the P.4 - P.6 G.S. curriculum <ul style="list-style-type: none"> ▪ P.4: Water Evaporation ▪ P.5: Electricity ▪ P.6: Force and Motion b) Hold STEM activities for P.1-P.3 pupils, e.g. Fun with Science	More than 70 % of P.4-P.6 students agreed that the STEM project could enhance their learning in General Studies. STEM activities for P.1-P.3 were cancelled because of school suspension and social distancing after school resumed.

2. 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 c) Strengthen P.5 and P.6 students' reading skills using an online news reading platform, TV News of HKEdCity.	News sharing was conducted in online teaching videos, real-time teaching and in G.S. lessons after school resumed. More than 70 % of students were more aware of local and global current affairs and were able to answer the questions on the MS 365 platform. More than 90% of P.5 and P.6 students got a pass in the current affairs section in Mid-year Examination.
3. Grant Scheme for Promoting Effective English Language (PEEG)	- To enhance P.3 students' understanding on the topics of 'food' and 'culture'	d) Guide pupils to learn about the subject knowledge through different information or reading materials such as news, food labels and brochures to facilitate their learning in the textbooks or other online resources.	70 % of students agreed that the reading materials could help them learn more about 'food' and 'culture'.

ii. *Subject Activities*

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 related to pupils' well-being such as food safety, healthy super food, proper use of wound sanitizers and influenza vaccination were introduced. World issues such as hill fire in Australia and Amazon Rainforests were also topics shared with pupils. Pupils were invited to do it together with the teachers. An MS365 form was used to test P.4-P.6 pupils' understanding on the topics shared and other current issues. This task was useful as pupils' performance in current affairs questions in the exam was quite good, scoring a passing rate of 90.3%. All P.4-P.6 pupils had also read and finished online exercises about popular current affairs.
- 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. The P.5 and P.6 STEM projects would be carried out in the second term.

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 leaf lettuce and basil, P.4-5 students grew white mustard cabbage and P.6 students grew okra in the small garden at school. The plants grew well for P.4 to P.6, pupils had learnt to be more responsible by taking turns to water the plants. However, P.3 could not get good harvest because of the quality of the seeds and the soil condition. Suitable seeds and soil would be selected to ensure good harvests for the programme next year.
2. **Treasure our plants (非洲鳳仙花 Impatiens Walleriana):** 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 their teachers in March. Information and guidelines of planting Impatiens Walleriana were uploaded on MS 365 for reference.
3. **Educational Visit – Ma On Shan Water Treatment Works (P.4), The Hong Kong Jockey Club Drug Information Centre (P.5) and Court of Final Appeal (P.6):** P.4 pupils visited Ma On Shan Treatment Works in December, 2019. It was a valuable experience because they could see how the sedimentation and filtration processes work in real life. This helped to consolidate their learning about how complicated the water treatment works in Hong Kong were. They also learned the importance of reducing water pollution. An anti-drug educational activity was organized to P.5 pupils in November, 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 Court of Final Appeal. Pupils learnt a lot about the history of the court and the judiciary system from the tour. The real-life experiences could help them consolidate their learning from the textbooks.
4. **STEAM activity**
A paper plane design contest was held in December, 2019. Pupils had to make use of their knowledge in Science and Arts to design paper planes that could fly the furthest and were the most beautifully-designed. After 3 sessions of teachers' sharing and lunch time broadcast which were about the scientific principles of plane design, the world's best paper plane and the details of the contest, pupils of all levels were very eager to make their own paper planes. Many of them improved their design by doing research at home. On 18th December, 2019, all P.4-P.6 pupils had a competition to fly their planes. Three winners were selected in each level. They are going to compete for championship in P.4-P.6 in the second term. Meanwhile, pupils in both upper and lower level submitted their colourful and interesting design of planes. Their works were kept and would be used to design a "plane wall" for the 130th Anniversary celebration of our school.

Putonghua:

i. Subject plan of 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 (Major Concerns)	目標 (Targets)	策略 (Strategies)	檢討 (Evaluation)
1. 透過自主學習提升學與教的效能 (To enhance teaching and learning effectiveness through self-directed learning)	- 透過在課堂上運用電子學習工具，培養學生課餘自學能力 (To promote self-directed learning through e-learning) - 運用電子學習工具以促進學生自主學習的成效 (To enhance students' self-directed learning skills)	- 於課堂上提供平板電腦給學生，以提昇學生的拼讀技巧。(漢語音節拼讀機) - 一年級學生著重了解新教材中的自學元素(二維碼) - 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 (Teach Putonghua through e-learning platform and story-telling activity Self-directed learning was introduced to P.1 students. Teachers adopt e-assessment to evaluate students' performance)	上學期主要在課堂上提供平板電腦或利用網上軟件讓學生進行拼讀練習。 下學期各級各用電子學習工具六次，主要以 MS365 為主。學生運用 MS365 進行聆聽練習及語音知識練習。 各級學生運用 MS365 參與率如下： - P.1- 64% - P.2- 61% - P.3- 56% - P.4- 60% - P.5- 60% - P.6- 40% (Oral practice was conducted by using learning Apps for students to practice phonics skills. The participation rates of each level was listed.) 由於學生在下學期開始熟習使用 MS365 進行聆聽練習及語音知識練習，建議來年上學期可加入相關練習讓學生在課堂後完成，以鞏固知識。 (In the second term, the focus of learning using Apps was on listening skills and phonics)

			<p>此外，由於上學期發生社會事件而停課一星期，上學期的電子評估(Kahoot!)安排在下學期第一節課完成。部份年級學生為了取得更好成績，重覆進行電子評估，表現踴躍。</p> <p>上學期參與電子評估人數如下：</p> <ul style="list-style-type: none"> - P.1- 73 人 - P.2- 70 人 - P.3- 100 人 - P.4- 100 人 - P.5 - 56 人 - P.6- 60 人 <p>Teachers used ‘Kahoot!’ and MS Office 365 ‘Forms’ to conduct e-assessments for P.1-P.6 pupils. By using e-assessments, teachers could assess pupils’ academic performance through self-directed learning.</p>
<p>2. 培養學生愛與關懷之心，建立正面的價值觀 (To cultivate students’ positive values on Love and Care)</p>	<p>- 透過不同愛與關懷故事的分享，培養學生愛與關懷之心 (To cultivate students’ positive values on presenting love and care to others through story-telling)</p>	<p>- 於圖書館講故事活動中加添愛與關懷故事的分享，使學生明白「愛與關懷恩」意義 - 於試後活動期間播放「愛與關懷」的故事及歌曲 (Conduct reading activities and listening to songs under the theme ‘Love and Care’)</p>	<p>由於停課關係，普通話科老師和圖書館主任將於六月復課後在課堂上講故事，並會加入關於愛與關懷的故事，讓學生明白「感恩」意義。</p> <p>以全級而言，80%學生能唱出本學年以關愛為題的主題曲「感謝」。</p> <ul style="list-style-type: none"> - The Putonghua song “Gan Xie”(感謝) was the Putonghua theme song this year and it was introduced to P.1-P.6 pupils in the lesson. Pupils understood this song was related to

			<p>“Love and Care” and they showed great interest in singing this song.</p> <p>- For the school’s major concern 2, a lunch broadcast program in Putonghua was produced by the pupils. It was shown on 22nd November, 2019 and pupils enjoyed watching this program.</p>
本科關注事項 (Subject-based Concern)	目標 (Targets)	策略 (Strategies)	檢討 (Evaluation)
提升普通話聽說能力 (To enhance the listening and speaking ability of Putonghua)	<p>- 於課外營造普通話語境，增強學生學習普通話的興趣</p> <p>(To enrich the learning environment of Putonghua)</p>	<p>- 與圖書館合作舉行普通話講故事環節</p> <p>(Organize Story-telling sessions in collaboration with Library Studies Subject)</p>	<p>- 圖書館主任於上學期與小一至小三年級學生在課外活動課進行講故事環節，介紹繪本花園，80%學生在課堂上表示明白故事內容，並對故事內容發表感想</p> <p>- Librarian conducted story sharing sessions and introduced picture books. 80% of students showed interested in the stories and were willing to share the reasons they liked the stories.</p>

ii. *Subject Activities*

Internal Activities / Competitions

- Children’s Song Activity:** Students of all levels were trained to sing more Putonghua songs related to “Love and Care” in the Putonghua lessons. They had a great passion in learning different Putonghua songs.

The songs of different levels were as follows:

Level	P.1	P.2	P.3	P.4	P.5	P.6
Songs	我愛爸媽 (My parents)	我愛我的家 (I love my family)	找朋友 (Finding friends)	謝謝老師 (Thank you, teachers)	做個好鄰居 (Be a good neighbor)	我們都是好朋友 (We are good friends)

2. **Tongue Twister Activity:** A tongue twister activity was conducted in January in Putonghua lessons. All students were encouraged to read the poem as fast as they could and they enjoyed this activity.

External Activities / Competitions

1. **Hong Kong Schools Speech Festival** - 18 students joined the Putonghua Solo Verse Speaking. Among them, 1 student got 1st position and 1 student got 3rd position. 10 students got merit and 1 student got the certificate of proficiency. 4 solo verse speaking events were cancelled. Our school also joined P.3 and P.4 Putonghua Choral Speaking but the event was cancelled. To provide chances for the Choral Speaking Team to perform, they were invited to perform on 1st Prize-giving Day in February. Due to school suspension, 1st Prize-giving Day was cancelled.

Information Technology:

i. *Subject plan 2019-20*

Purpose:

1. To equip students' described the IT knowledge, skills and attitudes 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 skill	- Motivate P.3 – P.6 students to use the I.T. e-book for self-learning by completing After-class e-Assessment as homework (twice in each term)	- 75% of the students completed the e-assessment tasks in their I.T. e-book - P.3 to P.6 students were assigned an e-book account and e-assessments were assigned as homework. Accounts were set up for all students to login HKEdCity & MS Office 365 SharePoint. Tutorials on using these accounts were given in IT lessons. To support project learning, IT teachers taught students proper IT skills and safety on website browsing when searching websites for

			<p>information.</p> <ul style="list-style-type: none"> - Due to school suspension, pupils were encouraged to have self-directed learning in I.T. lessons on their class SharePoint platform.
	<ul style="list-style-type: none"> - To promote teachers' professional development on students' self-directed learning 	<ul style="list-style-type: none"> - Encourage teachers to share their teaching and learning ideas in using e-learning platforms or other educational websites on Friday sharing sessions 	<ul style="list-style-type: none"> - 4 workshops on the use of Microsoft Teams for Real-time teaching and 3 workshops on Video-conferencing were arranged for teachers. 90% of the teachers took part in the training to learn about how to initiate a real-time lesson on Teams and share learning materials to pupils - One sharing workshop was organized on e-learning on 24/9. The topic was 'Using Office 365 for Teaching and Learning'.
2. To cultivate students' positive values with the IT skills	<ul style="list-style-type: none"> - To cultivate students' positive values on presenting their love and care to others 	<ul style="list-style-type: none"> - Apply IT skills to design posters and upload them to the class SharePoint to promote love and care to others 	<ul style="list-style-type: none"> - Due to school suspension, there was not enough time for I.T. teachers to conduct the activity after class resumption. Therefore, the activity was cancelled after discussion among I.T. teachers.

ii. Subject Activities

External Activities / Competitions

1. “STEAM Pioneer” Environmental Protection Project Design Competition: This activity was organized by The Education University of Hong Kong. Nine P.6 pupils have been selected to join the competition and they will form three teams to design their projects. Projects need to be uploaded on or before March 27, 2020.

Music:

i. Subject plan of 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 Concerns	Targets	Strategies	Evaluation
1. To enhance teaching and learning effectiveness through self-directed learning	<ul style="list-style-type: none">- To enhance students’ self-directed learning skills- To develop students as self-directed learners	<p>Teach students to learn through E-platform (MS Office 365):</p> <ul style="list-style-type: none">• Teachers put the audio files of the songs in MS Office 365 for P.1-4 pupils to practise the songs at home• Teachers put the video files of DIY Instruments• Teachers give QR codes of the songs for P. 5 and P.6 to listen• Self-directed learning worksheets with the QR code• Share on-line resources related to music theory (e.g. fingering, pitch, rhythm)	<p>QR codes of the songs was given to P.6 pupils for the music appreciation related to examination. The outcome was satisfactory, students agreed that it was an effective way for them to prepare for the examination, and more than 90% of P.6 students passed in the listening part of Music exam.</p>

	<ul style="list-style-type: none"> - To promote teachers' professional development on students' self-directed learning 	<ul style="list-style-type: none"> • Teachers attend courses and seminars on teaching strategies of music • Share teaching ideas during subject meetings 	No workshop was found suitable for music teachers to attend.
2. To cultivate students' positive values	<ul style="list-style-type: none"> - To foster positive attitude on showing their concerns to others and the surroundings 	<ul style="list-style-type: none"> - In response to the school theme 'Love and Care', all classes sing songs related to 'Love and Care' 	Teachers introduced songs related to 'Love and Care' in the 2 nd term and pupils showed interests in sharing the songs with family and classmates.
3. To enhance parents' involvement in parent education	<ul style="list-style-type: none"> - To raise parents' expectation on students' performance in music 	<ul style="list-style-type: none"> - Organize P.1 Parent-child homemade musical instrument competition 	P1 subject teacher posted the related video on Office 365.

Subject-based concern	Target	Strategies	Evaluation
Boost students' confidence and Self-esteem through performance at school events and music broadcast programme	To develop student's potentials and talents	Organize different training groups and arrange inter-school competitions (Choir, Percussion Band and Music Festival)	<ul style="list-style-type: none"> - The School Choir performed at school Christmas Party in December. They also performed some famous Christmas carols on 25th December 2019 at PMQ. In both performances, parents and audience showed much appreciation to the School Choir. - African Drum Team performed at school's Christmas Party in December. They also performed at Wan Chai Carnival in January. Parents showed their great support to the African Drum team.

ii. Subject Activities

Internal Activities / Competitions

1. Two sessions of 'Music for the Millions concert' was held on 14th January 2020 for P.3 to P.5 students, and 20th January 2020 for P.1, P.2 and P.6 students. Students enjoyed the concert very much and responded enthusiastically.
2. The 72th Hong Kong Schools Music Festival 2019-2020 was cancelled due to school suspension.

Physical Education:

i. Subject plan of 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 Concerns	Targets	Strategies	Evaluation
1. To enhance students' self-directed learning skills	- To enhance students' self-directed learning skills.	Students have to complete the sports diary as the long holiday homework <ul style="list-style-type: none">• Students have to set the targets of doing exercise. (e.g. Type and duration of exercise)• Encourage students to explore and learn some new exercises on the internet.• Students have to do the self-evaluation on their own exercise plan.	<ul style="list-style-type: none">- Under E-learning, pupils made use of video-taking and self-evaluation checklist to learn some sports skills in P.E. lessons. Some of the pupils were able to give suggestions for improvement which enhanced the effectiveness of learning in P.E. lessons.- SportACT Award Scheme was planned to be conducted in October and November, 2020. Students of all levels were encouraged to set and execute their own sports plan in order to develop regular exercise habit over a period of eight consecutive weeks. Data would be collected by P.E. teachers. Due to the misprint of SportACT booklets by Leisure and Cultural

			<p>Services Department, our school had to postpone the award scheme to the second term. However, due to the epidemic of coronavirus disease, There was not enough time to finish the scheme after class resumption. Therefore, the scheme was cancelled.</p> <ul style="list-style-type: none"> - Sports Diary was planned to be holiday homework to encourage students to do regular exercise in long holidays. The first Sports Diary was assigned to students as Lunar New Year Holiday homework and they had to hand in their record to P.E teachers after long holidays.
	<ul style="list-style-type: none"> - To promote teachers' professional development on students' self –directed learning 	<ul style="list-style-type: none"> - Teachers explore more effective teaching ideas by attending courses and seminar. - Teachers share the good and effective teaching ideas in subject meetings 	<p>A sharing about the principles of designing an effective P.E. lesson was conducted by subject panel. The online resources on effective teaching strategies of P.E. lessons e also shared among all P.E. teachers.</p>
2. To cultivate students' positive values	<ul style="list-style-type: none"> - To foster students with the positive attitude on showing their concerns to others and the surroundings 	<p>Foster the following positive value of Love and Care and attitude during P.E. lessons</p> <ul style="list-style-type: none"> •Appreciation on the others •Sportsmanship 	<p>Pupils were encouraged to express their love and care towards their classmates during PE lessons. Based on the feedback from all P.E. subject teachers, most of the pupils expressed their appreciation to their classmates and showed their sportsmanship when they were taking part in games</p>

			during PE lessons. Pupils developed positive values which would be lifelong beneficial to them.
3. To enhance parents' involvement in parent education	- To raise parents' expectation on students' performance in physical education	Encourage parents to get involved in the following: - Parent-child game in Sports Day - SportACT Award Scheme	SportACT Award Scheme would be implemented in the second term. Parents were encouraged to keep track on the exercise progress of their children and even workout with them. Due to school suspension, Sports Day was cancelled.

ii. Subject Activities

Internal Activities / Competitions

1. **Sports Day:** The Annual Sports Day was scheduled on 18th May, 2020 at Aberdeen Sports Ground. All students had the opportunities to participate in field or track competitions. Due to school suspension, Sports Day was cancelled this year.

External Activities / Competitions

1. The school sports team were Athletic, Basketball, Cricket, Football, Table-tennis and Rope Skipping. The school teams participated in different inter-school competitions according to the schedule. All the school teams had regular trainings during pre-lessons and post-lessons periods. Under the guidances of P.E. teachers and coaches recruited by the school, the school team members showed hard work and sportsmanship in both trainings and competitions. Also, the school athletic team and the rope skipping team achieved outstanding results in inter-school competitions.

Visual Arts:

i. Subject plan of Visual Arts

Purpose:

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

Major Concerns	Targets	Strategies	Evaluation																					
1. To enhance teaching and learning effectiveness through self-directed learning	- To enhance students' self-directed learning skills.	<p>-Pre-task worksheets will be given to students to develop their self-directed learning skills at least once a school term. (Students will complete the above tasks through MS Office 365)</p> <p>Art Appreciation Tasks: Art appreciation tasks would be done among the levels. Through the tasks, students are able to develop a sense of art aesthetics and appreciate artwork in a critical and objective way</p> <p>- Two pieces of artworks for P.1-2</p> <p>- Three pieces of artworks for P.3-4</p> <p>- Four pieces of artwork for P.5-6 throughout the school year</p> <p>- Students may gather the related information from online resources, library books or reference books.</p>	<p>Lower level (P1 –P3) completed three sets of self-directed learning tasks on the 365 platform during the school suspension period, while the upper level (P4-6) finished most of the tasks. P5-6 subject teachers did the follow-up task with students accordingly after class resumption. The table below showed the number of art appreciation tasks that students completed this year:</p> <table><tr><th>Level</th><th>Target</th><th>Actual Progress</th></tr><tr><td>P1</td><td>2</td><td>3</td></tr><tr><td>P2</td><td>2</td><td>3</td></tr><tr><td>P3</td><td>3</td><td>3</td></tr><tr><td>P4</td><td>3</td><td>3</td></tr><tr><td>P5</td><td>4</td><td>3</td></tr><tr><td>P6</td><td>4</td><td>3</td></tr></table> <p>The response rate in the lower level was around 70% while the response rate in the upper level was about 40%. Parent support to the children in the lower primary classes was an important reason which led to the result. Students in upper level usually completed the task independently, yet not all</p>	Level	Target	Actual Progress	P1	2	3	P2	2	3	P3	3	3	P4	3	3	P5	4	3	P6	4	3
Level	Target	Actual Progress																						
P1	2	3																						
P2	2	3																						
P3	3	3																						
P4	3	3																						
P5	4	3																						
P6	4	3																						

			<p>students had adequate computer literacy to complete the tasks and hindered their learning. They needed more support from teachers face-to-face assistance to solve the technical issue, which was difficult to implement during school suspension. This school year, all levels employed the online tool 'Google Arts and Culture' to let students carry out prior research before the lesson, and gave out personal response after having better understanding on the artwork in class. This tool was relevant to develop their aesthetics in arts. It was suggested that students could complete the task as home assignment before the lesson in next school year.</p>
2. To cultivate students' positive values	- To foster students with a positive attitude on showing their concerns to others and the surroundings	- Encourage students to participate in external competitions to widen their horizons	<p>V.A. subject teachers designed several internal competitions which aligned with the major concern 'Love and Care'. Details are as follows:</p> <p>Internal Competition</p> <p>P.1 and P.2 students joined the colouring competition 'Love my family.' P.3 and P.4 students joined the colouring competition 'Care About My Friends.' P.5-P.6 students designed a poster 'How to care about their family members</p>

			<p>and friends.’ These activities were successfully implemented. More than 90% of our students participated in these subject activities.</p> <p>External Competition</p> <p>P.4 – P.6 students took part in the 4-Panel Comic Drawing Competition <i>‘Integrating Creative Arts into Homes and Schools with Positive Values and Love’</i>, while P.1 - P.3 students took part in the Colouring Competition.</p>
2. To enhance parents’ involvement in parent education	-To raise parents’ expectation of students’ studies	- Parents are encouraged to provide feedback on their children’s artwork in forms of comments at least once in each school term	<p>All students joined the internal competition ‘Parent-child Christmas Stocking Design Competition’ in December 2019. The school received more than 60 pieces of stockings. Parents actively participated in this meaningful event to enhance the parent-child relationship. This was an opportunity to let parents know more about their children in terms of their potentials in arts.</p> <p>After class resumption, subject teachers distributed one piece of student’s art work and invited their parents to give out feedback. More than 60% of parents provided positive feedback to their child in terms of composition and organization, elements of arts, creativity, craftsmanship, drawing and colouring skills.</p>

ii. Subject Activities

Internal Activities / Competitions

1. **Parent-child Christmas Stocking Design Competition:** Students showed an active response in Christmas Stocking Design Competition. The winners' works of these competitions have been displayed on Parents' Day. Students who took part in the competition were invited to do a catwalk on the stage in the school hall at the School Christmas Party.
2. **Colouring Competition for Kindergarten:** Students from six kindergartens were invited to join the competition in December 2019. Participants were divided into three groups: K1, K2, and K3. In each level, five students were selected for the 2nd runner-up, four students to be the 1st runner-up, and three students to be the champion. An overall champion was selected in both junior and senior levels to acknowledge the best artwork among awardees of that level. Certificates and prizes would be given to awardees at School Christmas Party in December 2019.
3. **Parents' Day Exhibition (Students' artworks display):** Students' outstanding artworks collected by VA teachers of each level was displayed in the school hall on Parents' Day. Some Primary Four students were invited to showcase their talent by displaying their artwork on the same day. Parents-child Christmas stocking prototypes were also placed in the school hall. The school received positive feedback from the parents and visitors.
4. **STEAM:** This was a collaboration project jointly organized by the STEAM team and VA teachers to be conducted in the second term. The target level of STEAM project was Primary Six. GS teachers assisted in providing STEAM learning materials while VA teachers combined it with visual and design elements, then conduct the lecturing in VA lessons. The theme was chair design under the topic of Animal Transformers. Students had to understand the theory behind and form a chair. They also had to conduct several tests and experiments during the whole project. Worksheets would be provided for students to make their own weight testing of the chairs they make and drafting their own idea on using different ways to improve their design. However, the activity was not conducted this school year due to school suspension. It was planned to conduct the activity next school year.

External Activities / Competitions

1. **Standard Chartered Arts in the Park Mardi Gras Workshop and Parade:** Our VA Elite Group has joined this activity. This activity was cancelled by the organizer due to the social activity in November.
2. **Flower Drawing in Victoria Park:** Our VA Elite Group has joined this activity. This activity was cancelled due to the outbreak of novel coronavirus epidemic.
3. Students of different levels joined various external activities. The results of the competitions were listed under 'Part IV Students' Performance.'

Library Studies:

i. Subject plan

Purposes:

1. To develop students' reading skills in independent reading
2. To foster students' positive values
3. 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 enhance students' self-directed learning skills	<ul style="list-style-type: none"> - Promote reading through different reading materials, such as story books, nonfiction, magazines, newspapers, on-line reading resources etc. - Promote student's sharing on books through Book Recommendation - Program in Campus TV - Through the introduction of the different types of the books, such as Natural Science, Arts and Recreation and History and Geography, students are encouraged to become independent in choosing books according to their own interests and needs in reading. - Refine/Restructure the school-based reading skills worksheets - Teach students to use K-W-L Chart to ask themselves after project learning: 'What do you KNOW?' 'What do you WANT to know?' 'What have you LEARNT?' 	<p>The targets were achieved.</p> <ul style="list-style-type: none"> -111 of the students subscribed Newspaper. -Two kinds of popular magazines were provided to the students. They read the magazines in the classroom. -85% the students used HKEDCITY e-read platform and read e-books. -All the students borrowed at least three fictions and nonfiction books for each school term. -70% of students liked Book Recommendation Program through Campus TV. Most students liked to borrow in the related theme in the library. - Due to school suspension, the activity to promote the use of the worksheet about K-W-L Chart would be carried out next year. <p>All students were assigned an account in the online reading scheme of HKEdCity. They had to read books assigned by the Library</p>

			Studies teacher. Chinese and English subject teachers would also assign reading activities to students. Evaluation would be conducted at the end of the school term.
	<ul style="list-style-type: none"> - To develop students' reading skills 	<ul style="list-style-type: none"> - Teach students the reading skills and Higher Order Thinking Skills in gathering information for project learning - Lower level students use Mind Maps or Circle Map to visualize text information - Upper level students use the searching skills to summarize information - Upper level students understand Cause and Effect Chart which can explain why or how something happened - Upper level students use speed reading skills to promote their reading efficacy 	<ul style="list-style-type: none"> - 70% of students applied the reading skills and Higher Order Thinking Skills in the cross- curriculum project - 50% of students have known and used speed reading skills to raise their reading efficacy - To develop students' reading skills in gathering information for cross-curriculum project, the teacher librarian taught students the reading skills during library lessons. - Reading sharing sessions were arranged on Thursdays during morning assembly by reading ambassadors. 20 students were selected in hosting book recommendation to all students. Students enjoyed the sharing sessions. The activity also aroused students' interest in looking for the recommended books in the library.

<p>2. To cultivate students' positive values</p>	<p>- To foster students with the positive attitude on showing their concerns to others and the surroundings</p>	<p>Promote the positive values on 'Love and Care' through Chinese/English morality stories in the library lessons</p> <p>- Organize 'Love and Care' Book Mark Design Competition which encourages the students to read books on 'Love and Care' and share any messages that they learn from the books in their book mark design</p>	<p>P.1-P.2 listened to stories on 'Love and Care' through Chinese and English morality stories sessions during school suspension.</p> <p>P.3-P.6 students shared 'Love and Care' stories after class resumption.</p> <p>-75% of students like Chinese /English morality stories, through observation of student's feedback in stories sessions.</p> <p>- Due to school suspension, '130th Anniversary' Bookmark Design Competition was not conducted this school year. It would be carried out next year.</p> <p>- Chinese /English books on 'Love and Care' were purchased and shared in the library lessons. 'Love and Care Morality' reading sessions was held after class resumption.</p>
<p>3. To enhance parents' involvement in parent education</p>	<p>- To raise parents' expectation on students' studies</p>	<p>- Encourage parents spend at least 15 minutes every day to read with their child at home through an award scheme named 'Parent-child Co-reading Scheme'</p> <p>- Encourage parents apply for Hong Kong Public card for their child</p> <p>- Recommend the parents always bring their children</p>	<p>Due to school suspension, 'Parent-child Co-reading Scheme' will be carry out to next year.</p> <p>-70% of students or parents had their Hong Kong Public card</p> <p>-60% of students expressed their parents bring them to the Hong Kong public libraries</p>

		to the public libraries to borrow books.	monthly. -Parents' Storytelling Workshop was organized to educate parents on the importance of reading aloud to children, and to motivate parents to develop a daily habit of reading aloud. However, due to school suspension, the workshop was cancelled.
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i. Subject Activities

Internal Activities / Competitions

1. Most Active Readers Award was held in the first term. Students were encouraged to read more books and record in their reading record. They had to write comment or 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 STEM, Sports, Arts and Geography. Books were also selected to suit the school activities including 'Love and Care' 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. 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.
6. Our School has joined 'Tell-A-Tale' Children's Storytelling Competition 2019/20. The Competition is organized by Teacup Productions. The Storytelling Workshop was completed on 29th November, 2019.
7. Our School has joined the "International Bookmark Exchange Project" of International Association of School Librarianship (IASL) this year. This is our first time to join this project. All P.3 students exchanged their bookmarks with students from the United States and Lithuania. The students were very excited to receive the colourful and creative bookmarks from the partner schools. The students treasured the received bookmarks so much and well-used them for reading purpose.

8. Our school joined the programme named ‘Reading Club’ (閱讀分享校園計劃) organized by Sun Hung Kai Properties Limited. In Phase I of the programme, our school submitted a plan on teaching students Chinese idioms through a video. The plan was awarded ‘Merit Award’ and our school entered Phase II. Students were invited to play a part in the video and the product would be used as a resource for teaching Chinese in the coming school year.

Project Learning

1. Project learning week was conducted in January, 2020. In the project learning week, students had to complete different tasks assigned to them. Under the theme assigned, students had to learn through talks, workshops, visits, video watching, craft making 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 Hong Kong Park
P.2	Animals a Class Pet	<ul style="list-style-type: none"> • Visit Society for the Prevention of Cruelty to Animals (SPAC) • Talk on “Respect for life beings with concern for Animals” by Hong Kong Society of Herpetology Foundation
P.3	We love Plants	<ul style="list-style-type: none"> • Visit Kadoorie Farm and Botanic Garden • Talk on “Plants” by Gardener • Country Park School Visit • Upcycling Tire Plants Workshop
P.4	Smart Use of Water	<ul style="list-style-type: none"> • Visit Ma On Shan Water Treatment Works • Talk on “Plastic Free Sea” • 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 • Indoor Star Gazing Experience
P.6	Birds - Home Sweet Home	<ul style="list-style-type: none"> • Visit Hong Kong Wetland Park • Bird House Workshop • Talk on “Fun with Bird watching”

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.

Educational Visits

Under the theme assigned, six visits were arranged for P.1-P.6 students for enrichment. They had a wonderful time learning about nature and the world.

- P.1 students learnt about the facilities in parks and their uses.
- P.2 students know more about Amphibians and Reptiles. They develop the attitude of caring about animals about different animals.
- P.3 students learnt more about different kinds of plants in the parks. They also had great experience hands-on workshop of using recycled materials to make a plant pot decorating the school campus.
- P.4 students learnt about the desalination worked in the dams during their visit to Ma On Shan Water Treatment Works.
- P.5 students learnt more about the space and Space Museum.
- P.6 students visited Hong Kong Wetland Park to have first-hand information on the wildlife of birds.

The educational visits were valuable learning experience for our students. They learnt through hands-on experience and received first-hand information through visits or talks by the experts of the subject areas.

Part VI 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

In the first term, teachers covered four topics with students according to the year schedule. Before starting each topic, comprehensive talks were given to students and teachers. The first topic was our school major concern, teacher in-charge held the talk about ‘Love yourself’ to teach students how to take good care of themselves in aspects including healthy living, mental health, good behaviour and positive attitude etc, in order to pass the message that being positive is the key of loving oneself. For topics on ‘Responsibility’ and ‘Honesty’, our SGPs held talks for the students respectively. Besides, we invited guest speakers from ‘St. James Settlement’ to conduct the talk on the topic ‘Perseverance’. Students were attentive to listen to guest speakers' sharing on the topic and had time to do reflection.

To match the latest information on Covid-19, MCE team teachers revised the MCE teaching schedule and designed an ad hoc topic of teaching and learning materials for teachers to conduct a special programme in MCE lessons called ‘Care under the epidemic’ in order to continue our value education on ‘Care for others’ which was the second term focus of our major concern. Students of different levels were taught to be aware of the people who cared and served them during the epidemic while they stayed at home safely. Besides lesson activities, students were guided to produce different souvenirs to show their care for different personnel including parents, school staff, public cleaning staff and public medical staff etc. Our SPGs helped to send those souvenirs to different public working units for the students afterwards.

To further strengthen students' positive thinking, our school worked with ‘Life Education Fund’ to conduct class-based workshops for P.5 and P.6 to equip them with the skills on coping with life challenges. However, only one class was done due to the school suspension. After considering the tight teaching schedule after suspension, the rest of the classes were cancelled.

In addition, we also established two interest classes with extra sources for students to stretch their talents upon the invitation by Wan Chai District Police. One was a ‘Hockey Class’ organized by ‘Project CHANGE’. Participating students were arranged to learn the skills of playing hockey. With the assistance of our serving parents, students finished their first phase of training at Indian Recreation Club. All students were given a hockey stick and a hockey ball as encouragement. However, second phase was being postponed due to school suspension.

Another interest class on street dance was also organised for students in cooperation with NGO, Youth Outreach. The scheme was of three phases. Phase One was school training. Phase TWO was rehearsal training at the center and Phase Three was stage performance with participants from other schools. Students could only finish Phase One due to school suspension.

The School-based Moral and Civic Education Curriculum aimed at cultivating students' positive values and attitudes through continuous 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 in 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. The theme 'Love and Care' is Major Concern 2 of the Annual School Plan 2019-2020.

Below is the table showing the themes taught each month:

Months	Themes
September	Target Setting
	Love and Care "Love Yourself"
October	Responsibility
November	Perseverance
December & January	Honesty
February	Love and Care - "Care for Others"
March & April	Respect
May	Basic Law
	End-of-term Evaluation

With focus on Annual School Plan Major Concern 2, activities and programs on "Whole Person Development Programme" were designed under the theme 'Love and Care'. The focus in the first term was on 'Love Yourself' and it was 'Care for Others' in the second term.

1st Term Topics

Month & Values	September & October		November & December	December & January
	Love and Care - Love Yourself	Responsibility	Perseverance	Honesty
P.1	Ways to Love Yourself: <ul style="list-style-type: none"> - Sleeping properly - Eating healthily - Exercising regularly - Behave well at school and at home - Good Hygiene - Be grateful to your family and your teachers 	Be a Responsible Student <ul style="list-style-type: none"> - Finish Homework everyday - Prepare for assessments (Dictation, Tests, Examinations) - Parents' Signature on assessments 	Homework <ul style="list-style-type: none"> - Homework Record - Handbook (Parent Signature) - Homework Bag 	Honest in School <ul style="list-style-type: none"> - Examination and Test Manner - Do homework by yourself - No taking others' belongings
P.2	<ul style="list-style-type: none"> - Listen to yourself and understand yourself - Build confidence in yourself 	Responsible to yourself <ul style="list-style-type: none"> - Finish tasks on time - Set study plan for examination 	Healthy Eating Habit <ul style="list-style-type: none"> - Snacks - Proper meals - Water 	Honest to yourself <ul style="list-style-type: none"> - No copying or lending homework to others - No borrowing octopus / money - Admit one's mistakes
P.3	"Love Yourself" Drawing Competition (P.1 to P.3)	Responsibility at Home <ul style="list-style-type: none"> - Share housework - Cooperate with other members - Consider the influences to other members 	Homework Manner <ul style="list-style-type: none"> - Solve Homework Problems - Set timetable for after-school activities - Self-editing 	Honest to family <ul style="list-style-type: none"> - Report truth to your parents - Share your true feelings
P.4	Ways to Love Yourself: <ul style="list-style-type: none"> - Establish Healthy Sleeping Habit - Healthy Diet - Ways to Make Exercise a Habit - Hygiene and Growth - Behave well 	Responsibility in school <ul style="list-style-type: none"> - Follow teachers' instructions - Provide the support and suggestion to friends - Keep the school clean 	Healthy Living <ul style="list-style-type: none"> - Exercise everyday - Make your dreams come true - Balanced life 	Honest to our Friends <ul style="list-style-type: none"> - Don't tell lies to friends - Handle lost properties (School) - Handle rumours
P.5	<ul style="list-style-type: none"> - Be grateful to those who make contributions to others - Give yourself time and space to understand yourself - Share Your Feelings - Accept your emotions 	Responsibility to the Society <ul style="list-style-type: none"> - Cooperation in the Society e.g. act as government policy - Handling emergency 	Resilience <ul style="list-style-type: none"> - Handling frustration - Conflicts with friends - Stories of successful persons 	Honest in the Society <ul style="list-style-type: none"> - Internet e.g. cyber-crimes and bullying - Handling lost properties (outside)
P.6	<ul style="list-style-type: none"> - Build confidence in yourself - Identify what brings joy to your life "Love Yourself" Writing Competition (P.4 to P.6)	Career Planning <ul style="list-style-type: none"> - Planning for Secondary school life - Planning for future career 	Say "No" to Bad Habits <ul style="list-style-type: none"> - Drugs - Addictions on Internet and games - Refuse temptations from social media 	Integrity <ul style="list-style-type: none"> - Privacy - Bribery - ICAC

2nd Term Topics

Month & Value	February & March	March & April	April & May
	Love and Care - Care for Others	Respect	Basic Law
P.1	The meaning of “Forgiveness” - Why we need to forgive - How to forgive - How “Forgiveness” related to personal growth - Recognize the individual difference - Appearance and Abilities	Respect our school - Follow rules and regulations - Respect teachers and other staff - Use appropriate language	HKSAR and China - Relationship between Hong Kong and China - National flags
P.2		Respect ourselves - Personal character and emotions - Tidy appearance - Polite to all others - Table manners - Concert manner	Living in Hong Kong - Regional flags - Private property - Rights and freedom
P.3		Respect our family - Obedient to parents and seniors - Respect others’ preferences - Settle arguments at home	Knowing your country - Freedom of speech - National song
P.4		Respect our friends - Abilities - Hobbies - Appearance (gender) - Names - Anti-bullying	Our freedoms - Freedoms of religion - Freedom of career - Academic Freedom
P.5	The meaning of “Forgiveness” - The function of “Forgiveness” in handling daily conflicts - Recognize the individual difference - Personality and Point of Views - How to Handle Sadness and Painfulness - Learn to face negative emotion in a positive way	Respect others in the society - Culture e.g. festivals - Religion - Habit - Racial Harmony - Get along with opposite gender	Our duty - Tax and duty free
P.6		Respect our surroundings - Law system (Fair and Justice) - Consequences of offending the Law - Respect others opinions	HKSAR government - Legislation Structure - Citizens’ legal rights - Equal before the law

(2) Discipline

Theme-based activities and preventive measures were implemented to train students to have good discipline. Level Discipline Meetings were held monthly to give support to teachers. Talks and case sharing would be conducted to enrich moral education for students. Theme-based activities include Discipline Competition, Cleanliness Competition, Prefect Training Day Camp and Outstanding Prefect Election.

In response to school major concern, specific workshops or talks about ‘Love yourself’ were

completed. The workshops could really help to equip students with practical ideas on taking good care of themselves in daily life or under emergency. Students enjoyed the guest speakers' interesting activities and were eager to try out what they learnt from the workshops. Besides, we also held competitions in discipline in order to enhance students' motivation to behave well.

For the prefect training camp, we were glad to join a funded leadership training programme organised by 'The Boys' Brigade, Hong Kong'. Both class prefects and school prefects received training at their camp site in Ma Wan. Training activities on important elements of leadership including collaboration and communication were useful. The prefects were also taken to an outdoor climbing site in the camp site to practise the skills that they learnt to overcome obstacles in teams. Prefects were trained to do some team tasks that they had never tried. They were surprised that they could challenge those difficult tasks with their schoolmates in such a way which let them experience the power of collaboration and communication in teamwork.

In addition to discipline competitions and cleanliness competitions, the following activities would be conducted to enrich students' learning experience:

1. Self-care workshop for P.1

In response to teachers' comment about P.1 students' weakness on personal hygiene, a self-care workshop organized by 'Andrex' was arranged for P.1 students with special focus on toilet hygiene on 6/9/2019. They learnt to take good care of themselves after using the toilet. The workshop was conducted in the classrooms and practical sessions were provided for our students to try cleaning their body parts properly after using the toilet. Students were all engaged by the interesting stories, attractive teaching aids and meaningful practices during the workshop.

2. Safety outside school

To enhance students' awareness on taking good care of themselves outside school, a road safety talk organized by Hong Kong Police Force was arranged for P.1 to P.3 classes on 27/9/2019. Students learnt to use road safety measures to cross the road properly. Besides, a talk conducted by MTR was arranged for P.4 to P.6 classes on 4/10/2019 about manner in public transport and dealing with emergency in MTR.

(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.

During the beginning of the school term, two workshops on "Self-Love" were held for P.1-P.3 and P.4-P.6 pupils respectively in MCE lesson in September 2020. Messages including 'Self-care' and 'How to love yourself' were introduced to them. They also learnt 'Staying Fit and Healthy', 'Take Care of Oneself before Helping Others' and setting 'To Do List' to achieve these targets.

For P.4-P.6 pupils, the “Self-care first concept” was shared with them. As students in the upper levels took up duties in taking care of the students in the lower primary level, they should learn the importance of taking good care of themselves before they reached out to help others. With better coping strategies, they could reach out and help those whom they concerned. The 32 self-soothing tools was introduced to help them understand themselves better using the sense “Sight”, “Touch”, “Sound” and “Smell”. These tools helped them to deal with some negative emotions during the tough time.

(4) Understanding Adolescent Project

Understanding Adolescent Project (UAP) is a comprehensive support programme for personal growth which aims at enhancing pupils’ resilience. The project would enhance pupils’ optimism, sense of belonging towards their families and schools, communication skills and co-operation with others. The programme was 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 problems and serve the community.

i. Primary Four UAP Intensive Programme Schedule

Duration: (December, 2019 – April, 2020)

Item	Name of activities	Objectives	
1.	Orientation	Introduction of the activities	Primary Four UAP programmed started in December, 2019 and was scheduled to end in May, 2020. The Orientation session and Launching Ceremony, one session of small group activity and Day camp were conducted. Due to school suspension, the activities to be held from February to April were not completed as scheduled. Since the time after class resumption was not enough to complete the programme, the remaining UAP lessons would be conducted in the next school year. The evaluation of the whole
2.	Launching & Sharing	To conduct a launching ceremony and to lay down rules with students for the groups	
3.	Parent Workshops	<ul style="list-style-type: none"> To assist parents in enhancing their parenting skills and communication skills with their children To strengthen the communication with parents 	
4.	Small Group Session	To increase students’ resilience through group experience	
5.	Day Camp	To enable students to have a basic understanding (knowledge and skills) of “resilience” through challenging activities appealing to the participating students	
6.	Parent-child Camp	To assist parents in enhancing their parenting skills and communication skills with their children through games.	
7.	Social Service	To arrange students to carry out	

	Preparation & Social Service	community services / voluntary work and make contributions to the groups in need of help in the community or help community building, in order to foster their sense of belonging towards the community	programme would be conducted after the UAP programme completed in the first term of next school year.
8.	Closing and Sharing	To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit	

ii. Primary Five UAP Booster Programme Schedule

Duration: (September, 2019 – November, 2019)

Item	Name of activities	Objectives	
1.	Opening Ceremony & Reunion session	To conduct a launching ceremony and to lay down rules with students for the groups	<p>-Students who participated actively in their Primary Four UAP programme last year were invited to join the programme this year. To conduct the social service to the elderly centre, a lot of guidance were given to the students. The visit was conducted smoothly.</p> <p>-The main theme of the Day Camp was 'Green Life'. The tutor asked the students to search different components in the nature. Students were actively involved in the activity.</p>
2.	Small Group 1	To increase students' resilience through group experience. 4 sessions were arranged for the Preparation of service	
3.	Social Service - Hong Kong Society for the Deaf on 5 th November, 2019	To arrange students to carry out community services/voluntary work in order to foster their sense of belonging towards the community	
4.	Adventure Day Camp / Outdoor activity -The Peak and the University of Hong Kong on 3 rd October, 2019	To enable students to have a basic understanding (knowledge and skills) of "resilience" through challenging activities for participating students	
5.	Individual Interview	To further enhance students' understanding and exposure to "resilience" through engaging in interview with UAP tutors	
6.	Closing and Prize-giving Ceremony cum Teachers' and	<ul style="list-style-type: none"> To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit. 	

	Parents' Sharing	• To conduct sharing activities with class teachers, parents and students	
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iii. Primary Six UAP Booster Programme Schedule

Duration: (September, 2019 – November, 2019)

Items	Name of activities	Objectives	
1.	Small Group Sessions - Introduction of the theme (resilience, optimism, belongingness and perseverance) - Team-building activities - Problem solving skills	To increase students' resilience through group experience	<p>Students who participated actively in their Primary Four and Primary Five UAP programme were invited to join the P.6 UAP programme.</p> <p>The meaningful visit to the sub-divided units in Sham Shui Po allowed students to experience the difficulties that the low-income families faced. Most of the pupils felt surprised when they found some elderly lived in a small cube. P.6 students had a fun day out by joining the Day Camp in Shek O Beach.</p> <p>Students were active in participation of the activities.</p>
2.	Social Service and Preparation – Briefing for the skills and manner in doing social service - Social Service: Visit to	To arrange preparatory meeting for carrying out social services which foster pupils' sense of belonging towards the community	
3.	Sub-divided unit in Sham Shui Po	To arrange students to carry out community services/voluntary work to foster their sense of belonging towards the community	
4.	Day Camp -Shek O Beach	To enable students to have a basic understanding (knowledge and skills) of “resilience” through challenging activities for participating students	
5.	Interview/ Evaluation	To further enhance the participating students' understanding and exposure to “resilience”	
6.	Closing Ceremony	To conclude the Intensive Programme throughout the year and to encourage students by awarding them the certificates of merit	

(5) 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 their need. Below was the arrangement of Co-curricular Activities in this school year:

Rotating Groups

CCA Groups	Levels Involved	CCA Groups	Levels Involved
趣味中文	P.1 - P.3	Little chef	P.3 – P.6
趣味中文	P.4 - P.6	Balloon twisting	P.3 – P.6
English Adventure	All Levels	ZEN Drawing	All Levels
Maths Activities	All Levels	Clay Artwork	All Levels
Putonghua Activities	All Levels	Chinese Painting	P.2 – P.6
Fun with Computer - Coding	P.4 - P.6	Western Dance	P.2 – P.3
Little Scientists	All Levels	Drama	P.3 – P.6
Fun with iPad	All Levels	Music Activities	All Levels
Library Activities	All Levels	Fun with Rope Skipping	All Levels
Fun with Rummikub	P.2 –P.6	Ball Games	All Levels

Fixed Groups

Names of Fixed Groups	Levels Involved	Names of Fixed Groups	Levels Involved
Environmental Protection Ambassadors	P.4 - P.6	Football Training (Victoria Park Soccer Pitch)	Football Team
STEM Team	P.4 - P.6	Tennis	P.3 - P.6
Visual Art Elite	P.3 – P.6	Rope Skipping	P.4 – P.6
Little Reporters	P.4 – P.6	Percussion Band	P.1 - P.6

Special Groups

Names of Special Groups	Students Involved
Social Skills Groups for SEN Pupils	P.1 – P.6 Students Concerned
Discipline & Guidance	P.1 – P.6 Students Concerned
Student Counseling	P.1 – P.6 Students Concerned

(6) Major 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
28 th August, 2019	Orientation for P.1 and New Pupils
29 th August, 2019	P.1 Bridging Programme - Fun with English
24 th September, 2019	P.5- P.6 Level Parents' Day
8 th October, 2019	P.2- P.4 Level Parents' Day
4 th October, 2019	Dress Special Day
1 st November, 2019	School Picnic
12 th December, 2019	Talk on Secondary School Places Allocation (Discretionary Place)
20 th December, 2019	Christmas Party
11 th January, 2020	Parents' Day
21 st January, 2020	Cultural Day
17 th April, 2020	Online Briefing on Secondary School Places Allocation (Central Allocation)
4 th July, 2020	Graduation Day
24 th July, 2020	Prize-giving Day (For 1 st Term and 2 nd Term)
Cancelled	Talent Show
Cancelled	Sports Day
Cancelled	Graduation Camp
Cancelled	Year-end Performance
Cancelled	P.1-P.5 Class Party

(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 secondary school life.

Talks:

Month	Topic of Talks	Levels Involved	Speaker
September	Road Safety	P.1 – P.3	Hong Kong Police Force - HK Island Road Safety Team
October	Railway Safety	P.4 – P.6	Mass Transit Railway Corporation
November	Environmental Protection	P.3 – P.6	Chinese YMCA of Hong Kong

Visits:

Month	Place	Level	Administrative Streams In-charge
October	Visit to Court of Final Appeal	P.6	Curriculum Stream
November	Visit to The Hong Kong Jockey Club Drug InfoCentre	P.5	Curriculum Stream
December	Visit to Shatin Sewage Treatment Works	P.4	Curriculum Stream
December	Visit to Secondary School	P.6	Academic Affairs

(8) Services from Uniform Groups & Service Groups

Service Groups (Subject)

Titles of Service	Number of students	Titles of Service	Number of students
Chinese Buddy Reading Tutors	12	IT Elites	10
Chinese Ambassadors	30	Library Helpers	15
Maths Ambassadors	17	PE Helpers	8
English Buddy Tutors	10	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	Cub Scouts	23
Class Prefects	42	Girl Guides	24
Class Monitors	40	Junior Police Call	26
Cleanliness Ambassadors	40	Little Reporters	15
CYC	P.4-P.6		

(9) Pre/Post Lesson Activities

- Recovery Reading Programme for P.1-3 were arranged to help pupils who were weak in reading. In this programme, teachers teaching the respective classes (including NET) conducted Chinese reading with pupils with lower reading ability or those who had no one to read to at home.

- Buddy Reading programme was arranged for P.1-3 pupils. For Buddy Reading Programme, NET selected and trained 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 English Recovery Reading	P.2 English Recovery Reading	P.3 English Recovery Reading
P.1 English Buddy Reading	P.2 English Buddy Reading	P.3 English Buddy Reading
P.1 Chinese Buddy Reading	P.2 Chinese Buddy Reading	
P.2 Maths Support Group	P.3 Maths Support Group	
School Team Trainings		
Athletic Training – Girls	Athletic Training - Boys	Athletic/ Field Training
Flag Raising Training		

Post-lesson Activities

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

(10) 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">• Whole School Approach (WSA): Our school adopted the policy of Whole School Approach to support students with Special Educational Needs (SEN). We deployed diversified support to SEN and Academic Low Achievers (ALA) students so as to enhance their learning and adjustment to the school life.• 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: Under the Learning Support Grant, we recruited a Part time teacher and her duties were mainly focusing on supporting SEN pupils, either in-class support or one to one teaching. Targeted SEN pupils could get appropriate support and improvements were shown especially on pupils' behavior during the lessons. Besides, we recruited 3 TAs to provide in-class support, pre-lesson support and post lesson tuitions. They provided extra support to SEN pupils during Homework periods in order to help them doing homework or get extra training in different areas such as speaking and reading. Improvement in both academic and non-academic area such as self-management skills were shown especially pupils received frequent one to one support.• Special Grants in Supporting NCS students: Grant for Supporting NCS Students with SEN : one TA was recruited under this funding. In-class support and post-lesson tuitions were arranged for targeted pupils. These intensive support especially helpful for ALAs since they could get more individual support for their learning.• Enhanced Speech Therapy Grant: Under the Enhanced Speech Therapy Grant, we have arranged Speech Therapy Programme for 36 pupils who had Language and Speech Impairment. Individual training, group training and parents' workshop had been arranged in the 1st term. Besides lessons in school, Speech Therapist also provide homework for pupils. During school suspension, we had arranged Speech Therapist to give online training for our pupils. Hence pupils' talks had been cancelled.

<p>III. Support measures and allocation of resources</p>	<p>Students with SEN and Academic Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> • The post of Special Education Needs Coordinator (SENCO) is established to lead the Student Support Team to deploy different support programs for SEN pupils. • 1 whole-year temporary teacher, 1 part-time teacher and 3 teaching assistants are recruited in the implementation of the Whole School Approach (WSA) to provide support for SEN pupils. • The part-time teacher and teaching assistants are recruited to support students with SEN in the classrooms. They assisted teachers during the lessons to give extra support to SEN pupils, especially during group activities and classwork. Sometimes they would pull out the target pupil(s) and to give them one to one teaching to cater for the needs of SEN pupils. • ALAs are provided with pull-out/ post-lessons which include P.1-6 Chinese, P.1 & P.3 English and P.1-P.5 Mathematics. Different tuition classes conducted by teachers or TAs had been arranged and they were responsible to conduct remedial teaching for pupils. • School-based speech therapy service is arranged to offer individual/ group training/ therapy sessions to students with Speech & Language Impairment (SLI) once a week. During school suspension, online teaching materials had been prepared and real time Zoom lessons had been arranged for target pupils. • Study skills service is arranged to offer individual/ group training/ therapy sessions to students with SEN or ALAs once a week. During school suspension, one to one real time Zoom sessions had been arranged for target pupils. • 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 during Parents Day. • Parent education, including seminars and workshop, is organized to equip parents with a better understanding of children with SEN, and render their support in alignment with the school measures. Due to school suspension, only one talk "How to teach story-telling at home?" had been arranged under Speech Therapy Programme in the 1st term. • EDB and NGOs are invited to conduct staff development programmes which include implementing the Whole School Approach to support students with SEN, such as talks about how to help pupils with speech and language impairment or how to promote mental health for pupils. • Sharing by SENCO and SENSTs on effective support strategies to enhance students' learning effectiveness. Sharing on Person-centered Approach and Whole
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	<p>School Approach (WSA) for SEN pupils had been arranged in 1st term. Sharing on Lesson Study had been arranged during Chinese Meeting in 2nd term.</p> <ul style="list-style-type: none"> • SENCO and SENSTs attend Collaborative Lesson Preparation (CLP) to devise support programmes, curriculum and teaching adaptations and to incorporate support into curriculum design and learning and teaching. Different support strategies were implemented in supporting target SEN pupils in P.1, P.3 and P.5 Chinese lessons.
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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 (OT) Study Skills Groups: Study Skills Groups were arranged for SEN and ALAs pupils every Tuesday. 35 pupils were recruited to join the programme. Occupational Therapist (OT) focused on training our pupils gross motor skills, fine motor skills and hand-eye co-ordination. Besides lessons, OT also gave a brief summary and homework to parents so that parents could help pupils to practice at home as well. This arrangement was well-received by parents.	Every Tuesday
Speech Therapy	-To help students with speech and language impairments through therapy programmes conducted by Speech Therapist. Individual or small group training had been arranged for pupils. Online materials had been prepared and one to one real time Zoom sessions had been arranged during school suspension. Most of the pupils showed improvements after training and online real time training enhanced the communication between parents and therapist, which enhanced pupils' progress especially during school suspension period.	Every Friday
Social Skills Groups	-To provide small group training and other supportive services for students in need of social and adaptive skills enhancement Social Skill Group: Social Skill Group had been arranged for P.3 ASD pupils in the 1 st term (12 lessons). Most of the pupils in this group enjoyed the lessons. Parents' meeting had been arranged with the group tutor in the 1 st term. Parents' feedback was positive and all the involved parties agreed that this program could help pupils to learn proper social behavior. This cohort of pupils were recommended to join the program in the coming school year. For P.1 and P.2 group, online materials had been prepared in the 2 nd term. Although it was not an ideal situation to train pupils' social skills, at least parents got	Every Friday

	a chance to understand more about the program and got more involved in the program. This cohort of pupils were also recommended to join the program in the coming school year.	
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. Four Individual Education Programmes (IEP) had been arranged in this school year. Parents' meeting with Educational Psychologist (EP) had been held in the 1 st term. Review meetings had been arranged at the end of 2 nd term.	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. It was beneficial especially for ALAs because teacher could provide one to one support to build up their foundation in the subject area.	According to the schedule assigned by SENCO
Small class teaching by subject teachers	To provide extra support to classes with more less able students Small Class Teaching: In order to provide extra support to classes with more less able pupils, we had arranged small class teaching in P.4 and P.5 Mathematics lessons. Pupils enjoyed the small class setting and found that they had more opportunities to seek support during the lessons.	Whole year

- **Teach with Fun After-School Care Service:** This service had been arranged for P.1 to P.3 SEN or ALAs pupils. Trained volunteers provided services in the ratio of 1:1 or 1:2 to help pupils in need. This service provided chances for inter-generation interaction and it involved homework guidance, activities for developing moral competence and other social activities. We found that this service was especially beneficial to improve pupils' communication skills. 10 pupils were selected in the 1st term. Due to school suspension, the service had been cancelled in the 2nd term.
- **Teacher's Sharing:** Sharing by SENCO and SENST on effective support strategies to enhance students' learning effectiveness had been arranged during Friday Sharing Session in the 1st Term. The topics include Whole School Approach 3 Tiers Support, Classroom Support Strategies and Person-Centred Approaches. Sharing on Lesson Study had been arranged during Chinese Meeting in 2nd term.

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

● After-school Homework Tuition

After-school Homework Tuition classes were 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 were divided into groups and attend the tuition four days a week after school.

● After-school English Tuition

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

- P.1 and P.3 English Tuition classes were organized and taught by teachers or teaching assistants.
- Pupils enjoyed these lessons and found that these tuitions would help them in learning.

● **After-school Chinese Tuition**

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

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

● **After-school Mathematics Tuition**

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

- P.2, P.4 and P.5 Maths Tuition classes were organized and taught by teachers or teaching assistants.
- Pupils enjoyed these lessons and found that these tuitions gave them more opportunities to seek for help especially in their weak area.

● **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 provided chances for inter-generation interaction and it involved homework guidance, activities for developing moral competence and other social activities. Since they could provide one to one service for our pupils, we found this program quite suit the need of our SEN pupils. Pupils loved this arrangement and enjoyed doing homework and chatting with uncles/ aunties which could improve their social skills at the same time. And parents welcome this arrangement as well. This program was arranged for P.1 to P.3 pupils. It would be ideal if the program could be extended to P.4 pupils as well.

(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. Due to Covid-19, classes from February to June were cancelled.

(13) Student Welfare

The school arranged different welfare service for the benefit of students:

Support Services	Number of Students Joined
Dental Care Service	427
Student Health Service	429
School Textbook Assistance Scheme	Full Grant: 35, Half Grant: 15
Student Travel Subsidy Scheme	Pending for Confirmation from Student Finance Office
Community Care Fund (for lunch)	21

Trading Operation was conducted for the following service:

Support Services	Number of Students Joined
School Bus Service	117
Lunch Catering Service	September: 212, October: 207

To ensure that the School Bus Service and Lunch Catering Service are well managed, the School conducted regular meetings with parent representatives and representatives from service providers.

Part VII Connection with Parents, Alumni and Other schools

(1) Parent-Teacher Association

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

PTA Committee Members (2019-20)

The PTA AGM was held on 25th October, 2020. The new Ex-com members were elected.

Post	Parent Members		Teacher Members
Advisor:	/		Ms. Chui Sau-man
Chairperson:	Mr. Baljinder SINGH	Parent of 4B Manjot	/
Vice Chairperson:	Mrs. Lailin Rose LAGRIMAS	Parent of 3B Justine, 5B Bob James	Ms. Fung Wan-shuen
Secretary:	Mrs. Nellie LALWANI	Parent of 5B Chanelle, 3D Chandrei	Ms. Yu Ching-wai
Treasurer:	Mrs. Icha WILSON	Parent of 2D Arthur	Ms. Chan Wang Fai
Co-ordinator:	/		Ms. Law Yuk-fung
Publication Co-ordinator:	Mr. LAM Chun Chi	Parent of 6B Angelisa	Ms. Ma Sim-hing
	Mrs. Zinnia JONES	Parent of 5A Charlotte Jones, 6A Thomas Jones	
Activities Co-ordinator:	Mrs. Shek Leung Lok Man, Joyce	Parent of 5A Jocelyn	Mr. Wong Chi-shing
	Mrs. Lois Wong	Parent of 5A Mac	

- The vote counting of SMC parent members was held on the same day. Ballots for the SMC election were collected from 21st to 25th October, 2019. As a result, 316 ballots were collected from 368 families. Among the ballot papers collected, 313 were valid. Mrs. Zinnia Jones received the highest number of votes and was selected as a SMC parent member of the School Management Committee for the year 2019-2021.

(2) Communication with Parents

The school communicated with parents through 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 to participate in some of the special events held at school, namely School Picnic, P. 1 Birthday Parties, Christmas Celebration, Cultural Day, Prize Giving Day 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.

(a) Events scheduled

Dates	Events
25 th October, 2019	AGM and Election of PTA Ex-Com Parent Member Election & SMC Parent Member Election
22 nd February, 2020	PTA Day Tour
16 th May, 2020	Activity for Serving Parents

Both PTA Day Tour and Activity for Serving Parents were planned to be held on 22nd February, 2020 and 16th May, 2020 respectively. The destination for PTA Day Tour was Inspiration Lake. However, due to school suspension, the events were cancelled after discussion with the committee members.

(b) Serving Parents

Duty	Time of Service	No. of Serving Parents
P.1 Lunch Discipline	Monday – Friday Lunch Time	10
English Story Telling	Tuesday morning	7
Support Service for Parents	Wednesday Morning	5
Chinese Cultural Activities	Friday Morning	6
Parent Ambassadors	Monday – Friday Morning	5

1. Serving parents were recruited in September, 2019 to assist teachers in conducting Chinese Cultural Activities, English Story Telling, P.1 Lunch Discipline helpers, Parents Ambassadors and Parents Support Service. 31 serving parents provided the service regularly. Among them, 20 serving parents who were the most active in service were nominated by the school for 'We Did it Award' organized by Committee on Home-School Cooperation.
2. Parents were invited to decorate the hall and the lobby for Christmas Party and Cultural Day. Parents were also invited to donate gifts at Christmas Party. On Cultural Day, serving parents from different ethnicity were invited to prepare food for students of all levels. The food included Chinese dumplings, Chinese sesame balls and egg twisters by Chinese parents, pakora vegetables and pakora bread by Indian parents, fried noodles and banana chips by Filipino parents, and lapis, putu ayu and chocolate banana spring rolls prepared by Indonesia parents. More than 30 serving parents participated in the food preparation and decoration of the school hall and school lobby.

(c) 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. Various activities and talks for parents were organized by SGPs. They were listed in the table below:

Date	Workshops or events attended by parents
October, 2019	Parent-child Workshop on Up-cycling
25 th October, 2019	Cooking Workshop for parents
5 th November, 2019 7 th January, 2020 (Re-arranged due to school suspension in November, 2019)	Yoga Class for Parents (2 sessions)
21 st November, 2019	1 st Tea With Headmistress - Home safety
9 th January, 2020	2 nd Tea With Headmistress - Student Mental Health

(d) 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	\$100 book coupon will be awarded to each awardee.
PTA Level Award	First 3 in each level (Average marks in Final Examination)	\$100 book coupon will be awarded to each awardee.
PTA Scholarship	Best in the 4 core subjects (English, Chinese, Chinese – Elite, Maths, G.S.) (Highest marks in each core subject in each class in the school year)	\$100 book coupon will be awarded to each awardee.

(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 arranged 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 (2019-21)

Posts	Ex-committee Members
Chairperson :	Dr. Ho Kam Tak Camille (Year of graduation 1976)
Vice Chairperson :	Mr. Singh Baljinder (Year of graduation 1988)
Hon Secretary :	Mr. Mohammad Kamran (Year of graduation 2005)
Hon Treasurer :	Mr. Ho Man-fai (Year of graduation 1967)
Coordinator :	Mrs. Kaur Gurpreet (Year of graduation 1995)

(b) 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 will be awarded to the first in each level for the Mid-year Examination every school year.

Name of Scholarship	Criteria of Selection	Awards
Alumni Award	-P.1- P.5 First 3 in each level (Average marks in Mid-year Examination) -P.6 The Most Improved Student in each class in academic studies (Mid-year Exam in 2019-2020 and Final Exam in 2018-2019)	\$100 book coupon will be awarded to each awardee.

(c) Alumni Activity

1. **Alumni Home-coming Day:** Alumni Home-coming Day was planned to be held on 6th March, 2020. Alumni would be invited to join the event. Chatting with old friends and meeting teachers, photo taking and ball games would be arranged. Due to school suspension, the event was cancelled after discussion with the committee members.
2. **Alumni Hiking Activity:** Alumni Hiking Activity was planned to be held on 19th March, 2020. The destination was Tai Tam Country Park. Due to school suspension, the event was cancelled after discussion with the committee members.

(4) Connection with Kindergarten

In order to build up a good relationship with the kindergartens and parents, 6 kindergartens were invited to join the “My Colourful Christmas Drawing and Colouring Competition” in November. Winners of the competition were invited to join the prize-giving ceremony at Christmas Party in December.

A kindergarten from Pentecostal Church of Hong Kong Tseung Kwan O visited our school in September. A sharing session, lesson demonstration and touring around the school campus were conducted to introduce the school curriculum and facilities to the parents.

Date	Activity	Participants
September	School Visit by kindergarten	Pentecostal Church of HK Tseung Kwan O Nursery School
September	School Visit by kindergarten	Muslim Community Kindergarten
November / December	“My Colourful Christmas” Drawing and Colouring Competition	Kindergarten kids and their parents
December	Christmas Party	Kindergarten kids and their parents
February	Prize-giving Ceremony	Kindergarten kids and their parents
March	Sports Day	Kindergarten kids and their parents

Part VIII Students Performance

(1) Internal Competitions

The 24th PTU English Penmanship Competition

Level	Prize	Class	Name of pupils
P.1-P.2 (Lower Level)	Champion	2B	Yeh Tsz Kwan
	1 st Runner-up	2B	Kwan Hok Lam
	2 nd Runner-up	1B	Athar Zikri Nurviansah
P.3-P.4 (Intermediate Level)	Champion	3D	Harnoor Singh
	1 st Runner-up	4A	Rabiya Azrar
	2 nd Runner-up	3C	Mazhar Hanfa
P.5-P.6 (Upper Level)	Champion	6A	Huang Hei Ue Victoria
	1 st Runner-up	5A	Karanjot Singh
	2 nd Runner-up	5A	Ng Yan Wing

The 24th PTU Chinese Penmanship Competition

Level	Prize	Class	Name of pupils
P.1-P.2 (Lower Level)	Champion	2C	Yu Hao Xuan
	1 st Runner-up	1C	Law Ching Yin Isaac
	2 nd Runner-up	2A	Zhang Cindy Xinyi
P.3-P.4 (Intermediate Level)	Champion:	4C	Chow Cheuk Yau
	1 st Runner-up	3C	Law Yat Chun
	2 nd Runner-up	3A	Madhan Mohan Shraddha
P.5-P.6 (Upper Level)	Champion:	6A	Chan Ho Lam
	1 st Runner-up	6C	Manuel Angel Rose Tormento
	2 nd Runner-up	6A	Zou Yangyang

V.A. Parent-child Christmas Stocking Design Competition

i. Winners by level

Level	Prize	Class	Name of pupils
P.1-P.3	Overall Champion	3A	Jeremiah Riley Martinez
	Champion	3D	Hong Yu Jung
	Champion	3C	Wong Nga Ting
	Champion	2A	Aviyanto Khloe Wong
	1 st Runner-up	1C	Wu Fuyu
	1 st Runner-up	2D	Hung Wing Yan
	1 st Runner-up	3D	Lalwani Maninang Chandrei Ismael
	1 st Runner-up	3D	Harnoor Singh
	1 st Runner-up	3D	Muhammad Farhan

	2 nd Runner-up	3D	Mukund Menon
	2 nd Runner-up	3A	Madhan Mohan Shraddha
	2 nd Runner-up	2D	Ezdrina Anna
	2 nd Runner-up	2D	Arthur Nurvie Eugene Wilson
	2 nd Runner-up	1A	Vidal Cassandra Faith F.
P.4-P.6	Overall Champion	5A	Bogacheva Polina
	Champion	5B	Lalwani Chanelle Precious Maninang
	Champion	5A	Harper Keira Leanne
	Champion	6A	Rendell Samantha Mae
	1 st Runner-up	4B	Kaur Manjot
	1 st Runner-up	5A	Wong Shun Hey
	1 st Runner-up	5A	Jones Charlotte Cheuk Ying Pryce
	1 st Runner-up	5C	Ibarra Matthew Adrell Ancho
	1 st Runner-up	4C	Sadiasa Christoff Nicco Santos
	2 nd Runner-up	4C	Noah Federico Sirait
	2 nd Runner-up	4A	Nishita Nilesh Naik
	2 nd Runner-up	5A	Limbu Samantha Dasalla
	2 nd Runner-up	6A	Xiong Jie
	2 nd Runner-up	6B	Melendez Gwen Julia Rarang

ii. Festive Award

Level	Prize	Class	Name of pupils
P.1-P.3	Gold	3D	Nguyen Hoang Minh Lam
		2C	Hung Chun Kit
		2D	Hung Wing Yan
		3A	Davies Chloe Ann Lee
	Silver	1C	Kwong Chin Yau
		3C	Thomas Fostier
	Bronze	1C	Amaboh Carly Ngum
P.4-P.6	Gold	5A	Wong Shun Hey
		5C	Monis Pauline Claire Purol
		6C	Kaur Gurasees
		4B	Kaur Manjot
	Silver	6A	Yuan Shuk Yin
		5A	Choi Ho Ting
	Bronze	5A	Amaboh Lin Wayne Carter

iii. Creative Design and Use of Materials Award

Level	Prize	Class	Name of pupils
P.1-P.3	Gold	2C	Hung Chun Kit
		3D	Buedad Neil Isaak
		3C	Gamponia Aeofe
	Silver	1C	Lee Skyler Praise
		1C	Skeahan Kelly Chor-Kiu
		3A	Hoo Wen Jia Cristen
	Bronze	1A	Wong Karlie
P.4-P.6	Gold	5C	Hung Chun Wing
		5A	Bogacheva Polina
		5C	Ibarra Matthew Adrell Ancho
	Silver	4A	Wong Jasper
		4B	Gurung Grisma
		6B	Melendez Gwen Julia Rarang
	Bronze	5B	Skilton John Francis

iv. Environmental-friendly Design Award

Level	Prize	Class	Name of pupils
P.1-P.3	Gold	3A	Arnold John Somera Espana
		2B	Chan Ashton
		2C	Wong Min Ki Kaylie
	Silver	3A	Ng Hoi Lam
		1A	Poon Wen
		1B	Tang Cheuk Ho William
	Bronze	3A	Li Tin Hoi
		2C	Quito Justin Benedict Cunanan
		1C	Quito Breanna Faith Cunanan
		1C	Lima Pereira Stefan Davi
P.4-P.6	Gold	4A	Cheung Chynna Ayesha
		5B	Lalwani Chanelle Precious Maninang
		4C	Sadiasa Christoff Nicco Santos
	Silver	5A	Khan Hasnain
		5A	Limbu Samantha Dasalla
		5A	Jones Charlotte Cheuk Ying Pryce
	Bronze	4B	Tang Nicholas Lai Yin
		4A	Wong Jasper
		5A	Choi Ho Ting
		5A	Sheikh-Holder Luciana Zara

v. Creative Book Report Competition

Level	Prize	Class	Name of pupils
P.6	Champion	6A	Sharma Lavanya
	1 st runner up	6A	Rendell Samantha Mae
	2 nd runner up	6A	Leung Mateiyah Alyssa Lachica
P.5	Champion	5A	5A Sheikh- Holder Luciana Zara
	1 st runner up	5A	Tang Hoi Fung
	2 nd runner up	5A	Choi Ho Ting

(2) External Competitions

Month	Name of Competitions	Name of Organizers	Awards	Awardees
English				
December	Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	Solo Verse Speaking (English) 1 st Runner-up	3C Law Yut Chun 4C Ubamos Kaitlyn Margaret 6A Yuan Shuk Yin
			Solo Verse Speaking (English) 2 nd Runner-up	3A Jeremiah Riley Martinez 5C Flynn, Mariah Angel Poochuen 6A Lu Chun Fai
			English Solo Verse Speaking Certificate of Merit	65 students of P.1 to P.6
December	Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	Solo Verse Speaking (English) 1 st Runner-up	3C Law Yut Chun 4C Ubamos Kaitlyn Margaret 6A Yuan Shuk Yin
			Solo Verse Speaking (English) 2 nd Runner-up	3A Jeremiah Riley Martinez 5C Flynn, Mariah Angel Poochuen 6A Lu Chun Fai
			English Solo Verse Speaking Certificate of Merit	65 students of P.1 to P.6

May	NESTA Character Design Competition 2019-2020	Native English Speaking Teachers' Association	Winner of the 2019-2020 NESTA Character Design Competition	6A Chan Wang Kai, Henry
			Finalist of the 2019-2020 NESTA Character Design Competition	6B Mya Bruton
	2019/20 Hong Kong Budding Poets (English) Award	The Hong Kong Academy for Gifted Education, Education Bureau, The Hang Seng University of Hong Kong	The Poet of the School Award (Primary Section)	5A Wong Shun Hey
July	TWGHs Good People, Good Deeds: English Writing Competition 2019	Tung Wah Groups Hospital	Top ten finalists	5A Sheikh-holder Luciana Zara 6A Sharma Lavanya 6A Lo Chi Shing Alves
Chinese				
December	Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	Chinese Solo Verse Speaking 2 nd runner up	1B Cheung Kwok Wai
			Chinese Solo Verse Speaking 2 nd runner up	3D Harnoor Singh
			Chinese Solo Verse Speaking 3 rd runner up	6A Zou Yangpeng
			Chinese Solo Verse Speaking Certificate of Merit	10 students of P.1 to P.6
			Chinese Solo Verse Speaking Certificate of Proficiency	4 students of P.1 to P.6

Month	Name of Competitions	Name of Organizers	Awards	Awardees
Maths				
June	China National Mathematical Olympiad – Hua Xia Cup	Hong Kong Mathematical Olympiad Association	Preliminary Round 2 nd Class Award	4C Yu Andrew
			Semi-Final 3 rd Class Award	4C Yu Andrew
	Asia International Mathematical Olympiad Open Contest 2019 (AIMO) / Hong Kong Mathematical Olympiad Open Contest 2019 (HKMO)	Hong Kong Mathematical Olympiad Association	Preliminary Round Silver Award	4C Yu Andrew
			Semi-Final Bronze Award	4C Yu Andrew
Putonghua				
December	Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	Putonghua Solo Verse Speaking Champion	3C Lek Chi Ho Brian
			Putonghua Solo Verse Speaking 3 rd runner up	3B Chan Chai Yu
			Putonghua Solo Verse Speaking Certificate of Merit	8 students of P.1 to P.6
			Putonghua Solo Verse Speaking Certificate of Proficiency	1 student of P.1 to P.6
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 Chow Cheuk Gi 2C Chen Shiyue 2C Wong Min Ki Kaylie 3B Lai Krysten 3C Gamponia Aeofe 3C Simran Kumari

				4B Ma San Yuet 4C Cheung Ka Yan 4C Yip Chi Kiu Angela 5A Bogacheva Polina 5A Limbu Samantha Dasalla 5B Mandasari Andrea Stephanie 5B Sumayyah 5C Flynn Mariah Angel Poochuen 5C Monis Pauline Claire Purol 6A Leung Mateiyah Alyssa Lachica 6A Rendell Samantha Mae 6A Sung Abigale 6C Kaur Gurasees
VA				
October	1 st 'Draw my Dreams' Drawing Competition	Plan International Hong Kong	Champion	6A Chan Wang Kai
			Most Participating School Award	
December	Rosaryhill Secondary School: Eco-Friendly Christmas Tree Decoration Competition	Rosaryhill Secondary School	Champion	6A Chan Wang Kai
			Merit	1C Irfan Ayesha 3A Jeremiah Riley Martinez 3B Crawford Alisher Chau 3B Chen Chai Yu 5A Saeed Hamna 6A Aguirre Arian James Alparito 6A Lee Tong Ming Yin Ethan 6A Rendell Samantha Mae 6A Wong Yan Yin 6B Bruton Mya

P.E.				
November	Hong Kong Jump Rope Championship 2019	Hong Kong Rope Skipping Federation, China	30s Pair Speed Champion	6A Zou Yangpeng, Sean 6A Zou Yangyang, Sunny
			30s Single Rope Speed Champion	6A Zou Yangyang, Sunny
			30s Single Rope Speed 1st Runner-up	3D Nguyen Hoang Minh Lam
January	Hong Kong Island East Area Inter-Primary Schools Athletic Competition	The Hong Kong Schools Sports Federation	Boys Grade C Long Jump Champion	4A Chan Man Lok Clovis
			Boys Grade S Shot Put 3 rd Runner-up	6A Wong Yan Yin Thomas
			Girls Grade A Shot Put 3 rd Runner-up	6A Chua Chin Wing
			Girls Grade A Long Jump 6 th Place	6C Ramirez Marcherryll Deevine Orpia
			Boys Grade B Long Jump 6 th Place	5B Payakit Johneil Sadino
			Boys Grade C Overall 6 th Place	3B Chen Chai Yu 3B Cordova Alec Paul Pangilinan 3B Lee Tai Long 3C Lek Chi Ho Brian 4A Chan Man Lok Clovis 4A King Kevin Setiawan 4A Sasaki Yu 4B Tran Minh Tuan

January	Hong Kong Rope Skipping Challenge 2020	Hong Kong Rope Skipping Federation, China	- Single Rope Speed 3 rd place	6A Zou Yangpeng, Sean
			- Single Rope Speed Step 4 th place	
			- Pair Rope Speed Champion	
			- Double Under Speed 4 th place	
			- Single Rope Speed Step 2 nd place	6A Zou Yangyang, Sunny
			- Pair Rope Speed Champion	
			- Single Rope Speed Champion	6C Mo Xian Feng Samuel
			- Double Under Speed 3 rd place	
			Double Under Speed 4 th place	6C Manuel Angel Rose Tormento Angel
July	Teacup Productions	Tell A Tale Children's Storytelling Competition	3 rd Prize in Category 2	3b Chen Chai Yu Daniel

(3) Scholarships

Names of Scholarship	Organizers	Awardees
Woo Hay Tong Scholarship	Working Family and Student Assistant Agency	2018-2019 6A Lee Heng Zhou Frankie 6B Marietta Eddy Otoman
「慶祝中華人民共和國成立 70 周年 優秀小學生獎勵計劃」(Outstanding Students Nomination Scheme)	香島教育機構 Heung To Education Organization Ltd.	6A Chan Wang Kai
Chan Kai Ming Scholarship	Education Scholarships Fund Committee, EDB	6A Sung Abigale
Ho Kam Tong Scholarship	Education Scholarships Fund Committee, EDB	5A Sheikh-Holder Luciana Zara
Mrs Lau Chu Pak Scholarship	Education Scholarships Fund Committee, EDB	5A Tsang Ho Fung Oliver
Arculli, Hussain el Scholarship	Education Scholarships Fund Committee, EDB	4A Nauzer Muhammed Zishan

Guru Nanak Quincentenary Scholarship	Education Scholarships Fund Committee, EDB	(2018-2019) 6A Prabjeet Kaur
Harmony Scholarship	Home Affairs Department	6A Feng Xinyi 6B Le Vo Minh Anh 6C Espogado Althea Dimmalya 5A Wong Shun Hey
Wan Chai Outstanding Students Award	Wan Chai District Council	2A Chow Cheuk Gi 3A Madhan Mohan Shraddha 5A Tsang Ho Fung Oliver 6A Abigale Sung

Part IX Major Concerns for 2020-2021

The school has started the School Development Cycle 2018-2021. Based on the evaluation of Annual School Plan 2018-2019 and 2019-2020, and Subject Plans 2018-2019 and 2019-2020, the school would implement the 3rd year of the School Development Plan as scheduled.