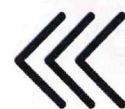
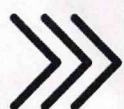




*Sir Ellis Kadoorie (S) Primary School*

# ANNUAL SCHOOL REPORT

2023-2024



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# Part 1 Our School

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## 1.1 School Vision

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

## 1.2 School Mission

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

## 1.3 School Motto

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

## 1.4 School History

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



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

## Part 2 School Management

### 2.1 The School Management Committee

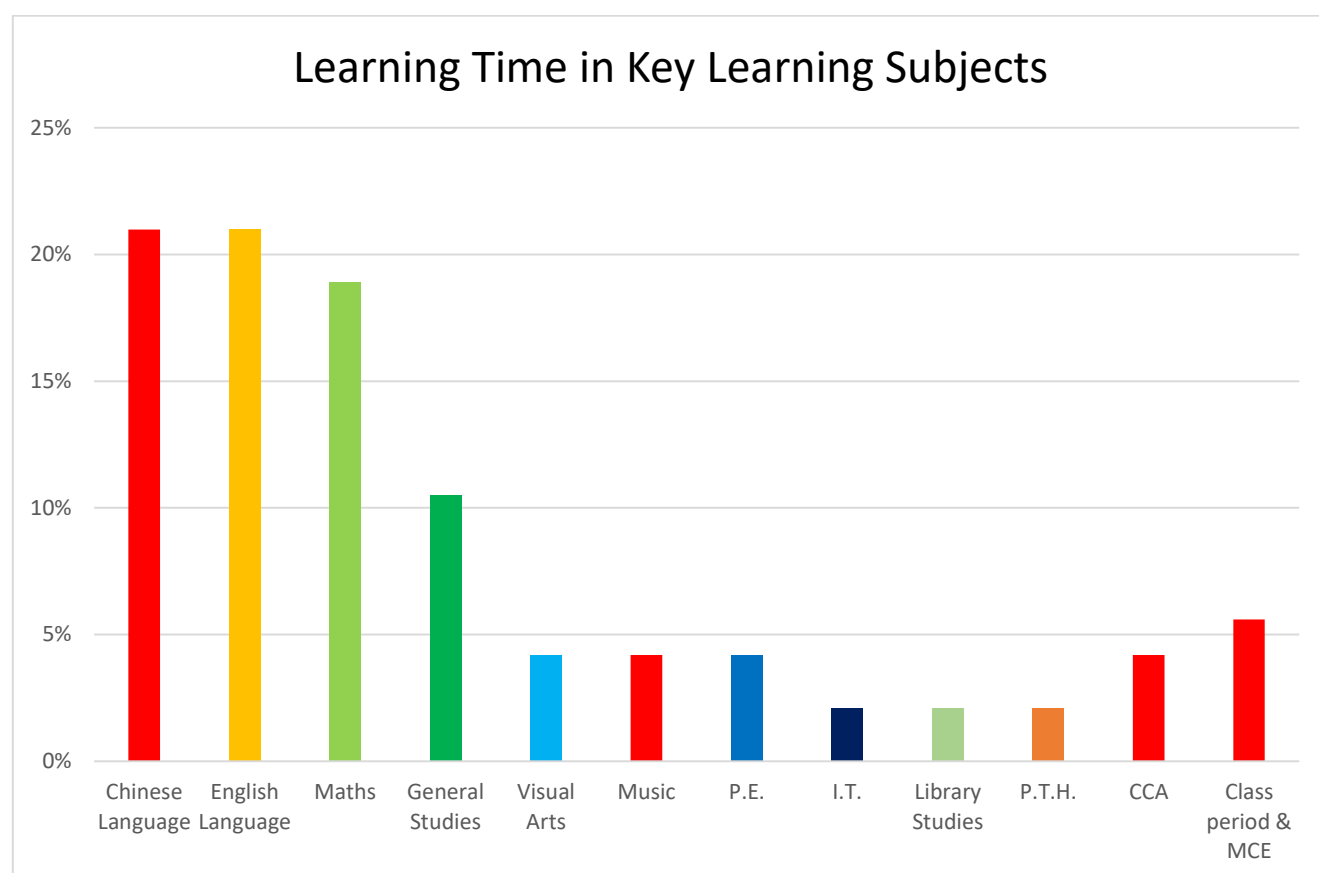
The School Management Committee has been set up since 1999. School policies were discussed and endorsed in the meetings to ensure quality education for all the students.

Members School year	School affiliation (EDB)	Headmistress	Independent Members	Parent Members	Alumni Members	Teacher Members
2023-2024	1	1	2	2	2	2

### 2.2 School Management Committee organization

<b>Chairman :</b>	Ms. SO Yuen-yi, Louise (Deputy Secretary for Education (4))	
<b>Headmistress :</b>	Ms. YU Hing-yin	
<b>Independent Members :</b>	Dr. Andrew YU	Ms. Charlotte CHIU
<b>Parent Members :</b>	Mrs. Josie LIM	Mrs. Icha WILSON
<b>Alumni Members :</b>	Mr. SINGH Baljinder	Ms. KAUR Dalvinder
<b>Teacher Members :</b>	Ms. FUNG Wan-shuen	Mr. CHOW Tat-keung

## 2.3 Learning time in key learning subjects



## 2.4 Timetable

Periods	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Class Period</b>	8:25 a.m. - 8:45 a.m.	Class Period	Flag Raising	Class Period	Class Period	Class Period
1 <sup>st</sup> Lesson	8:45 a.m. - 9:15 a.m.					
2 <sup>nd</sup> Lesson	9:15 a.m. - 9:45 a.m.					
3 <sup>rd</sup> Lesson	9:45 a.m. - 10:15 a.m.					
<b>Recess</b>	10:15 a.m. - 10:30 a.m.	<b>Recess</b>				
4 <sup>th</sup> Lesson	10:30 a.m. - 11:00 a.m.					
5 <sup>th</sup> Lesson	11:00 a.m. - 11:30 a.m.					
6 <sup>th</sup> Lesson	11:30 a.m. - 12:00 p.m.					
7 <sup>th</sup> Lesson	12:00 p.m. - 12:30 p.m.					
<b>Lunch</b>	12:30 p.m. - 1:05 p.m.	<b>Lunch</b>				
<b>Lunch Recess</b>	1:05 p.m. - 1:20 p.m.	<b>Lunch Recess</b>				
8 <sup>th</sup> Lesson	1:20 p.m. - 1:50 p.m.			MCE		
9 <sup>th</sup> Lesson	1:50 p.m. - 2:20 p.m.			ECA		
10 <sup>th</sup> lesson	2:20 p.m. - 2:50 p.m.					
<b>Class Period</b>	2:50 p.m. - 3:00 p.m.	<b>Class Period</b>				

## Part 3 Our Teachers

### 3.1 Staff Establishment

Total number of teaching staff: 38

### 3.2 Qualification of Teachers

Qualifications	Teaching Training	Bachelor Degree	Master degree	Special Education Training
Percentage	100%	100%	10%	64%

### 3.3 Language Proficiency of English and PTH Teachers

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

### 3.4 Teaching Experience of Teachers

Years of Teaching Experience	0-4	5-9	10 or above
Percentage	8%	18%	74%

## Part 4 Our Students

### 4.1 Class Structure

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

### 4.2 Enrollment

Level	P1	P2	P3	P4	P5	P6	Total
Boys	26	38	44	34	47	40	229
Girls	24	28	22	40	25	30	169
Total	50	66	66	74	72	70	398

### 4.3 Ethnicity of Students

Country of Origin	Percentage
Chinese	39%
Filipino	14%
Pakistani	14%
Indian	11%
Indonesian	5%
Vietnamese	2%
Nepalese	3%
Others (American, Australian, English, Canadian, Japanese, Korean, Sri Lankan, Thai and African)	12%

### 4.4 No. of School Days

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

### 4.5 Attendance

Level	P1	P2	P3	P4	P5	P6	All Levels
Percentage	91.6%	93.2%	92.4%	91.7%	91.2%	94.4%	92.4%



## Part 5 Achievements and Reflection on Major Concerns

### (Annual School Plan 2023-2024)

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

##### Achievements

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

**The target is achieved.**

- Teachers were provided with professional development workshops to enhance their teaching strategies for designing high-level thinking questions and activities, asking relevant and effective questions, establishing measurable and assessable learning objectives, and introducing questions related to the learning objectives. **Teachers agreed that the workshops enhanced their professional knowledge.**
- Teachers of various subjects put forward inquiry-based and cooperative learning activities. In English lessons, at least one inquiry-based and one cooperative learning activity was discussed in CLP and implemented. In Chinese writing lessons, students gathered relevant information before writing, engaged in collaborative discussions during class, and negotiated the use of appropriate materials, with the teacher observing most students participating actively. In math, one self-directed learning task was completed in each level and each term. **Various cooperative learning activities are successfully incorporated into daily routines.**
- Students were provided with various learning experiences through field trips and visits to different places. Primary 3 students visited the Sam Tung UK Museum on 15/11 to learn more about Hong Kong's heritage. Basic Law Student Campus Ambassadors visited the Xiqu Centre on 27/9 to appreciate Chinese opera. Primary 4 students visited the Hong Kong Heritage Museum on 13/5 to further their understanding of Hong Kong's heritage. Primary 5 students went to Stanley on 14/5 to enhance their knowledge of Hong Kong's heritage and culture, and also visited the Hong Kong Space Museum on 13/6 to learn about space exploration and China's advancements in this field. **It was observed that the activities are suitable and meaningful for students' learning.**
- After completing their Chinese New Year holiday assignments, students conducted research to learn about the famous Kung Fu star Bruce Lee. By gathering information about Bruce Lee, students created 2D works such as Instagram posts and posters to present the positive qualities they had learned from him.
- A STEAM Fun Day replaced the project learning scheduled for the second term. This event was held in January for P4-6, in March for P4-5, and in June for P1-3.

**It was observed that students are able to participate in the activities in a pro-active manner, and were able to demonstrate their collaboration skills and communicate their understanding of the topics to the others.**

- This year, teachers participated in learning circles focused on Chinese subjects. The follow-up work, such as meetings, lesson observations, and preparations for sharing and presentations in the learning circles, continued into the second term. Through these learning circle activities, teachers learned about using different strategies to enhance the effectiveness of student learning.  
**Teachers agreed that the learning circles enhance learning efficacy.**

## **Achievements**

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

**The target is achieved.**

- Students were encouraged to set their own learning goals in core subjects. In English, over 80% set vocabulary targets for dictation. In Chinese, students set goals for lesson vocabulary, with 85% meeting their targets, and a high-frequency character recognition competition saw 90% meet their goals. Math target setting and a multiplication competition were planned for the second term. **The school's approach promoted student engagement and ownership of their learning across the key subjects.**
- Students were taught various note-taking strategies across core subjects. In English, 92% used different note-taking skills in their learning journals, with students expected to take notes at least 2-3 times per term. In Chinese, most students identified question words and keywords, using symbols and abbreviations to take notes, especially for listening. In math, at least 3 topics per term were selected for note-taking practice. In General Studies, all students completed note-taking assignments once per unit, using concept maps and point forms. **It is observed that this focused approach aimed to develop students' active learning and organization skills is considered successful.**
- Flipped classroom approaches were implemented across subjects.
  - In English, pre-tasks were introduced before starting new chapters.
  - In Math and General Studies, at least one flipped classroom task was designed per level per term
  - In Visual Arts, students used sketchbooks to prepare for lessons, with over 85% engaging. Keynotes on art appreciation jargon and concepts were also distributed, with around 85% of students participating using this knowledge-

**It was observed that this flipped model allowed students to come to lessons more prepared, engaging them more actively in the learning process across all subjects**

## Achievements

### Target 3: To promote STEAM education

#### The target is achieved.

- Over 90% of teachers attended STEAM-related workshops. All teachers participated in a parachute-making STEAM training and a Micro:bit workshop on 4/1/2024, indicating a school-wide focus on STEAM education.
- The school implemented a comprehensive STEAM program to promote hands-on, problem-solving learning. This included a rotating STEAM activity block for P.2-4 students and a STEAM Elite group for P.4-6 students to develop their creativity and critical thinking. 89.5% of students enjoyed the STEAM activities, with 81.2% reporting improved problem-solving skills.
- To support student learning, the school provided specialized training for the First Lego League competition, STEAM workshops, field trips, and lunchtime STEAM broadcasts. Students also participated in a range of STEAM-focused competitions, showcasing their abilities in areas like rocketry, AI art, and robotics. **Overall, the school demonstrated a multifaceted approach to nurturing students' STEAM skills and engagement.**
- The school organized STEAM Days in January, March, and June for different grade levels. P.4-6 students learned about mechanical principles through building a dinosaur model. Where AI Art Training workshops encouraged innovative thinking. In addition, the Sky Dream Fun Day let P.4-5 students explore the world of flight and drones. P.1-3 students participated in hands-on GIGO robotics workshops to foster their interest and abilities in technology and innovation. Students enjoyed the activities and showed enthusiasm in participation.
- To conclude, the school provided a wide range of engaging STEAM activities and workshops that successfully sparked students' enthusiasm for hands-on, creative learning in STEAM fields. **These initiatives developed students' practical skills, critical thinking, and innovative mindsets to prepare them for success in STEAM-related pursuits.**

## Achievements

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

#### The target is achieved.

- Collaborative learning was widely adopted across core subjects. In English, all teachers agreed it enhanced students' sharing and real-world connections. Chinese incorporated peer/group activities like role-play. Math had collaborative components in at least one topic per grade in Term 1. Visual Arts featured group work and paired brainstorming. Teachers agreed that the school promoted collaborative learning approaches effectively to actively engage students in learning.
- Teachers used student-centered approaches, with 90% of English teachers agreeing this helped address diverse needs.
- In Math, a Maths Elite Group trained capable students, who participated in competitions. A Support Group also assisted struggling P.3 students.
- The Art Elite group provided talented artists more drawing opportunities and competition access.
- Supplementary math and English tuition was organized for low-achieving students in P.1-3.
- A peer mentoring program paired higher-needs students with P.5 SEN students for academic and social support.
- **Teachers agreed that the school has implemented various differentiated strategies across subjects to support students at all learning levels.**
- The school library runs a daily "Storyland Safari" program with book recommendations and reading activities. Observations showed all students participated, with 98% reading at least 20 books.
- Students were highly engaged in the morning story time and after-school library activities, with 100% reporting increased reading motivation.
- Class-based book-sharing sessions also aimed to foster a love of reading by exposing students to new genres.
- **The school's comprehensive reading promotion initiatives have successfully engaged students to develop reading habits across levels.**
- Throughout the school year, the school held prize-giving ceremonies and art exhibitions to showcase students' work. This allowed students to learn from each other's creations and provided an opportunity for the public and parents to appreciate the students' efforts.

- Some students were recognised with "Gold," "Silver," and "Bronze" awards for their school projects. This helped them better understand the values of "diligence" and "responsibility."
- **Overall, these events allowed students to be recognized for their achievements, while also promoting peer learning and parental/community engagement with the students' work and development, thus can reinforce their love of learning and promote a growth mindset.**

## Reflections for Major Concern 1

### Follow-up actions:

- (1) All subject teachers will continue implementing inquiry-based and cooperative learning skills in the lessons.
- (2) Goal-setting will continue as a routine practice next year.
- (3) In English subject, themed books will be used to support module topics next year. Teachers will use group work, presentations, and debates to extend the flipped classroom approach.
- (4) The school will encourage extensive teacher training in STEAM education to prepare for the new primary science curriculum next year.
- (5) Given students' enthusiasm for STEAM, the school will organize more advanced STEAM activities to further develop high-achieving students' skills in this field.
- (6) Given the positive student response to the AI Art workshops, with 88% reporting they helped stimulate their innovative thinking, the school proposes incorporating an AI Art component into the Visual Arts curriculum for P.5-P.6 students next year.
- (7) Teachers across subjects plan to continue implementing cooperative learning activities next year.
- (8) The secret book can be expanded to different character values, such as: perseverance etc.
- (9) Students take on more roles to enhance their sense of responsibility. For example: Big brother/big sister helpers helped schoolmates' with reading and homework.
- (10) The school plans to continue the Morning Story Reading time and after-school library activities in the new school term.
- (11) The school could set up a "praise area" on each classroom's noticeboard to recognise students who have shown the most improvement after each dictation, quiz, or in addressing behavioural issues.

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

### Achievements

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

**The target was achieved.**

1. Students were instructed on proper manners for various occasions:
  2. Greeting teachers and peers during assemblies and before/after lessons
  3. Practicing good table manners during lunch
  4. Learning bathroom etiquette, with reminders from discipline team teachers
  5. Moral and Civic Education lessons focused on themes like responsibility, respect, gratitude, commitment, diligence, and care for others. Teachers observed students eagerly participating in discussions on these topics.
  6. Students enjoyed sharing and actively participating in MCE lessons. Teachers provided feedback on student work and displayed it in the classroom.
  7. Class teachers set individual and class targets with students each semester, which were evaluated and displayed on a "wishing tree" outside the classrooms.
- The school held two discipline competitions - one in November 2023 and one in May 2024.
  - The regular announcements of each class's scores made the competitions challenging and interesting for students.
  - Teachers noticed improvements in student discipline as a result of the competitions.
  - The daily record sheets were revised to have more specific time slots, allowing students to track their daily progress.
  - Classes from P4-6 generally performed better than P1-3, with many senior classes earning over 100 "chops" (points).
  - This was seen as encouraging, as the older students could serve as role models for the younger grades.

**The discipline competitions successfully cultivated proper manners and good discipline among the students across grade levels.**

**Overall, the school implemented a comprehensive program to develop student's social skills and positive values through direct instruction, modelling, and student-centred activities. Teachers agreed that students shown improvement in manners.**

## Achievements

### Target 2: To develop creativity in students

#### The target was achieved.

- The school organized a robust extracurricular program every Wednesday, with a total of 25 different activities:
  - 18 rotating groups focused on developing creativity through Chinese arts and crafts like calligraphy, painting, origami, and paper cutting.
  - 7 non-rotating groups training school teams in areas like percussion, visual arts, STEAM, lion dance, and social skills.
  - 14 additional post-lesson activities covering sports, music, drama, and more.
- Students with demonstrated abilities in computer science, science, and art are selected for the STEAM Elite group, which provides extra coaching and opportunities to participate in various inter-school STEAM competitions.
- Additionally, the school held three art exhibitions displaying artwork related to Chinese culture by P1-P6 students, showcasing their artistic talents and creativity.
- **Overall, the school's extracurricular program offers a diverse range of options to nurture students' interests and develop their skills across academic, artistic, and cultural domains.**
- On 6/3/2024, the school held a VA seminar for P4-P5 students, featuring an artist talk to inspire them to find creativity in daily life. The illustrator demonstrated portrait drawing, and the students actively participated.
- Students participated in parent-child competitions during holidays like Chinese New Year and Christmas to foster creativity.

For the Christmas Holiday Assignments:

- KS 1 students wrote letters to the Grinch, trying to convince him to spend time with family and friends. KS 2 students wrote letters to Santa Claus, sharing their wishes. **The students showcased their imagination and creativity. Their work was published in SCOOP for appreciation. These holiday activities provided meaningful learning experiences and allowed students' creativity to be recognized.**



## Achievements

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

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

- English: Approximately 50% of the students can give presentations in English lessons.
- Chinese: During the first term, students participated in various Chinese language activities in class, such as self-introductions, group discussions, role-playing exercises, and picture descriptions. The non-Chinese speaking (NCS) students, in particular, demonstrated more confidence in speaking Chinese.
- In January, P.6 students participated in a secondary school interview talk and mock interview program. Feedback was positive, with students developing confidence and communication skills. In the first term, P.6 students visited secondary schools to learn about their backgrounds and cultures, expanding their horizons.
- The P.6 Graduation and Sister School Exploration Tour to the mainland gave students more chances to communicate with peers from other schools, broadening their perspectives.
- English Ambassadors promoted English learning and National Security Education through presentations, morning assemblies, campus TV, and book recommendations.
- 40 Chinese Ambassadors from P.3-P.6 were recruited to organize Chinese Day activities. Both English/Chinese Ambassadors regularly shared in morning assemblies.
- PTH (Putonghua) Ambassadors reminded classmates to speak Putonghua properly in class.
- The school's drama club started training in November and joined the Hong Kong School Drama Festival. In early March, the drama team showcased their performance to the entire student body, demonstrating their communication skills and confidence. The students enjoyed the play and learned positive messages from it. The drama team's participation in the festival was successful, earning awards for Outstanding Performer, Outstanding Stage Effects, Outstanding Cooperation, and Commendable Overall Performance.
- A Chinese Drama Class was organized on 6/11, recruiting 18 non-Chinese speaking (NCS) students from P.1-P.5. They rehearsed stories using Chinese idioms. Around 70% of members gained more confidence in speaking Chinese compared to the start of the year.
- The NCS students participated in the "Joining Opportunities for Non-Chinese Youngsters" Chinese Learning Support Programme Chinese Storytelling Competition (Primary Session) on 11/5/24, performing very well and earning 1 champion, 2 merit, and 1 participation award.



- In the 2nd term, the school organized a Big Brother/Sister Program. P.5 SEN students were recruited to assist P.1 ALAs (After-school Learning and Support) and P.2 SEN students during lunch. They helped the younger students write diaries and play alphabet card games. This allowed the P.1 students to revise basic English while enjoying the games. It also boosted the confidence and communication skills of the P.5 SEN students as they served others.
- **It was observed that students' skills and confidence in communicating with others had improved. The various activities have helped students become more comfortable and capable in expressing their thoughts and ideas to teachers, guests, and their peers.**

## Achievements

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

**The target was achieved.**

- The school appointed 20 school prefects and 58 class prefects to perform various duties. The prefects were observed to be devoted to their responsibilities, fostering a sense of responsibility. A prefect training day camp was held on 21/10 to enhance the prefects' sense of responsibility and develop their leadership and collaboration skills. Regular gatherings were held to train the prefects in necessary disciplinary skills. The teachers involved in the leadership training program observed that the students actively participated in the program.
- The school launched an "A kid a job" scheme, where each class assigned students different duties to help in the classroom. Job cards for the duties were displayed prominently. This helped establish a sense of belonging and responsibility among the students, especially nurturing leadership qualities in younger pupils. In the first term, students discussed "Responsibility" and "Commitment" during MCE (Moral and Civic Education) talks and lessons. They discussed these character traits with teachers, guest speakers, and their schoolmates, and they understood more about themselves.
- On 1/2/2024, 18 P5 students, including 9 local and 9 non-Chinese (NCS) students, participated in an activity to celebrate Lunar New Year with the elderly at a local centre. Language was not a barrier, as they enjoyed playing games and making Fai Chun artwork together. 95% of the participants agreed that the activity connected them to the community, served the needy, and helped them understand the importance of "Empathy" and "Respect" through voluntary service.

- The school's targets were fully achieved, as P4 and P5 students participated in various volunteer activities, such as visiting elderly homes, preparing hot meals for Chinese New Year, and beach cleaning. Through these community service initiatives, students learned about caring for the needy and values like love, care, respect, and empathy.
- P6 students participated in a cross-border exchange program in Mainland China. Through observations, it was noted that the students learned to respect the cultural differences between Mainland China and Hong Kong. They also became more independent and learned to take care of others. The students recognized the different ways of life in the two places and learned how to respect and accept these differences. More than 90% of the students agreed that the trip helped them gain a better understanding of Chinese culture.
- Overall, the cross-border exchange program provided valuable opportunities for the P6 students to learn about cultural differences, develop independence and care for others, and deepen their appreciation of Chinese culture.
- **It was observed that the school's comprehensive review of its diverse extracurricular program aims to enhance student opportunities for personal growth and passion development, with concrete plans to build stronger connections to the local and global community. By gathering feedback, exploring new partnerships, and continuously improving the offerings, the school is well on its way to achieving its target of fostering deeper community and global engagement for its students.**

## Achievements

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

#### The target was achieved.

- The first phase of the school's "Good Kadoorian Scheme", titled "Responsible Hero", was completed in December. In this phase
  - 83% of students were awarded recognition
  - 87 students received the 'Gold Award'
  - 134 students received the 'Silver Award'
  - 113 students received the 'Bronze Award'

Students were given certificates, hero badges, and mystery prizes for meeting the targets.

The second phase of the scheme, "Diligent Hero," ran from February to May 2024. Throughout the year, topics such as "Responsibility," "Respect for others," "Gratitude," "Commitment," "Diligence," "Care for others," and "Dino life Education" were discussed in Moral and Civic Education (MCE) lessons.

The lower primary students actively participated in this scheme, encouraging them to be "good Kadoorians." The MCE lessons helped strengthen students' positive values and attitudes, and various talks were arranged to build up their moral character.

In December, the school focused on promoting a sense of gratitude among students and parents through various activities related to love and appreciation:

- Parents and students wrote gratitude cards to express their love and appreciation to one another, which were displayed on "gratitude trees" set up outside each classroom.
- A larger gratitude tree was also built in the school lobby, decorated with gratitude cards from parents.
- It was observed that students became more willing to show appreciation towards each other.
- During the "End of Year Celebration @SEKPS" program on 19/12/2023, students, teachers, and parents were invited to express gratitude and appreciation towards one another.
- Students were encouraged to write gratitude messages on cards and display them outside their classrooms. Parents also participated by writing "thank-you" messages on cards in the lobby.

Through these activities, the school intentionally fostered an environment of gratitude, love, and mutual appreciation.

**In conclusion, the school's multifaceted approach to nurturing Good Kadoorians by promoting gratitude, appreciation, and positive moral values has been a resounding success. The diverse extracurricular program, coupled with the intentional activities centred around love and gratitude, have effectively cultivated an environment where students, teachers, and parents are more willing to express appreciation and support for one another.**

**With the planned review of the extracurricular offerings and the goal of building stronger connections to the local and global community, the school is well-positioned to continue nurturing students' character development and instilling positive moral values that will serve them well beyond the classroom. The school can be confident that its targeted efforts have achieved the aim of imbuing students with a strong ethical foundation.**

## Reflections for Major Concern 2

- (1) The school plans to continue training students in basic good manners next school year. The school plans to put up posters with 4-grid pictures of good manners in the lower grade classes (P1-P3) to help these students improve their performance in the discipline competitions
- (2) To build on this, the school will conduct a comprehensive review, gather feedback, and explore new partnerships. This aims to continuously enhance the program and provide students with well-rounded opportunities for personal growth and passion cultivation
- (3) Local Illustrators artists could be invited for a workshop next year to enhance students' interest in drawing
- (4) More open-ended tasks will be designed to foster students' creative thinking and imagination in the upcoming school year
- (5) The school arranged for students to participate in volunteer services and visiting activities. This allowed them to interact with a wider range of people, gain more life experiences, and have more opportunities to communicate with others
- (6) The school will create more opportunities for students to share, such as news and story sharing. This gave students more chances to express themselves in front of an audience, helping to enhance their communication confidence.
- (7) PTH Ambassadors should present their ideas to schoolmates once per term, through morning assemblies or campus TV.
- (8) Big Brother and Big Sister Program will be arranged for both school term next year.
- (9) To further cultivate the prefects' leadership qualities, the school plans to invite prefect leaders to hold a weekly morning assembly next school year
- (10) The perfect leaders will share school rules during these assemblies and remind fellow students of good behaviours
- (11) This initiative aims to give prefect leaders more opportunities to develop and demonstrate their leadership skills
- (12) As we have joined another sister school in Beijing (北京邮电大學附屬小學), more cross-border exchange programs are planned for next year
- (13) The school plans to continue the "Good Kadoorian Scheme" next academic year, with minor adjustments to the topics covered. In preparation for the program's continuation, the school will develop new talks and activities to support students' character development further.

## Part 6 Our Learning and Teaching

### 6.1 Learning Time of Key Learning Area

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

## 6.2 Subject Activities of 4 Core Subjects

### 6.2.1 Chinese

- a. 中文日逢星期三舉行。早會時段進行中文分享，每星期設有不同主題，環繞中華文化、日常生活、成語故事等，讓同學有更多機會聆聽中文。科任老師於課堂教授同學有關該主題的常用字詞。

主題:	顏色	文具
學校	社區設施	賀年食品
學校人物	運動會	春節祝賀語
學校科目	戶外活動	香港美食
學校設施	港鐵名稱 (港島線)	中國名勝
學校旅行	衣飾	香港名勝古蹟



- b. 四十名四至六年級學生擔任中文大使，於早上以及小息聆聽各級同學朗讀字詞並在小冊子上蓋印。「同儕伴讀」於下學期逢星期二、三早上課前進行，中文大使帶領低年級非華語同學一起閱讀中文書，認讀字詞。
- c. 非華語學生課後中文支援班按年級分為低級組、中級組及高級組。本年度部分一至六年級學生曾分別參與中文課後初級班、中級班以及高級班，課後班由十一月至五月逢星期一、二、四課後舉行，老師跟同學重溫課堂學習知識，並教授生活實用的中文。
- d. 本學年各級都進行過不同中華文化活動，讓學生認識及了解中華文化。
- 一、二年級同學逛年宵活動，認識農曆新年的習俗，感受節日氣氛
  - 三年級參觀三棟屋博物館及進行書法體驗活動，了解中國歷史文化
  - 四年級參觀香港文化博物館，了解中國歷史文化
  - 五年級學生參與「遊赤柱」活動，認識香港歷史及有關文化
  - 六年級於校內舉行剪紙活動
- e. 中文老師透過透過聽、說、讀、寫等不同範疇進行課堂活動，讓學生從閱讀認識不同中國歷史人物，欣賞歷史人物優秀品格及表現，從而培養正面價值觀。各級歷史人物如下：

	本地課程班		校本課程班	
一年級	李白、屈原	勤學、愛國、勇於嘗試、機智勇敢、努力不懈、堅毅、勇於嘗試、真心待友、熱愛生活、積極豪爽	孔融、屈原	友愛謙讓、愛國、機智勇敢、勤奮、仁義、堅持不懈、堅毅、堅持信念、剛直公正
二年級	蔡倫、司馬光		王羲之、司馬光	
三年級	王安石、蔡倫		孫叔傲、李時珍	
四年級	鮑叔牙、杜牧		王冕、大禹	
五年級	諸葛亮、劉備		李時珍、康熙	
六年級	李小龍、孔子		包拯、張衡	



- f. 本校於四月二十三日進行了世界閱讀日活動，中文科設計攤位遊戲提升學生對閱讀的興趣。
- g. 本年度共有十七位一至五年級非華語學生學生參加非華語中文戲劇班，透過每星期排練及演出成語故事《孟母三遷》，增加他們聽說中文的機會，以及培養學生學習中文的興趣，更可宣揚良好品德。



- h. 一至五年級學生於期終考試後各學習一首古詩，讓他們能多接觸文學作品，並透過朗誦古詩，培養學生對中國文學的興趣。學生進行級本誦詩活動，並透過朗誦古詩，培養學生對中國文學的興趣。

	本地課程班(LCC)學習的詩歌	校本課程班(SBC)學習的詩歌
小一	《靜夜思》《憫農二》	《詠鵝》
小二	《春曉》《登鶴雀樓》	《春曉》
小三	《詠雪》《小池》《蜂》	《靜夜思》
小四	《早發白帝城》《遊子吟》	《九月九日憶山東兄弟》
小五	《回鄉偶書》	《回鄉偶書》
小六	《遊子吟》	《遊子吟》

- i. 本年度共有十五位學生參加第七十五屆香港學校朗誦節中文朗誦比賽，其中六位為非華語學生。比賽成績詩詞獨誦為七位獲優良獎狀，六位獲良好獎狀。散文獨誦兩位同學獲得優良獎狀。
- j. 本年度全校學生參與由教育工作人員總工會、香港硬筆書法家協會合辦的第三屆香港中小學中英文硬筆書法比賽。比賽於中文課堂進行，最後於各級挑選三份作品參賽。
- k. 本校共有十八名學生參加由素質教育發展中心主辦全港校際比賽暨粵港澳大灣區學生邀請賽小學硬筆書法比賽，藉以表達自己如何培養良好的情志，以能與人和諧相處及積極面對逆境。
- l. 初小非華語學生參加「JOY 種小樹苗非華語講故事比賽」，取得到優異成績。

## 6.2.2 English

- a. Space Town Programme was implemented in P.1. Our NET and P.1 subject teachers co-planned the lessons for adaptation of the learning materials and teaching strategies. E-learning resources were provided to help students enhance their reading and writing skills.
- b. Primary Literacy Programme - Reading and Writing (PLPR/W) was implemented in P.2 - P.3 under the co-teacher of NET and English teachers. Through Big Book sharing and home readers, students learnt the features of different text types. Students completed the writing tasks with the target sentence structures and key vocabulary learnt in the module.
- c. An English Language Teaching Assistant (ELTA) programme was implemented in P.4-P.6. The ELTA collaborated with the English teachers to help enhance students' elaboration skills and organization skills. Text types covered in the programme included biography, poetry, world fact book and film review etc.
- d. Raz-kids Reading platform provided rich sources of reading materials for students to read on a thematic basis as extensive reading. GS teachers could choose reading materials as an enrichment of a topic students learnt in textbooks. Students could read e-books at their own pace. Results of books read were issued each month to recognize students' efforts.

Levels	P.1	P.2	P.3	P.4	P.5	P.6
Total number of books read by students of the level	2504	3015	1177	2977	1266	2061
Average number of books per student in the school year	59	49	21	56	27	30

- e. A total of 72 students joined the 75<sup>th</sup> Hong Kong Schools Speech Festival. Apart from English Solo Verse Speaking, some students entered English Prose Reading and Public Speaking. The result of the Speech Festival was satisfactory. (done)
- f. Our students participated in the "Saying of Wisdom (SOW) Motivational Talk Contest organized by EDB as their Christmas holiday assignments. Students demonstrated their language and multimodal literacy skills in the contest and prepared a 2D artwork to express their affection and gratitude for people and things which are dear to their hearts. Two students were awarded the Outstanding Awards and Commendable Award respectively while three students got the Commendable Awards.
- g. To promote reading, students were encouraged to read various books and complete the reports under "Joyful Reading Scheme" to attain the Active Readers Awards.



- h. Student librarians conducted the programme called 'Book Recommendation' via Campus TV during lunchtime.
- i. To promote reading and cultivate students' reading habits, the teacher librarian and English panels worked together with Chinese panels to organise a Book Character Day on World Book Day Fest on 23<sup>rd</sup> April 2024. Students were encouraged to bring their favourite books and wear the costumes of their favourite book characters. Some well-dressed book characters were selected to participate in the Book Character Fashion Show. After the show, students participated in the reading game booths to learn more about the famous book characters. All students were motivated to join the activity. Book recommendations were also conducted via campus TV at lunchtime.



- j. 28 students were selected from P.4-P.5 to participate in Rugby English Active Learning organized by SCOLAR in January and February. Students learnt about the importance of sportsmanship, perseverance and team work through learning how to play Rugby.

- k. The school drama team participated in the Hong Kong School Drama Festival. 23 students showcased the play “Bullfrog’s Got Talent” on stage. Our school attained Awards for Commendable Overall Performance, Outstanding Cooperation, and Outstanding Stage Effects. Three students were also awarded Outstanding Performers.



- l. Our school participated in the *Time to Talk Public Speaking Competition* organised by the NET Section. The topic was sharing insights into the song “Stand by Me” in alignment with students’ authentic experiences. The two school teams delivered their speeches with confidence and creativity. The two teams were awarded second place and a merit prize respectively.



- m. The live broadcasts of Music Juke Box were organized by English ambassadors during lunch time. All students could dedicate their favourite songs to show their gratitude towards their friends and teachers who have supported them in life.

### 6.2.3 Mathematics

- a. Multiplication Table Competition was held in October and July through Kahoot platform. Results of the competition:

Level	No. of Pupils who participated in the activity	Pupils who got 15 correct answers or above	Percentage of Pupils who can get chops
P.3	58	29	50%
P.4	64	50	78%
P.5	65	47	72%
P.6	72	60	83%

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

Level	Participants	Participants who got correct answers	Percentage of participants who can get chops
P.3	37	36	97%
P.4	49	45	92%
P.5	60	52	87%
P.6	63	60	95%

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

Level	Participants	Participants who got 3 correct answers or above	Percentage of participants who can get prizes
P.1 – 2	39	33	84.6%
P.3 – 4	46	38	82.6%
P.5 – 6	41	33	80.5%

- d. Speed Calculation Competition was held in July to arouse pupils' interest in speed calculation and enhance their number sense. 63% of the pupils got 12 correct answers out of 20 questions.
- e. Level-based Award Scheme is a self-learning scheme to enhance pupils' skill in the target topics. The numbers of awardee are as follow:

Award	Number of pupils
Bronze	28
Silver	43
Gold	120
Diamond	51



## 6.2.4 General Studies

- a. To strengthen P.4-6 students' awareness on current affairs, P.4-P.6 subject teachers designed questions in MS 365 form with 2-3 news articles on local, Mainland China or world every month.
- b. The G.S. Panel collaborated with the STEAM education team in order to strengthen students' integration and application of knowledge and skills in science and technology, as well as to nurture students' curiosity, enhance their creative, innovative and problem-solving skills. The STEAM education team organized STEAM Days for students of different levels to have diversified learning experiences.
  - P.4-5 students joined Sky High Aviation Experience Fun Day and learned about operation of flights through simulators. They also joined hands-on activity to assemble and operate drone to complete assigned tasks.
  - P.1-3 students joined the LEGO Spike essential program with scratch coding program.



- c. Educational visits were arranged for P.4-P.6 students to deepen their understanding of the topics learnt in the lessons.
  - P.6 students visited the Dr SUN Yat-sen Museum in March to learn more about history of China and Hong Kong through the declared monument.
  - P.5 students visited the HK Space Museum in June to enhance their understanding of the Milky Way and galaxies, the Solar System and the development of space exploration and space technology.
  - P.4 students visited the H2OPE Centre in November to enhance the understanding of water treatment and conservation in HK.



### 6.3 National Security Education

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

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

#### **6.3.3 “Love Our Home, Treasure Our Country” Government Schools Joint School Activities** 「心繫家國」官校聯校活動

- a. Our schools participated in the Joint GPS PTH Training Course (官立小學聯校課程 - 「古詩欣賞，美文誦讀」課程) Recital of three poems were included in the P.3 Putonghua curriculum. Professional trainers conducted two PTH recital training sessions for P.3 students in November and January to teach P.3 students how to recite and appreciate Chinese poems. The poem reading performances in July showcased the students' hard work and their ability to read Chinese poems.
- b. Our schools participated in the Joint GPS Wushu Training Course (官立小學聯校課程 - 中華武術培訓課程). Wushu was included in the P.E curriculum of P.4. The professional coaches conducted two Wushu lessons for P.4 students in November. Two students were interviewed by RTHK to share their experience of learning Wushu.



- c. To foster creativity, problem-solving skills, and collaboration while paying tribute to the extraordinary life and legacy of Bruce Lee, 14 students joined the competition "Parent-child STEAM Model Design Competition". Under the theme of Chinese martial arts and historical figures, the models showcased remarkable creativity, and most of them effectively demonstrated their understanding and application of various STEAM concepts.



- d. The IT panel and the teacher-in-charge of National Security Education trained and assisted 3 groups of students to participate in the National Identity Mobile App Design Competition. Two groups were awarded second place and merit awards in the competition.
- e. Our performance teams participated in the "Love Our Home, Treasure Our Country" Prize-giving Ceremony on 19/4/2024. The student performers including the Lion Dance Team, Chinese Dance Team, and Chinese Drum Players, collaborated with Island Road Government Primary School Guard Team to perform in the ceremony.





### 6.3.4 Sister Schools

- a. An exploration trip to Guangzhou was arranged on 18/12/2023. Headmistress and the advisory team visited our sister school, Affiliated School of JNU for Hong Kong and Macao's Students (ASJ) (廣州暨大港澳子弟學校). We had an interflow exchange with the management team led by the Chief Principal of ASJ, Mr Tam. Visit was paid to the Lingnan Impression Garden, which showcased the customs and culture of Chinese people living in southern China.



- b. Our school entered an agreement with 揭西縣河婆街東風小學 in Chaoshan.



- c. Our school joined another sister school, Primary School Affiliated to Beijing University of Posts and Telecommunications (北京邮电大學附屬小學) (Haidian, Beijing). The Principal of our new sister school visited SEK and had an interflow discussion with the SEK management team.



#### d. Sister School Interflow Activities

- 54 P.6 students, 16 parents and 7 teachers joined a two-day tour to explore Chaozhou and Guangzhou's socio-economic and technological development in Guangdong Province on 24<sup>th</sup> and 25<sup>th</sup> May. A visit was arranged to our sister school 揭西縣河婆街東風小學 in Chaoshan.
- There were sharing sessions between teachers and students of the two schools. Our students learnt about the local customs and tasted local food. Some NCS students communicated with their partners in Putonghua, and some exchanged contact information and continued communicating via WeChat.



A connection between the two sister schools



Our students were honoured when their partners tied the red scarves on their collars.



A visit to Guangdong Science Museum and hands-on experiences with various scientific experiments



Students visited Lingnan Impression Park to experience the architecture, traditions, and customs of people living in southern China

#### 6.3.5 Basic Law Campus Ambassadors

- 20 Basic Law Campus Ambassadors were recruited to promote the learning of the Constitution, Basic Law and National Security Education at school. They presented different topics to students during National Security Education Morning Assembly every Thursday.
- The students participated two competitions.

Time	Name of the competition	Subjects
6-16/10/2023	Territory-wide Inter-school National Security Knowledge Challenge (國家安全常識挑戰)	GS
16/10-15/12/2023	《基本法》宣傳大使填色比賽 2023	VA



- c. Basic Law campus ambassadors visited Hennessy Road Government Primary School on 15/4/2024 for National Security Education Day.



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

Apart from the curriculum in textbooks, worksheets on topics of National Security were designed for each level. Students learnt about different topics of National Security and appreciated the great achievements of Chinese people and the Chinese culture.

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

## 6.4 STEAM Education

### 6.4.1 Creativity Nurturing in students

- a. A non-rotating group of STEAM Elite was arranged on ECA lessons. There were 13 pupils from P.5-P.6 who joined this group. Below are the topics covered.



Remote Control Car



Glider Design



First Lego League Training Course



Lego Spike Prime coding



STEAM Elite paddle boat

- b. Training programme of First Lego League was held from February to May for STEAM Elite during ECA lessons to equip the students with necessary skills, knowledge, and mindset to excel in the FLL competition. Students gained real-world problem-solving experience through the program. They entered First Lego League Challenge held in July. Some STEAM Challenges such as ‘Paddle Steamer”, “Mechanical Animal” and “Glider Design” were designed to encourage them to solve problems and think creatively through hands-on experiments and simulations.
- c. A rotating group of STEAM Activities was arranged on ECA lessons for P.2-P.4 pupils. Topics covered were Magnetic Car for P2, Catapult for P3 and Electric Glider for P4 students.
- d. Two post-lesson groups of LEGO® Education SPIKE™ Class were arranged for P.1-P.6 students on Thursdays. In each group, there were 24 students. They learnt problem-solving and critical thinking skills.



- e. 8 pupils from P.6 were selected to join the “STEAM for Girls” STEAM Challenge Competition on 18/11/2023. The competition encouraged girls to explore their creativity and apply it to solving real-world problems using STEAM principles.



- f. 6 pupils from P.4-P.5 were selected to join the 4<sup>th</sup> Pui Kiu Cup Rocket Sled Competition on 2/12/2023. Pupils designed their own rocket sled for the competition.





- g. To nurture students' creativity, collaboration and problem-solving skills. STEAM Days for P.1-P.3 students were held on 14/6, 21/6 and 28/6/2024.

STEAM DAY Activities	
P.1	Gigo Gyroscope, Gigo Catapult
P.2	Gigo Clamping Machine, Disc Push
P.3	Gigo Card Programming Robot



- h. Six P.6 pupils participated in 8th "Little Inventors" Gifted and Creative Programme organized by Queen's College in January and March. Under the theme "TechFit@School", students designed a product that helped promote sports and healthy schools. The team won the competition.



#### 6.4.2 Creativity in Cultural Subjects

- a. An Art jam activity and STEAM activity were arranged for our students and kindergarten pupils on 19/1 and 20/1 as part of The Dino-Dragon Lunar Celebration 2024. The activities promoted creativity, enhanced artistic skills, fostered collaboration, integrated STEAM concepts and cultivated problem-solving skills while celebrating the Lunar New Year.



- b. An AI arts course was arranged for P.6 pupils during VA lessons. Pupils learnt how to use AI image generation software such as OpenArt to create artistic compositions with their own styles using text or images as input. Pupils nurture their creativity and imagination while acquiring practical skills in the application of AI in art.



Eleven P.6 students were selected to join 校際AI藝術創作大賽2024 《數碼詠古》 and "Create the Future-2nd Sz-hk-mo design competition for young talents" competition.

### 《數碼詠古》



6C Justin - Merit Prize



### Create the Future



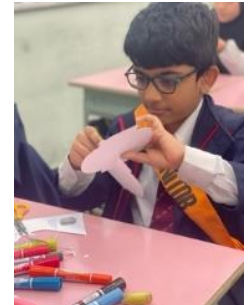
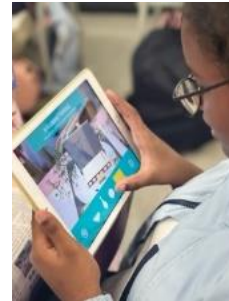
- c. Red packet design parent-child competition was conducted in the first term.



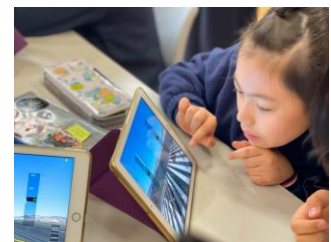


### 6.4.3 STEAM education and development

- a. "How Memory Sticks 2.0" Arts Tech and Culture Education Programme organized by Jockey Club was held for P.4 Chinese LCC classes. Students learnt the history of objects in China combining digital virtual reality and augmented reality technology to cultivate students' artistic creativity, aesthetic appreciation ability and moral development.



- b. "Sky Dream Fun Day" was arranged for P.4-P.5 on 18-19/3/2024. The program included knowledge and skills related to aviation and aerospace, flight simulators, and hands-on drone building. It also had other advanced manufacturing equipment to provide a comprehensive STEAM learning environment. Through this STEAM education, students could enhance their problem-solving, critical thinking, and hands-on abilities, which were crucial for their future development.



- c. 30 pupils from P.4-P.6 joined an EMSD Educational STEAM Workshop on 9/4/2024. Students learnt the principles of energy conversion and their creativity and problem-solving skills were inspired through hands-on activities and interactive learning.



- d. STEAM Channel was broadcasted at lunchtime during the school year. Pupils would join STEAM Challenge after watching the programmes.

- e. 30 pupils from P.4-P.6 participated in a guided tour by the Electrical and Mechanical Services Department on 18/4/2024. The tour allowed students to explore the facilities and exhibits at the Headquarters Building, including the 7th-floor exhibition area, rooftop observation deck, and underground exhibition hall. This let pupils gain insights into the department's projects, initiatives, and technological advancements.



## 6.5 School-based support services

**6.5.1 P.3 Chinese Learning Circles (優質教育基金主題網絡計劃)** – The main focus of the programme was to enhance Non-Chinese students' listening skills by jotting notes and using note-taking skills. With the support of the learning circle, P.3 students were introduced to different note-taking skills to improve their listening skills. Another learning focus was applying VR technology to improve students' writing skills. Students wrote about their virtual experiences about the visit to Ocean Park. Sharing among participating schools was conducted. This innovative integration of technology enhanced student engagement and learning outcomes.

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



Meeting with the support group



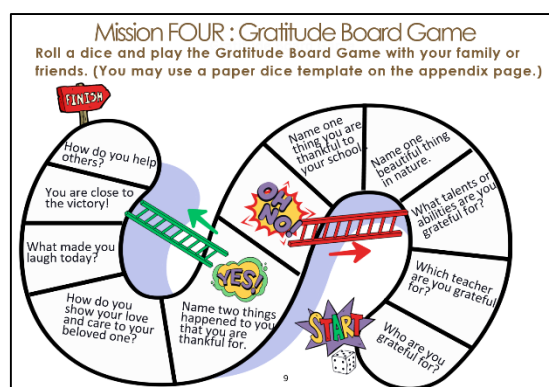
Chinese reading workshops

## 6.6 Holiday assignments

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

**6.6.1 Christmas Holiday Challenge** – Booklets of “The Attitude of Gratitude” were designed for students of each level as Christmas holiday assignments. Students should read an English story and a Chinese story with the theme ‘Gratitude’, retell the story in the form of the comic strips. They also showed their gratitude by writing a Thank You Card (P.1-P.3) or designing a comic (P.1-P.6) and wrote a letter to Santa to share their wishes for the new year and their Christmas plan. Students were asked to write a letter to enter the competition ‘Saying of Wisdom: Love Letter Writing Competition’.

**6.6.2 Chinese New Year Holiday Challenge** – By completing the tasks in the booklet of Chinese New Year, students learnt about traditional Chinese New Year customs in the Year of the Dragon and Fai Chun. They also showed the traditional Chinese New Year customs they did at Chinese New Year by writing, drawing pictures or showing photo to share their blessings in Chinese. Students also read a story about a legendary figure: Bruce Lee and designed a bookmark or a poster as a tribute to Bruce Lee.



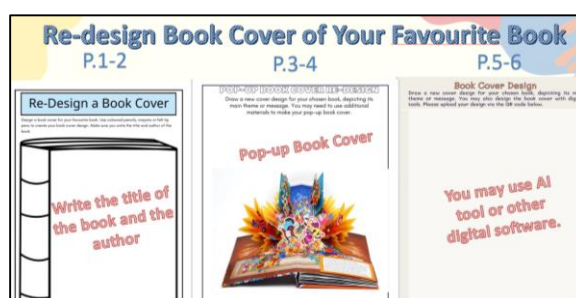
Do you know that there is a legendary hero whose name is related to the dragon? Bingo! This is Bruce Lee (李小龍)! He was famous for being a great master of martial arts, a creative movie director and a talented actor. Not only was he interested in Kung Fu, his hard work and perseverance have also impressed the people all over the world.

Task THREE:  
Scan the QR code below to read the book about Bruce Lee.



Bonus:  
Scan the QR Code below to visit the exhibition website "A Man Beyond the Ordinary: Bruce Lee" and watch the video highlights.

**6.6.3 Easter Holiday Challenge - My Hero** – Under the theme “Heroes or Heroines”, students read a story and complete a book report. Students shared their experiences to promote positive values and attitudes.





## Part 7 Support for Student Development – School Activities

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

7.1.1 There were 18 rotating groups and 7 non-rotating groups.

#### Rotating groups

1. *Paper Making	11. Fun with Cantonese
2. *Paper Cutting	12. Language Arts
3. Rainbow Calligraphy	13. *Chinese Storytelling
4. Pastel Nagomi Arts	14. Maths Activities
5. *Chinese Calligraphy	15. English Wonderland
6. *Chinese Painting	16. *Food Culture in China
7. Origami	17. Rope Skipping
8. *Chinese Arts	18. Video Master & Photographer
9. Sand Art	
10. STEM Activities	

\*Chinese cultural activities

#### Non-rotating groups

1. VA Elite
2. STEAM Elite
3. Percussion Band
4. Long Jump
5. Lion Dance
6. Social Skills Group
7. Disciplines and Guidance

### 7.1.2 Post-lessons activities

1. Maths Elite	8. Cub Scouts
2. Choral Speaking Group	9. K-pop Dance
3. Drama Group	10. Basketball team
4. String Ensemble	11. Football team
5. Percussion Band	12. Rope skipping team
6. Sand Arts	13. Lion Dance
7. Easy Sports	14. Chinese Dance Team

## 7.2 Major School Events

### 7.2.1 List of School Events

School Events	Dates
Orientation Day for P.1 students and newly admitted students	28/8/2023
P.1 Transition Programme	7/9/2023
School Opening Ceremony	8/9/2023
Pathfinders Programme for P.1 and Kindergarten Students	16/9 & 23/9/2023
PTA AGM, SMC Parent Member Election	10/10/2023
P.1-P.4 Level Parents' Day	10/10/2023
P.5-P.6 Level Parents' Day and Talk on Secondary School Places Allocation (Discretionary Place)	18/10/2023
Prefect Training Camp	21/10/2023
School Picnic	30/10/2023
Dress Special Day	3/11/2023
SMC Alumni Member Election	9/11/2023
Gratitude Party	19/12/2023
SEKPS Dino-Dragon Lunar Celebration	19-20/1/2024
Prize-giving Day (1 <sup>st</sup> Term) cum Parents' Day	6/2/2024
Homecoming Day for Alumni	1/3/2024
Talk on Secondary School Places Allocation (Central Allocation)	10/4/2024
Sports Day	12/4/2024
P.6 Graduation Educational Tour	24/5/2024
P.6 Graduation Ceremony cum P.1-5 Prize-giving Ceremony	25-26/7/2024
Summer Bridging Programme (P1.-P.4)	15/7-2/8/2024

### 7.2.2 Level Parents' Day, 1<sup>st</sup> Term Parents' Day and 1<sup>st</sup> Term Prize-giving Day

- P.1 to P.6 Level Parents' Day were conducted on 10/10 and 27/10 . Parents were invited to come for Parents' talk and have group meetings with class teachers.
- Prize giving and Parents' Day was conducted on 6/2/2024. An exhibition featuring student artwork and a display of books was organized. 303 parents attended the Parents' day and the Prize-giving day.

### 7.2.3 School Picnic

The school picnic was held on 30<sup>th</sup> October 2023. P.1-2 students went to Lai Chi Kok Park. Parents were invited to join the school picnic. P.3-6 students went to PLK Jockey Club Pak Tam Chung Holiday Camp.

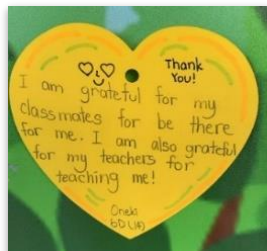
#### 7.2.4 Dress Special Day

The event was held on 3/11/2023. Students wore their national costumes or casual wear to school on that day. A total amount of \$26,361.5 was collected.



#### 7.2.5 End of Year Celebration @SEKPS and The Christmas party

- a. The school event was held on 19<sup>th</sup> December 2023. Students, teachers and parents were invited to show their gratitude and appreciation towards each other in the spirit of love through “End of Year Celebration @SEKPS” programme during the celebration of Christmas.
- b. In order to help our students to develop a sense of gratitude, learn to cherish the things they have and adopt a positive and optimistic attitude towards life, a series of activities launched for students to express their love and gratitude in December.
- c. All students were invited to write some thank you messages on heart-shaped cards to express their gratitude to one another, or the staff members at school. The gratitude cards were put on the gratitude tree outside their classroom. Parents were invited to collaborate with students to nurture positive values and attitudes in students by writing some thank you message on the heart-shaped cards to express their appreciation to their child and any staff members (including teachers, supporting staff etc.) at school. The gratitude cards were put on the gratitude tree in the foyer.





- d. Students, teachers and parents were invited to show their gratitude and appreciation towards each other in the spirit of love through “End of Year Celebration @SEKPS” programme on 19/12/2023.

### 7.2.6 Dino-Dragon Lunar Celebration

- a. The Dino-Dragon Lunar Celebration took place on 19/1-20/1/2024. The Chinese Dance, Lion Dance Teams, Percussion Band and the Sand Arts Team performed on that day. Various activities were arranged for students and kindergartens pupils to arouse their creativity.



Performance by lion dance teams



Dino Encounter



Exploration of dinosaur eggs

### 7.2.7 P.6 Graduation Ceremony and P.1-5 Prize-giving days

The P.6 Graduation and P.1-6 Prize-giving Ceremony was held on June 25 & 26 at Y Theatre in Chai Wan. Various performance groups performed throughout the story of “Chasing the Dragon: In Quest of Bruce Lee.”



### 7.2.8 Summer Bridging Programme

- a. Summer Chinese Bridging Programme was held for P.1-P.3 non-Chinese speaking pupils during the summer vacation which aimed at providing pupils with a wide range of learning activities to consolidate Chinese language learnt. Students also experienced different Chinese cultural activities.

### 7.2.9 Arts Exhibitions of Student Work

- a. An Art Exhibition was held on 19/1-20/1/2024. Some art pieces related to Chinese culture from P.1-P.6 were showcased in the auditorium on those two days.



- b. The 2<sup>nd</sup> Arts Exhibition was held on Parents' Day on 6/2/2024. Another art exhibition was held from 24/6-28/6/2024 at the Y-Platform in Chai Wan. Various art pieces related to Chinese culture, created by students from P.1 to P.6 were showcased.



- c. In June, a booklet of pupils' artwork, "Splendors of China," was published to stimulate students' love and interest in Chinese traditional art and cultivate their cultural confidence. The publication showcased students' artistic achievements and promoted the inheritance and innovation of Chinese traditional art, enhanced students' cultural literacy and contributed to cultural exchange and innovation.



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

### 8.1 Moral and Civic Education

We aim at nurturing our students into “Good Kadoorians”. Although topics for Key Stage 1 and 2 were similar, contents were tailor-made for the characteristics of different age groups. Target Setting and target setting evaluation were arranged to lead students to set goals and do self-reflection.

P.1-P.6 Topics	
Responsibility	Respect for others
Gratitude	Diligence
Commitment	Care for others

**8.2** 6 Dino Life education lessons were implemented for each key stage during MCE Lessons in the 2nd term to bring the topic ‘treasure life’.



### 8.3 Educational seminars for students

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

**8.3.1** Mental Health Education - To promote mental health among students and strengthen support for students, a Mental Health Talk was arranged for P.4-P.6 students on 13/5/2024.

**8.3.2** Life planning - A series of career planning activities were conducted to help our students explore various career paths and develop a vision for their future.

- An Education Talk by SPCA was arranged for P.4 – P.6 on 22/2/2024. The SPCA Inspectorate shared his daily operation and showed real-life footage of animal rescues, cultivating participants' awareness of caring for animals.
- An Aviation Career Talk was organised for the Sky Dream Fun Day on 21/3/2024. The talk was conducted by professionals including pilots, air traffic controllers,

cabin crew, and ground staff and provided students a comprehensive overview of the various career paths available in the aviation industry. They also shared valuable information about each role's required skills, education, and training. Students gained insights into the current state of the aviation industry, future trends, and potential job opportunities.

- c. Our alumnus, Mr Dhillon Kuldeep-singh delivered a life planning talk on 30/4/2024 to P.4-6 students about the Correctional Services Department. As part of the Rehabilitation Pioneer Project, P.6 students also enjoyed the interactive 'Rehabilitation Express' promotion vehicle and Dodgebee games on 29/4/2024. These activities aimed to promote national security education, crime prevention, anti-drug awareness, and rehabilitation messages.



### 8.3 Good Kadoorian Scheme – The Kadoorian Heroes

- 8.3.1 The scheme aimed at promoting and reinforcing students to have positive values and attitudes. 'Hero's Secret books' were designed based on famous Chinese historical figures to let students learn about the importance of responsibility and diligence. Teachers awarded students with stamps when they observed good behaviors of students. Certificates, Hero Badges and Mysterious prizes were awarded to students who reached the targets. 'Hero Badges' were given to silver and gold awardees, while 'Mysterious prizes' were given to gold awardees.

Awards	Responsible Hero	Perseverant Hero
Gold Award	87 students	180 students
Silver Award	134 students	100 students
Bronze Award	113 students	76 students
Awarded students in percentage	83%	88%

### 8.4 Environmental Protection

A team of Environmental Protection Ambassadors was set up to promote Environmental Protection. 18 students from P.3 to P.5 were selected to join the team. Reminders on saving energy were posted in each classroom. 'Reuse and Recycle' boxes were put in all classrooms to promote environmental protection.



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

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



## 8.6 Understanding Adolescent Project

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

### P.6 UAP

Dates	Activities
1/3, 19/4, 3/5, 17/5/2024	Intensive Programmes
10/5/2024	Outing
9/5/2024	Individual Interview
7/6/2024	Closing Ceremony

### P.5 UAP

Dates	Activities
28/10, 4/11, 11/11, 18/11, 25/11/2023	Intensive Programmes
5/12/2023	Outdoor Activity
16/1, 19/1/2024	Individual Interview
20/1/2024	Closing Ceremony

### P.4 UAP

Dates	Activities
1/3, 15/3, 22/3, 19/4, 17/5/2024	Intensive Programmes
9/3/2024	Challenge Day Camp
23/3, 27/4/2024	Re-Challenge Day Camp
10/5, 11/5/2024	Volunteer service (1) – (2)
18/5/2024	Parent-Child Camp
23/5/2024	Parent / Teacher Workshop & Sharing
7/6/2024	Closing Ceremony



## 8.7 P.1 Transition Programme

**8.7.1** The P.1 transition week was held from 1/9 - 9/9/2023.

**8.7.2** A self-management workshop was arranged for P.1 students from the St. James settlement. The student learnt more about personal hygiene, classroom rules, the procedures of packing school bags. A toilet manners talk was arranged and taught students the proper toilet manner of using the toilet.

**8.7.3** Assisted by teachers, record sheets were given to P.1 students to help them build up the habit of bringing the appropriate stationary items, tissue, towel and students diary to school each day. Teachers collected the students' records for checking and providing assistance.



## 8.8 P.6 Transition Programme

**8.8.1** In order to guide P.6 students well-prepared for secondary school interview, a talk and a mock interview was conducted on 11/1 & 12/1/2024.



**8.8.2** P.6 students joined the visit to Buddhist Wong Fung Ling College on 17/11/2023 and the visit to St. Joan of Arc Secondary School on 9/12/2023.

**8.8.3** A SSPA Talk was conducted on Parents' Day (27/10) for P.5 and P.6 parents. For P.6 parents, there were two other SSPA talks on 6/12/2023 and 10/4/2024. Parents were informed of the ways to make appropriate choices of secondary school for their child.



## 8.9 Support Services for Newly Arrived Students

**8.9.1** Six Chinese groups and one English Group were arranged for NAC pupils to learn Chinese. These lessons were conducted on Saturdays in November and December, and February and March.

**8.9.2** A one-day trip to Hong Kong Disneyland was arranged on 23/2/2024. Students participated in the festivities of Chinese New Year and immersed themselves in Chinese culture.



**8.9.3** A one-day trip to Hong Kong Island was arranged on May 17<sup>th</sup> to let students immerse in Hong Kong's daily life and food culture. The activity also helped foster students' sense of belonging.



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

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

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

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

III. Support measures and allocation of resources

Students with SEN and Academic Low Achievers (ALAs) are provided with the following support measures:

- The post of Special Education Needs Coordinator (SENCO) was established to lead the Student Support Team to deploy different support programs for SEN pupils.
- 1 whole-year temporary teacher and 3 teaching assistants were recruited in the implementation of the Whole School Approach (WSA) to provide support for SEN pupils.
- 2 teaching assistants were recruited to support students with SEN in the classrooms. They assisted teachers during the lessons to give extra support to SEN pupils, especially during group activities and classwork.
- ALAs are provided with homework support which include P.1-2 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.
- Study skills training is arranged to offer individual/ group training/ therapy sessions to students with SEN or ALAs once a week.
- 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.
- Educational Psychologist was invited to conduct staff development programmes which include implementing the Whole School Approach to support students with SEN and how to promote mental health for pupils.
- SENCO and SENST collaborated with Educational Psychologist to devise Enhanced Executive Function Tier one support programme to support P.2 pupils.



## 9.2 Implementation of student support services

Mode of Support	Purpose	Schedule
<b>Study Skills Group</b>	<ul style="list-style-type: none"> <li>To help students adjust their behaviours through training programmes conducted by Occupational Therapist (OT)</li> <li>Study Skills Groups: Study Skills Groups were arranged for SEN and ALAs pupils. Occupational Therapist (OT) focused on training our pupils gross motor skills, fine motor skills and hand-eye co-ordination.</li> <li>The service was arranged for SEN pupils with learning difficulties. A total of 40 day services was arranged.</li> </ul>	Every Wednesday or Thursday during school hours
<b>Speech Therapy</b>	<ul style="list-style-type: none"> <li>To help students with speech and language impairments through therapy programmes conducted by Speech Therapist. Individual or small group training had been arranged for pupils.</li> <li>The service was arranged for 57 students with speech and language problem. Speech Therapy sessions were conducted twice a week during school hours. A total of 30-day service was provided to students by the speech therapist.</li> <li>Most of the pupils showed improvements after training.</li> </ul>	Thursday or Friday during school hours
<b>Social Skills Groups</b>	<ul style="list-style-type: none"> <li>The support service was arranged for ASD pupils during ECA lessons. Social worker from the NGO provided 14 training sessions in the 1<sup>st</sup> term (P.4) and 14 training sessions in the 2<sup>nd</sup> term (P.1 and P.2).</li> <li>Most of the pupils in this group enjoyed the lessons. Parents' feedback was positive and all the involved parties agreed that this program could help pupils to learn proper social behavior.</li> </ul>	During CCA lessons on Wednesday
<b>School-based Educational Psychologist Service</b>	<ul style="list-style-type: none"> <li>To enhance the learning capacity of the students with special educational needs through tailor-made programmes conducted by teachers.</li> <li>A total of 15 visits by the Educational Psychologist were arranged in the school year.</li> </ul>	According to pupils' need during the school year

	<ul style="list-style-type: none"> <li>• IEP meetings, assessments for suspected SEN cases, lesson observations, social skills training sessions for P.6 pupils, teachers' talk, case conferences with parents and teachers were arranged during the visits.</li> <li>• A Transition Programme was organised for P.6 ADHD pupils aiming to prepare them for the transition to secondary school.</li> </ul>	
<b>Small class teaching by subject teachers</b>	<ul style="list-style-type: none"> <li>• To provide extra support to classes with more less able students</li> <li>• Small Class Teaching: In order to provide extra support to classes with more less able pupils, we had arranged small class teaching in P.1- P.6 Chinese for NCS.</li> </ul>	Whole year
<b>Homework Supporting Programme</b>	<p>1.1.1 English and Mathematics Tutions were arranged for P.2 pupils on Monday and Thursday respectively. Teaching Assistants were responsible for the lessons.</p> <p>1.1.2 The purposes of the tuition classes were to help the academic low achievers to strengthen the foundation in learning English and mathematics.</p>	Monday and Thursday respectively
<b>Post Lesson Homework Tuition</b>	<ul style="list-style-type: none"> <li>• Post lesson Homework Tuition was arranged for 62 pupils.</li> <li>• Under the afterschool learning support grant, fees were waived for pupils who were under financial support of CSSA or Full Grant of textbook assistance in the 1<sup>st</sup> school term</li> </ul>	Monday to Friday (3:10 p.m. to 4:10 p.m.)

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

### **10.1 Parent-Teacher Association**

#### **10.1.1 PTA Activities**

- The PTA Annual General Meeting was held on 10 October 2023. The results of the SMC Parent Member Election and PTA Ex-com Parent Member Election were announced. The voting rates were 82% and 83% respectively.
- PTA day Tour was held on 16 December. 67 families with 178 parents and students joined the event to Yuen Long and Lau Fau Shan. From the evaluation, parents liked having first-hand experience of the fishing industry and the historical sites of Hong Kong.



#### **10.1.2 Serving Parents**

- Serving parents were recruited for helping P.1 students during lunch time in the school year, taking care of P.1-P.4 students at Sports Day and assisting the make-up of student performers at Graduation Ceremony and P.1-P.5 Prize-giving Ceremony in June.
- Among the serving parents recruited for service in the school year, the most active nine serving parents were nominated for 'We Did IT Award' organized by the Committee on Home-School Cooperation.

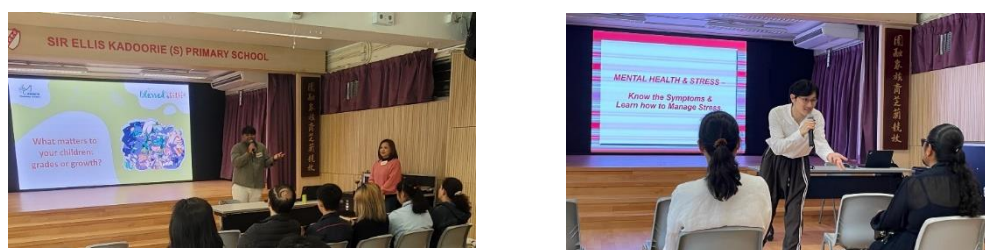
#### **10.1.3 Parent Education**

- Under Parent Academy, three interest groups were conducted. They were Chinese Dance classes, Chinese Calligraphy & Painting classes and Cantonese classes. Parent participants enjoyed the classes as Chinese dance helped them keep good health while Chinese calligraphy & Painting classes, and Cantonese classes let them know more about the Chinese culture. The PTA sponsored part of the tutor fees to encourage more parents to join.

Dates	Classes
October - June	Chinese Calligraphy and Chinese Painting
October - June	Chinese Dance
May and June	Cantonese Class



- Two parent talks on mental health were conducted under the EDB funding on Mental Health. They were 'How can parents and pupils create a supportive environment to manage better mental health for children' in February, and 'Know the Symptoms and Learn how to Manage Stress' in May.



#### 10.1.4 PTA Scholarship and PTA Speech Festival Award

- PTA Scholarship was set up to acknowledge P.1- P.6 students who achieved the first position in the core subjects of their class in both Mid-year Examination and Final Examination. 82 students received the awards.
- Students who received position in Hong Kong School Festival were awarded PTA Speech Festival Award. 12 students received the awards.

#### 10.1.5 PTA Publication

- SEKPS PTA Newsletters were issued in October and January respectively. It aimed to promote the events arranged by the PTA and enhance parents' involvement in attending the various PTA events.





## 10.2 The Alumni Association

**10.2.1** The SMC Alumni Members Election was held on 9/11/2023. Mr Baljinder Singh and Ms Kaur Dalvinder were elected. Their term of office was 2023-2025 school years.

**10.2.2** The Annual General Meeting of the Alumni Association was held on 1/3/2024. More than 100 alumni attended the AGM.

**10.2.3** Homecoming Day for Alumni was held on 1/3/2024, after the Annual General Meeting. About 150 alumni of different years of graduation joined the activities. According to the evaluation by the alumni, they treasured the moments of reunion with schoolmates and former teachers.



**10.2.4** Alumni scholarships were awarded to students who received the first position at [Mid-year Examination](#) and [Final Examination](#) of each level. 6 students received the awards.

## 10.3 Connection with Kindergartens

**10.3.1 Pathfinder Programmes** - The Pathfinders program was arranged for kindergarten students and parents on 9/12 and 16/12/2023. Sports, STEAM and Visual art activities were arranged for the kindergarten students. A school introduction talk was arranged for parents. 45 students from kindergartens joined the Pathfinders program.





**10.3.2** Parents from Muslim Community Kindergarten visited our school on 22/9/2023. An introduction of the school was presented to the parents of the kindergarten.

**10.3.3** Eleven kindergartens were invited to join the "Christmas Drawing and Colouring Competition" in order to build up a close connection with the kindergartens, The presentation of awards to the winners of kindergarten students was conducted on Dino-Dragon Lunar Celebrations in February.



**10.3.4** Induction Day for P.1 and P.2-P.6 newly admitted pupils was arranged on 22/6/2024. Orientation Day was held on 28/8. Parents of P.1 students and newly admitted students were invited to join. 45 families attended the Orientation Day.

## Part 11 Students' Performances

### 11.1 Results of Secondary Schools Places Allocation

Our Students were allocated to the following schools with 87% of students successfully allocated to their first three choices of schools, and 97% of students to their first five choices of schools.

#### HK2 Net

- Queen's College
- St Paul's Secondary School
- True Light Middle School of Hong Kong
- Hotung Secondary School
- SKH Tang Shiu Kin Secondary School
- St Stephen's Girls' College
- St Stephen's Church College
- St Joan of Arc Secondary School
- Precious Blood Secondary School
- Buddhist Wong Fung Ling College
- HK Tang King Po College
- Kiangsu-Chekiang College
- Islamic Kasim Tuet Memorial College
- CCC Kwei Wah Shan College
- Concordia Lutheran School (NP)
- Han Wah College
- Pui Ying Secondary School

#### Other School Nets

- Wah Yan College, Kowloon
- St Mark's School
- Caritas Wu Cheng-Chung Secondary School
- Yan Chai Hospital Wong Wha San Secondary School
- The Church of Christ in China Heep Who College
- Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery
- Yu Chung Keung Memorial College No.2
- King Ling College
- Pui Tak College

### 11.2 Scholarships

Names of Scholarship	Organizers	Awardees
Harmony Scholarship	Home Affairs Department	6A Yip Hoi Li 6B Aizhley Jaimeel Velasquez Lamsen 6C K.L. Sinethmee Gunawardana 6D Arthur Nurvie Eugene Wilson
「閃耀之星」才華拓展獎學金(2023-2024)	Gifted Education Foundation Limited	(Performing arts) 6A Pollard Mairead Aine (STEAM education) 6A Moor Chun Kei Ethan
Wan Chai Outstanding Students Award	Wan Chai District Council	2C Espinosa Luis Ezekiel 3A Liu Cheuk Hin 5A Sasaki Anne 6A Yip Hoi Li

Names of Scholarship	Organizers	Awardees
We Did It Award	The Committee on Home-School Co-operation	3A Leung Hei Long Gilmour 4C Ng Pak Ching 4B Tong Tsz Yau 5B Kwong Chin Yau 6D Ma Suet Ying 6D Arthur Nurvie Eugene Wilson 6D Soni Vansh 6D Aquino Vernon Alexander Lagarde 6d Enicola Aiden Yves 6d Isaguirre Audrey Baloran 6d Cahilig Jaella Vienn

### 11.3 Results in Inter-school Competitions

Names of Competition	Name of Awards	Awardees
<b>Chinese</b>		
75th Hong Kong Schools Speech Festival	Chinese Solo Verse Speaking (粵語詩詞獨誦) Merit	1A AGUILA NATHAN REY OPO 2B YIM TSZ YU 3C TANG CHEUK PUI 5A SASAKI ANNE 6A ALI MUHAMMAD ZAKIR 6A TUNG KOK HANG CONSTANT 6A WONG MIN KI KAYLIE
	Chinese Solo Verse Speaking (粵語詩詞獨誦) Proficiency	1A PANADURA LIYANAGE AYUMI S. IRENA 3A LEUNG HEI LONG GILMOUR 3C CHAU WAN TAT 5A CHONG AARIF MIKA 6A YIM TSZ TUNG
	Chinese Speaking (粵語散文獨誦) Merit	4B TONG TSZ YAU 4C HO HOI CHING
全港校際比賽暨粵港澳大灣區學校邀請賽	硬筆書法比賽高小組入圍獎	6D ZHANG MANDY
「金筆獎」全港中小學中文硬筆書法比賽	非華語生特別獎	3C MOORE LOUISE KATHLEEN
<b>English</b>		
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking First Place	2C ESPINOSA LUIS EZEKIEL 6A POLLARD MAIREAD AINE 6A ZHANG CINDY XINYI

<b>Names of Competition</b>	<b>Name of Awards</b>	<b>Awardees</b>
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking Second Place	2B CHEN CHEUK KAI 4A SANTERA MAVERICK OASIS 6A GUNAWARDANA K L SINETH 6D ARTHUR NURVIE EUGENE WILSON
	English Solo Verse Speaking Third Place	5A LIANG HAN ZHI HANKS
	English Solo Verse Speaking Merit	2A SYAIRA ALEXANDRA PRAKOSO 2A AU HO HUNG 2A CHEUNG SUI TING 2A RAISON MAN PRADHAN 2B KIERA MARY LEE 2B WINONA SOPHIA SARMIENTO 2B JEANE DAVEY RENTOY VILLANUEVA 2B LEE TIAN HAO JACOB DYLAN 2B NATHAN LEWIS BALORAN SHARMAN 2C KURIAN YANA MARIA 2C KURIAN ZYANA SARA 2C TAM LOK LAM 2C MANTRI AYANSH 3A FRIMPONG GABRIELLE NAA-ADEI 3B BANSAL VIRA 3B ZHU SHI YIN 4A FRASER LOUANA PUTRI ISABELLA 4A QUITO KYLIE CHARMAINE 4B GUNAWARDANA K. L. PASANDEE 4B MUHAMMAD DAUD ALI 4C NAVIKA JHA 4C ABDUL RAHMAN ARFAN 5A CHEUNG YI LAM 5A HAFSA DZAKIRAH BAIHAQI 5A SASAKI ANNE 5A TSANG YI CHARIS 5C HO WING YU 5C LIMA PEREIRA STEFAN DAVI 5C MATTHEW RONALD GARROD 5C QUITO BREANNA FAITH CUNANAN 5C RITVIKA RANJITH 6A CHOW CHEUK GI 6B MONICA TOMIC 6B SULTAN MUHAMMAD ALI ANAS 6C ANAYA RIZQI SALSABILA 6C GUNAWARDANA K.L.SINETHMEE 6C QUITO JUSTIN BENEDICT CUNANAN 6C SARMIENTO MATTHEW JACOB 6D CAHILIG JAELLA VIENN 6D SAN JUAN ANICHKA ELIZE SOCIAS



<b>Names of Competition</b>	<b>Name of Awards</b>	<b>Awardees</b>
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking Proficiency	2C PALLIYATH VALAPPIL AARAV 4A ALI HAFSAH 6C BHAVANI KARTHIKEYAN VISHANK
	English Choral Speaking Merit	2A AISHA RAINERI 2A LAU SING CHING CHELSEA 2A SYAIRA ALEXANDRA PRAKOSO 2A CHEUNG SUI TING 2A RAISON MAN PRADHAN 2B KIERA MARY LEE 2B YIM TSZ YU 2B CHEN CHEUK KAI 2B NATHAN LEWIS BALORAN SHARMAN 2C KURIAN YANA MARIA 2C KURIAN ZYANA SARA 2C PERIYASAMY SREEJA ANTONY 2C TAM LOK LAM 2C ESPINOSA LUIS EZEKIEL 2C MANTRI AYANSH 2C PALLIYATH VALAPPIL AARAV 3A FRIMPONG GABRIELLE NAA-ADEI 3A EDWARD SATHEESH 3A LAM WANG WAI 3A LEUNG HEI LONG GILMOUR 3A LIU CHEUK HIN 3B BANSAL VIRAJ 3B LEUNG HO MING DANIEL 3C LAW NGO WANG OWEN 3C TANG CHEUK PUI
	English Prose Reading 3 <sup>rd</sup> Place	5A GABRIELLA YEDRA ABARICO ESPINOSA
	English Prose Reading Merit	4B GUNAWARDANA K. L. PASANDEE 4C ROY ANSHUMAN 5A VAN DEN BERG BAYLEE PAIGE ALVAREZ 6A GUNAWARDANA K L SINETH 6A JIANG TIM 6C GUNAWARDANA K.L.SINETHMEE 6D ARTHUR NURVIE EUGENE WILSON 6D CAHILIG JAELLA VIENN 6D ISAGUIRRE AUDREY BALORAN 6D MANALO MARRONE FRANCOIS RAMOS 6D SAN JUAN ANICHKA ELIZE SOCIAS
	English Public Speaking Solo Merit	6A AYE MYAT KAY KHINE 6A LAI PAK SUM 6A MOOR CHUN KEI ETHAN

<b>Names of Competition</b>	<b>Name of Awards</b>	<b>Awardees</b>
Time to Talk Public Speaking Competition	2 <sup>ND</sup> Place	5A SASAKI ANNE 6D ARTHUR NURVIE EUGENE WILSON 6D CAHILIG JAELLA VIENN 6D ISAGUIRRE AUDREY BALORAN
	Merit Award	5A GABRIELLA YEDRA ABARICO ESPINOSA 5A VAN DEN BERG BAYLEE PAIGE ALVAREZ 5A ZETH NATALEIGH A. SUMALINOG
Saying of Wisdom (SOW) Love Letter Writing Competition	Outstanding Award	5A GABRIELLA YEDRA ABARICO ESPINOSA
	Commendable Award	6C SUBEDI SAMRAGYI
Hong Kong School Drama Festival	Award for Outstanding Performer	5A ZETH NATALEIGH A. SUMALINOG 6D ARTHUR NURVIE EUGENE WILSON 6D MANALO MARRONE FRANCOIS RAMOS
	Award for Commendable Overall Performance	4B GUERZO PASCUAL ADDWIN YOSEF 4C NAVIKA JHA 5A CHEUNG YI LAM 5A CHONG AARIF MIKA 5A GABRIELLA YEDRA ABARICO ESPINOSA 5A SASAKI ANNE 5A VAN DEN BERG BAYLEE PAIGE ALVAREZ 5A WONG CHAU TING EVELYN 5A ZETH NATALEIGH A. SUMALINOG 5C VIDAL CASSANDRA FAITH F 6A JIANG TIM 6A MOOR CHUN KEI ETHAN 6B ALCOS HEARTEIA LUSIA MANGUNE 6C QUITO JUSTIN BENEDICT CUNANAN 6C SINGH ROBANJIT SIDHU 6C THAW SIS NAING 6D ARTHUR NURVIE EUGENE WILSON 6D ENICOLA AIDEN YVES 6D MANALO MARRONE FRANCOIS RAMOS 6D SONI VANSI
	Award for Outstanding Cooperation & Award for Outstanding Stage Effects	4A GHAZALI JANNAH BINTE 4A QUEJANO ALLYSHA ROSE 4A SANTERA MAVERICK OASIS 4B GUERZO PASCUAL ADDWIN YOSEF 4C NAVIKA JHA 5A CHEUNG YI LAM 5A CHONG AARIF MIKA 5A GABRIELLA YEDRA ABARICO ESPINOSA 5A SASAKI ANNE 5A VAN DEN BERG BAYLEE PAIGE ALVAREZ 5A WONG CHAU TING EVELYN

<b>Names of Competition</b>	<b>Name of Awards</b>	<b>Awardees</b>
Hong Kong School Drama Festival	Award for Outstanding Cooperation & Award for Outstanding Stage Effects	5A ZETH NATALEIGH A. SUMALINOG 5C VIDAL CASSANDRA FAITH F 6A JIANG TIM 6A MOOR CHUN KEI ETHAN 6B ALCOS HEARTEIA LUSIA MANGUNE 6C QUITO JUSTIN BENEDICT CUNANAN 6C SINGH ROBANJIT SIDHU 6C THAW SIS NAING 6D ARTHUR NURVIE EUGENE WILSON 6D ENICOLA AIDEN YVES 6D MANALO MARRONE FRANCOIS RAMOS 6D SONI VANSI
<b>Mathematics</b>		
「北協盃」 合 24 小學邀請 賽	Gold Award 狀元	5A CHANG YAO CARL 5A TSE TZE YUEN ALPHA 6A AYE MYAT KAY KHINE 6A LAI PAK SUM 6A MOOR CHUN KEI ETHAN 6A TONG HO LUN
	Gold Award 金獎	6A AYE MYAT KAY KHINE 6A LAI PAK SUM 6A TONG HO LUN
Hong Kong Aptitude Competition	Gold Award	1B NG SHUN HEI JAYDEN 2B CHEN CHEUK KAI 2C ESPINOSA LUIS EZEKIEL 2C SIU HOU SEON
	Silver Award	1A LIU TSZ FEI SAPPHIREE 1A CHEUNG PAK HEI 2B JOANNA DON ARIMBOOR 2B ATEEKSH KATTINGERI HEBBAR 2B CHUNG PUI LOK 5A LIANG JI BIN GIBSON 6A TONG HO LUN
	Bronze Award	1A AGUILA NATHAN REY OPO 1A YU CHUN TING 1B CHAN CHUN HANG 1B YAN RIO 2A HUI CHEUK WANG 2B JEANE DAVEY RENTOY VILLANUEVA 2B AYESHA FAROOQ 2C JAZZDEEP SINGH 2C MANTRI AYANSH 2C WU YOU XI 3A KWONG CHUN KEI 3A LIU CHEUK HIN 3C TO TSZ HO MALCOLM 5A BALAGAT ELI NICK EJ DIMAPILIS

<b>Names of Competition</b>	<b>Name of Awards</b>	<b>Awardees</b>
Hong Kong Primary Mathematical Challenge	Merit Award	6A LAI PAK SUM
<b>Putonghua</b>		
75th Hong Kong Schools Speech Festival	PTH Solo Verse Speaking (普通話詩詞獨誦) 2 <sup>nd</sup> Place	5A LIANG HAN ZHI HANKS
	PTH Solo Verse Speaking (普通話詩詞獨誦) 3 <sup>rd</sup> Place	2B CHEN CHEUK KAI 6A POLLARD MAIREAD AINE
	PTH Solo Verse Speaking (普通話詩詞獨誦) Merit	1A INOTURAN ISABELLA 1A LIANG LI ZHI LYCHEE 2A AU HO HUNG 2A RAISON MAN PRADHAN 3B TSANG CHING KALE 5B KWONG CHIN YAU 5C LAW MAN HEI 6A ZHANG CINDY XINYI
	PTH Solo Verse Speaking (普通話詩詞獨誦) Proficiency	1B MAY WUTT HLWAR THOON 3B ZHU SHI YIN 6D ZHANG MANDY
	PTH Speaking (普通話散文獨誦) Merit	6B HUNG CHUN KIT
<b>STEAM Competitions</b>		
《數碼詠古》校際 AI 藝術創作大賽	小學組優異獎	6C QUITO JUSTIN BENEDICT CUNANAN
小小發明家計劃	金獎	6A AYE MYAT KAY KHINE 6A GERVACIO JULIA LOUISE 6A GUNAWARDANA K L SINETH 6A MOOR CHUN KEI ETHAN 6A TONG HO LUN 6A TUNG KOK HANG CONSTANT
<b>Information Technology</b>		
國民身份認同應用程式設計比賽	亞軍	5A CHANG YAO CARL 5A CHONG AARIF MIKA 6A GUNAWARDANA K L SINETH 6A MOOR CHUN KEI ETHAN 6A TUNG KOK HANG CONSTANT
	優異獎	5A NG JUN HEY 5A TSANG SUM KAPHAS 5A TSANG YI CHARIS



Names of Competition	Name of Awards	Awardees
<b>P.E.</b>		
A.S. Watson Group	HK Student Sports Awards 2023-2024	6D CHAN YU SUM COLIN
HK Island East Area Inter-Primary Schools Athletic Competition	Boys A Grade Softball Throw 5th place	5B MEHMOOD IBRAHIM
	Boys A Grade 100m 2nd runner-up	5C PATWARY RASAL
	Boys C Grade 100m 8th place	4C AVIYANTO XAVIER WONG
	Girls A Grade 100m 6th place	6C WONG HOI CHING JOAN
	Girls C Grade Long Jump 7th place	3C MOORE LOUISE KATHLEEN
HK Island East Area Inter-Primary Schools Swimming Competition	Boys C Grade 50m backstroke Champion	4B LAM LOK YAN
	Boys C Grade 50m Freestyle 1st runner-up	4B LAM LOK YAN
ALL HK Inter-Primary Schools Swimming Competition	Boys C Grade 50m backstroke 2nd runner-up	4B LAM LOK YAN
鳳翎盃	小學男子四人足球邀請賽冠軍	3B SMIRNOV KIRILL 5B MOHAMMAD JAVIER 5C PATWARY RASAL 6B CASUBUAN EL FRIAN AURA 6B CHAN ASHTON 6B GHIMIRE SUAKX 6D BUTT GABRIEL ALEXANDER GUNIDO
北角官立小學友校接力邀請賽	女子組 4x100m 冠軍	6A POLLARD MAIREAD AINE 6A YEHS TSZ KWAN 6C GUNAWARDANA K.L.SINETHMEE 6C WONG HOI CHING JOAN
	男子組 4x100m 亞軍	4C AVIYANTO XAVIER WONG 6A GUNAWARDANA K L SINETH 6B GHIMIRE SUAKX 6D CHAN YU SUM COLIN
南區官小友校接力邀請賽	男子組 4x100m 冠軍	4A KURIBAYASHI KAI 6A GUNAWARDANA K L SINETH 6B GHIMIRE SUAKX 6D CHAN YU SUM COLIN
	女子組 4x100m 冠軍	6A POLLARD MAIREAD AINE 6A YEHS TSZ KWAN 6C GUNAWARDANA K.L.SINETHMEE

		6C WONG HOI CHING JOAN
<b>Names of Competition</b>	<b>Name of Awards</b>	<b>Awardees</b>
軒尼詩道官立小學(銅鑼灣)友校接力邀請賽	男子組 4x100m 季軍	4C AVIYANTO XAVIER WONG 6A GUNAWARDANA K L SINETH 6B GHIMIRE SUAKX 6D CHAN YU SUM COLIN
	女子組 4x100m 冠軍	6A POLLARD MAIREAD AINE 6A YEHS TSZ KWAN 6C GUNAWARDANA K.L.SINETHMEE 6C WONG HOI CHING JOAN
廣東道官小友校接力邀請賽	混合組 4x100m 季軍	6A YEHS TSZ KWAN 6B GHIMIRE SUAKX 6C WONG HOI CHING JOAN 6D CHAN YU SUM COLIN
<b>Arts</b>		
心繫家國-中國歷史人物面面觀	中國歷史人物扮演比賽 二等獎	5A ALI ATIF 5A CHONG AARIF MIKA 5A LAW CHING YIN ISAAC 5A MEHMOOD MOOSA
	專題研習報告比賽 二等獎	6A WONG MIN KI KAYLIE 6A YEHS TSZ KWAN 6A YIM TSZ TUNG 6A YIP HOI LI
	親子模型創作比賽 三等獎	4C ABDUL RAHMAN ARFAN
<b>Music</b>		
76 <sup>th</sup> Hong Kong Schools Music Festival	Silver Award	3B TSANG CHING KALE 3C TANG CHEUK PUI 4B TONG TSZ YAU
	Bronze Award	4A SANTERA MAVERICK OASIS 4B GUNAWARDANA K. L. PASANDEE 4C ASOK KUMAR NEHAASRI 5A LIANG HAN ZHI HANKS GUNAWARDANA K.L.SINETHMEE

# Part 12 Financial Summary & Other Reports for 2023-2024

## 12.1 Financial Summary of 2023-24 School Year

Sir Ellis Kadoorie (S) Primary School		
Financial Summary of 2023/2024 school year		
I. Subject and Curriculum Block Grant	Allocation/ Income (HK\$)	Expenditure (HK\$)
Balance B/F (i.e. Sum of the remaining balance of (A) and (B))		353,148.83
(A) Funds for non-specific school		
Baseline reference provision	385,534.00	201,682.60
Remaining:		183,851.40
(B) Funds for specific school		
Enhanced Speech Therapy Grant	165,680.00	119,000.00
Learning Support Grant	1,158,191.00	1,369,716.00
Composite IT Grant	427,756.00	639,577.96
Capacity Enhancement Grant	621,794.00	629,147.00
UAP (Primary) Grant	148,708.00	79,200.00
School-based after-school Learning and Support Plan	34,400.00	34,400.00
Life-wide Learning Grant	1,192,122.40	1,320,999.60
Sub-total:	3,748,651.40	4,192,040.56
Remaining:		-443,389.16
Remaining of Subject and Curriculum Block Grant for 2024/2025 school year:		93,611.07
II. Other Grant	Allocation/ Income (HK\$)	Expenditure (HK\$)
Student Guidance Service Grant	135,548.00	149,595.00
Enhanced Additional Funding - Support for NCS Students	2,015,402.00	1,775,720.69
Sub-total:	2,150,950.00	1,925,315.69
Remaining:		225,634.31
III. Extra Curricular Activity Funds	Allocation/ Income (HK\$)	Expenditure (HK\$)
Balance B/F	432,598.86	
Operational fees for school ECAs (i.e. income includes budget allocation from government, donation, fees from students for organizing school events; expense includes training class, gifts, printing products and other incidental expenses)	743,813.07	1,107,505.23
Remaining:		68,906.70

## 12.2 Capacity Enhancement Grant

### Evaluation on the Use of Capacity Enhancement Grant (2023-2024)

Number of operating classes: 18

Estimated amount of the Grant: **\$610,201.00**

Purposes: 1. Relieve teachers' burden on non-teaching duties so as to enhance students' learning  
2. Develop students' talent in different areas

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenses
1. To relieve non-teaching duties from teachers so that they can concentrate more on their teaching	<b>Employment of 1 teaching assistant</b> Handling non-teaching administrative work such as input of student data or record of sick leave, answering parent enquiries, taking care of sick students, assisting teachers in school admission and preparing quotation.	<ul style="list-style-type: none"> <li>Teachers agreed that non-teaching administrative duties are relieved which allow them more time to concentrate on preparation work for teaching and learning.</li> </ul>	9/2023-8/2024	$\$18,500.00 \times 12 \times 1.05$ $= \$233,100$	$\$18,345.00 \times 12 \times 1.05$ $= \mathbf{\$231,147}$ (MPF 5% included)
2. To provide English language support to upper primary students.	<b>Employment of 1 ELTA (English Language Teaching Assistant)</b> <ul style="list-style-type: none"> <li>To provide Native English Teacher service to pupils of P4-6 on language arts</li> <li>To hold English language activities during extra-curricular lessons, and recess.</li> <li>To assist in the teaching of choral speaking and solo verse speaking</li> </ul>	<ul style="list-style-type: none"> <li>To provide a language rich environment</li> <li>To hold English activities with local English teachers</li> <li>Pupils will be able to complete tasks on language arts</li> <li>Pupils entering inter-schools competitions and perform during school functions</li> </ul>	10 months (9/2023-6/2024)	$\$39,800.00 \times 10$ $= \$398,000$	$\$39,800 \times 10 \text{ months}$ $= \mathbf{\$398,000}$
				<b>Total Expenses as at 31 August:</b> <b>\$629,147.00</b>	



## **Evaluation on the Use of Capacity Enhancement Grant 2023/2024**

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

Strategies:	- Handling non-teaching administrative work such as input of student data, fees collection, decoration bulletin boards, photo and video shooting, making of teaching aids etc.
Performance Indicator:	- Teachers agreed that non-teaching administrative duties are relieved which allow them more time to concentrate on preparation work for teaching and learning
Evaluation:	<p>The teaching assistant provided adequate support to teachers with non-teaching workload such as: input of student data or record of sick leave and lunch cancellation, daily attendance record, taking care of sick students, assisting teachers in school admission. She also assisted teachers in getting quotation and follow-up the delivery of the printed items including the printing of red-packets for all students, PTA newsletter and school publications. She also answered telephone calls from parents regarding informing school sick leave of their child and other general enquiries from the public. In major school activities such as Graduation Ceremony and P1 Pathfinder Programme, she assisted the preparation work of guest reception. It was observed by teachers that the teaching assistant was very able to carry out her work with high efficiency. She was always helpful and caring to students and patient to answer parents' enquiries. Her effort in helping teachers handle non-teaching daily works allowed teachers to have more time to cater for the needs of students and prepare for their teaching work.</p> <p>Teachers were very satisfied with her excellent work performance. Teachers agreed that the use of fund to employ non-teaching staff to carry out non-teaching administrative duties is appropriate.</p>

### **Item 2: Employment of 1 ELTA (English Language Teaching Assistant)**

Strategies:	<ul style="list-style-type: none"> <li>- To provide Native English Teacher service to pupils of P4-6 on language arts</li> <li>- To hold English language activities during extra-curricular lessons, and recess.</li> <li>- To assist in the teaching of choral speaking and solo verse speaking</li> </ul>
Performance Indicator:	<ul style="list-style-type: none"> <li>- To provide a language rich environment</li> <li>- To hold English activities with local English teachers</li> <li>- Pupils will be able to complete tasks on language arts</li> <li>- Pupils entering inter-schools competitions</li> <li>- Pupils perform during school functions</li> </ul>
Evaluation:	<p>Meetings on collaborate lesson planning with ELTA and P.4-6 English teachers were conducted by level as scheduled. The ELTA conducted Extended Literacy Programme (ELP) reading and writing lessons with P4-6 students. The English subject panels worked closely with the ELTA to ensure the teaching quality under the supervision by Deputy Headmaster.</p> <p>In general, English teachers found lessons provided by the ELTA beneficial to the students. They were given the opportunities to learn English from English native speaker. The lessons conducted by the ELTA were well-structured. She prepared appropriate teaching materials and led the students in brain-storming for ideas in writing and also the language aspects. Students of different levels participated actively in the ELTA lessons.</p> <p>The P.4-P.6 English teachers agreed that the use of the fund to employ an ELTA to conduct reading and writing programme for upper primary students is appropriate.</p>

# 12.3 Life-wide Learning Grant

Jun 2022 ver.

## Report on the Use of the Life-wide Learning Grant 2023-24 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
Local Activities: To organise life-wide learning activities in different KLAs / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	P.1 STEAM Day Theme: Gigo Gyroscope, Gigo Catapult	14.6.2024	P.1	51	\$8,750 paid from Primary Science Funding		E5	Cross-Disciplinary (STEAM)	By observation, students were able to complete the tasks and enjoyed	✓				
2	P.2 STEAM Day Theme: Gigo Clamping Machine, Disc Push	21.6.2024	P.2	66	\$8,750 paid from Primary Science Funding		E5	Cross-Disciplinary (STEAM)	By observation, students' interest were aroused in science and nurture their creativity and problem-solving skills.	✓				
3	P.3 STEAM Day Theme: Gigo Card Programming Robot	28.6.2024	P.3	66	\$29,000 paid from Primary Science Funding		E5	Cross-Disciplinary (STEAM)	By observation, students were able to complete the tasks and enjoyed making their insulation house by using different types of materials.	✓				
4	P.4 STEAM Day Theme: Sky Dream Fun Day (航空STEAM生涯規劃課程) Objectives: 1) Assemble the drone, 2) Able to control the drone 3) Learn about the duties of pilots	21.3.2024	P.4	74	\$24,750.00	\$334.46	E7	Cross-Disciplinary (STEAM)	By observation, students were able to assemble the drone according to the instruction manual. They had an hands-on experience in flying their own drone with fun. They also learnt about the duties of pilots and were interested in becoming pilots themselves.	✓				
5	P.5 STEAM Day Theme: Sky Dream Fun Day (航空STEAM生涯規劃課程) Objectives: 1) Assemble the drone , 2) Able to control the drone 3) Learn about the duties of pilots	19.3.2024	P.5	73	\$24,750.00	\$339.04	E5	Cross-Disciplinary (STEAM)	By observation, students were able to assemble the drone according to the instruction manual. They had an hands-on experience in flying their own drone with fun. They also learnt about the duties of pilots and were interested in becoming pilots themselves.	✓				
6	P.4.6 Duo Fun day Theme: Design of Electric Duo Model Objectives: Let students design and assemble their own electric duo model 1) Enhance students' understanding of a closed circuit 2) Enhance students' creativity	19.1.2024	P.4-6	216	\$85,100.00	\$393.98	E5	Cross-Disciplinary (STEAM)	By observation, students were able to make assemble the electric duo model according to the instruction manual and 100% of students enjoyed the activity.	✓				
7	Edutourial visit, Organise out-of-classroom experiential learning activities Visit Sam Tung Uk Museum (三棟屋博物館)	15.11.2023	P.3	66	\$4,160.00	\$63.03	E1,E2	General Studies	Students enjoyed the old Chinese architecture and learnt about the way of living of Chinese people in Hong Kong.	✓				
8	LEGO - Student Training Courses - LEGO League Challenge (Hong Kong) - 3 teams admission fee	21.2.2024-24.4.2024	P.4-P.6	15	\$32,220.00	\$2,148.00	E3	Cross-Disciplinary (STEAM)	15 students participated in this competition. Students try their best to competition the challenge in the competition. It was an effective way to engage students in STEAM education and enrich their problem solving skills.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
9	AI Art (人工智能藝術課程)	6.11.2024-20.11.2024	P.6	72	\$18,000.00	\$250.00	E5	Cross-Disciplinary (STEAM)	Students were enjoyed the lessons and the course could help students better comprehend and apply critical intelligence technologies in the creative and artistic domains. More than 85% students agreed that the course could cultivate students' creativity and innovative thinking.	✓				
10	"Dino-Dragon Delight: A Legendary Encounter" Activity: Objectives: Let students explore the fascinating world of dinosaurs through interactive displays, games and workshops by learning different dinosaur species, and their habitats and participated in hands-on activities.	19, 20/1/2024	P.1-P.6	402	\$121,560.00	\$302.39	E9	Cross-Disciplinary (Others)	Students and parents not only enjoyed taking pictures with dinosaurs, but learned about the characteristics of a few species of dinosaurs, their habitats and eating habits, etc. Students also enjoyed hands-on experiences in making their own dinosaur badge and dinosaur-like costume.		✓			
11	Chinese performances ("Dino-Dragon Celebrations") Objectives: Let students and parents appreciate the Chinese performances by our talented students, including Chinese dance, lion dance and percussion instruments performance.	19, 20/1/2024	P.1-P.6	402	\$162,000.00	\$402.99	E9	Cross-Disciplinary (Others)	Students and parents enjoyed and appreciated the performances and exhibits of art work by our talented students			✓		
12	Chinese Art Exhibition & Chinese Culture Experience	19, 20/1/2024	P.1-P.6	402	\$111,280.00	\$276.82	E5,E9	Cross-Disciplinary (Others)	Participants enjoyed tasting Chinese traditional street food - Dragon Beard Candies, and enjoyed the displays of students' art works.				✓	
13	School Team Training - K-Pop Dance	Whole year	P.4-P.6	18	\$30,440.00	\$1,691.11	E5	Arts (Others)	Physically, the fast-paced, repetitive nature of K-pop dances taught students tuning, rhythm, and body awareness. In Mental and Emotional aspect, students participating in a group dance activity fostered their sense of community and belonging. Memorizing and performing K-pop choreography helped develop students' cognitive abilities like memory, focus, and pattern.				✓	
14	School Team Training - Rope Skipping	Whole year	P.4-6	19	\$37,125.00	\$1,953.95	E5	Physical Education	Participants were keen to take part in the activity with more than 98% of attendance. They performed in various school functions including the annual Sports Day and Prize-Giving and Graduation Ceremony. Their performance is highly appreciated and praised by both students, parents and guests. Their confidence and interest in rope-skipping is greatly enhanced.				✓	
15	School Team Training - Violin	Whole year	P.1-P.6	24	\$52,082.60	\$2,170.11	E5	Arts (Music)	There are two different levels of Violin class. Students are assigned to beginner class or advanced class according to their learning ability. Students attended lessons in both first and second term. They enjoy playing violin. School also provides them opportunity to perform. All violin class students performed in Christmas party and Graduation Ceremony.				✓	

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
16	School Team Training - Percussion Band (鼓樂班)	Whole year	P.4-P.6	20	\$43,600.00	\$2,180.00	E5	Arts (Music)	Overall, the students were very engaged and enjoyed the practice sessions. At the school-wide level, the student learned three pieces of music: "Let It Go," "Chinese Power," and "Men Should Be Strong." They then performed these pieces at the school's graduation ceremony and external shows.	✓				
17	School Team Training - Lion Dance	Whole year	P.1-P.6	20	\$50,500.00	\$2,525.00	E5	Arts (Others)	The Lion Dance Team had performed successfully in two internal school events in January and June respectively. They had also participated the inter-school event in April. All the pupils agreed that they could learn how to perform lion dance effectively in this group and they agreed that they got a sense of accomplishment when they performed on the stage.	✓				
18	School Team Training - Chinese Sand Art Activity	Whole year	P.4-P.6	19	\$50,500.00	\$2,657.89	E5	Arts (Visual Arts)	Students actively participated to the 1.5 hour activity every Wednesday afternoon. Some students are wondering if they can join this activity again next year. In general, students are able to learn different drawing techniques and create their drawing on the surface of LED panel light frame with reference to their daily life experience.	✓				
19	School Team Training - Basketball	Whole year	P.1-P.6	20	\$2,820.00	\$141.00	E5	Physical Education	All participants agreed that they enjoyed very much in basketball team training. Participants developed and improved technical skills and physical condition through training. Team spirit among members has been strengthened.	✓				
20	School Team Training - Football (足球校隊外展)	Whole year	P.3-P.6	24	\$8,800.00	\$366.67	E5	Physical Education	All participants agreed that they enjoyed very much in football team training every Wednesday. Participants developed and improved technical skills and physical condition through trainings. Team spirit among members has been strengthened.	✓				
21	Athletic Team	Whole year	P.4-P.6	26	\$7,200.00	\$276.92	E5	Physical Education	100% of athletic team members agreed that training helped develop their confidence and self-esteem. Athletic team did very well in invitational relays.	✓				
22	Easy Sports Program (田徑簡易運動計劃)	First Term	P.1-3	40	\$2,640.00	\$66.00	E5	Physical Education	It helped to develop students' fundamental motor skills. It enabled PE teachers to spot our potential athletes for sports team. 100% students enjoyed athletic training and they performed well in sports day.	✓				
23	Chinese Dance	Whole year	P.1-P.3	20	\$36,225.00	\$1,811.25	E5	Arts (Others)	It is undeniable that the regular Chinese dance lessons can help to improve the team spirit of our students. The activities provides all-rounded development for them. It is a great way to nurture Chinese traditional cultures into our students through learning different kinds of Chinese dance.	✓				



No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
24	Chinese Drama team training (中文戲劇課程指導服務)	Whole year	P.1-P.5	17	\$28,200.00	\$1,658.82	E5	Arts (Others)	This drama course enhanced the Chinese language abilities of NCS. Through having rehearsal and performances, they fostered teamwork and gained confidence in speaking Cantonese. This helped them integrate into the school and the community.			✓		
25	Drama Team (Provision of English Musical Training and Production Service for 2023-24 school year)	Whole year	P.2-P.6	23	\$194,500.00	\$8,456.52	E5	Arts (Others)	The training helped students gain proficiency in acting, singing, dancing and technical theatre skills. Student learning and skill development in the drama classes has been strong overall. Students have demonstrated growth in creativity and collaboration. Student engagement and enthusiasm for the drama program also appears high, with consistent attendance and participation in classes and production work.			✓		
26	Whole Person Development Programme: Printing of Good Kadoorian Scheme Booklets - Responsible Hero & Diligence Hero	Whole year	P.1-P.6	402	\$6,300.00	\$15.67	E1	Values Education	Students were keen to behave well and complete tasks to collect stamps from teachers. 86% of students received at least one prize.		✓			
27	Moral & Civic Talks	First Term	P.1-P.6	402	\$11,969.00	\$29.77	E2	Values Education	By observation, students were interested in the MCE talks. The MCE lessons helped strengthen students' positive values and attitudes, and built up their moral character.		✓			
28	Dino Life Education lessons	Second Term	P.1-P.6	402	\$24,000.00	\$59.70	E5	Values Education	Through reflective discussion and engaging activities, students were encouraged to explore their emotions, cultivate empathy, and reflect on the deeper meaning of life.		✓			
29	SPCA Life Career Planning Talk	22.2.2024	P.4-P.6	219	\$2,800.00	\$12.79	E5	Values Education	During this talk, the SPCA Inspectorate shared insights into their daily operations and showcased real-life footage of animal rescues.		✓			
31	Educational Tour of the SPCA Tsing Yi Centre	16.3.2024	P.4-P.5	30	\$3,000.00	\$100.00	E6	Values Education	This educational tour shared the meaning of animal welfare and its value through the making of the Cats toys and Experiential activities.		✓			
32	Prefect Training Camp	21.10.2023	P.4-P.6	59	\$20,500.00	\$347.46	E1	Leadership Training	Leadership Training Day was raised and they learnt about skills in leadership and collaboration. 80% of participants agreed that the activity can enhance their self-confidence and competence. Moreover, 85% of participants agreed that the activity can build up their teamwork.		✓			
33	P.1 Transition Programme	7.9.2023	P.1	51	\$2,200.00	\$43.14	E5	Others, please specify: P.1 adaptation	100% teachers agreed that it is useful for students to adapt to the new learning environment in primary school.		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
36	L.E.A.P. Primary Program P.1 Healthy Heroes, P.2 Nutrition Ignition, P.3 Body System Go Students learnt about four main areas: body knowledge, food and nutrition, drug education and social skills development in each topic.	8-11.4.2024	P.1-P.3	161	\$6,350.00	\$39.44	E1	Citizenship and Social Development	By observation, students enjoyed the interactive activities and learnt well in healthy lifestyle. Through this programme, students could build up their problem-solving and social-resistance skills.	✓				
37	Music Show	11.7.2024	P.4-P.6	216	\$14,000.00	\$64.81	E5	Arts (Music)	The four music performers show the Acapella Performance and demonstration. Students enjoy the show a lot.			✓		
(Please insert rows above if the space provided is insufficient)														
Sub-total of Item 1.1					4,137	\$1,219,571.60								
Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1														
2														
(Please insert rows above if the space provided is insufficient)														
Sub-total of Item 1.2					0	\$0.00								
Expenses for Category 1														
Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning														
No.	Item	Purpose	Actual Expenses(\$)											
1	P1-P2 ECA STEAM 教材(電腦繪圖)	For ECA	\$720.00											
2	ECA STEAM 活動用的材料 (飛機模型、動力船、投籃器)	For ECA	\$2,060.00											
3	慶祝國慶74周年串旗 (走廊佈置)		\$1,940.00											
4	多用塗標繪機機身(3部)、機具及標筆配件	For Good Kadoorim Scheme	\$10,300.00											
5	RainbowOne Standard Yearly Plan	Promoting learning Chinese for NCS	\$19,100.00											
6	English: "Raz-kids" Online Reading Platform Service	Promote reading of English books among students	\$18,180.00											
7	Maths: KooBits Math Portal	Promote self-directed learning in Maths among students	\$30,960.00											
8	P.E.: learningfun platform	Promote self-directed learning in P.E. among students	\$17,640.00											
9	Craft Materials (Lanterns) for Pathfinder Program for current P.1 pupils & prospective kindergarten pupils	Promote school images for current P.1 and prospective kindergarten pupils	\$528.00											
(Please insert rows above if the space provided is insufficient)														
Expenses for Category 2														
Expenses for Categories 1 & 2					\$101,428.00									
					\$1,320,999.60									
Category 3: Number of Student Beneficiaries														
Total number of students in the school:					402									
Number of student beneficiaries:					402									
Percentage of students benefiting from the Grant (%):					100%									
Name of Contact Person for L.WL:					CHOW TAT-KEUNG									
Post of Contact Person for L.WL:					DEPUTY HEADMASTER									

* Input using the following codes; more than one code can be used for each item.			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

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

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

5/5

## 12.4 Student Activities Support Grant

### 學生活動支援津貼 運用報告 2023-2024學年

#### (一) 財務概況

A	本學年獲發撥款：	\$27,650.00
B	本學年總開支：	\$27,340.40
C	須退還教育局餘款 (A - B)：	\$309.60

#### (二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	9	\$5,120.00
學校書簿津貼計劃 - 全額津貼	24	\$21,550.40
校本評定有經濟需要		(上限為全學年津貼金額的25%)
總計	33	\$26,670.40

[註：此項應等於 (一) B「本學年總開支」]

#### (三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	String	藝術 (其他)	4	\$2,817.40		✓	✓		
2	K-pop Dance	藝術 (其他)	7	\$11,320.00		✓	✓		
3	Chinese Dance	藝術 (其他)	4	\$8,443.00		✓	✓		
4						✓	✓		
5									
(如空間不足，請於上方插入新行。)									
第1項總開支			15	\$22,580.40					
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									
1									
2									
3									
4									
5									
(如空間不足，請於上方插入新行。)									
第2項總開支			0	\$0.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1	costumes for performance groups	藝術 (音樂)	11	\$4,130.00			✓		
2	costumes for P.6 HK China interflow activities	德育、公民及國民教育	9	\$630.00					
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			20	\$4,760.00					
總計			35	\$27,340.40					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重複計算。

全方位學習聯絡人 (姓名、職位)：	Ko Oi Chun (PSM)
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## 12.5 Evaluation of Summer Bridging Programme for NCS Students

### 官立嘉道理爵士小學

#### 2023-2024年度非華語學生暑期銜接課程 活動報告

##### 課程目標

中文為香港主要的溝通語言之一，學習中文無論對本地或非華語學生都甚為重要。本校是一所主要收非華語學生的官立小學，故此對培育非華語學生學習中文肩負莫大的責任。為幫助升讀小一的非華語學生適應在課堂環境中運用中文學習，協助他們儘早適應新學期的學習生活，以及協助升讀小二至小四的非華語學生鞏固學年中所學的中文知識，並為下學年的中文學習預早做好準備，本校為升讀小一至小四的非華語學生提供「非華語學生暑期銜接課程」。課程內容除了教授中國語文知識，亦安排學生學習水墨畫、中文書法、中國手工藝、中式雜耍(如轉碟及扯鈴)及外出參觀等。本校透過多元化的學習活動，幫助非華語學生學習中文。

##### 實施課程詳情

日期	15/7/2024-2/8/2024
時間	上午 8:30-下午 12:30
地點	課室、學校禮堂
協辦機構	香港教育服務中心(水墨畫及中式雜耍)
組別	<ul style="list-style-type: none"><li>組別 1: 升小一及小二</li><li>組別 2: 升小一及小二</li><li>組別 3: 升小二至小三</li><li>組別 4: 升小三至小四</li></ul>

##### 參加學生人數

組別	學生人數	平均出席人數	平均出席率
1	15	12	80%
2	16	10	62.5%
3	16	8	50%
4	15	11	73.3%

##### 課程內容

年級	課堂學習內容		
	升小一至小二	升小二至小三	升小四
課堂主題	<ul style="list-style-type: none"><li>◇ 自我介紹</li><li>◇ 認識數字</li><li>◇ 認識顏色</li><li>◇ 認識學校</li><li>◇ 認識形狀</li><li>◇ 認識香港硬幣</li><li>◇ 認識小動物</li><li>◇ 認識字形</li><li>◇ 認識點心名稱</li><li>◇ 上茶樓的禮儀</li></ul>	<ul style="list-style-type: none"><li>◇ 自我介紹</li><li>◇ 我喜愛的食物</li><li>◇ 量詞</li><li>◇ 我的學校</li><li>◇ 中文乘數表</li><li>◇ 認識點心名稱</li><li>◇ 上茶樓的禮儀</li><li>◇ 文具</li><li>◇ 我的心情詞語</li><li>◇ 運動會</li></ul>	<ul style="list-style-type: none"><li>◇ 自我介紹</li><li>◇ 認識交通工具</li><li>◇ 認識人物字詞</li><li>◇ 認識地方字詞</li><li>◇ 認識天氣</li><li>◇ 中文乘數表</li><li>◇ 我喜歡的食物</li><li>◇ 認識點心名稱</li><li>◇ 上茶樓的禮儀</li><li>◇ 買東西</li></ul>



活動	<ul style="list-style-type: none"> <li>- 書法</li> <li>- 匙扣製作</li> <li>- 水墨畫</li> <li>- 中式雜耍(1)-扯鈴</li> <li>- 中式雜耍(2)-轉碟</li> </ul>	<ul style="list-style-type: none"> <li>- 集體遊戲</li> <li>- 模擬上茶樓體驗活動</li> <li>- 運動會</li> <li>- 參觀大館</li> <li>- 中文兒歌唱遊</li> <li>- 桌遊、棋藝活動</li> </ul>
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## 檢討及成效

問卷收集數目:44

1. 91% 的學生認為學習中文是有趣的。
2. 91% 的學生認為課程內容能提升學生對香港的認識。
3. 86.7% 的學生喜歡參與非華語學生暑期銜接課程。
4. 課程內容中，同學最感興趣的活動是水墨畫、手工藝班、上茶樓體驗活動、集體遊戲、參觀、中式雜耍及課堂教學。
5. 其他意見：
  - I like all the games and activities. I also like all the paintings.
  - I like to come to the summer bridging program next week too.
  - I like the Chinese bridging program.
  - I want to go explore more places in Hong Kong like Disney land and Ocean park.
  - I enjoy this program.
  - I like doing new things and when I joined the program it was a fun week and so on!
  - It's really fun and teaches me Chinese.
  - I like the summer bridging program because I can make new friend and learn Chinese.
  - It's fun.
  - The program was nice.

本年度的非華語暑期銜接課程開設了四班，主要為升小一至小四學生而設，另外外出參觀則邀請家長一同出席。根據問卷調查所得，參與的學生對三星期的課程反應理想，在各項活動安排上，無論是室外或是課堂教學，均表示喜愛。本課程對提升非華語生學習中文的興趣有一定的幫助，同學可以透過不同方式的活動及輕鬆的教學手法，令學生喜愛學習，引導學生認識中國文化及學習語文，從而得到事半功倍的效果。尤其在上茶樓體驗活動中，學生透過模擬在茶樓叫點心的活動，從中學習點心名稱和認識上茶樓文化，加深對香港的飲食習慣的認識。但由於天氣因素，其中一個外出參觀活動(參觀西港城及孫中山公園)未能如期進行，學生改為留校參加交通工具唱遊活動及集體遊戲，期望下年在安排活動上盡量避免不穩定天氣因素或預先準備更佳的備用方案。另本年度未能為升小五及小六學生提供課程，原因為老師人手不足，期盼來年能擴展至高年級，令更多學生能夠參與。

## 活動相片

中文書法





## 水墨畫



## 中式雜耍(1)-扯鈴



## 中式雜耍(2)-轉碟



## 參觀活動



## 點心活動





## 剪紙活動



## 輕粘土活動



## 匙扣製作



## 中文表演



## 大合照



## 12.6 姊妹學校交流報告書

### 姊妹學校交流報告書 2023 / 2024 學年

學校名稱：	官立嘉道理爵士小學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	周達強

本學年已與以下內地姊妹學校進行交流活動：	
1.	2023 大灣區青少年城際聯讀 (2023 年 12 月 16 日)
2.	本校管理層探訪姊妹學校 (廣州暨大港澳子弟學校) (2023 年 12 月 18 日)
3.	本校與北京郵電大學附屬小學簽約為姊妹學校及王校長到訪本校交流 (2024 年 5 月 21 日)
4.	本校師生及家長探訪姊妹學校 (揭西縣河婆街東風小學) (2024 年 5 月 24、25 日)

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：  
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

#### 甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明):	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節 / 活動詳情
			B8	☐	其他(請註明):

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理能力
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	擴闊學校網絡
D5	<input checked="" type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	擴闊視野
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	建立友誼/聯繫
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	增進對內地的認識和了解
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)  
(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input checked="" type="checkbox"/>	參觀學校	K1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input checked="" type="checkbox"/>	擴闊視野
J4	<input checked="" type="checkbox"/>	其他(請註明): 參加文化活動	K4	<input checked="" type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input checked="" type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用 (\$10,530 + \$107,700)	HK\$118,230
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用 (數碼相機)	HK\$6,450
N5	<input checked="" type="checkbox"/>	交流物資費用 (AI 畫卡\$2,562 + 交流團服\$3,150)	HK\$5,712
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input checked="" type="checkbox"/>	其他(請註明): 姊妹學校交流書刊	HK\$2,398
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$132,790
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：			
編號	<input checked="" type="checkbox"/>	內容	
O1	<input checked="" type="checkbox"/>	<b>有關交流活動的層面</b> 1. 廣州暨大港澳子弟學校於 2023 年 11 月 23 日來函邀請本校參加「2023 大灣區青少年城際聯讀」。本校派出 10 位五年級學生參加，以英語、粵語及普通話朗讀兩首詩歌，包括《七月的紫荊花》及《我骄傲，我是中國人》，透過錄影視訊，於活動當天播放參加。在觀賞過當天的活動後，本校學生的表現不錯。 2. 本校管理層 10 人於 2023 年 12 月 18 日前往探訪廣州暨大港澳子弟學校，包括參觀姊妹學校的校舍及進行交流。座談會上雙方介紹了各學校的特色、港粵兩地課程的異同、學生的學習情況等。 3. 本校於 2024 年 5 月 24、25 日，組織了一次「2023-24 年度小六畢業及姊妹學校探索交流團」，共有 54 位學生、16 位家長及 7 位老師參加。活動目的是讓小六學生乘坐高鐵走出香港，前往位於潮汕的姊妹學校作交流探訪（揭西縣河婆街東風小學）。當天學生參加了姊妹學校的歡迎會，雙方學生交換禮物及學習當地文化，如端午節習俗及製作當地地道食物等，並參觀學生的環保手工藝展覽，之後於市內遊覽及於酒店住宿一晚，於翌日再到廣州遊覽，參觀了廣東科學中心及嶺南印象園。學生通過實地參觀及考察，拓闊眼界、認識祖國、感受嶺南文化，培養學生的獨立解難能力、溝通能力、協作能力。 4. 本校於 2024 年 5 月 21 日與北京郵電大學附屬小學簽約為姊妹學校，姊妹學校校長於簽約後到訪本校作交流，交流會上雙方介紹了各學校的辦學理念、課程及特色等。	
O2	<input checked="" type="checkbox"/>	<b>有關交流活動的形式/內容</b> 1. 透過錄影視訊參加「2023 大灣區青少年城際聯讀」。 2. 本校管理層訪廣州暨大港澳子弟學校。 3. 本校師生及家長「2023-24 年度小六畢業及姊妹學校探索交流團」，探訪姊妹學校作交流(揭西縣河婆街東風小學)，並遊覽潮州及廣州。 4. 與北京郵電大學附屬小學簽約為姊妹學校，姊妹學校校長到訪本校作交流。	
O3	<input checked="" type="checkbox"/>	<b>有關交流活動的時間安排</b> 1. 「2023-24 年度小六畢業及姊妹學校探索交流團」於 5 月中舉行，雖能避開假期期間的人流，但天氣較為不穩定，影響行程及活動。	
O4	<input checked="" type="checkbox"/>	<b>有關交流活動的津貼安排</b> 1. 交流團學生及老師的旅費由姊妹學校津貼支付，家長自費參加。因家長由最初希望參加至落實完成申請簽證的人數有很大落差，在招標工作上預算最低成行人數時存在困難。	
O5	<input type="checkbox"/>	<b>有關承辦機構的組織安排</b> 3. 交流團透過招標，由旅行社安排行 4. 姊妹學校簽約由香港教育工作者聯會安排。	
O6	<input type="checkbox"/>	其他(請註明)：	
交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	10 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	54 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	68 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	15 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	10 總人次

備註：