



Li Cheng Uk Government Primary School
Annual School Report
2023-2024

Annual School Report 2023-2024

Contents

	Page
I. Our School	
1. School Vision	3
2. School Mission	3
3. School Management	3
4. School Organization	4
5. School Facilities	4
II. Our Students	
1. Class Organization	5
2. Number of Unfilled Places	5
3. Ethnic Distribution of Pupils	5
4. Residential Distribution of Pupils	6
5. Number of Active School Days	6
6. Attendance	6
III. Our Teachers	
1. Staff Establishment	7
2. Teachers' Qualification	7
3. Teaching Experience	7
4. Teachers' Professional Development	8
IV. Learning and Teaching	
1. Learning Time for Key Learning Areas Per Week	22
2. Assessments	23
3. Learning in Different Subjects	23
4. STEAM Education	32
V. Support for Student Development	
1. National Education	38
2. Values Education	40
3. Guidance Programme & Personal Growth Education	44
4. Understanding Adolescent Project (UAP)	45
5. Extra-curricular Activities	45
6. School Functions and Activities	46
7. Educational Visits	50
8. Performance	51
9. Post-exam Activities	53
10. Uniform Groups & Service Groups	54
11. Support Services to Students with SEN	55

	Page
12. After-school Programmes	58
13. Support for Newly-arrived Children	59
VI. Connection with Parents	
1. The Parent Teacher Association	60
2. Communication with Parents	60
3. Parent Education	61
VII. Student Performance	
1. Students' Physical Development	64
2. Inter-school Competitions and Awards	65
3. Scholarships	76
4. 2022 – 2024 Secondary School Places Allocation (SSPA)	77
VIII. Achievements and Reflection on Major Concerns; Feedback and Follow-up	
1. Major concern 1: Nurturing students to become confident and enthusiastic life-long learners	79
2. Major concern 2: Empowering students to become responsible, empathetic and socially adept young individuals	83
IX. Key Issues of Annual School Plan 2024-2025	87
X. Financial Report	90

I. Our School

1. School Vision

We focus upon providing quality learning opportunities for all children. We strive to provide a well-rounded education that values and supports the intellectual, physical, social and moral development of each child. We have a commitment to ensure that quality learning and teaching is the central focus of every classroom.

2. School Mission

We are committed to promoting:

The Joy of Learning

The Love of Learning

The Passion for Life-long Learning

We have a very happy and positive school climate. The school provides an environment that is enjoyable, stimulating, supportive and conducive to learning.

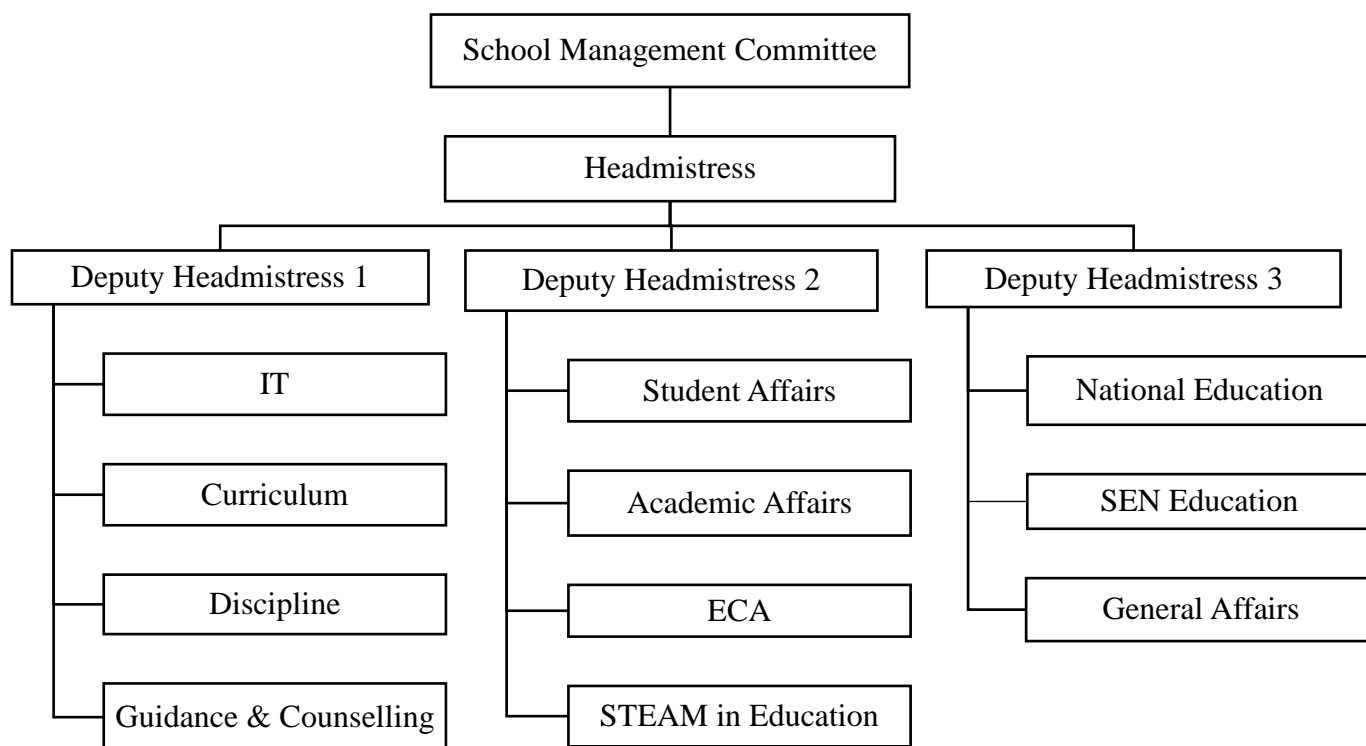
3. School Management

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

School Management Committee

Position	Member
Chairperson	Dr. Chan Pik Wa, Gloria
School Headmistress	Ms. Chui Sau Man
Parent Managers	Dr. Sheheryar Khan Mrs. Ghale, Mina Kumari
Teacher Managers	Ms. Tang Sui Fan Ms. Sin Kit Ying
Community Members	Mr. Lee Fook Hon, Stephen Ms. Ireen Sultana

4. School Organization



5. School Facilities

Our school campus is well equipped to create positive and stimulating learning environment that nurture our students to be inquisitive, active and creative. The major facilities include:

English Room	Visual Arts Room	Music Room
Computer Lab	STEAM Lab	Library
Student Activity Centre	Counselling Room	Interview Room
Reading Rooms	Assembly Hall	Playground

The school is also well resourced with learning technologies such as interactive whiteboards in the STEAM Lab and Computer Lab; desktop computers, overhead projectors and visualizers in the classrooms. Besides, the school has full wireless connectivity which facilitates teaching and learning.

II. Our Students

1. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	4	4	4	4	4	4	24
Capacity	100	116	116	112	112	128	684
Boys	49	50	53	58	63	65	338
Girls	56	49	41	47	53	57	303
Total Enrolment	105	99	94	105	116	122	641

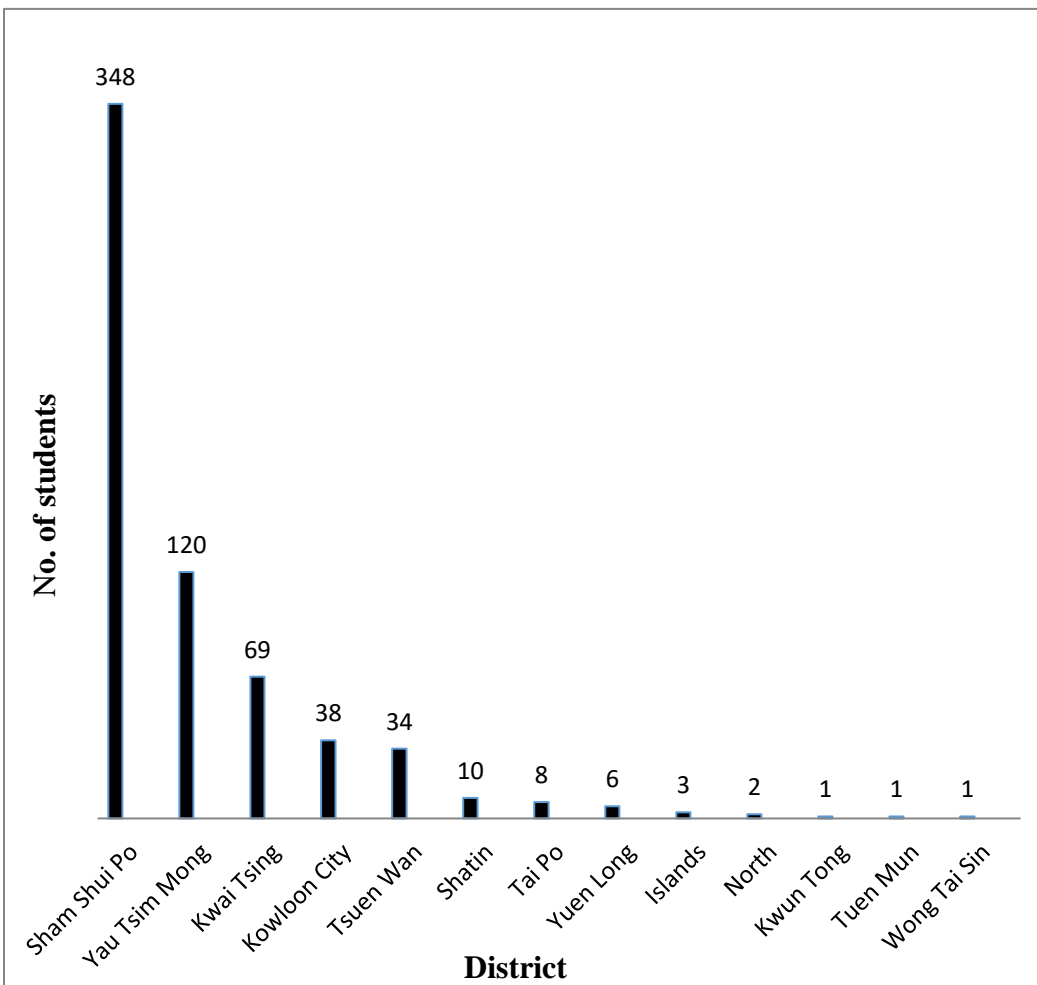
2. Number of Unfilled Places

P.1	P.2	P.3	P.4	P.5	P.6	Total
0	17	22	7	0	6	52

3. Ethnic Distribution of Students

Ethnic groups	Boys	Girls	Total	Percentage
Pakistani	111	104	215	34%
Nepalese	84	76	160	25%
Chinese	38	22	60	9%
Filipino	29	25	54	8%
Indian	34	20	54	8%
Others	42	56	98	16%
Total	338	303	641	100%

4. Residential Distribution of Students



5. No. of School Days:

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

6. Attendance

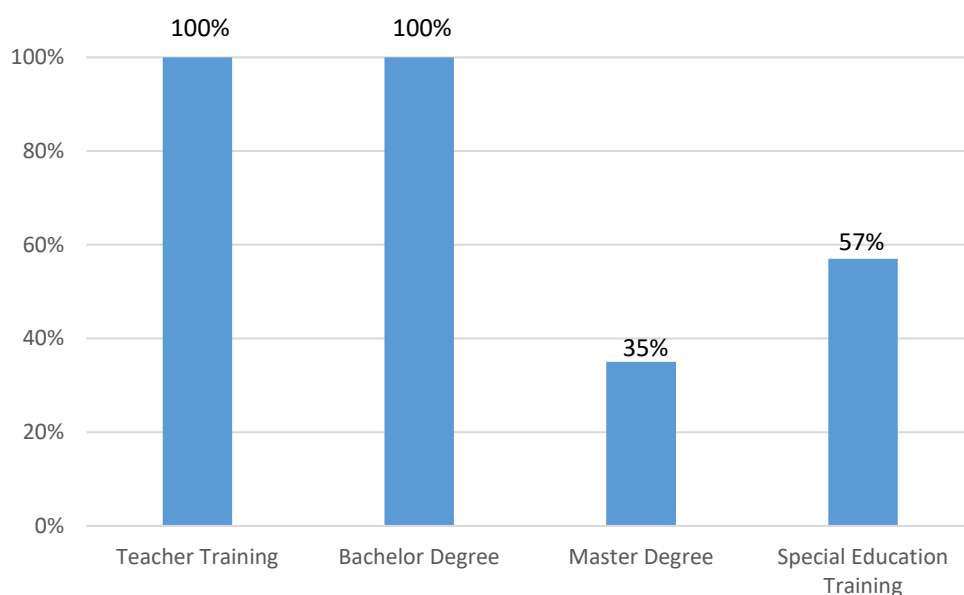
Level	P.1	P.2	P.3	P.4	P.5	P.6
1 st term	87%	90%	85%	91%	92%	92%
2 nd term	89%	90%	89%	90%	91%	90%

III. Our Teachers

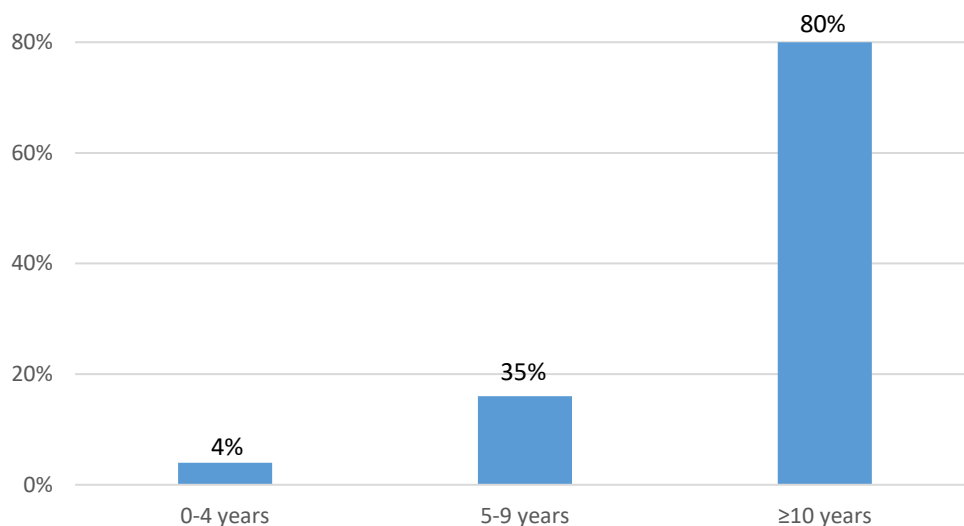
1. Staff Establishment

51 Teaching Staff	1 Headmistress, 3 Deputy Heads, 11 Senior Teachers, 1 Teacher Librarian, 1 NET & 34 Teachers
1 Professional Staff	1 School Social Worker
12 Support Staff	1 ITRO, 1 TSS, 1 SAA & 7 TAs,
16 Clerical Staff and Janitors	1 SAE, 1 ACO, 3 CAs, 1GC, 5 WMs & 5 Janitors

2. Teachers' Qualification



3. Teaching Experience



4. Teachers' Professional Development

The School-based Teachers' Professional Development Programme was structured with the aim of synchronizing teachers' practices with the major concerns of the current academic year. The program incorporated training sessions, sharing forums, and a Staff Development Day. Teachers were encouraged to participate in seminars, workshops, and courses organized by the Education Bureau (EDB) and other educational institutions, in pursuit of professional growth and enhancement.

Furthermore, the school sought professional guidance and support from the EDB as well as its network schools. Internally, the school organized regular collaborative lesson planning sessions. Additionally, peer lesson observations and appraisal lesson observations were arranged during the school year to foster the exchange of effective teaching methodologies and good practices.

Collaborative Lesson Preparation at school:

Title /Activity	Month	Content Area	Personnel	Organizer
Collaborative Lesson Preparation (P.1-P.6)	Whole year	English, Chinese, Mathematics General Studies	All Teachers	School
Quality Education Fund Thematic Network - Enhancing the Non-Chinese Speaking (NCS) Students' Ability to Learn Chinese Language through Designing and Adapting the School-based Curriculum	Whole year	Chinese	Curriculum Mistress and P.5 Chinese Teachers	EDB
'Enhancing Science and Technology Learning at Upper Primary Level' Pilot Scheme	Whole year	General Studies	GS Panels and Subject Teachers	EDB
Visual Arts & STEAM Learning Circle	Whole year	STEAM	STEAM in Education Mistress and VA Panel	EDB

Staff Development Day:

Title/ Activity	Month	Personnel	Organizer
Government Primary School Joint-School Staff Development Day 2023 /24	January 2023	All Teachers	EDB

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

Topic	Month	Attendees	Speaker
First Aid Workshop on CPR and AED	September 2023	All Staff	Representatives of Pacific Medical Systems Limited
eClass Training for Teachers	September 2023	All Teachers	Ms Fung Suk-fan LCU IT Mistress
Math Workshop on Planetii	September 2023	Math Teachers	Representative of PLANETii
English Workshop on Go Adaptive Self-learning Platform	October 2023	English Teachers	Ms Sin Kit-ying LCU English Subject Panel
Talk on Speech Therapy	October 2023	All Teachers	Ms Carley Chan Speech Therapist Centurial Healthcare Services Company
Workshop on Cooperative Learning	November 2023	All Teachers	Ms Jannie Tsang The Education University of HK
Workshop on Teachers' Professional Values and Conduct	November 2023	All Chinese-Speaking Teachers	Ms Tang Sui-fan LCU Deputy Headmistress
Talk on Positive Strategies for Managing Challenging Student Behaviour	November 2023	All Teachers	Mr Herman Kung Counselling Psychologist New Horizons Development Centre
Rainbow One Zoom Workshop	December 2023	Chinese Teachers	Representative of Rainbow One
Training Workshop for STEAM Week	January 2024	GS Teachers	Educators from Trumptech Digital Education Services Ltd.
Talk by Educational Psychologist	January 2024	All teachers	Mr Chan Shun Leung Educational Psychologist EDB

Topic	Month	Attendees	Speaker
IT Workshop	February 2024	All Teachers	Mr. Ng Ka-ho Ms Kwok Yan-yi LCU IT Stream
Talk on New Humanities Curriculum for Primary School	February 2024	All Teachers	CDI Officers EDB
Seminar on Handling School Complaints by Mediation	March 2024	All Teachers	Mr Jacky Yeung Barrister-at-law
Adopting Collaborative Learning in Reading Lessons by Advisory Teacher	March 2024	English Teachers	Mr Jason Hemsted Advisory Teacher NET Section EDB
Workshop on Interactive Whiteboard	March 2024	Chinese and English Subject Teachers	Ms Grace Wong Representative of Fujitsu Business Technologies Asia Pacific Limited
Visit to Sister School and Cultural Places in the Mainland	March 2024	All Teachers	Mission Travel (HK) Co.,Ltd.
GS Workshop	April 2024	GS Teachers	LCU GS Subject Panels
PE Workshop	May 2024	PE Teachers	Ms Kwok Wing-yiu LCU PE Subject Panel
Workshop on Traditional Chinese Acupoint Massage Therapy	June 2024	All Teachers	Representative of Chinese Medicine for All
Introduction of e-learning and teaching resources in Math	June 2024	Math Teachers	Representative of Modern Educational Research Society

List of courses attended by Teachers

Title/Activity	Month	Personnel	Organizer
Chinese			
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Writing (Re-run)	October 2023	Chinese Subject Panel Head	EDB

Title/Activity	Month	Personnel	Organizer
小學中國語文校本課程規劃：加強文化文學學習及國家安全教育（修訂）	October - November 2023	Chinese Subject Panel Head	EDB
Understanding Picture Book (Refreshed)	November 2023	Chinese Subject Teacher	EDB
Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Cross-disciplinary Teaching (Re-run)	December 2023	Chinese Subject Teacher	EDB
Thematic Seminar - "Assessment for Learning: Territory-wide System Assessment 2023" – Primary 6 (Chinese Language)	December 2023	Chinese Subject Advisor	EDB
Language Learning Support Section Experience Sharing Session (Chinese Language Education): Making Good Use of Learning Time to Create Space for Nurturing Students' Positive Values and Attitudes	January 2024	Curriculum Development Mistress & Chinese Subject Advisor and Panel Head	EDB
Thematic Seminar - "Territory-wide System Assessment 2023: Overall Performance of NCS & SEN Students" Primary (Chinese Language)	January 2024	Chinese Subject Panel Head	EDB
評估促進學習：提升學生的閱讀能力及閱讀素養（新辦）	February 2024	Chinese Subject Teacher	EDB
Chinese Language Curriculum Second Language Learning Framework - Induction Programme for New Teachers (New)	March 2024	Chinese Subject Teacher	EDB
IT in Education Pedagogical Series: Using e-Learning Tools to Enhance Effectiveness of Learning Chinese for Non-Chinese Speaking (NCS) Students (Basic Level)	March 2024	Chinese Subject Panel Head	EDB
Training Workshop for Oral Examiners for TSA	April 2024	Chinese Subject Panel Head	EDB

Title/Activity	Month	Personnel	Organizer
書之歲華，其日可讀－漫談建議篇章與中華文化（七）即景融情，餘味曲包：《春曉》、《楓橋夜泊》、《山行》、《曉出淨慈寺送林子方》、《泊船瓜洲》鑒賞(新辦)	April 2024	Chinese Subject Teacher	EDB
「賽馬會『看動畫·讀名篇·識古文』學習計劃」非華語專題講座	May 2024	Chinese Subject Panel Head	EdUHK
千人揮毫賀國慶-香港中小學書法活動簡介會(新辦)	June 2024	Chinese Subject Teacher	EDB
資訊科技教育科技系列：在小學應用人工智能促進學與教效能（基礎程度）	June 2024	Chinese Subject Panel Head	EDB
English			
Cluster Meeting for NETs Newly Appointed under the Native-speaking English Teacher (NET) Schemes (Refreshed) – Day 3 (Primary) (ONLY for Primary NEW NETs)	November 2023	Native English Teacher	EDB
Thematic Seminar - "Assessment for Learning: Territory-wide System Assessment 2023" – Primary 6 (English Language)	December 2023	English Subject Panel Head	EDB
Designing Environmental Education for English through Inquiry-based Learning (New)	March 2024	Native English Teacher	EDB
Learning Hub Cluster Meeting - Pathways to Literacy Enrichment through Inquiry, Collaboration, and Exploration – (New)	March 2024	Native English Teacher	EDB
Integration of Values Education into English Language Learning – A Showcase of Effective School Practices	March 2024	Deputy Headmistress	EDB
Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level (New)	May 2024	English Subject Panel Heads	EDB

Title/Activity	Month	Personnel	Organizer
Mathematics			
Thematic Seminar - "Assessment for Learning: Territory-wide System Assessment 2023" – Primary 6 (Mathematics)	December 2023	Mathematics Subject Panel Head	EDB
General Studies			
Sharing Session on Pilot Scheme on 'Enhancing Science and Technology Learning at Upper Primary Level' (New)	October 2023	General Studies Subject Panel Head	EDB
Science and Technology Education Series at Primary Level: Exploratory Activity Workshop (4) (Electricity and Materials) (New)	October 2023	General Studies Subject Teacher	EDB
Science and Technology Education Series at Primary Level: Workshop 4 (Teaching Pedagogy and Lesson Design) (New)	November 2023	General Studies Subject Teacher	EDB
Science and Technology Education Series at Primary Level: Exploratory Activity Workshop (2) (Microscope and Photosynthesis) (Re-run)	November 2023	General Studies Subject Advisor	EDB
Briefing Sessions on Primary Humanities Curriculum (New)	December 2023	General Studies Subject Teachers	EDB
Briefing Sessions on Primary Science Curriculum (New)	December 2023	General Studies Subject Teachers	EDB
Briefing Sessions on Primary Science Curriculum and Primary Humanities Curriculum (New)	December 2023	Curriculum Development Mistress & General Studies Subject Advisor and Panel Heads	EDB
Science and Technology Education Series at Primary Level: Exploratory Activity Workshop (5) (Light and Sound) (Re-run)	December 2023	General Studies Subject Teacher	EDB
Science and Technology Education Series at Primary Level: Workshop 6 (Scientific Investigation and Project Learning) (New)	December 2023	General Studies Subject Panel Head	EDB

Title/Activity	Month	Personnel	Organizer
IT in Education Information Literacy Series: Information Literacy Education in Primary Schools — General Studies (Advanced Level)	March 2024	General Studies Subject Panel Head	EDB
Science and Technology Education Series at Primary Level: Exploratory Activity Workshop (6) (Force, Motion and Simple Machines) (New)	April 2024	General Studies Subject Teacher	EDB
Science and Technology Education Series at Primary Level: Exploratory Activity Workshop (1) (Properties of Air and Water) (New)	April 2024	General Studies Subject Teacher	EDB
Promoting Reading Across the Curriculum in General Studies / Primary Humanities – Online Seminar (New)	May 2024	Deputy Headmistress	EDB
小學科學課程資源簡介會(新辦)	May 2024	Curriculum Development Mistress	EDB
Information Technology			
IT in Education Information Literacy Series: Information Literacy Education for Primary Schools (Basic Level)	December 2023 February 2024	Information Technology Subject Panel Heads	EDB
IT in Education Information Literacy Series: Information Literacy Education for Primary Schools (Basic Level) - Strategies of Implementing School-based Information Literacy Education	November 2023	Information Technology Subject Advisor	EDB
Arts Education			
IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness for Visual Arts in Primary Schools (Basic Level)	November 2023	Visual Arts Subject Panel Head	EDB

Title/Activity	Month	Personnel	Organizer
Curriculum Planning for Primary Visual Arts Series: (1) Designing Teaching Topic(s) of a Unit under a Theme (Refreshed)	February 2024	Visual Arts Subject Panel Heads	EDB
Learning and Teaching Strategies for Art Appreciation and Criticism in Visual Arts (Refreshed)	March 2024	Visual Arts Subject Panel Head	EDB
IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Visual Arts in Primary Schools (Basic Level) (Online Self-learning Course)	March 2024	Visual Arts Subject Teacher	EDB
Briefing Sessions – Updates of the Music and Visual Arts Curriculum Guides (P1 – S6) of the Arts Education KLA (New)	April 2024	Curriculum Development Mistress	EDB
簡介會 - 藝術教育學習領域音樂科及視覺藝術課程指引(小一及小六)更新(新辦)	April 2024	Visual Arts Subject Panel Head	EDB
認識中國繪畫：從觀入賞(修訂)	June 2024	Visual Arts Subject Panel Head	EDB
Physical Education			
Briefing Session of One-off Grant for Promotion of Sports Ambience and "MVPA50" in Schools (New)	April 2024	Physical Subject Panel Head	EDB
Certificate in PDP on STEAM in Physical Education	May to June 2024	Physical Subject Panel Head	EdUHK
STEAM			
Problem Solving and Application of Technology in Design (New)	December 2023	Visual Arts Subject Panel Head & STEAM Education Mistress	EDB
Nurturing innovation and technology talents in the STEAM education Classroom and Beyond	December 2023	STEAM Education Mistress	EDB

Title/Activity	Month	Personnel	Organizer
Life-wide Learning			
West Kowloon Culture District Series (1) – ‘Tea House Student Matinees’ Preview Session For Primary and Secondary Schools (On-site Visit) (New)	September 2023	Putonghua Subject Panel Head	EDB
West Kowloon Cultural District Series (2): Hong Kong Palace Museum, M+, Xiqu Centre and Performing Arts Life-wide Learning Programmes (On-line) (Re-run)	October 2023	Putonghua Subject Panel Head	EDB
West Kowloon Culture District Series (3) – ‘Tea House Student Matinees’ Cantonese Opera Teachers Workshop (Workshop) (New)	October 2023	Chinese Subject Panel Head	EDB
National Education			
Online Knowledge Enrichment Programmes on National Education Cum "Citizenship, Economics and Society": (1) Understanding Rights and Duties through the Constitution and the Basic Law (First intake in 2023/24 school year) (New)	February 2024	Chinese Subject Panel Head & General Studies Subject Advisor	EDB
Online Knowledge Enrichment Programmes on National Education Cum "Citizenship, Economics and Society": (2) Understanding Our Country's Political Structure through the Constitution (First intake in 2023/24 school year) (New)	February 2024	Chinese Subject Panel Head & General Studies Subject Advisor	EDB
Online Knowledge Enrichment Programmes on National Education Cum "Citizenship, Economics and Society": (3) Our Country's Policies and Achievements in Improving People's Livelihood (First intake in 2023/24 school year) (New)	February 2024	Chinese Subject Panel Head	EDB
Online Knowledge Enrichment Programmes on National Education Cum "Citizenship, Economics and Society": (4) Our Country's Participation in International Affairs (First intake in 2023/24 school year) (New)	February 2024	Chinese Subject Panel Head	EDB

Title/Activity	Month	Personnel	Organizer
Webinar on ‘Display of National Flag and Regional Flag, Conduct of National Flag Raising Ceremony at Schools AND Relevant Curriculum Resources and Support Measures’	March 2024	National Education Mistress and Stream Member	EDB
Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Third intake in 2023/24 school year) (Re-run)	March 2024	Chinese Subject Panel Head	EDB
Online Knowledge Enrichment Programme on National Security Education: (2) "The Importance of the Rule of Law to the HKSAR" (Third intake in 2023/24 school year) (Re-run)	March 2024	Chinese Subject Panel Head	EDB
Online Knowledge Enrichment Programme on National Security Education: (3) "Basic Law and the Political Structure of the HKSAR" (Third intake in 2023/24 school year) (Re-run)	March 2024	Chinese Subject Panel Head	EDB
Online Knowledge Enrichment Programme on National Security Education: (4) "Knowing more about the Law: Civil Law, Common Law and National Security Law" (Third intake in 2023/24 school year) (Re-run)	March 2024	Chinese Subject Panel Head	EDB
「學校落實維護國家安全工作」經驗分享會	May 2024	National Education Stream Member	EDB
「視覺藝術與 STEAM 和中華文化同行」工作坊	May 2024	National Education Mistress	EDB
School Sharing on ‘Whole School Participation in National Education’	June 2024	National Education Mistress	EDB

Title/Activity	Month	Personnel	Organizer
Pastoral Care & Values Education			
Briefing Session on "Mental Health Literacy Resource Packages for Upper Primary Schools"	December 2023	Guidance and Counselling Stream Member	EDB
Seminar on 'Preventing and Handling of Cyberbullying'	February 2024	Discipline Mistress	EDB
Seminar on Identification and Support for the Students Affected by Domestic Violence	February 2024	Guidance and Counselling Stream Member	EDB
Values Education Series: (6) Cultivating Students' Positive Values through Chinese Culture Learning (Refreshed)	February 2024	Chinese Subject Panel Head	EDB
Basic Training Course on Supporting Students with Mental Health Needs (Anxiety Disorders)	February 2024	SENCO & SEN Stream Member	EDB
Training on Basic Mental Health First Aid and Basic Counselling Skills	February 2024	Guidance and Counselling Stream Member & SEN Stream Member	EDB
Basic Training Course on Supporting Students with Mental Health Needs (Psychosis and Bipolar Disorder)	February 2024	Guidance and Counselling Stream Member	EDB
Two-day Teacher Workshop on Mental Health First Aid	March 2024	SENCO	EDB
SEN			
Seminar for Special Educational Needs Coordinators in Primary Schools (I) — School-based Mechanism to Manage the Quality and Effectiveness of Tier-2 Support Measures - Planning and Evaluation Instruments	September 2023	SENCO	EDB

Title/Activity	Month	Personnel	Organizer
District-based Networking Activity for Special Educational Needs Coordinators in Primary Schools (I) - Sharing of Good Practices on Managing the Quality and Effectiveness of Tier-2 Support Measures	January 2024	SENCO	EDB
Seminar for Special Educational Needs Coordinators in Primary Schools (II) — Assisting Students with Special Educational Needs to Effectively Transfer the Knowledge and Skills acquired from Tier-2 Support into Ordinary Classrooms	February 2024	SENCO	EDB
校本資優教育系列：教育局教師網上基礎課程－資優／高能力學生的情意教育（修訂）（第二期）	February 2024	SEN Stream Member	EDB
School Administration			
Induction Programme for Newly Appointed Teachers in Government Primary Schools (2023/24) (23 August 2023)	August 2023	Newly recruited APSMs	EDB
Briefing session on WebSAMS Overview and Yearly Workflow (Primary Schools) - online course	September 2023	IT Stream Member	EDB
Online Briefing Session on Collection of Key Performance Measures (KPM) Data (New)	November 2023	Deputy Headmistress	EDB
Workshop on the revamped E-platform for School Development and Accountability (ESDA) (Refreshed)	November 2023	IT Mistress	EDB
Core Programme under Enhanced Training for Promotion - "Professional Conduct, Values and Education Policies" (2023/24 s.y. - Batch 2)	December 2023	IT Mistress	EDB
第十二屆聯合教育會議	December 2023	Headmistress & Deputy Headmistress	官立小學校長協會及官立小學副校長會

Title/Activity	Month	Personnel	Organizer
Quality Assurance Division—The Enhanced School Development and Accountability Framework: Dissemination Seminar on School Practices (Primary)	December 2023	Deputy Headmistress & IT Mistress	EDB
Seminar on Assessment Program for Affective and Social Outcomes (APASO) (3rd version) for Primary Schools (New)	December 2023 and January 2024	Deputy Headmistress & Guidance and Counselling Mistress	CUHK
Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders" (2023/24 s.y. - Batch 2)	January 2024	Discipline Mistress & Chinese Subject Panel Head	EDB
Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2023/24 s.y. - Batch 2)	January 2024	Discipline Mistress	EDB
在職教師內地考察團(2023/24) — 杭州	March 2024	National Education Mistress	EDB
Quality Assurance Division - Dissemination Seminar on Effective School Practices	March 2024	Curriculum Development Mistress	EDB
Core Programme under Enhanced Training for Promotion - "School Administration and Management" (2023/24 s.y. - Batch 3)	April 2024	Discipline Mistress	EDB
Workshop on Preventing and Resolving School Complaints	April 2024	IT Mistress	EDB
Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2023/24 s.y. - Batch 3)	May 2024	Discipline Mistress & Chinese Subject Panel Head	EDB
Seminar on the Use of School Self-evaluation (SSE) Tools and Interpretation of SSE Data (For Primary and Special Schools) (Refreshed)	May 2024	Deputy Headmistress	EDB

Title/Activity	Month	Personnel	Organizer
"WE" Positive Dynamic Scheme Sharing Session	May 2024	Discipline Mistress	EDB
Primary Education Curriculum Guides Series: Enhancing the interface between the Primary and Secondary Levels (Refreshed)	June 2024	Academic Mistress	EDB

IV. Learning and Teaching

1. Learning Time for Key Learning Areas per Week

Our school provides students with a well-rounded education that encompasses a variety of subjects and activities. This includes a strong emphasis on the core subjects of Chinese language, English language, Mathematics and General Studies as well as exposure to other subjects.

In addition to academic subjects, we also provide opportunities for students to develop positive values and attitudes, social and emotional skills through extracurricular activities and values education.

Subjects	Period	Minutes	Percentage
Chinese	8 (30')	240'	15.00%
Putonghua	2 (30')	60'	3.75%
English	7 (30')	210'	13.125%
Mathematics	8 (30')	240'	15.00%
General Studies	5 (30')	150'	9.375%
Information Technology	2 (30')	60'	3.75%
Visual Arts	2 (30')	60'	3.75%
Music	2 (30')	60'	3.75%
Physical Education	2 (30')	60'	3.75%
Library Studies	1 (30')	30'	1.875%
Values Education	2 (30')	60'	3.75%
Multiple Intelligence Lessons	2 (30')	60'	3.75%
*Integrated Lesson	5 (30')	150'	9.375%
Extra-curricular Activities	1 (60')	60'	3.75%
Class Period	5 (20')	100'	6.25%
Total		1600'	100%

****Integrated Lesson***

- Remedial Programmes (Do My Best): Chinese (P.1 – P.6), English (P.1 – P.3) and Maths (P.1 – P.3)
- Enrichment Programmes: Chinese (P.5 – P.6), English (P.4 – P.6) and Maths (P.4 – P.6)
- Homework Tutorial Class (P.1 – P.6)

2. Assessments

Quizzes, P.1 Formative Assessment and Examinations are the types of assessments used in our school to evaluate student learning. Quizzes as formative assessments, are designed to provide ongoing feedback to students about their progress of learning. They are often given throughout the learning process to help students identify areas where they need more practice or review.

On the other hand, three examinations as summative assessments are designed to evaluate a student's overall understanding of the subject at the end of term. They provide a comprehensive evaluation of students' learning.

Details of the examination arrangements were as follows:

Examination	Date
P.6 Internal Assessment for 2 nd Submission of Results for SSPA	9/11/2023 - 14/11/2023
P.2 – P.5 1 st Examination	
P.6 Internal Assessment for 3 rd Submission of Results for SSPA	7/3/2024 - 12/3/2024
P.1 – P.5 2 nd Examination	
P.5 Internal Assessment for 1 st Submission of Results for SSPA	4/6/2024 - 7/6/2024
P.1 – P.4 & P.6 Final Examination	

3. Learning in Different Subjects

Chinese

非華語學生居於香港，必須具備一定的中文能力，才能融入本地社會。本校在中文教學上以聽、說、讀、寫為本，輔以不同學習活動，提高學生的學習動機，讓學生認識、瞭解及欣賞中華文化。

為了提升學生的寫作興趣及技巧，中文科科主任及五年級科任參加了優質教育基金的中文學習圈計劃。此次計劃的主題是透過設計及調適校本課程，提升非華語學生學習中文的能力。透過同儕之間的交流，我們共同設計了寫作活動及練習，讓學生學習更多寫作技巧，把已學知識應用到遊記寫作中。另外，五年級的學生亦參與姐妹學校科苑小學的筆友計劃，透過書信來往，學生學習如何以書信來與人溝通，維繫友誼。

此外，為了培養學生的閱讀興趣，今年推行了伴讀計劃，以能力較高的高年級學生帶領低年級學生一起閱讀中文書，從而增加學習中文的興趣，擴闊眼界，增長課本以外的知識，打好

中文的基礎。今年，圖書館內亦加設了中文閱讀角，並添置了大量有關中華文化和中國傑出人物的圖書，希望學生以多角度了解我國的傳統思想及美德。

另外，我們亦著重學生的說話及聆聽技巧。今年，我們舉行了中文日，活動中包括不少中文攤位遊戲。學生透過遊戲，學習及鞏固語文基礎知識之餘，亦能夠與中文大使進行交談，並聽從指示完成遊戲任務，從而訓練學生的聆聽及說話能力。當中的中文大使都是由一些中文能力較高的學生擔任，藉此加強學生說話的自信心。

「讀萬卷書不如行萬里路」，四至六年級的學生在上學期分別到不同的地方參觀，例如九龍寨城公園、龍躍頭文物徑、年宵市場、戲曲中心及老人院。學生能親身走進社區，感受本地文化，又能與社區不同階層的人士對話，有助他們適應本地生活。

與此同時，我們亦為非華語家長提供中文家長工作坊，家長可以從活動中學習廣東話、中國傳統習俗等內容，希望他們能把已學知識帶到家中，提升學生在家學習中文的動機。

Our school is committed to encouraging and supporting the integration of non-Chinese speaking students into the local community by providing various educational activities for students and their parents.

Nurturing students' interest in Chinese writing is one of the subject focuses. Chinese subject panels and all P.5 Chinese subject teachers have joined the Quality Education Fund Thematic Network. The topic is "Enhancing the Non-Chinese Speaking (NCS) Students' Ability to Learn the Chinese Language through Designing and Adapting the School-based Curriculum". Students learned how to write a travel journal by using different writing skills. Moreover, some P. 5 students participated in the PenPal Activity. They wrote letters and cards to their buddies from Shenzhen Nanshan Foreign Language (Group) Keyuan Primary School.

To stimulate students' interest in Chinese reading, the Chinese Buddy Reading Programme was carried out this year. Students participated in paired reading by choosing their favourite books in the Chinese Reading Corner. This aimed to cultivate their reading habits, widen their scope of reading and knowledge, and enhance their ability in Chinese language usage.

Chinese Week was organized in the first term. Students participated played various Chinese booth games. Some Chinese Elite Class students were chosen as Chinese Ambassadors to help with the booth games and communicate with their schoolmates in Chinese. These meaningful activities cultivated students' interest in Chinese learning and cultural connotations. Prizes were given to the winners, and the participants became more confident in speaking Chinese.

Besides, various educational visits were arranged for students, including trips to the Lunar New Year Market, Kowloon Walled City Park, an Elderly Home, Lung Yeuk Tau Heritage Trail, and the Xiqu Centre. These visits aimed to expose students to Chinese culture, help them understand the community, and enrich their knowledge of the Chinese language.

At the same time, our school put a strong emphasis on parent education. A series of Chinese workshops and parent-child picture book workshops were arranged. Parents could learn simple Chinese and have the opportunity to use the language in a fun and relaxing way.

English

To enhance students' effective learning strategies and study skills, our school has reinforced various approaches, such as self-directed learning and higher-order thinking skills, through diverse learning tasks in order to instill good learning habits in English Language. Flipped classroom techniques were applied in pre-lesson tasks, and e-learning platforms, including GoAdaptive and Lango, were launched to enhance students' self-directed learning skills. In order to maximize students' exposure to writing, sentence-building tasks (for Key Stage 1) and error correction tasks (for Key Stage 2) were designed. For KS1 students, they practised constructing well-formed sentences which helps to lay a strong foundation in sentence-level writing skills. For KS2 students, error correction tasks were introduced. Students had to proofread sample passages and identify and correct grammatical, spelling, or punctuation errors. This exercise not only enhanced their writing proficiency but also developed their critical thinking and editing capabilities. Additionally, a writing appreciation corner was set up in the classrooms for students to explore exemplary students' work and different writing genres.

To nurture students' reading habits and enhance their reading ability, e-books including fiction and non-fiction titles were assigned via the e-read scheme of HK Reading City. Furthermore, the Reading Across the Curriculum (RaC) approach was employed to broaden students' learning horizons by reading texts relevant to other subjects and make connections between topics in different disciplines.

To foster a sense of responsibility and self-discipline in daily life, a team of English Ambassadors was formed to assist P.1 students with their reading through the Reading Buddy Scheme. Moreover, students participated in several external competitions this year, including the Creative Speech Programme, SOW Motivational Talk Contest, and Time-to-Talk Public Speaking Competition.

Through these various programs and initiatives, students' language skills, as well as their self-discipline, responsibility, and positive values, were developed.

Mathematics

The Mathematics curriculum at LCU is designed to develop students' mathematical proficiency, problem-solving, and critical thinking skills. It typically covers five dimensions: (i) Number, (ii) Shape and Space, (iii) Measures, (iv) Data Handling, and (v) Algebra. Students are taught how to perform basic calculations, solve equations, and interpret graphs and data sets. They also learn how to apply mathematical concepts to real-world situations.

To enhance students' effective learning strategies and study skills, various learning approaches were implemented, including note-taking, highlighting relevant information in problem-solving questions, and organizing information in tabular or horizontal formats. Moreover, we integrated information technology into our mathematics lessons to promote interactive learning. Students were encouraged to use various mathematics learning apps or online platforms, such as Padlet, to post their learning tasks for sharing or receiving feedback from teachers and classmates. This approach not only invigorates student engagement and teamwork but also enhances their comprehension.

We also aim to improve students' self-directed learning skills through reading. A rich selection of Mathematics storybooks was available in our school library. We work closely with our school librarian to introduce different Math storybooks and encourage students to read. Additionally, our

Math Ambassadors play a vital role in introducing and recommending various Mathematics storybooks to their peers, further fostering a love for Mathematics.

To address the diverse learning needs of our students, we offer a range of activities and programs. These include the "Multiplication Table Activity," Math Remedial classes, and the "Do My Best" program. Furthermore, high-ability students were selected to participate in inter-school competitions, including the Rummikub Competition, where one of our students received the Good Performance Award. Additionally, we have encouraged participation in the Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools. One student received the Bronze Award and four students got Honourable Mention. They found pleasure in participating in these inter-school competitions.

General Studies

The General Studies Curriculum covers 6 strands which are Health and Living, People and Environment, Science and Technology in Everyday Life, Community and Citizenship, National Identity and Chinese Culture, as well as Global Understanding and the Information Era. As General Studies is one of the core subjects, we have implemented several initiatives and activities to equip our students with knowledge, essential skills and attitudes for their holistic development and lifelong learning.

To enhance self-directed learning and study skills, we prepared Flipped Classroom for our students to learn at their own pace. Pre-task worksheets were given to KS1 students while KS2 students would finish their pre-lesson tasks via Google Classroom. In order to help students develop learning skills, we also implemented notetaking in all levels. Students in junior levels learnt to locate keywords while students in senior levels learnt to take notes and organise information using different graphic organisers. A thematic project in an enquiry-based learning approach with values education and generic skills as highlights was introduced to develop students' generic skills.

To deepen students' learning, diversified teaching strategies, a variety of questioning techniques and interactive tools such as Nearpod and Plickers were used. Students were also encouraged to conduct one-minute talk on chosen topics on a regular basis to develop their presentation skills and boost their confidence.

To promote STEAM education, we integrated scientific projects and extended tasks into our curriculum. Students carried out scientific projects like 'Healthy Teeth' and 'Light Maze', extended tasks such as making paper and south-pointing chariot. Through different hands-on and minds-on investigations, students were able to master science process skills and foster collaboration, critical thinking, problem-solving skills and innovation. These investigations encouraged students to apply their scientific knowledge in real-life contexts, analyze data, draw conclusions, and make evidence-based claims.

Furthermore, we also participated in the Croucher Science Week, an annual science festival, to arouse our students' curiosity about the world and raise their science literacy. Through videos and online activities, students had the opportunity to explore scientific research and discoveries, further igniting their passion for scientific exploration.

To nurture students' reading habits and broaden their GS knowledge base through Reading across the Curriculum, students were encouraged to read non-fiction books which cover various strands in the GS Curriculum. Students are required to finish a 'Reading Diary' to record their learning.

Professional development for teachers was achieved through STEAM workshops and co-planning sessions, where innovative teaching strategies were shared and discussed. We also established a resource bank to support teachers with different resources to facilitate their teaching.

To strengthen students' affective development, we nurtured their positive values and attitudes through classroom teaching, different learning tasks, worksheets with self-reflection and goal. In-class group presentation activities on different cultures were also arranged to foster empathy and mutual understanding. To enhance students' sense of national identity, we arranged educational visits for students to different places, such as Hong Kong Heritage Museum and Hong Kong Palace Museum. It is hoped that these visits could not only enrich their learning experiences but also develop an affection for the place they live.

To enhance students' law-abidingness, school-based National Security worksheets were developed for our students about rules, laws and the Basic Law. Some worksheets are designed with a life event approach for them to discuss in class. We also organised an online tour of Legislative Council for Primary 6 students, hoping to enhance their civic responsibilities.

Visual Arts

For visual art education, our students learn to use visual elements and principles to create their artwork on various themes by experimenting with different techniques and materials and expressing their ideas and emotions through their work. They use lines to create shapes and patterns, and to use colours to express emotions and convey meaning. They also apply visual principles such as balance, contrast, proportion, emphasis and unity to create a sense of harmony and cohesion in their artwork.

To enhance the effective learning strategies and study skills of P.4-6 students, they were encouraged to use sketchbooks for self-learning, which involved collecting information and pre-lesson sketching and drafting ideas. Students were able to complete preparation work such as making drafts and collecting pictures or photos before starting their own artwork. Additionally, art critique worksheets were designed as pre-task worksheets. These worksheets not only helped students understand art by using a four-step critique process, they also helped beginners to learn to appreciate and talk about art. Simple checklists on the visual elements and principles used and questions were provided to help students explain the artwork using art vocabulary. After producing their artwork, students were required to complete a reflection sheet to evaluate the effectiveness of their learning.

LCU has developed an art-rich environment for students to showcase the outcomes of their arts-learning. Through mural painting on the theme of cultural integration, an inclusive atmosphere has been fostered across the campus, providing students the opportunity to exhibit their artistic talents and express their respect and appreciation for diverse values.

LCU students have shown interest in STEAM activities. This year, STEAM projects were arranged for P1-6 students. The majority of students reflected that the STEAM project helped cultivate their problem-solving and critical thinking skills, as well as creativity.

To nurture students' reading habits and enhance their reading ability, reading materials such as famous artists' biographies and art related reference books were provided to them. Students completed a task sheet to consolidate their knowledge. Additionally, the school librarian introduced an art book to students once per term to arouse their interests in arts. An art book reading corner was established to continually foster reading habits among students after finishing their artwork. This initiative serves to spark their curiosity and beautifully bridges the gap between artistic expression and reading proficiency.'

A teachers' sharing session on using an AR app called RakugakiAR was conducted to support teachers' professional development. Through this sharing, Visual Arts subject teachers learned how to use this teaching app and applied it in their VA lessons.

To develop students' confidence and enthusiasm in learning, some of their artworks were displayed in classrooms and on bulletin boards around the campus for appreciation. Additionally, a VA Exhibition together with **solo galleries showcasing the artworks of our talented art students**, was held in the VA room during the post-exam period, where students' artworks were displayed for them to learn from one another and to honour their achievements in Visual Arts.

Three internal VA (Visual Arts) competitions were arranged to instill positive values and attitudes. In the first term, students participated in an up-cycle Christmas ornament competition, which encouraged them to reuse, recycle, and show their love for the planet. Additionally, students were encouraged to join the Sports Day and Games Day booklet cover design competition, which aimed to increase their involvement in these events. In the second term, students participated in another internal competition - the Chinese-style Hanging Ornaments Design Competition. By designing Chinese-style hanging ornaments using eco-friendly materials, students were encouraged to present their creations as gifts for the elder members of their family, promoting the traditional Chinese value of 'Filial Piety'.

To enhance students' appreciation of the beauty of Chinese arts and develop their creativity and artistic potential, our students designed various unique and outstanding Chinese traditional art decorations. These include Chinese lucky ornaments, colourful Chinese flower cellophane lanterns, lion dance penny banks, and Chinese palace lanterns with lights.

Our students actively participated in 11 external competitions this year and achieved gratifying results. They received the 2nd runner-up in 「勵進自然樂滿 FUN」 Colouring and Puzzle Competition and a merit award in 「愛，就要帶回家！」 Colouring Competition 2023. These competitions not only served to amplify students' creativity but also strengthened their confidence in artistic endeavours.

Music

Music education provides students with opportunities to develop their musical skills, creativity and appreciation for music. In LCU, music classes include singing, recorder playing, music theory, music appreciation and history of famous musicians.

Students are introduced to basic music concepts such as rhythm, melody, harmony, and dynamics. They also learn about the history of music and the cultural and social significance of different musical genres.

Throughout the school year, various music projects were carried out to broaden students' understanding of music. These projects include the Handmade Instrument Project and Music Projects, and outstanding students' work were displayed for students to learn from one another.

We also promote a reading culture in music lessons. Storybooks about music composers were introduced, and students completed a book report after the reading. These books not only provided a preview into music history but also roused students to become successful people themselves. Most students showed interest in learning about the history of the great composers.

By engaging in different music projects and reading about the lives of composers, students were encouraged to explore their creativity, expand their knowledge, and develop their passion for music. Additionally, the sharing of outstanding students' work and exposure to different musical genres provided a sense of community and appreciation for diverse perspectives.

Our school arranged diversified music activities for students to broaden their music experiences and develop their lifelong learning abilities. They participated in different music competitions such as the English Folk Song Singing Contest, the HK Schools Music Festival in Primary School Choir, Solo-singing, and Erhu Solo categories.

In addition, music concerts were arranged throughout the year. These included The Music Office Instructors' Chinese String Orchestra, The Fluteman Show by City Chamber Orchestra of Hong Kong, and the Hankyung arte Philharmonic's '-Peter and the Wolf'. Students could perceive and understand music through direct participation in these activities, resulting in pleasurable learning.

This year, our Junior Choir members were invited to sing Christmas carols at Cheung Sha Wan Plaza. This not only showcased their musical talents but also helped them develop positive attitudes towards community service and a sense of belonging to the society.

Overall, the school provides students with opportunities to develop their musical skills, creativity, and appreciation for music, while also promoting their social and emotional development.

Physical Education

Physical education (PE) is an important part of the primary school curriculum, which aims at promoting physical fitness, health, and wellbeing among students. They enjoy various physical activities such as track and field, ball games, gymnastic and team sports while learning the specific skills. In lower primary, students typically focus on developing their fundamental movement skills, coordination, and motor skills. For upper classes, students learn to work together as a team, develop sportsmanship, respect, and fair play.

Students develop the skills, knowledge, values, and attitudes to enjoy an active and healthy lifestyle. They also build confidence and competence when facing challenges as individuals or as part of a team, through a wide range of learning activities. School events and activities such as Games Day, Sports Day, active recess, morning exercise, iSmart Fitness Programme, MVPA60 Award Scheme, EACT Jockey Club Active School Programme, 'Love Our Home, Treasure Our Country' Chinese martial art programme and inter-school competitions were held throughout the year. Fitness Award Scheme was also implemented to encourage students to do regular physical exercise and promote an active lifestyle.

Information Technology

The information technology (IT) curriculum in LCU aims to introduce students with the fundamental concepts in technology and provide them with essential computer literacy skills. The curriculum covers a wide range of topics, including computer hardware and software, basic programming, internet safety and digital citizenship.

One of the main objectives of the IT curriculum is to equip students with proficiency in using common software applications such as word processors, spreadsheet and presentation software. Additionally, students learn how to effectively navigate the internet and conduct efficient information searches.

The integration of computational thinking and coding education is a key component of the IT curriculum. Students in Primary 2 to Primary 3 learn how to use iPads and are introduced to basic programming through activities like unplugged programming and Scratch Junior.

Primary 4 to Primary 6 students have the opportunity to participate in the Coolthink@JC Programme, which focuses on computational thinking and coding education. They further explore programming by setting up programs in technological products like micro:bit. Moreover, they are exposed to emerging technologies such as 3D printing, Virtual Reality (VR), and Artificial Intelligence (AI) to foster innovation and nurture their entrepreneurial spirit.

Putonghua

本校普通話科的學習目標以培養學生聽、說普通話的能力為主，朗讀、拼寫能力及增進與本科有關的語言文化知識為輔。透過有系統的課程內容，結合角色扮演、詩歌朗誦、唱兒歌、互動遊戲等多元化的課堂內外活動，營造輕鬆而愉快的普通話語境，激發學生學習普通話的興趣，令學生在課堂活動中活學活用普通話，達致「愉快學習普通話」。

同時，普通話科亦結合各種電子平台，設置「翻轉課堂」、「課堂練習系統」、「聲韻母口訣動畫」、「互動遊戲專區」等網上小遊戲，培養學生自學普通話的能力，提升學生普通話拼讀技巧及掌握普通話語音知識。

為增進學生對中華文化的了解，本科亦結合課文中的傳統文化故事短片、古詩詞、品德情誼故事分享等讓學生學習地道普通話生活用語，感受中華文化及體會故事中人物性格，培養學生責任感、仁愛、團隊合作能力及交際溝通能力。

此外，為鼓勵學生於課堂內外多說普通話，本年度本科於上下學期均舉辦「普通話日」，培訓普通話口語能力較佳的學生擔任「普通話大使」，協助老師舉辦普通話科科本活動，營造有利學習普通話的學習環境。另外，本科組透過訓練高年級學生成為「普通話小老師」，於午膳時間進入低年級課室，主動與低年級學生用普通話交談，教導低年級學生聲韻母，從小培養學生多說多用普通話溝通，亦增加普通話語境學習機會。

不僅如此，本科組鼓勵學生積極參與不同類型的普通話活動或坊間普通話比賽。本年度 18 名學生參加校際普通話朗誦比賽，其中 2 人獲季軍，10 人獲優良成績，2 人獲良好成績。為了提供更多實踐說普通話的機會，學生也積極參加坊間不同教育機構舉辦的比賽，例如

「2023/24 非華語學生中文才藝比賽（小學）」、「周有光盃——普通話說講朗誦及拼音比賽」及「2023-24 年中國經典故事演說比賽」，希望透過各種比賽活動，提高學生學習普通話的興趣，增加學生接觸普通話的機會。

The Putonghua Subject focuses on cultivating students' listening and speaking skills in Putonghua, supplemented by reading skills, learning the basic 'Hanyu-Pinyin' writing system, and Chinese cultural knowledge. Through methodical curricular materials that are incorporated into a range of engaging activities, both within and outside of the classroom, such as role-playing, reciting poetry, singing nursery rhymes, and playing interactive games, we aim to create a relaxing language environment. This helps stimulate students' interest in learning Putonghua, encourage them to use the language in daily life, and enable them to learn Putonghua happily.

Putonghua also incorporates various electronic platforms. In order to develop their ability to learn Putonghua independently and enhance their phonics and phonetic knowledge, students can also benefit from interactive mini-games such as 'Flipped Classroom', 'Classroom Practice System,' 'Animation of Phonological Formulas', and 'Learn Pinyin Vowels and Syllables with Me'.

The subject also included Chinese cultural stories, ancient poems, and friendship stories to help students better understand Chinese culture. Students were trained in Putonghua for authentic daily communication by learning about Chinese culture and cultivating their sense of responsibility, communication skills, and teamwork.

In addition, a Putonghua Day was held in both semesters to motivate students to use Putonghua more often in the school. To maximize their opportunities to speak Putonghua, Putonghua ambassadors with higher Putonghua speaking abilities were trained to assist teachers in conducting Putonghua subject-based activities. Furthermore, senior students have received training from Putonghua teachers to become 'Putonghua Ambassadors'. Among their responsibilities are going into junior classrooms during lunch time, initiating conversations in Putonghua with junior students to encourage them to speak Putonghua more often from a young age, and expanding learning opportunities in general speaking contexts.

Furthermore, an increasing number of students are being urged to actively engage in various Putonghua competitions or events. This year, a total of 18 students participated in solo verse speaking at the 75th Hong Kong Schools Speech Festival, which was organized by the Hong Kong Schools Music and Speech Association. 2 of the students received proficiency awards, 10 of the students received merit awards, and 2 students received 3rd place. The students who were selected also took part in competitions held by various educational institutions to improve their speaking abilities, such as the '2023/24 Chinese Talent Competition for Non-Chinese Speaking Students (Primary School)', the 'Chow Yew Kwong Cup - Mandarin Speech Recitation and Pinyin Competition', and the '2023-24 Chinese Classic Story Speech Contest', in the hopes of receiving additional opportunities to practise speaking Putonghua.

Library Studies

Our school dedicated time and effort to fostering a positive reading culture, with the aim of developing students' reading habits and improving their reading skills. We organized various reading programs and competitions to engage students in reading. The Reading Award Scheme involved the

entire school and encouraged students to read more in English, Chinese, and e-books. Additionally, we motivated students to participate in the e-Read scheme organized by HKedCity, resulting in over 80% of the students taking part in at least one reading competition. In the Tell-a-Tale Children Storytelling Competition, 30 students expressed interest, with 6 entering the qualifier round and 2 advancing to the final round.

Another whole school activity was the World Book Day drawing and writing competition, organized by the HK Public Library. Students from all levels participated and thoroughly enjoyed the event. The 10 most outstanding works were selected and submitted. In addition to external reading competitions, the school organized a bookmark competition to foster students' interest in reading.

Furthermore, the school implemented a Morning Reading Program, where all students engaged in silent reading from 8:15 a.m. to 8:45 a.m. Additionally, a Reading Buddies initiative was established, pairing P.1 students in need with Big Brothers or Big Sisters (BBBS). These BBBS acted as reading companions, providing support and guidance during the Morning Reading sessions.

To further promote reading habits, students were encouraged to borrow books from both the school library and class library. Approximately 80% of the students regularly borrowed at least 6 books per month. On Tuesdays, the school organized Lunch Reading sessions, recommending a variety of fiction and non-fiction books in both English and Chinese. This aimed to expose students to different genres and enhance their language skills through reading.

To instil responsibility and empathy in students, the school introduced the Library Prefects Program. This program required students to undergo training to prepare them for responsible assistance in library duties. Additionally, the library organized a Thematic Book Display, showcasing books with themes related to values education. This display aimed to nurture students' sense of responsibility, care, and self-discipline. Authors were also invited to conduct workshops on books that focused on respect, responsibility, or empathy.

To create a reading-oriented environment, the school organized Book Fairs twice a year during Parents' Day. These book fairs aimed to cultivate a love for reading among students and their families. Additionally, a parent reading workshop was held to enhance parent-child reading skills. Approximately 20 parents participated in the workshop and acquired valuable storytelling techniques. To involve parents in promoting values education, the school initiated the Reading Mum Program, inviting parents to participate, where they delivered stories related to values education to P.1 and P.2 students. The program made use of resources from the "Book Bag Library," and each participating parent was responsible for conducting approximately 10 storytelling sessions. During these sessions, students actively engaged in reading and responded enthusiastically to the story content.

4. STEAM Education

In 2324, LCU had an eventful year in the field of STEAM Education, offering students a diverse range of opportunities to enhance their problem-solving skills and nurture their critical thinking abilities. Alongside the regular Information Technology curriculum, the school actively participated in the CoolThink@JC Programme, a collaborative initiative involving The Hong Kong Jockey Club Charities Trust, The Education University of Hong Kong, Massachusetts Institute of Technology, and City University of Hong Kong. Throughout the year, our P.4 students were immersed in a minimum of 14 hours of coding lessons utilizing Scratch, while P.5-6 students received coding lessons on App

Inventor to create games and applications. Additionally, all P.4-6 students collaborated with a partner on individual final projects, fostering teamwork and innovation.

In an effort to broaden students' knowledge and ignite their curiosity in STEAM-related fields, we extended our educational endeavors beyond the confines of the classroom. A wide spectrum of STEAM learning programs were held to enrich students' knowledge and interest in the related areas. These programs included the following:

Level	Names of ECA Groups	Learning Contents
P.1-3 (Rotating Group)	First Steps in STEM	Engagement in various Science projects
	Coding for kids	Introduction of simple robotics building and programming
P.4-6 (Steady Group)	LEGO Engineering	Model-building, with a focus on the LEGO Technic series
	LEGO Robotics	Model-building, with a focus on more advanced robotics building and programming
	STEAM & Micro:bit Learning	Engagement in programming in Scratch, Micro:bit and A.I. to make games and tools for daily application

Moreover, students who had continuous interest in STEAM learning also joined after-school learning groups that covered robotic building and programming, ScratchJr and Scratch programming, Micro:bit programming, and glider making. Students who excelled in these areas were nominated to participate in various STEAM competitions, which included:

Month	Names of Competitions	Organizer
Jul 23	Robotics Intelligence DIY 2023 (EV3 Junior Group) (Final Round)	Creative Power Educational Association
Nov 23	YKN STEM Competition – Robot in a Flash	Buddhist Yip Kei Nam Memorial College
Dec 23	‘Love, Innovate for Happy Ageing’ Challenge Competition (LEGO Group)	Hong Kong Polytechnic University
Dec 23	‘Love, Innovate for Happy Ageing’ Challenge Competition (Micro:bit Group)	Hong Kong Polytechnic University

Month	Names of Competitions	Organizer
Jan 24	Love Our Home, Treasure Our Country Parent-child Model Creation 心繫家國「中國傑出歷史人物面面 觀」專題研習系列親子模型 創作比賽	EDB
Jan 24	ROBOFEST Hong Kong App Junior	Robot Institute of Hong Kong & Lawrence Technological University
Feb 24	ROBOFEST Hong Kong RoboParade Junior	Robot Institute of Hong Kong & Lawrence Technological University
Apr 24	Asian International STEM Competition 2024 – VR Game 2024 亞洲國際 STEM 大賽- VR 比賽	Asia Education Alliance & Hong Kong Education Development Association
Apr 24	Asian International STEM Competition 2024 – Robotic Car 2024 亞洲國際 STEM 大賽- 智能車比賽	Asia Education Alliance & Hong Kong Education Development Association
Jun 24	Robotics Intelligence DIY 2024 (Regular-Senior Primary Group)	Creative Power Educational Association
Jun 24	滑出未來— 香港小學生滑翔機飛行賽 2024	Hong Kong STEM Nurture Association
Jun 24	International Youth Tech Olympics 2024 (Preliminary Round)	Techbob Academy
Jun 24	Creative Coder Competition 2023/24	The Hongkong Federation of Youth Groups

Furthermore, our school organized a STEAM week in January 2024 to provide students with valuable hands-on experience in the engineering design process. During the week, students had the opportunity to design, test, and modify STEAM products they created. They also participated in an exhilarating competition that encouraged collaboration and teamwork among their peers. Here are the details:

Level	Learning Theme	STEAM Learning Elements
P.1	Sail Car Engineering (LEGO Education BricQ Motion Essential)	Experience how differences in wind directions and strengths affect the movement of a sail car
P.2	Freight Transportation (LEGO Education SPIKE Essential)	Learn about the different features of trailers affecting cargo handling
P.3		

Level	Learning Theme	STEAM Learning Elements
P.4	Sensory Hopper (LEGO Education SPIKE Prime)	Understand how friction and the principles of levers affect the movement of objects and how sensors can detect changes in the environment
P.5		
P.6	A.I. Machine Learning (HuskyLens, micro:bit and LEGO Education)	Experience extracting object samples and training machines to sort various materials for recycling purposes

Besides, a comprehensive STEAM Project called "Eco-wellness" was launched in June, encompassing all grade levels. This project aimed to encourage students to conduct research on relevant topics, enhance their problem-solving skills through innovative designs, and empower them to adopt an environmentally friendly lifestyle while prioritizing their personal health and well-being. Here were the project details:

Topic	STEAM Product	STEAM learning element
P.1 Let's Love Our School Facility	Waterproof Sign	Conduct tests on various materials for their waterproof, long-lasting, and eco-friendly properties
P.2 Homemade Toys	Magnetic Toy	Experience the magnets repel each other when the same poles are close together
P.3 Save Energy	Energy Saving Fan	Use sensors and timing blocks to program a fan to save energy
P.4 Improve Air Quality	'Clean' Transport	Experience how air motion and electricity can replace fossil fuel to make things move
P.5 Closed Circuits	DIY Table Lamp	Experience the formation of a closed circuit to make a table lamp
P.6 Simple Machines	Foil Ball Launcher	Apply the principles of levers which convert potential energy to kinetic energy

Most importantly, our STEAM education initiatives were designed to cater not only to high-ability students but also to provide opportunities for a wide range of students interested in various STEAM fields. We organized lessons, visits, workshops, and exhibitions to ensure that every student had a chance to engage with STEAM subjects. Furthermore, to ensure equal participation, different students were selected for each visit and workshop. Details were as follows:

Category	Month	Name of the activity	Content	Participants	Organizer
Multiple Intelligence Lesson	Oct 23	STEAM Kids (Robotic Arm)	<ul style="list-style-type: none"> Explore mechanical engineering 	P.5-6 levels	School

Category	Month	Name of the activity	Content	Participants	Organizer
Multiple Intelligence Lesson	Oct 23	STEAM Kids (Robotic Arm)	<ul style="list-style-type: none"> designs, joints and movements of robotic arms 	P.5-6 levels	School
Workshops	Nov 23	Micro:bit Workshops at The Hong Kong Polytechnic University	<ul style="list-style-type: none"> Build a robotic vehicle and program a micro:bit controller to navigate the car and pop balloons 	8 P.4-6 students	The Hong Kong Polytechnic University
Multiple Intelligence Lesson	Jan 24	STEAM Kids (LogiBlocs Alarm & Doorbell)	<ul style="list-style-type: none"> Make simple gadgets such as doorbell and treasure guard machines 	P.3 level	School
Multiple Intelligence Lesson	Jan 24	STEAM Kids (LogiBlocs Spy Tech)	<ul style="list-style-type: none"> Make more advanced gadgets such as metal detectors and family message recorders 	P.4 level	School
Multiple Intelligence Lesson	May 24	STEAM Kids (Plastic Glove Duck)	<ul style="list-style-type: none"> Experience the properties of air through making a fun toy 	P.1-2 levels	School
Visit and Workshop	Jan 24	STEM Day at The Hong Kong University of Science and Technology	<ul style="list-style-type: none"> Appreciate displays of robotic work created by the teams of the University Visit booths featuring robot performance Make own STEM crafts Attend workshops on coding and engineering 	24 P.4-6 students	The Hong Kong University of Science and Technology
Workshop	Mar 24	Robotics Intelligence DIY Practical Workshop 2024 (Regular Entry) at Hong Kong Science Museum	<ul style="list-style-type: none"> Learn how to code the robot to do different tasks such as picking up objects and colour sensing 	4 P.5 students	Creative Power Educational Association

Category	Month	Name of the activity	Content	Participants	Organizer
Exhibition	Jun 24	Coding & STEAM Fair at The Education University of Hong Kong	<ul style="list-style-type: none"> Showcase Scratch games and different STEAM models created by our students 	9 P.5-6 students	The Education University of Hong Kong
Visit and Workshop	Jun 24	Coding & STEAM Fair at The Education University of Hong Kong	<ul style="list-style-type: none"> Visit exhibition booths showcasing the STEAM works of different schools Attend Micro:bit Workshop (Medium Level) 	32 P.4-5 students	The Education University of Hong Kong
Workshop and In-school Competition	Jul 24	Artificial Intelligence X Object Recognition: STEM Education Summer Course	<ul style="list-style-type: none"> 15 secondary school students served as student teachers, guiding our students in integrating A.I., scratch coding, and machine learning to assist the visually impaired In-school group competition on object recognition system 	30 P.4-5 students	The Hong Kong Polytechnic University

V. Support for Student Development

1. National Education

A whole-school approach was adopted in the implementation of National Education. Throughout the school year, our school organized activities and workshops for students, teachers and parents to foster their national identity, and help them understand the Chinese culture, the Constitution and the Basic Law, and the importance of safeguarding national security. The table below is a summary of the activities held.

Category	Date	Name of Activity	Organizer	Participants	Award
Learning Activities & Workshops	27/09/23	MIL-Celebrate the National Day	LCU	P.1-P.6	/
Learning Activities & Workshops	December 2023 – January 2024	Cross-Curricular Activities: Outstanding Historical Figure in China	LCU	P.1-P.6	/
	21/02/24	MIL-Promote the Commemoration Day for the Promulgation of the Basic Law	LCU	P.1-P.6	/
	06/06/24	Workshop for teachers: Traditional Chinese Acupoint Massage Therapy	Chinese Medicine for All	All staff	/
	07/06/24	Parents DIY Rice Dumpling Workshop	Star Chef Management School	20 parents	/
	24/06-02/07/24	Chinese Calligraphy Course	LCU	12 P.4-P.5 students	/
National Education Visit	13/03/24	Visit the Patriotic Education Centre	LCU	4A students	/
The Constitution & Basic Law Student Ambassador	13/12/23	Zoom Conference on Constitution Day	EDB	P.5-P.6	/
	21/12/23	Visit the Hong Kong Palace Museum	EDB	23 Student Ambassadors	/
	15/04/24	National Security Education Day	LCU	All students	/

Category	Date	Name of Activity	Organizer	Participants	Award
Flag Raising Foot Drill Training	23/03/24	2024 Annual Parade of the Association of Hong Kong Flag- guards	Association of HK Flag-guards	9 P.4-P.5 students	/
	03/07– 13/0724	Summer Training Programme	Association of HK Flag-guards	21 P.3-P.5 students	/
Sister School Scheme	Nov 2023	Pen Pal Activity with Sister School	LCU	5A & 5U	/
	07/12/23	Debate Competition with Sister School	Keyuan	5A	/
	18/01/24	Sister School visit to LCU	LCU	5A & 5C	/
		Visit Tai Kwun	LCU	5A	/
Hong Kong China Interflow	22/03/24	Study Tour to Foshan	EDB	30 P.5 to P.6 students	/
	26/03/24	Staff Development Day to Shenzhen	LCU	All teachers	/
	11/06– 14/06/24	Study Tour to Beijing	EDB	10 P.5 students	/
Competitions	Sep 2023	Territory-wide Inter-school National Security Knowledge Challenge	EDB	P.1-P.6	Most Actively Participating School Award
	Sep 2023	Let's Learn about the Constitution and the Basic Law Coloring Competition	Hong Kong Ladies Dynamic Association	P.1-P.6	/
	Oct 2023	National Education Mascots Naming Competition	EDB	5 P.5-P.6 students	/
	Oct 2023	Basic Law and One Country, Two Systems Comic Design Competition	Hong Kong Youth Nurture Association	1 P.5 student	/
	Nov 2023	2023 Know Motherland Know HK Colouring Competition	Hong Kong Youths Unified Association	28 P.4-P.6 students	/

Category	Date	Name of Activity	Organizer	Participants	Award
Competitions	Nov 2023	Little Diplomats Tell Hong Kong Stories Eloquence Competition	Diverse Learning Club, Sin Tao Daily & Education Network	1 P.3 & 1 P.6 students	/
	Nov 2023	2023 National Constitution Day Online Quiz Competition	EDB	P.1-P.6	Most Actively Participating School Award
	Dec 2023	National Security Writing Competition	EDB	5 P.5-P.6 students	/
	Jan 2024	Parent-child Model Creation Competition of 'Outstanding Historical Figures in China'	EDB	1 P.5 student	Merit
	Jan 2024	National Security School Bulletin Board Design Competition	EDB	6 P.5-P.6 students	/
	Mar 2024	16 th Hong Kong Cup Diplomatic Knowledge Contest	EDB	21 P.4-P.6 students	/
	Jun 2024	'Love Country, Love Hong Kong, Love Community' Mascot Creation and Logo Design Competition	EDB	10 P.5-P.6	/

2. Values Education

Values education plays a critical role in shaping students' attitudes towards life. Ultimately, values education empowers students to become responsible individuals who contribute positively to society. By internalizing these core values, students are better prepared to face challenges, uphold moral standards, and make ethical choices in both their personal and social lives.

In LCU, we prioritize the holistic development of students. In addition to the ten core values, our school also emphasizes two more values - Self-discipline and Courtesy. These values are instilled in students through classroom learning, extracurricular activities, and service-learning opportunities.

The Guidance and Counselling Stream designs comprehensive developmental guidance and counselling programmes to cater for students' personal and social needs at different stages of their development. Thematic talks were arranged to promote positive values, share learning experiences, and celebrate students' accomplishments. Students are reminded of the school's expectations for behaviour based on the values they are encouraged to uphold through the learning process.

To reinforce students' positive values and attitudes, level-based programmes such as Home School Cooperation Scheme was organized to meet the needs of students of different developmental stages. Most of them enjoyed the programmes and agreed that they had learnt more about the needs of others. These activities sowed the seeds that cultivate students' empathy, integrity and enhanced their awareness of caring for the needy around them.

In addition to the existing initiatives, our school also offers a school service team and regular community visits to further reinforce students' positive values and attitudes. These community services provide students with opportunities to actively engage in community service projects, fostering a sense of social responsibility and empathy towards others.

Furthermore, as part of the Values Education curriculum, our school has developed school-based Values Education booklets to enhance students' understanding of the core values and principles that guide their behaviour. These booklets serve as a valuable resource for values education lessons, offering students practical guidance on how to apply these values in their daily lives.

Through a combination of level-based programmes, school service team initiatives, and educational resources like the Values Education booklets, students are nurtured to become well-rounded individuals who exhibit traits such as empathy, integrity, and a sense of social responsibility. These efforts have been shown to have a positive impact on students' character development, critical thinking skills, and attitudes towards the community and country.

Through a variety of educational opportunities and practical experiences, students are guided towards becoming conscientious, compassionate, and socially skilled individuals. According to the feedback gathered from the end-of-term evaluation form, all teachers agreed that the strategies employed for integrating school-based values education have effectively contributed to the development of students' positive character traits and respectful attitudes towards their community. This has resulted in students exhibiting behaviour consistent with the principles emphasized in values education.

Values	Activities	
	Learning Contents in Values Education Lessons	Thematic Talks
National Identity	P.1	Know more about China – Our family and culture
	P.2	Know more about China – HK flag and HK emblem
	P.3	Know more about China – National flag and national emblem
	P.4	Know more about China – HK story and history
	P.5	Know more about China – China today

Values	Activities		
	Learning Contents in Values Education Lessons	Thematic Talks	
National Identity	P.6	Know more about China – Basic Law, One belt one Road and daily life	
Self-discipline & Law-abidingness	P.1	Cultivate a healthy lifestyle	Law-abidingness Workshop (P.4-6)
	P.2	Maintain proper self-discipline	
	P.3	Understand civil rights and duties	
	P.4	Abide by the laws	
	P.5	Care about the society and nation	
	P.6	Uphold a sense of responsibility and belongingness to the nation	
Courtesy	P.1	Greet people in proper ways	
	P.2	Make eye contact with others	
	P.3	Demonstrate appropriate etiquette on different occasions	
	P.4	Establish a loving and inviting campus	
	P.5	Get along well with others in a rational and respectful manners	
	P.6	Get along with people of different cultures with sincerity	
Responsibility & Commitment	P.1	Knowing my responsibility as a P.1 student	Sex Education Workshop (P.1-6)
	P.2	Create a positive learning attitude	
	P.3	Bear the responsibility of a family member	
	P.4	Take on the responsibilities as a responsible student, serve schoolmates and the school with a sense of belonging to the school	
	P.5	Take an active role to be committed in school life and the community	
	P.6	Promote Chinese culture to others, and put the virtues learnt into practice in daily life	
Perseverance & Diligence	P.1	Develop a diligent lifestyle and a proper learning habit	
	P.2	Be hardworking and persistent in facing challenges and difficulties	
	P.3	Resist temptation and practice makes perfect	
	P.4	Face changes or failures optimistically	

Values	Activities		
	Learning Contents in Values Education Lessons	Thematic Talks	
Perseverance & Diligence	P.5	Refrain from any inappropriate behaviour such as smoking, drinking and taking drugs	
	P.6	Be persistent in accomplishing goals	Life-planning Day - Sharing by Alumni
Empathy & Care for Others	P.1	Care about others' feelings and needs	
	P.2	Offer help to classmates in need	The Adventure of the 3 Little Chickens (Hunger)
	P.3	Accept and appreciate others' differences	
	P.4	Be considerate and generous to others	<ul style="list-style-type: none"> ➤ The Adventure of the 3 Little Chickens (Hunger) ➤ Chill with Paws
	P.5	Appreciate the others' contribution to the society and the country	<ul style="list-style-type: none"> ➤ Positive Values ➤ Chill with Paws
	P.6	View from different perspectives	Chill with Paws
Respect for Others	P.1	Communicate with others gently	Little Emotion Monster
	P.2	Take the initiative to care about classmates, teachers and parents	Make Friends Wisely
	P.3	Respect others' comments, opinions, ideas and feelings	
	P.4	Work as a team	
	P.5	Solve conflicts gently and rationally	
	P.6	Accept and appreciate different cultures	Anti-bullying
Integrity	P.1	Tell the truth and not telling lies	
	P.2	Do right things, even when no one is watching	
	P.3	Understand the importance of academic integrity and the consequences of cheating	
	P.4	Keep your promise and word	
	P.5	Take responsibility and accountability for your actions	
	P.6	Stand up against discrimination and be fair in getting selected in school team, jobs and social services	

3. Guidance Programme & Personal Growth Education

The Guidance and Counselling Stream offered guidance services to students, with an emphasis on preventive, developmental, and remedial programs. Personal growth education programs were established within the school to address the developmental needs of all students. Additionally, intervention and follow-up programmes were in place to address issues such as discipline, behaviour, adjustment, and development in a timely manner. The team members also provided support services to parents and teachers, fostering close communication and promoting cooperation between home and school.

Programme	Level					
	P.1	P.2	P.3	P.4	P.5	P.6
Values Education (VE)	✓	✓	✓	✓	✓	✓
Big Brothers & Big Sisters Programme (BBBS)	✓	✓	✓	✓	✓	✓
Understanding Adolescence Programme (UAP)	NA	NA	NA	✓	✓	✓
Sex Education Programme	✓	✓	✓	✓	✓	✓
Developmental Activities	✓	✓	✓	✓	✓	✓
Thematic Talk/Seminar/Drama	✓	✓	✓	✓	✓	✓
Visits and Community Services	✓	✓	✓	✓	✓	✓
Counselling Services	✓	✓	✓	✓	✓	✓

The Values Education program aimed to promote holistic development and empower students to achieve well-rounded growth in various areas, with a focus on fostering positive character and enhancing positive behaviours. The curriculum covered twelve priority values and attitudes: ‘National Identity’, ‘Courtesy’, ‘Self-discipline’, ‘Law-abidingness’, ‘Responsibility’, ‘Commitment’, ‘Perseverance’, ‘Diligence’, ‘Empathy’, ‘Care for Others’, ‘Respect for Others’ and ‘Integrity’. Taking cultivation of positive values and attitudes as the direction, we make use of everyday life events to strengthen the coordination of learning activities, and enhance the connection, among various cross-curricular domains in values education, including moral education, civic education, national education (including Constitution, Basic Law and National Security Education), anti-drug education, life education, sex education, media and information literacy education, education for sustainable development, human rights education under the legal framework, etc. so as to provide students with all-round learning experience conducive to their whole-person development.

4. Understanding Adolescent Project (UAP)

The Understanding Adolescent Project (UAP) is a comprehensive support programme aiming at helping students acquire the necessary knowledge, skills and attitude when facing adversities and difficulties.

Adhering to the principle of CBO (Competence, Belongingness and Optimism), our teachers and social workers (from New Horizons Development Centre, The Boys' Brigade Hong Kong, Youth Flow) tried their best to enhance our students' resilience in coping with the challenges they have to face as they grow up through recognising their achievements, also by accepting their mistakes and appreciating their efforts to try and improve. That's how this programme enhanced students' resilience in coping with the challenges through enhancing their competence, optimism and belongingness.

The UAP had provided students lots of learning opportunities of experiencing, processing, reflecting, and acting by series of small group sessions. The positive effects of the UAP on students, parents and teachers had been evidenced by survey, interview and observation. The programme had been found to be effective in improving students' abilities on various dimensions such as anger management, conflict resolution, problem solving, communication skills, belongingness to school, optimism, sense of responsibility, self-control and confidence. Teachers and parents also agreed that they had gained better understanding of children's developmental needs and had better communication with the students.

The activities were as follows:

Item	Name of Activities	P4	P5	P6
1.	Orientation	✓	✓	✓
2.	Small Group Session	✓	✓	✓
3.	Day Camp for Pupils	✓	✓	✓
4.	Overnight Camp for Pupils	✓	✓	✓
5.	Parent-child day Camp	✓	NA	✓
6.	Parental Workshop	✓	✓	✓
7.	Volunteer Services	✓	✓	✓
8.	Individual Interview	✓	✓	✓
9.	Closing Ceremony	✓	✓	✓

5. Extra-curricular Activities

Extra-curricular activities were conducted every Friday. Students were selected into steady groups or rotating groups. For steady groups, students attended the same group throughout the year to develop various skills and interests. For rotating groups, students attended different extra-curricular activities in cycles to widen their horizons in different aspects.

Steady Groups	
1. Junior Choir	17. Arts Talent Group (Senior)
2. Senior Choir	18. STEAM & Microbit Learning Group
3. Library Club	19. Lego Robotics
4. Maths Olympiad (P2-3)	20. Lego Engineering
5. Maths Olympiad (P4-5)	21. Lion Dance Group
6. African Drum Group	22. Chinese Martial Arts Group
7. Chinese Ink Painting Group	23. Chinese Drum
8. Cub Scouts	24. Chinese Dance Group
9. Brownies	25. Cheering Dance
10. Creative Art and Craft	26. Percussion Group
11. Sand Art Group	27. Rope Skipping Group
12. Musical Group	28. Senior Cricket
13. Lightweight Clay Group	29. Junior Cricket
14. Juggling and Magic	30. Volleyball Team
15. Putonghua Choral Speaking	31. Basketball Team
16. Arts Talent Group (Junior)	32. Smarties

Rotating Groups	
1. First step in STEM	6. Social Skills
2. Fun in Putonghua	7. Self-care ability
3. Fun in Chinese	8. Math Games
4. Active Brain Workshop	9. Origami
5. Coding for kids	10. ZEN Drawing

6. School Functions and Activities

Various functions and activities were held throughout the year to enrich students' learning experiences, widen their horizon and foster their whole-person development. The held activities were as follows:

Date	School activities	Participants
29/8/2023	P.1 Orientation	P.1 students
4-7/9/2023	School Bus Talk	School bus users
6/9/2023	Sex Education Day	All students
September 2023 to June 2024	School Cricket Team Training	Cricket Team members
September 2023 to May 2024	School Soccer Team Training	Soccer Team members
September 2023 to June 2024	School Athletic Team Training	Athletic Team members

Date	School activities	Participants
September 2023 to May 2024	School Basketball Team Training	Basketball Team members
20/9/2024	Students Individual Photo-taking	All students
27/9/2023	National Day Celebration	All students
27/9/2023, 12/6/2024, 19/6/2024	Big Brother Big Sister (BBBS) Training	BBBS members
Oct 2023 to June 2024	Reading Mum Program	Selected students
Oct 2023 to Mar 2024	Micro:bit learning After-school Program	Selected students
Oct 2023 to June 2024	LEGO Robotics After-school Program	Selected students
Oct 2023 to June 2024	Coding for Kids After-school Program	Selected students
7/10/2023	Inter-school Rummikub Competition	P.6 selected students
10/10/2023	P.4 UAP Briefing Session	P.4 UAP members
11/10/2023	P.6 UAP Re-union	P.6 UAP members
13/10/2023	P.5 UAP Re-union	P.5 UAP members
17/10/2023	Prefect Inauguration Ceremony/ Prefect Training	Prefect members
14/10/2022	UAP Opening Ceremony	UAP members
31/10/2023, 12/12/2023	Seasonal Influenza Vaccination 2023/24	All students
30/10/2023	Dress Causal Day	All students
Nov-Dec 2023 Arp-May 2024	Discipline Competition	P.1 to P.6 students
Nov 2023 to May 2024	STEAM Learning After-school Program	Selected students
20-23/11/2023	Chinese Day	P.4-6 students
20/11/2023, 18/12/2023, 29/1/2024, 26/2/2024, 25/3/2024, 29/4/2024, 20/5/2024, 24/6/2024	Green Prefect Training	Environment Ambassadors

Date	School activities	Participants
30/11/2023	Spine and Foot check	P.5 & 6 students
3,6,7,14/12/2023	Law-abidingness Activities	P.6 students
7/12/2023	SSPA (DP) Talk	P.6 students
5-6/12/2023	UAP overnight camp	UAP members
7/12/2023	Kowloon West Inter-Primary School Athletic Meet 2023-24	Athletic Team members
8/12/2023	UAP Parent-child Evening Camp	P.4 & 6 UAP members
6,7,13,14/12/2023	P.6 GS Online Visit (Legislative Council)	P.6 students
15/12/2023 and 19/4/2024	Parents' Day	All students
20/12/2023	Green Christmas Celebration	All students
4/1/2024	Music for the Millions Concert	P.5 and P.6 students
17/1/2024 to 19/1/2024	STEAM Week	All students
18/1/2024, 1/2/2024, 21/2/2024, 22/3/2024, 23/3/2024, 20/4/2024, 27/4/2024, 5/3/2024	Volunteer Team Training	Volunteer Team members
2/2/2024	Games Day	P.1-2 students
2/2/2024	P.6 Life-planning Day	P.6 students
24/2/2024	ROBOFEST Hong Kong Robo Parade Junior Competition at The Education University of Hong Kong	Selected students
1/3/2024	All HK Inter-area Athletic Competition	Athletic Team members
13/3/2024	Creative Infographic Design Competition	P.5 to P.6 selected students
22/1/2024-2/2/2024	School Cleaning Campaign cum Lightening School Bag Activity	All students
23/2/2024	DTap-IPV vaccination	P.1 & 6 students
8/4/2024	MTR Talk	P.6 students
April 2024	Fruit Month	All students

Date	School activities	Participants
10/4/2024	GS Educational Talk-Saving our oceans (by Hong Kong Shark Foundation)	P.4 to P.6 students
16/4/2024	SSPA (CA) Talk	P.6 students
17-18/4/2024	Panel and Mobile Exhibition-The Vital Engines for Future Growth of Hong Kong (by The Planning Department)	P.3 to P.6 students
18/4/2024	GS Workshop-Little Town Planner (by The Planning Department)	P.6 students
20/4/2024	Exhibition of the 'Love Our Home, Treasure Our Country' Parent-child Model Creation Competition work at Kowloon Tong Government Primary School	Selected P.5 student
24/4/2024	P.6 Graduation and School Teams Photo-taking	P.6 students and School teams students
29/4/2024	Chill with Paws	P.4 to P.6 students
May 2024 to June 2024	Glider Learning After-school Program	Selected students
May 2024	Multiplication activity	P.2 selected students
2/5/2024	MMRV vaccination	P.1 students
2/5/2024	HPV vaccination	P.5 & 6 girls
4/5/2024	UAP Day Camp	UAP members
7,9,16,28/5/2024, 11,13/6/2024	After-school Glider and Microbit Learning Program	Selected P.4 to P.6 students
24/5/2024	Gala Performance	All students
29/5/2024, 12/6/2024, 19/6/2024, 26/6/2024	Personal Growth Workshop	Selected students
14/6/2024 to 27/6/2024	STEAM Project	All students
6/5/2024, 17/6/2024	UAP Social Service	UAP members
23-25/1/2024 18-20/6/2024	Putonghua Day	All students
11-21/6/2024	School Cleaning Campaign	All students
28/6/2024	Graduation Day	P.6 students

Date	School activities	Participants
4/7/2024	'Love Our Home, Treasure Our Country'-Celebration of the 27 th Anniversary of Hong Kong's Return to the Motherland cum Joint School National Education Activities Gala	Selected P.3 students
5/7/2024	P.6 Graduation Day Camp	P.6 students
11/7/2024	Prize giving Day	P.1 to P.5 students
12/7/2024	Parent-child Talent Contest	All students

7. Educational Visit

To nurture students' positive values and raise their awareness of social affairs, educational visits were arranged for different levels of students.

Date	Educational Visit	Participants
25/10/2023	GS Educational visit: Island House Conservation Studies Centre, Tai Po	P.3 students
21/11/2023 5,12,18/12/2023	GS Educational Visit: Hong Kong Science Museum	P.5 students
30/11/2023, 4/12/2023	GS Educational Visit: Kowloon Park	P.1 students
22/11/2023 13/12/2023	GS Educational Visit: Hong Kong Heritage Museum	P.4 students
29,30/11/2023 1, 16/12/2023	Discipline Educational Visit: Hong Kong Police Museum	P.5 students
6,7,13,14/12/2023	GS Online Educational Visit: Legislative Council	P.6 students
4, 5, 7, 13/12/2023	Chinese Educational Visit – Kowloon Walled City Park	P.5 students
8,14/12/2023	GS Educational Visit: Jockey Club Museum of Climate Change	P.3 students
12/12/2023	Chinese Educational Visit – Yuen Yuen Home For the Aged	P.5A, 5U
18,19/12/2023 4,5/1/2024	Chinese Educational Visit: Lung Yeuk Tau Heritage Trail	P.6 students

Date	Educational Visit	Participants
4,8,10,12/1/2024	GS Educational Visit: Hong Kong Heritage Museum	P.2 students
3,5,19,26/1/2024	GS Educational Visit: Palace Museum	P.6 students
18/1/2024	GS Educational Visit: Tai Kwun	P.5A
5,6/2/2024	Chinese Educational Visit: Lunar New Year Fair	P.4 students
22/2/2024	Chinese Educational Visit: Xiqu Centre, Tea House Student Matinee	P. 4U, 5U and 6U
26/6/2024	VA Educational Visit: Hong Kong Museum of Art	Selected students

8. Performance

Our school provides every opportunity for students to showcase their talent and learning outcomes. They were trained through ECA lessons to excel in sports, music and language.

Date	Events	Performers
19/12/2023	Christmas Performance at Cheung Sha Wan Plaza	Junior Choir members
27/2/2024	Lion Dance Performance for TWGHs Chu Sau Cheung Nursing Home	Lion Dance Team
24/5/2024	Gala Performance cum 65 th Anniversary Celebration	<ol style="list-style-type: none"> 1. Junior Choir Team 2. Rope Skipping Team 3. Martial Arts Team 4. Group Singing Team 5. Percussion Team 6. Chinese Dance Team 7. Senior Choir Team 8. African Drum Team 9. Cheering Dance Team 10. Lion Dance Team 11. Chinese Drum Team

Date	Events	Performers
28/6/2024	Graduation Day	<ol style="list-style-type: none"> 1. African Drum Team 2. Martial Art Team 3. Robofest – App Jr Game Design Competition <ol style="list-style-type: none"> a. Azad Tahmid (6A) b. Gurung Everest (6A) c. Penaranda Liam Emmanuel Ori Boa (6A) 4. Robofest Hong Kong RoboParade Junior <ol style="list-style-type: none"> a. Limbu Ingsa (6A) b. Bieni Chiyerem Favour Saure (6B) c. Khan Bibi Amnah (6B) 5. 75th Hong Kong Schools Speech Festival (English) <ol style="list-style-type: none"> a. Penaranda Liam Emmanuel Ori Boa (6A) b. Khan Bibi Amnah (6B) 6. Graduates’ Performance – P6 Students
11/7/2024	Prize-giving Ceremony (P.1 to P.5)	<ol style="list-style-type: none"> 1. Chinese Drum Team 2. 75th Hong Kong Schools Speech Festival (English) <ol style="list-style-type: none"> a. Kaba Aly (2A) b. Anaya Nadeem (3A) c. Bangura Happiness Nofy (3A) d. Bajracharya Samara (4A) 3. Time to Talk Public Speaking Competition - Champion <ol style="list-style-type: none"> a. Bajracharya Samara (4A) b. Bernardino Cassandra Danielle Go (4A) c. Bieni Chukwuma David (4A) d. Narsidah Raka Subekhan Mahmood (4A) 4. Time to Talk Public Speaking Competition - 1st Runner-up <ol style="list-style-type: none"> a. Chowdhury Md. Salif (5A) b. Khan Aleena (5A) c. Nguyen Kin Ho (5A) d. Torin Zeynep (5A) 5. 75th Hong Kong Schools Speech Festival (Putonghua) <ol style="list-style-type: none"> a. Chowdhury Md. Salif (5A) b. Ng Shing Yau (5A) 6. STEAM Competition Presentation <ol style="list-style-type: none"> a. Mohamed Farrook Muhammad Aadhil (5A) b. Ng Shing Yau (5A) c. Khan Aleena (5A) d. Salvador Katelega Faith Panuncio (5C)

9. Post-exam Activities

To enable our students to have meaningful and enjoyable school life after examination, a series of diversified activities were arranged for them. The duration of post-exam activities was from 2/7/2024 to 12/7/2024.

Activities	P1	P2	P3	P4	P5	P6
1. 中華經典名句齊誦賞	✓	✓	✓	✓	✓	✓
2. English Story-telling Competition	✓	✓	✓	✓	✓	
3. Maths Competition	✓	✓	✓	✓	✓	✓
4. Scientific competition	✓	✓	✓	✓	✓	✓
5. Art Exhibition (VA Room)	✓	✓	✓	✓	✓	✓
6. Mini-concert	✓	✓	✓	✓	✓	
7. Music Appreciation						✓
8. Dodgeball Competition					✓	
9. Basketball Competition						✓
10. Korf Ball				✓		
11. Baseball			✓			
12. Fun in Putonghua	✓	✓				
13. Cool think Final Project					✓	✓
14. STEAM AI Activity with Secondary School Students					Selected P.5 and P.6 students	
15. Stage Quiz	✓	✓	✓	✓	✓	✓
16. Speed Cup				✓		
17. Art Talent (Senior) selection			✓	✓	✓	
18. Art Talent (Junior) selection	✓	✓				
19. STEAM, Lego Robotics and Micro bits selection			✓	✓	✓	
20. Cheering Dance selection	✓	✓				
21. Chinese Dance selection	✓	✓				
22. Indian and Nepalese 23. Dance selection		✓	✓			
24. African Drum selection			✓	✓	✓	
25. Chinese Drum selection			✓	✓	✓	
26. Rope-Skipping selection			✓	✓	✓	
27. Volleyball team selection			✓	✓	✓	
28. Senior Cricket team selection			✓	✓	✓	
29. Lion Dance selection			✓	✓	✓	
30. Chinese Martial Arts selection			✓	✓	✓	
31. Sand Arts selection				✓	✓	
32. Percussion selection	✓					

Activities	P1	P2	P3	P4	P5	P6
33. Senior Choir selection			✓	✓	✓	
34. Junior Choir selection	✓	✓				
35. Putonghua Choral Speaking selection	✓					
36. Cub Scouts selection				✓	✓	
37. Brownie's selection			✓	✓		
38. Basketball team selection			✓	✓	✓	
39. Soccer team selection			✓	✓	✓	
40. Athletic Team (PE) selection			✓	✓	✓	
41. P.6 Bridging Program						✓
42. P.6 Graduation Day Camp						✓
43. Parent-child Talent Contest	✓	✓	✓	✓	✓	✓

10. Uniform Groups & Service Groups

To help students develop leadership skills and a strong sense of responsibility, uniform groups and service groups were formed to provide service to fellow schoolmates or the community.

Groups	Participants
Brownies	P. 4 to P.6 (13 students)
Cub Scouts	P. 4 to P.6 (14 students)
Juggling and Magic Team	P. 4 to P.6 (20 students)
Understanding Adolescent Project	P. 4 to P.6 (42 students)
School Prefects	P. 4 to P.6 (90 students)
Voluntary Team	P. 4 to P.6 (20 students)
Library Prefects	P. 4 to P.6 (10 students)
Big Brother and Big Sister Programme	P. 4 to P.6 (54 students)
School Bus Prefects	P. 3 to P.6 (18 students)
Hygiene Prefects	P. 4 to P.6 (32 students)
Community Youth Club	P. 4 to P.6 (28 students)
Chinese Ambassadors	P. 5 to P.6 (10 students)
English Ambassadors	P. 4 to P.6 (10 students)
Math Ambassadors	P. 4 to P.6 (20 students)
Putonghua Ambassadors	P. 3 to P.6 (19 students)
Visual Art Ambassadors	P. 4 to P.6 (10 students)
PE Prefects	P. 5 to P.6 (14 students)

11. Support Services to Students

To bridge the curriculum gaps of students with special education needs and academic low achievements and to cater for individuals with diversified developmental needs, different support services are arranged for them

Strategy	Level involved	Implementation	The way forward
1. Remedial teaching (P.4-6 Mathematics)	P.4 – P.6	<ul style="list-style-type: none"> ❖ Catering for students’ individual differences ❖ Meeting the learning needs of participants ❖ Bridging the curriculum gaps of the participants ❖ Fostering students’ academic improvement 	<ul style="list-style-type: none"> ❖ To better meet the learning needs of low achievers and SEN students, teachers are encouraged to partake in related to catering for learners’ diversity to equip themselves with effective pedagogy.
2. Academic intervention programme - Do My Best (P.1- 6 Chinese, P.4-6 English and P.1-3 Mathematics)	P.1 – P.6	<ul style="list-style-type: none"> ❖ Providing additional academic support for the participants in the subjects of Chinese Language, English and Mathematics during integrated lessons ❖ Building up the students’ foundation for study 	<ul style="list-style-type: none"> ❖ Adaptation of the common core curriculum and designing appropriate learning materials for the students are needed since tailor-made learning materials can better build up the foundation of the students. ❖ Continuous support should be provided to students with weak foundation.
3. Graded worksheets	P.1 – P.6	<ul style="list-style-type: none"> ❖ Catering for students’ learning needs ❖ Bridging students’ curriculum gap ❖ Stretching students’ potential 	<ul style="list-style-type: none"> ❖ It is suggested that teachers should review thoroughly the learning needs of students prior to setting the graded worksheets.
4. Sensory integration Therapy (Creative Education Management Ltd)	P.1 – P.6 (11/2023 - 12/2023 ; 2/2024 – 4/2024)	<ul style="list-style-type: none"> ❖ Catering for students’ tactile, vestibular and proprioceptive development ❖ Helping the students to re-organize or re-produce information in order to have a more accurate response to external stimuli 	<ul style="list-style-type: none"> ❖ Similar service can be provided for the students with SEN to cater for their sensory needs. ❖ A smaller group size may enhance the effectiveness of the training.

Strategy	Level involved	Implementation	The way forward
5. Lego Therapy (ST Play)	P.1 – P.6 (9/2023 – 12/2023; 3/2024 – 6/2024)	❖ Enhancing the social and problem-solving skills of the SEN students	❖ Similar service can be provided for the students with SEN to enhance their social and problem-solving skills.
6. Group Training for ASD Students (Links Child Development Centre)	P.1-2 (10/2023 – 12/2023)	❖ Improving the students' fine and gross motor skills, self-management skills and attention skills	❖ Similar service can be provided for students with SEN to cater for their emotional, social and sensory needs. ❖ Individual training will be more beneficial for students with prominent ASD features.
7. Star Kids (NGO-School Collaboration Project)	P.3- P.6 (2/2024 – 6/2024)	❖ Enhancing social adaptive skills of the ASD students	❖ The school will continue to collaborate with the NGO next year to provide continuous social and adaptive skills training for ASD students.
8. Smarties	P.1 – P.6	❖ Developing the students' social skills and attention span through play-based activities	❖ Similar group training can be provided for students to enhance their social and communication skills.
9. Play Therapy School Programme (The Education University of Hong Kong)	P.4 (1/2024 – 6/2024)	❖ Enhancing the students' social competence to understand social cues and respect others' perspectives ❖ Developing the students' emotion regulation skills	❖ Similar service can be provided for students to cater for their social and emotional needs.
10. Student Mental Health Support Scheme	P.1 - P.6	❖ Stepping up the support for the students with mental health needs by setting up a school-based multi-disciplinary platform ❖ Enhancing the capacity of the school in handling students with mental health needs at school setting	❖ The school personnel responsible for the scheme can communicate with teachers regularly in order to help spot out students with mental health needs.

Strategy	Level involved	Implementation	The way forward
11. School-based Speech Therapy Service (Centurial Healthcare Services)	P.1 – P.6	<ul style="list-style-type: none"> ❖ Enhancing the students’ receptive knowledge on categorical and convergent thinking ❖ Helping the students to tell simple stories and their own experience with more variety of connectives and richer content ❖ Improving the students’ ability to make inferences ❖ Bolstering the students’ sequential skills 	<ul style="list-style-type: none"> ❖ Teachers can nominate needy students at the end of the academic year to allow early intervention to take place. ❖ The Speech Therapist is encouraged to communicate more frequently with the school personnel and parents to allow them to have a clearer picture of the students’ progress.
12. School-based Educational Psychology Service	P.1 – P.6	<ul style="list-style-type: none"> ❖ Providing professional support to the school regarding early identification of at risk students as well as appropriate interventions for them ❖ Providing professional support to the school in adopting a 3-Tier Support Model to cater for students’ diverse educational needs ❖ Providing professional training for teachers ❖ Organizing small group training for students’ arithmetic skills ❖ Catering SEN students’ needs through assessment, counselling and guidance services ❖ Promoting home-school co-operation through parents’ meeting 	<ul style="list-style-type: none"> ❖ Teachers can nominate students at risk in the beginning of the academic year to allow early intervention to take place. ❖ The Educational Psychologist is encouraged to communicate more frequently with the class teachers concerned to allow them to have a clearer picture of the students’ educational needs and progress.

12. After-school Programmes

In order to provide more opportunity for the disadvantaged students to enhance their learning effectiveness in different aspects and their cooperation with others, the school launched different programmes for them. The held courses were as follows:

Funding	Courses and Activities	Participants	Time
Community-based Grant	Tutorial Class	P.1-6	9/10/2023 to 27/5/2024
	Creative Cartoon Drawing	P.1-3	14/3/2024 to 6/6/2024
	Fun with Clay		
	Fitball		
	Hip Hop Dance	P.4-6	
	Doll Ornaments Making		
	Frisbee		
School-based Grant School-based Grant	Urdu I - Elementary	P.1-3	
	Urdu II - Intermediate	P.4-6	26/10/2023 to 18/1/2024 29/2/2024 to 30/5/2024
	Nepali I - Elementary	P.1-3	24/10/2023 to 30/1/2024 27/2/2024 to 11/6/2024
	Nepali II - Intermediate	P.4-6	26/10/2023 to 18/1/2024 27/2/2024 to 11/6/2024
	Spanish - Beginner	P.1-3	24/10/2023 to 30/1/2024 27/2/2024 to 11/6/2024
	Filipino - Beginner	P.1-6	24/10/2023 to 30/1/2024 27/2/2024 to 11/6/2024
	Hindi - Beginner	P.1-6	24/10/2023 to 30/1/2024 27/2/2024 to 11/6/2024
	Tree Top Cottage Learning Trip	P.1-6	Learning Trip: 24/2/2024

Most students showed good learning attitude in tutorial classes and tried hard to finish their homework. Many students participated actively in interest classes and they gained satisfaction and became more confident. They indicated that they could understand better the cultures of various ethnic groups by pursuing the after-school cultural and language classes. Almost all of the participants enjoyed the learning trip and reflected that it could broaden their learning experience regarding the nature and living things.

13. Support for Newly-arrived Children

There are intakes of newcomers every year. Some newcomers are from other primary schools while some may be new arrivals of Hong Kong. They were admitted to different class levels. Based on assessment results, students in need were offered a bridging programme which aims at helping students to catch up with our school-based curriculum support in Chinese, English and Mathematics for a week before they joined the class.

Newcomers Bridging Program	Subject & Level	Participants
Phase 1 12/9/2023 –18/9/2023	Chinese Level 1	6
	English Level 1	2
	Mathematics Level 1	5
Phase 2 20/11/2023/ 24/11/2023	Chinese Level 1	3
	Mathematics Level 1	1
Phase 3 29/1/2024/ 2/2/2024	Chinese Level 1	5
	English Level 1	1
	Mathematics Level 1	1

VI. Connection with Parents

1. The Parent-Teacher Association

The Parent-Teacher Association was formed in 1997. Matters of mutual concern were thoroughly discussed with an effort to improve students' personal and academic growth.

Parent Teacher Association Executive Committee Members:

Post	Parent Committee	Teacher Committee
Advisor	—	Ms Chui Sau Man
Chairperson	Ms Rose Complido Rasco	—
Vice-chairperson	Ms Subba Sucheetra	Ms Lee Kwong Yung
Secretary	Ms Yolanda Marquez	Ms Devneer
Treasurer	Ms Rani Rama	Ms Yau Shuk Ling
Welfare & Activities Coordinator	Ms Mina Sohana Akter	Ms Wong Yuen Kwan
	Ms Shah Bindi Atit	Ms Sung Yi Tim, Angela
Liaison Officer	Ms Sajila Gulfareed	Ms Hung Yin Yee
		Ms Chan Ka Yi

2. Communication with Parents

Through communication between home and school, parents and teachers can share information about children's progress. The school communicated with parents through different channels such as school circulars and notices, school newsletters, student handbooks, student homework books and school website. Meaningful conversation between parents and teachers were also conducted on Parents' Days and parents' meetings. Parents were advised of the expectations as well as policies of the school. Students' academic progress and behaviour at school were also reported to parents. In addition, teachers have often kept parents well informed of their children's performance at school by phone and parents are welcome to make appointments with teachers.

To enhance home-school co-operation, parents were also invited to participate in some of the school events such as PTA Annual General Meeting, PTA Picnic, Christmas Celebration, Cultural Day, Sports Day, Gala Performance, PTA Community Visit, Graduation Day and Prize-giving Ceremony.

Besides, our school spared no efforts in promoting parent education. To promote the physical and mental well-being of parents, equip them with parenting skills and arouse their interest in Chinese culture, the PTA organized various classes and workshops from September 2023 to July 2024. Being highly informative and interesting, the PTA activities have attracted enthusiastic participation from our parents.

3. Parent Education

Apart from inviting our parents to join our school events, various parent workshops, talks and interest classes were arranged for them throughout the academic year. These activities were listed as follows:

Scope	Classes / Workshops	Date	Officer-in-charge
Parenting skills	Parental talk on separation anxiety, Tips for smooth transition and positive parenting skills (for P.1 parents)	13/9/2023	Ms Sung Yi Tim (SSW)
	Parental Talk on: (Part 1) Use of Positive Language to Raise a Positive Child (Part 2) How to Talk to Your Child about Sex?	11/10/2023	Ms Sung Yi Tim (SSW)
Home-school cooperation	P.1 Orientation Day	29/8/2023	Ms Chan Yuk Wah (Mistress of Student Affairs)
	1 st PTA Meeting 2 nd PTA Meeting	28/10/2023 13/12/2023	PTA committee
	PTA AGM	28/10/2023	PTA committee All teachers
	Parents' Day (1 st Term) Parents' Day (2 nd Term)	15/12/2023 19/4/2024	Ms Chan Ka Yi (SENCO)
	PTA Picnic	13/1/2024	Ms Lee Kwong Yung (Deputy Headmistress)
	Sports Day	12/4/2024	Ms Kwok Wing Yiu Mr Mui Ka Ming (PE Panels)
	Gala Performance	24/5/2024	Ms Wong Yuen Kwan (Mistress of ECA)

Scope	Classes / Workshops	Date	Officer-in-charge
Home-school cooperation	Graduation Day	28/6/2024	Ms Lee Kwong Yung (Deputy Headmistress)
	Prize-giving Ceremony	11/7/ 2024	Ms Leung Tak Ting (Deputy Headmistress)
	Speech Therapist (Parents' Meeting)	Whole year	Ms Chan Ka Yi (SENCO)
	Educational Psychologist (Parents' Meeting)	Whole year	Ms Chan Ka Yi (SENCO)
	Consultation and Liaison with Parents on Developmental Needs of Their Children	Whole year	Ms Sung Yi Tim (SSW)
Parents' Personal Development	Fitness Movement Class	4, 11, 18/10/2023	Ms Sung Yi Tim (SSW)
	Parents' K-pop Dance Class	31/10/2023 to 25/5/2024	Ms Sung Yi Tim (SSW)
	Subject-based Talk 1 (Chinese & English)	18/10/2023	Chinese & English Panels
	Subject-based Talk 2 (Maths & General Studies)	25/10/2023	Maths & GS Panels
	Parent Volunteer Training Workshop (2 sessions)	6, 13/12/2023	Ms Sung Yi Tim (SSW)
	Parent-child DIY Trash- to-Treasure Workshop	18/12/2023	Ms Sung Yi Tim (SSW)
	Parent-child Fitness Workshop on Kabaddi	20/12/2023	Ms Sung Yi Tim (SSW)

Scope	Classes / Workshops	Date	Officer-in-charge
Parents' Personal Development	Chinese Language Workshop (10 sessions)	3, 10, 17, 24, 31/1/2024, 21, 28/2/2024, 6, 3, 20/3/2024	Chinese Panel Heads
	Legal Seminar on Handling Complaints by Mediation	8/3/2024	Ms Lee Kwong Yung (Deputy Headmistress)
	Parent Reading Workshop (2 sessions)	13, 21/3/2024	Ms Yau Shuk Ling (Librarian Teacher)
	Parent-child Flag-Selling Day	16/3/2024	Ms Sung Yi Tim (SSW)
	Fitness Class on Stretching / Aerobic and Yoga (10 sessions)	9, 16, 23, 30/4/2024 7, 14, 28/5/2024 11, 18, 25/6/2024	Ms Lee Kwong Yung (Deputy Headmistress)
	Seminar on Pain and Pain Management	17.4.2024	Ms Sung Yi Tim (SSW)
	Community Visit to Dr Sun Yat-sen Historical Trail & Dr Sun Yat-sen Museum	29/4/2024	Ms Lee Kwong Yung (Deputy Headmistress)
	Parent-child Yoga Class (Junior Class)	6, 13, 20, 27/5/2024	Ms Sung Yi Tim (SSW)
	Parent-child Yoga Class (Senior Class)	7, 14, 28/5/2024	Ms Sung Yi Tim (SSW)
	Health Talks (5 sessions)	8, 22, 29/5/2024 12, 19/6/2024	Ms Lee Kwong Yung (Deputy Headmistress)
	Parents DIY Rice Dumpling Workshop	6/6/2024	Ms Cheung Sin (Mistress of National Education)
	Parent-child Fitness Workshop to Build Resilience – Family Badminton	7/6/2024	Ms Sung Yi Tim (SSW)
	Parent-child Cooking Class	July 2024	Ms Sung Yi Tim (SSW)

VII. Student Performance

1. Students' Physical Development

LCU has implemented several fitness schemes or trainings to develop students' physical competence, knowledge of movement and safety, and their ability to apply them to enjoy an active and healthy lifestyle.

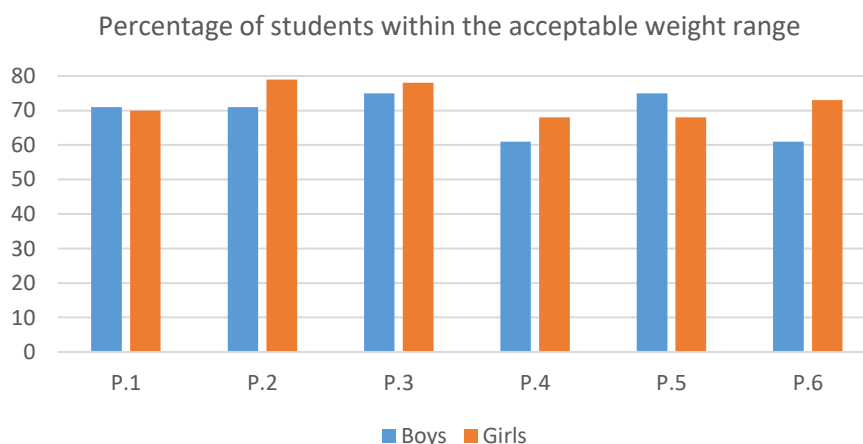
Firstly, the 'School Physical Fitness Award Scheme'(SPFAS) which is organized by EDB to promote students' physical well-being. Under this scheme, participants have to perform four physical fitness tests, which included 1. Bent-knee sit-ups, 2. Sit-and-reach, 3. Endurance run, and 4. Hand grip throughout a school year. After the Covid-19 pandemic, regular PE lessons and all physical activities like sports team training, etc. for students were back to normal, as a result, students had moderate performance on it, 186 students got the bronze award, 170 students got the silver award and 47 students got the gold award.

Secondly, the MVPA 60 school-based program – Fun Fitness Award Scheme aims to strengthen students' physical fitness and cultivate them having a habit of exercising regularly. A majority of the students met the basic goal of doing exercise at least 60 minutes a day in 15 days a month. Many students showed great enthusiasm in participating in above scheme, they were so willing to record the daily exercise they did on the sports diary and shared with their schoolmates and teachers.

Thirdly, the sports teams' trainings are not just targeting in equipping student athletes with the skills to join the inter primary school competitions, but also help promoting the habits of exercising regularly and some sports related values like perseverance, hard-working, etc. Throughout the trainings, most of the student athletes developed a healthy living style of doing exercise regularly.

Lastly, the purpose of Active Recess is to stimulate students' willingness to exercise more by providing them with more opportunity to get in touch with different kinds of exercises, like rope skipping, hula-hoop, Chinese shuttlecock, etc. Most of the time, students participated in it with great enthusiasm, even sometimes they are not good at some of the above exercises, they just enjoyed playing and had lots of fun.

As a result of all the above effort, the percentage of students within the acceptable weight range had a significant improvement in both boys and girls after the covid-19 pandemic, the average percentage of students in all levels within the acceptable weight range is about 70%.



2. Inter-school Competitions and Awards

Our school seizes every opportunity to provide relevant learning experience for students in different domains. Every year, we trained students to join different Inter-School competitions to excel in their potentials and talents.

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
Chinese	75th Hong Kong Schools Speech Festival (Chinese)	Hong Kong Schools Music and Speech Association	Merit	1B Chen Tsz Yu 1D Mohammad Eimaan Fatima 2A Cai Tsz Ming 2B Lai Ou Yin Lucas 2B Chung Siu Tong 3A Anaya Nadeem 3A Lam Yau Hei 3B Nguyen Ka Hing 4A Bajracharya Samara 4A Khan Raheel 4B Tse Tsz Yau 4B Haniya Shaheen 4B Khan Abdullah 4C Sunthornkiti Naraporn 4D Jesika Michael Nagy Demian Tadrous 5A Ng Shing Yau 5A Chowdhury Md. Salif 5A Chiu Ka Kit David 5A Yung Holden 5B Tamang Julisha 5B Gurung Arwina 5C Huang Yik Hin
English	Time to Talk Public Speaking Competition	NET Section of EDB	1st Place	4A Bajracharya Samara 4A Bernardino Cassandra Danielle Go 4A Bieni Chukwuma David 4A Narsidah Raka Subekhan Mahmood
			2nd Place	5A Chowdhury Md. Salif 5A Khan Aleena 5A Nguyen Kin Ho 5A Torin Zeynep

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	75th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	3rd Place	2A Kaba Aly 3A Anaya Nadeem 3A Bangura Happiness Nofy 4A Bajracharya Samara 4A Rahaman Tasnima 6A Penaranda Liam Emmanuel Ori Boa 6B Khan Bibi Amnah
			Merit	1A Afroz Aqeela Alamgir 1A Asim Duaa 1A Gurung Swastika 1A Mohammad Zoya Siraj 1B Faisal Eyshaal Mehmood 1B Nunayon Jesuklo Esther 1B Tamang Ayush 2A Ali Araphatun Alisha 2A Chan Lui Tai 2A Mohideen Bawa Fathima Hafsa Rafeek 2A Sheheryar Sumanah 2A Victor Divine Precious Petronella 2A Vijay Kumar Gurleen Kaur 3A Brotamonte Olivia Rae 3A Fatima Noor 3A Karthik Kumar Subramani Prithvi 3A Limbu Mingsuma 3A Rai Ekihang 3A Rai Nirvae 3A Suataron Yemesh Kee Vosotros 4A Bernardino Cassandra Danielle Go 4A Muhaimin Nasif 4A Narsidah Raka Subekhan Mahmood 4A Silpakar Pratik 4D Harbhajan Jasmeet Kaur 5A Ahmad Thasleem Haleema 5A Chowdhury Md. Salif 5A Khan Bibi Anam 5A Mingle-Koomson Louisann Princess A

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	75th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Merit	5A Torin Zeynep 6A Azad Tahmid Al 6A Gurung Everest 6A Limbu Ingsa 6A Roxas Myla Bernadette 6A Somal Jasraj Kaur 6B Bieni Chiyerem Favour 6B Khan Alishbah 6B Rai Arena 6C Khan Inshira 6C Maria Emad Amin Barbary Sedrak 6C Shah Niti Atit
	International Competition and Assessments for Schools (ICAS) - English	International Competitions and Education Ltd (ICE)	Distinction	5A Altaf Fatima Zahra 5A Nguyen Kin Ho 6C Emad Amin Barbary Sedrak Maria 6A Sherpunja Susang Nina 6A Gurung Everest
			Credit	5A Ahmad Thasleem Haleema 5A Buhary Hallaji 5A Chowdhury Md. Salif 5A Mingle-Koomson Louisann Princess A 5A Mohamed Farook Muhammad Aadhil 5A Onwufuju Angeline Chisom 5A Torin Zeynep 5B Hossain Abdullahil Mueeed 5C Naveed Fajar Noor 6A Azad Tahmid Al 6A Flores Blue Dwayne Gabrielle 6A Aquipel Avan Chris Malolos 6A Limbu Nuva 6A Limbu Pomu Inusha Hangma Eva 6A Rahman Tanisha 6A Thapa Sugam 6B Rai Ayujan 6C Atit Shah Niti

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	International Competition and Assessments for Schools (ICAS) - English	International Competitions and Education Ltd (ICE)	Merit	5A Limbu Yuncho 5A Rai Ikshanbi Kirat 5B Shah Devansh Atit 5C Usman Fazeelat 5D Imran Dawood 6A Birkata Thapa Magar Misha 6A Somal Jasraj Kaur 6B Areeb Fatima
	International Competition and Assessments for Schools (ICAS) - English Writing	International Competitions and Education Ltd (ICE)	Distinction	6A Gurung Everest
			Credit	5A Gurung Sajani 5A Khan Qais Abbas 5A Pradhan Aayan 5A Torin Zeynep 6A Rai Prakiti
	Hong Kong Budding Poets Competition	Hong Kong Academy for Gifted Education	Honorable Mention	5A Ahmad Thasleem Haleema
The Creative Speech Competition	Hong Kong Education City Limited	Merit	4A Bajracharya Samara 4A Bernardino Cassandra Danielle Go 4A Bieni Chukwuma David 4A Lee Mond Ray 4A Muhaimin Nasif 4A Narsidah Raka Subekhan Mahmood 4A Odunukwe Ifeoma Precious Angeline 5A Ali Musab Ahmad 5A Khan Qais Abbas 5A Ng Shing Yau 5A Nguyen Kin Ho 5A Pradhan Aayan 5A Rasco Xijan 6A Roxas Myla Bernadette 6A Singh Raghav	

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
English	Hong Kong School Drama Festival 2023/24	EDB and Hong Kong Art School	Award for Outstanding Stage Effects and Award for Outstanding Cooperation	4C Ibnat Alishba 4D Fastidio Krishtopher Xhian Gonzales 4D Selvakumar Dakshin Vishakan 5B Gurung Alice 5B Shabir Mehak 6A Azad Tahmid Al 6A Limbu Ingsa 6A Lo Chun Hei Nicholas 6A Roxas Myla Bernadette 6A Singh Raghav 6B Hayat Areeb Fatima
			Award for Outstanding Performer	4C Ibnat Alishba 6A Roxas Myla Bernadette 6A Singh Raghav
Maths	Inter-school Rummikub Competition	HKTA The Yuen Yuen Institute No.1 Secondary School	Outstanding Performance Award	6A Azad Tahmid Al
	International Competition and Assessments for Schools (ICAS)- Maths	International Competitions and Education Ltd (ICE)	Credit	6A Bui Trung Kien 6A Gurung Everest 6A Azad Tahmid Al 6A Limbu Pomu Inusha Hangma Eva
			Merit	5A Ahmad Thasleem Haleema 5A Fahad Ahmed Abdulkareem 5A Mohamed Farook Muhammad 5A Yung Holden 6A Kawar Garisa 6A Thapa Sugam
Creative Infographic Design Competition on Application of Mathematics for Primary and Secondary Schools	EDB	Bronze Award	6A Flores Blue Dwayne Gabrielle Malaluan	

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
P.E.	Kowloon West Area Inter-Primary Schools Athletic Competition 2023-2024	The Schools Sports Federation of Hong Kong, China Kowloon West Primary Schools Area Committee	Grade B Softball Throw (Champion)	5C Khan Jamal
			Grade A Softball Throw (1st runner-up)	6D Ahsan Muhammad
			Grade B Long Jump (2nd runner-up)	5A Khan Aleena
			Grade A Long Jump (6th place)	6A Somal Jasraj Kaur
			Grade A Softball Throw (7th place)	6D Shamama
			Grade A Long Jump (8th place)	6A Penaranda Liam Emmanuel
			Grade C 60m (8th place)	4A Khan Aqsa
			Grade C 100m (8th place)	4D Ndekezi Chloe Nissi
	All HK Inter-Primary Schools Athletic Meet 2023-2024	The Schools Sports Federation of Hong Kong, China	Grade B Softball Throw (Champion)	5C Khan Jamal
	60th Schools Dance Festival Dance for Health	Curriculum Development Institute, EDB & Hong Kong School Dance Association Limited	Highly Commended Award	2A Carlos Adrielle Johanne Tabbal 2A Victor Divine Precious Petronella 2C Ekeanu Chinyere Josephine 2C Gurung Arshia 4A Khan Aqsa 6B Umer Abdur Rafay 6B Mohammad Noor Fatima 6B Khan Bibi Amnah
Primary School League 2023-2024 Champion Day	Cricket Hong Kong China Limited	Champion	5C Shameer Muhammad 5C Khan Jamal 5D Hashir Ali 5D Imran Dawood 6B Umer Abdur Rafay 6B Mohammad Fazan Ullah 6C Awais Muhammad 6C Affan Majid 6C Muaawiyah Umar	

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
P.E.	Primary School League 2023-2024 Champion Day	Cricket Hong Kong China Limited	Champion	6D Ahsan Muhammad 6D Khan Saad Qurban
	Primary School League 2023-2024 Group C		Champion	5C Khan Jamal 5C Kaba Aboubacar 5C Shameer Muhammad 5D Hashir Ali 5D Imran Dawood 6A Yadav Nishant 6B Mohammad Fazan Ullah 6B Umer Abdur Rafay 6C Affan Majid 6C Muaawiyah Umar 6D Ahsan Muhammad
	Kowloon West Area Inter-Primary Schools Volleyball Competition	The Schools Sports Federation of Hong Kong, China	Champion	4A Khan Aqsa 5A Khan Aleena 5A Laily Aishah Nur 5A Rai Smarika 5A Torin Zeynep 5B Gurung Arwina 5C Rumba Jessica 5D Khan Ariba 6A Khan Mahrukh 6A Sahar Malaika
			Most Valuable Player	6A Khan Mahrukh 6A Sahar Malaika
	Invitational 4 × 100 meters relay	Fuk Wing Street Government Primary School	4 th Place	5A Ng Shing Yau 5C Khan Jamal 5C Usman Faiqa 5A Khan Aleena 6A Khan Mahrukh 6A Penaranda Liam Emmanuel Ori Boa
V.A.	Cherishing Our Nature Colouring Competition	Life Encouraging Fund Limited	Merit Award	5A Ng Shing Yau 5A Limbu Sudin
	Happy Mother's Day Colouring Competition	Hong Kong Youth Counselling Association	Merit Award	5A Khan Aleena
	Lunar New Year Colouring Competition	Tai Yuet Creative Art	2nd Runner-up	5A Daganzo Berlin Aoki

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
Music	76th Hong Kong Schools Music Festival – Primary School Choir	and Speech Association	Bronze Award	5A Rai Smarika 5A Rasco Xijan 5B Gurung Arwina 5B Limbu Prashna 5B Perice Nga Ting 5C Chemjong Mingsha 5C Gurung Sudeshna 5C Malla Bigyani 5C Riju Rozanne 5D Gaucher Naomi-Kyara 5D Salas Audrey Dawn Yenice 6A Gurung Eric 6A Limbu Nuva 6A Limbu Pomu Inusha Hangma Eva 6B Tran Phuc Ngan 6B Wang Erica 6C Baylon Andrea Joy Bana 6C Rai Prazna
	Erhu Solo – Junior		Silver Award	4A Yung Jordan
	Vocal Solo – Foreign Language Age 13 or Under – Boys or Girls Treble Voice – Primary School		Silver Award	5A Chiu Ka Kit David 5A Nguyen Kin Ho 5A Muhammad Aliya Kiyani 5A Rasco Xijan 5A Daganzo Berlin Aoki 5C Chemjong Mingsha
Music	The 21 st Hong Kong Inter Primary School English Folk Song Group Singing Contest	Man Kwan QualiED College	Merit Award	4A Bajracharya Samara 4A Odunukwe Ifeoma Precious Angeline 4C Gurung Amina 4C Singirankabo Ineza Khian Tessy 4D Osorio Barrera Sarai Liseth 4D Rai Joanna 5A Gurung Mason 5A Mingle-Koomson Louisann Princess A 5B Peirce Nga Ting 5B Rai Numa 5C Chemjong Mingsha 5C Malla Bigyani 5C Ssekimwanyi Jhynelle Waringa 6A Penaranda Liam Emmanuel Ori Boa

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
Putong-hua	Bauhinia Culture Cup – The Second Hong Kong Primary and Secondary Chinese Culture Mandarin Competition	Bauhinia Culture Holdings Limited	Merit	5A Ng Shing Yau 5C Huang Yik Hin
	Chinese Talent Competition for Non-Chinese Speaking Students 2023/24	EDB	Merit	3A Mahmud Yusuf Abdullah
	75th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Third	5A Chowdhury Md. Salif 5A Ng Shing Yau
			Merit	2B Yu Chun Shing 3B Ma Ganxing 3B Zou Tsz Hin 4B Tse Tsz Yau 4B Qiu Xinran 4D Ng Ho Yim 5C Huang Yik Hin 6A Ayza Abeer 6A Chong Tsz Kiu 6B Wang Erica
	Robotics Intelligence DIY 2023 (EV3 Junior Group)	Creative Power Educational Association	Champion (Final Round)	5A Yung Holden 5C Huang Yik Hin
			Overall Champion	
			Best Challenge Spirit Award (Final Round) 6th Place	5A Chowdhury Md. Salif 5A Nguyen Kin Ho
	‘Love, Innovate for Happy Ageing’ Challenge Competition (Lego Group)	The Hong Kong Polytechnic University	1st runner-up The Best Controller Design Award	4A Yung Jordan 5A Chowdhury Md. Salif 5A Khan Qais Abbas 5A Limbu Sudin 5A Nguyen Kin Ho 5A Yung Holden 5C Huang Yik Hin 6A Ali Nooh Yasin

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
STEAM	‘Love, Innovate for Happy Ageing’ Challenge Competition (Microbit Group)	The Hong Kong Polytechnic University	2nd runner-up The Best Controller Design Award	4A Chen Dexun 4A Lee Mond Ray 5A Khan Aleena 5A Pradhan Aayan 5A Rasco Xijan 6A Khan Mahrukh 6A Penaranda Liam Emmanuel Ori Boa 6A Singh Raghav
	YKN STEM Competition – Robot in a Flash	Buddhist Yip Kei Nam Memorial College	First Prize	5A Ali Musab Ahmad 5A Chowdhury Md. Salif 5A Nguyen Kin Ho 5A Yung Holden 5C Huang Yik Hin 6A Ali Nooh Yasin
	Robofest – App Jr Game Design Competition	Lawrence Technological University	Champion	5A Mohamed Farook Muhammad Aadhil
			1st runner-up	6A Azad Tahmid
			2nd runner-up	6A Gurung Everest
			Gold Award	6A Penaranda Liam Emmanuel Ori Boa
	Love Our Home, Treasure Our Country Parent-child Model Creation	Education Bureau	First Prize	5A Ng Shing Yau
ROBOFEST Hong Kong RoboParade Junior	Lawrence Technological University	Gold Award	4A Khan Aleena 5C Salvador Kataleya Faith Panuncio 6A Limbu Ingsa 6B Bieni Chiyerem Favour Saure 6B Khan Bibi Amnah	
Asian International STEM Competition 2024 – VR Game	Asia Education Alliance	Champion	4A Chen Dexun 5A Chiu Ka Kit David 6A Everest Gurung 6A Penaranda Liam Emmanuel Ori Boa 6A Somal Jasraj Kaur	
		Merit	5A Ali Musab Ahmad 5A Chowdhury Md. Salif 5A Khan Qais Abbas 5A Nguyen Kin Ho 5A Pradhan Aayan 5A Yung Holden	

Subject	Name of Competitions	Name of Organizers	Awards	Awardees
STEAM	Asian International STEM Competition 2024 – Robotic Car	Asia Education Alliance	Champion	5A Ali Musab Ahmad 5A Chowdhury Md. Salif 5A Limbu Sudin 5A Nguyen Kin Ho 5A Yung Holden
			1 st runner-up	5A Khan Qais Abbas 5A Pradhan Aayan 6A Ali Nooh Yasin 6A Flores Blue Dwayne Gabrielle
			2 nd runner-up	4A Chen Dexun 5A Chiu Ka Kit David 6A Gurung Everest 6A Penaranda Liam Emmanuel Ori Boa 6A Somal Jasraj Kaur
	Gliding Out Of The Future - Hong Kong Primary School Students' Glider Flight Competition 2024	Hong Kong STEM Nurture Association	Outstanding STEM Design Award	5C Khan Jamal 6A Azad Tahmid al
			Merit	5A Khan Aleena 6A Penaranda Liam Emmanuel Ori Boa
STEAM	Robotics Intelligence DIY 2024 (Regular-Senior Primary Group)	Creative Power Educational Association	3 RIDIY Stars Level	5A Ali Musab Ahmad 5A Buhary Hallaji 5A Chowdhury Md. Salif 5A Limbu Sudin 5A Khan Qais Abbas 5A Pradhan Aayan 5A Nguyen Kin Ho 5A Yung Holden 5C Huang Yik Hin 6A Ali Nooh Yasin 6A Flores Blue Dwayne Gabrielle

3. Scholarship

Name of Scholarship	Organization	Awardees
Harmony Scholarship	Home Affairs Department	4A Muhaimin Nasif 5A Chowdhury Md. Salif 6A Ayza Abeer 6A Khan Mahrukh

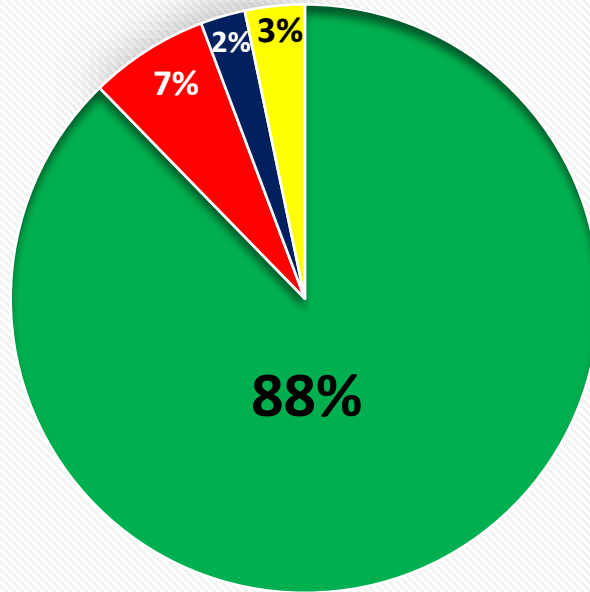
Name of Scholarship	Organization	Awardees
Tsui Mei Ki. Scholarship 徐美琪助學金	Hong Kong Chaoren Shamshuipo Clans Association Limited	5A Khan Aleena 6A Everest 6A Limbu Nuva 6A Khan Mahrukh
Kowloon West Region Non- Chinese Students Chinese Learning Award Scheme 2023- 24 Outstanding Chinese Performance Award 九龍西區飛躍非華語小學生中 文學習獎勵計劃-中文傑出表 現獎	Home Centre Support Services for Ethnic Minorities 新家園協會	4A Bajracharya Samara 4A Cassandra Danielle Go Bernardino 5A Chowdhury Md. Salif 5A Khan Aleena 5D Bui Ngoc Linh 6A Gurung Everest
Kowloon West Region Non- Chinese Students Chinese Learning Award Scheme 2023- 24 Chinese Improvement Award 九龍西區飛躍非華語小學生中 文學習獎勵計劃-中文飛躍進 步獎	Home Centre Support Services for Ethnic Minorities 新家園協會	4B Backer Idris Adnan 4D Rai Joanna 5B Sabig Limbu 5D Gurjot Singh Rai 6A Sahar Malaika 6B Mohammad Fazan Ullah 6C Niti Atit Shah 6D Dewan Nitya

4. 2022 – 2024 Secondary School Places Allocation (SSPA)

i. Percentage of SSPA Result

PERCENTAGE OF STUDENTS' CHOICE

■ 1st Choice ■ 2nd Choice ■ 3rd Choice ■ Others



ii. SSPA Result (by school)

2022-2024 Secondary School Places Allocation School Name
La Salle College
Wah Yan College, Kowloon
St Paul's Convent School
Holy Trinity College
HKMA David Li Kwok Po College
Our Lady of The Rosary College
Pope Paul Vi College
True Light Girls' College
Cheung Sha Wan Catholic Secondary School
St. Paul's School (Lam Tin)
HKSYC&IA Wong Tai Shan Memorial College
Maryknoll Fathers' School
Bishop Hall Jubilee School
Po Leung Kuk Tong Nai Kan Junior Secondary College
Delia Memorial School (Broadway)
Delia Memorial School (Glee Path)
Delia Memorial School(Hip Wo)
Delia Memorial School (Hip Wo No.2 College)
Jockey Club Government Secondary School
HKSYC&IA Chan Nam Chong Memorial Coll
SKH St Mary's Church Mok Hing Yiu College
Yu Chun Keung Memorial College No.2
Salem-Immanuel Lutheran College
Caritas Wu Cheng-Chung Secondary School
Salesians Of Don Bosco Ng Siu Mui Secondary School
Kowloon Technical School
Nam Wah Catholic Secondary School
Sir Ellis Kadoorie Secondary School (West Kowloon)
Tack Ching Girls' Secondary School
Wai Kiu College
Islamic Kasim Tuet Memorial College

VIII. Achievement and Reflections on Major Concerns

1. Major Concern 1:

Nurturing students to become confident and enthusiastic life-long learners

Achievement

Target 1: To enhance students' effective learning strategies and study skills

Collaborative effort has been made to nurture students to become confident and enthusiastic life-long learners. First, various learning strategies and study skills such as note-taking, mind mapping, use of timeline, target vocabulary, sentence patterns and the use of IT were further enriched in all subjects through pre-lesson enquiry, learning activities and self-reflection. According to the data in a survey, over 90% of the teachers found that most students were able to apply various learning strategies and study skills effectively during the learning process.

From the assessment of students' learning tasks, we found that students were familiar with the use of notetaking skills and mind mapping in Chinese, English, Math and General Studies learning tasks such as English Pre-task worksheets, Math Friday Award Scheme and Chinese Word Bank (中文知識庫) etc. Besides, teaching videos or learning resources were uploaded to the Google Classroom, which not only enhanced teaching flexibility but also fostered a spirit of curiosity and exploration among students.

Refined learning tasks which incorporated various learning strategies and study skills were allocated to students each term. In addition, more challenging or extensive learning tasks were assigned to more capable students and graded worksheets were designed to cater for learners' diversity.

The display and sharing of students' work through classroom display boards, LCU Newsflash, Prize-giving Ceremony or School Web supported students' learning and encouraged their engagement in their studies. According to the data in a survey, over 95% of the students agreed that the display of their work can build up their confidence and enthusiasm in learning. Besides, teachers found this recognition not only motivated students to excel but also instilled a sense of confidence in their abilities as learners.

Over 95% of the students agreed that they could make use of the links or resources provided in Google Classroom, e-platforms or School Web in developing their self-learning strategies and study skills. The licensed e-platforms 'RainbowOne' and 'PLANETii' were purchased for students learning Chinese and Mathematics respectively. Besides, some EDB online self-learning resources such as online platform 'GoAdaptive' were promoted in English. Teachers found that these platforms could facilitate students' self-learning. From lesson observations, it was found that teachers used various e-learning resources such as Google Classroom, Padlet, Nearpod and other platforms to support students' learning effectively.

Target 2: To cultivate problem solving and critical thinking skills

In cultivating students' problem solving and critical thinking skills, with the implementation of CoolThink@JC, over 95% of P.4 - P.6 students were able to apply the coding and computational thinking skills in CoolThink Programme and STEAM competitions. According to the data in a survey, over 85% of the students agreed that they were able to apply problem solving and critical thinking

skills in their STEAM learning activities, project learning and solution-based challenges in different KLAs.

Furthermore, students' horizons and their interest in science were fostered through a series of morning scientific talks or news sharing such as 'Animal Assisted Therapy', 'Investigation of a Tropical Cyclone' and 'the Invention of Potato Chips' etc.

Regarding the implementation of project work such as mini projects, STEAM Project or scientific investigations, teachers found that students were greatly involved in the project learning process. Students were excited in designing their products and they worked together cooperatively on projects. Furthermore, students demonstrated critical thinking when solving problems.

To consolidate students' knowledge and skills across different subject disciplines, a cross-curricular project with extended scientific tasks was conducted in the second term. This year the theme was 'China's outstanding historical figures'. The related hands-on learning activities such as making paper, building a closed circuit and constructing a South-pointing chariot not only created an interactive environment for students, but also let students applied scientific knowledge and thought analytically.

Recognizing the significance of STEAM in fostering students' innovative mindset and problem-solving abilities, our school organized various activities, including STEAM Week, extracurricular STEAM programs, and specialized STEAM interest classes.

Many STEAM-related programmes or competitions were organized to provide various opportunities for students so that their potential in STEAM-related fields can be explored. They were STEM Day in HKUST, The YKN STEM Competition, Robofest Competition, the 'Love, Innovative for Happy Ageing' Challenge Competition etc. Under the mentorship and encouragement of teachers, our students excelled in these competitions. They not only received awards but also acquired valuable experiences by participating in these open events. On the other hand, Croucher Science Week 2024 was arranged in a 'flexible time' to promote students' science literacy in the second term. According to the data in a survey, over 85% of the participating students agreed that they were able to apply problem solving and critical thinking skills in these events or competitions. Therefore, participating in these external STEAM-related events and competitions not only expanded students' perspectives but also ignited their critical thinking.

Target 3: To nurture students' reading habits and enhance their reading ability

In nurturing students' reading habits and enhancing their reading abilities, various reading programs such as Morning Assembly Reading, Lunch Reading, Chinese Reading Corner, Chinese books Crossing etc. were implemented to enhance students' reading habits. According to the data in a survey, over 85% of the students actively participated in the assigned reading programs. In addition, the 'Weekend Reading Programme' for all students was held for the whole academic year.

This year, students also participated in '4·23 World Book Day Creative Competition' in 2024 on the theme of 'Reading Love (Love Reading)' organized by the HK Public Libraries. P.1-3 students joined the Book Report Drawing on the theme of 'My Favourite ' and P.4-6 students joined the book report writing under the theme of 'Reading Love'. By integrating reading and creation, students' reading horizon was broadened and deepened.

On the other hand, Story-telling Competition was arranged. Some selected students joined Tell-A-Tale Children's Storytelling Competition 2023-24 which was held by Teacup Productions (HK). With the help and guidance of subject teachers, students' biliteracy and trilingualism were developed in an enjoyable and interactive way.

Besides, Reading Mums Program was held every Monday and Wednesday. Parent members shared stories with P.1 & P.2 students at the school library. Affirmative and constructive feedback in promoting reading was given by parents.

Furthermore, subject-based reading strategies and enriched reading tasks for teaching different reading skills such as making inferences, identifying the main idea, and summarizing were introduced in different subjects. According to the data in a survey, about 85% of the students agreed that such taught reading skills can enhance their reading effectiveness.

This year, students' reading experiences were enriched by reading a wide variety of texts and topics through theme books displayed in the school library and Reading across the Curriculum (RaC). According to the data in a survey, over 80% of the students borrowed and read the recommended reading texts. Most students completed the reading worksheets with 80% accuracy.

Target 4: To enhance teachers professional development on recent trends in pedagogy

To ensure the effective implementation of our strategies, we recognized the significance of continuous professional development for our teachers. Various subject-based workshops or talks on STEAM and other relevant themes were arranged. Over 95% of the teachers agreed that the workshops and talks such as eClass Training, Training Workshop for STEAM Week, Workshop on Cooperative Learning, Talk on New Humanities Curriculum for Primary School could update their knowledge and skills concerning recent trends in pedagogy. On the other hand, the Seminar on Handling School Complaints by Mediation, Workshop on Teachers' Professional Values and Conduct, Talk on Positive Strategies for Managing Challenging Student Behaviour or Joint-School Staff Development Day were arranged to enhance professional development.

Besides, P.5 Chinese subject teachers have joined the school-based support service from EDB. They reflected that the support from the QTN-S Network Coordinating School was useful, especially in developing the school-based writing tasks, the design of school-based eBook and the transfer of knowledge among schools which can enhance the effectiveness of learning Chinese Language of NCS students.

Apart from this, some subject teachers were nominated to join the 'VA and STEAM Learning Circle' and 'Enhancing Science and Technology Learning at Upper Primary Level' Pilot Project. They reflected that they brought back teaching strategies and good practices and shared with each other in the subject meetings.

As found from lesson observations, most of the teachers applied various subject-based teaching strategies or study skills which they discussed in co-planning meetings or learnt from workshops to enhance teaching and learning.

Reflections

1. As most of the students were able to apply various learning strategies and study skills effectively during the learning process, it will be incorporated as routine work.
2. In cultivating students' problem solving and critical thinking skills, the implementation of project work and STEAM-related events and competitions not only broadened students' horizons but also enhanced their critical thinking. Therefore, more STEAM-related or STREAM-related local or international activities or competitions could be joined to broaden students' exposure in STEAM-related or STREAM-related areas.
3. In nurturing students' reading habits and enhancing their reading abilities, the school organized reading schemes, story-telling competitions, and parent-child reading workshops. By observing the morning reading period, students seemed to enjoy reading during class time. However, according to the Student Questionnaire in the Stakeholder Survey and the APASO (Assessment Program for Affective and Social Outcomes), only 52% of the students often read outside of class, and 47% of them spent 30 minutes or less on reading for enjoyment. Furthermore, 68% admitted that they only read to obtain the information they needed. Therefore, nurturing students' reading habits remains a significant challenge to address in the coming years.
4. Given the significance of human resources in improving teaching and learning, it is crucial to adequately train teachers to effectively lead Coding Education and STEAM activities. This can be achieved through joining courses held by the EDB or other tertiary institutions.
5. Since the school-based support service from EDB has completed, other external resources will be sought to enhance the teaching and learning in LCU.

Feedback and Follow-up

Building on the experience of this year, some strategies will be employed for the next school development plan, which are as follow:

1. Since most of the students were able to apply various learning strategies and study skills effectively, subject teachers are suggested to design more challenging tasks with the help of technology which can increase students' motivation in facing challenges.
2. To further empower students' self-directed learning and cater for learner's diversity, we will invest in additional e-learning platforms and multimedia resources across various Key Learning Areas (KLAs) such as STAR platform and Rainbow One.
3. Since students were interested and actively participated in project-based learning, project-based learning tasks and age-appropriate STEAM projects will be continuously implemented to further develop students' problem-solving abilities and foster their critical thinking skills.
4. Out-of-classroom experiential learning activities, STEAM-related learning activities and competitions will be arranged to widen students' exposure to STEAM. More students will be arranged to join STEAM-related local or international activities or competitions to broaden students' exposure to STEAM and apply the skills in different contexts.
5. Reading workshops or talks for parents and students will be continued to further enhance the reading culture both at home and in LCU. Workshops or talks will be arranged in the first term to help parents and students develop the reading skills earlier. Besides, a wide range of literary genres,

including fiction, non-fiction, magazines, e-books and academic texts will be provided for students in fostering their love for reading.

6. Teachers will be nominated to participate in various workshops or seminars on recent trends in teaching pedagogy, which can provide them with more systematic and focused professional development.

2. Major Concern 2:

Empowering students to become responsible, empathetic and socially adept young individuals

Achievement

To evaluate the effectiveness of the strategies for implementing the major concern, in addition to observation, surveys with teachers, parents and students as respondents had been conducted.

Target 1: To foster the sense of responsibility and self-discipline in daily life

Aiming to cultivate a sense of responsibility and self-discipline in students' daily lives, the school deepened the content of values education. This included strengthening the connection between Values Education and the school guidance services and programs, focusing on teaching responsibility as Hong Kong citizens through activities like case sharing about Chinese virtues from ancient to modern times and role-play of a responsible kid at home. The targeted values were emphasized and thematic talks on responsibility and self-discipline were arranged. Additionally, a series of training program based on peer power was conducted for target students in leadership roles, such as prefects and members of the Big Brothers and Big Sisters Program, to enhance their sense of responsibility and self-discipline.

Feedback showed that more than 97% of teachers agreed that the enhanced focus on twelve values in values education effectively fostered students' sense of responsibility and self-discipline. Furthermore, almost 98% of teachers observed that the responsibility training program was successful in developing students' sense of responsibility and self-discipline. The training program motivated students to fulfill their duties punctually and responsibly, reflecting their improved discipline and strong sense of responsibility towards their peers and the school community.

Additionally, in order to nurture responsibility and self-discipline among students, the school also implemented a home-school cooperation scheme focusing on a sense of belonging. This scheme aimed to encourage students to take on responsibility within their homes as well. As a result, 85% of the students in each phase were able to demonstrate responsible behaviour at home by helping with housework and showing respect for family members.

Furthermore, to deepen students' sense of national identity and commitment, thematic talks on law abidingness and Basic Law were organized. As a result, more than 96% of the participants agreed that the talks were effective in enhancing their understanding of their responsibilities as citizens, such as following school rules, traffic rules and other laws.

Target 2: To promote empathy and mutual understanding

To promote empathy and mutual understanding, Values Education focused on enhancing students' understanding of empathy through various activities and games. Teachers reported that 95% of

students showed improved empathy and mutual understanding as a result of these enhanced elements in values education. Students engaged in role-play exercises and discussions, which helped them apply the abstract idea of empathy into real acts in their daily lives.

Thematic talks on empathy and the importance of respecting life and life-warriors were organized to deepen students' understanding. Feedback from teachers indicated that more than 98% of students benefitted from these talks and demonstrated increased empathy and respect towards others. The content of the talks emphasized the significance of respecting life and those around them, encouraging students to show empathy and understanding towards all individuals.

Additionally, storytelling activities focusing on empathy were conducted in Library Studies lessons, with special emphasis on books related to the theme of empathy being made available for students. Peer reading sessions and storytelling competitions focused on empathy were well-received by students, with 95% of participants agreed that these activities effectively fostered care for others. Through these activities, students not only developed a better understanding of empathy but also reinforced their sense of respect towards others.

In line with the goal of fostering empathy in students' daily lives, various social service activities were organized, including flag-selling, visits to special schools and elderly homes, and gift donations for the elderly and individuals with special needs. The initiatives proved successful, with 95% of participants demonstrating an increased understanding of the needs of the elderly and individuals with special needs. Community visits and workshops to organizations like Food Angel and Feeding Hong Kong were also instrumental in helping students understand the needs of others and enhance their empathy and mutual understanding, with 100% of participants finding these experiences beneficial. They would like to cherish more what they have.

Although visits to the blind were not possible in the current academic year, an activity named as “Dialogue in the Dark” was introduced in the second term. Such experiential learning activity should be carried on in the upcoming school year to further enhance students' sense of empathy and mutual understanding. Overall, the dedicated efforts to promote empathy and mutual understanding through various activities and programs have proven to be effective in nurturing these essential values among students. A remarkable 98% of students surveyed agreed that these activities have helped them develop a deeper understanding of others and a greater sense of empathy.

Target 3: To cultivate socially adept behaviour to face the challenges in life

The initiatives implemented throughout the academic year to cultivate socially adept behaviour and prepare students to face challenges in life have yielded with positive outcomes. Thematic talks, workshops, and mobile exhibitions focusing on law enforcement, law-abidingness, the National Security Law, Basic Law, and Constitution have provided students with valuable insights into civic responsibilities and legal frameworks. Feedback from both students and participants indicated a high level of engagement and understanding of these important topics. Students have demonstrated respect for cultural diversity and shown an enhanced sense of national identity and belonging, with 90% reporting positive improvements in their positive values and resilience.

The Sister Schools Scheme and Study Tour to Foshan and Beijing have proven to be an effective tool in broadening students' horizons and deepening their understanding of the country's development. Through the scheme and activities, students have had the opportunity to engage with peers from different backgrounds and regions, fostering a sense of unity and national pride. Observations and

surveys indicated that the scheme has successfully achieved its goal of enhancing students' awareness of national identity. Almost 95% of participated students agreed that the Sister Schools Scheme has had a positive impact on their understanding of national identity and their sense of belonging to the country.

Support programs such as developmental group programs and play-based activities have played a crucial role in developing students' effective communication skills and perseverance. Activities like Creative Art and Craft, Light-weight Clay, Active Brain Workshop, and Juggling and Magic have provided students with practical opportunities to enhance their social skills and emotional resilience. Surveys and observations have shown that 89% of students have demonstrated the positive impact on their interpersonal skills, showing improvements in their communication abilities and persistence.

The training program focused on developing resilience skills, including fostering a growth mindset and overcoming negative emotions and thoughts, have been instrumental in equipping students with the tools to cope with life's challenges effectively. The combination of targeted interventions and reflective practices have helped students enhance their emotional intelligence and become more empathetic towards others. Through these training programs, students have demonstrated increased resilience and a greater capacity to address adversity with a positive outlook.

In collaboration with the guidance and counselling stream, discipline stream, and partner NGOs, initiatives aimed at developing values and interpersonal skills have empowered students to navigate life's challenges successfully. Moving forward, continued efforts to reinforce these values and skills will ensure that students are well-equipped to meet the demands of an ever-changing world with resilience and compassion.

Reflection

1. As we reflect on the achievements of the past academic year in fostering responsibility and self-discipline among our students, it is evident that our strategies and programs have been successful in instilling these values. Moving forward to the next academic year, it is important to build upon these achievements and continue to strengthen our efforts in nurturing responsible and disciplined individuals.
2. For the way forward, school-based Values Education Curriculum will be revised and related programs and activities will be arranged to better meet the developmental needs of the students and the society.
3. Building on the success of the thematic talks, social service activities, and storytelling sessions, we should consider ways to enhance these programs further, such as inviting guest speakers from diverse backgrounds to share their personal stories, experiences, and insights, offering students a chance to learn from others' perspectives and to deepen their understanding of empathy and mutual understanding.
4. In addition to visits to Food Angel and Feeding Hong Kong, we could explore partnerships with new organizations or programs that focus on promoting empathy and understanding. This could include activities that raise awareness of social issues or involve intergenerational interactions to foster empathy towards different age groups.

5. As understanding our relationship with China is getting more important, the Sister School Scheme, study tour to China, and National Education activities could be served as a platform to facilitate exchange between Hong Kong and Mainland schools. Furthermore, we should encourage more students to take part in these activities, so that they can broaden their horizons, gain new perspectives, and develop a deeper understanding of the Chinese culture.
6. Empower students to take a more active role in their personal development and engaging in various healthy living activities, such as goal-setting and self-reflection based on different priority values become more engaged, motivated, and empowered to make positive choices that support their overall well-being and future success.

Feedback and Follow-up

1. The school-based Values Education Curriculum will be revised and the related programs and activities will be carried out to better meet the developmental needs of the students and the society. One area of focus for the next academic year could be to further enhance the connection between the school-based Values Education and real-life application or experience. By providing more opportunities for students to practise and apply the values of responsibility and self-discipline in their daily lives by having some related programs, such as, Whole School Approach Award Scheme - Good Students Passport and Be a Good Citizen activity. We can help them internalize these values and make them a natural part of their behaviour.
2. In order to foster relationships and communication channels between students and the school social worker, the Guidance and Counselling Team can make good use of Values Education lessons to arrange a period of time for the school social worker to meet different classes, engaging in games and teambuilding activities with students. The school social worker can also provide different kinds of activities or channels for students to share their emotions and feelings with her, such as Meeting with SSW and SSW Mail Box. These strategies can be effective for building rapport and facilitate students to seek help and support when necessary.
3. To foster a sense of belonging and strengthen teacher-student relationships, Discipline Competition, Cleanliness Competition, and classroom management activities should be continued. In addition, new ideas can be implemented. For instance, showcasing photos of school life, featuring students' reflections on their experiences at school, and providing updates on school events during the Lunch Broadcast are new initiatives to consider. Class-based classroom management activities (such as ice-breaking games like Classmate bingo and Simon says) can be conducted during class periods to foster a positive classroom culture and relationship as well as sense of belonging.
4. To enrich students' understanding of the place they are growing up in and to cultivate a sense of belonging, we can further infuse the rich elements of Chinese arts and culture in our Multi-intelligence Lessons (MIL) and Values Education lessons (VE). By incorporating cultural activities, traditions, and values into the curriculum, students can gain a deeper understanding and appreciation for Chinese culture and history.
5. Expanding collaborations with NGOs and partnering with experts in the field of social behaviour and resilience-building can offer valuable insights and resources to enhance the effectiveness of existing programs and introduce new approaches to address students' developmental needs. For example, we could collaborate with NGOs specializing in youth development to develop tailored programs that address specific issues affecting students, such as mental health and bullying.

IX. Key Issues of Annual School Plan 2024 – 2025

1. Major Concern 1:

Developing students' passion and capability for learning

Target 1: To cultivate students' generic skills and self-directed learning skills

- Strategy 1: Empower teachers with effective questioning techniques for KS1 (Sequence, Summary and Comparison) and KS2 (Summary, Inference, Analysis and Forecasting) to engage students in progressively more complex cognitive process
- Strategy 2: Design lessons and enrich learning materials through pre-lesson enquiry, learning activities or self-reflection to cultivate generic skills and self-directed learning skills in Chinese, English, Maths and GS
- Strategy 3: Discuss teaching strategies and generic skills to be developed or enhanced in collaborative lesson Planning (CLP) meetings e.g. Collaborative Learning, Use of technology, Reading to Learn, critical thinking skills, problem-solving skills, self-management skills
- Strategy 4: Implement theme-based project work and cross-curricular project(s) of Chinese Culture
- Strategy 5: Provide different resources and e-learning platforms such as RainbowOne, PLANETii, GoAdaptive and STAR platform etc. for self-directed learning

Target 2: To stimulate learning motivation and cater for learner diversity

- Strategy 1: Make use of e-learning or design of interactive and hands-on activities to arouse motivation and participation (Flipped classroom in Chin, Eng, Maths & GS)
- Strategy 2: Recognize students' effort in public and appreciate others' work by various means such as Google Classroom, class display board, exhibition, school website, school newsletter and prize-giving day.
- Strategy 3: Design and enrich our graded learning tasks and assignments with hints / highlighted texts / guided questions of various subjects to cater for students' diverse learning needs
- Strategy 4: Make use of STAR platform (English and Math) for consolidation and identification of students' strengths and weaknesses to enhance teaching and learning

Target 3: To develop students' inquisitive mind through STEAM Education and reading

- Strategy 1: Foster students' reading habits through various reading activities such as morning reading, lunch reading, weekend reading etc.
- Strategy 2: Equip students with various reading skills such as making inferences, summarizing and making prediction across the curriculum through reading fiction and non-fiction books, e-books, news, magazines or articles.
- Strategy 3: Further strengthen STEAM learning activities such as hands-on experiments, use of VR, use of Design Thinking Approach or Reading to Learn in different KLAs by designing at least 2 learning tasks in each term
- Strategy 4: Implement CoolThink@JC Programme and coding education in IT Curriculum and participate in different STEAM competitions
- Strategy 5: Engage students in extended reading and hands-on experiments to investigate scientific projects and the STEAM projects

Strategy 6: Introduce AI concepts such as Quick, Draw! in KS1 and Thing Translator in KS2 during MIL lessons

2. Major Concern 2:

Nurturing students to become positive, self-disciplined and healthy individuals

Target 1: To enhance students' discipline and ability to follow rules

- Strategy 1: Arrange thematic talks to strengthen students' sense of self-discipline, ability to follow rules and regulations and to let them understand what their roles are as a responsible individual
- Strategy 2: Arrange parental talks (e.g. P.1 Orientation Day) to strengthen parents' ability to guide their children to develop proper routines, sense of self-discipline, ability to follow rules and regulations and understand parents' roles as role models
- Strategy 3: Implement the whole-school approach Award Scheme – Good Students Passport, focusing on the good behaviours (4 phases in the school year)
- Strategy 4: Organize School-based Discipline Competitions and related quiz on School rules and regulations (2 phases in the school year)
- Strategy 5: Arrange training about peer power for members of Big Brothers and Big Sisters Program, School Prefects and Flag-raising Team to nurture their value on how to be a responsible and disciplined team member
- Strategy 6: Recognize well-behaved students and classes in school assembly, acknowledge and praise students during the assembly for their good behaviours and display a "Good Behaviour Chart" in the classrooms

Target 2: To nurture students' positive values and mindset

- Strategy 1: Organize thematic talks focusing on cultivating a mindset of valuing life and fostering positive values (12 priority values) among students
- Strategy 2: Implement Values Education Program with enriched contents
- Strategy 3: Optimize Life-planning Program in KS2 to identify their goals and personality traits
- Strategy 4: Arrange a Mental Health Program aiming at enhancing students' positive mindset and equipping them with skills to effectively manage their emotions and cope with failure
- Strategy 5: Organize home room activities and sharing of happy and unhappy feelings between students and their class teachers to build a trusting and supportive relationship
- Strategy 6: Foster the communication and relationship between students, school social worker and Guidance and Counselling Stream Teachers by utilizing digital communication tools (e.g., email, messaging apps) and having informal meetings and group activities
- Strategy 7: Incorporate positive values in the teaching of KLAs through group / class discussion on everyday life events
- Strategy 8: Conduct home reading and storytelling activities concerning how to handle emotions and positive mindset, (e.g. optimistic, confident, courageous, perseverant etc.) in Library Studies lessons

Target 3: To develop students' healthy lifestyles

- Strategy 1: Arrange thematic talks and workshop of healthy lifestyles (e.g., Healthy Eating Habits, Benefits of Doing Exercise, Say No to Addictions etc.
- Strategy 2: Organize health talks and relevant interest classes, such as healthy cooking classes for parents to equip them with knowledge how to help students develop healthy lifestyles
- Strategy 3: Implement Fruity Recess (at least 2 phases in the school year) and relaxation exercise during lunch hour to promote healthy habits at school
- Strategy 4: Implement the “Active Students, Active People” MVPA60 Scheme” to encourage students to develop a habit of regularly taking part in physical activities

