

Li Sing Tai Hang School

School Report 2014-2015

Address: 73 Wun Sha Street, Causeway Bay, Hong Kong.

Telephone: 2577-5188

Fax: 2882-4510

Email Address: lsing@lsths.edu.hk

Web-site: www.lsths.edu.hk

Contents

	Page
1. Our School	2
1.1 Motto	
1.2 Background	
1.3 Facilities	
1.4 Management	
2. Our Students	3
2.1 Class Organization	
2.2 Attendance	
2.3 Nationalities	
3. Our Teachers	3
3.1 Qualification	
3.2 Teacher Certificate	
3.3 Teaching Experience	
3.4 Staff Development	
4. Our Learning and Teaching	4
4.1 Features	
4.2 Lesson Time for Key Learning Areas	
4.3 Hours for 8 Subject Areas	
4.4 Reading Habits	
5. Support for Student Development	8
5.1 Student Support	
5.2 Integrated Education	
6. Student Performance	11
6.1 Academic Performance	
6.2 Non-academic Performance	
7. Achievements and Reflection on Major Concerns	17
7.1 Major Concern 1: To develop elite students	
7.2 Major Concern 2: Voice Training Enhancement Project	
8. Other Plans	20
9. Financial Summary	21
10. Feedback and Follow-up	23

1 Our School

1.1 Motto

Li Sing Tai Hang School is a government-aided primary school founded by the Tai Hang Residents' Welfare Association. We offer equal educational opportunities for all children in Hong Kong. We also strive to achieve educational excellence to help students develop their potential and strengths.

Our school motto is "Wisdom, Benevolence and Courage". To enable students to be part of our community, we provide them with comprehensive knowledge, foster their self-learning abilities and develop their interest in the pursuit of knowledge. In addition, students are encouraged to care for others and contribute to the community. Our school believes that students will have a promising future when they face difficulties with courage and a positive attitude.

1.2 Background

Li Sing Tai Hang School was established in 1958 by the Tai Hang Residents' Welfare Association. It later developed to be a whole-day primary school. In 2003, our school turned into an English-medium school providing education for non-Chinese speaking (NCS) students as well as Chinese students who wished to learn in English.

1.3 Facilities

Our school has four floors with 12 air-conditioned classrooms. We have a library, a music room, a computer room, a dance studio, a medical room, a teaching resources room and a P.E. storage room. We also have a parterre and greening wall to create a healthy and green environment for our students.

To promote I.T. education in the school, we have a computer room with good quality equipment. In addition, we have a computer, a projector, and a visualizer in each classroom to facilitate interactive learning.

1.4 Management

In 2005, the Incorporated Management Committee (IMC) was established to enable greater autonomy and flexibility in school management.

1.4.1 IMC Organization

Member Category	Sponsoring Body	Principal	Teacher	Parent	Alumni	Independent
Number	6	1	2	1	1	1

1.4.2 IMC Members

Chairman: Mr. Tam Sheung Yue Joseph
Manager: Mr. Lam Chuen Tim, Mr. Lee Hon Man Nicholas,
Ms. Sung Man Suk Obance, Ms. Choi Fung Ying Irene,
Mr. Wong Ki Kwok, Mr. Wong Kam Fai,
Mr. Lam Sek Kong, Ms. Yip Siu Lai,
Ms. Anita Leung, Mr. Arokiasamy Lourdusamy
Substitute Manager: Ms. Carmen Ma

2. Our Students

2.1 Class Organisation

Number of Classes

Class	P.1	P.2	P.3	P.4	P.5	P.6	IRTP	Total
No.	2	2	2	2	2	2	1	13

Number of Students

Class	P.1	P.2	P.3	P.4	P.5	P.6	Total
Boys	24	22	21	27	26	30	150
Girls	30	26	28	24	27	23	158
Total	54	48	49	51	53	53	308

2.2 Attendance

Class	P.1	P.2	P.3	P.4	P.5	P.6
Attendance Percentage	95.2%	95.5%	93.7%	96.5%	92.7%	95.8%

2.3 Nationalities

Nationality	Filipino	Pakistani	Nepalese	Chinese	Indian
No. of students	101	75	45	31	23

Nationality	Indonesian	Japanese	British/ French/ American/ Canadian	Thai/ Sri Lankan/ Vietnamese
No. of students	14	3	8	8

3 Our Teachers

3.1 Qualifications

Qualification	Master Degree or above	Bachelor Degree
Percentage	46%	46%

3.2 Teacher Certification: 100%

3.3 Teaching Experience

Years of teaching	0-4 years	5-9 years	Above 10 years
Percentage	11%	32%	57%

3.4 Staff Development

To fulfill the needs of our school development, our school arranged 3 Staff Development Days and some after-school teacher training workshops in the last school year. Teachers exchanged professional experience and ideas through a Phonics Program, a workshop in Questioning and Effective Problem solving for Mathematics teachers, a Studies Skills workshop from South Island School, writing workshops for Chinese and English teachers, and two workshops about the Understanding Adolescent Project (UAP) for all teachers. There was a sum total of 1,700 hours of professional development in the school year.

Our school has also joined the Tiered Intervention Model, a Chinese Programme run by the EDB, and The Chinese School Based Programme for Non-Chinese Students run by The Hong Kong Polytechnic University. To cater for the learning and teaching of Non-Chinese students, the EDB's workshops have inspired our staff in their teaching.

Our school has organised pre-lesson preparation and discussions, lesson observations and follow-up evaluation meetings, and Chinese and Mathematics lesson observations and exchange activities at the Hong Kong Taoist Association Wun Tsuen School and South Island School. Through these workshops and meetings, teachers have had the opportunity to develop their teaching objectives and strategies, expected learning effectiveness, assessment format and also address students' learning difficulties. These development activities also enhanced the professionalism and competency of our teachers.

4. Our Learning and Teaching

4.1 Features:

4.1.1 Flexible lesson time

4.1.1.1 Each lesson is 50 minutes long.

4.1.1.2 At the start and end of the day, there is one 15 minute and one 25 minute class teacher period respectively. This is a time for the class teachers to have a meeting with their students and reflect on their conduct and behaviour.

4.1.1.3 Every day our students spend at least 9 hours at school; academic sessions in the morning; and non-academic sessions and activities in the afternoon.

4.1.2 Whole school approach of catering for learning diversity

4.1.2.1 Students are formed into small groups in order to acquire an understanding of students' learning ability and to facilitate collaboration.

4.1.2.2 Elite and remedial classes, after-school activities and Individualized Educational Plans address students' learning needs.

4.1.2.3 The 'Peer Tutoring Program' matches students with good academic performances to help younger ones with their studies and individual development.

4.1.3 Integrated support for students

4.1.3.1 Multiple Intelligence Learning Sessions held every Friday develop students' potential and encourage them to learn through activities.

4.1.3.2 Service teams such as the Cub Scouts and the Prefect group develop students' discipline, and leadership and organisational skills.

4.1.3.3 Different learning activities such as Project Learning Days, moral education, outings, visits and school competitions are organised for

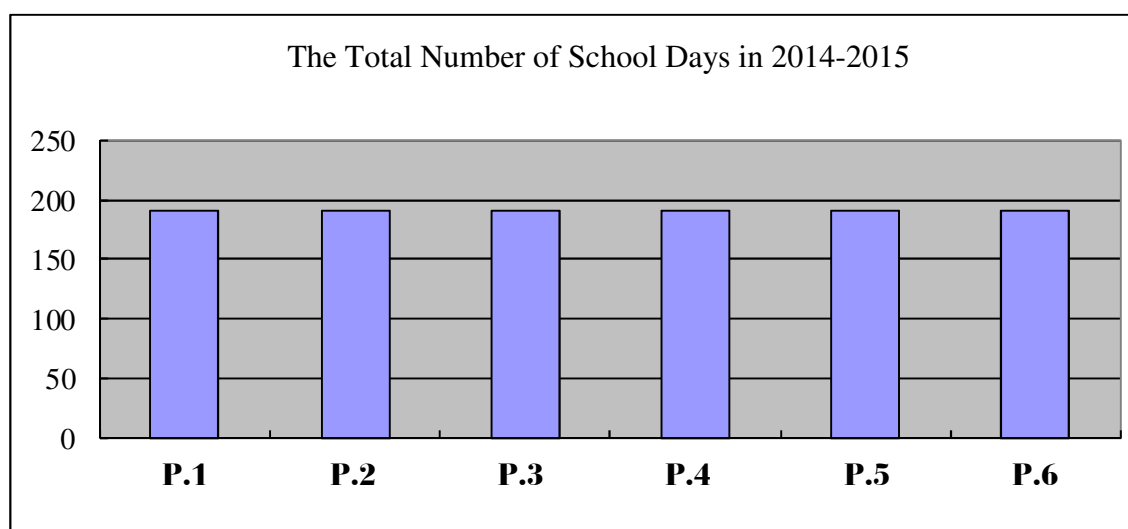
- students' development in different areas.
- 4.1.3.4 Promoted by the Disciplinary team, the Guardian Mistress and the Social worker, the Comprehensive Guidance Service Plan helps students to develop a concept of values. They also arrange for students to visit elderly people at a local nursing home.
 - 4.1.3.5 The 'Buddies Scheme' helps P.1 and other new students to learn about the school and develops P.6 students' sense of responsibility.
 - 4.1.3.6 The 'Model Student' Programme explores and acknowledges students' strengths and positive attributes.
 - 4.1.3.7 The 'P.1 and P.2 Self-care and Routine Training Programme' builds the independence of the younger students.
 - 4.1.3.8 The 'Assignment Completion Scheme' educates students about their responsibility to complete homework.
- 4.1.4 Four Key Projects
- 4.1.4.1 Reading to learn:
 - 4.1.4.1.1 We have two Reading Mornings a week which help develop students' reading habits and create a climate for reading.
 - 4.1.4.1.2 Chinese and English Reading scheme.
 - 4.1.4.1.3 The Rainbow Reading Reward Scheme develops student's interest in reading and aims to increase the volume of their reading.
 - 4.1.4.1.4 A Reading Corner in the hall creates a different reading environment.
 - 4.1.4.1.5 A Book Fair is held every year.
 - 4.1.4.1.6 The school library is open every day.
 - 4.1.4.2 I.T. Education
 - 4.1.4.2.1 I.T. education has been integrated in all subjects in order to coordinate the key objectives of each learning area.
 - 4.1.4.2.2 Teachers and students are encouraged to teach and learn through the use of the Internet; for instance, searching for and acquiring up-to-date information.
 - 4.1.4.2.3 The Computer Room is open every day. Students can browse the Internet during the first recess, lunch recess and after-school tutorial period.
 - 4.1.4.2.4 A school-based I.T. learning platform has been developed to accommodate the school curriculum.
 - 4.1.4.2.5 Students can have a higher engagement in study through various self-learning tools such as games, and online and electronic learning resources.
 - 4.1.4.2 Project Learning:
 - 4.1.4.2.2 Our school had two Project Learning Days in January 2015. During the projects, students performed with a high level of concentration and displayed interest and enthusiasm in learning.
 - 4.1.4.2.3 P.1-P.6 students had a Science and a Social Science Exploration Day. The themes of each level were as follows:

Science Exploration	P.1	Exploring different properties of materials
	P.3	Sliding a Wooden Stick
	P.5	Procurement Management
Social Science Exploration	P.2	Understanding people around us with different jobs
	P.4	Understanding Tai Hang
	P.6	My Future Career

4.1.4.3 Moral & Civil Education:

Moral and civil education was taught through class teacher sessions, morning assemblies, and other school activities. 23 students participated in the morning assemblies to promote the 8 moral topics this year. These topics were self-discipline, clean and tidy, caring, respect, responsibility, hardworking, environmental protection, and persistence.

4.2 Lesson Time for Key Learning Areas



4.3 Teaching Hours for Different Subject Areas

P.1-P.2

Subject	Chinese	English	Maths	Integrated Activities	Art	Physical Education	Music	I.T.	Library Studies
Percentage	25%	21%	25%	11%	4%	4%	4%	4%	4%

P.3

Subject	Chinese	English	Maths	General Studies	Art	Physical Education	Music	I.T.
Percentage	26%	22%	26%	11%	4%	4%	4%	4%

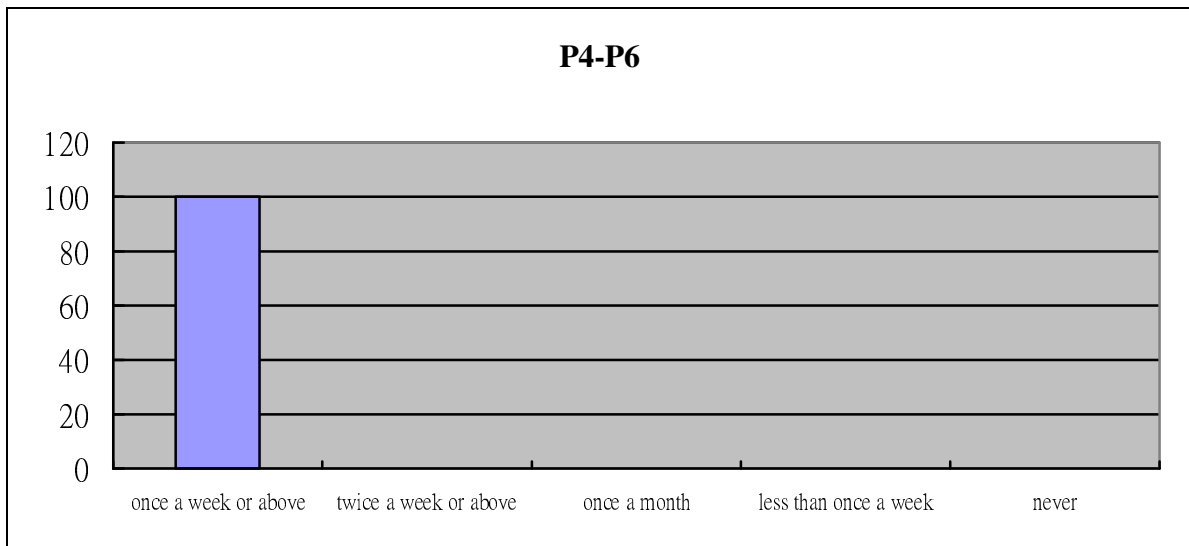
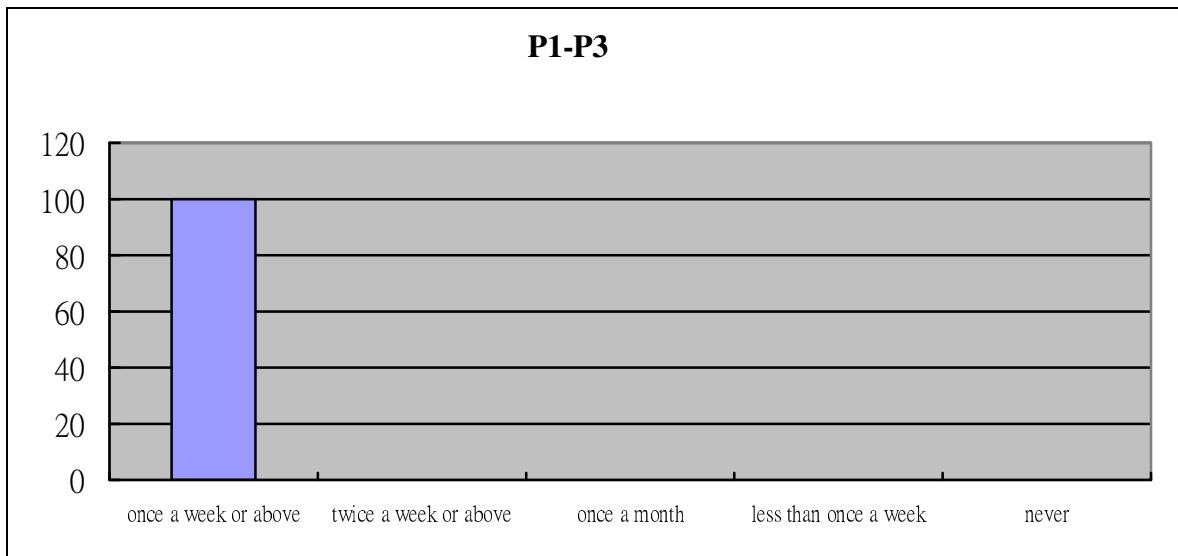
P.4

Subject	Chinese	English	Maths	General Studies	Art	Physical Education	Music	I.T.
Percentage	30%	22%	26	11%	4%	4%	4%	4%

P.5-P.6

Subject	Chinese	English	Maths	General Studies	Art	Physical Education	Music	I.T.	Putonghua
Percentage	26%	22%	26%	11%	4%	4%	4%	4%	4%

4.4 Reading Habit: Students visit the library once a week on average.



5 Support for Student Development

5.1 Student Support

Five meetings were held this year in order to assess students' progress and the efficiency of the support. In addition, members of the support team participated in different meetings, including the Individualised Education Programme (IEP) for ten SEN students. The number of students and their special educational needs are shown in the table below:

Student Support Record

Grade Level	P1	P2	P3	P4	P5	P6	Total
No. of Students	3		1	1	3	2	10
SEN Category	ASD*		HI*	ASD*	ID*, ASD*	ID*	

Specific Learning Difficulties (SpLD)

Intellectual Disability (ID)

Autism Spectrum Disorders (ASD)

Attention Deficit/Hyperactivity Disorder (AD/HD)

Speech and Language Impairment (SLI)

Hearing Impairment (HI)

**An IEP was completed to follow-up students' special needs.*

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education

Policies	<ul style="list-style-type: none"> ● Through a Whole School Approach, our school is committed to developing an inclusive culture to support SEN students. Resources are deployed to provide appropriate and diversified support to these students in order to enhance their learning and adjustment to school life. ● We value the cooperation between parents and school. Regular communication channels have been established to facilitate parents' participation in constructing support strategies for SEN students.
Resources	<p>To facilitate our school's support to SEN students and academic low achievers (ALAs), the following additional resources have been provided by the Education Bureau:</p> <ul style="list-style-type: none"> ● Capacity Enhancement Grant; ● Intensive Remedial Teaching Programme; ● The Whole School Approach to Integrated Education; and ● Enhanced Speech Therapy Grant.
Support measures and allocation of resources	<p>Students with SEN and ALAs are provided with the following support measures:</p> <ul style="list-style-type: none"> ● A student support team led by the Guidance Mistress has been established. The team members include the Integrated Education (IE) teacher, subject teacher, social worker, educational psychologist (EP), Intensive Remedial class teacher, and a teacher from each subject. ● An I.E. Teacher, an Intensive Remedial Class Teacher, an I.E. Teaching Assistant and all school teachers take care of students' individual needs and diversity based on the Whole School Approach. An additional teaching assistant will be employed to join the team. ● P.1, P.3, P.4 and P.5 Mathematics and P.5 Chinese after-school remedial and intensive remedial classes are provided for students to make improvements in these subjects. ● A Speech therapy service is offered to train and support individuals or small groups with language needs.

	<ul style="list-style-type: none"> ● Teachers, tutors and teaching assistants provide after-school tutorials for students in need. ● Adjustments are made in the homework and assessments for these students. ● Through the 'Peer Tutoring', P.6 students provided assistance to P.1 and P.2 students once a week. ● Specialist organisations conducted staff development programs on "Sensory Integration Disorder" and "Enhance Students' Concentration".
--	---

5.1.1. Counseling Service: The following activities were conducted this year to meet students' different needs and development.

Main Theme Activity – 'Be Positive!'	<ul style="list-style-type: none"> ● 'Be Positive!' briefing session ● 'Happy Birthday!' sticker ● Teacher training workshop ● Tongue Twisters (Organised with the English Team) ● Emotional Control – student talks ● 'Add Oil Stations' – Examination encouragement activity ● 'Be Positive!' – Booth Game Day ● 'We are blessed!' – Visiting vulnerable groups in the community (P.5-P.6 students) ● 'Beautiful Life student talk' – Sharing from a disabled person ● 'Wise Internet Parents' – Parent training workshop ● S.1 Admission Preparation Talk
Personal Growth Program	<ul style="list-style-type: none"> ● Prefect Training Workshop ● Buddies Scheme (P.1 & P.6 students) ● Angel Programme (New students, P.5 and P.6 students) ● Educational Camp for P.6 Graduates 2014-2015 ● Independent School Bag and Stationary Scheme (P.1 & P.2 students) (Organised with the Disciplinary Team) ● 'Go through Puberty!' – Talk for girls ● 'Use your money wisely!' – Money Management Workshop (P.3 students)
Personal Growth/ Remedial Groups	<ul style="list-style-type: none"> ● UAP (P.4 & P.5) ● Social Skills Training Groups ● Study Skills Training Groups ● Community Youth Club (CYC) ● 'Know more about Hong Kong' – New Arrivals Support Group ● 'Chinese Class' – New Arrivals Support Group ● 'Juggling Class' – Self- confidence Enhancement Program ● 'We are Magicians!' – Interpersonal Relationship Group ● 'Care Ambassadors' – Self- confidence Enhancement Group ● 'African Drum Training Workshop' – Potential Development Workshop ● 'Expressive Art Group' – Self-understanding Group ● 'I CAN!' – Self-care Training Group
Preventive Talks	<ul style="list-style-type: none"> ● Sex Education Talks ● Drug Prevention Talks
Parent/ Parent-Child Activity	<ul style="list-style-type: none"> ● Parent Handicraft Workshops ● 'Together We Can!' – Parent-Child Circle-Painting Activity
Others	<ul style="list-style-type: none"> ● Personal Growth Education (PGE) lesson ● Questionnaire on emotional health

Integration Program/ Groups:	<ul style="list-style-type: none"> ● Buddy Scheme (new students, P.1 & P.6) ● Angel Program (new students & P.5) ● Micro-Movie Production Integration Program ● Cantonese Class ● Community Youth Club (CYC) ● ‘Know more about Hong Kong’ – New Arrivals Support Group ● Chinese Dance – Community and cultural integration program ● ‘Love & Care’ Booth games day ● Voluntary Services – Talking to the Elderly & People with Mental Illnesses
Personal Growth Program/ Groups:	<p><u>Skills training</u></p> <ul style="list-style-type: none"> ● ‘Juggling Class’ – Self- confidence Enhancement Program ● ‘We are Magicians!’ – Interpersonal Relationship Group ● ‘Go through Puberty: Relationships – Sex Education Lesson ● ‘Care Ambassadors’ – Self- confidence Enhancement Group ● Understanding Adolescent Project (UAP) ● ‘Happy Buddies’ – Emotional Health Group ● Self- care Program ● Educational Camp for P.6 Graduates 2014-2015 ● Personal Growth Lessons <p><u>Leadership training</u></p> <ul style="list-style-type: none"> ● Prefect Training Workshop <p><u>Future planning</u></p> <ul style="list-style-type: none"> ● Homework Tutorials and Mentorship Scheme ● Future Planning Workshop ● University City Hunt ● S.1 Mock Interview
Preventive Talks:	<ul style="list-style-type: none"> ● Emotional Management Talks ● Sex Education Talks ● Drug Prevention Talks ● ‘Learn to be respectful’ – Personal growth talk
Parent Activities:	<ul style="list-style-type: none"> ● Elementary and Advanced Cantonese Class ● Visit to Tao Heung Museum of Food Culture ● Seminar for Parents: How to be an Authoritative parent ● ‘Happy Together’ Parent- Child Fun Day
Others:	<ul style="list-style-type: none"> ● Donations to help the victims of Typhoon Haiyan in the Philippines ● Children’s Emotional Health Questionnaire

5.2 Integrated Education

Based on the whole-school approach and the needs of students, Individualized Education Plans (IEPs) are drawn up to focus on students’ learning and difficulties in social communication. IEPs have an active and positive effect on the physical and mental development of students, helping them to gain positive attitudes and values. IEPs also focus on identifying students’ difficulties in learning and social communication, in order to strengthen their skills in these areas.

6 Students Performance

6.1 Academic performance

Through the implementation of different plans and assessments, students have made improvements in Chinese, English, and Mathematics.

In the last 4 years, our P.5-P.6 students have joined the ‘International Competitions and Assessments for School’ English and writing competition. We were very pleased and proud of the 30 students who participated. Out students were awarded 6 Distinctions, 15 Credits and 5 merits in the ICAS 2015 English Reading Assessment as well as 10 Credits and 5 merits in the ICAS 2015 Writing Assessment.

	Organization	Competition	Awards	Participants
1.	UNSW Global	ICAS Reading	Distinction	Jundez Stephanie Lamela
2.	UNSW Global	ICAS Reading	Distinction	Aquino Gianna Tordesillas
3.	UNSW Global	ICAS Reading	Distinction	Phagami Michelle
4.	UNSW Global	ICAS Reading	Distinction	Rai Rahel
5.	UNSW Global	ICAS Reading	Distinction	Leung Jazmine Sum Yin
6.	UNSW Global	ICAS Reading	Distinction	Phagami Joyce
7.	UNSW Global	ICAS Reading	Credit	Shahzaib Azrar
8.	UNSW Global	ICAS Reading	Credit	De Luna Joshua Laurence Lee
9.	UNSW Global	ICAS Reading	Credit	Galura Darlaine Reynoso
10.	UNSW Global	ICAS Reading	Credit	Gurung Anjan
11.	UNSW Global	ICAS Reading	Credit	Khan Shahab
12.	UNSW Global	ICAS Reading	Credit	Salas Gabrielle H.
13.	UNSW Global	ICAS Reading	Credit	Gurung Sagar
14.	UNSW Global	ICAS Reading	Credit	Wilson Jeffrey Allen
15.	UNSW Global	ICAS Reading	Credit	Hung Tzyy Lok
16.	UNSW Global	ICAS Reading	Credit	Martin Pablo III Cruz
17.	UNSW Global	ICAS Reading	Credit	Samaniego Paul William Reyes
18.	UNSW Global	ICAS Reading	Credit	Smith Andrew David Carino
19.	UNSW Global	ICAS Reading	Credit	Sumang James Patrick Roque
20.	UNSW Global	ICAS Reading	Credit	Urdas Godwin Medina
21.	UNSW Global	ICAS Reading	Credit	Vijayan Vismaya
22.	UNSW Global	ICAS Reading	Merit	Naruse Asuka
23.	UNSW Global	ICAS Reading	Merit	Chan Christine Oro
24.	UNSW Global	ICAS Reading	Merit	Sunwar Grace
25.	UNSW Global	ICAS Reading	Merit	Aura Luke Sampilo
26.	UNSW Global	ICAS Reading	Merit	Khaenad-Naz
27.	UNSW Global	ICAS Writing	Credit	De Luna Joshua Laurence Lee
28.	UNSW Global	ICAS Writing	Credit	Famelia Uzlifa
29.	UNSW Global	ICAS Writing	Credit	Gurung Anjan
30.	UNSW Global	ICAS Writing	Credit	Aquino Gianna Tordesillas
31.	UNSW Global	ICAS Writing	Credit	Valleramos Janelle Joyce
32.	UNSW Global	ICAS Writing	Credit	Gurung Sagar
33.	UNSW Global	ICAS Writing	Credit	Leung Jazmine Sum Yin
34.	UNSW Global	ICAS Writing	Credit	Samaniego Paul William Reyes
35.	UNSW Global	ICAS Writing	Credit	Phagami Joyce
36.	UNSW Global	ICAS Writing	Credit	Vijayan Vismaya
37.	UNSW Global	ICAS Writing	Merit	Salas Gabrielle H.
38.	UNSW Global	ICAS Writing	Merit	Hung Tzyy Lok

Organization		Competition	Awards	Participants
39.	UNSW Global	ICAS Writing	Merit	Smith Andrew David Carino
40.	UNSW Global	ICAS Writing	Merit	Aura Luke Sampilo
41.	UNSW Global	ICAS Writing	Merit	Urdas Godwin Medina

6.2 Non-academic Performance:

6.2.1 Non-academic prizes

Organisations	Competitions	Awards	Prize Winners
1. Hong Kong Schools Sports Federation	Hong Kong Island East Area Inter-Primary Schools Volleyball Competition	Boys' Champion	Aura Luke Sampilo Urdas Godwin Medina Ameer Moaaz Gurung Sagar Aranas Ikeir Elijah Alimagno Gurung Anjan Khan Shahab Muhammad Mohsin Khan Ameer Moaaz Sumang James Patrick Roque
2. Delia Memorial School (Broadway)	50 th Anniversary Delia Memorial School (Broadway) Volleyball Competition	1 st Runner-up	Alconga Tiffany Rose Aranas Ikeir Elijah Alimagno Ameer Moaaz Khan Ajab Phagami Joyce Vijayan Vismaya Urdas Godwin Medina Advincula Juliane Kelly Somphan Napaporn Suguitan Kacy Yvette Domingo Sumang James Patrick Roque Gurung Sagar Gurung Anjan Aura Luke Sampilo
3. Hong Kong Schools Music and Speech Association	Vocal Solo Foreign Language Boys or Girls Treble Voice Primary School Age 7 to 8	2 nd Runner-up	Mirandilla, Dainnelle Audrey Alejo Hugo Gibrea Rentino
4. Man Kwan Educational Organisation	14 th Hong Kong Inter-Primary Schools English Folk Song Singing Competition	Group Champion	Hugo Gibrea Rentino Obiacoro Danielle Kaye Joyce N. Serrano Chrissandra Pauline P. Chan Ngai Chun Cammy Natino Gwen Daphne Ombao Galang Shantel Abigail Sanchez Jundez Stephanie Lamela Mosqueda Alexia Blanche Salva Padua Allyssa April Fronda Claravall Natasha Nicole

Organisations		Competitions	Awards	Prize Winners
				Babasanta Leung Jazmine Sum Yin Malaca Patrice Elaine Suguitan Kacy Yvette Domingo Sunwar Grace
5.	Home Affairs Department	Harmony Scholarship 2014-2015	Scholarship \$2500	Chau Sin Yi Obiacoro Danielle Kaye Joyce N. Kaur Sukhmann-sandhu Khan Abbas
6.	Hong Kong Taekwondo Jung Do Kwan	Taekwondo Pattern Competition 2015 for Primary School	1 st Runner-up	Valleramos Audrey May Sabandal Obiacoro Danielle Kaye Joyce N.
7.			2 nd Runner-up	Somphan Napaporn
8.			3 rd Runner-up	Hernandez Troy Guingab Rai Jerusha Khan Momna Au Chung Hung
9.	Wai Chai Aided Primary School Heads Association	2014-2015 Wan Chai District Good Student Award Scheme	Book Coupon \$100	Gurung Sagar Chan Wing Ki Lee Wing Yu Khan Mohammad Yousaf
10.	Hong Kong Unison	Unison Outstanding Progress Award on Chinese Language Learning for Non-Chinese Speaking Students	Book Coupon \$300	Khan Shahab Phagami Joyce Ali Sadaf
11.	Heung To Education Organization	6 th Excellent Primary School Students Award Scheme 2014	Scholarship \$100	Lee Hok Leung

6.2.2 School's Extra-curricular Activities

6.2.2.1 Multi-intelligence Learning Period

Group	Melodica	Cub Scout	Smart Kids	CYC	Japanese Learning Group	P.1 Typing Class
No. of Students	8	23	20	14	13	26

Group	Cantonese Learning Group	Drawing Group	Table Tennis Group	Science Group	English Debate Team	Badminton
No. of Students	27	27	26	19	22	28

Group	Art and Craft Group	Chinese Drama
No. of People	27	13

6.2.2.2 Extra-curricular Activities

Group	Violin	Choir	Guitar	Jazz Dance	Taekwondo
No. of People	17	27	8	14	49

Group	Cricket	Athletics	Table-Tennis	Volleyball
No. of People	12	16	11	24

Group	Cello	Flute
No. of People	5	5

6.2.3 School's Subjects Activities

Activities		Subjects	Form levels of Participants
1.	Buddy Scheme	Counseling	P.1 – P.6
2.	PTA Trip – ‘Happy Family One Day Tour’	School Affairs	P.1 – P.6
3.	Chinese and English Speech Rehearsal	Extra-curricular Activity	P.1 – P.6
4.	School Picnic	Extra-curricular Activity	P.1 – P.6
5.	Emotion Management Talk	Counseling	P.1 – P.6
6.	Christmas Card Design Competition	Visual Arts	P.1 – P.6
7.	Christmas Celebration	Extra-curricular Activity	P.1 – P.6
8.	Rope Skipping Competition	Physical Education	P.1 – P.6
9.	Discovery Dome Activity	Extra-curricular Activity	P.1 – P.6
10.	Appropriately Utilizing the Internet Talk	I.T.	P.1 – P.6
11.	Mathematics Competition	Mathematics	P.1 – P.6
12.	Music Talent Show	Extra-curricular Activity	P.1 – P.6
13.	Speech Therapy Storytelling Skills Workshop	Counseling	P.1 – P.6
14.	Tongue Twister Competition	English	P.1 – P.6
15.	Project Learning Day	Curriculum	P.1 – P.6
16.	Sex Education Talk	Counseling	P.1 – P.6
17.	International Day	School Affairs	P.1 – P.6
18.	Climate Change Talk	General Studies	P.1 – P.6
19.	Sports Days	Physical Education	P.1 – P.6
20.	Anti-drugs Talk	Curriculum	P.1 – P.6
21.	Extra-curricular Activity Groups Performance	Extra-curricular Activity	P.1 – P.6
22.	Meet the Authors Activity	English	P.1 – P.6
23.	Smoking and Health Talk	Counseling	P.1 – P.6
24.	Personal Health Talk	Counseling	P.1 – P.6
25.	Book Fair	Reading	P.1 – P.6
26.	Chinese Subject Class Performance	Chinese	P.1 – P.6
27.	Table Tennis Competition	Physical Education	P.1 – P.6

Activities		Subjects	Form levels of Participants
28.	Lower Forms Games Day	Physical Education	P.1 – P.2
29.	Girls Personal Growth Talk	Counseling	P.4 – P.6
30.	Money Management Workshop for Kids	Counseling	P.3
31.	Science Workshop	Extra-curricular Activity	P.4
32.	Interview Skills Learning Workshop	Extra-curricular Activity	P.6
33.	Graduation Ceremony	Extra-curricular Activity	P.1 – P.6

6.2.4 Out-of-school Activities

Activities		Subjects	Form levels of Participants
1.	Hong Kong Jockey Club Music Fish Programme – Opening Ceremony	Extra-curricular Activity	P.1 – P.4
2.	Tai Hang Residents’ Welfare Association Chinese Dance Performance	Extra-curricular Activity	P.6 Chau Sin Yi
3.	2014 Wan Chai East Area Carnival “Ethnic Harmony with Vibrancy” – Dance Performance	Extra-curricular Activity	P.5 Chau Sin Yee
4.	Disney Performing Arts	Extra-curricular Activity	P.2 – P.6
5.	Hong Kong Jockey Club Music Fish Programme – Enjoy the musical	Extra-curricular Activity	P.1 – P.6
6.	Visit Hong Kong Zoological and Botanical Gardens	Extra-curricular Activity	P.1
7.	Visit Happy Valley Police Station	Extra-curricular Activity	P.2
8.	Visit Dialogue In the Dark	Extra-curricular Activity	P.6
9.	Visit Hong Kong Heritage Museum	Extra-curricular Activity	P.2
10.	Visit Dr. Sun Yat-sen Museum	Extra-curricular Activity	P.4
11.	Visit The Hong Kong Jockey Club Drug Info Centre	Extra-curricular Activity	P.5
12.	Hong Kong Jockey Club Music Fish Programme - 18 District Cup Performance	Extra-curricular Activity	P.1 – P.4
13.	Science Museum Visit	Extra-curricular Activity	P.3
14.	Cavalia - Preview Show	Extra-curricular Activity	P.1 – P.6
15.	Hong Kong Jockey Club Music Fish Programme - Music Camp	Extra-curricular Activity	P.1 – P.4
16.	Story Mum Group Chocolate Shop Visiting	Extra-curricular Activity	1L
17.	Visit Hong Kong Park	Extra-curricular Activity	P.2
18.	Visit Eastern Law Courts Building	Extra-curricular Activity	P.6
19.	Visit Hong Kong Museum of History	Extra-curricular Activity	P.4
20.	Hong Kong Jockey Club Youth Day Camp	Extra-curricular Activity	P.6
21.	Visit Road Safety Town	Extra-curricular Activity	P.1
22.	Hong Kong Jockey Club Music Fish Programme - Year End Ceremony	Extra-curricular Activity	P.1 – P.4
23.	Visit Space Museum	Extra-curricular Activity	P.3
24.	Visit Hong Kong Correctional Services Museum	Extra-curricular Activity	P.5

	Activities	Subjects	Form levels of Participants
25.	Hong Kong Jockey Club Music Fish Programme – Enjoy the Bug Symphony	Extra-curricular Activity	P.1 – P.5
26.	Visit Ngong Ping 360 Activity	Extra-curricular Activity	P.4 – P.6
27.	Voluntary Work in Ebenezer School & Home for the Visually Impaired	Counseling	P.5
28.	Swimming Lessons	Physical Education	P.5 – P.6
29.	Graduation Camp	Counseling	P.6
30.	14 th Hong Kong Inter-Primary Schools English Folk Song Singing Competition	Extra-curricular Activity	P.2 – P.6
31.	Hong Kong Island East Area Athletics Competition	Extra-curricular Activity	P.4 – P.6
32.	Wan Chai Age Group Athletics Competition	Extra-curricular Activity	P.4 – P.6
33.	50 th Anniversary Delia Memorial School (Broadway) Volleyball Competition	Extra-curricular Activity	P.3 – P.6
34.	66 th Inter-schools Speech Festival (English and Chinese)	Extra-curricular Activity	P.3 – P.6
35.	66 th Inter-schools Music Festival (Folk Song)	Extra-curricular Activity	P.2 – P.6
36.	Hong Kong Island East Area Inter-primary Schools Volleyball Competition	Extra-curricular Activity	P.3 – P.6
37.	6 th All Hong Kong Inter-Area Primary Schools Volleyball Competition	Extra-curricular Activity	P.4 – P.6
38.	Taekwondo Pattern Competition 2015 for Primary School	Extra-curricular Activity	P.1 – P.6
39.	Hong Kong Island East Area Inter-Primary Schools Table-tennis Competition	Extra-curricular Activity	P.5 – P.6
40.	Easy Sports Cricket Competition	Extra-curricular Activity	P.4 – P.6
41.	Primary School Cricket Playground League	Extra-curricular Activity	P.4 – P.6

7 Achievements and Reflection on Major Concerns

7.1 Major Concern 1: To develop elite students

Target	Achievement	Reflection	Feedback and Follow Up
To enhance elite students' Chinese standard	<p>Target Achieved</p> <ol style="list-style-type: none"> 1. Chinese elite class teachers selected the suitable supplementary exercises for students. Elite students learnt to write paragraphs, openings, endings and format text type. 2. Students wrote 10 essays, teachers reflected that students who have high ability in Chinese can write good essays. 3. In order to increase students' Chinese vocabulary bank, students need to write more than 2 sentences in each chapter. 4. P.3 and P.6 after-class elite students practiced with TSA papers. 	<ol style="list-style-type: none"> 1. There is a relatively wide range of abilities in the elite class. Teachers found it difficult to cater for the needs of all students. 2. The quality of students essay writing is very diverse. 3. Students' Chinese vocabulary bank needs to increase. 	<ol style="list-style-type: none"> 1. The elite scheme needs to be improved by selecting students with grade C or above in their Chinese results. 2. Reading volume and reading training need to be enhanced.
	<p>Target Achieved</p> <ol style="list-style-type: none"> 1. The after-class elite students attained higher standards of reading and writing skills compared to the first term results. This result was satisfactory. 2. Chinese co-planning meetings help increase the teaching quality. 	<ol style="list-style-type: none"> 1. The contents of the supplementary exercises are difficult for students. 2. Homework collection is not easy for elite class. 3. There is a relatively wide range of abilities in the elite class. 	<ol style="list-style-type: none"> 1. Students need to prepare reading comprehension before going to the elite class. 2. Elite class teachers request students write down homework in their handbooks in order to remind them to submit homework on time. 3. Selecting students with grade C or above in their Chinese results to join the elite class.

Target	Achievement	Reflection	Feedback and Follow Up
To enhance elite students' English writing abilities	Target Achieved 1. A vertical and horizontal writing framework across the six year levels has been set up.	1. The learning objectives need to be evaluated and revised for each class level in the meetings.	1. The writing curriculum framework has to be reviewed and revised to suit the learning needs of the students next year.
	Target Achieved 1. The average marks were 88% in the second exam, which was higher than the first test (79%) in the writing part. Students showed a 9% increase in their average marks. 2. 91% of elite students showed improvement in the second exam. It reflected that students had a great improvement in writing skills. 3. Elite students were very motivated and had good performances in the writing class.	1. Design graded worksheets for more able students to enhance their writing skills.	1. The class writing exercises need to strengthen the practice of writing different text types.
To enhance elite students' Mathematics standard	Target Achieved 1. 71.2% of all five elite classes students reached the target of 70 marks or above in the assessment. 2. The average score in the assessment was 78.8%.	1. Some Elite Enhancement Programme teachers reflected that some students did not buy the supplementary books needed at the beginning of the term. 2. Although 85.5% students have developed the habit of self-study and completed their Mathematics Elite homework on time, some students still could not hand in their homework on time and they need teacher's follow-up.	1. The list of textbooks will be given to students before the start of the summer vacation. This is so they have more time to prepare their supplementary books during the vacation. 2. In order to encourage students' continuous improvement and good habits of self-study, a homework passport will be given to each student in the next school year. Students who hand in their homework on time will be given a sticker. Students can redeem a small gift when they get 10 stamps.

7.2 Major Concern 2: Voice Training Enhancement Project

Target	Achievement	Reflection	Feedback and Follow Up
<p>Students make use of Volume 3 and are able to speak and give presentations confidently</p>	<p>Target Achieved</p> <ol style="list-style-type: none"> 1. C36 Set up Voice Training Education Guidelines has been set up. 2. The skill of using “Students’ speaking volume” as an item in the lesson observation assessment form. The average marks of Chin. Eng. and Maths lesson observation are 4.2, 3.7, & 3.8 respectively. It showed that teachers could apply different strategies to train students to speak confidently while answering questions and giving presentation 3. Subject’s teachers designed and planned to use different voice training strategies in the subject teachers’ lesson planning. 4. Subject heads recorded good examples of using Volume 3 and use it as part of the teaching resources. 5. Teachers showed voice training videos to the class and trained students how to attain the Volume 3 skills. 6. Teachers used the “Prompt Card in different teaching steps, most of the students could master and adjust their speaking volume. 7. Strengthened the training of teachers who were below the attainment level through lesson observation and taking videos of their lessons. Panel heads arranged an 	<ol style="list-style-type: none"> 1. The inconsistency and different expectation of teachers caused an ineffective learning outcome. 	<ol style="list-style-type: none"> 1. Students’ speaking skills and Volume 3 will be set as one of the teachers’ constant teaching requirements. 2. To master the skills of using Volume 3, Subject heads have to arrange volume training lessons and cross-subject observations with the new teaching staff.

Target	Achievement	Reflection	Feedback and Follow Up
	<p>improvement programme for teachers who are below the attainment level.</p> <p>8. Subject heads shared and concluded the experiences on lesson observations such as volume training competitions, games and teaching strategies in the lesson planning meetings.</p> <p>9. A review of the training was made in the monthly Staff Meeting.</p>		

8 Other Plans

Programme	Results		
	Achieved	Partly achieved	Not achieved
1. Capacity Enhancement Grant, Newly Arrived Children Support Grant, School-based After-school Learning and Support Programmes 2014-2015	✓		
2. Teaching Capacity Enhancement Programme 2014-2015	✓		
3. Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students Programme 2014-2015	✓		

9 Financial Report (1/9/2014-31/8/2015)

Government Funding

			Income	Expense
Balance brought forward			\$1,631,364.74	
A01	EOEBG			
	A0101	Basic / Baseline / Per Class		
		A010101	\$698,752.33	
		A010102		\$17,458.30
		A010103		\$92,900.85
		A010104		\$8,306.90
		A010105		\$161,286.00
		A010106		\$6,984.00
		A010107		\$2,402.00
		A010108		\$9,621.40
		A010109		\$12,235.50
		A010110	\$476.00	\$37,724.54
		A010111	\$350.00	\$180,766.10
		A010112	\$2,850.00	\$76,247.63
		A010113		\$2,460.60
		A010114	\$30.00	\$26,577.20
		A010115		\$1,436.60
		A010117		\$13,000.00
		A010118		\$3,997.50
		A010119		\$5,902.82
		A010120		\$5,531.90
		A010121		\$490.00
		A010123		\$2,891.80
		A010124		\$17,443.21
		A010125		
		A010126		\$2,732.20
		A010128		\$2,069.00
		A010129		\$1,020.50
		A010131	\$1,727.20	\$27,983.65
		A010132		\$439.00
		A010133		\$1,347.03
		A010134		\$871.00
		A010135		\$7,207.50
		A010136		\$142,059.75
		Administration Grant for Additional Clerical Assistant		
	A0102	Composite IT Grant	\$314,694.00	\$334,911.81
	A0103	Capacity Enhancement Grant	\$357,860.00	\$321,144.25
	A0104	Student Guidance Serv Grant	\$275,769.00	\$300,000.00
	A0105	S B NAC Support	\$33,834.00	
	A0106	WS Approach To Integrated ED	\$11,142.00	\$13,884.00
	A0107	Admin / Rev Admin Grant	\$604,800.00	\$507,268.83
	A0108	P / Fund (Admin / Rev Admin Grant)	\$37,320.00	\$38,833.38
	A0109	Enhanced Speech Therapy Grant	\$69,217.00	\$49,560.00
	A0110	Top Up Student Guidance	\$134,576.00	\$57,146.10
	A0111	Understanding Adolescent Project	\$96,298.00	\$92,647.00
		EOEBG Summary	\$4,271,060.27	\$2,586,789.85
A04	Teacher Relief Grant		\$67,676.50	\$5,428.00

	Income	Expense
A05 Rent and rates	\$110,330.00	\$110,330.00
A06 Books and Transport Allowance	\$45.00	\$157.80
A07 Salaries for Teaching Staff	\$13,030,623.38	\$13,030,623.38
A08 Salaries for Non-teaching Staff	\$589,145.00	\$589,145.00
A09 Mandatory provident fund contributions	\$48,938.50	\$48,413.75
A11 Family and School Cooperation	\$14,119.60	\$13,246.30
A12 Summer Induction Programme		
A16 English Camp		\$1,098.30
A17 Bank interest & charge	\$12.74	
A18 After-school Learning and Support Programmes	\$80,160.00	\$106,560.00
A19 Payable to EDB	\$14,275.78	\$32,481.28
A21 NCS Special Grant	\$1,500,000.00	\$1,360,630.00
A23 NET Baggage Allowance	\$128,020.59	
A26 Upgrade Websams		\$49,988.00
A30 Daily Substitute Teacher		
A31 Community Care Fund--Provision of Lunch Subsidy	\$154,888.00	\$34,124.00
A32 Moral & National Education		\$608.00
A33 Intensive Supp For I.E.		\$13,177.48
A36 Jockey Club Life Wide Learning Fund	\$22,440.00	\$22,440.00
A37 Advance Expenditure	\$42,720.00	
Summary	<u>\$20,074,455.36</u>	<u>\$18,005,241.14</u>
Surplus	\$2,069,214.22	

School Funding

	Income	Expense
Balance brought forward	\$53,097.34	
B01 Non-Standard Fee	\$93,600.00	\$53,760.00
B02 Picnic Transportation	\$23,250.00	\$23,250.00
B04 School Dental Care Service	\$5,680.00	\$5,640.00
B06 Green Plan	\$2,000.00	\$2,000.00
B07 Student Books Fee	\$38,932.20	\$33,624.50
B08 Miscellaneous (A/C2)	\$2,580.00	\$467.00
B09 Donation and Public Relation	\$3,850.60	\$20,734.22
B10 School-based Chinese Curriculum	\$89,992.70	\$82,541.20
B11 Visual Arts	\$48,750.00	\$34,029.96
B12 Extra-curricular Activities-Other		
B13 Electricity-Other	\$8,740.00	\$8,230.00
B15 Generation Of Revenue And Expenditure	\$44,214.00	\$44,214.00
B16 School-based English Curriculum	\$29,617.90	\$21,127.40
B17 E-class smart card	\$3,890.00	\$3,500.00
B18 General Funds	\$5,160.80	
B19 Raincoat		
B21 School Picnic	\$13,440.00	\$13,440.00
B23 Alumni Association	\$5,670.00	\$10,215.00
B24 Rent ENG Book	\$19,891.10	\$521.60
B25 Environmental Protection Fund		
B26 Deposit ENG Book	\$31,150.00	\$26,600.00
Summary	<u>\$523,506.64</u>	<u>\$383,894.88</u>
Surplus	\$139,611.76	

10 Feedback and Follow-up

After reviewing each project and programme, such as the 'School Development Plan', 'School Annual Plan' and 'Subject Self-assessment Report'; and examining the school context, SWOT analysis, students' needs and all other relevant factors, we have come to the conclusion that the following will be next year's major concerns:

- 10.1** Promote self-learning and learning effectiveness through I.T. Education
- 10.2** Organising Elite Enhancement Programme and Remedial Support Programme to raise the standard of academic achievement