

Li Sing Tai Hang School

School Report 2015-2016

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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 multipurpose room, a playground, a school hall, a medical room, a teaching resources room and a P.E. storage room. We also have a parterre and a greening wall to create a healthy and green environment for our students.

This year, we have upgraded our Information technology facilities in school. Classrooms have projectors and visualizers and the whole school is covered with a Wi-Fi network. We also provide every student with an iPad for study. Our school facilitates interactive learning and keeps abreast of the latest technology.

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	2	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
Alternative Manager: Ms. Carmen Ma, Mr. Eduardo Jr. Odang Bacarisas

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	28	21	24	24	26	24	146
Girls	22	31	29	30	24	27	163
Total	50	52	53	54	50	51	309

2.2 Attendance

Class	P.1	P.2	P.3	P.4	P.5	P.6
Attendance Percentage	94.2%	94.0%	94.2%	95.7%	95.7%	95.0%

2.3 Nationalities

Nationality	Filipino	Pakistani	Nepalese	Chinese	Indian
No. of students	98	73	45	34	25

Nationality	Indonesian	Japanese	British/ French/ American/ Canadian	Thai/ Sri Lankan/ Vietnamese
No. of students	15	2	8	9

3 Our Teachers

3.1 Qualifications

Qualification	Master Degree or above	Bachelor Degree
Percentage	50%	46%

3.2 Teacher Certification: 100%

3.3 Teaching Experience

Years of teaching	0-4 years	5-9 years	Above 10 years
Percentage	25%	21%	54%

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 Chinese Phonics Workshop, a Chinese Word Identification Workshop and Chinese Grammar Teaching Workshop from The Hong Kong Polytechnic University, English and Mathematics Lesson Observation, using Picture Books to develop language and Teaching Phonics through games from Quarry Bay School, NET Section Read to Write Workshop, a workshop for teaching Method in Primary Mathematics, a workshop for introducing Socratic- A classroom tools for immediate feedback, iPad Briefing from Apple Education, a workshop for teaching skills for Attention Deficit Hyperactivity Disorder (ADHD) and Intellectual Disability(ID) students, a workshop for teaching and Debriefing Skills in Games & Activities. There was a sum total of 1,409.5 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. Starting from 2011-2012, our Mathematics teachers have been supported by the Mathematics Teaching Enhancement Scheme (Seed Programme) run by the EDB. Moreover, our English teachers have been supported by The Chinese University of Hong Kong to enhance the English School Based Curriculum. To cater for the learning and teaching of Non-Chinese students, the 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 English and Mathematics lesson observations and exchange activities at Quarry Bay 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 To enhance the effectiveness of teaching and learning, each lesson is 60 minutes long and the last 10 minutes of every lesson is used for homework.
- 4.1.1.2 At the start of the day, there is one 15 minute class teacher period. This is a time for the class teachers to have a meeting with their students, reflect on their conduct and behavior, and for borrowing and returning story books.
- 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 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 Reading Mornings every day 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 recess.

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 A school-based I.T. learning platform has been developed to accommodate the school curriculum.
- 4.1.4.2.4 Students can have a higher engagement in study through various self-learning tools such as games, and online and electronic learning resources.

4.1.4.3 Project Learning:

- 4.1.4.3.1 Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and

acquire a deeper knowledge of various subjects.

4.1.4.3.2 Our school had two Project Learning Days on 21st and 22nd January, 2016. During the projects, students performed with a high level of concentration and displayed interest and enthusiasm in learning.

4.1.4.3.3 P.1-P.6 students had a Science and a Social Science Exploration Day. The themes of each level were as follows:

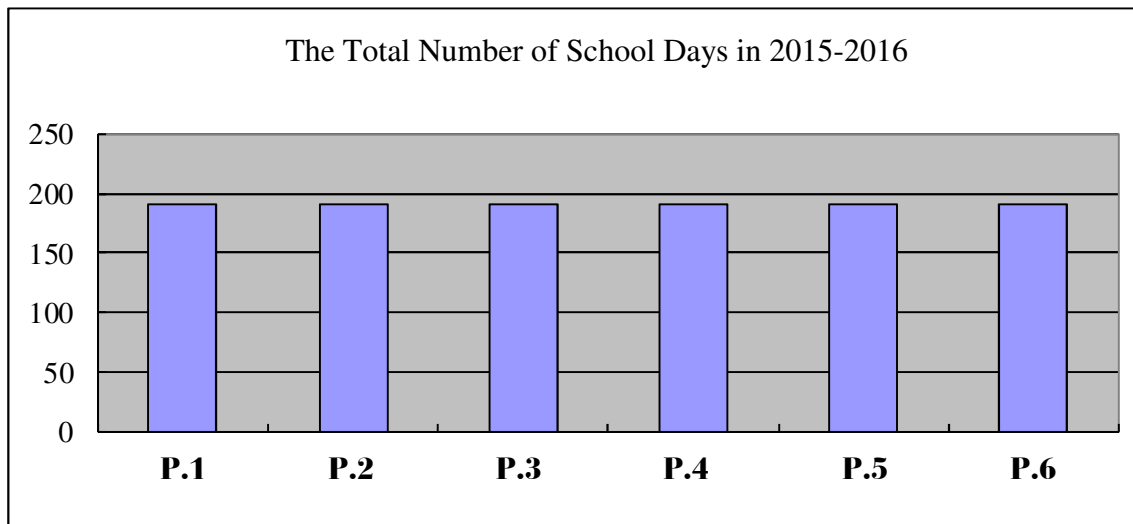
Science Exploration	P.1	Exploring different properties of materials
	P.3	Sliding a Wooden Stick
	P.5	Procurement Management
Social Science Exploration	P.2	Understanding people around us with different jobs
	P.4	Understanding Tai Hang
	P.6	My Future Career

4.1.4.3.4 Teachers used ongoing formative assessments to give meaningful feedback to students. The Project Learning results accounted for 10% of the second term General Studies assessment.

4.1.4.4 Moral & Civil Education:

Moral and civil education was taught through class teacher sessions, afternoon assemblies, and other school activities. 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	Music	Physical Education	I.T.	Library Studies
Percentage	25%	21%	25%	11%	4%	4%	4%	4%	4%

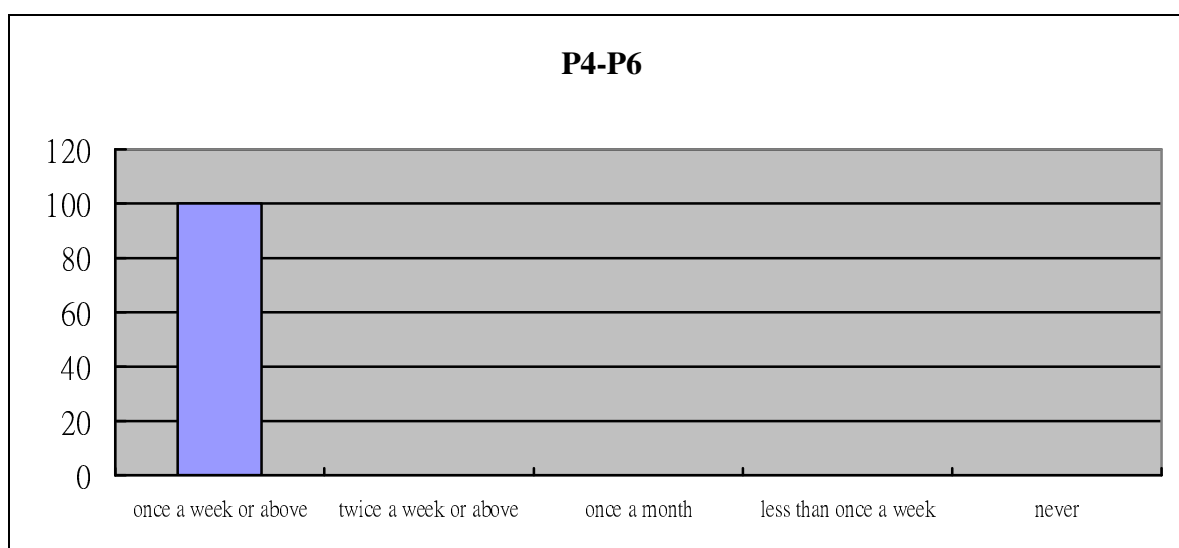
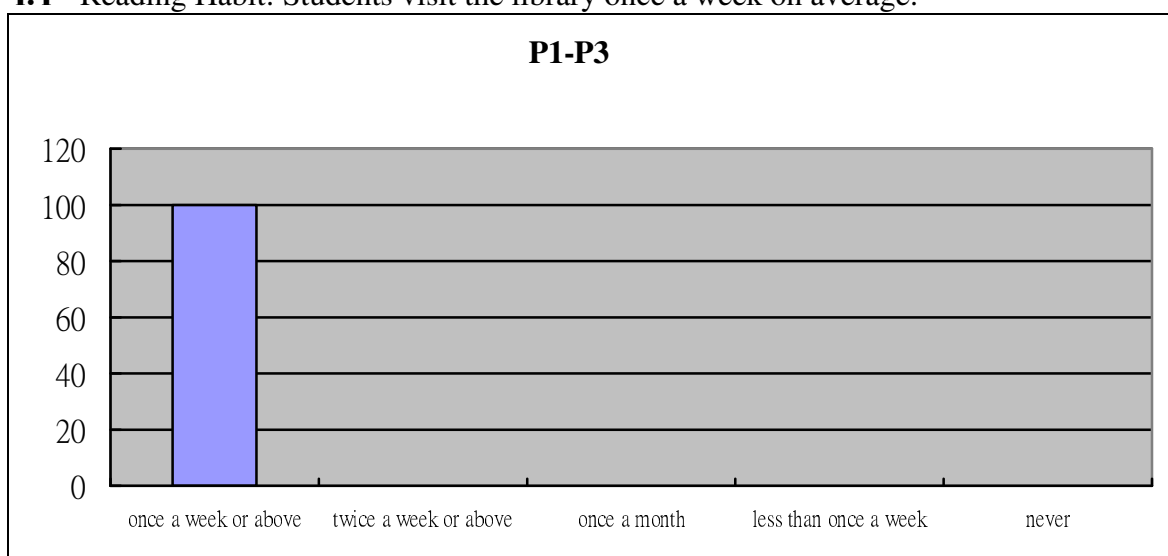
P.3-P.5

Subject	Chinese	English	Maths	General Studies	Art	Music	Physical Education	I.T.
Percentage	29%	21%	25%	11%	4%	4%	4%	4%

P.6

Subject	Chinese	English	Maths	General Studies	Art	Music	Physical Education	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	2	3	1	1	1	3	11
SEN Category	ASD*	ASD*	ASD*	HI*	ASD*	ID*, ASD*	

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 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. <p>Additional Resources :</p> <ul style="list-style-type: none"> ● Jockey Club Autism Support Network ● Jockey Club SMILE Project
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 Student Support Teacher has been established. The team members include the Integrated Education (IE) teacher, subject teacher, social worker, school-based 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 to P.6 Chinese and Mathematics 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

	<p>groups with language needs.</p> <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. ● Specialist organisations conducted staff development programs and workshops.
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5.1.1 Counseling Service: The following activities were conducted this year to meet students' different needs and development.

Main Theme Activity – 'Work hard to make my dream come true!'	<ul style="list-style-type: none"> ● 'Work hard to make my dream come true!' briefing session ● 'Know more about the job market and study path in Hong Kong' – Student talk ● 'Know more about job market and study path in Hong Kong' – University and job place visit ● 'Work hard to make my dream come true!' – Booth Game Day ● 'Walk together!' - Homework Tutorials and Mentorship Scheme ● Peer Tutoring Training Program – Self-confidence Enhancement Program ● 'Walking to the Success!' – Student Talk ● 'How to raise my children's learning motivation?' – Parent Training Workshop
Personal Growth Program	<ul style="list-style-type: none"> ● Buddies Scheme (P.1 & P.6 students) ● Prefect Training Workshop ● Independent School Bag and Stationary Scheme (P.1 & P.2 students) ● Carnival for promotion of Social Inclusion – Social Integration Program ● Expression Art Workshops – Self-Understanding and Emotional Management Activity ● Life Education Workshop ● 'Pizza making activity' – Leadership Rewarding Scheme ● S1 Admission Talk ● S1 Mock Interview ● Educational Camp for P.6 Graduates 2015-2016
Personal Growth/ Remedial Groups	<ul style="list-style-type: none"> ● 'Angel Program' – Support Group for New Students ● 'Know more about Hong Kong' – New Arrivals Support Group ● 'Chinese Class' – New Arrivals Support Group ● 'I am a Magician!' – Social Integration Group ● Community Youth Club (CYC) – Interpersonal Skills Training Group ● 'Smartkids!' – Emotional Management Group ● 'Octopus Scheme' – Self-Confidence Enhancement Program ● UAP (P4, P5 & P6) ● Concentration Training Group
Preventive Talks	<ul style="list-style-type: none"> ● Conflict Management Talk ● Sex Education Talks ● Drug Prevention Talks
Parent/ Parent-Child Activity	<ul style="list-style-type: none"> ● Parent Handicraft Workshops ● 'Together We Can!' – Parent-Child Activity
Others	<ul style="list-style-type: none"> ● Personal Growth Education (PGE) ● Mental Health Questionnaire ● Chinese Festival Celebration – Distribution of Mooncakes and Dumplings ● Eye Checking Activity

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 5 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 38 students who participated. Our students were awarded 2 Distinctions, 15 Credits and 5 merits in the ICAS 2016 English Reading Assessment as well as 4 Distinctions and 5 merits in the ICAS 2016 Writing Assessment.

	Organization	Competition	Awards	Participants
1.	UNSW Global	ICAS Reading	Distinction	Bridges Aiken Craig
2.	UNSW Global	ICAS Reading	Distinction	Jundez Stephanie Lamela
3.	UNSW Global	ICAS Reading	Credit	Furgan Abbas
4.	UNSW Global	ICAS Reading	Credit	Chan Hei Man
5.	UNSW Global	ICAS Reading	Credit	Constantino Jerica Jean Marzo
6.	UNSW Global	ICAS Reading	Credit	Khan Iman
7.	UNSW Global	ICAS Reading	Credit	Kaur Sukhmann Sandhu
8.	UNSW Global	ICAS Reading	Credit	Aquino Gianna Tordesillas
9.	UNSW Global	ICAS Reading	Credit	Eraes Kaitlyn Hannah Florendo
10.	UNSW Global	ICAS Reading	Credit	Salas Gabrielle Hidalgo
11.	UNSW Global	ICAS Reading	Credit	Gurung Anjan
12.	UNSW Global	ICAS Reading	Credit	Wilson Jeffrey Allen
13.	UNSW Global	ICAS Reading	Credit	De Luna Joshua Laurence Lee
14.	UNSW Global	ICAS Reading	Credit	Kaur Jassveen
15.	UNSW Global	ICAS Reading	Credit	Khan Shahab
16.	UNSW Global	ICAS Reading	Credit	Phagami Michelle
17.	UNSW Global	ICAS Reading	Credit	Rai Rahel
18.	UNSW Global	ICAS Reading	Merit	Ranes Kathlyn Kaye
19.	UNSW Global	ICAS Reading	Merit	Khan Aishah
20.	UNSW Global	ICAS Reading	Merit	Basiuang Pakiza
21.	UNSW Global	ICAS Reading	Merit	Gurung Anisha
22.	UNSW Global	ICAS Reading	Merit	Valleramos Janelle Joyce
23.	UNSW Global	ICAS Writing	Distinction	Bridges Aiken Craig
24.	UNSW Global	ICAS Writing	Distinction	Kaur Sukhmann Sandhu
25.	UNSW Global	ICAS Writing	Distinction	Aquino Gianna Tordesillas
26.	UNSW Global	ICAS Writing	Distinction	Salas Gabrielle Hidalgo
27.	UNSW Global	ICAS Writing	Credit	De Luna Joshua Laurence Lee
28.	UNSW Global	ICAS Writing	Credit	Khan Shahab
29.	UNSW Global	ICAS Writing	Merit	Chan Hei Man
30.	UNSW Global	ICAS Writing	Merit	Baga Janina Rika Corcuera
31.	UNSW Global	ICAS Writing	Merit	Famelia Uzlifa
32.	UNSW Global	ICAS Writing	Merit	Gurung Anjan
33.	UNSW Global	ICAS Writing	Merit	Valleramos Janelle Joyce

6.2 Non-academic Performance:

6.2.1 Non-academic prizes

	Organisations	Competitions	Awards	Prize Winners
1.	Tai Po Sports	Tai Po Sports	Runner-up	Ranes Kathlyn Kaye

	Organisations	Competitions	Awards	Prize Winners
	Association and Hong Kong Taekwondo Jung Do Kwan	Association and Hong Kong Taekwondo Jung Do Kwan Color Belt Competition 2015-2016 Girls Group (Age 11-12) Fly weight		
2.	Tai Po Sports Association and Hong Kong Taekwondo Jung Do Kwan	Tai Po Sports Association and Hong Kong Taekwondo Jung Do Kwan Color Belt Competition 2015-2016 Boys Group (Age 8-10) Heavy weight	Champion	Hernandez Troy Guingab
3.	Man Kwan Educational Organisation	15th Hong Kong InterPrimary School English Folk Song Group Singing Contest (Preliminary)	Group Champion	Rizvi-Putri-Setiamawan Bintang Althafunnisa Kurniawan Obiacoro Danielle Kaye Joyce N.
4.	Man Kwan Educational Organisation	15th Hong Kong InterPrimary School English Folk Song Group Singing Contest (Final)	Merit	Mohammad Nadirania Talitha Serrano Chrissandra Pauline P. Gatto Erica Karla Abante, Gracey Anne De Castro Natino Gwen Daphne Ombao Odate Tomoka Galang, Shantel Abigail Sanchez Jundez Stephanie Lamela Valleramos Janelle Joyce Alconga Tiffany Rose Gurung Anisha
5.	SKH Li Fook Hing Secondary School	Inter-primary Volleyball Friendly Match	Boys Group Champion	Gurung Sagar Gurung Anjan Aranas Ikeir Elijah Alimagno Mudassar Muhammad Shahzaib Azrar Khan Abbas Aasim-Khan Hernandez Troy Guingab De Luna Joshua Laurence Lee Chan, Pak Shing Jahan Muhammad Sufyan

Organisations		Competitions	Awards	Prize Winners
				Sunwar Reuel Collado Chino Cesar Ramos Khan Shahab
6.	Kong Schools Sports Federation	Hong Kong Island East Area Inter-Primary Schools Boys Group	Boys Group 1st Runner-up	Gurung Sagar Gurung Anjan Aranas Ikeir Elijah Alimagno Mudassar Muhammad Shahzaib Azrar Khan Abbas Aasim-Khan Hernandez Troy Guingab De Luna Joshua Laurence Lee Chan, Pak Shing Jahan Muhammad Sufyan Sunwar Reuel Collado Chino Cesar Ramos
7.	Hong Kong Schools of Music and Speech Association	Violin Solo (grade 3)	1 st Runner-up	Chan Ngai Chun Cammy
8.	Secretary for Home Affairs	Harmony Scholarship	Scholarship (for each) \$1500	Baga, Janina Rika Corcuera Khan Aishah Tamang Akansha Bintang Althafunnisa Kurniawan
9.	Wan Chai District Headmasters' Conference	Wan Chai District School Model Student Award 2015-2016	Scholarship (for each) \$100 book coupon	Ashmeet-Kaur Hanavanya Yumi Az Zahra Chan, Pak Shing Phagami, Michelle
10.	Community Youth Club (Wan Chai District)	2015/16 Wan Chai District Community Services and Activities	Merit	Villamor Ernlyn Mae Magaling Nikki Amor, Galang Sahi, Steven Raves Abdullah Ghazy Rasyid Goswami Vishal Giri Gurung Atit Leung, Chin Yu Molina Chona Zhou, Yuen Chak Galura Darlaine Reynoso Gurung, Bibek Phongngam, Jiraphat

Organisations		Competitions	Awards	Prize Winners
				Bibi Nadia Khan Momna Naruse Asuka
11.	Community Youth Club (Wan Chai District)	Excellent Member	Excellent Member	Bibi Nadia
12.	Community Youth Club (Wan Chai District)	CYC Member Merit Award Scheme	Primary School Foundation Level (Pastel Yellow Badge)"	Sahi, Steven Raves Leung, Chin Yu Molina Chona Gurung, Bibek Galura Darlaine Reynoso
13.	Community Youth Club (Wan Chai District)		Primary School Level 1 (Pastel Green Badge)"	Phongngam, Jiraphat Naruse Asuka Khan Momna
14.	Community Youth Club (Wan Chai District)		Primary School Level 2 (Pastel Orange Badge)"	Bibi Nadia
15.	Hong Kong Schools of Music and Speech Association	Primary School Chinese Poem	Merit Award	Khalid Shahzin Manzoor Khan Neha Khan Aishah
16.	Hong Kong Schools of Music and Speech Association		Credit Award	Chan, Pak Shing Halisha Hassan Siriwardena Mudiyanselage Nethmi Nimsara Woo, Wai Yin Colin Muskan-Bibi
17.	Sports Federation & Olympic Committee of Hong Kong, China (the Federation)	Samsung 59th Festival of Sport - 2016 Inline Hockey Championship	Youth Group 2 nd Runner-up	Lee, Ho Yan Beato Harley Cordero Durant Andrew Patrick Mejia Liwag John Sebastien Manglicmot Valleramos Audrey May Sabandal Lee Wing Yu

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 I-pad Learning Class
No. of Students	7	20	13	8	10	16

Group	P.1Cantonese Learning Group	Creative Arts	Table Tennis	Science group	English Debate Team	Badminton
No. of Students	19	27	24	18	22	24

Group	Chinese Phonics Class	Chinese Drama	Chinese Poem	MC Class	Choir	English Interest Group
No. of Students	8	14	12	13	32	10

6.2.2.2 Extra-curricular Activities

Group	Violin	Flute	Guitar	Jazz Dance	Taekwondo
No. of People	16	5	9	20	62

Group	Cricket	Athletics	Roller Skating	Volleyball
No. of People	13	21	14	25

Group	Cello
No. of People	5

6.2.3 School's Subjects Activities

Activities		Subjects	Form levels of Participants
1.	Parents Teachers Association Picnic	School Affairs	P.1-P.6
2.	Chinese Poem Performance	Extra-curricular Activity	P.1-P.6
3.	School Picnic	Extra-curricular Activity	P.1-P.6
4.	Health Talk	Physical Education	P.1-P.6
5.	Conflict Resolution Talk	Discipline and Counseling	P.1-P.6
6.	Relationship between Natural Disasters and Children Talk	General Studies	P.1-P.6
7.	Christmas Card Design Competition	Visual Arts	P.1-P.6
8.	Secondary School Adaptation Talk	Discipline and Counseling	P.6
9.	Getting to know Intellectual Property Talk	Computer	P.1-P.6
10.	Math Booth Games	Mathematics	P.1-P.6
11.	Meet the Author and I-pad Activities	English	P.1-P.6
12.	Music Talent Show	Music	P.1-P.6
13.	Sex Education Talk	Discipline and Counseling	P.1-P.6
14.	Successful Experience Sharing Session	Discipline and Counseling	P.4-P.6
15.	Relationship between Smoking, Drinking and Health Talk	Discipline and Counseling	P.4-P.6
16.	ECA Performance	Extra-curricular Activity	P.4-P.6
17.	Relationship between Drugs and Health Talk	Discipline and Counseling	P.1-P.3

Activities		Subjects	Form levels of Participants
18.	Book Fair	Curriculum	P.4-P.6
19.	Chinese Booth Games	Chinese	P.4-P.6
20.	International Day	School Affairs	P.1-P.6
21.	Sports Day	Physical Education	P.1-P.6
22.	Speech Day	Extra-curricular Activity	P.1-P.6
23.	Table Tennis Competition	Physical Education	P.1-P.6
24.	Lower Form Sports and Games Session	Physical Education	P.1-P.2
25.	Christmas Party	Extra-curricular Activity	P.1-P.6
26.	Skipping Competition	Physical Education	P.1-P.6
27.	Discovery Dome	Extra-curricular Activity	P.1-P.6
28.	Career and Education Talk	Discipline and Counseling	P.4-P.6
29.	Social Workers Booth Games	Discipline and Counseling	P.4-P.6
30.	Project Learning	Curriculum	P.4-P.6
31.	Hong Kong Women Choir Performance	Extra-curricular Activity	P.4-P.6
32.	S.T.E.M. Workshop	Extra-curricular Activity	P.5
33.	Life Education Workshops	General Studies	P.1-P.5
34.	Chinese Story Telling Workshop	Discipline and Counseling	P.1-P.3
35.	Interview Skills Workshop	Discipline and Counseling	P.4-P.5
36.	Dodge Ball Competition	Physical Education	P.5-P.6
37.	Buddies Scheme	Discipline and Counseling	P.1 & P.6
38.	New Arrival Students Supportive Program	Discipline and Counseling	P.1 - P.6
39.	Hong Kong Jockey Club Music Fish Programme -- Music Camp	Extra-curricular Activity	P.2 - P.5

6.2.4 Out-of-school Activities

Activities		Subjects	Form levels of Participants
1.	Hong Kong Jockey Club Music Fish Programme – Music Appreciation (Farfalle by Teatro di Piazza o d’Occasione (Italy))	Extra-curricular Activity	P.2 - P.6
2.	Visit Zoological and Botanical Garden	Extra-curricular Activity	P.1
3.	Visit Happy Valley Police Station	Extra-curricular Activity	P.2
4.	Visit Heritage Museum	Extra-curricular Activity	P.2
5.	Visit Dr. Sun Yat Sen Museum	Extra-curricular Activity	P.4
6.	Visit HKJC Drug-Info Center	Extra-curricular Activity	P.5
7.	Visit Science Museum	Extra-curricular Activity	P.3
8.	Visit Hong Kong Park	Extra-curricular Activity	P.2
9.	Visit Hong Kong Museum of History	Extra-curricular Activity	P.4
10.	Visit Road Safety Center	Extra-curricular Activity	P.1
11.	Visit Correctional Museum	Extra-curricular Activity	P.5
12.	Swimming Lessons	Extra-curricular Activity	P.5-P.6
13.	P.6 Graduation Camp	Discipline and Counseling	P.6
14.	Visit Chinese University	Discipline and Counseling	P.5

Activities		Subjects	Form levels of Participants
15.	Visit Legislative Council	Extra-curricular Activity	P.6
16.	Sports Day	Physical Education	P.1-P.6
17.	Visit Wetland Park	Extra-curricular Activity	P.3
18.	HKJC Career Planning Day Camp	Extra-curricular Activity	P.6
19.	Visit Primary School Visual Arts Exhibition	Visual Arts	P.4
20.	Visit The Hong Kong Academy for Performing Arts	Discipline and Counseling	P.4
21.	Young Achievers' Concert	Extra-curricular Activity	P.1 - P.6
22.	School Care Subsidy Scheme	Music	P.1 - P.6
23.	Disney Performing Arts	Extra-curricular Activity	P.2 - P.6
24.	Carnival for Promotion of Social Inclusion 2015	Discipline and Counseling	P.5 -P.6
25.	Wan Chai Family VI-Rejoice Always 《Magic Performance》	Discipline and Counseling	P.5 -P.6
26.	Peer Tutors-Visit to the Elderly Program	Discipline and Counseling	P.5 -P.6
27.	CYC-Visit to the Elderly Program	Discipline and Counseling	P.3 -P.6
28.	CYC-Visit to the Elderly Program	Discipline and Counseling	P.3 -P.6
29.	Hong Kong Jockey Club Music Fish Programme -- Musical Performance at Tai Po Multi-service Centre for Senior Citizens	Extra-curricular Activity	P.2 - P.5
30.	Hong Kong Jockey Club Music Fish Programme -- Music Farm	Extra-curricular Activity	P.1 - P.6
31.	Hong Kong Jockey Club -- Year End Ceremony	Extra-curricular Activity	P.2 - P.5

7 Achievements and Reflection on Major Concerns

7.1 Major Concern 1: Through the use of Information Technology , to improve students' self-learning and learning effectiveness (Preliminary)

Target	Achievement	Reflection	Feedback and Follow Up
1. Improve I.T. facilities	<p>Target Achieved</p> <ul style="list-style-type: none"> ● Able to provide enough iPads for one class. ● Fast Wi-Fi connectivity, students' questionnaire shows 87.8% satisfaction with the Wi-Fi connectivity. 	<ul style="list-style-type: none"> ● Wi-Fi coverage only available for multi-function room. All computer lessons are in the multi-function room. Hence, the opportunity for other classes to use the multi-function room is limited 	<ul style="list-style-type: none"> ● The Wi-Fi network will be installed during the summer holiday. The next school year will see a minimum of 3 classes with iPad mobile learning, which leads to better flexibility and effectiveness. ● Detail testing will be carried out to ensure the Wi-Fi connectivity is smooth and stable.
2. Students familiar with iPad interface	<p>Target Achieved</p> <ul style="list-style-type: none"> ● Students' questionnaire shows 95.5% of the students are familiar with the iPad interface. 	<ul style="list-style-type: none"> ● In 2016-17 we will use more learning apps. Teachers will try out different varieties of e-learning with students. Students will need time to digest. 	<ul style="list-style-type: none"> ● The I.T. department will provide support to teacher, to ensure they can deliver e-learning smoothly in the classroom.
3. Teachers learn how to operate iPads	<p>Target Achieved</p> <ul style="list-style-type: none"> ● Teachers' questionnaire shows 100% of teachers agreed that they understand the iPad interface. ● 87.5% of teachers understand the Mobile-Device-Management. 	<ul style="list-style-type: none"> ● In 2016-17 we will use new mobile-device-management software. If more than 1 class is using the iPad at the same time, the school technician may not be able to provide support at the same time. 	<ul style="list-style-type: none"> ● The I.T. department will provide support to teachers. Workshops will be held to help teach e-learning. ● Will establish regulations for technician's support for lessons.
4. Establish I.T. teaching resources	<p>Target Achieved</p> <ul style="list-style-type: none"> ● Math: Find 8 suitable teaching apps ● Music: Find 4 suitable teaching apps ● Chinese: Find 2 suitable teaching apps 	<ul style="list-style-type: none"> ● Math: unable to find suitable apps for some topics. ● Music: most apps are virtual musical instruments. Practical instrument are more suitable for learning. ● Chinese: Suitable for NCS 	<ul style="list-style-type: none"> ● Each subject will continue searching for suitable apps. Will discuss in subject meetings and provide experience sharing in order to uplift student learning effectiveness and encourage self-learning.

7.2 Major Concern 2: Organising Elite Enhancement and Remedial Support Programmes to raise the standard of academic achievement

Target	Achievement	Reflection	Feedback and Follow Up
<p>To raise students' standard of academic achievement</p>	<p>Target Achieved</p> <p>1. Chinese and Mathematics Elite Class:</p> <p>Chinese elite class</p> <ul style="list-style-type: none"> ● Established Chinese elite class curriculum. ● Good designed worksheets for Chinese elite class. ● The results of Chinese elite students improved. <p>Mathematics Elite Class:</p> <ul style="list-style-type: none"> ● By completing quality supplementary exercises which contain more challenging questions and with the aid of class discussion, students' abilities in calculations and problem solving skills have been strengthened. ● Students are able to give constructive comments on others' works, teachers encourage students to solve problems in different ways in order to improve their problem solving skills. 	<p>Chinese Elite Class</p> <ul style="list-style-type: none"> ● There is a relatively wide range of abilities in the elite class. Teachers found it difficult to cater for the needs of all students. ● The contents of the supplementary exercises are difficult for students. Students need to prepare reading comprehension before going to the elite class. <p>Mathematics Elite Class</p> <ul style="list-style-type: none"> ● The amount of homework has increased as students need to finish 2 extra supplementary exercises. Students' learning interest could be affected. ● P.1 elite class students are selected by admission test results which can then be modified to identify the more able students. 	<p>Chinese elite class</p> <ul style="list-style-type: none"> ● Chinese co-planning meetings will focus on essay writing. ● The elite scheme needs to be improved by selecting students with grade C or above in their Chinese results. ● Collect a variety exercises for elite class. <p>Mathematics Elite Class</p> <ul style="list-style-type: none"> ● The amount of homework has been increased as students need to finish 2 extra supplementary exercises. Students' learning interest could be affected. ● Modify the P1 admission test paper to help teachers to select eligible students for elite class.

Target	Achievement	Reflection	Feedback and Follow Up
	<p>2. Chinese and Mathematics Remedial Class:</p> <p>Chinese remedial class</p> <ul style="list-style-type: none"> ● Good performance in basic language area. ● Remedial students finished their class work on time. ● The results of Chinese remedial students improved. <p>Mathematics Remedial Class</p> <ul style="list-style-type: none"> ● With the aid of tablet computers and different learning activities, students' performance improved, especially in calculations. ● We have a customized teaching scheme. Teachers pre-teach some key elements which are then taught in the whole class afterwards. It helps students to learn more efficiently. <p>3. Strengthen counseling scheme, focus on helping weaker students:</p> <ul style="list-style-type: none"> ● According to the student support record, there were fifteen students who achieved Grade F in their academic results. With the consent of their parents, all these students received academic support. 	<p>Chinese remedial class</p> <ul style="list-style-type: none"> ● The course book vocabularies are difficult for students. ● Not enough time for the remedial class during lunch recess. <p>Mathematics Remedial Class</p> <ul style="list-style-type: none"> ● There are pre-requisites for some topics as the curriculum is in spiral form. Teachers need time to revise some basic knowledge with students or the teaching efficiency could be affected. <ul style="list-style-type: none"> ● Because of limited resources in planning and allocation of student support, it is difficult to help Grade F students in all of the subjects they require support in. ● Since there is little academic 	<p>Chinese remedial class</p> <ul style="list-style-type: none"> ● Teachers need to prepare pictures and activities during the class. ● Verbal sentences making is essential for students. ● No more Chinese remedial class in lunch recess. <p>Mathematics Remedial Class</p> <ul style="list-style-type: none"> ● 30% of the class time will be used for revising of key elements needed for the new topics. ● Remedial classes will not be arranged at recess. <ul style="list-style-type: none"> ● Long-term student support planning and follow-up support services will be held regularly in order to help support weaker students. ● Resources collection and allocation will be held at the beginning of the

Target	Achievement	Reflection	Feedback and Follow Up
	<ul style="list-style-type: none"> ● A Chinese Remedial Class was set up by the school-based Educational Psychologist for P.2 students who were in Group II of the “Early Identification and Intervention Programme for P.1 Students with Learning Difficulties”. The Educational Psychologist followed their learning progress and their formative assessment showed that the class helped weaker students to improve their vocabulary bank. ● An English Remedial Class was set up by the Student Support Team for Grade E and F P.1 students. This helped improve the students’ phonics skills during the Multi-intelligence activities in the second term. 	<p>information about P.1 students at the beginning of the school year, it is difficult to immediately identify students who need extra support.</p> <ul style="list-style-type: none"> ● Chinese and English remedial classes should be in the school-based curriculum in order to reduce the learning burden of students. 	<p>school year in order to arrange better support for students.</p> <ul style="list-style-type: none"> ● Observations of P.1 students’ learning will be conducted by the subject teachers in order to have an early identification and intervention programme for P.1 Students with Learning Difficulties. Chinese and English remedial classes will be provided for them. ● Chinese and English remedial classes should be in the school-based curriculum. The English remedial class will be taught by the P.1 English teacher who will arrange the lessons according to the needs of the students.

8. Other Plans

Programme	Results		
	Achieved	Partly achieved	Not achieved
1. School-based After-school Learning Support Programme 2015-2016	✓		
2. Teacher Capacity Enhancement Programme 2015-2016	✓		
3. Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students Programme 2015-2016	✓		

9. Financial Report (1/9/2015-31/8/2016)

Government Funding

	Income	Expense
Balance brought forward	706,284.24	
A01 EOEBG		
A0101 Basic / Baseline / Per Class		
A010101 Baseline Grant	720,413.65	-
A010102 Stationery	-	24,168.10
A010103 Printing	-	63,811.30
A010104 Water	-	9,841.90
A010105 Electricity	-	154,755.17
A010106 Telephone	-	6,402.00
A010107 Postage	-	6,043.80
A010108 Travel	-	4,773.90
A010109 Accessories	-	71,722.70
A010110 Cleaning	-	36,358.35
A010111 Repairs	-	70,709.60
A010112 Furniture and Equipment	-	218,066.90
A010113 Medicine	-	1,535.60
A010114 Extra-curricular Activities	-	16,100.30
A010117 Staff training	-	5,000.00
A010118 Chinese	-	5,149.00
A010119 English	-	3,087.00
A010120 Mathematics	-	929.30
A010121 General Studies	-	803.91
A010123 Music	-	3,969.60
A010124 P.E.	-	21,835.76
A010126 Discipline	-	4,003.00
A010128 Reading to Learn	-	7,561.10
A010129 Project Learning	-	613.70
A010131 Miscellaneous	2,799.80	9,161.10
A010133 Curriculum & educational administration	-	900.00
A010134 Student Affairs	-	1,198.30
A010135 School Affairs	-	8,637.00
A010136 Administration Grant for Additional Clerical Assistant	-	158,151.00
A010137 Audit Fee	-	21,500.00

	Income	Expense
A0102 Composite IT Grant	372,980.00	337,695.00
A0103 Capacity Enhancement Grant	368,954.00	244,238.00
A0104 Student Guidance Serv Grant	284,318.00	284,318.00
A0105 S B NAC Support	59,297.00	17,321.40
A0106 WS Approach To Integrated ED	14,036.00	9,834.10
A0107 Admin / Rev Admin Grant	623,568.00	532,800.00
A0109 Enhanced Speech Therapy Grant	67,608.00	56,194.00
A0110 Top Up Student Guidance	133,424.00	81,006.00
A0111 Understanding Adolescent Project	107,559.00	103,462.00
A0112 Books and Transport Allowance	45.00	191.10
A0113 Bank interest & charge	12.66	-
EOEBG Summary	2,755,015.11	2,603,848.99
A05 Rent and rates	115,730.00	115,730.00
A11 Family and School Cooperation	16,129.00	12,410.30
A18 After-school Learning and Support Programmes	40,800.00	40,800.00
A21 NCS Special Grant	1,500,000.00	1,376,106.16
A23 NET Baggage, Medical & Passage Allowance, Contract Gratuity	19,318.00	19,318.00
A31 Community Care Fund--Provision of Lunch Subsidy	162,130.00	38,361.00
A32 Moral & National Education	-	576.00
A36 Jockey Club Life Wide Learning Fund	31,650.00	31,650.00
A40 Wifi 900	69,400.00	-
A41 Strengthening School Administration Management Grant	250,000.00	55,680.00
A42 Provision of One-off Grant to Primary Schools for the Promotion of STEM Education	100,000.00	-
A04 Teacher Relief Grant	68,500.00	62,468.50
Summary	5,834,956.35	4,356,948.95
Surplus	1,478,007.40	
A07 Salaries for Teaching Staff	13,335,059.65	13,335,059.65
A08 Salaries for Non-teaching Staff	634,410.00	634,410.00
A09 Mandatory provident fund contributions	45,728.00	45,728.00
A38 P / Fund (Admin / Rev Admin Grant)	39,960.00	37,811.61

School Funding

	Income	Expense
Balance brought forward	170,191.59	
B01 Non-Standard Fee	88,580.00	62,142.83
B04 School Dental Care Service	5,800.00	5,780.00
B06 Green Plan	2,000.00	2,000.00
B07 Profit on Sales of Exercise Books etc	3,428.65	-
B08 Miscellaneous (A/C2)	664.00	-
B10 School-based Chinese Curriculum	87,110.90	94,464.10
B11 Visual Arts	48,080.00	57,178.72
B13 Electricity-Other	8,570.00	9,250.00
B15 Generation Of Revenue And Expenditure	45,928.00	45,928.00
B16 School-based English Curriculum	28,447.80	38,786.50
B17 E-class smart card	3,640.00	3,240.00
B18 Others	6,679.70	-
B19 Raincoat	28.80	-
B21 School Picnic	6,846.00	16,846.00
B24 Rent ENG Book	19,606.80	56,754.00
Student Activities	472,729.82	304,840.83
Summary	998,332.06	697,210.98
Surplus	301,121.08	

10. Feedback and Follow-up

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

- 10.1 Promoting self-learning and learning effectiveness through I.T. education (The first stage)
- 10.2 Tackle learning differences to raise the overall standard of academic achievement