

PLK HKTA YUEN YUEN PRIMARY SCHOOL ANNUAL SCHOOL REPORT

2018-2019



Annual School Report 2018/2019

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SCHOOL MISSION

1. School Vision, Mission and Motto

1.1. School Vision

Every child in our school can have excellent academic achievement, they can explore their potential, life's principles and cultivate virtue.

1.2. School Mission

The School is managed under Po Leung Kuk's school system. Owing to the uniqueness of our teaching and learning environment, the school preserves its own curriculum and teaching methodology. The mission of the School is to provide a quality education that develops confident children.

We are now running the school under the Direct Subsidy Scheme for the fourteenth year. With better resources, we aim to offer an excellent learning environment, ideal facilities and new initiatives to enhance effective and enjoyable learning.

We provide various learning experiences and opportunities to encourage our children to develop their potential.

1.3. School Motto

Love, Respect, Diligence, Integrity; Understanding Tao, Establishing Virtue.

2. Major Concerns for 2018/2019

- 2.1. Enhancing cross-curricular collaboration across all subject areas
- 2.2. Integrating the moral value of respect into curriculum

3. School management and organization

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Install a drowning detection system at the swimming pool	Dec	Successfully install	● Feedback from the user (teachers and swimming company)	Done on March 2019	Held a press release conference on 28 June
B.	Install silencers for swimming pool heater	Jan	Successfully install & receive fewer complaints from the neighborhood	● Feedback from teachers	Done on Jan 2019	Keep good communication with swimming school and neighbors
C.	Install one water fountain at the basketball court	Nov	Successfully install	● Feedback from school staff, parents and students	Done on Nov 2019	Keep good maintenance
D.	Campus TV room- install High Definition System	3 rd term	Successfully upgrade the equipment to high definition	● Feedback from the user (IT technicians and teachers)	Cancelled due to lacking in budget	
E.	Renovate of the music room	Aug	Renovation work is done	● Feedback from the user (staff and Music teachers)	Postpone to early July 2020	Planned to start the tendering procedure in summer 2020 after the approval from the QEF fund.
F.	Renovate the STEM room	Aug	Renovation work is done	● Feedback from the user (staff and GS teachers)	Mostly completed in Aug 2019, except the defect work on the floor	Urging the contractor to finish the work ASAP

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
G.	Summer holidays: <ul style="list-style-type: none"> ● 3/F kitchen ● Teachers' lockers and homework cabinets ● Doors and door frames (all rooms, except classrooms) ● G/F, 1/F to 3/F boys and girls toilet ● Gates (Main entrance and car park) ● Staircase handrail (front and back stairs) ● School Hall 	Aug	All the renovation work could be done by the end of the school year.	<ul style="list-style-type: none"> ● Feedback from the user (office clerks and IT support team) 	The renovation of G/F and 1/F were done in Aug 2019. The renovation of the school hall was done in mid-Sept 2019. The gates planned to be finished by Dec 2019. 3/F kitchen, teachers' lockers and homework cabinets, doors and door frames were not done due to the school financial difficulty.	Keep contact with the main contractor and plan to start the works in Oct and finished it by Dec. PTA members helped repaint the staircase handrail.

4. Teaching and Learning
4.1. English

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Update P.4 English Curriculum - Teachers will get reference from the UK National Curriculum and adopt a new curriculum in our school.	Sept 18 – June 19	Students will be asked to do a previous assessment after the first term. On average, students should score higher than the previous year's students.	<ul style="list-style-type: none"> ● Assessment scores ● Teachers' observation 	All teachers liked the new curriculum and agreed that it fits our students. The teaching items are fine. Students in 1819 scored slightly higher than the students in 1718 in the curriculum review test.	The new curriculum will continue to be adopted in 1920. Teachers are going to reshuffle some grammar items and writing tasks to suit the unit.
B.	Staff Professional Development in Pedagogy (SEN + Designing Lesson with Integrated Skills)	Sept 18 – June 19	80% of the teachers will find the information of the workshop useful and are willing to implement it in their teaching.	<ul style="list-style-type: none"> ● Survey 	The presenter was very knowledgeable on the topic. Around 57% of the teachers found the workshop was useful and thought they could apply the knowledge learnt in their lessons.	In general, most teachers thought the workshop focused too much on theory rather than practical classroom strategies. More teaching methods are desired in the future staff development workshop.

C.	Cross curricular projects *	Sept 18 – June 19	Each subject should collaborate on at least 1 project with another subject each year	<ul style="list-style-type: none"> ● Teachers' Observations ● Project Document ● Evaluation 	This was quite successful in the year 1819. All the grades except P.4 have done one cross curricular project with at least one other subject. Teachers liked the ideas of doing that as it helps students make connections of what they have learnt. P.4 couldn't do it as planned as they didn't have enough time.	We should continue to have more cross curricular projects in the coming years. Teachers have to plan early and discuss the division of labor with different panels.
D.	SEN groups (P.2 to P.6) - Reading and Writing Recovery Program	Sept 18 – June 19	90%- 95% of the Students who are in the program will be able to move out of the Red Zone.	<ul style="list-style-type: none"> ● Teachers' Observation ● PM e-Collection Record 	Most students enjoyed learning in the small group as they could receive more support from the teacher and they also found the tasks were more manageable compare to be in the big class.	We would like to keep doing small group and more structure plan and teaching materials will be collected. Also, teachers suggested another reading platform, Raz Reading. The students can benefit more as they do provide follow up activities.

					However, they do having rotations.	The reading platform will be changed to Raz in the year of 1920.
E.	Variety of Competitions	Sept 18 – June 19	1 scrabble competition will be introduced to students 1 Battle of the Books (P4) as ECA to prepare for the next year competition	● Application record	Students had enrolled some competitions held by other organizations. One intra school scrabble competition was held.	More students will be invited to the Scrabble Team. And we will continue to have BOB in P.4.

4.2. Chinese

* 配合學校關注事項

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Result	Follow up
A.	推行「雙主教」教學模式。從五年級開始推行，每班兩位中文主教，其中一位負責課文、閱讀教學，另外一位負責寫作、聆聽和說話教學。	全學年	八成教師認為該教學模式能夠增加教師間的專業交流，提升教師協作教學的效能。 八成教師認為該教學模式能夠加深兩位教師對學生的了解，學生能得到教師更多的關注和支援。	● 問卷	五年級老師認為雙主教的模式有利於減輕老師的課業負擔，兩個老師之間也可以共同備課，互相提醒，也加深了老師對學生的熟悉程度。	由於19-20年度中文科老師減少，人手不足以支援此教學模式。
B.	跨學科教學 與 M&M 推行跨科合作，M&M 課題〈香港污染〉，與寫作課——說明文結合。	第三學期	八成老師認為學生透過資料搜集及小組報告，對推行的課題有更深的認識；推行跨科，節省了寫作課的寫作預備時間。	● 問卷	跨科合作會更學生對一個主題的知識印象更深刻	繼續推行這樣的合作教學。
C.	培養中華文化素養及品德情意。 推廣三字經：將三字經納入小四至小六的中文課程當中。	全學年	八成教師認為學習三字經能夠提升學生的中華文化素養。 八成教師認為學習三字經能夠提升學生的品德情意。	● 問卷	四到六年級的老師表示今年並沒有時間把三字經放在課堂當中去講	由於大部分老師均表示正規課堂教授的內容已經比較緊迫，所以此策略不會繼續進行。
D.	創設普通話語境，發展學生	全學年	八成教師認為普通話廣	● 問卷	參與廣播的	繼續進行

	潛能。 普通話廣播：學生需在午飯時段進行普通話廣播，內容包括成語故事、寓言故事或者古詩解析等。		播能夠提升學生的聆聽能力、能夠訓練負責播音的學生的口語能力和能夠給學生提供表演的機會，從而發展學生的潛能。		同學對這個活動非常喜愛，也提升了他們對普通話朗誦的興趣	
E.	營造閱讀氛圍： P1： 教師分享繪本故事 （每週一次） P2： 十分鐘閱讀時段 （逢一、三、五） P3： 學生圖書分享 （每週一次）	全學年	八成學生能夠在閱讀時段投入閱讀。 八成老師認為課堂十分鐘閱讀時段能夠培養學生的閱讀習慣。	● 問卷	各級老師表示課堂時間不夠用，所以建議推廣閱讀用其他課節如圖書館課或閱讀課推行。	課堂閱讀取消

外籍中文

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Result	Follow up
A.	提高自學能力	全學年	學生在家使用點讀筆完成聆聽家課 增加使用點讀筆的誘因，提高使用率，以期培養自學學力	● 聆聽家課	由於聆聽材料和錄音均由本校教師製作，製作需時，現階段只完成整體的大約三分之一，故來年仍需繼續。	本年度繼續跟進
B.	認識中華文化	全學年	八成學生能透過活動認識及欣賞中華文化	● 外遊活動 ● 中文日	1. 同學投入活動 2. 華語班學生能帶動	本年度繼續舉行

					非華語學生的學習中文氣氛	
					3. 提供更多中文語境	
C.	<p>加強學生說話能力：</p> <ul style="list-style-type: none"> - 課後朗讀 - 與伴讀大使閱讀圖書後，討論故事內容及分享感受 	全學年	八成學生能完成朗讀手冊	<ul style="list-style-type: none"> ● 課後朗讀手冊 ● 本地學生跟外籍學生配對，以小組討論或朗讀課文的形式評估外籍學生的表現 	<ol style="list-style-type: none"> 1. 100%學生參與，1/3的學生獲得100分以上，並成功換取大量小禮物。 2. 學生享受活動，完成約30次的伴讀活動。 	本年度繼續舉行

4.3. Mathematics

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	To promote the authentic purpose of using Mathematics in daily life	Whole year	All grades have done at least one practical assessment during the school year. Each practical assessment weighs 5% of a quiz (the written parts weigh 95%).	<ul style="list-style-type: none"> ● Quiz paper 	P1-P6 have finished one practical assessment during the school year. P1: Measuring dimensions of objects using centimeter P2: Grouping of objects P3: Using improvised unit to measure capacities of containers P4: Measure the areas of different leaves (in picture) P5: Drawing circles using compass (need to be changed next year) P6:	P1-P4 and P6 will keep the same practical assessment topic when P5 will need to change the content as they could do it simply on quiz or assessment paper. We will need some hands on task for P5 next school year.

					Measuring the volume of objects using displacement method	
B.	To enhance teaching and learning.	Whole Year	Math teachers test students on their previous math from all prior quizzes and assessments. This section weighs 5%.	<ul style="list-style-type: none"> ● Quiz paper 	All grades have implemented this in all quizzes and assessments apart from P1.	We will keep this in the next school year.
C.	To enhance e-learning and self-learning	Whole Year	All P4-6 students used Google Classrooms for lesson preparation and self-study. All pre-lesson preparation notes (PowerPoint slides) are completed in P4 to P6.	<ul style="list-style-type: none"> ● PowerPoint Slides made by Math teachers ● Students' participation in Google Classroom 	All PowerPoint slides are completed for self-learning purposes on Google Classroom for P4-P6 students.	P3 students and teachers will also participate in enhancing e-learning and self-learning.
D.	Promote students' interest in Math.	2 nd term or 3 rd term	Math month was held and at least 75% of students in each class participated.	<ul style="list-style-type: none"> ● Participation record of each class 	Only 1 class had at least 75 % of students participated.	We will need all Math teachers' help next year. Students will spend some time in the lesson to complete the questions with peers and then submit their answers in recesses.

E.	Promote students' interest in learning Math and boost their confidence. Provide students with a chance to handle more challenging tasks	Whole year	Students participated in at least 6 competitions. Students were selected by Math teachers and applied through YYPS	<ul style="list-style-type: none"> ● Participation of teachers and students 	Some students were selected by teachers to join 7 competitions (Olympiad Math, Rummikub and some general Math competitions) and they won 22 awards.	Students will join more Olympiad Math competitions in the next year.
F.	Enhance teachers' professional development in Math	Whole Year	<p>Every Math teacher attended at least one Math professional program, talk or activity.</p> <p>Every Math teacher completed at least one peer lesson observation in Math.</p> <p>Math teachers used different types of questions to guide students thinking critically as stated in the 1718 Math Lesson Observation Forms.</p> <p>Math co-teacher taught one Math topic each term.</p>	<ul style="list-style-type: none"> ● All Math main teachers observed a lesson among the grade they teach at least one time. ● All Math main teachers attended Math related workshop, course or seminar at least one time. ● All co-teachers taught one Math topic in every term for students in their grades. ● All teachers should have asked one kind of higher order thinking question in their lesson observed. ● The professor is invited to our school for education purposes on 	<p>15 teachers out of 19 Math teachers attended at least one Math seminar</p> <p>11 teachers out of 19 Math teachers have finished peer lesson observation, but not every teacher asked some higher order thinking skills.</p>	All panels/ or grade coordinators could think of a better way of arranging peer lesson observations so that all teachers have been observed once instead of observing their peer once. This could create a better culture of gaining teaching experience and we will need to have a clear

			<p>A professor / speaker was invited to come to our school for professional development.</p>	<p>Staff Development Day.</p>	<p>All co-teachers taught one Math topic each term</p> <p>No speakers came to hold a workshop for Math teachers due to the following reasons.</p> <p>(1) Professor Fung from Education University is retiring and rejected out invitation.</p> <p>(2) Professor Chiu promised to come and then later on claimed that her university has assigned</p>	<p>expectation when observing a lesson.</p>
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					<p>her another task to do on the date, so she could not make it.</p> <p>(3) After talking to the staff from HKED City, we could not find any topics that fit our school curriculum and plan.</p>	
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4.4. General Studies

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Cross-curricular Stem Project * Enhancing cross-curricular collaboration across all subject areas	Whole Year	At least one experiment of each STEM topic intergrade with other subjects	Google form	All 6 grades had at least one topic to cross with other subjects	It will still be carried out next year.
B	Peer observation of other subjects at least once a year to increase the understanding of how other subjects are taught and look into possibilities of cooperation. *Enhancing cross-curricular collaboration across all subject areas	Whole year	80% of teachers finish at least one peer observation of other subjects	Google form	62.5% of teachers finish at least one peer observation of other subjects	It is suggested to remind teacher more often in each term to do peer observation.
C.	Continuous professional development training (not only GS subjects) for teachers. * Enhancing cross-curricular collaboration across all subject areas	Whole year	100% of teachers completed at least one training	Google form	100% of teachers completed at least one training	It will still be carried out next year.

D.	Emphasize the value of respect into our teaching content. i.e. Topics P1 : gender difference P2 : respect community helpers P3 : different races P4 : privacy on internet P5 : China culture P6 : citizenship *Integrating the moral value of respect into curriculum	Whole year	Emphasized the value of respect in at least one unit of GS curriculum	Google form	Emphasized the value of respect in one unit of GS curriculum	It will still be carried out next year.
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4.5. Physical Education

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	<p>Strategies / Tasks (motor and sport skills) * Encourage students to participate in competitions.</p> <ul style="list-style-type: none"> - Participate in joint-schools sports day and inter-school competitions. - To hold a Games Day for all students to participate in. - Organize sport team overseas training/exchange trip 	Sept, 18 – June, 19	<p>Over 30% of students have participated in the competitions. All students have participated in Games Day's events. Over 70 % of students and teachers are satisfied</p>	<ul style="list-style-type: none"> ● The no. of participants ● The no. of participants 	<p>Over 30% of students have participated in the competitions. Teachers' satisfactory: 100%</p> <p>All students have participated in Games Day's events. Teachers' satisfactory: 100%</p> <p>Taiwan trip was held for basketball and volleyball teams in Dec. 2018; Shenzhen trip was held in June 2019 for Swimming and T&F teams Teachers' satisfactory:</p>	<p>Continue to join competitions and hold Games Day next year.</p> <p>Taiwan trip is suggested to be cancelled and replaced by Shenzhen trip (for different sports teams)</p>

					100%	
B.	Hold exercise courses / demonstration - To hold different experience courses for students	Sept, 18 – June, 19	Over 70% of students and teachers are satisfied	● Observation	Rugby Fun Day on 29/9; P.4-6 rugby demo on 10-14/12; P.1-2 gymnastics on 18-21/9; P.5-6 Skin diving of Active School Program on 28-29/11; water adventure team-building on 1/2 Teachers' satisfactory: 100%	Continue next year
C.	Strategies / Tasks (Health and Fitness) Provide more opportunities for students to do exercises and maintain a healthy life-style. - Jump ropes are provided for students in recesses.	Sept, 18– June, 19	Over 70% of students and teachers are satisfied.	● Observation ● The no. of people who has reached the requirement.	After collaborate with D&C team, jump rope, hula hoops and shuttlecocks were also provided for students in Active Zone. Teachers' satisfactory: 100%	Discuss and collaborate with D&C team next year

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
D.	Participate in Sport ACT Award Scheme * - Participate in Sport ACT Award Scheme to develop students' Awareness, Choice and Target of doing sports.	Sept, 18 – June, 19	More than 60% of students receive the bronze award of Sport ACT Award Scheme.	● The result of the SportACT Award Scheme	474 students got SportACT award (more than 60%, goal achieved)	Continue next year
E.	Strategies / Tasks (Sports related Values and Attitudes) * (Moral Education) Train up student leaders/helpers in school & build a welcoming campus(a loving & caring school)* I. All students have to be helpers for helping teachers and classmates in P.E. lessons. II. Recruit senior students for helping junior students to take part in different PE activities.	Sept, 18 – June, 19	Over 70% of teachers are satisfied with students' performance.	● Observation	Students helped lead warm-up exercise, tidy up equipment, to be judges during ball game lessons. Teachers' satisfactory: 86% Prefects set up active zone during recesses Teachers' satisfactory: 100%	Continue next year

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
F.	<p>Strategies / Task (Knowledge and Practice of Safety) (knowledge of movement) Arouse students' knowledge of P.E. and sports news* (enhance cross-curricular teaching)</p> <p>I. Provide the knowledge of P.E. by exhibitions through applying boards and sports promotion activities from different organizations.</p> <p>II. Provide the information of sports by PE bulletin board</p> <p>III. *Newspaper cutting about "Sports" will be conducted.</p> <p>IV. *Teach senior grade student bar chart & draw chart skills that related to fitness data.</p> <p>V. *Use 'kahoot' or other sports apps to enhance learning</p>	Sept, 18– June, 19	Once per year	● Observation	<p>Bulletin board By LCSD was located at school in Dec. 2018</p> <p>Sports news-related worksheets were done in senior grades during rainy days or when main teachers were out of school</p> <p>P.5 classes learned to use Excel to draw charts and analyze fitness data</p>	Continue next year

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
G.	Strategies / Tasks(teacher's development) Enhance the quality of teaching & teachers' professional development <ul style="list-style-type: none"> - Execute lesson observation and focus on 'students' participation and mastering outcome'. - Encourage teachers to attend subject-related seminars and workshops of EDB. 	Sept, 18– June, 19	Once per year, teachers rate "3" in overall rating(1-5) Once per year	<ul style="list-style-type: none"> ● Observation ● The attendance of the teachers 	44% of teachers did at least 1 lesson observations. 33% of teachers attended subject-related seminars or workshops of EDB.	Continue next year
H.	Enhance co-teaching practice <ul style="list-style-type: none"> - Co-teachers without PE qualification mainly take care of students according to subject policy and give assistance to SEN students. - Co-teachers with PE qualification can practice small group teaching. 	Whole year	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> ● Feedback from PE teachers ● Feedback from PE co-teachers 	Teachers' satisfactory: 89%	Continue next year
I.	Arrange swimming lessons for whole school students <ul style="list-style-type: none"> - Arrange swimming lessons for P1-P6 students. - Students will be taught by swimming club 	Sept, 18 – June, 19	Each grade can have 6 lessons per year 80% students can achieve the unit objectives related to swimming	<ul style="list-style-type: none"> ● Observation 	Drown Detection System was installed successfully in December. Press release	Each class had six swimming lessons this year. The schedule was a bit

					<p>will be done on 28/6. YYPS is the 1st primary school to use it in HK. Lifeguards, pool staff, office staff, janitors and PE teachers had attended a training on 29/3.</p> <p>Swimming lessons were conducted in 1st & 3rd term.</p>	<p>tight. Some lessons were re-scheduled due to different school activities but lucky all were finished before PE assessment week.</p> <p>Again, it'd be better if swimming lessons could be arranged for senior grades first next year.</p>
J.	<p>STEM (Science, Technology, Engineering and Mathematics) in P.E. Use different apps or software to teach students some basic knowledge of sports science and do fitness data analysis (e.g. teaching Excel to analyze fitness test results, slow</p>	Sept, 18 – June, 19	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> ● Feedback from PE teachers ● Feedback from PE co-teachers 	<p>P.5 classes learned to use Excel to draw charts and analyze fitness data. P.3 measured their distance in long jump lessons.</p>	<p>QE fund (\$285,900) was approved. Marlin Swim Meter will be added in swimming lessons (P4</p>

	motion record function provides immediate feedback, posture analysis could be done simply with images captured from video and painting software.				Teachers' satisfactory: 83%	for pilot scheme)
K.	* (enhance cross-curricular teaching) - 13/9 mini-tennis demonstration (M&M) - 20/9 table-tennis demonstration (M&M) - 8/11 water safety talk by HK Swimming Teachers Association (M&M) E.g. Teach students about measurement of sport court/ swimming pool (English/Math)	Sept, 18 – June, 19	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> ● Feedback from PE teachers ● Feedback from PE co-teachers 	Three M&M sessions were conducted Teachers' satisfactory: 86%	Depends on the service supplier (successful bidder) and collaborate with ECA team/ M&M panel

4.6. Music

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Consolidation of assessment mechanism <ul style="list-style-type: none"> ● Update on performance rubric ● Introduction of assessment report ● Changing of weighting ● Establishment of database recording music training of students in and out of school. 	Term 1 - 3	-Meaningful assessment mechanism will ultimately lead to enhancement in student learning	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on application of mechanism ● Feedback and evaluation by teachers on observed student learning 	<ul style="list-style-type: none"> - Implementation of rubrics and assessment report was successful and effective. - Initial information collected for database for student proficiency in music, but information needs to be consolidated and refined 	<ul style="list-style-type: none"> - Websams directory will be used in 19-20 to manage data regarding student proficiency in music
B.	Standardizing documentation of horizontal curriculum <ul style="list-style-type: none"> ● Implementation and use of new scheme of work template ● Documentation of new scheme of work in relation to vertical curriculum expected learning outcomes 	Term 1- 3	-Teachers can refer to documents and have better understanding of curriculum structure -Clear documentation of horizontal curriculum facilitates effective teaching	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on application of new scheme of work format ● Feedback and evaluation by teachers on observed student learning 	<ul style="list-style-type: none"> - Documentation of curriculum has been successful. Sequence of teaching and expected learning outcomes for curriculum is now recorded using new format. 	<ul style="list-style-type: none"> - Curriculum will continue to be revised using new format.
C.	Structured implementation of Xylophone and movement as key learning components <ul style="list-style-type: none"> ● Pedagogy workshops and training for teachers conducted by Merak or other guest 	Term 1 - 3	-Expanding breadth of learning experiences in music lessons across all grades -Enhancement in musicality of students	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on application of pedagogy ● Feedback and evaluation by teachers on observed student 	<ul style="list-style-type: none"> - PD for xylophone and movement pedagogy could not be arranged to do constraint in scheduling 	<ul style="list-style-type: none"> - PD for Orff pedagogy and Vocal pedagogy will be initiated in 1920. - Movement pedagogy PD will be put on hold for now as there is more complexity in its

	pedagogues			learning.		implementation.
	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
D.	<p>Enhancement to instrument class and orchestra program</p> <ul style="list-style-type: none"> ● Program briefing session for parents and instrument demonstration for students combined with the addition of instrument testing sessions for students. ● Showcase at the end of the year for students in the instrument programs to perform for their parents and peers. ● Establishment of double bass and oboe instrument classes ● Introducing double bass and oboe into orchestra ● Expanding size of orchestra ● JSMA 聯校音樂大賽 ● Improvement in program infrastructure in preparation for contract renewal of instrument class and orchestra program in 19/20 	Term 1 - 3	<p>-Improvement in caliber of orchestra</p> <ul style="list-style-type: none"> -Students will develop showmanship, confidence, motivation and self-efficacy through training and performance -Students will broaden their perspective in instrumental performance when observing performances of peers and other schools. 	<ul style="list-style-type: none"> ● Feedback and Evaluation form for parents and instrument class participants ● Observation of mastery and achievement outcomes of instrument class program ● Feedback and evaluation by teachers and orchestra coaches 	<ul style="list-style-type: none"> - Instrument Briefing Session and Instrument Showcase were both successful events that encouraged participation and support for our instrument program - Though the feedback or instrument showcase was positive, duration of the event was not managed well and it overran - New Double bass and oboe students are now ready to participate in orchestra training - Orchestra achieved Silver award at the JSMA 	<ul style="list-style-type: none"> - To promote more effective training in instrument program, all students with 2+ learning experience in instrument must enroll in focused class starting next year - With experience in joining the JSMA, more preparation work such as rehearsals held in space with concert acoustics and other logistical operations will be better arranged to better support the growth of the Orchestra next year - Instrument Briefing Session and Showcase will be arranged next year again. Planning for Showcase will be adjusted to avoid overrunning the event.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
E.	<p>Expansion of Vocal training program.</p> <ul style="list-style-type: none"> ● Increased to 3 classes, with each class targeting P2 – P6 students ● 4 – 8 students in 1 class ● Vocal training classes moved to Saturday ● Vocal training students will participate in HKSMSA competitions 	Term 1-3	<p>-Students will develop showmanship, confidence, motivation and self-efficacy through training and performance</p> <p>-Students will broaden their perspective in instrumental performance when observing performances of peers and other schools.</p> <p>-Improved results in HKSMSA competitions for vocal solo</p> <p>-Improvement in caliber of choirs</p>	<ul style="list-style-type: none"> ● Observation of mastery and achievement outcomes of vocal training program 	<p>- Students in vocal training did well in the HKSMSA competitions, receiving multiple awards. Their development is also apparent when observing their performance at the vocal class showcase and the Variety Show</p>	<p>- Vocal training program will continue next year, with the addition of a P1 vocal training class.</p>
F.	<p>Broadening horizons of choir members by sending them to an overseas music exchange / competition tour</p> <p>Senior Choir participation in overseas / choir festival / exchange program</p>	Summer 2019	<p>-Students will develop showmanship, confidence, motivation and self-efficacy through training and performance</p> <p>-Students will broaden their perspective in instrumental performance when observing performances of peers and other schools.</p> <p>-Broadening of perspective will in turn improve caliber of choir members</p>	<ul style="list-style-type: none"> ● Observation of mastery and achievement outcomes of Senior Choir program ● Feedback and evaluation by teachers and coach 	<p>- Senior Choir performed extremely well at the TICC during July 2019. Students learned a lot by performing on an international stage as well as being exposed to many world class choirs from around the world at the competition.</p>	<p>- Next year we plan to take the Senior choir to the Taipei International Choir Festival.</p>

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
G.	<p>Reinforcing the importance of respect in school culture through music-making</p> <ul style="list-style-type: none"> ● Students participation in various integrated music-learning experiences such as ensemble performance-based learning activities as both performers and audience or engaging in folk dances or social dances 	Term 1-3	Through experience and discourse of teachers, students develop collaboration skills, tolerance and a respectful attitude required for working with others	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on observed change in student attitudes and values. 	<ul style="list-style-type: none"> - Ensemble work in music became a huge part of the culture at school. Especially prior to ensemble assessments , large groups students are seen practicing with their peers their ensemble arrangement on the 5F during recesses and class periods. Though the engagement in ensemble work is vibrant, the high noise level on the 5F when students rehearse could potentially be an issue 	<ul style="list-style-type: none"> - There are much benefits in ensemble work in music, therefore it must be preserved. The renovation of music room and activity room will be arranged as soon as possible to mediate the noise level when students practice their instruments in groups.
H.	<p>Assisting the GS department in encouraging students to explore the scientific method</p> <ul style="list-style-type: none"> ● P.3 students will create their own paper cup ocarinas during GS lessons and learn to play them during music lessons. 	Term 1 Unit 2	<p>-Students will develop the skills to utilize the scientific method when problem solving</p> <p>-Students will develop interest towards creating their own musical instruments or other useful devices</p>	<ul style="list-style-type: none"> ● Student Feedback ● Feedback and evaluation by GS and Music teachers 	<ul style="list-style-type: none"> - Though students had fun learning to play the paper cup instruments, clear linkage of GS learning objectives and Music learning objectives could not be achieved 	<ul style="list-style-type: none"> - There will be more discussion with the GS department in regards to how we can better create coherent learning experiences between GS and Music curricula.

4.7. Visual Arts

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Appreciate and respect different kinds of art and culture in Visual Art Lessons*	Whole year	Over 80% of students are satisfied with the activities and joined the discussion during the lesson.	<ul style="list-style-type: none"> ● Observation of the process and achievement. 	Teacher kept reinforce respect others works and culture during Art lesson. Different grades had introduced or appreciated different kind of art or artists' works: P1- Joan Miro, Henri Matisse P2- Jacob Lawrence, Mexican Folk Art, Georgia O'Keeffe P3 –Chinese Calligraphy, Paul Klee, Ancient Egyptian art, Eric Carle and Leo Lionni P4 - Chinese Calligraphy, Alberto	Will continue introduce and appreciate at least one artist or one kind of art in each grade
B.	Appreciate and respect others artwork in Visual Art Lessons*					

					Giacometti, Slinkachu and M.C. Escher P5- Graffiti, Wayne Thiebaud,, Henri Matisse, Pop Art (Andy Warhol and Roy Richtenstein), Alexander Calder, P6 –Leonardo da Vinci, Pablo Picasso, Jackson Pollock, Xu Bing, Pak Sheung Chu, David Hockey	
C	Cross curricular Projects / Activities*	Whole year	At least one project or activity per year	<ul style="list-style-type: none"> ● Record of participants, ● Observation 	Different grade cross curricular projects: P2- Shop sign design for Shopping Day (integrated with English, GS and Math) P2- Ceramic pot (integrated	1. Will continue in next year and will work close with GS team in different STEAM projects

					with GS) P4- Mini me in the walled village (integrated with GS) P5- Science Fair (integrated with GS) teach mounting and framing works	
D.	Provide a programme for VA gifted students	1 st Term / 2 nd Term	Over 80% student participation	<ul style="list-style-type: none"> Record of participants, Observation 	Junior and Senior Art pioneers in both 1 st and 2 nd term let the VA gifted students take part in different art competition and try different art medias	Will continue in next year
E	Hold school art exhibitions to honor student work	Twice a year	Over 80% of participants are satisfied with the activities.	Observation	One inter-school exhibition was hold on 2 nd term during parent's day	Can continue in next year
F	Provide different Art ECA for students	2 nd Term and 3 rd Term	Over 80% of participants are satisfied with the activities.	<ul style="list-style-type: none"> Observation 	School Teams: Junior and Senior Art pioneers in both 1 st and 2 nd term	Can continue in next year

					Learning Groups: P1-2 Creative Art P1-2 Origami P3-4 Ceramic P5-6 Comics drawing P5-6 Origami Fee Charging Creative Drawing Clay Sculpture Model making	
G	Introduce more types of Art and media in the VA curriculum	Whole year	Over 80% of students finished the art work	<ul style="list-style-type: none"> ● Observation ● Record of participants 	Besides drawing and painting, the following types of art and media were introduced in art lesson: Paper collage P3,P4 and P6 students had finished one collage project Printing P2 – stencil print P3 – scratch foam print P5 – Chinese seal print P6 – block print (exlibris)	Will continue in next year

					<p>Photography P4 and P6 had finished one photography project</p> <p>Digital Art P3,P4 and P6 students had finished one digital art project</p> <p>Ceramic Every students had made a ceramic tile and created a ceramic murals in school.</p>	
H	Organize a design and drawing competition	3rd Term	Over 80% of students take part in this competition	<ul style="list-style-type: none"> ● Observation and Record of participants 	Handbook cover design and Pied Piper Card design competition was hold in 3rd Term	Handbook cover design competition can start in second term or early 3 rd term instead

4.8. Library

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	<p>Support teaching and learning*</p> <p>1. Invite teachers and students to make purchase suggestions for enriching the collection of school library as well as supporting teaching and learning.</p> <p>2. Books related to the curriculum themes (e.g. STEM, the moral value of respect) will be purchased and displayed so that students can read and borrow them from library.</p>	Whole year	<p>80% of the suggestions for purchases will be bought.</p> <p>Organize a thematic book display every month</p>	<ul style="list-style-type: none"> ● Library catalog records ● Activity record 	<p>36 books were suggested by students and teachers. 100% of the suggestions for purchase have been purchased.</p> <p>Thematic book display (e.g. STEM, respect, China, world history, community helpers, healthy life, plants, space) or new book display was held once every month.</p>	Books related to school major concern or the curriculum themes will be purchased and displayed next year.
B.	<p>Create a reading and sharing culture at school and foster students' good reading habits through various library activities.</p> <p>1. Reading Award Scheme</p>	Whole year	70% of students have participated in the activities.	<ul style="list-style-type: none"> ● Activity record ● Observation 	<p>1. Reading award scheme: Gold: 31 students Silver: 20</p>	Will keep organizing different kinds of reading activities next year.

	<p>2. Top Readers 3. Book Fair 4. Bookplate Design Competition 5. Book Exchange 6. Author Talk</p>				<p>students Bronze: 50 students 2. Book fair was held on parents' day. 3. Bookplate Design Competition was held in May. 96 students took part in it. 4. Book exchange (P.1-P.4) was held on 20 June. 272 students took part in it. 5. 《童話夢工場》故事時間 (P.2-P.4) was held on 27 June.</p>	
C.	<p>Organize Current Affairs Quiz and 2018 Top 10 News Election in order to raise students' awareness of the world.</p>	<p>Whole year</p>	<p>30% of students have participated in the activities.</p>	<p>● Activity record</p>	<p>2018 News Election was held in January. 181 students (23.2% of students) took part in News Election.</p>	<p>Will keep the News Election next year.</p>

D.	<p>Student librarians</p> <ol style="list-style-type: none"> 1. Hold an “Outstanding Student Librarians Award” to recognize their effort and contribution to the library’s daily operation, to support them within a respectful atmosphere. 2. Organize training camp for student librarians in order to cultivate their collaborative leadership skills. 	Feb 2019	<p>Three student librarians will be awarded.</p> <p>70% of librarians take part in the camp. Over 80% participants are satisfied with the activity.</p>	<ul style="list-style-type: none"> ● Activity record ● Questionnaire 	<p>Outstanding Student Librarians Award was held in May. Totally 180 votes were received and five librarians were awarded.</p> <p>Training camp was held in January. 94% of librarians took part in the camp. 94% of participants were satisfied with the training camp.</p>	<p>Will continue to organize different kinds of training activities for student librarians next year.</p>

5. Discipline and Moral Education

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Strengthen the value of respectfulness Sign design competition -Students are invited to design different signs with slogans and quotes about respectfulness. -winning signs will be posted around campus afterwards	End of Oct	Teachers and principals will determine the best artworks.	By their artworks submitted.	IE program was input to the whole school and it duplicated this task.	Will propose to do it again in 1920
B.	Enhancement of campus cleanliness -Inter-class competition	Whole Year	Teachers and janitors will check regularly and students will be awarded.	By observation every day and check form	Did not do it	Will do it in 1920
C.	Strengthen leadership skills of prefects -Prefects will be trained monthly and skills will be enhanced during the training.	Whole Year	D&C teachers will whole meeting with them every month and receive feedback from prefects	Questionnaire to teachers and prefects	Provide one session of training by Mark for 2 hours.	Will continue to do it.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
D.	<p>Recess</p> <ul style="list-style-type: none"> - Provide more games and facilities - divide junior and senior grade students in half and set up a quiet (OCP) and active zone (NCP). Students can decide what they want to do. - Active Zone: hula hoops, skipping ropes, shuttlecocks, four square, hopscotch, etc. - Quiet Zone: Student can rest, have snacks, read books, etc. 	Whole year	Teachers and students feedback	Questionnaire to teachers and students	Successfully done. 90% of students were happy about the new setting	Will continue to do it next year.
E.	<p>Encouragement for good behavior</p> <ul style="list-style-type: none"> -Advanced Award Scheme - Award cards will be given to students widely in different areas (e.g. +5 for dictation marks, being polite to teachers, dressing tidily etc. to encourage students to “do well” every day.) - Students can exchange gifts from the social workers regularly 	Whole year	All teachers will give out cards. 90% of students receive cards from teachers and come to exchange gift	Questionnaires	Did not initiate it well.	Will continue again in next year.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
F.	To provide students with a welcoming campus <ul style="list-style-type: none"> - “Big Brother and Big Sister” scheme, Caring Ambassadors scheme, Stars of the Month, Secret Angel program, Guess Who, Board Game Play Room, Music Station, etc 	Whole year	Fewer students complain about each other and the relationship between teachers and students is improved	Feedback from teachers.	From teachers’ feedbacks, the big brother and big sister were really helpful, they took care of P.1 students and teachers were generally happy to keep this program. Also the activities held by the caring ambassadors could help build up a loving and caring campus.	We will keep these programs next year, and may hold more activities for teachers and students to create a caring campus.
G.	Boost self-confidence of senior grade students <ul style="list-style-type: none"> -Students are trained to provide different services for school (e.g. tour guide, big brothers and big sisters, caring ambassadors, reading angels) - A camp will be provided to train caring ambassadors and big brothers and big sisters. <p>Adventure ship program is introduced.</p>	Whole year	Students are able to fulfill their duties and their self-confidence is enhanced.	Questionnaire Feedback from teachers	More than 80% students thought their self-confidence and sense of belonging have been enhanced. Students were willing to carry out their duties and kind to other students. The challenge of the camp and adventure ship could build up their problem solving skills.	We will keep these programs next year.
H.	Self-management Program for P.3 students. <ul style="list-style-type: none"> - An overnight camp to enhance P.3 students’ self-care skills. 	Dec	Students can finish the tasks that assigned.	Questionnaire	More than 90% students thought their self- management skills have been enhanced.	We will keep these programs next year.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
I.	Self-confidence Program for P.5 students. - An overnight camp to enhance P.5 students' self-confidence and problem-solving skills.	April	Students can finish the tasks that assigned. Students think their self-confidence is enhanced.	Questionnaire	More than 80% students thought they are more confident to solve any problems.	We may keep these programs or change to another format next year.
J.	Enhance P.4 – P.6 students' resilience. - Sunshine Kids Program for P.4 – P.6 students on the attitude of facing problems and problem solving skills	Whole year	80% of students have the positive feedback.	<ul style="list-style-type: none"> ● Observation ● Questionnaire 	More than 80% of students made positive feedback. They thought the program could enhance their resilience.	We will keep these programs next year.
K.	Render support to students with special needs - Program of attention skills training, Chinese literacy training, social skills training, emotion management training are introduced. - Speech Therapy Service and Educational Psychology Service are provided.	Whole year	Students have improvements regarding their trained areas. Students with special needs receive suitable assessment and interventions.	<ul style="list-style-type: none"> ● Questionnaire ● Verbal feedback from parents, students and teachers. 	Students made progress on attention skills, emotion management and social skills. Parents and teachers thought that their behavior and skills have improved. Speech Therapy Service and Educational Psychology Service provided suitable assessment and intervention to our students, it helps teachers to	We will keep some of the programs and plan more kinds of groups or activities according to their needs. next year.

					understand our students' needs and recommend a suitable teaching method to different students.	
L.	Enhancement of parent-child relationship - Parent-child day camp and activities are introduced for junior and senior grades separately. - A parent-child volunteer team is introduced.	Whole year	Parent-child relationship is improved and has more positive communication	<ul style="list-style-type: none"> ● Questionnaire, ● Observation 	More than 90% Parents and students thought that the activities were meaningful and could improve their parent-child relationship. Parents also thought that it was a good chance to observe and appreciate their child.	We will keep these programs next year.
M.	Enhancement of parent education - A series of parents' group or talks are organized, to enhance their parental skills.	Whole year	Parents are able to utilize the skills they learned.	<ul style="list-style-type: none"> ● Questionnaire 	More of the topics of talks this year were about emotion control and stress. Parents thought that the information was useful and they could apply the skill when teaching their child.	We will organize different topics of useful talks for parents.
N.	Sing National Anthem on the first school day of each month.	Whole year	Students can behave well in the ceremony.	<ul style="list-style-type: none"> ● Feedback from teachers. 	Students can behave well in the ceremony.	We will keep this activity in the coming year.

O.	<p>M&M period</p> <ul style="list-style-type: none"> - Every Thursday there will be an 'M&M' period for a program related to Moral and Multi-intelligence Education. - Teachers will talk about different topics in the lesson. - Guests and organizations will be invited to give students talks or shows based on different moral topics. 	Whole year	Most students can tell what they have learned in the M&M period.	<ul style="list-style-type: none"> ● Feedback from teachers and students. 	<p>Students can learn about moral topics during M&M class activities.</p> <p>Students can know more about the world issue during Education talks.</p>	<p>We will let our students to participate more group activities in the class for learning communication skills.</p>

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
P.	<p>Enhancement of positive education atmosphere in school</p> <p>加強正向價值觀的學校氛圍</p> <ul style="list-style-type: none"> - Work with Campus TV Team, let our students broadcast stories through the Broadcasting system in school - Work with D&C Team, let our students design posters with slogans. Posters will be posted around campus afterwards. Students are invited to join colouring competition with given theme. Artworks will be posted to the board for awarding our students - School rules(校園規則) will be posted around campus 	Whole year	<p>80% of students have the positive feedback.</p> <p>70% of students participate poster design competition.</p> <p>Teachers and principal will determine the best artwork</p>	<ul style="list-style-type: none"> ● Questionnaire for teachers. ● Students' artwork 	<p>Successfully done.</p> <p>Most of them would like to participate broadcast stories again.</p> <p>More than 70% of students participate poster design competition.</p> <p>IE program was input to the whole school and it duplicated this task.</p>	<p>Will continue to let our students to do broadcast stories with Chinese teachers next year.</p> <p>D&C team will continue to hold sign design competition next year.</p>
Q.	<p>Enhancement of money management education</p> <ul style="list-style-type: none"> - Encourage our M&M teachers to use teaching materials from PLK and "The Chin Family" financial education platform 	Whole year	Most students can establish the concept of needs and wants.	<ul style="list-style-type: none"> ● Feedback from teachers and students. 	Teaching materials was delivered to our school too late. It is better if we use this teaching materials after Lunar New year	We will use these teaching materials next year.

					holiday(Teach Students how to manage red pocket money.)	
R.	Improvement of discipline in hall during M&M periods - M & M hall dojo point scheme(using Class dojo system) -To award classes which behaves well during assembly at hall	Whole year	The class that got the highest score in senior and junior grade will have an extra section to use computer room.	Questionnaire to teachers	Dojo point scheme not very useful this year because they only go to the hall 1-2 times each term.	M&M teachers from D&C core members will be the duty master during M&M talk at hall.
S.	Development of teaching and learning material for Moral Education in school 發展德育校本教材 Apply for QEF and submit the proposal. - Develop animation as teaching and learning material for Moral Education in our school - cooperate with animation company and our school Campus TV Team, let our students use new technology for creating videos for M&M teaching and learning. Renew teaching materials. -Teaching materials from NGO, new textbooks, PLK and government are references for renew	Whole year	Teachers and students feedback At least one ECA activity involving animation.	<ul style="list-style-type: none"> ● Questionnaire to teachers ● QEF project result ● Students' work (10 animation videos) 	<p>The approval of QEF project has been given to our school.</p> <p>Rented new technology for Campus TV student members.</p> <p>10 animation videos created by students and teachers.</p>	Implement QEF project to create more M&M teaching videos.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
T.	Experience Chinese culture and enhance the ethnic Identity - A study tour program will be organized for P.4-6 students to Macau - Study tour programs will be organized for students to mainland China. (Hunan & Yunnan)	Mar 2019 Apr 2019	Successful trips were held on the assigned dates	<ul style="list-style-type: none"> ● Feedback from teachers and students. ● Students' work 	Students can learn different things and also can share with other students. Parents and teachers also have positive feedback about it.	As there are other trips to Canada and New Zealand, we will encourage our students experience other countries culture.

6. Extra-Curricular Activities

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Digitizing all information for better accuracy and for easier access. -students enroll in ECAs via eEnrollment -eAttendance will be used to record students attendance.	2 nd & 3 rd terms	Mistakes of students' attendance is reduced.	<ul style="list-style-type: none"> ● Student participation & feedback ● Teacher observation & feedback ● Office ladies feedback 	Most of the teachers agree that students enroll in ECAs via eEnrollment can reduce the clash. They also think that it is more convenient to use eAttendance to take roll call.	We will keep using eEnrollment and eAttendance next year.
B.	To introduce activities that can involve the whole school so as to improve students' confidence and sense of belonging.	Whole year	-Completed Activities -Students gain knowledge and learning experience from these activities.	<ul style="list-style-type: none"> ● Completed activities ● Student participation ● Teacher observation & feedback ● Questionnaire 	All students joined different activities for the whole year. Most students enjoy the activities and have learnt different skills, improved their confidence and sense of belonging from the activities.	We will try to have different kind of activities provided for students next year in fee charging way due to the limited financial budget.

C.	To set regulation to reduce clash and ensure the safety: -All subject panels need to decide all activities for the year by August -New activities cannot be added mid school year.	Whole year	70% teachers agree that clashes among students reduced.	<ul style="list-style-type: none"> ● Student participation ● Teacher observation & feedback 	Most of teachers' agree that the clash among students reduced.	We will keep the regulation next year.
D.	Keep the regular whole school events to provide other learning opportunities, e.g. games day, variety show	Whole year	Students gain learning experience from various school events.	<ul style="list-style-type: none"> ● Student Participation ● Teacher observation & feedback 	Most of teachers and students enjoyed those events.	We will keep the events in the coming years.
E.	To train students to be cooperative and show sportsmanship through activities.	Whole year	Students gain learning experience from Sports Day.	<ul style="list-style-type: none"> ● Student Participation ● Teacher observation & feedback 	Most of teachers, parents and students enjoyed the games day and had a high participation rate. Although it was raining during the games day and the 100M running competition was cancelled, we had the rolling hula hoop competition instead. Students still enjoyed it while some of them were not so sure about the rules.	We should prepare a backup plan before the games day. And we could tell students the rules by demonstration.

保良局香港道教聯合會圓玄小學
姊妹學校交流報告書
2018/19 學年

內地姊妹學校名稱/締結日期：北京舞蹈學院附中豐台實驗小學 (2019)/ 深圳市寶安區立新湖外國語學校 (2019 年)/ 深圳市南山區海濱實驗小學 (2019 年)/ 寧波市行知實驗小學 (2018 年)/ 雲南昆明市明通小學 (2018 年)/ 南沙金隆小學(2013 年)/ 浙江海曙中心小學(2012 年)/ 武漢育才小學(2010 年)

第一部分：交流活動詳情

項目	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	我校師生到訪雲南明通小學 ---我校師生於八月到訪雲南省 昆明市明通小學	--與姊妹學校師生進行交流活動 --我校師生跟姊妹學校的學生一同 體驗學校生活	---師生反應熱烈，學生表 示希望將來能有更多類 似的交流。	---將來可考慮繼續進行 同類型活動
2.	我校師生到訪北京姊妹學校 ---我校舞蹈團到訪北京舞蹈學 院附中豐台實驗小學	---我校舞蹈團到訪北京舞蹈學院附 中豐台實驗小學作文化藝術交流並 簽署合作協議	---我校學生反應熱烈， 表示希望能再跟姊妹學 校進行更深入的交流活 動，更希望能跟姊妹學 校的學生一同上課。	---預計會邀請北舞附小 於明年到訪我校
3.	姊妹學生校到訪	---姊妹學校（武漢育才小學）到訪我 校，一同體驗學校生活，並進行文化 交流活動，包括才藝表演。	---姊妹學校反應良好，尤 其是能夠體驗我校的游 泳課。	

本學年參加交流活動的總人次如下：
學生：共 41 人
老師：共 6 人
校長：共 2 人

第二部分：財政報告

項目	交流項目	支出項目	費用	備註
1. 我校師生到訪雲南明通小學 ---我校師生於八月到訪雲南省昆明市明通小學	我校師生到訪雲南明通小學 ---我校師生於四月到訪雲南省昆明市明通小學 --兩校商討具體合作方案	機票及保險費用（20名學生，2位校長及2名老師）	\$ 112480	
2. 我校師生到訪北京姊妹學校---我校舞蹈團到訪北京舞蹈學院附中豐台實驗小學	姊妹學校師生互訪交流 ---我校舞蹈團於四月到訪北京舞蹈學院附中豐台實驗小學交流並簽署交流合作協議	交流團團費（17名學生，4名老師）	\$ 49140	
3. 姊妹學生校到訪	---姊妹學校（武漢育才小學）到訪我校，一同體驗學校生活。	游泳課費用	\$2400	
		共:	\$ 164020	
津貼項目結餘：\$ 150,000 - \$ 164020 = - \$ 14020（不敷支出由學校支付#）			- \$ 14020	

由學校支付指由學校經費（政府津貼）項目支付

第四部分：聲明

1. 本報告書已獲本校法團校董會/校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流試辦計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及
5. 以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。

2018/19 學年推動中國歷史文化津貼用款詳情

學校名稱：保良局香港道教聯合會圓玄小學

第一部分：18 至 19 年度活動詳情

項目	項目名稱及內容	預期目標	結果	跟進
1.	湖南歷史文化交流之旅(4位老師、30位學生) 旅程包括:與當地學生交流、導賞及參觀歷史文化古蹟	提升學生對中國歷史的興趣及對中華文化的認識,豐富學生的學習經歷及培養學生國民身份的認同。 對象:四、五年級學生	在湖南交流團中,學生不但能親身到鳳凰古城等歷史古蹟,還學習了古蹟保育的知識。除此之外,學生還與當地的小學生一起上課,感受當地學校的學習氣氛。	下學年繼續舉辦有關活動。

第二部分：財政報告

項目	項目	支出項目	費用(1819 年度)	備註
1.	湖南歷史文化交流之旅	團費	\$ 66960	全數資助教師團費及資助每位參與學生\$1700
		共:	\$ 66960	
	津貼項目結餘: \$ 48100 (1718 結餘) - \$ 66960 = - 18860 (不敷支出由學校支付#)			

由學校支付指由學校經費(政府津貼)項目支付

**Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School
Report on Use of Capacity Enhancement Grant (2018 – 2019)**

Means by which teachers have been consulted: Staff meeting

Task Area	Major area of concern	Time Scale	Strategies/Tasks	Benefit Anticipated	Success Criteria	Method	Resources	People Responsible
Recruitment of 3 Supporting Staff to relieve teaching staff from non-teaching duties	To reduce the workload of the teachers in general so that teaching can be more focused on catering for individual differences by using a student-centred teaching approach	From September 2018 onward till the end of the academic year	<ul style="list-style-type: none"> • Assist in the stocking of teaching aids. • Assist in the preparing teaching aids and materials • Assist in the classroom activities. • Sundry duties of school affairs. 	Teachers overall workload relieved	Improved quality of teaching.	Feedback on teaching and learning at year-end staff meeting.	Salary of 3 Supporting Staff for 12 months and MPF contribution : = \$422,858.74	Ms Sanny Chan
Coping with the diverse and special learning needs of students with varied abilities	To reduce the workload of the teachers in general so that teaching can be more focused on catering for individual differences by using a student-centred teaching approach	From September 2018 onward till the end of the academic year	To employ 2 teacher assistants at the start of the school year to cope with the diverse needs of students and to assist teachers teaching Non-Chinese students.	<ul style="list-style-type: none"> • Teachers overall workload relieved • Academic performance of NCS is improved. 	Improved quality of teaching and learning.	Feedback on teaching and learning at year-end staff meeting.	Salary of 2 Teacher assistants for 12 months and MPF contribution : = \$396,522	Ms Sanny Chan

CEG Expenditure Report:

Income: $\$1,071.00 \times 781 \text{ students} (\$1,071 \text{ per student per annum}) = \$836,451.00$

Balance brought downward from previous year : $\$39,574.97$

Expenditure: Recruitment of 3 Supporting Staff , 2 Teacher Assistants

$\$422,858.74 + \$396,522 = \$819,380.74$

Balanced carry forward to next year : $\$836,451.00 + \$39,574.97 - \$819,380.74 = \$56,645.23$

運用推廣閱讀津貼報告書
2018-2019 學年

第一部分：成效檢討

	項目名稱	成效 / 結果
1	購置圖書	本學年，圖書館共購入圖書 725 本，大大豐富了圖書館館藏。透過新書介紹及新書展覽，有助吸引學生借閱圖書，培養學生的閱讀興趣。為配合不同學科的學習主題，圖書館亦添購了不同題材的圖書(如香港歷史、動物、健康生活、品德教育、中華文化、運動、STEM 等)，從而提高學生對學科的興趣及增加對學科的知識。
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	6 月份，本校邀請《童話夢工場：成語寫作本》作者蔓玲姐姐到校為二至四年級學生講故事。故事內容生動有趣，學生均表現得十分投入。
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	閱讀獎勵計劃及借閱龍虎榜有助鼓勵學生多借閱圖書及於圖書館網頁內分享閱讀心得。本學年，學生共借閱圖書 43860 本，與上學年比較，增加 1845 本。
4.	其他：閱讀獎勵計劃及借閱龍虎榜獎品	

第二部分：財政報告

	項目名稱	實際開支 (\$)
1	購置圖書	\$45998.68
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	\$1000
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4	其他：閱讀獎勵計劃及借閱龍虎榜獎品	\$6000
	總計	\$52998.68
	津貼年度結餘	-\$22998.68 (不敷支出由學校政府經費支付)

*請以✓選或以文字說明。

二零一八一九學年校本課後學習及支援計劃
校本津貼 - 活動報告表

學校名稱： 保良局香港道教聯合會圓玄小學

負責人姓名： 秦寶茹社工

聯絡電話： 24501588

A. 校本津貼實際受惠學生人數 (人頭) 37 名(包括 A. 領取綜援人數： 1 名，B. 學生資助計劃全額津貼人數： 9 名及 C. 學校使用的酌情權而受惠的清貧學生人數： 27 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
黑暗體驗行	1	7	19	100%	3/7/2019 1000-1300	\$5005	工作人員觀察及學生回應	對話體驗	學生於活動期間能體驗失明人士於日常生活遇到的困難，同時透過真人對話，更了解對方的心路歷程，加強對別人之同理心。
創意魔術班		2	8	80%	14/3/2019- 9/5/2019 1430-1600	\$5100	工作人員觀察及學生回應	生誠教育有限公司	學生能掌握表演不同魔術的小技巧，並會輪流作魔術表演。有部份學生更主動應用魔術班所學於其他學校活動，如親子義工隊表演、班內活動等。
活動項目總數： 2									
@學生人次	1	9	27		總開支	\$10105			
**總學生人次	37								

備註:*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A)+(B)+(C)的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機						✓
b) 學生的學習技巧						✓
c) 學生的學業成績						✓
d) 學生於課堂外的學習經歷						✓
e) 你對學生學習成效的整體觀感						✓
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力						✓
h) 學生的社交技巧	✓					
i) 學生的人際技巧	✓					
j) 學生與他人合作	✓					
k) 學生對求學的態度						✓
l) 學生的人生觀	✓					
m) 你對學生個人及社交發展的整體觀感	✓					
社區參與						
n) 學生參與課外及義工活動						✓
o) 學生的歸屬感		✓				
p) 學生對社區的了解	✓					
q) 你對學生參與社區活動的整體觀感		✓				

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選合適學生加入酌情名額；
- 合資格學生不願意參加計劃(請說明原因：_____)
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作 明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)：_____

E. 學生及家長有否對校本津貼資助活動活動提供意見？他們是否滿意計劃的服務？(可選擇填/不填寫)

保良局香港道教聯合會圓玄小學
德育及國民教育津貼報告書
2018/19 學年

小五香港中小學航空科普實踐課程日期：2018 年 11 月 1 – 2 日

第一部分：交流活動詳情

項目	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	通過航空科普教育與國防教育，航空模擬實踐與環保教育相結合的實地觀摩與親身體驗，引導學生從學校課堂走向自然課堂，形成自然、社會、自我之內在聯繫的整體意識。	<p>學生全方位瞭解航空航太科普知識，培養學生對科學的探索精神；</p> <p>進行航空模擬操作，探索飛行科技與自然的融合，培養創造力，提升環保意識；</p> <p>走進航太製造過程，通過對航空科技的深入瞭解發現對航空科技的熱情；</p> <p>融入軍事化嚴謹管理的課程中，確立團隊合作意識。</p>	師生反應熱烈，唯旅行社服務欠佳，如行程安排不周，講解不清。	---不考慮繼續與此旅行社合作，但仍會計劃進行同類型活動

本學年參加活動的總人次如下：

學生：共 129 人

老師：共 14 人

第二部分：財政報告

項目	交流項目	支出項目	費用	備註
1. 香港中小學航空科普實踐課程團費	我校師生到中國珠海航空科普基地進行全程 2 日，共 6-8 節理論與實踐課程	團費(每位\$2000)包括住宿保險印花稅 (129 名學生及 14 名老師) 每位參加學生支付\$800，其餘\$1200 由學校津貼。 $\$1200 \times 129 + \$2000 \times 14 = \$182,200$	\$ 182,800	
		共:	\$ 182,800	

Template for Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2017 / 2018 School Year

Appendix 7

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	83.5%	N.A.
School Fees	N.A.	13.5%
Donations, if any	N.A.	0.0%
Other Income, if any	N.A.	3.0%
Total	83.5%	16.5%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	60.2%	
Operational Expenses (including those for Learning and Teaching)	21.6%	
Fee Remission / Scholarship ¹	0.4%	
Repairs and Maintenance	14.6%	
Depreciation	3.2%	
Miscellaneous	0.0%	
Total	100%	
Surplus/Deficit for the School Year *		
	0.2 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve* as at the End of the School Year #		
	6.72 months of the annual expenditure	
* excluding the N.B.V. of the additional school building		
# in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

Major repair was taken for the school premises and had been reimbursed by the EDB.

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☑ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

保良局香港道教聯合會圓玄小學

接受捐贈項目表

2018/19 年度

接受日期	捐贈者	捐贈項目	價值 (\$)	用途
2018 年 9 月	曾紀華獎學金	「小正與怪老頭」故事書 100 本	港幣 0 元	供學生借閱
2018 年 9 月	香港金融管理學院	演講費	港幣 3000 元	津貼教職員活動
2018 年 11 月	香港教育研究發展中心	演講費	港幣 3000 元	津貼教職員活動
2018 年 11 月	曾紀華獎學金	「小正與怪老頭」故事書 100 本	港幣 0 元	供學生借閱
2018 年 12 月	香港教育研究發展中心	演講費	港幣 3000 元	津貼教職員活動
2019 年 1 月	星島日報	書券	港幣 500 元	購買圖書
2019 年 1 月	美國吉時兄弟(香港)有限公司	環保充電池 6 包 (24 粒)	港幣 343.2 元	供教師使用
2019 年 3 月	Reading Mile Foundation Limited	英語故事書共 10 套	港幣 3000 元	供學生借閱
2019 年 5 月	香港教育研究發展中心	演講費	港幣 3000 元	津貼教職員活動