

PLK HKTA YUEN YUEN PRIMARY SCHOOL  
ANNUAL SCHOOL REPORT

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2019-2020



Annual School Report  
2019/2020

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## SCHOOL MISSION

### 1. School Vision, Mission and Motto

#### 1.1. School Vision

We believe that every child in our school should be able to:

- ◆ Achieve Academic Excellence
- ◆ Explore Their Own Potential
- ◆ Show Love, Respect, Diligence and Integrity
- ◆ Grasp Principles and Cultivate Virtue

#### 1.2. School Mission

- ◆ We love our children
- ◆ We care about our children
- ◆ We offer an excellent learning environment
- ◆ We offer current teaching strategies to enhance effective and enjoyable learning
- ◆ We provide a holistic learning experience for students to develop their full potential

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, Cultivate Virtue

2. Major Concerns for 2019/2020

- 2.1. Strengthening cross-curricula collaboration across all subject areas  
 2.2. Educate students about digital citizenship

3. School management and organization

\* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Animation as teaching and learning material for moral education in primary school	3 <sup>rd</sup> Term	Successfully install & create movie clips	<ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul>	Postponed due to school suspension.	Will start produce the animation when activities can be held at school.
B.	Enhance teaching and learning (PE) via big data	3 <sup>rd</sup> Term	Successfully install & incorporate it into training and lessons	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Postponed due to school suspension. Equipment was bought.	Will start when activities can be held at school.
C.	Po Leung Kuk S.F. Lee Creative and Technology Education Development Fund: use to upgrade the equipment in the Campus TV room	3 <sup>rd</sup> Term	Successfully install	<ul style="list-style-type: none"> <li>Feedback from school staff</li> </ul>	Postponed due to school suspension. Equipment was bought.	Will start when activities can be held at school as will involve students to learn how to use the equipment.
D.	Renovate the Campus TV room: Proposal will be submitted in March 2020.	2020 Summer	Proposal will be approved & renovation work is done	<ul style="list-style-type: none"> <li>Feedback from the user (staff and teachers)</li> </ul>	The proposal has changed to renovate the computer room.	Waiting for the QEF result.
E.	Pilot Cloud Project for WebSAMS	2 <sup>nd</sup> Term and 3 <sup>rd</sup> Term	Successfully incorporate it into our WebSAMS platform	<ul style="list-style-type: none"> <li>Feedback from the user (IT technicians and teachers)</li> </ul>	All data has been transferred to the Cloud in late Dec, 2019.	IT Department will continue monitoring it.
F.	Remodelling of Music Room and	2020	Proposal will be	<ul style="list-style-type: none"> <li>Feedback from the</li> </ul>	The proposal has	School is answering

	Activity Room: Proposal has been submitted in Sept, 2019	Summer	approved & renovation work is done	teachers	not been approved yet.	the enquiries to provide more details for the QEF.
G.	Replace old furniture in language rooms on ground floor	3 <sup>rd</sup> Term	Successfully replace	<ul style="list-style-type: none"> <li>Feedback from the teachers</li> </ul>	Postponed	Will see if there is a need in the next school year.

#### 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.5 English Curriculum - Teachers will get reference from the UK National Curriculum and adopt a new curriculum in our school.	Sept 19– June 20	Students will be asked to do a previous assessment after the first term. Average of the students should score higher than the previous in the same assessment paper.	1. Assessment scores 2. Teachers' observation	1. We were not able to collect the assessment scores due to the school suspension. 2. All teachers found it is suitable for the students.	We will continue with the new P.5 curriculum.
B.	P.1 – P.6 Cross curricular Activities & Projects *	Sept 19 – June 20	Complete at least 1 project or activity with another subject in a year	<ul style="list-style-type: none"> <li>Teachers' Observations</li> <li>Project Document</li> <li>Evaluation</li> </ul>	Some grades were not able to finish the project due to the school suspension.	Suggestions were given in the English Subject Meeting on July 15. We will continue doing this in the coming year.
C.	Develop P.2 - P.3 teaching plans and materials for more-able and less-able students (PEEGS Program)	Sept 19 – June 20	i. Lesson plans and teaching materials of 6 units of P.2 and P.3 should be developed.  ii. 60% of Primary 2 to 3	<ul style="list-style-type: none"> <li>Teachers' Observations</li> <li>Feedback will be collected from core team members, other level English teachers in P.2 and P.3 and students</li> </ul>	Students prepared the materials for higher ability and lower ability learners. It was hard to collect data	We have successfully applied an extension of the completion of the program. The program will

		<p>students will improve their confidence and skills in writing.</p> <p>iii. Writing assessment results of over 60% of students at Primary 2 to 3 will improve by at least 5% in 1 year's time.</p> <p>iv. All English teachers involved will enrich their knowledge in the teaching of writing to cater for learner diversity.</p> <p>v. All English teachers involved will apply new teaching methods e.g. strategies to cater for learner diversity to English teaching at Primary 2 to 3.</p>	<p>through questionnaires to be conducted by the end of each term.</p> <ul style="list-style-type: none"> <li>• Students' performance will be observed and the effectiveness of the materials will be reviewed.</li> <li>• Assessment scores for writing examinations will be analyzed and used to evaluate the effectiveness of the writing programme in each term.</li> </ul>	<p>and feedback from teachers and students due to the school suspension.</p>	<p>complete in July 20/21. Teachers next year will continue to use and revise the materials created without the funding from the program.</p>
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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.	<p><b>善用電子學習平台</b></p> <p>1 說話課善用 E SMART 分享平台，帶動學生參與積極性。</p> <p>2 善用 E SMART 作預習</p>	全學年	<p>1. 二至六年級每學期至少有一次說話課用分享平台與同學作出互動，提高學生的參與課堂積極性。</p> <p>2. 二至六年級每學期至少有一次課文用 E SMART 作預習，鼓勵學生自主學習。</p> <p>3. 70%教師認同網上學習平台有助學生學習。</p>	教師問卷 會議記錄	<p>1. 只有兩成五的教師用過 E SMART 的分享平台與學生上說話課，情況不理想，原因是該平台比較新，而且借 IPAD 有難度，往往未能配合所需日期，用過的老師表示學生上載音檔比較慢，有時學生錄了音但系統未能顯示，情況不大理想。</p> <p>2. 大約有八成七的老師安排了安排 ESMART 作預習，當中大約有八成七的老師認為網上預習對學生學習有幫助，二成老師認為效果一般。</p>	今年用 E SMART 平台情況不是太理想，反而在停課期間老師學會了更多其他學習平台，來年會配合電子教學，加入更多電子學習的元素。

B.	<b>推行閱讀護照計劃</b> 鼓勵學生閱讀不同類型的書籍。	第二學期	1. 有一半學生參加此計劃/ 有三分一學生能拿到基本獎勵。 2. 70%教師認為閱讀護照能有效鼓勵學生閱讀。	教師問卷 閱讀護照記錄冊	由於停課關係，計劃暫停	來年繼續。
C.	<b>重整小一課程，配合幼小銜接</b> 以筆畫及部件作為漢字學習基礎，配合圖書教學，透過大量朗讀提升學生識字量。	全學年	四分之三的一年級科任老師認為小一銜接課程能有效為學生打好學習中文基礎。	教師問卷	任教小一的老師當中有六成認為此計劃有效，四成認為效果一般	筆畫對於剛入學的小一學生來說十分重要，來年會繼續優化此部分，並加強繪本教學。
D.	<b>跨學科教學*</b> 與 M & M 課推行跨科合作，各級都有一個主題與中文科緊扣。	全學年	1. 70%教師認為跨科活動更能善課堂時間。	課堂報告 教師檢視	有大約六成的老師認為兩科合作，更能善用課堂時間，三成老師認為一般，一成老師認為效果不明顯。	今年由於停課的關係，有些跨科活動尚未完成，但計劃的理念與設計是值得保留和實行的，明年會繼續此計劃。
E.	<b>建構有特色的校本寫作課程</b> 1.以說帶寫的模式引導學生寫作，以此擴闊學生思維。 2.四至六年級根據教師的批改符號自己作出改正，提升學生自我糾正錯誤的能力。	全學年	1. 各級每學期最少一次以說帶寫的方法引導學生課堂寫作。 2. 70%教師認為這學習模式能有效加強學生的自省意識。	教師問卷 級會議記錄	1. 有八成老師每次寫作都以「以說帶寫」方法引導學生寫作，而且九成老師認為此方法有助提升學生寫作質素。 2. 而批改符號方面，過五成的老師認為批改符號能發揮作用，三成老師認為作用	善用批改符號第一年實行，效果是有的，所以來年會繼續使用。



					一般。八成學生能按老師的批改符號自行改正。老師都認為制定的批改符號能提高學生的自省意識，但不是所有學生都能做得到。	
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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.	1. 善用電子學習工具及學習平台，提高自學能力 1.1 利用點讀筆完成聆聽練習 1.2 製作中文學習資源庫	全學年	<ul style="list-style-type: none"> <li>所有學生能利用點讀筆完成聆聽練習</li> <li>所有學生能透過電子工具協助學習中文</li> </ul>	<ul style="list-style-type: none"> <li>聆聽練習</li> <li>老師觀察學生活動表現</li> </ul>	本年度老師利用了不同的電子工具及平台與非華語學生上課，如：Nearpod、Quizlet、google form/quiz 等，讓學生能在家中學習，復課後仍能繼續利用電子平台自學，成功提高了自學能力。受停課影響，聆聽練習的製作仍在進行中，估計在本年度	由於點讀筆的錄音內容要經常更新，容易出現狀況或損壞，而更新的方法也比較繁瑣，老師建議用 QR code 漸漸取替點讀筆。來年會繼續此項工作。

					能夠完成。	
B.	<p>2. 認識中華文化</p> <p>2.1 外遊活動</p> <p>2.2 中文日</p> <p>2.3 試後中國傳統文化活動</p>	全學年	<ul style="list-style-type: none"> <li>老師能根據學生需要，擬定本地遊路線、撰寫計劃書，並聯絡旅行社安排行程，以提升學生中華文化/香港歷史的認識</li> <li>八成學生認為活動能有效地幫助學生認識中華文化/香港歷史</li> <li>八成學生能完成外遊活動小冊子</li> </ul>	<ul style="list-style-type: none"> <li>老師觀察學生活動表現</li> <li>學生問卷調查</li> <li>外遊活動小冊子</li> </ul>	<p>老師帶領非華語學生到馬灣公園進行遊踪活動，在本地生的協助下，同學們都能完成任務，了解當地文化。活動結束後，所有學生都能完成工作紙。調查後學生都認為中文日及外遊活動都能幫助學生認識中華文化，認識了很多傳統的小吃，他們的回饋都是正面的，過程很愉快。</p>	<p>試後中國傳統文化活動因疫情關係取消了，下年度再舉辦。</p>
C.	<p>3. 加強說話能力</p> <p>3.1 課後朗讀</p> <p>3.2 伴讀大使</p> <p>3.3 鼓勵外籍生在班內朗讀</p>	全學年	<ul style="list-style-type: none"> <li>八成學生能完成課後朗讀手冊</li> <li>外籍生及伴讀大使出席率達八成</li> <li>外籍生能完成閱讀 5</li> </ul>	<ul style="list-style-type: none"> <li>課後朗讀手冊</li> <li>活動出席紀錄</li> </ul>	<p>學生表現積極，能主動向老師讀出句子，收集簽名，以獲取禮物。八成學生能換取一份或以上的小禮物。</p>	<p>受停課影響，本年度的伴讀計劃取消了，下年度將再舉辦。</p>

			<p>本以上的中文圖書</p> <ul style="list-style-type: none"> <li>• 閱讀圖書後，外籍學生能與小老師討論故事內容及分享感受</li> </ul>			
D.	4. 鼓勵外籍學生參與校內/校外的中文活動/比賽，以提升他們學習中文的興趣	全學年	<ul style="list-style-type: none"> <li>• 八成學生參與最少一次校內/校外的中文活動/比賽</li> </ul>	活動出席紀錄/ 參加比賽紀錄	<p>數名學生參加校外的朗誦比賽，其中兩名外籍學生表現優異，獲得獎項。</p> <p>本年度將推選 20 位外籍學生參加由教育局舉辦的講故事比賽。</p>	下年度將會繼續鼓勵外籍學生參加校內/校外的比賽。

### 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 should have done one practical assessment at least one time during the school year. Each practical assessment weighs 5% of a quiz when the written parts weigh 95%.	Quiz paper	Only P6 has done a practical assessment in the first term as school has suspended since term 2.	We will keep this task next year.
B.	To enhance teaching and learning	Whole Year	Math teachers will assess students' prior math skills on all quizzes and assessments. This section weighs 5%.	Quiz paper	All grades completed it.	Topics will not be stated in the scope and we will increase the weighting of previous knowledge to 10%. We will assess students' knowledge on different topics.
C.	To enhance e-learning and self-learning*	Whole Year	All P3-6 students have used Google Classrooms for lesson preparation and self-study. All pre-lesson preparation notes (PowerPoint slides) are completed in P3 to P6.	PowerPoint Slides made by Math teachers Students' participation in Google Classroom	All P3- 6 grades used Google Classroom and the PowerPoint slides are completed.	We will try our best to use Google Classroom in lesson time too especially for P4, that each student has their own iPads for e-Learning.

						Teachers will be encouraged to use the Math apps instead of the concrete teaching aids if possible (except the topics of 3D shapes)
D.	To keep students' interest in learning Math	2 <sup>nd</sup> term or 3 <sup>rd</sup> term	Math month will be held and at least 75% of students (e.g. 25 out of 33 students) in each class participate each time.	Participation record of each class	Math Month was cancelled due to the school suspension.	Math Day in the post exam period might replace Math Month to encourage more students to participate.
E.	To increase students' interest in learning Math and improve their self-confidence  To provide students with a chance of handling more challenging tasks	Whole year	Students will have taken part in at least 6 competitions in the school year. Students will be selected by Math teachers and will apply for these competitions through the school.	Participation of teachers and students	All Math competitions we joined were cancelled due to the social event and school suspension.	We plan to join more Olympiad Math competitions next year.
F.	To enhance teacher's professional development in Math	Whole Year	<ul style="list-style-type: none"> <li>• Every Math teacher attended at least one Math professional program, talk or activity throughout the whole school year.</li> <li>• They need to finish at least one peer lesson</li> </ul>	<ul style="list-style-type: none"> <li>• All Math main teachers observed a lesson among the grade they teach at least one time.</li> <li>• All Math main teachers attended Math related workshop, course or seminar at least one time.</li> <li>• All co-teachers teach one</li> </ul>	Due to school suspension, no lesson observation was done (It always happens in the second term.) and teachers	Our school has applied for a service from EDB and a staff member will come to our school to have regular meetings with P3 teachers

			<p>observation in Math lesson.</p> <ul style="list-style-type: none"> <li>• Math teachers have used different types of questions to guide students' critical thinking as stated in the 1718 Math Lesson Observation Forms.</li> <li>• Math co-teacher teaches one Math topic in every term.</li> </ul>	<p>Math topic in every term for students in their grades.</p> <ul style="list-style-type: none"> <li>• All teachers should have asked one kind of higher order thinking questions in their lesson observed.</li> </ul>	<p>have not attended any seminars/ workshops/ courses that are teaching and learning related.</p>	<p>mainly for planning and evaluating teaching and learning. If possible, we will also try to include e-Learning in P3.</p>
G.	Cross curricular Activities & Projects*	Sept 19 – June 20	Complete at least 1 project or activity with another subject in one junior and senior grade	<ul style="list-style-type: none"> <li>• Teachers' Observations</li> <li>• Project Document</li> <li>• Evaluation</li> </ul>	P2 had shopping day (with English)	

4.4. General Studies

\* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Cross GS / Stem Project with other subjects <b>* Strengthening cross-curricular collaboration across all subject areas</b>	Whole Year	At least one GS/ STEM topic in each grade was integrated with other subjects each year.	Google form	<ul style="list-style-type: none"> <li>• P1 using "Paint" to draw in VA.</li> <li>• P2 planting with English department about seed germination</li> <li>• P3 - GS Sound experiments and creating a slideshow about another country.</li> <li>• P4 GS - light experiments</li> <li>• P5 and P6 Microbit Coding in Music.</li> <li>• P6 Scratch Coding to complete English year end project.</li> </ul>	We will continue doing these next year.
B	Open Classroom / Peer observation at least once in a year in order to increase the understanding of how other subjects are taught and look into the possibilities of cooperation. <b>* Strengthening cross-curricular collaboration across all subject areas</b>	Whole year	80% of teachers finish at least one Open Classroom / peer observation in each year	Google form	Due to school suspension, 40% of GS teachers finished at least one Open Classroom / peer observation in each year.	Panel head should remind the teachers regularly (by each term).

C.	Continuous professional development training (not only GS subjects) for teachers. <b>* Strengthening cross-curricular collaboration across all subject areas</b>	Whole year	100% of teachers have at least one training (highly recommend STEM related) in each year	Google form	Due to school suspension, 50% of GS teachers have at least one training in each year.	Panel head should remind the teachers regularly (by each term).
D.	Implement / emphasis the value of digital citizenship into our teaching content. <b>* Educate students about digital citizenship</b>	Whole year	At least one unit of GS / STEM curriculum to implement / emphasis the digital citizenship.	Google form	<ul style="list-style-type: none"> <li>• P1 : gender difference - we have talk about the difference between boys and girls, how to protect private body part and how to respect each other. ; P2 - respect community helpers - we have introduced different types of community helpers who work in society. Talk about how they can help us in daily life. We also visit the Fire station to learn more about firemen's job.</li> <li>• In P3 and P4, we included the core value of respect in those topics, but didn't emphasize it. We should probably have posters in the classrooms stating any major themes for the year.</li> <li>• P5, China. P6 HKSAR</li> </ul>	N.A.



4.5. Physical Education

\* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	<p>(Motor and sport skills) *(moral education)</p> <p>Encourage students to participate in competitions.</p> <p>I. Participate in joint-schools sports day and inter-school competitions, swimming competition, track &amp; field competition, basketball competition, volleyball competition, badminton competition and rugby competition.</p> <p>II. To hold a Games Day for all students to participate in.</p> <p>III. To organize sports teams overseas training/exchange</p>	Sept, 19 – June, 20	<p>Over 30% of students have participated in the competitions.</p> <p>All students have participated in Games Day events.</p> <p>Over 70% of students and teachers are satisfied.</p>	<ul style="list-style-type: none"> <li>• The number of participants</li> <li>• The number of participants</li> </ul>	<p>Due to COVID-19, only about 55 students participated in the T&amp;F competitions.</p> <p>All students have participated in Games Day's events.</p> <p>Teachers' satisfactory: 100%</p> <p>Overseas training tour for swimming team and T&amp;F team was cancelled due to COVID-19.</p>	<p>Continue to join competitions next year.</p> <p>Continue to hold Games Day next year.</p> <p>Try to organize overseas training tour for sport teams next year.</p>
B.	<p>Hold experience courses/ demonstration</p> <p>- To hold different experience courses for students.</p>	Sept, 19 – June, 20	Over 70% of students and teachers are satisfied	• Observation	<p>Active school demo: Active dance.</p> <p>Yoga, tchoukball and rugby demo were cancelled due to COVID-19.</p>	Continue to join demo lessons from Active School and PLK next year.

C.	<p><b>(Health and Fitness)</b> Provide more opportunities for students to do exercises and maintain a healthy life-style.</p> <p>I. Jump ropes are provided for students in recesses.</p> <p>II. Fitness station will be set up in recess in order to enhance the fitness level of students.</p>	Sept, 19 – June, 20	<p>Over 70% of students and teachers are satisfied.</p> <p>Over 40 % of students can reach the requirement of fitness station and over 60% of students can reach grade 3 of fitness level in Hong Kong.</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• The number of people who have reached the requirement.</li> </ul>	<p>After collaborate with D&amp;C team, jump rope and hula hoops were provided for students in Active Zone.</p> <p>Teachers' satisfactory: 100%</p>	<p>Discuss and collaborate with D&amp;C team next year.</p>
D.	<p>Participate in Sport ACT Award Scheme and Sport FIT Award Scheme</p> <p>I. Participate in Sport ACT Award Scheme to develop students' Awareness, Choice and Target of doing sports.</p> <p>II. Participate in the Sport FIT Award Scheme which encourages students to enhance their fitness level through exercising.</p>	Sept, 19 – June, 20	<p>More than 60% of students have got the bronze award of Sport ACT Award Scheme.</p> <p>More than 50% of students have got the bronze award of Sport FIT Award Scheme.</p>	<ul style="list-style-type: none"> <li>• The result of the SportACT Award Scheme</li> <li>• The result of the SportFIT Award scheme</li> </ul>	<p>The scheme was affected by school suspension due to COVID-19. The results could not effectively reflect the activity habit of students.</p>	<p>Continue next year</p>
E.	<p>(Sports-related Values and Attitudes) *(moral education)</p> <p>Train up student leaders/helpers in school &amp; build a welcoming campus</p> <p>I. All students have to be helpers for helping teachers and classmates in P.E. lessons.</p> <p>II. Recruit senior students for helping junior students to take part in different PE activities.</p>	Sept, 19 – June, 20	<p>Over 70% of teachers are satisfied with students' performance.</p>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<p>Students helped lead warm-up exercise, tidy up equipment, to be judges during ball game lessons.</p> <p>Teachers' satisfactory: 100%</p> <p>Prefects set up active zone during recesses</p> <p>Teachers' satisfactory: 100%</p>	<p>Continue next year</p>

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
F.	<p>(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 students bar chart skills that related to fitness data.</p> <p>V. *Use Kahoot or sports apps to enhance learning</p>	Sept, 19 – June, 20	Once per year	• Observation	<p>Displaying bulletin board by LCSD was cancelled due to COVID-19.</p> <p>Knowledge related to sports was taught during and after school suspension.</p> <p>Kahoot was used during school suspension.</p>	<p>Continue next year.</p> <p>Try to include sports knowledge in PE curriculum next year.</p>
G	<p><b>(Teacher's development)</b> Enhance the quality of teaching &amp; teachers' professional development</p> <p>I. Execute lesson observation and focus on 'students' participation and mastering outcome'.</p> <p>II. Encourage teachers to attend subject-related seminars and workshops of EDB.</p>	Sept, 19 – June, 20	<p>Once per year, teachers rate "3" in overall rating(1-5)</p> <p>Once per year</p>	<p>• Observation</p> <p>• The attendance of the teachers</p>	<p>100% of teachers did at least 1 lesson observations.</p> <p>No teacher attended subject-related seminars or workshops of EDB due to school arrangement.</p>	<p>Continue next year.</p> <p>Seek for Principal's approval to attend subject-related seminars and workshops</p>

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
H.	<p>Enhance co-teaching practice</p> <p>I. Co-teacher without PE qualification will mainly take care of students according to subject policy and give assistance to SEN students.</p> <p>II. Co-teacher with PE qualification can practice small group teaching.</p>	Whole year	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> <li>• Feedback from PE teachers</li> <li>• Feedback from PE co-teachers</li> </ul>	Teachers' satisfactory: 80%	Continue next year
I.	<p>Arrange swimming lessons for all students</p> <p>I. Arrange swimming lessons for P1-P6 students in the 2nd term/3rd term (due to the temporary closure of school swimming pool)</p> <p>II. Students will be taught by swimming club</p>	Sept, 19 – June, 20	Each grade can have 6 lessons per year 80% students can achieve the unit objectives related to swimming	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<p>12 swimming lessons were conducted to 13 classes in Term 1.</p> <p>Swimming lessons for 11 classes in Term 3 were cancelled due to COVID-19.</p> <p>Less than 10% of students applied for exemption.</p> <p>Swimming assessment pass rate: 100%</p>	<p>Try to arrange swimming lessons for senior grades in Term 1 and junior grades in Term 3.</p> <p>Conduct fire drill practice before the swimming lessons start next year.</p>
J.	<p>STEM (Science, Technology, Engineering and Mathematics) in P.E.</p> <p>Use different apps or software to teach students some basic knowledge of sports science and do fitness data analysis (e.g. teaching</p>	Sept, 19 – June, 20	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> <li>• Feedback from PE teachers</li> <li>• Feedback from PE co-teachers</li> </ul>	The plan could not be carried out due to COVID-19.	Applied for 11-month extension in QE fund project. All equipment was received and

	Excel to analyze fitness test results, slow motion record function provides immediate feedback, posture analysis could be done simply with images captured from video and painting software.					stored in swimming pool complex.  Start using the equipment in PE lessons next year.
K.	<p>* (Enhance cross-curricular teaching)</p> <ul style="list-style-type: none"> <li>▪ mini-tennis demonstration (M&amp;M)</li> <li>▪ table-tennis demonstration (M&amp;M)</li> </ul> <ul style="list-style-type: none"> <li>• water safety talk by HK Swimming Teachers Association (M&amp;M)</li> <li>• E.g. Teach students about measurement of sport court/ swimming pool (English/Math)</li> </ul>	Sept, 19 – June, 20	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> <li>• Feedback from PE teachers</li> <li>• Feedback from PE co-teachers</li> </ul>	<p>Since the M&amp;M schedule is quite tight this year, the mini tennis and table tennis demo were held during PE lessons in the end.</p> <p>The talk could not be carried out due to COVID-19.</p> <p>Teachers' satisfactory: 80%</p>	Those demos will be continued next year. Will discuss with M&M in charge to see if we will keep it in M&M lesson.

#### 4.6 Music

\* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	Implement WebSAMS Database for student proficiency in music	Whole year	Information regarding all student achieved ABRSM grades and other equivalent qualifications will be collected and recorded in WebSAMS.	Inspecting completion of data collection in WebSAMS.	- Due to COVID, student participation in music-related activities are halted.	- Implementation of database will be postponed to a later date.
B.	Workshops for Orff pedagogy strategies and vocal technique will be arranged for music teachers.	Whole year	Teachers will be able to plan and conduct lessons utilizing learned pedagogy strategies	- Observation by Head of Music Department - Observations and Feedback of teachers and students.	- Due to COVID, focus of teacher training and PD shifted to eLearning. Orff pedagogy workshops were not carried out.	- Orff workshops will be postponed to a later date.
C.	Enhancement to instrument class and orchestra program: - Restricting students with 2+ learning experience in instruments in joining Focused instrument class only. - Arrange rehearsals in venues with proper concert acoustics for Orchestra	Whole year	- Students scoring higher scores in the Instrument Class evaluation forms - Orchestra scoring a higher score in JSMA	- Evaluation Forms - Performance at JSMA - Observations and Feedback from students, teachers and parents	- Due to COVID, student participation in music-related activities are halted.	- Mode of instrument classes will be adjusted to distance learning model during 20/21 to accommodate for COVID. Aforementioned enhancements to instrument program will be carried out later.

D.	Implementation of the P1 Vocal training program	Whole year	<ul style="list-style-type: none"> <li>- Prepare core group of students for Junior Choir next year</li> <li>- Enhance overall singing technique of P1 students</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teachers and coaches</li> <li>- Performance in year-end showcase</li> <li>- Observations and Feedback from students, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>- Although only half of the P1 vocal lessons were carried out in the end (due to COVID), the program was a success. Feedback from parents and teachers were positive. Improvement in P1's foundation for vocal technique clearly improved.</li> </ul>	<ul style="list-style-type: none"> <li>- P1 vocal training program will be established as a regular ECA in the music program.</li> </ul>
E.	Preparation and participation in the Taipei International Choral Competition	Whole year	<ul style="list-style-type: none"> <li>- Prepare and qualify for the Taipei International Choral Competition</li> <li>- Enhance student motivation and enjoyment in choir training and performance</li> <li>- Broaden student horizons in international competitions</li> <li>- Attempt to achieve Silver or Gold Award at the competition</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teachers and coaches</li> <li>- Performance at the TICC</li> <li>- Observations and Feedback from students, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>- Due to COVID, TICC was postponed this year.</li> </ul>	<ul style="list-style-type: none"> <li>- If possible, we will join the competition during summer of 2021.</li> </ul>

4.6. Visual Arts

\* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up																					
A.	<p><b>Enhancing cross-curricular collaboration across all subject areas*</b> Cross curricular Projects / Activities</p>	Whole year	At least one project or activity per year	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Record of participants</li> </ul>	<p>Many projects have canceled due to school suspension in 19/20 school year.</p> <p>Cross-curricular artworks have done in 19/20 school year :</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Intergraded</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>4</td> <td>VA, GS</td> </tr> <tr> <td>P2</td> <td>7</td> <td>VA, GS, Eng, Math</td> </tr> <tr> <td>P3</td> <td>4</td> <td>VA, GS</td> </tr> <tr> <td>P4</td> <td>1</td> <td>VA, GS</td> </tr> <tr> <td>P5</td> <td>1</td> <td>VA, GS</td> </tr> <tr> <td>P6</td> <td>2</td> <td>VA, GS</td> </tr> </tbody> </table>			Intergraded	P1	4	VA, GS	P2	7	VA, GS, Eng, Math	P3	4	VA, GS	P4	1	VA, GS	P5	1	VA, GS	P6	2	VA, GS	Will continue next year and will work close with other teams, especially with ICT in different STEAM projects.
		Intergraded																									
P1	4	VA, GS																									
P2	7	VA, GS, Eng, Math																									
P3	4	VA, GS																									
P4	1	VA, GS																									
P5	1	VA, GS																									
P6	2	VA, GS																									
B.	<p><b>Educate students about digital citizenship*</b> Organize design and drawing competition in school</p>	2 <sup>nd</sup> Term	Over 80% of students take part in this competition	<ul style="list-style-type: none"> <li>• Observation and Record of participants</li> </ul>	Due to the suspension, only 10 % students took part and submitted artwork.	Will continue next year																					
C.	<p><b>Integrating the moral value of respect into curriculum</b></p> <ol style="list-style-type: none"> <li>1. Appreciate and respect different kinds of art and culture in Visual Art Lessons</li> <li>2. Appreciate and respect others artwork in Visual Art Lessons</li> </ol>	Whole year	Over 80% of students are satisfied with the activities and joined the discussion during the lesson.	<ul style="list-style-type: none"> <li>• Observation of the process and achievement.</li> </ul>	Due to the suspension, some peer appreciation and art and culture appreciation lessons were canceled.	Will continue next year																					



<b>Provide every student with opportunities to develop his/her potential in VA</b>						
D.	Provide programme for VA gifted students	1 <sup>st</sup> Term / 2 <sup>nd</sup> Term	Over 80% of students participation	<ul style="list-style-type: none"> <li>Record of participants, Observation</li> </ul>	The VA camp was cancelled. Art Pioneers only held about half of the lessons planned due to the suspension.	Will continue next year
E.	Hold school art exhibitions to honor the works of the students	Twice a year	Over 80% of participants are satisfied with the activities.	<ul style="list-style-type: none"> <li>Observation</li> </ul>	One mini art exhibition was held on the 1 <sup>st</sup> Parent Day. All artwork displays along the staircase were changed in April.	Will continue next year
F.	Provide different Art ECA for students	2 <sup>nd</sup> Term and 3 <sup>rd</sup> Term	Over 80% of participants are satisfied with the activities.	<ul style="list-style-type: none"> <li>Observation</li> </ul>	2-3 art related learning group lessons were planned for students in all grades. However, the learning group lessons were stopped after mid-Jan due to the suspension.	Will continue next year
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"> <li>Observation</li> <li>Record of participants</li> </ul>	From Feb to May, online lessons were conducted which limited students to explore and try different art media at home. Instead, VA department has 2 live podcast to maintain student's interest in Art and explore different artwork and art tools.	Will continue next year
H.	Organize design and drawing competition in school	Whole year	Over 80% of students take part in this competition	<ul style="list-style-type: none"> <li>Observation and Record of participants</li> </ul>	3 drawing competitions were organized. However, the last 2 competitions had very low participation rate (around 10 %) due to the suspension.	Will continue next year

#### 4.7. 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> <ol style="list-style-type: none"> <li>1. Invite teachers and students to make purchase suggestions for enriching the collection of school library as well as supporting teaching and learning.</li> <li>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.</li> <li>3. Co-teach library lesson with Chinese teacher to promote stronger Chinese reading atmosphere in school.</li> </ol>	Whole year	<p>80% of the suggestions for purchases will be bought.</p> <p>Organize a thematic book display every month</p> <p>At least 50% in school will do book sharing in Chinese.</p>	<ul style="list-style-type: none"> <li>• Library catalog records</li> <li>• Activity record</li> <li>• Teacher observation</li> </ul>	<p>Due to school suspension, the list was not able to collect in time.</p> <p>Chinese teachers shared one Chinese book to P1 to P3 students every other week. P4 to P6 students shared both Chinese and English books. Achieved the target of 50% book sharing in Chinese.</p>	<p>We will continue to collect the list and purchase the books that are related to school major concern or the curriculum themes. Also we will make display to promote new books according to the topic of the book next year.</p>
B.	<p>Create reading and sharing culture at school and foster students' good reading habit through various library activities.</p> <ol style="list-style-type: none"> <li>1. Reading Award Scheme</li> <li>2. Top Readers</li> <li>3. Book Fair</li> <li>4. Ebook sharing forum</li> <li>5. Book Exchange</li> <li>6. Author Talk</li> </ol>	Whole year	70% of students have participated in the activities.	<ul style="list-style-type: none"> <li>• Activity record</li> <li>• Observation</li> </ul>	<ol style="list-style-type: none"> <li>1. Reading award scheme was not be able to deliver well to students due to the school suspension.</li> <li>2. Not enough data to choose the Top Readers</li> </ol>	<p>Resume the Reading Award Scheme and promote it as soon as the school starts next year.</p>

					<p>this year.</p> <p>3. Book fair was held on Parent Day. Two book distributors were invited.</p> <p>4. Established Google Classroom for P3 to P6 student during school suspension period. Online reading resources were posted on Google Classroom. Students can find e-books resource and share their book comment in the Google classroom.</p> <p>5&amp;6. Book Exchange and Author Talk were cancelled due to the school suspension.</p>	<p>Will keep organizing different kinds of reading activities next year.</p> <p>Will continue using the Google Classroom to be the online Platform to share more online reading resources with students.</p>
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*C.	<p>Student librarians</p> <ol style="list-style-type: none"> <li>1. Monthly librarian training in lunch period</li> <li>2. Hold an “Outstanding Student Librarians Award” and award conduct point to those who achieve over 80% attendance, to recognize their effort and contribution to the library’s daily operation, to support them within a respectful atmosphere.</li> <li>3. Organize training camp for student librarians in order to cultivate their collaborative leadership skills.</li> </ol>	Whole year	<p>Three student librarians will be awarded the “Outstanding Student Librarians Award”</p> <p>80% of librarians will be awarded conduct point</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"> <li>• Activity record</li> <li>• Questionnaire</li> </ul>	<p>Librarian lunch meeting was held monthly.</p> <p>All librarians got 80% or higher attendance in the first term and they were awarded 3 conduct points.</p> <p>Librarian’s leadership training camp and “Outstanding Student Librarians Award” were cancelled due to the school suspension.</p>	<p>Outstanding Student Librarians Award scheme will be continued in 2020-2021 school year.</p> <p>Will continue to organize different kinds of training activities for student librarians next year.</p>
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5. Discipline and Moral Education

\* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	<p>Recess</p> <ul style="list-style-type: none"> <li>- open up the top roof basketball court to senior grades to shoot balls during recess.</li> <li>- provide 6 basketballs for students to line up and shoot balls.</li> <li>- station 2 teachers to be on duty there and 3 more teachers to station at the staircase on the way.</li> </ul>	Whole year	Teachers and students feedback	Questionnaire to teachers and students	<p>Students were involved and eager to go up throughout Term 1.</p> <p>Teachers were satisfied with the arrangement.</p>	It will be continued next year.
B.	<p>Handbook checking</p> <ul style="list-style-type: none"> <li>- Random check handbooks once a month.</li> </ul>	Whole year	100% students who were checked should write the handbook properly with all the signatures inside every page.	Questionnaires	Had done once during Term 1	It will be done next year.
C.	<ul style="list-style-type: none"> <li>- Introduce voice level chart to all teachers and students.</li> <li>- Encourage teachers and students to follow the level inside during all daily routines</li> </ul>	Whole year	90% teachers and students agree that the suitable voice level is applied at the end of the school year.	Questionnaire Feedback from teachers	<p>Over 90% teachers agreed that they were able to maintain the appropriate voice level during lessons.</p> <p>Over 80% teachers agreed students could follow teachers' instruction of voice level adjustment.</p>	It will be continued next year.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
D.	Inter-school cleanliness competition - All classes will participate in the cleanliness competition.	Whole year	Teachers and janitors will check regularly and students will be awarded.	By observation every day and check form	Cancelled due to school suspension	Will do again next year
E.	Advanced Award Scheme *- Award cards will be given to students widely in different areas e.g. +5 of dictation marks, being polite to teachers, dress tidily etc. to encourage students to do "goods" every day.  - Students can exchange gifts from the social workers regularly	Whole year	All teachers will give out cards. 90 % students receive cards from teachers and come to exchange gift	Questionnaire	Cancelled due to school suspension	Will do again next year

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
F.	To provide students with a welcoming campus  - “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	Over 80% of the teachers agreed the relationships between teachers and students have improved.	It will be continued next year.
G.	Boost self-confidence of senior grade students  -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.	Whole year	Students are able to fulfill their duties and their self-confidence is enhanced.	Questionnaire Feedback from teachers	Cancelled due to school suspension	It will be done next year.
H.	Self-management Program for P.3 students.  - An overnight camp to enhance P.3 students’ self-care skills.	December	Students can finish the tasks that assigned.	Questionnaire	Cancelled due to school suspension	It will be done next year.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
I.	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 positive feedback.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questionnaire</li> </ul>	Cancelled due to school suspension	It will be done next year.
J.	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	<p>Students have improvements regarding their trained areas.</p> <p>Students with special needs receive suitable assessment and interventions.</p>	<ul style="list-style-type: none"> <li>• Questionnaire,</li> <li>• Verbal feedback from parents, students and teachers.</li> </ul>	Cancelled due to school suspension	It will be done next year.
K.	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"> <li>• Questionnaire,</li> <li>• Observation</li> </ul>	Cancelled due to school suspension	It will be done next year.
L.	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"> <li>• Questionnaire</li> </ul>	Cancelled due to school suspension	It will be done next year.



M.	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"> <li>Feedback from teachers.</li> </ul>	Over 90% of the students were able to behave well in the ceremony.	We will keep this activity in the coming year.
N.	<p>M&amp;M period*</p> <ul style="list-style-type: none"> <li>Every Thursday there will be an 'M&amp;M' period for a program related to Moral and Multi-intelligence Education.</li> <li>Teachers will talk about different topics in the lesson.</li> <li>Guests and organizations will be invited to give students talks or shows based on digital citizenship.</li> </ul>	Whole year	Most students can tell what they have learned in the M&M period.	<ul style="list-style-type: none"> <li>Feedback from teachers and students.</li> </ul>	<p>Students were able to learn about moral topics during M&amp;M class activities.</p> <p>Students were able to know more about the world issue during Education talks.</p>	We will let our students to participate more group activities in the class for learning how to respect others.
O.	<p>Enhancement of positive education atmosphere in school 加強正向價值觀的學校氛圍</p> <ul style="list-style-type: none"> <li>Work with Campus TV Team, let our students broadcast stories through the broadcasting system in school</li> </ul>	Whole year	Teachers and students feedback	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	Cancelled due to school suspension	Will try to continue next year.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
P.	<p>Cross-curricular activities*</p> <ul style="list-style-type: none"> <li>- Work with Chinese teachers, let our student finish group projects. Project topics are related to Chinese curriculum. e.g animation script writing in moral topic etc...</li> </ul>	Whole year	Incorporate moral education into Chinese subjects	<ul style="list-style-type: none"> <li>• Feedback from teachers and students.</li> </ul>	Most Cross-curricular activities were cancelled due to school suspension.	It will be continued next year.
Q.	<p>Improvement of discipline in hall during M&amp;M periods</p> <ul style="list-style-type: none"> <li>- M&amp;M teachers from Discipline team and other M&amp;M teachers will remind our students behave well in hall.</li> </ul>	Whole year	Students can behave well in hall	<ul style="list-style-type: none"> <li>• Questionnaire to teachers</li> </ul>	Near 70% M&M teachers agreed students behaved well at hall during M&M lessons.	M&M teachers from D&C core members will continue to be the duty master during M&M talk at hall.
R.	<p>*Development of teaching and learning material for Moral Education in school 發展德育校本教材</p> <p>Apply for QEF and submit the proposal.</p> <ul style="list-style-type: none"> <li>- Develop animation as teaching and learning material for Moral</li> </ul>	Whole year	<p>Teachers and students feedback</p> <p>At least one ECA activity involving animation.</p>	<ul style="list-style-type: none"> <li>• Questionnaire to teachers</li> <li>• Students' work</li> </ul>	Cancelled due to school suspension	It will be continued next year.

	<p>Education in our school</p> <p>- cooperate with animation company and our school Campus TV Team, let our students use new technology for creating videos for M&amp;M teaching and learning.</p> <p>Renew teaching materials.</p> <p>-Teaching materials from NGO, new textbooks, PLK and government are references for renewal</p>					
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6. Extra-Curricular Activities

\* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Result	Follow up
A.	To apply a new arrangement of learning groups to let students develop their potentials.	In 2 <sup>nd</sup> & 3 <sup>rd</sup> school terms	i. Completed activities ii. Students gain knowledge and learning experience from these activities.	<ul style="list-style-type: none"> <li>• Student participation &amp; feedback</li> <li>• Teacher observation &amp; feedback</li> </ul>	The rotation arrangement is good for junior grade.	Application can be considered for senior grade
B.	To introduce fee-charging activities that can involve the whole school so as to improve students' confidence and sense of belonging.	Whole year	i. Completed activities ii. Students gain knowledge and learning experience from these activities.	<ul style="list-style-type: none"> <li>• Completed activities</li> <li>• Student participation</li> <li>• Teacher observation &amp; feedback</li> <li>• Questionnaire</li> </ul>	9 activities were arranged, but cancelled due to the school suspension	School will keep it next year
C.	To set regulations to reduce time and location clashes and ensure safety: -All subject panels need to decide all activities for the year by August -New activities cannot be added mid school year. -Add/drop students should follow the priority of school	Whole year	70% teachers agree that clashes among activities reduced.	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Teacher observation &amp; feedback</li> </ul>	More than 70% teachers agreed with it	School will keep it 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"> <li>• Student Participation</li> <li>• Teacher observation &amp; feedback</li> </ul>	Due to school suspension, some big events were cancelled e.g. variety show & VA day etc.	School will keep it next year
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"> <li>• Student Participation</li> <li>• Teacher observation &amp; feedback</li> </ul>	More than 70% teachers agreed with it	School may focus on other areas next year.

保良局香港道教聯合會圓玄小學  
姊妹學校交流報告書  
2019/20 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
	本學年由於受不穩定的社會因素以及新冠肺炎疫情影響，所有姊妹學校交流活動取消			來年似乎社會情況再做跟進

第二部分：財政報告

項目	交流項目	支出項目	費用	備註
1.		姊妹學校交流與家長聯繫用手機 - 華為 Mate20	\$3099.00	
2.		學生交流團用探熱針	\$15.00	
		共:	\$3114.00	
<b>津貼項目結餘：津貼收入\$154,950 - 支出\$3,114 = \$151,836, (不敷支出由學校支付#)</b>				

# 由學校支付指由學校經費（政府津貼）項目支付

第三部分：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。

**Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School  
Report on Use of Capacity Enhancement Grant (2019 – 2020)**

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 2 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-centered teaching approach	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>Assist in the stocking of teaching aids.</li> <li>Assist in the preparing teaching aids and materials</li> <li>Assist in the classroom activities</li> <li>Saturday duties of school affairs</li> </ul>	Teachers overall workload relieved	Improved quality of teaching	Feedback on teaching and learning at year-end staff meeting	Salary of 2 Supporting Staff for 12 months and MPF contribution : =\$299,754.00	Ms Sanny Chan
Recruitment of 2 teacher assistants to relieve teaching staff from lesson substitution and administrative work	To reduce teachers' lesson substitution rate and administrative work.	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ 2 0.5teacher assistants to substitute lessons when the teachers are sick and help the administrative work</li> </ul>	Teachers overall workload relieved	Relieved workload of teachers	Feedback on teaching and learning at year-end staff meeting	50% Salary of 2 Teacher assistants for 12 months and MPF contribution : =\$187,475.82	Ms Sanny Chan
Recruitment of 1 TSS to provide IT support for teaching staffs	To provide IT support for teaching staffs so that lessons and activities can be held smoothly	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ 1 TSS at the start of the school year to provide IT support for teachers during lessons and activities.</li> </ul>	School activities and lessons can run smoothly.	Lessons and activities can be held smoothly with the IT support	Feedback on teaching and learning at year-end staff meeting	Salary of 1 TSS for 12 months and MPF contribution: =\$198,941.4	Ms Sanny Chan

Task Area	Major area of concern	Time Scale	Strategies/Tasks	Benefit Anticipated	Success Criteria	Method	Resources	People Responsible
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-centered teaching approach	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ 1 Junior Teacher at the start of the school year to cope with the diverse needs of students and to assist teachers teaching students</li> </ul>	Teachers overall workload relieved	Improved quality of teaching and learning	Feedback on teaching and learning at year-end staff meeting	Salary of 1 Junior Teacher for 12 months and MPF contribution: =\$216,119.61	Ms Sanny Chan
Recruitment of supply teachers to substitute teachers who lead the overseas trip so as to relieve other teaching staffs' workload	To reduce teachers' lesson substitution rate during the period of overseas trips	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ supply teacher to substitute the lessons for 7 times</li> </ul>	Teachers overall workload relieved	Reduce the rate of lesson substitution	Feedback on teaching and learning at year-end staff meeting	Salary of supply teacher for 7 times =\$13,432.00	Ms Sanny Chan



CEG Expenditure Report:

Income:  $\$1,105.00 \times 783 \text{ students (assume } \$1,105 \text{ per student per annum)} = \$865,215.00$

Balance brought downward from previous year:  $\$56,645.23$

Expenditure: Recruitment of 2 Supporting Staff, 2 0.5Teacher Assistants, 1 TSS, 1 Junior Teacher and supply teacher for 7 times

$\$299,754.00 + \$187,475.82 + \$198,941.4 + \$216,119.61 + \$13,432.00 = \$915,722.83$

Balanced carry forward to next year:  $\$865,215.00 + \$56,645.23 - \$915,722.83 = \$6137.40$

保良局香港道教聯合會圓玄小學  
運用推廣閱讀津貼報告書  
2019-2020 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，由於疫情關係，未有購買所有預計中需要的圖書。只有購買了一部份英文圖書。
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	加入 e 閱讀學校計劃，讓學生能在圖書館未能開放期間有更多在家閱讀的機會及選擇。
	<input checked="" type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	由於疫情關係，未有邀請任何作家到臨學校。
	<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	今年停課時間頗長，未能有效地進行閱讀獎勵計劃及借閱龍虎榜，所以未有派發任何獎品。

## 第二部分：財政報告

	項目名稱	實際開支 (\$)
1	購置圖書	\$1316.70
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	\$0
	<input checked="" type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	\$0
	<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	\$0
	總計	\$1316.70
	津貼年度結餘	\$29673.30 (不敷支出由學校政府經費支付)

\*請以✓選或以文字說明。

二零一九/二零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： 社工張允寧姑娘

聯絡電話： 2450 1588

A. 校本津貼實際受惠學生人數(人頭) 0名 (包括 A. 領取綜援人數：0名，B. 學生資助計劃全額津貼人數：0名及 C. 學校使用酌情權而受惠的清貧學生人數：0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						
舞台魔術班						0			由於疫情，活動取消
社區體驗活動						0			由於疫情，活動取消
活動項目總數： <u>0</u>									
@學生人次					總開支	0			
**總學生人次	0								

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

保良局香港道教聯合會圓玄小學

**「全校參與」模式照顧有特殊教育需要的學生  
年終檢討表**

( 2019 / 2020 學年 )

(一) 本校在照顧有特殊教育需要學生方面的情況如下：(請在適當的方格內加上‘✓’)

I	校園文化	十分滿意	滿意	尚可	有待改善
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化		✓		
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任			✓	
c)	學生朋輩間能接納彼此的獨特性及個別差異	✓			
d)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度		✓		
II	學校政策				
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效	✓			
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		✓		
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標		✓		
d)	靈活地統合和調配資源，確保資源善用以便為學生提供適切的支持服務	✓			
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要	✓			
b)	已成立「學生支援組」(或相關組別)，並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施				✓
c)	已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效				✓
d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等				✓
e)	透過專業交流，提升教職員的教學技巧		✓		
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習	✓			
g)	按學生的需要而訂立多元化的評估調適策略	✓			
h)	為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃				✓

(二) 20 / 學年「學習支援津貼」財政報告 (參考樣本)

上學年可保留的累積盈餘：\$ 0 (a)  
本學年總撥款：\$ 269808 (第一期撥款) (b) + \$ 308352 (第二期撥款) (c) = \$ 578160  
本學年可用金額(總收入)：\$ 578160 (d) = (a) + (b) + (c)  
本學年總支出：\$ 497511 (e)

支出細項如下：

項目	金額(\$)
1. 增聘全職和/或兼職教師	386991
2. 增聘教學助理	94500
3. 外購專業服務	16020
4. 購置學習資源	0
5. 安排學習/共融文化活動、校本教師培訓及家校合作支援活動	0
6. 其他：(請列明：_____)	

本學年年終累積津貼餘款：\$ 80649 (f) = (d) - (e)

餘款佔本年度撥款的百分比(%)：16.7% (g) = (f) / [(b) + (c)] x 100%

	支援項目名稱	服務目的 (例如：分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要的學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
1.	讀寫小組	讀寫訓練	節數/次數： 4 每節時數： 1.5 總時數： 6	特殊教育需要的學生人數及類別： 20 家長人數： 0			費用總數： 4800
2.	社交小達人	ASD學生社交訓練	節數/次數： 4 每節時數： 1.5 總時數： 6	特殊教育需要的學生人數及類別： 6 家長人數： 0			費用總數： 11220

### (三) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援：

- 派發學生支援摘要
- 為需要加強支援的學生訂定結構化的支援方案/個別學習計劃
- 在學校報告及學校概覽中清楚列明支援措施及服務
- 「學生支援組」定時與家長檢視學生的學習進展
- 其他，請註明：( )

2. 本校恆常與家長溝通的機制，包括：

- 通告  電話/電子平台
- 家長日  學生支援摘要
- 家長培訓  學生評估/進展報告
- 家長面談  其他 (請列明： )

### (四) 支援有特殊教育需要的非華語學生 (如適用)

本校為有特殊教育需要的非華語學生提供以下支援：

- 運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
- 運用「有特殊教育需要非華語學生支援津貼」外購專業服務
- 協助翻譯
- 推動共融文化活動以建構共融校園
- 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
- 其他，請註明：( )

### (五) 本校在推行融合教育方面仍須加強或改善的地方是：

(如有需要，請參考《照顧學生個別差異～共融校園指標》)

(a) 共融校園文化方面： 提升本校學生對於特殊學習需要的學生的接納程度

(b) 共融政策方面： 加強教職工的專業培訓及提升支援技巧





保良局香港道教聯合會圓玄小學  
學生活動支援津貼運用報告  
2019-2020 學年

(一) 財務概況

A	本學年獲發撥款：	\$ 6650
B	本學年總開支：	\$ 4600
C	須退還教育局餘款 (A - B)：	\$ 2050

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	1	\$ 500
學校書簿津貼計劃 — 全額津貼	6	\$ 2450
校本評定有經濟需要	4	\$ 1650 (上限為全學年津貼金額的 25%)
<b>總計</b>	<b>11</b>	<b>\$ 4600</b> (註：此項應等於 (一) B「本學年總開支」)

(三) 活動開支詳情

範疇	活動簡介	開支 (\$)	受惠學生 人次 <sup>1</sup>	基本學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)				
				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.1	本地活動：資助有經濟需要的學生參與不同學科/跨學科/課程範疇的全方位學習活動，提升學習效能 (例如：實地考察、藝術賞析、參觀企業)							
	第 1.1 項總開支							

<sup>1</sup> 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重複計算。

範疇	活動簡介	開支 (\$)	受惠學生 人次 <sup>1</sup>	基要學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)				
				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
<b>1.2</b>	<b>本地活動：資助有經濟需要的學生參與多元化全方位學習活動，以豐富五種基要學習經歷（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營）</b>							
體育	游泳班	500	1			✓		
體育	跆拳道班	1000	2			✓		
體育	羽毛球班	400	1			✓		
體育	乒乓球班	950	2			✓		
音樂	樂器班	450	1			✓		
音樂	唱歌班	400	1			✓		
語言	日文班	400	1			✓		
棋藝	圍棋班	500	1			✓		
	第 1.2 項總開支	4600						
<b>1.3</b>	<b>境外活動：資助有經濟需要的學生參與境外活動／境外比賽</b>							
	第 1.3 項總開支							
<b>1.4</b>	<b>資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備</b>							
	第 1.4 項總開支							
<b>1.5</b>	<b>透過「一次性支援措施」支付因應 2019 冠狀病毒肺炎疫情取消學習活動引致的開支</b>							
	第 1.5 項總開支							
	<b>總計</b>	<b>4600</b>						

全方位學習聯絡人（姓名、職位）： 張允寧（社工）

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools**  
**Interim Report (For schools approved with project timeline extension)**

**(A) Name of School: Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School (File Number: C078)**

**(B) School Information and Approved Curriculum Initiatives**

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Zoe Lai	<i>School Phone No</i>	24501588
<i>Approved Curriculum Initiative(s)</i>	<input type="checkbox"/> Enrich the English language environment in school through conducting activities* and/or developing quality resources* <input type="checkbox"/> Promote reading* or literacy* across the curriculum <input type="checkbox"/> Enhance e-Learning <input checked="" type="checkbox"/> Cater for learning diversity <input type="checkbox"/> Strengthen assessment literacy		
<i>Approved Usage(s) of Grant</i>	<input type="checkbox"/> Purchase learning and teaching resources (printed books/e-books/Others* (please specify: _____)) <input checked="" type="checkbox"/> Employ supply teacher(s) <input type="checkbox"/> Employ teacher(s) who is/are proficient in English <input type="checkbox"/> Employ teaching assistant(s) who is/are proficient in English <input type="checkbox"/> Procure services for conducting _____ activities		

Remarks:


\* Please delete as appropriate.

**(C) Updates on Project Implementation**

Please give brief details about project implementation in the 2019/2020 school year.

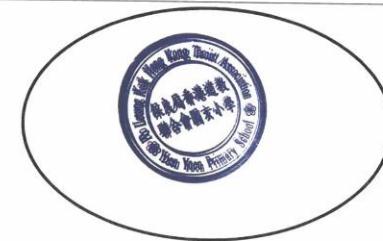
<b>Criteria</b>	<b>Indicators</b>	<b>Latest Implementation Status</b>
<p><b>Efficiency</b> (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)</p>	<ul style="list-style-type: none"> <li>• Deliverables such as learning and teaching resources of acceptable quality are produced, deployed and used as well as quality English language activities are organised as scheduled.</li> <li>• Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals.</li> <li>• Target groups as stipulated in the approved plan have benefitted from the project.</li> </ul>	<p>As of 31 August, 2020, 90% of the targeted deliverables were produced while 100% of the prepared materials were implemented well in class via face to face and online mode as scheduled. The supply teacher hired was suitably deployed to achieve the intended goals. A total of 12 teachers and 264 students in P.2 and P.3 have benefitted from the project last year. For the 2020/2021 school year, our teachers will evaluate the materials made last year and make modifications if needed. Due to Covid 19, our school was not able to collect sufficient data as planned, such as assessment scores from students. In order to complete the project, we have got the extension to finish the project in July 2021 instead of Aug 2020. This year our teachers will collect students' performance data from the three assessments and use them for evaluation before July 2021.</p>
<p><b>Effectiveness</b> (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum<sup>+</sup> and use of evaluation instruments for ensuring effectiveness)</p>	<ul style="list-style-type: none"> <li>• Both observable (such as mastery of target language skills) and measurable outcomes (such as improvement as reflected by formative and/or summative assessment results) are achieved.</li> <li>• Teachers demonstrate a good understanding of new curriculum requirements<sup>+</sup> in lessons, co-planning meetings and material development process.</li> <li>• Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement.</li> </ul>	<p>As we were unable to collect the assessment data during 2019/2020, we have done an evaluation according to the observation from teachers at the end of the year. All teachers found that the materials made helped students, especially the less able students understand the writing tasks and they found it less stressful to complete the assigned writing tasks in the existing curriculum. During the regular co-planning sessions, teachers were able to discuss different strategies in helping higher ability and less-able students. This definitely fostered a sharing culture and is a great learning experience for all teachers as part of their professional development.</p>

<i>Criteria</i>	<i>Indicators</i>	<i>Latest Implementation Status</i>
<p><b>Impact</b> (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)</p>	<ul style="list-style-type: none"> <li>Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum.</li> <li>Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity.</li> <li>The English language learning environment has been enriched and students are more motivated in learning English.</li> </ul>	<p>Teachers involved in the project have shown that they have a greater understanding of the existing curriculum. The core team met regularly to discuss different teaching strategies that could be implemented and developed materials for both groups of targeted students. The core team also brought the plans and materials made to the grade teachers who were not in the core team. Teachers then shared their opinions and suggestions, this promoted a sharing culture in the team and provided an opportunity for teachers to learn from each other.</p> <p>Although teachers were not able to collect sufficient data, the materials helped students tackle the tasks and they became more confident and independent on writing.</p>
<p><b>Relevance</b> (Goal alignment)</p>	<ul style="list-style-type: none"> <li>Project goals set are in close alignment with the school's major concerns and teachers'/students' needs.</li> <li>Proper mechanisms (e.g. regular project review meetings) are in place to ensure that project activities and outputs are consistent with the overall goal and the attainment of the objectives.</li> </ul>	<p>Our school has been reviewing our writing curriculum to develop new rubrics and learning objectives for the students. This project has given the school great ideas on how teachers could modify our writing curriculum, outcomes and objectives to better suit the needs of our students.</p>
<p><b>Sustainability</b> (Continuation of a project's goals, principles, and efforts to achieve desired outcomes)</p>	<ul style="list-style-type: none"> <li>Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.</li> <li>Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained.</li> </ul>	<p>Teachers found the materials made are very adaptable and they are using them for school year 20/21. Teachers in the targeted grades are discussing the effectiveness and making changes so the materials can be used in the future years. Teachers also shared teaching strategies they implemented in subject meetings so teachers in other grades can also adopt the ideas in their teaching.</p>

Signature of Principal: 

Date: 14<sup>th</sup> October, 2020

Name of Principal: Ms. Tsang Bik Har



**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)**

**Financial Report**

Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School (C078)

2019/20 to 31/7/2021

*Note 1: Please fill in the following:*

*(i) the amount on each approved item for "Actual Expenditure" in Column D;*

*(ii) the enclosure number(s) for "Documents to substantiate expenditure" in Column E; and*

*(iii) the amount funded by other source(s) and specify the source(s) of funding, e.g. CEG for "Expenditure funded by other source(s)" in Column H.*

*Note 2: Please submit the original or certified copies of invoices and receipts marked with enclosure numbers at top right hand corner for checking when submitting this financial report.*

Approved Usage(s) of the Grant	Approved Amount \$	Actual Expenditure \$	Enclosure No.	Underspending \$	Overspending \$	Expenditure funded by other source(s) \$
1. Employ a full-time supply teacher	350,000.00	362,257.00		0.00	12,257.00	-
<b>Total</b>	350,000.00	362,257.00		0.00	12,257.00	0.00

Summary (as at 31/7/2021)	
Items	Amount \$
Approved Amount under PEEGS	350,000.00
(+) Overspending	12,257.00
(-) Underspending	-
Actual Expenditure	362,257.00
Expenditure funded by other source(s)	-

Signature of Principal: \_\_\_\_\_



Name of Principal (in block letters): \_\_\_\_\_

TSANG Bik Har

Date: \_\_\_\_\_

14th October, 2020

**Life-wide Learning Grant  
Report on the Use of the Grant  
2019-2020**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences				
								(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>											
English	P1 Ocean Park in Unit 3 (Animals)	Students are able to know more about the appearance, habitat and diet of different kinds of animals (e.g. sea lions, penguins, etc) through the animal presentation	Nov →June	P1	(Teaching schedule is modified so the activity has been moved to the post exam period. Due to the epidemic situation, it has been cancelled.)	0		✓				
English	Book Day	-To promote reading for pleasure and for schoolwork across genres and text types.  -To establish and promote a school reading culture.	April	P1-6	(Due to the epidemic situation, it has been cancelled.)	0		✓				



GS	P5 Unit 4 Life Cycle – watch an animal presentation from Jurassic Garage	Students are able to know more about the life cycle of the different kinds of animals through the animal presentation	May	P5	(Due to the epidemic situation, it has been cancelled.)	0		✓				
GS	GS hydroponic hardware fee	Cultivating students' learning motivation & interest across different STEM disciplines through modern farming	P4 (Term 2)	P4	More than 80% students claim that the hydroponic systems is helpful to their learning in modern farming and in different STEM disciplines	\$49,800	E8	✓				✓
GS	GS gakken course fee	Strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines through science experiment	P1 (Term 2), P2-4 (Term 1), P5-6 (Term 2)	P1-6	More than 80% students claim that the science experiment is helpful to their learning across different STEM disciplines	\$15,000	E8	✓				✓
Music	Pied Piper Program	To enhance student motivation for learning the recorder, to create a musically engaging environment at school and to help students develop self-learning skills through gamified-learning mechanisms and a pseudo flipped classroom model	February 2020 - June 2020	P3-6	Due to school suspension and the subsequent banning of playing wind instruments at school, the Pied Pipers Program could not be carried out. The printed materials will be used next year when COVID-19 subsides.	\$1,100	E1	✓	✓			



Chi	Chinese Day	-To celebrate Lunar New Year and help students understand Chinese culture	Term 2	P1-6	1.根據老師的觀察, 超過 70%的學生都很享受中文日所舉辦的活動。 2.有一半的學生認為能提升他們對中國文化的興趣, 但有約 70%認為中文日提供的活動能提升他們對中國節日的認識。	\$7,584.80	E1	✓				
Math	Math Month	-To cultivate students' interest in learning mathematics	February	P1-6	(Due to the epidemic situation, it has been cancelled.)	0		✓				

**Expenses on Item 1.1**    **\$73,484.80**

<b>1.2</b>	<b>To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>											
	Prefect camp (Cartias Jockey Club Integrated Service For Young People-Tuen Mun)	Prefects' leadership, team building and problem-solving skills are enhanced	11-12 Oct	Prefects from P4-6	Over 80% of the students were satisfied with the camp.	\$33,320	E1		✓	✓		
	Training Camp (for Student Helpers)	Students are able to fulfill their duties and their self-confidence is enhanced.	March	Caring ambassadors and big brothers and big sisters and librarian.	(Due to the epidemic situation, it has been cancelled.)	0			✓	✓		

	Adventure-Ship	-To provide educational and recreational training at sea - To provide opportunities for students to work cooperatively and help others -Boost up the self-confidence of senior grade students	Post Exam	P4-6 students (Selected students by school social workers + swimming team members)	(Due to the epidemic situation, it has been cancelled.)	0			✓	✓		✓
	Brownie	-To provide students with challenging and progressive training programmes for their physical, intellectual, social, spiritual and aesthetic development	Oct : 26 / Nov : 2, 9, 30 / Dec : 7 / Feb : 8, 15, 22 / Mar : 7, 14, 21, 28 / May : 9, 16, 23, 30 + 2 outings	24 students from P3-5	(Due to the epidemic situation, some lessons have been cancelled.)	\$250	E1		✓	✓		
	Chinese debate	-To cultivate students analysis and critical skills -To enhance students problem solving and communication skills	Dec: 3,4,5,6,7  Jan: 14,15,16	15 students from P5-6	Due to the epidemic situation, zoom lesson has been provided to students in lesson suspension period. Over 70% students agree their problem solving and communication skills.	\$5,400	E6	✓	✓			
	Chinese drama	-To strengthen the students' interest in learning Chinese and oral skills	Oct-May Thursdays	11 students from P2-6	由於疫情, 此活動後期的訓練和比賽已取消。通過前期觀察, 學生在活動中很投入, 70%的學生通過此活動, 對中文的興趣更加濃厚。	\$22,015.8	E6	✓	✓			

	Musical	Through musical theater training, students will develop a myriad of transferable skills such as the following: - confidence and communication skills necessary to express oneself - an open minded able to accept new ideas and suggestions - kinesthetic skills, spatial awareness and ability to multi-task - verbal and body language - critical thinking skills and the flexibility to adapt to different situations - cooperation skills and empathy - musicianship and technique - showmanship	October 2019 - May 2020	40 students from P3-6	Due to the COVID-19 pandemic, our regular musical theater training has come to a halt. To accommodate the situation, we began to train our students with online training. Training through ZOOM is definitely less effective and efficient than training in person, but our students still attended with full attendance and tried their best to engage with learning. Overall, the learning outcome of online musical training was better than the teachers and coaches expected.	\$197,000	E6		✓				
	Student Ambassadors	-To develop student's leadership potential and providing other learning experience as preparation for their secondary school studies	December: 5, 12, 19 January: 9, 16 February: 6, 13, 20, 27 March: 12, 19, 26 April: 2, 16	28 students from P6	(Due to the epidemic situation, students only had five lessons. The rest of lessons have been cancelled.)	\$7,500	E6	✓					✓
	Art Camp	To provide different art experience to gifted students.	Term 2 (TBC)	20 students from P1-3 20 students from P4-6	(Due to the epidemic situation, it has been cancelled.)	0		✓	✓				

	Picnic	-To cultivate students' friendship -To expand their horizons -To approach the natural environment	17th January	P1-6	Most of students enjoyed this activity, 80% of teachers think this activity can cultivate students' friendship and broaden their horizons.	\$22,480	E2			✓		
	Christmas Celebration	-To learn more about the festivals of other countries	20th December	P1-6	This event was a success! 100%! Everyone fit in the Hall, we had Santa visit from the North Pole ;) Everyone enjoyed their class party including the teachers! Students enjoyed exchanging presents and eating christmas food	\$1,511.70	E1	✓				
	Halloween	-To learn more about the festivals of other countries	31st October	P1-6	This event was a success! The kids enjoyed running their own booths. The younger kids enjoyed playing the games that the older kids designed. The PTA helped a lot. and the main bonus of the day was that we did not run out of Candy!	\$3,101.34	E1	✓				

	Games Day	-To provide sports learning opportunity for students and improve home-school relationship -To promote sportsmanship within students -To develop positive competition atmosphere in school -To develop the spirit of 'sport for all'	13 December	P1-6	The event was held smoothly. 100% students enrolled in the competitions.	\$5,520	E1	✓		✓		
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<b>Expenses on Item 1.2</b>						<b>\$298,098.84</b>						
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<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>											
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	New Zealand Study Tour	-To provide the opportunity for students to study with other students and experience the life in other countries. -Enforce students' confidence and the ability to communicate in an English speaking environment -Foster the education and cultural exchange between Hong Kong and other countries	30 Mar - 10 Apr	P5-6	(Due to the epidemic situation, it has been cancelled.)	0		✓				
	Canada Study Tour		30 Mar - 10 Apr	P5-6	(Due to the epidemic situation, it has been cancelled.)	0		✓				
	Study Tour		15-24 Feb	swimming team members	(Due to the epidemic situation, it has been cancelled.)	0		✓				

<b>Expenses on Item 1.3</b>						<b>0</b>						
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1.4 Others												
	Competition Application fee	-To provide other learning opportunities for students	whole year	Team members	(Due to the epidemic situation, many competitions have been cancelled.)	0					✓	
<b>Expenses on Item 1.4</b>						<b>0</b>						
<b>Expenses for Category 1</b>						<b>\$371,583.64</b>						

Domain	Item	Purpose	Actual Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting LWL</b>		
STEM	STEM room portable notebook	For teaching in STEM lessons and enhancement class	0
PE	Mats, trolleys, air pumps	For teaching and training	0
English	P4 Drama Props (the performance has been cancelled due to the epidemic situation)	To facilitate drama performance	0
English	BrainPop	To get more ideas for teaching To reinforce students' learning	22,256.82
		<b>Expenses for Category 2</b>	<b>22,256.82</b>
		<b>Expenses for Categories 1 &amp; 2</b>	<b>393,840.46</b>

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

Code for Expenses	
E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2 Transportation fees	E7 Purchase of equipment, instruments, tools, devices, consumables
E3 Fees for non-local exchange activities / competitions (students)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E9 Others (please specify): Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak
E5 Fees for hiring expert / professionals / coaches	

### Number of Student Beneficiaries

Total number of students in the school:	783
Number of student beneficiaries:	783
Percentage of students benefiting from the Grant (%):	100%

**Contact Person for Life-wide Learning (Name & Post): Ms Liza Lam, Curriculum Leader**

**Template for Reporting DSS Schools' Annual Financial Position  
Financial Summary for the 2018 / 2019 School Year**

	Government Funds	Non-Government Funds
<b>INCOME</b> <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)	82.4%	N.A.
School Fees	N.A.	13.5%
Donations, if any	N.A.	0.4%
Other Income, if any	N.A.	3.7%
<b>Total</b>	<b>82.4%</b>	<b>17.6%</b>
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration		68.8%
Operational Expenses (including those for Learning and Teaching)		21.9%
Fee Remission / Scholarship <sup>1</sup>		0.3%
Repairs and Maintenance		4.4%
Depreciation		4.6%
Miscellaneous		0.0%
<b>Total</b>		<b>100%</b>
<b>Surplus/Deficit for the School Year<sup>#</sup></b>		<b>0.3 months of the annual expenditure</b>
<b>Accumulated Surplus/Deficit in the Operating Reserve* as at the End of the School Year<sup>#</sup></b>		<b>4.6 months of the annual expenditure</b>
<i>* excluding the N.B.V. of the additional school building</i>		
<i># in terms of equivalent months of annual overall expenditure</i>		

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

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<sup>1</sup> 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

2019/20 年度

接受日期	捐贈者	捐贈項目	價值 (\$)	用途
2019 年 9 月	圓玄學院	捐款	港幣 100,000 元	津貼英語音樂劇活動 (呈文 2019016)
2019 年 9 月	鄧宣宏雁總理	月餅 3 盒	港幣 0 元	供教職員享用
2019 年 11 月	曾紀華獎學金	「小正與怪老頭」故事書 300 本	港幣 0 元	供學生借閱
2019 年 11 月	ALS1 鄧偉呈家長	捐款	港幣 22,000 元	協助學校發展 購買兒童繪本 (呈文 2019032)
2019 年 11 月	MIS1 吳尚然家長	捐款	港幣 40,000 元	協助學校發展 (呈文 2019032)
2019 年 11 月	學生家長 Mr. Dor ARIE	圖書 "The Case Closed" 系列第 21 至 50 冊	約值港幣 2,547.56	供學生借閱 (呈文 2019042)
2020 年 1 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
2020 年 2 月	MIS1 吳尚然家長	中童口罩 (非獨立包裝) 20 盒, 共 1,000 個 (約\$54.2/盒)	約值港幣 1,084 元	供全校師生使用
		300ml Next Beau 搓手液 10 支 (約\$49/支)	約值港幣 490 元	
2020 年 2 月	新界校長會	韓國中童口罩 (非獨立包裝) 15 包, 共 150 個 (約\$20/包)	約值港幣 300 元	供全校師生使用
		韓國小童口罩 (非獨立包裝) 10 包, 共 100 個 (約\$20/包)	約值港幣 200 元	
		500ml Primo 搓手液 1 支 (約\$65/支)	約值港幣 65 元	

2020年3月	香港直接資助學校議會	德國成人口罩 (非獨立包裝) 17 盒, 共 850 個 (沒有提供品牌未能查明售價)	港幣 0 元	供全校師生使用
		越南成人口罩 (非獨立包裝) 9 盒, 共 450 個 (約\$92/盒)	約值港幣 828 元	
2020年3月	保良局	成人口罩 (非獨立包裝) 2 盒, 共 100 個 (約\$250/盒)	約值港幣 500 元	供全校師生使用
2020年3月	劉陳小寶顧問及陳細潔主席	450ml 尊愛搓手液 96 支 (未能查明售價)	港幣 0 元	供全校師生使用
2020年3月	惠州新動力	Generation Gurard GM-200F 前額紅外線探熱槍 1 部	約值港幣 193 元	供全校師生使用
2020年3月	九龍地域校長聯會 香港島校長聯會 新界校長會	成人口罩 (非獨立包裝) 10 包, 共 500 個 (非原盒包裝 沒有提供品牌 未能查明售價)	港幣 0 元	供全校師生使用
		65ml Cosmo 搓手液 50 支 (約\$20/支)	約值港幣 1,000 元	
		80ml 恩普森搓手液 51 支 (約\$25/支)	約值港幣 1,275 元	
2020年3月	香港教育工作者聯會	成人口罩 (非獨立包裝) 2 盒, 共 160 個 (非原盒包裝 沒有提供品牌 未能查明售價)	港幣 0 元	供全校師生使用
		300ml M&G Life 搓手液 2 支 (約\$45/支)	約值港幣 90 元	
2020年4月	COV3 黃喜兒家長	成人口罩 (非獨立包裝) 34 盒, 共 1020 個 (約\$130/盒)	約值港幣 4,420 元	供全校師生使用
		中童口罩 14.5cm x 9.5cm (非獨立包裝) 34 盒, 共 1020 個 (約\$130/盒)	約值港幣 4,420 元	
2020年4月	香港資助小學校長會	中童口罩 3 盒 共 90 個	港幣 106.2 元	防疫物資
2020年4月	HEJ2 甄子進家長	中童口罩 40 盒 共 2000 個 (\$0)	港幣 0 元	防疫物資

		成人口罩 40 盒 共 2000 個 (\$0) (由國內生產 沒有提供品牌 未能查明售價)		
2020 年 4 月	華潤集團	1.2L 自動感應消毒機 1 部 (約值\$111.2) 500ml 75%乙醇 2 支 (\$0)	約值港幣 111.2 元	防疫物資
2020 年 4 月	屯門區小學校長會 賽馬會肺炎專項基金贊助	成人口罩 120 包 共 480 個 中童口罩 120 包 共 480 個 (非原盒包裝 沒有提供品牌 未能查明售價)	港幣 0 元	防疫物資
		20ml 搓手液 120 支 (\$15/支)	港幣 1800 元	
2020 年 5 月	中聯辦教科部	成人口罩 20 包 共 200 個 (約\$80/包 \$1600) 中童口罩 30 包 共 300 個 (約\$80/包 \$2400)	港幣 4000 元	防疫物資
2020 年 5 月	2018/19 畢業生 陳熹霖	成人口罩 6 盒 共 300 個 (約\$188/盒)	港幣 1128 元	防疫物資
2020 年 5 月	COV3 區稀堯家長	成人口罩 8 盒 共 400 個 (約共\$878) 中童口罩 16 盒 共 800 個 (約 100/盒 \$1600)	港幣 2478 元	防疫物資
2020 年 5 月	外界捐贈 (保良局轉贈)	成人口罩 8 盒 共 400 個 (約\$177/盒)	港幣 1416 元	防疫物資
2020 年 5 月	唐楚男顧問	成人口罩 8 盒 共 400 個 (約\$180/盒)	港幣 1440 元	防疫物資
2020 年 6 月	中聯辦教科部 (保良局轉贈)	成人口罩 4 包 共 40 個 (約\$88/包)	港幣 352 元	防疫物資
2020 年 6 月	外界捐贈 (保良局轉贈)	成人口罩 8 盒 共 400 個 (約\$3.6/個)	港幣 1440 元	防疫物資
2020 年 6 月	香港再出發大聯盟	中童口罩 500 包 共 5000 個 大童口罩 250 包 共 2500 個 (非原盒包裝 沒有提供品牌 未能查明售價)	港幣 0 元	防疫物資
2020 年 6 月	KEG3 Aidan Wong 家長	成人口罩 10 盒 500 個 (約\$176/盒)	港幣 1760 元	防疫物資
2020 年 6 月	KIL2 楊栢熹家長	中童口罩 30 盒 900 個 (約\$108/盒)	港幣 3240 元	防疫物資
2020 年 6 月	湯修齊校董	中童口罩 32 盒 1600 個	港幣 0 元	防疫物資

		(由國內生產 未有公開發售 未能查明售價)		
2020年6月	湯嘉蔚家長	搓手液 5升裝 3支 共 15升	港幣 687元	防疫物資
2020年7月	林頌鎧議員	酒精啫喱 50ml 576支 (\$12/支 \$6912)	港幣 9600元	防疫物資
		酒精噴霧 50ml 224支 (\$12/支 \$2688)		
2020年7月	屈臣氏集團	兒童口罩 20包 共 200個 (非原盒包裝 沒有提供品牌 未能查明售價)	港幣 0元	防疫物資
2020年7月	鄧宣宏雁博士	中童口罩 40盒 共 2000個 (由國內生產 未有公開發售 未能查明售價)	港幣 1800元	防疫物資
		成人口罩 20盒 共 1000個 (約\$90/盒)		
2020年7月	外界捐贈 (保良局轉贈)	成人口罩 8盒 共 400個 (約\$138/盒)	港幣 1104元	防疫物資
2020年7月	外界捐贈 (保良局轉贈)	中童口罩 16盒 共 480個 (約\$78/盒)	港幣 1248元	防疫物資
2020年8月	劉陳小寶顧問及陳細潔主席	成人外科口罩 50盒 共 2500個 (估值\$78/盒)	港幣 3900元	防疫物資
2020年8月	外界捐贈 (保良局轉贈)	成人外科口罩 6盒 共 300個 (原值\$98/盒)	港幣 588元	防疫物資
2020年8月	楊凱堯及楊皓堯家長	成人外科口罩 20盒 共 1000個 (約\$158/盒 \$3160) 搓手液 500ml 10支 (約\$158/支 \$1580)	港幣 4740元	防疫物資
2020年8月	王麗茵家長	捐款	港幣 3000元	資助學校添置學習設備