

Diocesan Preparatory School



School Report
2022/2023



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1. Our School

Diocesan Preparatory School is an aided school affiliated with Sheng Kung Hui, itself a part of the worldwide Anglican Church. We are an English medium, church school, providing a bi-lingual, liberal Christian education for boys and girls. There are currently two classes per level, 12 classes in total and 30 students in each class. Students attend whole day school with seven lessons, homeroom and reading time each day. School hours are from 8:30 am to 3:15 pm. Students are encouraged to participate in an array of extra-curricular activities after school.

2. School Vision

Diocesan Preparatory School seeks to bring forth core members and leaders of a caring society by preparing each student for life with

- an inquisitive mind and a sound body
- a desire for excellence and growth
- a sense of integrity and solidarity
- a spirit of unselfish service and purposefulness
- the ability to learn and
- the courage to meet challenges and cope with difficulty

in a loving Christian environment where moral and religious values are stressed

3. School Mission

We are committed to providing our students with an all-round education in a Christian environment and to equipping them with the skills they need for lifelong learning. This enables students to develop the moral values and competencies to cope with the challenges of life and to contribute to society.

4. School Motto

DPS believes that ‘the fear of the Lord is the beginning of wisdom.’ In other words, that a proper knowledge of Christian values and beliefs is the proper foundation for our children’s future. This and a commitment to all round excellence will always be at the heart of what we seek to achieve for our boys and girls.

5. School Curriculum

The school curriculum aims at providing students with an all-round education in a Christian context. Our students attend a weekly church service held by our School Chaplain. Combined with a whole school approach to moral and civic education, we hope to cultivate a sense of integrity in students.

In all subjects, we stress language, knowledge, thinking and learning skills, the appreciation of the arts, as well as physical and spiritual well-being. The curriculum includes English, Chinese Language in Putonghua, Mathematics, History & Geography, Science, Social Studies, Art & Craft, Music, Information Communication Technology (ICT), Physical Education and Scripture. We also encourage our students to broaden their horizons through reading. With the exception of Chinese Language and Social Studies, all subjects are taught in English. Apart from taking Reading lessons, students also have access to the library regularly and participate in different library activities.

The School adopts an activity and project based approach to teaching and learning to cater to learner diversity and to develop students' generic skills. Formative, summative and other modes of assessment are used to collect learning outcomes for evaluation of learning effectiveness.

Primary Six students are allocated secondary school places through the Secondary School Places Allocation (SSPA) system. Each year, the School recommends the best Primary Six boys with good work and good conduct to continue their studies in Diocesan Boys' School.

5.1 Changes due to the COVID-19 Epidemic

All students attended face-to-face classes on a half-day basis since 1st September 2022. Support groups were held online through the Zoom Video Conferencing Platform (Zoom) after school. Beginning 15th February 2023, students attended whole-day face-to-face classes. Support groups, bridging courses and developmental groups were held at school after the resumption of whole-day classes. Extra-curricular activities offered by coaches and instructors were held after school from May to July 2023.

6. Student Achievements

6.1 All Hong Kong Inter-School Wushu Championships 2022

Changquan (P5 – P6)	First	Wong Yu Chit 6B
Swordcraft (P5 – P6)	Second	Wong Yu Chit 6B

6.2 Kowloon Cricket Club 21st Mini Hockey Festival 2023

Under 6 Division 1	Best Player	Josephine Yeung 1B
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6.3 Khalsa Diwan Hong Kong (SIKH Temple) Mini Hockey Tournament 2023

Under 6 Best Player Josephine Yeung 1B

6.4 Hong Kong Children Art and Speech Association All Hong Kong Children Piano, Orchestral and Percussion Instruments Competition 2022

Saxophone (P1 – P3) Second Cheung Ho Ting 2A

6.5 Hong Kong Children Art and Speech Association All Hong Kong Children Piano, Orchestral and Percussion Instruments Competition 2022

Saxophone (P1 – P3)	Second	Cheung Ho Ting 2A
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6.6 Hong Kong Cultural and Creative Industrial Drawing Competition – Food in Hong Kong

Junior (5 – 6 years old) First Katerina Wong 2A

6.7 The 25th “The Earth and I” International Children Art Competition

International Gold Award Harold Sudirman 4A

6.8 Asia Speech Competition 2022

Junior Verse Speaking (Cantonese) First Ling Hiu Wa 2B

6.9 15th China Youth Speech Competition

Junior Prose Speaking (Putonghua) First Ling Hiu Wa 2B

6.10 13th Wen Hua Gui Bao Speech Competition

P1-2 Verse Speaking (Cantonese) First Ling Hiu Wa 2B

6.11 29th Bible Reading Festival 2023 – Cantonese Poetry

P2 Verse Speaking (Cantonese) Third Ling Hiu Wa 2B

6.12 The 74th Hong Kong Schools Speech Festival

English:

First
Liu Yan Nam 5B
Yue Yin Hang 5B
Caden Chan 5B

Second

Carter Chan 1A
Chong Wai Shun 1B
Clement Shum 2B
Morris Ling 3A
Wu Pak Yuen 5A
Liu Yan Nam 5B

Third

Siu Ying 1B
Carl Lam 2A
Xu Shiya 3A
Ko Yau Sin 3B
Hannah Kwok 6A

Chinese:

First

Leung Hong Kiu 6A

Second

Wong Cheuk Hei 1B

Ho Chung Sum 2A

Third

Ko Tsz Sun 2A

Wong Yu Shun 4A

Putonghua:

Second

Clement Shum 2B

Third

Chan Cheuk Ki 2B

6.13 Hong Kong Young Writers Awards 2023

Honourable Mention

Annelise Hui 3A, Minna Chow 6A

6.14 International STEM Olympiad 2023

Mathematics

Gold

Zaccus Chan 3A

Science

Gold

Zaccus Chan 3A

6.15 2023 Future Intelligence Students Olympiad – Mathematics

National Round

Gold

Zaccus Chan 3A

International Round

Silver

Zaccus Chan 3A

6.16 30th Hong Kong Primary School Mathematical Olympiad (Primary Four)

Gold

Chung Hon Ting 4A

6.17 26th SKH Primary Schools Mathematical Olympiad Competition

Silver

Javier Chan 6B

6.18 The 2023 Hong Kong Primary Mathematics Contest

3rd Class Honour

Liu Man To 5A

6.19 AS Watson Group Hong Kong Students Sports Award 2022/2023

Wong Yu Chit 6B

6.20 Sir Robert Black Trust Fund Scholarship 2022/2023

Lau Sze Yuet 6A, Wong Yu Chit 6B, Yan Zi Rui 6B

6.21 Kowloon City District Outstanding Student 2022/2023

Merit

Cornell Tsang 6A

6.22 Internal School Award

Graduation Class Awards

Yan Zi Rui	6B	Class Prize – Sylvia Cheung Cup
Yan Zi Rui	6B	Music Award – Maria Chan Cup
Wong Yu Chit	6B	Sports Boy of the Year – Amy Convery Cup
Hannah Kwok	6A	Sports Girl of the Year – Winnie Royden Cup

Class Prize

Yue Yin Hang	5B
Chau Yan Tung	4B
Siu Nga Yau	3A

Progress Prize

Nicolo Lau	5B
Mak Wai Long	4A

English Prize

Leung Hong Kiu	6A
Mak Hei Wan	5A
Law Tsz Lok	4A
Joy Tung	3A

Chinese Prize

Tang Chun Yin	6A
Lam Wing Kiu	5A
Aaron Tam	4A
Mok Hei Yin	3A

Mathematics Prize

Liu Man To	6A
Jason Pang	5A
Tam Chun Hang	4B
Ip Yui Sun	3A

General Studies Prize

Wong Pak Hei	6B
Jake Wong	5A
Aiden Kong	4B
Mak Hei Wang	3B

Good Work and Good Conduct Prize

Tristan Kwok	6A	Cha Hon Ting	6B
Kenneth Ng	6A	Javier Chan	6B
Minna Chow	6A	Justin Chan	5B
Jasmine Chung	6A	Michael Han	5B
Lau Sze Yuet	6A	Curtis Ng	5B
Cornell Tsang	6A	Liu Yan Nam	5B
Lee Ming Hin	5A	Wan Ching Ching	5B
Constance Liu	5A	Chan Yan Yau	4B
Hailey Pak	5A	Luk Shun Yau	4B
Chung Hon Ting	4A	Ng Tsz Yui	4B
Nigel Lee	4A	Chan Cheuk Yan	4B
Raphael Ng	4A	Samuel Chan	3B
Ng Man Yin	4A	Karson Cheung	3B
Zaccus Chan	3A	Jamie Tang	3B
Jasper Chung	3A	Ng Hei Lui	3B
Kung Ling Yin	3A		
Nathaniel Lam	3A		

Service Prize

Cornell Tsang	6A	Cha Hon Ting	6B
Leung Hong Kiu	6A	Javier Chan	6B
Lai Man Huen	6A	Kung Ling Yan	6B
Liu Man To	6A	Wong Pak Hei	6B
Wong Tsz Hin	6A	Wong Yu Chit	6B
Chan Chloe	6A	Yan Zi Rui	6B
Minna Chow	6A	Shalom Lo	6B
Jasmine Chung	6A	Ng Tin Ngo	6B
Hannah Kwok	6A	Charlton Ng	6B
Lau Sze Yuet	6A	Poon Ching Hong	6B
Yuan Jiayi	6A	Yeung Hau Yee	6B
Cheng Pok Hei	6A		
Tristan Kwok	6A		
Ng Pak Yin	6A		
Philip Sudirman	6A		
Brayden Wong	6A		
Jin Hiu Tung	6A		
Megan Tsang	6A		

7. Major Repair and Improvement

The EDB pays 50% of the cost of all approved major repairs, emergency repairs and improvement works. The School pays the other 50% out of non-government funds. Repairs not exceeding \$3,000 are paid for and conducted by contractors appointed by the School. Periodic repairs and improvements such as painting the whole building, replacing air-conditioners and ventilation systems, levelling the playgrounds, reinforcing fences, windows and gates are extensive and costly.

7.1 Major Repair

7.1.1 Completed Projects

Major repairs (MR-5115-22) and defect rectification (PR-5115-21-B1) according to the Mandatory Building Inspection Scheme (MBIS) were completed by the EDB in late 2022/2023.

7.1.2 MR-5115-23

We applied for the replacement of malfunctioning lighting, compact fluorescent light, fans, VAT, exhaust fans and venetian blinds plus Passenger Lift Safety Enhancing Technology items. The EDB has only approved the repairs to exhaust fans and additions of Passenger Lift Safety Enhancing Technology items. It will take the EDB over a year to actually prepare for work to add the Passenger Lift Safety Technology items, so in the meantime, we have to continue paying for special inspections of our lift twice a year and that would cost us over HK\$10,000 each time.

7.1.3 MR-5115-24

We applied for the replacement of old air-conditioning systems and related wiring, power switches and electrical and trunking systems for 4 classrooms. It costs about a quarter of a million to replace the air-conditioning equipment in one classroom from prior experience. As our application for replacement of venetian blinds in most places of the School was turned down last year, we have applied for it again in 2022/2023 for it to be done in the summer of 2023/2024.

8. Curriculum Development

8.1 Major Concern 1:

Create a peaceful and orderly environment to promote the importance of self-discipline as well as law-abidingness, and nurture the students into good citizens

8.1.1 Staff Development

Achievements

65% of teachers attended at least one workshop or seminar about national security and national education. By joining different courses on national security, Basic Law and national education, teachers would have a better understanding of the importance of national security and creating a peaceful and orderly environment to promote self-discipline and law-abidingness, and to nurture the students to become good citizens.

11 teachers attended the online self-learning course on Early Identification and Handling of Suspected Child Maltreatment Cases organised by the Education Bureau. Two teachers attended briefing on Mandatory Reporting Requirement for Suspected Child Abuse Cases organised by Hong Kong Sheng Kung Hui Education Services. The related information on mandatory reporting child abuse cases was given out to teachers and a briefing was held in the Guidance Meeting. Teachers gained a better understanding of how to handle suspected cases of child abuse.

Reflection

Only 25% of teachers fulfilled the criteria of attending at least two workshops or seminars about national security and national education, while 75% of the teachers did not. Teachers should look for seminars or courses outside of school and attend staff development programmes as required in the coming year.

Feedback and Follow-Up

Teachers should keep equipping themselves with the knowledge of national education and national security education. They should also keep themselves well informed of the latest educational trend. Other than workshops and seminars, the School will organise other staff development programmes such as outings for the teachers to enhance their exposure and knowledge of Chinese history and culture.

8.1.2 Learning and Teaching

Achievements

Teachers continued to review all the resources that are used in teaching and learning of all subjects, Moral, Civic and National Education, Constitution and Basic Law education in 2022/2023, to ensure that the content and quality of the resources selected or compiled align with curriculum aims, goals and coverage prescribed by the Curriculum Development Council, and to make sure these resources suit students' abilities and learning needs. After the review, teachers archived the materials in the subject folders and in the school drive electronically. The Panel Chairpersons checked the subject folders with all the teaching and learning resources of each class level at the end of the term and at the end of the school year. Teachers regularly archived all the teaching and learning materials and submitted the subject folder with all the teaching and learning materials at the end of each term and at the end of the school year to the Panel Chairperson. Teachers reviewed, amended and improved the quality of the resources.

Reflection

The current practice was able to ensure that the teaching and learning resources suited students' abilities and learning needs. In addition, teachers were required to prepare the materials at least two weeks in advance under this practice. Teachers would therefore plan ahead of time and be better prepared for the lessons; however, some teachers were not able to submit teaching and learning resources two weeks in advance. In addition, typing and grammatical mistakes plus other mistakes were sometimes found in the resources.

Feedback and Follow-Up

Teachers should follow the schedule strictly and be more careful when preparing the teaching and learning resources. Language that they use should be at an appropriate level for the students. Teaching partners should also check the work carefully before submitting the work to the Panel Chairpersons for approval. The School will continue this practice to ensure that the content and the quality of the selected and compiled resources align with the curriculum aims, the goals and the coverage prescribed by the Curriculum Development Council. Teachers will also continue to design teaching and learning resources to further help students achieve the learning goals.

8.1.3 Student Guidance, Discipline and Support

Achievements

Teachers linked various school events together under a common theme to further consolidate and sustain the various values which were associated with 'social harmony' and 'law-abidingness'. Teachers designed activities to stress the message and make it more meaningful, important and prominent.

Dress Special Day

The School made use of Dress Special Day to promote proper values and attitudes. Students wear casual clothes in chequer pattern to remember to act fair and square. We want students to be honest, we also want children to grow up to be upright citizens of our community. At the same time, students can make Dress Special Day meaningful by supporting the Community Chest. If the students would like to participate in Dress Special Day, they would need to make a donation to the Chest. Also, the School has picked a Moral and Civic theme, ie “Honesty and Law-Abidingness” to go with it.

The Theme of the Month in October was “Honesty and Law-Abidingness”. We had conducted different activities in October for helping students to become an honest and law-abiding person. Introductory activities like introducing to students the theme of the month and asking students to sign the pledge and promise to be honest were carried out in the first week, followed by activities like applying pertinent concepts in daily life and Dress Special Day in the subsequent week. After they had gained a basic understanding of the theme of the month, we went further by introducing other activities like bookmark and poster design, story reading, and the iJunior game booth so as to deepen their understanding thereof. All these activities are aimed at moulding students into an honest and law-abiding person.

On 28th October 2022, Dress Special Day, our boys and girls took part in the activities of ‘**Wear Chequers, Act Fair and Square**’. On Dress Special Day, the whole school dressed in chequered clothes, which represent honesty through imagery. We reflected upon the significance of honesty and how we can be a person of honesty and integrity in our everyday life in various ways, some of which included designing bookmarks to promote honesty, doing worksheets to rethink questions arising from our everyday ethics, gaining a sound understanding of “rules” from an etymological perspective, and having the i-Junior game booth to learn concepts related to honesty. We hope that this activity can lay the foundations for students to develop a full-fledged moral compass in the long term.

The One Person, One Flower Scheme

The One Person, One Flower Scheme activity lasted six months. This activity sought to strengthen students’ understanding the meaning of friendship. Our students learnt the characteristics that they needed to have in order to be a true friend. Each student was given a flowering plant, the Begonia Cucullata to grow and to express friendship and appreciation in six different contexts, one for each class level, encompassing family, neighbor, drivers of public transport, members of Civil Aid Service, cleaning workers of hospital, and a member of staff of the School. Students recorded the growing process of their own plants and wrote a message that they would like to say to their ‘friends’ in the six contexts or the things that they would like to do together with their ‘friends’ in the Record Book. Subject teachers reviewed students’ Record Book bi-weekly and reported that the majority of students were able to express friendship and appreciation. Some students even included colourful drawings or photos of the plants which were captured at different growing stages and their meaningful reflections in the Record Books. We are happy that our students learnt about the importance of friendship, and positive values and attitudes such as

unselfishness, sharing, caring, and appreciating others people who put effort in contributing the community. Friendship starts from having love and care, being able to share, getting to know each other, etc. The activity aimed at promoting the importance of friendship and expanding the students' friend circles by understanding. Friendship will not be limited by age and gender, race, and social level. We hope that our students could also contribute to their families and the School today, and also the community and our Nation in the future.

Love Post Day

Love Post Day followed the One Person, One Flower Scheme on the theme of friendship. This year, students were invited to design a love and care postcard in February 2023. The best two designs voted by all teachers were printed. Each student was given a printed postcard to write in March 2023. They wrote their Love Post Day postcards to express their love, care, interest, or respect toward others in the context of each class level as in One Person, One Flower Scheme.

- P1 A family member
- P2 A neighbor
- P3 A public transportation driver
- P4 A member of Civil Aid Service
- P5 A hospital cleaner
- P6 A member of staff of the School

All the students participated in this activity. Students learnt how to write a postcard in the proper Chinese format. They showed their love, care, interest, or respect towards others by writing caring and warm messages. Chinese teachers collected the postcards and gave comments to the students after checking. Some postcards with meaningful messages were displayed in the Covered Playground. Students were encouraged to send out the postcards to express their love and care to others. Friendship starts from having love and care, being able to share, getting to know each other, etc. The activity aimed at promoting the importance of friendship and expanding the students' friend circles by understanding. Friendship will not be limited by age and gender, race, and social level. In line with the requirements of the Education Bureau on Values Education, we tried to nurture citizenship and hope our children to be truly kind-hearted people with good values and attitudes that will serve the Hong Kong community.

iJunior Moral Education Scheme (iJunior)

The School joined the iJunior Moral Education Scheme (iJunior) organised by the Independent Commission Against Corruption (ICAC) to promote the importance of self-discipline and law-abidingness and nurture the students into good law-abiding citizens. Integrity is a positive value that students need to learn. From October to November, "Honesty and Law Abidingness" was the Theme of the Month. In the first week, students completed a pre-task questionnaire for teachers to review their attitude towards honesty and self-discipline. Afterwards, class teachers surfed the 'Introduction to iJunior' websites with students and shared a story related to honesty and integrity. The context of the story was different for P1 to P2, P3 to P4 and P5 to P6 so as to better accommodate the development stages of students. Teachers discussed the importance of being an honest student with integrity. In the second and

third weeks, Teachers-in-Charge of the Theme of the Month organised a game booth on matching pairs with game cards for all students. P1 to P3 students were invited to read the proper values of honesty written on the cards after the game; while P4 to P6 students chose one of the values from cards to explain how they could show that particular value in their daily life. Students enjoyed the games very much, and their awareness towards law-abidingness was enhanced.

Volunteer Service

The Department of Health (DH) advised schools to minimise social contact and avoid crowd gatherings in the document ‘Health Advice to Schools for the Prevention of COVID-19’. Therefore, volunteer service to elderly at the centre was not carried out this year. Instead, P5 and P6 students took part in a face-to-face volunteer workshop to draw their wishes and blessings on cotton bags and make well-wishing cards for the grass-root elders who live in subdivided flats. We are looking forward to organising these meaningful activities in the next academic year.

Reflection

In terms of values, the Assessment Program for Affective and Social Outcomes (APASO) results have revealed students scored high in maintaining good conduct, having commitment and a sense of responsibility, having perseverance, being well-behaved and social harmonious. In particular, we saw a great improvement in the area of law-abidingness and honesty. 20% more of the students expressed that they chose to abide by the law and be honest to everyone, not just when the teacher or someone is observing them. Most of the students tried hard to be good rather than pretending. However, some cheating cases were reported by subject teachers in the weekly Guidance Meeting regularly throughout the year, which was the main discipline problem in 2022/2023. The Theme of the Month activities and the related work revealed that most of the students have learnt the importance of law-abidingness and being an honest person, but there was still room for improvement for putting that in action.

According to the results of the APASO Report, 98% of the students said they were faithful to their peers and they kept their promises to others. 97% of the students said they would keep their promises to others. 99% of the students thought that “to follow school rules” would be important. Teachers discussed the school rules violation records during the Guidance Meeting, and there was a decrease of 20% of school rules violations among students. According to the results of the questionnaires done by students, 94% of them agreed that they have improved in terms of law-abidingness, and they believed that they had self-discipline. The iJunior Moral Education Scheme raised teachers’ awareness in teaching students’ positive values and attitudes, and explained clearly to students their requirements for students’ behaviour so as to help students develop a sense of integrity, self-discipline and law-abidingness in the whole-school approach moral and civic education activities. Students’ awareness on law-abidingness have improved and began to understand that it is a responsibility and not a choice to obey the law.

Feedback and Follow-Up

Teachers should continue to design different activities to stress the importance of law-abidingness and be an honest person, and make the learning activities more meaningful and important. Students should learn to follow school rules and be good students at school, and hopefully be good and law abiding citizens when they grow up.

8.2 Major Concern 2:

Getting to Know Ourselves, Our Community, Our Hong Kong and Our Country

Achievements

Teachers further enriched the curriculum contents of relevant subjects to promote Chinese history and culture, making reference to the HK-China, that is city-country connection and relationship where applicable.

In English, teachers organised English Fun Day for students from P1 to P6 on 19th December 2022. The objective of the English Fun Day was to provide all DPS students an opportunity to use English in a fun atmosphere. It promoted students' interest in English learning. In order to better connect with the themes of different school activities, inter-class Spelling Bee Competitions were carried out in all P1-P6 under the following themes:

- Getting to Know Each Other
- Getting to Know the School
- Getting to Know Hong Kong
- Getting to Know our Country

Teachers from P1-P6 held the Spelling Bee Competition during their English lessons on English Fun Day. The three finalists of each class got a prize each. Teachers selected words of suitable level of difficulty for students of different levels. Students of all levels spelt words that covered all the themes listed above. Students reviewed the words again after the Spelling Bee Activity to consolidate and better connect the words with the themes. Teachers found that all students were very enthusiastic in participating in the Spelling Bee Activity on English Fun Day.

Other than English Fun Day, in daily teaching and learning, students read passages related to Chinese history and culture during comprehension lessons or learn about it during unseen dictations.

In Chinese, teachers organised Chinese Culture Day for students to learn more about Chinese culture on 18th January 2023. Students learnt about the ancient recreational activities through the traditional Chinese games seminar, experienced games such as pitch-pot game, making scented sachets in the booth, and making shadow puppets in the workshop. Through these activities, students were able to deepen their understanding of traditional culture and enhance their sense of national identity.

Chinese language teachers also taught students to read aloud the lyrics of the National Anthem in the Chinese lessons in September. They taught students the content of the National Anthem so that students could know more about the history and the meaning

of the National Anthem, and enhanced the national identity of the students. In addition, students learnt the culture, traditions and history of our country by reading classical literature. This year, students read two classical literature pieces and completed the reading worksheets.

In Mathematics, teachers introduced topics related to Chinese Mathematics such as Chinese numerals, the Chinese agricultural calendar, the ancient Chinese currency, the ancient Chinese water clock, sundials, the Chinese tally system, the time system in ancient China, Chinese abacuses, ancient Chinese measurement units, Suzhou numerals, discoveries of Pi in ancient China, etc in relevant lessons of different levels. The curriculum contents were enriched, and students were able to enhance their exposure to Chinese history and culture. Students showed interest towards these topics, and they were amazed by the discoveries and the wisdom of ancient Chinese Mathematics.

In Social Studies, teachers chose classical sentences for students to read aloud and learn. Teachers also organised competitions for the students to memorise these sentences under a joyful atmosphere. By reading these sentences, students could learn the positive values and attitudes, and the traditional virtues of our country. Other than that, teachers continued to use “Chinese Culture Ark” as the theme of project learning to promote the learning of Chinese history and culture. Students were able to learn more about and show appreciation towards Chinese culture in a meaningful way. They could also share what they had learnt about Chinese culture with the other classmates.

In Science, teachers introduced topics related to the development of science and technology in our country such as the invention of paper, endangered animals and wildlife conservation, wildlife crossings in China, the development of ships, skyscrapers in China, the development of solar energy, ways to deal with air pollution, Three Gorges Dam, the development of aerospace technology, spacecraft development, etc in relevant lessons of different levels. The curriculum contents were enriched, and students were able to enhance their exposure to Chinese history and culture. Students showed interest towards these topics, and they were amazed by the discoveries and the wisdom of ancient Chinese science.

In History & Geography, teachers further enriched the curriculum contents of History & Geography (world) to make references to Chinese culture and the HK-China, city-country connection and relationship where applicable. These references to Chinese culture and the HK-China, city-country connection and relationship for further reading were discussed with the PSM(CD) to establish their relevancy before being mentioned in relevant lessons. Teachers introduced these references and connection to the students when teaching related topics. The curriculum contents were enriched, and students were able to enhance their exposure to Chinese history and culture, and get to know more about our community, Hong Kong and our country.

In Music, a new unit of learning related to Chinese Instruments or Chinese culture was added to the current curriculum. Students learnt the origin of Chinese instruments and Chinese percussion, wind and string instruments, different playing methods of Chinese instruments, eight material categories, Chinese ensemble and Chinese orchestra. By adding these topics to the current curriculum, students were

able to learn more about the culture and the music of our country. Students showed interest and appreciation when learning about these topics.

In Art & Craft, teachers continued to use art appreciation towards classical Chinese painting as a measure to cultivate Chinese culture amongst students. Students looked at different classical Chinese paintings and learnt about their characteristics in the Art & Craft lessons. Then, they created drawings that embodied the mood in Chinese poetry as the relationship between painting and poetry was an important element of Chinese art. As students had learnt some poetry in the Chinese and Social Studies lessons, so they were familiar with the poetry, in such case, it was easier for them to express the mood in their drawings. Students did a self-assessment to evaluate how well they had achieved the learning objectives of applying their understanding of classical Chinese painting and Chinese culture to create drawings that embody the mood in Chinese poetry, and a peer assessment to learn from each other with the use of e-learning resources. Students showed appreciation towards classical Chinese paintings. They were able to apply their understanding of classical Chinese painting and Chinese culture in their artwork. They could also conduct self-assessment with the use of e-learning tools and resources, to evaluate how well they have created drawings that embody the mood in Chinese poetry. In the peer assessments, students were able to provide polite and constructive feedback to their classmates on how well they have expressed the inter-relationship between painting and poetry. A positive learning atmosphere was cultivated as students learnt from peers by looking at each other's drawing and giving comments to each other.

In PE, teachers continued to enrich the curriculum by introducing the outstanding athletes of Hong Kong and China to students and emphasised the teaching of positive values and attitudes including self-discipline, perseverance and sportsmanship. Students watched videos about these athletes in the lessons. Teachers explained the achievements and the positive values and attitudes exhibited by these athletes. Students then completed a worksheet to consolidate their understanding of the topic. With the enriched content of introducing these outstanding athletes' achievements and teaching of positive values and attitudes, students were able to get to know more about the development and achievements of sports in Hong Kong and in our country, China. They could also learn to be self-disciplined and persevering from these athletes.

Reflection

Our students were able to understand our national identity, our society, our nation and the world with the enriched contents in the curriculum. Teachers observed students' performances in the weekly flag raising ceremony, and they reported that students were able to sing the National Anthem correctly and solemnly during the flag raising ceremonies. In addition, teachers reported that students were able to tell the meaning and the importance of the National Anthem. The analysis results of the APASO showed that over 96% of the students agreed that the National Flag and the National Anthem were important to them, with an increase of 1% and 17% compared to the results of 2021/2022 and 2020/2021 respectively. It showed that the learning activities organised by the School were able to enhance students' citizenship, national identity, knowledge and positive sentiment towards our nation.

Teachers reviewed and analysed students' performance in the reading worksheets which they completed after reading Chinese classical literature. Students were able to tell what they could learn from the famous people of our country, or what they appreciated about the culture of our country. The analysis results of the APASO showed that over 93% of students agreed that they should stop outsiders from influencing China's traditions and culture, with an increase of 3% compared to 2021/2022 and an increase of 17% compared to 2020/2021. It showed students' positive attitudes and affections towards our country.

Teachers analysed students' class and coursework performance in relation to the list of outstanding athletes of Hong Kong and China. The analysis results showed that over 98% of the students were able to tell the achievements of the athletes, and the positive values and attitudes such as self-discipline, diligence, perseverance and sportsmanship that the athletes had shown. In the area of 'Perseverance' in the APASO, students scored a mean of 3.43 this year, more or less the same as last year at 3.44, and higher than that of 2020/2021 at 3.30.

The analysis results of the APASO also showed that students' attitudes towards the Nation have greatly improved from 2.9 in 2020/2021 to 3.5 in 2021/2022, and this year, the results was 3.57 (full score is 4). Over 95% of the students, with an increase of 5% compared to the results of last year, expressed that they have great love for China, and they are proud of China's history. The APASO results revealed that with all these meaningful learning activities, students' national identity and sentiment were successfully enhanced.

Feedback and Follow-Up

In this development cycle, the School aimed at teaching students to understand our national identity, our society, our nation and the world. Under the guidance of our Supervisor and the leadership of our Headteacher with new developments, carried out by our Senior Teachers, though gradual, students' national identity was greatly enhanced in these first two years of the development cycle with what the School had been doing on a regular basis, for example:

- Chinese Culture Day
- A Wednesday Afternoon with Tea and Calligraphy on Bible Wisdom and Lunar New Year Well-Wishing
- HK/China cultural activities such as PST Fun Day visiting sky100 and having a Big Bus tour
- Dress Special Day with a theme to promote positive values and attitudes
- The One Person, One Flower Scheme for students to express friendship and appreciation in different contexts
- Using "Chinese Culture Ark" as the theme of project learning in Social Studies
- Making references to Chinese culture and the HK-China, city-country connection and relationship in various subjects, etc

to promote Chinese history and culture. Teachers should further reinforce national security education by emphasising the major fields of national security in daily teaching and learning where applicable.

8.3 Educational Visits

Students were taken on the following educational visits to compliment their General Studies lessons and project learning:

Class	Date	Venue
P5	24 th April 2023	Hong Kong Jockey Club Drug InfoCentre
P4	31 st May 2023 1 st June 2023	EcoPark
P2 – P3	1 st June 2023 9 th June 2023	Civic Education Resource Centre
P3	19 th June 2023	Hong Kong Palace Museum

8.4 Moral and Civic Education

To cultivate good values and attitudes amongst students, different moral and civic themes were chosen for each month. Teachers worked collaboratively to organise various activities for students to build good conduct and character.

8.4.1 Themes of the Month and Personal Growth Education Lessons

Teachers organised various related activities and educational talks to deepen the understanding of these themes in students. These themes also apply to school life as a whole especially in PGE lessons, Social Studies lessons, Scripture lessons when appropriately integrated.

2022/2023	Theme of the month	Topics of PGE lessons	Level
Early September – Mid-September	Politeness and Respect	N/A	P1 – P6
Mid-September – Mid-October	Getting to Know Your Country	N/A	P1 – P6
Mid-October – Mid-November	Honesty and Good Conduct	Be Honest (P3 – P4) Volunteer Service Introduction (P5 – P6)	P1 – P6
December – January	Green Lifestyle	Form a Good Habit Learn About Carbon Footprint Promise to Reduce Carbon Footprint Reduce Carbon Footprint in Daily Life Volunteer Workshop	P1 P2 P3 P4 P5 – P6

February – March	Active, Bright and Caring	Love and Care How Are You Feeling Today? Feeling of the Day: Happy Things that Make Me Happy What Makes Me Happy Being Happy	P1 P2 P3 P4 P5 P6
April	Healthy Lifestyle	My Needs and Feelings Ways to Express Emotions Get Along with Classmates and Friends Needs and Wants Tips for Making Good Friends Healthy Ways to Cope with Stress	P1 P2 P3 P4 P5 P6
May	Healthy Lifestyle	Be Responsible at Home Think before You Act Responsibilities of Students in School Building Resilience Physical and Mental Wellbeing Problem-Solving Skills	P1 P2 P3 P4 P5 P6
June to July	Forgiveness	Magical Suitcase A Day of Dai Fai Live in Harmony with Others Actions of Forgiveness Responsibilities of Students in School Forgiveness from Others My Talent Ask for Forgiveness Everyone Is Equal	P1 P2 P2 P3 P3 P4 P4 P5 P6

8.4.2 Educational Talks and Activities

The following educational talks and activities were arranged for students:

Topic	Organisation/Speaker	Date	Level
Yes, I can! – Toilet Training	Andrex	13-9-2022	P1
Road Safety	Hong Kong Police Force Road Safety Team	13-12-2022	P3
Protecting the Seashores	Ever Green Association	11-1-2023	P1 – P6

Friendship	The ABM Hong Kong Swatow Baptist Church Community Service Association	14-1-2023	P1 – P2
Chinese Traditional Sporting Activities and Entertainment	Heritage Connect	18-1-2023	P1 – P6
Love and Care	The ABM Hong Kong Swatow Baptist Church Community Service Association	21-1-2023	P3 – P4
Be Respectful	The ABM Hong Kong Swatow Baptist Church Community Service Association	28-1-2023	P5 – P6
Stay Away from Drugs and Alcohol	Community Drug Advisory Council	31-5-2023	P1 – P2
Self-awareness and Say 'NO' to Drugs and Alcohol	Community Drug Advisory Council	31-5-2023	P3 – P4
Peer Influence and Drug Abuse	Community Drug Advisory Council	31-5-2023	P5 – P6
Hong Kong Country Parks	Environmental Association Limited	5-6-2023	P2 – P3
Talk on Social Harmony	Hong Kong PHAB Association	16-6-2023	P1 – P6
Workshop on Social Harmony	Hong Kong PHAB Association	21-6-2023	P1 – P6
Forgiveness	ELCHK Life Angel Education Centre	4-7-2023	P1 – P4
Transition to Secondary School Life	ELCHK Life Angel Education Centre	4-7-2023	P5 – P6

8.4.3 National Curriculum and National Security Education

- **National Flag Raising Ceremony**

Before the resumption of whole-day school, due to the COVID-19 constrictions, students took turns according to their levels to attend the National Flag Raising Ceremony in the Open Area every Friday. For the other levels, students watched the video of the Flag Raising Ceremony in the classrooms. To avoid regular crowding, starting from 24th February 2023, students from P4 to P6 attended the National Flag Raising Ceremony together before going to the Church Service every Friday, while students from P1 to P3 watched the video of the Flag Raising Ceremony in the classrooms. Students from P1 to P3 also attended the actual Flag Raising Ceremony on important dates and occasions or where possible. Teachers taught students the etiquette to be followed in the ceremony. All students stood solemnly facing the flag with respectful attention in the ceremony.

- **Constitution and Basic Law Online Quiz 2023**

The Constitution and the Basic Law Online Quiz was held from 9th February 2023 to 28th February 2023. Teachers watched related videos and materials with the students, and all students took part in the online quiz in the Social Studies lessons. By participating in the online quiz, students were able to learn more about the Constitution and the Basic Law, and learn to be law-abiding citizens.

- **National Security Day**

Our School participated in the 2023 School Bulletin Board Design Competition on National Security in the “2023 Let’s Join Hands in Safeguarding National Security” Programme. Teachers selected students to prepare information on a bulletin board to be displayed in the Covered Playground to promote National Security. At the same time, student representatives made use of the information on the bulletin board to introduce National Security to the students of the whole school during the morning assembly. Students raised their awareness and learnt more about the importance of safeguarding National Security.

- **Activities Organised by the School**

In order to enhance students’ understanding of the Basic Law and the National Security Law, teachers organised two quizzes for the students which were held in the Social Studies lessons in July. Teachers watched related videos with the students, then the students completed the quizzes in the form of worksheets. Students got most of the answers correct in the quizzes. Teachers further explained some of the content that students might not fully understand. Students’ knowledge and understanding towards the topics were enhanced.

8.5 Cater to Learner Differences and Student Support

8.5.1 Voice Training and Speech Therapy

A registered Speech Therapist provided 13 individual treatment or training sessions through Zoom conferencing. Altogether, 18 students attended the training sessions held by the Speech Therapist.

P1 – 5 students

P2 – 6 students

P3 – 2 students

P4 – 3 students

P5 – 2 students

8.5.2 Dyslexia Training Group

Tutors from Owl’s Learning Centre trained students with dyslexia in their Chinese reading and writing abilities at our School. Details of the training groups are listed below:

Level	No. of Students	Duration	Day	No. of Sessions
P4 – P6	8	Sep 2022 – Nov 2022	Thursday	10
P2 – P3	8	Sep 2022 – Nov 2022	Wednesday	10
P4 – P6	8	Apr 2023 – Jul 2023	Monday	10
P1 – P3	8	Apr 2023 – Jul 2023	Wednesday	12

According to the results of the questionnaires, over 90% of students believed the group helped them in reading and writing Chinese. Feedback from parents and the Teacher-in-Charge was positive.

Qualified and experienced tutors from Owl's Learning Centre trained students with dyslexia in their English reading and writing abilities at our School. Details of the training groups are listed below:

Level	No. of Students	Duration	Day	No. of Sessions
P4 – P6	8	Jan 2023 – Mar 2023	Thursday	10
P2 – P3	8	Jan 2023 – Mar 2023	Wednesday	10

Pre-tests and post-tests were used to assess the effectiveness of the groups. Most of the students in the groups performed well and participated actively. Feedback from students and the Teacher-in-Charge was positive. According to the results of the questionnaire, over 90% of students think the groups helped them improve their English. According to the observation of the tutor and the Teacher-in-Charge, most of the students were attentive. The students enjoyed the activities in the group and the content was suitable for them.

8.5.3 Social Skills and Attention Training

Some students may benefit from training to develop and strengthen their social skills. This will help them improve in the affective domain. This is also crucial to the spiritual health of individual students, the proper and good relationships between individuals and the general harmony of the School. The following are focused training groups that offered individual support to students in a small group setting to enhance their social skills and ability to face and handle negative affect.

Type of Focused Small Group Support	Conducted by	Class Level	No. of Students in the Group	Sessions
Executive Functioning Skills	Registered Social Worker	P1 and P2	5 (1 st Term) 6 (2 nd Term)	10 (1 st Term) 12 (2 nd Term)
Interpersonal Skills	Registered Social Worker	P1 to P3	8	10
Interpersonal Skills	Registered Social Worker	P4 and P5	6	10

Emotional Competency Skills	Registered Social Worker	P5 and P6	6	8 (2 parent sessions)
Social Skills (Little Ambassador)	Registered Social Worker	P3 and P4	6	8 (2 parent sessions)
Social Skills	Registered Social Worker	P1 and P2	6	8 (2 parent sessions)
Emotional Management (Emotional Management Skills Training for NCS Students)	Counselling Psychologist	P2	2	20
Resilience (Understanding the Adolescent Project)	Registered Social Workers	P4 to P6	P4 – 11 P5 – 9 P6 – 8	3-year programme

Improvement or needs of students were reported in individual evaluations and post activity assessments, details of which were communicated to their parents and teachers for further development.

Apart from the focused training groups that offered individual support to students in a small group, the School also held training for students in different levels.

Content	Mode	Conducted by	Level/Class	Sessions
Social Skills	Training	Registered Social Workers	P2 P3 P4	4 sessions per level
Social Harmony	Workshop/Talk	Tutor	P1 to P6	2 sessions per level

- **Individual Education Plan (IEP) and Individual Accommodation Arrangement (IAA)**

There were no students in Tier 3 of the Special Education Needs (SEN) Support this year and so no IEP is offered. Instead, IAAs were designed for one P1 student, five P2 students, one P3 student (rejected the offer), five P4 students (one student rejected the offer), five P5 students (one student rejected the offer) and two P6 students who were in Tier 2 of the SEN support. Encouraging feedback from both teachers and parents was received, especially for their improved performances in tests and examinations. Parents were consulted in forming and reviewing these plans.

8.5.4 Early Identification and Intervention of Learning Difficulties Programme for Primary One Students (EII)

To ensure that timely support be rendered to students with learning difficulties as early as possible, the School continued the School-Based Educational Psychology Service this year. The School referred 11 students from P1 to the EDB Educational Psychologist (EP), Ms SK Chan and sought her advice on supporting them. She discussed with our teachers on 16th January 2023 about the EII cases and some of them would be followed up in the next academic year. She provided assessments to eight students who were suspected to have special educational needs: seven P2 students and one P5 student. She provided consultations to two students: one P2 student and one P5 student. In total, the EP provided services to ten students: eight P2 students and two P5 students.

8.5.5 Gifted Education

10 students from P6 passed the screening programme and were nominated as student members of the Hong Kong Academy for Gifted Education. 2 students were recommended to join the Programme for the Gifted and Talented organised by the Chinese University of Hong Kong. Opportunities were given to different students so that more abled students could benefit and develop their potential.

9. Students' Reading Habit

The School organised and participated in various activities and schemes to promote reading, to establish a reading habit and to sustain the school reading culture.

9.1 Lessons and Reading Time

Reading arrangement and resources for keeping up the reading habit and to support the reading culture and learning were continued:

9.1.1 Class Libraries - student can borrow English and Chinese books regularly

9.1.2 Main Library

9.2 Summer Reading

Students were encouraged to join the Reading Contract Programme organised by the HKedCity. All students handed in the summer reading record to the Class Teacher when they returned to school in September. Class teachers updated students' reading records on WebSAMS at the beginning of the school year.

10. Teachers' Professional Development

10.1 Full and half days were set aside for staff development during the year. Teachers were also encouraged to undertake various training and development opportunities related to major concerns of school development, professional development and qualification, physical and mental well being, interests and needs. Most teachers were able to fulfil their target Continuous Professional Development hours. Details are listed in the internal maintenance report on Staff Development.

10.2 The following talks were organised by the School for staff members:

2022/2023	Topic	Speaker/Organisation	Venue	No. of Staff
2-9-2022 (0.5 hour)	Understanding the Learning Difficulties of Hearing Impaired Students and Learning and Teaching Support Strategies	Ms CY Chau, SENCO Mr KW Ng, Head of Guidance	On Campus	22
28-10-2022 (2 hours)	Understanding the Learning Difficulties of Students Having “Tics” and Learning and Teaching Support Strategies	Dr SC Ting, Specialist in Psychiatry, Mental Health Professionals	On Campus	20
28-11-2022 (1.5 hours)	Identifying Learning Difficulties in Students	Ms SK Chan, Educational Psychologist of Education Bureau	On Campus	23
13-1-2023 (1 hour)	Voice Management and Vocal Hygiene	Ms E Chan, Speech Therapist of ENT Laser Hearing and Speech Therapy Centre Limited	On Campus	23
18-1-2023 (1 hour)	Learning Proper Values and Attitudes through Games	Dr WS Wong, Dr Play	On Campus	23
13-12-2022 to 14-3-2023 (21 hours)	Certificate Course on Life Planning Education for Primary School	Education Bureau	Hong Kong Baptist University	2
17-5-2023 (8.5 hours)	Primary School Leaders’ Workshop on Whole-School Curriculum Planning	Education Bureau	Fukien Secondary School Affiliated School	4
29-5-2023 (1 hour)	On-Site Button Training of Automated External Defibrillator (AED)	Hong Kong Resuscitation Society	On Campus	30
30-5-2023 (4 hours)	The 25 th Anniversary of The Province of Hong Kong Sheng Kung Hui Church, School & Social Service Development Day	The Province of the Hong Kong Sheng Kung Hui	AsiaWorld-Expo	24

9-6-2023 (2 hours)	Experiencing Mindfulness	Mrs W Lee, Educational and Counselling Psychologist from Human Empowerment & Achievement Training Caritas Family Service	On Campus	22
24-6-2023 (6 hours)	Adult Cardio- Pulmonary Resuscitation (CPR) Course and Automated External Defibrillator (AED) Provider Course	St John Ambulance Association	Hong Kong St John Ambulance Headquarters	7
7-7-2023 (2 hours)	How to Support Non- Chinese Speaking Students with Special Educational Needs Students in Class and how to teach these students (ASD) with Anger Management	Ms S Li from Owl's Learning Centre	On Campus	22

10.3 Teacher Professional Development on Catering for Students with Special Educational Needs

Date	Topic	Speaker/Organisation	Venue	No. of Staff
December 2022 to March 2023 (30 hours)	Online Basic Course on Catering for Diverse Learning Needs	The Education University of Hong Kong	Online Mode	2

11. Measures to Relieve Teachers' Workload

11.1 The EDB turned the specialised teaching post into a permanent post and added stability to the post.

11.1.1 The workload of all teachers was reduced by 21 lessons in total with Class Teacher duties.

11.1.2 The teacher in the post would have taken up 1 extra-curricular activity had the School been able to resume extra-curricular activities after the COVID-19 restrictions were lifted.

11.1.3 The teacher in this post took up administrative duties otherwise done by teachers who are already in the establishment.

11.2 Part of the Capacity Enhancement Grant was utilised to hire an extra teacher.

11.3 Part of the Learning Support Grant was utilised to hire a Learning Support Assistant for part of the year.

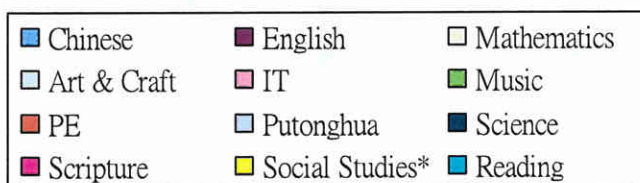
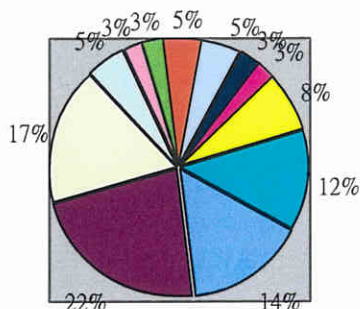
12. Student Information, Number of Active School Days, Lesson Time for the Eight Key Learning Areas and Student Attendance

12.1 Number of Active School Days

Total Number of School Days on School Calendar: 192 days

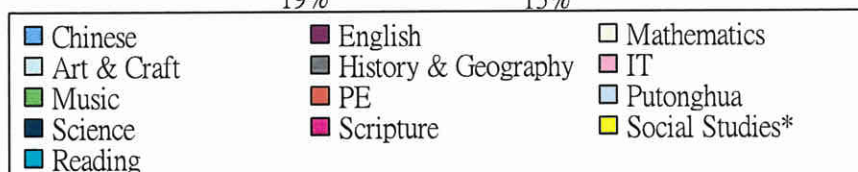
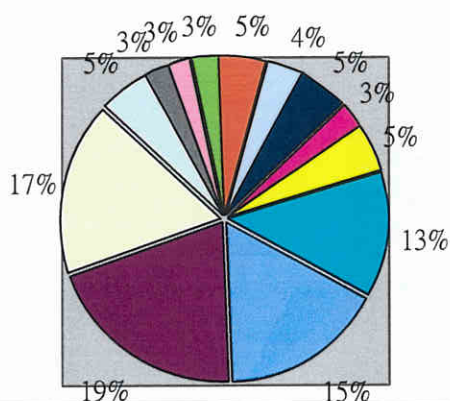
12.2 Learning Time

P1 & P2



*Social Studies include general knowledge, moral & civic education, and national education

P3 to P6

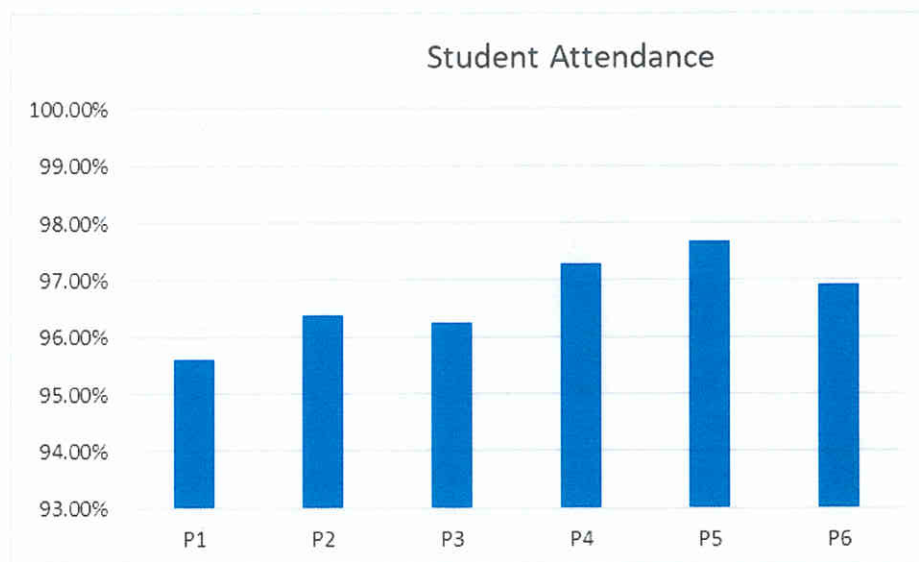


*Social Studies include general knowledge, moral & civic education, and national education

12.3 Number of Classes and Students (as of 7-7-2023)

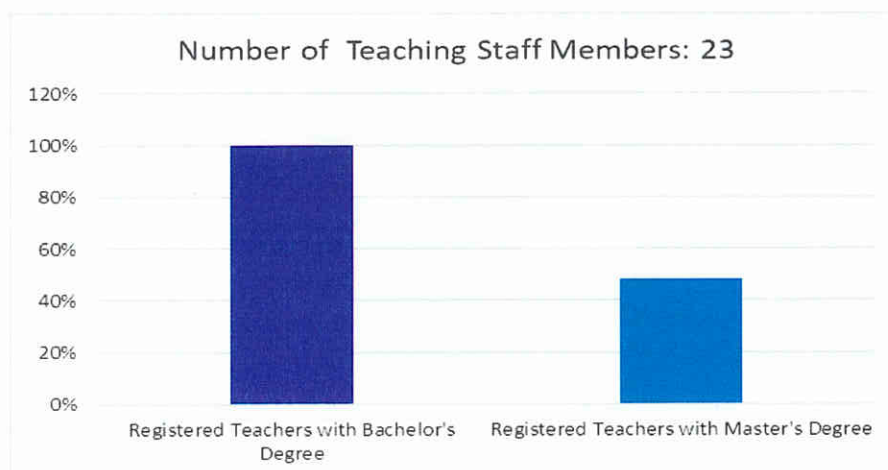
Level	P1	P2	P3	P4	P5	P6
No. of Classes	2	2	2	2	2	2
Total No. of Students	61	59	52	51	50	46

12.4 Student Attendance



13. Staff Information – Teachers’ Qualifications and Experience (as of 7-7-2023)

13.1 Teaching Staff Qualification



- Registered Teachers with Master's Degree
- Registered Teachers with Bachelor's Degree

13.2 Teaching Experience

