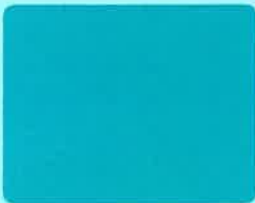




Maryknoll Convent School (Primary Section)



*Annual School Report
2014 -2015*

For EDB

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Our School

In 1925, the Maryknoll Sisters began teaching 12 students in the convent parlour at 103 Austin Road. In 1931, they moved the school to Prince Edward Road. In 1937, the new building in Waterloo Road and Boundary Street was completed and students moved in on 17 May. In 1960, a new campus adjacent to our building was established for the Secondary Section, hitherto housed together with the Primary Section.

Our school is a subsidized primary school for girls, with English as the medium of instruction. Except for Chinese, General Studies and Ethics & Religious Education, which are taught in Cantonese, and Putonghua taught in Putonghua, all classes are conducted in English.

We have 30 classes with five classes in each grade, from Primary 1 to Primary 6: some 1000 students in total. Our Primary 6 students are allocated secondary school places through the Government's Secondary School Places Allocation (SSPA) system. Under the feeder school system, the majority of our students are allocated to our Secondary Section.

Our campus consists of 2 well-equipped 3-storey buildings, 2 playgrounds, 3 basketball courts and 1 swimming pool. The main block houses the Principal's Office, the first Vice-Principal's Office and the General Office, the Heritage Centre, 15 classrooms, an auditorium, an oral English room, a music room, an art room, a computer room, a multi-media learning room, a conference room, an interview room, a tuck shop, 2 staff rooms and a PTA room. Jockey Club Wing, opened in 1998, houses the second Vice-Principal's Office, the Student Guidance Office, 15 classrooms, an assembly hall, a prayer room, an oral English room, a science room, a music room, a computer room, a multi-media learning room, a library, a student activity centre, a staff room, a teachers' common room, 2 interview rooms and a medical inspection room.

Our school building was declared a monument on 16 May 2008 for its unique architectural beauty and harmony.

School Management

The Incorporated Management Committee was established in our school on 31 August 2013.

Incorporated Management Committee

Sponsoring Body Managers:	Mrs. Yu Lai Ching Ping Helen Mrs. Dorothy Chan Sr. Marilu Limgenco Dr. Nancy Fok Ms. Amy Ho Ms. Barbara Hung Dr. Kenzie Lau Dr. Maria Lee	<i>(Supervisor/Chairperson)</i> <i>(Deputy/Acting Supervisor)</i> <i>(Honorary Treasurer)</i>
Ex officio Manager:	Mrs. Josephine Lo	<i>(Principal)</i>
Teacher Managers:	Ms. Doris Yuen Ms. Joanne Hung	<i>(Alternate)</i>
Alumna Manager:	Ms. Pinny Yip	<i>(Honorary Secretary)</i>
Parent Managers:	Professor Antoinette Lee Ms. Betty Ku	<i>(Alternate)</i>
Independent Manager:	Mr. Kwan Ting Fai	
Honorary Legal Advisor:	Ms. Wanda Tong	

Achievements and Reflection on Major Concerns

2014/2015 was the last year of implementing the School Development Plan 2012-2015. Building on the achievements of the previous two years, the School continued to promote green practices and infuse the students with environmental protection awareness.

Priority 1: To reinforce our responsibility to preserve God's gift, Planet Earth

Achievements

- The objective was carefully integrated across the curriculum. The majority of our students pledged commitment to a green life and adopted conservation practices.

Priority 2: To recognize our obligation to contribute to a healthy environment by leading a greener, healthier lifestyle

Achievements

- The results of the school-based questionnaires showed that our students understood the importance of environmental protection and were committed to leading a green life. The P.4-6 students were found to be more enthusiastic.
- **Incorporating Reduce, Recycle and Reuse into daily life**
 - School practices:
 - ◆ Upon purchasing electrical appliances with Grade 1 "Grading Type" energy label and adopting the school policy of energy saving in these three years, we had saved the electricity by 19.2%.
 - ◆ Teachers and students had formed the habit of turning off the lights and air-conditioners when leaving classrooms. Thus, the consumption of electricity was reduced.
 - ◆ The amount of paper used within the whole school had been reduced. White paper had been replaced by printing paper. We had saved \$10,075.3, around 33.5% of the money spent in 2012-2013.
 - ◆ Reminders on "Reducing and Recycling Action List" were devised. Eco tips were displayed in the classrooms. Staff and students were frequently reminded to comply with the energy efficiency guidelines.
 - The school has been eco-literate, with clear targets throughout the formal and informal curriculum.
 - ◆ During the Chinese Week, students used recycled materials to design banners.
 - ◆ Theme-related stories were taught and tasks planned for the Reading lessons.
 - ◆ The Ethics & Religious Education (E&RE) panel launched the "Environmental Pledge" activity. The theme of the display boards was to introduce ecology and promote environmental protection. A talk on "Hunger meal" was organized to help students understand the causes and the impact of food shortage.
 - ◆ Talks, visits and drama performances were organized by the Science and General Studies panels, educating students on the causes and impact of climate change, and sharing green-living tips. Teachers considered the activities to be informative and interesting. Talks and activities on Marine Conservation were also arranged.
 - ◆ The Computer Panel organized activities including poster design on Green Campaign and the design for recycling bins.
 - ◆ To promote Bring Your Own Bag (BYOB) habit, P.6 students were asked to design a shopping bag for the Internal Art Competition.
 - ◆ We had a 15-min "light-out" event during lunchtime on 26 March 2015 to remind students of the importance of saving energy.
 - The following Green Projects were introduced and enhanced to highlight care and respect for the environment:

- ◆ The Parent-Teacher Association (PTA) organized the collection of used clothes.
- ◆ Students had the opportunity to closely observe marine animals during the PTA Picnic to Ocean Park.

- **Going green in cleaning routine**

- Talks were organized for students and parents on green cleaning, minimizing the impact of cleaning materials on health and protecting the environment. Green cleaning advice and tips were published in the PTA newsletters.

- **Maintaining the green campus**

- The Gardening Club joined the Farming Programme ÷ Amway 十八區校園有機小農夫計劃 which promoted organic farming. The students had a memorable experience growing and harvesting vegetables. Students even shared their produce with the teachers. Besides, talks on organic farming were organized for all other students.
- The flower racks in the Old Wing were fully utilized for planting pot flowers.
- A tree planting activity was held as part of the 90th Anniversary celebrations to remind students of the importance of a green Earth.

- **Eating a healthy and well-balanced diet**

- The students learnt how to read nutrition information on food labels, helping them to manage their diet and enjoy healthier meals.
- As an EatSmart School accredited by the Department of Health, the School continued to monitor the provision of snacks and lunch at school. Students were also encouraged to consume more fruits in their regular diet.
- Health information was exhibited and a Healthy Eating Tongue Twister Competition was organized for fun to generate greater interest.
- The data collected from the Body Mass Index showed that our students were generally not overweight.

Conclusion

The School concluded in the June General Staff Meeting that the targets had been fully achieved. At school level, the effective measures would be adopted as regular practices. Students would be continuously reminded to lead a greener and healthier lifestyle. We will urge all stakeholders to make every endeavour to create a sustainable and higher quality living environment for the community and the future generations.

Our Learning and Teaching

1. Overview

The school curriculum, in line with our Vision and Mission, provides our students with essential life-long learning experience for whole-person development in the domains of religion, ethics, intellectual and physical development, social skills and aesthetics, according to their individual potential. A flexible and coherent curriculum framework is designed to cater for our students' learning motivation, interests and abilities. Our stakeholders' perception on Teaching and Learning was highly encouraging, rating 4 out of a 5-point scale in the Stakeholder Survey. P.5 and 6 Students also rated their problem-solving skills and thinking skills 3 out of a 4-point scale in the APASO (Assessment Program for Affective and Social Outcomes).

2. Key Concerns

2.1 Emphasis on Environmental Protection

In line with the major concerns of the School, different subject panels design their curriculum and arrange activities to instil in our students the concern for the environment through promoting a green and healthy lifestyle. The results from the questionnaires showed that students well understood the importance of environmental protection and were committed to leading a green and healthy lifestyle.

2.2 Follow-up of Critical Friend Review 2013/2014

2.2.1 Moving towards student-centred learning

2.2.1.1 In moving towards student-centred learning more fully, panels revised their tasks to promote more independent thinking. In Maths and Science Panels, high-order thinking skills remained a major concern. The Chinese Panel organized a workshop for both the students and teachers on process writing. The Maths and English Panels jointly held an Activity Day in which the students designed and managed their game booths. Different panels also developed tasks for the 90th Anniversary celebrations to boost students' creativity.

2.2.1.2 To better equip our teachers for the approach, the School invited Dr. Doris Au to conduct two seminars on 16 Habits of Mind. The General Studies Panel implemented some of the ideas in P.4 with success. The School has set Inquiry-based Learning as the goal for the coming years and different panels would work out their development and programme plans.

2.2.2 Promoting e-learning

The School has joined WIFI-900 to promote e-learning using suitable tools. An implementation plan has been worked out to upgrade the system and prepare the teachers for e-learning in 2017/2018.

2.2.3 Leadership Programme

A Leadership Programme was established this year to train the School Prefects and the Big Sisters. Teachers nominated students according to their character and personality to take part in the programmes. In September, a three-day workshop was organized to equip them with the necessary skills.

3 Building a strong foundation in Key Stage 1

3.1 Helping students to develop good working habits is the key objective of the P.1 and P.2 Learning Programmes. Systematic learning strategies can help students to form a firm foundation. The Learning Programmes had been implemented in the regular Chinese lessons. P.1 students were encouraged to study and analyse the structure of Chinese characters. With the knowledge, they could better understand or guess the meaning of the new words they came across in self-reading. Under the guidance of teachers, students enjoyed learning and made good progress.

3.2 P.1 Parents Seminar

In order to help P.1 students adapt better to the new environment, the Curriculum Development Team and our Educational Psychologist (EP) jointly organized a P.1 seminar for P.1 parents in September. The aim was to help parents to know more about the school-based curriculum and the School's expectations. Our EP also introduced some effective strategies on learning. The seminar, a pilot, was well received, but arrangements need some adjustment for improvement.

4 Four Key Tasks

4.1 Reading

4.1.1 The School Library provided an environment for language enhancement through reading.

4.1.2 The School adopted a holistic approach to 'Promoting a Reading Culture' through a variety of reading programmes, including 'Charles Dickens & His Books' for P.5 during the Reading Month, 'The World of Roald Dahl's Books' for P.4 in the Reading Weeks and the Buddy Scheme, which encouraged P.6 students to engage in storytelling and the P.1 students to practise 'Reading Aloud'.

4.1.3 About 15 Parent Reading Ambassadors, some of them our alumnae, helped to promote reading.

4.1.4 The 'Read to Feed' Programme, launched during the Reading Month, not only helped to raise money for families in need in Mainland China but also encouraged our students to read more books.

4.1.5 Displays of topic books were arranged periodically. In addition, theme books, magazines and periodicals were promoted according to the topics suggested by subject panels and individual teachers.

4.1.6 Student Librarians were trained to serve in both the school library and the Morning Reading Area. The majority of our students enjoyed reading and developed good reading habits.

4.2 Project Learning

Project learning skills to develop students' generic skills and interpersonal relations were fostered in different subjects. The School Library also helped to nurture some of the skills. Students, immersed in their projects, were excited about learning through this process. Cross-curricular activities were also organized for P.1 students. Teachers found that the teaching objectives were fulfilled.

4.3 Information Technology

4.3.1 To provide a better learning environment, the New Wing Multi-Media Learning Centre was refurbished and new computers were purchased.

4.3.2 The substantial databank of resources prepared by the teachers and stored on the Neighbourhood and Intranet were regularly used by teachers to facilitate learning.

4.3.3 Teachers also made use of online resources to provide students with materials for discussion and project work.

4.3.4 Students were exposed to a wide variety of learning materials through self-learning on 'Fun Friends' i-learner and 《中文百達通》.

4.3.5 The computer rooms were open to P.3-6 students during lunch hour and an IT team of P.5 and P.6 students was responsible for maintaining discipline in the rooms.

4.3.6 To familiarise themselves with e-learning, teachers attended different seminars to take reference.

4.4 Catering for Learner Diversity

4.4.1 Remedial Lessons

To cater for learner diversity, assignments were designed at different levels of difficulty. There were 19 remedial groups in English, Chinese and Mathematics. The selected students were grouped according to their abilities. Students who made steady progress could leave the groups. Anyone who needed help would be asked to join at any time.

4.4.2 In addition, P.1 and P.2 students who were academically weaker or lacked self-managing skills were guided by P.5 and P.6 students under the 'Big Sister Scheme'. There was notable improvement. Furthermore, two Teaching Assistants were deployed to give additional help in Chinese and Mathematics to the less able students. However, it was still not enough to cope with the needs. The number of Teaching Assistants or human resources is to be increased.

4.4.3 The school-based Educational Psychologist helped students with special educational needs to reach their individual educational goals.

4.4.4 Split Class Teaching in P.6 Mathematics

4.4.4.1 The Mathematics Split Class of 14 or 16 students each aimed to create a more comfortable and active learning environment for those students who attained average result in Mathematics when they were in P.5.

4.4.4.2 Students of the Split Class were required to do more exercises and most of them were able to succeed in their self-learning part and showed improvement. Lessons would be kept at nine per week as more contact hours for teacher-pupil and pupil-pupil interactions would be better for the development of Mathematics learning.

4.4.5 Split Class Teaching in P.6 Chinese

4.4.5.1 Split Class Programme aimed to help students struggling academically.

4.4.5.2 With 12 students in each group, teachers had more flexibility to use different instructional approaches and to conduct more enrichment activities.

4.4.5.3 Small class teaching allowed teachers to observe closely and monitor the progress of individual students. This Programme focused on enhancing students' reading and writing skills.

4.4.5.4 The small group fostered sharing and cooperation as concepts were explored in the exchange of views in discussion.

4.4.5.5 Students steadily gained confidence to overcome their weaknesses and strive for improvement. The result of the post-test in Term 3 has shown that one third of the students achieved remarkable improvement.

4.4.5.6 Students developed good study habits and became more independent, confident and collaborative.

4.4.6 To facilitate better classroom support, the duties of the Teaching Assistants had been shifted from sharing teachers' workload to giving classroom support, especially in P.1 and P.2. A specified number of lessons per week were assigned for the Teaching Assistants to work with the teachers in the classroom.

5 Professional Development

Staff Development Programmes on Teaching and Learning were designed to better equip teachers.

5.1 School Administration and Management

5.1.1 In August 2014, the Equal Opportunities Commission was invited to hold a seminar on 'Introduction to the Anti-discrimination Laws of Hong Kong'. The aim was to raise staff awareness of key concepts in the four anti-discrimination ordinances on Sex, Disability, Family Status and Race, and the liabilities under these laws. Our staff found the course very useful.

5.1.2 As ours was a pilot school for Enhancement of Complaint Management in Schools Phase III, a seminar was held in November to brief teachers of the Scheme. The Principal, Vice-Principals, Senior Teachers and frontline staff were enrolled in various EDB courses on handling complaints. Two identical workshops on Mediation Skills were arranged in late March and early April to equip teachers with the necessary skills when handling complaints.

5.2 Teaching and Learning

5.2.1 Dr. Doris Au was invited to hold two series of staff development workshops for the School. Apart from two sessions on 16 Habits of Mind (paragraph 2.2.1 above), we had two joint workshops with our Secondary Section on writing development and annual plans, and one on writing programme plans.

5.2.2 The Core Team conducted a workshop in June to disseminate findings of the Stakeholder Survey and APASO reports. The findings were used by different panels and committees for future planning.

5.2.3 Different subject panels organized specific professional development workshops for their panel members.

5.3 Spiritual Development

To enhance teachers' spiritual development, different resources were tapped, including the help from the school Pastoral Care Assistant, the Catholic Religious Schools Council and the Diocese.

6 Teaching strategies

6.1 The teachers consistently sought and applied the knowledge and best practices of others to better accomplish their own tasks. Lessons were well planned collaboratively and strategies were effectively implemented, providing opportunities for student participation and interaction.

6.2 Teachers used different questioning techniques to further develop students' higher order thinking skills. Measures were implemented to lay the foundation for independent learning through cultivating good learning habits and acquiring appropriate generic skills across the curriculum.

6.3 To understand the students' progress, to diagnose their learning strengths and weaknesses, and to enhance their whole-person development, a whole-school assessment policy with diversified assessment modes and strategies was adopted. The students were praised for their good efforts and achievements. Mistakes and misconceptions were identified through evaluation to facilitate learning constructively.

Support for Student Development

1. Overview

- 1.1 The establishment of the well-organized Student Support framework aims at fostering students' spiritual, emotional and moral development. Data from APASO and school-based questionnaires were thoroughly analyzed to identify students' needs for reference in the formulation of school plans and policies.
- 1.2 Our school-based educational psychological service funded by the Maryknoll Convent School Educational Trust, offer students having learning, behavioral or emotional difficulties early analysis and timely intervention. This includes case consultation, talks for students and workshops for parents. The school-based Educational Psychologist collaborates with us to design and conduct preventive, developmental and remedial guidance programmes.
- 1.3 With the concerted effort of the dedicated teaching staff and supportive parents, a proactive school climate help to encourage students to develop their potential and strive for excellence. They enthusiastically participated in school activities and found school life enjoyable.

2. Character Building and Counselling

- 2.1 The school implements a whole-school approach for character building and counselling. Various activities including talks and lessons on Moral Education, Personal Growth Education and different thematic campaigns helped to enhance students' self-management skills.
- 2.2 Individual case consultations, developmental programmes and preventive measures through workshops and seminars were implemented to cater for our students in emotional development and personal growth enhancement. Review and refinement of the activities was in place timely.
- 2.3 The school regulations in the Student Handbook were reviewed on a regular basis. With the system of awards and recognitions, the goals of providing an encouraging, motivating and reinforcing learning atmosphere to our students were achieved.
- 2.4 A three-year preventive counselling programme, Understanding Adolescent Project (UAP) launched by EDB for our upper primary students provides opportunities to enhance their resilience and self-competence, and to further equip them with skills for personal growth. The School also worked with Po Leung Kuk, Yang Memorial Methodist Social Service Learning Support and Development Centre, HK EP Services Centre Ltd, Mckenzie & Associates Rehabilitation Services Ltd and Heifer to carry out different activities to foster student development.

3. Learning Support

- 3.1 Students with special educational needs (SEN) were offered tailor-made training and practice, individually or in groups with the Intensive Learning Support Grant.
- 3.2 The School aims at putting in place early intervention strategies to meet students' specific needs. Programmes that addressed the learning, personal, emotional and social issues of the students were offered. For instance, the Speech Enhancement Programme, the Learning Ability Enhancement Course, the Social Development Group and the Attention Enhancement Groups proved to be successful in boosting the confidence of the less able students.
- 3.3 The Learning Support Team implemented an English pronunciation Refining Programme for some P.2 students. This aimed at improving the accuracy of their articulation of prefix and suffix and the common errors in pronunciation. The feedback from teachers, students and parents was positive. This year, The school-based speech therapist conducted a talk on 'Picture Description' for P.2 students with positive feedback.

3.4 To cater for diverse learning needs of the non-Chinese speaking (NCS) students, the Learning Support Team organized classes for them after school. The programme provided various learning experiences for students. These experiences helped the NCS students to cope with the imminent needs of daily life and raise their interest in learning Chinese.

4. Leadership

4.1 The School continued to put much emphasis on the enhancement of leadership skills for the Prefects, Brownies, Young Pioneers of Christ, Big Sisters and Student Librarians through systematic training. Students' outlook had been broadened and their social awareness enhanced through voluntary services and charity activities. Students were found to be more confident and interested in learning.

5 Extra-curricular activities

5.1 In line with the school's Vision, the school offered around 50 extra-curricular activities related to students' religious, intellectual, physical, social and aesthetical development. The extra-curricular activities team worked collaboratively with various parties, including teachers, parents and part-time professionals to conduct different programmes to broaden students' horizons and develop their potentials.

6 Lifelong education

6.1 Lifelong education has been highly emphasized. The teachers enhance their knowledge and skills, and the quality of learning and teaching through attending workshops, seminars and courses conducted by various external organizations.

6.2 Every student was encouraged to take up a sport to keep healthy. Topics relevant to health and fitness and sports-related values and attitudes were included in PE lessons. Each student has her own portfolio recording her progress and achievements throughout the school years.

7 Home-school cooperation

7.1 The School believes close partnership with parents is conducive to better learning. The Parent-Teacher Association facilitates the communication and close collaboration between the school and parents. To fully support the functions of the PTA, the School continued to provide manpower and resources. PTA meetings are held regularly (six to seven meetings per year) to discuss issues and parents' suggestions collected. The School is grateful to the PTA for their support and contribution in promoting home-school cooperation.

Student Performance

The issues of environmental protection and leading a green lifestyle were well received by students. The survey results showed that the students had understood the issues well and were willing to commit to what they had learnt.

Students were interested in learning. They were attentive with positive learning attitude. They had good language command, both written and spoken, and were responsive in class. They were eager to learn and loved to read. The academic results were commendable. In general, students' self-learning ability and motivation were high. However, results from the Stakeholder Survey showed that their learning initiation and confidence could be further enhanced.

It is our belief that the growth and development of each student is of paramount importance. Various learning programmes (as stated on p.6-11) were conducted, providing students with opportunities to work collaboratively as well as to develop their own independence. Students displayed wonderful qualities. Their interpersonal relationships and leadership skills were good. They were willing to serve others.

Students enthusiastically participated in a broad range of curricular and co-curricular activities. They attained excellent results in both external and internal competitions such as sporting teams, music and speech festival, dance, drama, writing, drawing and Maths competitions.

Feedback on Future Planning

The targets of the School Development Cycle had been fully achieved, but to sustain what we have done, the School sees the need to educate our students to become knowledgeable and responsible global individuals of the 21st century. As the global community is changing and information expanding at a rapid pace, it will remain our key concern to keep our students and teachers well abreast of new trends and practices and to instil in our students positive learning attitudes. In the coming School Development Cycle, the School will continue to move forward towards student-centred learning and inquiry-based learning across the curriculum. With an upgraded infrastructure in 2016, eLearning will start its try-out stage in 2016/2017 for full implementation in 2017/2018. We will refine the school-based Religious and Moral Education Curriculum to provide a framework for panels and committees to work closely to instil core Christian beliefs and positive life values in students. To uphold the Maryknoll values of sacrifice and charity, a service programme will be developed to cultivate in students social awareness and commitment to serve with empathy and compassion. We will map out the directions of staff development programmes in the coming years to prepare teachers for the new cycle. Guided by our vision and mission, we look forward to establish a 21st century learning framework for the sustainable development of our students and groom them to be true Maryknollers.

Evaluation of the Use of Capacity Enhancement Grant

Appendix 1

Name of School: Maryknoll Convent School (Primary Section)

School Year: 2014/2015

Task Area	Working Team	Evaluation	Suggestions for next year
<p>Curriculum development</p> <ul style="list-style-type: none"> ● Enhancing students' English Language proficiency 	<ol style="list-style-type: none"> 1. Ms. Terry Wong 2. Ms. Ivy Ng 	<ol style="list-style-type: none"> 1. Mrs. Punjabi shared the work of the other two Oral English teachers in training students for the Speech Festival. Thus, more students could take part in more events this year. 2. She helped to conduct lunchtime activities to provide more opportunities for students to use the language. She also helped organizing the English game booths on the Activity Day and conducted English post-exam activities. 3. The Oral English Lessons were conducted in small class size, thus providing students more opportunities for interacting with one another in English. 4. In the Oral English lessons, Mrs. Punjabi helped students to build up Reading Aloud Skills and Presentation skills. Assessments were designed to diagnose students' strengths and weaknesses in the area. This helped the panel to draw up more specific plans to tackle students' weaknesses. 5. She worked closely with another local teacher to conduct the MPS Post. This year they produced 2 colourful issues. There was a wide variety of topics which were appealing to different age groups. 	<p>The Oral English teacher would take up similar duties.</p>
<p>Curriculum development</p> <ul style="list-style-type: none"> ● To enhance students' Chinese Language proficiency 	<ol style="list-style-type: none"> 1. Ms. Doris Yuen 2. Ms. Cindy Chiu 3. Ms. Bonnie To 	<ol style="list-style-type: none"> 1. Miss Sannie Liu relieved teachers' workload by assisting teachers in preparing and revising teaching materials. 2. She also supported teachers by taking up non-teaching duties, for instance, preparing materials for Chinese Month activities, collecting data for evaluation, updating the documents and records. This allowed the Chinese teachers more time to take part in co-planning activities to develop and refine teaching materials. 3. She collaborated with teachers in writing lessons for P.1-P.3 classes. Low-attaining pupils received extra help in learning. Positive impact was shown in students' learning motivation and performance in Chinese writing. 4. She assisted teachers in oral lessons for P.3. Teachers agreed that she had given extra assistance and individual help to the less able students during oral lessons. She could help to tackle learner diversity. 	<p>Teaching Assistant could help in preparing teaching aids and guided exercises for the low achievers.</p>

Task Area	Working Team	Evaluation	Suggestions for next year
<p>Library and Information Technology</p> <ul style="list-style-type: none"> ● Library and Information Technology ● To share the administrative duties of the Teacher Librarian ● To assist the Teacher Librarian to develop and run the School Library System (SLS) ● To assist in the management of IT and Websams 	<ol style="list-style-type: none"> 1. Bonnie To 2. Winnie Tse 3. Terry Wong 4. Joanne Cheung 	<p>Ms. Winnie Yeung was assigned to assist the Teacher Librarian in running the School Library. She took up clerical work during school hours 7:00-11:30, including:</p> <ol style="list-style-type: none"> (i) maintaining good conditions of library resources; (ii) following the subscriptions of magazines, periodicals and newspapers of teachers and students; (iii) keeping the borrow and fine records of P.4-6 students; (iv) providing library services [i.e. borrowing and returning books, magazines, references and AV materials, assisting the usage of OPAC search, and helping with computer printing services]; <p>She assisted student librarians during opening hours of the school library and facilitated the circulation of class library books of P.5-6 students during lunch hours. She also provided assistance to the Reading Month and World Book Day, including putting up the bulletin boards and taking photos of the activities. In assisting IT and Websams, Ms Yeung helped to enter data and generate reports. Moreover, she helped in timetabling.</p>	
<p>Library and Computer</p> <ul style="list-style-type: none"> • To help the Teacher Librarian to administer the P.1-3 Reading • To help the Teacher Librarian to run the library • To give classroom support in P.1 and P. 2 Computer lessons 	<ul style="list-style-type: none"> • Bonnie To • Winnie Tse • Terry Wong • Joanne Hung 	<p>Miss Anna Wan took up clerical work during school hours 12:30-16:00, including:</p> <ol style="list-style-type: none"> (i) accessioning and processing library resources; (ii) keeping self-learning resources, borrow and fine records of students, and the issues of library cards; and (iii) providing library services [i.e. borrowing and returning books, magazines, references and AV materials, assisting the usage of OPAC search, and helping with computer printing services]; <p>She also assisted student librarians on duty in the Morning Reading Area (7:00-8:00) and the opening lunch hours of the school library for P.1-3 students; She provided assistance to the Reading Month and World Book Day, including (i) putting up the bulletin boards; (ii) taking photos of the activities</p> <p>Miss Wan was well experienced in assisting students in the use of IT and providing sufficient support in P.1 & 2 Computer lessons.</p>	<p>An assistant is needed to provide quality library services for both teachers and students in the school library as well as the Morning Reading Area.</p>

Task Area	Working Team	Evaluation	Suggestions for next year
Staff Development	1. Ms Bonnie To & Staff Development Team	The teachers welcomed the financial support for their continuous professional development in subject-based courses, interest courses and various staff development programmes.	Provision of financial support should continue.

Awards and Achievements (2014-2015)

	No. of Entries	No. of Participating Students	No. of Award Winners	No. of Students Getting Awards
A) Chinese				
a) 朗誦比賽 ▪ 第六十六屆香港學校朗誦比賽：詩詞獨誦組	102	102	96	96
b) 其他 ▪ 語文菁英計劃 ▪ 教協書法比賽	12	12	1	1
c) 校內比賽 ▪ 校內書法比賽	--	--	48	48
B) Putonghua				
a) 朗誦比賽 ▪ 第六十六屆香港學校朗誦比賽：獨誦組(詩詞及散文) ▪ 第六十六屆香港學校朗誦比賽：集誦組(詩詞)	127	126	119	119
b) 其他 2015 年全港小學普通話才藝比賽	26	25	25	25
c) 校內比賽 ▪ 一、二年級健康飲食繞口令比賽 ▪ 五年級才藝表演	336	336	324	324
C) English				
a) Speech Competitions ▪ 66 th Hong Kong Schools Speech Festival	163	163	161	161
b) Others ▪ PTU Calligraphy Competition 2014 6 2015 ▪ Hong Kong School Drama Festival 2014 6 2015 ▪ European Union Card Design Competition	37	36	28	27
c) Internal Competitions ▪ Internal English Calligraphy Competition	--	--	25	25
D) Mathematics				
a) Mathematical Olympiads ▪ 2015 《華夏杯》全國數學奧林匹克(香港賽區)初賽 ▪ 2015 港澳盃暨亞洲國際數學奧林匹克公開賽初賽 (HKMO & AIMO Open) ▪ 22 nd Hong Kong Primary School Mathematical Olympiad ▪ Po Leung Kuk 2015 Primary Mathematics Contest	135	61	92	57
b) Internal Competitions ▪ Mathematics Contest	--	--	30	30

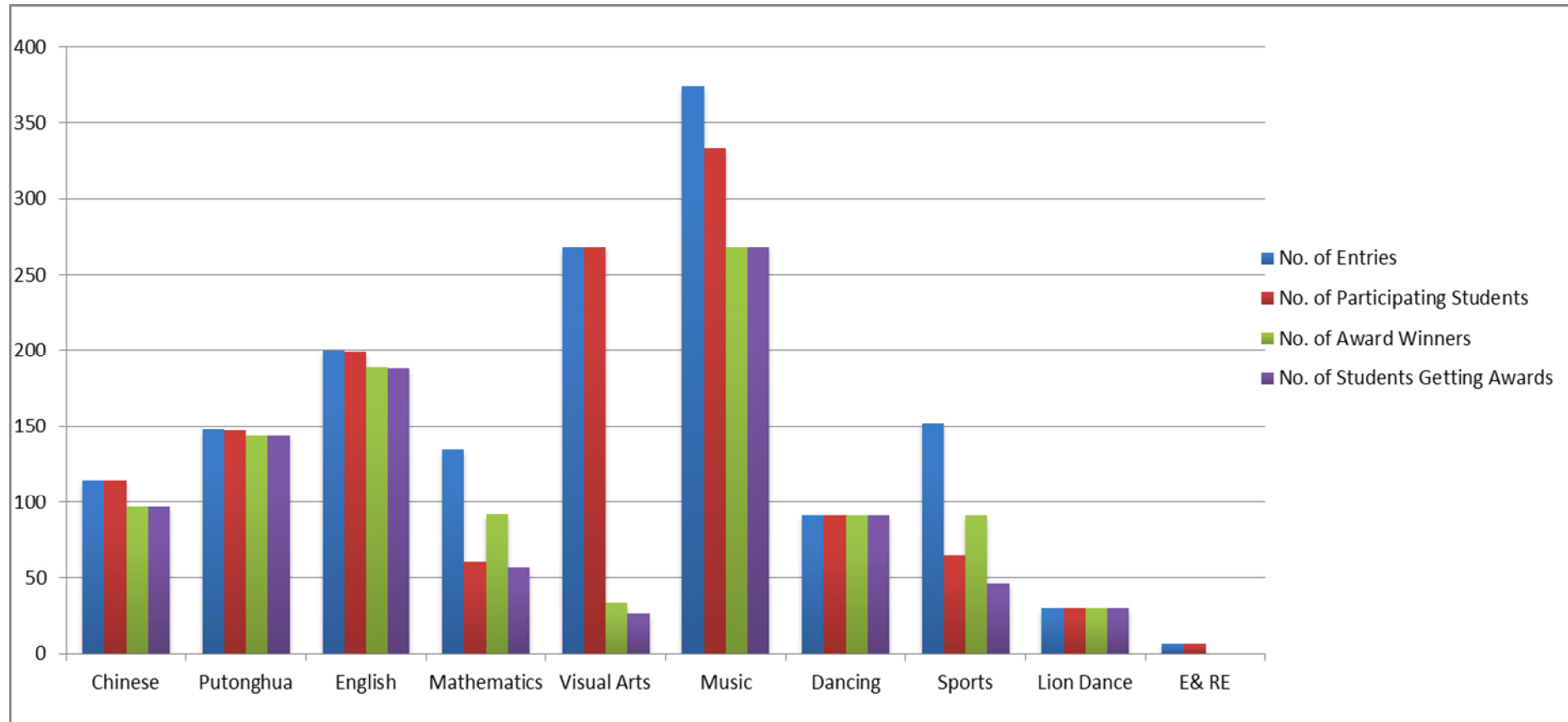
E) Visual Arts				
a) Drawing & Painting Competitions <ul style="list-style-type: none"> ▪ 九龍城區道路安全運動小學組「道路安全繪畫創作」比賽 ▪ 全港中小學創意揮春顯 One 情創作比賽 ▪ 「自由權利知多少」基本法填色比賽 ▪ 宏施慈善基金全港愛心學校填色比賽 ▪ 德育漫畫創作比賽 	268	268	34	27
b) Internal Competitions <ul style="list-style-type: none"> ▪ Inter-class Art Competition 	--	--	50	50
F) Computer				
a) Internal Competitions <ul style="list-style-type: none"> ▪ Primary 3 Inter-Class Typing Competition ▪ Primary 4 Inter-Class Typing Competition ▪ Primary 6 Inter-Class Web Page Design Competition 	474	474	21	21
G) Music				
a) 67th Hong Kong Schools Music Festival <ul style="list-style-type: none"> ▪ Individual Entries ▪ Choirs 	289	249	184	184
b) 2014 Hong Kong Youth Music Interflows <ul style="list-style-type: none"> ▪ Chinese Orchestra ▪ String Orchestra 	70	69	69	69
c) Hong Kong Handbell Festival – The 10th School Handbell Competition <ul style="list-style-type: none"> ▪ Handchime Choir 	15	15	15	15
H) Dancing				
a) Chinese Dance Competitions <ul style="list-style-type: none"> ▪ 51st Schools Dance Festival: Lower Primary Chinese Dance & Upper Primary Chinese Dance ▪ Kowloon City Dance Contest Youth Group Chinese Dance 	73	73	73	73
b) Modern Dance Competition <ul style="list-style-type: none"> ▪ 51st Schools Dance Festival: Upper Primary Modern Dance 	18	18	18	18
I) Sports				
a) Athletics <ul style="list-style-type: none"> ▪ The 41st Kowloon City Athletics Competition Girls E Grade & F Grade ▪ Kowloon North Area Inter-Primary Schools Athletics Competition 2014 ó 2015: Girls A Grade, B Grade & C Grade ▪ All Hong Kong Inter-Area Primary Schools Athletics Competition ▪ 2014-2015: Girls A Grade & B Grade 	85	27	51	16

<p><i>Remarks:</i></p> <ul style="list-style-type: none"> ▪ <i>Girls Grade A of the school team was awarded the overall Third in the Kowloon North Area Inter-Primary Schools Athletic Competition 2014-2015</i> ▪ <i>Girls Grade B of the school team was awarded the overall Second in the Kowloon North Area Inter-Primary Schools Athletic Competition 2014-2015</i> ▪ <i>Girls Grade C of the school team was awarded the overall Third in the Kowloon North Area Inter-Primary Schools Athletic Competition 2014-2015</i> 				
<p>b) Badminton</p> <ul style="list-style-type: none"> ▪ Kowloon North Area Inter-Primary Schools Badminton Competition 2014-2015 	5	5	5	5
<p><i>Remarks:</i></p> <ul style="list-style-type: none"> ▪ <i>The school team was awarded the overall Top eight in the Kowloon North Area Inter-Primary Schools Badminton Competition 2014-2015</i> 				
<p>c) Gymnastics</p> <ul style="list-style-type: none"> ▪ All Hong Kong Inter-Primary Schools Gymnastic Competition 2014 ó 2015 <p><i>Remarks:</i></p> <ul style="list-style-type: none"> • <i>Girls Novice Group of the school team was awarded Girls Novice Group (Hong Kong Island & Kowloon District) overall Fourth</i> 	22	9	5	5
<p>d) Swimming</p> <ul style="list-style-type: none"> ▪ Kowloon North Area Inter-Primary Schools Swimming Competition 2014 ó 2015 ▪ Hong Kong Island and Kowloon Region Inter-Area Primary Schools Swimming Competition 2014 ó 2015 <p><i>Remarks:</i></p> <ul style="list-style-type: none"> ▪ <i>Girls Grade A of the school team was awarded the overall Second in the Kowloon North Area Inter-Primary Schools Swimming Competition 2014 – 2015</i> ▪ <i>Girls Grade B of the school team was awarded the overall Second in the Kowloon North Area Inter-Primary Schools Swimming Competition 2014 – 2015</i> 	30	14	18	10
<p>e) Table Tennis</p> <ul style="list-style-type: none"> ▪ Kowloon North Area Inter-Primary Schools Table Tennis Competition 2014ó 2015: Grade A & Grade B 	10	10	12	10
<p>f) Others:</p> <ul style="list-style-type: none"> ▪ Sports Day 				
<ul style="list-style-type: none"> ○ games, running and throwing events 	1005	921	181	157
<ul style="list-style-type: none"> ○ class cheering competition 	470	470	95	95
<ul style="list-style-type: none"> ▪ Swimming Gala 	186	91	78	46

J) Lion Dance					
a)	<ul style="list-style-type: none"> ▪ 2015 Hong Kong Inter-school Dragon and Lion Dance Championships (2015 年香港學界龍獅比賽) <ul style="list-style-type: none"> ○ 小學傳統獅組 (季軍) ○ 小學地獅組 (優勝獎) ○ 小學花式龍組 (冠軍) ○ 最佳鼓樂獎 	30	30	30	30
		1	1	1	1
K) Ethics & Religious Education					
a)	玫瑰堂聖言宣讀會第十一屆兒童及青少年讀經比賽	6	6	0	0
L) Library					
a)	Self-learning & Reading Scheme <ul style="list-style-type: none"> ▪ Level 1 to 3 ▪ Special Prize ▪ Best Reader Award ▪ Popular Reader 	---	---	2657	935
b)	小母牛-滙豐『開卷助人』2014-2015 <ul style="list-style-type: none"> ▪ 傑出籌款級別大獎 ▪ 樂善好施班別大獎 	692	692	157	157

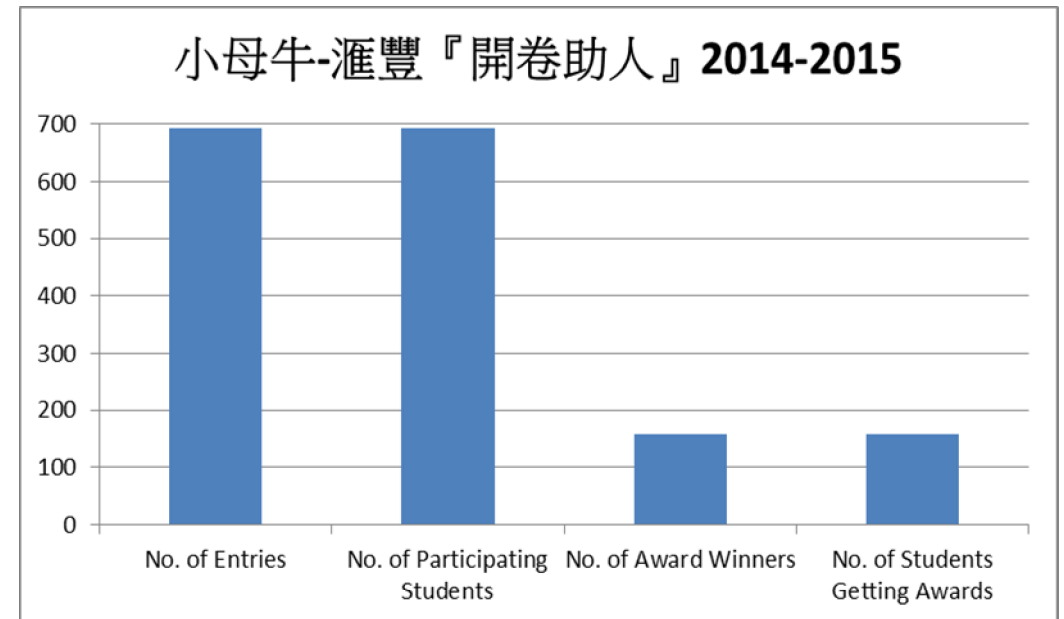
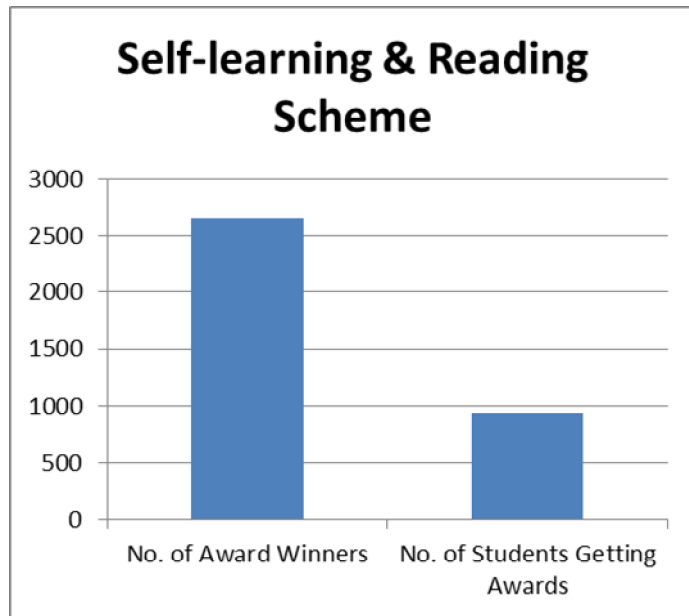
For details, please visit our school website, under the section on Achievements.

Awards and Achievements in External Competitions (2014-2015)



Awards and Achievements in External Competitions (2014-2015)

Library



List of School Suppliers

Type of business / trading undertaking / arrangement	Name of operator / supplier
Textbook list	Ling Kee Publishing Group
Printing of Notebooks & Exercise books	Meiji Printing Company and Namson Publishing Company
School uniforms School uniforms P.E. uniforms Name tags	Tailor Law and Golden Ocean Garment Limited Victoria Uniform and Golden Ocean Garment Limited Wing Cheong Industrial Company
School bus Service	Heng Loong School Bus Company Ltd.
Lunch Caterer and Tuckshop	Fit for Life Luncheon & Catering Services

- All suppliers were chosen by the School's Tender Approving Committee and Monitoring Teams, composed of teachers of different ranks. The selection was open and fair, giving top priority to students' needs and benefits.
- The Caterer was chosen by the representatives of students, parents and teachers.
- Ling Kee Book Store Ltd. would print the school's booklist for our Primary students for academic year 2015/2016. Parents have been clearly informed that they can buy the textbooks in any bookstore. This point was specifically stated on the booklist.

List of Abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit / Hyperactivity Disorder
AGM	Annual General Meeting
APASO	Assessment Program for Affective and Social Outcomes
AV	Audio Visual
BYOB	Bring Your Own Bag
CEG	Capacity Enhancement Grant
CLP	China Light and Power Hong Kong Limited
E&RE	Ethics & Religious Education
ECA	Extra-Curricular Activities
EDB	Education Bureau
EOEBG	Expanded Operating Expenses Block Grant
EP/CP	Educational Psychologist / Clinical Psychologist
EU	European Union
EVA	Emergency Vehicle Access
GS	General Studies
IEP	Individual Educational Plan
IT	Information Technology
KLA	Key Learning Area
KS1	Key Stage 1 (P.1-3)
KS2	Key Stage 2 (P.4-6)
MMLC	Multi-Media Learning Centre
NCS	Non-Chinese Speaking Students
NET	Native-speaking English Teachers
OPAC	Online Public Access Catalogue
PE	Physical Education
PI	Performance Indicator
PIRLS	Progress in International Reading Literacy Study
PSMCD	Primary School Mistress (Curriculum Development)
PTA	Parent-Teacher Association
PTU	Professional Teacher Union
SDD	Staff Development Day
SEMIS	Special Education Management Information System
SEN	Support to Special Educational Needs
SGP	Student Guidance Personnel
SLRS	Self-Learning & Reading Scheme
SLS	School Library System
SPCA	The Society for the Prevention of Cruelty to Animals
SpLD	Specific Learning Difficulties in Reading and Writing
SRA	Science Research Associates (Reading Kit)
SSPA	Secondary School Places Allocation
SWOT	Strengths, Weaknesses, Opportunities and Threats
TA	Teaching Assistant
TIMSS	Trends in International Mathematics and Science Study
TRG	Teacher Relief Grant
TSA	Territory-wide System Assessment
TSS	Technical Support Services
UAP	Understanding Adolescent Project
YMCA	Young Men's Christian Associations