

Endorsed by IMC  
on 23 November 2023



# Annual School Plan 2023-2024





# 1. School Vision and Mission

Marymount Primary School aims to provide quality education. According to our Catholic and cultural traditions, we aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects.

Through care and concern for each individual person, we seek to form our students in such a way that

1. their acquisition of knowledge and skills is joined to Christian values;
2. they will become reflective and will accept their strengths and weaknesses;
3. they will come to the knowledge of God and put Christian values into practice;
4. they are sensitive to the needs of others, especially the poor;
5. they fulfil the role in serving others to build a just and compassionate society.

To achieve our Vision and Mission, Our Team of Teachers and Support Staff are

**M**-iracle Workers who work with  
**P**-assion and  
**S**-erve with Smiles.

With teachers as their role models, students of Marymount will learn to be

**C**-aring  
**L**-oving and  
**C**-ompassionate.

With continued support from their parents, students of Marymount will grow into Integrated Persons of

**W**isdom as they learn life-long  
and work for the Greater Glory of God.

## 2. Profile of the MPS Graduate

MPS Graduates are

*Caring,  
Loving*

and

*Compassionate  
Global Citizens*

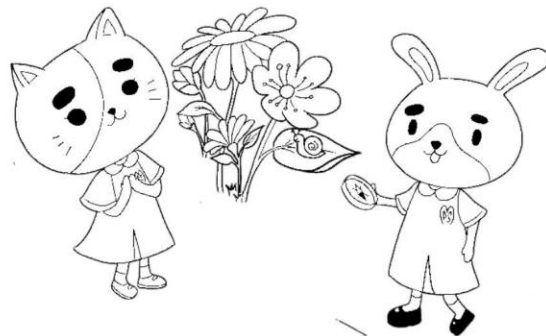
who love to

*Learn,*

*Lead*

and

*Serve*

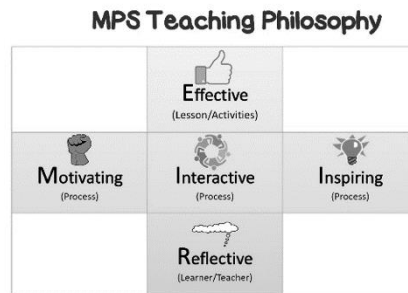


### 3. School Motto

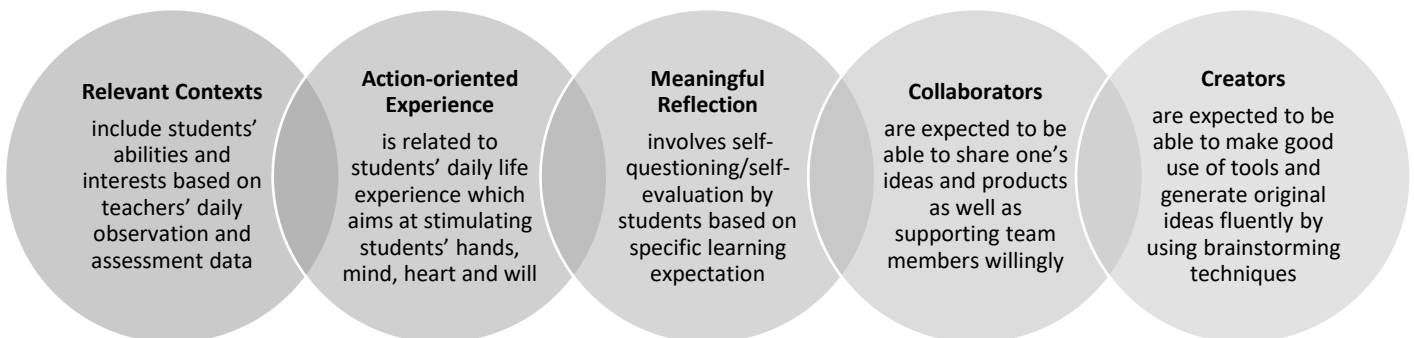
The Lord  
is  
My Light

## 4. Our Aspirations

As we continue to be guided by Ignatius Spirituality, the spirit of MAGIS (a Latin word which means for more and for better) is always our motivation to provide quality education at our school. Since 2012, ‘MPS Teaching Philosophy’ has been developed to ensure quality learning and teacher processes. The Philosophy is illustrated in the diagram below:



In response to the rapid change of the world and the insights from the 21<sup>st</sup> century education, we worked out our new School Development Plan through the collective wisdom of our team of teachers who have contributed substantially to reflection in different Professional Learning Communities in school and SWOT analysis at different levels under the leadership of our Executive Committee. Building on our present strengths and experiences as well as the inspiration from the book ‘*Learning by Refraction: A Practitioners Guide to 21st Century Ignatian Pedagogy*’ (2019, Go & Atienza), a more in-depth elaboration to enhance our MPS Teaching Philosophy was developed is summarised below.



## 5. Our Major Concerns

This Annual School Plan has formulated from evaluation, reflection, professional conversations among teachers as well as feedback from our Stakeholders.

Initial strategies and tasks planned for implementation have addressed our Major Concerns:

### Major Concern A

To promote the **Mental, Physical and Spiritual/Social Well-being** for nurturing our students to become **HAPPY (PERMA)**

### Major Concern B

To enhance **effective diverse learning processes** for cultivating our students to become **Multi-perspective MPS Thinkers** and **Respectful MPS Collaborators**

#### **References:**

*Johnny C. Go, S. J., Rita J. Atienza (2019). Learning by Refraction: A Practitioners Guide to 21<sup>st</sup> Century Ignatian Pedagogy. Quezon City: BlueBooks*

*Seligman, M. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. New York: Free Press*

**PERMA**—A Well-Being Theory by Martin Seligman:

**H** Harmonious Relationship (PERMA – Relationship)

**A** Accomplishment (PERMA – Accomplishment)

**P** Purpose in Life (PERMA – Meaning)

**P** Participation (PERMA – Engagement)

**Y** “Yes I can!” Emotions (PERMA – Positive Emotion)

## Major Concern A

### To promote the Mental, Physical and Spiritual/Social Well-being for nurturing our students to become HAPPY (PERMA)

#### Target 1

##### Harmonious Relationships (PERMA -- Relationships)

**To provide a supportive environment and tools that allow teachers, students and parents to build trust and rapport.**

*PERMA -- Relationships: Relationships are fundamental to well-being. Connections to others can give life purpose and meaning. Support from and connection with others is one of the best antidotes to “the downs” of life and a reliable way to feel up. Research shows that doing acts of kindness for others produces an increase in well-being.*

#### Target 2

##### Accomplishment (PERMA -- Accomplishment)

**To provide opportunities that allow teachers and students to celebrate and recognize their efforts.**

*PERMA -- Accomplishment: People pursue achievement, competence, success, and mastery for its own sake, in a variety of domains, including the workplace, sports, games, hobbies, etc. People pursue accomplishment even when it does not necessarily lead to positive emotion, meaning, or relationships.*

#### Target 3

##### Purpose in Life (PERMA -- Meaning) & Participation (PERMA -- Engagement)

**To provide a wide range of opportunities that allow teachers and students to explore diverse and meaningful experiences, find their strengths and feel empowered to make a difference.**

*PERMA -- Meaning: A sense of meaning and purpose can be derived from belonging to and serving something bigger than the self. There are various societal institutions that enable a sense of meaning, such as religion, family, science, the community, social causes, among others.*

*PERMA -- Engagement: Engagement is an experience in which someone fully deploys their skills, strengths, and attention for a challenging task. According to Mihaly Csikszentmihalyi, this produces an experience called “flow” that is so gratifying that people are willing to do it for its own sake. Flow is experienced when one’s skills are just sufficient for a challenging activity, in the pursuit of a clear goal, with immediate feedback on progress toward the goal e.g., a good conversation, a work task, playing a musical instrument, reading a book, writing, building furniture, fixing a bike, gardening, sports training or performance.*

#### Target 4

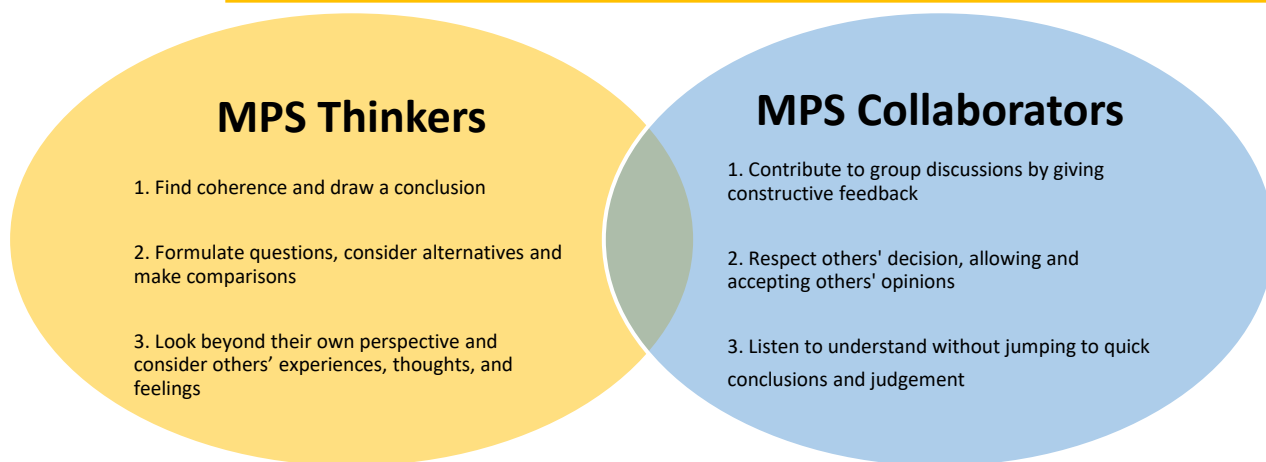
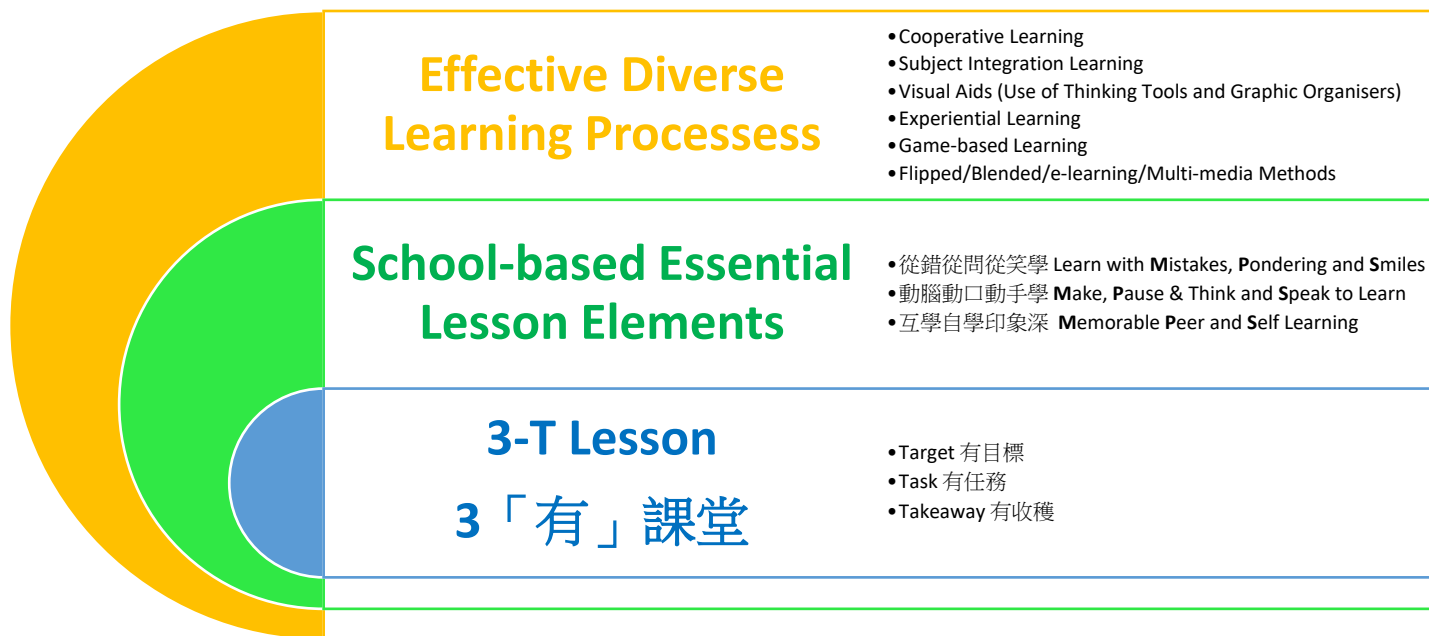
##### ‘YES I can!’ Emotions (PERMA -- Positive Emotions)

**To provide useful tools and a safe environment that allow teachers and students to enhance their wellbeing through social-emotional learning.**

*PERMA -- Positive Emotion: We can increase our positive emotion about the past (by cultivating gratitude and forgiveness), our positive emotion about the present (by appreciating physical pleasures and mindfulness) and our positive emotion about the future (by building hope and optimism).*

## Major Concern B

To enhance effective diverse learning processes  
for cultivating our students to become  
**Multi-perspective MPS Thinkers and Respectful MPS Collaborators**



### Target 1

#### Effective Diverse Learning Processes, School-based Essential Lesson Elements & 3 T Lesson

To empower and equip our teachers with effective teaching strategies that align with our “School-based Essential Lesson Elements” so as to enhance the learning process for our students and achieve the desired learning outcomes

### Target 2

#### Multi-perspective MPS Thinkers and Respectful MPS Collaborators

To create a dynamic and stimulating learning environment through diverse teaching strategies for cultivating multi-perspective MPS Thinkers and respectful MPS Collaborators



## Major Concern A

**To promote the Mental, Physical and Spiritual/Social Well-being  
for nurturing our students to become  
HAPPY (PERMA)**

### Reflection from previous School Development Cycle/Annual School Report

**Achievements:**

- Whole-school Approach in Values Education and Positive Education have been successfully achieved

**MAGIS:**

- More should be done for an in-depth development of mental health (Teachers, Students & Parents)

### Target 1

#### Harmonious Relationships (PERMA -- Relationships)

**To provide a supportive environment and tools that allow teachers, students and parents to build trust and rapport.**

**Success Criteria:**

By the end of the academic year, 70% of students/teachers agree that their positive emotions can be increased through one of the following:

- Connection with others
- Doing the acts of kindness
- Receiving support from others

**Methods of Evaluation:**

1. School-based Questionnaire (Parents, Teachers, Students)
2. Stakeholder Surveys and APASO
3. Teacher and Parent Observation

### Strategy A: Create space and opportunities for students during/after school hours through informal curriculum

Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
舉辦親子普通話短片製作活動，學生與家長一起製作有關中國文化的短片，透過參與活動的過程，一起探索創造，互相溝通、合作以增進親子關係。	Semester 3	PTH	/	✓	✓	✓	✓	✓	✓	
To arrange class-based activities at <b>MPS Touch</b> to build trust and harmonious relationships between students	Semester 1, 3	GF	/		✓					✓

**Target 1 (cont'd)**

**Harmonious Relationships (PERMA -- Relationships)**

To provide a supportive environment and tools that allow teachers, students and parents to build trust and rapport.

Strategy B: Create space and opportunities for students during/after school hours through formal curriculum											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
透過《我的故事》恆常的隨筆寫作，老師給予學生正面回饋/和學生的互動，建立良好的師生關係，從而鼓勵學生多寫作，並增加對中文學習的興趣。	Semester 1, 2, 3	Chi	/		✓		✓	✓			
<b>Subject newsletters of each subject</b> Issue subject newsletter with subject panels' highlights. Occasionally, tips for parents will be included in the issue, in order to support parents on how to assist students' learning at home.	Semester 1, 2, 3	CD All subject panel heads	/		✓	✓					

**Target 1 (cont'd)**

**Harmonious Relationships (PERMA -- Relationships)**

To provide a supportive environment and tools that allow teachers, students and parents to build trust and rapport.

Strategy C: Create space and opportunities for teachers as well as building the capacity of teachers and parents in facilitating the cultivation of HAPPY (PERMA)										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
Organize workshops or talks for parents on positive parenting, child development needs and the role of parenting to enhance the harmonious atmosphere within the family.	Semester 1, 2, 3	Parent Ed	Parent Education Grant		✓				✓	✓
<b>“Crystal Clear Gratitude” Booklet</b> Provide parents with the booklet so that they can acknowledge their daughter's effort and caring actions by writing a thank you note to them.	Semester 1, 2, 3	Values Ed	/		✓					✓
<b>Family Connect</b> To organise different parent education activities by the school so as to: 1. create opportunities for parents to bond with students/ other parents 2. equip parents with necessary tools and skills to enhance the well-being of students as well as parents themselves	Semester 1, 2, 3	Parent Ed	Parent Education Grant		✓				✓	✓

## Target 2

### Accomplishment (PERMA -- Accomplishment)

To provide opportunities that allow teachers and students to celebrate and recognize their efforts.

#### Success Criteria:

By the end of the academic year, 70% of students/teachers agree that their efforts have been recognised and celebrated and able to pursue their achievements for their own sake.

#### Methods of Evaluation:

1. School-based Questionnaire (Parents, Teachers, Students)
2. Stakeholder Surveys and APASO
3. Teacher and Parent Observation

Strategy A: Create space and opportunities for students during/after school hours through informal curriculum										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
在午息時，以不同的遊戲（如急口令、即席故事創作等），讓學生可以挑戰自己，在過程中，老師會給予學生「打氣貼紙」，肯定他們在過程中的付出，繼而再接再厲，力求上進，獲得成功感。	Semester 2, 3	Chi	/			✓	✓	✓		
老師定期在壁報板設計不同的問題活動，配以分層題目，吸引不同能力的學生回應。佳作會被張貼在壁報板上，提供一個展示平台給學生。	Semester 2, 3	Chi	/	✓	✓	✓	✓	✓		
學生以個人或小組形式製作《校園日報》，展示自己在不同題目的所知所感。即使作品未被刊登的同學也會得到小禮物，以作鼓勵，期望往後繼續投稿。	Semester 1, 2, 3	Chi	/	✓	✓	✓	✓	✓	✓	
透過 GAPSK 小學語文推廣 – 普通話領袖生獎勵計劃，鼓勵不同能力的學生多嘗試參與普通話活動，並肯定她們的嘗試與努力，獲得成功感。	Semester 2, 3	PTH	/	✓	✓	✓	✓		✓	
舉辦普通話日，透過參與當中的活動及給予獎勵，使學生在享受活動的過程中，體驗普通話的樂趣，並營造校園氛圍，鼓勵同學多聽多說普通話。	Semester 3	PTH	/		✓	✓	✓		✓	
舉辦親子普通話短片製作活動，學生與家長一起製作有關中國文化的短片，透過參與活動的過程，增進親子關係。優秀作品也安排學生於週會分享製作的過程點滴，讓其他學生能夠欣賞和學習。	Semester 3	PTH	/	✓	✓	✓	✓	✓	✓	
Organize lunchtime activities such as MPS KOL (Knowledge on Display) and Spelling Bee @MPS to provide students with opportunities to showcase their knowledge publicly.	Semester 2, 3	Eng	/		✓	✓	✓			

Strategy A: Create space and opportunities for students during/after school hours through informal curriculum (cont'd)										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
<p>Continue to promote the positive value brought by the original musical '<i>Prismotto</i>' ; recognize students/teachers' effort and share with all the stakeholders in the MPS community.</p> <ol style="list-style-type: none"> <li>Record audio tracks with the original cast in a professional studio and create audio track USBs for the MPS community. The recording will be also used in the music lesson for P.1-6.</li> <li>Produce the '<i>Prismotto</i>' live performance video USB for sale and future screenings during school events.</li> <li>Original cast members sharing: Share their learning experiences (e.g. challenges faced, moments of growth during rehearsals and performances) in the assembly.</li> </ol>	Semester 2, 3	ICD	Life-wide Learning Grant		✓			✓		
<p><b>School Team Exploration Portfolio</b></p> <p>Self-reflection and Appreciation: The portfolio encourages students to reflect on their experiences and contributions within the school team. We aim to promote self-awareness and help students gain insight into their strengths, areas for improvement and personal growth.</p> <p>The portfolio provides a platform for students to showcase their achievements and efforts. It allows teachers, coaches and peers to recognize and celebrate their hard work to the school team.</p>	Semester 1, 2, 3  Once per semester	ICD	Life-wide Learning Grant		✓			✓		

Target 2 (cont'd)

Accomplishment (PERMA -- Accomplishment)

To provide opportunities that allow teachers and students to celebrate and recognize their efforts.

Strategy B: Create space and opportunities for students during/after school hours through formal curriculum										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
同學和老師會因應學生在說話練習及評估表現以「一讚賞。一提醒」作出評鑑，肯定學生的表現。	Semester 1	Chi	/		✓	✓	✓	✓		
Recognize students' effort in problem solving using award system in STAR Problem Solver Challenge, so that their efforts in solving problems and producing explanatory videos are recognized.	Semester 1, 2, 3	Maths	/		✓	✓				
<p><b>"Muse's Palette Show – Student-Led Art Exhibitions"</b></p> <p>To acknowledge and celebrate the efforts and achievements of both teachers and students, also to create a platform that enables students to explore diverse experiences, identify their strengths, and be empowered to create an impact.</p> <p>The "Muse's Palette Show" (MPS) is an initiative where students not only contribute their unique artwork but also manage the curation process in a team, transforming Marymount Primary School's campus into an immersive art exhibit. The show will feature a thematic exhibition and a year-end showcase.</p>	Semester 2, Year-end	VA	/		✓				✓	
<p><b>Subject newsletters of each subject</b></p> <p>Issue subject newsletter with subject panels' highlights. In each issue, teachers' planning and students' work would be published. Not only it celebrates teachers' effort in developing the subject panel, it celebrates students' achievement as well.</p>	Semester 1, 2, 3	CD All subject panel heads	/		✓	✓				

**Target 2 (cont'd)**

**Accomplishment (PERMA -- Accomplishment)**

To provide opportunities that allow teachers and students to celebrate and recognize their efforts.

Strategy C: Create space and opportunities for teachers as well as building the capacity of teachers and parents in facilitating the cultivation of HAPPY (PERMA)											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
To encourage teachers to share their good teaching practices during panel meetings to facilitate collaboration and professional growth among colleagues, ultimately improving student learning outcomes.	Semester 1, 2, 3	Eng	/		✓			✓			
To encourage parents to complete tasks such as writing positive messages to their daughters regarding assessment results and learning processes.	Semester 1, 2, 3	Parent Ed	/		✓						✓

**Target 3**

**Purpose in Life (PERMA -- Meaning) & Participation (PERMA -- Engagement)**

To provide a wide range of opportunities that allow teachers and students to explore diverse and meaningful experiences, find their strengths and feel empowered to make a difference.

**Success Criteria:**

By the end of the academic year, 70% of students/teachers agree that their sense of meaning in life has been increased and they have at least one chance of experiencing a “FLOW” engagement in learning processes.

**Methods of Evaluation:**

1. School-based Questionnaire (Parents, Teachers, Students)
2. Stakeholder Surveys and APASO
3. Teacher and Parent Observation

Strategy A: Create space and opportunities for students during/after school hours through informal curriculum											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
<b>'Crystal Clear Gratitude' Wall</b> To provide a platform to encourage students to fill MPS with gratitude by writing appreciative/encouraging/positive notes and cards to people to recognise other people's strengths	Semester 1, 2, 3	Values Ed	/		✓						✓

Strategy A: Create space and opportunities for students during/after school hours through informal curriculum (cont'd)											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
To continue collaborating with teams and panels as a whole-school approach to implement different meaningful learning experiences and theme-based activities for all students to raise their sense of appreciation as well as belonging to the valuable Chinese Culture.	Semester 1, 2, 3	NSE	Grant for Civic Education Life-wide Learning Grant	✓	✓						
To organize exchange activities for P.4 students in the Sister School Scheme (中國農業大學附屬實驗小學, 深圳市福田區荔園外國語小學) so that through the mutual sharing experience, students will learn to appreciate the different school cultures as well as Chinese culture as a whole	Semester 2, 3	NSE	Sister School Scheme Grant	✓	✓						
To participate in different ambassador schemes, competitions and award schemes organised by EDB to expose students to different learning experiences to raise their sense of belonging to the motherland and the love for the country.	Semester 1, 2, 3	NSE	Grant for Civic Education Life-wide Learning Grant	✓	✓						
To participate in the scheme 高小學生交流活動資助計劃-「赤子情中國心」 to provide opportunities for students to get to know more about the history and current situation in Hong Kong, so that they will learn to appreciate own culture and hence develop their sense of belonging.	Semester 3	NSE	Upper Primary School Students Exchange Programme Subsidy Scheme	✓	✓						
P.5 & P.6 students participate in the Mainland Exchange Program 「同根同心」—香港初中及高小學生內地交流計劃 to provide opportunities for students to get to know more about the history and current situation of China, so they will develop their sense of belonging as well as learn to appreciate Chinese culture.	Semester 1, 2, 3	NSE	Mainland Exchange Program	✓	✓						
Through joining the Box of Hope charity initiative to donate boxes filled with essential, fun, and active items to give to a child that would not normally receive a gift over the festive period, students will have the opportunity to give back, make a difference in someone else's life and learn more about the needy.	Semester 1	Values Ed	/		✓	✓		✓		✓	

Strategy A: Create space and opportunities for students during/after school hours through informal curriculum (cont'd)										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
P2-5 students join the JC Volunteer Together programme to learn about and help the different sectors of the needy in Hong Kong. They have the opportunity to give back and make a difference in someone else's life.	Semester 1, 2, 3	Values Ed	/		✓	✓		✓		✓
Students use their 24 Character Strengths such as perseverance, self-regulation etc. to grow a class plant together. During the experience, they use their various strengths to collaborate together in order to learn to appreciate and give back to nature.	Semester 1, 2, 3	Values Ed	/		✓	✓		✓		✓

### Target 3 (cont'd)

#### Purpose in Life (PERMA -- Meaning) & Participation (PERMA -- Engagement)

To provide a wide range of opportunities that allow teachers and students to explore diverse and meaningful experiences, find their strengths and feel empowered to make a difference.

Strategy B: Create space and opportunities for students during/after school hours through formal curriculum										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
<p><b>"Muse's Palette Show – Student-Led Art Exhibitions"</b></p> <p>To acknowledge and celebrate the efforts and achievements of both teachers and students, also to create a platform that enables students to explore diverse experiences, identify their strengths, and be empowered to create an impact.</p> <p>The "Muse's Palette Show" (MPS) is an initiative where students not only contribute their unique artwork but also manage the curation process in a team, transforming Marymount Primary School's campus into an immersive art exhibit. The show will be featuring a thematic exhibition and a year-end showcase.</p>	Semester 2, Year-end	VA Panel	/		✓					



Strategy B: Create space and opportunities for students during/after school hours through formal curriculum (cont'd)											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
Conduct monthly Examen during RME lessons and encourage students to share their reflection in class afterwards, so as to promote the spiritual and emotional well-being of all MPS girls, and they are empowered to make a change in themselves with the guidance of God and grow to be a better person	Semester 1, 2, 3	RME	/		✓	✓					✓

### Target 3 (cont'd)

#### Purpose in Life (PERMA -- Meaning) & Participation (PERMA -- Engagement)

To provide a wide range of opportunities that allow teachers and students to explore diverse and meaningful experiences, find their strengths and feel empowered to make a difference.

Strategy C: Create space and opportunities for teachers as well as building the capacity of teachers and parents in facilitating the cultivation of HAPPY (PERMA)											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
Discover teachers' strengths and foster mutual learning by organizing peer observations among music teachers at the same level. Teachers will open their classrooms for peer learning sessions at least twice per semester.	Semester 1, 2, 3	Music Panel	/		✓	✓					
To arrange professional exchange for teachers with Sister Schools so that through the sharing and professional conversations, teachers can appreciate each other's strengths and learn from each other	Semester 2, 3	NSE	Sister School Scheme Grant	✓	✓						

## Target 4

### 'YES I can!' Emotions (PERMA -- Positive Emotions)

To provide useful tools and a safe environment that allow teachers and students to enhance their well-being through social-emotional learning.

#### Success Criteria:

By the end of the academic year, 70% of students/teachers agree that their positive emotions can be increased through one of the following:

- The cultivation of gratitude and forgiveness
- The appreciation of physical pleasures and mindfulness
- The building of hope and optimism

#### Methods of Evaluation:

1. School-based Questionnaire (Parents, Teachers, Students)
2. Stakeholder Surveys and APASO
3. Teacher and Parent Observation

Strategy A: Create space and opportunities for students during/after school hours through informal curriculum											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
Conduct an activity called "Grateful Beats" during lunch time to promote grateful hearts and to allow all members of the school to share their gratitude through words and music. It aims at enhancing a grateful atmosphere in our school and also provides a platform for students to express their gratitude.	Semester 1, 2, 3	Religious Activities Team	/		✓		✓				✓
To arrange regular <b>Check In sessions</b> to provide a safe environment for students to express their emotions freely, from which students would be aware of their emotions and accept their emotions, enhancing their well-being.	Semester 1, 2, 3	GF	/		✓						✓
To conduct <b>lessons during Bloom Time related to Character Strengths and Positive Emotions</b> to enhance students' learning on the use of different Character Strengths and ways to sustain positive feelings and energy, so that students will learn to appreciate oneself and find good in all things	Semester 3	GF	/		✓						✓
To arrange <b>E+ Playing Sessions</b> at Lunch Break to let students get familiar with the use of emotional words and the ways of releasing stress through play, so through-the process, students will learn to resolve their emotions and relieve stress, enhancing their well-being.	Semester 2, 3	GF	/		✓						✓

**Strategy A: Create space and opportunities for students during/after school hours through informal curriculum**

Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
Through the use of the school-based Soul Happy Diary, students can develop the practice of expressing their gratitude and counting their blessings so as to cultivate their gratitude mindset	Semester 1, 2, 3	Values Ed	/		✓						✓
Conduct an activity called 'Find the Silver Lining' for students to experience different hindrances in their lives such as wearing a blind-fold to eat, using their non-dominant hand etc. so that they can learn not to take everyday things for granted and be grateful	Semester 1, 2, 3	Values Ed	/		✓						✓
Organise various lunch break activities to provide opportunities for students and teachers to showcase and share their talents with others, and through the process, recognise their strengths  (1) Panel-based activities: Each subject panel will have chances to arrange activities and games for all students.  (2) Happy sharing' from all teachers: Teachers will be provided a platform to showcase their talents or hobbies with students. All teachers will have a chance to lead different interactive activities.  (3) MPS Got talent/flash mob: We will organise talent showcase for students to demonstrate their skills and things they are passionate about. We also want to provide a platform for music school teams to perform at school.	Semester 2, 3	ICDC	Life-wide Learning Grant		✓						✓

**Target 4 (cont'd)**

**'YES I can!' Emotions (PERMA -- Positive Emotions)**

To provide useful tools and a safe environment that allow teachers and students to enhance their well-being through social-emotional learning.

Strategy B: Create space and opportunities for students during/after school hours through formal curriculum										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
透過《我的故事》恆常的隨筆寫作分享生活體驗，製造機會和空間讓學生抒發感受和心情。老師正面回饋，藉此鼓勵學生，讓學生身、心、靈健康。	Semester 1, 2, 3	中文	/	✓	✓	✓	✓	✓		
<b>COLOUR THE MASCOTS Booklet</b> In the booklet, self-evaluation tasks are given to students with positive encouragement on their learning attitude and effort, instead of the outcome.  With continuous and regular positive self-evaluation, students' optimism will be enhanced even when they cannot achieve the goal yet.	Semester 3	PE	/		✓	✓		✓		
Incorporate the reflection section "Examen 3,2,1" into the Soul Happy Diary and encourage students complete their written reflection after doing Examen at least once a month, in which they will have a safe environment to reflect on the following: - 3 things they are grateful for - 2 things they are sorry for or would like to improve on - 1 thing they would like to ask God for guidance	Semester 1, 2, 3	RME	/		✓	✓				✓
Conduct peer learning strategy (driver and navigator) in P.6 microbit lesson so as to create a positive learning environment to enhance students' confidence in coding	Semester 2 or 3	IT	/		✓	✓	✓	✓		
Design a pocketable Examen card for all students, cultivating their habit of doing the Examen on a daily basis using the method of Examen Five Fingers and Examen 3, 2, 1, which they can use both at home and at school. In the long run, students will develop the skills for self-reflection	Semester 1, 2, 3	RME	/		✓	✓				✓

**Target 4 (cont'd)**

**'YES I can!' Emotions (PERMA -- Positive Emotions)**

To provide useful tools and a safe environment that allow teachers and students to enhance their well-being through social-emotional learning.

Strategy C: Create space and opportunities for teachers as well as building the capacity of teachers and parents in facilitating the cultivation of HAPPY (PERMA)										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
Conduct a co-learning session on the topic "Examen" and invite an experienced member to practice doing the Examen with all panel members and share some tips, so that all RME teachers are familiar with how to conduct the Examen in class with students and understand the meaning behind	Semester 1	RME	/		✓	✓			✓	
To arrange a workshop for teachers to enhance teachers' well-being by introducing ways and handy tools to sustain and increase positive emotions	Semester 2	GF	/		✓				✓	
A group of teachers learning about mindfulness through the .b Foundations course. Through this course, teachers will gain firsthand the benefits of implementing mindfulness in their own lives, and to focus on the present which has a positive impact on health and wellbeing. Furthermore, they will be equipped with the knowledge of mindfulness in order to teach the students in the future.	Semester 1, 2	Values Ed	/		✓	✓			✓	
<b>Family Connect</b> To organise different parent education activities by the school so as to: <ol style="list-style-type: none"> <li>1. create opportunities for parents to bond with students/ other parents</li> <li>2. equip parents with necessary tools and skills to enhance the well-being of students as well as parents themselves</li> </ol>	Semester 1, 2, 3	Parent Ed	Parent Education Grant		✓			✓	✓	

## Major Concern B

To enhance effective diverse learning processes  
for cultivating our students to become  
Multi-perspective MPS Thinkers and Respectful MPS Collaborators

### Reflection from previous School Development Cycle/Annual School Report

#### Achievements:

- Awareness of less teacher talk and essential elements of 3T lessons (Target, Task, Takeaway)
- Various opportunities for students to be presenters and the majority of students are confident and proficient in English speaking
- Various Subject Panels have developed learning progression framework
- Various Subject Panels have developed rubrics as meaningful reflection indicators for students to enhance self-learning skills

#### MAGIS:

- More should be done for a more dynamic and stimulating lessons, learning tasks and modes of assessments
- More should be done for the use of thinking tools in stimulating students' creativity and collaboration skills

### Target 1

#### Effective Diverse Learning Processes, School-based Essential Lesson Elements & 3 T Lesson

To empower and equip our teachers with effective teaching strategies that align with our "School-based Essential Lesson Elements" so as to enhance the learning process for our students and achieve the desired learning outcomes.

#### Success Criteria:

1. By the end of the academic year, 70% of teachers are equipped with and have employed at least one of the following teaching strategies in teaching the desired learning outcomes:

- Cooperative Learning
- Subject Integration Learning
- Visual Aids (Use of Thinking Tools and Graphic Organisers)
- Experiential Learning
- Game-based Learning
- Flipped/Blended/e-learning/Multi-media Methods

2. By the end of the academic year, 70% of the lessons have the following "School-based Essential Lesson Elements" to achieve desired learning outcomes and enhance learning:

- 從錯從問從笑學 Learn with **M**istakes, **P**ondering and **S**miles
- 動腦動口動手學 **M**ake, **P**ause & **T**hink and **S**peak to Learn
- 互學自學印象深 **M**emorable **P**eer and **S**elf Learning
- 有目標 Target
- 有任務 Task
- 有收穫 Takeaway

#### Methods of Evaluation:

1. School-based Questionnaire (Parents, Teachers, Students)
2. Stakeholder Surveys and APASO
3. Peer Observation and Post-Lesson Observation Conferencing
4. Collaborative Lesson Planning Record

**Target 1 (cond't)**

**Effective Diverse Learning Processes, School-based Essential Lesson Elements & 3 T Lesson**

**To empower and equip our teachers with effective teaching strategies that align with our “School-based Essential Lesson Elements” so as to enhance the learning process for our students.**

<b>Strategy A: <u>Build capacity</u> through providing our teachers with the necessary tools and training to foster a dynamic and stimulating learning environment</b>											
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
Develop a set of group discussion teaching aids that outline different skills and techniques. These aids include posters, handouts, or digital resources with clear explanations and examples of effective group discussion strategies.	Semester 1, 2, 3	Eng	/			✓	✓	✓	✓		
Conduct STEAM workshop for IT, Maths & GS panel so as to build capacity for the teachers to equip our teachers STEAM knowledge and skills	Semester 1 or 2	IT, Maths and GS	/			✓		✓			
<p><b>Envisioning Art: Enhancing Visual Literacy and Creativity through School-Based Materials</b></p> <p>Developing and implementing comprehensive, school-based teaching materials to enhance the "Elements of Art" and the "Principles of Design" within the planned curriculum facilitates teachers to weave these two crucial domains into the units.</p> <p>This task aims to equip teachers with unique pre-task or take-home materials, providing students with a firm grasp of a specific skill before, during and after their artwork creation process. For instance, these materials will include visual aids such as diagrams or illustrated guides that demonstrate key concepts engagingly.</p> <p>The school-based materials will allow students to consolidate their learning and better understand the lesson objectives.</p>	Semester 1, 2, 3	VA Panel	/			✓		✓			

<b>Strategy A: Build capacity</b> through providing our teachers with the necessary tools and training to foster a dynamic and stimulating learning environment (cont'd)										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
Further magis the progression framework of liturgical events (Advent and Christmas; Lent and Easter) through evaluation and co-planning sessions, focusing on both the biblical knowledge as well as students' reflection and application. Teaching materials will also be designed for each level per liturgical event so as to cater for learner diversity, to ensure the effectiveness of learning, as well as to ensure the teaching among classes is aligned and consistent.	Semester 1,2,3	RME	/		✓	✓				
Create visual reminders to be posted in classrooms for teachers to reinforce an effective learning environment.  The visual reminders include the following aspects: 1. Teaching goals 2. Tasks 3. Takeaway messages	Semester 1, 2, 3	CD	/			✓		✓		

<b>Strategy B: Foster a learning community</b> among our teachers so that a culture of continuous learning, collaboration and knowledge-sharing are created										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
Teachers discuss and refine the school-based Mathematics Curriculum Progression Framework during CLP meetings, so that the critical features of each learning target are clearly listed out.	Semester 1, 2, 3	Maths	/			✓				
In every panel meeting, all levels and teachers will share the good activities conducted/are planning to conduct in class that promote deep learning. This aims at creating a learning community among our panel members and to equip RME teachers with more ideas on effective RME lessons.	Semester 1, 2, 3	RME	/		✓	✓				



## Target 2

### Multi-perspective MPS Thinkers and Respectful MPS Collaborators

To create a dynamic and stimulating learning environment through diverse teaching strategies for cultivating multi-perspective MPS Thinkers and respectful MPS Collaborators

#### Success Criteria:

- By the end of the academic year, 70% of students can achieve one of the following indicators as MPS Thinkers:
  - Find coherence and draw a conclusion
  - Formulate questions, consider alternatives and make comparisons
  - Look beyond their own perspective and consider others' experiences, thoughts, and feelings
- By the end of the academic year, 70% of students can achieve one of the following indicators as MPS Collaborators:
  - Contribute to group discussions by giving constructive feedback
  - Respect others' decision, allowing and accepting others' opinions
  - Listen to understand without jumping to quick conclusions and judgment

#### Methods of Evaluation:

- School-based Questionnaire (Parents, Teachers, Students)
- Stakeholder Surveys and APASO
- Peer Observation and Post-Lesson Observation Conferencing

## Target 2

### Multi-perspective MPS Thinkers and Respectful MPS Collaborators

To create a dynamic and stimulating learning environment through diverse teaching strategies for cultivating multi-perspective MPS Thinkers and respectful MPS Collaborators

Strategy A: Provide students with meaningful and effective learning opportunities <u>during lesson time</u>										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
透過繪本教學，以不同的教學活動/延伸，引導學生多角度思考。	Semester 1, 2, 3	中文	/	✓	✓	✓	✓	✓	✓	
Integrate post-unit group discussions into the teaching approach to provide students with a platform to effectively express their thoughts, so that students' voices are valued in classrooms.	Semester 1, 2, 3	Eng	/		✓	✓	✓	✓	✓	
Students think systematically and draw conclusions by using Model Method for problem-solving, then formulate and explain solutions, during regular lessons, in home assignments, and/or in STAR Problem Solver Challenge.	Semester 1, 2, 3	Maths	/			✓				

**Strategy A:** Provide students with meaningful and effective learning opportunities during lesson time

Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles							
				1	2	3	4	5	6	7	
<p><b>P.1 – 6 Thinking Tools Training Programme</b></p> <ol style="list-style-type: none"> <li>Enhancement of Thinking Tools Progression Framework</li> <li>Enhancement of Thinking Tools Teaching Package (PowerPoint and Worksheet Template)</li> <li>Incorporation of Thinking Tools Training into P.1-6 SOW and lessons</li> <li>Showcase of good work</li> </ol> <p>Through frequent use of thinking tools, students will be able to find coherence between knowledge, think in multi-perspective and make their own judgment. This process will facilitate students learning how to study General Studies.</p>	Semester 1, 2, 3	GS	/			✓	✓	✓	✓		
<p><b>P.1 – 6 Collaborator Wheel</b></p> <ol style="list-style-type: none"> <li>Development of the Collaborator Wheel in accordance to mascot values</li> <li>Development of the use of Collaborator Wheel for group work in classroom setting</li> <li>Cross-subject use among all panels</li> <li>Collaboration with English panel to promote sentence patterns when using the wheel through classroom poster display</li> </ol> <p>Through frequent use of the collaborator wheel, roles given to them will encourage them to be a team player which ensures logical and creative thinking, efficient and responsible in the process of group activities.</p>	Semester 1, 2, 3	GS	/		✓		✓	✓			
<p>Organize a creative musical performance group project at KS1 in the music lessons.</p> <p>Students will discuss, create and perform an excerpt from a well-known musical. Other students will learn to give constructive feedback on the presentation of other groups. Students are also expected to listen to feedback from others and make necessary adjustments to their final performance.</p>	Semester 2 and 3	Music Panel	/		✓	✓		✓			
<p>Through conducting hands-on activities, experiential learning and projects learning, students can solve problems and relate ideas to daily life.</p> <p>Tasks designs will focus on the nurture of creativity and collaboration in different aspects.</p>	Semester 1, 2, 3	iMaster	/					✓			

**Target 2 (Cont'd)**

**Multi-perspective MPS Thinkers and Respectful MPS Collaborators**

**To create a dynamic and stimulating learning environment through diverse teaching strategies for cultivating multi-perspective MPS Thinkers and respectful MPS Collaborators**

Strategy B: Provide students with meaningful and effective learning opportunities <u>out of lesson time</u>										
Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
Organize lunchtime activities such as <i>MPS KOL</i> (Knowledge on Display) and <i>Spelling Bee @MPS</i> to provide students with opportunities to express their ideas with different designs of visual aids, and allow participants to collectively improve their spelling abilities and create a supportive learning environment.	Semester 2, 3	Eng	/		✓	✓	✓			
Students participate in Star Problem Solver Challenge to enhance problem-solving skills, including (but not limited to) trial and error, listing, working backward, finding patterns, and model method.	Semester 1, 2, 3	Maths	/			✓		✓		
<p><b>"Muse's Palette Show – Student-Led Art Exhibitions"</b></p> <p>To acknowledge and celebrate the efforts and achievements of both teachers and students, also to create a platform that enables students to explore diverse experiences, identify their strengths, and be empowered to create an impact.</p> <p>The "Muse's Palette Show" (MPS) is an initiative where students contribute their unique artwork and manage the curation process in a team, transforming Marymount Primary School's campus into an immersive art exhibit. By having students collaborate on curating the exhibits, the task helps develop their skills as respectful collaborators who listen and consider diverse perspectives.</p> <p>Additionally, the open-ended nature of the student art projects and exhibitions fosters creativity as students are able to explore different themes or mediums. The teachers will guide them to associate with their daily visual experience like finding patterns, exploring alternatives and looking beyond their perspectives.</p>	Semester 2, Year-end	VA Panel	/		✓			✓		

**Strategy B:** Provide students with meaningful and effective learning opportunities out of lesson time

Task	Time Scale	Subject Panel/ Teams	Supporting Scheme/ Funding	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles						
				1	2	3	4	5	6	7
<p>CATACT (Catholic in Action):                      Conduct formation sessions for all students monthly during lunch breaks to promote Christian values through diversified activities (e.g. drama plays, action songs, crafts, etc).</p> <p>As we will also incorporate the element of 'Catholic Ambassadors' into CATACT, potential students are invited to help conduct and plan the activities of CATACT monthly. Hence, senior students are able to utilize their God-given gifts to serve God and the Marymount community. This platform also helps cultivate their collaboration, creativity, teamwork and leadership skills through their active participation in the planning and implementation of CATACT.</p>	Semester 1, 2, 3	Religious Activities Team	/		✓	✓	✓	✓		

# 6. Staff Development Plan

## Purpose of Staff Development Activities:

1. To provide school leadership and support for Teachers' CPD (to address our Major Concerns, continue with professional development and achieve personal growth as teachers)
2. To respect Teachers' professional autonomy by providing a school-based reference for them to facilitate their own planning for CPD for choices

<b>A. Staff Wellness / Addressing Major Concerns A and B</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
2 Sep 2023	Online Workshop on Emotional Learning	All Teachers	Dreams Possible
13 Sept 2023	Examen	All RME Teachers	Ms. W. Tse
7 Nov 2023	Use of Interactive Board (1)	All Teachers	Pokying Innovation & Technology Co. Ltd.
8 Nov 2023	Art Therapy: Self-care and how to apply it in the classroom	Visual Arts Teachers	Tryangle.exat
6 Feb 2024	Positive Education – Choose HAPPY	All Teachers	Positive Education Hong Kong (Bei Shang Tang Foundation)
21 Feb 2024	Art Therapy: Self-care and how to apply it in the classroom	Interested Teachers	Tryangle.exat
21 Mar 2024	Mindfulness Practice	All Teachers	Jockey Club "Peace and Awareness" Mindfulness Culture in Schools Initiative (JC PandA) 賽馬會「樂天心澄」靜觀校園文化行動
21 Mar 2024	School Visit to Pun U Association Wah Yan Primary School	All Chinese & Maths Teachers	Pun U Association Wah Yan Primary School
21 Mar 2024	School Visit to HKBU Affiliated School Wong Kam Fai Secondary and Primary School	All English, Music, VA Teachers	HKBU Affiliated School Wong Kam Fai Secondary and Primary School
22 Mar 2024	善用調解，化解衝突！可增強個人的價值觀！ Mediation Workshop	All Teachers	Hong Kong Federation of Education Workers
22 Mar 2024	Self-organized Staff Wellness Initiatives (1)	All Teachers	MPS
2023-2024	Self-organized Staff Wellness Initiatives (2)	All Teachers	MPS
TBC	Use of Interactive Board (2)	All Teachers	Pokying Innovation & Technology Co. Ltd.
TBC	EP Talk	All Teachers	EDB Education Psychologist – Ms. Alice Yan
TBC	School Visits and Professional Exchange Activities with local schools and sister schools in Mainland China	Relevant Teachers	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang, Ms. V. Lui
TBC	Catholic Teachers' Retreat	All RME Teachers	HK Catholic Religious Schools Council
TBC	e-Learning Teaching Strategies 中文科電子教學	All Chinese Teachers	TBC

<b>B. Support for New Teachers</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
22 Aug 2023	New Teachers' Induction	New Teachers: Ms. K. Wong Ms. S. Wong Ms. A. Joe Ms. E. Tsang Ms. D. Yam Ms. Y. Suen	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Leung, Ms. K. To  Mentors: Ms. R. Li, Ms. J. Chow, Ms. B. Leung, Ms. S. Cheung
8 Nov 2023 21 Feb 2024 15 Mar 2024	New Teachers' Sharing Sessions	New Teachers: Ms. K. Wong Ms. S. Wong Ms. A. Joe Ms. E. Tsang Ms. D. Yam Ms. Y. Suen	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Leung, Ms. K. To  Mentors: Ms. R. Li, Ms. J. Chow, Ms. B. Leung, Ms. S. Cheung
<b>C. Empowerment of Senior Teachers/Middle Managers</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
29 Aug 2023	P.1 Orientation	All Teachers P.1 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Chow, Ms. K. To
23 Sep 2023	P.1-6 Student-Parent Day and P.5 SSPA Briefing	All Teachers P.1-6 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Chow, Ms. K. To, Ms. J. Leung, Class Teachers
6 Oct 2023	STEAM Education Sharing session at the University of Hong Kong	Hong Kong Principals and Teachers	Mr. T. Lam, Mr. G. Chan, Ms. C. Lau, Ms. C. Yeung
31 Oct 2023	School Visit and Professional Sharing with Baptist (Sha Tin Wai) Lui Ming Choi Primary School	All Teachers of Baptist (Sha Tin Wai) Lui Ming Choi Primary School	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Chow, Ms. J. Leung, Ms. S. Tsang, Ms. B. Leung, Ms. C. Lau
Sep 2023 Feb 2024 Jun 2024	Sharing of good activities conducted in class	All RME Teachers	I. Yau
1 Mar 2024	School Visit and Professional Sharing with Chinese Methodist School (North Point)	English Teachers of Chinese Methodist School (North Point)	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Chow, Ms. J. Leung, Ms. S. Tsang, Ms. B. Leung, Ms. C. Lau
April 2024	How to organize a musical production from scratch	ALL Teachers	Ms. R. Li & Ms. A. Ho
2023-2024	Pre-S1 Attainment Test Paper Setters	Mr. T. Lam Ms. V. Wong	Hong Kong Examinations and Assessment Authority HKEAA

<b>D. Teacher Capacity Building</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
13 Sep 2023	教師朗誦教學工作坊	All PTH Teachers	GAPSK Ms Zhao Ping
28 Sep 2023	Speech Festival Training Workshop	All English Teachers	Mr. Daniel Levia
9 Oct 2023 – 13 Nov 2023	Certificate in PDP on e-Learning in Primary Schools	Mr. G. Chan	The Education University of Hong Kong
13 Nov 2023 – 16 Dec 2023	Certificate in PDP for Middle Leaders in Schools	Ms. V. Lui	The Education University of Hong Kong
3 Oct 2023	Sharing Session on Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level”	Mr. I. Law Ms. C. Yeung	EDB
Nov 2023	Micro:bit Foundation Course	GS, Maths and IT Panel members	eClass
Dec 2023	Voice Training Workshop	Music Teachers and interested teachers	Service Provider
Dec 2023- Jan 2024	Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)	Relevant Teachers	Education Bureau
Feb 2024	Logic Pro Music Making Workshop	Music Teachers	Service Provider
Feb 2024	Application of thinking tools in L&T: How to choose the right thinking tools for a new knowledge?	GS Panel members	I Law
May 2024	Micro:bit Advanced Course	Selected GS, Maths and IT Panel members	eClass
24 May 2024	Chinese Ink Drawing and Calligraphy	Visual Arts and Interested teachers	Mr. Tang Chun Wing
2023-2024	Mindfulness Practices - 8-session .b Foundations course	Ms. B. Leung Ms. C. Lau Ms. C. Yeung Ms. E. Tsang Ms. S. Wong Ms. K. Wong Mr. S. Li Ms. S. Tsang Ms. N. Tsui	Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative (JC PandA) 賽馬會「樂天心澄」靜觀校園文化行動  Ms. J. Chow, Ms. C. Lau, Ms. B. Leung
TBC	First-aid training course for all teachers	All teachers	Red Cross/ St. John Ambulance
TBC	21-hour Certificate Course on Life Planning Education for Primary Schools	Ms. J. Chow	The Education University of Hong Kong
TBC	Rubric Writing Training Workshop	All English Teachers	TBC
TBC	Blended Learning	All Maths Teachers	TBC

<b>E. Professional Ladder of Teacher</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
1- 4 Nov 2023	Mainland Study Tour for Newly Joined Teachers	Ms. Chan Ka Yan Ms. K. Wong	EDB
22-25 Nov 2023		Ms. N. Tsui	
<b>F. Teachers' Continuing Professional Development in Catering for Students with Special Educational Needs</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
7 Dec 2023 – 6 Mar 2024	<u>Online Basic Course</u> on Catering for Diverse Learning Needs (30 hours)	Ms. C. Tsang Ms. J. Leung Ms. J. Shum Ms. S. Wong Ms. R. Li	The Education University of Hong Kong (Commissioned by the Education Bureau)
27 Nov 2023 – 12 Dec 2023	<u>Advanced Course</u> on Catering for Diverse Learning Needs	Ms. V. Wong	
4 Dec 2023 – 15 Dec 2023	<u>Thematic Course</u> on Supporting Students with SEN - Focusing on students with Mental Illness (PRIMARY)	Ms. B. Leung	





### Budget Plan for Parent Education 'FAMILY CONNECT' 2023-2024

Area	Activity	Target Parent (Level)	Organisation / Speaker	Date	Estimated Expenses	Resources	Evaluation Mechanism	EDB Parent Education Framework				
								1	2	3	4	
<b>FAMILY CONNECT</b>	<b>Category 1: Student Growth Series</b>											
	<b>Level-based Parent Talks</b>						SHS Questionnaire Attendance Record					
	小一銜接適應	P.1	青協 SGT	6/10/2023	Free	GF		✓	✓		✓	
	生活技能: 提升自理能力	P.1	青協家長全動網	10/1/2024	\$1,600	Parent Ed Grant		✓	✓		✓	
	愉快學習: 提升學習動力	P.2	青協家長全動網	30/11/2023	\$1,600	Parent Ed Grant		✓	✓	✓		
	教育子女情緒管理	P.2	青協家長全動網	6/3/2024	\$1,600	Parent Ed Grant		✓	✓	✓		
	原生家庭如何影響父母管教模式	P.2	YWCA	May 2024	\$3,500	Parent Ed Grant		✓	✓	✓		
	育兒好拍檔: 與配偶合作	P.3	YWCA	Jun 2024	\$3,500	Parent Ed Grant		✓	✓	✓	✓	
	正向管教: 親職壓力及合理期望	P.3	青協家長全動網	6/12/2023	\$1,600	Parent Ed Grant		✓	✓	✓		
	培育子女社交發展	P.3	青協家長全動網	13/3/2024	\$1,600	Parent Ed Grant		✓	✓			
	提升子女抗逆力	P.4	青協家長全動網	3/1/2024	\$1,600	Parent Ed Grant		✓	✓	✓	✓	
	親子生涯規劃: 發揮內在潛能	P.4	青協家長全動網	8/4/2024	\$1,600	Parent Ed Grant		✓	✓	✓	✓	
	處理家庭衝突	P.5	青協家長全動網	13/12/2023	\$1,600	Parent Ed Grant		✓	✓	✓		
	資訊素養	P.5	青協 ismarter	Jan 2024	Free	Parent Ed Grant			✓		✓	
	性教育: 與子女談「性」	P.6	明愛愛與誠計劃	Mar 2024	\$2,200	Parent Ed Grant		✓	✓			
	升中銜接適應	P.6	青協 SW	Jun 2024	Free	GF		✓	✓		✓	
	EP 家長講座	P.1-3	EP Ms Yan	18/1/2024	Free	GF		✓	✓		✓	
	EP 家長講座	P.4-6	EP Ms Yan	2/11/2023	Free	GF		✓	✓		✓	
	理財講座: 一家之計在理財	P.4-6	家福會 HKFWS	Mar 2024	Free	Values Ed			✓	✓		
	<b>School-based Parent Workshops</b>											
	Storytelling	P.1-3	TBC	Mar 2024	\$3,000	PTA			✓	✓	✓	
	Boardgame	P.4-6	TBC	Apr 2024	\$3,000	PTA			✓	✓	✓	
	Positive Emotions	P.1-6	TBC	TBC	Free	GF		✓	✓	✓		
	PTA Joint-school Values Ed Workshops	P.1-6	TBC	Jan-May 2024	TBC	PTA		✓	✓	✓	✓	
	<b>Category 2: Learning and Teaching Series</b>											
Teachers' Sharing: Insights on Teaching Children's Learning	P.1-6	TBC	TBC	TBC	Free	SHS Teacher Feedback Questionnaire		✓	✓	✓	✓	
Parenting Talk on Supporting SEN	P.1-6	TBC	TBC	TBC	TBC	SHS Teacher Feedback Questionnaire	✓	✓	✓	✓		

Area	Activity	Target Parent (Level)	Organisation / Speaker	Date	Estimated Expenses	Resources	Evaluation Mechanism	EDB Parent Education Framework			
								1	2	3	4
<b>Category 3: Parents' Interest Classes &amp; Parent-Child Activities</b>											
	PTA Play-house	P.1-6	TBC	Jan 24	TBC	Fee by parents	SHS Questionnaire		✓	✓	✓
	繪本圖書 x 和諧粉彩	P.1-3	賽馬會幸福點子跨代閱讀計劃	24/3/2024	\$3,000	Parent Ed Grant		✓	✓	✓	✓
	親子送暖行動	P.4-6	Leaders of Voluntary Engagement Programme, CUHK	3/3/2024	Free	NA		✓	✓	✓	✓
<b>Category 4: Parents' Volunteer Service</b>											
	Parent helpers in school events e.g., Christmas Party, Sports Day	P.1-6	NA	Oct 2023 - Jul 2024	NA	NA	SHS Questionnaire		✓	✓	✓
<b>ALO Parent App</b>											
	Empowering parents with valuable resources and encouraging feedback	P.1-6	ALO Global Limited	Oct 2023- Aug 2024	\$35,000	Parent Ed Grant	SHS Questionnaire App Usage Statistics and Analytical Reports	✓	✓	✓	✓
<b>Family Connect Award Scheme</b>											
	Parents earn credits through program activities and receive a special gift as a token of appreciation	P.1-6	NA	Oct 2023 - Jul 2024	\$3,000	Parent Ed Grant	SHS Questionnaire	✓	✓	✓	✓
<b>Estimated Expenses for Area 1</b>					<b>\$69,000</b>						

Area	Activity	Target Parent (Level)	Organisation / Speaker	Date	Estimated Expenses	Resources	Evaluation Method	EDB Parent Education Framework			
								1	2	3	4
2. Designing and producing school-based parent education resources	2.1 Principal Message										
	Print parents encouraging cards and other materials	P.1 -6	NA	Oct 2023 - Jul 2024	\$3,000	Parent Ed Grant	SHS Questionnaire	✓	✓	✓	✓
		<b>Estimated Expenses for Area 2</b>			<b>\$3,000</b>						
		<b>Estimated Expenses for Areas 1 &amp; 2</b>			<b>\$72,000</b>						

Funding Source	Estimated expenses
One-off Grant on Parent Education	\$66,000
PTA	\$6,000
<b>Total:</b>	<b>\$72,000</b>

One-off Grant on Parent Education	Estimated Expenses from the Grant 23/24	Estimated Grant Surplus for School Years 24/25 & 25/26
\$200,000	\$66,000	\$134,000