



MARYMOUNT
PRIMARY SCHOOL



Annual School Report
(2020-2021)



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 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 continuous support from their Parents, students of Marymount will grow into

Integrated Persons with **W**isdom as they learn lifelong and
work for the Greater Glory of God.

2. Features of MPS

2.1 History & Recent Updates

Marymount, originally known as Holy Spirit School for girls, was founded by the Maryknoll Sisters. The school opened on 10th January 1927 at Robinson Road with only 8 classes of students sharing 4 tiny classrooms. In 1930, the school moved to the building at 140 Caine Road which provided 7 classrooms. By 1941, it had offered a complete course of studies leading to matriculation. The school was closed during war. It re-opened as Maryknoll School in 1948.

As the school continued to expand, a school building with improved facilities became necessary. In October 1957, the school moved to its present location in Happy Valley and was renamed Maryknoll Sisters' School. Initially, the building housed both Secondary and Primary Sections. It was not until 1961 that the Primary School occupied the premises at Tai Hang Road. During the school year 1978-79, after 52 years of devoted service, the Maryknoll Sisters handed over the sponsorship of the school to the Columban Sisters.

As of September 1983, the name of the school was changed to Marymount Secondary School and Marymount Primary School respectively. By 1993, to meet the needs of increasing student population in the Secondary School, the Columban Sisters had turned over the use of the school the remaining convent area on the fourth floor.

Marymount has then been sponsored by the Christian Life Community (CLC) since 1997 when the Columban Sisters initiated the transfer of sponsorship of the school. The CLC is an international Catholic lay community with a keen interest in education and commitment to the service of youth. The CLC has pledged to preserve the same school spirit, foster the traditions, and continue to provide quality education at Marymount.

Marymount Primary School started whole-day school operation at the temporary school premise at 22 Cloud View Road, North Point, in September 2002. With support from the government, the M.S.S. Alumnae Association, parents and friends, the old school building at 336 Tai Hang Road was demolished and redevelopment project began thereafter to accommodate 24 classes from P.1 to P.6, with 4 classes in each level. In addition to 24 classrooms, there are Small Group Teaching Rooms, Music Room, General Studies Room, Library, Visual Arts Room, Computer Room, Language & Music Activity Room, Student Activity Centre, PTA Room, a basketball court, a covered playground and an assembly hall at the new campus.

With support from members of our Sponsoring Body, our teachers, parents and generous donors, the *Mural of Annunciation* was constructed, which gave focus to the purpose of

education at MPS. The school began operation at the current campus in September 2006. In the school year 2007-2008, the Parent-Teacher Association further raised funds to give a facelift to the Language & Music Activity Room in response to parent-teachers' shared goal to raise students' global awareness through language, music and cultural activities. In the school year 2008-09, construction of the Chapel was completed. It was named Chapel of the Annunciation. Thanks should also be given to "Green Power" for their sponsorship and expert advice for the maintenance of our plants on G/F and LG1/F since 2008. The Roof Gardens, sponsored by the University of Hong Kong and the HSBC, were ready for appreciation and use in the school year 2010-11. The Roof Gardens were named "Haven of Harmony" and "Haven of Peace".

Our Incorporated Management Committee was established on 31st August 2015. This provides us with greater autonomy and flexibility in our daily operations, resources management and planning for school development. All members actively participate in school activities and support the direction of school.

To enhance our capacity for STEAM education development, a fund-raising campaign "BRICK it your way" was organised in 2016. With this fund, our WiseLab, Visual Arts Room and General Studies Room were renovated to align with the current and even future education development. Besides, a Start-up Lab (sponsored by Jockey Club) was also renovated and Language & Music Activity Room was given a facelift to facilitate students' learning as well as to enrich their learning experiences. In 2019, a new set of Light and Audio system (sponsored by Quality Education Fund) and LED wall were installed in the School Hall. We remain grateful for the concerted efforts of all stakeholders and benefactors of our school.

2.2 School Culture

We provide students and teachers with a learning environment conducive to the pursuit of quality and whole-person development. Teachers support students to apply the knowledge and skills they have learnt to serve the Christian values of care, love, compassion and wisdom. The word 'magis'— Latin for 'more', is central to students' and teachers' work as we search for excellence. Ample learning opportunities are created and developed for both students and teachers to explore and excel through the Learning and Teaching Processes of various platforms. Teachers are encouraged to work collaboratively with each other and with the administration to teach students in ways that enable them to learn more. In-house sharing, celebration of students' achievements and the publication of good practices unify teachers, students and parents around the School Vision and Mission and commitment to quality.

Based on the educational philosophy of our sponsoring body, we foster a culture of reflection and undertake the mission to serve. Reflection leads to the awareness of our strengths and weaknesses and, by offering services, we work for the 'magis' in our personal, social and spiritual development. The Spiritual Exercises of St. Ignatius provide a sound and solid foundation on which we have built our school culture. Ignatius' favourite phrase, 'our way of

proceeding’, captures succinctly the culture emerging in our school – as we work and learn together, we internalize our own norms and values, the Christian values of care, love and compassion. We form ourselves as we teach, and form our students to be ‘Caring, Loving and Compassionate Global Citizens who love to Learn, Lead and Serve’.

The harmonious and collaborative school culture was moulded and established to embody the accumulated Values and Purpose of the School Vision and Mission over the past years, and the Vitality and Goals are continually renewed and recreated to stimulate ongoing progress. With the shared beliefs, values and school expectations, teachers, students and parents have been working hand in hand to foster an effective and collaborative school culture through every phase of school life which, in turn, supports the formation of MPS Graduates.

The school culture reflects the values, aspirations, needs and experiences of our stakeholders. The following summarizes our stakeholders’ ratings of our school climate on a 5-point scale:

| Stakeholders | 2018-2019 | 2019-2020 | 2020-2021 |
|--------------|-----------|-----------|-----------|
| Students | 4.2 | 4.3 | 4.3 |
| Teachers | 4.4 | 4.4 | 4.3 |
| Parents | 4.5 | 4.6 | 4.6 |

2.3 Class Structure

There are four classes in each level from Primary 1 to 6. Under a symmetrical structure, all students admitted are able to enjoy schooling until Primary 6. An average of about three quarters of the entire Primary 6 students continues their education in Marymount Secondary School after Secondary School Places Allocation (SSPA).

No. of students (2020-2021) as of 30.06.2020

| | |
|--------------|------------|
| P.6 | 111 |
| P.5 | 117 |
| P.4 | 113 |
| P.3 | 117 |
| P.2 | 120 |
| P.1 | 126 |
| Total | 704 |

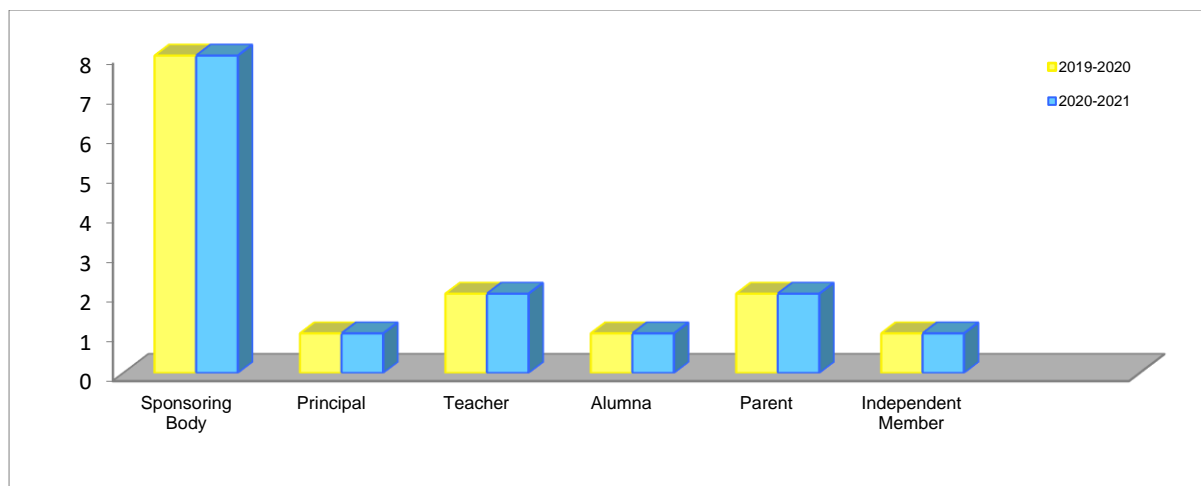
Class Structure

| | A | B | C | D |
|-----|---|-----|---------|---|
| P.6 | | | | |
| P.5 | | KEY | STAGE 2 | |
| P.4 | | | | |
| P.3 | | | | |
| P.2 | | KEY | STAGE 1 | |
| P.1 | | | | |

2.4 Incorporated Management Committee

Our Incorporated Management Committee (IMC) comprises members from our sponsoring body and stakeholders including teachers, parents and independent member.

Composition of the Incorporated Management Committee



Members of the IMC 2020-2021

Members

Dr. Éadaoin K.P. Hui
 Fr. Seán Ó Cearbhalláin, S.J.
 Ms. Barbara Chan
 Mrs. Jennie Chor
 Ms. Jasmine Hui
 Ms. Veronica Ma
 Prof. Alice Wong
 Ms. Monica Ip
 Ms. Brenda Lo
 Ms. Winnie Tse
 Ms. Jovy Leung
 Ms. Cheryl Chui
 Ms. Michele Liu
 Mr. Michael Chow
 Mr. Paul Leung
 Dr. Daphne Ho
 Ms. Asha Sharma

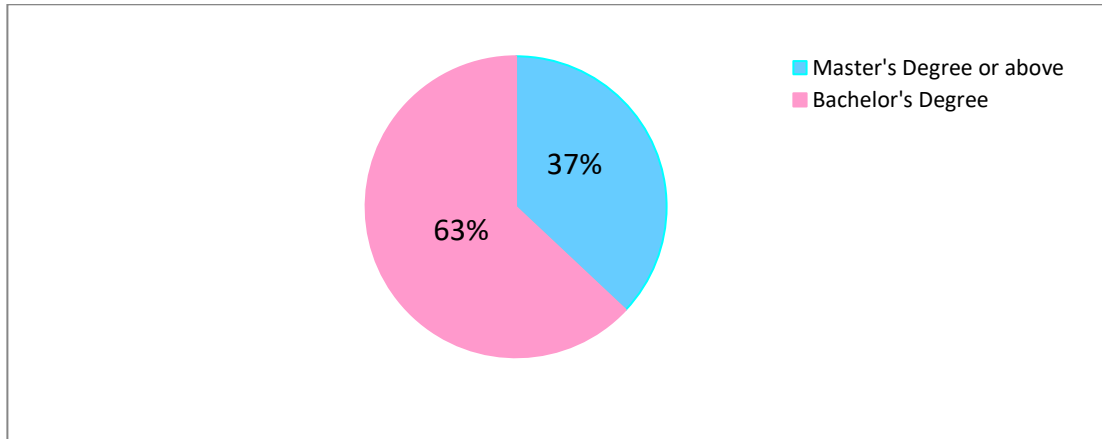
Capacity

School Sponsoring Body
 School Sponsoring Body
 School Sponsoring Body
 School Sponsoring Body
 School Sponsoring Body
 School Sponsoring Body
 Alternate School Sponsoring Body Manager
 School Principal (MPS)
 Teacher Manager
 Alternate Teacher Manger
 Alumna Manager
 Parent Manager
 Alternate Parent Manger
 Independent Member
 Appointed Non-Voting Member (MSS) (In attendance)
 Honorary Legal Advisor (In attendance)

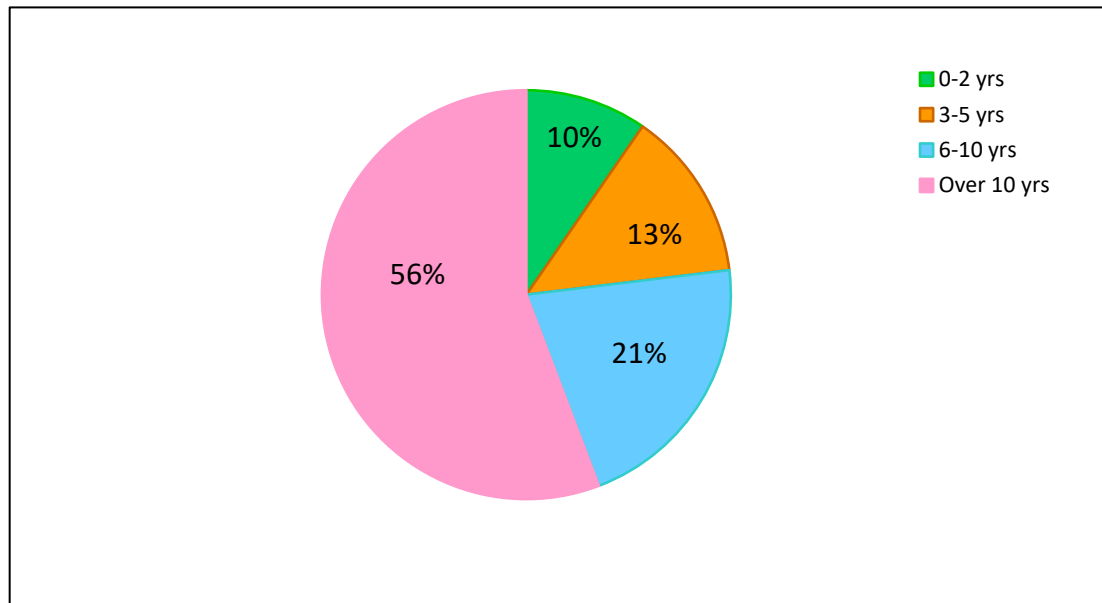
2.5 Our Teachers and Principal

Our team of teachers comprised 52 staff members in the past year. Among them, 44 are in the establishment, 1 teacher was funded by the Capacity Enhancement Grant, 2 teachers by Non-Chinese Speaking Student Grant, 1 by Grant Scheme on Promoting Effective English Language Learning in Primary Schools and Teachers' Relief Grant, 3 by the Teachers Relief Grant, and 1 teacher by the MSSAA sponsorship.

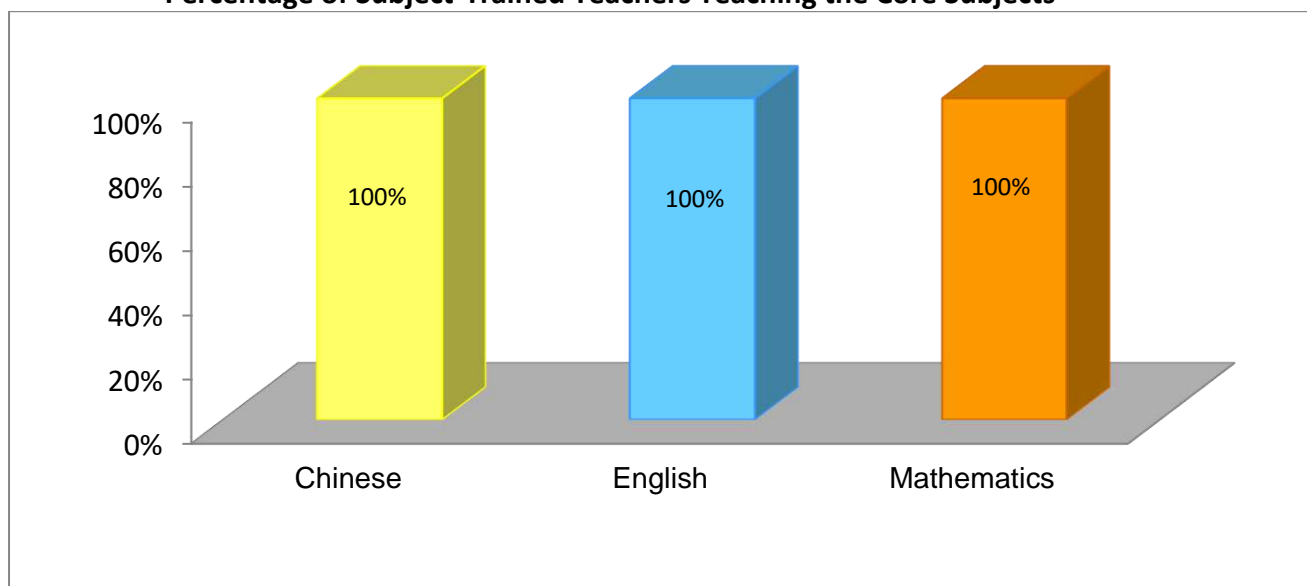
Highest Academic Qualifications Attained by Teachers and Principal



Percentage of Teachers with the Stated Years of Teaching Experience



Percentage of Subject-Trained Teachers Teaching the Core Subjects



2.6 Our Partners in Education

Parents and MPS Parent-Teacher Association (PTA)

Our School highly values home-school partnership. Parents' views have been taken into great consideration in the formulation, planning and implementation of school policies and activities for the benefit of students in the areas of academic achievement and personal development. There are two Parent Managers in the Incorporated School Management Committee. They expressed their views and shared their aspirations. Open and close communication between parents and School has been maintained through the School Website and Parent App, with parents being well informed of the school policies, events and recent development. Activities including Orientation Day, Parents' Meetings, Parents' Nights, Parent-Teacher Interviews and SSPA Briefing Sessions were arranged to enhance mutual understanding and strengthen home-school co-operation.

Apart from enhancing home-school partnership, our PTA works for the well-being of the students and the School. On Sports Day and Games Day which parents have co-organized with the School, members of PTA have volunteered to give great support to the School. They also give help in different school activities, such as School lunch (Lunch Helpers), Christmas Celebration (Santa Mama and Papa) and Students' outings. Also, PTA Website is regularly updated with photos and information and newsletters are published every year.

Due to school suspension during the COVID-19 outbreak, only the following activities co-organized by PTA and the School could be conducted in 2020-2021:

- Christmas Celebration (on ZOOM)
- P.6 Graduation Gathering
- Fun Time with Parents
- Mini Fun Fair with MSS
- Publication (P.6 Graduation Yearbook and PTA Newsletters)

Home-school partnership reflects shared values, aspirations and mutual trust of our parents and teachers. The following summarizes our stakeholders' rating of our home-school co-operation on a 5-point scale:

| Stakeholders | 2018 - 2019 | 2019-2020 | 2020-2021 |
|--------------|-------------|-----------|-----------|
| Parents | 4.2 | 4.2 | 4.2 |

MSS Alumnae and the MSS Alumnae Association

There are strong ties between the alumnae and the School. A number of our school managers are alumnae, serving the school with their expertise, advice and support. Some serve in the school as teaching staff. The MSS Alumnae Association has generously supported the school. They help in the school development through their involvement in fund-raising activities and organizing special school functions. Since the school year 2005-06, alumnae with distinguished achievements have been invited to address our graduates on Graduation Day. The MSSAA Ex-co has also been invited to join various school activities such as Sports Day and Christmas Celebration.

2.7 Learning and Teaching

MPS provides students with a broad and balanced curriculum for the acquisition of knowledge, skills and attitudes. The contents of the 10 curriculum subjects are developed in a spiral manner, which allow students to revisit the subject matters with increasing complexity at different developmental levels. With reference to the curriculum framework recommended by the Education Bureau (EDB), subject panels formulated their school-based initiatives in accordance with students' strengths and needs, to enrich their learning experiences and develop their full potential.

Teachers make good use of the learning and teaching materials and e-resources in organizing various learning and teaching activities, such as group work and pair work, so that students' learning skills and generic skills can be fostered and exercised. Students are also encouraged to present their work and share their ideas in the lessons in order to reinforce their motivation and confidence to excel for 'magis'. The educational philosophy of our sponsoring body, the Ignatius Pedagogical Paradigm (IPP)*, has inspired our teachers to put their continuing reflection and evaluation of teaching experience in context, prompting their actions to form part of the school's improvement process.

Teachers display good communication skills and make flexible use of learning activities, questioning skills and Information Technology to engage the minds, hearts and wills of the students in learning. Such learning experiences enable the students to organize facts, concepts and principles into deeply acquired knowledge. Students' learning effectiveness can then be undertaken in the form of assignments and applications which indicate their growth and depth in knowledge, skills and values. Summative and formative assessments are used to assess the degree of mastery of knowledge and the skills achieved.

With the guidance of Dr. K. C. Pang, an external consultant, all teachers constructed the MPS Teaching Philosophy in June 2012: we believe that a Motivating, Interactive, Inspiring, Effective and Reflective lesson enriches student learning. The following summarizes our stakeholders' ratings of our teaching on a 5-point scale:

| Stakeholders | 2018-2019 | 2019-2020 | 2020-2021 |
|--------------|-----------|-----------|-----------|
| Students | 4.1 | 4.1 | 4.0 |
| Teachers | 4.4 | 4.2 | 4.4 |

* **'Ignatius Pedagogical Paradigm'** – It is the substantial and appealing model that speaks directly to the teaching-learning process. The continual interplay of CONTEXT, EXPERIENCE, REFLECTION, ACTION and EVALUATION become an effective ongoing pattern for learning as well as a stimulus to remain open to growth to a lifetime. (*The Characteristics of Jesuit Education and Ignatian Pedagogy, A Practical Approach. Martin Scoope. 2002*)

Teaching strategies to cater for students' learning diversity were evaluated, refreshed and renewed where appropriate, through staff development activities (Appendix A), including school visits, overseas learning trips, seminars, Collaborative Lesson Planning (CLP) and Lesson Observation (LO). Panels were also invited to work with the EDB or other educational institutions on specific programmes and schemes to cater for high-achieving students. Based on students' multiple intelligences and teachers' observation, students with specific talents were selected and nominated to join special courses, competitions and School Teams, or apply for scholarships and territory-wide awards, so as to broaden their exposure and develop their abilities and potentials. Appropriate measures were also formulated for students with special educational needs (SEN). The provision of different therapeutic services, small group teaching, after-school homework classes and curriculum and assessment adaptations were in place to support students with different abilities in learning.

The following summarizes our stakeholders' ratings of student learning on a 5-point scale:

| Stakeholders | 2018-2019 | 2019-2020 | 2020-2021 |
|--------------|-----------|-----------|-----------|
| Students | 4.0 | 4.0 | 3.9 |
| Teachers | 4.3 | 4.4 | 4.2 |
| Parents | 4.1 | 4.1 | 4.0 |

2.8 Support for Student Development

We put stresses on the nurturing of students' whole-person development. The Learning and Teaching Division works closely with Pastoral Care Division to support students in values education, moral education, spiritual education, gifted education, guidance and counselling, after school teams and activities (ASTA) and catering for special educational needs (SEN).

Apart from Code of Respect, the MPS core values which comprise CLC (Care, Love and Compassion) and Six Attributes (Responsibility, Gratitude, Care, Integrity, Perseverance and

Wisdom) are disseminated through our formal curriculum, Religious and Values Education lessons, Assemblies and various religious activities such as Confession and Thanksgiving Mass.

The Guidance and Formation (GF) Committee organized a series of comprehensive developmental guidance and counselling programmes that meet the students' personal and social needs at their different stages of development. Assembly serves as a time to promote positive values and good behaviour, to share learning experience, and to celebrate students' achievements. The GF Committee imparted clearly to students during assemblies the School's expectations regarding student behaviour by referring to the MPS Core Values, by which students abide under constant guidance.

To reinforce students' positive values and attitudes, level-based programmes such as interactive talks and positive reinforcement activities were organized to meet the needs of students of different developmental stages. Most of them enjoyed the programmes and agreed that they had learnt more about the needs of others. These activities sowed the seeds that cultivate students' grateful hearts, integrity and enhanced their awareness of caring for the needy around them. The Understanding Adolescent Project, which aimed at enhancing students' resilience in coping with the challenges they have to face as they grow up, was conducted for P.4 to P.6 target students. The effectiveness of the programme was affirmed by teachers, parents and participating students. It was also indicated that the participating students made progress in emotion management, conflict resolution and interpersonal skills. At the beginning of the school year, the P.1 and Newcomers Adaptation programme was conducted to enable P.1 students and newcomers to adapt themselves to the new school environment. Additionally, for the senior students, the School Prefect Team allowed the team members to learn and practise techniques in critical and creative thinking, problem solving and leadership. Their training sessions guided them to reflect not only on their responsibility, but also on their leadership role, especially in serving others and the School.

Apart from maintaining a mechanism of early identification of students with special educational needs at Primary 1, small group teaching was arranged for Primary 2 to Primary 6 to assist less able students in Chinese Language and Mathematics. Since the students involved enjoyed both the cooperative learning activities and the closer relationship developed with their teachers, their learning motivation and abilities were enhanced. Learning support was arranged for SEN students by the 2 Student Support Teachers (SST). Besides in-class support and after school online learning class, home assignment and assessment accommodation were also provided to cater for the needs of these students. Besides the support given to SEN students, students with difficulties in learning and completing homework were also invited to join the Online Learning Class provided by SST, with a teacher-to-student ratio of 1:3.

In order to enhance our school's capacity to cater for students' diverse educational needs, we joined the 'School-Based Educational Psychology Service' which was supported by Education Bureau. Through regular school visits, the Educational Psychologist (EP) supported and advised us in the areas of Student Learning Support, Gifted Education, Crisis Management and Developmental Guidance and Student Development. With the Educational Psychologist's support and advice, our school's capacity to cater for students' diverse educational needs were enhanced. This year, the HK Federation of Youth Groups provided the Comprehensive

Student Guidance Service for our school. Apart from assisting us in drawing up the school-based student guidance policy, Student Guidance Personnel (SGP) also rendered assistance in implementing the student guidance service in the areas of Personal Growth Education, support service for parents and teachers, as well as responsive service for students.

This year, for students with Speech Impairment, individual training sessions were conducted by a speech therapist from Hong Kong Speech and Swallowing Therapy Company Limited throughout the school year in both face-to-face mode and zoom mode. Students were engaged in activities to improve their speech, voice, language and communication abilities.

Besides the support given to students, some online resources to parents were given by Education Bureau to share methods and strategies on facing challenges in parenting via School App.

In order to facilitate students' whole-person development and person growth, the school made use of the School-based After-school Learning and Support Grant from the Education Bureau to subsidize financially needy students to participate in After-school Learning and Support Programmes or Life-wide Learning activities. This year, several students were subsidized to participate in school-based after-school activities, such as instrumental classes, educational visits, interest groups and post-exam learning activities. The school will continue to make every effort to support and cater for the diverse needs of different students.

Close communication with parents was maintained throughout the year. Different communication channels like Parents' Meetings, Parent-Teacher Interviews, Parent Workshop and Parents' Newsletter from SGP were available to facilitate communication between the School and the parents. With the support of the Class Teacher Group that comprised 24 class teachers and all the other teachers, a caring and supportive learning environment was created for our students.

With various learning platforms and experiences, students are groomed to be 'Caring, Loving and Compassionate Global Citizens who love to Learn, Lead and Serve'. It has been reflected that students were able to demonstrate respectful behaviour in different areas, show concern for others and are pleased to accept responsibilities. According to the results of Stakeholder Survey (SHS), about 84% of students and 87% of parents agreed that the teachers were able to help them / their children solve problems they encounter in their growing process; about 89% of students agreed that the teachers cared about them, and about 93% of parents agreed that the school could foster in their children good virtues and over 97% of parents agreed that the teachers cared about their children. It is also very encouraging to see that over 98% of teachers agreed that the school's discipline and guidance work was geared to students' development needs; and 98% of teachers agreed that the school actively helped students develop correct values. The above positive data shows that the school provided successful and encouraging support for student development. The following summarizes our stakeholders' ratings of support for student development on a 5-point scale:

| Stakeholders | 2018-2019 | 2019-2020 | 2020-2021 |
|---------------------|------------------|------------------|------------------|
| Students | 4.1 | 4.1 | 4.1 |
| Teachers | 4.4 | 4.3 | 4.3 |
| Parents | 4.3 | 4.3 | 4.3 |

2.9 Student Performance

Students are intelligent, confident and passionate. The majority of students were aware that their learning capacity on academic performance had been strengthened through reading, self-learning and project learning. They demonstrated initiative in exploring diversified resources for learning and enjoyed the different learning experiences in Bloom Time, Assemblies and Post-assessment Learning Activities. The school's effort in planning different modes of assessment contributed to stimulating and inspiring students to apply various skills in cross-subject learning activities. The implementation of challenging tasks in regular lessons, project learning and assessments has boosted students' ability in synthesizing and evaluating the knowledge learnt to a higher level.

It was also observed that students showed their caring and compassionate attitude. They participated in different voluntary services or programmes such as Flag selling and Community Youth Club. Their good virtues were acknowledged by both parents and the community.

In order to enhance students' Multiple Intelligences, support their learning in the formal curriculum and enrich their learning experiences, 16 School teams and 18 interest classes have been arranged. Furthermore, the school also nominated gifted students and high-achievers to several gifted programmes such as Gifted Student Members of The Hong Kong Academy for Gifted Education, Program for the Gifted and Talented by the Chinese University of Hong Kong.

In 2020-2021, owing to the school suspension, only Semester 1 and 3 assessments were conducted for all levels except for P.5 and 6. Students achieved good results in internal assessments in English, Mathematics and General Studies. Despite the outbreak of the COVID-19 in which a lot of competitions were cancelled, students' performances in other learning experiences were equally impressive. They took part enthusiastically in a wide range language and coding competitions, such as Hong Kong Schools Speech Festival, Hong Kong Budding Poets (English) Award and Coolthink@JC Competition. A full summary of all the external awards is presented in Appendix B.

2.10 School Self Evaluation

The School Self Evaluation (SSE) Team works towards integrating expectations regarding the School Development & Accountability Framework stipulated by the EDB with our school culture – one characterized by a learning/teaching environment conducive to the quality pursuit and whole-person development for both teachers and students.

With the ultimate aim of enhancing students' academic and non-academic performances through continuous school self-evaluation and improvement, the SSE Team encourages all the panels/teams/teachers to apply the planning, implementation and evaluation (PIE) cycle in different aspects of school operation. Support measures are implemented through meetings and conversations to give feedback at all levels on the PIE cycle, in the aspects of quality assurance and attaining the magis. Using the Stakeholder Survey (SHS), Assessment Programme for Affective and Social Outcomes (APASO), Key Performance Measures (KPM)

supported by the EDB and the school-based evaluation methods, such as school-based questionnaires and reflection sheets, the SSE Team is better able to evaluate school performance in a more comprehensive manner. These facilitate the evaluation of our overall school performance against the targets set for the stated Major Concerns in our School Development Plan (SDP) and Annual School Plan (ASP).

After evaluating the effectiveness of our previous SDP (2016-2019) and the school's overall performance based on the Performance Indicators provided by the EDB, all teachers proceeded to contribute to the formulation of our 3-year SDP (2019-2022) with a discerning spirit. Teachers refocused on the school vision and mission, shared their views on educational trends and identified the strengths, weaknesses, opportunities and threats in the school context, for the further enhancement of student learning and student formation. Two Major Concerns, 'To develop young leaders with positive mindsets' and 'To develop young leaders with independent learning skills' were set, complemented with a list of explicit targets. Teachers, Panels and Teams worked on the general outlines of strategies and planned their yearly schoolwork to address the Major Concerns. Staff development activities, formal meetings and staff sharing were conducted strategically to ensure the spirit and expectations of SSE, SDP and ASP were conveyed and implemented at the planning level and classroom level.

3. Achievements and Reflections on Major Concerns

3.1 COVID-19 Pandemic

With the continuation of the COVID-19 Pandemic, schools in Hong Kong experienced another prolonged suspension from late November 2020 to mid-January 2021. While schools were reopened in January, no more than one-sixth of the total number of students were allowed to return to a school for face-to-face classes on a half-day basis in the morning. Such measure was loosened in late February, in which the upper population limit was expanded to one-third of schools' overall population. Whole school resumption was eventually feasible in late May 2021.

In response to the suspension, planned tasks to be conducted were either put on hold or adapted accordingly to make the implementation of the proposed tasks possible during Home Learning or when face-to-face classes were resumed. Due to the abovementioned situation, the following report on achievements and reflection was written mainly based on the completed tasks in the last academic year.

3.2 Major Concern A

To develop young leaders with positive mindsets

Targets

1. Foster students' awareness of "The Power of Yet" through a whole-school approach
2. Develop "grit" in our students through a whole-school approach

3.2.1 Achievements

The two proposed targets this school year actually worked hand in hand with the year theme "Perseverance". Despite the COVID pandemic, different Panels and Teams tried to introduce tasks to respond to the proposed targets to facilitate students' understanding towards the importance of appreciating themselves and keep trying without giving up.

Target 1

In order to instil the idea of "The Power of Yet" in students, different opportunities were created by Panels and Teams to allow students to put this idea into practice. In the Formal curriculum, various panels (Chinese, English and Visual Arts) invited teachers to provide written feedback to students in the form of positive comments besides numerical scores and grades so as to encourage students to develop confidence in themselves and not to give up easily. Based on the results collected by the panels, students expressed that such practice motivated them to strive for their best, and reminded them to stay positive that they would eventually reach their goals with the effort they paid.

Not only were students provided with such learning opportunities in the Formal curriculum, activities were also arranged outside class to let them experience how the concept of “The Power of Yet” could be applied in different situations. Though the activity was not conducted as intended due to the cancellation of lunch break activities, students were invited to share their on-going learning process of their talents on the Informal Curriculum Development (ICD) Committee YouTube channel. Instead of reserving the platform for students who could bring perfect performance, MPS Got Talent encouraged students to showcase their achievement regardless of their abilities. An overwhelming number of videos was received from students sharing their learning journey during the suspension period in Chinese New Year this year, which was very encouraging to see.

Target 2

To help students develop their grit, diversified experience was provided to students both through Formal and Informal curriculum. Besides the tasks designed for each level which centered around the theme “Grit” by the English and RME panels, Music and PE panels also conducted tasks to enhance grit in students. While the PE panel required students to pay continuous effort to complete the PE challenge given, similar approach was adopted by the Music panel for students’ recorder learning with the use of Practice Makes Progress (PMP) Log. Both tasks encouraged students to keep trying without giving up easily, and according to the feedback received, students were more motivated to persevere with these tasks introduced.

Since “Grit” was closely related to the Year Theme Perseverance, the year-long Diamond Donkey Challenges and the Gritty Journal organised by the Values Education Committee provided an effective platform for students to develop and demonstrate their grit. Ranging from personal goal setting, class-based challenges like the Chinese and English word posters to individual challenges like Minute-to-win-it @ MPS (in collaboration with the GF Committee), students indicated that the activities and the journal enabled them to develop grit and determination during the process.

The impact of the above two targets on students’ learning this year can be reflected from the following results from our School-based Questionnaires and Students’ Questionnaires (APASO):

**the data collected involved all P.3-6 students in 2020-2021*

School-based Questionnaire results

| | Strong Agree & Agree July 2021 |
|--|---|
| My teachers always encourage me not to give up easily. | 83% |
| My teachers always encourage me to try. | 87% |
| I understand the importance of not giving up. | 85% |
| I will persevere and will not give up easily when completing tasks. | 82% |
| I am willing to try even if I am not good at something. | 79% |
| I understand “grit” better through the activities or tasks designed by the school/ teachers. | 70% |
| I understand the importance of staying positive even when facing challenges or difficulties better through the activities or tasks designed by the school/ teachers. | 80% |
| I will try to stay positive when facing challenges or difficulties. | 83% |

Students' Questionnaire (APASO) results: Perseverance

| | Strongly Agree & Agree July 2020 | Strongly Agree & Agree June 2021 |
|---|---|---|
| I persist in most of the things I do. | 94% | 91% |
| I do not stop my work even if it is very difficult. | 87% | 85% |
| I take on things and able to finish. | 93% | 90% |
| I usually keep on trying for success. | 91% | 93% |

Though the data obtained reflected the majority of students were still holding positive views towards the two targets this school year, a mild drop was also recorded. Among all the different items listed, it is worth noting that only 70% of students indicated that the activities and tasks arranged by the school and teachers helped them better understand “grit”. Such results could be correlated with the fact that a lot of the planned tasks were cancelled or partially implemented due to the school suspension under COVID. With the reduced related experience provided to students throughout the year, the effectiveness of inculcating the two proposed targets in students was thus being affected.

3.2.2 Reflections

With COVID continued to be an issue and schools were once again suspended, the two proposed targets under Major Concern A were not fully achieved. Though different Panels and Teams were being agile in trying to carry out the proposed tasks to the best of their ability, the change in the delivery mode (from face-to-face to online) and the shortened implementation period had no doubt reduced their impact on students. With the limitation of reduced lesson time as well as the guidelines in response to COVID given by the Education Bureau (in which group work and inter-class activities were considered as not advisable), it greatly restricted the type and scale of action-oriented experience the school could provide to students. Tasks mentioned in 1.2.1 like the written feedback teachers provided to students and the Diamond Donkey Challenges were on and off paused because of the switching between face-to-face learning and online learning from time to time. Such hybrid learning mode had affected the momentum of the activities, and in turn influenced their impact on students.

In view of this, in late June to July when the pandemic situation became more stable, the Curriculum Development Committee collaborated with the Informal Curriculum Committee and organised Eureka Days to further provide students with diverse action-oriented experience, hoping students to be able to develop their grit while having fun in trying out activities which were mostly unfamiliar to them. Though not being reflected in the ASPASO or School-based Questionnaire data (as the event was held after the completion of the data collection), very positive feedback was obtained and through the week-long activity, students were able to demonstrate and put their grit in action during the process.

From the data gathered, it is apparent that the notion of developing positive mindset in students has to be further strengthened. In the coming school year, the school will be working with Bei Shan Tang Foundation on Positive Education, in particular, character strengths, in hopes to deepen the present work the school has done in this area. While the idea of positive mindset mainly focussed on “Self” in these two years, opportunities for students to extend this idea to “Others” will be the upcoming focus, hence the school will also try to implement various mental models from the Compassionate Systems Framework in the next school year. Besides continuing to cultivate students’ positive mindset within themselves, Panels and Teams should create meaningful experiences for students in the coming school year to learn with others and from others.

3.3 Major Concern B

To develop young leaders with independent learning skills

Targets

1. Provide student-centred opportunities to foster students' CC skills (Creativity & Collaboration)
Creators: able to take risk, investigate problems and generate original ideas fluently from different perspectives
Collaborators: able to give constructive feedback and receive feedback positively
2. Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

3.3.1 Achievements

Amidst the prolonged situation of COVID-19, the school stayed agile to nurture students' creativity and collaboration and ensure students' solid foundation with shortened school hours and reduced number of lessons. Because of shortened school hours, students' solid foundation of different aspects could be highly affected as well, providing opportunities to reflect on the usual practices in building students' foundation.

Target 1

To nurture students' creativity and collaboration, students have to be given ample time and space with appropriate design of tasks and activities. Because of the shortened school hours, activities that involved collaboration skills and creativity thinking have been limited. On top of the lesson time, the majority of activities planned as mentioned in the plan was cancelled due to the pandemic situation under the limitation of social distancing.

Regardless of the difficulties, teachers tried their best to include activities to boost students' creativity and collaboration, yet the effectiveness might not be as high as the expected one. From the school-based questionnaire, we can see that a majority of students and parents agreed that the students have become more able in generating ideas from multiple perspectives. Teachers had expressed that they had created space and opportunities for students to brainstorm different ideas. Teachers had created space for the nurture of students' creativity under all limitations.

Although the lesson time had been reduced, teachers had made use of the afternoon to create learning opportunities for students on zoom. Other than having a reduction in number of lessons due to the shortened school hours, the module curriculum was cancelled to create more subject lesson time for students. The module curriculum was then rearranged in the afternoon to promote students' learning in brainstorming tools. Service providers were invited to teach students on the usage of thinking tools. The arrangement is as follows:

| | |
|------------------|---|
| P.1 – P.3 | Six Thinking Hats by Edward de Bono |
| P.4 – P.5 | Mind Map by Tony Buzan |
| P.6 | Compassionate Systems Thinking (System Iceberg & Ladder of Inference) |

The thinking tools mentioned serve different purposes. Six Thinking Hats and Compassionate Systems Thinking tools enable students to generate ideas from multiple perspectives; while Mind Map enables students to brainstorm ideas more fluently.

On top of the afternoon modules on thinking tools, Eureka Days were created after final assessment for students to learn from various activities. The activities were designed to promote students' learning in creativity and collaboration. Through teachers' observation, students were able to collaborate with students through team building and sports activities and take risks in trying activities they were not familiar with.

The development of creativity was extended to the learning time in the afternoon and after assessment, however, the development of collaboration is highly constrained by the measures of social distancing. Although students' group interaction among peers was limited, teachers tried to create peer learning through online learning and peer feedback orally in class. Through that, the three stakeholders agreed that students had become more capable in receiving and producing constructive feedback.

| <u>School-based Questionnaire results (Students)</u> | | Strong Agree & Agree July 2021 |
|--|---|---|
| Creativity | My teachers give me chances to come up with ideas from different perspectives. | 82% |
| | I make use of different brainstorming tools (6 Thinking Hats/ Mindmap) to come up with ideas from different angles. | 70% |
| | The brainstorming tools (6 Thinking Hats/ Mindmap) can help me come up with more ideas from different angles. | 65% |
| | I will continue to use the brainstorming tools learnt in the future. | 72% |
| Collaboration | My teachers provide chances for me to give feedback to others. | 79% |
| | I am able to give positive feedback with suggestions to others. | 81% |
| | I listen to my teachers' feedback to make improvement. | 86% |
| | I listen to my classmates' feedback to make improvement. | 82% |

| <u>School-based Questionnaire results (Parents)</u> | | Strong Agree & Agree July 2021 |
|---|--|---|
| Creativity | My daughter is more able to come up with ideas from different perspectives. | 80% |
| | My daughter will make use of different brainstorming tools (6 Thinking Hats/ Mindmap) to generate ideas from different perspectives. | 62% |
| Collaboration | My daughter is more able to provide positive feedback with concrete suggestions to others. | 80% |
| | My daughter receives others' feedback positively for improvement. | 83% |

| <u>School-based Questionnaire results (Teachers)</u> | | Strong Agree & Agree July 2021 |
|--|---|---|
| Creativity | I provide opportunities for students to come up with ideas from different perspectives. | 95% |
| | I make use of different brainstorming tools (6 Thinking Hats/ Mindmap) to help students generate ideas from different perspectives. | 86% |
| Collaboration | I provide opportunities for students to give constructive feedback to each other. | 88% |
| | Students are able to provide positive feedback with concrete suggestions to others. | 95% |
| | Students receive feedback from teachers positively. | 100% |
| | Students receive feedback from peers positively. | 90% |

| <u>Students' Questionnaire (APASO) results: Creativity</u> | Strong Agree & Agree July 2020 | Strong Agree & Agree June 2021 |
|--|---|---|
| I have the urge to do the most common things in new ways. | 85% | 86% |
| I always have a flow of new ideas. | 87% | 85% |
| I can easily think of different solutions to the same problem. | 86% | 81% |
| I consider the problem from multiple perspectives. | 89% | 84% |

Target 2

Although the overall lesson time is shortened because of the pandemic arrangement, teachers ensure students would be able to build the solid foundation in their respective subjects. According to the school-base questionnaire, we can see that a majority of parents and teachers agree that students' solid foundation in various subjects has been reinforced. However, students were not as confident as parents and teachers.

From that, students' confidence has to be improved through application. There are many possibilities for this discrepancy in data. To ensure students to be more confident, students' voice has to be listened to by teachers and parents. Opportunities for students to express their enquiry in lessons may empower students to own their learning and boost their confidence.

| <u>School-based Questionnaire results (Students)</u> | Strong Agree & Agree July 2021 |
|--|---|
| I am more confident with my spelling/word recognition/calculation/ability in using e-devices for learning. | 78% |

| <u>School-based Questionnaire results (Parents)</u> | Strong Agree & Agree July 2021 |
|---|---|
| Teachers design tasks/activities to help my daughter develop solid literacy/numeracy/digital literacy which aim at fluency and accuracy | 88% |
| An improvement in my daughter's literacy/numeracy/digital literacy can be observed. | 89% |

| <u>School-based Questionnaire results (Teachers)</u> | Strong Agree & Agree July 2021 |
|--|---|
| I design tasks/activities to help my students develop solid literacy/numeracy/digital literacy which aim at fluency and accuracy | 86% |
| An improvement in students' literacy/numeracy/digital literacy can be observed. | 81% |

3.3.2 Reflections

With the prolonged constraints imposed by COVID-19, the foreseeable uncertainty requires our teachers to cope with the new learning trend. When the school hour has been shortened, the learning time has to be extended out of lesson time. Learning activities also have to be designed to be more effective in ensure student's learning. This implies two directions for future development: students' ability in independent learning and teachers' professional development in coping with the new learning trend.

To cope with the learning trend, students will have to cope with blended learning mode with the mixture of online learning materials and traditional mode of learning. Students' readiness in online learning has to be promoted in earlier stage. Even if school suspension happens again, impact on students' learning would be expected to be minimised through their adaptability in blended learning.

Professional development on how teachers can apply tools and ideas more effectively in class would enable teachers to cope with the trend more effectively and efficiently. A workshop on the usage of Mind Map had been arranged for the teachers. However, teachers had expressed that they might not be very confident in applying it in their future lessons. Instead of enabling teachers to learn new teaching pedagogy, the application has to be reinforced to enable teachers to use the tool more confidently. Exchange among teachers can a way out to ensure teachers' application, with more confident teacher empowering other teachers in adopting new pedagogy. Collaborative lesson planning focusing on *how* a subject matter can be taught would be beneficial to the development.

To further students' learning of creativity and collaboration, module curriculum can be arranged to integrate students' learning. Opportunities can be created for students to apply their knowledge and skills learnt in different subjects in a relevant and authentic context. To enable the curriculum to be successfully implemented, staff development and curriculum design would be necessary.

Staff Development Plan

Purpose of Staff Development Planning

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

To address our *major concerns and continue with professional development as teachers, we commit to the Staff Development Plan as follows:*

| A. Staff Wellness / Addressing Major Concerns A and B | | | |
|--|--|---|---|
| Date | Topic/Goal | Participants | Speaker(s)/ Facilitator(s) |
| Sep 2020-10-31 Jun 2021 | Positive Education Learning Circle | Ms. K. To Ms. A. Ho Ms. J. Chow | Bei Shan Tang Foundation Positive Education Hong Kong |
| 21 Dec 2020 | Values Education—Grit and The Power of Yet | All Teachers | Ms. W. Tse Ms. J. Chow |
| 19 Feb 2021 | Creativity—Brainstorming Tools | All Teachers | Ms. J. Leung |
| Nov 2020 to Jun 2021 | Various School Visits | Related Teachers | Ms. B. Lo Mr. W. Chau Ms. W. Tse |
| B. Support for New Teachers | | | |
| Date | Topic/Goal | Participants | Speaker(s)/ Facilitator(s) |
| 19 Aug 2020 | New Teachers' Induction | New Teachers: Ms. Lisa Lau Ms. Sabrina Tsang Ms. Crystal Yeung Mentors: Ms. Ammie Ng Ms. C. Tsang Ms. V. Lui | Ms. B. Lo Mr. W. Chau Ms. W. Tse Ms. J. Leung |
| 27 Nov 2020 10 Mar 2021 | New Teachers' Sharing Ignatian Pedagogical Paradigm | Ms. Lisa Lau Ms. Sabrina Tsang Ms. Crystal Yeung | Ms. B. Lo |
| C. Empowerment of Senior Teachers/Middle Managers | | | |
| Date | Topic/Goal | Participants | Speaker(s)/ Facilitator(s) |
| 29 Aug 2020 | P.1 Orientation | All Teachers P.1 Parents | Ms. B. Lo Mr. W. Chau Mr. E. Chiu Ms. J. Leung Ms. R. Li Ms. J. Chow |
| 20, 21, 22 Oct 2020 | P.1-6 Parents' Night | All Teachers P.1-6 Parents | Ms. B. Lo All Team Heads All Subject Panel Heads All Class Teachers |

| C. Empowerment of Senior Teachers/Middle Managers | | | |
|--|---|--|--|
| Date | Topic/Goal | Participants | Speaker(s)/ Facilitator(s) |
| 28 Oct 2020 4 Nov 2020 | IT Training for Home Learning I & II | All Teachers | Ms. J. Leung Mr. E. Chiu |
| 21 Apr 2021 | Cultivating Catholic School Ethos— A Whole-school Approach to Values Education at MPS | Students of Religious and Moral Education Diploma Course for Teachers, Caritas | Ms. B. Lo Ms. W. Tse Ms. J. Leung Ms. J. Chow |
| D. Teacher Capacity Building | | | |
| Date | Topic/Goal | Participants | Speaker(s)/ Facilitator(s) |
| 19, 20, 21 Aug 2020 | Online Platforms for Home Learning— Technical Skills and Pedagogy | All Teachers | Ms. J. Leung Mr. E. Chiu Mr. F. Cheng Mr. G. Chan Ms. B. Leung Ms. I. Yau |
| Sep 2020 – Jul 2021 | Certification Program for Compassionate Systems Master Practitioners | Ms. B. Lo Ms. J. Leung | Centre for Systems Awareness Dr. Peter Senge & Dr. Mette Miriam Böll |
| 29 Sep 2020 | 升旗禮研習導師網上課程 | Ms. B. Leung Ms. V. Wong Ms. A. Ho Ms. C. Yeung | Association of HK Flag-guards |
| Oct 2020- Jun 2021 | Certificate in Primary School Curriculum Development Leadership Training | Ms. J. Leung | Education Bureau & The Hong Kong Education University |
| 10 Oct 2020 | Jockey Club Theatre-in-Education Project on Legendary Stories of Chinese Poets | Ms. B. Leung Ms. I. Yau Ms. L. Lau Ms. S. Sze | Alice Theatre Laboratory |
| 17 Oct 2020 | Jesuit Education Forum | 10 Teachers in D3 | Dr. DeGioia Rev. Fr. Stephen Chow, S. J. Prof. Huilin Yang Fr. Johnny Go, S. J. |
| Oct 2020- Jul 2021 | Professional Training for SENCO | Ms. A. Fung | Education Bureau |
| 5 Oct- 6 Nov 2020 | Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs (Focusing on the needs of students with ASD, AD/HD) | Mr. F. Cheng | The Education University of Hong Kong |

| D. Teacher Capacity Building | | | |
|-------------------------------------|--|---|--|
| 12 Oct- 13 Nov 2020 | Certificate in Professional Development Programme for Deputy Heads in Primary School | Ms. W. Tse | The Education University of Hong Kong |
| 11 Nov 2020 | STEM—Doing Experiments | All GS Teachers | HKFYG Centre for Creative Science and Technology |
| Mar, Jun 2021 | J-Wel Week, MIT | Ms. V. Lui | Catalyst Education Lab & MIT |
| 26 Mar 2021 | Enriching students' reading and writing experiences through the use of drama (DiE) | P.1 English Teachers, NET, NET Advisory Teacher (EDB), Ms. C. Tsang, Ms. J. Leung | NET Advisory Teacher (EDB) Ms. C. Tsang Ms. J. Leung |

External Awards

2020-2021

| Nature | Name of Competition / Organization | Award details | |
|---------------------------------|---|-----------------------|---------------------------|
| | | Award / Prize details | Number of prizes received |
| Languages | 72 nd Hong Kong Schools Speech Festival (English Solo) | 1 st | 3 |
| | | 2 nd | 17 |
| | | 3 rd | 7 |
| | 72 nd Hong Kong Schools Speech Festival (Cantonese Solo) | 1 st | 1 |
| | | 2 nd | 1 |
| | | 3 rd | 3 |
| | 72 nd Hong Kong Schools Speech Festival (Putonghua Solo) | 2 nd | 4 |
| | | 3 rd | 1 |
| | Hong Kong Budding Poets (English) Award | Silver | 2 |
| | | Bronze | 0 |
| | Battle of the Books (Final) 2020-2021 | Champion | 8 |
| | Canadian English Writing Competition 2021 (Arch Cup) | Bronze (Preliminary) | 8 |
| | | Silver (Preliminary) | 2 |
| | | Gold (Preliminary) | 6 |
| | | Bronze (Semi-final) | 7 |
| | | Silver (Semi-final) | 2 |
| | | Gold (Semi-final) | 7 |
| | | Bronze (Final) | 7 |
| | | Silver (Final) | 4 |
| | 2021 Asian English Usage Contest | Gold (Final) | 3 |
| Bronze (Heat Event) | | 2 | |
| May Scholastic Chess Tournament | Champion | 1 | |
| 2020-2021 年全國青少年語文知識大賽「菁英盃」現場作文 | 二等獎(初賽) | 1 | |
| | 二等獎(決賽) | 1 | |
| | 一等獎(總決賽) | 1 | |
| | 獎牌 | | |
| 2019/20 非華語學生中文寫作及才藝比賽--中文寫作 | Champion | 1 | |
| 2019/20 非華語學生中文寫作及才藝比賽--說故事 | 1st runner up | 1 | |

| Nature | Name of Competition / Organization | Award details | |
|---|---|-----------------------------|---------------------------|
| | | Award / Prize details | Number of prizes received |
| Mathematics | Huaxiable National Maths Olympic (華夏杯) | 2nd Prize | 1 |
| | 港澳盃晉級賽 | 3rd Prize | 1 |
| | Math Conception | Champion | 1 |
| | | Merit | 3 |
| Hong Kong Primary Mathematics Challenge 20-21 | Merit | 11 | |
| Sports | HKALL Inter-Primary Schools Tennis Competition | Champion (Grade C) | 1 |
| Visual Arts | 香港動漫海濱樂園漫畫寫生大賽 | 2 nd runner up | 1 |
| | 2019-2020 學年"小作家培訓計劃" | Award and Certificate | 1 |
| | University Museum and Art Gallery "Painted Creatures Drawing Competition" | 1st runner up | 1 |
| | The Arts Ambassadors-in-school Scheme | nominee | 2 |
| Science and Technology | Coolthink @ JC Competition 2020 | Merit | 3 |
| | | The Best Team Collaboration | 3 |
| | 23rd Hong Kong Youth Science & Technology Innovation Competition | Merit | 3 |
| | The Greater Bay Area STEM Excellence Award 2021 | Gold | 3 |
| | | Silver | 3 |
| Dance | 57th Schools Dance Festival Competition (Upper Primary Modern Dance Solo) | Honours Award | 1 |
| Gifted Education | 中央解碼 KOL 大募集 | 1 st Runner up | 1 |
| Others | 灣仔區學校模範生獎勵計劃 2020-2021 模範生 (Model Student Award in Wan Chai) | Model Student Award | 4 |

Report on Supporting Non-Chinese Speaking (NCS) students 2020-2021

| Activities | Duration | Content |
|-------------------------------|----------------------|---|
| Zoom learning group | Oct 2020 to Jun 2021 | By using Zoom, we gave NCS students extra lessons to support their learning needs in Chinese, including doing revisions and playing Chinese-related games. |
| Chinese vocabulary bank cards | Oct 2020 to Jun 2021 | Based on Chinese textbooks used at school, we designed Chinese vocabulary bank cards for NCS students, helping them to do revision at home. |
| Parent Interview | Jan 2021 | After having phone interview with NCS parents, our school and NCS had a better communication on how to create a better environment for NCS students to learn Chinese, both at home and at school. |
| Super I-pen reading scheme | Apr to Jun 2021 | We encouraged P1 to P2 students to use Super I-pen to read story books at home, and students received teachers' comments after submitting online homework. |

Financial Summary

Government Fund

| Balance b/f (2019-2020) | Name of Grant | Income | Actual Expenditure | Balance c/f |
|------------------------------|--|-----------------------|-----------------------|-----------------------|
| Baseline Reference | | | | |
| \$0.00 | School & Class Grant | \$458,688.47 | \$397,919.06 | \$60,769.41 |
| \$2,918.61 | Putonghua Grant | \$1,785.40 | \$0.00 | \$4,704.01 |
| \$16,528.87 | Prog. funds for Whole-school Approach to Guidance and Discipline | \$6,525.00 | \$300.30 | \$22,753.57 |
| \$73,905.48 | Composite F & E Grant | \$235,200.00 | \$265,080.96 | \$44,024.52 |
| \$77,593.29 | Grant for Moral and Civic Education | \$14,712.00 | \$14,095.00 | \$78,210.29 |
| \$6,744.00 | Enhancement Grant for Staff Development | \$6,792.00 | \$100.00 | \$13,436.00 |
| \$0.00 | Lift Maintenance Grant | \$102,108.00 | \$115,676.00 | (\$13,568.00) |
| \$181,118.77 | Supplementary Grant for School-based management | \$165,158.00 | \$270,336.85 | \$75,939.92 |
| \$1,824.00 | Training & Development Grant | \$9,339.00 | \$9,700.00 | \$1,463.00 |
| \$61,062.05 | School Curriculum Development Grant | \$49,872.00 | \$39,480.09 | \$71,453.96 |
| \$0.00 | Admin Grant for Additional CA | \$201,276.00 | \$201,276.00 | \$0.00 |
| <u>\$421,695.07</u> | Sub-total (A) | <u>\$1,251,455.87</u> | <u>\$1,313,964.26</u> | <u>\$359,186.68</u> |
| School Specific Grant | | | | |
| \$1,636,699.75 | Admin/Revised Admin. Grant | \$1,559,412.00 | \$1,476,347.24 | \$1,719,764.51 |
| \$199,443.19 | Capacity Enhancement Grant | \$780,416.00 | \$680,519.00 | \$299,340.19 |
| \$386,272.32 | Composite IT Grant | \$468,746.00 | \$697,558.35 | \$157,459.97 |
| \$80,732.00 | Enhanced Speech Therapy Grant | \$104,350.00 | \$89,110.00 | \$95,972.00 |
| \$0.00 | Air-Conditioning Grant | \$414,739.00 | \$414,739.00 | \$0.00 |
| \$766,891.74 | Student & Top-Up Student Guidance Service Grant | \$240,981.00 | \$14,099.95 | \$993,772.79 |
| \$39,264.00 | Understanding Adolescent Project | \$135,001.00 | \$129,300.00 | \$44,965.00 |
| \$50,000.00 | SB Management Top Up Grant | \$50,350.00 | \$7,900.00 | \$92,450.00 |
| <u>\$3,159,303.00</u> | Sub-Total (B) | <u>\$3,753,995.00</u> | <u>\$3,509,573.54</u> | <u>\$3,403,724.46</u> |
| <u>\$3,580,998.07</u> | Total (A) + (B) | <u>\$5,005,450.87</u> | <u>\$4,823,537.80</u> | <u>\$3,762,911.14</u> |

Outside EOEBG

| Balance b/f (2019-2020) | Name of Grant | Income | Actual Expenditure | Balance c/f |
|------------------------------------|---|---------------------|-------------------------------|---------------------|
| \$0.00 | Committee on Home-School PTA (Recurrent) | \$5,740.00 | \$5,740.00 | \$0.00 |
| \$0.00 | Committee on Home-School PTA (Activity) | \$20,000.00 | \$20,000.00 | \$0.00 |
| \$0.00 | Committee on Home-School PTA (Project) | \$20,000.00 | \$10,000.00 | \$10,000.00 |
| \$171,828.80 | Learning Support Grant | \$403,823.00 | \$483,332.80 | \$92,319.00 |
| \$11,499.00 | Substitute Teacher Grant | \$0.00 | \$0.00 | \$11,499.00 |
| \$9,184.00 | External School Review | \$0.00 | \$0.00 | \$9,184.00 |
| \$0.00 | CCFAP School Lunch Subsidy | \$6,800.00 | \$0.00 | \$6,800.00 |
| \$291.50 | SB After School Learning | \$12,000.00 | \$4,440.50 | \$7,851.50 |
| \$345,848.30 | Grant for SB support for Non Chinese Speaking Students | \$800,000.00 | \$1,052,564.00 | \$93,284.30 |
| \$0.00 | Grant for Support NCS with SEN | \$100,700.00 | \$100,700.00 | \$0.00 |
| \$34,363.90 | Moral & National Education Grant | \$0.00 | \$21,023.29 | \$13,340.61 |
| \$1,320.00 | Promotion of Reading Grant | \$31,207.00 | \$32,527.00 | \$0.00 |
| \$61,264.00 | One-off Grant for the Promotion of Chinese History and Culture | \$0.00 | \$61,244.60 | \$19.40 |
| \$0.00 | IT Staffing Support Grant | \$319,559.00 | \$262,524.74 | \$57,034.26 |
| \$0.00 | Grant Account for Fringe Benefits under the NET Scheme | \$186,494.00 | \$186,494.00 | \$0.00 |
| \$446,848.97 | Life-Wide Learning Grant | \$755,250.00 | \$798,438.60 | \$403,660.37 |
| \$110,662.26 | School Executive Officer Grant | \$534,660.00 | \$645,322.26 | \$0.00 |
| \$122,000.00 | School Social Work Service Grant | \$642,000.00 | \$550,000.00 | \$214,000.00 |
| \$29,315.00 | Consultation Service Grant | \$129,315.00 | \$105,000.00 | \$53,630.00 |
| \$100,000.00 | One-off Special Support Grant | \$0.00 | \$100,000.00 | \$0.00 |
| \$0.00 | Promoting Effective English Language Learning Grant | \$350,000.00 | \$350,000.00 | \$0.00 |
| Balance b/f (2019-2020) | Capacity Staff/Consultant/Programme | Income | Actual Expenditure | Balance c/f |
| \$199,443.19 | | \$780,416.00 | | |
| | Salaries for 1 contract teacher & 2 Teaching Assistant (Sept 20 to Aug 21) | | \$624,641.00 | |
| | MPF Contribution for 1 contract teacher & 2 Teaching Assistant (Sept 20 to Aug 21) | | \$55,878.00 | |
| <u>\$199,443.19</u> | Total | <u>\$780,416.00</u> | <u>\$680,519.00</u> | <u>\$299,340.19</u> |

School Fund

| Balance b/f (2019-2020) | Name of Grant | Income | Actual Expenditure | Balance c/f |
|------------------------------------|-------------------------------|---------------|-------------------------------|--------------------|
| \$248,283.20 | Charges for Specific Purposes | \$501,160.00 | \$298,960.00 | \$450,483.20 |