

Endorsed by IMC
on 23 November 2023

Annual School Report 2022-2023





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 of 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 the 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 a 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.

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. In 2021, to align with the development of Positive Education in our School, our School joined a project organised by Jockey Club Creative Arts Centre and invited two artists from 2B Studio to lead our MPS girls to complete a wall painting project. Located outside 1B classroom, the painting is a 3D illusion wall painting related to the 24 Character Strengths, serving as a visual reminder to our girls to make good use of their gifts given by God. In 2022, with the sponsorship from the Parent Teacher Association, the worn-out curtains in the School Hall were replaced and a new set was installed.

Together with the celebration for our School's 95th anniversary, several fund-raising events were organised in 2022-2023, including the Light Up 95 Open Day, Readathon (a reading marathon), Get Set 95 (sports-related activities) and Prismotto (2nd original school musical). The funds raised will be used for school development purposes as well as to support the renovation of the playground located in LG1 with multi-sensory facilities, the refurbishment of our school library and the creation of a Conference Room with a signature wall.

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	2020-2021	2021-2022	2022-2023
Students	4.3	4.2	4.1
Teachers	4.3	4.3	4.3
Parents	4.6	4.6	4.5

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 continue their education in Marymount Secondary School after Secondary School Places Allocation (SSPA).

**No. of students (2022-2023)
as of 11.07.2023 (last day of School)**

P.6	97
P.5	104
P.4	113
P.3	121
P.2	117
P.1	129
Total	681

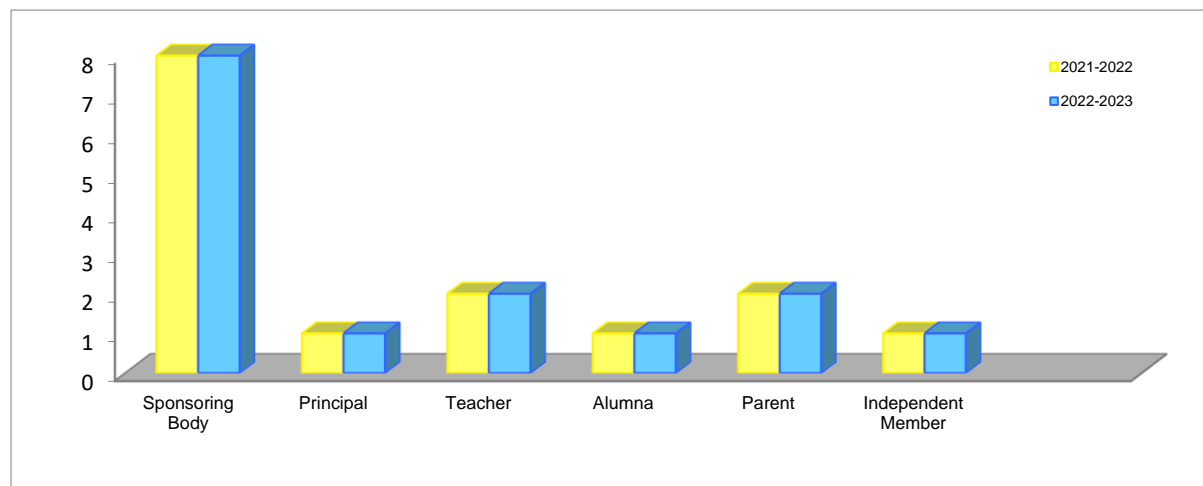
Class Structure

	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 2022-2023

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. Joyce Chow
 Ms. Claudia Tsang
 Ms. Amy Yung
 Mr. Dominic Siu
 Mr. Matthew Luk
 Mr. Paul Leung
 Dr. Daphne Ho
 Ms. Asha Sharma

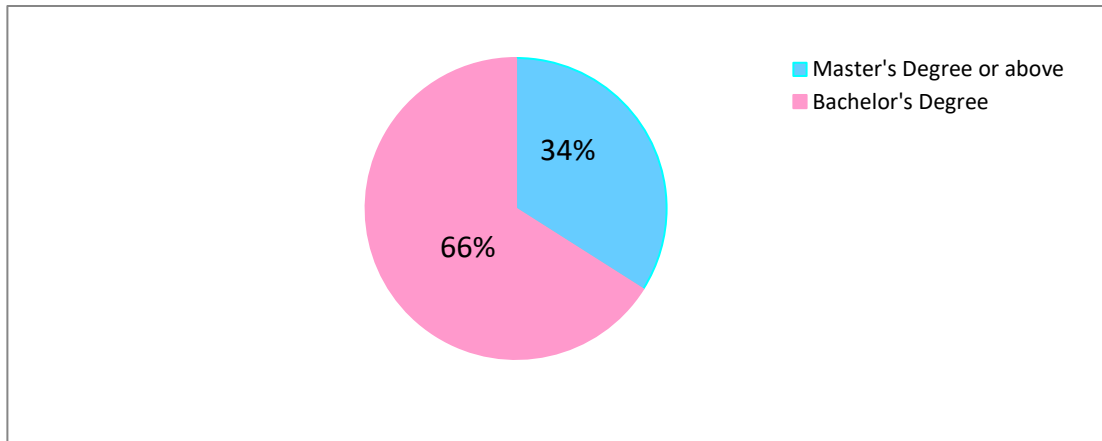
Capacity

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

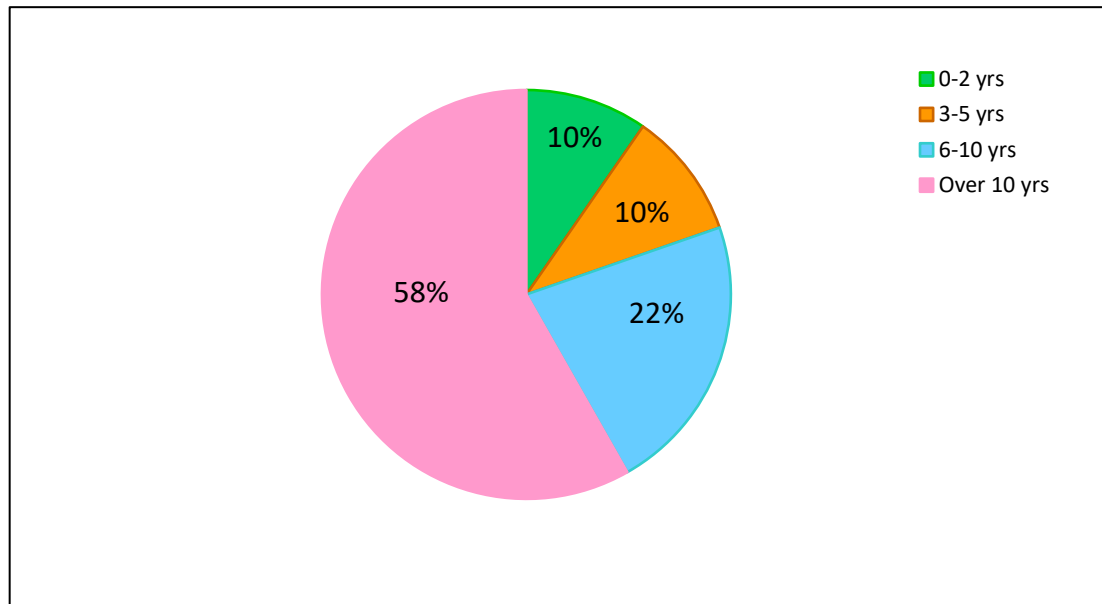
2.5 Our Teachers and Principal

Our team of teachers comprised 50 staff members in the past year. Among them, 44 are in the establishment, 1 teacher was funded by the Teachers' Relief Grant and Non-Chinese Speaking Student Grant, 1 teacher by Non-Chinese Speaking Student Grant, and 4 teachers by the Teachers' Relief Grant.

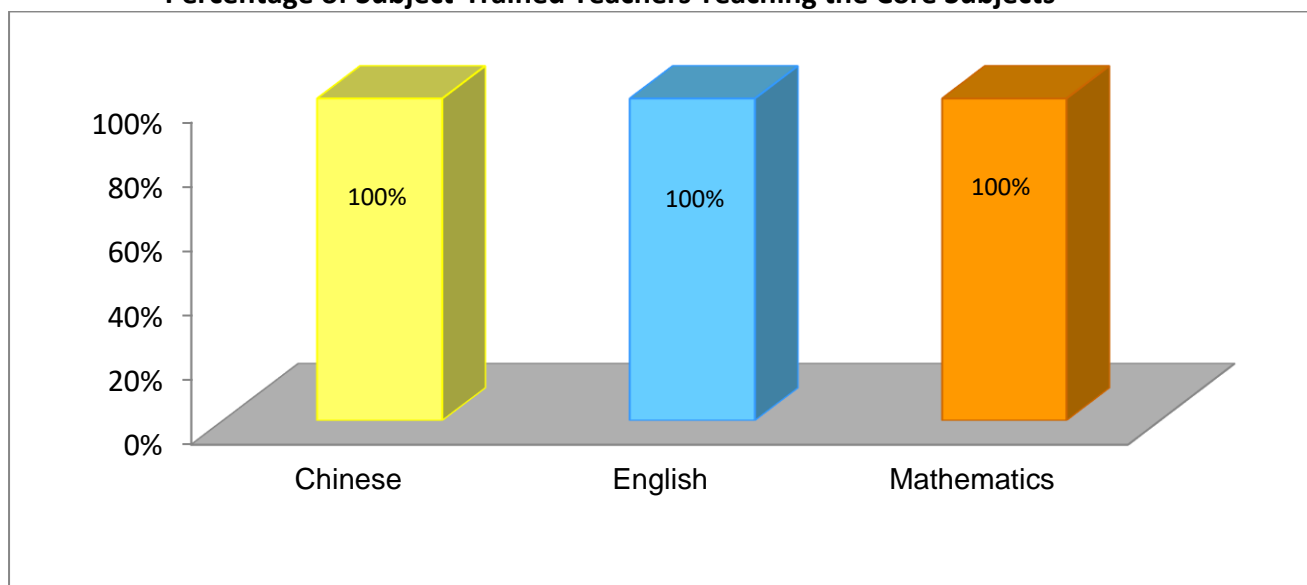
Highest Academic Qualifications Attained by Teachers and Principal



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' Days, 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.

The following activities were co-organized by PTA and the School in 2022-2023:

- Christmas Celebration
- Story Mum & Dad
- Boardgame Mum & Dad
- P.6 Graduation Gathering
- Second-hand Uniform Charity Sale
- Fun Fair
- Values Education Workshop (co-organised with MSSPTA)
- 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	2020 - 2021	2021-2022	2022-2023
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 allows 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	2020-2021	2021-2022	2022-2023
Students	4.0	3.9	4.0
Teachers	4.4	4.3	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' observations, 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 potential. 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	2020-2021	2021-2022	2022-2023
Students	3.9	3.9	3.9
Teachers	4.2	4.2	4.2
Parents	4.0	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 experiences, 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, and integrity and enhanced their awareness of caring for the needy around them. The Understanding Adolescent Project (UAP), 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 4 to assist less able students in the Chinese Language. 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 our Special Educational Needs Coordinator (SENCO) and Learning Support Teaching Assistant. Besides in-class support and after-school online learning classes, 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 or who require social skills enhancement were also invited to join the Happy Learning Groups organized by experienced service providers.

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 the 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 was 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 and group 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 the Education Bureau to share methods and strategies for facing challenges in parenting via School App.

In order to facilitate students' whole-person development and personal 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, one student was subsidized to participate in school-based after-school activities to learn Japanese in the fee-charging interest class. 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 78% of students and 82% of parents agreed that they receive support and encouragement from teachers / their children to solve problems they encounter in their

growing process; about 77% of students and over 95% of parents agreed that the school is a caring place / their children, and over 96% of parents agreed that the school could foster in their children good virtues. It is also very encouraging to see that 97% of teachers agreed that the school's discipline and guidance work was geared to students' development needs; and 100% of teachers agreed that the school curriculum actively helped students develop positive values and attitudes. 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	2020-2021	2021-2022	2022-2023
Students	4.1	4.0	4.0
Teachers	4.3	4.3	4.3
Parents	4.3	4.3	4.2

2.9 Student Performance

Students are intelligent, confident and passionate. The majority of students were aware that their learning capacity for 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, SMART Team 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, 17 School teams and 16 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.

Based on the internal assessments results, students generally achieved good results in English, Mathematics and General Studies. They also took part enthusiastically in a wide range of languages, mathematics, sports, arts, and coding competitions, such as Hong Kong Schools Speech Festival, Hong Kong Budding Poets (English) Award and Huaxiabei National

Mathematics Olympic 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 contributed to the formulation of our 3-year SDP (2019-2023*). The 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.

**Due to the COVID-19 Pandemic worldwide since late 2019 (which is also the beginning year of our School's current 3-Year Plan), the implementation of the proposed tasks in the current cycle of School Development Plan (2019 – 2022) has been adversely affected. After evaluation and discussion among different stakeholders of the School, together with the endorsement from the School's Incorporated Management Committee (IMC), it is agreed that the current 3-Year Plan will be consolidated and extended for one more year (i.e. 2022 – 2023).*

3. Achievements and Reflections on Major Concerns

3.1 Major Concern A

To develop young leaders with positive mindsets

Targets

1. Develop students' abilities in handling all kinds of feedback with positive emotion through whole-school approach
2. Foster students' awareness of "Peer Learning" through whole-school approach

3.1.1 Achievements

With the lifting of COVID-19 restrictions and also the resumption of whole-day school, schools can leverage the greater flexibility and opportunities to conduct different meaningful learning activities or tasks which contribute to the proposed targets (in which our school had decided to focus on the same targets as in 2021-2022 for another year), and build on last year's experiences to further strengthen and enhance students' exposure to different meaningful learning opportunities to develop students' positive mindsets and the culture of peer learning.

Target 1

One of our main directions in the 2022-2023 school year was to deepen the concept of 24 Character Strengths from Positive Education. We believe that it was important for our students to be responsible in growing their strengths during the Year of Responsibility, as the awareness and mastery of these strengths would increase our student's internal locus of control and self-esteem. In turn, this increase in control and self-esteem would further develop our students' emotional resilience in fostering positive mindsets.

Unlike 2021-2022 when the initiatives and programmes from various teams, panels and committees were just aimed at introducing the 24 Character Strengths to our students to address target 1, the initiatives and programmes planned and conducted during 2022-2023 were aimed at providing opportunities for our students to use and grow their strengths. Instead of just understanding the concept, the aim was for our students to apply it.

From the results related to 'Character Strengths' collected from our School-based Questionnaires, the majority of participants either strongly agree or agree that they have an understanding and appreciation of their own and others' strengths. The highest is 90% in which parents either strongly agree or agree that their daughter has learnt to appreciate their own strengths more through the activities provided by the school. 90% of parents also either strongly agree or agree that after 2022-2023, they have learnt to appreciate their daughter's strengths. The feedback from different stakeholders largely remains optimistic, but the results do indicate that there are slight decreases in 'strongly agree & agree' responses when compared to 2021-2022, especially responses from students. Reflection and follow-up will be proposed below.

Apart from understanding, using and appreciating Character Strengths, two other key factors that develop emotional resilience and positive mindsets are emotional awareness and support. Emotional awareness helps people better regulate and cope with difficult emotions. In addition, if people perceive that they have the necessary support needed, they are more determined and optimistic in dealing with setbacks. To cultivate a supportive environment where our students can increase their emotional awareness, the activity of 'Check-In' was introduced to P.6 in 2021-2022 and was then also extended to the rest of the school in 2022-2023. For P4-6, students were put into groups. Each group would take turns to 'check-in' with their class teacher almost once a week. In the 'Check-In' sessions, class teachers would use prompts and questions to facilitate our students to share their experiences and feelings in an open and non-judgemental space.

Based on the comparisons of results of our School-based Questionnaires in 2021-2022 and 2022-2023, the responses from both students and teachers of 'strongly agree and agree' have increased in all aspects in regard to 'Check-In'. Most students (71%) enjoy sharing their feelings with their class teacher and classmates and feel that 'Check-In' allows them to be more aware of others' emotions. 100% of teachers either strongly agree or agree that these 'Check-In' sessions provide them chances to understand their students more, allowing them to become more aware of their students' emotions and needs.

To deepen students' emotional awareness, the topic of 'Emotions' was also explicitly introduced by the school. The introduction of '24 Emotions' and '24 Ways to Finding Peace of Mind' were taught to students through activities and also focused lessons on collaboration with Bei Shan Tang Foundation. Through assemblies, activities and lessons, students expanded their vocabulary on emotions; improving their ability to express and convey their emotions in everyday situations. The ability to communicate emotions clearly is important for our primary school students as it allows people around them, especially adults, to understand their needs and provide the necessary support when needed. When students are given the correct support, they will find it easier to handle situations with a positive mindset. Below is the summary of the results related to 'Emotions' collected from our School-based Questionnaires:

Positive Education—Positive Emotions

School-based Questionnaire results (Students)

	Strongly Agree & Agree July 2023
Through the activities designed by the school, I understand better the importance of staying positive even when facing challenges or difficulties.	66%
I am able to stay positive when facing challenges or difficulties.	60%
I am able to handle negative thoughts and feelings positively.	56%

School-based Questionnaire results (Teachers)

	Strongly Agree & Agree July 2023
The lessons co-planned with Bei Shan Tang are effective in introducing Positive Emotions to students.	72%
Students are more able to handle negative thoughts and feelings with positive mindsets.	73%
I find Positive Emotion a useful tool in helping our students handle negative thoughts and feelings with positive mindsets.	80%

School-based Questionnaire results (Parents)

	Strongly Agree & Agree July 2022	Strongly Agree & Agree July 2023
My daughter is more aware of her own emotions.	/	85%
My daughter is more aware of others' emotions.	/	84%
My daughter is more willing to express her feelings to others.	/	84%
Through the activities designed by the school, my daughter understands better the importance of staying positive even when facing challenges or difficulties.	99%	90%
My daughter is more able to stay positive even when facing challenges or difficulties.	99%	87%
My daughter is more able to handle negative thoughts and feelings positively.	/	80%

As it can be seen, the responses from teachers and parents are on the whole, quite optimistic. Teachers find Positive Emotion to be a useful tool to help students handle negative thoughts and feelings, while agreeing that the lessons co-planned with Bei Shan Tang are effective in the introduction of Positive Emotions. Most parents also either strongly agree or agree that their daughter is more aware of her own and of others' emotions.

It is understandable that the responses from students are lower compared to parents and teachers as 2022-2023 was the first year in which 'Emotions' were explicitly taught. Currently students have

learnt and are now more familiarized with ‘Emotions’, but would have difficulty in utilizing their emotions to their advantage during times of challenges or difficulties.

Through activities based on using Character Strengths, learning about emotions and developing a supportive environment, the bonding and relationship of each class should be enhanced. Class Bonding is an important factor in helping our students develop a positive mindset as it allows our students to feel safe, secure and supported as a member of their class. It gives them a sense of belonging and even ownership when participating in class-based activities. Below are results from our School-based Questionnaire on students’ perspective on Class Bonding:

Positive Education—Class Bonding
School-based Questionnaire results (Students)

	Strongly Agree & Agree July 2023
I enjoy joining different class-based activities with my class.	75%
Our class has good team spirit.	69%
Through joining different class-based activities, our class has developed better team spirit.	74%
I am happy to be a student in my class.	79%

The results show that the various class-based activities implemented by the school have helped the students feel that they have developed better team spirit with their classmates. Most importantly, the majority of students either strongly agree or agree that they are happy to be a student in their class.

These results are encouraging as the importance of Class Bonding is immense. The benefits of students feeling that they are a valued member of their classroom community are plentiful. Not only does it help build trust, it helps decrease behavioural issues and increases a feeling of ownership of their environment and learning. These benefits, in turn, will continue to increase our students’ emotional resilience, allowing them to handle challenges with a positive mindset.

Target 2

Peer learning and positive role modelling, both at school and after school, play a crucial role in promoting students' well-being and creating a positive atmosphere in their educational environment. To cultivate students' awareness of peer learning, a variety of experiences were designed within both the Formal and Informal Curriculum, ensuring ample opportunities for students to learn from their peers.

Similar to the previous year (i.e. 2021-2022), various teams, committees and panels, including Chinese, English, Math, IT, PE, PTH and Music, incorporated tasks that aimed to create opportunities for students to appreciate and provide feedback on each other's work. These tasks allowed students to express their thoughts and opinions either verbally or through written feedback, fostering a culture of mutual appreciation and constructive critique.

To increase the opportunities for students to learn from each other, student-centered experiences were arranged for students in their lesson time and also in activities that aimed to foster their morals and values. For example, many student-led activities and opportunities for presentations were implemented during lesson time, while morals and values were fostered by 'doing' in activities such as 'The Discipline Competition' and 'Eggmazing Responsibility'.

Based on the results from our School-based Questionnaires, the results indicate that the majority of students, parents and teachers remain positive that they strongly agree or agree on the effectiveness of opportunities provided for peer learning. Although some results might have declined slightly compared to last year, the positive response of teachers feeling that they have provided opportunities for students to give constructive feedback to each other remains high. This is echoed by students' feedback in which many of them have come to understand the importance and the beauty of learning from their peers, as well as parents' sentiment that they believe their daughter is more willing to learn from their peers.

3.1.2 Reflections

Although the results compiled this year remain positive as a whole, the responses of 'strongly agree or agree' have slightly declined compared to 2021-2022. A number of factors may have contributed to this slight decrease in 'strongly agree & agree' responses.

For Target 1 'Character Strengths', students were given ample opportunities to use and appreciate their strengths and of others, however some of these activities relied on students' own motivation to participate. Those who got involved and were committed to grabbing the chances to use their strengths deepened their understanding of their own and others' strengths. While others who might have been less involved still understood what their strengths were, but did not have as many chances to use and apply them.

The involvement of students might also have varied as some of the activities implemented relied on extrinsic motivation. Students got rewards and prizes for demonstrating that they had used their Character Strengths. Some students might have found certain rewards to be less appealing, thus impacting their motivation in getting truly involved in some of the whole-school activities. Therefore, future activities planned would aim to motivate students intrinsically, especially in regard to activities related to next year's school theme: The Year of Gratitude. Students will continue to learn by 'doing', but they will also learn to build a habit of gratitude intrinsically. Instead of receiving extrinsic rewards, students will be rewarded intrinsically by learning to appreciate and give back.

Furthermore, some students might not have realized that the underlying target of many of the whole-school activities was to provide the opportunity for self-exploration. In some of the activities, the term 'Character Strengths' might not have been explicitly used unlike the lessons provided when introducing the concept of Character Strengths in 2021-2022. In 2022-2023, students were expected to discover and grow their strengths throughout the process of each activity. From other questionnaires conducted by various teams, committees and panels, it was seen that students did feel that they have discovered and used a variety of strengths during the whole-school activities, but when answering this School-based Questionnaire, they might not have realized that those experiences were considered 'Character Strengths Activities' if the term 'Character Strengths' was not explicitly said during the course of the activity.

For Target 1 'Check-In', positive responses have increased. This indicates that having class teachers hold Check-In Sessions with their class is more effective than other teachers whose students might not feel as comfortable opening up about their feelings and emotions. The practice of having class teachers conduct the Check-In Sessions will remain next year to continue the building of student-to-student and student-to-class teacher relationships.

For Target 1 'Emotions', the results indicate that although students now feel that they are familiar with the vocabulary and concept of the '24 Emotions', they feel that they still have room for improvement when it comes to handling their emotions during challenges and obstacles. This area of improvement will be further discussed below in the Feedback and Follow-up section.

For Target 2, the majority of stakeholders believe that the school has provided ample opportunities for students to role-model and learn from each other. These experiences have also allowed students to understand the importance and beauty of learning from their peers. However, to utilize these valuable opportunities, more guidance on what to look out for when learning from each other during the learning process and opportunities for reflection after the experience may equip students with more practical tools for providing constructive feedback to their peers, especially for the younger grades.

These results have given the school valuable insights into different stakeholders' thoughts and needs; aiding the school to form clear directions for their next 3-year School Development Plan. However,

like all other questionnaires and surveys, the results must be analysed critically as limitations such as recall, and recency biases would undoubtedly affect participants' responses. In addition, it is important to keep in mind that questionnaires only collect attitudinal data, representing how users think and feel — not how they behave. Therefore, the results gathered from our School-based Questionnaire simply reflect our participants' end-of-year thoughts and feelings. What is most pertinent is our students' actual experiences and behavioural changes.

3.1.3 Feedback and Follow-up

Based on the results and observations of our students during 2019-2023, it can be seen that positive mindsets and positive emotions remain important components of our students' upbringing. The benefits of having a positive mindset are plentiful. A positive mindset contributes to better mental health, improve relationships, increase resilience and enhance problem-solving skills. All these are detrimental factors for students to thrive on their life journey.

In addition, a positive mindset is even more crucial for primary school students in this day and age. Research in Hong Kong has shown that there has been an increase in secondary school students experiencing depression and feelings of hopelessness towards their future, mostly due to the aftermath of the Covid-19 pandemic. These researches serve as indicators for primary schools to equip their students with positive mindsets and enhanced well-being so that they would have the emotional resilience to tackle challenges in their lives.

With this in mind, one of our major concerns for the next 3-year School Development Plan would be to promote students' well-being; nurturing them to become happy so that they can flourish in life. The school will continue to provide learning opportunities with components to an increase in well-being. The components are derived from Martin Seligman's theory of happiness: PERMA. To be happy, one must feel positive emotions, engage in activities that give life meaning and purpose and have positive relationships with others.

Therefore, many activities implemented during the 2019-2023 School Year Plan will be enhanced and deepened. Activities in and out of the classrooms which encourage our students to get involved and participate will be conducted so that their sense of belonging, participation and achievements will be enhanced. Activities and lessons to foster students' values and morals will largely aim at helping our students to count their blessings, build a habit of gratitude and learn to use their emotions appropriately to increase their positive emotions and build on their harmonious relationships with the people around them. Furthermore, the school will aim to increase the involvement of parents more as it is undeniable that parental involvement is a crucial part of children's well-being. More opportunities for parent education and guidance will be provided so that parents can equip themselves to nurture their children to become happy.

With these directions for our way forward, different stakeholders will continue to nurture a positive community in the school to enhance our students' wellbeing so that they can thrive and flourish.

3.2 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 learn from trial and error, make connections, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details
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

3.2.1 Achievements

As the COVID situation gradually alleviated, school has resumed normal: more learning time was spent at school. However, the impact of COVID didn't alleviate together with the situation. Students and teachers continued to cope with the new normal, in which expectations might be different while the way lessons might resume to the normal before COVID. Tasks and activities were designed to achieve the goals with the adjusted curriculum brought forward from the previous year.

Target 1

Creativity at Marymount Primary School does not focus on the product produced, but the process involved throughout the process. Attitude and soft skills were highly focused on. Collaboration requires students to work together towards the same goal during lesson time, from which teachers can observe the development of such skills.

These skills were meant to be demonstrated and observed during time when students attempted tasks and activities. Space and opportunities, which needed teachers' delicate and effective design, were needed for students to nurture to demonstrate these skills.

iMaster was one of the new initiatives in creating space and opportunities to nurture students' creativity and collaboration through integrating knowledge learnt from different subjects. In the year before the last school year, the curriculum was designed with and assisted by a service provider, which provides one-stop support with organisation and liaison with other service providers. This school year 2022-23, our teachers took up the role of planning, writing up lesson plans and organising activities with other service providers.

From the data below, iMaster had received positive feedback from both teachers and parents in general. However, there was a gap between that and students' responses, with a majority of students, contributing around 70% of them, agree and strongly agree that iMaster has provided them with chances to develop creativity and collaboration. For a curriculum designed for the first year across all levels, teachers had attempted to create a different learning time for students in iMaster. With the experience from this year, the voices of students were heard, anticipating a more student-oriented curriculum to be designed.

School-based Questionnaire results

		Strongly Agree & Agree July 2023		
		Students	Teachers	Parents
iMaster	Chances to make use of creativity	74%	83%	/
	Chances to collaborate	76%	90%	94%
	Being able to collaborate	/	88%	/
	Being able to relate their learning and apply it to daily lives	67%	76%	96%
	Showing a progression in learning skills as creators and collaborators	/	88%	95%

On top of iMaster, different subject panels and teams had worked on the nurturing of students' creativity and collaboration. The data below showed a general picture of responses extracted from the school-based questionnaire and APASO on Target 1 from different stakeholders.

School-based Questionnaire Results

		Strongly Agree & Agree					
		Students		Teachers		Parents	
		July 2022	July 2023	July 2022	July 2023	July 2022	July 2023
Creativity	Being able to come up with ideas from different perspectives.	74%	72%	98%	90%	100%	85%
	Using brainstorming tools to come up with ideas from different angles	61%	67%	93%	90%	100%	76%
	NEW 2023 <i>Being able to make connections between different subjects/ knowledge learnt</i>	/	72%	/	85%	/	80%
	<i>Being able to learn from trial and error</i>	/	69%	/	90%	/	84%
Collaboration	Chances for giving feedback to others at school	75%	68%	97%	95%	/	/
	Chances for learning from peers at school	76%	73%	96%	85%	/	/
	Being able to give positive feedback	72%	69%	100%	88%	99%	82%
	Being able to receive feedback positively	79%		95%		99%	84%
	- From peers		64%		76%		
	- From teachers		67%		78%		
NEW 2023	<i>Chances to collaborate with others</i>	/	76%	/	95%	/	96%
<i>Being able to collaborate with others</i>	/	74%	/	90%	/	94%	

Students' Questionnaire (APASO) results: Creativity

	Strongly Agree & Agree			
	July 2020	July 2021	July 2022	July 2023
I have the urge to do the most common things in new ways.	85%	86%	77%	86%
I always have a flow of new ideas.	87%	85%	85%	85%
I can easily think of different solutions to the same problem.	86%	81%	83%	85%
I consider the problem from multiple perspectives.	89%	84%	86%	/

According to the data listed in the table below, a general decrease in different aspects has been observed for the current year. When the data was compared across years from 2020 based on the result from APASO, an increasing trend has been observed. Students were able to describe what they were able to do in creativity.

Target 2

The below table shows the responses from different stakeholders in the school-based questionnaire regarding students' solid foundation from different aspects: the process (designing tasks) and product (students' improvement).

School-based Questionnaire results

	Strongly Agree & Agree					
	Students		Teachers		Parents	
	July 2022	July 2023	July 2022	July 2023	July 2022	July 2023
Designing tasks/activities to help student with their spelling/word recognition/writing/calculation/ solving Math problems/ability in using e-devices for learning	76%	75%	88%	98%	100%	95%
An improvement in student's literacy/numeracy/digital literacy	70%	70%	84%	95%	100%	92%

In general, teachers had been more confident in designing tasks and activities of a wider variety. They have also observed an improvement in students' literacy in different aspects. Parents have also perceived the tasks and improvement positively, with more than 90% of parents agreeing and strongly agreeing with those.

Similar to last school year, a majority of students, contributing around 70% of them, agreed and strongly agreed with the wide variety of tasks designed and improved.

3.2.2 Reflections

Metacognitive Development of Students

Based on the observations of both teachers and parents, students have shown remarkable growth in their metacognitive skills, specifically in the areas of creativity and collaboration. Additionally, there has been a noticeable improvement in students' foundational literacy skills across various aspects. While some students may not be able to articulate their progress verbally, they have demonstrated the desired outcomes through their performance and application of acquired knowledge.

Effectiveness of Tasks Design

Teachers have shown great dedication in catching up on learning content after the resumption of school post-COVID. However, they may have been less aware of the opportunities for student collaboration due to the mandatory seating arrangement in rows. This seating arrangement has inadvertently hindered group activities and limited creativity in task design. It is important to acknowledge that despite their efforts, there is a possibility that some tasks may not effectively cater to students' interests and needs. Providing sufficient space and opportunities on top of the curriculum brought forward by COVID is a priority. Addressing the effectiveness of tasks is crucial to ensure they align with students' interests and needs, fostering a more engaging and fulfilling learning environment.

Expectations of Different Stakeholders

After COVID, different stakeholders hold different expectations from before. Students and parents might have an expectation in learning. A resumption of activities, excursion, and an achievement to the previous standard might be expected; while teachers might hold an expectation to catch up with the curriculum brought forward from the previous year, so students might be able to meet the core standard before graduation.

Diverse Teaching Strategies

Additionally, it has been observed that some teachers faced challenges in effectively merging the goals of enhancing students' foundation in literacy and numeracy with promoting creativity and collaboration in classroom activities. Finding the right balance between these two objectives can be complex. However, with thoughtful lesson and task design, incorporating a variety of teaching strategies and approaches, it is possible to achieve both targets simultaneously. By utilizing multiple and diverse teaching strategies, teachers can create opportunities for students to develop a solid foundation in literacy and numeracy while fostering their creativity and collaboration skills.

3.2.3 Feedback and Follow-up

Based on the analysis and reflection, the upcoming school development plan and annual school plan will further strengthen our students' creativity and collaboration skills. A key focus will be on building teachers' capacity to create an environment that meets students' needs, providing them with ample space and opportunities for growth.

By strengthening teaching approaches and fostering effective teaching and learning practices, we anticipate a more efficient transfer of knowledge and the development of students' skills and attitudes.

Additionally, efforts will be made to enhance parents' understanding and involvement in supporting the school's development goals. Through building teachers' capacity in teaching and learning, we can explore curriculum compacting and introduce new initiatives, enabling more effective use of learning time and further reinforcing student progress.

Furthermore, as part of the school development plan, there will be a focus on providing teachers with more explicit school-based lesson elements and guidelines for their daily teaching. These resources will support teachers in planning and delivering motivating and interactive lessons. By incorporating engaging activities and interactive teaching methods, we aim to create a more stimulating learning environment that fosters student motivation and active participation in the classroom.

Staff Development Report

Purpose of Staff Development Activities:

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

A. Staff Wellness / Addressing Major Concerns A and B			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
Oct 2022 - Jun 2023	Jockey Club Blended Learning Project	Mr. T. Lam Ms. S. Tsang	Jockey Club
8 Oct 2022 3 Dec 2022 15 Apr 2023 3 Jun 2023	Harvard Workshop on Thinking Routines -- See Think Wonder	Ms. B. Lo Ms. J. Leung Ms. J. Chow Mr. I. Law	Project Zero -- STW
5, 12, 19 Nov 2022	Shell NXploers -- STEM	Ms. J. Leung Ms. B. Leung Mr. G. Chan	Shell
16 Nov 2022	Joint-School Staff Development Day for Primary Schools in Wanchai District	All Teachers	Wan Chai District School Development Section of Education Bureau
16 Dec 2022	Positive Education – Character Strengths & Emotions	All Teachers	Positive Education Hong Kong (Bei Shang Tang Foundation)
23 24 Feb 2023	Certificate Workshop on Mental Health First Aid 精神健康急救 - 基礎課程	Ms. B. Lo Mr. W. Chau Ms. W. Tse Ms. C. Tsang Ms. J. Chow Ms. T. Chan Ms. E. Tse Ms. K. To Ms. B. Leung	Educational Psychologist Ms. Kenus Leung
26 May 2023	School Visit to Sister School 中國農業大學附屬實驗小學	Relevant Teachers	Ms. B. Lo Ms. V. Lui
B. Support for New Teachers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
26 Aug 2022	New Teachers' Induction	New Teachers: Mr. Daniel Ms. A. Chan Ms. J. Shum	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. J. Leung, Ms. K. To Mentors: Ms. C. Tsang, Ms. V. Wong Ms. S. Cheung
Dec 2022- May 2023	New Teachers' Sharing	New Teachers: Mr. Daniel Ms. A. Chan Ms. J. Shum	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. J. Leung, Ms. K. To Mentors: Ms. C. Tsang, Ms. V. Wong Ms. S. Cheung

C. Empowerment of Senior Teachers/Middle Managers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
3 Sep 2022	P.1 Orientation	All Teachers P.1 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. J. Chow
24 Sep 2022	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. A. Lam, Ms. J. Leung, Ms. C. Tsang Ms. A. Ng, Mr. I. Law, Mr. T. Lam Class Teachers
13 Aug 2022	Sharing on Coding Education At MIT Hong Kong Innovation Node	Hong Kong Principals and Teachers	Mr. T. Lam
3 & 10 Nov 2022	Sharing on Positive Education at Positive Education Hong Kong (Bei Shang Tang Foundation)	Hong Kong Principals and Teachers	Ms. K. To & E. Tse
7 Dec 2022	School Visit and Professional Sharing (By Diocesan Boys' School)	Teachers of Diocesan Boys' School	Ms. B. Lo, Ms. C. Tsang, Ms. J. Leung, Ms. J. Chow
9 Dec 2022	How to make good use of iFloor for effective learning	All Teachers	Mr. G. Chan & Mr. T. Lam
13 Dec 2022	CICM Workshop	EC members	EDB Education Psychologist – Ms. Alice Yan
28 April 2023	School Visit and Professional Sharing (By Asbury Methodist Primary School)	Teachers of Asbury Methodist Primary School	Ms. B. Lo, Ms. C. Tsang, Ms. J. Leung, Ms. J. Chow
D. Preparing for School Development Plan 2023-2026			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
Dec 2022 – Jan 2023	Drafting and Discussion on 3-year School Development Plan	Relevant Teachers	B. Lo, J. Leung, C. Tsang
May 2023	Community Feedback on the draft of the 3-year School Development Plan	All Teachers	B. Lo, W. Chau, W. Tse, EC
E. Teacher Capacity Building			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
17 Sep 2022	Professional Development Workshops for IMC Managers – Overview of the Personal Data (Privacy) Ordinance for Schools	Ms. B. Lo Mr. W. Chau Ms. W. Tse Ms. C. Tsang Ms. J. Leung Ms. J. Chow Ms. K. To	Legal Adviser – Ms. Asha Sharma
27 Oct 2022	eClass e-payment Training Workshop	Relevant Teachers and Office Staff	eClass
25 Nov 2022	Ignatius Education and Leadership	Relevant Teachers	Dr. So Ying Lun
Nov 2022	School-based Curriculum Development – Learning in Action Seminars	Relevant Panel Heads	Education Bureau
Dec 2022- Jan 2023	Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)	Relevant Teachers	Education Bureau
Apr – Jun 2023	21-hour Certificate Course on Life Planning Education for Primary Schools	Ms. B. Leung Ms. J. Chow	School of Continuing Education Hong Kong Baptist University

E. Teacher Capacity Building (Con't)

Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
Feb 2023	Values Education Series: How to Effectively Promote Sex Education	Ms. B. Leung	Education Bureau
Oct-Nov 2022	Certificate in Professional Development Programme for Middle Management	Ms. J. Chow	The Education University of Hong Kong

**External Awards
2022-2023**

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Languages	74 th Hong Kong Schools Speech Festival (English Solo)	1 st	13
		2 nd	20
		3 rd	22
	74 th Hong Kong Schools Speech Festival (Cantonese Solo)	1 st	1
		2 nd	1
		3 rd	4
	74 th Hong Kong Schools Speech Festival (Putonghua Solo)	1 st	3
		2 nd	4
		3 rd	5
	Hong Kong Budding Poets (English) Award	Silver	1
		Gold	1
		Honorable Mention	2
		The poet of the school	1
	Canadian English Writing Competition 2023 (Arch Cup)	Bronze (Preliminary)	16
		Silver (Preliminary)	5
		Gold (Preliminary)	5
		Bronze (Semi-final)	14
		Silver (Semi-final)	6
		Gold (Semi-final)	3
		Bronze (Final)	14
		Silver (Final)	4
		Gold (Final)	2
		Champion (Final)	1
	Primary Schools Debating Tournament	Outstanding Debater	1
		2nd Runner-up	1
	The 50th GAPSK Hong Kong Mandarin Recitation Competition	2nd runner up	2
		Champion	3
Merit		2	
Excellent		3	
The 4th GAPSK 全港兒歌唐詩精英大賽	Merit 優異	1	
	Excellent 卓越	1	
第二十五屆全港中小學普通話演講比賽 2023	中小組(良好)	1	
	高小組(良好)	1	

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
	"Fun in Culture of Hong Kong "Video Contest cum Quiz Competition 樂遊香港文化 - 短片製作比賽 2022/2023 - 新界篇	高小組冠軍	1
		最受歡迎短片獎	1
	"Fun in Culture of Hong Kong "Video Contest cum Quiz Competition(樂遊香港文化 - 問答比賽 2022/2023 - 新界篇	初小組亞軍	1
	非華語學生中文才藝比賽 (硬筆書法)	參與證書	10
	Hong Kong Young Writers Awards	Highly recommended Award for Cover Art Group 1	1
		Plus Group award for Non-fiction Group 1 Winner	1
PE	HKSSF HKE Swimming Competition 2022-23	Girl's B Grade Overall 2nd Runner Up	1
		Girl's A Grade Overall 1st Runner Up	1
		Girl's A Grade Overall Merit	1
		50m Breaststroke Champion	1
		50M Backstroke Champion	1
		50M Butterfly 1st Runner Up	1
	10th All Hong Kong Inter-Primary Schools Tennis Competition	Girls A grade Champion	1
		Girls B grade merit	2
		Girls C grade 1st Runner Up	1

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
PE	Hong Kong Island East Area Inter-Primary Schools Athletics Competition	100m - 1st Runner-up	1
		Grade A Overall Merit	1
		200m - 3rd Runner-up	1
		High Jump - Champion	1
		Grade B Overall 2nd Runner-up	1
	HKSSF Hong Kong Island East Area Inter-Primary Schools Badminton Competition 2022-2023	1st runner up	1
Mathematics	全港小學數學挑戰賽 5530	優異獎	2
		銅獎	3
		銀獎	1
		金獎	1
	華夏杯全國數學奧林匹克邀請賽 5612	三等獎	11
		二等獎	5
		一等獎	5
	AIMO 亞洲國際數學奧林匹克公開賽 5545	銅獎	2
		銀獎	2
		金獎	2
	2023 香港小學數學精英選拔賽 5616	計算競賽 - 三等獎 (人手改) Calculation - 3rd Prize	2
		數學競賽 - 三等獎 (人手改) Problem Solving - 3rd Prize	1
		總成績 - 三等獎 (人手改) Overall - 3rd Prize	1
	WMI 世界數學邀請賽 5618	銅獎	1
	第三十屆香港小學數學奧林匹克比賽 5541	銀獎	1
銅獎		1	
粵港澳大灣區數學競賽選拔賽 2023 5617	一等獎	1	

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Visual Arts	The 15th Arts Ambassadors-in-School Scheme(第十五屆校園藝術大使)	Arts Ambassador	2
Green Education	Practising Low Carbon Living Slogan Cum Poster Design Competition	優異獎 (高小組)	1
STEAM Team	Samsung Solve for tomorrow 2023	Merit Award	3
Others	灣仔區學校模範生獎勵計劃 2022- 模範生 (Model Student Award in Wan Chai)	Model Student Award	4
	Sir Robert Black Trust Fund Committee (柏立基爵士信託基金)	Grants for Talented Students in Non-academic Fields	2

Appendix C

Financial Summary

Government Fund

Balance b/f (2021-2022)	Name of Grant	Income	Actual Expenditure	Balance c/f
Baseline Reference				
\$0.00	School & Class Grant	\$482,388.31	\$411,174.55	\$71,213.76
\$4,596.77	Putonghua Grant	\$1,806.19	\$2,603.02	\$3,799.94
\$11,330.49	Prog. funds for Whole-school Approach to Guidance and Discipline	\$6,689.00	\$13,479.49	\$4,540.00
\$113,559.35	Composite F & E Grant	\$241,128.00	\$231,708.33	\$122,979.02
\$56,007.17	Grant for Moral and Civic Education	\$15,072.00	\$1,301.21	\$69,777.96
\$0.00	Enhancement Grant for Staff Development	\$6,960.00	\$2,080.00	\$4,880.00
\$0.00	Lift Maintenance Grant	\$104,676.00	\$125,599.00	(\$20,923.00)
\$55,377.67	Supplementary Grant for School-based management	\$169,308.00	\$177,170.25	\$47,515.42
\$1,824.00	Training & Development Grant	\$9,573.00	\$5,880.00	\$5,517.00
\$72,055.72	School Curriculum Development Grant	\$51,144.00	\$62,744.41	\$60,455.31
\$0.00	Admin Grant for Additional CA	\$206,328.00	\$206,328.00	\$0.00
<u>\$314,751.17</u>	Sub-total (A)	<u>\$1,295,072.50</u>	<u>\$1,240,068.26</u>	<u>\$369,755.41</u>
School Specific Grant				
\$1,614,497.13	Admin/Revised Admin. Grant	\$1,601,681.60	\$1,922,083.00	\$1,294,095.73
\$445,226.94	Capacity Enhancement Grant	\$800,017.00	\$1,054,939.00	\$190,304.94
\$193,587.60	Composite IT Grant	\$480,523.00	\$398,486.84	\$275,623.76
\$102,875.00	Enhanced Speech Therapy Grant	\$111,254.00	\$107,250.00	\$106,879.00
\$0.00	Air-Conditioning Grant	\$444,692.12	\$444,692.12	\$0.00
\$409,584.79	Top-Up Student Guidance Service Grant	\$247,039.00	\$446,239.48	\$210,384.31
\$97,871.00	Understanding Adolescent Project	\$145,936.00	\$162,550.00	\$81,257.00
\$143,152.00	SB Management Top Up Grant	\$51,615.00	\$6,000.00	\$188,767.00
\$0.00	School-based Speech Therapy Admin Recurrent Grant	\$8,258.00	\$0.00	\$8,258.00
\$0.00	Base School School-based Speech Therapy Admin Recurrent Grant	\$8,258.00	\$0.00	\$8,258.00
<u>\$3,006,794.46</u>	Sub-Total (B)	<u>\$3,899,273.72</u>	<u>\$4,542,240.44</u>	<u>\$2,363,827.74</u>
<u>\$3,321,545.63</u>	Total (A) + (B)	<u>\$5,194,346.22</u>	<u>\$5,782,308.70</u>	<u>\$2,733,583.15</u>

Outside EOEBG

Balance b/f (2021-2022)	Name of Grant	Income	Actual Expenditure	Balance c/f
\$0.00	Committee on Home-School PTA (Recurrent)	\$5,855.00	\$5,855.00	\$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	\$20,000.00	\$0.00
\$61,948.25	Learning Support Grant	\$371,640.00	\$391,812.00	\$41,776.25
\$9,184.00	External School Review	\$0.00	\$0.00	\$9,184.00
\$0.00	CCFAP School Lunch Subsidy	\$4,160.00	\$4,160.00	\$0.00
\$5,841.50	SB After School Learning	\$5,400.00	\$800.00	\$10,441.50
\$0.00	Grant for SB support for Non-Chinese Speaking Students	\$820,000.00	\$725,378.00	\$94,622.00
\$0.00	Grant for Support NCS with SEN	\$103,230.00	103,230.00	\$0.00
\$1,540.61	Moral & National Education Grant	\$0.00	\$1,540.61	\$0.00
\$0.00	Promotion of Reading Grant	\$31,991.00	\$31,991.00	\$0.00
\$0.00	IT Staffing Support Grant	\$327,588.00	\$327,588.00	\$0.00
\$0.00	Grant Account for Fringe Benefits under the NET Scheme	\$1,032.41	\$1,032.41	\$0.00
\$253,374.90	Life-Wide Learning Grant	\$774,213.00	\$639,835.41	\$387,752.49
\$276,000.00	School Social Work Service Grant	\$658,080.00	\$590,000.00	\$344,080.00
\$72,945.00	Consultation Service Grant	\$132,552.00	\$115,000.00	\$90,497.00
\$0.00	One-off School-Based Speech Therapy Set-Up Grant	\$20,646.00	\$0.00	\$20,646.00
\$0.00	One-off Grant on Parent Education	\$200,000.00	\$0.00	\$200,000.00
\$0.00	Grant for the Sister School Scheme	\$106,637.00	\$17,600.00	\$89,037.00

School Fund

Balance b/f (2021-2022)	Name of Grant	Income	Actual Expenditure	Balance c/f
\$635,408.20	Charges for Specific Purposes	\$480,390.00	\$600,240.11	\$515,558.09