



Annual School Report 2023-2024





1. School Vision and Mission

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

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

1. their acquisition of knowledge and skills is joined to Christian values;
2. they will become reflective and will accept 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 Brief History

Marymount, originally known as Holy Spirit School for girls, was founded by the Maryknoll Sisters on January 10, 1927. Initially located on Robinson Road with only 8 classes, it moved to Caine Road in 1930 and offered a complete course by 1941 before closing during the war. It reopened as Maryknoll School in 1948 and relocated to Happy Valley in 1957. After the Maryknoll Sisters transferred sponsorship to the Columban Sisters in 1978, the school was renamed Marymount Secondary and Primary Schools in 1983. Since 1997, it has been sponsored by the Christian Life Community, dedicated to maintaining its educational traditions.

2.2 School Culture

We cultivate a learning environment that fosters quality and whole-person development for students and teachers. Central to our mission is the concept of "magis," striving for excellence through Christian values of care, love, and compassion. Collaborative teaching practices and ample learning opportunities enhance this pursuit. Our culture of reflection, rooted in the Spiritual Exercises of St. Ignatius, helps us identify strengths and weaknesses while promoting personal and communal growth. Together, teachers, students, and parents work towards nurturing "Caring, Loving and Compassionate Global Citizens" and continuously renew our school's vision and mission to support effective collaboration and progress.

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 based on the EDB Stakeholder Survey (SHS):

Stakeholders	2021-2022	2022-2023	2023-2024
Students	4.2	4.1	4.2
Teachers	4.3	4.3	4.2
Parents	4.6	4.5	4.6

2.3 School Facilities

Since the completion of the School Improvement Project in 2006, the campus includes 24 air-conditioned classrooms designed to standardized specifications. Other facilities include:

School Hall	Library	Music Room	Multi-purpose Room 1	Conference Room
Ball Court	Computer Room	General Studies Room	Multi-purpose Room 2 (Chapel)	Common Room
Covered Playground	Visual Arts Room	Small Group Teaching Rooms	Social Worker Room	Staff Room

2.4 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 (2023-2024) as of 12 July 2024

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Students	123	126	116	118	107	97	687

2.4 Incorporated Management Committee

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

Members of the IMC 2023-2024

Dr. Éadaoin K.P. Hui	School Sponsoring Body Manager
Fr. Seán Ó Cearbhalláin, S.J.	School Sponsoring Body Manager
Ms. Barbara Chan	School Sponsoring Body Manager
Mrs. Jennie Chor	School Sponsoring Body Manager
Ms. Jasmine Hui	School Sponsoring Body Manager
Ms. Veronica Ma	School Sponsoring Body Manager
Prof. Alice Wong	School Sponsoring Body Manager
Ms. Monica Ip	Alternate School Sponsoring Body Manager
Ms. Winnie Tse	Teacher Manager
Ms. Joyce Chow	Alternate Teacher Manger
Ms. Amy Yung	Alumna Manager
Ms. Olivia Lee	Parent Manager
Mr. Matthew Luk	Alternate Parent Manger
Mr. Paul Leung	Independent Manager
Ms. Brenda Lo	School Principal (MPS)
Mr. Kyle Chan	School Principal (MSS) Honorary Manager
Ms. Asha Sharma	Honorary Legal Advisor

2.5 Our Teachers

Last year, our team included 53 teachers, 45 of whom held established positions, including one NET teacher and one School Librarian and additionally, 8 teachers were appointed under EDB special grants.

Qualification of Teachers under Establishment	
Teacher Certificate / Diploma in Education	100%
Bachelor's Degree	100%
Master's /Doctoral Degree	47%
Special Education Training for in-service Teachers	
Basic Course	67%
Advanced Course	21%
Thematic Course	13%
Working Experiences of Teachers	
0-2 years	13%
3-5 years	8%
6-10 years	25%
Over 10 years	55%

2.6 Our Partners in Education

Parents and MPS Parent-Teacher Association (PTA)

Our school highly values the partnership between home and school. Parents' perspectives are actively considered in the formulation, planning, and implementation of school policies and activities that benefit students' academic achievement and personal development. Open communication is maintained through the School Website and Parent App, keeping parents informed about policies, events, and recent developments. Activities such as Orientation Day, Parents' Meetings, Parent-Teacher Interviews, and SSPA Briefing Sessions are organized to enhance mutual understanding and strengthen collaboration.

In addition to fostering this partnership, our PTA supports student well-being and school initiatives. Parents co-organize events like Sports Day and Games Day, and PTA members volunteer for various activities, including school lunches, Christmas and Chinese New Year celebrations, Book Day, and student outings. The PTA Website is regularly updated with photos and information, and newsletters are published annually.

The following activities were co-organized by PTA and the School in 2023-2024:

- Christmas Celebration
- Sports Day
- Games Day
- Values Education Workshop (co-organised with MSS-PTA, WYHK-PTA & PUAWYPS-PTA)
- Second-hand Uniform Charity Sale
- P.6 Graduation Dinner
- Fun Fair
- Parents' Interest Class
- Apron Storytelling Parent-Child Workshop
- 'Journey of Reading Together' Parent-Child Workshop
- 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 based on EDB Stakeholder Survey (SHS):

Stakeholders	2021 - 2022	2022-2023	2023-2024
Parents	4.2	4.2	4.2

MSS Alumnae and the MSS Alumnae Association

There are strong connections between the alumnae and the school. Several school managers are alumnae, contributing their expertise, advice, and support. Some also serve as teaching staff. The MSS Alumnae Association has been a generous supporter, aiding school development through fundraising activities and organizing special events. Since the 2005-06 school year, distinguished alumnae have been invited to speak at Graduation Day. Additionally, the MSSAA Executive Committee participates in various school activities, including Sports Day.

Marymount Professionals

Marymount Professionals is a collaborative initiative launched by Marymount Primary and Secondary Schools to connect alumnae across various professions. This platform enables them to meet, share experiences, explore community service opportunities, and exchange ideas and resources during professional chapter activities and annual gatherings.

With a history of over 95 years, Marymount has a rich tradition and unique culture focused on providing quality education. The vision and mission emphasize forming young leaders with integrity, wisdom, care, love, and compassion. This initiative also offers students the chance to learn from their alumnae, helping them make informed choices as they pursue further education and careers.

Initially starting with seven chapters—covering fields like Education, Finance, Government, Legal, Medical, Real Estate, and Entertainment—Marymount Professionals has expanded to include new chapters in New Media & Technology and Homemaking in 2023. Additional chapters will be introduced in the future to enhance the professional network for the benefit of alumnae and current students.

Centenary Celebration Preparation Committee

Marymount will commemorate its Centenary in 2027. To prepare for this milestone, the Centenary Celebration Preparation Committee was established in November 2023, comprising over 70 members from various stakeholder groups, including alumnae, parents, students, and teachers. Ms. Asha Sharma and Ms. Barbara Chan serve as Co-Chairpersons, with Ms. Karen Ho and Ms. Florence Tsoi as Vice-Chairpersons. Ms. Pauline Tsang is the Treasurer, and Ms. Vivian Yow leads the Theme/Image Advisory Team.

The first event leading up to the 100th anniversary was the MSS/MPS 97th Anniversary Logo and Slogan Design Competition, inviting current MSS and MPS students, along with alumnae, to submit their designs. Additionally, a successful virtual walkathon titled "Walk for Wellness" was held in April 2024 to raise funds and build enthusiasm for the centenary celebration. More events are planned for the coming years.

2.7 Learning and Teaching

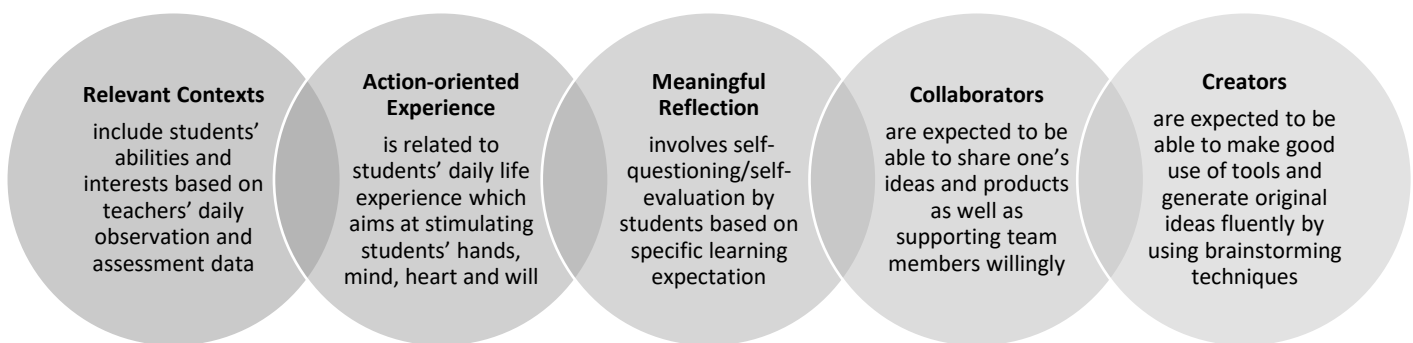
Broad and Balanced Curriculum

MPS offers a broad and balanced curriculum that fosters knowledge, skills, and attitudes. The 10 curriculum subjects are developed in a spiral manner, allowing students to revisit topics with increasing complexity. Subject panels align initiatives with students' strengths and needs to enrich learning experiences.

Engaging Teaching Strategies

Teachers effectively utilize learning materials and e-resources to facilitate activities like group work, enhancing students' learning and generic skills. In response to the rapid changes in the world and insights from 21st-century education, we developed a new School Development Plan through the collective efforts of our teachers. This process involved reflection within Professional Learning Communities and SWOT analysis, guided by our Executive Committee.

Building on our current strengths and inspired by the book *Learning by Refraction: A Practitioner's Guide to 21st Century Ignatian Pedagogy* (2019, Go & Atienza), we have elaborated on our MPS Teaching Philosophy, summarized below:



Effective Assessment and Diversity

Teachers employ strong communication skills and flexible learning activities to engage students, helping them organize knowledge effectively. Both summative and formative assessments gauge mastery of skills. Diverse teaching strategies are regularly evaluated through development activities, ensuring they cater to diverse learning needs.

Support for Talented and SEN Students

High-achieving students are nominated for special courses and competitions based on their talents. Measures for students with special educational needs (SEN) include therapeutic services, small group teaching, and curriculum adaptations to support varied learning abilities.

The following summarizes our stakeholders' ratings of our teaching on a 5-point scale based on EDB Stakeholder Survey (SHS):

Stakeholders	2021-2022	2022-2023	2023-2024
Students	3.9	4.0	4.1
Teachers	4.3	4.4	4.3

2.8 Support for Student Development

Our school emphasizes nurturing students' whole-person development. The Learning and Teaching Division collaborates with the Pastoral Care Division to support values education, moral education, spiritual education, gifted education, guidance, and special educational needs (SEN).

MPS Core Values and Guidance Programs

The MPS core values—Care, Love, Compassion, and the Six Attributes (Responsibility, Gratitude, Care, Integrity, Perseverance, Wisdom)—are integrated into our curriculum, assemblies, and religious activities. The Guidance and Formation Committee (GF) organizes comprehensive programs that address students' personal and social needs, promoting positive values and good behavior during assemblies.

Developmental Approaches

Level-based programs, such as interactive talks, help reinforce positive values and attitudes. The Understanding Adolescent Project (UAP) for P.4 to P.6 students enhances resilience, with teachers and parents noting improvements in emotional management and interpersonal skills. The P.1 and Newcomers Adaptation program supports new students' transitions, while the School Prefect Team fosters leadership and critical thinking.

Support for Diverse Learning Needs

To cater to special educational needs, early identification mechanisms are in place, along with small group teaching for Primary 2 to 4 students. Our Special Educational Needs Coordinator provides tailored support, including in-class assistance and after-school learning opportunities. Happy Learning Groups are also available for students needing social skills enhancement.

Educational Psychology and Guidance Services

We partnered with the School-Based Educational Psychology Service for enhanced support in learning, gifted education, and crisis management. The HK Federation of Youth Groups assists in developing our student guidance policy, offering services in personal growth education and responsive support for students.

Speech Therapy and Parental Engagement

Students with speech impairments receive regular training from a school-based therapist, focusing on improving communication abilities. We maintain close communication with parents through meetings, workshops, and newsletters, ensuring a supportive learning environment.

Encouraging Global Citizenship

Through various platforms, students are groomed to become caring global citizens. Survey results show that 81% of students and 82% of parents feel supported in problem-solving; 79% of students and over 96% of parents view the school as caring. Additionally, 93% of teachers agree that our support services meet students' developmental needs.

3. Achievements and Reflections on Major Concerns

3.1 Major Concern A

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

Targets:

Target 1	Harmonious Relationships (PERMA -- Relationships) To provide a supportive environment and tools that allow teachers, students and parents to build trust and rapport.
Target 2	Accomplishment (PERMA -- Accomplishment) To provide opportunities that allow teachers and students to celebrate and recognize their efforts.
Target 3	Purpose in Life (PERMA -- Meaning) & Participation (PERMA -- Engagement) To provide a wide range of opportunities that allow teachers and students to explore diverse and meaningful experiences, find their strengths and feel empowered to make a difference.
Target 4	'YES I can!' Emotions (PERMA -- Positive Emotions) To provide useful tools and a safe environment that allow teachers and students to enhance their well-being through social-emotional learning.

Achievements

To support students' overall development, our School Development Plan (2023-2026) prioritizes well-being across multiple dimensions—physical, mental, and spiritual. Using Dr. Martin Seligman’s PERMA model, we focused on fostering gratitude among students, teachers, and parents through various initiatives.

Target 1 Harmonious Relationships (PERMA -- Relationships):

Over 80% of students, parents, and teachers either strongly agree or agree that Target 1: Harmonious Relationships (PERMA—Relationships) has been achieved, providing a supportive environment to build trust and rapport. Activities organized by the school, such as MPS Touch—a program filled with class-based activities at the start and end of the school year—were particularly well-received, with 93.9% of students, 99.5% of parents, and 100% of teachers affirming that it fostered a positive classroom environment.

Additionally, 97.3% of parents agreed that these activities helped students build trust and harmonious relationships with them. Initiatives like the school-based “Crystal Clear Gratitude” booklet allowed parents to acknowledge their daughters' efforts through thank-you notes, while the

“Family Connect” program offered various parent education workshops and activities to strengthen parent-child bonds and equip parents with skills to enhance overall well-being. Through these initiatives, 99.5% of parents and 91% of teachers agreed that students are better able to build trust and maintain harmonious relationships with others. As a result, the school has successfully fostered a collaborative environment, leading to improved relationships and a more cohesive school community.

School-based Questionnaire Results (2023-2024)

Target 1 -- Harmonious Relationships (PERMA – Relationships)	Strongly Agree & Agree		
	Student	Parent	Teacher
The activities the school organized helped build trust and harmonious relationships <i>between students</i> .	93.9%	99.5%	100%
The activities the school organized helped students build trust and harmonious relationships <i>with parents</i> .	80.5%	97.3%	100%
The activities the school organized helped students build trust and harmonious relationships <i>with teachers</i> .	90.5%	<i>Not Applicable</i>	100%

Target 2: Accomplishment (PERMA -- Accomplishment):

To provide opportunities for teachers and students to celebrate and recognize their efforts, over 84% of students, parents, and teachers either strongly agree or agree that the school has successfully created such opportunities, enhancing their sense of accomplishment.

In the formal curriculum, both the Chinese and English Panels offered numerous chances for students to give peer feedback and constructive criticism, particularly in speaking and writing. Award systems like the STAR Problem Solver Challenge recognized students’ efforts in math by allowing them to create explanatory videos. The “Muse’s Palette Show – Student-Led Art Exhibitions” celebrated the achievements of both teachers and students, providing a platform for students to explore diverse experiences and identify their strengths. Additionally, subject newsletters published three times a year highlighted teachers’ planning and students’ work, showcasing their achievements.

In the informal curriculum, lunch activities such as the English Panel’s “MPS KOL” and the Chinese Panel’s 急口令 and 即席故事創作 offered stress-free opportunities for students to showcase their passions. Students also enjoyed contributing to the “校園日報”, a school magazine where they could write and edit articles on topics of interest.

These formal and informal activities, both in and out of lesson time, provided ample opportunities for constructive feedback, peer collaboration, and celebration of achievements. This supportive environment encourages reflection and fosters a sustained sense of accomplishment, ultimately enhancing student motivation and engagement in the learning process.

School-based Questionnaire Results (2023-2024)

Target 2 -- Accomplishment (PERMA – Accomplishment)	Strongly Agree & Agree		
	Student	Parent	Teacher
The school provided opportunities to celebrate and recognize students’ efforts.	91.1%	96.8%	97.8%

Target 3: Purpose in Life (PERMA -- Meaning) & Participation (PERMA -- Engagement):

Extremely positive feedback from students, parents, and teachers highlights the effectiveness of providing a wide range of opportunities for exploring diverse and meaningful experiences, allowing individuals to discover their strengths and feel empowered to make a difference.

To build on the previous School Development Plan's goal of helping students understand and apply their Character Strengths, many activities in the 2023-2024 school year focused on enabling students to recognize and utilize their strengths, particularly in giving back to the community. When students effectively use their strengths, it enhances their motivation and engagement, leading to a state of “flow”—a deeply immersive experience that fosters creativity, productivity, and happiness. Various panels and committees offered an array of learning experiences this year, from in-class plant-growing projects to volunteer work and cultural exchanges outside Hong Kong.

Through charity initiatives like the JC Volunteer Program and Box of Hope, students utilized their strengths to assist those in need. In the classroom, they collaborated to grow plants, applying strengths such as perseverance and self-regulation. Outside the classroom, P.5 and P.6 students participated in the Mainland Exchange Program 「同根同心」, which deepened their understanding of Chinese history and culture, fostering a sense of belonging. P.4 students engaged in the Sister-School Scheme with Shenzhen schools, learning about different educational cultures and enhancing their appreciation of Chinese heritage.

As indicated by the positive results below, these diverse learning experiences have facilitated exploration, skill development, and social connections, helping our students cultivate a sense of purpose and guiding them toward fulfilling and meaningful lives.

School-based Questionnaire results (2023-2024)

Target 3 -- Purpose in Life (PERMA – Meaning) & Participation (PERMA – Engagement)	Strongly Agree & Agree		
	Student	Parent	Teacher
The school provided opportunities to recognize students' strengths.	90%	98.7%	100%
Students are able to recognize/ find their own strengths.	89.3%	94.5%	93.3%
Students are motivated to keep doing things they are interested in for themselves.	95.6%	97.7%	97.8%
The school provided opportunities to allow students to give back and make a difference.	93.5%	98.7%	97.8%
Students are more able to give back.	93.7%	97.2%	88.9%
Students had the experience of feeling fully engaged and deeply involved in what they were doing.	92.4%	<i>Not Applicable</i>	<i>Not Applicable</i>

Target 4: ‘YES I can!’ Emotions (PERMA -- Positive Emotions):

To provide effective tools and a safe environment for enhancing well-being through social-emotional learning, the results have been extremely positive. Over 91% of students, parents, and teachers either strongly agree or agree that the school has created opportunities for students to appreciate themselves, practise gratitude, and enhance their overall positive emotions.

Weekly “check-in” sessions, the use of school-based “E+ Emotion Cards”, and Bloom Time lessons focused on positive emotions have all contributed to social-emotional learning, allowing students to share their feelings in a safe and supportive setting. Values-based activities like “Grateful Beats” and “Find the Silver-Lining” provided experiential learning that encouraged students to recognize their blessings, fostering a culture of gratitude within the school. Reflections were further encouraged through the “Soul Happy Diary”, which helped students develop a habit of gratitude throughout the year.

In the formal curriculum, RME lessons included the Examen practice, where students reflected on three things they were grateful for, two areas for improvement, and one request for guidance. A pocket-sized Examen card was designed to help students cultivate this daily practice.

Additionally, 93.3% of teachers felt that the school equipped them with tools and skills to enhance student well-being. A group of teachers participated in the **.b Foundations** and **Teach Paws** courses to learn about mindfulness, gaining firsthand experience of its benefits and acquiring the knowledge to teach mindfulness practices to their students.

Overall, by implementing gratitude-building initiatives and fostering positive emotions through various school activities, we can significantly enhance mental, emotional, and physical well-being, leading to a more satisfying and balanced life.

School-based Questionnaire results (2023-2024)

Target 4 -- ‘YES I can!’ Emotions (PERMA – Positive Emotions)	Strongly Agree & Agree		
	Student	Parent	Teacher
The school provided opportunities to enhance students’ positive emotions.	95.8%	98.2%	100%
The school provided opportunities for students to learn to appreciate oneself and find good in all things.	92.9%	97.7%	100%
Students are more able to learn to appreciate themselves and find good in all things.	91.3%	95%	100%

Students’ Questionnaire (APASO) Results: Affect (No Negative Affect) (2023-2024)

Do you often have the following feelings? Scared, Painful, Worried, Sad		Q-score
	P.3	111
	P.4	97
	P.5	85
	P.6	88

Students’ Questionnaire (APASO) Results: Affect (No Anxiety, Depressive Symptoms) (2023-2024)

In the past six months, do you often have the following? Feeling unhappy, Easily angry or bad temper, Feeling nervous, Feeling worried		Q-score
	P.3	112
	P.4	104
	P.5	85
	P.6	92

Reflections

Overview of Feedback

Following the evaluation and questionnaire results of our school's activities and initiatives under the 2023-2026 School Development Plan, feedback from students, parents, and teachers has been overwhelmingly positive. The results highlight a strong sense of happiness and satisfaction regarding the direction the school is taking.

Strengthening Harmonious Relationships

By targeting harmonious relationships, students, parents, and teachers have developed a stronger sense of belonging. The feedback indicates that the school's activities, particularly those encouraging interactions between parents and children, have been effective. Parents have noted marked improvements in communication and opportunities for involvement. This collaboration has created a supportive community that enhances their children's educational experience. Additionally, class-based activities aimed at fostering harmonious relationships among classmates have helped build a positive classroom environment, providing students with a safe place to learn and grow.

Enhancing Accomplishment and Purpose

The positive results of Target 2 (Accomplishment) and Target 3 (Purpose in Life) further demonstrate the effectiveness of various initiatives implemented through both the formal and informal curriculums. The diverse activities offered have significantly enriched the school experience, increased student engagement and facilitating growth in both academic and personal areas. This heightened engagement has fostered a vibrant school culture where students feel valued and heard, while diverse learning experiences have allowed them to explore new interests and develop skills, contributing to their personal growth and academic success. Parents have noticed increased confidence and motivation in their children, attributing these changes to the school's supportive environment and diverse offerings.

Positive Impact of Emotion-Enhancing Activities

The response to Target 4: 'YES I can!' Emotions has been overwhelmingly enthusiastic. The results underscore the significant impact these initiatives have had on the overall school environment and community well-being. Students have expressed a profound sense of happiness and fulfillment from activities designed to cultivate positive emotions. These activities, including gratitude practices such as the 'Soul Happy Diary,' Examen, and Check-in Circles, have been particularly well-received. Both students and parents have noted that reflecting on positive experiences has enhanced their outlook on life, leading to a greater sense of fulfillment and connection.

Building Resilience and Engagement

These emotion-enhancing activities have not only improved students' moods but also strengthened their resilience. They have led to higher levels of student engagement and motivation in the classroom, inspiring students to participate more actively in both class and extracurricular activities, contributing to a dynamic and enthusiastic school culture.

Addressing Areas for Improvement

While the overall results from the questionnaires are positive, it is noted that P.5 students rated the lowest in the APASO Students' Questionnaires regarding feelings of having no negative effects. This suggests that P.5 students experience more stress and worries compared to other grades. The timing of the questionnaires coincided with the SSPA assessments, which likely contributed to this sentiment. Although this is not a cause for concern, the school plans to implement more resilience-based activities and lessons for P.5 and P.6 students to alleviate examination-related pressure.

Parental Recognition of Positive Changes

Overall, parents have recognized the positive changes in their children as a result of these activities. They reported increased happiness and reduced stress levels at home, attributing this shift to the school's focus on emotional well-being. Parents appreciate the proactive approach the school has taken in teaching students the importance of gratitude and positivity.

Feedback and Follow-up

The results of our school's activities aimed at cultivating students to be 'HAPPY' reveal a vibrant and supportive community. The happiness expressed by both students and parents reinforces our commitment to prioritizing emotional, physical, and spiritual well-being in our educational approach.

Strengthening Community and Partnerships

The school's dedication to diverse activities and community involvement has not only enhanced student satisfaction but also strengthened the partnership between families and the school. Moving forward, we aim to build on this positive momentum by implementing more varied activities, ensuring that our school remains a place where positive emotions thrive, contributing to the holistic development of every student.

Plans for the Upcoming School Year

In the next school year, we will continue and enhance school activities during Bloom Time, FLOW, and iMaster, focusing on community service and cultural awareness. Such involvement will help our students understand their impact on the community, appreciate diversity, and broaden their worldviews, aiding them in finding their place in global society. Furthermore, these activities will assist students in identifying their passions and future aspirations, encouraging them to set goals and reinforcing the purposefulness of their education.

Fostering a Caring Environment

To align with the next school year's theme, 'Year of Care,' we will implement more activities to help students, parents, and teachers build harmonious relationships. By fostering care within the community, each individual's sense of belonging will deepen. A caring school environment encourages collaboration and empathy among peers, helping students develop essential social skills and navigate interpersonal relationships more effectively. Students who feel cared for are more likely to engage in learning, which can lead to improved academic performance and a more positive school experience.

Conclusion and Future Directions

In conclusion, the positive feedback for Major Concern A in the 2023-2024 school year has given the school confidence in continuing its efforts to enhance well-being for all stakeholders. Moving forward, we will build on our initiatives, adapt our offerings, and foster an environment where every student can thrive.

3.2 Major Concern B

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

Targets:

Target 1	Effective Diverse Learning Processes, School-based Essential Lesson Elements & 3 T Lesson To empower and equip our teachers with effective teaching strategies that align with our “School-based Essential Lesson Elements” so as to enhance the learning process for our students and achieve the desired learning outcomes.
Target 2	Multi-perspective MPS Thinkers and Respectful MPS Collaborators To create a dynamic and stimulating learning environment through diverse teaching strategies for cultivating multi-perspective MPS Thinkers and respectful MPS Collaborators

Achievements

To prepare students for a complex and interconnected world, our school prioritizes diverse learning experiences in our new three-year School Development Plan. We aim to cultivate Multi-perspective MPS Thinkers and Respectful MPS Collaborators, empowering students with the critical thinking and interpersonal skills needed to thrive globally.

Target 1:

Empowering Teachers for Enhanced Learning

Recognizing that teachers play a crucial role in shaping students’ learning experiences, Target 1 focuses on empowering and equipping educators with the skills and strategies needed to enhance student learning. Drawing on the collective wisdom of our teaching staff, the school has developed the MPS Specials, aligning teaching practices with our “**School-based Essential Lesson Elements**” and the **3T (Target, Task, and Takeaway) Lesson** approach. By integrating these strategies, we hope to create a more structured and engaging learning environment that ultimately improves student outcomes.

Building Capacity Through Collaborative Efforts

In addition to the MPS Specials, various panels have contributed to enhancing our teachers’ capacity to provide diverse learning experiences. Different subject panels have developed materials to help teachers integrate effective teaching strategies into their lessons. For instance, the English Panel introduced teaching aids that outline target skills and techniques for group discussions. The RME Panel created tailored materials for liturgical events based on its progression framework, ensuring better alignment between levels. Similarly, the Visual Arts Panel provided teachers with pre-task or take-home materials to help students grasp specific skills before, during, and after the artwork creation process.

Fostering a Culture of Collaboration

Beyond materials development, panels such as Maths, English, and RME encouraged teachers to utilize Collaborative Lesson Planning (CLP) sessions and panel meetings as platforms for fostering a culture of professional learning and collaboration among educators. These initiatives aim to enhance teaching practices and promote a shared commitment to delivering diverse and enriching learning experiences for all students. The below results summarised students’ views related to Target 1:

School-based Questionnaire results (2023-2024)

Target 1 -- Effective Diverse Learning Processes, School-based Essential Lesson Elements & 3 T Lesson	Strongly Agree & Agree
	Students’ views
The school used different methods to help students learn.	96.1%
Students were asked different questions to help them learn in lessons.	96.6%
Students were informed what they would be learning at the start of the lessons.	91.9%
Teachers would summarize what students had learnt at the end of the lessons.	87.6%

Students’ Questionnaire (APASO) Results: Teaching (Clear Instruction) (2023-2024)

Have the following things happened in your class?		Q-score
1. The teacher sets clear goals for our learning.		
2. The teacher asks questions to check whether we have understood what was taught.	P.3	102
3. At the beginning of a lesson, the teacher presents a short summary of the previous lesson.	P.4	116
4. The teacher tells us what we have to learn.	P.5	104
	P.6	85

Positive Impact of Target 1 Initiatives

The data collected from students, parents, and teachers clearly reflects the positive impact of the initiatives under Target 1. According to the school-based questionnaire, an overwhelming majority of respondents agreed that the school employed various methods to support student learning, with 96.1% of students and 99.1% of parents expressing agreement.

Enhanced Learning Experiences

Additionally, 96.6% of students noted that they were asked different types of questions to facilitate deeper understanding during lessons. Furthermore, over 90% of students confirmed that they were informed about the learning objectives at the beginning of lessons, while 87.6% agreed that teachers summarized the key learnings at the end of lessons. These findings underscore the successful implementation of clear and structured teaching strategies across the school.

Validation through APASO Results

The APASO results further validate these achievements, particularly in the area of clear instruction. Students across different grade levels reported high satisfaction with the clarity of teaching, indicating positive feedback on instructional goals and questioning techniques. These results

demonstrate the effectiveness of the strategies introduced under Target 1 in fostering a structured and engaging learning environment for students.

Target 2:

Target 2 aims to create a dynamic and stimulating learning environment that fosters the development of Multi-perspective MPS Thinkers and Respectful MPS Collaborators. By employing a variety of teaching strategies, students are encouraged to engage with multiple viewpoints and collaborate respectfully with their peers, enhancing both their critical thinking and collaborative skills.

Creating Meaningful Learning Opportunities

To achieve these goals, a range of effective learning opportunities were developed. The Chinese Panel introduced post-reading activities using picture books to stimulate deeper reflection and discussion among students. The Maths Panel implemented the Model Method, guiding students to systematically think through problems and draw conclusions. Similarly, the GS Panel introduced Thinking Tools to help students connect different areas of knowledge, consider multiple perspectives, and form their own judgments.

Encouraging Respectful Collaboration

To foster Respectful MPS Collaborators, the GS Panel introduced the Collaborator Wheel, encouraging students to be effective team players by ensuring logical, creative thinking and responsible participation in group activities. The Visual Arts Panel provided a platform for talented students to collaborate on curating exhibits, helping them develop skills as respectful collaborators who actively listen to and consider diverse perspectives. Additionally, the school-based iMaster Programme offered opportunities for creativity and collaboration through hands-on activities, experiential learning, and project-based work.

Positive Feedback and Results

The implementation of these diverse teaching strategies has yielded positive results, as reflected in feedback from students, parents, and teachers. According to the School-based Questionnaire, 93.7% of students and 97.2% of parents agreed that the school provided opportunities for careful and logical thinking, enabling meaningful conclusions from learned information. Additionally, 92.4% of students, 95% of parents, and 100% of teachers observed improved critical and logical thinking among students.

Success in Multi-perspective Thinking

The results also highlight success in fostering Multi-perspective MPS Thinkers, with 96.3% of students and 95.9% of parents affirming that students were encouraged to look beyond their own perspectives. Furthermore, when it came to formulating questions and evaluating options, 95% of students and 93.1% of parents agreed that the school provided ample opportunities, with 92.6% of students, 93.2% of parents, and 95.5% of teachers confirming student improvement in these areas.

Developing Respectful Collaboration Skills

In terms of developing Respectful MPS Collaborators, 94.2% of students and 96.4% of parents agreed that students were given opportunities to provide constructive feedback. Additionally, 91.3% of students, 92.2% of parents, and 100% of teachers reported that students had become more capable of offering constructive feedback. Furthermore, 95.3% of students, 94.4% of parents, and 95.5% of teachers affirmed that students had become more respectful of others’ decisions, while 95.5% of students, 92.7% of parents, and 91.1% of teachers agreed that students were more able to actively listen to others without making immediate judgments or assumptions. These results underscore the effectiveness of the initiatives under Target 2, showing that students have not only enhanced their critical thinking skills but have also become respectful collaborators who value diverse perspectives and work effectively with their peers.

School-based Questionnaire results (2023-2024)

	Strongly Agree & Agree		
	Student	Parent	Teacher
The school provided opportunities for students to think carefully and logically, and to come up with conclusions based on the information they learned.	93.7%	97.2%	97.7%
Students are more able to think carefully and logically, and to come up with conclusions based on the information they learned.	92.4%	95%	100%
The school provided opportunities for students to look beyond their own perspectives and consider others’ experiences, thoughts and feelings	96.3%	95.9%	100%
Students are more able to look beyond their own perspectives and consider others’ experiences, thoughts and feelings.	92.6%	92.6%	95.5%
The school provided opportunities for students to formulate questions, think about different options, and make comparisons.	95%	93.1%	97.7%
Students are more able to formulate questions, think about different options, and make comparisons.	92.6%	93.2%	95.5%
The school provided opportunities for students to give constructive feedback.	94.2%	96.4%	100%
Students are more able to give constructive feedback.	91.3%	92.2%	100%
Students are more able to respect others’ decisions, allowing and accepting others’ opinions.	95.3%	94.4%	95.5%
Students are more able to actively listen to others without making immediate judgements or assumptions.	95.5%	92.7%	91.1%

Reflections

As reflected in the positive feedback collected, the initiatives under Major Concern B have been largely successful in enhancing both teaching practices and student competencies. Feedback from students, parents, and teachers for Target 1 indicates that efforts such as the implementation of the “School-based Essential Lesson Elements” and the 3T (Target, Task, Takeaway) Lesson Approach have contributed to a more engaging and effective learning environment. This environment supports students in developing critical thinking skills and deepening their understanding. The collective efforts of subject panels have also fostered a culture of professional growth and collaboration, further enhancing teaching effectiveness.

Improvements in Critical Thinking and Collaboration

The results from Target 2 reflect notable improvements in students' critical thinking and collaborative skills, as evidenced by positive feedback from stakeholders. The strategies implemented have effectively encouraged students to engage with multiple perspectives, form reasoned judgments, and enhance their teamwork and interpersonal skills, fostering a culture of respect and active listening. Higher levels of engagement in group activities were demonstrated in collaborative projects like the Visual Arts exhibits and the iMaster Programme, which provided meaningful platforms for students to develop these essential skills.

Areas for Further Improvement

However, despite the overall positive performance, certain areas require further improvement. While students at most grade levels reported high satisfaction with clarity of instruction and collaboration, inconsistencies were noted across different grades, particularly in P.6, where engagement levels were slightly lower, as indicated by the APASO results. This could be attributed to increased academic demands or a lack of tailored strategies for older students, suggesting a need for more grade-specific interventions to ensure consistent engagement across all levels.

Challenges in Critical Thinking Development

Additionally, the APASO results related to both critical thinking and creativity indicate room for improvement in fostering Multi-perspective MPS Thinkers. Across P.3 to P.6, the Q-scores for critical thinking ranged from 85 to 89, below the Hong Kong average of 100. These scores suggest that while students are beginning to develop critical thinking skills, they are not consistently applying strategies such as considering diverse viewpoints, formulating reflective arguments, or revising their opinions based on new information. The Q-scores for the statement, "*If I find my opinion is not totally correct, I will make correction,*" particularly highlight this challenge, indicating that students may resist adjusting their views when confronted with conflicting perspectives.

Mixed Performance in Creativity

In terms of creativity, the results show mixed performance. P.3 and P.4 students scored relatively well, with Q-scores of 91 and 104, indicating that younger students enjoy engaging with tasks requiring creative thinking and problem-solving. However, there is a noticeable decline in P.5 and P.6, with Q-scores dropping to 85, aligning with the results for critical thinking. This decline suggests that as students progress through the grades, they may feel less inclined or confident to approach tasks creatively, particularly when faced with more complex problems.

Recommendations for Targeted Efforts

These findings signal the need for more targeted efforts to strengthen both critical thinking and creativity, especially in the upper grades. For critical thinking, students require more opportunities to practice considering multiple perspectives and revising their opinions based on reflective thought. To foster creativity, tasks should remain engaging and challenging, encouraging older students to think outside the box and approach problems with innovation, even as academic demands increase.

Students' Questionnaire (APASO) Results: Critical Thinking (2023-2024)

When discussing different things with your classmates, do you agree with the following statements?		Q-score
1. My arguments are often based on my own experience and have carefully considered other people's ideas.	P.3	85
2. I try to think from various angles to a question.	P.4	85
3. If I find my opinion is not totally correct, I will make correction.	P.5	85
	P.6	89

Students' Questionnaire (APASO) Results: Creativity (Enjoy) (2023-2024)

Do you agree with the following statements?		Q-score
1. I like games that are difficult and require new methods to play.	P.3	91
2. I enjoy assignments that require new ways to solve.	P.4	104
3. I enjoy thinking about new ways to solve problems.	P.5	85
4. I enjoy solving complex problems.	P.6	85
5. I can suggest several solutions to problems.		

In summary, the initiatives under Major Concern B have made significant progress in enhancing teaching quality and student outcomes, particularly in promoting a culture of collaboration and respect among students. Positive feedback from students, parents, and teachers underscores the effectiveness of the implemented strategies, especially in boosting student engagement and teamwork. While further development in creativity and critical thinking skills is necessary, the school has established a solid foundation to build upon. Targeted strategies will be introduced in the coming year to address these areas effectively.

Feedback and Follow-up

In the first year of the three-year School Development Plan, significant progress has been made. Initiatives like the “School-based Essential Lesson Elements” and the 3T Lesson Approach have established a solid foundation for teaching practices, leading to greater consistency and increased student engagement across classrooms.

Areas for Improvement

However, as highlighted in reflections, there is still room for improvement, particularly in providing more opportunities for group work and collaborative learning experiences. Building on the strong foundation established this year, the school will focus on implementing more student-centered activities that promote collaboration, further enhancing students’ ability to work effectively with peers and develop critical interpersonal skills.

Upcoming Initiatives

To align with the goal of promoting diverse and dynamic learning experiences, several new initiatives will be introduced in the upcoming school year. One key advancement will be the Bring Your Own Device (BYOD) Programme, launching in Primary 4, along with the installation of interactive whiteboards in all classrooms. These technological tools will enable teachers to integrate more interactive, technology-driven activities into their lessons, providing students with a more engaging and personalized learning experience. They are also expected to foster greater student participation, facilitate real-time feedback, and encourage deeper exploration of topics.

Empowering Critical and Creative Thinking

Furthermore, the introduction of Thinking Tools will empower teachers to guide students in developing both critical and creative thinking skills. These tools will equip teachers with strategies to encourage students to approach problems from multiple perspectives, think more analytically, and express their ideas clearly. This initiative aligns with the school’s target of cultivating Multi-perspective MPS Thinkers who can apply these skills across subjects and real-world situations.

Enhancing the iMaster Programme

Additionally, the iMaster Programme will be restructured in the coming year to enhance its impact. While the programme has already provided valuable opportunities for collaboration, the new structure will emphasize helping students understand global issues and encouraging them to think critically and creatively about potential solutions. Students will be guided through identifying problems, brainstorming innovative solutions, and collaborating to implement their ideas. This restructuring will further contribute to students’ intellectual development while refining their teamwork and communication skills.

Staff Development Report

Purpose of Staff Development Activities:

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

A. Staff Wellness / Addressing Major Concerns A and B			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
2 Sep 2023	Online Workshop on Emotional Learning	All Teachers	Dreams Possible
13 Sept 2023	Examen	All RME Teachers	Ms. W. Tse
7 Nov 2023	Use of Interactive Board (1)	All Teachers	Pokying Innovation & Technology Co. Ltd.
1 Feb 2024	Early Identification, Prevention and Intervention for Suspected Child Maltreatment Cases	All Teachers	EDB Education Psychologist – Ms. Alice Yan
6 Feb 2024	Positive Education – Choose HAPPY	All Teachers	Positive Education Hong Kong (Bei Shang Tang Foundation)
1 Mar 2024	Catholic Teachers' Retreat	All RME Teachers	HK Catholic Religious Schools Council
21 Mar 2024	Mindfulness Practice	All Teachers	Jockey Club "Peace and Awareness" Mindfulness Culture in Schools Initiative (JC PandA) 賽馬會「樂天心澄」靜觀校園文化行動
21 Mar 2024	School Visit to Pun U Association Wah Yan Primary School	All Chinese & Maths Teachers	Pun U Association Wah Yan Primary School
21 Mar 2024	School Visit to HKBU Affiliated School Wong Kam Fai Secondary and Primary School	All English, Music, VA Teachers	HKBU Affiliated School Wong Kam Fai Secondary and Primary School
22 Mar 2024	善用調解，化解衝突！可增強個人的價值觀！ Mediation Workshop	All Teachers	Hong Kong Federation of Education Workers
22 Mar 2024	Self-organized Staff Wellness Initiatives	All Teachers	MPS
1 Jul 2024	School Visits and Professional Exchange Activities with local schools and sister schools in Mainland China	Ms. A. Lam Ms. C. Lau Ms. C. Chan Ms. C. Ng Mr. T. Lam Mr. G. Chan Ms. S. Cheung Ms. V. Ng Ms. V. Wong	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang, Ms. V. Lui

B. Support for New Teachers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
22 Aug 2023	New Teachers' Induction	New Teachers: Ms. K. Wong Ms. S. Wong Ms. A. Joe Ms. E. Tsang Ms. D. Yam Ms. Y. Suen	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Leung, Ms. K. To Mentors: Ms. R. Li, Ms. J. Chow, Ms. B. Leung, Ms. S. Cheung
8 Nov 2023 21 Feb 2024 15 Mar 2024	New Teachers' Sharing Sessions	New Teachers: Ms. K. Wong Ms. S. Wong Ms. A. Joe Ms. E. Tsang Ms. D. Yam Ms. Y. Suen	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Leung, Ms. K. To Mentors: Ms. R. Li, Ms. J. Chow, Ms. B. Leung, Ms. S. Cheung
C. Empowerment of Senior Teachers/Middle Managers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
29 Aug 2023	P.1 Orientation	All Teachers P.1 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Chow, Ms. K. To
23 Sep 2023	P.1-6 Student-Parent Day and P.5 SSPA Briefing	All Teachers P.1-6 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Chow, Ms. J. Leung, Class Teachers
6 Oct 2023	STEAM Education Sharing session at the University of Hong Kong	Hong Kong Principals and Teachers	Mr. T. Lam, Mr. G. Chan, Ms. C. Lau, Ms. C. Yeung
31 Oct 2023	School Visit and Professional Sharing with Baptist (Sha Tin Wai) Lui Ming Choi Primary School	All Teachers of Baptist (Sha Tin Wai) Lui Ming Choi Primary School	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Chow, Ms. J. Leung, Ms. S. Tsang, Ms. B. Leung, Ms. C. Lau
1 Mar 2024	School Visit and Professional Sharing with Chinese Methodist School (North Point)	English Teachers of Chinese Methodist School (North Point)	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. C. Tsang Ms. J. Leung, Ms. S. Tsang, Ms. B. Leung, Ms. C. Lau
D. Teacher Capacity Building			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
13 Sep 2023	教師朗誦教學工作坊	All PTH Teachers	GAPSK Ms. Zhao Ping
28 Sep 2023	Speech Festival Training Workshop	All English Teachers	Mr. Daniel Levia
9 Oct 2023 – 13 Nov 2023	Certificate in PDP on e-Learning in Primary Schools	Mr. G. Chan	The Education University of Hong Kong
3 Oct 2023	Sharing Session on Pilot Scheme on "Enhancing Science and Technology Learning at Upper Primary Level"	Mr. I. Law Ms. C. Yeung	EDB
8 Nov 2023	Chinese Ink Drawing and Calligraphy	Visual Arts and Interested teachers	Mr. Tang Chun Wing

D. Teacher Capacity Building (Cont'd)			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
13 Nov 2023 – 16 Dec 2023	Certificate in PDP for Middle Leaders in Schools	Ms. V. Lui	The Education University of Hong Kong
27 Nov 2023 – 12 Dec 2023	Advanced Course on Catering for Diverse Learning Needs	Ms. V. Wong	The Education University of Hong Kong (Commissioned by the EDB)
3 Dec 2023	Micro:bit Foundation Course	GS, Maths and IT Panel members	eClass
4 Dec 2023 – 15 Dec 2023	Thematic Course on Supporting Students with SEN – Focusing on students with Mental Illness (Primary)	Ms. B. Leung	The Education University of Hong Kong (Commissioned by the EDB)
Dec 2023- Jan 2024	Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)	Relevant Teachers	Education Bureau
7 Dec 2023 – 6 Mar 2024	Online Basic Course on Catering for Diverse Learning Needs (30 hours)	Ms. C. Tsang Ms. J. Leung Ms. J. Shum Ms. S. Wong Ms. R. Li	The Education University of Hong Kong (Commissioned by the EDB)
9 Mar 2024	Integrating Elements of Positive Education for a Whole-school Approach to Values Education in Marymount Schools	Ms. B. Lo Ms. W. Tse Mr. W. Chau Ms. C. Tsang Ms. J. Chow	Bei Shan Tang Foundations
9 Apr – 12 Apr 2024	晉升教師內地學習團(2023/24) – 探索大灣區創新 及科技發展	Ms. J. Chow Ms. C. Tsang	EDB
15 Apr 2024 – 5 May 2024	Certificate in PDP on Organisation and Management of Life-wide Learning Activities Programme	Ms. C. Lau	The Education University of Hong Kong
2023-2024	Mindfulness Practices - 8-session .b Foundations course	Ms. B. Leung Ms. C. Lau Ms. C. Yeung Ms. E. Tsang Ms. S. Wong Ms. K. Wong Mr. S. Li Ms. S. Tsang Ms. N. Tsui	Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative (JC Panda) 賽馬會「樂天心澄」靜觀校園文化行動 Ms. J. Chow, Ms. C. Lau, Ms. B. Leung
6 Apr 2024 13 Apr 2024 20 Apr 2024	Standard First Aid Certificate Course (Blended Learning) (30 hours)	Mr. Chau Mr. T. Lam Mr. R. Lau Mr. S. Li Ms. M. Lee Ms. E. Lai Ms. C. Lau Ms. R. Li Ms. A. Lam Ms. A. Joe Ms. I. Yau Ms. S. Wong Ms. A. Chan Ms. J. Shum Ms. K. Wong Ms. E. Tsang	Hong Kong Red Cross

D. Teacher Capacity Building (Cont'd)			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
30 Mar 2024 – 1 Apr 2024	Standard First Aid Training Course for Teachers (30 hours)	Ms. S. Cheung Ms. V. Wong	Hong Kong Red Cross
Nov 2023 – Mar 2024	Jockey Club Blended Learning Project	Ms. I. Lai Ms. N. Tsui	The Chinese University of Hong Kong Hong Kong Baptist University
E. Summary of Continuous Professional Development CPD (2023-2024)			
Principal's Continuous Professional Development			153 hours
Average No. of Hours of CPD Hours per Teacher			106 hours (Total: 4559 hours)

*The EDB has been encouraging teachers to participate in different modes of CPD activities in accordance with their professional needs and aspirations, to meet the soft target of completing **150 hours** of training in every three-year cycle (2023-2026). The average number of CPD hours per year recommended by EDB is **50 hours**.*

**External Awards
2023-2024**

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Language (Eng)	Good People Good Deeds 2022-2023	Certificate of Merit	1
	11th Primary Schools Debating Tournament	Champion	12
		Best Speaker Award	2
		Best Debater Award	1
	Canadian English Writing Competition 2023-2024 Arch Cup live Final Competition	Gold	1
		Silver	3
	Speech Festival	Champion	7
1 st Runner-up		17	
2 nd Runner-up		13	
Language (PTH)	"Fun in Culture of Hong Kong" Video Contest	Sr Primary Champion	6
	Putonghua Leader Campaign	Silver Award	1
		Bronze Award	1
		Merit	1
	Speech Festival	Champion	1
		1 st Runner-up	3
2 nd Runner-up		3	
Language (Chinese)	第二屆小小導賞員大賽	亞軍	3
	「菁英盃」作文比賽決賽 (香港賽區)	二等獎	2
		三等獎	5
	「菁英盃」作文比賽總決賽 (深圳賽區)	三等獎	1
	「金筆盃」即場創作文比賽 (香港賽區)	優異獎	1
	Speech Festival	三等獎	1
		Champion	2
1 st Runner-up		2	
PE	HKSSF HKE Swimming Competition 2023-24	2 nd Runner-up	2
		Girl's B 50M Breaststroke Champion	1
		Girl's C 50M Breaststroke Champion	1
		Girl's A 50M Backstroke 1 st Runner-up	1
		Girl's B 50M Butterfly 2 nd Runner-up	1
		Girl's A 100M Freestyle Champion	1
		Girl's B 50M Freestyle 1 st Runner-up	1
		Girl's C 50M Freestyle 2 nd Runner-up	1
		Girl's A 4x50M Freestyle Relay 3 rd Runner-up	6
		Girl's B 4x50M Freestyle Relay 2 nd Runner-up	6
Overall Girl's A Grade Merit	1		

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
PE	HKSSF HKE Swimming Competition 2023-24	Overall Girl's B Grade 2 nd Runner-up	1
		Overall Girl's C Grade 3 rd Runner-up	1
	HKSSF HKE Badminton Competition 2024	1st Runner-up	5
	All Hong Kong Inter-Primary Schools Gymnastics Competition 2023-2024	Grade C Vault Merit	4
		Floor Exercise Merit	3
		Floor Exercise Distinction	1
		Grade B Vault Merit	2
	11th All Hong Kong Inter-Primary Schools Tennis Competition 23-24	Girls C Champion	1
		Girls C Overall Champion	1
		Girls B 2nd Runner-up	1
		Girls B Merit	1
		Girls B Overall Champion	1
		Girls A Merit	1
	Hong Kong Island East Area Inter-Primary School Athletic Competition 2023-2024	Girls A Overall Champion	1
		Girl A 200M 2nd Runner-up	1
		Girl A 400M 2nd Runner-up	1
		Girls A Overall Merit	10
		Girls B 4x100M Relay 2nd Runner-up	6
	All Hong Kong Inter-Primary Schools Fencing Competition 23-24 - Individual Foil	Girls B Overall Merit	1
		Champion	1
Mathematics	Asia International Mathematical Olympiad Open Contest	Gold award	2
		Silver award	3
		Bronze award	3
	Hua Xia Cup (Preliminary Round)	1 st Class Honour	4
		2 nd Class Honour	9
		3 rd Class Honour	21
	Hua Xia Cup (Qualifying Round)	1 st Class Honour	3
		2 nd Class Honour	6
		3 rd Class Honour	11
	Hua Xia Cup (Grand Finals)	1 st Class Honour	1
		2 nd Class Honour	3
		3 rd Class Honour	5
	Hua Xia Cup (Southern China Region)	1 st Class Honour	1
		2 nd Class Honour	1
	Hong Kong Hua Luo-geng Cup Mathematics Competition	Silver award	1
	Hong Kong Primary Mathematics Challenge - P.5 Individual	Merit	4
	Hong Kong Primary Mathematics Challenge - P.6 Individual	Gold	1
Bronze Award		3	
Merit		1	
7th Overall (Team)		1	
Hong Kong Mathematics Creative Problem Solving Competition 2024	Bronze Award	4	

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Mathematics	Hong Kong Mathematical Olympiad (Preliminary Round)	Gold Award	2
		Silver Award	3
		Bronze Award	3
Visual Arts	JC Student Drawing Competition	Merit	1
	Ocean Park Drawing Competition	Merit	1
	The Arts Ambassadors-in-School Scheme	/	2
	Xu Beihong Cup International Youth and Children's Art Competition	Merit	1
Music	JSMA Joint School Music Competition 2024 - String Orchestra (Primary)	Silver	1
	76th Schools Music Festival - Church Music - Foreign Language - Primary School Choir (Age 13 or under)	Champion	1
Science	International Exhibition of Inventions Geneva 2024	Bronze Medal	10
I.T	Samsung Solve For Tomorrow 2023	Merit Award	1
	未來發明家培育計劃	優秀學員	1
Drama	Hong Kong School Drama Festival	Outstanding Teamwork	1
		Outstanding Performer Award-- Outstanding Actress	5
Dance	60th Schools Dance Festival--Children Dance (Group)	Highly Commended Award	1
Others	灣仔區學校模範生獎勵計劃 2023 (Model Student Award in Wan Chai)	Model Student Award	4
	Sir Robert Black Trust Fund (柏立基爵士信託基金)	Sir Robert Black Grants for Talented Students in Non-academic Fields 2023-2024	2
	Elsie Tu Education Fund	Hong Kong Youth Improvement Award 2023	3

Financial Summary

Government Fund

Balance b/f (2022-2023)	Name of Grant	Income	Actual Expenditure	Balance c/f
Baseline Reference				
\$0.00	School & Class Grant	\$523,300.54	\$413,197.04	\$110,103.50
\$3,799.94	Putonghua Grant	\$1,841.07	\$3,339.39	\$2,301.62
\$4,540.00	Prog. funds for Whole-school Approach to Guidance and Discipline	\$6,816.00	\$5,461.74	\$5,894.26
\$22,979.02	Composite F & E Grant	\$245,712.00	\$233,468.28	\$35,222.74
\$0.00	Grant for Moral and Civic Education	\$15,360.00	\$9,551.00	\$5,809.00
\$4,880.00	Enhancement Grant for Staff Development	\$7,104.00	\$1,700.00	\$10,284.00
\$0.00	Lift Maintenance Grant	\$106,656.00	\$136,942.00	(\$30,286.00)
\$47,515.42	Supplementary Grant for School-based management	\$172,525.00	\$220,040.42	\$0.00
\$5,517.00	Training & Development Grant	\$9,755.00	\$15,047.00	\$225.00
\$10,455.31	School Curriculum Development Grant	\$52,104.00	\$44,789.01	\$17,770.30
<u>\$0.00</u>	Admin Grant for Additional CA	<u>\$210,252.00</u>	<u>\$210,252.00</u>	<u>\$0.00</u>
<u>\$99,686.69</u>	Sub-total (A)	<u>\$1,351,425.61</u>	<u>\$1,293,787.88</u>	<u>\$157,324.42</u>
School Specific Grant				
\$494,095.73	Admin/Revised Admin. Grant	\$1,628,964.00	\$1,781,795.92	\$341,263.81
\$26,474.94	Capacity Enhancement Grant	\$815,216.00	\$433,645.00	\$408,045.94
\$175,623.76	Composite IT Grant	\$489,653.00	\$583,812.25	\$81,464.51
\$106,879.00	Enhanced Speech Therapy Grant	\$0.00	\$0.00	\$106,879.00
\$0.00	Air-Conditioning Grant	\$459,088.00	\$364,871.00	\$94,217.00
\$10,384.31	Top-Up Student Guidance Service Grant	\$251,732.00	\$67,041.64	\$195,074.67
\$31,257.00	Understanding Adolescent Project	\$148,708.00	\$119,300.00	\$60,665.00
\$38,767.00	SB Management Top Up Grant	\$52,596.00	\$1,500.00	\$89,863.00
\$8,258.00	School-based Speech Therapy Admin Recurrent Grant	\$8,415.00	\$3,519.89	\$13,153.11
<u>\$8,258.00</u>	Base School School-based Speech Therapy Admin Recurrent Grant	<u>\$8,415.00</u>	<u>\$1,792.00</u>	<u>\$14,881.00</u>
<u>\$899,997.74</u>	Sub-Total (B)	<u>\$3,862,787.00</u>	<u>\$3,357,277.70</u>	<u>\$1,405,507.04</u>
<u>\$999,684.43</u>	Total (A) + (B)	<u>\$5,214,212.61</u>	<u>\$4,651,065.58</u>	<u>\$1,562,831.46</u>

Outside EOEBG

Balance b/f (2022-2023)	Name of Grant	Income	Actual Expenditure	Balance c/f
\$0.00	Committee on Home-School PTA (Recurrent)	\$5,978.00	\$5,978.00	\$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
\$41,776.25	Learning Support Grant	\$410,254.00	\$385,876.00	\$66,154.25
\$9,184.00	External School Review	\$0.00	\$0.00	\$9,184.00
\$0.00	CCFAP School Lunch Subsidy	\$8,820.00	\$8,820.00	\$0.00
\$5,400.00	SB After School Learning	\$6,000.00	\$2,560.00	\$8,840.00
\$94,622.00	Grant for SB support for Non Chinese Speaking Students	\$858,130.00	\$952,499.50	\$252.50
\$0.00	Promotion of Reading Grant	\$32,599.00	\$32,599.00	\$0.00
\$0.00	IT Staffing Support Grant	\$333,812.00	\$333,812.00	\$0.00
\$0.00	Grant Account for Fringe Benefits under the NET Scheme	\$285,120.65	\$285,120.65	\$0.00
\$387,752.49	Life-Wide Learning Grant	\$789,915.00	\$762,813.33	\$413,854.16
\$344,080.00	School Social Work Service Grant	\$688,680.00	\$610,000.00	\$422,760.00
\$90,497.00	Consultation Service Grant	\$136,356.00	\$117,000.00	\$109,853.00
\$20,646.00	One-off School-Based Speech Therapy Set-Up Grant	\$0.00	\$8,050.43	\$12,595.57
\$200,000.00	One-off Grant on Parent Education	\$0.00	\$54,687.80	\$145,312.20
\$89,037.00	Grant for the Sister School Scheme	\$162,994.00	\$175,238.24	\$76,792.76
\$0.00	One-off Grant for Mental Health at School	\$60,000.00	\$24,174.78	\$35,825.22
\$0.00	One-off Grant for Mental Health of Parents & Students	\$20,000.00	\$4,430.00	\$15,570.00
\$0.00	One-off Grant for Promotion of a Sport Ambience & MVPA 60 in Schools	\$150,000.00	\$0.00	\$150,000.00
\$0.00	One-off Grant on Introduction of Primary Science & a Series of Related Support Measures	\$350,000.00	\$0.00	\$350,000.00
\$0.00	One-off Grant for Promotion of Chinese Culture Immersion Activities	\$300,000.00	\$0.00	\$300,000.00

School Fund

Balance b/f (2022-2023)	Name of Grant	Income	Actual Expenditure	Balance c/f
\$515,558.09	Charges for Specific Purposes	\$481,060.00	\$709,714.82	\$286,903.27