

PLK HKTA YUEN YUEN PRIMARY SCHOOL

School Report

2023/24



School Report 2023/24

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1. Our School

i. The Kuk's Spirit

The Kuk's Spirit

保良精神

Mutual Respect	相互尊重
United Effort	團結合力
Benevolence	延展愛心
Charitable	行善助人
Gratefulness and Recognition	感恩知德
Dedication to Serving the Community	造福社群的 奉獻精神

Vision 願景

Children are nurtured, Youngsters are educated,
Adults are supported to contribute, Elderly are cared for,
The less fortunate are lightened with hope.

幼有所育, 少有所學,
壯有所為, 老有所依,
貧寡孤困殘病者皆有所望

Mission 使命

To be the most prominent and committed charitable
organisation. In the Kuk's Spirit to do good deeds with benevolence.
Dedicated in protecting the young and the innocent, caring for the elderly
and the underprivileged, aiding the poor and healing the sick, educating
the young and nurturing their morality, providing recreation to the public,
caring for the environment, passing on the cultural inheritance and
bringing goodness to the community.

成為最傑出、最具承擔的慈善公益機構, 發揮保良精神,
以善心建善業, 致力保赤安良, 護老扶弱, 助貧健診,
培德育才, 揚康樂眾, 實踐環保, 承傳文化, 造福社群

Values 價值觀

Fine traditions, Accommodate the current needs,
People-oriented, Care and appreciation,
Sound governance, Pragmatic and innovative,
Integrity, Vigilance,
Optimal use of resources, Cost-effectiveness,
Professional team, Service with heart

秉承傳統 與時並進
以人為本 關愛感恩
優良管治 務實創新
廉潔奉公 安不忘危
善用資源 注重本益
專業團隊 愛心服務

1. Our School

ii. School Vision and Mission

OUR SCHOOL VISION 願景

We believe that our children have unlimited potential. We are committed to fostering their :
我們相信本校學生潛能無限，能達致：

- Academic Excellence
學業精進
- Talents and Gifts
盡展潛能
- Love, Respect, Diligence and Integrity 愛敬勤誠
- Upright Morals and Virtues
明道立德

OUR SCHOOL MISSION 使命

To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential.

我們致力提供不同學習經歷及機會以幫助學生發掘及盡展潛能

To create an inviting community that is conducive for learning and growth.

我們致力提供優良的學習環境及設備以促進學生的學習效能

To instill in our students positivity, perseverance, love and compassion so that they can become productive members of society.

我們致力建立關愛校園，讓學生能抱持正面的人生態度，建立堅毅不屈的精神，並在愛與關懷的環境下茁壯成長，成為一個能為社會作出貢獻的良好公民。

1. Our School

iii. School Overview

PLK HKTA Yuen Yuen Primary School has been managed by Po Leung Kuk under the Direct Subsidy Scheme (DSS) since 2005. Our aim is to provide an inspiring and stimulating environment for our students to explore their interests and discover their potential. With our ever-evolving school-based curriculum, we design engaging and meaningful learning experiences to equip our students with the knowledge and skills to confidently face the challenges they may encounter throughout life. Supported by our positive and loving school culture, our children learn to be passionate and resilient as they flourish both in and out of our school community.

Key Features:

RICH ENGLISH LEARNING ENVIRONMENT - English is the medium of instruction for all of our lessons, with the exception of our Chinese and M&M (Morals and Multi-Intelligence) curriculum, which are taught in Putonghua.

NCS CHINESE CURRICULUM - Instead of undergoing the local Chinese curriculum, our non-Chinese speaking students learn Chinese through our unique NCS Chinese curriculum that helps them develop reading, writing, speaking and listening skills in Chinese as a second language.

LEARNING IS FUN! - Our school-based curriculum is designed to focus on engaging learning experiences. Students acquire knowledge and skills through participation, inquiry, collaboration and direct experience.

CO-TEACHING - Most of our lessons are delivered by two teachers simultaneously. With our co-teaching system, we have a lot more options when it comes to designing effective and fun learning processes that better tend to the individual learning needs of our students.

HOMEWORK POLICY - Although homework can help students consolidate their learning, we believe that students should be given sufficient time and capacity to read regularly and explore in extra-curricular activities. Therefore, students at YYPs generally have less homework compared to students in other local schools. We expect P1 to P3 students to spend 45 to 60 minutes on homework and P4 to P6 students to spend 60 to 90 minutes on homework daily.

CLASS SIZE – 4 classes per grade; 33 students per class

INVITATIONAL EDUCATION (IE) - As an IE school, YYPs aims to support our students' growth by creating a community that promotes care, respect, trust and optimism. Through careful implementation of the 5Ps of IE (People, Places, Policies, Programs and Processes), we hope to forge an environment where students are excited to learn.

1. Our School

iv. Major Concerns for 2021/24:

1. Catering for Individual Learner Differences
2. Professional Development of Teachers

2. Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Catering for Individual Learner Differences

Targets:

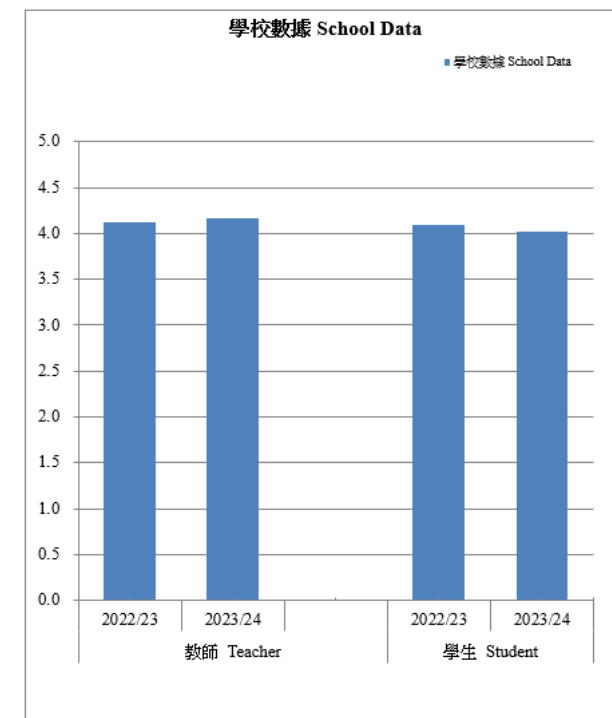
1. Students' learning diversities are well catered for in class and after class.
2. The learning needs of gifted students are catered for.
3. The learning needs of SEN and less able students are catered for.

Target 1: Students' learning diversities are well catered for in class and after class

Achievements

Catering for Learning Diversities

We have successfully implemented a co-teaching model, where two teachers collaborate in the classroom, resulting in a reduced teacher-student ratio of approximately 1:16. This approach has allowed for more personalized instruction and has effectively addressed the diverse learning needs of students. Additionally, the school-based curriculum has been designed to include engaging and meaningful learning experiences that cater to various learning styles, ensuring that all students are actively involved in their education. According to the stakeholder survey, the average score for the perception of teaching strategies is 4.16 (KPM11), indicating that these strategies are well-received and effective.



Recognizing the importance of fostering a rich English learning environment, particularly for non-Chinese speakers, we have implemented a school-based NCS (Non-Chinese Speaking) Chinese curriculum. This initiative has been instrumental in helping these students develop their language skills effectively, thereby enhancing their overall educational experience.

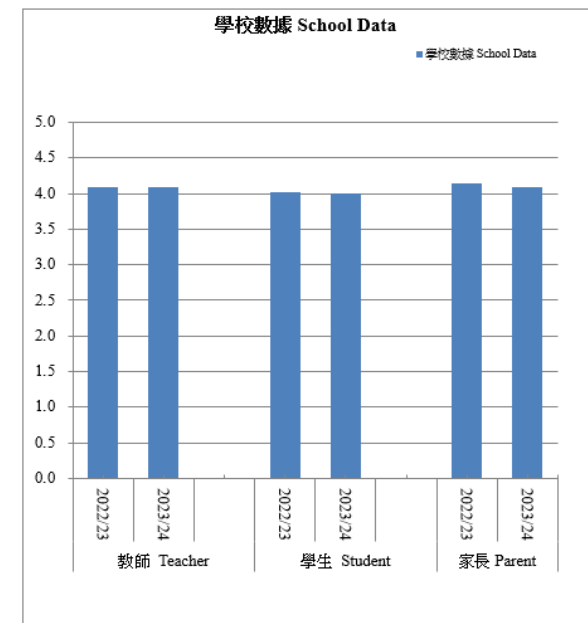
Target 2: The learning needs of gifted students are catered for

Achievement

Support for Gifted Students

We have established enhancement programs specifically tailored for gifted students, providing them with specialized learning opportunities in subjects such as Chinese, English, Math, and STEAM. These programs have enabled high-ability students to further develop their strengths and interests, fostering an environment where they can thrive academically. The stakeholder survey results reflect a positive perception of the support provided, with an average score of 4.09 (KPM13) for the perception of support for student development.

KPM 13 - 持份者對學生成長支援的觀感
Stakeholders' perception of Support for Student Development



Target 3: The learning needs of SEN and less able students are catered for

Achievement

Support for SEN and Less Able Students

To assist students who struggle with the English curriculum, a recovery program has been introduced, offering specialized assistance from dedicated teachers. This program focuses on reinforcing essential language skills in speaking, reading, writing, and listening. Additionally, for Chinese and Math in Primary 3 to Primary 6, small group teaching has been implemented for students requiring extra assistance. Less able students are pulled out from two classes and taught by another teacher, ensuring that their individual learning needs are met effectively.

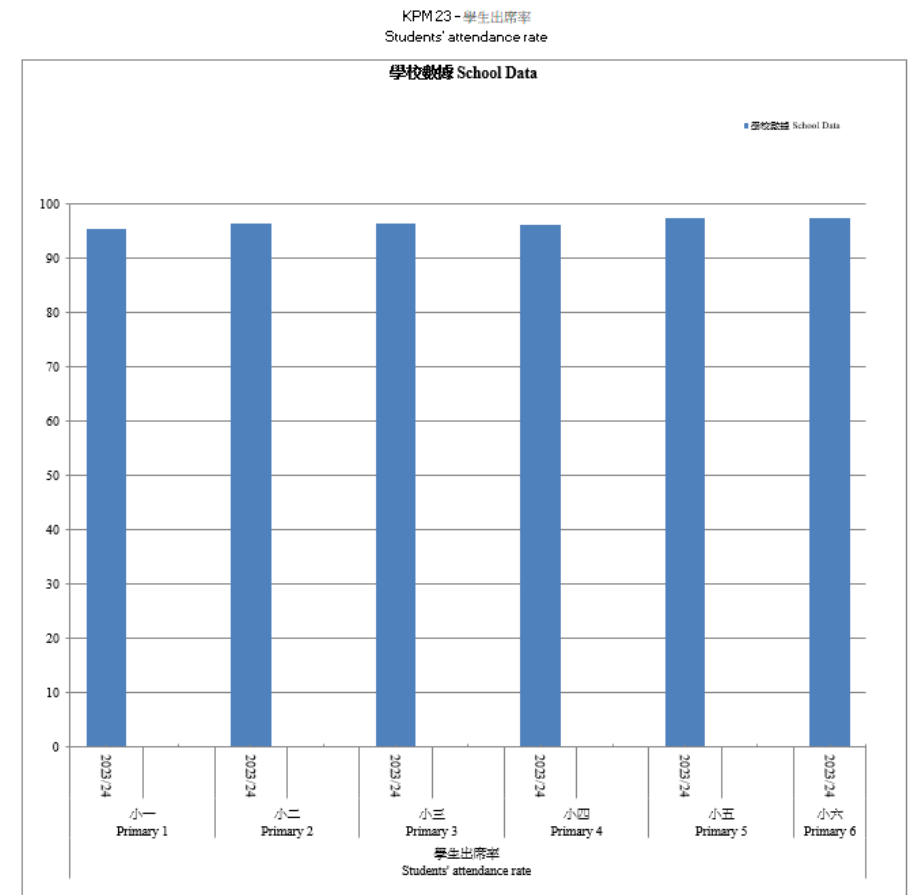
Furthermore, the school has introduced enrichment programs designed as remedial classes to provide additional support to students who may be struggling in particular areas of learning. These enrichment classes utilize fun and encouraging processes to help students overcome challenges and gain confidence in their learning. The high attendance rates across grades, with Primary 1 at 95.30% and Primary 6 at 97.28% (KPM23), further indicate that students feel supported and engaged in their learning environment.

This structured approach not only provides targeted support but also fosters a more inclusive learning environment, allowing all students to thrive academically. By addressing the specific needs of SEN and less able students, as well as offering enrichment opportunities, the school is committed to helping all students achieve their learning goals and build confidence in their abilities. The integration of data from the stakeholder survey substantiates the achievements related to catering for individual learner differences, highlighting the effectiveness of the school's initiatives.

Major Concern 2: Professional Development of Teachers

Targets:

1. A Professional Learning Community can be Built to Promote Professional Interflow
2. An Induction Training Programme for New Teachers
3. Understanding the Enhanced Work on School Self-Evaluation (SSE)



Target 1: A Professional Learning Community can be Built to Promote Professional Interflow

Achievements

Throughout the 2023/24 academic year, we successfully established a Professional Learning Community (PLC) that facilitated collaboration among teachers. A series of professional development workshops were conducted, focusing on innovative teaching strategies, including task-based learning and ongoing speaking assessments. According to the Stakeholder Survey, 100% of teachers participated in at least one professional development workshop, with an average satisfaction score of 4.0 out of 5 regarding the effectiveness of these sessions. Additionally, we implemented peer lesson observations, allowing teachers to share best practices and refine their teaching methods. Feedback collected through Google Forms indicated that 85% of teachers found the PLC beneficial for their professional growth.

Target 2: An Induction Training Programme for New Teachers

We implemented a comprehensive induction training programme for new teachers, which included mentorship and workshops tailored to familiarize them with school policies and teaching strategies. The External School Review (ESR) in 2023 highlighted that 100% of newly joined teachers completed the induction programme, receiving positive feedback regarding their preparedness to integrate into the school environment. The programme's effectiveness was further supported by the fact that 90% of new teachers reported feeling well-supported and confident in their roles after the training, as evidenced by follow-up surveys conducted after the programme.

Target 3: Understanding the Enhanced Work on School Self-Evaluation (SSE)

To enhance understanding of the SSE process, we organized workshops that focused on the importance of self-evaluation in promoting continuous improvement. These workshops were attended by all teaching staff, with 95% of participants indicating a better understanding of the SSE framework and its application in their teaching practices. We also utilized data from the Key Performance Measures (KPM) to inform our self-evaluation process, noting a significant increase in the average score of teachers' perception of professional development from 3.97 to 4.0 over the academic year.

Additionally, the Principal and the core Administrative Team attended four workshops, each lasting three hours, led by an experience professor, Mr Tai Hay Lap, on “How to Incorporate and Analyze Big Data to Enhance School Improvement” from April to June 2024. This focused training aimed to equip our leadership team with the skills necessary to leverage data effectively for school improvement initiatives.

Reflections on Major Concerns

As we reflect on the major concerns surrounding professional development for teachers, several insights emerge. The establishment of a Professional Learning Community has proven beneficial, fostering collaboration and engagement among educators. However, while 100% participation in workshops is commendable, we must strive to maintain and enhance the quality of these sessions to ensure that all teachers feel they are gaining valuable skills applicable to their classrooms.

The induction training programme for new teachers has successfully integrated 100% of newcomers into our school environment, with positive feedback indicating they felt well-supported. Nonetheless, we recognize the importance of ongoing mentorship beyond the initial training to ensure that new teachers continue to thrive and adapt in their roles.

Regarding the understanding of the Enhanced Work on School Self-Evaluation (SSE), the high percentage of staff indicating improved comprehension is encouraging. Yet, we must ensure that this understanding translates into actionable improvements in teaching practices and school policies. Continuous follow-up is essential to reinforce the application of the SSE framework.

Lastly, the professional development workshops attended by the Principal and the core Administrative Team on leveraging big data for school improvement is a significant step forward. However, we must prioritize disseminating this knowledge throughout the staff to maximize its impact on our school's strategic initiatives. Overall, while progress has been made, ongoing efforts are needed to sustain professional growth and enhance teaching effectiveness across the board.

Overview of Subject Departments

English

In the 2023/24 English subject report, we made significant progress in catering to individual differences among students and enhancing teachers' professional development. The redesign of the P5 and P6 Reading Comprehension (RC) curriculum was completed, and teachers became familiar with new skills and objectives. The new RC worksheets were developed and reviewed in time for application in the upcoming school year, ensuring they meet the diverse needs of students. Additionally, workshops on task-based learning and ongoing speaking assessments received positive feedback from teachers, with many successfully integrating these elements into their lessons. The focus on co-teaching strategies yielded positive results, as teachers reported successful implementation and sharing of best practices during department workshops.

However, some strategies faced implementation challenges. The plan to enhance the P5 and P6 Grammar Curriculum is currently on hold as we seek consensus on the proposed course of action and material format. This pause allows us to ensure that any adjustments effectively support and enhance student learning outcomes. We acknowledge the importance of improved alignment and collaboration among team members as we move forward with curriculum changes. Additionally, while the writing workshop received positive feedback, it did not achieve the success of our other workshops, indicating an opportunity for further development in this area. Unfortunately, time constraints prevented the holding of co-planning and unit planning workshops, highlighting the need for better scheduling to facilitate these essential professional development opportunities. We remain committed to addressing these challenges to continue improving our educational programs.

To address the identified challenges, we will focus on transforming successful workshop content into video resources for new teachers and as refreshers for existing staff. The writing workshop will be redesigned, incorporating feedback to enhance its effectiveness. Regular department workshops and sharing sessions will continue to promote the application of co-teaching strategies and improve questioning techniques in lessons. We will also prioritize the timely updating of schemes of work to ensure clear references to National Security Education where applicable. Continued emphasis on collaboration and sharing of best practices will be essential as we strive to meet the diverse needs of all students and enhance the overall effectiveness of our English curriculum.

Chinese

The Chinese Subject Plan for the 2023-2024 school year highlights several key achievements, particularly in fostering higher-order thinking skills among students. Through the incorporation of problem-solving and creative elements in classroom discussions, 63.6% of students reported receiving more support from teachers during group learning. Additionally, 82.4% of teachers participated in professional development seminars, enhancing their teaching strategies and knowledge in areas like classical poetry and values education. Furthermore, 76.4% of teachers successfully led students to read three or more books across three semesters, while approximately 60% of students completed three or more reading exercises weekly. The implementation of "Listen and Watch 聽聽看" activities began to create a more engaging Chinese learning atmosphere, with some Chinese teachers incorporating Mandarin cartoons during lunch.

Despite these successes, several challenges were identified. While group discussions effectively engaged students, the target of 70% of teachers agreeing on student engagement was not fully met. Additionally, the reading program showed mixed results, with only 60% of students completing the expected reading exercises weekly, indicating a need for further encouragement. The absence of large-scale activities for the "Listen and Watch 聽聽看" initiative suggests that more could be done to foster an immersive Chinese learning environment. Furthermore, while professional development participation was commendable, ongoing efforts are needed to ensure that all teachers consistently find the seminars beneficial.

To build on our achievements and address the identified challenges, we will continue to enhance classroom strategies that promote student engagement in discussions, refining our approach to meet success criteria. We will evaluate the reading program and consider introducing varied articles to maintain student interest, ensuring they remain actively engaged in their reading activities. Additionally, we will explore opportunities to expand the "Listen and Watch 聽聽看" activities into larger-scale events to enrich the Chinese learning atmosphere. Lastly, we will encourage all teachers to share feedback on the professional development seminars to ensure that future sessions are tailored to meet their needs effectively. Through these initiatives, we aim to strengthen the overall effectiveness of our Chinese program and enhance student learning experiences.

Mathematics

The mathematics subject report for the 2023/24 school year highlights several significant achievements in catering to individual learner differences. Students in the enhancement classes participated in two major competitions, resulting in one second-place award and three third-place awards. Additionally, we established enrichment and enhancement classes across various grades, with 39 students participating in the enrichment program. Among these students, 75.61% reported enjoyment, and 82.05% demonstrated improvement in their academic results. Our focus on differentiation is evident, as tailored materials contributed to an inclusive learning environment. We also organized a subject-based Math Week, achieving 100% student participation, which fostered a fun and engaging learning atmosphere.

Despite these achievements, we recognize areas for improvement. We participated in only two competitions this year due to various constraints, indicating a need for better planning and funding to increase future participation. Moreover, although many students enjoyed the enrichment classes, only 63.4% achieved 50 marks or above, emphasizing the need for adjustments to better address diverse learning needs. Additionally, while all teachers participated in professional development, only a small percentage attended external workshops, highlighting the importance of encouraging further training opportunities. Lastly, only one grade successfully implemented a cross-curricular project, with a modest enjoyment rate of 39.37%, suggesting a need for more collaborative initiatives across subjects.

Looking ahead, we are committed to building on our successes and addressing these challenges. We will prepare a budget to support increased participation in math competitions, particularly Olympiad events, and enhance the selection process for student participants. Our enrichment programs will be modified to better meet diverse learning needs and improve student performance. We will also actively promote participation in external professional development workshops and seminars, inviting teachers to engage in relevant programs offered by the EDB and other organizations. Expanding cross-curricular projects will be a priority, encouraging more grades to collaborate on engaging initiatives. Lastly, we will focus on integrating National Security Education and other values into our mathematics curriculum to ensure these important elements are reflected in our teaching. Through these efforts, we aim to enhance student learning experiences and strengthen the overall effectiveness of our Mathematics program.

General Studies

In the 2023/24 General Studies report, we achieved significant progress in catering to individual differences among students. Notably, 81% of teachers successfully implemented the strategy of assigning high-ability students as leaders to support their peers during group activities and projects. Additionally, we implemented at least two levels of news sharing each term, with 85.7% of teachers participating, demonstrating our commitment to engaging students with current events and encouraging critical thinking. In terms of professional development, 100% of teachers attended at least one training session throughout the year, reinforcing our dedication to continuous improvement. Furthermore, we organized nine outings and three seminars, providing students with valuable learning experiences outside the classroom, and each grade led at least one GS-related external competition.

While we made notable strides, there are areas for improvement. Although 72% of teachers utilized the self-learning guide aimed at assisting weaker students, this indicates a need for further training and support in its effective implementation. Additionally, while 72.7% of teachers completed a peer observation, this falls short of our target. Enhancing collaboration through peer observations is crucial for sharing best practices and improving instructional strategies.

To address the identified areas for growth, we will invite the publisher of the self-learning guide to provide guidance on its effective use among teachers. Grade coordinators will facilitate co-planning sessions to encourage collaboration and feedback among teachers, thereby increasing the number of peer observations. Moving forward, we will continue to support teacher development and enhance student engagement through targeted professional development and innovative classroom strategies. Our focus will remain on fostering an inclusive environment that caters to the diverse needs of all students.

Music

The Music subject report for the 2023/24 school year highlights several key achievements in catering to individual differences among students. The implementation of the new recorder curriculum showed positive results, with over 80% of students in P3 to P6 scoring above an A in the recorder assessment. This success reflects effective differentiation in learning processes. Additionally, students demonstrated enjoyment in playing the recorder, which is crucial for fostering a positive learning environment. The music department successfully organized a workshop on recorder pedagogy and ensemble skills, which was well-received by teachers. Furthermore, students were able to sing the national anthem properly and demonstrated appropriate behavior during flag-raising ceremonies, indicating successful integration of national education (NE) elements in the curriculum.

While significant progress was made, some challenges were encountered. The enhancement of co-teaching practices for students with different abilities, particularly concerning the recorder, was not fully addressed. Additionally, although the recorder program was reinstated after COVID-19, ongoing feedback and adjustments to the curriculum are essential to ensure continued student progress.

To build on our successes and address challenges, we will focus on providing more intensive recorder training for P3 and P4 students, aiming for over 80% to achieve higher than 85 marks in assessments next year. The music department will invite guest speakers to enhance professional development, particularly in catering to learners' differences and improving singing skills. Additionally, we will continue to strengthen NE elements in the curriculum by incorporating

Putonghua repertoire and promoting Chinese music through guest speakers. Lastly, to improve music literacy, more intensive training will be implemented, with a target for over 80% of students to score higher than 12/15 in theory assessments next year.

Physical Education

The PE subject report for the 2023/24 school year highlights several significant accomplishments in catering to individual differences and enhancing teachers' professional development. The implementation of small group teaching and rotation strategies resulted in 95% of students achieving a B or above in motor skills and sports skill assessments. This collaborative approach effectively supported lower-ability students while enabling high-ability students to excel, with many selected for school teams. The swimming award scheme was also a success, with 98.6% of students receiving certificates for completing two new levels of swimming skills. Additionally, demonstration lessons for new sports, including gymnastics and rugby, were well received, with 90% of students expressing enjoyment in these activities.

While the report reflects strong achievements, there are areas for improvement. The high participation and success rates indicate a need for continued focus on differentiated instruction; however, ensuring that all students, especially those with varying abilities, receive tailored support remains critical. The swimming award scheme, while successful, will require optimization in its assessment criteria to maintain high standards. Furthermore, while all PE teachers attended workshops to enhance their swimming teaching techniques, the need for ongoing professional development in diverse sports remains evident.

To build on our successes and address challenges, we will continue to implement small group teaching and rotation strategies in general PE lessons next year, aiming to sustain high achievement levels across all student abilities. The swimming award scheme will be refined, utilizing a database for assessment criteria to enhance clarity and effectiveness in future evaluations. We plan to organize more diverse demonstration lessons to expose students to a broader range of sports. Additionally, we will ensure that at least one on-site sports-related workshop is provided for teachers each year to support their professional development. The annual swimming gala will be maintained due to its popularity, with plans to encourage even greater participation in the future. Overall, our commitment to fostering an inclusive and engaging PE curriculum will remain a priority as we move forward.

Visual Arts

The Visual Arts report for the 2023/24 school year highlights several key achievements in catering to individual differences and enhancing professional development among teachers. The assignment of teaching assistants for students with special needs and slower learners led to 90% of these students successfully completing their art projects, indicating effective support. Additionally, the introduction of self-paced learning materials for P4-P6 resulted in a majority of students finding these resources helpful, though not all materials were completed due to staffing shortages. The peer observation initiative was fully implemented, with 100% of teachers participating and a positive response regarding its impact on teaching effectiveness. Furthermore, all VA teachers attended at least one external workshop, enhancing their professional skills, and internal workshops on Mandala art and Chinese crafts were well-received by staff.

While significant progress was made, several challenges were noted. The self-paced learning materials did not reach completion for all projects due to a shortage of teaching staff, which affected the overall effectiveness of this initiative. Additionally, while Padlet was intended to enhance learning, its application in P4-P6 revealed that using personal devices for sharing and discussion was more effective, suggesting the need to reassess its use in lower grades. Cross-curricular collaboration was successfully integrated, but continuous efforts are necessary to ensure that all projects align with educational goals.

To build on our successes and address challenges, we will continue the use of teaching assistants to support students with special needs and slower learners next year. The development of self-paced learning materials will be prioritized, with an aim to complete all projects for P4-P6. We will explore the use of Padlet in lower grades to enhance learning effectiveness. The peer observation process and participation in external workshops will remain a staple of professional development, with plans to introduce more varied workshops based on teacher feedback. Cross-curricular collaboration will continue, ensuring that each grade incorporates projects that align with national education (NE) and values education. Regular reviews of the Scheme of Work will be maintained to strengthen these connections. Overall, the commitment to fostering an inclusive and enriching visual arts curriculum will remain a priority in the coming year.

STEAM

The STEAM Education report for the 2023/24 school year highlights significant accomplishments in enhancing student engagement and professional development. A focus on restructuring lessons to accommodate various learning abilities resulted in nearly all students successfully completing their STEAM projects and assessments. Gifted students reported finding their learning experiences both enjoyable and challenging, confirming the effectiveness of tailored learning opportunities. Additionally, all STEAM teachers participated in classroom observations, fostering collaboration and improvement in teaching methods. Professional development was prioritized, with every teacher attending at least one seminar or workshop, and resources were organized in a shared library to support continuous learning. The integration of STEAM principles into subjects like music education was successfully implemented, allowing students to engage in projects that connected multiple disciplines.

The establishment of a Professional Learning Community has proven to be a significant step toward fostering a collaborative culture among teachers. However, while the induction programme was well-received, there is a need for ongoing support for new teachers beyond the initial training. Feedback suggests that continuous mentorship and follow-up sessions could further enhance their integration and professional development. Additionally, while the workshops on SSE were effective, the school recognizes the need to define clearer expected outcomes to better measure the impact of these initiatives on student learning.

Moving forward, the school plans to build on the successes of the PLC by introducing more targeted professional development sessions based on teachers' feedback and identified needs. The induction programme will be revised to include ongoing support mechanisms, such as regular check-ins and peer mentoring. Furthermore, the school will refine its SSE workshops to ensure that all staff members can articulate specific goals and outcomes related to their teaching practices. The administration will continue to collect data through surveys and assessments to monitor the effectiveness of these initiatives and make necessary adjustments to enhance professional development opportunities for all staff members. In conclusion, the focus on professional development has yielded positive results, but the school is committed to continuous improvement to ensure that all teachers are equipped to provide the best educational experiences for their students.

Student Performance

This year, YYPS students have demonstrated remarkable academic achievement, with an average increase of 10% in core subjects such as Mathematics and English, where 85% of students scored above 75%. Tailored support programs effectively assisted struggling students, contributing to a 20% improvement in their grades. In English proficiency, Primary 5 and 6 students achieved an impressive average TOEFL Jr. score of 842 out of 900, indicating proficiency equivalent to Secondary 2 or 3 standards, with 30% of students achieving perfect scores.

Beyond academics, students have actively engaged in over 100 extracurricular activities, enhancing teamwork, creativity, and leadership skills. The school's sports teams excelled, winning multiple championships, including 5 Group Champions and 1 Group Second Place at the HKSSF Tuen Mun District Inter-Primary School Competitions, as well as the overall championship at the Po Leung Kuk Affiliated Primary Schools Swimming Competition. The choirs received accolades at both local and international levels, winning 8 Gold Awards at the Hong Kong Inter-school Choral Competition and First Place in the A1 Children's Choir category at the Tokyo International Choir Competition 2024.

In the Secondary School Places Allocation (SSPA), 98% of our graduates were admitted to their target schools, with 96% gaining spots in English Medium Instruction (EMI) schools.

Social and emotional development remains a priority, with initiatives fostering resilience and a positive attitude among students, who have shown a 30% increase in participation in community service activities. Recognition of individual achievements has been notable, with several students excelling in competitions, and taking on leadership roles as student ambassadors and prefects. Overall, the performance of our students has been outstanding, reflecting our commitment to nurturing individual potential in a supportive learning environment, and we look forward to building on this success in the coming year.

The following list summarizes the achievements of our students. Whether in performances, competitions, or other activities, students at YYPS are encouraged to challenge themselves and try new things.

Academic - Competition and Award

75th Hong Kong Schools Speech Festival

Honour: 1; Merit: 279; Proficiency:27

1st place: 10; 2nd place: 121; 3rd place: 14

75th Hong Kong Schools Speech Festival-Harmonic Speaking Primary 3 and 4-Boys or/and Girls 1st Place

75th Hong Kong Schools Speech Festival-Harmonic Speaking Primary 5 and 6-Boys or/and Girls 1st Place

第75屆香港學校朗誦節小學一二年級普通話詩詞集誦 冠軍

HKMA David Li Kwok Po College Inter-Primary School English Debate Challenge Winner

HKMA David Li Kwok Po College Inter-Primary School English Debate Challenge Best Speaker

加拿大神召會嘉智中學和屯門婦聯合辦 第十三屆屯門區小學創意故事續寫大賽 推薦獎x 13

加拿大神召會嘉智中學和屯門婦聯合辦 第十三屆屯門區小學創意故事續寫大賽 六年級亞軍

九龍社團聯會「國安家好」小學普通話朗誦比賽 高小組 冠軍

九龍社團聯會「國安家好」小學普通話朗誦比賽 高小組 優異獎

九龍社團聯會「國安家好」小學普通話朗誦比賽 初小組 冠軍

九龍社團聯會「國安家好」小學普通話朗誦比賽 初小組 亞軍

九龍社團聯會「國安家好」小學普通話朗誦比賽 初小組 季軍

九龍社團聯會「國安家好」小學普通話朗誦比賽 初小組 優異獎 x 2

香港學校戲劇節 傑出舞台效果獎、傑出合作獎、傑出整體演出獎

香港青年兒童文藝協會第五屆全港書法大賽-中文硬筆組 金獎

香港青年兒童文藝協會第五屆全港書法大賽-中文硬筆組 銀獎 x 4

香港青年兒童文藝協會第五屆全港書法大賽-中文硬筆組 銅獎

香港青年兒童文藝協會第五屆全港書法大賽-中文硬筆組 優異獎

[華夏盃] 全國數學奧林匹克邀請賽2024 (香港賽區) 初賽 三等獎

[華夏盃] 全國數學奧林匹克邀請賽2024 (香港賽區) 初賽 二等獎

惜水學堂小學教育計劃 屯門區銀獎

STEAM - Competition and Award

香港精算扶輪社國際青少年創科奧林匹克大賽 2023 Matatalab 實物編程挑戰賽 2nd Runner Up
香港精算扶輪社國際青少年創科奧林匹克大賽 2023 Matatalab 實物編程挑戰賽 Merit Award
青松侯寶垣中學 侯寶垣盃小學校際科學比賽2023氦氣飛魚工作坊及比賽 (飛魚問答比賽) Champion
青松侯寶垣中學 侯寶垣盃小學校際科學比賽2023氦氣飛魚工作坊及比賽 (飛行速度賽) 1st Runner Up
青松侯寶垣中學 侯寶垣盃小學校際科學比賽2023氦氣飛魚工作坊及比賽 Merit Award

優質教育基金, 佛教何南金中學 2023 小學聯校STEAM比賽 (機械人趕羊比賽) 1st Runner Up
優質教育基金, 佛教何南金中學 2023 小學聯校STEAM比賽 (動手做大比拼) Merit Award
優質教育基金, 佛教何南金中學 2023 小學聯校STEAM比賽 (清潔香港) 2nd Runner Up
優質教育基金, 佛教何南金中學 2023 小學聯校STEAM比賽 (蹦跳機械人短跑比賽) Merit Award
優質教育基金, 佛教何南金中學 2023 小學聯校STEAM比賽 (我是力王) Merit Award
優質教育基金, 佛教何南金中學 2023 小學聯校STEAM比賽 (機械人格鬥比賽) Merit Award
優質教育基金, 佛教何南金中學 2024 小學聯校STEAM比賽 (動手做大比拼) 一等獎
優質教育基金, 佛教何南金中學 2024 小學聯校STEAM比賽(蹦跳機械人短跑比賽) 2nd Runner Up
優質教育基金, 佛教何南金中學 2024 小學聯校STEAM比賽(我是力王) 一等獎
優質教育基金, 佛教何南金中學 2024 小學聯校STEAM比賽(衝向未來) 一等獎
優質教育基金, 佛教何南金中學 2024 小學聯校STEAM比賽(AI人工智能機械人大比拼) 一等獎
優質教育基金, 佛教何南金中學 2024 小學聯校STEAM比賽(機械人趕羊比賽) 一等獎
優質教育基金, 佛教何南金中學 2024 小學聯校STEAM比賽(機械人格鬥比賽) 一等獎

佛教沈香林紀念中學 第一屆同創共學-AI咒語繪畫師比賽 三等獎
佛教沈香林紀念中學 第一屆同創共學-AI咒語繪畫師比賽優異獎
趙聿修紀念中學 新界西無人機挑戰賽 遙控競速大挑戰 傑出表現
趙聿修紀念中學 新界西無人機挑戰賽 編程穿越障礙賽 殿軍

STEM EdTech Lab 第三屆全港定格動畫創作比賽 銀獎

香港科普科幻教育中心水中無人系統挑戰賽(港澳選拔賽)暨粵港澳大灣區慶香港回歸27周年活動 大灣區科技創新團隊獎

Music - Competition and Award

Choir

Tokyo International Choir Competition in Harumi-Category A-1 Children's Choir (13 years old or younger) First Prize

Tokyo International Choir Competition in Harumi-Category A-1 Children's Choir (13 years old or younger) Gold Prize

76th Hong Kong Schools Music Festival Junior Choir-Foreign Language 1st Place

76th Hong Kong Schools Music Festival Junior Choir-Chinese 1st Place

76th Hong Kong Schools Music Festival Junior Choir-Church Music-Foreign Language 1st Place

76th Hong Kong Schools Music Festival Primary School Choir Finals (New Territories Regions) The Best Primary School Junior Choir in the New Territories Regions

76th Hong Kong Schools Music Festival Senior Choir-Foreign Language 1st Place

76th Hong Kong Schools Music Festival Senior Choir-Chinese 1st Place

76th Hong Kong Schools Music Festival Senior Choir-Church Music-Foreign Language 1st Place

76th Hong Kong Schools Music Festival Primary School Choir Finals (New Territories Regions) The Best Primary School Senior Choir in the New Territories Regions

Symphony Orchestra

Hong Kong Joint School Music Competition Symphony Orchestra (Primary) Silver Award

76th Hong Kong School Music Festival

13 Gold, 144 Silver, and 38 Bronze awards

1st place: 5; 2nd place: 6; 3rd place: 14

Hong Kong Schools Music and Speech Association Vocal Solo - Foreign Language - Boys or Girls Treble Voice - Primary School - Age 7 to 8 First Place

Hong Kong Schools Music and Speech Association Graded Piano Solo - Grade One First Place

Hong Kong Schools Music and Speech Association Graded Piano Solo - Grade One First Place

Hong Kong Schools Music and Speech Association Graded Piano Solo - Grade Three First Place

Hong Kong Schools Music and Speech Association Foreign Language - Boys and/or Girls – Senior First Place

Hong Kong Schools Music and Speech Association Foreign Language - Boys and/or Girls - Junior - Age 8 or under First Place

Hong Kong Schools Music and Speech Association Church Music - Foreign Language - Primary School Choir - Age 13 or under First Place

Hong Kong Schools Music and Speech Association Church Music - Foreign Language - Primary School Choir - Age 9 or under First Place

Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Five	First Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade One	Second Place
Hong Kong Schools Music and Speech Association	Violin Solo - Grade Two	Second Place
Hong Kong Schools Music and Speech Association	Vocal Solo - Foreign Language - Boys or Girls Treble Voice - Primary School - Age 13 or under	Second Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Second Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Second Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Second Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade One	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade One	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade One	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Two	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Two	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Three	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Four	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Five	Third Place
Hong Kong Schools Music and Speech Association	Graded Piano Solo - Grade Five	Third Place
Hong Kong Schools Music and Speech Association	Violin Solo - Grade Seven	Third Place
Hong Kong Schools Music and Speech Association	Chinese - Boys and/or Girls -Senior	冠軍
Hong Kong Schools Music and Speech Association	Chinese - Boys and/or Girls -Junior	冠軍
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Western Instrument Solo	Gold Award
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Piano Solo	Silver Award
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Piano Solo	Silver Award
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Piano Solo	Silver Award
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Western Instrument Solo	Silver Award
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Western Instrument Solo	Silver Award
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Western Instrument Solo	Silver Award
Madam Lau Kam Lung Secondary School of MFBM	6th Primary Schools Music Contest-Western Instrument Solo	Silver Award

Madam Lau Kam Lung Secondary School of MFBM 6th Primary Schools Music Contest-Western Instrument Solo Bronze Award

Physical Education - Competition and Award

中華基督教會何福堂書院 屯門區小學接力邀請賽	女子組4x100米接力邀請賽 女子組4x100米接力邀請賽 男子組4x100米接力邀請賽	殿軍 季軍 季軍
HKFYG Lee Shau Kee College	2023 - 2024 Sports Day Invitation Relay	Champion
鐘聲慈善社胡陳金枝中學	小學友校4x100米接力邀請賽女子組 小學友校4x100米接力邀請賽男子組	冠軍 季軍
屈臣氏田徑會	屈臣氏周年大賽2023男子U12 4x100米	第四名
保良局屬下小學聯合運動會	男子丙組跳遠 男子丙組100米 女子丙組60米 女子丙組100米 女子丙組跳遠 男子乙組60米 男子乙組200米 男子乙組跳遠 男子乙組200米 男子乙組壘球 女子乙組跳遠 女子乙組4x100米	優異 優異 優異 殿軍 季軍 冠軍 殿軍 冠軍 亞軍 優異 冠軍 (破大會紀錄) 殿軍

	女子乙組100米	優異
	女子乙組200米	殿軍
	女子乙組壘球	優異
	男子甲組跳高	冠軍 (破大會紀錄)
	男子甲組60米	亞軍
	男子甲組鉛球	優異
	男子甲組100米	冠軍
	男子甲組200米	季軍
	男子甲組200米	優異
	男子甲組400米	冠軍
	女子甲組100米	優異
	女子甲組200米	優異
	女子甲組400米	亞軍 (破大會紀錄)
	女子甲組鉛球	季軍
	男子丙組4x100米	季軍
	女子丙組4x100米	季軍
	男子乙組4x100米	亞軍
	女子乙組4x100米	殿軍
	男子甲組4x100米	冠軍
	女子甲組4x100米	殿軍
	男子丙組團體	季軍
	女子丙組團體	季軍
	男子乙組團體	冠軍

	女子乙組團體 男子甲組團體 女子甲組團體 全場團體	殿軍 冠軍 優異 總冠軍
中國香港學界體育聯會 2023 - 2024 屯門區小學校際田徑比賽	男子丙組跳遠 男子丙組100米 男子丙組100米 女子丙組100米 女子丙組跳遠 男子乙組60米 男子乙組200米 男子乙組跳遠 男子乙組200米 男子乙組跳高 男子乙組100米 女子乙組跳遠 女子乙組60米 女子乙組跳高 女子乙組100米 女子乙組200米 女子乙組壘球 男子甲組跳高 男子甲組60米	優異 優異 優異 季軍 優異 殿軍 優異 優異 亞軍 優異 優異 冠軍 冠軍 季軍 優異 殿軍 殿軍 季軍 冠軍

	男子甲組鉛球	優異
	男子甲組100米	亞軍
	男子甲組400米	冠軍
	男子甲組壘球	冠軍
	男子甲組200米	季軍
	男子甲組400米	優異
	女子甲組100米	優異
	女子甲組跳高	優異
	女子甲組400米	亞軍
	女子甲組鉛球	冠軍
	男子丙組4x100米	優異
	女子丙組4x100米	冠軍
	男子乙組4x100米	冠軍
	女子乙組4x100米	冠軍
	女子甲組4x100米	優異
	男子丙組團體	優異
	女子丙組團體	冠軍
	男子乙組團體	冠軍
	女子乙組團體	冠軍
	男子甲組團體	亞軍
	女子甲組團體	季軍

<p>香港學界體育聯會 全港小學區際田徑比賽</p>	<p>女子乙組跳遠 女子乙組60米 女子乙組4x100米</p>	<p>冠軍 第六名 亞軍</p>
<p>中國香港學界體育聯會</p>	<p>2023 - 2024 屯門區小學校際乒乓球比賽</p>	<p>團體賽男子組 - 優異</p>
<p>中國香港學界體育聯會 2023-2024 屯門區小學校際羽毛球比賽</p>	<p>男子團體賽 女子團體賽 男子個人賽 女子個人賽 女子</p>	<p>第五至八名 季軍 第五至八名 第五至八名及優異 傑出運動員</p>
<p>恩平工商會李琳明中學 小學羽毛球邀請賽</p>	<p>男子單打 女子單打</p>	<p>亞軍,季軍, 殿軍及第五名 冠軍,亞軍,殿軍及 第五名</p>
<p>中國香港學界體育聯會 Tsuen Wan Public Ho Chuen Yiu Memorial College Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School</p>	<p>2023-2024 屯門區小學校際籃球比賽-男子組 3 on 3 Primary School Basketball Invitational Tournament Primary School Basketball Invitational Tournament</p>	<p>季軍 2nd Runner-up 2nd Runner-up</p>

PAOC Ka Chi Secondary School	2023全港小學三人籃球邀請賽	優異
中國香港學界體育聯會 青松侯寶垣中學 熱火體育會 明愛屯門馬登基金中學 明愛屯門馬登基金中學	2023-2024 屯門區小學校際五人足球比賽 第八屆「侯寶垣盃」小學五人足球邀請賽 - 侯寶垣盃 七人制小學足球聯賽 小學校際體育邀請賽 - 四人足球比賽 小學校際體育邀請賽 - 電競足球比賽	優異 亞軍 亞軍 冠軍 冠軍
中國香港欖球總會 中國香港欖球總會	國泰保良局小學非撞式欖球邀請賽 - 男子組 盃賽 滙豐小學校際非撞式欖球錦標賽 碗賽	亞軍 季軍
保良局西區婦女福利會馮李佩瑤小學	第二屆劍擊邀請賽-男子花劍甲組 第二屆劍擊邀請賽-男子花劍甲組 第二屆劍擊邀請賽-女子花劍乙組 第二屆劍擊邀請賽-男子花劍丙組 第二屆劍擊邀請賽-男子花劍丙組	季軍 第六名 第五名 第五名 第八名

	第二屆劍擊邀請賽-女子花劍丙組 第二屆劍擊邀請賽-女子花劍丙組 第二屆劍擊邀請賽-女子花劍丙組	冠軍 亞軍 季軍
中銀青少年發展計劃 新界小學分區劍擊比賽	屯門區男子乙組花劍 屯門區男子乙組花劍	亞軍 季軍
中國香港學界體育聯會 2023 - 2024屯門區 小學校際游泳比賽	男子甲組50米自由泳 男子甲組100米自由泳 男子甲組50米蝶泳 男子甲組100米自由泳 男子甲組50米自由泳 男子甲組50米背泳 男子甲組50米蛙泳 男子甲組100米蛙泳 男子甲組100米蛙泳 男子甲組50米背泳 男子乙組50米自由泳 男子乙組50米背泳 男子乙組50米蝶泳 男子乙組50米自由泳 男子乙組50米背泳 男子乙組100米自由泳 男子乙組50米蛙泳 男子乙組100米蛙泳 男子乙組50米蝶泳	優異 季軍 季軍 優異 亞軍 優異 冠軍 冠軍 優異 優異 亞軍 季軍 亞軍 優異 殿軍 優異 優異 優異 季軍

	男子丙組50米自由泳 男子丙組50米背泳 男子丙組50米自由泳 男子丙組50米蛙泳 男子丙組50米蛙泳 男子丙組50米背泳 女子甲組50米自由泳 女子甲組100米自由泳 女子甲組50米蝶泳 女子甲組100米自由泳 女子甲組50米蛙泳 女子甲組50米蝶泳 女子甲組50米自由泳 女子甲組50米背泳 女子乙組50米自由泳 女子乙組100米自由泳 女子乙組50米自由泳 女子乙組50米背泳 女子乙組50米蛙泳 女子乙組100米蛙泳 女子乙組50米蛙泳 女子乙組100米蛙泳 女子乙組50米背泳 女子乙組50米蝶泳 女子丙組50米蛙泳 女子丙組50米自由泳 男子甲組4x50米四式接力	亞軍 優異 季軍 亞軍 亞軍 冠軍 冠軍 亞軍 亞軍 季軍 亞軍 季軍 優異 優異 殿軍 殿軍 優異 季軍 優異 優異 優異 優異 優異 亞軍 季軍 冠軍
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	男子甲組4x50米四式接力 男子乙組4x50米自由泳接力 男子丙組4x50米自由泳接力 女子甲組4x50米自由泳接力 女子甲組4x50米四式接力 女子乙組4x50米自由泳接力 女子丙組4x50米自由泳接力 男子甲組團體 男子乙組團體 男子丙組團體 女子甲組團體 女子乙組團體 女子丙組團體	季軍 冠軍 冠軍 冠軍 優異 冠軍 亞軍 冠軍 冠軍 冠軍 冠軍 亞軍
保良局第十九屆聯校水運會	男子甲組50米自由泳 男子甲組50米背泳 男子甲組50米自由泳 男子甲組100米自由泳 男子甲組50米蛙泳 男子甲組100米蛙泳 男子乙組50米自由泳 男子乙組100米蛙泳 男子乙組50米自由泳 男子乙組100米自由泳 男子乙組50米背泳 男子乙組50米蝶泳	亞軍 季軍 優異 優異 冠軍 冠軍 亞軍 季軍 殿軍 優異 亞軍 季軍

	男子丙組50米自由泳	殿軍
	男子丙組50米蛙泳	優異
	男子丙組50米自由泳	優異
	男子丙組50米背泳	亞軍
	男子丙組50米蝶泳	優異
	女子甲組50米自由泳	冠軍
	女子甲組100米自由泳	冠軍
	女子甲組50米自由泳	季軍
	女子甲組50米蝶泳	亞軍
	女子甲組50米蛙泳	季軍
	女子甲組100米蛙泳	季軍
	女子甲組50米背泳	殿軍
	女子乙組50米自由泳	優異
	女子乙組50米自由泳	季軍
	女子乙組50米自由泳	優異
	女子乙組50米背泳	殿軍
	女子乙組50米蛙泳	殿軍
	女子乙組100米蛙泳	亞軍
	女子乙組50米蛙泳	優異
	女子乙組50米蝶泳	優異
	女子丙組50米自由泳	優異
	女子丙組50米蝶泳	冠軍
	女子丙組50米自由泳	季軍

	<p>女子丙組50米蛙泳 女子丙組50米背泳 男子甲組4x50米自由泳接力 男子乙組4x50米自由泳接力 男子丙組4x50米自由泳接力 女子甲組4x50米自由泳接力 女子乙組4x50米自由泳接力 女子丙組4x50米自由泳接力 男子甲組團體 男子乙組團體 男子丙組團體 女子甲組團體 女子乙組團體 女子丙組團體 全場總冠軍</p>	<p>亞軍 亞軍 冠軍 亞軍 亞軍 冠軍 亞軍 亞軍 冠軍 亞軍 季軍 冠軍 亞軍 冠軍 冠軍</p>
<p>史丹福游泳學校學界前哨戰</p>	<p>女子甲組50米自由泳 女子甲組100米自由泳 女子甲組50米自由泳 女子甲組50米蝶泳 女子甲組50米背泳 女子甲組100米自由泳 女子甲組50米蛙泳 女子甲組100米蛙泳</p>	<p>冠軍 冠軍 亞軍 冠軍 亞軍 季軍 亞軍 季軍</p>

	女子甲組50米背泳	季軍
	男子甲組50米自由泳	亞軍
	男子甲組50米背泳	冠軍
	男子甲組50米蝶泳	季軍
	男子甲組100米自由泳	亞軍
	男子甲組50米蛙泳	冠軍
	男子甲組100米蛙泳	冠軍
	女子乙組50米自由泳	亞軍
	女子乙組100米自由泳	冠軍
	女子乙組50米背泳	亞軍
	女子乙組50米蛙泳	亞軍
	女子乙組100米蛙泳	冠軍
	女子乙組100米蛙泳	季軍
	男子乙組50米自由泳	亞軍
	男子乙組50米蛙泳	亞軍
	男子乙組50米背泳	冠軍
	男子乙組50米蝶泳	冠軍
	男子乙組50米背泳	亞軍
	男子乙組50米蝶泳	亞軍
	男子乙組100米自由泳	季軍
	女子丙組50米自由泳	冠軍
	女子丙組50米背泳	季軍
	女子丙組50米自由泳	亞軍

	女子丙組50米蛙泳 女子丙組50米背泳 女子丙組50米蛙泳 女子丙組50米蛙泳 男子丙組50米自由泳 男子丙組50米背泳 男子丙組50米背泳 男子丙組50米蛙泳 女子甲組4x50米自由泳接力 男子甲組4x50米自由泳接力 女子乙組4x50米自由泳接力 男子乙組4x50米自由泳接力 女子丙組4x50米自由泳接力 男子丙組4x50米自由泳接力	冠軍 亞軍 亞軍 季軍 冠軍 亞軍 冠軍 季軍 冠軍 冠軍 亞軍 冠軍 冠軍 亞軍
Dance		
Dance World Cup Hong Kong Qualifying Match 2024	Children Large Group Acro Mini Large Group National & Folklore Children Duet/ Trio National & Folklore Children Large Group National & Folklore Children Small Group Street Dance & Commercial	Gold Award 1st Place Gold Award 1st Place Silver Award 2nd Place Bronze Award 3rd Place Merit Award
第52屆全港公開舞蹈比賽	中國舞(少年組-低小) 街舞(少年組-高小)	金獎兼最佳表現獎 金獎兼最佳表現獎
60th Schools Dance Festival	Chinese Dance (Group) -Lower Primary Oriental Dance (Group) -Upper Primary Oriental Dance (Trio) -Upper Primary Dance for Health (Group) -Primary	Highly Commended Award Highly Commended Award Highly Commended Award Highly Commended Award

	Oriental Dance (Solo) - Lower Primary Contemporary (Solo) - Upper Primary Chinese Dance (Solo) - Upper Primary Contemporary (Duet) - Upper Primary	Highly Commended Award Highly Commended Award Highly Commended Award Highly Commended Award
2024 3rd Hong Kong Cheerleading Open Championship & Invitational Tournament	Cheerleading - Mini (Large) L1 - L2 All Girl Performance Cheer - Mini (Small) Pom	2nd Runner Up 2nd Runner Up
Hong Kong Dance Education Association	Blue Bird Cup Dance Competition 2023	Silver Award

Report on Use of Capacity Enhancement Grant

Introduction

This report serves to review the implementation and outcomes of the Capacity Enhancement Grant (CEG) initiatives at PLK HKTA Yuen Yuen Primary School during the 2023-2024 school year. The primary objectives were to reduce teachers' workload, enhance teaching effectiveness, and provide adequate IT support.

Overview of Strategies and Implementation

1. Recruitment of 2 Support Staff (SS)

Objective: To alleviate teachers' workload by handling non-teaching tasks.

Implementation: Two Support Staff were successfully recruited in September 2023.

Tasks Performed:

Stocked teaching aids.

Prepared teaching materials.

Arranged classroom activities.

Managed attendance records for extracurricular activities (ECAs).

Conducted Saturday duties related to school affairs.

Outcome:

Feedback collected at the year-end staff meeting indicated that 80% of teachers felt their workload had decreased due to the support provided by SS.

2. Recruitment of 1 Teacher Assistant (TA)

Objective: To reduce the burden of lesson substitution and non-teaching duties.

Implementation: A Teacher Assistant was recruited in September 2023.

Tasks Performed:

Substituted lessons during teacher absences.

Assisted in library lessons.

Helped prepare teaching materials.

Outcome:

Teachers reported that the TA significantly alleviated their workload, with 80% agreeing that the support was beneficial.

3. Recruitment of 2 Information Technical Support Staff (ITSS)

Objective: To provide adequate IT support for teaching staff.

Implementation: Two IT Support Staff were hired in September 2023.

Tasks Performed:

Offered IT support during lessons and school activities.

Assisted in managing school IT infrastructure.

Outcome:

80% of teachers expressed satisfaction, indicating that lessons and activities ran smoothly with the assistance of ITSS.

Budget Review

Actual Budget:

Income: \$887,125

Balance brought forward from 2022-2023: \$10,771.72

Expenditure: Recruitment of 2 Supporting Staff, 1 Teacher Assistant (50% of the salary), 2 ITSS
 $\$309,561 + \$100,800 + \$496,632.77 = \$906,993.77$

Balanced carry forward to next year: $\$10,771.72 + \$887,125.00 - 906,993.77 = (\$9,097.05)$

*The projected deficit will be covered by school funds.

Summary of Benefits

Teacher Workload Reduction: The recruitment of support staff effectively reduced the non-teaching responsibilities of teachers, allowing them to focus more on lesson planning and delivery.

Improved Classroom Management: Teachers reported enhanced classroom organization and efficiency, contributing to a more positive learning environment.

Enhanced IT Support: With dedicated IT personnel, teachers felt more confident in integrating technology into their lessons, leading to improved student engagement.

Conclusion

The initiatives funded by the Capacity Enhancement Grant have resulted in significant positive outcomes for both teachers and students at PLK HKTA Yuen Yuen Primary School. The overall feedback from staff indicates that the support provided has made a meaningful impact on teaching effectiveness and workload management. Moving forward, the school will continue to assess the outcomes of these roles and make necessary adjustments to further enhance the educational experience. The financial deficit was successfully managed through school funds, ensuring the sustainability of these enhancements for the next academic year.

保良局香港道教聯合會圓玄小學
運用推廣閱讀津貼報告書
2023-2024學年

第一部分：成效檢討

	項目名稱	成效 / 結果
1.	購置圖書	已購買約HKD2321.5 中文實體圖書，加入本校圖書館藏中。學生多以這批中文圖書來作為中文閱讀獎勵計劃的主題。增加了學生對閱讀中文圖書的興趣。
	<input type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	繼續原用本校已購買的網上電子圖書及其平台服務。
	<input type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	今年邀請了一位在的英語圖書作家Abigail Carr 到校為一年級以及二年級學生進行講座及講故事。也購入了該作家的圖書。是次活動作者分享中，學生學習了如何從生活中找到寫作靈感。用生活中的題材融合故事當中。
	<input type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：閱讀獎勵計劃及借閱龍虎榜獎品	本年度舉辦了中文閱讀獎勵計劃及借閱龍虎榜。有156位學生參加及獲獎。完成閱讀獎勵計劃得獎有89位。借閱龍虎榜分別為銅獎，銀獎及金獎。共有67位。

第二部分：財政報告

	項目名稱	實際開支 (\$)
1	購置圖書	\$2321.5
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	\$0
	<input type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	\$2900
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4	其他：閱讀獎勵計劃及借閱龍虎榜獎品	\$3797
	總計	\$9018.5
	津貼年度結餘	\$25981.5

*請以✓選或以文字說明。

姊妹學校交流報告書
23/24學年

Appendix 3

學校名稱：	保良局香港道教聯合會圓玄小學		
學校類別：	小學	負責老師：	高夢潔

本學年已與以下內地姊妹學校進行交流活動：	
1.	深圳市南山區海濱實驗小學
2.	廣州南沙金隆小學
3.	北京市豐台區藝術實驗小學
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (已舉辦)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input checked="" type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的的能力
A4	<input checked="" type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流細節/活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (已舉辦)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input checked="" type="checkbox"/>	示範課/同題異構	E3	<input checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input checked="" type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input checked="" type="checkbox"/>	其他(請註明):參與學校活動	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (已舉辦)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input checked="" type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input checked="" type="checkbox"/>	其他(請註明) 參與學校活動	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input checked="" type="checkbox"/>	其他(請註明):體驗不同的學校生活

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (未舉辦)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$48790.00.00
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$4607.50
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	不適用
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$97206.00
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$370.00
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$275.00
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	不適用
N8	<input type="checkbox"/>	其他(請註明):	不適用
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$151248.5
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面：除觀課和參與課堂外，可以參加更多形式的學校活動，例如體藝、主題日等活動。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容：可以更多樣化，例如線上交流，同做一個專題研習等。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排：可放在第三學期，我校有大型活動的時候，邀請姊妹學校學生參加，體驗我校文化活動。
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	100人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	36人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	136總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	70總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	6總人次

備註：

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**Report on the Use of the Life-wide Learning Grant
23/24 School Year**

Appendix 4

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities:

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Games Day	30 Apr 2024	P1 - 6	800	\$7,037.70	\$8.80	E1	Physical Education	Students were provided other learning opportunities. Students gained experience in participating in different activities on sportsground.		✓	✓		
2	Sports team training coach fee (Swimming, Badminton, Table Tennis, Basketball, Track and Field)	Whole year	P3 - 6	300	\$100,000.00	\$333.33	E5	Physical Education	Students' performance in the competition is very outstanding this year. Students were encouraged to participate in physical activities by regular sports teams training.		✓	✓		
3	Subsidy of TOEFL Jr.	Term 3	P5	132	\$6,600.00	\$50.00	E1	English Language	Students performed well in the test and the analysis is useful for school curriculum evaluation	✓				
4	Musical	Term 2-3	P3-6	40	\$100,000.00	\$2,500.00	E5	Arts (Music)	The musical program has been modified. Instead of performing a live show, we will now video shoot a condensed version of the performance. Students were able to develop a myriad of transferable skills.		✓	✓		
5	Choir	Whole year	P2-6	150	\$130,000.00	\$866.67	E5	Arts (Music)	Students could develop proper singing technique, ensemble performance skills, musicianship and interest for singing and performing arts.		✓	✓		
6	School Activities (Variety Show \$20,000, Graduation Ceremony \$10,000, etc.)	Whole year	P1-6	792	\$266,159.96	\$336.06	E7	ECA	Students were provided other learning opportunities. The Variety Show was filmed and online video has been produced.		✓	✓		
7	STREAM / MASTER Days	Term 3	P6	132	\$3,286.81	\$24.90	E7	Cross-Disciplinary (STEM)	All students participated and enjoyed the activities. They acquired the different transferable generic skills through the STEAM Day.	✓	✓	✓		
8	3-day Bio-Tech Tasting Co-organized School Programme	Term 3	P5	24	\$5,994.00	\$249.75	E6	Science	All participating students enjoyed the Biotech Tasting Programme and gained experience in the development of biotechnology education from the programme.	✓		✓		✓
9	Chinese Day	7 February 2024	P1-6	792	\$10,000.00	\$12.63	E1	Values Education	Students enjoyed the activities and experienced different Chinese cultures, especially the Face-Changing Performance.	✓	✓			
10	Chinese Debate	Term 2-3	P5-6	10	\$20,000.00	\$2,000.00	E5	Chinese Language	Students were able to generate effective critical thinking into primary issues in the given topic. They performed well and got awards from competitions.	✓				
11	Competition Application Fee	Whole year	P1-6	80	\$10,000.00	\$125.00	E1	Physical Education	Students were provided other learning opportunities.			✓		
(Please insert rows above if the space provided is insufficient.)														
			Sub-total of Item 1.1	3,252	\$659,078.47									

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	China Tour	3 Nov 2024	P5	114	\$11,616.00	\$101.89	E3	General Studies	Students were provided other learning opportunities.	✓	✓	
2	Australia Study Tour	1-10 April	P5-6	28	\$14,000.00	\$500.00	E3	English Language	Students were provided other learning opportunities. Students learnt the culture, customs and other aspects of another country. Feedback from students were positive.	✓	✓	
3	New Zealand Study Tour	2-11 April	P5-6	28	\$14,000.00	\$500.00	E3	General Studies	Students were provided other learning opportunities. Students learnt the culture, customs and other aspects of another country. Feedback from students were positive.	✓	✓	
(Please insert rows above if the space provided is insufficient.)												
Sub-total of Item 1.2				170	\$39,616.00							
Expenses for Category 1				3,422	\$698,694.47							

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Twinkl (English)	Teaching and Learning	\$11,752.54
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$11,752.54
Expenses for Categories 1 & 2			\$710,447.01

Category 3: Number of Student Beneficiaries

Total number of students in the school:	792
Number of student beneficiaries:	792
Percentage of students benefiting from the Grant (%):	100%
Name of Contact Person for LWL:	Vivian Tam
Post of Contact Person for LWL:	PSM (ECA Coordinator)

* Input using the following codes; more than one code can be used for each item.		
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	
E3	Fees for non-local exchange activities / competitions (students)	E7 Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9 Others (please specify)

二零二三/二四學年校本課後學習及支援計劃 校本津貼 - 活動報告表

學校名稱： 保良局香港道教聯合會圓玄小學

負責人姓名： 社工陳彥霖姑娘

聯絡電話： 24501588

A. 校本津貼實際受惠學生人數(人頭) 76 名 (包括 A. 領取綜援人數：0 名，B. 學生資助計劃全額津貼人數：21 名及 C. 學校使用酌情權而受惠的清貧學生人數：55)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
扭扭氣球班	0	3	17	93.34%	15/4/-20/5/2024	7,800	/	魔術嵐才藝中心	
魔術班	0	1	9	89.63%	2/1-6/2/2024	4,500	/	魔術嵐才藝中心	
P1-3 迪士尼樂園探索之旅	0	12	13	100%	17/6/2024	9,920	/	香港迪士尼樂園	
P4-6 迪士尼樂園探索之旅	0	9	16	100%	2/7/2024	10,745	/	香港迪士尼樂園	
活動項目總數： <u>4</u>									
@學生人次	0	26	54		總開支	32,965			
**總學生人次	80								

備註:*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A)+(B)+(C)的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績						✓
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊	✓					
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作			✓			
k) 學生對求學的態度		✓				
l) 學生的人生觀			✓			
m) 你對學生個人及社交發展的整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動						✓
o) 學生的歸屬感						✓
p) 學生對社區的了解						✓
q) 你對學生參與社區活動的整體觀感						✓

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選合適學生加入酌情名額；
- 合資格學生不願意參加計劃(請說明原因：學生已安排其他活動)；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作 明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)：_____

E. 學生及家長有否對校本津貼資助活動活動提供意見？他們是否滿意計劃的服務？

(可選擇是否填寫)

範疇	措施	施行概況	成效及反思
1. 學校行政	<p>A. 透過教職員會議 / 講座或研討會 / 學校通告 / 其他，加深教職員對《香港國安法》的立法背景、內容和意義等的認識</p>	<ul style="list-style-type: none"> ● 截至本年度，有 39 位教師參加了《基本法和國安法水平測試》，佔全校 59%。 ● 3 月 25 日教師發展日，本校為所有教師提供認識國家安全二十領域工作坊。 	<ul style="list-style-type: none"> ● 繼續呼籲老師參加教育局的《基本法和國安法水平測試》。 ● 教師透過認識國家安全二十領域工作坊，對國家安全有進一步認識，對日後在課堂上教授學生時，更有把握把授課內容與國家安全觀有機結合。
	<p>B. 完善升掛國旗及奏唱國歌的機制</p> <p>1. 學校於指定日期（逢每周四上學日）或典禮或國慶日等特別日升掛國旗及奏唱國歌。</p> <ul style="list-style-type: none"> ● 教授學生認識國旗和區旗的正確展示方法，學生能在升旗禮上表 	<ul style="list-style-type: none"> ● 每逢星期四舉行升旗禮，升旗隊共招收 17 位隊員，分成四組，每組每星期負責當一次升旗手，全年共進行了 40 次。 ● 學校分別在開學日、國慶日、元旦日、特區成立日，運動會、畢業頒獎典禮、綜合文藝匯演上進行升旗禮。 	<ul style="list-style-type: none"> ● 依老師觀察，同學生都能遵守升旗儀式禮儀，一至四年級唱國歌聲音響亮。 ● 訓導組主任在升旗禮前，也會提醒學生升國旗前應有的禮儀及要大聲唱國歌。 ● 升旗模式已跟教育局發佈的短片訓練學生，並取得不錯的效果，希望來年有機會，與外間專業團

	<p>示對國旗的尊重及唱國歌，所有學生皆能開口大聲唱國家。</p>	<ul style="list-style-type: none"> ● 由於校舍限制，每次升旗禮，全校有一半學生需要留在教室參與直播。高、低年級輪流參與實體升旗禮。 ● 今年度已為升旗隊添置練習旗及旗桿，作為訓練升旗之用。 	<p>隊合作，提升學生的步操技巧。</p>
	<p>C. 完善校舍管理機制，締造和平有序的校園氣氛和環境</p> <ul style="list-style-type: none"> ● 繼續監察現行校舍租借機制，防範租借學校舉辦活動的外界機構或人士不恰當地使用校舍，尤以進行涉及危害國家安全的行為和活動。 ● 繼續檢視及修訂圖書館藏書的機制，確保圖書館的館藏(包括書籍及電子資源)不涉及危害國家安全的內容。 	<ul style="list-style-type: none"> ● 學校本年度有外借校舍與校外人士作辯論比賽用途，也舉辦了很多課外活動，但並沒有發現校外人士或組織在校園內進行涉及危害國家安全的行為和活動。 ● 圖書館在六月底閉館檢查圖書，當中包括檢視圖書是否破損。 ● 本年度購買了約四百本新書，圖書館助理已檢視該批書籍是否涉及違反國家安全的資料。 ● 學校有老師專責課室及走廊的壁報 	<ul style="list-style-type: none"> ● 學校已因應實際情況持續檢視及修訂租借校舍的機制，及完善校園訪客的監察措施。 ● 現行圖書館藏書機制行之有效，並未發現有違反國家安全的資料。 ● 本校已檢視全校壁報內容，未有發現任何違反國家安全的內容。學校會繼續嚴格執行現行策略，並因需要採取任何應變措施。

	<ul style="list-style-type: none"> 繼續檢視現行策略和應變措施，確保校園內（包括建築物、課室、壁報板等）所展示的字句或物件不會涉及危害國家安全的內容。每學期有專責老師作全校檢視。 	<p>檢視，每學期、節日如萬聖節、聖誕節、農曆新年，專責老師都會檢查全校壁報板內容是否有違反國家安全。</p>	
	<p>D. 完善學校舉辦活動機制和程序</p> <ul style="list-style-type: none"> 舉辦活動機制和程序已落實，繼續監察校園內所有活動（包括學生活動、課外活動、邀請校外嘉賓演講、家教會活動、校外導師任教的活動等）不會涉及危害國家安全。 	<ul style="list-style-type: none"> 學校在 2021/22 學年已更新且完善舉辦活動的機制和程序，並依據指引執行。 在活動開始前，學校跟導師/教練簽定合約，合約上已清楚列明導師/教練禁止在學校內進行任何違反《香港國安法》的教學和活動。 	<ul style="list-style-type: none"> 已檢視所有參與活動人士不會有涉及危害國家安全的行為。 在活動進行期間，教師在場觀察導師/教練的教學活動。 學校會因應實際情況持續檢視及修訂學校舉辦活動機制及程序。
	<p>E. 危機處理機制及程序</p> <ul style="list-style-type: none"> 繼續檢視現時學校危機處理機制及程序（包括就涉及學校政治宣傳活動的建議處理方法及程序） 	<ul style="list-style-type: none"> 本年度學校並沒有涉及危害國家安全的事件發生。 	<ul style="list-style-type: none"> 學校會因應實際情況持續檢視及修訂學校危機處理機制及程序，完善涉及危害國家安全的行為和

	<p>是否涵蓋涉及危害國家安全行為和活動的處理，若有未完善之處，將於 2023/24 學年作出適切修訂。</p>		<p>活動、校內政治宣傳活動等的處理方法及程序。</p>
2. 人事管理	<p>A. 制定教職員聘任機制及程序</p> <ul style="list-style-type: none"> ● 確保新聘的教師（包括轉校及新入職教師）已在《基本法及香港國安法》測試取得及格。 	<ul style="list-style-type: none"> ● 本校於聘請教師均需於《基本法及香港國安法》測試取得及格者，學校才會給予面試機會，並保留面試者的文件副本作記錄。 	<p>全體新入職老師均已取得基本法及香港國安法》測試取得及格。</p>
	<p>B. 繼續檢視購買服務形式機制及程序</p> <ul style="list-style-type: none"> ● 購買服務形式機制及程序已加入不可以涉及危害國家安全的行為和活動的相關條文，提示購買服務的小組導師在進行活動時應有的操守。 	<ul style="list-style-type: none"> ● 在購買服務的合約內容上均加入「服務機構的員工或導師不可在服務及活動期間進行涉及危害國家安全的行為、宣傳及活動」相關條文。 ● 行政主任或負責購買服務的教職員亦會提示相關導師及人員有關不得涉及危害國家安全的行為和活動之要求。 	<ul style="list-style-type: none"> ● 本學年沒有小組導師或協辦機構人員在為本校學生提供服務期間做出涉及危害國家安全的行為、宣傳及活動。 ● 學校會因應實際情況持續檢視及修訂與小組活動及相關服務協辦機構簽訂的合約內容，並提示和監察協辦機構人員或導師嚴格執行「維護國家安全」的措施。

	<p>C. 關注教職員行為操守</p> <ul style="list-style-type: none"> 在開學初的校務會議中向所有教職員工講解及派發教育局的「教師專業操守指引」，學年初在校務會議作出提示，並要求簽署及予以遵守。校方必須小心保存所有簽署紀錄。 	<ul style="list-style-type: none"> 在 23-24 學年第一次全體會議上，已要求所有教職員閱讀教育局的「教師專業操守指引」，並於閱讀後簽名確認。有關程序已於八月底完成。 	<ul style="list-style-type: none"> 本學年全體老師都能按相關指引工作。
3. 教職員培訓	<p>A. 新入職教師需參加專為新入職教師舉辦的講座，及參加內地學習團，以加強培養學生國民身份認同的能力。</p>	<ul style="list-style-type: none"> 有專責老師監察新入職老師到內地學習。 	<ul style="list-style-type: none"> 4 位新入職老師已完成了新入職教師核心培訓課程-《憲法》、《基本法》及國安教育培訓課程。 9 位新入職老師完成了新入職教師內地學習團。
	<p>B. 為全體教師安排一次有關「教師專業角色、價值觀及操守」及/或「本地、國家及國際教育議題」的專業發展活動。</p>	<ul style="list-style-type: none"> 為所有教師提供了一次非物質遺產的工作坊，參加人數為七十人，老師分為三組進行活動，包括品茶、剪紙及欣賞並製作半玉石花。 	<ul style="list-style-type: none"> 九成老師表示能在這次工作坊中學習到非遺文化，而且很樂意參與這些工作坊。當中有十位外籍老師，也十分投入今次活動，老師對今次活動評價正面。

<p>4. 學與教</p>	<p>A. 校本課程規劃</p> <ul style="list-style-type: none"> ● 持續檢視及增潤核心課程（如中文科、常識科及 M&M 課等）及非核心課程（如音樂科、視藝科、圖書科等）有關國家安全的內容，讓學校的整體課程能更全面地涵蓋國家安全認知這知識。 	<ul style="list-style-type: none"> ● 所有學科在進度表上均已注明國安元素及價值教育範疇，老師在課堂施教時，能更好地把學科知識與國安元素/ 價值教育相結合。 ● 在評課表上加入國安及價值教育相關元素，引導老師在教學上能作出有機結合，在課堂上推動國民/國安教學。 ● 在級會的會議紀錄上，加入「國安教育」及「價值教育」的討論事項 ● 邀請八位教師到外校參與國民教育觀課活動，再由這八位老師把校外的經驗帶回學校，與其他同事分享。 	<ul style="list-style-type: none"> ● 所有學科在進度表上均已注明國安元素及價值教育範疇，讓老師在課堂上能更好地把學科知識與國安元素/ 價值教育有機結合 ● 來年將持續檢視各科教材。 ● 在級會和評課表上加入「國安元素」的確提升了教師對國安教育的意識。 ● 至於把外校的「國民教育」經驗帶到學校，有過半數老師認為此舉能達到預期的效果。希望將來有更多觀課的機會。
	<p>B. 學科課程檢視</p> <p><u>中國語文教育</u></p> <ul style="list-style-type: none"> ● 按教育局「中國語文教育學習領域國家安全教育課程框架」文件的檢 	<ul style="list-style-type: none"> ● 安排六年級在試後參觀香港歷史博物館，參觀夏商周展覽。 ● 四年級改由常識科安排於試後參觀香港故宮博物館。 	<ul style="list-style-type: none"> ● 據老師觀察，學生對夏商周的展覽表現投入，部分學生對展覽看得津津有味。 <p>1. 今年度雖然未能前往美孚「嶺</p>

	<p>視課程重點。</p> <p>1. 歷史外遊活動，加強學生的歷史觀：四年級學生將會參加一次本地歷史文化遊，五年級將會參加香港故宮博物館。</p> <ul style="list-style-type: none"> ● 舉行中文日活動，透過觀賞短片、閱讀主題展板、製作民間手工藝品、猜燈謎、品嚐懷舊小食、攤位遊戲等活動，讓學生了解、欣賞中華文化。 	<p>1. 四年級原本計劃到美孚「嶺南之風」感受嶺南的園林之美，並用步移法學習寫作，但後來由於課時不足而取消該行程。</p> <ul style="list-style-type: none"> ● 因應節日，今年舉辦了兩次比較大型的節日活動，分別是中秋節和農曆新年的中華文化日。 ● 中秋節和國慶節接近，學生除了搓湯丸、學習中秋節的故事，還進行了國情問答比賽，不但讓學生感受中秋節的節日氣氛，同時也學習國情知識，提升學生對國家的認知與情感。 ● 中華文化日已是學校的傳統，學生穿上華服，參與了武術講座，品嚐傳統懷舊小食，學生製作了以中華文化為主題的攤位。 	<p>南之風」，來年會再安排四年級學生前往參觀。</p> <ul style="list-style-type: none"> ● 9月29日中秋節、國慶節和2月7日中華文化日的舉辦是成功的。學生都十分投入這兩天的活動。低年級的學生在中秋節親自搓湯圓，並品嚐其製成品，以老師觀察，學生都十分享受節日的活動，也加深了學生對傳統文化的認識和喜愛。 ● 於2月7日新年假期前舉辦了中華文化日活動，學生在當天欣賞少林武學表演、製作民間手工藝品、品嚐懷舊小食、攤位遊戲等活動，學生投入活動，對中華文化有更深入的認識。
	<p>常識</p> <ul style="list-style-type: none"> ● 適時檢視並修訂常識科課程內容，以配合《常識科國家安全教育課程 	<ul style="list-style-type: none"> ● 全級小六參觀選舉資訊中心，活動包括選舉資訊講座和相關分組比 	<ul style="list-style-type: none"> ● 學校鼓勵四至六年級的學生參與教育局舉辦的兩次全港問答比賽，有九成學生參與，比例高。

	<p>框架》連繫的學習元素，培養學生「國家概念」、「國民與身份認同」、「守法觀念」、「權利與義務」和「責任感」的價值觀。</p> <ul style="list-style-type: none"> ● 本校為配合課程主題，在校園建立學習氛圍，推動《憲法》、《基本法》和國家安全教育，將於 2023-24 學年舉辦《基本法》相關比賽。從而提升學生對國家安全的深入了解，及對國家、民族及社會的認同感、歸屬感及責任感。 ● 本校 2023-24 學年將為五年級學生開展內地交流團，到內地參觀，讓學生認識祖國的文化與歷史或現代的發展，明白中國的領先地位，從而建立學生的民族自豪感，及國家觀念和國民身份認同，培養他們對家國民族的責任感。 	<p>賽、模擬投票、互動遊戲和資訊站、展覽、與票箱家族合照</p> <p>1. 今年度參加了兩次與憲法及基本法有關的比賽，一次是 10 月 12 日 <<全港學界國家安全常識挑戰賽>>，第二次是 3 月 7 日的 2024<<憲法>>和<<基本法>>全港校際問答比賽</p> <ul style="list-style-type: none"> ● 今年度與基本法流動攤位合作，於 6 月 14 日到校讓 3-5 年級學生在遊戲中學習基本法 ● 6 月 27 日邀請了香港生活拓展協會到校進行推廣基本法活動。對象為五年級學生。學生透過尋寶遊戲的方式學習基本法。 ● 於 2023 年 11 月 3 日，全級小五學生參加由教育局舉辦「粵港澳大灣區城市探索之旅」(2023/24) 交流行程 R3 深圳創新科技與經濟發展探索之旅 ● 6 月 19 日帶領四年級參觀故宮博物館，並就館內的展出品作專題研 	<p>對於比賽內容，學生覺得比較難。</p> <ul style="list-style-type: none"> ● 大多學生認為基本法攤位好玩有趣，但題目比較少，他們希望可以透過遊戲去學習更多與基本法有關的知識。 ● <考基本, 尋法寶>是一個好玩的遊戲，有部分學生能在指定時間完成遊戲，從不少學生的回饋中，可以看到部分學生覺得遊戲難度高。不過，當中也有能力高的小組在半小時便已完成遊戲，獲得法寶。據老師觀察，整個過程學生學習投入，參與氣氛熱烈。 ● 五年級學生往深圳參觀，有八成八的學生認同此行能認識深圳的創新科技和發展，九成學生認為他們此行能加深他們對深圳歷史的歷史及經濟發展的了解。九成學生認為此行能夠提升國民身份認同。
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	<p><u>價值教育（包括德育、公民及國民教育）</u></p> <ul style="list-style-type: none"> ● 舉辦德育講座，內容除包涵個人成長與健康外，還將涉及國家安全教育，培養學生具有守法、同理心、堅毅、尊重他人、責任感、國民身份認同、承擔精神等價值觀和態度，成為盡責、有承擔、具包容力和守法守規的新世紀人。 ● 德育成長課的課程將設置涵蓋基本法或國家安全教育相關內容，以提升學生對國民身份的認同，理解國民的角色、權利與義務，孕育家國情懷，主動了解國情，探討國家發 	<ul style="list-style-type: none"> ● 於11月邀請屯門區李警長到校為高低年級舉辦關於守法的講座，讓學生明白守法守規的重要性。 ● 今年度於全校德育課程加入大量與中國文化相關的課題如中國節氣講解，漢服特色與設計，中國古今名人研習和非遺工藝體驗，加深學生對中國文化的認識，提升學生對中國文化的尊重，從而孕育家國情懷。 ● 為配合校情和課程需要，今年舉辦了全校關愛活動。學生在學校設計感謝卡給校工，感謝他們為學生的 	<ul style="list-style-type: none"> ● 學生對警長的講座能用心聆聽，警長以生活上一些真實的例子教導學生，收到不錯的果效。學生能分辨一些不法的行為，以及其帶來的惡果。警長講座在學校教育是十分重要的，所以每年都會計劃邀警長到校分享。 ● 加入大量的中國文化相關的課題，透過制作青花瓷、漢服設計、剪紙等等，明顯地能提升學生的文化認識。從學生的功課看到，學生對這些傳統的文化具有一定的興趣，並且十分用心製作

	<p>展的機遇與挑戰等。</p> <ul style="list-style-type: none"> ● 舉辦校內班級秩序比賽，提升學生守規自律的良好習慣。 	<p>付出。另外，在復活節時，全校學生需完成關愛小冊子。內容包括除了觀看中國關愛小故事，寫感謝卡外，學生還要為家人連續多天幫忙完成家務，體驗做家務的辛勞，對家人為家庭的付出產生更深的體會。</p>	<p>有關作品。而同學的佳作更在校園內展示，更加強學生學習文化的自信。</p> <ul style="list-style-type: none"> ● 學校推行一連串的關愛行動，收到了不錯的成果。學生能主動設計心意卡送給工友，以表達謝意，當中不少是設計精美具心思的心意卡。字裏行間更能真誠地表達了對工友的感謝之情。此行動提升了校園關愛的氣氛。而低年級完成關愛小冊子的人數頗高，大約有九成學生自律在在家中幫忙做家務，做個有禮貌的孩子，情況令人鼓舞。
	<p><u>圖書/從閱讀中學習/及資訊科技教育</u></p> <ul style="list-style-type: none"> ● 圖書科因應學生的學習需要定時覆檢圖書，確保內容合適和具質素，以教導學生國家安全意識或維護國安責任。 	<ul style="list-style-type: none"> ● 已落實每年於期末覆檢圖書內容。特別注重確保每年新購入的圖書內容，是否合適及具質素。 ● 今年推行一系統的中國文化書籍，低年級以節日介紹為主，高年級包括四大名著、近代人物傳記等，讓學生閱後寫報告分享。 	<ul style="list-style-type: none"> ● 學生能透過閱讀不同圖書學習國家安全意識，閱讀計劃在一定程度上吸引學生參與，今年度參與閱讀計劃的人數較去年上升。

課程評鑑/學習評估 (例如：指引、形式、多方參與)

- 設立 / 強化校本監察機制，定期檢視校內各學習領域、科目及跨學科學與教資源的內容和質素 (包括課本、教材、課業、工作紙、測考試卷、讀物、補充練習、視像教學片段等，以及為學生代訂和由外判服務商為學校訂購或提供編纂的補充學材)，要切合學生的程度和學習需要。
- 透過廣播或電視台向學生宣傳或學科分享，教職員會預先將播映內容交予負責主任檢視並作出配合；利用網上教學平台進行德育活動，教職員會預先將播映內容交予校長檢視再對外發放；另參觀、校外人士到校分享前，均會檢視相關內容是否適合學生觀看 / 參與，此等措施來年會按教育局通告，加強檢視內

- 各科老師傳閱有關校本課程的設計及編訂的學與教資源的內容和質素，以確認符合課程發展議會於各學習階段課程所訂定的課程宗旨、目標和內容及切合學生的程度和學習需要。
- 學校今學年主要透過早上廣播向學生宣傳，訓輔組、廣播組、國家安全教育組皆參與過預先播映內容的檢視。
- 校外人士到校分享，都會事先要求把簡報交由負責老師檢視，以確保講者的內容與要求一致。

- 每次考試前，各科各級老師必須傳閱試卷，再交由科主任、課程主任、校長作最後閱卷，以確保各科題目設計適中，以及以正面情意為題材，符合國家安全教育的指標。
- 有關訊息如來自升旗隊、訓輔組等消息，學校一些重要的訊息都能透過廣播傳遞給學生，而每次廣播均有專責老師負責，以確保廣播內容的質素及內容是否合適。
- 外面導師進校開講座，內容必須事先傳給負責老師，以確保資料沒有偉反國家安全成份。今年度外聘導師均沒有出現違反規例。
- 今年度所有講者都沒有發現違反國家安全的內容。

	容。		
5. 學生輔導及支援	<p>繼續檢視校本訓輔政策以確保學生清楚明白學校對他們的日常行為的要求，幫助學生建立責任感、承擔和守法精神。</p> <ul style="list-style-type: none"> ● 每周舉辦訓輔小組會議，除討論學生的行為問題外，亦會適時檢討訓輔機制，以配合社會的發展及《香港國安法》的實施 ● 舉辦國家安全日 ● 繼續更新有關國家安全教育政策，以更新同事及學生。 	<ul style="list-style-type: none"> ● 所有領袖（領袖生、給圖書館館理員、大哥哥大姐姐及關愛大使皆參加訓練營。 ● 4月15日是國家安全日，學校在小息舉辦國家安全活動，以文化安全作為重點，包括戲曲面譜設計、孔明鎖、品茶等活動，讓學生認識非遺文化。另外還展示了剪紙、青花瓷等學生作品及教師的非遺手工作品。 ● 今年度新入職老師必須完成<<國家安全及基本法>>測試。新老師也陸續完成教育局的要求，參加國內學習團，加深對國家政策的認識。 	<ul style="list-style-type: none"> ● 學生在訓練營中投入度高，據老師觀察，在訓練營中，大部分同學都能提升合作及團體精神，同學在遊戲中，也能展現其責任心。 ● 學生對國安全日的活動感興趣，兩個小息在展覽區均擠滿學生。學生玩攤位都十分投入，很努力地拼中國地圖。

<p>6. 家校合作</p>	<p>透過親子活動，加深家長及學生對中國文化及國家發展的認識，培養正確價值觀及健康的生活方式。</p> <ul style="list-style-type: none"> ● 舉行中文日，並邀請家長到校作義工協助學校推動有關教育工作。 ● 透過家教會安排不同親子活動，例如：親子旅行等，強化家長及學生之關係，有利推動家校合作之品德培育課程。 ● 為家長提供網絡安全講座，明白學生安全使用網絡的重要性。 	<ul style="list-style-type: none"> ● 過三十位家長義工在中文日協助學校推動中華文化教育，家長除了向學生介紹傳統食物，飾物外，還舉行毛筆書法比賽 ● 有二十多位家長義工在中秋節到校與學生一起搓湯圓，感受節日氣氛。 ● 有 200 多位家長及學生參加親子旅行，讓老師，家長及學生更大機會面對面溝通，渡過愉快的一天。 ● 學校為三年級升四年級開辦網絡安全講座，因為學校推行 BYOD，教導家長網絡安全的重要性。 <p>1. 在校監的贊助下，有 150 位家長和學生出席了親子觀賞舞台劇<<空山印深情.王維>></p> <ul style="list-style-type: none"> ● 在保良局的安排下，有六十位家長和學生參加了昂船洲軍營開放日。 ● 4 月 27 日家長日，舉辦了家長講座及家長國家安全教育攤位，成功吸引過百位家長參與。 	<ul style="list-style-type: none"> ● 每次的節日活動，家長都十分熱衷於到校參加義工服務。而且十分正面，今年更為學校設計了一條活靈活現的巨龍放置於學校門口的當眼處，配合龍年的到來。也想盡辦法做一些應節食品，給學生品嚐，增添節日氣氛。 ● 網絡安全講座，大部分家長反應正面。 ● 這舞台劇是以中國文化作為背景，不少家長認為這是一個讓學生多接觸中國文化的機會，以提升語文能力。家長及學生對中國歷史人物有更深入的認識。 ● 昂船洲軍營報名反應熱烈，有過百位家長有興趣參與，但在有限的名額中，最後只能抽三十位家及三十位學生前往。家長對此次的評價是正面的。 ● 家長國家安全教育攤位舉辦十分
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			成功，吸引了不少家長和學生一起參與，在收回的問卷中，有八成五的家長認為這次活動能提升家長對國家安全的認識。
其他	A. 升旗隊隊員除學習正式的升旗知識外，還會學習《憲法》和《基本法》，並在「國旗下的講話」中與全校學生分享。	<ul style="list-style-type: none"> ● 今年度由升旗隊學生發表國旗下的講話一共七次，分別是國慶節、南京大屠殺、農曆新年、勞動節、婦女節、端午節和特區成立紀念日。 	1. 原本打算今學年讓升旗隊學生學習憲法及基本法，但學生覺得比較難掌握，所以來年在國旗下的講話中，仍與全校師生主要以分享節日為主。嘗試較較高能力的學生與全校師生分享《基本法》內容。
	B. 國安組將會組織學生到內地與姊妹學校進行交流，提升學生對國家的了解。	<ul style="list-style-type: none"> ● 今年3月復活節期間，組織36名四至六年級的學生到姊妹學校廣州南沙金隆小學進行交流，參觀了校舍，並參加了金隆小學的大型活動--義賣活動。還和金隆小學學生一起到海防基地參觀，以及到烈士墓前獻花。整個活動對學生來說是很難得的體驗。 ● 十二月深圳深灣小學率五十位學生 	<ul style="list-style-type: none"> ● 學生需要完成到南沙探訪姊妹學校的小冊子，學生均能認真完成小冊子，不少學生對內地碩大的校園嘆為觀止。而學生與姊妹學校的學生相處融洽，在互動中很高興能見到大家互相幫助，促進了大家的情誼。 ● 另今年度與深圳深灣學生締結成姊妹學校，在圓玄小學舉行了簽

		<p>到圓玄締結姐妹學校，並進行師生交流。</p>	<p>約儀式，深灣小學 50 位學生在圓玄學生的帶領下到課室一起上課，一起午膳，度過了愉快的上午。而兩校老師也進行觀課及評課，互相交流教學心得。</p> <ul style="list-style-type: none"> ● 加強與內地交流將會是學校每年的重要政策，我們希望日後能組織更多的內地交流，讓學生對國家有更深的認識，提升國民身份認同。
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校監簽署: X

校監姓名: 何志豪

日期: _____

25 OCT 2024

學生活動支援津貼 運用報告

2023-2024 學年

(一) 財務概況

A	本學年獲發撥款：	\$4,201.00
B	本學年總開支：	\$4,201.00
C	須退還教育局餘款 (A - B)：	\$0.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	0	\$0.00
學校書簿津貼計劃 - 全額津貼	13	\$4,201.00
校本評定有經濟需要	0	(上限為全學年津貼金額的25%)
總計	13	\$4,201.00

[註：此項應等於(一)B「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上0號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動： 資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	樂器班	藝術 (音樂)	5	\$1,616.00			ü		
2	畫畫、黏土班	藝術 (視藝)	2	\$646.00			ü		
3	球類訓練班	體育	4	\$1,293.00			ü		
4	游泳班	體育	1	\$323.00			ü		
5	芭蕾舞班	體育	1	\$323.00			ü		
(如空間不足，請於上方插入新行。)									
第1項總開支			13	\$4,201.00					
2. 境外活動： 資助有經濟需要的學生參與境外活動 / 境外比賽									
1									
2									
3									
4									
5									
(如空間不足，請於上方插入新行。)									
第2項總開支			0	\$0.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1									
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			0	\$0.00					
總計			13	\$4,201.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人 (姓名、職位)：張允寧 (社工)

Template for Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2022 / 2023 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	81.3%	N.A.
School Fees	N.A.	14.2%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	4.5%
Total	81.3%	18.7%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	65.8%	
Operational Expenses (including those for Learning and Teaching)	20%	
Fee Remission / Scholarship ¹	0.5%	
Repairs and Maintenance	9.3%	
Depreciation	4.4%	
Miscellaneous	0.0%	
Total	100%	
Surplus/Deficit for the School Year [*]	-0.03 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [*]	9.50 months of the annual expenditure	
[*] <i>in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).