



HKUGA Primary School

School Report

2022/23

Table of contents

(1) Our School	p.2
(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up	P.4
Major Concern 1 -Fostering a holistic development of students through embedding values education and a culture of service	P.4
Major Concern 2 - Promoting student agency for shaping their own lives and contributing to the lives of others	P.10
(3) Student Performance	p.14
(4) Financial Summary	p.20



港大同學會小學

HKUGA Primary School

9 Yee Shing Street, Chai Wan, Hong Kong

22023922

22023914

info@hkugaps.edu.hk

http://www.hkugaps.edu.hk

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Tang Yim Man	Ms. Wong Kwai Ling	Yes	DSS Whole Day	Co-ed	Not Applicable
Percentage of school supervisor and managers fulfilling the training targets				-	
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong University Graduates Association Education Foundation	Strive for Virtue, Quest for Truth	2002	Chinese (incl.: Putonghua) and English	School Bus	About 4562 Sq.M
Through-train Secondary School		Past Students' / School Alumni Association		Parent-Teacher Association (PTA)	
HKUGA College		Yes		Yes	

2023/2024 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$33,970 per annum by 10 installments#	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	1	Running Track, Parents' Resources Room, Multi-Purpose Area, etc.
Special Rooms				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV, Multi-Media Language Centre, Computer Assisted Learning Room, General Studies Room, Visual Art Room, Music Room, Dance Room, Student Guidance Room, etc.				Accessible lift, Accessible toilet and Tactile guide path plan.

Teaching Staff Information (including School Head) in the 2022/2023 school year

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)		
Teacher Certificate / Diploma in Education	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	50%	28%	5%	13%	82%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2022/2023 school year	No. of classes	4	4	4	4	4	4	24
2023/2024 school year (Based on the approval of EDB in 2023)	No. of classes	4	4	4	4	4	4	24
Mode of teaching at different levels	There are remedial classes for the subjects of Chinese, English and Mathematics. Co-operative Learning and small group teaching will be used as to cater to individual differences.							
Remarks	-							

Performance Assessment

No. of exam(s) per year	No. of test(s) per year	Streaming arrangement
2	0	Mixed Ability.

Diversified Assessment for Learning

Continuous assessments: Different modes of assessments will be adopted for each subject. For example, projects, oral presentations, self-assessment, peer-assessment and parent assessment. There is no examination for P.1 and P.2 students, while there are two summative assessments for P.3 to P.6.

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	6	45 min	7:50AM	3:15PM	12:30PM - 1:30PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To promote healthy lifestyle, the school always choose the lunch supplier with strict criteria. Likewise, students are encouraged to carry out aerobic exercise during recess.				

Life-wide Learning

English Drama, English Speech, PTH Speech, Chinese Folk Art, Maths Olympiad, LEAD Project, Science Odyssey, Green Pioneers, Campus TV, Symphonic Winds, String Orchestra, Choir, Rugby, Tennis, Squash, Fencing, Swimming, Table Tennis, Football, Rope Skipping, Martial Art, Scouts, Chess, Abacus, Chinese Painting, Japanese etc.

School Mission

1. To nurture lively, inquiring, discerning, creative and loving students.
2. To develop visionary, caring, professional and innovative teaching staff.
3. To provide a new mode of quality school.

School Characteristics

School Management

School Management Organisation:

Our founding organization is the Hong Kong University Graduates Association Education Foundation. The Foundation's objective is to promote the development of quality education in Hong Kong.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was set up in 2006. The membership of IMC comprises school managers appointed by SSB, independent managers, teacher representative and parent representative.

School Green Policy:

Through the practice of sustainable development of 7Rs environmental protection policies and participate in related activities, students, parents and teaching staffs can learn how to care for our environment and practice sustainable green living attitude.

School's Major Concerns:

"Start with Me, Star with Me" is our 2022/23 school theme. Please refer to our school website.

Learning and Teaching Plan

Learning & Teaching Strategies:

In order to facilitate the development of multiple intelligences, our school offers not only the key learning areas but also various modules and extended learning activities. This enables our students to achieve holistic growth and all-round development through rich learning experiences and quality programmes. Emphasizes cooperative learning and inquiring learning. More than 50 extended learning activities are arranged after school too. Curriculum integration are organised so as to arrange life-wide learning activities for students to make inquiries.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education; enriching life-wide learning experiences and promoting whole-person development; nurturing students' media and information literacy.

Development of Generic Skills:

Cultivate students' generic skills such as communication, collaboration, critical thinking and creativity through different subjects.

Cultivation of Proper Values, Attitudes and Behaviours:

The school values the holistic development of all students. We promote "Positive education" through a whole-school approach, such as class building, PSE lessons, assemblies and school-wide activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

The School has a mechanism for early identification of students with special educational needs. Class teachers also work closely with the year level coordinator and student guidance teacher to discuss the developmental progress of students and to provide appropriate support when necessary.

Whole School Approach to Integrated Education:

Provide students with special educational needs with teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy service, etc.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

Appropriate support including remedial class, assessment accommodation, curriculum adaptation and extra-developmental programme will be provided for SEN students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School regards parents as close partners. Our parents involve actively in school activities and are enthusiastic volunteers. Two parent representatives are elected by parents to join the Incorporated Management Committee of the School as parent manager and alternate parent manager.

School Ethos:

Our School emphasizes on the cultivation of a harmonious teacher-students relationship and the enhancement of students' sense of belonging to the school. Measures include: Orientation week, Class building, Implementation of a caring culture through Good Brothers and Good Sisters Scheme or Caring Angels Scheme, etc.

Future Development

School Development Plan:

1. Fostering a holistic development of students through emphasis on values education and a culture of service.
2. To promote student agency for shaping their own lives and contribute to the lives of others.

Teacher Professional Training & Development:

Our staff development programmes and action researches have covered a range of useful topics so as to bring about improvement in teaching skills, use of new curriculum approaches, increased sharing in learning and participation in the classroom.

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 2 week(s) of commencement of the new school year. Application results will be announced within 2 month(s) after submission of applications.

- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

Guided by its whole-person education approach and with the objective to encourage students to realize their potentials, the School awards scholarships in different domains to students with excellent performance. The School may also recommend and provide scholarships to some students to participate in special learning programmes.

#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2022/2023) is/are as follows: \$32,790

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

Major Concern 1:

Fostering a holistic development of students through emphasis on values education and a culture of service.

- 1.1 To create learning experiences for students through embedding values education at class, year and school level.
- 1.2 To provide opportunities for students to serve others in a variety of contexts.
- 1.3 To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.
- 1.4 To collaborate with parents to achieve understanding, support and achievement of collective well-being

Achievements
<p>1.1 To create learning experiences for students through embedding values education at class, year and school level.</p> <p>The last school year, 2022-23, was a hybrid as it commenced with half-day school for nearly the whole of Term 1 before we converted to full-day school in December. To address the socio-emotional needs of students who have been deprived of normal face-to-face schooling from 2020, a variety of measures were put in place to address the gaps in their development and learning of social norms which would promote self-regulation, collaboration and positive relationships. By amalgamating our school's Positive Education with the Values Education Framework introduced in November 2021, we can foster a holistic development of students, equipping them with essential life skills and character traits that extend beyond academic achievements through whole-school, year-level, and class activities.</p> <p><u>At the School Level</u></p> <p>The different PSDG sub-committees planned, designed and organized different activities which took place throughout the year to achieve the targets of promoting Values and Positive Education. All committees worked collectively and individually, in their different arenas, to promote the targeted values and character strengths.</p> <p>1. Routine Training during regular year-level meetings. 93.6% of teachers agreed the Students' Year level meeting helped students to clarify the expectations and/or requirement of school routines and proper behaviour.</p>

Achievements

2. A series of activities were organized by the MCE sub-committees to promote (self-regulation and responsibility. 88% of the students agree that the activities supported their improvement in self-regulation and sense of responsibility.
3. 93% of students agreed that the messages in Morning Sharing were able to enhance their understanding of the ten targeted values/character strengths.
4. The Experiential Day on 25 November 2022 focused on perseverance and growth mindset. 70 parents participated in the making and leading of nine station challenges. 93% of students agreed that the Experiential Day enhanced their perseverance and growth mindset. 83% of the students agreed that the extended activity enabled them to apply growth mindset in their daily life.
5. 74% of students agreed that the scheme 尋人記 helped them improve self-management skills, learning attitude and to enhance teamwork.

At Year/Class Level

1. Two cross-year level activities were organized on 4/11/2022 and 24/2/2023 for P3/P6 and P.2/P5 respectively with positive feedback. 93%/87% of KS1/KS2 students liked the activity with 89%/87% wanting similar activities in the future. 92% of teachers agreed that these activities promote positive relationship and emotions.
2. A mindfulness program, supported by consultants from the University of Hong Kong, took place in P.2. According to the follow-up survey, both student-teacher relationship and emotional control improved with a heightened level of gratitude amongst students.
3. At the year level, two P.5 Training Camps (3/10 and 26/4) on Teamwork and Positive Relationships was organized as a response to the APASPO results for P.4 at the end of 2021-22,

Individual Training and Support

1. Leadership Training for Good Brothers and Good Sisters, STEM Ambassadors and Student Librarians on 27/2, 13/3, 20/3, 3/4. All participants agreed the program could enhance their leadership skills and teamwork.
2. SEN Support continued with students with Special Education Needs (SEN) were supported through focused groups and intense individual support.

Reflection

- ◆ In conclusion, by embedding values education at the class, year, and school level, schools can create transformative learning experiences for students. Through these intentional efforts, students develop not only academic knowledge but also become well-rounded individuals with a strong moral foundation. By nurturing empathy, respect, integrity, and other essential values, schools empower students to become compassionate, responsible, and ethical leaders of tomorrow.

Feedback and Follow-up

- ◆ The hasty start to 2022-23 s.y. after a short summer break meant that planning was limited and mostly reactive. It became apparent soon after the start of full-day school that students suffered from a serious lack of development in their socio-emotional skills. To address the concerns, a strong comprehensive program is put in place on:
 - ◆ stronger set of routine training in the beginning of the school year
 - ◆ strategies to reinstate cooperative learning through group seating, teambuilding and class-building activities
 - ◆ reinstatement of strong parental involvement in school activities
 - ◆ the mindfulness program will continue in P.3

Achievements

1.2 To provide opportunities for students to serve others in a variety of contexts.

Community service nurtures empathy, responsibility, civic engagement, and gratitude. Opportunities were created on a school-wide, group-based and on a needs-basis:

- All students assumed roles of responsibility in their classes. 91% of students agreed that serving the class enhanced their responsibility.
- All P.5 students were provided training in flag-raising and assigned to support teachers in daily flag-raising. The Elderly Academy, jointly organized with the Tung Wah Group of Hospitals, attracted more than 70 families. 98.1% of the participants expressed that they would continue volunteering work in the future. Good Brothers and Good Sisters (GBGS) were assigned regular duties daily to support their schoolmates during recesses and major events.
- Senior students helped to alleviate the support staff's workload by stacking chairs after the assemblies. Students helped with simple clerical support for the General Office.

Reflection

- ◆ By interacting with individuals from different backgrounds and circumstances, primary students cultivate a humble and grateful mindset, promoting a positive attitude and a sense of gratitude in their daily lives.

Feedback and Follow-up

- ◆ The positive impact from our endeavors last year meant that we will be looking for more opportunities to promote the importance of serving others. In 2023-24, we will launch a volunteer training program in P.4 and the Box of Hop activity for the whole school.

Achievements

1.3 To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.

To ensure the sustainability and continuity in implementing Values/Positive Education, it is crucial to have a two-prong approach; one in building capacity in the experienced staff, the other in addressing the professional development needs of the newcomers.

- As with last year, three teachers participated in the Positive Education Network. The 1-year program included group-based activities, inter-school discussion and school visits.
- New teachers experienced a Mentorship Program, Class Building in Responsive Classroom Mode and Discovering Positive Education (1/11/2022). Open homeroom sessions allowed new teachers to acquire a comprehensive view of various class-building activities, such as Sharing, Class meeting and group activities.
- Experienced teachers continued Advanced Responsive Classroom, Discovering More Positive Education and participation in the Positive Education Learning Circle.

Reflection

- ◆ Hopefully, with the return to normalcy, modes of professional development previously planned or curtailed can be resumed. These include:
- ◆ Networking and collaboration with schools: by visiting other schools or educational institutions, teachers can observe different teaching methodologies, classroom management strategies, and innovative approaches to education. They can learn from the experiences and expertise of educators in different contexts, gaining fresh insights and ideas to enhance their own teaching practices.

Feedback and Follow-up

- ◆ Overseas learning experiences expose teachers to different cultures, languages, and perspectives. This knowledge and cultural sensitivity can be integrated into their teaching, promoting inclusivity and fostering global citizenship among their students.
- ◆ Strengthening the tiered approach to professional development so that teachers are developing professionally based on the societal, school, subject and individual needs.

Achievements

1.4 To collaborate with parents to achieve understanding, support and achievement of collective well-being

By providing parents with the necessary knowledge and skills, parent education promotes a supportive and enriching learning environment that enhances student achievement and well-being

The 2022-23 s.y. was a fruitful year as we were able to reinstate many more positive home-school collaboration opportunities:

- Parents were heavily involved in the creation and support of the Station Challenge activities during the Experiential Day with more than 70 parents participating in the planning, preparation and implementation stages.
- The return of the TWGH Parent-Child Elder Academy with 70 families involved.
- Restoration of parent involvement in various activities, such as Lunch Mums/Dads, parent speakers/volunteers in different KLA activities/visits.
- Workshops for parents on Discovering Positive Education (7/11) and the Positive Education Parent Ambassador Program (February – May).

Reflection

- ◆ The collaboration between parents and schools creates a synergistic partnership that maximizes student success, well-being, and educational outcomes.

Feedback and Follow-up

- ◆ As such, parents will continue to be our important partners in projects involving:
 - LifeEd Activities and Assemblies – Box of Hope activity and Life Theatre
 - Service activities: Elder Academy, P.4 volunteer program
 - Open Day preparation by Parent Ambassadors

Major Concern 2:

Promoting student agency for shaping their own lives and contributing to the lives of others.

2.1 To enhance development of students' core foundation.

2.2 To develop student transformative competencies to strive for excellence.

2.3 To equip students with information literacy to live in a digitalized world.

Achievements

Based on the good foundation of Language Skills and Knowledge of Key Learning Areas in Seven learning goals, the development of Generic Skills with Proper Values and Attitudes is the major focuses of school annual plan 2022-2023.

2.1 To enhance the development of students' core foundation.

- The guidelines for Generic Skills – self management skills have been formulated. This combines the school based “self-regulated learning” (SRL) and the “self-management skills” in the nine generic skills mentioned in the Basic Education Curriculum Guide.
- The current good practices of self-regulated learning have been consolidated and disseminated through Curriculum Development Committee (CDC) meeting and staff meeting. These practices have been further conveyed to subject teachers and class teachers. Goal setting and graphic organizer are the major practice for developing Generic Skills. These have been divided into three development phases according to students' year levels.
- Each student experience two cycles of goal setting in each academic year with their class teachers. Additionally, three consecutive SRL days were launched as checkpoints for students to evaluate learning in term1. 6 types of graphic organizers have been selected as core tools for HKUGAPS. Subjects have been structured to deliver and to provide opportunities for applying these organizers at different year levels.

2.2 To develop student transformative competencies to strive for excellence.

- e-learning Development committee (EDC) and CDC completed the guideline for students to select their best-work for reflections in each unit. The relationship between this guideline and the equipment of students' SRL ability was further mentioned by EDC members in subject meetings. Subject teachers set up their class-based One-Note with similar layout to facilitate students getting the resources through e-learning platform Microsoft Teams.

Achievements

- At the school annual plan for 2022-2034, the major focuses are on the development of Generic Skills with Proper Values and Attitudes, building upon the good foundation of Language Skills and Knowledge of Key Learning Areas in Seven learning goals.
- All teachers have provided suggestions for students to utilize the resources and seek help on Teams. All students have engaged in reflection and select best work in each unit. These measures were evaluated in CDC meeting, along with the head of EDC.
- In KS1, framework of ABLE has been formulated, various activities have been designed to enrich students' experiences with nature and cultivate their appreciation for its beauty. For example, in the P.2 Environmental Study module, outdoor adventure activities are incorporated, while in P3 Naturalistic ELAs, students explore the protection of nature.
- In KS2, the compulsory P5 ELA, E101 Dream Starter, aims to guide students in enhancing their concern for the Sustainable Development Goals (SDGs). Furthermore, it's encouraging to note that 32 P.6 students have voluntarily participated in the deepened ELA, E102 UGA Changemaker, a cross-curricular course. In this courses, students are divided into four groups to discuss how to respond to specific SDGs, applying knowledge and techniques from different subjects to develop action plans for addressing social issues.

2.3 To equip students with information literacy to live in a digitalized world.

- To deepen teachers' understanding of the basic ideas, rationale, importance and the constructed framework of Information Literacy (IL) as provided by the EDB, EDC and CDC have launched 1 workshop for all teachers and 1 workshop specifically for middle management teachers. Considering the pace of our of our E-learning development, Category 1 Effective and Ethical use of information (addiction, security, cyber bullying and other health issues) was prioritized to deliver to all students
- The results of TSA in 2023 were compared with previous years with panel head of Chinese, English and Mathematics to identify the development trend of our students. A very positive trend especially among junior form, has been observed. Students demonstrated a high level of performance with significant reduction of diversification. It can be concluded that our students have a solid foundation. Based on students' needs and performance in specific domains, relevant learning and teaching activities have been further designed within subjects.

Reflection

The Jockey Club “Diversity at School” project was introduced to develop the database to teachers for conducting comparisons using different types of data. Various training workshops were attended, however as the platform is designed based on Websams which is not our commonly used platform for generating grades, report cards and record of extracurricular activities. It is suggested to transfer the relevant data to Websams, an official platform by EDB gradually with a 3-year timeframe in order for us to fully benefit from this platform.

Category 4 Evaluate information, 1 Effective and Ethical use of information (addiction, cyber bullying and other health issues) was prioritized in 2022-2023. Category 1-8 are included in the curriculum (mostly in General Studies). To deepen the implementation and foster the value of IL, it is suggested to provide opportunities systemically to apply the knowledge and skills for students in different subjects to develop a positive attitude towards IL.

Feedback and Follow-up

It can be concluded that self-management skills of students in HKUGAPS are sharpened. Senior students showed more positive results. In student survey, >90% of senior students claimed that:

- ◆ They will use the resources to facilitate their learning even without the instructions from teachers.
- ◆ They seek help from their teachers via Microsoft teams after class.
- ◆ They keep their learning resources such as notes systematically in One-Note for their learning.

In teacher survey, >90% of teachers agree and strongly agree that

- ◆ students are able to find the teaching materials for follow up their learning progress through their subject One-Note.
- ◆ the unit letters help show clear and precise learning objectives for students to follow up and the habit of conducting reflection are developed.
- ◆ 80% of teachers believed that SRL days provide an opportunity for students to develop their learning routines and evaluate their learning .

Feedback and Follow-up

In student survey, >90% of students in BYOD (bring your own device) year level reported that:

- ♦ they could find the resources on One-Note for consolidation or extended learning.
- ♦ they could find the resources including PPT, video, quiz..etc on One-Note to facilitate their learning including pre-lesson, revision or extended learning.
- ♦ they could find the best-work of their classmates on One-Note for improving the quality of their works.

Referring to the survey, stakeholders agreed that students' generic skills were being strengthened. Students possess the ability to enhance themselves by consistently evaluating their performance and actively seeks support from their teachers.

To provide more tools for students to practice the skills of Self-Judgement and Self-Reaction in Self-Reflection phase under SRL model, it is suggested to promote e-assessment in subjects. With more spontaneous data generated and suitable suggested follow ups by teachers, students can develop the sense of conducting evaluation with data and decide their actions based on their performance.

It is worth noting that 85% or more of the P5 students acknowledge their comprehension of the SDGs' objectives through ELA Dreamstarter while 85% or more of the P6 students affirm their capability to utilize diverse subject knowledge and skills in UGA Changemaker.

Overall, 80% of teachers as mentioned ELAs agree that the aims have been achieved, and 90% of E102 teachers agree that students are involved enthusiastically and capable of applying learned knowledge and performing acquired skills. We believe that our students develop positive values and attitudes towards the SDGs and gradually develop a sense of global citizenship.

(3) Student Performance

Our students have participated in various inter-school, territory-wide and international activities during the year. Their performances were impressive and numerous awards were gained. Highlights of the student achievement and performance are as below.

A) 中文科

商務印書館(香港)有限公司 階梯閱讀空間 2022 年嘉許典禮

校內最傑出學生 - 金獎 3C(8) 何文瀚

校內最優秀學生 - 金獎 3C(8) 何文瀚

香港學校音樂及朗誦協會 第七十三屆香港學校朗誦節

詩詞讀誦-粵語 小學三年級 女子組 - 季軍 4C(24) 曾紫桐

香港學校音樂及朗誦協會 第七十四屆香港學校朗誦節

詩詞讀誦(普通話) 小學一、二年級-女子組 - 冠軍 1A(12) 林逸桐

東區學校聯絡委員會主辦 東區學校演講比賽

小學普通話組 - 總冠軍 5A(4) 鄒雨澄

新市鎮文化教育協會 第二十五屆全港中小學普通話演講比賽 2023

港島區初小組 - 亞軍 2D(5) 張可柔

硬筆書法比賽

- ❖ 教育工作人員總會及香港硬筆書法家協會 【香港中小學中英文硬筆書法比賽】

小學組 中年級 - 卓越獎 4D(30) 張欣陽

- ❖ 香港競技評核總會 【華文盃】全港書法大賽 2022

小學初級組 - 金獎 4D(17) 梁皓一

- ❖ 世界兒童藝術文化協會

【筆藝全城比賽】- 金獎 2D(22) 施博天

B) English Department

Hong Kong Youth Performance Art and Development Association

The 10th HKYPA Hong Kong International Youth Speech and Story-Telling Competition

English Solo Verse Speaking Class 74th Hong Kong Schools Speech Festival Category (Primary 1-2, Girls) - Second Place 1C(27) Yeung Abigail

Hong Kong Youth & Children ART Association

Hong Kong Children Speech Competition 2022

English Solo Verse Speaking in Junior Primary - Second Place 2A(20) Lo Hoi Ching

Phonics Land The 5th Hong Kong Charity Spelling Bee Contest-Winner Award

1D(4) Chan Tse Yan Annabelle

Hong Kong Schools Music and Speech Association
74th Hong Kong Schools Speech Festival (2022) - 1st Place
P1 & 2 Boys Solo Verse Speaking
1A (17) Li Kam Chak 2D(1) Chan Long Yat

P1 & 2 Girls Solo Verse Speaking
1C(6) Cheung Yuet Alyssa 2A (18) Lo Audrey Yin Wing 2D(5) Cheung Ho Yau Yumi

P3 & 4 Boys Solo Prose Reading
P3 Boys Solo Verse Speaking
3A(19) Ma Tsz Mng Bernard

P3 & 4 Girls Solo Prose Reading
3A(21) Tan Tania Xuan Qiao

P6 Girls Solo Verse Speaking
6B(3) Chan Wing Yin Annie
6C(3) Chan Hannah

University of West London
London College of Music Examinations 7th LCM Hong Kong Speech Festival
Verse 7-8 Years – Distinction 2A(20) Lo Hoi Ching

C) Mathematics Subject

GHMMC Global Committee 23
Guangdong-HK-Macao Math Competition - Global Qualifying Stage 2023
Grade 2 Bronze Medal 2D(16) 李日楠

World Mathematics Cup - Preliminary 2023
Grade 2 Hong Kong Team Bronze Medal 2C(14) 李建樑 2D(14) 梁華倩

D) Music Department

香港聯校音樂協會 香港聯校音樂協會
小學弦樂（小提琴）獨奏-初級組 - 金獎 4D(24) 徐樂悠
小學（鋼琴）獨奏-初級組 - 金獎 2C(2) 陳煌靜

港澳傑出音樂家協會 第一屆港澳傑出音樂家大賽
鋼琴（校際五級組） - 冠軍 5A(25) 黃懿霖

香港青少年表演藝術交流發展協會
The 3rd Bangkok International Piano Competition 2022
Piano Grade 3 Class - 冠軍 2A(30) 楊云翕
John Thompson Class B - 金獎 2A(31) 葉思言

HKCYAA

亞洲青年兒童弦樂及敲擊音標賽 2022

爵士鼓-兒童組 - 金獎 6A(1) 陳君鳴

Speech & Music Recital Development Foundation

15th HK Students Open Music Competition 2022

Flute - Grade 6 - 1st Place 5D(24) Wong Yong Verena

聯校音樂大賽 2023

P5 手鐘校隊 - 金獎

P6 手鐘校隊 - 銀獎

2022 香港青年音樂匯演比賽(2022 年 12 月 13 日)

高級弦樂 - 銅獎

香港聯校音樂協會 聯校音樂大賽 2023

手鈴及手鐘(小學組) - 金獎

音樂事務處 2022 香港青年音樂匯演

弦樂團匯演(小學 A 組) - 銅獎

青年兒童文藝交流協會 3rd Teenagers and Kids Music Contest 2023

String (Cello) - Primary P.3-P.4 - 1st Runner Up 4B(17) 石康蕎

兒童藝術文化協會 Hong Kong Elite Children Music Contest 2023

Cello Primary 3-4 – Champion 4B(17) 石康蕎

亞洲創意綜合藝術協會 2023 亞洲傑出精英藝術比賽

Piano P3-P4 - 冠軍 4B(17) 石康蕎

String-Cello P3-P4 - 冠軍 4B(17) 石康蕎

香港青年兒童文藝協會 第三屆全港青年兒童音樂家大賽 2023

兒童高級組 - 流行鼓 - 金獎 4C(19) 勞衍斐

香港文藝協會 全港十八區港島東區音樂比賽 - 敲擊樂組 (第四屆)

小學 P.3 至 P.4 組 - 冠軍 4C(19) 勞衍斐

青年兒童文藝交流協會 2nd Teenagers & Kids Music Contest - Percussion 2023

P.3-P.4 – Champion 4C(19) 勞衍斐

香港國際音樂文化協會、香港鋼琴協會

2023 環球傑出青年音樂家比賽

學屆小提琴：小五至小六組 - 金獎 6C(10) 張睿霖

E) 體育科

粵港澳大灣區游泳協會 中國香港 U 系列游泳比賽

55 女子 7 歲 50 米蛙泳 - 亞軍 2B(26) 黃凱琳

60 女子 7 歲 50 米蝶泳 - 亞軍 2B(26) 黃凱琳

65 女子 7 歲 50 米背泳 - 亞軍 2B(26) 黃凱琳

70 女子 7 歲 100 米個人四式 - 亞軍 2B(26) 黃凱琳

香港學界體育聯合會 2022-23 年度港島東校際田徑比賽

男丙 100 米 - 冠軍 4B(18) 蘇志穎

女丙 100 米 - 冠軍 + 破大會紀錄 4C(10) 郭君澄

男乙 200 米 - 亞軍 5D(12) 盧梓霖

女乙 100 米 - 季軍 5B(19) 吳恩霖

男甲 100 米 - 季軍 5C(15) 吳祖然

男甲 60 米 - 冠軍 6C(21) 涂昊能

女甲 60 米 - 冠軍 6A(24) 薛潤禾

女甲 60 米 - 亞軍 6B(15) 羅梓瑤

香港學界體育聯合會 第二十五屆全港小學區際田徑比賽

男丙 100 米 - 亞軍 4B(18) 蘇志穎

女丙 100 米 - 亞軍 4C(10) 郭君澄

屈臣氏田徑會 屈臣氏田徑會周年大賽 2022

U10 組 - 最佳運動員獎 4C(10) 郭君澄

U10 組 60 米 - 冠軍 4C(10) 郭君澄

U10 組 100 米 - 冠軍 4C(10) 郭君澄

U10 組跳遠 - 冠軍 4C(10) 郭君澄

香港青少年田徑分齡賽 2023 (一)

女子 U11-100 米賽事 - 冠軍 4C(10) 郭君澄

女子 U11-200 米賽事 - 冠軍 4C(10) 郭君澄

香港學界體育聯合會 2022-23 年度港島東校際乒乓球比賽

男子乙組團體 - 冠軍

最佳運動員 5A(28) 楊正堯 5B(27) 楊正朗

康文署 黃大仙區分齡乒乓球比賽 2022

男子青少年單打 10-11 歲 - 冠軍 5A(28) 楊正堯

文署 東區分齡乒乓球比賽 2022

男子單打青少年 MK 組 - 亞軍 1D(27) 胡頌庭

男子單打青少年 MXE 組 - 亞軍 1D(27) 胡頌庭

仁愛堂美孚鄰舍活動中心 美孚兒童及少年乒乓球比賽

兒童男子單打組 - 冠軍 1D(27) 胡頌庭

香港游樂場協會茜草灣青少年中心 茜草灣中小學乒乓球比賽 2023

男子單打初小組 - 冠軍 1D(27) 胡頌庭

劍樂會 劍擊系列賽 2022

U9 Girl's EPEE - 冠軍 2A(15) 李康喬

Fencing Equipment

香港青少年劍擊精英賽暨運動博覽十週年盃

U9 Girl's EPEE – 1st Runner Up 2A(15) 李康喬

香港標準舞總會

第二屆『國家盃』公開及青少年標準舞及拉丁舞大賽

校際單人鬥牛 - 冠軍 2A(27) 黃湛然

香港體操舞蹈協會

2022 閃躍盃香港體操舞蹈公開賽

藝術體操-G3 組 (8-12 歲)單人項目 - 金獎 3C(19) 吳懿翹

中國香港跆拳道總會

2022 中國香港跆拳道公開賽暨學界聯賽

搏擊 - 冠軍 3C(5) 張逸朗

速度賽 - 亞軍 3C(5) 張逸朗

樂善堂王仲銘中學主辦

四人足球挑戰賽 – 亞軍

中國香港跳繩體育聯會、康樂及文化事務署

全港學界跳繩比賽 2023 (小學組)

30s 速度跳 (男子乙組) - 冠軍 4A(14) 李沅謙

45 秒 3 人交互跳繩速度賽(男子乙組) - 冠軍 3B(24) 王滔傑 3C(29)胡正泓
4A(14) 李沅謙

1 分鐘三人交互跳花式(女子甲組) - 冠軍 5C(16) 吳采霖 6B(17)吳焯妍
6B(9) 羅思澄

香港花式跳繩總會 個人全能跳繩錦標賽 2022

10 歲男子組 30 秒交叉跳速度跳 - 亞軍 馮綸睿

東區體育會

東區小學足球挑戰盃 - 冠軍

F) 視藝科

青少年兒童藝術音樂發展協會 Hong Kong Space Trip Drawing Competition
Age Group 6-8 - 季軍 黃凱琳

全港青年學藝比賽大會 第 47 屆青年學藝比賽

國畫初小組 - 亞軍 2A(31) 葉思言

星島新聞集團

第九屆全港兒童繪畫分齡比賽 2022

中國畫 (第五組) - 特等獎 2D(30) 余定因

Good Morning Class

J16 全港青幼童大賞繪畫比賽 2022

J7 中國畫組 - 金獎 2D(30) 余定因

西班牙布爾戈斯加巴會基金

索菲亞女王國際兒童藝術博物館

800 周年紀念大教堂 - 榮譽獎 3C(2) 陳蒞喬

徐悲鴻藝術委員會 徐悲鴻盃國際青少年兒童美術比賽

第八屆徐悲鴻盃香港賽區

中國畫系初小組 - 一等獎 2D(30) 余定因

星島新聞集團 第九屆全港兒童繪畫分齡比賽 2022 年度

中國畫（第三組）- 一等獎 1D(4) 陳蒞蔭

G) 舞蹈

香港學界舞蹈協會 第五十九屆學校舞蹈節

校園健康舞 — 舞得美麗 優等獎及編舞獎

校園健康舞 — 躍。動 優等獎及編舞獎

❖ 獲邀於五月中參加優 1 者匯演

香港舞蹈總會發展基金 紫荊盃舞蹈大賽 2022

芭蕾舞（兒童組 - 單項）- 金獎 6D(1) 陳哲雅

芭蕾舞（少年組 - 群舞）- 金獎 6D(1) 陳哲雅

H) 戲劇

香港學校戲劇節

傑出演員獎 — 何珣瑄、潘朗言、吳雪滢

傑出導演獎 — 鄭致知老師

傑出影音效果獎 — 港大同學會小學

傑出合作獎 — 港大同學會小學

評判推介演出獎 — 港大同學會小學

❖ 獲邀於本年四月二十九日在上環文娛中心演出

(5) Financial Summary

2021/2022 School Year Income Statement end as 31 August 2022 (School Operation)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	68.01%	N.A.
School Fees	N.A.	31.99%
Donations, if any	N.A.	
Other Income, if any	N.A.	
Total	68.01%	31.99%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	83.23%	
Operational Expenses (including those for Learning and Teaching)	11.66%	
Fee Remission / Scholarship [1]	3.04%	
Repairs and Maintenance	0.86%	
Depreciation	1.21%	
Miscellaneous		
Total	100.00%	
Surplus/Deficit for the School Year [#]	0.06 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	3.98 months of the annual expenditure	

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).

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2022/2023 School Year (Pre Audit)

	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)	67.77%	N.A.
School Fees	N.A.	32.23%
Donations, if any	N.A.	
Other Income, if any	N.A.	
Total	67.77%	32.23%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	82.31%	
Operational Expenses (including those for Learning and Teaching)	12.77%	
Fee Remission / Scholarship[1]	2.95%	
Repairs and Maintenance	0.90%	
Depreciation	1.07%	
Miscellaneous		
Total	100.00%	
Surplus/Deficit for the School Year [#]	-0.07 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	3.90 months of the annual expenditure	

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).