



# **HKUGA Primary School**

## **School Report**

**2023/24**

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港大同學會小學

HKUGA Primary School

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POA School Net No

#### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management	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 / chairperson and members of School Management Committee of government schools fulfilling the training targets					78%
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' / Alumni Association		Parent-Teacher Association (PTA)
HKUGA College			Yes		Yes

#### 2024/2025 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$35,830 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	Rooftop Garden, Running Track, Parents' Resources Room, Multi-Purpose Area, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
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 2023/2024 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 (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years
100%	100%	54%	21%	10%	16%
			10 years or above		74%

#### Class Structure

		P1	P2	P3	P4	P5	P6	Total
2023/2024 school year	No. of classes	4	4	4	4	4	4	24
2024/2025 school year (Based on the approval of EDB in 2024)	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

Performance Assessment					
Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2
Replace tests and examinations with diversified assessments in the first term of P1					Yes
Draw up an appropriate school-based assignment policy, review it regularly and inform parents of related arrangements (P1 to P6)					Yes
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 P1 and P2 students, while there are two summative assessments for P.3 to P.6.				
Streaming arrangement	Mixed Ability.				

#### 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 Speech, PTH Speech, Chinese Folk Art, STEAM Project, Science Odyssey, Green Pioneers, Symphonic Winds, String Orchestra, Choir, Rugby, Tennis, Squash, Fencing, Swimming, Table Tennis, Football, Rope Skipping, Martial Art, Scouts, 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 2023/24 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; 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 (2023/2024) is/are as follows: \$33,950

## (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

From the results from students', teachers' and parents' surveys, the plan received extremely positive feedback with the integrated planning of whole-school and year-level activities such as the Packing Love, Sending Warmth activity, the Life Education Theatre and the completion of the two-year trial award scheme. However, 2023-24 was the first year that the School had resumed normalcy, in terms of full-day school, group seating and the reinstatement of all internal and external school events. As such, as data revealed, more consolidation work has to be done in 2024-25.

The various Moral and Civic Education (MCE) sub-committees collaborated to plan, design, and execute diverse activities over the course of the year to accomplish the objectives of fostering Values and Positive Education. Each committee operated both independently and in unison, within their respective domains, to advance the desired values and character strengths. Based on the data received from the various surveys, such as APASO (students), the Stakeholders' Survey (students, parents and teachers), and the school-based surveys (students and teachers), the following conclusions can be drawn:

#### From APASO:

- 96.2% of students feel happy.
- 94.1% agree that they have a positive relationship with the teachers.
- 91.9% enjoy school life.
- 88.7% have a strong sense of belongingness.
- 91.6% uphold teamwork.
- 85.9% do not feel lonely in school.

- 89.7% will persist in completing a task once started.

**School-based Survey for students:**

- 92% of students agree that the messages in Morning Sharing were able to enhance their understanding of different values & skills.
- 85% of students agree that the Packing Love. Sending Warmth activity creates positive impact on themselves, which can help them establish positive relationships with others and serve others through teamwork.

**Stakeholders' Survey for students:**

- 82.5% agree that the school supports the development of strong moral values both inside and outside of school.
- 80% feel the teachers can help them resolve different types of problems.

**School-based Survey for teachers:**

- 98.2% agree that the focused values have been effectively promoted during Morning Sharing, Assemblies, PSE lessons and other MCE activities.
- 87.8% agree that the Award Scheme was effective in promoting targeted values and character strengths.

**Stakeholders' Survey for teachers:**

- 100% agree that students were engaged when participating in cross-year level activities organised by the Year-level Committee.
- 95% agree that student support addresses the different needs of the students.
- 89.7% agree that the school actively collaborates with other KLAs to support the development of values education.
- 87.9% agree that the School uses the collected data effectively to evaluate current practices and make plans.

In addition, parent volunteers from P.2 to P.6 participated in the Packing Love, Sending Warmth as well as the Life Education Theatre activities. In the former, the parents accompanied students and teachers to the different NGOs to deliver the gifts and engaged in activities with the recipients. In the latter, parent volunteers from the junior and senior forms, with strong support from the teachers, were responsible for the script writing and the performances. Workshops for parents on Discovering Positive Education (18 October) and the Positive Education Parent Ambassador Programme (April – May) took place with very positive response. Finally, the majority of our parents hold positive views about the School's work in student development.

Students with Special Education Needs (SEN) received ongoing support through targeted group sessions and personalized individual assistance. In addition, action research was conducted in the P.3 Chinese lessons, supported by The Jockey Club "Diversity at School" project, focusing on curriculum adaptation for struggling learners.

## Reflection

Values education is steadily progressing along the right path, bolstered by insights gleaned from a multitude of surveys and gathered data. These findings consistently underscore the positive correlation between values education and overall student well-being. As the School continues to reinstate previous practices and to implement new ones to cater to the changing nature of students,' parents' and teachers' needs in the post COVID-period, a comprehensive analysis of this data can provide evidence and strong validation to the work of the MCE. Current evidence indicates that that ongoing practices such as Morning Sharing, Assemblies and PSE lessons are the core of our Student Development programme, whereas cross-year level activities and the Award Scheme provide invaluable avenues for student to practise and exercise learnt values. As such, the tangible outcomes reflected in these surveys serve as a testament to the importance of values education in students' formative years.

## Feedback and Follow-up

One consistent finding from the surveys for the students and teachers reflects a common idea that discipline in school is still an area which requires further work as 62.4% of students and 58.4% of teachers thought that students were well-disciplined. To address the concerns, different measures have been and will be put in place:

- Focused discussion during the planning day to ensure alignment and consistency amongst the teaching staff in their views in administering disciplinary measures.
- A stronger set of routine training in the beginning of the school year, supplemented by policy guidelines and banners.
- Self-discipline will be one of the focused values throughout the year with clear behavioral expectations provided during DEAR time, short recess period and school gatherings.
- Inclusion of a school counselor will provide avenues for more preventive intervention with students who have adjustment issues.

With the completion of the support from the University of Hong Kong on the mindfulness programme, one of the most experienced teachers has pursued ongoing training to become a qualified instructor. As such, he would be able to offer mindfulness training to both teachers and parents in the future. This will encourage the consolidation of mindfulness in the School to further enhance well-being practices.

Although new teachers had undergone the Discovering Positive Education workshop in 2023-24, it was difficult to send more teachers to a full 3-day programme or an advanced programme due to limited spaces. More opportunities will be sourced this year to provide new staff members with a deeper understanding of Positive Education.

## Major Concern 2:

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

2.1 To enhance development of literacy & numeracy with curriculum renewal.

2.2 To create a learning environment where students with different learning needs can learn meaningfully and effectively.

2.3 To develop student transformative competencies to strive for excellence or betterment.

2.4 To equip students with information literacy to live in a digitalized community.

#### Achievements

In 2023-2024, The Curriculum Development Committee (CDC), Learning Wide Learning Committee (LWLC), Reading Promotion Committee (RPC), STEAM committee collaborated to plan, design, and execute diverse activities over the course of the year to accomplish the objectives of Learning and Teaching. To promote student agency, CDC strengthen the SRL habit of students in daily learning and teaching by refinement of existing policies and starting of graded exercise and e-assessment and structure the opportunity for senior students to serve the communities. RPC increased the habit of students using the facilities in school library and more involvement in school curriculum by conducting integration, development of IL and combining the library lesson time with multi-purpose lesson. LWLC is working hard on promote positive health and meaningful learning experience outside the classroom such as Year-end activity week and Walkathon.

Based on the data received from the various surveys, sample of students works, scrutiny of marking and appraisal, subject interim and annual evaluation the feedback from different stakeholder are very positive. The following conclusions can be drawn:

#### From APASO:

- 85% of students have set achievable goals for themselves.
- 90% have developed the habit of self-reflection.
- 87% read about 45 minutes daily.
- 70% report that they spend about 45 minutes on the internet per day.

#### School-based Survey for students:

- 95% have developed the habit of self-reflection.
- 80% report that they spend about 45 minutes on the internet per day.

#### Stakeholders' Survey for students:

- 73% of students have set achievable goals for themselves.



- 80% always read extracurricular books.
- 80% report that they spend about 45 minutes on the internet per day.

#### **Additional information about Self-Regulated Learning (SRL):**

- 86% of students learnt and were able to apply the skills of using graphic organizers, online resources and doing preparation for classes.
- 85% of students conduct self-evaluation with the help of homework, data from e-assessment and results of other kinds of assessments.
- 97% of students agree that the learning resources and best-work on OneNote enhance their habit of SRL and as a sample to get improve.
- 93% of students agree that e-assessment shorten the feedback time but with more information for conducting self-evaluation
- 99% of students had tried the advanced task provided by subject teachers according to their needs.

#### **Serving the community**

- 94% of junior students agree that different kinds of sharing from senior students broadened their knowledge and insight.
- 90% of senior students had the opportunity to share their work with others and they felt pleased about it.

#### **Stakeholders' Survey for teachers:**

- 96% of teachers agree with the policies of developing students' generic skills
- 70% of teachers agree that students can conduct self-evaluation
- 85% of teachers agree that students have developed a love of reading.

#### **Stakeholders' Survey for parents:**

- 88% of parents agree that their child is motivated about learning.
- 85% of parents agree that their child has developed a love of reading.

#### **Scrutiny of marking and appraisal:**

The scrutiny of the setting-up and usage of OneNote for the class before, during and after the lesson was one of the criteria included in the appraisal process. In the meeting of all appraisers, all appraiser generally reported that teachers were able to use OneNote to support students' learning.

#### **Subject interim and annual evaluation:**

Subjects and committees could achieve the major concern of school annual plan. The e-assessment developed by subjects enhanced the habit of SRL. Students were shown immediate feedback and explanation regarding their performance. Appropriate follow up exercises, with the help of AI (Chi & Math), were provided. Graded exercises

(advanced task/ consolidation task) were assigned to different units according to the plan to different year levels. Subject statistics show that the ratio between the selection of advanced task/ consolidation task is around 50:50. To achieve positive purpose/ accomplishment, all senior students were provided opportunities in different subjects to share their knowledge and best work such as artwork, self-designed toys, board games and publications.

## Reflection

To develop students with curiosity, liveliness, discernment, and creativity, cultivating reading and information literacy is crucial, as students are required to explore a wide range of books and online resources. The library has strengthened its connection to subjects, students, and parents by integrating activities in junior forms, providing monthly circulars to introduce popular books, and sharing reading statistics. All elements mentioned in the framework of Information Literacy were taught accordingly through GS, ICT, and the library. To enhance daily practice, several core elements of Information Literacy will be selected as school-based components and applied across the entire school.

With the assistance of AI and our robust data analysis from the previous year, we have developed data literacy in accordance with our plan. In addition to traditional tools such as median and grade distribution, we have implemented new strategies, including data visualization for evaluations, distribution of exercises and solutions based on students' results, and tracking individual student performance at various levels. Subjects will continue to deepen the use of data in the coming year. Increasing data literacy can also enhance our efficiency in daily learning and teaching. Thanks to the efforts of our teachers, we can claim that both the individual differences and overall abilities of students have improved. This assertion is supported by external local assessments such as TSA and international assessments like ICAS. Our strengths and challenges in specific domains can be identified and discussed in subject and year-level meetings. Teachers establish different learning tasks and objectives to address these challenges according to students' abilities.

The status of homework submission for P.3 and P.4 is reflected in the report card item "Responsibilities," rather than being displayed separately in the subjects' column, as mentioned in the annual plan 2.3.2. Overall, students take responsibility, as evidenced by the consistent statistics on late submissions and the quality of homework.

ABLE was initiated in P.6 with the Walkathon and in P.5 with curriculum integration based on a trial walk in the Maclehole Trail Section 1. These activities have made a significant impact on students and garnered strong support from other stakeholders, with very positive feedback. This is an excellent start, and we will continue to refine our ABLE framework.

### **Feedback and Follow-up**

- To continue developing students' generic skills and enhance their self-regulated learning (SRL) abilities based on self-evaluation, a framework of core skills in Information Literacy (IL) for HKUGAPS will be formulated and implemented. We will increase the number of graded exercises to provide students with opportunities to select suitable actions based on their self-assessments. The design of assessment questions and the logistics of e-assessment will be refined to deliver faster and more informative feedback, utilizing AI to assist students in evaluating their progress. ABLE (Adventure-Based Life Education) is an important pillar of positive education, promoting students' fitness and fostering an appreciation for nature. It will be further extended to P.4 through curriculum integration, completing the ABLE framework within HKUGAPS.
- To strengthen teachers' data literacy and its daily application at HKUGAPS, we will continue to establish a talent pool and transfer data to Websams, a platform that supports various data analysis tools. The tracking system for students exhibiting declining performance will be maintained in several core subjects.

### (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

聯合電子出版有限公司、知書閱聽圖書館  
第一屆全港校園小主播比賽- 小學組 亞軍 5C(8) 馮綸睿

GAPSK 語文推廣委員會 中國經典故事演說比賽 2022/23  
初小組（小一及小二）決賽 - 最佳造型獎 2A(8) 洪瑜禧

香港文藝協會 全港十八區港島東區普通話朗誦比賽（第五屆）  
小學 P.1 至 P.2 組 - 季軍 2D(25)黃愷唯

香港新聞工作者聯會  
愛、傳、城 第四屆全港徵文比賽 小學組 - 獎狀 5C(24) 楊一軒

#### B) English Subject

Entry Level Certificate in ESOL International Speaking and Listening (Entry 3)  
Grade 6 Graded Examination in Spoken English (GESE) – Distinction 3C(25) Wan Chun Wai

Kids Arts & Culture Association  
6th Hong Kong Elite Children English Speech Contest 2024  
P.3-P.4 Champion4) 3D(22) Tsui Yeuk Kiu  
P.3-P.4 2nd Runner Up 3A(24) Tsui Yeuk Hek

Pearson Education Ltd  
A test of English language: Speaking, Listening, Reading and Writing  
Quickmarch - Distinction 3C(15) Lee Agnes

Hong Kong Schools Music and Speech Association  
75th Hong Kong Schools Speech Festival  
P4-Boys Solo Verse Speaking – 1st Place 4A(5) Cheng Ho Hin  
P1&2 Boys Solo Verse Speaking – 1st Place 1B(28) Wong You Ting  
P1&2 Boys Solo Verse Speaking – 1st Place 2C(22) Wong Ching

The 75th Hong Kong Schools Speech Festival, 20 December 2023  
Mixed Voice - 2nd Place Choral Speaking Primary 1 to P3

### **C) Mathematics Subject**

香港理工大學應用數學系 中華基督教會桂華山中學  
2023 至 2024 年度第十七屆全港小學數學比賽(東區) - 銅獎  
6A(6)周翱正 6A(29) 余昊攻 6C(8) 林皓正

新會商會陳白沙紀念中學  
2023 小學魔力橋邀請賽 - 銅獎  
5A(3) 鄭恩信 5B(18) 顏駿然 5D(10) 梁皓一 5D(16) 潘毗辰

Math Education Section EDB HKSAR  
中小學數學應用創意信息圖設計比賽 - 銅獎  
6B(10) 馮學玟 6D(22) 黃融

### **D) Music Department**

Hong Kong Music for Youth  
The 17th Asia Pacific Outstanding Youth Piano Competition  
Piano Grade 4 Class – Winner 2A(3) Chan Sze Yu

藝韻管弦樂協會，香港國際音樂節籌備委員會，香港音樂教育學院  
第十屆香港國際音樂節 2023 音樂比賽-網上視頻初賽  
爵士鼓小學組 - 一等獎 1C(17) 黎見樂

HKYPA 香港青少年表演藝術交流發展協會  
第七屆（台灣）亞洲・愛琴海國際音樂大賽港澳區選拔賽  
小提琴考曲五級組 - 第一名 6A(25) 黃懿霖

柏斯音樂基金會 KAWAI 第七屆亞洲鋼琴大賽  
港澳賽區 小小演奏家組 - 二級組 - 一等榮譽獎 2A(30) 陳思諭

香港聯校音樂協會聯校音樂大賽 2024  
手鈴及手鐘(小學組) - 金獎

廣東省粵港澳合作促進會文化傳播委員會、廣州市音樂家協會、粵港澳大灣區音樂  
術聯盟  
2023 粵港澳大灣區青少年音樂周香港區  
鋼琴獨奏-兒童 C 組（非專業組） 6B(26) 胡琛瑜

Hong Kong Music for Youth  
The 18th Asia Pacific Outstanding Youth Piano Competition  
Piano Grade 3 Class – Winner 3B(21) Sung You Wai

Hong Kong Schools Music and Speech Association

76th Hong Kong Schools Music Festival (2024)

Graded Piano Solo - Grade One – 1<sup>st</sup> Place 1B(10) Lam Amelia Sze Hang

Graded Piano Solo - Grade Three – 1st Place 3B(13) Li Yan Yim

Trumpet Solo - Primary School – Junior – 1st Place 6B(30) Yuen Tsz Yin

6th International Elite Children Singing Contest - Group 2024

Primary P.3-P.4 – Champion 3A(24) Tsui Yeuk Hei 3D(22) Tsui Yeuk Kiu

香港國際手鈴奧林匹克 2024

小學 - 手鐘 - 中級組 - 金獎

Bellprints Handbell Supply

BELLPRINTS 手鈴國際大賽暨大師班 2024

小學組(組別一) - 冠軍及鉑金卓越獎

## **E) 視藝科**

全港青年學藝比賽大會 第四十八屆全港青年學藝比賽 (2022-2023 年度)  
國畫初小組 - 優異獎 3C(29) 葉思言

New Horizons Education 國際兒童繪畫比賽 2023

兒童 A 組 - 最優秀 1C(19) 林千翱

香港文藝協會

全港十八區葵青區萬聖節繪畫比賽 2023

小學 P.1 至 P.2 組 - 冠軍 2A(2) 陳思允

全港十八區港島東區中秋節繪畫比賽 2023

小學 P.1 至 P.2 組 - 冠軍 1A(11) 甘子銓

Good Morning CLASS

J3-J16 全港青幼童大賞繪畫比賽 2023

J7 西洋畫組 - Gold Award 3D(9) 侯雅晴

Kentucky Folk Art Center

Kentucky International Youth Art Competition (KIYA) - Gold Award 1C(20) 劉立言

## **F) 舞蹈**

香港學界舞蹈協會 第六十屆學校舞蹈節

當代舞 - 《同助・同樂》(小低組) 優等獎

當代舞 - 《我的前進日記》(小高組) 甲等獎

舞蹈老師施寶穎獲得《同助・同樂》編舞獎

❖ 獲邀於 4 月 23 日參加優勝者匯演 - 《同助・同樂》

香港舞蹈教育協會

全港專業舞蹈大賽 2024

Street- Primary Junior – Silber Award 3C(25) 尹竣煒

Ga City HKMAA The 11th SDMF SCAF 2023

Dance Group Street Dance Junior Primary Age 6-8 – Silver 3A(28) 楊耀輝

Dance Group Jazz Secondary Age 12-17 - Silver 5B(26) 楊皓晴

## G) 戲劇

香港學校戲劇節 2023/24

傑出演員獎：3C 黎淖琳 4B 中明 5 D 黃慧

6A 潘朗言 6C 林澤駿 6D 潘天仁 6D 丘錦樺

傑出導演獎：鄭致知老師、劉浩翔老師

傑出舞台效果獎

傑出合作獎

傑出整體演出獎

## H) 體育科

中國香港學界體育聯會 港島東區小學分會

2023-2024 年度港島東區小學校際田徑比賽

4x100 米接力

- 男子丙組季軍
- 男子乙組亞軍
- 男子甲組第七名
- 女子乙組冠軍
- 女子甲組第七名

- 團體獎項獲得：
- 男子丙組季軍
- 男子乙組季軍
- 女子乙組亞軍
- 男子甲組優異獎

個人獎項方面：

400 米	6C 吳祖然	亞軍
200 米	5D 蘇志穎	冠軍 + 破大會紀錄 + 傑出運動員
100 米	4A 陳灝駿	殿軍
200 米	5D 郭君澄	冠軍 + 破大會及全港紀錄 + 傑出運動員

中國香港學界體育聯會 第 26 屆全港小學區際田徑比賽 2023-2024

女子乙組 200m 冠軍 5D 郭君澄

男子乙組 200m 第五名 5D 蘇志穎

女乙 4X100m 接力賽 第六名

中國香港田徑總會

Hong Kong Junior Age Group Athletics Championships 2024

Women's U12-100M (Final) – Champion 5D(4) Kwok Kwan Ching

Women's U12-Long Jump – Champion 5D(4) Kwok Kwan Ching

中國香港學界體育聯會

2023-2024 年度全港學界精英乒乓球比賽(小學組)

男雙季軍 6A(28) 楊正堯 6B(28) 楊正朗

中國香港學界體育聯會

2023-2024 年度全港學界精英乒乓球比賽(小學組)

男子甲組 - 亞軍

男子乙組 - 冠軍

女子甲組 - 冠軍

女子乙組 - 優異獎

男子甲組 - 傑出運動員 6A(28) 楊正堯 6B(28) 楊正朗

男子乙組 - 傑出運動 2D(28) 胡頌庭 5D(12) 劉孝賢

女子甲組 - 傑出運動員 5A(23) 曾樂妍 6D(17) 曾柏蕎

中國香港學界體育聯會

第九屆全港小學區際乒乓球比賽

女子組殿軍 5A(23) 曾樂妍 6B(24) 曾若晞 6A(25) 黃懿霖

女子組 - 傑出運動員

康樂及文化事務署 油尖旺區分齡乒乓球比賽 2023

男子單打青少年 J 組 (9 歲以下) - 冠軍 2D(28) 胡頌庭

HKRGF Hong Kong Rhythmic Gymnastics Federation

2024 City Challenge Cup Hong Kong Rhythmic Gymnastics Competition – Champion

Pre-Junior B : Ball (Category D-Professional) – Champion 5C(5) 朱曉臻

Pre-Junior B : Clubs (Category D-Professional) – Champion 5C(5) 朱曉臻

Pre-Junior B : Hoop (Category D-Professional) – Champion 5C(5) 朱曉臻

全港跳繩全能賽 2024

8 歲男子組三十秒前單車步 - 冠軍 2C(4) 陳琛朗

8 歲男子組三十秒前交叉開跳 - 冠軍 2C(4) 陳琛朗



銘仁道場 「大灣獎盃」 跆拳道國際系列賽澳門站  
兒童組男子-23KG - 第一名 4B(6) 曹朗僖  
少年組男子-33KG - 第二名 4B(6) 曹朗僖

中國香港單車總會有限公司  
金章單車訓練 - 金章 2D(29) 余學謙

香港武術聯會 2023 全港公開新秀武術錦標賽  
公開組小學組集體五步拳 - 亞軍 2A(18) 李金澤

康樂及文化事務署、南區康樂體育促進會 南區分齡游泳比賽 2023  
女子青少年組 50 米自由泳 (8 歲或以下) - 亞軍 3C(16) 李康喬  
女子青少年組 50 米背泳 (8 歲或以下) - 亞軍 3C(16) 李康喬  
女子青少年組 50 米胸泳 (8 歲或以下) - 冠軍 3C(16) 李康喬

中國香港學界體育聯會  
2023-2024 年度港島東區小學校際游泳比賽

- 女丙、女乙團體優異獎
- 女甲團體季軍；蘇紫悠 50 米自由泳和 50 米蝶泳金牌
- 男甲團體亞軍；巫康朴、尹俊文、馮珀桓、曾譽壹 4x50 米自由泳接力金牌

中國香港學界體育聯會  
2023 - 2024 年度港島東區小學校際五人足球比賽  
男子 5 人足球隊亞軍

香港地壺球協會 國際地壺球節暨地壺球世界盃  
12 名四年級同學出戰地壺球世界盃比賽，當中陳進彥、關培智、盧雋諾、殷珮瑋贏得小學組亞軍，並代表香港小學組出戰世界盃決賽，與來自廣州、台灣、澳門等地區的選手一同競技

## **I) 其他**

深港澳人工智能大賽 — 創智名片爬行四驅車全國賽

2023 年 11 月 18 日，七名小六同學到深圳國際會展中心參加由香港中聯辦指導、深圳市科技交流服務中心、仁濟醫院靚次伯中學及創智名片有限公司主辦的深港澳人工智能大賽 -- 「創智名片爬行四驅車全國賽」，獲得全場冠軍及亞軍

《童軍。童 Fun。童探索》社區探索活動

2024 年 1 月 7 日，本校幼童軍（港島第 1384 旅）參加由港島北區、港島西區及柴灣區聯合舉辦的《童軍。童 Fun。童探索》社區探索活動，學校共派出 3 隊參加挑戰組賽事，其中一隊奪得幼童軍挑戰組冠軍，另一隊亦獲優異獎。

## (4) Financial Summary

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

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	65.35%	N.A.
School Fees	N.A.	34.65%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	N.A.
<b>Total</b>	65.35%	34.65%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	80.50%	
Operational Expenses (including those for Learning and Teaching)	13.60%	
Fee Remission / Scholarship[1]	2.92%	
Repairs and Maintenance	1.34%	
Depreciation	1.64%	
Miscellaneous	N.A.	
<b>Total</b>	100.00%	
<b>Surplus/Deficit for the School Year<sup>#</sup></b>	-0.14 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	3.55 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).