



WF Joseph Lee Primary School

School Report 2009-2010



Background

The school's sponsoring body is Wofoo Foundation Ltd., a charitable non-government subvented organization established by Mr. Joseph Lee in May 1997. The Foundation aims at providing social services and is committed to the betterment of the Hong Kong community. It focuses on the needs of the young and the elderly, and in response to the 2000 Education Reform, it started to offer its support to the children of Hong Kong in the provision of quality education. Since early childhood education is the basis for life education, the Foundation chose to open a school at the primary level under the direct subsidy scheme. The W F Joseph Lee Primary School was founded in September 2002 against this background.

Philosophy

It is our belief that the overall aims of education are to enable every child to attain all-around development in the domains of ethics, intellect, physique, social skills and aesthetics. Therefore, along with the academic learning, education in the new Millennium should also involve the enhancement of self-esteem, social interaction and responsibility, personal growth, creative imagination, and independent thinking. It is only through the integration of these diverse skills that our future generations can be properly prepared to meet their challenges.

Vision

Our school is an exemplary learning organization wherein every member achieves one's best.

Mission

Our mission is to foster the learning and development of children in a pleasant, creative and caring environment.

Objectives

We are committed to cultivate in our students:

1. Sound and solid education foundation
2. Be biliterate
3. Be able to think logically
4. Be curious and show innovation in studies
5. Be healthy in mind and body
6. Have a unique disposition
7. Have commitment towards society
8. Have knowledge and appreciation of Chinese and foreign cultures
9. Have basic computer knowledge

We hope all our parents can be with the children during their growing years:

1. Offering great attention to the children
2. Offering close family relationships
3. Having happy experiences as parents
4. Offering support to the missions and policies of the school

We hope that our school can have an effect on and function well in the community by:

1. Seeking resources from the community in a positive way in order to strengthen, deepen and widen the learning experiences of students.
2. Co-operating with other organizations to cultivate people and to contribute our resources to the community.

Motto

“Wisdom-Faith-Love”

Our School

We are a direct subsidy primary school, adopting the management mode of school based management (SBM). The majority of our students come from comparatively well off families living in Yuen Long, Tuen Mun and Tin Shui Wai in the New Territories. About 70% of them come to school by school bus, the rest by private car or on foot.

With 5 classes in each level, we have altogether 30 classes. We are housed in a 7-storey Y2K designed building standing on 6 200 square metres in northern Tin Shiu Wai, New Territories. The school is equipped with 30 standard classrooms, 1 hall, 1 library, 1 dancing room, 2 basketball courts and 5 special rooms for teaching information technology, language, general studies, music and art. One multipurpose room has been converted into a multi-media learning centre with 36 computers. With ample resources, we are able to provide a happy and motivating learning environment for our students.

Following the guidelines laid out by the EDB, our school-based curriculum infuses the concept of multiple intelligences learning. It also adopts a trilingual and biliterate approach to teaching to enhance students' language skills in communication and learning. As for pastoral care, the whole school approach is being practised.

Achievements and Reflection on Major Concerns

Priority Task 1:

Catering for Learners' Differences – implementation of Gifted Education

Achievements

To cater for the individual needs and ability of students and to develop students' potential to the full, appropriate policies were successfully formulated and systematically implemented. A Gifted Education Team was set up and a 'Reference Manual for implementing Gifted Education' was prepared for teachers. Selection criteria, tools and procedures were established and a preliminary talent pool was set up. The three-tiered implementation mode of Gifted Education (GE) was adopted. In Level One (whole class programmes), all teachers employed the three key elements of GE (high-order thinking skills, creativity and personal-social competence) in their daily teaching and designed different learning activities and differentiated materials for their students. In addition, the 'Multiple-Intelligence Programmes' designed for all students not only widened students' exposure and developed generic skills, but also unleashed their potentials. In Level Two (pull-out programmes), special training was arranged for students with specific talents, and they were encouraged to participate in inside and outside school competitions.

To equip teachers with the necessary skills to implement GE, outside related seminars and workshops, and also inter-school professional exchange activities were arranged. Specialists were being invited to provide in-house workshops and seminars for teachers. Collaborative teaching and classroom observations on GE were conducted.

Parents were informed of the relevant arrangements via circulars and talks on GE by the Principal and specialists.

As for the less able students and those with special educational needs (SEN), daily accommodation / intervention / remediation measures were undertaken to ensure that their needs were well taken care of, e.g. after-school Chinese, English and Mathematics Remedial Classes, Homework Tuition Class, Speech Therapy, Learning Camp for students with reading & writing difficulties, Juggling Beginner Course, etc.

(For details of individual subject achievements, please refer to Appendix A.)

Reflection

With the collaboration of all teachers, Consultants and Principal, and with the support from EDB's Gifted Education Section, we were able to meet EDB Comprehensive Review Team's suggestion as stipulated in their Report – *'To further enhance student support, the school could*

direct more attention to the needs of the gifted and help develop their potential to the full.' And as all teachers employed the three key elements of GE in Level One implementation, the individual needs and ability of all students, not only those of gifted students, were catered for.

To ensure that students' potential, no matter where they lie in the ability spectrum can be maximally developed, the following should be done in the coming academic year:

- make fuller use of outside resources to support students and arrange off-site individualised support for the exceptionally gifted (*Level 3);
 - strengthen e-learning to cater for different progress of students;
 - conduct more inter-school professional exchange activities, seek professional advice and provide teachers with more resources and administrative support;
 - encourage teachers to attend outside seminars and workshops;
 - broaden the scope of selection - invite parents and coaches to nominate students for special training;
 - review and modify the different programmes for the gifted and SEN;
 - review and revise the 'Reference Manual for implementing Gifted Education';
 - conduct more PTA seminars on how to identify and handle GE and SEN students at home.
- (For details of individual subject reflection, please refer to Appendix A.)

Priority Task 2:

Moral and Civic Education – character building

Achievements

The school has adopted a whole-school approach to pastoral care and whole-person development. In support of students' personal growth, various developmental and preventive programmes and activities, such as Understanding Adolescent Project, Personal Growth Lessons, Problems in the age of puberty, Challenge Yourself Camp, etc. were provided. A number of talks and performances, e.g. Anti-bullying, Anti-Drug Drama, The Story of Nam Nam, Internet Crime, also helped to cultivate positive attitudes and behaviour in students. There were award schemes and competitions to reinforce students' good conduct and provide role models for other students, e.g. Cleanliness and Tidiness Competition, Poster Design Competition, Inter-class Discipline Competition, Loving Family Card, etc. The school also made an effort to promote the western Thanksgiving Day to develop students' sense of concern, gratitude and appreciation to others. And students were given opportunities to boost their self-confidence during the sharing session in the morning assemblies.

Through the House League, Buddy System, School Prefects, Library Prefects, Ambassadors (of different subjects) and uniform groups (Grasshoppers, Brownies, Cubs and Road Safety Patrol), the school strategically cultivated in the students leadership, spirit of serving others, brotherhood and sense of responsibility. Civic, environment and national elements of values education were also realized in students' daily school life, such as creation of art-works and musical instruments with discarded materials, Plant Growing Competition, Eco-friendly Christmas, green lunch (reusable food containers and on-site portioning), National Flag Raising Ceremony, EAG Torch Relay cum Opening Ceremony, etc. Besides, teachers incorporated moral values into regular classroom teaching and weekly assemblies. They constantly offered appropriate advice, guidance and assistance to students and closely liaised with parents and cooperated with the school social worker and specialists whenever necessary.

To further raise students' concern for the community, our motherland and the world, service learning activities, such as Nursing Home Visits, Rotaract District Service – Fulfill with Food and Love, Care and Concerns Concert – Caritas Hong Kong Services for the Elderly, and a study tour to Chaozhou & Shantou were organized. Fund raising for charity was initiated when necessary, e.g. One Person One Ruler Campaign, Dress Special Day, Haiti Earthquake Relief Movement, Inter-school cookies competition, Read to Feed, and a total of \$287,820 was raised.

Under the close collaboration of the Discipline and Counselling Team, the school social worker, teachers and parents, the school successfully set up a warm and caring environment, and students got along well with one another. In the survey of bullying behaviour in school, the average number of bullying cases met by per student was 0.3%, while the number of misconduct cases, compared with last year, had dropped by 31%.

Reflection

There was a balanced variety of programmes and activities which could meet the needs of students at their different developmental stages. Such programmes and activities could cover important value education elements, including moral, civic, health, national and environmental education. These elements were also embedded in different subjects and fit in well with other activities. They were able to cultivate in students positive values and attitudes, develop students' leadership skills and arouse their concern for others. Counseling services and supportive network functioned smoothly and could provide timely follow up and assistance.

However, to ensure ongoing quality values education, care and guidance for students, the following progressive planning should be implemented:

- evaluation and improvement of the student support services, with stronger focus towards morality enhancement and civic awareness;

- more award schemes and competitions to encourage and reinforce students' positive behaviour;
- more opportunities for voluntary services and community participation;
- more activities to enhance national pride and concern for the motherland;
- more professional training for teachers in guidance and counseling;
- more community support;
- more participation in projects sponsored by organizations related to moral and civic education, e.g. Community Youth Club, Committee on the Promotion of Civic Education;
- stronger links with parents.

Priority Task 3:

Teaching Effectiveness – enhancement of learning capacity

Achievements

During the three Staff Development Days, activities that could meet the school development requirements and staff's training needs were organized. Subject-based sharing sessions and in-house seminars and workshops were also organized by individual panels. With the support and coaching given by the subject consultants (Chinese, English, Mathematics, General Studies and Science), level planning was done more systematically and aligned more closely with school's major concerns. Common free periods were allocated for peer lesson observation and collaborative lesson planning, and hence teachers could exchange experience and expertise and raise their teaching effectiveness. Panel heads were able to lead their colleagues well and provide valuable and constructive suggestions with relevant support for the inexperienced staff. A mentorship scheme was also in place to enable newly appointed teachers to blend into the new school environment as soon as possible.

The school flexibly deployed its resources and employed extra full-time teachers and teaching assistants to relieve some of the heavy workloads of the teachers, thus creating more space for them to focus on their professional undertakings. To encourage teachers to pursue lifelong learning, a yearly \$500 subsidy was further allowed of each teacher to pay fees for attending courses, seminars, workshops or conferences related to teaching and school programmes. Resources and professional expertise were tapped from outside organizations to support learning and teaching.

Staff appraisal objectives and scheme were set to promote the professional development and accountability of the staff. Through this scheme, the school had a better understanding of teachers' weaknesses and could then formulate professional development plans to cater for their training needs.

Facilities to support learning and teaching were added and upgraded. The newly bought all-in-one touch screen computers enhanced learning and teaching in the Computer Room. Information technology was extensively deployed and utilized in class teaching as all classrooms and special rooms were equipped with computers.

(For details of professional development programmes and activities, please refer to Appendix B.)

Reflection

Our staff members are dedicated and proficient in spoken English or Putonghua. They always prepare their lessons well and organize interactive activities and tasks to achieve the learning targets.

The school is strongly supportive of staff's Continuous Professional Development (CPD). We encourage self-improvement and endeavour to maintain our school as a learning and growing institution. Under the leadership of subject consultants and close monitoring by the vice-principal, collaborative lesson planning and peer lesson observation could effectively enhance learning and teaching. Staff morale towards CPD remained high and teachers fully utilized the training allowance to pursue continuous education. With the active participation of teachers, staff development activities were well implemented and the objectives attained.

To better address the developmental needs of the school and the teachers and further enhance teaching effectiveness, more attention and efforts should be given to the following in the next school year:

- assigning more specific foci aligned with school concerns for peer lesson observations;
- initiating more curriculum innovations to enhance learning and teaching;
- providing more teacher training on inclusive education;
- establishing stronger linkage with outside bodies to tap resources and professional support;
- systematic storage of teaching aid and resources for easier and more convenient access;
- reviewing and revising the staff appraisal system according to the developmental needs;
- assigning teachers to refresher courses to keep abreast of the latest developments in education.

Our Learning and Teaching

Our curriculum was broad and balanced, and was enhanced by the Arts Education, MI Programmes and a diverse variety of after school extra-curricular activities. Our students loved reading, had a positive attitude towards learning, and made impressive achievements in different areas. They participated actively in school activities and inter-school competitions, highlights of which are listed below:

Subject	Date	Activity	Remarks
語文科 Language	5-9/10/09	硬筆書法 Penmanship Competition	Chin + Eng subject
	9/10/09	一人一信 One Person One Letter	Chin subject
	28/10-30/10	Spelling Bees	Eng subject
	25/1-27/1	詩人茶座 Poetry Cafe	Chin + Eng subject
	10/2	寫揮春 Writing fai chun/duplets	Chin subject
	26/2	元宵湯圓及猜燈謎	Chin subject
	9/3-11/3	演講角 Speakers' Corner	Chin + Eng subject
	17/5-4/6	小六辯論比賽 P6 Debate	Chin + Eng subject
	24/5-27/5	小作家研習日 Writers' Conference	Chin + Eng subject
	26/7-30/7	WSE Cosmopolitan Youth English Summer Camp	English subject
數學科 Math	whole year	Math Genius	1 st Wed of each month
	4/2	Speed Calculation	all students
	22-30/4	Math Week ('Go Modern, Go Metric')	all students
常識/ 跨學科 General Studies/ Cross- curricular	9/12-12/12	走進近代史：潮汕學習之旅 Trip to Chaozhou & Shantou	only for P.5 students
	Dec-Feb	一人一花活動 'One Student One Flower'	all students
	15/1-22/1	香港花展學生作品比賽 Parent-child Flower Show Competition	G.S. + Gardening Club
	6/2	東亞運動會專題研習展覽 EAG Project-Learning	display on Parents' Day
	15/3-19/3	學生花卉展覽 Flower Show Competition	Gardening Club
	22/4	常識問答比賽	all students
	24-25/6	Science and Technology Fair	all students
	30/6	我愛校園活動日	all students
	26/7	科學創意資優營	P.5, P.6 students
視藝科 Visual Arts	Sept	親子花燈設計比賽 Parent-child Lantern Design Competition	all students
	24/6-25/6	"My Invention Flying Game" Competition	all students

音樂科 Music	7/9, 11/9	管樂團簡介音樂會 Wind Band Concert	all students
	16/12	香港教育學院中樂團表演 Chinese Orchestra Performance	Hong Kong Institute of Education
	22/12	聖誕音樂活動 Christmas Performance	all students
	25/4	扶輪恩澤結糧緣-同樂日 Rotaract District Service- Fulfill with Food and Love	30 students
	11/5	Hong Kong Handbell Festival 2010 – Mass Ring Showcase & 5 th School Handbell Competition Winners Concert	16 students
	26/5	關懷音樂會 – 明愛元朗長者社區中心 Care and concerns concert - Caritas Hong Kong Services for the Elderly (Tin Chak)	33 students
	31/5	音樂欣賞 - 戲棚粵劇齊齊賞 Cantonese opera appreciation	13 students
	2/6	Hong Kong Chinese Orchestra 香港中樂團表演	all students
	4/6, 7/6	Arts Education (Music) year-end performance 學習成果分享日	all students
	18/6	Wofoo 30 th anniversary dinner performance 和富 30 週年晚宴表演	15 students
	28-29/6	WF Singing Contest 2010 2010 和富 Sing 聲星歌唱比賽	all students
	3/7	2009-2010 P6 Graduation	Wind Band
	體育科 P.E.	5/11	活力迎東亞火炬傳送暨開幕禮 'EAG Torch Relay cum Opening Ceremony'
19/3		運動會 Sports Day	all students
圖書科 Library	19/10-9/11	'Reading Programme for Children and Youth'	all students
	9/2-12/2	School-based Reading Award Scheme	all students
	6/7	家長日書展 Parents' Day Book Fair	rebate in the form of book coupons or complimentary copy of story books
資訊科技 IT	24-25/6	科學科技日	all students
	29/6	伯裘書院校園電視台學生工作坊	16 students
其他 Others	19/4-21/4	學生花卉展覽 Flower Show	67 students

Support for Student Development

The school placed strong emphasis on students' moral upbringing and the fostering of positive values and attitudes. Discipline work, personal counseling services and values education complemented each other in instilling leadership, spirit of serving others, self-discipline and sense of responsibility in students.

Our teachers were dedicated and cared for the well-being of students. They monitored students' progress closely and rendered support whenever necessary. They cooperated well with parents, social worker and specialists to handle misconduct and address individual needs.

To facilitate students' whole person development and ensure students with special educational needs are well looked after, the following effective measures were formulated and implemented in addition to the aforesaid programmes and activities:

Time/Duration	Activity	Remarks
22 nd Aug, 09	Primary One Parent's Talk 小一家長講座	
Oct, 09 – Jun, 10	Speech Therapy 學生言語治療	Hong Kong Community Speech Therapy Centre (for 33 students)
Oct, 09 – Jun, 10	藝心 (My heART) in MI lessons	for students with emotional problems / lack of social skills
Dec 09 – Jan 10	Early identification of P1 SEN	meetings with EDB educational psychologist; 5 new cases identified
throughout the school year	<ul style="list-style-type: none"> • Daily accommodation / intervention / remediation for SEN • Provide support to parents of SEN 	<ul style="list-style-type: none"> - Regular meetings with teachers and parents - Case files opened for SEN students, individual learning plans set and referrals made - After-School Homework Tuition Class - Eng/Chin/Math Remedial Class - a 2-day learning camp for students with reading & writing difficulties - keep parents posted of relevant seminars / workshops
17 th & 24 th April, 10	In-house Teacher Professional Development on caring for SEN	+ individual teachers attended outside workshops, e.g. 1½-day training course on ADHD
Sept 09 – Mar10	Secondary School Places Allocation (SSPA)	<ul style="list-style-type: none"> - distribution of Information Leaflets and VCDs on SSPA - Parent meetings on choice of Secondary Schools - Cross-net Allocation application

Types of cases followed by School Social Worker 2009-2010	No. of cases
Related to School/Learning 與學校有關之問題	10
Behaviour 行為問題	3
Family 家庭/環境問題	4
Mental health 情緒/心理健康	3
Growth/Adaptation 成長中的適應問題	1
Physical health 健康/生理問題	-
Social skills 社交/發展問題	5
Total 總數：	26

Student Performance

Students were cheerful and polite. They were attentive in class and got along well with their schoolmates. They were confident in using Putonghua and English for communication. They loved reading and their performance in English was exceptionally good. They were enthusiastic about school activities and had a strong sense of belonging.

A great majority of our Primary 6 students got into the school of their own choice. Some were accepted by prestigious schools around the territory, not confined to the New Territories.

Students' overall performance in different aspects was good. This was evidenced by the numerous awards listed in Appendix C.

Feedback on Future Planning

- 2009-2010 was the first year of implementation of the school's current School Development Plan (SDP). A range of new policies and measures have been launched and they are now at various stages of development.
- In the past school year, we consistently reflected on our performance as a matter of course. In every panel meeting, team meeting and staff meeting, we devoted some of the time to reflecting on strengths, identifying areas of deficiency and collecting feedback for improvement. We also dedicated the third Staff Development Day to school self-evaluation. With the involvement of every member of the staff, continuous improvement work and mechanism for monitoring were formulated.
- Based on the SDP, the self-evaluation findings and strategies for improvement recommended earlier in this report, our 'next step' in helping the priorities listed in our SDP take root and driving our school forward will be presented in the Annual School Plan 2010-2011.

Financial Summary (2009 – 2010)

I. Government Funds	Income	Expenditure	Surplus
DSS Grant	\$24,190,688.68	\$25,034,791.45	(\$844,102.77)
CEG Grant	\$544,127.00	\$542,568.60	\$1,558.40
Home Sch Co-opera. Grant	\$9,325.00	\$9,325.00	\$0.00
HK Sch Drama Festival Grant	\$2,050.00	\$867.20	\$1,182.80
Sub-total	\$24,746,190.68	\$25,587,552.25	(\$841,361.57)
II. School Funds			
School Fee	\$10,048,800.00	\$7,527,887.20	\$2,520,912.80
Registration Fee	\$12,800.00	\$0.00	\$12,800.00
Application Fee	\$8,740.00	\$0.00	\$8,740.00
Sub-total	\$10,070,340.00	\$7,527,887.20	\$2,542,452.80
Total Surplus for school year	\$34,816,530.68	\$33,115,439.45	\$1,701,091.23

Report on the Use of Capacity Enhancement Grant (CEG) (2009-2010)

CEG total amount: \$647x 841 students = HK\$544,127.00

Use of CEG: Employment of 2 additional English teachers

Total expenses: \$542,568.60

Effectiveness of the grant: English teachers could have more free periods for co-planning and develop effective teaching strategies to cater for learners' differences. Students were provided with more timely support and assistance and their proficiency in English was enhanced.

和富慈善基金李宗德小學 W F Joseph Lee Primary School
學科終年檢討表 (Annual report) 2009-2010

中文 Chinese

(1) 校內學科活動 Intra-school subject events/ functions:

eg	日期	活動項目	備註	反思
1.1	25/1-27/1	詩人茶座	中文科+英文科	該活動已成為校本特色之一，建議明年繼續舉辦，讓學生有更多機會上台朗誦，感受詩詞之美，陶冶性情。
1.2	10/2	寫揮春	中文科	學生熱烈參與此傳統活動，能感受中國文字的特色與美感。建議明年安排一節介紹揮春的由來和書寫的課堂，加深同學在這方面的認知。
1.3.	26/2	元宵湯圓及猜燈謎	中文科	通過搓湯圓活動，學生能認識中國傳統習俗，感受一家團圓的氣氛。猜燈謎的謎題可由學生自行設定，增加他們參與的機會與投入感。建議明年在午飯後舉行此活動，另本年視藝老師協助佈置，情況理想，來年可繼續與視藝科老師合作。
1.4.	9/3-11/3	演講角	中文科+英文科	活動流程暢順，增加學生鍛鍊演說技巧的機會，值得繼續推行。建議小五、小六組亦可增設「至叻聆聽獎」，訓練學生專注聆聽的能力。此外，小一、二的投票可跟隨小三至小六的模式，參賽者不用站在分紙前，免出現尷尬情況。
1.5	5/10-9/10	硬筆書法	中文科	此項活動能協助學生掌握正確的寫字方法與態度，值得繼續參與及推廣(可與課程配合)。
1.6	24/5-27/5	小作家研習日 Writers' Conference	中文科+英文科	整體安排理想，學生參與的氣氛熱烈，投票態度認真，增進學生欣賞他人作品及寫作方面的興趣。建議可把得獎作品配圖，輯錄成冊，成為我校每年一度的優秀作品集。(如需外發印刷，此活動宜提前進行。)
1.7	17/5-4/6	09-10 年度高小辯論比賽 Senior Debate	中文科+英文科	這活動宜繼續舉辦，能提升學生處理資料及思辨的能力，並能強化口語表達的信心。建議可推展至五年級舉辦，以作人才的訓練和儲備。 (建議提前於報分試前進行。)

(2) 校外學科活動及比賽 Inter-school subject events/ competitions:

	日期/時段	活動項目 (eg 校際朗誦節)	備註 (eg 參加總人數/級別/比賽結果 等資料)	反思
2.1	11/2009	正字大行動	P3-P6 最佳表現獎三人；嘉許狀三十人；得獎老師三人	能提升學生對錯別字的敏感度，減少在日常課業中的誤用情況。
2.2	11/2009-12/2009	校際朗誦節	參加人數：115 人； 得獎人數(冠、亞、季)：18 人	學生積極參與，增加在公開表演時的信心，感受語文音韻之美。
2.3	6/11/2009	硬筆書法比賽(教協)	9 人	此項活動能協助學生掌握正確的寫字方法與態度，值得繼續參與及推廣。
2.4	27/1/2010	水上安全標語創作比賽	參加人數：190	學生可練習以精煉的語句作傳情達意的表達。
2.5	26/10/2009-6/6/2010	第九屆香港校際網上實時埠際辯論比賽 Inter-City Real Time Debate on Net	參加人數：6 人 得獎人數：2 人	這活動宜繼續參與，能提升學生處理資料及思辨的能力，並能強化口語表達的信心。唯是次活動因對手的技術問題，影響賽果，日後若遇到類似的情況，宜提出嚴正的抗議，維護己方的權益。
2.6	09/2009-5/2010	學生成功投稿(木棉樹及星島日報)	6 人	可激勵學生寫作的動機和信心，宜推動更多學生參與各類的投稿活動。
2.7	9/10/2009	一人一信(郵政局)	參加人數：281 人	該活動可以推動學生以文字與別人溝通的方式，並練習書信的格式，建議明年可繼續參與。
2.8	27/3/2010	第十二屆全港中小學普通話演講比賽 Putonghua Public Speech Competition for Primary and Secondary School 2010(新市鎮文化教育協會主辦)	參加人數：12 人 得獎人數：11 人(優異星獎：4 人； 優異：3 人；良好：4 人)	參與學生表現優良，能增加學生鍛鍊以普通話演說的技巧和機會，值得推選更多學生參與。
2.9	27/3/2010	屯門元朗區小學生普通話才藝比賽(伯特利中學主辦)	參加人數：1 人 得獎人數：1 人(嘉許狀)	是項活動是由學生自行報名參與，值得鼓勵。

2.10	3/6/2010	2009 年全港徵文比賽高小組(校園小博士教育機構)	參加人數：1 人 得獎人數：1 人(優異獎)	是項活動是由學生自行報名參與，值得鼓勵。
2.11	10/2009-5/2010	2009-10 年度 iclassroom 表現優異學生(校園教育出版社)	參加人數：130 人 得獎人數：13 人	此乃校外的收費網上學習活動，學生自主參與，積極學習的態度值得鼓勵。

(3)科組事務工作總結 Subject Based events:

	進行時段	活動項目	活動詳情	備註	反思
3.1	全年	每日一篇	學生自主網上學習	明年可能改用商務出版社的網上學習平台，宜參考每日一篇的獎勵模式。	頒發每月之星獎狀，明顯能鼓勵學生積極閱讀，但頒獎過程較耗時，宜精簡處理。 (每月以龍虎榜的形式展示，另，每三個月頒獎一次。)
3.2	全年	中文百達通	學生自主網上學習	為免費的網上學習平台，期末，機構會給予適當的獎勵。	可繼續鼓勵學生自由積極參與。
3.3	全年	課間朗讀	轉堂時，學生集體朗讀弟子規、三字經、古典詩詞或課文		轉堂時，學生可能因收集功課、去洗手間或處理其它雜務，未能形成朗讀的習慣。建議可利用 USSR 完結前的五分鐘，朗讀大使帶領全班同學朗讀，希望能形成常規。

(4)教師專業發展及培訓 Staff Development & Training:

eg	日期	活動項目	活動內容	備註	反思
4.1	18/10	普通話朗讀訓練	誦材重點及朗誦技巧	18 人次	能協助老師更能掌握誦材的要點，對訓練學生大有裨益。
4.2	6/3	快樂學語文教師工作坊(教育出版社公司)	~ 尋找用普通話教中文的竅門 ~ 如何善用小班優勢開展愉快的讀寫教學	4 人	是次活動加深老師對普教中及小班教學的認知，對教材及教法有更深入的了解。

總結:

● 個別差異(資優教育)

學生通過上述活動(包括寫作、演說、辯論等方面),能顯示多方面的潛能,除有助本校育才拔尖願景的實踐,亦有益於學生的個人成長,若能有效統整各項相關的活動,產生蝴蝶效應,導引出更多具潛質的學生。

本年度的資優教育仍是起步階段,本科組已透過學生參加各類型的活動或比賽時,整理人才庫的名單,再為學生提供針對性的合適訓練,希望令學生爭取更佳的分數,得到更高的成就。

除鼓勵學生於課餘時間參與不同的活動外,教師於課堂上照顧學生的個別學習差異亦同樣重要,進行共同備課時,單元計劃已適度加入資優三大元素(批判思考、創意、人際溝通),透過課堂不同的活動,配合不同學生的學習需要。

在課業設計方面,本年度未能全面因應學生的不同程度,設計不同難度的課業,仍有改善的空間。

● 品德及公民教育

語文是傳情達意的工具,情意的內涵不能沒有品德。透過不同的活動,讓學生思考、認識傳統文化的深層意義。本學年,中文科舉辦了一連串中華文化活動,如寫揮春、包湯圓、猜燈謎等,學生反應熱烈,積極參與,對國家民族及文化的認同有所提升,並更肯定傳統習俗的價值。

中文科的每個單元教學中,均滲入與該單元相關的品德及公民教育的元素(如:孝順、禮讓、謙虛、尊重等美德),教學過程中透過活動培養學生尊重與欣賞他人、團隊合作等品德情操。

此外,在每星期的早會分享中,學生能以多元化的方式(如:朗誦、話劇、影片分享等)帶出德育主題,在課堂以外亦能培養正確的價值觀。

● 促進教學成效

學生方面:鼓勵及安排同學參加不同形式的課外活動,拓寬學生學習的接觸面,深化並應用所學的知識,鞏固所得。

老師方面:每星期,顧問均會到校與老師進行共同備課,為每節課堂共同訂下清晰的教學目標,提升老師的教學成效。此外,老師會於學期間進行同儕觀課,透過互相觀摩、回饋令老師習慣自我反思每節課堂的優點與缺點,並加以改善,促進教學成效。

英文 English

Part A: Areas of Concern:

A1. Learner Differences (+ Gifted Education)

Strategies	Success Criteria	Achievement	Reflection
A1. Implement two language programmes in the Multiple Intelligence lessons (MI) for students who are linguistic intelligent. 1. English Drama 2. Hong Kong Speech Festival	Students in those two groups can perform on stage.	(1) English Drama received two awards: (a) Award for Outstanding Stage Effect, (b) Award for Commendable Overall Performance	(1) a. The adjudicators commented that the English level of the students was high. The feedback was positive. Students were able to handle the performance with ease. More written plans were suggested to record the flow of the MI lessons. b. More English teachers should be involved in the training in the future. In-class drama activities can be carried out in daily teaching and learning for all year levels. In-class competitions and interclass competitions are suggested in the next school year.
		(2) Total no of participants in the event: 143 students (P.1-6); Solo: 4 students got 1st, 16 students got 2nd and 10 students got 3rd. Two choral speaking teams got the 2 nd . Remarks: 135 Merit Certificates (marks 80-89)	(2) Considering the number of students participated in the competition, the result was not extra-ordinarily outstanding. Our students were enthusiastic to join the competition. Each teacher trained at least 8 students for solo speaking. It was difficult for teachers to allocate sufficient time to train each student. The result could be better if teachers had fewer students to train. A maximum of 8 students per teacher is suggested in the coming school year.

A2. Moral & Civic Education

Strategies	Success Criteria	Achievement	Reflection
<p>A2. (1) Implement a theme at all levels reflecting national identity, such as local festivals, regional cuisine, customs and entertainment.</p> <p>(2) Add a column of Moral Education and nine Generic Skills in the lesson plans and incorporate them into the lessons.</p>	<p>- Most students can present their feelings towards their national identity either in written or spoken form.</p> <p>- All teachers can implement at least one generic skill in each lesson.</p>	<p>- Students' work was displayed on Parents' Day, P.1-5 Closing Ceremony and P.6 Graduation Ceremony.</p> <p>- Teachers were able to design activities and include at least one generic skill in each lesson.</p>	<p>- We did task-based learning for East Asian Games through different learning activities, such as interviewing famous athletes, writing letters to their favourite athletes, and making their own board games. East Asian Games was a good event for our students to get to know more about sports and the sportsmanship through four skills, reading, writing, speaking and listening. However, there was no collaborating among different subjects. All subjects need to collaborate to achieve the goals of the next project.</p> <p>- All teachers had the experience to implement a theme in our curriculum. We should be able to implement another theme in the new academic year.</p>

A3. Teaching Effectiveness

Strategies	Success Criteria	Achievement	Reflection
<p>A3. (1) Implement school-based workshops to develop teachers' teaching methodology on cooperative learning and higher-order thinking skills.</p> <p>(2) Encourage teachers to attend workshops, seminars outside the school.</p>	<p>- Teachers can apply the skills during their lessons.</p> <p>- Each teacher attends at least two workshops or seminars.</p>	<p>A workshop was held by the consultant on the setting of exam papers. Teachers were able to adjust their expectations and showed improvement in the setting of the second term exam.</p>	<p>Our syllabus focused on reading and writing, thus reading comprehension took up a big portion of the GE exam. The variety of text and question types was limited. We need to adjust our paper setting criteria and use more text types in formative assessment.</p>

Part B: Subject Objectives:

B1. Create a rich language environment

Strategies	Success Criteria	Achievement	Reflection
<p>B1a. Play English songs during recess. By the end of the first term, students can dedicate songs to anyone, teachers or students, through the central announcement or Campus TV.</p> <p>B1b. Spelling Bees, Poetry Café, Speakers' Corner, Penmanship Competition</p>	<p>75 % of the students will participate in the events.</p>	<p>Only activities listed in 1b were successfully held due to insufficient resources.</p>	<p>1a is a good way to enhance English learning atmosphere. We will try to implement it in the coming academic year.</p>

B2. Develop school-based reading programmes

Strategies	Success Criteria	Achievement	Reflection
<p>B2a. (1) Raz-kids (On-line reading):</p> <ul style="list-style-type: none"> - Teachers set assignments on Raz-kids on-line reading materials for students. - Monitor students' reading progress by keeping records every month. - Assess students with benchmark books before they move to the next level. - Set up a reward system (e.g. bookmark, post record list on the English board). - To encourage students to read online books regularly. 	<ul style="list-style-type: none"> - 50% of the students are able to read the benchmark books at each level. - 50% of the students read online books routinely. - Teachers review the reading progress regularly. 	<p>Ss' reading progress was checked regularly in the first term.</p> <p>The top 3 students were recorded in the reading folder each month.</p> <p>In the second term, many P.4– 6 students could finish all the reading logs. At the end of the school year, certificates were given to the top 3 students in each class to acknowledge their achievement in the programme.</p>	<p>The P.1-P.3 students and teachers appreciated the Raz-kids on-line reading more than the P.4-6 levels.</p> <p>Since we could not get any local service or support from the Raz-kids on-line reading programme, we would not subscribe the same programme next year. However, on-line reading is one of the IT programmes promoted by the EDB. We would look for a suitable one for our students in the new term.</p>

<p>B2b. Implement Buddy Reading Scheme in class in the reading sessions (USSR).</p> <ul style="list-style-type: none"> - Teachers pair up the upper and the lower level pupils and they read English books together once a week. - This programme provides an opportunity for both buddies to expand their reading experience. 	<p>90% of the students can choose the right book according to their own level and prepare the book beforehand.</p>	<p>Through observation and talking to the students causally, both P.6 and P.1 students liked the programme a lot. However, about 10 % of P.6 students often forgot to prepare a book beforehand.</p> <p>The programme created a good atmosphere of helping the younger ones outside their class time.</p>	<p>Since the programme was run by the panel chair only, the programme was cancelled in the second term due to the time constrain.</p> <p>This is a good programme to promote shared reading and independent reading. Instead of only P.1 and P.6, the programme will be extended to more year levels and more teachers will be involved as well.</p>
<p>B2c. Implement Home Reading Programme.</p> <ul style="list-style-type: none"> - A workshop for teaching independent reading to teachers. - A parents' workshop for the home reading programme in Oct. (Target P.1 level). - Students start to borrow books individually and read independently at home. 	<ul style="list-style-type: none"> - 70% of the students can read more than 5 English readers at home in the first term and more than 10 books in the second term. - 50% of the students can share their reading experience in class. 	<p>We did not have time to run this programme.</p>	<p>Next year we will try to hold a parent workshop in September to promote home reading and independent reading.</p>

B3. Improve students' writing skills

<p>B3. (1) Maximizing learners' exposure to a wide range of text types to enhance writing skills.</p> <p>(2) Providing all P.3-P.6 students with clear steps and rubrics before writing activities</p> <p>(3) School Activities (Writing Competitions/ Inter-class writing competitions/ Writers' Conference).</p> <p>(4) Daily Practice (Diaries P1-6).</p>	<p>- More than 80% of the students are able to write their diaries constantly.</p> <p>- 80% of the students are able to evaluate their own writings by using the rubrics.</p> <p>- Students are more willing to participate in different writing competitions.</p>	<ol style="list-style-type: none"> 1. P.4 – P.6 could show different text types in their daily practice. 2. P.3 – P.6 students were able to write according to the instruction and rubrics. 3. Good students' work was displayed in the Writers' Conference. Students were able to select their favourite writing, not according to their own preference, but to the rubrics. 4. Students were all used to express their feeling spontaneously in their diaries. Teachers showed their appreciation through their responses. There was a lot of interaction between teachers and students in the diaries. 	<p>To ensure students' writing ability, we will review the variety of text types in writing for all levels. We found out that P.1 and P.2 students did not have enough exposure to Shared writing and Guided writing.</p> <p>Although our students were able to express their ideas in the diaries, they were not able to show the accuracy of using the language. In the future, teachers can underline the mistakes and encourage students to make improvement in their writing.</p>
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數學 Mathematics

Part A: Areas of Concern:

A1. Learning Differences (+ Gifted Education)

Strategies	Success Criteria	Achievement	Reflection
Differentiated materials for special needs students, enrichment materials for gifted students in classroom. (e.g. Ws, story books, IQ questions...)	Most students complete material on par with their level, and attempt material higher than their level	Added challenging questions to all quizzes as bonus points	<ul style="list-style-type: none"> -Use TSA questions as the challenging questions of the quizzes -Update TSA Question Bank -Provide MO exercises to gifted students as practices in class in the future -Encourage students to post problems as extra practices for classmates
Group work and collaborative learning.	Group activity guidelines/rubrics provided by teachers	<ul style="list-style-type: none"> -Enhanced students conceptual knowledge -Designed the unit plans: Angles, Metres, Multiplication, Shopping games, Weight, directions, shape 	<ul style="list-style-type: none"> -Supply efficient teaching aids to improve teaching efficiency -Graded Worksheets to cater for Ss' different ability
E-learning: • Planetii • BCA	70% correct	<ul style="list-style-type: none"> -Average usage: 93% Average covered topics: 3/8 	<ul style="list-style-type: none"> -Planetii will support its service via monthly email -Planetii will provide TSA questions
Allow gifted students to work at their own pace.	Gifted students complete unit of study and subsequent assessment earlier, and then moving onto the next level of the same topic or other topic.	The gifted students can work at their own pace with the extra material given by teachers	<ul style="list-style-type: none"> - Students designed creative questions as exercises for classmates - Provide books, magazines etc in classroom -Encourage students to read extra mathematical books to enhance their knowledge -Encourage students to write book reports after reading -Promote students to share mathematical books to schoolmates in morning assembly -Design higher order thinking worksheets for students
Math Genius	70% Ss participate	Students participation rate of 75%	<ul style="list-style-type: none"> -Encourage students to participate in less popular topics

Strategies	Success Criteria	Achievement	Reflection
Math Olympiad (MO)	Teacher train students to join MO competitions MO classes in M.I. lesson Buy training services for M.I. lesson after school	Refer to MO awards record	-Design diagnostic tests to identify talented students to participate in Math Olympiad -Advise teachers to participate in MO trainee programs

A2. Moral & Civic Education

Strategies	Success Criteria	Achievement	Reflection
Incorporate the teaching of moral values into lessons	- About 60% of the lessons can reflect the incorporation of moral education.	Moral values are incorporated in the following topics: -time -money -weight - metric system	Incorporate all-around moral values in lessons
Incorporate moral education into special events, e.g. Math Fair, Assembly, Project	- Teachers teach and model proper behavior during special events; Students learn and imitate proper behavior.	Majority of the students imitated proper behavior in assemblies	Moral values should be incorporated in the projects.

A3. Teaching Effectiveness

Strategies	Success Criteria	Achievement	Reflection
Invite workshop leaders (in-house or from outside) to enhance staff capacity in questioning and assessment techniques.	- All Teachers can incorporate their learning into their lessons and assessment tools.	Organized 6 seminars/workshops for teachers	Keep going
Encourage teachers to attend outside courses	- All teachers attend at least 2 courses.	Teachers attended seminars and workshops, some teachers enrolled in professional programs to enhance teaching efficiency	Keep going
Team planning and Consultant Meeting	- Update all unit plans with consultant's remarks	Consultant revised unit plans and enhanced teaching efficiency Teachers attained clear mathematical concepts	- EDB will give support in two programs: ① Gifted education ② School-based Collaborative Lesson Planning (Problem solving)

Part B: Subject Objectives:

1. Enhance the speed and accuracy in calculation of Numbers dimension. (Develop and encourage thinking when solving problem)
2. Reinforce the properties and terminology of 2-D shapes and 3-D shapes.
3. Apply the concepts of Measurement (along with moral value recognized from it) into our daily life situations

B1

Strategies	Success Criteria	Achievement	Reflection
Daily short quiz	- Ss can get 80% correct within 3 minutes	- previous knowledge consolidated	- Revision on relevant topics - Provide bilingual questions - Append challenging questions into quizzes
Speed competition in hall; Teachers record students' score in class. The outstanding students can represent the class to join the competition.	- Students have more interest in speed calculation and improve in speed and accuracy in score	- improved learning atmosphere - enhanced less-able students confidence	- incorporate speed calculation into math week - provide the audience an answer sheet to participate
Class-activities: Ss work in pairs with time limit	- Under achieved learners can get 80% correct when doing classwork worksheets	- mixed ability grouping - different ability learners can help each other	- keep going
Emphasize self-checking	- Over 80% of the students can pass (get 60%) in each assessment	- students learned to check their own work	- keep going
Inter-group Competition	- All Ss participate and complete the tasks on time	- aroused interest - increased participation in class	- organize inter-group competition to consolidate learnt knowledge

B2

Strategies	Success Criteria	Achievement	Reflection
1. Teachers let students make the 3-D shapes themselves with different materials 2. Teachers should ask students more high order thinking and open-ended questions	- All students can make use of different materials to make 2-D/3-D shapes correctly as required by teachers.	- P.2 and P.5 Ss made 3-D shapes with nets to enhance students' understanding about 3-D shapes - ball and sticks	Keep going

3. Teacher should ask students to recite the formulae for 3-D shapes	- Students can recite the formulae for 3-D shapes.	- magnetic ball and sticks - Ws - self made nets - real life objects	
Teachers provide various opportunities for students to reinforce the vocabulary of the names of 2-D and 3-D shapes.	- Over 80% of the vocabulary can be recognized and spelled correctly - Each student should hand in at least one 2-D / 3-D shapes related work	- Dictation on the terms of 3-D shapes in both Chinese and English (p.2,3,5) - Dictation on the terms of 2-D shapes in both Chinese and English (p.4) - Provided sight work cards to reinforce the vocabularies	Produce bilingual sight work cards to support 3-D shapes teaching

B3

Strategies	Success Criteria	Achievement	Reflection
Students can do projects / classroom activities about measuring things at school and at home. (e.g. Time, Distance, Speed, Money, Perimeter and area)	- 90% students can complete the projects by using the correct units and measuring tools	- students completed measuring activities on math journal successfully - classroom activities: students measured the length and width of some objects - math week	Keep going

常識 General Studies

(1) 校內學科活動 Intra-school subject events/ functions:

eg	日期	活動項目	反思及改進
1	12/2009	一人一花	<ol style="list-style-type: none"> 1. 在整個活動的過程中，能提高他們對園藝方面的興趣，推動他們積極參與香港花卉展覽比賽。 2. 明年可給予學生一份種植紀錄表，以紀錄整個過程及成果，增強他們的觀察力。 3. 可邀請有經驗的小園丁示範種植的技巧。 4. 學生反應熱烈和積極，明年可繼續舉辦。
2	9/12/2009- 12/12/2009	「走進近代史」潮汕 學習之旅 2009	<ol style="list-style-type: none"> 1. 加深他們對中國歷史、傳統文化和藝術、內地教育的認識，而且在分享會中表現出色。 2. 此活動加強了學生的自理能力、與人相處、溝通技巧等。 3. 在專題研習中，學生以分組形式進行資料搜集，大都能搜集有關中國歷史的資料，各班題材多樣化，各組員亦於班上進行匯報，但須於課堂上指導學生匯報的技巧。 4. 有小部分的學生沒有參與此活動，明年老師可多加宣傳此活動的好處，強調此乃學習的一部分。 5. 本活動挑選了一些家長義工幫忙，在整個過程中，他們積極參與，明年應繼續保留。 6. 明年擬舉行一個簡介會，教授處理突發事情的技巧。 7. 建議明年全級五年級繼續參與。
3.	22/4/2010	學術常識問答比賽	<ol style="list-style-type: none"> 1. 全校同學一同參與，優點是能體現社際比賽的氣氛，能強化各社的凝聚力。 2. 比賽題目學科範疇廣泛，能提升學生通識的能力。 3. 本年分為初級組及高級組比賽，题目的深淺與其程度及興趣相配合，增加學生的投入感。 4. 明年可考慮與中文科合作，舉辦時事辯論比賽。 5. 學生反應熱烈和積極，明年可繼續舉辦。
4.	5/2010	高階思維教學(小 五，課題：精明消費)	<ol style="list-style-type: none"> 1. 三名老師分組進行試教，學生反應不俗，可作為明年資優教學的起步。 2. 老師可藉此發掘常識科資優生。
5	30/6/2010	我愛校園活動日	<ol style="list-style-type: none"> 1. 是次的活動的目標明確，學生能分工合作，清潔班房，達到預期的效果。 2. 學生互相檢查班房並加以評分，能增加學生的參與度，並從中作出反思。 3. 明年加入老師的評分，會使比賽結果更公正。

			<p>4. 學生能明白保持課室整潔的方法。</p> <p>5. 明年可與訓輔組合作，上下學期各舉辦一次。</p>
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(2) 校外學科活動及比賽 Inter-school subject events/ competitions

	日期/時段	活動項目 (eg 校際朗誦節)	反思及改進
6	7/11/2009	「認識祖國，認識香港」問答比賽 2009	<p>1. 鼓勵學生參加是次比賽能有助學生更關心國家關心香港，對他們有正面的意義，提升他們關心國家及香港的認知。</p> <p>2. 來年繼續鼓勵學生參與相關的校外比賽或活動。老師要加強推介活動，鼓勵學生多參與。</p>
7	27/3/2010	2010「金龍盃」屯門、元朗區小學常識問答比賽	<p>1. 比賽題目學科範疇廣泛，能提升學生通識的能力，有助刺激他們養成留意時事的習慣。</p> <p>2. 今年只有三名學生參加，明年可多派一些資優生參與。</p>

(3) 教師專業發展及培訓 Staff Development & Training

eg	日期	活動項目	活動內容	反思及改進
8	30/11	參觀風采中學	介紹校本專題研習	<p>1. 老師學會進行專題研習教學的重點，如運作的情況、分組的策略等，作為本校專題研習教學課程的參考。</p> <p>2. 明年可計劃與該校合作，邀請該校的學生當小老師，帶領本校學生進行專題研習小組學習。</p>
9	14/5	講座	國家地理雜誌編輯主講：如何利用課外雜誌作教材	<p>1. 老師可鼓勵學生多閱讀此類雜誌，增廣見聞。</p> <p>2. 老師學會怎樣利用此雜誌作為教材，但未曾實際在課堂中應用此教材。</p>

本年度本校關注項目：

1. 關顧學習差異

整體上，大部分老師曾於小息及課後為能力稍遜的學生作輔導，改善他們的成績，但仍然有部分非華語學生要加以留意。此外，老師能指導學生運用六何法進行剪報課業，並寫出自己的意見及評語，從多角度思考及探討時事新聞，提升他們的高階思維。

另一方面，「走進近代史」潮汕學習之旅 2009 是以分組形式進行，學生按不同能力進行分組，每位學生於組內有不同的角色，能發掘他們的能力及增加他們的責任感，使他們更投入於活動中。在學術常識問答比賽中，題目有分深淺，讓台下的觀眾亦有機會參與，而較難的題目亦富挑戰性，讓學生嘗試。

2. 加強公民及德育教育

早會表現方面，老師都能以不同的形式把德育滲入早會表演，讓學生在課堂以外培養正確的態度及價值觀。

「一人一花」這個活動能提高學生照顧植物的責任感，養成愛護植物的態度。除了愛護自己的盆栽外，他們亦明白愛護社區裡的一草一木的重要。另外，學生亦理解所有的植物都要一段時間才能茁壯成長，不要輕易放棄或破壞它們，藉此培養他們的耐性。

本年小五學生於 9/12 至 12/12 期間，參加「走進近代史」潮汕學習之旅 2009，除了加深他們對中國歷史、傳統文化和藝術，更重要的是提高了他們的國民身分認同。

從我愛校園活動日中可見，學生積極清潔班房，各自負責不同的崗位，以培養他們分工合作的精神。除此之外，學生能明白愛護校園的重要，繼而推及至自己的家、甚至社區，並反思日常行為所帶來的影響，從而培養他們愛護校園的態度及公德心。

3. 提升教學效果

於同級共備的時段中，各級老師與學校顧問商討有關課題的高階思維問題，並於單元計劃中列出具思考性、開放性之提問，提升教學技巧。於教師發展日中，又為老師安排了資優教學的工作坊，老師學會設計含資優元素的課堂，包括提問技巧、活動設計等，只是起步的階段，未能廣泛應用。

在小五高階思維試教中，老師嘗試把資優元素滲入課堂中，無論是課堂設計或提問技巧上均有所提升，對日後的教學有所幫助。

本學年，全體常識科老師到了風采中學作交流，討論專題研習教學的技巧。老師學會進行專題研習教學的重點，如運作的情況、分組的策略等，作為本校專題研習教學課程的參考。

科學 Science

(1) 校內學科活動 Intra-school subject events/ functions:

	日期	活動項目	Reflection
1	24-25/6/10	Science and Technology Fair	<ul style="list-style-type: none"> ◇ All students took part in making their own models. They were not just the participants but also creators. They had much more responsibilities and involvement than last year. For the less able ones, they also had chances to contribute to Science Fair. There were competitions in some levels. This helped motivate students to make better models. ◇ It was also a good chance to enhance atmosphere of Science at school because students could understand Science concept by hands-on learning. They also learnt to cooperate with one another by making the models in groups. ◇ The Fair also provided the higher level helpers with opportunities to learn how to teach and help lower level students. It also cultivated a caring environment at school. ◇ The materials / plans suggested by the publisher this year helped ease teachers' workload and pressure. ◇ It was good that some level urged students to use waste materials to make the models. More moral values are suggested to add to the Fair next year. ◇ More prior research or follow-up activities should be introduced next year.

(2) 校外學科活動及比賽 Inter-school subject events/ competitions

	日期/時段	活動項目	Reflection
1	7/11	Building Asia Brick by Brick 2009	<ul style="list-style-type: none"> ◇ It was the first year that we participated in this competition. Both teachers and students gained experience in taking part in the competition. It was also the starting point for our school to join competitions in the future. ◇ However, this competition was just for higher level students. There were very few competitions for lower class levels. ◇ We should join more competitions next year.
2	26/7	科學創意資優營	<ul style="list-style-type: none"> ◇ It was the first year that we joined this kind of camp which fit our school concern – gifted education. The camp helped equip the gifted students with Science theories, concepts and unleash their creativity. ◇ However, the number of students who participated in this camp was very small (due to the quota). It is hoped that more gifted students will have the chance to participate next year.

(3) 教師專業發展及培訓 Staff Development & Training

	日期	活動項目	Reflection
1	27/11	School Visit (Chuen Yuen Second Primary School) - Lego demonstration	<ul style="list-style-type: none"> ✧ It was good that Science teachers had opportunities to observe and learn from teachers in other schools. ✧ However, this should not be limited to Lego demonstration. Teachers should have more chances to observe other kinds of lessons.
2	12/5	Lego Workshop- Lego demonstration (P6 Sci teachers)	<ul style="list-style-type: none"> ✧ This helped Science teachers fully utilize the Lego. ✧ More in-house training (other than Lego) is suggested for Science teachers.
3	14/5	Talk on how to use the magazine to teach Science by Editor from National Geographic Magazine	<ul style="list-style-type: none"> ✧ Teachers can have more resources so that students can acquire the Science knowledge by self-learning. ✧ Apart from the talk provided by National Geographic, we can have other kinds of in-house seminars to further strengthen teachers' teaching skills.

Areas of Concern:

1. Learner Differences (Gifted Education)

- Some students joined “Brick by Brick” and Science camp this year. These activities are good for training gifted students. After setting up the talent pool, we can let more gifted students join different kinds of activities. This helps equip the gifted students with Science theories, concepts and unleash their creativity. We will select more suitable competitions and activities for gifted students next year.

2. Moral and Civic Education

- Teachers incorporated the moral values in regular lessons. Current affairs were discussed with students to promote love to the world. Students also learnt how to cooperate with others during experiments. They took good care of the school resources as well.
- In Science Fair, all students learnt how to co-operate with one another by making models in groups. They learnt to love the environment because they could make good use of waste materials to make models. P6 students also learnt how to teach and take good care of the lower level students. More moral values are suggested to add to the Fair next year.
- Invention about science, technology and society was implemented in our curriculum. Students needed to design some products for life betterment, e.g. energy saving home. This promoted the concepts of environmental protection.

3. Teaching Effectiveness

- It is planned that school-based Science booklets will be used next year. This can serve as a good start for reorganizing teaching materials.
- Teachers' teaching effectiveness can be reinforced through workshops and talks. More suitable training and seminars will be organised next year.
- Experiments are important in teaching science. As the experimental instruments are limited, we will buy suitable instruments when necessary.

音樂 Music

(1) 校內學科活動 Intra-school subject events/ functions:

eg	日期	活動項目	反思
1	7/9, 11/9	Wind Band Introduction concert	To form our school Wind band, a Wind Band introduction concert was held to invite more students into the winds and strings instrumental classes. It could increase Wind Band members' performance experience as well.
2	16/12	Chinese orchestra performance from HKIED	This concert was able to achieve our subject concern. It could help students to understand more Chinese instruments, appreciate Chinese music and promote their national identity.
3	22/12	Christmas Celebration	It increased the X'mas atmosphere in school. Students learnt three new X'mas carols, understood more about the festival and respect different religious festival. Next year in order to arouse the festive mood, the Wind Band can choose songs that students are more familiar with. And more expressions are needed when choir members sing the carols.
4	19/3	Sports Day	It was a good experience for our school Wind Band to perform in a marching band style. It increased students' sense of belonging and performance experience.
5	2/6	Hong Kong Chinese Orchestra	HKCO is the only professional, full-sized Chinese orchestra with 85 musicians in Hong Kong. Students made use of this opportunity to understand more about Chinese music, Chinese culture and promote their national identity. However, communications with HKCO should be improved.
6	4/6, 7/6	Arts Education (Music) year-end performance	It was a good chance for students to share and perform their whole-year achievement.
7	28-29/6	WF Singing Contest 和富 Sing 聲星歌唱比賽	It increased music atmosphere in school. All students enjoyed watching and many took the initiative to join the contest. Some competitors were quite serious about the contest as they practised a lot during recess time and CT lesson. Next year 3 periods should be arranged for this function instead of 2. Also, we should separate the individual and group competition.
8	3/7	2009-2010 P6 Graduation	It was again a good chance for our school Wind Band to get more performance experience, increase their sense of belonging and brush up their skills. However, 5/F balcony is not a good venue for performance.

(2) 校外學科活動及比賽 Inter-school subject events/ competitions:

	日期/ 時段	活動項目 (eg 校際朗誦節)	備註 /反思 (eg 參加總人數/級別/比賽結果等資料)
9	21/11	Hong Kong Youth Music Interflows – Symphonic Band Contest (Primary Schools Intermediate Class : Silver Award – 29 Ss)	It was the 2 nd time to join Music Interflows Competition. The Wind Band members could gain a lot of knowledge and insight by watching other schools' performance.
10	1/12	《戰·樂-中樂篇》專題講座 (119 P.6 students)	It would be better if the class teachers attended the seminar with their students as they were more familiarized with the students.
11	6/12	中國民歌歌唱比賽 (20 students)	The competition helped students to experience singing Chinese folk songs and extended their repertoires in Chinese music.
12	6/2	2010 年校際音樂節預賽音樂會 (39 students)	The concert provided an opportunity for students to perform their songs before the competition. Students could take the adjudicator's advice to improve their performance in the coming competition of the school music festival.
13	20/3	62 nd Hong Kong Schools Music Festival – Primary School Choir (Senior Class in Kowloon and New Territories - 45 students)	Students could gain more insights and experience in singing. However, they could achieve more if there were more time for training. Next year, we can try to enhance and strengthen their foundation in singing, especially in terms of breathing, musical expression and volume.
14	22/3	62 nd Hong Kong Schools Music Festival – School Band (age 13 or under –34 students)	It was the first time for the school Wind Band to join the music festival. It could improve the confidence of students after competing with so many strong teams.
15	17/4	Hong Kong Disney Magic Music Day 香港迪士尼樂園《奇妙音樂日》: 30 Ss	It was a memorable experience to perform in HK Disneyland. Students enjoyed themselves very much.
16	25/4	Rotaract District Service- Fullfill with Food and Love 扶輪恩澤結糧緣-同樂日(30 Ss)	This was a fabulous experience for students to contribute to the district charity events. Students could also strengthen their confidence as they got experience to perform in front of the public. However, the performance could achieve better result if the audio setting had been better.

17	11/5	Hong Kong Handbell Festival 2010 – Mass Ring Showcase and 5 th School Handbell Competition Winners Concert (16 Ss)	It was the Handchime Ensemble's first year in our school. The event broadened students' view and experiences.
18	26/5	Care and concern concert - Caritas Hong Kong: Services for the Elderly (Tin Chak) (33 students)	In order to nurture the zeal of active participation in community service, our school Wind Band was arranged to perform in an elderly centre. Students could convey their love and care to the elderly through music. The elderly had a good time and appreciated the performance.
19	31/5	Cantonese opera appreciation 音樂欣賞 - 戲棚粵劇齊齊賞 (13 students)	It was an unforgettable experience for P6. They did not only watch a famous Cantonese opera, but also tried to wear make-up and costumes, and learnt special steps and took part in the Cantonese opera. In the future, we should arrange more workshops / concerts which are related to Chinese music culture for students.
20	18/6	Wofoo 30 th anniversary dinner performance (15 students)	The Handchime Ensemble's cooperation, confidence and skills were improved in this performance.

(3) 教師專業發展及培訓 Staff Development & Training

eg	日期	活動項目	活動內容	備註 / 反思
21	21-23/5	Guangzhou exchange trip for Hong Kong Music Teachers	Music teachers discussed and shared their teaching experiences and views about music education policy in China and Hong Kong.	Miss Stephanie Leung: We had lesson observations of choir practice in a primary school and a secondary school. This trip provided a good chance for music teachers from different schools to share their teaching experiences in music lessons and school choir training.

22	21/6	Design of Integrated Music Activities in the Primary Music Curriculum (New)	To enhance participants' understanding of curriculum development, the values in music education and the design of integrated music activities for the support of learning and teaching of Music in primary schools	Miss Janice Li: It could refresh my views and ideas about the music curriculum.
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Reflection on 3 Areas of School Concern :

1.	<p><u>Learner Differences (+ Gifted Education)</u></p> <ul style="list-style-type: none"> - The WF Singing Contest allowed teachers to discover students' potential in singing. It was a good and appropriate challenge for students. In addition, their confidence could be enhanced. - Some students were chosen as "little music teachers" to help teaching or tutoring those relatively weak students in music. It enhanced students' communication skills and problem-solving skills.
2	<p><u>Moral and Civic Education</u></p> <ul style="list-style-type: none"> - The learning of Chinese music and National Anthem helped to promote students' national identity. - Students learnt to appreciate and respect one another in competitions, performance and in-class presentation. - Students' performance in the community provided opportunities to serve and learn more about their neighborhood.
3.	<p><u>Teaching Effectiveness</u></p> <ul style="list-style-type: none"> - Teachers did sharing during subject meetings after attending workshops and seminars. It could input new ideas and help to set new plans and strategies for the next academic year. - Teachers did team planning to improve teaching techniques. - Peer observation could enhance teachers' professionalism.

體育 Physical Education

A Areas of Concern:

A1. Learning differences (Gifted Education)

Strategies	Time Scale	Success Criteria	Achievement	Reflection
Various teaching strategies were used during the PE lessons, e.g. grouping of students according to ability	Throughout the year	Over 80% of students show improvement in mastering the PE skills based on their ability level	different groupings to cater for individual learning differences: P1 Rope skipping P2 Fwd roll P3 Floor exercise P4 Hurdling basic skill P5 Vaulting P6 Hurdling (advance)	Students could learn better at their own pace
Building up sports talent pool	Throughout the year	Potential students are selected for different school teams according to their talent, and take part in inter-school competitions	43 students have been selected into PE talent pool	

A2. Moral and Civic Education

Strategies	Time scale	Success Criteria	Achievement	Reflection
Teaching content (Sports knowledge and manners)	Throughout the year	Nearly all students are able to show their proper attitude in PE lessons	1. Sportsmanship was embedded in PE activities during the PE lessons. 2. EAG was held this year to provide more exposure for SS to experience sportsmanship.	As students are able to behave themselves outside school, more relevant activities can be arranged.

			<ul style="list-style-type: none"> a. Torch Relay: develop students' sense of belonging b. As a spectator to watch EAG events: reflect students' good discipline 	
Manage and treasure sports tools effectively	Throughout the year	Over 90% of students are able to put the sports tools in place	<ul style="list-style-type: none"> 1. PE leaders of each class were selected to collect equipment after use in the PE lessons. 2. 18 Student Ambassadors were trained to return PE equipment after use during recess time, and maintain the discipline of students in rope-skipping zone 	<p>90% cannot be achieved.</p> <p>We will train the PE leaders and select different students each year.</p>

A3. Teaching Effectiveness

Strategies	Time scale	Success Criteria	Achievement	Reflection
Team planning to design lesson plans for each level	Throughout the year	Students with different ability can enjoy the learning process in the lesson.	Teachers were able to discuss and share their teaching experience and strategies.	As team planning was found useful, it should be continued next year.
Teachers keep abreast with the latest information by attending workshops, seminars etc.	Throughout the year especially during the summer holiday	Teachers attend at least 2 workshops, seminars annually	9 workshops and courses were attended.	Teachers should keep attending outside workshops and seminars to further develop their teaching skills.

B. Subject Goal Setting for 2009-2010

1.Promote Hong Kong 2009 East Asian Game

B1.To enhance students' understanding in sports and participation of East Asian Games through various sports, literature and art, and civic education activities.

Strategies	Time Scale	Success Criteria	Achievement	Reflection
EAG Promotion - EAG display board - One month counting down - Slogan design competition - EAG exercise at morning assembly - Colouring Competition - Visit of Hong Kong Sports Teams Members to our school	1 st semester	All students know the sports and love the EAG.	Held in November and were able to hold all activities to increase students' knowledge and love for sports.	All activities went smoothly and all students had a great time. More similar activities should be organized.
東亞運動會-火炬傳送暨啟動禮 (House League Activity)	On 5th November, 2009	The majority of students could taste the excitement of sport competitions and showed team spirit during the activities.		

視藝 Visual Arts

(1) Intra-school subject events/ functions:

	日期	活動項目	Reflection
1	21/9- 2/10	09-10 校內中秋花燈 親子設計比賽 09-10 Lantern Design Competition	<ul style="list-style-type: none"> ➤ More than 100 artworks were submitted by Ss and their parents. ➤ It was a good parent-child activity. ➤ The judging process of each entry can be improved. Taking pictures of Ss information and their works makes adjudication easier and can save time.
2	24/6-25/6	09-10 “My Invention Flying Game” competition (VA + Sci) operated by L.A.T. Group (50 Little Art Teachers)	<ul style="list-style-type: none"> ➤ This was the first year of the Art Fair. 50 little art teachers took charge of the whole program. All Ss took part in creating their own planes this year. ➤ It would be better if it was held in the hall. In the covered playground, the noise level was high and the columns, ceiling, and the fan distracted the path of the planes. ➤ To better equip Ss with knowledge and skills related to the topics of the Art Fair, all the VA teachers can introduce the topics in the VA lessons beforehand.
3	2010-11	MI: School Designers +Art Club	<ul style="list-style-type: none"> ➤ Under the guidance of VA teachers, Ss helped decorate the school campus for the following events: <ul style="list-style-type: none"> ■ 2009 Halloween ■ 2009 East Asian Games ■ 2010 Chinese Lunar New Year ■ 2010 Easter

(2) Inter-school subject events/ competitions

	日期/時段	活動項目	備註
1.	3/2010	第十一屆溢美雛鷹杯全國青少年書畫比賽	As many students have been taking Chinese painting classes and have talent in this area, we will continue to run Chinese painting classes after school.
2.	6/2010	港燈電動車扮靚大賽(車身設計及標語)	Since protecting our earth is one of the most popular and urgent issues, we will encourage Ss to enter more contests.
3.	3/2010	國際文化交流(香港)之 2009-2010 繪畫比賽	We can join more competitions next year.
4.	3/2010	十字牌牛奶牛奶盒創作及填色比賽	
5.		摘星成長之講德公比畫功: 德育及公民教育繪畫比賽	

(3) 科組事務工作總結 Subject Based events

	進行時段	活動項目	活動詳情
1.	August	Floor Indicator	G/F – 7/F
2.	Mid-Oct to Late Nov	East Asian Games Decoration	Decorated covered playground
1.	Mid-Oct to end of Nov	Thanksgiving Decoration	<ul style="list-style-type: none"> ➢ Decorated G/F, 1/F, 4/F and Hall ➢ Board display
2.	3 rd week of Oct to end of Oct	Halloween Decoration	Decorated G/F, 1/F, 4/F and Hall
3.	Dec	Christmas and New Year Decoration	<ul style="list-style-type: none"> ➢ Decorated G/F, 1/F, 4/F, and Hall ➢ Exterior light decoration
4.	Feb	Chinese New Year	<ul style="list-style-type: none"> ➢ Paper Lantern Decoration (G/F) ➢ Giant Auspicious Spring Couplet ➢ Exterior light decoration
5.	March	Easter Decoration	➢ All students decorated the garden

			➤ Little Art Teachers created a 2D giant Easter egg
6.	May	Board decoration	For school displays from G/F to 6/F
7.	May to June	Art Room Decoration	Mural Painting designed and painted by both teachers and students
8.	Mid-June to early July	P6 Graduation Ceremony	➤ P6 students created 2 artworks with recycled materials ➤ Board display
9.	June	Singing Contest	Hall decoration
10.	June 24-25	Art Fair	VA + Science Game “My invention Flying Game” operated by Little Art Teacher Group

Areas of Concern:

1. Learner Differences (Gifted Education)

VA teachers added more group projects of different art types in this year. Based on the various abilities of the Ss, teachers distributed different tasks to Ss with different instructions and expectations. Ss were able to develop their potentials in areas they had interests and talent, which helped enhance their self-esteem. In addition, Ss had more opportunities to develop and express their creativity in the lessons.

2. Moral and Civic Education

VA teachers included various good values in the VA lessons, for instance, the model of our school in Tin Shui Wai promoted the image of joy and love of our community. The P.5 igloo and P.3 robots made of recycled materials increased Ss' awareness in global warming. Ss therefore learnt to love and protect our environment. The 'Fly High' installation art and 'My Future Job' expressed the dreams of the P.6 and P.5 Ss.

3. Teaching Effectiveness

- More display boards were placed in all floors to present Ss' artwork. This motivated Ss to do better and enhanced their ability in art appreciation.
- Little VA teachers in each class helped Ss who had problems in accomplishing what teachers had assigned. This built up Ss' leadership, communication and problem-solving skills.
- Little VA teachers took part in running the Art Fair, which further increased Ss' interest in Visual Art and leadership.

資訊科技 Information Technology

(1) 校內學科活動 Intra-school subject events/ functions:

eg	日期	活動項目	反思
1	24-25/6/10	Science and Technology Fair	同學能於此活動親身體驗新科技帶來生活上的改變。同學們均積極和有秩序參與是次活動。

(2) 校外學科活動及比賽 Inter-school subject events/ competitions:

	日期/時段	活動項目	反思
1	29/6/2010	伯裘書院校園電視台學生工作坊	16 位四、五年級的學生參與是次工作坊。同學們表現雀躍並積極發問問題和表達意見。相信同學們對於如何營運一間校園電視台的認知增進了不少。

(3) 科組事務工作總結 Subject Based events:

	時段	活動項目	活動詳情	反思
1	8/2009	增添 28 部教師手提電腦	替換 28 部舊電腦，提升電腦效能。	老師能更迅速地製作教材
2	9/2009	添置 10 部電腦到 MMLC	更換 10 部已損壞的舊電腦，達致 32 部電腦供每位學生一人一機使用。	
3	9/2009	建立學生、老師 Websams、BCA、內聯網等戶口	成功建立各種戶口。	要更有系統地管理各戶口的密碼
4	10/2009	增添 5 部手提電腦予學校顧問	增添 5 部手提電腦予學校顧問。	

5	1/2010	印製第一學期學生成績表	印製第一學期學生成績表。	
6	2/2010	為各課室和特別室增添教師電腦	為 30 個課室、6 個特別室、圖書館、校務處、伺服器室等增添教師電腦，總數量為 45 部。	能方便老師教學時使用 IT
7	3/2010	成立校園電視台	成立校園電視台，提供機會予學生參與小主持、小演員、幕後拍攝製作的機會。 電視台亦同時擴充同學表演和教師演說的場所至 1/F 平台和地下雨天操場。於學校大型活動中作現場錄影和實時直播。	能發揮同學所長和潛質；能有效率地宣佈事項和推廣活動
8	6/2010	印製第二學期學生成績表	印製第二學期學生成績表。	印製成績表程序繁多，也牽涉不同工作組別，故各老師的合作、準時，和監督是非常重要的；建議來年於限期後多提醒尚未輸入資料的老師
9	9/2010	新學校網頁		能讓各持份者更了解學校的情況
10	9/2010	八達通拍卡系統	2010/2011 學年使用八達通拍卡系統，屆時同學可拍卡點名和交學校費用。老師也可使用八達通進出教員室。	能大大減少教師的行政工作，以及提升保安效能。
11	9/2010	更換電腦	更換老師手提電腦 16 部和電腦室電腦 73 部，合共 89 部。	能提升教師在預備教材、工作紙等的效率
12	9/2010	下年聘用新電腦技術員 TSS 服務	2010/2011 學年電腦技術員 TSS 服務招標。	

(4)教師專業發展及培訓 Staff Development & Training:

eg	日期	活動項目	活動內容	反思
1	8/6/2010	參觀伯裘書院	參觀伯裘書院校園電視台	非常實用－4名老師和1名電腦技術員參觀伯裘書院校園電視台，獲益良多，能加深了解如何營運校園電視台和須注意的事項。

關注事項：反思 Reflection:

1. 個別差異 (資優教育)

整體上，老師均有照顧個別能力上有差異的同學，例如在每一班學生挑選 IT 小老師，於課堂協助能力稍遜的同學。此策略成效顯著，不但能解決老師應接不暇的問題，也能提升同學解難的能力、解說能力和溝通能力。

再者，部份老師會安排進階練習予快速完成習作的同學，以盡展同學的潛能。最後，電腦室亦於小息時段開放，每逢小息，很多同學均積極使用電腦室進行網上閱讀等活動。

2. 品德及公民教育

據老師觀察所得，本年度同學比往年更愛護學校電腦設備，器材損壞率大幅下降，惟 MMLC 內的耳筒損壞情況需要關注。再者，同學於學期初已簽訂行動約章，承諾盡自己本份，做個負責任的網絡公民。

3. 教學成效

老師們於教授新課題前均會與同級老師商討具體教學內容、注意事項等，惟這方面仍有改善空間。期望來年將更有規律、有系統地進行同儕備課。另外，於同儕觀課後，希望各位科任老師不要只給予正面評價。

圖書課 Library

(1) 校內學科活動 Intra-school subject events/ functions:

eg	日期	活動項目	反思及改進
1.	19/10-9/11	參加由香港公共圖書館舉辦的兒童及青少年閱讀計劃	把校內及公共圖書館的閱讀計劃合併，不單可以善用資源，更可以培養學生的閱讀習慣
2.	9/2-12/2	到圖書館借指定類別圖書(300,500,900)，可獲得小禮物一份。	鼓勵學生多閱讀不同種類的圖書，使他們的知識更廣博

(2) 校外學科活動及比賽 Inter-school subject events/ competitions:

	日期/時段	活動項目 (eg 校際朗誦節)	備註 (eg 參加總人數/級別/比賽結果等)	反思及改進
3.	10/12	香港公共圖書館 12 月份換領禮物活動： 到天水圍、元朗及屯門公共圖書館借書或交 閱讀報告，可獲小禮物一份。	張貼宣傳海報在 1 至 6 樓 參加年級：一至六年級	活動能鼓勵學生多善用社區資源，多參予與閱讀 有關的活動，養成積極而良好的閱讀習慣
4.	15/12	香港公共圖書館 12 月至 2 月「每月之星」	參加總人數：(P.1-6) 12 月—563 人 1 月至 2 月—154 人	效果理想，明年會繼續參加
5.	23/4/01	參加第六屆新雅全港小學生閱讀報告寫作 比賽	參加人數：618 人 組別： ● P.1-3 閱讀快車組 ● P.4-6 中文閱讀報告組 比賽結果： 獲得最踴躍參與學校獎	學生積極參與，明年會繼續參加
6.	26/05	參加新地會「家中的愛與笑大募集」比賽	參加總人數：523 人 (P.1-6)	作品水準很高，明年會繼續參加

7.	23/4-4/6	小母牛「開卷助人」計劃 Read to Feed	捐款人數:49 人(P.1-6) 捐款總額:\$11,320	明年會再考慮舉辦其他活動配合世界閱讀日
8.	1/10-7/7	每日一篇	每月最高分數的學生會於早會 由校長頒發獎狀,全年共有 717 位學生得獎。	由於頒獎次數較多,所以明年會提高要求,並會 與英文科合辦,只會頒證書給連續 3 個月最高分 數的學生

(3)科組事務工作總結 Subject Based events:

	進行時段	活動項目	活動詳情	反思及改進	備註
9.	11/12	640 本新書上架	供學生在聖誕節假期前借閱		09 年 7 月書展購買
10.	1/2	1173 本新書上架	供學生在農曆年假假期前借閱		09 年 7 月書展購買
11.	6/2	家長日書展	參展商: 1. 新雅(圖書) 營業額\$27,200,回贈 金額為\$2,176.00 2. 創新(學習電腦軟件) 營業額\$ 28,952.00, 回贈金額為\$2,316.16		回贈形式:\$50 書券,待學期尾作獎品 送給學生。
12.	6/7	家長日書展 Parents' Day Book Fair	參展商: 1. 小樹苗教育出版社 2. 南亞圖書出版有限公司 3. Stanford House	每年舉辦的家長日書展都會 邀請不同的出版社參加,務求 為學生和家長提供更多元化 的選擇。	出版社會以書券或贈書形式回贈。

總結:

- 個別差異(資優教育)

大多數學生均能借閱指定的數量，惟閱讀習慣的培養不應只靠數量去衡量。除把閱讀養成習慣外，學生還應拓闊閱讀的層面，吸收多方面的知識，所以圖書館舉辦的活動，例如家長日書展及閱讀指定種類的圖書等，目的是鼓勵學生多借閱不同種類的圖書。

- 品德及公民教育

本年度，圖書館集中於改善借書的流程和提升學生愛護圖書和公物的意識，在圖書館及 MMLC 的四週張貼溫馨提示，提醒學生要有公德心和愛護公物。學生有很明顯的改進，借用 MMLC 的電腦時，學生都能有秩序地進行，並且能好好地愛惜圖書。

圖書館主任加強了圖書館風紀的培訓，無論在紀律及提供讀者服務等方面，都有嚴緊的要求，整體的服務質素及責任感都得到很大的提升，圖書館風紀必須用心為同學服務，讓他們明白為人服務是品德培養很重要的一環。

此外，我們要讓學生明白閱讀不單可以改變命運，還可以助人，在 4 月 23 日世界閱讀日展開小母牛籌款計劃，鼓勵同學閱讀、培養愛心，同時幫助國內農戶擺脫貧窮，希望學生學會關愛身邊有需要的人。

- 促進教學成效

學習不單只出現在課堂，學生也可透過閱讀自學，所以今年的閱讀目標設立在 40 本或以上。學生可以因應自己的能力去閱讀圖書，可以定出更高的閱讀目標，以鞏固學習。

另外，圖書館採購圖書以中英兼備，種類繁多為主。因為圖書館的重要職責是支援教與學，學生在課堂學到的知識，也必須以課外閱讀去增潤，所以圖書館為他們購買很多德育、社會習俗、音樂和美術等圖書，為老師和學生提供足夠的參考資料。

今年在圖書課程的內容中，加了撰寫閱讀報告及參加寫作閱讀報告的比賽，目的是希望學生可學以致用，而優秀的作品更有機會獲獎，大大增加他們撰寫閱讀報告的學習動機。

Teachers' professional development programmes and activities

Date	Activity	Organiser/Speaker	Remarks
16/10/09	1 st Staff Development Day	Chinese, English, Math, G.S. and Sci. Consultants; Mandy Tsang – EDB Gifted Ed. Section	on Gifted Education
18/10/09	Putonghua Speech Training	Chinese Consultant	for Chinese teachers (choral / solo-verse speaking skills)
30/10/09	Visit to Elegantia College	G.S. Consultant	for G.S. teachers (project-learning)
23/11/09	Visit to CCC Chuen Yuen Primary School	Sci. Consultant	for Science teachers (lesson observation)
5/3/10	Yuen Long District Teachers' Development Day	Association of Yuen Long District Primary School Principals	20 teachers of different subjects attended
16/3/10	School-based Collaborative Lesson Planning	Math Consultant	for Math teachers
18/3/10	2 nd Staff Development Day	Principal	<ul style="list-style-type: none"> • visit to Ying Wa Pri. Sch. • workshop on Crisis Management
17-24/4/10	Teacher Professional Development on caring for SEN	EDB	1½-day training course on ADHD
4/5/10	PE Curriculum Leadership	EDB	for PE teachers
12/5/10	Workshop on Lego demonstration	Lego	for Sci teachers
14/5/10	A talk on how to use magazines to teach science	Editor from National Geographic Magazine	for Sci and GS teachers
21-23/5	Guangzhou exchange trip of Hong Kong Music Teachers	Cadenza House	for Music teachers
8/6/10	Visit to Pak Kau College – Campus TV	IT Co-ordinator	for IT teachers
12/6/10	PE School-based Assessment	EDB	for PE teachers

21/6/10	Design of Integrated Music Activities in the Primary Music Curriculum (New)	EDB	for Music teachers
3/7,10/7	Athletic Coach Training Course	H.K. Schools Federation Y.L. Pri. Sch. Committee	for PE teachers
7/7/10	Experience Sharing on School-based Collaborative Lesson Planning (Math)	EDB & (SBCDP) PLK 陳守仁小學	for all Math Teachers
8/7/10	Experience Sharing on School-based Collaborative Lesson Planning (Math)	EDB & (SBCDP) 循道小學	for Math teachers and Librarian
12/7/10	School-based Collaborative Lesson Planning (Math)	EDB Denise Chan YF (SBCDP)	for all Math teachers
16-20/7/10	First Aid Certificate Course	HK St. John Ambulance	21 staff
22/7, 23/7	Summer School for PE Teachers 2010	EDB	for PE teachers
27/8/10	School-based Teacher Training Workshop on Effectiveness of setting writing paper	English for Asia	for English teachers
	3 rd Staff Development Day	Principal	
+ weekly collaborative lesson planning led by subject consultants; + peer lesson observation			
+ individual teachers released to attend outside courses, seminars, workshops, conferences			
+ G.S. collaborative lesson planning (on Gifted Education) led by Mandy Tsang –EDB Gifted Education Section			

學生表現

Mathematics

Contests	Name	Class	Awards
2010 港澳數學奧林匹克公開賽《港澳盃》個人賽	Chan Yi Ting	3D	銀獎
	Yiu Hon Cheung	6A	銀獎
	Kan Hei Ting	6D	銀獎
	Pang Yat Long	6D	銀獎
《華夏盃》全國中小學數學奧林匹克邀請賽 2010 (香港賽區) 初賽	Ma Pak Hei	4A	一等獎
	Yu Man Kit Alvin	4A	三等獎
	Chan Lok Sun	4D	一等獎
	Tsang Wan Ho	4E	三等獎
	Yau Chung Hin	5A	二等獎
	Yiu Hon Cheung	6A	三等獎
	Kan Hei Ting	6D	二等獎
	Pang Yat Long	6D	三等獎
	Fu Choi Yan	6E	一等獎
	Siu Yiu Ching	6E	二等獎
第十七屆香港小學數學奧林匹克比賽	Yau Chung Hin	5A	銅
「第六屆香港小學數學創意解難比賽」初賽	Chiu Lok Pui	6A	銀
	Tsui Yi Hang	6B	銀
	Fu Choi Yan	6E	銀
	Siu Yiu Ching	6E	銀
鄧兆棠中學 2010 校友小學數學競技邀請賽	But Cheuk Yun	5A	三等獎
	Cheung Chi Kiu	5C	三等獎
2010 年香港珠心算暨數學精英盃邀請賽	Leung Chin Long	1B	三等獎

English

Contests	Awards	
61st Hong Kong Schools Speech Festival – Choral Speaking (P1-P3 Boys)	1st runner-up	
61st Hong Kong Schools Speech Festival – Choral Speaking (P4-P5 Girls)	1st runner-up	
Contests	Awards	
61st Hong Kong Schools Speech Festival – Solo Verse		
Name	Class	Awards
Fung Kwun Kei	1A	2nd runner-up
Ng Rachel	1B	1st runner-up
Shiu Lok Yiu	1B	1st runner-up
Yuen Wing Yan	1E	2nd runner-up
Chui Leonie Chung Hay	2A	2nd runner-up
Lam Rachel Tung	2A	2nd runner-up
Mok Kiu	2A	2nd runner-up
Wong Yik Hei	2A	1st runner-up
Shum Calvin Jun Yin	2B	Champion
Yeung Hin Suet	3A	1st runner-up
Ng Hok Yee	3B	Champion
To Cheuk Yan	3B	2nd runner-up
Wong Adele	3B	2nd runner-up

Koo Osmond	3C	2nd runner-up
Lam Tsz Yiu	3C	1st runner-up
Chu Bo Kiu	4A	1st runner-up
Li Brina Yuan Yee	4B	1st runner-up
Sin Hui Ching Rachel	4B	2nd runner-up
Chan Sze Shu	4C	1st runner-up
Chung Hoi Hau	4E	Champion
Lau Sze Ching Tanya	4E	Champion
Leung Cheuk Ying	4E	2nd runner-up
Tsang Wan Ho	4E	1st runner-up
Tang Katrina H	5C	2nd runner-up
Lam Agnes	5D	1st runner-up
Wu Hang Yi	5D	1st runner-up
Chui Vanessa Chung Ching	5E	1st runner-up
Leong Tsz Ching	5E	1st runner-up
Yip Willis	5E	1st runner-up
Chan Hoi Tung	6B	1st runner-up
Au Long Tung	6C	1st runner-up
Tang Ashley Lok Yan	6C	1st runner-up
Ngai Kar Long	6E	Champion

Contests	Awards
Hong Kong School Drama Festival 2009 - 2010	Commendable Overall Performance Outstanding Effect

Contests		
2009 Yuen Long District C & Y English Speech Competition		
Name	Class	Awards
Chung Hoi Hau	4E	Gold
Leung Cheuk Ying	4E	Bronze
Brar Harshdeep Singh	5E	Bronze
Chung Boris Wai Luen	5E	Silver
Leong Tsz Ching	5E	Bronze

Chinese

Contests	Name	Class	Awards
第六十一屆香港學校朗誦節普通話獨誦	鄧詠桐	1C	冠軍
	戴卓雯	2B	季軍
	楊顯雲	3A	亞軍
	劉朗軒	3D	季軍
	鄧逸齊	3D	季軍
	洗栩晴	4B	季軍
	陳思好	4C	季軍
	鍾鎧后	4E	冠軍
	梁君兒	5B	亞軍
	馬正翹	5B	季軍
	曾瑰殷	5B	季軍
	劉志銳	5C	亞軍
	林均蔓	5D	季軍
	鍾偉鑾	5E	季軍
	李臻婷	6D	季軍
	蕭堯靚	6E	季軍
第六十一屆香港學校朗誦節粵語獨誦	鄧光桓	1B	冠軍
	范洛誠	1E	季軍



Music

Contests	Name	Class	Awards
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Eight	Tsang Wan Ho	4E	Champion
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Six	Leung Chin Hang	5A	1st runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Five	Ma Ching Kiu Brian	5B	1st runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Five	Siu Yiu Ching	6E	Champion
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Four	Lee Pui Yung Anna	3A	1st runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Four	Chan Sze Shu	4C	2nd runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Three	Yeung Hiu Ching	2A	1st runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Two	Chow Lok Yin	2E	1st runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade Two	Chow Lok Yin	2E	1st runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade One	Ng Kosmo Tin Nang	2B	2nd runner-up
62nd Hong Kong Schools Music Festival - Graded Piano Solo Grade One	Tang Yat Chai	3D	2nd runner-up
62nd Hong Kong Schools Music Festival - Piano Sub - Chinese Composers - Intermediate	Tsang Wan Ho	4E	Champion
62nd Hong Kong Schools Music Festival - Violin Solo Grade Three	Liao Man Kit	4C	2nd runner-up
62nd Hong Kong Schools Music Festival - French Horn Solo Primary School - Senior	Lee Kin Tat Alfred	6E	Champion
2009 Hong Kong Youth Music Interflows - Symphonic Band Contest			Silver

Visual Arts

Contests	Name	Class	Awards
第七屆“墨彩杯”全國青少年兒童書畫作品電視網絡展評獎獲作品集	黃子謙	4E	二等獎
	陳文浩	5D	一等獎
	劉納誦	5D	二等獎
“信心存摺”國際文化交流(香港)之2009-2010繪畫比賽	莫凌	4D	二等獎

Physical Education

Contests	Name	Class	Awards
博愛為生命喝采元朗區學校啦啦隊大賽			金獎及最佳表現獎
2009-2010 年度全港小學校際體操比賽 - 女子初級組個人全能	Au Tsz Ting Adela	5E	季軍

2009-2010 年度全港小學校際體操比賽 - 女子初級組團體	Pun Lee Ling	3E	冠軍
	Yeung Wai Lam	5C	
	Au Tsz Ting Adela	5E	
2009-2010 年度全港小學校際體操比賽 - 女子新秀組跳箱	Chan Sabrina Tze Ying	5E	殿軍
	Wong Pui Ki	3A	
2009-2010 年度全港小學校際體操比賽 - 女子新秀組團體	Lee Pui Yung Anna	3A	亞軍
	Wong Pui Ki	3A	
	Lung Wing Yan	3B	
	Tang Wing Yiu	3C	
	Chan Kei Ching Eunice	4C	
2010 元朗區體操公開賽 - 女子初級組 - 平衡木	Pun Lee Ling	3E	亞軍
	Au Tsz Ting Adela	5E	冠軍
2010 元朗區體操公開賽 - 女子初級組 - 自由體操	Pun Lee Ling	3E	亞軍
	Au Tsz Ting Adela	5E	季軍
2010 元朗區體操公開賽 - 女子初級組 - 個人全能	Pun Lee Ling	3E	冠軍
	Au Tsz Ting Adela	5E	亞軍
2010 元朗區體操公開賽 - 女子初級組 - 跳箱	Pun Lee Ling	3E	冠軍
	Au Tsz Ting Adela	5E	殿軍
2010 元朗區體操公開賽 - 女子初級組 - 團體	Pun Lee Ling	3E	冠軍
	Yeung Wai Lam	5C	
	Au Tsz Ting Adela	5E	
2010 元朗區體操公開賽 - 女子普及組 - 自由體操	Chan Sabrina Tze Ying	5E	冠軍
	Choi Kwan Kiu	1A	
2010 元朗區體操公開賽 - 女子普及組 - 團體	Choi Kwan Kiu	1A	殿軍
	Yuen Wing Yan	1E	
	Yau Natalie Cho Yan	2A	
	Fung Wai Chi Christy	2D	
2010 元朗區體操公開賽 - 男子初級組 - 單槓	Chung Hoi Hau	4E	殿軍
	Ha Shu Fai	4A	
2010 元朗區體操公開賽 - 男子初級組 - 跳箱	Ha Shu Fai	4A	季軍
2010 元朗區體操公開賽 - 男子普及組 - 助跑直跳	Law Addison	1D	季軍
龍騰飛越全港小學體操邀請賽 2010 - 女子初級組平衡木	Pun Lee Ling	3E	亞軍
	Au Tsz Ting Adela	5E	季軍
香島盃 - 元朗區小學跳繩大賽 2010 - 女子乙組 1分鐘朋友跳	Tam Yuk Fan Yuki	3A	冠軍
	Chan Wing Sum	3D	冠軍
香島盃 - 元朗區小學跳繩大賽 2010 - 女子丙組 30秒交叉跳	Lau Ching Sum Summi	2C	冠軍
香島盃 - 元朗區小學跳繩大賽 2010 - 女子丙組 30秒單車步	Lau Ching Sum Summi	2C	冠軍
香島盃 - 元朗區小學跳繩大賽 2010 - 男子丙組 1分鐘朋友跳	Kwok Ka Ming	2E	季軍
	Kwok Tin On	2E	季軍
香島盃 - 元朗區小學跳繩大賽 2010 - 男子丙組 30秒交叉跳	Kwok Tin On	2E	冠軍
全港小型網球校際週年錦標賽 2010 - 女子 8歲組	Wong Hong Yi	2E	冠軍
全港小型網球校際週年錦標賽 2010 - 女子組	Wong Hong Yi	2E	傑出運動員獎
全港小型網球校際週年錦標賽 2010 - 男子 7歲組	Wai Ching Wah	1A	冠軍
	Ng Kar Long	1C	亞軍

全港小型網球校際週年錦標賽 2010 - 男子 8 歲組	Wong Wang Ngo	2D	季軍
全港小型網球校際週年錦標賽 2010 - 男子 9 歲組	Yau Sheung Man	3B	殿軍
全港小型網球校際週年錦標賽 2010 - 男子組	Wong Wang Ngo	2D	最佳新晉球員獎
全港小型網球校際週年錦標賽 2010 - 男子團體	Wai Ching Wah	1A	冠軍
	Ng Kar Long	1C	
	Wong Wang Ngo	2D	
	Yau Sheung Man	3B	
小型網球分區校際賽 2010 (新界西區) - 女子 8 歲組	Wong Hong Yi	2E	冠軍
小型網球分區校際賽 2010 (新界西區) - 男子 7 歲組	Wai Ching Wah	1A	冠軍
	Ng Kar Long	1C	亞軍
小型網球分區校際賽 2010 (新界西區) - 男子 8 歲組	Wong Wang Ngo	2D	亞軍
小型網球分區校際賽 2010 (新界西區) - 男子 9 歲組	Yau Sheung Man	3B	冠軍
小型網球分區校際賽 2010 (新界西區) - 男子組	Wai Ching Wah	1A	最佳新晉球員獎
	Yau Sheung Man	3B	最有體育精神獎
小型網球分區校際賽 2010 (新界西區) - 男子團體	Wai Ching Wah	1A	冠軍
	Ng Kar Long	1C	
	Wong Wang Ngo	2D	
	To Man Hin	3B	
	Yau Sheung Man	3B	
	Sin Chun Kong	3D	
恒生乒乓球學界盃 - 女子師生雙打比賽	Tang Tsz Kiu	6E	冠軍
	Miss Tong Sze Man		
2009-2010 年度元朗區小學校際乒乓球比賽 - 女子單打	Tang Tsz Kiu	6E	冠軍
2009-2010 年度元朗區小學校際乒乓球比賽 - 女子團體	Li Wing Kei Vicky	5C	亞軍
	Tong Wing Kwan	5E	
	Tong Tak Yan	6A	
	Chin Man Yee	6B	
	Tang Tsz Kiu	6E	
2009-2010 年度元朗區小學校際羽毛球比賽 - 女子團體	Lee Pak Yi	4A	季軍
	Tong Tak Yan	6A	
	Chung Ching Yee	6B	
	Cheung Ngai Ka	6C	
2009 - 2010 全港小學校際劍擊比賽 (新界二區) 男子甲組個人賽	Wu Siu Ki	6D	亞軍
2009 - 2010 全港小學校際劍擊比賽 (新界二區) 男子甲組團體	Wu Siu Ki	6D	季軍
	Tai Yung Hao	6E	
元朗區第 34 屆運動會 - 女子 D 組 200 米	Wu Hang Yi	5D	季軍
元朗區第 34 屆運動會 - 男子 D 組 200 米	Cheung Tsun Hin	6A	季軍
元朗區學界田徑比賽 - 女子乙組 200 米	Wu Hang Yi	5D	亞軍
元朗區學界田徑比賽 - 女子丙組跳遠	Ng Yuen Lam	4E	季軍
2009-2010 年度元朗區小學校際游泳比賽女子甲組 100 米胸泳	Mak Wing Kiu	6E	殿軍

2009-2010 年度元朗區小學校際游泳比賽女子甲組 4x50 米自由泳接力	Leung Kwan Ting	6A	殿軍
	Tsui Yi Hang	6B	
	Lam Ching Hei	6C	
	Mak Wing Kiu	6E	
2009-2010 年度元朗區小學校際游泳比賽女子甲組 50 米胸泳	Mak Wing Kiu	6E	殿軍
2009-2010 年度元朗區小學校際游泳比賽女子乙組 50 米自由泳	Ng Ka Wai	5D	殿軍
2009-2010 年度元朗區小學校際游泳比賽女子乙組 50 米胸泳	Wong Hei Pui	5B	亞軍
2009-2010 年度元朗區小學校際游泳比賽女子乙組團體 + 女子乙組 4x50 米自由泳接力	Chan Ting Wai	5A	殿軍
	Ho Sum Yee	5B	
	Wong Hei Pui	5B	
	Ng Ka Wai	5D	
2009-2010 年度元朗區小學校際游泳比賽女子丙組 4x50 米自由泳接力	Ng Ka Hang	2A	亞軍
	Choi Cheuk Lam	3C	
	Leung Ching In	4B	
	Chan Sze Nok	4E	
2009-2010 年度元朗區小學校際游泳比賽女子丙組 50 米自由泳	Leung Ching In	4B	亞軍
2009-2010 年度元朗區小學校際游泳比賽女子丙組 50 米背泳	Leung Ching In	4B	冠軍
2009-2010 年度元朗區小學校際游泳比賽女子丙組 50 米胸泳	Chan Sze Nok	4E	季軍





2009-2010 年度元朗區小學校際游泳比賽男子丙組 4x50 米自由泳接力	Cheng Ho Chung	4B	殿軍
	Tang Ho Ming	4B	
	Wong Pak Hin	4C	
	Chang Tin Long	4E	
2009-2010 年度元朗區小學校際游泳比賽男子丙組 50 米自由泳	Chang Tin Long	4E	季軍
2009-2010 年度元朗區小學校際游泳比賽男子丙組團體	Cheng Ho Chung	4B	殿軍
	Tang Ho Ming	4B	
	Wong Pak Hin	4C	
	Chang Tin Long	4E	
2009-2010 年度新界地域小學區際游泳比賽 男子乙組 40x50 米自由泳接力	Lam Jenkan	5A	季軍
2009-2010 年度新界地域小學區際游泳比賽 男子乙組 50 米自由泳	Lam Jenkan	5A	殿軍
2009-2010 年度新界地域小學區際游泳比賽 男子乙組 50 米背泳	Lam Jenkan	5A	冠軍
2009-2010 年度新界地域小學區際游泳比賽 男子甲組 40x50 米四式接力	Chow Justin Cheuk Loong	6C	季軍

2009-2010 年度元朗區小學校際游泳比賽女子丙組團體	Ng Ka Hang	2A	冠軍
	Choi Cheuk Lam	3C	
	Leung Ching In	4B	
	Chan Sze Nok	4E	
2009-2010 年度元朗區小學校際游泳比賽男子甲組 100 米自由泳	Chow Justin Cheuk Loong	6C	亞軍
2009-2010 年度元朗區小學校際游泳比賽男子甲組 100 米胸泳	Yiu Hon Cheung	6A	亞軍
2009-2010 年度元朗區小學校際游泳比賽男子甲組 4x50 米四式接力	Yiu Hon Cheung	6A	冠軍
	Chiu Kwun Pak	6C	
	Chow Justin Cheuk Loong	6C	
	Chan Sze Wang Jason	6E	
2009-2010 年度元朗區小學校際游泳比賽男子甲組 50 米自由泳	Chiu Kwun Pak	6C	亞軍
2009-2010 年度元朗區小學校際游泳比賽男子甲組 50 米背泳	Chow Justin Cheuk Loong	6C	冠軍
2009-2010 年度元朗區小學校際游泳比賽男子甲組 50 米胸泳	Chiu Kwun Pak	6C	亞軍
2009-2010 年度元朗區小學校際游泳比賽男子甲組團體	Chan Sze Wang Jason	6E	冠軍
	Yiu Hon Cheung	6A	
	Chen Kam Tim	6C	
	Chiu Kwun Pak	6C	
	Chow Justin Cheuk Loong	6C	
	Hui Nathan Ka Siu	6C	
	Li Sheung Chun	6D	
	Chan Shan Yong	6E	
Chan Sze Wang Jason	6E		
Ngai Kar Long	6E		
2009-2010 年度元朗區小學校際游泳比賽男子乙組 50 米自由泳	Lam Jenkan	5A	冠軍
2009-2010 年度元朗區小學校際游泳比賽男子乙組 50 米背泳	Lam Jenkan	5A	冠軍



Others

Contests	Name	Class	Awards
第四屆元朗區傑出小學生選舉	Wong Chin Yu	6B	「十大傑出學生」
	Lam Ching Hei	6C	「十大傑出學生」
	Siu Yiu Ching	6E	「二十名內」
二零一零年香港花卉展覽學校組比賽 - 87iii 蕨類植物 (芒)	Tung Nok Hei	2E	季軍
二零一零年香港花卉展覽學校組比賽 - 87vi 吊籃植物	Kwok Tin On	2E	亞軍
二零一零年香港花卉展覽學校組比賽 - 87viii 賞花類植物	Kwok Tin On	2E	亞軍
	Li Yin Shan	4D	亞軍
	Chau Po Ki	6D	亞軍
二零一零年香港花卉展覽學校組比賽 - 87i 非洲紫羅蘭	Zhou Flora	1A	亞軍
	Yeung Sin Hang	1B	亞軍
	Lam Hidy	3D	亞軍
屯門盆景蘭花暨環保種植展覽 2010 盆栽花卉參展比賽 - 時花類植物	Chan Ting Wai	5A	季軍
屯門盆景蘭花暨環保種植展覽 2010 盆栽花卉參展比賽 - 賞果類植物	Wong Chun Hei	2C	冠軍
2008-2009 年度元朗區內地新來港定居學生獎學金	See Suet Wing	3A	「最佳進步獎」