



WF Joseph Lee Primary School

School Report 2010-2011



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 Shui 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

Stepping into the second year of the promotion of gifted education (GE), our Gifted Education Team has taken sustainable actions to implement the whole-school approach to GE. It has reviewed and revised the school-based 'Reference Manual for implementing Gifted Education', and also improved the selection criteria, tools and procedures of setting up the Talent Pool. It has liaised with the EDB and arranged different subject panels to join EDB's GE network, so that our teachers are able to share best practices in GE classroom management and differentiation regularly with other schools. It has strengthened e-learning to cater for different progress of students and provide teachers with more resources and administrative support. Overall it has supervised and monitored the delivery of comprehensive and holistic GE properly and has gained much success.

Based on EDB's three-tiered GE framework, in Level 1 (whole class programmes), most of our teachers are now able to employ the three core elements of GE (high-order thinking skills, creativity and personal-social competence) in their daily teaching, and try to use common 'thinking' language and the '13 skills' in all subjects. The 'Little Helper Programme', which provides bright students with opportunities to act as 'little teachers' and assist weaker students, has further raised high ability students' motivation to excel themselves and surpass others.

In Level 2 (pull-out programmes), special training has been arranged for students with specific talents. For example in General Studies, 23 students were selected to join the after-school 'Elite Training Programme'. Their project on 'Understanding and Helping the Elderly' was well received, and inventions made for the elderly were so creative that they later got several awards in inter-school invention competitions. In addition, the 'Multiple-Intelligence Programme' has been restructured into the 'Potential Realization Programme', which not only widens students' exposure and develops generic skills, but also unleashes their potentials and nurtures their talents in a more systematic way. Students have been selected into the Talent Pool and recruited into the different school teams which prepare them to face more challenges and gain more experiences in outside school competitions.

In Level 3 (off-site programmes), the exceptionally gifted students have been provided with tailor-made workshops and courses organized by universities and other professional bodies to broaden their horizons and enhance their skills and knowledge. They were assigned to join HKPO Violin and Horn Masterclass, ADC Arts Ambassadors Scheme, Jockey Club Inclusive Arts Programme – 'Artlink', Future Inventors Workshop, Science and Creativity

Camps, HKPFA training courses, EDB Web-based Learning Courses, etc.

Apart from the above, other measures have been implemented to address learner differences. Our English and Chinese teachers stayed till 5:15 p.m. twice a week to provide more able students with enrichment programmes and also less able students with remedial lessons. Since the class size of these after-school remedial lessons was small (about 6 –7 students), teachers could pay more attention to the students and designed different worksheets and tasks for them. According to teachers' observation, most students were able to develop a closer relationship with their teachers, regain an interest in learning and rebuild their confidence. A great majority could get higher scores in their second term quizzes and exam, and over 10% could improve their final exam by 10 - 20 marks.

As for Mathematics, the implementation of 'cross-class setting' and having six groups in each class level could cater for learning differences to an even greater extent. The ability-based grouping has facilitated teachers to assign more challenging tasks to high-end learners and allow them to stretch their ability. Likewise, teachers could modify their teaching content to suit weaker students' ability, and graded worksheets were designed to allow them to work at their own levels. As a result, most students enjoyed their lessons and could achieve more, which was evidenced in the average advancement in test scores and exams, and especially in the marked improvement shown in the Territory-wide System Assessment result.

Regarding the less able students and those with special educational needs (SEN), the Early Identification and Intervention of Learning Difficulties Programme, Assessment by EDB Educational Psychologist, and daily accommodation / intervention / remediation measures have lent them much support and care. And to cater for their individual needs, Understanding Adolescents Programme, After-school Remedial Classes, Homework Tuition Class, Speech Therapy, 'Attention Training' Group, Learning Camp for students with reading & writing difficulties, Juggling Beginner Course, 'Friends Making' Group, 'Read and Write Easy' Group, 'Easy to Learn Classroom', etc. have been organized and offered.

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

Reflection

In May this year, officers from EDB's GE Section visited us with two renowned scholars, Dr. Joyce VanTassel-Baska and Dr. Kimberley Chandler from the USA. They told us after their visit they were impressed by our strategic planning, enthusiastic exploration of resources and networking for GE, and dedication to building systematic GE provisions. When they saw we could do so much in such short time, they invited us to share our experience in the 'Giftedness in East-Asia Conference' held in August. This invitation has given us great assurance that we are on the right track.

However, further steps can be taken in the coming academic year to cater for learner differences more effectively:

- continue to review and modify the different programmes for the gifted and SEN based on opinions collected from the frontline teaching staff and professionals in the education community;
- explore the use of different strategies for effective teaching and student learning;
- extend ability-based grouping in Math to P2 and P6;
- make fuller use of outside resources to support students, e.g. arrange more off-site individualised activities for the exceptionally gifted;
- develop more online curriculum resources and strengthen e-learning to cater for different progress of students;
- broaden the scope of selection to nominate more students for special training;
- conduct more PTA seminars on how to identify and handle GE and SEN students at home;
- continue to provide teacher training, joint lesson preparation time and trial teaching;
- encourage teachers to attend outside seminars and workshops;
- replace the social worker with Student Guidance Teacher who can assist the teachers in the classroom and give more support to difficult SEN students.

(For details of reflection of individual subjects, please refer to Appendix A.)

Priority Task 2:

Moral and Civic Education – character building

Achievements

Under the school theme of ‘Love & Care’, the Discipline and Counselling Team has collaborated closely with the school social worker, teachers and parents, and has successfully set up a warm and caring environment in school. Counselling services and supportive network functioned smoothly and could provide timely follow up and assistance. Developmental and preventive activities, like the ‘GLOW (Great Learners of Wofoo) Project’, and inter-class competitions such as ‘Catching Fireflies Competition’, ‘I love my school – Cleanliness and Tidiness Competition’, ‘Love & Care – Poster Design Competition’, Discipline Competition, etc. have been initiated. Personal Growth Lessons, talks and performances on anti-bullying, anti-drug, shoplifting, etc. have also been held to cultivate positive attitudes and behaviour in students. And as in the previous year, the school continued to promote the western Thanksgiving Day to develop students’ sense of concern, gratitude and appreciation to others.

To cultivate in students leadership, spirit of serving others, brotherhood and sense of responsibility, the school continued to organize the House League, Buddy System, School Prefects, Library Prefects, Little Helpers and Ambassadors (of different subjects), and uniform groups (Grasshoppers, Brownies, Cubs and Road Safety Patrol). And to boost students' self-confidence, nearly half of the students of each class level were given opportunities to get onto the stage to talk and face their schoolmates during the sharing session in the morning assemblies.

Our school-based 'Service Learning' has also helped to further raise students' concern for the community, our motherland and the world. By cleaning public beaches, paying visits to special schools for the disabled and nursing homes for the elderly, being 'little English teachers' and setting up library for a rural school in the mainland, we have fostered in our students a positive, caring attitude and the willingness to serve and contribute. In addition, a 'Love Farm' has been set up in Fung Ka Wai Ping Shan Cultural Farm. It not only promotes parent-child organic farming, but also provides job opportunities for single moms, who look after the daily farming as part-time workers. Students can also learn to care for the community by joining the 'Love Cultivation Competition' and donating harvested crops to old people's homes and needy organizations within the district. All P.5 students even planted vegetables as present during elderly home visits. Altogether 120 students and teaching staff have been allotted a piece of farmland and are able to reap some harvest from time to time. Some families have already donated their crops to a nearby special school quite a few times. Furthermore, to strengthen green living in students' daily school life, activities such as Plant Growing Competition at school, Eco-friendly Christmas, green lunch (reusable food containers and on-site portioning), etc. were also carried out

Teachers have also incorporated moral and civic education in regular lessons, weekly assemblies and subject-based activities and competitions. For example, current affairs were discussed in General Studies lessons, discarded materials were used in making art-works and musical instruments, Singing Contest (of songs related to love) and 'GLOW' with love –Bookmark Design Competition were held. And in Visual Arts lessons, students made batches and drawings to be given out as souvenirs during their visits to elderly homes and mainland rural schools respectively.

To help students understand better their national identity and the lives of people in the motherland, the monthly National Flag Raising Ceremony, the training camp in Moral Development Centre for P.4, 'Stepping into Modern China: High-speed rail to Wuhan' for P.5, and 'Service Learning Graduation Camp' in Guangdong for P.6 were organized. Besides, students could get to know more about their mother country in different subjects, e.g. Chinese culture and history in G.S lessons, Chinese music, instruments and national anthem in Music lessons, and Chinese handicraft, painting, calligraphy in Visual Arts lessons, etc.

Reflection

The school has been successful in adopting a whole-school approach to pastoral care and whole-person development. Having implemented a variety of programmes and activities that cover important value education and reinforce students' good conduct, most students can now understand the 'boomerang effect' of kind acts in their daily lives. They are willing to share and show their concerns, not only to their schoolmates and family members, but also to people they do not know, for example the school band and choir have performed at Yuen Long Plaza, in elderly homes, kindergartens and Disneyland to bring joy and festive atmosphere to the community.

We can see that a great majority of students have improved in their attitude and behaviour. They understand they should act like 'fireflies' that glow in the dark, a symbol representing good deeds that can brighten others' days and bring people hope and happiness. With 'love and care' strongly embedded in their hearts, they can now get along well with one another, and hence, in the survey of bullying behaviour in school, the number of bullying cases has dropped to only 3, while the number of misconduct cases, compared with last year, has dropped by 13.3%.

However, to further cultivate in students positive values and attitudes and arouse their concern for others, the following should be implemented in the next academic year:

- participate in more projects sponsored by outside organizations that promote the same theme of 'love and care';
- provide more opportunities for voluntary services and community participation, e.g. organize more Community Youth Club activities, more performance on public occasions and at festivals, etc.;
- more professional training for teachers in guidance and counselling;
- more award schemes and competitions to encourage and reinforce students' positive behaviour;
- more activities to enhance national pride and concern for the motherland;
- stronger links with parents.

Priority Task 3:

Teaching Effectiveness – enhancement of learning capacity

Achievements

The school has flexibly deployed its resources and employed extra full-time teachers to implement specialized teaching. With the additional resources, we have been able to allow about 80% of our teachers to focus on teaching only one subject, the one that they specialize in. Besides, common free periods were allocated for collaborative lesson planning and peer

lesson observation. With the support and coaching given by our subject consultants, English, General Studies and Science teachers were able to plan their teaching more systematically and aligned more closely with the school's major concerns.

The school has also tapped outside resources and expertise to support other subject teachers. The Curriculum Development Institute (CDI) of the EDB has been helping our Math teachers to review, research and evaluate our curriculum framework and develop diversified learning resources. They have also given us support in the exploration of desirable teaching strategies in our school context – having ‘cross-class setting’ and an additional group in each class level. Consequently, there had been a marked improvement in our students’ learning which was reflected in their test scores and exams.

The professional task group of the Gifted Education (GE) Section also came to our school regularly to do collaborative lesson preparation and lesson observation with our Chinese and General Studies teachers. They helped to reinforce the three-tiered implementation mode of GE, the immersion of the three core GE elements into the curriculum for all students, and also the use of the 13 skills in daily teaching. They let our teachers join their GE network, so our teachers were able to learn best practices in classroom management and differentiation of other schools.

Apart from the above, subject-based sharing sessions and in-house seminars and workshops were also organized by individual subject panels. A mentorship scheme was also in place to enable newly appointed teachers to blend into the new school environment as soon as possible.

As for the three staff development days, half of them were conducted at our own school to familiarize teachers with teaching strategies for gifted education and SEN. We also joined the Yuen Long joint school staff development day, and devoted the remaining half day to the enhancement of staff morale and team building. That afternoon, all teaching and non-teaching staff enjoyed their lunch together, then visited the wax museum at the Peak Tower, took a leisure walk along the Hong Kong Trail and enjoyed the view of the harbour. In the follow-up evaluation, it was agreed that the staff development days had further equipped teachers with the necessary skills and knowledge, and also provided a good opportunity for them to build relationships and physical wellness.

Throughout the year, the school has taken advantage of the short courses offered by EDB and professional organizations. Teachers were assigned to attend seminars, workshops or conferences to keep abreast of the latest development, for example, all Chinese teachers took the 5-week course on teaching SEN in turns. And to encourage teachers to pursue lifelong learning, the school continued to provide each teacher with a yearly \$500 subsidy to pay for their training expenses.

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

Reflection

Having attended in-house and outside related seminars and workshops, sought professional advice from our own consultants, the CDI and the GE Section of the EDB, and joining inter-school professional exchange activities, we are glad to see that our teachers can now master better the strategies to implement gifted education (GE) and also the skills to cater for the wide ability range in the classrooms. Staff morale has remained high. With active participation of teachers, staff development activities have been well implemented and the objectives attained.

The school will continue to make every effort in enhancing teaching effectiveness and learning capacity, with more focus put in the following aspects:

- establishing stronger link with outside bodies to tap resources and professional support;
- providing more teacher training and administrative support;
- assigning more teachers to refresher courses organized by EDB and tertiary institutions;
- assigning more specific foci for peer and appraisal lesson observations;
- reviewing and revising the staff appraisal system according to the developmental needs;
- raising the percentage of specialized teaching;
- finding ways to relieve teachers' heavy workload, thus creating more space for them to focus on their professional undertakings.

Our Learning and Teaching

Our school-based curriculum ensures students' broad and balanced development, and at the same time cultivates generic skills, attitudes and positive values. In the past academic year, we explored the use of different strategies to cater for learner differences and built intrinsic motivation for learning. We nurtured our students' awareness of their national identity and made available learning experiences to reinforce their sense of self value and responsibility. With the explicit goals of stretching students' potentials and fostering in them a positive, caring attitude and the willingness to serve and contribute, a diverse variety of activities have been organized, including Service Learning, Life-wide Learning, Potential Realization Programme, and extra-curricular activities that covered sports, art, uniform groups, academic activities and training activities. There were also subject-based activities conducted through diversified modes, highlights of which are listed below:

Subject	Date	Activity/Competition	Remarks / No of Participants
語文科 Language	all Chinese lessons	課間朗讀 Reading Aloud / Choral Reading	60 位朗讀大使 + 全校學生 Reading Ambassadors + all Ss
	3/9-15/12	Training students for “62th Speech Festival”	175 students (Chinese) 227 students (English)
	20-23/9	Mid-Autumn Festival (Eng. Riddle game)	P.1 – P.6 students
	10/2010 – 9/2011	Smart ABC On-line Reading Platform	P.1-P.6 students
	10/2010 – 9/2011	i-learner On-line Reading Platform	P.1-P.6 students
	9/10-30/4	Cambridge Course	Starters: 29 students Movers: 63 students Flyers: 30 students KET: 17
	11-15/10	Buddy Reading (Eng)	P.1 – P.6 students
	11/10 –12/4	English Buddy Reading (Phase 1 – 3)	P.1 – P.6 students
	12/2010 – 4/2011	Discovering China – Connecting Australian Friends	P.5: 30 students P.6: 30 students
	12/2010 – 5/2011	2010-2011 Pilot Project of Humanities Web-based Learning Course: The Rise of Contemporary China (Eng Version) for Primary Students	P.5: 5 students P.6: 5 students
	24-28/1	揮春書法比賽	Whole school
	24/1–18/2	農曆新年展板： 1. 可怕的年獸 2. 春節的習俗	Whole school
	17/2	元宵湯圓及猜燈謎	Whole school
	23-25/2	Poetry Café 詩人茶座 (Chin + Eng)	Whole school + Parents
	6/3	I-Learner Reading Programme (First Term)	Gold Award: 6 students
	23/5–3/6	Dragon Boat Festival (Board Display)	P.1-P.6 students
	24/5	Debate 辯論比賽	P.6 students
	25/5-26/5, 22/6	Acting Corner 演藝角	P.1-P.5 students
	20-24/6	Writers’ Conference 小作家研習日	Whole school
	11/7-15/7	WSE Cosmopolitan Youth English Camp	Total: 120 students

數學科 Math	Monthly	Math Genius Competition 數學難解比賽	Whole school
	Every Wedn	Mathematic Sharing (Students) 數學分享活動 (學生)	Whole school
		Math Olympiad Class 奧數尖子培訓班	16 students (P5 & P6)
	Every Sat	Math Olympiad (after-school interest class) 奧數課後興趣班	10 students (P4)
	25/5	Presentation of Mathematics Textbooks by Publishers 數學課本簡介會	Pearson Longman 朗文出版社 New Asia Publisher 新亞洲
	20/6	Math Speed Calculation Competition 數學速算比賽	Whole school
	21/6	Math Problem Solving Competition 數學解難比賽	Whole school
	28/6	Math Fair 數學攤位遊戲	Whole school
	29/6	Selection of P.1 Textbook (based on evaluation of all panel members)	Textbook selected for P.1 2011-2012 – New Asia
常識科/ 科學科 GS/ Science	10/2010	Education Bureau Web-based Learning Course 招募學生參加教育局網上學習課程	20 students (P5 & P6)
	10/2010	Selection and Preparation for 14 th Primary Science Project Exhibition 『常識百搭』科學 專題探究展覽學生選拔及準備	5 students (P6)
	10/2010	Selection and Preparation for the Hong Kong Budding Scientists Award 香港科學青苗獎學生選拔及準備	5 students (P5)
	10/2010	Promotion and board display for “Hong Kong Youth Science and Technology Invention Competition”	Whole school
	10/2010- 1/2011	新界西區校際塑膠回收比賽 West N.T. Inter-school Plastic Recycling Competition	Whole school
	10/2010- 4/2011	14 th Primary Science Project Exhibition 『常識百搭』科學專題探究展覽	5 students (P6)
	10/2010- 5/2011	Future Inventors Workshop 2010-2011 未來發明家培訓計劃	1 student
	11-17/10	「認識祖國、認識香港」問答比賽 2010 (個人組) ‘Know Motherland Know HK’	P3 to P6
	28/10-7/4	GS Elite Training Programme 常識尖子培訓課程	23 students (P6)
11/2010	Visit to Swire Coca-Cola Factory	P1	

	11/11	“River of Wisdom” Exhibition	P5
	26/11	Visit to HK Museum of History and HK Science Museum	P4
	11/2010-8/2011	Education Bureau Web-based Learning Course 教育局網上學習課程	20 students (P5 & P6)
	8-11/12	走進近代史 2010 – 高鐵湖北之旅 Stepping into Modern China: High-speed rail to Wuhan	P5 students
	15/12	Visit to Kadoorie Farm & Botanic Garden	P2
	16/12	Visit to Ping Shan heritage Trail and HK Wetland Park	P3
	16/3	Visit to HK Space Museum	P5
	6/4	社際常識問答比賽 Inter-House GS Quiz	Whole school
	28/6	Math & Science Fair 數學及科學嘉年華	Whole school
	30/6	I Love My School – activity day 「我愛校園」活動日	Whole school
音樂科 Music	21/8	Windband introduction performance at P1 Parent Orientation Day 管樂團表演 - 小一家長迎新日	30 students
	22/8	Handchime performance at Youth S.P.O.T. 手鐘隊農圃道賽馬會青年空間表演	13 students
	15/9	Windband introduction concert 管樂團簡介會	32 students
	3/10	Windband Performance at Talent Kindergarten 管樂團表演 - 天樂幼稚園 (十週年暨親子開放日)	30 students
	4-8/10	Thanksgiving Day song dedication 感恩節點唱站	Whole school
	13/10	P6 Music Appreciation – American Music 六年級音樂欣賞 - 《漫遊民族音樂》	131 students
	27/10	P5 Music Appreciation – Pipe Organ Education Concert 五年級音樂欣賞-管風琴 導賞音樂會	153 students
	8/11	Music Appreciation – “Music & Literature” Chinese Music Concert 音樂欣賞 - 《音樂·文學》音樂會	P4 students

	8/11	Music Appreciation – Chinese Plucked-string Music 音樂欣賞 - 中國彈撥音樂	P3 students
	22/12	Christmas Celebration 聖誕音樂活動	Whole school
	7/3	Visit to the Tuen Mun Town Hall 屯門大會堂音樂導賞之旅	45 Orchestra members
	17/3	Performance during School Sports Day 運動會管樂團表演	35 Wind Band members
	24/5	HK Philharmonic Orchestra Winds & String Quintet 香港管弦樂團管弦樂五重奏	Whole school
	30/5	String Ensemble performance 音樂事務處弦樂小組表演	P.6 students
	4/7, 6/7	WF Singing Contest 2011 和富 Sing Con 大道 2011	Whole school
體育科 P.E.	4/11	Olympic Champion Peter Vidmar visiting ourschool 奧運金牌得主 Peter Vidmar 訪校	Whole school
	21/2-30/6	PE Ambassadors on duty at recess	40 selected students
	17/3	Sports Day 運動會	Whole school
	20/6	Distribution of Physical Fitness Award Scheme Certificate 派發體適能獎勵計劃證書	600 qualified students
視藝科 Visual Art	13-17/9	Parent/Child Lantern Design Competition	About 100 entries
	30/9, 4/11, 11/11	香港展能藝術會之賽馬會共融藝術計劃— 藝術筆友 Jockey Club Inclusive Arts Programme – ‘Artlink’	20 selected students
	1/10-30/6	Little Art Teachers	120 selected students (4 students in each class)
	25/10-27/6	‘Artaholic’ (Student Art Club)	15 selected students
	21/2-9/3	Sports Day Booklet Cover Design	Whole school
	20/6	Glass Workshop organized by Pak Kau College	26 selected students
資訊科技 IT	since 1/10	Use of Octopus for attendance, fee collection, library loan	Whole school
	4-8/10	Campus TV Live broadcast—Thanksgiving Day song dedication	Audience: whole school IT Helpers+16 students
	17/12	Morning Assembly: Campus TV live broadcast 校園電視台直播早會	Audience: whole school

	21/3	Weekly Assembly: "To Accept the Difference": Campus TV live broadcast 校園電視台直播週會:「接納包容」	Audience: P1 to P2 students
	30/6	Using Campus TV to live broadcast Award Presentation in the Hall	Audience: whole school
	30/6	Live broadcast 'I Love My School – activity day'	Audience: whole school
	8/7	Live broadcast School Closing Ceremony to 4/F classrooms	Audience: P1 to P5 parents
圖書科 Library	1/9-30/9	HK Book Fair purchase: follow up work 跟進及整理香港書展時購買的圖書	Whole school
	5-30/9	Renew the Reading programme for children and youth record	P2 to P6 students
	10/9	Collect P.2-6 summer holiday reading record 收集二至六年級暑期閱讀約章	P2 to P6 students
	15-30/9	Collaborate with English and VA: Mid-Autumn festival reading report 與英文科、視藝科合作推介中秋節圖書，一、二年級撰寫中秋節閱讀報告	P1 & P2 students
	15-30/9	Recruit and hold training course for library prefects 招募和培訓圖書館服務生	70 students
	since 4/10	Chinese and English newspaper delivery 開始派發中英文報紙及招募報紙服務生	2-3 student helpers from each class
	since 4/10	開始閱讀階梯網上閱讀計劃 e-reading	Whole school
	since 4/10	使用八達通借還圖書 use of Octopus	P5 students
	by 15/10	Application of public library card and Reading programme for P.1 students	P1 students
	since 1/11	Reading scheme: read at least 45 books in the school year 閱讀計劃:全年閱讀 45 本或上圖書	Whole school
	since 24/11	using Octopus as library cards 全校使用八達通借還圖書	P2-6 students and all teachers
	30/11	常識科專題圖書和網站推介(走進近代史— 高鐵湖北之旅 專題研習)	P5 students and parents
	5/12	new books display: 147 books (Religion) 宗教科新書上架:147 本	Whole school
6/12-4/1	assist English and Chinese teachers in the writing competition 與英文科和中文科協作參加寫作比賽	P4-6 students	

15/1	new books on shelf: 106 VA and English reference books 視藝和英文科教師用書新書上架:106 本	For all teachers
28/1	book recommendation: Chinese New Year Festival (English project) 農曆新年好書推介(英文科專題研習)	P1-2 students
6/2	Parents' Day book exhibition 家長日書展	P1-5 students and parents
17/3	book recommendation: Sports and Physical Education 運動及體育專題圖書推介	Whole school
20/3	new books on shelf: 72 e-books 電子圖書新書上架: 72 本	Whole school
23/3	new books on shelf: 296 books (Chinese and English fiction and Moral Education) 中、英文小說及德育新書上架: 296 本	Whole school
10/4	new books on shelf: 97 books (English fiction)英文小說新書上架: 97 本	Whole school
20/5	New books on shelf: 50 books (Chinese Fiction)中文小說新書上架:50 本	Whole school
3/6	"Little information leader" Essay / Slogan Competition 《資訊小領袖》徵文 / 標語創作比賽	Whole school
3/6 - 8/6	Stock checking 盤點	classroom and library books
25/6	Presentation of Reading Scheme Awards (having read at least 40 books in the year) 閱讀計劃頒獎 (全年閱讀 40 本或以上圖書)	over 100 books: 160 students over 80: 51 over 40: 337 Total: 548 students
22/7	Selection of books by Subject Panel Heads at HK Book Fair	

Support for Student Development

The Discipline and Guidance Team, the Student Support Team and the School Social Worker worked hand in hand and organized a variety of developmental, preventive and remedial programmes and activities to meet students' needs at their different developmental stages. They made a planned effort in instilling leadership, spirit of serving others, self-discipline and sense of responsibility in students. They maintained links with government departments and voluntary agencies and assisted students to obtain appropriate support, such as psychological services. Together with our frontline teachers, they ensured all students, including those with special educational needs (SEN) were well taken care of. They cooperated well with parents and rendered support whenever necessary. They provided support to new students and graduates and addressed their individual needs as well.

To facilitate students' whole person development and ensure students with SEN are well looked after, effective measures have been formulated and implemented, highlights of which are listed as follows:

Time/ Duration	Activity	Remarks
21/8	P.1 Parent's Meeting 新生家長會	
1-3/9	P.1 Orientation Week 小一適應週	
22/9	Seminar on 'The Early Identification and Intervention of Learning Difficulties Programme' 「及早識別和輔導有學習困難的小一學生」計劃講座	
12/2010-1/2011	Early identification of P1 SEN	meetings with EDB educational psychologist; 10 new cases identified
18/10	a briefing session on School Choice for S1 Admission: 'Diversified Development of Schools and Students' 小六家長升中選校：學校、學生多元發展簡介會	
9/2010-6/2011	Speech Therapy 言語治療	36 students
20/10-19/1	Juggling Course 雜耍班 - a program designed for students with emotional problems	17 students
11/2010 - 6/2011	Understanding Adolescents Programme 成長的天空	a guidance programme designed for P4 - P6 students in need
10/12	P.6 Parents' Meeting (Application for Secondary One Discretionary Places)	
23/12	P.6 Communication Skills Programme 小六溝通技巧課程	preparation for secondary school interviews
2-5/2011	Attention Training Groups 專注小組 - A programme designed for ADHD students.	12 students

2-5/2011	Dyslexia Groups 讀寫障礙班	15 students
2-5/2011	Friends Making Group - A programme designed for Autism or Asperger students 交友小組	8 students
11/2010-6/2011	School-based Learning Support Programme - 'Homework Tuition Class' 校本學習支援計劃「功課輔導班」	25 students (from P.1 to P.6)
28/3	School-based Learning Support Programme 'Visit to the Peak and Stanley: 校本學習支援計劃「山頂赤柱參觀學習日」	36 students
23/5	P.5 Parents' Meeting (Secondary School Places Allocation) 小五家長晚會(中學學位分配辦法)	
13-17/5	Assessment by EDB Educational Psychologist 教育心理學家到校為 8 位學生作評估	8 students being assessed and 7 of them were identified as having learning difficulties
All through 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 Remedial Class - a 2-day learning camp for students with reading & writing difficulties - keep parents posted of relevant seminars/workshops

School rule violations :

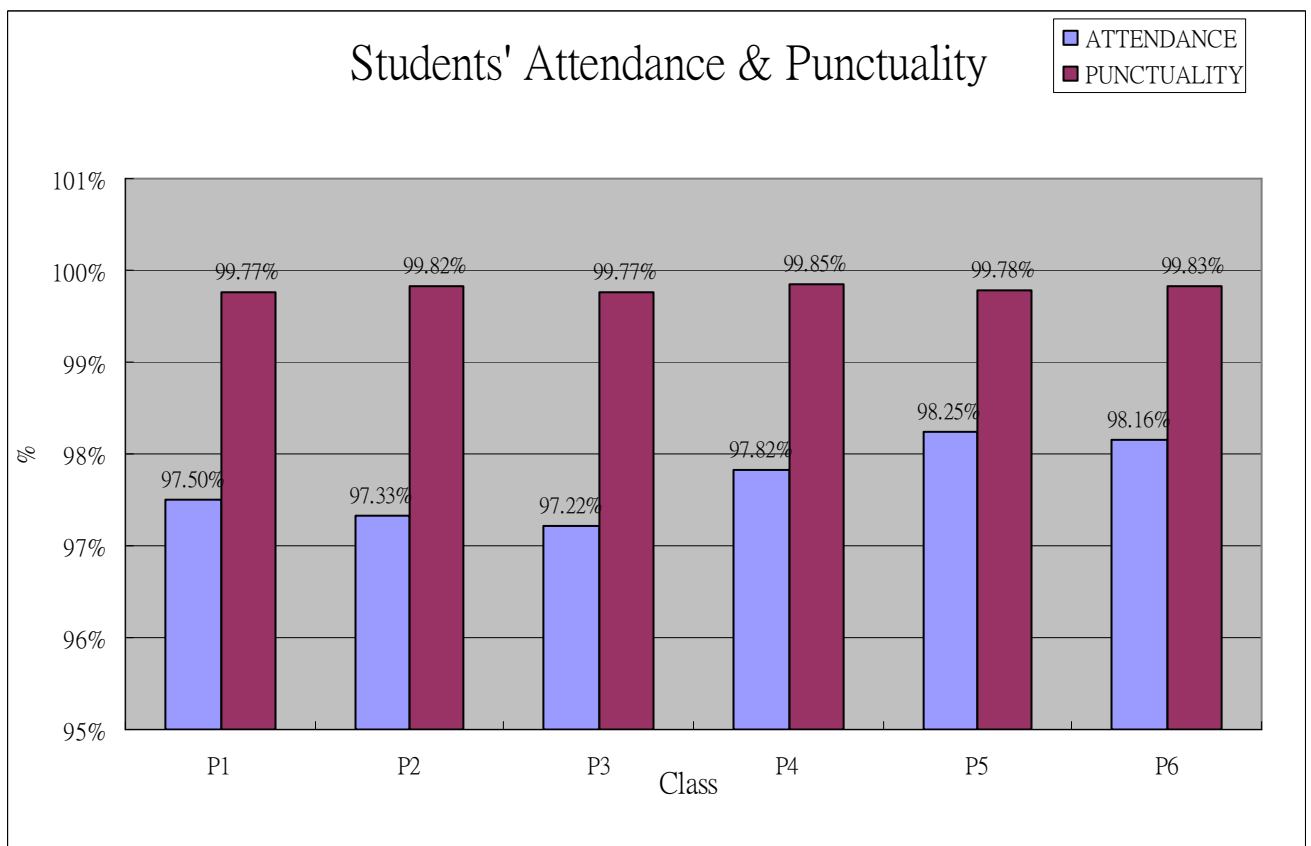
	2008-2009	2009-2010	2010-2011
No. of students	74	56 (-24.3%)	52 (-7.1%)
No. of violations	65	45 (-30.8%)	39 (-13.3%)
No. of parent meetings	44	15 (-65.9%)	20 (+33.3%)

	2010 - 2011
一年級 P.1	12.8%
二年級 P.2	2.6%
三年級 P.3	12.8%
四年級 P.4	18%
五年級 P.5	25.6%
六年級 P.6	28.2%

違規類別 Violations categories	次數 No. of times
打架 fighting	12
偷竊行為 theft	6
破壞校園設施 damaging school properties	2
欺凌同學 bullying	3
對老師無禮 being impolite to teachers	1
曠課 truancy	1
高空擲物 tossing things out of window	2
擅改文件/冒充家長簽名 forgery	2
作弊 cheating	1
粗言穢語 using coarse language	3
不當使用互聯網 improper use of internet	1

Pupils' Attendance

In 2010-2011, the average attendance rate was 97.71%, while the punctuality rate was 99.80%.



Student Performance

Our students' academic standards are consistently at a high level, especially in English. Their communication skills are remarkable, both in Putonghua and English. They love reading and demonstrate high self-learning capability. They are attentive in class and have good manners. They get along well with one another and have a strong sense of belonging. They actively participate in a variety of intra- and inter-school activities, including sports, music, art, drama, verse speaking and even social services.

A great majority of our Primary 6 students got into the school of their own choice. Some were accepted by prestigious schools in different districts, not confined to the New Territories. In addition, many academic and non-academic awards were being won in the past year, both at district competitions and at the territory level.

(For details of awards gained, please refer to Appendix C.)

Feedback on Future Planning

Given that most students have excelled themselves and their overall performance in different aspects are getting better and better, we believe the new policies and measures listed in our School Development Plan (SDP) have started to take root. Such being the case, we will keep the priorities set in the SDP, i.e. Catering for Learners' Differences – implementation of Gifted Education, Moral and Civic Education – character building, and Teaching Effectiveness – enhancement of learning capacity, as the base for next year's development, so that all major areas of concern can fully achieve their objectives and become a firm and sound base on which future success can be built.

Based on the self-evaluation findings and strategies for enhancement recommended earlier in this report, we will drive our school forward with zeal and commitment. We will consistently reflect on our performance, identifying areas of deficiency and collecting feedback for improvement. With the involvement of every member of the staff, strong partnerships with parents, EDB and the community, we have the confidence to continue the momentum and achieve greater accomplishments in the years ahead.

Financial Summary (2010 – 2011)

I. Government Funds	Bal. b/f	Income	Expenditure	Surplus
DSS Grant	\$0.00	\$28,563,877.68	\$27,961,935.74	\$601,941.94
CEG Grant	\$2,653.40	\$594,396.00	\$596,622.91	\$426.49
Home Sch Co-opera. Grant	\$0.00	\$14,224.00	\$14,224.00	\$0.00
HK Sch Drama Festival Grant	\$1,182.80	\$2,100.00	\$2,681.80	\$601.00
E-Learning Resources	\$0.00	\$58,940.00	\$24,500.00	\$34,440.00
Joceky Club LW Learning	\$0.00	\$4,000.00	\$4,000.00	\$0.00
SB After-School Learning	\$0.00	\$14,000.00	\$14,000.00	\$0.00
	<hr/>	<hr/>	<hr/>	<hr/>
	\$3,836.20	\$29,251,537.68	\$28,617,964.45	\$637,409.43
II. School Funds				
School Fee	\$0.00	\$10,036,800.00	\$9,477,840.20	\$558,959.80
Registration Fee	\$0.00	\$27,200.00	\$0.00	\$27,200.00
Application Fee	\$0.00	\$9,660.00	\$0.00	\$9,660.00
Sub-total	<hr/>	<hr/>	<hr/>	<hr/>
	\$0.00	\$10,073,660.00	\$9,477,840.20	\$595,819.80
Total Surplus for school year	<hr/>	<hr/>	<hr/>	<hr/>
	\$3,836.20	\$39,325,197.68	\$38,095,804.65	\$1,233,229.23

Report on the Use of Capacity Enhancement Grant (CEG) (2010-2011)

CEG total amount :

Carried forward	\$2,653.40
Grant \$711 X 836 students	\$594,396.00
Total Income	<hr/>
	\$597,049.40

Use of CEG :

Employment of 2 additional English teachers	\$468,711.87
Employment of IT Technical Support Services	\$115,311.04
PRP Activities - GuZheng	\$12,600.00
Total Expenses	<hr/>
	\$596,622.91

Effectiveness of the CEG: English teachers could have more free periods for co-planning and develop effective teaching strategies to cater for learners' differences. Students and teachers were provided with more timely IT support and assistance. Students were able to learn more Chinese musical instruments.

Report on the Use of School-based After-School Learning and Support Programmes (2010-2011)

Total Grant : \$14,000.00

Use of Grant : Subsidy of student activity - "Stepping into Modern China: High-speed rail to Wuhan" (For details, please [click here](#))

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 2010-2011

中文 Chinese

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

	日期	活動項目	活動內容	備註	反思
1.1	21/9, 28/9	教師朗誦指導工作坊	香港普通話朗誦藝術中心藝術總監卓露茜老師到校講解誦材特點，並指導個別學生。	全體中文老師	能協助老師更能掌握誦材的要點，對訓練學生大有裨益。建議來年續請卓老師到校教授老師朗誦技巧。若能安排訓練老師與學生同場參與則更好。
1.2	10/2010- 6/2011	「資優教育教師網絡」(中文科)備課、觀課及分享會	Miss Mandy Tsang (EDB – Gifted Education) 如何運用資優十三式滲入課堂當中，有效提昇學生的思維能力。	小二、小四中文老師	是項計劃加深老師對資優教學的認識，透過實踐，讓老師明白如何提昇學生的思維方式。建議來年把資優十三式加入單元計劃及教材之中以幫助學生思考。如能邀請 Miss Mandy Tsang 就觀課片段作回饋有助提升老師教學成效。
1.3	11/2010- 6/2011	小學中國語文教師專業發展課程：「優化語文教學支援讀寫困難學生」	讓老師學會如何支援學習困難的學生。	全體中文老師	老師意見正面，透個一星期的課程，老師得到更多資源，支援學習較困難的學生。對於每星期一次的課後輔導班，老師能運用適當的方法幫助學生，方向更加清晰。來年應按學生不同需要統整中文科教學資源。
1.4	28/4	兩地學校交流： 中文科內地駐校老師(柯楚容老師)率領龍溪師範學校附屬小學的教師到訪本校	兩校互相交流		可考慮明年到該校進行教師發展日，互相觀摩課堂。本校學生亦可與當地學生繼續進行筆友計劃。
1.5	9/6	兩地學校交流： 順德大良實驗小學到訪本校	兩校互相交流		可考慮明年到該校進行教師發展日，互相觀摩課堂。本校學生亦可與當地學生繼續進行筆友計劃。

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

	日期	活動項目	備註	反思
2.1	24/1-28/1	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。本年度製作的農曆新年展板，能加深學生對節日文化的認識。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。橙色揮春紙不上墨，可考慮轉換供應商。
2.2	23/2-25/2	詩人茶座	中文科+英文科	活動流程暢順，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。本年度亦邀請了家長到場觀賞，反應熱烈，唯須多安排人手控制家長秩序。
2.3	17/2	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。本年在午飯後舉行此活動，效果理想，來年可繼續安排該段時間進行。建議來年增加糯米粉的份量，可提醒班主任向工友再取，另向飯商建議當天午膳轉為飯盒形式。
2.4	25/5-26/5, 22/6	演藝角	中文科+英文科	本年度首次舉辦這活動，大部分學生能有機會在台上把故事演繹出來，學生投入，能學習到舞台的對白、場景、服裝等設計，並增加在舞台演出的信心，來年可繼續安排。建議來年可於下學期試後舉行。
2.5	10/2010	第十五屆全港中小學中英文硬筆書法比賽	中文科+英文科	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）。
2.6	20/6-24/6	小作家研習日	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，成為我校的優秀作品集，供明年十週年校慶時之用。展覽地方適宜。建議提早至五月舉行。
2.7	24/5	10-11年度高小辯論比賽	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辯的能力，並能強化口語表達的信心。
2.8	全年	「階梯閱讀」網上閱讀計劃	學生自主網上學習	頒發每月之星獎狀，能鼓勵學生積極閱讀，有蓋操場的龍虎榜亦起了良性競爭的作用。建議老師仍須把各班首十名之學生展示於各班壁報中。
2.9	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	朗讀大使能發揮效用，轉堂時帶領學生進行朗讀，形成朗讀的習慣與常規。

(3) 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
3.1	14/9-22/9	《關懷感動五十載》全港勵志關懷語句大募集	參加人數：130 人； 得獎人數：6 人	能配合學校本年度的主題(關愛)，學生在過程中，能思考如何關懷身邊人。學生可練習以精煉的語句作傳情達意的表達。建議來年若有標語創作的比賽，老師可在課堂上教授學生創作標語的技巧。
3.2	11-12/2009	第六十二屆香港學校朗誦節	普通話詩詞集誦：冠 參加人數：159 人； 得獎人數：共 30 人 (冠：7；亞：8；季：15)	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。明年可繼續以誦材將學生分組訓練。
3.3	23/10	第八屆屯門元朗區小學校際辯論比賽	7 位學生 (分組)最佳辯論員： 6C 張子翹 最具合作精神獎 (全體)	這活動宜繼續參與，能提升學生處理資料及思辯的能力，並能強化口語表達的信心，令學生吸取更多比賽經驗。
3.4	30/10-31/10	2010 元朗區兒童普通話朗誦比賽	參加人數：40 人 金：1 人 銀：9 人 銅：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。明年可繼續以誦材將學生分組訓練。
3.5	20/12	第十屆香港校際網上實時埠際辯論比賽	最佳辯論員： 6D 姜培駿	這活動宜繼續參與，能提升學生處理資料及思辯的能力，並能強化口語表達的信心。建議來年可增加粵語隊伍。
3.6	9/10-23/10	二零一零全港青少年普通話朗誦精英邀請賽	參加人數：7 人 亞：1；季：1	可多鼓勵在朗誦方面有突出表現的學生，多參與這類大型的朗誦比賽。
3.7	10/2010	第三屆中國青少年(香港)才藝比賽	參加人數：10 人 亞：1	可多鼓勵在朗誦方面有突出表現的學生，多參與這類大型的朗誦比賽。
3.8	12-1/2011	4·23 世界閱讀日創作比賽— 「近代中國」 《給中國近代歷史人物的一封信》	參加人數：P.4-P.6 學生 4B 蔡卓霖(優勝獎)	與圖書科及英文科合辦，建議明年學期初時，把活動計劃加入校外活動行事曆中，當作恆常參加的比賽。

3.9	22/1, 26/2	「大道理小故事」天水圍親子故事演講比賽	參加人數：14 人 1D 甘佩玉(亞軍) 2C 鍾浩葭(季軍) 1D 陳曉琳(優異)	是項活動是由學生自行報名參與，值得鼓勵。從中可訓練學生講故事的技巧。
3.10	19/3	第十三屆全港中小學普通話演講比賽	參加人數：2 人 5A 江陽(優異星獎) 3E 關宇軒(優異獎)	可多鼓勵在朗誦方面有突出表現的學生，多參與這類大型的朗誦比賽。
3.11	15/5	第六屆全港經典故事、小品、詩歌表演比賽 2011 (小學詩文合誦)(高小組)	參加人數：41 人 (P.5) 冠軍	可多鼓勵在朗誦方面有突出表現的學生，多參與這類大型的朗誦比賽。
3.12	15/5	第六屆全港經典故事、小品、詩歌表演比賽 2011 (普通話小學詩文對誦)(高小組)	參加人數：5 人 季軍：4 人 優異：1 人	可多鼓勵在朗誦方面有突出表現的學生，多參與這類大型的朗誦比賽。
3.13	26/6	全港中華文化推廣活動 (2011)	參加人數：4 人 銀獎：1 人 優異獎：2 人	可多鼓勵在朗誦方面有突出表現的學生，多參與這類大型的朗誦比賽。
3.14	6-7/2011	第二十屆香港「兒童金口獎」比賽 主題：愛己、愛家、愛國 建立和諧社會	參加人數：11 人(P.5: 5, P6: 6)	與英文科共同參與此活動，本校首次參加此項比賽，比賽講求學生的兩文三語能力，值得參加。
3.15	20/12	中國語文菁英計劃	參加人數：3 人	本年度是首次參與此計劃，學生雖未能晉身決賽，但明年仍值得繼續參與。

總結:

● 個別差異(資優教育)

學生通過上述活動(包括寫作、朗誦、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,導引出更多具潛質的學生。

本年度的資優教育作出新嘗試,本科組除了透過學生參加各類型的活動或比賽時,整理人才庫的名單外,在教育局的帶領下,我們在二、四年級的單元中,透過共同備課、實踐教學,在課堂中滲入資優十三式,以提昇學生的思維能力。

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。期望明年能把資優的十三個圖式,均加入在單元計劃中,使課堂更加完善。

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。

在教室內,中文科老師會邀請班上成績較優異的學生協助能力稍遜的學生,以小老師的身份教導他們寫作、朗讀詞語、溫習默書等,宣揚同學之間的關愛文化。

● 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,同級老師均會進行共同備課,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。此外,本年度的中文老師,亦參加了校外進修課程(「優化語文教學 支援讀寫困難學生」),以有效的方法支援課後輔導班的學生。

英文 English

Part A: Staff Development Activities

Date	Activity	Organiser/Speaker	Reflection
27/8	Teacher Training Workshop: How To Teach Writing Effectively	English for Asia	Due to teachers' busy schedule, co-operative learning for P.3 & collaborative teaching for P.6 were not carried out.
27/9	Teacher Training Mini-workshop: Cooperative Learning	English Consultant	
3/2011	Teacher Training Workshop: How to design lessons for higher ability students	English for Asia	

Part B: Learning and teaching (Highlights of school activities)

Date	Activity / Competition	Awards / No of Participants	Reflection
20-23/9	Mid-Autumn Festival (Riddles)	P.1 – P.6 students	Concepts of local customs and traditions were instilled through board displays.
11/10–4/11	Buddy Reading (3 phrases)	P.1 – P.6 students	P1-3 students enjoyed the reading sessions but not for the P.4-6. They were bored to read with the younger ones. We will revise the reading sessions next year.
28/10	Parents' Seminar : Helping Children Reading English Story books at Home	Key stage 1 parents	We received 59 feedback forms. Over 95% of our parents were satisfied with the seminar. About 88% of our parents got an understanding of how to help the children to improve their reading skills at home.
8-11/11, 6-10/12	Spelling Bee	P.1- P.6 students	In-class competition was good and exciting. Some students wanted to have inter-class competition in the hall. The idea of giving Spelling Bee badges was good. The students were proud to wear them. The certificates were very encouraging for the students.
12/2010	Christmas (Write a letter to Santa Clause)	P.1 –P.6 students	Students were familiarized with local customs and traditions.
15/1	4.23 World Book Day Creative Competition	P.5 & 6 (5 Students)	We introduced different writing events and encouraged our students to participate. This practice will be carried on.

15/1	Create My Smart Cambridge Storybook Contest 2010 (P.1)	1 student entered Final	
23-25/2	Poetry Café	P.1 – P.6 students	P.1 – P.6 parents were invited to attend the event. The performance was successfully delivered. All students liked to perform on stage.
26/2	Australia Educational Link – The Hong Kong Schools English Writing Contest	P.4 – P.6 60 students	We introduced different writing events and encouraged our students to participate. This practice will be carried on.
19/3	Daily Readers “Read Out Loud” Competition	P.1- P.6 82 students	As only 2 students from each school could enter the semi-final, teachers suggested to select one representative from each class rather than nominating many students for the competition.
23/5–3/6	Dragon Boat Festival (Board Display)	P.1-P.6 students	Students were instilled with local festive practice which was not included in their textbook.
24/5	Debate	P.6 students (Audience: P.5 students)	Students learnt both language and debating skills. One more judge should be added to avoid bias and unfairness in 2011-12.
24-25/5, 22/6	Acting Corner	P.1-5 students	All classes carried out the plays successfully. Teachers and students devoted a lot in both editing the script and making props.
20-24/6	Writers’ Conference	P.1 –P.6 students	The event finished as scheduled. We found most students chose the most outstanding background layout as their favourite texts instead of looking at the content itself. Teachers suggested using plain layout for all passages when displaying students’ work next year.
12/2010–4/ 2011	Discovering China – Connecting Australian Friends	P.5: 30 students P.6: 30 students	This programme required students’ initiative to correspond with their online pen-pals. We have not heard any news from our students since the Australian flood in February.
12/2010–5/ 2011	2010-2011 Pilot Project of Humanities Web-based Learning Course: The Rise of Contemporary China (Eng Version) for Primary Students	P.5/ 5 students P.6/ 5 students	Leung Chin Hang P.6A, Wong Tsz Chung P.5A & Tsang Wan Ho P.5C finished level one and were granted e-certificate of completion.

10/2010–9/2011	Smart ABC On-line Reading Platform	P.1-P.6 students	Students preferred easier texts in Smart ABC and they liked the games provided on the reading platform.
10/2010 – 9/2011	i-learner On-line Reading Platform	P.1-P.6 students	Though the layout of the i-learner was not user-friendly, teachers found the materials more suitable for our students.
9/10-30/4	Cambridge Course	Total: 139 students Starters: 29 students Movers: 63 students Flyers: 30 students KET: 17	We had better class time arrangement this year. All teachers took duty roster from 8:50 am – 12:30 pm once. There were not many complaints about the teachers who were supplied by English for Asia. However, we found parents and the students did not take the course seriously. There were quite a lot of absentees. They did not inform us, so our teachers had to spend a lot of time to make phone calls to find out the reasons. Teachers suggest that our clerks can make the check up calls for us.
11-15/7	WSE Cosmopolitan Youth English Camp 2011	Total: 120 students P.2 (32 students) P.3 (32 students) P.4 (29 students) P.5 (27 students)	Parents hoped more students could join the camp next year. According to our policy, we neither refund the course fee after payment confirmation nor arrange any replacement from the waiting list. Parents suggested changing this policy so that more students could benefit from the course and the resources would not be wasted.

Part C: Student Performance

Date	Activity / Competition	Awards / No of Participants	Reflection
6/11	Shung Tak Catholic English College: Speech Contest 2010 (Solo Verse Speaking)	Total 9 students. Champion : 2 1st runner-up : 2 2nd runner-up : 1	Students could have different exposure to different speech competitions. For some students who missed the application for the Hong Kong Schools Speech Festival, these competitions were good alternatives.
12/2010	Shung Tak Catholic English College: Speech Contest 2010 (Group)	Champion	
21/11	Yuen Long District Children & Youth Speech Competition 2010 (Semi-Final)	Total 54 students. Gold : 4 Silver : 13 Bronze : 34 Certificate : 3	

15/1-4/ 12	62nd Hong Kong Schools Speech Festival (Solo Speaking)	Total: 227 students. Champion : 13 1st runner-up : 17 2nd runner-up : 25	Since we had so many students entering the competition, each English teacher had to be responsible for about 8-19 students' training. It was very difficult to arrange time for each individual. We suggested selecting the best 5 students from each class for each teacher. We still encourage students to apply for the competition, but no training will be provided. In the 62 nd Speech Festival, 5 students were absent and only 16 students out of 227 students received fewer than 80 marks. The result was satisfactory.
17/11	62nd Hong Kong Schools Speech Festival (Choral Speaking: Boys)	Champion	
12/2	The Hong Kong Budding Poet Awards	P.6: 18 students	Although our students could not get any awards from this writing contest, it was the only recognizable poetry-writing event in Hong Kong. It was a good experience for both our teachers and students.
18/12	The 15 th Hong Kong Penmanship Contest	Merit : 1	We participate in the penmanship contest every year. This was the first time that one of our students could reach the semi-final.
8/3	2010-2011 Hong Kong School Drama Festival	(15 students) 1. Award for Outstanding Actress : 2 2. Award for Outstanding Script : 1 teacher 3. Award for Outstanding Stage Effect 4. Award for Commendable Overall Performance	The adjudicators were impressed by the high English standard of our students. Feedback given was positive. It indicated that the script was at appropriate level for our students and for the competition.
5/3	The 12 th Annual Speaking Competition for Yuen Long Primary School – Story Telling in English	1 Merit : 2	Different events were introduced to our students and they were greatly encouraged to participate. This practice will be carried on this practice.
6/3	i-Learner Reading Programme (First Term)	Gold Award : 6	This is a programme to build students' habit to read online spontaneously.
19/3	Daily Readers "Read Out Loud" Competition	2 students entered semi-final	As only 2 students from each school could enter the semi-final, teachers suggested to select one representative from each class rather than nominating many students for the competition.

7/5	Cambridge YLE Tests	Starters: 9 (15 shields: 2 Ss) Movers: 42 (15 shields: 6 Ss) Flyers: 22 (15 shields: 2 Ss)	More students attended the test than last year. Most of our students got full shields in listening and speaking but not reading or writing.
30/6	i-Learner Reading Programme (Second Term)	Gold Award : 4	This is a programme to build students' habit to read online spontaneously.
2/7	Smart ABC On-line English Reading Programme (Second Term)	Outstanding Achievement Award : 2	
5/6-24/7	The 20 th Children Silver Tongue Contest (P.6)	6 students	A good experience for students.

Conclusion:

In 2010-2011, the English Panel had organized 18 different school events and entered 16 competitions, tests and outside events. Students’ performance was excellent. Out of the 16 events, we received awards in 12 of them.

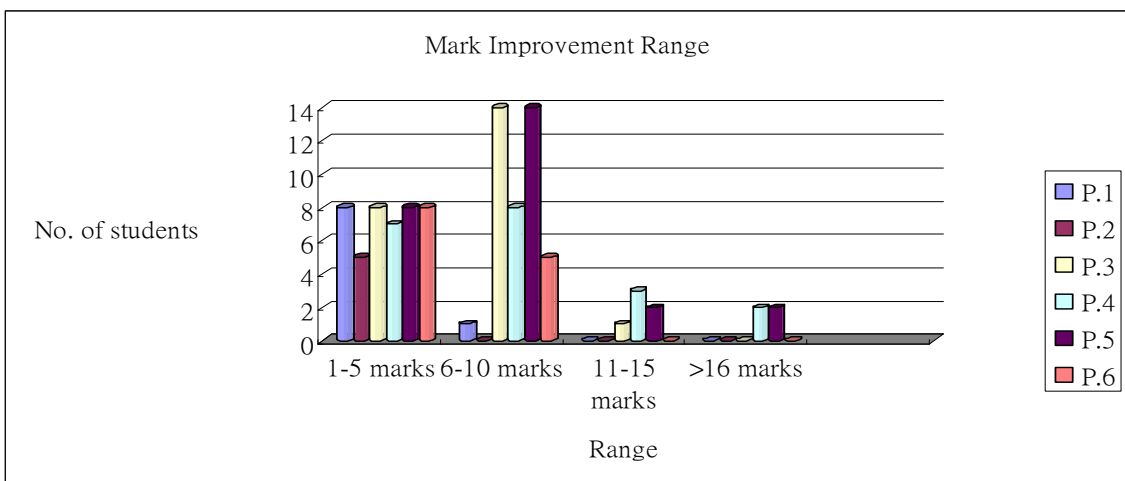
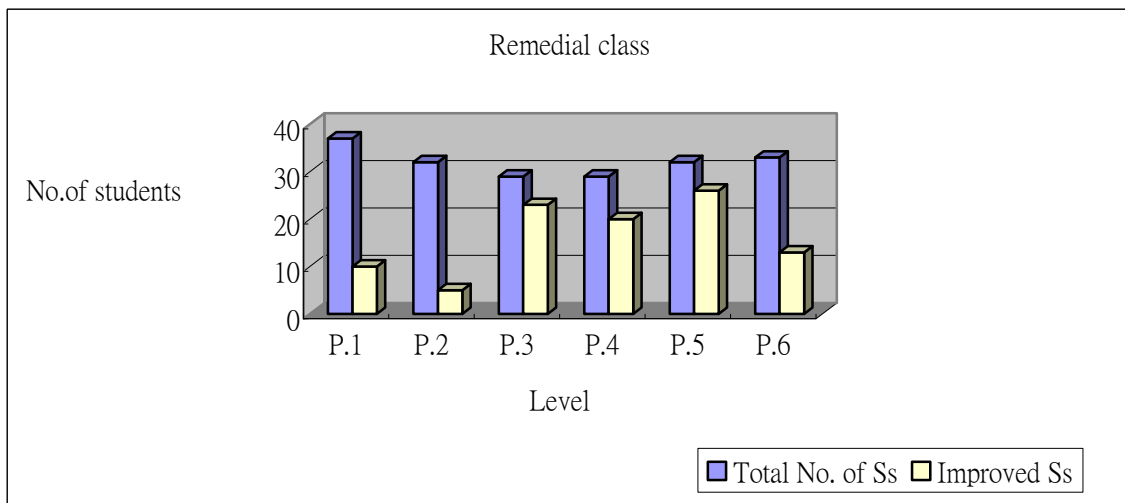
Part D: 2010 -2011 Annual Report - Areas of Concern:

1. Learner Differences

To cater for learner differences, our English teachers had after school remedial lessons (75 minutes each) twice a week. The average class size was about seven students. During the lessons, teachers were able to cater for the slower learners and design different worksheets and tasks to improve their English. Some students were left behind during normal class time because they were reluctant to learn in a big group. Teachers could pay more attention to these students in the remedial lessons. Teachers could also get to know more about the individual differences and develop a closer relationship with them. Once students gained an interest in learning English, they improved more quickly and rebuilt their confidence.

192 students from P.1 to P.6 joined the remedial lessons in 2010-2011 and 104 students had improved their English academic performance when compared with the first term.

The result showed that more P.3, P.4 & P.5 students had improved. Since most P.1 students could get a high average score in their quizzes and there was no exam in the first term, the drop of 10% to 20% in the second term reflected that they were not very adaptable to the exam. Overall, 88.4 % of students could improve their final mark by 1 to 10 marks. 5.8% of the students could gain 11 to 15 more marks and 5.8% could improve more than 16 marks.



2. Moral and Civic Education

The Little Helper Programme was a programme to encourage students to help one another voluntarily. Students kept a record of whom and when they helped. As a result, 28% of students had one record of helping someone; 21% of students had more than one record, but 54% of students showed no interest in this programme at all. The programme required students to give help only in English. If the programme was extended to other subjects, students may be more willing to participate. Some students, especially the young ones, said they liked to help their classmates but they did not like to write down on a record sheet.

In our curriculum, we had units and topics related to 'Love & Care' as well. There was 1 unit in P.1, 7 units in P.2, 10 units in P.3, 8 units in P.4, 1 unit in P.5 and 8 units in P.6. Teachers designed worksheets and activities which were related to the school theme.

To increase our students' knowledge of what Hong Kong people do during different festivals, we had put on three displays. The first one was about Mid- Autumn Festival which was displayed in September. The second one was during the Christmas season. We encouraged students to write letters to Santa Clause. The last one was Dragon Boat Festival in June. The aim of the board displays was to introduce the local traditions and customs that were lacking in our textbooks 'Cornerstones'. The information provided was a good attempt for the English Panel to enrich students' language environment.

3. Teaching Effectiveness

As teachers were too busy performing the daily duties, some of the planned activities were not carried out, such as the co-operative learning for P.3 and collaborative teaching for P.6. It was difficult to execute the plan because there was very little time to organize the details required. When it came to the end of the term, teachers preferred to focus on regular lessons rather than a new learning or teaching approach. However, with help from EDB Gifted Education Section, we will have a greater opportunity to succeed in developing collaborative teaching in the coming year.

Besides, we rarely found time to cater for the outstanding students being identified in each class, as most of our time was spent on remedial class students. Even though some teachers designed more difficult worksheets for the high ability students, they did not show interest at all. We believe the PRP pull out programmes can enhance those outstanding students' abilities better than tasks assigned by the subject teachers.

To raise teaching effectiveness, three in-house professional development workshops were organised this year. One was chaired by our English Consultant and two by English for Asia. Our workshops mainly focused on how to improve our students' thinking skills and differentiate learning modes in different grouping. However, as the workshops were held after school and teachers were tired after a whole day's work, it was hard for teachers to concentrate or gain much from these courses. We could only get the gist of each workshop, which would be more effective if we could have sufficient time and energy to learn and absorb the materials.

數學 Mathematics

(1) Intra-school subject events/ functions

	Date	Activity / Competition	Remarks	Reflection
1.1	20/6	Math Speed Calculation Competition	Whole school	Teachers should train students for speed calculation techniques in lessons.
1.2	21/6	Math Problem Solving Competition (Questions by PTU – for the whole Hong Kong)	Whole school	The questions of some levels were too difficult. The skills required should be taught throughout our syllabus.
1.3	28/6	Math Fair	Whole school	There were enough booths but not enough counters.

(2) Inter-school subject events/ competitions

	Date	Activity / Competition	Remarks	Reflection
2.1	30/10	Bethel High School Cup (Second) Yuen Long Primary School Chan Multiple Intelligences Challenge Competition 第二屆伯特利盃元朗區小學多元挑戰賽（遊踪類比賽）	12 students Group Award: Second 8 Group Award: Third 4	The initial talent pool is not the cream but second-grade student. Participating students generally lack problem solving skills. Training in PRP is required for them.
2.2	31/10	International Mathematical Competition Southern Cup 南方杯國際數學邀請賽	1 Student First Grade Award	
2.3	1/1	《華夏盃》全國中小學數學奧林匹克邀請賽 2010（香港賽區） Hua Xia Cup 2010	2 nd Grade Award: 4 students 3 rd Grade Award: 4 students	① Since Math Olympiad classes were taught by teachers from outside, students showed less commitment to learning. ② We need to scout for talented students.
2.4	15/1	The Seventh Hong Kong Creative Problem Solving Competition for Primary School 第七屆香港小學數學創意解難比賽	Bronze: 7 students	The talent pool criteria needs to be revised. Participating students generally lack problem solving skills. More training in PRP is needed.
2.5	16/1	The Eighteenth Hong Kong Primary Mathematical Olympiad Competition (Primary 6) 第十八屆香港小學數學奧林匹克比賽(小六組)	1 student	① Since Math Olympiad classes were taught by teachers from outside, students showed less commitment to learning. ② The talent pool needs expansion.

2.6	27/2	2011 HK & Macau Mathematical Olympiad Cup 2011 港澳數學奧林匹克公開賽 (港澳盃)	15 Students Second Grade Award: 4 Third Grade Award: 4	
2.7	27/2	Macau & Hong Kong Mathematical Olympiad 港澳數學奧林匹克公開賽	12 students Silver: 1 Bronze: 6	
2.8	12/3	2010-2011 Tuen Mun Catholic Secondary School Mathematics Trail Competition 屯門天主教中學數理遊蹤比賽 2010-2011	8 students	① Students reflected that they lacked problem solving skills and practical skills, and so could not out run the other teams. ② More students should be trained for competitions.
2.9	9/4	World Class Arena (Mathematics) 世界數學測試 (數學)	87 students High Distinction: 3 Distinction: 13 Credit: 17	Low passing rate. Many students attained no rating. Invigilators reflected that the students were not serious in taking the test.
2.10	9/4	World Class Arena (Problem Solving) 世界數學測試 (解難分析)	23 students Distinction: 2 Credit: 8	Very few students joined the test due to language issue.
2.11	16/4	The Eighth HK Problem Solving Olympiad Competition 第八屆香港解難奧林匹克比賽	6 Students 1 Bronze	Since Math Olympiad classes were taught by teachers from outside, students showed less commitment to learning.
2.12	29/4	2011 Primary School Mathematical Tournament (Tang Siu Tong Secondary School) 2011 友校小學數學競技邀請賽 (鄧兆棠中學)	4 Students Third Grade Award: 2	As the competitions were in Chinese but our MOI was English, students were not able to perform well. Participating students generally lack problem solving skills. Training in PRP is required.
2.13	29/4	2011 Primary School Mathematical RUMMIKUB competition 2011 友校小學數學競技邀賽 RUMMIKUB 比賽	Student Group Award: Second 團體亞軍	Participating students showed great enthusiasm in the competitions.
2.14	15/5	The Eighteenth Hong Kong Primary Mathematical Olympiad Competition (Primary 5) 第十八屆香港小學數學奧林匹克比賽(小五組)	2 students	Since Math Olympiad classes were taught by teachers from outside, students showed less commitment to learning.

(3) Subject-based events

	Date	Events / Items	Remarks	Reflection
3.1	Whole year	P 3, P 4, P 5 Split into 6 groups according to ability		Effective for bringing up talented students and low-ability students. Though time for low-ability students is still sub-optimal – it is recommended that remedial class be held after school for M6 groups.
3.2	Monthly	Math Genius	Whole school	Though questions were of inconsistent difficulties, students were enthusiastic and the questions gave teachers the opportunity to teach high-order thinking skills.
3.3	Every Wedn	Mathematic Sharing (Students)	Whole school	Students were eager to share. Topics were of appropriate difficulties.
3.4	Every Wedn	Math Olympiad Class (PRP)	16 students (P5 & P6)	① The mixed group caused difficulties in controlling the progress for the tutor hired from outside. ② Not all participants had the potential to win the competition.
3.5	Every Sat	Math Olympiad (after-school interest class)	9 students (P 5 & 6)	
3.6	25/5 Wedn	Presentation by publishers of Math Textbooks (Longman & New Asia)	Math Teachers	① Teachers were exposed to a lot of new teaching aids and teaching methodology supported by those aids. ② Teachers learnt about the design of the textbooks and their approach to the teaching of Mathematics, e.g. comparing quantities by drawing bars, using concept bubbles.
3.7	29/6	Selection of Math Textbook Meeting	Math Teachers	New Asia has been selected as it provides good explanation to concepts and supported with graded worksheets.

(4) Staff Development & Training

	Date	Activity / Competition	Remarks	Reflection
4.1	Twice a month	P 4 Math Collaborative Lesson Planning	Miss Denise Chan (EDB Sr Sch Dev Offr)	Systematic redevelopment of teaching materials has been proven effective, especially in the teaching of high-order thinking and graded worksheets.
4.2	23/2	P 3 Collaborative Lesson Planning: ① Mixed operations ② 24-hour time	Miss Denise Chan (EDB Sr Sch Dev Offr)	The consultant has been very helpful in pointing out concepts that we might have missed when planning on our own.
4.3	23/2	Problem-solving Strategies Workshop	前教育局首席督學 (數學)曾健華先生	The workshop was useful in that it pointed out the construction of question types.
4.4	9/3	P 6 Collaborative Lesson Planning ① Speed ② Travel Graph	Miss Denise Chan (EDB Sr Sch Dev Offr)	The consultant has been very helpful in pointing out concepts that we might have missed when planning on our own.

Conclusion

1. Learning Differences (+ Gifted Education)

- ① Ability-based grouping caters for learning differences to a greater extent.
- ② P 4 CLP implements the teaching of high-order thinking and caters for individual difference.
- ③ Math Genius proved very effective in arousing enthusiasm in Mathematics and provided the opportunity for teachers to teach high-order thinking skills.
- ④ For external math competitions, a relatively stable talent pool has been identified but is yet to be developed.
- ⑤ The internal Math Competition was overall effective in promoting Mathematics but particular levels suffered from inconsistent difficulties.
- ⑥ Cooperative learning can be implemented next year to promote learning. The number of students in each group will be 4.

2. Moral and Civic Education

- ① Love and care – the implementation of ‘little teacher’ program was well received by both students and teachers. Students not only need to have a good grasp of the concept, but also have to be patient and understand what other students do not understand when teaching them.
- ② Project/Journal – the introduction of Chinese Mathematicians and various other topics has raised the interest of students in learning more about the achievement of our country and their character that led to their success.

3. Teaching Effectiveness:

① Collaborative Lesson Planning (CLP)

(<http://www.edb.gov.hk/index.aspx?nodeID=3769&langno=1>)

CLP has been implemented throughout the whole school.

For P4, CLP has obtained support from EDB consultant. Teaching materials have been redesigned to better effect teaching.

- ② CLP 2011-2012 will be tentatively for P 2 & P 5, Tuesday 1:30 p.m. – 4:30 p.m.
- ③ Seminars held this year were well received by teachers.

常識 General Studies

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

	日期	活動項目	活動內容	反思及改進
1	13/10/2010, 25/2/2011, 24/6/2011	資優教育 教師網絡 (常識科)	研討及分享資優教 學策略	<ul style="list-style-type: none"> 在小四及小六的高階思維試教中，老師嘗試把資優元素滲入課堂，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。 透過研習及分享，不但能掌握高階思維教學策略，還可向其他學校學習，補充我們不足之處。 明年繼續參與。
2	8/4/2011	講座	小學常識科課程指 引的轉變(新辦)	老師認識了課程的結構、改革項目等，對編排本校課程有所幫助。
3	28/12/2010	講座	「化石傳奇」教師 工作坊	老師加深認識古生物及香港的化石。
4	12/3/2011	講座	常識科科學探究工 作坊	能幫助老師掌握相關的教學內容知識，以教授常識科科學與科技的課題。
5	23/4/2011	講座	機械人科技工作坊	老師認識了智能機械人的基本概念和技術。

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

	日期	活動項目	反思及改進
1	28/10/2010- 7/4/2011	常識尖子培訓 課程	<ol style="list-style-type: none"> 在整個過程中，學生反應熱烈和積極，他們都樂於設計一些針對長者的產品/計劃，其中有作品更在比賽中獲獎。 這次活動邀請了風采中學的中學生協助小六學生完成專題研習，不但使他們能取得更多的意見，還能訓練他們與其他人合作的精神。 學生到了風采中學參觀及匯報，擴闊他們的視野。 學生在匯報時的態度尚有改進的空間，老師可於平日課堂上多加鍛鍊。 明年繼續提拔五至六年級學生參與此活動，而 PRP 則改為程度二的課程，收三至四年級的學生。
2	8/12/2010- 11/12/2010	「走進近代史」 高鐵湖北之旅 2010	<ol style="list-style-type: none"> 加深學生對中國歷史、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。 此活動加強了學生的自理能力、與人相處、溝通技巧等。 在專題研習比賽中，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。其中一組更取得優異獎。 本年度仍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。 本活動挑選了一些家長義工幫忙，明年應繼續保留，並允許家長可選擇照顧自己子女的班別。 建議明年全級五年級繼續參與。

3	17/5/2011	學術常識問答比賽	<ol style="list-style-type: none"> 1. 全校同學一同參與，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. 本年繼續分為初級組及高級組比賽，題目的深淺與其程度及興趣相配合，增加學生的投入感。 4. 學生反應熱烈和積極，明年可繼續舉辦。
4	11/2010 及 2/2011	高階思維教學 (小四：資訊科技與溝通，小六：步進文明)	<ol style="list-style-type: none"> 1. 全體老師運用「高階思維 13 式」進行試教，學生反應不俗，為資優教學奠定了基礎。 2. 老師可藉此發掘常識科資優生。
5	30/6/2011	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. 由校工檢查班房並加以評分，結果較為客觀公正。 3. 學生能明白保持課室整潔的方法。 4. 明年可繼續舉辦。
6	全年	外出參觀活動	<ol style="list-style-type: none"> 1. 為配合課程需要，本科安排各級學生到不同的地方參觀，作為校外學習，學生能學到更多相關知識。 2. 除了學習知識外，還能訓練學生溝通、聆聽、搜集資料等技巧。 3. 本年已確立各級的參觀地點，如有需要再作更改。 4. 明年擬把所有參觀活動安排在試後進行。

(3) 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
1	1/10/2010-31/1/2011	新界西區校際塑膠回收比賽	<ol style="list-style-type: none"> 1. 這次活動能加強學生的環保意識，部分學生積極參與。 2. 這次活動的回收量不算太理想，可能是由於宣傳不足，有些學生更誤以為回收箱為垃圾箱，把非回收物品放進箱裏。 3. 建議明年如再參加此活動，需多加宣傳，或進行一次大型的回收日，以爭取更好的成績。
2	11/10/2010-5/12/2010	「認識祖國，認識香港」問答比賽 2010	<ol style="list-style-type: none"> 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。 2. 本年成績較以往為佳，學生順利晉身八強，老師在明年可鼓勵學生多閱讀有關知識，以爭取更好的成績。 3. 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。
3	11/2010-8/2011	學生參加教育局網上學習課程	<ol style="list-style-type: none"> 1. 本年首次參加這項課程，全港只有 1 位小學生能晉身第二階段，本校有 1 位學生完成第一階段課程，成績算是令人滿意。 2. 部分學生反映題目艱深，可能是由於他們對研習主題(中國改革開放)認識不深，而且有部分六年級忙於應付呈分試，未能抽太多時間研習這課程。 3. 建議明年鼓勵六年級的學生參與。

4	5/12/2010-14/3/2011	「通識尖尖尖」-元朗區小學校際通識尖子爭霸戰 2010-2011	<ol style="list-style-type: none"> 1. 比賽內容及題目能切合現今的時事問題，能使學生了解身邊發生的時事。 2. 本年是首次參與此活動，成績為首八強，希望明年能再下一城。 3. 由於此比賽是以背誦答案為主，因此本校的目標是入決賽，並不要求學生死背答案。 4. 明年定必鼓勵更多學生參與及積極備戰。
5	26/2/2010	2011「金龍盃」屯門及元朗區小學常識問答比賽	<ol style="list-style-type: none"> 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。 2. 本年有 6 名學生參與，全取得優異獎，成績比以前進步。 3. 明年將鼓勵更多學生參與。

本年度本校關注項目：

1. 照顧學習差異 (+資優教育)

本年度各老師都積極發展資優教育，全體老師最初先在小四進行高階思維試教，利用「高階思維13式」訓練學生高層次思維技巧、創造力和個人及社交能力等。其後，各老師亦在其他年級推行，嘗試在每個課題中加入資優元素，學生反應不俗，明年應繼續實行。

除了進行全班模式的資優教學外，本年還在六年級試行了抽離式教學，選取了 23 位資優生在課後進行常識尖子培訓課程，學生反應積極，作品亦十分具創意。

2. 加強德育及公民教育

老師通過各學習主題，除了讓學生掌握課本知識外，還藉此培養學生正面的態度和價值觀，如培養愛護環境的態度等。

本年小五學生於 8/12 至 11/12 期間，參加「走進近代史」高鐵湖北之旅 2010，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. 提升教學成效

本年全體老師加入了「資優教育教師網絡」(常識科)，掌握了高階思維教學策略，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，對教學成效有所幫助。

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，並於單元計劃中利用「高階思維 13 式」，列出具思考性、開放性之提問，提升教學技巧。

科學 Science

Part A: Teachers' professional development programmes and activities

	Date	Activity	Reflection
1	27/10	Thematic Workshop: "Creating the Context for Inquiry-based Learning" (Primary School Session) 專題工作坊: 『營造探究式學習環境』	<ul style="list-style-type: none"> ◇ It was good that science teacher had a chance to attend this course to learn how to teach science using the inquiry method. ◇ More courses should be introduced to science teachers next year.
2	8/4	Changes in the Curriculum Guide on General Studies for Primary Schools (New) 小學常識科課程指引的轉變 (新辦)	<ul style="list-style-type: none"> ◇ After attending this seminar, teachers recognized the changes in the curriculum and adjusted the school-based science curriculum. ◇ GS and science teachers attended this seminar together so the teaching topics could be arranged systematically. ◇ We can have other kinds of in-house seminars to further strengthen teachers' teaching skills.

Part B: Intra-school subject events/ functions

	Date	Activity	Reflection
1	20/1/2011-10/3/2011	GS Elite Training Programme 常識尖子課程	<ul style="list-style-type: none"> ◇ We cooperated with GS in this course. ◇ 24 P6 students joined this course. ◇ Students were interested in product design for the elderly. ◇ Students learnt how to cooperate with each other and show care to the elderly. ◇ It was good that some secondary school students helped our students to modify their work.
2	28/6/11	Math and Science Fair 數學及科學嘉年華	<ul style="list-style-type: none"> ◇ We set up three booths. Each science teacher was responsible to set up one booth. ◇ As we cooperated with Math teachers, this helped ease teachers' workload and pressure. ◇ P6 students joined an invention competition this year. They showed their work and shared their experience to encourage other students to work hard next year. ◇ Students from all levels enjoyed the games. ◇ It was too crowded when twelve classes participated in the games. It is better to let six classes participate in one lesson. ◇ We may invite students from China to display their products.

Part C: Inter-school subject events/ competitions

	Date	Activity	Reflection
1	10/2010-5/2011	Future Inventors Workshop 2010-2011 未來發明家培訓計劃	<ul style="list-style-type: none"> ✧ One P6 student joined this gifted education program which aimed to develop students' potential in science and to arouse their interests in inventions. ✧ The student enjoyed the program. ✧ We will promote this program to all students next year.
2	11/2010-8/2011	Education Bureau Web-based Learning Course 教育局網上學習課程	<ul style="list-style-type: none"> ✧ It was the first year that we participated in this course. Students were keen in joining the course. ✧ The learning materials were difficult to most of the students as they were only for higher level students.. ✧ Twenty students joined this course. Two students passed Level 1 and one student passed Level 2. ✧ We will encourage students to join this course next year. Also, we may join one more online learning program from HKEdcity.
3	27/11/2010(Heats), 12/3/2011(Semi-final), 9/5/2011(Interview scientist), 4/6/2011(Final)	The Hong Kong Budding Scientists Award 香港科學青苗獎	<ul style="list-style-type: none"> ✧ It was the first year that we joined this competition. ✧ Five P5 students joined the competition. ✧ One student won the First Class Honour and two students won the Third Class Honour in the Heats. ✧ We got the Certificate of Appreciation (Final), the Best Presentation Award and the Most Creative Proposal Award in the Final. ✧ Students learnt how to do research and experiments during the competition. ✧ It was a valuable chance for students to interview the Hong Kong scientist. ✧ Both teachers and students gained experience in taking part in the competition. ✧ We will join this competition next year.
4	22/1/2011	Hong Kong Youth Science and Technology Invention Competition (Science Fiction Drawing) 香港青少年科技創新大賽(科學幻想畫)	<ul style="list-style-type: none"> ✧ Students from all levels were encouraged to join this competition. ✧ 38 students joined the competition and we helped them to mail their pictures to the organization. ✧ More students joined this year as we helped them to send the pictures. ✧ We will encourage students to join this competition next year. Also, more science books will be introduced to students to motivate their creativity.

5	22/2/2011	Hong Kong Youth Science and Technology Invention Competition (Invention) 香港青少年科技創新大賽(發明品)	<ul style="list-style-type: none"> ◇ Students from P4 to P6 were encouraged to join this competition. ◇ 12 students joined the competition. ◇ More students joined this year as we gave advice and support. ◇ We will encourage students to join this competition next year. Also, more science books will be introduced to students to motivate their creativity.
6	9/4/2011(Hong Kong), 27-28/4/2011(China)	2011 西山小學創意大賽暨國際校際邀請賽 2011 Originality Competition Xishan Primary School & International Tournament	<ul style="list-style-type: none"> ◇ 10 P6 students joined this competition. They designed four creative products. ◇ Students got valuable experience when they went to China. They needed to present their ideas to different people so their presentation skills were improved. ◇ Students learnt a lot from others' product design.
7	11/5/2011	14 th Primary Science Project Exhibition 第十四屆『常識百搭』科學專題探究展覽	<ul style="list-style-type: none"> ◇ It was the first year that we participated in this competition. ◇ Five P6 students joined the competition. ◇ We got the Merit Prize. ◇ Students learnt how to do experiment to prove their hypothesis. ◇ Students improved their presentation skills as they needed to present their work to judges orally. ◇ Both teachers and students gained experience in taking part in the competition. ◇ We will join this competition next year.

Areas of Concern:

1. Learner Differences (Gifted Education)

- P5 and P6 students joined three big competitions this year. These activities were good for training gifted students. After setting up the talent pool, we could 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 example, EDB gifted program for gifted students next year.
- P6 students showed their inventions in the science fair. They shared their experience with other students in order to raise their interest in invention. Gifted students will join some invention competitions next year.

2. Moral and Civic Education

- Teachers incorporated 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 the science fair, student helpers learnt how to co-operate with one another when setting up the booths. They also learnt how to teach and take good care of other students.
- Topics on inventions were implemented in our curriculum. Students needed to design some products to help people. This promoted love and care.

3. Teaching Effectiveness

- Teaching effectiveness can be reinforced through workshops and talks. More suitable training and seminars will be held next year.
- Experiments were important in teaching science. We will buy more equipment as needed.

音樂 Music

Part A: Teachers' professional development programmes and activities

	Date	Activity / Competition	Organiser / Speaker	Reflection
1	26/3	音樂工作坊 - 綜合活動的設計和教學 - 課室敲擊樂合奏	Ms Wong & Mr Law, Ying Lee Music Co., Ltd. 英利音樂有限公司	Some information is useful as it can be applied in music lessons in the future, e.g. body percussion
2	9/4	音樂專業發展工作坊 - 如何進行有效、有趣的課堂聆聽活動	Ms Chu, Pearson Longman 朗文音樂	Listening map is very useful for students, especially in listening, analysis and understanding the music easily.
3	17/4	粵樂在香港	Mr Yu Leisure and Cultural Services Department 康樂及文化事務處	The talk introduced many different kinds of Cantonese music. It helped understand Chinese music.

Part B : Learning & Teaching

	Date	Activity / Competition	Reflection
1	4-8/10	Thanksgiving Day song dedication 感恩節點唱站	It was the first time to hold this activity in Campus TV to increase the thanksgiving atmosphere in school. Students could understand more about the festival and learned to respect different festivals. More than half of the students enjoyed and supported this activity. It is suggested that a song list can be made for students to select the songs next academic year.
2	13/10	P6 Music Appreciation – American Music 六年級音樂欣賞 - 《漫遊民族音樂》	It was an interactive concert. However, it was too hard for students who had no basic knowledge of American music & culture. Therefore, some P6 students felt bored.
3	27/10	P5 Music Appreciation – Pipe Organ Education Concert 五年級音樂欣賞 - 《管風琴導賞音樂會》	Organ is the 'King of music instruments'. It is difficult to see an organ performance nowadays. Since the performers used a special way to introduce organ, it was an interesting concert. Students enjoyed it very much. It was a good chance for students to know more about the structure, playing method and organ music.
4	8/11	P4 Music Appreciation – “Music & Literature” Chinese Music Concert 四年級音樂欣賞 - 《音樂·文學》音樂會	This concert was able to achieve subject goal. Students make use of this opportunity to understand more about Chinese music, Chinese culture, the relationship between Chinese literature and music. Also, it promoted their national identities.

5	8/11	P3 Music Appreciation – Chinese Plucked-string Music 三年級音樂欣賞 - 中國彈撥音樂	This concert was able to achieve subject goal. Students make use of this opportunity to understand more about Chinese music, instruments and culture. Besides, it promoted their national identities. However, their etiquette was improper. P3 students are not recommended to attend the music concert next academic year. It is suggested that teachers should teach concert etiquette starting from P1.
6	7/3	Orchestra members visit to the Tuen Mun Town Hall 管弦樂團團員 - 屯門大會堂音樂導賞之旅	This was a remarkable experience as students could know more about lighting and audio system in the town hall. Students had a good time and the visit broadened their insight.
7	24/5	HK Philharmonic Orchestra Winds & String Quintet 香港管弦樂團管弦樂五重奏	HKPO is one of Asia's leading orchestras. Students could understand more about Winds & Strings instruments and enjoy live music. It was an attractive concert with interaction between performers and students. However, the sound system in the hall needs to be upgraded and students didn't pay attention to concert etiquette.
8	30/5	Leisure and Cultural Services Department - Music office String Ensemble performance 音樂事務處弦樂小組表演	The musicians were very professional. Students took this opportunity to learn more about String instruments. Nevertheless, the viola solo was too long.
9	4/7 & 6/7	WF Singing Contest 2011 和富 Sing Con 大道 2011	Based on last year's review, the contest was divided into 2 classes (solo and group). We increased the time for the contest and invited parents to come. The contest created music atmosphere in the school and increased students' confidence. Students enjoyed watching and many took the initiative in participating the contest. Those who could enter the Final were quite serious about the performance as they practised a lot during recess and USSR. The performance by teachers was well received. However, there is room for improvement for the music control and sound system. The rehearsal time can be increased. Also, a program rundown can be prepared for parents.

Part C: Student Performance

	Date	Activity / Competition	Reflection
1	21/8	Windband introduction performance on P1 Parent Orientation Day 管樂團表演 - 小一家長迎新日	In order to form a school Orchestra, we held a Wind instruments introduction concert for P1 parents to invite more students to join winds and strings instrumental classes. Besides, it was a good warm up for students after a long summer holiday.
2	22/8	Handchime performance at Youth S.P.O.T. 手鐘隊賽馬會青年空間表演	Students gained cooperative skills and confidence. Besides, it was a good warm up for them after the long summer holiday.

3	15/9	Windband introduction concert 管樂團簡介會	In order to form our school Orchestra, we held this Wind instruments introduction concert for all students to invite them to join winds and strings instrumental classes. Besides, it could increase students' performance experience
4	3/10	Windband Performance at Talent Kindergarten 管樂團表演 - 天樂幼稚園	Invited by Talent Kindergarten, the performance could increase students' experience and promote the school orchestra as well.
5	18/11	Hong Kong Youth Music Interflows – Symphonic Band Contests (Primary School Class) 香港青年音樂匯演 – 管樂團比賽(小學組)	Students got silver award in this competition. They gained a lot of knowledge, experience and broadened their insight by watching the performance of other schools.
6	28/11	2010 Yuen Long District C & Y English Singing Competition 2010 元朗區青少年英文歌唱比賽	It was the 1 st time to join this competition. Students gained experience and insight by watching other teams. We can select more students to join this competition and join the Putonghua singing competition as well.
7	4/12	Handchime performance at Tin Shui Wai X'mas Carnival 手鐘隊表演-天水圍聖誕嘉年華	Students' cooperation, confidence and skills were improved. Students could gain more performing experience.
8	18/12	Band, Choir & Handchime performance at Yuen Long Plaza X'mas Concert 樂隊、合唱團、手鐘隊表演 – 元朗廣場聖誕音樂表演	It was a successful concert. Students enjoyed and took initiative in participating the concert. The audience enjoyed our performance. However, the place provided by Yuen Long Plaza was too small. The equipments were not well supported.
9	22/12	Christmas Celebration 聖誕音樂活動	It increased the X'mas atmosphere in the school. Students learnt three new X'mas carols, understood more about the festival and learned to respect different religions and festivals. The skills of Handchime Ensemble were improved in this performance.
10	26/1	Love & Care Concert - Orchestra performance at Pok Oi Hospital Mrs. Wong Tung Yuen District Elderly Community Centre 管弦樂團表演 - 博愛王東源夫人長者社區中心	In order to nurture the zeal of active participation in community service, our school Orchestra have been arranged to perform in the elderly centre to let students convey their love and care through music to the elderly. The elderly had a remarkable time and appreciated the performance.
11	11/3	63rd Hong Kong Schools Music Festival - Primary School Choir 第 63 屆香港學校音樂節 – 小學合唱隊	Students tried their best to perform in the competition and got the 2 nd runner-up. Students gained a lot of experience and broadened their insight by watching the performance of other schools. Also, it gave them more confidence to sing afterwards.
12	12/3	HKPO Violin Masterclass 香港管弦樂團小提琴大師班	It was a fabulous experience for the student to attend Masterclass. It benefited him in his future development.

13	17/3	Windband performance on School Sports Day 管樂團表演 – 運動會	It was a good experience for our school Windband to perform in a marching band style and increase students' sense of belonging and performance experience. Also, it was good to provide lyres for performers to solve their problem in remembering scores. Parent volunteers were helpful as they were familiarized with the instruments.
14	9/4	HKPO Horn Masterclass 香港管弦樂團圓號大師班	It was a fabulous experience for students to attend Masterclass. It benefited them in their skills and insights.
15	15/4	Hong Kong Handbell Festival - 6th Schools Handbell Competition 香港手鈴節 - 第六屆校際手鈴比賽	It was the first time to join Handbell Festival. It could improve students' confidence and uplift their skills by observing other schools. It broadened students and teachers' insights too.
16	13/5	My HK Dream Concert 2011 我的香港夢音樂會 2011	This was the first time for our choir to perform with the accompaniment of orchestra, together with students from other primary schools and secondary schools. The Chinese songs they performed related to the history of Hong Kong and China. It could give them a stronger sense of belonging to their home country and promoted their national identities.
17	14/5	Hong Kong Disney Performing Arts 管弦樂團香港迪士尼演藝日	It was a good experience and memory to perform in HK Disneyland. Students enjoyed themselves very much though they felt a little bit disappointed for not being able to perform in front of the Disney castle due to the rain. Some parents suggested that the school should sponsor students' tickets.
18	26/5	Love & Care concert - Handchime performance at HKYWCA Ellen Li District Elderly Community Centre 手鐘隊演出- 香港基督教女青年會秀群松柏社區服務中心	To nurture the zeal of active participation in community service, our school Handchime Ensemble was arranged to perform in the elderly centre. Students conveyed their love and care through music to the elderly. They also presented vegetables grown in the 'Love Farm'. The elderly had a good time and appreciated the performance.
19	2/7	2010-2011 P6 Graduation 2010-2011 年度六年級畢業禮表演	It was a good chance for our school Orchestra, especially for new members, to get more performance experience. It increased their sense of belonging and enriched their skills. Students were very happy to find that air-conditioners were installed in 5/F balcony. However, the balcony was still too narrow and students were not able to see the conductor clearly.
20	8/7	2010-2011 Closing Ceremony 2010-2011 結業禮表演	The choir performed well. However, the sound system had to be improved. The handchime performance was interesting, but students need more confidence and experience to perform in front of their schoolmates.

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 the potential of students in singing. It was a good and appropriate challenge for students. Also, their confidence was enhanced and it helped create a music atmosphere in school.- Some talented students were chosen to attend instrument Masterclass and singing competition. Their skills were enhanced and their horizons were broadened. Teachers can select more students in the next academic year.
2	<p><u>Moral and Civic Education</u></p> <ul style="list-style-type: none">- Students learnt Chinese music, instruments, culture, history and National Anthem, which helped promote their national identities.- Students learnt to appreciate and respect each competition, workshop, festival, performance and in-class presentation.- Students' performance in the community helped them to nurture a loving and caring spirit.
3.	<p><u>Teaching Effectiveness</u></p> <ul style="list-style-type: none">- Teachers did sharing during subject meetings after attending workshops and seminars. This could bring new ideas and help to set teaching strategies for the next academic year.- Teachers did team planning to improve teaching techniques.- Peer observation could enhance teachers' professionalism.

體育 Physical Education

Part A: Staff Development Activities

Date	Activity	Organiser / Speaker	Reflection
13/10	Quality Education Fund and Physical Education Section of the Curriculum Development Institute jointly organise Thematic Dissemination Activity — Youth Support: Healthy Schools 優質教育基金計劃推廣活動-支援青少年:健康校園講座	Quality Education Fund 優質教育基金	主題多環繞中學課程，不太實用。
2/11	Induction for New Physical Education Panel Chairpersons of Primary Schools	EDB	能加深對 PE 統籌活動、行政、課程、安全意識的認識。
18/6	Basketball Rules Sumposium for Teachers 2011 中、小學教師籃球新例研習班	Hong Kong Schools Sports Federation	能清楚了解籃球最新規例以傳授學生。
18-21/7	Summer School for PE Teachers 2011: Workshops 體育教師暑期學校 2011	EDB	增加對保齡球的基本認識、技巧及發展情況，由於場地及小學生能力所限，尚待學界發展。唯可考慮於常規課堂作介紹。
25-28/7	Dance Series---Multifacet Dance 舞蹈課程系列---多元舞蹈	EDB	增加學生對肢體及空間運用的理解，能於創作中呈現。
2-5/8	Dance Series---Multifacet Set up Dance 舞蹈課程系列---多元舞蹈進階	EDB	

Part B: Learning and teaching (Highlights of school activities)

Date	Activity/Competition	Awards / No of Participants	Reflection
Whole Year	Design team uniform for all school teams 為校隊設計校隊隊衣	All School Teams	<ul style="list-style-type: none"> ➤ 明顯有助提升團隊士氣及學校形象；家長十分支持。 ➤ 跳繩隊，劍擊隊，乒乓球隊仍未有隊衣。
September	Set up Rope Skipping Team and Cheerleading Team; provide practice once a week 成立跳繩校隊、啦啦隊校隊，提供一星期一次常規訓練	Rope Skipping Team: 16 students Cheerleading Team: 26 students	跳繩隊及啦啦隊均於本年度參與多個比賽及表演，成績理想。
Nov. – Jan,	Board display:- 廣州亞運會 Guangzhou Asian Games	Whole School	學生有興趣，能增加學生的運動認知及了解運動員成功背後的艱苦故事。

4/11	Olympic Champion Peter Vidmar – Sharing with students 奧運金牌得主 Peter Vidmar 訪校	Whole School	反應熱烈。												
21/2-30/6	小息時段開放乒乓球區、跳繩區及 呼拉圈區	Whole school	受學生歡迎。												
	PE Ambassadors on duty at recess 小息時段運動大使當值	40 selected students	出勤表現有改善空間。												
17/3	Sports Day 運動會	Whole school	各項目能按時順利推行。												
May & June	擔任元朗區水運會籌委會，負責統 籌區隊事項	All PE teachers	過程順利，學生表現良好。												
June	Distribution of Physical Fitness Award Scheme Certificate 派發體適能獎勵計劃證書	567 qualified students	Fitness exercises are compulsory in every lesson. (e.g.5-min run, rope skipping, sit-up). Students’ fitness is improving according to the criteria set by HKPFA. <table border="1" data-bbox="1043 864 1457 1144"> <tr> <td></td> <td>2009- 2010</td> <td>2010- 2011</td> </tr> <tr> <td>Gold certificates</td> <td>92</td> <td>111</td> </tr> <tr> <td>Silver certificates</td> <td>210</td> <td>235</td> </tr> <tr> <td>Bronze certificates</td> <td>240</td> <td>221</td> </tr> </table>		2009- 2010	2010- 2011	Gold certificates	92	111	Silver certificates	210	235	Bronze certificates	240	221
	2009- 2010	2010- 2011													
Gold certificates	92	111													
Silver certificates	210	235													
Bronze certificates	240	221													

Part C: Student Performance

- 489 students participated in about 34 sports competitions and attained outstanding achievement:
“Yuen Long Overall Championship” (out of 50 schools) – Girls Team: 2nd
Boys Team: 5th

Date	Activity / Competition	Awards / No of Participants
11/9/2010	Sealion Swimming Club 19 th Swimming Gala Inter-School Relay 海獅會第十九屆水運會友校接力邀請賽	3 rd runner-up: 4 8 Participants
23/9, 1/10	2010-2011 All H.K. Schools Jing Ying Table Tennis Tournament 2010-2011 年度全港學界精英乒乓球比賽	4 Participants
8/12	Yeun Long Inter-Primary Schools Table Tennis Competition 元朗學界乒乓球比賽	6 Participants
31/10	Yeun Long 35 th Athletic Meet 元朗區第三十五屆田徑運動大會	Champion : 2 Silver : 4 Bronze : 1 40 Participants

20/11	Islands District Cheerleading Competition for 18 Districts (First Round) 離島節十八區啦啦隊大賽初賽	Bronze Award 20 Participants
7,14/11	Primary School Taekwondo Competition 2010 全港小學跆拳道隊際賽 2010	Bronze : 1 2 Participants
3/12	Yuen Long Merchants Association Secondary School Invitation Relay 元朗商會中學友校接力	8 Participants
9-10/12	Yuen Long Inter-Primary Schools Athletic Meet 元朗區小學校際陸運會	Champion : 1 Silver : 1 Bronze : 5 33 Participants
4,7,10,11/1	Yuen Long Inter-Primary Schools Basketball Competition 元朗區校際籃球比賽	10 Participants
16/1	Yuen Long Inter-Primary Schools Gymnastics Competition 2010-2011 2010-2011 年度元朗區體操公開賽暨粵港邀請賽	Champion : 2 Silver : 1 Bronze : 3 Merit : 9 31 Participants
29/1	Islands District Cheerleading Competition for 18 Districts (Final) 離島節十八區啦啦隊大賽決賽	Champion 20 Participants
22/1	Yuen Long 33 rd Dancing Competition 第三十三屆元朗區舞蹈比賽	Silver Award 12 Participants
30/1	Yuen Long 47th Inter-Primary Schools Dancing Competition (Western Dance) 第 47 屆學校舞蹈節小學組西方舞比賽	Commended Award 12 Participants
11/2	Yuen Long 47th Inter-Primary Schools Dancing Competition (Cha Cha Cha) 第 47 屆學校舞蹈節小學組查查查比賽	Highly Commended Award 2 Participants
11/2	Yuen Long 47th Inter-Primary Schools Dancing Competition (Eastern Dance) 第 47 屆學校舞蹈節小學組東方舞比賽	Silver Award 1 Participant
15/2	A.S. Watson Group HK Student Sports Awards	1 P6 student awarded \$500
20/2	The Standard Chartered Hong Kong Marathon -- District Councils Cheerleading Competition 渣打馬拉松--區議會啦啦隊比賽	Merit Award 25 Participants
26/2	Pok Oi Hospital Inter-Primary Schools Cheerleading Competition 博愛為生命喝采啦啦隊大賽--小學組	Silver Award 最佳啦啦隊精神 25 Participants
1/3	Caritas Yuen Long Chan Chun Ha Secondary School Invitation Relay 明愛元朗陳震夏中學友校接力	8 Participants
2/3	Tung Wah Group of Hosiptals Kwok Yat Wai College Invitation Relay 東華三院郭一葦中學友校接力	8 Participants

5/3	Children Park Orienteering Championships (New Territories District) 兒童公園定向錦標賽(新界區)	Champion : 1 Silver : 1 16 Participants
10/3	Chiu Yang Primary School Invitation Relay 香港潮陽小學友校接力	4 Participants
11/3	HKFYG Lee Shau Kee College – Invitation Relay 青年協會李兆基書院友校接力	2 nd runner-up 4 Participants
18/3	Yuen Long Government Primary School Invitation Relay 元朗官立小學友校接力	Champion 4 Participants
20/3, 16/4	All Hong Kong Inter-Primary Schools Gymnastic Competition 全港小學校際體操比賽	Group: 1 st runner-up Silver : 1 Bronze: 3 14 Participants
23, 25/3	Yuen Long Inter-Primary Schools Volleyball Competition 元朗區校際排球比賽	12 Participants
7,14,18, 21/4	Yuen Long Inter-Primary Schools Badminton Competition 元朗區校際羽毛球比賽	Silver : 1 10 Participants
17/4	Prince The School Sports Programme HKTA Mini-Tennis Competition (New Territories West District) 小學小型網球推廣計劃-小型網球分區校際賽(新界西區)	Gold: 2 Silver : 1 12 Participants
2/5	All Hong Kong Inter-Primary School Fencing Competition (New Territories II) 全港小學校際劍擊比賽(新界二區)	10 Participants
15/5	Heung To Middle School (TSW) Yuen Long Inter-Primary Schools Rope Skipping Competition 香島盃元朗區小學跳繩大賽	Gold : 7 Silver : 2 Bronze : 4 24 Participants
29/5	Prince The School Sports Programme HKTA All Hong Kong Mini-Tennis Competition 2011 小學小型網球推廣計劃 2011 – 全港小型網球校際周年錦標賽	3 Participants
2,3/6	Yuen Long Inter-Primary Schools Swimming Competition 元朗區小學校際游泳比賽	Gold : 3 Silver : 8 Bronze : 3 22 Participants
11/6	New Territories District Inter-Primary Schools Swimming Competition 新界地域小學區際游泳比賽	Silver : 2 Bronze : 3 8 Participants
18/6	SKH Tin Shui Wai Ling Oi Primary School Swimming Gala Invitation Relay 聖公會靈愛小學水運會女子友校接力邀請賽	Bronze: 1 4 Participants

Areas of Concern:

1. Learner Differences (Gifted Education)

- a) To cater for learning differences, different grouping according to ability was used in the following topics:
 - P1 Rope skipping
 - P2 Fwd roll
 - P3 Forward roll
 - P4 Volleyball
 - P5 Vaulting
 - P6 Hurdling
- b) 22 students were selected into the PE talent pool.

2. Moral and Civic Education

Sports knowledge and manners are embedded in PE activities during the PE lessons and morning assembly through the following themes: Asian Games 2010 and Hong Kong Games 2011.

3. Teaching Effectiveness

- a) Team planning to design lesson plans for each level was carried out. Teachers discussed the teaching strategies on different themes. Lesson plans were uploaded into the share-drive for future reference.
- b) Teachers keep abreast with the latest information by attending workshops, seminars, etc.

4. OTHERS

- a) Only assigned student helpers are allowed to enter the PE storerooms.
- b) Teachers are welcome to borrow PE equipment by filling the booking form.
- c) Fitness score criteria table will be posted on the PE board.
- d) Formative assessment can be in the form of written test.

Visual Arts 視覺藝術

Part A: Teachers' professional development programmes and activities

Date	Activity	Organiser / Speaker	Reflection
25/9	「光的藝術校園推廣計劃 2011」 - 「光的藝術」講座	Hong Kong Society for Education in Art	Recommended for Ts' participation next year as it helped Ts to understand the requirement of the contest which heightened our concern for environmental pollution.
25/2	優質教育基金推廣活動: 有效學習 - 創意薈萃·情繫社區 (分享會)	優質教育基金	Worth attending as it offered many ideas for displaying artwork in the coming 10 th anniversary art show and suggested new teaching topics, e.g. making negative prints with pin-hole cameras. Ts also attended workshop on printmaking, which refreshed their knowledge and skills.
12/3	Ocean Park Model Design Competition Workshop 海洋生態保育模型設計比賽工作坊	Hong Kong Ocean Park	Not recommended for Ts' participation next year as it focused on marine conservation for a specific shark species(斧頭鯊). Due to our tight schedule, we didn't enter the contest in the end.
30/4	Visual Arts Curriculum Design: Catering for Learner Diversity workshop	EDB	Recommended for Ts without previous training of this kind.
26/3, 2/4, 9/4, 16/4	皮革工藝初階	Hong Kong Society for Education of Art	Recommended for Ts' participation, especially for Ts without prior knowledge and skills.
30/6	Learning and Teaching Expo (School Visit: Jockey Club Ti-I College)	HKedCity	Not recommended for Ts' participation as it focused on a single beginner-level art therapy workshop, which was too short for Ts to understand and apply the skills at school.

Part B: Learning and teaching

Date	Activity / Competition	Remarks / No of Participants	Reflection
13/9 -17/9	Parent/Child Lantern Design Competition	About 100 entries	Good response; to be continued next year
30/9, 4/11, 9/11/2010 10/3/2011	香港展能藝術會之賽馬會共融藝術計劃—藝術筆友	20 selected students	Recommended for Ss' participation as Ss would learn to appreciate artwork done by both local and foreign children who may have physical or mental disabilities
15/11/2010	香港建新藝術團之中華影魅 (中國傳統影戲表演)	Whole school	Worth watching; can widen Ss and Ts' horizon; other kinds of art forms/performance are recommended for next year.

25/10-27/6	Artaholic	12 selected Ss (Student Art Club)	Worth joining; to be continued next year
1/10-30/6	Little Art Teachers	120 selected students (4 Ss in each class)	Can nurture leadership; to be continued next year as a part of the training for VA gifted Ss
21/2-9/3	Sports Day Booklet Cover Design	Whole school	Well received; to be continued next year
20/6/2011	Glass Workshop organized by Pak Kau College	26 selected students	Interesting and enjoyable; will join next year if available

Part C: Student Performance

Date	Activity / Competition	Awards / No of Participants	Reflection
4/10/2010	Jockey Club Ti-I College – The 5 th Hong Kong Primary School Painting Competition	1 entry Champion: 1	All are recommended for Ss' participation as they allow art-talented Ss to gain more experience and learn more by observing other participants' works.
5/10	開心家庭齊踴動之繪畫創作及心聲表達比賽	2 entries 2 nd runner-up: 1	
31/10/10	2010 第 18 屆國際少年兒童書畫比賽	26 entries, 1 st runner-up: 5 2 nd runner-up: 4	
31/10/10	嘉頓小蛋糕 – 四格漫畫設計比賽	3 entries	
15/11/10	第三屆徐悲鴻弄盃國際青少年兒童美術比賽 (香港區高小組)	1 entry 1 merit	
15/11/10	墨彩杯第七屆全國青少年兒童書畫作品電視網絡展	25 entries 一等獎: 4 二等獎: 1	
15//11/10	小學生視覺藝術比賽暨展覽「香港是我家」	3 entries	
26/11/10	基督教協基會元朗社會服務中心-愛心聖誕帽設計比賽	1 entry 1 merit	
26/11/10	〈金寶湯-分享滋味一刻〉湯罐標貼設計比賽	1 entry	
30/11/10	吉野家 Shabu Shabu 來襲填色比賽	24 entries	
30/11/10	基督教協會社會服務部-「正能量家庭運動」親子填色設計比賽	3 entries 2 nd runner-up: 1	
7/1/2011	HKSEA - 全港學界「光之藝術」創作比賽 2011	11 entries 1 merit	

7/1/2011	地捫- 心意咭設計比賽	4 entries	
21/1/2011	第三十六屆全港青年學藝比賽	27 entries	
31/1/2011	環境保護署之環境保護吉祥物手帕設計比賽	1 entry	
25/2/2011	Mass Mutual Jr. Space Camp – “It is Possible! Tote-design competition	9 entries	
7/3/2011	拉闊天空之2010至2011年度和諧校園四格漫畫創作比賽	1 entry	
18/3/2011	〈美贊臣〉A+健康智醒王國 – 「至型・至醒」造形設計比賽	6 entries	
24/3/2011	衛生署之「水果・愛・家人」模型製作比賽	1 entry	
25/3/2011	國際青年文化交流中心之熱愛生活、熱愛大自然藝術比賽	1 entry	
31/3/2011	香港中華基督教青年會天水圍天澤會所之復活的真義之繪畫創作比賽	2 entries	
31/3/2011	基督教協基會元朗社會服務中心之童建未來之思潮封面設計比賽	47 entries 2 nd runner-up: 1	
3/5/2011	屯門盆景蘭花暨環保種植展覽之繪畫寫生比賽	1 entry	
5/5/2011	基督教協基會元朗社會服務中心之給媽媽的情書設計比賽	2 entries	
11/5/2011	第三屆兩岸四地中國青少年兒童書畫大賽(小學書法組)	30 entries 2 nd runner-ups: 2	
3/6/2011	教育局之小學生視覺藝術創作展覽	3 entries	
12/8/2011	第三屆友生昌盃全港青少年書畫大賽	1 entry 1 merit	

Conclusion:

1. Learning Differences (+ Gifted Education)

Since not all Ts have undergone VA-focused teaching training (PgDE with major in VA) and the current universities do not offer this type of part-time training to in-service teachers, VA teachers tend to benefit from short-term art workshops offered by EDB and art organizations. For the art-gifted Ss being assigned as little art teachers (LATs), they not only lessened the workload of Ts to assist weak Ss, but they also learned friendlier attitude to serve their fellow classmates. VA Ts have little information about gifted education for art-talented Ss, they are looking forward to related workshops in the coming year.

2. Moral and Civic Education

As the school theme this year is Love and Care, Ts tried to include this idea in their lessons and activities. Some of these topics and activities are carried out together with other subjects. The related topics and activities are as follows:

Level / Student Group Involved	Topics &/Activities	Subjects Involved
Level: P1	Love for Our World (Pointillism)	--
Level: P2	Award for Arts Education – “GLOW” with love: “Love & Care” Bookmark Design Competition	Music
Level: P3	Little Wishes (Origami)	--
Level: P6	Award for Arts Education – “GLOW” with love: Making Batches as souvenirs for an elderly home	Music
Level: P6	Love and Care for Our Polluted Ocean (Installation art of whale & ducks)	Music
Student Group: PRP- 創意	Award for Arts Education – “GLOW” with love: Drama – Love & Care (prepare props)	Chinese
Student Group: The Art Club, ARTaholic	Large Deer Posters	--
Student Group: The Art Club, ARTaholic	Award for Arts Education – “GLOW” with love: Stage Design for Singing Contest – Love & Care	Music

The school theme was further reinforced in various competitions, such as, 基督教協基會元朗社會服務中心 – 愛心聖誕帽』設計比賽 and 基督教協基會元朗社會服務中心之童建未來之思潮封面設計比賽. This kind of message and activities should be further promoted in the next year.

3. Teaching Effectiveness:

Currently there are many free or charged courses and visits for Ts to apply, in addition to free loan of public art resources. Many of them are proved to be beneficial for equipping Ts with new know-how. Unfortunately, owing to tight schedule, not all Ts could make good use of the \$500 yearly study allowance to attend relevant courses to improve their knowledge and skills.

As for Ss, there is the school Culture Day Scheme which includes different kinds of art workshops. However, since there are many schools fighting for these scarce resources, the VA panel failed to get accepted for the programmes being selected. It is hoped that we can get places for our students next year.

資訊科技 Information Technology

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

	日期	活動項目	活動內容	反思
1	25/3	持續專業發展研討會: 電子時代, 領導轉型	Oxford University Press	此活動實為推廣平台系統, 得益不大。
2	24/6	Briefing on Internet Learning Support Programme	EDB	此乃資助學生上網計劃, 將於 7 月中正式推行。每戶資助家庭可獲\$1300 資助上網。

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

	日期	活動項目	備註	反思
1	17/12/2011	Morning Assembly: Campus TV live broadcast 校園電視台直播早會	Audience: whole school	順利直播, 惟部份班房設備有損壞, 須要維修。
2	21/3/2011	Weekly Assembly: "To Accept the Difference": Campus TV live broadcast 校園電視台直播週會: 「接納包容」	Audience: P1 to P2 students	順利直播, 但仍有其他班房設備受損。
3	30/6/2011	Using Campus TV to live broadcast Award Presentation in the Hall	Audience: whole school	第一次使用禮堂直播到各班房, 音響收音未算清晰, 需要再作調較。
4	30/6/2011	Live broadcast 'I Love My School – activity day'	Audience: whole school	經調較後, 收音問題已見改善。
5	8/7/2011	Live broadcast School Closing Ceremony to 4/F classrooms	Audience: P1 to P5 parents	順利直播到 5 樓和 6 樓班房供家長和表演生觀看。
6	5/2011 – 7/2011	"Love and Care" Video Taking Competition	P6 students	實際所需課節比預期為多, 而且使用校園電視台的時段亦很有限, 以致拍攝進度緩慢。來年需提早教授「短片製作」。

關注事項—反思 Areas of Concern–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, 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讓學生自學, 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

本學年更新了一批質素更好的耳筒。同學於學期初簽訂行動約章, 承諾盡自己本份, 做個負責任的網絡公民, 並且愛護學校電腦設備。同學們均遵守諾言, 器材損壞率繼續下降, MMLC 內的耳筒損壞情況亦有所改善。

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。

圖書課 Library**Part A: Teachers' professional development programmes and activities**

Date	Activity	Organiser / Speaker	Subjects/ Remarks	反思及改進
6/2	Select library books for students and reference books for teachers	1. 新雅 2. 博學館 3. 德智 4. Academic & Professional Book Centre 5. 智恒軟件	For all subject panels	明年會繼續舉辦，選擇書商的要求是價錢低，種類多。
6/7, 22/7	Select library books for teachers and students	HK book fair	For all subject panels	明年會繼續舉辦

Part B: Learning and teaching

Date	Activity / Competition	Remarks / No of Participants	反思及改進
5/9-30/9	Renew the Reading programme record 更換兒童及青少年閱讀計劃紀錄冊	P2 to P6 students	有助同學有系統地記錄已閱讀的圖書
10/9 前	Collect P.2-6 summer holiday reading record 收集二至六年級暑期閱讀約章	P2 to P6 students	能推動閱讀文化，明年會繼續參加
1/9-30/9	Follow up the HK Book Fair purchase 跟進及整理香港書展時購買的圖書	Parent volunteers	家長義工能協助把圖書盡快上架
15/9-30/9	Collaborate with English and VA on Mid-Autumn festival and help P.1-2 students finish the reading report. 與英文科、視藝科合作推介中秋節圖書，協助一、二年級撰寫閱讀報告。	P1 & P2 students	同學踴躍借閱圖書，明年會繼續舉辦

15/9-30/9	Recruit and hold training course for library prefects 招募和培訓圖書館服務生	70 students	能有效提昇服務生的工作效率和態度，明年會繼續舉辦
4/10 後	Chinese and English newspaper delivery 開始派發中英文報紙及招募報紙服務生	2-3 student helpers from each class	可迅速派發報紙，明年會繼續舉辦
4/10 後	Start Chinese e-learning programme 開始閱讀階梯網上閱讀計劃	Whole school	中文科老師會增選其他網上學習計劃
4/10 前	Use Octopus card as library card 使用八達通借還圖書	P5 students	試行順利
4/10	開放圖書館	Whole school	
15/10 前	Application of public library card and Reading programme for P.1 students 為一年級學生申請公共圖書館圖書証及兒童及青少年閱讀計劃會員証	P1 students	能推動閱讀文化，明年會繼續參加
1/11 前	Start the reading scheme: read at least 45 books in a school year 開始閱讀計劃:全年閱讀 45 本或上圖書	Whole school	同學踴躍借閱圖書，成效良好，明年會繼續舉辦
30/11 前	常識科專題圖書和網站推介(協作走進近代史 — 高鐵湖北之旅 專題研習)	P5 students and parents	有助同學為專題研習搜集資料
24/11 前	Use the Octopus as library cards 全校使用八達通借還圖書	P2-6 students and all teachers	能提昇圖書館的工作效率
5/12	New books on shelf: 147 books (Religion) 宗教科新書上架:147 本	Whole school	圖書多樣化
6/12-4/1	Collaborate with English and Chinese teachers in the writing competition. 與英文科和中文科協作參加近代中國創作比賽	P4-6 students Merit Award: 4B Choi Cheuk Lam 5B Chiu Huen	有助同學為比賽搜集資料，明年會繼續提供協助

15/1	New books on shelf: Teachers reference 106 books (VA and English) 視藝和英文科教師用書新書上架:106 本	For all teachers	提供教學資源
28/1 前	Book recommendation: Chinese New Year Festival (English project) 農曆新年好書推介(英文科專題研習)	P1-2 students	有助同學為專題研習搜集資料，明年會繼續協辦
6/2	Parents Day book exhibition 家長日書展	P1-5 students and parents	頗受家長和學生歡迎，明年會繼續舉辦
17/3 前	Book recommendation: Sports and Physical Education (Sports Day) 運動及體育專題圖書推介(運動會)	Whole school	能讓同學加深認識各項運動
20/3	New books on shelf: 72 e-books 新書上架: 72 本電子圖書	Whole school (圖書館及 Science 各存放一套)	電子圖書具吸引力，能推動不太喜歡閱讀的同學借閱
23/3	New books on shelf: 296 books (Chinese fiction and novel, Moral Education) 中、英文小說及德育新書上架: 296 本	Whole school	增加圖書館藏書量
10/4	New books on shelf: 97 books (English fiction) 英文小說新書上架:97 本	Whole school	讓同學有更多選擇
28/4	Seventh Sun Ya Primary School and Kindergarten Reading Report Competition 第七屆新雅全港小學生暨幼兒閱讀報告寫作比賽	The Most Active Participating School Award (Disney books) Champion: 1 1 st runner-up: 2 2 nd runner-up: 1 Merit Award: 3	同學參與率不高，但成績優良，明年會鼓勵多些同學參加
20/5	New books on shelf: 50 books (Chinese Fiction)中文小說新書上架:50 本	Whole school	增加圖書館藏書量
3/6	Essay / Slogan Competition 《資訊小領袖》徵文 / 標語創作比賽	Whole school	同學能汲取經驗，明年宜繼續參加

3/6	Close the Library for stock checking 圖書館閉館盤點	Library	6 月份圖書館的管理系統出現故障，圖書館申領了另一部電腦，盤點工作才得以順利進行。
8/6	Collect the classroom books for stock checking 回收課室圖書盤點	Whole school	失書 20 本，破損圖書 1 本，已向班主任跟進賠償失書的手續。
25/6	Reading Scheme - Prize giving 閱讀計劃頒獎	Having read over 100 books: 160 over 80 books: 51 over 40 books: 337 Total: 548 students received awards	獎勵計劃的得獎人數理想，約有 65.6%，可望於明年提升得獎的人數至 75%。

總結:

- 個別差異(資優教育)

閱讀計劃分成 3 個階段，40 本、80 本或 100 本以上，學生可以按自己的能力閱讀不同數量的圖書，均可獲獎，而本年度約有 6 成半以上的學生獲獎，這證明學生的閱讀風氣良好，而同學亦很努力去完成自己的閱讀目標。

此外，本年度增加了「閱讀之星」的獎項至 30 班，學生不單只在閱書量當中求突破，老師還可以在課堂中評估學生的閱讀習慣及質量，讓愛閱讀的同學可以達到一個更高的層次。

本年新增了一套有關自然科學的電子圖書，希望可以擴闊學生的閱讀種類，每逢長假期前，我們都要指定學生借閱某種類的圖書，不要讓學生養成偏重只看某一類圖書的習慣，而是看多些不同種類的圖書，豐富其知識。

- 品德及公民教育

在這資訊爆發的年代，網上語言暴力及不良資訊的發放充斥四周，學生擁有良好的資訊素養是十分重要的，今年我們參加了教育城舉辦的資訊小領袖標語創作比賽，目的是希望學生懂得拒絕不良資訊，能正確地使用互聯網，幫助學習。

學生已建立了正確使用學校電腦的觀念，學校的電腦是以學習為主，我們教導學生不應浪費時間玩非學習的遊戲或瀏覽消閒網站，我們鼓勵他們善用互聯網，觀賞健康的教育電視節目或老師推介對學科有益的學習遊戲網站，同學們都會按著老師的指導善用網上資源。

- 促進教學成效

為加強與各科的合作，推動協作的教學文化，本年圖書科與英文科和常識科有專題協作計劃，讓學生可以更主動閱讀圖書，各科的教學時間更緊接，令到教學的成效更佳。以常識的專題為例，學生先在家中或課堂上閱讀有關武漢的資料，到他們親身到達當地遊覽時，便可以更深入地學習當地的文化及知識，這對於深化學生的體驗及學習，實在有很大的幫助。

本年閱讀報告比賽的獲獎人數增加了，但還未建立學生積極參與校外寫作比賽或閱讀報告比賽的習慣，學生已養成良好的閱讀習慣，他們都很喜愛閱讀，但還需要老師的大力推動下才撰寫閱讀報告，所以明年圖書科會與中、英文科協作，加強學生撰寫閱讀報告的課程內容。

Teacher's professional development programmes and activities

Date	Activity	Organiser / Speaker	Subjects / Remarks
27/8	Teacher Training Workshop: How To Teach Writing Effectively	English for Asia	for English teachers
From 8/9 every Wed	P4 & P6 Math Collaborative Lesson Planning (Twice a month)	Miss Denise Chan (EDB Senior School Development Officer)	for Math teachers
21/9, 28/9	教師朗誦指導工作坊	香港普通話朗誦藝術中心 藝術總監卓露茜老師	for Chinese teachers
25/9	「光的藝術校園推廣計劃 2011」 - 「光的藝術」專題講座	Hong Kong Society for Education in Art	for VA teachers
27/9	Teaching Training Mini-workshop: Cooperative Learning	English Consultant	for English teachers
6/10, 12/10	「資優教育教師網絡」(中文科)會議	Miss Mandy Tsang (EDB – Gifted Education)	for P2 & P4 Chi teachers
8/10	Briefing for the Hong Kong Budding Scientists Award (2010-2011) 香港科學青苗獎簡介會 (2010-2011)	Curriculum Development Institute (CDI)	for Science teachers
13/10	「資優教育教師網絡」(常識科)會議	Miss Mandy Tsang (EDB – Gifted Education)	for GS teachers
13/10	Thematic Dissemination Activity — Youth Support: Healthy Schools 優質教育基金計 劃推廣活動-支援青少年:健康校園講座	Quality Education Fund and PE Section of the CDI	for PE teachers
15/10	14th Primary Science Project Exhibition (Briefing session)第十四屆『常識百搭』科 學專題探究展覽簡介會	CDI	for Science teachers
18/10	Staff Development Day - Teaching strategies for gifted education - Workshop and Outing for Team Building	Principal, our English & GS consultants	for all staff
27/10	「中國語文菁英計畫」簡介會	Miss Wendy Ng (EDB – Gifted Education)	for Chinese teachers
27/10	Thematic Workshop: “Creating the Context for Inquiry-based Learning” 專題工作坊: 『營造探究式學習環境』	The Hong Kong Academy for Gifted Education	for Science teachers
2/11	Induction for New PE Panel Chairpersons of Primary and Secondary Schools 新任中、小學體育主任導引	Dr Chow Wah (EDB)	for PE Panel head

8/11-28/6	小學中國語文科教師專業發展課程： 「優化語文教學支援讀寫困難學生」	特殊學習困難教育專業發展小組(香港中文大學教育學院-教育心理學系)	for all Chinese teachers (Ts)
6/12, 15/2	「資優教育教師網絡」(中文科)觀課	Ms Mandy Tsang (EDB – Gifted Education)	for P2 & P4 Chi Ts
25/1	Hong Kong Budding Scientists Award 香港科學青苗獎	Curriculum Development Institute 課程發展處	for Science teachers
28/1	「優質的觀課與評課」計劃 — 第五場公開課及評課活動	The Hong Kong Institute of Education	for Chinese teachers
19/2	2011 年順德西山創意大賽暨國際校際邀請賽(香港賽區)發布會	順德西山小學	for Science teachers
23/2	Problem-solving Strategies Workshop 數學題解工作坊	Mr Tsang Kin Wah 前教育局首席督學(數學) 曾健華先生	All Math teachers
25/2	優質教育基金推廣活動: 有效學習 – 創意蒼萃·情繫社區(分享會)	優質教育基金	for VA teachers
12/3	Ocean Park Model Design Competition Workshop 海洋生態保育模型設計比賽 工作坊	Hong Kong Ocean Park	for VA teachers
23/3	Teacher Training Workshop: How to design lessons for higher ability students	English for Asia	English
25/3	持續專業發展研討會: 電子時代, 領導轉型	Oxford University Press	for vice-principal and IT panel head
26/3	音樂工作坊 - 綜合活動的設計和教學 - 課室敲擊樂合奏	Ying Lee Music Co., Ltd. 英利音樂有限公司	Music teachers
8/4	Changes in the Curriculum Guide on General Studies for Primary Schools 小學常識科課程指引的轉變	Curriculum Development Institute 課程發展處	for Science teachers
9/4	音樂專業發展工作坊(二) - 如何進行有效、有趣的課堂聆聽活動	Pearson Longman 朗文音樂	Music teachers
26/3-16/4	皮革工藝初階	Hong Kong Society for Education of Art	for VA teachers
17/4	粵樂在香港	Leisure and Cultural Services Department	Music teachers
28/4	兩地學校交流: 08-09 年度中文科內地駐校老師(柯楚容老師)率領龍溪師範學校附屬小學的教師到訪	柯楚容老師	all Chinese teachers

9/6	兩地學校交流: 順德大良實驗小學到訪本校	GS Consultant	Mrs Ho, GS Consultant & Chinese panel
9/6	「資優教育教師網絡」(中文科)總結分享會	Ms Mandy Tsang (EDB – Gifted Education)	for all Chinese teachers
24/6	「資優教育教師網絡」(常識科)總結分享會	Ms Mandy Tsang (EDB – Gifted Education)	for all GS teachers
24/6	Briefing on Internet Learning Support Programme	EDB	for IT panel
30/6	Learning and Teaching Expo 2011(School Visit: Jockey Club Ti-I College)	HKedCity	for VA teachers

學生表現 Student Performance

Chinese						
Contest	Awards	Name	Class			
第六十二屆香港學校朗誦節普通話詩詞集誦(小一、二組)	冠軍					
	冠軍	鄧詠桐	2B	元朗區兒童普通話朗誦比賽(小學高級組)		
第六十二屆香港學校朗誦節普通話獨誦(小一、二女子散文)	亞軍	林潔蓉	2B		銀獎	蕭韻心
	季軍	袁泳欣	2D	銅獎	譚頌彤	5B
	季軍	徐穎瑜	2E	銅獎	黃子謙	5B
第六十二屆香港學校朗誦節普通話獨誦(小一、二女子詩詞)	亞軍	蕭樂瑤	2C	銅獎	鄭煦俊	6A
	季軍	董惠淇	1A	銅獎	張子力	6C
	季軍	梁湘沂	2E	銅獎	林豫唏	6C
第六十二屆香港學校朗誦節普通話獨誦(小一、二男子詩詞)	亞軍	葉凱楠	2E	銀獎	戴卓雯	3C
	季軍	黃耀龍	1C	銀獎	關宇軒	3E
第六十二屆香港學校朗誦節普通話獨誦(小三、四女子詩詞)	亞軍	馮冠錡	2D	銅獎	黃奕禧	3A
	季軍	李諾思	4B	銅獎	張庭軒	3B
第六十二屆香港學校朗誦節普通話獨誦(小三、四女子散文)	亞軍	梅愷翹	4D	銅獎	梁琬筠	3D
	季軍	關宇軒	3E	銅獎	余懿軒	4A
第六十二屆香港學校朗誦節普通話獨誦(小三、四男子詩詞)	亞軍	張浩泓	3C	銅獎	冼嫻然	4B
	季軍	畢卓忻	6A	銅獎	劉翹漫	4E
第六十二屆香港學校朗誦節普通話獨誦(小五、六女子散文)	季軍	梁君兒	6B	金獎	鄧詠桐	2B
	冠軍	鍾鎧后	5B	銀獎	韋怡靜	1B
第六十二屆香港學校朗誦節普通話獨誦(小五、六女子詩詞)	冠軍	林均蔓	6D	銀獎	甘佩玉	1D
	亞軍	陳穎彤	5D	銀獎	陳敏略	2C
第六十二屆香港學校朗誦節普通話獨誦(小五、六男子詩詞)	亞軍	梁焯瑩	5D	銅獎	江歷圖	1A
	季軍	司徒鈺婷	6A	銅獎	希詩婷	1B
第六十二屆香港學校朗誦節普通話獨誦(小五、六男子散文)	季軍	劉愛盈	6C	銅獎	林霽翹	1E
	季軍	梁紫晴	6E	銅獎	李柏樂	1E
第六十二屆香港學校朗誦節普通話獨誦(小五、六女子散文)	冠軍	馬正翹	6B	銅獎	趙浚	2B
	季軍	黃賢卓	5B	銅獎	黃煒權	2C
第六十二屆香港學校朗誦節普通話獨誦(小五、六男子詩詞)	冠軍	Brar Harshdeep Singh	6E	銅獎	鄧兆桓	2E
	季軍	江陽	5A	冠軍	陳曉琳	1D
第六十二屆香港學校朗誦節粵語獨誦(小二男子散文)	冠軍	鍾偉鑾	6E	冠軍	黃子峰	2D
	季軍	鄧兆桓	2E	冠軍	張浩泓	3C
第六十二屆香港學校朗誦節粵語獨誦(小四女子詩詞)	冠軍	楊顯雪	4E	冠軍	鄧柏禧	4A
	季軍	黃賢卓	5B	冠軍	黃子聰	5A
第六屆全港經典故事、小品、詩歌表演比賽(小學詩文合誦)(高小組)	冠軍	鍾鎧后	5B	冠軍	何禮舜	6A
	季軍	陳鈞淇	5B	亞軍	陳敏妍	1E
第六屆全港經典故事、小品、詩歌表演比賽(普通話小學詩文對誦)(高小組)	季軍	李曦彤	5E	亞軍	楊善行	2A
	季軍	凌菲	5E	亞軍	葉璧瑜	3B
元朗區兒童普通話朗誦比賽(小學高級組)	銀獎	鍾鎧后	5B	亞軍	鄧穎瑤	4E
	銀獎	陳思好	5C	亞軍	趙萱	5B
元朗區兒童普通話朗誦比賽(小學初級組)	銀獎	陳穎彤	5D	季軍	畢卓忻	6A
	銀獎	陳穎彤	5D	季軍	陳彥達	1A
元朗區兒童普通話朗誦比賽(小學高級組)	銀獎	蕭韻心	5D	季軍	蕭樂瑤	2C
	銅獎	譚頌彤	5B	季軍	Sevinc Mert	3D
元朗區兒童普通話朗誦比賽(小學高級組)	銅獎	黃子謙	5B	季軍	蔡卓霖	4B
	銅獎	鄭煦俊	6A	季軍	蔡建鑫	5D
元朗區兒童普通話朗誦比賽(小學高級組)	銅獎	張子力	6C	季軍	鄒幸怡	6D
	銅獎	林豫唏	6C	冠軍	何雪晴	6C
元朗區兒童普通話朗誦比賽(小學高級組)	銅獎	戴卓雯	3C	亞軍	張凱晴	4A
	銀獎	關宇軒	3E	季軍	孫煒珩	5C
元朗區兒童普通話朗誦比賽(小學高級組)	銅獎	黃奕禧	3A			
	銅獎	張庭軒	3B			
元朗區兒童普通話朗誦比賽(小學高級組)	銅獎	梁琬筠	3D			
	銅獎	余懿軒	4A			
元朗區兒童普通話朗誦比賽(小學高級組)	銅獎	冼嫻然	4B			
	銅獎	劉翹漫	4E			
元朗區兒童普通話朗誦比賽(小學高級組)	金獎	鄧詠桐	2B			
	銀獎	韋怡靜	1B			
元朗區兒童普通話朗誦比賽(小學初級組)	銀獎	甘佩玉	1D			
	銀獎	陳敏略	2C			
元朗區兒童普通話朗誦比賽(小學初級組)	銅獎	江歷圖	1A			
	銅獎	希詩婷	1B			
元朗區兒童普通話朗誦比賽(小學初級組)	銅獎	林霽翹	1E			
	銅獎	李柏樂	1E			
元朗區兒童普通話朗誦比賽(小學初級組)	銅獎	趙浚	2B			
	銅獎	黃煒權	2C			
元朗區兒童普通話朗誦比賽(小學初級組)	銅獎	鄧兆桓	2E			
	冠軍	陳曉琳	1D			
元朗區兒童普通話朗誦比賽(小學初級組)	冠軍	黃子峰	2D			
	冠軍	張浩泓	3C			
元朗區兒童普通話朗誦比賽(小學初級組)	冠軍	鄧柏禧	4A			
	冠軍	黃子聰	5A			
元朗區兒童普通話朗誦比賽(小學初級組)	冠軍	何禮舜	6A			
	亞軍	陳敏妍	1E			
元朗區兒童普通話朗誦比賽(小學初級組)	亞軍	楊善行	2A			
	亞軍	葉璧瑜	3B			
元朗區兒童普通話朗誦比賽(小學初級組)	亞軍	鄧穎瑤	4E			
	亞軍	趙萱	5B			
元朗區兒童普通話朗誦比賽(小學初級組)	亞軍	畢卓忻	6A			
	季軍	陳彥達	1A			
元朗區兒童普通話朗誦比賽(小學初級組)	季軍	蕭樂瑤	2C			
	季軍	Sevinc Mert	3D			
元朗區兒童普通話朗誦比賽(小學初級組)	季軍	蔡卓霖	4B			
	季軍	蔡建鑫	5D			
元朗區兒童普通話朗誦比賽(小學初級組)	季軍	鄒幸怡	6D			
	冠軍	何雪晴	6C			
元朗區兒童普通話朗誦比賽(小學初級組)	亞軍	張凱晴	4A			
	季軍	孫煒珩	5C			

「關懷感動五十載」全港勵志關懷語句大募集 (低級組)	冠軍	鄧兆桓	2E
	亞軍	鍾浩坡	2C
	季軍	劉子澄	2B
全港青少年普通話朗誦精英邀請賽	亞軍	劉志銳	6C
	銅獎	楊顯雪	4E
第八屆屯門元朗區小學校際辯論比賽	最佳辯論員	張子翹	6C
第三屆中國青少年(香港)才藝比賽(普通話故事)	亞軍	關宇軒	3E
第三屆兩岸四地中國青少年兒童書畫大賽(小學書法組)	三等獎	黃煒蓓	6B

English

Contest	Awards	Name	Class	
62nd Hong Kong Schools Speech Festival - Choral Speaking (P4-5 Boys)	Champion			
	Champion	Mak Chun Hin	1A	
	Champion	Shiu Lok Yiu	2C	
	Champion	Chan Ethan Siyan	3B	
	Champion	Lau Hin Ho	3B	
	Champion	Wong Cheuk Nam	3C	
	Champion	Mok Kiu	3D	
	Champion	Yeung Hin Suet	4E	
	Champion	Chung Hoi Hau	5B	
	Champion	Chan Sze Shu	5C	
	Champion	Chan Lok Sun	5D	
	Champion	Wong Sin Mei	5D	
	Champion	Yuen Pui Lum	6A	
	Champion	Chung Boris Wai Luen	6E	
	62nd Hong Kong Schools Speech Festival - Solo Speaking	1st runner-up	Chan Hiu Lam	1B
		1st runner-up	Chow Ginny Wing Tung	2B
		1st runner-up	Chan Man Leuk	2C
		1st runner-up	Chan Ching Wai	2E
		1st runner-up	Leung Sheung Yi	2E
		1st runner-up	Chiu Wing Yu	3A
1st runner-up		Ho Hang Lam	3A	
1st runner-up		Lam Rachel Tung	3D	
1st runner-up		Cheung Hoi Ching	4A	
1st runner-up		Lam Hidy	4A	
1st runner-up		Lau Sze Ching Tanya	5B	
1st runner-up		Au Chui Yan	5C	
1st runner-up		But Cheuk Yun	6A	
1st runner-up		Brar Harshdeep Singh	6E	
1st runner-up		Leong Tsz Ching Chloe	6E	
1st runner-up		Yip Willis	6E	
2nd runner-up		Choi Pui Yan	1B	

62nd Hong Kong Schools Speech Festival - Solo Speaking	2nd runner-up	Tsoi Yin Cheung	1B
	2nd runner-up	Yeung Sin Hang	2A
	2nd runner-up	Tang Lok Him	2B
	2nd runner-up	Watkiss Eliot Conner	2B
	2nd runner-up	Wong Wai Tung	2C
	2nd runner-up	Kwok Ka Ming	3A
	2nd runner-up	Mui Hoi Tung	3A
	2nd runner-up	Wong Yik Hei	3A
	2nd runner-up	Chui Leonie Chung Hay	3B
	2nd runner-up	Tai Cheuk Man	3C
	2nd runner-up	Chan Yan Tung Viola	3E
	2nd runner-up	Chiu Wing Chi	4C
	2nd runner-up	Cheng Hoi Lam Natalia	4D
	2nd runner-up	Ng Hok Yee	4E
	2nd runner-up	Lam Kari Ka-Yuet	5C
2nd runner-up	Tsang Wan Ho	5C	
2nd runner-up	Chu Ka Hei	5D	
2nd runner-up	Keung Hong Ching	5D	
2nd runner-up	Lam Ki Yin	5D	
2nd runner-up	Lee Pak Yi	5D	
2nd runner-up	Chun Tin Ching	5E	
2nd runner-up	Tang Katrina H	6C	
2nd runner-up	Lau Sin Man	6E	
Hong Kong School Drama Festival	Award for Outstanding Stage Effect Award for Commendable Overall		
	Award for Outstanding Actress	Lam Kari Ka-Yuet	5C
Yuen Long District Children & Youth Speech Competition: Primary Section A	Gold Award	Lam Kwan Man Miffy	6D
		Chan Ching Wai	2E
Yuen Long District Children & Youth Speech Competition: Primary Section C	Gold Award	Lee Hei Tung	5E
		Yeung Sin Hang	2A
Yuen Long District Children & Youth Speech Competition	Gold	Shum Calvin Jun Yin	3B
	Silver	Chan Man Leuk	2C
	Silver	Lee Tsz Yu	2C
	Silver	To Shu Kiu	2C
	Silver	Ng Rachel	2D
	Silver	Leung Hoi Kiu	2E
	Silver	Wong Yik Hei	3A
	Silver	Cheung Ting Hin	3B
	Silver	Tai Cheuk Man	3C
	Silver	Cheung Hoi Ching	4A





Yuen Long District Children & Youth
Speech Competition

Silver	Chung Hoi Hau	5B
Silver	Leung Cheuk Ying	5D
Silver	Yau Chui Ying	6B
Silver	Tang Katrina H	6C
Bronze	Chan Long Yiu Jayden	1C
Bronze	Chan Yin Tung	2C
Bronze	Ng Kar Long	2D
Bronze	Chui Leonie Chung Hay	3B
Bronze	Pang Pak Tik	3B
Bronze	Ng Ka Hei	3C
Bronze	Lam Rachel Tung	3D
Bronze	Ng Ka Hang	3E
Bronze	Chan Wing Sum	4A
Bronze	Pang Tsz Cheong	4B
Bronze	Chau Chong Tak Alex	4E
Bronze	Lam Hiu Kei	4E
Bronze	Yuen Hei Lam	5A
Bronze	Tam Wing Tung	5B
Bronze	Wong Sui Nga	5B
Bronze	Chung Vanessa Yuet Ting	5C
Bronze	Wong Cheuk Yan	5C
Bronze	Chan Wing Tung	5D
Bronze	Lee Pak Yi	5D
Bronze	Tsang Wing Tung	5D
Bronze	Chan Kei Ching Eunice	5E
Bronze	Chu Shun Ting	5E
Bronze	Li Brina Yuan Yee	5E
Bronze	Cheng Hui Chun	6A
Bronze	Cheung Tsz Ting	6B
Bronze	Lau Chi Yui	6C
Bronze	Chan Man Ho	6D
Bronze	Man Ho Him	6D
Bronze	Ng Ka Wai	6D
Bronze	Brar Harshdeep Singh	6E
Bronze	Chan Sabrina Tze Ying	6E
Bronze	Chui Vanessa Chung Ching	6E
Bronze	Chung Boris Wai Luen	6E
Bronze	Leong Tsz Ching Chloe	6E

Shung Tak Catholic English College: Speech Contest	Overall Champion	Yuen Pui Lum	6A
		Yau Chui Ying	6B
		Tang Katrina H	6C
		Chan Man Ho	6D
		Ng Ka Wai	6D
		Chung Boris Wai Luen	6E
Shung Tak Catholic English College: Speech Contest (Solo)	Champion	Lau Sin Man	6E
		Leong Tsz Ching Chloe	6E
		Yip Willis	6E
		Chung Boris Wai Luen	6E
Shung Tak Catholic English College: Speech Contest (Solo)	1st runner-up	Lau Sin Man	6E
		Chan Man Ho	6D
		Leong Tsz Ching Chloe	6E
Shung Tak Catholic English College: Speech Contest (Solo)	2nd runner-up	Chung Boris Wai Luen	6E
		Lau Sin Man	6E
		Chan Man Ho	6D

Mathematics			
Contest	Awards	Name	Class
第二屆伯特利盃元朗區小學數學多元挑戰賽	團體二等獎	馮廷憲	6B
		馬正翹	6B
		張子翹	6C
		劉芳睿	6C
		蕭綺彤	6C
		劉納誦	6D
	團體三等獎	黃泓卓	6E
		陳諾新	5D
		姜康程	5D
		廖文杰	5E
		余民傑	5E
		張子翹	6C
「華夏盃」全國中小學數學奧林匹克邀請賽 (香港賽區)	推理偵探亞軍	陳意婷	4B
	二等獎	曾雲皓	5C
	二等獎	邱頌軒	6A
	二等獎	劉納誦	6D
	三等獎	陳諾新	5D
	三等獎	姜康程	5D
港澳數學奧林匹克公開賽《港澳盃 HKMO Open》	三等獎	劉芳睿	6C
	三等獎	湯詠鈞	6E
	銀獎	陳思衡	2B
	銅獎	陳意婷	4B
	銅獎	蔡卓霖	4B
	銅獎	莊浩輝	5D
	銅獎	姜康程	5D
	銅獎	邱頌軒	6A
第八屆香港小學數學創意解難比賽	銅獎	劉納誦	6D
	銅獎	葉悠然	5B
	銅獎	陳諾新	5D
	銅獎	姜康程	5D
	銅獎	梁焯瑩	5D
元朗公立中學校友會部兆棠中學友校小學數學競技邀請賽	三等獎	廖文杰	5E
	三等獎	余民傑	5E

第八屆香港解難奧林匹克比賽	銀獎	陳諾新	5D
南方杯國際數學邀請賽	一等獎	陳意婷	4B

General Studies / Science

Contest	Awards	Name	Class	
Hong Kong Budding Scientists Award	Best Presentation Award	劉日桁	5A	
		洪敏淇	5B	
	Most Creative Proposal Award	陳諾新	5D	
		朱俊煒	5D	
	Certificate of Appreciation	李婉綺	5E	
	First Class Honour	陳諾新	5D	
	Third Class Honour	劉日桁	5A	
		洪敏淇	5B	
	Originality Competition Xishan Primary School & International Tournament	Silver Award	何禮賢	6B
		Silver Award	郭俊謙	6B
Silver Award		梁君兒	6B	
Bronze Award		何禮堯	6B	
Bronze Award		曾琬殷	6B	
Bronze Award		劉愛盈	6C	
Bronze Award		何樂筠	6D	
Bronze Award		陳梓瑩	6E	
Bronze Award		徐頌晴	6E	
Bronze Award		傅雅正	6E	
14th Primary Science Project Exhibition	Merit Prize	何禮堯	6B	
	Merit Prize	石卓霖	6B	
	Merit Prize	張子翹	6C	
	Merit Prize	王千銘	6C	
	Merit Prize	陳梓瑩	6E	
「通識尖尖尖」- 元朗區小學校際通識尖子爭霸戰	優秀表現獎	陳文浩	6D	
		陳梓瑩	6E	

Music

Contest	Awards	Name	Class
63rd Hong Kong Schools Music Festival - Primary School Choir	2nd runner-up		
63rd Hong Kong Schools Music Festival - Piano Solo - Grade Five	1st runner-up	陳思妤	5C
63rd Hong Kong Schools Music Festival - Piano Solo - Grade Four	2nd runner-up	倪穎詩	4D
		秦天澄	5E
63rd Hong Kong Schools Music Festival - Piano Solo - Grade Three	1st runner-up	曾泳潼	5D
	2nd runner-up	施雪穎	4A
63rd Hong Kong Schools Music Festival - Piano Solo - Grade Two	2nd runner-up	梁湘汶	2A
	2nd runner-up	梁湘沂	2E
	2nd runner-up	王若美	5D
63rd Hong Kong Schools Music Festival - Piano Solo - Grade one	Champion	陳敏略	2C
63rd Hong Kong Schools Music Festival - Violin Solo - Grade Three	Champion	曾雲皓	5C
全港青少年鋼琴大賽	金獎	張庭軒	3B
	銀獎	郭曉昕	1A
	銀獎	羅凱欣	1D

銀獎	黃煒華	1E
銀獎	劉枳喬	2A
銀獎	梁湘汶	2A
銀獎	李梓然	2A
銀獎	林潔蓉	2B
銀獎	孫芷筠	2B
銀獎	陳衍齊	2C
銀獎	陳敏略	2C
銀獎	陳彥彤	2C
銀獎	郭雅文	2C
銀獎	陶舒翹	2C
銀獎	洪子康	2D
銀獎	李旻諾	2D
銀獎	梁湘沂	2E
銀獎	蕭詠妍	3A
銀獎	周樂妍	3B
銀獎	李芷晴	3C
銀獎	陳巧楠	3E
銀獎	李旻軒	4B
銀獎	黃子聰	5A
銀獎	莫凌	5B
銀獎	陳思妤	5C
銀獎	梁焯瑩	5D
銀獎	陳羨欣	5E
銀獎	周殷彤	5E
銀獎	畢卓忻	6A
銀獎	梁展珩	6A
銀獎	劉志銳	6C
銅獎	陳希汶	1B
銅獎	陳曉藍	1B
銅獎	李長熙	1B
銅獎	林柏朗	1C
銅獎	潘子峰	1C
銅獎	王紀瑤	1C
銅獎	洪仟穎	1D
銅獎	甘佩玉	1D
銅獎	林昊晴	1D
銅獎	王詠柔	1E
銅獎	蔡君喬	2A
銅獎	侯影晞	2A
銅獎	黃禮謙	2A
銅獎	林彥呈	2B
銅獎	張域	2C
銅獎	徐穎瑜	2E
銅獎	梁凱喬	2E
銅獎	楊曉晴	3C
銅獎	莫喬	3D
銅獎	陳善聰	4D
銅獎	羅鈞齡	4E
銅獎	呂依澄	4E
銅獎	鄧穎瑤	4E
銅獎	衛祖彥	4E

全港青少年鋼琴大賽





全港青少年鋼琴大賽	銅獎	戴正晴	5A
	銅獎	鍾錕后	5B
	銅獎	劉思靜	5B
	銅獎	朱家焜	5D
	銅獎	姜康程	5D
	銅獎	林紀言	5D
	銅獎	梁晞悅	5D
	銅獎	彭靖堯	5D
	銅獎	蕭頌心	5D
	銅獎	梁巧嵐	5E
	銅獎	駱俊賢	6A

Hong Kong Youth Music Interflows - Symphonic Band Contests (Primary Schools Intermediate Class)	Silver Award		
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Yuen Long District C & Y English Singing Competition	Silver Award	徐頌瑋	3B
	Silver Award	鍾錕后	5B
	Bronze Award	譚 彤	5B

Yamaha Electone Festival - JXC Ensemble	Champion	梁湘汶	2A
	Champion	梁湘沂	2E

Yamaha Electone Festival - Grade 7	1st runner-up	梁湘汶	2A
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第二屆穗港青少年鋼琴公開賽	冠軍	張庭軒	3B
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Visual Arts

Contest	Awards	Name	Class
第十一屆海內外中國書畫大賽暨精品展 國畫作品	金獎	何穎琳	5A
	銀獎	劉子澄	2B
	銀獎	楊曉晴	3C
	銀獎	倪穎詩	4D
	銀獎	梁展弘	5A
	銀獎	黃焜焜	6B
	銅獎	謝旻義	2A
	銅獎	戴卓雯	3C
	銅獎	文應倫	4B
	銅獎	黃賢卓	5B
	銅獎	黃子謙	5B
	銅獎	曾悅廷	5D
	銅獎	李曦彤	5E
	銅獎	李婉綺	5E
	銅獎	袁諾琳	5E
第十八屆國際少年兒童書畫大賽	銀獎	謝旻義	2A
	銀獎	劉子澄	2B
	銀獎	楊曉晴	3C
	銀獎	文應倫	4B
	銀獎	劉志銳	6C
	銅獎	何穎琳	5A
	銅獎	梁展弘	5A
	銅獎	黃子謙	5B
	銅獎	曾悅廷	5D
	銅獎	李曦彤	5E

墨彩杯第七屆全國青少年兒童書畫作品電視網絡展評兒童組	一等獎	梁展沂	6A
	一等獎	劉志銳	6C
	一等獎	陳文浩	6D

墨彩杯第七屆全國青少年兒童書畫作品電視網絡展評兒童組	一等獎	劉納誦	6D
	二等獎	黃子謙	5B
Jockey Club TI-I College: The 5th Hong Kong Primary School Painting Competition	冠軍	鄧浩恩	5A
元朗區家庭生活教育宣傳運動工作小組之開心家庭齊躍動繪畫創作比賽	季軍	陳鈞淇	5B
基督教協基會元朗社會服務中心之童建未來之思潮封面設計比賽	季軍	趙童	5B
第三屆兩岸四地中國青少年兒童書畫大賽 (小學國畫組)	三等獎	劉子澄	2B
	三等獎	黃焜焜	6B

Physical Education

Contest	Awards	Name	Class
香港學界體育聯會新界地域小學區際游泳比賽 - 女子甲組團體	季軍	吳嘉慧	6D
香港學界體育聯會新界地域小學區際游泳比賽 - 男子甲組團體	殿軍	林頌喬	6A
香港學界體育聯會新界地域小學區際游泳比賽 - 男子乙組團體	季軍	張天朗	5A
香港學界體育聯會新界地域小學區際游泳比賽 - 女子甲組4X50米自由接力	亞軍	吳嘉慧	6D
香港學界體育聯會新界地域小學區際游泳比賽 - 男子甲組4X50米自由接力	殿軍	林頌喬	6A
香港學界體育聯會新界地域小學區際游泳比賽 - 男子乙組4X50米自由接力	季軍	張天朗	5A
香港學界體育聯會新界地域小學區際游泳比賽 - 男子乙組50米自由泳	亞軍	張天朗	5A
元朗區小學校際陸運會 - 女甲團體	季軍		
元朗區小學校際陸運會 - 男丙團體	季軍		
元朗區小學校際陸運會 - 女甲100米	季軍	林亭昕	6D
元朗區小學校際陸運會 - 女甲200米	季軍	鄧幸怡	6D
元朗區小學校際陸運會 - 女甲跳遠	季軍	鄧幸怡	6D
元朗區小學校際陸運會 - 女甲4x100米接力	季軍	楊卓凝	6A
	季軍	黃焜焜	6B
	季軍	楊惠琳	6C
	殿軍	林亭昕	6D
	殿軍	吳嘉慧	6D
元朗區小學校際陸運會 - 女丙60米	殿軍	鄧幸怡	6D
元朗區小學校際陸運會 - 女丙60米	殿軍	潘利玲	4B
元朗區小學校際陸運會 - 男乙200米	冠軍	張天朗	5A
元朗區小學校際陸運會 - 男丙4x100米接力	亞軍	文應倫	4B
	亞軍	邱上聞	4C
	亞軍	陳梓洋	4D
	亞軍	馬梓晉	4D
元朗區小學校際游泳比賽 - 女乙團體	季軍		
元朗區小學校際游泳比賽 - 女丙團體	亞軍		
元朗區小學校際游泳比賽 - 男丙團體	殿軍		
元朗區小學校際游泳比賽 - 女甲50米蝶泳	殿軍	吳嘉慧	6D
元朗區小學校際游泳比賽 - 女乙100米胸泳	季軍	陳思諾	5B
元朗區小學校際游泳比賽 - 女子乙組50米自由泳	亞軍	陳思諾	5B
元朗區小學校際游泳比賽 - 女子乙組50米背泳	冠軍	梁靜妍	5C

元朗區小學校際游泳比賽 - 女子乙組 50米蝶泳	亞軍	梁靜妍	5C	元朗區體操公開賽暨粵港邀請賽-男子初級公開組單桿	冠軍	夏樹輝	5E	
元朗區小學校際游泳比賽 - 女子丙組 50米自由泳	冠軍	吳嘉珩	3E	元朗區第三十五屆田徑運動大會 - 女子兒童組 60米 (初賽破大會紀錄)	亞軍	林亭昕	6D	
元朗區小學校際游泳比賽 - 女子丙組 50米自由泳	殿軍	蔡卓霖	4B	元朗區第三十五屆田徑運動大會 - 女子兒童組 100米	亞軍	林亭昕	6D	
元朗區小學校際游泳比賽 - 女子丙組 50米胸泳	亞軍	蔡卓霖	4B	元朗區第三十五屆田徑運動大會 - 女子兒童組 200米	冠軍	鄧幸怡	6D	
元朗區小學校際游泳比賽 - 女子丙組 4X50米自由接力	亞軍	吳嘉珩	3E	元朗區第三十五屆田徑運動大會 - 女子兒童組 4x100米接力	冠軍	楊卓凝	6A	
		蔡卓霖	4B			黃焯蓓	6B	
		鄭海琳	4D			林亭昕	6D	
		呂依澄	4E			吳嘉慧	6D	
		朱寶喬	5E			鄧幸怡	6D	
元朗區小學校際游泳比賽 - 男子甲組 50米自由泳	亞軍	林頌喬	6A	元朗區第三十五屆田徑運動大會 - 男子兒童組 4x100米接力	季軍	黃子朗	6A	
元朗區小學校際游泳比賽 - 男子甲組 50米背泳	冠軍	林頌喬	6A			姜培駿	6D	
元朗區小學校際游泳比賽 - 男子乙組 100米自由泳	亞軍	張天朗	5A			劉駿逸	6E	
元朗區小學校際游泳比賽 - 男子乙組 50米自由泳	亞軍	張天朗	5A			蕭熙潼	6E	
		張天朗	5A			謝善晉	6E	
元朗區小學校際游泳比賽 - 男子乙組 4X50米自由接力	殿軍	張天朗	5A	元朗區第三十五屆田徑運動大會 - 女子兒童組跳遠	亞軍	鄧幸怡	6D	
		鄭皓中	5A	元朗區第三十五屆田徑運動大會 - 男子兒童組跳高	亞軍	夏樹輝	5E	
		鄧皓名	5C	Prince小學小型網球推廣計劃 - 全港小型網球校際周年錦標賽	傑出女運動員 最佳新晉球員獎	韋怡靜	1B	
元朗區小學校際游泳比賽 - 男子丙組 50米胸泳	殿軍	王柏軒	5D	Prince小學小型網球推廣計劃 - 全港小型網球校際周年錦標賽 - 女子7歲或以下組	殿軍	韋怡靜	1B	
		冼雋剛	4E	Prince小學小型網球推廣計劃 - 全港小型網球校際周年錦標賽 - 男子8歲或以下組	殿軍	韋正樺	2E	
元朗區小學校際游泳比賽 - 男子丙組 4X50米自由接力	季軍	梁展朗	2B	Prince小學小型網球推廣計劃 - 小型網球分區校際賽 (新界西區)	最佳新晉球員獎 最具體育精神獎	韋怡靜	1B	
		劉焯熙	3C			韋正樺	2E	
		梁祐維	3C	Prince小學小型網球推廣計劃 - 小型網球分區校際賽 (新界西區) - 女子7歲組	冠軍	韋怡靜	1B	
		房柏熹	4A	Prince小學小型網球推廣計劃 - 小型網球分區校際賽 (新界西區) - 男子8歲組	冠軍	吳家朗	2D	
冼雋剛	4E		亞軍	韋正樺	2E			
全港小學校際體操比賽--女子新秀組團體	亞軍			十八區啦啦隊大賽 - 小學組	冠軍			
全港小學校際體操比賽--女子中級組--平衡木	季軍	潘利玲	4B	離島節十八區啦啦隊大賽初賽	季軍			
全港小學校際體操比賽--女子中級組--自由體操	季軍	潘利玲	4B	博愛為生命喝采啦啦隊大賽 - 小學組	銀獎			
全港小學校際體操比賽--女子中級組--高低槓	季軍	潘利玲	4B	第47屆學校舞蹈節小學組西方舞比賽	乙級獎			
全港小學校際體操比賽--女子新秀組--自由操	亞軍	黃曉靖	4B	第47屆學校舞蹈節-體育舞蹈 - 查查查	甲等	羅凱欣	1D	
全港小學校際體操比賽--女子新秀組--自由操決賽	殿軍	黃曉靖	4B				陳敏略	2C
元朗區小學校際羽毛球比賽--男子團體	亞軍						林晚恩	1A
元朗區體操公開賽暨粵港邀請賽-女子初級組團體	季軍						李在林	1A
元朗區體操公開賽暨粵港邀請賽-女子新秀組團體	季軍						何尊昕	1C
元朗區體操公開賽暨粵港邀請賽-女子普及A組自由體操	冠軍	周瀝愉	5A	第二十三屆元朗區舞蹈比賽	銀獎	王紀瑤	1C	
元朗區體操公開賽暨粵港邀請賽-女子普及A組自由體操	亞軍	鍾鎧后	5B			林舒遙	2A	
元朗區體操公開賽暨粵港邀請賽-女子新秀組自由體操	冠軍	黃曉靖	4B			林潔蓉	2B	
元朗區體操公開賽暨粵港邀請賽-男子初級公開組個人全能	冠軍	夏樹輝	5E			徐穎瑜	2E	
元朗區體操公開賽暨粵港邀請賽-男子初級公開組個人全能	冠軍	夏樹輝	5E			陳玄	3A	
元朗區體操公開賽暨粵港邀請賽-男子初級公開組個人跳箱	季軍	夏樹輝	5E			何幸霖	3A	





第三十三屆元朗區舞蹈比賽	銀獎	孫靖童 吳嘉熙 夏心悅	3B 3C 3E
香島盃元朗區小學跳繩大賽 - 女子乙組1分鐘雙人橫排跳	季軍	梅愷翹 譚玉芬	4D 4D
香島盃元朗區小學跳繩大賽 - 女子乙組花式計時賽	亞軍	梅愷翹	4D
香島盃元朗區小學跳繩大賽 - 女子丙組1分鐘雙人橫排跳	冠軍	林凱瑩 王玉怡	2B 2B
香島盃元朗區小學跳繩大賽 - 女子丙組30秒單車步	季軍	鍾浩政 鄭雯禧	2C 2D
香島盃元朗區小學跳繩大賽 - 女子丙組花式計時賽	冠軍	章怡靜 王玉怡	1B 2B
香島盃元朗區小學跳繩大賽 - 女子丙組連續二重跳	冠軍	王玉怡	2B
香島盃元朗區小學跳繩大賽 - 男子乙組30秒單車步	亞軍	區啟豐	4E
香島盃元朗區小學跳繩大賽 - 男子乙組花式計時賽	冠軍	區啟豐	4E
香島盃元朗區小學跳繩大賽 - 男子乙組連續二重跳	冠軍	區啟豐	4E
元朗官立小學友校接力邀請賽	冠軍	黃煒蒨 林亭昕 吳嘉慧 鄧幸怡 文應倫	6B 6D 6D 6D 4B
香港青年協會李兆基書院友校接力邀請賽	季軍	邱上聞 馬梓晉 陳梓洋 陳思諾 梁靜妍 陳庭慧 吳嘉慧	4C 4D 4D 5B 5C 6A 6D
聖公會靈愛小學水運會女子友校接力邀請賽	季軍	張天朗 鄭皓中 鄧皓名 林頌喬	5A 5A 5C 6A
海獅會第十九屆水運會友校接力邀請賽 - 男子組 4x50米接力	殿軍	楊卓凝 林亭昕	6A 6D
兒童分區公園定向錦標賽(新界區) - 女子丁組	冠軍 亞軍	何子衡	6C
全港小學跆拳道隊際賽 - 男子色帶組	季軍	區芷婷	6E
屈臣氏集團香港學生運動員獎			
Others			
Contest	Awards	Name	Class
Hong Kong Odyssey of the Mind Programme - Long-term Problem #3 《Classics...Le Tour Guide》 Division II	Creativity Award 2nd runner-up	金寶鏗	5E
		畢卓忻	6A
		邱卓然	6A
		何禮堯	6B
		邱翠盈	6B
		鄧幸怡 陳梓瑩	6D 6E

第二屆優秀小學生獎勵計劃	優秀小學生	畢卓忻	6A
元朗區小學校長會元朗區傑出小學生嘉許計劃	傑出小學生	何禮堯	6B
新界鄉議局第五屆元朗區傑出小學生選舉	傑出小學生	鄧幸怡	6D
全港小學生中國象棋個人賽 學校團體		季軍	
天藝盃中國象棋大賽 小學團體		亞軍	
第二屆獅子會全港中小學生中國象棋賽 高小組團體		亞軍	
第二屆獅子會全港中小學生中國象棋賽 初小組團體		季軍	
第二屆獅子會全港中小學生中國象棋賽 學校團體		亞軍	
第六屆國慶杯中國象棋賽 初小組團體		冠軍	
第六屆國慶杯中國象棋賽 高小組團體		亞軍	
棋道盃第一屆全港中國象棋比賽 小學組團體		殿軍	
屯門中國象棋爭霸戰 - 屯門中小學學界賽 小學組團體		亞軍	
慶祝新界社團聯會成立二十五週年 - 新界盃中國象棋賽 小學組團體		季軍	
第一屆香港兒童棋院盃象棋公開賽 初小組團體		季軍	
元朗區綠化嘉年華 花卉拼圖比賽 - A組 (小一至小三) -- 小樹苗		冠軍 最具創意設計大獎	
元朗區綠化嘉年華 花卉拼圖比賽 - A組 (小一至小三) -- 綠小草		亞軍	
元朗區綠化嘉年華 花卉拼圖比賽 - B組 (小四至小六) -- 紅花兒		亞軍 最具創意設計大獎	
元朗天水圍綠化嘉年華 盆栽擺設比賽 - A組 (小一至小三)	冠軍 最具特式環保 花盆設計大獎	彭栢迪	3B
	亞軍 最具特式環保 花盆設計大獎	張浩泓	3C
	季軍	廖穎然	3C
元朗天水圍綠化嘉年華 盆栽擺設比賽 - B組 (小四至小六)	最具特式環保 花盆設計大獎	林均基	6D
	季軍	葉子熙	6E
香港花卉展覽 展品比賽 小學組盆栽種植 / 培植比賽 (新界區)(非洲紫羅蘭)	季軍	王苻茵	5C
友校小學數學競技邀請賽RUMMIKUB比賽	亞軍	陳康圓	6B
	亞軍	張芯嬌	6B
	亞軍	吳漢民	6E
	亞軍	謝善晉	6E
第七屆新雅全港小學生暨幼兒閱讀報告寫作比賽-迪士尼圖書組(高級組)	冠軍	黃學豐	5B
	亞軍	黃子聰	5A
第七屆新雅全港小學生暨幼兒閱讀報告寫作比賽-迪士尼圖書組(中級組)	亞軍	黃日朗	3E
	季軍	英樂行	4A