

HKUGA PRIMARY SCHOOL

ANNUAL SCHOOL REPORT

2021 – 2022



Table of Contents

1	Our School	
1.1	<i>The School Background</i>	2
1.2	<i>The School Vision</i>	2
1.3	<i>The School Mission</i>	2
1.4	<i>Core Values</i>	3
1.5	<i>Our Commitments</i>	3
1.6	<i>Our Students</i>	4
1.7	<i>Our Teachers</i>	5
2	Achievements and Reflection on Major Concerns	
2.1	<i>Major Concern 1:</i> <i>Implement a whole-school approach to foster wellbeing through Positive Education</i>	6
2.2	<i>Major Concern 2:</i> <i>Promote self-regulated learning for development of a learning community of responsible learners</i>	14
3	Professional Development and Sharing	21
4	Student Performance	
	<i>Inter-School Activities and Awards Won</i>	22
5	Financial Summary	25
6	Donation Received Summary	27
7	Feedback on Future Planning	27

1. Our School

1.1 The School Background

HKUGA Primary School is a direct subsidized primary school founded by the Hong Kong University Graduates Association Education Foundation (HKUGAEF) since 2002. The HKUGAEF is a registered non-profit organization. It is funded by members of Hong Kong University Graduates Association, graduates of University of Hong Kong and other members of society, and is run by the Incorporated Management Committee. The Foundation's objective is to promote the development of education in Hong Kong, and its first project is the establishment of HKUGA Primary School.

As a DSS school, new models of school management, curriculum framework, student development and staff development have been set up. In 2021-22, the School is in its twentieth year, it has 24 classes from P1 to P6. There are a total of 725 students and 62 teaching staff. HKUGA College has also been set up in 2006 in Hong Kong South, to provide a 'through-train' education for the graduates of the Primary School.

1.2 The School Vision

We believe that education is one of the most important driving forces in shaping the future development of Hong Kong in the era of knowledge economy. Foundation Education is the basis from where the child will continue to flourish and develop, so the vision of the Hong Kong University Graduates Association Education Foundation is to set up a new model of quality school in Hong Kong. The essence of the School is quality-focused and life-enhancing, and the vision of the School is to become one of the leading primary schools in Hong Kong and China.

1.3 The School Mission

Our School mission is to:

- Nurture lively, inquiring, discerning and creative students.
- Develop visionary, caring, innovative, professional teachers.
- Contribute to the Education Reforms in Hong Kong.

We firmly believe that the success of our School lies in achieving these guiding principles as the **Four Cornerstones of the School**:

- Integration of Passion and Professionalism.
- Integration of the Eastern and Western Cultures.
- Integration of the School and Family.
- Integration of the School and Community.

1.4 Core Values

In pursuit of our goals, we hold certain core values towards our stakeholders.

- We value each student as an individual.
- We value our teachers as professionals.
- We value parents as our partners.
- We value our school as a learning organization.
- We value the community as our support.
- We care for the environment.
- We value innovation and knowledge.
- We respect laws and standards.

1.5 Our Commitments

To Our Students

We nurture lively, inquiring, discerning and creative students so that:

- They are happy and positive with self-respect and self-confidence, and that they accept challenges in growth and development.
- They are passionate about life and know how to take care of themselves, their families, their community, their nation, and the world.
- They have team spirit, show acceptance, are co-operative, and have leadership skills.
- They are healthy, with good habits and enjoy sports activities.
- They have a solid language foundation in English, Putonghua, and Cantonese, and develop good reading habits.
- They love learning and exploring in order to develop an intellectual curiosity and have a broad general knowledge.
- They know how to learn, and are able to think and solve problems independently.
- They are creative, and show interests in arts, music, literature, sciences, or sports.

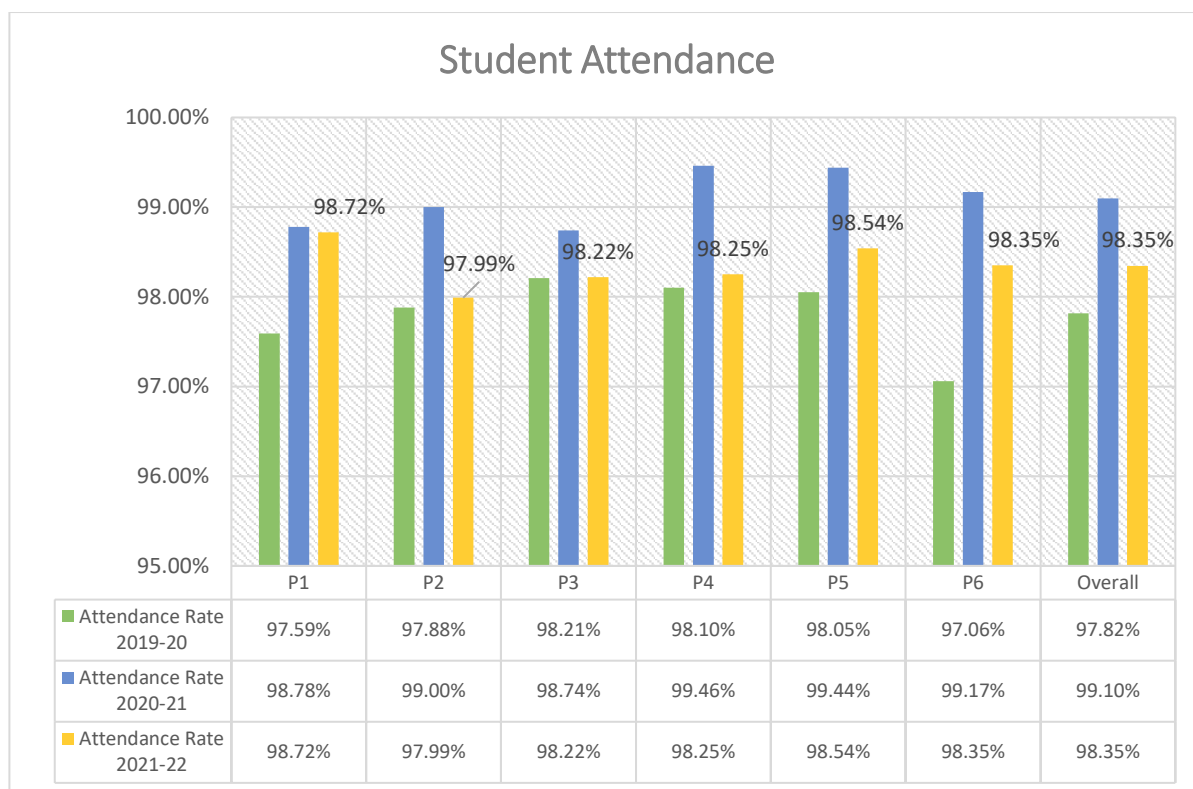
To Our Teachers

Our teachers are visionary, caring, professional and innovative.

- They care for children and love their work.
- They are sincere, can communicate effectively and enjoy working together.
- They are fully qualified, coming from different cultures and backgrounds and share the vision with the School.
- The School will foster an atmosphere of respect, trust and mutual understanding through open two-way communication, positive encouragement and the involvement of the staff in formulating the School's policies.
- Our School will provide opportunities for learning, professional and career development.
- There are objective performance assessments and decisions with clearly articulated performance goals and expectations.
- There is recognition and rewards for excellence as individuals and as a team.

1.6 Our Students

Students Attendance



Students' Withdrawal

Reason	2019-20 SY	2020-21 SY	2021-22 SY
Study in another school	10	6	15
Emigration	20	45	52
Study abroad	2	0	12
Others	0	0	2
Total	32	51	81

Class Organization

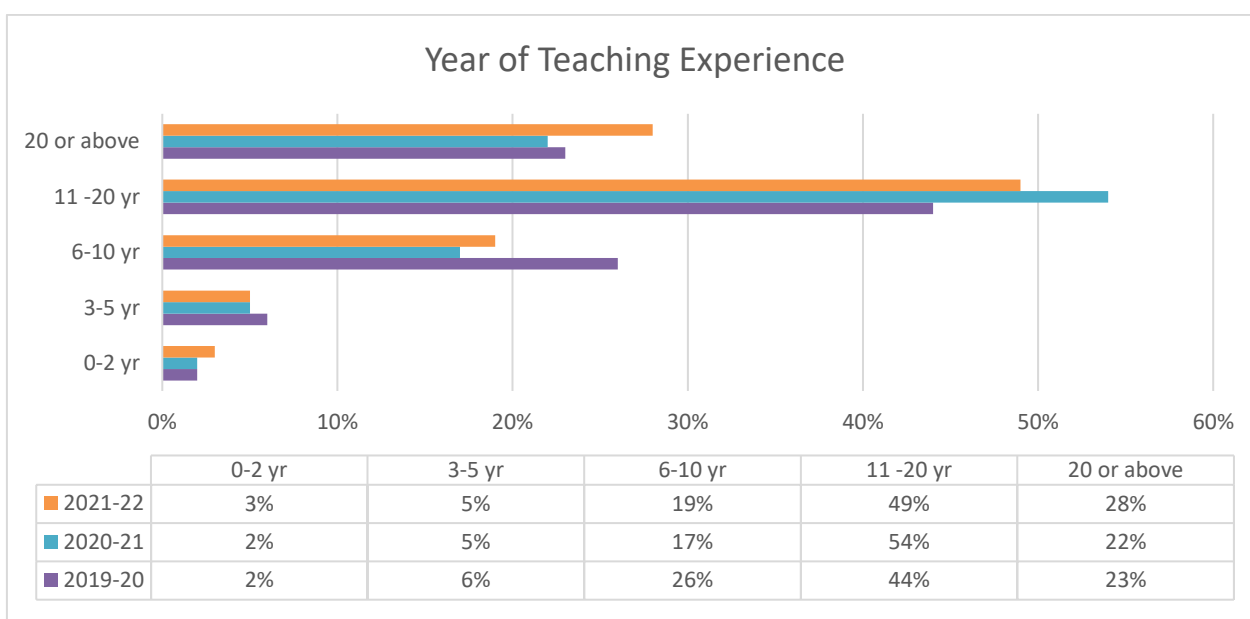
Year Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment (2019-20)	127	128	128	123	121	119	746
Total Enrolment (2020-21)	128	130	128	125	122	115	748
Total Enrolment (2021-22)	126	124	122	123	120	110	725

1.7 Our Teachers

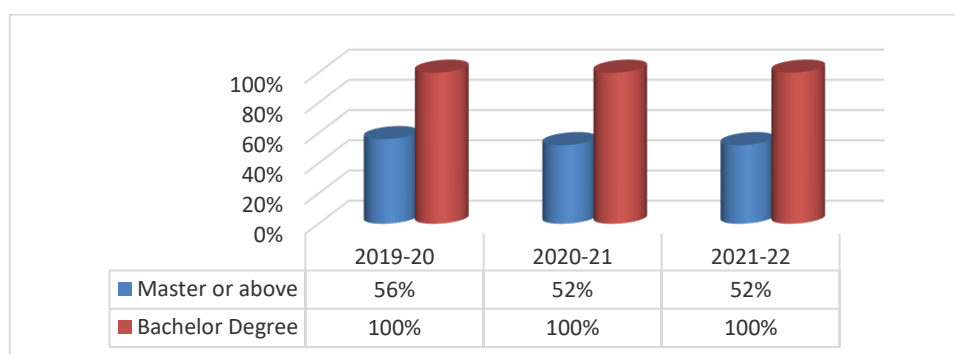
Manpower - Full Team

Category	2019-20	2020-21	2021-22
Full-time Teachers	62	62	62
Teaching Assistants	6	7	6
Administrative Staff	14	14	14
Teacher Librarian	1	1	1
Part-time Teachers	6	5	5
Module Teacher/External Tutor	14	9	8
Service Providers			
➤ ELA Service Providers	14 (30 activities)	4 (9 activities)	3 (11 activities)
➤ Social Worker	1	1	1
➤ Educational Psychologist	1	1	1
➤ Speech Therapist	1	1	1

Full-time Teachers' Teaching Experience (except Assistant Teacher/Teaching Assistant)



Full-time Teachers' Qualifications (except Assistant Teacher/Teaching Assistant)



2. Achievements and Reflection on Major Concerns

2.1 Major Concern 1: Implement a whole-school approach to foster wellbeing through Positive Education

2.1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.

2.1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education.

2.1.3 To incorporate wellbeing practices into existing curriculum and students' school life.

2.1.4 To engage parents and community to promote Positive Education.

2.1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.

2.1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education.

Achievement

Despite 2021-22 being another year fraught with school interruption and disruption to work in student development and learning and teaching, major work in equipping both staff members and parents with the knowledge of Positive Education took place throughout the year. Most importantly, the Parent-Teacher Association (PTA) also took up the initiative to launch many events on their own, most of which focused on creating Positive Health, Emotions and Engagement for both students and parents. All in all, extremely positive feedback was received from both teachers and parents.

Positive Education Workshops for Staff and Presentations by staff

Although this has been another year whereby many plans and events had been affected by the pandemic, especially the "Special Long Holiday"; there are still many opportunities for our teachers to learn and share with other members of the community.

- Enhancing Positive Emotions and Positive Relationships through Class Building during the Covid-19 Epidemic - University Partnerships Symposium 2021 (HKU)
 - July 2021 (Lam Tsz King, Tiff Lui and Christina Wong, Principal)
- School-based workshop: Class Building – Building a Positive Learning Community
 - 30 August, 2021 (Members of the Year-level Committee)
- School-based workshops: Discovering Positive Education for all administrative staff and teachers joining in 2021-2022
 - 15 November, 2021 (Consultant from the City University)
- Presentation of a paper at the International Conference on Learning and Teaching 2021 organised by The Education University of Hong Kong on 8-10 December 2021,
 - *"Turning Crisis into Opportunity: A Case Study of a Primary School which has Migrated Positive Education from On-site to Online during the Pandemic"*
 - Presenters: DR. Kwok-chan LAI, School Manager Tsz-king LAM, Chi-shing Tiff LUI, and Chung-ling Christina SUEN

- In preparation for the The Jockey Club “Peace and Awareness” Mindfulness Culture in School Initiative from the University of Hong Kong
 - Eight teachers have volunteered to attend the eight-week mindfulness training
 - Eight teachers completed the first phase of training (Paws A) and four teachers completed the advanced training for Paws B which qualified them to be instructors for the mindfulness programme.
- Three teachers joined the learning circle of Positive Education which was organized by Bei Sham Tong. They have shared the school good practices and learned from other schools through the gatherings. Professional sharing was conducted with staff in the new school year.

Positive Education for Parents and by Parents

Parent workshops continued for both parents new to the school and those who have participated in previous Positive Education workshops:

- Discovering Positive Education for all parents joining in 2021-2022 on 6 December, 2021 with extremely positive feedback [100% agreement] from all participants.
- A chapter ‘孩子的福祉：家校合作提升竹孩子的情意教育’ co-authored by 4 parents and the Principal was published in a book ‘情意學習 想像未來教育’ edited by 程介明、陳嘉琪、張慧明（2022:商務印書館）

Reflection and future development

As the School finishes its sixth year in implementing, embedding and teaching Positive Education and the launch of a new 3-year plan, it is essential to build capacity in the experienced staff while support the professional development needs of the newcomers. The professional development programme should reflect the growing needs and changes of the School and to reflect the knowledge base of both parties.

- New teachers will commence with a Tier 1 PD Programme such as: Mentorship Programme, Class Building in Responsive Classroom Mode and Discovering Positive Education.
- Experienced teachers will continue with a Tier 2 PD Programme such as: Advanced Responsive Classroom, Discovering More Positive Education and participation in the Positive Education Learning Circle.
- New parents will be introduced to Positive Education through workshops such as Discovering Positive Education and Train the Trainer series.

2.1.3 To incorporate wellbeing practices into existing curriculum and students’ school life.

Achievement

The disruption caused by the online/offline mode of learning and teaching and the untimely six-week “Special Long Holiday” in 2021-22 continued to pose major challenges to Student Development. In order to battle these obstacles, changes, adaptation and support had to be provided to teachers continuously during the online and offline period. The members of the PSDG Committee came up with different strategies and modes of support for both teachers and students. The following included some of the measures taken in 2021-22 to continue the promotion of Positive Education in terms of whole-school activities, year, class and individual support.

A. Whole-School Activities

1. PSE Curriculum for P.1-6

With the support of the consultant from the City University and the concerted effort of the members of the Life Education Committee, the P.1-6 PSE curriculum had been revised and rewritten to incorporate Positive Education elements through the experiential approach. Through regular co-planning meetings, Life Education members planned the lessons and sought feedback from class teachers as to the effectiveness of the new materials.

According to the Students’ Survey, 88% of the students agreed that the content of the PSE can help them understand themselves, develop a sense of responsibility and a caring attitude towards others. Class Teachers also gave positive and constructive feedback to the new curriculum, believing that the new curriculum is suitable for our school, and students were actively engaged in class discussions and activities.

2. Morning Sharing (Weekly) and Assemblies

With the online/offline learning and teaching this year, various modes of delivery such as face-to-face, live streaming and video, continue to be adopted to guarantee an uninterrupted conveyance of educational messages.

Apart from the focus on Character Strengths, Morning Sharing also focuses on the promotion of National Identity, in line with the Value Education Curriculum Framework (2021) [Pilot Version] published in November 2021. Eight core values of the EDB guidelines and character strengths were included in the content of the morning sharing. According to the Students’ Survey, 97% of students agreed that the messages in Morning Sharing enhanced their understanding of different values & skills.



3. Award Scheme 2021-2023 尋人記

Based on the 2020-2021 evaluation from the teaching staff, teachers thought that the continuous online learning has affected the students' development in certain areas. As a result, teachers worked together to identify certain areas and/or Character Strengths in which students need more reinforcement.

An award scheme with the collected effort of the committee members. The scheme uses the underpinning of Positive Education together with Self-regulated Learning strategies. In this school year, we concentrate on the consolidation of six areas: tidiness/self-management; love of learning; self-regulation; social intelligence; teamwork and kindness. For each area/Character Strength, students start with:

- An audit of their strength/weaknesses
- Setting goals with specific actions
- Finding people who will support me
- Interim evaluation
- Continuous progress
- Celebration and What's Next?



As this was an ongoing and newly-introduced award scheme, we sought continuous feedback from teachers and students. According to teacher and student questionnaire, 90.3% of students agreed that the whole school award scheme could enhance their self-regulation skills, learning attitude and teamwork in school while only 53.3% of teachers agreed that it could achieve the above. This feedback would help us to make refinement and changes before we launched it in the next school year.



4. Class Building X Life Education - Song Dedication Programme 「生命加油站」 [24/3, 31/3, 14/4]

A song dedication session was added after the Weekly Homerooms so that encouraging messages and songs could be shared to promote encouragement and well-being amongst students, parents, teachers, and member of the community.

Messages and song dedication were collected prior to the broadcast by the Class Teachers. These were then sent to the teacher-in-charge, Mr. Bond Leung, who prepared the songs and the messages for whoever were reading out with the messages. The messages were very heartwarming and students sent positive messages to their schoolmates, the teachers, their parents, the medical profession and to the people in Ukraine. There were about 1000 and 550 viewers during the first and second broadcasts respectively.



- 1A 吳卓珩 Gloria: 致各位醫護人員和每一位無名英雄，多謝你們一直謹守崗位，無私的奉獻，辛苦你們！非常感謝你們！致：公公，婆婆，叔叔，姨姨，哥哥，姐姐和小朋友們，加油！努力！我們一定會勝利，打敗病毒的，祝身體健康，平安喜樂！
- 1A 鄭哲昀 (音:雲): 每一位醫護人員我們一直支持你們,多謝你們一直謹守崗位!我們會打敗病毒的!我們一定會勝利!我們非常感謝你們!祝大家身體健康，平安喜樂！

5A 莊昕妍: 在今次疫情下突然的停課，我很感謝老師快速的應變，為我們準備適量的功課，使我們不會在假期中忽略了學習。另外，我感謝老師在「特別假期」中所設計的活動，都照顧了我們身心靈的需要。在身體方面，有全民大激鬥，使我們 keep 住運動；在心靈方面，有全班每星期一次的 zoom，讓同學們可以見面和抒發感受。另外，我也想感謝醫護人員無私的奉獻，他們無論多辛苦，多危險，也堅持謹守崗位，盡心盡力地照顧病人。而且他們很多都長期不敢回家，怕家人被傳染。☹️最後，希望大家都加油，不要放棄，只要有信心，大家堅守本份，不要鬆懈，相信我們一定會成功對抗病毒，重過正常的生活。🙏🙏🙏

B. Cross-year Level Activities [CYLA]

The objectives of the CYLA include:

- to extend the bond between students from different year levels
- to provide senior students with the opportunity for senior students to be a positive role model
- to develop social skills of students, especially on how to get along students other than their peer group

In order to promote the bonding between students from cross-year groups, the CYLA had taken place in the last three years. In 2021-22 s.y., the P.4 students started by taking care of their P.1 sisters and brothers during the Orientation Week. The older ones showed the younger ones where to go and what to do during the 8th – 9th September. Similarly, the P.6s shared their experience with the P.3s on how to prepare for their SA while the P.5s showed the P.2s how to

acquire a new skill – juggling three silk scarves at the same time [on 8th July].

According to the students' survey:

- 86% P.5 and P.6 students enjoyed the activity and 84% of them looked forward to more opportunities to participate in similar activities while 96% P.2 and P.3 students loved the activity.
- 92% P.1 students agreed that the scheme helps them adapt to new school life while 87% P4 students agreed that this program can enhance their responsibility and caring.

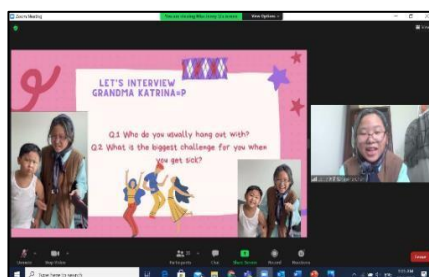
According to teacher survey, 92% teachers agreed that the activities enhanced Positive Emotions and Relationship between the students. 50% of the teachers would like to increase the frequency of joint-homeroom activities.

C. Class Building – Online Homeroom Sessions [10/3, 17/3, 24/3, 31/3, 14/4]

Although it was called a six-week special vacation, teachers felt that it was essential to maintain Positive Relationships, Emotions and Engagement during this period. It was also a golden opportunity to communicate effectively with parents via Zoom. Building on their previous experience of having homeroom sessions online, Class Teachers met with students regularly on Thursday from 9:30 – 10:00am.

They organised interesting and practical activities such as:

- I. Scheduling your day, e.g., discussion on time management
- II. Establishing routines, e.g., exercises
- III. Reading and interesting activities, e.g., competitions
- IV. Peer interaction, e.g., student performances



Appreciation Cards for the Medics (P.1); Experiencing Being an Elderly Person (P.3) and Class Performance (P.6)

D. Individual Training and Support

1. Leadership Training

Although it was a challenging year, leadership training programme was organised for the student leaders in the Good Brother and Good Sister [GBGS] Programme. The participants joined training which comprised teambuilding activities and resilience-building hikes. According to the responses from students, 100% of the participants agreed that their leadership skills had been enhanced through training programme while 97.9% agreed that their resilience had improved through the training.

2. Support to Student and Families

The well-being of families and students is a key concern for the school, especially during online and this special vacation period. Students and families which are struggling with academic,

emotional and financial difficulties are supported throughout the school year through various means:

Learning Support and Counselling Committee

- Regular meetings with 9 students needing additional support with their learning motivation

SEN Committee

- Small group set up to support Special Learning Difficulties (SpLD) students
- Committee members communicate/meet with students under their care

Social Worker

- Regular contact/meeting with 14 students/families
- Organised small group activities in March and April(the Special Long Holiday); 鬥智桌遊小組 (8 students) and 和諧粉彩小組 (10 students)
- Picture book sharing for 1A and 3B
- Intensive Case Support with regular meetings
- Two cases involving intensive support: Parties involved: Class Teachers, KLA teachers, Social Worker, Head of D&G, Head of LSDC, SEN Coordinator, Vice-Principal and Principal

Others

- Non-Chinese Speaking tutorials
- Fee Remission

Reflection and future development

With the adoption of the new 3-year plan, there will be concerted effort in achieving new targets and delivering new strategies.

- Concerted effort will be placed on deepening the acquisition of nine values and attitudes for primary students, including the attitudes of "Diligence", "Law-abiding" and "National Identity" and providing students with the opportunity to serve.
- Whole-school Award Scheme focusing on the promotion of Self-regulated Learning and Positive Education will be refined to include more activities to deepen the students' application of their character strengths, such as self-regulation skills.
- An Experiential Day on dealing with Positive Relationships, Teamwork and Failure, previously scheduled for February, will take place on 25th November, 2022.
- Comprehensive and focused training of Good Brothers and Good Sisters as future leaders will continue with service and adventure components.
- Day camp for P.5 students to enhance teamwork and listening skills will be reinstated in 2022-23.

2.1.4 To engage parents and community to promote Positive Education.

Achievement

Despite the continuous challenges posed by the Pandemic, workshops for parent ambassadors took place this year:

- Positive Education Parent Ambassador Programme
 - ✧ 6 sessions: 11/1, 18/1, 25/1, 15/2, 22/2, 1/3 with 20 participants
 - ✧ The instructor has also formed a WhatsApp group with the participants so they can form a working group to design materials for promoting positive education.
 - ✧ 100% parents agreed/strongly agreed that the workshop and the training were helpful to them. Parents indicated that they would be keen to take part in future workshops.



Building on the School's close relationship with our parents, the PTA has also organised various programmes to support the development of Positive Education in terms of Positive Health and Emotions:

- Regular Parents' Book Club and Sports Club gatherings to promote reading and an active lifestyle.
- Parents' Academy talks on topics such as positive parenting, COVID vaccination and thoughtful communication through storytelling with children.
- Daily sports, arts and reading activities for students and parents during the six-week Special Leave.
- Wellness workshops on spinal health and yoga, as well as experiential learning about blindness at the Dialogue in the Dark Experience.
- Campaign to create a poster with hand-drawn messages of encouragement from more than 60 students which was sent to all Hospital Authority hospitals.

Reflection and future development

- The joint-collaboration of the TWGH and HKUGAPS Parent-Child Elder Academy will be reinstated in the next school year.
- Experienced parents will play a role in organising whole-school student development activities such as Experiential Day/Love and Caring Day, Community Service and talks in Career Planning and National Security Education.

2.2 Major Concern 2: Promote self-regulated learning for development of a learning community of responsible learners

2.2.1 To equip teachers with professional knowledge and skills for embedding self-regulated learning in daily L&T.

2.2.2 To strengthen students' learning motivation and engage them in diversified learning opportunities.

2.2.3 To enhance students' cognitive and metacognitive development in daily L&T.

2.2.1 To equip teachers with professional knowledge and skills for embedding self-regulated learning (SRL) in daily L&T

Achievement

Blended learning has become a new normal under the pandemic. With the support of e-Learning tools, our teacher team has been working hard to keep developing Self-regulated Learning (SRL) in our school in the past three years. To evaluate the implementation of Self-regulated Learning (SRL) in daily subject L&T, external and in-house teacher professional development activities have been organized to support teachers to conduct educational studies and share good practices.

To deepen the concept of SRL and align teacher expectation and execution strategies, CDC and EDC organized a 3-hour PD for all teachers in August, 2021. In the workshop, the concept of Forethought phase, Performance phase and self-reflection phase were re-introduced. The 3-phases consist of a number of elements which are expected to be achieved in different stages.

Besides, QSIP Team from CUHK has been invited to collaborate with teachers of our Chinese Language and Mathematics teams to conduct educational studies in daily L&T of Primary 5. Based on the learned theories and literature about SRL, CHI & MATH teachers have held meetings regularly to review, re-design and evaluate the learning units "Descriptive Writing" and "Area" respectively. Learning Management System (LMS) and e-Learning resources have been widely used to support implementation of pre-lesson activities, knowledge-building during the lessons and extended learning activities.

To enhance students' cognitive skills, they have been guided to extract key points during the lesson and encouraged to use personalized notes for revision. Higher-ability and middle-ability learners were capable to master note-taking skills and intended to use their own words or charts for jotting notes, with 80% of P5 students were able to jot notes onto the clouded notebook with their iPads. Weaker students could also jot notes by making use of symbols and organization charts which offered by the teachers. As commented by the facilitators from CUHK, our students' preparation skills and independent learning habits have been successfully reinforced, moreover follow-up resources were well-designed to support students to make improvement after assessment and reflection activities.

2.2.1 To equip teachers with professional knowledge and skills for embedding self-regulated learning (SRL) in daily L&T (cont.)

To consolidate and disseminate our good practices in promoting SRL in subject L&T, professional sharing activities have been organized within and across subject teams. Positive feedbacks have been widely received from teachers. About 90% of teachers agree the professional development workshop and sharing activities helped them understand and promote SRL in their specialist subjects.

The unstable pandemic environment has not only brought challenges to school education, but also provided an opportunity to boost teachers' IT literacy and e-Learning skills. Facilitated by the newly established school-based one-station e-Learning Platform – Microsoft Teams and OneNote, teacher team has been undergoing a paradigm shift to a mixed mode of physical and online distant learning as well as accumulating experience of conducting SRL practices with e-Learning tools.

In the teacher survey, 90% of teachers agree that their understanding of SRL has been enhanced by professional development workshops in the past three years. More than 90% of teachers agree that OneNote is an appropriate platform for students to prepare, consolidate and extend their learning and feel confident to use it in their classrooms. The professional knowledge and confidence form a solid foundation for our School to further develop SRL under blended learning in the future.

Reflection and future development

e-platform has been an essential resource to further develop students' SRL habit, in particular in the BYOD year levels. To support students to carry out pre- and post-lesson activities efficiently and effectively, a whole-school policy should be developed for guiding the operation of Teams (such as the use of chat & post) and OneNote (i.e. organization of the learning resources in Content Library) respectively.

Besides, in order to develop students with SRL skills and habit in daily L&T, subject teachers have designed diversified ways to help students in different year levels to achieve goal-setting, self-recording, task strategies, help-seeking, time-management and self-reflection. With the experiences gained in the past few years, it is appropriate time to consolidate the good practices from different subjects to establish a school-based framework of SRL development in different key stages, so as to carry out a gradual development of SRL systematically.

2.2.2 To strengthen students’ learning motivation and engage them in diversified learning opportunities.

Achievement

Refined organization of KLA Curriculum to enhance student learning motivation

Raising learning motivation is an effective means to reinforce SRL development. To enhance students’ learning motivation, Subject Teams have adopted cultivation of learning needs and learning interest as a major direction for reviewing and refining the KLA Curriculum planning under the new normal – a half-day physical school with blended learning. Content of Unit Plans and Unit Outlines (Parent Letters) have been reviewed and optimized, lead-in activities have been designed and enriched in the Subject Unit Plans. More than 90% of teachers revealed that displaying the unit learning target and expected learning outcomes has positive impact on enhancing student learning motivation in the Preparation Stage as well as Reflection Stage of SRL development.

Besides, a school-based Lesson Planner has been provided for teacher team to design online real-time lessons as well as half-day physical school lessons. Precise learning focus, proper follow-up of flipped classroom activities, scaffolding of lead-in and knowledge-building activities, and timely assessment are emphasized in the Planner. Teachers have widely used the Planner for lesson planning during school suspension and after school resumption. 85% of teachers agree the Planner is helpful for planning L&T experience and managing lesson time in half-day school.

Optimized Module Curriculum to enhance students’ learning motivation

Our School-based Module Curriculum has been optimized to sustain students’ learning motivation under the shortened lesson learning time. Hands-on and authentic learning experiences are featured learning experience of HKUGAPS, which are also effective strategies for keeping students’ engagement. Facilitated by structured pre-lesson activities, teachers of Language Modules have utilized the limited lesson time for students to research on their interested topics, interact with group members for solving problems and conduct peer-learning from presentation for their projects. 75% of students agree that their motivation was raised by the choices and autonomy offered in the learning process.

The pandemic has also brought great challenges to implementation of our School-based Community Service Module and Environmental Studies Module. To sustain the development of Positive Meaning and Positive Engagement, collaborating with our NGO partners, teachers of General Studies Team have revised the curriculum into “Half-day School/Suspension” version. With the support from e-Learning platforms and parents, students keep exploring their surrounding neighborhood, contacting with different social parties and contributing to the betterment of their community. Opportunity to take actions generates high motivation of learning.

2.2.2 To strengthen students' learning motivation and engage them in diversified learning opportunities. (cont.)

Everyone is unique and full of potentials. A balanced and board curriculum is essential for whole-person development, our teacher team understands the importance of keeping artistic exposure to our students. Teachers of Integrated Art Modules kept conducting online lessons during school suspension, video clips of demonstration and student performance had been prepared for students as learning resources, which not only showed students their teacher's expectation, but also supported them to learn dancing step by step. Confidence and learning motivation were gradually developed when students had realized that dancing choreography is manageable and aspired to dance like their good brothers and good sisters.

Enjoyed Positive Engagement with diversified reading opportunities

To strengthen students' learning motivation and engage them in diversified learning opportunities, teachers of Reading Promotion Committee have provided our students, especially during blended learning, with diversified opportunities ranging from regular library visits, library online platform DEAR Team and various reading activities in the Reading Week.

When physical school had resumed, we ensured that each class from P1-P4 to have a biweekly library visit while compromising the crowd control during the pandemic. During face-to-face learning, the average borrowing every week is over 600 books, more than the target of 150 weekly borrowing. We also added a Special Wednesday to accommodate more P5 and P6 students to visit library, together with their daily 20 free-visit quota. We tried to make the full use of the capacity of our library in every recess.

During half-day school, students had fewer opportunities to come due to the crowd control restrictions. Therefore, a vibrant online platform has been well developed and promoted to draw student attention to the library news, reading promotion, games and activities. 94.4% of students and 91.8% of parents checked the DEAR Team regularly. Students were engaged in reading games and reading promotional videos made by our subject teachers there. Overall, the videos got 100-280 views (as of August 1, 2022). This proved that promotions on DEAR Team and the subject Teams help spreading the message and promoting the view rate.

Reading Week, one of the most popular school activities, was held in June. Over 80% students and over one-third of colleagues took part in Pajama Reading Day; around 70% student and 60% colleagues participated in Book Character Dress Up Day 讀角秀. From the feedback survey, both parents and students voted Pajama Reading Day (over 90%) and Character Dress Up Day 讀角秀 (around 75%) followed by the Mystery Guest Story Teller (around 70%) as the top 3 activities during the Reading Week. These whole-school reading activities posed a positive effect in motivating our students to read and engaging them in a fun activity.

2.2.2 To strengthen students' learning motivation and engage them in diversified learning opportunities. (cont.)

Reflection and future development

Learning and reading can be fun and engaging. With the provision of diversified learning opportunities, our students with different learning needs can get exposure and choices to learn inside and outside the classroom. In the future, we will continue to provide diversified opportunities such as face-to-face library visits, online blog and videos, and Reading Week activities to engage our students to learn.

To maintain students' reading interest and sustain their reading habit, apart from sending subjects readers home, we also provided students e-Books during school suspension and special long holidays. Positive feedbacks have been received from parents, students and teachers. With reference to the survey conducted in June, over 80% of parents expressed that their children had kept regular reading habit at home during online learning and suspension of physical school. 16% of students have developed a habit of reading 2-3 days per week, 27% read 4-5 days per week and 46% read every day during the online learning period. 62% of parents have expressed that the appropriate time to enrich students' e-Reading experience should be after promotion to Primary 4.

Concerning student health and the need of L&T, printed readers are our first priority, while e-Books would be an alternative for maintaining students' reading interest and habit. In the new school year, we will explore and develop more online learning platforms to prepare our students in the blended learning mode.

2.2.3 To enhance students’ cognitive and metacognitive development in daily L&T.

Achievement

Formulated a Framework of Core Graphic Organizers

With reference to the needs of subject learning and teaching, Curriculum Development Committee (CDC) has formulated a Framework of Graphic Organizers to facilitate systematical development of cognitive skill in subject L&T.

Integration of graphic organizer in subject L&T is one of the ways for enhancing “task strategies” in the Performing Phase of SRL development. Graphic organizers can enhance students’ skill to organize information, construct and visualize their ideas in a simple way. After a series of discussion and review, five graphic organizers – Tabling, Concept Map, Cycle, Venn Diagram and T-chart have been selected as the core graphic organizers in CDC. Each graphic organizer composes two to three learning levels, so as to support progressive training in KS1 and KS2. Bloom’s Taxonomy has been applied for structuring the learning levels, in order to help students to learn and apply these graphic organizers one by one according to the level of thinking throughout their six years of learning.

To support teacher team to understand the core graphic organizers and align teachers’ expectation to students, a 3-hour workshop was held at the start of the academic year. About 90% of teachers agree that the workshop and in-house sharing have enhanced their understanding about SRL. After a year of implementation, subject teachers have integrated the core organizers in student learning at corresponding year levels. Besides, examples of graphic organizers from different subject and year levels have been collected in CDC. From the result of teacher survey, over 80% of teachers agree that students can use graphic organizers to present their learned knowledge or concepts in daily L&T.

Refined practice of student reflection to promote timely follow-up & celebration

On the other hand, CDC has reviewed and revised our practices for guiding students to monitor and evaluate their learning experiences and outcomes of subject learning. Focus of goal-setting have been divided into three phases, students in different levels have to learn about the importance of goal setting, strategies of executing their goals and concept of evaluation criteria gradually. We have refined some strategies to develop their habit of SRL continuously in daily L&T.

1. Design Unit letters/Unit outline of KLAs to inform students and parents about the learning objectives, learning resources and expected learning outcomes of each learning unit.
2. Allocate appropriate lesson time in subject unit plans for students to do ongoing and unit-end reflection activities throughout the learning journey.

2.2.3 To enhance students' cognitive and metacognitive development in daily L&T. (cont.)

3. Guide students to select their best works in each learning unit instead of at the end of the school term, to have timely celebration of good learning practices and appropriate learning attitudes.
4. Integrate the elements of SRL including goal setting, graphic organizers, time management, help-seeking and self-reflecting in daily subject learning and project learning. Apart from developing SRL habit in daily L&T, CDC has collaborated with Life Education Committee to design experiential activities, such as “尋人記”, to facilitate students to learn and apply SRL concepts in daily school life

Besides, preparation and operation of Student-led Conference have been optimized in following directions.

1. Students reflect on their strengths and weakness in one school term and set a goal (follow-up action) to be achieved in Term 2 and Term 3 before the first student-led conference takes place.
2. Student conduct a more comprehensive reflection at term 3 and set a new goal or refine the previous goal for taking place next school year at Term 1.

Reflection and future development

Graphic organizer is a common tool with lots of variation to display the information, which is widely used by teachers in daily L&T. Practice makes perfect, teachers will continue to provide more opportunity for students to express their ideas with graphic organizers in the new school year. After the development of the five core organizers, our next step would be evaluating the current situation and enrich the Graphic Organizer Framework with more suitable organizers for students in future.

Current practices and tools for metacognitive development such as goal setting and unit-end reflection activities have been reviewed to facilitate establishment of a self-regulated learning environment. CHI, ENG, MATH & GS have formulated parent letter/ unit outline for each learning unit to display concrete learning targets and expected learning outcomes, in order to support students and teachers to plan and manage the journey of unit L&T respectively.

In fact, 85% of students have made use of Unit Letter/ Unit Outline to monitor and evaluate their learning progress. Besides, about 90% parents agree that their children are able to understand their strengths and weaknesses through the reflection activities; and 98% of students are able to take learning resources from the e-Platform OneNote to consolidate and extend their lesson learning. These figures reveal most of the students have developed a habit of planning, monitoring and reflection on their learning progress, while e-Platform and e-Resources have been become a normal learning tools of majority of students. The use of LMS and e-Learning tools for SRL development would be enhanced in the future, so as to facilitate students to conduct ongoing reflection of their learning journey and take timely follow-up actions to strive for excellence.

3. Professional Development and Sharing

3.1 Sharing with Visitors / other professionals

Date	Education Units	No. of visitors/participants
9 December 2011	International Conference on Learning and Teaching 2021-The Education University of Hong Kong “Turning Crisis into Opportunity: A Case Study of a Primary School which has Migrated Positive Education from On-site to Online during the Pandemic” Presenters : Dr Lai Kwok Chan , Mr Lam Tsz King, Mr Tiff Lui and Ms Christina Suen	Webinar
20 July 2022	Holy Angels Canossian School	9 (Principal and Teachers)
26 July 2022	The Hong Kong Academy for Gifted Education	6
July 2022	情意學習 想像未來教育- 主編 程介明 陳嘉琪 張慧明 (商務印書館) 「孩子的福祉：家校合作提升孩子的情意教育」 黎嘉茵女士 梁起鳳女士 馮裕基先生 姚蔚然先生 黃桂玲校長	Booklet

3.2 Mentoring Program

- University and School Partnership Program (Faculty of Education, The University of Hong Kong) – Ms Mavis Chan and Mr Samuel Wong

4. Student Performance (2021-22)

Inter-School Activities and Awards Won

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

A) 中文科

香港學校音樂及朗誦協會 第七十三屆香港學校朗誦節
 詩詞獨誦 普通話 小學一、二年級 男子組 - 冠軍 2B(4) 蔡裕正
 散文獨誦 普通話 小學一、二年級 男子組 - 冠軍 2B(9) 何文瀚
 詩詞獨誦 普通話 小學一、二年級 女子組 - 冠軍 2B(24) 黃芷晴
 詩詞獨誦 普通話 小學三、四年級 女子組 - 冠軍 3C(17) 李寶兒
 散文獨誦 普通話 小學三、四年級 女子組 - 冠軍 3D(17) 梁皓一
 詩詞獨誦 普通話 小學五、六年級 女子組 - 冠軍 5C(3) 陳悅
 小學五至六年級組 - 一等獎 5A(9) 黃家蕎

B) English Subject

FUN FUN Arena HK Aptitude Competition 2021-2022
 English Language Contest- Second-Term Preliminary – Champion 3B(21) Shek Hong Kiu

Hong Kong Schools Music and Speech Association

73rd Hong Kong Schools Speech Festival (2021)

P1 & 2 Boys Solo Verse Speaking – First Place 2B (28) Yang Yat Hei
 P3 Boys Solo Verse Speaking – First Place 3B (29) Yiu Pui Ting, Oliver
 P3 Girls Solo Verse Speaking – First Place 3C (13) Lam Janelle
 P4 Boys Solo Verse Speaking – First Place 4A (14) Li Chun Yin
 P4 Boys Solo Verse Speaking – First Place 4B (3) Chiu Yu Hong, Jayden
 P4 Girls Solo Verse Speaking – First Place 4C (26) Thomson Hannah Nicole
 P5 Girls Solo Verse Speaking – First Place 5B (4) Chan Wing Yin, Anne
 P5 Girls Solo Verse Speaking – First Place 5C (3) Chan Hannah

C) 數學科

第十五屆全港小學數學比賽(東區) 2021-22

解難智多星亞軍 / 團體 - 銅獎 6A(7) 郭曉澄
 解難智多星亞軍 / 團體 - 銅獎 6C(7) 陳梓妍
 解難智多星亞軍 / 團體 - 銅獎 6D(29) 黃昕

第十六屆香港小學數學創意解難比賽

隊際比賽 - 銅獎 6C(18) 梁晉顯
 隊際比賽 - 銅獎 6D(13) 劉焯蕎
 隊際比賽 - 銅獎 6D(27) 王小樂
 隊際比賽 - 銅獎 6D(29) 黃昕

D) 音樂科

香港聯校音樂協會 聯校音樂大賽 2021
 小學弦樂(中提琴)獨奏 -中級組 - 銀獎 5D(29) 楊皓

香港青少年表演藝術交流發展協會 第26屆日本 PIARA 鋼琴大賽
 J1 Pretty 組 - 一等將 1D(16) 李歆苒

Muse Music (Asia) Association International Young Artist Music Contest
 Piano Examination Grade Two - First Place 1A(30) 楊云翕

Budapest Liszt The IV International Liszt Ferenc Competition (Piano & Strings)
Grade Three – Champion 4B(21) Wong Chung Hin

Hong Kong Gifted Education & Talent Development Association
Inter-School International Performance Challenge 2021
(CE2)2 級組大提琴考試曲目組 Champion 3B(21)石康蕃

亞太優才發展協會 青年兒童音樂大賽 2021
小學中級組-豎琴 金獎 3D(14)林珈言

亞太藝術教育協會 2021 臺灣國際管樂網上比賽
小學組獨奏 金獎 3A(29)姚沛逸

E) 視藝科

中國藝術家協會香港秘書處 第 14 屆香港青少年及幼兒藝術節
小學三/四年級組水彩及粉彩畫 季軍 4D(9)賴正婷

香港當代藝術學院 第十一屆香港藝術菁英繪畫大賽彩繪夢想
幼兒 B 組-兒童畫 亞軍 1A(24)吳子睿

星島雜誌集團 第八屆全港兒童繪畫分齡比賽
西洋畫(第五組) 特等獎 2B(2)陳滋喬

F) 體育科

香港學界體育聯會 港島東區小學分會 2021-2022 年度小學校際乒乓球比賽
男子甲組 團體 – 冠軍
男子乙組 團體 – 季軍
女子甲組 團體 – 殿軍

香港乒乓球總會 2022 全港公開青少年乒乓球錦標賽
男子 U13 組(10-13 歲) - 季軍 6B(27) 胡朗庭

恒生乒乓球學院 2022 恒生學界盃
小學組男子單打 亞軍 6B(27) 胡朗庭

康樂及文化事務署 中西區分齡乒乓球比賽 2021
男子單打青少年組 MI(10-11 歲) 冠軍 6B(27) 胡朗庭

康樂及文化事務署 東區分齡乒乓球比賽 2021
東區分齡乒乓球比賽 2021 亞軍 6B(27) 胡朗庭

康樂及文化事務署 中西區分齡乒乓球比賽 2021
男子單打青少年組 MI(10-11 歲) – 冠軍 6B(27) 胡朗庭

香港滑冰聯盟有限公司 2021 香港花樣滑冰及短跑道速度滑冰錦標賽
Short Track Speed Skating Novice Girls - 1 lap – 4th Place 5D(21) 鄧晞兒
Short Track Speed Skating Novice Girls - 3 laps – 3rd Place 5D(21) 鄧晞兒

Primo Fencing Primo Fencing Foil Competition
Beginner Foil Individual 2nd Runner-Up 2B(20) Tang Hoi Kit, Kent

香港劍擊總會
中銀青少年發展計劃 小學分區劍擊比賽
港島東區女子甲組花劍 - 季軍 5C(1) 區婧榕

香港體操舞蹈協會
香港體操舞蹈公開賽 2021 閃耀盃
藝術體操-G3 組(8-13 歲)單人項目 - 金獎 3B(16) 麥嘉珈

G) STEM

Global Arts, Sports and Culture Association STEAM 環保機械人創意比賽
初小組 P1-P2 – Champion 2A(3) 陳心悠

The Hong Kong Jockey Club Charities Trust Cool/Think @JC Competition 2021

Scratch – Merit 6B(26) 黃逸淮 6C(3) 陳卓毅 6D(16) 李善同

5. Financial Summary

2020/21 School Year Income Statement end as 31 August 2021 (School Operation)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	67.40%	N.A.
School Fees	N.A.	30.04%
Donations, if any	N.A.	
Other Income, if any	N.A.	2.56%
Total	67.40%	32.60%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		81.33%
Operational Expenses (including those for Learning and Teaching)		13.71%
Fee Remission / Scholarship[1]		3.00%
Repairs and Maintenance		0.80%
Depreciation		1.16%
Miscellaneous		
Total		100.00%
Surplus/Deficit for the School Year[#]		0.58 months of the annual expenditure
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]		3.96 months of the annual expenditure

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

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

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

2021/22 School Year Income Statement end as 31 August 2022 (School Operation)**(Pre-audited)**

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.93%	N.A.
School Fees	N.A.	30.40%
Donations, if any	N.A.	
Other Income, if any	N.A.	2.67%
Total	66.93%	33.07%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		83.29%
Operational Expenses (including those for Learning and Teaching)		11.83%
Fee Remission / Scholarship[1]		3.04%
Repairs and Maintenance		0.84%
Depreciation		1.00%
Miscellaneous		
Total		100.00%
Surplus/Deficit for the School Year #		
		0.15 months of the annual expenditure
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #		
		4.22 months of the annual expenditure

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

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

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

6. Donation Received Summary

6.1 School Extension Project Donation

Total amount of donation received: \$1,000,000

6.2 Donation of iPad in support of eLearning: 28 units of iPad Pro

6.3 COVID-19 anti-pandemic supplies:

- 10,470 masks,
- 7,402 Rapid Test Kits
- 30 face shields
- 30 disposable protective clothing
- 115 boxes of Lianhua Qingwen Jiaonang

7. Feedback on Future Planning

2021 -2022 is the final year of the three years' development plan (2019-2022). Regarding the continuous pandemic situation, the school has to be very flexible and open minded to face changes and challenges. Moreover, it is a year that reminds us to be grateful, to keep up our passion for quality education as well as to strive for excellence because we have been witnessed the school's 20th anniversary.

Due to the COVID 19 pandemic, the school was suspended with a "Special Holiday" from March to mid-April 2022. Teachers concerned a lot about students' well-being under the sudden changes and learning during and after the holiday. Continuous learning materials, on-line homeroom sessions and physical exercise competitions were launched to enhance Positive Relationship and Engagement. Besides, individual on-line coaching and counselling sessions were given to support special needs students and families during the holiday.

The school returned to half day face to face learning in late April until mid-August. Students' social and behavioural routines and learning performance were challenges to teachers. All staff collaborated closely to implement Self-regulated learning and cater for learners' diversities. The blended learning mode – face to face lessons in the morning as well as on-line remedial classes after school were conducted to support our students. Besides, within the time constraint of half day school, teachers have extended their creativity to create rich learning experiences for students, such as life-wide learning activities to enhance Chinese culture; , "Sports Day", Integrated Arts Day and on-line performances. All these culminate to create a 'flourishing ' school life.

Stepping into another decade as well as a new 3 years development cycle, all staff ,especially the management team teachers have been spent lots of time to explore the education trend and the needs of our students. We understand well about the challenges ahead and willing to nurture our students to be happy and responsible learners for the well-being of individual and others. It is sure that we are a learning community- it will be a collective effort of different stakeholders , especially parents

to raise our students.

Each success and challenge is valuable and essential to our school .We will follow up with the issues raised and continue to implement the new issues of development for the benefits of students as well as leading our school from good to great.

The Major Concerns of our school in 2022-25 are as follow:

1. Fostering a holistic development of students through emphasis on Values Education and a culture of service.
 - 1.1 To create learning experiences for students through embedding Positive Education and Values Education with a whole school approach.
 - 1.2 To provide opportunities for students to serve others in a variety of contexts.
 - 1.3 To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.
 - 1.4 To collaborate with parents to achieve understanding ,support and achievement of collective well-being.

2. Promoting student agency for shaping their own lives and contributing to the lives of others.
 - 2.1 To enhance development of students 'core foundation
 - 2.2 To support students with different learning needs to learn effectively.
 - 2.3 To develop student transformative competencies to strive for excellent.
 - 2.4 To equip students with information literacy to live in a digitalized world

End of Report