

SCHOOL ANNUAL PLAN 2021-22

HKUGA Primary School

港大同學會小學

We Love, We Learn, We Shine

9 Yee Shing Street, Chai Wan, Hong Kong E-mail: info.hkugaps.edu.hk

Tel: 2202-3922 Fax: 2202-3914



HKUGA Primary School Annual School Plan 2021-2022

1. 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 an appointed 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. The School is now in its eighteenth year, it has 24 classes from P1 to P6. There are a total of 725 students and 61 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.

2. School Vision

We believe that Education is the most important force 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 it is our goal that the School will become one of the leading primary schools in Hong Kong and China.

In educating the child, we believe in the power of concerted efforts made by school, family, and society. We have a dream that students love going to school and have sweet memories of schooldays, teachers will enhance their professionalism and parents will enjoy their parenting. School should be a place of growth and joy for all stakeholders.

3. 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.

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.

5. Our Commitments

To Our Students

We nurture lively, inquiring, discerning, and creative students.

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

To Our Teachers

We develop visionary, caring, professional and innovative teachers.

- They care for children and love their work;
- They are sincere, communicate effectively and enjoy working together;
- They are well qualified, coming from different cultures and backgrounds and share the vision of the School;
- The School fosters an atmosphere of respect, trust and mutual understanding, through open, two-way communications, positive encouragement and involvement of staff in formulating the School policies;
- The School provides opportunities for learning as well as professional and career development;
- There are recognition and rewards for excellence in individual and team performance.

6. Major Concerns

A Quality School with Happy and Responsible Learners

- 6.1 Implement a whole-school approach to foster wellbeing through Positive Education
 - 6.1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education
 - 6.1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education
 - 6.1.3 To incorporate wellbeing practices into existing curriculum and students' school life.
 - 6.1.4 To engage parents and community to promote Positive Education.
- 6.2 Promote self-regulated learning for development of a learning community of responsible learners
 - 6.2.1 To equip teachers with professional knowledge and skills for embedding self-regulated learning in daily L&T.
 - 6.2.2 To strengthen students' learning motivation and engage them in diversified learning opportunities.
 - 6.2.3 To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development.
 - 6.2.4 To Review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning.

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To ensure that	1.1.1 To provide introductory	95% new staff and admin staff	SPD record and	Whole year	Principal &	Budget for
new staff	training sessions and	attend introductory training	survey		Vice-	workshops
members and	seminars for new staff and	course/seminars			principals	
parents are	new parents.	80% of new parents attend				
equipped with		introductory training				
the knowledge of		course/seminars				
Positive						
Education.						
1.2 To enhance	1.2.1 To conduct /support	1-2 in house workshops on	Survey and	Whole year	Principal &	
teachers'	thematic /advanced course,	specific theme related to	professional		Vice-	
capacity in	seminars, workshops of	Positive Education will be held	development		principals	
fostering	Positive Education for	for experienced parents.	record			
wellbeing	experienced staff and	10% of experienced teachers				
through Positive	parents	attend/shared in conference				
Education.		/advance course				
	1.2.2 To engage teachers in well-	80% of teachers would engage	Survey	Whole year	HYLC and	
	being practices, such as	in various well-being practices			Subject	
	Mindfulness.				Panel Heads	

Targets	Strategies		Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	1.3.1 To review the vertical alignment of P.1-6 PSE school-based curriculum with the revised and newly curriculum.		PSE lessons for P.1-6 need to be aligned with the rest of the year levels. Vertical and horizontal alignment to reflect a more cohesive relationship between	Team Evaluation	Whole year	Vice-principaPSDG Core TeamExternal Adviser	 Budget for external adviser
			Assemblies, Morning sharing and Focus in Homerooms.			Life Ed. Coordinator	
1.3 To incorporate wellbeing practices into existing curriculum and students' school life.	1.3.2 To progressively include more Positive Education elements in Morning Sharing & Assembly with focus on alignment	•	70% of teachers have shared elements of Positive Education in Morning Sharing 70% of students agree that the messages in Morning Sharing are able to enhance their understanding of different values & skills.	Team Evaluation Questionnaire to students	Whole year	Life Ed. Coordinator	
	 1.3.3 To progressively include more Positive Education elements in: Cross-level Activities Class Building and daily L&T 	•	Students are given opportunities to engage in activities which promote teamwork and increase engagement through cross-level/class/KLA settings.	Team Evaluation Questionnaire to students	Whole year	YLC Coordinator	

Targets	Strategies	Success Criteria	Methods of	Time	People in	Resources
			Evaluation	Scale	charge	Required
	1.3.4 To incorporate self-regulation	Students are provided with	Team evaluation	Whole year	Vice-Principal	
	skills, such as time management,	strategies and more	Questionnaire to		PSDG Core	
1.3 To incorporate	controlling one's behavior in	opportunities to practice the	students		Members	
wellbeing	class-setting and understanding	skills supporting self-regulation.				
practices into	and regulating one's emotion in					
existing	class.					
curriculum and						
students'	1.3.5 To enrich the campus	Signages are made and put up	Team Evaluation	Whole year	Principal &	Budget for
school life.	environment with Positive	as reminders for students to			Vice-Principal	materials
	Education element.	engage in Positive Education			·	production
		such as mindfulness and other				·
		well-being activities.				
1.4 To engage	1.4.1 To organize training for parent					
parents	volunteers/leaders to promote	• 70% of parents attend training to	Team Evaluation	Whole year	Principal &	Budget for
and community	•	promote Positive Education.	Parents' feedback	,	Vice-Principal	external
to promote		Parent volunteers will be			· ·	trainers
Positive		engaged in the school				
Education.		anniversary / service to promote				
		Positive Education.				

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

Targets	Strategies		Success Criteria	Methods of	Time Scale	People in	Resources
J • • • • • • • • • • • • • • • • • • •				Evaluation		charge	Required
2.1 To equip teachers	2.1.1 To conduct educational	•	Lesson studies or action	Teacher	• Term 1-2	• EDC Head &	 Budget for
with professional	studies to support		researches for implementation	questionnaires		Panel Heads	CUHK's PD
knowledge and	evaluation and refinement		of SRL are conducted in	Feedback from			support
skills for	of implementation of SRL in		subject L&T.	peer observation			• Peer-
embedding self-	subject L&T.	•	70% of participated teachers	Team evaluation			observation
regulated learning			agree the educational studies	in EDC			Scheme
(SRL) in daily L&T			are helpful for improving				
			teaching and future planning.				
	2.1.2 To organize teacher		Result of educational studies	Teacher	• Term 3	• EDC Head &	
	professional development		are published and shared in	questionnaires		Panel Heads	
	activities to share good practices of SRL in daily L&T.		teacher team.	Team evaluation			
			70% of teachers agree the PD	in CDC			
			activities are helpful for				
			understanding implementation				
			of SRL in our school and				
			facilitating future planning of				
			their subjects.				
			·				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
			Lvaluation		Charge	Required
	2.2.1 To optimize the school-	Module and ELA Curriculum	Teacher	• Term 1-2	• LWLC Head,	Templates of
2.2 To strengthen	based Module and ELA	Frameworks and ELA allocation	questionnaires		CDC Head	curriculum
students' learning	Curricular to promote	policy are optimized in regards	Team evaluation			documents
motivation and	student choices and provide	of diversity and student needs,	in CDC & LWLC			Relevant
engage them in	diversified, structured and	for implementation in 2022-23.				readings or
diversified	authentic experiences.	Module Plans are refined with				literatures
learning		strategies for enhancing learner				• EDB LWL
opportunities.		motivation and engagement.				Fund
		70% of participated teachers				
		agree the refinements in				
		Modules can promote students'				
		learning motivation.				
		70% of participated students				
		find they are engaging in the				
		refined Modules.				
	0.00 To 10 formation 15				\/D 4 DD4	D 1 16
	2.2.2 To reform reading	Current reading promotion	Teacher	Whole year	• VP & RPC	Budget for
	promoting strategies for	strategies are reviewed and	questionnaires		Head	e-Reading
	accommodating the mixed	optimized through	Team evaluation			platform and
	learning modes of blended	strengthening home-school	in RPC			parent
	learning.	cooperation and provision of e-				workshop &
		Resources.				publication
		Participation rate of online				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		reading activities is raised by				
		10%.				
	2.3.1 To trial the Framework of	Targeted graphic organizers	• Student	• Term 1: Pioneer	CDC Head	Teacher PD
2.3 To enhance	Graphic Organizers in L&T	are integrated in student	questionnaires	Program		workshops
students' cognitive	of KLAs.	learning resources of	• Evaluate	• Term 2-3:		
and metacognitive		corresponding year levels.	documents in	Implementation		
development in		Use of the graphic organizers	Subject Panels	in all KLAs		
daily L&T.		are recorded in Subject Unit	Team evaluation			
		Plans.	in CDC			
		Lesson studies or action				
		researches are conducted for				
		evaluation.				
		 70% of students agree the 				
		graphic organizers are helpful				
		for knowledge building and				
		thinking.				
	2.3.2 To review and reform	Student-led conference	Student	Whole year	CDC Head,	
	school-based practices for	practices are refined to support	questionnaire		LifeEd Head	
	guiding students to monitor	development of SRL and	Team evaluation			
	and evaluate their learning	Positive Education.	in CDC			
	experiences and outcomes	70% of KS2 students agree				
	of subject learning.	they could manage the				
		preparation of student-led				
		conference.				

7. Plan of Using Capacity Enhancement Grant in School Year 2021-2022

Name of school: HKUGA Primary School

Means by which teachers have been consulted: at Curriculum Development Committee meeting and staff meeting

No. of operating classes: 24

Took Area	Avec(a) of Company	Strategies/Tasks	Benefits	Time	Resources	Success Cuitouis	Method(s) of	People in
Task Area	Area(s) of Concern		Anticipated	Scale	Required	Success Criteria	Evaluation	charge
Curriculum development and coping with diverse and special learning needs of students.	To relieve teachers' workload in: preparing learning and teaching materials promoting life-wide learning activities coping with diverse and special learning needs of students with varied abilities, including the gifted and the SENs.	1. To employ 4 Teaching Assistants to support teachers in: a. the preparation of school-based curriculum materials b. organizing life-wide learning activities c. performing subject-based administrative work d. providing extra support and assessment accommodation for SEN students 2. Extra services for SEN students-learning groups, speech therapy etc.	 Teachers to be relieved of some of their workload in developing learning and teaching materials, supervision of learning activities as well as nonteaching teaching duties. Students with diverse learning abilities are taken care of. Teachers can focus more on developing the school-based curriculum and differentiation strategies. 	From Sept 2021 to Aug 2022	1. \$827,856.25 for 4 Teaching Assistants (including 5% MPF and medical insurance) 2.\$10,000 for purchasing extra services for SEN students. Total income: \$841,704.07 Expenses- \$837,865.25	 Quality and quantity of teaching materials prepared. Better arrangement in organization of learning activities, e.g. in life-wide learning activities Students' learning needs are better catered to. SEN students show improvement in their academic performance. 	 Development of learning and teaching materials Students' feedback on the learning activities planned 	 Vice-principals subject panel heads; SEN subcommittee
	special learning needs of students with varied abilities, including the gifted and the	c. performing subject-based administrative work d. providing extra support and assessment accommodation for SEN students 2. Extra services for SEN students- learning groups,	as well as non- teaching teaching duties. Students with diverse learning abilities are taken care of. Teachers can focus more on developing the school-based curriculum and differentiation		purchasing extra services for SEN students. Total income: \$841,704.07 Expenses-	activities, e.g. in life-wide learning activities Students' learning needs are better catered to. SEN students show improvement in their academic	 Feedback from teachers Records of IEP Performance appraisal on 	