

HKUGA PRIMARY SCHOOL

ANNUAL SCHOOL REPORT

2020 – 2021



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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. The School is now in its fourteenth year, it has 24 classes from P1 to P6. There are a total of 731 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.

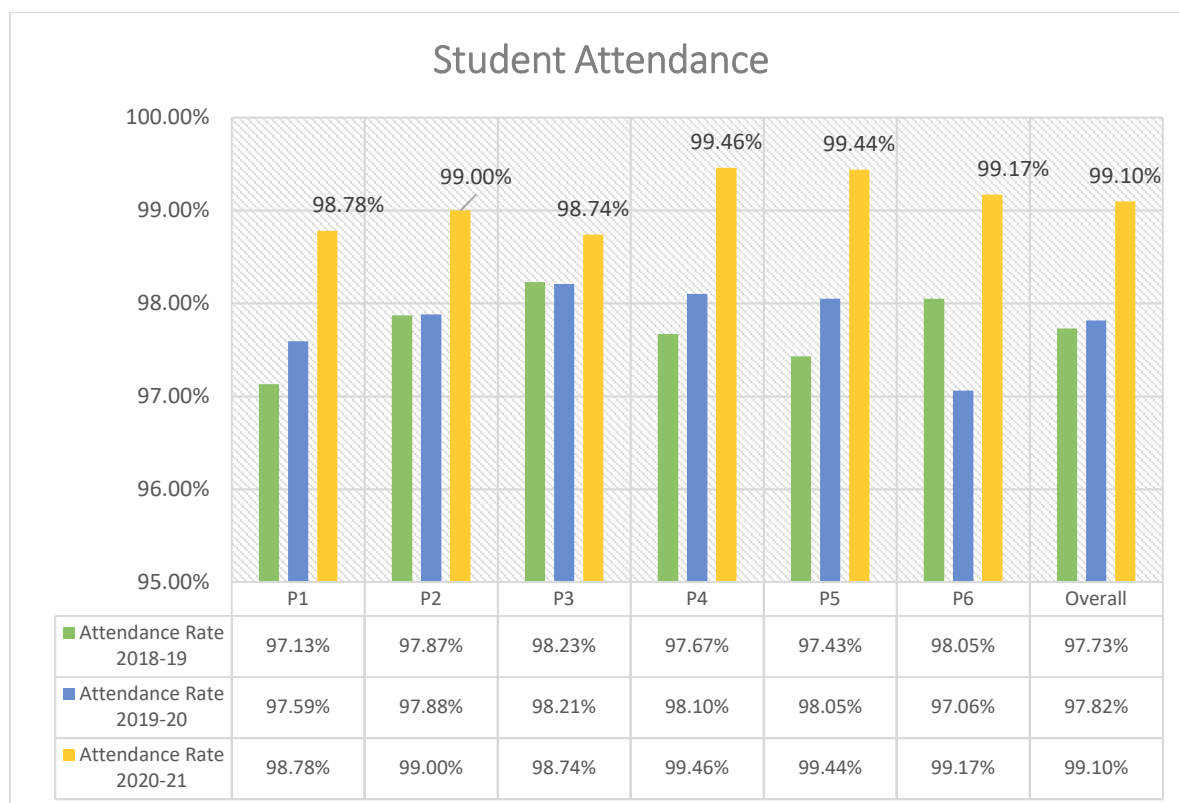
To Our Teachers

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	2018-19 SY	2019-20 SY	2020-21 SY
Study in another school	1	10	6
Emigration	3	20	45
Study abroad	0	2	0
Others	0	0	0
Total	4	32	51

Class Organization

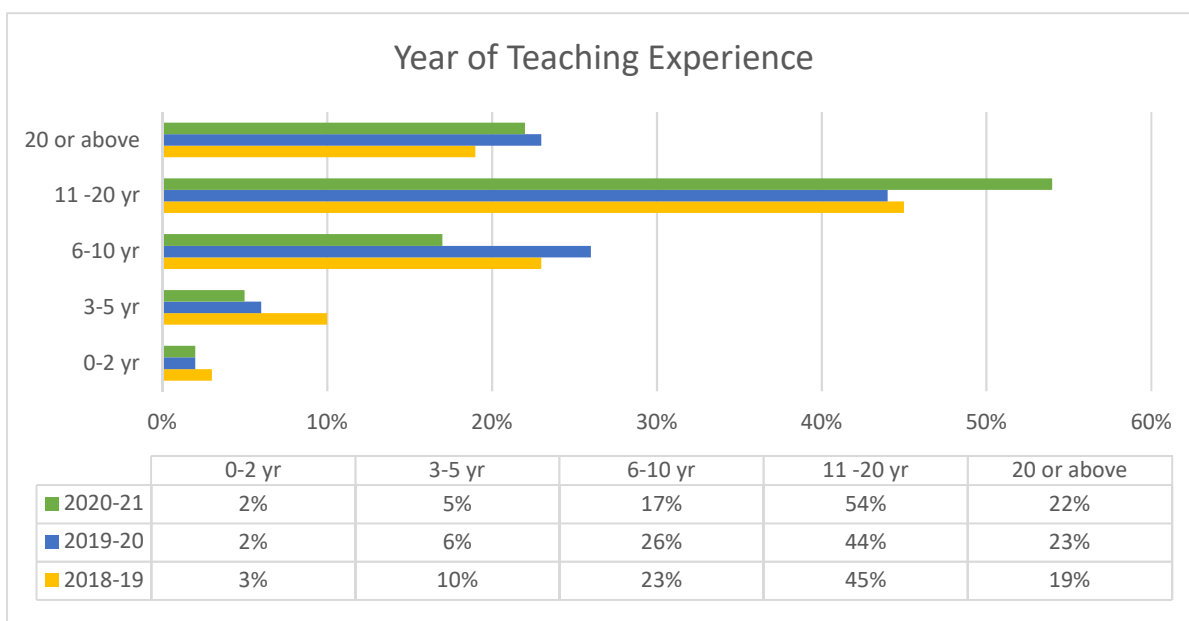
Year Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment (2018-19)	126	125	123	123	120	116	733
Total Enrolment (2019-20)	127	128	128	123	121	119	746
Total Enrolment (2020-21)	128	130	128	125	122	115	748

1.7 Our Teachers

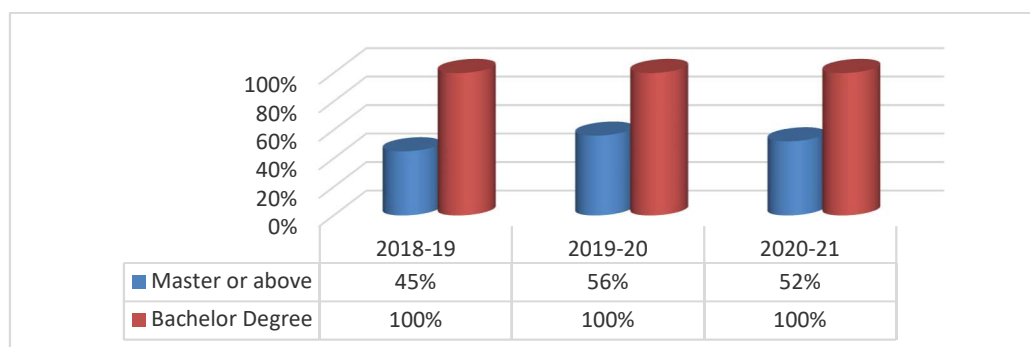
Manpower - Full Team

Category	2018-19	2019-20	2020-21
Full-time Teachers	62	62	62
Teaching Assistants	6	6	7
Administrative Staff	14	14	14
Teacher Librarian	1	1	1
Part-time Teachers	6	6	5
Module Teacher/External Tutor	14	14	9
Service Providers			
➤ ELA Service Providers	14 (28 activities)	14 (30 activities)	4 (9 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.

Achievements, Reflections and Suggestions for Future Planning

Achievement

Reinstatement of face-to-face or Zoom professional development opportunities became the focus of our work in equipping both staff members and parents with the knowledge of Positive Education after the interruption of such opportunities in the latter half of the 2019-2020. All in all, extremely positive feedback was received from both teachers and parents.

Positive Education Workshops for Staff

To support new staff members who have missed Positive Education training in 2019-2020, a series of workshops for new and experienced teachers were delivered "Positive Emotions and Positive Language" on 11 September 2020 whereas all new teachers and administrative staff were invited to attend a 2-hour workshop on "Discovering Positive Education" on 12 October 2020.

Feedback from teachers for both workshops was very positive. 83% of teachers agreed that the workshop enhanced their understanding of and identification of positive emotions and 81% understood how a growth mindset could affect the shift from negative to positive language. Finally, 87% of teachers agreed that the workshop provided useful strategy on how to incorporate encouraging language when commenting and speaking to students. Likewise, 90% teachers new to the school and administrative staff thought the "Discovering Positive Education" workshop enabled them to understand the basic concepts of Positive Education, 88% felt it equipped them with more practical knowledge on implementing it and 85% said the workshop gave them more confidence in applying concepts of Positive Education. Comments from the participants included, "Remus's workshop is so useful for daily teaching and his talk was so attractive" and "有助我個人和學校的發展".

Positive Education Workshops for Parent

A *Discovering Positive Education* workshop was organised on 29 January 2021 for all P.1-2

parents and parents of new students in the other year levels. 87 families attended the workshop via Zoom. It was a new but positive experience as the parents not only appreciated the fact that they could attend with their spouse in the comfort of their home but also their children could also take part in the seminar. Feedback parents was very positive with over 95% of the respondents being satisfied with the workshop in all aspects. Parents indicated that they would be keen to take part in future workshops. This was followed by another Zoom workshop on 18 June 2021 focusing on how parents can support their children when facing failures. Similar to the previous workshop, the feedback was overwhelmingly positive with 100% satisfaction rate.

請寫出一項或以上你從本講座中學到最重要的東西:	請寫出一項或以上你從本講座中學到最重要的東西 :
51 responses	12 responses
欣賞兒子成功或失敗背後的付出	同上
懂得欣賞各種不同的性格	父母也要growth mindset
To address kid's character strength than talent strength	從遊戲的挑戰培養正向面對失敗。
要好好了解性格強項	失敗履歷表
Develop their inner strengths/happiness to enable a successful person. Must stop my negativity, will drag kids down!	失敗履歷表 及自己的獎杯
留意小朋友的性格強項，不只在才能	人為甚麼一事無成？因為心不定，腳不動。
要找出小朋友性格強項 多看優點 少看缺點	如何調整心態面對失敗
Treasure our kid's character strengths instead of their talents only	學習到與小朋友一起面對失敗的重要性
Should focus more on 性格, not 能力	寫一個失敗履歷表，重溫成長過程，從中學學習堅毅面對失敗。

Feedback form both Parents' Workshops

Learning, Embedding and Teaching Symposium on Positive Education (LETS PosED) on 15 May 2021

15th May 2021 was a very special day for HKUGA Primary School. We hosted a symposium with a focus on how we embed Positive Education in every facet of our school – from learning and teaching and student development. Presentations from our teachers, and guest speakers from invited schools and the HKUGA College provided rich and invigorating experiences for all participants as they heard about how character strengths and growth mindset can be infused in our students' daily learning, how the six domains in Positive Education drive the planning and development of student activities, and how parents support and reinforce our ethos in their homes.

Although the Symposium took place during the uncertainties of the pandemic, there was

an extremely positive turnout rate of 82% and 153 teachers from 52 schools. Their presence was a testimony to the building of their commitment to promoting the well-being and learning of their students. 90% of the participants indicated that they found the sharing useful, practical and helped them in implementing Positive Education in their own contexts. As the Organisation for Economic Co-operation and Development (OECD, 2005) notes, “Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students and encourage the development of teachers’ learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically.”

LETS PosED has hopefully initiated the start of a community of education practitioners who, in their sharing of challenges and successes, strive to develop the well-being of each and every one of their students and teach them to flourish intellectually, emotionally, socially and physically.

Reflection and future development

As the School moves towards its sixth year in implementing, embedding and teaching Positive Education, it is essential that professional development reflects the growing needs of the School. As such, topics for both teachers and parents must reflect the knowledge base of both parties. At any time, there must be tiered to cater for:

- Teachers and parents who are new to Positive Education.
- Teachers and parents who have had training in Positive Education and have worked with students and children using strategies learnt from workshops.
- Teachers and parents who are ready to share and disseminate their practices and ideas to other stakeholders.

In line with the above, professional opportunities in the coming year will focus on providing more diverse learning and sharing opportunities for both teachers and parents.

PSDG members are in the process of designing workshops on the incorporation of responsive classroom, well-being practices and the strengthening of Positive Relationship, Engagement and Purpose into Class Building. This will be delivered to all teaching staff in August 2021.

In addition, a “Train-the-Trainer” series of workshops will be delivered to parents in the 2021-2022 sy. Parents will attend a series of six workshops which will incorporate more in-depth knowledge about Positive Education and deliverables such as games, posters and souvenirs centered round Positive Education, which can be used for the School’s 20th Anniversary.

2.1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education.**Achievements, Reflections and Suggestions for Future Planning****Achievement**

In order to enhance teachers' capacity in fostering wellbeing through Positive Education, a lot of changes, adaptation and support had to be provided to teachers during the online and offline mode of learning and teaching. 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 2020-2021 to continue the promotion of Positive Education in terms of whole-school activities, such as Morning Sharing, Assemblies, the PSE Curriculum and activities such as the Love and Caring Day. In addition, a lot of effort and thought had gone into ensuring that students returned to School in a safe and orderly manner thus encouraging them to continue to enjoy school life in a well-protected environment.

Morning Sharing (Weekly) and Assemblies

By adopting various modes of delivery such as face-to-face, live streaming and video, an uninterrupted conveyance of educational messages is guaranteed during these times of uncertainty. According to the Teachers' and Students' Survey, 72% teachers agreed and 96% students agreed that the delivered messages in the Morning Sharing, Assemblies and PSE lessons can enhance their acquisition of values and skills.

With regards to assemblies, wherever possible, external speakers from different organisations delivered talks to, at most, two year levels in the Hall or Mini-hall to provide as much physical distancing as possible. Topics covered learning about people with disabilities, making friends, sex education, drug abuse and using the Internet wisely.

Development of the Personal and Social Education (PSE) curriculum

With the aim of strengthening and aligning PosEd and Self-regulation elements in our current PSE curriculum, revision of current materials and teacher training have been happening continuously in the last three years. The HKUGAPS life education framework has been reviewed and completed this year. The review allowed the parallel cultivation of the nine values and attitudes for primary students, such as "Perseverance", "Respect for Others", "Sense of Responsibility", "Commitment Spirit", "Integrity", "Caring", "Law-abiding", "National Identity" and "Empathy" according to the EDB guidelines and the School's foci on Positive Education.

Support for all teachers in the delivery of the new school-based PSE in P2, 3,, 5 and 6 curriculum continued to be the other major focus for this school year with co-planning and collaborative delivery of the materials between the consultant from City University and our YLCs. Using co-teaching as a mode of professional development enabled the class teachers to understand the concept behind the new design, empower the teachers to deliver the lesson effectively using the lesson plans, and encourage peer observation as a means to promote consistency in the delivery of the PSE lessons.

School Resumption Guidelines

Self-regulation and setting up of routines have become key components to students' sense of well-being during the last two school years. The impact of the online and offline mode of learning meant that adaptations to current routines and support to students in terms of Discipline and Guidance had to be ready both school suspension or school resumption. As such, members of the D&G Committee discussed and prepared different guidelines to prepare students, parents and teachers for both. These included preparation of sanitizing tools, schoolwork, recess arrangements, dismissal methods and how to behave during online lessons. The attention to details and care for the students' safety and well-being, all ensured that school resumption took place in a calm and organised manner.



放學安排:分散人流[29/9/20之後]

班級 Year Levels	校車 School Bus (Dismissal: 12:30pm)	1號門/Gate 1 (第二位置主任)	3號門/Gate 3 (第二位置主任)
P.1	[一位班主任] 校車隊先到地下	小一學生將於12:30pm於1號門放學, 接放學的家長請於12:30pm到1號門外等候。	
P.2		小二學生將於12:40 pm才放學, 接學的家長請於12:40才到1號門外等候。	
P.3	或1/6, 盡量減少		小三學生將於12:30pm放學, 接放學的家長請於12:30pm到3號門外等候。
P.4	聚集, 請保持多		小四學生將於12:30pm放學, 接放學的家長請於12:30pm到3號門外等候。
P.5	行幾次分批讓學		小五學生將於12:40 pm才放學, 接放學的家長請於12:40pm才到3號門外等候。
P.6	生先上校巴。		小六學生將於12:40pm才放學, 接放學的家長請於12:40pm才到3號門外等候。



1. 在宣布復課後, 家長應督促小朋友復課日準備, 可讓小朋友有足夠的時間準備。
2. 請小朋友循序漸進地回復正常的作息作息, 目標是在最後一星期能回復日常上課時間作息。
3. 想小朋友一起仔細檢查功課, 並給老師順序放入文件袋內妥善存放, 為小朋友預備合適的夏天衣服。
4. 若發現孩子未完成功課, 家長避免以責備形式處理, 家長合適的時間了解他們的困難及需要, 支援學生的學習態度, 並提醒小朋友的能力, 協助他們重新訂立目標, 終於在課下三星期分發功課給功課, 需要時, 可讓小朋友承擔後果。
5. 復課前2-3天, 家長請小朋友收拾功課第一天上學所需物品: 功課, 物品如下: 手冊, 基本文具, 一本圖書及清潔用品放入書包, 準備回校上課。
6. 科任老師將於復課的第一次透過手冊及e-class通知學生和家長第二天及日後上課所需準備的物件。
7. 10個親子共有的情緒圖, 請與學校社工聯絡。

電話: 2202-3932



Online Learning: Guidelines and Etiquette

Before the Lesson

- Be personal. Put on your uniform, have your stationery and learning materials ready.
- Be ready. Log in two minutes before the start of the lesson, input your name according to this format: class+class no. full Chinese/English name (eg. 1B Jason Chan)

During the Lesson

- Stay still. Switch on your video, keep your sound on mute to ensure a quiet environment during the lesson.
- Be focused. Use the "Raise your hand" function in Zoom if you want to speak, wait to be invited before speaking. Likewise, use the Share Screen and Draw Functions only when given permission by your teacher.
- Stay still. Be attentive and respectful.
- No eating, drinking or working on other things during the lesson.
- Respect the privacy and copyright of other people. Do not take pictures/video of the lesson. Do not share or publish lesson content.

Assignment Submission

- Take clear pictures of your submission. Place your camera directly above the homework to take a clear picture. Check that your submission can be opened and that your answers are clear and legible.
- Ask for help. Use the chat function on Teams to ask your teacher for help.
- Be responsible. Inform and explain to your teacher if you are late in handing in your work, complete the work as soon as possible. Follow-up action will be taken by the Discipline and Guidance committee if students demonstrate poor learning attitude and have missed work regularly.

Seeking Support

- Inform Subject Teachers and Class Teachers as soon as possible if you need to take leave.
- Ask your Subject Teacher for help as quickly as possible if you do not have enough IT equipment at home due to the overlap of Zoom lessons with your siblings.

According to the Teachers' and Students' Questionnaire at the end of year:

- 94% of P.1-P.3 students;
- 89% of P.4-P.6 students; and
- 81% of teachers agreed that the online learning rules and attitudes could enhance students' sense of responsibilities and self-management.

Reflection and future development

Focused cultivation of the nine values and attitudes for primary students, including the attitudes of "Law-abiding", "National Identity" will take place through Assemblies and Morning Sharings.

More experiential opportunities should be provided for students to exercise their character strengths in different Positive Education domains. Plans in the following areas will be carried out in 2021-2022:

- 1) Whole-school Award Scheme focusing on the promotion of Self-regulated Learning and Positive Education will be launched at the beginning of the school year.
- 2) An Experiential Day on dealing with failure will take place on 22 February 2022.
- 3) Comprehensive and focused training of Good Brothers and Good Sisters as future leaders will continue with service and adventure components.
- 4) Day camp for P.5 students to enhance teamwork and listening skills.

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

Achievements, Reflections and Suggestions for Future Planning

Achievement

2020-2021 was another challenging year whereby both teachers and students had to adapt to learning and teaching online and offline continuously. It was especially challenging to incorporate wellbeing practices into existing curriculum and students' school life considering the limitations of the online environment and the constraints of time and space when students returned. As such, class teachers had to be creative and adaptive to ensure that they continued to implement effective class building practices. The following encapsulated the strategies adopted by the class teachers and activities organised, with the support of the YLC Committee.

Class Building – The Application of Positive Education elements

With the aim of maintain Positive Relationships and Engagement, 2020-2021 started with a week of orientation activities. Class teachers were provided with a schedule of the week which included activities such as sharing on "What Went Well" during the holiday and to get to know new classmates better. Additional foci included reinforcing Self-regulation skills such as scheduling and timetabling as well as learning to use Teams.

ORIENTATION FOREBODING (ORIENTAL) SCHEDULE (PENG 2020-21)					
To facilitate students in adapting to the new academic year & strengthen students' sense of belonging towards the class and the school (1-4/9)					
<ul style="list-style-type: none"> - Reinforcing Positive Relationships and Building Character Strengths through Class Building Activities - Exercising One's Character Strengths – Self-regulation through learning to plan one's daily activities - Learning to Apply the New Learning Platform 					
Note: Tasks such as name tags, class logs, etc., do not have to be completed within this week.					
	1/9 (Tue)	2/9 (Wed)	3/9 (Thurs)	4/9 (Fri)	
8:30-9:00 (30 min)	Opening Ceremony (Live Broadcast) - School Song - Principal Wong's Message	Homeroom 3	Briefing Session (Video) - Routines & Responsibilities during learning	Homeroom 8	
9:00-9:30	Recess				
9:30-10:00 (30 min)	Homeroom 1	Opening Ceremony (Live Broadcast) - School Song - Principal Wong's Message	Homeroom 4	Homeroom 6	Homeroom 9
10:00-10:30	Recess				
10:30-11:00 (30 min)	Homeroom 2	Homeroom 2	Homeroom 5	Homeroom 7	Homeroom 10

Suggestions for Homeroom Activities

1/9 (Tue) Focus: Positive Relationships and Positive Emotions [Class Building 1] <ul style="list-style-type: none"> • Getting to know you • Welcoming new students • Warming up after the summer break 	Opening Ceremony	Homeroom 1 (Both CIs) <ul style="list-style-type: none"> • Sharing (summer holiday) • WWW in the holiday 	Homeroom 2 (Both CIs) <ul style="list-style-type: none"> • "Game R1/2" • Homeroom Name and the Folder of "Teamwork Timetable and Information" in Files • Ask students to go and get files from TEAMS, such as Class Welcome Note or Name tag template Homework: <ul style="list-style-type: none"> • Making and designing one's own name tag/self-introduction template • Upload ideas for class name on Teams
2/9 (Wed) Focus: Positive Relationship and Character Strengths (e.g. Teamwork, Creativity) [Class Building 2] <ul style="list-style-type: none"> • Establishing class identity – class name, class logo, class song/slogan • If CIs cannot finish the tasks in one homeroom, they can continue in the other homerooms 	Homeroom 3 (Both CIs) <ul style="list-style-type: none"> • Game C2 • Brainstorming an idea/item to represent your class (e.g. focus on the character strengths you would like to highlight in your classes) • Class name – CIs can decide whether you would like to divide the class into groups or in whole class mode 	Homeroom 4 (Can split class) <ul style="list-style-type: none"> • Game A2 • Brand introduction • Class logo (Encourage students to upload their designs in Teams) 	Homeroom 5 (Both CIs) <ul style="list-style-type: none"> • Review previous experience using positive language and character strengths, e.g. "I can see that you exceeded your Level of Learning during the summer by learning a new skill!" • Create new slogan/song Reminder to Class teacher: <ul style="list-style-type: none"> • Class teachers help to release the "special lesson timetable" on Teams • Homeroom Timetable and Information

Class Teachers provided with a sample Orientation Week schedule.

When school was suspended again in December, all teachers were provided with suggestions on how they could continue to maintain Positive Relationships, Emotions and Health via their Zoom homerooms. Practices such as Zentangle, eye exercises, stretching and dancing were introduced to teachers via the good practices collated by the Year-level Coordinators from 2019-20 and all class teachers also contributed new ideas for 2020-2021.

75% teachers agree that the online Orientation Fortnight could help students adapt to a new academic year and strengthen students' belongingness to their classes. As for introducing well-being practices into class building, according to 5th YLC meeting (14/4/2021), each year level introduced different kind of practices including:

- P1: eye-relaxation exercises, morning exercise, dance
- P2: Zentangle, morning Exercise, breathing exercises; dance, eye-relaxation exercises
- P3: games
- P4: Zentangle, eye-relaxation exercises
- P5: stretching exercises
- P6: yoga, breathing exercises, eye-relaxation exercises

From the stakeholder survey, many teachers tried the practices of breathing exercises (93%) and simple moving exercise during lesson time (85%) while just a few teachers tried Zentangle (17%). With the limitation of social distancing and half-day school, strategies such as mindful eating and walking were not implemented.

Based on the experience of this year, an action research titled, ***“Turning crisis into opportunity: a case study of a primary school which has migrated positive education from on-site to online during the pandemic”*** took place with the contribution from all class teachers, Tiff and King under the guidance of Dr Lai. The paper has subsequently been submitted and accepted to the International Conference on Learning and Teaching 2021 organised by the Education University of Hong Kong. It will be presented during the Conference in December 2021.

Cross-year Level Activities (CYLA)

To provide further opportunities for students to build Positive Relationships, gain Positive Purpose and Positive Meaning and to build on last years' experience with the cross-year level activities (1 November 2019), this event took place twice this year with pairing between P1/P4, P2/P5 and P3/P6.

The aims of the cross-year level activities include:

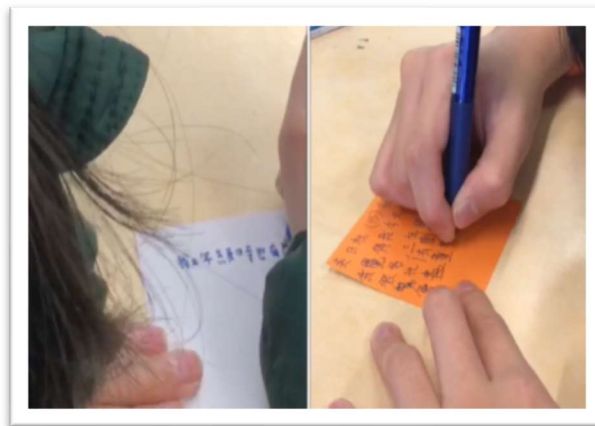
- **cultivating** students' love and caring through extending “the Caring Angel Programme” started in P1 and 4;
- **extending** the bonding between students of different year-levels;
- providing an opportunity for senior students to be a good role model; and
- **developing** social skills for students on how to get along with student of different ages.

Materials such as lesson plan for the activity, scripts for students and guiding questions were provided to class teachers. Subsequently, the first CYLA activities took place on 29 January and 5 February 2021 and all class teachers debriefed with their students and reflected on the activity.

On 18 June, the second CYLA took place during the PSE lesson. P.1 played English board games designed by the older students, P.5 taught the P.2 how to juggle scarves and P.6 designed games for P.3 students.



P.6 students meeting with P.3s via Zoom.



P.6 students reflecting on the activity.

To reflect on the effectiveness of these activities, teachers and students were asked whether CYLA promoted Positive Emotions and Positive Relationships. Results were:

- Positive Emotions:
P.1(97%), P.2(98%), P.3(98%), P.4 (91%), P.5 (95%), P.6(89%), Teacher (95%) and
- Positive Relationships:
P.1(96%), P.2(97%), P.3(93%), P.4 (96%), P.5 (93%), P.6(94%), Teacher (90%)

The positive feedback reflected that these activities were worthwhile and effective in promoting the development of Positive Emotions and Relationships.

Positive Education and Curriculum Integration

In line with the aim of integrating Positive Education elements in learning and teaching, each department provide different contexts for students to exercise their Character Strengths, Growth Mindsets and to create experiences which correlate to the six domains. Please refer to Appendix 1 for details.

Reflection and future development

Breathing exercises and simple exercises such as stretching and mini 1-minute game can be carried out as The School's regular well-being practices. Breathing exercises can be a regular practice after every recess in the classroom before the lessons begin and during the start of Formative and Summative Assessments.

CYLA promotes positive emotions and relationships among students and provides a platform for students and class teachers to cultivate love and caring. It is also an opportunity for senior students to make contribution to the School. In addition, CYLA provides an opportunity for

students to develop communication skills (Teachers: 85%) and self-confidence (Teachers: 89%) Thus, CYLA is a valuable activity for school to carry out with respect to positive education.

In consideration with the other whole-school activities which take place every year, one, rather than two CYLAs, will be carried out next year. This will balance the workload of both students and class teachers as well as maintain their interest in promoting Positive Education in school. Fixed pairing of classes, such as P.3A with P.6A will facilitate class teachers-initiated CYLA activity, according to the needs and capacity of the class. In addition, increased promotion before the CYLA will allow more preparation time so students have a better understanding of the rationale behind and value of each CYLA.

2.1.4 To engage parents and community to promote Positive Education.**Achievements, Reflections and Suggestions for Future Planning****Achievement****Love and Caring Day (Abridged version)**

To promote Positive Relationships, Positive Purpose and Positive Meaning, preparation for the Love and Caring Day continued with different year levels addressing the needs of the different organizations served by the school. Before the Chinese New Year holidays, P.6 students uploaded videos to cheer up the elderly from different homes and centres. For the other year levels, items such as videos, cards and small gifts were prepared by students and sent to the relevant organizations in the community when they returned after the school suspension.

Reflection and future development**Community Services**

A strong component of serving others will be incorporated in this year's GBGS training programme. The training will take place during our E1 schedule but will also include how to serve those in the students' class, school and also to visit the residents in Sham Shui Po.

Train-the Trainer Workshop

Hopefully, as the Pandemic stabilizes, community services involving those within Chai Wan will become more accessible and safer. With the current keen involvement of parents in supporting school functions, the above workshop will hopefully serve as the catapult to the start of community services with parent-child involvement on a regular basis.

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 (SRL) 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 by formulation of structured frameworks for generic skills and refinement of current strategies.

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

Achievements, Reflections and Suggestions for Future Planning

External and in-house teacher professional development activities have been organized to enrich teachers' understanding about implementation of Self-regulated Learning (SRL) in daily subject L&T.

QSIP Team from CUHK has been invited to provide our School a teacher training workshop at the beginning of the school year, apart from revisiting theories and literature about SRL, teacher team has also acquired and experienced learning activities which we may adopt to promote SRL in daily lessons. 86% of teachers agree the professional development workshop organized by CUHK helped them understand SRL.

Besides, the use of graphic organizers has been discussed in the workshop to enhance students' cognitive development which supports SRL in Performance Phase of the SRL Model. 90% of participants agree the workshop was helpful for applying SRL in daily learning and teaching. The workshop has also provided teacher team the foundation of knowledge to formulate our school-based framework of graphic organizers for P.1-P.6.

Flipped Classroom practices have been embedded in our curriculum for development of SRL in our School. Build on the experience of the past few years, teacher team is mature in applying the concept of Flipped Classroom to design learning experiences to our students. Pre-lesson and post-lesson extended learning activities have been widely adopted in daily learning and teaching, which are important learning habit for developing learners' self-motivation beliefs and self-satisfaction during the Forethought and Self-reflection Phases of SRL Model respectively.

Professional development and support to our stakeholders

As it is the first year to launch the new school-based LMS (Learning Management System), Microsoft Teams and Class Notebook, we provided in-house training to support different parties.

e-Learning Development Committee (EDC) members have held 3 sharing sessions in March to share their experience of using Core Apps for daily learning and teaching, to support teacher team to learn the technical-know-how of using the Apps. Besides, two in-house training workshops about application of Class Notebook and Teams have been organized to teacher team in mid-Aug.

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

Achievements, Reflections and Suggestions for Future Planning

“e-Learning Help Centre” has been established on Microsoft 365 Teams to provide virtual support and self-learning videos to students. Before students started using this LMS to learn in subjects, class teachers had provided a series of online activities for students to get familiar with the platform. Besides, three parent talks with practical sections about BYOD have been held April, so as to help our parents to understand how their children would use the LMS to facilitate self-regulated learning.

Development of school-based e-Learning Platform to facilitate self-regulated learning under the new normal

With the support of Panel Heads of CDC, we have discussed and formulated the e-Learning Policy for adopting an one-station LMS to assist the operation of blended learning - Class Notebook and Teams are used for both online distant learning as well as physical schooling.

- Teams Chat is used as communication tool between students and subject teacher.
- Class Notebook is the platform that students can find the learning materials, including Unit Outline (Parent Letters), learning resources like PowerPoints, videos and unit reflection.
- Class Notebook is also the platform for collecting, marking and returning assignment during the school suspension, so as to support continuous assessment.

At the beginning, a small number of teachers and students were not familiar with the platform. However, with the sufficient support we provided, in the recent questionnaires from teachers, parents and students, they had a positive feedback for the platform.

The unstable pandemic environment has not only brought challenges to school education, but also raised teachers' IT literacy and e-Learning skills. Facilitated by the newly established school-based one-station e-Learning Platform – M365 Teams, our 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.

Reflections and future planning

To consolidate our experience and evaluate effectiveness of e-Learning tools for supporting SRL development, subject teams could conduct educational studies in the future, which would be a very valuable asset for leading a sustainable school development of blended learning under the pandemic.

Teacher team understands the importance of formative assessment for maintaining student learning quality and catering differentiation under blended learning. 90% of teachers expressed short assessments are especially important during/after the Zoom lessons in order to check concept understanding. From the teacher survey, there are about 10 online tools that teacher team frequently used for conducting e-Assessment, usage rate ranges from 20% to 70%. We certainly understand subject's needs vary, yet we there is a need to investigate functions of current e-Assessment tools, so as to maintain a balance between diversity and efficiency.

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

Achievements, Reflections and Suggestions for Future Planning

Optimized design of learning units and lesson plans to enhance students' intrinsic motivation

Raising learning motivation is an effective means to reinforce SRL development. To enhance students' intrinsic motivation, Subject Teams have adopted cultivation of learning needs and learning interest as a major direction for curriculum planning under the new normal. 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.

Development of learning interest has also been adopted as a focus of this year's Peer Lesson Observation. 90% of teachers agree Peer Observation has provided them a good opportunity to review their way to conduct real-time lessons during online distant learning, and 85% of teachers have recognized colleagues' effort for raising student learning motivation during lesson observation.

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.

Refined reading promotion strategies to maintain reading interest during pandemic

Teachers of Reading Promotion Committee (RPC) have transformed some reading promotion activities to take place online, so as to keep developing and maintaining students' reading interest during the pandemic. Apart from making reading promotion videos on School's YouTube and Teams platforms, Interclass Reading Competition has also been taken online.

Physical school resumed in May, Library in the New Wing reopened after school resumption, classes of students took turns to visit and read books in School Library during recesses. With the good support from parent-helpers, returned books were sanitized by the UV-sanitizing machine. Besides, reading activities like Pajama Reading Day, Character Dress-up Day and Battle of Books were organized after physical school had been resumed.

80% of teachers find e-Reading has been introduced properly in our School to promote students' reading interest and sustain reading habit. To better prepare for blended learning, more diversified e-Resources should be organized for students in the future.

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

Achievements, Reflections and Suggestions for Future Planning

ELA Curriculum has been reviewed to promote student choices and provide diversified, structured and authentic experiences

Organization of the ELA Curriculum

- ELA1: Multiple Intelligence programs for catering students' needs.
- ELA2: Talent training for catering students' abilities.
- ELA3: Extended learning programs for catering students' interests.

We have reviewed our ELA curriculum and provided 14 ELA1 programs to all P.3-P.6 students to participate every Friday. All these ELA1 programs kept conducting on Zoom during school suspension, in order to maintain a board and balanced curriculum throughout the school year.

In the second half of the school year, training of major school teams, such as String Orchestra and Wind Orchestra of the Music Development Program, STEM Team and Drama team have been started on Zoom. After February, ELA3 was resumed in junior year levels as well. 5 ELA3 programs were designed for P.1-P.2 students on zoom, participation rate exceeded 60%.

Curriculum renewal has started taking place in ELA Curriculum. Sustainable Development Goals (SDGs) has been introduced into P.5 ELA1 "Dream Starter lite" and P.6 ELA1 "Dream Starter (II)" respectively. Our P.5 students were having a foundational understanding to SDG goal, while P.6 students were guided to make and conduct action plans to address social issues or improve people's livelihood.

Following Government's measures for prevention of COVID-19, many life-wide learning activities were unable to take place in the school year. After school resumption, LWLC (Life-wide Learning Committee) and CDC (Curriculum Development Committee) have jointed designed the Life-wide Learning Week in late-June, so as to provide students the opportunities to participate in indoor and outdoor learning activities, including school picnic, field-trips, visiting cultural heritages and STEM competition. These are eye-opening experiences for our students.

Integrating the concept of SDGs in Dream Starter programs is a pioneer project for renewal of ELA Curriculum which should be continued next school year, evaluation data and experience consolidated would be useful for formulating future School Development Plan. Inquiry and experiential learning is one of the signature learning practices in HKUGAPS, to contribute to the through-train development of HKUGA College and HKUGAPS, it would be beneficial to put the ABLE Program (Adventure-based Learning Life Education) into our plan of ELA Curriculum Renewal.

Reflections and future planning

To optimize the structure of ELA Curriculum, LWLC would examine current ELAs and classification, in order to maintain a balanced development of multiple intelligences. With the disease gradually become under managed. Apart from conducting online real-time lessons after school, LWLC should explore opportunities to resume and provide physical ELA2 & ELA 3 activities for all P3-6 students and P1-2 students to participate regularly, so as to nurture students' strengths and cater for interest development.

2.2.3 To enhance students' cognitive and metacognitive development by formulation of structured frameworks for generic skills and refinement of current strategies.

Achievements, Reflections and Suggestions for Future Planning

Formulated a Framework of Core Graphic Organizers

Apart from supporting the development of high order thinking skill, organization skill and presentation skill, graphic organizers could also enhance development of “task strategies” in Performing Stage of SRL.

With reference to the needs of subject learning and teaching, CDC has formulated a Framework of Graphic Organizers to facilitate systematical cognitive development. Each graphic organizer composes 2-3 learning levels, so as to support progressive training in KS1 and KS2. In the new school year of 2021-22, subject curriculum will be refined and enriched accordingly.

Reviewed the current practices of metacognitive development to further promote SRL

“Students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process” (Zimmerman, 1989 p. 329). During the development of flipped classroom and e-learning in the past three years plans, the learning habit of students are more closed to the learning that was described in SRL.

Learning journey of Self-Regulated Learners involves 3 stages: Forethought Stage, Performance Stage and Reflection Stage. To enhance the degree of learners' self-motivation belief at Preparation Stage and Reflection Stage in SRL, Subject Unit letters have been revised to provide more detailed information about the thematic unit design of, learning objectives, major learning experiences and assessments are clearly shown to students and parents. With reference to the annual teacher survey, all teachers agree that these strategies could enhance students' awareness for their learning in both of Preparation and Reflection stages successfully.

Goal-setting practices have long been well-established in our School, P.3-P.6 students are provided opportunities and support to set and achieve goals for making betterment in different aspects. Zimmerman's SRL Model has been adopted to refine our current goal-setting tools, based on the SMART Model that taught in P.3-P.4 goal-setting activities, P.5-P.6 students are introduced the SMARTER Model at which evaluation(E) and refine(R) are emphasized.

2.2.3 To enhance students' cognitive and metacognitive development by formulation of structured frameworks for generic skills and refinement of current strategies.

Achievements, Reflections and Suggestions for Future Planning

Cooperation of CDC and Life Education to design experiential activities, to facilitate students to learn and apply SRL concepts in daily school life

P.3 Egg Protection Project:

Students planned different strategies to complete their goal, protect the eggs. Workshop and guidelines have been provided to year-level coordinators and class teachers to stress the importance of forming strategies and monitoring the trail and making continuous refinement.

P.5 Juggling Activity:

This is a cross-year-level activity to connect P.5 and P.2 students. Understanding the SRL concept, P.5 students know the importance of breaking down the juggling skills into several steps. They learn to teach P.2 students more details to make more students succeed.

Based on the results of teacher questionnaire, 94% of P.3 and P.5 class teachers agree that the integration between CDC and Life Education could achieve the designed 3-phases development stage of SRL.

Besides, during subject learning and teaching, self-observation and self-judgement are reinforced in the Performance Stage and Reflection Stage. Self-evaluation tools have been embedded in school-based learning materials for students to monitor and manage their learning journey.

Reflections and future planning

SRL development in non-academic subjects could be further promoted. Students need times to grasp the skills to setup a measurable goal and monitoring their progress continuously. Physical Education would be a desirable subject to start this project, in which students' self-observation skills in the Performing Stage of SRL could be enhanced.

There are various activities about goal setting happening in school. To make it more organized, CDC and PSDG would have more cooperation in this area of development – class teachers would be more focusing on goal-setting and evaluation of good attitudes and living habit, while subject teachers would be responsible for goal-setting, progress management and reflection for the academic development.

3. Professional Development and Sharing

3.1 Sharing with Visitors / other professionals

Date of Visit	Education Units	No. of visitors/participants
6 October 2020	Instructor and Student teachers of BED in Early Childhood Education Program of The Education University of Hong Kong	30
23 March 2021	Experience sharing on promoting Positive Education at school (DSSC Council)	About 40 participants (Webniar)
15 May 2020	Learning, Embedding and Teaching Symposium on Positive Education	About 153 teachers/education professionals from 52 schools
25 May 2020	香港正覺蓮社佛教陳式宏學校教師	6
27 May 2021	Visit by kindergarten supervisors and principals	8
2 July 2021	Sharing of Class building with Positive education under the pandemic (The University of Hong Kong)	About 70 participants(Webniar)

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 (2020-21)

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.

範疇	舉辦機構及活動	項目/組別	獲獎
English	Hong Kong Schools Music and Speech Association The 72nd Hong Kong Schools Speech Festival (2020)	Solo Prose Reading - Primary 1 & 2 Boys – 1st Place	1st Place
		Solo Verse Speaking - Primary 1 & 2 Girls	1st Place
		Solo Verse Speaking - Primary 3 Girls	1st Place
		Solo Verse Speaking - Primary 4 Boys	1st Place
	Fun Fun Arena 2020-2021 Hong Kong Aptitude Competition	English Language Contest (First-term preliminary) -	Gold Award
	Youth Literature Foundation Hong Kong Young Writers Awards 2021	Plus Group - Non-Fiction: Group 2	Winner
中文	Canadian English Writing Competition 2021 (Arch Cup) Semi-Final	Primary 6	Gold Award
	新市鎮文化教育協會 第二十二屆全港中小學普通話演講比賽 2020	初小組	全港總亞軍
	香港多元智能教育協會 語文智能之中英文寫作比賽 2020	初小組-中文寫作	良好獎
	香港學校音樂及朗誦協會 第七十二屆香港學校朗誦節	散文獨誦 - 普通話 - 小學一、二年級 - 女子組	冠軍
		散文獨誦 - 普通話 - 小學三、四年級 - 女子組	冠軍
		詩詞獨誦 - 普通話 - 小學三、四年級 - 女子組	冠軍
		散文朗誦-粵語-小學二年級-女子組	亞軍
	香港教育城 2019-2020 第三期中文狀元挑戰計劃	初級組	中文狀元
常識	中國青少年語言文化學會 2020-2021 年全國青少年語文知識大賽「菁英盃」現場作文決賽	小學五至六年級組別	一等獎
	Code 2 app challenge 編程挑戰賽	小學組	季軍
	Codesmine S.T.E.M. Learning Centre 第三屆 Minecraft 創作大賽	五年級	季軍

範疇	舉辦機構及活動	項目/組別	獲獎
音樂	香港演奏家音樂協會 第十一屆香港演奏家音樂大賽	Solo Harp Junior Class –	Champion
	HKYPA 香港聯校音樂文化比賽	自選弦樂初小組 -	榮譽金盃
	香港資優(天才)教育培訓總會國際聯校音樂大賽 2020	Flute Grade 3(F3) –	Champion
	藝韻管弦樂協會 第七屆香港國際音樂節 2020 音樂比賽	少兒大提琴組 兒童小提琴組 少年大提琴組	一等獎 傑出金獎 傑出金獎
	香港青少年表演藝術交流發展協會 第八屆香港國際青少年表演藝術節	中音薩克斯風級別組-三級組 長笛級別組三級組 長笛級別組二級組 法國號級別組四級組 雙簧管級別組三級組 -	冠軍 冠軍 冠軍 冠軍 冠軍
	香港資優(天才)教育培訓總會	Cello Grade 5 (CE5) –	Champion
	Hong Kong Schools Music and Speech Association 73rd Hong Kong Schools Music Festival	Graded Piano Solo - Grade one	First
		Violin Solo - Grade One	First
視藝	星凝藝術 兒童幻想世界繪畫大賽 2020	兒童 A 組 - 自由創作 - 西洋畫	冠軍
	MYBK 文化藝術教育發展協會 燦爛孩子盃國際兒童及青少年繪畫大賽 2019-2020	兒童 A 組 - 6-8 歲 西洋畫-I have a Dream-	銀獎
	Gaziantep Metropolitan Municipality & Mizyal Gallery Art International Children Art Competition	3-12 age group category	Silver Medal
	Associatia Culturala Arte. Ro /Town Council & City Hall of Piatra	Piatra Neamt Creativ Intl Art Competition	Gold Medal Class
	香港多元智能教育協會 第二屆全港中英文硬筆書法比賽	中文硬筆書法-初小組	銀獎
IA	香港吸煙與健康委員會	<無煙大搜查>工具設計及戒煙口號創作比賽	冠軍
體育 (足球)	香港足球總會 香港賽馬會校園四人足球 - 同樂盃	U9 男女子混合組 -	殿軍
		U11 男女子混合組 -	亞軍
體育 (乒乓球)	香港資優九龍城區康樂體育促進會(天才)教育培訓總會	第三屆九龍城區康體會乒乓球賽 - 男子單打小一小二組	冠軍
體育 (網球)	香港網球總會 Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition	Boys' 9 & Under Singles Boys' 10 & Under Singles -	Runner-Up Runner-Up

5. Financial Summary

2019/20 School Year Income Statement end as 31 August 2020 (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)	66.54%	N.A.
School Fees	N.A.	30.36%
Donations, if any	N.A.	
Other Income, if any	N.A.	3.10%
Total	66.54%	33.46%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	79.08%	
Operational Expenses (including those for Learning and Teaching)	15.32%	
Fee Remission / Scholarship[1]	3.00%	
Repairs and Maintenance	1.17%	
Depreciation	1.43%	
Miscellaneous		
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.90 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	3.50 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).

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

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	67.27%	N.A.
School Fees	N.A.	30.17%
Donations, if any	N.A.	
Other Income, if any	N.A.	
Total	67.27%	30.17%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	81.94%	
Operational Expenses (including those for Learning and Teaching)	13.07%	
Fee Remission / Scholarship[1]	3.02%	
Repairs and Maintenance	0.81%	
Depreciation	1.16%	
Miscellaneous		
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.53 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).

Donation Received Summary

6.1 School Extension Project Donation

Total amount of donation received: \$400,000

6.2 Donation for Purchasing Chinese History or Geography Books

Total amount of donation received: \$5,000

6.3 Other Non-monetary Items Donation

COVID-19 anti-pandemic supplies, including 54,850 masks, 104 units of Centralin (自動泡沫洗手機), one lot of alcohol hand sanitizer and soap dispenser, etc

7. Feedback on Future Planning

2020 -2021 is the second year of the three years' development plan (2019-2022) and it is a year full of challenges as well as blessings due to the pandemic.

Due to the COVID 19 pandemic, the school was suspended from September 2020 to April 2021. During the school suspension, teachers and all staff collaborated closely to implement Self-regulated learning as well as Positive Education - Positive Engagement, Positive Accomplishment and Positive Relationship among stakeholders. Various on-line learning modes were adopted to support students' learning as well as the parent education. Besides,. we held the New Wing Opening Ceremony on 7 November 2021 which was a remarkable milestone of our school. In mid-May, we completed the External School Review of EDB with positive feedback on our students' performance and various school works. To encapsulate our achievement in implementing Positive Education in the past years, we conducted the Positive Education Symposium on 15 May 2021. About 52 schools joined our sharing and discussion in various sessions. Participants agreed that we have build a learning community for educationalists. 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 visits, "Sports Day", Integrated Arts Day and on-line performances. All these culminate to create a 'flourishing ' school life.

Each success and challenge is valuable and essential to our school management team, teachers and students. The experiences in blended learning formed solid evidence for planning in 2021-2022 under the New Normal situation. 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 quality education.

The major concerns of our school in 2021-22 are as follow:

7.1 Implementing a whole school approach to foster wellbeing through Positive Education

- To ensure that new staff members and parents are equipped with the knowledge of Positive Education
- To enhance teachers' capacity in fostering wellbeing through Positive Education
- To incorporate wellbeing practices into existing curriculum and students' life
- To engage parents and community to promote Positive Education

7.2 Promote Self-regulated learning to enhance effective learning and teaching

- Equip teachers with professional knowledge and skills for embedding self-regulated learning in daily L & T
- Strengthen students' learning motivation and engage them in diversified learning opportunities
- Enhance students' cognitive development through formulation of structured frameworks for generic learning skills development
- Review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning

End of Report