

SCHOOL  
ANNUAL  
PLAN

2023-24

**HKUGA Primary School**

港大同學會小學



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# HKUGA Primary School

## Annual School Plan 2023-2024

### 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 twenty two years, it has 24 classes from P1 to P6. There are a total of 705 students and 60 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.

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*

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 excellence.
  - 2.4 To equip students with information literacy to live in a digitalized world.



**Major Concern 1: Fostering a holistic development of students through emphasis on Values Education and a culture of service.**

**Reflection from last year:**

As the 2022-23 s.y. commenced with only a short break, there was only time to plan and implement an integrated programme to promote values and positive education. The feedback from this experience was extremely positive as it provided both students and teachers a clear process from whole-school activities such as Morning Sharing to class building practices such as routine cleaning-up, cross-year level gallery walk and culminated in whole-school competitions in tidying folders and packing schoolbags. This has led to a concerted effort in the planning of focused integration activities throughout the year for the 2023-24 s.y.

Major Concerns 關注事項	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Responsible person 負責人	Resource Required 所需資源	Seven Learning Goals 七個學習宗旨	
1.1.1	<ul style="list-style-type: none"> <li>To encourage the use of explicit teacher language with students to promote the understanding of targeted values/character strengths in Morning Sharing, Assemblies, PSE lessons and daily teaching &amp; learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students understand the definition of targeted values/character strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teachers' Survey</li> <li>Parents' Survey</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>LifeEd</li> <li>KLAs</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Proper Values and Attitudes</li> <li>Character Strengths</li> </ul>	
1.1.2	<ul style="list-style-type: none"> <li>To organize activities to provide students with further opportunities to action the targeted values at class, year and school level.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with opportunities to action targeted values and character strengths and reflect upon their actions.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teachers' Survey</li> <li>Review of STAR Journal</li> <li>Focused Interviews</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>LifeEd</li> <li>D&amp;G</li> <li>YLC</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Proper Values and Attitudes</li> </ul> <p><b>Term 1: Focus</b></p> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Self-regulation</li> <li>Diligence</li> <li>Commitment</li> </ul> <p><b>Term 2: Focus</b></p> <ul style="list-style-type: none"> <li>Caring</li> <li>Empathy</li> <li>Respect for others</li> </ul>	
1.1.3	<ul style="list-style-type: none"> <li>To integrate, wherever possible, the promotion of the targeted values and Positive Education through the collaboration between the different MCS sub-committees</li> </ul>					<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
1.1.4	<ul style="list-style-type: none"> <li>To design and pilot the STAR Journal.</li> </ul>					<ul style="list-style-type: none"> <li>Budget for design and printing</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Major Concerns 關注事項 )	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Responsible person 負責人	Resource Required 所需資源	Seven Learning Goals 七個學習宗旨
1.2.1	<ul style="list-style-type: none"> <li>To provide opportunities for students to serve others in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>All students will have the opportunity to serve.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Review of STAR Journal</li> <li>Focused Interviews</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>D&amp;G</li> <li>GO</li> </ul>		<ul style="list-style-type: none"> <li>Proper Values and Attitudes</li> </ul>
1.2.2	<ul style="list-style-type: none"> <li>To organise event(s) with opportunities for students to experience Positive Meaning and Relationships through interacting and serving the community.</li> </ul>			<ul style="list-style-type: none"> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>LifeEd</li> <li>Winnie C</li> </ul>		<ul style="list-style-type: none"> <li>Caring</li> <li>Empathy</li> <li>Respect for others</li> </ul>
1.3.1	<ul style="list-style-type: none"> <li>To provide new teachers with a Mentorship Programme which includes Class Building and Discovering Positive Education.</li> </ul>	<ul style="list-style-type: none"> <li>Students experience classroom activities such as class sharing, mindfulness/breathing activities to encourage well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teachers' Survey</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>LifeEd</li> <li>HYLC</li> <li>YLCs</li> </ul>	<ul style="list-style-type: none"> <li>Budget for programme</li> </ul>	<ul style="list-style-type: none"> <li>Proper Values and Attitudes</li> </ul>
1.3.2	<ul style="list-style-type: none"> <li>To encourage experienced teachers to engage in a more advanced PD Programme such as Discovering More Positive Education and participation in the Positive Education Learning Circle.</li> </ul>						<ul style="list-style-type: none"> <li>Whole year</li> </ul>
1.3.3	<ul style="list-style-type: none"> <li>To promote the general well-being of students through the systematic launch of the Mindfulness Project in the junior year levels and the inclusion of simple breathing exercises in all year levels.</li> </ul>						



1.4.1	<ul style="list-style-type: none"> <li>To provide new parents with workshops such as Discovering Positive Education and Train the Trainer series.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in activities supported by parents.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Survey</li> <li>Parents' Survey</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>Christina</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Proper Values and Attitudes</li> </ul>
1.4.2	<ul style="list-style-type: none"> <li>To collaborate with parents in organising student development activities such as Box of Hope and Life Theatre.</li> </ul>			<ul style="list-style-type: none"> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>LifeEd</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

## Major Concern 關注事項 2 :

- **To promote student agency for shaping their own lives and contribute to the lives of others.**

With years of effort, our school has successfully developed students' Generic skills – the cycle in Self-regulated learning (SRL). The three phases in SRL – forethought phase, implementation phase and reflection phase were strengthened by a goal setting activity, implementation of graphic organizers, do preparation and conduct reflection of the unit objectives through the unit letters.

To continue the development of Generic Skills, evaluation with the data generated in e-assessment and autonomy to select advance task/consolidation task are the important strategies to start the habit of assessment of learning.

Reading and Information Literacy (IL) is another main concern in learning and teaching. To keep reading as our strong culture, plenty of strategies will be planned to boost the usage rate of the library especially to those students who lack reading. Various types of activities related to Information literacy (IL) happened in subjects, assemblies and other class activities. Structured curriculum in IL will be carried out and updated with the help of CDC, MCE, GS panel and outside school support of the QE fund.

Major Concerns 關注事項	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Responsible person 負責人	Resource Required 所需資源	Seven Learning Goals 七個學習宗旨
2.1.1	<ul style="list-style-type: none"> <li>• To widen students' learning through reading.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of Students agree that their knowledge is broadened by increasing learning interest through the integrated activity between Chi, Eng, GS and Library.</li> <li>• Students show extend knowledge in their work</li> <li>• 80% of students borrow at least 1 Chinese and 1 English book per month</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Students' Survey</li> <li>• Parents' Survey</li> <li>• Library statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• RPC</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and information Literacy</li> <li>• Knowledge of Key Learning Areas</li> <li>• Language Skills</li> </ul>

<b>Major Concerns</b> 關注事項 <small>(Refer to item no. in Sch. Annual Plan)</small>	<b>Implementation Strategy</b> 推行策略	<b>Success Criterion</b> 成功準則	<b>Method of Evaluation</b> 評估方法	<b>Time Scale</b> 時間表	<b>Responsible person</b> 負責人	<b>Resource Required</b> 所需資源	<b>Seven Learning Goals</b> 七個學習宗旨
2.1.2	<ul style="list-style-type: none"> <li>To provide graded exercise (advanced task) in different subjects for P.3-P.6 <b>average</b> students to choose to stretch their talents according to their needs</li> </ul>	<ul style="list-style-type: none"> <li>Overall, <b>70%</b> of students have tried at least one advanced task in subject (Chi/Eng/Math or GS) in a year</li> </ul>	<ul style="list-style-type: none"> <li>Evaluated by CDC</li> <li>Collection of students' work</li> </ul>	<ul style="list-style-type: none"> <li>1 unit in Term 1,2</li> <li>1 unit in Term 3</li> </ul>	<ul style="list-style-type: none"> <li>VP(L&amp;T)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Generic skills</li> <li>Knowledge of Key Learning Areas</li> </ul>
2.2.1	<ul style="list-style-type: none"> <li>To review the existing data from internal and external assessment to stretch the potential of general students</li> </ul>	<ul style="list-style-type: none"> <li><b>70%</b> of P.3-P.6 students agree that the advanced task provides more opportunities to learn in the subject.</li> <li>70% of P.5 &amp; P.6 Students agree that reflection and planning with the assessment data can enhance their learning effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>VP(L&amp;T)</li> <li>Panel head of Chi, Eng and Math</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Language Skills</li> </ul>
2.3.1	<ul style="list-style-type: none"> <li>At least 6 e-assessments are conducted in p.5 &amp; p.6 core subjects.</li> <li>Conduct assessment evaluation with the help of assessment data with suggested follow up according to the needs of different students.</li> </ul>	<ul style="list-style-type: none"> <li>Weak learners in P.5 &amp; P.6 have awareness of own needs to select suitable materials provided by teachers to better their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students' focused group</li> <li>Students' focused group</li> </ul>	<ul style="list-style-type: none"> <li>2 e-Assessment in each term</li> </ul>	<ul style="list-style-type: none"> <li>CDC</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

2.3.2	<ul style="list-style-type: none"> <li>The homework submission record for core subjects is shown on P3 &amp; P4 students' report card.</li> </ul>	<ul style="list-style-type: none"> <li>The number of late submissions is 10% less than the previous year.</li> <li>P3 &amp; P4 parents reflect that the policy makes their kids become more responsible on finishing their homework.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of homework record</li> <li>Parents' Survey</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 Trial</li> <li>Term 2,3</li> <li>Implementation</li> </ul>	<ul style="list-style-type: none"> <li>VP(L&amp;T)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Proper values and attitude</li> <li>Responsibility</li> </ul>
2.3.3	<ul style="list-style-type: none"> <li>The framework on positive purpose/ accomplishment is constructed by providing 1 opportunity in junior form and 1 opportunity in senior form in over a year in subjects.</li> </ul>	<ul style="list-style-type: none"> <li>70% of the recipients show positive results in the activities.</li> <li>70% of the implementers show satisfaction in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teachers' Survey</li> <li>Collection of students works</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>CDC</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Proper values and attitudes</li> <li>Knowledge of Key Learning Areas</li> <li>Language Skills</li> </ul>
2.4.1	<ul style="list-style-type: none"> <li>To setup the framework of the curriculum of information literacy Category 1-8 in subjects and construct the content of information literacy Category 9 (trial program with MCE team)</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Information Literacy category 1-8 is delivered to P.1-P.6 students via different subjects.</li> <li>70% of students in trial programme understand the ethical issues mentioned in IL Category 9 and are confident in not violating them.</li> </ul>	<ul style="list-style-type: none"> <li>Collection of students' work</li> <li>Students' Survey</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> <li>Term 3</li> </ul>	<ul style="list-style-type: none"> <li>CDC</li> <li>MCE</li> <li>GS Panel Head</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Reading and information Literacy</li> </ul>

## 7. National Security Education Plan 國家安全教育計劃

範疇	措施	評估方法	推行時間	負責人	所需資源
1.1 學校行政	1.1.1 適時檢視及更新學校校舍租借條款及細則，加上有關聲明。確保不會涉及危害國家安全的行為和活動	● 於學校行政會議匯報及檢視	第一學期	學校行政主任	● ---
	1.1.2 適時檢視及更新「教師值日指引」。提醒值日教師及學校職員在當值巡視當發現活動異常時（包括在建築物、課室、壁報板等展示涉及危害國家安全的字句或物件），值日教師及學校職員必須要求該活動負責人停止活動，並立即向校長或副校長匯報。	● 於學校行政會議匯報及檢視 ● 續約時檢視一次	每一學期	學校行政主任	● 教師值日指引 ● 教師值日表
1.2 人事管理	1.2.1 適時檢視及更新透過以購買服務形式聘用的非教學人員之導師合約(包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等)，加上相關聲明確保其工作表現和操守符合要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。	● 於學校行政會議匯報及檢視 ● 續約時檢視一次	全學年	副校長、 學校行政主任	● ---
	1.2.2 向所有教職員清楚說明校方對工作表現和操守的要求和期望。教職員必須奉公守法，亦有責任合力締造平和有序的校園環境和氣氛。	● 每學年首次全體教職員會議	第一學期	校長	● ---
1.3 教職員培訓	1.3.1 配合《落實教師專業發展專責小組的建議》，每學年為全體教師安排一次有關有關「教師專業角色、價值觀及操守」及/或「本地、國家及國際教育議題」範疇的專業發展活動。	● 於學校行政會議匯報及檢視	全學年	副校長	● ---
	1.3.2 要求教師每年參與由教育局舉辦有關「教師專業角色、價值觀及操守」及「本地、國家及國際教育議題」兩大範疇的專業發展課程/活動，全年不少於 10 小時，當中每範疇須最少佔 2 小時。	● 於學校行政會議匯報及檢視	全學年	副校長、 學校行政主任	● 教師專業發展記錄
	1.3.3 要求新入職教師必須完成在教育局通告第 6/2020 號《落實教師專業發展專責小組的建議》中的各項培訓安排。	● 於學校行政會議匯報及檢視	全學年	副校長、 學校行政主任	● 教師專業發展記錄

範疇	措施	評估方法	推行時間	負責人	所需資源
2.1 KLA學科	2.1.1 中文科落實推動中華文化及歷史，以加深學生對中華文化的認識，並明白愛護承傳中華文化是國民應有的責任。例如： <ul style="list-style-type: none"> <li>中文科語文課、兒童文學課及單元課分階段加入EDB建議篇章(古詩文)。中文科壁報板會加入兩至三次與傳統節日、習俗、禮儀的內容。</li> <li>校園環境增設文化主題展牆</li> <li>維持與內地姐妹校聯繫，以「京港筆友交流計劃」方式以書信維持兩校學生交流。</li> <li>為 RPC 提供兩段文化主題好書推薦影片</li> <li>舉辦校內語文及中華文化活動，如：正字特警、成語猜猜猜、讀角秀、古詩文擂台賽等</li> </ul>	<ul style="list-style-type: none"> <li>於中文科會議及課程發展委員會會議每學期檢視一次</li> </ul>	全學年	中文科科主任	<ul style="list-style-type: none"> <li>---</li> </ul>
	2.1.2 設計全年學習主題表，安排各學科在全學年的不同時間會運用學科壁報及校內多媒體展示設備，推廣中華文化、歷史及科技成就等；在各年級透過不同科目，舉行和國家安全教育有關的全級性活動。	<ul style="list-style-type: none"> <li>於課程發展委員會會議每學期檢視一次</li> </ul>	全學年	副校長(學與教)	<ul style="list-style-type: none"> <li>--</li> </ul>
2.2 全方位學習	2.2.1 統籌各年級學生於指定活動於校內進行網上問答比賽 P.1-P.3：參與校內合適的教育活動 P4：「國慶日」網上問答比賽 P5：「全國家安全教育日」網上問答比賽 P6：「國家憲法日」網上問答比賽	<ul style="list-style-type: none"> <li>檢視學生參與人數及反應</li> </ul>	全學年	全方位學習主任	<ul style="list-style-type: none"> <li>---</li> </ul>
3.1 德育及公民教育	3.1.1 幫助學生以理性和正面的態度認識國家安全及有關法例，讓學生自覺地遵守《香港國安法》及其他香港現行法例。 <ul style="list-style-type: none"> <li>檢視全校獎勵計劃(尋人記)推行強調禮貌、自制和團隊合作的</li> </ul>	<ul style="list-style-type: none"> <li>於每學期的訓輔組會議及年終全體老師會</li> </ul>	全學年	訓導主任、生命教育主任	<ul style="list-style-type: none"> <li>---</li> </ul>

範疇	措施	評估方法	推行時間	負責人	所需資源
	<p>情況</p> <ul style="list-style-type: none"> <li>繼續落實於級集會上強調自律和守規的價值觀</li> <li>繼續在早會時分享節期宣揚中國傳統文化和價值及進行國慶日分享提升學生 國民身份認同感</li> </ul>	議內進行檢討			
3.2 班級經營、 訓輔及支援	<p>3.2.1 籌劃社交及情意發展活動，培養學生發展與人的正面社 群關係、尊重別人及同理心。</p> <ul style="list-style-type: none"> <li>繼續在班主任課中揀選某些活動(每學期揀選 2-3 個)完成後進行解說，在解說中強調遵守規則、懂得聆聽別人分享內容等。並在學期末檢討進行情況。</li> <li>鼓勵同學以一人一職方式參與班內的服務，貢獻個人能力，培養責任感和承擔精神。</li> <li>繼續在個人成長課以建立學生 正向關係為目的，在過程中學習 處理衝突、尊重他人和關愛別人。</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>於每學期的級會議匯報及檢討進行情況</li> </ul>	全學年	年級統籌主任 生命教育主任	<ul style="list-style-type: none"> <li>---</li> </ul>
4. 家長教育 家校合作 其他外間 聯繫	聯絡籌辦「幫助家長協助子女以理性和正面的態度了解《香港國安法》的立法精神」的家長講座 或中國文化相關參觀或活動。	<ul style="list-style-type: none"> <li>講座參與資訊及收集家長意見</li> </ul>	全學年	資訊科技統籌主任、副校長(行政) 學校事務主任	<ul style="list-style-type: none"> <li>---</li> </ul>

## 8. Plan of Using Capacity Enhancement Grant in School Year 2023-2024

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

Task Area	Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People in charge
Curriculum development and coping with diverse and special learning needs of students.	To relieve teachers' workload in: <ul style="list-style-type: none"> <li>● preparing learning and teaching materials</li> <li>● promoting life-wide learning activities</li> <li>● coping with diverse and special learning needs of students with varied abilities, including the gifted and the SENs.</li> </ul>	<ol style="list-style-type: none"> <li>To employ 4 Teaching Assistants to support teachers in: <ol style="list-style-type: none"> <li>the preparation of school-based curriculum materials</li> <li>organizing life-wide learning activities</li> <li>performing subject-based administrative work</li> <li>providing extra support and assessment accommodation for SEN students</li> </ol> </li> <li>Extra services for SEN students-learning groups, speech therapy etc.</li> </ol>	<ul style="list-style-type: none"> <li>● Teachers to be relieved of some of their workload in developing learning and teaching materials, supervision of learning activities as well as non-teaching teaching duties.</li> <li>● Students with diverse learning abilities are taken care of.</li> <li>● Teachers can focus more on developing the school-based curriculum and differentiation strategies.</li> </ul>	From Sept 2023 to Aug 2024	<ol style="list-style-type: none"> <li>\$812,538.50 for 4 Teaching Assistants (including 5% MPF and medical insurance)</li> <li>.\$15,000. for purchasing extra services for SEN students.</li> </ol> <p><b>Total income: \$ 835,290.66</b> Surplus : \$ 7,752.16</p>	<ul style="list-style-type: none"> <li>● Quality and quantity of teaching materials prepared.</li> <li>● Better arrangement in organization of learning activities, e.g. in life-wide learning activities</li> <li>● Students' learning needs are better catered to.</li> <li>● SEN students show improvement in their academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Development of learning and teaching materials</li> <li>● Students' feedback on the learning activities planned</li> <li>● Feedback from teachers</li> <li>● Records of IEP</li> <li>● Performance appraisal on the TAs</li> </ul>	<ul style="list-style-type: none"> <li>● Vice-principals</li> <li>● subject panel heads; SEN sub-committee</li> </ul>