

SCHOOL
ANNUAL
PLAN

2019-20

HKUGA Primary School

港大同學會小學

**We Love, We Learn,
We Shine**

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HKUGA Primary School

Annual School Plan 2019-2020

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 744 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.

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
<p>1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.</p>	<p>1.1.1 To provide introductory training sessions and seminars for new staff and new parents.</p>	<ul style="list-style-type: none"> • 95% new staff and admin staff attend introductory training course/seminars • 80% of new parents attend introductory training course/seminars 	<ul style="list-style-type: none"> • SPD record and survey 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Principal & Vice-principals 	<ul style="list-style-type: none"> • Budget for workshops
<p>1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education.</p>	<p>1.2.1 To conduct /support thematic /advanced course, seminars, workshops of Positive Education for experienced staff and parents</p> <p>1.2.2 To engage teachers in well-being practices, such as Mindfulness.</p>	<ul style="list-style-type: none"> • 1-2 in house workshops on specific theme related to Positive Edu will be held for experienced teachers/parents. • 40% of experienced teachers attend conference /advance course • 80% of teachers would engage in various well-being practices 	<ul style="list-style-type: none"> • Survey and professional development record • Survey 	<ul style="list-style-type: none"> • Whole year • Whole year 	<ul style="list-style-type: none"> • Principal & Vice-principals • HYLC and Subject Panel Heads 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.3 To incorporate wellbeing practices into existing curriculum and students' school life.</p>	<p>1.3.1 To refine current school-based Positive Education Framework</p> <p>1.3.2 To trail and revise newly-written P.3 and P.5 PSE curriculum.</p> <p>1.3.3 To complete the design of P.6 PSE curriculum</p> <p>1.3.4 To progressively include more Positive Education elements in Morning Sharing & Assembly</p>	<ul style="list-style-type: none"> • The current school based Positive Education framework is revised. • PSE lessons for P3 and P5 are revised based on teachers' and students' feedback from the trial. • PSE lesson plans with teaching material on Positive Education are developed for P6 (About 14 to 16 PSE lessons) • 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. 	<ul style="list-style-type: none"> • Team Evaluation • Team Evaluation • Team Evaluation • Team Evaluation • Questionnaire to students 	<ul style="list-style-type: none"> • Whole year • Whole year • Whole year • Whole year 	<ul style="list-style-type: none"> • Vice-principal • PSDG Core Team • Life Ed. Coordinator • External Adviser • Life Ed. Coordinator • Life Ed. Coordinator 	<ul style="list-style-type: none"> • Budget for external adviser

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.4 To engage parents and community to promote Positive Education	1.3.4 To progressively include more Positive Education elements in: - Cross-level Activities - Class Building and daily L&T	<ul style="list-style-type: none"> Students are given opportunities to engage in activities which promote teamwork and increase engagement through cross-level/class/KLA settings. 	<ul style="list-style-type: none"> Team Evaluation Questionnaire to students 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> YLC Coordinator 	<ul style="list-style-type: none"> Budget for external trainers or trip
	1.3.5 To enrich the campus environment with Positive Education element.	<ul style="list-style-type: none"> Signage are made and put up as reminders for students to engage in Positive Education such as mindfulness and other well-being activities. 	<ul style="list-style-type: none"> Team Evaluation 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Vice-principal PSDG Core Members 	
	1.4.1 To organize training for parent volunteers/leaders to promote Positive Education.	<ul style="list-style-type: none"> 70% of parents attend training to promote Positive Education. PTA room revamped to provide a better environment and space for parents to engage in school-home cooperation. 	<ul style="list-style-type: none"> Team Evaluation Parents' feedback 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Principal & Vice-principal 	

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To equip teachers with professional knowledge and skills for embedding self-regulated learning (SRL) in daily L&T	2.1.1 To organize teacher professional development activities to empower teachers to learn and trail elements of SRL in daily L&T.	<ul style="list-style-type: none"> • 1-2 in-house workshops on SRL are held for teachers. • 70% of teachers agree the workshops is helpful for understanding and implementing SRL in school. • A teacher study group is formed to promote independent learning and professional dialogue about SRL in teacher community. 	<ul style="list-style-type: none"> • SPD Record • Questionnaires to teachers 	<ul style="list-style-type: none"> • Term 1-2 • Whole year 	<ul style="list-style-type: none"> • CDO, EDC Head and SDC Head • Vice-principal 	<ul style="list-style-type: none"> • Budget for workshops and study group
2.2 To strengthen students' learning motivation and engage them in diversified learning opportunities.	2.2.1 To optimize lesson design to enhance students' intrinsic motivation through cultivation of learning interest or needs for the learning targets.	<ul style="list-style-type: none"> • Enhancement of learning motivation is adopted as a major development target for daily teaching. • 70% of teachers and appraisers agree that lesson design for raising learning motivation is observed in peer- and appraisal-observations. 	<ul style="list-style-type: none"> • Feedback from peer observation • Questionnaires to teachers • Team evaluation in CDC 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Principal and Vice-principal 	<ul style="list-style-type: none"> • Feedback forms for peer-observation and teacher appraisal

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.3 To enhance students' cognitive dev. by formulation of structured frameworks for generic skills dev.	2.2.2 To reorganize the school-based Module and ELA Curricular to promote student choices and provide diversified, structured and authentic experiences.	<ul style="list-style-type: none"> Sections of Module Curriculum are selected to reviewed to enhance student engagement. Content and organization of ELA Curriculum is reviewed and a revamping plan is formulated. Pioneer program(s) is launched in ELA Curriculum. 	<ul style="list-style-type: none"> Team evaluation in ELAC & CDC 	<ul style="list-style-type: none"> Term 1 Term 1-2 Whole year 	<ul style="list-style-type: none"> ELAC Head, SDC Head 	<ul style="list-style-type: none"> EDB LWL Fund
	2.2.3 To review reading promotion strategies and enhance home-school cooperation to uplift the reading atmosphere and culture.	<ul style="list-style-type: none"> The Reading Promotion Framework is evaluated and renewed in light of reading culture, RaC and home-school cooperation. Student activities and parent workshops are organized in KS1 & KS2 respectively. 	<ul style="list-style-type: none"> Team evaluation in RPC Questionnaire for students, teachers and parents 	<ul style="list-style-type: none"> Term 1: Evaluation; Term 2-3: Implementation Whole year 	<ul style="list-style-type: none"> RPC Head 	<ul style="list-style-type: none"> Budget for parent workshop & publication
	2.3.1 To formulate structured framework of cross - disciplinary generic skills for provision of scaffolded cognitive learning experiences in subject L&T.	<ul style="list-style-type: none"> Develop curriculum frameworks of thinking skills and problem-solving skills for guiding subject development. 	<ul style="list-style-type: none"> Team evaluation in CDC 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> CDO, EDC Head and SDC Head 	<ul style="list-style-type: none"> Literature review about thinking and problem-solving skills

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.4 To review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning.</p>	<p>2.4.1 To review current practices and tools for supporting metacognitive development to facilitate establishment of self-regulated learning environment.</p> <p>2.4.2 To refine current instruction & teacher-student communication channels to facilitate students and teachers to plan and manage the journey of unit learning and teaching.</p>	<ul style="list-style-type: none"> • Goal-setting and learning reflection experiences are revised to support development of SRL. • Pilot scheme is launched for adopting a new e-Learning LMS platforms in daily L&T. • Subject unit letters are revised to display students concrete learning targets and expected learning outcomes. • 70% of students agree the revised unit letters help them to understand learning targets and expected learning outcomes. 	<ul style="list-style-type: none"> • Team evaluation in CDC • Team evaluation in Subject Panels and CDC • Questionnaire for students 	<ul style="list-style-type: none"> • Term 1: Introduction; • Term 2-3: Refinement • Whole year • Whole year 	<ul style="list-style-type: none"> • CDO • EDC Head • Subject Panel Heads 	

7. Plan of Using Capacity Enhancement Grant in School Year 2019-2020 (Draft)

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"> ● 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. 	<ol style="list-style-type: none"> To employ 4 Teaching Assistants to support teachers in: <ol style="list-style-type: none"> the preparation of school-based curriculum materials organizing life-wide learning activities performing subject-based administrative work providing extra support and assessment accommodation for SEN students Extra services for SEN students- learning groups, speech therapy etc. 	<ul style="list-style-type: none"> ● 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. ● Students with diverse learning abilities are taken care of. ● Teachers can focus more on developing the school-based curriculum and differentiation strategies. 	From Sept 2019 to Aug 2020	<ol style="list-style-type: none"> \$810,151.75. for 4 Teaching Assistants (including 5% MPF and medical insurance) .\$60,000.. for purchasing extra services for SEN students. <p>Total income: \$871,616.91.. Surplus:\$ 1,465.16</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Development of learning and teaching materials ● Students' feedback on the learning activities planned ● Feedback from teachers ● Records of IEP ● Performance appraisal on the TAs 	<ul style="list-style-type: none"> ● Vice-principals ● subject panel heads; SEN sub-committee