HKUGA PRIMARY SCHOOL
ANNUAL SCHOOL REPORT
2018 – 2019

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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 734 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 <u>Our Students</u>

<u>Students Attendance</u>

Student Attendance

	P1	P2	P3	P4	P5	P6	Overall
Attendance Rate 2016-17	97.86%	97.56%	98.04%	97.79%	97.84%	98.31%	99.30%
Attendance Rate 2017-18	97.68%	98.15%	97.94%	97.21%	96.38%	97.05%	97.40%
Attendance Rate 2018-19	97.13%	97.87%	98.23%	97.67%	97.43%	98.05%	97.73%
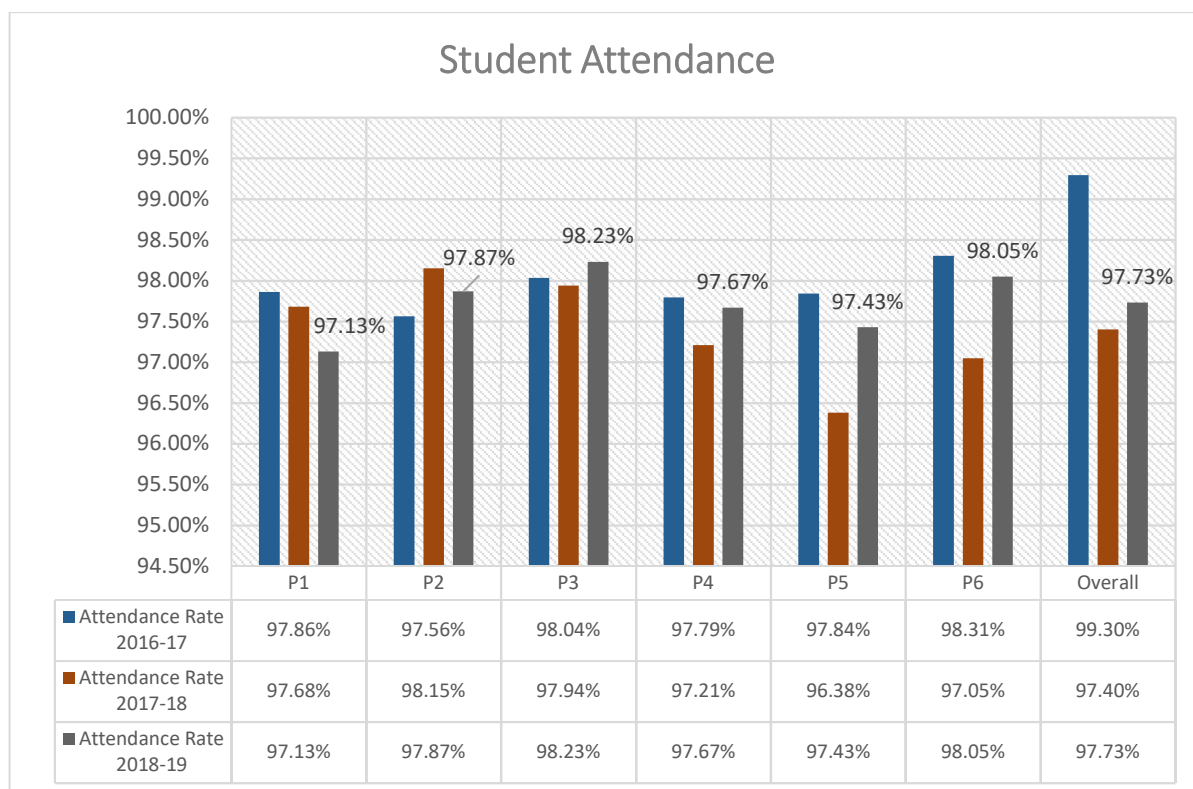
<u>Students' Withdrawal</u>

Reason	2016-17 SY	2017-18 SY	2018-19 SY
Study in another school	7	7	1
Emigration	3	2	3
Study aboard	0	0	0
Others	1	0	0
Total	11	9	4

<u>Class Organization</u>

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 (2016-17)	121	116	120	120	118	117	712
Total Enrolment (2017-18)	121	121	122	122	118	118	722
Total Enrolment (2018-19)	126	125	123	123	120	116	733

1.7 **Our Teachers**

Manpower - Full Team

Category	2016-17	2017-18	2018-19
Full-time Teachers	62	62	62
Teaching Assistants	6	6	6
Administrative Staff	15	14	14
Librarian	1	1	1
Part-time Teachers	6	7	6
Module Teacher/External Tutor	14	14	14
Service Providers ➢ ELA Service Providers ➢ Social Worker ➢ Educational Psychologist ➢ Speech Therapist	 12 (29 activities) 1 1 1	 14 (28 activities) 1 1 1	 14 (28 activities) 1 1 1

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

	0-2 yr	3-5 yr	6-10 yr	11 -20 yr	20 or above
2018-19	3%	10%	23%	45%	19%
2017-18	3%	15%	24%	40%	18%
2016-17	5%	11%	24%	42%	18%
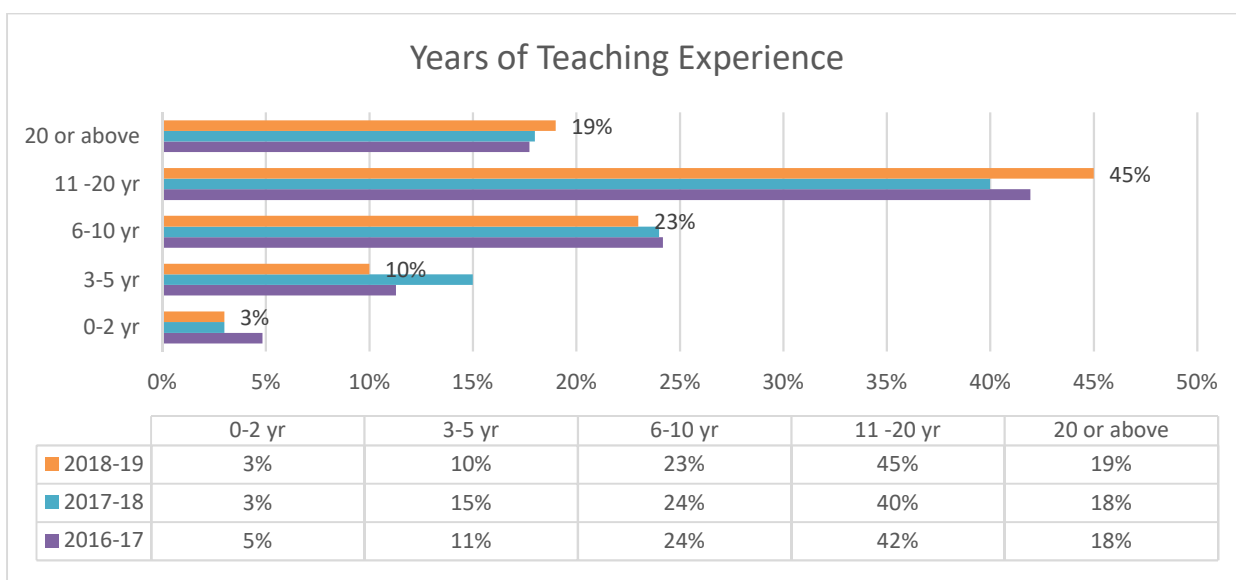
Full-time Teachers' Qualifications (except Assistant Teacher/Teaching Assistant)

	2016-17	2017-18	2018-19
Master or above	44%	44%	45%
Bachelor Degree	100%	100%	100%
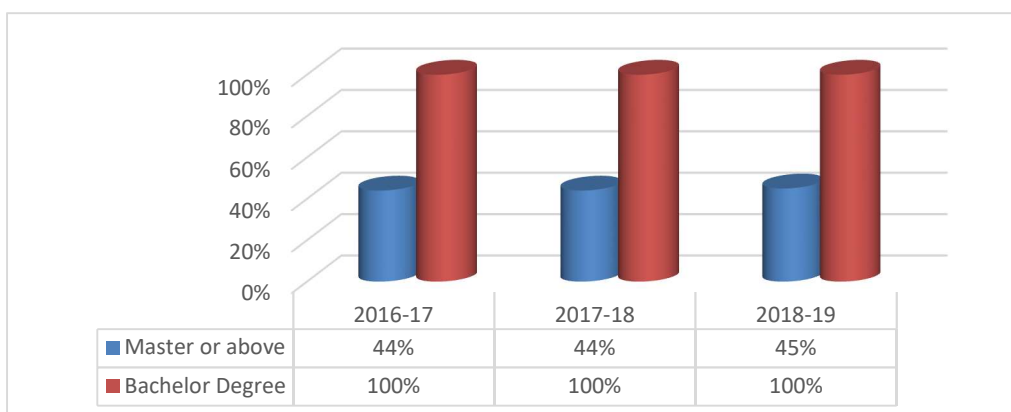
2.   Achievements and Reflection on Major Concerns

2.1   Major Concern 1: To enhance the culture of a professional learning organization

2.1.1   To promote sustainable professional development for teachers in different positions.

2.1.2   To strengthen the effectiveness of middle management teachers- Senior teachers and Master teachers.

2.1.3   To promote Parent Education to support students' holistic education.

2.1.4   To create space to develop internal and external sharing culture.

2.1	**To promote sustainable professional development for teachers in different positions.**
Achievements	

Set up individual development plan with the needs of school

With reference to the target form and CPD record, all teachers have set their development plans according to the school's major concerns, in which the development of Positive education was a major area of development. 92% of teachers had attained the target of promoting Positive Education.

Teachers were also encouraged to share their experience with teammates in various subjects or year levels. With the support of IMC, our school and HKUGA College had invited Geelong Positive Education Institute to conduct training course- Discovering Positive Education for all teachers. 36 teachers of PS attended the course. Positive feedback was received from participants. Besides, 89.4 % teachers agreed that the PD workshops organized by the School helped him/her to adopt Positive Education in general.

Re-structured peer observation to enhance sharing culture and effectiveness of learning and teaching.

Peer observations in various subjects with foci, such as time management, questioning skills or e learning were organized throughout the school year. About 90% of teachers had participated in the peer lesson observations.

Teachers were encouraged to participate in peer observation of subjects which he /she was not a subject teacher. 43% of teachers had opened their lessons more than two times for different subject members. Teachers were encouraged to observe lessons of other subjects. About 78.7% of teachers agreed that peer observation was well organized and could enhance professional development of learning and teaching. Teachers were open-minded and year-level or panel discussions were conducted in most of the subjects. Records and reflections were well received among teachers.

2.1	To promote sustainable professional development for teachers in different positions.
	Achievements

Regarding the promotion of Positive Education, 22 class teachers had opened the homeroom for observation by the head of year level coordinator, Mr. Lam Tsz King. 57.4% class teachers agreed the homeroom visits was well organized and effective. Post 'lesson' discussions were held with teacher(s) and Mr. Lam. The exercises of learning community were established in class building.

Provided various mode of professional development for newly appointed teachers.

In 2018-19 school year, there were 5 newly appointed teachers. Mentors for subject teaching, class building and personal support were allocated for each newly appointed teacher. Regular meetings, co-planning was conducted with newly appointed teachers. Positive feedback was received from newly appointed teachers. However, it was suggested that more support in special education and handling SEN students were essential to newly appointed teachers. 100% of teachers had attended in-house professional development workshops- Learning & teaching as well as Student Development.

In January 2019, Adaptive Leadership trainings were held to equip our management team members (MTs, STs, PSTs, VPs and Principal). The training consisted of a 6 hours workshop and a 3 days camp (PSTs, ST, VPs and Principal). Positive feedback was received and rating of effectiveness of training is 4.7/5. Follow-up consultation to support relevant participants has been conducted until March 2020.

Promoted Parent Education to support students' holistic education.

Two parent seminars on Positive Education were conducted by for P.1-P.6 parents. About 700 parents attended the seminars. Positive feedback was received from parents. Four parent workshops on the implementation of Positive education were conducted for 60 parents. Parents supported to conduct regular seminar/ workshop in coming school year.

Parent leaders and PTA supported the school carnival on 4 and 5 May 2019. Positive Education was the theme of carnival. About 200 parents had participated in organizing carnival game booths, activities as well as charity sales. It was to demonstrate the concept of Positive Relationship, Positive Meaning and Positive Engagement among students, teachers and parents. About 12,000 guests were received on two days' carnival. Encouraging feedback were received.

2.1	To promote sustainable professional development for teachers in different positions.

Achievements

Developed School Extension project and set up task groups for fundraising as well as extension building

The Building & Costing Group and Fundraising Group have set up for the school Extension Project. The task groups consist of different stakeholders, such as experts, teachers, IMC members and parents. The building work of Extension is in progress. The fundraising work was launched to reach external donors and all stake holders. The Star Scheme was launched for all stakeholders until 30 September 2018. The school carnival was held on 4 and 5 May 2019 with great support from PTA and parents.

2.1	To promote sustainable professional development for teachers in different positions.

Reflection and Suggestion for Future Planning

With the school development in various areas and the "All Graduates of Teaching Force" policy and the increase number of Principal Senior Teachers and Senior Teachers, different modes of training should be provided to equip the young leaders. It is expected not only the PSTs and STs should present a leading role to enhance the development of new initiatives; all teachers should equip themselves and enhance his/her capacity as a well-trained professional educator.

The peer-observation was well-organized in most of the subjects. It is crucial for the department heads and members to integrate the peer observation into daily routine work, the focus should be aligned with recent school development concerns. An open and professional sharing culture among different subjects, PSE lessons as well as homeroom should be continuing for the school sustainable development.

Apart from the existing modes and areas of Parent Education, our School will continue to work out our school-based parent education. It may consist of knowledge, skills and attitudes of parenting as well as support to school new initiatives.

The school new extension project has been on its right track. Apart from the construction work, a long term and whole school approach scheme for fundraising and alignment with external donors, alumni… are crucial for sustainable development.

2.   Achievements and Reflection on Major Concerns

2.2   Major Concern 2: To foster students' learning to learn capabilities to achieve life-long learning.

2.2.1   To promote Reading across Curriculum to optimize daily L&T and value education

2.2.2   To enrich students' IT literacy to support independent, individualized and interactive learning

2.2.3   To nurture creative problem- solvers through STEM education

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2.2.1   To Promote Reading across Curriculum to Optimize Daily L&T and Value Education
Achievements
Enriched Reading Resources for P.6 Graduation Project to Promote Reading across Curriculum The P.6 Graduation Project is a self-directed project where students choose their topics and showcase their learning and results by applying the knowledge and skills they had learnt in the past six years. Led by the Curriculum Development Committee, the topics for this year's graduates had been revised to include concrete examples on how to incorporate a scientific or social science approach to their investigation of the topic. To support the above refinement, the reading experience of the P.6 Graduation Project was enriched in terms of quality and diversity of reading resources. Based on the refined topics, students had to read extensively, both printed and online, in order to complete their projects. A number of students had exceptional presentations as they had ample time for reading diverse resources in addition to seeking their mentors' constructive comments. Furthermore, a workshop was held by the librarian to explicitly teach students practical library research skills to ease the challenge of finding suitable books for their projects. As an inquiry-based project, students, in groups of seven to eight, were led by one teacher-mentor. To further strengthen teacher-mentors' roles as a facilitator for their groups, more support in the form of teacher-mentor meetings, led by the Curriculum Development Officer, happened before every mentor-mentee meeting. Several workshops were also organized to enhance students' research skills and presentations skills. These happened regularly since the beginning of the Graduation Project so as to provide ongoing guidance and feedback for students throughout the inquiry process.

2.2.1 To Promote Reading across Curriculum to Optimize Daily L&T and Value Education

Achievements

Integration of Reading-to-Learn Activities in Various Subjects, Enrichment of Cross-curriculum Integration Plans and Enhancement of Reading Atmosphere

Theme-based books are a common practice to enhance reading-to-learn activities in our school. These resources serve different purposes during our students' learning journey in different subjects. Well-chosen books can arouse interest and activate prior knowledge before a unit starts. They can also enhance understanding and application as well as help to consolidate learnt knowledge and concepts.

Therefore, theme-based readers had been purchased and recommended to students in various subjects. Mathematics teachers had been successful to incorporate reading in entire P.1-P.2 Mathematics curriculum. 93.7% of P.1 students enjoyed reading the picture books provided by the Mathematics teachers which helped them to consolidate the learnt concepts as Mathematics can appear abstract to some students. On the other hand, reading interesting mathematics readers was a common and preferred choice for holiday assignments which took over the traditional worksheets and was well-received by students as 93.2% of P.2 students loved the provided holiday reading materials.

To respond to the newly released central curriculum and facilitate school-based curriculum renewal, theme-based readers were used effectively in P.3 and P.4 GS curriculum, reading strategies like scanning table of content and usage of index and glossary are integrated in daily L&T. Besides, a theme-related reader was lend to each P.3 and P.4 student at the start of each learning unit of GS, so as to support pre-lesson preparation, lesson discussion, extended learning and parent-supported reading activities at home. In P.6 Integrated Arts curriculum, students were asked to read about famous composers' and artists' biographies and spotting their character strengths which in turn enriched their artwork with deeper and wider perspectives.

Theme-based book lists for each year-level were developed to promote extended Reading across Curriculum in the English department. In our school-based English curriculum, existing materials and integration plans with other Key Learning Areas (KLAs) were revised and changed to address the changes in the P.4 and P.5 school-based curriculum to allow stronger collaboration with other KLAs in terms of learning and teaching.

With regards to home-school collaboration, a workshop was held where P.1 Chinese and English teachers demonstrated techniques of storytelling and shared methods to help children become better readers as well as support parents in terms of reading with their children. In 2018-2019, there were around 12,000 student-book transactions which was increased by 21%. Around 470 new books were purchased and as there will be a new library in the school extension, the topics and quality of the current library books are reviewed and only necessary books are purchased to ensure a concise collection would be transferred.

2.2.1 To Promote Reading across Curriculum to Optimize Daily L&T and Value Education.

Reflection and Suggestions for Future Planning

Since reading has been a tradition in our school, we aspire to have the aroma of reading permeate the air where students would naturally pick up a book to read no matter where they are. The Development Framework of Reading Promotion will be continuous reviewed to enhance effectiveness of cross-curriculum reading activities. More effort would be put to sustain the reading culture and atmosphere as a school-wide approach such as strengthening our morning reading culture during morning homeroom sessions.

To further promote Reading across Curriculum, a more structured approach to refine different subject curriculum would be explored so as to maximize students' reading opportunities to truly achieve reading to learn. To enhance the motivation and interest in learning Mathematics for junior primary students, more titles of Mathematics readers were purchased and will be used in the school-based Mathematics curriculum in the coming year. We shall continue to review our approaches to enhance reading and better actualize Reading across Curriculum in our next 3-year school development plan.

As three cohorts have experienced the P.6 Graduation Project, it would be an opportunity to evaluate its purpose, impact and operation.

A variety of reading programs and activities have been organized to students since the establishment of our School, positive feedbacks were received from parents, students and teachers. Backed up by our strong home-school collaboration, there will be more workshops in both junior and senior year levels to better equip parents in term of reading support for their children at different developmental stages.

2.2.2   To Enrich Students' IT Literacy to Support Independent, Individualized and Interactive Learning.

Achievements

Integration of e-Learning Practices in Subject Learning

Core Apps and appropriate content apps are frequently used to enhance interactive learning in daily learning and teaching across all subjects. A workshop with teachers from different departments sharing lesson ideas and hands-on experiences was organized this year to support all staff with regards to the implementation and operation of Core Apps. On the other hand, a high number of teachers employ various e-Learning strategies in the lessons to increase learning effectiveness. Meanwhile, Britannica was introduced and a new reading App 'Epic!' had been introduced to students in junior year levels as they provide a wide variety of books of different Lexile levels for primary school readers.

Furthermore, lesson plans of English and Mathematics are designed to demonstrate effective use of Core Apps in daily learning and teaching. Not only so, these Core Apps and other e-Learning strategies enhanced students' learning during learning trips. Participants in Beijing learning trip had used school iPads to support their learning and 97.3% of them agreed that it was useful as it allowed them to consolidate their learning journey real time.

Integration of Flipped Classroom Practices in Senior Year Levels

Our school uses *Edmodo* as the e-Learning platform to support Primary 5 to 6 students' learning in main subjects. Teachers frequently use the online platform to support, consolidate and enrich students' learning. In P.5-6 GS curriculum, *Edmodo* is mainly used to nurture students self-regulated learning attitude as well as cater for diverse learning needs. Not only do students perform the abovementioned learning processes, but *Edmodo* also allows them the channel for after-class discussion on various project topics to extend learning outside the classroom. In one of the P.5 projects on electricity, students can comment on one another's drafts of an electronic toy uploaded on *Edmodo* as well as learn from one another's projects. A large majority of students enjoyed this mode of learning as everyone can prepare for learning using the resources uploaded by the teachers and for some, they can further stretch their learning by choosing to access the enrichment materials.

Flipped Classroom strategies and resources as well as Core Apps are being incorporated into P.5 and P.6 subject learning units during the learning process where deemed appropriate. Different e-Learning experiences on *Edmodo* are recorded in P.5 and P.6 subject learning units. For example, in Mathematics, over 90% of P.5 students agree that the uploaded resources are useful for them to prepare, consolidate and extend their learning. 96% of the students enjoy using *Edmodo* to interact with their peers and teachers after school. The statistics in P.6 are similarly positive and high as well.

2.2.2   To Enrich Students' IT Literacy to Support Independent, Individualized and Interactive Learning.

Reflection and Suggestions for Future Planning

A resourceful online platform, Britannica, was introduced this year and yet students need more time to learn and explore the new e-learning platforms. More discussion could be held in the teacher team, to decide how we could further enhance it in senior year levels with regards to the learning and teaching of English language and General Studies.

Since the practice of Core Apps has been in our school for a few years, it would be appropriate to review the listed apps for their effectiveness on learning and teaching. Hands-on workshops for newly added apps would be favourable. In the ICT curriculum, P.6 students are introduced to Microbit using one of the sets purchased as the others consist of complex steps which the teachers will carefully try out all the procedures before launching the rest in the next school year.

In addition to the record of e-Learning strategies stated in the subject unit plans, different year levels will be organizing their e-Resources and in-school e-Learning experiences to prepare for the possibility of BYOD in our school in the future to sustain the development of interactive, independent as well as individualized learning and daily learning and teaching.

Flipped Learning is becoming a common learning approach for the senior level students in our school and the process can be further refined when more teachers share their good practices within the teacher community in our school to build up our school-based flipped learning approach. For example, since all Mathematics teachers agree that *Flipped Classroom* enhances students' self-regulated learning and learning effectiveness plus over 90% of them expressed they have confidence to master this approach well, while flipped learning will be part of the routines in the coming years.

2.2.3   To Nurture Creative Problem- solvers through STEM Education.

Achievements

Refinement of Subject Curriculum with Incorporation of STEM Elements

Subject curriculum is enriched with STEM learning experiences. VR technology has been employed in P.3 and 4 Chinese lessons and 96% of the participants agreed that it has enhanced their descriptive writing supported by the detailed nature of the VR experience. Besides, P.2 students had a first taste of unplugged coding designing the path of Gingerbread Man's journey on an island followed by story writing in English lessons.

2.2.3   To Nurture Creative Problem- solvers through STEM Education.

Achievements

Coding was also done in P.4 English language to enhance writing. A majority number of P.4 students liked using Scratch Jr and LEGO WeDo to learn English language. Most thought that their revising and editing skills were improved after learning coding. The teachers could also observe improvement in their writing cohesion and organization which is promising. Furthermore, the professors from George Mason University, USA, visited our school and observed some of the coding lessons. They commented that unplugged coding was necessary and our school is on the right track teaching literacy through coding.

To better support the implementation of STEM in our school, in-house professional development sharing sessions on AR / VR and new curriculum development of STEM education were done and 97% of the teachers agree that the organized sharing enhance their mutual understanding about STEM development in our school.

Enrichment of Learning Environment to Promote STEM Education

In order to make scientific concepts more tangible and easier to understand, large displays are set up in the school as learning and teaching resource to allow experiential learning for our students which also enhances the learning effectiveness. A children-friendly aquaponics area is set up outside the General Office where students often gather and observe the ecosystem of fish and plants and their interdependence. This learning resource supports the learning of P.2 Environmental Module curriculum. Beside the Butterfly Garden is the Renewable Energy Path where students learn about different renewable energy resources through lots of display boards containing the theories of how energy is produced or converted. Realia such as solar panels and the blades of a windmill are shown to further arouse learners' interests. To extend learning, QR codes and questions are provided to stimulate their thinking even more.

To instill STEM concepts into the students' daily lives, we have started to incorporate STEM elements in our school campus to visualize the STEM concepts. The washrooms outside our school hall contain colourful visuals with big data which relates to water usage and the invention of modern toilets which relates to the washrooms. This design especially attracts our students and positive feedback was received by our teachers, students, parents and guests as it is evident that STEM happens in our everyday lives.

Trans-disciplinary STEM Program in School

To promote STEM education and Reading across Curriculum, extended reading is suggested and 90% of the participants searched the information in the library or internet after STEM activities (such as STEM Theatre). A famous author was invited to share with Primary 5 to 6 students and 70% of the participants increased their interest in reading STEM materials after the sharing. All the organized activities were well-received by students.

2.2.3   To Nurture Creative Problem- solvers through STEM Education.

Achievements

To develop school-based trans-disciplinary program to promote STEM Education in senior year level, an integrated STEM Program was designed and implemented in Primary 5 two years ago. In this school year, the whole process was refined with the problem-solving model clearly shown and Positive Education elements incorporated.

To stretch the potential of students who are talented in STEM development, STEM-related ELA2 has been reestablished in an integrated approach to cater for diversified needs of students. 70% of the participants agree the re-established ELA2 programs are challenging and motivating.

2.2.3   To Nurture Creative Problem- solvers through STEM Education.

Reflection and Suggestions for Future Planning

Cross-disciplinary Integration of STEM-related subject in our school is maturing progressively where subject panels have found their own development focus and path for curriculum renewal, so as to nurture creative problem-solvers and makers. For example, the POLYA model was introduced in a P.5 Visual Arts unit in which students had to incorporate the process of problem-solving from the above model into the design theories and skills in order to complete the project.

Since technology is evident in our daily lives, ICT literacy is crucial to our children so they can handle the challenges such as preventing cyberbullying, understanding intellectual property rights, etc. A school-based ICT literacy framework will be set up and planning of curriculum implementation will follow. Moreover, parent workshops about IT literacy will be organized in P.4 to enhance value education and home-school collaboration about students' IT literacy development.

Currently, brief concepts of computational thinking were introduced to students in the ICT curriculum due to the limited time in the lessons. With the possibility of reviewing current lesson time allocation, a more structured framework on computational thinking is suggested to be set up so students can learn different computational thinking skills throughout their primary school years.

To nurture creative problem-solvers through STEM education, it is suggested that we will develop bridging activities with HKUGA College to enhance the through-train development of STEM education and learning experiences in senior primary and junior secondary levels. Lesson observation will be conducted to narrow down the understanding in STEM education in the future. To respond to the new central curriculum and prepare students for the future challenges, our school would take a step further to promote STEM through transdisciplinary and curriculum integration to better equip our students for the 21st century.

2. Achievements and Reflection on Major Concerns

2.3 Major Concern 3: To teach students to flourish and developing students' well-being through Positive Education

    2.3.1 To ensure that teachers and parents embrace the mindset and knowledge of Positive Education

    2.3.2 To integrate Positive Education into curriculum and students' school life

2.3.1	**To ensure that teachers and parents embrace the mindset and knowledge of Positive Education**
	Achievements
	This year we continue to collaborate with Positive Education Laboratory of City University of Hong Kong to organize workshops for teachers and parents. 1 workshop for teachers and 7 workshops for parents were conducted – all received positive feedback from teachers and parents. For teacher training, we also had the privilege to have Geelong Grammar School conduct a 3-Day training on "Discovering Positive Education" exclusively for all teachers of HKUGA Primary School (and our College). 87% of teachers agreed that the workshops helped them adopt Positive Education. In addition to the positive feedback received from teachers, this special occasion also provided a great opportunity for teachers of both schools to undergo exchange and relationship building. This bonding built facilitated alignment between both schools in delivering Positive Education in a through-train manner. To support teachers in promoting Class Building with Positive Education concept, a teacher with expertise in class building was delegated to conduct homeroom visit for each class. 100% of class teachers agreed that they had integrated Positive Education element into class building. 5 sessions of Homeroom were open to all teachers by the year level coordinators for demonstration.

2.3.1	**To ensure that teachers and parents embrace the mindset and knowledge of Positive Education**
	Reflections and Suggestions for Future Planning
	For the continuous development of class building with positive education element, it is suggested to involve class teachers in the planning and implementation of Positive Education, apart from involving the Year Level Coordinators. Since most of the school members are generally well-equipped with concepts of Positive Education, we may put more emphasis on the "Live it" and "Embed it" phases as to further cultivate a culture of Positive Education.

2.3.2 To integrate Positive Education into curriculum and students' school life

Achievements

A wonderful learning experience - Experiential Day

For the first time ever, the Life Education Subcommittee organized an Experiential Day for students to experience growth mindset and cultivate positive relationship among students. Through participating in a wide range of challenging games and activities which were carefully designed, students' growth mindsets were enhanced. 93% of students and teachers agreed that the Experiential Day created positive impact on students.

Development of the Personal and Social Education (PSE) curriculum

This year we continued to collaborate with City University of Hong Kong, and we have developed a new P3 and P5 PSE curriculum with teaching schedule, lesson plans and learning and teaching materials. Different topics in Positive Education were highlighted in each unit. For instance, gratitude in positive emotion and friendship in positive relationship. We target to do the same for P6 in the coming year, while reviewing the P1, P2 and P4 curriculum. Teachers (>92%) also felt confident in conducting the new PSE curriculum and agreed that Positive Education elements were well integrated so positive attitudes and values were further enhanced.

Integrating Positive Education elements into Morning Sharing and Class Building
During the school year, all teachers have done Morning Sharing around Positive Education, and 95% of students agreed that teachers' sharing sessions brought them positive impact. All our teachers were very supportive towards Positive Education and many did their sharing using own personal experiences. 87% of teachers agreed that the messages shared enhanced students' understanding of different values and skills on Positive Education.

Teachers rules to enhance students' well-being
At the beginning of the school year, teachers set ground rules for teachers to enhance well-being focusing on Positive Health and Positive Relationship. For example, all teachers would stop teaching before each lesson ends so students can reflect on the lesson learned or prepare for the next lesson. Teachers would let students to have at least 20 minutes to savor their lunches without distraction.

Incorporation of Positive Education concepts into pre-existing curriculum areas
Subject departments have taken Positive Education elements into account when formulating the annual plan. For example, Chinese and English departments would include content of Positive Relationship when value education were taught in lessons. Value-based Character Strength was also emphasized when teaching history of famous people in General Studies. Moreover, by putting in conscious efforts to use positive teacher language, students are empowered to learn and become their best selves.

2.3.2 To integrate Positive Education into curriculum and students' school life

Achievements

Campus enrichment with Positive Education components

The following installation had been completed to improve the sense of well-being for both teachers and students:

- Banners reminding students of growth mindsets or positive quotes had been put up on 1/F and on Staircase No.3
- Renovations had been made to P.1-2 classrooms to increase space for students and to enable teachers more room to conduct class activities. These include the removal of cupboards at the end of the classrooms to create around 5 extra feet of space.
- New tables had been ordered for both P.1-2 students to allow better classroom organization in response to the increase of class size from 30 to 32 students.
- Minor changes in layout in P.3-6 classrooms had been completed. Bookshelves at the end of the rooms had been relocated to the side of the classrooms to create slightly more space for both students and teachers.
- The teachers' lounge had been renovated to allow staff members a more comfortable space for teachers to enjoy their lunch as well as to conduct small-group meetings.

2.3.2 To integrate Positive Education into curriculum and students' school life

Reflections and Suggestions for Future Planning

To maximize impact of Positive Education in subject learning and class building, we would further explore how to integrate Positive Education elements into students' daily learning experience and school life. For example, we would look into Flow or Positive Engagement in STEM education, and Positive Relationship and Positive Meaning in class building strategies.

3. Professional Development and Sharing

3.1 Mr Sung Po Wa and Mr Chung Kim Fung attained the Silver award of International Outstanding e-learning Awards (The University of Hong Kong)

3.2 Sharing with Visitors

Date of Visit	Education Units	No. of visitors
1 November 2018	Principal and senior management teachers of Dr Catherine F Woo Memorial School	17
6 November 2018	Hong Kong Institute of Education-Early Childhood Department (The Education University of Hong Kong)	24
3 December 2018	Vice-principal and English teachers of Fukien Secondary School	12
5 December 2018	廣東省教育局領導及骨幹老師	25
10 December 2018	敦煌市北街小學校長及老師	6
9 January 2019	Professor Iwata and students from Tokyo Gakugei University, Japan	15
17 January 2019	Structured Supported Programms (PS) (CUHK) for Newly Appointed Principals	12
28 January 2019	Teachers and Parents of Ling Liang Church Kindergarten	100
30 January 2019	Principal & Teachers of Shun Tak Fraternal Association Lee Kam Primary School	12
7 February 2019	Postgraduate Diploma in Education of Early Childhood Education (EUHK)	26

3.3 Mentoring Program

- University and School Partnership Program (Faculty of Education, The University of Hong Kong) - Ms Christina Suen (English) and Mr Samuel Wong
- 學位教師教育文憑(小學) 課程教學實習及教學顧問計劃 -謝美寶老師，陳珮詩老師

4. Student Performance (2018-19)

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 70th Speech Festival	Choral Speaking (P1-3, Mixed Voices)	2nd Place
		Choral Speaking P1-3 Mixed Voices U118	2nd Place
		Solo Verse Speaking Non-Open Primary 1 and 2 Girls U20	1st Place
		Solo Verse Speaking Open Ages 5-7 Boys and Girls N1	1st Place
		Solo Verse Speaking Non-Open Primary 4 Girls Y26	1st Place
	University of West London LCM (Hong Kong) Speech Festival 2019	Reading Aloud 7-8 Years	1st Place
	Kids4Kids	My Story Creation Competition 2018-19	The Star of Kids4Kids Treasury Vol.8
中文	博藝盃賽事籌委會.第十二屆博藝盃全港朗誦比賽	普通話相聲二人組-中小組	金獎
		普通話故事多人組-高小組	金獎
	香港學校音樂及朗誦協會 第七十屆香港學校朗誦節 2018	散文獨誦 - 普通話 小學一、二年級 - 女子組	冠軍 - 榮譽
		詩詞獨誦 - 普通話 小學一、二年級 - 女子組	冠軍 - 榮譽
		詩詞獨誦 - 粵語 小學二年級 - 女子組	冠軍 - 榮譽
		散文獨誦 - 普通話 小學三、四年級 - 男子組	冠軍 - 榮譽
	2019 全港小學普通話才藝比賽	相聲高級組	金獎
		快板高級組	金獎
		小司儀	金獎
數學	香港數學奧林匹克協會 「華夏盃」全國數學奧林匹克邀請賽 2019	總決賽	一等獎
	香港數學奧林匹克協會及學勤進修教育中心 2019 港澳數學奧林匹克公開賽《港澳盃》	港澳盃 HKMO Open	金獎
	STEM IN ACTION AND THE BEBRAS BOARD HONG KONG BEBRAS INT'L CHALLENGE ON COMPUTITIONAL	GRADES 5-6	GOLD AWARD (TOP 10%)

範疇	舉辦機構及活動	項目/組別	獲獎
常識	香港教育大學 「看動畫・學歷史」計畫 2018-19 年度全港小學校際中國歷史文化常識問答比賽	個人組四年級	冠軍
	明報報業有限公司 《明報》「時事通識問答比賽第 7 回合」	小學組	最積極參與學校、累積分數最高學校
	長春社 嗇色園主辦可觀自然教育中心暨天文館	走過自然天地 18/19 第三屆全港小學生物速查「100」-小學組	「球蘭」獎
音樂	Hong Kong Schools Music and Speech Association 71st Hong Kong Schools Music Festival	Alto Saxophone Solo Primary School -Junior	1st Prize
		Flute Solo Primary School - Junior	1st Prize
	康樂及文化事務署 2016 香港青年音樂匯演	弦樂團小學 B 組	銅獎
	香港聯校音樂協會 聯校音樂大賽 2019	管樂團比賽	金獎
	兩岸音樂藝術教育交流協會 (台灣)亞洲・愛琴海藝術講堂及音樂大賽	小提琴專業組兒童 VB 組	冠軍
	香港演藝精英協會 第三屆香港演藝精英盃音樂大賽 2018	管樂-中級組	1st place
視藝	星島雜誌集團 第五屆全港兒童繪畫分齡比賽	西洋畫(第五組) 西洋畫(第六組) 西洋畫(第七組)	一等獎
	香港藝術文化協會繪畫比賽 2019	P3-4 組	金獎
	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 2018	兒童 B 組 9-11 歲	金獎
	香港普及藝術協會 第十屆「普藝盃」22018 朗讀材藝大賽暨明信片繪畫比賽	初小組(P2)	冠軍
舞蹈	香港學界舞蹈協會 第 55 屆學校舞蹈節	小學低年級組現代舞群舞	優等獎
		小學高年級組現代舞群舞	優等獎
	觀塘區文娛康樂促進會 第 47 屆全港公開舞蹈比賽	現代舞少年組(高小)	銀獎
	國際少兒表演藝術發展公司 2019 星藝盃	初小組	金獎
		群賽	最佳表演獎
體育 (田徑)	香港學界體育聯會 2018-2019 年度港島東區小學校際田徑比賽	男乙團體	優異
		男丙團體	優異
		女甲 200 米	季軍
		男乙 200 米	季軍

範疇	舉辦機構及活動	項目/組別	獲獎
體育 (游泳)	香港學界體育聯會 2018 - 2019 年度港島東區小學校際游泳比賽	男子乙組團體	殿軍
		男子丙組團體	優異獎
		女子甲組團體	殿軍
		女子乙組團體	優異獎
		女子丙組團體	殿軍
		女子甲組 100 米蛙泳	亞軍
		女子乙組 100 米蛙泳	亞軍
		女子丙組 50 米自由泳	亞軍
體育 (足球)	香港足球總會 2018-19 賽馬會五人足球盃	男子組	季軍
		學界女子新秀賽 2019	亞軍
		2018-2019 足動全城女子七人賽	第四名
	香港學界體育聯會 2018-19 年度 全港小學校際五人足球比賽	女子組	優異獎
體育 (跳繩)	香港專業花式跳繩學校 全港分區小學跳繩比賽 2019	共 11 個項目	第一名
體育 (乒乓球)	香港學界體育聯會 港島東區小學分會 2018 - 2019 年度小學校際乒乓球比賽	男子乙組團體	季軍
		女子甲組團體	季軍
		女子乙組團體	季軍
	香港學界體育聯會 2018-2019 年度全港學界精英乒乓球比賽	女子單打	季軍
體育 (網球)	香港網球總會 小型網球分區校際賽	香港區	最具活力球員獎
		香港區男子 7 歲或以下組	亞軍
體育 (滾軸溜冰)	中國輪滑協會 2018 年中國(惠州)速度輪滑公開賽	少年女子丙組 500 米爭先賽	第三名
	香港滾軸運動總會 2017/2018 香港速度滾軸溜冰公開賽	女子第二組(6 至 8 歲) 250 米	第一名
體育 (高爾夫球)	廣東省高爾夫球協會、深圳市經傲體育發展有限公司 明日之星廣東省青少年高爾夫球精英賽	男子 C 組	殿軍
	澳洲高爾夫球學院 第二屆全港小學及幼稚園高爾夫球練習場地公開賽 2019	小一小二/國際學校 year 2 & 3 女子組	第二名
體育 (柔道)	中國香港柔道總會 2018 年香港青少年柔道錦標賽	Group A3 -- 37kg	1st Runner Up
	南華體育會 第五十屆香港柔道邀請錦標大賽	10-12 歲男童組 36 公斤	季軍

5. Financial Summary

2017/18 School Year Income Statement end as 31 August 2018 (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)	64.52%	*N.A.*
School Fees	*N.A.*	31.89%
Donations, if any	*N.A.*	0%
Other Income, if any	*N.A.*	3.59%
Total	64.52%	35.48%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	83.99%	
Operational Expenses (including those for Learning and Teaching)	10.00%	
Fee Remission / Scholarship[1]	3.77%	
Repairs and Maintenance	0.31%	
Depreciation	1.86%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	-0.1845 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	2.23 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).*

2018/19 School Year Income Statement end as 31 August 2019 (School Operation) (Pre-audited)

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64.86%	*N.A.*
School Fees	*N.A.*	31.36%
Donations, if any	*N.A.*	0%
Other Income, if any	*N.A.*	3.78%
Total	64.86%	35.14%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	79.46%	
Operational Expenses (including those for Learning and Teaching)	15.00%	
Fee Remission / Scholarship[1]	3.34%	
Repairs and Maintenance	0.80%	
Depreciation	1.46%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.407 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	2.45 months of the annual expenditure	

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

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

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

6. Donation Received Summary

6.1 School Extension Project Donation
Total amount of donation received: $5,616,257.30

6.2 Positive Education Donation
Total amount of donation received: $500,000

7. Feedback on Future Planning

It is the last year of the 3 years' development plan (2016-2019). Each success and challenge is valuable and essential to our school management team, teachers and students. 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 2019-2020 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