

SCHOOL
ANNUAL
PLAN

2022-23

HKUGA Primary School

港大同學會小學



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HKUGA Primary School

Annual School Plan 2022-2023

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 first year, it has 24 classes from P1 to P6. There are a total of 694 students and 61 teaching staff. HKUGA College has also been set up in 2006 in Hong Kong South, to provide a 'through-train' education for the graduates of the Primary School.

2. School Vision

We believe that Education is the most important force in shaping the future development of Hong Kong in the era of Knowledge Economy. Foundation Education is the basis from where the child will continue to flourish and develop, so the vision of the Hong Kong University Graduates Association Education Foundation is to set up a new model of quality school in Hong Kong. The essence of the School is quality-focused and life-enhancing, and it is our goal that the School will become one of the leading primary schools in Hong Kong and China.

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

3. School Mission

Our School mission is to:

- nurture lively, inquiring, discerning and creative students.
- develop visionary, caring, innovative, professional teachers.
- contribute to the Education Reforms in Hong Kong.

We firmly believe that the success of our School lies in achieving these guiding principles as the “**Four Cornerstones of the School**”:

- Integration of Passion and Professionalism.
- Integration of the Eastern and Western Cultures.
- Integration of the School and Family.
- Integration of the School and Community.

4. Core Values

In pursuit of our goals, we hold certain core values towards our stakeholders:

- We value each student as an individual;
- We value our teachers as professionals;
- We value parents as our partners;
- We value our school as a learning organization;
- We value the community as our support;
- We care for the environment;
- We value innovation and knowledge;
- We respect laws and standards.

5. Our Commitments

To Our Students

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

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

To Our Teachers

We develop visionary, caring, professional and innovative teachers.

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

6. Major Concerns

A Quality School with Happy and Responsible Learners

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 at class, year and school level.
 - 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. To promote student agency for shaping their own lives and contribute to the lives of others.
 - 2.1. To enhance development of literacy & numeracy with curriculum renewal.
 - 2.2. To create a learning environment where students with different learning needs can learn meaningfully and effectively.
 - 2.3. To develop student transformative competencies to strive for excellence or betterment.
 - 2.4. To equip students with information literacy to live in a digitalized community.

Major Concern 1: Fostering a holistic development of students through emphasis on values education and a culture of service.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.1 To create learning experiences for students through embedding Positive Education and values education at class, year and school level.</p>	<p>1.1.1 To enrich the classrooms with descriptions of the targeted values/character strengths.</p> <p>1.1.2 To promote the use of explicit teacher language with students to promote the action of targeted values/character strengths in daily activities.</p> <p>1.1.3 To integrate, wherever possible, the promotion of the targeted values and Positive Education in daily activities through the concerted effort of the whole school.</p>	<ul style="list-style-type: none"> • 24 classrooms include signages put up as reminders for students to engage in Values and Positive Education. • All targeted values/character strengths are defined, exemplified during Morning Sharing and students provided with opportunities to action the above through class activities pre-planned by teachers-in-charge of the topic. • 70% of students agree that the messages in Morning Sharing are able to enhance their understanding of different values & skills. • Collaboration with CDC to ensure that students are aware of the importance of using information effectively and ethically (Information Literacy). 	<ul style="list-style-type: none"> • Checking of classrooms • Team Evaluation • Survey • Team Evaluation 	<ul style="list-style-type: none"> • Term 2 • Whole year 	<ul style="list-style-type: none"> • Vice-Principal • Vice-Principal • Head of Life Ed • All Ts • Head of HYLC and Subject Panel Heads 	<ul style="list-style-type: none"> • Budget for activities, prizes, award scheme printing

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.1 To create learning experiences for students through embedding Positive Education and values education at class, year and school level.</p>	<p>1.1.3 To integrate, wherever possible, the promotion of the targeted values/character strengths through concerted effort of the whole school.</p> <p>1.1.4 To encourage ongoing students' reflection (SRL) towards their own achievement of their various roles and acquisitions of the targeted values through various modes available in the pilot STAR Journey and the revised Award Scheme.</p>	<ul style="list-style-type: none"> • Activities organized by PSDG sub-committees provide students with further opportunities to action the above at the class, year and school level. • At least two activities involving the concerted effort of two sub-committees will be organized per year involving school/year/class level. • 70% of students agree that the activities are able to enhance their understanding and actioning of different values & skills. • The Award Scheme is adapted to incorporate the feedback from the teachers and to add focus on targeted values/character strengths. • Students are introduced to how the Scheme is administered through year level gathering and follow-up is carried out during homerooms. 	<ul style="list-style-type: none"> • Team Evaluation • Team Evaluation • Students' Survey • Teachers' Survey • Teachers' Survey 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Vice-Principal • Heads of: • D&G • Life Ed • YLC 	<ul style="list-style-type: none"> • Budget for activities, prizes, award scheme printing

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>1.1.5 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.</p>	<ul style="list-style-type: none"> • 70% of students agree that the Award Scheme is able to focus on specific values for further self-improvement. • Before the commencement of whole-day school, the mindfulness programme will take place during homeroom time and supported by the four teachers who had undergone training and are now qualified instructors of the Paws (b) Programme. The mindfulness programme will commence in P.2 with the use of the “ME” time when regular timetable resumes. • Simple breathing exercises will happen in 80% of all Morning Sharing and Assemblies. 	<ul style="list-style-type: none"> • Students' Survey • Team Evaluation • Team Evaluation 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Head of YLC • Trained Teacher Instructors 	<ul style="list-style-type: none"> • Budget for activities, printing

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.2 To provide opportunities for students to serve others in a variety of contexts.</p>	<p>1.2.1 To support students in actively assuming roles of responsibility.</p> <p>1.2.2 To organise event(s) with opportunities for students to experience Positive Meaning and Relationships through interacting and serving the community.</p>	<ul style="list-style-type: none"> • All students will assume roles of responsibility in the class/year/school level. • Other ad-hoc opportunities will also be provided for students to serve the school in a wider context. • Using the pilot version of the STAR Journey (a well-being journal), students will reflect on the above. • 70% of students is engaged in serving the school in different capacity. • The workshops co-organised by TWGH and HKUGA for the elderly will be reinstated. 	<ul style="list-style-type: none"> • Team Evaluation • Teachers' Survey • Students' Survey 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Vice-Principal Heads of: <ul style="list-style-type: none"> • D&G • Life Ed • YLC 	<ul style="list-style-type: none"> • Budget for activities, prizes, award scheme printing

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.3 To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.</p>	<p>1.3.1 To provide new teachers with a Tier 1 PD Programme such as: Mentorship Programme, Class Building in Responsive Classroom Mode and Discovering Positive Education.</p> <p>1.3.2 To provide experienced teachers with a Tier 2 PD Programme such as: Advanced Responsive Classroom, Discovering More Positive Education and participation in the Positive Education Learning Circle.</p>	<ul style="list-style-type: none"> • 95% new staff and admin staff attend introductory training in Discovering Positive Education. • 2-3 teachers released to attend 3-day Discovering Positive Education and/or Responsive Classroom workshop if available. • Sharing will be conducted by those involved in the circle to disseminate key messages. • Teachers who had completed the introductory 8-week mindfulness workshops are released to complete the Paws B course. • 2-3 teachers participate in the Positive Education Learning Circle. • 2-3 teachers released to attend Discovering More Positive Education and/or Advanced Responsive Classroom workshop if available. 	<ul style="list-style-type: none"> • SPD record and survey 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Vice-Principal Heads of: • Life Ed • YLC 	<ul style="list-style-type: none"> • Budget for workshops

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.4 To collaborate with parents to achieve understanding, support and achievement of collective well-being.</p>	<p>1.4.1 To provide new parents with workshops such as Discovering Positive Education and Train the Trainer series.</p> <p>1.4.2 To collaborate with experienced parents in organising whole-school student development activities such as Experiential Day/Love and Caring Day, Community Service and talks in Career Planning and National Security Education.</p>	<ul style="list-style-type: none"> • 70% of new parents attend training to promote Positive Education. • A new Train the Trainer workshops will be launched for about 20 parents. • Parent volunteers and previous attendees of the Train the Trainer series will be engaged in the school anniversary / service to promote Positive Education. 	<ul style="list-style-type: none"> • Team Evaluation • Parents' feedback 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Vice-Principal • PSDG Core Team • SAC • External Adviser 	<ul style="list-style-type: none"> • Budget for external adviser

Major Concern 2: To promote student agency for shaping their own lives and contribute to the lives of others.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 Enhance development of students' core foundation.	2.1.1 To enhance the develop of generic skills in subject learning and teaching.	<ul style="list-style-type: none"> Guideline of generic skill development is formulated. Current good practices of self-regulated learning are consolidated and disseminated to facilitate whole-school implementation of generic skill development. 70% of teachers agree the guideline displays development focus of KS1 & KS2 clearly 	<ul style="list-style-type: none"> Evaluation in CDC Evaluation in CDC Teacher survey 	<ul style="list-style-type: none"> Term 1-2 Term 3 	Head of CDC	---
2.2 Support students with different learning needs to learn effectively.	2.2.1 To review the use of existing assessment data for enhancing L&T effectiveness.	<ul style="list-style-type: none"> School TSA data is reviewed to facilitate optimization of school-based subject curricula. Relevant learning activities or resources are designed to support student learning. 	<ul style="list-style-type: none"> Evaluation in CDC 	Term 2-3	Head of CDC	---
	2.2.2 To establish a school-based data management system to organize student performance data.	<ul style="list-style-type: none"> An data-management interface is established to facilitate cross-school year studies of student performance and cater differentiation in subjects L&T. Pilot program is conducted in Primary 5. 	<ul style="list-style-type: none"> Evaluation in CDC 	Whole school year	Head of AAC and CDC	---

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.3 Develop student transformative competencies to strive for excellence or betterment.	2.3.1 To enhance metacognitive development of students with e-Learning resources	<ul style="list-style-type: none"> Whole-school teaching practice for organizing subject learning resources on OneNote is developed for students to prepare for lesson or revise after class. Guidelines for student best-work reflection is formulated. Reflection activities are integrated in daily subject L&T resources. 	<ul style="list-style-type: none"> Evaluation in EDC and CDC 	<ul style="list-style-type: none"> Term 1 Term 1 Term 2-3 	<p>Head of EDC</p> <p>Head of CDC</p>	---
	2.3.2 To promote Positive Purpose of learning by developing students' understanding of sustainable development and collective welling.	<ul style="list-style-type: none"> Guiding document is developed to display learning focus of core Sustainable Development Goals (SDGs) in KS1 and KS2. Pilot scheme is launched to integrate concepts of SDGs and ABLE elements into Module and ELA1 Curricula. 70% of teachers agree the professional sharing by pilot ELA1 is beneficial for understanding of SGDs. 	<ul style="list-style-type: none"> Evaluation in LWLC Evaluation in LWLC Teacher survey 	<ul style="list-style-type: none"> Term 1 Phase 2 of ELA Phase 2 of ELA 	Head of LWLC	Outsourced adventure-base program

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.4 Equip students with information literacy (IL) to live in a digitalized community.	2.4.1 To provide teacher professional development about information literacy	<ul style="list-style-type: none"> • IL Workshops are provided to middle management and all teaching staff. • Provide workshop about creating learning activities to help students to build values and apply specific values and skills in real world • 80% of teachers attend the above mentioned workshops 	<ul style="list-style-type: none"> • Teacher survey 	<ul style="list-style-type: none"> • Term 1 	Head of EDC	
	2.4.2 To start the preliminary work for preparing the development of information literacy school-based curriculum.	<ul style="list-style-type: none"> • Learning objectives and learning outcome of the Framework "Information Literacy for Hong Kong Students" are embedded in school curriculum document. 	<ul style="list-style-type: none"> • Evaluation in EDC 	<ul style="list-style-type: none"> • Term 1 	Head of EDC (with Heads of CDC, GS, LifeEdu, D&G, and YLC)	
	2.4.3 To refine school-based curriculum with the Information Literacy (category 1) "Effective and Ethical use of information for lifelong learning".	<ul style="list-style-type: none"> • A framework of Information Literacy (category 1) is formulated to lead subject L&T of knowledge and values. • One learning activity for learning "Information Evaluation" is designed in KS1 & KS2. • One learning activity for learning "Internet Addiction" is designed in KS1 & KS2 respectively. 	<ul style="list-style-type: none"> • Evaluation in EDC • Evaluation in CDC with Heads of EDC, CDC, GS • Evaluation in LifeEdu with Heads of EDC, D&G and YLC 	<ul style="list-style-type: none"> • Term 1 • Term 2-3 • Term 2-3 	Heads of EDC, CDC, GS and LifeEdu Heads of CDC Head of LifeEdu	

7. Plan of Using Capacity Enhancement Grant in School Year 2022-2023

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 2022 to Aug 2023	1.793,003.20. for 4 Teaching Assistants (including 5% MPF and medical insurance) 2.\$6,000. for purchasing extra services for SEN students. Total income: \$ 800,000 Surplus :\$ 996.80	<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