

HKUGA PRIMARY SCHOOL

ANNUAL SCHOOL REPORT

2019 – 2020



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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 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.

1.2 The School Vision

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

1.3 The School Mission

Our School mission is to:

- Nurture lively, inquiring, discerning and creative students.
- Develop visionary, caring, innovative, professional teachers.
- Contribute to the Education Reforms in Hong Kong.

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

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

1.4 Core Values

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

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

1.5 Our Commitments

To Our Students

We nurture lively, inquiring, discerning and creative students so that:

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

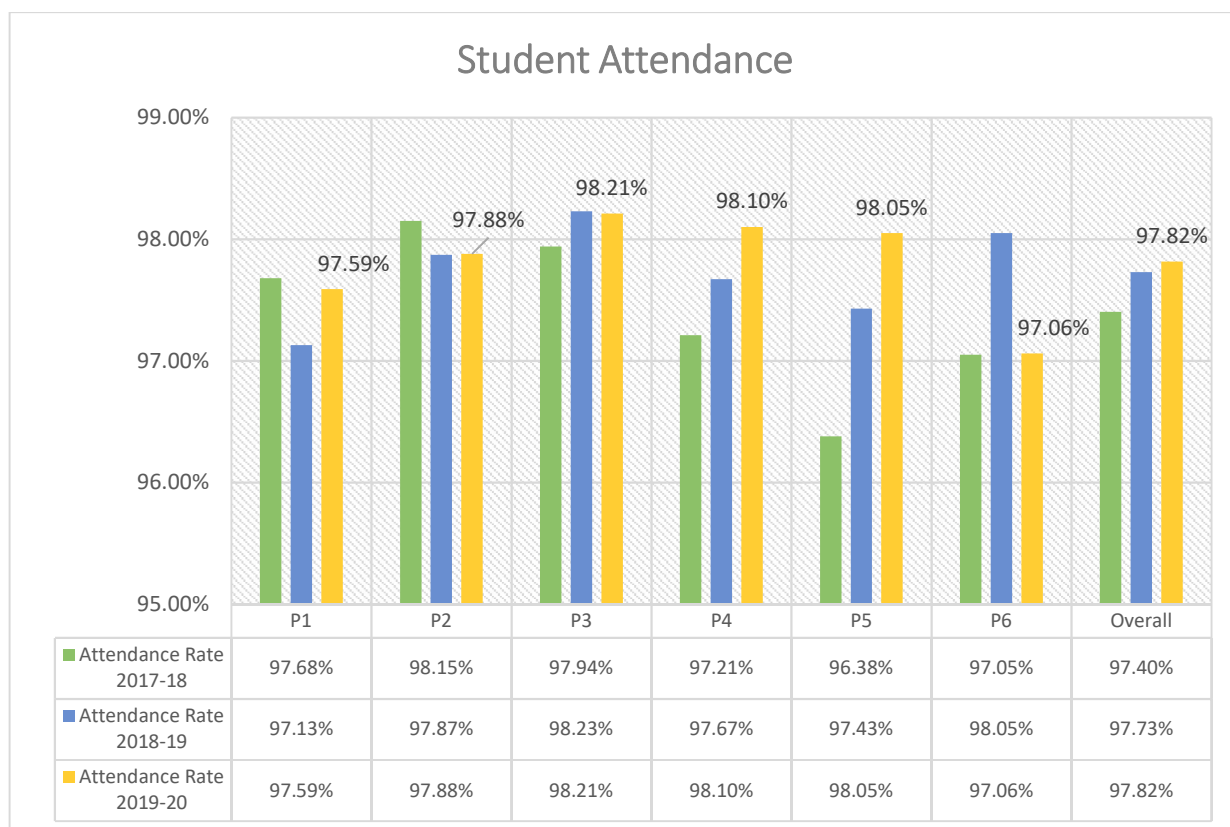
To Our Teachers

Our teachers are visionary, caring, professional and innovative.

- They care for children and love their work.
- They are sincere, can communicate effectively and enjoy working together.
- They are fully qualified, coming from different cultures and backgrounds and share the vision with the School.
- The School will foster an atmosphere of respect, trust and mutual understanding through open two-way communication, positive encouragement and the involvement of the staff in formulating the School's policies.
- Our School will provide opportunities for learning, professional and career development.
- There are objective performance assessments and decisions with clearly articulated performance goals and expectations.
- There is recognition and rewards for excellence as individuals and as a team.

1.6 Our Students

Students Attendance



Students' Withdrawal

Reason	2017-18 SY	2018-19 SY	2019-20 SY
Study in another school	7	1	10
Emigration	2	3	20
Study abroad	0	0	2
Others	0	0	0
Total	9	4	32

Class Organization

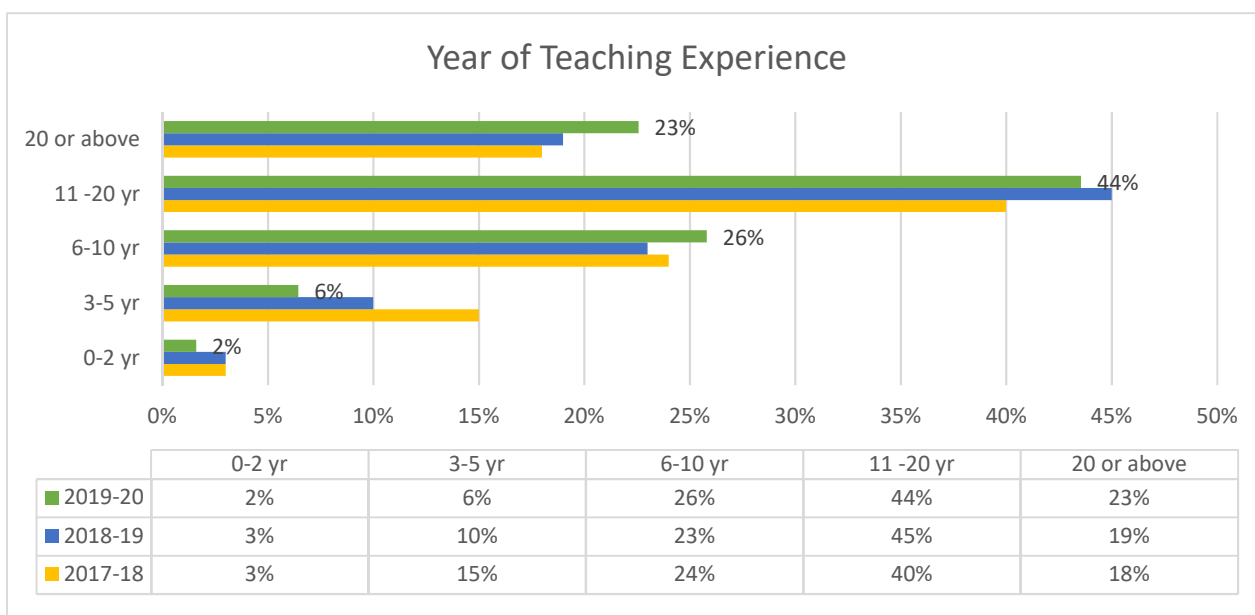
Year Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment (2017-18)	121	121	122	122	118	118	722
Total Enrolment (2018-19)	126	125	123	123	120	116	733
Total Enrolment (2019-20)	127	128	128	123	121	119	746

1.7 Our Teachers

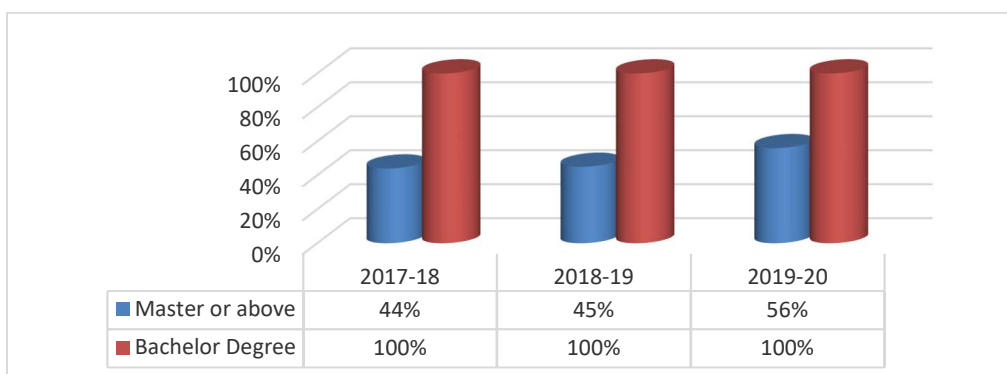
Manpower - Full Team

Category	2017-18	2018-19	2019-20
Full-time Teachers	62	62	62
Teaching Assistants	6	6	6
Administrative Staff	14	14	14
Teacher Librarian	1	1	1
Part-time Teachers	7	6	6
Module Teacher/External Tutor	14	14	14
Service Providers			
➤ ELA Service Providers	14 (28 activities)	14 (28 activities)	14 (30 activities)
➤ Social Worker	1	1	1
➤ Educational Psychologist	1	1	1
➤ Speech Therapist	1	1	1

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



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



2. Achievements and Reflection on Major Concerns

2.1 Major Concern 1: Implement a whole-school approach to foster wellbeing through Positive Education

2.1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.

2.1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education.

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

2.1.4 To engage parents and community to promote Positive Education.

2.1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.

2.1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education.

Achievements, Reflections and Suggestions for Future Planning

Achievements

Promotion of well-being and teamwork amongst all staff was the focus for the professional development events organised in 2019-2020. The school year commenced with the successful delivery of a 2-hour workshop on 28 August, 2019 introducing mindfulness activities including the creation of Zentangles and a debrief on how to incorporate these activities into everyday life. The impact of this workshop was seen as different class teachers introduced Zentangle to their students as part of their class-building activities. During the School Suspension, a series of videos was also made by a teacher on how to use Zentangle as a mindfulness activity and uploaded on the school website. A new ELA has been also been created for 2020-2021 as a result of the impact of the workshop.

Shortly after, a day camp involving all teaching staff took place on 4 November, 2019. 69 teachers went to the scenic HKFYG camp in Sai Kung for a day-out. Teambuilding activities, individual challenges and debriefs allowed teachers to apply their character strengths such as teamwork, perseverance and to exercise their growth mindset in learning something new. Feedback from the teachers was extremely positive - 97% of the respondents thought the team building activities provided them with an opportunity to be positively engaged in group tasks while 90.9% of the respondents thought the individual challenge provided them with an opportunity to be engaged. Comments from teachers were also very positive such as, "There were lots of ideas which were practically implemented which could be used with students. It was a really good example of how doing something is more inspiring than listening to someone talk about doing it. Good to remember for the classroom as well as PD" and "感謝選此活動的同事。此類活動的確很適合作為正向教育的培訓，因為正向教育不能停在理論面，必須身體力行。要身教，必先讓老師也體驗到正面的心理健康".

Professional development of teachers continued, despite the pandemic, during the month of

2.1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.**2.1.2 To enhance teachers' capacity in fostering wellbeing through Positive Education.****Achievements, Reflections and Suggestions for Future Planning**

February. Two teachers were able to attend a 4-day course on Responsive Classroom in Singapore on 10-13 February, 2020. Upon their return, these teachers joined our school-based reading club on the above topic comprising of the teachers who have previously participated in similar courses.

Well-being continued to be our major concern during the time of the pandemic and school suspension. To provide support to all the teaching staff during the uncertainty and stress of having to adapt to a new teaching mode and their fear regarding the new virus, packages of gifts, including masks, hand sanitizer, energizing food item and tea bags were delivered to all teachers. Positive emotion and appreciation were generated from teachers.

Though the school has been suspended for several months, class teachers and the PSDG Committee contributed to the continuous support of all students' families, ranging from Zoom meetings with families under stress, supporting students who had to return to school with their learning and providing families with i-pads. In addition, special approval of school fee remission was given to parents with urgent financial difficulties. Positive feedback regarding our teachers' initiatives was received from parents.

Reflections and Suggestions for Future Planning

Team bonding and the feeling of being cared for became the essential component of Positive Education during the times of sudden changes in school life and the stress brought about from the pandemic. Since over 90% of teachers have taken the journey of promoting Positive Education in the past years, the staff team shared common beliefs and were ready to exercise different strategies for the well-being of teammates as well as students. The above was precious experiences on how to implement a whole-school approach to fostering wellbeing through Positive Education.

To support new staff members who have missed Positive Education training in 2019-2020, plans have been made to provide two workshops for new and experienced teachers in the new school year- a face to face workshop will be conducted in delivering the "Using Positive Language" whereas all new teachers and administrative staff will be invited to attend a 2-hour workshop on "Discovering Positive Education" in October 2020. Besides, a half day experiential learning will be held on 13 Oct 2020 to further promote well-being practices. Staff members will participate in activities such as Yogo, Zentagle, board games and cooking.

Parents workshop pre-empted in 2019-20 will be organised in the new school year. Taking into consideration of the pandemic, workshops can be delivered via Zoom or face-to-face.

2.1.3 To incorporate wellbeing practices into existing curriculum and students' school life.**Achievements, Reflections and Suggestions for Future Planning****Achievements****Integrating Positive Education elements into Morning Sharing and Assemblies**

100% of teachers have taken part in strengthening elements of Positive Education in Morning Sharing and Assemblies. Topics for the Morning Sharing focused on Character Strengths such as forgiveness, creativity and integrity.

Morning Sharing continued during the school suspension. Teachers prepared Morning Sharing materials and uploaded them regularly onto school intranet during that period. Both class teachers and parents could access and use the resources for class meetings and for home discussions. Positive messages and encouragement were especially important to support parents and students during the long stay-at-home life.

Fortunately, the P.6 students had four sessions of face-to-face seminar cum workshops on Sex Education after school resumed whereas the series of activities, talks and workshops which should have taken place in the Sex Education Week to enhance P.1-5 students' sense of "Loving Myself" & "Respecting Others" and to increase their awareness to protect themselves were cancelled.

Development of the Personal and Social Education (PSE) curriculum

With the aim of strengthening and aligning PosEd and Self-regulation elements in our current PSE curriculum, revision of current materials and teacher training have been happening continuously in the last three years.

Support for all teachers in the delivery of the new school-based PSE curriculum formed the other major focus of our school plan. At the beginning of the school year, a workshop was organised for all class teachers on 11 September 2019 to introduce the new PSE framework as well as some of the materials. With a programme rich in experiential learning, additional support for teachers was added so that class teachers could see how the lessons should be delivered. Two co-taught lessons were organised for P.3 and P.5 so that the Class Teachers and our consultant from City University worked together to deliver the PSE lesson. The collaborative delivery of the materials enabled the class teachers to understand the concept behind the new design, to empower the teachers to deliver the lesson effectively using the lesson plans, and to encourage peer observation so as to promote consistency in the delivery of the PSE lessons.

2.1.3 To incorporate wellbeing practices into existing curriculum and students' school life.**Achievements, Reflections and Suggestions for Future Planning****Achievements****Application of Positive Education elements into Class-Building Prior School Suspension**

The sustainability of teacher training in PosEd was especially pertinent and relevant to maintaining our positive school culture. 2019-20 sy started positively with the Orientation Fortnight. With the aim of establishing Positive Relationships and Engagement, various school-wide and class-building activities took place. Through class meetings and discussions, class teachers and students were able to establish their class identity and routines. The encouragement of Positive Engagement in preparation for the class presentation and decorating their own classrooms, students were able to exercise their character strengths such as teamwork, creativity, caring for others and boost their sense of belongingness towards the class and the School.

To provide all students with an opportunity to apply their growth mindset and character strengths, a whole-school cross-year level activity took place on 1 November 2019. All students participated in the activities with their assigned year levels during the PSE lesson. More senior students exercised their kindness and love by teaching their younger counterparts a new skill or how to adapt to a new school. Students gave positive feedback which reflected that they enjoyed the cross-year level activities (P2:86%; P3:92%; P5:73%; P6:83%) and the bonding with other year level peers.

Application of Positive Education elements into Class-Building During School Suspension

As mentioned, well-being practices continued during the school suspension through online class meetings. Activities such as “Lunch Together” and “What Went Well” sharing continued through electronic platform such as Edmodo or Class Dojo and real time sharing by Zoom. Class teachers came up with ingenious means to support and maintain the cohesion of their class spirit and strengthen the students' sense of belongingness. More good practice examples are summarized into a report called: COVID-19 停課期間的班級經營如何促進學生的正向關係及正向情緒. With reference to the result of Students' Survey, students were satisfy with the relationship with parents(95%), teachers(95%) and peers (93%)

Support of Students During School Suspension

Continuous support was vital to SEN students, especially during the school suspension period. Unceasing school-based speech therapy service had been given to students with speech, language & communication needs via Zoom. After-school programme for small groups such as for ASD, ADHA, SpLD and the enhancement program for gifted and talented students were continued via Zoom to varying degree of success.

Similarly, support was provided by the SEN committee members for students who were on Individualized Education Programme (IEP). Teachers and the social worker met with these 3 cases either face-to-face or via Zoom on a weekly basis.

Moreover, members of the Learning Support and Guidance Committee supported 12 non-SEN students who were either in the retention list or were promoted based on certain conditions. The support to this group of students included weekly follow-up calls or Zoom meetings on students' learning and emotional needs to ensure the well-being of these students under home stay learning.

After three months of school suspension, most of the SEN students returned to school routines and learning smoothly when school resumed in late May. Teachers of the SEN Committee and the social worker kept close contact with students and parents to ensure that students with special needs were catered for.

Reflections and Suggestion for Future Planning

In light that the pandemic may continue in the new school year, cross-year level activities of this magnitude would be conducted separately on different days as this will allow more flexibility in the use of space. Full details are included in 「愛心小天使延展計劃」推行正向教育的研究報告

Tasks for the next school year include continuous collection of feedback regarding the new PSE curriculum and to support the completion of currently incomplete unit materials. Collaborative PSE lesson delivery will continue in the next year. In addition, the current PSE materials for P.1, P.2 and P.4 had been developed by our own teachers using Positive Education as the underlying approach. As such, more work will be done to reinforce the vertical alignment of the PSE Curriculum within all six levels.

The various means and strategies of face-to-face and on-line class building have become vital and precious experiences for teachers in the New Normal situation. Teachers are more sensitive and quicker to respond to students' individual and social needs. When the school continued to be under suspension in September in the new school year 2020-21, our School conducted Zoom Orientation with P.1 students and new students in P.2-P.5. Positive feedback was received from new parents. The live broadcast of our School Opening Ceremony on 1 September 2020, not only maintained the normalcy of our school life "normal" but also established a sense of belongingness. In addition, it also demonstrated a good example of our Positive Engagement and "creativity" in solving problems to all stakeholders.

2.1.4 To engage parents and community to promote Positive Education.**Achievements, Reflections and Suggestions for Future Planning****Engagement of Parents In Positive Education**

The school continued to maintain a strong bond with the parents through various modes.

Regular meeting and workshops were organised for parents new to the school. These included the Orientation Day on 24 August 2019 whereby parents were introduced to the concept of Positive Discipline as well as how to support their children to adapt to a new school environment. This was followed shortly by the recurring series of mini workshops on 25 October, delivered by the Chinese and English departments to reinforce collaboration between parents and teachers in the support of P1 students. The feedback was overwhelmingly positive feedback from parents with 100% parents agreeing that they gained a better understanding of the school-based curriculum and could apply strategies learnt to support their children.

The PTA AGM on 1 November was well-supported by both teachers and parents with nearly full attendance to a workshop focusing on how to build resilience in children. Parents have expressed their wish to receive more support on parent education.

Well-being of parents was a major part of the work of our School. Materials on supporting parents ranging from videos prepared by City University on PosEd, mindfulness activities, websites useful to parents in handling their own and their children's mood swings to practical ideas on how to set up timetables and routines were uploaded on school intranet 「正向健康小錦囊」 to enhance self-regulated learning.

Written communication through letters, circulars and Zoom meeting during the school suspension hosted by the Principal ensured that parents were kept abreast of school affairs and to provide parents with a direct line of communication and support. 80% of parents were satisfied with the communication of school during school suspension.

Parents' Reading Club was initiated by parents and strongly supported by teachers, Vice-Principal and the Principal. Three sessions took place before the suspension with the regular participation of 16-20 parents. The PTA room was revamped to provide a better environment and space for parents to engage in school-home cooperation.

Reflections and Suggestions for Future Planning

Parent education already planned for 2019-20 included a seminar for all P1 parents and those new to Positive Education. In addition, a series of workshops was planned to provide in-depth training to parents who had previous exposure to Positive Education. Parents who had attended this series would become the trainer for the next cohort of parents so that parents learnt the theoretical basis of Positive Education together with how to apply the theory in real-life. Although the above plans were affected by the pandemic, these ideas will be implemented in the next school year with various platforms.

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

- 2.2.1 To equip teachers with professional knowledge and skills for embedding self-regulated learning(SRL)in daily L&T
- 2.2.2 To strengthen students’ learning motivation and engage them in diversified learning opportunities.
- 2.2.3 To enhance students’ cognitive development by formulation of structured frameworks for generic skills.
- 2.2.4 To review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning.

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

Achievement

To organize teacher professional development activities to empower teachers to learn and trial elements of SRL in daily L&T, an in-house professional development workshop was organized to enhance teachers’ understanding of the SMARTER Model for goal-setting in late August 2019. Student’ goal-setting form was revised and refined accordingly to support development of SRL.

Teacher team has adopted SMART model as a guiding principle of teaching students goal-setting for many years. To facilitate teachers to understand the idea of SMARTER Model for supporting development of SRL and goal-setting, a pilot program was launched in Primary 6, three groups of students were led by mentor-teachers to set, attain and evaluate their goals throughout the process. The pilot program provided teachers with useful and authentic experience to polish the designed tools for promoting SRL. Evaluation of the pilot program was conducted at the end of school year, and the refined goal-setting form and strategies would be used in the new school year.

Reflection and future development

School suspension during Feb-Jun had affected implementation of the proposed school plan, yet it enabled teacher team to reveal the importance of development of SRL in subject L&T. The “Video-exercise-quiz-tutorial” approach was adopted for designing online learning experience during school suspension - students watched teacher-made videos before attending online tutorial lessons; teacher feedback student assessment results, clarified misconception and handled differentiated/more challenging outcomes during the real-time tutorials. A series of professional dialogue had taken place in different teacher meetings, role of real-time lessons transformed gradually from tutorials of some subjects to lesson teaching of most subjects and lastly to a mixed mode for catering both needs. All of these are valuable development opportunities for teachers to lead a paradigm shift in their education career.

To strike a balance between learning needs and student health, length of each online lessons was agreed to be 30 minutes which was challenging for some teachers in regards of lesson design. This circumstance brought teachers the need to set clear learning objectives and design the follow-up real-time learning activities precisely. As a result, the idea of flipped classroom was generally adopted and practiced repeatedly in our virtual classrooms. Also, a lesson planner has been developed to support teachers' need for designing concise lesson with precise objective. The 5-month suspension was not only a long period of distant learning for students, meanwhile it is an intensive teaching practicum for our teachers to adopting different new pedagogies and e-Learning strategies in a whole-school approach.

During school suspension, online distant learning has been regarded as the alternative measure to sustain student learning, which provided our teacher team a valuable chance to upgrade our IT literacy and e-Learning strategies. Three teacher professional development workshops and two PS-College sharing sessions were organized between February and June, in order to equip teacher team with the knowledge and skills of flipped-classroom practices, real-time lesson management, e-Assessment design and multimedia learning resources production. Instead of seeing the suspension as a threat, our School regarded this special period as an opportunity of teacher development for receiving the new age of blended learning.

With the experience earned during school suspension, teacher team realized once again the importance of independent learning – development of learning motivation, cognitive skills for knowledge building and metacognitive skills for self-understanding are all crucial for our next generation. To nurture our students to be self-regulated learners, integration of SRL elements in subject L&T is important. In light of effective implementation and evaluation of this integration, collaboration with external professional bodies like University-partnership Schemes would be one of the directions that our School could consider in the future.

Peer observation was interrupted due to school suspension in this school year. In fact, many good practices of e-learning were shared in subject and staff meetings during school suspension. Besides ,on-line lesson observations and discussion with HKUGA College vice-principals and teachers were conducted in April and August 2020. All teachers learnt from the experiences of College. We understand blended learning will be a “new normal” at which normal schooling and school suspension would take place alternatively or simultaneously in different year levels. To build a repertoire of good practices and establish professional standards, peer observation could be conducted as planned in the future, whatever the mode of L&T it is, so as to provide teacher team the opportunity to learn from each other the ways to accommodate the changes ahead.

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

Achievement

Two parent workshops on Chinese and English reading strategies, phonics and vocabulary were organized in Term 1 for P.1 parents at the beginning of the school year. The parent workshops were well-received and parents shared that they had learnt much which helped them to support their children's language learning. Due to school suspension, the parent workshops on reading could not be organized for KS2. It should be held in the coming school year.

At the beginning of school suspension, real-time lessons covered academic subjects. To maintain a broad curriculum and keep students' learning interest, real-time lessons gradually extended to all other KLA subjects. To support students preparing for learning and handling learning difficulties during school suspension, apart from provision of real-time lessons, more than 800 videos and 900 pieces of learning resources were made. Besides, teachers tried to adopt different interactive e-learning tools to enrich online distant learning, while some teachers keep doing mindfulness activities in their classes.

Student and parent survey were conducted when school had resumed in June, 72% of students found teacher-made videos as the most important resource for online distant learning. On the other hand, videos were frequently used by students for pre-learning (87%), self-solving learning problems (67%) and revision before e-Quiz (42%). Besides, 82% of parents were satisfied with the school administration and L&T arrangement during school suspension. 65% of parents found their children were able to learn independently during school suspension.

On top of learning subject knowledge, a range of reading promotion activities were organized to maintain students' reading habit and interests, such as "Character-dress up" and "One-minute book challenge". A cross-disciplinary learning project "童行抗疫迎未來" was designed and implemented in the Easter Holiday, in order to provide students an opportunity to learn, reflect, feel gratitude and to act as a global citizen during the epidemic. The project includes learning tasks from different subjects, such as research, writing, art-design and taking actions, which will be a very good learning experience for students to learn and consolidate during this special period of time.

Reflection and future development

The school resumption in June provided teacher team valuable experience for organizing half-day physical school and planning blended support to students for future school suspension. Music Development Program, subject remedial classes and SEN training groups were also organized on Zoom after school, in order to provide students broader learning experience and cater for individual needs of students.

Mon	Tue	Wed	Thu	Fri
Music Development Program	---	交友兵團小組(SEN)	寫作尋寶記小組(SEN)	好友伴小組(SEN)
	P.5-P.6 Math Remedial	CHI Remedial	ENG Remedial	P.3-P.4 Math & P.6 GS Remedial

2.2.3 To enhance students' cognitive development by formulation of structured frameworks for generic skills development

Reflection and future development

It was originally proposed in School Annual Plan that school curriculum leaders would collaborate in Term 3 to formulate framework of a cross-disciplinary generic skill for supporting future subject L&T. However, to prioritize taking care of student learning when school resumed in June, we had altered our plan to focus on curriculum management and catering for the needs of learners' diversity.

To provide students & teachers timely feedback, formative assessment tasks had been conducted regularly since the start of school suspension, student performance in e-Quiz and participation in real-time lessons were recorded on our clouded platform for ongoing evaluation. Subject teachers and class teachers kept follow-up with students who needed support.

Subject meetings and CDC meetings held regularly to evaluate L&T effectiveness continuously. Subject L&T progress of each year-level had been collected and reported to CDC before school resumed in June. P.1-P.6 Subject learning objectives which should to be consolidated or taught after school resumption were documented and planned, so as to fully utilize the half-day school and provide remedial measures to students effectively.

Subject evaluation, teacher survey, student survey and parent survey were conducted after school resumed in June. Every teacher completed a reflective journal to reflect their teaching practices and make suggestion to their subject panels for advancing online distant learning in the future. Teachers generally treasured T-S and S-S interactions in real-time tutorials, however the need for covering the curriculum content would be a concern. Majority of students felt satisfied with relationship with parents (95%), teachers (95%) and classmates (93%). 56% of parents suggested to provide real-time lesson for students according to the school lesson timetable for future suspension. Some parents showed their concern for the use of multiple e-Platforms during school suspension. SAT and CDC discussed the issues and agreed that we need to establish a unified e-Platform the future.

e-Learning Development Committee (EDC) suggested to adopt M365 Teams as our school-based e-Learning platform, to meet our diversified L&T needs for blended learning. Whole-school and subject-based workshops were organized during the Summer Holidays to support teacher team to use the new platform to support subject L&T, class building and teacher-student communication. Besides, e-Resources like videos and guidelines have been well developed for students and parents to know about the new platform before the new school year starts.

2.2.4 To review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning

Reflection and future development

To review current practice and tools for supporting metacognitive development to facilitate establishment of self-regulated learning environment, goal-setting tool for student was revised to support development of self-regulated learning in our school. As mentioned in previous section, a pilot program was launched in Primary 6, three groups of students were led by mentor-teachers to set, attain and evaluate their goals throughout the process. The refined goal-setting tool helps students to break down a goal into smaller goals(milestones), evaluate steps, progress and reflection for next steps. A sharing session was held by the mentor-teachers in August to share experience of the pilot program and the proposed plan of using it in the new school year.

Besides, Subject Unit Letters were revised in the following subjects and year-levels to display students' concrete learning targets and expected learning outcomes. In this school year:

- CHINESE: Unit letters in KS1 were even more precise as to the language requirements in each unit and were aligned with the assessments as well.
- ENGLISH: Learning outcomes were included in the unit booklets, rather than unit letters. All booklets have comprehensive learning outcomes at the beginning of each unit covering the skills in different areas as well as incorporating elements of Positive Education such as "What Went Well" and "Even Better If".
- GENERAL STUDIES: Unit booklets have been developed for all P.1-P.5 learning units. Learning objectives and outcomes were included in the booklets. Self-evaluation and parent-evaluation tools are designed in each unit, to support students and parents to understand and evaluate learning progress continuously.

3. Professional Development and Sharing

3.1 Sharing with Visitors / other professionals

Date of Visit	Education Units	No. of visitors
19 October 2019	Experiences sharing on Promote Life Education in Primary schools –by The Education University of Hong Kong - Mr Samuel Wong=	---
22 October 2019	Instructor and Student teachers of BED in Early Childhood Education Program of The Education University of Hong Kong	22
5 November 2019	Instructor and Student teachers of Higher Diploma Course in Early Childhood Education Program of The Education University of Hong Kong	28
4 December 2019	New IMC members of HKUGA PS and College	18
5 December 2019	Experiences sharing on the Workshop on Promotion of Reading in Physical Education Key Learning Area (Primary (EDB) – Mr Eric Ng and Mr Michael Hung	--
8 January 2020	Professor Iwata and students from Tokyo Gakugei University, Japan	12
16 January 2020	Structured Supported Programms (PS) (CUHK) for Newly Appointed Principals	12

3.2 Mentoring Program

- University and School Partnership Program (Faculty of Education, The University of Hong Kong) – Ms Mavis Chan and Mr Samuel Wong

4. Student Performance (2019-20)

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 71th Speech Festival	Solo Verse Speaking- Primary 3 – Girls	1st Place
		Solo Verse Speaking-Primary 1 and 2 – Girls	2nd Place
		Solo Verse Speaking- Primary 3 – Girls 2 nd place	2nd Place
		Solo Verse Speaking- Age 8 - Boys and Girls 2 ⁿ place	2nd Place
	香港青少年表演藝術交流發展協會	第七屆香港國際青少年表演藝術節 2019 朗誦及故事演講大賽	英文詩詞獨誦組 (女子 P6 組) - Champion
	第七屆香港國際青少年表演藝術節 2019 朗誦及故事演講大賽	英文詩詞獨誦組 (女子 P6 組)	Champion
	香港國際文藝交流協會 全方位比賽平台	第三十六屆散文寫作大賽	少年組-西班牙文 -冠軍
中文	香港學校音樂及朗誦協會 第七十一屆香港學校朗誦節	詩詞獨誦 粵語 小學一年級 男子組	亞軍
		詩詞獨誦 普通話 小學五、六年級 男子組	亞軍
		詩詞獨誦 普通話 小學一、二年級 女子組	亞軍
		詩詞獨誦 普通話 小學一、二年級 女子組	亞軍
		詩詞獨誦 普通話 小學三、四年級 女子組	季軍
		詩詞獨誦 普通話 小學一、二年級 女子組	季軍
		散文獨誦 普通話 小學三、四年級 女子組	季軍
		散文獨誦 普通話 小學一、二年級 女子組	季軍
		詩詞獨誦 粵語 小學一年級 男子組	季軍
	博藝盃賽事籌委會	第十四屆博藝盃全港朗誦比賽-初小組 獨誦 普通話 古詩	金獎
	第 37 屆 GAPS K 普通話朗誦比賽	P1-P2/小學組：自選誦材	卓越
		P3/P4 小學組：詩詞獨誦	卓越
數學	「華夏盃」全國數學奧林匹克邀請賽 2020 -香港賽區初賽	小學一年級一等獎	一等獎
		小學二年級一等獎	一等獎
		小學四年級一等獎	一等獎
		小學五年級一等獎	一等獎
	IMC 國際數學競賽聯盟	2019 年度第十五屆 "IMC 國際數學競賽" (新加坡)	Primary School Grade Five – Bronze
	Thailand International Mathematical Olympiad	TIMO Heat Round 2019-2020	Primary 2-Gold Award

範疇	舉辦機構及活動	項目/組別	獲獎
常識	康樂及文化事務署 和香港觀鳥會	香港公園綠色大搜索 小葵花鳳頭鸚鵡	季軍
	嶺南衡怡紀念中學	第15屆衡怡盃 全港小學學術常識問答比賽	銀獎
音樂	Hong Kong Virtuosos Music Association	The 10th Hong Kong Virtuosos Music Competition	Solo Brass Children's Class - First Runner-up
	香港資優(天才)教育培訓總會	Inter-school International Performance Challenge	(F1)1級組長笛考試曲目組 - Championship
	Only Music HK	Asia Musicians Competition Piano-Exam and Competition Pieces Grade 2	Gold Award
	Tom Lee Music Academy	Hong Kong Online Music Festival 2020 Graded Piano Solo Grade 6 Piece: Song on a Gondola	Champion
視藝	香港美術教育協會	創意學生獎勵計劃	金章
	兒童藝術發展協會	第17屆海洋大探險兒童繪畫比賽	小學 P4-P6 組 金星獎
	IYACC International Youth Arts & Cultural Centre	12Th International Open Visual Arts Competition	Age Division: II Theme: Own Choice:似水流年 - Champion
	Sing Tao Magazine Group	第六屆全港兒童繪畫比賽	西洋畫 (第七組) -特等獎
舞蹈	藝文發展基金會 香港一帶一路文化中心 中央民族大學-本原印象舞劇工作室	中華藝文杯—國際舞蹈大賽 2019	單項兒童組 最佳演繹獎 單項兒童組 金獎
	Hong Kong International Youth Dance	Group Dance	Silver Award
體育 (足球)	黃大仙區康樂體育會	第七屆黃大仙盃五人足球賽 U7	冠軍
	香港青年協會	第七屆青協盃五人足球賽 U8	冠軍
	香港青年協會	港青京士柏五人足球賽 2019 U9	冠軍
體育 (田徑)	2019-2020 年度港島東區小學校際田徑比賽	男子甲組擲壘球	殿軍
		女子乙組 60 米	季軍
體育 (游泳)	香港學界體育聯會 2019 - 2020 年度港島東區小學校際游泳比賽	男子丙組 50 米自由泳	冠軍
		男子甲組 50 米蛙泳	亞軍
		男子甲組 50 米自由泳	季軍
		女子丙組 50 米自由泳	季軍
		女子乙組 50 米自由泳	冠軍
		女子乙組 100 米自由泳	亞軍
		女子乙組 50 米蛙泳	亞軍
		女子乙組 4x50 米自由泳接力	季軍
		女子乙組團體	季軍
	康樂及文化事務署及荃灣區體育康樂聯會 荃灣區分齡游泳比賽 2019	男子青少年J組 50 米自由泳	冠軍
		男子青少年J組 50 米背泳	冠軍

範疇	舉辦機構及活動	項目/組別	獲獎
體育 (跳繩)	狂熱跳繩工作室	小學校際聖誕跳繩表演賽 2019	亞軍
體育 (乒乓球)	香港學界體育聯會 港島東區小學分會 2019 - 2020 年 度小學校際乒乓球比賽	男子乙組團體	冠軍
		女子甲組團體	亞軍
	康樂及文化事務署東區康樂事務 辦事處 東區分齡乒乓球比賽 2019-2020	男子青少年組 (9 歲或以下)單打	冠軍
	康樂及文化事務署東區康樂事務 辦事處 大埔區分齡乒乓球比賽 2019- 2020	青少年組-9 歲	冠軍
	西貢體育協會 西貢區青少年分齡乒乓球單打賽 2019/2020	男子少年 C 組	冠軍
體育 (網球)	香港網球總會 二零一九年度香港網球總會紅球 比賽(賽站四)	男子七歲或以下單打	冠軍
體育 (滾軸溜 冰)	International Championship Series 2019 ISI Skate Hong Kong- Cityplaza Ice	96A - Solo Comp. FS3	1st Place
		107A: Jump & Spin Bronze	1st Place
		142 :Speed Racing	1st Place
	香港滾軸運動總會 2019/2020 香港速度滾軸溜冰公 開賽	女子第六組(11 歲及以下)1500 米	第三名 2nd Runner-up
		女子第九組(11 歲及以下)接力 3X250 米	第一名 Champion
體育 (高爾 夫球)	Australian Gold Academy	2019 AGA Junior Summer Golf Tournament Results- Group B	Champion
體育 (跆拳道)	國際跆拳道香港總會 第 13 屆國際會跆拳道香港總會兒 童青少年邀請賽	搏擊組/男子色帶乙組	冠軍
	香港跆拳道會國際邀請賽 2019	Kyorugi	Champion
體育 (劍擊)	九龍城區體育會/劍擊運動學院 少年及兒童劍擊錦標賽 2019	2008 Boy's Sabre	Champion
		2007-2008 Girl's Epee	1st Runner Up
	香港劍擊總會 隊際外展劍擊(花劍)比賽	男子初級組	亞軍
	Hong Kong Fencing School Tomorrow's Star Fencing	Beginner's Foil Under 7	2nd Runner Up
	Academy of Fencing (Hong Kong) 2nd Quarter 2020 Fencing Competition	U12 Girl Beginner's Epee	Champion
體育 (單車)	中國香港單車總會有限公司 2019-2020 全港兒童單車大賽- 第三回合(繞圈賽)	男子 7 歲	第三名

5. Financial Summary**2018/19 School Year Income Statement end as 31 August 2019 (School Operation)**

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	65.46%	N.A.
School Fees	N.A.	30.81%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	3.73%
Total	65.46%	34.54%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	78.06%	
Operational Expenses (including those for Learning and Teaching)	16.76%	
Fee Remission / Scholarship[1]	3.08%	
Repairs and Maintenance	0.67%	
Depreciation	1.43%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year[#]	0.7 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	2.84 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).

2019/20 School Year Income Statement end as 31 August 2020 (School Operation)
(Pre-audited)

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.12%	N.A.
School Fees	N.A.	30.39%
Donations, if any	N.A.	
Other Income, if any	N.A.	3.49%
Total	66.12%	33.88%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	79.20%	
Operational Expenses (including those for Learning and Teaching)	15.32%	
Fee Remission / Scholarship[1]	3.03%	
Repairs and Maintenance	1.19%	
Depreciation	1.26%	
Miscellaneous		
Total	100%	
Surplus/Deficit for the School Year #	0.86 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	3.53 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: \$21,750,155.16

6.2 Positive Education Donation

Total amount of donation received: \$500,000

6.3 Repair Fund for Pavilion (英亭)

Total amount of donation received: \$70,000

6.4 Other Non-monetary Items Donation

- ✧ 40 second-handed office chairs
- ✧ COVID-19 anti-pandemic supplies, including 13,952 masks, 955 alcohol hand sanitizer, and 1 sensor soap dispenser, etc

7. Feedback on Future Planning

2019-2020 is the first year of the 3 years' development plan (2019-2022) and it is a year full of challenges due to social issues and the pandemic.

Due to the COVID 19 pandemic, the school was suspended from early February to late May 2020 and then from mid-July to late September 2020. During the school suspension, teachers and all staff collaborated closely to implement Self-regulated learning as well as Positive Education - Positive Engagement, Positive Accomplishment and Positive Relationship among stakeholders. Various on-line learning modes were adopted to support students' learning. About 850 video clips with exercises for all subjects were produced and uploaded on the school intranet. Zoom lessons (whole class as well as tutorial groups) and multi-mode assessments were carried out that effectiveness learning continued. Reading activities were designed to support subject as well as project learning. The integrated project, such as the Easter holiday assignment (2019/20全方位學習歷程 「童行抗逆迎未來」) enhanced students self-regulated learning, creativity and gratitude towards people around us. Class teachers conducted on-line class meetings regularly and built close bonds with students and parents. The support for SEN students continued via phone calls and Zoom lessons. Weekly circulars/ letters were sent to parents to maintain close and regular communication. In addition, special approval of school fee remission was given to parents with urgent financial difficulties. Besides, regular sharing with IMC members via Zoom were conducted to enhance communication. Surveys for teachers, parents and students took place in June 2020 with positive feedbacks received regarding school work during school suspension.

Each success and challenge is valuable and essential to our school management team, teachers and students. The experiences in blended learning formed solid evidence for planning in 2020-21 under the New Normal situation. We will follow up with the issues raised and continue to implement the new issues of development for the benefits of students as well as quality education.

The major concerns of our school in 2020-2021 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