

# HKUGA PRIMARY SCHOOL ANNUAL REPORT 2009-2010





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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 organisation. 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 eighth year, it has 24 classes from P1 to P6. There are a total of 726 students and 65 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.

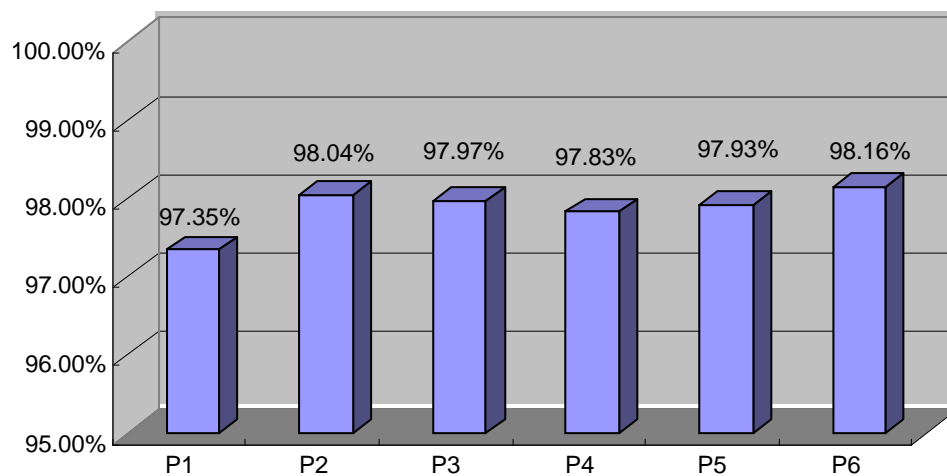
##### **To Our Teachers**

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	Number
Study in another school	5
Emigration	1
Study aboard	0
Others	0
<b>Total</b>	<b>6</b>

### Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	65	64	62	61	67	65	384
Girls	58	50	55	65	57	57	342
<b>Total Enrolment</b>	<b>123</b>	<b>114</b>	<b>117</b>	<b>126</b>	<b>124</b>	<b>122</b>	<b>726</b>

**1.7 Our Teachers**

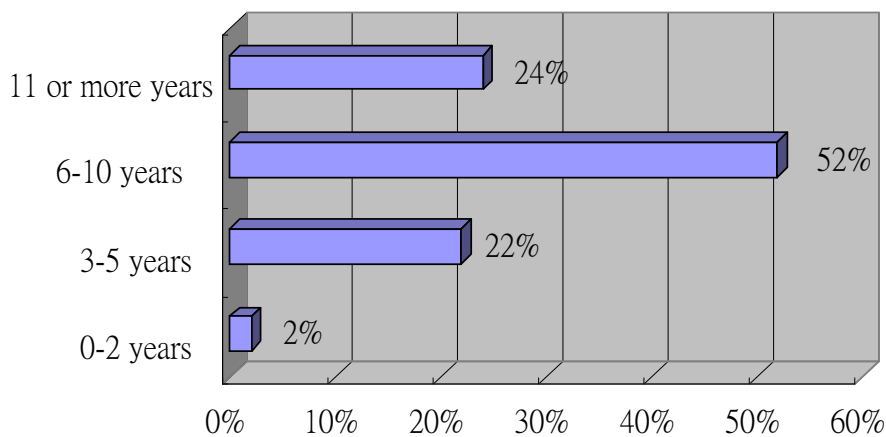
*Manpower - Full Team*

Category	Number
Teaching Staff	65
ELA Instructors	23
Administrative Staff	13
<b>Total</b>	<b>101</b>

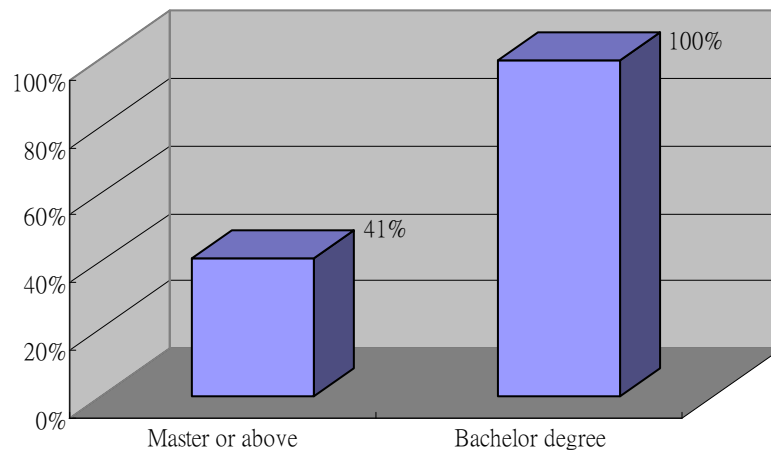
*Manpower - Teaching Staff*

Post	Number
Teachers (Full-time)	54
Teachers (Part-time)	4
Teaching Assistants	6
Librarian	1
<b>Total</b>	<b>65</b>

*Teachers' Experience (except Assistant Teachers/ Teaching Assistants)*



*Teachers' Qualification (except Assistant Teachers/ Teaching Assistants)*



**2. Achievements and Reflection on Major Concerns**

**2.1 Priority 1: To Optimize the Quality of School Curriculum**

- 1.1 Advance the school-based curriculum
- 1.2 Promote interactive and independent learning
- 1.3 Catering for learners' diversity

<b>1.1 Advance the school-based curriculum</b>	
<b>Achievements</b>	
<b>I) The Module Curriculum Frameworks of different Key Learning Areas (KLAs) have been refined.</b>	
<i>Chinese</i>	Through the development of new Putonghua module curriculum in P1, students' listening and speaking ability have been enhanced; diversified reading skills and 繪本教學 have been incorporate into the P1 module curriculum. Besides, the P3-P6 module curriculum has also been revised.
<i>English</i>	Continuous effort has been made on restructuring the KLA curriculum framework. A refined curriculum framework of the five strands (reading, writing, grammar, listening and speaking) and phonics learning (P.1-P2) is formulated; it helps the English teachers understand the year level targets effectively. A trial module framework has been formulated in the P6 curriculum; it has provided the English teachers the experience for identifying the focus and direction for school-based modular curriculum development.
<i>General Studies</i>	The Community Service (CS) module has been refined; it displays a spiral development of knowledge, skills and values. The linkage between the KLA GS curriculum and CS module curriculum has also been enhanced.
<i>Visual Art</i>	The visual art curriculum is revised, it displays the progressive development of a wide range of art skills, knowledge and learning outcomes.

**1.1 Advance the school-based curriculum (cont)****Achievements (cont)****II) The ELA curriculum has been reorganized.**

- Using the MI (Multiple Intelligence) approach, the ELA curriculum has been evaluated and reorganized, so as to maximize its effectiveness for stretching students' diversified potentials.
- As a whole, 74 ELAs were provided this year.
- To cater for learners' diversity, ELAs are categorized into 3 types:
  - ELA (I): cater for learners' needs; 26
  - ELA (II): cater for learners' abilities; 25
  - ELA (III): cater for learners' interests; 23
- According to the annual evaluation result, 46 ELAs were attained the expected targets.

**III) Students' international perspectives were enhanced through incorporating global issues and multi-cultural experience, overseas learning tours and e-Learning platform into the curriculum.**

- As a pilot program, the V-China Program (「視像中國」遠程教室計劃) has been implemented successfully in P5 Chinese. Cultural exchange opportunities were made between students from 佛山大瀝實驗小學 and students from our school. A visitation to Foshan was made in April by our Principal, teachers, students and parents.
- Global issues and international experience were incorporated into the English curriculum. In P1-P3, at least once in a year; in P4-P6, at least twice in a year. Besides, an English learning program has been made with an international school (HKIS) to the P4 students. Inter-school activities have also been held between Po Kok School and our school, it was a valuable opportunity for our students to learn with the minority groups in HK.
- Two-third of the General Studies learning units is incorporated with global issues in P4-P6. Global issues were widely used as the daily learning resources; all of the global issues were taken from the most recent two years. Learning tours to Yunnan and Spain were held in April and May respectively, students learned much about poverty and natural science with these special learning experiences. Knowledge Forum was introduced to P4 GS in Term 1 and Term 2.

**1.1 Advance the school-based curriculum (cont)**

**Achievements (cont)**

- Wu shu (武術) and fencing were introduced in P1 and P6 PE module curriculum respectively. Students were encouraged and arranged to participate in international sports events, for example, the Hong Kong Sevens and a series of education programs of 2009 East Asian Games.
- Curriculum Integration: The EXPO 2010 Shanghai was used as the theme of learning during the Integration Week (P4-P5). Learning tours were organized to students and parents of these two year levels in September 2010.

**IV) A range of bridging programs has been implemented to help students to prepare for their secondary school study.**

- Ancient Chinese literature (古詩、文言文) was incorporated into the P6 Chinese Curriculum, so as to facilitate the students to learn about the characteristics of the ancient Chinese text types. Note-jotting skills were also introduced to enhance P6 students’ listening ability.
- Communication channel was built between English teachers of the HKUGA College and HKUGAPS; both forces met to discuss the first unit in college and summer holiday assignment. Students from HKUGA College were also invited to share their English learning experiences in College with our P6 students.
- Communication channel was also built between the Math teachers of the two through-train schools. Math teachers from both schools have met twice to exchange their teaching experiences.
- To help students to understand the EMI learning environment, bilingual learning materials and English enrichment tasks were provided to P6 students in Term 2 General Studies lessons. MOI of P6 GS has been switched to English in Term 3. Nearly 90% of P6 students found the GS bridging program can help them to understand the EMI learning environment. To provide students with more EMI learning opportunities, a new EMI ELA “Green Warrior” was introduced to P5 and P6 students, 70% of participants felt interesting & challenging to have ELAs conducted in English.

**1.1 Advance the school-based curriculum (cont)****Reflection and Suggestion for Future Planning****I) Module Curriculum Development**

- All subjects implemented curriculum evaluation this year. In the light of curriculum content, our current curriculum is closely aligned with the EDB's central curriculum.
- Overseeing the school-based curriculum, the role of the module curriculum is still not very clear. With reference to the Concentric Ring Model of our school-based curriculum, module curriculum aims at:
  - providing students opportunities for deep learning of any specified content in the KLA curriculum, for example, author studies, poetry studies and cultural studies;
  - offering diversified learning experiences, for example, traditional Chinese music, ceramics and fencing;
  - giving students opportunities to take action and to apply what they have learnt, for example, community service and debate.
- Since the school establishment, our teachers have worked hard to understand and actualize the module curriculum. In the future, consolidation of experience is needed.
- Suggestions for future module curriculum development:
  - Teachers should define and have a clear understanding on the aim(s) and role(s) of module curriculum in their subject;
  - Regarding to the aim(s) of the module, for sustainable curriculum development, subjects should also identify the most suitable implementation mode for their module curriculum, which can be either in form of sequential or concurrent pattern;
  - Each subject should design a time scale for building or restructuring their module curriculum.
- From the 2009-10 subject annual reports, some teachers suggest that more global issues and IT should be integrated into the module curriculum.

**1.1 Advance the school-based curriculum (cont)**

**Reflection and Suggestion for Future Planning (cont)**

**II) Development of the ELA Curriculum**

- Adopting the MI approach, a wide range of ELAs has been successfully provided to students.
- Under the current ELA (I) allocation system, students could make their own choices freely. In other words, they could keep choosing the same ELA or ELAs of the same Intelligence until they graduate.
- However, according to the curriculum objective, ELA (I) aims at catering for learners' need; the current policy which allows free selection of ELA (I) may create difficulties to achieve the incipient curriculum objective.
- Suggestions for future development of the ELA (I) curriculum:
  - Keep adopting the Multiple Intelligence approach to develop the school-based ELA curriculum;
  - Revise the ELA (I) allocation system and make clear policy for ELA selection, so as to guide students to select and participate in ELAs of different Intelligences systematically in their primary school studies. For instance, each year level should focus on ELA (I) of 2 Intelligences; students in the same year-level have to choose one ELA from both intelligences as their ELA (I) in the first and second half of the school year respectively.
  - The current ELA (I) curriculum consists of both free and paid ELA, parents are allowed to make their own choices. However, adopting the new ELA allocation system, diversity of choices in each year-level may be narrowed down. In order to get rid of unnecessary tension, it is suggested to provide as many free ELAs as possible. Minimizing the outsourced ELAs is one of the possible solutions for consideration.
  - Inform the parents about the new ELA policy well and discuss with them in the PTA meeting, school development forum and/or other parent-involved events.

**III) Development of Students' International Perspectives**

- Learning tour is definitely a kind of valuable learning experience; however it needs to input considerable amount of manpower, time and resources for preparation and implementation. It is suggested that,
  - learning tour of the same subject can be organized every other year;
  - learning tour should be closely linked with the school curriculum and act as an extended learning program.

**1.1 Advance the school-based curriculum (cont)****Reflection and Suggestion for Future Planning (cont)****IV) Bridging**

- To further enhance the communication between the two through-train schools, school visits and lesson observation could be organized.
- Some teachers reflect that providing P6 students the opportunities to learn with content of the secondary school curriculum/ switching the MOI to English seem not to be a sustainable way of bridging. They suggest bridging the learning approach and assessment are more helpful for the students and teachers from both schools.
- To know more about the NSS curriculum, we may consider inviting some experienced secondary school teachers or subject specialists to share with us.

<p><b>1.2 Promote interactive and independent learning</b></p>
<p><b>Achievements</b></p>
<p><b>I) Strategies are designed and implemented in major subjects to promote reading to learn.</b></p> <ul style="list-style-type: none"> <li>• The English Extensive Reading Program has been extended and implemented in all year levels. In P3-P6, a reading list is formulated for different year levels, the reading record booklets and reading tasks have also been revised. The result and feedback of the Extensive Reading Program were very positive. 89% teachers said the program had enhanced the reading habits and vocabulary learning of the students. 89% P1 and P2 students thought they had become better readers with all the support. About 80% of P3 to P6 students said they had developed the habit to read English materials regularly outside of classroom.</li> <li>• To facilitate students to learn from reading and extend their learning after lessons, regarding to the focus of the theme-based unit, readers have been introduced into the General Studies curriculum (at least one reader in each year-level). Students were guided to make use of the readers for daily learning, project learning and extended learning. All teachers of the General Studies agree the readers could support daily learning and enhance students' independent learning, and the reader system should be further developed in the future</li> </ul> <p><b>II) e-Learning platform and CSCL tools have been introduced to support students' interactive and independent learning</b></p> <ul style="list-style-type: none"> <li>• With the assistance of the e-Learning platform Planetii, Math teachers have prepared students extended learning materials that are related to learning topics. 100% students have used the e-Learning platform for self-learning and extended learning.</li> <li>• Knowledge Forum (KF) has been introduced to P4 GS curriculum, about 70% of P4 students agree KF can help to enhance learning interaction and independency. P5 Chinese teachers have also introduced KF in some learning units as a pilot scheme.</li> <li>• PE teachers have made use of the e-Class as a self-learning platform. Teachers have uploaded learning resources like videos, articles and games to the e-Class learning center; students were encouraged to prepare learning before the lessons. 98% students have used the PE e-Learning resources for self-learning and extended learning</li> </ul>

## 1.2 Promote interactive and independent learning

### Reflection and Suggestion for Future Planning

#### I) Promotion of Reading to Learn

- To further build up the reading atmosphere and students' reading skills and habit, a school-wide reading policy/ reading scheme that can entertain the needs of the major subjects, should be developed in the future.
- The Chinese and English Departments could have further communication and cooperation on the design and implementation of the current reading schemes.
- It is good to encourage reading to learn in non-language subjects like General Studies. However, the effectiveness is limited for having only one reader in each year-level's curriculum, more attention, manpower and time should be put on looking for more suitable readers. Workshops should also be held to help teachers learn and understand the way to make the best use of the readers.

#### II) Diversity of Assessment Tools

- More efforts have to be put on using multiple modes of assessment for daily learning and teaching. It is found that teacher assessment (by means of worksheet, quiz and test) was often used to assess students' learning performance. This situation should be followed-up and remedied in the new school year.
- Besides, assessment data were not frequently used to feedback daily learning and teaching. From the result of curriculum evaluation, it is suggested that, by making use of the co-planning sessions, teachers in each year level should identify the major formative tasks clearly, input their marks in to the server, and make use of the data to improve L&T as well as planning for the forthcoming units.
- Rubrics were widely used for marking projects and assignments. Teachers are becoming more skillful in designing rubrics. It is suggested to include rubrics in self and peer assessments more often.

#### III) e-Learning and CSCL

- e-Learning is important for 21<sup>st</sup> Century education. To further develop e-Learning in our school, the following considerations should be prioritized:
  - diversified e-Learning strategies and platforms should be introduced into the curriculum;
  - in the early stage, the newly introduced e-Learning strategies could be implemented in form of pilot scheme in selected subject or selected year-level;
  - led by the subject panel or master teacher, curriculum evaluation like action research can be conducted to evaluate the learning and teaching effectiveness; with more experience gained, the strategies could be extended to other subjects or year-levels;

The effectiveness of the newly introduced strategies will be enhanced if adequate and relevant training, leadership, coordination and support are given to teachers.

<p><b>1.3 Cater for learners’ diversity</b></p>										
<p><b>Achievements</b></p>										
<p><b>I) New ELAs have been developed and introduced to cater for the needs of gifted and talent learners.</b></p> <table border="0" style="margin-left: 40px;"> <tr> <td>Chinese</td> <td>Putonghua Musical</td> </tr> <tr> <td>English</td> <td>The Faust Program</td> </tr> <tr> <td>Math</td> <td>The Olympic Math</td> </tr> <tr> <td>General Studies</td> <td>Green Warrior (EMI)</td> </tr> <tr> <td>Integrated Art</td> <td>English Drama Club</td> </tr> </table>	Chinese	Putonghua Musical	English	The Faust Program	Math	The Olympic Math	General Studies	Green Warrior (EMI)	Integrated Art	English Drama Club
Chinese	Putonghua Musical									
English	The Faust Program									
Math	The Olympic Math									
General Studies	Green Warrior (EMI)									
Integrated Art	English Drama Club									
<p><b>II) Differentiated learning strategies and learning tasks have been designed and implemented to cater for learners’ abilities</b></p> <ul style="list-style-type: none"> <li>• The English Department has revised their unit plans, differentiated learning tasks were listed for high- ability learners in the unit plan in all year levels. 89% of teachers included high ability learning tasks in each unit, so as to cater for the needs of the high achievers.</li> <li>• Streaming has been implemented in P4-P6 Math classes. Difference of academic performances, between the high-achiever group and the slow-learner group, has been narrowed down 3.38% (P4), 26.39% (P5) and 2.33% (P6) respectively.</li> <li>• Students who are talented in sports have been encouraged and nominated to participate in the sportACT Award Scheme. 80% of participants received gold or silver medals.</li> </ul>										
<p><b>Reflection and Suggestion for Future Planning</b></p>										
<p><b>I) Cater for the Needs of Learners’ Diversity</b></p> <ul style="list-style-type: none"> <li>• Successful language learning requires co-construction of knowledge among the fast, normal and slow learners, streaming may not be the most appropriate measures for catering learners’ diversity.</li> <li>• Streaming is quite effective for narrowing down the learners’ difference in learning Math. However, it is not necessary to implement streaming in senior year levels compulsorily; it should be implemented in Math classes of any year level which have remarkable difference in learners’ abilities.</li> </ul>										

<b>1.3 Cater for learners' diversity (cont)</b>	
<b>Achievements</b>	
<b>III)</b>	<p><b>Development of the gifted education program and strengthen the support for gifted students</b></p> <ul style="list-style-type: none"> <li>• Organized ELAs for gifted and talented students, including <ul style="list-style-type: none"> <li>o Tailor-made English speech training (小小演說家), to further develop their talents language and expression. The program was well-received and over 90% of the participants found the program effective in polishing their public speaking skills.</li> <li>o Integrated gifted program (成就盡展樂資優) that aimed to enhance students' emotional control and collaboration skills.</li> </ul> </li> </ul>
<b>IV)</b>	<p><b>Use of external professional organization to provide programs for the gifted or talented students</b></p> <ul style="list-style-type: none"> <li>• A total of 3 students were and nominated and referred to CUHK for the gifted program that offered highly challenging out-of-school learning opportunities to further explore and develop students' multi-dimensional talents.</li> </ul>
<b>V)</b>	<p><b>Strengthen the support to the students with SEN</b></p> <ul style="list-style-type: none"> <li>• Four development groups were organized to cater to students with SEN, namely social skills training (和你做個好朋友), emotional management (正能量戰士), developmental for students with Dyslexia and developmental group for students with attention deficit (專注樂園) (through collaboration with social workers from 東華三院高黃慕貞紀念全人健康中心). The development groups were well-received by participants and proven effective in helping students improve their interpersonal skills, emotion management ability and attentiveness respectively.</li> </ul>
<b>Reflection and Suggestion for Future Planning</b>	
	<ul style="list-style-type: none"> <li>• Training should be provided strategically and systematically for selected teachers who are experienced or interested in being involved in SEN work. Ultimately teachers involved should be able to develop expertise in supporting students with SEN.</li> <li>• Immediate follow-up should be arranged with students who attend training programs to monitor progress made in emotional control and social skills and hence effectiveness of the programs.</li> </ul>

**2.2 Priority 2: To Enhance the Learning Community**

*2.1 Teachers*

*2.2 Students*

*2.3 Parents*

<b>2.1 To enhance the learning community (Teachers)</b>									
<b>Achievements</b>									
<p><b>I) Staff development, including school-based and subject-based programs, is provided to enhance the quality of learning and teaching.</b></p> <ul style="list-style-type: none"> <li>School-based teachers’ professional development programs were provided for teachers with the aim to enhance their professionalism, and foster team building. Besides, subject departments provided subject-based professional workshops. Teachers could also take part in seminars and training offered by the EDB or other institutions, as well as in their own department’s professional development programme. A culture that favours mutual sharing and learning has been established through teacher self-reflection, co-teaching, collaborative lesson planning, peer observation and focused lesson observation. Teachers’ capacity is enhanced consequently. According to the EDB Teacher Survey, 65.5% of the total teaching staff agreed that the school has developed an ambience of professional interflow; 73.7% of the total teaching staff agreed that co-planning could enhance their own quality of learning and teaching; and 86.2% of the teaching staff agreed that working at the school could enhance their own professional development. The details of the staff development programmes are as follow:             <ul style="list-style-type: none"> <li>A few days were allocated during summer as preschool planning days for teachers’ professional development.</li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Date</th> <th style="text-align: center;">Name of Event / Activity</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">17 Aug 2009</td> <td>Orientation for New Teachers</td> </tr> <tr> <td style="text-align: center;">18 Aug 2009</td> <td>Professional Development Workshop for New Teachers                             <ul style="list-style-type: none"> <li>- Cooperative Learning and Differentiation</li> <li>- Orientation to the Department and Subject Teaching</li> <li>- Class building and Student Development</li> </ul> </td> </tr> <tr> <td style="text-align: center;">26 Aug 2009</td> <td>Staff Development Workshop                             <ul style="list-style-type: none"> <li>- Class Building and Positive Discipline</li> </ul> </td> </tr> </tbody> </table>		Date	Name of Event / Activity	17 Aug 2009	Orientation for New Teachers	18 Aug 2009	Professional Development Workshop for New Teachers <ul style="list-style-type: none"> <li>- Cooperative Learning and Differentiation</li> <li>- Orientation to the Department and Subject Teaching</li> <li>- Class building and Student Development</li> </ul>	26 Aug 2009	Staff Development Workshop <ul style="list-style-type: none"> <li>- Class Building and Positive Discipline</li> </ul>
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26 Aug 2009	Staff Development Workshop <ul style="list-style-type: none"> <li>- Class Building and Positive Discipline</li> </ul>								
<ul style="list-style-type: none"> <li>Two mentoring workshops were organized in September 2009 to support new teachers adapting to the school.</li> </ul>									

**2.1 To enhance the learning community (Teachers) (cont)****Achievements (cont)**

- During the school year, four staff development days (whole-day sessions) as well as one Team Building Day were organized for all teachers. Details are as follow:

<b>Date</b>	<b>Name of Event / Activity</b>
30 Sept 2009	Staff Development Workshop - Enhance Effectiveness through Cooperative Learning
27-28 Oct 2009	Staff Development and Team Building Camp - To promote mutual understanding and sharing among colleagues - Understanding and Developing Gifted Children
28 Jan 2010	Staff Retreat - Re-visit the school mission, vision and core values - Preparation for three years' development plan
19 Mar 2010	Joint School Professional Development Day -HKUGA College and HKUGA Primary School

- There were two staff development workshops held after school for all teachers (normally 1-1.5 hours' events arranged after school on Fridays when students have early release).

<b>Date</b>	<b>Name of Event / Activity</b>
17 Dec 2009	Staff Development Workshop - Teaching and developing Gifted Students
23 Apr 2010	Staff Development Workshop - Sharing of Experiential learning

- During the school year, subject-based workshops and visits were launched during the school year.

<b>Subject</b>	<b>Name of Event / Activity</b>
Chinese	中文科教師工作坊：Backward Design 中文科教師工作坊：泉州教師評比觀摩分享 往英華小學觀課交流、探訪藍田循道衛理小學
English	English Team Development Workshop - Unit planning and Effective Teaching
Mathematics	Mainland-Hong Kong Teachers Exchange and Collaboration 內地教師交流計劃、探訪英華小學交流

**2.1 To enhance the learning community (Teachers) (cont)**

**Achievements (cont)**

**II) Sustainable development of focused lesson observation and collaborative reflection.**

- Based on the experience of the previous year, different subject departments have carried out focused lesson observation and collaborative reflection with the aim of increasing teaching and learning effectiveness, and endowing teachers with reflective work habits and skills to enhance overall staff professional development.
- A pre-lesson briefing, discussion, and post-lesson reflection are carried out.
- Subject teachers have made use of the co-planning time to carry out post lesson evaluation and reflection. Such as discussion and analysis of students’ performance, sharing from lesson observation, etc. Follow up actions have also taken place.
- Subject teachers have made use of the co-planning time to carry out post lesson evaluation and reflection, such as discussion and analysis of students’ performance, sharing from lesson observation, etc. Follow up actions have also been taken place.

**III) Provide relevant professional development programme to enhance middle manager’s professional competence.**

- To develop the senior and the middle management, suitable forums and sharing sessions organized by external organizations have been recommended and attended by the Senior Teachers and Subject Panel heads. They could make use of the professional development allowance to receive half reimbursement of the course fee. Details are as follow:

Date	Name of Event / Activity
26-27 Nov 2009	Education Conference -HKIEd (Principal, 1VP & 2PSTs)
Jan- Mar 2010	Training Workshops for Vice-principal (Dennis Ng)
25 May 2010	Workshops on Small Class teaching (2 PSTs)

**IV) Promote overseas visits /visits to Mainland**

- The School also sent teachers to attend international conferences, workshops overseas or have exchange visits outside Hong Kong for professional development purposes. These included:

Date	Name of Event / Activity
22-25 Nov 2009	泉州特級老師評比觀摩 (中文科)-與英華小學交流(校長及三位中文科老師)
24 Apr-2 May 2010	Visit to UK Specialist Schools (Principal Wong)
19 -22 May 2010	Shanghai Expo Study Tour (47 teachers)

**2.1 To enhance the learning community (Teachers) (cont)****Achievements (cont)****V) Further develop and refine the mentorship system to support new teachers and enhance the quality of their teaching**

- 2 Orientation sessions, 1 professional development workshop with the focus on class building, 2 mentoring workshops plus the mentor-mentee meetings, lesson observation sessions are arranged to support new teachers adapting to the school, as well as to enhance the quality of their teaching.

**VI) Implementation of action research to enhance the quality of learning and teaching**

- Teachers were encouraged to carry out action research for professional development. Three action researches (2 GS, 1 Chinese) have been carried out in this school year.

**VII) Others**

- The school has successfully joined the Mainland-Hong Kong Teachers Exchange and Collaboration Programme. A Mathematic teacher from mainland has been allocated to the school for the whole school year to help the Mathematics teachers to develop lesson studies. Besides, a consultant was invited to work with teachers for integrating high order thinking in basic Math curriculum.
- The school encouraged professional development on special education. Two Chinese teachers attended the 喜悅寫意 training programme which catered for helping reading and writing difficulties of students. Supply teachers were arranged for teachers.

## **2.1 To enhance the learning community (Teachers) (cont)**

### **Reflection and Suggestion for Future Planning**

- In order to allow flexibility to cater the different needs of new and experienced teachers. Building teacher's Professional development resource bank to support teachers learning could be considered, e.g. lesson observation video record, lesson plans, reflections could be stored in the teachers' server, a professional development resource bank is thus created, which shall help to facilitate sharing of teaching resources and improve teaching and learning effectiveness.
- To enhance the professional communities among teachers that support teacher learning through diverse experiences, such as broadening teacher's professional horizons; providing more opportunities for teachers to participate in local and overseas seminars, workshops, exchange programmes, school visits, and interflow with teachers outside and teaching experts, etc. In coming school years, the professional development of our school should include a rich mix of resources, including a theoretical and philosophical base, a research base, and illustration of good practices.
- It is suggested that the professional development of our school in coming years could also emphasize on the development of the leadership in the middle level of management, including VP, PST, ST and MT to assist the team to reach consensus and be motivated.
- We will follow up the above issues in coming three years to further enhance the teaching and learning effectiveness, sustainable development of school organization, as well as student development.

<b>2.2 To enhance the learning community (Students)</b>
<b>Achievements</b>
<p><b>I) Develop students with good manners and sense of commitment</b></p> <ul style="list-style-type: none"> <li>• More consistent messages were sent across to students with regards to the expected behavioral objectives, and implementation of the disciplinary policy due to regular in-depth discussion and alignment among teachers.</li> <li>• Conducted inter-class award scheme 十項全能大獎賞 aiming to increase students' awareness of the importance of good behavioral and verbal manners, as well as interpersonal skills. Over 86% of the students found the competition helpful in developing their spirit of collaboration and sense of responsibility.</li> <li>• Organized red bean planting activity for P.1-P.3 students and egg protection activity for P.4-P.6 students aiming to enhance student's sense of commitment. Over 87% (P.1-P.3) and 79% (P.4-P.6) of the participated students agreed that the above activities were helpful in facilitating their personal growth.</li> </ul> <p><b>II) Organize Leadership Training Program for the Good Brothers and Good Sisters</b></p> <ul style="list-style-type: none"> <li>• Organized leadership training for over 30 selected P.4-P.6 students to provide valuable engaging opportunities to enhance leadership skills, self-management ability and communication capability.</li> <li>• Over 75% of the student body recognized the effort of Good Brothers in Sisters in effectively managing discipline within the school.</li> </ul>
<b>Reflection and Suggestion for Future Planning</b>
<ul style="list-style-type: none"> <li>• Teaching and learning of good manners should be incorporated into day-to-day's PSE lessons to enhance effectiveness.</li> <li>• Good Brothers and Sisters should be further empowered, trained and recognized through getting them involved in more occasions, e.g. assemblies.</li> <li>• Early recruitment of Good Brothers and Sisters should be adopted to ensure selection of good candidates and provision of required training early on.</li> <li>• Inter-class competitions should be customized on a year-level basis, rather than taking a whole-school approach, to best suit needs of different stages of development among year levels.</li> </ul>

<p><b>2.2 To enhance the learning community (Parents)</b></p>
<p><b>Achievements</b></p>
<p><b>I) Strengthen the parent education programmes</b></p> <ul style="list-style-type: none"> <li>• A variety of parent education programmes and sharing sessions were organized in response to parents’ interest and needs, including 3 “Parent Academy”, 6 “Relax-2-Hr” parents sharing sessions and 2 seminars. Meanwhile, a 6 session parent-child communication course developed with supports from Salvation Army.</li> <li>• Parents’ participation is praised by most of the guest speakers. With reference to a stakeholder survey, 57% of the parents agree that “they actively participate in the activities organized by the school and/or parent-teacher association”, which is at top spear among HK schools.</li> </ul> <p><b>II) Involve parents in school programmes that promote student learning and development</b></p> <ul style="list-style-type: none"> <li>• Nearly 300 parent volunteers are involved in different school programmes. They are not only considered as valuable human resource in major school functions but also engaged in many learning activities, such as “life education theatre”.</li> </ul>
<p><b>Reflection and Suggestion for Future Planning</b></p>
<ul style="list-style-type: none"> <li>• Parent seminars/workshops are now running smoothly with different focuses and even time slots to facilitate parents’ participation. The good practices could be utilized to optimize home school communication so as to strengthen cooperation among parents, teachers and the school.</li> <li>• We should make good use of parents’ network to promote the school major concerns so as to develop students’ self-care and self-discipline.</li> </ul>

### 3. Our Learning and Teaching

#### Closer Ties with Motherland

- With the help of the educators of the Faculty of Education of The University of Hong Kong, our teachers and students have participated in a learning programme-KBTN which aimed to widen the pupils' life horizon through online distance learning with teachers of Spain and Singapore.
- In May 2010, pupils from Yuanjia Primary School in Sichuan, who were once victims of the Sichuan Earthquake, met our pupils the second time online, following the contact of last year and further a step to e-learning.
- The V-China Program (「視像中國」遠程教室計劃) has been implemented successfully in P5 Chinese. Cultural exchange opportunities were made between students from 佛山大瀝實驗小學 and students from our school. Two video conferencing between HKUGA Primay School and 佛山大瀝實驗小學 were carried out in Dec2009 and Mar 2010. In April, 28 students, 14 parents went to Foshan with Principal and teachers. Students, teachers and Principal of 佛山大瀝實驗小學 visited back our school in May 2010.

#### Experiential Learning

- Collaboration Project with overseas schools – Collaboration learning with the Knowledge Building platform was carried out on GS topics. Students have participated in the on-line discussions, field trips and a study trip to Spain. Both pupils and teachers were benefited from the experiences overseas.
- Learning with Shanghai Expo – An integration curriculum for P.4-P.5 students was designed to enhance inquiry learning and cultivate generic skills in June 2010. Learning trips to Shanghai were held in September.

#### 4. Sharing with Educationalists

##### Visitors

Date of Visit	Education Units
1 Nov 2009 22 Apr 2010	Hong Kong Institution of Education – Key stage 1 adaptation
1 Dec 2009	Diocesan Boy’s School – English Curriculum and teaching
8 Jan 2010	成都金蘋果教育機構 – School development
12 Jan 2010	The University of Hong Kong - Faculty of Education – School development
15 Apr 2010	Parents of Ling Liang Church Kindergarten – P.1 Admission and School Development
14 May 2010	泉州教育局及實驗小學校長與老師 – School development
24 May 2010	佛山大瀝實驗小學校長與老師 – School development
2 Jun 2010	Principals and Senior Teachers of Singapore Primary Schools – Education Reform and Leadership

##### Experience Sharing

- Sharing on GS Curriculum (EDB) – Samuel Wong, Tiff Lui, Andrew Leung
- Sharing on Life Education (ETV programme of EDB) – Dennis Ng, Cecilia Yu, Christina Wong

## 5. Student Performance

### Inter-School Activities and Awards Won

Our students have participated in various inter-school activities during the year. Their performances were impressive and numerous awards were gained. A summary of the activities and awards is as follows:

#### 中文

##### 第六十一屆香港學校朗誦節

本校同學參與上述比賽，榮獲多個獎項，表現出色。得獎學生名單如下：

中文朗誦獲獎者：					
班別	姓名	名次	班別	姓名	名次
2C	陳漢釗 (詩詞獨誦)	冠軍	4B	李仲翹	季軍
3D	梁鍵皓		4C	何珏妍	
4D	陳瀚申		4C	黃怡	
2A	陳瀚峰	亞軍	4D	陳適之	
5A	李鎬言		5A	何欣穎	
5A	李天穎		5C	陳澤忻	
1B	黃旻臻	季軍	6D	張上上	
2C	陳漢釗 (散文獨誦)				

本校同學在中文朗誦比賽中，共獲得了1個榮譽獎狀、78個良好獎狀和128個優良獎狀。

##### 第二屆中國青少年才藝比賽

本校同學 2C 班陳漢釗參加由中國青少年文化藝術協會舉辦的第二屆中國青少年才藝比賽，在「宋立楊盃 - 兩文三語拔尖賽」、「繞口令組」及「二人誦」三項比賽均奪得初小組冠軍，並榮獲最高榮譽獎 - 「車淑梅盃」。

##### 2009 奧林匹克作文比賽 - 香港區

本校同學 6A 李楠軒參加由中國香港體育協會暨奧林匹克委員會舉辦的 2009 奧林匹克作文比賽 - 香港區，獲得 12 歲以下 (中文組) 的季軍。

##### 口才大激鬥 09

本校同學 6C 班譚詩翰參加由辯論學會 (香港) 舉辦的口才大激鬥 09，獲得小學高級組亞軍。

**英文**

**第六十一屆香港學校朗誦節**

英文朗誦獲獎者：					
班別	姓名	名次	班別	姓名	名次
3D	何冠昇	冠軍	1C	柯奕卉	季軍
4B	彭心怡		3C	何捷思	
4D	王卓維		3C	黃樂恆	
6A	陳衍汶		4D	陳適之	
2B	唐本一	亞軍	4D	楊晴	
3D	唐海瑜		5D	錢柔靜	
4D	陳瀚申		5D	蔡天蔚	
4D	梁詠雯		5D	房穎詩	
5A	王愷琳		5D	Southall Michael Mark	
5B	莫敬熙		6D	陳樂曦	
5C	陳澤忻		6D	曾詠祺	
5C	李誠願				

本校同學在英文朗誦比賽中，共獲得了 21 個良好獎狀和 114 個優良獎狀。

**第二屆中國青少年（香港）才藝比賽**

本校同學 2C 班陳漢釗參加由中國青少年文化藝術交流協會舉辦的第二屆中國青少年（香港）才藝比賽，在小學一、二年級英文詩詞獨誦項目中奪得冠軍。

**Hong Kong Budding Poets (English) Award 2009/10**

Our students participated in the Hong Kong Budding Poets (English) Award 2009/10 organized by Education Bureau. The participations are as follow:

Class	Name	Class	Name
3C	Kwan Wing Tao Rachel	5D	Kwok Yik Lam
3C	Wong Charlotte Loc Heng	5D	Wai On Ching Ann
3D	Chu Ting Yu	5D	Wong Min Joy
3D	Hau Tsz Kin	5D	Yim Ashley
3D	Ting Rachel	6A	Kwok Helen
4B	Lee Wing Sum	6A	Tsang Beatrice Julia
5A	Sik Chee Kiu	6C	Choi Christopher Lee
5C	Ho Chun Lam	6D	Ho Choi Yung
5C	Tang Nicolette	6D	Shiu Kwan Hoi
5C	Ip Kaspar Long-kiu		

Tam Verity (6B) won the **Poet of the School** in the Primary Section.

**Fun n' Friends Challenger Award**

Our students participated in the Fun n' Friends Challenger Award organized by Wiseman Education and displayed remarkable achievements. The results are as follow:

Class	Name	Course	Awards Obtained
1C	Lee Sin Hang	Level 1	Notepad
2C	Ip Long Chung	Level 2	Pin (Pan Pan)
3A	Hau Cheuk Lam	Level 3	Pin (Faith)
4B	Chiu Sui Fung	Level 4	Bonus Video 2
4B	Ng Hoi Ying	Level 4	Bonus Video 2
4B	Tai Kwun Yan	Level 4	Bonus Video 2
5A	Poon Tsz Lok	Level 5	Pin (Ling Ling), Pin (Faith) & Bonus Video 3
5C	Cheung Tsz Yan	Level 5	Pin (Faith)
5C	So Hiu Ching	Level 5	Pin (Faith) & Bonus Video 3
6A	Ho Joy In	Level 6	Pin (Nat)

**數學****世界數學測試 (數學及解難分析)**

本校同學參加由香港科技大學世界數學測試亞洲中心主辦的世界數學測試(數學及解難分析)，獲選為**數學及解難分析科雙優生**，獲選學生名單如下：

班別	姓名	班別	姓名
4C	高永謙	6C	吳子軒
5B	吳卓軒	6D	陸怡超
6B	溫芷晴		

另外，4D 班譚睿琛在數學科(小學組)及解難分析科(小學組)兩份試卷皆獲得**卓越成績**。

**「世界數學測試」精英邀請賽**

本校同學 4D 班譚睿琛、6B 班李泓活及 6C 班朱峻民參加由香港科技大學主辦的「世界數學測試」精英邀請賽，與 520 名來自國內及香港的同學比賽，榮獲**雙金獎**。

**第二十一屆全港小學數學比賽(2010)**

本校同學參加由香港教育專業人員協會、香港教育學院合辦之第二十一屆全港小學數學比賽(2010)，奪得優良成績，得獎名單如下：

班別	姓名	成績	班別	姓名	成績
6A	何舒懷	一等獎	6A	包俊偉	優良獎
6C	謝鴻哲	二等獎	6B	李楠軒	
6C	吳子軒	三等獎	6C	朱峻民	

### 第五屆全港十八區小學數學比賽（東區）

本校同學參加由香港理工大學應用數學系、香港數理教育學會與衛理中學聯合舉辦之第五屆全港十八區小學數學比賽（東區），奪得以下優異成績：

班別	姓名	成績
6B	馬卓睿	銀獎
		數學智多星 - 亞軍
		數學急轉彎 - 殿軍
6C	謝鴻哲	銀獎
		數學急轉彎 - 殿軍
6D	劉錦暉	銀獎
		數學急轉彎 - 殿軍
5B	吳卓軒	優良獎狀
5C	何卓軒	優良獎狀
5C	林子進	優良獎狀
6C	張婧怡	優異獎狀
6C	朱峻民	優異獎狀
6C	吳睿朗	優異獎狀

本校同學 6B 班馬卓睿、6C 班謝鴻哲和 6D 班劉錦暉代表本校獲得**全場總亞軍**。

### 第十七屆香港小學數學奧林匹克比賽

本校同學參加由香港數學奧林匹克學校舉辦的第十七屆香港小學數學奧林匹克比賽（小五及小六組），榮獲多個獎項。得獎同學名單如下：

班別	姓名	獎項
5D	郭文傑	銀獎
6A	何舒懷	
6B	李泓活	
6B	馬卓睿	銅獎

### 「華夏盃」全國中小學數學奧林匹克初賽 2010

本校同學 4B 班林子仲參加由香港數學奧林匹克協會主辦的「華夏盃」全國中小學數學奧林匹克初賽 2010，於一萬多名數學精英中脫穎而出，榮獲**優異獎**。

### 香港數學奧林匹克協會比賽

本校同學參加由香港數學奧林匹克協會舉辦的比賽，獲得以下優秀成績：

#### 2010“華夏盃”數學奧林匹克初賽

班別	姓名	成績
5C	陳澤忻	五年級二等獎

#### 2010 第十二屆華夏盃奧數之星創新思維決賽

班別	姓名	成績
2B	吳釗瀚	二年級三等獎
5C	陳澤忻	五年級三等獎
5D	郭文傑	五年級三等獎

## 2010 港澳數學奧林匹克公開賽《港澳盃 HKMO Open》

班別	姓名	成績	班別	姓名	成績
2C	李傲然	第六名(金)	3C	周穎筠	銀獎
1A	陳尚一	金獎	4B	黃健	
1C	容卓朗		4C	樊文瀚	
3C	鍾展銘		4C	謝宗熹	
3D	丁芊蘅		5B	吳卓軒	
4B	林子仲		5D	郭文傑	
4C	高永謙		5D	何偉堯	
4D	徐天就		5D	丁仕浚	
4D	陳適之		5D	梁穎鋒	
5C	何俊霖		6B	馬卓睿	
5D	郭子軒		2A	何昭樺	銅獎
6A	何舒懷	2B	蕭曉逸		
1B	韓樂詩	2C	霍嘉強		
1C	丁仕朗	3A	布樂文		
1D	吳詠琳	3C	賴澤希		
2A	梁仲緯	4B	李彥謙		
2D	勞朗軒	4D	郭梓浩		
3A	林樂言	5C	陳逸芝		
3B	林瑋樂	6C	謝鴻哲		

## 「華夏盃」全國中小學數學奧林匹克初賽 2010 (香港賽區)

班別	姓名	成績	班別	姓名	成績
2B	周睿熙	一等獎	3C	鍾展銘	二等獎
2B	吳釗瀚		3C	賴澤希	
2C	李傲然		3C	魏晉晞	
2C	容龍子		4A	梁皓心	
4B	林子仲		4C	樊文瀚	
4B	黃健		5B	吳卓軒	
4C	高永謙		5C	陳澤忻	
4D	陳文浩		5C	陳逸芝	
4D	陳適之		5D	郭文傑	三等獎
4D	徐天就		6A	包俊偉	
4D	譚睿琛		2A	鄧海陶	
5A	鍾嘉銘		2A	葉彞豐	
5B	鄭卓熙		2B	李耀文	
5D	何偉堯		2C	陳彥彰	
6A	何舒懷		3A	霍盈蓓	
6B	李泓活		3A	林樂言	
6B	馬卓睿	3B	周曉樂		
6B	曾兆朗	3B	林瑋樂		

2A	何昭樺	二等獎	3C	周穎筠	
2A	梁仲緯		4C	劉敬晞	
2B	孫樂祺		4C	劉心悅	
2C	鄭年姓		4C	孫文軒	
2D	鄭心悅		4C	謝宗熹	
2D	李祉韜		4D	鍾灝林	
2D	勞朗軒		5C	何卓軒	
3A	布樂文		5C	何俊霖	
3A	劉逸希		5D	梁穎鋒	
3A	余柏熹		6D	劉錦暘	
3B	黃子浚				

### 第十五屆全國華羅庚金杯少年數學邀請賽（香港賽區）

本校同學 6B 班李泓活參加由全國華羅庚金杯少年數學邀請賽（香港賽區）組織委員會主辦的第十五屆全國華羅庚金杯少年數學邀請賽（香港賽區），獲得**三等獎**。

### 2010 香港小學數學精英選拔賽

本校同學參加由保良局和全港青年學藝比賽大會合辦的 2010 香港小學數學精英選拔賽，獲得以下優秀成績：

班別	姓名	成績
6A	何舒懷	總成績一等獎
		數學競賽一等獎
		計算競賽二等獎
6B	馬卓睿	總成績一等獎
		數學競賽一等獎
		計算競賽二等獎
6C	謝鴻哲	總成績二等獎
		數學競賽二等獎
6D	劉錦暘	總成績三等獎
		數學競賽三等獎
		計算競賽三等獎

### E.nopi MATH Olympiad 2009

本校同學 1B 班陸泳澄參加 E.nopi 國際數學解難大賽取得**良好表現獎**。

### Asia-Pacific Mathematical Olympiad for Primary Schools (APMOPS)

本校同學參加由 Hwa Chong Institution (Singapore) 主辦的 Asia-Pacific Mathematical Olympiad for Primary Schools (APMOPS)，獲得以下優秀成績：

班別	姓名	成績
5D	郭子軒	Silver, Team Awards - Honourable Mention
6A	何舒懷	Bronze, Team Awards - Honourable Mention
6C	謝鴻哲	Bronze, Team Awards - Honourable Mention
6C	張婧怡	Bronze

**奧數大發現—數學思維訓練比賽（高級組）**

本校同學 5D 班何偉堯參加由香港中文大學香港學校網絡舉辦的奧數大發現—數學思維訓練比賽（高級組），於初賽中獲得優異成績，已獲選晉身決賽。

**第六屆香港小學數學創意解難比賽初賽**

本校同學參加由教育局課程發展處資優教育組及香港教育工作者聯會合辦的第六屆香港小學數學創意解難比賽初賽，在賽事中表現出色。得獎同學名單如下：

班別	姓名	獎項
6C	朱峻民	銅獎
6C	李柏希	
6C	謝鴻哲	
6D	劉錦暉	

**MAP 數學探險之旅**

本校同學 5D 班郭子軒參加由香港中文大學全資附屬機構之香港學校網絡 MAP 數學探險之旅網上溫習平台，於二月份獲頒發**數學學習鼓勵函**以示嘉許，另於四、五月份獲頒發**嘉許狀**。

**PLANETii Award 2009/10**

Guo Zi Xuan (5D) participated in the PLANETii Award 2009/10 organized by PLANETii and won the **Top Scorer in the Second Semester**.

**常識****時事通識問答比賽**

本校同學參加由明報通識網舉辦的 09/10 時事通識問答比賽，在第一及第四回合獲得**最積極參與小學組**獎項，並於第四、第五、第六及第七回合獲得**累積分數最高分小學組**獎項，表現出色。此外，4B 班盧思齊表現優異，奪得了「**第四回合最佳成績(小學組)**」獎項，

**「世界衛生日 2010·城市健康—由學生做起」網上問答比賽**

本校同學 5D 班郭子軒參加由香港學校網絡主辦的「世界衛生日 2010·城市健康—由學生做起」網上問答比賽高級組，獲得**全港優異獎**。

**香港青少年科技創新大賽 09-10**

本校同學參加香港青少年科技創新大賽 09-10，獲得小學發明品組別的以下獎項：

學生姓名	作品名稱	獎項
4D 劉展鳴	環保雨傘乾燥器	三等獎
5B 劉曦詠	太陽能導向室內照明系統	優異獎

**Science Workshop Award**

Guo Zi Xuan (5D) participated in the Science Workshop Award organized by Science Workshop and completed the **Sciencesploration Level Four**.

**音樂****第 62 屆香港學校音樂節**

本校同學參與由香港學校音樂及朗誦協會主辦的第 62 屆香港學校音樂節，共有 160 位同學參與個人項目、3 組同學參與二人項目及 3 個組別參與團體項目。同學們榮獲多個獎項，包括 6 位同學獲得**榮譽獎狀**（90 分或以上）、107 位同學獲得**優良獎狀**（80-89 分）、34 位同學獲得**良好獎狀**（75-79 分），而本校中級合唱團獲得教堂音樂中文歌曲小學合唱隊項目的**第三名**。個人項目中獲得首三名的同學名單如下：

班別	姓名	項目	成績
2C	李傲然	二級小提琴獨奏	第一名
2D	梁皓鈞	一級小提琴獨奏	
2D	譚嘉程	二級鋼琴獨奏	
3A	霍盈蓓	三級鋼琴獨奏	
4A	梁皓渭	四級小提琴獨奏	
4A	梁皓心	五級鋼琴獨奏	
5A	鄧翊軒	初級長笛獨奏	
5B	林樂妍	六級鋼琴獨奏	
5D	蔡天蔚	初級長笛獨奏	
6C	蔡天樂	初級小號獨奏	
1D	何雅翹	一級鋼琴獨奏	
3A	鄧翊晞	一級小提琴獨奏	
3B	周曉樂	三級鋼琴獨奏	
5A	李鎬言	初級口琴獨奏	
5B	鄭卓熙	三級鋼琴獨奏	
5B	梁瑋殷	三級鋼琴獨奏	
5B	黃卓男	六級鋼琴獨奏	
5C	鄧學嵐	七級鋼琴獨奏	第三名
3A	謝芷津	二級鋼琴獨奏	
3B	李思恒	二級鋼琴獨奏	
3C	麥皓鈞	三級鋼琴獨奏	
3D	何冠昇	三級小提琴獨奏	
4A	黃雅琳	六級鋼琴獨奏	
4D	鍾栢熙	二級鋼琴獨奏	
4D	劉熙林	六級小提琴獨奏	
5A	王妮可	五級鋼琴獨奏	
5B	張証皓	初級中音薩克斯管獨奏	
5B	李浩德	二級小提琴獨奏	
5C	陳澤忻	木琴獨奏	
5D	江思瑋	三級鋼琴獨奏	
6D	陳彥琳	六級鋼琴獨奏	

此外，以下同學亦在音樂節個人項目中獲得**優良獎狀**：

班別	姓名	項目	成績
5A	梁芯兒	七級鋼琴獨奏/中級組大提琴獨奏	優良
6D	邵君凱	五級鋼琴獨奏	

### 第二屆全港學生公開音樂比賽

本校同學 4A 班梁皓心參加由朗誦及音樂推廣協會舉辦的第二屆全港學生公開音樂比賽，獲得五級鋼琴優異獎。

### 第一屆香港小童聲公開歌唱比賽

本校同學 4D 班梁詠雯參加由高材生文藝發展中心主辦的第一屆香港小童聲公開歌唱比賽，獲得少兒 B 組(9-10 歲)獨唱亞軍。

### 香港青年弦樂團

本校同學 6D 班陳昕蕎參加由音樂事務處管理的香港青年弦樂團，表現優異，獲頒發優異獎狀以示獎勵。

### 2009 香港南區小提琴大賽

本校同學 4D 班劉熙林參加由南區文藝協進會、香港音樂家協會、南區民政事務處及香港南區管弦樂團合辦之 2009 香港南區小提琴大賽，獲得兒童組冠軍。

### 體育

#### 2009-2010 年度陸運會暨親子競技日

本校陸運會暨親子競技日已於 2010 年 1 月 26 日在小西灣運動場順利舉行，各運動員鬥志高昂，為個人、為自己的班別爭取好成績。以下是當日各項比賽的得獎名單：

級別	比賽項目	冠軍	亞軍	季軍
一年級	2x20米障礙接力賽	1B朱紫恩	1A鄭心晴	1B關樂妍
	2人3足	1B區家銘	1D陳顯正	1D吳穎妍
二年級	男女子40米障礙賽	2D勞朗軒	2A鄧海陶	2C伍家熹
	男女子60米	2C霍嘉強	2C伍家熹	2D勞朗軒
	男女子擲豆袋	2C呂彥旻	2C吳旻釗	2B蕭曉逸
	男女子立定跳遠	2C鍾禮信	2A黃瑞盈	2C鄭施悅
三年級	擲木球(男子)	3A劉逸希	3C何捷思	3B李子溢
	擲木球(女子)	3C周知恩	3C余悅怡	3D蕭月婷
	跳遠(男子)	3D朱廷宇	3B黃子浚	3D李彥樂
	跳遠(女子)	3D唐海瑜	3A侯焯嵐	3D丁芊蘅
	60米跑(男子)	3D盧駿義	3A布樂文	3D李彥樂
	60米跑(女子)	3A侯焯嵐	3C萬希玄	3A鄧翊晞
	100米跑(男子)	3A布樂文	3D李彥樂	3B黃子浚
	100米跑(女子)	3A侯焯嵐*	3B李思恒	3C萬希玄
	班際接力(男子)	3D隊1	3A隊1	3D隊2
	班際接力(女子)	3A隊1	3C隊1	3D隊1
	男子個人全場冠軍	3D李彥樂		
女子個人全場冠軍	3A侯焯嵐			

級別	比賽項目	冠軍	亞軍	季軍
四年級	擲木球 (男子)	4D劉展鳴	4A曾浩峰	4C孫文軒
	擲木球 (女子)	4D梁詠雯	4D黎映彤	4C呂汶宓
	跳遠 (男子)	4A馮建皓	4CStewart Jacob	4D李雋龍
	跳遠 (女子)	4C周樂兒*	4B梁展悠	4C呂汶宓
	60米跑 (男子)	4C饒朗天*	4A馮建皓	4CStewart Jacob
	60米跑 (女子)	4D楊晴	4C楊詠	4C周樂兒
	100米跑 (男子)	4C饒朗天	4A馮建皓	4CStewart Jacob
	100米跑 (女子)	4D楊晴	4C楊詠	4B江沛嫻
	班際接力 (男子)	4C隊1*	4A隊1	4D隊1
	班際接力 (女子)	4C隊1	4D隊1	4A隊1
	男子個人全場冠軍	4C饒朗天		
	女子個人全場冠軍	4C周樂兒		
五年級	擲壘球 (男子)	5B張証皓	5D黃穗欣	5A鄺翊軒
	擲木球 (女子)	5D郭奕林	5B劉曦詠	5B李詠賢
	跳遠 (男子)	5B陳文豐	5D麥善衡	5B鄭卓熙
	跳遠 (女子)	5D劉曉詩	5A周裕庭	5B李詠賢
	200米跑 (男子)	5D Southall Michael Mark*	5B葛俊廷	5A鄭行
	200米跑 (女子)	5A李天穎*	5D郭奕林	5B鍾薰誼
	100米跑 (男子)	5D麥善衡	5D Southall Michael Mark	5B陳文豐
	100米跑 (女子)	5A李天穎	5D郭奕林	5B鍾薰誼
	班際接力 (男子)	5D隊1	5B隊1	5C隊1
	班際接力 (女子)	5D隊1	5B隊1	5C隊2
	男子個人全場冠軍	5D Southall Michael Mark		
	女子個人全場冠軍	5A李天穎		
六年級	擲壘球 (男子)	6C韓展榕	6C張智傑	6D邵君凱
	擲木球 (女子)	6C曾舜盈	6C布樂怡	6B顏芷蓓
	跳遠 (男子)	6A余衍禾	6C吳子軒	6C韓展榕
	跳遠 (女子)	6D方悅鳴	6A王焯彤	6A陳衍汶
	200米跑 (男子)	6C張書洛*	6C吳子軒	6C謝鴻哲
	200米跑 (女子)	6A王焯彤	6C張婧怡	6C陳芷晴
	100米跑 (男子)	6C張書洛*	6D麥翰林	6C張智傑
	100米跑 (女子)	6B余潔鏘	6A王焯彤	6C張婧怡
	班際接力 (男子)	6C隊1	6D隊1	6C隊2
	班際接力 (女子)	6A隊2	6B隊1	6C隊2
	男子個人全場冠軍	6C張書洛		
	女子個人全場冠軍	6A王焯彤		

\* 破大會紀錄

**SportACT獎勵計劃**

本校同學參加由康樂及文化事務署舉辦的 SportACT 獎勵計劃，獲得以下佳績：

班別	姓名	獎項	班別	姓名	獎項
2A	郭翱旻	金獎	6C	彭諾晴	金獎
2A	鄧海陶		6C	杜銘恩	
2B	李耀文		6C	黃渭茵	
2B	白振希		6C	鄔蔓虹	
2B	彭愷盈		6D	周知樂	
2C	吳旻釗		6D	方悅鳴	
2D	鄭心悅		6D	何卓賢	
3A	布樂文		2A	周旻朗	
3A	陳煥霖		2B	何卓希	
3A	侯焯嵐		2C	陳彥彰	
3A	鄞翊晞		2C	林君怡	
3C	周知恩		2C	葉蕎熙	
4A	梁皓彰		4B	彭心怡	
4A	李芊蔚		6A	包俊偉	
4B	林子仲		6B	梁永耀	
4B	麥曉瑩		6C	張智傑	
4B	戴冠昕		6C	吳睿朗	
4C	伍樂雯		6C	曾舜盈	
4C	鄧海盈		2A	陳杞榆	銅獎
4D	鄒雅文		2A	盧淦力	
4D	潘佳佑		2A	黃家樂	
5A	鄞翊軒		2B	廖祉燊	
5D	房穎詩		2D	張爾容	
5D	何偉堯		3C	黃樂恆	
5D	郭奕林		4A	梁皓渭	
6B	溫詠祺		6C	韓展榕	
6C	布樂怡		6C	李柏希	
6C	陳芷晴		6D	陸灝蘋	
6C	張婧怡	6D	楊凱晴		
6C	吳子軒				

**屈臣氏集團香港學生運動員獎 2009-2010**

由屈臣氏集團成立的香港學生運動員獎旨在對具有運動潛質而且品行優良的學生加予肯定。我校 6A 班余衍禾同學榮獲上述獎項及現金獎 500 元。

### 2009/10 年度港島東區小學校際田徑比賽

本校同學參加由香港學界體育聯會舉辦的 2009/10 年度港島東區小學校際田徑比賽，在賽事中表現出色。

班別	姓名	項目	成績
6C	張書洛	男子甲組200米	冠軍
4C	饒朗天	男子丙組60米	亞軍
3A	侯焯嵐	女子丙組4 X 100米接力	殿軍
3C	萬希玄		
4C	楊詠		
4D	楊晴		

### 2009-2010 年度港島東區小學校際游泳比賽

本校同學參加由香港學界體育聯會舉辦的 2009-2010 年度港島東區小學校際游泳比賽，在賽事中表現出色。此外，我們的女乙團體獲得**總冠軍**。

班別	姓名	項目	成績
4D	鄒雅文	女子乙組4 X 50米自由泳接力	冠軍
4D	劉熙林		
5B	劉曦詠		
5C	陳澤忻		
5C	盧小妍		
5B	劉曦詠	女子乙組50米背泳	冠軍
		女子乙組100米自由泳	
6A	余衍禾	男子甲組50米蛙泳	冠軍
5C	陳澤忻	女子乙組50米蝶泳	亞軍
5B	黃卓男	男子乙組50米自由泳	亞軍

### 聖保羅男女中學附屬小學友校接力邀請賽

本校田徑隊參加聖保羅男女中學附屬小學友校接力邀請賽，獲得男子組**季軍**，參賽學生名單如下：

班別	姓名	班別	姓名
6A	張煒林	6C	張書洛
6C	張智傑	6D	麥翰林

### 聖公會聖米迦勒小學友校接力邀請賽

本校田徑隊參加聖公會聖米迦勒小學友校接力邀請賽，獲得女子組**殿軍**，參賽學生名單如下：

班別	姓名	班別	姓名
3A	侯焯嵐	4C	楊詠
3C	萬希玄	4D	楊晴

**游泳比賽**

本校同學 4A 班梁皓彰參加多項游泳比賽，取得以下佳績：

主辦單位	比賽名稱	項目	成績
康樂及文化事務署	響應 2009 香港東亞運動會 - 離島區水運會	男子青少年組 100 米 捷泳	第一名
		男子青少年組 100 米 背泳	第二名
	響應香港 2009 東亞運動會 - 東區分齡游泳比賽 2009	男子青少年組 (9 歲或以下) 100 米捷泳	第三名
		男子青少年組 (9 歲或以下) 100 米背泳	第三名
	響應香港 2009 東亞運動會 - 深水埗區分齡游泳比賽	男子青少年 I 組 100 米 捷泳	亞軍
		男子青少年 I 組 100 米 背泳	亞軍
	中西區分齡游泳比賽 2009	男子青少年 I 組 50 米 背泳	亞軍
		男子青少年 I 組 100 米 背泳	亞軍
		男子青少年 I 組 100 米 捷泳	季軍
	Young Men's Christian Association of Hong Kong	YMCA of Hong Kong Swimming Gala	Age 6-9: 2x25m Family Relay
Age 8-9: 25m Boys Backstroke			Champion
Age 8-9: 25m Boys Freestyle			1 <sup>st</sup> Runner Up
Age 8-9: 25m Boys Breaststroke			2 <sup>nd</sup> Runner Up

**啟基學校 (港島) - 友校接力邀請賽**

本校男、女子田徑隊參加啟基學校 (港島) - 友校接力邀請賽，分別獲得亞軍及季軍，參賽學生名單如下：

男子隊	女子隊
6A 張煒林	3A 侯焯嵐
6C 張智傑	3C 萬希玄
6C 張書洛	4C 楊詠
6D 麥翰林	4D 楊晴

### 二零一零年飛達新星田徑錦標賽

本校同學參加由飛達田徑會舉辦的二零一零年飛達新星田徑錦標賽，獲得以下優異成績：

班別	姓名	項目	獎項
3A	侯焯嵐	女子2001年60米	亞軍
		女子2001年100米	季軍
4D	梁詠雯	女子2000年擲壘球	第四名

### 2009-2010 年度港島東區小學校際乒乓球比賽

本校乒乓球校隊參加由香港學界體育聯會港島東區小學分會主辦的2009-10年度港島東校際乒乓球比賽，獲得女子甲組團體冠軍及男子乙組團體冠軍。隊員名單如下：

班別	組別	姓名	班別	組別	姓名
5D	女甲	郭奕林	3B	男乙	黃子浚
6C	女甲	張婧怡*	4A	男乙	關天綸
6C	女甲	黃渭茵*	5A	男乙	鄧翊軒*
6D	女甲	何采蓉	5B	男乙	張証皓*
6D	女甲	楊凱晴	5B	男乙	吳卓軒

\* 即獲選為是次比賽的優秀球員

### 2009-10 年度港九地域小學校際乒乓球比賽

本校乒乓球校隊參加由香港學界體育聯會舉辦的2009-10年度港九地域小學校際乒乓球比賽，獲得男子乙組亞軍，參賽學生名單如下：

班別	姓名	班別	姓名
3B	黃子浚	5B	張証皓*
5A	鄧翊軒*	5B	吳卓軒

\* 即獲選為是次比賽的優秀球員

### 乒乓球比賽

本校同學6C班張婧怡參加以下乒乓球比賽，獲得優異成績：

主辦單位	比賽	成績
香港乒乓球總會	2008/09年度青苗乒乓球培訓計劃區際錦標賽	女子B組團體冠軍
東區區議會及東區民政事務處	東區“迎東亞運”體育比賽乒乓球比賽	女子青少年組單打亞軍
康樂文化及事務署及離島區體育會	離島區分齡乒乓球比賽2009	女子青少年F1組單打季軍

### 2010 全港公開青少年乒乓球錦標賽

本校同學3B班黃子浚和5B班張証皓參加由香港乒乓總會舉辦的2010全港公開青少年乒乓球錦標賽，分別獲得男子8歲或以下組前八名及男子9-10歲組殿軍。

### 2009 恒生新一代乒乓大比拼

本校同學3B班黃子浚參加由恒生乒乓球學院舉辦的2009恒生新一代乒乓大比拼，獲得男子8歲組季軍。

**青少年網球新秀賽 2009**

本校同學 3A 班劉逸希參加由香港網球總會舉辦的青少年網球新秀賽 2009，在第一賽站獲得男子十歲或以下單打**亞軍**，而在全年總決賽更獲得男子八歲或以下單打組別**全年總亞軍**。

**2009/10 小學學界非撞式欖球錦標賽**

本校欖球校隊參加由香港非撞式欖球總會主辦的 2009/10 小學學界非撞式欖球錦標賽，在上學期獲得男子丙組**亞軍**，4C 班 Stewart Jacob Harry 更獲得男子丙組**最佳球員獎**，而下學期則獲得女子丙組**冠軍**及男子丙組**亞軍**，3A 班侯焯嵐更獲選為女子丙組**最佳運動員**。

**DeA Tigers RFC Club Fun Day Touch and Tag Rugby Invitation Tournament 2010**

本校欖球校隊參加由 DeA Tigers RFC Club 主辦的 DeA Tigers RFC Club Fun Day Touch and Tag Rugby Invitation Tournament 2010，獲得 12 歲以下組**季軍**。隊員名單如下：

班別	姓名	班別	姓名
6A	包俊偉	6C	朱峻民
6B	李尚臻	6C	張書洛
6B	麥瑋俊	6C	韓展榕
6B	謝柏朗	6C	吳子軒

**2009 水陸兩項鐵人聯賽**

本校同學 6D 班梁諾軒參加由香港三項鐵人總會舉辦的 2009 水陸兩項鐵人聯賽，在男子 1998 年組別獲得**第四名**（比賽 2）、**第二名**（比賽 3）及**第五名**（比賽 4）。

**2009-2010 年度全港小學校際劍擊比賽**

本校同學參加由香港學界體育聯會主辦的 2009-2010 年度全港小學校際劍擊比賽，榮獲多個獎項。得獎同學名單如下：

班別	姓名	項目	獎項
6A	王焯彤	女甲團體	冠軍
6D	陳昕蕎		
6D	方悅鳴		
6D	方悅鳴	女甲	季軍
6A	王焯彤	女甲	第五名

**世界中華國術大賽**

本校同學 4C 班羅國恩參加二零零九年香港國際功夫節之世界中華國術大賽，獲得男子套路少年組功力拳**第二名**。

**第二十九屆全港國術群英會**

本校同學 1A 班余俊熙參加由香港中國國術龍獅總會主辦的第二十九屆全港國術群英會，獲得男子幼童組長器械**一等獎**。

**第四屆社區跆拳道錦標賽 2009**

本校同學 4C 班吳宇乾參加由香港跆拳道協會、香港仔跆拳道會及康樂及文化事務署合辦的第四屆社區跆拳道錦標賽 2009，獲得個人套拳項目**冠軍**及團體全場總得分**第二名**。

**第五屆嶺南盃兒童及青少年跆拳道套拳或搏擊邀請賽**

本校同學 3D 班何雅淇參加由國際跆拳道香港總會主辦的第五屆嶺南盃兒童及青少年跆拳道套拳或搏擊邀請賽，獲得冠軍。

**2009-10 年度全港小學校際體操比賽**

本校同學參加由中國香港體操總會及香港學界體育聯合會合辦的 2009-10 年度全港小學校際體操比賽，在以下各項比賽中獲得優異成績：

班別	姓名	項目	獎項
2A	李海晴	女子新秀組團體賽	季軍
3C	余悅怡		
4C	周樂兒		
4D	陳適之		
3A	侯焯嵐	女子新秀組自由體操	第七名
4D	陳適之	女子新秀組自由體操	第五名

**全港中小學跳繩比賽 2010**

本校同學 5D 班梁穎鋒參加由中國香港跳繩總會舉辦的全港中小學跳繩比賽 2010，獲得男乙甲組連續 2 重跳的季軍。

**香港專業花式跳繩學校比賽**

本校同學 6D 班邵君凱參加由香港專業花式跳繩學校主辦的比賽，獲得腳步組合二組別冠軍。

**香港冰球協會 30 週年誌慶暨 2010 陸地冰球錦標賽**

本校同學 1A 班鄭心晴參加由中國香港體育協會暨奧林匹克委員會冰球總會舉辦的香港冰球協會 30 週年誌慶暨 2010 陸地冰球錦標賽，獲得選手組的亞軍。

**聯校風帆滑浪比賽**

本校同學 3A 班鄧翊晞及 5A 班鄧翊軒參加由康樂及文化體育事務署主辦的聯校風帆滑浪比賽，分別獲得女子兒童組亞軍及男子兒童組季軍。

**韓國南原世界滾軸溜冰公開賽**

本校同學 5B 班陳文豐參加由 Korea Roller Sports Federation 主辦的韓國南原世界滾軸溜冰公開賽，獲得少年男子組花式樁賽第四名及參賽服飾大獎，贏取獎學金韓幣 500,000Won。

**第九屆香港速度滾軸溜冰公開賽**

本校同學 2D 班沈雋樂參加第九屆香港速度滾軸溜冰公開賽，獲得休閒速度男子小童組 250 米第五名和休閒速度男子小童組 375 米第四名。

## 視藝

### 夫子廟會 - 填色比賽

本校同學參加由香港大學畢業同學會和灣仔區議會屬下文化及康體事務委員會合辦的夫子廟會 - 填色比賽，獲得以下多個獎項：

班別	姓名	組別	成績
6D	陳卓堯	高級組	冠軍
4C	陳俊澄		優異
5A	李鎬言		優異
2B	陳芷妮	初級組	優異
2D	梁皓鈞		優異
3C	余悅怡		優異

### 香港花卉展覽二零一零 - 學童繪畫比賽

本校 3A 班謝芷津、4A 班李偲德及 4D 班梁詠雯參加由康樂及文化事務署舉辦的香港花卉展覽二零一零 - 學童繪畫比賽，獲得小組亞軍及高小組優異獎。

### 繪畫及填色比賽

本校同學 2A 班何昭樺參加由聯合國兒童基金會主辦之中國兒童周 2010 - 小畫家大夢想繪畫比賽獲得優異獎。何昭樺同學並獲得由香港大學畢業同學會、灣仔區議會，灣仔民政事務處、灣仔社區聯會及香港大學學生會國事學會合辦之大年初七「夫子廟會」填色比賽，獲得初級組冠軍。

### 第八屆菲律賓－中國－日本國際書畫大賽

本校同學 6B 班冼恩祈在菲律賓亞洲文化交流協會主辦的第八屆菲律賓－中國－日本國際書畫大賽中，榮獲兒童組二等獎。

### 2009 國際天文年美術設計創作比賽

本校同學 1B 班黃熙民、1D 班梁曉晴及 3A 班黃冠達聯同另外兩位學生參加由保良局主辦的 2009 國際天文年美術設計創作比賽，在香港賽及世界賽中分別獲得組別 2 的 1 等獎及 3 等獎。

### The 12<sup>th</sup> International Exchange Exhibition of Children's Art

本校同學 5C 班葉澤生參加 12<sup>th</sup> International Exchange Exhibition of Children's Art。該展覽共收到來自 29 個國家的 5,000 份作品。葉澤生同學的作品被選為 300 份參展作品之一，並頒予證書嘉許。

### 2009-2010 Amadeus 視覺藝術日

本校同學 6C 班張婧怡的作品經 Amadeus Association 評審後，獲評定為 2009-2010 Amadeus 視覺藝術日「公開組」風景系列金獎作品。

**「牛奶與我」全港小學及幼稚園牛奶盒創作及填色比賽**

本校同學 1D 班蕭善文、3A 班霍盈蓓、3C 班林明怡和 3D 班李靜賢參加由神樂院牛奶廠有限公司主辦的「牛奶與我」全港小學及幼稚園牛奶盒創作及填色比賽，獲得小學初級組入圍作品獎。

**「描城繪景·活現西城」第四屆香港學界素描比賽**

本校同學 5D 班黃諾琛參加由聖雅各福會主辦的「描城繪景·活現西城」第四屆香港學界素描比賽，獲得小學高級組入圍優異獎。

**高錕教授榮獲諾貝爾獎郵票小型張設計比賽**

本校同學 6D 班陳卓堯參加由香港科學館舉辦的高錕教授榮獲諾貝爾獎郵票小型張設計比賽，獲得小學組優異獎。

**2010 徐悲鴻盃國際青少年兒童美術比賽**

本校同學 3C 班萬希玄的作品獲選進入由徐悲鴻藝術委員會授權、香港青年協會主辦之 2010 徐悲鴻盃國際青少年兒童美術比賽之香港區（初小組）的總決賽評審，香港評審委員會從五千份推薦作品中選出六百二十八份送往北京人民大學徐悲鴻藝術研究院作總決賽評審。

## 其他

### 優秀作品獲刊登星島日報

本校同學 6D 班何采蓉之優秀作品獲刊登於 2009 年 10 月 19 日星島日報的陽光校園版內，何同學獲發證書嘉許。

### 百名傑出禁毒大使

本校同學 6B 班李翱然參加由傑出青年協會舉辦的傑青禁毒大使計劃，獲評審團選入百名傑出禁毒大使，以宣揚禁毒訊息。他與 6A 班郭海琳亦獲得該計劃的金獎。

### 全港小學「華山盃」圍棋團體賽

本校同學 2B 班梁展熙、5A 班伍峻延及 5D 班 Southall Michael Mark 參加由香港圍棋協會及中華基督教會桂華山中學合辦之全港小學「華山盃」圍棋團體賽，獲得**全場總冠軍**。

### 第一屆「小棋聖盃」全港學界棋藝挑戰賽

本校同學 2B 班梁展熙參加由中國香港棋院主辦的第一屆「小棋聖盃」全港學界棋藝挑戰賽，榮獲圍棋初小組**冠軍**。

### 燕京盃全港中小學校際圍棋錦標賽 2009

本校同學 5D 班郭子軒參加由中華基督教會燕京書院和妙手圍棋院合辦的燕京盃全港中小學校際圍棋錦標賽 2009，獲得男子小學五年級組**第 8 名**。

### 10'回歸盃圍棋選拔賽

本校同學 2B 班周睿熙參加由香港兒童圍棋學院舉辦的 10'回歸盃圍棋選拔賽，獲得男子 C 組**亞軍**。

### 第七屆香港校際圍棋大賽

本校同學 5D 班郭子軒參加由香港學界圍棋會和香港兒童棋院合辦之第七屆香港校際圍棋大賽，於高一組 (副將) 及高小組 (副將) 分別獲得**參與狀及優異狀**，而在個人項目中更獲得**冠軍**。

### 開心『果』100 日挑戰賽

本校同學 2D 班李祉韜參加由衛生署舉辦「健康飲食在校園」運動之開心『果』100 日挑戰賽，獲得**完成一百天大比併嘉許獎**。

### MassMutual Jr. Space Camp Program 2010

Lo Fong Jing Ashley (5C) participated in the MassMutual Jr. Space Camp Program 2010 and was selected as one of the six Junior Astronauts from some 2,000 applicants. He will jet off for Junior Astronaut training at the US Space Camp in July 2010.

## 6. Financial Summary

HKUGA Primary School

2009-2010 summaries of School's financial report

Balance B/F (Government Funds and School Funds)	Fund b/d			Balance	
	from last year	Income	Expenditure	c/d	
	HK\$	HK\$	HK\$	HK\$	Note
<b>I) Government Grant</b>					
<b>1) OEBC Grant</b>					
<b>a) General Domain</b>					
i) IMC Grant	154,648	0	154,648	0	
ii) DSS Grant		20,960,822			
- Personal cost (Full Time Teacher)			20,960,822		
<b>Subtotal - General Domain</b>	<b>154,648</b>	<b>20,960,822</b>	<b>21,115,470</b>		
<b>b) Special Domain</b>					
i Grant - Capacity Enhancement					
- 2009-2010 Funding		357,424		115,913	
- 2010-2011 Funding		548,856		548,856	
- Personal Cost (Teaching Assistant)			308,400		
- Medical			7,104		
- MPF			15,420		
- PSDG			26,500		
ii Grant - PTA (經常津貼)	90,740	151,979	140,890	101,829	
Grant - PTA (家校合作活動)	8,230	12,400	12,680	7,950	
iii Grant - Jockey Club	320	320	640	0	
iv Grant - IT Upgrade Fact	160,042	0	154,077	5,965	
v Grant - Upgrade websam	53,600	0	49,880	3,720	
vi Grant - School Drama Festival	1,034	0	0	1,034	
vi Grant - QEF (校園電視)	88,445		88,444	1	
vi Grant - QEF (新科技處理學校行政)		104,500	45,600	58,900	
viii Grant - Prev Hu Swin Flu	1,380	0	1,380	0	
x Grant - STA	45	90	135	0	
<b>Subtotal - Special Domain</b>	<b>403,836</b>	<b>1,175,569</b>	<b>851,151</b>		
<b>Total - Government Grant</b>	<b>558,484</b>	<b>22,136,391</b>	<b>21,966,620</b>		
<b>Surplus</b>			<b>728,255</b>		
<b>II) School Funds (General Funds)</b>					
1) School Fee		13,075,200	1,307,340		4
- Personel cost (Full Time Teacher)		316,800	1,285,154		
- Personel cost (Module/Supply Teacher)			380,659		
- Personel cost (Admin)			2,419,147		
- MPF			2,209,401		
- Outsources Contract fee			1,556,083		1
- Operation Expenses		469,093	3,582,717		2
2) Rates		351,135	354,192		
3) Learning Materials		304,721	607,671		3
<b>Total - School Fund</b>		<b>35,835,195</b>	<b>34,663,185</b>		
<b>Total surplus for the school year 09/10</b>			<b>1,172,010</b>		

**Remark :** Note 1 Cleaning, Security, Audit fee, Education Psychology, Insurance/Medical, 駐校輔導服務  
 Note 2 Income include Bank Interest, Rents etc  
 Note 2 Expense include Electricity, Water, Repair and Maintenance, Depreciation, Printing .etc  
 Note 3 全年學習材料收費  
 Note 4 provision for school remission

## **7. Feedback on Future Planning**

We will follow up the issues raised above and set the next 3 years' school development plan (2010–2013) to further enhance the teaching and learning effectiveness, as well as student development. The major concerns of our school in 2010-11 are as follow:

### **1. Strengthen School Organization and System to Enhance Sustainable Development**

- 1.1 Establish an effective structure and consolidate efforts among different teams.
- 1.2 Development of a learning resource and data bank to enhance learning and teaching effectiveness.

### **2. Optimize the School-based Curriculum and Learning and Teaching Strategies**

- 2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness.
- 2.2 Enhance learning effectiveness and students' learning interests.

### **3. Identify Students' Potential; Develop Quality Holistic Education**

- 3.1 Cater for learning diversities among students and their developmental needs.
- 3.2 Enhance students' abilities in being independent, self-disciplined and able to manage their own selves.
- 3.3 Set up the 'Healthy Campus' policy to ensure holistic support for a happy school life.