

HKUGA PRIMARY SCHOOL

ANNUAL SCHOOL REPORT

2010 - 2011



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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 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 ninth year, it has 24 classes from P1 to P6. There are a total of 731 students and 69 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.

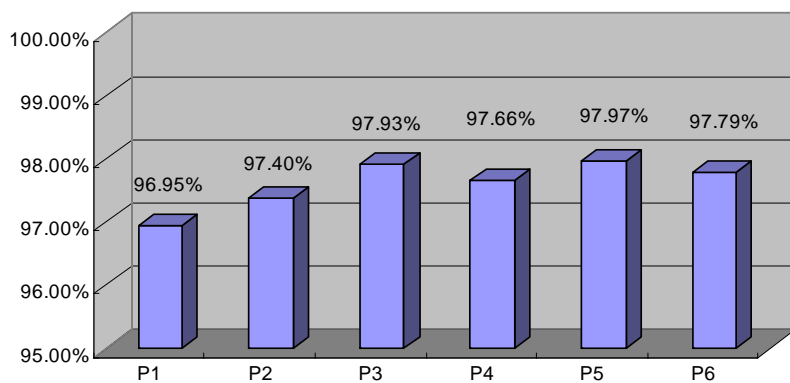
To Our Teachers

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 (2010-11)

Students Attendance



Students' Withdrawal (2010-11) - 1.64%

Reason	Number
Study in another school	8
Emigration	4
Study aboard	0
Others	0
Total	12

2.1 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	63	67	64	63	61	67	385
Girls	59	57	53	56	63	58	346
Total Enrolment	122	124	117	119	124	125	731

1.7 Our Teachers

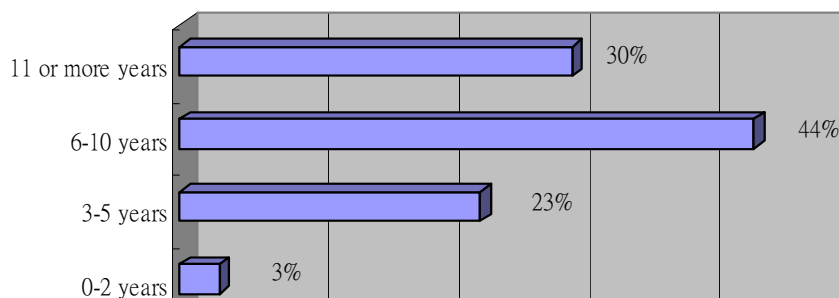
Manpower - Full Team

Category	Number
Teaching Staff	69
ELA Instructors	23
Administrative Staff	14
Total	106

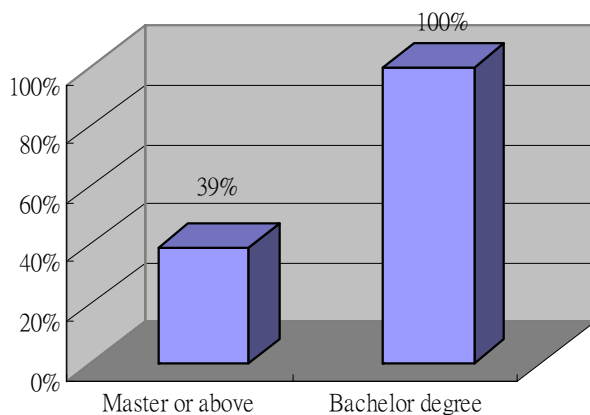
Teaching Staff

Post	Number
Teachers (Full-time)	57
Teachers (Part-time)	5
Teaching Assistants	6
Librarian	1
Total	69

4.1 Teachers' Experience (except Assistant Teacher/Teaching Assistant)



4.2 Teachers' Qualifications (except Assistant Teacher/Teaching Assistant)



2. Achievements and Reflection on Major Concerns

2.1 Major Concern 1 : Strengthen School Organization and System to Enhance Sustainable Development

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

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- 1.1 Establish an effective administrative structure and consolidate efforts among different teams so as to promote sustainable development.

Achievements

- I) Enhance the capability of middle-level teachers through a series of workshops and trainings provided by visiting experts.
- Four training workshops had been held by the consultants to enhance the capability of middle-level teachers. According to the appraisal, over 80% of middle-level teachers had good understanding of their roles and exercised well in daily work. Details of workshops are as follows :

Date	Name of Event / Workshop	Guest Speaker
9 Dec 2010	民主監督和領導、賦權與承責	Mr Chan Tak Heng
25 Feb 2011	觀課、評課技巧	Dr Leung (HKCU)
24 Mar 2011	科組主任的領導工作及 人事管理案例分析	Mr Chan Tak Heng
27 June 2011	人事管理案例分析	Mr Chan Tak Heng

- (II) Teachers of Chinese, English, Math and General studies had been involved to conduct school-based educational research. Teachers had presented and shared their findings with other subject teachers. Over 90% of participants are benefited from the sharing. The sustainable and professional development culture has been enhanced. Details of action research / lesson studies are as follows:

<u>Subject</u>	<u>Name of Involved Teachers</u>
Chinese	Mr Wong Yuk
English	Ms Irene Lo, Ms Gigi Mo and Mr Julian Kent

1.1 Establish an effective administrative structure and consolidate efforts among different teams so as to promote sustainable development. (cont)

Math Mr Chung Kim Fung

GS Mr Lui Chi Shing

- (III) Establish an effective evaluation system : Through studying data, teachers' reflection and review sessions, we regularly reviewed the progress of various projects in 3 aspects (focused, procedural and penetrating). Surveys and review meetings of learning and teaching, student development, school administration and professional development had been held throughout the school year. By thus doing as well as considering the Hong Kong education development trend , we defined the schools' future focus development and prioritize the various projects, such as : development of Moral & National curriculum and e-learning.

1.2 Development of a learning resource and data bank to enhance learning and teaching effectiveness.

Achievements

- (I) All subjects and committees had developed a basic knowledge management system to achieve a continuous improvement of school curriculum. Teaching documents and software prepared by teachers were collected, amendments and improvements when applicable had been made , and then uploaded onto the intranet for teachers' handy use. Besides, content of teaching resources, such as: reference books, CD/DVDs and teaching aids of each subject was recorded. However, due to limited space of school library, a central resources centre is still in planning.
- (II) A record system has been established to record students' academic as well as non-academic achievements. However, both procedures and system still need improvement.

Reflection and Suggestion for Future Planning

- In order to allow flexibility to cater for the different needs of middle management teachers, personal consultation and support by consultant will be arranged on teachers' request.
- Seminar , workshop and sharing on action research should be conducted to support school-based researches. Teachers are encouraged to work in groups for mutual support and enhancing learning culture.
- A more effective system with the support of IT colleagues should be set to record students' achievement effectively and efficiently.

2.2 Major Concern 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
 - 2.3 Optimize the school-based curriculum to enhance learning and teaching effectiveness
-

- 2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness

Achievements

D) Subject curriculum frameworks have been reviewed and refined to enhance the validity and coherence of the learning content.

- A comprehensive curriculum review had been implemented before the school year started. Central curriculum documents, that issued by CDI of EDB, were used as the reference for cross-checking the content and emphasis of our school-based curriculum in each learning discipline.
- Apart from validity, while refining the school-based curriculum, subject leaders and teachers also put great emphasis on catering for the needs, abilities and interests of our students, as well as trend of curriculum development, social needs and past experience.
- Subject curriculum frameworks have been refined which displays:
 - vertical continuity and progression of concepts, skills and values from;
 - broad and balanced learning content in each year level.

Chinese Language With reference to the curriculum review, a new *School-based Chinese Language Curriculum Development Framework* (中文科校本課程規劃表) was adopted this school year. Based on the experience gained from classroom teaching and continuous evaluation, the *Curriculum Framework* has been finalized in July 2011. The new *Curriculum Framework* displays a clear and progressive development of the nine Chinese Language learning domains (reading, writing, listening, speaking, “pinyin”, Chinese literature, Chinese culture, moral education, thinking and self-learning).

2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness

English Language Our school participated in the EEG (English Enhancement Grant) Program this school year. With the additional manpower and financial support from the SCHOLAR, the English Department has made continuous effort on developing and refreshing the School-based English Language Curriculum Framework. A refined Curriculum Framework of the four strands (P1-P6 reading, writing, speaking and grammar) and phonics learning (P.1-P2) has been formulated; it helps the English teachers understand the concepts, skills and values in different year levels effectively. About 90% of the English teachers found that the new unit plan format had allowed them to understand the learning and teaching objectives easily. Moreover, all P1 to P6 unit plans have been rewritten in the new format; objectives, skills, knowledge and attitudes are clearly listed in the plan

Mathematics The *School-based Mathematics Curriculum Framework* has been formulated; unit plans in each year-level have also been reviewed, designed and refined accordingly. To help student revise and consolidate the learnt concepts and skills, a new exercise “計算簿” is introduced in all year levels, all teachers found students have obvious improvement in mathematics operation in this school year.

General Studies The vertical and horizontal development of the “Knowledge” domain, an important part of the *School-based General Studies Curriculum Framework*, has been reviewed and revised according to the *General Studies Curriculum Guideline (2011)* that newly released by CDI. Some current learning units have been re-structured and a few new learning units are proposed to be added to the curriculum in the new school year.

Physical Education To cater for the needs and abilities of our students, P4 and P5 PE curriculum has been revised. Ball game training and development will be enhanced in the new school year.

IT The *School-based IT Curriculum Framework* has been successfully developed according to our school's KLA curriculum development trend and the structure of the secondary school computer literacy curriculum (junior level).

II) Curriculum management system has been successfully established.

- Curriculum planning:
 - Curriculum planning was held before the school year started. Curriculum leaders contributed their ideas about the development of the school's annual concern, it provided the platform for curriculum leaders to understand, identify, consider and implemented the school curriculum development targets in different subjects.
 - Curriculum leader also made use of the results of the KISS analysis, which was completed at the end of the previous school year, to generate the departmental curriculum development targets in their own subjects.

 - Curriculum management:
 - Interim curriculum evaluations were held at the end of Term 1 and Term 2.
 - Subject year-level meetings, subject meetings and school curriculum meeting (CDC) were held sequentially and strategically, so as to evaluate the planning, implementation and effectiveness of the current curriculum.
 - Apart from curriculum evaluation, follow-up proposal would also be made and implemented in the forthcoming school term.

 - Curriculum evaluation:
 - On-going checking and evaluation about the school curriculum development targets were made throughout the school year, findings and concerns would be discussed in the regular CDC meetings, in order to make timely feedback to subject panels and to provide support to subject curriculum leaders.
 - Annual curriculum evaluations were implemented in subject year-level, subject level and school level respectively. The evaluation results are import resources for curriculum planning next school year.
- KISS analysis on subject curriculum was also conducted in each subject at the end of the school year; it provides the information for subject panels to consider their departmental concerns for next school year.

2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness

Achievements (cont)

III) Global issues, multi-cultural elements and overseas learning tours are integrated into the curriculum

- With the joint effort of different KLAs, students' global perspectives were enhanced through incorporating global issues and international experience into the curriculum and arranging overseas tours.
- The English Department has introduced global issues and international experience to students systematically. P1-P3 have organized at least 1 activity and P4-P6 have organized at least 2 cultural exchange activities respectively. Diversified learning opportunities have been prepared for students this year, such as sharing from Scheyer, P4 Game Day, Pajama Reading day, study on Indian culture from Amrik's story, project learning about Anne Frank WWII and protecting species.
- The PE Department has put great effort to encourage students to participate in international sports events. For example, more than hundred students were arranged to visit the Hong Kong Stadium to experience the exciting atmosphere of the International Rugby Seven. Moreover, display boards were also renewed regularly to introduce students different sports activities.
- Visual Art teachers have put huge effort on encouraging and guiding students from different year levels to take part in diversified international art competitions, for example,
 - 波蘭藝術大賽(P.2 徐嘉鎰獲最優秀獎)
 - 日本國際書畫(P.3 萬希獲玄金獎)
- Students' international perspectives have also been enhanced by learning about technological development trend like Web 2.0 in their IT lessons. Google Site was introduced in P3 curriculum to help students get familiar with the world IT development trend.
- A learning tour Beijing was organized to P5 students in the Summer holidays, students were provided the opportunity to learn and have cultural exchange with students from the 北京航天科技中心及附屬小學.
- Besides, our Music Development Program has organized a learning and performance tour to Taiwan in the early July.

2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness

Reflection and Suggestion for Future Planning

I) School-based Curriculum Framework

- Owing to the unique nature and diversified development paths, the pace of school-based curriculum development varies among different subjects in our school. In this few years, great emphasis has been made on establishing clear curriculum frameworks to display and assure the progressive and systematic development of learning goals and objectives. With our ceaseless effort, the curriculum frameworks of our school's KLA curriculum are generally developed.
- In the coming future, continuous effort should be made on cross-disciplinary curriculum integration; integration of textbook curriculum & school-based curriculum; progressive development of specific learning domains; enhancing the coherence between the KLA curriculum & the module curriculum; and curriculum innovation, such as incorporating e-learning into the formal curriculum to enhance L&T effectiveness.
- Board and balanced development is a well-known characteristic of our school's curriculum. To maintain and further develop this unique curriculum features, in the coming two years, initiatives should be made on revising our Integrated Art curriculum framework (Music, Visual Art, Drama and Dance).

II) Module Curriculum Development

- The function and role of the module curriculum has been identified. With reference to the Concentric Ring Model of our school-based curriculum, module curriculum should aim 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 learning 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.
- In the coming school year, emphasis should be put on constructing curriculum document to display the theme, learning objectives and learning activities of the subject module curriculum as well as its linkage to the KLA curriculum.

2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness

Reflection and Suggestion for Future Planning (cont)

III) Further communication between HKUGAPS & HKUGAC

- A good start has been made on developing the communication channel between HKUGAPS & HKUGAC. Teachers of both schools started to exchange curriculum documents, open classrooms and share teaching pedagogies with teachers from another.
- In the annual evaluation meeting, teachers suggest that the future communication between the two schools should be more focusing; a “theme of communication” should be identified before the communication events take place. The “theme” could be as school-based as “common learning activities in junior secondary & senior primary” or as subject-based as “L&T strategies for promoting scientific investigation”.
- Besides, it is also suggested that, to make the best use of visitation time, teachers from both schools should make necessary preparation on the agreed theme before the communication events, for instance, relevant curriculum documents, student assignment samples, snapshots of daily lessons.

2.2 Enhance learning effectiveness and students’ learning interests

Achievements

I) Provision of subject-based teacher professional development to enhance the effectiveness of specialist teaching

- Relevant subject-based teacher professional development opportunities have been provided to cater for the needs of specialist teaching.
- Chinese: workshops about unit planning and oral reading
- English: workshops about unit planning and lesson planning
- Mathematics: workshops and lesson observation about “Mathematising 數學化教學” (Freudenthal, 1973)
- General Studies: workshop about co-planning
- Visual Art: workshops about wind-cone design and costume design

II) Students' cognitive skills are developed strategically

- A series of learning skills have been incorporated into the English Language curriculum to enhance students' independent learning capabilities, more than 80% of students found the self-learning skills helpful to their learning.
 - P1-2: picture dictionary skills, filling in word bank
 - P3: dictionary skills
 - P4-6: note taking, research skills and advanced dictionary skills
- Mathematics Department introduced individual learning portfolio in P5 high-ability group, apart from learning about the core curriculum, fast learners were provided enrichment programs and encouraged to record, self-evaluate and reflect on the concepts they have learnt from the enrichment programs. Majority of the participants' feedback were very positive towards this initiative. Besides, pre-test (diagnostic assessment) was implemented in different year-level strategically, so as to make proper design and arrangement on learning and teaching.
- Knowledge Forum (KF) was incorporated into the P4-P6 General Studies curriculum systematically. Students in each year-level were given the opportunities to discuss and construct knowledge cooperatively. Blog was also introduced to P6 Community Service Module as a Web 2.0 learning strategy, more than 90% of participants found it helpful for enhancing interactive learning, sharing experience and co-construction of knowledge.
- Diversified modes of assessment have been introduced in Integrated Art, such as peer-assessment (Music, VA, drama & dance) and performance assessment (IT), so as to enhance learning and teaching effectiveness.
- Independent learning project has been introduced into the *Visual Art School-based Curriculum*. With the support and information provided by the Visual Art teachers, all students are guided to visit an art gallery, exhibition or museum in the long school holidays, and then complete an independent learning project within the school year. More than 85% of students found the project helpful to enrich their learning experience on Visual Art.

III) Revision of the best-work portfolio

- The best-work portfolio program is further promoted by enhancing students' goal-setting skills.
- Students started their portfolio by making appropriate personal goals on academic and social development. Through the guidance from subject teachers, students' meta-cognitive skills were enhanced by reflecting on their learning experience and select their best-work from different subjects.
- Class teachers are responsible to support students to monitor the progress of goal achievement. At the end of the school term, students were encouraged to share their learning outcomes, reflection and future planning with parents and teachers in the student-led conference.

Reflection and Suggestion for Future Planning

I) Teacher professional development

- The subject-based teacher professional development workshops were generally welcomed by majority of teachers, because they could fit for the needs of different parties.
- To support the implementation of the annual school development targets, apart from subject-based professional development workshops, it is suggested that more focusing school-wide professional development opportunities, such as independent learning and interactive learning, so as to help teachers to master the school's expectation, basic concepts, pedagogies and common learning & teaching strategies.
- Besides, owing to teachers may have different levels of readiness and experience on a specific educational concepts or skill, it is suggested that the teacher professional development could cater for the learners' diversity.
- Some of the school-wide teacher professional development events were held by external professionals or speakers. Owing to insufficient knowledge about our school's characteristics and pace and progress of curriculum development, the workshop content may somehow far from teachers' need. The professional development workshops might become more effective if more communication could be made between the workshop provider and our school.

II) Development of students' independent learning skills

- With the support of different professional development opportunities, teachers were introduced the different definitions and common teaching strategies of independent learning.
- To facilitate future planning and daily learning & teaching, teachers may need to know more about the entire development arrangement of independent learning skills in our school, so that they can help to perform their role and make it happen in their specialist subjects.

2.3 Major Concern 3 : Identify students’ potential and develop quality and holistic education

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

3.1 Cater for learning diversities and their developmental needs.

Achievements

During the course of the year, we made effort to strengthen developmental initiatives offered to gifted students and assistance provided to the less competent students. Details are as follows:

- Organized A ELA “Six Thinking Hats” that helped nurture gifted students’ holistic thinking and decision making (i.e., taking into account various parties’ perspectives when making decisions). Over 90% of the participants agreed that the programme contributed effectively to enhancing their thinking / decision making skills and efficiency.
- Hosted a series of developmental workshops 寫字多樂趣 (facilitated by 協康會青蔥計劃) for P1-2 students with dyslexia and their parents. Over 90% of participants (both students and parents) agreed that the programme was useful in improving writing and reading abilities.
- Launched a pilot IEP (Individualized Educational Programme) on one SEN student with the joint effort from educational psychologist, social worker, parent and teachers. The student's learning was proven to be more effective with the customized program. This pilot also formed a solid foundation for rolling out IEPs for other students in need in the future.
- Formed a developmental group 自律小先鋒 to support five P1 students with Attention Deficit/Hyperactivity Disorder adopting the EDB Resource Package "Development of Executive Skills (執行技巧訓練)". All participants demonstrated significant improvement in self-management.
- Established a developmental group 抗逆種子 to enhance eight P4 students’ competence in dealing with adversity. 7 out of 8 participants agreed that the programme could enhance their emotional control and resilience.

- Nominated and referred 4 students to CUHK's gifted program that offered highly challenging out-of-school learning opportunities. All participants agreed that the program was helping in exploring and stretching their potential.

In addition, we offered support to parents to better address the needs of SENs.

- Organized a parent workshop, facilitated by Caritas HK, on understanding and helping students with special educational needs. Over 90% of the 70 participants from P1-6 agreed that the workshops were able to equip them with more skills on helping students with dyslexia.
- Facilitated parents in forming a Mutual Support Group, a platform for parents to regularly exchange thoughts and feelings on helping their dyslexia children.

We also made available to teachers professional training and development that helps master the approaches and techniques in serving students with special educational needs.

- 5 Chinese subject teachers attended a 5-day professional training course organized by CUHK on supporting students with dyslexia. A subsequent sharing session was held during the departmental meeting.
- Set up 2 professional development workshops by the Hong Kong Academy for Gifted Education and EDB on catering individual differences in learning.

Reflection and Suggestion for Future Planning

Going forward, we hope to further roll out IEP (i.e. extending the program to a larger student group) and promote the use of the EDB Resource Package "Development of Executive Skills" to support students with special educational needs. We would also explore the possibility of introducing training to enhance teachers' counseling skills, so that the psychological needs of SEN students could also be addressed.

3.2 Enhance students' abilities in being independent, self-disciplined and be able to manage their own selves.

Achievements

We, with joint effort from the PTA, organized workshops and training sessions for parents to help understand the importance of students' self-management and self-discipline in holistic development, as well as the need of nurturing such attributes in everyday life. Workshops and training sessions include:

- 我們培育了「港孩」？ (by Mr Yu Tak Shun)
- 培養2026的小孩 (By Mr Chan Tak Hang)
- 了解競爭優勢,迎接孩子未來 (By Mr Lam Hak Chung, Patrick)
- 家有E世代 (By Mr Chan Tak Hang)
- 同途有您倍輕鬆 (By parents from HKUGA College)

We had form teachers to emphasize on self-management and self-discipline in the management of their classes, and to put such concepts into practice through the use of class rules and regulations.

- Regular Year Level Meetings were held regularly to evaluate students' self-management and self-discipline. Class building and classroom management strategies were often exchanged during the meetings.
- As reflected from PSDG questionnaire, 95% of students agreed that they were clear about school rules and routines and 92% of students claimed that they always followed the school rules and routines. 83% of teachers agreed that students are self-disciplined in general this year.

We issued guidelines for various aspects of campus life and provided clear directions for student behavior.

- Expectations on student behavior and reminders are conveyed to students regularly during morning assemblies. Guidelines were also discussed during staff meetings to enhance the consistency on discipline management by all teaching staff.

Reflection and Suggestion for Future Planning

- Discussion and evaluation on the expectations of student behavior should be conducted regularly aligning the perspectives of all teaching staff.

- Good Brothers and Good Sisters should be further empowered and recognized through getting them involved in more occasions, e.g. morning assemblies.
- Class teacher periods were made shorter due to the change of school time table this year.
- Class teachers are still adjusting to the change and therefore require formalized idea-exchange platforms (e.g., year level meetings, staff development, etc) to maximize the effectiveness when conducting class building activities.

3.3 Set up the ‘Healthy Campus’ policy, to ensure holistic support for a happy school life.

Achievements

Through an integration of life education and civic education, we made effort in offering a comprehensive value education, and ultimately a happy school life, for students.

- Under the same school theme “Love Others As Yourself”, we integrated various activities by different committees and subject departments. The coordinated integration of a series of activities under the same theme enabled focus and consistency, and therefore more effective impact.
- We coordinated the well-received “Love and Caring Day” offering students, parents and teachers opportunities to serve the community as a family. We also leveraged parents’ support to work with 8 NGOs, bringing impact to 300 participants.
- We incorporated promptly into PSE a series of activities in response to the Japan Earthquake / Tsunami in order to strengthen students' sense of identify being world citizens.
- We brought in experts and guest speakers from different organizations (善導會, 明光社, 全人教育基金, etc.) to give talks during weekly assemblies.
- Evidenced by various studies and survey conducted this year, our students demonstrated relatively high levels of self-confidence and self-efficacy that are critical elements contributing to a happy school life.

Reflection and Suggestion for Future Planning

Collaboration among different committees (i.e. ELAC, PSDG, etc) should be further enhanced in refining student development related policies and setting up the “Healthy Campus” policy.

3.4 Students can develop their own potentials according to their personal interests and capabilities

Achievement

In order to explore and nurture students' potential in a well-rounded manner, the following initiatives were conducted to support students in pursuing personal interests and demonstrating their talent.

- The Campus TV (校園電視台) established a platform for students to demonstrate their creativity through production of videos (from script writing to directing to anchoring) under teachers' guidance. A numbers of video clips were made and broadcasted in school.
- The student newspaper 北斗報 offered opportunity for students to take part in interviewing, reporting, editing, etc. under teachers' guidance.
- The newly formed Seed Teams 舞蹈種籽隊, 足球種籽隊 provided attentive training for P1-2 students with strong potential in becoming school team members in the future.

Reflection and Suggestion for Future Planning

To ensure a thorough review of individual students' potential and therefore an optimized resource allocation, a system tracking students' training activities is to be developed.

3. Life-wide Learning

3.1 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 2011, pupils from Yuanjia Primary School in Sichuan, who were once victims of the Sichuan Earthquake, met our pupils the third 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 P.5 last year and was extended to P.5 and P.6 in 2010/11 school year. 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 Primary School and 佛山大瀝實驗小學 were carried out. In April 2011, 32 P.6 students, 28 parents went to Foshan with Principal and teachers. Students, teachers and Vice-principal of 佛山大瀝實驗小學 visited back our school in 30 May 2011.

3.2 Experiential Learning

- Learning with Shanghai Expo – Extended learning trips were organized for P.5 and P.6 students, parents and teachers in September 2010 (about 160 participants). With teachers guidance, students had to set their own learning task and finalized a project after the trip. Presentations and sharing in school has been held in early Oct 2010.
- Music Exchange learning trip to Taiwan – 30 students and their parents joined the World Orchestra Festival at Taiwan with teachers in July. Students attended concerts and performed at the stage as well as visited school in Taiwan.
- Connection with Beijing Primary School – 23 P.5 students went to Beijing with Principal and 3 teachers. We had joined the summer aviation program with students of 北京航天中心附屬小學. Students had enriched their knowledge on the development of China and space technology. There will be visits from teachers and students of 北京航天中心附屬小學 in coming school year.

4. Sharing with Educationalists

4.1 Visitors

Date of Visit	Education Units
16 Sept 2010	上海師資培訓中心 –English teaching in HKUGA Primary School
20 Oct 2010 14 Apr 2011	Hong Kong Institution of Education – Key stage 1 adaptation
17 Dec 2010	Visitors from Conference of Hong Kong Institution of Education
15 Feb 2011	The University of Hong Kong , Faculty of Education and the Department of Psychology– School development
11 Mar 2011	Creative Primary School (NETs) –Experience Sharing–
31 Mar 2011	● The University of Hong Kong ,Faculty of Education – School –University Partnership –Tailoring Individual Differences
1 Apr 2011	北京航天科技中心主任, 小學校長及老師–學校發展
8 Apr 2011	香港教育局及廣東省教育廳–學校發展
18 May 2011	Parents of Ling Liang Church Kindergarten – P.1 Admission and School Development

4.2 Experience Sharing

- Sharing on Life Education (EDB) – Mr Dennis Ng and Ms Christina Wong
- Sharing on cater for learning diversities and co-operative learning (The Faculty of Education, HKU) – Mr Samuel Wong and Ms Tse Wai Lok
- Sharing on Teaching Practicum (The Faculty of Education, HKU)–Ms Chrstitina Wong
- HKU Mentoring Program (The Faculty of Education, HKU) –小學教師職前培訓課程–學校體驗計劃： Mr Wong Yuk, Ms Tse Wai kok and ms Mavis Chan (Chinese)
 - Ms Gigi Mo, Ms Janice Tam, Ms Claire Chan and Ms Fiona Yung (English)
 - Mr Dennis Ng and Mr Sam Chung (Math) – Mr Samuel Wong and Mr Tiff Lui (GS)
- HKIE Mentoring Program –小學教師職前培訓課程–學校體驗計劃：
 - Ms May Tse (Math) – Mr Andrew Leung (GS) Mr Eric Ng (PE)
- Mentoring Program for Vice-principals (香港天主教教區中層培訓計劃) – Ms Christina Wong

5. Student Performance (2010-11)

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:

範疇	活動	獎項	獲獎同學
中文	「華夏盃」第二屆粵港澳朗誦文學藝術人才大賽	初小組硬筆書法冠軍	2D 霍政愷
		中小組硬筆書法冠軍	4A 霍盈蓓
	明報主辦的全港公開寫作比賽(主題:「最愛校園開心事」大徵集)	小學組亞軍	2B 于俊文
	香港仔街坊福利會社會服務中心社區中心主辦「揭開新一頁」	全港原子筆中文書法比賽嘉許狀	5B 劉慶豐
	第六屆香港故事大王暨第四屆拼音大王選拔賽	直讀拼音組(初小)冠軍	2B 關樂妍
		直讀拼音組(初小)季軍	2B 陸泳澄
		直讀拼音組(初小)優異獎	2B 于俊文
			2B 林盈熙
		拼音輸入法組(初小)冠軍	2B 于俊文
		拼音查字典組(初小)冠軍	
	拼音查字典組(初小)優異獎	2B 陳子皓	
	第三屆中國青少年(香港)才藝比賽	全港兩文三語拔尖挑戰賽(中小組) - 宋立揚盃季軍 拼音大比拼(中小組)金獎 古詩 - 普通話(中小組)亞軍 詩歌散文 - 普通話(中小組)亞軍	3A 陳漢釗
	每日一篇-網上閱讀計劃	優異獎狀	6A 房穎詩
	書叢悅閱俱樂部閱讀獎勵計劃	高小組獎章	6D 黃諾琛
	全港暑期「悅」讀無限 FUN 計劃	高級組優異獎	6C 張旨恩
朗讀	GAPSK 普通話朗誦比賽	小學組(小一至小二)說笑話組別卓越獎	1B 蔡皓泓
		小三至小四組相聲二人誦冠軍	3D 林啟諾
	第十一屆全港學界普通話傳藝比賽 2011	小學組「初小」詩歌組 B 級	2A 鄭心晴
		中小組誦讀小說三人組亞軍	4A 布樂文、馮加欣、侯焯嵐

範疇	活動	獎項	獲獎同學
朗讀	「華夏盃」第二屆粵港澳朗誦文學藝術人才比賽	高小組英文繞口令冠軍	5D 黃怡
		中小組英文講故事冠軍	4A 霍盈蓓
		中小組英文講故事冠軍	4D 丁芊衡
		初小組普通話詩歌最佳演繹獎	2A 鄭心晴
		新詩冠軍	5C 梁詠雯
		故事冠軍	5C 梁詠雯
		演講冠軍	5A 梁君鴻
		演講亞軍	5C 關凱楠
		演講季軍	5C 黃禧
		繞口令冠軍	5D 李穎琛
		繞口令亞軍	5C 樊文瀚
		講故事亞軍	4A 梁樂思
講故事季軍	4C 周穎筠		
講故事最佳表演獎	4C 黃樂恆		
香島中學	「明日領袖全港小學演講比賽」 - 優良獎 - 優異獎	6A 李天穎 6B 任蕙山	
第十一屆全港學界普通話傳藝比賽	散文組(初小)冠軍	1C 鄭鎧澄	
2011 第十七屆聖經朗誦節	小一級獨誦(普通話)亞軍	1C 張晉嘉	
2011 第十三屆全港中小學普通話演講比賽	港島區中小組比賽 優異星獎	3C 霍嘉強	
東區學校故事演講比賽	小學普通組季軍	3C 霍嘉強	
學界詩歌朗誦擂台賽 2010	普通話古詩-中小組第一名	3D 林啟諾	
二零一零年第二屆香港兩文三語朗誦比賽	小學初級組詩歌-獨誦(普通話)冠軍	3D 林啟諾	
第六十二屆香港學校朗誦節	詩詞獨誦普通話小學三、四年級(男子組)-冠軍	3A 陳漢釗	
	散文獨誦普通話小學五、六年級(男子組)-冠軍	6D 郭子軒	
	散文獨誦普通話小學五、六年級(女子組)-亞軍	5A 何珏妍	
	詩詞及散文獨誦普通話小學五、六年級(女子組)-亞軍	6A 李天穎	
	詩詞獨誦普通話小學一、二年級(女子組) 季軍	2C 梁悅心 2D 王愷喬	
	詩詞獨誦普通話小學一、二年級(男子組) 季軍	2C 老雋曦	
	詩詞獨誦普通話小學三、四年級(男子組) 季軍	3A 熊子彥 3D 林啟諾 4D 吳浚彥	
	共獲 158 個優良獎狀及 59 良好獎狀		

範疇	活動	獎項	獲獎同學
朗讀	2011 母親節 念親恩 詩詞朗讀比賽	優異獎	1A 李倩盈 2C 老雋曦
	2011 全港朗誦冠軍挑戰賽	初小組普通話詩詞金獎	2B 黃旻臻
	全港中小學普通話才藝比賽 2011	相聲金獎	2B 張文曦 3A 陳漢釗
		小品銀獎	2B 張文曦 2C 丁仕朗 3C 葉蕎熙 3D 林啟諾
		相聲金獎及金獎冠軍	6B 區靖琳 6D 郭子軒
		小品銅獎	6B 區靖琳、陳智瑋 6D 郭子軒、何偉堯
	二零一零年度普通話朗誦精英 評選賽	朗誦組詩歌散文項目 銅獎組 冠軍	2B 黃旻臻
	2010 亞洲學生音樂朗誦比賽	初小組粵語古詩 冠軍	2B 黃旻臻
	2010-2011 English Speech Festival	1 st prize	4D Ho Kwun Sing Roger 6C Lu Yuk Yee
		2 nd prize	2D Wong Hoi Kiu 5A Lee Tsz Hei 5B Leung Christopher Yi Hang 6C Chan Chak Yan 6D Ting Shi Chun
		3 rd prize	2A Chan Sheung Yat Arthur 2C Lai Hiu Chi Emily 3D Wong Sze Ching 4B Hui Ka Ming 4B Chu Tsz Yin Stephanie 5A Lai Ying Tung Jennifer 5B Chung Ho Lam Colin 5B Pang Valerie, 5B Wong Cheuk Wai 6A Leung Sum Yi Karen 6D Ho Wai Yiu Ryan 6D Kang Sze Wai Natalie
Trinity Guildhall Examination Grade 1 Communication Skills	Distinction	2A Cheng Sum Ching Jasmine	

範疇	活動	獎項	獲獎同學
朗讀	62 nd Hong Kong Schools Speech Festival (English Verse Speaking)	1 st Prize in Solo Verse Speaking-Non-Open Primary 4 (Boys)	4D Ho Kwun Sing, Roger
		1 st Prize in Solo Verse Speaking-Non-Open Primary 6 (Girls)	6C Lu Yuk Yee
		2 nd Prize in Solo Verse Speaking-Non-Open Primary 1 & 2 (Girls)	2D Wong Hoi Kiu
		2 nd Prize in Solo Verse Speaking-Non-Open Primary 5 (Boys)	5A Lee Tsz Hei 5B Leung Christopher Yi Hang
		2 nd Prize in Solo Verse Speaking-Non-Open Primary 6 (Girls)	6C Chan Chak Yan
		2 nd Prize in Solo Verse Speaking-Non-Open Primary 6 (Boys)	6D Ting Shi Chun
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 2 (Boys)	2A Chan Sheung Yat, Arthur
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 2 (Girls)	2C Lai Hiu Chi, Emily
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 3 (Girls)	3D Wong Sze Ching
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 4 (Girls)	4B Chu Tsz Yin, Stephanie 4B Hui Ka Ming
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 5 (Girls)	5A Lai Ying Tung, Jennifer 5B Pang Valerie
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 5 (Boys)	5B Wong Cheuk Wai 5B Chung Ho Lam, Colin
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 6 (Girls)	6A Leung Sum Yi, Karen 6D Kang Sze Wai, Natalie
		3 rd Prize in Solo Verse Speaking-Non-Open Primary 6 (Boys)	6D Ho Wai Yiu Ryan
		Others: 150 students were awarded Merit and 20 students were awarded Proficiency.	

範疇	活動	獎項	獲獎同學
英文	2 nd Hua Xia Cup Public Speaking Competition	Solo Verse Speaking-1 st prize	5C Leung Wing Man
		Tongue Twister Section – 1 st prize	5D Wong Yi 5D Lee Wing Sum Stephanie
		– 2 nd prize	5C Fan Man Hon
		Impromptu Speech – 1 st prize	5A Leung Kwan Hung Philip
		– 2 nd prize	5C Kwan Hoi Nam Helen
		– 3 rd prize	5C Wong Sebastian Brendon
	10 th Hongkong Inter-City school Real Time Debate on Net	1 st Runner-up *Best Debator	School English Debate Team : 5C Fan Man Hon* 6A Lam Oi Yee Grace* 4A Fok Ying Pui Hilary 4A Leung Lok Sze Angie 4B Ho Chao Heng Gemma 4C Chow Wing Kwan Zoe, Wong Lok Hang Charlotte 4D Ting Chin Hang Rachel 5A Lee Sze Hei Ryan 5A Leung Kwan Hung Philip 5C Fan Man Hon Lyndon 5C Kwan Hoi Nam Helen 5C Leung Wing Man Cherrie 5C Wong Sebastian 5D Lee Wing Sum Stephanie 5D Wong Yi 6A Lam Hoi Yee Grace 6A Sik Chee Kiu 6B Au Ching Lam Adrina
Creative Writing Competition for Primary School Student 2011	Grand Prize Winner (Upper Primary)	4B Lin Chih Heng Michael	
	Outstanding Achievement - Lower Primary	2D Wong Hoi Kiu	
	- Upper Primary	5B Chiu Sui Fung	

	Small Invention, Big Contribution Writing Competition	Grand Prize	6A Sik Chee Kiu
		Second Runner-up	5B Wong Cheuk Wai
範疇	活動	獎項	獲獎同學
英文	1 st Hong Kong English Spelling Cup (2009-2010)	2 nd Prize in Kindergarten Group K3	1D Yeung Tik Long Bryan
數學	香港珠心算、數學精英杯暨世界城市杯三算選拔賽	小學一年級數學組金獎	1D 楊迪朗
		小學一年級珠心算組總冠軍 小學一年級數學組總冠軍 三算總成績-總冠軍獎	1D 唐本翹
	第 18 屆香港小學數學奧林匹克比賽	五年級組金獎	6C 梁皓心
		五年級組銀獎	5A 陳適之 5D 徐天就
		五年級組銅獎	5A 范智恒 5B 林子仲
		六年級組銅獎	6B 吳卓軒
	香港校際盃珠心算比賽	幼童組 冠軍	1D 唐本翹
		初級組 亞軍	2D 曾羨桐
		高級組 團體賽冠軍	5D 徐天就 6A 姚思朗 6C 林子進
	「華夏盃」數學奧林匹克初賽	幼三年級 一等獎	1C 趙海健
	第 13 屆「華夏盃」奧數之星創新思維	小學一年級二等獎	1D 楊迪朗
		小學二年級二等獎	2D 張樂謙
		小學二年級三等獎	2C 丁仕朗
		小學四年級三等獎	4C 張津銘
		小學五年級一等獎	5A 范智恒
		數學及解難分析雙優生 (中學組)	5A 譚睿琛
	衛理中學及香港理工大學主辦全港十八區小學數學比賽(東區)	銅獎	5B 謝宗熹 5D 曾浩峰、黃健 6B 何俊霖、吳卓軒 6D 郭文傑
		Australian Mathematics Competition	High Distinction
	Distinction		6C 陳逸芝
	Credit		4A 布樂文、余柏熹 4B 蘇朗喬、黃子浚 4D 張家瑋、朱廷宇、 4D 唐海瑜 5A 陳適之、范智恒 5B 林子仲、孫文軒 5D 曾浩峰 6D 郭文傑

	Australian Mathematics Competition	Proficiency	4A 麥浩朗、蘇國熙 4B 陳進謙、4D 何雅淇、 5D 劉敬晞
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範疇	活動	獎項	獲獎同學
數學	華夏盃 2011	特等獎	1D 楊迪朗
		一等獎	2A 陳尚一、黃靜宜 2C 丁仕朗 4A 林樂言 5A 陳適之、陳文浩 5B 林子仲 5C 樊文瀚 5D 徐天就 6C 陳逸芝 6D 梁穎鋒
		二等獎	1D 唐本翹、 2A 李嘉翹、盧琛 2B 于俊文、馮泓雋 2C 陳子桓、 2D 吳詠琳、王家霖、 3A 勞朗軒 3B 蕭凱晴 3C 周睿熙 3D 林啟諾、梁仲緯 5B 孫文軒、謝宗熹 5D 黃健、曾浩峰、 劉敬晞 6B 鄭卓熙 6D 郭文傑、何偉堯、 郭子軒、丁仕浚
	三等獎	2A 陳子楓 2B 王梓欣、伍洛言 3A 鄭年甦 3B 葉彝豐 4C 賴澤希、周穎筠、 黃樂恆 4D 李彥樂 5B 黃雅琳 5C 梁皓心 6A 謝偉東 6C 陳澤忻 6D 蔡天蔚	

範疇	活動	獎項	獲獎同學
數學	E.nopi MATH Olympiad World Champion	Gold certificate (Grade 1)	2D 吳詠琳
		World Champion certificate (Grade 1)	
	第七屆“亞洲杯”奧數之星 創新思維初賽	小學六年級三等獎	6D 郭文傑
	亞太小學數學奧林匹克	Browse Award	5A 譚睿琛 5D 高永謙
	珠心算能力國際鑑定	珠算5級和心算3級的合格證書	2B 張文曦
	第六屆全港校際盃珠心算比賽	初級組冠軍	
	第一屆全港幼稚園數學精英盃	幼稚園 K3 組亞軍	1D 楊迪朗
	2011 小學數學精英選拔賽	個人計算競賽 二等獎	6A 謝偉東 6D 丁仕浚
		個人計算競賽 三等獎	6A 嚴慧琛
		個人數學競賽 二等獎	6C 陳逸芝
		個人數學競賽 三等獎	6C 林子進 6D 丁仕浚
		個人總成績 二等獎	6D 丁仕浚
		個人總成績 三等獎	6C 林子進
	第二十一屆全港小學數學比賽 (初賽)	三等獎	5A 陳適之 5B 林子仲
	多元智能盃二零一一	心算初級組個人金獎 數學小一組個人二等獎	1D 唐本翹
		心算初級組個人銀獎 數學小二組個人二等獎	2B 張文曦
		數學小二組個人三等獎	2D 林鈺皓
常識	明報主辦的 2010/11 時事常識 問答比賽	第五回合最積極參與學校 獎項	
		累積分數最高分學校獎項	
	明報主辦的時事常識問答比賽	第六回合最積極參與學校 獎項及累積分數最高分學 校獎項	
		第七回合最積極參與學校 獎項及累積分數最高分學 校獎項	
		第八回合最積極參與學校 獎項及累積分數最高分學 校獎項	
		第八回合最佳成績學生獎 項	5C 盧思齊
	中電「可再生能源綠適小創意大 募集」	網上我最喜愛設計獎	5A 馮建皓

範疇	活動	獎項	獲獎同學
常識	世界衛生日 2010-城市健康由學生做起- 網上問答比賽	高級組全港優異獎	6D 郭子軒
	學生專題研習比賽「科技應用如何提升生活質素？」	小學組 冠軍	6A 李楠軒(2009/10 年度)
			6B 李泓活(2009/10 年度)
			6C 李柏希(2009/10 年度)
			6D 陳卓堯(2009/10 年度)
	Knowledge Building Award Scheme Competition 2010	Most Outstanding Knowledge Building Award	5B Kwok Nga Ting
			5B Wong Nga Lam
			5C Chan Ching Yin Marcus
			6D Chan Cheuk Yiu (in 2009/2010)
			6D Ho Cheuk Yin Geoffrey (in 2009/2010)
6D Lau Kam Ho Bryan (in 2009/2010)			
體育	聖誕跳繩嘉年華 2010	花式跳繩敬禮跨下二組別季軍	5A 陳適之
	屈臣氏集團香港學生運動員獎 2010-2011	得獎者	6C 陳澤忻
		學生運動員獎	6C 陳澤忻
	Mini-Master 2011(花式跳繩)	8-9 歲女子組 150 次速度耐力跳冠軍 8-9 歲女子組 50 次速度跳冠軍 8-9 歲女子組 40 次二重跳亞軍 8-9 歲女子組總成績亞軍	3D 莫津沂
	東區分齡乒乓球比賽 2010	女子單打青少年 K 組(8 歲或以下)亞軍	3B 詹樂琳
		男子青少年組(9-10 歲)單打 季軍	6B 葛俊廷
		男子青少年組(11-12 歲)單打 殿軍	6B 張証皓
		女子青少年組(8 歲或以下)雙打 殿軍	2D 吳詠琳

範疇	活動	獎項	獲獎同學
體育	2010-2011 年度港島東區小學 校際乒乓球比賽	男子甲組冠軍	6A 鄧翊軒、 6B 張証皓、吳卓軒 6D Michael Mark Southall
		男子乙組冠軍	4B 黃子浚、 5B 林子仲 5C 關天綸、郭梓浩
		女子乙組季軍	3B 詹樂琳、 4A 鄧翊晞 5B 謝倬玲、楊詠 5C 楊晴
		傑出運動員獎	5B 謝倬玲、林子仲 5C 關天綸 6B 張証皓 6D Michael Mark Southall
	林大輝中學-全港小學乒乓球 邀請賽	男子團體碟賽季軍	4B 黃子浚 4C 鍾展銘 5B 林子仲 6A 鄧翊軒
	2010-2011 年度港九地域小學 區際乒乓球比賽	男甲乒乓球團體亞軍	乒乓球校隊： 6A 張証皓 6B 吳卓軒 6D Michael Mark Southall
		優秀運動員獎	6B 張証皓
	2010-11 年度全港學界精英乒乓球 比賽(小學組)	男子雙打組別冠軍	6B 張証皓及吳卓軒
		男子單打組別優異獎	6B 吳卓軒
	2010 恒生學界盃	男子小學組雙打季軍	6B 張証皓、吳卓軒
	離島區分齡乒乓球比賽 2010	女子青少年 FK 組單打亞軍	2D 吳詠琳
	2009/10 小學學界非撞式攬球錦 標賽(上學期)	女子丙組冠軍	
		男子乙組亞軍	
		女子乙組季軍	
男子丙組殿軍			

	活動	獎項	獲獎同學
體育	2010/11 小學學界非撞式欖球錦標賽(下學期)	男子乙組亞軍 *Best Player	5A 陳文浩、*5A 鄭展濼 5A 馮建皓、 5A Steward Jacob Harry 5A 戴冠昕、 5B 劉慶豐、饒朗天 5C 林卓諾 5D 陳博鏗、龔柏熙 5D 龔尚遠、李仲翹 5D 李嘉浚
		男子丙組亞軍 *Best Player	3A 勞朗軒 3C 鄧海陶 3D 呂彥旻、 4A 布樂文*、周梓賢、 劉逸希、麥浩朗、 余柏熹 4C 賴澤希、黃用謙 4D 何栢寧、李另摯
		女子乙組季軍	4A 侯焯嵐 4B 李思恒 5A 謝卓穎 5B 鄧海盈、江沛嫻、 伍樂雯 5C 李若蘅 5D 何若蕾
		女子丙組冠軍	3A 黃瑞盈 3B 鄭施悅、馮栢瑩、 李海晴、蕭凱晴、 譚嘉程 3C 葉蕎熙、鄭心悅 3D 黃詠榆、張爾容 4A 侯焯嵐、曾卓婷 4A 林逸桐、 4B 李思恒 4C 萬希玄
	2010-2011 年度港島東區小學校際足球比賽	殿軍	4D 盧駿義 5A 鄭展濼、戴冠昕及 Steward Jacob Harry 5B 饒朗天 5C 郭梓浩 5D 龔尚遠 6A 鄭行及方舜諾 6B 李浩德及葛俊廷 6C 李睿翹 6D 蔡賢達及黃穗欣

		傑出運動員獎	5B 饒朗天 6B 葛俊廷
範疇	活動	獎項	獲獎同學
體育	第十三屆全港小學區際田徑比賽	女子丙組 100 米季軍	4A 侯焯嵐
		港島東區代表隊 男子乙組及女子甲組	團體季軍
	港島東區小學校際田徑比賽	女子丙組 4x100 米接力-第四名	3A 危曉澄 3C 何昭樺 4A 侯焯嵐、鄧翊晞
	第三十五屆南區陸運會	女子丁組 100 米冠軍及 女子丁組 200 米冠軍	4A 侯焯嵐
	啟基學校(港島)友校接力邀請賽	女子 4X100 米接力冠軍	4A 侯焯嵐、鄧翊晞 5B 楊詠 5C 楊晴
		男子 4X100 米接力亞軍	3A 勞朗軒 3C 霍嘉強、鄧海陶 4D 李彥樂
	北角官立小學-接力邀請賽	女子 4X100 米接力季軍	4A 侯焯嵐、鄧翊晞 5B 楊詠 5C 楊晴
	聖保羅男女中學附屬小學接力邀請賽	女子 4x100 米亞軍	6B 任蕙山、鍾薰誼、 蘇晞潼 6D 郭奕林
		男子 4x100 米季軍	5A 馮建皓 5C 張名傑 6B 鄭嘉揚 6D 麥善衡
	第 8 屆飛達全港田徑新星大賽	女子 2004 年立定跳遠第一名	1C 徐嘉瑩
		女子 2004 年 100 米第二名 女子 01 組 200 米殿軍	4A 侯焯嵐
	第 11 屆全港兒童細運會 小飛人大賽	女子 10 歲(B 組)-60 米亞軍 女子 10 歲(B 組)-60 米季軍 女子 10 歲(B 組)-100 米季軍 女子 10 歲(B 組)-200 米亞軍 女子 10 歲(B 組)-400 米冠軍	5B 楊詠 5C 楊晴 5B 楊詠 4A 侯焯嵐 5B 梁展悠
	全港青少年網球巡迴賽 2010	男子十歲或以下單打全年 總冠軍	4A 劉逸希
	第九屆 2011 輝安盃全國青少年 網球排名錦標賽	男子十歲或以下 單打-季軍、雙打-冠軍	4A 劉逸希

	青少年網球新秀賽 2010 第二賽站	男子十歲或以下單打組別 亞軍	4A 劉逸希
	青少年網球新秀賽 2011 第一賽站	男子 12 歲或以下單打冠軍	6C 李睿翹
範疇	活動	獎項	獲獎同學
體育	全港小型網球校際錦標賽	男子 9 歲或以下組殿軍	3A 郭翱旻
	YMCA Tennis Tournament 2010	男子十二歲或以下 雙打組別 冠軍	6C 李睿翹
	Hong Kong Amateur Swimming Association Div.II Age Group Short Course Swimming Competition (Part 3) 2011	Girls 9-10 50 SC Meter Freestyle 亞軍	5A 鄒雅文
		Girls 9-10 50 SC Meter Breaststroke 殿軍	
	全國分齡游泳錦標賽暨 國際邀請賽	10 歲級以下 50 公尺自由式 獎狀	2B 張文曦
	泳濤新春盃 2011 暨 台灣慧行盃遴選	女子 7-8 歲組 50 米胸泳第 三名	
	香港區小小水運會 2011	男子 8 歲組 50 米自由泳冠 軍	2A 鄒梓隼
	第十三屆港清盃 游泳友誼邀請賽	女童 7-8 歲組的 25 米自由式 亞軍 、25 米胸泳 亞軍 、25 米浮板賽 冠軍 及香港小學 生代表 4x50 米自由式接力 季軍	2B 張文曦
	2010 - 2011 年度港島東區小學 校際游泳比賽	女子乙組 50 米背泳- 亞軍 女子乙組 50 米蝶泳- 季軍	5A 鄒雅文
		女子甲組 50 米自由泳- 亞軍	5B 劉熙林
		男子甲組 50 米自由泳- 亞軍 男子甲組 100 米自由泳- 冠軍	6B 黃卓男
		女子甲組 50 米背泳- 亞軍 女子甲組 50 米蝶泳- 冠軍	6C 陳澤忻
		女子甲組 4 X 50 米自由泳接 力- 冠軍	4D 張雪盈 5B 劉熙林 6C 陳澤忻 6C 盧小妍
		男子甲組 4 X 50 米自由泳接 力- 季軍	6A 鄧翊軒 6B 吳卓軒、黃卓男 6D 譚恩予
		女子乙組團體	總季軍
		男子乙組團體	總季軍
		女子甲組團體	總冠軍
		中銀香港第 54 屆體育節活動 - 滾軸溜冰繽紛奧運會 2011	男子中級組 (障礙賽) 冠軍
	女子幼童組別 (障礙賽) 8 歲或以下 冠軍		2A 鄭心晴
	香港速度滾軸溜冰公開賽	女子幼童組 125 米 女子幼童組 250 米	2A 鄭心晴

範疇	活動	獎項	獲獎同學
		女子幼童組 3x125 米接力 女子幼童組 500 米	
體育	二零一零年香港公開速度滾軸溜冰錦標賽	女子第七組接力 3x250 米亞軍 女子第二組 250 米季軍	2A 鄭心晴
	聯校風帆滑浪比賽	女子兒童組亞軍 男子兒童組季軍	4A 鄧翊晞 6A 鄧翊軒
	創興少年水上活動比賽 2010	滑浪風帆 A 組季軍	4A 鄧翊晞
	張振興四十週年全港團體劍擊邀請賽	女子花劍團體冠軍	5C 李若蘅 6C 呂鈺儀 6D 錢柔靜、謝芷蕎
		男子花劍團體季軍	5B 梁懿行、李彥謙 6A 鄧翊軒、鄭行 6C 林偉程 6D 鄧敬峰
	二零一零年明愛盃兒童及青少年跆拳道精英邀請賽	優勝狀	4D 何雅淇
視藝	夫子廟會 2011 繪圖比賽	高級組第一名	5A 陳適之
		初級組第一名	3A 麥穎麟
		初級組第二名	3D 梁皓鈞
		初級組優異獎	3D 張爾容
		高級組 繪畫第 2 名 高級組 繪畫第 3 名 初級組 繪畫優異獎 初級組 繪畫優異獎	5C 盧曉晴 5A 陳俊澄 3A 陳芷妮 3C 陳心祈
	第十屆“星星河”全國少年兒童美術書法攝影大賽	美術壹等獎	6A 李鎬言
	第十一屆“星星河”全國少年兒童美術書法攝影大賽	美術一等獎 美術優秀獎	5D 劉敬晞 2D 曾羨桐
	小型人·大夢想·時裝設計大賽	時裝設計大獎	5C 梁詠雯
	香港紅十字會港島總部城市遊蹤 2011	少年團組拍攝比賽組冠軍 及少年團組亞軍	5C 王心兒 5D 林禮樺 6A 周裕庭
	波蘭國際藝術大賽	最優秀作品大賽	2D 徐嘉鎰
	學校戲劇節	最突出合作獎	第一期戲劇進階班學員
	全港公開舞蹈比賽	現代舞少年組銀獎	第二期舞蹈進階班成員
	我們在一起少年美術創意作品大賽	作品「水族館」榮獲書畫類一等獎	2A 李嘉翹
	「我的民族」國際視覺藝術比賽	10 歲至 15 歲組亞軍	6C 葉澤生
	香港女青年商會主辦「小小和平美術家」心意咭設計比賽暨籌款活動	初級組亞軍	2B 譚凱文

視藝	2010 徐悲鴻盃國際青少年兒童美術比賽	第三屆徐悲鴻盃香港賽區初小組的 冠軍	4C 萬希玄
	全國少年兒童美術書法攝影大賽	大型畫集《中國少年兒童美術書法攝影作品》(第13卷)的入選資格	3B 蕭曉逸 3D 莫津沂
		美術參等獎	3B 蕭曉逸
		美術壹等獎	3D 莫津沂
	第三十一屆國際兒童繪畫比賽	高級組良好獎	6A 王愷琳
	慶祝新中國兒童節 60 周年暨 2010'首屆全國國際兒童節書畫大展活動	少兒組速寫畫銀獎	6A 王愷琳
	The 40 th International Children's Art Exhibition	Bronze Award	2D 梁曉晴
	Nambook-010 Children's Peace Drawing Contest	Moonlight Prize	6C 葉澤生
音樂	2010 香港青少年弦樂大賽	小提琴高級組季軍	5B 劉熙林
		小提琴中級組一等獎	5D 曾浩峰
	第 63 屆學校音樂節比賽 (教堂音樂小學合唱隊)	詩歌合唱組冠軍	高級合唱團團員
	第 63 屆香港學校音樂節	教堂音樂 - 中文歌曲 13 歲以下 - 小學合唱團冠軍	高級合唱團
		二級鋼琴獨奏 冠軍	2D 石穎喬 3A 廖祉燊 4D 張家瑋
		三級小提琴獨奏-冠軍	3B 李傲然
		四級小提琴獨奏-冠軍	3A 陳芷妮
		五級小提琴獨奏-冠軍	5A 梁皓渭
		一級小提琴獨奏-亞軍	2D 王愷喬
		二級小提琴獨奏-亞軍	3A 陳藹琳
		四級小提琴獨奏-亞軍	5A 陳適之
		三級鋼琴獨奏-亞軍	3A 陳藹琳
		四級鋼琴獨奏-亞軍	3D 何卓希 4A 謝芷津
		長笛獨奏小學初級組-亞軍	6A 鄧翊軒
		小提琴二重奏(中級)-亞軍	5B 劉熙林
		一級鋼琴獨奏-季軍	1D 梁凱晴 2C 老雋曦
		三級鋼琴獨奏-季軍	4D 何雅淇
		四級鋼琴獨奏-季軍	4C 馮穎琳
		六級鋼琴獨奏-季軍	5A 陳適之
		二級小提琴獨奏-季軍	3D 梁皓鈞
初級小號獨奏-季軍		5B 李彥謙	

範疇	活動	獎項	獲獎同學
音樂	小小慈善音樂家	Magic Fingers 1st Honour Magic Fingers 2nd Honour	4D 何雅淇 2D 何雅翹
	2010 蕭邦作品比賽-12th 第十二屆香港(亞太區)鋼琴大賽	五級組二等獎	2A 黃靜宜
	3 rd HK Students Open Music Competition	Violin(Grade 3) - 1st Place	3C 鄭心悅
		Merit awards in the Piano - Preliminary B Repertoire Group	1D Yeung Tik Long Bryan
		Piano - Grade 1 Repertoire Group	2D Ho Nga Kiu Kelly
	Excel (Extension and continuing Education for Life) and Sino Group	Scholarship for EXCEL Summer Musical School – Disney’s “Beauty and the Beast”	5C 梁靜雯
	Yamaha Elect one Festival 2011	JAC & JSAC Ensemble – Champion	4C Tong Pun Yat
舞蹈	2010-11 校際舞蹈節	現代舞組-優等獎(最高等級)	舞蹈進階班學員
	2011 全港公開標準舞及拉丁舞排名大賽	亞軍 季軍	1C 鄭鎧澄 4B 麥崇謙
	Australian Teachers of Dancing	Test 2 Jazz B - passed	2D 曾羨桐
	7 th Young Ballet Stars Award Competition	Bronze Medal in Girls Grade 3 and a Certificate of Merit as a semi-finalist in Girls Grade 4	6A Natalie Choi
棋藝	第七屆香港校際圍棋大賽	高小組(4-6年級)組別冠軍	6A 伍峻延(主將)
			6D 郭子軒(副將)
			3D 梁展熙(三將)
	燕京盃全港中小學校際圍棋錦標賽 2010	男子小學一年級組第4名	1B 蔡皓泓
	黃埔新天地「小棋聖盃」全港學界棋藝大賽	圍棋中小組第六名	3D 吳旻釗
		圍棋中小組亞軍	3D 梁展熙
	香港兒童棋院	2010 夏季錦標賽組別 5-9 級的冠軍	6B 李百川
		2011 冬季錦標賽 10-14 級組亞軍	1B 蔡皓泓
	香港兒童棋院盃	兒童新苗甲組(清樂)季軍	2A 鄭心晴
	2011 春季錦標賽	4勝升17級亞軍	
	2011 夏季錦標賽	段位組季軍	3D 梁展熙
	2011 冬季錦標賽	20-23 級組(升20級)季軍	2A 鄭心晴
2011 年度首屆“招商地產盃”少年圍棋精英賽(香港賽區)	C 組(9歲以下)亞軍	3C 周睿熙	

範疇	活動	獎項	獲獎同學	
棋藝		小學圍棋個人賽冠軍	6A 伍峻延	
		小學圍棋個人賽第 11 名	3D 梁展熙	
		小學圍棋個人賽第 17 名	6D 郭子軒	
		小學組冠軍	1B 蔡皓泓 1D 唐本翹 2A 鄭心晴 2C 容卓朗 6A 伍峻延、李鎬言 6B 李百川 6D 郭子軒、Southall Michael Mark	
	2011「工聯會」盃全港圍棋大賽	最佳學校表現獎季軍	圍棋班學員	
		「8」歲組第四名	2A 鄭心晴	
		「7」歲組第五名	1B 蔡皓泓	
		「9」歲組第五名	3D 吳旻釗	
	第八屆香港校際圍棋大賽	「7」歲組第六名	1D 唐本翹	
		高小組亞軍	3D 梁展熙 6A 伍峻延 6D 郭子軒	
		10'香港分院圍棋手合賽	中級組季軍	3C 周睿熙
		其他	東區學校聯絡委員會	2010 至 2011 年度東區學校進步生獎（小學組）
2010 至 2011 年度東區學校模範生獎（小學初級組）	2C 丁仕朗 3B 李傲然			
2010 至 2011 年度東區學校模範生獎（小學高級組）	6C 勞方正 6D 何偉堯			
	義工運動	義務工作嘉許銅狀	2B 張文曦	
	龍城青年社區關注組	公益愛心嘉許狀		
	少年英雄獅王爭霸戰	群獅組冠軍	5C 梁詠雯	

6. Financial Summary (2010-11)

2010-2011 summaries of School's financial report (Pre Audit)

Balance B/F (Government Funds and School Funds)	Fund b/d	Received	Expenditure	Balance	Remark
	from last year	HK\$	HK\$	c/d	
	HK\$	HK\$	HK\$	HK\$	
I) Government Grant					
1) OEBG Grant					
a) General Domain					
i) IMC Grant		5,000	5,000	0	
ii) DSS Grant		23,096,081	21,200,611	1,895,470	
- Personal cost (Full Time Teacher)					
Subtotal - General Domain	0	23,101,081	21,205,611	1,895,470	
b) Special Domain					
i Grant - Capacity Enhancement					
- 2009-2010 Funding	148,583				
- 2010-2011 Funding	516,186	2,844		11,078	
- 2011-2012 Funding		564,200		564,200	
- Personal Cost (Teaching Assistant)			557,639		
- Medical			11,024		
- MPF			27,872		
- PSDG			60,000		
ii Grant - PTA (經常津貼)	101,829	71,134	172,963	0	
Grant - PTA (家校合作活動)	7,950	10,000	17,950	0	
iii Grant - IT Upgrade Fact	5,965	0	0	5,965	
iv Grant - Upgrade websam	3,720	0	0	3,720	
v Grant - Upgrade websam	1,034	0	1,034	0	
vi Grant - QEF (新科技處理學校行政)	58,901	0	58,901	0	
vii Grant - English Enhancement		420,000	341,060	78,940	
viii Grant - E Learning		46,310	0	46,310	
Subtotal - Special Domain	844,168	1,114,488	1,248,443	710,213	
Total - Government Grant	844,168	24,215,569	22,454,055	2,605,683	
	Balance c/d			2,605,683	
II) School Funds (General Funds)		Income	Expenditure	Surplus / (Deficit)	
		HK\$	HK\$	HK\$	
1) DSS		24,899,232	24,899,232	0	Note 5
2) School Fee		15,300,600	4,423,023	10,877,577	Note 4
- Personel cost (Full Time Teacher)		947,596	947,596	(0)	
- Personel cost (Module/Supply Teacher)			285,647	(285,647)	
- Personel cost (Admin)		40,000	40,000	0	

	- Outsourced Contract fee		2,186,733	(2,186,733)	Note 1
	- Operation Expenses	547,964	3,663,078	(3,115,114)	Note 2
3)	Rates	370,700	370,700	0	
4)	Learning Materials	272,928	263,902	9,027	Note 3
	Total - School Fund		42,379,020	37,079,910	
	Total surplus for the school year 10/11			5,299,110	

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

Note 5 Teacher staff cost include - salary, MPF, bonus

7. Feedback on Future Planning

We will follow up the issues raised above and continue to implement the 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 2011–12 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.
 - 3.4 Students can develop their own potentials according to their personal interests and capabilities.