

HKUGA Primary School

港大同學會小學

2010-2011

School Annual Plan



HKUGA
PRIMARY SCHOOL

LOVE OTHERS AS YOURSELF

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HKUGA Primary School

Annual School Plan 2010-11

A. School Vision

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

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

B. School Mission

Our School mission is to:

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

C. Our Strategies

We firmly believe that the success of our School lies in achieving the following 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 the Family;
- Integration of the School and the Community.

D. 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.

E. Our Commitments

To Our Students

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

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

To Our Teachers

We develop visionary, caring, professional and innovative teachers.

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

F. Major Concerns

- 1. Strengthen School Organization and System to Enhance Sustainable Development.**
- 2. Optimize the School-based Curriculum and Learning & Teaching Strategies.**
- 3. Identify Students' Potential; Development Quality Holistic Education.**

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
<p>1.1 Establish an effective administrative structure and consolidate efforts among different teams so as to promote sustainable development.</p>	<ul style="list-style-type: none"> • Enhance the capability of middle-level teaching and administrative staff through a series of workshops and trainings provided by visiting experts. • Invite experts to come to school to explain the Action Research Method, so that our teachers can acknowledge the theoretical basis of educational research, which helps to build up the foundation of educational research. 	<ul style="list-style-type: none"> • 4 training programmes will be held in this school year. • At least 75% of the middle-level teaching and administrative staff can perform their best in their positions, based on understanding of their own duties. • At least 75% of the teachers comprehend the philosophy and operational methods of Action Research. 	<ul style="list-style-type: none"> • Examine the content and the number of occurrence of the programmes. • Evaluate the working performance of middle-level teaching and administrative staff. • Analyse the teachers' questionnaires. 	<ul style="list-style-type: none"> • Whole Year • January and February 	<ul style="list-style-type: none"> • SDMC • SDMC 	<ul style="list-style-type: none"> • Professional external supporting personnel (Chan Tak Heng) • Professional external supporting personnel

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
1.1 Establish an effective administrative structure and consolidate efforts among different teams so as to promote sustainable development.	<ul style="list-style-type: none"> Gather teachers interested in school-based educational research and ask them to present and share the research findings at the end of the school year, so as to enhance sustainable development in the teachers' profession and to nurture a learning culture. Establish an effective evaluation system: Through studying questionnaires, data, teachers' reflection records and review sessions, we regularly review the progress and effectiveness of various projects in 3 aspects (focused, procedural and penetrating). By thus doing, we can define the schools' future focus of development and prioritize the various projects. 	<ul style="list-style-type: none"> Participating teachers can study the problems they face in their own actual and daily teaching in an 'unofficial cooperation' format. At least 75% of them can benefit from the exchange session and reflect on their own teaching. By examining the progress and effectiveness of various projects, adjustments on the overall planning can be made in order that short-term projects in the next stage can improve. 	<ul style="list-style-type: none"> Examine the report on educational research achievements. Analyse the questionnaires and teachers' reflection records. Examine questionnaires, data and teachers' reflection records. Examine the minutes of the review session. Analyse the short-term projects of the next stage. 	<ul style="list-style-type: none"> March to June Whole school year 	<ul style="list-style-type: none"> SDMC Panel Heads SAT1 & Panel Heads 	<ul style="list-style-type: none"> Consultant

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
<p>1.2 Development of a learning resource and data bank to enhance learning and teaching effectiveness.</p>	<ul style="list-style-type: none"> • Develop a knowledge management system to achieve a continuous improvement of school curriculum: collect teaching documents and software prepared by teachers, make amendments and improvements when applicable, and then upload them onto the intranet for teachers' handy use. • Cooperate with the library; preliminarily establish a systematic teaching resource bank, so that learning & teaching effectiveness can be improved. 	<ul style="list-style-type: none"> • Curriculum documents of each form and each subject can be systematically arranged. • Curriculum documents of each form and each subject can be completely filed. • Basically finish the drafting of the catalogue of teaching resources, i.e. reference books, CD-ROMs, video tapes and teaching aids. 	<ul style="list-style-type: none"> • Examine the filing situation of the curriculum documents of each form and each subject. • Re-examine the catalogue of teaching materials. 	<ul style="list-style-type: none"> • Whole year • Whole school year 	<ul style="list-style-type: none"> • Panel Heads • RPC, Librarian 	<ul style="list-style-type: none"> • Computer server • IT supporting staff • Teaching assistants • Parent volunteers

Major Concern 1 Optimize the School-based Curriculum and Learning & Teaching Strategies

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
<p>1.2 Development of a learning resource and data bank to enhance learning and teaching effectiveness.</p>	<ul style="list-style-type: none"> Establish student extra-curricular achievement record system: a member of staff will be designated to record students' academic and non-academic achievements, as well as to arrange students to take part in diversified external competitions or assessments. Students' performance in these activities will be properly recorded. 	<ul style="list-style-type: none"> Preliminarily establish a student extra-curricular achievement record system, such that this system can accurately and comprehensively record students' performance, achievements and awards. 	<ul style="list-style-type: none"> Review the operation of the student extra-curricular achievement record system. 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> AAC 	<ul style="list-style-type: none"> Teaching assistants

Major Concern 2: Optimize the School-based Curriculum and Learning & Teaching Strategies

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness.	<p>2.1.1 Review and refine the subject curriculum frameworks to enhance the validity and coherence of the learning content.</p> <p>2.1.2 Evaluate and identify the roles and functions of the module curriculum, and further develop the module curriculum.</p>	<ul style="list-style-type: none"> • A refined curriculum framework is developed which displays <ul style="list-style-type: none"> -vertical continuity and progression of concepts, skills and values from; -broad & balanced learning content in each year level; e.g. Chi., Eng., Math & GS. • Interim and annual curriculum evaluation meetings are held. • Functions and roles of Module are clearly identified, Chin, Eng. & VA. • The module curriculum is revised and refined with regards to the identified roles and functions. 	<ul style="list-style-type: none"> • Review by subject panels and CDC. • Review by subject panels and CDC. • Review by subject panels and CDC. • Review by subject panels and CDC. 	<ul style="list-style-type: none"> • Whole school year • January and July • Whole school year • Whole school year 	<ul style="list-style-type: none"> • CDC and Panel Heads of Chin., Eng., Maths. & GS • CDC and Panel Heads of Chin., Eng. & VA 	

Major Concern 2: Optimize the School-based Curriculum and Learning & Teaching Strategies

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness.	2.1.3 Strengthen the through-train curriculum development and communication between Primary School and College.	<ul style="list-style-type: none"> The Bridging Task Group is formulated. Diversified communication channels (e.g. visitation and lesson observation) are held between the two schools at least once in 2010-11. The senior year level curriculum is reviewed and enriched for bridging purposes. 	<ul style="list-style-type: none"> Review by CDC. Review by CDC. Review by subject panels and CDC. 	<ul style="list-style-type: none"> Whole school year Whole school year 	<ul style="list-style-type: none"> SDMC CDC, Panel Heads of Chin., Eng., Maths and GS 	
	2.1.4 Develop students' global perspectives through incorporating global issues and international experience into the curriculum and arranging overseas tours.	<ul style="list-style-type: none"> Global issues, multi-cultural elements and overseas learning tours are integrated into the curriculum. 	<ul style="list-style-type: none"> Review by subject panels and CDC. Records should be kept for further evaluation. 	<ul style="list-style-type: none"> Whole school year 		

Major Concern 2: Optimize the School-based Curriculum and Learning & Teaching Strategies

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
<p>2.2 Enhance learning effectiveness and students' learning interests.</p>	<p>2.2.1 Provide subject-based teacher professional development (seminar, workshop etc) to enhance the effectiveness of specialist teaching.</p> <p>2.2.2 Enhance independent learning through</p> <ul style="list-style-type: none"> - developing students' cognitive skills systematically and - revising the best-work portfolio program 	<ul style="list-style-type: none"> • 75% of teachers agree the subject- based development can improve their teaching effectiveness. • Peer observation for enhancing independent learning is organized. • 2 professional development workshops are organized to support teacher training. • 75% teachers agree their teaching effectiveness is enhanced • Students' cognitive skills are developed strategically. • The best-work portfolio program is revised. 	<ul style="list-style-type: none"> • Collect feedback by teacher survey. • Review by subject panels and CDC. • Count the number of relevant professional dev. workshop. • Collect feedback by teacher survey. • Review by subject panels and CDC. • Review by subject panels and CDC. 	<ul style="list-style-type: none"> • May-June • Whole school year • Whole school year • May-June • Whole school year • Whole school year 	<ul style="list-style-type: none"> • SDMC • CDC • Panel heads 	

Major Concern 3: Identify Students' Potential; Develop Quality Holistic Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
<p>3.1 Cater for learning diversities and their developmental needs.</p>	<ul style="list-style-type: none"> Enhance the student support group with members including educational psychologists and student counselors, etc. The group is to be in charge of the planning for the further development of gifted students and for the provision of assistance to the less competent students. Engage experts to carry out training sessions for both parents and teachers to enable them to understand the characteristics of gifted students and hence be able to identify such students. Collate and release on intranet information on external programs on developing gifted students for teachers' reference, so that they can encourage gifted students to take part in suitable training programs. 	<ul style="list-style-type: none"> Students' difference in learning is taken care of. 2 workshops will be conducted to enhance counseling and crisis management skills. 80% of gifted students join appropriate programs. 	<ul style="list-style-type: none"> Group review, observation, analysis of statistics and questionnaire 	<ul style="list-style-type: none"> September to October Whole year Whole year 	<ul style="list-style-type: none"> PSDG - (SEN) SDMC & PTA PSDG - (SEN) 	<ul style="list-style-type: none"> Information on training on giftedness

Major Concern 3: Identify Students' Potential; Develop Quality Holistic Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
<p>3.1 Cater for learning diversities and their developmental needs.</p>	<ul style="list-style-type: none"> • Make available to teachers professional training and development to help them master the techniques and approaches for handling students with outlying learning capabilities, for example, to develop the framework for teachers to implement assimilation education. • Conduct training sessions for teachers to enhance teachers' counseling skills. • Carry out exchange and observation sessions with focus on 'personalized education' and cater for learning diversities to encourage teachers to reflect on their own teaching methods and practice, and improve on their lesson designs. 	<ul style="list-style-type: none"> • 1-2 Workshops for teachers • 75 % of teachers agree the training can enrich/ enhance their knowledge or skills to cater for learning diversities. • 1 parent workshop will be held. 	<ul style="list-style-type: none"> • School-based survey • Observations 	<ul style="list-style-type: none"> • Whole year • Whole year 	<ul style="list-style-type: none"> • SDMC • SDMC • CDC, Panel Heads 	

Major Concern 3: Identify Students' Potential; Develop Quality Holistic Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
<p>3.2 Enhance students' abilities in being independent, self-disciplined and be able to manage their own selves.</p>	<ul style="list-style-type: none"> • Request teachers to take care of students with outlying learning capabilities and include 'self learning' elements in classroom activities, so as to increase students' interest and effectiveness in learning, and develop students' ability to being independent. • Conduct workshops and training sessions for parents so that they understand the importance of self-management and self-discipline, and be able to suitably develop their children's ability in these two aspects in everyday life. • Form teachers to emphasise on self-management and self-discipline in the management of their classes, and put such concepts into practice through the use of class rules and regulations. 	<ul style="list-style-type: none"> • Students' capability to self-management and self-discipline is improved. • Refine guidelines of student behaviour. 	<ul style="list-style-type: none"> • Group review, observation, analysis questionnaire 	<ul style="list-style-type: none"> • Whole year • Whole year • Whole year 	<ul style="list-style-type: none"> • PSDG • CDC • SPRC,PTA D&G • YLC D&G 	

Major Concern 3: Identify Students' Potential; Develop Quality Holistic Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources Required
3.2 Enhance students' abilities in being independent, self-disciplined and be able to manage their own selves.	<ul style="list-style-type: none"> Set up guidelines for various aspects of campus life and provide clear directions for student behaviour so that students can be more self-disciplined and be able to identify the right from the wrong. 	<ul style="list-style-type: none"> Refine guidelines of student behaviour. 	<ul style="list-style-type: none"> Group review, observation, analysis questionnaire 	<ul style="list-style-type: none"> First term 	<ul style="list-style-type: none"> PSDG- D&G 	
3.3 Set up the 'Healthy Campus' policy, to ensure holistic support for a happy school life.	<ul style="list-style-type: none"> Through an integration of life education and civic education, we provide a comprehensive value education for the students. 	<ul style="list-style-type: none"> By integrating moral education, civic education and school-based student growth activities, students' learning can be made more comprehensive and deepened. 	<ul style="list-style-type: none"> Observation, group review 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PSDG 	

Plan on Use of Capacity Enhancement Grant in 2010/11 School Year

Name of school: HKUGA Primary School

Means by which teachers have been consulted: at Curriculum Development Committee meeting and staff meeting

No. of operating classes: 24

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development and coping with diverse and special learning needs of students.	To relieve teachers' workload in: 1. preparing learning and teaching materials 2. promoting life-wide learning activities 3. coping with diverse and special learning needs of students with varied abilities, including the gifted and the SENs.	1.To employ 4 Teaching Assistants to support teachers in: a. the preparation of school-based curriculum materials b. organizing life-wide learning activities c. performing subject-based administrative work d. providing extra support and assessment accommodation for SEN students 2. Extra services for SEN students-Learning groups, speech therapy...ect	.Teachers to be relieved of some of their workload in developing learning and teaching materials, supervision of learning activities as well as non-teaching teaching duties. .Students with diverse learning abilities are taken care of. .Teachers can focus more on developing the school-based curriculum and differentiation strategies.	From Sept 2010 for 1 year.	1. HK\$595,459. for 4 Teaching Assistants (including 5% MPF and medical insurance) 2. \$60,000 for purchasing extra services for SEN students. <u>Total: \$ 655,459.</u> <u>Income: Received grant and surplus of 2009-10 \$664,769.</u>	.Quality and quantity of teaching materials prepared. - Better arrangement in organization of learning activities, e.g. in life-wide learning activities - Students' learning needs are better catered to. - SENs show improvement in their academic performance.	- Development of learning and teaching materials - Students' feedback on the learning activities planned - Feedback from teachers - Records of student learning - Performance appraisal on the TAs	Vice principal; CDO; subject panel heads; SEN sub-Committee