

HKUGA PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN 2010-2013



港大同學會小學

HKUGA Primary School

School Development Plan 2010-13

Our School

1. 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.

2. 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.

3. 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.

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.

Our Commitments

To Our Students

We nurture lively, inquiring, discerning and creative students.

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

To Our Teachers

We develop visionary, caring, professional and innovative teachers.

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

5. Holistic Review

5.1 Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. To optimize the quality of school curriculum</p> <p>1.1 Advance the school-based curriculum</p> <p>1.2 Promote interactive and independent learning</p> <p>1.3 Catering for learners' diversity</p>	<p>1.1 Partly achieved – Evaluation and curriculum refining has been carried out throughout the academic years. A preliminary framework of various KLA subjects had been set. More efforts should be put on the content of modules as well as unit planning.</p> <p>1.2 Not achieved – Professional development of teachers should be enhanced to promote interactive and independent learning.</p> <p>1.3 Achieved– Co-teaching, graded learning materials, supporting class and group learning have been set to cater for learning diversity. Teachers are more alert to use different teaching strategies in lessons. School-based gifted programmes or support are designed to cater for the gifted child in different areas.</p>	<p>1.1 Continue to be major concerns in the next school development plan</p> <p>1.2 Continue to be major concerns in the next school development plan.</p> <p>1.3 Incorporated as routine work</p>	

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. To enhance the learning community</p> <p>2.1 Teachers</p> <p>2.2 Students</p> <p>2.3 Parents</p>	<p>2.1 Partly achieved – teachers are equipped with strategies to support the school-based curriculum. A few action research had been carried and effectiveness of co-planning is enhanced. The quality of co-planning and co-teaching should be enhanced in future. Continuous development of lesson study and action research could be launched.</p> <p>2.2 Partly achieved – Students’ sense of responsibility and care for the others are yet to be enhanced.</p> <p>2.3 Achieved – Regular parents’ workshops, gathering and parents’ Academy are launched. Parents are invited to participate in different school events.</p>	<p>2.1 Continue to be major concerns [staff professional development] in the next school development plan</p> <p>2.2 Continue to be major concerns in the next school development plan</p> <p>2.3 Incorporated as routine work</p>	

5.2 Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<p>1. School Management</p>	<p><u>Planning</u></p> <ul style="list-style-type: none"> • The School has a clear mission and vision; • IMC members are professional with devotion to education; strong support in terms finance and external networks is provided to school for school development; • To maintain school's stability and strengthen senior management, the School has made use of flexible DSS funding mode to provide extra resources to reward teachers; • Stakeholders are properly informed of the school work through different channels (forum, monthly letters, etc.) <p><u>Implementation</u></p> <ul style="list-style-type: none"> • To increase transparency and enhance communication: <ul style="list-style-type: none"> - Established SAT 2 committee to involve more committee and panel heads in decision-making; - IMC members have met with all teachers (in small groups) to seek opinions about new policy; - The principal meet with teachers, parents and students regularly; • The daily running of the school is systematic and flexible in handling ad hoc issues. • <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • The culture of school self-evaluation is established and the SSE mechanism is well-developed; 	<ul style="list-style-type: none"> • Deployment of resources (manpower & resources) can be made more flexible with timely reviews; • A comprehensive plan for staff development should be developed further. • The role and capacity of the middle management need to be strengthened. • Teaching and counseling skills should be enhanced. • A well-organised resource bank should be set for school sustainable development. • Make full use of collected data from SSE for to identify development priorities or planning purposes, and formulation of follow-up actions.

PI Areas	Major Strengths	Areas for Improvement
<p>2. Curriculum and Assessment</p>	<ul style="list-style-type: none"> • A board, balanced and flexible school-based curriculum framework has been established. The school is progressing well in developing its new curriculum framework in which the teaching of many KLAs is supported by Modules and ELAs. • An extensive bank of school-based curriculum materials has been developed, which is an asset for future development. • Formative assessments (FA) and summative assessments (SA) have been embedded during curriculum planning, so as to feedback learning and teaching. • With the adaptation of “backward design”, teachers are more sensitive to the design of assessments as well as the learning needs of students; this paradigm shift enables teachers to devise appropriate and suitable learning and assessment tasks. • Many teachers are able to design appropriate assessment tasks in diversified modes and means. 	<ul style="list-style-type: none"> • Refine the school-based curriculum with regards to the central curriculum as well as the needs of the changing society. • Linking up KLA, Modules and ELAs is innovative and will need time to grow to maturity. In the implementation process of the curriculum framework, flexibility and variation is necessary for disciplinary development. • The role of the module curriculum should be evaluated. • The ELA curriculum should be reviewed, so as to provide balanced opportunities to develop students’ academic and non-academic potentials. • More concerns could be put on the integration of 4-Key-Tasks (Reading to learn, project learning, moral & civic education and ICT) of into the curriculum. • To cater for the needs of learners’ diversity and make use of the learning time effectively, the use of diagnostic, pre-test and post-test should be enhanced, so as to feedback to daily learning and teaching. • To enhance the effectiveness of assessment to provide timely feedback to learning in a systematic way, there is a need to review and revise the current assessment policy.

PI Areas	Major Strengths	Areas for Improvement
3. Student Learning and Teaching	<ul style="list-style-type: none"> • Students are encouraged and willing to learn through groups and hands-on activities. • Teachers have succeeded in involving students in the learning process and providing them with opportunities to raise questions and express themselves. • Teachers' attitudes towards children were very positive, accepting, warm and caring. • All teachers are properly trained and most teachers are specialists in that they teach mostly one subject. Their competence in teaching varied, but they are all very committed to teaching, and are willing to try out new ideas and improve themselves. • Collaborative planning is timetabled weekly within each subject and level; through regular collaborative planning activities, teachers are accustomed to working together. • There is a collegial working relationship amongst the teachers, who freely share teaching materials and ideas. The school has established a strong sharing culture which is conducive to professional development. 	<ul style="list-style-type: none"> • To maximize the effectiveness of cooperative learning in daily learning and teaching, a cross-disciplinary curriculum should be developed for the 6-year primary school study. • To enhance interactive and independent learning, the use of ICT on daily learning and teaching should be strengthened. • More effort could be made to knowledge, provide open-ended tasks for students for discovering, constructing and understanding and investigating ideas by themselves. • Enhancement is needed for further developing students' basic knowledge and independent learning skills. • There are five 45 minutes time-tabled blocks for KLAS in the morning, this arrangement allows each subject enough time to cover a topic with sufficient depth and breadth, and to enable students to do inquiry, presentation, engage in peer discussion, and work on class assignments. However, this requires careful planning beforehand. Teachers need to have a clear objective for each lesson to facilitate students to inquire, discover and learn actively with their peers effectively.

PI Areas	Major Strengths	Areas for Improvement
<p>4. Student Support</p>	<ul style="list-style-type: none"> • Supportive measures are adopted by the school to cater for learning diversity and individual differences through remedial and small group teaching. • In small group teaching, students are streamed according to abilities to follow different targets. • Lesson content, different course materials, graded worksheets and assignments are specially designed for each ability group. In classrooms, students are accustomed to collecting graded worksheets from different boxes for extended exercises. • Small group teaching is handled differently by each subject. • The school has many occasions in discussing and supporting students' varied needs in the area of student development. I.e. class meetings, year level meetings, year level committee meetings, discipline and guidance meetings, PSDG meetings, etc. • Teacher-student relationships are generally good. Students are willing to participate in school activities and services. • The school provides various kinds of support services and programmes to students. (I.e. developmental groups, gifted programmes, leadership training, Future Pillars, etc.) • The school creates opportunities for students to stretch potential. 	<ul style="list-style-type: none"> • More continuous guidance and support could be given to students with social and behavioral needs • IEP- individual education plan should be implemented to cater for SEN students with special request • Life Education should be developed more systematic and all-rounded • A social curriculum-PSE lessons should be strengthened under the guidelines of EDB • A clear and concrete moral criterion for the whole school to follow consistently is necessary

PI Areas	Major Strengths	Areas for Improvement
5. Attitude and Behaviors	<ul style="list-style-type: none"> • Students are confident and active. Their self-concept and attitude towards the school are positive. 	<ul style="list-style-type: none"> • Students' performance varies from different year levels and classes. In general, students' manners and self-discipline are to be improved
6. Participation and Achievement	<ul style="list-style-type: none"> • The school provides a wide range of extend learning activities and various service opportunities for students. 	<ul style="list-style-type: none"> • Resources placed on different school team or activities should be prioritized for sustainable development.

5.3 SWOT Analysis

Our Strengths

School ethos

- A warm and loving school environment has been cultivated. Teacher-student relationship is close and positive discipline is adopted. Students enjoy going to school;
- Professional collaboration is encouraged among teachers. Teachers are receptive to continuous professional development;
- Teaching and administrative staff are dedicated members: they are loving, professional, possess high qualifications and have a mix of cultures; team work is emphasized within the school;
- We have a culture of sharing our school vision and practices with the community as well as educators in the field;
- Our students are expressive, creative and multi-talented. They are good at languages and in extra-curricular activities;
- Home-school cooperation and communication has been enhanced through different channels.

Curriculum

- The learning of both Chinese and English is emphasised. Our students are developed to be biliterate and trilingual. They are able to communicate in Cantonese, English and Putonghua reasonably well;
- An innovative structure (KLA & Module) has been established for a broad and balanced school-based curriculum;
- There are ample opportunities for students to develop their self-confidence, leadership, well-being and creativity;
- A whole school approach has been adopted in student development. Co-class teachers system enables majority of teachers to be involved in student development activities such as class building, life and moral education and student counseling.

Resources/ Human Resources

- School has established a comparatively large administrative team, IT team and TA team to provide logistic support so as to create more room for teachers to concentrate on teaching and learning;
- We have a favourable class-teacher ratio (1:2.4) for (2009-10) enables school to have split classes (Math), co-teaching arrangement (Chi, Eng, GS) and intervention programmes (remedial classes) to cater a variety of learning diversity;
- Most teachers are hired to teach their major subjects, thus enhancing the quality of teaching;
- External links and community resources have been well utilized, such as hiring external coaches for sports activities, inviting or collaborating with organizations to provide life education, etc.;
- Parents are actively involved in school activities, such as story telling Mums and Dads, lunch helpers and extra-curricular activities helpers. Parents are supportive to the School as well as to their children's learning;
- We have our "through-train" secondary school – HKUGA College to ensure a 12-year education for our graduates. Besides, more resources (e.g. spacious campus, IT support) are available to facilitate learning and teaching.

Areas for Improvement

School Management

- The role and capacity of the middle management need to be further strengthened;
- A more comprehensive plan for staff development should be developed further;
- Further work on the documentation of curriculum materials and resources.

Curriculum /Student development

- School-based curriculum (both academic and non-academic, and moral education) needs to be further refined to ensure vertical continuity and horizontal integration;
- Not all curriculum planning, organization and monitoring are well implemented;
- Further effort needs to be put into catering for learner diversity;
- Improve students' self-discipline further: promote and nurture a loving and caring heart and put it in action;
- Weak sense of responsibility in terms of students' own learning;
- More support and resources are needed for student counseling.

Opportunities

- Education Reforms in HK call for improvement in learning and teaching, promotion of continuous professional development and facilitation of home-school relationship. All these match with the direction of our school development;
- Considerable amount of resources and support can be sought from the HKUGA Education Foundation, HKUGA, HKU, the community, etc, to enhance school development and staff development;
- DSS allows greater flexibility in curriculum development and school management;
- Comprehensive Review (2008) has provided a thorough evaluation to school development which provides invaluable insights for future planning.

Threats

- The young population in HK is declining and competition among different types of school is keen in HK; more DSS schools now becomes more innovative;
- The mobility of the staff requires the school to consolidate previous practices and work further on team building;
- The teaching staff is comprised of a culturally mixed and experience diversified team. They need to adapt to the education system in HK as well as the culture of our school;
- In the search for excellence, the demand on the staff is high and a balance has to be sought to allow for healthy and sustainable development.

6. Major Concerns for the School Years 2010-2013

A Quality School with Happy and Responsible Learners

- 6.1** Strengthen School Organization and System to Enhance Sustainable Development
- 6.2** Enhance Effectiveness of Learning and Teaching
- 6.3** Stretch Students' Potential - Academic and Non-academic performance

7. School Development Plan for the School Years 2010-2013

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2010-11	2011-12	2012-13	
<p>1. Strengthen school organization and system to enhance sustainable development.</p>	<p>1.1 Establish an effective administrative structure and consolidate efforts among different teams so as to promote sustainable development.</p>	✓	✓	✓	<p>1.1.1 Enhance the capability of middle level teaching and administrative staff for better coordination and sustainability of school development.</p> <p>1.1.2 Establish a research group to coordinate teachers to carry out school-based research, publish and share findings on a regular basis, so as to enhance professional development and foster the spirit of peer review and learning.</p> <p>1.1.3 Establish mechanisms to evaluate effectiveness. Conduct regular review of progress and effectiveness of various projects that appropriate adjustment can be made to the pace of development. Priority areas for future development will also be defined.</p>

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2010-11	2011-12	2012-13	
<p>1. Strengthen school organization and system to enhance sustainable development.</p>	<p>1.2 Develop learning resource repository to facilitate daily learning and teaching.</p>	✓	✓	✓	<p>1.2.1 Develop comprehensive knowledge management system for continuous improvement of school curriculum.</p> <p>1.2.2 Develop teaching resource repository to enhance teaching effectiveness.</p> <p>1.2.3 Develop system to record students' academic and non-academic achievements in order to enhance administrative effectiveness and facilitate evaluation of students' class performance for more comprehensive assessment of students' potentials.</p>

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2010-11	2011-12	2012-13	
2. Enhance effectiveness of learning and teaching	2.1 Enhance the school-based curriculum to improve learning and teaching effectiveness.	✓	✓	✓	<p>2.1.1 Review and refine regularly the subject curriculum both vertically and horizontally to enhance the validity and coherence of the learning content.</p> <p>2.1.2 Evaluate the curriculum of KLA, modules and ELA, enhance the validity and coherence of the learning content.</p> <p>2.1.3 Strengthen the coherence of curriculum between primary school and college to tie in with the through-train policy and to add the compulsory elements into the curriculum.</p> <p>2.1.4 Develop students' global and multi-cultural perspectives.</p>

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2010-11	2011-12	2012-13	
2. Enhance effectiveness of learning and teaching	2.2. Enhance teaching skills to promote student's interest in learning and improve learning effectiveness.	✓	✓	✓	<p>2.2.1 Provide subject-based professional development to enhance the effectiveness of specialist teaching for the provision of quality education to students.</p> <p>2.2.2 Equip teachers with the necessary skills in promoting "Independent learning" and be able to practice such skills in developing students' ability of self-management and increasing students' inter-activeness in learning.</p> <p>2.2.3 Teachers conduct quality learning and design quality learning tasks to enhance students' interest in learning and improve learning outcome.</p> <p>2.2.4 Effective use of multi-assessment tools for evaluation of students' learning capability. Provide immediate feedback and follow up support to students for enhanced learning effectiveness.</p>

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2010-11	2011-12	2012-13	
3. Identify students' potential; develop quality holistic education	3.1 Cater for learning diversity and personal developmental needs.	✓	✓	✓	<p>3.1.1 Equip teachers and professional support staff to identify and support gifted students, helping them to discover their potentials and giving them recognition as well as opportunities to stretch potentials.</p> <p>3.1.2 Enhance teachers' capability to take care of the less competent students, teaching them effective learning methods so as to enhance their interest and effectiveness in learning.</p>
	3.2 Enhance students' abilities in being independent, self-disciplined and be able to manage their own selves.		✓	✓	<p>3.2.1 Improve students' self-discipline and self-care ability in daily lives.</p> <p>3.2.2 Enhance self-motivation in students- they can actively solve their own problems, be cooperative, and have the ability to reflect on their own selves as well as setting personal goals.</p>

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2010-11	2011-12	2012-13	
3. Identify students' potential; develop quality holistic education	3.3. Set up the "Healthy Campus" Policy to ensure that students receive holistic support and enjoy a happy school life.	✓			- 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 inquiring.
	3.4 Students can develop their own potentials according to their personal interests and capabilities.	✓	✓	✓	- Enhance students' creativity and provide a platform for students to showcase their talents.