

HKUGA Primary School

港大同學會小學

2011-2012

Annual School Plan



Love

Be Grateful

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HKUGA Primary School Annual School Plan 2011-12

A. School Background

HKUGA Primary School is a direct subsidized primary school founded by the Hong Kong University Graduates Association Education Foundation (HKUGAEF) since 2002. The HKUGAEF is a registered non-profit organization. It is funded by members of Hong Kong University Graduates Association, graduates of University of Hong Kong and other members of society, and is run by the Incorporated Management Committee. The Foundation's objective is to promote the development of education in Hong Kong, and its first project is the establishment of HKUGA Primary School.

As a DSS school, new models of school management, curriculum framework, student development and staff development have been set up. The School is now in its tenth year, it has 24 classes from P1 to P6. There are a total of 720 students and 67 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.

B. 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 will 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.

C. 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 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 Family.
- Integration of the School and 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, 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.

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
1.1 Strengthen School Organization and system to enhance Sustainable development	<p>1.1.1 Conduct performance appraisal of middle-level teaching and administrative staff; and provide them with training programs where necessary to encourage them to work collaboratively and to actively participate in the further development of the school.</p> <p>1.1.2 Invite expertise in research field to deliver training workshops for our teachers in order to enhance their knowledge and skills in research projects.</p>	<ul style="list-style-type: none"> • Each teacher at least has one training opportunity in this school year. • At least 85% of middle-level teachers understand their roles and responsibilities so as to improve their work efficiency and collaboration. • At least 75% of teachers understand the methodology of research and are able to handle and skills. 	<ul style="list-style-type: none"> • Evaluate middle-level teachers' work performance • Analyze questionnaire for teachers 	<ul style="list-style-type: none"> • Whole year • Early semester 	<ul style="list-style-type: none"> • Principal & VP • VP 	<ul style="list-style-type: none"> • External professional (陳德恆先生)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources
1.1 Strengthen School Organization and system to enhance Sustainable development	1.1.2 Encourage teachers to participate in a research project on self-reflection including their own problems and teaching difficulties; and to strive for professional growth through the process of research, self teaching experience and problem-solving. The research result can be used for reflecting, exchanging and improving their teaching methods.	<ul style="list-style-type: none"> • Teachers who participate in the research projects are able to find out their areas to improve, e.g. teaching methods by using the “informal collaboration” method. 	<ul style="list-style-type: none"> • Review the research projects of each subject panel • Review the records of sharing/exchange sessions of each subject panel 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel Heads 	
	1.1.2 Formally, establish a research group. Each subject department (Chinese, English, Mathematics, etc.) must at least complete a research project on one topic, and then present findings for sharing and review at the end of a semester. This will enhance teacher’s professional knowledge and improve teaching strategies.	<ul style="list-style-type: none"> • Each subject panel is required to complete at least one topic of research project. • At least 75% teachers are benefited from the research projects and able to reflect their teaching methods. 	<ul style="list-style-type: none"> • Review the evaluation report • Analyze questionnaire and reflection record of teachers 	<ul style="list-style-type: none"> • 7/2012 	<ul style="list-style-type: none"> • Panel Heads 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources
1.1 Strengthen School Organization and system to enhance Sustainable development	1.1.3 Improve the effectiveness of the evaluation mechanism through different methods and means of reviewing and assessing the various development projects. Appropriate adjustments will be made and planning for the school's future development projects will be continued.	<ul style="list-style-type: none"> • After reviewing of the progress and results of development projects, adjustments are made in order to accomplish the short-term development goals. 	<ul style="list-style-type: none"> • Review questionnaire data • Review meeting records of subject panels and administration team 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • SAT1& Panel Heads 	
1.2 Develop learning resource repository to facilitate daily learning and teaching.	1.2.1 Enrich the knowledge management repository. Collate teaching resources from the Internet, categories the materials based on topics, then upload them onto the intranet so as to share with both faculty and students.	<ul style="list-style-type: none"> • Teaching resources and materials are arranged and categorized according to subjects and class levels. • Part of the teaching resources is uploaded onto the intranet for sharing with teachers and students. 	<ul style="list-style-type: none"> • Review the status and conditions of the teaching resources being archived • Review the numbers and categories of teaching resources on intranet and the usage rate. 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel Heads 	<ul style="list-style-type: none"> • Computer Server • T Technicians

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources
1.2 Develop learning resource repository to facilitate daily learning and teaching.	<p>1.2.2 Build a resource library; with all teaching materials, computer software, video clips categorized into different topics so as to allow for convenient access by staff.</p> <p>1.2.3 Enhance students' co-curricular activity records so as to increase administrative efficiency. Records are released once every semester to facilitate teachers' assessment of students' class performance with a view to providing comprehensive evaluation of students' potentials for development.</p>	<ul style="list-style-type: none"> • Subject panels can arrange their teaching resources according to topics and class level in the resource library. • Enhance students' co-curricular performance record system so as to keep the accurate records of students' achievements and awards for P1 to P6. • Records are released once every semester to facilitate teachers' assessment work. 	<ul style="list-style-type: none"> • Review the content of the teaching resources • Review the status and conditions of teaching resources for each subject • Review the co-curricular performance record system to ensure that it is well operated • Review the information and records we have released 	<ul style="list-style-type: none"> • Whole year • Whole year • Whole year 	<ul style="list-style-type: none"> • Panel Heads & Subject YLCs • ACC • ACC 	<ul style="list-style-type: none"> • Teaching Assistant • Teaching Assistant • Teaching Assistant

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
2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness.	<p>2.1.1 Hold departmental meetings on a regular basis to monitor and evaluate: i) the progress of subject plan implementation ii) the progressive development of P1-P6 subject curriculum</p> <p>Make continuous refinement on subject curriculum framework</p> <p>2.1.2 Identify the functions of subject-based module curriculum and strengthen the coherence among KLA, Module and ELA curricula.</p>	<ul style="list-style-type: none"> • Subject meetings are scheduled and held systematically. • Evaluations on curriculum coherence are taken regularly in each school term. • Subject curriculum frameworks are refined. • Course description about the coherence among the three curricular is formulated. 	<ul style="list-style-type: none"> • Review by subject panels and CDC. • Review by subject panels and CDC. • Review by CDC. 	<ul style="list-style-type: none"> • Whole school year • Whole school year • Whole school year 	<ul style="list-style-type: none"> • Panel heads • Panel heads • CDO and panel heads (Chinese, Eng,GS and PE) 	<ul style="list-style-type: none"> • •

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People /Committee in charge	Resources
2.1 Optimize the school-based curriculum to enhance learning and teaching effectiveness.	2.1.3 Develop regular communication channel with College for bridging curriculum content and L&T pedagogy of the two schools.	<ul style="list-style-type: none"> • Two communication opportunities between Primary School and College are organized. • 70% of participated teachers agree the arrangement is helpful for bridging curriculum content and L&T pedagogy. 	<ul style="list-style-type: none"> • Count the number of communication programs • Teacher questionnaire 	<ul style="list-style-type: none"> • Term 1-2 	<ul style="list-style-type: none"> • VP 	<ul style="list-style-type: none"> •
	2.1.4 Provide overseas learning experience to promote academic exchange and develop students' global perspectives.	<ul style="list-style-type: none"> • Three exchange opportunities are organized. • 70% of participated students and teachers agree the exchange opportunities can enhance cultural exchange and global perspectives 	<ul style="list-style-type: none"> • Count the number of communication programs • Student questionnaire and teacher questionnaire 	<ul style="list-style-type: none"> • Whole school year 	<ul style="list-style-type: none"> • CDO and Panel heads 	<ul style="list-style-type: none"> •

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
2.2 Introduce and implement diversified strategies to enhance L&T effectiveness and students' learning interests.	2.2.1 Enhance teacher professional knowledge through peer observation and sharing 2.2.2 Introduce e-learning strategies to: i) promote Web 2.0 learning strategies ii) enhance L&T effectiveness iii) encourage student-students and teacher-student interaction	<ul style="list-style-type: none"> • Peer observation week is organized. • 70% of participated teachers agree peer observation can enhance their L&T effectiveness. • Two professional development workshops are organized to support subject-based development. • At least one trail program is introduced in each subject. • 70% of participated teachers agree the e-learning strategies introduced enhance L&T effectiveness. 	<ul style="list-style-type: none"> • Review by subject panels and CDC • Teacher questionnaire • Count the number of professional development workshops • Review by CDC • Teacher questionnaire 	<ul style="list-style-type: none"> • Term 1 • Whole school year 	<ul style="list-style-type: none"> • SAT • CDO and panel heads 	<ul style="list-style-type: none"> • Timetable for enrollment • Workshops • Electronic devices and service plans to support mobile learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People/ Committee in charge	Resources
2.2 Introduce and implement diversified strategies to enhance L&T effectiveness and students' learning interests.	2.2.3 Advance teachers' understanding about "quality assignment"	<ul style="list-style-type: none"> • One professional development workshop is organized. • One sharing workshop among teachers is organized. • Quality of assignments is raised. • 70% of participated teachers agree the workshops can advance their professional knowledge. 	<ul style="list-style-type: none"> • Count the number of professional development workshop • Count the number of professional development workshop • Review by subject panels and CDC • Teacher questionnaire 	<ul style="list-style-type: none"> • Term 2 • Term 3 	<ul style="list-style-type: none"> • SAT 	

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

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People / Committee in charge	Resources Required
3.1 Cater for learning diversities and their developmental needs.	3.1.1 Carry out the plans for the further development of gifted students and for the provision of assistance to the less competent students.	Students' learning needs are being taken care of -80% SEN students receive support	Group review, observation and analysis of statistics	Whole Year	SEN sub-com	SGO
	3.1.2 Engage educational psychologists to provide training for both parents and teachers, so that they understand the behavioral problem of gifted students and would be equipped with the skills to handle the problems.	1 – 2 workshops are held around the topic of behavioral problems of gifted students	Survey from parents and teachers	Whole Year	SAT	Educational psychologist
	3.1.3 Continue to collate information on external training available for gifted students and update the school intranet with such information. Encourage gifted students to attend related training.	80% of gifted students attended programmes designed for gifted students	Group review and analysis of statistics	Whole Year	SEN Sub-com	Information on gifted programmes

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People / Committee in charge	Resources Required
3.1 Cater for learning diversities and their developmental needs.	3.1.4 Teachers continue to follow closely the strategies of ‘personalized education’ and ‘care for students’ outlying learning capability’. Through exchange, observation session and self-reflection, teachers will continue to enhance students’ interest and the effectiveness in learning with a view to developing their ability in self-management.	Teachers incorporating elements of “personalized education” and “care for students’ outlying learning capability” in lesson planning	Group review, observation, analysis of statistics and questionnaires	Whole Year	CDC	
3.2 Enhance students’ ability in being independent, self-disciplined and be able to manage their own selves.	3.2.1 Class teachers continue to emphasize the importance on self-management and self-discipline in classroom management, and to request students to practice such skills in everyday life.	1. 80% of teachers incorporating strategies, on a frequent basis, to improve students’ self-management and self-discipline capabilities through classroom management 2. Students’ self-management and self-discipline capabilities are improved	Group review, observation, analysis of statistics and questionnaires	Whole Year	PSDG, D&G, YLC	

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People / Committee in charge	Resources Required
3.3 Set up the 'Healthy Campus' policy, to ensure holistic support for a happy school life.	3.3.1 Through an integration of the life education and civic education, we provide a comprehensive value education to students.	"Healthy Campus" policy being set up integrating life education and civic education	Group review, observation, and analysis of statistics	Whole Year	SAT1 PSDG ELAC	
3.4 Students can develop their own potentials according to their personal interests and capabilities.	3.4.1 Encourage students to take part in various open events and competitions so that they can develop their potentials and gain recognition for their abilities.	Students being offer opportunities to demonstrate their potential regularly (At annual concert, annual performance, sport activities, drama festival, dances festival, speech festival and visual art exhibitions etc.) – 70% students participate in various open events or competitions	Group review, observation and analysis of statistics	Whole Year	Panel heads and Committee heads i.e. ELAC, IA Department	

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People / Committee in charge	Resources Required
3.4 Students can develop their own potentials according to their personal interests and capabilities.	3.4.2 Implement “Star Academy” programme, recruit directors, actors, reporters and engage professionals to provide students with professional training. Students’ work (short plays on self-management and self-discipline, video excerpts of open competitions, personal learning experience interview, etc.) is regularly played through the school television and uploaded onto the school internet.	<ol style="list-style-type: none"> 1. Recruiting the appropriate professionals as trainers for students 2. Broadcasting students’ work on a regular basis, through Campus TV and the school website 3. One programme from each subject should be produced 	Group review, observation and analysis of statistics	Whole Year	ITDC –Campus TV Panel heads and Committee heads	Budget for recruiting Professionals
	3.4.3 Provide a display platform (internal and inter-school activities) for students’ artworks, writings and other talents so as to provide opportunities for them to demonstrate their potential regularly.	-70% of students having participated in 2 or more internal or external activities for demonstrating their various talents - Publications of artworks and writings by the end of this school year	Group review, observation, analysis of statistics and questionnaire	Whole year	SP&RPC, Panel heads and Committee heads	Budget for publications or exhibitions

Plan on Use of Capacity Enhancement Grant in 2011/12 School YearName of school: HKUGA Primary SchoolMeans by which teachers have been consulted: at Curriculum Development Committee meeting and staff meetingNo. 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 in charge
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 2011-31 ` Aug 2012 for 1 school year.	1. HK\$515,097.50 for 4 Teaching Assistants (including 5% MPF and medical insurance) 2. \$60,000 for purchasing extra services for SEN students. Total: <u>\$575,097.50.</u> Income: <u>Received grant and surplus of 2010-11</u> <u>\$575,277.74.</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 principals; CDO; subject panel heads; SEN sub-Committee

The Incorporated Management Committee of The HKUGA Primary School Budget Income Statement for 2011- 2012			
	2009/10 S.Y. Audited	2010/11 S.Y. Pre Audit	2011/12 S.Y. Budget
	\$m	\$m	\$m
<u>Income</u>			
School fees	13.08	15.30	15.12
less: fee remission / scholarship	(1.31)	(1.53)	(1.51)
	11.77	13.77	13.61
Govt. rent and rates reimbursement	0.35	0.37	0.39
DSS subsidy	20.96	24.90	22.50
Other recurrent grants	0.36	1.04	0.65
Interest income	0.14	0.16	0.12
Other income	0.71	0.40	0.50
Total income	34.28	40.64	37.76
<u>Expenditure</u>			
Staff expenses			
- Salaries and gratuities	25.50	27.20	31.69
- Benefits (e.g. MPF/ provident fund)	1.37	1.46	1.54
Govt. rent and rates expense	0.35	0.37	0.39
Depreciation charges	0.70	0.63	0.65
Repairs and maintenance	0.42	0.46	0.30
Other expenses	4.69	5.27	6.76
Total expenditure	33.04	35.41	41.32
Surplus / (Deficit)	1.24	5.23	(3.56)