HKUGA Primary School
港大同學會小學
2015-2016
School Annual Plan

Love Life . Live Green

9 Yee Shing Street, Chai Wan, Hong Kong    Tel : 22023922
E-mail : info.hkugaps.edu.hk  Fax : 22023914
HKUGA Primary School
School Annual Plan 2015-16

A. School Background
HKUGAPrimary 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 an appointed management committee. The Foundation’s objective is to promote the development of education in Hong Kong, and its first project is the establishment of HKUGAPrimary 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 thirteenth year, it has 24 classes from P1 to P6. There are a total of 723 students and 62 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 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 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.

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. Establish highly effective and cohesive professional team to actualize the concept of “Learning Community” for sustainable growth.
   營造高效專業團隊，深入實踐學習型社群的理念，使學校持續成長。

2. Nurture life-long learners through enhancing learning and teaching effectiveness.
   提升學與教效能，培育終身學習者。

3. Develop holistic education to unleash students’ potential with self-responsible learning.
   持續發展全人教育，以自主負責的學習延展學生潛能。

4. Establish Green School and Cultivate Green Culture.
   建設綠色校園，建立綠色生活文化。
Major Concern 1: Establish highly effective and cohesive professional team to actualize the concept of “Learning Community” for sustainable growth.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 To provide continuous professional development targeted at personal and school development needs to actualize the concept of “Learning Community”</td>
<td>1.1.1 Set up individual development plan with the needs of school.</td>
<td>• 90% of teachers set up development plan according to the needs of school and individual and 80% of teachers has attained the target.</td>
<td>• Check the target and CPD record of staff</td>
<td>Oct - Dec 2015</td>
<td>Principal</td>
<td>Vice-principal (L&amp;T) and Panel Heads</td>
</tr>
<tr>
<td></td>
<td>1.1.2 To develop action research / lesson study with regular sharing and planning.</td>
<td>• 60% of members of research group lead and conduct researches / lesson studies with other teachers.</td>
<td>• Interview with teaches</td>
<td>Oct 2015 - August 2016</td>
<td>Vice-principal (L&amp;T) and Panel Heads</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1.3 Re-structure peer observation to enhance the learning and sharing culture.</td>
<td>• Peer observation is well organized with focus and the reflection records of teachers are well kept. • 90% of teachers participate in the subject / PSE peer lesson observation • 70% of teachers agree the effectiveness of peer-ob.</td>
<td>• Research plans • Evaluation meetings • Lesson observation • Peer observation record • Sharing session • Teacher questionnaire</td>
<td>Whole year</td>
<td></td>
<td>Vice-principal (L&amp;T) and Panel Heads</td>
</tr>
</tbody>
</table>

Check the target and CPD record of staff
Interview with teachers
Research plans
Evaluation meetings
Lesson observation
Peer observation record
Sharing session
Teacher questionnaire
Major Concern 2: Nurture life-long learners through enhancing learning and teaching effectiveness.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| 2.1 Cater for the diversity of learning needs, abilities and styles to support life-long learning. | 2.1.1 Review and develop subject-based strategies to cater for learners’ diversity:  
- in community level (off-site support; 3rd tier of the 3-tier Differentiation Framework).  
- school level (after-class programs; 2nd tier of the 3-tier Differentiation Framework).  
- Network of external support for SEN students (gifted and with learning difficulties) is developed in subjects.  
- Supports offered to students are clearly recorded for on-going development and evaluation.  
- Effectiveness of after-class programs is evaluated in subjects.  
- Suggestions for future development or improvement are formulated.  
- Review by CDC  
- Subject Panel meetings  
- Review by CDC (with student questionnaire data & analysis of academic performance) | • Review by CDC  
• Term 1: exploration and contact  
• Term 2-3: nomination & participation | • End of Phase 1 of ELA schedule: Remedial Classes  
• End of Phase 2 of ELA schedule: after-class ELA2 and support groups | • Panel Heads of Chi, Eng, Math, GS, PE, IA and ICT | • Panel Heads of Chi, Eng, Math, GS, PE, IA and ICT | • Minutes of Subject Panel meetings  
• Student questionnaire  
• Student assessment data |
<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Promote interactive, independent and individualized learning (3 “I”s by developing a seamless learning environment.)</td>
<td>2.2.1 Develop school-based e-Learning strategies in different key stages to enhance 3 “I”s in daily L&amp;T: P1-P2: Organize eResource in eClass systematically; P3-P4: Adapt eResource to enhance knowledge building and interactive learning; P5-P6: Integrate ePlatform to promote individualized learning.</td>
<td>• Professional dev. workshop is organized for teachers. • 70% of participated teachers agree the workshop can enrich their understanding about HOT development; and are willing to adopt the learnt techniques in their daily L&amp;T.</td>
<td>• Teacher questionnaire</td>
<td>• Oct 2015 – May 2016: Implementation • June 2016: Annual evaluation</td>
<td>• Vice-principal</td>
<td>• iPads (adequate for parallel teaching of 2 classes) • Licenses of external ePlatform (e.g. Quizlet) • School-based ePlatforms (e.g.Edmodo, Google Site) • questionnaire</td>
</tr>
<tr>
<td></td>
<td>2.2.2 Consolidate teachers’ knowledge and techniques to develop student’s high-order thinking ability through strategic lesson planning and/or teacher language (questioning and feedback)</td>
<td>• “Year 1” of the “3-year eLearning Plan” is implemented in Subject Panels. • eResources in eClass are organized in terms of subject learning units with standardized naming format. • Apps and web-based learning resources are trialed with the formulation of a subject-based resource bank. • Interactive and independent learning resources are developed to support e-Learning in one-third of learning units in P5-P6.</td>
<td>• Parent questionnaire (P1-P2) • Student questionnaire (P3-P6) • Review by CDC</td>
<td>• 8 Jan 2016 (2 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>Strategies</td>
<td>Success Criteria</td>
<td>Methods of Evaluation</td>
<td>Time Scale</td>
<td>People in charge</td>
<td>Resources Required</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2.2 Promote interactive, independent and individualized learning (3 “I”s by developing a seamless learning environment.) | 2.2.2 Equip teachers with various e-Learning strategies through school-based sharing and individual professional development programs. | • 70% of P1-P2 parents agree eResource are systematically organized in eClass for independent learning.  
• 70% of P3-P4 students agree eResource can enhance their learning in lessons.  
• 70% of P5-P6 students used eResource for pre-/post-learning and agree eResource on the ePlatform can meet their learning needs.  
• In-house sharing about e-Learning strategies and tools are organized regularly.  
• 70% of teachers agree the sharing can enrich their understanding about eLearning implementation.  
• Teachers attend external e-Learning workshop/seminar as professional development on their own choices:  
  Subject teachers : once a year;  
  MT, ST, PST, VP : twice a year. | • Record of sharing  
• Teacher questionnaire  
• Teacher PD record | • Staff Meetings and gathering: sharing  
• Nov 2015 – May 2016: external PD  
• June 2016: submission of PD record & evaluation | • MT-ICT (Sharing)  
• Panel Heads of Chi, Eng, Math, GS, ICT, PE & IA (external PD) | • Sharing schedule  
• PD record form  
• Teacher questionnaire  
• Supply teachers for subbing |
<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| 2.2 Promote interactive, independent and individualized learning (3 “I”s by developing a seamless learning environment. | 2.2.3 Enhance communication and linkage of e-Learning development with HKUGA College. | • Sharing of e-Learning practices is organized between 2 schools.  
• Lesson observation between two schools is organized.  
• 70% of participated teachers agree sharing and observation are beneficial for mutual understanding. | • Review by CDC  
• Teacher questionnaire | • August 2015: Sharing  
• April-May 2016: lesson observation | • Vice-principal (sharing)  
• Panel Heads of Chi, Eng, Math & GS (lesson observation) | • Supply teachers for subbing |
Major Concern 3: Develop holistic education to unleash students’ potential with self-responsible learning.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 To instill a School culture of Respected behavior and manners by enhancing students’ sense of responsibility for themselves, family and the world.</td>
<td>3.1.1 To launch politeness and self-discipline schemes with whole-school approach support. 3.1.2 Enhance teachers’ capabilities of counseling and class building for student development.</td>
<td>• 70% of students agree that the politeness campaign can enhance their awareness of politeness • To conduct 1-2 professional development workshops or sharing sessions • 70% of teachers agree that the workshop help them in adopting Positive Psychology in school • 70% of teachers agree that the sharing sessions help them in adopting different strategies to enhance students’ sense of responsibility</td>
<td>• Questionnaires to teachers and students • Team Evaluation • Questionnaire to teachers</td>
<td>• Term 1 • Whole year</td>
<td>• D&amp;G • SAT1,</td>
<td>• Posters • Gifts • Guest speakers</td>
</tr>
<tr>
<td>Targets</td>
<td>Strategies</td>
<td>Success Criteria</td>
<td>Methods of Evaluation</td>
<td>Time Scale</td>
<td>People in charge</td>
<td>Resources Required</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| 3.2 To equip students with a diverse set of ‘life-long’ competences and skills. | 3.2.1 To launch a wide range of self-management campaign in different levels in accordance with their needs consistently | • 70% of teachers agree that the competitions are effective to raise students’ awareness to enhance self-management skills  
• 70% of students agree that their self-management skills in different aspects have been improved through participating in the competitions | Observation,  
Questionnaires to teachers and students, Team Evaluation | Term 2 | Life Education | Checklists of self-management skills |
|                                                                        | 3.2.2 To develop school-based social curriculum for PSE lessons concerning social skills, self-management skills, etc | • 70% of P4-6 class teachers agree that the revised school-based curriculum can enhance students' life-long competences and skills, and deepen their learning of values | Questionnaire to teachers, Team Evaluation | Sep 2015 – Jun 2016 | Life Education | PSE lesson plans, worksheets, teaching kits |
|                                                                        | 3.2.3 To unleash students’ potential with service, life-wide learning and leading work. | • 70% of the students participated in the Leadership Training Programs agree that their competences and skills (i.e. cooperation skill, problem-solving, showing empathy, etc.) have been enhanced. | Questionnaires to students, Team evaluation | End of the program | D&G, Life Education | |

- Observation, Questionnaires to teachers and students, Team Evaluation
- Questionnaire to teachers, Team Evaluation
- Questionnaires to students, Team evaluation
<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| 4.1 To develop a whole-school approach to the promotion of “Green Education” in order to nurture environmentally-friendly staff and students (culture/policy/environment/curriculum). | 4.1.2 Increase “Green School Facilities” to enhance the concept of environment protection | • A land allocation and timetable is set up  
• 80% of the Organic Farmland is under good management  
• At least 3 times of communication with GO by email within the school year  
• Hanging planting pots were set up in corridors | • Green Ambassadors duty records  
• Parents volunteer attendance record  
• Green Ambassadors questionnaire  
• Parent volunteers questionnaire  
• Teachers’ observation | Nov 2015 – Jun 2016 | Winnie, Michael & Angel | • Green Ambassadors  
• Parents volunteers  
• GO representative  
• Daily caring support from school, gardener  
• Construction budget,  
• Construction Quotations |
<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 To develop a whole-school approach to the promotion of “Green Education” in order to nurture environmentally-friendly staff and students (culture/policy/environment/curriculum).</td>
<td>4.1.3 Develop “Green Curriculum” with subject integrations.</td>
<td>• At least 2 year level of each subject integrated the green element into the curriculum</td>
<td>• Green curriculum document from each subject</td>
<td>Whole year</td>
<td>Winnie</td>
<td>Subject year level meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scaffolding curriculum of P.4 and P.5 Green Ambassadors is set up</td>
<td>• Students Questionnaire</td>
<td>Whole year</td>
<td>Angel</td>
<td>CDC collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 75% of Green Ambassadors agree the refined curriculum can increase their Green Concepts and they like to participation in this ELA.</td>
<td>• Teachers’ feedback and comment</td>
<td></td>
<td></td>
<td>ELA “Green Ambassadors” Scheme of work and learning resources</td>
</tr>
</tbody>
</table>
**G. Plan of Using Capacity Enhancement Grant in 2015/16 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

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Area(s) of Concern</th>
<th>Strategies/Tasks</th>
<th>Benefits Anticipated</th>
<th>Time Scale</th>
<th>Resources Required</th>
<th>Success Criteria</th>
<th>Method(s) of Evaluation</th>
<th>People in charge</th>
</tr>
</thead>
</table>
| Curriculum development and coping with diverse and special learning needs of students. | To relieve teachers’ workload in:  
- preparing learning and teaching materials  
- promoting life-wide learning activities  
- 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 etc. | • 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 2015 to mid/late August 2016 | Expenses  
1. $718,010 for 4 Teaching Assistants (including 5% MPF and medical insurance)  
2. $ 60,000 for purchasing extra services for SEN students. | • 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. | • Development of learning and teaching materials  
• Students’ feedback on the learning activities planned  
• Feedback from teachers  
• Records of IEP  
• Performance appraisal on the TAs | • Vice-principal(s)  
• subject panel heads; SEN sub-committee |