

HKUGA Primary School

港大同學會小學

2009-2010

School Annual Plan



Let Us Shine

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HKUGA Primary School

Annual School Plan 2009-10

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, caring 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 To optimize the quality of school curriculum

- 1.1 Advance the school-based curriculum
- 1.2 Promote interactive and independent learning
- 1.3 Catering for learners' diversity

2 To enhance the learning community

- 2.1 Teachers
- 2.2 Students
- 2.3 Parents

Major Concern 1: To optimize the quality of school curriculum

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
1.1 Advance the school-based curriculum						
1.1.1	Refine the Module Curriculum framework.	Whole academic year	A refined Module Curriculum, displaying a diversity of concurrent and sequential modules, is developed.	Review by CDC	Chinese, English, GS, PE and IA Departments	
1.1.2	Refine the ELA Curriculum.	Whole academic year	The ELA Curriculum is refined and re-organized to provide diversified ELAs to cater learners' abilities, needs and interests. 60% of parents and students agree the ELAs are diversified and able to cater learners' abilities, needs and interests.	Review CDC Questionnaires to parents and students	CDC ELAC All Subject Departments	ELA curriculum framework IT support for ELA application and allocation
1.1.3	Develop students' international perspectives through: - incorporating global issues and multi-cultural experience into the curriculum;	Whole academic year	Global issues are incorporated in the P4-P6 curriculum.	Review by CDC	CDC All Subject Departments	Subject curriculum outline Subject scheme of work

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
1.1 Advance the school-based curriculum						
1.1.3	<p>Develop students' international perspectives through: (con't)</p> <ul style="list-style-type: none"> - arranging overseas tours; - using e-platform to promote international learning and collaboration with teachers. Such as: Mainland China, Singapore, Spain. 	<p>April – August 2010</p> <p>Whole academic year</p>	<ul style="list-style-type: none"> - Overseas tours / Cultural exchange programs are organized. - Students have opportunities to learn with overseas students. - 75% of participated students and teachers agree the e-platform can enrich their learning. 	<ul style="list-style-type: none"> - Count number of overseas tours organized and the number of participants - Feedbacks from participated students and teachers - Questionnaires to participated students and teachers 	<ul style="list-style-type: none"> - VP - English, GS and Music Departments - VP - Chinese, GS and VA Departments 	<ul style="list-style-type: none"> - School funding - Support and advice from learning tour agents - Support from HKU KBTN - V-China equipment and facilitates - School Funding
1.1.4	Development of bridging policy and programs to enhance students' preparation for study at College.	Whole academic year	Bridging policy / strategies are developed.	Review by CDC	<ul style="list-style-type: none"> - CDC - All Subject Departments 	<ul style="list-style-type: none"> - Curriculum documents of College - Communication channel and opportunities between College & Primary Sch

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
1.2 Promote interactive and independent learning						
1.2.1	Promotion of reading to support independent learning.	Whole academic year	Strategies are designed and implemented in major subjects to promote reading to learn.	Review by CDC Questionnaire for teachers	CDC Chinese, English, Mathematics and GS Departments	Budget for purchasing books
1.2.2	Adopt diversified modes and means of assessment to facilitate students to master their learning.	Whole academic year	60% of teachers agree assessments implemented can help students to understand their learning focus and progress. 60% of students agree assessments implemented can help them to understand their learning focus and progress.	Questionnaire for teachers Questionnaire for students	All Subject Departments	Development Workshop on rubrics design
1.2.3	Further development of the e-platform and CSCL tools to support students' interactive and independent learning.	Whole academic year	A wide range of self-learning packages (such as e-class, V-China, Knowledge Forum) is developed to support students' interactive and independent learning.	Statistical analysis of number of hits; Feedback from Students.	All Subject Departments	Purchase of IT equipments, e.g. data logger

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
1.3 Cater for learners' diversity						
1.3.1	Development of the gifted education program and strengthen the supports for gifted students.	Whole academic year	<ul style="list-style-type: none"> - ELAs for the gifted and talented students are developed - Individualized Education Plans (IEP) are set up for the SENs who need them 	<ul style="list-style-type: none"> - Review by CDC - Review by the PSDG - Feedback from teachers, students, parents and Education psychologist. 	<ul style="list-style-type: none"> - CDC - ELAC - PSDG (SEN) 	Use of School-based Educational Psychology Services
1.3.2	Develop differentiated learning outcomes to cater students' learning abilities (differentiated products)	Term 2 – Term 3	<ul style="list-style-type: none"> - Differentiated learning outcomes are developed in the unit - 60% of students agree the provision of differentiated learning outcomes can help to perform their abilities 	<ul style="list-style-type: none"> - Feedback from teachers on the effectiveness of the identification mechanism 	<ul style="list-style-type: none"> - Chinese, English and Mathematics Departments 	Development workshop on gifted education
1.3.3	Use of external professional organization to provide programs for the gifted or talented students	Whole academic year	<ul style="list-style-type: none"> - Different types of gifted programs are sourced and recommended for the gifted or talented students. 	<ul style="list-style-type: none"> - Student survey on effectiveness of the programs 	<ul style="list-style-type: none"> - PSDG –SEN sub-com 	<ul style="list-style-type: none"> - Scholarships - Courses for the Gifted/ Talented from CUHK

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
1.3.4	Strengthen the support to the students with SEN	Whole academic year	Appropriate support to students with SEN is provided, such as: assessment adaptation, homework adaptation, etc.	<ul style="list-style-type: none"> - Record of support for students with SEN - Evaluation meeting in SEN sub-committee 	PSDG –SEN sub-com	<ul style="list-style-type: none"> - Different developmental groups organized by SEN sub-com - EP services - Outsourcing professionals

Major Concern 2: To enhance the learning community

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
2.1 Teachers						
2.1.1	Staff development, including school-based and subject-based programs, is provided to enhance the quality of learning and teaching. For example : Different ways of methodology to cater for gifted and SEN students	Whole academic year	- 75% of the teachers agree that the professional development activities organized by the school are helpful to their duties - 75% of the teachers participated in subject-related professional development activities	- Questionnaires to teachers - Lesson observation - Evaluation meeting in Subject departments.	- SDMC	- Staff development fund
2.1.2	Implementation of action research to enhance the quality of learning and teaching.	Whole academic year	- Two action research will be carried in enhancing the quality of learning and teaching	- Feedback from teachers	- SDMC	- Staff development workshop on action research - Collaboration with University

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
2.1.3	Further develop and refine the mentorship scheme to support new teachers in school affairs ,class building ,class management and enhance the quality of their teaching.	Whole academic year	- 75% of the new teachers agree that the mentorship system can help them to adapt to new working environment and enhance the quality of their teaching	- Questionnaire to teachers	- SDMC - Mentorship Team	Staff Development Fund
2.1.4	Provide relevant professional development program/ workshops to enhance the interests, skills and knowledge In Knowledge Building and CSCL.	Whole academic year	- Teachers have enhanced understanding and interest in using Knowledge Building as pedagogy. Teachers are able to formulate and deliver plans using KB in teaching General Studies-P.4	- Teacher's feedback -The ways Knowledge Building has been incorporated in teaching.	- SDMC and teachers in charge of Knowledge Building Project	Support from Knowledge Building specialists of HKU.
2.1.5	Provide relevant professional development program and opportunity to widen middle managers' professional horizons.	Whole academic year	- Opportunities are provided to enhance professional exchanged. - Teachers general have an increased in professional horizon.	- Teachers' feedback.	- SDMC	Staff Development Fund

Major Concern 2: To enhance the learning community

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
2.2 Students						
2.2.1	Develop students with good manners	Whole academic year	70% of the teachers agree that students' manners have improved	Teacher survey - Informal feedback from teachers / parents throughout the year	PSDG	Different activities organized by PSDG
2.2.2	Enhance student's sense of commitment	Whole academic year	70% of the teachers agree that students' sense of commitment have improved	Teacher survey - Informal feedback from teachers / parents throughout the year	PSDG	Different activities organized by PSDG
2.2.3	Organize Leadership Training Program for the Good Brothers and Good Sisters	Whole academic year	75% of the participating students agree that the training program has helped improve their leadership skills	Evaluation of the Leadership Training Program - Evaluation meeting in D&G sub-committee	D&G sub-com	Outsourcing Organization (HKFYG)

Major Concern	Strategies / Tasks	Schedule	Success Criteria	Method of Evaluation	Person / KLA / Committee Responsible	Resources Required
2.3 Parents						
2.3.1	Strengthen the parent education program.	Whole academic year	<ul style="list-style-type: none"> - 30% parents participate in Parent Academy or parent sharing sessions - 75% of the participating parents are pleased with the program 	<ul style="list-style-type: none"> - Attendance record - Evaluation questionnaire 	HSCT(SADC)	
2.3.2	Involve parents in school programs that promote student learning and development.	Whole academic year	<ul style="list-style-type: none"> - More than 250 parent volunteers are involved in the program 	<ul style="list-style-type: none"> - Record of parent volunteers participation 	HSCT(SADC)	

Plan on Use of Capacity Enhancement Grant in 2009/10 School Year

Name of school: HKUGA Primary School

No. of operating classes: 24

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

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 2 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.	- 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 09 – Aug 2010	1. HK\$409,164 for 2 Teaching Assistants (including 5% MPF and medical insurance) 2. \$60,000 for purchasing services Total: \$469,164.00 Received grant: \$469,722.00	- 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