

HKUGA Primary School

港大同學會小學

2018- 2019

School Annual Plan



Sunshine School . Positive You

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HKUGA Primary School

Annual School Plan 2018-19

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 sixteenth year, it has 24 classes from P1 to P6. There are a total of 734 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

A Quality School with Happy and Responsible Learners

7.1 To enhance the culture of a professional learning organization

- To promote sustainable professional development for teachers in different positions.
- To strengthen the effectiveness of middle management teachers - Master Teachers.
- To promote Parent Education to support students' holistic education.
- To create space to develop internal and external sharing culture.

7.2 To foster students' learning to learn capabilities to achieve life-long learning

- To promote reading across the curriculum to optimize daily L&T and value education.
- To enrich students' IT literacy to support independent, individualized and interactive learning.
- To nurture creative problem-solvers through STEM Education.

7.3 To teach students to flourish and developing students' well-being through Positive Education

- To ensure that teachers and parents embrace the mindset and knowledge of Positive Education.
- To integrate Positive Education into the curriculum and students' school life.

Major Concern 1: To enhance the culture of a professional learning organization.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.1 To promote sustainable professional development for teachers in different positions</p>	<p>1.1.1 To set up individual development plan with the needs of school-such as : Positive Education</p> <p>1.1.2 To re-structure peer-observation to enhance share culture and effectiveness of learning and teaching</p> <p>1.1.3 To provide various mode of professional development for newly appointed teachers , such as mentoring system, in-house workshops, external course on learning & teaching, class building and positive education.</p>	<ul style="list-style-type: none"> • 95% of teachers set up development plan according to the needs of school and individual. 85 % of teachers has attained the target. • Peer observation is well organized with focus and open to different team members • 75% of teachers agree the effectiveness of peer observation • 90% of new teachers have attended in-house professional development workshops or external course. • 70% have found the training effective. 	<ul style="list-style-type: none"> • Interview with teachers • Check the target and CPD record of teachers • Teacher survey • LO records & sharing sessions • Teacher survey and CPD record 	<ul style="list-style-type: none"> • Oct –Dec 2018 • Whole year <p>Whole year</p> <p>Aug 2018-June 2019</p>	<ul style="list-style-type: none"> • Principal <p>Vice-principal(L&T) and Panel-heads</p> <p>Vice-principals and panel heads</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.2 To promote Parent Education to support students' holistic education	1.2.1 To organize seminar/workshop on Positive Education, STEM or e-learning for parents 1.2.2 To collaborate with PTA to train-up parent leaders for parent education.	<ul style="list-style-type: none"> A series of workshops /seminars should be conducted . 10 % of parents attend the seminar /workshops Parent leaders will be invited to promote Positive Education. 	Attendance record	Whole year	Principal & SDO	
1.3 To create space to develop internal and external sharing culture.	1.3.1 To develop School Extension project, set up task groups for fund raising and building	<ul style="list-style-type: none"> Task group for Fund Raising and Building & Costing were set with different stakeholders, such as : teachers, parents , experts and IMC members One fund raising event (school level)will be conducted 	Regular meetings are held to proceed the building and fund raising affairs.		School Development Officer Principal & Vice-principals	

Major Concern 2: To foster students' learning to learn capabilities to achieve life-long learning.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.1 To promote reading across curriculum to optimize daily L&T and value education.</p>	<p>2.1.1 To refine the reading-to-learn experience of P6 Graduation Project.</p> <p>2.1.2 To revise Cross-curriculum Integration Plans and daily L&T Plans</p> <p>2.1.3 To enrich the reading atmosphere by designing cross-curriculum activities and enhancing reading environment of the school in collaboration with the Reading Promotion Committee (RPC).</p>	<ul style="list-style-type: none"> • Reading experience of the P6 Graduation Project is enriched in terms of quality and diversity of reading resources. • Workshops are organized to enhance students' research skills and presentation skills. • Enrich the P4 Cross-curriculum Integration Plan with reading-to-learn experiences. • Integrate reading-to-learn activities (and PosEd elements) in P4 non-language subjects • Review the Development Framework of Reading Promotion to enhance effectiveness of cross-curriculum reading activities. • Parent workshops are organized for P1 and P3(&P4) to enhance H-S collaboration. 	<ul style="list-style-type: none"> • Reviewed by CDC • Student questionnaire • Reviewed by CDC • Reviewed by RPC • Parent questionnaire 	<ul style="list-style-type: none"> • Dec-Jan: Preparation • Feb, Apr, May: Workshops • Mar: Project starts • Aug-Sep: Planning • Oct-Jun: Implementation • Sep-Oct: Review & planning • Nov: Parent Workshops 	<ul style="list-style-type: none"> • VP(L&T), Panel Heads of Chi & Eng Departments, Sch Librarian and Panel Head of ICT • CDO and School Librarian (RPC) • CDO and School Librarian (RPC) 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.2 To enrich students' IT literacy to support independent, individualized and interactive learning.</p>	<p>2.2.1 To promote & integrate good e-Learning practices of Flipped Classroom in unit planning of KLA subjects to support development of independent and individualized learning.</p> <p>2.2.2 To develop P4 e-Resources and in-school e-Learning experiences (preparation for BYOD in next school development cycle)</p> <p>2.2.3 To enhance value education</p>	<ul style="list-style-type: none"> • Corporate Flipped Classroom experience and resources on Edmodo in all P5 and P6 subject learning units. • e-Learning sharing (followed with teacher trainings) are organized in each school term. • Core Apps are frequently used to enhance interactive learning in daily L&T. • Appropriate Content Apps are integrated to support subject L&T. • Learning tasks are designed for P4 students to apply their learnt ICT skills • Use of e-Resources and design of e-Learning experiences are clearly recorded in Subject Unit Plans. • Parent workshop about IT 	<ul style="list-style-type: none"> • Reviewed by Subject Panels and CDC • Teacher questionnaire • Reviewed by Subject Panels and CDC in each School Term • Reviewed by 	<ul style="list-style-type: none"> • Whole school year • Sep: Training for Core Apps • Sep-Oct: Sourcing Content Apps • Oct-Jun: Develop & use • Term 2 	<ul style="list-style-type: none"> • CDO and Subject Panel Heads • VP(L&T), SIDC Head and Panel Heads of Chi, Eng, Math, GS • CDO 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.3 To nurture creative problem-solvers through STEM education.</p>	<p>and home-school cooperation about students' IT literacy development.</p> <p>2.3.1 To develop school-based trans-disciplinary program to promote STEM Education in senior year levels.</p> <p>2.3.2 To refine subject curriculum and enrich learning environment to promote STEM Education.</p> <p>2.3.3 To stretch potentials of students who are talented in STEM development.</p>	<p>literacy is organized in P4 to enhance H-S collaboration.</p> <ul style="list-style-type: none"> • P5 STEM Integration Program is developed and trialed with reference to the HKUGAPS STEM Development Model. • Effectiveness of P5-P6 STEM Integration Programs is evaluated with suggestions for making betterment. • Subject curriculum is enriched with STEM learning experiences. • Print-rich environment and technological devices are introduced in the campus to visualize the STEM concepts. • STEM-related ELA2 are re-established in an integrated approach to cater for diversified needs of students. • 70% of participants agree the 	<p>ICTDC</p> <ul style="list-style-type: none"> • Reviewed by STEMC • Education research/studies • Reviewed by SIDC and CDC • Reviewed by SIDC and CDC • Student questionnaire 	<ul style="list-style-type: none"> • Whole Year • ELA Phase 2: Ed. research • Whole school year • Whole school year 	<ul style="list-style-type: none"> • SIDC Head • SIDC Head and Subject Panel Heads • SIDC Head 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.3 To nurture creative problem-solvers through STEM education.</p>	<p>2.3.4 To develop communication channel with HKUGA College to enhance through-train development of STEM in senior primary and junior secondary</p>	<p>re-established ELA2 Programs are challenging and motivating.</p> <ul style="list-style-type: none"> • Bridging activities are organized to enhance mutual understanding of STEM development and learning experiences in two Schools. • 70% of teachers agree the PD activity organized can enhance mutual understanding about STEM development in two schools. 	<ul style="list-style-type: none"> • Teacher questionnaire 	<ul style="list-style-type: none"> • Whole school year 	<ul style="list-style-type: none"> • VP(L&T), SIDC Head, Panel Heads of Math, GS and ICT 	

Major Concern 3: To teach students to flourish and developing students' well-being through Positive Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To ensure that teachers and parents embrace the mindset and knowledge of Positive Education	3.1.1 To conduct staff professional development training or sharing sessions	<ul style="list-style-type: none"> To have organized at least 2 training or sharing sessions for teachers 70% of teachers agree that the workshop helped them adopt Positive Education in school 	Data collection Team Evaluation Questionnaire to teachers	Whole year	PEDP	Guest Speaker
	3.1.2 To support class teachers on Class Building with Positive Education concepts by conducting homeroom visit	<ul style="list-style-type: none"> At least 1 visit per class has been conducted 70% of the classes visited agree that the homeroom visit helped them incorporate Positive Education with Class Building 	Data collection Questionnaire to teachers	Whole year	YLC coordinator	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.2 To integrate Positive Education into the curriculum and students' school life	3.2.1 To incorporate Positive Education concepts into pre-existing curriculum areas	<ul style="list-style-type: none"> At least 1-2 practices are identified and refined in each subject 	Data collection Team Evaluation	Whole year	CDC	
	3.2.2 To implement Positive Education in Morning sharing	<ul style="list-style-type: none"> 70% of teachers have shared elements of Positive Education in Morning Sharing 70% of students agree that the messages in Morning Sharing could enhance their understanding of different values and skills on Positive Education 	Data collection Team Evaluation Questionnaire to students	Whole year	Life Education Coordinator	
	3.2.3 To implement Positive Education in Class building	<ul style="list-style-type: none"> 70% of class teachers have implemented class building activities with designated Positive Education elements 	Team Evaluation Questionnaire to teachers	Whole year	YLC Coordinator	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.2 To integrate Positive Education into the curriculum and students' school life (con't)	3.2.4 To implement Positive Education in PSE lessons	<ul style="list-style-type: none"> The newly developed P2 lesson plans are continually refined A new PSE portfolio and P3 lesson plans with teaching material were developed 	Data collection Team Evaluation	Whole Year	Life Education Coordinator	Lesson plan writers, reference books
	3.2.5 To launch award scheme with Positive Education components	<ul style="list-style-type: none"> 70% of teachers agree that the award scheme could achieve a positive impact on students' mindset and attitude 70% of students agree that the award scheme could achieve a positive impact on students' mindset and attitude 	Team Evaluation Questionnaire to teachers Questionnaire to students	Whole year	D&G Coordinator	Award scheme booklet, stamps, certificates.
	3.2.6 To enrich the campus environment with Positive Education components	<ul style="list-style-type: none"> Hardware on Positive Education were installed to facilitate students' understanding and learning 	Team Evaluation	Whole year	PEDP	

G. Plan of Using Capacity Enhancement Grant in 2018/2019 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	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: <ul style="list-style-type: none"> ● 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. 	<ol style="list-style-type: none"> To employ 4 Teaching Assistants to support teachers in: <ol style="list-style-type: none"> the preparation of school-based curriculum materials organizing life-wide learning activities performing subject-based administrative work providing extra support and assessment accommodation for SEN students Extra services for SEN students- learning groups, speech therapy etc. 	<ul style="list-style-type: none"> ● 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 2018 to 31 Aug 2019	<ol style="list-style-type: none"> \$724,719.52. for 4 Teaching Assistants (including 5% MPF and medical insurance) \$50,000.. for purchasing extra services for SEN students. <p>Total: \$ Income: \$ 774,720.. Surplus:\$0</p>	<ul style="list-style-type: none"> ● 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. ● SEN students show improvement in their academic performance. 	<ul style="list-style-type: none"> ● Development of learning and teaching materials ● Students' feedback on the learning activities planned ● Feedback from teachers ● Records of IEP ● Performance appraisal on the TAs 	<ul style="list-style-type: none"> ● Vice-principals; ● subject panel heads; SEN sub-committee

2018-2019 「姊妹學校交流計劃」

學校名稱： 港大同學會小學

姊妹學校名稱： 北京東高地第二小學

締結日期： 2011年7月16日

姊妹學校名稱： 佛山市環湖小學

締結日期： 2018年11月10日 (已聯繫)

2018/19 學年計劃推行下列姊妹學校交流活動：

項目編號	交流項目名稱及內容	預期目標	評估成效	負責人	資源分配
1.	<p>A. 京港學生交流團：</p> <p>(1) 香港學生到北京東高地第二小學，與友校學生一同體驗與校方安排的航天科技學習相關活動。</p> <p>(2) 香港學生寄宿友校學生家庭，進行兩日兩夜生活文化體驗活動。</p> <p>(3) 香港學生參觀北京歷史文化古蹟，並參與藝術文化活動。</p>	<p>1. 促進兩地學生學習及文化交流。</p> <p>2. 培養學生自主學習精神。</p> <p>3. 拓寬視野，促進學生個人成長。</p>	<p>1. 活動日期：2019年4月13日至17日(五日四夜)</p> <p>2. 參加者：本校學生約共40人，香港領隊老師共5名。</p> <p>3. 80%學生認同能從交流中學習。</p> <p>4. 75%學生對航天科技學習相關活動、寄宿友校學生家庭活動、藝術文化活動及參觀北京歷史文化古蹟活動有正面評值。</p> <p>5. 70%學生能在交流中融入 E-LEARNING 元素：通過 Edmodo 發放交流學習小冊子(電子版)；然後運用 i-Pad 來記錄學習歷程。學生於復活節內通過 Edmodo 提交兩份功課。1.)寫一篇少於500字的文章(WORD 檔)。2.)製作一</p>	中文科主任及老師	<p>每位本校參加學生獲港幣 1,500 元津貼，支付前往北京交流費用</p> <p>\$1,500x40= \$60,000</p> <p>津貼領隊老師費用</p> <p>\$6,000X3 = \$18,000.</p> <p>雜項</p> <p>\$5,000</p> <p>共 \$83,000.</p>

			段具特色的學習歷程分享影片。 (2-5 分鐘)。		
2	<p>B. 京港學生交流團接待(春季):</p> <p>(1) 北京東高地第二小學學生到香港, 跟本校學生一同參與本校安排的學習活動及課堂體驗。</p> <p>(2) 友校學生寄宿在本校學生家庭, 進行兩日兩夜生活文化體驗活動。</p> <p>(3) 友校學生參與跟香港歷史、文化或科學探究主題相關的活動。</p>	<p>1. 促進兩地學生學習及文化交流。</p> <p>2. 培養學生學習待客之道, 主動關懷及體諒他人。</p>	<p>1. 活動日期: 2019 年 1 月 26 日至 28 日(三日兩夜)</p> <p>2. 參加者: 本校負責接待共 28-32 個家庭, 對應接待學生大使, 香港老師共 3 名。</p> <p>3. 從家長及學生口頭回饋認同是次活動對本校學生是一次難得的體驗, 能讓香港學生學習待客之道, 更主動關懷及體諒他人。</p> <p>4. 訪問北京負責老師/以問卷搜集東高地二小的學生對回訪本校的體驗評價。</p>	中文科主任及老師	

項目編號	交流項目名稱及內容	預期目標	評估成效	負責人	資源分配
3	<p>C. 佛港學生交流團:</p> <p>(1) 香港學生到佛山市環湖小學, 與友校學生一同體驗校方安排的相關學習活動。</p> <p>(2) 香港學生寄宿友校學生家庭, 進行兩日兩夜生活文化體驗活動。</p>	<p>1. 促進兩地學生學習及文化交流。</p> <p>(2) 培養學生自主學習精神。</p>	<p>(1)活動日期: 2019 年 4 月 15 至 16 日</p> <p>(2)參加者: 本校學生約共 50 人, 香港領隊老師共 7 名。</p> <p>(3) 80%學生認同能從交流中學習。</p> <p>(4) 70%學生對廣東文化、科技教育、陶瓷藝術文化及歷史文化古蹟活動有興趣。</p>	數、常、視藝科主任及 STEM 委員會負責人	<p>每位本校參加學生獲港幣 300 元津貼, 支付前往佛山交流費用</p> <p>\$300x50=\$15,000</p> <p>領隊老師費用</p>

	(3) 香港學生參觀北京歷史文化古蹟，並參與藝術文化活動。	(3) 拓寬視野，促進學生個人成長。	(5) 60%學生能在交流中融入 E-LEARNING 元素 :通過 Edmodo 發放交流學習小冊子(電子版) ; 然後運用 i-Pad 來記錄學習歷程。	<p>\$1,000X7=\$7,000</p> <p>購買 10 部 i-pad \$ 4,000x10 = \$40,000</p> <p>雜項 \$3,000</p> <p>共 \$65,000</p>
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財政預算

2018-19 教育局撥款 港幣 \$ 150,000.

項目編號	交流項目	支出項目	費用(港幣)	備註
1	京港學生交流		\$83,000	
3	佛港學生交流		\$65,000	
		總計	\$148,000	