



港大同學會書院
HKUGA COLLEGE

HKUGA COLLEGE SCHOOL DEVELOPMENT PLAN 2024 - 2027





STRIVE FOR VIRTUE

QUEST FOR TRUTH

Guiding Principles: Four Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community

HKUGA College

1. School Vision:

Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence

2. Mission statement:

HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

3. Core Values of the College:

We have consistently built upon our learning from the past. It feeds forward to our present practices.

Our current school culture uses Positive Education teachings as a lens to structure how we will meet the needs of our Community members. We call it 1-4-6.

1 is our major concern - Wellbeing which is our goal for all of us to lead a flourishing life. This is fed into through strategies and approaches within the 4 and 6.

We have 4 underpinnings that are infused into every aspect of school life: Intercultural Mindedness and our links with China; Character Strengths; Rephrasing Communication as well as cultivating Positive Mindsets.

In addition, our 6 positive elements also provide us with clear targets and reflection points: Ways of Being (Health, Relationships and Emotions) & Ways of Doing (Meaning, Engagement and Accomplishment).

1-4-6 enables our Community to 'do good', 'feel good' and 'look for the good'.

Holistic Review of School Performance

a. Effectiveness of the previous School Development Plan (2021 to 2024)

Major Concern and target	Extent of the target achieved	Follow-up action	Remarks
<p>Major Concern 1: To cultivate a growth oriented culture through striving for and achieving meaningful outcomes.</p> <p>Target(s): 1.1 To promote the identification and utilisation of skills and attributes necessary for applying different mindsets in various circumstances (Benefit; Beginner; Growth; Mastery) 1.2 To promote the use of specific, actionable, constructive criticism (3:1 Positive: Growth Opportunity Ratio) during reflection and goal-setting 1.3 To enhance the T&L (Teaching & Learning) effectiveness of a hybrid environment</p>	<p>Partly achieved</p> <p>Partly achieved</p> <p>Fully achieved</p>	<p>Growth oriented culture will remain as one of the major concerns in the next development cycle with adjusted targets</p> <p>Hybrid environment will be incorporated as routine work with prompt updates due to the fast advancement of technology</p>	<p>Students' whole-person growth will remain as a focus of this Learning Community.</p>
<p>Major Concern 2: To increase 'peak performance' opportunities by stretching diverse abilities through an optimal balance of challenges and skills.</p> <p>Target(s): 2.1 To reestablish and enhance behavioral and learning norms and expectations as we return to complete school resumption. 2.2 To provide platforms to sustain the exploration of interests and showcase talents</p>	<p>Partly achieved</p> <p>Fully achieved</p>	<p>Continue to be a major concern with adjusted targets</p> <p>Incorporated as routine work but with a focus on more student-led events</p>	<p>'Search for excellence' has been a guiding light of the school mission. Under the impact of Covid, various aspects of learning had been sustained but agility and prompt changes were inevitable.</p>
<p>Major Concern 3: To purposely cope with changes and challenges through VASK (Values, Attitudes, Knowledge and Skills) which are interconnected in our practices</p> <p>Target(s): 3.1 To cultivate positive attitudes so as to establish good mental and physical wellbeing 3.2 To develop skills to enhance the frequency of Positive Emotions 3.3 To strengthen relationships and help one another to find meaning in their learning</p>	<p>Partly achieved</p> <p>Partly achieved</p> <p>Partly achieved</p>	<p>Will continue to be a major concern in the next 3-year development plan</p>	<p>Prompt response to combat the impact of social distancing and fast changes due to technology have further induced urgent calls on well-being of all stakeholders of the Community.</p>

Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

- ◆ How good is my students' performance in achieving the seven learning goals?

The College has consistently aligned its plans and strategies with the framework of the seven learning goals, which have been integrated in the learning activities through our curriculum, activities, various aspects of student development and school initiatives. The College instills a love for learning and encourages self-directed study through different resources and school-based curriculum. On the front of academic achievements, the results of Hong Kong Diploma of Secondary Education (HKDSE) examinations have shown remarkable results on our upward trend, Two entries have entered the final round of Hang Lung Mathematics Award and one student received the Bronze award while the other team got an honourable mention.



Students demonstrate critical thinking, creativity and problem-solving skills through project-based learning and a variety of assessment methods that encourage deep understanding. A strong emphasis on active participation of activities after school, in addition to the special school-based curriculum, like CASTLE for S1-2, Modular Studies for S3 and Optimization Programmes for S4-5, have provided a comprehensive curriculum supporting not only the intellectual and cognitive growth, but also the affective, physical and emotional wellbeing of our students. The Faculty fosters an understanding of global issues and cultural diversity, preparing students to be informed and engaged young people who are keen on international exchanges, cultural appreciation and curriculum that addresses global challenges.

Our students have reached new heights in both the inter-school Sporting and Music Competitions. Some of our Sports Team students represented Hong Kong Teams in

regional and international competitions. Our College Symphony Orchestra also took the stage for the very first time in the Golden Music Hall in Vienna, Austria and our School Choir got brilliant results in Singapore International Choral Festival.

Our STEM teams continued to take part in various competitions and accomplished outstanding results. All these learning opportunities have provided our students with essential life skills, collaborative opportunities and peer learning.

- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?



The College initiated the Soundscape Program to all Secondary 1 students, allowing them the opportunity to have a choice to experience various forms/kinds of music experiences. New teams have been in the planning process to cater for diverse needs. Collaboration between committee and department has strengthened the development of various school teams on various kinds of Team Sports. The Philosophical Inquiry (PI) committee working on promoting caring and collaborative thinking skills has worked out plans on Professional Development to prepare more teachers to use the PI pedagogies in subjects and pastoral care programs.

All departments and various committees have prepared experiential learning outside lesson time to enrich students' learning experiences. They made good use of the dates of term break, Parents' Days to conduct local visits and even trips outside Hong Kong to stretch the horizon of our students. More than 14 groups of students have been to various parts of the world, including Rwanda, Shangri-la, Shanghai, Ningbo, Chongqing, Fushan, Hangzhou, Kyushu, Tokyo, Germany and , in addition to the whole level trips to Guangzhou and Shaoguan. Excursion week programs for S1-5 have been organized providing local and Mainland experiences on National Education, cultural appreciation, self-management, team-building, understanding of history and new technological advancement, Sister school programs have resumed and a new school in Tsukuba, Japan has been linked up to facilitate our STEM learning. Our collaboration with a school in Singapore continued as the School Choir stayed at the hostel during the International Choral Festival.



Local visits to Museum, district-wide in depth exploration, service learning and other subject-based learning outside classrooms have been provided to engage students to build on what they have learnt in classrooms. The conscientious efforts of the teachers have made all these possible for our students.

The findings from APASO and other school based surveys, the need for an even more caring and collaborative environment was evident. Staff and student wellbeing would remain high on our agenda. The introduction of the Month of Happiness (March, 2024) was a great success. It has been a month with various kinds of activities engaging staff and students, including staff suggesting tunes for school bells and a whole school event celebrating the Day of Happiness together with school managers and parents joining us. More concrete and well-designed measures are to be implemented in the coming school year based on the feedback collected after various school events on Wellbeing for all.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The Management Team of the College is committed to realize the mission and vision of the school, persistently reviewing our current practices, adopting a foresight approach, continuously being agile on the implementation of our work on whole-person development and lifelong learning. In the process of the evaluation of our existing ASP and the last year of our SDP, thorough and comprehensive consultations have been conducted at teachers level, governance level, parents, alumni and students. In addition to the survey results, data from APASO, SHS and school-based survey, qualitative interviews were conducted for parent representatives, senior student representatives and alumni. Data analysis results and qualitative findings were shared at the School-based Management Team, Middle Leaders, all staff and Governance body at various stages. In the process of the formulation of our next SDP, reference has been made not only to the feedbacks and evaluation data, but also the seven learning goals and other school initiatives. In the past few years, a number of experienced colleagues left the college and we embraced the turnover by allocating more resources on Professional Development of our new colleagues and also Leadership Development for our existing staff to sustain the development of this dynamic Learning Community.

How Can My School Be Better

◆ What are my students' needs?

Based on the evaluation data, feedback from stakeholders and understanding of the current needs of the new generation who were born and grew up with digital devices and social media, the urgent need on sustaining positive health, both physical and mental, has become even more incontestable. Tailor-made personalised learning programmes become desirable to engage our students and sustain their interests in developing lifelong learning. Students also need time to reflect upon their learning and mindfulness exercises are indispensable as part of their practices to calm themselves down amidst the fast-paced ever-changing environment they are exposed to. Healthy use of digital devices, a solid framework to nurture growth mindset and positive attitude/attributes with an emphasis on Value Education all become an integral part of students' whole-person development. Beside attitude and character formation, future life and study skills, like entrepreneur spirit, desire to innovate and student agency, are all prioritized needs.



◆ What is my school's capacity for continuous improvement and development?

The College demonstrates a considerably strong capacity for continuous improvement and development through several key factors:

Reflective Practices with the use of a school-wide data system: We regularly assess our achievements and challenges, allowing us to identify areas for growth and refine our strategies. including the use of APASO, stakeholder survey and other school based evaluation tools. It effectively provides feedback to the school for adjusting strategies.

Curriculum Integration: By aligning life-wide learning experiences with the formal curriculum, we enhance educational relevance and student engagement.

Innovative Approaches: Our commitment to exploring innovative teaching methods and real-world partnerships fosters dynamic learning environments.

Supportive Culture: We prioritize a culture of excellence and high expectations, encouraging both student and staff development through recognition and constructive feedback.

Focus on Future Skills: Our proactive approach to integrating essential future skills—such as data literacy, use of artificial intelligence and entrepreneurial thinking—ensures that our students are well-prepared for the challenges ahead.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

The College would continue to remain as student-focussed in all aspects of growth. In addition to providing choices and individualized learning packages, we would revamp the committee engagement under Holistic Development and put in extra resources to provide more learning opportunities for students. There would be more collaboration among committees under Holistic Development and Student Development respectively. Furthermore, collaboration and synergy are to be boosted among major committees to bring about more alignment and concerted efforts on whole-person development and lifelong learning. New committees will be set up to nurture future skills and teachers will be given time to learn new skills and pedagogies to facilitate their teaching. Teachers are to model lifelong learning and more emphasis and resources will be put into professional and leadership development for all stakeholders of this Community.



Major Concerns of the 2024-27 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

- 1.** Nurturing students' future-oriented skills and building their essential knowledge for life-long development.
- 2.** Fostering whole-person development through values and attitudes education for the entire community.
- 3.** Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all.

HKUGA College Development Plan 2024-27 (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <u>Secondary Education</u>)
		Year 1	Year 2	Year 3		
<p>1. Nurturing students' future-oriented skills and building their essential knowledge for life-long development</p>	<p>To cultivate student entrepreneurs through enhancing their care for the community and problem-solving skills</p>	✓	✓	✓	<ul style="list-style-type: none"> ● To enhance entrepreneurship education through integration of Design Thinking into curriculum (project learning) and focused learning in special programs and cross-curricular activities. ● To develop students' reflective habits regarding the relevant value targets following specific projects or learning tasks. ● To form a Value Education & Edupreneurship Task Force for more professional development among teachers and encourage the sharing of good practices. ● To foster cross-curricular exposure (themed weeks, activities and competitions) among students through perspectives and pedagogy of entrepreneurship. 	<ul style="list-style-type: none"> ● National and global identity ● Breadth of Knowledge ● Generic Skills

	To strengthen students' independent thinking skills and multi-perspective awareness	✓	✓	✓	<ul style="list-style-type: none"> • To revitalize teacher training in PI and foster the exchange of good practices among different departments and committees in order to enable the teacher trainees to design and integrate the PI pedagogy in subjects (especially among the Junior Levels) • To implement PI-oriented learning programs (Modular Studies and Optimization), pastoral lessons and activities in which more community/citizenship-related topics can be exposed for students to develop their social awareness and independent thinking. 	<ul style="list-style-type: none"> • National and Global Identity • Breadth of Knowledge • Generic Skills
	To develop students' data mindset through analytical skills based on data	✓	✓	✓	<ul style="list-style-type: none"> • To design and implement learning programs (CASTLE/MS/OPT) and seminars/workshops on students' data mindset and analytical skills. 	<ul style="list-style-type: none"> • Information Literacy • Breadth of Knowledge • Generic skills
		✓	✓	✓	<ul style="list-style-type: none"> • To foster teacher professional development on integration and application of pedagogy related to Data Mindset. 	
			✓	✓	<ul style="list-style-type: none"> • To implement cross-curricular learning through projects and competitions, with a greater emphasis on data analysis and interpretation related to real-world issues across subjects (STEM and others) 	
		✓	✓		<ul style="list-style-type: none"> • To integrate data science elements into Science, Technology, Engineering, and Mathematics (STEM) subjects to reinforce data literacy skills. 	
		✓			<ul style="list-style-type: none"> • To invite experts to give talks on the safety of the cyber world and how to protect oneself from risk. 	
			✓	✓	<ul style="list-style-type: none"> • To participate in external competitions based learning to incorporate data analysis, visualization, and interpretation in STEM curriculum and other subjects, aligning with real-world applications. 	

2. Fostering whole-person development through values and attitudes education for the entire community.	To foster the sense of citizenship through whole-person development	✓	✓	✓	<ul style="list-style-type: none"> ● Nurturing students’ sense of citizenship in terms of rights and responsibilities: <ul style="list-style-type: none"> ○ fundamental rights and responsibilities of permanent residents ○ environmental protection ○ law-abiding behaviour ○ respect to diverse cultures and ethnicities ○ MCNSE lessons about morals and citizenship across S1-S5 ○ National education speech during Flag Raising Ceremony ○ Talk series about the most recent national development (planning in a 3-year cycle) 	● National and global identity
		✓	✓	✓	<ul style="list-style-type: none"> ● Competition Teams led by CSD / CES on Basic Law Competitions / Mock Trial 	
			✓	✓	<ul style="list-style-type: none"> ● Service-learning programmes in S4/5 optimization lessons ● Service-learning x STEM (ELA) 	
	To enhance students’ interpersonal relationship through developing their empathy and communication skills	✓	✓	✓	<ul style="list-style-type: none"> ● Enhance effective communication skills <ul style="list-style-type: none"> ○ conflict resolution strategies ○ healthy boundaries, positive social connections, and respect for one another 	● Generic Skills
			✓	✓	<ul style="list-style-type: none"> ● Invite professionals to talk about relationships and how to reconcile with friends after arguments during assembly ● MCNSE lessons about morals and citizenship across S1-S5 	
			✓	✓	<ul style="list-style-type: none"> ● Organize leadership camps for team building and effective communication 	

	To promote ethical digital lifestyle and media literacy through critical review of online resources and making informed judgement	✓	✓	✓	<ul style="list-style-type: none"> Promote responsible digital citizenship, online safety, cyberbullying prevention, online/ offline actions Project learning in CES related to the media literacy Organizing new special programs in CASTLE / Modular Studies / Optimization on data/digital literacy Organizing cross-curricular competitions that could apply data/information literacy 	<ul style="list-style-type: none"> Generic Skills Information Literacy
			✓	✓	<ul style="list-style-type: none"> Invite experts to give talks on the safety of the cyber world and how to protect oneself from risk 	
	To promote global citizenship through the care for the community	✓	✓	✓	<ul style="list-style-type: none"> Strengthen Values Education Promote responsibilities of global citizens – how to handle environmental issues 	<ul style="list-style-type: none"> National and global identity Breadth of Knowledge Generic skills
		✓	✓	✓	<ul style="list-style-type: none"> Organise a student-led, joint programme to educate, promote and execute a green lifestyle on campus 	
	To enhance students' strategic use of time in order to attain work-life harmony		✓	✓	<ul style="list-style-type: none"> Develop Effective time management skills Teach strategies for setting priority & managing deadlines diversify assessment strategies by using more online platforms to save the writing time 	<ul style="list-style-type: none"> Generic skills Healthy lifestyle
		✓			<ul style="list-style-type: none"> Arrange talks and workshops about good time management skills and how to strike a balance between ELA, studies and play during assembly 	
			✓	✓	<ul style="list-style-type: none"> Organize leadership camps on good time management skills for specific groups of students and allow them to learn how to strike a balance between work (special duties), studies and play 	

	To enhance students' understanding and appreciation of Chinese culture	✓	✓	✓	<ul style="list-style-type: none"> Wider exposure of Chinese culture and its complexity in terms of preservation of local cultures, use of language and core values relevant to future life planning in subject and cross-curricular initiatives 	<ul style="list-style-type: none"> National and global identity
		✓	✓	✓	<ul style="list-style-type: none"> Learning of Chinese philosophy and its application in happiness fostering in Special Programs [Optimization / CASTLE / MS / ELA] 	
		✓	✓	✓	<ul style="list-style-type: none"> Mainland Study Tour will be organized to provide learning opportunities for students to appreciate our own cultures and the modern advancement in different aspects 	
3. Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all.	To enhance students' mental health through strategies of stress reduction, mindfulness and help-seeking awareness	✓	✓		<ul style="list-style-type: none"> Develop and implement curriculum on mental health, stress management, emotional well-being ; e.g. stress reduction techniques <ul style="list-style-type: none"> mindfulness & importance of seeking help promote open discussions about mental health to reduce stigma & encourage support 	<ul style="list-style-type: none"> Healthy Lifestyle
		✓	✓	✓	<ul style="list-style-type: none"> Arrange talks about embracing challenges to enhance students' resilience level 	
			✓		<ul style="list-style-type: none"> Nurture Health Ambassadors (Peer Counsellors) 	
	To nurture students' growth mindset in terms of awareness of self-improvement and acceptance of failures	✓	✓		<ul style="list-style-type: none"> Develop monthly themes and ride on special international days to build resilience and genuine happiness eg. international day of failure and international day of happiness 	<ul style="list-style-type: none"> Generic skills Healthy lifestyle
		✓	✓		<ul style="list-style-type: none"> Organise thematic events such as Week of Failure, Month of Happiness and assemblies, relating to developing resilience and a healthy lifestyle <ul style="list-style-type: none"> share the experiences of failure and setback and how to embrace them 	

					<ul style="list-style-type: none"> ○ practise a healthy diet and mindfulness 	
			✓		<ul style="list-style-type: none"> ● Collaborate with an external organization in arranging talks about finding purposes, goals and ways to support mental health 	
	To enhance students' health awareness through substantiating nutrition literacy	✓	✓		<ul style="list-style-type: none"> ● Emphasize on knowledge of basics of nutrition, e.g. balanced diet, understanding food labels, making healthy food choices, promote healthy snacks ● Strengthening the content of healthy diet related topics in science curriculum ● Promote healthy eating, making healthy snacks 	● Healthy lifestyle
				✓	<ul style="list-style-type: none"> ● Invite a dietician to advise on how students and staff can eat more healthily during the assemblies 	
	To strengthen students' fitness through more physical exercises through lesson and non-lesson activities	✓	✓		<ul style="list-style-type: none"> ● Promote regular physical activity; assessment methods will be changed to encourage regular practices in addition to learning skills ● Teach importance of exercises and good posture ● Enhancing physical education through special programs in CASTLE / Modular Studies / Optimization 	● Healthy lifestyle
		✓	✓	✓	<ul style="list-style-type: none"> ● Organise thematic events, e.g. Walkathon, House Fitness Challenge and assemblies, relating to physical health and fitness <ul style="list-style-type: none"> ○ collaborate with Sports department to hold some physical exercise training for different stakeholders in school 	
				✓	<ul style="list-style-type: none"> ● Develop fitness, stamina program (Special Coach & specific training for each team) ● Encourage school teams members to organize sports events/activities 	
	To promote students' awareness of developing a healthy sleeping habit	✓			<ul style="list-style-type: none"> ● Teach the importance of good sleep habits ● Introduction of science of rest and sleep 	● Healthy lifestyle