



# HKUGA COLLEGE ANNUAL SCHOOL PLAN

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Adventure-based Life Education (ABLE)



International Day of Happiness



Inquiry-based Learning

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HKUGA COLLEGE  
20<sup>TH</sup> ANNIVERSARY

*"Seeds of Fulfillment,  
Forests of Change"*



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## 1. School Vision and Mission

### School Vision:

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

### 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.

### Background information about the College

HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

# HKUGA College

## Major Concerns

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.

## **1. Major Concern : Nurturing students' future-oriented skills and building their essential knowledge for life-long development**

It is evident that our school has made significant strides in empowering students to reach their full potential. Through a balanced mix of challenges and support, we have successfully broadened our students' perspectives, developed their critical thinking skills, and fostered a global mindset. Activities such as participation in school teams and student-led initiatives have not only enhanced their leadership skills but also instilled a profound sense of teamwork and responsibility.

In light of these accomplishments, our focus for the upcoming year will be on several key follow-up actions:

**Integration of Curriculum and Activities:** We will prioritize a stronger linkage between life-wide learning experiences and the formal curriculum. This will involve meticulous planning of activities and excursions to ensure they complement and enhance classroom learning. We will also explore strategies to balance the reduction of regular lesson time while maximizing the educational value of these experiences.

**Innovative Learning Approaches:** Building on our successes, we will continue to seek innovative methods to enrich life-wide learning experiences. This may include the incorporation of technology, interdisciplinary projects, and partnerships with local organizations that offer real-world learning opportunities.

**Support for Student Initiatives:** Strengthening our support for school teams and student-led activities will remain a priority. We will work to provide additional resources and mentorship, enabling students to take ownership of their learning and develop essential leadership qualities.

**Culture of Excellence:** We are committed to fostering a culture of excellence and high expectations throughout our school community. This involves not only recognizing and celebrating student achievements but also providing constructive feedback to encourage continuous improvement.

**Future Skills Development:** After careful assessment, we have identified key skills essential for our students' future success: data literacy, multi-perspective thinking, use of artificial intelligence and an entrepreneurial mindset. In the coming year, we will integrate these skills into our curriculum and extracurricular offerings, ensuring our students are well-prepared for the challenges of an ever-evolving global landscape.

**1. Major Concern : Nurturing students' future-oriented skills and building their essential knowledge for life-long development**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EDB Seven Learning Goals
<p><b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b></p>							
To cultivate student entrepreneurs through enhancing their care for the community and problem-solving skills	<ul style="list-style-type: none"> <li>● To experiment the integration of Entrepreneurship in curriculum by applying Design Thinking concepts in following subjects (with stronger relevancy of the curriculum content): <ul style="list-style-type: none"> <li>○ <i>Mathematics</i></li> <li>○ <i>Science</i></li> <li>○ <i>Technology</i></li> <li>○ <i>PSHE</i></li> </ul> </li> <li>● To create and consolidate Special Program through embodiment of Entrepreneurship for S4 students in Entrepreneurship Program and Financial Literacy Program</li> <li>● To create and substantiate cross-curricular projects on the theme of entrepreneurship (English and Math for Game Design; English and PSHE for Food Sales)</li> <li>● To develop student entrepreneurship project (from Game Design Program) and selling (Board/Card Game Design/CNY Fair)</li> <li>● To enhance the pedagogical application in subjects for students through sharing of lesson practices in professional development events such as PD Days and Open Classrooms</li> </ul>	75% of student participants can show the awareness of Benevolence and 70% of them are able to demonstrate the skills of Design Thinking	Student Survey Student Reflection Teacher Observation and Discussion	Whole year	Value Education & Edupreneurship Task Force PD Committee	Cost for special programme and related activities	<ul style="list-style-type: none"> <li>• National and global identity</li> <li>• Breadth of Knowledge</li> <li>• Generic Skills</li> </ul>

<p>To strengthen students' independent thinking skills and multi-perspective awareness</p>	<ul style="list-style-type: none"> <li>• To incorporate and integrate Philosophical Inquiry pedagogy into classroom learning to enhance the subject-required meta-cognitive skills across junior and senior classes by teachers who received basic training.</li> <li>• To implement PI-oriented learning programs (Modular Studies), pastoral lessons and activities in which more community/citizenship-related topics can be exposed for students to develop their social awareness and independent thinking.</li> </ul>	<p>70% of teacher practitioners of PI show agreement that the pedagogy can enhance students' independent thinking, multi-perspective awareness and related priority value targets and learning goals.</p> <p>70% of student participants of PI-related programs or activities agree that the learning exposure can enhance their independent thinking, multi-perspective awareness and the related priority value targets and learning goals.</p>	<p>Student Survey Teacher Survey Lesson Observation</p>	<p>Whole year</p>	<p>ADC Committee PI Committee PD Committee</p>	<ul style="list-style-type: none"> <li>• Cost for professional development programme and workshops in philosophical inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• National and global identity</li> <li>• Breadth of Knowledge</li> <li>• Generic Skills</li> </ul>
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<p>To develop students' data mindset through analytical skills based on data</p>	<ul style="list-style-type: none"> <li>• To build the essential knowledge and skills of Data Literacy with students and teachers through programs and workshops.</li> <li>• To develop cross-curricular learning that applies data collection and analysis more extensively.</li> <li>• To build special program on Data Literacy for the Junior Level students</li> <li>• To foster competition-based learning to incorporate data analysis, visualization, and interpretation in STEM curriculum and other subjects, aligning with real-world applications.</li> </ul>	<p>70% of the students who participate in data-literacy-related programs exhibit progress in data consciousness and skills.</p>	<p>Student Survey Lesson Observation Focus group discussion in taskforce Student work</p>	<p>Whole year</p>	<p>ADC STEM committee Data Literacy Education Taskforce</p>	<ul style="list-style-type: none"> <li>• Cost for professional development programme, workshops in data literacy</li> <li>• Cost for holding special programme for data literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Breadth of Knowledge</li> <li>• Generic skills</li> </ul>
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2. **Major Concern** : Fostering whole-person development through values and attitudes education for the entire community.

- Positive Impact of Well-being Focus: The school's dedicated emphasis and resource allocation toward supporting the emotional needs and mental health of staff and students have yielded demonstrable success, evidenced by a remarkable drop in student cases requiring school social worker and clinical psychologist intervention.
- Targeted Areas for Development: Despite overall well-being improvement, two specific concerns—higher emotional needs among girls (per APASO) and a noticeable decline in student self-discipline (per Stakeholders Survey)—have been identified, which will be addressed through new initiatives and programs aimed at enhancing the well-being of all students and fostering a greater sense of respect and rule-abidingness. Thus, value education will be the focus in our curriculum in both academic areas and holistic student development.
- Strategic Whole-School Approach: To effectively implement the new values education curriculum and address these specific concerns, the primary focus will be on orchestrating a cohesive, whole-school approach to holistic student development, requiring better coordination across various departments and committees.
- Effective Program Format: The positive reception of well-being and time-management assemblies points toward the value of interactive, experience-based learning as an effective format for delivering future support initiatives.

**2 Major Concern : Fostering whole-person development through values and attitudes education for the entire community.**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>							
To foster the sense of citizenship through whole-person development	<p>Nurturing students' sense of citizenship in terms of rights and responsibilities:</p> <ul style="list-style-type: none"> <li>• fundamental rights and responsibilities of permanent residents</li> <li>• environmental protection</li> <li>• law-abiding behaviour</li> <li>• respect to diverse culture and ethnicities</li> <li>• MCNSE lessons about morals and citizenship across S1-S5</li> <li>• National education speech during Flag Raising Ceremony</li> <li>• Talk series about the most recent national development (planning in a 3-year cycle)</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop stronger sense of national citizenship identity</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder survey</li> <li>• APASO</li> <li>• Feedback from students and teachers</li> </ul>	Whole year	MCNSE Committee	Cost for inviting speakers	National and global identity
To enhance students' interpersonal relationship through developing their empathy and communication skills	<p>Enhance effective communication skills through PC lessons, programmes and talks:</p> <ul style="list-style-type: none"> <li>• conflict resolution strategies</li> <li>• healthy boundaries, positive social connections, respect for one another</li> </ul>	<ul style="list-style-type: none"> <li>• Students' sense of empathy is enhanced</li> <li>• Students' positive communication skills are more effectively developed</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder survey</li> <li>• APASO</li> <li>• Feedback from students and teachers</li> </ul>	Whole year	PC Committee	costs for running programmes and inviting guest speakers	Generic Skills

<p>To promote ethical digital lifestyle and media literacy through critical review of online resources and making informed judgement</p>	<ul style="list-style-type: none"> <li>Promote responsible digital citizenship, online safety, cyberbullying prevention, online/ offline actions</li> <li>Project learning in CES related to the media literacy</li> <li>Organizing new special programs in CASTLE / Modular Studies / Optimization on data/digital literacy</li> <li>Organizing cross-curricular competitions that could apply data/information literacy</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to be more well-managed regarding the use of device in term of time and involvement</li> <li>Students learn to be more ethical and literate in the digital world</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey</li> <li>APASO</li> <li>Feedback from students and parents</li> </ul>	<p>Whole year</p>	<p>PC Committee, ADC, CES/CSD Dept.</p>		<ul style="list-style-type: none"> <li>Generic Skills</li> <li>Information Literacy</li> </ul>
<p>To promote global citizenship through the care for the community</p>	<ul style="list-style-type: none"> <li>Strengthen Values Education</li> <li>Promote responsibilities of global citizens – how to handle environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>The twelve prioritized values are promoted and enhanced amongst students through a whole-school approach</li> <li>Students' sense of environmental friendliness is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey</li> <li>APASO</li> <li>Feedback from students, parents and teachers</li> </ul>	<p>Whole year</p>	<p>MCNSE Committee, ADC</p>	<p>costs for running programmes and inviting guest speakers</p>	<ul style="list-style-type: none"> <li>National and global identity</li> <li>Breadth of Knowledge</li> <li>Generic skills</li> </ul>
	<ul style="list-style-type: none"> <li>Organise a student-led, joint programme to educate, promote and execute a green lifestyle on campus</li> </ul>	<ul style="list-style-type: none"> <li>Green lifestyle is enhanced and executed on campus</li> </ul>	<ul style="list-style-type: none"> <li>School internal survey</li> <li>Feedback from students and teachers</li> </ul>	<p>Whole year</p>	<p>MCNSE Committee, CES/CSD Dept.</p>		
<p>To enhance students' strategic use of time in order to attain work-life harmony</p>	<p>Arrange talk about good time management skills and how to strike a balance between ELA, studies and play during assembly</p>	<ul style="list-style-type: none"> <li>Students' time management skills is enhanced</li> <li>Students' stress level is lowered</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey</li> <li>APASO</li> <li>Feedback from students and teachers</li> </ul>	<p>Whole year</p>	<p>PC Committee</p>	<p>costs for running programmes and inviting guest speakers</p>	<p>Generic Skills</p>

To enhance students' understanding and appreciation of Chinese culture	Wider exposure of Chinese culture and its complexity in terms of the following areas in subject and cross-curricular initiatives: <ul style="list-style-type: none"> <li>• Preservation of Chinese culture in Hong Kong</li> <li>• language(s)</li> <li>• custom(s)</li> <li>• belief(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese culture and the use of Chinese language are more enhanced amongst students</li> <li>• Students' sense of national identity is more developed and enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder survey</li> <li>• APASO</li> <li>• Feedback from students and teachers</li> </ul>	Whole year	Chinese Dept., Chinese Culture Enhancement Committee, ADC	costs for running programmes and inviting guest speakers	National and global identity
	Learning of Chinese philosophy and its application in happiness fostering in Special Programs [Optimization / CASTLE / MS / ELA]	<ul style="list-style-type: none"> <li>• Students' love of learning Chinese and so the happiness level are both enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder survey</li> <li>• APASO</li> <li>• Feedback from students and teachers</li> </ul>	Whole year	Chinese Culture Enhancement Committee, ADC	costs for running programmes and inviting guest speakers	

**3 Major Concern : Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all**

- There have been more mental and psychological problems amongst our students as mental health awareness has been raised.
- APASO and SHS results revealed that students' behaviour and emotional stability are the relatively two major areas of concern.
- APASO and SHS results indicate a lack of physical activity among students. While our elite athletes excel in interschool competitions, it's equally important to prioritize sports for all students.
- Teaching staff are relative young and new to the school (over 50 % join our school in last 3 to 4 years). Professional Development needs including positive education and pastoral care are high amongst teachers.

**3. Major Concern : Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>							
To enhance students' mental health through strategies of stress reduction, mindfulness and help-seeking awareness	<p>Develop and implement curriculum on mental health, stress management, emotional well-being ; e.g. stress reduction techniques</p> <ul style="list-style-type: none"> <li>• mindfulness &amp; importance of seeking help</li> <li>• promote open discussions about mental health to reduce stigma &amp; encourage support</li> </ul>	The anxiety level of students in the APASO decreases.	• APASO	Whole year	HDC, PC	Cost for running programmes	Healthy Lifestyle
	Arrange talks about embracing challenges to enhance students' resilience level	The scores of questions in the Stakeholder Survey related to embracing challenges increase.	Stakeholder Survey	Whole Year	HDC, PC	Cost for running programmes and inviting guest speakers	
To nurture students' growth mindset in terms of awareness of self-improvement and acceptance of failures	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	The events are scheduled and implemented throughout the year		Whole Year	E&M	Cost for running programmes	<ul style="list-style-type: none"> <li>• Generic skills</li> <li>• Healthy Lifestyle</li> </ul>
	<p>Organise thematic events such as Week of Failure, Month of Happiness and assemblies, relating to developing resilience and a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• share the experiences of failure and setback and how to embrace them</li> <li>• practise a healthy diet and mindfulness</li> </ul>	70% of students can show the awareness of resilience and 70% of them are able to demonstrate the skills of building resilience	Student Survey Student Reflection Teacher Observation and Discussion	Whole Year	HDC, PC	Cost for running programmes and inviting guest speakers	

To enhance students' health awareness through substantiating nutrition literacy	<ul style="list-style-type: none"> <li>Emphasize on knowledge of basics of nutrition, e.g. balanced diet, understanding food labels, making healthy food choices, promote healthy snacks</li> <li>Strengthening the content of healthy diet related topics in science curriculum</li> <li>Promote healthy eating, making healthy snacks</li> </ul>	70% of students can show the awareness of the importance of health food and 70% of them are able to keep a healthy diet	Student Survey Student Reflection Teacher Observation and Discussion	Whole Year	Technology Department, Admin	Funding for special activities	
To strengthen students' fitness through more physical exercises through lesson and non-lesson activities	<ul style="list-style-type: none"> <li>Promote regular physical activity; assessment methods will be changed to encourage regular practices in addition to learning skills</li> <li>Teach importance of exercises and good posture</li> <li>Enhancing physical education through special programs in CASTLE / Modular Studies / Optimization</li> </ul>	90% of students build a regular habit to do exercises  The scores of questions related to physical exercises increase	Assessment results APASO	Whole Year	Sports Department	costs for running programmes, installing new facilities and purchasing system	Healthy Lifestyle
	Organise thematic events, e.g. Walkathon, House Fitness Challenge and assemblies, relating to physical health and fitness <ul style="list-style-type: none"> <li>ccollaborate with Sports department to hold some physical exercise training for different stakeholders in school</li> </ul>	75% of student participants can show the awareness of the importance of physical health and 70% of them are able to develop a regular habit to do exercises	Student Survey APASO	Whole Year	Sports Department PC	Funding for special activities	
To promote students' awareness of developing a healthy sleeping habit	<ul style="list-style-type: none"> <li>Teach the importance of good sleep habits</li> <li>Introduction of science of rest and sleep</li> </ul>	The score of question in the Student Survey related to sleep increases.	Student Survey Student Reflection	Whole Year	ADC, PC	Cost for inviting speakers	Healthy Lifestyle

**3. School-based After-school Learning and Support Programmes 2025/26 s. y.  
School-based Grant (SBG) - Programme Plan**

Name of School: HKUGA College

Staff-in-charge: Mr. Freddie Sum

Contact Telephone No.: 28701185

**A. The total estimated number of eligible students is 5**

[including A. 0 students receiving the Comprehensive Social Security Assistance (CSSA), B. 5 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 0 students covered by discretionary quota]

**B. Information on Activities to be subsidised/complemented by the Grant.**

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
African Drum Class	It is designed to arouse the students' interest in music, broaden their horizons and improve their standard in various musical aspects. They will demonstrate proficiency in playing the instrument by applying fundamental techniques such as proper posture and body movement while also developing their ability to read and interpret musical notation. Additionally, students will collaborate in small ensembles to enhance their teamwork and listening skills, equipping them to contribute effectively to the school's music teams. Students will culminate in a class performance that showcases their musical growth.	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	09/2025-06/2026		2		1,600	Mr. Woo Chan What Ning
Digital Sketching using Procreate	To develop digital art and design skills using the Procreate application.					2		2,430	STEAMaker

Athletics Team	-Improve overall physical health through a structured program featuring a variety of sports activities that emphasize skill acquisition and personal wellness. -Cultivate self-discipline by introducing regular training sessions that motivate students to establish clear objectives and follow a consistent practice routine. -Build resilience by offering opportunities for students to participate in competitive situations, enabling them to navigate challenges and setbacks while maintaining a constructive attitude. -Foster good sportsmanship by highlighting the significance of respect, fairness, and ethical conduct in all athletic pursuits, instructing students on how to celebrate achievements and learn from defeats gracefully.					1		1,880	Leung Tat Wai
Total no. of activities: _					@ No. of man-times	5			**Total no. of man-times

Note:

1. Students who are considered financially needy under the school-based criteria can be included in the discretionary quota which is capped at 25% of the total number of students in receipt of CSSA and full grant under SFAS.
2. Types of activities include tutorial service, learning skills training, language training, visits/outdoor activities, art and cultural activities, sports activities, self-confidence development, volunteer service, adventure activities, leadership training and social/communication skills training.
3. The person-times of eligible students refer to the sum of eligible students participating in each activity, i.e. a student participating in more than one activity can be counted more than once.

#### 4. Plan for Capacity Enhancement Grant (2025-2026)

Task Area	Major Area(s) of Concern	Strategies	Benefits anticipated (e.g. how workload is alleviated)	Time scale	Resources required	Success criteria	Methods of evaluation	Person responsible
Enhancement of students learning Chinese language and culture inside and outside classroom.	<ul style="list-style-type: none"> <li>To enhance students learning Chinese language and culture by organizing language related activities and competitions at school.</li> <li>To enhance students learning Chinese language and culture by organizing language related activities and competitions outside school.</li> </ul>	To recruit one full time Chinese Language teacher	<ul style="list-style-type: none"> <li>For the additional staff, he would help prepare the activities inside and outside school, such as Chinese week, choral speaking competition, debate competitions etc.</li> <li>For other teachers, they can be relieved some workload so that they can enhance students learning in other areas.</li> </ul>	From September 2025 to August 2026	Salary	<ul style="list-style-type: none"> <li>Language and culture related activities or competitions within the school will be facilitated.</li> <li>Language and culture related activities or competitions outside the school will be facilitated.</li> </ul>	Performance appraisal of the Chinese Language teacher.	Mr. Ken Cheung

## 5. Promotion of Reading Grant 2025/26

The major objectives for the Promotion of Reading:

- Inspire students to read for fun, pleasure and personal achievement
- Increase students' reading motivation through sharing subject-specific readings
- Enhance the development of Reading across the Curriculum

Item	Estimated Expenses (\$)
	Estimated
1. Purchase of Books & Magazines <ul style="list-style-type: none"> <li>• Printed Chinese and English books</li> <li>• Printed Chinese and English magazines</li> </ul>	40,000 24,000
2. Web-based Reading Schemes <ul style="list-style-type: none"> <li>• Hyread Ebook Platform</li> <li>• Library Master Platform</li> </ul>	24,800 25,000
3. Voice Coach for Production of Audio Books <ul style="list-style-type: none"> <li>• Workshops on Chinese and English speaking and reading, and the production of audio books</li> </ul>	20,000
<b>Total</b>	<b>133,800</b>

## School Reading Development Plan for 2025-26

**Focus: To enhance the reading culture at the school by strengthening the reading motivation and habits among students, particularly the reluctant readers**

- **Reading Challenge 2025-26**

The Reading Sub-committee will continue to organise the Reading Challenge next year in order to inspire students to read for fun, pleasure and personal achievement through reading a wide variety of books on different themes and subject areas. To ensure that reluctant readers also participate in the challenge, the Committee will work closely with English language teachers in order to synergise our efforts to benefit students of all abilities through this initiative. Monthly book-to-film adaptation film screenings will also be held to engage more students. Both teachers and parents will also be invited to participate in the Reading Challenge this year.

- **English Book Club**

The main aim of this initiative is to promote a love for literature in a positive, nurturing environment by meeting on a biweekly basis to discuss pre-assigned groups in a small group setting. The Club aims to recruit at least 20 students this year, and through regular discussions, students will be prepared to participate in Inter-class, Inter-house and Inter-school Battle of the Books Competitions.

- **Yearly Reading Activities**

The Committee aims to utilise the reading activities to celebrate reading in our community through holding a variety of activities that deliver the message about the importance of reading.

The following activities will be organised during the week:

- ❖ Author and/or Alumni Talk(s)

- ❖ Inter-house Battle of the Books Competition
- ❖ ‘Blind Date with a Book’ Charity Event
- ❖ Book Fair in collaboration with a book supplier
- ❖ Book Club members sharings
- ❖ Reading Challenge Awards

- **Reading-focused Instagram Page**

To share reading initiatives more effectively with the school community and to engage more students, a central platform on the popular social networking platform Instagram will be set-up and managed by the Committee. Regular posts to promote reading will be include:

- ❖ Book Recommendations
- ❖ New library purchases
- ❖ ‘Selfie with a Shelfie’
- ❖ Interactive quizzes and polls
- ❖ Reading Initiatives Promotion

- **Engaging different Stakeholders**

The Committee will be reaching out to teachers and parents to engage them in promoting a reading culture at the school. A Staff Book Club will be set up to give opportunities to teachers to discuss the books that they are reading at various stages of the year. Book recommendations will also be sought from teachers and parents with the aim of having a book display for these recommendations in The Hub.

- **Recommended Reads**

The aim of this initiative is to increase reading motivation through recommending subject-specific articles and books to students throughout the year. The articles recommended by different KLAs will be shared with students on a biweekly basis through the Daily Bulletin. A recommended book list will also be shared with students based on suggestions from various KLAs.

- **Book activities with parents and students**

In order to foster reading culture among parents so that they help facilitate students’ reading at home, it is planned to have two parent program on reading throughout the year. Parents and students will be invited to share on the books under particular themes. The exchange and discussion will also cover the strategies on how to boost home reading habits. The first session is tentatively scheduled in December, while the second one will be in April.

- **Book donation to the community**

Reading will be used as a part to enhance community service. A few NGOs and local schools will be approached to explore the possibility of receiving second-hand books. The donation will be enriched with exchange activities among students from different schools on reading.

## 6. Learning Support Grant

### Budget Plan for Learning Support Grant

School: HKUGA COLLEGE

2025 / 2026 School Year

#### Income:

Item	Amount (\$)	Remarks
Surplus allowed to be retained at the end of last school year (i.e. as at 31 August) (a)	381,929.7	<i>Est. remaining of 24/25 LSG : 26%</i>
The 1st allotment in the 2025 / 2026 school year (b)	794,405.5	The 1st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
The 2nd allotment in the 2025 / 2026 school year (c)		The 2nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively.
Total Income (d) = (a)+(b)+(c)	1,176,335.2	

**Expenditure:**

Item	Amount (\$)	Remarks
1. Employ additional full-time and/or part-time teachers		The LSG should be used for supporting students with SEN. For details, please refer to Appendix 1 of EDB Circulars No. 7/2019.
2. Employ additional TAs	782,000	
3. Hire of professional services	296,000	
4. Purchase teaching resources and aids		
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities	50,000	
6. Others		
<b>Total Expenditure (e)</b>	<b>1,128,000.0</b>	

**Balance:**

Item	Amount (\$)	Remarks
Estimated accumulated surplus by the end of this financial year (f) = (d)-(e)	48,335.2	The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students (i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB circulars No. 7/2019.
Percentage of surplus to this financial years' provision (%) (g) = (f) / [(b)+(c)] x100%	6.1%	

## 7. Plan on the Use of the Life-wide Learning and Sister School Grant

8. No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students	Teachers	School Management	Others						
1.1	<b>Local Activities (including online exchanges)</b>												
1	Sister School Exchange Program (Mainland School Visit)	29-Sep-25	1. Strengthen School Ties and Cultural Exchange: To enhance the friendship between teachers and students from both regions and foster a deep understanding of diverse cultures.  2. Enhance Teaching and Learning Effectiveness: To promote the sharing of professional experience and broaden students' horizons.	around 20-30 S5 students	2 teachers			\$1,000.00	Ningbo Tongji Middle School	A1 Values Education A6 Patriotic Education		B4 Interview B5 Observation B6 Written report and record	
2	Post Examination Activities	July 2026	To be led by Holistic Development Committee, linked with Science KLA, STEM Committee, as well as other KLAs and Chinese Cultural Enhancement Committee.  To expose students to world issues as well as to celebrate the learning that has taken place throughout the year across the various school activities.	602 S1-S3 students	61 teachers			\$150,500.00	N/A	A1 Values Education A2 Intellectual Development A3 Community Service		B4 Interview B5 Observation	
3	CASTLE programmes	Throughout the school year	Costs involved in conducting a comprehensive system of boosting students' interests through different biweekly activities outside of the normal classrooms in various areas. CASTLE stands for Creative Arts and Sports Technology and Life Education.  To enhance the students' development of skills and interests in various non-academic activities.	398 S1-S2 students	40 teachers			\$199,000.00	N/A	A4 Physical and Aesthetic Development		B2 School Meeting and Discussion B5 Observation	
4	ABLE Activities  Extended Learning Activities – Visiting learning opportunities through different organisations and linking field work to either the formal or informal curriculum. i.e. Year level excursions to work on our RICE Programme, team building activities in our FACT Programme or an extended stay in a remote camp for volunteer students. To get students out of the campus and connect more with nature. To build resilience in the face of hardships.	Throughout the school year	The ABLE framework's three pillars—Mind, Body, and Place—are not treated as stand-alone ideas, but as interwoven threads. Each ABLE Activity is designed to engage these dimensions: reflective practices deepening personal insight (Mind), physical challenges inviting courage and resilience (Body), and shared experiences in nature cultivating connection and belonging (Place). Together, they offer students a balanced and holistic learning journey that brings the values of the ABLE framework into lived experience.	260 S1-S5 students	26 teachers			\$130,000.00	N/A	A1 Values Education A2 Intellectual Development A3 Community Service A5 Career-related Experiences		B4 Interview B5 Observation	

5	Wellbeing Speakers	Nov 2025 - July 2026	Wellbeing Talks – Expert speakers share their expertise and knowledge on diverse aspects of wellbeing. By participating in these sessions, students have the opportunity gain valuable insights and learn practical strategies that they can apply to cultivate resilience and enhance their mental well-being.	1,060 S1-S6 students	106 teachers			\$10,600.00	N/A	A1 Values Education A2 Intellectual Development A3 Community Service		B1 Questionnaire B3 Professional Sharing in School	
6	Wellbeing Activities	Nov 2025 - Apr 2026	Special wellbeing activities will be organized for different levels of the community to cater for diverse needs. These will include yoga exercises, latte art workshops, international day of happiness and failure.	602 S1-S3 students and 458 S4-S5 students	106 teachers			\$212,000.00	N/A	A1 Values Education A2 Intellectual Development A3 Community Service		B4 Interview B5 Observation	
7	World Day Activities	July 2026	An annual event which showcases students experiential learning outcomes in the form of a learning exhibition. Parents and students from our primary school will come to support. Students of different levels are given the opportunity to present their learning outcomes to one another.	1,060 S1-S6 students	106 teachers			\$53,000.00	N/A	A1 Values Education A2 Intellectual Development A3 Community Service		B4 Interview B5 Observation	
8	Purchasing of paraphernalia to be made into different cheering tools and thanksgiving items.	Throughout the school year	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	1,060 S1-S6 students	N/A			\$15,000.00	N/A	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B4 Interview B5 Observation	
9	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration.	September 2025	To promote a culture of positive education across the entire school. To enable students to have a strong positive outlook for the future as they reflect on the present and the past	1,060 S1-S6 students	N/A			\$70,000.00	N/A	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B4 Interview B5 Observation	
10	Equipment of Sports or board games to be used by students during lunch and after school to further enhance lifestyle	Throughout the school year	To develop the interest and engagement of students as well as to improve overall fitness and other skills.	1,060 S1-S6 students	N/A			\$80,000.00	N/A	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B4 Interview B5 Observation	
Total estimated expenses of item 1.1									\$921,100.00				

1.2	Non-local Activities										
1	S 2 Beijing Exchange Tour	13-17-April-2026	1.Strengthening Friendships: To deepen exchanges between teachers and students from both regions and establish long-term friendly partnerships. 2.Expanding Horizons: To experience diverse teaching models and reinforce students' sense of national identity.	around 200 students	around 15 teachers	5 teachers		\$140,000.00	Beijing Academy and First Branch School Affiliated with Beijing National Day School	A1 Values Education A6 Patriotic Education	B4 Interview B5 Observation B6 Written report and record
2	Overseas excursions	April 2026	Excursions including Mainland Study Tour to Beijing, Hangzhou, Shanghai, Nanjing, Singapore. To offer students with the opportunities for experiential learning extended beyond classroom, and expand their horizons.	596 S2-S4 students	60 teachers			\$357,600.00	N/A	A1 Values Education A3 Community Service A4 Physical and Aesthetic Development	B4 Interview B5 Observation
3	Overseas Cultural Exchange Tour	July 2026	In the year of the 20th anniversary of the school, one to two school teams may represent the school to take part in international festival to challenge themselves and also celebrate as a team as they are able to build team spirit. Beside taking part in competitions, there can be cultural exchange trips on the appreciation of diverse cultures.	150 S1-S5 students	15 teachers			\$270,000.00	N/A	A1 Values Education A3 Community Service A4 Physical and Aesthetic Development	B4 Interview B5 Observation
<b>Total estimated expenses of item 1.2</b>								<b>\$767,600.00</b>			
<b>Total estimated expenses (sum of items 1.1 and 1.2)</b>								<b>\$1,688,700.00</b>			

Name of Teacher Responsible for Life-wide Learning:	Chen Hing, Corina	Position:	Head of Holistic Development School Principal
Name of Teacher Responsible for the Sister School Scheme:	Tso Ching, Jenny	Position:	Head of Chinese Culture Enhancement

## 9. Diversity Learning Grant - Other Programme 2025/26

Program Title	Objective	Targets (No./Level/selection)	Duration / Start Date	Deliverable	Teacher I/C	Budget
Subsidizing students participating in competitions or education programs held by external organizations	To broaden elite senior form students horizons in different disciplines	5 elite senior form students	9/2025 – 8/2026	The knowledge and experience students gained after joining the programs or competitions	Mr. Patrick Lai (co-ordinator)	\$50,000.00 (Course fee)

## 10. One Off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 2025/26

Area	Objectives	Success Criteria	Method of Evaluation	Target Groups (Form and numbers of students)	Implementation Period	Budget
						25-26
developing or procuring PE-/sports-related information technology (IT) services, mobile applications and related software, as well as PE-/sportsrelated activity kits and supporting tools;	Arouse students' interest in exercising and encourage their active participation in physical activities by utilizing the Robocoach AI Exercise Mobile and Data Management System.	<b>Data Utilization:</b> Teachers utilize the data management system to track student progress and adjust individual exercise plans for at least 80% of participants.  <b>Positive Feedback:</b> At least 85% of students report increased interest in exercising through feedback surveys.	<b>Usage Analytics:</b> Monitor app usage data to track frequency and duration of student engagement with the Robocoach AI platform.  <b>Participation Tracking:</b> Analyze records for physical activity to evaluate changes in student participation rates.	S1-6 students (~1000)	Aug 24 - Aug 25	\$40000
organising diversified PE-/sports-related learning activities/competitions	Establish new sports teams within our school to enhance students' motivation for participating in sports, fostering a habit of regular exercise.	<b>Event Attendance:</b> Participation in sports competitions and events increases by 10% compared to previous years.  <b>Positive Feedback:</b> At least 85% of participants provide positive feedback regarding the variety and organization of the activities and competitions.  <b>Team Formation:</b> Successfully establish a minimum of three new sports teams within the school, with consistent practice schedules.	<b>Participation Tracking:</b> Maintain attendance records for all sports teams and activities to monitor student involvement and engagement.  <b>Surveys and Feedback Forms:</b> Distribute pre- and post-activity surveys to gather student feedback on motivation, enjoyment, and perceived skill improvement.  <b>Skill Assessments:</b> Conduct initial and follow-up assessments to evaluate students' physical skills and fitness levels before and after participating in activities.	S1-6 students who are interested in joining the new sports team (~100)	Aug 24 - Aug 26	\$10000

Purchasing or upgrading PE/sports equipment in schools;	<p>To enhance the quality of physical education, increase student participation in sports, and improve overall fitness outcomes. By providing modern, safe, and accessible equipment, we aim to promote inclusivity, support skill development, and foster lifelong fitness habits, while also facilitating opportunities for competitive participation among students.</p>	<p><b>Increased Usage:</b> At least 70% of students use the treadmills and machines regularly (at least twice a week) within the first semester of installation.</p> <p><b>Student Feedback:</b> Positive feedback from at least 80% of students regarding the availability and quality of the new equipment.</p>	<p><b>Usage Tracking:</b> Implement a sign-in system for students to track usage of the treadmills and machines, allowing us to monitor frequency and duration of workouts.</p> <p><b>Surveys and Feedback Forms:</b> Distribute surveys to students and teachers to gather feedback on their experiences with the new equipment, addressing satisfaction, accessibility, and suggestions for improvement.</p>	<p>S1-6 students (~1000) Teaching staff (~100)</p>	<p>July 24 - Aug 26</p>	<p>\$15000</p>
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Allocation of Grant for 2023/24	\$150,000
Balance carried forward for 2024/25	\$100,400
Estimated expenditure for 2024/25	\$65,000
Estimated balance bought forward to 2025/26	\$35,400

11. 「推廣中華文化體驗活動一筆過津貼」計劃 2025-2026

	範疇	開支金額 (HKD)	備註:
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	\$30,000	*舉辦中國文化周活動
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽		
iii.	舉辦或資助學生參加本地文化考察或參觀活動	\$5,000	*舉辦文化參觀活動
iv.	發展有關中華文化的課程		
v.	採購及發展中華文化學與教資源		
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動		
vii.	其他（請註明）：		
	總開支金額 (HKD) :	\$217,250	
	津貼餘款 (HKD) :	\$35,000	

**12. One-off Grant for Promotion of Self-directed Language Learning (English Language)**

2025-2026 Plan

	Area	Budget (HKD)	Remarks
i.	Procuring and/or subscribing to learning resources	25,000	Purchasing class-sets for S3 students to promote self-directed learning through reading of relatively more accessible texts for this particular year-level
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	0	
iii.	Purchasing services related to learning and teaching	90,000	Purchasing AI-based services to promote self-directed learning, particularly for the improvement of grammar and vocabulary.
iv.	Others (please specify): _____		
	Balance b/f (HK\$):	200,000	
	Total Expenditure (HK\$):	115,000	

### 13. One-off Grant for Promotion of Self-directed Language Learning (Putonghua)

推廣自主語文學習（普通話）一筆過津貼  
2025-2026 運用計劃

	範疇	實際開支金額 (HKD)	備註:
	採購和/或訂閱學習資源	\$ 0	
	聘請不屬編制內的普通話導師或非教學支援人員		
	購買學與教相關的服務	\$50000	舉辦普通話活動，加強語言學習氛圍
	其他（請註明）：		
	預計總開支金額 (HKD) :	\$50000	
	津貼餘款 (HKD) :	\$150000	

### 14. “AI for Science Education” Funding Programme

Plan on the use of Funding 2025/26

Expenditure Items	Budget
Item (i) ➤ Arranging for science teachers to enroll in short courses (including seminars and workshops) related to AI-assisted teaching	\$ 12,000
Item (ii) ➤ Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching	\$ 49,000
	Total: \$ 61,000

## 15. One-off Grant on Parent Education (Secondary) 2025-26

Strand	Topic	Target Groups	Success Criteria	Method of evaluation	Budget
Understanding of Adolescent Development	Adolescent Mental Health and Psychological Needs. <ul style="list-style-type: none"> <li>– Mental health development of puberty</li> <li>– Psychological needs and the balance of power in families</li> </ul>	S1 Parents	Over 80% participating parents recognize that parent education activities and information help them understand adolescents' development in various areas and acquire relevant skills.	Parent Survey	\$55,000
Promotion of Healthy, Happy and Balanced Development of Adolescents	Emotion management <ul style="list-style-type: none"> <li>– Origin of emotions</li> <li>– Emotion awareness and tackling</li> <li>– Handling troubling emotions</li> </ul>				
Promotion of Parents' Physical and Psychological Well-being	Positive feedback technique <ul style="list-style-type: none"> <li>– The art of affirmation</li> <li>– Positive feedback techniques</li> </ul>				

Allocation of Grant for 2023/24	\$200,000
Balance carried forward for 2024/25	\$200,000
Estimated expenditure for 2024/25	\$55,000
Estimated balance brought forward to 2025/26	\$145,000

## 16. School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children 2025-26

Item No.	Programme Title and Content	Expected Goals	Supervision / Evaluation	Budgeted Expenditure
1	Cantonese Language Class for Newly Arrived Students	To help students improve spoken Cantonese for daily communication and integration	Students actively participate in classes; progress assessed by language tasks	Course fee for group sessions: \$10,000
2	English Language Support Programme	To strengthen English skills and boost student confidence in local settings	Participation monitored; language gains documented through assessments	Tutoring and materials: \$8,000
3	Cultural Exposure Activity with Student Buddies	To foster social integration and cultural understanding through interactive events	Teachers and student buddies evaluate engagement and outcomes	Activity fee (transport, meals, materials): \$7,000
				Total \$25,000