



2017-2018 HKUGA College Annual School Plan

School Annual Plan 2017-18

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.

HKUGA College

Three Major Concerns:

1. The growth of Active, Innovative and Responsible (AIR) learners
2. The continuous nurturing of Active, Innovative and Responsible (AIR) global citizens
3. The sustainable development of professional learning communities

Major Concern I: The growth of Active, Innovative and Responsible (AIR) learners – development of life-long learning skills and nurturing the attitude and values of active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To maximize students' academic potentials by effectively responding to their different needs 	<ul style="list-style-type: none"> Development of differentiation strategies in instructions, groupings, curricular design, assignment tasks and assessment methods to cater for students' diversified learning needs. 	<ul style="list-style-type: none"> Departments and teachers are able to work out differentiated instructions, grouping strategies, curricular design, assignment tasks and assessment methods to cater for students' learning diversity. 	<ul style="list-style-type: none"> ADC annual plan & evaluation report Departmental plans & evaluation report Feedbacks from teachers, students & parents 	<ul style="list-style-type: none"> Sept 2017 to June 2018 	<ul style="list-style-type: none"> ADC Subject departments 	<ul style="list-style-type: none"> Support from IGC & EP
	<ul style="list-style-type: none"> Enhancement of pedagogical skills in supporting self-directed learning by engaging students in various learning activities. 	<ul style="list-style-type: none"> Improvement in self-directed learning of students through effective design of learning activities catering for their diversified needs. 	<ul style="list-style-type: none"> SHS report Lesson observations 	<ul style="list-style-type: none"> Sept 2017 to May 2018 	<ul style="list-style-type: none"> ADC Subject departments PDC 	<ul style="list-style-type: none"> Support from IT in Ed Expertise on self-directed learning Human resources
	<ul style="list-style-type: none"> Introduction of modular studies for S3 students in 2017-18. 	<ul style="list-style-type: none"> Learning needs of S3 students are properly catered through the modular studies. 		<ul style="list-style-type: none"> Sept 2017 to June 2018 	<ul style="list-style-type: none"> ADC Subject departments 	<ul style="list-style-type: none"> Human resources
	<ul style="list-style-type: none"> PE as elective for S4 students. 	<ul style="list-style-type: none"> Learning needs of S4 students are properly catered through PE as an elective subject. 		<ul style="list-style-type: none"> Sept 2017 to May 2018 	<ul style="list-style-type: none"> ADC PE department 	<ul style="list-style-type: none"> Human resources

	<ul style="list-style-type: none"> • A pilot scheme of vertical peer mentoring for different forms. • Effective implementation of goal setting tasks. • Formalized study groups will be arranged. • Showcase Chinese culture and history throughout the school by organizing a series of activities. 	<ul style="list-style-type: none"> • Junior forms students benefit from the support of the senior peer mentors. • Students are able to set and fulfil their goals effectively and seriously through set programmes and teachers' monitoring. • Students benefit from the study groups arranged according to their abilities and needs. • Students' engagement levels in Chinese culture and history related activities are raised. 		<ul style="list-style-type: none"> • Sept 2017 to June 2018 • Sept 2017 to May 2018 • Sept 2017 to May 2018 • October 2017 to May 2018 	<ul style="list-style-type: none"> • ADC • ADC • Subject departments • Chinese Department • Reading Committee • Publications Committee • PTA 	<ul style="list-style-type: none"> • Support from PDC & Class Teachers • Human resources • Human resources • Human & financial resources
--	--	--	--	--	---	--

<ul style="list-style-type: none"> • To foster the attitude and skills to become lifelong and active learners through various school initiatives 	<ul style="list-style-type: none"> • Implementation of P4C across the S1 curricula to enhance: <ul style="list-style-type: none"> ➢ critical thinking skills ➢ reasoning skills • To nurture students' reading habits through various initiatives of different department, reading committee and student council. • Further enhancement of study skills and habits including pre-lesson preparation, note-taking, record keeping, data process & analysis, research, planning, memorizing, reflection, etc. • To enhance the value education through departmental initiative with the support of PC / MCE lessons on value education. 	<ul style="list-style-type: none"> • Students' thinking and reasoning skills improved after training and learning in P4C. • Students show higher motivation and develop better habit in reading. • Students become more active and self-directed learners • Students are able to develop effective skills and good habits in learning. • Clear indication in the curriculum framework to show what kinds of value have to be taught. • Students are more aware of their character strength and needs, and show more keen interest in developing to be globalised citizens. 	<ul style="list-style-type: none"> • ADC annual plan & evaluation report • P4C Committee plans & evaluation report • ADC annual plan & evaluation report • Reading Committee/ departmental plans & evaluation report • SDC annual report • ADC annual plan & evaluation report • Departmental plans & evaluation report • Feedbacks from teachers, students & parents • SHS report • ADC annual plan & evaluation report • Departmental plans & evaluation report • Feedbacks from teachers, students & parents • SHS report • APASO report 	<ul style="list-style-type: none"> • Sept 2017 to June 2018 • Sept 2017 to May 2018 • Sept 2017 to May 2018 • Sept 2017 to May 2018 	<ul style="list-style-type: none"> • ADC • P4C Committee • Subject departments • ADC • Reading Committee • Subject departments • Student Council • ADC • Subject departments • ADC • HSDC • MCE Committee 	<ul style="list-style-type: none"> • Support from expertise on P4C • Human & financial resources • Human resources • Strategic plan on promoting reading • Human & financial resources • Relevant policy • Human & financial resources • Support from HSDC & MCE Committee
---	--	--	---	---	---	--

<ul style="list-style-type: none"> • To empower the teachers to promote self-directed learning through comprehensive and persistent review of pedagogical practices 	<ul style="list-style-type: none"> • Forming of a platform for teachers to share effective teaching strategies and approaches. • Establishment of a resource bank for teachers to share record of good practices and good teaching materials. • Peer review and discussion on pedagogical knowledge and skills will be promoted and encouraged. • To run cyclical collaborative planning for all departments. • To strengthen lesson observation and lesson study amongst colleagues to promote effective self-directed learning. 	<ul style="list-style-type: none"> • Teachers can benefit from the shared strategies/approaches and materials through the set platform. • A culture of sharing of good teaching practices is well developed amongst teachers. • Implementation of a more strategic and structured programme on lesson observation & study for all. • Peer feedback and recommendations between teachers after lesson observation will be emphasised. • More effective lessons conducted conducive to enhancement of self-directed learning. • An open-classroom culture and policy will be developed; pedagogical knowledge and skills effectively enhanced. 	<ul style="list-style-type: none"> • ADC annual plan & evaluation report • Departmental plans & evaluation report • PDC annual plan & evaluation report • Feedbacks from teachers • SHS report 	<ul style="list-style-type: none"> • Sept 2017 to June 2018 • Sept 2017 to May 2018 • Sept 2017 to May 2018 • Sept 2017 to May 2018 • Sept 2017 to May 2018 	<ul style="list-style-type: none"> • ADC • Subject departments • ADC • PDC • ADC • Subject departments • PDC • ADC • Subject departments • ADC • PDC 	<ul style="list-style-type: none"> • Human & financial resources • Strategic programme on lesson observation and study • Support from PDC
--	--	--	---	--	---	--

Major Concern II: The continuous nurturing of Active, Innovative and Responsible (AIR) global citizens – development of positive characters of all and cultivating individuals’ talent and potential

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Nurturing students to be responsible and reflective learners. <p>(SELF)</p>	<ul style="list-style-type: none"> To encourage Class Committees to follow the P-I-M-E model to increase their responsibility to organize and develop small-scale activities (e.g. homeroom cleaning and set-up, DEAR Book maintenance), and enhance their sense of belonging. Implement amended approach to ELAs in order to better cater to learner diversity and promote responsibility. 	<ul style="list-style-type: none"> Elements of P-I-M-E visible in Classrooms and committee documents. Students use approach to monitor/ensure conditions. Students report a strong sense of belonging. CLP portfolios helping students maintain memories of activities. Students are more responsible for their learning choices, attendance and outcomes of activities. 	<ul style="list-style-type: none"> Pastoral Surveys Class Teacher / Student Interviews ELA Student Survey Stakeholder Survey 	<ul style="list-style-type: none"> Aug – Jun Aug – Jun 	<ul style="list-style-type: none"> SLC PCC MCE CLP EM ELA 	<ul style="list-style-type: none"> Time – Pastoral, Breaks, Assembly, DEAR and After School Committee budgets Human Resources Stationery Promotion time After School time Committee budget Parental Funding Coaches/ Human Resources

	<ul style="list-style-type: none"> To coordinate with ADC, to embed values and attitudes in the wider curriculum, echoing MCE and PC curricula to nurture students to be responsible, reflective & respectful learners. To encourage teachers to be exposed to more ideas or practices of Positive Education 	<ul style="list-style-type: none"> There will be explicit links in the areas of the ADC schemes of work to align with HSDC values foci. Form a Positive Education Committee to prepare for the implementation 	<ul style="list-style-type: none"> ADC Evaluation report. APASO Survey Stakeholder Survey Formation of the Positive Education Committee Participation rate of teachers in Positive Education seminar 	<ul style="list-style-type: none"> Aug – Sep Aug – Sep 	<ul style="list-style-type: none"> ADC MCE PCC OLE MCE 	<ul style="list-style-type: none"> Human Resources Planning Time Training time Human Resources
<ul style="list-style-type: none"> Providing opportunities for students to explore their roles in the local communities. <p>(COMMUNITY)</p>	<ul style="list-style-type: none"> To initiate a pilot scheme for empowering students to resolve interpersonal difficulties through peer-to-peer mediation. To enhance the leadership skills of students through more structured reflection and student-led functions, teachers to facilitate implementation of P-I-M-E. To build students' sense of purpose through more environmental and community service endeavours and by introducing Service Reflection 	<ul style="list-style-type: none"> Peer Counsellors are trained/deal with minor student disputes. Students feel that they have gained worthwhile leadership skills and can reflect on how these benefit them. More service activities are conducted around school and the community. 80% or above of 	<ul style="list-style-type: none"> Student discussion noted and agreements Student Reflections/ Surveys Leader reflections APASO Survey Stakeholder Survey Student Interviews Class Teacher Reports List of service activities 	<ul style="list-style-type: none"> Aug – Jun Aug – Jun Sep – Jul 	<ul style="list-style-type: none"> SLC PCC SLC CLP EM CLP SLC ELA 	<ul style="list-style-type: none"> Peer Counsellor Training time Committee budgets Recess/ Lunch Times Leadership Training Sessions/ Camps Committee budgets IT Support Pastoral Time

	Portfolios (initially S1 students) as a means for review of progression in later years.	students have maintained a Service Reflection Portfolio in Google Drive.	achieved			
<ul style="list-style-type: none"> To enhance the students' awareness of global issues (GLOBAL) 	<ul style="list-style-type: none"> To develop learning trips and service trips with more emphasis on inter-cultural learning (more experiential learning among small groups) To develop sustainable collaboration with CERS (China Exploration and Research Society) on conservation research projects to prepare our students to be responsible global citizens More school collaboration with HK (Local and International) schools and schools abroad in the form of student visits, sharing, forums and competitions regarding global issues. 	<ul style="list-style-type: none"> Students have an increasing understanding of the intercultural model and their global perceptions. Students will become more interested in conservation issues both local and abroad. Students participate in different forums and competitions about issues. 	<ul style="list-style-type: none"> OLE Student Surveys Examples of student reflections APASO Survey Participation rate of CERS programmes In-house conservation interest groups List of Competitions with Attainment Pastoral Survey 	<ul style="list-style-type: none"> Sep – Aug Sep – Aug Sep - Aug 	<ul style="list-style-type: none"> OLE PCC CLP ADC OLE ADC PCC CLP OLE SLC 	<ul style="list-style-type: none"> Committee Budgets Parental Funding Tour Guide Facilitation Printing Parental Funding Committee Budgets Transport Communication with different schools & organisers

Major Concern III: The sustainable development of professional learning communities – enhancement of teachers’ professionalism and building a learning culture for all

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To build the capacity of all stakeholders to sustain the growth of our learning community. 	<ul style="list-style-type: none"> Teachers are encouraged to write development plans for their improvements in both ‘teaching’ & ‘student development’ domains. Supporting staff’s PD through various means: <ul style="list-style-type: none"> ➤ Courses / EDB seminars ➤ Mentorship programme for 0-3 years of teaching experience and all new teachers to the school ➤ A more strategic programme on lesson observation and study To enhance parents’ education through more small group discussion / case study in parents’ night / PTA meetings and programmes. 	<ul style="list-style-type: none"> Teachers are able to design their own PD plan and carry it out during the school year. Teachers will be arranged to participate in various training programmes in more structured ways. Increasing numbers of teachers participating in various PD programmes. New colleagues and inexperienced teachers feel being supported both personally and professionally. Enhanced pedagogical knowledge and skills of all teachers through lesson observation and study. Parenting skills more enhanced and parents collaborate with the school more effectively. 	<ul style="list-style-type: none"> PDC annual plan & evaluation report Record of teachers’ individual PD plan and evaluation report CPD hours and record of the teachers Teachers’ feedback on PD in the stakeholders’ survey Feedbacks from mentors and mentees on the mentorship programme Feedbacks from teachers and parents 	<ul style="list-style-type: none"> Sept 2017 to May 2018 Sept 2017 to June 2018 Sept 2017 to June 2018 	<ul style="list-style-type: none"> PDC PDC ADC SBMT PDC PTA 	<ul style="list-style-type: none"> Time Financial support Human resources Support from PTA

<ul style="list-style-type: none"> • To cater for the diverse needs of colleagues, professional development programs will be organized at different levels. 	<ul style="list-style-type: none"> • Offer departmental and committee-based PD programmes according to their needs. • Implement the individualised funding for PD programmes. • To offer PD activities also on the wellness of the staff. • Stronger consolidation of good practices learnt from other places and schools in the context of the College. • To strengthen lesson observation and study amongst all colleagues. • Training programmes will be organized for non-teaching staff as well. 	<ul style="list-style-type: none"> • The PDC can work out with the departments and committees on departmental and committee-based PD programmes. • Development of a clear policy on sponsoring staff's individualised PD activities / programmes. • PD activities on the wellness of the staff (e.g. team building, stress management, self enhancement, etc.) will be held during the year. • Sharing of learning from other schools and places with suggestions on implementation plan. • Enhanced pedagogical knowledge and skills of all teachers through lesson observation and study. • PD needs of non-teaching staff will also be catered for through the conduct of certain programmes. 	<ul style="list-style-type: none"> • PDC annual plan & evaluation report • Annual plan & evaluation report of departments and committees regarding PD • Record and evaluation report of all PD programmes • Teachers' feedback on the policy and practice on subsidising teachers in joining PD programmes / activities. • Teachers' feedback on PD in the stakeholders' survey • Feedbacks from non-teaching staff on their PD programmes 	<ul style="list-style-type: none"> • Sept 2017 to June 2018 	<ul style="list-style-type: none"> • PDC • SBMT • PDC • ADC • PDC • AAC/ Office 	<ul style="list-style-type: none"> • Time • Financial support • Human resources • Connection with other schools locally and overseas
--	---	--	--	--	---	--

<ul style="list-style-type: none"> • To further strengthen the coaching and coordinating skills of the middle managers to facilitate the sustainable development of the school. 	<ul style="list-style-type: none"> • Increase the channel of communication to pass information and collect opinion / feedback. • Coaching courses for all middle managers. • Sharing the experience and good practices from leaders of other schools and institutes. 	<ul style="list-style-type: none"> • Programmes on managerial and leadership skills for SBMT members and senior teachers will be run. • Training programmes on leadership skills for all middle managers including coordinators and HoYs will be provided. • Development of new and more direct channels for general staff to communicate with senior management. • Various level of managers are becoming more effective leaders in the school. • More positive school atmosphere is achieved through more effective communication. 	<ul style="list-style-type: none"> • PDC annual plan & evaluation report • Record and evaluation report of all related programmes • Teachers' feedback on the effectiveness of school management and the school atmosphere in the stakeholders' survey • Teachers' feedback on the effectiveness of the new communication channels 	<ul style="list-style-type: none"> • Sept 2017 to June 2018 	<ul style="list-style-type: none"> • PDC • AAC • PDC • SBMT • PDC 	<ul style="list-style-type: none"> • Time • Financial support • Human resources • Connection with leaders of other schools and institutes
--	---	---	--	--	--	---

Plan for Capacity Enhancement Grant 2017/18

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
Curriculum Development & Enhancement of students learning	To enlist the help of additional teaching staff to assist in curriculum development and the Non-Chinese Speaking (NCS) Curriculum for different levels of students	To recruit one full time LS and one full-time Chinese Language teacher	Teachers are relieved of some of their workload so that they can concentrate more on Teaching and Learning, reviewing the curriculum and also giving recommendation on smooth transition from primary to secondary and also from Junior secondary to Senior secondary	From September 2017 to August 2018	Salary \$1,066,000	Sustainable continuous development in devising and evaluating the effectiveness of the introduction of a new subject - Life and Society in the junior forms and the implementation of NSS. Success in the implementation & evaluation of the curriculum materials developed for Chinese Language, learning at all levels, in particular, relieving the teacher who will assist in an enhancement project led by experts from the tertiary institution. The recommendation will be given for the smooth transition from Junior to Senior levels	Performance appraisal of the LS & Chinese Language teacher and the submission of the evaluation report on curriculum Implementation review and smooth transition to NSS	Mr. Chris Chiu and Miss Fronnia Wong

Budget for the expenses of CEG Grant 2017/18

CEG Grant 2017/18 received

HK\$596,700.00

Less Salary for 2 Teachers

(HK\$1,066,000.00)

Amount will be covered by School Fund

(HK\$469,300.00)

**School-based After-school Learning and Support Programmes 2017/18 s.y.
School-based Grant - Programme Plan**

Name of School: HKUGA College

Project Coordinator: Mr. Perry Tsang /Mr. Stephen Hinds

Contact Telephone No.: 28708815

A. The estimated number of students (count by heads) benefitted under this Programme is 9 (including A. 1 CSSA recipients, B. 6 SFAS full-grant recipients and C. 2 under school's discretionary quota).

B. Information on Activities to be subsidized /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 [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Archery Team	<ul style="list-style-type: none"> To learn the techniques of archery and join the interschool competitions Build up team work and co-operation skills 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	1	0	1,400	Mui Kwan Shing
Badminton Team	<ul style="list-style-type: none"> To learn the techniques of Badminton and join the interschool competitions Build up team work and co-operation skills 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	1	0	0	2,600	Tam Lok Tin
Volleyball Team	<ul style="list-style-type: none"> To learn the techniques of volleyball and join the interschool competitions Build up team work and co-operation skills 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	0	1	2,000	Lam Yee Ting
Basketball Girls Team	<ul style="list-style-type: none"> To learn the techniques of Basketball and join the interschool competitions Build up team work and co-operation skills 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	1	0	2,000	Chow Wai Ping
Hospitality Team	<ul style="list-style-type: none"> To learn the techniques of providing good Hospitality Build up team work and co-operation skills 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	1	0	2,000	HKUGAC Teachers

Orchestra	<ul style="list-style-type: none"> To learn about playing instruments in a large group setting. Performances in front of audiences. 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	1	0	2,400	Yeung Yuen Fung Lorraine
Maths IMO	<ul style="list-style-type: none"> To learn mathematical techniques and join a global competition. 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	0	1	2,600	Mathematical Corporation
Choir	<ul style="list-style-type: none"> To learn cooperative singing skills To gain confidence in performing in front of groups. 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in language skills of Spanish 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	1	0	800	Ho Pui Yin Tammy
Drum Team	<ul style="list-style-type: none"> To learn drumming skills To gain confidence in performing in front of groups. 	<ul style="list-style-type: none"> Average 80% or above attendance Over 80% of the participants show improvement in language skills of Spanish 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2017-5/2018	0	1	0	3,300	Raw Music Workshop
Total no. of activities: 9				@No. of participation counts	1	6	2		
					**Total no. of participation counts	9			

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).