



2018-2019 HKUGA College Annual School Plan



School Annual Plan 2018-19

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.

MAJOR CONCERN: To enhance wellbeing

Underpinning Principle (UPs) Targets	Strategies	Success Criteria	Evaluation Methods	CICs	Resources
1. To further integrate eastern and western cultural understanding with an international view to global citizenship	To promote global citizenship through providing opportunities for students to gain intercultural experiences and relate them to Chinese culture.	Students have an increased understanding about culture, and feel they appreciate opportunities to incorporate their skills in different situations.	Targeted Student Surveys. APASO. Subject and Year Level Teacher Evaluations.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
2. To explore, draw upon and build Character Strengths for holistic development	To enable The Community to identify, learn about and propagate Character Strengths.	80% of students feel they understand their Character Strengths and those of others. They consider what strengths they are using at different times and look to develop these strengths.	Targeted Student and Teacher Surveys. Departmental and Committee Evaluations, and Year Level Teacher Evaluations.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
3. To rephrase language across The Community to promote mutual understanding and collaboration	To revisit and revise documents, approaches and expectations to become more aligned with Positive Education.	80% of the strategies have already been adapted and The Community generally uses common language and approaches aligned with Positive Education.	Committee/Department Evaluations after considering their documentation.	ADC HSDC AAC	Manpower; Home-School Collaboration; EF and IMC Collaboration
4. To explore and foster Growth Mindsets to strengthen positive thinking	To introduce the elements of Growth Mindset to The Community.	The Community regularly refers to Growth Mindset and 80% feel that they are suitably challenged to consider this mindset when learning.	Committee/Department Evaluations. Targeted Student / Teacher Surveys.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration

MAJOR CONCERN: To enhance wellbeing

	Element/Target	Strategies	Success Criteria	Evaluation Methods	CICs	Resources
DOING	Purpose To deliberately engage in activities for the benefit of the community	To explore purpose and investigate different ways of defining success.	Cross-disciplinary Topics have been infused into the school culture. The Community considers their sense of purpose with various activities and 80% feel comfortable defining their success criteria.	Parent, Student and Teacher Surveys.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
		To encourage an altruistic nature across The Community.	The Community has a keen understanding of altruism and all students and teachers have been actively engaged in at least one activity to benefit others.	Parent, Student and Teacher Surveys. Documentation of activities.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
	Engagement 1.To increase ‘peak performance’ opportunities through an optimal balance of challenges and skills 2.To empower students to share their passions with the community	To systematically identify and log specific talents of The Community in order to promote further development and broader horizons of students.	There is a clear method for students to input their talents and interests within an online platform. All students will have entered their data at least once in the year. Obtaining Teacher and Parent data should also be investigated, or initiated. Community members find the platform beneficial in terms of identifying people with specific interests, and ensuring that opportunities can be distributed more evenly.	Documentation of the Platform. Targeted Surveys.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
	Accomplishment To cultivate a growth-mindset oriented culture through striving for and achieving meaningful outcomes	To continue to develop feedback mechanisms to achieve further growth across The Community.	Feedback mechanisms are clearly defined within all Committee and Department work. 80% of students agree that they have experienced many different opportunities to give, receive feedback. 80% of students agree that feedback is a means to increase their growth and development.	Department and Committee Evaluations. Documentation of different opportunities for types of feedback between Community members (S-S; S-T; P-S and P-T)	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration

BEING	Relationships To build hope, forgiveness, integrity, compassion and trust within relationships	To increase the number of opportunities to give/receive feedback.	Opportunities to give/receive feedback are tallied, increased and documented.	Departmental and Committee Surveys.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
		To practise Active Constructive Responding (ACR)	80% of The Community is well aware of what ACR is and state that they are consciously using it within their daily lives.	Parent, Student and Teacher Surveys. Committee and Department Reports	ADC HSDC AAC	Manpower; Home-School Collaboration
		To discuss the importance of integrity and explore the meaning of forgiveness in relationships	Topics have been infused into the school culture. The Community considers their integrity and 80% feel comfortable asking for help.	Parent, Student and Teacher Surveys.	ADC HSDC AAC	Manpower; Home-School Collaboration
	Emotions To identify and appreciate a range of positive emotions and develop skills to enhance their frequency	To educate The Community to identify and have gratitude for the 'good'.	The concept of Gratitude is visible around the school and within the different Community activities and undertakings. 80% feel that they have an increased sense of gratitude.	Parent, Student and Teacher Surveys. Documentation of strategies.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		To highlight the three positive emotions of Hope, Love and Interest.	The three positive emotions are evident within the campus and activities.	Documentation of Activities and Strategies to highlight the three emotions.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		To teach habits that promote self-regulation in all areas of The Community.	90% of The Community agree that they have learned about self-regulation habits, and how these can affect development. 50% agree that they have developed their habits this year.	Parent, Student and Teacher Surveys.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
	Health To build resilience (capacity to cope with changes and challenges and to bounce back in times of difficulty)	To gauge the health of our students through obtaining a spectrum of data and evidences.	Wellbeing Baselines have been obtained through International Assessments (AWE - Assessing Wellbeing in Education & Melbourne University Wellbeing Profiler). Additional measures of Wellbeing looked at in different areas of school life.	Students conduct surveys on the student body to determine diet, exercise, sleep, home-learning and attitudes. The data is analysed and documented.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		Developing a sense of mental health through programmes that enable students to appreciate their capacities and impact as a member of The Community.	80% of students have participated in and reflected on at least one activity that benefits The Community (various opportunity levels). Their reflections show a clear understanding of how their efforts have contributed.	Student Surveys. Documentation of activities and reflections.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		To foster wellbeing by increasing social circles through active participation.	Community members reflect that they are involved in many activities within the school and develop more lasting connections with others.	Number of participants in organised wellbeing activities. Student, Teacher & Parent Surveys.	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration

Plan for Capacity Enhancement Grant 2018/19

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	<ol style="list-style-type: none"> To facilitate the value education of Liberal Studies in terms of Positive Education and Philosophical Inquiry teaching approach To enhance students' understanding of social affairs through a more solid learning routine 	To recruit one full time LS	<p>More focused effort can be put into developing the value education element through formal and informal curricula such as students' enquiry project and activities;</p> <p>More systematic design of the assessment work for enhancing students' understanding of social affairs</p>	From September 2018 to August 2019	Salary	<ol style="list-style-type: none"> Enhancement of the value education through positive education and philosophical inquiry teaching approach in the daily lesson design Value education project for students to strengthen students' values Establishment of the online data bank for the news reading and analysis Establishment of the assessment packages for enhancement of students' understanding of social affairs 	Performance appraisal of the LS teacher	Mr. Chris Chiu
Curriculum Development & Enhancement of students learning	<ol style="list-style-type: none"> To facilitate the development of Non-Chinese Speaking (NCS) Curriculum To conduct the Non-Chinese Speaking (NCS) Curriculum to students during lesson and after school time 	To recruit one full time Chinese Language teacher	<p>Teachers can relieve some of their workload in handling with NCS students;</p> <p>Cater for the needs of NCS students by providing them with suitable learning materials, assessment and public examination skills</p>	From September 2018 to August 2019	Salary	<ol style="list-style-type: none"> Teaching materials for NCS curriculum will be designed and modified. Lessons conducted to NCS students would be more suitable, according to their Chinese ability. Helping NCS students to take international examination (GCSE). 	Performance appraisal of the Chinese Language teacher.	Mr. Ken Cheung

Budget for the expenses of CEG Grant 2018/19

CEG Grant 2018/19 received

HK\$ \$638,024.00

Less Salary for 2 Teachers

(HK\$ 1,105,000.00)

Amount will be covered by School Fund

(HK\$ 466,976.00)

School-based After-school Learning and Support Programmes 2018/19 s.y.

School-based Grant - Programme Plan

Name of School: HKUGA College

Staff-in-charge: Scater Choi Contact Telephone No.: 28708815

A. The estimated number of students (count by heads) benefitted under this Programme is 12 including A. 1 CSSA recipients, B. 9 SFAS full-grant recipients and C. 2 under school's discretionary quota).

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

C.

*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 participatin			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
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 	9/2018 – 5/2019		2	1	7,200	Ms. Yeung Yuen Fung Lorraine

Athletics Team	<ul style="list-style-type: none"> To learn the techniques of athletics 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 Competition Questionnaire 	9/2018 – 5/2019		2		3,200	Mr. Leung Tat Wai & Ms. Wan Kin Yee
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 	9/2018 – 5/2019		1		1,800	Mr. Mui Kwan Shing
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 	9/2018 – 5/2019		1		2,000	Ms. Ho Pui Yin Tammy
Handball Boys and Girls	<ul style="list-style-type: none"> To learn the techniques of Handball 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 	9/2018 – 5/2019			1	1,000	Ms. Cheung Man Shan

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 	9/2018 – 5/2019		1		2,200	Ms. Chow Wai Ping
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 skills and display self-confidence in performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Records of performance Questionnaire 	9/2018 – 5/2019		1		4,000	Raw Music Workshop
Volleyball Girls 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 	9/2018 – 5/2019		1		1,600	Ms. Lam Yee Ting

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 	9/2018 – 5/2019		1		2,100	Ms. Janet Ng & Ms. Vienna Chang
Total no. of activities: 9				@No. of man-times	1	9	2		
				**Total no. of man-times	12				

Note:

* Types 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.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C) .