

H K U G A  
C O L L E G E

A N N U A L  
S C H O O L  
P L A N

2 0 2 4 - 2 5





## Contents

	Page
1. School Vision and Mission Statement	3
2. Major Concerns	4
3. School-based After-school Learning and Support Programmes Plan 2024-25	16
4. Plan for Capacity Enhancement Grant 2024-25	18
5. Use of the Promotion of Reading Grant 2024-25	19
6. 2024-25 Learning Support Grant Plan	21
7. 2024-25 「公民與社會發展科津貼」財政預算	23
8. 2024-25 姊妹學校交流計劃書	24
9. Life-wide Learning Grant 2024-25	25
10. 2024-25 Diversity Learning Grant - Other Programme: Gifted Education	29
11. One Off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	30
12. 「推廣中華文化體驗活動一筆過津貼」計劃 2024-2025	32
13. One-off Grant for Mental Health at School	33
14. One-off Grant for Mental Health of Parents and Students	34
15. One-off Grant on Parent Education (Secondary) 2024-25	35

# 1. School Vision and Mission

## *S*chool Vision:

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

## *M*ission 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.

## *B*ackground 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
<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 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 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>
--	---	---	---	-------------------	--	--	--

<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>
--	--	---	---	-------------------	---	---	--



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

- The full resumption of classes and school life last year brought stress to both teachers and students. In view of this, the school put more emphasises and resources on supporting the emotional needs and mental health of staff and students. It was in general successful as the nos. of student cases receiving counselling service from school social workers and clinical psychologist both went down remarkably last year compared with the data of the year before.
- While it seems that mental health and wellbeing of the whole student population is more enhanced, we still see that girls' emotional need is much higher than the boys', according to the APASO results. Besides, results from last year's Stakeholders Survey reflect that both teachers and students think the self-discipline of students is becoming less satisfactory. So these two areas are two of the major concerns of the Student Development in the coming year. There will be initiatives and activities /programmes to enhance wellbeing of all and the sense of rule-abidingness /being respectful to others.
- To implement the new values education curriculum, there should be more collective effort amongst various departments and committees (a whole-school approach) conducive to the effectiveness of enhancing all these values in school. How to orchestrate and coordinate different parties to work together to achieve our goals is really a matter in the coming year.



**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

- During the pandemic, school life was seriously affected and students were not able to participate in normal learning and school activities.
- There have been more serious mental and psychological problems amongst our students due to the pandemic. These can be reflected by the increasing number of relevant cases dealt by our social workers and clinical psychologist.
- 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	Develop and implement curriculum on mental health, stress management, emotional well-being ; e.g. stress reduction techniques <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.	<ul style="list-style-type: none"> <li>APASO</li> </ul>	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 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>
	Organise thematic events such as Week of Failure, Month of Happiness and assemblies, relating to developing resilience and a healthy lifestyle <ul style="list-style-type: none"> <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
	<p>Organise thematic events, e.g. Walkathon, House Fitness Challenge and assemblies, relating to physical health and fitness</p> <ul style="list-style-type: none"> <li>● collaborate 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 2024/25 s. y.  
School-based Grant - Programme Plan**

Name of School: HKUGA College

Staff-in-charge: Mr. Freddie Sum

Contact Telephone No.: 28701185

A. The estimated number of students (count by heads) benefitted under this Programme is 10 (including A. 2 CSSA recipients, B. 6 FAS full-grant recipients and C. 2 under school's 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		
Athletics Team	The athletics track team provides trainings include sprints, middle-distance races and long-distance races. Athletes on track teams would learn some skills to improve a combination of speed, endurance, and technical skill.	<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>• Competition Result</li> <li>• Performance Feedback</li> <li>• Attendance Rate and lateness record</li> <li>• Leave Application Record</li> <li>• Focus group interview</li> <li>• Student yearly and mid term survey</li> </ul>	Sep 24 – Aug 25		2	2	6480	Mr. Leung Tat Wai
Wind Band	Students in the Wind Band will strive for excellence through rigorous practice and dedication to mastering their instruments across various musical genres, including classical and contemporary pieces. They will develop strong intonation and rhythmic accuracy, enhancing their individual and ensemble playing skills. As they prepare for competitions, students will focus on the nuances of performance, including expression and dynamics, culminating in a polished presentation that showcases their technical proficiency and collaborative musicianship.			Sep 24 – Aug 25		1		1500	Mr Alvin Chan Ming Chak



String Orchestra	Students in the String Orchestra will engage in ensembleship development, fostering collaboration and communication skills while working together to create harmonious performances. They will cultivate an appreciation for classical music by exploring a diverse repertoire, which will deepen their understanding of musical styles and historical context. Through focused practice on sound bending techniques, tone color, and quality, students will enhance their individual artistry and contribute to the overall richness of the ensemble sound. Committed to striving for excellence, students will prepare for competitions, where they will showcase their	<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>	Competition Result, Performance Feedback, Attendance Rate and lateness record, Leave Application Record, Focus group interview, Student yearly and mid term survey	Sep 24 – Aug 25		1		1500	Mr Alvin Chan Ming Chak
Treble Choir	HKUGA College Treble Mixed Choir aims to gather girls and boys with unchanged voices who are interested in singing harmoniously as a group. Joining a choir unlocks a unique path to musical growth and personal development Choristers hone their voices, sharpen their ears, and deepen their understanding of part-singing as they tackle rich, varied repertoire. Beyond the performance skills, the choir experience cultivates teamwork, self-discipline, and a strong sense of community among its members.	<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>		Sep 24 – Aug 25	2	2		3800	Ms Tammy Ho
Total no. of activities: _				@ No. of man-times	2	6	2		
				**Total no. of man-times	10				

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) .



#### 4. Plan for Capacity Enhancement Grant (2024-2025)

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 promote Chinese reading atmosphere at school by organizing various activities.</li> <li>To enhance students learning Chinese language and culture inside classroom by organizing after school tutorial classes.</li> <li>To enhance students learning Chinese language and culture outside classroom by organizing language related activities and competitions.</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, Chinese Ambassadors, learning trips etc.</li> </ul> <p>For other teachers, they can be relieved some workload so that they can enhance students learning in other areas.</p>	From September 2024 to August 2025	Salary	<ul style="list-style-type: none"> <li>Learning materials for Chinese curriculum will be designed.</li> <li>Language and culture related activities or competitions within the school will be facilitated.</li> </ul> <p>Language and culture related activities or competitions outside the school will be facilitated.</p>	Performance appraisal of the Chinese Language teacher.	Mr. Ken Cheung



## 5. Promotion of Reading Grant

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>	35,000 30,000
2. Web-based Reading Schemes <ul style="list-style-type: none"><li>● Hyread Ebook Platform</li><li>● Library Master Platform</li><li>● Subscription of online reading resources related to AI</li></ul>	26,800 25,000 5,000
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>141800</b>

### School Reading Development Plan for 2024-25

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

- **Reading Challenge 2024-25**

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.



- **Reading Week**

The Committee aims to utilise the Reading Week 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

2024 / 2025 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)	334,095.4	<i>Est. remaining of 23/24 LSG : 28%</i>
The 1st allotment in the 2024 / 2025 school year (b)	828,636.2	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 2024 / 2025 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)	1,162,731.6	



**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	700,000	
3. Hire of professional services	300,000	
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		
6. Others		
<b>Total Expenditure (e)</b>	1,000,000.0	

**Balance:**

Item	Amount (\$)	Remarks
Estimated accumulated surplus by the end of this financial year <b>(f)</b> = (d)-(e)	162,731.6	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 <b>(i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible)</b> . 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 (%) <b>(g)</b> = (f) / [(b)+(c)] x100%	19.6%	



7. 「公民與社會發展科津貼」財政預算 2024-2025

目標：公民科科組將於 25/26 學年妥善運用「公民科津貼」，在現有基礎上改善科目的學與教，以助提升學生學習本科的興趣和能力。

	範疇	預計開支金額 (\$)
i.	發展或採購相關的學與教資源、流動應用程式或軟件等 (例如：參考書、刊物、多媒體及電子教學材料、製作虛擬實境或 3D 圖像的軟件等)	HKD\$5,000
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	HKD\$0
iii.	舉辦和公民科課程相關的校本學習活動 (例如：參觀展覽、實地考察、體驗學習營等)	HKD\$100,000
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	\$0
v.	其他(請註明): 資助學生及／或教師前往一帶一路沿線國家，參加和公民科課程相關的教學交流或考察活動	\$50,000
	預計總開支金額	HKD\$ 155,000



## 8. 姊妹學校交流計劃書 2024-2025 學年

內地姊妹學校名稱	1.	北京中學
	2.	北京市十一學校一分校*
	3.	上海田家炳中學
	4.	浙江省寧波市同濟中學
	5.	南京市第二十九中學
	6.	江蘇省淮陰中學
	7.	佛山市第十中學

請說明擬舉辦交流項目的名稱和初步構思，以及監察和評估成效的方法。

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支
1.	<ul style="list-style-type: none"> <li>北京中學及北京市十一分校一分校交流</li> </ul>	<ul style="list-style-type: none"> <li>帶初中學生到訪姊妹學校，進行師生學術及文化交流。</li> </ul>	<ul style="list-style-type: none"> <li>學生積極參與交流活動</li> <li>與當地學生進行文化及學術交流及表演</li> </ul>	<ul style="list-style-type: none"> <li>到訪內地姊妹學校當天的交通費、食宿及酒店費用</li> <li>中三級全級師生(約 205 人): 共資助 \$128,000</li> </ul>
2.	<ul style="list-style-type: none"> <li>北京中學到訪書院</li> </ul>	<ul style="list-style-type: none"> <li>北京中學師生了解書院特色</li> <li>促進兩地交流</li> </ul>	<ul style="list-style-type: none"> <li>北京中學師生積極參與交流活動</li> <li>兩地師生一同進行文化及學術交流及表演</li> </ul>	<ul style="list-style-type: none"> <li>接待費用 (茶點): 約\$1000</li> </ul>



## 9. Plan on the Use of the Life-wide Learning Grant 2024-25 School Year

### Category 1: To organise / participate in life-wide learning activities

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain <sup>1</sup>	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						<u>Y</u>	<u>I</u>	<u>P</u>	<u>S</u>	<u>C</u>	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes														
1	Post Examination Activities	July 2025	S1-S3	598	\$85,000.00	\$142.14	To be led by Life-wide Learning 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.	Cross-KLA	Documentation of the event and evaluation report from the teachers involved.	✓	✓		✓		
2	Experiential Learning platform	Throughout the school year	S1-S6	999	\$168,500.00	\$168.67	Newsela and Britannica Subscription designed to boost reading interests and cross curricular reading within self-directed learning. To get more students to read in their own time, specifically on topics that would enhance reading around the different curriculum areas.	Cross-KLA	The number of articles read with activities completed across the school.	✓	✓		✓		
3	English Drama	October 2024	S5-S6	249	\$50,000.00	\$200.80	Enhancing the Theatre Experience to foster students' interest in learning English.	English	Number of students enrolled in competitions, and results.	✓	✓		✓		



4	CASTLE programmes	Throughout the school year	S1-S2	405	\$187,150.00	\$462.10	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.	CASTLE Activities	Student Surveys										✓
5	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	S1-S5	875	\$100,000.00	\$114.29	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.	Adventure-based Life Education	Student surveys and self-evaluations	✓	✓		✓	✓					
6	Wellbeing Speakers	February - July 2025	S1-S6	999	\$35,000.00	\$35.04	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,		Evaluation performed by Pastoral Care or Student Leadership Committee with student survey to rate effectiveness.	✓	✓		✓						
7	Flower Project	Throughout the school year	S1-S2	405	\$12,000.00	\$29.63	Nurturing growth mindset building resilience.			✓									
<b>Sub-total of Item 1.1</b>				<b>4,530</b>	<b>\$637,650.00</b>														



No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain <sup>1</sup>	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						<u>V</u>	<u>I</u>	<u>P</u>	<u>S</u>	<u>C</u>	
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Overseas excursions	Throughout the school year	S2-S5	670	\$675,000.00	\$1,007.46	Excursions including Mainland Study Tour, Geography and History trip to Japan, Chinese History trip to Taiwan  To offer students with the opportunities for experiential learning extended beyond classroom, and expand their horizons.	Cross-KLA	Student surveys and self-evaluations	✓		✓	✓		
<b>Sub-total of Item 1.2</b>				<b>670</b>	<b>\$675,000.00</b>										
<b>Total for Category 1</b>				<b>5,200</b>	<b>\$1,312,650.00</b>										



**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Purpose	Actual Expenses (\$)
1	Purchasing of paraphernalia to be made into different cheering tools and thanksgiving items.	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	\$6,000.00
2	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.	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	\$80,000.00
3	Equipment of Sports to be used by students during lunch and after school to further enhance lifestyle	To develop the interest and engagement of students as well as to improve overall fitness and other skills.	\$125,500
<b>Expenses for Category 2</b>			<b>\$211,500.00</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$1,524,150.00</b>

**Category 3: Estimated Number of Student Beneficiaries**

Total number of students in the school:	999
Number of student beneficiaries:	999
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms CHEN Hing, Corina
Post of Contact Person for LWL:	Head of Holistic Development School Principal

\* Input using the following codes; more than one code can be used for each item.

- |    |   |    |  |
|----|---|----|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E2 | Transportation fees   | E7 | Purchase of equipment, instruments, tools, devices, consumables  |
| E3 | Fees for non-local exchange activities / competitions (students)  | E8 | Purchase of learning resources (e.g. educational softwares, resource packs)  |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers)  | E9 | Others (please specify)  |
| E5 | Fees for hiring expert / professionals / coaches  |    |  |



**10. Diversity Learning Grant - Other Programme: Gifted Education 2024/25**

**Other Programme**

<b>Program Title</b>	<b>Objective</b>	<b>Targets (No./Level/selection)</b>	<b>Duration / Start Date</b>	<b>Deliverable</b>	<b>Teacher I/C</b>	<b>Budget</b>
Subsidizing students participating in competitions or education programs held by external organisations	To broaden elite senior form students horizons in different disciplines	8 elite senior form students	9/2024 – 8/2025	The knowledge and experience students gained after joining the programs or competitions	Mr. Patrick Lai (co-ordinator)	\$50,000.00 (Course fee)

**Other Language**

<b>Program Title</b>	<b>Objective</b>	<b>Targets (No./Level/selection)</b>	<b>Duration / Start Date</b>	<b>Deliverable</b>	<b>Teacher I/C</b>	<b>Budget</b>
German	<ul style="list-style-type: none"> <li>To provide students with a foundation in the German language</li> <li>To foster an appreciation for German culture, history, and customs</li> </ul>	25x S4 selected students with interests and higher language abilities	10/2024 – 5/2025	Basic understanding and usage of German in daily conversation	Mr. Chris Chiu (co-ordinator)	\$50,000.00



### 11. One Off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 2024/25

Area	Objectives	Success Criteria	Method of Evaluation	Target Groups (Form and numbers of students)	Implementat ion Period	Budget
						24-25
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.	<p><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.</p> <p><b>Positive Feedback:</b> At least 85% of students report increased interest in exercising through feedback surveys.</p>	<p><b>Usage Analytics:</b> Monitor app usage data to track frequency and duration of student engagement with the Robocoach AI platform.</p> <p><b>Participation Tracking:</b> Analyze records for physical activity to evaluate changes in student participation rates.</p>	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.	<p><b>Event Attendance:</b> Participation in sports competitions and events increases by 10% compared to previous years.</p> <p>Positive Feedback: At least 85% of participants provide positive feedback regarding the variety and organization of the activities and competitions.</p> <p><b>Team Formation:</b> Successfully establish a minimum of three new sports teams within the school, with consistent practice schedules.</p>	<p><b>Participation Tracking:</b> Maintain attendance records for all sports teams and activities to monitor student involvement and engagement.</p> <p><b>Surveys and Feedback Forms:</b> Distribute pre- and post-activity surveys to gather student feedback on motivation, enjoyment, and perceived skill improvement.</p> <p><b>Skill Assessments:</b> Conduct initial and follow-up assessments to evaluate students' physical skills and fitness levels before and after participating in activities.</p>	S1-6 students who are interested in joining the new sports team (~100)	Aug 24 - Aug 26	\$10000



<p>Purchasing or upgrading PE/sports equipment in schools;</p>	<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)</p> <p>Teaching staff (~100)</p>	<p>July 24 - Aug 26</p>	<p>\$15000</p>
--	---	---	--	---	-------------------------	----------------

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



12. 「推廣中華文化體驗活動一筆過津貼」計劃 2024-2025

	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	\$70,000	*聘請校外導師舉辦中醫課程
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		
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	\$40,000	*佈置中華文化房
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) :	\$110,000	
	津貼餘款 (HKD) :	\$190,000	



**13. One-off Grant for Mental Health at School**

	<b>Area</b>	<b>Expenses (\$)</b>
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	\$25,000
ii.	Providing support services related to enhancing the mental health of students and teachers	\$20,000
iii.	Designing and producing school-based learning and teaching resources related to mental health	\$20,000
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	\$5,000
v.	Others (please specify):	
<b>Total Expenditure:</b>		<b>\$70,000</b>

Allocation of Grant for 2023/24	\$60,000
Balance carried forward for 2024/25	\$60,000
Estimated expenditure for 2024/25	\$60,000
Estimated balance brought forward to 2025/26	\$0



**14. One-off Grant for Mental Health of Parents and Students**

	<b>Area</b>	<b>Expenses (\$)</b>
i.	Organizing and promoting parent-child or parent activities related to the mental health of students and parents.	\$15,000
ii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	\$5,000
v.	Others (please specify):	
<b>Total Expenditure:</b>		<b>\$20,000</b>

Allocation of Grant for 2023/24	\$20,000
Balance carried forward for 2024/25	\$20,000
Estimated expenditure for 2024/25	\$20,000
Estimated balance brought forward to 2025/26	\$0



**15. One-off Grant on Parent Education (Secondary) 2024-25**

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