



# 2019-2020 HKUGA College Annual School Plan



## **School Annual Plan 2019-20**

### **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.



## Annual School Plan 2019-20

### MAJOR CONCERN: To enhance wellbeing

Underpinning Principle (UPs) Targets	Strategies	Success Criteria	Evaluation Methods	CICs	Resources
<b>1.To integrate Chinese cultural understanding with an international view to global citizenship</b>	To provide opportunities for students to 1. further enhance understanding of Chinese culture 2. articulate the Chinese counterparts from the other cultures	Students have an increased understanding about culture, and feel they appreciate these opportunities  Students are able to identify the Chinese elements from other cultures through referencing to classics/language/traditions/customs	Targeted Student Surveys  APASO Survey  Subject and Year Level Teacher Evaluations	ADC HSDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
<b>2.To explore, draw upon and build Character Strengths</b>	1. To identify the level of significance of the 24 character strengths through the VIA Survey  2. To harness community members' Character Strengths in assessments and activities	80% of community members consciously reference their character strengths  50% make deliberate attempts to actualize their character strengths in their daily teaching	Targeted Student and Teacher Surveys  Departmental and Committee Evaluations, and Year Level Teacher Evaluations	HSDC  ADC HSDC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
<b>3.To rephrase language across the Community</b>	To revisit and revise documents, approaches and expectations to become more aligned with Positive Education	80% of teachers are well aware of their use of positive phrasing in their daily teaching and assessment feedback  80% of students well understand the language and are able to elicit their strengths and growth areas from teachers' feedback	Committee/Department Evaluations after considering their documentation  <i>Survey (for teachers and students)</i>  <i>Lesson Observation / Book Inspection (Core Element)</i>	ADC HSDC AAC	Manpower; Home-School Collaboration; EF and IMC Collaboration
<b>4.To explore and foster Growth Mindset</b>	To focus on particular strategies to promote Growth Mindset in the Community	80% of the community members agree growth mindset has been promoted strategically through particular committee/department strategies	Committee/Department Evaluations on specific strategies  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	<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;">(Self)</p> <p>To help stakeholders identify their purpose of doing</p> <p style="text-align: center;">(Community)</p> <p>To encourage stakeholders to see their purpose in the community</p>	<ol style="list-style-type: none"> <li>1. To enhance self awareness</li> <li>2. To connect knowledge to develop a clearer sense of the purpose of each in adding to a more in- depth understanding</li> <li>3. To provide opportunities to be exposed to the world</li> </ol>	<p>All students will have completed goal-setting tasks within the Student Planner</p> <p><b>Academic Goals</b> Subject Teachers systematically guide the goal-setting and reflection process</p> <p><b>Pastoral Goals</b> Class Teachers systematically guide the goal-setting with a process-based approach</p> <p>Teachers are aware of the importance of modifying both pedagogy and curriculum for better learning effectiveness among students</p> <p>80% of the community members considers their sense of purpose with various activities</p> <p>60% set success criteria for the various activities</p> <p>50% agree that they have met their success criteria</p>	<p>Examples of best practices</p> <p>Curriculum Map defined and analysed with suggestions</p> <p>Parent, Student and Teacher Surveys</p>	<p>ADC HSDC AAC</p>	<p>Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration</p>
	<p style="text-align: center;"><b>Engagement</b></p> <p>To increase 'peak performance' opportunities through an optimal balance of challenges and skills</p>	<p>To provide specific PD opportunities focussing on task design catering for learning diversity</p> <p>To lead students out of their 'comfort zone' through providing opportunities for students to shine</p>	<p>80% of teachers feel that the CPD provided by the school empowers the teachers to grow in this aspect</p> <p>80% of teachers are able to successfully differentiate for their classes</p> <p>60% of students feel that they are appropriately challenged by activities</p> <p>60% of students feel that their interest is sparked by activities (internal and external)</p>	<p>Student and Teacher Surveys</p> <p>Lesson Observation Reporting</p> <p>Book Inspection</p> <p>Bank of best practises of Task Design built and accessible by all Teachers</p>	<p>ADC AAC HSDC</p>	<p>Departmental &amp; Subcommittee Budgets; Manpower</p>

	<p><b>Accomplishment</b></p> <p>To foster a growth mindset</p>	<p>To create an atmosphere of constructive process praise where failure can be viewed as “opportunity”</p> <p>To foster a help-seeking culture through constructive criticism</p>	<p>Feedback mechanisms are clearly defined within all Committee and Department work</p> <p>80% of students agree that they have experienced sufficient opportunities to give feedback</p> <p>80% of the Community see mistakes as a means to growth and development</p>	<p>Department and Committee Evaluations</p> <p>Documentation of different opportunities for types of feedback between Community members (S-S; S-T; T-T, P-S and P-T)</p> <p>Student and Teacher Surveys</p>	<p>ADC HSDC AAC</p>	<p>Subcommittee Budgets; Manpower; Home-School Collaboration</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>BEING</b></p>	<p><b>Relationships</b></p> <p>To build trust, integrity, compassion, hope, forgiveness within relationships</p>	<p>To increase the number of opportunities to give/receive feedback</p>	<p>Opportunities to give/receive feedback are well understood and utilised by 80% of the Community</p> <p>Through organizing feedback response sessions, 60% agree that feedback is duly considered</p>	<p>Student, Parent and Teacher Surveys</p> <p>APASO</p> <p>SHS</p> <p>Focus Interviews (individual/group)</p>	<p>ADC HSDC AAC</p>	<p>Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration</p>
		<p>To teach and practice strategies that increase empathy for others (i.e. ACR)</p>	<p>80% of The Community is well aware of ways of enhancing empathy and state that they are consciously using techniques to build empathy within their daily lives</p> <p>Teachers are aware of applying ACR in the process of appraisal and feedback meetings</p>	<p>Parent, Student and Teacher Surveys</p> <p>Committee and Department Reports</p>	<p>ADC HSDC AAC</p>	<p>Manpower; Home-School Collaboration</p>
	<p><b>Emotions</b></p> <p>To be able to identify, understand and embrace the full range of emotions</p>	<p>To encourage regular participation in activities that promote gratitude for self and others</p>	<p>The concept of Gratitude is visible around the school (regularly updated) and within the different Community activities and undertakings</p> <p>80% feel that they have an increased sense of gratitude</p>	<p>Parent, Student and Teacher Surveys</p> <p>Documentation of strategies</p>	<p>ADC HSDC AAC</p>	<p>Subcommittee Budgets; Manpower; Home-School Collaboration</p>
	<p>To develop skills to</p>	<p>To learn about, facilitate and focus on the three positive emotions of Hope, Interest &amp; Love</p>	<p>The three positive emotions are evident within the campus, activities and student subject tasks</p>	<p>Documentation of Activities and Strategies to highlight the three emotions</p>	<p>ADC HSDC AAC</p>	<p>Subcommittee Budgets; Manpower; Home-School</p>

	effectively manage emotions					Collaboration
		To teach habits that promote emotional stability in all areas of the Community	<p>80% of the Community agree that they have learned about self-regulation habits and how these can affect emotional development while 60% agree that they have developed their habits this year</p> <p>80% of the Community agree that they have learned about emotional stability</p> <p>60% agree that their emotional stability can facilitate their professional development.</p>	<p>Parent, Student and Teacher Surveys</p> <p>APASO Survey</p>	<p>ADC</p> <p>HSDC</p> <p>AAC</p>	<p>Subcommittee</p> <p>Budgets;</p> <p>Manpower;</p> <p>Home-School Collaboration</p>
	<b>Health</b>	To enhance physical and emotional health by promoting and establishing good habits	60% of the Community participate in physical activities to improve emotional health more consciously	Student, Parent and Teacher Surveys	<p>ADC</p> <p>HSDC</p> <p>AAC</p>	<p>Subcommittee</p> <p>Budgets;</p> <p>Manpower;</p> <p>Home-School Collaboration</p>
	To build resilience (capacity to cope with changes and challenges and to bounce back in times of difficulty)	To increase active participation in wellbeing activities, talks and events related to promoting health within and outside campus	<p>80% of students have participated in and reflected on at least one activity per term</p> <p>60% of reflections show a clear understanding of how their efforts have contributed to emotional health</p> <p>80% of Community members agree that the number of school-organized activities they have joined is suitable and effective for their needs <b>(Specifically Parents)</b></p>	<p>Student Surveys</p> <p>Documentation of activities and reflections</p> <p>List of different activities offered to parents - Collaboration with PTA</p> <p>Student, Teacher &amp; Parent Surveys</p>	<p>ADC</p> <p>HSDC</p> <p>AAC</p>	<p>Subcommittee</p> <p>Budgets;</p> <p>Manpower;</p> <p>Home-School Collaboration</p>

## School-based After-school Learning and Support Programmes 2019/20 s. y. School-based Grant - Programme Plan

Name of School: HKUGA College

Staff-in-charge: Freddie Sum Contact Telephone No.: 28708815

A. The estimated number of students (count by heads) benefitted under this Programme is 11 (including A. 1 CSSA recipients, B. 8 SFAS 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		
Orchestra	<ul style="list-style-type: none"> <li>To learn about playing instruments in a large group setting.</li> <li>Performances in front of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020		2	1	1800	Mr. Lee Ka Yiu Amos
Athletics Team	<ul style="list-style-type: none"> <li>To learn the techniques of athletics and join the interschool competitions</li> <li>Build up team work and co-operation skills</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Competition</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020		2		2200	Mr. Leung Tat Wai



Archery Team	<ul style="list-style-type: none"> <li>To learn the techniques of archery and join the interschool competitions</li> <li>Build up team work and co-operation skills</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020		1		750	Mr. Mui Kwan Shing
Choir	<ul style="list-style-type: none"> <li>To learn cooperative singing skills</li> <li>To gain confidence in performing in front of groups.</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in singing a Cantonese song</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020		1		1000	Ms. Ho Pui Yin Tammy
Handball Boys and Girls	<ul style="list-style-type: none"> <li>To learn the techniques of Handball and join the interschool competitions</li> <li>Build up team work and co-operation skills</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020			1	750	Ms. Cheung Man Shan
Basketball Girls Team	<ul style="list-style-type: none"> <li>To learn the techniques of Basketball and join the interschool competitions</li> <li>Build up team work and co-operation skills</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020		1		1000	Ms. Chow Wai Ping
Volleyball Girls Team	<ul style="list-style-type: none"> <li>To learn the techniques of volleyball and join the interschool competitions</li> <li>Build up team work and co-operation skills</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020		1		1200	Ms. Lam Yee Ting



Hospitality Team	<ul style="list-style-type: none"> <li>To learn the techniques of providing good Hospitality</li> <li>Build up team work and co-operation skills</li> </ul>	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	9/2019 – 5/2020		1		1050	Ms. Janet Ng / Ms. Vienna Chang
<b>Total no. of activities: <u>8</u></b>				<b>@No. of man-times</b>	1	8	2		
				<b>**Total no. of man-times</b>	11				

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)

## Plan for Capacity Enhancement Grant 2019/20

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"> <li>To enhance the Basic Law Education element based on ESR review</li> <li>To facilitate the value education of Liberal Studies in terms of Positive Education and Philosophical Inquiry teaching approach</li> </ol>	To recruit one full time LS	<p>More deliberate endeavor can be put on how to integrate the basic law education well with the existing curriculum of Life and Society</p> <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>	From September 2019 to August 2020	Salary	<ol style="list-style-type: none"> <li>Increasing students' literacy of Basic Law principles and some important ordinances which closely associates with Hong Kong socio-economic development in the past 20 years.</li> <li>Enhancing students' awareness and application of Basic Law into their daily lives so as to become more responsible citizens who are able to make an informed decision.</li> <li>Enhancement of the value education through positive education and philosophical inquiry teaching approach in the daily lesson design</li> <li>Value education project for students to strengthen students' values</li> </ol>	Performance appraisal of the LS teacher	Mr. Chris Chiu
Curriculum Development & Enhancement of students learning	<ol style="list-style-type: none"> <li>To facilitate the development of the school based Chinese Language Curriculum</li> <li>To conduct the small group tutorial with students during lesson time and after school support sessions</li> </ol>	To recruit one full time Chinese Language teacher	<p>Teachers can relieve some of their workload in handling students' learning diversity.</p> <p>Cater for the needs of our students by providing them suitable learning materials, assessment and public examination skills</p>	From September 2019 to August 2020	Salary	<ol style="list-style-type: none"> <li>Teaching and learning materials of school based Chinese Language Curriculum is modified based on the feedback from Coordinators and Subject Teachers.</li> <li>At least 10 sessions of extended learning and support are provided for the Junior Form Students every cycle with a better teacher and student ratio.</li> </ol>	Performance appraisal of the Chinese Language teacher.	Ms. Stella Chan

Budget for the expenses of CEG Grant 2019/20

CEG Grant 2019/20 received

HK\$ \$682,825.00

Less Salary for 2 Teachers

(HK\$ 846,000.00)

Amount will be covered by School Fund

(HK\$ 163,175.00)

## Plan of the Use of the Promotion of Reading Grant 2019-2020 School Year

### The major objectives for Promotion of Reading:

- Further developing the STEM and Chinese Culture Enhancement reading by building up the printed collection of Chinese and English STEM books & Chinese Culture Enhancement books
- Set up a collection of online resources for STEM
- Enhance the development of RaC via the subscription of e-resources

	Item	Estimated Expenses (\$)
1.	Purchase of Books & Magazines	
	○ Printed Chinese and English books	\$20,000
	○ Printed English and Chinese magazines	\$23,000
2.	Web-based Reading Schemes	
	○ Online Reading Platform (Britannica)	\$10,100
	○ Subscription of Chinese & English e-resources	\$50,000
3.	Recommendations by teachers	\$3,000
	Total	\$106,100

### School Library Development Plan for the year 2019-2020

#### Focus – to strengthen students’ learning and promote “Reading across the Curriculum”

##### The use of the HUB

The strengthening of students’ learning to read is for them to explore thoroughly the available resources in the Hub that suit their needs in terms of growth mind set, positive ways of thinking and enhancing their academic work. To be inclusive, The Hub also serves as a place of belonging and attachment to engage in activities that enhance wellbeing, including providing a quiet place for reading and reflection.

##### The role of the Cross-curricular Committee Head

To explore and address the reading needs and interests among students, the Cross-curricular Committee coordinates the workflow of reading across the curriculum. The committee works with ADC members and the Librarian to facilitate the use of the reading platform *Newsele*, which provides five levels of news and related articles. It also assists HoDs to enrich students’ subject knowledge through related reading resources while monitoring progress.

##### The DEAR Librarian Lesson/Lesson Time in the HUB

As indicated through student surveys, what students treasure most during library time is the opportunity for reading on their own in both the Subject and Librarian DEAR times. We continue with this tradition by allowing plenty of reading time during each lesson. At the same time, we

include time for students to acquire more research and referencing knowledge and skills. In this area, the Cross-curricular Committee helps design the DEAR Librarian lessons to target skills to support students' learning needs across the curriculum.

### **Collection development in the HUB**

The Cross-curricular Committee also oversees the collection development to source suitable reading materials for students. To meet students' expectations, more online resources will be acquired to strengthen students' reading habits and meet the subject reading requirements. The committee will match students' interests with these subject reading requirements.

### **Collaboration with the Primary School**

The Hub will continue to make connections with the Primary School through such efforts as book donations from our students to the primary students to help cultivate the joy of reading among different stakeholders.

### **Building up the role of the Class Librarians**

Besides serving in the class to promote reading, class librarians from each class will be invited to serve in the library. To build up a platform for them to learn about the operation of the library and to understand the daily routine of the Librarian, they will be encouraged to take up some of the tasks in the library. By doing so, they may build up their service spirit and further promote reading, while gaining valuable work experience as they explore career options.

### **The HUB as the symbolic heart of our new Positive Education initiative**

The Hub will continue to be the symbolic heart of our wellbeing major concern, welcoming regular visitors and drawing newcomers through providing a greater range of activities that support the 'do good, feel good' philosophy.



**Budget Plan for Learning Support Grant  
(To facilitate schools' planning of support services)**

**HKUGA College  
2019 / 2020 School Year**

**Income**

Item	Amount(\$)	Remarks
Surplus allowed to be retained at the end of last school year (i.e. as at 31st August)	(a) 0	<i>LSG is only granted to DSS school this year of 2019/2020, therefore no surplus is available this year.</i>
The 1st allotment in the 2019/2020 school year	(b) 840,000	The 1 <sup>st</sup> allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school
Estimated amount of the 2nd allotment in the 2019/2020 school year	(c) 360,000	The funding amount is calculated according to the information submitted by schools on or before 30th November. EDB will notify and disburse the amount to schools in February and March of the following year respectively. In formulating the budget, schools can refer to last year's approved amount and the number of students with SEN in the current year to work out a preliminary estimation.
Total income (d) = (a) + (b) + (c)	1,200,000	

**Expenditure<sup>#</sup>**

Item	Amount(\$)	Remarks
1. Employ additional full-time and/or part-time teachers	380,000	The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 12/2012 and No. 13/2012 for primary schools and secondary schools respectively.
2. Employ additional TAs	-	
3. Hire of professional services	260,000	
4. Purchase teaching resources and aids	50,000	
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities	150,000	
Total Expenditure (e)	840,000	

## Balance

Item	Amount(\$)	Remarks
Estimated accumulated surplus by the end of this school year  (f) = (d) – (e)	360,000	<p>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.</p> <p>For details please refer to EDB Circulars No.12/2012 and No. 13/2012 for primary schools and secondary schools respectively.</p>
Percentage of surplus to this school years' provision (%)  (g) = (f) / [(b) + (c)] x 100%	30%	

\*Applicable to primary schools only

## #Notes / Details on Expenditure:

Items	Detailed Estimates (HK\$)
1. Employ additional full-time and/or part-time teachers	380,000 (1x full GM)
2. Employment of additional TAs	-
3. Hire of professional services	100,000 (1x junior, 1x senior career support) 80,000 (SpLD Support Group) 10,000 (ASD AConnect) 70,000 (ADHD group)
4. Purchase teaching resources and aids	50,000 (Reference and materials)
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities	80,000 (Ts Training) 20,000 (Inclusive Education to all) 50,000 (Home school collaboration)

**Life-wide Learning Grant  
Plan on the Use of the Grant  
2019-20 School Year**

**Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences				
							I	M	P	S	C
							(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>										
<b>1.1</b>	<b>To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>										
Cross-KLA	Students participate in STEM PROJECTS linked to STEM competitions aiming to address a spectrum of difficult health and world issues.	To explore different world issues: Salmonella Artificial Nerves Alternative Medicines Plastic Degradation Food Allergen Detection Renewable Water Desalination Eczema Helping those with disabilities	Oct 2019- July 2020	S3-S5	Work closely with a guiding teacher from planning, experimental and research basis. Students will produce write-ups and present their projects at competitions and within Assemblies and 'World Day' at school.	HKD12,000					v





Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
							I	M	P	S	C	
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	School Team Training Support	To enhance the physical learning of our Athletes. To boost the competitive nature of our teams in interschool competitions	Sept 2019-Sept 2020	S1-6	Documentation of coaching sessions. Student and Teacher Surveys	HKD50,000	v		v			
	Career Talks from external speakers	To discuss key learning points to the students and better prepare them for life choices.	Sept 2019-Dec 2020	S4-6	Student Surveys	HKD5,000						v
	Sex Education Talks	To promote positive attitudes toward sex. To inform students about the legal and social implications of sexual activity.	Sept 2019-Apr 2020	S1-6	Student Surveys	HKD10,000		v				
<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>											
Chinese Cultural Trip	20 Students supported by 2 teachers go to Taiwan to learn about the culture in a rural area. This learning will lead to student sharing upon their return.	To understand and practice exploratory learning through field trips, observing and engaging with people and their culture in different regions.	Oct 2019	S1-5	Examples of reflective workbooks from students on the trips. Booth Activities on World Day.	HKD14,000	v	v				
<b>1.4</b>	<b>Others</b>											
<b>Estimated Expenses for Category 1</b>						<b>HKD 121,000</b>						

Domain	Item	Purpose	Estimated Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>		
House	Purchasing of paraphernalia to be made into different cheering tools.	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	HKD11,000
Leadership	Leadership (reflective and Instructional) Journal printing.	To engage leadership teams in active discourse as well as reflective practice that promotes a growth mind-set.	HKD3,000
Arts	S6 Art Show to show – Printing of booklets, invitations, souvenirs, spot lights, mounting card, etc.	To provide an avenue to promote visual arts within the school. To promote aesthetic appreciation within the student body.	HKD15,000
<b>Estimated Expenses for Category 2</b>			<b>HKD 29,000</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>HKD 150,000</b>

### Estimated Number of Student Beneficiaries

Total number of students in the school:	955
Estimated number of student beneficiaries:	955
Percentage of students benefitting from the Grant (%):	100%

# 姊妹學校交流計劃書

2019 /2020 學年

學校名稱：	港大同學會書院		
學校類別：	<del>*小學</del> / *中學 / <del>*特殊學校</del> (*請刪去不適用者)	負責老師：	陳思茵

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	到訪內地姊妹學校，進行管理、教師及學生層面的交流活動
2.	接待內地姊妹學校的師生，進行各類文化及教學交流活動
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和瞭解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明):	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明):

乙. 教師層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和瞭解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input checked="" type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):



丙. 學生層面 ( \*擬舉辦 / \*不擬舉辦 ) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和瞭解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 ( \*擬舉辦 / \*不擬舉辦 ) (\*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和瞭解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下：

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

津貼用途及預算開支：

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$100,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$20,000
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$2,000
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$122,000
N10	<input type="checkbox"/>	沒有任何開支	不適用