



HKUGA COLLEGE SCHOOL DEVELOPMENT PLAN 2021 - 2024

STRIVE FOR VIRTURE
QUEST FOR TRUTH

School Motto



Strive for Virtue

Quest for Truth

Guiding Principles: Four Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community

HKUGA College

1. School Vision:

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

2. 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.

3. Core Values of the College:

We have consistently built upon our learning from the past. It feeds forward to our present practices.

Our current school culture uses Positive Education teachings as a lens to structure how we will meet the needs of our Community members. We call it 1-4-6.

1 is our major concern - Wellbeing which is our goal for all of us to lead a flourishing life. This is fed into through strategies and approaches within the 4 and 6.








We have 4 underpinnings that are infused into every aspect of school life: Intercultural Mindedness and our links with China; Character Strengths; Rephrasing Communication as well as cultivating Positive Mindsets.

In addition, our 6 positive elements also provide us with clear targets and reflection points: Ways of Being (Health, Relationships and Emotions) & Ways of Doing (Meaning, Engagement and Accomplishment).

1-4-6 enables our Community to 'do good', 'feel good' and 'look for the good'.

Holistic Review

Effectiveness of the previous School Development Plan (2018 to 2021)

MAJOR CONCERN: To enhance wellbeing						
<u>Target 1</u> <u>Four Underpinning Principles</u>	<u>Target 2</u> <u>Relationships</u>	<u>Target 3</u> <u>Purpose</u>	<u>Target 4</u> <u>Emotions</u>	<u>Target 5</u> <u>Health</u>	<u>Target 6</u> <u>Engagement</u>	<u>Target 7</u> <u>Accomplishment</u>
a) Integration of western and eastern cultures a) Explore and draw upon character strengths b) Rephrase Language c) Foster growth mindset	To build hope, forgiveness, integrity, compassion and trust within relationship	To deliberately engage in activities for the benefit of the Community	To identify and appreciate a range of positive emotions and develop skills to enhance their frequency	To build resilience (capacity to cope to with changes and challenges and to bounce back in times of difficulty)	<ul style="list-style-type: none"> To increase 'peak performance' opportunities through an optimal balance of challenges and skills To empower students to share their passions with the Community 	To cultivate a <u>growth mindset</u> oriented culture through striving for and achieving meaningful outcomes
<u>Follow-up Action</u> Incorporated in routine work	<u>Follow-up Action</u> Incorporated in routine work	<u>Follow-up Action</u> Incorporated in routine work	<u>Follow-up Action</u> Incorporated in routine work	<u>Follow-up Action</u> Incorporated in routine work	<u>Follow-up Action</u> Incorporated in routine work	<u>Follow-up Action</u> Incorporated in routine work
<u>Remarks</u> United Nations Sustainable Development Goals (SDGs) have been adopted at curriculum level for certain subjects and learning opportunities under Holistic Development (HDC). Enhancement of Chinese Language & Culture is also high on the agenda to appreciate our own culture.	<u>Remarks</u> Students' time on campus was limited, so it became less desirable especially for new students and junior students to build relationships with their classmates. More time on campus with more class activity time would help in the coming school year.	<u>Remarks</u> The purpose of online learning was clearly to engage students. The absent rate of students during online lesson time was even lower than normal school time. Extended Learning Activities (ELA) also took place during online time.	<u>Remarks</u> Students were taught to accept negative emotions and learn to deal with them. This is especially important under the time of Pandemic when they are not at school with their peers at all times.	<u>Remarks</u> In the past two years, students have shown very positive responses to online learning and adapted well to a hybrid environment.	<u>Remarks</u> Our student portfolio system has started to take shape which will better inform our decisions about student roles in school.. Teachers learnt from one another through PD days regarding effectiveness of online lessons.	<u>Remarks</u> Growth mindset oriented culture was particularly on display when the entire Community turned our learning online. The Community also experienced the positive impact of Mindsets in general.
<u>Extent of targets achieved</u>  Mostly achieved	<u>Extent of targets achieved</u>  Partly achieved	<u>Extent of targets achieved</u>  Mostly achieved	<u>Extent of targets achieved</u>  Partly achieved	<u>Extent of targets achieved</u>  Partly achieved	<u>Extent of targets achieved</u>  Mostly achieved	<u>Extent of targets achieved</u>  Mostly achieved

Evaluation of the School's Overall Performance (2018-21)

PI Areas	Major Strengths	Areas of Growth
1. School Management	<ul style="list-style-type: none"> The Management Team has a Growth mindset which drives the team to constantly devise strategic plans to tackle key challenges at each developmental stage of the school Clear school development priorities are well articulated 	<ul style="list-style-type: none"> Clearer expectations and more direct communication channels are required to facilitate understanding and empathy Improve transparency of the decision making process to involve more colleagues and create synergy
2. Professional Leadership	<ul style="list-style-type: none"> The school leadership team has grown in size with members of different strengths and experiences Middle leaders are knowledgeable and effective in leading their teams to collaborate congenially Professional development has been high on the agenda 	<ul style="list-style-type: none"> Support for new teachers to help them adapt to the dynamic Community Team building of the teaching and non-teaching staff at various levels under the Positive Education framework
3. Curriculum and Assessment	<ul style="list-style-type: none"> Broad and balanced curriculum with constant review and revamp School-based curriculum at junior levels caters for diverse needs of students Setting up new committees - taking care of cross-curricular learning and other new initiatives to further engage students in their learning 	<ul style="list-style-type: none"> The smooth implementation of the optimized Senior Secondary Curriculum is to be realized. More opportunities are opened up when Hybrid Learning and online assessment are so feasible
4. Student Learning & Teaching	<ul style="list-style-type: none"> Dedicated teachers provide positive and prompt feedback to students Good rapport between students and teachers Students are motivated to take an active part in their learning Students gain confidence and are open to new challenges 	<ul style="list-style-type: none"> More differentiation strategies and materials to be devised to cater for diverse needs of students Gifted Education is to be further developed to stretch students' varying potentials
5. Student Support	<ul style="list-style-type: none"> Mutually trusting relationships between teachers and students More systematic learning opportunities provided by the Careers and Planning Team and Student Leadership Teams Conscientious Pastoral Care team and Class Tutors provide support for individual needs 	<ul style="list-style-type: none"> Need to coach more colleagues to understand the developmental and learning needs of our students Focus will be on taking care of the Mental Health of the entire Community in addition to the development of Health, Emotions and Relationships
6. Partnership	<ul style="list-style-type: none"> Collaboration with the through-train primary school has never been stronger as Interface Meetings between two schools at Senior Management level were conducted regularly to look for common goals The school works well with our active PTA to provide learning opportunities for students and parents Links with other local schools and sister schools outside Hong Kong have been sustained and developed in terms of their scope of activities 	<ul style="list-style-type: none"> Need to enhance both schools' exchange and collaboration in common areas of concerns Links with sister schools in Mainland have been sustained and opportunities to link up with schools in other countries can be explored further to provide more interactive opportunities with their counterparts on the global stage To reconnect the Alumni Association to bring alumni from both the Primary School and the College together to better support growth

7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students demonstrate motivation in learning and willingness to further stretch themselves • Students also welcomed new pedagogical experiments when lessons turned online 	<ul style="list-style-type: none"> • Further consolidate students' time management skills and help them develop good habits to cope with the challenges posed by the Pandemic and other unforeseeable changes
8. Participation and Achievement	<ul style="list-style-type: none"> • High participation in Extended Learning Activities, Learning Excursions and many other experiential learning opportunities • Many outstanding performances in arts, sports, STEM and other academic endeavours 	<ul style="list-style-type: none"> • Sustainable development across academic and non-academic to further stretch the varying potentials of our students

SWOT Analysis (2018-21)

Our strengths:

- Our sponsoring body, Hong Kong University Graduates Association Education Foundation has provided strong support to enhance the development of the college. The Incorporated Management Committee of HKUGA College (IMC) is made up of passionate people with vision to facilitate the growth of this young learning Community. Our Parent Teacher Association is also another pillar in supporting school development.
- Student-teacher ratio is low with an increase of our well-qualified full-time equivalent teaching staff from 95 to 100. The additional resources have allowed small group teaching and more diverse curriculum to be offered at both junior and senior schools
- Talented, culturally diverse and dedicated staff offering students abundant learning opportunities and experiences
- Great rapport between staff and students and collegial relationships among staff
- Caring pastoral system and resourceful learning activities outside classrooms are in place to cater for the all-rounded development of students
- Successful pilot scheme on Modular Studies to provide an exciting and unique learning opportunity to each student in addition to the comprehensive school-based curriculum, making their learning journey more unique and individualized at the junior levels to cultivate strong motivation in learning
- Broad range of elective subjects at the senior school to support students with different aspirations
- IT infrastructure has been improving to fully support e-learning, The Bring Your Own Device (BYOD) policy has been fully implemented and exploited at the right time to support our online learning

Our weaknesses:

- Limited space and facilities on campus for the development of different sports / music / cultural teams
- Turnover of staff has led to a greater need of coaching and team-building
- The middle management is growing but they still need to be equipped with more management experiences and coaching from the senior staff
- Diversity in the needs and abilities of students is a challenge for some inexperienced colleagues to handle

Our opportunities:

- The through-train system has provided a coherent and joyful learning experience for our students
- Our staff are open to growth opportunities to support students' learning and are active in professional development to better equip themselves
- The support from the sponsoring body and the parents has provided the College with abundant resources to expose our students to more learning opportunities, like the North Star Program, cultural talks and activities
- Adventure-based Life Education (ABLE) committee has been established under Holistic Student Development to provide learning opportunities using Nature as the backdrop

Our threats:

- More students find school life stressful out of high expectations in the senior years
- Relatively high, but unstable, dropout rate of students leaving for overseas studies affects the overall planning and development of the school
- Emotional stability of our students as reflected in the APASO results has been a factor that requires more careful consideration

HKUGA College Development Plan 2021-2024 (3-school-year period)

To develop the following while consolidating 1 - 4 - 6 as our School Culture					
Targets	Strategies / Tasks	Success Criteria	Evaluation Methods	CICs	Resources
3 Year Major Goal: 1. To cultivate a growth oriented culture through striving for and achieving meaningful outcomes.					
1.1 To promote the identification and utilisation of skills and attributes necessary for applying different mindsets in various circumstances (Benefit; Beginner; Growth; Mastery)	1.1.2 To utilize three evaluation tools (survey, interview and internal discussion) for teachers to collect first-hand data for more accurate identification of the effectiveness in different mindsets that exist	Departments and committees have collected meaningful data and information in the three tools within at least 1 mindset.	Surveys Interviews Internal Evaluations	ADC SDC HDC	IT resources Consultancy on effective data collection
1.2 To promote the use of specific, actionable, constructive criticism (3:1 Positive: Growth Opportunity Ratio) during reflection and goal-setting	1.2.1 To prioritize the goal-setting practice with strategic feedback for both students and teachers, i.e. Teacher-parent days, Class Periods	Committees and Departments can identify the ways in which feedback is utilised throughout.	Examples of the usage and practices as well as PD.	ADC SDC HDC AAC	Departmental and Committee budgets.
1.3 To enhance the T&L (Teaching & Learning) effectiveness of a hybrid environment	1.3.1 To increase the use of video-coaching to promote professional development among the teaching community	Departments hold at least one successful video coaching session per term.	Departmental Evaluations	ADC	Video Coaching Applications
	1.3.2 To provide an online platform to facilitate students' learning and promote SDL (self-directed learning)	Each department devises and implements applicable SDL Platforms.	The examples and diversity of applications created and implemented for students.	ADC	Google Suite Coplanning Time
	1.3.3 To promote a common learning management system to synchronize the approaches to be used in different departments	A common learning platform accommodates all previous LMSs jobs.	Usage of the platform is adopted by the entire faculty.	AAC ADC	IT Budget
	1.3.4 To enhance suitable differentiation practices in lessons and activities (instruction, tasks, activities, worksheets and home learning)	Each Department can assess that 30% of their work has been differentiated in 2 levels.	Departmental Evaluations	ADC	Departmental Budget Coplanning Time
3 Year Major Goal: 2. To increase 'peak performance' opportunities by stretching diverse abilities through an optimal balance of challenges and skills.					

2.1 To reestablish and enhance behavioural and learning norms and expectations as we return to complete school resumption.	2.1.1 To highlight and develop effective daily habits that nurture the best individualised approaches to learning for all students. i.e. home study areas, organising home learning, self-directed learning, positive device usage and help seeking.	An improvement in pastoral records and self reporting from preCOVID.	Pastoral Records Surveys	ADC SDC AAC (PTA)	Home-School Collaboration
2.2 To provide platforms to sustain the exploration of interests and showcase talents	2.2.2 To sustain and further develop various school teams (subject and talent teams) and student-led activities	School teams have been sustained or increased in number.	List of Teams (subject and Talent) as well as Student-Led activities and clubs.	ADC HDC	LWL Grant
3 Year Major Goal:					
3. To purposely cope with changes and challenges through VASK (Values, Attitudes, Knowledge and Skills) which are interconnected in our practices					
3.1 To cultivate positive attitudes so as to establish good mental and physical wellbeing	3.1.1 To provide opportunities to build resilience and stress optimization	Maintenance and introduction of a number of Activities, Assemblies, Talks and Workshops.	Clear list of activities planned or conducted. Student/Parent/ Teacher Surveys	SDC HDC	LWL Grant External Providers
3.2 To develop skills to enhance the frequency of Positive Emotions	3.2.1 To design more purposeful pastoral and Class Teacher programs to cultivate positive emotions	The Informal Curriculum/CT Expectations have been amended to boost this element.	Committee Evaluations. Student/Parent/ Teacher Surveys	SDC	Coplanning Times/Year Level Meetings
3.3 To strengthen relationships and help one another to find meaning in their learning	3.3.1 To promote a caring and supportive culture (i.e. more time for coaching) and building up the sense of responsibility for our place in the Community	Stakeholder sense of support has increased significantly from the previous year.	EDB SHS APASO Survey	ALL	Increased time allocated for coaching meetings