



School Mission

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.

School Information

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| Supervisor / Chairman of School Management Committee | Mr. Fung Ho Keung | | |
| Principal (with Qualifications / Experiences) | Ms Chen Hing Corina (BA, MEd, PGDE) | | |
| School Type | DSS | Student Gender | Co-ed |
| School Motto | Strive for virtue; Quest for truth | | |
| Name of Sponsoring Body | Hong Kong University Graduates Association Education Foundation | | |
| Area Occupied by the School | About 8300 Sq. M | Religion | Not Applicable |
| Parent-Teacher Association | Yes | Past Students' Association / School Alumni Association | Yes |
| Incorporated Management Committee | Established | Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets | |
| 4Rs Mental Health Charter | - | Whole School Health Programme | Pledged School |

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

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| Number of Teaching Posts in the Approved Establishment | - |
| Total Number of Teachers in the School | 106 |
| Qualifications and Professional Training (% of Teaching Staff) | |
| Had Received Teacher Training | 91% |
| Bachelor Degree | 100% |
| Master / Doctorate Degree or above | 42% |
| Special Education Training | 56% |
| Years of Experience (% of Teaching Staff) | |
| 0 - 4 Years | 5 - 9 Years |
| 34% | 24% |
| >= 10 Years | 42% |

Subjects Offered in the 2025/2026 School Year

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|-----------|--|--|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History |
| | English as the Medium of Instruction | English Language, Geography, History, Information and Communication Technology, Integrated Science (S.3: Biology, Chemistry, Physics), Citizenship, Economics and Society, Mathematics, Physical Education, Technology and Living, Drama, Music, Visual Arts |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | CASTLE (Creative Arts, Sports, Technology and Life Education) (S.1-S.2), Modular Studies (S.3) |
| S.4 - S.6 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Citizenship and Social Development |
| | English as the Medium of Instruction | Biology, BAFS (Accounting), BAFS (Business Management), Chemistry, Economics, English Language, Geography, History, Information and Communication Technology, Physical Education, Mathematics, Physics, Visual Arts |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | Optimization Programme (S.4), The International Advanced Level (IAL) (S.5-S.6) |

Subjects to be Offered in the 2026/2027 School Year

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| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History |
| | English as the Medium of Instruction | English Language, Geography, History, Information and Communication Technology, Integrated Science (S.3: Biology, Chemistry, Physics), Citizenship, Economics and Society, Mathematics, Physical Education, Technology and Living, Drama, Music, Visual Arts |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | CASTLE (Creative Arts, Sports, Technology and Life Education), Modular Studies (S.3) |
| S.4 - S.6 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Citizenship and Social Development |
| | English as the Medium of Instruction | Biology, BAFS (Accounting), BAFS (Business Management), Chemistry, Economics, English Language, Geography, History, Information and Communication Technology, Mathematics, Physics, Physical Education, Visual Arts |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | Optimization Programme (S.4), The International Advanced Level (IAL) (S.5-S.6) |

Class Structure & Chargeable Fees (2025/2026)

| | S1 | S2 | S3 | S4 | S5 | S6 |
|---|----------|----------|----------|----------|----------|----------|
| No. of Classes | 5 | 5 | 5 | 5 | 5 | 5 |
| School Fee | \$46,500 | \$46,500 | \$46,500 | \$49,200 | \$49,200 | \$49,200 |
| Tong Fai | - | - | - | - | - | - |
| Parent-Teacher Association Fee | \$100 | | | | | |
| Student Union / Association Fee | \$20 | | | | | |
| Approved Charges for Non-standard Items | - | | | | | |
| Other Charges / Fees | - | | | | | |

Remarks

The number of classes listed above represents the total number approved by the EDB. Our school allocates additional resources to create smaller homerooms. Each homeroom is guided by a team of two to three class teachers.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission

Our school will not participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

1. Academic results (40%)
2. Non-academic achievements (15%)
3. Interview Performance (40%)
4. Others (e.g. siblings studying at HKUGAC or HKUGAPS) (5%)

Orientation Activities and Healthy Life

- An orientation programme for S.1 students is held in late August before school starts.
- The first week of school is set to be an Orientation Week, during which all afternoon classes are dedicated to various counseling and adaptation activities to help students adjust to the new environment and new curriculum.
- Peer counsellors (elder schoolmates) are arranged to support all S.1 students in the whole year.
- We value physical development and a balanced diet. We promote well-being based on Positive Education.

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| School Characteristics |
| School Management |
| <p>School's Major Concerns:</p> <ol style="list-style-type: none"> 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. |
| <p>School Management Organisation: Hong Kong University Graduates Association Education Foundation</p> |
| <p>Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of HKUGA College</p> |
| <p>School Green Policy: Our school strives to save energy and reduce our carbon footprint by adopting a "reduce, reuse, recycle" philosophy in our daily operation, such as food waste management, energy saving scheme and solar energy generation system. On top of these, with the introduction of our ABLE RICE programme and the organic farming on campus, students and other stakeholders of the school are able to learn to live sustainably and contribute as member of the global village.</p> |
| Learning and Teaching Plan |
| <p>Whole-school Language Policy: The medium of instruction of the College is English. S.1 - S.3 Chinese lessons are Putonghua-based, while Chinese History, senior form Chinese and Citizenship and Social Development lessons are conducted in Cantonese.</p> |
| <p>Learning and Teaching Strategies: In the pursuit of promoting the learning-to-learn ethos, our curriculum delivers more than just textbook knowledge for the students at HKUGA College. We foster a global cultural awareness through inquiry-based and problem-based learning strategies. Cooperative learning is another key feature of the curriculum, alongside the student-centered approach to teaching and learning.</p> <p>In recent years the school has been promoting "Individualized Learning". We tailor-make a variety of learning programs, alongside our mainstream curriculum, for students to choose and experience. These programs are catering different personalities, interests, learning styles and levels among students. For instance, we have CASTLE Program (Creative Arts, Sports, Technology, and Life Education) for the S.1 and S.2 students; Modular Studies for S3 students to taste the elective subjects in Senior Form, and the niche programs for the S.4 students under the NSS optimization framework. These students would be exposed to different kinds of education which are beyond the ordinary curriculum offered in Hong Kong.</p> |
| <p>School-based Curriculum:</p> <ol style="list-style-type: none"> 1. Electives: 3X. 2. Curriculum highlights: The junior form curriculum is in line with the abovementioned objectives. Whilst the senior form curriculum is implemented within the HKDSE framework, it still underpins the very philosophy of the College on developing independent learners. The International Advanced Level (IAL) curriculum is also implemented as an alternative pathway for students. |
| <p>Major Renewed Emphases in the School Curriculum: Value Education (12 Priority Values) in Holistic Student Development Curriculum, Positive Education, Problem-Solving Skills, Philosophical Inquiry, Multi-perspective Thinking, Entrepreneurship, Data and AI Literacy in nurturing future-ready individuals.</p> |
| <p>Life Planning Education: The Career and Life Planning Committee is established to guide students through their career planning and to facilitate their applications to universities and higher education institutions. We provide life planning activities and individual consultations to support students throughout their entire journey here. Related activities and guidance services cover all year levels, with signature life planning events designed for key year levels to enhance their development.</p> |
| Student Support |
| <p>Whole School Approach to Catering for Learner Diversity: A variety of teaching strategies - ranging from the curriculum design, classroom setting, teaching and learning activities to cooperative learning - strive to cater for learners' differences.</p> |
| <p>Whole School Approach to Integrated Education: With the belief that all students should have equal learning opportunity and one important key to successful integrated education is whole school approach. The school has established the Student Support Team [Inclusive and Gifted Education (IGE) Committee] since 2012, consists of special educational needs coordinator, teachers of various knowledge and experience, social worker, counsellors, speech therapist, educational and clinical psychologists. The team focuses on early identification, quality teaching in the regular classroom, support in all aspects of schooling, to individualise intervention. With the advantage of our through-train system and close communication between the primary section, students and parents, better support and preparation can be arranged during summer and before secondary school begins. We holistically and flexibly deploy our resources (e.g. the Learning Support Grant) to cater for students' diverse learning needs through the 3-tier Intervention Model and promote an inclusive school culture. Within the time in HKUGA College, information and strategies are shared with confidentiality to related teachers and administrative departments for better support in daily learning. Specific developmental (e.g. social skills, read and write techniques, and executive function...) and career life planning related programs are arranged with invitation to target groups of students based on their needs. On the academic side, special examination arrangements and relevant training are also available during assessment and examination period.</p> |
| <p>Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. such as providing adjustment in assessments.</p> |
| <p>Measures to Provide Adaptation for Learning and Assessment: Our assessment design which consists of both continuous assessment through criteria referencing and exams aims to address individual differences.</p> |
| <p>Fee Remission: Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.</p> |

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| Home-School Co-operation and School Ethos |
| Home-School Co-operation: Where parents and the School work closely together, children's achievement levels rise. With this belief, we meet the PTA and parents of all forms regularly. "Principal Meeting with Parents" is held twice a year on a Saturday to allow the voices of the parents to be heard. |
| School Ethos: Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence. |
| Future Development |
| School Development Plan: We strive to promote a caring, supportive and harmonious school culture. We strive to raise students' awareness of our community. |
| Teacher Professional Training and Development: The College is committed to cultivating a forward-thinking learning community for educators. To better equip our students for future challenges, our faculty actively engage in continuous professional development programs, workshops, and initiatives to advance their expertise in future-oriented competencies, including artificial intelligence, data literacy, philosophical inquiry, and entrepreneurship. This dedication ensures that classroom instruction is both profoundly insightful and highly engaging. |
| Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) |
| Life-wide learning is of paramount importance for our students as it provides a holistic education that goes beyond the confines of the traditional classroom. While academic subjects play a vital role in student development, life-wide learning offers a broader range of experiences and skills that are essential for their overall growth and success. Apart from in-class learning activities, students will go on learning trips to local areas, the Mainland and around the world to nurture their adventurous mind, cultivate a sense of national belonging and to have a better understanding of the world. In particular, the S5 field trip to the Mainland to strengthen understanding of the current development of the country. For S5 students, they would also embark on a journey of self-discovery, pursuing academic and career aspirations through the "North Star Programme". They will meet mentors whose backgrounds span a vast range of expertise in our society. Engaging in diverse activities such as sports, arts, community service, leadership training and adventure-based exploration allows our students to develop their interests and talents, and gain a deeper understanding of the world. Life-wide learning fosters creativity, critical thinking, problem-solving, and adaptability, which are crucial skills for navigating the complexities of this ever-changing world. Moreover, it nurtures personal growth, promotes self-confidence, and instills a sense of responsibility and empathy towards others. Life-wide learning prepares our students to become well-rounded individuals equipped to lead a flourishing life. The college offers over 100 Extended Learning Activities for students to sustain and develop interests in fields other than the mainstream curriculum. Through our diversified ELAs, students are given extra learning opportunities and challenges to strengthen their interpersonal skills, boost their self-esteem and curiosity and mostly importantly, enhance individual and collective wellbe |
| School Facilities |
| Number of Classroom(s): 30 |
| School Facilities: Campus - The Campus comprises a multipurpose main building and a 900sq.m. amphitheater. A Mac Lab, a STEM Lab, a multimedia music room and a gym are built to cater for different learning needs. There is also a nature trail around the campus for members of the community to relax. |
| Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet, tactile guide path and visual fire alarm system. |
| Others - |
| Direct Public Transportation to School |
| Bus: 37A, 38, 42, 41A, 70, 72, 72A, 75, 76, 77, 90, 96, 97, 99, 107, 170, 171, 590, 592, 671, 973 Mini Bus: 4A, 4B, 4C, 35M, 40, 40X, 52, 69, 69X MTR: Ocean Park Station (Exit C) |