

**HKUGA Primary  
School  
School Annual Plan  
2025/26**

# HKUGA Primary School

## Annual School Plan 2025-2026

### 1. School Background

HKUGA Primary School is a direct subsidized primary school founded by the Hong Kong University Graduates Association Education Foundation (HKUGAEF) since 2002. The HKUGAEF is a registered non-profit organization. It is funded by members of Hong Kong University Graduates Association, graduates of University of Hong Kong and other members of society, and is run by an appointed management committee. The Foundation's objective is to promote the development of education in Hong Kong, and its first project is the establishment of HKUGA Primary School.

As a DSS school, new models of school management, curriculum framework, student development and staff development have been set up. The School is now in its twenty two years, it has 24 classes from P1 to P6. There are a total of 705 students and 60 teaching staff. HKUGA College has also been set up in 2006 in Hong Kong South, to provide a 'through-train' education for the graduates of the Primary School.

### 2. School Vision

We believe that Education is the most important force in shaping the future development of Hong Kong in the era of Knowledge Economy. Foundation Education is the basis from where the child will continue to flourish and develop, so the vision of the Hong Kong University Graduates Association Education Foundation is to set up a new model of quality school in Hong Kong. The essence of the School is quality-focused and life-enhancing, and it is our goal that the School will become one of the leading primary schools in Hong Kong and China.

In educating the child, we believe in the power of concerted efforts made by school, family, and society. We have a dream that students love going to school and have sweet memories of schooldays, teachers will enhance their professionalism and parents will enjoy their parenting. School should be a place of growth and joy for all stakeholders.

### 3. School Mission

Our School mission is to:

- nurture lively, inquiring, discerning and creative students.
- develop visionary, caring, innovative, professional teachers.
- contribute to the Education Reforms in Hong Kong.

We firmly believe that the success of our School lies in achieving these guiding principles as the **"Four Cornerstones of the School"**:

- Integration of Passion and Professionalism.
- Integration of the Eastern and Western Cultures.
- Integration of the School and Family.
- Integration of the School and Community.

## 4. Core Values

In pursuit of our goals, we hold certain core values towards our stakeholders:

- We value each student as an individual;
- We value our teachers as professionals;
- We value parents as our partners;
- We value our school as a learning organization;
- We value the community as our support;
- We care for the environment;
- We value innovation and knowledge;
- We respect laws and standards.

## 5. Our Commitments

### To Our Students

We nurture lively, inquiring, discerning, and creative students.

- They are happy and positive with self-respect and self-confidence, accepting challenges in growth and development;
- They are passionate about life and know how to take care of themselves, their family, their community, their nation and the world;
- They have team spirit, are accepting, co-operative and have leadership;
- They are healthy, have good habits and enjoy sports activities;
- They have a solid language foundation in English, Putonghua and Cantonese, and develop a good reading habit;
- They love learning and exploring, display intellectual curiosity and have broad general knowledge;
- They know how to learn and are able to think and solve problems independently;
- They are creative and show interest in arts, music, literature, sciences or sports.

### To Our Teachers

We develop visionary, caring, professional and innovative teachers.

- They care for children and love their work;
- They are sincere, communicate effectively and enjoy working together;
- They are well qualified, coming from different cultures and backgrounds and share the vision of the School;
- The School fosters an atmosphere of respect, trust and mutual understanding, through open, two-way communications, positive encouragement and involvement of staff in formulating the School policies;
- The School provides opportunities for learning as well as professional and career development;
- There are recognition and rewards for excellence in individual and team performance.

## 6. Major Concerns

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <p><b>To deepen the Application of Positive Education for Individual responsibility and Collective Well-being through a two-tiered framework.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|    | <p><b>Tier 1: To ensure the sustainability of current best practices in Positive Education and student development by sharing knowledge amongst students, teachers and parents.</b></p> <p>1.1 To continue with current practices with minor changes to the PSE curriculum to address the incorporation of character strengths and values, with a special focus on “responsibility” and “resilience”.</p> <p>1.2 To provide structured mentorship programme for new teachers in addition to basic training.</p> <p>1.3 To provide basic training to parents on Positive Education and well-being practices</p> <p><b>Tier 2: To enhance and empower students, teachers, and parents with targeted skills and knowledge that strengthen best practices in Positive Education and support student development.</b></p> <p>1.4 To identify student leaders and equip them with peer counselling skills.</p> <p>1.5 To provide experienced teachers with more structured opportunities for mentors to share experiences in class building, such as in Zentangle, art therapy and picture books.</p> <p>1.6 To provide parents with opportunities to become well-being ambassadors and volunteers to organize regular community services.</p> |
| 2. | <p><b>To develop students’ future-oriented skills and competences to enhance one’s capacity to strive for personal excellence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|    | <p><b>To equip students and teachers with attitude, knowledge and skills to adapt the impact of new knowledge for the future</b></p> <p>2.1 Reinforce the importance of attitude about information literacy to the stakeholders</p> <p>2.2 Expand the integration of information literacy within the curriculum to enhance students’ knowledge, attitude and skills towards reading and technology</p> <p>2.3 Establish the goals and strategies for implementation of technologies and data literacy</p> <p><b>To stretch students’ potential by structure the student portfolio to support the development of students and their contribution to community.</b></p> <p>2.4 Finalize the structure of the student portfolio for gathering data to support student development</p> <p>2.5 Develop student portfolio system to collect academic and non-academic data, aiding in strategic planning of individual students.</p>                                                                                                                                                                                                                                                                                                           |



## Major Concern 關注事項 1 :

- To deepen the application of Positive Education for Individual responsibility and Collective Well-being through a two-tiered framework.

### Reflection from last year:

From the results from students', teachers' and parents' surveys, the plan received extremely positive feedback with the integrated planning of whole-school and year-level activities such as the Packing Love, Sending Warmth activity, the Wellbeing Day and the survey results. However, there are also areas in which more focused work can be done to further enhance students' wellbeing in terms of understanding of emotions and strategies to further support on the understanding thereof in the next 3-year plan.

| Major Concerns<br>關注事項<br>(Refer to item no. in Sch. Annual Plan)                                                                                                                                                                                       | Implementation Strategy<br>推行策略                                                                                                                                                                                                                                                                     | Success Criterion<br>成功準則                                                                                                                | Method of Evaluation<br>評估方法                                                                                          | Time Scale<br>時間表                                            | Responsible person<br>負責人                                                              | Resource Required<br>所需資源                                                            | Seven Learning Goals<br>七個學習宗旨                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| (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.) |                                                                                                                                                                                                                                                                                                     |                                                                                                                                          |                                                                                                                       |                                                              |                                                                                        |                                                                                      |                                                                                                                                                   |
| 6.1.1                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To revise and review current practices in Morning Sharing, Assemblies, PSE lessons and daily teaching &amp; learning to ensure the sustainability of best practices.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Students understand the definition of targeted values/character strengths.</li> </ul>             | <ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teachers' Survey</li> <li>Parents' Survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>LifeEd</li> <li>KLAs</li> </ul>                 | ---                                                                                  | <ul style="list-style-type: none"> <li>Proper Values and Attitudes</li> <li>Character Strengths</li> <li><b>Whole Year: Discipline</b></li> </ul> |
| 6.1.2                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To provide basic training such as "Discovering Positive Education" for new teachers.</li> <li>To provide new teachers with a Mentorship Programme which includes Class Building and Discovering Positive Education and conduct monthly check-ins.</li> </ul> | <ul style="list-style-type: none"> <li>Students experience classroom activities which include positive education elements.</li> </ul>    | <ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teachers' Survey</li> </ul>                          | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>LifeEd</li> <li>D&amp;G</li> <li>YLC</li> </ul> | <ul style="list-style-type: none"> <li>Budget for workshop &amp; training</li> </ul> | <b>Focus</b> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resilience</li> </ul>                                                 |
| 6.1.3                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To provide new parents with workshops such as Discovering Positive Education, Train the Trainer series and Mindfulness workshops.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Students recall home experiences activities which include positive education elements.</li> </ul> | <ul style="list-style-type: none"> <li>Focus group for parents</li> </ul>                                             | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>Tiff</li> <li>PAWS (b) teachers</li> </ul>      |                                                                                      |                                                                                                                                                   |

| Major Concerns<br>關注事項<br>(Refer to item no. in Sch. Annual Plan)                                                                                                                                                                                       | Implementation Strategy<br>推行策略                                                                                                                                                             | Success Criterion<br>成功準則                                                                                                                                               | Method of Evaluation<br>評估方法                                                                 | Time Scale<br>時間表                                            | Responsible person<br>負責人                                                    | Resource Required<br>所需資源                                                                   | Seven Learning Goals<br>七個學習宗旨                                                                                                                                                                                   |
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| (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.) |                                                                                                                                                                                             |                                                                                                                                                                         |                                                                                              |                                                              |                                                                              |                                                                                             |                                                                                                                                                                                                                  |
| 6.1.4                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To train student leaders in active listening and conflict resolution.</li> <li>To establish a "Well-being Buddy" system for peer support.</li> </ul> | <ul style="list-style-type: none"> <li>Student leaders will attend peer counselling workshops and try to conduct peer support sessions with teacher support.</li> </ul> | <ul style="list-style-type: none"> <li>Students' Survey</li> </ul>                           | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>MCE</li> </ul>                        | ---                                                                                         | <ul style="list-style-type: none"> <li>Proper Values and Attitudes <ul style="list-style-type: none"> <li>Caring</li> <li>Empathy</li> <li>Respect for others</li> </ul> </li> <li>Healthy Lifestyles</li> </ul> |
| 6.1.5                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To organise termly workshops on therapeutic tools (e.g., picture books for emotional literacy).</li> </ul>                                           | <ul style="list-style-type: none"> <li>Students experience classroom activities with tools class teachers have acquired to encourage well-being.</li> </ul>             | <ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teacher's Survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>Head of LEC</li> <li>SENCO</li> </ul> | <ul style="list-style-type: none"> <li>Budget for game booths and other expenses</li> </ul> |                                                                                                                                                                                                                  |
| 6.1.6                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To recruit parent volunteers to lead community service projects (e.g., neighborhood clean-ups).</li> </ul>                                           | <ul style="list-style-type: none"> <li>Students participate in activities supported by parents.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Students' Survey</li> <li>Teachers' Survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>Christina</li> </ul>                  | <ul style="list-style-type: none"> <li>Budget for programme</li> </ul>                      |                                                                                                                                                                                                                  |

## Major Concern 關注事項 2 :

### ● To develop students' future-oriented skills and competences to enhance one's capacity to strive for personal excellence

In 2024-25, L&T continued to structure more opportunities for students to serve the communities with their works by sharing their excellent project works to junior forms, assess and design products to serve the needs of different stakeholders in society and analyzing the data generated at the school in daily learning. Besides, equipping the information literacy and data literacy for our students were our key concerns too. Additionally, strengthening students' information literacy (IL) and data literacy remained key priorities. Beyond delivering all elements of the Education Bureau's IL Framework, we adopted a whole-school approach to three core IL components, providing students with more opportunities to practice these skills. The habit of SRL was successfully developed with a good progress as students were more capable to evaluate themselves with data in senior forms.

In 2025-26, as students prepare for a society shaped by new technologies and AI, continuous literacy development remains essential. To further unlock their potential, we aim to centralize the collection of student portfolio data. The first-stage objective will be integrating academic performance and non-academic achievements into a unified system.

| Major Concerns<br>關注事項<br>(Refer to item no. in Sch. Annual Plan)                                                                                                                                                                                       | Implementation Strategy<br>推行策略                                                                                                                                                                                                                | Success Criterion<br>成功準則                                                                                                                                                                                                                                                                                                                                       | Method of Evaluation<br>評估方法                                                                                               | Time Scale<br>時間表                                            | Responsible person<br>負責人                                                  | Resource Required<br>所需資源 | Seven Learning Goals<br>七個學習宗旨                                                                                                                      |
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| (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.) |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                            |                                                              |                                                                            |                           |                                                                                                                                                     |
| 6.2.1                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To implement the core selected skills from the information literacy (IL) framework in category 1-3.</li> <li>To establish the framework on using AI and electronic recourses for all levels.</li> </ul> | <ul style="list-style-type: none"> <li>Through the implementation of E-ethics chartered               <ul style="list-style-type: none"> <li>70% of P.3-P.6 students are able to follow the ethics on AI and electronic resources</li> <li>Parents and teachers are able to facilitate students' learning with supported moral judgement</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Evaluated by CDC</li> <li>Students' Survey</li> <li>Parents' focus group</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>PHs</li> <li>Head of RPC</li> </ul> | ---                       | <ul style="list-style-type: none"> <li>Reading and information Literacy</li> <li>Knowledge of Key Learning Areas</li> <li>Generic Skills</li> </ul> |

| Major Concerns<br>關注事項<br>(Refer to item no. in Sch. Annual Plan) | Implementation Strategy<br>推行策略                                                                                                                                              | Success Criterion<br>成功準則                                                                                                                                                                                                                                                                                                                         | Method of Evaluation<br>評估方法                                                                                                   | Time Scale<br>時間表                                                                                                  | Responsible person<br>負責人                                                                                     | Resource Required<br>所需資源 | Seven Learning Goals<br>七個學習宗旨                                                                                                                                             |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.2.2                                                             | <ul style="list-style-type: none"> <li>To integrate using of IL through life wide learning activities.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>70% of students apply the IL skills through Tran-disciplinary project</li> <li>70% of P.3 and P.5 students agree that they are able to apply IL in the life wide learning activities</li> <li>70% of P.3 and P.5 teachers agree that students can apply IL in the life wide learning activities</li> </ul> | <ul style="list-style-type: none"> <li>Evaluated by CDC</li> <li>Evaluated students' work</li> <li>Students' Survey</li> </ul> | <ul style="list-style-type: none"> <li>Preparation</li> <li>In term 2</li> <li>Implementation at term 3</li> </ul> | <ul style="list-style-type: none"> <li>Head of LWLC</li> <li>Head of SDC</li> </ul>                           |                           | <ul style="list-style-type: none"> <li>Generic skills</li> <li>Proper values and attitudes</li> <li>Reading and information Literacy</li> <li>National identity</li> </ul> |
| 6.2.3                                                             | <ul style="list-style-type: none"> <li>To expose the assessment data to P.3-P.6 students for evaluation.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>70% of P.3-P.6 students are able to identify strengths and areas of improvement with reference to the learning objective and carry out corresponding follow-up.</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Evaluated by CDC</li> <li>Evaluation of students' works and data</li> </ul>             | <ul style="list-style-type: none"> <li>Whole year</li> </ul>                                                       | <ul style="list-style-type: none"> <li>PHs</li> </ul>                                                         |                           | <ul style="list-style-type: none"> <li>Reading and information Literacy</li> <li>Generic Skills</li> </ul>                                                                 |
| 6.2.4<br>6.2.5                                                    | <ul style="list-style-type: none"> <li>To establish a new platform for recording student portfolio in both academic and non-academic achievements for future use.</li> </ul> | <ul style="list-style-type: none"> <li>The imported data is able to facilitate selection of students</li> <li>Talented students are catered by the enriched ELA curriculum with the evaluation of the collected data.</li> <li>Students can be evaluated in a wider way by expanding the method of collecting the data</li> </ul>                 | <ul style="list-style-type: none"> <li>Evaluated by CDC</li> <li>Students' Survey</li> </ul>                                   | <ul style="list-style-type: none"> <li>Finish setup in term1</li> <li>Store data starting from term2</li> </ul>    | <ul style="list-style-type: none"> <li>VPs</li> <li>Head of LWLC</li> <li>Head of SDC</li> <li>PHs</li> </ul> |                           |                                                                                                                                                                            |

## 7. National Security Education Plan 國家安全教育計劃

| 範疇           | 措施                                                                                                                                                                    | 評估方法                        | 推行時間 | 負責人               | 所需資源                |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------|-------------------|---------------------|
| 1.1<br>學校行政  | 1.1.1 適時檢視及更新學校校舍租借條款及細則，加上有關聲明。確保不會涉及危害國家安全的行為和活動                                                                                                                    | ● 於學校行政會議匯報及檢視              | 第一學期 | 學校行政主任            | ● ---               |
|              | 1.1.2 適時檢視及更新「教師值日指引」。提醒值日教師及學校職員在當值巡視當發現活動異常時（包括在建築物、課室、壁報板等展示涉及危害國家安全的字句或物件），值日教師及學校職員必須要求該活動負責人停止活動，並立即向校長或副校長匯報。                                                  | ● 於學校行政會議匯報及檢視<br>● 續約時檢視一次 | 每一學期 | 學校行政主任            | ● 教師值日指引<br>● 教師值日表 |
| 1.2<br>人事管理  | 1.2.1 適時檢視及更新透過以購買服務形式聘用的非教學人員之導師合約（包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等），加上相關聲明確保其工作表現和操守符合要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。                                         | ● 於學校行政會議匯報及檢視<br>● 續約時檢視一次 | 全學年  | 校長<br>學校行政主任      | ● ---               |
|              | 1.2.2 向所有教職員清楚說明校方對工作表現和操守的要求和期望。教職員必須奉公守法，亦有責任合力締造平和有序的校園環境和氣氛。                                                                                                      | ● 每學年首次全體教職員會議              | 第一學期 | 校長                | ● ---               |
| 1.3<br>教職員培訓 | 1.3.1 配合《落實教師專業發展專責小組的建議》，每學年為全體教師安排一次有關有關「教師專業角色、價值觀及操守」及/或「本地、國家及國際教育議題」範疇的專業發展活動。                                                                                  | ● 於學校行政會議匯報及檢視              | 全學年  | 副校長(行政)           | ● ---               |
|              | 1.3.2 要求教師每年參與由教育局舉辦有關「教師專業角色、價值觀及操守」及「本地、國家及國際教育議題」兩大範疇的專業發展課程/活動，全年不少於 10 小時，當中每範疇須最少佔 2 小時。                                                                        | ● 於學校行政會議匯報及檢視              | 全學年  | 副校長(行政)<br>學校行政主任 | ● 教師專業發展記錄          |
|              | 1.3.3 要求新入職教師必須完成在教育局通告第 6/2020 號《落實教師專業發展專責小組的建議》中的各項培訓安排。                                                                                                           | ● 於學校行政會議匯報及檢視              | 全學年  | 副校長(行政)<br>學校行政主任 | ● 教師專業發展記錄          |
| 2.1<br>KLA學科 | 2.1.1 中文科落實推動中華文化及歷史，以加深學生對中華文化的認識，並明白愛護承傳中華文化是國民應有的責任。例如： <ul style="list-style-type: none"> <li>中文科語文課、兒童文學課及單元課分階段加入 EDB 建議篇章(古詩文)。中文科壁報板會加入兩至三次與傳統節日、習</li> </ul> | ● 於中文科會議及課程發展委員會會議每學期檢視一次   | 全學年  | 中文科科主任            | ● ---               |

| 範疇                    | 措施                                                                                                                                                                                                                                                                         | 評估方法                                                                       | 推行時間 | 負責人              | 所需資源  |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------|------------------|-------|
|                       | <p>俗、禮儀的內容。</p> <ul style="list-style-type: none"> <li>維持與內地姐妹校聯繫，以「京港筆友交流計劃」方式以書信維持兩校學生交流。</li> <li>為 RPC 提供兩段文化主題好書推薦影片</li> <li>舉辦校內語文及中華文化活動，如：正字特警、成語猜猜猜、讀角秀、古詩文擂台賽等</li> </ul>                                                                                       |                                                                            |      |                  |       |
|                       | 2.1.2 設計全年學習主題表，安排各學科在全學年的不同時間會運用學科壁報及校內多媒體展示設備，推廣中華文化、歷史及科技成就等；在各年級透過不同科目，舉行和國家安全教育有關的全級性活動。                                                                                                                                                                              | <ul style="list-style-type: none"> <li>於課程發展委員會會議每學期檢視一次</li> </ul>        | 全學年  | 副校長(學與教)         | ● --  |
| 2.2<br>全方位學習          | 2.2.1 統籌各年級學生於指定活動於校內進行網上問答比賽<br>P.1-P.3：參與校內合適的教育活動<br>P4：「國慶日」網上問答比賽<br>P5：「全國家安全教育日」網上問答比賽<br>P6：「國家憲法日」網上問答比賽                                                                                                                                                          | <ul style="list-style-type: none"> <li>檢視學生參與人數及反應</li> </ul>              | 全學年  | 全方位學習主任          | ● --- |
| 3.1<br>德育及<br>公民教育    | 3.1.1 幫助學生以理性和正面的態度認識國家安全及有關法例，讓學生自覺地遵守《香港國安法》及其他香港現有效例。 <ul style="list-style-type: none"> <li>檢視全校獎勵計劃推行強調禮貌、自制和團隊合作的情況</li> <li>繼續落實於級集會上強調自律和守規的價值觀</li> <li>繼續在早會時分享節期宣揚中國傳統文化和價值及進行國慶日分享提升學生 國民身份認同感</li> </ul>                                                      | <ul style="list-style-type: none"> <li>於每學期的訓輔組會議及年終全體老師會議內進行檢討</li> </ul> | 全學年  | 訓導主任、<br>生命教育主任  | ● --- |
| 3.2<br>班級經營、<br>訓輔及支援 | 3.2.1 籌劃社交及情意發展活動，培養學生發展與人的正面社 群關係、尊重別人及同理心。 <ul style="list-style-type: none"> <li>繼續在班主任課中揀選某些活動(每學期揀選 2-3 個)完成後進行解說，在解說中強調遵守規則、懂得聆聽別人分享內容等。並在學期末檢討進行情況。</li> <li>鼓勵同學以一人一職方式參與班內的服務，貢獻個人能力，培養責任感和承擔精神。</li> <li>繼續在個人成長課以建立學生 正向關係為目的，在過程中學習 處理衝突、尊重他人和關愛別人。</li> </ul> | <ul style="list-style-type: none"> <li>於每學期的級會議匯報及檢討進行情況</li> </ul>        | 全學年  | 年級統籌主任<br>生命教育主任 | ● --- |

| 範疇                               | 措施                                                       | 評估方法                                                            | 推行時間 | 負責人     | 所需資源                                                  |
|----------------------------------|----------------------------------------------------------|-----------------------------------------------------------------|------|---------|-------------------------------------------------------|
| 4.<br>家長教育<br>家校合作<br>其他外間<br>聯繫 | 聯絡籌辦「幫助家長協助子女以理性和正面的態度了解《香港國安法》的立法精神」的家長講座 或中國文化相關參觀或活動。 | <ul style="list-style-type: none"> <li>講座參與資訊及收集家長意見</li> </ul> | 全學年  | 副校長(行政) | <ul style="list-style-type: none"> <li>---</li> </ul> |

## 8. Plan of Using Capacity Enhancement Grant in School Year 2025-2026

Name of school: HKUGA Primary School

Means by which teachers have been consulted: at Curriculum Development Committee meeting and staff meeting

No. of operating classes: 24

| Task Area                                                                              | Area(s) of Concern                                                                                                                                                                                                                                                                                                    | Strategies/Tasks                                                                                                                                                                                                                                                                                 | Benefits Anticipated                                                                                                                                                                                                                                                                                                                                                                                                 | Time Scale                | Resources Required                                                                                                                     | Success Criteria                                                                                                                                                                                                                                                                                                                                        | Method(s) of Evaluation                                                                                                                                                                                                                                                     | People in charge                                                                                                      |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Curriculum development and coping with diverse and special learning needs of students. | To relieve teachers' workload in:<br><ul style="list-style-type: none"> <li>● preparing learning and teaching materials</li> <li>● promoting life-wide learning activities</li> <li>● coping with diverse and special learning needs of students with varied abilities, including the gifted and the SENs.</li> </ul> | To employ 4 Teaching Assistants to support teachers in:<br>a. the preparation of school-based curriculum materials<br>b. organizing life-wide learning activities<br>c. performing subject-based administrative work<br>d. providing extra support and assessment accommodation for SEN students | <ul style="list-style-type: none"> <li>● Teachers to be relieved of some of their workload in developing learning and teaching materials, supervision of learning activities as well as non-teaching teaching duties.</li> <li>● Students with diverse learning abilities are taken care of.</li> <li>● Teachers can focus more on developing the school-based curriculum and differentiation strategies.</li> </ul> | From Sep 2025 to Aug 2026 | \$852,960 for 4 Teaching Assistants (including 5% MPF and medical insurance)<br><br>Total income: \$850,000<br><br>Balance : (\$2,960) | <ul style="list-style-type: none"> <li>● Quality and quantity of teaching materials prepared.</li> <li>● Better arrangement in organization of learning activities, e.g. in life-wide learning activities</li> <li>● Students' learning needs are better catered to.</li> <li>● SEN students show improvement in their academic performance.</li> </ul> | <ul style="list-style-type: none"> <li>● Development of learning and teaching materials</li> <li>● Students' feedback on the learning activities planned</li> <li>● Feedback from teachers</li> <li>● Records of IEP</li> <li>● Performance appraisal on the TAs</li> </ul> | <ul style="list-style-type: none"> <li>● Vice-principals</li> <li>● Subject panel heads; SEN sub-committee</li> </ul> |