HKUGA
PRIMARY SCHOOL
港大同學會小學

SHAPING STARS
SHINING FAR







2026-27 SCHOOL ANNUAL PLAN

KEY THEMES

- *Deepen Positive Education*
- *Promote Student Agency*
- *Integrate AI in Education*

HKUGA Primary School
School Annual Plan
2026-27

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 733 students and 62 teaching staff. HKUGA College was established in 2006 in Hong Kong South, to provide a through-train education for 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

<u>To Our Students</u>

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.

<u>To Our Teachers</u>

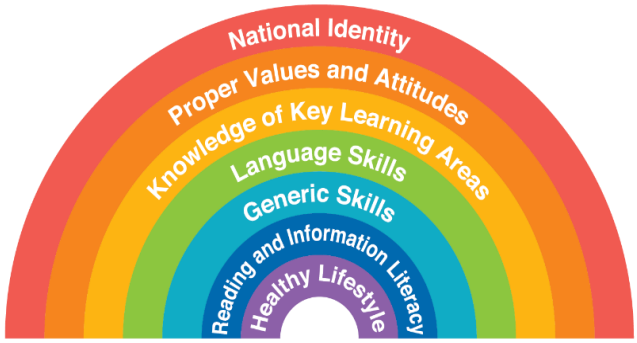
We develop visionary, caring, professional and innovative teachers.

- 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.	**To deepen the Application of Positive Education for Individual responsibility and Collective Well-being through a two-tiered framework.**
	Tier 1: To ensure the sustainability of current best practices in Positive Education and student development by sharing knowledge amongst students, teachers and parents. 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”. 1.2 To provide structured mentorship programme for new teachers in addition to basic training. 1.3 To provide basic training to parents on Positive Education and well-being practices **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.** 1.4 To identify student leaders and equip them with peer counselling skills. 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. 1.6 To provide parents with opportunities to become well-being ambassadors and volunteers to organize regular community services.
2.	**To develop students’ future-oriented competences to enhance one’s capacity and to strive for personal excellence**
	To equip students and teachers with the values and skills to adapt to the evolving environment. 2.1 To develop students’ responsible attitude of using AI tools. 2.2 To integrate AI Literacy competences in subject curriculum. 2.3 To enhance classroom teaching effectiveness by AI-analyzed assessment data and feedback. **To enhance student agency in making individual progress and contribution for collective well-being.** 2.4 To lead students to self-reflect and make progress with proper use of assessment data. 2.5 To reinforce individualized learning with the support of AI platforms and Student Portfolio System. 2.6 To engage students to contribute their learning outcomes to flourish community well-being.





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 Watoto Convert and the Inclusivity 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 emotions and strategies to further support on the understanding thereof in the next 2-year plan.

Major Concerns 關注事項 (Refer to item no. in Sch. Annual Plan)	**Implementation Strategy** 推行策略	**Success Criterion** 成功準則	**Method of Evaluation** 評估方法	**Time Scale** 時間表	**Responsible person** 負責人	**Resource Required** 所需資源	**Seven Learning Goals** 七個學習宗旨
1.1	● To remap current Morning Sharing topics across all year levels to explicitly target responsibility, resilience, and other targeted values/character strengths. ● To integrate the Award Scheme with the above so that students earn recognition for demonstrating actionable outcomes of Positive Education values.	● Students understand the definition of targeted values/character strengths. ● Students can apply the values/character strengths through activities in the Award Scheme	● Students' Survey ● Teachers' Survey ● Parents' Survey	● Whole year ● Whole year	● Head of VEC ● Heads of VEC & D&G		● Proper Values and Attitudes/Character Strengths **Whole Year: Discipline** ▪ Law-abidingness **Focus** ▪ Responsibility ▪ Resilience **Term 1:** ▪ Responsibility (Self-regulation) ▪ Diligence ▪ Commitment **Term 2:** ▪ Perseverance ▪ Respect for others ▪ Empathy ▪ Benevolence **Term 3:** ▪ Filial Piety ▪ Integrity ▪ Unity ▪ Gratitude
1.2	● To provide new teachers with peer observation opportunities. ● To provide access to a digital resource bank of best Positive Education practices.	● New teachers report peer observation and the digital resource bank as helpful for their classroom practice.	● Students' Survey ● Teachers' Survey	● Whole year	● Heads of VEC, D&G & CBYLC	● Budget for workshop & training	
1.3	● To provide a variety of parent workshops/talks as part of the Parent as Learners (PaL) Framework.	● At least 20 parents attend various workshops/talks.	● Focus group for parents	● Whole year	● VP(MCE)		

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1.4	• To train P.5 student leaders in active listening and conflict resolution. • To engage P.6 peer supporters in early intervention for students needing support. • To trail the Jockey Club LevelMind for Primary School in two P.4 classes. • To continue to trial the Dusty Ai Programme in P.4 to support students' emotional well-being with class teachers' support.	• P.5 student leaders will attend peer counselling workshops and try to conduct peer support with teacher support. • P.6 peer supporters will support younger students with acclimatization issues. • Teachers involved in either programme will undergo training. • P.4 students will experience stronger emotional well-being.	• Students' Survey • Students' Survey • APASO Results • Students' Survey • APASO Results • Students' Survey	• Whole year • Whole year • 8 weeks • Whole year	• Head of D&G • Head of D&G • Head of CBYLC • Heads of VEC & CBYLC	• Budget for programme • Budget for programme • Budget for programme	• Healthy Lifestyles
1.5	• To create teacher-led Positive Education micro-teaching sessions during staff meetings.	• At least 4 micro-teaching sessions (e.g., using Zentangle, art therapy, picture books) are delivered by experienced teachers.	• Teacher's Survey	• At least once per term	• VP(MCE)		
1.6	• To collaborate with parent wellbeing ambassadors to co-organize and serve in roles, such as "well-being story readers" for junior forms or mindfulness helpers for upper levels.	• Students participate in activities supported by parents.	• Students' Survey • Teachers' Survey	• Whole year	• VP(MCE), PST, ST	• Budget for programme	

Major Concern 關注事項 2：

To promote student agency for shaping their own lives and contributing to the lives of others.

In 2025-26, L&T continued to structure their learning and promoting student agency (SRL & contribute to the lives of others) on students. The core IL elements such as citation, searching skills, interception of information and values project by the information provider were further deepened in all subjects when project learning had happened. Based on the good foundation on LMS platform and generic skills on data literacy in recent years, subject teachers continued to promote self-regulated learning (SRL) and the results were significant from the survey on both students and parents. The e-Charter on using electronic devices and resources have formulated a big step to make an alignment on using e-resources and AI among teachers, students, parents and the sponsor body.
In the coming school year, we aim at sustaining the development of SRL by promoting AI-enabled Individualized Learning. Accommodation in teaching pedagogies and effective use of student data form the major implementation strategies.

Major Concerns 關注事項	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Responsible person 負責人	Resource Required 所需資源	Seven Learning Goals 七個學習宗旨
2.1	● To nurture students with a responsible attitude towards using AI tools for optimizing their learning outcomes.	● 70% of P.5-6 students show their learner's responsibility in their assignments and self-evaluation with reference to the "Principles of Using AI" in the e-Charter.	● Evaluate student work, conduct scrutiny of marking ● Analyze AI platform system data	● Sep-Oct: PD ● Nov-Mar: Trail ● Apr: evaluate in subj. panel ● May: report in CDC	● VP(L&T),Subject PHs ● VP(Adm)	● "Principles of Using AI" in the e-Charter	● Reading and information Literacy ● Generic Skills
2.2	● To integrate AI-related learning objectives of Data Literacy Curriculum into school-based P.4-6 ICT Curriculum, including teaching basic principles of AI.	● Students show understanding of basic principles of AI in their assignments and assessments ● 70% of P.4-6 students can apply the AI knowledge and skills learned from the school-based ICT Curriculum	● Evaluate student work and relevant assessment data	● P.4: Term 3 ● P.5: Term 1-2 ● P.6: Term 1-3	● ICT PH	● School-based ICT Curriculum adopted from the Jockey Club GoAI Curriculum	● Reading and Information Literacy ● Knowledge of Key Learning Areas ● Generic Skills
	● To organize value education activities to equip students with AI ethical awareness, includes Hallucinations & bias of LLMs, misinformation and deepfakes, lack of originality, problem of privacy.	● 70% of the sampled students show clear understanding and awareness of AI ethical problems	● Conduct post-activity student survey	● Oct-Dec: implement ● Report in year-end evaluation	● Head of VEC	● Assembly plan/ PSE lesson plan ● School-based Questionnaire (Year-end)	● Proper Values and Attitudes ● Generic Skills

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2.3	● To accommodate classroom teaching strategies by timely assessment feedback.	● 70% of teachers are able to utilize AI-supported platforms to analyze student performance data to provide timely support for addressing student learning difficulty or misunderstanding.	● Peer lesson observation ● Evaluation in CDC ● Stakeholder Survey	● Nov-Dec ● Feb-Apr ● Jan & May respectively	● VP(L&T) ● Subject PHs & Pioneer Teacher	● Teacher PD on using AI-Supported platforms ● Resource on MS OneNote	● Generic Skills ● Knowledge of Key Learning Areas ● Language Skills
	● To enhance teaching effectiveness by providing students adaptive educational tools created with vibe coding.	● 70% of P.5-6 students are able to learn Math and Science with assistance of the subject learning tools created by vibe coding .Teaching effectiveness is enhanced by the Ai-optimized teaching plan	● Student survey ● Related Lesson Plans	● Nov-Mar: Trial ● Apr: evaluate in subject panels ● May: report in CDC	● VP(Adm), Pioneer Teacher Team of Math & Science	● Teacher PD on vibe coding, question-naire ● Lesson plans	
2.4	● To develop Student Agency by empowering students to self-reflect and make progress by proper use of the assessment data.	● 80% of P.5-6 students are able to reason their selection of follow-up action based on assessment data & reflection. ● 80% of P.5-6 students are able to decide a suitable half-yearly goal based on assessment data	● Evaluate student work ● Evaluate in CDC ● Stakeholder Survey	● Sep-Oct: CDC planning ● Nov: P.5-6 SA data ● Jan: evaluate in Sub.Panel ● Mar: P.5-6 SA data ● Mar-Apr: P.5-6 SA & FA data ● Apr: evaluate in Sub.Panel ● May: report in CDC	● VP(L&T), Subject PHs, AAC leader (student data)	● Mark-entry .xls and databa ● Resource on MS OneNote	● Generic skills ● Knowledge of Key Learning Areas ● Language Skills ● Healthy Lifestyle
		● 80% of P.5 students are able to identify their strength and weakness based on the external assessment data.	● Student survey		● PHs of ENG & MATH	● ICAS Report, Questionnaire	
		● 80% of parents agree the data provided helps students to decide proper follow-up action.	● Parents survey		● VP(L&T)	● Questionnaire	
		● 80% of P.4-6 students are able to evaluate their physical performance in ABLE activities.	● Evaluate in Subject Panel		● PH of PE, Head of SAC	● Student fitness data	

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2.5	● To develop a School-based Data Interface to oversee and visualize student academic and non-academic data.	● P.6 Students and parents are able to understand subject learning performance with support of the Data Interface.	● Evaluate in SAT	● Transfer data in Term 1&3 ● PD in Term 2 ● 3rd Term Implement and evaluate	● VP(Adm), VP(L&T), Subject PHs, Head of LWLC, P.6 YLC	● PD in data handling skill (T2)	● Reading and Information Literacy
	● To facilitate P.5-6 student's individualized learning by providing scaffolding with a guided learning assistant (AI chatbot).	● P.5-6 students are able to make use of the AI chatbot as a guided learning assistant to improve their work through the subject trial program.	● Evaluate student work ● Analyze AI platform history ● Form student focus group for evaluation	● Nov-Mar: Trial ● Apr: evaluate i subject panels ● May: report in CDC	● VP(Adm),PHs of CHI,ENG,MATH, SCI, Humanities	● PD in using AI platform to setup AI chatbot (T1) ● Focus gp meeting record	
2.6	● Students make contribution to the community wellbeing with their learning outcomes.	● At least one learning unit is enriched with objectives and learning experience for promoting collective wellbeing in KS1 and KS2 respectively. ● P.6 students successfully design and complete SDGs-themed graduation projects.	● Evaluate Unit Plan and student work in Subject Panels ● Form student focus group for evaluation	● Sep-Apr: design and trial ● May: report in CDC	● VP(L&T), Subject PHs ● Head of SDC	● Student service record ● Focus gp meeting record	● Proper Values and Attitudes ● Knowledge of Key Learning Areas ● Generic Skills
		● 80% students participate in service of the 25th Anniversary activities ● 70% of them feel satisfaction when providing service or ideas through the 25A events	● Student survey ● Form student focus group for evaluation	● Collect student work in Term1&2 ● Service in Term 2&3	● VP(L&T), Head of LWLC	● Student service record	

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 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 • 續約時檢視一次	每一學期	學校行政主任	• 教師值日指引 • 教師值日表
1.2 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 • 續約時檢視一次	全學年	副校長(行政) 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 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) 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) 學校行政主任	• 教師專業發展記錄
2.1 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： • 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、習俗、禮儀的內容。 • 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。	• 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
	• 為 RPC 提供兩段文化主題好書推薦影片 • 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				
	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。	• 於課程發展委員會會議每學期檢視一次	全學年	副校長(學與教)	• --
2.2 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 P.1-P.3：參與校內合適的教育活動 P4：「國慶日」網上問答比賽 P5：「全國家安全教育日」網上問答比賽 P6：「國家憲法日」網上問答比賽	• 檢視學生參與人數及反應	全學年	全方位學習主任	• ---
3.1 德育及公民教育	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》及其他香港現有法例。 • 檢視全校獎勵計劃推行強調禮貌、自制和團隊合作的情況 • 繼續落實於級集會上強調自律和守規的價值觀 • 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	• 於每學期的訓輔組會議及年終全體老師會議內進行檢討	全學年	訓導主任 德育主任	• ---
3.2 班級經營、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。 • 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。 • 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。 • 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。	• 於每學期的級會議匯報及檢討進行情況	全學年	年級統籌主任 德育主任	• ---
4. 家長教育 家校合作 其他外間聯繫	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。	• 講座參與資訊及收集家長意見	全學年	學校事務主任 資訊科技統籌主任	• ---

8. Plan of Using Capacity Enhancement Grant (CEG) in School Year 2026-27

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: ● preparing learning and teaching materials ● promoting life-wide learning activities ● coping with diverse and special learning needs of students with varied abilities, including the gifted and the SENs.	To employ 3 Teaching Assistants to support teachers in: a. the preparation of school-based curriculum materials b. organizing life-wide learning activities c. performing subject-based administrative work d. providing extra support and assessment accommodation for SEN students	● 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. ● Students with diverse learning abilities are taken care of. ● Teachers can focus more on developing the school-based curriculum and differentiation strategies.	From Sept 2026 to Aug 2027	$750,420 for 3 Teaching Assistants (including 5% MPF and medical insurance) Total income: $750,420 Balance : $0.00 *Remark:* *Since the 2026-27 schooll year, CEG of schools under DSS Scheme is incorporated into the DSS unit subsidy rate and provided in the form of a block grant.*	● Quality and quantity of teaching materials prepared. ● Better arrangement in organization of learning activities, e.g. in life-wide learning activities ● Students' learning needs are better catered to. ● SEN students show improvement in their academic performance.	● Development of learning and teaching materials ● Students' feedback on the learning activities planned ● Feedback from teachers ● Records of IEP ● Performance appraisal on the TAs	● VP(L&T) ● Subject Panel Heads ● SENCO