港大同學會書院
HKUGA COLLEGE



Adventure-based Life Education (ABLE)



Inquiry-based Learning



International Day of Happiness

學校年度計劃
二零二六至二七年度

ANNUAL SCHOOL PLAN 2026-27

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1. School Vision and Mission

School Vision:

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

Mission statement:

HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

Background information about the College

HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

HKUGA College

Major Concerns

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.

1. **Major Concern**：Nurturing students' future-oriented skills and building their essential knowledge for life-long development

Our approach to developing future-oriented skills balances modern digital and AI literacy with traditional core values, such as problem-solving, multi-perspective awareness, and community care through entrepreneurship. In recent years, our teachers have worked with external partners to create unique school-based programs, including S3 and S4 entrepreneurship, community engagement projects, media analysis, and our Mindscape philosophical inquiry course. Philosophical Inquiry (PI) techniques are now well integrated into subjects like English, Chinese, and Science, as well as three junior pastoral care lessons that explore personal growth. Additionally, our students continue to work alongside secondary school peers in Singapore on Sustainable Development Goal (SDG) projects, drafting proposals and examining global issues through diverse cultural lenses.

Building upon this foundation, our latest initiatives focus on deepening interdisciplinary synergies to enhance reflective inquiry. AI is going to be integrated as a facilitation tool to catalyze discussion, prompt deeper critical thinking, and elevate debate in philosophical studies. At the same time, we are expanding cross-disciplinary learning across both the sciences and humanities—connecting scientific inquiry directly with real-world ecological research, while unifying cultural history, language, and civic studies to strengthen students' multi-angled analytical skills and national identity.

Over the past year, our school community has continued its steady progress in supporting students to explore their interests and build meaningful skills. Through collaborative effort and sustained guidance, our students earned encouraging recognitions across several key domains, including awards for Best Participating School and Best Organisation in leading STEM competitions, various awarding teams in Mathematical Modelling competitions and Entrepreneurship contests. These milestones reflect the dedication of our students, the commitment of our staff, and the consistent support of our parent community.

Follow-up Actions

To build upon these foundations and sustain our progress, our focus for the coming year will focus on extending current practices:
Deepening Curriculum Connections: We will continue refining how competition experiences feed back into the formal curriculum. By reviewing student outcomes in STEM, Mathematics, and Entrepreneurship, teachers will adapt regular lesson plans to ensure practical insights enrich classroom learning while maintaining a healthy balance with instructional time.

Strengthening Mentorship Frameworks: To sustain our team-based achievements, we will build upon our existing support systems by establishing structured peer-mentorship models. Experienced participants and teachers will guide emerging student teams, encouraging student ownership, teamwork, and responsible leadership.

Expanding Future Skills Integration: We will further weave data literacy, multi-perspective thinking, artificial intelligence literacy, and an entrepreneurial mindset into our established extracurricular activities. Rather than introducing isolated programs, we will extend existing activities so students apply these skills naturally in authentic contexts.

Nurturing Balanced Development: Sustaining success requires a thoughtful focus on student well-being alongside achievement. We will continue refining our reflection and feedback processes, ensuring that recognition emphasizes personal growth, effort, and continuous improvement across the whole school community.

1. Major Concern： Nurturing students' future-oriented skills and building their essential knowledge for life-long development

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
(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.)							
To cultivate student entrepreneurs through enhancing their care for the community and problem-solving skills	● To enhance entrepreneurship education through integration of Design Thinking into curriculum (project learning) and focused learning in special programs and cross-curricular activities. ● To develop students' reflective habits regarding the relevant value targets following specific projects or learning tasks. ● To form a Value Education & Edupreneurship Task Force for more professional development among teachers and encourage the sharing of good practices. ● To foster cross-curricular exposure (themed weeks, activities and competitions) among students through perspectives and pedagogy of entrepreneurship.	75% of student participants can show the awareness of Benevolence and 70% of them are able to demonstrate the skills of Design Thinking	Survey Student Reflection Teacher Observation and Discussion	One Year	ADC Committee PD Committee	Teacher Manpower Cost for programs/conferences/trips	● National and global identity ● Breadth of Knowledge ● Generic Skills

To strengthen students' independent thinking skills and multi-perspective awareness	• To revitalize teacher training in PI and foster the exchange of good practices among different departments and committees in order to enable the teacher trainees to design and integrate the PI pedagogy in subjects (especially among the Junior Levels) • To implement PI-oriented learning programs (Modular Studies and Optimization), pastoral lessons and activities in which more community/citizenship-related topics can be exposed for students to develop their social awareness and independent thinking.	70% of student participants of PI-related programs or activities agree that the learning exposure can enhance their independent thinking, multi-perspective awareness and the related priority value targets and learning goals. 70% of teacher practitioners of PI show agreement that the pedagogy can enhance students' independent thinking, multi-perspective awareness and related priority value targets and learning goals.	Student Survey Teacher Survey Lesson Observation	One Year	ADC Committee PI Committee PD Committee	Teacher Manpower Cost for programs/conferences/trips	• National and global identity • Breadth of Knowledge • Generic Skills

To develop students' data mindset through analytical skills based on data	• Advanced Student Programs: Enhance student learning programs and workshops by embedding AI-assisted data analysis, data manipulation, and coding practice to elevate students' data mindset and analytical problem-solving skills. • Teacher Professional Development: Foster teacher professional development focused on building capacity to guide and facilitate students' AI-assisted data inquiry and tool usage in suitable context across subjects. • Cross-Curricular Learning: Expand interdisciplinary project-based learning by engaging students in AI-assisted scientific inquiry and data interpretation to investigate complex, authentic real-world issues across STEM and other disciplines. • Applied External Competitions: Elevate competition-based learning by empowering students to apply AI-assisted data visualisation, manipulation, and solution modelling in real-world scenarios across the curriculum.	70% of students show overall improvement of data mindset and literacy from experiences in classroom learning and project learning.	Student Survey Lesson Observation	Whole year	ADC STEAM and Science Research Committee	Cost for special program	• Digital Literacy • Breadth of Knowledge • Generic skills

To build a digital learning community	• Establish a cross-departmental Digital Education Taskforce to coordinate strategy and monitor implementation • Develop AI-assisted pedagogy and assessment in different KLAs • Refine the current AI Literacy curriculum at the junior level. • Deepen AI-assisted self-directed learning by improving the personalised digital assistants in different KLAs • Implement external curriculum resources (i.e. CUHK JC GOAI Project) to strengthen foundation-level AI learning • Deliver school-wide and departmental peer-mentoring workshops in digital education • Continuously update the pedagogical handbook for the good practice of AI in teaching and learning • Embed critical ethical dimensions into Computer Literacy, CSD, and Ethics lessons, focusing on copyright, algorithmic bias, privacy, and law-abiding behaviour in the AI era. • Explore automating routine administrative reporting, building on existing AI-driven admission, talent pool, and subject selection systems.	Established Digital Education taskforce Implementation in different subjects Implementation of the JC GOAI program PD programme delivered	Student Survey Lesson Observation Curriculum document and curriculum delivery Feedback in ADC	Whole year	Digital Education Taskforce STEAM and Science Research Committee ICT department ADC	EDB funding on AI in T and L	• Digital literacy • Generic skills

2. Major Concern：Fostering whole-person development through values and attitudes education for the entire community.

Follow-up Actions

- Vertical HD & Values Framework: Build a school-based framework around three core pillars (Personal Agency, Positive Relationships, Community/Wider World), with progressive S1–S6 scaffolding and a re-branded S1 reflection journal tied to phase themes.
- Interactive Scenario-Based Learning & Media Literacy: Shift from large-venue talks to smaller, interactive scenario-based workshops so students can work through real-world digital dilemmas and turn knowledge into daily habits.
- Citizenship, Time Management & Cultural Learning: Strengthen links between experiential learning (trips, study tours) and classroom work; add workshops on time management/work-life balance and launch a student-led Campus Green Lifestyle Project.
- Whole-Person Development through Technology: Extend the "simulate–feedback–debrief" AI model to multi-perspective discussions on complex socio-economic issues, and continue exploring personalized AI tools for diverse learning needs.
- Student Leadership & Agency: Promote senior-to-junior cultural mentorship, provide operational training for the new student-led clubs, and formalize student-led consultative forums.
- Teacher Capacity Building & Support: Form an HD materials task force, train Form Teachers in debriefing/discussion facilitation, re-run accredited programs, and systematize consultation loops with specialists for high-needs cases.

2 Major Concern：Fostering whole-person development through values and attitudes education for the entire community.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
(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.)							
To foster the sense of citizenship through whole-person development	● Nurturing students' sense of citizenship in terms of rights and responsibilities (fundamental rights, environmental protection, law-abiding behavior, respect to diverse cultures), MCNSE lessons (S1-S5), flag-raising speeches, and national development talks. ● Service-learning programmes in S4/5 optimization lessons and Service-learning x STEM (ELA). ○ Alignment of learning trips spiral development from S1 to S4	Students develop a stronger sense of national citizenship identity, legal awareness, and community responsibility	• Stakeholder survey, APASO, Feedback from students and teachers	Whole year	HSDC-Values & Social Responsibility Committee and Global Citizenship Committee, CSD / CES Dept., **STEM Committee** / ADC	Costs for inviting speakers, competition entry/training fees, and service learning/ learning trips materials	National and global identity

To enhance students' interpersonal relationship through developing their empathy and communication skills	• Enhance effective communication skills through HD lessons, programmes, and talks (conflict resolution, healthy boundaries, positive social connections, mutual respect). • Invite professionals to talk about relationships and how to reconcile with friends after arguments during assembly (including MCNSE lessons). • Organize leadership camps for team building and effective communication.	Students' sense of empathy is enhanced; positive communication and conflict resolution skills are effectively demonstrated.	• Stakeholder survey, APASO, Feedback from students and teachers	Whole year	HSDC – Personal Growth and Wellbeing Com., Values & Social Responsibility Com. and Global Citizenship Com	Costs for running programmes, leadership camps, and inviting guest speakers	Generic Skills
To promote ethical digital lifestyle and media literacy through critical review of online resources and making informed judgement	• Promote responsible digital citizenship, online safety, cyberbullying prevention, online/offline actions, CES project learning, and special programs in CASTLE/MS/OPT • Invite experts to give talks on the safety of the cyber world and how to protect oneself from risk.	Students demonstrate well-managed digital device usage and show ethical digital literacy and online safety awareness.	• Stakeholder survey, APASO, Feedback from students and parents	Whole year	HSDC – Personal Growth & Wellbeing Committee, ADC - CES/CSD Dept & Technology Dept	Costs for guest speaker sessions and program activities	• Generic Skills, Digital Literacy
To promote global citizenship through the care for the community	• Strengthen Values Education and promote global citizenship responsibilities regarding environmental issues. • Organise a student-led, joint programme to educate, promote, and execute a green lifestyle on campus.	Prioritized values are reinforced; green lifestyle initiatives are actively executed on campus.	• Stakeholder survey, APASO, School internal survey, Feedback from students and teachers	Whole year	HSDC – Values & Social Responsibility Com. & Global Citizenship Com., ADC - CES/CSD Dept. & PSHE dept.	Costs for running environmental programmes and guest speakers	National and global identity, Breadth of Knowledge, Generic Skills

To enhance students' strategic use of time in order to attain work-life harmony	• Develop effective time management skills, priority setting, deadline management, and diversified online assessment strategies. • Organize leadership camps on good time management skills for specific student groups to balance duties, studies, and recreation.	Participating students demonstrate improved time management strategies and reduced academic stress levels.	• Stakeholder survey, APASO, Feedback from students and teachers	Whole year	HSDC – Personal Growth & Wellbeing Com. And Global Citizenship Com	Costs for running leadership camps, workshops, and guest speakers	Generic Skills, Healthy Lifestyle
To enhance students' understanding and appreciation of Chinese culture	• Wider exposure to Chinese culture (local preservation, language, customs, beliefs) in subjects and cross-curricular initiatives. • Learning of Chinese philosophy and its application in happiness fostering in Special Programs [Optimization / CASTLE / MS / ELA]. • Mainland Study Tours organized for cultural appreciation and modern development insights.	Appreciation of Chinese culture and language usage is enhanced; national identity is deepened.	• Stakeholder survey, APASO, Feedback from students and teachers	Whole year	ADC - Chinese Dept. & Chinese Culture Enhancement Committee, HSDC – PersonalGrowth & Wellbeing Com. and Global Citizenship Com	Costs for running cultural programmes, inviting speakers, and Mainland tour subsidies	National and global identity

3 **Major Concern**：Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all

For 2026-2027: Recent APASO and Stakeholder Survey (SHS) results reveal promising progress, with rising scores demonstrating noticeable improvements in students' behavior and emotional stability. Moving forward, we will keep up the good work and continue monitoring student development closely. A primary focus will be actively balancing academic stress with overall student wellbeing by reviewing workloads to ensure our health initiatives effectively alleviate pressure. Additionally, we will consolidate growth mindset structures by shifting away from one-off events toward dedicated mid-year Wellbeing Weeks. Regarding physical wellbeing, our initiatives successfully enabled more students to build a regular exercise habit, though continuous monitoring is needed to ensure broad participation beyond elite athletes. Finally, we will sustain faculty work-life harmony by providing staff with stress-relief spaces and collaborative platforms, ensuring a supportive environment for our entire school community.

3. Major Concern : Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
(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.)							
To enhance students' mental health through strategies of stress reduction, mindfulness and help-seeking awareness	● Develop and implement curriculum on mental health, stress management, emotional well-being (mindfulness, help-seeking, stigma reduction). ● Arrange talks about embracing challenges to enhance students' resilience level.	Decreased anxiety levels on APASO; increased survey scores regarding resilience and embracing challenges.	APASO, Stakeholder Survey	Whole year	HSDC – Personal Wellbeing & Growth Com.,	Costs for running mental health programmes and inviting guest speakers	Healthy Lifestyle
To enhance students' health awareness through substantiating nutrition literacy	● Invite a dietician to advise on how students and staff can eat more healthily during assemblies.	70% of participating students show awareness of healthy nutrition and make healthier dietary choices.	Student Survey, Student Reflection	Whole year	ADC - Technology Department AAC - Admin team	Dietician speaker fees and activity expenses	Healthy Lifestyle
To strengthen students' fitness through more physical exercises through lesson and non-lesson activities	● Organise thematic events (Walkathon, House Fitness Challenge, assemblies) and collaboration of the Sports Department and ABLE committee for exercise training across stakeholders. ● Develop fitness/stamina programs (Special Coach & specific team training) and encourage student-led sports events.	75% of student participants show awareness of physical health; regular exercise habits and team-led activity participation increase.	Student Survey, APASO, Activity Attendance Records	Whole year	ADC -Sports Department HSDC – Global Citizenship Committee	Funding for coaches, athletic equipment, and special sports events	Healthy Lifestyle

3. Enhanced School-based Learning Activities Support Grant 2026/27

Part 1：Enhanced School-based Learning Activities Support Grant (ESLASG)

Eligible beneficiaries of ESLASG are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the School Textbook Assistance Scheme (STAS full-grant); or those identified as financially needy through school-based criteria. To promote the balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2) Activities for raising students' understanding of the community and fostering their personal growth; and (3) Activities for enhancing students' learning effectiveness, with **expenditure on Category (3) Activities for enhancing students' learning effectiveness not exceeding 20% of a school's annual ESLASG provision**.

Schools are required to upload this "Plan on the Use of the Enhanced School-based Learning Activities Support Grant" endorsed by their Incorporated Management Committees/School Management Committees to the school websites **by the end of November of the current school year**.

(I) Provision of Grant in the Current School Year

Amount	$ 19,200

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(1) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
1	Athletics Team	No	*10/2026-08/2027*	0	3		$ 8,000.00		*Teacher observations, student questionnaires*	
2	Girl Choir			1	1		$ 2,000.00			
3	Wind Band			1	2		$ 7,200.00			
4	Chinese Debate			1	1		$ 1,500.00			
Sub-total and Percentage Share:							$ 18,700.00	97.40%		

(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
Sub-total and Percentage Share:										
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
Sub-total and Percentage Share:										
Estimated Activity Expenses and Percentage Share:							$ 18,700.00	97.40%		

(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)

S/N	Required Material/Equipment	Estimated Expense	Percentage Share
1			
Estimated Material/Equipment Expenses and Percentage Share:		0	0.00%

Part 2 : School-based Grant (SBG)

Schools **should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year**.

In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year

Amount	$ 2,800.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy			
1	Fencing	No	*10/2026-08/2027*	1			$800.00		
2	Volleyball				1		$1,000.00		
3	Bassoon				1		$1,000.00		
						Estimated Activity Expenses:	$2,800.00		

(III) Total Estimated Expenses

Amount	$2,800.00

Details of Staff-in-Charge of the Grants:

Name: Freddie Sum

Post: Head of Activities and Events

Signature of Supervisor/Chairman of School Management Committee:

Name of Supervisor/Chairman of School Management Committee:

4. Plan for Capacity Enhancement Grant (2026-2027)

Task Area	Major Area(s) of Concern	Strategies	Benefits anticipated (e.g. how workload is alleviated)	Time scale	Resources required	Success criteria	Methods of evaluation	Person responsible
Enhancement of students learning Chinese language and culture inside and outside classroom.	• To enhance students learning Chinese language and culture by organizing language related activities and competitions at school. • To enhance students learning Chinese language and culture by organizing language related activities and competitions outside school.	To recruit one full time Chinese Language teacher	• For the additional staff, he would help prepare the activities inside and outside school, such as Chinese week, choral speaking competition, debate competitions etc. • For other teachers, they can be relieved some workload so that they can enhance students learning in other areas.	From September 2026 to August 2027	Salary	• Language and culture related activities or competitions within the school will be facilitated. • Language and culture related activities or competitions outside the school will be facilitated.	Performance appraisal of the Chinese Language teacher.	Mr. Ken Cheung

5. Promotion of Reading Grant 2026/27

The major objectives for the Promotion of Reading:

- Inspire students to read for fun, pleasure and personal achievement
- Increase students' reading motivation through sharing subject-specific readings
- Enhance the development of Reading across the Curriculum

Item	Estimated Expenses ($)
	Estimated
1. Purchase of Books & Magazines • Printed Chinese and English books • Printed Chinese and English magazines	 92,000 22,000
2. Web-based Reading Schemes • Hyread Ebook Platform • Library Master Platform	 24,800 25,000
Total	**163,800**

School Reading Development Plan for 2026-27

Focus: To enhance the reading culture at the school by strengthening the reading motivation and habits among students, particularly the reluctant readers

- **Reading Challenge 2026-27**
  The Reading Sub-committee will continue to organise the Reading Challenge next year in order to inspire students to read for fun, pleasure and personal achievement through reading a wide variety of books on different themes and subject areas. To ensure that reluctant readers also participate in the challenge, the Committee will work closely with English language teachers in order to synergise our efforts to benefit students of all abilities through this initiative. Monthly book-to-film adaptation film screenings will also be held to engage more students. Both teachers and parents will also be invited to participate in the Reading Challenge this year.

- **English Book Club**
  The main aim of this initiative is to promote a love for literature in a positive, nurturing environment by meeting on a biweekly basis to discuss pre-assigned groups in a small group setting. The Club aims to recruit at least 20 students this year, and through regular discussions, students will be prepared to participate in Inter-class, Inter-house and Inter-school Battle of the Books Competitions.

- **Yearly Reading Activities**
  The Committee aims to utilise the reading activities to celebrate reading in our community through holding a variety of activities that deliver the message about the importance of reading. The following activities will be organised during the week:
  - ❖ Author and/or Alumni Talk(s)
  - ❖ Inter-house Battle of the Books Competition
  - ❖ 'Blind Date with a Book' Charity Event
  - ❖ Book Fair in collaboration with a book supplier

- ❖ Book Club members sharings
- ❖ Reading Challenge Awards

- **Reading-focused Instagram Page**

  To share reading initiatives more effectively with the school community and to engage more students, a central platform on the popular social networking platform Instagram will be set-up and managed by the Committee. Regular posts to promote reading will be include:

  - ❖ Book Recommendations
  - ❖ New library purchases
  - ❖ 'Selfie with a Shelfie'
  - ❖ Interactive quizzes and polls
  - ❖ Reading Initiatives Promotion

- **Engaging different Stakeholders**

  The Committee will be reaching out to teachers and parents to engage them in promoting a reading culture at the school. A Staff Book Club will be set up to give opportunities to teachers to discuss the books that they are reading at various stages of the year. Book recommendations will also be sought from teachers and parents with the aim of having a book display for these recommendations in The Hub.

- **Recommended Reads**

  The aim of this initiative is to increase reading motivation through recommending subject-specific articles and books to students throughout the year. The articles recommended by different KLAs will be shared with students on a biweekly basis through the Daily Bulletin. A recommended book list will also be shared with students based on suggestions from various KLAs.

- **Book activities with parents and students**

  In order to foster reading culture among parents so that they help facilitate students' reading at home, it is planned to have two parent program on reading throughout the year. Parents and students will be invited to share on the books under particular themes. The exchange and discussion will also cover the strategies on how to boost home reading habits. The first session is tentatively scheduled in December, while the second one will be in April.

- **Book donation to the community**

  Reading will be used as a part to enhance community service. A few NGOs and local schools will be approached to explore the possibility of receiving second-hand books. The donation will be enriched with exchange activities among students from different schools on reading.

6. Learning Support Grant

Budget Plan for Learning Support Grant

School: HKUGA COLLEGE

2026 / 2027 School Year

Income:

Item		Amount ($)	Remarks
Surplus allowed to be retained at the end of last school year (i.e. as at 31 August)	(a)	354,369	*Est. remaining of 24/25 LSG : 26%*
The 1st allotment in the 2026 / 2027 school year	(b)	888,657	The 1st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
The 2nd allotment in the 2026 / 2027 school year	(c)	475,104	The 2nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively.
Total Income **(d)** = (a)+(b)+(c)		1,718,130	

Expenditure:

Item	Amount ($)	Remarks
1. Employ additional full-time and/or part-time teachers		The LSG should be used for supporting students with SEN. For details, please refer to Appendix 1 of EDB Circulars No. 7/2019.
2. Employ additional 3 TAs	1,229,760	
3. Hire of professional services	209,600	
4. Purchase teaching resources and aids	10,000	
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities	10,000	
6. Others		
Total Expenditure **(e)**	1,459,360.0	

Balance:

Item	Amount ($)	Remarks
Estimated accumulated surplus by the end of this financial year **(f)** = (d)-(e)	258,770	The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students **(i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible)**. Schools should make reference to Chapter 9 – Use of Resources of the "Operation Guide on The Whole School Approach to Integrated Education" in planning for the effective use of LSG. For details, please refer to EDB circulars No. 7/2019.
Percentage of surplus to this financial years' provision (%) **(g)** = (f) / [(b)+(c)] x100%	19.0%	

7. Plan on the Use of the Life-wide Learning and Sister School Grant

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students	Teachers	School Manage-ment	Others						
1.1	**Local Activities** (including online exchanges)												
1	Sister School Exchange Program (Mainland School Visit)	September 2026 - January 2027	1.Participate in College classes and join College teachers and students in off-campus cultural activities, allowing mainland students to experience Hong Kong culture. 2.Meet with the sister school to promote exchanges between the two schools.	around 20-30 students	2 teachers			$10,000.00	First Branch School Affiliated with Beijing National Day School	A1, A6 A1, A6		B4, B5, B6	
2	Post Examination Activities	July 2027	To be led by Holistic Development Committee, linked with Science KLA, STEM Committee, as well as other KLAs and Chinese Cultural Enhancement Committee. To expose students to world issues as well as to celebrate the learning that has taken place throughout the year across the various school activities.	605 S1-S5 students	61 teachers			$332,700.00	N/A	A1, A2, A3		B2, B5	
3	S1 - Experiential Learning Trip • The Land Expedition: Navigation, Resilience and Nature • The Water Expedition: Coastal and Mangrove Exploration and Discovery • The Digital Disconnect: Living in a Tech-free Environment • The Quiet Space: Learning to Live in the Moment	Throughout the school year	Experiential Learning Trip is an opportunity for students to extend their learning outside of the regular classrooms in order to bridge academic subjects with authentic learning. Not only can these opportunities facilitate knowledge and skills acquisition, but also develop students' positive values and attitudes.	200 S1 students	20 teachers			$130,000.00	N/A	B2, A1, A2, A3, A5		B2, B5	
4	Wellbeing and Other relevant talks	Nov 2026 - July 2027	Wellbeing Talks – Expert speakers share their expertise and knowledge on diverse aspects of wellbeing. By participating in these sessions, students have the opportunity gain valuable insights and learn practical strategies that they can apply to cultivate resilience and enhance their mental well-being,	1,134 S1-S6 students	109 teachers			$20,000.00	N/A				
5	Wellbeing Activities	Nov 2026 - Apr 2027	Special wellbeing activities will be organized for different levels of the community to cater for diverse needs. These will include yoga exercises, latte art workshops, international day of happiness and failure.	605 S1-S3 students and 391 S4-S5 students	109 teachers			$212,000.00	N/A				
6	World Day Activities	July 2027	An annual event which showcases students experiential learning outcomes in the form of a learning exhibition. Parents and students from our primary school will come to support. Students of different levels are given the opportunity to present their learning outcomes to one another.	1,134 S1-S6 students	109 teachers			$53,000.00	N/A	A1		B5	

7	Purchasing of paraphernalia to be made into different cheering tools and thanksgiving items.	Throughout the school year	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	1,134 S1-S6 students	N/A			$15,000.00	N/A				
8	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration.	September 2026	To promote a culture of positive education across the entire school. To enable students to have a strong positive outlook for the future as they reflect on the present and the past	1,135 S1-S6 students	N/A			$70,000.00	N/A				
9	Equipment of Sports or board games to be used by students during lunch and after school to further enhance lifestyle	Throughout the school year	To develop the interest and engagement of students as well as to improve overall fitness and other skills.	1,134 S1-S6 students	N/A			$80,000.00	N/A	A3		B5	
							Total estimated expenses of item 1.1	**$922,700.00**					
1.2	**<u>Non-local</u> Activities**												
1	Teachers' visit to the mainland sister school branch campus	September 2026 - January 2027	1.School management of both places conduct in-depth exchanges on school administration, rules and regulations, and campus culture development. 2.Participate in local classes and join local teachers and students in cultural activities to promote exchanges between the two places.		around 5 teachers			$60,000.00	Sister School in Beijing /Shanghai/Xinjiang(TBC)	A1, A6		B4, B5, B6	
2	Overseas excursions	April 2027	Excursions including Mainland Study Tour to Beijing, Hangzhou, Shanghai, Nanjing, Singapore. To offer students with the opportunities for experiential learning extended beyond classroom, and expand their horizons.	605 S2-S4 students	60 teachers			$357,600.00	N/A	A1, A3, A4		B2, B5	
3	Overseas Cultural Exchange Tour	July 2027	During each academic year, one to two school teams may represent the College in international festivals. These opportunities allow students to challenge themselves, foster team spirit, and celebrate shared achievements. In addition to participating in competitions, cultural exchange trips are organized to broaden students' horizons and promote the appreciation of diverse cultures.	130 S1-S5 students	15 teachers			$270,000.00	N/A	A1, A3, A4		B2, B4, B5	
							Total estimated expenses of item 1.2	**$687,600.00**					
							Total estimated expenses (sum of items 1.1 and 1.2)	**$1,610,300.00**					

Name of Teacher Responsible for Life-wide Learning:	Chen Hing, Corina	Position:	Head of Holistic Development School Principal
Name of Teacher Responsible for the Sister School Scheme:	Tso Ching, Jenny	Position:	Head of Chinese Culture Enhancement

8. Diversity Learning Grant - Other Programme 2026/27

Program Title	Objective	Targets (No./Level/selection)	Duration / Start Date	Deliverable	Teacher I/C	Budget
Subsidizing students participating in competitions or education programs held by external organizations	To broaden elite senior form students horizons in different disciplines	8 elite senior form students	9/2026 – 8/2027	The knowledge and experience students gained after joining the programs or competitions	Mr. Gary Lam	$60,000.00 (Course fee)

9. 「推廣中華文化體驗活動一筆過津貼」計劃 2026-2027

	範疇	開支金額（HKD）	備註:
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	$50,000	*舉辦中國文化周活動
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽		
iii.	舉辦或資助學生參加本地文化考察或參觀活動	$50,000	*舉辦文化參觀活動
iv.	發展有關中華文化的課程		
v.	採購及發展中華文化學與教資源		
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動		
vii.	其他（請註明）:		
	去年結餘（HKD）:	$117,371.29	
	本年預期總開支金額（HKD）:	$100,000	
	津貼餘款（HKD）:	$17,371.29	

10. 姊妹學校交流計劃書 2026-2027

內地姊妹學校名稱

1. 北京中學
2. 北京市十一學校一分校
3. 上海田家炳中學
4. 浙江省寧波市同濟中學
5. 南京市第二十九中學
6. 江蘇省淮陰中學
7. 佛山市第十中學

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支
1.	北京中學到訪書院	• 參與書院課堂，並與書院師生一起參加校外文化活動，讓內地學生體驗香港文化。 • 與姊妹學校會面，促進兩校交流。	• 促進內地學生對香港學習文化的認識。 • 促進兩地的師生/生生互動。	• 參與本地文化活動，預計$10000元。
2.	教師到訪內地姊妹分校	• 兩地學校管理層就學校行政、規章制度、校園文化建設進行深度交流。 • 參與當地課堂，並與當地師生一起參加文化活動，促進兩地交流。	• 促進書院對內地教育制度及文化的認識。 • 促進兩地老師的專業交流。	• 資助老師團(約 5 人)到姊妹學校交流，約 60,000。

11. One-off Grant for Promotion of Self-directed Language Learning (English Language)

2026/2027 Plan

	Area	Budget (HKD)	Remarks
i.	Procuring and/or subscribing to learning resources	$49,800	Procuring Penso from Sayo Academy for writing and self-directed DSE preparation
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	$16,000	Hiring Debate coach for providing additional support to the English Debate Team.
iii.	Purchasing services related to learning and teaching	$25,000	Setting up a gamified reading platform
iv.	Others (please specify): Subscription of a variety of e-learning platforms to promote self-directed learning	$6,000	Platforms such as Quizlet, Peardeck, Padlet, etc.
	Balance b/f (HK$):	$97,200	
	Total Expenditure (HK$):	$96,800	

12. One-off Grant for Promotion of Self-directed Language Learning (Putonghua)

推廣自主語文學習（普通話）一筆過津貼
2026-2027 運用計劃

	範疇	實際開支金額（HKD）	備註：
	採購和/或訂閱學習資源	$ 0	
	聘請不屬編制內的普通話導師或非教學支援人員		
	購買學與教相關的服務	$50000	舉辦普通話活動，加強語言學習氛圍
	其他（請註明）：		
	預計總開支金額（HKD）：	$50000	
	津貼餘款（HKD）：	$131,800	2025-2026 結餘：181,800

13. "AI for Science Education" Funding Programme

Plan on the use of Funding 2026/27

Expenditure Items	**Budget**
Item (i) ➢ Arranging for science teachers to enroll in short courses (including seminars and workshops) related to AI-assisted teaching	$ 9,600
Item (ii) ➢ Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching	$ 0
Total:	$ 9,600

14. One-off Grant on Parent Education (Secondary) 2026-27

Strand	Topic	Target Groups	Success Criteria	Method of evaluation	Budget
Understanding of Adolescent Development	Adolescent Mental Health and Psychological Needs. ▪ Mental health development of puberty ▪ Psychological needs and the balance of power in families	All Parents	Over 80% participating parents recognize that parent education activities and information help them understand adolescents' development in various areas and acquire relevant skills.	Parent Survey	$102,200
Promotion of Healthy, Happy and Balanced Development of Adolescents	Emotion management ▪ Origin of emotions ▪ Emotion awareness and tackling ▪ Handling troubling emotions				
Promotion of Parents' Physical and Psychological Well-being	Positive feedback technique ▪ The art of affirmation ▪ Positive feedback techniques				

Allocation of Grant for 2025/26	$200,000
Balance carried forward for 2026/27	$102,200
Estimated expenditure for 2026/27	$102,200

15. School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children 2026-27

Item No.	Programme Title and Content	Expected Goals	Supervision / Evaluation	Budgeted Expenditure
1	Cantonese Language Class for Newly Arrived Students	To help students improve spoken Cantonese for daily communication and integration	Students actively participate in classes; progress assessed by language tasks	Course fee for group sessions: $2,550
2	English Language Support Programme	To strengthen English skills and boost student confidence in local settings	Participation monitored; language gains documented through assessments	Tutoring and materials: $2,550
3	Cultural Exposure Activity with Student Buddies	To foster social integration and cultural understanding through interactive events	Teachers and student buddies evaluate engagement and outcomes	Activity fee (transport, meals, materials): $4,840
			Total	$9,940

16. Annual School Plan for the IT Innovation Lab in Secondary Schools Programme of the Office of the Government Chief Information Officer 2025-2027 (2 years)

Area	Budget	Remarks
On-site STEM Courses MineCraft Metaverse Design Competition Course	$170,100	4 terms of S1 CASTLE classes (S1), around 20 students/class. Uses Minecraft Education Edition toolkit to learn programming and virtual world building.
UGOT AI Robotics Foundation Training	$113,400	2 terms of S2 CASTLE classes, around 20 students/class. Teaches AI, machine learning, and block-based programming using the City Guardian Kit.
AI-Assisted 2D & 3D Animation and Game Design Workshop	$56,700	1 terms of S3 Modular Study classes, around 15 students/class. Covers character modeling, scene setup, 3D workflow, and creating a 5-minute short film.
0-100 Drone Swarm Performance and Competition Training Program	$178,200	4 terms of S3 Modular Study classes, around 15 students/class. Focuses on drone flight principles, spatial awareness, and the "Birds in Flight" team challenge.

0-100 Programming: AI-Assisted Mobile App Development and AI Advertising Design	$178,200	4 terms of S3 Modular Study classes, around 15 students/class. Career-oriented digital literacy course utilizing low-barrier AI tools for multimedia production.
UGOT AI Robotics Competition Training Program	$127,440	2 terms of S2 CASTLE classes, around 20 students/class. Advanced design, optimization, and strategic training for local and world-class UGOT robotics tournaments.
Hardware MineCraft Education License (1 year)	$4,000	40 units at a unit price of $100. Subsidizes the Minecraft Metaverse design course.
Transformative Robotics Kit – UGOT City Guardian	$54,240	8 kits at a unit price of $6,780. Includes main controller, distance/camera sensors, servo motors, and gear motors.
Transformative Robotics Kit – UGOT City Guardian Add-On Kit	$8,800	4 kits at a unit price of $2,200. Enhances capabilities with bionic hip modules, wheeled leg modules, and custom cables.
Ubtech UGOT Dedicated Bluetooth Remote Controller	$4,000	8 units at a unit price of $500. Dedicated remotes for hands-on control and competition execution.
UGOT High-Speed Motor Accessory Pack	$1,800	1 set of 10 motors including Type-C connection cables at a unit price of $1,800.
UGOT Robotics Competition Map Kit – Planet Action Map Kit	$1,100	1 unit at a unit price of $1,100. Official competition training map for robotics challenges.
Fii (小鳥飛飛) F600 Swarm Drone Kit	$90,760	2 kits at a unit price of $45,380. Each kit includes 10 F600 models, 30 batteries, 10 software licenses, chargers, and operational maps.
Total Proposed Budget	$988,740	Full combination of STEM training services ($824,040) and equipment procurement ($164,700), fully inclusive of all delivery fees.