PLK HKTA YUEN YUEN PRIMARY SCHOOL

Annual School Plan

2026/27

Annual School Plan 2026/27

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1. Our School

i. The Kuk's Spirit

The Kuk's Spirit
保良精神

Mutual Respect	相互尊重
United Effort	團結合力
Benevolence	延展愛心
Charitable	行善助人
Gratefulness and Recognition	感恩知德
Dedication to Serving the Community	造福社群的奉獻精神

Vision 願景

Children are nurtured, Youngsters are educated,
Adults are supported to contribute, Elderly are cared for,
The less fortunate are lightened with hope.
幼有所育，少有所學，
壯有所為，老有所依，
貧寡孤困殘病者皆有所望

Mission 使命

To be the most prominent and committed charitable organisation. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community.
成為最傑出、最具承擔的慈善公益機構，發揮保良精神，
以善心建善業，致力保赤安良，護老扶弱，助貧健診，
培德育才，揚康樂眾，實踐環保，承傳文化，造福社群

Values 價值觀

Fine traditions, Accommodate the current needs,
People-oriented, Care and appreciation,
Sound governance, Pragmatic and innovative,
Integrity, Vigilance,
Optimal use of resources, Cost-effectiveness,
Professional team, Service with heart
秉承傳統　與時並進
以人為本　關愛感恩
優良管治　務實創新
廉潔奉公　安不忘危
善用資源　注重本益
專業團隊　愛心服務

1. Our School

ii. School Vision and Mission

OUR SCHOOL
VISION 願景

We believe that our children have unlimited potential. We are committed to fostering their :
我們相信本校學生潛能無限，能達致：

- Academic Excellence 學業精進
- Talents and Gifts 盡展潛能
- Love, Respect, Diligence and Integrity 愛敬勤誠
- Upright Morals and Virtues 明道立德

OUR SCHOOL
MISSION使命

To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential.
我們致力提供不同學習經歷及機會以幫助學生發掘及盡展潛能

To create an inviting community that is conducive for learning and growth.
我們致力提供優良的學習環境及設備以促進學生的學習效能

To instill in our students positivity, perseverance, love and compassion so that they can become productive members of society.
我們致力建立關愛校園，讓學生能抱持正面的人生態度，建立堅毅不屈的精神，並在愛與關懷的環境下茁壯成長，成為一個能為社會作出貢獻的良好公民。

1. Our School

iii. School Overview

PLK HKTA Yuen Yuen Primary School has been managed by Po Leung Kuk under the Direct Subsidy Scheme (DSS) since 2005. Our aim is to provide an inspiring and stimulating environment for our students to explore their interests and discover their potential. With our ever-evolving school-based curriculum, we design engaging and meaningful learning experiences to equip our students with the knowledge and skills to confidently face the challenges they may encounter throughout life. Supported by our positive and loving school culture, our children learn to be passionate and resilient as they flourish both in and out of our school community.

Key Features:

RICH ENGLISH LEARNING ENVIRONMENT - English is the medium of instruction for all of our lessons, with the exception of our Chinese and M&M (Morals and Multi-Intelligence) curriculum, which are taught in Putonghua.

LEARNING IS FUN! - Our school-based curriculum is designed to provide engaging and meaningful learning experiences. Students acquire knowledge and skills through participation, inquiry, collaboration and direct experience. We actively embrace innovative pedagogical approaches, digital learning and AI technologies to promote self-directed learning, creativity, critical thinking and problem-solving skills, preparing students for future learning and lifelong development.

CO-TEACHING - Most of our lessons are co-taught by two educators, allowing for a dynamic and flexible learning environment. This collaborative approach enables us to design more engaging and effective lessons, provide differentiated support and cater to the diverse learning needs of students, fostering personalised and meaningful learning experiences.

HOMEWORK POLICY - While homework plays a valuable role in reinforcing classroom learning, we believe it is equally important for students to have ample time to read independently and engage in extracurricular activities. At YYPS, we intentionally assign less homework than many other local schools to support a more balanced and holistic approach to education. As a general guideline, students in Primary 1 to Primary 3 are expected to spend approximately 45 to 60 minutes on homework each day, while those in Primary 4 to Primary 6 typically spend between 60 to 90 minutes daily.

CLASS SIZE – 4 classes per grade; 33 students per class

INVITATIONAL EDUCATION (IE) AND HAPPY SCHOOL CULTURE - As an IE school, YYPS aims to support students' growth by creating a community that promotes care, respect, trust and optimism. Through the careful implementation of the 5Ps of IE (People, Places, Policies, Programmes and Processes), we strive to cultivate an environment where students are excited to learn and feel valued as members of the school community. The school is also committed to promoting a Happy School culture that supports students' well-being, positive relationships and whole-person development, enabling them to flourish academically, socially and emotionally.

PLK HKTA Yuen Yuen Primary School
Annual School Plan
2026/27

Major Concerns

1. To implement new and improved strategies for catering to the diverse learning needs of our students

2. To promote positive attitudes within our school community

1. Major Concern: <u>To Implement New and Improved Strategies for Catering to the Diverse Learning Needs of Our Students</u>

Feedback and follow-up actions from the previous school year:

During the 2025/26 school year, the school continued to strengthen differentiated instruction, inquiry-based learning and AI-enhanced learning to cater for students' diverse learning needs. The increased use of innovative pedagogical approaches, digital learning tools and artificial intelligence contributed to more engaging and personalised learning experiences. Improvements in students' and teachers' perceptions of teaching and learning suggested that students responded positively to the school's efforts to promote active participation, collaboration and self-directed learning.

The school also continued to enhance teachers' professional capacity through training related to learner diversity, educational technology and innovative pedagogy. Collaborative lesson planning, peer lesson observation and cross-curricular initiatives facilitated professional sharing and supported the implementation of effective teaching practices across Key Learning Areas.

Looking ahead, further efforts will be made to strengthen students' higher-order thinking skills, creativity and self-directed learning capabilities. Greater emphasis will be placed on developing students' AI literacy, information literacy and responsible use of emerging technologies. The school will also continue to strengthen differentiated teaching strategies and assessment practices to ensure that students with diverse learning needs are provided with appropriate support and opportunities to achieve success.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Note: Items marked with ★ indicate areas for possible adjustment and follow-up by subject panels and functional committees.						
i. Design learning tasks and student assessment methods that incorporate different levels of Bloom's Taxonomy to help develop higher-order thinking skills.	★ Conduct subject-based professional development workshops to strengthen teachers' application of Bloom's Taxonomy in lesson and assessment design.	★80% of teachers agree that the workshops enhance their ability to design learning and assessment activities using Bloom's Taxonomy. ★Effective application of Bloom's Taxonomy is evident in classroom learning activities, questioning techniques and assessment tasks. ★At least one lesson observation in each major subject demonstrates the use of higher-order questioning techniques and learning activities. ★KPM04 (Stakeholders' Perception of Teachers' Professional Development) remains at or above 3.9.	Stakeholder Surveys School-based Questionnaires Lesson Observation Review of Assessment Tasks and Student Work	Ongoing throughout the 2026/27 school year	Curriculum Team Heads of Departments	Funding for professional development workshops, materials and resources

	★ Coordinate between Curriculum Team, Cross-curricular Coordinator and subject panels to strengthen cross-curricular and theme-based learning and assessment processes.	★At least one cross-curricular learning activity is implemented at each grade level. ★Students are provided with opportunities to apply knowledge and skills across different Key Learning Areas through cross-curricular learning activities. ★80% of teachers agree that cross-curricular collaboration enhances students' higher-order thinking and learning effectiveness.	Stakeholder Surveys Teacher Observations Student Work Samples School-based Questionnaires	Ongoing throughout the 2026/27 school year	Curriculum Team Cross-Curricular Coordinator Heads of Departments All Teaching Staff	Dedicated co-planning time for teachers
	★ Conduct peer lesson observations and collaborative lesson planning in the major subject areas (Chinese, English, Mathematics, General Studies, Primary Science and Humanities).	★Each major subject panel conducts at least one co-planning session and one peer lesson observation during Terms 2 and 3. ★ Teachers share effective learning and teaching strategies through collaborative lesson planning and professional dialogue.	Peer Lesson Observation Records Teacher Reflection and Sharing School-based questionnaires Stakeholder Surveys	Terms 2 and 3	Heads of Departments All Teaching Staff	Dedicated time for co-planning and peer observations

		★KPM12.2 (Students' Perception of Student Learning) remains at or above 4.2.				
	★ Implement Bloom's-aligned learning tasks that promote reasoning, application, analysis and evaluation skills, and utilise formative feedback to refine curriculum planning.	★80% of students successfully complete higher-order thinking tasks. ★A variety of assessment methods are implemented to evaluate student performance and cater for learner diversity. ★Teachers make use of formative assessment information and feedback to refine learning and teaching strategies. ★Students demonstrate improvement in reasoning, application, analysis and evaluation skills through classroom learning tasks and assessments.	Student Performance Data Feedback from Assessments Curriculum Review Meetings Analysis of Formative Assessments Teacher Observation	Ongoing throughout the 2026/27 school year	All Teaching Staff Curriculum Team Heads of Departments	Learning Materials and Resources Dedicated Time for Curriculum Review Meetings and Data Analysis

ii. Explore innovative uses of IT to enhance teaching effectiveness, classroom interaction, and students' development in self-directed learning, problem-solving, and collaboration.	★a. Integrate the use of Artificial Intelligence (AI) in teaching and learning, with at least two AI applications introduced into Primary 4 to Primary 6 throughout the year.	★At least two AI applications are actively used in Primary 4 to Primary 6 by Term 2. ★At least one AI-supported application is adopted school-wide to support collaborative learning in Primary 4 to Primary 6. ★80% of students agree that AI, the enhanced BYOD programme and interactive whiteboards improve their self-directed learning, problem-solving and collaboration skills. ★80% of teachers report increased student engagement during lessons that incorporate AI, the enhanced BYOD programme and interactive whiteboards. ★Students demonstrate awareness of the responsible and ethical use of AI through learning activities and classroom	School-based questionnaires Stakeholder Surveys APASO	Ongoing throughout the 2026/27 school year	IT Coordinator Heads of Departments	Funding for AI applications Professional development on AI integration

		practice. ★KPM12.1 (Teachers' Perception of Student Learning) remains at or above 3.9. ★KPM12.2 (Students' Perception of Student Learning) remains at or above 4.2. ★KPM12.3 (Parents' Perception of Student Learning) remains at or above 3.9.				
	★b. Enhance the BYOD (Bring Your Own Device) programme by optimising the usage of different applications.	★80% of students agree that the enhanced BYOD programme supports their learning effectiveness. ★Students demonstrate increased use of digital tools for self-directed learning and collaboration. ★Teachers effectively integrate BYOD applications into learning and teaching activities.	School-based questionnaires Stakeholder Surveys Teacher Observation	Ongoing throughout the 2026/27 school year	IT Coordinator BYOD/E-Learning Team Heads of Departments	Funding for BYOD programme optimization Technical support

	★c. Promote in-class engagement and interaction through the utilization of interactive and digital whiteboards.	★Interactive and digital whiteboards are effectively utilised across all grade levels. ★80% of teachers report increased classroom interaction and student participation through the use of interactive technologies. ★Students demonstrate active participation in collaborative learning activities.	Teacher Observation School-based Questionnaires Stakeholder Surveys Student Feedback	Ongoing throughout the 2026/27 school year	IT Coordinator BYOD/E-Learning team Heads of Departments All Teaching Staff	QEF-funded interactive and digital whiteboards Professional development / Grade-Level Meeting Discussion and Sharing on effective classroom integration

2. Major Concern: <u>To Promote Positive Attitudes Within Our School Community</u>

Feedback and follow-up actions from the previous school year:

During the 2025/26 school year, the school continued to promote positive attitudes through a whole-school approach encompassing Positive Education, values education, national education, experiential learning and service learning. Students benefited from a wide range of learning experiences designed to foster gratitude, resilience, responsibility, empathy and a sense of belonging. Improvements were observed in students' emotional well-being, school connectedness and positive values, suggesting that the school's efforts to cultivate a caring and supportive learning environment were effective.

The school also strengthened leadership development, service-learning opportunities and experiential learning programmes. Through volunteer service, community service activities, leadership training and authentic learning experiences, students were provided with meaningful opportunities to apply positive values in real-life contexts. Students demonstrated an increasing willingness to serve others and contribute positively to the school and wider community.

National education continued to be strengthened through curriculum integration, cultural learning experiences, flag-raising ceremonies, Mainland exchange programmes and sister-school activities. Students were provided with rich opportunities to deepen their understanding of Chinese culture and national development, which contributed to the strengthening of their sense of national identity.

Looking ahead, the school will continue to foster gratitude, resilience, integrity and a growth mindset through Positive Education, volunteer service and experiential learning opportunities. Greater emphasis will be placed on providing authentic opportunities for students to demonstrate positive values through leadership, service, volunteer work and community engagement. The school will also continue to deepen students' appreciation of Chinese culture and strengthen their sense of national identity through curriculum integration, Chinese cultural activities, Mainland exchange programmes, sister-school exchanges and National Security Education learning experiences. In alignment with the school's 2026/27 focus on Integrity, greater emphasis will also be placed on helping students demonstrate honesty, responsibility and moral courage in their daily learning and interactions. The promotion of students' well-being, positive relationships, healthy lifestyles and active citizenship will remain a key focus of school development.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Note: Items marked with ★ indicate areas for possible adjustment and follow-up by subject panels and functional committees.						
i. Implement a school-based positive education programme to increase awareness of mental health and improve overall mental well-being.	★Introduce positive education to all stakeholders through seminars, workshops, and leaflets, followed by classroom-based activities and student-led campaigns to reinforce key concepts.	★85% of teachers agree that the seminars, workshops and informational materials effectively support the implementation of the school-based Positive Education programme. ★85% of parents agree that the programme enhances their awareness of mental health and well-being. ★85% of students demonstrate an increased understanding of mental wellness and positive emotions. ★85% of students agree that school activities help them develop gratitude, resilience, integrity and a growth mindset. ★Students demonstrate positive attitudes, integrity and responsible behaviour in school life and learning activities.	APASO Attendance Records of Teacher Briefings, Meetings and Workshops Student Feedback Surveys Programme Evaluation Meetings Parent Feedback Surveys	Throughout the school year	D&C Team Curriculum Team Heads of Departments All Teaching Staff	Funding for Positive Education programmes Professional development for teachers

		★KPM17 (Positive Affect) remains at or above 110. ★KPM17 (No Negative Affect) remains at or above 115. ★KPM17 (No Anxiety, Depressive Symptoms) remains at or above 115.				
	★Implement school-based positive education programmes to promote positive attitudes, gratitude, resilience, integrity, growth mindset and mental well-being.	★Students demonstrate positive attitudes, integrity and responsible behaviour in school life and learning activities. ★85% of students agree that school activities help them develop gratitude, resilience, integrity and a growth mindset. ★85% of students, teachers and parents agree that campus displays, gratitude boards, integrity displays and school-based Positive Education activities promote a positive school atmosphere. ★KPM17 (Positive Affect) remains at or above 110.	School-based student, teacher and parent surveys	Ongoing throughout the 2026/27 school year	D&C Team Curriculum Team Heads of Departments All Teaching Staff	Funding for Positive Education programmes, materials and resources
	★Make targeted modifications to the school campus—such as student-led displays, and gratitude boards—to reinforce positive school spirit.		School-based student, teacher and parent surveys Programme evaluation meetings	By the end of Term 3	D&C Team Curriculum Team Heads of Departments All Teaching Staff	Funding for campus renovations and projects

		★KPM17 (No Negative Affect) remains at or above 115. ★KPM17 (No Anxiety, Depressive Symptoms) remains at or above 115. ★KPM12.2 (Students' Perception of Student Learning) remains at or above 4.2. ★KPM12.3 (Parents' Perception of Student Learning) remains at or above 3.9.				
ii. Plan and organize direct experiential learning opportunities to foster positive attitudes and values (e.g., respect, empathy, responsibility, kindness, resilience).	★Create learning experiences within the in-school curriculum to foster positive values.	★KPM17 Positive Affect remains at or above 110. ★KPM17 No Negative Affect remains at or above 115. ★Students demonstrate positive values, empathy, responsibility and resilience through participation in curriculum-based experiential learning activities.	APASO Student Feedback Surveys on In-class Positive Attitude Activities Classroom Observations by Panel Heads Meetings with Teachers to Review Curriculum Implementation	Ongoing throughout the 2026/27 school year	D&C Team Curriculum Team Heads of Departments All teaching Staff	Funding for Learning Resources and Teacher Training

	★Co-organise programmes with external organisations and community partners to expand students' experiential learning, volunteer service and service-learning opportunities and foster the development of positive attitudes.	★At least one out-of-school, positive attitude-focused experiential programme is organised per school year. ★ Each subject organises at least one volunteer service or service-learning activity during the school year. ★85% of participating students report increased empathy, responsibility and resilience. ★Students demonstrate a willingness to serve others and contribute positively to the school and wider community. ★KPM17 (Positive Affect) remains at or above 110. ★KPM17 (No Negative Affect) remains at or above 115.	APASO Student Feedback Surveys Observation of Student Behaviour and Attitudes during Programmes Meetings with Programme Partners to Review Effectiveness	Ongoing throughout the 2026/27 school year	D&C Team Curriculum Team Heads of Departments All teaching Staff	Funding for Partnership Programmes and Transportation
iii. Strengthen National Education elements in the curriculum to develop students' national identity and	★Plan whole-school activities to develop students' national identity and promote their understanding of Chinese culture.	★At least two whole-school Chinese cultural activities are organised per school year. ★95% of Primary 6 students	APASO School-based Surveys	Ongoing throughout the 2026/27 school year	NSE Team Heads of Departments	Funding for cultural activities, materials, and resources

appreciation for Chinese culture.		participate in at least one Mainland exchange programme during their primary school education. ★KPM17 National Identity indicators remain at or above the current level. ★Students demonstrate enhanced appreciation of Chinese culture and national identity through APASO findings and school-based evaluation data.	Programme Evaluation Meetings			
	★Increase exchange and liaison with Sister Schools in mainland China.	★Students participate in meaningful exchange and learning activities with Sister Schools and Mainland partners. ★ Students demonstrate enhanced understanding of Chinese culture, national development and National Security Education through learning activities and exchanges. ★KPM17 National Identity indicators remain at or above	Curriculum review by Curriculum Coordinator and panel heads Feedback from teachers on implementation of National Security Education Student performance on National Security Education-related tasks and activities	Ongoing throughout the 2026/27 school year	NSE Team Sister School Liaison Team	Funding for exchange and liaison with Sister Schools in mainland China

		the current level.	Meetings with teachers and panel heads to discuss curriculum integration			
	★Strengthen National Security Education in the curriculum planning process by integrating the newly-established Geo-China Display Wall and Chinese Herbal Garden.	★National Security Education elements are incorporated into learning activities across different subject areas. ★The Geo-China Display Wall and Chinese Herbal Garden are utilised as school-based learning resources to support Chinese culture, National Education and National Security Education learning activities where appropriate. ★Students demonstrate increased understanding of national security, Chinese culture and national development through classroom learning activities.	Curriculum Review by Curriculum Team and Heads of Departments Teacher Feedback on the Implementation of National Security Education Student Performance on National Security Education-related Tasks and Activities Meetings with Teachers and Heads of Departments to Discuss Curriculum Integration	Ongoing throughout the 2026/27 school year	NSE Team Curriculum Team Heads of Departments	Dedicated Time for Co-planning and Curriculum Development

Appendix 1

PLK HKTA Yuen Yuen Primary School
Plan on Use of Capacity Enhancement Grant (2026/27 school year)

Means by which teachers have been consulted: Staff meetings and email communication

Task Area	Major Area(s) of Concern	Time Scale	Strategies/Tasks	Benefit Anticipated	Success Criteria	Method	Resources	People Responsible
Recruitment of 2 Support Staff (SS)	Reducing teachers' workload on non-teaching tasks to enhance their capacity for curriculum development, learning and teaching, and student support	09/2026 – 08/2027	• Assist in stocking teaching aids • Assist in preparing teaching materials • Assist in arranging classroom activities • Assist in checking attendance records of extracurricular activities (ECAs) • Perform Saturday duties related to school affairs • Assist teachers in administrative work related to learning and teaching	The overall workload of teachers will be alleviated, allowing them to devote more time to curriculum development, lesson planning and student support.	Teachers generally agree that the deployment of the Support Staff effectively reduces their non-teaching workload and enhances operational efficiency.	• Year-end Staff Meeting Feedback • Performance Appraisal	Salary of 2 Support Staff for 12 months and MPF contribution: $346,147.20	Vice Principals

Recruitment of 1 Information Technical Support Staff (ITSS)	Providing adequate IT support for teaching staff and facilitating the integration of information technology into learning and teaching	09/2026 - 08/2027	• Provide IT support for teachers during lessons and school activities • Assist in managing school IT systems and infrastructure • Provide technical assistance for e-learning activities and digital learning platforms • Troubleshoot hardware, software and network issues • Support technology-enhanced learning activities and school functions	School activities and lessons will run smoothly with timely technical support. Teachers will be better supported in integrating information technology into learning and teaching.	Teachers generally agree that the deployment of the Information Technical Support Staff effectively supports teaching and learning activities and facilitates the smooth operation of school IT systems and digital learning initiatives.	• Year-end Staff Meeting Feedback • Performance Appraisal	Salary of 1 ITSS for 12 months and MPF contribution: $317,961.00	Vice Principals Head of Information Technology Support

Budget Summary:

Capacity Enhancement Grant (2026-2027): $670,236.00
Balance brought forward from previous year: $0.00
Total available funds: $670,236.00

Expenditure:
Recruitment of 2 Support Staff: $346,147.20
Recruitment of 1 Information Technical Support Staff (ITSS): $317,961.00
Total expenditure: $664,108.20

Projected Carry Forward to Next Year:
$670,236.00 − $664,108.20 = $6,127.80

Appendix 2

___26/27___Plan on the Use of the Life-wide Learning and Sister School Grant (Template)

May 2025 ver.

Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list):【School may click on the "–" on the left to hide this part】

[Please click "Enable Content" / "啟用內容" above before completing the template.]

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development	A5 Career-related Experiences	A6 Patriotic Education	
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)			
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

Category 1: Details of Activities

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 (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	Sports Day	TBC	Promote athleticism throughout physical activities participation	792	78			$8,000.00		A4 Physical and Aesthetic Development		B7 Others	Each student join at least one event
2	Sports Team Competition Fee	Whole Year	Encourage students to participate in physical activities by regular sports teams training	300				$10,000.00		A4 Physical and Aesthetic Development		B5 Observation	
3	PE Swimming Lessons	Whole Year	To provide swimming learning opportunities for students	792				$100,000.00		A4 Physical and Aesthetic Development		B7 Others	Observation of teachers and coaches assessment results
4	Swimming Gala (Medals and gifts)	Term 3	Encourage students to participate in the swimming gala To show appreciation to student's hard work and performance	396				$3,000.00		A4 Physical and Aesthetic Development		B7 Others	Observation of teachers and coaches competition records and results
5	Swimming Award Scheme	Whole Year	To show appreciation to student's hard work and performance	792				$3,000.00		A4 Physical and Aesthetic Development		B7 Others	Observation of teachers and coaches assessment results
6	Dance Team Competition	Whole Year	Encourage students to participate in a variety of dance competitions to get more stage experience regularly	100				$26,800.00		A4 Physical and Aesthetic Development		B7 Others	Observations of teachers and coaches competition results
7	Other Competition Fee	Whole Year	Encourage students to participate in a variety competitions to get more practical experience	80				$20,000.00		A4 Physical and Aesthetic Development		B7 Others	Observations of teachers and coaches competition results
8	Choir	Whole Year	Develop proper singing technique, ensemble performance skills, musicianship and interest for singing and performing arts Offer opportunities for students to perform and compete in performances and competitions locally and overseas	120				$100,000.00		A4 Physical and Aesthetic Development		B7 Others	Observations of teachers and and coaches Comments from students and parents
9	Chinese Debate Team	Whole Year	To generate effective critical thinking into primary issues in the given topic	10				$150,000.00		A2 Intellectual Development		B7 Others	Observations of teachers and coaches competition results
10	Flag Raising Team	Term 1	To provide professional training for students	15				$15,000.00		A6 Patriotic Education		B5 Observation	

11	Cub Scouts	Whole Year	To provide other learning opportunities for students	20				$5,000.00		A3 Community Service		B5 Observation	
12	Perfect Camp (Education Outdoor Camp)	Term 1	To provide other learning opportunities for students To build up teamwork for prefects	70	4			$30,000.00		A1 Values Education		B7 Others	Teacher Observation Feedback from students
13	P6 Graduation Camp (Education Outdoor Camp)	TBC	To provide other learning opportunities for students	132	9			$36,050.00		A1 Values Education		B7 Others	Teacher Observation Feedback from students
14	School Activities	Whole Year	To provide other learning opportunities for students E.g. Orchestra	792				$60,000.00		A4 Physical and Aesthetic Development		B7 Others	Teacher Observation Feedback from students Comments from parents
15	Chinese Day	February	To celebrate Lunar New Year and help students understand Chinese culture	792	78			$10,000.00		A2 Intellectual Development		B7 Others	Teacher Observation Feedback from teachers Comments from parents
16	STEAM Day	Term 3	To enhance students' learning motivation and experience in Cross-curricular activities through arranging a STEAM Day for students	792	78			$8,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B7 Others	Teacher Observation Feedback from teachers
17	Purchase of App	Whole Year	To enhance students' learning motivation and experience in advanced technology	792	78			$70,000.00		A7 Digital Education, Artificial Intelligence and		B7 Others	Teacher Observation Feedback from teachers
18	NSE Outing	Whole Year	To provide other learning opportunities for students	396	20			$10,000.00		A6 Patriotic Education		B1 Questionnaire	
(Please insert rows above if the space provided is insufficient.)													
								Total estimated expenses of item 1.1	**$664,850.00**				
1.2	**Non-local Activities**												
1	Overseas Study Tour	April 2027	-To provide the opportunity for students study with other students and experience the life in other countries -To enforce students' confidence and the liability to communicate in an English speaking environment -To foster the education and cultural exchange between Hong Kong and other countries	28	4			$14,000.00		A1 Values Education		B1 Questionnaire	
2	New Zealand Tour	April 2027		28	4			$14,000.00		A2 Intellectual Development		B1 Questionnaire	
3	Senior Choir Tour	Summer 2027	To provide senior choir members with enriching opportunities to share their musical talents, foster cultural exchange, and strengthen community bonds through performances that inspire audiences and celebrate the joy of choral music.	60	9			$60,000.00		A4 Physical and Aesthetic Development		B2 School Meeting and Discussion	
4	內地姊妹學校到訪	December 2026	恆常交流					$6,500.00		A1 Values Education		B2 School Meeting and Discussion	
5	廣州南沙金隆小學	01 Oct 2026	科技強國主題研學	5	1			$6,000.00	金隆小學	A1 Values Education		B2 School Meeting and Discussion	
6	杭州市文瀾小學	01 Apr 2027	認識姊妹學校，加深兩地友誼，及讓學生體驗內地學校教育。	32	5			$100,000.00	杭州市文瀾小學	A1 Values Education		B2 School Meeting and Discussion	
7	深灣小學	April 2027	體育交流					$10,000.00	深灣小學	A4 Physical and Aesthetic Development		B2 School Meeting and Discussion	
8	深灣小學	June 2027	樂團交流	80	10			$25,000.00	深灣小學	A4 Physical and Aesthetic Development			
(Please insert rows above if the space provided is insufficient.)													
								Total estimated expenses of item 1.2	**$235,500.00**				
								Total estimated expenses (sum of items 1.1 and 1.2)	**$900,350.00**				

Name of Teacher Responsible for Life-wide Learning:	Tam Shung Yin	Position:	ECA Coordinator
Name of Teacher Responsible for the Sister School Scheme:	Kwok Yuk Yu	Position:	NSE & Values Education Mistress

Appendix 3

保良局香港道教聯合會圓玄小學
運用推廣閱讀津貼計劃書
2026-2027學年

推廣閱讀的主要目標：
培養學生的閱讀興趣，推動校園閱讀文化，提升閱讀效能。本年度購買中英文正向教育相關圖書。用以在閱讀方面支援其他課程推廣正向教育。

	項目名稱	2026/27 推廣閱讀津貼撥款額：$33,088
1	購置圖書	$54815
	☐ 實體書	
	☐ 電子書	
2.	網上閱讀計劃	$0
	☐ e 悅讀學校計劃	
	☐ 其他計劃：_____	
3.	閱讀活動	$5000
	☐ 聘請作家、專業說故事人等進行講座	
	☐ 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	☐ 支付學生參加閱讀活動或比賽的報名費	
	☐ 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：閱讀獎勵計劃	$8000
		合共：$67815
總預算開支為 $67,815，其中 $33,088 由教育局推廣閱讀津貼支付，其餘款項由學校經常津貼 / 校本經費支付。		

中華文化一筆過津貼 26-27計劃

Appendix 4

津貼金額：港幣30萬

目的：支援學校提升學生對學習中華傳統文化的興趣，增進中華文化知識，加強學生國民身份認同。

涵蓋學年：23-24、24-25、25-26、26-27（共四年）

使用期限：2024年4月開始至2027年8月31日止

目標	推行策略	成功準則	評估方法	時間表	負責人	所需資源
學生明白中草藥是中國傳統文化，了解中草藥與生活息息相關。	1. 一二年級學習李時珍故事及新鮮草藥與乾草藥的不同。 2. 三四年級以跨科形式，學習中草藥在生活中的應用。 3. 五年級以膳食為主，六年級學習涼茶的歷史及涼茶的類別。	1. 一二年級能說出草藥的名稱。 2. 三四年級完成專題報告，及香包製作。 3. 五六年級以小組完成老師指定的報告，並與同學分享。	1. 老師觀察 2. 學生在報告上的表現	第二及第三學期	各級M&M老師	新鮮中草藥，乾草藥，香包袋子、專題研習、學生簡報 預計所需費用: 8000元
推廣傳統節日	1. 中秋節在小一推行各種活動，包括觀看嫦娥奔月故事、製作燈籠、猜燈謎、製作月餅，讓學生能親身感受節日的氣氛。P2-6學生也能獲得由家長親手製作的月餅一個，感受節日氣氛。	1. 學生對中秋節有更深的認識，能說出中秋節是我國的傳統，明白中秋節代表團圓，並能說出中秋節市民的活動。	1. 老師觀察 2. 學生感言	中秋節: 第一學期 中華文化日: 第二學期	全校中文老師	中秋節: 佈置的橙籠、月餅材料: 粉、餡、模具、紙皮兜、架子、鐵盆、矽膠鏟子、刀片、猜燈謎禮物等，預計所需7000元。 中華文化日: 傳統節日小食、

	2. 設中華文化日推廣農曆新年，將會邀請舞獅到校，營造熱鬧氣氛，以古代科技及現代科技作切入，讓學生認識更多祖國的科技發展。	2. 學生透過中華文化日，除了對節日有更深的認識外，希望學生能更熱愛農曆新年。並對我國傳統與現代的科技發展有更多的認識。				古代科技手工材料、現在科技材料、醒獅隊等，計花費40000元
讓學生對內地有更多的認識，建立國民身份認同。	資助學生到北京參加樂團交流及遊覽歷史名勝，擴闊學生的視野。	1. 學生享受今次的旅程。 2. 學生認為今次的北京之行能令自己對祖國有更多的認識。	1. 老師觀察 2. 學生感言	第三學期	樂團負責老師	資助學生，預計每人大約1500元，55人約位82500元

學年	支出
23-24	**$0**
24-25	**$23,312.34**
25-26	**$62,674.19**
26-27	**$137,500**
總支出	**共$ 223486.53**
結餘	**$76,513.47**

Appendix 5

支援學校推動校園體育氛圍及MVPA60一筆過津貼計劃

1. 宗旨

1.1 運用政府為資助特殊學校提供的一筆過「支援學校推動校園體育氛圍及『MVPA60』津貼」，發展並優化活躍健康的校園政策，營造更理想的體育氛圍，推動「MVPA60」計劃，協助學生培養活躍及健康的生活模式，促進身心均衡發展。

1.2 配合校本發展需要，採購並發展體育相關的資訊科技服務、流動應用程式及相關器材，同時聘用合資格教練，開設多元化的體育校隊及訓練班，協助學生提升體能活動量，建立健康生活習慣，促進全人健康。

2. 現況

2.1 教育局於2024年3月向本校發放一筆為數$150,000的津貼，可跨學年使用至2026/27學年。本校將靈活運用該筆撥款，發展排球及跳繩兩項新運動項目，成立校隊。並採購與體育相關的資訊科技服務、流動應用程式及器材，從而提升學生的體能活動水平與表現，進一步完善推動活躍校園及「MVPA60」之政策，建立學生健康積極的生活方式。

3. 目標及推行措施

目標	推行策略	成功準則	評估方法	時間表	負責人	所需資源
1. 發展排球及跳繩運動，發掘學生的不同潛能，增加學生參與不同運動的機會。	- 透過課堂活動推廣排球及跳繩運動, 培養學生對不同運動的興趣。 - 聘用合資格教練提供專業和有系統的訓練	- 80%學生樂於參與排球及跳繩訓練活動 - 80%學生樂於參與排球及跳繩比賽，以及學校大型活動中進行表演，發掘學生的不同潛能，提高個人的成就	- 學生出席率 - 學生參與比賽的成績 - 分科會議內意見調查	09/2024 至 08/2025	余宛汶	$61655

	予學生，提供機會讓學生參加比賽及表演，以增加自信心。	感。				
2. 發展和採購與體育相關(Robocoach)的資訊科技服務、流動應用程式和相關器材	- 配合體育科的課程發展，應用相關的資訊科技服務、流動應用程式和相關器材於課堂中，以提升學生的體能表現。 -設置小息體能挑戰站，讓學生於小息時參與，提升學生參與運動的動機。 - 學生會使用流動應用程式在家進行課後體能活動，以增加運動量。	- 90%學生會使用流動應用程式進行體能活動 - 60%學生樂於參加小息體能挑戰 站進行體能活動 - 50% 的學生體能體能成績有所改善	- 學生的體能成績 - 學生參與於課堂期間及課後的參與率 - 分科會議內意見調查	09/2025 至 08/2027	余宛汶	$88345

推廣自主語文學習(普通話) 一筆過津貼 **Appendix 6**

津貼金額：港幣20萬

目的：促進學生在普通話方面的自主學習，豐富語言學習環境

涵蓋學年：24-25、25-26、26-27（共三年）

使用期限：2024年12月開始至2027年8月31日止

Target 目標	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
推廣自主語文學習(普通話)	採購和/ 或訂購學習資源 -中秋節活動	中秋節舉辦觀賞閱讀主題展板、猜燈謎、攤位遊戲等活動，讓學生了解、欣賞中華文化。	教師觀察	2025年中秋節	Kwok Yuk Yu	中秋節活動物資 - $1,869.82
	聘請不屬編制內的普通話師導師或非教學支援人員 -普通話戲劇	綵排一齣普通話短劇，並參加「香港學校戲劇節」	為全校師生演出普通話短劇	2024年10月至2025年4月	Eunice Liao, Patrick Yang	聘請普通話戲劇班導師 -$26500
				2025年10月至2026年4月	Eunice Liao, Winny Chen	聘請普通話戲劇班導師及道具 -$55534.5
				2026年10月至2027年4月		聘請普通話戲劇班導師、道具、車費、比賽報名費等 -預算$70000
	購買學與教相關的服務	學生每週至少使用一次電子閱讀平台進行閱讀	平台數據 教師問卷	2025-2026年度全學年	Crystal Leung	中文電子閱讀平台 -$16000

	-閱讀電子書（普通話語音輔助閱讀）			2026-2027年度全學年		中文電子閱讀平台 -預算$16000

學年	支出
24-25	$26500
25-26	$73,404.32
26-27	**預算$88500**
總支出	**共$188404.32**
結餘	$11,595.68

PO LEUNG KUK HKTA YUEN YUEN PRIMARY SCHOOL **Appendix 7**
One-off Grant for Promotion of Self-directed Language Learning (English Language)

Year 1 (2025/2026) Evaluation & Expenditure Report

Part 1: Official EDB Annex 2A Evaluation Report Form
Education Bureau Curriculum Development Institute — English Language Education Section
"One-off Grant for Promotion of Self-directed Language Learning (English Language)" Evaluation Report (2025/2026 School Year)

1. Allocation and Use of Funds:

- **Target Student Levels: Primary 3 (P.3)**
- **Number of Student Beneficiaries: All P.3 Students**

Category	**Actual Expenditure (HK$)**
i. Procurement and/or subscription of learning resources	**$0**
ii. Hiring non-establishment English tutors or non-teaching support staff	**$0**
iii. Purchase of learning and teaching related services *(CUHK QSIP Support)*	**$107,000**
iv. Other expenses	**$0**
Total Actual Expenditure (HK$)	**$107,000**
Unspent Grant Balance (HK$) *(To be carried forward to 2026/27)*	**$93,000**

2. Status of Grant Balance:

- **[✓] Unspent balance of HK$ 93,000 will be carried forward to the 2026/2027 school year for continuous implementation.**

3. Impact of the Grant on Students' Language Learning:
Through professional collaboration with the Quality School Improvement Project (QSIP) team from The Chinese University of Hong Kong (CUHK), teachers gained a clear conceptual and practical understanding of Self-Directed Learning (SDL). SDL strategies were embedded into the P.3 Reading Comprehension (RC) curriculum by explicitly modeling target reading skills and incorporating graphic organizers into lessons. School-based RC worksheets were redesigned to align with this updated pedagogical workflow. As a result, P.3 students demonstrated strong skill application and knowledge retention, achieving satisfactory results across daily homework and formal assessments.
Part 2: Comprehensive Annual Evaluation & Financial Report (For SMC Approval / Annual School Report)

1. Executive Summary
During the 2025/2026 academic year, Po Leung Kuk HKTA Yuen Yuen Primary School effectively utilized HK$ 107,000 of the HK$ 200,000 grant disbursed by the Education Bureau (EDB) under the *One-off Grant for Promotion of Self-directed Language Learning (English Language)*.
The Year 1 phase focused on enhancing the Primary 3 (P.3) English Reading Comprehension curriculum. The school engaged the Quality School Improvement Project (QSIP) professional team from The Chinese University of Hong Kong (CUHK) to build teacher capacity, refine pedagogical design, and integrate Values Education and National Security Education (NSE) into the self-directed learning framework.

2. Scope of Services Rendered by CUHK QSIP Team

The HK$ 107,000 expenditure directly funded professional support provided by the CUHK QSIP team:

Focus Area	Service Item	Target Participants	Description	Quantity / Units
Coordination & Strategy	Ongoing Communication	Subject Panel Head(s) & Appointed Teachers	Close contact maintained via meetings, calls, instant messaging, and emails to monitor progress and adjust strategies.	As appropriate
Curriculum Alignment	Preparatory Meeting	Subject Panel Head(s)	30-to-60-minute meeting to align project goals and review students' baseline English abilities and needs.	1 Session
Resource Enhancement	Material Design & Enhancement	Subject Panel Head(s) & Appointed Teachers	Collaborative 1-to-1.5 hour sessions to design, review, and refine SDL-aligned teaching resources based on teacher feedback.	14 Sessions
Pedagogical Evaluation	Lesson Observation & Post-Lesson Discussion	Appointed P.3 Teachers	Half-day peer/individual lesson observations followed by evaluation discussions to assess resource effectiveness.	2 Sessions
Curriculum Refinement	Review & Revision	Subject Panel Head(s) & Appointed Teachers	1-hour session to collaboratively revise learning resources using classroom implementation feedback.	1 Session
Long-term Mapping	Curriculum Review	Subject Panel Head(s) & Appointed Teachers	1-hour session to review the P.3 curriculum, mapping out integration of grammar items, SDL strategies, and Values Education/NSE.	1 Session

3. Pedagogical Implementation & Curriculum Deliverables

A. Conceptual Clarification of Self-Directed Learning (SDL)

Through structured consultancy with the QSIP team, teachers clarified the operational definition of SDL within primary English reading instruction. SDL was established not as unguided independent study, but as equipping students with explicit cognitive strategies and tools to monitor and apply reading skills independently.

B. Instructional Workflow & Materials Adaptation

- **Explicit Modeling & Graphic Organizers: Lessons were restructured to include explicit teacher modeling of target comprehension strategies. Graphic organizers were embedded into classroom activities to make cognitive processes visible to students.**

- **Worksheet Adaptation: School-based Reading Comprehension (RC) worksheets were re-designed to reflect the updated lesson flow, transitioning students from guided practice to independent strategy application.**
- **Values & Cross-Curricular Integration: Contextualized reading materials were updated to incorporate Values Education and National Security Education themes without compromising language learning objectives.**

4. Evaluation of Student Learning Outcomes

Evaluation Area	Key Findings & Evidence	Assessment Method
Strategy Application	Students successfully utilized graphic organizers to extract, structure, and analyze textual information during reading tasks.	Classroom observation & learning artifacts
Knowledge Retention	Students demonstrated consistent, independent application of target reading comprehension strategies in coursework.	Daily homework review & RC worksheets
Academic Attainment	P.3 students achieved satisfactory performance in internal assessments, confirming the effectiveness of the revised reading framework.	Formative & summative assessment records

5. Financial Summary Ledger

Financial Item	Amount (HK$)	Source / Reference
Total Grant Received from EDB	$200,000	EDB Circular No. 210/2024
Year 1 Expenditure (2025/2026):		
Category (i): Learning Resources	$0	EDB Annex 2A
Category (ii): Non-establishment Staff/Tutors	$0	EDB Annex 2A
Category (iii): CUHK QSIP Professional Services	$107,000	Contract No. CTHK2526115
Total Year 1 Expenditure	$107,000	Actual Spend
Remaining Grant Balance (Carried Forward)	$93,000	Unspent EDB Grant

6. Future Planning & Sustainability (Year 2: 2026/2027)

Building on the success of the P.3 pilot program, the school will expand the SDL framework during the 2026/2027 academic year:

1. **Grade Expansion (P.2 & P.4):**
   - **The school aims to extend the professional collaboration with the CUHK QSIP team to cover Primary 2 (P.2) and Primary 4 (P.4).**
   - **The collaboration will maintain the same core objectives and operational model established in Year 1: clarifying SDL principles, embedding explicit modeling and graphic organizers into reading comprehension, and incorporating Values Education/NSE.**
2. **Funding & Resource Allocation:**
   - **The remaining HK$ 93,000 from the EDB grant will be fully allocated toward funding the expanded CUHK QSIP professional services for P.2 and P.4.**
   - **To cover the cost difference exceeding the remaining grant amount, the school will supplement the budget using internal school resources/funds.**

一、 引言與背景

依據教育局通函第 57/2024 號《支援開設小學科學科的一筆過津貼》，本校於 2023/24 學年獲發一筆過港幣 $350,000 元之津貼，旨在配合《2023 年施政報告》推動 STEAM 教育及小學科學科正式獨立開設的政策，提升科學教育質素及加強學生之科學探究能力。

本校採取「循序漸進、重點突破」的策略，將津貼跨學年規劃運用於 2024/25 至 2026/27 三個學年內，分別在「學與教資源採購」、「教具與輔助設備添置」及「人力資源支援（教學助理）」三大核心範疇進行配置。截至 2026/27 學年完結，津貼會全數撥用完畢（總支出：350,000.00，結餘：0.00）。

二、 財務開支分配總覽

本校於各學年之津貼運用金額與用途如下表所示：

[一筆過撥款總額: $350,000]

- 2024-2025 學年: $ 5,600.00 (1.6%) --> 初步資源籌劃及學資源採購
- 2025-2026 學年: $ 32,188.40 (9.2%) --> 課程推行資源及科學教具設備
- 2026-2027 學年: $312,211.60 (89.2%)
  - 聘用教學助理: $200,000.00 (57.1%)
  - 教具及資源添置: $112,211.60 (32.1%)

總支出: $350,000.00 (100%) | 結餘: $0.00

各學年財務詳細說明：

1. **2024 – 2025 學年（開展期）：**
   - **支出金額**：HK$ 5,600.00
   - **主要用途**：採購小學科學科先導階段所需的學與教資源（包括科學探究繪本、參考書籍、數位教學軟件及課堂延伸閱讀材料）。
2. **2025 – 2026 學年（深化期）：**
   - **支出金額**：HK$ 32,188.40
   - **主要用途**：購置配合新課程小一至小六主題之科學探究模組、學生分組實驗套件、展示教具及教學輔助設備（如顯微鏡、電子秤、測量感應器等）。

3. **2026–2027 學年（全面推展期）：**

- **支出金額**：HK$ 312,211.60
- **主要用途：**

- **專責教學助理薪酬**：HK$ 200,000.00（聘用 1 名科學科專責教學助理，協助教師籌劃課程、管理實驗室器材及協助照顧學生實驗安全）。
- **學與教資源及教具設備補充**：HK$ 112,211.60（全面擴充科學室／常識室設施設備、添置高階 STEAM 探究教具、擴充高年級科學實驗儀器及更新輔助教學工具）。

「『智』啟學教」撥款計劃

Appendix 9

津貼金額：港幣50萬

目的：實現各科目教師善用人工智能輔助教學的目標。

涵蓋學年：26-27、27-28（共兩年）

使用期限：2026年6月開始（學校正式收到撥款）至2028年8月31日止

Target 目標	**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
教師善用人工智能輔助教學	本校運用撥款訂閱 **mAI Mind** 中文作文自主學習及評改系統，應用人工智能針對寫作思維過程，實踐過程導向的小四至小六寫作教學，以數據輔助寫作講評，促進學生自主學習及教師評改能力。	1. 教師問卷調查顯示，教師對運用人工智能輔助教學的信心及能力有所提升。 2. 學生問卷調查顯示，學生對人工智能輔助學習的興趣及素養有所提升。 3. 教師能掌握運用 mAI Mind 系統輔助教學的技巧，並能獨立操作及應用於日常教學中。	教師問卷 學生問卷	26-27	Crystal Leung	**平板電腦（學生已有自攜裝置）** **mAI Mind**中文作文自主學習及評改系統使用授權 **- $ 49,900**

學年	支出
26-27	**$49,900**
結餘	**$450,100**

Appendix 10

2026/27 德育及國民教育支援津貼計劃

津貼金額：港幣53萬

目的：在校園推動國民教育，加強學生國民身份認同。

涵蓋學年：2012年至今

使用期限：2012年至今(沒有限期)

目標	推行策略	成功準則	評估方法	時間表	負責人	所需資源
國安參觀活動	4. 參觀愛國教育支援中心航天科普教育基地	1. 學生對航天知識有進一步認識 2. 學生完成工作紙	3. 有九成學生五年級學生參加這個活動 4. 學生能完成中心的工作紙	第三學期	五年級M&M老師	工作紙及入場費，預計20,000元
國安外出參觀交通費，支援學生外出參加一些國民/國安教育活動。	3. 參觀國安展覽廳 4. 解放軍駐港部隊展覽中心	1. 完成這兩次的參觀。 2. 學生認為活動能增長知識。	3. 問卷/學生感言	第三學期	M&M科老師 人文科老師	電子問卷 車費預計10,000元
按排國安講座，增強學生的國家觀念。	1. P1-3 講座: 國家的文化遺產 2. P4-6 講座: 歷史裏的中國	1. 學生能正確回答講者的問題 2. 學生對國家歷史加深認識。	1. 老師觀察 2. 學生問卷	第三學期	M&M老師	預計支出8,000元
讓學生一同感受國家的誕生的喜悅，增強國民身份認同。	1. P1 認識國旗、區旗及國徽，在國旗及區旗上塗色。 P2 認識國旗、區旗及國徽，製作手工毛球粘貼畫。	1. 學生能製作出不同的勞作，慶祝國家生。 2. 學生能明白老師所教授的內容。	1. 老師提問 2. 學生完成勞作	第一學期	M&M老師	預計支出3,000元

	P3 認識中國地圖及著名景點，製作手工蛋糕。 P4 認識中國的當代發展，製作五角星燈籠 P5 認識中國當代的發展，製作紅心魔法棒 P6 認識國家航天事業，並分小組製作航天模型，包括: 火星車、天宮飛船、宇宙衛星、宇宙飛船，中國空間站、神州火箭					
國安教育日	1. 認識國家安全領域 2. 認識國家的版圖 3. 認識國情	1. 參加活動的學生有過半認為活動能強加國家知識。	學生問卷	第三學期	郭育茹	預計支出7,000元

學年	支出
25-26	**5,438.30**
26-27	**48,000**
總支出	**共$ 53,438.30**
結餘	**$36,833**

Appendix 11

2026/27學年
「優化校本學習活動支援津貼」運用計劃
保良局香港道教聯合會圓玄小學

第一部分：優化校本學習活動支援津貼

「優化校本學習活動支援津貼」的合資格受惠對象為領取綜合社會保障援助（綜援）或學校書簿津貼計劃全額津貼（全津）；或經校本準則識別為有經濟需要的學生。為讓有經濟需要的學生獲得均衡發展，學校運用「優化校本學習活動支援津貼」支援有經濟需要的學生參與的活動應力求多元化，並須涵蓋以下三類活動，包括(1)擴闊學生課堂以外學習經驗的活動／比賽、(2)增加學生對社會認識及促進學生個人成長的活動，以及(3)提升學生學習成效的活動，而**用於類別(3)提升學生學習成效的活動開支不得多於學校全學年「優化校本學習活動支援津貼」總額的20%**。

學校須於**本學年11月底前**將經法團校董會／校董會／學校管理委員會審批的《「優化校本學習活動支援津貼」運用計劃》上載至學校網頁。

(I) 本學年獲發津貼總額

金額	$ 31,200.00

(II) 活動詳情

編號	活動名稱／目標	境外活動	擬舉行日期	預計參與學生人數			預計活動開支	所佔百分比	評估方法 (例如：觀察、問卷調查)	成功準則 (例如：學生的學習效能提升)
				領取綜援	領取全津	校本準則識別為有經濟需要				
(1)擴闊學生課堂以外學習經驗的活動／比賽 (例如：文化藝術活動、體育活動、參觀及戶外活動)										
例子	*新興運動體驗班*	*否*	*10/2026-12/2026*	*50*	*50*	*10*	*$ 11,000.00*		*教師觀察*	*學生對運動的興趣增加*
1	新興運動體驗班	否	11/2026-6/2027	0	12	0	$6,700		教師觀察	學生對運動的興趣增加
2	戶外參觀一日遊	否	11/2026-7/2027	0	20	5	$16,000		教師觀察	學生享受參觀過程
3		否								
(如輸入的空間不足，請點選最後一行後按滑鼠右鍵，並選擇「插入」以新增一行。)										
						小計及所佔百分比：	$ 22,700.00	72.76%		
(2)增加學生對社會認識及促進學生個人成長的活動 (例如：社會服務、自信心訓練、社交及溝通技巧訓練、領袖訓練及精神健康活動)										
例子	*組長培訓小組*	*否*	*9/2026-12/2026*	*10*	*10*	*5*	*$ 5,000.00*		*教師觀察、學生問卷調查*	*學生的領導才能提升*
1	扭扭氣球班 (兩組)	否	11/2026-6/2027	0	20	0	$ 8,500.00		教師觀察	學生的自信心提升
2										
(如輸入的空間不足，請點選最後一行後按滑鼠右鍵，並選擇「插入」以新增一行。)										
						小計及所佔百分比：	$ 8,500.00	27.24%		
(3)提升學生學習成效的活動 (例如：功課輔導、學習技巧訓練及語文訓練)										
例子	*功課輔導班*	*否*	*9/2026-5/2027*	*30*	*30*	*15*	*$ 3,750.00*		*教師觀察、學生問卷調查*	*學生的學習信心提升*
1										
2										
(如輸入的空間不足，請點選最後一行後按滑鼠右鍵，並選擇「插入」以新增一行。)										
						小計及所佔百分比：	$ -	0.00%		
						預計活動開支及所佔百分比：	$ 31,200.00	100.00%		

(III) 購買參與課堂以外的學習活動所需的物資／器材（例如：樂器及運動用品）（有關開支的上限為學校全學年「優化校本學習活動支援津貼」總額的5%）

編號	所需物資／器材	預計開支	所佔百分比
例子	*小提琴(1部)*	*$ 800.00*	
1			
2			
(如輸入的空間不足，請點選最後一行後按滑鼠右鍵，並選擇「插入」以新增一行。)			
	預計物資／器材開支及所佔百分比：	$ -	0.00%

(IV) 預計總開支

金額	$	31,200.00

第二部分：校本津貼

如學校**在2025/26學年完結後仍有「校本津貼」餘款**，**需填寫本部分**。

學校可按照「校本津貼」既定的運用原則及規定，在2026/27學年繼續使用有關餘款支援有經濟需要的學生參與課後學習活動，直至2026/27學年完結為止。如學校在2027年8月31日仍有未用完的「校本津貼」，資助學校、按位津貼學校及直接資助計劃學校須根據2026/27學年經審核周年帳目將任何餘款退還教育局。官立學校方面，尚未使用的「校本津貼」將於2027年8月31日後予以取消。

(I) 2025/26學年餘款金額

金額	$	15,335.00

(II) 活動詳情

編號	活動名稱／目標	境外活動	擬舉行日期	預計參與學生人數			預計活動開支	評估方法 (例如：觀察、問卷調查)	成功準則 (例如：學習效能提升)
				領取綜援	領取全津	校本準則識別為有經濟需要			
例子	*小提琴初班*	*否*	*10/2026-5/2027*	*2*	*5*	*3*	*$ 15,000.00*	*教師觀察*	*學生對音樂的興趣增加*
1	雜耍班 (兩組)	否	11/2026-6/2027	0	20	0	$13,000	教師觀察	學生的自信心提升
2	新興運動體驗班	否	11/2026-6/2027	0	12	0	$2,335	教師觀察	學生對運動的興趣增加
(如輸入的空間不足，請點選最後一行後按滑鼠右鍵，並選擇「插入」以新增一行。)									
						預計活動開支：	$ 15,335.00		

(III) 預計總開支

金額	$	15,335.00

負責津貼教職員資料：

姓名：陳彥霖姑娘

職位：駐校社工

校監／學校管理委員會主席簽署：

校監／學校管理委員會主席姓名：

日期：

致 ：總學校發展主任

保良局香港道教聯合會圓玄小學

維護國家安全及國家安全教育相關措施

2026/27學年的工作計劃

範疇	措施	評估方法	推行時間	負責人	所需資源
學校行政	1. 透過全體老師會議、通告傳閱等途徑，讓老師適時接收有關《香港國安法》及政府發放的相關資訊，並提示全體老師必須按相關指引工作。	1. 於全體會議上檢討和收集老師意見。	2026/27 全學年	1. 校長、副校長	1. 通告傳閱簽署表、有關會議紀錄
	2. 持續按照教育局規定升掛國旗及奏唱國歌的機制： ○ 學校於指定日期（逢周四上學日）進行升旗禮，並由老師及學生進行國旗下的講話，主題以德育、中國歷史文化、國情作為主題。 ○ 學校於典禮、國慶日等特別日升掛國旗及奏唱國歌。 ○ 每天安排升旗隊學生升掛國旗。	2. 恆常檢視程序、升旗隊老師負責觀察訓練和工作情況、升旗隊隊員工作分配表。		2. 副校長、國安統籌負責小組	2. 國旗、國歌音樂檔、國旗下演講稿、升旗隊隊員工作分配表
	3. 持續審視現行校舍租借機制，防範租借學校舉辦活動的外界機構或人士不恰當地使用校舍，尤以進行涉及危害國家安全的行為和活動。	3. 落實校舍租借審核機制，由專責人員於活動前審視申請背景，並於活動期間進行現場巡視及紀錄存檔、抽樣檢查。		3. 校長、行政主任、活動主任、校務處職員	3. 租借校舍機制指引
	4. 持續檢視現行策略和應變措施確保校園內（包括建築物、課室、壁報板等）所展示的字句或物件不會涉	4. 負責的老師定期巡查校園。		4. 訓導組	4. N/A

範疇	措施	評估方法	推行時間	負責人	所需資源
	及危害國家安全的內容。每學期有專責老師作全校檢視。 5. 持續檢視及修訂圖書館藏書的機制，在購置圖書時，會依照教育局有關選擇閱讀材料的指引，確保圖書館的館藏(包括書籍及電子資源)不涉及危害國家安全的內容。 6. 舉辦活動機制和程序已落實，繼續督導與跟進校園內所有活動（包括學生活動、課外活動、邀請校外嘉賓演講、家教會活動、校外導師任教的活動等）不會涉及危害國家安全。 7. 危機處理機制及程序: 持續檢視現時學校危機處理機制及程序（包括就涉及學校政治宣傳活動的建議處理方法及程序）是否涵蓋涉及危害國家安全行為和活動的處理，若有未完善之處，將於 2027/28 學年作出適切修訂。	5. 購買新書記錄表顯示購買的新書名稱。 6. 活動主任負責教職員相關條文的落實情況、觀察相關機構員工或導師的工作情況。 7. 依據校本機制及程序。		5. 圖書館主任及圖書科老師 6. 活動主任、負責活動相關老師 7. 危機處理小組	5. 新書購買表 6. N/A 7. 學校危機處理程序手冊
人事管理	1. 制定教職員聘任機制及程序: 確保新聘的教師（包括轉校及新入職教師）已在《基本法及香港國安法》測試取得及格。 2. 繼續檢視購買服務形式機制及程序： 購買服務形式機制及程序已加入不可以涉及危害國家安全的行為和活動的相關條文，提示購買服務的小組導師在進行活動時應有的操	1. 依據保良局及校本聘任程序。 2. 合約的文件。	2026/27 全學年	1. 校長、行政主任、校務處職員 2. 行政主任、校務處職員	1. 新受聘老師的資料文件副本 2. N/A

範疇	措施	評估方法	推行時間	負責人	所需資源
	守。 3. 關注教職員行為操守： 在開學初的校務會議中向所有教職員工講解及派發教育局的《教師專業操守指引》，學年初在校務會議作出提示，並要求簽署及予以遵守。校方必須小心保存所有簽署紀錄。 4. 學校按局方及校本的相關指引，制定公平公開完善的考績機制，適時及適當地跟進教職員的工作表現及操守。	3. 確認所有教職員簽署紀錄。 4. 教職員考績報告。		3. 校長、副校長 4. 校長	3. 教職員行為守則 4. 教職員考績報告
教職員培訓	1. 確保新入職及晉升教師按教育局的要求及指示，參加內地學習團或講座，以加強培養學生國民身份認同的能力。晉升教師按教育局的要求及指示，參加內地學習團，增加他們到內地考察的機會，讓他們親身體驗國家發展，加強培養學生國民身份認同的能力。 2. 積極安排及鼓勵老師參加由政府、保良局或其他機構舉辦的講座、工作坊及研討會等持續提升老師對中國歷史及中華文化等的認識、及對《香港國安法》、《基本法》、國家安全重要性等的理解。 3. 鼓勵老師積極參與內地交流活動，帶學生與姊妹學校交流，或組織學校到內地考察。讓老師有機會彼此專業交流，了解兩地的教育趨勢。	1. 檢視教師專業發展紀錄文件。 2. 檢視教師專業發展紀錄、教師問卷。 3. 教師問卷。	2026/27 全學年	1. 教師專業發展負責老師 2. 國安工作小組 3. 校長、姊妹學校統籌老師	1. 教師專業發展紀錄表 2. 教師專業發展紀錄表、教師問卷 3. 教師問卷

範疇	措施	評估方法	推行時間	負責人	所需資源
學與教	A. **落實各科國安教育框架：**根據教育局最新頒佈的《科目課程框架》(2025)持續檢視各科課程有關國家安全的內容，讓學校的整體課程能更全面地涵蓋國家安全知識。	A. 各科進度表	2026/27 全學年	A. 課程主任、各科主任	A. 相關科組進度表
	B. **課程評鑑/學習評估：**持續設立／強化校本質素保證機制，定期檢視校內各學習領域、科目及跨學科學與教資源的內容和質素（包括教課本、教材、課業、工作紙、測考試卷、讀物、補充練習、視像教學片段等，以及為學生代訂和由外判服務商為學校訂購或提供編纂的補充學材），要切合學生的程度和學習需要。	B. 擬題指引、測考文件、選書文件		B. 課程主任、各科主任	B. 擬題指引、測考文件、選書文件
	C. **ENGLISH:** ○ This school year, elements of National Education will be at the forefront of our planning; each grade will incorporate elements or values into at least one of their unit plans ○ Ensure that English Department Activities like Halloween, Christmas Celebration Day and Bookday continue including activities that promote love, care, and respect	C. Evaluation Methods: Stakeholder and affective domain questionnaires		C. English subject panel	C. Project

範疇	措施	評估方法	推行時間	負責人	所需資源
	for the community. D. **中國語文教育：** ○ 按教育局「中國語文教育學習領域國家安全教育課程框架」文件的檢視課程重點。 ○ 在一些傳統節日舉行特別活動，如中秋節及農曆新年的中華文化日。透過觀賞表演、閱讀主題展板、製作民間手工藝品、猜燈謎、品嘗懷舊小食、攤位遊戲等活動，讓學生了解、欣賞中華文化。 ○ 配合學校中草藥園計劃，在各級的教學中，加入與中草藥相關的教學活動，並計劃與 M&M 科/人文科/視藝科/STEAM 科推展跨科教學。	D. 教師檢討		D. 中文科科主任	D. 相關科組進度表
	E. **數學：** ○ 按教育局「數學教育學習領域國家安全教育課程框架」文件的檢視課程重點。 ○ 本學年將以尊重國家、民族及社會為主題，透過專題研習提升學生對國家安全的深入了解, 例如:中國各省份的人口，中國古代的計時工具和方法，中國河流的長度。 ○ 透過教授中國數學文化，例如對稱剪紙，欣賞幾何學中的對稱概念與節慶文化的裝飾美	E. 教師檢討		E. 數學科科主任	E. 相關科組進度表

範疇	措施	評估方法	推行時間	負責人	所需資源
	學，並在學校展示學生作品。 F. **常識/科學/人文科：** ○ 本學年將把心理健康、正向價值觀（誠信）和國家安全教育（特別關注網絡安全、數據安全及人工智能安全）融入每個學期專題研習中，以此培養學生的愛國主義和正向價值觀。學生在專題研習中將學習相關概念。 ○ 本學年將舉辦「希望之盒」（Box of Hope）活動，並於所有年級至少一次學習活動/專題研習中加入「社區服務」元素，透過加強學生對社區中有需要人士的尊重、關懷及同理心，培養正確的價值觀、態度和行為。	F. 教師檢討、持份者問卷及情意問卷、學生專題研習報告		F. 常識/科學/人文科科主任	F. 相關科組進度表
	G. **價值教育（包括德育、公民及國民教育）：** ○ 舉辦德育講座，內容除包涵個人成長與健康外，還將涉及國家安全教育，培養學生具有守法、同理心、堅毅、尊重他人、責任感、國民身份認同、承擔精神等價值觀和態度，成為盡責、有承擔、具包容力和守法守規的新世紀人。 ○ 德育成長課的課程將設置涵蓋基本法或國家安全教育相關內	G. 教師檢討、持份者問卷及情意問卷		G. 德育及多元智能科科主任	G. 相關科組進度表、工作紙

範疇	措施	評估方法	推行時間	負責人	所需資源
	容，以提升學生對國民身份的認同，理解國民的角色、權利與義務，孕育家國情懷，主動了解國情，探討國家發展的機遇與挑戰等。 ○ 積極鼓勵學生參與校外的活動或比賽，如《基本法》《憲法》問答比賽、國慶問答比賽等。 ○ 就原有的中草藥教學，計劃與其他科推行跨科合作。 ○ 本年新增了正向教育，為期3年，作為本校的重點關注事項之一。 H. **音樂科：** ○ 持續優化校本音樂科課程，建立年度曲目審視機制。每年因應各年級學生的學習能力與興趣，彈性調整並更新具中華文化特色或普通話歌曲的選曲，確保教材全然切合學生進度，從而更有效地提升其文化欣賞能力。 ○ 持續開設柳琴興趣班以鞏固學生的彈撥樂基礎，並於下學期規劃增設琵琶興趣班。透過階梯式的樂器專班架構，逐步構建及擴充校本中樂人才庫，為長遠成立學校中樂團奠定堅實基礎。	H. 教師檢討		H. 音樂科科主任	H. 相關科組進度表

範疇	措施	評估方法	推行時間	負責人	所需資源
	○ 繼續鼓勵並推薦表現優異的中樂班學生參加保良局主辦之聯校中樂團及公開演出；同時於 26-27 年度持續開拓及探索各類校外音樂活動與盛事，豐富學生的多元學習經歷。				
	I. **體育科：** ○ 中華傳統體育推廣：第二學期向 P4-P6 推廣毽子體驗課，並於小息時間舉辦毽子體驗活動。 ○ 第 20 屆亞運會推廣：體育科展板將展示香港運動員的風采，並預計邀請香港欖球隊代表（莊嘉欣或李念殷）擔任分享嘉賓；此外，水運會期間亦會舉辦 Kahoot 挑戰賽。 ○ 姊妹學校體育隊交流計劃：計劃於 12 月或 4 月安排田徑隊及各球隊前往姊妹學校進行交流，並透過陸運會或友誼賽進行切磋。 ○ 陸運會特別環節：陸運會當天擬邀請武術嘉賓進行表演及心得分享。	I. 教師檢討、活動參與者問卷		I. 體育科科主任及老師、國安工作小組	I. 相關科組進度表
	J. **視覺藝術科：** ○ 在每個年級的教學計劃中融入國民教育或/中國文化元素（如中國傳統節日、傳統工藝、介紹來自不同中華地區的	J. 教師檢討、活動參與者問卷		J. 視覺藝術科科主任	J. 相關科組進度表、比賽或活動所需物資

範疇	措施	評估方法	推行時間	負責人	所需資源
	當代藝術家）。 ○ 每個學習階段提供至少一次與文化相關的實踐經驗（如在中華文化日/STEAM 日中提供示範工作坊），讓學生親身感受中國傳統文化的精髓。 ○ 組織心意咭比賽或活動，讓學生有機會向老師和每天幫助他們的人表達尊重和感激的態度，培養正確價值觀及健康的生活方式。				
學生輔導及支援	1. 繼續檢視校本訓輔政策以確保學生清楚明白學校對他們日常行為的要求，幫助學生建立責任感、承擔和守法精神。 2. 每周舉行主任及副校會議，除討論學生的行為問題外，亦會適時檢討訓輔機制，以配合社會的發展及《香港國安法》的實施。 3. 舉辦國家安全日活動，提升學生對國家安全的意識。 4. 繼續更新有關國家安全教育政策，以更新同事及學生。	1. 活動檢討 2. 持份者問卷及情意問卷 3. 活動檢討 4. 經電郵發放	2026/27 全學年	1. 訓導組 2. 訓輔組 3. 國安工作小組 4. 國安工作小組	1. 訓輔工作備忘 2. 訓輔工作備忘 3. 會議紀錄
家校合作	1. 透過親子活動，加深家長及學生對中華文化及國家發展的認識，培養正確價值觀及健康的生活方式。 2. 持續策劃、統籌家長義工協助及參予富中華文化特色的活動，如中華文化日、中秋節等，推廣中華文	1. 活動檢討、校本問卷 2. 教師觀察、持份者問卷	2026/27 全學年	1. 家教會主席、國安工作小組 2. 家教會主席、教員校董教師代表	1. 家長問卷 D 2. 家長問卷

範疇	措施	評估方法	推行時間	負責人	所需資源
	化。 3. 不同親子活動，例如：草藥工作坊、親子旅行、親子國安教育日等，培養家長和學生的家國意識，強化親子關係。 4. 透過在小一、小二推行「故事爸媽」的閱讀計劃，讓家長與學生一起感受中國文化。	3. 活動檢討、持份者問卷及情意問卷 4. 借書記錄		3. 家教會主席、國安工作小組 4. 中文科老師	3. 家長問卷 4. 借書記錄表

校印

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日期：21-10-2026