

**St. Margaret's Co-educational
English Secondary & Primary School**
聖瑪加利男女英文中小學

Annual School Report
2024 – 2025



33 Sham Mong Road, West Kowloon, HKSAR

Table of Contents

Brief Introduction of Our School	P.3
Achievements and Reflection on Major Concern 1	P.11
Achievements and Reflection on Major Concern 2	P.25
Major Concerns and Foci for 2025-2026	P.46
Appendices & Attachments	

Guidance Note

The following points should be kept in mind when reviewing this Annual School Report:

1. Unless otherwise stated, the evidence and statistics presented in this report are exclusively reflective of the 2024-2025 academic year.
2. For the sake of brevity and readability, abbreviations have been used throughout the report. The following abbreviations are used:
 - **EDB:** Education Bureau
 - **GCE:** The General Certificate of Education
 - **PLC:** Professional Learning Community
 - **SCL:** Student-centred Learning Approach
 - **HOT:** Higher Order Thinking
 - **CPD:** Continuing Professional Development
 - **SHS:** Stakeholder Survey
 - **MOI:** Medium of Instruction
 - **KLA:** Key Learning Area
 - **ITDC:** I.T. Development Committee
 - **SDC:** Student Development Committee
 - **CLP:** Careers and Life Planning
 - **TA:** Teaching Assistant

- **ML:** Modern Languages
 - **LVE:** Life Values Education
 - **IA:** Interactive Activities
 - **SLP:** Student Learning Profile
 - **D&G:** Discipline and Guidance
 - **NCS:** Non-Chinese Speaking Students
 - **IAL:** International Advanced Level
 - **Stage 1:** P.1 – P.4
 - **Stage 2:** P.5 – S.2
 - **Stage 3:** S.3 – S.6
3. Our P.1 and P.2 students were exempt from participating in the stakeholder surveys. Hence, references to data from the student stakeholder survey under "Stage 1" pertain to data derived from P.3 and P.4 students.
4. This report primarily focuses on the evaluation of the school's two Major Concerns for the 2024-2025 academic year and the significant achievements of this period. Consequently, not every school policy, strategy, or programme may be discussed in this report.

Chapter 1. Brief Introduction of Our School

School Vision and Mission

School Vision

We provide a global education whereby students are nurtured to be all-rounders and to reach their full potential with initiative and joy. They will become excellent communicators and high achievers with a positive mindset and an international outlook, being able to rise to the challenges of the 21st Century.

School Mission Statements

With Christ's spirit and the belief to teach indiscriminately, the School

1. develops multi-lingual students with a global perspective;
2. equips students with the skills, knowledge and positive mindset necessary for life in the 21st Century;
3. instills in students a joy for learning as a life-long process;
4. empowers students to develop their potential and talents to the full;
5. helps students to acquire the fundamental skills to develop self-confidence, self-esteem, self-respect and self-discipline; AND
6. helps students to develop a caring character through good conduct, mutual respect, a sense of civic responsibility and commitment towards society.

School Motto

Pursuit of virtues to perfection with self-renewal spirit

明德新民，止於至善

School Culture

Our school wishes to establish a “Learning School” and “Positive-thinking School” culture, believing that a learning school and positive-thinking learning environment will lead to a life-long learning attitude and a positive thinking life for students.

School Curriculum Offerings

Our school provides a comprehensive curriculum catering to all students preparing for the HKDSE Examination. The lesson time allocated to each of the 9 key learning areas aligns closely with the recommendations from the EDB. The details of the school curriculum offerings are shown in Table 1.

Table 1. Our School's Curriculum.

KLA	Subjects	P.1	P.2	P.3	P.4	P.5	P.6	S.1	S.2	S.3	S.4	S.5	S.6
English Language	English Language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Performing Arts / Drama					✓	✓	✓	✓				
	Language Arts							✓	✓				
	Literature in English									✓	✓	✓	✓
Chinese Language	Chinese Language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Chinese as a 2 nd Language/ Adapted Chinese					✓	✓	✓	✓	✓			
	Chinese as a 2 nd Language (GCE)											✓	✓
	Living Chinese											✓*	✓*
	PTH	✓	✓					✓	✓	✓			
	Performing Arts / Drama	✓	✓	✓	✓	✓	✓	✓	✓				
Mathematics	Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓※	✓※	✓※
	Extended Module 1										✓	✓	✓
	Extended Module 2										✓	✓	✓
Personal, Social and Humanities	Reading to Learn	✓	✓										
	General Studies	✓	✓^	✓^	✓^								
	General Studies (Humanities)					✓^	✓^						
	Living in Hong Kong					✓*	✓*						
	Life and Society							✓	✓	✓			
	Citizenship and Social Development / Liberal Studies										✓	✓	✓
	Life Value Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Religious Studies	✓	✓	✓	✓	✓	✓	✓	✓				
	Economics										✓	✓	✓
	Geography							✓	✓	✓	✓	✓	✓
	Chinese History							✓	✓	✓	✓	✓	✓
	History							✓	✓	✓	✓	✓	✓
	Tourism and Hospitality Studies										✓	✓	✓
Science	General Studies (Science)					✓	✓						
	Integrated Science							✓	✓	✓			
	Physics										✓※	✓※	✓※
	Chemistry										✓※	✓※	✓※

KLA	Subjects	P.1	P.2	P.3	P.4	P.5	P.6	S.1	S.2	S.3	S.4	S.5	S.6
	Biology										✓✕	✓✕	✓✕
Technology	Learning to learn	✓	✓	✓	✓								
	ICT					✓	✓	✓	✓	✓	✓	✓	✓
	Business, Accounting and Financial Studies										✓	✓	✓
	Junior Technology Education							✓#	✓#	✓#			
STEAM	STEAM	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Arts	Visual Arts	✓	✓	✓	✓	✓	✓	✓#	✓#	✓#	✓△	✓△	✓△
	Dance	✓	✓	✓	✓	✓	✓						
	Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓△	✓△	✓△
Physical	Physical Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓~	✓~	✓~
Modern Languages	French as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
	Japanese as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
	Spanish as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
	German as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
Others	Talent Classes	✓	✓	✓	✓								
	Interactive Activities					✓	✓	✓	✓				
	Project Learning									✓			
	Integrated Business Fundamental									✓			

Key:

- * A Special Cantonese programme designed to help NCS students adapt to living in Hong Kong and learning Chinese culture.
- ^ Some Chinese History topics were covered in P.1 – P.6 and P.5 – P.6 General Studies (Humanities).
- # Students had lessons at the Arts & Technology Education Centre, EDB.
- ~ Physical Education HKDSE is offered in S.4 to S.6.
- △ Students had HKDSE lessons at the Arts & Technology Education Centre, EDB.
- + Non-through-train students were allowed to study Third Language (French, Japanese, Spanish, and German) beginner class, with some eligible to study continuing class after assessment.
- ✕ The IAL curriculum was offered as an additional top-up programme for students after school and on Saturdays.

The Medium of Instruction (MOI) for all subjects except Modern Language subjects was English. However, there were a few exceptions:

- For Chinese Language, Putonghua was used at all levels. Cantonese was offered as an alternative MOI to non-through-train New S.1 to Stage 3 to cater to students' learning needs. For Chinese 2nd /Adapted Chinese from P.5 to S.5, Putonghua was used as the MOI.
- For Chinese History, Living Chinese, and Living in Hong Kong, as well as some classes of Life Value Education, Cantonese or English was used as the MOI.

Our school offered a broad and balanced curriculum that catered to the interests, abilities, and learning needs of the students. Some of the key features of the curriculum included:

- Modern Languages (ML): Starting from P.1, students take a taster course in French, German, Japanese and Spanish. At the end of P.2, students choose one ML to study from P.3 to S.4. From S.4, students are placed into Standard or Advanced classes. All students continue their chosen ML through S.4 and sit for the stipulated international language exams (DELF for French, Fit in Deutsch/Goethe-Zertifikat for German, DELE for Spanish, and JLPT for Japanese) at levels such as A2/B1 or N4/N3, as appropriate. Advanced students continue in S.5 to target higher levels (e.g., DELF, Goethe-Zertifikat and DELE at B2, or JLPT N2/N1). Beginner courses are provided for students joining our school in S.1, and both through-train and non-through-train students may choose ML as one of their electives in the HKDSE.
- Senior Secondary Elective Subjects: We offered four blocks of senior secondary elective subjects. Each block included a selection of science, social science, arts, and/or other subjects for students to choose from. In addition, we integrated 11

popular elective subjects into the S.3 school-based curriculum. This approach allowed all S.3 students to explore each of these subjects before making choices that interested them.

- School-based Putonghua (PTH) Programme: Offered for P.1 to P.2 students, elements of PTH suggested by the EDB were embedded in our Chinese curriculum with PTH as the MOI from P.1-P.6. Additional PTH classes were offered to new S.1 to S.3 students on Saturdays.
- Performing Arts: This was offered for P.1 – P.4 in Chinese and P.5– S.2 in English to boost students' confidence in their delivery and presentation skills in both languages.
- Extra-curricular Activities: To foster students' self-understanding, potential development, and self-confidence, and to provide a rich diversity of learning experiences, we have curated an engaging extra-curricular program. For our Stage 2 students, from P.5 to S.2, we offer 1 or 2 lessons of Interactive Activities (I.A.) each week. For our Stage 1 students, from P.1 to P.4, we provide a Talent Class and a Uniform Team lesson each week. Additionally, we extend a voluntary Uniform Team lesson to students in P.5 and P.6 after school hours. We also offer weekly Instrumental Classes for both Stage 1 and Stage 2 students, requiring them to learn an instrument either within or outside school.
- Support for Non-Chinese Speaking Students (NCS): The school-based Chinese 2nd curriculum was further refined after participating in the EDB's Project of After-school Extended Chinese Learning for Non-Chinese Speaking Students. We offer "Living in Hong Kong" to our P.5 to P.6 students, and "Living Chinese" to our S.5 and S.6 students, to facilitate their integration into the local community. In addition, we provide Chinese Drama classes in Stage 2 to enhance NCS students'

presentation skills in Chinese. For P.5 to S.4 NCS students, we offer the Chinese as a Second Language GCSE course, and for S.5 and S.6 NCS students, we offer the Chinese as a Second Language GCE course. Importantly, we also offer an adapted Chinese curriculum for Stage 2 (P.5 to S.2) students. This curriculum strikes a balance between mainstream Chinese and Chinese as a second language, designed to provide a stepping stone for NCS students to potentially transition to mainstream Chinese studies in the future, thus expanding their academic opportunities.

These features of our curriculum demonstrate our commitment to providing a comprehensive and diverse learning experience for our students, catering to a wide range of interests and learning needs.

School Operation Statistics

The 2024-2025 school year officially started on 1 September 2024 and consisted of 192 school days. The school resumed normal operations with physical lessons and full-day operations. The total number of students for this academic year was 985, distributed across 30 classes (12 primary classes and 18 secondary classes).

Our Students

During the 2024-2025 school year, our students demonstrated high attendance and punctuality rates, which reflect their eagerness to learn. They consistently exhibit discipline and readily adhere to the instructions provided by their teachers. The following table provides basic information about our students:

Table 2: Basic information about our students

Item	Primary	Secondary
No. of classes	2 per level	3 per level
Total Enrolment	396	597
Average Attendance rate	97.03%	95.90%
Punctuality Rate	99.63%	98.18%

Admission of Students

During the 2024-2025 academic year, our school observed a Primary One admission ratio of approximately 66:1, reflecting the high demand from parents for our quality Global Education programme, unique curriculum, and other features. The waiting lists for admission to different levels were long, indicating the great interest in our primary section.

Parents have been urging our school to consider expanding the primary section to increase their chance of admission, especially after the EDB's requirement to lower all P.1 enrolment in DSS schools in 2007 from classroom permitted number (45 x 2 classes = 90) to aided school P.1 enrolment (33 x 2 classes = 66).

In response to parents' support and request, our school had applied for a proposed expansion of the Primary Section, by increasing the number of classes from 2 to 3 for each level in the Primary Section. This was also accompanied by an application for a new primary

school premises through the Fourth School Allocation Exercise 2019 to realize a true “Through-train” mode. Unfortunately, the EDB later announced the school premises were subsequently withdrawn for bidding in the exercise. Consequently, our school will continue to make applications to the EDB for such expansion.

Our Teachers

As shown in Tables 3 to 5, about 41% of teachers hold master's degrees or higher qualifications. With a total of 47 administrative staff and a favourable teacher-student ratio of 1:10, our teachers are well-equipped to address the learning and developmental needs of students.

Table 3: Manpower – Full Team

Category	Number
Principal and Teachers	98
Teaching Assistants	13
Administrative Staff	47
Total	158

Table 4: Highest Qualifications of Principal and Teachers

Qualification	Percentage
Teacher Training	77%
Bachelor Degree	96%
Master / Doctorate Degree	41%

Table 5: Teachers’ Experience

Teaching Experience	Percentage
0-4 years	48%
5-9 years	18%
10 years	34%

Chapter 2. Achievements and Reflection on Major Concern 1

Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability (培育主動積極的學習者：重視自主、反思與適應力)

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
<u>Key Achievements:</u> - We strengthened student ownership of learning by piloting an e-based goal-setting and progress-tracking workflow (Google Forms/ School-based ITDC Platform) across upper primary and junior secondary, with class teachers mentoring students through mid-year and year-end reviews. Across English, Chinese, Mathematics, Science, PSHE/CES/CSD, Technology Education, STEAM, and Arts (selected units), panels reinforced this approach through clear, domain-specific goals, regular mentoring check-ins, and KLA-specific data tools (e.g., S.5 strength diagrams in Mathematics; S.1 e-portfolios in Science; English goal-setting with Parents' Day review) to visualize progress and trigger timely support, with targeted emphasis by level rather than uniformly from S.3 to S.6. Examples include PE fitness benchmarks, Chemistry topic-weakness analysis, Mathematics strength mapping and error notebooks, and modern languages using CEFR “can-do” descriptors), reinforcing purposeful, student-led pathways and timely feedback. - Reflection and self-assessment were embedded more systematically. KLAs trialled standardized reflection templates aligned with our hexagon model (Communication, Academic, Non-academic, Discipline & Attitude, Values, Globalization) and captured evidence in SLP/ e-portfolios and English reflective writing tasks. Science continued to use e-portfolios and error books to build a growth mindset. Mathematics and Science deepened topic-level target setting and self-checks, and also implemented error notebooks and post-assessment reflections. Technology Education			

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
piloted platforms. PSHE used revision summaries and self-marking; and the Arts used post-activity feedback. School-based standardization will continue in phases. • Cross-KLA learning with National Security Education (NSE) expanded through assemblies (headline sharing), cross-curricular days, and KLAs' contributions to national/ global identity education, with school-based NSE materials curated and archived for monitoring and review. KLA heads stock-took and refined embedded NSE elements, and resources were uploaded to the school server for access and continuity. • Adaptability was strengthened through project-based learning (PBL), campus TV and student-led presentations, continued digital citizenship and cybersecurity elements (e.g., Mathematics intensive reading on data encryption, S.3 information literacy in Technology Education), and STEAM showcases and fairs. Groundwork for an enhanced/revised device policy, digital citizenship mini-lessons, and consolidation of reflection templates was prepared for implementation in 2025–2026.			
1. Empower Students to Take Ownership of their Learning			
(i) Engage P.3 to S.6 students in setting personal goals aligning with the concept of ownership.	Attained	(i) Engage P.3 to S.6 students in setting personal goals aligning with the concept of ownership: • Mentoring and goal-setting were implemented by KLAs where systems and tools were ready rather than universally by form: <u>English</u>: Students set English learning goals on the central platform and reviewed progress with parents on Parents' Day. KLA followed up in	(i) <u>Reflection</u>: A clear mentoring model, KLA-ready e-tools, and continuity with the SLP strengthened learning to learn, information literacy,

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
- Streamline goal-setting frameworks across P.3 to S.6, integrating personal aspirations with core subject requirements. Develop an electronic personal goal-setting platform. (ii) Empower students to select their own topics and methods of learning. - Conduct a stocktake and review of the current projects in each KLA for each	Attained	class. “Notebook” routines were widely adopted in senior secondary. <u>Chinese</u> (Mainstream/NCS): Students completed “學習計劃/自學冊” (P.4–P.6) with teacher mentoring. Senior students conducted self-evaluation against public exam targets. <u>Mathematics</u>: Online goal-setting was launched. S.5 received question-level analyses and strength diagrams. Students reflected on strengths/weaknesses post-assessments. <u>Science</u>: S.1 e-portfolios supported inquiry cycles. Seniors used error books and target setting. <u>Technology Education</u>: Students input goals on a new platform beyond Google Classroom with teacher oversight. <u>PE/Arts</u>: Applied choice and reflective routines (e.g., performance videos) to promote ownership, rather than formal e-goal systems. Panels reported improved student clarity on goals and “next steps” and earlier identification of at-risk learners for targeted mentoring and tutorials.	generic skills, and life planning. <u>Follow-up (2025–2026):</u> - Focus goal-setting on P.5 to S.6, with standardized goal-and-feedback cycle on the school-based platform, embedded into SLP and mentor logs. - Allocate protected Class Teacher mentoring slots per term (Sep–Oct goal-setting; Jan/May reviews) within timetable.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
level and their timeline. - Enhance cross-curricular projects by integrating elements of entrepreneurship, the 17 Sustainable Development Goals (SDGs), National Security Education, Career and Life Planning, and values education. - Allow students to select their own topics and methods	Attained	(ii) Empower students to select their own topics and methods of learning: - Panels completed stocktakes and re-sequenced projects to improve coherence and student choice, refining cross-curricular initiatives from P.1 to S.3 to embed inquiry and option. Entrepreneurship, the SDGs, Career and Life Planning (CLP), values education and NSE themes were integrated to enhance relevance and authenticity. - By KLA/subject: <u>English</u>: The S.2 cross-curricular project was revised to integrate English, ML, and Science, and texts related to national security were included across levels. <u>Science/ STEAM</u>: Inquiry built toward model/prototype; STEAM Week advanced SDG themes with authentic problem-based tasks and showcases. <u>Mathematics</u>: P.4 students designed their own math games; S.2 projects included carbon-emission analysis; students used statistics/graphs in cross-curricular analysis.	- Provide mentor guidelines and use survey/observation to monitor uptake and quality. - Student choice via cross-KLA projects continues, linked to SDGs/entrepreneurship in S.2–S.3, within existing resources. (ii) <u>Reflection</u>: - Student voice and choice improved motivation, collaboration and communication, aligning

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
of learning, fostering a personalized and engaged learning experience in cross-curricular projects. • Incorporate structured reflection sessions to help students identify learning outcomes and areas for improvement during the primary cross-curricular activity day.		<u>PSHE/CES/CSD</u>: Case studies closed with action options (mini-campaigns/service ideas/policy briefs). <u>Arts/STEAM</u>: Joint showcases emphasized process (sketches, iterations) and products, with presentation coaching. <u>Primary</u>: Structured reflection blocks after Cross-curricular Activity Day were used and aligned with the hexagon model. • English, Science, Mathematics and PSHE/CSD reported higher engagement in self-selected inquiry topics and presentation products, showcased on campus TV and at STEAM fairs. • Cross-curricular Days integrated Chinese culture, NSE and CLP into themes (e.g., Chinese Culture Week, festival themes, PE martial arts tasters, museum/heritage visits), strengthening national/global identity and breadth of knowledge. These integrations were supported by school-based NSE resource curation and assemblies.	with breadth of knowledge, national and global identity, and generic skills. <u>Follow-up (2025–2026)</u>: • Formalize choice in cross-KLA rubrics and embed structured reflection checkpoints. • Leverage existing sister-school/ NGO links for authentic contexts and presentations rather than expanding new competitions in 2025–2026.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
2. Foster Reflection and Self-Assessment			
(i) Engage students to reflect on their progress and achievements in all KLAs. - Expand the use of reflective tools such as digital portfolios or goal-setting evaluation checklists in 2 KLAs, allowing students to reflect and showcase their learning journeys. - Systematically use S.1 to S.5 learning data to	Attained	The school made solid progress in fostering reflective, self-directed learners. Reflection tools and the SLP were used more systematically to inform teaching, grouping and targeted support, and the piloted school-based template provided a common language across KLAs. (i) Engage students to reflect on their progress and achievements in all KLAs: - Panels expanded reflection tools and used S.1–S.5 learning data more systematically to identify needs and personalise support, with evidence captured in SLP/e-portfolios and panel reviews. - Tools expanded and embedded: <u>English</u>: All students reflected on English goals and strategies at Parents’ Day. Underperforming students met individually for strategy reviews.	(i) <u>Reflection</u>: Gains are evident where tools are simple, scheduled, and aligned to assessment. However, standardization across all KLAs is incomplete. Data literacy and time for review remain development areas. Embedding reflection supports the Seven Learning Goals (self-directed learning, communication, values, and life planning). <u>Follow-up (2025–2026)</u>:

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
reference to students' reflections on their learning, aiming to better cater to learning diversity. - Develop a standardized reflection template for students to use across all KLAs. - Conduct KLA-CPD for teachers on how to integrate student reflections into their teaching strategies.		- Cross-KLA examples (e.g., English media literacy tasks aligned with Science/STEAM inquiry builds) showed transfer and authentic application. (ii) Establish, refine and consolidate a reflection mechanism: School-based mechanism: - Panels piloted the hexagon reflection template with age-appropriate prompts. Samples from English/ Chinese writing units, Mathematics/ Science error analyses, PSHE/ CSD enquiry journals and STEAM design reflections showed improved specificity and actionability. - Panel moderation records show teachers increasingly referenced student reflections when adjusting pedagogy (re-teaching, regrouping, scaffold redesign). - Catering for learner diversity: English/Chinese adjusted scaffolds. Mathematics/ Science used reflection patterns to regroup and enrich. PSHE/ CSD and STEAM offered flexible products.	helped students focus on learning, strategy and next steps. Quality and frequency will be defined by Stage to ensure consistency and workload balance. <u>Follow-up (2025–2026):</u> - Finalize the standard template and set minimum frequency by Stage (e.g. junior: once per unit, senior: at least once per term). - Organise KLA-based CPD on interpreting reflection patterns to refine pedagogy/ differentiation.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
3. Promote Cross-KLA Learning and National Security Education			
(i) Develop and Implement Cross-KLA Learning Activities to Broaden Student Horizons. - Enhance cross-curricular activity days by incorporating elements of Chinese culture, National Security Education, Career and Life Planning, and values education. - Develop and integrate a curriculum that includes Chinese cultural, National Security Education, and values education	Attained	School-based NSE resources were curated and archived on the school server for retrieval, monitoring and review. (i) Develop and Implement Cross-KLA Learning Activities: Two school-wide Cross-KLA Days blended Chinese culture, identity and values education with inquiry tasks and public showcases, with structured reflections aligned to student-led culture. These were complemented by the 60th Anniversary P.5–S.5 STEAM Greater Bay Area Day Tours on 5 Dec 2024, 28 March 2025 and This large-scale event, subsidised by “Understanding Our Motherland” 初中及高小學生交流活動資助計劃 – 「赤子情 中國心」 and the Senior Secondary School Students Exchange Programme Subvention Scheme (2024/25) 高中學生交流活動資助計劃, to deepen students' understanding of our motherland, allowed	(i) <u>Reflection</u>: - Cross-KLA Days and assemblies provided authentic platforms to integrate Chinese culture, NSE and values in age-appropriate ways. - Students showed ownership when projects culminated in public sharing and reflection.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
across both primary and secondary levels. - Identify and utilize opportunities within the school timetable for the implementation of these integrated lessons. - Regularly feature presentations on National Security Education (20 Major Fields of National Security) during morning assemblies by different KLAs to inspire and educate students, enhancing their understanding of NSE.	Attained	623 students and 67 teachers to explore our country's advancements in aerospace, aviation, and technology, fostering curiosity and creativity through hands-on exposure to cutting-edge innovations. - Cross-curricular project learning was implemented from P.1–P.6 and S.1–S.3, embedded through multi-KLA collaboration at secondary, blending Chinese culture, identity and values education with inquiry tasks and structured reflections (e.g., P.1–P.6 fieldwork themes such as Kowloon Park planting, Cheung Sha Wan Fire Station, Organic Farm, Red Cross Humanitarian Education Centre, Hong Kong Society for the Blind, WWF Mai Po; S.1 History of Hong Kong; S.2 Neighbouring Regions; S.3 Sustainable Development), strengthening transfer and breadth of knowledge. - Assemblies with headline sharing and NSE themes deepened understanding of national identity and current affairs.	<u>Follow-up (2025–2026):</u> - Embed the themed Cross-KLA Days (Chinese culture/ NSE/ values/ SDGs) annually with shared rubrics and structured reflections. - Extend assemblies' headline sharing and NSE themes into lessons.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(ii) Enhance the effectiveness of National Security Education through self-learning in Citizenship, Economics and Society, Citizenship and Social Development, and other relevant subjects. • Develop and distribute self-learning materials and resources focused on National Security Education across relevant subjects. • Integrate NSE topics into the curriculum of Citizenship, Economics and Society, and Citizenship and Social Development.	Attained	(ii) Enhance NSE through self-learning in CES/CSD/related subjects: • CES/CSD panels curated self-learning modules (videos, readings, quizzes) aligned to school assemblies and Cross-KLA themes to reinforce key NSE concepts (e.g., Basic Law, responsibilities, national identity). • NSE topics were mapped into inquiry units and assessment tasks to connect knowledge with values and responsible action. Student reflections documented understanding and application in daily life. • Teachers' workshops and briefings (CES/CSD and collaborating KLAs) shared practical integration strategies and curated resource banks that linked NSE understanding to student reflection and application.	<u>(ii) Reflection:</u> • Continue developing NSE self-learning resources, drawing from EDB National Security Education Resource Webpage, and monitor with simple evaluation forms. • Use common post-activity reflection templates and central repository for artefacts/participation data.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
- Utilize online platforms to provide interactive self-learning materials, quizzes, and assessments on NSE. - Organize workshops and seminars for teachers to effectively incorporate NSE into their teaching strategies.	Attained	(Continued from previous page)	<u>Follow-up (2025–2026):</u> - Continue developing NSE self-learning resources, utilising materials from the EDB National Security Education Resource Webpage. - Continue targeted teacher CPD and implement a systematic approach to ensure consistent quality and uptake.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
4. Enhancing Students' Adaptability to the Ever Changing World			
(i) Develop Presentation Skills and Promote Project Based Learning Integrate opportunities for developing presentation skills into lessons across English, Chinese, Mathematics, PSHE and Science KLAs. This includes students presenting their learning outcomes during lessons and presenting findings after group discussions on case study topics. (ii) Promote Digital Citizenship and Media Literacy	Attained	- Presentation opportunities and PBL structures were embedded across KLAs with public showcases (assemblies, campus TV, cross-KLA fairs, e.g. STEAM fair, ML week, English week, World book day, etc.). - Digital citizenship/media literacy and pilot cybersecurity elements were taken forward through STEAM/ICT learning activities. - Curriculum and lesson integration: <u>English</u>: An Australian study tour was organised for secondary students. Students also participated in multiple external writing and speaking competitions, which provided authentic audiences and strengthened real-world communication and adaptability. <u>Chinese</u>: Units incorporated short, structured presentations, supported by pre-lesson oracy frames.	<u>Reflection:</u> - Authentic tasks with an audience (PBL, STEAM prototypes, competitions, study tours) improved confidence, adaptability and reflective depth. - Presentation opportunities and rubrics were embedded in core subjects (English, Chinese, Mathematics,

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
- Review current practices in digital citizenship education across different KLAs. - Propose updates to the digital citizenship education plan. - Implement a cyber security awareness initiative to instruct students on online safety, privacy, and responsible digital conduct. (iii) Strengthen STEAM Education Conduct a review and strengthen the incorporation of STEAM elements, with a focus on problem-based learning, across respective KLAs.	Attained	<u>Mathematics/ Science</u>: PBL tasks culminated in the presentation of methods, data and conclusions. Classes used concise rubrics (content accuracy, reasoning, visuals, delivery) to guide feedback and self-assessment. <u>PSHE/CES/CSD</u>: Case briefings and debates required a claims–evidence–reasoning structure. Reflections linked analysis to values and action. <u>STEAM/ Technology Education</u>: STEAM activities were reviewed to strengthen cross-curricular collaboration and problem-based learning, with students presenting their learning and reflections.	PSHE/CES/CSD, Science/STEAM), with observable gains in student confidence and structure. <u>Follow-up (2025–2026):</u> - Embed two assessed presentations per year with rubrics in core KLAs. - Pilot AI learning tools in at least one KLA at Stage 2 and Stage 3.

Chapter 3. Achievements and Reflection on Major Concern 2

Strengthening Positive Education (強化正向教育)

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
1a. Review policies to emphasise recognition/ appreciation 1b. Strengthen Life Value Education 1c. Participate in two Positive Education Projects to provide students with authentic situations to	Attained	- The school's Student Development Committee prioritizes recognizing and appreciating students' efforts within the Life Value Education (LVE) curriculum, fostering a strong sense of value and community belonging. This approach not only enhances student well-being but also nurtures positive relationships. The collaborative "Cheer You Up" Project, involving the SDC and School Social Worker, aims to boost positivity and support among students. - In the LVE curriculum, the incorporation of Appreciation themes in the P.2 and S.2 levels enhances student well-being by encouraging gratitude expression and positive outlooks. This focus on appreciation has led to a more supportive and caring school environment, fostering deeper connections among students and educators.	<u>Reflection:</u> - The dual approach (curriculum integration and recognition) strengthened belonging and wellbeing. <u>Follow-up (2025–2026):</u> - Standardise recognition linked to 15 Core Values (badges/ certificates/ assembly features), publish criteria, embed reflection prompts in SLP.

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
apply their knowledge and skills effectively. - JC Volunteer Together- School Based Programme 賽馬會眾心行善 – 義工推廣校園夥伴計劃 - EDB "WE" Positive Dynamic Scheme (教育局訓育及輔導組「WE」正向動力計劃)	Attained	- The Student Health Care Team promotes student well-being through various internal initiatives like healthy tuck shop promotions, Joyful Fruit Month activities, Anti-Space Oil booth games, and dental care sessions, creating a health-conscious environment within the school. - The Positive Education Projects offer a personalized volunteer education approach that builds empathy and raises awareness of the positive impacts of volunteering through experiential learning. The Volunteer Experiential Program for P.4 and P.5 students explores social issues like deprivation and ethnic minorities, while the Volunteer Practical Program for S.4 students focuses on eco-friendliness and sustainability. These programs equip students with essential skills for responsible citizenship.	Sustain JC/EDB “WE” partnerships with planned year-level participation

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
2. Launch Peace School and other pastoral programmes to cultivate positivity among students.	Attained	- The school's Student Development Committee has introduced the Peace School initiative and various pastoral programs to enhance positivity among students, supporting their personal and emotional growth. Talks held during weekly assemblies aim to cultivate positivity, with the SD Theme "Never Give Up" contributing to a sustained positive school atmosphere. - In the Life Value Education curriculum, topics like Perseverance in S.6 LVE are designed to foster positivity by providing support, guidance, and mental health activities for students in S.3 and S.6, nurturing their well-being and emotional development. These efforts not only create a caring environment but also help students build resilience and promote a culture of positivity within the school. - The Student Health Care Team focuses on promoting wellness and healthy habits among students to cultivate a healthy school environment. Initiatives encourage healthy eating and lifestyle choices, raise awareness of personal hygiene and dental care through student involvement, and aim to establish a positive, health-conscious atmosphere in the school.	<u>Reflection:</u> - A shared 4Rs vocabulary and themed assemblies improved coherence and home-school alignment. <u>Follow-up (2025–2026):</u> - Formalise tiered support (e.g. Whole School: 4Rs. Targeted: small-group mindfulness, Intensive: case management, etc.) - Establish a Peace School society to further promote respective core values.

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
3. Provide training for teachers and parents on positive education and positive parenting.	Attained	• The Education Bureau's "WE" Positive Education Programme aims to strengthen relationships among students, parents and teachers by developing four key skills: communication, emotional management, collaboration, and problem-solving. The first phase of the programme has been completed, with teachers and parents participating in training sessions and school-based strategic meetings to plan and implement activities that promote a positive campus culture. • Positive feedback collected via post-session forms, practices embedded into CT routines.	<u>Reflection:</u> • Common strategies and language strengthened classroom climate and home reinforcement. <u>Follow-up (2025–2026):</u> • Extend “WE” cycles and produce practical materials (toolkits/ quick-reference) for CTs and parents. • Organise at least one CPD workshop for teachers on outdoor activities to support MVPA/healthy lifestyles.

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
4a. Implement the revised curriculum with a focus on 15 core values across all KLAs to increase students' awareness of positive education. 4b. Incorporate elements of positive education into at least one level of all Key Learning Areas (KLAs).	Attained	In 2024–2025, the school systematically embedded the 15 Core Values across KLAs, co-curricular activities, and student leadership opportunities, while celebrating student effort and progress in classrooms and assemblies. A student-led culture emphasizing ownership, autonomy, metacognition and collective learning advancement underpinned design and evaluation, with impact on well-being and engagement. Students' achievements in both academic and cultural settings are celebrated during prestigious prize presentation ceremonies, where consulate officials or representatives from regional cultural associations present the accolades. Additionally, milestones and highlights from students' learning journeys are showcased on our school website (https://www.smcesps.edu.hk/en/?p=activities). <u>Chinese Language Education:</u> Through reading and writing tasks, students explored and articulated values such as filial piety, respect, diligence and responsibility. Appreciation writing tasks explicitly connected personal experience to core value vocabulary and reflection.	<u>Reflection:</u> - KLA improved motivation, collaboration, and recognition; 75.6% of students agreed peer recognition increased wellbeing. <u>Follow-up (2025–2026):</u> - Fine-tune KLA rubrics with Positive Education descriptors (effort, empathy, collaboration) and add reflection logs to

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
<u>Foci:</u> i. Encourage students to delve into the different core values, as well as apply them and behave accordingly. ii. Recognise students' achievements.	Attained	<u>English Language Education:</u> - Inter-class writing competition and Halloween-themed literacy activities explicitly promoted core values (e.g., empathy, integrity, perseverance). Participation in the EDB "Sayings of Wisdom" campaign further strengthened positive education and values articulation through authentic communication tasks; achievements were shared via assemblies and school media. <u>PSHE/CES/CSD/Geography/THS:</u> <u>For Stages 1</u>, students learn to "make good use of time" in GS lessons focused on responsibility, and they also learn to "design school signs and classroom rules" for self-discipline. Topics such as "Loving Our Community" cover the core values of love and care. In "Reading to Learn" and "RS," values including perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, unity, and filial piety are addressed in the lessons and readings. <u>For stages 2</u>, topics in Chinese history, such as "Victory in the War of Resistance Against Japanese Aggression," cover the core values of commitment, respect, and	the SLP. - Implement daily MVPA (60 mins) for students and staff. - Set up a Library Corner for quiet rest. - Run Life GPS programmes for students and teachers. - Integrate values in assemblies/ lessons/ ECAs. - Run parent workshops via EDB programmes to build positive relationships.

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(Continued from previous page)	Attained	perseverance. In geography lessons, students participate in activities and field trips promoting environmental conservation, which instills the values of respect and active participation. In CES or L&S lessons, students learn about time management, goal setting, financial management, and relationships with parents and friends. They also participate and cooperate with peers in cross-curricular projects, covering the core values of active participation, cooperation, and respect. <u>For stage 3</u>, through learning about sunk costs, specifically the idea that "the past is past; focus on the future" in economics lessons, students learn the core value of optimism. THS teachers continuously remind students that achieving a good grade in the HKDSE is not difficult, reinforcing the value of optimism. <u>Mathematics Education:</u> • Commitment and Student Leadership: Senior-form Math Society leaders planned and ran the Math Fair during STEAM Week and curated Math Monthly Questions, modelling responsibility and commitment while fostering a student-led culture across subjects. Stage 2 students actively engaged in	(Continued from previous page)

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(Continued from previous page)	Attained	Inter-class Leonardo Bridge Competition, project work, and intensive reading, with explicit expectations to research beyond the textbook, advancing self-directed inquiry and time management. Achievements and effort were acknowledged in class and assemblies to sustain motivation and belonging. <u>Science Education:</u> - Values and discipline: S.6 Chemistry: curated readings on Tu Youyou's discovery highlighted perseverance and commitment, with teachers reporting increased curiosity and respect for scientific endeavour. (60.6% of students reported that quotes and stories of scientists helped them appreciate the role of the 15 Core Values in promoting well-being. Teachers observed higher engagement and confidence when positive qualities were publicly recognized, aligning with our recognition culture.) <u>Information Technology and Digital Literacy:</u> - Values were developed through hands-on creation across key stages: in Primary, responsibility and self-discipline were fostered through Scratch coding, love and care through a P.1 thank-you card design activity, and self-	(Continued from previous page)

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(Continued from previous page)	Attained	management via a P.4 timetable-building task; in Secondary, cooperation and mutual respect were cultivated through S.1 iPad tool presentations and S.2 video production, while commitment, integrity, and perseverance were strengthened through S.3 app development projects supported by iterative feedback cycles. Across both stages, the program emphasized group-based projects and competitions to help students internalize core values while advancing their information literacy. <u>STEAM and Cross-Curricular Learning:</u> - Ownership, Reflection, and Recognition: Teachers embedded encouragement following student attempts in lessons; structured self- and peer-evaluations recognized contributions and values (e.g., collaboration, perseverance). Cross-curricular projects required teams to acknowledge each member's effort during presentations, strengthening accountability and collective efficacy. <u>Arts Education:</u> - Perseverance and Responsibility: Lunchtime Concerts and Singing Contest (Arts Education Society) nurtured performance discipline and growth mindset	(Continued from previous page)

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(Continued from previous page)	Attained	through repeated practice and public showcasing. Recognition segments at assemblies reinforced positive behaviours and effort. Dance Club workshops and performances strengthened responsibility, rehearsal ethics and peer support in team settings. • Social Responsibility: Community-facing performances extended learning beyond campus and cultivated service orientation: VWalk Christmas Carol (Primary Choir), Lantern Festival 「乙巳年元宵采燈會」 (Primary and Secondary Dance Teams), HKTDC Home Delight Expo 2024 (Lower Primary Dance Team). These events aligned with OLE aims and leveraged school channels (Campus TV, assemblies) to celebrate contributions and deepen stakeholder engagement. <u>Physical Education:</u> • Teamwork, Resilience, Community Engagement: Whole-school and family-inclusive events, Primary and Secondary Sports Days, Run for Charity, Morning Run, Parent–Child Games, inter-house/class competitions, developed teamwork, discipline, and social responsibility, with parent-facing	(Continued from previous page)

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(Continued from previous page)	Attained	components to model and reinforce positive behaviours at home. Student achievements and sportsmanship were recognized through assemblies and school media channels, amplifying role models and celebrating progress.	(Continued from previous page)

Strengthening Positive Education (強化正向教育)

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
1. Organise activities to promote greater student involvement. - Regular core values sharing by student leaders. - Sustain the operation of the SA community subcommittee in collaboration with the Community Service Team to hold volunteer work for grassroots children, the elderly, and those in need. - Include debriefing session as part of the programme to	Attained	- The school's Daily News Sharing Team consistently focuses on sharing positive learning messages aligned with core values. On October 3, 2024, the school commemorated World Animal Day in partnership with the organization 'House of Joy & Mercy'. The event aimed to instill love and care for animals among students through engaging activities. Activities included educational videos during CT period and lunch, an insightful workshop on animals' significance in the Catholic Church, and interactive booth games for primary and secondary students. S3 and S4 students visited an animal shelter, reinforcing compassion and responsibility towards animals. - In other initiatives, senior students engaged in the Xining Community Service Tour, where warm clothes and stationery	<u>Reflection:</u> - Service, entrepreneurship and peer tutoring strengthened attachment to school and society. <u>Follow-up (2025–2026):</u> - Expand student-led service with structured debrief/ reflection rubrics. - Scale peer-support corners (Math/ Languages) and record participation in SLP.

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
promote students' reflection skills. • Participate in the "JC VOLUNTEER TOGETHER – School-Based Programme 賽馬會眾心行善 – 義工推廣校園夥伴計劃," to nurture a compassionate learning environment. • Implement the Farmunity Project for all S.2 students by the STEAM Team. • Establish a Lunch Time Math Corner by the Math Society	Attained	were donated to the elderly, promoting student involvement and a sense of belonging. The Community Service Team participated in various activities like Caritas Charity Bazaar, flag selling days, and visits to organizations like Little Sister of the Poor and Hong Chi Association. S.2 students organized community services and pitched business ideas to restaurants, fostering real-world experiences. • Students are encouraged to partake in STEAM competitions, with four students set to compete in the VEX Robotics World Championship in the USA, showcasing their innovation skills. Teachers noted that student participation in entrepreneurial and community service activities enhanced their sense of belonging and school pride. Efforts to strengthen industry connections for student representation opportunities are being explored.	(Continued from previous page)

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
Committee, where senior students provide support to lower form students.	Attained	The Math Society and senior students organized activities throughout the year, establishing a "Math Corner" in Room 411 to provide math support for lower form students. These initiatives aim to enhance student engagement and academic support across different areas of interest.	(Continued from previous page)

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
2. Promote a healthy atmosphere in school. • Promote 4Rs by the Student Health Care Team to enhance wellness. • Continue the "Mindfulness" campaign to enhance students' mental well-being. • Reinforce the culture of "Good Students and Good Deeds" to foster a supportive school environment. • Present Award Stars for “Good Students with Good Deeds” to	Attained	• The Student Development Committee promoted the 4Rs— Rest, Relaxation, Resilience, and Relationship, and strengthened student-teacher bonds, enhanced overall well-being and community cohesion. A Sharing Session held during the Class Teachers' Meeting in March furthered this goal. • The Committee integrated the 4Rs into the LVE Curriculum, with S.1 students learning emotion management and relaxation techniques while S3 students focused on resilience-building strategies for overcoming challenges. The Student Healthcare Team organized various activities to promote wellness and healthy habits among students, including initiatives like Healthy Eating in the Tuck Shop, Joyful Fruit Month campaigns, Anti-Space Oil Booth Games for skincare	<u>Reflection:</u> • Consistent routines and recognition built positive climate and strengthened transitions for newcomers <u>Follow-up (2025–2026):</u> • Embed daily MVPA (60 mins) for students and staff with E-fitness tracking. • Run teacher CPD on outdoor activities. • Continue PTA-family wellbeing workshops.

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
recognise and celebrate students' contributions and achievements. • Carry forward the “Buddy Scheme” to support newcomers. • Expand the “Peer Counsellor” team to further train senior students and buddy students in supporting junior students and their peers respectively.	Attained	education, and Dental Care Sharing Sessions during weekly assemblies to raise oral health awareness. • The Parent-Teacher Association conducted two workshops: the “Mindful Wing Chun Parent-Child Workshop” introducing Wing Chun for mental health awareness, and the “Love with All Your Senses” Workshop on responsible pet ownership, featuring interactions with rescued animals to foster empathy towards animal welfare.	(Continued from previous page)

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
3. Increase collaboration and support from alumni. • Expand the pilot scheme of Mentorship Programme to lower levels. • Further expand alumni database. • Strengthen channels (Campus TV, TV, Assembly) for disseminating alumni achievements.	Partially Attained	• The Mentorship Programme for the school year concluded successfully, and the alumni database was updated with the latest batch of graduates. The Open Day served as an opportunity to reconnect with alumni not previously included in the database, strengthening ties with former students.	<u>Reflection:</u> • Strong momentum maintained. • Earlier scheduling and better matching will broaden reach and increase impact. <u>Follow-up (2025–2026):</u> • Expand the mentor pool with clear role descriptions, integrate feedback questionnaires for continuous improvement.

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
4. Launch programmes regarding National Security Education. Maintain cooperation with the EDB and collaborate with the KLAs to hold NSE exhibitions and NSE Day activity to enhance understanding of the NSE among	Attained	- NSE sharing delivered across fourteen domains of national security; speeches under the National Flag and regular NSE sharing sessions conducted. - Significant increase in Primary recruitment for the Flag-raising Team; regular flag-raising ceremonies sustained. - Recognised under the “Celebrating the 75th Anniversary of the Founding of the People’s Republic of China: School Promotion of Patriotism Education Recognition Program (Kowloon Principals’ Association) 慶祝中華人民共和國成立 75 周年學校推動愛國主義教育嘉許計劃（九龍地域校長聯會）”, nominated as an awarded school. - Participation in multiple EDB-organised online competitions to enhance NSE understanding for both Primary and Secondary; a variety of BSE/NSE-related visits, competitions, and activities completed. Refer to “NSE Activities 2024–2025”.	<u>Reflection:</u> - The overall momentum is strong, with wide participation across key stages and subjects. - Cross-KLA integration has improved relevance and student engagement, particularly where cultural arts and STEAM topics intersect with NSE themes. - Primary recruitment to

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
Secondary and Primary students. Transmit the NSE information to all teachers (internal circulars and staff meetings) to cultivate teachers' and students' knowledge and a sense of belongings towards our society.	Attained	- Staff informed via internal circulars and staff meetings, resources shared centrally. - NSE elements embedded in syllabi across subjects and key stages. - Selected KLA examples (Chinese, Arts, Mathematics, STEAM, PE) integrated cultural identity, national education and values through lessons, showcases and study tours (e.g., Guangzhou Tour, PSHE Kansai Study Tour; Beijing STEAM Tour 2024, Sister School exchanges) as listed on the Activities page. - The following are examples of NSE integrated across KLAs and curricula: <u>Chinese Language Education:</u> - Weekly Chinese headline sharing during assemblies to build awareness of current affairs. - Hosted China Culture Week and offered Chinese calligraphy, Tai Chi, Cantonese opera, guzheng ensemble, and dragon-lion dance, enabling students to experience Chinese cultural heritage.	the Flag-raising Team successfully nurtured early national identity. Continuation is needed to sustain quality. - Weekly headline sharing has strengthened students' awareness of current affairs, providing scaffolded materials supports younger learners. - Coordination workload is significant. Earlier

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
- Recruit more students from the Primary section to join the Flag-raising Team to help instill a sense of belonging to the country from an early age. - Conduct weekly Chinese headline sharing sessions during the morning assembly to foster a deeper	Attained	- Introduced a Chinese Culture subject in both Primary and Secondary to deepen cultural understanding. - Conducted exchanges with sister schools to broaden students' horizons. <u>Arts Education:</u> - Dance: Chinese folk dance (Mongolian Folk Dance) added at P2. Chinese Dance is the main focus of Primary and Secondary Dance Teams (KS2–KS3). - Music: National Anthem singing practice (KS1–KS3); “Pandastic Lyricists” contest (KS1–KS2). Introduction to Chinese musical instruments (KS2). - Visual Arts: NSE-themed drawing and colouring competitions (KS1–KS2); Chinese painting added as a P6 enrichment unit. <u>Mathematics Education:</u> - NSE elements incorporated into the Math Project and Intensive Reading Assignment. - Math Fair “Math Riddles” board during STEAM Week, echoing Lantern Festival traditions with recreational maths riddles.	scheduling and better matching of activities to timetables and venues would further widen reach and impact. Evidence collection is improving, but standardised templates will enhance consistency across KLAs. <u>Follow-up (2025–2026):</u>

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
connection and awareness of national issues (culture, politics, economy, and current events) among students.	Attained	<u>STEAM Education:</u> - Discoveries and achievements of Chinese scientists embedded in STEAM Week and competitions. - NSE elements included in STEAM lessons across levels; e.g., history of space exploration and achievements of Chinese astronauts integrated in P.3–P.4 aerospace technology units. <u>Physical Education:</u> - Wushu and Shuttlecock integrated into S.1–S.2 curriculum to promote Chinese cultural heritage and national identity, emphasis on discipline, coordination, agility and teamwork. - Cross-curricular cultural appreciation by comparing practices from target-language countries and Chinese culture. - Study tours to Mainland cities (e.g., Guizhou, Sichuan) to understand innovation and technology developments.	- Develop an NSE activity calendar with earlier scheduling and KLA alignment. - Introduce common lesson/ unit/ activity plans and post-activity reflection templates. - Maintain a central repository for artefacts, photos, participation data and student work.

Chapter 4. Major Concerns and Foci for 2025-2026

In the upcoming academic year, our school aims to continue fostering educational excellence by nurturing active learners and strengthening positive education. Building on our previous achievements and considering the evolving educational landscape, we have identified key focus areas for 2025-2026. These concerns were formed with careful consideration of our school's management, learning and teaching practices, and support mechanisms for student development.

Major Concerns	Targets
1. Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability	• Empower Students to Take Ownership of their Learning • Foster Reflection and Self-Assessment • Promote Cross-KLA Learning and National Security Education • Enhancing Students' Adaptability to the Ever-Changing World
2. Strengthening Positive Education	• Enhance student discipline and empathy. • Promote well-being, healthy lifestyles, and integrate the 15-Core-Value system in daily school life. • Strengthen students' and parents' sense of belonging towards the school and society.

Appendix 1: 2024/25 Report on Capacity Enhancement Grant (CEG)

	Action / Task	Expenses	Evaluation	Suggestions for next year
1.	Employ one Teaching Assistant (TA), with 70% of salary funded by the CEG, to provide essential academic support. Key responsibilities: - Preparation and management of teaching materials and equipment. - Uploading teaching and learning materials to the school intranet. - Video recording and photographing student activities - Preparation of teaching, learning and assessment materials. - Collecting data for school self-evaluation. - Providing targeted support for SEN students inside and outside the classroom. - Assisting in the daily operation of academic support programmes.	HK\$89,887.59 Partially supported by CEG, the remainder was covered by the school operating funds.	- The TA role is crucial for achieving the CEG objective of reducing teachers' non-teaching workload, creating space for curriculum development and catering to diverse learning needs. - By handling resource-intensive tasks, the TA enables teachers to devote more time to lesson planning, pedagogy, and direct student engagement. - The 70% funding model demonstrates cost-effective use of the grant, with the school contributing the remainder.	We plan to recruit TAs with strong qualifications and relevant experience where available, so they can take on more complex tasks. We will also enhance the responsibilities of the TA to provide more specialized support, especially in differentiated materials development and data support, in order to maximize student learning outcomes.
2.	Employ one Administrative Assistant to enhance operational efficiency and support non-academic functions, enabling teachers to focus on core pedagogical duties. Key responsibilities: - Assisting teachers with administration for off-campus learning activities. - Supporting non-academic administrative duties (e.g., events, functions). - Assisting logistics for dance, arts, and extra-curricular activities. - Supporting day-to-day operation of the school library.	HK\$224,096.25	- The Administrative Assistant substantially reduces the administrative burden on teachers, directly contributing to workload reduction under CEG guidelines. - This support allows teachers to reinvest time in improving teaching quality and student interaction, enhancing learning and teaching effectiveness. - Cross-functional support ensures smooth running of school programmes and activities.	Based on the evolving needs of the school, we will consider expanding the Administrative Assistant's responsibilities to other areas where administrative support is needed, and continue to refine workflows to improve efficiency.
3.	Employ one Library Assistant to support the Teacher Librarian and enhance day-to-day library operations. Key responsibilities: - Assist the Teacher Librarian with daily management and organization of the library. - Help curate, catalogue, and promote reading materials and resources. - Support teachers in planning and running reading-related activities and programmes. - Operate and maintain library systems. - Assist students and staff in the effective use of library resources.	Covered by the school operating funds.	- Routine operations (circulation, shelving, cataloguing, basic systems) were handled efficiently, improving responsiveness and opening-hours coverage. - Joint reading promotion (book talks, displays, themes) boosted borrowing and participation, strengthening reading culture. - Teachers received timely support. - Teacher Librarian focused on higher-level work. - Students and staff got on-demand help with resources and systems, supporting independent, resource-based learning.	To meet operational needs and strengthen reading promotion, we plan to continue employing a Library Assistant to support the Teacher Librarian. The role will further enhance daily operations and extend support for teacher-led and whole-school reading activities, including curation of resources and basic systems management.
		HK\$ 313,983.84		

Appendix 2: 2024/25 Evaluation Report on Educational Support Measures for Non-Chinese Speaking Students

中國語文教育
加強支援非華語學生的中文學與教
Annual Report 2024-2025

本校已採用《中國語文校內評估工具》評核非華語學生的整體學習情況，並根據學生的評估成績規劃課程，2024-2025 學年中國語文、調適中文或中文為第二語言科的安排如下：（數據截算日期：25/9/2024）

小學部

年級	學生人數
小一	17（全部融入主流）
小二	16（全部融入主流）
小三	15（全部融入主流）
小四	20（全部融入主流）
小五	13（融入主流：7；調適中文：2；中文為第二語言：4）
小六	12（融入主流：3；調適中文：6；中文為第二語言：3）

中學部

年級	非華語學生人數	修讀主流中文課程的非華語學生人數	修讀中文為第二語言課程的非華語學生人數
中一	30	1（粵）3（普）	11（調適中文）15（中文為第二語言）
中二	19	2（粵）4（普）	7（調適中文）6（中文為第二語言）
中三	24	2（粵）1（普）	5（調適中文）16（中文為第二語言）
中四	18	1（粵）	17
中五	14	0	14
中六	18	0	18

一、Major Concern 1: Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability in Education

培育主動積極的學習者：重視自主、反思與適應力

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
作為一所提供全球教育的直資學校，我們的目標是培養學生成為能夠迎接 21 世紀挑戰的通才。本科將從以下方向，配合學校和發展科本的需要。 <u>學生學習成果的總體成就</u> 本年度是學校五年計劃中的第一個學期年度，透過不同的策略，師生對於學校的關注事項「培育主動積極的學習者」及「強化正向教育」均加深了認識及理解。學生在學習過程中，逐步掌握「重視自主、反思與適應力」的理念及不同價值觀，並運用在學習，以至其生活中。而本年度本科各級均適度滲入此主題，而跨科學習報告及多元化的學科活動，便是其中的顯證。			
1.1 本科定期舉辦教師培訓，以提升教師的文化知識、語文素養，並為教師提供實用的教學資訊和策略。此外，本年度加入學校關注事項「培育主動積極的學習者」為主題，從而加強教師對「主動積極的學習」的認識及理解。培訓活動不少於 6 小時。 1.1.1 繼續鼓勵教師修讀與任教非華語學生相關的課程或出席相關工作坊。 1.1.2 繼續鼓勵教師互相觀課，促進專業交流，優化課堂設計。	Attained (100%)	全部任教非華語學生的教師均需要出席以下教師培訓： ◆ 中、小學朗誦訓練：本科組邀請了羅老師教授科組老師朗誦技巧，並與老師分析誦材的賞析點。 ◆ 中、小學中文教學技巧：本科組邀請了教育心理學家梁艷屏姑娘教授「配合特殊學習需要學生學習中文的學與教技巧」，並與老師分享心得。 ◆ 本年度安排老師們參與不同的進修活動，當中包括自主學習、價值觀、AI 等主題，讓老師進一步認識相關的概念，並鼓勵教師把所學習的融入於教學之中，以提升教學效能。 ◆ 有關教學實踐方面，除中文科主任外，更邀請了謝鎧泓副校長參與觀課，每一次觀課後均設討論環節，除了探討教學流程外，也十分重視有關教學素材、教學設計和教學技巧如何能提升學生對中國文化（包括價值觀）的領悟，並增強教師培育學生對終生學習／自主學習的意識。	◆ 由於課程重整，故建議任教非華語學生的教師可多出席有關講座及工作坊。 ◆ 科組可邀請嘉賓／本校具經驗老師舉行工作坊，讓老師有在忙碌的工作情況下，亦有機會汲取最新的教學資訊，以提升教學效能。 ◆ 科組會鼓勵老師多參與由教育局舉辦的進修項目，以緊貼教育發展的步伐提升學與教的水平。 ◆ 同級學習圈，能加強同級老師的連繫外，亦能互相分享教學心得，制定更切合學生需要的教程。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
		◆ 全部任教非華語學生的教師都修讀了有關教授非華語學生的課程或出席相關工作坊，教師進修後於校內作分享。 ◆ 任教小一、二、三、四中文科的教師教授每個單元前，皆與 Co-teaching 老師進行共同備課，商討如何令非華語學生學習有效，並於會議後商討教學進度及教學內容。	
1.2 訓練學生訂立學習目標，並定期進行檢討 1.2.1 學生填寫「學習計劃」 1.2.2 學生自行完成「學生自學冊」 1.2.3 面見計劃：教師約見學生，協助他們制定學習目標，並定時檢討其學習進度，以調適學生的學習策略。	Attained (100%)	◆ 學生於每學年均需要填寫「學生計劃」，此計劃讓學生為自己訂定學習目標，並檢視個人在中文科學習的特性、進度等，以促進中文學習的成效。 ◆ 小四至小六學生需要完成「學生自學冊」。 ◆ 小一至小四級中文為第二語言班每天均由 Co-teaching 老師為成績稍遜的學生提供補課。此外，教師亦會與績稍遜的學生定期會面，商討並訂立學習目標。為協助小一、小二、小三、小四非華語學生融入主流課堂，老師已為他們提供課前、課堂上以及課後的協助，例如設分層教學目標及工作紙、中英對照生字表、默書及練習調適、朗讀日誌等。	◆ 希望繼續加強 KS1 非華語學生對主流課堂的融入，建議繼續於課前、課後對他們提供支援，例如增設課後補課班，協助他們進行預習及溫習，鼓勵學生繼續留在主流班別學習中文。 ◆ 計劃有助學生推動學習之餘，亦有助師生建立良好的關係，值得延續推行。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
1.3 優化課程和教學法，提升學生成為「主動積極的學習者」的能力。 1.3.1 課程規劃 — 重新審視及修訂中、小學中文為第二語言課程進行全面的課程規劃，以配合教育局及學校的關注事項主題。 1.3.2 各級課程相關單元內，安排與「主動積極學習」相關的教學內容及活動。 1.3.3 在中一至中三進行跨學科報告，以訓練自學的能力。	Attained (100%)	◆ 各級課程規劃：已參照教育局的課程指引，包括國家安全教育、中國語文建議篇章(文言文)、價值觀教育等，訂定本校課程，以配合教育發展的方向及需要，並已在進度表中加入相關的標示。此外，本年度於小學及中一至中三級課程中，加入了中華文化的元素，開設了「中國文化課」，讓學生進一步學習中國文化的知識，體驗中國文化之內涵。 ◆ 為鼓勵中四、中五級非華語學生參與國際考試，以得到認可的資歷，本年度中四及中五開設了 GCSE / GCE 課程。 ◆ 本科組各級均能引入 EDB 資源，並進行適切的調適，以優化課程和教學法，豐富學生的學習領域。	◆ 本科組各級均能引入 EDB 資源，並進行適切的調適，以優化課程和教學法，豐富學生的學習領域。
1.4 優化說話教學 1.4.1 舉行不同形式的科組活動，讓學生有更多機會進行報告及討論，提升學生說話能力。 1.4.2 以表演藝術課提高小一至小四學生的中文能力，非華語學生與華語學生每兩星期，以普通話進行一節表演藝術課。	Attained (100%)	◆ 全部小一至小四學生以普通話上表演藝術課，非華語學生與華語學生互相交流，透過戲劇活動學習中文，並在課堂上完成了演出。 ◆ 小五至小六學生於下學期開始參加每周一次的粵語表演藝術課，加強非華語學生與華語學生對中文的興趣及增加他們運用中文的機會，透過戲劇活動學習中文，並在課堂上完成了演出。	◆ 明年將會繼續以表演藝術課提高小一至小四學生的中文能力。 ◆ 明年將會繼續以表演藝術課提高小五至小六學生的中文能力。 ◆ 科組亦可多舉辦相關的課程及活動，加強學生提升思維及說話能力。
1.5 推廣閱讀 1.5.1 除了擴大學生閱讀面外，亦希望透過閱讀，豐富學生對中國文化和他文化的認識，培養學生自學的能力。	Attained (100%)	◆ 閱讀報告 ✧ 鼓勵小一至中三非華語學生每年閱讀一定數量的書籍，學生須以不同形式，如文字報告、個人分享、討論、戲劇等分享讀後感。	◆ 大量增加閱讀活動，豐富學生對中國文化及其他文化的認識外，亦能培養他們的閱讀興趣，提升他們的自學能力。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
- 對象：小一至中三非華語學生 - 小一至小三：全年 3 本圖書教學 - 小四至小六：全年閱讀不少於 8 本圖書 - 中一至中三：全年閱讀不少於 6 本圖書 1.5.2 好書推介 1.5.3 閱讀分享：讓學生分享閱讀心得，提升學生匯報的能力。 1.5.4 世界閱讀日：透過大型的閱讀活動，學生可自訂展示學習成果的方式，提升自學能力及匯報能力。		✧ 小一至小三：全年 3 本圖書；小四至小六：全年閱讀不少於 8 本圖書；中一至中三：全年閱讀不少於 6 本圖書。 ◆ 電子閱讀 小五至中五：提供額外的電子圖書、電子課本及電子錄音檔，供學生於課餘時間自行閱讀及學習全部非華語學生都有閱讀中文書籍，惟受疫情影響，學生只能完成部分的閱讀計劃。 ◆ 中文學習網 為非華語學生提供中文學習網，鼓勵學生多閱讀中文篇章，以及完成相關的練習，提升非華語學生對中文科的興趣外，亦培養他們的自學精神。 ◆ 中文問答比賽 是次比賽，加入了中華文化影片的元素，學生須欣賞相關影片，再進行比賽，藉以提升學生對中華文化的興趣。	◆ 下年度，在書籍及閱讀活動主題上，可多配合校方的關注議題上。 ◆ 透過不同形式的教學和活動，讓學生對中國文化有更多的認識，同時，亦透過不同分享的機會，令學生學會欣賞不同的文化。
1.6 學科活動 1.6.1 善用社區資源，安排非華語學生參與校外的文化活動，更鼓勵他們自發參與校外活動，老師只從旁指導，以發揮非華語學生主導學習的能力。 1.6.2 校內舉辦比賽和活動，鼓勵非華語學生自發舉行小型的校內科組活動，老師只從旁指導，以發揮非華語學生主導學習的能力。 1.6.3 舉辦與中華文化的學科活動（例如中華文化周），讓學生進一步認識及體驗傳統中國文化之內涵。		◆ 本年度科組老師鼓勵學生善用社區資源，多參與校外活動及比賽，例如徵文比賽、朗誦節及非華語學生演講比賽等。部分曾得獎的學生自發參與不同的賽事，老師只從旁指引，以初步建立以學生為主導的學習模式。 ◆ 校內活動已順利完成，包括中文寫作比賽、中文問答比賽、世界閱讀日等，活動滲入了不少以學生為主導的元素。 ◆ 「中國文化室」旨在宣揚中國文化，同時亦讓師生有一個良好的環境進行不同的活動及學習。 ◆ 本年度舉辦了「中華文化周」及不同節慶的活動，同時亦舉行了不少的興趣班，包括中國書畫班、太極班、粵劇班、古箏團等，學生均積極參與，進一步提升了他們對傳統中國文化的認識及興趣。	◆ 透過不同的學科活動，豐富非華語學生的學習經歷，亦提升他們探知慾，進一步培養他們主導學習的精神。 ◆ 建議學生由「參與者」的角色轉變為「統籌者」的角色，從而培養學生的自主學習的精神。 ◆ 境外文化交流團能讓學生親身體驗不同地方的文化。 ◆ 來年可考慮舉行與中國文化、中國歷史或中外交流

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
		◆非華語學生恆常的學科活動包括： ◇非華語學生才藝比賽 ◇舞獅隊（以非華語學生為主） ◇中國文化節慶活動 ◇香港本地遊 ◆本校參加了教育局內地姊妹學校締結計劃，本年度 四月亦舉行「北京遊學國」，小四至中四共 48 位學生（包括華語學生及非華語學生）參與其中，讓學生進一步認識國情。	有關的交流團，讓學生對中國的國情及發展有更深的認識。 ◆建議締結不同特色的學校，讓學生的交流更多元化。

二、Major Concern 2: Strengthening Positive Education

強化正向教育

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
作為一所提供全球教育的直資學校，我們的目標是培養學生成為能夠迎接 21 世紀挑戰的通才。本科將從以下方向，配合學校和發展科本的需要。 <u>學生學習成果的總體成就</u> 本年度是學校五年計劃中的第一個學期年度，透過不同的策略，師生對於學校的關注事項「培育主動積極的學習者」及「強化正向教育」均加深了認識及理解。學生在學習過程中，逐步掌握「重視自主、反思與適應力」的理念及不同價值觀，並運用在學習，以至其生活中。而本年度本科各級均適度滲入此主題，而跨科學習報告及多元化的學科活動，便是其中的顯證。			
2.1 本科定期舉辦教師培訓，以提升教師對「正向教育」的認識及理解。	Attained (100%)	◆科組同事出席學校安排的講座、分享，進一步了解「正向教育」的概念和推行狀況。	◆ 通過培訓，科組老師對「正向教育」的概念和推行，已有基礎認識，對於在科組中施行，確有幫助。
2.2 於課堂上加入「正向教育」的教學元素，培養學非華語生正向的人生觀。	Attained (100%)	◆課堂上包含中國傳統美德元素，並探討當代中國的發展。例如：中五 GCE 課程《爸爸的花兒落了》。	◆ 除校內的 15 個價值觀外，教師須配合教育局的價值教育，讓課程更完備。鼓勵教師多參與不同的教師培訓，汲取更多的經驗，令「正向教育」的學與教更成效。
2.3 評估方面，善用「自評」、「互評」，培養非華語學生互相欣賞的正向態度。	Attained (100%)	◆每年級設立專題報告為課業，供學生「自評」和「互評」，提升學習效能及興趣。	◆ 除課堂教學外，學科活動亦宜善用「自評」、「互評」，培養學生互相欣賞的正向態度。

三、科目關注事項

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
<u>學生學習成果的總體成就</u> 本科組致力優化中文為第二語言課程，而本年度學生在此科的學習表現。包括 GCSE 及 GCE 的成績，亦令人十分滿意，此外，在參與校外活動的積極度方面，非華語學生的自信心亦明顯提升了，足見本科漸見成效。			
3.1KS1(小一至小四)的非華語學生均融入主流中文課程，故需要提供更多的資源及人手以幫助小一至小四非華語學生融入主流中文課程。 3.1.1 為學生調適課程、設分層教學及工作紙、英對照生字表、默書及計分練習調適、朗讀日誌等。 3.1.2 教學助理對有需要的對非華語學生提供幫助。	Attained (100%)	◆ 本年度 KS1 每級有兩位 co-teach 老師，負責協助非華語學生。 ◆ 測考及默書均會為學生調適試卷內容。 ◆ 小一至小六非華語學生有額外的課後輔導班。	◆ Co-teach 有助非華語學生逐步追上主流中文課程，故建議繼續安排 Co-teach 老師在學習差異較大的班級。
3.2 持續發展 KS2 及 KS3 中文為第二語言課程 3.2.1 融入不少於 1/3 的主流中文元素，每級至少一個單元的課程設計包含中國語文的元素(例如中國語文篇章、語文基礎知識、詩詞作品、成語等等)，以提升非華語學生的中文閱讀、寫作、聆聽及說話能力。 3.2.2 鼓勵 KS3 非華語學生參與國際考試，以得到認可的資歷。	Attained (100%)	◆ 中三級新設調適中文課程，旨在持續提升非華語學生在學習中文的表現。 ◆ 為鼓勵中四、中五級非華語學生參與國際考試，以得到認可的資歷，本年度中四及中五開設了 GCSE / GCE 課程。	◆ 繼續開發調適中文課程至高中程度。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
3.3 以實體或視像形式，為 KS2 及 KS3 非華語學生舉辦「認識中國文化／香港歷史」本地遊。	Attained (100%)	◆ 本年度試後活動，中一至中四的非華語生參與了本地遊活動，參觀了昂屏的「中國王朝風雲館」，學生十分投入，反應良好。	◆ 本地遊能讓學生親身體驗本地文化。來年可考慮舉行更多與中國文化、中國歷史有關的本地遊活動，讓非華語學生對本地文化，以至中國文化、中國歷史有更深的認識。 ◆ 本校參加了教育局內地姊妹學校締結計劃，遊學團均有助華語學生及非華語學生認識中國文化。
3.4 鼓勵非華語學生參與校內、校外的中文活動／比賽，以提升非華語學生學習中文的興趣。 3.4.1 於校內舉辦不同的科組活動，如世界閱讀日、書法比賽、歌唱比賽、中國文化日、中文問答比賽等。 3.4.2 鼓勵學生參與校外的中文活動／比賽，如中文校際朗誦節及書法比賽等。 3.4.3 善用中國文化室「一書齋」舉行學習活動，讓學生感受中國文化的氛圍。	Attained (100%)	◆ 由上年度開始，小一至小四學生以普通話上表演藝術課，非華語學生與華語學生互相交流。在表演藝術課中加入中國表演文化藝術，包括太極扇、民歌表演、童謠、黃梅戲、三句半。帶領學生欣賞及比較不同文化的表演藝術，例如中國的傳統民歌／外國的 yodelling，中國的繞口令／外國的 rap。此外，在新年期間老師帶領學生通過說故事、寫揮春、剪窗花等活動認識中國文化。 ◆ 小五至中二增設一堂中文戲劇課，以提升學習中文的興趣。 ◆ 小一至小六非華語學生亦有參加校內「詩文之星」背誦古詩文的活動。 ◆ 非華語學生在課堂上進行了寫揮春、剪紙等活動，增加他們對中國傳統文化的認識。 ◆ 設生活在香港的課程予小五至小六的非華語學生，加入衣食住行的體驗，令學生能了解中國／香港的獨有文化，並希望他們能儘快融入香港的生活方式，成為真正的香港人。 ◆ 鼓勵中一至中五學生參加非華語學生普通話朗誦比賽，讓學生對中文更有信心。	◆ 透過不同形式的教學和活動，讓學生對中國文化有更多的認識，同時，亦透過不同分享的機會，令學生學會欣賞不同的文化。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
		◆ 安排非華語學生參加「非華語學生漢語學習獎學金」計劃，設最佳進步獎及優秀表現獎。	
3.5 其他：非華語學生暑期銜接課程		◆ 暑假期間(14/7/2025-8/8/2025)，本校為新小一非華語學生開設了一組 60 小時的「非華語學生暑期銜接課程 2025」，合共有 8 位學生參加。課程以實體面授形式進行，分二十天進行，每天 3 小時。在課程內容方面，透過非華語學生中文學習的教材、繪本閱讀教學及《語文童步》，讓學生認讀及書寫日常生活的常用字詞。此外，汲取了去年的經驗，課程內容設計上更多元化，滲入不少中國文化元素，如中國書畫、中國手工藝製作等，從而提升非華語學生對中國語文的興趣。每課節亦有溫習環節，學生能鞏固所學，為新學年作好準備。	◆ 非華語學生暑期銜接課程有助新生適應新的學習環境，亦有助教師提前認識新生，了解其中文水平，以便提供適切的協助。

Appendix 3: 2024/25 Evaluation Report on DLG-funded Other Programmes

Programme	Objective	Target students	Duration / Start Date	Method of Evaluation / success indicators	Deliverables & Evaluation	Expenditure
Enrichment tutorials for School Team Members/ HK Team Representatives in S.4 to S.6	1. Cater for students' diverse learning needs by offering targeted academic support. 2. Enhance the learning effectiveness of student athletes and representatives by providing focused tutorial sessions.	Students from S.4 to S.6 selected for school teams, Hong Kong teams, or nominated by teachers.	Whole Year	• Student's Feedback • Teacher's observation	The tutorials were effective, as evidenced by improved student performance in their respective subjects. Participants reported significantly increased confidence and a deeper understanding of complex topics. The initiative successfully met its objective of providing tailored support to meet specific learning needs.	HK\$14,410.00
Saturday Mathematics & Science Enrichment Tutorials, Workshops and Activities for S.4 – S.6 selected students	1. Provide additional resources and opportunities for students to learn advanced Mathematics and Science content. 2. Equip students with advanced problem-solving techniques and critical thinking skills. 3. Enhance the school library's resources to support students' self-directed learning and research needs in STEAM subjects.	S.4 – S.6 students nominated by Mathematics and Science teachers	Whole Year	• Student feedback • Teachers' oral feedback	A series of learning activities, including workshops, excursions, and enrichment tutorials, were organized for selected S.4 to S.6 students. These activities, including the well-received visits to a science park and Laureate forum, have improved students' problem-solving skills and deepened their understanding of complex concepts. Enhanced participation in Math Society events like the inter-house math competition, monthly math questions, and STEAM week further reflects growing interest and improved performance in mathematical and scientific activities. These initiatives also have substantially increased library usage.	HK\$32,653.00
Chinese Reading and Writing Class for S.6	Foster a deeper understanding and appreciation of the Chinese language through reading and writing modules, catering to students requiring additional support or enrichment.	S.6 students nominated by Chinese teachers for additional support or enrichment in Chinese language.	Whole Year	• Student feedback • Students' written work • Teachers' observation and oral feedback	Students demonstrated improvement in their reading comprehension and writing proficiency. The programme was very well-received, with both students and teachers providing positive feedback on its effectiveness in strengthening language skills.	HK\$1,000

Programme	Objective	Target students	Duration / Start Date	Method of Evaluation / success indicators	Deliverables & Evaluation	Expenditure
English, Speech & Literature Tutorials	Enhance students' proficiency in English language, public speaking and literary analysis, catering to students requiring additional support or enrichment.	S.4 – S.6 students nominated by English teachers.	Whole Year	• Student feedback • Students' written work • Teachers' observation and oral feedback	Participants showed improvement in their linguistic fluency, literature analysis and confidence in public speaking.	HK\$14,337.00
Total Expenditure						HK\$62,400.00

Remarks:

To nurture students' talents and adaptability, the school has implemented a range of programmes that enhance their capacity to succeed in an ever-changing world. These initiatives empower students to thrive in dynamic environments and equip them with the skills necessary for future success. The DLG has been fully utilized.

Appendix 4: 2024/25 Evaluation Report on DLG-funded Other Languages.

Programme	Objective	Evaluation	Expenditure
Regular French Lessons	To teach students the French language and prepare them for the DELF exam. Achieving a level of A2 or above in the DELF exam will be used for their HKDSE French qualification.	15 students attained A2 level in DELF, 2 students attained B1 level, and 1 attained B2 level in DELF. Multiple awards were won in the French Speech and Dictation Competitions.	HK\$98,900.00
Regular Japanese Lessons	To teach students the Japanese language and prepare them for the JLPT. Achieving a level of N3 or above in the JLPT exam will be used for their HKDSE Japanese qualification.	2 students achieved N1 level in JLPT, 3 students achieved N2 level and multiple students achieved N3 levels. A student was 2nd Runner-up in the Japanese Speech & Verse Speaking Contest.	HK\$116,100.00
Regular German Lessons	To teach students the German language and prepare them for the Goethe-Zertifikat. Achieving a level of A2 or above in the Goethe-Zertifikat will be used for their HKDSE German qualification.	5 students attained A2 level and 1 attained B1 level. A student won the PASCH Deutsch Plus Scholarship and attended a summer course in Germany. 2 Students were shortlisted winners in the Infographic Competition for German Unity Day.	HK\$73,100.00
Regular Spanish Lessons	To teach students the Spanish language and prepare them for the DELE exam. Achieving a level of A2 or above in the DELE exam will be used for their HKDSE Spanish qualification.	12 students attained A2 level, 2 students attained B1 level. A Spanish Letter Exchange activity enhanced linguistic and cultural engagement.	HK\$86,000.00
Total			HK\$374,100.00

姊妹學校交流報告書

2024 / 2025 學年

學校名稱：	聖瑪加利男女英文中小學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	鄧珮珊

本學年已與以下內地姊妹學校進行交流活動：

1.	首都師範大學附屬良鄉大學城學校 (2024 年 7 月改名，原名為「首都師範大學附屬房山學校」)
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本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
D1	☒	探訪/考察	E1	☒	增進對內地的認識和了解
D2	☒	觀課/評課	E2	☒	增加對國家的歸屬感/國民身份的認同
D3	☒	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☒	提升教學成效
D6	☐	專業發展日	E6	☒	擴闊視野
D7	☐	其他(請註明):	E7	☒	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☒ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☒	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☒	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☒	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
J1	☐	參觀學校	K1	☑	增進對內地的認識和了解
J2	☑	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明):	K4	☑	加強家校合作
			K5	☑	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☑ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下:

編號	☐	監察/評估方法
M1	☑	討論
M2	☑	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☑	觀察
M7	☑	報告
M8	☐	其他(請註明):

全年財政報告:

編號	☐	交流項目	支出金額	
N1	☑	到訪內地姊妹學校作交流的費用	中學	HK\$ 130,500
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$---	
N3	☐	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$---	
N4	☐	視像交流設備及其他電腦設備的費用	HK\$---	
N5	☐	交流物資費用	HK\$---	
N6	☐	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$---	
N7	☐	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$---	
N8	☐	其他(請註明):	HK\$---	
N9	☑	學年總開支	中學	HK\$ 130,500
N10	☐	沒有任何開支	不適用	

反思及跟進：		
編號	☒	內容
O1	☐	有關交流活動的層面 [如適用，請註明]
O2	☒	有關交流活動的形式/內容 <u>內地交流團</u> ■ 兩校師生第三次面對面交流，學生能通過參觀姊妹學校校園和於校內午膳，進一步了解內地的校園文化。 ■ 學生於姊妹校內上課，包括各個學科、中式手工製作等，學生亦參與了常識問答等，這讓學生學到不同範疇的中國文化外，亦親身體驗內地的課堂氣氛。 ■ 本校亦安排外籍老師跟姊妹學校的學生上課，促進教學上的交流。 ■ 本次探訪，除了交流中國文化方面，亦涉獵不同範疇，如常識、外語等，使兩校的交流面向更為廣泛。 ■ 建議多安排外籍學生參與姊妹學校的交流活動，讓外籍學生對中華文化有更深入的認識，同時，進一步促進不同地方、不同文化的交流。
O3	☐	有關交流活動的時間安排 [如適用，請註明]
O4	☐	有關交流活動的津貼安排 [如適用，請註明]
O5	☐	有關承辦機構的組織安排 [如適用，請註明]
O6	☐	其他(請註明)： ■ 另外，我們亦到訪了「北京市首都師範大學附屬中學實驗學校」，認識及了解該校的教學理念及教學情況，並成功於二零二五年八月締結為第二間姊妹學校，讓本校與內地的交流更緊密。

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	<u>0</u> 人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	<u>22</u> 人次
P3	☐	本校學生參與交流的總人次	<u>22</u> 總人次
P4	☐	本校教師參與交流的總人次	<u>2</u> 總人次
P5	☐	本校學校管理人員參與交流的總人次	<u>1</u> 總人次

備註：

姊妹學校交流報告書
2024 / 2025 學年

小學部

學校名稱：	聖瑪加利男女英文中小學		
學校類別：	*小學 / ~~*中學~~ / ~~*特殊學校~~ (*請刪去不適用者)	負責老師：	鄧珮珊

本學年已與以下內地姊妹學校進行交流活動：	
1.	首都師範大學附屬良鄉大學城學校 (2024 年 7 月改名，原名為「首都師範大學附屬房山學校」)

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
A1	☒	探訪/考察	B1	☒	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☒	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☒	與姊妹學校進行簽約儀式/商討交流計劃	B4	☒	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☒	擴闊視野
			B6	☒	建立友誼/聯繫
			B7	☒	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☒ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
D1	☒	探訪/考察	E1	☒	增進對內地的認識和了解
D2	☒	觀課/評課	E2	☒	增加對國家的歸屬感/國民身份的認同
D3	☒	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☒	提升教學成效
D6	☐	專業發展日	E6	☒	擴闊視野
D7	☐	其他(請註明):	E7	☒	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☒ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☒	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☒	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☒	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
J1	☐	參觀學校	K1	☒	增進對內地的認識和了解
J2	☒	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明):	K4	☒	加強家校合作
			K5	☒	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☒ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下:

編號	☒	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☒	報告
M8	☐	其他(請註明):

全年財政報告:

編號	☒	交流項目	支出金額	
N1	☒	到訪內地姊妹學校作交流的費用	小學	HK\$ 158,380
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$---	
N3	☐	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$---	
N4	☐	視像交流設備及其他電腦設備的費用	HK\$---	
N5	☐	交流物資費用	HK\$---	
N6	☐	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$---	
N7	☐	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$---	
N8	☐	其他(請註明):	HK\$---	
N9	☒	學年總開支	小學	HK\$ 158,380
N10	☐	沒有任何開支	不適用	

反思及跟進：		
編號	☒	內容
O1	☐	有關交流活動的層面 [如適用，請註明]
O2	☒	有關交流活動的形式/內容 <u>內地交流團</u> ■ 兩校師生第三次面對面交流，學生能通過參觀姊妹學校校園和於校內午膳，進一步了解內地的校園文化。 ■ 學生於姊妹校內上課，包括各個學科、中式手工製作等，學生亦參與了常識問答等，這讓學生學到不同範疇的中國文化外，亦親身體驗內地的課堂氣氛。 ■ 本校亦安排外籍老師跟姊妹學校的學生上課，促進教學上的交流。 ■ 本次探訪，除了交流中國文化方面，亦涉獵不同範疇，如常識、外語等，使兩校的交流面向更為廣泛。 ■ 建議多安排外籍學生參與姊妹學校的交流活動，讓外籍學生對中華文化有更深入的認識，同時，進一步促進不同地方、不同文化的交流。
O3	☐	有關交流活動的時間安排 [如適用，請註明]
O4	☐	有關交流活動的津貼安排 [如適用，請註明]
O5	☐	有關承辦機構的組織安排 [如適用，請註明]
O6	☐	其他(請註明)： ■ 我們亦到訪了「北京市首都師範大學附屬中學實驗學校」，認識及了解該校的教學理念及教學情況，並成功於二零二五年八月締結為第二間姊妹學校，讓本校與內地的交流更緊密。

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	<u> 0 </u> 人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	<u> 26 </u> 人次
P3	☐	本校學生參與交流的總人次	<u> 26 </u> 總人次
P4	☐	本校教師參與交流的總人次	<u> 4 </u> 總人次
P5	☐	本校學校管理人員參與交流的總人次	<u> 0 </u> 總人次

備註：

Appendix 6: 2024/25 Evaluation Report on Learning Support Grant (Secondary)

聖瑪加利男女英文中小學 「全校參與」模式照顧有特殊教育需要的學生 年終檢討表

(2024 / 2025 學年)

(1) 本校在照顧有特殊教育需要學生方面的情況如下：（請在適當的方格內加上‘✓’）

I	校園文化	十分滿意	滿意	尚可	有待改善
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化	✓			
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任	✓			
c)	學生朋輩間能接納彼此的獨特性及個別差異		✓		
d)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度	✓			
II	學校政策				
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效	✓			
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		✓		
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標		✓		
d)	靈活地統合和調配資源，確保資源善用以便為學生提供適切的支援服務		✓		
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要		✓		
b)	已成立「學生支援組」（或相關組別），並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施	✓			
c)	已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效		✓		
d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等	✓			
e)	透過專業交流，提升教職員的教學技巧		✓		
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習		✓		
g)	按學生的需要而訂立多元化的評估調適策略	✓			
h)	為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃		✓		

(二) 2024 / 2025 學年「學習支援津貼」財政報告

上學年可保留的累積盈餘：\$ 136,831.11 (a)

本學年總撥款：\$ 403,935 (第一期撥款) (b) + \$ 192,350 (第二期撥款) (c) = \$596,285

本學年可用金額(總收入)：\$ 733,116.11 (d) = (a) + (b) + (c)

本學年總支出：\$ 584,911.95(e)

支出細項如下：

項目	金額(\$)
1. 增聘教學助理	\$411,504.96 (Item 1)
2. 外購專業服務	\$53,546 (Item 3-7)
3. 購置學習資源	/
4. 安排學習/共融文化活動、校本教師培訓及家校合作支援活動	\$119,860.99 (Item 2, 8, 9)
5. 其他：(請列明：_____)	

本學年年終累積津貼餘款：\$ 148,204.16 (f) = (d) - (e)

餘款佔本年度撥款的百分比(%)： 24.85% (g) = (f) / [(b) +(c)] x 100%

	支援項目 名稱	服務目的	推行時間 (包括活動/上課總時數或每 小時所需的平均費用)	服務對象	表現指標 評估方法	成效檢討	實際支出
1.	增聘 1.7 位融合教 學助理	支援推行融合教育的 相關教學及課後的工作	聘請 1 名全職及 1 名兼職 (70%)教學助理 總數: \$411,504.96	支援全校有特殊 教育需要的學生	特殊教育統籌 老師的回饋及 觀察	能有效減輕推行融合教 育教學及課後的工作	費用總數: \$411,504.96
2.	中一至中 六學習, 輔導課程 及購買相 關教材	讓讀寫障礙或成績稍 遜的學生改善中英數 及各科能力	節數/次數:12 組中一至中 六級中英數及各科 總節數: 76 節 聘請 15 名兼職導師費用 總數: \$34,260.99	中一至中六讀寫 障礙或成績稍遜 的學生	學校畢業生能 指導學生完成 課堂功課及導 師回饋	整體而言,學生認真參 與,能跟隨指示完成課 堂功課,學生認為輔導 課程對他們的學習有幫 助。	費用總數: \$34,260.99
3.	義工服務 溝通技巧 課程	讓學生辨別情緒和控 制自己的情緒、改善 社交能力	節數/次數: 8/8/8 每節時數:1 小時 20 分鐘 總時數:32 小時(包括 2 小時義工服務) 聘請導師費用總數: \$9,000	3-4 位中一至中 二 ADHD/ASD 學 生 或情緒控制 或社交能力較弱 的學生	導師評語及學 生問卷	整體而言,學生都積極 參與,在情緒控制沒有 太大困難,所有學生都 明白在社交方面要注意 的細節,包括談話技巧 及表達方法。同學表示 課程能幫助他們學習從 多角度觀察及分析別人 想法和感受。	費用總數: \$9,000
4.	和諧粉彩 小組	協助學生提升專注力 及放鬆學習壓力	節數/次數: 8+4 每節時數:1 小時 20 分鐘 總時數:16 小時 聘請導師費用總數: \$9,000+\$4,800	3-4 位中 ASD/ ADHD 學生 或情 緒控制或社交 能力較弱的學生	導師評語及學 生問卷	整體而言,學生都積極 參與,見到學生有更專 注。	費用總數: \$13,800

	支援項目 名稱	服務目的	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象	表現指標 評估方法	成效檢討	實際支出
5.	扭汽球小組	協助 ADHD 同學提升專注力及幫助他們舒緩情緒壓力	節數/次數: 8 每節時數:1 小時 20 分鐘 總時數: 10 小時 40 分鐘 聘請導師費用總數: \$5,200	9 位中一的學生	教師評語及觀察 學生上課表現及學生問卷	學生能夠從中學習到如何專注及有耐性去做一件事。	費用總數: \$5,200
6.	咖啡拉花小組	學生透過製作作品可以放鬆情緒,學習到如何欣賞其他人和事物,專注去做事情。而完成拉花作品作後亦可以獲得滿足感。	節數/次數: 8 每節時數:1 小時 20 分鐘 總時數: 10 小時 40 分鐘 聘請導師費用總數: \$19,200	中二 ADHD 學生或情緒控制或社交能力較弱的學生	導師評語及學生問卷	整體而言,學生都積極參與,學生都有正面回饋,拋開學習煩惱投入活動當中。	費用總數: \$19,200
7.	面部彩繪小組	協助 ADHD/ASD 同學提升專注力,學習到如何欣賞其他人及與人溝通。	節數/次數: 8 每節時數:1 小時 20 分鐘 總時數:10 小時 40 分鐘 聘請導師費用總數: \$6,346	中二 ADHD 學生或情緒控制或社交能力較弱的學生	導師評語及學生問卷	整體而言,學生都積極參與學生都有正面回饋,學習如何更加有創意。	費用總數: \$6,346
8.	中文暑期班	讓讀寫障礙或成績稍遜的學生改善中文能力	節數/次數: 8 節(2 班), 6 節(2 班), 10 節(4 班) 每節時數:1 小時 30 分鐘 總時數:102 小時 聘請導師費用總數: \$9,600X2+7,200X2+12,000X4 \$81,600 (班數有可能會變)	初中至中五、升中六 SLD 學生	導師評語及學生功課	整體而言,學生都積極參與,能跟隨指示完成課堂功課,學生認為輔導課程對他們的學習有幫助。	費用總數: \$81,600

	支援項目 名稱	服務目的	推行時間 (包括活動/上課總時數或每小時所需 的平均費用)	服務對象	表現指標 評估方法	成效檢討	實際支出
9.	校本教師 培訓	提升老師對自己及學 生情緒的變化	聘請精神科醫生分享	全校老師	老師問卷	整體而言，令老師更 多認識	\$4,000
						費用總數：	\$584,911.95

(三) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援：

- ☒ 派發學生支援摘要
- ☒ 為需要加強支援的學生訂定結構化的支援方案/個別學習計劃
- ☒ 在學校報告及學校概覽中清楚列明支援措施及服務
- ☒ 「學生支援組」定時與家長檢視學生的學習進展
- ☐ 其他，請註明：()

2. 本校恆常與家長溝通的機制，包括：

- | | |
|--|---|
| ☒ 通告 | ☒ 電話/電子平台 |
| ☒ 家長日 | ☐ 學生支援摘要 |
| ☒ 家長培訓 | ☒ 學生評估/進展報告 |
| ☒ 家長面談 | ☐ 其他（請列明：) |

(四) 支援有特殊教育需要的非華語學生（如適用）

本校為有特殊教育需要的非華語學生提供以下支援：

- ☒ 運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
- ☐ 運用「有特殊教育需要非華語學生支援津貼」外購專業服務協助翻譯
- ☒ 推動共融文化活動以建構共融校園
- ☒ 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
- ☐ 其他，請註明：()

(五) 本校在推行融合教育方面仍須加強或改善的地方是：

(a) 共融校園文化方面：

- 本校有 14%的學生來自不同族裔，華語和非華語學生能和平相處、共同參與、齊心發展共融校園文化。學生及老師對特殊學習需要的學生加以體諒。
- 學校於非正規課時舉辦多元化的共融活動，在價值教育課加強教育學生關愛共融精神，接納別人不同之處，讓學生學會尊重個別差異，關懷身邊的人。
- 學校及科組會繼續鼓勵教師參加專題課程，讓更多教師了解學生的不同學習需要，照顧學習差異，營造關愛校園文化。

(b) 共融政策方面：

學校重視每位學生的全人發展。每一名有特殊教育需要的學生都具有自己獨特的興趣，知識和技能。為有需要的學生提供支援—“這是學生應有的權利”，並不是額外的施予。

(c) 共融措施方面：

- i. 學校及科組會繼續鼓勵教師參加專題課程。科組會推薦老師參加教育局提供的特殊教育專題課程，讓每科會每年會有最少 1 位老師參加。
- ii. 課堂照顧學生的不同的學習形式。
- iii. 課後提供不同的特殊教育支援。
- iv. 每名有特殊學習需要的學生會有 1 位老師或專業人士跟進。

2024/2025 學年「學習支援津貼」財政報告（非華語特殊學習困難學生）（中學）

上學年可保留的累積盈餘：\$ 103,474.3 (a)

本學年總撥款：\$ 106,769 (b)

本學年可用金額(總收入)：\$ 210,243.3 (c) = (a) + (b)

本學年總支出：\$ 110,454.06 (d)

支出細項如下：

項目	金額(\$)
1. 增聘教學助理	49,289.57
2. 外購專業服務	55,764.49
3. 購置學習資源	0
4. 安排學習/共融文化活動、校本教師培訓及家校合作支援活動	5,400
5. 其他：(請列明：_____)	

本學年年終累積津貼餘款：\$ 99,789.24 (e) = (c) - (d)

餘款佔本年度撥款的百分比(%): 93.46% (f) = (e) / (b) x 100%

	支援項目 名稱	服務目的	推行時間	服務對象	表現指標 評估方法	成效檢討	實際支出
1.	融合教育工作	支援推行融合教育的相關工作	聘請 1 名兼職(30%) 行政及教學助理 總數: \$49,289.57	支援全校有特殊 教育需要的非華 語學生學生	特殊教育 統籌老師 的回饋及 觀察	能有效減輕推行融合教育 的工作	費用總數: \$49,289.57
2.	中四, 中六學習, 輔導課程及購買相關教材	讓讀寫障礙或成績 稍遜的學生改善及 提升某科成績	節數/次數:3 組 總節數:12 節 聘請 2 名兼職導師費 用總數: \$55,764.49	中四、中六讀寫 障礙或成績稍遜 的學生	學校畢業 生能指導 學生完成 課堂功課 及導師回 饋	整體而言, 學生認真參 與, 能跟隨指示完成課堂 功課, 學生認為輔導課程 對他們的學習有不同程度的 幫助。	費用總數: \$55,764.49
3.	飛鏢小組	學生活動專注去做 事情。而完成畫作 後亦可以獲得滿足 感	節數/次數: 8 每節時數:1 小時 總時數:8 小時聘請導 師費用總數: \$5,400	中二三 ADHD/ ASD 學生	導師評語 及學生問 卷	整體而言, 學生都積極參 與學生都有正面回饋。	\$5,400
						費用總數:	\$110,454.06

Appendix 7: 2024/25 Evaluation Report on Learning Support Grant (Primary)

聖瑪加利男女英文中小學 「全校參與」模式照顧有特殊教育需要的學生 年終檢討表

(2024 / 2025 學年)

(1) 本校在照顧有特殊教育需要學生方面的情況如下：（請在適當的方格內加上「✓」）

I	校園文化	十分滿意	滿意	尚可	有待改善
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化		✓		
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任	✓			
c)	學生朋輩間能接納彼此的獨特性及個別差異		✓		
d)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度		✓		
II	學校政策				
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效	✓			
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		✓		
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標		✓		
d)	靈活地統合和調配資源，確保資源善用以便為學生提供適切的支援服務	✓			
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要	✓			
b)	已成立「學生支援組」（或相關組別），並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施	✓			
c)	已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效		✓		
d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等	✓			
e)	透過專業交流，提升教職員的教學技巧	✓			
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習	✓			
g)	按學生的需要而訂立多元化的評估調適策略	✓			
h)	為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃	✓			

(二) 2024/2025 學年「學習支援津貼」財政報告 (參考樣本)

上學年可保留的累積盈餘：\$ 17,344.93 (a)

本學年總撥款：\$ 148,110 (第一期撥款) (b) + \$140,415 (第二期撥款) (c) =\$288,525

本學年可用金額(總收入)：\$ 305,869.93 (d) = (a) + (b) + (c)

本學年總支出：\$ 234,383.2 (e)

支出細項如下：

項目	金額 (\$)
1. 增聘全職和／ 或兼職教師 0.1 人	\$104,769.00
2. 增聘教學助理 0.15 人	\$50,614.20
3. 外購專業服務	\$60,200
4. 購置學習資源	/
5. 安排學習／ 共融文化活動、校本教師培訓及家校合作支援活動	\$18,800
6. 其他： (請 列 明：)	/

本學年年終累積津貼餘款：\$ 71,486.73 (f) = (d) - (e)

餘款佔本年度撥款的百分比(%): 24.78%(g) = (f) / [(b) +(c)] x 100%

	支援項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要的學生人數及其類別、家長人數)	表現指標評估方法 (如適用)	成效檢討 (如適用)	實際支出
1.	協助孩子掌握中文學習技巧家長講座	讓家長認識教導子女學習中文的技巧。	節數/次數:1節 每節時數: 1hr	家長人數: 約80人	家長認為講座內容有幫助, 家長問卷調查	因為惡劣天氣延至九月一日才舉行, 檢討報告後補。	費用總數: \$1,400
2.	支援讀寫障礙或成績稍遜的學生學習中文教師工作坊	讓教師認識教導讀寫障礙學生的技巧。	節數/次數:1節 每節時數: 1hr	教師人數:20人	教師認為講座內容有幫助/教師回應	教師贊同工作坊認識的如何教導有讀寫障礙的學生, 方法較適合教小學生。	費用總數: \$1,400
3.	「永不言敗」學生活動日	透過概念講解及互動體驗遊戲, 理解失敗是學習過程, 用積極的態度, 提升對正向思維的了解, 認識成長思維, 讓學生學習不斷嘗試和不放棄, 提升心理韌性。	節數/次數:1節 每節時數: 3hrs	特殊教育需要的學生人數及類別: 學生人數:P.5 55人	學生能以積極的態度, 正向的思維來應付成長過程中的困難, 挫折/學生反思	學生問卷調查有96%學生明白甚麼是成長思維, 明白迎接挑戰的重要, 贊成活動能鼓勵他們「勇於嘗試、不要放棄。活動中導師觀察學生積極參與, 和同學合作, 「主動挑戰同一個任務的」最佳成績, 不斷追求進步及表現團隊合作精神。	費用總數: \$16,000
4.	學生中文讀寫訓練小組	讓學生運用方法, 認識字詞的運用;理解文章故事的起因, 經過和結果, 提昇學生的閱讀理解的能力。	節數/次數: 兩組8節共16節 每節時數: 1hr 總時數: 16 hrs	特殊教育需要的學生人數及類別: 懷疑讀寫障礙或中文較弱的學生 P.1至P.3 (7人) P.4至P.6 (9人)	學生能運用方法分析文章主旨內容, 認識詞語的特質, 用詞語造句/ 問卷調查 老師觀察	導師觀察大部分學生都表現踴躍, 願意回應和提問, 分享自己的想法。 初小: 100%學生能用新詞語造句, 導師能提升學生學習中文的興趣, 75%學生說能用學到的「技巧改善閱讀和寫作。 高小:100%學生認為學到新詞語用來作文, 能用他	費用總數: \$16,800

	支援項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要的學生人數及其類別、家長人數)	表現指標評估方法 (如適用)	成效檢討 (如適用)	實際支出
						們學到的技巧改善「他們閱讀和寫作。88%「學生明白文章主旨內容，老師能提高他們學習中文的興趣。	
5.	學生社交情緒訓練小組 ‘Little Master’	讓學生能表達自己，改善溝通和社交能力。	節數/次數:8節 每節時數: 1hr 總時數: 8 hrs	特殊教育需要的學生人數及類別:7人/P.3-P.6 ASD學生和溝通、社交能力較弱的學生	學生能表達自己、改善溝通和社交能力/導師評語, 學生問卷	問卷調查顯示100%學生表示能在課堂和小組同學溝通，表達自己。84%學生認為課堂所學有助改善他們的溝通能力，能把學到的用於日常生活中。 導師觀察, 學生起初有分心情況，導師重溫規則，學生便能安坐，也樂於分享社交困難。學生表現很投入，積極參與，平時不善於溝通的學生也就著情境表達自己，分享自己的情況。	費用總數: \$8,400
6.	學生情緒社交個別訓練	輔導學生情緒控制及改善社交能力。	節數/次數:25節 每節時數:1hr 總時數:25 hrs	特殊教育需要的學生人數及類別:7人/P.2-P.6 情緒控制，及社交能力較弱的學生	學生能改善情緒、社交和課堂行為/日常觀察課堂表現，家長的回饋	跟據教師觀察，學生能和同學和平相處，社交有改善，能控制情緒，和上課時行為有改善。	費用總數: \$35,000
7.	聘請教師0.1人	協助SENCO 1. 安排有特殊學習需要的學生家長和教師支援會議	在校工作時間	P.1- P.6有特殊學習需要的學生	能給有特殊學習需要的學生合適的支援/學生家長的回饋	家長對子女所獲得的支援普遍表示滿意。	費用總數: \$104,769.00

	支援項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要的學生人數及其類別、家長人數)	表現指標評估方法 (如適用)	成效檢討 (如適用)	實際支出
8.	聘請教職員0.15人	協助SENCO, SENT 1. 聯絡教學助理安排在班內外第一，二層支援有特殊學習需要的學生 2. 為教師安排有特殊學習需要的學生功課和測考的調適 3. 跟進SEN課程	在校工作時間	P. 1- P. 6有特殊學習需要的學生	能給有特殊學習需要的學生合適的支援/學生家長和教師的回饋	家長對子女所獲得的支援普遍表示滿意。	費用總數: \$50, 614. 20

(三) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援：

- ☒ 派發學生支援摘要
- ☒ 為需要加強支援的學生訂定結構化的支援方案/個別學習計劃
- ☒ 在學校報告及學校概覽中清楚列明支援措施及服務
- ☒ 「學生支援組」定時與家長檢視學生的學習進展
- ☐ 其他，請註明：()

2. 本校恆常與家長溝通的機制，包括：

- | | |
|--|---|
| ☒ 通告 | ☒ 電話/電子平台 |
| ☒ 家長日 | ☒ 學生支援摘要 |
| ☒ 家長培訓 | ☒ 學生評估/進展報告 |
| ☒ 家長面談 | ☐ 其他（請列明： ） |

(四) 支援有特殊教育需要的非華語學生（如適用）

本校為有特殊教育需要的非華語學生提供以下支援：

- ☒ 運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
- ☐ 運用「有特殊教育需要非華語學生支援津貼」外購專業服務協助翻譯
- ☒ 推動共融文化活動以建構共融校園
- ☐ 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
- ☐ 其他，請註明：()

(五) 本校在推行融合教育方面仍須加強或改善的地方是：

(如有需要，請參考《照顧學生個別差異~共融校園指標》)

(a) 共融校園文化方面：

本校領導層支持「學生支援組」推動「全校參與」模式融合教育，全校教職員亦在三層支援中承擔支援的責任，並定期與家長聯繫，與各持份者合力以建構校本共融文化。大部份學生都樂於幫助有特殊學習需要同學，惟因上課時間緊湊，期望能安排在班主任課堂增加班本分享時間，使班主任能因應班本情況經營更適切的活動，進一步推動同學之間的關愛文化。

(b) 共融政策方面：

本校積極推動安排教職員接受特殊教育的持續專業培訓，來年亦會主動安排未接受培訓的教職員接受相關培訓，以配合教育局訂定的培訓標。

(c) 共融措施方面：

本校積極規劃、推行、監察、評估及協調各項特殊教育支援措施，「學生支援組」的老師與有特殊學習需要的學生進行配對，讓老師更適切地關顧學生情況，與家長保持溝通，適時推薦各種符合學生需要的校內、外工作坊，有效建立更密切的關係。此外，「學生支援組」亦積極舉辦學生活動，包括情緒及專注力訓練小組及中文學習工作坊，亦為小五舉辦「永不言敗學生活動日」，透過團體活動加強學生之間的溝通及相處技巧，培養學生正向思維及關愛文化，維持身心健康，致力建立關愛校園。來年期望舉辦更多能讓學生動手做的興趣小組，以加強學生的興趣及參與度。

(六) 轉交有特殊教育需要小六學生資料往中學的情況(小學適用)

1. 本校在本學年轉交有特殊教育需要小六學生(不包括「成績稍遜」的小六學生)的相關文件(如醫療報告、評估報告/摘要、學生支援摘要、簡要的學習記錄和教學建議等)至其將入讀中學的情況如下：

(a) 本學年有特殊教育需要小六學生數目	(a) 3	(100%)
	[=(b)+(c)]	
(b) 家長同意轉交相關文件往中學的學生數目	(b) 3	(100%)
(c) 家長不同意轉交相關文件往中學的學生數目	(c) 0	(0 %)

2. 本校在下學年會採取下列措施鼓勵家長同意轉交其子女的特殊教育需要資料：

- ☒ 接觸有關家長，解釋轉交其子女特殊教育需要資料的重要性
- ☒ 舉辦家長教育活動，當中讓有關家長明白轉交其子女特殊教育需要資料的重要性
- ☐ 安排家長分享經驗，讓有關家長明白轉交其子女特殊教育需要資料的重要性
- ☐ 其他(請註明)：_____

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions, more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness; or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	P.1 and P.2 English Drama Visit To broaden students' exposures and stretch their potential	20 Sept 2024	P.1-P.2	131	\$3,799.00	\$29.00	E1	Eng	Positive feedback was received from students and teachers			✓		
2	Debating Competitions To prepare students for inter-school debating competitions and polish their English speaking skills	22-23 Mar 2025	S.1-S.4	6	\$6,000.00	\$1,000.00	E1	Eng	Positive feedback was received from students and teachers		✓			
3	Public Speaking Contest To broaden students' exposures and stretch their potential	Nov 2024 - Mar 2025	S.4	27	\$2,700.00	\$100.00	E1	Eng	Positive feedback was received from students and teachers		✓			
4	76th Hong Kong Schools Speech Festival To broaden students' exposures and stretch their potential	Sept 2024	P.3	26	\$365.00	\$14.04	E1	Eng	Positive feedback was received from students and teachers		✓			
5	76th Hong Kong Schools Speech Festival To broaden students' exposures and stretch their potential	Sept 2024	P.3-P.4	32	\$365.00	\$11.41	E1	Chin	Positive feedback was received from students and teachers		✓			
6	Mathematics Competition To raise students' mathematics knowledge by participating in territory-wide mathematics competition.	Whole Year	P.1-S.3	19	\$11,020.00	\$580.00	E1	Math	Positive feedback was received from students and teachers		✓			
7	Mathematics Competition To raise students' mathematics knowledge by participating in territory-wide mathematics competition.	Whole Year	P.1-S.5	66	\$29,700.00	\$450.00	E1	Math	Positive feedback was received from students and teachers		✓			
8	Mathematics Competition To raise students' mathematics knowledge by participating in territory-wide mathematics competition.	Whole Year	P.6-S.1	2	\$1,160.00	\$580.00	E1	Math	Positive feedback was received from students and teachers		✓			
9	Mathematics Competition To raise students' mathematics knowledge by participating in territory-wide mathematics competition.	Whole Year	P.1-S.3	40	\$18,000.00	\$450.00	E1	Math	Positive feedback was received from students and teachers		✓			
10	Mathematics Competition To raise students' mathematics knowledge by participating in territory-wide mathematics competition.	11 May 2025	S.1-S.3	8	\$3,200.00	\$400.00	E1	Math	Positive feedback was received from students and teachers		✓			
11	Mathematics Competition To raise students' mathematics knowledge by participating in territory-wide mathematics competition.	11 May 2025	P.1-P.6	13	\$5,200.00	\$400.00	E1	Math	Positive feedback was received from students and teachers		✓			
12	Tourism and Hospitality Studies Activity To learn about the operation and career opportunities of the hotel.	24-25 Sept 2024	S.5-S.6	58	\$1,600.00	\$27.59	E2	PSHE	Positive feedback was received from students and teachers		✓			✓
13	PSHE Activity To broaden students' exposures and stretch their potential	11 Sept 2024	P.1-S.6	993	\$658.30	\$0.66	E1	PSHE	Positive feedback was received from students and teachers		✓			
14	Tourism and Hospitality Studies Activity To learn about the operation and career opportunities of the hotel.	8 Jan 2025	S.5	19	\$1,500.00	\$78.95	E2	PSHE	Positive feedback was received from students and teachers		✓			
15	G.S. Activities To broaden students' exposures and stretch their potential	10 Dec 2024	P.1	44	\$1,400.00	\$31.82	E2	PSHE	Positive feedback was received from students and teachers		✓			
16	Visual Arts Activities To broaden students' exposures and stretch their potential	1 Sept. - 9 Dec 2024	P.5-S.4	22	\$2,792.00	\$126.91	E7	AE	Positive feedback was received from students and teachers			✓		
17	World Animal Day Carnival To cultivate a culture that promotes Love and Care	3 Oct 2024	P.1-S.6	993	\$12,000.00	\$12.08	E1	VE	Positive feedback was received from students and teachers	✓				
18	World Animal Day Carnival To cultivate a culture that promotes Love and Care	3 Oct 2024	P.1-S.6	993	\$189.00	\$0.19	E1	VE	Positive feedback was received from students and teachers	✓				
19	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	5-6 Dec 2025	P.1-P.6	395	23,720.00	60.05	E2	KLA	Positive feedback was received from students and teachers		✓			
20	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	28 Mar 2025	P.1-P.4	197	\$16,000.00	\$81.22	E2	KLA	Positive feedback was received from students and teachers		✓			
21	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	5 Dec 2024	P.3	66	\$7,275.00	\$110.23	E1	KLA	Positive feedback was received from students and teachers		✓			
22	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	5 Dec 2024	P.4	66	\$7,080.00	\$107.27	E1	KLA	Positive feedback was received from students and teachers		✓			
23	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	5 Dec 2024	P.5	66	\$2,400.00	\$36.36	E1	KLA	Positive feedback was received from students and teachers		✓			
24	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	28 Mar 2025	P.1	65	\$798.00	\$12.28	E1	KLA	Positive feedback was received from students and teachers		✓			

25	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	28 Mar 2025	P.3	66	\$10,000.00	\$151.52	E1	KLA	Positive feedback was received from students and teachers	✓				
26	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	28 Mar 2025	P.4	66	\$12,000.00	\$181.82	E1	KLA	Positive feedback was received from students and teachers	✓				
27	Cross-curricular Activity Day To provide a fun and educational experience for our students to learn and explore. Extend their classroom knowledge and skills.	5 Dec 2024	P.5	66	\$161.00	\$2.44	E1	KLA	Positive feedback was received from students and teachers	✓				
28	STEAM Activities To broaden students' exposures and enrich their learning experience	Mar -Jul 2025	P.1-P.2, S.3	240	\$1,022.25	\$4.26	E8	STEAM	Positive feedback was received from students and teachers	✓				
29	STEAM Activities To equip students with STEAM-related skills	1 Apr 2025	S.2-S.5	13	\$108.00	\$8.31	E8	STEAM	Positive feedback was received from students and teachers	✓				
30	STEAM Activities To equip students with STEAM-related skills	Whole Year	P.5	60	\$670.95	\$11.18	E8	STEAM	Positive feedback was received from students and teachers	✓				
31	STEAM Activities To broaden students' exposures and enrich their learning experience	Feb - Jun 2025	S.2-S.3	240	\$3,645.68	\$15.19	E8	STEAM	Positive feedback was received from students and teachers	✓				
32	Odyssey of the Mind Competition To broaden students' exposures and stretch their potential	28 Feb - 1 Mar 2025	P.4-P.5	7	\$656.94	\$93.85	E8	STEAM	Positive feedback was received from students and teachers	✓				
33	VEX IQ Competition To promote engineering concepts to students	Oct 2024 - May 2025	S.1-S.3	8	\$5,279.00	\$659.88	E8	STEAM	Positive feedback was received from students and teachers	✓				
34	VEX IQ Competition To promote engineering concepts to students	Oct 2024 - May 2025	S.1-S.3	8	\$919.76	\$114.97	E2	STEAM	Positive feedback was received from students and teachers	✓				
35	STEAM Activities To broaden students' exposures and enrich their learning experience	24 Jan 2025	S.1, S.4	4	\$137.00	\$34.25	E2	STEAM	Positive feedback was received from students and teachers	✓				
36	VEX V5 Competition To promote engineering concepts to students	8-9 Feb 2025	S.5	6	\$1,327.94	\$221.32	E2, E8	STEAM	Positive feedback was received from students and teachers	✓				
37	STEAM Activity To broaden students' exposures and stretch their potential	Sept. - Oct 2024	S.2	119	\$48,800.00	\$410.08	E1	STEAM	Positive feedback was received from students and teachers	✓				
38	VEX IQ Competition To promote engineering concepts to students	Oct 2024 - May 2025	S.1-S.3	8	\$4,632.00	\$579.00	E1	STEAM	Positive feedback was received from students and teachers	✓				
39	VEX V5 Competition To promote engineering concepts to students	Dec 2024 - Feb 2025	S.5	6	\$4,987.00	\$831.17	E1	STEAM	Positive feedback was received from students and teachers	✓				
40	LEGO Competition To equip students with problem-solving skills and design thinking	26-27 Jul 2025	P.3-S.1	10	\$9,080.00	\$908.00	E1, E8	STEAM	Positive feedback was received from students and teachers	✓				
41	STEAM Activity To broaden students' exposures and stretch their potential	11, 16 Sept 2024	P.3-P.4 & S.1	240	\$1,477.46	\$6.16	E8	STEAM	Positive feedback was received from students and teachers	✓				
42	Talent Class To broaden students' exposures and stretch their potential	Whole Year	P.1-P.2	132	\$316.13	\$2.39	E8	STEAM	Positive feedback was received from students and teachers	✓				
43	Odyssey of the Mind Competition To broaden students' exposures and stretch their potential	Whole Year	P.4-P.5	7	\$5,000.00	\$714.29	E1	STEAM	Positive feedback was received from students and teachers	✓				
44	VEX V5 Competition To promote engineering concepts to students	21 Dec 2024	S.5	5	\$1,565.00	\$313.00	E1	STEAM	Positive feedback was received from students and teachers	✓				
45	SRC Competition To promote engineering concepts to students	24 Jan 2025	S.1, S.4	4	\$880.00	\$220.00	E1	STEAM	Positive feedback was received from students and teachers	✓				
46	VEX IQ Competition To promote engineering concepts to students	Sep 2024 - May 2025	S.1-S.3	10	\$3,339.44	\$335.94	E1, E2	STEAM	Positive feedback was received from students and teachers	✓				
47	STEAM Activities To equip students with STEAM-related skills	Sept. - Oct 2024	P.5-S1 & S.3	362	\$3,575.00	\$9.88	E8	STEAM	Positive feedback was received from students and teachers	✓				
48	STEAM Activities To equip students with STEAM-related skills	4-6 Oct 2024	S.2-S.5	20	\$842.00	\$42.10	E2, E8	STEAM	Positive feedback was received from students and teachers	✓				
49	STEAM Activities To equip students with STEAM-related skills	Oct 2024 - Jan 2025	P.5	60	\$480.50	\$8.01	E8	STEAM	Positive feedback was received from students and teachers	✓				
50	Library Activities To broaden students' exposures and stretch their potential	Feb-Aug 2025	P.1-S.6	983	\$1,685.80	\$1.71	E1	Library	Positive feedback was received from students and teachers	✓				
51	Work Book Day To broaden students' exposures and enrich their learning experience	28 Apr - 2 May 2025	P.1-S.5	916	\$2,996.00	\$3.27	E1	Library	Positive feedback was received from students and teachers	✓				
52	Work Book Day To broaden students' exposures and enrich their learning experience	28 Apr - 2 May 2025	P.1-S.5	916	\$287.00	\$0.31	E1	Library	Positive feedback was received from students and teachers	✓				
53	Work Book Day To broaden students' exposures and enrich their learning experience	28 Apr - 2 May 2025	P.1-S.5	916	\$1,244.70	\$1.36	E1	Library	Positive feedback was received from students and teachers	✓				
54	Work Book Day To broaden students' exposures and enrich their learning experience	28 Apr - 2 May 2025	P.1-S.5	916	\$680.00	\$0.74	E1	Library	Positive feedback was received from students and teachers	✓				
55	Work Book Day To broaden students' exposures and enrich their learning experience	28 Apr - 2 May 2025	P.1-S.5	916	\$1,000.00	\$1.09	E1	Library	Positive feedback was received from students and teachers	✓				
56	IA Activities To broaden students' exposures and stretch their potential	9 Sept - 11 Nov 2024	S.1-S.2	11	\$9,900.00	\$900.00	E1	OLE	Positive feedback was received from students and teachers	✓				
57	Talent Class To broaden students' exposures and stretch their potential	Whole Year	P.1-P.2	132	\$12,960.00	\$98.18	E7	OLE	Positive feedback was received from students and teachers	✓				

58	Talent Class To broaden students' exposures and stretch their potential	12 Sept 2024 - 23 Jan 2025	P.1-P.4	144	\$22,400.00	\$155.56	E1	OLE	Positive feedback was received from students and teachers		✓			
59	Student Christian Fellowship To broaden students' exposures and stretch their potential	Whole Year	S.1-S.6	20	\$999.00	\$49.95	E1	OLE	Positive feedback was received from students and teachers	✓				
60	IA Activities To broaden students' exposures and stretch their potential	25 Nov 2024 - 19 May 2025	S.1-S.2	27	\$10,730.00	\$398.15	E1	OLE	Positive feedback was received from students and teachers		✓			
61	IA Activities To broaden students' exposures and stretch their potential	25 Nov 2024 - 19 May 2025	S.1-S.2	29	\$9,310.00	\$321.03	E1	OLE	Positive feedback was received from students and teachers		✓			
62	Post-exam Activities: STEAM and Sports Experience Day To broaden students' exposures and enrich their learning experience	9 Jul 2025	S.1	120	\$33,600.00	\$280.00	E1	OLE	Positive feedback was received from students and teachers		✓	✓		
63	Post-exam Activities: AI & Sports Fun Day To broaden students' exposures and enrich their learning experience	9 Jul 2025	P.5-P.6	120	\$31,800.00	\$265.00	E1	OLE	Positive feedback was received from students and teachers		✓	✓		
64	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	8 Jul 2025	P.1	65	\$5,300.00	\$81.54	E1	OLE	Positive feedback was received from students and teachers		✓			
65	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	8 Jul 2025	P.2	66	\$5,300.00	\$80.30	E1	OLE	Positive feedback was received from students and teachers		✓			
66	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	7 Jul 2025	P.3	66	\$5,300.00	\$80.30	E1	OLE	Positive feedback was received from students and teachers		✓			
67	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	7 Jul 2025	P.4	66	\$5,300.00	\$80.30	E1	OLE	Positive feedback was received from students and teachers		✓			
68	Post-exam Activities: CPR Workshop To broaden students' exposures and enrich their learning experience	26 Jun 2025	S.4	30	\$2,000.00	\$40.00	E1	OLE	Positive feedback was received from students and teachers		✓	✓		
69	Post-exam Activities: Visit to Hoi Ha Wan To broaden students' exposures and enrich their learning experience	8 Jul 2025	P.4-P.6	35	\$2,500.00	\$71.43	E1	OLE	Positive feedback was received from students and teachers		✓			
70	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	8 Jul 2025	P.1	65	\$5,300.00	\$81.54	E1	OLE	Positive feedback was received from students and teachers		✓			
71	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	8 Jul 2025	P.2	66	\$5,300.00	\$80.30	E1	OLE	Positive feedback was received from students and teachers		✓			
72	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	7 Jul 2025	P.3	66	\$5,300.00	\$80.30	E1	OLE	Positive feedback was received from students and teachers		✓			
73	Post-exam Activities: Ecological Activity To broaden students' exposures and enrich their learning experience	7 Jul 2025	P.4	66	\$5,300.00	\$80.30	E1	OLE	Positive feedback was received from students and teachers		✓			
74	Post-exam Activities: Sport Climbing To broaden students' exposures and enrich their learning experience	8 Jul 2025	P.1-P.2	75	\$1,330.00	\$18.00	E1	OLE	Positive feedback was received from students and teachers			✓		
75	Post-exam Activities: Sport Climbing To broaden students' exposures and enrich their learning experience	9 Jul 2025	P.3-P.4	75	\$1,330.00	\$18.00	E1	OLE	Positive feedback was received from students and teachers			✓		
76	Post-exam Activities: Golf Fun Day To broaden students' exposures and enrich their learning experience	3 Jul 2025	S.1	123	\$3,840.00	\$31.22	E1	OLE	Positive feedback was received from students and teachers			✓		
77	Post-exam Activities: Sport Climbing To broaden students' exposures and enrich their learning experience	2 Jul 2025	S.1	123	\$2,700.00	\$21.95	E1	OLE	Positive feedback was received from students and teachers			✓		
78	Post-exam Activities: Sport Climbing To broaden students' exposures and enrich their learning experience	3 Jul 2025	S.4	78	\$2,700.00	\$34.62	E1	OLE	Positive feedback was received from students and teachers			✓		
79	Post-exam Activities: Herbarium Workshop To broaden students' exposures and enrich their learning experience	8 Jul 2025	S.3	80	\$12,500.00	\$156.25	E1	OLE	Positive feedback was received from students and teachers		✓			
80	Post-exam Activities: Hong Kong News-Expo Workshop To broaden students' exposures and enrich their learning experience	9 Jul 2025	S.3	99	\$19,800.00	\$200.00	E1	OLE	Positive feedback was received from students and teachers		✓			
81	Career Activities To broaden students' exposures and stretch their potential	14-18 Jul 2025	S.1-S.4	8	\$11,200.00	\$1,400.00	E1	OLE	Positive feedback was received from students and teachers					✓
82	中學 - 田徑 (前進) To provide high jump training at our school, including instructing and teaching students about HJ knowledge and techniques.	Whole Year	S.1-S.6	15	\$32,400.00	\$2,160.00	E5	PE	Positive feedback was received from students and teachers			✓		
83	中學 - 田徑 (長跑/越野) To provide long distance training at our school, including instructing and teaching students about distance running knowledge and techniques.	Whole Year	S.1-S.6	48	\$69,600.00	\$1,450.00	E5	PE	Positive feedback was received from students and teachers			✓		
84	小學 - 田徑 (前進) To provide high jump training at our school, including instructing and teaching students about HJ knowledge and techniques.	Whole Year	P.3-P.6	12	\$13,860.00	\$1,155.00	E5	PE	Positive feedback was received from students and teachers			✓		
85	中學籃球隊 To provide basketball training at our school, including instructing and teaching students about basketball knowledge and techniques.	Whole Year	S.1-S.6	30	\$19,230.00	\$641.67	E5	PE	Positive feedback was received from students and teachers			✓		
86	小學排球 To provide volleyball training at our school, including instructing and teaching students about volleyball knowledge and techniques.	Whole Year	P.3-P.6	40	\$44,440.00	\$1,111.00	E5	PE	Positive feedback was received from students and teachers			✓		
87	中小學羽毛球校隊 To provide badminton at our school, including instructing and teaching students about badminton knowledge and techniques.	Whole Year	P.4-S.6	44	\$58,515.00	\$1,329.89	E5	PE	Positive feedback was received from students and teachers			✓		
88	小學棒 - 田徑 (短跑 / 接力) To provide sprinting training at our school, including instructing and teaching students about sprinting knowledge and techniques.	Whole Year	P.3-P.6	30	\$57,240.00	\$1,908.00	E5	PE	Positive feedback was received from students and teachers			✓		

89	中學部 - 田徑 (衝鋒/跨欄/接力) To provide sprinting training at our school, including instructing and teaching students about athletics knowledge and techniques.	Whole Year	S.1-S.6	30	\$62,400.00	\$1,248.00	E5	PE	Positive feedback was received from students and teachers			✓		
90	中學部 - 田徑 (擲項) To provide throwing training at our school, including instructing and teaching students about athletics knowledge and techniques.	Whole Year	S.1-S.6	20	\$32,800.00	\$2,640.00	E5	PE	Positive feedback was received from students and teachers			✓		
91	中學運動校隊健身 To provide fitness training at our school, including instructing and teaching students about fitness knowledge and techniques.	Whole Year	S.1-S.6	130	\$65,500.00	\$503.83	E5	PE	Positive feedback was received from students and teachers			✓		
92	中學部 - 田徑 (鉛球) To provide jumping training at our school, including instructing and teaching students about athletics knowledge and techniques.	Whole Year	S.1-S.6	20	\$56,400.00	\$2,820.00	E5	PE	Positive feedback was received from students and teachers			✓		
93	小學籃球隊 To provide basketball training at our school, including instructing and teaching students about basketball knowledge and techniques.	Whole Year	P.2-P.6	30	\$65,230.00	\$2,175.00	E5	PE	Positive feedback was received from students and teachers			✓		
94	中學排球 To provide volleyball training at our school, including instructing and teaching students about volleyball knowledge and techniques.	Whole Year	S.1-S.6	40	\$56,240.00	\$1,406.00	E5	PE	Positive feedback was received from students and teachers			✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				14,061	\$1,175,691.85									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	同樓同心 香港初中及高小學生內地交流計劃24/25: 四川的歷史文化及生態探索之旅	6-9 Jul 2025	Teachers	4	\$8,788.00	\$2,197.00	E4	Patriotic Education	Positive feedback was received from students and teachers			✓		
2	參觀珠海太空中心	28 Mar 2025	P.5	68	\$16,540.48	\$243.24	E3	Patriotic Education	Positive feedback was received from students and teachers			✓		
3	參觀珠海湯臣健明工廠	28 Mar 2025	P.6	63	\$17,597.37	\$279.32	E3	Patriotic Education	Positive feedback was received from students and teachers			✓		
4	參觀比亞迪雲巴、龍崗能源生態園	28 Mar 2025	S.1	134	\$38,847.74	\$289.91	E3	Patriotic Education	Positive feedback was received from students and teachers			✓		
5	參觀珠海人工智能智慧學院、珠海太空中心	28 Mar 2025 & 3 Apr 2025	S.2-S.3	239	\$59,338.09	\$248.28	E3	Patriotic Education	Positive feedback was received from students and teachers			✓		
6	參觀珠海人工智能智慧學院、珠海太空中心	3 Apr 2025	S.4	83	\$20,240.39	\$243.86	E3	Patriotic Education	Positive feedback was received from students and teachers			✓		
7	參觀比亞迪雲巴、龍崗能源生態園	3 Apr 2025	S.5	103	\$24,674.21	\$239.56	E3	Patriotic Education	Positive feedback was received from students and teachers			✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				694	\$186,026.28									
Expenses for Category 1				14,755	\$1,261,718.13									

Note: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Makeblock x Tool Mi Ultra Laser Engaver & Blade Cutter - 20W Basic Package	For Technology Education Activities	\$16,960.00
2	Makeblock x Tool F1 Portable IR & Diode Laser Engaver	For Technology Education Activities	\$15,488.00
3	Makeblock x Tool ScreenPrinter V1.5 - Basic Kit	For Technology Education Activities	\$1,100.00
4	Makeblock x Tool Mi Ultra Laser Engaver & Blade Cutter - Training Services for students	For Technology Education Activities	\$6,000.00
5	Phrozen Sonic Mega 8K SLSD 光固化3D Printer, Phrozen Cure Mega S - UV 後固化箱, Phrozen Wash Mega S - 後處理/清洗機	For Technology Education Activities	\$20,297.00
6	3D Printing Design Training Services for students	For Technology Education Activities	\$6,000.00
7	Makeblock x Tool ScreenPrinter: Tool Basic Color Screen Printing Ink Set, Tool Fluorescent Colour Screen Printing Set, Tool 11.5" x 16" Coated Screen	For Technology Education Activities	\$804.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$66,649.00
Expenses for Categories 1 & 2			\$1,428,367.13

Category 3: Number of Student Beneficiaries

Total number of students in the school:	983
Number of student beneficiaries:	983
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Ms. Tam Hong Ni
Post. of Contact Person for LWL:	Vice-Principal (Non-Academic)

* Input using the following codes; more than one code can be used for each item.		
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for student attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	
E3	Fees for non-local exchange activities / competitions (students)	E7 Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9 Others (please specify)

Financial Summary for the 2024-2025 School Year

St. Margaret's Co-educational English Secondary and Primary School Financial Summary for the 2023 – 2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	61.12%	N.A.
School Fees	N.A.	33.47%
Donations, if any	N.A.	N.A.
Other Income, if any	0.22%	5.19%
Total	61.34%	38.66%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Teaching Staff Remuneration	57.67%	
Non-teaching Staff Remuneration	12.42%	
Operational Expenses (including those for Learning and Teaching)	17.89%	
Fee Remission / Scholarship ¹	7.16%	
	(Represent 18.92% of the total school fee income)	
Repairs and Maintenance	1.88%	
Depreciation	2.98%	
Miscellaneous	0.00%	
Total	100.00%	
Surplus/Deficit for the School Year [#]	1.83 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	11.40 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

Renovation Project for Ground Floor Boys' and Girls' Toilets, Ground Floor Disabled Toilet, and Seventh Floor Male and Female Staff Toilets

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).