DMHC SIU MING CATHOLIC SECONDARY SCHOOL
天主教母佑會蕭明中學

ANNUAL SCHOOL REPORT 2025-26 (1)
周年學校報告 2025-26 (1)



School Address: 6 Kwai Yip Street,
Kwai Chung, N.T.
Telephone: 2424 1796

DMHC Siu Ming Catholic Secondary School
Annual School Report 2025-26

Contents 目錄

I.	Our School 我們的學校	P. 3-7
II.	Achievements and Reflection on Major Concerns; Feedback and Follow-up [Major Concern Implementation Report 2025-2026 (Appendix 1)] 2025-2026 年度重點關注事項之成就、反思及跟進報告 [2025-2026 年度學校發展目標評估報告(附件一)]	P. 8-15
III.	Student Performance (Appendix 2) 學生表現 (附件二) (A) An introduction to this year's students' behavior and attitude 本校學生行為和態度的表現 (B) An Introduction to students' participation and achievement 學生參與及成就介紹	P.16-32
IV.	Annual School Report of Subject Departments and Functional Groups (Appendix 3—Separate Volume) 學校科目及功能組別評估報告（附件三—獨立分冊）	P.33-34
V.	Financial Summary 2025-2026 財政報告 2025-2026	P. 35
VI.	Appendix 附錄 (a) Report on the National Security Education 2025-26 (b) Report on the Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for the 15th cohort of senior secondary students (from 2023/24 to 2025/26 school year) (c) Report on the Use of School Based After-school Learning and Support Programme 2025-2026 (d) Report on Capacity Enhancement Grant, Report on Reading Promotion Grant 2025-26, Report on Moral & National Education Support Grant 2025-26, Report on Parent Education Grant 2025-26, Report on Promotion of Chinese Culture Immersion Activities 2025-26, Report on the Promotion of Sports Ambience Scheme 2025-26 (e) Report on the Use of Life-wide Learning Grant & Sister School Scheme 2025-26	

	(f) Report on the Use of Student Activities Support Grant 2025-26 (g) One-off Grant for Promotion of Self-directed Language Learning (English Language & Putonghua) 2025-26 (h) Report on the Use of the Education Support Provided for NCS 2025-2026 (i) Pilot Scheme on Other Language for Junior Secondary Students (1st Round) – Progress Report 2025-26 (j) Report on the IT Innovation Lab Project (k) Report on the "AI for Science Education"	

I. Our School 我們的學校

A. Mission of the School 學校願景及使命

- With the teaching of Christ and values of the Gospel, we create an educational environment which is full of joy, love and care. We help our students to live with a clear sense of direction and to find the true meaning of life.

- By putting equal stress on the importance of spirituality, virtue, wisdom, physical development, sociability and aesthetic appreciation, we demonstrate our commitment to ensuring that these ideas are integral to our students' all round development.

- We encourage our students to participate actively in the life-long learning process, to apply the acquired knowledge to everyday situations, to cherish their lives and to contribute to community.

- 以基督的教導和福音的價值，建立充滿喜樂與關愛的環境，幫助學生確立生命的方向及真義。重視健全人格及六育均衡發展，融會知識與生活，回饋社會，熱愛生命。

- 本校強調靈性、德行、智慧、身體發展、社交能力和美學欣賞的重要性，體現出這些理念融入學生全面發展的承諾。

- 本校鼓勵學生積極地學會學習及達至終身學習，將所學知識應用於日常生活，能珍惜生命，並為社會作出貢獻。

B. School Background 創校緣起

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School is a government-subsidized girls' grammar school run by the Daughters of Mary Help of Christians. Mr. Siu Ming (1914 - 1986) was an entrepreneur in Hong Kong who generously donated to sponsor the funds for the construction of the school. Our school was founded in 1973.

Daughters of Mary Help of Christians (also known as F.M.A.) is an international Catholic congregation of nuns founded by Saint John Bosco and Saint Maria Mazzarello in Mornese, Italy in 1872. In 1923, the first Salesian Sisters arrived in China and the Salesian Sisters came to Hong Kong in 1950. The F.M.A. has continued to uphold the spirit of the two ancestors, and is committed to serving all young people and strive to provide education.

Our school has a 53-year history of providing quality education, academic, moral and spiritual excellence to students in the Tsuen-Kwai-Tsing Districts.

本校為一所由聖母進教之佑孝女會主辦的政府資助女子文法中學，承蒙已故香港企業家蕭明先生（1914—1986）慷慨解囊，贊助本校建校經費，於一九七三年正式開辦。

聖母進教之佑孝女會，簡稱母佑會，是一個國際性的天主教女修會，由聖若望鮑思高於一八七二年在意大利北部摩爾尼斯創立。協創女會祖為聖瑪利亞瑪沙利羅。首批母佑會修女於一九二三年來華傳教辦學，而於一九五零年踏足香港，繼續秉承兩位會祖一貫致力服務於青年的精神，努力辦學。

本校已有 53 年歷史，為荃葵青區學生提供優質教育，學業、品德及靈性並重，作育英才。

C. School Motto 校訓

- Purity and Charity (Integrity and Honesty; Love and Concern)
- 本校秉承聖若望鮑斯高預防教育的精神，以「純潔仁愛」為本校校訓，並且實踐「純樸廉潔律己，仁厚關愛待人」的願景

D. Class Organization and Enrolment 班級結構及學生人數

Form 班級	S1 中一	S2 中二	S3 中三	S4 中四	S5 中五	S6 中六	Total 總和
No. of Classes 班別數目	4	4	4	4	4	4	24
Total no. of enrolment 總學生人數	107	129	128	105	102	107	678

E. Medium of Instruction 教學語文政策

English is uniformly used as the medium of instruction at all form levels except for the subjects of Chinese Language, Chinese History, Putonghua, Chinese Literature, Citizenship and Social Development, Ethics & Religious Education, Life & Society, Citizenship, Economics and Society and Visual Arts where Chinese is used instead.

除了中文、中文歷史、普通話、中國文學、公民與社會發展、倫理與宗教教育、生活與社會、經濟、公民及社會科以及視覺藝術等科目使用中文授課外，所有年級的教學媒介均統一使用英文。

F. Qualifications of Teachers 教師資歷

The total number of teaching staff members is 58 with 50% of them holding Master's degrees as their highest education level, 50% holding Bachelor's degrees as their highest education level and 81% of teachers have received professional qualifications.

本校教員總數為 55 人，其中 49%擁有碩士學位作為最高學歷，51%擁有學士學位作為最高學歷，並且 87%的教師已獲得專業資格。

G. Curriculum of our school 本校課程特點

In order to cater for the needs of an ever-changing society and the diverse interests and abilities of students, our School offers a diversified curriculum e.g. Citizenship, Economics and Society / Life and Society in S.1 to S.3, English Literature lessons from an integral part of the junior English curriculum and the drama training is incorporated into the S.2 English Language curriculum. Students' thinking skills, generic skills, positive values and attitudes are developed through the implementation of subject-based or cross-curricular project-based learning at all levels, and by the integration of thinking skills into different subjects at the junior secondary levels. With regard to elective subjects at senior levels, combinations of subjects in the arts, science and business streams are offered to students. Flexibility of timetabling enables the school to conduct a wide variety of activities. Other Learning Experiences e.g. Aesthetic Education and Career-related Experiences, etc. are offered to senior secondary students both within and outside of school hours, which help students broaden their horizons.

本校所提供的課程力求多元化，配合社會需要，並顧及學生的興趣和能力，如中一至中三設有公民、經濟與社會科 或生活與社會。初中英文科設有英國文學的課節，並將話劇培訓融入中二英文課程中。透過各級進行本科或跨科專題研習，初中於不同科目中滲入思考方法，培養學生思維與共通能力、正確價值觀及態度。另外，為高中學生選科時提供了文理商兼修的選擇，加上多樣化的上課時間表有利各種活動的推行。高中課程更設有美感教育及與工作有關的體驗等校內外「其他學習經歷」以擴闊視野。

The following table shows the subjects offered in 2025-2026:

S.1 – S.3	S.4 – S.6
English Language	English Language
Chinese Language	Chinese Language
Putonghua (S.1 – S.2)	Mathematics
Mathematics	Mathematics (Extended Module)
Ethics & Religious Education*	Citizenship and Social Development
Chinese History	Ethics & Religious Education*

S.1 – S.3	S.4 – S.6
Life & Society (S.3) *	Chinese History
Citizenship, Economics and Society (S.1-2)	History
History	Geography
Geography	Chinese Literature
Science (S.1 – S.2)	Economics
Biology (S.3)	Ethics and Religious Studies
Chemistry (S.3)	Visual Arts
Physics (S.3)	Music
Citizenship, Economics and Society (S.1, S.2)	Business, Accounting and Financial Studies
Computer Literacy	Biology
Technology & Living	Chemistry
Music	Physics
Visual Arts	Music*
Physical Education	Aesthetic Development*
	Physical Education*

H. School Awards and Scholarships 校內獎勵計劃及獎學金計劃

- St. Mary Mazzarello Award and the Retired Principal's Scholarship
- Gerald Siu Scholarship Scheme
- Past Pupils' Association – Laura Vicuña Award
- Outstanding Performance in Subject Awards
- May Chan Scholarship of Future Scholars
- St. Dominic Savio Award
- Improvement Awards
- Conduct Awards
- Best Service Awards
- Outstanding Leadership Awards
- Parent-Teacher Association Scholarship

- 聖瑪沙利羅獎暨榮休校長獎學金
- 蕭志成獎學金計劃
- 舊同學會羅蘭衛冠納獎
- 陳楊美熙未來學人獎學金
- 家長教師會獎學金計劃
- 聖道明沙維獎
- 學業優異獎
- 進步獎
- 操行獎

- 服務獎
- 領導獎

I. Parent-Teacher Association 家長教師會

The committee members of the Parent-Teacher Association (PTA) meet regularly to organize or participate in various activities such as the Classroom Open Day, Orientation Barbecue, seminars and Parenting Courses. The PTA offers parents a good chance for interaction among themselves and with the School. The PTA also recognizes students' efforts in academic studies by granting scholarships and promotes students' balanced development by sponsoring activities.

本校家長教師會定期舉辦各種活動，提供家長學習、溝通、教育孩子的良方。活動包括觀課、迎新燒烤會、專題交流會及親子課程等等。家教會是家長與校方溝通的橋樑，家校合作培養新一代女青年。為鼓勵學生全面發展、努力求進，家長教師會提供獎學金和課外活動資助。

II. Achievements and Reflection on Major Concerns; Feedback and Follow-up 2025-2026 /2025-2026 年度重點關注事項之成就、反思及跟進報告

(Refer to Major Concern Implementation Report 2025-2026 Appendix 1) / [2025-2026 年度學校發展目標評估報告(附件一)]

Main Theme: Build An "Amoris Laetitia" Family Together（共建愛的喜樂家庭）

- Major Concern 1

  Teacher Professional Development: To optimize teachers as Salesian and Professional Educators

Achievements
● The planned development goals were generally achieved, and the implementation strategies were carried out effectively ● Staff Development Days, sharing sessions, workshops, and peer lesson observations provided useful platforms for professional learning and exchange. ● Teachers were better equipped with the Salesian Family Spirit and were able to apply it in their daily teaching and school routines. ● Middle managers demonstrated stronger professional leadership, collaboration, and team support, with survey results showing high levels of agreement across the related items. ● The school made substantial efforts to support blended learning, the Rasch Model in Mathematics and Science, and induction for new teachers.
Reflection
● The overall evaluation suggests that the school's professional development work was effective, but there is still room to further strengthen its impact on classroom practice. ● The ambience of professional exchange has been developed, but it can be further enhanced through more structured collaboration and deeper peer sharing. ● The effectiveness of staff development activities should continue to be reviewed more systematically to ensure they are closely aligned with teachers' needs and school priorities. ● More focused follow-up is needed to help teachers translate professional learning into sustained practice, especially AI in education and values education.
Feedback and Follow-up

- Continue to provide regular Staff Development Days, workshops, and sharing sessions to sustain professional growth.
- Strengthen collaborative activities and peer-to-peer learning opportunities to deepen professional exchange among teachers.
- Provide targeted support for teachers in blended learning, subject-specific pedagogy, and the application of new teaching strategies.
- Maintain and extend the current practices that support middle managers as role models and professional leaders within the school.

- **Major Concern 2**
  Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

Achievements
(2A) The funding of LWL-STEAM and IT Innovation Lab supported the students to participate in STEAM workshops, study tours and competitions.
(2A) Some organizations would provide free trainings for participants before attending the competitions.
(2B) Students developed a deeper understanding of the language skills required to articulate scientific and historical concepts accurately.
(2B) The integration of engaging, gamified, and group-based activities enhanced student participation and motivation.
(2B) S.1 Students showed noticeable improvement in their understanding of both the language demands and scientific content of the Integrated Science curriculum. They gave an overall mark of 4.49 out of 6 in the survey conducted.
(2B) S. 2 students had strengthened students' ability to use appropriate academic vocabulary and cohesive devices in science-related writing. They gave an overall mark of 4.32 out of 6 in the survey conducted.
(2B) S.2 Students became significantly more confident and competent in describing and interpreting political cartoons, a key skill in History source-based questions. They gave an overall mark of 4.6 out of 6 in the survey conducted.
(2C) Teachers believe that blended learning can enhance students' engagement and motivation (55%), representing an increase compared to the previous year; it also enriches students' learning experiences and encourages self-directed learning (57%).
(2C) Through the use of electronic teaching tools, teachers can enhance classroom interactivity and cater to diverse learning needs, further developing students' autonomous and collaborative learning abilities, which contribute to deeper learning.
(2C) Teachers implement blended e-learning by integrating online and offline activities to improve students' learning experiences.

(2C) L&T Survey indicates a highly varied adoption of artificial intelligence across different academic disciplines. Language subjects demonstrate particularly robust integration, with a high percentage of students utilizing AI tools predominantly as a search mechanism and for assignment assistance. Conversely, several elective and science subjects still report high non-usage rates.

(2C) According to teacher observations, students have high acceptance in using AI for their learning.

Reflection

(2A) More professional training especially using AI tools for teachers was needed.

(2A) Teachers only have limited time to handle different learning activities.

(2A) Tour guide would not be arranged during the visit of Sam Tung UK Museum and there were a lot of other visitors.

(2A) Promoting collaboration between disciplines and cross-subject learning supports diverse student needs and reinforces a range of skills.

(2A) Providing activities outside the classroom can further broaden students' horizons.

(2B) A total of 12 LAC lessons will be implemented throughout the year. (S.1 History & S.2 Geography), each of which focus on specific subject content and language skills.

(2B) Incorporate more interactive, student-centred, and technology-enhanced activities (e.g., digital simulations, gamified tasks, and blended learning) to increase engagement.

(2B) Develop modelled assessment tasks that mirror formal test/examination formats to enhance perceived relevance and transfer of skills.

(2C) Teachers suggest organizing more teaching seminars to provide opportunities for sharing and learning best practices.

(2C) Teachers believe blended learning is already mature, however students lack motivation to learn without the existence of teachers.

(2C) Regarding students' digital literacy, teachers found that students always misuse AI that may hinder the development of the students. AI literacy training should be provided to students to help them using AI in the right way.

Feedback and Follow-up

(2A) It is recommended to provide more opportunities, such as STEAM competitions, workshops, and study tours, to further broaden students' horizons.

(2A) BAFS (Mgt) and Economics may invite new subjects for collaboration.

(2A) The junior PSHE field trip will be continued in next year on LWL day for S.1 students.

(2B) Refine teaching materials and task difficulty to better cater for students of different abilities.

(2B) Strengthen inter-departmental communication and joint planning to enable timelier and more effective implementation despite tight teaching schedules.

(2B) Continue incorporating interactive, gamified, and group activities while increasing academic rigour and relevance to assessments.

(2B) Enhance inter-departmental planning to ensure timely collaboration despite busy schedules.

(2C) More training will be provided to teachers using AI to support teaching and encourage students to apply AI for self-directed learning.

(2C) Teachers will proactively explore different AI learning platforms to assist student learning and keep pace with technological developments.

(2C) Using self-directed learning frameworks to help building learning habits of students, in order to master the digital skills to facilitate students' learning.

- **Major Concern 3**
  Student Formation and Student Support: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.

Achievements
● Students demonstrated an understanding of the concepts and skills needed to enhance positive relationships and positive accomplishment. ● Through the students of the Gifted Education Team, learning experiences were shared with the whole school students in the assembly. Approximately one-seventh of the student proactively volunteered to join the Gifted Education Team, hoping to develop their personal talents and potential through structured learning courses or programs, complemented by competitions and activities. This aims to enhance their self-confidence, facilitate career planning based on their abilities, and foster a positive and proactive outlook on life. ● Students welcome experiential learning activities.
Reflection
● There is room for improvement in students' engagement and participation in circle time. ● In the allocation of resources from the 'Life-wide Learning Grant' for the development of the Gifted Education Section, it was necessary to restructure the subsidy ratio for supporting students' participation in courses, activities, or competitions based on their performance and learning progress in school-based programs, external courses, competitions, and activities during the current academic year. This was done to enhance the effectiveness of the allocation of the 'Life-wide Learning Grant' within the section, thereby encouraging students to develop their gifted potential in greater depth. ● Students in general have narrow horizons, they are not willing to participate in activities that they are not familiar with.
Feedback and Follow-up
● The six elements of positive education can be reinforced in future class teacher periods whenever necessary. ● Teacher advisors of the Gifted Education Team are encouraged to guide students in a progressive manner, utilizing both school-based gifted programs and external gifted courses or competitions. By integrating diverse resources, students can develop their gifted potential, build a broad knowledge base, and enhance transferable skills, thereby helping them to plan the suitable pathways aligned with their gifted abilities. ● The school should provide large varieties of activities and encourage students to join activities that they are not familiar with.

主題：共建愛的喜樂家庭

關注項目(一):教師專業發展方面—以優化本校教師成為慈幼大家庭的專業教育團隊

成就
● 計劃中的發展目標大致已達成，各項推行策略亦順利落實。 ● 教師發展日、分享會、工作坊及同儕觀課，為教師提供了良好的專業學習及交流平台。 ● 教師對慈幼家庭精神有更深的認識，並能在日常教學及校務工作中加以實踐。 ● 中層管理人員展現出更強的專業領導、協作及團隊支援能力，相關問卷結果亦顯示同工普遍認同。 ● 學校積極支援混合學習、數學及科學科的 Rasch Model，以及新入職教師的入職培訓。
反思
● 整體評估顯示，學校的教師專業發展工作成效理想，但仍有空間進一步加強其對課堂實踐的影響。 ● 校內專業交流的氛圍已逐步建立，但仍可透過更有系統的協作及更深入的同儕分享加以提升。 ● 教師發展活動的成效應持續更有系統地檢視，以確保與教師需要及學校發展重點保持一致。 ● 需要更具針對性的跟進，以協助教師將專業學習轉化為持續而穩定的教學實踐，尤其是在人工智能教育及價值教育方面。
回饋及跟進
● 持續舉辦定期教師發展日、工作坊及分享會，以延續教師的專業成長。 ● 加強協作活動及同儕互相觀摩機會，深化教師之間的專業交流。 ● 為教師在混合學習、學科教學法及新教學策略的應用方面,提供更具針對性的支援。 ● 持續並延伸現行措施，支持中層管理人員作為校內的榜樣及專業領袖。

關注項目(二):學生學業發展層面—透過發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能

成就
● (2A) 全方位學習計劃以及資訊科技創新實驗室的資助,讓學生得以參與 STEAM 工作坊、考察活動及比賽。 ● (2A) 部份參賽的主辦機構更在比賽前提供免費的 STEAM 工作坊,對學生極具吸引力,並能有效幫助他們學習不同的新技能。 ● (2B) 學生對準確表達科學及歷史概念所需的語言技能有更深入的理解。

- (2B) 融入具吸引力、遊戲化及小組形式的活動，有助提升學生參與度及學習動機。
- (2B) 中一學生在理解綜合科學課程的語言要求及科學內容方面有明顯進步，問卷整體評分為 6 分滿分中的 4.49 分。
- (2B) 中二學生在科學寫作中運用適切學術詞彙及銜接手段的能力有所提升，問卷整體評分為 4.32 分（滿分 6 分）。
- (2B) 中二學生在描述及詮釋政治漫畫方面的信心及能力顯著提升（此為歷史資料題重要技能），問卷整體評分為 4.6 分（滿分 6 分）。
- (2C) 老師認為混合式學習能提升學生的積極性 / 投入程度(55%)，比較上一年度有所增加; 豐富了學生的學習經驗及鼓勵自學(57%)。
- (2C) 老師透過電子教學工具可加強課堂的互動性和照顧學生學習的多樣性，進一步發展學生的自主學習和協作學習能力，對深化學習有所幫助。
- (2C) 老師透過推行混合模式的電子學習，結合線上和線下的學習活動以增進學生的學習體驗。
- (2C) 學與教（L&T）調查顯示，人工智能在不同學科中的採用程度差異顯著。語言類學科表現出尤為深入的應用整合，大量學生主要將人工智能工具用作搜索手段和作業輔助。相反，部分選修科和科學科仍報出較高的「未使用」比例。
- (2C) 從老師觀察，學生在學習中使用人工智能的態度相當積極，接受度很高。

反思

- (2A) 教師團隊需要接受更專業的培訓,例如人工智能。
- (2A) 教師們處理不同學習活動的時間有限。
- (2A) 參觀三棟屋博物館期間,未能安排導賞員,且館內同時有大量其他訪客。
- (2A) 促進各學科之間的協作及跨學科學習,有助於支援學生多元的學習需要,並強化不同範疇的技能。
- (2A) 提供課堂以外的活動能進一步拓闊學生的視野。
- (2B) 全年將推行共 12 節 LaC 課堂（中一歷史及中二地理），每節聚焦特定學科內容及語言技能。
- (2B) 加入更多互動性強、以學生為中心及結合科技的學習活動（如數碼模擬、遊戲化任務及混合式學習），以提升參與度。
- (2B) 設計貼近正式測驗／考試形式的評估任務，以提升學習的實用性及技能轉移。
- (2C) 老師認為舉辦多些教學研討會，讓老師分享和學習最佳實踐機會。
- (2C) 教師認為混合學習已相當成熟，但學生在沒有教師在場的情況下學習動力不足。
- (2C) 關於學生的數位素養,教師發現學生經常誤用人工智能,這可能阻礙學生的發展。應為學生提供人工智能素養培訓，協助他們以正確的方式使用人工智能。

回饋及跟進

- (2A) 建議繼續提供更多機會,例如 STEAM 比賽、工作坊及學習考察團,以進一步拓展學生的視野。

- (2A) 經濟科及企業、會計與財務概論(商業管理單元)可開拓新課題/ 新形式作協作。
- (2A) 初中個人、社會及人文教育(PSHE)戶外考察將於明年繼續為中一學生舉辦。
- (2B) 優化教學材料及調整任務難度，以更照顧不同能力學生的需要。
- (2B) 加強跨科溝通及共同備課，以應對緊密教學進度並提升實施成效。
- (2B) 持續運用互動、遊戲化及小組活動，同時提升學術嚴謹度及與評估的關聯性。
- (2B) 加強跨科規劃，確保在繁忙時間表下仍能有效協作。
- (2C) 將為教師提供更多培訓，幫助他們運用人工智能支援教學，並鼓勵學生運用人工智能進行自主學習。
- (2C) 教師將主動探索不同的人工智能學習平台，以協助學生學習，並跟隨技術發展的步伐。
- (2C) 透過自主學習架構，協助學生建立學習習慣，從而掌握數位技能，促進學生的學習成效。

關注項目（三）：學生發展及支援：建立正向學習經驗，讓學生活出正向人生

成就

- 學生已明白提升正向關係及正向成就的概念和技巧。
- 透過資優教育組的學生，在全校集會時間分享學習經歷，全校約有七分之一的學生，主動自薦加入資優教育組，希望透過具系統的學習課程，配合比賽和活動，發展個人的資賦潛能，提升個人自信，並按自己的才能，進行生涯規劃，建立積極正向的人生觀。
- 學生歡迎體驗式教育活動。

反思

- 學生在小組時間的投入及參與方面仍有改善空間。
- 在運用「全方位學習津貼」發展資優教育組的資源分配上，須就本學年學生參與校內課程、校外課程、比賽和活動各方面的表現及學習進展，重整本組資助學生參與課程、活動或比賽的津貼比例，令本組在運用「全方位學習津貼」的分配上更具效益，以鼓勵學生更具深度地發展資賦能力。
- 學生視野狹窄，只想參與自己認識的活動。

回饋及跟進

- 未來可在班主任課中按需要重申正向教育的六大元素。
- 鼓勵學校資優教育組的顧問老師，透過校本資優課程及校外資優課程或比賽，引導學生循序漸進，配合多方面的資源發展資優潛能，建構寬廣的知識基礎及共通能力，以助規劃適合自己資優能力的升學發展。也鼓勵學校資優教育組的顧問老師，多方面找尋校外資源，以助不同學習風格的學生，發展不同方面的資優潛能。
- 學校提供多元活動，鼓勵學生參與不熟悉的項目。

III. Student Performance 學生表現

(A) An introduction to this year's students' behavior and attitude: /本校學生行為和態度的表現:

Our students uphold a diligent and resilient attitude towards learning, maintaining high academic standards. They demonstrate focus and engagement in class, showing good study habits and self-discipline. The 2026 Hong Kong Diploma of Secondary Education (HKDSE) results were outstanding:

- 94.4% (101 out of 107) of our Form 6 students met the general local university admission requirement of "332A," while 100% (107 out of 107) qualified for sub-degree courses with the "222A2" standard.
- The S6 graduate admission rate to JUPAS undergraduate programs reached 88% (94 out of 107), reflecting excellent academic achievement and competitiveness.

These achievements are the result of students' effort, teachers' dedicated guidance, and parents' support. Students consistently approach classroom activities and assignments with a highly disciplined, resilient, and proactive attitude. According to the latest Stakeholder Survey, 83.9% of teachers agreed that students demonstrate strong self-discipline (mean score 4.1, ranked 1st), while 80.0% of teachers and 72.1% of students confirmed that learning tasks and assignments are completed conscientiously. When facing academic challenges, students display admirable perseverance, with 74.5% actively working to overcome learning difficulties (mean score 3.9, ranked 1st). Furthermore, students exhibit developing self-directed learning capacities, as 62.7% actively set their own learning goals.

Regarding curriculum implementation and resource utilization, the school continued to enrich learning experiences through STEAM, PSHE, study tours, and blended learning. Survey findings indicate that 75.0% of teachers observed students effectively utilizing e-learning tools and community resources (mean score 3.7, ranked 3rd). Students also employ structured learning strategies, with 68.4% regularly reflecting on assessment feedback to improve their performance and 56.6% engaging in leisure reading. The implementation of blended learning has successfully enhanced teacher–student interaction, information literacy, and student autonomy. In the coming year, the school will continue to enhance teachers' AI teaching competencies, refine self-directed learning strategies, and foster cross-subject collaboration to cater to students' diverse learning needs.

In extracurricular activities, students showcase a variety of talents. They actively join science exhibitions, Math Olympiads, debating competitions, sports events, and art exhibitions, achieving

excellent results. These activities help students apply knowledge while cultivating critical thinking, teamwork, leadership, and time management skills essential for future success.

Our school places high importance on holistic student development. Our girls won numerous prizes in the HKSSF Inter-Schools Competitions 2025-2026: the 1st runner up of Girls B Grade Overall (athletics team), the 3rd runner up of Girls A Grade Overall (table-tennis team), the 3rd runner up of Girls B Grade Overall (cross-country team), Champion of Girls B Grade Individual (cross-country), Champion of Girls B Grade Javelin, Champion of Girls C Grade Shotput, etc.

Regarding the field of music, our school choir took home Third Place in the category of Church Music - Chinese at the 78th Hong Kong Schools Music Festival, captured the Gold Award at the HKICF 2026 Competition cum Masterclass and earned Gold Award and Silver Award in Chinese Ensemble and Strings Ensemble respectively at the Joint School Music Competition.

Students also performed strongly in STEM and innovation-related activities. Students achieved Distinction in the 2025 International Chemistry Quiz, First Runner-up awards in the Science Docent Challenge 2026 and Champion awards in the Biomedical Engineering Creative Competition, "Love · Innovate for Happy Ageing" Challenge. These results showed students' interest in science, creativity, problem-solving ability and capacity to apply interdisciplinary knowledge to real-life issues.

In addition, students participated in entrepreneurship, accounting, business, geology, board-game design and youth-development activities. They received Best Sales Awards, Customer Favourite Awards, Best Theme and Best Presentation Awards, the Advance Level Champion award in an accounting and business management quiz competition, and Silver Awards in the Hong Kong Inter-Secondary School Geology Quest. These activities helped students develop entrepreneurial spirit, financial literacy, presentation skills, collaboration and social awareness.

In moral education and student leadership, students generally demonstrated honesty, self-discipline, kindness and a willingness to serve others. The school motto of "Purity and Charity" continued to guide students' conduct and interpersonal relationships. The Student Leaders Programme, One Student One Post, Mentorship Programme and school-based service and leadership awards provided students with opportunities to assume responsibility, serve the school community and develop confidence and leadership skills.

The 2025–26 internal awards reflected students' positive participation in school service and leadership. Students from S.1 to S.6 received Best Service Awards at Bronze, Silver and Gold levels. Outstanding Leadership Awards were also presented to students from S.4 to S.6, with the largest number of awardees coming from the senior forms. This indicates that students are increasingly willing to contribute to the school community and take up leadership roles.

The school also recognised students' academic achievement and all-round development through the Gerald Siu Scholarship, the St. Mary Mazzarello Award and Retired Principal's Scholarship, the Past Pupils' Association Laura Vicuna Award, the St. Dominic Savio Award, the PTA Scholarship Scheme and the May Chan Scholarship of Future Scholars. These awards recognised academic excellence, subject achievements, leadership, service, character and outstanding overall performance.

Students also received external recognition. Awards included the Tsuen Wan Rural Committee Scholarship, the Tsuen Kwai Tsing District 12 Most Outstanding Students Award Merit Certificate, the Link 20th Anniversary Outstanding Students Scholarship and the Tsuen Kwai Tsing Outstanding Student Award. Li Wing Sum, our student, was selected as one of the twelve Outstanding Students in the Tsuen Kwai Tsing District Outstanding Student Election 2026, which was an excellent achievement. These honours demonstrate that students' achievements and contributions are recognised beyond the school campus.

Regarding student development and support, the school continued to foster a positive psychological and social environment. Through character education, student-development programmes, mentorship, extracurricular activities and student leadership opportunities, students were encouraged to understand their strengths, manage stress, build positive relationships and develop a responsible attitude towards themselves and others. Meditation, nature experiences and supportive class-based activities also helped promote students' emotional wellbeing and holistic development.

The implementation of the Character Strengths Programme and Student Development Plan further supported students' interpersonal skills, emotional health and positive life attitudes. Students were encouraged to recognise their own strengths, appreciate the strengths of others and demonstrate empathy, resilience and responsibility in daily school life. Relationships among teachers, students and peers continued to improve, providing a sound foundation for students to become responsible, caring and socially aware members of society.

Teachers' reflections indicated the need to further increase interaction time among class teachers, mentors and students, enrich student-development activities and enhance student participation. In the coming year, the school will continue to strengthen soft skills, values education, emotional wellbeing and leadership development. The school will also make greater use of internal and external resources to provide diversified learning and development opportunities for students with different interests, abilities and aspirations.

Parents generally recognised the school's efforts in fostering a positive campus atmosphere, providing student support and cultivating students' moral character. The positive feedback from

parents and Parent-Teacher Association members reflects their confidence in the school's work in promoting students' values, character development and all-round growth.

In summary, our students demonstrated commendable performance in academic learning, service, leadership, language, arts, music, sports, STEM, innovation and personal development. Their achievements in internal and external awards reflect not only their abilities, but also their perseverance, teamwork, responsibility and willingness to pursue excellence. The school is proud of students' progress and achievements and will continue to provide a caring, challenging and supportive environment for their all-round development.

(A) An introduction to this year's students' behavior and attitude: /本校學生行為和態度的表現:

本校學生秉持認真和堅毅的學習態度，對學術有高標準要求，於課堂上專注投入，展現出良好的學習習慣和自我要求。2026 年香港中學文憑考試（HKDSE）成績卓越，具體表現如下：

- 大學入學要求方面，94.4%（101/107）中六學生達到本地學士學位課程一般入學標準「332A」，另有 100%（107/107）學生符合副學位課程所需的「222A2」標準。
- 本校中六畢業生在 JUPAS 本科課程的錄取率達 88%(94/107)，彰顯學生優異的學業水平及競爭力。

這些成就全賴學生的努力、教師的悉心指導及家長的全力支持。學生始終以高度自律、具韌性且主動積極的態度面對課堂活動與作業。根據最新的持份者問卷調查，83.9% 的教師認同學生展現出良好的自律能力（平均分 4.1，位列第一），同時有 80.0% 的教師與 72.1% 的學生確認能認真完成各項學習任務及作業。面對學術挑戰時，學生表現出令人讚賞的毅力，74.5% 的學生表示會積極克服學習困難（平均分 3.9，位列第一）。此外，62.7% 的學生會主動制定個人的學習目標，反映其自主學習能力正逐步提升。

在課程推行與資源運用方面，學校繼續透過 STEAM 教育、個人、社會及人文教育（PSHE）、考察交流團及混合式學習，豐富學生的學習體驗。調查結果顯示，75.0% 的教師觀察到學生能有效利用電子學習工具及社區資源（平均分 3.7，位列第三）。學生亦善用系統化的學習策略，68.4% 的學生定期根據評估反饋進行反思以改進學習表現，56.6% 的學生則養成課餘閱讀的習慣。混合式學習的推行成功增強了師生互動、資訊素養及學生的學習自主性。展望來年，學校將繼續提升教師的 AI 教學能力、優化自主學習策略，並加強跨學科協作，以照顧學生的多元學習需求。

在課外活動方面，學生亦展現多樣化的才能。學生積極參加科學展覽、數學奧林匹克、辯論賽、體育賽事及藝術展覽，並取得優異成績。透過這些活動，學生不僅應用了知識，更培養了慎思明辨、團隊合作、領導能力及時間管理等未來成功所需的重要技能。

本校同時高度重視學生的全面發展。近年本校校隊於各項校際比賽中取得佳績，尤其在 2025-2026 年學界體育聯會比賽贏得不少獎項，當中包括：田徑女子乙組亞軍、乒乓球女子甲組殿軍、越野女子乙組殿軍、越野女子乙組個人冠軍、標槍女子乙組個人冠軍、鉛球女子丙組個人冠軍等。音樂成就方面，本校合唱團於第 78 屆香港學校音樂節教堂音樂中文歌曲類別取得季軍、於香港校際合唱節比賽暨大師班獲金獎、及於聯校音樂大賽分別取得中中樂合奏金獎及弦樂合奏銀獎。

學生在 STEM 及創新相關活動中亦表現出色。學生在 2025 國際化學測驗中獲得優異獎（Distinction），在 2026 科學導賞員挑戰賽中榮獲亞軍，並在第六屆生物醫學工程創意比賽「愛·創樂齡」挑戰中奪得冠軍。這些成績反映學生對科學的興趣、創意、解難能力，以及將跨學科知識應用於現實生活議題的能力。

此外，學生亦積極參與創業、會計、商業、地質、桌遊設計及青年發展等活動。他們在 2025 中學生創業體驗計劃中獲得「最佳銷售獎」及「最受顧客歡迎獎」，在桌遊設計比賽中獲得「最佳主題獎」及「最佳表現獎」，在香港會計師公會會計及商業管理網上問答比賽中獲得高級組冠軍，並在全港中學地質探索比賽中獲得銀獎。這些活動有助培養學生的創業精神、財務素養、簡報技巧、協作能力及社會觸覺。

在品德教育及學生領導方面，學生普遍展現誠實、自律、友愛及樂於服務他人的態度。校訓「純潔、仁愛」繼續引導學生的行為及人際關係。「領導生計劃」、「一人一職」、「師友計劃」及校內服務與領導獎項，為學生提供承擔責任、服務社群及發展自信與領導才能的機會。

2025–26 年度校內獎勵計劃反映學生積極參與學校服務及領導工作。中一至中六學生分別獲得銅、銀、金級別的「最佳服務獎」，而中四至中六學生亦獲頒「傑出領導獎」，其中以高年級獲獎人數最多，反映學生日益願意為學校社群作出貢獻並承擔領導角色。

學校亦透過蕭志成獎學金、聖瑪沙利羅獎暨校長榮休獎學金、舊同學會羅蘭衛冠納獎學金、聖道明沙維豪獎、家長教師會獎學金計劃及陳楊美熙獎學金計劃等，表揚學生在學業成就及全人發展方面的表現。這些獎項涵蓋學業卓越、學科成就、領導、服務、品格及整體傑出表現。

學生亦獲得校外認可，包括荃灣鄉事委員會獎學金、荃葵青區十二大傑出學生獎優異證書、領展 20 週年傑出學生獎學金及荃葵青優秀學生獎等。本校李穎芯同學於荃葵青區傑出學生選舉中獲選為荃葵青區十二位傑出學生之一，表現優秀。這些榮譽反映學生的成就及貢獻在校外亦獲得肯定。

在學生發展及支援方面，學校持續營造正向的心理及社交環境。透過品德教育、學生發展計劃、師友計劃、課外活動及學生領導機會，鼓勵學生認識自身優勢、管理壓力、建立積極人際關係，並對自己和他人抱持負責任的態度。靜觀、大自然體驗及班本支援活動亦有助促進學生的情緒健康及全人發展。

「性格強項」計劃及「學生發展計劃」的推行，進一步支援學生的人際技巧、情緒健康及積極人生態度。學生被鼓勵認識自身強項、欣賞他人優點，並在校園日常生活中展現同理心、抗逆力及責任感。師生及同儕關係持續改善，為學生成長為負責任、關懷他人及具社會觸覺的社會成員奠定穩固基礎。

教師反思指出，需進一步增加班主任、導師與學生的互動時間，豐富學生活動內容，並提升學生參與度。來年學校將繼續加強軟技能、價值觀教育、情緒健康及領導力發展，並更善用校內外資源，為不同興趣、能力及志向的學生提供多元學習及發展機會。

家長普遍認同學校在營造良好校園氣氛、提供學生支援及培養學生品格方面的努力。家長及家教會成員的正面回饋，反映他們對學校在推動學生價值觀、品格發展及全人成長方面的工作充滿信心。

總括而言，本校學生在學術學習、服務、領導、語言、藝術、音樂、體育、STEM、創新及個人發展方面均表現出色。學生在校內及校外獎項中的成就，不僅反映其能力，更展現其毅力、團隊合作、責任感及追求卓越的精神。學校為學生的進步與成就感到自豪，並將繼續提供關愛、富挑戰性及具支援性的環境，促進學生的全人發展。

(B) An Introduction to students' participation and achievement, which include:

學生參與及成就介紹

a. Academic performance 學業表現

Public Examination Results-Hong Kong Diploma of Secondary Education Examination (HKDSE) 2026 香港中學文憑考試（HKDSE）本校中六學生表現數據：

Requirements	2026
The percentage of students who meet the general admission requirements for the local bachelor's degree program Core subjects (Eng Lang, Chi Lang, Maths & CSD. at 332A or better (「332A」) 2025 年達到本地學士學位課程一般入學要求的學生比例（核心科目：英語科、中文科、數學科及公民與社會發展科，標準為「332A」）	101/107 (94.4%)
The percentage of students who meet the general admission requirements for the local sub-degree program Level 2 or above in five subjects (「222A2」) 達到本地副學位課程一般入學要求的學生比例（五科成績達 2 級或以上，標準為「222A2」）	107/107 (100%)
No. of S.6 graduates admitted to JUPAS undergraduate programs 中六畢業生經由聯合招生辦法（JUPAS）錄取本科課程人數	94/107 (88%)

✧ Pre-S1 Attainment Results 2026

✧ 2026 年中一入學前測成績（原始分數）如下：

	Average marks (Raw)
English Language (英國語文)	66.1
Chinese Language (中國語文)	67.7
Mathematics (數學)	75.2

c. Non-academic performance. 非學業成績表現

I. Extra-curricular Activities and Competition Performance (Appendix 2: Student Performance)

(1) Languages and Humanities

Students demonstrated outstanding performance and achieved numerous awards in language and humanities competitions:

- In the "Man Yu Cup"文裕盃 Hong Kong Inter-School Essay Writing Competition 2025, multiple students won Gold and Silver Awards.
- In the 1st Tsuen Kwai Tsing District Secondary School Literature Festival Essay Competition, students won the 1st Runner-up and Recommendation Award in the Junior Secondary Prose Category, showcasing excellent writing ability and literary literacy.
- In the 3rd Zongheng Cup 縱橫盃 Cantonese Debate Competition, students received the "Best Debater" and "1st Runner-up" awards, reflecting strong logical thinking, oral presentation, and teamwork skills.

(2) Music and Arts

Students actively participated in various inter-school competitions, performing exceptionally in music and arts:

- The Chinese Orchestra won the Bronze Award in the Hong Kong Youth Music Interflows – Chinese Orchestra Competition (Secondary School A Division), organized by the Leisure and Cultural Services Department.
- The School Choir won the Gold Award at the 2026 Hong Kong Inter-School Choral Festival Competition cum Masterclasses, demonstrating high-level choral technique and musical expression.
- In the 78th Hong Kong Schools Music Festival, students achieved excellent results in multiple events: Chiu Tsz Ning (1A) and Chan Oi Yuen (3B) won 1st place in the Saxophone Junior and Guzheng Senior categories, respectively. The Girls' Choir secured 3rd place in the "Secondary School Chinese Hymn Choir (Aged 14 or under)" event.
- In the Joint-School Music Competition 2026, all teams delivered impressive performances: the Chinese Orchestra and Handbell Team won Gold Awards; the String Orchestra and Woodwind Ensemble won Silver Awards.

- The Handbell Team won the Silver Award at the "HMHK International Handbell Festival cum Masterclasses".
- In the 5th UWEE International Art Exhibition, a student won the Gold Award in Youth Group B, demonstrating creative artistic flair and visual expression.

(3) Sports Development

Students achieved notable success in various inter-school sports competitions:

- In the 2025 Hong Kong Youth Shuttlecock Competition, students secured 3rd place in the Secondary School Girls' Division.
- In the Kwai Tsing District Inter-School Athletics Competition, students won multiple championships, 1st runners-up, and 2nd runners-up in the Girls' Grade A and B 1500m, 5000m, 4×100m relay, shot put, discus, and high jump events. They also achieved strong results in individual and overall team categories for Girls' Grade B.
- In the Kwai Tsing District Inter-School Cross-Country Competition, students achieved multiple top-three finishes in both individual and team events across Girls' Grade A and B, with one student winning the Girls' Grade B Individual Championship.
- In the Kwai Tsing District Inter-School Table Tennis Competition, the team secured 3rd place in the Girls' Grade A Team event.

(4) STEM and Innovation

Students showed prominent performance in Science, Technology, Engineering, and Mathematics (STEM) activities:

- In the 2025 International Chemistry Quiz (ICQ), students were awarded Distinction.
- In the 2026 Science Docent Challenge, students won the 1st Runner-up title, presenting strong scientific knowledge and communication skills.
- In the 6th Biomedical Engineering Innovation Competition "Love · Innovate Active Ageing" Challenge (Secondary School - LEGO Category), students won the Championship, reflecting creativity, problem-solving skills, and cross-disciplinary knowledge application.

(5) Other Activities and Competitions

Students actively engaged in entrepreneurship, accounting, business, geology, board game design, and youth development, achieving strong results:

- In the 2025 Secondary School Entrepreneurship Experience Scheme, several students earned the "Best Sales Award" and "Most Popular with Customers Award".
- In the 3rd Hong Kong Secondary School Geology Exploration Competition, students won the Silver Award.
- In the 2025 Board Game Design Competition, students received the "Best Theme Award" and "Best Performance Award".
- In the HKICPA Accounting and Business Management Case Competition 2025 (Online Quiz), students achieved the Championship in the Level 2 (Senior) category.
- In schemes such as the Tsuen Kwai Tsing Youth Improvement Award and the Link 20th Anniversary Outstanding Students Scholarship, students received honors including the "Outstanding Youth Improvement Award" and the "Outstanding Student Scholarship".

II. Internal School Recognition Schemes (2025–26)

(1) Service and Leadership Awards

The school commends students with outstanding contributions in service and leadership through the "Service and Leadership Awards". The number of awardees by form for the 2025–26 academic year is as follows:

Form	Service Award (Gold)	Service Award (Silver)	Service Award (Bronze)	Leadership Award (Gold)	Leadership Award (Silver)	Leadership Award (Bronze)
1	0	1	2	0	0	0
2	0	6	10	0	4	1
3	3	9	30	0	2	1
4	3	23	34	1	19	8
5	6	21	27	7	16	4
6	0	14	11	1	5	3

The figures highlight students' active involvement in school service and their sense of responsibility and service spirit in leadership roles, particularly among senior form students.

(2) Dr. Gerald Siu Scholarship

(i) Academic Achievement Award

Dr. Gerald Siu Scholarship recognizes students with outstanding academic achievements. In the 2025–26 academic year, the top eight students in each form received scholarships ranging from HK1,000toHK5,000 depending on their level.

(ii) Outstanding Student Award

- **St. Maria Mazzarello Award cum Principal Retirement Scholarship:** Lee Wing Yan (5D)
- **Past Pupils' Association Sr. Laura Guano Award:** Lam Ho Kuen (5D)
- **St. Dominic Savio Award:** Pang Sin Lam (5D), Lee Cheuk Wing (6D), Chan Kam Ha (6A)

(3) Parent-Teacher Association Scholarship Scheme

The Parent-Teacher Association recognizes students with commendable academic performance and conduct through its scholarship scheme. In the 2025–26 academic year, numerous students received scholarships ranging from HK$500 to HK$1,000.

(4) May Chan Scholarship Scheme

Designed to encourage excellence in specific academic subjects, the scheme awarded students from Form 1 to Form 6 in 2025–26 across subjects including Mathematics, Integrated Science, Physics, Chemistry, Biology, and Humanities. Award amounts ranged from HK$500 to HK$1,000.

III. External Recognition Schemes (2025–26)

Students earned accolades in various external competitions and schemes:

- **Tsuen Wan Rural Committee Scholarship:** Recognizes notable leadership in co-curricular activities (Wong Tsz Tung 5C, Liu Hei Yau 5C, Pang Sin Lam 5D).
- **Tsuen Kwai Tsing Top 12 Outstanding Students Award:** Lee Wing Yan (5D) was shortlisted and won the Outstanding Student Award.
- **Link 20th Anniversary Outstanding Students Scholarship:** Liu Hei Yau (5C).
- **Tsuen Kwai Tsing Outstanding Student Award:** Lee Wing Yan (5D).

IV. Student Support and Whole-Person Development

The school provides continuous support for students' holistic growth through diverse programmes and activities:

- **Leadership and Interpersonal Skills:** Strengthened through the Prefect Scheme, "One Student One Post", and the Mentorship Scheme.

- **Positive Attitude and Self-Awareness:** Fostered via the "Character Strengths" framework and Student Development Schemes, helping students identify strengths and manage stress.
- **Emotional Health and Resilience:** Enhanced through mindfulness sessions, nature experience activities, and class-based initiatives.
- **Potential and Excellence:** Challenged through gifted education, co-curricular activities, and competitions, enabling students to achieve success across academic, athletic, artistic, musical, STEM, and leadership fields.

In reflection, teachers recommended increasing interaction time between class teachers and students, alongside enriching activity content, to strengthen engagement and a sense of belonging. Moving forward, the school will continue to emphasize soft skills and values education, leveraging both internal and external resources to support students with diverse needs.

一、課外活動及比賽表現

（一）語言及人文學科

學生在語言及人文學科相關比賽中表現出色，屢獲殊榮：

- 在「文裕盃」全港校際徵文大賽 2025 中，多名學生分別榮獲金獎及銀獎。
- 在第一屆荃葵青區中學文學節徵文比賽中，學生獲得初中散文組亞軍及推薦獎，展現優秀的寫作能力及文學素養。
- 在第三屆縱橫盃粵語辯論比賽中，學生榮獲「最佳辯論員」及「亞軍」等獎項，反映學生具備良好的邏輯思維、口語表達及團隊合作能力。

（二）音樂及藝術

學生在音樂及藝術方面表現活躍，積極參與多項校際比賽：

- 中樂團於康樂及文化事務署主辦的香港青年音樂匯演——中樂團比賽（中學 A 組）中榮獲銅獎。
- 學校合唱團於 2026 香港校際合唱節比賽暨大師班榮獲金獎，展現優秀的合唱技巧及音樂表現力。
- 學生於第 78 屆香港學校音樂節，學生在多個項目中取得優異成績： 1A 趙梓寧及 3B 陳艾阮分別在薩克斯風初級及古箏高級組獲得冠軍。本校女子合唱團亦於「中學中文教會聖詩合唱（14 歲或以下）」項目中榮獲第三名。
- 在聯校音樂大賽聲 2026 中，各隊伍均有出色表現：中樂團及手鐘隊榮獲金獎。弦樂團及木管合奏小組榮獲銀獎。
- 手鐘隊於「HMHK 國際手鐘節暨大師班」中榮獲銀獎。
- 在第五屆 UWEE 國際藝術展覽中，學生獲得青年組 B 組金獎，展現藝術創意及視覺表達能力。

（三）體育發展

學生在體育方面表現卓越，於多項校際比賽中取得優異成績：

- 在 2025 香港青少年足毽比賽中，學生獲得中學女子組季軍。
- 在葵青區校際田徑比賽中，學生在女子 A 級及 B 級 1500 米、5000 米、4×100 米接力、鉛球、鐵餅及跳高等項目中，多次獲得亞軍、季軍及冠軍，並在女子 B 級個人及團體總成績中屢獲佳績。
- 在葵青區校際越野比賽中，學生在女子 A 級及 B 級個人及團體項目中獲得多個冠軍、亞軍及季軍，其中一名學生更榮獲女子 B 級個人冠軍。

- 在葵青區校際乒乓球比賽中，學生在女子 A 級團體項目中獲得季軍。

（四）STEM 及創新活動

學生在科學、科技、工程及數學（STEM）相關活動中表現突出：

- 在 2025 國際化學測試中，學生獲得優異獎（Distinction）。
- 在 2026 科學導賞員挑戰賽中，學生榮獲亞軍，展現科學知識及溝通能力。
- 在第六屆生物醫學工程創意比賽「愛·創樂齡」挑戰（中學組—樂高類別）中，學生榮獲冠軍，反映學生具備創意、解難能力及跨學科應用知識的能力。

（五）其他活動及比賽

學生亦積極參與創業、會計、商業、地質、桌遊設計及青年發展等活動，並取得良好成績：

- 在 2025 中學生創業體驗計劃中，多名學生獲得「最佳銷售獎」及「最受顧客歡迎獎」。
- 在第三屆全港中學地質探索比賽中，學生獲得銀獎。
- 在 2025 桌遊設計比賽中，學生獲得「最佳主題獎」及「最佳表現獎」。
- 在 2025 香港會計師公會會計及商業管理網上問答比賽中，學生獲得高級組冠軍。
- 在荃葵青區青年進步獎及領展 20 週年傑出學生獎學金等計劃中，學生獲得「傑出青年進步獎」及「傑出學生獎學金」等榮譽。

二、校內獎勵計劃（2025－26）

（一）服務及領導獎

本校透過「服務及領導獎」表揚在服務及領導方面有傑出表現的學生。2025－26 年度各級獲獎學生人數如下：

年級	服務獎（金）	服務獎（銀）	服務獎（銅）	領導獎（金）	領導獎（銀）	領導獎（銅）
一	0	1	2	0	0	0
二	0	6	10	0	4	1
三	3	9	30	0	2	1
四	3	23	34	1	19	8
五	6	21	27	7	16	4
六	0	14	11	1	5	3

以上數據反映學生積極參與學校服務，並在領導崗位上展現責任感及服務精神，尤以高年級學生為甚。

（二）蕭志成博士獎學金

I. 學業成績獎

本校透過蕭志成獎學金表揚在學業成績方面表現優異的學生。2025–26 年度各級首八名學生分別獲得獎學金，金額按年級由 1000 元至 5000 元不等。

II. 傑出學生獎

- 聖瑪沙利羅獎暨校長榮休獎學金：李穎芯（5D）
- 舊同學會羅蘭衛冠納獎學金：林荷權（5D）
- 聖道明沙維豪獎：彭倩霖（5D）、李卓穎（6D）、*陳錦霞（6A）*

（三）家長教師會獎學金計劃

家長教師會透過獎學金計劃，表揚在學業及品行方面表現良好的學生。2025–26 年度共有多名學生獲得 500 元至 1000 元不等的獎學金。

（四）陳楊美熙獎學金計劃

該計劃旨在鼓勵在特定學科表現優異的學生。2025–26 年度獲獎學生涵蓋中一至中六，科目包括數學、綜合科學、物理、化學、生物及人文學科等，獎金為 500 元至 1000 元。

三、校外獎勵計劃（2025–26）

學生在校外比賽及計劃中亦屢獲殊榮，包括：

- 荃灣鄉事委員會獎學金：表揚在帶領課外活動方面有顯著表現的學生（王紫桐 5C、廖希悠 5C、彭倩霖 5D）。
- 荃葵青區十二大傑出學生獎：李穎芯（5D）入圍並獲傑出學生獎。
- 領展 20 週年傑出學生獎學金：廖希悠（5C）。
- 荃葵青優秀學生獎：李穎芯（5D）。

四、學生支援及全人發展

本校持續透過多元活動及計劃支援學生的全人發展：

- 透過「領導生計劃」、「一人一職」及「師友計劃」，學生在服務、領導及人際關係方面得到良好訓練。
- 透過「性格強項」及「學生發展計劃」，學生更認識自身優勢，學習管理壓力，建立積極的人生態度。
- 透過靜觀、大自然體驗及班本活動，學生的情緒健康及抗逆力得到提升。
- 透過資優教育、課外活動及比賽，學生得以挑戰自我、發揮潛能，並在學術、體育、藝術、音樂、STEM 及服務領導等方面取得卓越成就。

教師在反思中建議進一步增加班主任與學生的互動時間，豐富學生活動內容，以提升學生的參與度及歸屬感。來年學校將繼續加強軟技能及價值觀教育，並善用校內外資源，支援不同需要學生的發展。

IV. Annual School Report of Subject Departments and Functional Groups (Appendix 3) 學校科目及功能組別評估報告（附件三）

(A) Subject Departments' Programme Reports

1. English Language
2. Chinese Language – Chinese Language (中國語文科)
   Chinese Language – Chinese Literature (中國文學科)
   Chinese Language – Putonghua (普通話科)
3. Mathematics
4. Citizenship and Social Development (公民與社會發展科)
5. Personal, Social and Humanities Education – Citizenship, Economics and Society (公民、經濟與社會)
   Personal, Social and Humanities Education – Chinese History (中國歷史科)
   Personal, Social and Humanities Education – Life and Society (生活與社會)
   Personal, Social and Humanities Education – Economics
   Personal, Social and Humanities Education – Geography
   Personal, Social and Humanities Education – History
   Personal, Social and Humanities Education – Ethics / Religious Education (倫理與宗教科)
6. Science – Biology
   Science – Integrated Science
   Science – Chemistry
   Science – Physics
7. Technology Education – Business, Accounting & Financial Studies
   Technology Education – Computer Literacy Department
   Technology Education – Technology & Living
8. Art Education –Music
   Art Education –Visual Arts (視覺藝術)
9. Physical Education

(B) Student Formation and Student Support Team Programme Reports

1. Student Formation and Student Support Team
2. National and Civic Education Team
3. Discipline Team
4. Spiritual Formation
5. Life Planning Education and Career Guidance
6. General Guidance Team
7. Information Technology Team
8. Library
9. Morning Assembly Team
10. Students' Activities Team
11. Special Education Needs Team
12. Gifted Education Team

V. Financial Summary 財政報告 2025-2026

		Income $	Actual Expenditure $	Surplus / (Deficit) $ (Inc - Exp)
I. Government Fund				
(1) EOEBG				
Basic Baseline		2,010,310	0	
Composite Furniture & Equip. Grant A/C		0	464,733	
School & Class Grant		0	1,407,123	
Lift Maintenance Grant		0	130,530	
Administration Grant		3,676,704	3,790,939	
Training & Development		0	30,666	
Composite IT Grant		468,347	376,405	
Air Conditioning Gr		546,818	242,515	
Consolidated Subject Grant		0	190,868	
Prog Fund for Whole-Sch Ap to Guid & Dis		0	2,859	
SB Support Sche-Newly Arrived Child		22,088	14,180	
Capacity Enhancement Grant		609,252	216,288	
School-based Speech Therapy Administration Recurrent Gr		7,687	0	
SB Management Top Up Gr		48,047	2,000	
	(A)	7,389,253	6,869,107	520,145
(2) Outside OEBG				
Other Recurrent Grant A/C		555,320	555,320	
Committee on Home-Sch Co-op Proj Gr. A/C		23,735	23,735	
Salaries Grant A/C		41,307,132	41,307,132	
Employer's Cont to PF/MPF Scheme for NT A/C		398,535	398,535	
Fringe Benefits under NET		262,432	262,432	
School-based After-school Learning & Support Programme		108,000	127,312	
Teacher Relief Grant		3,747,489	3,418,305	
Learning Support Gr Secondary School		256,256	202,809	
Diversity Learning Grant - Applied Learning (ApL)		71,915	71,915	
Diversity Learning Grant - Other Language		17,200	17,200	
Diversity Learning Grant - Other Programmes		84,000	65,313	
Moral and National Education Subject Gr		0	20,473	
IT Staffing Support Gr		343,562	761,292	
Gr for the Sister School Scheme		0	165,439	
Life Wide Learning Gr		0	611,127	
Life Wide Learning & Sister School Gr		1,182,000	463,595	
Promotion of Reading Gr		66,176	58,742	
Cash Gr for Executive Officer		595,715	627,688	
Enhancing Support for Learn. & Teach. Chinese for NCS		159,041	160,169	
NCS with Special Education Need (SEN)		106,769	106,769	
Student Activities Support Gr		54,772	54,772	
One off School-based Speech Therapy Set up Gr		0	0	
One-off Grant on Parent Education		0	130,968	
One-off Gr. For Prom. Of Chinese Culture Immersion Activities		0	80,891	
One-off Gr. For Prom. Of a Sports Ambience & MVPA60 in Sch		0	59,856	
Promotion Self-Direct Langage Learning English One Off Gr		0	5,040	
Promotion Self-Direct Langage Learning Putonghua One Off Gr		0	29,900	
QEF Project		68,539	7,300	
HK School Drama Festival		0	0	
IT Innovation Lab Project		209,800	521,760	
Pilot Scheme on Other Lang. for Junior Sec Stud		250,000	94,259	
AI for Science Education		0	100,000	
AI for Empowering Learning & Teaching Funding Prog		500,000	0	
	(B)	50,368,388	50,510,046	(141,659)
	(A+B=C)	57,757,641	57,379,154	378,487
II. School Fund				
Approved Coll. For Specific Purposes A/C		254,480	544,300	
General Fund / Subscription / TF A/C		2,077,058	2,025,302	
May Chan Scholarship Fund		22,000	23,000	
Dr Gerald Siu Scholarship Fund		100,000	107,000	
St. Maria Troncatti Scholarship		280,133	20,770	
Retired Principal's Scholarship Fund		95	2,000	
Music Development Fund		0	0	
Funding for Overseas Study Tour & ECA		0	0	
The Inaugural Class Alumni Giving Back Bursary		446,000	125,000	
	(D)	3,179,766	2,847,372	332,394
	(C+D=E)	60,937,407	60,226,526	710,881

(The Report before audit)

Appendix 1: 2025-2026 年度學校發展目標評估報告 (2025-2026 School Development Plan--Evaluation)

Main Theme: **Build An "Amoris Laetitia" Family Together（共建愛的喜樂家庭）**

Major Concern I: (Teacher Professional Development) To optimize teachers as Salesian and Professional Educators

1. Review of the objectives, implementation process and outcomes of the school development plan in 2025-2026

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
1A To enhance and fortify Salesian Family Spirit	To equip teachers with Salesian Family Spirit and put into practice in the day-to-day routine	1. Talk and sharing during SDD	● Staff Development Days ➢ Staff Development Day (1): Talk on Value Education (for all teachers) ➢ Staff Development Day (2): The Preparation of ESR & AI in Education ➢ Staff Development Day (3): Classroom management to help children grow in a positive way & A better approach to classroom management ➢ Staff Development Day (4): To visit to the People's Liberation Army Hong Kong Garrison at Ngong Shuen Chau Barracks in Sham Shui Po, Kowloon & Teachers' Mental Wellness Day ➢ Staff Development Day (5): Catholic School Teachers' Development Day ➢ Staff Development Day (6): School Target Review & New School Development Plan (2026-29) ● Whether at the beginning, during, or at the end of the school term, form meetings were conducted to strengthen communication among class teachers and to embody the Salesian family spirit through caring practices for students.	● The implementation methods, such as talks, sharing during Staff Development Days (SDDs), and sharing of good practices, seem to be effective in equipping teachers with the Salesian Family Spirit. ● The responses of the stakeholder survey indicated that the professional development activities organized by the school are generally perceived as catering to the school's development and students' needs, with an average score of 4 out of 5 in Q.31. ● The regular sharing and discussions during SDDs, as well as the visits to Church & Chinese Heritage, provide opportunities for teachers to apply and practice the Salesian Family Spirit in their day-to-day routines. ● The responses of the stakeholder survey suggested that the school's appraisal system is generally perceived as fair and conducive to teachers' professional development, with average scores of 3.9 out of 5 in the stakeholder survey Q.35. ● However, the school also seems to have developed an ambience of professional exchange, with a score of 3.6 out of 5 in Q.34.

		2. Sharing among CTs by forms during SDD		
1B To optimize Middle Managers as a role model in becoming Salesian and Professional Educators	To equip Middle Managers with the necessary skills and features	1. Talk and sharing during SDD 2. Sharing among Middle Managers during SDD	● Taking the Group Leader Role in the Staff Development Days Group Discussions ● Departments and functional groups demonstrate the work of middle management through subject-based functional group activities. SPET meetings further showcase the leadership capabilities of middle-level colleagues.	● The Stakeholder Survey results of Q.24-30 (Teachers ' views on subject panel/committee heads professional leadership) indicate that the strategies implemented to optimize Middle Managers as role models in becoming Salesian and Professional Educators have been highly effective, with all the relevant questions scoring 4.2 out of 5. ● These high scores suggest that the Middle Managers (i.e., subject panel/committee heads) are perceived as effectively collaborating with one another, taking forward the development of their respective panels and committees, monitoring the work of their teams, supporting teachers, evaluating work effectiveness, promoting professional exchange and collaboration, and maintaining amicable working relationships with teachers.
1C To optimize teachers as Professional Educators	To utilize Blended Learning and the required skills and Rasch Model for Mathematics and Science subjects	1. Talks and/or workshops during SDD 2. Peer lesson observation.	● Staff Development Day (7): Teachers' Sharing for blended learning / LaC ✓ AI in Cross-disciplinary Curriculum--Au KS & Hui SF (PSHE) ✓ Continuously Updating and Enhancing English Curriculum through Holistic Curriculum Planning by EDB School-based Support Services (English Department) ● Induction for New Teachers ● New Teachers' Development Days	● The evaluation survey results show that the school's professional development activities for teachers are generally perceived to be catering to the school's development and students' needs (scale 4 out of 5 in SHS Q.31). ● The survey also suggests that the school is that the professional development activities are helpful for teachers' work (scale 3.9). ● The school has developed an ambience of professional exchange, as indicated by the scale of 4 for the corresponding survey question.

The feedback and follow-up actions from the previous school year 2024-25:

(1) Consider refining professional development activities to further enhance their relevance and usefulness to teachers' daily work.
(2) Continue regular evaluation and feedback to sustain high standards of professional leadership.
(3) Encourage sharing of blended learning best practices and Rasch Model implementation experiences.

2. Evaluation of the school development plan

Methods of assessments of school development target –
Stakeholder Survey (Teacher) on Impression of middle management's professional leadership (questions 24-30) and Teachers' Professional Development (questions 31-36) and based on observations during and after the activity.

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1	Achievements
1	The planned development goals were generally achieved, and the implementation strategies were carried out effectively
2	Staff Development Days, sharing sessions, workshops, and peer lesson observations provided useful platforms for professional learning and exchange.
3	Teachers were better equipped with the Salesian Family Spirit and were able to apply it in their daily teaching and school routines.
4	Middle managers demonstrated stronger professional leadership, collaboration, and team support, with survey results showing high levels of agreement across the related items.
5	The school made substantial efforts to support blended learning, the Rasch Model in Mathematics and Science, and induction for new teachers.

3.2	Reflection
1	The overall evaluation suggests that the school's professional development work was effective, but there is still room to further strengthen its impact on classroom practice.
2	The ambience of professional exchange has been developed, but it can be further enhanced through more structured collaboration and deeper peer sharing.
3	The effectiveness of staff development activities should continue to be reviewed more systematically to ensure they are closely aligned with teachers' needs and school priorities.
4.	More focused follow-up is needed to help teachers translate professional learning into sustained practice, especially AI in education and values education.

3.3	Feedback and Follow-up
1	Continue to provide regular Staff Development Days, workshops, and sharing sessions to sustain professional growth.
2	Strengthen collaborative activities and peer-to-peer learning opportunities to deepen professional exchange among teachers.
3	Provide targeted support for teachers in blended learning, subject-specific pedagogy, and the application of new teaching strategies.
4.	Maintain and extend the current practices that support middle managers as role models and professional leaders within the school.

Major Concern II: (Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity

1. Review of the objectives, implementation process and outcomes of the school development plan in 2025-2026

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
2A To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning	1. To enhance students' interests and integrate their knowledge and skills across disciplines such as STEM education, PSHE and all subjects 2. To develop generic skills in students in order to flexibly apply knowledge in different domains	1. Stimulate students' thinking and promote flexible application of knowledge in different domains in the problem-solving process through interesting cross-curricular topics and learning activities. a. Collaboration among some subjects and design a theme for cross-curricular learning in junior forms b. Enhance the cross-curricular learning through LWL activities and school resources 2. Different learning modes will allow students to stretch their potentials in multiple intelligences.	<u>STEAM Education</u>: S1 and S2 students participated in mini-STEAM projects that integrated interdisciplinary knowledge to strengthen both their understanding and hands-on skills. Junior form students completed the projects "Making a Cooling Bag" and "Wire Buzz Game," co-taught by the Science, Mathematics, and Computer departments. They also carried out data analysis and peer evaluation to enhance their inquiry and problem-solving skills. In S3, students designed a healthy diet for learners with different health needs and multicultural considerations, and created games to achieve the learning objectives. Senior students further conducted model-based explorations of human systems, using hands-on models to deepen their understanding. The school also supported students' STEAM development through a variety of activities and participation opportunities. With funding from the IT Innovation Lab, all S4 and S5 VA students, along with some junior form students,	1. 90% of students agreed that STEAM activity could increase their understanding of how several subjects are used to solve real-world problems and develop better problem-solving skills. 2. 92% of students completed the tasks assigned in the study tour booklet and worksheet and 90% of students agreed that the study tour could broaden their horizons and understand more about the development of scientific technology. 3. Students were active to participate in each of STEAM, VA, TL, PSHE projects. 4. 92% of students submitted the reflections on the last day of the Dongguan study tour. They were able to present their views according to the skills they learnt in subjects. Nearly 91% of students agree the project can help them in studying the subject(s). 5. 91% of students agreed the field trip could enhance their understanding for urban land use, 92% of students thought

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
			participated in STEAM workshops, including 3D printing and laser cutting training. In addition, with support from the LWL-STEAM funding, students attended various STEAM competitions and visits, and collaborated with the Technology and Living department. Students also participated in a study tour to Dongguan covering STEM, culture, and Chinese history, including visits to the food industry and cultural venues. <u>PSHE & TE</u>: BAFS (Management), Economics, Geography and CSD planned to co-organize a study tour to Guizhou for S.3-S.6 students. It aims for allowing students to experience the rapid development of China and visit different geographical, cultural and technological sites there. However, since the number of participants could not meet the minimum requirement., the tour was cancelled. The school organized a Tsuen Wan field trip for S.1 students on 30 March 2026 (LWL Day). It covered three junior form PSHE subjects, including Chinese History, Geography and History. They visited three locations altogether: Yeung UK Road, Sam Tung Uk Museum and the Mills. It provided a	that the activities improved their understanding of Chinese culture and enhanced their interests in Chinese Culture and 87% of them agreed the trip would help them understanding the economic transformation in Hong Kong.

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
			chance for students to apply what they learnt into daily life.	
2B To integrate subject-specific knowledge and English skills in enhancing students' language proficiency and performance in selected subjects (LaC)	To cooperate with various subjects and select relevant content or skills to be taught by English teachers and further consolidated by subject teachers.	Throughout the school year during English lessons and the lessons of the target subject(s) a. Revising handouts and test / examination papers b. Collaboration between English teachers and content subject teachers	**S.1 Science (2nd Term)** English teachers collaborated with Science teachers to reinforce key vocabulary related to vertebrate classification and the functions of various body parts. Emphasis was placed on accurate spelling, pronunciation, and the use of appropriate sentence structures for describing the roles of different anatomical features in vertebrates. **S.2 Science (2nd Term)** English teachers collaborated with Science teachers on the topic Applications of Neutralization. Science teachers delivered the core content in their lessons, while English teachers focused on reinforcing key scientific vocabulary, particularly word formation and different word classes (e.g., acid vs. acidic vs. acidity). In addition, students were taught the use of appropriate connectives to construct coherent sentences and paragraphs. Follow-up classwork and homework required students to apply these connectives in context, helping them link ideas effectively when writing about neutralization processes. **S.2 History (2nd Term)** English teachers collaborated with	**S. 1 Science (2nd Term)** • Students demonstrated improved familiarity with subject-specific vocabulary and core concepts associated with vertebrate classification (e.g., mammals, birds, fish, reptiles, amphibians). • Students were able to identify key body parts (e.g., scales, feathers, gills, fur) and articulate their respective functions with greater confidence and linguistic accuracy. **S. 2 Science (2nd Term)** • Students demonstrated increased familiarity and accuracy in using topic-specific vocabulary and word forms. • Most students showed improved ability to use connectives to construct well-linked sentences and develop more coherent explanations in scientific writing. **S. 2 History (2nd Term)** • Students demonstrated increased familiarity and confidence in describing political cartoons using appropriate vocabulary related

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
			History teachers on the topic of the Industrial Revolution, focusing on the concepts of capitalism and the exploitation of workers. History teachers covered the core content, while English teachers equipped students with targeted skills for describing and interpreting political cartoons — a common requirement in History DBQs. Lessons emphasised the use of precise vocabulary to describe actions, facial expressions, feelings, and attitudes depicted in cartoons.	to actions, expressions, emotions, and attitudes. • Students showed improved ability to interpret visual sources and link descriptions to broader historical concepts.
2C To optimize the learning and teaching process with blended learning	1. Evaluate the degree of blended learning in current teaching practice 2. Use of blended learning 3. Choice of suitable Learning Management System (LMS), e.g. Microsoft Teams, Moodle, Google Workspace for Education, in each subject	1 & 2. Survey using Google form Lesson Observation with a focus on blended learning	(1) Staff Development Day (21/5/2026) This year, the school arranged a Staff Development Day focusing on blended learning. Through hosting a blended teaching sharing session, two teachers were invited to introduce and explain the use of different AI tools and explain how their lesson plans affect the learning of the students. Two teachers introduced how to use AI in S.1 English lessons to arouse students' interest in learning English and catering learning diversity. These sharing by the teachers encourage peer observation and mutual encouragement, with the goal of enhancing teaching through collaborative growth.	This year, through stakeholder questionnaire surveys, we gathered and analyzed teachers' and students' situations and outcomes regarding blended learning: • Teachers primarily use blended teaching strategies in Secondary 4 and Secondary 5 levels (Secondary 4: 51%; Secondary 5: 53%). • Before class, teachers mainly use flipped classroom strategies (63%) and online exercises (76%) to help students strengthen previewing and input of prerequisite knowledge. • Teachers believe blended learning can encourage self-directed learning (57%), and secondly, enhance student motivation and engagement in

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
			(2) Teaching and Learning (a) This year, to promote blended learning, the school encourages students to bring their own devices (BYOD). Teachers use electronic teaching tools to enhance classroom interactivity and cater to diverse learning needs, further developing students' abilities for autonomous and collaborative learning. (b) Teachers implement blended electronic learning by integrating online and offline learning activities to improve students' learning experiences. (c) To strengthen students' digital literacy this year, the effective use of electronic learning tools has been continually emphasized during assemblies and classroom sessions. (d) AI Training has been provided to the teachers and students respectively. (3) Lesson Observation This year is the appraisal year for teaching staff. According to the school's established mechanism, all teachers undergo teaching assessments to ensure teaching effectiveness, with blended	learning (55%). • Difficulties teachers encountered in blended learning include: needing more preparation time (49%); students lacking learning motivation or drive (51%); and weak self-directed learning ability (51%). • The most commonly used teaching tools/materials by teachers are: (1) Interaction facilitation tools: Mentimeter; (2) Tools for sharing and presenting results: Padlet and Interactive Whiteboard; (3) Assessment: Kahoot. • The most commonly used LMS (Learning Management System) by teachers are Google Classroom, Google Form, and Google Doc. • L&T Survey indicates a highly varied adoption of artificial intelligence across different academic disciplines. Language subjects demonstrate particularly robust integration, with a high percentage of students utilizing AI tools predominantly as a search mechanism and for assignment assistance. Conversely, several elective and science subjects still report high non-usage rates.

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
			learning included as one of the evaluation criteria.	Moving forward, the school will promote AI-driven learning platforms and personalized self-study to foster balanced implementation. • AI Training: This year's AI Training program successfully advanced our school's digital literacy and capabilities. Our S.2 cohort engaged deeply across an intensive 30-hour program, mastering technical tools and learning to customize simple AI models. Concurrently, twenty-two teachers completed a specialized four-module technical series, with all staff receiving expert on-site support from the CoE. Participants successfully mastered chatbots, data scraping, and critical ethical frameworks surrounding privacy and bias. Teachers also formulated strategic focuses for AI integration in curriculum design and assessment feedback. • From teacher sharing sessions, teachers generally recognize the effectiveness of blended learning and emphasize its positive impact on student learning outcomes. However, with the advancement of technologies,

Targets	Outline of Strategies	Implementation Methods	The Implementation (2025-26)	Outcomes
				teachers and students need to develop AI-enabled learning skills; and facilitate learning through AI.

The feedback and follow-up actions from the previous school year 2024-25:

(1) (2A) STEAM study tours to the mainland or other countries, organized alongside different subjects, could be planned to broaden students' horizons.
(2) (2A) BAFS (Mgt) and Economics may invite new subjects for collaboration.
(3) (2B) Some modifications will be made in the next school year according to students' needs and the skills needed for the content subjects.
(4) (2B) Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.
(5) (2B) Alongside English lessons integrating specific subject knowledge, content subject teachers are encouraged to allocate around 5% of lesson time to address English language elements, such as sentence structures and answering patterns specific to their subject, for a seamless consolidation of language skills in context. S.1-2 Science and S.2 History teachers have been invited.
(6) (2B) English teachers will focus on RaC (Reading across Curriculum) and WaC (Writing across Curriculum).
(7) (2C) As times advance, students need to develop AI-related skills to assist their learning. Therefore, next year, the school will focus on training teachers to use AI to support teaching and encourage students to apply AI for self-directed learning.
(8) (2C) Teachers will proactively explore different learning platforms to assist student learning and keep pace with technological developments.
(9) (2C) Strengthening blended learning to deepen and extend learning: To enhance the use of various teaching strategies—including (a) blended learning, (b) flipped classroom, (c) cooperative learning, (d) digital note-taking, and (e) traditional teaching—teachers should select appropriate methods according to different topics to improve teaching effectiveness.

2. Evaluation of the school development plan

Methods of assessments of school development target –

(2A) Questionnaire survey for students and meetings with teachers

(2B) (1) Survey–Google Forms
- (i) Integrated Science – Vertebrates Classification (Total number of responses: 95)
- (ii) 1.2 Science – Applications of Neutralization (Total number of responses: 119)
- (iii) 1.3 History – Describing cartoons (Total number of responses: 119)

(2) Teachers' Observation and Evaluation Meeting
Parties involved: All S. 1-2 English, S. 1-2 Science and S.2 History teachers LaC coordinator and team members

(2C) Quantitative:
- (1) Teacher questionnaire survey on the usage of blended teaching in subjects and directions for teaching and learning development (2025-26)
- (2) Student questionnaire survey on blended learning

Qualitative:

(1) Teacher Development Day sharing session (May 21, 2026)
(2) Teacher sharing meeting (June 2, 2026)
(3) Teacher observations

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1	Achievements
1	(2A) The funding of LWL-STEAM and IT Innovation Lab supported the students to participate in STEAM workshops, study tours and competitions.
2	(2A) Some organizations would provide free trainings for participants before attending the competitions.
3	(2B) Students developed a deeper understanding of the language skills required to articulate scientific and historical concepts accurately.
4	(2B) The integration of engaging, gamified, and group-based activities enhanced student participation and motivation.
5	(2B) S.1 Students showed noticeable improvement in their understanding of both the language demands and scientific content of the Integrated Science curriculum. They gave an overall mark of 4.49 out of 6 in the survey conducted.
6	(2B) S. 2 students had strengthened students' ability to use appropriate academic vocabulary and cohesive devices in science-related writing. They gave an overall mark of 4.32 out of 6 in the survey conducted.
7	(2B) S.2 Students became significantly more confident and competent in describing and interpreting political cartoons, a key skill in History source-based questions. They gave an overall mark of 4.6 out of 6 in the survey conducted.
8	(2C) Teachers believe that blended learning can enhance students' engagement and motivation (55%), representing an increase compared to the previous year; it also enriches students' learning experiences and encourages self-directed learning (57%).
9	(2C) Through the use of electronic teaching tools, teachers can enhance classroom interactivity and cater to diverse learning needs, further developing students' autonomous and collaborative learning abilities, which contribute to deeper learning.
10	(2C) Teachers implement blended e-learning by integrating online and offline activities to improve students' learning experiences.
11	(2C) L&T Survey indicates a highly varied adoption of artificial intelligence across different academic disciplines. Language subjects demonstrate particularly robust integration, with a high percentage of students utilizing AI tools predominantly as a search mechanism and for assignment assistance. Conversely, several elective and science subjects still report high non-usage rates.
12	(2C) According to teacher observations, students have high acceptance in using AI for their learning.

3.2	Reflection and Adjustments
1	(2A) More professional training especially using AI tools for teachers was needed.
2	(2A) Teachers only have limited time to handle different learning activities.
3	(2A) Tour guide would not be arranged during the visit of Sam Tung UK Museum and there were a lot of other visitors.
4	(2A) Promoting collaboration between disciplines and cross-subject learning supports diverse student needs and reinforces a range of skills.
5	(2A) Providing activities outside the classroom can further broaden students' horizons.
6	(2B) A total of 12 LAC lessons will be implemented throughout the year. (S.1 History & S.2 Geography), each of which focus on specific subject content and language skills.

3.2	Reflection and Adjustments
7	(2B) Incorporate more interactive, student-centred, and technology-enhanced activities (e.g., digital simulations, gamified tasks, and blended learning) to increase engagement.
8	(2B) Develop modelled assessment tasks that mirror formal test/examination formats to enhance perceived relevance and transfer of skills.
9	(2C) Teachers suggest organizing more teaching seminars to provide opportunities for sharing and learning best practices.
10	(2C) Teachers believe blended learning is already mature, however students lack motivation to learn without the existence of teachers.
11	(2C) Regarding students' digital literacy, teachers found that students always misuse AI that may hinder the development of the students. AI literacy training should be provided to students to help them using AI in the right way.

3.3	Feedback and Follow-up
1	(2A) It is recommended to provide more opportunities, such as STEAM competitions, workshops, and study tours, to further broaden students' horizons.
2	(2A) BAFS (Mgt) and Economics may invite new subjects for collaboration.
3	(2A) The junior PSHE field trip will be continued in next year on LWL day for S.1 students.
4	(2B) Refine teaching materials and task difficulty to better cater for students of different abilities.
5	(2B) Strengthen inter-departmental communication and joint planning to enable timelier and more effective implementation despite tight teaching schedules.
6	(2B) Continue incorporating interactive, gamified, and group activities while increasing academic rigour and relevance to assessments.
7	(2B) Enhance inter-departmental planning to ensure timely collaboration despite busy schedules.
8	(2C) More training will be provided to teachers using AI to support teaching and encourage students to apply AI for self-directed learning.
9	(2C) Teachers will proactively explore different AI learning platforms to assist student learning and keep pace with technological developments.
10	(2C) Using self-directed learning frameworks to help building learning habits of students, in order to master the digital skills to facilitate students' learning.

Major Concern III: (Student Formation and Student Support) To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.

1. Review of the objectives, implementation process and outcomes of the school development plan in 2025-2026

Key concern	Strategy	Implementation methods	The implementation (2025-26)	Outcomes
3A To foster a positive psychological, social and physical environment for students	1. Design activities to enhance students' appreciation of each other's strengths, foster a sense of gratitude and inner peace.*	Students were required to assess their character strengths through questionnaires at the beginning of the school year and to upload to Google Classroom. Utilize class teacher periods and assemblies for class activities designed for students to show their appreciation, gratitude and gain a sense of inner peace.	All students uploaded their character strengths to Google Classroom. Circle time discussions were conducted in different CTPs to help students learn how character strengths can be applied in managing relationships and overcoming obstacles. Guided meditation was arranged for students on a daily basis.	Students moderately agreed with the arrangement of circle time, with mean scores of 3.67 for willingness to share during circle time and 3.71 for enjoyment of circle time. This indicates a need to further enhance students' engagement and participation during circle time. The majority of students selected 4 (46.7%) or 5 (22.8%), suggesting strong acceptance of mindfulness as a helpful practice for improving focus and emotional regulation.
	2. To enhance students understanding of happiness by designing activities in CTP and organizing school assembly.*	Special school assembly devoted to allow students to learn how different elements of happiness can be experienced, lengthened and co-created.	Two assemblies and nine class teacher periods were arranged to deepen students' understanding of positive relationships and positive accomplishment.	Overall results were positive, with mean scores ranging from 3.67 to 4.03, indicating general student agreement with the school targets. Students agreed and strongly agreed that the school activities enhanced their understanding and skills in positive relationships and positive achievement. The highest average scores were for "using happy experiences for motivation" (4.03) and "understanding positive relationships" (4.01).
3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning	1. To enrich the learning experiences of the students through experiential learning: in real context and authentic settings like universities, government departments and business corporations.	- Life-wide Learning activity day were organized to provide experiential learning opportunities to all students. - All S.5 students participated in job shadowing program or other career-related experiences activities. - To enrich students' learning experiences by enabling more active and participatory	- A whole school Life-wide Learning Excursion Day was organized on 30 March 2026. 10 different experiential activities were provided for students to choose according to the theme of each form. - Throughout the year, all S.5 students participated	- S.1: 92% of students agreed that the activity could enhance their sense of national identity. 92% of students thought that the activities improved their understanding of Chinese culture and enhanced their interests in Chinese Culture. 83% of students enjoyed the activities. - S.2: 95% of students enjoyed the activity they were assigned to. 98% of students thought the activity increased their environmental awareness. 100% of students thought the

Key concern	Strategy	Implementation methods	The implementation (2025-26)	Outcomes
in their lives.		learning opportunities outside classroom (inbound / outbound study tour, competitions, field trips, etc.)	in career-related experiences, for example the interview and CV writing workshop, job shadowing programs and internship programs. - Throughout the year, a total of 9 overseas study tours were organized.	activity increased their knowledge of environmental protection. - S.3-5: 82% of students agreed that the activities helped them to understand more about community development through the excursion day. 97% of students agreed that the excursion helped them to learn more about values education. 99% of students appreciated the activities that were provided to them.
	2. Subject panels select appropriate content in S3 and tie in with the selected topics to help students understand how they can prepare for their future career.	Subject panels select appropriate content in S3 and tie in with the selected topics to help students understand how they can prepare for their future career.	- 13 Subjects in S.3 had selected appropriate content to help students understand how they can prepare for their future career.	- A survey has been distributed to S.3A & S.3B students. From the result, more than 80% of students agreed that they have learned the kind of skills/knowledge that can be used in the future which are provided in each subject's selected content. - Only 36% of students agreed that they were more interested in the subject content even if they found the linkage of the subject content with their future careers. Most of them think that there are other factors that also contributed to their interests in the subjects.
	3. Encourage and recruit students to attend gifted or professional courses according to their interests and potentials, in order to stretch their potential giftedness and help them develop their competence in different areas	Encourage gifted students to participate in gifted education programmes Recruit students to participate in gifted or professional courses	Gifted Education Team encouraged students with outstanding performance in individual subjects or specific areas to join our Team. The school hoped to make use of the Life-wide Learning Grant to subsidize students to participate in gifted education courses, competitions or activities, so as to identify and nurture students with outstanding talents in individual subjects or specific areas and allow them to realize their individual potential. Implementation Areas include: Chinese Writing and Speaking,	59 students participated in the external gifted education competitions. 43 students participated in the gifted education activities, workshop and school-based programme. 28 students won awards in various competitions, including chinese writing, science and mock trial competition. 2 students applied for the external summer gifted education program. According to the questionnaire results, 100% of participated students agreed they could gain different soft skills for their future development in the gifted education programs, such as learning skills, thinking skills and creativity skills.

Key concern	Strategy	Implementation methods	The implementation (2025-26)	Outcomes
			Science, Visual arts Students had applied to join the School Gifted Education Team via the self-recommendation system. The system also collected data on the talents and aptitudes of students interested in joining the School Gifted Education Team. This aids the school in progressively building the student talent pool.	According to the questionnaire results, 100% of participated students agreed they appreciated the gifted education programs, competitions and activities. As observed by the advisor teachers of our group and through exchanges with students from the Gifted Education Section, most of the students who joined the Gifted Education Section of our school had actively and diligently completed the courses, competitions, or activities with a committed attitude. They seized opportunities for systematic learning and strived to develop their potential in specific subjects or particular areas, thereby enhancing their abilities. In the reflection records of the students who participated in the courses of the Gifted Education Section and according to the questionnaire results, it was indicated that the students had taken the initiative to further their studies in areas where they demonstrated gifted potential. They deepened their knowledge in specific subjects or particular fields, studied diligently, actively equipped themselves, and made preparations for their future development paths. Through participation in gifted education courses, competitions or activities, students could gain a deeper understanding of their gifted areas and the following skills or effectiveness : learning skills; thinking skills; creativity skills; consolidation of the knowledge / concept / theory; clarification of the concept or theory; broaden the horizons; develop their potential or talent.
3C To establish a sustainable lifestyle and foster spiritual well-being	1. Introduce spiritual practices in ERE lessons and CTP to improve students' self-insight, ability to embrace the beauty of silence, and enhance	1)Questionnaire: - 70% students have experienced more than one spiritual practices - 70% students agree that the spiritual practices in ERE lessons and CTP have improved their mental and physical wellness.	A 5-minute meditation session was introduced daily to cultivate calmness and focus. A variety of mindfulness practices were incorporated into ERE lessons, including:	69.5% students rate 4/5 out of 5, that they think meditation and mindfulness practices can help me achieve a mental state of calm concentration and positive emotions. The daily meditation sessions and mindfulness practices were generally well received by students.

Key concern	Strategy	Implementation methods	The implementation (2025-26)	Outcomes
	students' mental and physical wellness through a variety of spiritual practices. 2. Adopt Catholic Social Teaching (CST) framework in ERE lessons to increase students' ecological concern 3. Improve students' physical and mental well-being through connection with nature in different activities.	2) Feedback from subject teachers: 100% of S2 and S5 teachers have taught environmental issues using Catholic Social Teaching (CST) framework Questionnaire: 80% S2 and S5 students agree that their ecological awareness has been increased. 3) Qualitative assessments Feedback from students' reflective journals.	Total relaxation exercises, Mindful breathing, Art therapy, Mindful walking These practices were designed to nurture students' self-insight, emotional regulation, and appreciation of silence. The ecological theme "Laudato Si'" was taught in the S2 ERE curriculum. A series of experiential learning activities were organised to deepen students' ecological awareness and connectedness with nature, including: Wild camping experience, Beach cleaning activity, Wood recycling workshop, Biodiversity field trip etc. These activities reinforced the CST principles of stewardship, care for creation, and responsible living. Three school assemblies were organised to enhance environmental awareness: Sharing by an eco-fashion designer; Talk by "Wildman" from Nature Network; Sharing by Mr. Lam Chiu-ying SDB, former Director of the Hong Kong Observatory. The TKT Mental Health Week was held in October to raise awareness of mental health and promote a positive and energetic school atmosphere.	Over time, students demonstrated improved ability to settle down quickly, engage in quiet reflection, and manage stress more effectively. Many students showed greater openness to silence and reflection, indicating growth in self-awareness and emotional stability 97.9% S2 students think the activities have increased their environmental awareness, while 100% thinks the activities have increased their knowledge of environmental protection. Students think Mental Health Week successfully raised their awareness of emotional well-being and fostered positive atmosphere.

Key concern	Strategy	Implementation methods	The implementation (2025-26)	Outcomes

The feedback and follow-up actions from the previous school year 2024-25:

(1) (3A) More guidance and instructions should be given to class teachers in the weekly quote activity.
(2) (3B) It is suggested that subject teachers should emphasize on the soft-skills or values about learning the subjects to help them to understand how the subjects content can help them in their future lives but not only their career paths.
(3) (3B) Teacher advisors of the Gifted Education Team are encouraged to guide students in a progressive manner, utilizing both school-based gifted programs and external gifted courses or competitions. By integrating diverse resources, students can develop their gifted potential, build a broad knowledge base, and enhance transferable skills, thereby helping them to plan the suitable pathways aligned with their gifted abilities.
(4) (3C) Guidance should be provided when students practice mediation.
(5) (3C) A wider variety of mindfulness activities could be introduced.

2. Evaluation of the school development plan

Methods of assessments of school development target –
(3A) Survey for both teachers and students and observation.
(3B) Learning reflection from the participating students.
(3C) Survey for students, students' reflections and observation.

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1	Achievements
1	Students demonstrated an understanding of the concepts and skills needed to enhance positive relationships and positive accomplishment.
2	Through the students of the Gifted Education Team, learning experiences were shared with the whole school students in the assembly. Approximately one-seventh of the student proactively volunteered to join the Gifted Education Team, hoping to develop their personal talents and potential through structured learning courses or programs, complemented by competitions and activities. This aims to enhance their self-confidence, facilitate career planning based on their abilities, and foster a positive and proactive outlook on life.
3	Students welcome experiential learning activities.

3.2	Reflection
1	There is room for improvement in students' engagement and participation in circle time.
2	In the allocation of resources from the 'Life-wide Learning Grant' for the development of the Gifted Education Section, it was necessary to restructure the subsidy ratio for supporting students' participation in courses, activities, or competitions based on their performance and learning progress in school-based programs, external courses, competitions, and activities during the current academic year. This was done to enhance the effectiveness of the allocation of the 'Life-wide Learning Grant' within the section, thereby encouraging students to develop their gifted potential in greater depth.
3	Students in general have narrow horizons, they are not willing to participate in activities that they are not familiar with.

3.3	Feedback and Follow-up
1	The six elements of positive education can be reinforced in future class teacher periods whenever necessary.
2	Teacher advisors of the Gifted Education Team are encouraged to guide students in a progressive manner, utilizing both school-based gifted programs and external gifted courses or competitions. By integrating diverse resources, students can develop their gifted potential, build a broad knowledge base, and enhance transferable skills, thereby helping them to plan the suitable pathways aligned with their gifted abilities.
3	The school should provide large varieties of activities and encourage students to join activities that they are not familiar with.

主題: **Build An "Amoris Laetitia" Family Together（共建愛的喜樂家庭）**

關注項目（一）：教師專業發展方面—以優化本校教師成為慈幼大家庭的專業教育團隊

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2025-26)

目標	策略	推行方法	實行情況(2025-26)	結果
1A 以提升和鞏固慈幼的家庭精神	以裝備教師具備慈幼家庭精神，並在日常工作中付諸實踐	1. 在教師發展日進行講座及分享 2. 在教師發展日進行班主任互相分享及交流	● 教師發展日: ➢ 教師發展日 (1)：價值教育（提供給所有教師） ➢ 教師發展日 (2)：ESR 的準備 /教育中的人工智能（AI） ➢ 教師發展日 (3) 六校教師發展日：班級經營，讓孩子正向成長/更美好的班級經營 ➢ 教師發展日 (4)：4R 福祉（Well-being）分享/參訪中國人民解放軍駐港部隊（昂船洲軍營） ➢ 教師發展日 (5)：天主教學校教師發展日 ➢ 教師發展日 (6)：學校目標檢視與新學校發展計劃（2026－29） ● 無論是在學期初、學期中或學期末，均會舉行班主任會議，以加強班主任之間的溝通，並透過關愛學生的實踐，體現慈幼家庭精神。	● 透過講座、教師發展日（SDD）中的分享及優良教學實踐的交流，能有效協助教師培養鮑思高家庭精神。 ● 持份者問卷調查顯示，學校所舉辦的專業發展活動普遍被認為能配合學校發展及學生需要，於第 31 題獲得平均 4 分（滿分 5 分）。 ● 定期的 SDD 分享與討論，以及參觀教堂和中國文化遺產，為教師提供了在日常工作中實踐鮑思高家庭精神的機會。 ● 問卷評估結果顯示，學校的教師評核制度普遍被認為公平且有助於教師專業發展，在第 35 題獲得平均 3.9 分。 ● 然而，在第 34 題「專業發展活動對我的工作非常有幫助」的得分為 3.6 分，顯示此方面仍有改進空間。
1B 以優化中層管理教師人員成為慈幼專業教育者的優秀的榜樣	以裝備中層管理教師具備應有的技巧、能力及特質	1. 在教師發展日中層管理教師人員進行講座及分享 2. 在教師發展日進行中層管理教師人員互相分享及交流	● 在教師發展日的分組討論中擔任組長角色。 ● 各科組及功能組透過學科及功能小組活動，展現中層管理人員的工作表現，而 SPET 會議亦進一步彰顯中層同工的領導能力。	● 持份者問卷第 24 至 30 題（教師對科主任/組長專業領導的看法）顯示，優化中層管理人員成為鮑思高及專業教育者榜樣的相關策略非常有效，所有相關題目平均得分達 4.2 分（滿分 5 分）。 ● 這些高分反映中層管理人員（即科主任/組長）被認為能有效合作，推動各科組發展，監督團隊工作，支援教師，評估工作成效，促進專業交流與合作，並與教師保持良好工作關係。
1C 以優化教師成為慈幼的專業教育團隊	以裝備教師使用混合模式學習的相關技巧 及在數學及科學相關科目使用 Rasch Model	1. 在教師發展日進行講座及工作坊 2. 同儕課堂觀課。	● 教師發展日(7)：學校目標檢討 ● 分享會: ➢ 運用 AI 在跨學科的使用與反思 (PSHE) (AU KS & HUI SF) ➢ 英文科分享:持續透過教育局校本支援服務，並以課程規劃，不斷更新及提升本校英語課程 ● 新教師入職培訓 ● 新教師發展日	● 問卷評估結果顯示，教師普遍認為學校的專業發展活動能配合學校發展及學生需要（SHS 第 31 題得分為 4 分／5 分）。 ● 問卷亦反映，教師認為專業發展活動對其工作有幫助（得分為 3.9 分）。 ● 學校的教師評核制度被認為能令人滿意地評估教師工作表現（得分為 4 分），並有助於教師的專業發展（得分為 4 分）。

簡略說明上學年有關範疇回應與跟進 2024-25:

(1) 考慮優化專業發展活動，進一步提升其與教師日常工作的相關性及實用性。
(2) 繼續定期進行評估及回饋，以維持高水平的專業領導。
(3) 鼓勵教師分享混合式學習及 Rasch 模型實踐的最佳經驗。

(2) 本年度學校發展計劃的評估方法

本年度學校發展目標的評估方法如下：

持份者問卷（教師）有關中層管理的專業領導(問題 24-30)和教師的專業發展(問題 31-36)之觀感，以及基於活動期間和之後的觀察。

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	計劃中的發展目標大致已達成，各項推行策略亦順利落實。
2	教師發展日、分享會、工作坊及同儕觀課，為教師提供了良好的專業學習及交流平台。
3	教師對慈幼家庭精神有更深的認識，並能在日常教學及校務工作中加以實踐。
4.	中層管理人員展現出更強的專業領導、協作及團隊支援能力，相關問卷結果亦顯示同工普遍認同。
5.	學校積極支援混合學習、數學及科學科的 Rasch Model，以及新入職教師的入職培訓。

3.2 反思	
1	整體評估顯示，學校的教師專業發展工作成效理想，但仍有空間進一步加強其對課堂實踐的影響。
2	校內專業交流的氛圍已逐步建立，但仍可透過更有系統的協作及更深入的同儕分享加以提升。
3	教師發展活動的成效應持續更有系統地檢視，以確保與教師需要及學校發展重點保持一致。
4.	需要更具針對性的跟進，以協助教師將專業學習轉化為持續而穩定的教學實踐，尤其是在人工智能教育及價值教育方面。

3.3 回應與跟進	
1	持續舉辦定期教師發展日、工作坊及分享會，以延續教師的專業成長。
2	加強協作活動及同儕互相觀摩機會，深化教師之間的專業交流。
3	為教師在混合學習、學科教學法及新教學策略的應用方面，提供更具針對性的支援。
4.	持續並延伸現行措施，支持中層管理人員作為校內的榜樣及專業領袖。

關注項目（二）：學生學業發展層面—透過發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2025-26)

目標	策略	推行方法	實行情況(2025-26)	結果
2A 透過跨科學習，以激勵學生深化和拓寬學習	1. 透過跨科學習，以整合學生的知識、技能及綜合的能力，以提高學生的興趣；例如: STEM education (科學、科技、工程及數學綜合教育), PSHE （個人、社會及人文教育） and all subjects（其他學科） 2. 以培養學生的共通能力，能靈活運用不同領域的知識	1. 通過有趣的跨課題和學習活動，激發學生的思維，促進知識在解決問題過程中能運用不同領域的知識靈活應用 a. 由不同學科間合作，以設計一個初中跨課程學習的主題 b. 通過全方位學習活動和學校資源，以加強跨課程學習 2. 以不同的學習模式讓學生在多元智能中發揮潛能	<u>STEAM 教育</u>: 中一及中二學生參與了迷你 STEAM 專題,透過跨學科知識的結合,加強他們的理解能力及動手實踐能力。初中學生完成了「製作保冷袋」及「電線遊戲」兩個專題,並由科學、數學及電腦科共同教授。他們亦進行數據分析及同儕評估,以提升探究及解難能力。 在中三級,學生為不同健康需要及多元文化背景的學習者設計健康飲食,並創作遊戲以達致學習目標。高中學生則進一步進行以模型為本的人體系統探究,透過動手製作模型來加深理解。 學校亦透過多元活動及參與機會支援學生的 STEAM 發展。在資訊科技創新實驗室的資助下,中四、中五視藝科學生和部份初中學生參加了多項 STEAM 工作坊,包括 3D 打印及激光切割訓練。此外,得到全方位學習的資助下,讓他們亦能參與不同 STEAM 比賽及參觀活動。今年科學科和科技與生活科合作,讓學生參加了東莞考察團,內容涵蓋 STEM、文化及中國歷史,當中包括參觀食品工業及文化場館。 <u>PSHE (個人、社會及人文教育)及 TE (科技教育)</u>:	1. 90%的學生表示同意,STEAM 活動能幫助他們更理解如何結合多門學科知識來解決現實問題,並提升解決問題的能力。 2. 92%的學生完成了研學手冊及工作紙的指定任務,其中 90%的學生認同此次考察活動能開拓視野,讓他們更了解科技發展的現狀。 3. 學生在每項 STEAM、視藝科、生活與科技科、PSHE(個人、社會及人文學科)專題活動中均表現積極,踴躍參與。 4. 92%的學生於最後一天東莞研學團表達了對今次活動的反思。近91%的學生認為這個交流團對他們學習相關科目有幫助。 5. 91%的學生認同戶外考察有助加深他們對城市土地用途的認識;92%的學生認為活動提升了他們對中國文化的了解,並激發了他們對中國文化的興趣;87%的學生認同此次考察有助他們了解香港的經濟轉型。

目標	策略	推行方法	實行情況(2025-26)	結果
			企業、會計與財務概論科(商業管理單元)、經濟科、地理科及公民社會發展科計劃聯合為中三至中六學生舉辦貴州遊學團。此行旨在讓學生親身感受中國的快速發展,並參觀當地不同的地理、文化及科技景點。然而,由於參加人數未能達到最低要求,遊學團最終被取消。 學校於 2026 年 3 月 30 日(LWLD)為中一學生舉辦了荃灣戶外考察活動,涵蓋三個初中個人、社會及人文教育(PSHE)科目,包括中國歷史、地理及歷史科。學生共參觀了三個地點:楊屋道、三棟屋博物館及南豐紗廠(The Mills)。此次活動為學生提供了一個將課堂所學應用於日常生活的寶貴機會。	
2B 以融合特定學科的知識和英語技能，以提升學生在不同學科的語言能力和表現(LaC)	英語教師與各學科合作，由英語教師講授相關內容或技能，由學科教師再進一步鞏固	全年部分英語課堂與特定科目的合作 a. 修訂有關測考試卷的講義 b. 同儕合作--英語老師及特定科任老師	中一科學（下學期） 英文科教師與科學科教師合作，加強學生對脊椎動物分類及各種身體部位功能的關鍵詞彙掌握。教學重點包括正確拼寫、發音，以及運用合適句式描述不同解剖特徵在脊椎動物中的功能。 中二科學（下學期） 英文科教師與科學科教師合作教授「中和作用的應用」。科學科教師負責講授核心內容，而英文科教師則著重鞏固關鍵科學詞彙，特別是構詞法及不同詞類（例如：acid、acidic、acidity）。此外，學生亦學習運用適當	中一科學（下學期） ● 學生對與脊椎動物分類相關的學科詞彙及核心概念（如哺乳類、鳥類、魚類、爬行類、兩棲類）更為熟悉。 ● 學生能識別主要身體部位（如鱗片、羽毛、鰓、毛皮），並更有信心及更準確地表達其功能。 中二科學（下學期） ● 學生在運用主題相關詞彙及詞形方面的熟悉度及準確度有所提升。 ● 大部分學生在運用連接詞建立連

目標	策略	推行方法	實行情況(2025-26)	結果
			的連接詞，以建立連貫的句子及段落。其後的課堂活動及家課要求學生在語境中運用這些連接詞，幫助他們在書寫有關中和過程時有效連繫意念。 中二歷史（下學期） 英文科教師與歷史科教師就工業革命課題合作，重點涵蓋資本主義及工人剝削等概念。歷史科教師負責教授核心內容，而英文科教師則培養學生描述及詮釋政治漫畫的技巧（此為歷史資料題常見要求）。課堂強調運用精確詞彙描述漫畫中的動作、面部表情、情緒及態度。	貫句子及撰寫更有條理的科學解釋方面有所進步。 <u>中二歷史（下學期）</u> • 學生在運用與動作、表情、情緒及態度相關的詞彙描述政治漫畫方面的熟悉度及信心有所提升。 • 學生在詮釋視覺資料及將描述連繫至更廣泛歷史概念方面的能力有所改善。
2C 透過優化運用不同的混合式學習教學法，以激發學生的學習動機及能力，從而提升學習效能	1. 評估現行混合學習的程度教學實踐的狀況 2. 運用混合式學習教學法 3. 不同學科運用合適的學習管理平台(Learning Management System; LMS), 例如: Microsoft Teams, Moodle, Google Workspace for Education	1 & 2. 運用 Google form 做問卷調查 焦點觀課—混合式學習教學法	(1) <u>教師發展日</u> (21/5/2026) 本年度學校安排了一次以混合式教學為重點的教師發展日，透過舉辦混合教學分享會，邀請了2位老師介紹及說明使用不同的人工智能工具並解釋人工智能工具如何影響學生的學習。另外，兩位中一英文科老師介紹如何使用人工智能工具去提升學生學習英文的興趣。這些老師的分享推動老師互相觀摩、互相砥礪，達到教學相長的目的。 (2) <u>學與教</u> (a) 今年，為了推動混合式學習，學校鼓勵學生自攜裝置（BYOD），老師透過電子教學工具可加強課堂的互動性和照顧學	本年度透過**持份者問卷調查**了解及分析老師及學生對混合式學習的狀況及結果： ● 老師主要使用混合式教學策略的級別是中四及中五(中四:51%; 中五:53%)。 ● 在課堂前，老師主要是運用翻轉課堂的策略(63%)及網上練習(76%)模式作為學生加強預習及前設知識輸入。 ● 老師認為混合式學習可以鼓勵學生自主學習(57%); 其次是能提升學生學習積極性(55%)。 ● 老師在混合式學習上所遇到的困難： 老師需要較多的準備時間(49%); 學生欠缺學習動力或學習動機(51%)或自學能力薄弱

目標	策略	推行方法	實行情況(2025-26)	結果
			生學習的多樣性，進一步發展學生的自主學習和協作學習能力。 (b) 老師透過推行混合模式的電子學習，結合線上和線下的學習活動以改善學生的學習體驗。 (c) 本年度為了加強學生的資訊素養，在不同集會或老師在課堂上，都不斷強調運用電子學習工具的有效方法。 (d) 本年度學校提供了人工智能的老師各學生培訓。 (3) 觀課 今年學校進行各教學人員的表現評估，按學校訂立機制，所有老師會進行教學評估，以確保教學的成效，而混合式學習是其中一項評量指標之一。	(51%)。 ● 最多老師使用教學工具/課件：(1) 促進互動教學工具：Mentimeter; (2) 分享展示成果工具：Padlet 及 Interactive Whiteboard (3) 評測:Kahoot ● 最多老師使用 LMS(Learning Management System): Google Classroom / Google Form / Google Doc 。 ● 學與教（L&T）調查顯示，人工智能在不同學科中的採用程度差異顯著。語言類學科表現出尤為深入的應用整合，大量學生主要將人工智能工具用作搜索手段和作業輔助。相反，部分選修科和科學科仍報出較高的「未使用」比例。未來，學校將推動以人工智能驅動的學習平台及個性化自學，以促進更均衡的落實。 ● 人工智能培訓：本年度的人工智能培訓項目有效提升了我校的數字素養與相關能力。中二學生在一個 30 小時的強化課程中深入參與，掌握了技術工具，並學會定製簡單的人工智能模型。與此同時，22 名教師完成了四個模組的專業技術系列培訓，全體教職員工均獲得來自教育局（CoE）專家提供的現場支持。參與者成功掌握了聊天機器人、數據抓取技術，以及圍繞隱私與偏見等議題的關鍵倫理框架。教師還就人工智能

目標	策略	推行方法	實行情況(2025-26)	結果
				在課程設計與評估反饋中的整合，制定了戰略重點。 ● 從教師的交流會中，老師普遍認同混合式學習的成效，並且強調對學生的學習成果有正面影響。然而，隨著時代進步,學生需要運用 AI 的能力來幫助學習；同時，老師可以發掘不同學習平台來幫助學生學習，與時並進。

簡略說明上學年有關範疇回應與跟進 2024-25:

(1)(2A) 與不同科目一起舉辦往內地或其他國家 STEAM 考察團來擴闊學生的視野。

(2)(2A) 經濟科及企業、會計與財務概論(商業管理單元)可開拓新課題/ 新形式作協作。

(3)(2B) 將會根據學生需求及各科所需技能，在下學年作出部分調整。

(4)(2B) 會安排英文及相關內容科老師的課前及課後會議。

(5)(2B) 除了英文課將結合特定科目知識外，亦鼓勵內容科老師在課堂中撥出約 5%的時間教授英語語言元素，如句構及科目特定答題模式，促使學生能於情境中整合語言技能。中一地理及中二歷史科老師已獲邀參與。

(6)(2B) 英文老師將著重推行跨課程閱讀（RaC）及跨課程寫作（WaC）

(7)(2C) 隨著時代進步,學生需要運用 AI 的能力來幫助學習，因此，明年學校會著意培訓老師使用 AI 幫助教學，推動學生運用 AI 自主學習。

(8)(2C) 老師會主動地發掘不同學習平台來幫助學生學習，與時並進。

(9)(2C) 加強混合式學習以深化並延伸學習：為了深化利用不同教學策略，包括(a)混合式學習、(b)翻轉教室、(c)合作學習、(d)數位筆記以及(e)傳統教學等，教師應根據不同主題使用不同的教學方法，以改善教學成效。

(2) 本年度學校發展計劃的評估方法

本年度學校發展目標的評估方法如下：

(2A) 學生問卷調查及與老師面談

(2B) 1. 問卷調查 - Google Forms

(i) 綜合科學－脊椎動物分類（回應人數：95）

（ii） 科學－中和作用的應用（回應人數：119）
（iii） 歷史－描述漫畫（回應人數：119）

2. 教師觀察及評估會議

參與者：所有中一至中二英文科、中一至中二科學科及中二歷史科教師、LaC 統籌及團隊成員

(2C) 量化：(1) 混合式教學在學科使用狀況及在學與教的發展方向之老師問卷調查 (2025-26) (2)混合式學習學生問卷調查

質化：(1) 教師發展日交流分享活動 (21-5-2026) (2) 2-6-2026 教師交流會 (3) 老師觀察

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	(2A) 全方位學習計劃以及資訊科技創新實驗室的資助,讓學生得以參與 STEAM 工作坊、考察活動及比賽。
2	(2A) 部份參賽的主辦機構更在比賽前提供免費的 STEAM 工作坊,對學生極具吸引力,並能有效幫助他們學習不同的新技能。
3	(2B) 學生對準確表達科學及歷史概念所需的語言技能有更深入的理解。
4	(2B) 融入具吸引力、遊戲化及小組形式的活動，有助提升學生參與度及學習動機。
5	(2B) 中一學生在理解綜合科學課程的語言要求及科學內容方面有明顯進步，問卷整體評分為 6 分滿分中的 4.49 分。
6	(2B) 中二學生在科學寫作中運用適切學術詞彙及銜接手段的能力有所提升，問卷整體評分為 4.32 分（滿分 6 分）。
7	(2B) 中二學生在描述及詮釋政治漫畫方面的信心及能力顯著提升（此為歷史資料題重要技能），問卷整體評分為 4.6 分（滿分 6 分）。
8	(2C) 老師認為混合式學習能提升學生的積極性 / 投入程度(55%)，比較上一年度有所增加; 豐富了學生的學習經驗及鼓勵自學(57%)。
9	(2C) 老師透過電子教學工具可加強課堂的互動性和照顧學生學習的多樣性，進一步發展學生的自主學習和協作學習能力，對深化學習有所幫助。
10	(2C) 老師透過推行混合模式的電子學習，結合線上和線下的學習活動以增進學生的學習體驗。
11	(2C) 學與教（L&T）調查顯示，人工智能在不同學科中的採用程度差異顯著。語言類學科表現出尤為深入的應用整合，大量學生主要將人工智能工具用作搜索手段和作業輔助。相反，部分選修科和科學科仍報出較高的「未使用」比例。
12	(2C) 從老師觀察，學生在學習中使用人工智能的態度相當積極，接受度很高。

3.2 反思及跟進	
1	(2A) 教師團隊需要接受更專業的培訓,例如人工智能。
2	(2A) 教師們處理不同學習活動的時間有限。

3	(2A) 參觀三棟屋博物館期間,未能安排導賞員,且館內同時有大量其他訪客。
4	(2A) 促進各學科之間的協作及跨學科學習,有助於支援學生多元的學習需要,並強化不同範疇的技能。
5	(2A) 提供課堂以外的活動能進一步拓闊學生的視野。
6	(2B) 全年將推行共 12 節 LaC 課堂 (中一歷史及中二地理),每節聚焦特定學科內容及語言技能。
7	(2B) 加入更多互動性強、以學生為中心及結合科技的學習活動 (如數碼模擬、遊戲化任務及混合式學習),以提升參與度。
8	(2B) 設計貼近正式測驗／考試形式的評估任務,以提升學習的實用性及技能轉移。
9	(2C) 老師認為舉辦多些教學研討會,讓老師分享和學習最佳實踐機會。
10	(2C) 教師認為混合學習已相當成熟,但學生在沒有教師在場的情況下學習動力不足。
11	(2C) 關於學生的數位素養,教師發現學生經常誤用人工智能,這可能阻礙學生的發展。應為學生提供人工智能素養培訓,協助他們以正確的方式使用人工智能。

3.3 回應與跟進	
1	(2A) 建議繼續提供更多機會,例如 STEAM 比賽、工作坊及學習考察團,以進一步拓展學生的視野。
2	(2A) 經濟科及企業、會計與財務概論(商業管理單元)可開拓新課題/ 新形式作協作。
3	(2A) 初中個人、社會及人文教育(PSHE)戶外考察將於明年繼續為中一學生舉辦。
4	(2B) 優化教學材料及調整任務難度,以更照顧不同能力學生的需要。
5	(2B) 加強跨科溝通及共同備課,以應對緊密教學進度並提升實施成效。
6	(2B) 持續運用互動、遊戲化及小組活動,同時提升學術嚴謹度及與評估的關聯性。
7	(2B) 加強跨科規劃,確保在繁忙時間表下仍能有效協作。
8	(2C) 將為教師提供更多培訓,幫助他們運用人工智能支援教學,並鼓勵學生運用人工智能進行自主學習。
9	(2C) 教師將主動探索不同的人工智能學習平台,以協助學生學習,並跟隨技術發展的步伐。
10	(2C) 透過自主學習架構,協助學生建立學習習慣,從而掌握數位技能,促進學生的學習成效。

關注項目（三）：學生發展及支援：建立正向學習經驗，讓學生活出正向人生

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2025-26)

目標	策略	推行方法	實行情況(2025-26)	結果
3A 為學生建立正面的心理、社交及學習環境	1. 設計學習活動，讓學生欣賞彼此的品格強項、強化學生感恩的心及內在平安。	學生須於學年初透過問卷評估自己的性格強項，並將結果上載至 Google Classroom。 可善用班主任課及早會安排班級活動，讓學生表達欣賞與感恩，並培養內心平靜的感受。	所有學生已將其性格強項上載至 Google Classroom。 已於不同的 CTP 進行圓圈時間討論，以幫助學生學習如何將性格強項應用於處理人際關係及克服障礙。 學校亦每日為學生安排引導式冥想。	學生對圓圈時間的安排持中等程度同意，願意在圓圈時間分享的平均分為 3.67，而對圓圈時間的喜愛程度平均分為 3.71。這顯示仍有需要進一步提升學生在圓圈時間中的投入及參與。 大部分學生選擇 4 (46.7%)或 5(22.8%)，顯示他們普遍認同正念有助提升專注力及情緒調節，並視之為有幫助的實踐。
	2. 在班主任課及特別上課日，安排正向活動，讓學生了解如何實踐不同的正向元素	舉行特別的學校早會，讓學生學習如何體驗、延長及共創不同的快樂元素。	兩次早會及九節班主任課已安排用以加深學生對正向關係及正向成就的理解。	整體結果正面，平均分介乎 3.67 至 4.03，顯示學生普遍認同學校的目標。學生同意並十分同意校內活動有助他們加深對正向關係及正向成就的理解與技能。其中最高平均分為「運用愉快經歷作為動力」4.03，以及「理解正向關係」4.01。
3B 擴闊學生視野，讓學生了解自己的性格、能力及強弱項，從而尋找生命的意義	1. 透過體驗式學習：以真實情境例如參觀大學、專上學院、政府部門及商業機構豐富學生的學習經驗。	- 所有同學都參加全方位學習體驗日，透過體驗式學習。 - 全體中五同學參加工作影子實習活動或與工作相關經驗活動。 - 舉辦或參與不同的校外活動(如境內/境外遊學團、比賽、實地考察等) 以豐富學生學習經驗。	整個學校於 2026 年 3 月 30 日舉行了全校「全方位學習活動體驗日」。全校共為學生提供了 10 項不同的體驗活動，讓學生按各級的主題自行選擇參與。 在整個學年中，全體中五學生均參與了與事業發展相關的學習體驗，	中一：92%學生認同活動能夠提升她們的國民身份認同。92%學生認同活動可以增加她們對中華文化的認識及興趣。83%喜歡是次全方位學習活動日的安排。 中二：95%學生滿意是次活動日被安排的活動；98%學生認為活動提升了她們的環保意識；100%學生認為活動能夠提升她們對環境保護的知識。 中三至中五：82% 的學生認同透過是

			例如模擬面試及履歷（CV）撰寫工作坊、職場體驗計劃及實習計劃。 在整個學年中，學校合共舉辦了 9 個海外遊學團。	次考察日的活動，有助他們進一步了解社區發展;97% 的學生認同該考察有助他們更深入認識價值觀教育；99% 的學生滿意是次活動日被安排的活動。
	2. 中三學科揀選合適的課程內容讓學生明白如何為未來職涯做準備	中三學科揀選合適的課程內容讓學生明白如何為未來職涯做準備	中三共有 13 個科目選取了合適的課程內容，協助學生了解如何為自己未來的事業作好準備。	學校向中三 A 班及中三 B 班的學生派發了一份問卷。從結果可見，超過 80% 的學生同意自己在各科選取的內容中，學會了一些日後可應用的技能或知識。然而，只有 36% 的學生同意，即使他們理解到該科內容與自己未來事業的關聯，他們對該科內容的興趣也有所提升。大多數學生認為，還有其他因素亦會影響他們對各科的興趣。
	3. 鼓勵學生根據個人興趣及潛能參與資優及專業課程，從而發揮潛能，建立在不同領域的能力。	招募學生參加資優或專業課程 鼓勵資優學生參加資優教育課程	學校鼓勵在個別學科或某特定範疇表現出色的學生，加入本校資優教育組。學校希望可善用「全方位學習津貼」，資助學生參與校內及校外資優教育課程、比賽或活動，藉此發掘和培育在個別學科或特定範疇資賦優異的學生，讓她們發揮在個別學科或特定範疇的潛能。 本校推行資優教育的範疇包括： 中文寫作及演辯、科學、視覺藝術 學生可透過自薦計劃，加入本校資優教育組。配合本校資優教育組的學生自薦制度，學校透過自薦計劃，搜集有興趣加入本組的學生相關的資賦才能資料，以助學校逐步	59 位學生參加了與資優教育組相關的比賽。 43 位學生參加了與資優教育組相關的活動或訓練。 28 位學生，分別在中文寫作、科學及模擬法庭各項比賽中獲得獎項。 2 位學生參加校外暑期資優教育課程。 透過資優教育組問卷調查，100%參與資優教育課程、比賽或活動的學生，同意她們能從中學習不同的技能，如學習技巧、思考方法、創意思維，以助將來發展。

			建立學生人才庫。	透過資優教育組問卷調查，100%參與資優教育組的學生，表示十分欣賞本組推薦給她們的課程、比賽或活動。 就本組顧問老師觀察，及透過與資優教育組的學生交流，大部分加入本校資優教育組的學生，都能以積極、投入的態度，認真完成課程、比賽或活動，抓緊機會進行有系統的學習，努力發展自己在個別學科或特定範疇的潛能，提升能力。 在資優教育組學生參與課程的反思紀錄及問卷結果裏，可見學生能在自己具資賦潛能的範疇，主動進修，深化自己在個別學科或特定範疇的知識，認真學習，積極裝備，為未來發展路向作準備。且大部分本校資優教育組的學生，能透過參與資優教育的課程、比賽或活動，深入瞭解自己資賦優異的範疇，以助學生發展潛能，達致以下成效：提升學習能力、發展思維能力、發揮創造力、鞏固 知識/概念/理論、釐清 概念/理論、擴闊視野、發展資賦才能。
3C 建立可持續的生活模式和促進靈性健康發展	1. 引入「心靈教育」(倫宗科堂及班主任節) 透過不同的「心靈教育」活動，培養學生覺醒的能力，幫助學生學習安靜的藝術、及加強學生身心鬆弛的鍛鍊。	1) 問卷 - 70% 學生於這學年參加多於一種靜觀活動 - 70% s 學生同意靜觀活動有助她們身心鬆弛的鍛鍊	每日上午設立了 5 分鐘靜觀時段，以培養平靜與專注力。 在 ERE 課堂中融入多元靜觀練習，包括：全身放鬆練習、靜觀呼吸、藝術治療、靜觀步行等。 這些活動旨在培養學生的自我覺	69.5% 的學生給 5 分中的 4/5 分，認為靜觀練習能幫助我達到平靜的專注心理狀態，並帶來正向情緒 每日靜觀時段及各項靜觀練習普遍獲學生正面評價。隨著時間推移，學生

	2. 以天主教社會訓導的原則，加強學生對受造物的關注 3. 透過不同型式的課外活動/學習活動，讓同學接觸大自然加強學生與大自然的連結以提高學生身心靈健康	2) 教師回饋 100% 中二及中五級宗教及倫理科老師曾以天主教社會訓導的原則教授環境保育相關議題 問卷: 80% 中二及中五級學生認同其環境保育意識有所提高 3) 質化評估: 透過學生的心靈扎記了解學生在活動中的得著和感受	察、情緒調節能力，以及對靜默的欣賞。 生態主題「願祢受讚頌」(Laudato Si') 納入中二 ERE 課程中。為加深學生的生態意識及與大自然的連結，舉辦了一系列體驗式學習活動，包括：野外露營體驗、海灘清潔活動、木材回收工作坊、生物多樣性考察等。這些活動強化了天主教社會訓導（CST）中有關善盡管家職責、關愛受造界及負責任生活的原則。 學校舉辦了三次全校早會，以提升環保意識，包括：環保時裝設計師分享；自然網絡「野人」講座；香港天文台前台長林超英先生 SDB 分享。 TKT 身心靈健康週於十月舉行，旨在提高學生對心理健康的關注，並營造積極、有活力的校園氛圍。	在迅速安靜下來、投入靜默反思，以及更有效管理壓力方面均有明顯進步。許多學生對靜默與反思表現出更大的開放態度，顯示他們在自我覺察及情緒穩定方面有所成長。 97.9% 的中二學生認為相關活動提升了他們的環保意識，而 100% 的學生認為活動增加了他們對環境保護的知識。 學生認為心理健康週成功提升了他們對情緒健康的關注，並促進了正向的校園氛圍。

簡略說明上學年有關範疇的回應和跟進：2024-2025

(1)(3A) 需要提供更多指示給班主任在每周金句的活動上。
(2)(3B) 建議科任老師可於課堂強調學科如何幫助她們發展未來生活所需的軟技能及價值，而非只是與職業的聯繫。
(3)(3B) 鼓勵學校資優教育組的顧問老師，透過校本資優課程及校外資優課程或比賽，引導學生循序漸進，配合多方面的資源發展資優潛能，建構寬廣的知識基礎及

共通能力，以助規劃適合自己資優能力的升學發展。也鼓勵學校資優教育組的顧問老師，多方面找尋校外資源，以助不同學習風格的學生，發展不同方面的資優潛能。

(4)(3C) 靜觀練習可加入引導，優化練習的成效。

(5)(3C) 可向學生提供其他面向的靜觀練習。

(2) 本年度學校發展計劃的評估方法

本年度學校發展目標的評估方法如下：

3A 學生及老師問卷調查、觀察

3B 參與學生的學習反思

3C 學生問卷、觀察及學生反思

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	學生已明白提升正向關係及正向成就的概念和技巧。
2	透過資優教育組的學生，在全校集會時間分享學習經歷，全校約有七分之一的學生，主動自薦加入資優教育組，希望透過具系統的學習課程，配合比賽和活動，發展個人的資賦潛能，提升個人自信，並按自己的才能，進行生涯規劃，建立積極正向的人生觀。
3	學生歡迎體驗式教育活動。

3.2 反思	
1	學生在小組時間的投入及參與方面仍有改善空間。
2	在運用「全方位學習津貼」發展資優教育組的資源分配上，須就本學年學生參與校內課程、校外課程、比賽和活動各方面的表現及學習進展，重整本組資助學生參與課程、活動或比賽的津貼比例，令本組在運用「全方位學習津貼」的分配上更具效益，以鼓勵學生更具深度地發展資賦能力。
3	學生視野狹窄，只想參與自己認識的活動。

3.3 回應與跟進	
1	未來可在班主任課中按需要重申正向教育的六大元素。
2	鼓勵學校資優教育組的顧問老師，透過校本資優課程及校外資優課程或比賽，引導學生循序漸進，配合多方面的資源發展資優潛能，建構寬廣的知識基礎及共通

	能力，以助規劃適合自己資優能力的升學發展。也鼓勵學校資優教育組的顧問老師，多方面找尋校外資源，以助不同學習風格的學生，發展不同方面的資優潛能。
3	學校提供多元活動，鼓勵學生參與不熟悉的項目。

Appendix 2: Student Performance

A. Internal Awards

a. Best Service and Outstanding Leadership Awards:

	Number of Awardees					
	Best Service Award			Outstanding Leadership Award		
	Bronze	Silver	Gold	Gold	Silver	Bronze
S.6	11	14	0	3	5	1
S.5	27	21	6	4	16	7
S.4	34	23	3	8	19	1
S.3	30	9	3	1	2	0
S.2	10	6	0	1	4	0
S.1	2	1	0	0	0	0

b. Gerald Siu Scholarship:

I. Academic Award

Form	Awardees	Class	Selective Criteria (Eligible)	Prize
S.1	CHEUNG HIU TUNG	1C	First in Form	Each receives Scholarship $1000
	LEE HOI LAM	1C	Second in Form	
	LEUNG WAI YU	1C	Third in Form	
	HO HEI YEE JISELLE	1C	Fourth in Form	
	LEUNG TSZ YING	1A	Fifth in Form	
	CHAN SUM KIU HAILIE	1C	Sixth in Form	
	WONG YORK LAM JAMIE	1C	Seventh in Form	
	CHUNG CHEUK YING	1C	Eighth in Form	
S.2	YE NIYA	2C	First in Form	Each receives Scholarship $1000
	MAI ANNA	2C	Second in Form	
	LEE SHUN YAN	2C	Third in Form	
	NG WING LAM	2C	Fourth in Form	
	KONG WAI TUNG	2A	Fifth in Form	
	CHUNG HSIN YING	2C	Sixth in Form	
	CHEUNG HOI CHING	2C	Seventh in Form	
	LAI YAN ZI	2C	Eighth in Form	
S.3	POON CHEUK YAN	3C	First in Form	Each receives Scholarship $1000
	CHEN MEI XUAN	3C	Second in Form	
	LAU SUM YIN	3C	Third in Form	
	WONG YUET SZE	3C	Fourth in Form	
	CHAK SUM YIN JOLIE	3C	Fifth in Form	
	CHAN TING FEI	3C	Sixth in Form	
	CHUNG SHARON	3C	Seventh in Form	
	FONG KEI CHING	3C	Eighth in Form	
S.4	MA WING YAN	4D	First in Form	Each receives Scholarship $1500
	HO HIN FEI	4C	Second in Form	
	WAI SUM YAU SHANICE	4C	Third in Form	
	TONG SHUN	4D	Fourth in Form	
	LAM YU LING	4C	Fifth in Form	
	LAU WING CHING	4C	Sixth in Form	
	LI SUM SUM	4D	Seventh in Form	
	FONG KEIREN	4D	Eighth in Form	
S.5	WONG TSZ CHING	5C	First in Form	Each receives Scholarship $1500
	WONG HOI LAM	5D	Second in Form	
	THYAGARAJAN NIVEDHA	5C	Third in Form	
	LEUNG LOK SUM	5C	Fourth in Form	
	TONG YAN KIU	5D	Fifth in Form	
	CHAN SZE WING	5D	Sixth in Form	
	LIU HEI YAU	5C	Seventh in Form	
	CHENG YI LAM YVONNE	5C	Eighth in Form	
S.6	NGAN SAU LAAM	6D	First in DSE	Each receives Scholarship $5000
	NG YEE CHING	6C	Second in DSE	
	NG KA KA	6D	Third in DSE	
	FUNG YAT CHING	6D	Fourth in DSE	Each receives Scholarship $3000
	GAN KI KI	6D	Fifth in DSE	
	WONG KA YIU GABIE	6C	Sixth in DSE	
	LAI LOK YIU	6C	Seventh in DSE	
	HO SZE YUNG	6C	Ninth in DSE	

II. Outstanding student award

c. St. Mary Mazzarello Award and the Retired Principal's Scholarship
Li Wing Sum (5D)

d. Past Pupils' Association – Laura Vicuna Award
Lin Hequan(5D)

e. St. Dominic Savio Award
Pang Sin Lam Natalie (5D)
Lee Cheuk Wing (6D)*
Chan Kam Ha (6C)*

f. PTA Scholarship:

Form	**Name**	**Class**	**Amount**
1	TSE PO YI BOBO	1B	$400
	KEUNG WING TUNG	1D	$400
	LUI YAT HEI	1D	$400
2	YIP WING SUM	2B	$400
	LEUNG KEI TUNG	2D	$400
	KAM TSZ YAN	2C	$400
3	WONG YUE YIN	3B	$400
	SIU YUI NAM	3C	$400
	CHAN HEI TUNG	3B	$400
4	TSE SAU PING	4C	$400
	LI TSZ CHING	4C	$400
	PUN TZE KIU	4A	$400
5	LAM YU YIN	5C	$400
	CHU HIU TUNG	5D	$400
	CHOW TSZ YAN	5B	$400
6	NG WING YAN	6D	$1000
	LI TIAN	6B	$1000
	AU CHING KI	6C	$1000
	CHAN YUET TUNG	6D	$1000
	TAI HIU LAM	6D	$1000

g. May Chan Scholarship of Future Scholars:

Subject	Name	Class	Amount of scholarship
Mathematics	CHEUNG HIU TUNG	1C	$500
Integrated Science	LAM PUI YIN	1C	$500
Humanities	CHEUNG HIU TUNG	1C	$500
Mathematics	NG WING LAM	2C	$500
	KONG YUET NING	2C	$500
Integrated Science	MAI ANNA	2C	$500
Humanities	YE NIYA	2C	$500
Mathematics	CHEN MEI XUAN	3C	$500
	CHEN AI YU	3B	
	LAU SUM YIN	3C	
Physics	LAU SUM YIN	3C	$500
Chemistry	POON CHEUK YAN	3C	$500
Biology	CHAK SUM YIN JOLIE	3C	$500
Humanities	POON CHEUK YAN	3C	$500
Mathematics	MA WING YAN	4D	$500
Physics	HO HIN FEI	4C	$500
Chemistry	MA WING YAN	4D	$500
Biology	LAU WING CHING	4C	$500
Humanities	CHAN LOK YEE	4C	$500
	WAI SUM YAU SHANICE	4C	$500
Mathematics	WONG TSZ CHING	5C	$1000
Physics	WONG TSZ CHING	5C	$1000
Chemistry	WONG TSZ CHING	5C	$1000
Biology	CHAN SZE WING	5D	$1000
Humanities	THYAGARAJAN NIVEDHA	5C	$1000

Mathematics	GAN KI KI	6D	$1000
Physics	GAN KI KI	6C	$1000
Chemistry	NGAN SAU LAAM	6C	$1000
Biology	FUNG YAT CHING	6D	$1000
Humanities	WONG KA YIU GABIE	6A	$1000

B. External Awards

Titles of Awards	Details of the awards	Name of Awardee(s)	
Tsuen Wan Rural Committee Scholarship	Awarded to outstanding student leaders who significantly enhance extra-curricular activities..	THYAGARAJAN NIVEDHA	5C
		LIU HEI YAU	5C
		PANG SIN LAM	5D
Tsuen Kwai Tsing District 12 Most Outstanding Students Award Merit Certificate	"Outstanding Students" are selected from the finalists of the Tsuen Kwai Ching District Outstanding Scholarship	LI WING SUM	5D

2. 學生獎勵計劃

A. 校內獎勵計劃

a. 服務及領導獎：

	得獎學生人數					
	服務獎			領導獎		
	金	銀	銅	金	銀	銅
S.1	0	2	11	0	0	0
S.2	0	4	25	0	0	0
S.3	1	17	29	0	0	0
S.4	0	17	37	0	17	6
S.5	6	23	47	12	25	9
S.6	2	10	6	1	9	10

b. 蕭志成獎學金：

I. 學業成績獎

II.

級別	得獎學生姓名	班別	獎勵標準 （合資格名單內）	獎勵金額
S.1	張曉桐	1C	全級第一名	$1000
	李凱琳	1C	全級第二名	
	梁慧瑜	1C	全級第三名	
	何喜兒	1C	全級第四名	
	梁芷盈	1A	全級第五名	
	陳心翹	1C	全級第六名	
	黃若琳	1C	全級第七名	
	鍾綽盈	1C	全級第八名	
S.2	葉霓雅	2C	全級第一名	$1000
	麥安娜	2C	全級第二名	
	李淳昕	2C	全級第三名	
	吳穎霖	2C	全級第四名	
	江憓橦	2A	全級第五名	
	鍾欣穎	2C	全級第六名	
	張凱晴	2C	全級第七名	
	賴妍孜	2C	全級第八名	
S.3	潘焯炘	3C	全級第一名	$1000
	陳美璇	3C	全級第二名	
	劉心妍	3C	全級第三名	
	黃悅時	3C	全級第四名	
	翟心妍	3C	全級第五名	
	陳亭菲	3C	全級第六名	
	鍾司朗	3C	全級第七名	
	方紀晴	3C	全級第八名	
S.4	馬穎訢	4D	全級第一名	$1500
	何衍霏	4C	全級第二名	
	韋心悠	4C	全級第三名	
	湯絢	4D	全級第四名	
	林汝鈴	4C	全級第五名	
	劉穎晴	4C	全級第六名	
	李心琛	4D	全級第七名	
	方熙允	4D	全級第八名	
S.5	王梓晴	5C	全級第一名	$1500
	黃凱琳	5D	全級第二名	
	王紫桐	5C	全級第三名	
	梁樂琛	5C	全級第四名	
	湯欣翹	5D	全級第五名	
	陳詩穎	5D	全級第六名	
	廖希悠	5C	全級第七名	
	鄭以琳	5C	全級第八名	
S.6	顏秀嵐	6D	公開試全級第一名	$5000
	吳依靜	6C	公開試全級第二名	
	吳家家	6D	公開試全級第三名	
	馮日晴	6D	公開試全級第四名	$3000
	甘麒琪	6D	公開試全級第五名	
	黃珈榣	6C	公開試全級第六名	
	賴諾瑤	6C	公開試全級第七名	
	何思融	6C	公開試全級第八名	

III. 傑出學生獎

c. 聖瑪沙利羅獎暨校長榮休獎學金

李穎芯 (5D)

d. 舊同學會羅蘭衛冠納獎學金

林荷權 (5D)

e. 聖道明沙維豪獎

彭倩霖 (5D)

李卓穎 (6D)*

陳錦霞 (6A)*

f. 家長教師會獎學金計劃：

年級	學生姓名	班別	獎勵金額
1	謝寶兒	1B	$500
	姜泳彤	1D	$500
	呂逸晞	1D	$500
2	葉穎心	2B	$500
	梁紀彤	2D	$500
	甘芷茵	2C	$500
3	黃悅慇	3B	$500
	蕭蕊藍	3C	$500
	陳希彤	3B	$500
4	謝秀萍	4C	$500
	李梓澄	4C	$500
	潘子翹	4A	$500
5	林羽嫣	5C	$500
	朱曉彤	5D	$500
	周梓欣	5B	$500
6	吳詠欣	6D	$1000
	李湉	6B	$1000
	歐靖祈	6C	$1000
	陳玥潼	6D	$1000
	戴曉霖	6D	$1000

g. 陳楊美熙獎學金計劃：

科目	學生姓名	班別	獎勵金額
數學	張曉桐	1C	$500
綜合科學	林沛妍	1C	$500
人文學科	張曉桐	1C	$500
數學	吳穎霖	2C	$500
	江悅寧	2C	$500
綜合科學	麥安娜	2C	$500
人文學科	葉霓雅	2C	$500
數學	陳美璇	3C	$500
	陳艾雨	3B	
	劉心妍	3C	
物理	劉心妍	3C	$500
化學	潘焯炘	3C	$500

生物	翟心妍	3C	$500
人文學科	潘焯炘	3C	$500
數學	馬穎訢	4D	$500
物理	何衍霏	4C	$500
化學	馬穎訢	4D	$500
生物	劉穎晴	4C	$500
人文學科	陳樂兒	4C	$500
	韋心悠	4C	$500
數學	王梓晴	5C	$1000
物理	王梓晴	5C	$1000
化學	王梓晴	5C	$1000
生物	陳詩穎	5D	$1000
人文學科	王紫桐	5C	$1000
數學	甘麒琪	6D	$1000
物理	甘麒琪	6C	$1000
化學	顏秀嵐	6C	$1000
生物	馮日晴	6D	$1000
人文學科	黃珈榣	6A	$1000

B. 校外獎勵計劃

Titles of Awards	**Details of the awards**	**Name of Awardee(s)**	
荃灣鄉事委員會獎學金	獎勵帶領課外活動有顯著表現的同學	王紫桐	5C
		廖希悠	5C
		彭倩霖	5D
荃葵青區十二大傑出學生獎	傑出學生獎選自入圍荃葵青區傑出學生。	李穎芯	5D

VI. Appendix

(b) Report on the use of Three Year Plan – Measures to broaden students' choices of elective subjects & provision of gifted education programmes for the 15th cohort of senior secondary students

Report on the use of Diversity Learning Grant (Other Prog.) to relieve teachers' workload and to facilitate continual effective teaching for NSS *(Actual Income $84,000)*

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload For a more diverse curriculum	1. Course fee for NSS Students taking DSE Music, ERE & Teacher to help in pastoral care of students 2. Course fee for Gifted Education Program ***Course Fee & Employ TA to support the teacher with administrative and teaching duties.***	More of teacher's effort can be put into HKDSE network program of ERS Music teacher can attend to ECA of the department	09/2025 - 08/2026	Salary (including MPF) of Teacher & Course Fee) Budget Expenses $108,000 ***(Actual Expenses: Course Fee $65312.50)***	100% level 2 in HKDSE ERS	DSE results	Principal, Head of Departments concerned

VI. Appendix
(c) Report on the Use of School Based After-school Learning & Support Programme 2025-26

School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant (SBG)—Programme Report

Name of school: **DMHC Siu Ming Catholic Secondary School**

Staff-in-charge: **Teacher Ms. Chu Ching Han** Contact telephone no.: **2424 1796**

A. The total actual number of eligible students is 42

[including A.**6** students receiving the Comprehensive Social Security Assistance (CSSA), B.**22** students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C.**14** students covered by discretionary quota[1]]

B. Activities subsidised by SBG for eligible students' participation

Name / Type of activity[2]	Period / Date	Actual person-times[3] of eligible students of different categories			Average attendance rate	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of institute / service provider (if applicable)	Remarks, if any (e.g. students' learning outcomes in academic and affective domains)
		A	B	C					
Orienteering Training	25/26		1		100%	$599.24	Questionnaire	N/A	
Chinese Instrumental Classes	25/26		9		> 80%	$35,000.00	Questionnaire	Vincent Music Education Ltd	
Woodwind Instrument Classes	25/26	1	3		> 80%	$11,200.00	Questionnaire	Treble Clef Music	
String Instrument Classes	25/26	2	3		> 80%	$15,000.00	Questionnaire	Larsen Int'l Music Education Co	
Guitar Classes	25/26		4		> 80%	$13,140.00	Questionnaire	Rondo Music Education	
Badminton Training Class	25/26		1		> 80%	$800.00	Questionnaire	LCSD	
Table Tennis Training Class	25/26		1	2	> 80%	$2,400.00	Questionnaire	LCSD	
Volleyball Training Class	25/26	2	1	2	> 80%	$4,000.00	Questionnaire	LCSD	

Team Training Trip to Korea	28/6/26 – 2/7/26	4	2	4	100%	$39,985.00	Questionnaire	Shinwa Travel Limited	
Dongguan STEM Educational Tour	29/3/26 – 30/3/2026			1	100%	$980.00	Questionnaire	Huachang Oriental Culture Int'l Exchange Ltd	
Drama Training	25/26			1	> 80%	$800.00	Questionnaire	N/A	
Zhongshan Eco Tour	30/3/26			6	100%	$3,408.00	Questionnaire	HK Tours Ltd	
Total number of activities: 12	**Sub-total:**	9	25	16	**Total expenses ($):**	$127,312.24			
	Total:	50							

Note:

1. Students who are considered financially needy under the school-based criteria can be included in the discretionary quota which is capped at 25% of the total number of students in receipt of CSSA and full grant under SFAS.
2. Types of activities include tutorial service, learning skills training, language training, visits/outdoor activities, art and cultural activities, sports activities, self-confidence development, volunteer service, adventure activities, leadership training and social/communication skills training.
3. The person-times of eligible students refer to the sum of eligible students participating in each activity, i.e. a student participating in more than one activity can be counted more than once.

VI. Appendix

(d) Report on the use of Capacity Enhancement Grant (CEG) 2025-26

Report on the use of Capacity Enhancement Grant *(Actual Income $609,252)*

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To reduce teachers' workload, enabling them to focus on developing effective learning and teaching strategies.	Employ TA to assist with ERE and library lessons in order to reduce teachers' workload. ***Employ 1.0 TA***	Teachers' workload would be relieved, allowing them to devote more effort to addressing the diverse and special learning needs of students.	09/2025 - 08/2026	Salary (including MPF) of TA – Budgeted Expenses $575,000 ***(Actual Expenses: Salary of TA $216,288.40)***	1. Teachers' workloads would be relieved. More effort could be put into coping with students' diverse and special learning needs. 2. Students' academic results.	1. TSA results 2. HKDSE Result	Principal, Head of Departments concerned

VI. Appendix
(d) Report on the Use of the Reading Promotion Grant 2025-26

Report on the Use of the Promotion of Reading Grant 25/26

Teacher-in-charge: Leung PS (P), Tsang KM (Panel Head of English Department, Leung YS (Panel Head of Chinese Department, Lam CS (STEM Education), Tang WM (Panel Head of Chinese Literature Department), and Librarian

Part 1: Evaluation of the Effectiveness

Evaluation of the objective & Evaluation of strategies: The School has purchased a certain number of books, online e-books & reading materials for all students.

Part 2: Financial Report

	Item*	Estimated Expenses ($)	Actual Expenses ($)
1.	Purchase of Books		
	☑Printed books		
	Broadening students' exposure to reading (by purchasing a wide variety of fiction and non-fiction texts of different disciplines)	$22,000.00	$46,037.38
	Chinese Books (語言及文學類、歷史類、哲學類、社會科學類、自然科學類、應用科學類、美術遊藝類.....)		
	Magazines		
	e-Books		
	Sub-Total	**$22,000.00**	**$46,037.38**
2.	Web-based Reading Schemes		
	☐ e- Read Scheme	$20,000.00	- *The relevant item is funded by another grant.*
	☐ Other scheme : _____		
	Sub-Total	**$20,000.00**	**-**
3.	Reading Activities		
	☑ Hiring writers, professional storytellers, etc. to conduct talks	$18,000.00	$12,704.99
	☑ Subsidizing students for their participation in and application for reading related activities or courses		
	Sub-Total	**$18,000.00**	**$12,704.99**
	Total	**$60,000.00**	**$58,742.37**

* Please tick the appropriate boxes or provide details.

VI. Appendix
(d) Report on the Use of the Moral & National Education Support Grant 2025-26

「德育及國民教育津貼」報告 25/26

計劃統籌老師：梁佩珊校長

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
學校行政	● 透過教職員會議及國情教育講座，讓教職員、學生認識國家歷史、了解《基本法》及《香港國安法》的立法背景、內容和意義等，以及向教職員發放政府相關的資訊。 ● 每周舉辦升國旗儀式，又安排學生作「國旗下講話」，分享國家新近發展、中華文化、中國歷史、國旗、國徽、國歌的意義等，培養他們的國家觀念和國民身份認同。 ● 安排校園展板展示與國家歷史發展的事件、改革開放以來國家成就各方面的成就、國家憲法日、全民國家安全教育日等的展板，讓學生了解歷史、探索國家的未來發展及反思自己對國家的貢獻。	25/26	修訂預算 $21,000 **實際支出:** **1. 教材教具 -** **2. 教師升旗禮儀與國情教育工作坊 $9,900.00** **3. 校本教育活動 $767.04** **4. 國民教育深圳遊學團 $8,905.50** **5. 其他 $900.00** **$20,472.54**	梁佩珊校長 郭鳳玲老師	已落實

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
	● 舉辦與國民教育相關的活動，如國慶日、全民國家安全教育日、五四運動早會及網上問答比賽等，並購買相關的國情禮物，以提升同學對該議題的認識，提升國民身份認同。 ● 舉辦內地遊學團，讓學生親身、近距離目睹及感受國家發展的最新狀況，提升國民身份認同。				

Annex 1

To: Permanent Secretary for Education

(Attn: Home-School Co-operation and Parent Education Section, Special Education Division)

Address: Home-School Co-operation and Parent Education Section

Room W215, 2/F, West Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2710 9970

*[Please complete and return this report to the Home-School Co-operation and Parent Education Section of EDB **on or before 30 September 2027**.]*

Report on the Use of the One-off Grant on Parent Education (Secondary)

1. Our school has spent the Grant on the following:

	Area	Actual Expenses ($)
i.	Organising structured or thematic parent education programmes • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts	$136,800.00
ii.	Designing and producing school-based parent education resources	$25,528.00
iii.	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	
iv.	Others (please specify): Books	$1,315.60
	Total Expenditure	$163,643.60
	Unspent Balance	$36,356.40

(Up to 31 Aug 2026)

2. As at 31 August 2027, the Grant

☐ has been fully spent.

☐ has an unspent balance of $ _____ which will be returned to EDB.

[Applicable to aided, caput and DSS schools]

☐ has an unspent balance of $ _____ which will lapse.

[Applicable to government schools]

(Please put a "✓" in the appropriate box)

Annex 2

[Chinese version only]

致：教育局常任秘書長
（經辦人：教育局課程發展處 中國語文教育組）

地址：香港灣仔皇后大道東213號胡忠大廈12樓1201室
教育局課程發展處 中國語文教育組

傳真：2834 7810

*[請於**2027** 年**9** 月**30** 日**或以前**填妥本報告並把正本交回教育局課程發展處 中國語文教育組]*

「推廣中華文化體驗活動一筆過津貼」運用報告

1. 本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	**實際開支金額（HK$）**
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	HK$121,471.37
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	
iii.	舉辦或資助學生參加本地文化考察或參觀活動	
iv.	發展有關中華文化的課程	
v.	採購及發展中華文化學與教資源	
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	HK$51,084.00
vii.	其他（請註明）： _____ _____	
	總開支金額（HK$）[1]	HK$172,555.37
	津貼餘款（HK$）	HK$127,444.63

（截至2026年8月31日）

[1]「推廣中華文化體驗活動一筆過津貼」總金額為 30 萬元，總開支金額不應多於 30 萬元；而購買獎品的支出不可超過總開支金額的 10%。

Annex 2

To: Permanent Secretary for Education
(Attn.: Physical Education Section, Curriculum Development Institute)

Address: Physical Education Section, Curriculum Development Institute, Education Bureau, 3/F, 323 Java Road, North Point, Hong Kong

Fax: 2761 4291

[Please complete and return this report to PE Section, Curriculum Development Institute on or before 30 September 2027]

Report on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools

1. Our school has spent the "One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools" (the "Grant") on the following areas:

	Area	Actual Expenses ($)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	$76,000.00
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	$9,292.00
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas[3]	$44,996.00
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	
v.	To purchase or upgrade PE/sports equipment in the school	
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	$4,900.00
viii.	Others (Please specify): _____	
	Total Expenditure[4]:	$135,188.00
	Unspent Balance:	$14,812.00

(Up to 31 Aug 2026)

[3] The total amount of the subsidies for all exchange or study visits must not exceed $45,000 (i.e. 30% of the Grant).
[4] The total amount for the "One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools" is $150,000, and the total expenditure must not exceed the $150,000; The amount on purchasing prizes should not exceed 10% of the total expenditure.

VI. Appendix
(e) Report on the Use of the Life-wide Learning Grant & Sister School Scheme 2025-26

Sep 2024 ver.

2025 - 2026 School Year Report on the Use of the Life-wide Learning Grant
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

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 ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						**V**alues Education	**I**ntellectual Development (closely linked with curriculum)	**P**hysical and Aesthetic Development	Community **S**ervice	**C**areer-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	**Prefects Leadership Training** Team building learning day camp	24/1/2026	S3-S5	54	$21,225.00	$393.06	E6	Discipline Team	Satisfactory	✓				
2	**Careers Live** Enable students to participate in different careers and let them to think about their future careers plan	1/12/2025	S5	100	$31,100.00	$311.00	E1	Life Planning Education and Careers Guidance Team	More than 70% of students thought the prgoram can help them to understand more on different careers.					✓
3	**S1 ABC Camp** Increase life skills for student to handle day-to-day problems.	30/10/2025	S1	107	$17,400.00	$162.62	E6	Counselling Team	Students participated enthusiastically in the activity and learned different skills.	✓				
4	**S4 Adaptation Program** To train student problem solving skills	30/10/2025	S4	106	$11,200.00	$105.66	E6	Counselling Team	Students participated enthusiastically in the activity and learned different skills.	✓				
5	**香港學校朗誦節(普通話組)** To encourage students to enroll in speech activities	Oct - Dec 2025	S1-S3	17	$3,740.00	$220.00	E1	Putonghua	All the participants worked very hard for the competitions. It boosts students' confidence through trainings. Two students won the 1st runner-up.		✓			
6	**S4 Drama Excursion** From Page to Stage Programme Hong Kong English-language theatre-in-education programme, bringing live theatre and interactive workshops to life.	13/3/2026	S4	110	$15,320.00	$139.27	E1	English Language	Good		✓			
7	**Hong Kong Schools Speech Festival (English Speech)** Entry fee for the Hong Kong Schools Speech Festivals (English Speech)	Nov - Dec 2025	S1-S5	69	$8,740.00	$126.67	E1, E2	English Language	The students won the championship in choral speaking.		✓			

8	**Life-wide Learning Excursion Day** To broaden the horizons of the students, a whole school life-wide learning excursion day was organized on 30 March 2026. All S.1-S.5 students participated in various experiential learning activities outside school or study tours on that day.	30/3/2026	S1-S5	399	$45,362.00	$113.69	E1, E2, E5, E6	Life-wide Learning	Students enjoyed the activities they were assigned, and the objectives of the activities were fulfilled in different forms.		✓			
9	**2-day-1-night Cheung Chau Field studies camping** Equip students with the skills and knowledge of conducting a geography fieldwork, which is required by EDB	23-24/2/2026	S5	30	$8,434.00	$281.13	E1, E7	Geography	Most of the students have completed the fieldwork report. They also presented their findings during the camp. Most of them have understood and familiarized with the skills, instruments and statistical graphs needed to present the data and draw conclusion for a fieldwork		✓			
10	文化日 To enhance students' understanding of the core values of Chinese culture through Cultural Day stalls.	12/2/2026	S1-S6	678	$47,900.00	$70.65	E1	Moral, Civic and National Education	Most students thoroughly enjoyed the Cultural Day booth activities. Through Chinese art, crafts, traditional clothing, and snacks, they were able to gain cultural knowledge and insight while experiencing the spirit of 'harmony in diversity.	✓				
11	**S.3 Service Project** Through social service to promote care of community and sense of service; through project to promote their ability to communicate and apply their observations	Oct 2025 - Feb 2026	S3	128	$13,350.00	$104.30	E1, E2, E5, E6	S3 Project Team	The students showed their observations during the service and able to deliver meaningful questions through presentations; they also agreed that their language and understanding to the service receipiants have been improved.				✓	

12	**Joyful@Siu Ming Program** To facilitate the social adjustment of selected Secondary One students	Sep 2025 - Jun 2026	S1	19	$7,598.00	$399.89	E1, E6	School Social Work Service	Most students found themselves adjusted to the secondary school environment and built friendships with classmates through the program.	✓				
13	**National & Civic Education Activities** To enhance students' national identity through participation in Chinese cultural activities.	Sep 2025 - Jun 2026	S1-S5	350	$52,380.30	$149.66	E1, E2, E4	National and Civic Education	Students responded enthusiastically to the activities, demonstrating greater appreciation for Chinese culture and a significantly reinforced sense of national identity.		✓			
14	**Mini-STEAM project, visits, different kinds of STEAM competitions** To arouse students' interest in STEAM subjects.	Sep 2025 - Aug 2026	S1-S5	300	$62,602.24	$208.67	E1, E2, E7	Cross-Disciplinary (STEAM)	90% increased student's understanding of STEAM subjects and showed the connection to the knowledge.		✓			
(Please insert rows above if the space provided is insufficient.)														
				Sub-total of Item 1.1	**2,467**	**$346,351.54**								
1.2	**<u>Non-Local</u> Activities:** To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	**東莞STEM、歷史、文化交流團** Let students know more about large international enterprises, the Tea Culture Museum, the Food Culture Museum, and the Chinese-Western Culinary Arts School.	29-30/3/2026	S1-S4	40	$3,920.00	$98.00	E1, E2, E3, E4, E5	Technology and Living	It broadened students' horizons by connecting classroom learning with real-world applications. Students gained valuable insights into innovation, cultural heritage, and global perspectives. The tour effectively strengthened their understanding and appreciation of STEM and Chinese culture.					✓

3	**Dubai Study Tour** Tour for students to have trial lessons in Dubai University. Students will be able to see the future prospects in the globe. They also can explore the Belt-Road Initiative development in the Middle-East.	22-28/2/2026	S4-S5	12	$32,000.00	$2,666.67	E4		Students enjoyed the program. They agreed that the program can help them to know more about the opportunities in other parts of the world. Through the debriefing sessions during the trip, students had thorough reflection on their own personal experiences and their career planning.					✓
4	**Sister School Scheme and Study Tour** To enhance mutual communication between teachers and students of both schools through exchange with the Zhengzhou sister school and visits to local cultural landmarks.	28/3/2026-1/4/2026	S2-S4	30	$12,423.60	$414.12	E1	Sister School Scheme	Students' reflections and travel literature pieces demonstrated that the exchange experience effectively deepened their understanding of Chinese culture and the development of Zhengzhou.		✓			

5	**Japan Salesian School Exchange Programme** Salesian International Week is a cultural exchange program held in Tokyo from October 8–15. The program provides students with an immersive international experience through school participation, cultural exchange activities, and homestay living. Participants will attend regular classes, collaborate with local students in preparing for the school festival, take part in festival presentations and activities, and experience Japanese culture through a guided Tokyo tour and time with host families.The objective of the program is to promote cross-cultural understanding, global awareness, and international friendship among students. By engaging in authentic school life and cultural activities, students will develop communication skills, broaden their global perspectives, and build meaningful connections with peers from another country.	8-15/10/2025	S3-S5	5	$68,900.00	$13,780.00	E2	Spiritual Formation	The program was highly successful, enhancing students' cultural awareness, communication skills, and global perspectives. Sttudents built meaningful friendships, actively engaged in activities, and demonstrated greater confidence and intercultural understanding.	✓				
(Please insert rows above if the space provided is insufficient.)														
				Sub-total of Item 1.2	**87**	**$117,243.60**								
				Expenses for Category 1	**2,554**	**$463,595.14**								

Note1: 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			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
		Expenses for Category 2	**$0.00**
		Expenses for Categories 1 & 2	**$463,595.14**

Category 3: Number of Student Beneficiaries

Total number of students in the school:	678
Number of student beneficiaries:	678
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Li Chun Yat Stephen
Post of Contact Person for LWL:	

* 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 students 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)

VI. Appendix
(f) Report on the Use of the Student Activities Support Grant 2025-26

Jul 2025 ver.

2025/26 School Year Report on the Use of the Student Activities Support Grant
DMHC Siu Ming Catholic Secondary School

I. Financial Overview

A	Allocation in the Current School Year:	$83,850.00
B	Expenditure in the Current School Year:	$54,772.00
C	Unspent Amount to be Returned to the EDB (A – B):	$29,078.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	6	$18,163.00
Full-grant under the School Textbook Assistance Scheme	11	$17,025.00
Meeting the school-based financially needy criteria	9	$19,584.00 (capped at 25% of the total allocation for the school year)
Total	**26**	**$54,772.00**

(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Dance Training Class	Physical Education	1	$500.00	✓		✓		
2	Drama Training Class	Arts (Others)	1	$800.00	✓		✓		
3	Drawing Class	Arts (Visual Arts)	1	$80.00	✓		✓		
4	Guitar Classes	Arts (Music)	4	$7,992.00	✓		✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
5	Chinese Instrumental Classes	Arts (Music)	7	$17,080.00	✓		✓		
6	Woodwind Instrument Classes	Arts (Music)	2	$4,032.00	✓		✓		
7	String Instrument Classes	Arts (Music)	1	$100.00	✓		✓		
8	Choir Training Class	Arts (Music)	2	$200.00	✓		✓		
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 1		**19**	**$30,784.00**					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Zhangjiajie Study Tour	Moral, Civic and National Education	2	$2,258.00	✓	✓			
2	Hubei Wuhan Study Tour	Moral, Civic and National Education	2	$2,634.00	✓	✓			
3	Zhongshan Eco Tour	Science	2	$1,136.00		✓			
4	Dongguan STEM Educational Tour	Science	2	$1,960.00		✓			✓
5	Dubai STEM Educational Tour	Science	2	$8,000.00		✓			✓
6	Team Training Trip to Korea	Physical Education	1	$4,000.00		✓	✓		
7	Tokyo Japanese Language Study Tour	Others, please specify: Language	1	$4,000.00		✓			
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 2		**12**	**$23,988.00**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 3		**0**	**$0.00**					
	Total		**31**	**$54,772.00**					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for Student Activities Support Grant (Name & Post):	MS. CHAN CHUI FAN

VI. Appendix
(g) Report on the Use of the Promotion of Self-directed Language (English & Putonghua) Grant 2025-26

Annex 2A

To: Permanent Secretary for Education
(Attn: English Language Education Section, Curriculum Development Institute, Education Bureau)

Address: English Language Education Section,
Curriculum Development Institute, Education Bureau
Room 1206, 12/F Wu Chung House,
213 Queen's Road East,
Wan Chai, Hong Kong

[Please complete and return the original copy of this report to the English Language Education Section, Curriculum Development Institute, Education Bureau ***on or before 30 September 2027****.]*

Report on the Use of the "One-off Grant for Promotion of Self-directed Language Learning (English Language)"

1. Our school has spent the "One-off Grant for Promotion of Self-directed Language Learning (English Language)" on the following areas:
Number of student beneficiaries: 129 Class levels of student beneficiaries: S.3

	Area	**Actual Expenses (HK$)**
i.	Procuring and/or subscribing to learning resources	
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	
iii.	Purchasing services related to learning and teaching	$5,040.00
iv.	Others (please specify):_____	
	Total Expenditure (HK$):	$5,040.00
	Unspent Balance (HK$):	$194,960.00

(The balance until 31/8/2026)

Annex 2B

To: Permanent Secretary for Education
(Attn: Chinese Language Education Section, Curriculum Development Institute, Education Bureau)

Address: Chinese Language Education Section,
Curriculum Development Institute, Education Bureau
Room 1201, 12/F Wu Chung House,
213 Queen's Road East,
Wan Chai, Hong Kong

[Please complete and return the original copy of this report to the Chinese Language Education Section, Curriculum Development Institute, Education Bureau ***on or before 30 September 2027****.]*

Report on the Use of the "One-off Grant for Promotion of Self-directed Language Learning (Putonghua)"

1. Our school has spent the "One-off Grant for Promotion of Self-directed Language Learning (Putonghua)" on the following areas:
Number of student beneficiaries: 678 Class levels of student beneficiaries: S.1-6

	Area	**Actual Expenses (HK$)**
i.	Procuring and/or subscribing to learning resources	
ii.	Hiring Putonghua speaking instructors or non-teaching supporting staff outside the permanent staff establishment	
iii.	Purchasing services related to learning and teaching	$16,800.00
iv.	Others (please specify): Mandarin Movie with self learning workshop	$13,100.00
	Total Expenditure (HK$):	$29,900.00
	Unspent Balance (HK$):	$170,100.00

致： 教育局常任秘書長
經辦： 教育局非華語學生支援及教育統籌委員會事務組（第 2 組）

請學校透過「高效資訊傳遞系統 - 學校通訊模組（FITS - SMM）」採用**可攜式文件檔（.pdf）格式**呈交本報告。如有查詢，請聯絡教育局非華語學生支援及教育統籌委員會事務組（第 2 組）：

香港島及新界東區學校：3509 8569
九龍區學校：3509 8572
新界西學校：3509 8568

（學校請於 **2026 年 11 月 30 日或之前**提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生[1]的普通中學[2]

加強支援非華語學生的中文學與教
額外撥款
2025/26 學年學校報告（普通中學適用）

學校註冊編號：113794 （6 位數 SCRN）
學校名稱：天主教母佑會蕭明中學
學校電話號碼：24241796
學校傳真號碼：24841434
總統籌人員姓名：梁紅珊老師
總統籌人員職位：☐ 副校長 ☐ 中文科主任 ☑ 中文科任教師
☐ 其他（請說明）：

按教育局通告第 8/2020 號，本校在 2025/26 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

1 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。
2 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

☐ 請在適當的方格內加上「√」號

（一） 整體規劃

(1) 評估非華語學生的中文學習需要

本校於 2025/26 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	☑ 已採用教育局為學校提供的《評估工具》。 ☐ 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 本校已採用校本評估方法，評估非華語學生的中文學習表現。 其他（請說明）：_____
(b)	☑ 已實施教育局為學校提供的「學習架構」。 ☐ 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 其他（請說明）：_____

(2) 安排非華語學生考取合適的中國語文資歷

於 2025/26 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試			0
(b)	香港中學文憑考試應用學習中文（非華語學生適用）			0
(c)	非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試	0	0	0

☐ 請在適當的方格內加上「√」號

（二）運用額外撥款提供校本支援措施

(3) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2025/26 學年獲提供的額外撥款 A ☑ 159,041 元／☐ 331,453 元，以及 2024/25 學年額外撥款累積餘額[3]（如適用）B 0.00 元（**請注意：此項資料必須與(i)本額外撥款 2024/25 學年學校報告和(ii)學校經審核的周年帳目的金額一致**），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施				運用額外撥款	整合其他資源[4]
(a)	☑	聘請額外員工[5]（請於第(4)(a)項提供補充資料）			
		☑ 教學助理 （ 1 ）名	請以小數表示（如適用）	$ 159,041.00	☐
		☐ 不同種族的助理 （ ）名		$	
		☐ 教師 （ ）名		$	
	備註（如適用）：				
(b)	☐	購買促進非華語學生學習中文的教學資源（請於第(4)(b)項提供補充資料）		$	
(c)	☐	僱用專業服務（請於第(4)(a)項及／或第(4)(c)項提供補充資料）			
		翻譯／傳譯服務		$	
		校外導師／機構舉辦課後中文學習班		$	
(d)	☐	舉辦推廣共融校園活動／提高多元文化及宗教敏感度的活動及／或提供相關服務（請於第(4)(c)項提供補充資料）		$	
(e)	☐	其他(請說明)：_____		$	
		運用額外撥款總支出 C [(a) + (b) + (c) + (d) + (e)]		$ 159,041.00	
（**請注意：運用額外撥款總支出 C 應小於或等於 A 及 B 的總和**）					

[3] 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

[4] 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

[5] 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(3)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75%用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

☐ 請在適當的方格內加上「√」號

(f) 只供資助學校、直資學校及按位津貼學校填寫

2025/26 學年完結時，本校的額外撥款累積結餘為 D 0.00 元 [A + B - C]，累積結餘佔 2025/26 學年額外撥款的百分比為 0.0 % [D ÷ A × 100%]。

只供官立學校填寫

2024/25 財政年度完結時，因超出累積餘款上限而予以取消的餘款為 E _____ 元（如適用）。因此，2025/26 學年完結時，本校的額外撥款累積結餘為 F _____ 元 [A + B - C - E]，累積結餘佔 2025/26 學年額外撥款的百分比為 _____ % [F ÷ A × 100%]。

只供額外撥款的餘額[D ／F]累積至高水平（70%或以上）的學校填寫

2025/26 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因：

(ii) 改善建議／下學年運用額外撥款餘款的計劃：

(4) 本校於 2025/26 學年的校本支援措施詳情如下：

(a)	☑	提供中文科的**課堂**支援：（可選多於一項） ☑ 抽離學習 （年級：中一、中二） ☐ 分組／小組學習（年級：_____） ☐ 協作／支援教學（年級：_____） ☑ 發展／採用校本中國語文課程及／或調適學與教材料（年級：中一、中二） ☐ 其他（請說明：_____）（年級：_____）
	☐	提供其他學習中文的支援：（可選多於一項） 中文學習小組（年級：_____） 暑期銜接課程（年級：_____） 中文銜接課程（年級：_____） 伴讀計劃 （年級：_____） 朋輩合作學習（年級：_____） 導讀學習 （年級：_____） 其他（請說明：_____）（年級：_____）

☐ 請在適當的方格內加上「√」號

(b)	本校已購買促進非華語學生學習中文的教學資源，詳情如下： **（請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等）** 教學資源 (i) _____ (ii) _____
(c)	本校已舉辦共融校園／多元文化活動及／或提供相關服務，詳情如下： （請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／提高多元文化活動及宗教敏感度的活動及／或提供相關服務） (i) 舉辦推廣共融校園／多元文化活動的例子 1. 活動內容：中華文化日 2. 活動內容：中文學會活動 (ii) 加強與非華語學生家長的溝通和家校合作（可選多於一項） ☐ 傳譯／翻譯學校政策／學校通告／學校網頁等資訊 ☑ 與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調學好中文的重要性 ☐ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 ☐ 其他（請說明：_____）

（三）評鑑、問責及支援

(5) 在 2025/26 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2025/26 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- ☐ 提升教學人員教授非華語學生中文專業能力
- ☑ 促進非華語學生的中文學習進度　　頗有成效
- ☑ 提升非華語學生學習中文的信心和態度　　頗有成效
- ☐ 其他（請說明）：_____

(ii) 建構共融校園（可選多於一項）

- ☐ 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- ☑ 推廣共融校園的成效　　成效顯著
- ☐ 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解
- ☐ 其他（請說明）：_____

(6) **本校已完成以下事項：**

- ☑ 本校已**在 2026 年 11 月 30 日或之前**，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2025/26 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。本校亦已在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要（網址：_____）。**現隨學校報告夾附本校的中、英文版本學校支援摘要，以供教育局備考。**
- ☐ 本校 2025/26 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

校監簽署　：_____

校監姓名　：_____

日期　：_____

Appendix
(i) Report on Pilot Scheme on Other Language for Junior Secondary Students 2025-27

Pilot Scheme on Other Languages for Junior Secondary Students (1st Round)
Progress Report (2025/26 school year)

To: Council and Secondary Section 1
Curriculum Development Institute, Education Bureau
Rm 1301, 13/F, Wu Chung House
213 Queen's Road East, Wan Chai, Hong Kong

*Schools should complete and return this **Progress Report (2025/26 school year)** to the Education Bureau (EDB) by post or via the Fast Information Transmission System (FITS) – School Messaging Module (SMM) **on or before 30 September 2026**. For enquiries, please contact Ms Pauline PANG at 2892 6448 or Mr Sam LO at 2892 5905.*

Part A: School Information

School number: 3 0 6 6 7

School name: (Chinese) 天主教母佑會蕭明中學
(English) Daughters of Mary Help of Christians Siu Ming Catholic Secondary

Contact person: (Chinese) 梁浩維 (English) Leung Ho Wai Joes
Post: Head of History Department
Email: leunghw@dmhcsm.edu.hk Tel: 24241796

Part B: Implementation details of the other languages (OL) course(s) offered in the 2025/26 school year

1. Details of OL course(s)

Language	Number of junior secondary students at each level						Please enter A, B or C (You may enter more than one option.) Class schedule A. Within timetable B. After school C. Weekend	Delivery mode A. Online B. On school campus C. Off school campus	Per student: Number of learning hours (hour)	Per student: Average course fee ($)
(i) Arabic	S1		S2		S3					
(ii) French	S1		S2		S3					
(iii) German	S1		S2		S3					
(iv) Japanese	S1		S2	92	S3		B	B	12.5	687.5
(v) Korean	S1		S2	37	S3		B	B	12.5	472
(vi) Russian	S1		S2		S3					
(vii) Spanish	S1		S2		S3					
(viii) Urdu	S1		S2		S3					
Total number of students	129						**(I) Total amount of course fee ($)**			80,750

2. **Other expenditures on purchasing learning and teaching materials*

*The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring external services to conduct OL course(s).

Item	Quantity	Amount ($)
(i) Textbook	93	11,904
(ii) Workbook		
(II) Total amount of other expenditures ($)		11,904

3. Total amount of expenditures ($)	92,654
	(I) + (II)
4. Unspent balance as at 31 August 2026 ($)	157,346

5. #*Information of service provider(s) for providing OL course(s)*

The information provided is for internal reference only.

Language	Service provider
(i) Japanese	CUSCS (School of Continuing and Professional Studies, CUHK)
(ii) Korean	Seoul Korean Language Center
(iii)	

Part C: Students' Learning Benefits

1. In the 2025/26 school year, our school has provided various opportunities for students to showcase their learning outcomes of OL by:

☑ organsing school-based activities (e.g. giving a short speech during assemblies, designing notice boards, OL activity day)
☐ joining the activities organised by the EDB
☐ Others (please specify): _____

2. After participating in the Pilot Scheme, the performance of our junior secondary students shows:

☑ increased interest in learning OL
☑ enhanced multilingual capabilities
☑ better understanding of different languages and their cultures
☑ higher willingness to study OL at the senior secondary level
☐ Others (please specify) : _____

☐ *Please ✓ all the boxes that apply.*

Part D: Declaration
By returning this form to the EDB, it is certified that:

- our school has observed the principles and ambit set out in EDBCM No. 21/2025, as well as the requirements of relevant guidelines, circulars and letters issued by the EDB and the Quality Education Fund (QEF) from time to time when using the relevant funding. All expenditures are incurred in line with the principles and purposes of using the relevant funding, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school type;
- our school has kept a separate ledger account to properly record all the income and expenditure of the "Pilot Scheme on Other Languages for Junior Secondary Students". All expenditure items are supported with documentary proof. All the financial records and receipts have been handled in accordance with the accounting procedures and properly filed for auditing and inspection purposes by the EDB;
- our school will submit the annual audited accounts (if applicable) to the EDB within the prescribed period after the end of each school year, in which the total income and expenditure of the funding will be recorded. In case of any discrepancy between the actual unspent balance as stated in the annual audited accounts and the aforesaid balance, we will notify the EDB as soon as possible for follow-up actions;
- the information provided in this report is true and accurate. We understand that the EDB reserves the right to request documentary proof of the expenditure from schools for auditing and inspection purposes. We also understand our school is required to return any disbursed amounts that are not associated with the subsidised items of the "Pilot Scheme on Other Languages for Junior Secondary Students" to QEF via the EDB;
- our school will submit this report to the School Management Committee (SMC) / Incorporated Management Committee (IMC) for endorsement; and
- the key elements of this report, such as the total expenditure and the number of student beneficiaries, will be incorporated into the School Report for SMC/IMC endorsement and uploaded to our school's website by 30 September 2026.

School website: This report will be incorporated into the 2025–2026 School Report after the first I
~~The School Report will be uploaded to the following website: https://www.dmhc~~

[Schools should fill in the following information if this report is submitted to the EDB by post.]

School Chop

Signature of Supervisor/Principal^: _____

Name of Supervisor/Principal*: Leung Pui Shan

Date: 17/9/2026

^*Please delete as appropriate.*

ENDS

IT Innovation Lab in Secondary Schools
Second Round Final Report
中學 IT 創新實驗室
第二輪最終報告

Part A: Particulars of the Applicant School
甲部：申請學校資料

1. **School Name:** (English) DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL
   學校名稱： （英文）

   (Chinese) 天主教母佑會蕭明中學
   （中文）

2. **School Code:** 113794
   學校編號：

3. **School Type:** Aided
   學校類別：

4. **Principal:** Ms
   校長：
   (English) (Surname) Leung (First name) Pui Shan
   （英文）（姓氏）（名字）
   (Chinese) (optional)
   （中文）（可選填）

5. **Telephone Number:** 24241796
   電話號碼：

6. **Fax Number:** 24841434
   傳真號碼：

7. **Teacher-in-charge:** Ms
   負責教師：
   (English) (Surname) Lam (First name) Chor Sheung
   （英文）（姓氏）（名字）
   (Chinese) (optional)
   （中文）（可選填）

8. **Post:** STEAM Co-ordinator
   職位：

9. **Telephone Number:** 24241796
   電話號碼：

10. **Mobile Number:** [redacted]
    手提電話號碼：

11. **Fax Number:** 24841434
    傳真號碼：

12. **Email Address:** lamcs@dmhcsm.edu.hk
    電郵地址：

13. **Correspondence Email:**
    聯絡電郵地址：

Part B :Annual Report
乙部：年度報告

I. IT-related activities 與資訊科技相關的活動

(a) **Item Number :** 1
編號

(b) **Title : (English) :** 3D printing Basic Skills Workshop
名稱 （英文）

(Chinese) : 3D打印基礎技能工作坊
（中文）

(c) **Description (Please describe in details what and how the activity was conduct**
活動說明 （請詳細說明活動的舉辦過程）

課程內容:
1. 基礎 3D 打印理論與原理
2. 3D 設計圖的設計與轉換方法(需由使用圖層分層技術作辨認、分層及轉換成立體設計圖檔)
3. 各類 3D 打印機(如 FDM、SLA 等)介紹與實作操作
4.實作練習:從設計到列印的完整流程體驗

(d) **Activity Period : From (mmm/yyyy) 由（月／年）：** 15/09/2025
預計活動日期： To (mmm/yyyy) 到（月／年）： 03/11/2025

(e) **Total Activity Hours :** 30
總活動時數

(f) **Activity Venue :** ITLC & VA room
活動地點

(g) **Overall Assessment in the Intended Outcomes :**
預期成果的整體評估

- ☑ Fully achieved 完全達成 (>85% to 100%)
- ☐ Largely achieved 大部分達成 (>50% to 85%)
- ☐ Partially achieved 部分達成 (>15% to 50%)
- ☐ Failed to achieve 未能達成 (0 to 15% achievement)

Further elaboration 進一步說明:

All students could use Tinkercad to draw 3D pictures and learn the skills to make their products.

(h) Number of Participating Students :
參與學生人數及其級別

Organising School :
組織學校

Class Level 級別	Number of Students 學生數目
S1 中一	5
S2 中二	1
S3 中三	3
S4 中四	14
S5 中五	7
S6 中六	0
Total 總數	30

Attendance lists 出席記錄:

Item1_3DPrinting_Basic_Namelist.pdf

Please indicate the reason(s) if **no** attendance records are available:
如果沒有出席記錄，請說明原因

☐ Proposed activities have not been held **建議的活動尚未舉行**

☐ Others 其他(please specify 請列明: _____

Other Schools (if any) :
其他學校（如有）

Number of Students 學生人數	Class Level of Students 學生班級級別
	☐ S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐ Others (please specify : _____) ☑ Not available

(i) Major Responsibilities of Each Party Involved in Organising the IT Activities
參與組織IT活動的各方主要責任

Name 名稱	Organising School 主辦學校
Role 角色	☑ Organiser 主辦方 ☐ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities 責任	Provide venue and equipment. Co-ordinate teachers and tutors. Monitor the quality of the workshop. Keep discipline of students.

Name **名稱**	Makeomnia
Role **角色**	☐ Organiser 主辦方 ☑ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities **責任**	Tutors introduced the basic use of Tinkerpad and control of 3D printer with demonstration. Students learnt how to make 3D products.

(j) **Deliverables :**
成果

Type **類型**	Records of Activities - Photos
Deliverable **成果**	94% of students agreed that they enjoyed STEAM activities e.g. workshops. 94% of students agreed that the workshop could increase their understanding to solve the real-world problems and develop better problem-solving skill. 96% of students agreed that the workshop could show a connection to the knowledge of different subjects such as science, maths, VA and computer.
Description **描述**	Students learnt the Tinkercad and used 3D printer to print their products.
Shareable URL(s) **可分享的連結**	https://drive.google.com/drive/folders/1BvkXcM19kxDyED7Tf2_096xEUVxrFMZc?usp=sharing

I hereby consent to the DPO publishing the provided teaching materials, works of students, and records of activities (including photographs and videos) on any government channels, such as the DPO website, ISD website, Facebook, and YouTube.
本人同意數字政策辦公室將所提供的教學材料、學生作品及活動記錄（包括照片及影片）發佈於任何政府渠道，例如 數字辦網站、新聞處網站、香港教育城、Facebook 及 YouTube。

☐ I Agree 我同意

☐ I Disagree 我不同意

(k) Post-Activity Online Questionnaire for Students 學生網上問卷調查

Please ask the participating students to fill in the online questionnaire for the activity to provide feedback. The online questionnaire generator is available at our website 請要求參與的學生填寫活動的網上問卷，以提供反饋。您可以在我們的網站上找到網上問卷生成器(https://www.it-lab.gov.hk/en/survey.php).

☑ The online questionnaire has been completed. 網上問卷已完成

☐ The online questionnaire has NOT yet been completed. 網上問卷尚未完成

If the online questionnaire has not yet been completed, please provide justification(s) and the plan for completion. 如果網上問卷尚未完成，請提供理由和完成計劃

(l) Changes Details 更改詳情

Please provide reason(s) and justification(s) below if the details of the above activity (i.e. technology theme, activity content, activity type, mode of delivery, deliverables, etc.) are different from those in the original application and approved changes. Please input N/A if not applicable 如果上述活動的詳情（即技術主題、活動內容、活動類型、交付方式、成果等）與原申請和已批准的變更不同，請在下面提供原因和理由。如果不適用，請輸入不適用:

☑ N/A 不適用

Notes 備註:

- Copies of attendance list should be submitted to the DPO only upon request. 參加名單副本應提交給數字政策辦公室進行核對。如果參與學生人數少於計劃人數，請提供理由
- Please note that the DPO may request the organising school to share their experience and/or the activity materials among the school community when an appropriate opportunity arises. 請注意，當適當時，數字政策辦公室可能要求組織學校在學校社區中分享他們的經驗和/或活動材料

(a) **Item Number :** 2
編號

(b) **Title : (English) :** 3D Printing Advanced Skills Workshop
名稱 （英文）

(Chinese) : 3D打印進階技能工作坊
（中文）

(c) **Description (Please describe in details what and how the activity was conduct**
活動說明（請詳細說明活動的舉辦過程）

單元一：
3D列印技術概述
3D列印的歷史與發展
各種列印技術比較：
FDM、SLA、SLS等

單元二：進階列印材料
常見材料特性與選擇依據
新型材料應用：複合材料、生物材料等

單元三：設計與建模技巧
使用CAD軟體進行複雜 3D設計
模型優化與支撐結構設計策略

單元四：列印參數調整
調整列印速度、噴頭溫度、層厚等關鍵參數
如何透過參數優化列印品質與成功率

單元五：後處理技術
表面處理方法：打磨、上色、封膠等
3D列印物件的組裝、黏合與固定技巧

單元六：實踐與應用
實作進階列印項目（如功能性結構或日常用品）
案例分析與問題解決實戰

單元七：未來趨勢與創新
3D列印在醫療、建築、教育、製造等行業的應用前景
探討未來技術發展與市場趨勢（如4D列印、可持續材料）

(d) **Activity Period : From (mmm/yyyy) 由（月／年）：** 26/01/2026
預計活動日期： To (mmm/yyyy) 到（月／年）： 09/03/2026

(e) **Total Activity Hours :** 30
總活動時數

(f) **Activity Venue :** ITLC & VA room
活動地點

(g) **Overall Assessment in the Intended Outcomes :**
預期成果的整體評估

- ☑ Fully achieved 完全達成 (>85% to 100%)
- ☐ Largely achieved 大部分達成 (>50% to 85%)
- ☐ Partially achieved 部分達成 (>15% to 50%)
- ☐ Failed to achieve 未能達成 (0 to 15% achievement)

Further elaboration 進一步說明:

All students could use Tinkercad to draw 3D pictures and learn the advanced skills to make their products.

(h) **Number of Participating Students :**
參與學生人數及其級別
Organising School :
組織學校

Class Level 級別	Number of Students 學生數目
S1 中一	3
S2 中二	0
S3 中三	5
S4 中四	15
S5 中五	7
S6 中六	0
Total 總數	30

Attendance lists 出席記錄:
Item2_3DPrinting_Advanced_Namelist.pdf
Please indicate the reason(s) if **no** attendance records are available:
如果沒有出席記錄，請說明原因
☐ Proposed activities have not been held **建議的活動尚未舉行**
☐ Others 其他(please specify 請列明: _____)

Other Schools (if any) :
其他學校（如有）

Number of Students 學生人數	Class Level of Students 學生班級級別
	☐ S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐ Others (please specify : _____) ☐ Not available

(i) **Major Responsibilities of Each Party Involved in Organising the IT Activities**
參與組織IT活動的各方主要責任

Name 名稱	Organising School 主辦學校
Role 角色	☑ Organiser 主辦方 ☐ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities 責任	Provide venue and equipment. Co-ordinate teachers and tutors. Monitor the quality of the workshop. Keep discipline of students.

Name **名稱**	Makeomnia
Role **角色**	☐ Organiser 主辦方 ☑ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities **責任**	Tutors introduced the basic use of Tinkerpad and control of 3D printer with demonstration. Students learnt how to make 3D products in advanced level.

(j) **Deliverables :**
成果

Type 類型	Records of Activities - Photos
Deliverable 成果	94% of students agreed that they enjoyed STEAM activities e.g. workshops. 94% of students agreed that the workshop could increase their understanding to solve the real-world problems and develop better problem-solving skill. 96% of students agreed that the workshop could show a connection to the knowledge of different subjects such as science, maths, VA and computer.
Description 描述	Students learnt the Tinkercad and used 3D printer to print their products.
Shareable URL(s) 可分享的連結	https://drive.google.com/drive/folders/1x27Wv_wyd9m3AI9Qk9lYmvhbP16j7rKv?usp=sharing

I hereby consent to the DPO publishing the provided teaching materials, works of students, and records of activities (including photographs and videos) on any government channels, such as the DPO website, ISD website, Facebook, and YouTube.
本人同意數字政策辦公室將所提供的教學材料、學生作品及活動記錄（包括照片及影片）發佈於任何政府渠道，例如 數字辦網站、新聞處網站、香港教育城、Facebook 及 YouTube。

☐ I Agree 我同意

☐ I Disagree 我不同意

(k) Post-Activity Online Questionnaire for Students 學生網上問卷調查

Please ask the participating students to fill in the online questionnaire for the activity to provide feedback. The online questionnaire generator is available at our website 請要求參與的學生填寫活動的網上問卷，以提供反饋。您可以在我們的網站上找到網上問卷生成器(https://www.it-lab.gov.hk/en/survey.php).

☑ The online questionnaire has been completed. 網上問卷已完成

☐ The online questionnaire has NOT yet been completed. 網上問卷尚未完成

If the online questionnaire has not yet been completed, please provide justification(s) and the plan for completion. 如果網上問卷尚未完成，請提供理由和完成計劃

(l) Changes Details 更改詳情

Please provide reason(s) and justification(s) below if the details of the above activity (i.e. technology theme, activity content, activity type, mode of delivery, deliverables, etc.) are different from those in the original application and approved changes. Please input N/A if not applicable 如果上述活動的詳情（即技術主題、活動內容、活動類型、交付方式、成果等）與原申請和已批准的變更不同，請在下面提供原因和理由。如果不適用，請輸入不適用:

☑ N/A 不適用

Notes 備註:

- Copies of attendance list should be submitted to the DPO only upon request. 參加名單副本應提交給數字政策辦公室進行核對。如果參與學生人數少於計劃人數，請提供理由
- Please note that the DPO may request the organising school to share their experience and/or the activity materials among the school community when an appropriate opportunity arises.
  請注意，當適當時，數字政策辦公室可能要求組織學校在學校社區中分享他們的經驗和/或活動材料

(a) **Item Number : 3**
編號

(b) **Title : (English) :** Laser Cutting Workshop
名稱 （英文）

(Chinese) : 激光切割工作坊
（中文）

(c) **Description (Please describe in details what and how the activity was conduct**
活動說明（請詳細說明活動的舉辦過程）

1. 雷射切割的基本原理和應用領域。
2. 不同雷射切割機器的類型和功能。
3. 雷射切割機器的安全操作和注意事項。
4. 製作個人防護裝備的重要性。
5. 學習使用雷射切割設計軟體（例如Inkscape或AI）。
6. 製作簡單的雷射切割設計。
7. 探索不同雷射切割材料的特性和適用性。
8. 如何選擇適合的材料進行雷射切割
9. 設置雷射切割機的基本參數
10. 製作基本的雷射切割樣品
11. 設計和製作一個實際的雷射切割專案，如拼圖、名牌等。強調設計思維和創意。
12. 學習複雜圖形的雷射切割技術。
13. 如何優化設計以提高製作效率。

(d) **Activity Period : From (mmm/yyyy) 由（月／年）：** 20/04/2026
預計活動日期： To (mmm/yyyy) 到（月／年）： 25/06/2026

(e) **Total Activity Hours :** 30
總活動時數

(f) **Activity Venue :** ITLC
活動地點

(g) **Overall Assessment in the Intended Outcomes :**
預期成果的整體評估

- ☑ Fully achieved 完全達成 (>85% to 100%)
- ☐ Largely achieved 大部分達成 (>50% to 85%)
- ☐ Partially achieved 部分達成 (>15% to 50%)
- ☐ Failed to achieve 未能達成 (0 to 15% achievement)

Further elaboration 進一步說明:

All students could use the skills to make their products such as red pockets and cards.

(h) **Number of Participating Students :**
參與學生人數及其級別

Organising School :
組織學校

Class Level 級別	Number of Students 學生數目
S1 中一	3
S2 中二	0
S3 中三	9
S4 中四	17
S5 中五	7
S6 中六	0
Total 總數	36

Attendance lists 出席記錄:
Item3_LaserCut_Namelist.pdf
Please indicate the reason(s) if **no** attendance records are available:
如果沒有出席記錄，請說明原因

☐ Proposed activities have not been held **建議的活動尚未舉行**
☐ Others 其他(please specify 請列明: _____

Other Schools (if any) :
其他學校（如有）

Number of Students 學生人數	Class Level of Students 學生班級級別
	☐ S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐ Others (please specify : _____) ☐ Not available

(i) **Major Responsibilities of Each Party Involved in Organising the IT Activities**
參與組織IT活動的各方主要責任

Name 名稱	Organising School 主辦學校
Role 角色	☑ Organiser 主辦方 ☐ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities 責任	Provide venue and equipment. Co-ordinate teachers and tutors. Monitor the quality of the workshop. Keep discipline of students.

Name **名稱**	Makeomina
Role **角色**	☐ Organiser 主辦方 ☑ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities **責任**	Tutors introduced the basic use of laser cutting skill with demonstration. Students learnt how to make the products and benefit to VA students who could enrich the illustrations with more details.

(j) **Deliverables :**
成果

Type **類型**	Records of Activities - Photos
Deliverable **成果**	94% of students agreed that they enjoyed STEAM activities e.g. workshops. 94% of students agreed that the workshop could increase their understanding to solve the real-world problems and develop better problem-solving skill. 96% of students agreed that the workshop could show a connection to the knowledge of different subjects such as science, maths, VA and computer.
Description **描述**	Students learnt how to use laser cutting skill to make their products. They started to make the red pockets. Then they combined with 3D printing skills and used laser cutting skill to shape their products.
Shareable URL(s) **可分享的連結**	https://drive.google.com/drive/folders/1vM5xjZsK-FJnxhYx6kQKzqPRsZqTrasg?usp=sharing

I hereby consent to the DPO publishing the provided teaching materials, works of students, and records of activities (including photographs and videos) on any government channels, such as the DPO website, ISD website, Facebook, and YouTube.
本人同意數字政策辦公室將所提供的教學材料、學生作品及活動記錄（包括照片及影片）發佈於任何政府渠道，例如 數字辦網站、新聞處網站、香港教育城、Facebook 及 YouTube。

☐ I Agree 我同意

☐ I Disagree 我不同意

(k) **Post-Activity Online Questionnaire for Students 學生網上問卷調查**

Please ask the participating students to fill in the online questionnaire for the activity to provide feedback. The online questionnaire generator is available at our website 請要求參與的學生填寫活動的網上問卷，以提供反饋。您可以在我們的網站上找到網上問卷生成器(https://www.it-lab.gov.hk/en/survey.php).

☑ The online questionnaire has been completed. 網上問卷已完成

☐ The online questionnaire has NOT yet been completed. 網上問卷尚未完成

If the online questionnaire has not yet been completed, please provide justification(s) and the plan for completion. 如果網上問卷尚未完成，請提供理由和完成計劃

(l) **Changes Details 更改詳情**

Please provide reason(s) and justification(s) below if the details of the above activity (i.e. technology theme, activity content, activity type, mode of delivery, deliverables, etc.) are different from those in the original application and approved changes. Please input N/A if not applicable 如果上述活動的詳情（即技術主題、活動內容、活動類型、交付方式、成果等）與原申請和已批准的變更不同，請在下面提供原因和理由。如果不適用，請輸入不適用:

☑ N/A 不適用

Notes 備註:

- Copies of attendance list should be submitted to the DPO only upon request. 參加名單副本應提交給數字政策辦公室進行核對。如果參與學生人數少於計劃人數，請提供理由
- Please note that the DPO may request the organising school to share their experience and/or the activity materials among the school community when an appropriate opportunity arises. 請注意，當適當時，數字政策辦公室可能要求組織學校在學校社區中分享他們的經驗和/或活動材料

(a) **Item Number :** 4
編號

(b) **Title : (English) :** AI Utilization Skill Training
名稱 （英文）

(Chinese) : 人工智能應用技能提升課程
（中文）

(c) **Description (Please describe in details what and how the activity was conduct**
活動說明（請詳細說明活動的舉辦過程）

課程主要涵蓋以下內容:
1. 多工具應用：學生將學習並實操多種AI工具。
2. 自主學習能力：教授學生如何搜尋和評估新興AI工具的適用性。
3. 策略規劃思維：引導學生分析任務需求，規劃AI應用方案，學習從問題定義到工具選型的過程。

教學特色:
課程強調問題導向學習，通過真實情境問題驅動學生合作提出解決方案。設有小組討論和成果彙報，培養學生團隊合作與表達能力。
通過這些方式，我們希望學生能全面提升對AI技術的理解和應用能力，為未來的職場做好準備。

學生參與方式:
學生將分組完成PBL專題（如用AI分析社區問題並設計解決方案），並參加結合工具教學與策略工作坊的課堂實操，最終進行階段性成果展示與反思報告。

(d) **Activity Period : From (mmm/yyyy) 由（月／年）：** 15/06/2026
預計活動日期： To (mmm/yyyy) 到（月／年）： 29/06/2026

(e) **Total Activity Hours :** 60
總活動時數

(f) **Activity Venue :** ITLC, MMLC, 2A Classroom
活動地點

(g) **Overall Assessment in the Intended Outcomes :**
預期成果的整體評估

- ☑ Fully achieved 完全達成 (>85% to 100%)
- ☐ Largely achieved 大部分達成 (>50% to 85%)
- ☐ Partially achieved 部分達成 (>15% to 50%)
- ☐ Failed to achieve 未能達成 (0 to 15% achievement)

Further elaboration 進一步說明:

Students have proficiently mastered a variety of generative and analytical AI tools.

(h) **Number of Participating Students :**
參與學生人數及其級別

Organising School :
組織學校

Class Level 級別	Number of Students 學生數目
S1 中一	0
S2 中二	129
S3 中三	0
S4 中四	0
S5 中五	0
S6 中六	0
Total 總數	129

Attendance lists 出席記錄:
AI Training Attendance List.zip
Please indicate the reason(s) if **no** attendance records are available:
如果沒有出席記錄，請說明原因

☐ Proposed activities have not been held **建議的活動尚未舉行**
☐ Others 其他(please specify 請列明: _____)

Other Schools (if any) :
其他學校（如有）

Number of Students 學生人數	Class Level of Students 學生班級級別
	☐ S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐ Others (please specify : _____) ☑ Not available

(i) **Major Responsibilities of Each Party Involved in Organising the IT Activities**
參與組織IT活動的各方主要責任

Name 名稱	Organising School 主辦學校
Role 角色	☑ Organiser 主辦方 ☐ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities 責任	Provide venue and equipment. Co-ordinate teachers and tutors. Monitor the quality of the workshop. Keep discipline of students.

Name **名稱**	Alpha Deepmind Limited
Role **角色**	☐ Organiser 主辦方 ☑ Co-organiser 共同主辦方 ☐ Others (please specify) 其他(請列明)
Responsibilities **責任**	Tutors introduced the use of different AI tools with demonstration. Students learnt how to make use of different AI tools in advanced level.

(j) **Deliverables :**
成果

Type **類型**	Records of Activities - Photos
Deliverable **成果**	92% of students agreed that the course topics were interesting and relevant. 96% of students agreed that the difficulty level was just right. 97% of students agreed that the tutor explained AI concepts clearly. 95% of students agreed that the tutor was patient and answered questions well. 95% of students agreed that the tutor made the lessons engaging and fun. 95% of students agreed that they feel more confident using AI tools now.
Description **描述**	Through hands-on problem-based learning, students mastered diverse AI tools, evaluated emerging technologies, and designed strategic solutions for real-world issues. Collaborative group projects built strong teamwork and presentation skills, equipping students with career-ready AI expertise.
Shareable URL(s) **可分享的連結**	https://drive.google.com/drive/folders/1N_9EZM78NF3-bG614KVb48P085qUWdjk?usp=sharing

I hereby consent to the DPO publishing the provided teaching materials, works of students, and records of activities (including photographs and videos) on any government channels, such as the DPO website, ISD website, Facebook, and YouTube.
本人同意數字政策辦公室將所提供的教學材料、學生作品及活動記錄（包括照片及影片）發佈於任何政府渠道，例如 數字辦網站、新聞處網站、香港教育城、Facebook 及 YouTube。

☐ I Agree 我同意

☐ I Disagree 我不同意

(k) Post-Activity Online Questionnaire for Students 學生網上問卷調查

Please ask the participating students to fill in the online questionnaire for the activity to provide feedback. The online questionnaire generator is available at our website 請要求參與的學生填寫活動的網上問卷，以提供反饋。您可以在我們的網站上找到網上問卷生成器(https://www.it-lab.gov.hk/en/survey.php).

☑ The online questionnaire has been completed. 網上問卷已完成

☐ The online questionnaire has NOT yet been completed. 網上問卷尚未完成

If the online questionnaire has not yet been completed, please provide justification(s) and the plan for completion. 如果網上問卷尚未完成，請提供理由和完成計劃

(l) Changes Details 更改詳情

Please provide reason(s) and justification(s) below if the details of the above activity (i.e. technology theme, activity content, activity type, mode of delivery, deliverables, etc.) are different from those in the original application and approved changes. Please input N/A if not applicable 如果上述活動的詳情（即技術主題、活動內容、活動類型、交付方式、成果等）與原申請和已批准的變更不同，請在下面提供原因和理由。如果不適用，請輸入不適用:

☑ N/A 不適用

Notes 備註:

- Copies of attendance list should be submitted to the DPO only upon request. 參加名單副本應提交給數字政策辦公室進行核對。如果參與學生人數少於計劃人數，請提供理由
- Please note that the DPO may request the organising school to share their experience and/or the activity materials among the school community when an appropriate opportunity arises. 請注意，當適當時，數字政策辦公室可能要求組織學校在學校社區中分享他們的經驗和/或活動材料

II. Other Information 其他資料

Please provide the following information of your school in the school year.
請提供貴校在學年中的以下信息

a) Competitions and Awards (if any) which are related to the conducted activity(ies) :
與進行的活動相關的競賽和獎項（如有）

Name of Competition : 比賽名稱	Tencent STEAM for Good Love Innovate for Happy Ageing Design Competition
Type of Competition : 比賽類型	☐ IT knowledge 資訊科技知識 ☐ Coding 編碼 ☐ Mobile app 手機應用程式 ☐ Robotics 機器人技術 ☐ Digital game design 數碼遊戲設計 ☐ Hackathon 駭客大賽 ☐ Datathon 數據馬拉松 ☐ Pitching 推銷 ☑ Innovative solutions / prototyping 創新解決方案/原型 ☐ Others (Please specify): 其他(請註明)
Organiser : 主辦單位	Department of Biomedical Engineering, The Hong Kong Polytechnic University
Description of Competition : 比賽描述	The program asked students to develop innovative solutions that improve the lives of seniors through technology. They made codes for the machine and reminded elderly about the weather, gas leakage and so on.

No. of Student Participant(s) : 參與學生人數	S1 中一	S2 中二	S3 中三	S4 中四	S5 中五	S6 中六
				3		

Photos / Videos taken for Competition (if any) : 競賽的照片/視頻（如有）	https://drive.google.com/drive/folders/1x4L9Zo_fna5MwRnhkrBcdGLdF4lomblb?usp=sharing

b) Student Information of School :
學校的學生信息

Total number of students in the school year (Secondary 1 to Secondary 6) : **學年度總學生人數（中一至中六）**	678
Number of students participated in activities supported by the IT Innovation Lab Secondary Schools: **參與中學IT創新實驗室支援活動的學生人數**	225
Percentage of students participated in activities supported by the IT Innovation Lab in Secondary Schools: **參與中學IT創新實驗室支援活動的學生人數百分比**	33.19%

c) IT examinations (e.g. certification examinations) taken by students which is funded by the IT Innovation Lab in Secondary Schools:
由IT創新實驗室資助學生參加的資訊科技考試（例如認證考試）

IT Examination taken **已進行的資訊科技考試**	
No. of students **參加考試的學生人數**	
Number of students passing the examination **通過考試的學生人數**	

d) IT Innovation Lab in Secondary Schools programme effectiveness:
中學IT創新實驗室計劃的成效

Implementation of IT Innovation Lab in Secondary Schools programme can achieve the following results 中學IT創新實驗室計劃的實施能夠達到以下效果:	
1. Enhance IT learning atmosphere in school **增強學校資訊科技學習氛圍**	☐ Strongly Agree 非常同意 ☑ Agree 同意 ☐ Average 一般 ☐ Disagree 不同意 ☐ Strongly Disagree 非常不同意
2. Arouse students' interests in IT **激發學生對資訊科技的興趣**	☐ Strongly Agree 非常同意 ☑ Agree 同意 ☐ Average 一般 ☐ Disagree 不同意 ☐ Strongly Disagree 非常不同意
3. Help students to acquire the knowledge and skills of IT **幫助學生獲得資訊科技的知識和技能**	☐ Strongly Agree 非常同意 ☑ Agree 同意 ☐ Average 一般 ☐ Disagree 不同意 ☐ Strongly Disagree 非常不同意
4. Motivate students to learn new knowledge and skills of IT by themselves **激勵學生自主學習新的資訊科技知識和技能**	☐ Strongly Agree 非常同意 ☑ Agree 同意 ☐ Average 一般 ☐ Disagree 不同意 ☐ Strongly Disagree 非常不同意
5. Help students use IT knowledge and skills more creatively to solve problems in daily life **幫助學生更有創造力地應用資訊科技知識和技能解決日常生活中的問題**	☐ Strongly Agree 非常同意 ☑ Agree 同意 ☐ Average 一般 ☐ Disagree 不同意 ☐ Strongly Disagree 非常不同意
6. Enable school to actively promote IT education **使學校能夠積極推廣資訊科技教育**	☐ Strongly Agree 非常同意 ☑ Agree 同意 ☐ Average 一般 ☐ Disagree 不同意 ☐ Strongly Disagree 非常不同意
7. Others (if any) : **其他（如有）**	

e) Arrangement of ICT-related Extracurricular Activities (ECA):
ICT相關課外活動的安排

Has your school arranged any other ICT-related ECA to promote your students' interests in ICT and promote their students' innovative thinking? **您的學校是否安排了其他ICT相關的課外活動來促進學生對ICT的興趣和培養他們的創新思維？**	☑ Yes 是 ☑ Funded by EDB funding 由教育局資助 ☐ Funded by QEF 由質素保證基金資助 ☑ Funded by other sources of funding (Allow more than one selection(s)) 由其他資金來源資助 (可選擇多個選項) ☐ No 否
Estimated number of students who have participated in the above-mentioned ICT-related **估計參與上述ICT相關課外活動的學生人數**	30

III. Comments, if any (e.g. feedback and suggestions for improvement for the programme or the organised activities and way forward) 如有意見（例如對該計劃或組織的活動提供改進的反饋和建議，以及未來的發展方向）

Part C : Financial Report
丙部：財務報告

I. Income and Expenditure Information
收入和開支資料

Please upload the completed financial report which the template is available at
請上載已填寫完成的財務報告，模板可在以下網址獲取
https://www.it-lab.gov.hk/doc/en/IT-Lab Financial Report template (Eng).xlsx

:6 #20260828 #IT Lab #Annual Financial Report IT-Lab Financial Report - 3D & AI.

Part D: Declaration
丁部：聲明及承諾

(1) I declare that : 我宣告：

(a) all the information and supporting documents (if any) given in this report are true and correct; 此報告中提供的所有信息和支持文件（如有）均屬真實和正確；

(b) the School understands that this report will be subject to examination by the DPO and undertakes to make appropriate adjustment in the report based on the result of such examination; 學校明白此報告將接受政府數字政策辦公室的檢查，並承諾會根據檢查結果進行適當的調整；

(c) the School is fully accountable for the execution and financial control of the programme; 學校對該項目的執行和財務控制負有完全責任；

(d) the conducted activity in this report is not a replication (i.e. sheer copying without adaptation or new elements) of the those I have been conducting / will conduct using funding from other Government sources; and 此報告中的活動不是我以其他政府資金進行/將要進行的活動的完全複製（即純粹的複製而沒有適應或新元素）；以及

(e) the School have complied with EDB procurement procedures and in cases of any irregularities found, the School will be required to provide evidence of compliance, such as school audit report. 學校已遵守教育局的採購程序，如發現任何不正常情況，學校將需要提供符合要求的證據，例如學校審計報告。

(2) The teacher-in-charge has to print the hardcopy and submit the **true copy** with the signature of the school principal and the school chop to the following address :
負責老師需要將財務報告的紙本副本和年度報告的紙本副本一同列印，並提交**真實文本**連同學校校長的簽署和學校印章，提交至中學IT創新實驗室一站式支援中心。

IT Innovation Lab in Secondary Schools One-stop Support Centre
Digital Policy Office
6/F, North Point Government Offices, 333 Java Road, North Point, Hong Kong
[2nd Round Final Report for the IT Innovation Lab in Secondary Schools]

香港北角渣華道333號北角政府合署6樓
數字政策辦公室
中學IT創新實驗室一站式支援中心
「中學IT創新實驗室計劃第二輪最終報告」

Name of School 學校名稱	DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL	
Name of School Principal 校長姓名	Leung Pui Shan	
Signature of School Principal 校長簽署		
Date (dd/mm/yyyy) 日期（日／月／年）	08/09/2026	DPO0200PJDK07V6W

DAUGHTERS OF MARY HELP OF CHRISTIANS
Chop
天主教母佑會
蕭明中學
SIU MING CATHOLIC SECONDARY SCHOOL

IT Innovation Lab in Secondary Schools
Annual
Financial Report

Name of school : DMHC Siu Ming Catholic Secondary School

For the period from : 15/04/2025 *(dd/mm/yyyy)* to 31/08/2026 *(dd/mm/yyyy)*

Declaration

I declare that –

(a) all information, including the income and expenditure information and assets register, and supporting documents (if any) provided in this Report for the IT Innovation Lab in Secondary Schools programme are true and correct;

(b) all the expenditures of the programme were spent solely and exclusively for the approved purpose only;

(c) all incomes (if any) relating to the programme were reported in this Report;

(d) the School understands that this Report will be subject to examination by the Digital Policy Office (DPO) and undertakes to make appropriate adjustment in the report based on the result of such examination;

(e) the School is fully accountable for the use and management of the public money granted under the programme and the execution of the proposal; and

(f) the School understands and undertakes that, if there is unspent balance after programme end or early completion of the school project, it will be clawed back by the DPO. A cheque / bank draft payable to "The Government of the Hong Kong Special Administrative Region" for refunding the unspent balance shall be attached to the submitted Final Financial Report. For government schools, the allocation warrant with any unspent balance will lapse at 31 October 2026 or early completion of the school project.

Ms. Leung Pui Shan

Signature of School Principal | *Name of School Principal*

Date: 25 SEP 2026 *(dd/mm/yyyy)*

* Delete where appropriate



Contact person :

Name : Mr. Yeung Wai Tong Angus

Post : EO

Telephone No. : 2424 1796

Email Address : yeungwt@dmhcsm.edu.hk

(Preferably use official email address ended with "edu.hk" or "edb.gov.hk")

Statement 1

Name of School : DMHC Siu Ming Catholic Secondary School

IT Innovation Lab in Secondary Schools

Annual

Financial Report

For the period from 15 Apr 2025 to 31 Aug 2026

Please complete Statement 2 first.

	Approved Budget (a) $	Actual Amount (b) $	Actual Amount vs Approved Budget (b) – (a) / (a) %	Notes in Statement 2
INCOME ***(Remark 1)***				
Funding Support from the DPO	521,960.00	521,960.00	0.00%	
Bank Interest Income		-	-	Statement 2 - Note 1
Other Funds (*e.g. non-government funds, sponsorship, subsidy, etc.*)		-	-	
Other Income *(e.g. school activity fee)*		-	-	
TOTAL INCOME	521,960.00	521,960.00	0.00%	
EXPENDITURE ***(Remark 1)***				
IT Equipment, Infrastructure and Related Service Charges				
Hardware				
- Server-side computing		-	-	
- Client-side computing		-	-	
- Peripherals		-	-	
- Others	81,960.00	81,960.00	0.00%	Statement 2 - Note 2a
Software				
- Server-side computing		-	-	
- Client-side computing		-	-	
Infrastructure		-	-	
Cloud Services		-	-	
Others		-	-	
Operating Expenses and Administrative Cost				
Professional services for supporting the organisation of activities	435,000.00	435,000.00	0.00%	
Transportation Fees				
- Local		-	-	
- Non-local		-	-	
Accommodation Fees (Non-local competition)		-	-	Statement 2 - Note 2b
Supply Teacher		-	-	
Consumables		-	-	
Accounting Services		-	-	
Audit Services (mandatory for the last year)	5,000.00	4,800.00	-4.00%	
Promotion		-	-	
Others		-	-	
TOTAL EXPENDITURE	521,960.00	521,760.00	-0.04%	

Statement 1

Name of School : DMHC Siu Ming Catholic Secondary School

IT Innovation Lab in Secondary Schools

Annual

Financial Report

For the period from 15 Apr 2025 to 31 Aug 2026

Please complete Statement 2 first.

	Approved Budget (a) $	Actual Amount (b) $	Actual Amount vs Approved Budget (b) – (a) / (a) %	Notes in Statement 2
SURPLUS / (DEFICIT) FOR THE YEAR		200.00		
BALANCE BROUGHT FORWARD FROM PREVIOUS YEAR / 1st ROUND OF THE PROGRAMME				
BALANCE CARRIED FORWARD TO NEXT YEAR *(Remark 2)*		200.00		

* Delete where appropriate

Remarks :

1. Please provide detail breakdown in the notes to accounts in Statement 2. For the classification of expenditure items, please refer to the examples in the Application Form.

2. Return any surplus after programme end or early completion of the school project (i.e. unspent amount of Funding Support from the DPO plus Other Income (if any)) to the DPO.

3. Bank statements and statement of bank reconcilation should be submitted with the Financial Report.

Statement 2

Name of School : DMHC Siu Ming Catholic Secondary School

NOTES TO THE ACCOUNTS

1. INCOME

Description	Actual Amount $	Date *(dd/mm/yyyy)*	Receipt / Voucher No. *(Remark 1)*
Funding Support from the DPO			
- B1795 3D Printing, Laser Cutting	311,960.00	17/06/2025	GR25/06-00034
- B2060 AI Utilization Skill Training	210,000.00	24/02/2026	GR26/02-00020
-			
-			
Sub-Total	521,960.00		
Bank Interest Income			
-			
-			
-			
-			
Sub-Total	-		
Other Funds *(e.g. non-government funds, sponsorship, subsidy, etc.)*			
-			
-			
-			
-			
Sub-Total	-		
Other Income *(e.g. school activity fee)*			
-			
-			
-			
-			
Sub-Total	-		
Total	521,960.00		

Remarks :

1. Supporting documents such as certified true copy of receipts, vouchers, etc. should be submitted upon request by the DPO for detailed checking.

(to be continued)

Statement 2

Name of School : DMHC Siu Ming Catholic Secondary School

NOTES TO THE ACCOUNTS

2b. EXPENDITURE - Operating Expenses and Administrative Costs

Expenditure Items *(Please select "Expenditure Items" before inputting "Description")*	**Description**	**Activity Item Number**	**Actual Amount** $	**Date** *(dd/mm/yyyy)*	**Invoice / Voucher No.** *(Remark 1)*
Professional services for supporting	3D Printing Basic Skills Workshop	B1795	75,000.00	15/02/2026	GP26/02-00333
Professional services for supporting	AI Training for Students - Deposit	B2060	105,000.00	16/03/2026	GP26/03-00383
Professional services for supporting	3D Printing Advanced Skills Workshop; Laser Cutting Workshop	B1795	150,000.00	31/07/2026	GP26/07-00638
Professional services for supporting	AI Training for Students - Balance	B2060	105,000.00	31/08/2026	GP26/08-00668
Audit Services (mandatory for the la	Audit Fee	B1795	4,800.00	31/08/2026	JV26/08-00119
		Sub-Total	439,800.00		
		Total (2a) + (2b)	521,760.00		

Remarks :

1. For purchase which equals or exceeds $50,000, supporting documents such as certified true copy of invoices, vouchers, etc. should be attached to the Financial Report. For purchases of amount below $50,000, supporting documents should be submitted upon request by the DPO for detailed checking.

Statement 3

Name of School : DMHC Siu Ming Catholic Secondary School

IT Innovation Lab in Secondary Schools

Assets Register

As at 31 Aug 2026

Asset No.	Category #	Description	Brand / Model / Serial No. *(if any)*	Unit Cost $	No. of Units	Total Cost $	Date of Purchase *(dd/mm/yyyy)*	Supplier's Invoice No.	Location of Asset	Payment Reference *(e.g. Voucher No.)*	Asset deployment plan within three years counting from the project end date (with justifications)	Remarks
2526013	Cat 9: Others	3D Printer	Bambu Lab	13980.00	1	13,980.00	26/11/2025	2025010010	Rm 102 (VA)	GP25/11-00155	For use in future classes	
2526014	Cat 9: Others	3D Printer	Bambu Lab	13980.00	1	13,980.00	26/11/2025	2025010010	Rm 311 (TLC)	GP25/11-00155	For use in future classes	
2526025	Cat 9: Others	Laser Cutter	xTool S1	27000.00	1	27,000.00	19/01/2026	2025012014	Rm 102 (VA)	GP26/01-00261	For use in future classes	
2526026	Cat 9: Others	Laser Cutter	xTool S1	27000.00	1	27,000.00	19/01/2026	2025012014	Rm 311 (TLC)	GP26/01-00261	For use in future classes	
						-						
						-						
						-						
						-						
						-						
						-						
						-						
						-						
					Total	81,960.00						

Cat 1: Hardware (Server-side computing e.g. rack server)
Cat 2: Hardware (Client-side computing e.g. mobile computing devices)
Cat 3: Hardware (Peripherals, e.g. printers, scanners)
Cat 4: Hardware (Others, e.g. programmable drone)
Cat 5: Software (Server-side computing, e.g. database server)
Cat 6: Software (Client-side computing, e.g. 3D modeling software)
Cat 7: Infrastructure (e.g. network equipment)
Cat 8: Textbooks / Reference Books
Cat 9: Others

Annex 3

To: Permanent Secretary for Education
(Attn: Mr TAM Ho-lun)
Address: Science Education Section, Innovation Technology Education Division, EDB Room E232, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

[Please complete and return this report to the Science Education Section, Innovation Technology Education Division, EDB on or before 30 September 2026.]

"AI for Science Education" Funding Programme
Interim Report
on the Use of Funding
(2024/25 to 2025/26 s.y.)

1. As at 31 August 2026, our school has used the funding on the following items:

Expenditure Items (as at 31 August 2026)	**Expenditures ($)** (Please list the total expenditures for items (i) and (ii) separately.)
Item (i) ➢ **Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching** • The number of teachers who enrolled in training course(s) is (9) • The number of training courses in which teacher(s) was/were enrolled is (5) ➢ **Information of the short courses taken** • Are the courses arranged for teachers organised by the course providers listed in the "Information of the training courses" section of Annex 2 in EDBCM No. 227/2024? [Link: https://www.edb.gov.hk/aiforsci] ☑ Yes ☐ No (Please specify the reason.) _____	$500 00.-
Item (ii) **Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching** • The number of support programmes launched is (12) (Remark: The funding amount for the support programme shall not exceed $50,000.)	$500 00.-
Total:	$100,000.-

2. As at 31 August 2026, the "AI for Science Education" funding

☑ has been fully spent.

☐ has an unspent balance of $ _____ .

(Please put a "✓" in the appropriate box.)

3. As at 31 August 2026, the progress of the items that our school is required to complete is as follows:

Items to be completed by school	Progress (as at 31 August 2026) (Please put a "✓" in the appropriate box)	
Develop at least two teaching examples or sets of resources with the application of AI in Science (S1-3)	☐ Completed	☑ In preparation
Conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school)	☐ Completed	☑ In preparation
Conduct at least one experience sharing session (within or outside the school)	☑ Completed	☐ In preparation

4. Declaration

This is to certify that:

- our school has observed the principles and ambit set out in EDBCM No. 227/2024, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the relevant funding. All of the expenditure is in line with the principles and purposes of using the relevant funding, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school type;
- our school has kept a separate ledger account to properly record all the income and expenditure of the "AI for Science Education" Funding Programme. All expenditure items are supported with documentary proof. All the financial records and receipts have been handled in accordance with the accounting procedures and properly filed for auditing and inspection purposes by EDB;
- our school will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of each school year, in which the total income and expenditure of the funding will be recorded. In case of any discrepancy between the actual unspent balance as stated in the annual audited accounts and the aforesaid balance, we will notify EDB as soon as possible for follow-up actions; and
- the information provided in this Report is true and accurate. We understand that EDB reserves the right to request documentary proof of the expenditure from schools for auditing and inspection purposes. We also understand our school is required to return any disbursed amounts that are not associated with the subsidised items of the "AI for Science Education" Funding Programme to EDB.

School Name : DMHC Siu Ming Catholic Sec. Sch.

Signature of Principal : [signature]

Name of Principal (Chinese) : 梁佩珊

Name of Principal (English) : Leung Pui Shan

Date : 04 SEP 2026

School Chop

DAUGHTERS OF MARY HELP OF CHRISTIANS 天主教母佑會 蕭明中學 SIU MING CATHOLIC SECONDARY SCHOOL