

# ANNUAL SCHOOL PLAN (2024-25)

DMHC Siu Ming  
Catholic Secondary School



<https://www.dmhcsm.edu.hk>

## CONTENTS 目錄

1.	School Vision and Mission	
1.1	School Profile—School Goals, School Motto & School Spirit	P.2
1.2	The Core Values of Education—Truth, Justice, Love, Life & Family	P.3
2.	Major Concerns for the School Year 2024-2025	
2.1	Abstract	P.4
2.2	Major Concern I— (Teacher Professional Development) To optimize teachers as Salesian and Professional Educators	P.5
2.3	Major Concern II—(Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity	P.6
2.4	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	P.10
3.	Routine Academic Target—To achieve better public examination results 2024-2025	P.21
4.	School-based Medium of Instruction Plan for Junior Secondary Level in 2024-2025 School year	P.22
5.	Budget Summary 2024-2025	P.24
6.	Appendixes	
(a)	Annual Program Plan for All Subjects & Functional Groups 2024-25	P.26
(b)	Staff Development Program 2024-25	P.83
(c)	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 2022/23 to 2024/25 school year)	P.84
(d)	Plan of Capacity Enhancement Gr, Diversity Learning Gr, After School Learning Gr, Reading Promotion Gr, Sister School Scheme, Citizenship & Social Development Grant Gr, Moral & National Education Support Gr, Mental Health Gr, Promotion of Chinese Culture Immersion Activities Gr, Promotion of Sports Ambience Scheme 2024-25	P.85
(e)	Plan on the use of Life Wide Learning Grant 2024-25	P.96
(f)	Plan for Education Support Provided for NCS 2024-25	P.101
(g)	Plan on Environmental Protection in School 2024-25	P.110
(h)	Quality Education Fund “Enhanced My Pledge to Act” Funding Programme	P.111
(i)	Principal’s CPD Plan 2024-25	P.120
(j)	Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education (IMC Version)	P.121

# 1. School Vision and Mission

## 1.1 School Profile

- a. Our school is a subsidized grammar girls' school run by the Daughters of Mary Help of Christians. Founded in 1973, it has incorporated the educational philosophy of St. Mary Mazzarello and St. John Bosco of educating the young with a harmonious and joyous family spirit of loving kindness, reason and religion.
- b. With the teaching of Christ and values of the Gospel, we create an educational environment that 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.

### 1.1.1 School Goals

- a. We commit ourselves to the all-round formation of our students, putting equal stress on the importance of spirituality, virtue, wisdom, physique, sociability and aesthetic appreciation.
- b. 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 the community.

### 1.1.2 School Motto

“Purity & Charity”

「純潔 仁愛」

### 1.1.3 School Spirit

Be wise in distinguishing between right and wrong and be trustworthy

明辨是非盡責

Be positive, forward-looking and hopeful

積極進取樂觀

Be genuine and sincere with oneself. Always maintain one's integrity and honesty.

純樸廉潔律己

Be loving and caring towards others

仁厚關愛待人

## 1.2 Core Values of Education

**a. *Truth – It is what the human intellect is searching for.***

Human reason's capacity for truth must be upheld. The desire for truth about God and about the meaning of life must always be encouraged and kept alive. Wisdom which enables us to distinguish right from wrong, good from evil, must be treasured above all kinds of knowledge. Honesty demands us to tell the truth and put it into practice even at the cost of great sacrifices.

**b. *Justice – It consists of a constant and resolute will to give to God and one's neighbours their due.***

We pursue justice towards God as the "virtue of religion" and towards men as respecting the rights of others, establishing in human relationships the harmony that promotes equity with regard to individual persons and to the common good, and undertaking responsibilities at individual, family and society levels, thereby achieving the wellbeing of society, promoting and protecting human dignity.

**c. *Love – It is the greatest of all virtues.***

We are to love God above all things and love our neighbours as brothers and sisters, taking our Saviour Jesus Christ as the model of selfless love and humble services to others. Love urges us to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

**d. *Life – It is a priceless gift from God and is sacred in itself.***

Everyone is created in the image of God and has the right to life, which must be respected from its conception to its natural end. Tribulations and adversities in life are to be faced with serenity and hope. Every person is entitled to have whatever is necessary for a decent and dignified existence.

**e. *Family – It is the basic unit of society.***

Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying. Marriage, prepared by the practice of chastity, sustained by fidelity and an indissoluble lifelong commitment, is the foundation of a family which is a permanent support for husband and wife, for parents and children, in achieving their life goals and the wellbeing of the human society.

# 2. Major Concerns for the School Year 2024-2025

## 2.1 Abstract :

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

1.	(Teacher Professional Development) To optimize teachers as Salesian and Professional Educators (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
2.	(Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity (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
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 (學生發展及支援) 建立正向學習經驗，讓學生活出正向人生

## 2.2 School Development Plan 2024-25

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

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

The feedback and follow-up actions from the previous school year 2023-24:

1. The school will organize more collaborative activities and provide platforms for teachers to share best practices and learn from each other.
2. The school could further enhance the ambience of professional exchange. This could be achieved by creating more opportunities for collaboration, knowledge sharing, and peer-to-peer learning. The school will continue to provide opportunities for teachers to engage in ongoing professional development aligned with the school's development plan and students' needs.
3. The school could consider conducting more in-depth evaluations of the staff development activities to assess their effectiveness and impact on teachers' professional growth. The school will conduct regular evaluations of staff development activities to ensure they are meeting teachers' needs and contributing to their professional development.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
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 2.Sharing among CTs by forms during SDD	Questionnaire survey for teachers	Evaluation of teachers	Sept 2024 -May 2025	* Leung PS, Li CY	/	values education, media and information literacy, a healthy lifestyle and balanced physical and mental

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 Talk and sharing during SDD Sharing among Middle Managers during SDD	Questionnaire survey for middle managers	Evaluation of middle managers	Sept 2024 -May 2025	* Leung PS, Li CY	To invite experienced principal to the school to share and give lectures to middle managers	development
1C To optimize teachers as Professional Educators	To utilize Blended Learning and the required skills  and Rasch Model for Mathematics and Science subjects	Teachers' Comments	Evaluation of teachers	Sept 2024 -May 2025	* Tang SL	Talks and/or workshops during SDD	

2.3 Major Concern II: (Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity 2A.

Briefly list the feedback and follow-up actions from the previous school year 2023-24:

In order to further enhance the generic skills of students,

- ◆ STEAM visits to mainland or different countries could be planned for students to broaden their horizons.
- ◆ BAFS (Mgt) and Economics may invite new subjects for collaboration.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
2A To motivate students to deepen and broaden their learning	<p>1. To stimulate students' thinking and promote flexible application of knowledge across various subjects through engaging cross-curricular topics and life-wide learning activities.</p> <p>2. Different learning modes are provided to help students develop their multiple intelligences.</p>	85% of students could increase their understanding of cross-curricular topics and could be able to present their views according to the skills they learn in subjects.	<p>(1) Qualitative assessment:</p> <ul style="list-style-type: none"> <li>- Students' opinions in questionnaires</li> </ul> <p>(2) Quantitative assessment:</p> <ul style="list-style-type: none"> <li>- Students' work Survey based on observation and opinions given by subject teachers</li> </ul>	Sept 2024 - May 2025	<p>*Lam CS, Chun KY</p> <p>Related persons: Panel heads &amp; subject teachers</p>	<p>Professional training for teachers such as seminars, workshops, and visits</p> <p>Study tours, workshops, visits, talks provided for students</p>	<p>Healthy lifestyle</p> <p>Life planning</p> <p>National and global identity</p> <p>Information literacy</p> <p>Generic skills</p> <p>Language proficiency</p> <p>Breadth of knowledge</p>

2. Major Concern: (Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity  
2B

The feedback and follow-up actions from the previous school year 2023-24:

1. The existing teaching and learning materials will be revised if needed.
2. Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.
3. S.2 English teachers will also collaborate with the History teachers in the coming school year.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
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) 1. Revising handouts and test / examination papers 2. Collaboration between English teachers and content subject teachers	a. <u>Qualitative Assessment:</u> Teachers' observations and feedback based on students' performance in worksheets and note-taking  b. <u>Quantitative Assessment:</u> Comparing student performances between the first term examination and the final examination, OR the same examination of the previous year	a. Teachers' observations and feedback b. Comparing student performances	Sept 2024 - May 2025	Shu NC, Kung CL, *Tsang KM and Subject Teachers	/	Language Proficiency  Breadth of knowledge  Generic Skills

2. Major Concern: (Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity  
2C

The feedback and follow-up actions from the previous school year 2023-24

1. Digital Literacy Programs: Implement digital literacy programs to teach students how to effectively use online resources, critically evaluate information, and maintain digital safety. In addition, teachers need to consistently enforce the rules for using iPads in school, ensuring that students understand that there are guidelines for iPad use to prevent using iPads for entertainment more than for learning.
2. Teachers can explore the use of AI to help students learn, especially English language.

3. Enhancing Blended Learning to Deepen and Extend Learning: To deepen the utilization of different cutting-edge pedagogical strategies, including (a) Blended Learning, (b) Flipped Classroom, (c) Cooperative Learning, (d) Digital Good-note (e) traditional teaching and others in lessons. Teachers should use different teaching methods according to different topics to improve teaching effectiveness.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
To optimize the learning and teaching process with blended learning	<ol style="list-style-type: none"> <li>Use of blended learning to establish ways of extending and deepening learning*</li> <li>To enhance students' information literacy and cultivate their ability to distinguish truth from falsehood, exhibit an exploratory spirit, and discover and solve problems*</li> </ol>	<ol style="list-style-type: none"> <li>Lesson observation for appraisal with a focus on blended learning</li> <li>75% of students and teachers believe that blended learning can enhance learning outcomes</li> <li>Use information and information technology ethically, flexibly and effectively</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' Comments</li> <li>Questionnaire survey for teachers and students</li> <li>The Developmental lesson observation performance on blended learning</li> </ol>	Sept 2024 -May 2025	*Leung PS (VP) *Tang SL (VP) All Panel Heads & Subject Teachers	Professional training for blended learning	Breadth of knowledge Information Literacy Generic Skills

2.4 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.

<p>The feedback and follow-up actions from the previous year 2023-2024</p> <ol style="list-style-type: none"> <li>1. More guidance and instructions should be given to class teachers in the weekly quote activity.</li> <li>2. Gifted Education Team will broaden the target group of Gifted Education (e.g. Physical Education 、 Debate) in the next year.</li> <li>3. Guidance should be provided when students practice mediation.</li> <li>4. A wider variety of mindfulness activities could be introduced.</li> </ol>

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
3A To foster a positive psychological, social and physical environment for students	<ol style="list-style-type: none"> <li>1. Design activities to enhance students' appreciation of each other's strengths, foster a sense of gratitude and inner peace.*</li> <li>2. To enhance students understanding of happiness by designing activities in CTP and organizing special school activity day.*</li> </ol>	<ol style="list-style-type: none"> <li>1. Student and teacher survey. 75 % of students and teachers agree that the designed activities and program can achieved the target.</li> <li>2. Feedback from class teachers' observation on students' participation in activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher and student survey</li> <li>2. Teacher observation</li> </ol>	Sept 2024-May 2025	<p>Fong PF (VP) Class teachers</p> <p>School target promotion team</p>	<p>Professional training for teachers</p>	<p>Breath of knowledge</p> <p>Healthy lifestyle</p> <p>Generic Skills</p>
3B Broaden the	<ol style="list-style-type: none"> <li>1. To enrich the learning experiences of the</li> </ol>	<p><u>Quantitative Assessment:</u></p>	Student survey	Sept 2024-May	Li CY LWL team,		Breath of knowledge

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in their lives.	students through experiential learning: in real context and authentic settings like universities, government departments and business corporations.	<p>1. Student survey. 75% of students agree that the designed activities and program can achieved the target.</p> <p><u>Qualitative Assessment:</u></p> <p>2. Opinions obtained from focus group meetings</p>	Focus group meeting	2025	<p>Life planning Education &amp; Careers Guidance Group</p> <p>S.1 to S.5 class teachers</p> <p>Subject panels</p>		Life Planning
	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.	<p><u>Quantitative Assessment:</u></p> <p>1. Student survey. 70% of students agree that the selected subject contents explained by the teachers can help them understand the linkage between subject and their future career.</p>	<p>Student survey</p> <p>Focus group meeting</p>		S3 subject panel heads & subject teachers		

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
		<u>Qualitative Assessment:</u> 2. Opinions obtained from focus group meetings					
	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	<u>Quantitative Assessment:</u> No of students participated in gifted or professional courses	Teacher and students survey		Tang WM Chu CH Wong CM Wong Connie Coordinators, CTs, Panel Heads & Functional Group Heads		
3C To establish a sustainable lifestyle and foster spiritual well-being	Introduce spiritual practices in ERE lessons and CTP to improve students' self-insight, ability to embrace the beauty of silence, and	1 ) Questionnaire: 70% students have experienced more than one spiritual practices.  70% students agree	Quantitative assessment: Students' survey	Sept 2024-May 2025	Chan Annie Chan CM		Healthy Lifestyle  Breath of knowledge

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
	enhance students' mental and physical wellness through a variety of spiritual practices.	that the spiritual practices in ERE lessons and CTP have improved their mental and physical wellness.					Generic skills
	Adopt Catholic Social Teaching (CST) framework in ERE lessons to increase students' ecological concern	2) Feedback from subject teachers :  100% of S2 and S5 ERE teachers have taught environmental issues using Catholic Social Teaching (CST) framework  Questionnaire: 80% of S2 and S5 students agree that their ecological awareness has been increased	Qualitative assessment: Teachers' post-lesson feedback  Quantitative assessment: Students' survey		Chan Annie  S2 and S5 ERE teachers		National and Global Identity
	Improve students' physical and mental well-being through connection with nature in different activities.	3) Qualitative assessments: feedback from students' reflective journals (心靈札記)	Students' reflective journal		Chan Annie		

## 2. 2024-2025 年度學校發展計劃

### 主題: Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)

#### 2.2 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

簡略說明上學年有關範疇回應與跟進 2023-24:

1. 學校將舉辦更多協作活動和提供平台，讓教師分享最佳實踐並互相學習。
2. 學校可以進一步加強專業交流的氛圍，這可透過創造更多的協作、知識共享和同儕學習機會來實現。學校將繼續提供機會，讓教師參與持續的、與學校發展計劃和學生需求一致的專業發展活動。
3. 學校可以更深入評估教師發展活動，以評核其有效性和對教師專業發展的影響。學校將定期評估教師發展活動，以確保它們能滿足教師的需求，並有助他們的專業發展。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
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	老師問卷調查	教師的評價	由 9-2024 至 5-2025	*Leung PS, Li CY	/	價值觀教育、媒體和信息素養、健康的生活方式和平衡的身心發展
1B 以優化中層管理教師人員成為慈幼專業教	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	中層管理老師問卷調查	教師的評價	由 9-2024 至 5-2025	* Leung PS, Li CY	邀請有經驗的校長到校向中層老師講	

育者的優秀的榜樣	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					座及作分享	
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	教師的意見	教師的評價	由 9-2024 至 5-2025	* Tang SL	在教師發展日進行講座及工作坊	

## 2.3 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

### 2A.

簡略說明上學年有關範疇回應與跟進 2023-24:

為了進一步加強學生的共通能力, 於下學年可以從以下兩方面跟進:

- (1) 舉辦內地或其他國家 STEAM 考察團來擴闊學生的視野。
- (2) 企會財(商業管理)科和經濟科或會邀請其他學科合作。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
2A 以激勵學生深化和拓寬學習	1. 通過跨學科課題和全方位學習活動, 來激發學生的思維, 在解決問題過程中能靈活應用不同領域的知識  2. 利用不同的學習模式讓學生在多元智能中發揮潛能	85%學生能加強跨學科課題的理解和利用有關匯報去幫助他們學習相關學科知識。	(1) <u>質化評估</u> : - 學生問卷調查、意見  (2) <u>量化評估</u> : - 學生功課 - 老師觀察及意見	由 9-2024 至 5-2025	*Lam CS, Chun KY  相關老師、科主任及科主任老師	老師專業訓練如參加研討會及工作坊  學生可參與考察、工作坊、參觀及講座	健康的生活方式 生涯規劃 資訊素養 共通能力 語文能力 寬闊的知識基礎 國民和全球公民身份認同

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  
2B

簡略說明上學年有關範疇回應與跟進 2023-24:

1. 現有的教學材料將在需要時進行修訂。
2. 將為相關的英語和科目老師安排課前和課後會議。
3. 中二的英語老師在下學年也會與歷史老師進行合作。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7個學習宗旨
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	a. 質化評估： 教師觀察是基於學生的回應、功課及筆記  b. 量化評估： 比較學生表現 - 上學期考試及期終試 或 - 與上年考試互相比較	a. 教師觀察  b. 比較學生表現	由 9-2024 至 5-2025	Shu NC, Kung CL, *Tsang KM 相關老師、科主任及科任老師	/	寬廣知識基礎、 語文能力、 共通能力

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  
2C

簡略說明上學年有關範疇回應與跟進:

1. 資訊素養: 實施資訊素養計畫, 教導學生如何有效使用線上資源、批判性評估資訊並維護數位安全。此外, 教師需要持續執行使用 iPad 的規則, 確保學生明白使用 iPad 應遵守指引, 以避免將 iPad 用於娛樂而非學習。
2. 教師可以探索運用人工智慧來協助學生學習, 尤其是英語語言。
3. 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。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
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	<ol style="list-style-type: none"> <li>1. 在課前、課堂及課後運用不同的混合式學習教學法, 以達至延伸及深化學習*</li> <li>2. 提升學生信息素養, 培養辨別真假、探索精神、發現問題和解決問題的能力*</li> </ol>	<ol style="list-style-type: none"> <li>1. 考績性觀課--混合式教學法</li> <li>2. 有 75%學生及老師認為混合式學習能提升學習成效</li> <li>3. 靈活、有效和合乎道德地運用資訊和資訊科技</li> </ol>	<ol style="list-style-type: none"> <li>1. 教師的觀察及意見</li> <li>2. 老師及學生的問卷調查</li> <li>3. 發展性觀課—包括混合式教學法</li> </ol>	由 9-2024 至 5-2025	*梁佩珊, *鄧紹龍, 科主任及科任老師	有關混合式學習的專業訓練	寬廣知識基礎、資訊素養、共通能力

2.4 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

簡略說明上學年有關範疇的回應和跟進：2023-2024

1. 需要提供更多指示給班主任在每周金句的活動上。
2. 資優教育組來年度將擴闊推展範疇（如：體育、演辯）。
3. 靜觀練習可加入引導，優化練習的成效
4. 可向學生提供其他面向的靜觀練習

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7個學習宗旨
3A 為學生建立正面的心理、社交及外在環境	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。	1. 有 75%學生及老師同意活動有效達到目標。	學生及老師問卷調查	由 9-2024 至 5-2025	方佩芬(VP) 核心小組 班主任 學校目標推廣組	有關正向教育的專業訓練	健康的生活方式  寬廣的知識基礎  共通能力
	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	2. 老師觀察學生在班主任課及正向教育體驗日中的表現，同意活動可以達到目標。	班主任的觀察及意見				

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。	量化評估 1. 有 75%學生同意活動有效達到目標。 質化評估 2. 焦點小組意見	學生問卷	由 9-2024 至 5-2025	李俊逸 全方位學習組 生涯規劃教育及升學就業輔導組  中三及中五班主任  各科組	寬廣的知識基礎  生涯規劃
	3. 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	量化評估 1. 有 70%學生同意老師的講解有助她們將學科關係聯繫她們的未來人生規劃。 質化評估 2. 焦點小組意見	學生問卷		中三學科科主任及科任老師	
	4. 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。	學生參加資優教育課程的數目	量化評估 班主任及學生問卷調查		鄧穎雯 朱靜嫻 黃楚苗 黃寶琮 班主任、科主任及功能組別負責人	寬廣的知識基礎  共通能力

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% 學生於這學年曾經驗多於一種心靈教育活動  70% 學生同意心靈教育活動有助她們身心鬆弛的鍛鍊	學生問卷	由 9-2024 至 5-2025	陳浩華		健康的生 活方式  寬廣的知 識基礎  共通能力
	2. 以天主教社會訓導的原則，加強學生對受造物的關注	2) 教師回饋  100% 中二及中五級倫宗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	教師回饋    學生問卷		陳浩華 中二及中五級 倫宗科老師		
	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	3) 質化評估：透過心靈教育後的反思(心靈札記)了解學生在活動中的得着及感受	分析學生心靈札記的內容		陳翠芬		

## **4. School-based Medium of Instruction Plan for Junior Secondary Level in 2024-2025**

### **School year**

Our school has been using English as the medium of instruction progressively up the different levels since 1994. In 1998, our school has been approved by the Education Department and listed among the 114 EMI schools which gave the final push for the school to adopt the Foreign Language Immersion Education Approach with the vision that our graduates should be able to communicate both verbally and literally in English at such a level of proficiency that they can either continue their studies or enter the job market both locally and abroad without language difficulties. An EMI committee was set up in 1998/1999 to formulate a practical and effective plan, which calls for commitment of all staff for successful implementation.

In 2009, the Education Bureau decided to fine-tune the recommendations on MOI arrangements for secondary schools with a view to allowing secondary schools the flexibility to decide professionally the appropriate MOI arrangements. The MOI policy for our school, starting from September 2010 at S1 level progressing each year to a higher level of the junior secondary forms, will be the same as being an EMI school in the past years.

The non-language subjects to be taught in EMI for students admitted to S1 in the 2024-2025 School year and when the same cohort of students proceeds to S2 and S3 in the 2025-2026 and 2026-2027 school years respectively are as follows:

- Mathematics
- Science (Physics, Chemistry, Biology in S3)
- Computer Literacy
- Technology and Living
- Geography
- History
- Music
- P.E.

A language-rich environment both inside and outside the classroom promotes learning through the English medium by maximizing students' exposure to English and by providing an atmosphere in which English becomes accepted as the normal language of communication.

#### **A. For Students**

1. English is to be used in notices, instructions and directions put up in the school premises for various purposes, except public notices and notices from non-EMI subjects.
2. English is to be used in announcements, morning prayers and routine work during class teacher periods, talks and assemblies.
3. English is to be used in posters, notice boards and displays related to students' work and achievements, which provide materials and activities for sharing among students (e.g. English Corner in the classroom)
4. School circulars and student handbooks have adopted the use of the English medium.
5. English is to be used in sections of the School newsletters and magazines (Chinese is available as parents are the general readers.)
6. The bilingual school web page and school intranet have been set up.
7. An English version of the school rules is available.

#### **B. For Staff / Administration**

English is to be used in

1. School Policy and Implementation Plan
2. Circulars
3. Notices
4. Memoranda

5. Agenda of meetings
6. Minutes / Reports of meetings (e.g. staff meetings, panel meetings)
7. Other documents submitted by EMI teachers

### **C. School Functions**

English is to be used in school functions such as Sports Day, Speech Day, AGM of Student Association and most of the morning assemblies, etc.

### **D. Extra-curricular Activities**

Students are encouraged to participate in extra-curricular activities which are organized in English, and all these activities should be interesting, challenging and sustainable. For example,

1. Speech contests, debates, dramas, scrabbles, games, English Week, tongue-twister competitions, etc. can be organized by the English Club.
2. Reading Schemes, book report competitions, etc. (Materials should cover a broad range of topics.)
3. Writing competitions / Quizzes
4. Video / film shows / TV viewing  
This can be preceded or followed by simple discussions led by teachers. Further reading of materials will help develop students' interest and study skills.
5. English Corner  
Students have easy access to materials in English including books, newspapers, magazines audio tapes, as well as English games on the computer. These materials enable a broad English language input and resources for tasks and projects of the EMI subjects. Teachers and senior students can run English-speaking activities in this Corner at lunchtime.
6. The clubs of EMI subjects can also conduct activities in English, e.g. preparation for and writing a report of a field trip or doing an experiment, the display of a poster and making an announcement for a contest, preparing a magazine article on a major school event, writing up a scrap-book on different professions in H.K. or the introduction of the life of a prominent politician, etc.
7. Students are encouraged to join English-related activities outside the school, e.g. Speech Festival, Drama Festival, essay competitions, slogan design competitions, etc.

### **E. Class Libraries**

Class libraries are administered and used by the students themselves, e.g. the Class Committee. Materials kept may consist of English readers, students' projects, newspaper clippings, magazines, reference books, etc.

### **F. Using the media in assignments / projects**

Since the media in H.K. provide a good range of English language exemplary models and plenty of opportunities for language learning, assignments / projects using the media should be given to students. Students studying through EMI must use English for conceptual development, data collection and presentation.

### **G. Using English for Communication**

Teachers and students are strongly encouraged to use English for communication within the school premises.

5. Budget Summary 24/25

		EOEBG											Grant Outside EOEBG																
		Composite Furniture & Equip. Grant A/C	School & Class Gr	Lift Maintenance Grant	Administratio n Grant	Training and Development Grant	Composite Information Technology Grant	Air-conditioning Grant	Consolidated Subject Grant for non-IMC S Sch(CSG)	Prog Fund for Whole-Sch Ap to Guid & Dis	SB Speech Therapy Admin Gr	SB Management Top Up Gr	Capacity Enhancement Grant	Other Recurrent Grant A/C	Committee on Home School Co-oper Proj	Salaries Grant A/C	Employer's Cont to PF Scheme for NT A/C	Grant A/c under benefit for NET	SB After-sch Learning & Support Prog	Teacher Relief Grant	Learning Support Grant for Sec. Sch	Diversity Learning Grant - ALC	Diversity Learning Grant - Other Language	Diversity Learning Grant - Other Programmes	Moral & National Edu Subject Support Gr	Enhancing Support for Learn. & Teach. For NCS	Information Technology Staffing Support Gr	Gr for Sister School Scheme	
(A) Balance b/f		3,747,875											0	0	0	0	0	46,114	652,808	103,562	0	7,800	79,014	251,354	0	0	162,994		
(B) Income		8,065,000											600,000	30,000	47,824,000	376,000	100,000	120,000	4,601,000	370,000	110,000	50,000	84,000	0	159,000	339,000	100,000		
E01	SB After School Learning																		(120,000)										
E02	Guidance	0	0							(15,000)																			
E03	Careers Guidance	(3,000)	0							(6,000)																			
E04	Information Technology	(75,000)	(75,000)				(345,372)																						
E05	Student Foundation		0							(15,000)									0										
E06	Life Wide Learning																												
E07	Discipline		(500)							(3,500)																			
E08	Spiritual Foundation		(26,500)			0														(6,000)									0
E09	Awards Scheme						(800)																						
E10	Video Recording	(20,000)	(5,000)				0																						
E11	Library	0	(30,000)				(20,000)																						
E12	Students Activities		(14,000)																										
E15	Sch Promotion		(25,000)				(10,000)																						
E17	Academic Week		(26,000)																										
E18	Leadership Training Prog		(5,000)																										
E19	Aesthetic Development		(7,000)																	(98,000)									
E21	S3 Project		(4,800)																										
E23	Gifted Education Prog		(8,000)																					(50,000)					
E24	Special Education Need (SEN)	(2,000)																			(256,000)								
S01	Music	(35,000)	(22,000)			0	0																		(55,000)				
S02	Physics	(15,000)	(1,000)			0	0													0									
S03	Visual Art	(25,000)	(14,500)				(10,000)			(40,000)																			
S04	Biology		(5,000)							(21,000)																			
S05	Chemistry		(4,900)							(22,000)																			
S06	IS	(20,000)	(10,000)							(26,000)																			
S07	Chinese Language		(4,500)																										
S08	Chinese History		(30,000)																							(10,000)			
S09	English Language		(12,800)				(10,000)			0										0									
S10	Computer	(22,000)	0							(10,000)																			
S11	Economics		(2,100)																										
S12	Geography	(20,000)	(6,000)			0																							
S13	Technology & Living	(50,000)	(3,000)							(61,000)																			
S14	Putonghua		(2,000)							0																			
S15	Maths		(9,000)																										
S16	Physical Education	(3,000)	(43,500)				(3,000)			(25,000)																			
S17	BAFS		(3,100)																										
S18	Ethics & Religious Education		(11,500)			(3,000)																							
S19	Preparation Room	0	(1,200)							(300)											(18,000)								
S20	Liberal Studies / Citizenship & SD		0																						0				
S21	Chinese Literature		(3,200)																										
S22	Life & Society		(24,000)																										
S23	Civic Edu		(10,000)																										
S24	History		(20,500)							(1,000)																			
A01	Administrative Prog + Salary	(200,000)	(1,296,500)	(160,000)	(3,907,000)	(55,000)	(5,828)	(300,000)	(700)	(500)	0	(10,000)	(575,000)	(600,000)	(30,000)	(47,824,000)	(376,000)	(100,000)	0	(5,254,000)	0	(110,000)	(50,000)	0	0	(342,000)	(1,105,000)	(100,000)	
(C) Expenses		(7,919,100)											(600,000)	(30,000)	(47,824,000)	(376,000)	(100,000)	(120,000)	(5,376,000)	(256,000)	(110,000)	(50,000)	(105,000)	(10,000)	(342,000)	(1,105,000)	(100,000)		
(D) = (B) - (C)	Surplus for the year	145,900											0	0	0	0	0	0	(775,000)	114,000	0	0	(21,000)	(10,000)	(183,000)	(766,000)	0		
(E) = (A) + (D)	Balance c/f to next year	3,893,775											0	0	0	0	0	46,114	(122,192)	217,562	0	7,800	58,014	241,354	(183,000)	(766,000)	162,994		

Remarks:  
 Note 1. All the deficit item will be transferred to EOEBG Account  
 Note 2. To be Refunded by ED / Others

5. Budget Summary 24/25

															School Fund										Total	
	Promotion of Reading Gr	School Executive Officer Gr	Student Activities Support Gr (JCF)	Quality Education Fund (QEF) - Mobile Device	Quality Education Fund (QEF)	One off School-based Speech Therapy Set up Gr	One off Gr for Subject Citizenship & Social Development	Life Wide Learning Gr	HK Drama Festival	One-off Grant for Mental Health at School	One-off Grant for Mental Health of Parents & Students	One-off Gr on Parent Education	One-off Gr for Promotion of Chinese Immersion Activities	One-off Gr for Promotion of a Sports Ambience & MVPA60 in Schools	Approved Coll. For Specific Purposes A/C	General Fund / Subscription / TF A/C	Retired Principal's Scholarship Fund	St. Savio Scholarship Fund	May Chan Scholarship Fund	Dr. Gerald Siu Scholarship	Lau Cheuk Yin Charitable Fund	Mother Morano Scholarship	Music Development Fund	Funding for Overseas Study Tour & ECA		
(A) Balance b/f	34,261	329,966	0	0	589,021	8,116	266,827	881,625	213	58,800	20,000	200,000	300,000	150,000	574,302	1,662,074	12,519	9,527	(22,500)	153,400	(6,600)	46,742	29,448	57,941	10,407,202	
(B) Income	66,000	609,000	100,000	200,000	100,000	0	0	1,242,490	4,000						217,000	1,792,800	0	0	25,000	100,000	20,000	0	2,000	10,000	67,416,290	
E01 SB After School Learning																									(120,000)	
E02 Guidance																										(15,000)
E03 Careers Guidance																										(9,000)
E04 Information Technology																										(495,372)
E05 Student Foundation																										(15,000)
E06 Life Wide Learning								(1,809,250)																		(1,809,250)
E07 Discipline																										(4,000)
E08 Spiritual Foundation																										(32,500)
E09 Awards Scheme																(59,000)	(2,000)	(2,000)	(25,000)	(100,000)	(20,000)					(208,800)
E10 Video Recording																										(25,000)
E11 Library	(68,000)																									(118,000)
E12 Students Activities																										(14,000)
E15 Sch Promotion																										(35,000)
E17 Academic Week																										(26,000)
E18 Leadership Training Prog																										(5,000)
E19 Aesthetic Development																										(105,000)
E21 S3 Project																										(4,800)
E23 Gifted Education Prog																										(58,000)
E24 Special Education Need (SEN)																										(258,000)
S01 Music																										(112,000)
S02 Physics																										(16,000)
S03 Visual Art																										(89,500)
S04 Biology																										(26,000)
S05 Chemistry																										(26,900)
S06 IS																										(56,000)
S07 Chinese Language																										(4,500)
S08 Chinese History																										(40,000)
S09 English Language																										(22,800)
S10 Computer																										(32,000)
S11 Economics																										(2,100)
S12 Geography																										(26,000)
S13 Technology & Living																										(114,000)
S14 Putonghua																										(2,000)
S15 Maths																										(9,000)
S16 Physical Education																										(74,500)
S17 BAFS																										(3,100)
S18 Ethics & Religious Education																										(32,500)
S19 Preparation Room																										(1,500)
S20 Liberal Studies / Citizenship & St								(252,000)																		(252,000)
S21 Chinese Literature																										(3,200)
S22 Life & Society																										(24,000)
S23 Civic Edu																										(10,000)
S24 History																										(21,500)
A01 Administrative Prog + Salary	0	(639,000)	(100,000)	(200,000)	(100,000)	0	(14,000)	(4,000)	(60,000)	(20,000)	(50,000)	(100,000)	(50,000)	(100,000)	(1,847,000)	0	0	0	0	0	0	0	0	(2,000)	(5,000)	(65,692,528)
(C) Expenses	(68,000)	(639,000)	(100,000)	(200,000)	(100,000)	0	(266,000)	(1,809,250)	(4,000)	(60,000)	(20,000)	(50,000)	(100,000)	(50,000)	(1,906,000)	(2,000)	(2,000)	(25,000)	(100,000)	(20,000)	0	(2,000)	(5,000)		(70,051,350)	
(D) = (B) - (C)	(2,000)	(30,000)	0	0	0	0	(266,000)	(566,760)	0	(60,000)	(20,000)	(50,000)	(100,000)	(50,000)	117,000	(113,200)	(2,000)	(2,000)	0	0	0	0	0	5,000	(2,635,060)	
Surplus for the year	(2,000)	(30,000)	0	0	0	0	(266,000)	(566,760)	0	(60,000)	(20,000)	(50,000)	(100,000)	(50,000)	117,000	(113,200)	(2,000)	(2,000)	0	0	0	0	0	5,000	(2,635,060)	
(E) = (A) + (D)	32,261	299,966	0	0	589,021	8,116	827	314,865	213	(1,200)	0	150,000	200,000	100,000	691,302	1,548,874	10,519	7,527	(22,500)	153,400	(6,600)	46,742	29,448	62,941	7,772,142	
Balance c/f to next year	32,261	299,966	0	0	589,021	8,116	827	314,865	213	(1,200)	0	150,000	200,000	100,000	691,302	1,548,874	10,519	7,527	(22,500)	153,400	(6,600)	46,742	29,448	62,941	7,772,142	

Note 1

Remarks:

Note 1. All the deficit item will be transferred to EOEBG A;

Note 2. To be Refunded by ED / Others

## 6. Appendix

### (a) Annual Program Plan for All Subjects & Functional Groups 2024-25

#### (A) Program Plan for All Subjects

##### 1. English Language

Panel head of Department: Tsang KM, Kung CL (Assistant Head), Shu NC (Assistant Head)

Major Concern I: To develop the curriculum with multiple pathways catering for learner diversity

B*	To integrate subject-specific knowledge and English skills in enhancing the students' language proficiency and performance in selected subjects (LaC)
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##### Target 1:

Forms	Targets and Outline of strategies	Implementation and Success Criteria	Time scale	Person(s) in-charge	Persons involved	Mode of Assessment and Evaluation
1	B* (LaC) To collaborate with Geography and Integrated Science teachers and devise lesson plans and design teaching and learning materials to highlight useful language features for the subjects	Teachers discuss with content subject teachers and select certain topics for collaboration. English teachers either pre-teach some vocabulary or consolidate some language features that are necessary for the subjects. (S. 1: Geography and Integrated Science, S. 2: Integrated Science and History)	9/2024-5/2025	Shu NC Kung CL	S. 1 & 2 English teachers Tsang KM	Teachers' observation of students' work in specific formats to be marked by English teachers and/or subject teachers  Google Form Survey for students
1-3	Chinese culture enrichment project	Form coordinators select topics and materials related to Chinese culture and/or National Education, then introduce related concepts in class.	9/2024-5/2025	Kung CL	S. 1, 2 and 3 Form Coordinators and English teachers	Holiday assignments related to Chinese culture will be given to students Teachers' observation of students' work
1	S.1 Writing Elite Class (SCMP)	Teacher (preferably external tutor) will adapt materials from SCMP and train up more abled students' writing skills and competence. Resources and lesson guidelines will be provided to the tutor in advance. Students will have a total of 8 hours of lesson time, during which they will be exposed to authentic texts of various current issues. They will also have ample opportunities to create pieces of writing.	9/2024-5/2025	Kung CL	S. 1 Form Coordinators and English teachers	By the end of the course, each student is required to submit a piece of work to SCMP or Young Post.

**Target 2:**

Forms	Targets and Outline of strategies	Implementation and Success Criteria	Time scale	Person(s) in-charge	Persons involved	Mode of Assessment and Evaluation
1-6	<p>To enhance students' writing skills through short tasks</p> <p>Short pre-writing tasks with a specific focus will be designed for students before they write the long tasks.</p>	<p>During the school year, each of the 4 subject teachers of the form will design one short writing task that match the focus of one of the long writing tasks. Students will be guided to concentrate on one or two items (e.g. descriptive adjectives, topic sentences, figurative language) and complete a short pre-writing task. Teachers will go through students' work and review their weaknesses with the whole class. Then, students will be instructed to proceed with the long writing task.</p>	9/2023-5/2024	Tsang KM Form Coordinators	All English teachers	<p>Teachers will keep track of students' writing performance during the year.</p> <p>60% of students show an improvement in their writing score during the term.</p>

**Target 3:**

Forms	Targets and Outline of strategies	Implementation and Success Criteria	Time scale	Person(s) in-charge	Persons involved	Mode of Assessment and Evaluation
5	<b>Credit Class</b> (to be conducted by subject teachers)	More tasks given to around 20 S.5 students to pull up their marks in the HKDSE exam to Level 5 or above All 4 skills can be included at subject teacher's discretion 5-6 meetings after school	3/2025– 5/2025	Kanyu Wong	Wong Kanyu (5D) Kwan HL (5C) Shu NC (5B) Fong CL (5A)	Students' pre-test and post-test performance will be compared.  Improvement in students' work during the after the class by teachers' observation.
5	<b>5** Class</b> (to be conducted by all S. 5 English teachers)	12-14 students from S. 5 who are the top in English will be invited to attend the 5** class respectively. Challenging tasks will be given to boost their skills in reading, writing, listening and speaking. There will also be a regular weekly class to boost the results of a group of students with potential.	4/2025 – 5/2025	Kanyu Wong	Wong Kanyu (5D) Kwan HL (5C) Shu NC (5B) Fong CL (5A)	80% of Level 5 or above attained in each paper (4 skills)
6	<b>Credit Class</b> (to be conducted by subject teachers)	More tasks given to around 16 S.6 students to pull up their marks in the HKDSE exam to Level 5 or above All 4 skills can be included at subject teacher's discretion 4 meetings after school	11/2024-2/2025	Shu NC	Shu NC (6A) Kung CL (6B) Liu Psz (6C) Tsang KM (6D)	Students' pre-test and post-test performance will be compared.  Improvement in students' work during the after the class by teachers' observation.
6	<b>5** Class</b> (to be conducted by all S. 6 English teachers)	12-16 students from S. 6 who are the top in English will be invited to attend the 5** class respectively. Challenging tasks will be given to boost their skills in reading, writing, listening and speaking. There will also be a regular weekly class to boost the results of a group of students with potential.	11/2024-2/2025	Shu NC	Shu NC (6A) Kung CL (6B) Liu Psz (6C) Tsang KM (6D)	80% of Level 5 or above attained in each paper (4 skills)
6	<b>Supplementary post-mock English lessons</b>	All S. 6 students will be asked to attend 2-3 sessions of supplementary English lessons, with a special focus on reading, writing and listening skills.	3/2025	Shu NC	Shu NC (6A) Kung CL (6B) Liu Psz (6C) Tsang KM (6D)	Students develop a better understanding of the skills they should possess for the papers and are given notes and tips for last-minute revision.
6	<b>Whole form oral practice</b>	All S. 6 students will be asked to attend at least one oral practice (2 rounds) before the DSE speaking exam. Students in different classes will be arranged in the same group to simulate the public examination situation. On-the-spot feedback will be given to individual students.	3/2025	Shu NC	Shu NC (6A) Kung CL (6B) Liu Psz (6C) Tsang KM (6D)& S. 6 Small Class Oral teachers	Students' attendance and comparison of their score in Mock II and DSE Paper 4.

## 2. Chinese Language – Chinese Language (中國語文科)

科主任：梁婉珊

### 目標一：配合學校發展目標

以多元的策略以照顧學生多樣性

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估
運用「混合學習」照顧學生學習多樣性	1 運用網上平台助學生作課前預習、讓學生展現所學或作延伸學習。 2 老師安排其中一節課堂進行觀課，觀課後會就「混合學習」應用進行評課交流。	梁婉珊	中文科有關老師	全年	混合模式有助70%學生處理學習多樣性。	老師透過課堂觀察和學生習作，對學生的表現作評價。

### 目標二：配合學校發展目標

建立正向學習經驗，讓學生活出正向人生

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估
將所學與學生將來事業發展所需的態度作連繫	透過篇章閱讀，老師讓初中學生認識有利將來事業發展的良好態度：要建立良好習慣、善盡責任、豁達面對人生及做事要努力不懈。	梁婉珊	梁婉珊及初中任課老師	全年	80%初中學生能透過篇章閱讀，認識有利將來事業發展的良好態度。	老師透過課堂觀察，對學生的表現作評價。

### 目標三：預計要達到的成績目標

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估
提升學生成績	拔尖補底計劃 各級拔尖補底將配合本科課外活動、以及課後個別或小組指導。 (詳見本科拔尖補底計劃)	梁婉珊	中文科老師	全年	1. 中三級全港性系統評估 100%達到水平 2. 中六級中學文憑試： 5 或以上：20% 4 或以上：56% 3 或以上：90%	統計公開試成績

目標四：拔尖補底計劃

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估
	校際朗誦比賽	梁婉珊	梁婉珊 連梓晴 郭之蕾 李兆婷 陳柳羨	(中一至中五級) 全年各級訓練約 6-7 次	70%參加校際朗誦比賽的同學，能於比賽中取得優良或良好等級	學生比賽成績等級統計、學生表現描述
提升學生成績	<p>中一至中三級 (各級) 小組指導</p> <p>中一指導內容： 配合記敘文閱讀、古代漢語兩個單元，每個單元 2 次</p> <p>中二指導內容： 配合人物描寫、景物描寫、古代漢語單元，合共 4 次</p> <p>中三指導內容： 配合說明文閱讀、議論文閱讀兩個單元，每個單元 2 次</p>	梁婉珊	中文科老師	<p>中一 全年 4 次</p> <p>中二 全年 4 次</p> <p>中三 全年 4 次</p>	<p>1 中一級至中三級：其中有 60% 參加的學生成績有提升</p> <p>2 中四級至中六級：其中有 50% 參加的學生成績有提升</p>	統計參加計劃的學生校內測考成績、學生表現描述
	<p>中一至中六級 (各班) 小組指導或個別指導</p> <p>各班任課老師以個別指導或小組指導模式，就讀、寫、聽、說、綜合各項語文能力，針對個別學生需要提升的範疇，利用小息、午膳或放學時間，與學生面談或進行增潤練習，對學生的語文技巧進行針對性的指導</p> <p>備註： 1 每位任課老師全年指導對象不少於 15 人。 2 每位參與的同學全年接受指導的總時數不少於 1 小時。 3 任課老師全年進行課後指導的總時數合共不少於 4 小時。 4 若任課老師同時兼教高中與初中，宜多投放課後指導時間予高中同學。</p>			全年		

## 2. Chinese Language – Chinese Literature (中國文學科)

科主任：鄧穎雯

目標一：配合學校發展目標

運用「混合式學習模式」，照顧學生學習的多樣性，提升學與教的效能。

目標／策略	行動	聯絡員／ 有關老師	成功指標	評估模式	結果及反思
混合式學習	<p>1 老師以「混合式學習」模式，配合網上學習及實體課堂，引導學生就文學創作或文學賞析課程，進行課前網上課業及實體課堂活動。</p> <p>2 老師安排其中一節課堂進行觀課，觀課後會就「混合式學習」模式進行評課交流。</p>	鄧穎雯 及 中國文學科 老師	「混合式學習」模式能提升70%學生的學習動機，並能照顧學生學習的多樣性。	老師透過課堂觀察和學生習作，對學生的表現進行描述。	<p>1 老師統計運用「混合式學習」模式設計的課堂數目。</p> <p>2 就學生習作和參與課堂討論的表現進行描述。</p>

目標二：預計要達到的成績目標

行動	聯絡員	有關人士	時間	資源／備註	成功指標	評估模式
拔尖補底計劃	鄧穎雯	中國文學科老師	全年	各級拔尖補底計劃將配合本科課外活動、以及課後個別或小組指導。 (詳見本科拔尖補底計劃)	中六級中學文憑試： 5或以上：10% 4或以上：50% 3或以上：80%	統計 公開試 成績

目標三：本科拔尖補底計劃

行動	聯絡員	有關人士	時間	資源／備註	成功指標	評估模式
中四至中六級小組指導或個別指導	鄧穎雯	中國文學科老師	全年	任課老師以個別指導或小組指導模式，就文學創作或文學賞析，針對個別學生需要提升的範疇，利用小息、午膳或放學時間，與學生討論或進行增潤練習，對學生的創作或賞析技巧進行針對性的指導。	50%修讀中國文學科的學生，在文學創作或文學賞析的技巧上有所提升。	老師透過課堂觀察和學生習作，對學生的表現進行描述。

## 2. Chinese Language – Putonghua (普通話科)

科聯絡員：翁逸薰修女

總目標：

配合學校發展目標二：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。

**目標一：透過跨科學習，以激勵學生深化和拓寬學習。**

年級	行動	負責老師	有關人士	時間表	成功指標	評估模式
中一及中二級	善用不同的學習資源，例如欣賞普通話詩詞曲朗誦的影片、改編古典詩詞的普通話流行歌曲、觀看古典文學改編的戲劇等，提升學生的學習興趣。並以不同的形式，如朗誦、誦唱、配合中國舞蹈、戲劇表演、遊戲或比賽等，讓學生從不同途徑以有趣的方法學習普通話，感受學習及運用普通話的樂趣；並同時提升學生學習詩詞曲的動機，以培養學生賞析文學的興趣。	翁逸薰	翁逸薰 梁紅珊	上、下學期至少一節課	大部份學生投入課堂活動，認真學習，勇於表達。	老師評價學生投入及樂於以普通話溝通的表現。
中一至中五級	在課堂以外，鼓勵學生積極參與普通話校外比賽，如「校際朗誦節」、「普通話電台四大名著廣播劇比賽」等，提升學生對學習及運用普通話的興趣，亦提升學生對中國文學及文化的認識。	翁逸薰	翁逸薰 梁紅珊	全年	全年至少八名學生曾參與校外比賽。	教師觀察學生表現，參與普通話比賽時，學生是否投入。
中一及中二級	配合藝術作品或藝術知識(中一)、中華文化或科學知識(中二)，供學生自行選擇主題，並就個人的認識或心得作分享，以完成普通話科的「說話訓練」。	翁逸薰	翁逸薰 梁紅珊	全年	大部份學生能認真完成「說話訓練」。	教師查看學生的「說話訓練」工作紙，並就學生的說話內容、結構及發音咬字各方面評分。

**目標二：透過混合式學習，提升教學效能。**

年級	行動	負責老師	有關人士	時間表	成功指標	評估模式
中一及中二級	嘗試結合混合式教學，例如以網上自學方式進行課前預習、課堂期間善用分享平台、課後提供網上延伸練習等。	翁逸薰	翁逸薰 梁紅珊	全年	大部份學生投入課堂活動，認真學習或完成相關練習。	老師評價學生投入參與、認真完成相關練習的表現。

### 3. Mathematics

Head of Department : Chik Ching Yiu

**Target 1: To develop the curriculum with multiple pathways catering for learning diversity (Major Concern I)**

Forms	Tasks	Person-in-charge	Persons involved	Time Scale	Success Criteria
S.2	To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning. <ul style="list-style-type: none"> <li>To enhance students' interests and integrate their knowledge and skills across STEM education.</li> </ul>	Chik CY	S.2 Mathematics Teachers	Whole school year	Students' work. Observations and opinions given by subject teachers and students.
S.1 – S.6	To optimize learning and teaching process with blended learning. <ul style="list-style-type: none"> <li>Use of blended learning</li> <li>Google Classroom will be used as the Learning Management System (LMS)</li> </ul>	Chik CY	S.1 – S.6 Mathematics Teachers	Whole school year	Successful use of blended learning through lesson observation.  Use of LMS in teaching.

**BYOD (Percentage of lessons using iPad during the lesson)**

	S.1	S.2	S.3	S.4	S.5	S.6
Percentage	10%	10%	10%	10%	10%	10%

**Target 2 : To foster better academic performance**

Tasks	Person in-charge	Persons involved	Time scale	Success Criteria	Mode of Assessment
Re-test after each Chapter (S4 – S.6)	Chik CY	All Mathematics Teachers	Whole school year	70% of the students pass the re-test	Test Results
Practice of past exam paper. (S.6)	Chik CY	All S.6 Mathematics Teachers	Whole school year	85% of the students achieve satisfactory performance in their practices.	Q & A in the lessons. Past paper assignment.
After-school / Lunch time tutorial classes (Plan A & Plan C)	Chik CY	All Mathematics Teachers	Whole school year	85% of the students achieve satisfactory performance in their practices/assignment/quiz & test.  85% of the students who attend agree that these classes help them to study, practice and learn.	Attendance Record Teacher Assessment
Math Olympiad Training	Chik CY	Wong SF, Mok WY, Fan KC	Whole School year	Active participation in the training classes	Competition Results

Subject	Person-in-charge	Persons involved	Prediction on HKDSE Result (in percentage)		
			Level 5+	Level 4+	Level 3+
Math (core)	Chik CY	Chik CY, Lam HK, Siu CY, Fan KC	15%	60%	90%
Math (M1)		Siu CY	35%	55%	85%

#### 4. Citizenship and Social Development (公民與社會發展科)

Head of Department : Chan Shu Ming

學校發展目標一：

目標：Blended Learning 混合教學

科主任：陳樹鳴

策略	班級	聯絡員	推行方法	成功指標
以資訊科技輔助教學，提升學生資訊素養	中四至中六	陳樹鳴	<ul style="list-style-type: none"> <li>- 就上學年的混合教學計劃進行深化：</li> <li>1. 就考察活動設計網絡學習計劃，以協助學生了解活動背景及進行前期資料搜集，及嘗試</li> <li>- 透過網站展示學生學習成果；</li> <li>- 將經驗延伸到其他學期期間的匯報及相關學習活動；</li> <li>2. 在個別班別推行 Teams 作為 LMS 的教學，引導學生有效運用電子資源作學習用途。</li> </ul>	<ul style="list-style-type: none"> <li>1. 中五級境內或境外考察，設計網絡教學網站，讓學生展示學習成果；</li> <li>2. 進行每級一次匯報活動，並至少有一班可以推行透過網頁展示成果，並讓學生進行互評；</li> <li>3. 以中五其中兩班進行先導計劃，並在學期期間紀錄有效使用經驗。</li> </ul>

## 5. Personal, Social & Humanities Education –Life & Society (生活與社會科)

Head of Department : Chan Po Win

### 1. 配合學校發展目標

#### 目標一：透過混合學習(Blended Learning)提升教學效能

年級	目標	聯絡員	時間	成功指標	評估模式	結果及反思
中二至中三	<p>備註： 混合式教學 ( Blended Learning) 透過結合兩種學習方法(傳統的面對面教學和遙距網上教學)的優點，加強學生們的學習效率。</p> <p>充分利用網絡科技幫助學生學習新知識例如善用網上教學資源，揀選當中適合各級別的課題，讓學生自行觀看並完成網上課業。完成網上練習後便與其他同學在課堂上進一步深入討論課題。期望能夠激勵學生們自主學習。</p>	各級級聯絡員	全年	<ul style="list-style-type: none"> <li>教師能每個學期至少完成一份網上課業設計</li> <li>教師邀請同儕就網上課業的設計及成效給予回饋，之後加以改進</li> <li>全級至少 90%學生完成網上課業</li> </ul>	課業設計及學生學習表現	

#### 目標二：擴闊學生視野，讓學生了解自己的性格、能力及強弱項

年級	目標	聯絡員	時間	成功指標	評估模式	結果及反思
中一至中三	<p>各級適切課題進行滲透式的正向價值培育： 中一:認識自我、抗壓 中二:理財及時間管理 中三:全球化的議題</p>	各級級聯絡員	全年	<ul style="list-style-type: none"> <li>教學活動包含正向的元素，建立學生之間互相鼓勵及欣賞的渠道。</li> </ul>	教師觀察學生的回應	

## 5. Personal, Social and Humanities Education – Citizenship, Economics and Society (公民、經濟與社會)

科主任：陳葆穎

### 1. 配合學校發展目標

#### 目標一：透過混合學習(Blended Learning)提升教學效能

年級	目標	聯絡員	時間	成功指標	評估模式	結果及反思
中一	<p>備註： 混合式教學 (Blended Learning) 透過結合兩種學習方法 (傳統的面對面教學和遙距網上教學) 的優點，加強學生們的學習效率。</p> <p>充分利用網絡科技幫助學生學習新知識例如善用網上教學資源，揀選當中適合各級別的課題，讓學生自行觀看並完成網上課業。完成網上練習後便與其他同學在課堂上進一步深入討論課題。期望能夠激勵學生們自主學習。</p>	各級級聯絡員	全年	<ul style="list-style-type: none"> <li>教師能每個學期至少完成一份網上課業設計</li> <li>教師邀請同儕就網上課業的設計及成效給予回饋，之後加以改進</li> <li>全級至少 90% 學生完成網上課業</li> </ul>	課業設計及學生學習表現	

#### 目標二：擴闊學生視野，讓學生了解自己的性格、能力及強弱項

年級	目標	聯絡員	時間	成功指標	評估模式	結果及反思
中一	<p>各級適切課題進行滲透式的正向價值培育： 中一：認識自我、抗壓、理財及時間管理</p>	各級級聯絡員	全年	<ul style="list-style-type: none"> <li>教學活動包含正向的元素，建立學生之間互相鼓勵及欣賞的渠道。</li> </ul>	教師觀察學生的回應	

## 5. Personal, Social and Humanities Education –Chinese History (中國歷史科)

科主任：梁佩珊

(甲) 配合學校發展目標(2021-2026)：

目標：以多元的策略以照顧學生多樣性

策略	行動	聯絡員	有關人士	時間	成功指標	評估模式
運用混合教學模式來以照顧學生多樣性	(1) 配合新課程的有趣課題 (2) 運用翻轉教室、教學平台等作預習，提升學生學習主動性 (3) 期望老師能運用多元方式來評核學生學習(延伸學習部分)	中一、中二、中三級聯絡員	中一、中二及中三科任老師	九月至四月	由老師設計或出版社的「翻轉教室、教學平台」作為學生預習部分，並配合教學內容，以提升同學的前備知識。 同學預習成績為準(作為一部分的平時分)  學生的延伸功課的表現	老師評價 學生預習的成績分數

(乙) 目標(二)：建立正向學習經驗，讓學生活出正向人生

目標/策略	行動	聯絡員	成功指標	評估模式
透過不同的歷史人物經歷，讓學生認知及了解他們面對逆境，仍以正面的態度來面對，迎難而上的堅毅精神。	有關課題： 中一：張騫 中二：鄭和 中三：孫中山革命事業與香港	各級聯絡員	課堂表現及學生的學習反思	功課表現

(丙) 本科目標—中五、中六級提升成績計劃

行動	聯絡員	時間	資源/備註	成功指標	評估模式
高提升計劃 1 提升同學應試技巧能力 2 增強同學考試信心	郭鳳玲老師 (中五、中六)	九月至五月	高中試題訓練	同學該年成績比上年度成績進步	比較校內或公開考試成績

## 5. Personal, Social & Humanities Education – Economics

Head of Department : Chun Kit Yin

Target 1: Main Theme of School Target: Build Together “Amoris Laetitia” Family

Objective 2: Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

Forms	Task	Person in charge	Persons involved	Time Scale	Success criteria	Mode of assessment
S.4	A. To motivate students to deepen and broaden their learning	Chun KY, Au KS, Hui SF	Chun KY, Au KS, Hui SF Cheung WY	Study tour in 2 <sup>nd</sup> term	70% of the students agree that the program can benefit them in studying Econ, BAFS (Mgt) and Geog.	Survey, Performance of project

Target 2: To foster better academic performance

Task	Person in charge	Persons involved	Time Scale	Resources	Success criteria	Mode of assessment
Encourage students to pay attention to tests and examinations	Chun KY	Chun KY, Au KS	September – December, 2024	***	80% of the low achievers can get improvement in their mock exam 2025 HKDSE 5 or above 21.6% 4 or above 51.3% 2 or above 94.6%	By Mock Exam / Public Exam Results

\*\*\* In order to foster better academic results, Plans A and C will be carried out. Extra practices will be provided to strengthen the problem solving skill of capable students. Plan C will be done for clarifying basic concepts for those less capable S.6 students. Chun KY and Au KS will be responsible for the class(es). Both attendance and progress will be emphasized.

## 5. Personal, Social & Humanities Education – Geography

Head of Department: HUI Sen Fai

### School Targets at Department Level

**Target II: Student Academic Development: to develop the curriculum with multiple pathways catering for learning diversity**

Task	Person-in-charge	Persons Involved	Evaluation
a. To optimize learning and teaching process with blended learning 1. Use of blended learning 2. Unexpected school suspension may be enforced, it is better to include blended learning to enhance students' learning	Hui S.F., (Classes 1C, 1D, 2C, 2D, 3A, 3B, S5 and S6)	Hui S.F., (Classes 1C, 1D, 2C, 2D, 3A, 3B, S5 and S6)  Lau W.Y. (Classes 1A, 1B, 2A, 2B, 3C, 3D and S4)	Lesson observation will be conducted to observe students' participation in blended learning activities.  Students are required to complete assignment that involves the use of IT tools. Students' performance in these assignments will be evaluated in homework inspection.

### Departmental-based Target

**Target: To achieve better academic performance.**

**Objectives: 1. To cultivate students' outdoor field work abilities and to familiarize students with proper fieldwork techniques**

Task	Person-in-charge	Persons Involved	Evaluation
Students are asked to carry out projects and complete the FBQ/ field trip manual	Hui S.F., (Class S5)	Hui S.F. (Class S5)  Lau W.Y. (Class S4)	Students are required to write a report to record the data collected in the fieldwork. They should also analyze the data and come up with a conclusion in their report. These reports will be collected by the teacher-in-charge to evaluate students' understanding in FBQ.

### Annual Departmental Target

**Target: To achieve better public examination results (2024-25)**

Subject	Person-in-charge	Person involved	Task	Academic Target on HKDSE Result (in percentage)			Evaluation
				Level 5+	Level 4+	Level 2+	
Geography	Hui S.F. (Form 6)	Hui S.F. (Form 6)	Practice of practical work / map reading exercises  Practice of past examination paper  Tutorial classes	41.7%	66.7%	100.0%	A report titled "DSE evaluation" will be made after analyzing students' scripts in DSE. Students' strength and weakness in DSE will be mentioned in the report.

## 5. Personal, Social & Humanities Education – History

Head of Department :\_Leung Ho Wai

### School Targets at Department level

- **Main Theme of School Target:** Build Together “Amoris Laetitia” Family
- **Objective 2 - Student Academic Development:** To develop the curriculum with multiple pathways catering for learning diversity

Forms	Task	Person in charge	Persons involved	Resources	Time Scale	Success criteria	Mode of assessment
S.3, S.4, S.5	To optimize the learning and teaching process with blended learning	Leung HW (Classes 3C, 3D, S4 and S5) Chan SM (Classes 3A and 3B)	Leung HW Chan SM	Youtube video, Google Classroom, Desmos Quizzz, etc.	Whole academic year	Successful use of blended learning through lesson observation	Lesson Observation and Survey
S.1-3	To assign regular online homework, pre-lesson exercises, post-lesson reflection etc. to junior form students	Leung HW (S.1C, S3C, 3D) Chan SM (S.2, S.3A,B) Shu NC (S.1A, B, D)	Leung HW Chan SM Shu NC	Youtube video, Google Classroom, Kahoot, Desmos Quizzz, etc.	Whole academic year	Successful use of blended learning through lesson observation	Lesson Observation and Survey
S.4-6	To set up a all-rounded learning platform for senior form History class students. The site will contain DSEPP, suggested answers, school-based notes, exercise books etc.	Leung HW	Leung HW	Google Sites	Whole academic year	Improvement of students' academic performance, as well as students' opinion on the Platform. Lesson Observation and Homework inspection	Lesson Observation and Homework inspection

**Department-Based Target****Target 2:** To foster better academic performance

<b>From</b>	<b>Task</b>	<b>Person in charge</b>	<b>Persons involved</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Success criteria</b>	<b>Mode of assessment</b>
S.6	Past Paper practice and continuous discussion meetings	Leung HW	Leung HW	September 2024 - May 2025	Past Papers	70% of the low achievers can get improvement in their mock exam 2023 HKDSE 5 or above 10% 4 or above 60% 3 or above 85%	By Mock Exam / Public Exam Results
S.5	Plan A and Plan C	Leung HW	Leung HW	October 2024 - April 2025	School-based notes about DBQ answering skills/ essay writing skills  Materials designed and arranged by the teacher		By exam and homework results

## 5. Personal, Social & Humanities Education – Ethics/Religious Education (倫理與宗教科)

### 宗教與倫理科全年教學計劃

科主任：陳浩華老師

#### 一. 目的：

- 使學生認識，及輔導學生尋求一種宗教信仰和宗教生活的方式。
- 引導學生尋找生命的意義，並在生活的際遇中體驗天主的臨在和祂的慈愛。
- 使學生認識宗教式信仰體系對人類文化和個人生命意義探求的貢獻。
- 對宗教和道德問題作出理性和明智的判斷。
- 提升在靈性、道德及社會方面的觸覺。
- 抱持積極的態度與其他宗教信仰者交往，並尊重他人信仰的權利。

#### 二. 配合學校發展目標：

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

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
剪報	陳浩華 翁嫻瑞 黃梓彤* 翁逸薰 曾家雯	中二 及 中三	全年	報章	90%或以上學生在上下學期完全最少一次剪報	統計數字
小型專題研習：好青年由我做起	翁嫻瑞* 曾家雯 翁逸薰	中一	二月至四月	人物傳記、訪問	90%或以上學生完成研習	從習作中作出評估
以「環境」為題推行生命教育活動	陳浩華* 翁嫻瑞 翁逸薰	中二	下學期		80%中二級學生認同其環境保育意識有所提高	活動後問卷
豐富學生的學習經驗，可加入宗教體驗活動	陳浩華* 翁嫻瑞 黃梓彤 翁逸薰 曾家雯	中一至中六	九月至六月		80%或以上學生曾參加一次宗教體驗活動	期終問卷

#### 三. 本科目標：

目標二：配合新的學校發展目標(三)，讓學生建立正向思維，了解人與自然的關係

目的：讓學生建立正向思維，透過環保的訊息了解人與自然的關係

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
加入心靈教育課節	陳浩華*	中五、中六	九月至六月	學校提供的資源	70% 或以上學生於這學年曾經歷多於一種靜觀活動  70% 或以上學生同意心靈教育活動有助她們身心鬆弛的鍛鍊。	期終問卷
配合學生培育組活動，在課堂及學校生活上透過環保了解環境與人之間的關係	陳浩華* 翁嫻瑞 翁逸薰	中二、中五	九月至六月	學校提供的資源	90% 或以上中二及中五級倫宗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  80% 或以上中二及中五級學生認同其環境保育意識有所提高	期終問卷

目標四：培養學生的宗教情操

目的：培養學生的宗教感、了解天主教在香港的發展，擴闊學生的眼界

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
小型專題研習：天主教的宗教特色	翁嫻瑞* 翁逸薰	中二	上學期	網上取材、書籍的資源	90%或以上學生能掌握天主教的獨特之處	從習作中作出評估

全校朝聖活動	陳浩華* 黃梓彤 翁逸薰 牧民助理	中一至中五	七月	學校提供的 資源	90%或以上學生認同全校朝聖活 動有助她們認識天主教信仰	活動後問卷
營造校園宗教文 化，由公教老師負 責「習練善終」的 短講部分。	陳浩華* 黃梓彤 翁逸薰 牧民助理	全校教師	九月至 六月	學校提供的 資源	觀察學生在早會及習練善終時 的外顯態度，80%或以上的學生 態度良好	觀察學生參與活 動時所表現的投 入、尊重及虔誠
Call to Holiness 宗教活動印花計 劃	陳浩華* 黃梓彤 翁逸薰 牧民助理	中一至中三	九月至 六月	學校提供的 資源	最少 50 位非公教學生參與宗教 活動	統計數字

#### E. 目標五：加強性教育

目的：建立、培育、教導學生正確的性愛價值觀

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
每級設性教育講 座	陳浩華* 翁愷瑞黃 梓彤 翁逸薰曾 家雯	中一至中五	九月至 六月	學校提供的 資源	90%或以上中一至中五學生曾參 與最少一次教育講座  80%或以上學生認同性教育講座 有助她們正確的性愛價值觀	活動後問卷

## 6. Science – Biology

Head of Department : Lam Chor Sheung

### Departmental-based Target

Major concern I: Teacher Professional Development: To optimize teachers as Salesian and Professional

Target 1C: To optimize teachers as Professional Educators

### Objective of task:

To utilize blended learning and the required skills in teaching biology

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement
S3 to S5 Practical work	Teacher used different learning platforms / apps for checking students' misunderstanding and expressing their ideas.	S3, S5: Lam CS  S4: Wong CM	2 <sup>nd</sup> term, 2025	Assess the percentage of the students to participate in the platforms and evaluate their responses. 80% of students can follow the learning platforms.  Teachers had post-lesson meetings for evaluation.	Assess the percentage of students who can follow the learning platforms.	

Major concern II: To develop the curriculum with multiple pathways catering for learning diversity

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

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Objective of task:

Through collaboration with another subject, students are able to integrate different kinds of knowledge and skills and enhance students' interest on studying biology.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement									
S3: Design a meal plan for elderly.	S3: Students will integrate knowledge from food nutrition & TL and design a healthy meal for elderly.	Lam CS,	1 <sup>st</sup> term, 2024	<ul style="list-style-type: none"> <li>Assess the number of the activities complete.</li> </ul> Each form should carry out the following no. of cross-curricular learning activity:	Assess the no. and quality of activities completed.										
S.4 Keep body healthy  <b>Or</b> Planting	S4: Students will learn how to analyze the data from PE lesson and integrate the knowledge how to keep body healthy.  <b>Or</b> Students will use sensors to collect data and analyse the growth and development of plants. They can integrate the knowledge of habitat from Geography and understand more about the features of plants.	Wong CM	2 <sup>nd</sup> term, 2025	<table border="1"> <tr> <td></td> <td>Collaborated with subject:</td> <td>Total no. of cross-curricular learning activity</td> </tr> <tr> <td>S3</td> <td>TL (cooking method)</td> <td>1</td> </tr> <tr> <td>S4</td> <td>PE (sensors) /Geog (Habitat)</td> <td>1</td> </tr> </table>				Collaborated with subject:	Total no. of cross-curricular learning activity	S3	TL (cooking method)	1	S4	PE (sensors) /Geog (Habitat)	1
				Collaborated with subject:			Total no. of cross-curricular learning activity								
			S3	TL (cooking method)			1								
S4	PE (sensors) /Geog (Habitat)	1													
<ul style="list-style-type: none"> <li>By carrying out scientific investigation and cross-curricular activity, 70% of students can integrate different kinds of knowledge and skills to deepen and broaden their learning.</li> </ul>															

## 6. Science – Integrated Science

Department : Science (Junior)

Head of Department : Wong Tsz Tung

### School Target

Major concern I: Teacher Professional Development: To optimize teachers as Salesian and Professional  
Target 1C: To optimize teachers as Professional Educators

### Objective of task:

To utilize blended learning and the required skills in teaching Science (Junior)

Task	Implementation	Persons Involved	Time scale	Success Criteria	Method of Evaluation / Assessment
S1 & S2 Apply 'Blended learning' in chosen topic	Teachers used more different learning platforms or apps to check students' misunderstanding and enhance their interest.	All Science teachers	2 <sup>nd</sup> term, 2024-25	85% of students should follow the learning platforms and show their performance in the platforms.	Assess the percentage of the students to participate in the platforms and evaluate their responses.  Collect teachers' feedback & markings.

### Departmental-based Target

Major concern II: To develop the curriculum with multiple pathways catering for learning diversity

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

Form	Task	Implementation	Persons involved	Time scale	Success Criteria	Method of Evaluation / Assessment
S1 & S2	1. To enhance students' interests and integrate their knowledge and skills across disciplines through STEM projects.	<u>S1:</u> Collaboration with Biology / Physics and designing a STEM model.  <u>S.2:</u> Collaboration with Maths & Computer to do STEM project.	All S.1 & S.2 Science teachers	<u>S1:</u> 1 <sup>st</sup> term, 2024  <u>S2:</u> 1 <sup>st</sup> term, 2024	<u>Students' Questionnaire:</u> 75 % of students agree that STEM projects can enhance their interest in Science, Biology, Computer & Maths fields.	Assess the percentage of the students who agree that STEM project can enhance their interest in different subjects.  Collect teachers' feedback & markings.
	2. To develop generic skills in students to have flexible application of knowledge in different domains.	Representatives of each class will do the scientific demonstration or present STEM project in School Open Day.	ALL S.1 & S.2 Science teachers	1 <sup>st</sup> term, 2024	<u>Students' performance:</u> 75% of student helpers present the scientific demonstration fluently in School Open Day.	Assess the percentage of the students who agree that the presentation of STEM project develop their generic skills.  Collect teachers' feedback & markings.

Target 2B: To integrate subject-specific knowledge and English skills in enhancing the students' language proficiency and performance in Junior Science (LAC)

Form	Task	Implementation	Persons involved	Time scale	Success Criteria	Method of Evaluation / Assessment
S1 & S2	To cooperate with English department. English teachers help students drill new vocabulary and answering skills in S.1 & S.2 Science.	English teachers use the content of certain science topics in order to teach students about vocabulary and sentence structure.	English teachers and Science teachers	Whole year	<u>Students' Questionnaire:</u> 80% of students agree that the training of English for Science is useful.  <u>Students' performance:</u> 70% of students have improvement in answering skills by comparing their test and exam performances.	Assess the percentage of the students who agree that the training of English for Science is useful.  Collect teachers' feedback & markings.

## 6. Science – Chemistry

Head of Department : Tang Siu Lung

**Target 1:** Major Concern II : To develop the curriculum with multiple pathways catering for learning diversity

A	To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning
B	To integrate subject-specific knowledge and English skills in enhancing the students' language proficiency and performance in selected subjects (LaC)
C	To optimize learning and teaching process with blended learning

Forms	Tasks (A/B/C)	Persons in-charge	Persons involved	Time scale	Success criteria	Results and Evaluation	Reflections and Improvement
3	C	Wong T T	Wong T T, Ho M G	2024-2025 At least 1 topic for each form	Successful use of blended learning through lesson observation <u>Assessment:</u> Students showing improvement in exams		
4	C	Tang S L	Tang S L				
5	C	Tang S L	Wong T T, Tang S L				
6	C	Ho M G	Ho M G				

## 6. Science – Physics

Subject: Physics

Head of Department : Chan Wan Hang

### Departmental-based Target

Major concern I: Teacher Professional Development: To optimize teachers as Salesian and Professional  
Target 1C: To optimize teachers as Professional Educators

#### Objective of task:

To utilize blended learning and the required skills in teaching physics.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation
S3 & S4	The teacher employed a variety of learning platforms, including videos and simulations, to assess students' comprehension gaps and encourage them to articulate their thoughts.	ChanWH LiaoWC	Whole Year	Gauge the proportion of students engaging with the platforms and appraise their feedback. An 70% student participation rate was observed on the learning platforms.	Evaluate the proportion of students capable of engaging with the learning platforms
S3-6	Google Classroom will be the official platform for students to hand in their works.			Subsequent to lessons, teachers held meetings for assessment and reflection.	

Major concern II: To develop the curriculum with multiple pathways catering for learning diversity

Target 3: To achieve better public examination results (2024-2025)

Person-in-charge	Person involved	Prediction on HKDSE Result (in percentage)*			
		Level 5 +	Level 4 +	Level 3 +	Level 2 +
ChanWH	ChanWH	25%	55%	80%	100%

#### *Remarks:*

The strategies used to fulfill the target are (persons involved: Chan WH, Liao WC)

1. Extend the textbook content to more advanced discussion to broaden their physics knowledge
2. Include STEM knowledge in daily lessons to boost students interest in Physics & STEM
3. Reference books will be provided for students to do their revisions
4. Extra tutorial will be provided to help students when they face some learning difficulties.
5. Encourage students to practice more past paper & build good revision habit before the public exam
6. Adjust the difficulty of tests to cater the learning diversity and further enhance the effectiveness of test as learning practice

## 7. Technology Education – Business, Accounting & Financial Studies

Head of Department: Li Chun Yat

**Target 1: To develop the curriculum with multiple pathways catering for learning diversity**

Task	Person in-charge	Persons involved	Time scale	Resources	Success Criteria	Mode of Assessment
The develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning	Au KS Chun KY	Au KS Chun KY	Study tour in 2 <sup>nd</sup> term	Life-wide Learning Grant	70% of the students agree that the program can benefit them in studying Econ and BAFS (Mgt).	Survey result

Subject-based Target

**Target 2: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for the meaning of their lives.**

Task	Person in-charge	Persons involved	Time scale	Resources	Success Criteria	Mode of Assessment
Students are asked to participate more visits and seminars organized by department	Li CY	Li CY, Au KS, Cheng YC	Whole year	Visits or competition organized by different organizations	50% of students have joined at least one activity	Record of activity

## 7. Technology Education – Computer Literacy Department

Head of Department: **Ng TM**

### Departmental-based Target

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

Target 1C: To optimize teachers as Professional Educators

#### Objective of task:

To utilize blended learning and the required skills in teaching computer literacy.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement
S1 to S3: Use 'Blended Learning' in the selected topic.	To assess students' understanding and boost their engagement, teacher apply various online learning platforms and systems.	Ng TM	Whole year	80% of students used the learning management system and demonstrate their learning progress there.	Evaluate the percentage of students who use the platforms and assess their responses.	Processing

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

Target 2A: To motivate students to deepen and broaden their learning

#### Objective of task:

Through collaboration with science and math subject, students are able to integrate different kinds of knowledge and skills and enhance students' interest on studying computer literacy.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement
S2: Design Micro:bit project	S2: Students will integrate programming knowledge from Computer Literacy and Science to design a buzz wire game by using Micro:bit.	Ng TM	First Term	80% of students complete the project.	Evaluate the percentage of students who completed the projects.	Processing

Target 2C: To optimize the learning and teaching process with blended learning

#### Objective of task:

To deepen the utilization of different cutting-edge pedagogical strategies and explore the use of AI to help student to learn

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement
S1 to S3: Digital Literacy Program in CL lesson	S3: Students will be taught how to effectively use IT and online resources in learning, also required to agree the proper use of iPad and AI at school.	Ng TM	Whole year	90% of students are able to follow the guidelines of using iPad and AI for learning.	Count the number of cases that students who violate the school IT resources guidelines.	Processing

## 7. Technology Education – Technology & Living

Head of Department: Tang Sze Man

### Main Theme: Build Together “Amoris Laetitia” Family

Major Concern II: To develop the curriculum with multiple pathways catering for learning diversity

2A: To motivate students to deepen and broaden their learning

#### Objective of task:

Through collaboration with another subject, students are able to integrate different kinds of knowledge and skills and enhance students' interest in studying T&L.

Form	Task	Person(s) in-charge	Persons involved	Time Scale	Success Criteria	Results and Evaluation	Reflections and improvement
1	Personal Development	Tang SM	Tang SM and Junior Science Teachers	24-25	100% S1 students understand puberty, calculate the period and how to take care of herself during the puberty.		
2	Cushion Design (blended learning)	Tang SM	Tang SM and VA teachers	24-25	95-100% students understand the basic concept of using Procreate and try to apply it in their own cushions.		
3	Design a dish	Tang SM	Tang SM and Biology teachers	24-25	95-100% students design a food product by applying the scientific principle and nutrition knowledge.		

### 2C. To optimize the learning and teaching process with blended learning

#### Objective of task:

Students are able to utilize the blended learning and the required skills to optimize their learning.

Form	Task	Person(s) in-charge	Persons involved	Time Scale	Success Criteria	Results and Evaluation	Reflections and improvement
1	Desmos: Unit 13 Cleaning Home with cleaning equipment and cleaning agents	Chan CF	Chan CF	24-25	100% S1 students can use Desmos in lessons. They follow the instructions in applying Desmos to understand the difficult vocabularies about cleaning equipment and cleaning agents.		
2	Meal planning	Tang SM	Tang SM	24-25	100% S3 students can use the google form or other online resources, accompanied with classroom teaching, to design and complete a meal plan.		
3	Embroidery work	Tang SM	Tang SM	24-25	95-100% S1 students can apply the skills from the lessons, or videos from other online resources to design embroidery work.		
4	Dressing tips for different body figure types	Chan CF	Chan CF	24-25	100% S3 students could search 3 pictures of models from the fashion websites and analysed the principles and elements of fashion design for the chosen pictures. They could hand in 3 model pictures with the detailed explanation on the principles and elements of fashion design.		

## 8. Art Education – Music

Head of Department : Pun Tsz Yan

Main Theme of School Target: Build Together “Amoris Laetitia” Family

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

Forms	Implementation	Person in-charge	Persons involved	Success Criteria	Assessment	Results & Evaluation
S.5	Students are encouraged to explore music they found in daily life. Topics related to music affecting world cultures and society, business and communication are discussed in class. Students are asked to do group presentation to investigate the development and formation of genres of music that they are interested in. Examples are given to arise interests of students to appreciate a wide variety of music genres.	Pun TY	Pun TY	History and Formation of the genres is introduced. Examples are given with elaboration and explanation. Good presentation skills.	Group project and presentation Teacher evaluation	

Target 2C: To optimize the learning and teaching process with blended learning.

Forms	Implementation	Persons in-charge	Persons involved	Success Criteria	Assessment	Results & Reflection
S.1-4	Students study the biography and works by significant composers from Western Music history and make notes with iPads. They also listen to solo and ensemble music by Western and Chinese music instruments through YouTube. Google Classroom provides a platform for students to receive notes and submit assignments.	Pun TY	Pun TY	100% of students participate in blended learning.	Continuous assessment, Music assignments	

Target 3B: Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, ability, and helping them to search for their lives.

Forms	Implementation	Persons in-charge	Persons involved	Success Criteria	Assessment	Results & Reflection
S.1-5	Provide opportunities and channels for students to join different music activities / instrumental classes / performances in school and outside, to join music school teams and to participate in various music competitions.	Pun TY	Pun TY	Over 80% of students join at least one of these musical activities.	Students' participation and their attendance; results and prizes from public competitions	
S.2-5	Develop leadership skills and mentoring programme among music club and music teams	Pun TY	Pun TY music club committee members	Younger students get support from elder students in music teams and activities.	Annual performance and student feedback	

## 8. Art Education – Visual Arts

科主任：陳佩玲

### 1 共建喜樂愛的家庭

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria
從各級課題設計上配合主題，滲透相關價值觀，培育正面、積極的人生觀，帶出學校就是「家庭」的意識。	利用視覺日記簿紀錄創作過程、自我反思，及在創作中滲透「喜樂」、「愛」及「家庭」的價值觀。	陳佩玲	陳佩玲 王寶琮	建議中一至中三起碼有一次創作主題圍繞此項學校發展目標，課題可訂為「喜樂」、「愛」或「家庭」。	70%學生能根據創作主題搜集相關資料，紀錄創作過程，自我反思，並能有效、投入地進行創作。

### 2 靈活運用不同的學習模式，照顧學生學習的多樣性，提升學與教成效。

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria
善用不同的學習模式，讓不同的學生都有機會發揮所長，提升其學習興趣，繼而提升學與教(知識、技能、態度)。	利用視覺日記簿紀錄創作過程及自我反思，以不同的學習模式學習，認識藝術的情境、掌握創作技巧及過程，並培養創意思維能力。	陳佩玲	陳佩玲 王寶琮	善用多樣化的學習模式，例如創意思維技巧、五感教學法、資訊科技教學、實驗性質教學法、協作教學法、參觀活動等等，加強學生對創作技巧及右腦思考的鍛煉，並照顧學生學習的多樣性。  在創作過程中，要讓學生明白創意思維的四個階段(準備、醞釀、豁朗、驗證)及學習運用水平思考和垂直思考模式，以促進學與教成效。	70%學生能開放地，以不同的學習模式學習並創作，更能以積極、投入、認真的態度學習，從中獲得愉悅、享受和滿足；並培養對藝術創作的興趣。

## 9. Physical Education

Head of Department: Chu Ching Han

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their horizon.

Forms	Implementation	Person involved	Success Criteria	Assessment	Results & Reflection
S.1 – S.6	To enhance students' interests and integrated their knowledge and skills across STEM education	Chu Ching Han & Leung Sin Yu	Over 80% of students participate in the STEM related lessons. Students' assessment. Observations and opinion given by students and PE teachers.	Teacher and peer evaluation will be used to assess the performance.	

Target 2C: To optimize learning and teaching process with blended learning

Forms	Implementation	Person involved	Success Criteria	Assessment	Results & Reflection
S.1-S.6	Use of PE related Apps. Fitness App Choice of suitable Learning Management System like Google Classroom.	Chu Ching Han & Leung Sin Yu	Over 80% of students participate in blended lessons. Students' assessment. 75% of students participate in doing the fitness App during non-school time and successfully fulfill MVPA 60 criteria.	Students' record, homework and quizzes to assess the performance.	

Target 3B: Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, ability, and helping them to search for their lives.

Forms	Implementation	Person involved	Success Criteria	Assessment	Results & Reflection
S.1-S.6	1. Encourage and recruit students to join sports team and to participate interschool's competitions according to their interest and ability. 2. Organize of PE week in March. By organizing inter-class competitions, athlete talk, sports class aim to arouse student's healthy lifestyle.	Chu Ching Han & Leung Sin Yu	1. Over 100 students participate various competitions. Result of Interschool's competition. 2. 75% of students participate in the workout done every day.	1. Participation of competitions. 2. Participation rate of the fitness app	

## (B) Student Formation and Student Support Team Programme Plan

### 1. Student Formation and Student Support Team

Head of Department: Fong Pui Fan

#### Student development program 學生發展培育計劃

年級/ 發展主題	聯絡員	培育內容/策略/行動	成功指 標	評估模 式	結果
中一 融入校園、自 律樂群  讓中一同學 盡快適應中 學生活，及與 同儕相處的 技巧；並強調 盡責守規價 值觀，培養自 律精神。	翁幟瑞	班主任課：盡責任 (Discipline) 中一級訓導講話_警長講話 (Discipline) 中一新生預備班+歷奇 (Counselling) 情報管理工作坊 (Counselling) 班主任課：維繫友誼_大姐姐活動 早會：分組工作技巧(Civic Education) 中一學習技巧工作坊 (Academic) 早會：中一二學習反思 (Academic) 性教育講座 (Spiritual Formation) 教導整理校服、個人衛生、家庭及學校角色與責任及禮貌待人等課題 (學生事務組 - 於科技與生活科剛開學課堂) (Student affairs, T&L) 早會：資訊素養工作坊_網上沉溺行為(社工) 早會/班主任課；認識不同的興趣 (ECA) 班主任課：善用閒暇(Civic Education)	80% 培 育內容 如期進 行	計算實 際活動 完成數 目	
中二 正面思維、發 掘興趣  讓中二同學 深化自我管 理技巧，包括 時間管理、情 緒管理，並在 正面的人際 關係中，嘗試 參與不同活 動，發掘興 趣。	黃梓彤	課堂：自由與責任，信守誠諾 (ERE) 早會/班主任課：德育/品德 (Civic Education) 學長講話/班主任課：自律(Discipline) 早會/班主任課：溝通技巧/處理衝突 (Counselling) 課堂：尊重他人 (ERE) 班主任課：情緒管理 (Counselling) 早會：不再拖延 (Fong PF) 中二成長營：從失敗中成長 (甚麼才算成功?) 早會/班主任課：中二學習反思 (Academic) 生命教育活動(環保_人與大自然連結) (Spiritual Formation) 中二級啦啦隊比賽(ECA) 早會：資訊素養工作坊_網上購物行為(社工) 工作坊：Life education planning activity (LPECG) 課堂/班主任課：建立健康飲食習慣(Student Affairs) 課堂：美好的家 (ERE) 班主任課：興趣成就自己(ECA)	80% 培 育內容 如期進 行	計算實 際活動 完成數 目	
中三 勇於嘗試、突 破自我  鼓勵同學參 與不同活 動，深化中三 同學對自己 的了解，包括 自我的興 趣、強弱項 等，在過程中 學習解決困 難的方法並 突破自我。	秦潔賢	班主任課：自我認識 (Li CY) 早會：自我認識：Understanding self and goal setting, follow up (LPECG) 早會/班主任課：課外活動與工作能力/共通能力(ECA) 班主任課：決策能力(社工) 全方位學習活動日(尋找方向) (LWL) 中三級領袖訓練(ECA) 中三級專題研習、時裝表演 (Academic) 早會：認識精神健康(社工) 課堂：心靈教育-正念呼吸 (ERE) 課堂：無懼壓力身心鬆弛 (ERE)	80% 培 育內容 如期進 行	計算實 際活動 完成數 目	
中四 面對挑戰、靈 活反思	黃楚苗	中四啟航(1) 學習方法+補習好嗎？(團隊建立) (Counselling) 班主任：完成一個班會活動 (ECA) 班主任課：人生的裝備(Spiritual Formation)>壁報主題.(ECA) 課堂：團體中成長(ERE)	80% 培 育內容 如期進 行	計算實 際活動 完成數 目	

<p>讓中四同學盡快適應高中生活及學業要求，鼓勵不斷靈活嘗試及探索生涯方向。</p>		<p>班主任課/早會：補習好嗎？(Academic)          課堂：學會做決定 (ERE)          班主任課；學習方法及態度,如何處理每日所學(學姐分享) (Academic)          班主任課：建立及推行學習小組          中四啟航(2) 學習技巧 (Academic)          早會：不再拖延(二) (Fong PF)          早會：還未學會! (Fixed and Growth mindset) (Fong PF)          生涯地圖-檢視我的學習經歷 (LPECG)          全方位學習活動日(訂立目標) (LWL)          班主任課：處理壓力 (社工)          課堂：心靈教育 大自然靈修 (ERE)          課堂：人生的渴求 生命的召叫(ERE)          早會/班主任課 (Fong PF)：提升抗逆力          早會/班主任課 (Fong PF)：社聯家居樂活：健腦手指操          早會/班主任課 (Fong PF)：24 即時通：由聆再出發&gt;心靈滋養站</p>			
<p>中五堅定意志、積極向上</p> <p>讓中五同學訂立生涯目標及確認發展方向，以堅忍態度面對學業或升學壓力。</p>	<p>李俊逸</p>	<p>班主任課：Introduction of Multiple Pathways + Mentor time (LPECG)          Career express: (LPECG)          Introduction of JUPAS System and Iteration Process (LPECG)          Planning for JUPAS (LPECG)          Analyzing JUPAS Statistics (LPECG)          全方位學習活動日(嘗試及調整) (LWL)          早會：減壓(認識自己的壓力源) (社工)          班主任課：延續減壓 (Fong PF)          課堂：身心鬆弛 + 靜中行 (ERE)          課堂：禪繞 (ERE)          中五起動計劃 (Counselling)          班主任課：甚麼力推動我？(Fong PF)          早會：恆毅力 (ECA)          班主任課：後續恆毅力 (Civic Education)          全方位學習活動日(嘗試及調整) (LWL)</p>	<p>80% 培育內容如期進行</p>	<p>計算實際活動完成數目</p>	
<p>中六互相勉勵、感恩珍惜</p> <p>讓中六同學回顧過往經歷與學習，鞏固個人價值觀，為貢獻社會做好準備。</p>	<p>陳葆穎</p>	<p>Briefing on JUPAS Application (LPECG)          JUPAS Application:(LPECG)          Introduction of EApps, and i-pass (LPECG)          Create EApps account (LPECG)          School talk (Multiple Pathway) (LPECG)          早會：維持(談)狀態/ 你準備好未？ (Fong PF)          班主任課：面對公開考試 (Civic education)          班主任課；健康的身心靈 (Fong PF)          課堂：身心鬆弛 (ERE)          宗教堂：堅定自我價值 (Spiritual Formation / ERE)          宗教堂：藝術靈修(Spiritual Formation / ERE)          成人禮(感恩) (Spiritual Formation)</p>	<p>80% 培育內容如期進行</p>	<p>計算實際活動完成數目</p>	

## 2. National and Civic Education (國民與公民教育)

負責老師：郭鳳玲老師

- Aim / Objective:
  1. 透過多元化活動使學生認識及關注本地的社會狀況、國家近況的發展以至擴闊國際視野
  2. 同時亦使學生認識中華文化的特點，進而增強他們對中華文化的認同與尊重

Tasks 行動	Person in charge 聯絡員	Person involved 有關人士	Time scale 時間	Resources 資源	Success Criteria 成功指標	Mode of Assessment 評估模式	* Seven Learning goals 七個學習宗旨	**Values and Attitudes 價值及態度	Evaluation 結果/評估
1. 旗下講話	郭鳳玲	國民及公民 教育組老師	全年	教育局網站	80%的旗下講話均由 同學自發擬題及撰稿。	統計學生旗下講話的 次數	國民和全球公民 身份認同、共通能 力	國民身份認 同、承擔精神	
2. 參加不同類 型的培訓、活 動、比賽、工 作坊、服務等	郭鳳玲	國民及公民 教育組老師	全年	教育局、國民教 育一站通	參與活動的隊員，有 80%完成活動，並得到 發揮機會。	學生出席率/ 活動完成率	共通能力、解決問 題	國民身份認 同、承擔精神	
3. 十大新聞選 舉	郭鳳玲	國民及公民 教育組老師	2025年1月	IPAD 進行投票	70%的同學認為透過 投票活動能加深他們 對該新聞的認識。	問卷調查	國民和全球公民 身份認同、共通能 力、資訊素養	國民身份認同	
4. 國民教育週 暨中華文化體 驗日	郭鳳玲	國民及公民 教育組老師	2025年1月23 日	教育局中華文 化一筆過撥款	70%的同學認同該活 動能提升他們對中華 文化的認識及國民身 分認同	問卷調查、觀察	國民和全球公民 身份認同、共通能 力	國民身份認同	
5. 本地遊	郭鳳玲	國民及公民 教育組老師	2025年6月	我的承諾 2.0	70%的同學認同該活 動能提升他們對本地 歷史、文化認知及其國 民身分認同	學生出席率/ 活動完成率	國民和全球公民 身份認同、共通能 力	國民身份認 同、承擔精神	

\* Seven Learning goals: 1. National and Global Identity 國民和全球公民身份認同 2. Breath of Knowledge 寬廣的知識基礎 3. Language Proficiency 語文能力 4. Generic Skills 共通能力 5. Information Literacy 資訊素養 6. Life Planning 生涯規劃 7. Healthy Lifestyle 健康的生活方式

4. Generic skills: 共通能力 4a. Communication Skills 溝通 4b. Mathematical Skills 運算 4c. IT Skills 運用資訊科技 4d. Critical Thinking Skills 批判 4e. Creativity 創造 4f. Problem Solving Skills 解決問題 4g. Self-management Skills 自我管理 4h. Self-learning Skills 研習能力 4i. Collaboration Skills 協作能力

\*\*Priority Values and Attitudes: (1) Perseverance 堅毅 (2) Respect for Others 尊重他人 (3) Responsibility 責任感 (4) National Identity 國民身份認同 (5) Commitment 承擔精神 (6) Integrity 誠信 (7) Benevolence 仁愛 (8) Law-abidingness 守法 (9) Empathy 同理心 (10) Diligence 勤勞 (11) Filial Piety 孝親 (12) Unity 團結

Deadline for program plan submission: 15/7 (before 16:00)

### 3. Discipline

Head of Department: SIU Cheuk Yan

**Aim / Objective: To help students to develop self-discipline and integrity**

Tasks 行動	Person in charge 聯絡員	Person involved 有關人士	Time scale 時間	Resources 資源	Success Criteria 成功指標	Mode of Assessment 評估模式	* Seven Learning goals 七個學習宗旨	**Values and Attitudes 價值及態度	Evaluation 結果/評估
1. To help students to develop self-disciplin e and integrity	SIU Cheuk Yan	Discipline teachers  Disciplinary prefects  Mentors  Student Formation team	Through- out the year	1. Talks offered by discipline teachers, prefects and Police Liaison Officer.  2. Teaching materials of moral education would be provided to the class teachers so as to improve the self-discipline and integrity of the students.  3. Identifying students with problems of conduct and discipline at earlier stage by class teachers.	Number of cases of dishonesty dropped by 3% compared with the cases in last year.	1. Record system  2. Grades obtained by students for their study attitude in Report cards.	4g Self-manageme nt Skills 自我管 理	Integrity 誠信	

\* Seven Learning goals: 1. National and Global Identity 國民和全球公民身份認同 2. Breath of Knowledge 寬廣的知識基礎 3. Language Proficiency 語文能力 4. Generic Skills 共通能力 5. Information Literacy 資訊素養 6. Life Planning 生涯規劃 7. Healthy Lifestyle 健康的生活方式

4. Generic skills: 共通能力 4a. Communication Skills 溝通 4b. Mathematical Skills 運算 4c. IT Skills 運用資訊科技 4d. Critical Thinking Skills 批判 4e. Creativity 創造 4f. Problem Solving Skills 解決問題 4g. Self-management Skills 自我管理 4h. Self-learning Skills 研習能力 4i. Collaboration Skills 協作能力

\*\*Priority Values and Attitudes: (1) Perseverance 堅毅 (2) Respect for Others 尊重他人 (3) Responsibility 責任感 (4) National Identity 國民身份認同 (5) Commitment 承擔精神 (6) Integrity 誠信 (7) Benevolence 仁愛 (8) Law-abidingness 守法 (9) Empathy 同理心 (10) Diligence 勤勞 (11) Filial Piety 孝親 (12) Unity 團結

Deadline for program plan submission: 15/7 (before 16:00)

## 4. Spiritual Formation

- **Head of Department: Chan Annie**
- **Aim / Objective:**
- Foster students' understanding of Catholic faith and traditions.
- Enhance school religious and spiritual culture and atmosphere
- Cultivate students' religious and spiritual consciousness.
- Help students make correct choices in lives based on Catholic values and beliefs.
- Promote students' person growth and development, especially finding meaning of life.

Tasks 行動	Person in charge 聯絡員	Person involved 有關人士	Time scale 時間	Success Criteria 成功指標	Mode of Assessment 評估模式	* Seven Learning goals 七個學習宗旨	**Values and Attitudes 價值及態度	Evaluation 結果/評估
1. Catholic Society	Wong TT Sr. Weng Veronica	S1 – S6 students	Whole year	The average attendance of students reaches 70%	Teachers' observation  Statistics	1, 4, 6, 7  4a 4c 4d 4e 4f 4g 4i	Perseverance Respect for Others Responsibility Commitment Benevolence Empathy Unity	
2. Catholic Society Leadership Training	Wong TT Sr. Weng Veronica	S1 – S6 students	Whole year	Students are actively involved	Teachers' observation	1, 4, 6, 7  4a 4c 4d 4e 4f 4g 4i	Perseverance Respect for Others Responsibility Commitment Benevolence Empathy Unity	
3. Sheepfold	Chan Annie	S1 – S6 students	Whole year	Students are actively involved	Teachers' observation	1, 4, 6, 7  4a 4c 4d 4e 4f 4g 4i	Perseverance Respect for Others Responsibility Commitment Benevolence Empathy Unity	
4. Salesian Youth Day	Sr. Weng Veronica	S1 – S5 students	April	More than 30 students take part in the activity and are actively involved	Teachers' observation  Statistics	4 4a, 4g, 4i	Respect for Others Responsibility Commitment Unity	

5.	Catechism Class	Wong TT Sr. Weng	S1 – S5 students	Whole year	More than 30 students take part in the activity and are actively involved	Teachers' observation Statistics	1, 2, 4, 6 4d, 4g	Commitment	
6.	Catholic student Class	Chan Annie Veronica	S1 – S5 Catholic students	Whole year	The average attendance of students reaches 90%	Statistics	1, 2, 4, 6 4d, 4g	Commitment	
7.	Religious week	Chan Annie Wong TT	S1 – S6 students	17-21 February	Students are actively involved	Teachers' observation	1, 4, 6, 7 4a, 4d, 4e, 4f, 4g, 4i	Perseverance Respect for Others Responsibility Commitment Benevolence Empathy Diligence Unity	
8.	Call to Holiness – religious stamp scheme	Chan Annie Veronica	S1-S6 students	Whole Year	More than 80 students have joined enough religious activities and redeemed gifts	Statistics	4 4a, 4g, 4i	Respect for Others Responsibility Commitment Unity	
9.	Whole-school pilgrimage	Sr. Weng Chan Annie	S1-S5 students	June	Students are respectful and attentive	Teachers' observation	2, 4, 6 4d, 4g	Respect for Others	
10.	Oversea pilgrimage and learning tour	Chan Annie	S1-S5 students	July	Students are actively involved	Teachers' observation	2, 4, 6 4a, 4d, 4f, 4g, 4i	Respect for Others Responsibility Commitment Benevolence Empathy Unity	
11.	Increase students' mental health through meditation and mindfulness practices	Chan Annie	S1-S6 students	Whole Year	70% students agree that meditation and mindfulness practices help improve their mental health	End-year questionnaire	4, 7 4g	Respect for Others Empathy	
12.	Happy Death	Chan Annie Veronica	S1-S6 students	Whole Year	Students are attentive and focused in the activity	Teachers' observation	4, 7 4g	Respect for Others Empathy	

13. School Assembly on school target 3: to establish a sustainable lifestyle	Chan Annie	S1-S5 students	25-3-2025	Students are attentive and focused in the activity	Teachers' observation	1, 2, 7	Responsibility National Identity Unity	
14. Caritas Bazaar	Chan Annie	S1-S5 students	17-11-2024	Students are attentive and focused in the activity	Teachers' observation	1, 4 4a, 4f, 4g, 4i	Respect for Others Responsibility Commitment Benevolence Empathy Unity	
15. School LWLD	Chan Annie	S2 students and ERE teachers	Feb-Mar 2025	80% students think the activity has increase their environment awareness	Post-activity questionnaire	1, 7	Empathy	

## 5. Life Planning Education and Career Guidance Team

Head of Team: Chun KY

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- **Aim / Objective:** to enable students' self-understanding, enhancing personal planning as well as goal setting and equipping students with the knowledge of various studies, career and training pathways, work ethics and the working world, thereby preparing them well for further studies or career pursuits.

Tasks 行動	Person in charge 聯絡員	Person involved 有關人士	Time scale 時間	Resources 資源	Success Criteria 成功指標	Mode of Assessment 評估模式	* Seven Learning goals 七個學習宗旨	**Values and Attitudes 價值及態度	Evaluation 結果/評估
<b>1. S.1 From Interest to Dream</b> -find out the personal qualities of successful people in different fields and the reasons why they are successful - explore own interests to build dream and devise a plan to make dream come true	Wong TT	Fan KC, Cheung WY	Two days within the whole year	PowerPoint, Activity Booklet	- 70% of students completed the tasks assigned in the "Life Planning Education' booklet - 70% of students agree that the activities are useful	-feedback/ comment in booklets -by questionnaire	<b>4a, 4e, 6</b>	<b>1, 5</b>	
<b>2. S.2 Setting SMART Goals</b> - be aware of the importance of life skills/transferrable skills for future life-long	Au KS	Wong TT, Cheung WY	Two days within the whole year	PowerPoint, Booklet	-70% of students completed the tasks assigned in the "Life Planning Education booklet - 70% of students agree that the activities are useful	-feedback/ comment in booklets -by questionnaire	<b>4a, 4e, 6</b>	<b>1, 3</b>	

learning - formulate short and medium term goals by goal setting, review, reflection and planning									
<b>3. S3 Making RIGHT Choices</b> -make a realistic self-assessment of interests, personal traits, achievements, academic aptitudes and abilities - relate results of self-assessment to academic and career goal setting - understand and apply decision making techniques to make informed and responsible senior secondary subject choices of study - be aware of	Chun KY	Fan KC, Cheung WY	Oct 2024 – June 2025	PowerPoint, Worksheet	- 70% of students completed the worksheet “My Dream Job” - 70% of students agreed that the talks, tasks, sharing sessions and group counseling were useful	-performance in worksheet “My Dream Job” -by questionnaire	<b>4a, 4e, 6</b>	<b>1,3</b>	

<p>and prioritize impacts of external influences (e.g. parents and peers) in making decisions</p> <ul style="list-style-type: none"> <li>- be aware parents of the close relation between subject selection, further study and occupation options**</li> </ul>									
<p><b>4. S.4 Plans into Action</b></p> <ul style="list-style-type: none"> <li>- be aware of the importance of life planning in senior secondary</li> <li>- gain better understanding of own personalities, skills, career interests and values towards work</li> <li>-recognise employment trends and associated learning opportunities through joining Career-Relate</li> </ul>	Chun KY	Au KS	Oct 2024 – June 2025	PowerPoint, Worksheet	<ul style="list-style-type: none"> <li>- 70% of students completed the tasks assigned</li> <li>- more than 70% of students agreed that the talks, tasks and activities were useful</li> </ul>	<ul style="list-style-type: none"> <li>-by observation in activities</li> <li>-by questionnaire</li> </ul>	<b>4a, 4e, 6</b>	<b>3,5</b>	

d Experience									
<b>5. S.5 Working Reality</b> -integrate personal growth and change into career development - relate and integrate learning outcomes from Career-Related Experience or work-based learning into exploration of study, training and work options -be aware of the university admission system (JUPAS) and multiple pathways to facilitate goal setting	Li CY	Chun KY	Sep 2024 – Apr 2025	PowerPoint, Worksheet	- 70% of students agreed that the talks, tasks and activities are useful (by questionnaire) - Every senior student has to join Career-Related Experience activity at least once within three years of NSS	-by questionnaire	<b>4a, 4e, 6</b>	<b>1, 5</b>	
<b>S.6 Choices, Chances &amp; Changes</b> -reflect personal growth over the past few years to refine their academic and career	Chun KY	Li CY, Au KS, Fan KC	Sept – Dec 2024 Jul 2025	PowerPoint, Worksheet	- 70% of students completed the tasks assigned - 70% of students agree that the talks, tasks, sharing sessions and individual counseling are	-by questionnaire	<b>4a, 4e, 6</b>	<b>1,3,5</b>	

<p>plan and realize the limitations to actualize their personal goals          -understand the qualification system and comprehend qualifications required and offered by various study or training options          -evaluate and make critical use of unbiased, impartial and updated information and guidance from various sources to make informed choices about future pathways          -be aware parents of the strategies of making and modifying JUPAS choices and multiple pathways</p>					<p>useful (by questionnaire)</p>				
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## 6. General Guidance Team

### Counselling Team Programme Plan

Head of Team : **Fong Pui Fan**

- **Aim / Objective:** To enable self-understanding, facilitate decision making and relationships as well as managing crises, behavior, and mental health issues of students.

Tasks 行動	Purpose 目的	Person in charge 聯絡員	Person involved 有關人士	Time scale 時間	Resources 資源	Success Criteria 成功指標	Mode of Assessment 評估模式	* Seven Learning goals 七個學習宗旨	**Values and Attitudes 價值及態度
1. Personal guidance	Increase life skills for student to handle day-to-day problems. Increase sense of self-efficacy.	Fong PF	Counseling team School Social Worker Class teachers	Whole Year	School social workers	Support received by the students in need.	Individual emotional status	4a, 4d, 4f, 4g,4i	/
2. Mind HK iACT program	Increase life skills for student to handle day-to-day problems. Increase sense of self-efficacy	Fong PF	Class teachers	Whole year	MindHK mental health practitioner	Support received by the students in need.	Individual emotional status	4a, 4d, 4f, 4g,4i	9
3. Senior Student Helper Scheme	Create positive social environment.  Increase life skills for student to handle day-to-day problems.	Fong PF Lin TC	Counseling team	Whole Year	School based support	Students' degree of participation in the activities. Over 80% students agree this plan can help them in problem solving and to care for each other more.	Observation  Results of survey	4a, 4d, 4f, 4g, 4i	3,7
4. Self-Improvement program	Increase sense of self-efficacy.	Lin TC	Class teachers	Whole Year	/	Students who received 1 Black Mark were helped	No. of completion cases	4g	3, 6
5. Student mental health survey (DASS21)	Increase sense of self-efficacy.	Fong PF Wong CM	Counseling team Class teachers School Social Worker	9/24	Questionnaires	Students who received counselling services have their stress release.	Students emotional status	4g	/

6. Student Development Program	Create positive social environment.  Increase sense of self-efficacy.	Fong PF	Counseling team School Social Worker Class teachers	Whole Year	Student Formation and Student Support School social workers	Prepare materials to be used in class teachers period or arrange presentations for school assembly in different themes	Observation	4a, 4d, 4f, 4g,4i	1,2
7. Whole School Health Program	Increase sense of self-efficacy.	Fong PF	S.2 class teachers	5/11, 7/11, 20/2, 13/3, 3/4	Personnel from Department of Health	80% students agreed that they learn some life skills in the program.	questionnaire	4a, 4d, 4f, 4g,4i	2,9
8. Survey on the S.1 students' and parents' familial and living conditions	/	Fong PF	S1 Class teachers	24/7/24	Questionnaires	Completion of Questionnaires	No. of completion of Questionnaires	4g	/
9. S1 Adventure Camp	Increase life skills for student to handle day-to-day problems.	Fong PF / Sr. Weng	/	5/11/24	Buy service from The Salvation Army	Students' degree of participation in the activities. Over 80% students agree this camp helped them to know more about themselves and to improve their interpersonal skills.	Observation  Results of survey	4a, 4d, 4f, 4g,4i	1,12
10. S1 Counselling Activity	Increase sense of self-efficacy.	Fong PF Sr. Weng	S1 Class teachers	24/1/24	Buy service from HKFYG	Over 80% students agree this camp helped them to know more about how to deal with their different emotions and keep mental health.	Results of survey	4a, 4d, 4f, 4g,4i	2
11. S.1 Preparatory class	Create positive social environment.	Fong PF Sr. Weng	SSH	17-23 /7/2025	/	Students degree of participation on the day of	Observation	4a, 4d, 4f, 4g,4i	8

	Increase life skills for student to handle day-to-day problems.					program			
12. S.2 Growth Scheme	Increase sense of self-efficacy. Increase life skills for student to handle day-to-day problems.	Fong PF Lin TC	S.2 Class teachers Counseling team	24/1/25	Buy service from organizations, such as The Hong Kong Federation of Youth Groups	Students' degree of participation in the activities. Over 80% participants agree that this program can achieve its aims.	Observation Results of survey	4a, 4d, 4f, 4g,4i	1, 3
13. S.4 Social service program	Increase sense of self-efficacy.	Wong CM	S.4 class teachers	Whole Year	NGOs	Over 80% of participants agreed that the program help them to understand the skills, attitude and knowledge about social service	Results of survey	4a, 4d, 4f, 4g,4i	3, 7
14. S4 Students Adaptation program	Create positive social environment. Increase life skills for student to handle day-to-day problems.	Fong PF	S.4 class teachers	1. 30/9/24 2. 28/2/25	Buy service from organizations, such as The Salvation Army	Students' degree of participation in the activities. Over 80% of participants agreed that the program help them to understand the skills, attitude, and knowledge about senior school life.	Observation Results of survey	4a, 4d, 4f, 4g,4i	1,10
15. S.5 Motivation program	Increase sense of self-efficacy. Increase life skills for student to handle day-to-day	Fong PF Wong Connie	S.5 class teachers	28/2/25	Questionnaires	Students' degree of participation in the activities. Over 80% of participants agreed that they	Observation	4a, 4d, 4f, 4g,4i	3,10

	problems.					have a clearer sense of direction, received emotional support from others and are better prepared psychologically for the exam.			
<b>16. Counselling on S6 HKDSE results release</b>	/	<b>Fong PF</b>	<b>Counseling team School Social Worker</b>	<b>16/7/25</b>	<b>Career team</b>	<b>Mental cares to students with unsatisfactory results</b>	<b>Individual emotional status</b>	<b>4a, 4d, 4f, 4g,4i</b>	/

\* Seven Learning goals: 1. National and Global Identity 國民和全球公民身份認同 2. Breath of Knowledge 寬廣的知識基礎 3. Language Proficiency 語文能力 4. Generic Skills 共通能力 5.Information Literacy 資訊素養 6.Life Planning 生涯規劃 7.Healthy Lifestyle 健康的生活方式

4. Generic skills: 共通能力 4a. Communication Skills 溝通 4b.Mathematical Skills 運算 4c. IT Skills 運用資訊科技 4d. Critical Thinking Skills 批判 4e. Creativity 創造 4f. Problem Solving Skills 解決問題 4g. Self-management Skills 自我管理 4h. Self-learning Skills 研習能力 4i Collaboration Skills 協作能力

\*\*Priority Values and Attitudes: (1) Perseverance 堅毅 (2) Respect for Others 尊重他人 (3) Responsibility 責任感 (4) National Identity 國民身份認同 (5) Commitment 承擔精神 (6) Integrity 誠信 (7) Benevolence 仁愛 (8) Law-abidingness 守法 (9) Empathy 同理心 (10) Diligence 勤勞 (11) Filial Piety 孝親 (12) Unity 團結

Deadline for program plan submission: 15/7 (before 16:00)

## 7. Information Technology Team

Head of Team : Tang Siu Lung

Task	Person in-charge	Person involved	Time scale	Resources	Success Criteria	Mode of Assessment
Procurement of i7 desktop computer for ITLC teacher	Tang S L	Thomas	9/2024-8/2025	OITG (\$15,000)	Devices work properly.	Check function of devices.
Procurement of 98" TV for GP Room	Tang S L	Thomas	9/2024-8/2025	School fund (\$40,000)	Devices work properly.	Check function of devices.
Procurement of speaker system for GP Room	Tang S L	Thomas	9/2024-8/2025	School fund (\$5,000)	Devices work properly.	Check function of devices.
Procurement of PTZ camera for Hall live broadcasting	Tang S L	Thomas	9/2024-8/2025	School fund (\$15,000)	Devices work properly.	Check function of devices.
Renew or Procurement of Software / License / Online Learning Program / etc required by different subjects	Tang S L	Thomas	9/2024-8/2025	School fund (\$187,112)	Devices work properly.	Check function of devices.
Implementing new functions of "Microsoft Education" & "Google for Education"	Chik CY	Tang S L Lee K F Thomas	9/2024-8/2025	Microsoft 365 Education Google for Education	Successful implementation	Check implementation of functions

## 8. Library

負責老師：圖書館主任伍人壯老師 (閱讀推廣組聯絡員)

目標一：配合學校發展計劃 Main Theme: Build Together “Amoris Laetitia” Family (共建愛的喜樂家庭) - II. Student Academic Development: To develop the curriculum with multiple pathways catering to learning diversity; III. Student Formation and Student Support: To create a positive learning experience from which our students are equipped with the ability to live and think positively towards themselves, establish healthy social relationships, and adopt responsible living styles so that they will accept and appreciate their value as a human being and thereby developing a sense of contentment in their life - 積極加強促進校園跨課程閱讀文化，鼓勵廣泛閱讀，發展「從閱讀中學習」，亦會配合學校發展計劃學術及學生培育方面的需要增購和推廣相關的閱讀材料

- 目的：
1. 繼續發展本校圖書館的館藏及設備，豐富圖書館的網頁，加入更多自學的資源
  2. 教導學生認識圖書館的資源, 社會資源及掌握基本資訊技巧, 以培養學生的自學能力
  3. 繼續活化圖書館內館藏，尤其有關正向思維的書籍; 以不同形式鼓勵及協助學生閱讀不同學習領域的書，多多思考及交流，分享閱讀心得，深化閱讀，豐富人生。

行動	聯絡	有關人士	時間	資源	成功指標	評估模式
<p><b>A. 閱讀紀錄</b></p> <p>- 圖書館代全校學生紀錄閱讀歷程，包括每級必讀中文和英文書籍。每學期（約 12 週）計算一次，優秀讀者將獲得獎勵。</p> <p>- 圖書館九月第一周向全校介紹閱讀分享平台圖書館電子系統及 google classroom “Library for All Students”。</p> <p>- 圖書館鼓勵學生登入閱讀分享平台作閱讀心得分享。</p> <p>- (請中、英文科老師配合，把必讀中/英文書籍的書名交給圖書館主任，並且在班中選出廣泛閱讀班代表，負責向同學推介圖書。)</p>	圖書館主任	英文科老師 中文科老師 廣泛閱讀代表 圖書館學長 圖書館助理	9-4 月	-	240 位同學曾使用圖書館電子系統分享閱讀心得	按資料數據評估
<p><b>B. 閱讀獎勵計劃</b></p> <p>1. 個人閱讀精英獎 - 獎勵借閱書本數量最高的 10 位學生，該學生必須達到成功指標。(上學期: 中一至中六) / (下學期: 中一至中五) 每學期結算一次，全年結算兩次。全年個人閱讀精英獎上限共 20 個。(學生不用個別報名, 自動參加, 但要鼓勵、通知她們。)</p> <p>2. 班際閱讀精英獎 獎勵每級每學期累積借閱量最高的一班，該班學生必須達到成功指標。每學期結算一次，全年結算兩次。全年班際閱讀精英獎上限共 11 個。</p> <p>3. 讀後感寫作比賽 閱讀材料必須來自本校圖書館或本校電子閱讀資源，包括金閱閣中、英文電子書/Gale 電子書/eClass 電子書)。 語文老師 (中文/英文科目) 在每班作業中選出最佳讀書報告，並於 2025 年 4 月 16 日 (復活節假期前) 交給圖書館主任。 中一、中三同學參加中文讀後感寫作比賽; 中二、中四參加英文讀後感寫作比賽。</p>	圖書館主任	圖書館主任 各科老師 班主任 圖書館助理 圖書館學長  各科老師 班主任  英文科老師 中文科老師	9-4 月	校內活動由學校資助	獲獎者在學校圖書館少擁有一個穩定的借閱記錄。換句話說，她每兩週必須至少閱讀本校印刷圖書乙本和本校電子圖書 40 分鐘。  16 位同學獲得閱讀精英獎。中一至中四班每班一名學生獲得。於散學禮頒佈。	按資料數據評估
<p><b>C. 營造校內閱讀氣氛</b></p> <p>1. 張貼海報及活動資訊，營造校園閱讀氣氛</p>	圖書館主任	圖書館助理吳詠雯負責	整年	同上	全學期最少張貼海報及活動資訊二次。	按資料數據評估

2. 組織讀書會 由一名教師和至少一名同學領導組織。	圖書館主任	伍人壯； 陳樹鳴； 吳詠雯	平均每 個學期 3個	同上	每個讀書會 有6名學 生參加。	按活 動參 與情 況及 拍照 記錄
3. 語文科老師及圖書館主任(在圖書館堂)鼓勵學生以不同形式作閱讀分享，填寫分享記錄表，並參加讀後感寫作比賽，提高學生的成功感。	圖書館主任	中文科及英文 科老師	全年		中一至中三 學生至少提 交一篇書 評。	按活 動參 與情 況及 資料 數據 評估
4. 協助推行晨讀課(星期三，中一至中四) 每4-5次靜讀後，佳有一次圍讀活動 11/9, 25/9, 9/10, 16/10, 30/10 6/11, 13/11, 20/11, 27/11, 11/12, 18/12 22/1, 12/2, 19/2, 5/3, 12/3 由3月中開始有6次閱讀分享，同學在班上向老師同學分享書本19/3, 2/4, 9/4, 30/4, 7/5, 14/5 同學不僅用敘事來分享，他也能嘗試改寫故事結局或角色扮演部分有趣的內容。	鄧穎雯 老師負 責統籌	圖書館主任、 班主任	全年		所有學生在 課堂上分享 一本書。班主 任於2025年 5月16日或 之前上交閱 讀分享記錄 表。	按活 動參 與情 況及 資料 數據 評估

<b>D. 校內外有關閱讀的活動</b>						
1. 一讀書會：上、下學期最少各3次	圖書館主任	伍人壯； 陳樹鳴； 吳詠雯	全年 6次	圖書館； 學校資 助	讀書會 舉行6次	按活 動參 與情 況並 拍照 幾張 及資 料數 據 評估
2. 一我(學生)的讀書會：1-2次	圖書館主任	伍人壯	全年 1-2次		舉行1-2次	按活 動參 與情 況及 資料 數據 評估
3. 書商書展：2次 7, 8, 9/10; 7, 8, 9/4	圖書館助理	吳詠雯	全年 2次		按活動參與情況評估	按活 動參 與情 況及 資料 數據 評估
4. 圖書館小型新書書展/好書介紹：2次 所有圖書館新書先於館內展出一周，才外借或老師組織/舉行好書推介	圖書館助理	吳詠雯	全年 2次	NIL	按活動參與情況及資料數據評估	按活 動參 與情 況及 資料 數據 評估
5. 圖書館推廣閱讀固定壁報2塊： 其中兩塊1-2次	圖書館助理	圖書館學長		圖書館 各機構	每兩個月更新1次共4次	拍照 記錄
6. 另一塊圖書館推廣閱讀小壁報一塊： 約兩個月更新1次	圖書館助理	圖書館學長		學校資 助	上、下學期最少各2次	拍照 記錄
7. 閱讀週： 主科學會於午膳主持「閱讀嘉年華」 4個攤位(中文、英文、圖書館) 4月10日(四)、4月11日(五) 中午 12:15 -12:40	圖書館主任	圖書館助理 中文科及 英文科老師 圖書館學長	10/4 11/4	圖書館 學校資 助	進行閱讀推廣活動： 中文學會主持乙個攤位 英文學會主持乙個攤位 圖書館學長主持乙個攤位	按活 動參 與情 況評 估並 拍照 記錄
11- 早會： (學校安排 6/9, 10/9 早會時段2次， 為全校推廣閱讀。	圖書館主任	圖書館學長	6/9, 10/9	圖書館 學校資 助	圖書館學長能夠 1. 激發學生的閱讀興趣， 2. 清晰介紹圖書館設施，及週三的閱讀活動 3. 邀請老師/學生作閱讀分享	按活 動參 與情 況評 估
12. 閱讀/作家講座 24/1/2025： 1次	圖書館主任	圖書館主任； 圖書館學長；	24/1	學校資 助	圖書館學長能夠介紹作家，組織閱讀獎頒獎典禮。	按活 動參 與情 況評 估

					客座演講者能夠激發學生的閱讀興趣	
13. 參觀上海圖書館及書店，閱讀散步 1 次	圖書館主任	鄧穎雯老師； 圖書館主任； 圖書館學長；	復活節假期 16-19/4	學校資助 LWL Fund	學生積極參與活動	按活動參與情況評估
14. 培養中一、二資訊素養	方佩芬老師 電腦老師	社工；	9-10 月	NIL	NIL	NIL
<b>E. 圖書館網頁</b> — 配合短期獎勵及年終閱讀精英獎鼓勵學生閱讀及使用閱讀網頁分享心得 — 繼續更新充實網頁內容。	圖書館主任	I.T. 同事； 圖書館助理	全年	圖書館	成功使用電郵發放遲還及領取預訂書籍通知	
<b>F. 圖書館課</b> 中一至中三圖書館課：	圖書館主任	圖書館助理	9-10 月 1-2 月	圖書館	中一至中三圖書館課	

## 目標二：培養學生正面喜悅的社交能力及對自我及社會的承擔精神

目的：透過圖書館流通及推廣閱讀活動培訓組員正面喜悅的社交能力、領導能力、組織能力及團隊精神

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
<b>A. 新組員的訓練及管理</b> 透過圖書館流通活動，培訓組員有正面喜悅的社交能力，以微笑禮貌地服務進館同學	圖書館主任	圖書館主任 圖書館管理組、 圖書館助理	全年	圖書館 課外活動費	會議及當值出席率達 50%； 圖書館秩序良好； 推廣活動能按時完成。  圖書館主任曾在培訓中教導組員擁有正面喜悅的社交能力的重要性，並要求組員以微笑禮貌地服務進館同學	觀察工作表現 統計出席率
<b>B. 舊組員</b> A. 協助新組員的訓練及管理 B. 舊組員 — 參與培訓新組員 — 組員亦擔當閱讀大使的角色，獲培訓後組員正面喜悅地協助籌辦各項推廣閱讀活動，如晨讀課，午間閱讀活動及讀書會等較學術性的推廣閱讀活動，從而提升她們的學術能力，領導組織能力，團隊精神及推廣技巧	圖書館主任	圖書館主任 圖書館管理組、 圖書館助理	全年	圖書館 課外活動費	會議及當值出席率達 50%； 圖書館秩序良好； 推廣活動能按時完成。	觀察工作表現 統計出席率

\*Assigned Readings:

Chinese Subject:	English Subject:
中一： 1. 給中學生的信 2. 生之歌 3. 重要的是活下去 4. 十三歲的深秋 5. 海闊天空	S.1: A Christmas Carol (an eBook found in both SJRC and e Library plus)
中二： 1. 地震以後：專業不再一樣。 2. 三國演義圖文普及本 / 羅貫中。	S.2: The Adventures of Huckleberry Finn (an eBook found in both SJRC and e Library plus)
中三： 1. 活著 2. 生命中該有的	S.3: Around the World in Eighty Days (an eBook found in both SJRC and e Library plus)
中四： 1. 傾城之戀 2. 傳媒中文寫作 3. 唐山大地震 4. 中國讀本	S.4: Animal Farm (an eBook found in both SJRC and e Library plus)
	S.5 Pride & Prejudice (an eBook found in both SJRC and e Library plus)

## 9. Morning Assembly Team

### 1. Assembly Team

#### Annual Group Programme Plan of Assembly Team

Head of Department : Fong Pui Fan

**Aim / Objective:** To cooperate with various school's departments.

Tasks 行動	Person in charge 聯絡員	Person involved 有關人士	Time scale 時間	Resources 資源	Success Criteria 成功指標	Mode of Assessment 評估模式	* Seven Learning goals 七個學習宗 旨	**Values and Attitudes 價值及態度
1. Allocate morning assemblies for different school's departments for their own purposes	Fong PF	Leung PS	Whole year	/	Over 95% of the morning assemblies were used for their predetermined purpose.	Exact calculation of sessions used.	2	/

\* Seven Learning goals: 1. National and Global Identity 國民和全球公民身份認同 2. Breath of Knowledge 寬廣的知識基礎 3. Language Proficiency 語文能力 4. Generic Skills 共通能力 5. Information Literacy 資訊素養 6. Life Planning 生涯規劃 7. Healthy Lifestyle 健康的生活方式

4. Generic skills: 共通能力 4a. Communication Skills 溝通 4b. Mathematical Skills 運算 4c. IT Skills 運用資訊科技 4d. Critical Thinking Skills 批判 4e. Creativity 創造 4f. Problem Solving Skills 解決問題 4g. Self-management Skills 自我管理 4h. Self-learning Skills 研習能力 4i. Collaboration Skills 協作能力

\*\*Priority Values and Attitudes: (1) Perseverance 堅毅 (2) Respect for Others 尊重他人 (3) Responsibility 責任感 (4) National Identity 國民身份認同 (5) Commitment 承擔精神 (6) Integrity 誠信 (7) Benevolence 仁愛 (8) Law-abidingness 守法 (9) Empathy 同理心 (10) Diligence 勤勞 (11) Filial Piety 孝親 (12) Unity 團結

Deadline for program plan submission: 15/7 (before 16:00)

## 10. Students' Activities Team

Head of Department : Chan Chui Fan

- I. Target :
1. To enhance students' leadership and self-confidence
  2. To enhance students' commitment and creativity
  3. To enhance students' sense of belonging towards class /school /ECA clubs

### II. Implementation Plan

Task	Persons in-charge	Persons Involved	Resources	Strategies	Success Criteria	Mode of Assessment
1. To enhance students' leadership and self-confidence	Chan C.F. Li C.Y. Chan P.W. Hui S.F. Kung C.L.	ECA Team, Teacher advisors of ECA, Four Houses, External organizations	External organizations	- Provide leadership training for student leaders.  - Provide leadership training for all S3 students to prepare them to be future leaders.	A minimum of 80% participants agreed or strongly agreed that the workshop help them to enhance their leadership skills	- Specially designed questionnaire or reflection form. -Evaluation by student leaders and teacher supervisors of ECA
2. To enhance students' commitment and creativity	Chan C.F. Li C.Y. Chan P.W. Hui S.F. Kung C.L.	ECA Team, Teacher advisors of ECA,	External agencies which offer opportunities and funding to students	-Adopt Self-Nomination Scheme to increase the ownership and commitment of student leaders  -Set up new ECA clubs	At least 100 self-nomination forms received.  At least 1 new ECA club is formed.	-Counting the no. of the proposal form.  -Specially designed questionnaire or reflection form.
3. To enhance students' sense of belonging towards class /school /ECA clubs	Chan C.F. Li C.Y. Chan P.W. Hui S.F. Kung C.L.	Student leaders, Teacher supervisors of ECA, Mentors	OLE Funds	- Organize FUN FUN FUN Inter-Class Competition  - ECA promotion & sharing by student leaders	- At least 3 Inter-class competitions	- Focus group and class meetings  - Student leaders' meetings

## 11. Special Education Needs Team

### Annual Group Programme Plan of \_\_SEN\_\_ Team

Head of Team : Kwok Fing Ling

- Aim / Objective:
- 1. 幫助 SEN 學生適應校園生活
- 2. 改善情緒、人際關係及提升社交技巧

Tasks 行動	Person in charge 聯絡員	Person involved 有關人士	Time scale 時間	Resources 資源	Success Criteria 成功指標	Mode of Assessment 評估模式	* Seven Learning goals 七個學習宗旨	**Values and Attitudes 價值及態度	Evaluation 結果/評估
1. 測考特別安排	Kwok FL	Leung PS, Chu CH, Kwok FL, TA	全年	-	-	問卷調查	共通能力	-	
2. 功課調適	Kwok FL	Leung PS, Chu CH, KwokFL, 科任老師	全年	-	欠交功課次數 減少	問卷調查	共通能力	-	
3. 個案跟進	Kwok FL	教育心理學家、 社工、SENCO、 家長	全年	教育局	-	教育心理學家評估	共通能力	-	
4. 個別輔導/跟進	Kwok FL	教育心理學家、 社工、SENCO、 班主任、家長	全年	教育局	-	教育心理學家評估、 SENCO 及 班主任觀察	共通能力	-	
5. 臨床心理服務	Kwok FL	臨床心理學家	全年	LSG	情緒得以舒緩	問卷調查、 機構報告	共通能力	-	
6. 藝術治療	Kwok FL	藝術治療師	全年	LSG	情緒得以舒緩	問卷調查、 機構報告	共通能力	溝通	
7. 社交小組	Kwok FL	註冊社工	全年	LSG	社交技巧得以 改善、人際關係改 善	問卷調查、 機構報告	共通能力	仁愛	
8. 課後補習班	Kwok FL	舊生	全年	LSG	欠交功課次數 減少	問卷調查、機構報告	寬廣的知識基礎	承擔精神	
9. 學生守護大使	Kwok FL	中三至中五同學	全年	LSG	-	問卷調查	健康的生活方式	同理心	

\* Seven Learning goals: 1. National and Global Identity 國民和全球公民身份認同 2. Breath of Knowledge 寬廣的知識基礎 3. Language Proficiency 語文能力 4. Generic Skills 共通能力 5. Information Literacy 資訊素養 6. Life Planning 生涯規劃 7. Healthy Lifestyle 健康的生活方式

4. Generic skills: 共通能力 4a. Communication Skills 溝通 4b. Mathematical Skills 運算 4c. IT Skills 運用資訊科技 4d. Critical Thinking Skills 批判 4e. Creativity 創造 4f. Problem Solving Skills 解決問題 4g. Self-management Skills 自我管理 4h. Self-learning Skills 研習能力 4i. Collaboration Skills 協作能力  
\*\*Priority Values and Attitudes: (1) Perseverance 堅毅 (2) Respect for Others 尊重他人 (3) Responsibility 責任感 (4) National Identity 國民身份認同 (5) Commitment 承擔精神 (6) Integrity 誠信 (7) Benevolence 仁愛 (8) Law-abidingness 守法 (9) Empathy 同理心 (10) Diligence 勤勞 (11) Filial Piety 孝親 (12) Unity 團結  
Deadline for program plan submission: 15/7 (before 16:00)

## 12. Gifted Education Team

Head of Department: **TANG WING MAN CONNIE**

Aspect	Task	Students involved	Evaluation
School-based sharing activities for gifted students	Assembly on September for Promotion	Students who have participated into gifted education programmes will share with all students.	---
Students participating into school-based gifted education programme	School-based programmes may include: -thinking skill training -creative writing -other programmes	Students with teacher recommendation / self-recommendation	Participant's reflections
Students participating into gifted education activities	Activities according to corresponding teacher(s)	Students with teacher recommendation / self-recommendation	Participant's reflections
Students participating into gifted education competitions	Competitions according to corresponding teacher(s)	Students with teacher recommendation / self-recommendation	Participant's reflections
Students participating into external Gifted Education programmes	<ul style="list-style-type: none"> <li>➤ Hong Kong Academy for Gifted Education</li> <li>➤ The Chinese University of Hong Kong Faculty of Education Winter/Spring/Summer Program for the Gifted and Talented</li> <li>➤ Secondary Schools – The Hong Kong University of Science and Technology Dual Program</li> <li>➤ The Hong Kong University of Science and Technology –The Enrichment Program for Gifted Learners (Summer Program)</li> <li>➤ The University of Hong Kong Summer Institute—Secondary School Programmes</li> <li>➤ The University of Hong Kong Junior Science Institute</li> <li>➤ EDB Gifted Education Fund: Off-school Advanced Learning Programmes</li> <li>➤ and / or other programme providers</li> </ul>	Students with teacher recommendation / self-recommendation	Participant's reflections
Establishment of the School Talent Database	Trial application of the Talent Database	Members of gifted education team	---

## 6. Appendixes

### (b) Staff Development Program 2024-25

Aims:

- To help teachers implement the school targets and the core values of Catholic schools including Salesian spirit of education and leadership
- To help teachers implement the school development plan Build Together “Amoris Laetitia” Family

	Date	Time	Main Themes	PIC
(1)	23/08/2024 Fri	11:00-12:00	Class Spirit building	Fong PF
(2)	20/09/2024 Fri	10:30-11:30	National education	Chan SM
		11:45-12:45	Preventive system of education	Sr. Anita Kwok Rev. Domingos Leong
		14:00-17:00	Generative AI in Education	Chan Tsun Ming, Jimmy
(3)	23/10/2024 Wed	09:00-12:00	6-Joint school SDD 建議師生 身心靈健康	Sr. Anita Kwok Cheng Kai Lam, Joe
(4)	03/01/2025 Fri	13:00-14:00	1. Value Education	Fong PF
		14:00-16:00	2. Cross Curriculum	Leung PS
(5)	27/03/2025 Thu	08:00-16:00	Visit to Church (粉嶺聖若瑟堂) & Chinese Heritage (龍躍頭、沙頭角)	Chan HW Li CY
(6)	23/05/2025 Fri	13:00-15:00	School Target Review	Leung PS

## 6. Appendix

### (c) 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 2022/23 to 2024/25 school year)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programs	Strategies & benefits anticipated	Name of programmes /course(s) and provider(s)	Duration of program / course	Target students	Est. No. of students involved			Evaluation of student learning / success indicators	Teacher-in-charge
					S4 24/25	S5 23/24	S6 22/23		
Other Programs –  Network School Program	A more diverse curriculum:  ERS network school program with 2 other schools  Music Program (Paper 1 & Paper 3 only) with about 3 other schools (Total of 4 papers)	Ethics and Religious Studies (network programme)  Music Course offered by Institute of Hong Kong Senior Secondary Music Education	3 years	S4-6 Students of this cohort	11  3	8  1	4  2	Students will take the HKDSE Examination       <Approx. rate for each student at external institute: \$16,200 for each of S.4 and S.5, \$8,100 for S.6> Hourly rate: \$1,250 / no. of students Course contact- hour: 270 hr/3year	Jointly organize the program at our school with 2 other schools: 1. St. Francis Xavier's College 2. St. Paul's School (Lam Tin) (*Teachers with Saturday ERS teaching duties are entitled one full day-off during weekdays.)  <b>Music Course:</b> 1. S4 –The Hong Kong Music Service and Consulting Limited (Hosting School: Pui Kui College) 2. S5 –Institute of Hong Kong Senior Secondary School Music Education (Hosting School: Ho Fung College) 3. S6 – Institute of Hong Kong Senior Secondary School Music Education (Hosting School: Lai King Catholic Secondary School)
Other Languages	To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education			Students with suitable proficiency level in German / Japanese	0	0	4	Pass in Cambridge International AS level examination of the language. (For S6 students)  Students studying Japanese are required to achieve at least a level N3 proficiency. (For S4 & S5 students)	AVP (Tang WM)
Applied Learning	-To offer a range of Applied Learning courses for students with different learning needs and interests - Students acquire diversified learning experiences and develop career aspirations	Courses in the following areas of studies: - Taking a Chance on Dance - The Essentials of Theatre Arts - Fundamental Cosmetology - Health Care Practice - Medical Laboratory Science - Western Cuisine - Applied Psychology - Fashion Image Design - Accounting for e-business	180 hours in 2 years	S5 & S6 students of this cohort	0	3	8	- Students successfully completing Applied Learning courses as shown in the record of student learning - Survey / evaluation report on students' feedback - Assessment of students' performance	AVP (Tang WM)

## 6. Appendix

### (d) Plan of Capacity Enhancement Gr, Diversity Learning Gr, After School Learning Gr, Reading Promotion Gr, Sister School Scheme, Citizenship & Social Development Grant Gr, Moral & National Education Support Gr, Mental Health Gr, Promotion of Chinese Culture Immersion Activities Gr, Promotion of Sports Ambience Scheme 24/25

#### Plan on the use of (Estimated CEG - \$680,000) Capacity Enhancement Grant

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 so that they can attend to the development of learning and teaching strategies	Teacher / TA to teach ERE and Chinese to release workload of teachers: 2.0 TA.	Workload of teachers would be relieved. More effort can be put into coping with the diverse and special learning needs of students	09/2024 - 08/2025	Salary (including MPF) of Teacher & TA \$575,000	99% of students achieving basic competency in TSA	TSA results	Principal, Head of Departments concerned

#### Plan on the use of (Estimated DLG - \$84,000) Diversity Learning Grant (Other Programme) to relieve teachers' workload and to facilitate continual effective teaching for NSS

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	Course fee for NSS Students taking DSE Music, ERE, Elite Programme & Teacher to help in pastoral care of students	More of teacher's effort can be put into DSE network program of ERS  Music teacher can attend to ECA of the department	09/2024 - 08/2025	Course Fee \$105,000	100% level 2 in DSE ERS	DSE results	Principal, Head of Departments concerned

**Programme Plan for School-based After-school Learning and Support Programmes 2024/25**

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

**Project Coordinator:** Ms Chu Ching Han

**Contact Telephone No.:** 24241796

**Information on Activities to be subsidised/complemented by the grant (Estimated ASLS \$120,000)**

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of grant beneficiaries #	Estimated expenditure (HK\$)	Name of partner/ service provider (if applicable)
Music Instrument Classes	Build up the capacity for arts	80% of students agree that they like the activities	Questionnaires	Sep 2024 – Jun 2025	\$3,000 X 20	\$60,000	
Dance Classes	Build up the capacity for arts	80% of students agree that they like the activities		Sep 2024 – Jun 2025	\$400 X 4	\$1,600	
Sports Classes / Training Program	Build up the capacity for sports	80% of students agree that they like the activities		Sep 2024 – Jun 2025	\$400 X 10	\$4,000	
				Sep 2024 – Jun 2025	\$400 X 7	\$2,800	
Subjects Tutorial Classes	Math enhancement Enhance students' English proficiency	75% of students agree their grades have improved after they complete the classes		Sep 2024 – Jun 2025	\$1,000 X 10	\$10,000	
Study Tours	Cultural exchange	80% of students agree that they like the activities		Within School year	\$4,000 X 10	\$40,000	
Leadership Training	Build up the Leadership	80% of students agree that they like the activities		Within School year	\$200 X 8	\$1,600	
<b>Total</b>							\$120,000

Note: # Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

## Plan on the Use of Promotion of Reading Grant

Amount of Grant: Estimated Prom of Reading Gr \$66,000

Teacher in Charge: Leung PS (VP) Period: 09/2024-08/2025

Members: Tsang KM (Panel Head of English Department, Leung Yuen Shan (Panel Head of Chinese Department, Lam CS (STEM Education), Tang Wing Man (Panel Head of Chinese Literature Department) and Librarian

The Major objectives for Promotion of Reading: To arouse students' interest in learning & emphasize the importance of extensive reading.

	Item	Estimated Expenses (HK\$)
1	Purchase Books <input checked="" type="checkbox"/> Printed Books - Broadening students' exposure to reading (by purchasing a wide variety of fiction and non-fiction texts of different disciplines) - 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.....) + Reading Activities - STEM Education—Reading Books & Magazines	\$30,000
2	Web-based Reading Schemes <input checked="" type="checkbox"/> e-Read Scheme <input checked="" type="checkbox"/> Others	\$20,000
3	Reading Activities <input checked="" type="checkbox"/> Hiring writers, Professional Storytellers, etc to conduct talks <input checked="" type="checkbox"/> Hire of service from external service providers to organize student activities related to promotion of reading <input checked="" type="checkbox"/> Paying the Application Fees for activities & competitions related to the promotion of reading <input checked="" type="checkbox"/> E-Books <input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses	\$18,000
Total		\$68,000

### Plan on the Use of Sister School Scheme Grant

Amount of Grant: \$100,000

Period: 09/2024-08/2025

Teacher in Charge: Tang Wing Man (PIC) and Tang Sin Ting (Teacher)

Name of the Mainland Sister School:

The High School Affiliated to University of Science & Technology Beijing 北京科技大學附屬中學 及 東莞暨大港澳子弟學校

Item No	Name and Content of The Exchange Activity	Intended Objectives	Monitoring / Evaluation	Estimated Expenditure
1	<b>Visit to Sister School</b> Teacher Level: a. Teaching experience sharing Student Level: a. Presentation and sharing b. Learning experience sharing	Teachers: a. Exchange and share teaching experience b. Professional development of teachers Students: a. Understand the learning environment in a Mainland school b. Embrace cultural diversities in order to build harmonious relationships between HK and Mainland students c. Understand the cultural difference in two places	a. Student will write reflection and sharing of the visit b. A presentation and sharing session will be held in front of all schoolmates in HK	Visit to Sister School \$100,000

**Plan on the Use of Citizenship & Social Development Grant**

Amount: Grant Income \$300,000

Period: 09/2021-08/2025

Teacher in Charge: Chan Shu Ming

Area	Budget			
	21/22	22/23	23/24-24/25	Total
1. Developing or procuring relevant learning and teaching resources	\$10,000	\$5,000	\$8,500	\$23,500
2. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$500*81 = \$40,500	\$500*110=\$55,000	\$500*110=\$55,000	\$150,500
3. Organising school-based learning activities relating to the CS curriculum	\$5,500	\$5,250	\$5,250	\$16,000
4. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	\$400*110 = \$44,000	\$300*110=\$33,000	\$300*110=\$33,000	\$110,000
5. Others (please specify)	N/A	N/A	N/A	N/A
<b>Total</b>	<b>\$100,000</b>	<b>\$98,250</b>	<b>\$101,750</b>	<b>\$300,000</b>

「德育及國民教育津貼」計劃 24/25

計劃統籌老師：梁佩珊副校長

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	<ul style="list-style-type: none"> <li>● 透過教職員會議及教育講座，讓教職員、學生認識國家、了解《基本法》、《香港國安法》的立法背景、內容和意義等，以及政府發放的相關資訊；</li> <li>● 每周舉辦升國旗儀式，又安排學生作「旗下講話」，分享國家新近發展、中華文化等議題及教導學生認識和尊重國旗、國徽和國歌的意義，培養他們的國家觀念和國民身份認同</li> <li>● 安排校園壁報展示與國家發展相關的議題，從而讓學生探索國家的新近發展。</li> </ul>	24/25	\$10,000	梁佩珊副校長 郭鳳玲老師	網上問卷調查

**DMHC Siu Ming Catholic Secondary School**  
**Plan on the Use of One-off Grant for Mental Health at School 24/25**

Aim: In order to help schools create a caring and positive culture, set up a learning environment where students feel safe, relaxed and accepted, and promote students' mental health more effectively and flexibly, To implement school-based measures that can enhance the mental health of students and teachers.

Member: Fong PF (Vice Principal), Guidance Team

Plan on the Use of One-off Grant for Mental Health at School” on the following:

Item	Area	Budget (HK\$)
1	Organising activities and programmes related to enhancing the mental health of students and teachers	\$60,000
2	Providing support services related to enhancing the mental health of students and teachers	-
3	Designing and producing school-based learning and teaching resources related to mental health	-
4	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	-
5	Others (please specify):	-
		\$60,000

**DMHC Siu Ming Catholic Secondary School**  
**Plan on the Use of One-off Grant for Mental Health of Parents & Students 24/25**

Aim: To support parents in taking care of students' mental health, to organizing activities and training programmes relating to mental health of students and parents, so as to equip parents with the relevant knowledge and skills on mental health, and help them play the important role in identifying early signs of children's mental health problems, understand the ways of stress management and promotion of physical and mental health, as well as the promotion of children's positive mindset.

Member: Fong PF (Vice Principal), Guidance Team, Ng I, Lee YW, Cheng YC (PTA Teacher), Yeung WT (EO)

Plan on the Use of One-off Grant for Mental Health of Parents & Students” on the following:

Item	Area	Budget (HK\$)
1	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	\$15,000
2	Promoting information related to the mental health of students and parents, publications or providing resource platforms	\$5,000
3	Others (please specify):	-
		\$20,000

## DMHC Siu Ming Catholic Secondary School Plan on the Use of Parent Education Grant

Aim: To meet the needs of parents, and equip them with the knowledge and skills necessary for bringing up their children at different stages

Member: Fong PF (Vice Principal), Guidance Team, Ng I, Lee YW, Cheng YC (PTA Teacher), Yeung WT (EO)

Our schools will spend the “Plan on the Use of Parent Education Grant” on the following areas:

Item	Area	Budget Expenses			
		24/25	25/26	26/27	Total
1	Purchasing school-based parent education resources, such as reference books, bookmark, pamphlet & etc.	\$10,000	\$10,000	\$10,000	\$30,000
2	Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	\$50,000	\$60,000	\$60,000	\$170,000
3	Others (please specify):	-	-	-	-
		\$60,000	\$70,000	\$70,000	\$200,000

天主教母佑會蕭明中學

「推動中華文化體驗活動一筆過津貼」計劃 (2024-2027)

1. 撥款金額: HKD 300,000
2. 津貼使用期限: 2023/24-2026/27
3. 統籌老師: 梁佩珊老師
4. 策劃老師: 郭鳳鈴老師(公民教育主任)、梁婉珊老師(中文科科主任)、鄧穎雯老師(中國文學科科主任)
5. 宗旨: 為提升學生對學習中華傳統文化的興趣, 加強學生國民身份認同; 為學校持續發展相關學與教資源、舉辦多元化學生活動、內地交流等, 以營造校園的文化氛圍。

範疇	施行計劃／策略	推行時間	成功指標	評估方法	所需資源	負責老師
1. 學習／體驗活動、講座或比賽	<ul style="list-style-type: none"> <li>● 跨學科／組別舉辦有關中華文化的學習／體驗活動：例如舉辦中華文化周／文化日的開支及費用。</li> <li>● 舉辦以中華文化為主題的講座，如中國建築、飲食文化、中醫藥、名勝古蹟、中國文學、中國藝術。</li> <li>● 購買推動跨科及與推廣中華文化相關活動所需的物資，例如：展板、道具、獎品等</li> </ul>	9/2024-6/2027	100%學生參與  多於 60%學生表示對中華文化感到有興趣	學生問卷  老師觀察	三年 HKD 180,000 (每年 HKD 60,000)	Kwok FL, Leung YS, Tang WM
2. 本地考察／參觀	<ul style="list-style-type: none"> <li>● 舉辦或資助學生參加本地文化考察或參觀活動：中華文化遊蹤，例如中國傳統節慶及風俗之旅、歷史文化之旅等活動所需的開支及交通費／外間支援服務，例如博物館文化專題展覽、體驗活動中所需的參觀及交通費／外購服務，例如中華文化考察團、文化體驗活動中的導賞、交通等費用</li> </ul>	9/2024-6/2027	多於 60%學生表示對中華文化感到有興趣，增強國民身份認同	學生問卷  老師觀察	三年 HKD 30,000 (每年 HKD 10,000)	Kwok FL 及中史科科任老師; Leung YS 及中文科科任老師
3. 內地交流	<ul style="list-style-type: none"> <li>● 資助學生及帶隊老師參加內地文化交流活動。</li> </ul>	9/2024-6/2027	多於 70%學生表示對中華文化感到有興趣，增強國民身份認同	學生問卷  老師觀察	HKD 75,000 (每年 HKD 25,000)	Kwok FL & Tang WM
4. 發展課程及學與教資源	<ul style="list-style-type: none"> <li>● 採購及發展與中華文化相關的課程及學與教資源，以提升學生學習中華文化的興趣：購買各式教具／學習材料／購買各式用品及器具，布置富中國特色的中華文化室，作為舉辦學習或體驗活動之用</li> </ul>	9/2024-6/2027	50%相關老師使用相關教材，表示滿意  50%老師或學生借用中華文化室，表示滿意	學生問卷  老師觀察	HKD 15,000 (每年 HKD 5,000)	Kwok FL 及中史科科任老師; Leung YS 及中文科科任老師
				總計:	HKD 300,000	

**DMHC Siu Ming Catholic Secondary School**  
**Plan on the Use of One-off Grant for Promotion of Sports Ambience & MVPA60 in Schools**

Aim: Helping students develop a healthy lifestyle is one of the seven learning goals of secondary education. Schools are required to expose students to a wide variety of physical activities to help them develop sports skills, enhance physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities.

Member: Chu CH (PE Panel), Leung SY (PE Teacher), Coaches (Basketball, Volleyball, Table Tennis, Badminton & etc), Yeung WT (EO)

Our schools will spend the “Plan on the Use of One-off Grant for Promotion of Sports Ambience & MVPA60 in Schools” on the following areas:

Item	Area	Budget Expenses			
		24/25	25/26	26/27	Total
1	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	\$5,000	\$30,000	\$30,000	\$65,000
2	To organise or subsidise students' participation in diversified PE/sports-related learning activities/competitions	-	-	-	-
3	To organise or subsidise the participation of students, teachers and coaches in PE/sports-related exchange activities/study visits in the Mainland/overseas	\$45,000	-	-	\$45,000
4	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	-	-	-	
5	To purchase or upgrade PE/sports equipment in the school	-	-	-	
6	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	-	-	-	
7	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	-	\$20,000	\$20,000	\$40,000
		\$50,000	\$50,000	\$50,000	\$150,000

## 6. Appendix (e) Plan on the Use of the Life-wide Learning Grant 2024-25

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.  
 Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> 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 positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	香港學校朗誦節(普通話組)	Sept 2024	S1-S6	20	\$4,000.00	\$200.00	Entry fee	Putonghua	Students' participation rate and performance; Teachers observation.	✓					Tang ST
2	Careers Live	Mar 2025	S4-S6	120	\$25,000.00	\$208.33	To pay for the activities offered by external organizations	Life Planning Education and Careers Guidance Team	Students' participation; Teachers observation; Students survey.					✓	Chun KY
3	S.5 English Theatre Excursion	Mar 2025	S5	116	\$20,000.00	\$172.41	Tickets for all S.5 students and their English teachers, and transportation fee	English department	Students' participation rate; Teachers observation.	✓					Tsang KM
4	Sex Education Workshops (S1-S6)	Nov 2024 and Mar 2025	S1-S6	650	\$6,000.00	\$9.23	Workshop Fee	Ethics and religious Education	Students' participation; Teachers observation; Students survey.		✓				Chan HW
5	Whole school pilgrimage	Jun 2025	S1-S6	650	\$30,000.00	\$46.15	Venue and transportation	Spiritual Formation	Students' participation; Teachers observation; Students survey.		✓				Chan HW
6	Katso leadership training	Jun 2025	S1-S6	40	\$40,000.00	\$1,000.00	Program and tutor fee	Spiritual Formation	Students' participation; Teachers observation; Students survey.		✓				Chan HW
7	Salesian Youth Day	Feb 2025	S1-S6	30	\$3,000.00	\$100.00	Fee and Transportation	Spiritual Formation	Students' participation; Teachers observation.		✓		✓		Chan HW
8	ERE experiential learning	Whole year	S1-S6	650	\$30,000.00	\$46.15	Workshop fee	Ethics and religious Education	Students' participation; Teachers observation; Students survey.		✓		✓		Chan HW
9	Retreat	Feb 2025	S1-S6	30	\$9,000.00	\$300.00	Retreat house fee	Spiritual Formation	Students' participation; Teachers observation.		✓				Chan HW
10	Hong Kong Schools Speech Festival (English Speech)	Sept to Nov 2024	S1-S6	50	\$7,000.00	\$140.00	Entry fee for the Hong Kong Schools Speech Festival (English Speech)	English department	Students' participation rate and performance; Teachers observation.	✓					Tsang KM

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> 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 positive values and attitudes														
11	S4 Community Services	Whole year	S4	120	\$35,000.00	\$291.67	For hiring tutors to organise community services and competitions.	OLE- Community service programme for S4	Students' participation; Teachers observation; Students survey.				✓		Wong CM
12	中藥園計劃	Whole year	S1-S6	120	\$50,000.00	\$416.67	Cooperative educational program with HKBU about traditional Chinese medicine.	Biology	Students' participation rate and performance; Teachers observation.	✓				✓	Wong CM
13	Dance Festival	Whole year	S1-S6	120	\$20,000.00	\$166.67	Course fee	Aesthetic Development	Students' participation rate and performance; Teachers observation.			✓			Chan PL
14	Drama club	Whole year	S1-S6	120	\$20,000.00	\$166.67	Course fee	ECA	Students' participation rate and performance; Teachers observation.			✓			Chan PL
15	Dance Festival and various activities related to Arts	Whole year	S1-S6	150	\$60,000.00	\$400.00	To organise various Art related activities like Art Tour, courses, workshops etc.	Visual Arts Department	Students' participation rate and performance; Teachers observation.			✓			Chan PL
16	Prefects Leadership Training	Sept 2024	S1-S6	75	\$35,000.00	\$466.67	Fees for students to participate in courses, activities or training organized by external organizations recognized by the school	Discipline Team	Students' participation; Teachers observation; Students survey.		✓			✓	Hui YW
17	School teams training	Whole year	S1-S6	650	\$80,000.00	\$123.08	For coaches, competition, equipment, court booking	Physical Education Department	Students' participation rate and performance; Teachers observation.					✓	Chu CH
18	Birdwatching Team training and competition fee	Whole year	S1-S6	30	\$15,000.00	\$500.00	Tutor fee, transportation fee, competition fee	Birdwatching team	Students' participation rate and performance; Teachers observation.	✓					Li CY
19	Whole school Life-wide Learning Excursion Day	Apr 2025	S1-S6	500	\$60,000.00	\$120.00	Transportation Fees, Program Fees	Life-wide Learning Team	Students' participation; Teachers observation; Students survey.		✓		✓	✓	Li CY
20	Student Leadership Training Camp	Jun to July 2025	S1-S6	140	\$60,000.00	\$428.57	Camp fee, transportation, program fee	ECA	Students' participation; Teachers observation; Students survey.		✓			✓	Chan CF
21	House Training	July 2025	S1-S6	45	\$15,000.00	\$333.33	Program fee and activity fee	ECA	Students' participation; Teachers observation; Students survey.		✓			✓	Chan CF

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> 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 positive values and attitudes														
22	S3 Leadership Program	Jan 2025	S3	120	\$15,000.00	\$125.00	Tutor's fee	ECA	Students' participation; Teachers observation; Students survey.		✓			✓	Chan CF
23	Activities subsidies reserved for Half-subsidize students	Whole year	S1-S6	50	\$40,000.00	\$800.00	Activities subsidies reserved for Half-subsidize students	Student Support	Students' participation; Teachers observation; Students survey.						Chan CF
24	Local Tour	Nov to Dec 2024	S1-S6	120	\$30,000.00	\$250.00	Fee for attending the competition	Civic Education	Students' participation; Teachers observation; Students survey.		✓				Kwok FL
25	Speech activities and speaking training	Whole year	S1-S6	20	\$4,000.00	\$200.00	To hire coach or purchase related courses.	Chinese Language	Students' participation; Teachers observation; Students survey.	✓					Leung YS
26	Debate training, inter-school debate competitions	Whole year	S1-S6	25	\$30,000.00	\$1,200.00	Buy equipment, cost for transportation, visit, talk, subsidy for study tour	Chinese Language	Students' participation rate and performance; Teachers observation.	✓					Leung YS
27	Music Activities and Competitions	Whole year	S1-S6	150	\$106,250.00	\$708.33	Tutor fee of School Teams (Chinese orchestra: \$38,250, String ensemble: \$30,000); Expenses on music workshops, Competition fee (Interflows, Music Festival, Choral Festival) and transportations: 30,000; Purchase scores and copyrights of music: 8,000	Music	Students' participation rate and performance; Teachers observation.	✓	✓				Pun TY
28	2-day-1-night fieldcamp in Cheung Chau	Nov 2024 or Feb 2025	S4-S6	22	\$4,000.00	\$181.82	For booking hostels and paying the fee of training courses	Geography Department	Students' participation; Teachers observation; Students survey.	✓					Hui SF
29	S1 Adventure-Based Counselling Camp	Jan 2025	S1	120	\$20,000.00	\$166.67	To organize activities for students	Counselling team	Students' participation; Teachers observation; Students survey.		✓				Fong PF
30	S2 Growth Scheme	Jan 2025	S2	120	\$20,000.00	\$166.67	To buy services from external organization	Counselling team	Students' participation; Teachers observation; Students survey.		✓				Fong PF
31	S.4 Adaptation program	Oct or Nov 2024	S4	120	\$20,000.00	\$166.67	To buy services from external organization	Counselling team	Students' participation; Teachers observation; Students survey.		✓				Fong PF
32	S.5 Motivation program	Mar 2025	S5	120	\$20,000.00	\$166.67	To buy services from external organization	Counselling team	Students' participation; Teachers observation; Students survey.		✓				Fong PF

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> 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 positive values and attitudes														
33	文學參觀活動	June and July 2025	S1-S6	40	\$8,000.00	\$200.00	活動費用	Chinese Literature	Students' participation; Teachers observation; Students survey.	✓					Tang WM
34	寫作工作坊	Whole year	S1-S6	40	\$20,000.00	\$500.00	聘請到校作家進行寫作工作坊	Chinese Literature and Chinese Club (Elite Writing)	Students' participation; Teachers observation; Students survey.	✓					Tang WM
35	中一學習策略工作坊	Sept and Oct 2024	S1	130	\$50,000.00	\$384.62	聘請校外機構導師	S1 Learning Strategies Program	Students' participation; Teachers observation; Students survey.	✓					Tang WM
36	Talent Development Program	Whole year	S1-S6	100	\$150,000.00	\$1,500.00	資助學生參與資優教育課程、活動、比賽	Gifted Education Team	Students' participation; Teachers observation; Students survey.	✓					Tang WM
37	Disney Youth Program	Jun 2025	S1-S3	16	\$10,000.00	\$625.00	To buy the students' tickets	Life and Society	Students' participation; Teachers observation; Students survey.	✓					Chan PW
38	STEM activities	Whole year	S1-S6	650	\$80,000.00	\$123.08	Mini-STEM project / visits in junior form	STEM	Students' participation; Teachers observation; Students survey.	✓					Lam CS
39	樂蕭遙大使	Whole year	S1-S3	20	\$8,000.00	\$400.00	Fee for organizing student activities	Counselling team	Students' participation; Teachers observation; Students survey.		✓				Fong PF
40	Dance society	Whole year	S1-S6	30	\$22,000.00	\$733.33	Fee for organizing student activities	ECA	Students' participation; Teachers observation; Students survey.			✓			Kung CL
41	Mathematics activities	Whole year	S1-S3	30	\$10,000.00	\$333.33	Fee for organizing student activities	Mathematics department	Students' participation; Teachers observation; Students survey.	✓					Chik CY
42	English writing class	Whole year	S1-S3	30	\$12,000.00	\$400.00	To buy services from external organization	English department	Students' participation; Teachers observation; Students survey.	✓					Tsang KM
(Please insert rows above if the space provided is insufficient.)															
<b>Sub-total of Item 1.1</b>			<b>6,499</b>	<b>\$1,303,250.00</b>											
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	TaiChung Study Tour	April, 2025	S4-S6	36	\$55,000.00	\$1,527.78	Oversea excursion tour	BAFS, Economics and Geography	Students' participation; Teachers observation; Students survey.	✓					Chun KY



## 6. Appendix

(f) Plan for Education Support Provided for NCS 2024-25

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) 格式呈交本計劃。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 8573

九龍區學校：3509 8572

新界西學校：3509 8569

（學校請於**2024年11月29日或之前**提交填妥的學校計劃。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<sup>1</sup>的普通中學<sup>2</sup>

**加強支援非華語學生的中文學與教  
額外撥款**

**2024/25 學年學校計劃（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：梁婉珊老師

按2024/25學年收生實況調查指定的參照日期（一般為9月中旬）<sup>3</sup>，本校全校共錄取2名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在網上校管系統（WebSAMS）內核實及更新非華語學生的資料。按教育局通告第8/2020號，本校在2024/25學年獲提供額外撥款<sup>4</sup>。本校知悉教育局會根據收生

<sup>1</sup> 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。

<sup>2</sup> 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。

<sup>3</sup> 直資學校的額外撥款額一般會按學校每年9月底錄取的非華語學生人數而定。

<sup>4</sup> 錄取1至5名和6至9名非華語學生的普通中學由2020/21學年起分別獲提供約15萬元和約30萬元的額外撥款。額外撥款額會以此為基數，分別根據綜合消費物價指數變動和公務員薪酬調整幅度按學年調

實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在 2024/25 學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，教育局會在 2025 年第一季按需要調整或安排收回已發放的資助。本校承諾會在 2024/25 學年內將額外撥款差額（如適用）全數歸還教育局。

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，並將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）。

### （一）整體規劃

#### （1）安排專責統籌人員（教師／小組）

本校已安排以下專責人員統籌加強支援非華語學生的中文學與教及建構共融校園的事宜：

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗
總統籌人員姓名： 梁婉珊老師	5年或以上	不適用
中文科主任 其他（請說明）：		
副統籌人員（如有）姓名：	請選擇	請選擇
請選擇 其他（請說明）：		

整。經調整後的2024/25學年額外撥款額（如適用）會於2024年8月中旬在教育局專題網頁（網址：[https://www.edb.gov.hk/ncs\\_chi](https://www.edb.gov.hk/ncs_chi)）公布。

請在適當的方格內加上「√」號

(2) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將於 2024/25 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他（請說明）：\_\_\_\_\_

(3) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校將於 2024/25 學年：

- (a) 安排他們參加的相關培訓如下（可選多於一項）：
- (i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
- (ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務
- (iii) 教育局支持香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
- (iv) 校內中文科教學人員同儕觀課，進行專業交流，分享心得
- (v) 校內中文科教學人員共同備課，調適教學策略和教學內容等
- (vi) 其他（請說明）：\_\_\_\_\_

或

- (b) 未有安排他們參加相關培訓，原因是（可選多於一項）：
- (i) 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
- (ii) 本校在照顧非華語學生的中文學習方面已有足夠經驗。
- (iii) 其他（請說明）：\_\_\_\_\_

請在適當的方格內加上「√」號

(4) 評估非華語學生的中文學習需要

(a) 按 2024/25 學年收生實況調查指定的參照日期，本校非華語學生的分布如下：

	中一	中二	中三	中四	中五	中六	總數
(i) 非華語學生人數 (請注意：此項資料必須與學校透過 WebSAMS 呈報的學生資料一致)	2						2
(ii) 未曾就讀提供本地課程幼稚園／小學的非華語學生人數							0
(iii) 新來港(即在入讀本校前抵港不足一年，或未曾有任何本地學校(包括幼稚園及小學)就讀超過一年)的非華語學生人數							0
<b>(iv)及(v)只供設有以普通話教授中文(普教中)班別／組別的學校填寫</b>							
(iv) 就讀普教中班別／組別的非華語學生人數							0
(v) 有關級別的非華語學生可選擇是否就讀普教中班別／組別	<input type="text"/>						

(b) 本校將於 2024/25 學年適時評估所有錄取的非華語學生(特別是第(4)(a)(ii)至(iv)項所述的非華語學生)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：

(i)	<input checked="" type="checkbox"/> 已採用／將會採用教育局為學校提供的《評估工具》。
	<input type="checkbox"/> 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)：  本校的非華語學生預計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)：_____

請在適當的方格內加上「√」號

(ii)  已實施／將會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，預計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）：\_\_\_\_\_

(5) 安排非華語學生考取合適的中國語文資歷

本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程。本校會就非華語學生的學習進展提出以實證為本的建議，並讓就讀高中的非華語學生因應其學習進展、需要和志趣，選讀香港中學文憑考試中國語文科或應用學習中文（非華語學生適用）及／或考取國際認可的其他中國語文資歷，並提供輔導及支援。

於 2024/25 學年，預計參加以下中國語文資歷考試的高中非華語學生人數如下：  
（可選多於一項）

中國語文資歷考試		預計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	/		
(b)	香港中學文憑考試應用學習中文 （非華語學生適用）			
(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			

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

- (6) 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。本校計劃運用 2024/25 學年獲提供的額外撥款 **A** 159,041.00 元<sup>4</sup>，以及 2023/24 學年額外撥款累積餘額<sup>5</sup>（如適用） **B** 0.00 元（請注意：此項資料必須與本額外撥款 2023/24 學年學校報告的金額一致），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 <sup>6</sup>
(a)	<input checked="" type="checkbox"/>	聘請額外員工 <sup>7</sup> （請於第(7)(a)項提供補充資料）	
	<input checked="" type="checkbox"/>	教學助理 ( 0.49 ) 名	請以小數 表示 (如適用)
	<input type="checkbox"/>	不同種族的助理 ( ) 名	
	<input type="checkbox"/>	教師 ( ) 名	
備註（如適用）：		\$ 159,041.00	<input checked="" type="checkbox"/>
(b)	<input type="checkbox"/>	購買促進非華語學生學習中文的教學資源 （請於第(7)(b)項提供補充資料）	\$
(c)	<input type="checkbox"/>	僱用專業服務（請於第(7)(a)項及／或第(7)(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	\$
		校外導師／機構協助教師舉辦共融校園活動	\$
其他（請說明）：_____		\$	
(d)	<input type="checkbox"/>	由學校籌辦的推廣共融校園活動 （請於第(7)(c)項提供補充資料）	\$
(e)	<input type="checkbox"/>	其他（請說明）：_____	\$
運用額外撥款總支出 <b>C</b> [(a) + (b) + (c) + (d) + (e)]		\$ 159,041.00	
<b>（請注意：運用額外撥款總支出 <b>C</b> 應小於或等於 <b>A</b> 及 <b>B</b> 的總和）</b>			

<sup>5</sup> 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。

<sup>6</sup> 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，如學校計劃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。

<sup>7</sup> 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(6)(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



(b)	<p>本校計劃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)</p> <p style="text-align: center;"><u>教學資源</u></p> <p>(i) _____</p> <p>(ii) _____</p>
(c)	<p>本校計劃籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：</p> <p>(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／多元文化活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化活動的例子</p> <p>1. 活動內容：鼓勵非華語生與華語生共同參與語文學習活動，促進文化交流，以作推廣共融校園。</p> <p>2. 活動內容：<span style="border: 1px solid black; padding: 2px;">請選擇或填寫</span></p> <p>(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)</p> <p><input type="checkbox"/> 傳譯／翻譯學校政策／學校通告／學校網頁等資訊</p> <p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 其他 (請說明：_____)</p>

請在適當的方格內加上「√」號

(三) 評鑑、問責及支援

(8) 2024/25 學年中期／結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

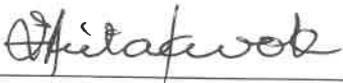
- 透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力
- 透過校本評估結果，評估非華語學生的中文學習進度
- 透過使用《評估工具》結果，評估非華語學生的中文學習進度
- 透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小記者、朗誦、徵文比賽等），評估非華語學生學習中文的信心和態度
- 其他（請說明）： \_\_\_\_\_

(ii) 建構共融校園（可選多於一項）

- 透過問卷調查／自我評鑑等，評估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
- 透過非華語學生在中文課堂／課外活動的表現，評估推廣共融校園的成效
- 透過問卷調查等，評估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等的了解
- 其他（請說明）： \_\_\_\_\_

(9) 本校已知悉須按有關規定，並會依時完成以下事項：

- 在 2024 年 9 月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；
- 在 2025 年 11 月 28 日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的 2024/25 學年學校報告；以及
- 在 2025 年 11 月 28 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 2024/25 學年如何加強支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校必須在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽有關資料。
- 本校 2024/25 學年的學校計劃已獲法團校董會／校董會／學校管理委員會通過。

校監簽署：

校監姓名：

日期：

請在適當的方格內加上「√」號

## 6. Appendix

### (g) Plan on Environmental Protection in School 2024-25

**Target: To reduce waste, reduce consumption of natural resources and enhance education on environmental protection**

Objective 1: To reduce waste production and encourage the re-usage of used articles

Objective 2: To reduce consumption of energy and water

Objective 3: To foster among members of the school a sense of environmental protection

#### Tasks

##### 1a. Economy in Use of Paper

- Keep school information on electronic files and communicate within school by E-mail to reduce consumption of paper
- Encourage students to submit their assignments through the computer network
- Avoid photocopying fax mail and use blank side of used paper for photocopying if necessary
- Print documents on both sides of paper eg. reports, exam papers and notes, and reduce the size of photocopies

##### 1b. Usage of Used Materials and Environment-friendly Materials

- Reuse envelopes
- Donate old facilities and equipments such as computers, desks & chairs to needy people
- Organize used paper recycling and uniform giving activities
- Reuse decorative materials during major festivals, eg. Celebration of Christmas
- Use reusable utensils instead of disposable utensils at internal gatherings

##### 2a. Economy in Use of Energy

- Encourage staff and students to make use of natural wind and sunlight, and reduce the use of electrical appliances
- Formulate guidelines for the use of air-conditioners; Use air-conditioning when the temperature is higher than 26°C and maintain the room temperature at 25.5°C
- During recesses, lunch breaks and after classes are finished, switch off lights and air-conditioners in classrooms
- Encourage staff and students to travel on foot rather than taking public transportation

##### 2b. Economy in Use of Water

- Remind staff and students to turn off water taps properly after use
- Turn water taps to low flow to conserve water
- Check for leaks in water pipes regularly

##### 3. Cultivation of a sense of environmental protection among members of the school

- Encourage teachers to incorporate environmental education in regular curriculum and develop students' experience in environmental protection through discussion on current issues and field trips
- Encourage students to engage in environmental protection through participation in internal extra-curricular activities, such as S2 Life Education Programme and Eco Club Activities, to develop a green culture in the campus
- Invite external environmental organizations, such as Hong Kong Bird Watching Society, to hold exhibitions or activities to foster among students a sense of protecting the environment
- Encourage students to take part in community environmental activities and pay more attention to global environmental issues

6. Appendix

(h) QEF Enhanced My Pledge to Act Funding Prog

SCHEDULE I

PROPOSAL

**Summary of Proposal**

**Name of Project** : Enhanced My Pledge to Act - Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

**Reference Number** : EDB/QEF/2021/0281

**A. Objectives** : Strengthening students' sense of national identity, enhancing their skills of distinguishing the authenticity of information and developing their critical thinking skills through implementing learning activities related to national education and national security education, as well as media and information literacy education

**B. Action Plan**

Implementation Date : 01 June 2023

Completion Date : 31 May 2025

Design of the Project : As stated on Pages 4 to 7 of Schedule I

Evaluation of the Project : As stated on Page 5 of Schedule I

**C. Amount of Grant Approved**

Total Amount of Grant Approved is HK\$244,000. Detailed breakdown is stated on Pages 4 to 5 of Schedule I.

**Quality Education Fund  
2021/2022  
Application Form**

<b>Ref. No. (For official user) 2021/0281 (Revised)</b>
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**Part A Project Particulars**

1. (a) **Type of Project :** Other Theme  
(b) **Project Sub-Category :** 42 - Enhanced "My Pledge to Act" Funding Programme
2. **Title of Project**

English Enhanced My Pledge to Act - Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
Chinese 「我的行動承諾」加強版 - 天主教母佑會蕭明中學
3. **Grant sought :** \$244,000
4. **Project Period :** From 06/2023 to 05/2025 (24 Months)
5. **Beneficiary Sector :** Secondary
6. (a) **Applicant Sector :** Secondary  
(b) **Applicant Type :** Organisation
7. **Particulars of Applicant**
  - (a) **Name of School / Organisation / Individual**  
English : Daughters of Mary Help of Christians Siu Ming Catholic Secondary School  
Chinese : 天主教母佑會蕭明中學  
School Number : 113794 Session : Whole Day
  - (b) **Name of Head of School / Organisation**  
English : Sr Kwok Ming Ying Anita  
Chinese : 郭明英修女
  - (c) **Correspondence Address**  
English : 6 Kwai Yip Street, Kwai Chung, New Territories  
Chinese : 新界葵涌葵葉街六號
  - (d) **Tel No. (office hours) :** 24241796 (outside office hours) :  
**Fax No. :** 24841434 **Email Address :** kwokmy@dmhcsm.edu.hk
8. **Particulars of Project Leader**  
**Name in English :** Ms Kwok Fung Ling  
**Name in Chinese :** 郭鳳玲女士  
**Post in School / Organisation :** 教師  
**Tel. No. (office hour) :** 24241796 (outside office hours) : 61224958  
**Fax No.:** 24841434 **Email Address :** yeungwt@dmhcsm.edu.hk
9. **Latest QEF approved project(s) undertaken by the applicant :**  
2018/1125 2017/0664 2016/0549

**Previously funded QEF project(s) on which this application is based :**

10. a. Have attended briefing sessions organised by QEF over the past three years :  
 Yes  No
- b. Have attended consultation sessions organised by QEF over the past three years :  
 Yes  No
- c. Have attended proposal writing workshops organised by QEF over the past three years :  
 Yes  No

**Part B Project Particulars**

Attached Project Summary :

**Part C Project Details**

Attached Proposal : empa-form.docx(0.01 Mbytes)

**Part D Details of Collaborating / Participating Organisations**

No Record found.

**Supplementary Collaboration list**

No Record found.

**Part E Declaration**

- (a) I confirm that the applicant is not undertaking / participating in any QEF projects of the same project type as at the commencement date of the project under application.  Confirmed
- (b) I confirm that the proposed project is not a replication (i.e. sheer copying without adaptation or new elements) of those I have been conducting / will conduct using funding for similar projects from other Government sources.  Confirmed
- (c) If the project is funded or subsidised by the QEF, I pledge to participate actively in all the promotion, dissemination and publicity activities in respect of the project.  Confirmed
- (d) I understand that all products / deliverables, including the records, database and materials developed in the proposed project shall remain the exclusive property of the QEF.  Confirmed
- (e) I confirm that in implementing the proposed project. I will not infringe any copyright or other intellectual property rights of any party.  Confirmed
- (f) I understand that any false declaration would lead to termination of the funding agreement, refund of any funds given, and the possibility of criminal charges.  Confirmed
- (g) I certify that all the information given in this application is true and accurate. I understand that if I wilfully give any false information or withhold any material information, the application will become void. Any grant approved will be withheld and any payment made must be refunded to the QEF.  Confirmed

**Additional Declaration for School Applicant:**

- (h) I understand that upon approval of the project, I shall be required to produce documentary proof of endorsement by the School Management Committee / Incorporated Management Committee that the project aligns with the needs and development of the school and the project is supported by teachers.  Confirmed

Endorsement Date/Planned Endorsement Date: 08/01/2022

# 「我的行動承諾」加強版撥款計劃 計劃書(修訂版)

(小學、中學及特殊學校適用)

## 學校資料

計劃編號：2021/0281

計劃名稱：「我的行動承諾」加強版 - 天主教母佑會蕭明中學

學校類別：資助學校

受惠目標：中學生

## 計劃詳情

申請撥款推行計劃時期：由 06/2023 至 05/2025

目標：

- 透過推行與國民教育和國家安全教育相關的學習活動，加強學生的國民身份認同。
- 透過推行與媒體和資訊素養教育相關的學習活動，提升學生辨別資訊真偽，建立慎思明辨的能力。

## 計劃活動：

活動種類	國民教育和國家安全教育	媒體和資訊素養教育
學生講座/工作坊	✓	
教師講座/工作坊		
家長講座/工作坊		
校本專業支援		
發展校本學與教資源		
組織及培訓升旗校隊	✓	
參觀/主題式體驗活動 (例如：參觀解放軍駐港部隊展覽中心、 模擬新聞主播體驗活動等)	✓	✓

## 活動開支預算：

推行國民教育和國家安全教育相關活動的開支

開支項目	數量	單位	單項價格 (元)	金額 (元)
1. 學生講座/工作坊	10.0	小時	\$1000.00	\$10000.00
2. 本地參觀活動	700.0	人次	\$150.00	\$105000.00
3. 體驗活動	40.0	小時	\$500.00	\$20000.00
4. 校外活動交通費	31.0	程 (去程及回程 分開計算)	\$1000.00	\$31000.00
5. 購買升旗隊伍隊員制服	20.0	套	\$500.00	\$10000.00
6. 購買升旗隊伍導師制服	6.0	套	\$500.00	\$3000.00
7. 購買隊旗套裝	20.0	套	\$250.00	\$5000.00

8. 購買練習旗連短桿套裝	2.0	套	\$500.00	\$1000.00
9. 購買及安裝室內旗桿	1.0	枝	\$12000.00	\$12000.00
10. 雜項費用 (上限 5000 元)	1.0		\$5000.00	\$5000.00
				\$202000.00

## 推行與媒體和資訊素養教育相關活動的開支

開支項目	數量	單位	單項價格 (元)	金額 (元)
11. 本地參觀活動	80.0	人次	\$125.00	\$10000.00
12. 購買參考書籍	25.0	本	\$200.00	\$5000.00
13. 購買攝錄器材	2.0	套	\$6000.00	\$12000.00
14. 雜項費用 (上限 5000 元)	1.0		\$5000.00	\$5000.00
				\$32000.00

## 審計及應急費用

開支項目	金額 (元)
15. 審計費用	\$5000.00
16. 應急費用	\$5000.00
	\$10000.00

申請撥款總額：\$244,000

## 評鑑和預期成果：

<p>評鑑方法：問卷調查</p> <p>成功準則：</p> <ol style="list-style-type: none"> <li>1 最少 75%學生認同計劃活動有助提升國民身份認同</li> <li>2 最少 75%學生認同計劃活動有助提升辨別資訊真偽的能力</li> </ol>
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<p>計劃預期成果：</p> <ol style="list-style-type: none"> <li>1 學生學習成果短片</li> <li>2 學與教資源</li> <li>3 其他：學生的反思報告</li> </ol>
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**聲明**

本校謹此聲明：

- 本申請於 08/01/2022 (DD/MM/YYYY) (日期) 提交法團校董會傳閱通過，並獲校內教職員支持。
- 本申請計劃書填寫的資料均屬真實無訛。本校明白如蓄意虛報或隱瞞任何重要資料，申請即告無效。所有獲批准的撥款將被扣發，而已發放的任何款項亦須退還優質教育基金，本校亦需就此負上最終責任。
- 本校同意優質教育基金使用本申請計劃書的資料審批申請，並用以進行研究、評估計劃成效、以及舉辦培訓和分享活動。
- 如本申請獲批撥款，本校承諾：
  - 1 本校會妥善運用獲批的撥款，並會自行負責因推行計劃而導致的經常開支，包括維修保養費用、日常營運開支等，以及相關活動在計劃完結後的運作及開支安排。
  - 2 計劃活動會建基於全校參與的模式，並由學校教職員負責策劃和推行，培育學生正面價值觀和態度，加強國民身份的認同，提升學生辨別資訊真偽，以及建立慎思明辨的能力。
  - 3 本校確保計劃活動傳遞的知識及運用的教材內容正確、客觀及持平。
  - 4 如本校向外間機構及/或人士採購服務協助推行計劃活動，會安排在相關範疇具公信力及豐富資歷和經驗的機構及/或人士參與，確保活動質素。
  - 5 如本校向外間機構/導師/教練/顧問/講者採購服務協助推行計劃活動，會在進行有關採購程序時清楚列明服務提供者的資歷和經驗要求，確保所提供的服務符合學校的需要。本校亦會根據教育局不時發出的通告、指示及指引的規定，當中包括教育局通告第 7/2021 號有關性罪行定罪紀錄查核機制的建議，為到校提供服務的外間機構員工/導師/教練/顧問/講者作出適當的安排，以保障學生的福祉。
  - 6 如計劃活動由外間機構及/或人士協助推行，本校會在完成相關活動後，透過優質教育基金網上計劃管理系統提交相關活動的文本資料（例如：投影片簡報、講義、工作紙等），供參考及存檔之用。本校會確保外間機構及/或人士在參與計劃活動前知悉並同意上述安排。
  - 7 本校須負責計劃活動參與者的安全，並會採取一切可行措施，以及遵守教育局《戶外活動指引》和其他相關的安全指引，確保計劃活動安全地進行。
  - 8 本校在採購服務及物品時，會遵照優質教育基金《人事管理及採購指引》進行報價或投標，確保採購程序是以公開、公平及具競爭性的方式進行。
  - 9 計劃開發所得的內容、成果和成品，包括但不限於所有文本、平面圖像、圖畫、圖片、照片、錄音和錄影記錄，以及數據或其他資料的匯編（統稱為「成品」），均受到知識產權保障。除非另有指明，否則成品的版權和其他知識產權的擁有人為教育局常任秘書長法團。
  - 10 本校會在完成計劃後，提交所有成品，並同意優質教育基金及其委託的政府部門及/或相關團體使用有關成品作宣傳及推廣之用。

**遞交報告時間表**

本校承諾準時按以下日期遞交合規格的報告

計劃管理 (須透過「網上計劃管理系統」提交)		財政管理 (須連同證明文件的硬複本， 以郵寄方式或親自提交)	
報告類別及涵蓋時間	報告到期日	報告類別及涵蓋時間	報告到期日
計劃進度報告 01/06/2023 - 31/05/2024	30/06/2024	/	/
計劃總結報告 01/06/2023 - 31/05/2025	31/08/2025	財政總結報告 01/06/2023 - 31/05/2025	31/08/2025

## 資產運用計劃

類別	項目/說明	數量	總值	建議的調配計劃
設備	室內旗桿	1	\$12000	計劃完結後，本校將會繼續善用相關設備及器材舉辦學與教活動，以豐富學生的學習經歷。
	攝錄器材	2	\$12000	

SCHEDULE II

BUDGET

**Name of Project** : Enhanced My Pledge to Act - Daughters of Mary  
Help of Christians Siu Ming Catholic Secondary  
School

**Reference Number** : EDB/QEF/2021/0281

**Total Grant Approved** : HK\$244,000

**A. Items to be Financed**

Item	Amount
Equipment	\$48,000
Services	\$176,000
General Expenses	\$15,000
Contingency	\$5,000
<b>Grant Released</b>	<b>\$244,000</b>

**B. Payment Condition**

Payment will be made by instalments in accordance with the payment schedule.

**C. Payment Schedule**

First Instalment:

Grantee to be paid 25.0% of the grant in the sum of HK\$61,000 in June 2023.

Second Instalment:

Grantee to be paid 25.0% of the grant in the sum of HK\$61,000 in December 2023.

Third Instalment:

Grantee to be paid 25.0% of the grant in the sum of HK\$61,000 in June 2024.

SCHEDULE II

BUDGET

Fourth Instalment:

Grantee to be paid 25.0% of the grant in the sum of HK\$61,000 in December 2024.

Note : Clause 3 of this agreement is applicable

## 6. Appendix

### (i) Principal's Continual Professional Development Plan 2024-2025

#### Core areas of leadership

I	Strategic direction & policy environment
II	Teaching, learning & curriculum
III	Teacher professional growth & development
IV	Staff & resource management
V	Quality assurance and accountability
VI	External communication and connection to the outside world

Targets	Priority	Core Areas	Development Strategies
A. To better familiarize with the Education system and the role as the Principal especially in decision making in the day-to-day routine of the school	1	I-VI	Attending relevant training courses, seminars etc. organized by EDB or professional organizations.
B. To better facilitate the implementation of the school target with the main theme of "Make change and go forth"	2	II, V	<ol style="list-style-type: none"> <li>1. Attending relevant training courses or seminars.</li> <li>2. Inter-school professional</li> <li>3. Interactions.</li> <li>4. Reading relevant articles.</li> </ol>
C. To better facilitate teachers' professional development especially in the measures addressing growing learners' diversity, e-learning and the mentoring of all-round development of students.	3	I, II, III, V, VI	
D. To sharpen personal views in education-related social issues and good practices in other Secondary Schools	4	IV VI	To join in various educational bodies, e.g. HKAHSS, HKRSC member etc.