



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

ANNUAL SCHOOL REPORT 2024-25
周年學校報告 2024-25

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I. Our School 我們的學校

A. Mission of the School 學校願景及使命

- With the teaching of Christ and values of the Gospel, we create an educational environment which is full of joy, love and care. We help our students to live with a clear sense of direction and to find the true meaning of life.
- By putting equal stress on the importance of spirituality, virtue, wisdom, physical development, sociability and aesthetic appreciation, we demonstrate our commitment to ensuring that these ideas are integral to our students' all-round development.
- We encourage our students to participate actively in the life-long learning process, to apply the acquired knowledge to everyday situations, to cherish their lives and to contribute to community.
- 以基督的教導和福音的價值，建立充滿喜樂與關愛的環境，幫助學生確立生命的方向及真義。重視健全人格及六育均衡發展，融會知識與生活，回饋社會，熱愛生命。
- 本校強調靈性、德行、智慧、身體發展、社交能力和美學欣賞的重要性，體現出這些理念融入學生全面發展的承諾。
- 本校鼓勵學生積極地學會學習及達至終身學習，將所學知識應用於日常生活，能珍惜生命，並為社會作出貢獻。

B. School Background 創校背景

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

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

Our school has a 52-year history of providing quality education, academic, moral and spiritual excellence to students in the Tsuen-Kwai-Tsing Districts.

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

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

本校已有 52 年歷史，為荃葵青區學生提供優質教育，學業、品德及靈性並重，作育英才。

C. School Motto 校訓

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

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

Form 班級	S1 中一	S2 中二	S3 中三	S4 中四	S5 中五	S6 中六	Total 總和
No. of Classes 班別數目	4	4	4	4	4	4	24
Total no. of enrolment 總學生人數	132	126	100	109	110	98	675

E. Medium of Instruction 教學語言政策

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

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

F. Qualifications of Teachers 教師資歷

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

本校教學人員總數為 58 人，其中 50% 擁有碩士學位作為最高學歷，50% 擁有學士學位作為最高學歷，並且 81% 的教師已獲得專業資格。

G. Curriculum of our school 本校課程特點

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

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

The following table shows the subjects offered in 2024-2025:

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

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

以下是 2024-2025 年度開辦的科目

中一至中三	中四至中六
英國語文	英國語文
中國語文	中國語文
普通話(中一及中二)	數學
數學	數學(延伸單元)
倫理與宗教教育*	公民與社會發展
中國歷史	倫理與宗教教育*
生活與社會(中二及中三)*	中國歷史
歷史	歷史
地理	地理
科學(中一及中二)	中國文學
生物(中三)	經濟
化學(中三)	倫理與宗教
物理(中三)	視覺藝術
公民、經濟與社會(中一)	音樂
電腦	企業、會計與財務概論
科技與生活	生物
音樂	化學
視覺藝術	物理
體育	音樂*
	美感發展*
	體育*

*School-based curriculum 校本課程

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

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

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

I. Parent-Teacher Association 家長教師會

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

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

II. Achievements and Reflection on Major Concerns; Feedback and Follow-up 2024-2025 / 2024-2025 年度重點關注事項之成就、反思及跟進報告

(Refer to Major Concern Implementation Report 2024-2025 Appendix 1) / [2024-2025 年度學校發展目標評估報告(附件一)]

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

- **Major Concern 1**
Teacher Professional Development: To optimize teachers as Salesian and Professional Educators

Achievements
<ul style="list-style-type: none">● Multiple Staff Development Days (SDDs) organized with diverse themes: Class Spirit Building, Preventive System of Education, AI in Education, Value Education, Church & Chinese Heritage Visits, Blended Learning.● Regular sharing and discussion sessions during SDDs helped teachers internalize and practice Salesian Family Spirit.● The results of the stakeholder survey indicated positive perceptions of professional development activities (average score: 3.9/5 for catering to school development and students' needs).● Professional exchange among teachers is evident (average score: 3.9/5).● Appraisal system is perceived to be fair and supportive of professional growth (average score: 4/5).● Middle Managers are perceived to be collaborative, supportive, and effective in promoting professional exchange and maintaining positive relationships.● Professional development activities are perceived as catering to school and student needs (average score: 3.9/5).
Reflection
<ul style="list-style-type: none">● The integration of Salesian Family Spirit through real-life experiences (church visits, heritage tours) is effective for practical application in daily routines.● Middle Managers are successfully fulfilling their roles as both Salesian and Professional Educators.● Further tailor professional development activities to address specific needs and challenges faced by teachers.

Feedback and Follow-up

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

● Major Concern 2

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

Achievements

- (2A) The results of questionnaire survey for students indicated that they could show a connection to the knowledge of different subjects and develop better problem-solving skill.
- (2A) Students were active to participate in each part of STEAM/ PSHE and TE project.
- (2A) Through study tour, students can learn BAFS(Mgt), Economics and Geography through real life examples. It provides a valuable opportunity for students to apply what they learnt in lessons. The presentation during the tour provides them a timely chance to review what they grasp during the tour. Overall, they were highly engaged and enthusiastic about the activities.
- (2B) S.1 students have developed a deeper understanding of the skills required in Integrated Science. They gave an overall mark of 4.84 out of 6 in the survey conducted.
- (2B) S.2 students have developed a deeper understanding of the skills required in Science. They gave an overall mark of 4.56 out of 6 in the survey conducted.
- (2B) S.2 students have developed a deeper understanding of the skills required in History. They gave an overall mark of 4.46 out of 6 in the survey conducted.
- (2C) Teachers believe that blended learning can enhance students' engagement and motivation (54%), representing a 12% increase compared to the previous year; it also enriches students' learning experiences and encourages self-directed learning (50%).
- (2C) Through the use of electronic teaching tools, teachers can enhance classroom interactivity and cater to diverse learning needs, further developing students' autonomous and collaborative learning abilities, which contribute to deeper learning.
- (2C) Teachers implement blended e-learning by integrating online and offline activities to improve students' learning experiences.

- (2C) Students recognize that blended learning increases classroom interaction, cooperation among peers, and opportunities to present learning outcomes. They also feel that blended learning boosts their interest and motivation in learning and makes learning more enjoyable.
- (2C) According to teacher observations, students' awareness and practice of digital literacy have significantly improved. Students are self-disciplined in using their own devices on campus, and peer interaction and communication during recess and lunch breaks have noticeably improved, yielding positive effects.

Reflection

- (2A) The funding of LWL-STEAM supported the students to participate in STEAM workshops, study tour and competitions. STEAM workshops with free of charge were attractive for students and useful for students to learn new skills such as AI, python and AR.
- (2A) A past pupil working in Taichung coordinated the job tasting program for students in order to make the program to be a success.
- (2A) S.4 students were able to apply what they learnt in classes into the real examples of Taichung. Their academic knowledge could be further consolidated.
- (2A) More professional trainings for teachers were needed.
- (2A) Due to limited teaching hours, there was only a brief coverage of certain course content or extension parts, which might have been insufficient for comprehensive learning.
- (2A) Some girls would consider the study tour as a private visiting only and not so engaged in the activities.
- (2A) Teachers only have limited time to handle different learning activities.
- (2B) Modifications will be made to the teaching materials if needed.
- (2B) More support on how to write a well-organized essay in Science can be provided.
- (2B) More in-depth content and application for the science topic can be included, especially for 2C students.
- (2B) Improved communication between subject departments is essential, given their demanding teaching schedules. Timelier implementation could greatly enhance students' learning outcomes.
- (2B) More vocabulary drilling or spelling practice could be given for History-related terms.
- (2B) More in-depth content about using appropriate language to approach History DBQ can be included, especially for 2C students.
- (2C) Teachers suggest organizing more teaching seminars to provide opportunities for sharing and learning best practices.

- (2C) Teachers believe blended learning is already mature, and their role should focus on helping students extend, deepen, and take ownership of their learning.
- (2C) Regarding students' digital literacy, data from affective surveys indicated that some students lack sufficient self-control. It is necessary to emphasize using electronic tools for learning, so students' digital literacy still requires improvement.

Feedback and Follow-up

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

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

Achievements
<ul style="list-style-type: none"> ● (3A) A generally positive psychological, social and physical environment was established for students. ● (3A) Students' awareness on a positive attitude of life was heightened. ● (3A) Students have deeper understanding of different positive elements of happiness and different character strengths. ● (3A) Students were introduced with different ways / skills of positivity. ● (3B) Students were encouraged to join activities that they are not familiar with, that have helped them to jump out of their comfort zone. ● (3B) 51 students completed the external gifted education courses or programs. ● (3B) 72 students participated in the external gifted education competitions. ● (3B) 125 students participated in the gifted education activities or school-based programmes. ● (3B) 60 students won awards in various competitions, including Chinese writing, biology, mathematics and mock trial competitions. ● (3C) Students' sense of awareness towards the nature was enhanced. ● (3C) A variety of life-wide learning activities were provided to students to encourage them to get close to nature. ● (3C) Students were given abundant opportunities to practice mindfulness to reduce their stress and anxiety level, and increase their emotional self-regulation ability.
Reflection
<ul style="list-style-type: none"> ● (3A) Activities both in CTP and in Positive Education Program need to be more interactive and interesting. ● (3B) Although students understood how different subject contents are related to their future career, they were not interested in certain subjects. It is because they may have very clear direction in what future career they want to be. ● (3B) Through participation in gifted education courses, competitions or activities, students could gain a deeper understanding of their gifted areas and the following skills or effectiveness: learning skills; thinking skills; creativity skills; consolidation of the knowledge / concept / theory; clarification of the concept or theory; broaden the horizons;

develop their potential or talent.

- (3B) Teacher advisors of the Gifted Education Team should actively seek diverse off-campus gifted education resources, with the aim of assisting more students with different learning styles to develop their gifted talents in specific domains.
- (3C) More subjects could introduce topics related to sustainability.
- (3C) Provide more opportunities for students to be exposed to different dimensions of mindfulness.

Feedback and Follow-up

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

主題：共建愛的喜樂家庭

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

成就
<ul style="list-style-type: none">● 舉辦多場主題多元的教師發展日（SDD），主題包括班級精神建立、防範性教育、人工智能在教育中的應用、價值教育、教堂及中國文化遺產參觀、混合式學習等。● 在教師發展日（SDD）中定期進行分享及討論，有助教師內化及實踐鮑思高家庭精神。● 持份者問卷調查結果顯示，教師對學校舉辦的專業發展活動持正面評價（平均得分 3.9/5，認為能配合學校發展及學生需要）。● 教師之間的專業交流氣氛良好（平均得分 3.9/5）。● 教師評核制度被認為公平且有助專業成長（平均得分 4/5）。● 中層管理人員被視為具合作性、具支持性，並能有效促進專業交流及維持良好師生關係。● 專業發展活動被認為能配合學校及學生需要（平均得分 3.9/5）。
反思
<ul style="list-style-type: none">● 透過真實體驗（如教堂參觀、文化遺產考察）融入鮑思高家庭精神，有效促進教師在日常工作中的實踐。● 中層管理人員成功地同時擔當鮑思高及專業教育者的角色。● 專業發展活動需進一步針對教師面對的具體需要及挑戰作出調整。
回饋及跟進
<ul style="list-style-type: none">● 考慮優化專業發展活動，進一步提升其與教師日常工作的相關性及實用性。● 繼續定期進行評估及回饋，以維持高水平的專業領導。● 鼓勵教師分享混合式學習及 Rasch 模型實踐的最佳經驗。

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

成就
<ul style="list-style-type: none">● (2A)問卷調查顯示學生能增加學科的理解及增強如何解決日常生活中問題的能力。● (2A)學生能投入參與 STEAM/PSHE 活動的每部份。● (2A)透過遊學，學生可以透過現實生活中的例子來學習商業管理、經濟學及地理。它為學生提供了應用所學的寶貴機會。活動期間的匯報為他們提供了及時回顧和檢視所掌握知識的機會。整體而言，學生對活動的參與度及投入度都很高。● (2B)中一學生對綜合科學科所需技能有更深入的理解。在進行的問卷調查中，他們整體評分為 6 分中的 4.84 分。● (2B)中二學生對科學科所需技能有更深入的理解。在問卷調查中，他們整體評分為

6 分中的 4.56 分。

- (2B)中二學生對歷史科所需技能有更深入的理解。在問卷調查中，他們整體評分為 6 分中的 4.46 分。
- (2C)老師認為混合式學習能提升學生的積極性 / 投入程度(54%)，比較上一年度，增加 12%；豐富了學生的學習經驗及鼓勵自學(50%)。
- (2C)老師透過電子教學工具可加強課堂的互動性和照顧學生學習的多樣性，進一步發展學生的自主學習和協作學習能力，對深化學習有所幫助。
- (2C)老師透過推行混合模式的電子學習，結合線上和線下的學習活動以增進學生的學習體驗。
- (2C)學生對混合式學習增加課堂的互動性、同學間合作學習或能向同學展示學習成果等表示認同，同時認為混合式學習能增加學習興趣，提升學習動機及趣味性。
- (2C)從老師觀察，學生的資訊素養的認知及執行上都加強了不少，而學生自律地在校園使用自攜裝置，在小息及午膳休息時間，同學互相交誼及溝通明顯進步，效果正面。

反思

- (2A)全方位學習計劃的資助讓學生得以參與 STEAM 工作坊、考察活動及比賽。免費提供的 STEAM 工作坊對學生極具吸引力，並能有效幫助他們學習人工智能 (AI)、Python 程式設計及擴增實境 (AR) 等新技能。
- (2A)一位在台中工作的舊生協調了職業體驗活動，以確保該項目的成功。
- (2A)中四學生能夠將課堂上所學應用到台中的實際案例中，從而進一步鞏固他們的學術知識。
- (2A)教師團隊需要接受更專業的培訓。
- (2A)由於教學時數有限，部分課程內容或延伸單元僅能簡單涵蓋，這需要優化課程。
- (2A)少數中四同學將學習之旅視為私人出遊，參與活動的積極性較低。
- (2A)教師們處理不同學習活動的時間有限。

- (2B)如有需要，會對教學材料進行修改。
- (2B)可提供更多支持，協助學生撰寫結構良好的科學文章。
- (2B)可加入更深入的科學主題內容及應用，特別針對 2C 班學生。
- (2B)鑑於各科老師教學工作繁重，改善部門間的溝通極為重要。更及時的執行將大大提升學生的學習成效。
- (2B)可增強歷史科相關詞彙的反覆操練或拼寫練習。
- (2B)可增加更深入的內容，特別是關於使用恰當語言處理歷史資料題 (DBQ)，尤其針對 2C 班學生。

- (2C)老師認為舉辦多些教學研討會，讓老師分享和學習最佳實踐機會。

- (2C)老師認為混合式學習已經成熟，而老師要以協助學生進行延伸、深化學習及自主學習。
- (2C)學生的資訊素養方面，在情意問卷中得悉部分學生自制能力不足，要提同學將電子工具作為學習用途，所以，學生的資訊素養仍有待改善。

回饋及跟進

- (2A)與不同科目一起舉辦往內地或其他國家 STEAM 考察團來擴闊學生的視野。
- (2A)經濟科及企業、會計與財務概論(商業管理單元)可邀請新科目開拓新課題/ 以新形式作協作。
- (2B)將會根據學生需求及各科所需技能，在下學年作出部分調整。
- (2B)會安排英文及相關科任老師的課前及課後會議。
- (2B)除了英文課將結合特定科目知識外，亦鼓勵科任老師在課堂中撥出約 5%的時間教授英語語言元素，如句構及科目特定答題模式，促使學生能於情境中整合語言技能。中一地理及中二歷史科老師已獲邀參與。
- (2B)英文老師將著重推行跨課程閱讀 (RaC) 及跨課程寫作 (WaC)
- (2C)隨著時代進步, 學生需要運用 AI 的能力來幫助學習，因此，明年學校會著意培訓老師使用 AI 幫助教學，推動學生運用 AI 自主學習。
- (2C)老師會主動地發掘不同學習平台來幫助學生學習，與時並進。
- (2C)加強混合式學習以深化並延伸學習：為了深化利用不同教學策略，包括(a)混合式學習、(b)翻轉教室、(c)合作學習、(d)數位筆記以及(e)傳統教學等，教師應根據不同主題使用不同的教學方法，以改善教學成效。

關注項目 (三)：學生發展及支援：建立正向學習經驗，讓學生活出正向人生

成就

- (3A) 建立正面的心理、社交及實體環境。
- (3A) 學生對正向生活態度的意識提高了。
- (3A) 學生對於不同的正向元素及品格強項有較深入的了解。
- (3A) 學生認識了不同的正向技巧及方法。
- (3B) 學生在學校鼓勵下參與一些不擅長的活動，讓她們走出舒適圈。
- (3B) 51 位學生已修畢校外機構資優教育課程。
- (3B) 72 位學生參加了與資優教育組相關的比賽。
- (3B) 125 位學生參加了與資優教育組相關的活動或校本資優課程。
- (3B) 60 位學生，分別在中文寫作、生物、數學、模擬法庭各項比賽中獲得獎項。

- (3C) 加強了學生對環境的覺察。
- (3C) 透過不同活動鼓勵了學生接觸大自然。
- (3C) 透過靜觀活動幫助學生減輕壓力及焦慮、以及她們自我調節情緒的能力。

反思

- (3A) 正向體驗日及班主任課的活動需加入多些學生互動的時段，亦需要安排更有趣的活動。
- (3B) 雖然學生清楚不同的學科內容如何與她們的生涯發展有關，但她們仍然對某些學科難以產生興趣。這與某部分學生可能已有非常清晰的人生規劃有關。
- (3B) 大部分本校資優教育組的學生，能透過參與資優教育的課程、比賽或活動，深入瞭解自己資賦優異的範疇，以助學生發展潛能，達致以下成效：提升學習能力、發展思維能力、發揮創造力、鞏固 知識/概念/理論、釐清 概念/理論、擴闊視野、發展資賦才能。
- (3B) 資優教育組顧問老師宜積極尋找多樣的校外資優教育資源，期望可協助更多不同學習風格的學生，發展她們在特定範疇的資賦才能。
- (3C) 可邀請多一些學科加入消費行為及生活模式有關的課題。
- (3C) 可向學生提供其他面向的靜觀練習。

回饋及跟進

- (3A) 需要提供更多指示給班主任在每周金句的活動上。
- (3B) 建議科任老師可於課堂強調學科如何幫助她們發展未來生活所需的軟技能及價值，而非只是與職業的聯繫。
- (3B) 鼓勵學校資優教育組的顧問老師，透過校本資優課程及校外資優課程或比賽，引導學生循序漸進，配合多方面的資源發展資優潛能，建構寬廣的知識基礎及共通能力，以助規劃適合自己資優能力的升學發展。
- (3B) 鼓勵資優教育組的顧問老師，多方面找尋校外資源，以助不同學習風格的學生，發展不同方面的資優潛能。
- (3B) 下年度將邀請電腦科老師，加入資優教育組，協助有潛質的學生發展電腦知識方面的能力。
- (3C) 靜觀練習可加入引導，優化練習的成效。
- (3C) 推出更多類型的靜觀練習。

III. Student Performance 學生表現

(A) An introduction to this year's students' behavior and attitude:

Our students uphold a diligent and resilient attitude towards learning, maintaining high academic standards. They demonstrate focus and engagement in class, showing good study habits and self-discipline. The 2025 Hong Kong Diploma of Secondary Education (HKDSE) results were outstanding:

- 94.8% (93 out of 98) of our Form 6 students met the general local university admission requirement of "332A," while 98% (96 out of 98) qualified for sub-degree courses with the "222A2" standard.
- The admission rate of the S6 graduates to JUPAS undergraduate programs reached 89.8% (88 out of 98), reflecting their excellent academic achievement and competitiveness.

These achievements are the result of students' efforts, dedicated teaching, and parental support. Both students and teachers expressed that students approach classroom activities and assignments with a positive and serious attitude, employing effective learning strategies. According to the 2024-25 stakeholder survey, over 93.1% of students completed assignments diligently, and teachers consistently recognized students' academic responsibility, indicating strong autonomous learning capabilities and attitudes.

Regarding learning development, our diversified curriculum design and implementation of STEAM and PSHE have effectively enhanced students' subject understanding and problem-solving skills. Students actively participate in study tours, applying their knowledge in real-world contexts, which boosts their learning interest and motivation. On the other hand, the introduction of blended learning in recent years has markedly improved teacher-student interaction and students' self-directed learning, as well as their information literacy and discipline. The teaching team has proposed optimizations in curriculum planning, teaching materials, and cross-subject collaboration. Next year, we will continue to promote AI teaching skills training and deepen blended teaching strategies to meet diverse student learning needs.

In the aspect of extracurricular activities, students showcase a variety of talents. They actively participated in science exhibitions, Math Olympiads, debating competitions, sports events, and art exhibitions, achieving excellent results. These activities help students apply knowledge while cultivating critical thinking, teamwork, leadership, and time management skills essential for future success.

Our school places high importance on the holistic development of students. In the 2024-2025 inter-school sports competitions, our girls' teams earned multiple honors, including first place in the swimming girls' Overall, first place in the athletics girls' B Grade Overall and first place in the badminton girls' A Grade Overall. Notably, the student Constance Tam, the Team Hong Kong sport stacker, has set two Hong Kong records and ranked 49th worldwide.

In moral education, students generally exhibit honesty, self-discipline and kindness, internalizing the school motto of "Purity and Charity." Over 94.2% of students reckoned that the school helps cultivate good character. Programs like the "Student Leaders Program," "One Student One Post," and "Mentorship Program" effectively promote confidence, leadership, and responsibility of the students.

Regarding student development and support, the school fosters a positive psychological and social environment, enhancing students' emotional regulation and character awareness. Gifted education and diverse extracurricular activities encourage students to challenge themselves and develop their potential, achieving numerous competition and academic successes. Meditation and nature experiences effectively relieve stress and promote holistic development. Teachers reflected the need to increase class and mentor interaction time and enrich activities to boost student participation. Plans include strengthening soft skills and values education, leveraging internal and external resources to support student potential.

The recently implemented "Character Strengths" and "Student Development Plan" have further improved students' interpersonal skills and emotional health, equipping them to manage stress and develop a positive life attitude. Relationships among teachers, students, and peers have notably improved, laying a solid foundation for students to grow into responsible and empathetic members of society.

According to the Stakeholder Survey, Parent surveys also widely recognize the school's efforts in fostering a positive campus atmosphere, providing student support, and cultivating moral character. Parent-Teacher Association members generally commend the school's contribution to student values and character development.

In summary, our students demonstrate exemplary standards in academics, character, and behavior. Their focused learning and positive virtues not only foster individual growth but also contribute significantly to a vibrant and positive school culture. The school takes great pride in these achievements and remains committed to supporting students' all-round development.

(A) 本校學生行為和態度的表現：

本校學生秉持認真和堅毅的學習態度，對學術有高標準要求，於課堂上專注投入，展現出良好的學習習慣和自我要求。2025 年香港中學文憑考試（HKDSE）成績卓越，具體表現如下：

- 大學入學要求方面，94.8%（93/98）中六學生達到本地學士學位課程一般入學標準「332A」，另有 98%（96/98）學生符合副學位課程所需的「222A2」標準。
- 本校中六畢業生在 JUPAS 本科課程的錄取率達 89.8%（88/98），彰顯學生優異的學業水平及競爭力。

這些成果離不開學生自身的努力、教師悉心指導及家長的支持與配合。學生與教師均表示，學生對課堂活動及作業持積極且認真的態度，並善用有效學習策略。根據 2024-25 年度學生持份者問卷調查，超過 93.1% 的學生認真完成作業，教師也一致肯定學生的學術責任感，顯示學生具備良好的自我學習能力和態度。

在學習發展方面，本校通過多元化課程設計及 STEAM 與 PSHE 活動的實施，有效提升學生學科理解及解決問題能力。學生積極地參加遊學活動，將所學應用於真實情境中，增強學習興趣與動機。另一方面，近年學校推行混合式學習，師生互動和學生自主學習能力顯著提升，而學生的資訊素養和紀律性亦有所增強。教學團隊針對課程安排、教學材料及跨科交流提出優化建議。來年本校將持續推進 AI 教學技能的培訓，深化混合式教學策略，以切合學生的多元學習需求。

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

本校同時高度重視學生的全面發展。2024-2025 年校際體育賽事中，本校校隊屢獲殊榮，包括游泳隊女子團體第一名、田徑隊女子乙組團體第一名及羽毛球隊女子甲組團體第一名等。此外，學生 Constance Tam 作為香港隊的競技壘杯選手，屢創佳績，保持兩項香港紀錄，並位列全球第 49 名。

在品德教育方面，學生普遍展現誠實、自律及友愛的特質，校訓「純潔、仁愛」深入人心。超過 94.2% 的學生認為學校幫助他們培育良好品格。「領袖生計劃」、「一人一職」及「師友計劃」有效促進學生自信心、領導力和責任感。

在學生發展與支援方面，學校促進正向的心理和社交環境，提升學生的情緒調節與品格認知。通過資優教育和多元課外活動，鼓勵學生挑戰自我、拓展潛能，取得多項比賽與學業成就。靜觀及大自然體驗活動有效緩解學生壓力，促進其全面發展。老師在反思中指出需增加課堂與班主任互動時間，並豐富活動內容以提升學生參與度，因此未來將加強學生的

軟技能與價值觀教育，調動更多校內外資源以支持學生發展潛能。

近年推行的「性格強項」及「學生發展計劃」進一步提升學生的人際交往與情緒健康，使學生掌握壓力管理和建立積極生活態度的能力。校內師生及同儕關係顯著改善，為學生投身社會，成為負責任和具備同理心的一員奠定堅實基礎。

從家長持份者問卷可見，家長普遍認同學校於營造良好校園氣氛、提供學生支援及培養道德品格方面的努力。家教會成員普遍讚賞學校在學生價值觀及人格培養上的貢獻。

總括而言，本校學生於學業、品格及行為態度方面均展現楷模標準，其專注學習及正向品德不僅成就了個人成長，更對學校整體積極向上的校園文化作出寶貴貢獻。本校深感驕傲，將繼續全力支持學生的全面發展。

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

學生參與及成就介紹

a. Academic performance 學業表現

- ◇ Public Examination Results-Hong Kong Diploma of Secondary Education Examination (HKDSE) 2025 香港中學文憑考試 (HKDSE) 本校中六學生表現數據：

Requirements	2025
The percentage of students who meet the general admission requirements for the local bachelor's degree program Core subjects (Eng Lang, Chi Lang, Maths & CSD. at 332A or better (「332A」) 2025 年達到本地學士學位課程一般入學要求的學生比例 (核心科目：英語科、中文科、數學科及公民與社會發展科，標準為「332A」)	94/98 (95.9%)
The percentage of students who meet the general admission requirements for the local sub-degree program Level 2 or above in five subjects (「222A2」) 達到本地副學位課程一般入學要求的學生比例 (五科成績達 2 級或以上，標準為「222A2」)	96/98 (98%)
No. of S.6 graduates admitted to JUPAS undergraduate programs 中六畢業生經由聯合招生辦法 (JUPAS) 錄取本科課程人數	88/98 (89.7%)

- ◇ Pre-S1 Attainment Results 2025
◇ 2025 年中一入學前測成績 (原始分數) 如下：

	Average marks (Raw)
English Language (英國語文)	61.3
Chinese Language (中國語文)	62.5
Mathematics (數學)	69.4

c. Non-academic performance. 非學業成績表現

CLASS	NAME	Prize	Activity	Organization
Language				
2D	LEUNG MEI YI 梁美怡	Champion	2024 Olympic Touching Moment Essay Competition Secondary Group (Chinese)	Arts and Culture Education Association
4D	CHONG WAI YIN 莊慧賢	Bronze Award	2024 Olympic Touching Moment Essay Competition Secondary Group (Chinese)	Arts and Culture Education Association
4A	CHAN PAK YI NATALIE 陳柏伊	"STAR of Excellence" Individual Awards	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
5A	TAN YUET SZE 談玥詩	"Gold Award" Individual Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
2C	SIU YUI NAM 蕭蕊藍	"Gold Award" Individual Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
3C	KWOK MAN LAM 郭雯琳	"Silver Award" Individual Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
5A	WONG HOI YING 王凱盈	"Silver Award" Individual Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
4B	CHAN TSZ CHAU 陳紫秋	"Bronze Award" Individual Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
2C	SIU YUI NAM 蕭蕊藍	Outstanding School Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
3C	KWOK MAN LAM 郭雯琳	Outstanding School Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
4A	CHAN PAK YI NATALIE 陳柏伊	Outstanding School Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
4B	CHAN TSZ CHAU 陳紫秋	Outstanding School Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
5A	TAN YUET SZE 談玥詩	Outstanding School Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
5A	WONG HOI YING 王凱盈	Outstanding School Award	The Greater Bay Area Gifted Creative Writing Competition Spring 2025	"Hong Kong Gifted Education Teachers' Association" and "KPG Education Limited"
5C	CHENG TSZ HEI 鄭梓熙	傑出大獎	理大全港中國歷史論文比賽	The Hong Kong Polytechnic University (PolyU)
5C	NG YEE CHING 吳依靜	傑出大獎	理大全港中國歷史論文比賽	The Hong Kong Polytechnic University (PolyU)
5C	YIP SZE YI 葉詩懿	傑出大獎	理大全港中國歷史論文比賽	The Hong Kong Polytechnic University (PolyU)
6B	LING MUNG YING 凌夢瑩	傑出大獎	理大全港中國歷史論文比賽	The Hong Kong Polytechnic University (PolyU)

CLASS	NAME	Prize	Activity	Organization
6D	ZHANG WENHONG 張文泓	傑出大獎	理大全港中國歷史論文比賽	The Hong Kong Polytechnic University (PolyU)
2D	WU CASSIE 吳梓瑜	冠軍	普通話散文獨誦 中學一、二年級 女子組	第七十六香港學校朗誦節
Sport and Art				
4C	CHAN YUI CHING 陳睿晴	6th of Girls B Grade Individual	Inter-School Cross-country Competition (Kwai Ching)	HK School Sports Federation
5C	CHAN HOI KIU 陳愷翹	9th of Girls B Grade Individual	Inter-School Cross-country Competition (Kwai Ching)	HK School Sports Federation
2B	CHENG LOK YAN 鄭樂欣	1st Runner-up of Girls C Grade 800M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2D	LEUNG MEI YI 梁美怡	Champion of Girls C Grade Javelin	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2D	LEUNG MEI YI 梁美怡	Champion of Girls C Grade Discus	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
1D	LEE CHING LAM 李靖霖	1st Runner-up of Girls C Grade Shotput	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
1D	LEE CHING LAM 李靖霖	2nd Runner-up of Girls C Grade Javelin	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
1A	MA CHING YAN 馬靖殷	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
1C	NG LOK YIU 吳樂瑤	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
1C	NG WING LAM 吳穎霖	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
1D	LEE CHING LAM 李靖霖	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2A	WU YING YI 吳映誼	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2B	CHENG LOK YAN 鄭樂欣	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2B	LAM TSZ YAU VONITA 林子樑	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2C	LEE TZI LAM 李旨臨	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2C	SIU YUI NAM 蕭蕊藍	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2D	FRAZER YAT MAN JASMINE 陳逸敏	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2D	LEUNG MEI YI 梁美怡	2nd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	PANG YEE TING 彭依庭	Champion of Girls B Grade 100M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	PANG YEE TING 彭依庭	Champion of Girls B Grade 200M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN SZE CHING 陳思澄	3rd Runner-up of Girls B Grade 100M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN YUI CHING 陳睿晴	1st Runner-up of Girls B Grade 3000M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN YUI CHING 陳睿晴	3rd Runner-up of Girls B Grade 1500M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	PANG YEE TING 彭依庭	Champion of Girls B Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4B	TSE SING HOI 謝星海	Champion of Girls B Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation

CLASS	NAME	Prize	Activity	Organization
4C	CHAN SZE CHING 陳思澄	Champion of Girls B Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3B	LIU MAN KI 廖曼淇	Champion of Girls B Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2D	LAU PUI YAN 劉珮茵	Champion of Girls B Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4B	CHOW TSZ YAN 周梓欣	Champion of Girls B Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	LIU YUI KA KENNY 劉蕊嘉	3rd Runner-up of Girls B Grade 4X400M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3C	WANG SO KI 王素琪	3rd Runner-up of Girls B Grade 4X400M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2D	LAU PUI YAN 劉珮茵	3rd Runner-up of Girls B Grade 4X400M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN YUI CHING 陳睿晴	3rd Runner-up of Girls B Grade 4X400M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3C	SIU CHAK YAN COBIE 蕭澤昕	3rd Runner-up of Girls B Grade 4X400M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3C	SHING YAN TUNG 盛殷彤	3rd Runner-up of Girls B Grade 4X400M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2D	LAU PUI YAN 劉珮茵	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	CHAN WAN YI 陳允怡	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	LIU YUI KA KENNY 劉蕊嘉	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	PANG YEE TING 彭依庭	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3B	LIU MAN KI 廖曼淇	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3C	SHING YAN TUNG 盛殷彤	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3C	SIU CHAK YAN COBIE 蕭澤昕	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3C	WANG SO KI 王素琪	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4B	CHOW TSZ YAN 周梓欣	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4B	TSE SING HOI 謝星海	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN SZE CHING 陳思澄	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN YUI CHING 陳睿晴	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
5C	CHOY CHEUK YAN 蔡卓恩	3rd Runner-up of Girls A Grade 100M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
5C	CHAN HOI KIU 陳愷翹	3rd Runner-up of Girls A Grade 1500M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
2B	LEE YEUK LAAM 李若嵐	2nd Runner-up of Girls C Grade 100M Backstroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2C	LAU YUEN YAU 劉婉柔	3rd Runner-up of Girls C Grade 100M Backstroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2C	NG PO YI 吳葆怡	2nd Runner-up of Girls C Grade 50M Breaststroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation

CLASS	NAME	Prize	Activity	Organization
2C	NG PO YI 吳葆怡	3rd Runner-up of Girls C Grade 200M Individual Medley	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1A	TONG TSZ YING 湯紫滢	3rd Runner-up of Girls C Grade 50M Breaststroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1A	TONG TSZ YING 湯紫滢	Champion of Girls C Grade 200M Breaststroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1A	DENG XINYI 鄧馨怡	2nd Runner-up of Girls C Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1B	TANG SUM YU 鄧心愉	2nd Runner-up of Girls C Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2A	LIU YAN KIU 廖茵蓂	2nd Runner-up of Girls C Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2C	TAN SHUN YI 覃順怡	2nd Runner-up of Girls C Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1A	TONG TSZ YING 湯紫滢	Champion of Girls C Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2C	NG PO YI 吳葆怡	Champion of Girls C Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2C	LAU YUEN YAU 劉婉柔	Champion of Girls C Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2B	LEE YEUK LAAM 李若嵐	Champion of Girls C Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4C	HO SZE CHING 何思澄	1st Runner-up of Girls B Grade 200M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4C	HO SZE CHING 何思澄	Champion of Girls B Grade 50M Back stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4C	HO SZE CHING 何思澄	1st Runner-up of Girls B Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4B	MOK WAI CHING 莫蔚晴	1st Runner-up of Girls B Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN YUI CHING 陳睿晴	1st Runner-up of Girls B Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
3C	CHAN TSZ YAU 陳梓悠	1st Runner-up of Girls B Grade 4x50M Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4A	LEE TSZ CHING 李芷澄	3rd Runner-up of Girls A Grade 200M Breaststroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5C	CHAN HOI KIU 陳愷翹	1st Runner-up of Girls A Grade 200M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5C	CHAN HOI KIU 陳愷翹	1st Runner-up of Girls A Grade 200M Butterfly	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6A	CHANG CHO WING 鄭楚穎	1st Runner-up of Girls A Grade 100M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6A	CHANG CHO WING 鄭楚穎	3rd Runner-up of Girls A Grade 200M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6C	LAU HAYNEE 劉佳林	3rd Runner-up of Girls A Grade 50M Backstroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6C	LAU HAYNEE 劉佳林	2nd Runner-up of Girls A Grade 200M Individual medley	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1A	DENG XINYI 鄧馨怡	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1A	TONG TSZ YING 湯紫滢	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation

CLASS	NAME	Prize	Activity	Organization
1B	NGAN TSZ CHING 顏子晴	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1B	TANG SUM YU 鄧心愉	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2A	LIU YAN KIU 廖茵蓓	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2B	LEE YEUK LAAM 李若嵐	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2C	LAU YUEN YAU 劉婉柔	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
2C	NG PO YI 吳葆怡	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1D	ZHOU KACY 周祺芯	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1D	CHAN SZE YAN 陳思欣	1st Runner-up of Girls C Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6C	LAU HAYNEE 劉佳林	Champion of Girls A Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6A	CHANG CHO WING 鄭楚穎	Champion of Girls A Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5C	CHAN HOI KIU 陳愷翹	Champion of Girls A Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4A	LEE TSZ CHING 李芷澄	Champion of Girls A Grade 4x50M Freestyle Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4A	LEE TSZ CHING 李芷澄	1st Runner-up of Girls A Grade Overall and 1st runner-up of Girls' Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5B	CHAN MAN YAN 陳玟茵	1st Runner-up of Girls A Grade Overall and 1st runner-up of Girls' Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5B	LEUNG OI KI 梁瓊淇	1st Runner-up of Girls A Grade Overall and 1st runner-up of Girls' Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5C	CHAN HOI KIU 陳愷翹	1st Runner-up of Girls A Grade Overall and 1st runner-up of Girls' Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6A	CHANG CHO WING 鄭楚穎	1st Runner-up of Girls A Grade Overall and 1st runner-up of Girls' Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6C	LAM WING YU 林穎愉	1st Runner-up of Girls A Grade Overall and 1st runner-up of Girls' Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5B	HO CHIN YUET 何芊悅	1st Runner-up of Girls A Grade Overall and 1st runner-up of Girls' Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5A	CHOW CHEUK LAM 周卓琳	1st Runners-up of Girls A Grade Overall	Inter-School Badminton Competition (Kwai Ching)	HK School Sports Federation
5B	KWOK SHUN 郭純	1st Runners-up of Girls A Grade Overall	Inter-School Badminton Competition (Kwai Ching)	HK School Sports Federation
5B	LEUNG OI KI 梁瓊淇	1st Runners-up of Girls A Grade Overall	Inter-School Badminton Competition (Kwai Ching)	HK School Sports Federation
5C	KONG TSZ YAU 江紫悠	1st Runners-up of Girls A Grade Overall	Inter-School Badminton Competition (Kwai Ching)	HK School Sports Federation
6B	WONG TSZ CHING 王芷晴	1st Runners-up of Girls A Grade Overall	Inter-School Badminton Competition (Kwai Ching)	HK School Sports Federation

CLASS	NAME	Prize	Activity	Organization
6C	YEUNG HOI LAM 楊凱琳	1st Runners-up of Girls A Grade Overall	Inter-School Badminton Competition (Kwai Ching)	HK School Sports Federation
4A	WONG CHING LAM 黃靖琳	2nd Runners-up of Girls A Grade Overall	Inter-School Table Tennis Competition (Kwai Ching)	HK School Sports Federation
5B	LIU CHING LAM 廖靖琳	2nd Runners-up of Girls A Grade Overall	Inter-School Table Tennis Competition (Kwai Ching)	HK School Sports Federation
5B	LUK KA YEE 陸珈怡	2nd Runners-up of Girls A Grade Overall	Inter-School Table Tennis Competition (Kwai Ching)	HK School Sports Federation
5B	TAM MING SUM 譚茗心	2nd Runners-up of Girls A Grade Overall	Inter-School Table Tennis Competition (Kwai Ching)	HK School Sports Federation
6D	TAM CONSTANCE 譚晴	2nd Runners-up of Girls A Grade Overall	Inter-School Table Tennis Competition (Kwai Ching)	HK School Sports Federation
6C	LEUNG SUET YIN 梁雪妍	Youth Group F4-F6 Champion	CENTRAL SAFARI DRAWING COMPETITION	co-organised by AoMYF & HK Playground Association & sponsored by Hongkong Land HOME Fund
6A	LEE SZE WAI 李鋸慧	Youth Group F4-F6 Second Runner-up	CENTRAL SAFARI DRAWING COMPETITION	co-organised by AoMYF & HK Playground Association & sponsored by Hongkong Land HOME Fund
6A	YU CHI NGA 余智雅	Creative Award	CENTRAL SAFARI DRAWING COMPETITION	co-organised by AoMYF & HK Playground Association & sponsored by Hongkong Land HOME Fund
6A	SUN KA YING 孫家瑩	Creative Award	CENTRAL SAFARI DRAWING COMPETITION	co-organised by AoMYF & HK Playground Association & sponsored by Hongkong Land HOME Fund
6C	KIM MINA 金美娜	Silver Award	CENTRAL SAFARI DRAWING COMPETITION	co-organised by AoMYF & HK Playground Association & sponsored by Hongkong Land HOME Fund
6B	NAM TSZ CHING 藍芷晴	Silver Award	CENTRAL SAFARI DRAWING COMPETITION	co-organised by AoMYF & HK Playground Association & sponsored by Hongkong Land HOME Fund
6A	FU SHENG QING 傅聖卿	Bronze Award	CENTRAL SAFARI DRAWING COMPETITION	co-organised by AoMYF & HK Playground Association & sponsored by Hongkong Land HOME Fund
2C	CHAK SUM YIN JOLIE 翟心妍	Merit	HSBC Life "Sketch Your Promises, Stack Your Happiness" Creative Competition	HSBC Life & Dustykid
2C	TAM TSZ CHING 譚芷晴	Merit	HSBC Life "Sketch Your Promises, Stack Your Happiness" Creative Competition	HSBC Life & Dustykid
2C	WU YAN HEI 胡恩熙	Merit	HSBC Life "Sketch Your Promises, Stack Your Happiness" Creative Competition	HSBC Life & Dustykid
2A	TANG CHEUK MAN 鄧卓旻	Merit	HSBC Life "Sketch Your Promises, Stack Your	HSBC Life & Dustykid

CLASS	NAME	Prize	Activity	Organization
			Happiness” Creative Competition	
2A	WONG WING YAU 黃泳悠	Merit	HSBC Life “Sketch Your Promises, Stack Your Happiness” Creative Competition	HSBC Life & Dustykid
6C	LEUNG SUET YIN 梁雪妍	Top 40	Design Your Own Legend Competition	Fender X Tom Lee Music
6A	YU CHI NGA 余智雅	Merit	Hearty Ceramics Competition For Hong Kong School 2024	Hearty Ceramics Supply Company
6D	KWONG CHO YING 鄭楚鉞	Gold Award	4th Portrait Drawing Competition	Good morning Class
6C	LIN SHING YI 林聖兒	Bronze Award	4th Portrait Drawing Competition	Good morning Class
6C	LEUNG SUET YIN 梁雪妍	Silver Award	4th Portrait Drawing Competition	Good morning Class
6D	CHAN LOK WAN 陳樂韻	Bronze Award	4th Portrait Drawing Competition	Good morning Class
6D	HE WING KI 何穎祺	Gold Award	4th Portrait Drawing Competition	Good morning Class
4C	MA TSZ CHING 馬梓晴	Silver Award	4th Portrait Drawing Competition	Good morning Class
3D	FUNG MING WUI 馮茗薈	Champion	4th Portrait Drawing Competition	Good morning Class
4A	LAM KA YI 林嘉怡	Silver Award	4th Portrait Drawing Competition	Good morning Class
4B	WONG HEE YAU 黃煥柔	Silver Award	4th Portrait Drawing Competition	Good morning Class
4C	LEE LOK YIU 李洛瑤	Silver Award	4th Portrait Drawing Competition	Good morning Class
4C	THYAGARAJAN NIVEDHA 王紫桐	Silver Award	4th Portrait Drawing Competition	Good morning Class
4D	CHAN SZE WING 陳詩穎	Silver Award	4th Portrait Drawing Competition	Good morning Class
4D	KWONG SUM YU ANGELA 龔芯瑜	Second Runner Up	4th Portrait Drawing Competition	Good morning Class
4D	WONG HOI LAM 黃凱琳	Gold Award	4th Portrait Drawing Competition	Good morning Class
4D	WONG SING YUET 黃星月	Bronze Award	4th Portrait Drawing Competition	Good morning Class
1B	TSUI YAT YU 徐逸瑜	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
1C	CAI TIN YUE 蔡天瑜	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
1D	PANG LOK CHING 彭樂晴	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
3A	PANG YEE TING 彭依庭	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office

CLASS	NAME	Prize	Activity	Organization
3A	SIU JING MAN 蕭婧雯	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
3C	LI WING SZE 李穎詩	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
4A	LAM KA YI 林嘉兒	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
4D	LI WING SUM 李穎芯	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
4D	WONG SING YUET 黃星月	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
5B	CHAN LOK YIU 陳樂瑤	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
5B	CHAN MAN YAN 陳玟茵	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
5B	KWOK SHUN 郭純	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
5B	LEUNG OI KI 梁瓊淇	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
5C	NG YEE CHING 吳依靜	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
5D	LAU HOI YAN 劉凱欣	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
6A	LAI SIN YI 黎善兒	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
6C	ZHANG YUEHAN 張月涵	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
6D	CHUNG SUI MAN 鍾萃文	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
6D	LAI YU YING 黎雨盈	Chinese Orchestra (Secondary School Group A) Bronze Award	2024 Hong Kong Music Interflows	Music Office
3A	PANG YEE TING 彭依庭	Third	The 77th Hong Kong Schools Music Festival - Dizi Solo of Intermediate	Hong Kong Schools Music and Speech Association
STEM				
6C	LEUNG SUET YIN 梁雪妍	Merit	“Together, We Create a Safe Cyberworld” Tram Body Design Contest	The Digital Policy Office, the Hong Kong Police Force, and the Hong Kong Computer Emergency Response Team Coordination Centre

CLASS	NAME	Prize	Activity	Organization
5C	LAI LOK YIU 賴諾瑤	Merit	Hong Kong Biology Literacy Award (2024/2025)	Hong Kong Association for Science and Mathematics Education
5C	NG YEE CHING 吳依靜	First Class Honours	Hong Kong Biology Literacy Award (2024/2025)	Hong Kong Association for Science and Mathematics Education
5D	NGAN SAU LAAM 顏秀嵐	First Class Honours	Hong Kong Biology Literacy Award (2024/2025)	Hong Kong Association for Science and Mathematics Education
6B	CHAN HEI WUN 陳熙媛	Diamond Award	Chemist Online Self-Study Award Scheme	Hong Kong Virtual University and the Science Education Section of the Education Bureau
6C	CHAU WING YING 周泳瑩	Diamond Award	Chemist Online Self-Study Award Scheme	Hong Kong Virtual University and the Science Education Section of the Education Bureau
6C	KIM MINA 金美娜	Diamond Award	Chemist Online Self-Study Award Scheme	Hong Kong Virtual University and the Science Education Section of the Education Bureau
6C	NG WAI LAM 吳蕙霖	Diamond Award	Chemist Online Self-Study Award Scheme	Hong Kong Virtual University and the Science Education Section of the Education Bureau
Others				
3C	SIU CHAK YAN COBIE 蕭澤昕	優異獎	第十一屆「阿爸、阿媽，食飯喇！」校際烹飪比賽	百樂斯教育基金會有限公司
2D	SIU BUI CHING 蕭貝澄	優異獎	第十一屆「阿爸、阿媽，食飯喇！」校際烹飪比賽	百樂斯教育基金會有限公司
3D	NG HOI TUNG 吳海彤	優異獎	第十一屆「阿爸、阿媽，食飯喇！」校際烹飪比賽	百樂斯教育基金會有限公司
6C	KOO WING CHING VINCCI 古詠晴	Hong Kong Finals Champion and Greater Bay Area Invitational Champion	Hong Kong Financial Literacy Championship - Young Financial Talent Runway	Education Bureau, Hong Kong Monetary Authority and Hong Kong Economic Journal,
6C	CHENG KA YI 鄭家儀	Hong Kong Finals Champion and Greater Bay Area Invitational Champion	Hong Kong Financial Literacy Championship - Young Financial Talent Runway	Education Bureau, Hong Kong Monetary Authority and Hong Kong Economic Journal,
6D	CHAN HAU YEE KATRINA 陳巧兒	Hong Kong Finals Champion and Greater Bay Area Invitational Champion	Hong Kong Financial Literacy Championship - Young Financial Talent Runway	Education Bureau, Hong Kong Monetary Authority and Hong Kong Economic Journal,
6D	CAI KAI MAN VIVIAN 蔡佳敏	Hong Kong Finals Champion and Greater Bay Area Invitational Champion	Hong Kong Financial Literacy Championship - Young Financial Talent Runway	Education Bureau, Hong Kong Monetary Authority and Hong Kong Economic Journal,

IV. Annual School Report of Subject Departments and Functional Groups (Appendix 2) 學校科目及功能組別評估報告 (附件二)

(A) Subject Departments' Programme Reports

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

(B) Student Formation and Student Support Team Programme Reports

1. Student Formation and Student Support Team
2. Civic Education
3. Discipline
4. Spiritual Formation
5. Life Planning Education and Career Guidance
6. General Guidance Team
7. Information Technology Team
8. Library
9. Morning Assembly Team

10. Students' Activities Team
11. Special Education Needs Team
12. Gifted Education Team

V. Financial Summary 財政報告 2024-2025

* Use a table summarise the school's financial position of the year. Items for reporting include the total amount of subsidy received from the government, balance in the Subscription Account, salaries of administrative staff & workmen, daily running cost & etc.

* The use of grants / funds should be elaborated with reference to the circular memoranda or circulars regarding their disbursement & use. Relevant documents could be attached if necessary.

	Income \$	Actual Expenditure \$	Surplus / (Deficit) \$
I. Government Fund			
(1) EOEBG			
Basic Baseline	2,392,974	(8,572)	2,384,402
Composite Furniture & Equip. Grant A/C	0	(507,416)	(507,416)
School & Class Grant	0	(1,344,045)	(1,344,045)
Lift Maintenance Grant	0	(120,530)	(120,530)
Administration Grant	4,085,232	(3,958,112)	127,120
Training & Development	0	(31,227)	(31,227)
Composite IT Grant	520,386	(349,918)	170,468
Air Conditioning Gr	607,575	(249,907)	357,668
Consolidated Subject Grant	0	(181,230)	(181,230)
Prog Fund for Whole-Sch Ap to Guid & Dis	0	(8,458)	(8,458)
Capacity Enhancement Grant	676,944	(417,537)	259,407
School-based Speech Therapy Administration Recurrent Gr	8,541	0	8,541
SB Management Top Up Gr	53,385	(1,320)	52,065
(A)	8,345,037	(7,178,272)	1,166,765
(2) Outside OEBG			
Other Recurrent Grant A/C	582,460	(582,460)	0
Committee on Home-Sch Co-op Proj Gr. A/C	26,044	(25,023)	1,021
Fringe Benefits under NET	25,650	(25,650)	0
School-based After-school Learning & Support Programme	105,000	(105,920)	(920)
Learning Support Gr Secondary School	288,288	(386,424)	(98,136)
Diversity Learning Grant - Applied Learning (ApL)	95,065	(95,065)	0
Diversity Learning Grant - Other Language	21,500	(21,500)	0
Diversity Learning Grant - Other Programmes	84,000	(108,963)	(24,963)
Moral and National Education Subject Gr	0	(59,713)	(59,713)
IT Staffing Support Gr	338,819	(954,462)	(615,643)
Gr for the Sister School Scheme	165,439	(82,984)	82,455
Promotion of Reading Gr	66,176	(75,565)	(9,389)
Cash Gr for Executive Officer	590,760	(608,760)	(18,000)
Enhancing Support for Learn. & Teach. Chinese for NCS	159,041	(162,851)	(3,810)
Life Wide Learning Gr	1,236,410	(1,507,659)	(271,249)
Prov of Subject Citizenship & Social Development	0	(270,620)	(270,620)
One-off Grant for Mental Health at School	0	(58,800)	(58,800)
One-off Grant for Mental Health of Parents & Students	0	(20,096)	(20,096)
One-off Grant on Parent Education	0	(32,676)	(32,676)
One-off Gr. For Prom. Of Chinese Culture Immersion Activities	0	(91,664)	(91,664)
One-off Gr. For Prom. Of a Sports Ambience & MVPA60 in Sch	0	(75,332)	(75,332)
Promotion Self-Direct Langage Learning English One Off Gr	200,000	0	200,000
Promotion Self-Direct Langage Learning Putonghua One Off Gr	200,000	0	200,000
One off School-based Speech Therapy Set up Gr	0	0	0
HK School Drama Festival	3,950	(2,619)	1,331
QEF - eLearning Funding Programme	53,573	(53,573)	0
QEF Project	61,000	(150,358)	(89,358)
IT Innovation Lab Project	311,960	0	311,960
AI for Science Education	100,000	0	100,000
Salaries Grant A/C	40,379,658	(40,379,658)	0
Employer's Cont to PF/MPF Scheme for NT A/C	456,435	(373,805)	82,630
Teacher Relief Grant	4,452,813	(4,913,939)	(461,125)
Student Activities Gr	92,950	(93,443)	(493)
(B)	50,096,991	(51,319,580)	(1,222,589)
(A+B=C)	58,442,028	(58,497,852)	(55,824)
II. School Fund			
Approved Coll. For Specific Purposes A/C	223,230	(295,040)	(71,810)
General Fund / Subscription / TF A/C	2,208,852	(2,253,930)	(45,077)
May Chan Scholarship Fund	43,000	(22,000)	21,000
Dr Gerald Siu Scholarship Fund	100,000	(101,400)	(1,400)
St. Savio Scholarship Fund (KMS)	0	(4,000)	(4,000)
Mother Morano Scholarship	0	0	0
Retired Principal's Scholarship Fund	293	(2,000)	(1,707)
Music Development Fund	0	(4,400)	(4,400)
Funding for Overseas Study Tour & ECA	12,720	(12,720)	0
(D)	2,588,095	(2,695,490)	(107,395)
(C+D=E)	61,030,123	(61,193,342)	(163,218)

Appendix 1

1.7 2024-2025 年度學校發展目標評估報告 (2024-2025 School Development Plan—Evaluation)

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

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

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

1. The school would 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 would 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 would conduct regular evaluations of staff development activities to ensure they are meeting teachers' needs and contributing to their professional development.

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-25)	Outcomes
1A. To enhance and fortify Salesian Family Spirit	To equip teachers with Salesian Family Spirit and put into practice in the day-to-day routine	<ol style="list-style-type: none"> 1. Talk and sharing during SDD 2. Sharing among CTs by forms during SDD 	<ul style="list-style-type: none"> ● Staff Development Day (1): Class Spirit building ● Staff Development Day (2): Preventive system of education/Using AI in education ● Staff Development Day (3): 6-Joint school SDD 建議師生身心靈健康 ● Staff Development Day (4): Value Education ● Staff Development Day (5): 	<ul style="list-style-type: none"> ● The implementation methods, such as talks, sharing during Staff Development Days (SDDs), and sharing of good practices, seem to be effective in equipping teachers with the Salesian Family Spirit. ● The responses of the stakeholder survey indicated that the professional development activities organized by the school are generally perceived as

			<p>Visit to Church (粉嶺聖若瑟堂) & Chinese Heritage (龍躍頭、沙頭角)</p> <ul style="list-style-type: none"> ● Staff Development Day (6): Teachers' Sharing for blended learning & implementation on LaC 	<p>catering to the school's development and students' needs, with an average score of 3.9 out of 5 in Q.31.</p> <ul style="list-style-type: none"> ● The school also seems to have developed an ambience of professional exchange, with a score of 3.9 out of 5 in Q.34. ● The regular sharing and discussions during SDDs, as well as the visits to Church & Chinese Heritage, provide opportunities for teachers to apply and practice the Salesian Family Spirit in their day-to-day routines. ● The responses of the stakeholder survey suggested that the school's appraisal system is generally perceived as fair and conducive to teachers' professional development, with average scores of 4 out of 5 in the stakeholder survey Q.35. ● However, the relatively low scores of 3.8 out of 5 in the stakeholder survey Q.33. for "The professional development activities are very helpful to my work" indicated that there may be room for improvement in these areas.
1B To optimize Middle Managers as a role model in becoming Salesian and	To equip Middle Managers with the necessary skills and features	<ol style="list-style-type: none"> 1. Talk and sharing during SDD 2. Sharing among Middle Managers during SDD 	<ul style="list-style-type: none"> ● Development Day for Middle Managers ● Taking the Group Leader Role in the Staff Development Days Group Discussions 	<ul style="list-style-type: none"> ● The results of the stakeholder survey in Q.24-30 (Teachers' views on subject panel/committee heads professional leadership) indicated that the strategies implemented to

Professional Educators				<p>optimize Middle Managers as role models in becoming Salesian and Professional Educators have been highly effective, with all the relevant questions scoring 4.2 out of 5.</p> <ul style="list-style-type: none"> ● These high scores suggested that the Middle Managers (i.e., subject panel/committee heads) are perceived as effectively collaborating with one another, taking forward the development of their respective panels and committees, monitoring the work of their teams, supporting teachers, evaluating work effectiveness, promoting professional exchange and collaboration, and maintaining amicable working relationships with teachers. ● Overall, the implementation of the strategies appears to have yielded very positive outcomes in optimizing Middle Managers as role models in becoming Salesian and Professional Educators. The high evaluation survey scores across various aspects of Middle Managers' professional leadership indicated that the targeted strategies have been successful in equipping them with the necessary skills and features to effectively fulfill this role.
1C To optimize teachers as	To utilize Blended Learning and the required skills	1. Talks and/or workshops during SDD	<ul style="list-style-type: none"> ● Staff Development Day (6): School Target Review ● Induction for New Teachers 	<ul style="list-style-type: none"> ● The school has made efforts to equip teachers with the required skills for blended learning and the

Professional Educators	and Rasch Model for Mathematics and Science subjects	2. Peer lesson observation.	<ul style="list-style-type: none"> ● New Teachers' Development Days ● More than 68 sessions of lesson observation and post-lesson meeting 	<p>Rasch Model in Mathematics and Science subjects.</p> <ul style="list-style-type: none"> ● The number of more than 68 sessions of lesson observation and post-lesson meeting indicated that the school has invested significant resources in providing feedback and support to teachers to improve their teaching practices. ● The results of the survey showed that the school's professional development activities for teachers are generally perceived as catering to the school's development and students' needs (scale 3.9 out of 5 in SHS Q.31). ● The survey also suggested that the professional development activities are helpful for teachers' work (scale 3.8). ● The school has developed an ambience of professional exchange, as indicated by the scale of 3.9 of the corresponding survey question. ● The school's appraisal system is perceived to be evaluating teachers' work performance satisfactory (scale 4) and is conducive to their professional development (scale 4).
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2. Evaluation of the school development plan

Methods of assessments of school development target 1A –

Stakeholder Survey (Teacher) on Impression of Middle Management's Professional Leadership (questions 24-30) and Teachers' Professional Development (questions 31-36) and based on observations during and after the activity.

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

3.1 Achievements	
1	Multiple Staff Development Days (SDDs) organized with diverse themes: Class Spirit Building, Preventive System of Education, AI in Education, Value Education, Church & Chinese Heritage Visits, Blended Learning.
2	Regular sharing and discussion sessions during SDDs helped teachers internalize and practice Salesian Family Spirit.
3	The results of the stakeholder survey indicated positive perceptions of professional development activities (average score: 3.9/5 for catering to school development and students' needs).
4	Professional exchange among teachers is evident (average score: 3.9/5).
5	Appraisal system is perceived to be fair and supportive of professional growth (average score: 4/5).
6	Middle Managers are perceived to be collaborative, supportive, and effective in promoting professional exchange and maintaining positive relationships.
7	Professional development activities are perceived as catering to school and student needs (average score: 3.9/5).

3.2 Reflection	
1	The integration of Salesian Family Spirit through real-life experiences (church visits, heritage tours) is effective for practical application in daily routines.
2	Middle Managers are successfully fulfilling their roles as both Salesian and Professional Educators.
3	Further tailor professional development activities to address specific needs and challenges faced by teachers.

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

II. Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

1. Review of the objectives, implementation process and outcomes of the school development plan in 2024-2025

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-2025)	Outcomes
<p>2A</p> <p>To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning</p>	<p>1.</p> <p>To enhance students' interests and integrate their knowledge and skills across disciplines such as</p> <p>STEM education,</p> <p>PSHE</p> <p>and all subjects</p> <p>2.</p> <p>To develop generic skills in students in order to flexibly apply knowledge in different domains</p>	<p>1.</p> <p>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.</p> <p>Different learning modes are provided to help students develop their multiple intelligences.</p>	<p><u>STEAM Education:</u></p> <p>1.</p> <p>S1 mini-STEAM project 'Making a cooling box' was collaborated with Science, Mathematics and Computer to teach the topics such as heat transfer, directed numbers and the number line, geometry, statistics and coding. Each group used different materials to design their cooling box. Data collection and analysis were held after the experiment.</p> <p>2.</p> <p>S2 students made buzz wire game which connected with micro:bit coding for people who could have several chances to play the game. It could allow elderly people to do more muscle strength and coordination.</p> <p>3.</p> <p>Some S2 and S3 students participated in STEAM study tour and all S5 students attended the CSD study tour which were about aerospace technology and Chinese history in order to gain a better understanding of the country's</p>	<p><u>STEAM Education:</u></p> <p>1.</p> <p>90% of students agreed that STEAM activity could increase their understanding of how to incorporate content knowledge of several subjects to solve the real-world problems and develop better problem-solving skill.</p> <p>2.</p> <p>100% of students completed the tasks assigned in the study tour booklet and worksheet and 70% of students agreed that the study tour could broaden their horizons and understand more about the development of scientific technology.</p> <p><u>PSHE & TE:</u></p> <p>100% of students participated in the presentation on the last day of the Taichung study tour. They were able to present their views according to the skills they learnt in subjects. 100% of students agreed the project could help them in studying the subject(s).</p>

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-2025)	Outcomes
			<p>scientific and technological research.</p> <p><u>PSHE & TE:</u> BAFS (Management), Economics and Geography co-organized a study tour to Taichung for S.4 students. A total of 30 students joined the tour. They participated in the job tasting programme provided by the Place, Taichung, visited the night markets and studied the ecotours in Taichung. They did a presentation on the last day to show what they learnt during the tour.</p>	

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-25)	Outcomes
<p>2B To integrate subject-specific knowledge and English skills in enhancing students' language proficiency and performance in selected subjects (LaC)</p>	<p>To cooperate with various subjects and select relevant content or skills to be taught by English teachers and further consolidated by subject teachers.</p>	<p>Throughout the school year during English lessons and the lessons of the target subject(s)</p> <ol style="list-style-type: none"> Revising handouts and test / examination papers Collaboration between English teachers and content subject teachers 	<p>Teachers discuss with content subject teachers and select certain topics for collaboration.</p> <p><u>S.1 Integrated Science (2nd Term)</u></p> <ul style="list-style-type: none"> vocabulary related to vertebrate classification and different body parts of vertebrates appropriate structures for describing the functions of the body parts of vertebrates <p><u>S.2 Integrated Science (2nd Term)</u></p>	<p><u>S.1 Integrated Science (2nd Term)</u></p> <ul style="list-style-type: none"> Students became more familiar with the vocabulary and concepts linked to vertebrate's classification. They were able to identify the different body parts and list their respective functions. - <p><u>S.2 Integrated Science (2nd Term)</u></p> <ul style="list-style-type: none"> Many students have demonstrated increased

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-25)	Outcomes
			<ul style="list-style-type: none"> - different word classes (e.g. acid vs acidic vs acidity) - connectives for writing an essay about Applications of Neutralization <p><u>S.2 History (2nd Term)</u></p> <ul style="list-style-type: none"> - how to describe actions, facial expressions and feelings and attitudes in political cartoons to interpret meaning <ul style="list-style-type: none"> - <u>S.1 Geography</u> (New approach) - Geography teachers allocated around 5% of lesson time to address English language elements - LaC Coordinators offered assistance if needed 	<p>familiarity and accuracy in using topical vocabulary.</p> <ul style="list-style-type: none"> - Most students have developed a better understanding of the language to write an essay based on the topic of neutralization. <p><u>S.2 History (2nd Term)</u></p> <ul style="list-style-type: none"> - Many students have demonstrated increased familiarity with picture description as they have learnt different vocabulary to describe actions, facial expressions and feelings and attitudes. - Entertaining lesson activities were well-received.

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-25)	Outcomes
2C To optimize the learning and teaching process with blended learning	<ol style="list-style-type: none"> 1. Evaluate the degree of blended learning in current teaching practice 2. Use of blended learning 3. 	<ol style="list-style-type: none"> 1. Survey using Google form 2. Lesson Observation with a focus on blended learning 	<ol style="list-style-type: none"> 1. Staff Development Day (23/5/2025) <p>This year, the school arranged a Staff Development Day focusing on blended learning. Through hosting a blended teaching sharing session, three teachers were invited to introduce and explain the use of different teaching tools, such as Kahoot and scientific inquiry methods. One teacher introduced the LaC approach,</p>	<p>This year, through stakeholder questionnaire surveys, we gathered and analyzed teachers' and students' situations and outcomes regarding blended learning:</p> <ul style="list-style-type: none"> • Teachers primarily use blended teaching strategies in Secondary 4 and Secondary 5 levels (Secondary 4: 48%; Secondary 5: 52%).

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-25)	Outcomes
	<p>Choice of suitable Learning Management System (LMS), e.g. Microsoft Teams, Moodle, Google Workspace for Education, in each subject</p>		<p>promoting the use of relevant tools and methods among teachers to encourage peer observation and mutual encouragement, with the goal of enhancing teaching through collaborative growth.</p> <p>2. Teaching and Learning</p> <p>(a) This year, to promote blended learning, the school encourages students to bring their own devices (BYOD). Teachers use electronic teaching tools to enhance classroom interactivity and cater to diverse learning needs, further developing students' abilities for autonomous and collaborative learning.</p> <p>(b) Teachers implement blended electronic learning by integrating online and offline learning activities to improve students' learning experiences.</p> <p>(c) To strengthen students' digital literacy this year, the effective use of electronic learning tools has been continually emphasized during assemblies and classroom sessions. Additionally, feasible measures have been re-established to allow students to use their personal devices responsibly on campus.</p> <p>(d) Besides using blended learning methods, the school this year also focuses on extended learning to reinforce certain</p>	<ul style="list-style-type: none"> • Before class, teachers mainly use online practice strategies (66%) and online exercises (66%) to help students strengthen previewing and input of prerequisite knowledge. • Teachers believe blended learning can enhance students' learning motivation (54%), and secondly, encourage students to learn autonomously (50%). • Difficulties teachers encountered in blended learning include: needing more preparation time (48%); large differences in student learning abilities (54%); students' insufficient preparation (40%) or weak self-directed learning ability (40%). • The most commonly used teaching tools/materials by teachers are: (1) Interaction facilitation tools: Mentimeter and Kahoot; (2) Tools for sharing and presenting results: Padlet and Interactive Whiteboard; (3) Assessment: Kahoot. • The most commonly used LMS (Learning Management System) by teachers are Google Classroom, Google Form, and Google Doc. • Students agree that blended learning increases classroom interaction, cooperation among classmates, and opportunities to showcase learning results: junior

Targets	Outline of Strategies	Implementation Methods	The Implementation (2024-25)	Outcomes
			<p>subject areas. For example, remedial lessons, enrichment training, and video-based learning are provided to deepen classroom learning, encourage students to develop self-regulated learning skills, and explore or develop more suitable materials and techniques for online teaching.</p> <p>3. Lesson Observation</p> <p>This year, the school continued its developmental lesson observation practice. According to the school's established mechanism, all teachers undergo developmental teaching assessments to ensure teaching effectiveness, with blended learning included as one of the evaluation criteria.</p>	<p>secondary (75% agreement); senior secondary (65% agreement).</p> <ul style="list-style-type: none"> This year, to strengthen students' digital literacy, effective methods of using e-learning tools were continuously emphasized during assemblies and in classes. At the same time, feasible approaches were re-established to allow students to use Bring Your Own Device (BYOD) responsibly on campus. According to teachers' observations, students' awareness and execution of digital literacy have significantly improved. Moreover, students' self-discipline in using their devices on campus, especially during recess and lunch breaks, has notably enhanced peer interaction and communication, yielding positive effects. From teacher sharing sessions, teachers generally recognize the effectiveness of blended learning and emphasize its positive impact on student learning outcomes. However, with the advancement of the times, students need to develop AI-enabled learning skills; meanwhile, teachers can explore various learning platforms to support students' learning and keep pace with the times.

2. Evaluation of the school development plan

Methods of assessments of school development target –

2A	Quantitative: Questionnaire survey on cross-curricular programs (2) Survey conducted for students working on the Econ, BAFS and Geog project Qualitative: Subject teachers' meetings
2B	(1) Revising handouts and test / examination papers (2) Collaboration between English teachers and content subject teachers
2C	Quantitative: (1) Teacher questionnaire survey on the usage of blended teaching in subjects and directions for teaching and learning development (2024-25) (2) Student questionnaire survey on blended learning Qualitative: (1) Teacher Development Day sharing session (May 23, 2025) (2) Teacher sharing meeting (June 4, 2025) (3) Teacher observations

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

3.1 Achievements	
1	(2A) The results of questionnaire survey for students indicated that they could show a connection to the knowledge of different subjects and develop better problem-solving skill.
2	(2A) Students were active to participate in each part of STEAM/ PSHE and TE project.
3	(2A) Through study tour, students can learn BAFS(Mgt), Economics and Geography through real life examples. It provides a valuable opportunity for students to apply what they learnt in lessons. The presentation during the tour provides them a timely chance to review what they grasp during the tour. Overall, they were highly engaged and enthusiastic about the activities.
4	(2B) S.1 students have developed a deeper understanding of the skills required in Integrated Science. They gave an overall mark of 4.84 out of 6 in the survey conducted.
5	(2B) S.2 students have developed a deeper understanding of the skills required in Science. They gave an overall mark of 4.56 out of 6 in the survey conducted.
6	(2B) S.2 students have developed a deeper understanding of the skills required in History. They gave an overall mark of 4.46 out of 6 in the survey conducted.
7	(2C) Teachers believe that blended learning can enhance students' engagement and motivation (54%), representing a 12% increase compared to the previous year; it also enriches students' learning experiences and encourages self-directed learning (50%).
8	(2C) Through the use of electronic teaching tools, teachers can enhance classroom interactivity and cater to diverse learning needs, further developing students' autonomous and collaborative learning abilities, which contribute to deeper learning.
9	(2C) Teachers implement blended e-learning by integrating online and offline activities to improve students' learning experiences.
10	(2C) Students recognize that blended learning increases classroom interaction, cooperation among peers, and opportunities to present learning outcomes. They also feel that blended learning boosts their interest and motivation in learning and makes learning more enjoyable.

3.1 Achievements	
11	(2C) According to teacher observations, students' awareness and practice of digital literacy have significantly improved. Students are self-disciplined in using their own devices on campus, and peer interaction and communication during recess and lunch breaks have noticeably improved, yielding positive effects.

3.2 Reflection	
1	(2A) The funding of LWL-STEAM supported the students to participate in STEAM workshops, study tour and competitions. STEAM workshops with free of charge were attractive for students and useful for students to learn new skills such as AI, python and AR.
2	(2A) A past pupil working in Taichung coordinated the job tasting program for students in order to make the program to be a success.
3	(2A) S.4 students were able to apply what they learnt in classes into the real examples of Taichung. Their academic knowledge could be further consolidated.
4	(2A) More professional trainings for teachers were needed.
5	(2A) Due to limited teaching hours, there was only a brief coverage of certain course content or extension parts, which might have been insufficient for comprehensive learning.
6	(2A) Some girls would consider the study tour as a private visiting only and not so engaged in the activities.
7	(2A) Teachers only have limited time to handle different learning activities.
8	(2B) Modifications will be made to the teaching materials if needed.
9	(2B) More support on how to write a well-organized essay in Science can be provided.
10	(2B) More in-depth content and application for the science topic can be included, especially for 2C students.
11	(2B) Improved communication between subject departments is essential, given their demanding teaching schedules. Timelier implementation could greatly enhance students' learning outcomes.
12	(2B) More vocabulary drilling or spelling practice could be given for History-related terms.
13	(2B) More in-depth content about using appropriate language to approach History DBQ can be included, especially for 2C students.
14	(2C) Teachers suggest organizing more teaching seminars to provide opportunities for sharing and learning best practices.
15	(2C) Teachers believe blended learning is already mature, and their role should focus on helping students extend, deepen, and take ownership of their learning.
16	(2C) Regarding students' digital literacy, data from affective surveys indicated that some students lack sufficient self-control. It is necessary to emphasize using electronic tools for learning, so students' digital literacy still requires improvement.

3.3 Feedback and follow-up	
1	(2A) STEAM study tours to the mainland or other countries, organized alongside different subjects, could be planned to broaden students' horizons.
2	(2A) BAFS (Mgt) and Economics may invite new subjects for collaboration.
3	(2B) Some modifications will be made in the next school year according to students' needs and the skills needed for the content subjects.
4	(2B) Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.
5	(2B) Alongside English lessons integrating specific subject knowledge, content subject teachers are encouraged to allocate around 5% of lesson time to address English language elements, such as sentence structures and answering patterns specific to their subject, for a seamless consolidation of language skills in context. S.1 Geography and S.2 History teachers have been invited.
6	(2B) English teachers will focus on RaC (Reading across Curriculum) and WaC (Writing across Curriculum).
7	(2C) As times advance, students need to develop AI-related skills to assist their learning. Therefore, next year, the school will focus on training teachers to use AI to support teaching and encourage students to apply AI for self-directed learning.

3.3 Feedback and follow-up	
8	(2C) Teachers will proactively explore different learning platforms to assist student learning and keep pace with technological developments.
9	(2C) Strengthening blended learning to deepen and extend learning: To enhance the use of various teaching strategies—including (a) blended learning, (b) flipped classroom, (c) cooperative learning, (d) digital note-taking, and (e) traditional teaching—teachers should select appropriate methods according to different topics to improve teaching effectiveness.

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

1. Review of the objectives, implementation process and outcomes of the school development plan in 2024-2025

Targets	Outline of Strategies	Implementation methods	The implementation (2024-25)	Outcomes
3A To foster a positive psychological, social and physical environment for students	1. Introduce character strengths and the six elements of happiness.	Class teacher period, assembly and class activities designed for students to know each other's strengths.	<p>Students were required to assess their character strengths through questionnaires at the beginning of the school year and to upload to Google Classroom.</p> <p>Classmates Appreciation Activity was also arranged in CTP.</p> <p>Class activities and discussion were held in different CTPs for students to learn how character strength can be applied in working situation, managing relationship and overcoming obstacles.</p> <p>Guided meditation was arranged for students on a daily basis.</p>	<p><u>Class Activities</u> Students (53.2%) agreed and (13.7%) Strongly agreed that they understand the messages delivered in class teacher periods. While over 60% of students enjoyed the activities.</p> <p><u>Guided Meditation</u> Based on the results of students' survey, a majority of students were engaged in meditation. The student survey showed that 49.6% agreed and 13.9% strongly agreed that meditation helped them relax.</p>
	2. Encourage students to practice skills of	Special school activity day devoted to allow students to	For the part of developing students' understanding of the	Students' perception of the program (49%) agreed and (12.7%) strongly agreed that they

Targets	Outline of Strategies	Implementation methods	The implementation (2024-25)	Outcomes
	positivity.	learn how different elements of happiness can be experienced, lengthened and co-created.	six elements of happiness, students were provided a chance to deepen their understanding of positive engagement through the Positive Education Program. Students of different forms were allocated with different learning activities.	are relaxed when participating in Positive Education Program. And 53.2% of students agreed, 13.7% strongly agreed that they understand the messages delivered in Positive Education Program.
3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in their lives.	1. To enrich the learning experiences of the students through experiential learning: in real context and authentic settings like universities, government departments and business corporations.	<ul style="list-style-type: none"> - Life-wide Learning activity day were organized to provide experiential learning opportunities to all students. - All S.5 students participated in job shadowing program or other career-related experiences activities. - To enrich students' learning experiences by enabling more active and participatory learning opportunities outside classroom (inbound / outbound study tours, competitions, field trips, etc.) 	<ul style="list-style-type: none"> - To broaden the horizons of the students, a whole school life-wide learning excursion day was organized on 16 April 2025. All S.1-S.5 students participated in various experiential learning activities outside school. - Sixteen study tours were arranged in 2024-2025. - Six OLE Days were organized to provide experiential learning to all students. 	<ul style="list-style-type: none"> - 11 different programs were provided to S.1-S.5 students. All activities can basically achieve the objectives; Students have positive feedback to the activities provided; 87%, 92%, 76%, 84% and 84% of S.1-5 students respectively appreciated the life-wide learning excursion day.
	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	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.	<ul style="list-style-type: none"> - 13 out of 16 S.3 subjects have selected subject contents which can help students understand how they can prepare for their future career. 	<ul style="list-style-type: none"> - A survey completed by S.3 students showed positive feedback in the subject contents that they had learned. Moreover, more than 85% of students understood how the subject contents are related to their future career. - Only 63.5% of the students agreed that

Targets	Outline of Strategies	Implementation methods	The implementation (2024-25)	Outcomes
	future career.			if they understand the linkage between the subject content with their future career, they will be more interested in the subject content.
	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	<ul style="list-style-type: none"> - Recruit students to participate in gifted or professional courses - Encourage gifted students to participate in gifted education programmes 	<p><u>Mode of Implementation</u> Gifted Education Team encourages students with outstanding performance in individual subjects or specific areas to join the Team. The school hopes to make use of the Diversity Learning Grant for senior form students and the Life-wide Learning Grant to subsidize students to participate in gifted education courses, competitions or activities, so as to identify and nurture students with outstanding talents in individual subjects or specific areas and allow them to realize their individual potential</p> <p>Implementation Areas</p> <ul style="list-style-type: none"> - Chinese Writing and Speaking - Mathematics - Science - Visual arts - Music - Physical Education 	<p><u>No of participating students</u> Total 51 students participated in the external gifted education courses.</p> <p><u>List of Courses of Gifted Education</u></p> <ul style="list-style-type: none"> - The Hong Kong Academy for Gifted Education Nomination Scheme 2024/25 (9 students) - The Hong Kong Academy for Gifted Education (Current Members) (23 students) - The University of Hong Kong HKU Academy for the Talented 2025 (1 student) - The University of Hong Kong HKU Programme for Creativity and Talent Development (1 student) - The Chinese University of Hong Kong Faculty of Education Spring/Summer Program for the Gifted and Talented 2025 (3 students) - The Chinese University of Hong Kong Summer Institute 2025 (2 students) - The Hong Kong University of Science and Technology –The Enrichment Program for Gifted Learners (Summer Program 2025) (5 students)

Targets	Outline of Strategies	Implementation methods	The implementation (2024-25)	Outcomes
				<ul style="list-style-type: none"> - The Hong Kong University of Science and Technology HKUST Summer Institute 2025 (2 students) - POLYU Enrichment program for the Gifted Learner 2025 (5 students) <p>Effectiveness 96.7% of the participating students agreed they can gain different soft skills for their future development in the gifted education programs, such as learning skills, thinking skills and creativity skills.</p> <p>96.7% of the participating students agreed they appreciate the gifted education programs, competitions and activities.</p>
<p>3C To establish a sustainable lifestyle and foster spiritual well-being</p>	<p>1. Introduce spiritual practices in ERE lessons and CTP to improve students' self-insight, ability to embrace the beauty of silence, and enhance students' mental and physical wellness through a variety of spiritual practices.</p>	<p>1. Questionnaire: - 70% students have experienced more than one spiritual practices - 70% students agree that the spiritual practices in ERE lessons and CTP have improved their mental and physical wellness.</p> <p>2. Feedback from subject teachers: - 100% of S2 and S5 teachers have taught</p>	<p>1. Incorporate Catholic Social Teaching (CST) framework in S2 and S5 ERE lessons to increase students' ecological concern.</p> <p>2. S2 Life-wide Learning Excursion Day on 27 March (Bio-diversity eco-tour, Beach-cleaning activity, Nature well-being day, visit to Mai Po Nature Reserve, and 10 students joined a tenting activity)</p>	<ul style="list-style-type: none"> - 51.8% students agreed that afternoon mindfulness practices have helped them settle their emotions, 74.4% students thought it should be kept. - 94.1% S2 students agreed that the activity has increased their environmental awareness.

Targets	Outline of Strategies	Implementation methods	The implementation (2024-25)	Outcomes
	2. Adopt Catholic Social Teaching (CST) framework in ERE lessons to increase students' ecological concern.	environmental issues using Catholic Social Teaching (CST) framework.	3. An exchange programme for 12 students was done in August with 15 students from South Korea about SDGs)	- 93.2% S2 students agreed that the activity has increased their knowledge about environmental protection.
	3. Improve students' physical and mental well-being through connection with nature in different activities.	- Questionnaire: 80% S2 and S5 students agree that their ecological awareness has been increased. 3. Qualitative assessments - Feedback from students' reflective journals.	4. Intensive mindfulness activities were introduced in S6 ERE curriculum.	

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

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

3.1 Achievements	
1	(3A) A generally positive psychological, social and physical environment was established for students.
2	(3A) Students' awareness on a positive attitude of life was heightened.
3	(3A) Students have deeper understanding of different positive elements of happiness and different character strengths.
4	(3A) Students were introduced with different ways / skills of positivity.
5	(3B) Students were encouraged to join activities that they are not familiar with, that have helped them to jump out of their comfort zone.
6	(3B) 51 students completed the external gifted education courses or programs.
7	(3B) 72 students participated in the external gifted education competitions.
8	(3B) 125 students participated in the gifted education activities or school-based programmes.
9	(3B) 60 students won awards in various competitions, including Chinese writing, biology, mathematics and mock trial competitions.
10	(3C) Students' sense of awareness towards the nature was enhanced.
11	(3C) A variety of life-wide learning activities were provided to students to encourage them to get close to nature.

3.1 Achievements	
12	(3C) Students were given abundant opportunities to practice mindfulness to reduce their stress and anxiety level, and increase their emotional self-regulation ability.

3.2 Reflection	
1	(3A) Activities both in CTP and in Positive Education Program need to be more interactive and interesting.
2	(3B) Although students understood how different subject contents are related to their future career, they were not interested in certain subjects. It is because they may have very clear direction in what future career they want to be.
3	(3B) Through participation in gifted education courses, competitions or activities, students could gain a deeper understanding of their gifted areas and the following skills or effectiveness: learning skills; thinking skills; creativity skills; consolidation of the knowledge / concept / theory; clarification of the concept or theory; broaden the horizons; develop their potential or talent.
4	(3B) Teacher advisors of the Gifted Education Team should actively seek diverse off-campus gifted education resources, with the aim of assisting more students with different learning styles to develop their gifted talents in specific domains.
5	(3C) More subjects could introduce topics related to sustainability.
6	(3C) Provide more opportunities for students to be exposed to different dimensions of mindfulness.

3.3 Feedback and Follow-up	
1	(3A) More guidance and instructions should be given to class teachers in the weekly quote activity.
2	(3B) It is suggested that subject teachers should emphasize on the soft-skills or values about learning the subjects to help them to understand how the subjects content can help them in their future lives but not only their career paths.
3	(3B) Teacher advisors of the Gifted Education Team are encouraged to guide students in a progressive manner, utilizing both school-based gifted programs and external gifted courses or competitions. By integrating diverse resources, students can develop their gifted potential, build a broad knowledge base, and enhance transferable skills, thereby helping them to plan the suitable pathways aligned with their gifted abilities.
4	(3B) Teacher advisors of the Gifted Education Team are encouraged to proactively seek diverse external resources to facilitate the development of gifted potential in students with varied learning styles.
5	(3B) Next academic year, computer teacher will be invited to join the Gifted Education Team to assist students with potential in developing their computing knowledge and skills.
6	(3C) Guidance should be provided when students practice mediation.
7	(3C) A wider variety of mindfulness activities could be introduced.

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

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

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2024-25)

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	策略	推行方法	實行情況(2024-25)	結果
1A 以提升和鞏固慈幼的家庭精神	以裝備教師具備慈幼家庭精神，並在日常工作中付諸實踐	<ol style="list-style-type: none"> 在教師發展日進行講座及分享 在教師發展日進行班主任互相分享及交流 	<ul style="list-style-type: none"> 教師發展日 (1)：建立班級經營 教師發展日 (2)：預防教育法/人工智能運用於教育上 教師發展日 (3)：六校聯合發展日--建議師生身心靈健康 教師發展日 (4)：價值教育 教師發展日 (5)：參觀粉嶺聖若瑟堂、龍躍頭及沙頭角 教師發展日 (6)：學校發展目標—教師分享混合式教學及 LAC 教學 	<ul style="list-style-type: none"> 透過講座、教師發展日 (SDD) 中的分享及優良教學實踐的交流，能有效協助教師培養鮑思高家庭精神。 持份者問卷調查顯示，學校所舉辦的專業發展活動普遍被認為能配合學校發展及學生需要，於第 31 題獲得平均 3.9 分 (滿分 5 分)。 學校亦成功營造了專業交流的氛圍，在問卷第 34 題獲得平均 3.9 分。 定期的 SDD 分享與討論，以及參觀教堂和中國文化遺產，為教師提供了在日常工作中實踐鮑思高家庭精神的機會。 問卷結果顯示，學校的教師評核制度普遍被認為公平且有助於教師專業發展，在第 35 題獲得平均 4 分。 然而，在第 33 題「專業發展活動對我的工作非常有幫助」的得分為 3.8 分，顯示此方面仍有改進空間。
1B 以優化中層管理教師	以裝備中層管理教師具	<ol style="list-style-type: none"> 在教師發展日中層管理教師人員進行講座及分享 	<ul style="list-style-type: none"> 中層管理人員發展日 在教師發展日小組討論中擔 	<ul style="list-style-type: none"> 持份者問卷第 24 至 30 題 (教師對科主任/組長專業領導的看法) 顯示，

<p>人員成為慈幼專業教育者的優秀的榜樣</p>	<p>備應有的技巧、能力及特質</p>	<p>2. 在教師發展日進行中層管理教師人員互相分享及交流</p>	<p>任組長的角色</p>	<p>優化中層管理人員成為鮑思高及專業教育者榜樣的相關策略非常有效，所有相關題目平均得分達4.2分（滿分5分）。</p> <ul style="list-style-type: none"> ● 這些高分反映中層管理人員（即科主任/組長）被認為能有效合作，推動各科組發展，監督團隊工作，支援教師，評估工作成效，促進專業交流與合作，並與教師保持良好工作關係。 ● 整體而言，這些策略的實施在優化中層管理人員成為鮑思高及專業教育者榜樣方面取得了非常正面的成效。問卷在中層管理人員專業領導各方面均獲高分，顯示相關策略成功讓他們具備有效履行職責所需的技能和素質。
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<p>1C 以優化教師成為慈幼的專業教育團隊</p>	<p>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</p>	<p>1. 在教師發展日進行講座及工作坊 2. 同儕課堂觀課。</p>	<ul style="list-style-type: none"> ● 教師發展日(6)：學校目標檢討 ● 新教師入職培訓 ● 新教師發展日 ● 超過 68 節次的課堂觀察及課後會議 	<ul style="list-style-type: none"> ● 學校積極協助教師掌握混合式學習及數學與科學科 Rasch 模型相關技能。 ● 全年進行超過 68 次課堂觀課及課後會議，顯示學校投入大量資源，為教師提供回饋與支援，以提升教學效能。 ● 問卷評估結果顯示，教師普遍認為學校的專業發展活動能配合學校發展及學生需要 (SHS 第 31 題得分為 3.9 分/5 分)。 ● 問卷亦反映，教師認為專業發展活動對其工作有幫助 (得分為 3.8 分)。 ● 學校已營造出良好的專業交流氛圍，相關問卷題目得分為 3.9 分。 ● 學校的教師評核制度被認為能令人滿意地評估教師工作表現 (得分為 4 分)，並有助於教師的專業發展 (得分為 4 分)。
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(2) 本年度學校發展計劃的評估方法

本年度學校發展目標 1A 的評估方法如下：

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

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	舉辦多場主題多元的教師發展日 (SDD)，主題包括班級精神建立、防範性教育、人工智能在教育中的應用、價值教育、教堂及中國文化遺產參觀、混合式學習等。
2	在教師發展日 (SDD) 中定期進行分享及討論，有助教師內化及實踐鮑思高家庭精神。
3	持份者問卷調查結果顯示，教師對學校舉辦的專業發展活動持正面評價 (平均得分 3.9/5，認為能配合學校發展及學生需要)。

4	教師之間的專業交流氣氛良好（平均得分 3.9/5）。
5	教師評核制度被認為公平且有助專業成長（平均得分 4/5）。
6	中層管理人員被視為具合作性、具支持性，並能有效促進專業交流及維持良好師生關係。
7	專業發展活動被認為能配合學校及學生需要（平均得分 3.9/5）。

3.2 反思	
1	透過真實體驗（如教堂參觀、文化遺產考察）融入鮑思高家庭精神，有效促進教師在日常工作中的實踐。
2	中層管理人員成功地同時擔當鮑思高及專業教育者的角色。
3	專業發展活動需進一步針對教師面對的具體需要及挑戰作出調整。

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

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

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2024-2025)

目標	策略	推行方法	實行情況(2024-25)	結果
2A 透過跨科學習，以激勵學生深化和拓寬學習	1. 透過跨科學習，以整合學生的知識、技能及綜合的能力，以提高學生的興	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	<u>STEAM 教育</u> ： 1. 中一（S1）迷你 STEAM 項目「製作冷藏箱」。該項目結合科學、數學和電腦	<u>STEAM 教育</u> ： 90%的學生表示同意，STEAM 活動能幫助他們更理解如何結合多門學科知識來解決現實問題，並提升解決問

目標	策略	推行方法	實行情況(2024-25)	結果
	<p>趣； 例如：</p> <p>STEM education (科學、科技、工程及數學綜合教育), PSHE (個人、社會及人文教育) and all subjects (其他學科)</p> <p>2. 以培養學生的共通能力，能靈活運用不同領域的知識</p>	<p>的知識</p> <p>2. 利用不同的學習模式讓學生在多元智能中發揮潛能</p>	<p>學科，教授熱傳導、有向數與數軸、幾何、統計學及編程等知識。各組學生使用不同材料設計冷藏箱，並在實驗後進行數據收集與分析。</p> <p>2. 中二 (S2) 學生製作「電流急急棒」遊戲。學生通過 micro:bit 編程設計遊戲機制，使玩家擁有多次挑戰機會。該遊戲旨在幫助老年人鍛鍊肌肉力量與手眼協調能力。</p> <p>3. STEAM 與國情考察學習活動部分中二 (S2) 及中三 (S3) 學生參與了 STEAM 創科考察團，全體中五 (S5) 學生則參加了國情教育考察，內容涵蓋航天科技與中國歷史，以深化對國家科技研究與歷史發展的認識。</p> <p><u>PSHE & TE:</u></p> <p>企業、會計與財務概論科(商業管理單元)、經濟科和地理科聯合組織了一次為中四同學的台中學習之旅。共有 30 名學生參加了此次活動。他們參與了由台中毅大老爺行旅提供的職業體驗活動，參觀了夜市，並學習了台中的生態旅遊。在最後一天，他們進行了匯報，分享了在旅程中所學到的內容。</p>	<p>題的能力。</p> <p>2. 100%的學生完成了研學手冊及工作紙的指定任務，其中 70%的學生認同此次考察活動能開拓視野，讓他們更了解科技發展的現狀。</p> <p><u>PSHE & TE:</u> 100%的學生參加了台中學習之旅最後一天的匯報，他們能夠根據在課堂上學到的知識/ 技能來表達自己的觀點。近 91%的學生認為這個交流團對他們學習相關科目有幫助。</p>

目標	策略	推行方法	實行情況(2024-25)	結果
<p>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)</p>	<p>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</p>	<p>全年部分英語課堂與特定科目的合作</p> <p>a. 修訂有關測考試卷的講義</p> <p>b. 同儕合作--英語老師及特定科任老師</p>	<p>老師們與科任老師討論，並選擇特定主題進行合作。</p> <p><u>中一綜合科學科（下學期）</u></p> <ul style="list-style-type: none"> ● 與脊椎動物分類及脊椎動物不同身體部位相關的詞彙 ● 描述脊椎動物身體部位功能的適當句構 <p><u>中二綜合科學科（下學期）</u></p> <ul style="list-style-type: none"> ● 不同詞類（例如：acid、acidic、acidity） ● 用於寫作「中和作用應用」文章的連接詞 <p><u>中二歷史（下學期）</u></p> <ul style="list-style-type: none"> ● 如何描述政治漫畫中的動作、面部表情以及情感和態度，以解讀其含義 <p><u>中一地理（新方案）</u></p> <ul style="list-style-type: none"> ● 地理老師分配約 5%的課堂時間教授英語元素 ● 語文協作統籌協助提供支援（如有需要） 	<p><u>中一綜合科學科（下學期）</u></p> <ul style="list-style-type: none"> ● 學生對於與脊椎動物分類相關的詞彙和概念變得更加熟悉。 ● 他們能夠辨認不同的身體部位並列出各自的功能。 <p><u>中二綜合科學科（下學期）</u></p> <ul style="list-style-type: none"> ● 許多學生在使用相關詞彙方面展現了更高的熟悉度和準確性。 ● 大部分學生對用以撰寫「中和作用」主題文章的語言有更深入的理解。 <p><u>中二歷史（下學期）</u></p> <ul style="list-style-type: none"> ● 許多學生在描寫圖片方面表現出更高的熟悉度，因為他們學會了描述動作、面部表情及情感與態度的不同詞彙。 ● 有趣的課堂活動深受學生歡迎。

目標	策略	推行方法	實行情況(2024-25)	結果
<p>2C 透過優化運用不同的混合式學習教學法，以激發學生的學習動機及能力，從而提升學習效能</p>	<p>1. 評估現行混合學習的程度教學實踐的狀況</p>	<p>1. 運用 Google form 做問卷調查</p>	<p>1. <u>教師發展日</u> (23/5/2025) 本年度學校安排了一次以混合式教學為重點的教師發展日，透過舉辦混合教學分享會，邀請了 3 位老師介紹及說明使用不同的教學工具，如 Kahoot 及科學探究方式，其中一位老師介紹 LaC 的方法，推動老師使用相關工具及方法，以達到互相觀摩、互相砥礪，達到教學相長的目的。</p> <p>2. <u>學與教</u> (a) 今年，為了推動混合式學習，學校鼓勵學生自攜裝置 (BYOD)，老師透過電子教學工具可加強課堂的互動性和照顧學生學習的多樣性，進一步發展學生的自主學習和協作學習能力。 (b) 老師透過推行混合模式的電子學習，結合線上和線下的學習活動以改善學生的學習體驗。 (c) 本年度為了加強學生的資訊素養，在不同集會或老師在課堂上，都不斷強調運用電子學習工具的有效方法。同時，今年重新訂立可行的方式，讓學生自律地在校園使用自攜裝置。 (d) 本年度在教學上除了運用混合式學習法之外，還強調學習延伸，強化部分課題學習。例如：補課、增潤訓練、錄影學習等，以深化課堂學習、鼓勵學生培養自我調適學習及發掘或開發更多適合網上教學的教材及技巧。</p>	<p>本年度透過持份者問卷調查了解及分析老師及學生對混合式學習的狀況及結果：</p> <ul style="list-style-type: none"> ● 老師主要使用混合式教學策略的級別是中四及中五(中四:48%;中五:52%)。 ● 在課堂前，老師主要是運用網上練習的策略(66%)及網上練習(66%)模式作為學生加強預習及前設知識輸入。 ● 老師認為混合式學習可以提升學生學習積極性(54%);其次是能鼓勵學生自主學習(50%)。 ● 老師在混合式學習上所遇到的困難：老師需要較多的準備時間(48%);學生學習差異大(54%);學生的準備不足(40%)或自學能力薄弱(40%)。 ● 最多老師使用教學工具/課件:(1) 促進互動教學工具：Mentimeter 及 Kahoot; (2) 分享展示成果工具：Padlet 及 Interactive Whiteboard (3) 評測:Kahoot ● 最多老師使用 LMS(Learning Management System): Google Classroom / Google Form / Google Doc 。 ● 學生對混合式學習增加課堂的互動性、同學間合作學習或向同學
	<p>2. 運用混合式學習教學法</p>	<p>2. 焦點觀課—混合式學習教學法</p>		
	<p>3. 不同學科運用合適的學習管理平台(Learning Management System; LMS), 例如: Microsoft Teams, Moodle, Google Workspace for Education</p>			

目標	策略	推行方法	實行情況(2024-25)	結果
			<p>(3) <u>觀課</u> 今年是學校教學發展性觀課，按學校訂立機制，所有老師會進行發展性教學評估，以確保教學的成效，而混合式學習是其中一項評量指標之一。</p>	<p>展示學習成果等表示認同：初中(75%表示同意)；高中(65%表示同意)</p> <ul style="list-style-type: none"> ● 今年，為了加強學生的資訊素養，在不同集會或老師在課堂上，都不斷強調運用電子學習工具的有效方法。同時，今年重新訂立可行的方式，讓學生自律地在校園使用自攜裝置。從老師觀察，學生的資訊素養的認知及執行上都加強了不少，而學生自律地在校園使用自攜裝置，小息及午膳休息時間，同學互相交誼及溝通明顯進步，效果正面。 ● 從教師的交流會中，老師普遍認同混合式學習的成效，並且強調對學生的學習成果有正面影響。然而，隨著時代進步，學生需要運用 AI 的能力來幫助學習；同時，老師可以發掘不同學習平台來幫助學生學習，與時並進。

(2) 本年度學校發展計劃的評估方法

2A 量化：(1) 跨學科學習的問卷調查 (2) 經濟科、商業管理及地理學習之旅的學生問卷 質化： 科任老師會議

2B (1) 修訂講義及測驗／考試試卷 (2) 英文科老師與科任老師之間的合作

2C 量化：(1) 混合式教學在學科使用狀況及在學與教的發展方向之老師問卷調查 (2024-25) (2)混合式學習學生問卷調查

質化：(1) 教師發展日交流分享活動 (23-5-2025) (2) 教師交流會(4-6-2025) (3) 老師觀察

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	(2A)問卷調查顯示學生能增加學科的理解及增強如何解決日常生活中問題的能力。
2	(2A)學生能投入參與 STEAM/PSHE 活動的每部份。
3	(2A)透過遊學，學生可以透過現實生活中的例子來學習商業管理、經濟學及地理。它為學生提供了應用所學的寶貴機會。活動期間的匯報為他們提供了及時回顧和檢視所掌握知識的機會。整體而言，學生對活動的參與度及投入度都很高。
4	(2B)中一學生對綜合科所需技能有更深入的理解。在進行的問卷調查中，他們整體評分為 6 分中的 4.84 分。
5	(2B)中二學生對科學科所需技能有更深入的理解。在問卷調查中，他們整體評分為 6 分中的 4.56 分。
6	(2B)中二學生對歷史科所需技能有更深入的理解。在問卷調查中，他們整體評分為 6 分中的 4.46 分。
7	(2C)老師認為混合式學習能提升學生的積極性 / 投入程度(54%)，比較上一年度，增加 12%；豐富了學生的學習經驗及鼓勵自學(50%)。
8	(2C)老師透過電子教學工具可加強課堂的互動性和照顧學生學習的多樣性，進一步發展學生的自主學習和協作學習能力，對深化學習有所幫助。
9	(2C)老師透過推行混合模式的電子學習，結合線上和線下的學習活動以增進學生的學習體驗。
10	(2C)學生對混合式學習增加課堂的互動性、同學間合作學習或能向同學展示學習成果等表示認同，同時認為混合式學習能增加學習興趣，提升學習動機及趣味性。
11	(2C)從老師觀察，學生的資訊素養的認知及執行上都加強了不少，而學生自律地在校園使用自攜裝置，在小息及午膳休息時間，同學互相交誼及溝通明顯進步，效果正面。

3.2 反思	
1	(2A)全方位學習計劃的資助讓學生得以參與 STEAM 工作坊、考察活動及比賽。免費提供的 STEAM 工作坊對學生極具吸引力，並能有效幫助他們學習人工智能 (AI)、Python 程式設計及擴增實境 (AR) 等新技能。
2	(2A)一位在台中工作的舊生協調了職業體驗活動，以確保該項目的成功。
3	(2A)中四學生能夠將課堂上所學應用到台中的實際案例中，從而進一步鞏固他們的學術知識。

4	(2A)教師團隊需要接受更專業的培訓。
5	(2A)由於教學時數有限，部分課程內容或延伸單元僅能簡單涵蓋，這需要優化課程。
6	(2A)少數中四同學將學習之旅視為私人出遊，參與活動的積極性較低。
7	(2A)教師們處理不同學習活動的時間有限。
8	(2B)如有需要，會對教學材料進行修改。
9	(2B)可提供更多支持，協助學生撰寫結構良好的科學文章。
10	(2B)可加入更深入的科學主題內容及應用，特別針對 2C 班學生。
11	(2B)鑑於各科老師教學工作繁重，改善部門間的溝通極為重要。更及時的執行將大大提升學生的學習成效。
12	(2B)可增強歷史科相關詞彙的反覆操練或拼寫練習。
13	(2B)可增加更深入的內容，特別是關於使用恰當語言處理歷史資料題 (DBQ)，尤其針對 2C 班學生。
14	(2C)老師認為舉辦多些教學研討會，讓老師分享和學習最佳實踐機會。
15	(2C)老師認為混合式學習已經成熟，而老師要以協助學生進行延伸、深化學習及自主學習。
16	(2C)學生的資訊素養方面，在情意問卷中得悉部分學生自制能力不足，要提同學將電子工具作為學習用途，所以，學生的資訊素養仍有待改善。

3.3 回饋與跟進	
1	(2A)與不同科目一起舉辦往內地或其他國家 STEAM 考察團來擴闊學生的視野。
2	(2A)經濟科及企業、會計與財務概論(商業管理單元)可邀請新科目開拓新課題/ 以新形式作協作。
3	(2B)將會根據學生需求及各科所需技能，在下學年作出部分調整。
4	(2B)會安排英文及相關科任老師的課前及課後會議。
5	(2B)除了英文課將結合特定科目知識外，亦鼓勵科任老師在課堂中撥出約 5%的時間教授英語語言元素，如句構及科目特定答題模式，促使學生能於情境中整合語言技能。中一地理及中二歷史科老師已獲邀參與。
6	(2B)英文老師將著重推行跨課程閱讀 (RaC) 及跨課程寫作 (WaC)
7	(2C)隨著時代進步,學生需要運用 AI 的能力來幫助學習，因此，明年學校會著意培訓老師使用 AI 幫助教學，推動學生運用 AI 自主學習。

8	(2C)老師會主動地發掘不同學習平台來幫助學生學習，與時並進。
9	(2C)加強混合式學習以深化並延伸學習：為了深化利用不同教學策略，包括(a)混合式學習、(b)翻轉教室、(c)合作學習、(d)數位筆記以及(e)傳統教學等，教師應根據不同主題使用不同的教學方法，以改善教學成效。

關注項目 (三)：學生發展及支援：建立正向學習經驗，讓學生活出正向人生

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2024-25)

目標	策略	推行方法	實行情況(2024-25)	結果
3A 為學生建立正面的心理、社交及學習環境	1. 設計學習活動，讓學生欣賞彼此的品格強項、強化學生感恩的心及內在平安。	透過班主任課、早會及班級活動，讓學生實踐互相欣賞，感恩及感受內在平安。	學生在開學初期完成有關品格強項的問卷調查，上載 Google Classroom。 安排班主任節進行恩賞里活動。 透過班主任課中播放短片、小組討論及分享，讓同學認識品格強項如何在不同的工作上應用、管理關係和解決生活困難。 日常安排學生進行靜觀活動	<u>班主任課活動</u> 53.2%的同學同意及 13.7% 極同意他們明白在課主任課上的內容。超過 60%的學生同意她們享受在課堂上的活動。 <u>靜觀活動</u> 就學生問卷調查結果，大部分學生投入參與活動。有 49.6%的同學同意及 13.9%的同學非常同意靜觀可以讓她們輕鬆下來。
	2. 設計正向活動，讓學生了解如何實踐不同的正向元素。	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。	透過正向教育體驗活動讓同學深入認識正向元素之一：正向投入。活動當日學生被安排參與不同的工作坊及活動，學習有關正向投入的課題及思考相關方向。	有學生有 49%同學同意及 12.7% 的同學非常同意她們享受活動。有 53.2%同學同意及 13.7%同學非常同意她們明白活動中傳遞的知識。

<p>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</p>	<p>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。</p>	<ul style="list-style-type: none"> - 所有同學都參加全方位學習體驗日，透過體驗式學習。 - 全體中五同學參加工作影子實習活動或與工作相關經驗活動。 - 舉辦或參與不同的校外活動(如境內/境外遊學團、比賽、實地考察等)以豐富學生學習經驗。 	<ul style="list-style-type: none"> - 為擴闊學生視野，本校在2025年4月16日舉辦全校全方位學習校外體驗日。所有中一至中五學生於當天參與不同校外體驗式活動。 - 2024-2025學年共舉辦16個交流團。 - 舉辦了六次「其他學習經歷活動日」，為學生提供體驗式學習。 	<ul style="list-style-type: none"> - 有11個活動提供給中一至中五的學生參加。所有活動基本上能達到預期目標，學生都給予正面回饋，中一至中五學生對活動的滿意度分別為87%，92%，76%，84%及84%。
	<p>2. 中三學科揀選合適的課程內容讓學生明白如何為未來職涯做準備</p>	<p>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</p>	<ul style="list-style-type: none"> - 中三16科中的13科於今年揀選了一些學科內容，在教授過程中重點提及內容與學生將來職涯發展的關係，以提升學習的興趣。 	<ul style="list-style-type: none"> - 中三問卷發現，學生都對她們所學的知識有正面回饋，85%以上學生明白學科內容與她們將來職涯發展的關係。 - 只有63.5%學生認同她們若能明白學科內容與她們將來職涯發展的關係，她們會對學科內容更有興趣。
	<p>3. 鼓勵學生根據個人興趣及潛能參與資優及專業課程，從而發揮潛能，建立在不同領域的能力。</p>	<p>招募學生參加資優或專業課程</p> <p>鼓勵資優學生參加資優教育課程</p>	<p>推行模式</p> <p>學校加強鼓勵在個別學科或某特定範疇表現出色的學生，加入本校資優教育組。學校希望可善用「高中學生多元學習津貼」及「全方位學習津貼」，資助學生參與資優教育課程、比賽或活動，藉此發掘和培育在個別學科或特定範疇資賦優異的學生，讓她們發揮在個別學科或特定範疇的潛能。</p> <p>推行範疇</p>	<p>參與學生人數</p> <p>修讀資優教育課程：51位學生</p> <p>學生參與的資優教育課程</p> <ul style="list-style-type: none"> ➢ 香港資優教育學苑提名計劃2024/25 (共9位學生) ➢ 香港資優教育學苑課程 (現有學員) (共23位學生) ➢ 香港大學才藝學院課程 (1位學生) ➢ 香港大學發展創意施展才華課程

			<ul style="list-style-type: none"> ➤ 中文寫作及演辯 ➤ 數學 ➤ 科學 ➤ 視覺藝術 ➤ 音樂 ➤ 體育 	<p>(1 位學生)</p> <ul style="list-style-type: none"> ➤ 香港中文大學教育學院資優計劃春季/暑期 課程 2024 (共 3 位學生) ➤ 香港中文大學暑期學院課程 (共 2 位學生) ➤ 香港科技大學優才增益課程 (暑期課程 2025) (共 5 位學生) ➤ 香港科技大學優才增益課程 (暑期學院 2025) (共 2 位學生) ➤ 香港理工大學應用數學系課程 (共 5 位學生) <p>成效 96.7% 參與資優教育課程、比賽或活動的學生，同意她們能從中學習不同的技能，如學習技巧、思考方法、創意思維，以助將來發展。 96.7% 參與資優教育組的學生，表示十分欣賞本組推薦給她們的課程、比賽或活動。</p>
<p>3C 建立可持續的生活模式和促進靈性健康發展</p>	<p>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。</p> <p>2. 以天主教社會訓導的原則，加強學生對受造物的關注</p>	<p>1. 問卷</p> <ul style="list-style-type: none"> - 70% 學生於這學年參加多於一種靜觀活動 - 70% 學生同意靜觀活動有助她們身心鬆弛的鍛鍊 <p>2. 教師回饋</p> <ul style="list-style-type: none"> - 100% 中二及中五級宗教及倫理科老師曾以天主教社會 	<p>1. 中五級宗教及倫理科：課題「環境倫理」及「發展與保育」。</p> <p>2. 中二級宗教及倫理科：課題「願祢受讚頌」，並配合全方位學習活動日(包括生態行，淨灘活動，米埔，露營活動)。</p> <p>3. 8 月份舉辦「韓國交流活動」，12 位同學與 15 位韓國就聯合國可持續發展目標 (SDGs) 進行交流。</p>	<ul style="list-style-type: none"> - 51.8% 學生覺得午間的靜觀時間 (meditation) 能讓她們靜下來。 - 94.1% 中二學生認為活動能增加她們對環境保育的意識。 - 93.2% 中二學生認為活動能增加

	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	訓導的原則教授環境保育相關議題 - 問卷: 80% 中二及中五級學生認同其環境保育意識有所提高 3. 質化評估: 透過學生的心靈札記了解學生在活動中的得著和感受	4. 於中六級宗教及倫理科舉辦密集式的靜觀活動。	她們對環境保育的知識。
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(2) 本年度學校發展計劃的評估方法

本年度學校發展目標的評估方法如下：

3A 學生及老師問卷調查、觀察

3B 參與學生的學習反思。

3C 學生問卷、觀察及學生反思

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	(3A) 建立正面的心理、社交及實體環境。
2	(3A) 學生對正向生活態度的意識提高了。
3	(3A) 學生對於不同的正向元素及品格強項有較深入的了解。
4	(3A) 學生認識了不同的正向技巧及方法。
5	(3B) 學生在學校鼓勵下參與一些不擅長的活動，讓她們走出舒適圈。
6	(3B) 51 位學生已修畢校外機構資優教育課程。
7	(3B) 72 位學生參加了與資優教育組相關的比賽。

8	(3B) 125 位學生參加了與資優教育組相關的活動或校本資優課程。
9	(3B) 60 位學生，分別在中文寫作、生物、數學、模擬法庭各項比賽中獲得獎項。
10	(3C) 加強了學生對環境的覺察。
11	(3C) 透過不同活動鼓勵了學生接觸大自然。
12	(3C) 透過靜觀活動幫助學生減輕壓力及焦慮、以及她們自我調節情緒的能力。

3.2 反思	
1	(3A) 正向體驗日及班主任課的活動需加入多些學生互動的時段，亦需要安排更有趣的活動。
2	(3B) 雖然學生清楚不同的學科內容如何與她們的生涯發展有關，但她們仍然對某些學科難以產生興趣。這與某部分學生可能已有非常清晰的人生規劃有關。
3	(3B) 大部分本校資優教育組的學生，能透過參與資優教育的課程、比賽或活動，深入瞭解自己資賦優異的範疇，以助學生發展潛能，達致以下成效：提升學習能力、發展思維能力、發揮創造力、鞏固知識/概念/理論、釐清概念/理論、擴闊視野、發展資賦才能。
4	(3B) 資優教育組顧問老師宜積極尋找多樣的校外資優教育資源，期望可協助更多不同學習風格的學生，發展她們在特定範疇的資賦才能。
5	(3C) 可邀請多一些學科加入消費行為及生活模式有關的課題。
6	(3C) 可向學生提供其他面向的靜觀練習。

3.3 回應與跟進	
1	(3A) 需要提供更多指示給班主任在每周金句的活動上。
2	(3B) 建議科任老師可於課堂強調學科如何幫助她們發展未來生活所需的軟技能及價值，而非只是與職業的聯繫。
3	(3B) 鼓勵學校資優教育組的顧問老師，透過校本資優課程及校外資優課程或比賽，引導學生循序漸進，配合多方面的資源發展資優潛能，建構寬廣的知識基礎及共通能力，以助規劃適合自己資優能力的升學發展。
4	(3B) 鼓勵資優教育組的顧問老師，多方面找尋校外資源，以助不同學習風格的學生，發展不同方面的資優潛能。
5	(3B) 下年度將邀請電腦科老師，加入資優教育組，協助有潛質的學生發展電腦知識方面的能力。

6	(3C) 靜觀練習可加入引導，優化練習的成效。
7	(3C) 可向學生提供其他面向的靜觀練習

VI. Appendix

(b) Report on the use of Capacity Enhancement Grant (CEG) 24/25

Report on the use of Capacity Enhancement Grant (*Actual Income \$676,944*)

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To reduce teachers' workload, enabling them to focus on developing effective learning and teaching strategies.	Employ teachers / TA to assist with ERE and library lessons in order to reduce teachers' workload. Employ 2.0 TA	Teachers' workload would be relieved, allowing them to devote more effort to addressing the diverse and special learning needs of students.	09/2024 - 08/2025	Salary (including MPF) of TA – Budgeted Expenses \$575,000 (Actual Expenses: Salary of TA \$417,537.06)	1. Teachers' workloads would be relieved. More effort could be put into coping with students' diverse and special learning needs. 2. Students' academic results.	1. TSA results 2. HKDSE Result	Principal, Head of Departments concerned

VI. Appendix

(c) Report on the Use of SB After-school Learning 24/25

School-based After-school Learning and Support Programmes 2024/25 s.y. School-based Grant—Programme Report

Name of School: DMHC Siu Ming Catholic Secondary School

Staff-in-charge: Chu Ching Han / Yeung Wai Tong

Contact Telephone No.: 2424 1796

A. The number of students (count by heads) benefitted under this Programme is 31 (including A. 9 Comprehensive Social Security Assistance (CSSA) recipients, B. 22 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 0 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Guitar Classes	2	3	0	> 90%	01/09/24-31/08/25	\$16,740	Questionnaire	Rondo Music Education	
Strings Classes	0	3	0	> 90%	01/09/24-31/08/25	\$10,080	Questionnaire	HK Cantonese Orchestra	
Woodwind Classes	3	5	0	> 90%	01/09/24-31/08/25	\$17,920	Questionnaire	Treble Clef Music	
Chinese Instrument Classes	1	3	0	> 90%	01/09/24-31/08/25	\$13,650	Questionnaire	Vincent Music Education Ltd	
SA Leadership Training	1	0	0	100%	07/25-08/25	\$250	Questionnaire	Joint School SA	
Sports Team Training – Table Tennis	1	2	0	> 90%	01/09/24-31/08/25	\$1,500	Questionnaire	LCSD	
Sports Team Training – Volleyball	0	1	0	> 90%	01/09/24-31/08/25	\$500	Questionnaire	LCSD	
Sports Team Training	0	2	0	> 90%	01/09/24-31/08/25	\$3,280	Questionnaire	N/A	
Sports Study Tour to Japan	2	5	0	100%	29/06/25-02/07/25	\$35,000	Questionnaire	Wanna Travel Ltd	

Innovative Chemistry STEM Programme	0	2	0	100%	07/25	\$7,000	Questionnaire	The Chinese University of HK	
Total no. of activities: <u>10</u>									
@No. of man-times	10	26	0		Total Expenses	\$105,920			
**Total no. of man-times	36								

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer

services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills	✓					
c) Students’ academic achievement	✓					
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills	✓					
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life	✓					
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box.)

- unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify the reason(s) : _____);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

VI. Appendix

(d) Report on the Use of the Promotion of Reading Grant 24/25

Report on the Use of the Promotion of Reading Grant 24/25

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

Part 1: Evaluation of the Effectiveness

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

Part 2: Financial Report

	Item*	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books		
	<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)	\$30,000.00	\$39,606.80
	Chinese Books (語言及文學類、歷史類、哲學類、社會科學類、自然科學類、應用科學類、美術遊藝類.....)		
	Magazines		
	e-Books		
	Sub-Total	\$30,000.00	\$39,606.80
2.	Web-based Reading Schemes		
	<input checked="" type="checkbox"/> e- Read Scheme	\$20,000.00	\$32,867.00
	<input type="checkbox"/> Other Scheme : _____		
	Sub-Total	\$20,000.00	\$32,867.00
3.	Reading Activities		
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$18,000.00	\$3,090.90
	<input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses		
	Sub-Total	\$18,000.00	\$3,090.90
	Total	\$68,000.00	\$75,564.70

* Please tick the appropriate boxes or provide details.

VI. Appendix
(e) Report on the Use of Life-wide Learning Gr

Sep 2024 ver.

2024 - 2025 School Year Report on the Use of the Life-wide Learning Grant
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	Prefects Leadership Training Team building learning day camp	22/3/2025	S3-S5	70	\$22,400.00	\$320.00	E6	Discipline Team	Satisfactory	✓				
2	S1 ABC Camp To train students problem solving and communication skills	5/11/2024	S1	132	\$16,000.00	\$121.21	E6	Counselling Team	Majority of students actively participated the activity.	✓				
3	S2 Growth Scheme To train student how to face failure	5/11/2024	S2	126	\$28,000.00	\$222.22	E6	Counselling Team	Students learned how to face failure	✓				
4	S4 Adaptation Program To train student problem solving skills	30/9/2024	S4	109	\$27,200.00	\$249.54	E6	Counselling Team	Students learned problem solving skills	✓				
5	S5 Motivation Program To mentally prepare student to face future challenges	28/2/2025	S5	110	\$10,000.00	\$90.91	E6	Counselling Team	Students learned different tactics to relief stress	✓				
6	校際朗誦節(粵語組) To encourage students to enroll in speech activities and to boost students' confidence in speaking	1/9/2024	S1-S5	24	\$3,960.00	\$165.00	E1	Chinese Language	All the participants worked hard for the competitions. It boosts student's confidence through trainings.		✓			
7	S1 Learning Strategies Program To learn how to use different strategies to study different subjects	30/9/2024, 4/12/2024	S1	132	\$24,000.00	\$181.82	E6	S1 Learning Strategies Program	Most of the students agreed that they learnt how to use different strategies and memorization method to study. Some of the students wanted to learn even more after the programme.			✓		
8	寫作工作坊 To boost student's creativity and writing skill and raise their interest	Sep 2024 - Apr 2025	S2-S5	42	\$14,400.00	\$342.86	E5	Chinese Literature	Students enjoyed and fully engaged in the activities.			✓		

9	<p>S5 English Theatre Excursion On 4th March, 2025, a drama excursion was organized for the S.5 students to witness the English adaptation of the historical epic 'Rousing the Dragon', which was an excerpt from the classical story, 'Romance of the Three Kingdoms'.</p>	4/3/2025	S5	116	\$4,200.00	\$36.21	E1, E2	English Language	The program included a pre-show workshop, a one-hour performance, a post-show immersion activity, and access to e-learning materials.	✓				
10	<p>Hong Kong Schools Speech Festival (English Speech) Entry fee for the Hong Kong Schools Speech Festivals (English Speech)</p>	18/11/2024	S1-S4	67	\$6,296.00	\$93.97	E1, E2	English Language	Participants developed proficiency in speech performances by receiving coaching from the English teachers and improved after series of practice. The participants of the duologue also had better cooperation and became more expressive speakers of English.	✓				
11	<p>Sex Education Workshop (S2-S5) To equip students with essential knowledge and skills and values related to sex and relationships</p>	Sep 2024 - Aug 2025	S2-S5	445	\$6,034.00	\$13.56	E1	E&RE	Students showed a significant improvement in understanding sex related knowledge. It is hoped that students will hold a more serious respectful attitude regarding sexuality and relationships.	✓				
12	<p>ERE experiential learning To enhance student understanding of Catholic Faith through hands-on, real-world experiences.</p>	Sep 2024 - Aug 2025	S6	98	\$11,417.00	\$116.50	E1, E2	E&RE	91% of students said they enjoyed the activities, and the activities are useful for them	✓				

13	Cheung Chau 2-day-1-night geography fieldtrip To equip students with skills and knowledge of designing, conducting and analyzing the data collected from a fieldwork	28-29/11/2024	S5	22	\$7,232.00	\$328.73	E1	Geography	All students have completed the assignments. 100% of them got 80 out of 100 in the assignment. They showed thorough understanding on how to conduct a geography fieldwork.	✓				
14	S3 leadership workshop To explore S3 students potentials and their characteristics to be future leaders.	6/3/2025	S3	100	\$12,000.00	\$120.00	E6	ECA	The overall result was satisfactory. S.3 students were more confident to express the ideas in the activities.					✓
15	第74屆香港學校朗誦節(普通話組) To encourage students to enroll in speech activities	18/12/2024	S1-S5	17	\$2,805.00	\$165.00	E1	Putonghua	All the participants worked very hard for the competitions. It boosts students' confidence through trainings. One student won the champion and one student won the 1st runner-up.	✓				
16	S4 Community Service For hiring tutors and materials fee to conduct community service for S4 students.	Sep 2024 - Aug 2025	S4	111	\$22,878.20	\$206.11	E1, E5, E7	OLE	Students are satisfied with the program.			✓		✓
17	Chinese debate training, inter-school debate competitions To promote debating, to enhance students' critical thinking skill and language usage ability.	Oct 2024 - Jul 2025	S1-S5	20	\$29,550.00	\$1,477.50	E5	Chinese Language	Students have better results in debate competitions	✓				
18	Talent Development Program To develop the talents and potential of the students and encourage them to learn more systematically.	Sep 2024 - Aug 2025	S1-S5	122	\$53,235.00	\$436.35	E1, E5, E6	Gifted Education	96.7% of students who participated in courses, competitions, or activities agree that they can learn different skills from them, such as learning techniques, thinking methods, and creative thinking, to aid their future development.	✓				

19	中華文化體驗計劃-彩繪陶瓷 Learn to paint lines on porcelain, and understand the traditional techniques and wisdom of ceramic painting.	27/6/2025	S1	35	\$680.00	\$19.43	E2	Moral, Civic and National Education	94.7% of students agree that painting ceramics enhanced their understanding and interest in Chinese culture.		✓			
20	Various activities related to Visual Arts To organise various Visual Arts related activities like Art Tour, courses, workshops, etc	Sep 2024 - Aug 2025	S2-S6	88	\$52,215.77	\$593.36	E1, E5	Arts (Visual Arts)	Students gained confidence and enhanced painting skills through effective drawing training, exploring oil painting, pottery, relief art, and digital art. Inspired by Picasso's masterpieces, they created impressive works showcased in an art exhibition. Every participant received an award, making their learning meaningful, fruitful, and broadening their artistic horizons.			✓		
21	Drama Club Train students in drama skills and participate in the school drama festivals.	Oct 2024 - May 2025	S1-S5	25	\$17,125.00	\$685.00	E5	ECA	The students mastered drama skills, enhanced their knowledge, and gained a better understanding of themselves. Both the on-stage and behind-the-scenes personnel were dedicated to participating in the drama festival and performed well.			✓		
22	Sports team training To subsidize students participating in various sports events	Sep 2024 - Aug 2025	S1-S6	120	\$71,255.24	\$593.79	E5	Physical Education	Over 85% of the students agrees that the training is useful			✓		

23	Positive Education To create a learning environment for student to acquire the skills and knowledge of how to lead a positive life	6/3/2025	S1, S2, S4	300	\$47,250.00	\$157.50	E1	Student Formation and Student Support Section	Student learned skills and knowledge about positive Education. About 49% agreed and 12.7% strongly agreed that they are relaxed when participating the program. 53.2% agreed and 13.7% strongly agreed that they understand the knowledge delivered in the program.	✓				
24	English Writing Class S.1 to S.2 English Enhancement Program (focus on 4 language skills)	Apr 2025 - May 2025	S1, S2	11	\$6,080.00	\$552.73	E5	English Language	Students gained a better understanding of the 4 skills after the class	✓				
25	English Club Festive activities (Christmas and Easter)	Dec 2024, April 2025	S1-S3	60	\$1,492.09	\$24.87	E7	English Language	Students gained more knowledge from the festive activities, developed a deeper understanding of the festival, and enhanced their English language learning.	✓				
26	Whole School Pilgrimage Encourage students and staff to deepen their faith and relationship with God through prayer, reflection, and participation in the pilgrimage.	Jun 2025	S1-S5	571	\$21,450.00	\$37.57	E2, E5	Spiritual Formation	The pilgrimage successfully enhanced spiritual growth and community building. Students were attentive in prayer and reflection, demonstrating increased confidence and understanding of their faith.	✓				

27	<p>Katso Leadership training camp To develop the leadership skills and spiritual maturity of Catholic leaders within the school, empowering them to inspire and guide their peers through faith-based initiatives, community service, and effective communication, while fostering a deeper understanding of their role in the Church and the school community.</p>	Jun 2025	S2-S5	41	\$17,490.00	\$426.59	E1, E2	Spiritual Formation	The leadership training camp effectively enhanced Katso Com members' skills in communication, teamwork, and spiritual growth. students actively engaged in discussions and activities, demonstrating increased confidence and commitment to their roles.		✓			
28	<p>Salesian Youth Day To provide students with opportunities for fellowship, personal growth, and spiritual development, fostering a sense of belonging and community while engaging in faith-based activities in the Salesian family.</p>	26/4/2025	S2-S5	40	\$2,450.00	\$61.25	E1, E2	Spiritual Formation	SYD successfully engaged students in environmental stewardship. Students demonstrated increased awareness of ecological issues and developed actionable strategies for sustainable living.		✓			
29	<p>Joyful @Siu Ming Program (樂蕭遙大使計劃) To facilitate the social adjustment of selected S.1 students</p>	Sep 2024 - Jun 2025	S1	20	\$7,449.80	\$372.49	E1, E2, E6	Counselling Team	Students developed closer friendship with classmates and adapted to the secondary school environment		✓		✓	
30	<p>Music Activities and Competitions The Chinese orchestra and string ensemble are school team which has weekly rehearsals and would participate in public competitions and performances. The program is to train student's musicianship and ensembleship</p>	Sep 2024 - Aug 2025	S1-S6	150	\$82,944.79	\$552.97	E1, E2, E5	Arts (Music)	Students have got great results in external competitions including 1 Bronze, 3 Silver and 3 Gold awards in Interflow, Hong Kong Inter-school Choral Festival, Hong Kong Schools Music Festival and Joint School Music Competition				✓	

31	中藥園計劃 Cooperative educational program with HKBU about traditional Chinese medicine	Sep 2024 - Aug 2025	S1-S6	681	\$24,387.00	\$35.81	E1, E6, E8	Biology	The evaluation results were positive, and the related workshops enhanced students interest in and basic understanding of Chinese herbal medicine.	✓				
32	Whole school Life-wide Learning Excursion Day To broaden the horizons of the students, a whole school life-wide learning excursion day was organized on 16 April 2025. All S.1-S.5 students participated in various experiential learning activities outside school or study tours on that day.	16/4/2025	S1-S5	577	\$60,800.00	\$105.37	E1, E2, E6	Life-wide Learning Team	S.1: 92% of students agreed that the activity can enhance their sense of national identity. 85% of students thought that the activities improved their understanding of Chinese culture and enhanced their interests in Chinese Culture. 87% of students enjoyed the activities. S.2: 92% of students were happy about the trip they were assigned to. 94% of students thought that the activity had increased their environmental awareness. 93% of students thought that the					✓
33	Activities subsidies reserved for Half-subsidize students To help students with financial difficulties to participate in different in-school activities, such as sports and music activities	Sep 2024 - Aug 2025	S1-S6	17	\$39,226.00	\$2,307.41	E1, E3, E6	Student Support	Students with financial difficulties were able to participate in different sports interest class and music classes. They had satisfied attendance and were able to perform in the school.			✓		

34	<p>Birdwatching team training and competition fee To provide transportation fee and competition application fee to join birdwatching competition and activities</p>	Sep 2024 - Aug 2025	S1-S5	20	\$7,112.00	\$355.60	E1, E2	Birdwatching Team	Students joined three inter-school competitions. Although no awards had been won, students enjoyed the activities and had demonstrated what they have learnt during the training session in the competitions. Students' physicality and knowledge about birds also improved.			✓		
35	<p>Dance Society To foster creativity, community and cultural appreciation through the art of movement.</p>	Sep 2024 - Jul 2025	S1-S5	17	\$43,674.00	\$2,569.06	E5	ECA	Students can perform the dance well with appropriate skills taught by teachers.			✓		
36	<p>Student Leadership Training Camp A student leadership training camp is designed to empower student leaders with the mindset, skills and confidence to lead effectively in school. The objectives are to develop students self awareness, build communication skills, foster teamwork and collaboration, promote creativity and courage.</p>	27-28/6/2025	S2-S6	144	\$63,118.40	\$438.32	E1, E2, E7	ECA	The camp revealed strong positive outcomes. It improved the understanding of leadership roles, enhanced emotional and social skills and enhanced stronger group unity. It fostered leadership qualities among students. Students were more confident and better equipped to take up leadership roles in future.			✓		

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	<p>現代化的光與影:明治維新及中日歷史文化5天考察團</p> <p>The study tour, organized by the World History and Chinese History departments, explores the theme "The Light and Shadow of Modernization." It examines China and Japan's responses to modernization since the late 19th century, aligning with high school curricula on their modernization and late Qing reforms.</p>	16-20/04/2025	S4-S5	20	\$134,040.00	\$6,702.00	E1, E3, E4	History and Chinese History Department	Most of the students participating in this study tour are satisfied with the arrangements, content, and experiences they had during the tour. However, some students reflected on the difficulties posed by the language barrier, as they did not understand some of the introductions to the sights and exhibits. Students were mostly engaged in the learning activities, particularly the sharing talk delivered by an atomic bomb		✓		
2	<p>BAFS, Economics and Geography Tai Chung Study Tour</p> <p>The tour develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning</p>	16-20/04/2025	S4	30	\$42,010.00	\$1,400.33	E1, E4	BAFS, Economics and Geography	100% of students feel satisfied or very satisfied with the study tour, and they would recommend it to other students. Students can effectively demonstrate what they learned from the study tour, such as considering the factors involved in setting up shelters in Taichung and creating a Vlog related to eco-tourism to present at the end of the tour.				✓

3	南京歷史文化交流考察團 Understand the history of Nanjing and learn about significant historical events and figures in modern China, recognize the spirit of defending the homeland and resilience, and acknowledge the importance of safeguarding national security.	21-24/12/2024	S3-S5	30	\$29,997.00	\$999.90	E1, E2	Chinese History Department	The students deepened their understanding of Nanjing's history and culture, and they were satisfied with the itinerary, meals, and accommodation arrangements of the Nanjing study tour.	✓						
4	New Zealand Study Tour The New Zealand study tour immerses students in the country's rich Maori culture, stunning landscapes, and unique ecosystems.	12-27/7/2025	S1-S4	30	\$120,000.00	\$4,000.00	E3, E4	English Language	Students gained wider perspectives and expanded their horizons after the New Zealand study tour.	✓						
5	上海閱讀與文化遊學團 Let students experience the noble character of historical sages through literary and historical study tours, and feel the charm of Shanghai's reading culture.	16-19/4/2025	S2-S5	30	\$42,190.00	\$1,406.33	E1, E4	Chinese Literature, Chinese History and Library Reading Promotion Team	Students engaged in study tours and visits to explore the depth of Shanghai's history and literature, experiencing the atmosphere of its reading culture.	✓						
6	Japan Training Tour Sports teams training	29/6/2025 - 2/7/2025	S1-S5	30	\$120,000.00	\$4,000.00	E1, E2, E3, E4, E5, E6	Physical Education	Over 90% of the participants has positive feedback on the tour.				✓			
(Please insert rows above if the space provided is insufficient.)																
Sub-total of Item 1.2				170	\$488,237.00											
Expenses for Category 1				5,365	\$1,429,757.15											

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	Installing Music Instruments	Purchasing music instruments and softwares. Replaced instruments allow students to produce better timbre and more satisfaction in their own performance	\$55,432.00

2	Purchasing birdwatching equipment	Purchasing camera and tripod for birdwatching activities	\$22,470.00
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$77,902.00
Expenses for Categories 1 & 2			\$1,507,659.15

Category 3: Number of Student Beneficiaries

Total number of students in the school:	675
Number of student beneficiaries:	675
Percentage of students benefitting from the Grant (%):	100%

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

*** Input using the following codes; more than one code can be used for each item.**

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

VI. Appendix

(f) Report on the Use of Student Activities Support 24/25

Jul 2025 ver.

2024/25 School Year Report on the Use of the Student Activities Support Grant DMHC Siu Ming Catholic Secondary School

I. Financial Overview

A	Allocation in the Current School Year:	\$92,950.00
B	Expenditure in the Current School Year:	\$93,443.00
C	Unspent Amount to be Returned to the EDB (A – B):	-\$493.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	8	\$20,538.00
Full-grant under the School Textbook Assistance Scheme	18	\$49,905.00
Meeting the school-based financially needy criteria	1	\$23,000.00 (capped at 25% of the total allocation for the school year)
Total	27	\$93,443.00

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Athletics Training Class	Physical Education	2	\$1,000.00	✓		✓		
2	Badminton Class	Physical Education	1	\$500.00	✓		✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
3	Street Dance Training Class	Physical Education	1	\$420.00	✓		✓		
4	Chinese Instruments Classes	Arts (Music)	3	\$11,700.00	✓		✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			7	\$13,620.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Shanghai Reading Exchange Study Tour	Chinese Language	4	\$9,920.00		✓	✓		
2	Taichung Business Exchange Study Tour	General Studies	2	\$10,000.00		✓			✓
3	Sino-Japanese History Exchange Study Tour	History	3	\$15,000.00	✓	✓			
4	Nanjing Historical Study Tour	History	5	\$12,500.00	✓	✓			
5	Xiamen Technology Exchange Study Tour	Science	7	\$4,403.00		✓			✓
6	New Zealand Study Tour	English Language	1	\$5,000.00		✓			
7	Youth Pilgrimage Tour	Values Education	1	\$23,000.00	✓	✓		✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			23	\$79,823.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			30	\$93,443.00					

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

Contact Person for Student Activities Support Grant (Name & Post):	CHAN CF (TEACHER) YEUNG WT (EO)
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VI. Appendix

(g) Report on the Use of Diversity Learning Grant 24/25

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

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload For a more diverse curriculum	1. Course fee for NSS Students taking DSE Music, ERE & Teacher to help in pastoral care of students 2. Course fee for Gifted Education Program Course Fee & Employ TA to support the teacher with administrative and teaching duties.	More of teacher's effort can be put into DSE network program of ERS Music teacher can attend to ECA of the department	09/2024 - 08/2025	Salary (including MPF) of Teacher & Course Fee) Budget Expenses \$100,000 (Actual Expenses: Course Fee \$108,963.30)	100% level 2 in DSE ERS	DSE results	Principal, Head of Departments concerned

Report on the use of Diversity Learning Grant (Other Lang.) to relieve teachers' workload and to facilitate continual effective teaching for NSS (*Actual Income \$21,500*)

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 Japanese Language Course Fee	To enrich students' in language development; Prepare for HKDSE Japanese Language Reduce the teachers' workload	09/2024 - 08/2025	Course Fee Budget Expenses \$40,000 (Actual Expenses: Course Fee \$21,500)	1. S 6 Cambridge Assessment International Education 100% Grade E or above 2. S.6 Japanese-Language Proficiency	DSE results	Principal, Head of Departments concerned

						Test 100% N3 or above		
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VI. Appendix
(h) Report on the Use of the Citizenship and Social Development Grant

Annex 1

To: Permanent Secretary for Education
(Attn: Citizenship and Social Development Section, Curriculum Development Institute)

Address: Citizenship and Social Development Section
13/F Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong

Fax No.: 2573 5299 / 2575 4318

[Please complete and return this report to the Citizenship and Social Development Section of the EDB on or before 30 September 2025.]

**Report on the Use of the Citizenship and Social Development Grant
(Updated Version)**

1. Our school has spent the Citizenship and Social Development Grant (the CS Grant) on the following areas:

	Area	Actual Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	HK\$51,100.40
ii.	Subsidising students and/or teachers to take part in Mainland interflow activities or study tours in relation to the CS curriculum	HK\$153,950.00
iii.	Organising school-based learning activities in relation to the CS curriculum	HK\$49,572.58
iv.	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	HK\$49,170.00
v.	Others (please specify): _____ _____	
	Total Expenditure:	HK\$303,792.98
	Unspent Balance:	- HK\$3,792.98

(The deficit is paid by EOEBG)

Annex 1 (cont'd)

2. As at 31 August 2025, the CS Grant

- has been fully spent.
- has an unspent balance of \$ _____ which will be returned to the EDB.
- has an unspent balance of \$ _____ which will lapse. **[Applicable to government schools]**

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

3. Declaration

This is to certify that:

- i. Our school has acted in accordance with the principles and ambit set out in EDBCM Nos. 83/2021 and 174/2023, as well as the requirements of relevant guidelines, circulars and letters issued by the EDB from time to time when using the CS Grant and other relevant grants and subsidies. All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines, as well as circulars and guidelines on procurement procedures applicable to our school;
- ii. All expenditure items are supported with documentary proofs. The financial records, invoices and receipts of all activities have been properly processed and filed in accordance with the accounting procedures for auditing and inspection purposes by the EDB;
- iii. Our school will submit the annual audited accounts (if applicable) to the EDB within the prescribed period after the end of the 2024/25 school year, in which the total income and expenditure of the CS Grant will be recorded; and
- iv. The information provided in this Report is true and accurate. We understand that the EDB has the right to request the school to provide documentary proof of the expenditure for auditing and inspection purposes. The school is required to return the disbursed amounts that do not belong to the subsidised items of the CS Grant to the EDB.



Signature of Supervisor / Principal* : [Signature]

Name of Supervisor / Principal* : Ms. Leung Pui Shan

Name of School : DMHC SIU MING CATHOLIC SECONDARY SCHOOL

Contact Number : 2424 1796

Date : 22 SEP 2025

* Please delete as appropriate

VI. Appendix

(i) Report on the Use of the Sister School Scheme 24/25

DMHC SIU MING CATHOLIC SECONDARY SCHOOL

Report on Sister School Scheme Exchanges

2024/25 School Year

Name of the Mainland Sister School (1): 東莞暨大港澳子弟學校

(2): Nil

(3): Nil

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1	Tour Fee (姊妹學校東莞交流之旅) <ul style="list-style-type: none">● Date: 23/6/2025-24/6/2025● No. of Participants: 40 Students & 4 Teachers● Location: 東莞暨大港澳子弟學校	Teachers: <ul style="list-style-type: none">● Exchange and share teaching and learning experience● Professional development of teachers Students: <ul style="list-style-type: none">● Understand the learning environment in a Mainland school	<ul style="list-style-type: none">● Student will write reflection and sharing of the visit	<ul style="list-style-type: none">● To offer additional places for teachers across various subjects and students from different grade levels to engage in exchange activities in Mainland China.
2	Transport Fee (2025粵港澳大灣區AI科創人才協同培養交流活動) <ul style="list-style-type: none">● Date: 12/7/2025● No. of Participants: 2 Teachers (AVP)● Location: 東莞暨大港澳子弟學校	Students: <ul style="list-style-type: none">● Embrace cultural diversities in order to build harmonious relationships between HK and Mainland students● Understand the cultural difference in two places		

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	Name of the item	Examples:		
	Tour Fee (姊妹學校東莞交流之旅)	Tour fees for visiting the Mainland sister school	HK\$49,192	
		Expenses on activities jointly organised by sister schools in Hong Kong		
	Transport Cost (2025粵港澳大灣區AI科創人才協同培養交流活動)	Transportation fees	HK\$792	
	Salary of Teaching Assistant	Salary for the supporting staff for handling the administrative work of the sister school exchange activities	HK\$33,000	
		Expenses on video-conferencing facilities		
		Expenses on materials used in the exchanges		
		Others		
		Total:	HK\$82,984	
		Annual Balance of Grant:	HK\$165,439	

VI. Appendix

(j) Report on the Use of the Moral & National Education Grant 24/25

「德育及國民教育津貼」報告 24/25

計劃統籌老師：梁佩珊校長

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
學校行政	<ul style="list-style-type: none"> ● 透過教職員會議及國情教育講座，讓教職員、學生認識國家歷史、了解《基本法》及《香港國安法》的立法背景、內容和意義等，以及向教職員發放政府相關的資訊。 ● 每周舉辦升國旗儀式，又安排學生作「國旗下講話」，分享國家新近發展、中華文化、中國歷史、國旗、國徽、國歌的意義等，培養他們的國家觀念和國民身份認同。 ● 安排校園展板展示與國家歷史發展的事件、改革開放以來國家成就各方面的成就、國家憲法日、全民國家安全教育日等的展板，讓學生了解歷史、探索國家的未來發展及反思自己對國家的貢獻。 	24/25	修訂預算 \$60,000 實際支出： 教材教具 - 校本教育活動 \$6,560.76 南京遊學團 \$51,310.00 陽江開平之旅 \$1,242.00 其他 \$600.00 <hr/> HK\$59,712.76	梁佩珊校長 郭鳳玲老師	已落實

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
	<ul style="list-style-type: none"> ● 舉辦與國民教育相關的活動，如國慶日、全民國家安全教育日、五四運動早會及網上問答比賽等，並購買相關的國情禮物，以提升同學對該議題的認識，提升國民身份認同。 ● 舉辦內地遊學團，讓學生親身、近距離目睹及感受國家發展的最新狀況，提升國民身份認同。 				

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

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

香港島及新界東區學校：3509 8573

九龍區學校：3509 8572

新界西學校：3509 8569

（學校請於 2025 年 11 月 28 日或之前提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生¹的普通中學²

**加強支援非華語學生的中文學與教
額外撥款
2024/25 學年學校報告（普通中學適用）**

學校註冊編號：113794 (6 位數 SCRNs)

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

總統籌人員職位： 副校長 中文科主任 中文科任教師

其他（請說明）：_____

按教育局通告第 8/2020 號，本校在 2024/25 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 評估非華語學生的中文學習需要

本校於 2024/25 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

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

(2) 安排非華語學生考取合適的中國語文資歷

於 2024/25 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試	/		
(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

- (3) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2024/25 學年獲提供的額外撥款 A 159,041 元 / 331,453 元，以及 2023/24 學年額外撥款累積餘額³（如適用） B 0.00 元（請注意：此項資料必須與(i)本額外撥款 2023/24 學年學校報告和(ii)學校經審核的周年帳目的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

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

校本支援措施		運用 額外撥款	整合 其他資源 ⁴
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁵ （請於第(4)(a)項提供補充資料）		
	<input checked="" type="checkbox"/> 教學助理 (0.49) 名	\$ 159,041.00	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	
	<input type="checkbox"/> 教師 () 名	\$	
請以小數表示（如適用）			
備註（如適用）：			
(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(4)(b)項提供補充資料）	\$	
(c)	<input type="checkbox"/> 僱用專業服務（請於第(4)(a)項及／或第(4)(c)項提供補充資料）		
	翻譯／傳譯服務	\$	
	校外導師／機構舉辦課後中文學習班	\$	
(d)	<input type="checkbox"/> 舉辦推廣共融校園活動／提高多元文化及宗教敏感度的活動及／或提供相關服務 （請於第(4)(c)項提供補充資料）	\$	
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	
運用額外撥款總支出 <input type="checkbox"/> C [(a) + (b) + (c) + (d) + (e)]		\$ 159,041.00	
（請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和）			

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

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

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

請在適當的方格內加上「√」號

- (b) 本校已購買促進非華語學生學習中文的教學資源，詳情如下：
(請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)

教學資源

(i)

(ii)

- (c) 本校已舉辦共融校園／多元文化活動及／或提供相關服務，詳情如下：

(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／提高多元文化活動及宗教敏感度的活動及／或提供相關服務)

- (i) 舉辦推廣共融校園／多元文化活動的例子

1. 活動內容：

2. 活動內容：

- (ii) 加強與非華語學生家長的溝通和家校合作 (可選多於一項)

- 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
- 與非華語學生的家長討論其子女的學習進度 (包括中文學習)，並按需要解釋及強調學好中文的重要性
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 其他 (請說明：_____)

VI. Appendix

(I) Report on the Use of the One-off Grant for Mental Health at school

Annex 1

To: Permanent Secretary for Education

(Attn: Educational Psychology Service (Kowloon 1) Section, Special Education Division)

Address: Educational Psychology Service (Kowloon 1) Section

Room W201, 2/F, West Block, Education Bureau Kowloon Tong Education

Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2715 8056

[Please complete and return this report to the Educational Psychology Service (Kowloon 1) Section of EDB on or before 30 September 2025.]

Report on the Use of the “One-off Grant for Mental Health at School”

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

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	HK\$58,800
ii.	Providing support services related to enhancing the mental health of students and teachers	
iii.	Designing and producing school-based learning and teaching resources related to mental health	HK\$1,200
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	
v.	Others (please specify): _____	
	Total Expenditure	HK\$60,000
	Unspent Balance	Nil

2. As at 31 August 2025, the Grant

has been fully spent.

has an unspent balance of \$ _____ which will be returned to EDB.
[Applicable to aided, caput and DSS schools]

has an unspent balance of \$ _____ which will lapse. **[Applicable to government schools]**

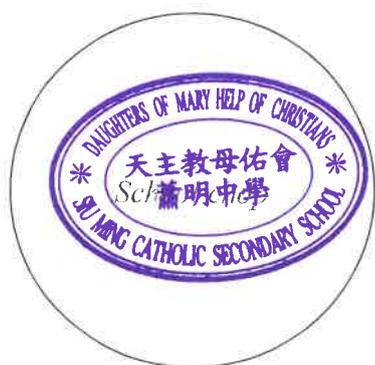
(Please put a “✓” in the appropriate box)

Annex 1 (cont'd)

2. Declaration

This is to certify that:

- (i) Our school has observed the principles and ambit set out in EDBCM No. 216/2023, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the Grant and other relevant grants and subsidies. All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school;
- (ii) Our school has kept a separate ledger account to properly record all the income and expenditure of the Grant. All expenditure items are supported with documentary proof. All the financial records, books of accounts, receipts, payment vouchers and invoices will be kept for at least 7 years by our school for accounting and auditing purposes;
- (iii) Our school will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of the 2024/25 school year, in which the total income and expenditure of the Grant will be recorded. In case of any discrepancy between this Report and the annual audited accounts, we will notify EDB as soon as possible for follow-up actions; and
- (iv) The information provided in this Report is true and accurate. We understand that EDB has the right to request the school to provide documentary proof of the expenditure for auditing and inspection purposes. The school is required to return the disbursed amounts that do not belong to the subsidised items of the Grant to EDB.



Name of School(Chinese)* : 天主教母佑會蕭明中學

Name of School(English)* : DMHC SIU MING CATHOLIC SECONDARY SCHOOL

School No. & Location No. :

(Format : xxxxxx-0001)

113794 _ 0001

Signature of Supervisor :

Name of Supervisor : Sr. Kwok Ming Ying Anita

Date :

18-9-2025

* Must be identical to the name shown on the school chop

VI. Appendix
(m) Report on the Use of the One-off Gr for Mental Health of Parents and Students

Annex 1

To: Permanent Secretary for Education

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

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

Room W215, 2/F, West Block, Education Bureau Kowloon Tong Education

Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2391 0470

[Please complete and return this report to the Home-School Co-operation and Parent Education Section of EDB on or before 30 September 2025.]

Report on the Use of the “One-off Grant for Mental Health of Parents and Students”

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

	Area	Actual Expenses (\$)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	HK\$12,650.00
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	HK\$4,446.30
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	HK\$3,000.00
v.	Others (please specify): _____	
	Total Expenditure	HK\$20,096.30
	Unspent Balance	NIL

(The excess amount will be subsidized by the school)

2. As at 31 August 2025, the Grant

has been fully spent.

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

[Applicable to aided and caput schools]

has an unspent balance of \$ _____ which will be returned to the Home-School Co-operation and Parent Education Section of EDB by crossed cheque payable to the “HKSAR Government”. **[Applicable to government and DSS schools]**

(Please put a “✓” in the appropriate box)

Annex 1 (cont'd)

3. Declaration

This is to certify that:

- (i) Our school/ PTA has observed the principles and ambit set out in EDBCM No. 217/2023, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the Grant and other relevant grants and subsidies. All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school;
- (ii) Our school/ PTA has kept a separate ledger account to properly record all the income and expenditure of the Grant. All expenditure items are supported with documentary proof. All the financial records, books of accounts, receipts, payment vouchers and invoices will be kept for at least 7 years by our school for accounting and auditing purposes;
- (iii) Our school/ PTA will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of the 2024/25 school year, in which the total income and expenditure of the Grant will be recorded. In case of any discrepancy between this Report and the annual audited accounts, we will notify EDB as soon as possible for follow-up actions; and
- (iv) The information provided in this Report is true and accurate. We understand that EDB has the right to request the school to provide documentary proof of the expenditure for auditing and inspection purposes. The school is required to return the disbursed amounts that do not belong to the subsidised items of the Grant to EDB.



Name of School(Chinese)* : 天主教母佑會蕭明中學

Name of School(English)* : DMHC SIU MING CATHOLIC SECONDARY SCHOOL

School No. & Location No. :

(Format : xxxxxx-0001) 113794 - 0001

Signature of Supervisor :

Name of Supervisor : SR. KWOK MING YING ANITA

Signature of Chairperson of the PTA :

Name of Chairperson of the PTA : DR. CHAN YEE

Date : 9-7-2025

* Must be identical to the name shown on the school chop

優質教育基金 - 計劃總結報告

計劃編號：2021/0281

甲部

計劃名稱：_____「我的行動承諾」加強版_____

機構/學校名稱：_____天主教母佑會蕭明中學_____

計劃進行時間：由 _____06/2023_____ (月/年) 至 _____05/2025_____ (月/年)

乙部

填寫此部份報告前，請先詳閱讀「優質教育基金計劃總結報告填寫指引」。

請另頁(A4紙)書寫，就以下項目作出總結報告：

1. 達成目標
2. 計劃對學習成效、專業發展及學校發展的影響
3. 自我評鑑計劃的成本效益，需清楚列出有關指標及衡量準則
4. 成品及推廣模式，及外間對那些推廣活動的反應
5. 活動一覽表
6. 計劃實施時所遇到的困難及解決方法

計劃負責人姓名：郭鳳玲 老師

簽名：_____郭鳳玲_____

日期：_____28-8-2025_____

受款人姓名*：梁佩珊 校長

簽名：_____梁佩珊_____

日期：_____28 AUG 2025_____

*計劃總結報告須經「網上計劃管理系統」提交。一經提交，報告將被視為已經由校監／機構主管或代表機構簽署優質教育基金撥款協議書的人士確認。

優質教育基金總結報告填寫指引

在填寫計劃評鑑時，請詳述以下各點。以下指引提供參考，讓計劃負責人／小組反思計劃的成效。

1. 能否達成目標

評鑑是否已達致計劃書內列明的各項目標時，須包括以下項目(有關資料可按本附件內表一的格式，或以簡短段落形式書寫)：

- 目標陳述
- 與目標相關的活動
- 目標達成程度
- 目標達成的證據或指標
- 如不能達成目標，須列出原因

2. 計劃影響

按照證據為本的方法，從以下角度評鑑計劃對學習成效／專業發展／學校發展的影響：

- 拓寬學生/教師的視野
- 加強學生/教師的成功感
- 促進學生發揮專長及潛能
- 訓練學生適應社會發展的需求
- 為教師提供更多培訓機會，促進教師的專業發展
- 改善學習氣氛
- 促進學校團隊精神及提升學校整體形象
- 引發與其他學校/專業團體的協作機會

3. 自我評鑑計劃成本效益

受款人必須填寫本附件內表二的預算核對表，與報告一併遞交。關於預算項目的分類辦法，請參照計劃協議書附件二。請就以下各方面評鑑計劃的成本效益：

- 資源的運用(例如器材、申請學校/參與學校的人力資源等)
- 按直接受惠人士數目計算的單位成本
- 計劃所建構的學習課程及資料的延續性
- 當其他學校重做計劃時，不須另外注資的開支項目(包括計劃的開辦成本、備用成品等)
- 以較低成本達致相同效益的其他辦法

4. 可推介的成果及推廣模式

在評鑑計劃的成品及推廣價值時應包括以下項目。(有關資料可按本附件內表三的格式列出)：

- 成品說明 (例如種類、名稱、數量等)
- 評鑑成品的質素及推廣價值
- 已舉辦的推廣活動 (請列出日期、模式等)，以及參加者／受眾對活動的反應。
- 有關由優質教育基金加以推廣的成品的價值及其可行性，以及建議的推廣模式。

請同時扼要說明計劃的成功因素/經驗，以及延續計劃的可行性。

5. 活動一覽表

請列出計劃進行期間舉辦的活動詳情，例如活動種類、內容、參加人數及參加者的反應(有關資料可按本附件內表四的格式，或以簡短段落形式書寫)。

6. 困難及解決方法

如實際推行的計劃(包括預算、時間表及過程等)與原來計劃有出入，須在此部分解釋原因。

1. 能否達成目標

表一：目標是否達到

說明目標	與目標相關的活動	達標程度	達到目標的證據或指標	未能達到目標的理由
目標一	中秋燈籠DIY	達到75%以上	學生問卷	/
	中三級探索故宮之旅	達到75%以上	學生問卷	/
	中五級公民及社會發展科同學前往參觀香港故宮文化博物館	達到75%以上	學生問卷	/
	中華文化體驗	達到75%以上	學生問卷	/
	中四及中五級中史及中國文學組國情電影欣賞會－《長安三萬里》	達到75%以上	學生問卷	/
	中一級國情電影欣賞會－《點點星光》	達到75%以上	學生問卷	/
	文物修復DIY工作坊	達到75%以上	學生問卷	/
	東江縱隊考察之旅	達到75%以上	學生問卷	/
	千人揮毫賀國慶	達到75%以上	學生問卷	/
	中國外交知識葵青荃灣青少年教育講座	達到75%以上	學生問卷	/
	中國書法同賀國慶	達到75%以上	學生問卷	/
	「你猜·我賞·迎中秋」燈謎會	達到75%以上	學生問卷	/
	中五級國情電影欣賞會－〈奪冠〉	達到75%以上	學生問卷	/
	中五級中史組參觀故宮文化博物館	達到75%以上	學生問卷	/
	敦煌悅讀講座	達到75%以上	學生問卷	/
	中華文化日	達到75%以上	學生問卷	/
	認識國寶探索傳統文化之旅	達到75%以上	學生問卷	/
	澳門華洋建築藝術考察團	達到75%以上	學生問卷	/
	中一級迷你花牌	達到75%以上	學生問卷	/

	組織及培訓升旗校隊			
目標二	參觀香港新聞博覽館	達到75%以上	學生問卷	/

達成目標

於 6/2023 至 5/2025 舉行的國民教育及資訊素養活動皆成功達成目標，活動的詳細數據可參考表一。

目標	達標情況
1 最少 75%學生認同計劃活動有助提升國民身份認同	✓
1. 最少 75%學生認同計劃活動有助提升辨別資訊真偽的能力	✓

2. 計劃影響

按照證據為本的方法，從以下角度評鑑計劃對學習成效／專業發展／學校發展的影響：

- 拓寬學生/教師的視野
- 加強學生/教師的成功感
- 促進學生發揮專長及潛能
- 訓練學生適應社會發展的需求
- 為教師提供更多培訓機會，促進教師的專業發展
- 改善學習氣氛
- 促進學校團隊精神及提升學校整體形象
- 引發與其他學校/專業團體的協作機會

首先，學校的升旗工作一直是紅十字會負責。透過我的承諾 2.0 撥款，學校建立了一支由 21 位同學組成的升旗隊伍，升旗隊伍亦已納入學校恆常的課外活動小組之一，並且與校內紅十字會隔個月份負責校內的恆常升旗活動。紅字會是以西式步操的方式進行升旗，但升旗隊的步操則是以中式步操方式進行，而學校一些重要日子如開學日、結業禮、畢業禮、開放日、中華文化日等日子均交由升旗隊負責，由此可見學校對升旗隊的重視。每逢升旗隊負責升旗的日子，隊員有力的叫口號及揚旗的動作，有助於提升校內同學的國民的身分認同，過去兩年申請加入升旗隊的人數亦持續上升。

3. 自我評鑑計劃的成本效益，需清楚列出有關指標及衡量準則

- 每項活動均設有問卷調查，透過問卷調查，向參加者收集數據來觀察活動是否能達到預期日。

表二：預算核對表

預算項目 (根據協議書附表II)	核准預算 (甲)	實際支出 (乙)	變更 [(乙)-(甲)] / (甲) +/- %
講座、本地參觀、體驗、校外活動 交通費、購買升旗隊制服、購買練習旗連短桿套裝	234,000 元	201,864.52 元	
審計及應急	10000 元	4800 元	

表三：計劃成果的推廣價值

項目詳情 (例如 種類、名稱、 數量等)	成果的質素 及推廣價值評鑑	舉辦的推廣活動 (例如 模式、日期等) 及反應	是否值得優質教育基金推介及可供推 介的可行性？如值得，請建議推廣模式
「東江縱隊聯合合集」一尋回香港史消失的一頁 書刊	/	10 本	/
學生活動反思報告	/	10 本	/

表四：活動一覽表

活動性質 (例如 座談 會、表演等)	概略說明 (例如 日期、 主題、地點等)	參加人數				參加者的回應
		學校	教師	學生	其他 (請註明)	
工作坊	日期：29-9-2023 主題：中秋燈籠 DIY 地點：學校禮堂		2	42		問卷數據： 1. 76.2 同學同意活動能提升他對 中華文化的認識及興趣。 2. 78.5%同學同意活動能提升他 們的國民身分認同。
參觀	日期：7-11-2023 主題：參觀香港 新聞博覽館 地點：新聞博覽 館		2	14		問卷數據： 1. 86.7%同學同意參觀活動有助 她辨識資訊的真偽，建立慎思明 辨的能力。 2. 93.3%同學同意參觀活動能增 加她對新聞用語及資料整理的認 識。

參觀	<p>日期:30-10-2023</p> <p>主題：中三級探索故宮之旅</p> <p>地點：香港故宮文化博物館</p>	2	24	<p>問卷數據</p> <p>83.3%同學同意活動能提升他們的國民身分認同。</p> <p>同學對活動的評語</p> <p>我認為這次故宮文化博物館學習之旅令我獲益良多。首先，這次學習之旅能夠借此出外學習，不是只在課室沉悶地上課、學習等。其次，這次學習之旅參觀了多個不同展區，例如：紫萬象、凝土為器、同賞共樂、凝視三星堆等等。以上展區除了令我們可以看到文物的真身之餘，還可以補足在課堂上所學的知識及增加同學對中國歷史的興趣。</p> <p>同學對活動的評語</p> <p>我覺得故宮文化博物館學習之旅令我感到十分感動，看見跨越幾千年的文物經過重重修，終於能出現在我們面前，令我們能了解到長久以前國家的歷史文化，從中令我不禁驚嘆中國歷史的博大精深。</p>
參觀	<p>日期：22-1-2024</p> <p>主題： 中五級公民及社會發展科同學前往參觀香港故宮文化博物館</p> <p>地點： 香港故宮文化博物館</p>	2	29	<p>問卷數據：</p> <p>100%同學同意參觀活動能提升他們的國民身分認同。</p>
攤位遊戲、表演及體驗	<p>日期： 22/1-26/1/2024</p> <p>主題：中華文化體驗</p> <p>地點：廣用室</p>	10	100	<p>問卷題目：</p> <p>1. 100%同學同意中華文化體驗活動能提升她們對國家及中華文化的認知。</p> <p>2. 100%同學同意中華文化體驗活動能增強她們的國民身分認同。</p> <p>3. 95.2%同學期望學校下年度繼續舉辦中華文化活動日。</p>

<p>國情電影 欣賞</p>	<p>日期：20-11-2023</p> <p>主題：中四及中五級國情電影欣賞會—《長安三萬里》</p> <p>地點：圓方</p>	<p>2</p>	<p>54</p>	<p>問卷題目</p> <ol style="list-style-type: none"> 1. 《長安三萬里》提升我對國家歷史及中華文化的認知。 2. 《長安三萬里》提升了我的民族文化歸屬感及培養國民身份認同。 3. 我很喜歡是次國情電影欣賞會。 <p>同學對活動的評語</p> <p>李白與好友醉倒在江邊後作出《將進酒》的情節。李白雖年過半百卻仍未如願當上官獲取功名，人生處處不得志，在這種情況下他還會說出「天生我才必有用」，可見其豁達灑脫，而電影中所展現的場景更是令人震撼，李白坐上仙鶴飛向天上玉京和一眾仙人喝酒享樂，把李白詩詞中的浪漫主義演繹得淋漓盡致。</p> <p>同學對活動的評語</p> <p>哥舒翰被敵軍擒拿時仍忠於國家沒有投降，令人震撼和敬佩，感受到古人留取丹心照汗青的忠誠。</p>
<p>國情電影 欣賞</p>	<p>日期：13-6-2024</p> <p>主題：中一級國情電影欣賞會—《點點星光》</p> <p>地點：V Walk 嘉禾影院</p>	<p>4</p>	<p>122</p>	<p>問卷數據</p> <p>87.5%同學同意是次國情電影欣賞能提升你對國家的認知及國民身份認同。</p> <p>學生反思</p> <p>堅毅這個價值觀最值得我學習，因為做事只要堅持就一定能有成就，就像電影中的兩兄弟江河和江海他們一開始加入跳繩隊時，跳繩技術也欠佳，他們幾度想放棄和退出跳繩隊，但他們最後也堅持了下來，跳繩技術逐漸進步，最終還在比賽中大展身手，為學校跳繩隊盡了一分力，令跳繩隊在大家的努力下取得冠軍。這種堅毅的精神很少人能做到，包括我，我在以後的生活中也會堅毅地做好每件事情。</p>

工作坊	日期：18-6-2024 主題：文物修復 DIY 工作坊 地點：禮堂	2	122		同學對活動的評語 1. 84.1%同學同意活動能加深她對中國歷史及中華文化的認識。 2. 87.5%同學喜歡是次的工作坊。
本地考察	日期：22-6-2024 主題：東江縱隊 考察之旅 地點：西貢	2	18		問卷數據 1. 100%同學同意活動能提升他們對國家歷史的認識。 2. 100%同學同意活動能提升他們的國民身份認同。 同學對活動的評語 在此次旅程中，我們走出課室，來到戶外，令我們更加了解到中國人民在抗日戰爭期間展現了非凡的愛國精神和頑強的抗爭意志。他們不畏強敵，奮起反抗日本侵略者，為國家付出了巨大犧牲，這種民族精神令人敬佩和感動。而這也是我們必須牢記的寶貴歷史，所以這次活動獲益匪淺。
慶祝、表演	日期：14-9-2024 主題：千人揮毫 賀國慶 地點：香港會展	1	9		問卷數據 1. 100%同學同意活動有助提升他們的中華文化的認識。 2. 88.9%同學同意活動有助提升他們的身分認同。

講座	<p>日期：26-9-2024</p> <p>主題：中國外交知識葵青荃灣青少年教育講座</p> <p>地點：梁省德中學</p>	0	2	<p>同學對活動的評語</p> <p>當天我們在梁省德中學聽完外交講座後獲益良多。首先我們了解外交部門的工作，然後再介紹什麼是領事保護和真實案例。講者的分享讓我能深入知道國家為我們做的工作有多偉大，領事館人員有多努力為在外有需要協助的中國公民以及香港和澳門居民。他們分享到在加沙撤僑的事件，中方工作人員無私的奉獻，令在當地人民能安全及順利抵達家鄉—中國。他們的努力讓我感動不已，我也感受到只要所有人團結起來，就算艱鉅的任務都能取得成功。我們作為學生，我們要效法這些為人民奉獻的精神，在將來投身社會為國家出一份力。</p> <p>同學對活動的評語</p> <p>經過呢一次嘅外交知識講座活動，我獲益良多！學到了平時接觸不多或甚至沒有領略過的範疇。而我最印象深刻的事就是講者向我們介紹中國在外的大使館，這令我明白中國駐其他國家的大使館有多重要。香港是中國的一份子，香港人最喜愛的事就是在假期時旅遊。但在一個人生路不熟的地方旅遊難免有時會出現一些不可預料的意外或者問題，而大使館就是如果你在外國遇到任何幫助需要協助的就可以找它幫忙！令我們在外國旅遊可以有一份保障同安心。這只是今次活動的其中一部分，還有很多很有用、值得認識的外交知識，感謝這次活動能令我開闊視野、長新知識！</p>
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工作坊	日期：30-9-2024 主題： 中國書法同賀國慶 地點：中三級班房		4	100	<p>問卷數據</p> <p>1. 94.2%同學同意活動能加深她對中華文化的認識。</p> <p>2. 95.6%同學同意活動能提升她對國民身分的認同。</p> <p>3. 89.8%同學喜歡是次的活動。</p> <p>同學對活動的評語</p> <p>第一次認識並嘗試寫書法，非常喜歡！</p>
攤位遊戲	日期： 16-17/9/2024 主題： 「你猜·我賞·迎中秋」 地點：禮堂底		5	60	<p>問卷數據</p> <p>88.3%同學同意「你猜·我賞·迎中秋」能提升他們對中華文化的認識。</p>

<p>國情電影 欣賞</p>	<p>日期：5-11-2024</p> <p>主題： 中五級國情電影 欣賞會－〈奪冠〉</p> <p>地點：奧海城 The Sky</p>	<p>4</p>	<p>116</p>		<p>問卷數據：</p> <ol style="list-style-type: none"> 1. 94.3%同學喜歡是次國情電影欣賞會。 2. 83.9%同學同意是次國情電影欣賞能提升她的國民身分認同。 <p>同學評語</p> <p>電影《奪冠》中，最令我難忘的是女排隊員們在1981年世界杯決賽的逆轉過程。在面對強勁對手的情況下，她們不斷調整戰術，互相鼓勵，最終以堅韌的毅力贏得勝利。這一情節展現了團隊團結和拼搏的精神，深深打動了我。它不僅反映了運動員的辛苦付出，也讓我明白了面對困難時，信任與支持的重要性，激勵我在生活中也要勇敢面對挑戰。</p> <p>電影《奪冠》令你感到最難忘的一個情節是郎平決定放棄當美國隊教練。郎平當時的心裏是希望中國隊贏的，但最後中國隊被擊敗了，令郎平傷心，最後她決定辭職。當中作為教練的責任感與心中的愛國精神而產生的心理掙扎令我印象深刻。</p>
<p>參觀</p>	<p>日期：8-11-2024</p> <p>主題：中五級中史組參觀故宮文化博物館</p> <p>地點：香港故宮文化博物館</p>	<p>2</p>	<p>19</p>		<p>問卷數據</p> <ol style="list-style-type: none"> 1. 100%同學同意故宮之旅能達到他們預期的目標。 2. 100%同學同意故宮之旅能提升他們對國家歷史文化的認知及國民身分的認同感。
<p>講座</p>	<p>日期：15-1-2025</p> <p>主題：敦煌悅讀講座</p> <p>地點：顯理中學</p>	<p>2</p>	<p>15</p>		<p>問卷數據</p> <p>80%同學同意講座有助他們認識敦煌的文化及歷史。</p>

攤位、表演、華服試穿體驗、拍照	日期：23-1-2025 主題：中華文化日 地點：禮堂、雨天操場、運動場		60	680	校務處職員及工友共30人	<p>問卷數據</p> <ol style="list-style-type: none"> 1. 96%同學同意中華文化日能提升他們對國家及中華文化的認知。 2. 93.7%同學同意中華文化日能提升他們的國民身分認同。 3. 3.96%同學期望學校下年度繼續舉辦中華文化日。
探索傳統文化之旅	日期：2-3-2025 主題：認識國寶探索傳統文化之旅 地點：海洋公園		5	60	校務處1個職員參加	<p>問卷數據</p> <ol style="list-style-type: none"> 1. 95%參加者表示是次活動能提升他們對文化、保育等方面的認知。 2. 85%同學同意是次活動能提升他們的國民身份認同。 <p>同學評語</p> <p>經過今次的活動，我認識到我們祖國的國寶——大熊貓！（我諗到全紅嬋）盈盈樂樂生得一模一樣，完全分唔清楚邊隻打邊隻！佢哋食竹時或躺平時，總感覺牠們在說：「唉，這生活真是……悠閒得令人無聊啊！」我感覺自己吃了檸檬……見到安安可可，一個在休息室「大字」躺平，一個在睡覺，我睇到都覺得有——我寧願上堂，都唔想一日到黑無所事事囉！今次嘅活動令我增加到對我國家嘅歸屬感，更提升了我對我的國民身份的認同，更加提升了我對文化和保育方面的認知。</p> <p>參加海洋公園的「親子同心認識國寶·探索傳統文化之旅」，讓我和家人深入了解中國的傳統文化與國寶。透過活動，我們不僅學到了知識，還增強了對中國國寶的認同感。加上機動遊戲和攤位遊戲，促進家庭間的交流，令人難忘。</p>

考察	日期：10-3-2025 主題：澳門華洋 建築藝術考察團 地點：澳門		4	40	<p>問卷數據：</p> <ol style="list-style-type: none"> 100%同學同意行程有助於化他們增加對澳門的歷史、文化、建築等方面的認識 100%同學同意活動能達到他們預期參與的目的。 100%同學表示喜歡是次澳門華洋建築藝術團之旅。
工作坊	日期：31-3-2025 主題：中一級迷你花牌 地點：中一級課室		8	132	<p>問卷數據：</p> <ol style="list-style-type: none"> 88.1%同學認同是次活動有助我認識中華文化豐富的內涵，提升我對國民身分的認同。 89.2%同學喜歡是次的迷你花牌工作坊。 <p>同學評語 這次活動讓我對中國傳統文化的了解深入，不但學習到花牌的歷史，還了解到不同地區、時代、大小的花牌區別，而導師講解也很有趣且清楚。在動手製作花牌的過程中，我深刻體會到做花牌的難度，感受到即使我做這麼小的一個，也需要花大量時間和精力，這更使我感慨其他製作花牌的人願意付出自己的時間和精力為過世的人精心製作最後一份禮物的心意。</p>

<p>國情電影 欣賞</p>	<p>日期：31-3-2025</p> <p>主題：中四級國情電影欣賞—哪吒2</p> <p>地點：奧海城 The Sky</p>	<p>6</p>	<p>109</p>		<p>問卷數據：</p> <ol style="list-style-type: none"> 1. 90.3%同學同意是次國情電影欣賞能增強她對中華文化的認同感和自豪感。 2. 94.5%同學喜歡是次的國情電影欣賞會。 <p>同學對活動的評語</p> <p>整套電影中，我認為哪吒在抱着母親哭泣時令我最難忘。因為這個情景既能體會母愛、親情又可以呈現哪吒不屈不撓的精神。</p> <p>同學對活動的評語</p> <p>最鐘意哪吒講個句子：我命由我不由天，我自己的命運由我自己來掌權，不要讓上天來決定，做事永不低頭屈服，有反抗命運的精神，控制權操縱在自己的手中，強調個人的生命，要努力把握著改變自己的命運，能由自我決定，不由天地掌握</p>
<p>歷史舞台劇</p>	<p>日期：6-4-2025</p> <p>主題： 歷史舞台劇：《毋負韶華——驃騎鐵將·霍去病》 問卷調查</p> <p>地點：香港理工大學賽馬會綜藝館</p>	<p>2</p>	<p>7</p>		<p>問卷數據</p> <ol style="list-style-type: none"> 1. 100%同學同意歷史舞台劇：《毋負韶華——驃騎鐵將·霍去病》有助她加深對中國歷史(尤其是西漢及當時外族)的認識。 2. 100%同學同意歷史舞台劇：《毋負韶華——驃騎鐵將·霍去病》有助她知悉守土衛國的重要性。 3. 100%同學同意歷史舞台劇：《毋負韶華——驃騎鐵將·霍去病》有助提升她的國民身分認同。 4. 100%同學喜歡這套歷史舞台劇。

6. 困難及解決方法

如實際推行的計劃(包括預算、時間表及過程等)與原來計劃有出入，須在此部分解釋原因。

困難

基金撥款時限為兩年，需要在這兩年好好規劃制定及參與甚麼類型的活動。此外，亦需要在校內與負責編排課外活動及全方位活動的老師夾好時間，否則會出現有活動而沒有日子的問題。再者，亦需要與各個群組，例如家教會、圖書閱讀推廣組、中文科、中史科、歷史科等不同組別一同合作、規劃、制定活動計劃等。

解決方法

本校今年度設有多個其他學習經歷日子(OLE Days)，舉辦活動時可與全方位活動組負責老師期同商議善用這些日子為學生作出安排。另外，本校亦著重跨科合作的重要性，不同科組同事亦樂於一同合作，例如中文科、中史科、圖書閱讀推廣組、家教會等。

計劃名稱：
「我的行動承諾」
加強版
學生活動報告

編者的話

透過「我的行動承諾」加強版撥款，讓學校可以有資源舉辦多元化的活動予同學參與，活動分別有工作坊、參觀、考察、體驗、國情電影觀賞會、DIY 手作等，這些體驗，不僅豐富了同學的知識，更在潛移默化中深化了他們對國家發展歷程、文化底蘊、憲法與基本法的理解，增強了他們對國民身份的認同感和歸屬感。這份反思報告集，正是同學們用心觀察、深度思考、真誠感悟的結晶。尤為珍貴的是，同學們沒有停留於表面的活動描述，而是嘗試結合自身經歷，探討了“國民身份”的內涵、個人成長與國家發展的聯繫等更深層次的問題。

願這份報告，成為同學們國民意識道路上的一塊堅實基石！

中秋燈籠DIY



參觀香港新聞博覽館





中三級探索故宮之旅



以下是中三同學參觀故宮博物館後的感受

我認為這次故宮文化博物館學習之旅令我獲益良多。首先，這次學習之旅能夠借此出外學習，不是只在課室沉悶地上課、學習等。其次，這次學習之旅參觀了多個不同展區，例如：紫萬象、凝土為器、同賞共樂、凝視三星堆等等。以上展區除了令我們可以看到文物的真身之餘，還可以補足在課堂上所學的知識及增加同學對中國歷史的興趣。

我覺得故宮文化博物館學習之旅令我感到十分感動，看見跨越幾千年的文物經過重重修，終於能出現在我們面前，令我們能了解到長久以前國家的歷史文化，從中令我不禁驚嘆中國歷史的博大精深。

中五級公民及社會發展科同學前往參觀香港故宮文化博物館



中華文化體驗





中華文化歷史悠久，是由各個朝代的民間習俗、宗教信仰、哲學思想發展而成，並傳承至今的。體驗活動包括有彩虹書法、中國剪紙、麵粉公仔、中國結、織玫瑰花、香囊、茶道、毛筆書法、糖畫及雜技體驗。

李白與好友醉倒在江邊後作出《將進酒》的情節。李白雖年過半百卻仍未如願當上官獲取功名，人生處處不得志，在這種情況下他還會說出「天生我才必有用」，可見其豁達灑脫，而電影中所展現的場景更是令人震撼，李白坐上仙鶴飛向天上玉京和一眾仙人喝酒享樂，把李白詩詞中的浪漫主義演繹得淋漓盡致。

高適舞高家槍法以求玉真公主青睞，舉薦到皇帝面前，但卻無法使她感興趣，之後到揚州赴十年之約，又遇女扮男裝的裴十二，在一眾子弟中，只有她承傳了全部的裴家劍法，而其武功了得的將軍父親亦不得重用，只能為畫師舞劍助興。我從中產生了對當時社會以文為主的追求而忽略了對國家而言非常重要的武的唏噓及對各種武學失傳感到非常可惜。

其實有三個，一個是李白念將進酒的時候的視聽盛宴，太符合李白了。二是那句李林甫這根朽木是唐最後的支柱，感觸很深，真的有悲涼的感覺。三是哥舒瀚那句藩將不盡是叛國之輩，高齡殘疾將軍也讓人感到唐人才凋零的可悲。

哥舒翰被敵軍擒拿時仍忠於國家沒有投降，令人震撼和敬佩，感受到古人留取丹心照汗青的忠誠。

李白吟將進酒的情節，之前在上文學課時可能不能完全投入李白的情感與他及時行樂的人生態度，但戲中李白的抱負和所抒發的情感卻令我感慨萬千。

在《長安三萬里》中最令我印象深刻的一個情節是高適奪回雲山城的片段，因為這是高適利用李白所教他的道理所佈下的一個局，高適的謀略相當高明，令我印象十分深刻。

當李白在被趕出長安後，與高適、杜甫等人喝酒，李白突然詩性大發，作出《將進酒》，動畫製作與詩意相輔相成，將《將進酒》中李白的感觸與畫面發揮得淋漓盡致。

文物修復 DIY 工作坊



教育局一直致力強化中國歷史與中華文化的學習，以多元化的學與教策略、創意的學習活動，鼓勵教師善用歷史文物配合不同的中國歷史科課題，以「器」傳情，以「物」達意，引發學生的學習動機和興趣，深化學生對相關歷史的了解及中華文化的欣賞，從而增強文化自信和對國家民族的認同感。「文物學歷史」就是其中一項近年教育局積極推動的學習策略。因此，本校特為中一級同學於試後活動舉辦文物修復工作坊，讓同學體驗擔任文物修復師工作，從而替文物重新注入生命。

東江縱隊考察之旅





同學考察有感

在此次旅程中，我們走出課室，來到西貢，令我們更加了解到中國人民在抗日戰爭期間展現出非凡的愛國精神和頑強的抗爭意志。他們不畏強敵，奮起反抗日本侵略者，為國犧牲，這種民族精神實在令人敬佩和感動！

從這個活動中，我更深入地了解抗日戰爭對香港帶來的影響，可以說，香港人民在抗日戰爭中的無私奉獻和慘烈犧牲，為中國最終戰勝侵略者作出了重大的貢獻。我們應該深刻銘記這段歷史，傳承先烈的愛國精神和民族氣節。

參加西貢抗日史蹟一日遊，有很深的感悟！聆聽老兵們慷慨激昂的陳述，感受到他們以堅韌意志擊潰敵人的民族氣節。此行讓我深深理解民主革命的艱難，更加熱忱地支持民族復興事業，希望年輕人牢記先烈們的犧牲精神。

千人揮毫賀國慶



中國書法同賀國慶



同學的反思

第一次認識並嘗試寫書法，非常喜歡！

中華文化沿遠流長，寫書法真的是十分有趣！

「你猜·我賞·迎中秋」燈謎會



中五級國情電影欣賞會—〈奪冠〉



電影《奪冠》中，最令我難忘的是女排隊員們在 1981 年世界杯決賽的逆轉過程。在面對強勁對手的情況下，她們不斷調整戰術，互相鼓勵，最終以堅韌的毅力贏得勝利。這一情節展現了團隊團結和拼搏的精神，深深打動了我。它不僅反映了運動員的辛苦付出，也讓我明白了面對困難時，信任與支持的重要性，激勵我在生活中也要勇敢面對挑戰。

電影《奪冠》令你感到最難忘的一個情節是郎平決定放棄當美國隊教練。郎平當時的心裏是希望中國隊贏的，但最後中國隊被擊敗了，令郎平傷心，最後她決定辭職。當中作為教練的責任感與心中的愛國精神而產生的心理掙扎令我印象深刻。

2016 年里約奧運中國女排對戰巴西女排。這個情節之所以令我如此難忘，是因為在這場比賽開始之前，外界對中國女排的評價相當不堪，認為中國女排無力與巴西女排一戰，但是運動員自身堅毅不屈的精神，令他們在比賽中一次又一次從對方手上奪回分數，最終從三比二的局勢勝出了這場比賽，用實力，證明了中國女排的實力。同時亦令我明白到唯有刻苦的堅持以及堅定的意志才能夠在自己想走的道路上長遠並堅定地走下去。

電影中令我感到最難忘的一個情節是中國隊在 2016 年里約奧運會四分之一決賽以三比二險勝東道主巴西女排。中國女排青黃不接，在 2008 年後就沒有再打進半決賽，實力已經無辦法與其他國家相比較。郎平在嘗試多個組合後仍無法帶領中國女排打敗其他國家，卻在 2016 年里約奧運會四分之一決賽中，郎平不在乎輸贏，希望所有隊員都能輕鬆應戰。隊員在前一晚敞開心扉，說出自己的弱項，正式比賽時彼此在賽場上互補不足，發揮彼此的默契。落後時仍然堅持不懈，成功發揮出屬於她們自己的女排精神，最後一場 15 比 13，3 比 2 險勝出巴西女排，打進半決賽。另外，中國女排更在最後為中國時隔 12 年再度奪取奧運會金牌，相當感人和深刻。

中五級中史組參觀故宮文化博物館



令我印象最深刻的文物是清朝乾隆皇帝的御用玉玺。這件玉玺不僅代表了清朝皇帝的權威與地位，還承載著豐富的歷史與文化內涵。此外，玉玺本身的製作極為精美，質地溫潤的玉石顯示出古代工藝的高超技術。玉玺的雕刻細緻入微，呈現出皇室專屬的華貴氣質。玉玺上刻有乾隆皇帝的御制詩文，字體遒勁有力，彰顯了乾隆皇帝的個人品味與文化修養。

紫檀木邊座嵌琺瑯四友圖圍屏。這件文物華麗，而這座屏風原來陳設在承德避暑山莊。康熙等皇帝夏秋在這裡享受園居生活和進行戶外活動，承德也是皇帝接見蒙古、西藏民族領袖及外國使節的政治中心，令我們了解到清朝外交等方面的歷史，以及文物精美，亦感嘆於當時工匠的技術，令我們嘆為觀止。

神人對虎紋石雕最令我印象深刻。因其石雕上的紋路雕刻清晰，雖然圖案意思未明，但這展現了人們早於幾千年前已擁有宗教信仰，令人驚嘆。

金鶴式香薰一對最令我印象深刻，因為它的做工很仔細，很漂亮，但原來它不只是宮廷陳設品，鶴的背部有蓋，可以打開，腹部可貯香料或焚香，香氣可從張開的鶴口中漂出，十分特別。

敦煌悅讀講座





中華文化日



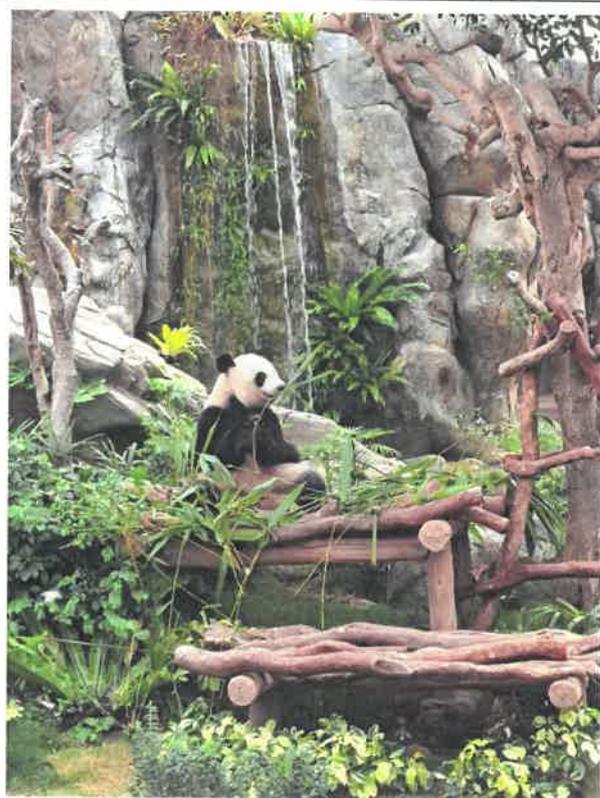


同學的反思

扯鈴的人十分有趣 希望下年再來

中華文化活動種類多元化，希望下年繼續有!

認識國寶探索傳統文化之旅



參加者的反思

經過今天的活動，我認識到我們祖國的國寶——大熊貓！（我諗到全紅嬋）盈盈樂樂生得一模一樣，完全分唔清楚邊隻打邊隻！佢哋食竹時或躺平時，總感覺牠們在說：「唉，這生活真是……悠閑得令人無聊啊！」我感覺自己吃了檸檬……見到安安可可，一個在休息室「大字」躺平，一個在睡覺，我睇到都覺得冇——我寧願上堂，都唔想一日到黑無所事事囉！今次嘅活動令我增加到對我國家嘅歸屬感，更提升了我對我的國民身份的認同，更加提升了我對文化和保育方面的認知。

參加海洋公園的「親子同心認識國寶·探索傳統文化之旅」，讓我和家人深入了解中國的傳統文化與國寶。透過活動，我們不僅學到了知識，還增強了對中國國寶的認同感。加上機動遊戲和攤位遊戲，促進家庭間的交流，令人難忘。

在今天，很榮幸能參與「親子同心認識國寶·探索傳統文化之旅」這個活動，熊貓作為我國的國寶，是我們的驕傲。我認識了熊貓生活的習性，例如他們以吃竹為主，喜歡安靜的環境等，還看到了剛出生的家姐和細佬，牠們蕩秋千的可愛樣子真惹人喜歡。更了解了熊貓的保護現狀，由於人類的活動和棲息地嘅減少，這些可愛的熊貓的數量越來越少，讓我意識到保護這些動物的重要性，希望日後可以為保護熊貓和其他瀕臨絕種的動物出一分力，讓熊貓更受了解和關注這些可愛的動物，為他們創造一個美好的將來。總括然而，這次活動令我受益匪淺，對國寶熊貓有更深入的認識。

這次的親子遊讓我不但和家人一起擁有了一個愉快還很愜意的海洋公園之旅，而且還學習和認識到了很多關於國寶——熊貓的知識，例如熊貓為何是我國的國寶等。在「香港老大街」，導遊跟我們講解了不少香港過往的食物和其製作過程或過程現已經成為「非遺物質」，可見這些食物的歷史文化價值相當之高！最後，導遊還帶我們去到了同一條街的過往霓虹燈燈牌，參觀那震撼的佈局，我還了解到現如今香港已不給店鋪裝修這些霓虹燈燈牌，真是可惜沒能親眼看到真實的場景！總括而言，今天的海洋公園之旅有許多地方讓人感到震驚和感歎，而且不但可以和家人一起遊玩，更可以從導遊的講解裡了解到許多香港過往的歷史文化，可以說是一舉兩得！

很高興能夠參加此活動，在這個活動中我學習到很多有關中國文化的知識，例如我們的國寶熊貓，我更加了解牠們平常日常生活和飲食習慣。除此之外，也認識到很多香港以前的歷史，就例如古老大街，能看到香港以前的市貌

澳門華洋建築藝術考察團



4C 許朗潼

展文悅、貳伍年仨月拾日、蕭明中學師生四十人。

不會再形容澳門為紙醉金迷、虛幻不實的歌舞昇平；而是一種別具一格的「真實」與「多元」。

一坻步，最讓筆者嘆為觀止的莫過其中西交融、合璧的建築：富有新古典主義、葡萄牙建築色彩、乘車經過的路氹城。帶有中方特色、設有傳統弧形拱門、牌匾、大鼎，縈繞香燭味兒的觀音古廟和天后古廟。中、西兩地的建築形式本應是割裂——中方的素雅、禪意和西方的瑰麗、精細，可說分歧極甚。可澳門當地將兩者充分融合，使兩者都保留了它的獨特性、又可不違和地同時存在，繼而交匯，形成澳門的特色。

「連理街」、「情人街」、「道德巷」、「美女巷」、「日頭街」、「跛腳梯」、「入便街」、「肥胖圍」等的澳門路環街道名字讓筆者感到新奇。這些樸實、妙趣橫生的街道名字實在是澳門獨有的一份「幽默感」，這些街名，同行的師生都嘖嘖稱奇。但這些名字對於澳門人來說卻是文化、歷史的定格，澳門的街道

名字大多是由葡文直譯。

再往澳門內部前進，不久，便來到位於路環的聖方濟各教堂。聖方濟各教堂建於 1928 年，是典型的巴洛克式建築，黃、白色的外牆很柔和、悅目，建築頂端的銅製鈴鐘亦為建築多添了一絲靈動。讓筆者不住疑惑的是，教堂前放置了「馬忌士前地（戰勝海盜紀念碑）」，有趣、諷刺的是聖方濟各教宗曾宣稱要成為「和平工具」，而在教堂前擺放的、紀念的，是「和平」的相反詞。可轉念一想，這種諷刺何嘗不是一種「真實性」的證明，若言一個「民族」只有光輝、無瑕的一面，身而為人不是更應為此而懼怕嗎？而所謂的「諷刺」不過也只是觀點與角度問題然而。以筆者個人而言，也頗為欣賞大多數澳門人曾經奮起、對抗威脅自身安危的「敵人」的勇武。只可說，「和平」從來沒有絕對、單一的定義。

另一點讓筆者印象深刻的是，在是次旅程的領隊言談間，她不自主觀地流露身為澳門人，對自身文化的悠然自得的自豪感；又於神情、嘆息之間道出對澳門過分隨遇而安、順從的無奈和悵然。這種自相矛盾恰恰造就澳門文化的多面性——這種愛恨交織，是使一個都市涵蘊豐沛的關鍵、是構成城市獨特性的重中之重。在現今世界多元陣形博弈中，澳門這以「多元文化」自居的都市，如何在洪流中掙扎求存，是澳門這個地方的政府、澳門人民和眾位，應探討、學習的課題。

逛著逛著，時間亦來到日中，同行師生便去到木偶葡國餐廳享用午餐。不同於一般中餐大夥兒分著吃，或西餐的傳菜用餐模式，葡國菜是三、四位分著一碟吃的。葡國菜主張「新鮮」，以致菜色都不多添調味，（蝦都是連殼上餐的），菜色味道偏向保留食材的原始風味，是葡國留在的直率、豪邁。

又至日央，接著又到步鄭家大屋。鄭家大屋是具有濃厚嶺南風格、面積甚廣的民宅。建築處處都留有不同的藝術品，可見大部份澳門人一直以來也看重藝術。藝術在澳門與民生是密不可分的，就連街旁普通一所衛生所，外形、外牆的雕飾也都如詩如畫、文藝得很，以筆者這個遊客角度，走在街上，都悅目得很。

行程來到尾聲時，同行師生最後到訪了澳門崗頂劇場。讓筆者歷歷在目的，不是劇場內莊重的氛圍或典雅的劇場內部，而是其內一個展覽。展覽展示了昔日澳門人民的生活面貌，你可以在內發現迪士尼、芭比玩偶；又可看見中式氣派的提字；你可以找到聖誕樹的蹤跡，卻也不缺中國前主席毛澤東在位期間宣揚愛國主義的海報。可謂是中、西文化交融、匯合的最佳印證。

「我希望你哋可以喺今日嘅旅程裏面忘記平日嘅種種繁忙，同埋喺呢個旅程擺到嘅嘢走，帶返自己嘅生活裏面。」領導曰，這趟旅程，說到底，也是一種忙裏偷閒，哪就讓我們帶著從獲得的「真實」、「多元」，於生活、生存中再出發。

日暮之時，天萬分晴旭，澳門華洋建築藝術考察團，於藍橙漸變的霞彩漸作結。

中一級迷你花牌工作坊



同學的反思

這次活動讓我對中國傳統文化的了解深入，不但學習到花牌的歷史，還了解到不同地區、時代、大小的花牌區別，而導師講解也很有趣且清楚。在動手製作花牌的過程中，我深刻體會到做花牌的難度，感受到即使我做這麼小的一個，也需要花大量時間和精力，這更使我感慨其他製作花牌的人願意付出自己的時間和精力為過世的人精心製作最後一份禮物的心意。

經過這次工作坊，我對中國的文化更加了解，我整咗一個屬於我自己的迷你花牌，裏面仲寫咗一句我自己嘅座右銘，似係間房嘅枱上面真係好好睇睇，好感謝這個工作坊，令我認識咗好多有關花牌的東西。希望下次仲可以參加！

這次的工作坊十分有趣，讓我認識更多中華文化豐富的內涵，我了解到原來花牌在紅白事中都適用，不同花牌當中的意義亦有不同。而在製作過程中，我明白到耐性的重要，製作花牌十分不容易，過程中一定要專注才能做出好看且整齊的花牌，而且要按部就班完成，不能錯過任何一個步驟。

本次活動加深了我對花牌這種傳統慶祝文化的認識，令我開闊了眼界，明白了平時經常見到的花牌的歷史，了解當中的人情味和內蘊。動手製作花牌更令我體會到了花牌製作的不易，令我更加敬佩製作花牌的師傅的手藝有多麼高超才能夠製作如此複雜的花牌。總括而言我對此次活動十分滿意，令我開闊眼界，鍛鍊動手能力，受益良多。

我對今次工作坊嘅體驗十分深刻，因為我覺得好有趣，雖然有啲煩！今次活動唔單止增加咗我哋國家國民身份認同，更加令我認識到我哋中華文化嘅歷史嘅珍貴！我喺度期待緊我 15 年之後有冇掉到呢？

中四級國情電影欣賞—〈哪吒2〉



同學的反思

在電影《哪吒之魔童鬧海 2》中，最令我難忘的情節是哪吒與他的父母之間的情感交流。這一幕展現了家庭的紐帶和愛的力量，特別是在面對困難和誤解的時候。在這個情節中，哪吒的父母最初對他的能力感到恐懼，甚至希望他能夠改變自己。然而，隨著故事的推進，他們逐漸認識到孩子的獨特性和潛力，最終選擇支持他。這不僅突顯了親情的深厚，也讓觀眾感受到成長過程中必經的衝突與和解。這一幕強調了接納自我和理解他人的重要性，提醒我們在追求自我實現的同時，也要珍惜身邊的親情，讓人感受到強烈的共鳴。

整套電影中，我認為哪吒在抱着母親哭泣時令我最難忘。因為這個情景既能體會母愛、親情又可以呈現哪吒不屈不撓的精神。

最鐘意哪吒講個句子：我命由我不由天，我自己的命運由我自己來掌權，不要讓上天來決定，做事永不低頭屈服，有反抗命運的精神，控制權操縱在自己的手中，強調個人的生命，要努力把握著改變自己的命運，能由自我決定，不由天地掌握。

我最難忘的是哪吒、敖炳及魔龍一族等人一同破天元鼎的情節。當時他們面對生死時候，每個人都盡力幫忙，無論啦他們能力是高是低，都竭盡全力希望能成功破天元鼎。相信當中他們有的深知自己沒有能力逃出去，他們其實是可以選擇保存自己性命，在一旁等待坐向其成，他們每一個依然竭盡全力，有一些不幸運地無法等到破天元鼎的一刻，各人看到此情景，信心沒有動搖，反而更出力，在不懈堅持下才成功破天元鼎。令我非常感受在團體中每一個人的付出原來都非常重要，雖然生活中我們未必會遇到這樣的生死時刻，但相信這種付在團體遇到困難時亦是必要。

The most unforgettable scene is the one where Ne Zha returns to his destroyed hometown after the attack vaporizes it and kills everyone. In the scene, the color tone of the scenery consists only of grey, dark brown, and faint hints of red from the lava. Additionally, there are the remnants of villagers, already burnt black and without any identifying features, but the last vestiges of their agony and desperation is still clearly shown, with their heads lifted and hands outstretched in a final, forgone hope for salvation. This uses a visual storytelling to elicit a visceral disgust and sense of pity; by showing the charred remains, the audience is immediately aware of and emphasizes with their plight; it also endows the audience with a desire for revenge so that they cheer on Ne Zha when he seemingly avenges his doomed hometown and parents. This uses a compelling bait-and-switch technique to put us in Ne Zha's shoes and increase engagement. The entire scene is choreographed and written brilliantly, which makes it the most unforgettable.

歷史舞台劇《毋負韶華——驃騎鐵將·霍去病》





升旗隊訓練



在練習升旗時，1號升旗手和2號升旗手要做「鏡面動作」，這也非常考驗團隊的合作性。參加升旗隊，不但增加了我對升旗的興趣，也同時增加了我和隊員之間的默契。

學習中式升旗，讓我體會到團結合作的重要性，以及當中的不容易。首先，每個人都有不同的身高和步速，要做到齊步走是十分困難的。我們在訓練中經常會轉錯方位或隊列不齊整。其次，升國旗時，二號護旗手需要根據國歌的節拍升國旗，一號護旗手動作也要和她保持一致的鏡面。但有時候國旗會遮擋住對面的護旗手，我們便需要根據手踭位置作出判斷，也是我們容易失誤的原因之一。所以，這些不容易令我們知道中式升旗不能只單短期的訓練，而是需要隊員間日積月累、無間斷的訓練和合作。故此，參加升旗隊有助磨練我的耐性及恆久力。

**INDEPENDENT AUDITOR'S REPORT
TO THE INCORPORATED MANAGEMENT COMMITTEE OF DAUGHTERS OF MARY HELP OF
CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL (the "Grantee")**

Opinion

We have audited the project accounts of Enhanced My Pledge to Act – Daughters of Mary Help of Christians Siu Ming Catholic Secondary School ("the Project") set out on pages 3 to 5, which comprise the balance sheet as at 31st May 2025, and the income and expenditure statement for the period from 1st June 2023 to 31st May 2025, and notes to the project accounts, including a summary of significant accounting policies.

In our opinion, the project accounts of the Project for the period from 1st June 2023 to 31st May 2025 are prepared, in all material respects, in accordance with the financial reporting requirements of the Quality Education Fund ("QEF") as set out in the "Accounting Policies for QEF Projects".

Basis for Opinion

We conducted our audit in accordance with Hong Kong Standards on Auditing ("HKSA's") issued by the Hong Kong Institute of Certified Public Accountants ("HKICPA"). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Project Accounts* section of our report. We are independent of the Grantee in accordance with the HKICPA's *Code of Ethics for Professional Accountants* ("the Code"), and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting and Restriction on Distribution and Use

We draw attention to Note 1 to the project accounts, which describes the basis of accounting. The project accounts are prepared to assist the Grantee in complying with the financial reporting requirements of the QEF. As a result, the project accounts may not be suitable for another purpose. Our report is intended solely for the Grantee and the QEF and should not be distributed to or used by parties other than the Grantee or the QEF. Our opinion is not modified in respect of this matter.

Other Matter

We have not performed any audit procedures to verify the authenticity of the supplementary and unaudited information provided by the Incorporated Management Committee of the Grantee in the project accounts.

Responsibilities of Incorporated Management Committee and Those Charged with Governance for the Project Accounts

The Incorporated Management Committee is responsible for the preparation of the project accounts in accordance with the financial reporting requirements of the QEF, as set out in its "Accounting Policies for QEF Projects", and for such internal control as the Incorporated Management Committee determines is necessary to enable the preparation of project accounts that are free from material misstatement, whether due to fraud or error.

Those charged with governance are responsible for overseeing the Grantee's financial reporting process.

**The Incorporated Management Committee of Daughters of
Mary Help of Christians Siu Ming Catholic Secondary School
Quality Education Fund Project
Income and Expenditure Statement
For the Period from 1st June 2023 to 31st May 2025**

Project No.: 2021/0281

Project Title: Enhanced My Pledge to Act – Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

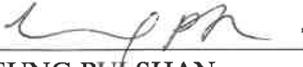
	Final Budget (unaudited) i HK\$	Actual ii HK\$	Variance With Final Budget (unaudited) iii = ii - i HK\$
Income			
- QEF Grant	244,000.00	244,000.00	-
Total Income	<u>244,000.00</u>	<u>244,000.00</u>	<u>-</u>
Less : Expenditure			
- Equipment	48,000.00	18,569.40	(29,430.60)
- Services	176,000.00	173,301.14	(2,698.86)
- General expenses			
-Audit fee	5,000.00	4,800.00	(200.00)
-Sundry expenses	10,000.00	9,993.98	(6.02)
- Contingency	5,000.00	-	(5,000.00)
Total Expenditure	<u>244,000.00</u>	<u>206,664.52</u>	<u>(37,335.48)</u>
Excess of Income over Expenditure	<u>-</u>	<u>37,335.48</u>	<u>37,335.48</u>

Notes are an integral part of the financial statements.

**The Incorporated Management Committee of Daughters of
Mary Help of Christians Siu Ming Catholic Secondary School
Quality Education Fund Project
Balance Sheet
As at 31st May 2025**

Project No.:	2021/0281	
Project Title:	Enhanced My Pledge to Act – Daughters of Mary Help of Christians Siu Ming Catholic Secondary School	
		HK\$
Current Assets		
Cash and cash equivalents		42,135.48
		<u>42,135.48</u>
Current Liabilities		
Accrued expenses		4,800.00
		<u>4,800.00</u>
Net Assets		<u>37,335.48</u>
Fund Balance		<u>37,335.48</u>

Notes are an integral part of the financial statements.



 LEUNG PUI SHAN
 School Head

Date : 29 AUG 2025

**The Incorporated Management Committee of Daughters of Mary Help of
Christians Siu Ming Catholic Secondary School
Quality Education Fund Project
Notes to Project Accounts
For the period from 1st June 2023 to 31st May 2025**

Project No.: 2021/0281

Project Title: Enhanced My Pledge to Act – Daughters of Mary Help of Christians Siu Ming Catholic
Secondary School

1. Basis of preparation

These project accounts have been prepared in accordance with the financial reporting requirements as set out in the “Accounting Policies for QEF Projects” issued by the QEF.

These project accounts have been prepared under the historical cost convention and accrual basis of accounting.

AGREED-UPON PROCEDURES REPORT ON INTERNAL CONTROLS ESTABLISHED FOR ENHANCED MY PLEDGE TO ACT – DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL

TO THE INCORPORATED MANAGEMENT COMMITTEE OF DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL (the “Grantee”)

Purpose of this Agreed-Upon Procedures Report and Restriction on Use and Distribution

Our report is solely for the purpose of assisting the Grantee in evaluating whether the internal controls established by the Grantee for Enhanced My Pledge to Act – Daughters of Mary Help of Christians Siu Ming Catholic Secondary School (the “Project”) are compliant with the terms and conditions of the Grant Agreement entered into with the Quality Education Fund (“QEF”) and may not be suitable for another purpose. This report is intended solely for the Grantee, and should not be used by, or distributed to, any other parties, except that we agree that a copy of this report may be provided to the QEF.

Responsibilities of the Grantee

The Grantee has acknowledged that the agreed-upon procedures are appropriate for the purpose of the engagement.

The Grantee is responsible for the internal controls established for the Project on which the agreed-upon procedures are performed.

Practitioner’s Responsibilities

We have conducted the agree-upon procedures engagement in accordance with the Hong Kong Standard on Related Services (HKRSRS) 4400 (Revised), *Agreed-Upon Procedures Engagements* issued by the Hong Kong Institute of Certified Public Accountants (the “HKICPA”). An agreed-upon procedures engagement involves our performing the procedures that have been agreed with the Grantee, and reporting the findings, which are the factual results of the agreed-upon procedures performed. We make no representation regarding the appropriateness of the agreed-upon procedures. We expressly disclaim any liability or duty to any other party for the content in this report.

This agreed-upon procedures engagement is not an assurance engagement. Accordingly, we do not express an opinion or an assurance conclusion.

Had we performed additional procedures, other matters might have come to our attention that would have been reported.

Professional Ethics and Quality Management

We have complied with the ethical requirements of the HKICPA’s *Code of Ethics for Professional Accountants* (the “Code”) and the independence requirements in Part 4A, Chapter A of the Code.

Our firm applies Hong Kong Standard on Quality Management 1, *Quality Management for Firms that Perform Audits or Reviews of Financial Statements, or Other Assurance or Related Services Engagements*, which requires the firm to design, implement and operate a system of quality management including policies or procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

AGREED-UPON PROCEDURES REPORT ON INTERNAL CONTROLS ESTABLISHED FOR ENHANCED MY PLEDGE TO ACT – DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL

TO THE INCORPORATED MANAGEMENT COMMITTEE OF DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL (the “Grantee”)

Procedures and Findings

We have performed the procedures described below, which were agreed upon with the Grantee in the terms of engagement dated 13th June 2025, on the internal controls established for the Project.

Procedures	Findings
<p>We obtained the Project Operation Manual from the Grantee and discussed with School Head whether the policies and procedures have been established for :</p> <ul style="list-style-type: none"> - Expenditure - Cash and bank - Procurement - Non-financial assets handling - Staffing and recruitment - Disclosure of conflicts of interest 	<p>We obtained the OM from the Grantee and understood that the Grantee has established policies and procedures.</p>
A. Internal Controls on Expenditure	
<p>1. For the expenditure invoices we checked whether the invoices are reviewed by the School Head based on the supporting documents provided by the Grantee and we reported if the expenditure was made in accordance with the approved budget. Expenditure exceeded the budget are reviewed and we reported if there are any items with variances which exceeded the established limits.</p>	<p>1. The expenditure invoices are reviewed and approved by the School Head and we reported that the expenditure was made in accordance with the approved budget.</p>
<p>2. For the expenditure we checked whether services are rendered before making payments based on the supporting documents provided by the Grantee.</p>	<p>2. Payments are made after the services received by the Grantee. Payments are made to the service providers only when the invoices are received by the Grantee.</p>
<p>3. For the expenditure we checked whether the accounting entries in the ledger are made in accordance with the supporting documents.</p>	<p>3. The accounting entries are made in accordance with the supporting documents.</p>

AGREED-UPON PROCEDURES REPORT ON INTERNAL CONTROLS ESTABLISHED FOR ENHANCED MY PLEDGE TO ACT – DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL

TO THE INCORPORATED MANAGEMENT COMMITTEE OF DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL (the “Grantee”)

B. Internal Controls on Cash and Bank	
4. We sighted bank statements to check whether a separate bank account was established for keeping and operating the QEF grant; and a separate account in the accounting system was set up for recording the grant expenditures and receipts of the Project.	4. There was a separate bank account established for keeping and operating the QEF grant; and a separate account in the accounting system was set up for recording the grant expenditures and receipts of the Project.
5. We checked whether processes are established by the Grantee to reconcile bank statements relating to the designated account against the ledger on a regular basis.	5. Bank statements are reconciled with the ledger regularly by the accounting staff of the Grantee.
6. We checked whether measures are established by the Grantee to monitor that no cash payment out of the QEF Grant exceeds HK\$5,000.	6. No cash payment exceeding HK\$5,000 is made out of the QEF Grant.
C. Internal Controls on Procurement	
7. We checked whether procedures are in place for segregation of duties in procurement processes, providing potential suppliers with the same information, compiling specifications to reflect the procurement needs, notifying in writing to each tenderer the result of its submission after selection is made, maintaining the confidentiality of the information from potential suppliers and selection of the highest score.	7. A staff is responsible for providing information to potential suppliers, comparing the price and quality of services, evaluating the potential suppliers before decision is made. Final decision is reviewed and approved by the School Head. Samples checking are performed to check the existence of the suppliers and the accuracy of quotation price.
8. We checked whether procedures are in place to select the appropriate procurement method based on the value of the procurement.	8. For services with amounts above HK\$5,000 but less than HK\$50,000, we noted that at least 2 written or oral quotations were obtained and the procurement was granted to suppliers with lower prices, except for the following: - Only one written quotation was obtained for film ticket costs of HK\$13,865, because only one supplier is available. - Procurement of uniforms for flag raising with amount HK\$10,787 was granted to the supplier with higher price, because the other supplier was unable to provide samples to the Grantee for assessment.

AGREED-UPON PROCEDURES REPORT ON INTERNAL CONTROLS ESTABLISHED FOR ENHANCED MY PLEDGE TO ACT – DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL

TO THE INCORPORATED MANAGEMENT COMMITTEE OF DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL (the “Grantee”)

9. We checked whether procedures are established to properly maintain procurement documentation such as quotation records, tendering documents and signed contracts.	9. All procurement invoices, quotation records, tendering documents and signed contracts were properly kept.
10. We checked whether there are processes to detect and prevent contract splitting when selecting the procurement method.	10. Only open tendering was involved in the Project and no risk of contract splitting existed.
11. We checked whether measures are implemented to disallow bid for outsourced service from the Grantee or project team members or their direct relatives.	11. Declaration of interest is obtained to ensure there is no bid for outsourced service from the Grantee or project team members or their direct relatives.
D. Internal Controls on Non-Financial Assets Handling	
12. We checked whether there are procedures to identify non-financial assets purchased for the Project.	12. Quotation, contract and receipt are obtained to ensure the equipment with unit cost exceeding HK\$1,000 and durable in nature are identified as non-financial assets.
13. We checked whether there are procedures in place to properly record acquisitions and disposals of non-financial assets (including deployment according to the proposal’s “Asset Usage Plan”) on the “Asset Register”.	13. No Assets Register is prepared as all equipment has unit cost less than HK\$1,000.
14. We checked whether there are processes to properly maintain accounting records and supporting documents for acquisitions and disposals of non-financial assets acquisitions.	14. Quotations, contract and receipts of equipment are inspected and are properly maintained by the staff of Grantee.
E. Internal Controls on Staffing and Recruitment	
15. We checked whether there are procedures to prevent the granting of award in the form of cash allowance to the project leader or the principal investigator.	15. No granting of award in the form of cash allowance to the project leader or the principal investigator is made.

**AGREED-UPON PROCEDURES REPORT ON INTERNAL CONTROLS ESTABLISHED FOR
ENHANCED MY PLEDGE TO ACT – DAUGHTERS OF MARY HELP OF CHRISTIANS SIU
MING CATHOLIC SECONDARY SCHOOL**

**TO THE INCORPORATED MANAGEMENT COMMITTEE OF DAUGHTERS OF MARY HELP
OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL (the “Grantee”)**

F. Other Internal Controls	
16. We checked whether there are procedures to identify and disclose real or perceived conflicts of interest of the Grantee in administering the QEF Grant and implementing the project.	16. Declaration of interest is obtained from the project team members and all related staff in administering the QEF Grant to ensure no conflicts of interests existed.
17. We checked whether measures are in place for adherence to the QEF financial reporting submission requirements as stipulated in QEF’s General Guidelines.	17. Deadlines for submission of financial and progress reports are strictly monitored by the staff of the Grantee with the approval of the School Head.



S. C. TO & CO.
Certified Public Accountants (Practising)

Hong Kong, 29 AUG 2025

VI. Appendix
 (o) Report of the Use of One off Grant on Parent Education

Annex 1

To: Permanent Secretary for Education

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

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

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

Fax No.: 2710 9970

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

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

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

	Area	Actual Expenses (\$)
i.	Organising structured or thematic parent education programmes <ul style="list-style-type: none"> • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts 	
ii.	Designing and producing school-based parent education resources	HK\$23,360.00
iii.	Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	HK\$8,000.00
iv.	Others (please specify): <u>Books</u>	HK\$1,315.60
	Total Expenditure	HK\$32,675.60
	Unspent Balance	HK\$167,324.40

2. As at 31 August 2027, the Grant

(Up to 31 August 2025)

has been fully spent.

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

[Applicable to aided, caput and DSS schools]

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

[Applicable to government schools]

(Please put a “✓” in the appropriate box)

VI. Appendix

(p) Report on the Use of One-off Grant Prom Chi Cult Immerse Act Annex 2

[Chinese version only]

致：教育局常任秘書長

（經辦人：教育局課程發展處 中國語文教育組）

地址：香港灣仔皇后大道東213號胡忠大廈12樓1201室

教育局課程發展處 中國語文教育組

傳真：2834 7810

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

「推廣中華文化體驗活動一筆過津貼」運用報告

1. 本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	實際開支金額 (HK\$)
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	HK\$66,913.92
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	
iii.	舉辦或資助學生參加本地文化考察或參觀活動	
iv.	發展有關中華文化的課程	
v.	採購及發展中華文化學與教資源	
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	HK\$24,750.00
vii.	其他（請註明）： _____ _____	
總開支金額 (HK\$) ¹		HK\$91,663.92
津貼餘款 (HK\$)		HK\$208,336.08

（截至2025年8月31日）

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

VI. Appendix

(q) Report on the Use of One-off for Promotion of a Sports

Annex 2

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

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

Fax: 2761 4291

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

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

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

	Area	Actual Expenses (\$)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	HK\$38,000.00
ii.	To organise or subsidise students’ participation in diversified PE-/sports-related learning activities/ competitions	HK\$9,292.00
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas ³	HK\$26,040.00
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	
v.	To purchase or upgrade PE/sports equipment in the school	
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	HK\$2,000.00
viii.	Others (Please specify): _____	
Total Expenditure⁴:		HK\$75,332.00
Unspent Balance:		HK\$74,668.00

(Up to 31 Aug 2025)

³ The total amount of the subsidies for all exchange or study visits must not exceed \$45,000 (i.e. 30% of the Grant).

⁴ The total amount for the “One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools” is \$150,000, and the total expenditure must not exceed the \$150,000; The amount on purchasing prizes should not exceed 10% of the total expenditure.