

*Joyful Motivated Learners*

*Earnest Thoughtful Citizens*

**Annual School Plan 2024 - 2025**



# Annual School Plan 2024-2025

| <b>Contents</b>   | <b>Page</b> |
|---|-------------|
| <b>I. Major Concerns</b>  |             |
| 1. Learning & Teaching  | 1 – 5       |
| 2. Student Quality Development  | 6 – 10      |
| 3. Administration   | 11 – 14     |
| <b>II. Financial Budget</b>   | 15          |
| <b>III. Plan for Use of Special Grants</b>                              |             |
| 1. Capacity Enhancement Grant (CEG)                                     | 16 – 17     |
| 2. Diversity Learning Grant (DLG)                                       | 18 – 22     |
| 3. Learning Support Grant (LSG)   | 23          |
| 4. Life-wide Learning Grant   | 24 – 54     |
| 5. Promotion of Reading Grant   | 55          |
| 6. 支援非華語學生中文學習計劃  | 56          |
| 7. Citizenship and Social Development Grant                             | 57          |
| 8. School-based After-School Learning and Support Grant (SBG)           | 58          |
| 9. 姊妹學校計劃   | 59 – 60     |
| 10. 「推廣中華文化體驗活動一筆過津貼」   | 61 – 63     |
| 11. One-off Grant for Mental Health at School                           | 64 – 66     |
| 12. One-off Grant for Mental Health of Parents and Students (By PTA)    | 67 – 68     |
| <b>IV. Staff Responsibilities</b>                                       | 69 – 80     |
| <b>V. Class Structure &amp; Student Enrolment</b>                       | 81          |
| <b>VI. Members of the Incorporated Management Committee (2024-2025)</b> | 82          |

## I. Major Concerns 2024-2025

### 1. Learning and Teaching

*Empowering our students to be committed self-directed learners*

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

- Follow up on ESR: (i) encouraging students to ask questions about their learning; and (ii) curriculum mapping of PSHE KLA
- Addressing learner diversity
- Reducing the pressure of students from handling assignments

| Target  | Implementation Strategy  | Success Criterion   | Method of Evaluation   | Time Scale            | Responsible person   | Resource Required   |
|---|--|---|--|-----------------------|--|---|
| • To make students become confident and motivated in learning | <ul style="list-style-type: none"> <li>• Deploying of QSIP of CUHK to enhance DI strategies of teachers and application of DI pedagogy               <ul style="list-style-type: none"> <li>- Three subject departments will engage in exploring DI pedagogy as seed departments</li> <li>- SD sessions on DI pedagogy are provided to all teachers</li> <li>- All teachers try out DI strategies in their lessons</li> <li>- Application of DI strategies as a focus of lesson observation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The three seed departments find that the support of QSIP empowers their departments to address learning diversity</li> <li>• 80% of teachers find the Staff Development sessions provided by QSIP deepen their understanding on DI strategies</li> <li>• 80% of teachers apply DI strategies regularly in their lessons</li> <li>• 70% of students agree that teachers address their learning needs</li> </ul> | <ul style="list-style-type: none"> <li>• Relevant surveys</li> <li>• Evaluation meetings of seed departments</li> <li>• Feedback from QSIP (CUHK)</li> <li>• Reflection from teachers and students</li> <li>• Lesson observations (appraisal and peer observations)</li> </ul> | • Throughout the year | <ul style="list-style-type: none"> <li>• Learning and Teaching Advancement Team</li> <li>• Staff Development Team</li> <li>• Subject departments</li> <li>• Teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>• Financial resources for deploying QSIP of CUHK</li> <li>• Time for meetings, staff development and evaluation with the service provider</li> <li>• Relevant surveys</li> </ul> |

| Target | Implementation Strategy   | Success Criterion   | Method of Evaluation  | Time Scale   | Responsible person   | Resource Required   |
|--------|---|---|---|--|--|---|
|        | <ul style="list-style-type: none"> <li>Conducting S1 to S3 curriculum mapping in PSHE KLA</li> <li>Ensuring a full coverage of the PSHE curriculum by different subjects, including the newly introduced CES</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum mapping meeting(s) is(are) conducted by subject departments under PSHE</li> <li>The PSHE curriculum is fully covered in S1 to S3</li> </ul> | <ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Mapping report</li> <li>Reflection of teachers</li> <li>Evaluation meetings of subject departments</li> </ul> | <ul style="list-style-type: none"> <li>At the beginning of the school year</li> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>PSHE coordinators</li> <li>PSHE subject department heads</li> <li>Teachers</li> </ul> | <ul style="list-style-type: none"> <li>Resources for CES</li> <li>Time for collaborative lesson preparation for CES teachers</li> </ul> |

## SHCC Annual School Plan 2024-2025

| Target | Implementation Strategy  | Success Criterion  | Method of Evaluation   | Time Scale  | Responsible person   | Resource Required  |
|--------|--|--|--|---|--|--|
|        | <ul style="list-style-type: none"> <li>• Opportunities being provided for students to address their learning needs/ strengthen their abilities and engage in self-directed learning               <ul style="list-style-type: none"> <li>- Students understand their learning needs through feedback of teachers and peers, and self-reflection</li> <li>- Students being ready to raise questions/ seek help for their learning</li> <li>- A wide variety of extended learning activities being provided for students to explore their interest/ further enhance their strengths</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• 70% of students express that they have fun when learning different subjects and they are interested in learning about different subjects</li> <li>• 70% of students agree that teachers' feedback helps them improve</li> <li>• 70% of students agree that peer feedback helps them improve</li> <li>• 70% of students are confident in learning</li> <li>• 70% of students have taken initiatives to seek help concerning learning, such as seeking advice from teachers/ parents/ peers and online resources</li> <li>• 70% of students have taken part in extended learning activities and agree that those activities are beneficial to their learning/ growth</li> </ul> | <ul style="list-style-type: none"> <li>• APASO Learning and Teaching (Learning Motivation – Intrinsic)</li> <li>• APASO Learning and Teaching (Teaching – Teacher Support)</li> <li>• School-based surveys</li> <li>• Reflection of students</li> <li>• Observation of teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• Learning and Teaching Advancement Team</li> <li>• KLA coordinators, department/ team heads</li> <li>• Extended Learning Coordinating Team</li> <li>• SAAT</li> <li>• Teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>• Time for conducting surveys</li> <li>• Coordination of teams/ departments</li> <li>• Reflection guidelines for students</li> <li>• Time for reflection</li> <li>• Time for teacher-student interaction</li> </ul> |

| Target   | Implementation Strategy  | Success Criterion   | Method of Evaluation  | Time Scale  | Responsible person   | Resource Required  |
|--|--|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>To create time and space for students to engage in learning activities</li> </ul> | <ul style="list-style-type: none"> <li>Better coordination of assignments</li> </ul> | <ul style="list-style-type: none"> <li>Majority of the KLAs are able to arrange suitable amount of assignments to cater to the needs of students</li> <li>70% of students express that the amount of assignment is appropriate</li> <li>70% of parents agree that the amount of assignment is appropriate</li> <li>70% of students are confident in handling their assignments</li> </ul> | <ul style="list-style-type: none"> <li>Reflection from teachers and students</li> <li>APASO Learning and Teaching (Homework – No negative emotion)</li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>Teachers under different KLAs</li> <li>Teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>Common time for discussion</li> </ul> |

| Target | Implementation Strategy  | Success Criterion   | Method of Evaluation  | Time Scale  | Responsible person  | Resource Required  |
|--------|--|---|---|---|---|--|
|        | <ul style="list-style-type: none"><li>• Exploration of different ways/ formats of assessment</li></ul> | <ul style="list-style-type: none"><li>• 80% of teachers have engaged in exploration / refinement of new assessment methods</li><li>• 70% of students agree that the assessment methods help them evaluate their learning</li><li>• 70% of students agree that the format of assessment is appropriate</li><li>• 70% of parents agree that the format of assessment is appropriate</li></ul> | <ul style="list-style-type: none"><li>• Surveys</li><li>• Teachers’ reflection</li><li>• Student feedback</li><li>• Parent feedback</li></ul> | <ul style="list-style-type: none"><li>• Throughout the year</li></ul> | <ul style="list-style-type: none"><li>• Learning and Teaching Advancement Team</li><li>• KLA coordinators</li><li>• Department heads</li><li>• Teachers</li></ul> | <ul style="list-style-type: none"><li>• Time for consultation and discussion</li></ul> |



## 2. Student Quality Development

### *Grooming our students to be joyful motivated learners and earnest thoughtful citizens*

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

- Follow up on ESR: Aligning the efforts of school-based national security education with the curriculum framework of the National Security Framework issued by EDB
- While values education is to be stressed and incorporated into school curriculum and student activities to help students form positive values as routine, mental well-being of students stressing forming positive outlook will be set as an independent focus. The enhancement of information literacy and cultivation of entrepreneurial spirit will be coordinated by the respective teams.
- Deepening the sense of identity as member of the community/ society/ country/ world

| Target   | Implementation Strategy   | Success Criterion  | Method of Evaluation   | Time Scale  | Responsible person  | Resource Required  |
|--|---|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>• To make students have a stronger identity of students as members of community/ society/ country/ world</li> </ul> | <ul style="list-style-type: none"> <li>• Deepening students' understanding of the development of China and Chinese culture               <ul style="list-style-type: none"> <li>- Aligning the efforts of school-based national security education with the curriculum framework of the National Security Framework issued by EDB</li> <li>- Providing opportunities for students to have a deeper understanding of the development of China/ Chinese culture through direct experiences</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The curriculum framework of the National Security Education is covered by the activities/ curriculum of the school</li> <li>• At least two trips to Mainland China in addition to the CS tour and two experiential activities are organised during the year, and 75% of students agree that the trips help them acquire a better understanding of the development of China/ Chinese culture</li> <li>• At least one exchange activity is organised with the Sister School and 70% of participants find that they have a better</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluation meetings/ inspection of documents</li> <li>• Reflection/ evaluation of students and teachers</li> <li>• Observation of teachers</li> <li>• APASO</li> <li>• Feedback from the Sister School</li> </ul> | <ul style="list-style-type: none"> <li>• Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• National Security Education Coordinating Core Team</li> <li>• Departments/ Team Heads Department</li> <li>• Sister School coordinators</li> <li>• Staff Development Team</li> <li>• Teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>• Availability of suitable service providers and programmes, financial resources</li> </ul> |

| Target | Implementation Strategy  | Success Criterion  | Method of Evaluation   | Time Scale  | Responsible person  | Resource Required   |
|--------|--|--|--|---|---|---|
|        | <ul style="list-style-type: none"> <li>- Providing exchange opportunities for students with those of Sister School/ Mainland China</li> <li>- Organising activities to deepen the understanding of staff members on the development of China/ Chinese culture</li> </ul>   | <ul style="list-style-type: none"> <li>• understanding of China/ Chinese culture</li> <li>• 80% of teachers find that they have a better understanding of the development of China/ Chinese culture through participating in different activities throughout the year</li> </ul> |  |   |   |   |
|        | <ul style="list-style-type: none"> <li>• Strengthening one's sense of responsibility to the family, community and country               <ul style="list-style-type: none"> <li>- Empowering students to reflect on their roles in their families, community, society and country whenever opportunities arise</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• 75% of students think that they have a positive role to play in their family, community, society/country</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflection of students</li> <li>• Observation of teachers</li> <li>• Observation of family members</li> </ul> | <ul style="list-style-type: none"> <li>• Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• Department/ Team Heads</li> <li>• Teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>• Appropriate reflection guidelines</li> <li>• Appropriate surveys</li> <li>• Time for reflection</li> </ul> |

| Target   | Implementation Strategy   | Success Criterion   | Method of Evaluation  | Time Scale  | Responsible person  | Resource Required  |
|--|---|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>To enhance the mental well-being of students</li> </ul> | <ul style="list-style-type: none"> <li>Raising awareness of students and staff of the importance of mental well-being and responding to it               <ul style="list-style-type: none"> <li>Whole school effort to conduct developmental activities to form positive outlook and address mental well-being of oneself (adversity and pressure)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>80% of students agree that it is important to enhance one's mental being</li> <li>80% of students have joined enhancing mental well-being activities and find the activities useful in coping with pressure/ adversity/ positive outlook</li> </ul>                    | <ul style="list-style-type: none"> <li>Survey</li> <li>Reflection of students</li> <li>Observation of teachers</li> <li>Evaluation meetings</li> <li>APASO</li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>Counselling Team</li> <li>Department/ Team Heads</li> <li>Teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>Financial resources</li> <li>Appropriate service providers</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Holding mental well-being ambassador programme</li> </ul>  | <ul style="list-style-type: none"> <li>80% of participants find the programme useful in enhancing their own mental well-being</li> <li>80% of students agree that they have taken initiatives to help their schoolmates cultivate a positive outlook of life/ care for their own mental well-being</li> </ul> | <ul style="list-style-type: none"> <li>Programme evaluation</li> <li>Reflection of mental well-being ambassadors</li> <li>Observation of teachers</li> </ul>          | <ul style="list-style-type: none"> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>Counselling Team</li> <li>Teachers and students concerned</li> </ul>                       | <ul style="list-style-type: none"> <li>Appropriate training for mental well-being ambassadors</li> </ul>     |

| Target | Implementation Strategy   | Success Criterion  | Method of Evaluation   | Time Scale  | Responsible person  | Resource Required   |
|--------|---|--|--|---|---|---|
|        | <ul style="list-style-type: none"> <li>- Engaging professionals to provide support to students/families in need</li> <li>- Holding case conferences among parents, professionals and teachers to ensure the support provided is well-coordinated</li> </ul> | <ul style="list-style-type: none"> <li>• 70% of students concerned find the service helpful in enhancing their mental well-being</li> <li>• 70% of families concerned find the service helpful to their children/ families</li> <li>• 80% of teachers concerned find the case conferences helpful in fine-tuning their teaching strategies for the students concerned</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from students and families concerned</li> <li>• Feedback from the professionals</li> <li>• Feedback from teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher in charge of the services</li> <li>• SENCO</li> <li>• Counselling Mistress</li> <li>• Teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>• Availability of suitable speakers</li> </ul> |
|        | <ul style="list-style-type: none"> <li>- Arranging activities to help teachers deepen their understanding of issues related to mental well-being of students</li> </ul>   | <ul style="list-style-type: none"> <li>• 70% of teachers find the activities helpful in equipping them to address the mental well-being of students</li> </ul>   | <ul style="list-style-type: none"> <li>• Evaluation surveys</li> </ul>   | <ul style="list-style-type: none"> <li>• After SD activities</li> </ul> | <ul style="list-style-type: none"> <li>• SDT</li> <li>• Teachers concerned</li> </ul>   | <ul style="list-style-type: none"> <li>• Appropriate activities</li> </ul>            |

| Target | Implementation Strategy   | Success Criterion   | Method of Evaluation   | Time Scale   | Responsible person   | Resource Required  |
|--------|---|---|--|--|--|--|
|        | <ul style="list-style-type: none"> <li>Building a supportive environment at home (parent education)               <ul style="list-style-type: none"> <li>Empowering parents to accompany their children on their growth journey through talks, workshops and parent-child activities</li> </ul> </li> <li>Strengthening home-school cooperation through teacher-parent communication</li> </ul> | <ul style="list-style-type: none"> <li>70% of participants find that the programmes are conducive to the building of parent-child relationship/ help them understand their children/youth better</li> <li>70% of teachers agree that they actively contact parents and the teacher-parent communication facilitates the growth of students</li> <li>70% of parents agree that they actively contact teachers and the teacher-parent communication facilitates the growth of students</li> </ul> | <ul style="list-style-type: none"> <li>Surveys</li> <li>Reflection/ evaluation from participants</li> <li>Surveys</li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year</li> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>Parent Education Team</li> <li>PTA</li> <li>Parents and students</li> <li>Home Teachers Coordinating Team</li> <li>All teachers</li> <li>Parents</li> </ul> | <ul style="list-style-type: none"> <li>Time for parents to participate, additional financial resources</li> <li>Time for parent-teacher communication</li> </ul> |

### 3. Administration

#### *Providing a supportive and joyful learning and working environment for the Sacred Heart community*

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

- Current projects such as School History Research and Heritage Corner Renovation, Cambodian Outreach Project, upgrading school facilities and simplifying administration procedures will be continued
- Resources reallocation aiming at enhancing learning and teaching/ mental well-being of members of the Sacred Heart community will be explored.

| Target                                     | Implementation Strategy   | Success Criterion   | Method of Evaluation   | Time Scale   | Responsible person  | Resource Required  |
|--|---|---|--|--|---|--|
| • To enhance collaboration among all staff | • Fine-tuning procedures for administrative work and school documents according to the latest guidelines from the EDB   |   |  |  |   |  |
|  | <ul style="list-style-type: none"> <li>- Revising procedures and documents for procurement and hiring in accordance with suggestions from the EDB</li> <li>- Fine-tuning of administrative procedures for student activities</li> </ul> | <ul style="list-style-type: none"> <li>• Updated procedures and documents in use by all staff for procurement and hiring of tutors/coaches/instructors</li> <li>• Administrative procedures for student activities being simplified or made more efficient</li> </ul> | <ul style="list-style-type: none"> <li>• Revised procedures and documents in smooth operation</li> <li>• Observation</li> <li>• Observation</li> <li>• Feedback from teacher advisers and school office staff</li> </ul> | <ul style="list-style-type: none"> <li>• September 2024 and throughout the school year</li> <li>• Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• School Finance Team</li> <li>• Administration Core Team</li> </ul> | <ul style="list-style-type: none"> <li>• Revised procedures and documents</li> </ul> |

| Target   | Implementation Strategy  | Success Criterion  | Method of Evaluation   | Time Scale  | Responsible person   | Resource Required   |
|--|--|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>To strengthen the sense of belonging to the school</li> </ul> | <ul style="list-style-type: none"> <li>Continuing the School History Project</li> <li>Collecting artefacts and school history</li> </ul> | <ul style="list-style-type: none"> <li>Artefacts being collected from alumnae</li> <li>Research targeting different sources and documents on school history being made</li> </ul>  | <ul style="list-style-type: none"> <li>Evaluation report</li> <li>Artefacts collected</li> <li>Materials gathered from research</li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>School History Project Team</li> </ul>  | <ul style="list-style-type: none"> <li>Artefacts collected from donors</li> <li>Time and space for document search</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Renovating the School Heritage Corner</li> </ul>  | <ul style="list-style-type: none"> <li>Renovation of the School Heritage Corner being completed</li> </ul>   | <ul style="list-style-type: none"> <li>New School Heritage Corner being established</li> </ul>   | <ul style="list-style-type: none"> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>School History Project Team</li> </ul>  | <ul style="list-style-type: none"> <li>Resources and time for renovation work</li> </ul>                                      |
|  | <ul style="list-style-type: none"> <li>Sustaining the outreach project in Cambodia</li> </ul>  | <ul style="list-style-type: none"> <li>At least one activity is organised for students to engage in the outreach service</li> <li>75% of the participants find the service project meaningful</li> <li>75% of participants find the service contributing to their personal growth</li> </ul> | <ul style="list-style-type: none"> <li>Reflection, observation, evaluation report</li> </ul>   | <ul style="list-style-type: none"> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>Extended Learning Coordination Team, Community Service Coordinating Team</li> </ul> |   |

| Target   | Implementation Strategy   | Success Criterion   | Method of Evaluation   | Time Scale   | Responsible person   | Resource Required |
|--|---|---|--|--|--|-------------------|
| <ul style="list-style-type: none"> <li>To re-examine resources allocation</li> </ul> | <ul style="list-style-type: none"> <li>Organising programmes addressing the mental and physical well-being of teachers</li> <li>Exploring possibilities of revitalising rooms for new purposes</li> </ul> | <ul style="list-style-type: none"> <li>Staff well-being programmes on strengthening mental and physical health being held twice</li> <li>75% of participants find the well-being programmes useful</li> <li>Use of special rooms being reviewed and rooms for possible conversion being identified</li> <li>Plans for room conversion being made</li> </ul> | <ul style="list-style-type: none"> <li>Surveys</li> <li>Evaluation report</li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year</li> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>Staff Development Team, Staff Welfare Team</li> <li>Administration Core Team, School Maintenance and Repair Team</li> </ul> |                   |



| Target   | Implementation Strategy  | Success Criterion  | Method of Evaluation  | Time Scale   | Responsible person  | Resource Required  |
|--|--|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>To upgrade campus facilities</li> </ul> | <ul style="list-style-type: none"> <li>Improving school facilities for the welfare of teachers and students               <ul style="list-style-type: none"> <li>Installing interactive panels in classrooms</li> </ul> </li> <li>Providing a clean and safe environment for the Sacred Heart community               <ul style="list-style-type: none"> <li>Carrying out regular cleaning of school campus</li> <li>Refurbishment of classrooms/ school facilities</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Interactive panels being installed in all classrooms in the classroom block and ready for use by September 2025</li> <li>Big scale campus cleaning being carried out on a regular basis</li> <li>Maintenance work being done to repair and refurbish classroom and school facilities</li> </ul> | <ul style="list-style-type: none"> <li>Progress report</li> <li>Evaluation report</li> <li>Evaluation report</li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year</li> <li>Throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>Classroom Renovation Group</li> <li>Administration Core Team, School Office</li> <li>Administration Core Team, School Maintenance and Repair Team</li> </ul> | <ul style="list-style-type: none"> <li>Financial resources for interactive panels (QEF)</li> </ul> |

## II. Financial Budget (as at 31 August 2024)

| <b><u>BUDGET SUMMARY FOR 2024-2025</u></b> |                             |  |
|--|-----------------------------|--|
| <b>CODE</b>                                | <b>PROGRAMME ITEM</b>       | <b>TOTAL<br/>ALLOCATION<br/>(HK\$)</b> |
| A01-A08                                    | Premises                    | 2,808,040.00                           |
| A09-A20                                    | Administration              | 4,969,968.80                           |
| C01-C24                                    | Curriculum                  | 2,569,729.00                           |
| P01-P35                                    | Pastoral Care               | 4,603,576.00                           |
| S01-S04                                    | School Improvement Projects | 2,924,642.60                           |
|  | <b>Total</b>                | <b>17,875,956.40</b>                   |

### III. Plan for Use of Special Grants (as at 31 August 2024)

#### 1. Capacity Enhancement Grant (CEG)

**Estimated Total Expenses: HK\$ 233,800.00**

##### Task Areas:

1. Improving the language proficiency of junior students
2. Enhancing teaching and learning effectiveness in Chinese writing

| Areas of concern  | Implementation Plan   | Benefits Anticipated  | Schedule  | Resources Required (HK\$) | Performance Indicators   | Assessment Mechanism  |
|---|---|---|---|---------------------------|--|---|
| 1. Improving the academic performance of junior students in the core subjects | <ul style="list-style-type: none"> <li>✧ Offering remedial classes for students who are weak in English Language, Chinese Language and Mathematics</li> </ul> | <ul style="list-style-type: none"> <li>✧ Students will clarify their misconceptions in English grammar, improve their awareness of parts of speech and correct spelling.</li> <li>✧ Students' foundation in Chinese Language will be improved through training on writing skills and comprehension skills.</li> <li>✧ Students will get improvement in Mathematics through exercises, graded learning materials and past papers.</li> </ul> | Throughout the school year from September 2024 to July 2025 | <b>219,800.00</b>         | <ul style="list-style-type: none"> <li>✧ Average attendance rate at 80%</li> <li>✧ Students showing improvement and greater commitment to their learning throughout the programme</li> <li>✧ Subject teachers' observation on participating students being positive</li> </ul> | <ul style="list-style-type: none"> <li>✧ Attendance records</li> <li>✧ Assessment records</li> <li>✧ Evaluation reports from tutors</li> <li>✧ Observation from subject teachers</li> </ul> |

| Areas of concern  | Implementation Plan   | Benefits Anticipated   | Schedule  | Resources Required (HK\$) | Performance Indicators   | Assessment Mechanism   |
|---|---|--|---|---------------------------|--|--|
| 2. Enhancing teaching and learning effectiveness in Chinese writing | <ul style="list-style-type: none"> <li>✧ Promoting teacher development through co-planning of lessons under professional guidance</li> <li>✧ Providing enhancement and enrichment classes for students to enhance and consolidate their writing skills</li> </ul> | <ul style="list-style-type: none"> <li>✧ The bridging between the curriculum and pedagogy in junior and senior Chinese writing will improve.</li> <li>✧ Students' writing skills, including the ability to construct their ideas, will be strengthened.</li> </ul> | Throughout the school year from September 2024 to July 2025 | <b>14,000.00</b>          | <ul style="list-style-type: none"> <li>✧ Assessments show improvement in writing skills.</li> <li>✧ Subject teachers find the programme content useful for daily teaching</li> </ul> | <ul style="list-style-type: none"> <li>✧ Pre-tests and post-tests for students to observe their progress</li> <li>✧ Feedback from students and teachers</li> </ul> |

## 2. Diversity Learning Grant (DLG)

**Balance Carried Forward: HK\$203,346.12**

**Estimated Total Expenses: HK\$155,700.00**

The following programmes are adopted with the support of Diversity Learning Grant (DLG) from the Education Bureau:

| <b>DLG-funded Programme(s)</b>      | <b>Strategies &amp; benefits anticipated (e.g. in what way diverse learning needs of students are catered for)</b>  | <b>Tentative Programmes</b> | <b>Duration of the programme / course</b> | <b>Target students</b> | <b>Estimated number of students involved in the school year 2024-2025</b> | <b>Evaluation of student learning / success indicators</b>   | <b>Estimated Expenses (HK\$)</b> | <b>Teacher-in-charge</b>                                    |
|-------------------------------------|---|-----------------------------|---|------------------------|---|--|----------------------------------|---|
| English Language Pull-out Programme | <p>Immersing students in the world of digital journalism and experience a real working newsroom at SCMP</p> <p>Students can learn market research skills and create a relevant original podcast episode</p> | SCMP<br>Creating a Podcast  | 6 sessions<br>(12 hours)                  | S4 - S5                | 10  | <p>90% of the students can develop their communication skills and market research skills</p> <p>90% of the students can continue the practice of precise fact-checking when delivering information in public</p> | 30,000.00                        | English Language Department and AoL & Gifted Education Team |

| <b>DLG-funded Programme(s)</b>      | <b>Strategies &amp; benefits anticipated (e.g. in what way diverse learning needs of students are catered for)</b>   | <b>Tentative Programmes</b>      | <b>Duration of the programme / course</b> | <b>Target students</b> | <b>Estimated number of students involved in the school year 2024-2025</b> | <b>Evaluation of student learning / success indicators</b>  | <b>Estimated Expenses (HK\$)</b> | <b>Teacher-in-charge</b>                             |
|-------------------------------------|--|----------------------------------|---|------------------------|---|---|----------------------------------|--|
| Chinese Language Pull-out Programme | Organising the Chinese Language pull-out programme 'Chinese Poetry Writing Workshop' which enables students to develop their ability to write contemporary Chinese poetic styles and themes  | Chinese Poetry Writing Workshop  | 4 sessions (6 hours)                      | S4 - S5                | 20  | 90% of Students can apply the skills learned in class to write complete poems and 50% of students participate in related competitions | 8,000.00                         | Chinese Department & AoL & Gifted Education Team     |
| Mathematics Pull-out Programme      | Organising Mathematics Pull-out Programme which enables gifted students to learn beyond classrooms and apply the knowledge of Mathematics through competitions and lessons by tertiary institutions which can train students' problem-solving and creative ability | Mathematics Enrichment Programme | 13 sessions (13 hours)                    | S4                     | 10  | 80% of the participants are able to apply what they have learnt in the programme to competitions                                      | 5,000.00                         | Mathematics Department & AoL & Gifted Education Team |

| <b>DLG-funded Programme(s)</b>       | <b>Strategies &amp; benefits anticipated (e.g. in what way diverse learning needs of students are catered for)</b>   | <b>Tentative Programmes</b>                               | <b>Duration of the programme / course</b> | <b>Target students</b> | <b>Estimated number of students involved in the school year 2024-2025</b> | <b>Evaluation of student learning / success indicators</b>  | <b>Estimated Expenses (HK\$)</b> | <b>Teacher-in-charge</b>                         |
|--------------------------------------|--|---|---|------------------------|---|---|----------------------------------|--|
| Mathematics Pull-out Programme       | Joining pull-out programme organized by HKUST which enables gifted students to learn beyond DSE syllabus   | HKUST Dual Program  | 16 sessions (48 hours)                    | S4-S5                  | 2   | 80% of the participants are able to apply what they have learnt in the programme  | 8,000.00                         |  |
| Mathematics Pull-out Programme       | Joining pull-out programme organized by CUHK which enables gifted students to learn beyond DSE syllabus  | CUHK Enrichment Mathematics for Young Mathematics Talents | 9 sessions (5 hours)                      | S4-S5                  | 2   | 80% of the participants are able to apply what they have learnt in the programme  | 5,000.00                         |  |
| Science Pull-out Programme (Biology) | Organising Biology Pull-out Programme which enables students to apply the knowledge of Biology and to learn about forensic science/gene replication/epigenetics through the study of DNA | Genetic engineering-DNA and Protein Stream                | 2 sessions (12 hours)                     | S4 – S5                | 12  | 80% of the participants are able to learn genetic studies through theoretical courses, hands-on experiments and group discussions | 19,200.00                        | Biology Department & AoL & Gifted Education Team |

| <b>DLG-funded Programme(s)</b>       | <b>Strategies &amp; benefits anticipated (e.g. in what way diverse learning needs of students are catered for)</b>                | <b>Tentative Programmes</b>      | <b>Duration of the programme / course</b> | <b>Target students</b> | <b>Estimated number of students involved in the school year 2024-2025</b> | <b>Evaluation of student learning / success indicators</b>   | <b>Estimated Expenses (HK\$)</b> | <b>Teacher-in-charge</b>                    |
|--------------------------------------|---|----------------------------------|---|------------------------|---|--|----------------------------------|---|
| Science Pull-out Programme (Biology) | Pull-out programme organized by HKUST which enables gifted students to learn beyond DSE syllabus                                  | HKUST Dual Program               | 16 sessions (48 hours)                    | S4 – S5                | 2   | 80% of the participants are able to apply what they have learnt in the programme   | 5,000.00                         |   |
| PSHE Enrichment Programme            | Learning about traditional Chinese architectural designs and culture. Understand the social and urban transformation of Hong Kong | The story of Kowloon Walled City | 1 session (3 hours)                       | S4 – S5                | 15  | 90% of students reflect on the implications of urban development and renewal, discussing how the legacy of the Walled City influences contemporary views on community and identity | 5,000.00                         | CS Department & AoL & Gifted Education Team |



| <b>DLG-funded Programme(s)</b>                  | <b>Strategies &amp; benefits anticipated (e.g. in what way diverse learning needs of students are catered for)</b>                              | <b>Tentative Programmes</b>   | <b>Duration of the programme / course</b> | <b>Target students</b> | <b>Estimated number of students involved in the school year 2024-2025</b> | <b>Evaluation of student learning / success indicators</b>  | <b>Estimated Expenses (HK\$)</b> | <b>Teacher-in-charge</b>                               |
|---|---|---|---|------------------------|---|---|----------------------------------|--|
| Aesthetic Enrichment Programme                  | Understanding and appreciate the traditional Chinese art and benefit from mindfulness   | Art and craft workshops about Han Tribe and Chinese classical calligraphy | 1 session (1.5 hours)                     | S4 – S5                | 30  | 80% of the participants are able to demonstrate an appreciative attitude in the beauty of Chinese classical calligraphy | 2,100.00                         | Visual Arts Department and AoL & Gifted Education Team |
| Local or Overseas Learning/ Exchange Programmes | Subsidising registration fees for overseas learning/ exchange programmes for exceptionally gifted students                                      | Local or overseas online programmes                                       | 10 days                                   | S4 – S5                | 10  | 80% of the participants reflect their learning outcomes with presentations or reports                                   | 53,400.00                        | AoL & Gifted Education Team                            |
| Leadership Training Programme                   | Organising a workshop on English public speaking for student leaders so that they are better prepared to write and deliver speeches confidently | English Public Speaking Training for Student Leaders                      | 6 sessions (6 hours)                      | S4 – S6                | 28  | 80% of the participants are able to write and deliver a 5-min speech in the workshop                                    | 15,000.00                        | AoL & Gifted Education Team                            |

### 3. Learning Support Grant (LSG)

#### Income

| Item   |     | Amount (HK\$)     |
|--|-----|-------------------|
| Surplus allowed to be retained at the end of last school year (i.e. as at 31st August) | (a) | 253,293.71        |
| The 1st allotment in the 2024-2025 school year   | (b) | 310,733.00        |
| Estimated amount of the 2nd allotment in the 2024-2025 school year                     | (c) | 260,000.00        |
| <b>Total income (d) = (a) + (b) + (c)</b>  |     | <b>824,026.71</b> |

#### Expenditure

| Item   |  | Amount (HK\$)     |
|--|--|-------------------|
| Employing additional full-time and/ or part-time teachers  |  | 0.00              |
| Employing additional TAs   |  | 0.00              |
| Hiring of professional services  |  | 375,000.00        |
| Purchasing teaching resources and aids   |  | 5,000.00          |
| Organising programmes on learning or inclusive culture, conducting school-based teacher training programmes and organising home-school co-operation activities |  | 200,000.00        |
| <b>Total expenditure (e)</b>   |  | <b>580,000.00</b> |

#### Balance

| Item  |  | Amount (HK\$)     |
|---|--|-------------------|
| <b>Estimated accumulated surplus by the end of this school year (f) = (d) – (e)</b> |  | <b>244,026.71</b> |

## 4. Life-wide Learning Grant

**Estimated Total Expenses: HK\$2,386,653**

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

| No. | Brief Description and Objective of the Activity  | Domain      | Date        | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                       | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|-------------|-------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |             |             | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 1.1 | <b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness or to organise diversified life-wide learning activities to cater for students’ interests and abilities for stretching students’ potential and nurturing in students positive values and attitudes |             |             |                 |                                  |  |                           |                                |   |   |   |   |
| 1   | Voluntary Services<br><br>• To provide a chance for the students to serve the needy in the community through art   | Visual Arts | First Term  | S3 – S5         | 20                               | Observation & Documentation<br><br>Student Reflections                           | 3,000.00                  |                                |   | Y |   | Y |
| 2   | Workshops and talks by artists on creativity and skills training<br><br>• To widen students’ horizon in different aspects of art<br>• To provide art skills training for students  | Visual Arts | Second Term | S1 – S5         | 50                               | Observation & Documentation<br><br>Student Reflections<br><br>Learning Artifacts | 18,000.00                 |                                |   | Y |   |   |
| 3   | Extended learning in Art<br><br>• To widen students’ horizon in different aspects of art<br>• To provide students with the enjoyment of art  | Visual Arts | Whole Year  | S1 – S5         | 100                              | Observation & Documentation<br><br>Student Reflections<br><br>Learning Artifacts | 20,000.00                 |                                |   | Y |   |   |

| No. | Brief Description and Objective of the Activity   | Domain           | Date                | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|------------------|---------------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                  |                     | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 4   | 美荷樓實地考察<br><br>• To give students an in-depth understanding of the development history of public housing estates in Hong Kong as well as an opportunity for moral and emotional education   | Chinese Language | Feb 2025 – Apr 2025 | S2              | 180                              | Student Reflections<br><br>Performance Assessment          | 17,000.00                 | Y                              |   |   |   |   |
| 5   | Inter-school competition subsidisation<br><br>• To encourage more students to participate in off-campus competitions to broaden their horizons  | Chinese Language | Whole Year          | S1 – S5         | 20                               | Student Reflections<br><br>Portfolios                      | 1,063.00                  | Y                              |   |   |   |   |
| 6   | Regular Training for Chinese Debating Club members and Advanced Training for interschool debate competitions by instructor<br><br>• To learn about the basic and advanced skills in the preparation and participation in interschool debating matches, which include data research, drafting of speeches, speech delivery and instant rebuttals and so on | Chinese Language | Whole Year          | S1 – S5         | 300                              | Student Reflections<br><br>Performance Assessment          | 116,550.00                | Y                              |   |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain                            | Date           | Target Students           |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|-----------------------------------|----------------|---------------------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                                   |                | Level                     | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 7   | Publication of students' articles<br><br>• To publish a collection of S6 students' writing  | Chinese Literature                | Mid – Jul 2025 | S1 – S6                   | 9                                | Performance Assessment                                     | 14,000.00                 | Y                              |   |   |   |   |
| 8   | 文學散步<br><br>• A co-curricular activity for students to understand more about the development of HK Chinese Literature   | Chinese Literature                | Oct – Nov 2024 | S4 – S6<br>C.Lit students | at most 35                       | Student Reflections  | 5,000.00                  | Y                              |   |   |   |   |
| 9   | Happy Moments of Sacred Heartists<br><br>• To organise different activities concerning the mental well-being of students.<br>• To help students establish a healthy life style  | Homeroom Teachers Board Core Team | Whole Year     | S1 – S6                   | All students                     | Observation & Documentation<br><br>Student Reflections     | 100,000.00                |                                | Y | Y |   |   |
| 10  | IT-related competitions<br><br>• To provide students with opportunities to participate in IT-related competitions so that they will become joyful motivated learners in the ever-changing world of science and technology | Computer                          | Whole Year     | S4 and S5                 | 5                                | Performance Assessment                                     | 10,000.00                 | Y                              | Y |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain | Date           | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism  | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|--------|----------------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |   |        |                | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 11  | Schools Dance Festival <ul style="list-style-type: none"> <li>To enhance students' interest in dancing through representing the school in the 61st Schools Dance Festival</li> </ul>                | Dance  | Jan – Mar 2025 | S1 – S5         | 49                               | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation                               | 23,710.00                 |                                | Y | Y |   |   |
| 12  | Inter-class Dance Competition <ul style="list-style-type: none"> <li>To offer students on stage dance performance experience and apply skills and techniques learnt during dance lessons</li> </ul> | Dance  | Jan – Mar 2025 | S1 – S6         | 50                               | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation<br><br>Performance Assessment | 10,200.00                 |                                | Y | Y |   |   |
| 13  | Dance Course <ul style="list-style-type: none"> <li>To enhance students' interest in dancing and improve the quality of their movements</li> </ul>  | Dance  | Jan – Mar 2025 | S1 – S6         | 51                               | Survey<br><br>Post-event Evaluation Meetings  | 40,000.00                 |                                |   | Y |   |   |

| No. | Brief Description and Objective of the Activity  | Domain           | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|------------------|----------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |                  |          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 14  | HKMA Visit<br><br>• To understand the history of the Hong Kong Dollar and its anti-counterfeiting features; to learn the functions of the Hong Kong Monetary Authority and the concept of the linked exchange rate | Economics        | May 2025 | S5              | 25                               | Survey   | 900.00                    | Y                              |   |   |   |   |
| 15  | Visit of the Mills<br><br>• To study the secondary industries in the past; to highlight the importance of heritage conservation and revitalization   | Economics        | Feb 2025 | S4              | 30                               | Survey   | 1,000.00                  | Y                              | Y |   |   |   |
| 16  | Company visit - Calbee<br><br>• To observe the local secondary production and the marketing strategies of the brand  | Economics        | Mar 2025 | S3 and S4       | 20                               | Survey   | 2,000.00                  | Y                              |   |   |   |   |
| 17  | S4 Public Speaking Workshop<br><br>• To offer students advice on public speaking from experienced speaker(s) to help them prepare for inter-class competition  | English Language | Mar 2025 | S4              | 125                              | Post-event Evaluation Meetings                             | 900.00                    | Y                              |   |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain           | Date       | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|------------------|------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                  |            | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 18  | S5 Debating Workshop <ul style="list-style-type: none"> <li>To offer students advice on debating from experienced speaker(s) to help them prepare for inter-class debating competition</li> </ul>   | English Language | Mar 2025   | S5              | 133                              | Post-event Evaluation Meetings                             | 900.00                    | Y                              |   |   |   |   |
| 19  | Association of EMI Schools Drama Fest 2025 <ul style="list-style-type: none"> <li>To offer students opportunities to apply the knowledge and skills learnt in Drama lessons</li> </ul>              | English Language | Whole Year | S1 – S3         | Max. 30                          | Observation & Documentation                                | 2,500.00                  | Y                              | Y | Y |   |   |
| 20  | NESTA Competitions (Speak Out, Page to Stage, Puppetry) <ul style="list-style-type: none"> <li>To offer students opportunities to apply the knowledge and skills learnt in Drama lessons</li> </ul> | English Language | Whole Year | S1 – S3         | 15 – 20                          | Observation & Documentation                                | 1,300.00                  | Y                              | Y | Y |   |   |
| 21  | Puppet Show <ul style="list-style-type: none"> <li>To offer students opportunities to apply the knowledge and skills learnt in Drama lessons</li> </ul>   | English Language | Apr 2025   | S1              | 198                              | Observation & Documentation                                | 1,200.00                  | Y                              | Y | Y |   |   |



| No. | Brief Description and Objective of the Activity   | Domain           | Date       | Target Students       |                                  | Brief Description of the Monitoring / Evaluation Mechanism           | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|------------------|------------|-----------------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                  |            | Level                 | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 22  | Speech & Debating Society: Training by instructors<br><br>• To provide training to the school debating team and help debaters prepare for debating competitions | English Language | Whole Year | Debating Team members | 12                               | Observation & Documentation  | 11,000.00                 | Y                              | Y |   |   |   |
| 23  | S4 Geography Field Study<br><br>• To gain first-hand experience in conducting fieldwork for enquiry studies of Geography  | Geography        | Mar 2025   | S4                    | 22                               | Performance Assessment   | 1,900.00                  | Y                              | Y |   |   |   |
| 24  | S5 Geography Field Study Camp<br><br>• To gain first-hand experience in conducting fieldwork for enquiry studies of Geography                                   | Geography        | Oct 2024   | S5                    | 13                               | Performance Assessment   | 1,000.00                  | Y                              | Y |   |   |   |
| 25  | Art Workshop<br><br>• To promote local history and culture  | History          | Apr 2025   | S5                    | 30                               | Survey<br><br>Observation & Documentation<br><br>Student Reflections | 13,000.00                 | Y                              | Y |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain  | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism           | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|---|----------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |   |          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 26  | Local Tour<br><br>• To facilitate students' interest in History and nurture students' positive values to understand the present in the context of the past, their own community and culture                                      | History   | Apr 2025 | S5              | 30                               | Survey<br><br>Observation & Documentation<br><br>Student Reflections | 15,000.00                 | Y                              | Y |   |   |   |
| 27  | Visiting subdivided flats<br><br>• To provide students with a comprehensive understanding of poverty and its impact on living conditions through visiting subdivided flats, and to develop their empathy towards poor households | Life & Society (collaborated with Citizenship & Social Development) | Apr 2025 | S3 – S5         | 20 – 25                          | Student Reflections<br><br>Performance Assessment                    | 4,000.00                  | Y                              | Y |   |   |   |
| 28  | Model United Nations (HK)<br><br>• To provide students a chance to learn about the principles of the UN and how it functions and meet students from different schools to discuss pressing global issues                          | Literature in English   | Mar 2025 | S4 – S5         | 6                                |  | 800.00                    |                                | Y |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain                  | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                      | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|-------------------------|----------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |   |                         |          | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 29  | The World Scholar's Cup Hong Kong Round<br><br>• To help students explore different aspects of global issues and participate in debates, discussions, quiz bowls, and other academic challenges | Literature in English   | Mar2025  | S4 – S5         | 6                                |   | 1,200.00                  |                                | Y |   |   |   |
| 30  | Socio Game (replaced My City)<br><br>• To help students plan for their future studies and career given different situations in life   | Careers & Life Planning | Jul 2025 | S3              | 131                              | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation | 35,000.00                 |                                | Y |   | Y |   |
| 31  | Life Planning Talk (S1: Dreams)<br><br>• To encourage students to pursue their dreams   | Careers & Life Planning | Sep 2024 | S1              | 198                              | Survey  | 3,000.00                  |                                | Y |   | Y |   |
| 32  | Life Planning Talk (S2: Jobs of the Future)<br><br>• To expose students to jobs of the future so that they can start building transferrable skills for work                                     | Careers & Life Planning | Oct 2024 | S2              | 171                              | Survey  | 3,000.00                  |                                |   |   | Y |   |

| No. | Brief Description and Objective of the Activity  | Domain                  | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                      | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|-------------------------|----------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |  |                         |          | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 33  | Life Planning Talk (S5: Career Trends)<br><br>• To equip students with the latest career trends on the market                                    | Careers & Life Planning | Jan 2025 | S5              | 133                              | Survey  | 3,000.00                  |                                |   |   | Y |   |
| 34  | Career Navigation + HR Ask and Quick Answers Test<br><br>• To enable students to understand their own strengths and sit for a mock job interview | Careers & Life Planning | Jan 2025 | S4              | 125                              | Survey  | 35,000.00                 |                                | Y |   | Y |   |
| 35  | Career Live<br><br>• To let students explore different workplace settings and work nature of different careers                                   | Careers & Life Planning | Apr 2025 | S5              | 133                              | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation | 30,000.00                 |                                | Y |   | Y |   |
| 36  | Mock University Admission Interview<br><br>• To prepare students for interviews for post-secondary education                                     | Careers & Life Planning | May 2025 | S6              | 40                               | Survey<br><br>Observation & Documentation<br><br>Student Reflections            | 5,000.00                  |                                | Y |   | Y |   |

| No. | Brief Description and Objective of the Activity  | Domain                  | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                      | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|-------------------------|----------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |  |                         |          | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 37  | Preparation for the Release of HKDSE Results<br><br>• To prepare students for modification of JUPAS choices and disseminate information on further studies           | Careers & Life Planning | Jun 2025 | S6              | 113                              | Survey  | 5,500.00                  |                                | Y |   | Y |   |
| 38  | Young Financial Planners<br><br>• To help establish students' understanding of being responsible for their families and how choices can affect their quality of life | Careers & Life Planning | Apr 2025 | S2              | 171                              | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation | 35,000.00                 |                                | Y |   | Y |   |
| 39  | HKMO course (junior form)<br><br>• To enhance the mathematical skills and problem-solving capabilities of S1-3 students by providing HKMO intensive training courses | Mathematics             | Oct 2024 | S1 – S3         | 30                               | Performance Assessment  | 37,500.00                 | Y                              |   |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain                 | Date                | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism  | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|------------------------|---------------------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |  |                        |                     | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 40  | Events organised by Mathematics Society<br><br>• To motivate all students to extend their learning in mathematics by connecting it with daily life and making it fun and engaging  | Mathematics            | Oct 2024            | S1 – S6         | 871                              | Learning Artifacts  | 3,100.00                  | Y                              |   |   |   |   |
| 41  | Subsidy to students attending local & non-local math enrichment programmes<br><br>• To enhance students' skills and positively influence the school's learning atmosphere through shared knowledge and enthusiasm among participating students | Mathematics            | Oct 2024            | S1 – S5         | 10                               | Student Reflections   | 10,000.00                 | Y                              |   |   |   |   |
| 42  | Revitalisation of historic buildings in Hong Kong<br><br>• To acquire project, application, integration and problem-solving skills including Design Thinking as students exercise their creativity, respect and empathy                        | Problem-Based Learning | Sep 2024 – Apr 2025 | S2              | 65                               | Post-event Evaluation Meetings<br><br>Student Reflections<br><br>Performance Assessment<br><br>Learning Artifacts | 13,000.00                 | Y                              | Y |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain    | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism        | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|-----------|----------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |  |           |          | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 43  | Leadership Training Programme for Student Leaders (Campus Tour Training Programme) <ul style="list-style-type: none"> <li>To provide an opportunity for students to develop presentation skills, to understand more about their school, and to play the role of hospitality team to visitors.</li> </ul> | SAAT Team | Oct 2024 | S1 – S5         | 20 – 40                          | Post-event Evaluation Meetings<br><br>Observation & Documentation | 25,000.00                 |                                | Y |   |   |   |
| 44  | Hong Kong Union for Young Leaders <ul style="list-style-type: none"> <li>To allow senior students to collaborate with students from other schools in organising activities</li> </ul>  | SAAT Team | Sep 2024 | S4 – S5         | 2                                | Observation & Documentation                                       | 1,500.00                  |                                | Y |   |   |   |
| 45  | S1 Activities Week - Elderly Simulation Programme <ul style="list-style-type: none"> <li>To allow S1 students to have compassion and understand more about the people in need in society</li> </ul>  | OLE       | Apr 2025 | S1              | 200                              | Post-event Evaluation Meetings<br><br>Observation & Documentation | 10,000.00                 |                                | Y |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism        | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|--------|----------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |  |        |          | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 46  | S2 Activities Week - Appreciation of Performing Arts<br><br>• To allow S2 students to release their stress by watching a musical about following one's dream | OLE    | Apr 2025 | S2              | 200                              | Post-event Evaluation Meetings<br><br>Observation & Documentation | 61,000.00                 |                                | Y | Y |   |   |
| 47  | S5 Activities Week - Meditation Workshop<br><br>• To allow S5 participants to release their stress and take care of their well-being                         | OLE    | Apr 2025 | S5              | 30                               | Post-event Evaluation Meetings<br><br>Observation & Documentation | 30,000.00                 |                                | Y |   |   |   |
| 48  | S5 Activities Week - Chinese Cultural Programme<br><br>• To allow S5 participants to understand more and appreciate Chinese culture                          | OLE    | Apr 2025 | S5              | 30                               | Post-event Evaluation Meetings<br><br>Observation & Documentation | 30,000.00                 |                                | Y |   |   |   |
| 49  | S5 Activities Week - Programme on Local Culture<br><br>• To allow S5 participants to understand more and appreciate local culture                            | OLE    | Apr 2025 | S5              | 30                               | Post-event Evaluation Meetings<br><br>Observation & Documentation | 28,000.00                 |                                | Y |   |   |   |



| No. | Brief Description and Objective of the Activity   | Domain | Date           | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|--------|----------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |        |                | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 50  | S5 Activities Week - STEAM Programme<br><br>• To allow S5 participants to make use of STEAM principles in everyday life                                   | OLE    | Apr 2025       | S5              | 30                               | Post-event Evaluation Meetings<br><br>Observation & Documentation  | 28,000.00                 |                                | Y | Y |   |   |
| 51  | HK Schools Sports Federation Subscription and Registration<br><br>• To subsidy athletes to participate in inter-school competitions                       | PE     | Sep 2024       | S1-S6           | 150                              | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation<br><br>Student Reflections<br><br>Performance Assessment<br><br>Learning Artifacts<br><br>Portfolios | 3,980.00                  |                                |   | Y |   |   |
| 52  | Indoor Rowing Lessons<br><br>• To give students a unique combination of cardiovascular work and strength through indoor rowing to improve overall fitness | PE     | Feb – May 2024 | S1 – S5         | 700                              | Survey   | 4,000.00                  |                                |   | Y |   |   |

| No. | Brief Description and Objective of the Activity  | Domain | Date                | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|--------|---------------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |        |                     | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 53  | Registration for HK Amateur Athletic Association <ul style="list-style-type: none"> <li>To allow student athletes to practice according to the HKAAA's training schedule at the designated LCSD sports ground</li> </ul> | PE     | Sep 2024 – Aug 2025 | S1 – S6         | 80                               | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation<br><br>Student Reflections<br><br>Performance Assessment<br><br>Learning Artifacts<br><br>Portfolios | 3,200.00                  |                                |   | Y |   |   |
| 54  | OLE Friday Programmes <ul style="list-style-type: none"> <li>To introduce new sports so as to give students a broad vision</li> </ul>  | PE     | Sep 2024 – Aug 2025 | S1              | 180                              | Survey   | 3,000.00                  |                                |   | Y |   |   |
| 55  | Local training camps for Sports Teams members (a subsidy of \$500x60) - <ul style="list-style-type: none"> <li>To raise students' interest in various sports games</li> </ul>  | PE     | Whole Year          | S1 – S6         | 60                               | Survey<br><br>Performance Assessment   | 30,000.00                 |                                |   | Y |   |   |

| No. | Brief Description and Objective of the Activity  | Domain | Date                | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|--------|---------------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |        |                     | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 56  | Swimming Lessons<br><br>• To let students learn how to swim and water safety   | PE     | Feb – May 2025      | S3              | 130                              | Survey<br><br>Performance Assessment                       | 58,800.00                 |                                |   | Y |   |   |
| 57  | Sports Competition<br><br>• To teach students important values that they can carry through any challenges in life, such as discipline, time management, work ethic, aggression, competitive edge, attitude and strength through competitions | PE     | Sep 2024 – Aug 2025 | S1 – S6         | 300                              | Performance Assessment                                     | 34,400.00                 |                                |   | Y |   |   |
| 58  | S3 Outward Bound / (subsidy of \$2000@ for 120 Students)<br><br>• To offer students an adventure-based programme   | PE     | Apr 2025            | S3              | 120                              | Survey<br><br>Performance Assessment                       | 240,000.00                |                                |   | Y |   |   |
| 59  | 普通話社區服務<br><br>• 普通話學會通過社區服務活動，除了推廣普通話外，更希望以所學的語言服務社群  | PTH    | Mar 2025            | S2 – S5         | 15                               | Observation & Documentation                                | 2,000.00                  |                                | Y |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain          | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|-----------------|----------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                 |          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 60  | Course for video production<br><br>• To equip students with essential camera operation and video editing skills for effective storytelling                          | Campus TV       | Oct 2024 | S2 – S5         | 15                               | Student Reflections  | 20,000.00                 |                                |   | Y | Y |   |
| 61  | Workshop on National Security Education (biodiversity)<br><br>• To encourage students to show respect to wildlife and endangered species in Hong Kong and China     | Civic Education | Nov 2024 | S4 and S5       | 30                               | Survey   | 5,000.00                  |                                | Y |   |   |   |
| 62  | Media Education Talk<br><br>• To strengthen students' ability to identify the credibility of information of different sources and to be aware of protecting privacy | Civic Education | Oct 2024 | S4 & S5         | 250                              | Survey   | 5,000.00                  |                                | Y |   |   |   |
| 63  | Visit to local community<br><br>• To help students explore the livelihood and the challenges of the grassroot community   | Civic Education | Apr 2025 | S5              | 30                               | Survey   | 12,000.00                 |                                | Y |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain           | Date                | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|------------------|---------------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |                  |                     | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 64  | Heartslink Community Service Project <ul style="list-style-type: none"> <li>To allow student volunteers to reflect on their gifts and talents, develop a strong sense of commitment and gain different generic skills through yearlong programmes</li> </ul> | Service Learning | Oct 2024 – May 2025 | S2 – S6         | 40                               | Survey<br><br>Student Reflections                          | 14,000.00                 |                                |   |   |   | Y |
| 65  | Joint School Service Project <ul style="list-style-type: none"> <li>To empower students to be committed self-directed organiser and learner through joint school community service</li> </ul>  | Service Learning | Dec 2024 – Mar 2025 | S3 – S5         | 30                               | Survey<br><br>Post-event Evaluation Meetings               | 5,000.00                  |                                |   |   |   | Y |
| 66  | JC Volunteer Together - S1 Service Learning Programme <ul style="list-style-type: none"> <li>To develop students' positive value and caring mindsets through volunteering from a young age</li> </ul>  | Service Learning | Oct 2024 – Apr 2025 | S1              | 198                              | Survey<br><br>Student Reflections                          | 29,000.00                 |                                |   |   |   | Y |

| No. | Brief Description and Objective of the Activity   | Domain           | Date                | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|------------------|---------------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                  |                     | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 67  | S4 Service Project <ul style="list-style-type: none"> <li>To provide a chance for all S4 students to enrich their service experience and to understand themselves more for the betterment of their personal growth</li> </ul> | Service Learning | Oct 2024 – Apr 2025 | S4              | 125                              | Student Reflections<br><br>Portfolios                      | 12,000.00                 |                                |   |   |   | Y |
| 68  | Students' participation in service project outside school <ul style="list-style-type: none"> <li>To empower students to be committed self-directed organiser and learner by joining service project outside school</li> </ul> | Service Learning | Oct 2024 – May 2025 | S3 – S5         | 20                               | Observation & Documentation<br><br>Student Reflections     | 20,000.00                 |                                |   |   |   | Y |
| 69  | Guidance Prefects Training (Day Camp) <ul style="list-style-type: none"> <li>To enhance mission heart, leadership and communication skills of participants</li> </ul>   | Counselling      | Sep 2024            | S3-S5           | 30                               | Survey   | 11,500.00                 |                                | Y |   |   |   |
| 70  | Guidance and Small Sisters Overnight Camp (campsite) <ul style="list-style-type: none"> <li>To enhance bonding and team spirit of participants, facilitate life reflection and goal setting</li> </ul>                        | Counselling      | Nov 2024            | S1, S3 – S5     | 60                               | Survey   | 18,550.00                 |                                | Y |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain      | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|-------------|----------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |             |          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 71  | Adaptation activities for pre-S1 students<br><br>• To facilitate students' adaption of secondary school life | Counselling | Aug 2025 | Pre-S1          | 140                              | Observation & Documentation                                | 2,000.00                  |                                | Y |   |   |   |
| 72  | Form Assembly of S1-S6<br><br>• To enhance students' mental well-being                                       | Counselling | Sep 2024 | S1 – S6         | 872                              | Survey   | 6,000.00                  |                                | Y |   |   |   |
| 73  | Appreciation Cards<br><br>• To enhance students' gratitude and appreciation                                  | Counselling | Feb 2025 | S1 – S6         | 872                              | Observation & Documentation                                | 6,000.00                  |                                | Y |   |   |   |
| 74  | Love Project<br><br>• To cultivate school atmosphere of love and care  | Counselling | Mar 2025 | S1 – S6         | 200                              | Observation & Documentation                                | 19,500.00                 |                                | Y |   |   |   |
| 75  | S1 Growth Programme<br><br>• To enhance bonding and team spirit among S1 students                            | Counselling | Jan 2025 | S1              | 198                              | Survey   | 4,000.00                  |                                | Y |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain      | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|-------------|----------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |             |          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 76  | S2 Adventure Challenge & Self-discovery<br><br>• To enhance resilience, perseverance, self identity and self acceptance of S2 students | Counselling | Apr 2025 | S2              | 170                              | Student Reflections  | 30,000.00                 |                                | Y |   |   |   |
| 77  | Small Group Workshop and Interesting Exposure<br><br>• To enhance students' social skills and self-esteem                              | Counselling | Apr 2025 | S1 – S3         | 30                               | Student Reflections  | 4,000.00                  |                                | Y |   |   |   |
| 78  | Prefection 2024-25<br><br>• To develop students' leadership skills; to expand students' other learning experiences                     | Discipline  | Apr 2025 | S3 – S5         | 30                               | Post-event Evaluation Meetings<br><br>Student Reflections  | 7,500.00                  |                                | Y |   |   |   |
| 79  | Talk on Online Safety<br><br>• To promote the sense of online safety in S2 students when using social media                            | Discipline  | Mar 2025 | S2              | 180                              | Survey   | 1,200.00                  |                                | Y |   |   |   |



| No. | Brief Description and Objective of the Activity   | Domain | Date                | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|--------|---------------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |        |                     | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 80  | Drama Training Workshops<br><br>• To cultivate students' skills in drama and to prepare for the performance in the Hong Kong Schools Drama Festival | Drama  | Sep 2024 – May 2025 | S1 – S5         | 20                               | Survey   | 73,000.00                 |                                | Y | Y |   | Y |
| 81  | Inter-house Drama Competition<br><br>• To promote students' interest, skills and appreciation of drama  | Drama  | Feb – Jul 2025      | S1 – S5         | 60                               | Survey<br><br>Post-event Evaluation Meetings               | 31,200.00                 |                                |   | Y |   |   |
| 82  | Creative Drama Workshops<br><br>• To facilitate self-exploration and emotional well-being through drama   | Drama  | Oct 2024 – Jun 2025 | S1 – S5         | 15                               | Survey   | 6,000.00                  |                                | Y |   |   |   |
| 83  | Theatre Visit<br><br>• To enhance students' exposure to professional drama performance  | Drama  | Sep 2024 – Jul 2025 | S1 – S5         | 40                               | Observation & Documentation                                | 22,000.00                 |                                |   | Y |   |   |

| No. | Brief Description and Objective of the Activity  | Domain                        | Date                     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|--|-------------------------------|--------------------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |  |                               |                          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 84  | Extended Learning Programmes (Outbound) <ul style="list-style-type: none"> <li>To enrich students at all levels with global exposure by engaging them in outbound study tours, thereby enhancing cultural understanding and academic growth</li> </ul> | Extended Learning             | Jul 2025                 | S1 – S6         | 20                               | Post-event Evaluation Meetings                             | 81,600.00                 | Y                              |   |   | Y |   |
| 85  | Publication of Concord <ul style="list-style-type: none"> <li>To let students learn interviewing and reporting skills for editors. To help readers understand social issues and school developments</li> </ul>   | School Magazine & Publication | Apr 2025                 | S1 – S6         | 869                              | Observation & Documentation                                | 13,000.00                 | Y                              |   |   |   |   |
| 86  | Workshop on advanced level sound control <ul style="list-style-type: none"> <li>To offer students opportunities to learn sound control at an advanced level</li> </ul>   | Stage Management              | 1 Nov 2024 – 30 May 2025 | S3 – S5         | 10                               | Observation & Documentation<br><br>Student Reflections     | 2,000.00                  | Y                              |   | Y |   | Y |

| No. | Brief Description and Objective of the Activity   | Domain          | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|-----------------|----------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                 |          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 87  | Low Carbon Week <ul style="list-style-type: none"> <li>To remind students of the importance and correct methods of recycling, reflect on their recent practices and make changes to help protect the environment</li> </ul> | Green Education | Oct 2024 | S1 – S6         | 868                              | Survey<br><br>Post-event Evaluation Meetings               | 8,700.00                  |                                | Y | Y |   |   |
| 88  | Visit to T-Park <ul style="list-style-type: none"> <li>To raise students' awareness at recycling and take part in the process of paper recycling</li> </ul>   | Green Education | Apr 2025 | S5              | 30                               | Survey<br><br>Post-event Evaluation Meetings               | 3,000.00                  |                                | Y |   |   |   |
| 89  | Organic Farming (Training) <ul style="list-style-type: none"> <li>To train students to be organic farmers and to appreciate nature</li> </ul>   | Green Education | Oct 2024 | S1 – S5         | 30                               | Survey<br><br>Post-event Evaluation Meetings               | 30,000.00                 |                                | Y | Y | Y |   |
| 90  | Horticultural Course (STEAM) <ul style="list-style-type: none"> <li>To give students a chance to integrate science, art and relaxation</li> </ul>   | Green Education | Feb 2025 | S1 – S5         | 20                               | Survey<br><br>Post-event Evaluation Meetings               | 40,000.00                 |                                | Y | Y |   |   |

| No. | Brief Description and Objective of the Activity   | Domain                   | Date        | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|--------------------------|-------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|     |   |                          |             | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 91  | Visit to Mil Mill<br><ul style="list-style-type: none"> <li>To create a chance for students to learn more about energy conversion and environmental protection</li> </ul> | Green Education          | Oct 2024    | S1 – S3         | 20                               | Post-event Evaluation Meetings<br>Student Reflections  | 7,200.00                  |                                | Y | Y | Y |   |
| 92  | Talk - 網絡陷阱<br><ul style="list-style-type: none"> <li>To teach students how to use the Internet safely</li> </ul>   | Health and Sex Education | 1 Nov 2024  | S2              | 170                              | Survey<br>Post-event Evaluation Meetings<br>Observation & Documentation<br>Student Reflections<br>Performance Assessment<br>Learning Artifacts<br>Portfolios | 1,000.00                  | Y                              | Y |   |   |   |
| 93  | Talk - 動漫與電玩的錯誤性觀念<br><ul style="list-style-type: none"> <li>To clarify misconception on sex in anime and video games</li> </ul>  | Health and Sex Education | 14 Oct 2024 | S1              | 198                              | Survey<br>Post-event Evaluation Meetings<br>Observation & Documentation<br>Student Reflections<br>Performance Assessment<br>Learning Artifacts<br>Portfolios | 1,000.00                  | Y                              | Y |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain                   | Date        | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism  | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|-----|---|--------------------------|-------------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
|     |   |                          |             | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 94  | Talk - 沉迷打機：逃出「升呢」的地獄<br><br>• To teach students how to prevent themselves from indulging into playing online games | Health and Sex Education | 14 Oct 2024 | S3              | 130                              | Survey<br>Post-event Evaluation<br>Meetings<br>Observation & Documentation<br>Student Reflections<br>Performance Assessment<br>Learning Artifacts<br>Portfolios | 1,200.00                  | Y                              | Y |   |   |   |
| 95  | Talk - 認識性騷擾<br><br>• To teach students how to avoid sexual harassment  | Health and Sex Education | 3 Dec 2024  | S4              | 125                              | Survey<br>Post-event Evaluation<br>Meetings<br>Observation & Documentation<br>Student Reflections<br>Performance Assessment<br>Learning Artifacts<br>Portfolios | 1,200.00                  | Y                              | Y |   |   |   |
| 96  | Talk - 愛情價值觀：即食愛情和承諾愛情<br><br>• To teach students the correct values of love between man and woman                  | Health and Sex Education | 1 Nov 2024  | S5              | 132                              | Survey<br>Post-event Evaluation<br>Meetings<br>Observation & Documentation<br>Student Reflections<br>Performance Assessment<br>Learning Artifacts<br>Portfolios | 1,200.00                  | Y                              | Y |   |   |   |

| No.                          | Brief Description and Objective of the Activity   | Domain                   | Date        | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|------------------------------|---|--------------------------|-------------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
|                              |   |                          |             | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 97                           | Talk - 大專的挑戰<br>• To teach students to uphold correct values when they study at university or other post-secondary institutions | Health and Sex Education | 21 Oct 2024 | S6              | 112                              | Survey<br>Post-event Evaluation<br>Meetings<br>Observation &<br>Documentation<br>Student Reflections<br>Performance Assessment<br>Learning Artifacts<br>Portfolios | 1,200.00                  | Y                              | Y |   |   |   |
| <b>Sub-total of Item 1.1</b> |   |                          |             |                 |                                  |  | 1,804,853.00              |                                |   |   |   |   |

| 1.2 | <b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons  |                       |          |                 |                                  |  |                           |                                |   |   |   |   |
|-----|---|-----------------------|----------|-----------------|----------------------------------|--|---------------------------|--------------------------------|---|---|---|---|
| No. | Brief Description and Objective of the Activity   | Domain                | Date     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|     |   |                       |          | Level           | Estimated Number of Participants |  |                           | I                              | V | P | C | S |
| 98  | S4 Extended Learning Week 2025 (subsidy of \$2k@ + Teachers + insurance)<br><br>To broaden S4 students' horizons through global study tours exploring diverse cultures, religions, and service opportunities, fostering deeper global awareness and national identity | Extended Learning     | Apr 2025 | S4              | 125                              | Student Reflections  | 420,800.00                | Y                              | Y | Y | Y | Y |
| 99  | The World Scholar's Cup Tournament of Champions Yale<br><br>To help students explore different aspects of global issues and participate in debates, discussions, quiz bowls, and other academic challenges  | Literature in English | Nov 2024 | S5              | 6                                | Survey<br><br>Post-event Evaluation Meetings               | 60,000.00                 |                                | Y |   |   |   |

| 1.2                               | <b><u>Non-Local</u> Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons                           |        |                |                 |                                  |   |                           |                                |   |   |   |   |
|-----------------------------------|---|--------|----------------|-----------------|----------------------------------|---|---------------------------|--------------------------------|---|---|---|---|
| No.                               | Brief Description and Objective of the Activity   | Domain | Date           | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                      | Estimated Expenses (HK\$) | Essential Learning Experiences |   |   |   |   |
|                                   |   |        |                | Level           | Estimated Number of Participants |   |                           | I                              | V | P | C | S |
| 100                               | Dance Cultural Trip<br><br>To offer students an opportunity to experience Chinese dance culture in Mainland China and learn Chinese ethnic dance from Chinese dance professionals | Dance  | Jan – Mar 2025 | S1 – S6         | 52                               | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation | 30,000.00                 |                                |   | Y |   |   |
| 101                               | Dance World Cup<br><br>To offer students on stage dance performance experience and compete with dancers around the world  | Dance  | Jan – Mar 2025 | S1 – S6         | 53                               | Survey<br><br>Post-event Evaluation Meetings<br><br>Observation & Documentation | 60,000.00                 |                                |   | Y |   |   |
| Sub-total of Item 1.2             |   |        |                |                 |                                  |   | 570,800.00                |                                |   |   |   |   |
| Estimated Expenses for Category 1 |   |        |                |                 |                                  |   | 2,375,653.00              |                                |   |   |   |   |

I: Intellectual Development (closely linked with curriculum)

V: Value Education

P: Physical and Aesthetic Development

C: Career-related Experiences

S: Community Service



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

| No.                                      | Item  | Domain    | Purpose   | Estimated Expenses (HK\$) |
|--|---|-----------|---|---------------------------|
| 1  | Purchasing Equipment for video broadcast/shooting/editing | Campus TV | To enhance students' learning through acquiring advanced video broadcast, shooting, and editing equipment, fostering practical skills in multimedia production and storytelling | 11,000.00                 |
| <b>Expenses for Category 2</b>           |   |           |   | 11,000.00                 |
| <b>Expenses for Categories 1 &amp; 2</b> |   |           |   | <b>2,386,653.00</b>       |

Category 3: Estimated Number of Student Beneficiaries

|  |      |
|--|------|
| Total number of students in the school:                | 873  |
| Estimated number of student beneficiaries:             | 873  |
| Percentage of students benefitting from the Grant (%): | 100% |

## 5. Promotion of Reading Grant

**Estimated Total Expenses: HK\$88,950.00**

|    | Item  | Estimated Expenses<br>(HK\$)                            |
|----|---|---|
| 1. | School Library Programmed Projects 6.1<br>Library purchase E-books, books, newspaper and magazine renewals<br>Author Talks<br>Vouchers for participation in library quizzes & top readers from ebook libraries & library OPAC records | <b>48,200.00</b><br><b>20,500.00</b><br><b>9,000.00</b> |
| 2. | Reading Team Programmed Projects 6.1 & 6.2<br>Reading Team School-based Reading Scheme (p.p. 6.1)<br>Reading Journal Printing (p.p. 6.2)  | <b>6250.00</b><br><b>5000.00</b>                        |

## 6. 支援非華語學生中文學習計劃

支援非華語學生學習中國語文及文化的主要目標：

- 幫助非華語學生學習中國語文，認識中國文化
- 透過參加各類活動，提升學生對學習中國語文及傳統文化的興趣
- 鼓勵非華語學生走進社區，透過考察、交流，欣賞中華文化
- 建構共融校園

非華語津貼使用期：由二零二四年九月至二零二五年八月，共一個學年

非華語津貼金額：（23-24 學年）\$77,969 + （24-25 學年）\$159,041，合共\$237,010

| 項目                              |  | 預計費用 (\$)  |
|---------------------------------|--|------------|
| 1. 聘請額外教師 1 名（開支不多於資助金額的百分之 50） | <ul style="list-style-type: none"> <li>• 擬定非華語學習具體大綱及教材，如建立練習庫、成語庫、詞語庫等，有助非華語學生鞏固語文基礎</li> <li>• 開展抽離課程，部分與常規教學配合，作出個別指導</li> <li>• 舉辦共融校園（最少舉辦一次），如利用共同課節舉辦猜燈謎；可在午膳時間與中文學會合辦舉辦</li> <li>• 舉辦參觀活動（最少舉辦一次），如參觀歷史博物館、認識社區文化或校外文化講座等</li> </ul> | 165,000.00 |
| 2. 購買教學資源或相關書籍                  | 採購學與教資源，如文言互動特訓電子練習；購買自學材料或軟件，讓非華語學生多做鞏固練習、閱讀中文課外書籍，以鞏固其語文基礎   | 12,000.00  |
| 3. 僱用專業服務                       | 校外導師／機構舉辦課後中文學習班（IGCSE 課程）或協助教師舉辦共融校園活動  | 10,000.00  |
| 4. 舉辦推廣共融校園活動                   | <ul style="list-style-type: none"> <li>• 與中文學會合作，籌辦一些文化交流活動，增進認識彼此的文化，達至共融校園的氛圍</li> <li>• 開設與認識中國文化有關之興趣小組，如剪紙、書法班等</li> </ul>  | 10,000.00  |
| 5. 舉辦校外考察團                      | <ul style="list-style-type: none"> <li>• 到訪與中國文化有關的著名景點如文武廟、戲曲中心等，有助提升對中國文化、香港生活面貌的認識</li> <li>• 到訪葵涌共融館，認識其他少數族裔的文化</li> </ul>  | 5,000.00   |
| 6. 教師培訓                         | <ul style="list-style-type: none"> <li>• 為教師提供教授中文作為第二語言的培訓，並提高他們的文化敏感度</li> <li>• 資助教師報讀與指導「IGCSE」相關課程</li> </ul>   | 5,000.00   |
| 合計                              |  | 207,000.00 |

## 7. Citizenship and Social Development Grant

### The Citizenship and Social Development Grant for the school year 2024-25 in the Annual School Plan (ASP) 2024-25

| Item  | Amount (HK\$)     | Target             |
|---|-------------------|--------------------|
| 1. Developing or procuring relevant learning and teaching resources   | <b>10,000.00</b>  | S4 to S6 students  |
| 2. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum                                  | <b>150,000.00</b> | S4 and S5 students |
| 3. Organising school-based learning activities relating to the CS curriculum  | <b>5,000.00</b>   | S4 and S5 students |
| 4. Organising and subsidising students to participate in joint-school/ cross-curriculum activities relating to the CS curriculum held in Hong Kong or in the Mainland | <b>5,000.00</b>   | S4 and S5 students |
| <b>Total:</b>   | <b>170,000.00</b> |                    |

## 8. School-based After-School Learning and Support Grant (SBG)

A. The estimated number of students (count by heads) benefitted under this Programme is 20 (including A. 2 CSSA recipients, B. 13 SFAS full-grant recipients and C. 5 under school's discretionary quota).

### B. Information on Activities to be subsidised/complemented by the Grant

| *Name / Type of activity                 | Objectives of the activity   | Success criteria (e.g. learning effectiveness) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Period/Date activity to be held | Estimated no. of participating eligible students# |    |   | Estimated expenditure (HK\$) | Name of partner/service provider (if applicable) |
|--|--|--|---|---------------------------------|---|----|---|------------------------------|--|
|  |  |  |   |                                 | A   | B  | C |                              |  |
| Chinese Instrument Classes               | Aesthetic growth and development                                       | Learning Effectiveness                         | Attendance records and teacher's observation            | Sep 2024 – Aug 2025             | 0   | 3  | 1 | 5,600.00                     |  |
| Western Instrument Classes               | Aesthetic growth and development                                       | Learning Effectiveness                         | Attendance records and teacher's observation            | Sep 2024 – Aug 2025             | 0   | 1  | 1 | 2,400.00                     |  |
| Dance Classes                            | To cultivate students' interest in dancing through regular training    | Learning Effectiveness                         | Attendance records and teacher's observation            | Sep 2024 – Aug 2025             | 1   | 1  | 0 | 3,200.00                     |  |
| Sports Training                          | To develop sportsmanship and prepare for inter-school competitions     | Learning Effectiveness                         | Attendance records and teacher's observation            | Sep 2024 – Aug 2025             | 0   | 4  | 2 | 8,000.00                     |  |
| S3 Outward Bound Programme               | Physical development and students' growth                              | Learning Effectiveness                         | Attendance records and teacher's observation            | Sep 2024 – Aug 2025             | 0   | 1  | 2 | 9,000.00                     | Outward Bound Hong Kong                          |
| S4 Extended Learning Programme           | Intellectual development and to prepare students to be global citizens | Learning Effectiveness                         | Attendance records and teacher's observation            | Sep 2024 – Aug 2025             | 0   | 3  | 0 | 9,000.00                     |  |
| <b>Total no. of activities: <u>6</u></b> |  |  |   | <b>@No. of man-times</b>        | 1   | 13 | 6 |                              |  |
|  |  |  |   | <b>**Total no. of man-times</b> | 20  |    |   |                              |  |

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, 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), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C) .

## 9. 姊妹學校計劃

姊妹學校：山東省濟南市舜耕中學

締結日期：二零二三年五月

開展時間：二零二四年九月至二零二五年六月（一個學年）

本校擬於計劃推行期間舉辦下列姊妹學校交流活動：

| 交流項目名稱及內容  | 預期目標   | 評估   |
|--|--|--|
| <p>本學年計畫以「STEAM」作交流主題：</p> <p><b>一、邀請舜耕校長及師生來校訪問</b></p> <ul style="list-style-type: none"> <li>邀請出席本校 165 週年校慶園遊會活動</li> <li>教師方面：雙方擬定教學範疇之交流，初步認識雙方在科學上的教學模式</li> <li>學生方面：雙方可進行直接交流，展示以往學生的作品，如科學科的專題習作，初步瞭解雙方在科學上的學習模式</li> </ul> <p><b>二、作視頻交流</b></p> <ul style="list-style-type: none"> <li>暫定在 2025 年 4 月本校活動週中進行</li> <li>可於本校專題研習匯報時，同步直播；或由舜耕中學師生提出問題或建議</li> <li>教師方面：雙方進行實質交流，跟進初次會見的交流內容，如教學流程，展示科學作品的完成結果</li> <li>學生方面：雙方進行實質交流，交流製作科技作品的成效</li> </ul> | <p>學校方面：</p> <ol style="list-style-type: none"> <li>促進兩校、兩地教師在學術文化上的交流</li> <li>增進兩校連枝共長、互學互成的友好情誼</li> <li>深入認識魯、港文化</li> </ol> <p>學生方面：</p> <ol style="list-style-type: none"> <li>認識兩地的科學發展</li> <li>認識兩地學校發展科學教育的情況</li> <li>通過認識濟南與香港兩地的歷史文化、學習制度、人文景觀等，開展師生交流。例如探訪本校，瞭解香港學生的學習和生活習慣，以至香港市民的生活文化與習慣。</li> </ol> | <ol style="list-style-type: none"> <li>通過兩地學校師生的反思、討論及彼此回饋，深化交流的意義</li> <li>通過學生的科學研究及展品，觀察科學實驗的成果</li> <li>在四月活動週中展示成果</li> </ol> |

教育局撥款：\$82,719.00 x 2，合共\$165,438.00（於 9 月及 4 月發放）（待確定）

| 津貼用途及預算開支：（依據教育局提供之支出項目） |                                     |                                  |             |
|--------------------------|-------------------------------------|----------------------------------|-------------|
| 編號                       | <input checked="" type="checkbox"/> | 交流項目                             | 支出金額 (HK\$) |
| N1                       | <input type="checkbox"/>            | 到訪內地姊妹學校作交流的費用                   | 0           |
| N2                       | <input checked="" type="checkbox"/> | 在香港合辦姊妹學校交流活動的費用                 | 50,000.00   |
| N3                       | <input type="checkbox"/>            | 姊妹學校活動行政助理的薪金（註：不可超過學年津貼額的 20%）  | 0           |
| N4                       | <input checked="" type="checkbox"/> | 視像交流設備及其他電腦設備的費用                 | 5,000.00    |
| N5                       | <input checked="" type="checkbox"/> | 交流物資費用                           | 5,000.00    |
| N6                       | <input checked="" type="checkbox"/> | 在香港進行交流活動時的茶點開支（註：不可超過學年津貼額的 2%） | 3,300.00    |
| N7                       | <input type="checkbox"/>            | 老師的一次入出境簽證的費用（註：不可超過學年津貼額的 1%）   | 0           |
| N8                       | <input type="checkbox"/>            | 其他（請註明）：                         | 0           |
| N9                       | <input type="checkbox"/>            | 學年預計總開支                          | 63,300.00   |

## 10. 「推廣中華文化體驗活動一筆過津貼」

### 甲、 範疇類別

1. 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
2. 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
3. 舉辦或資助學生參加本地文化考察或參觀活動
4. 發展有關中華文化的課程
5. 採購及發展中華文化學與教資源
6. 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



乙、 計劃內容

| 範疇類別 | 活動名稱/內容   | 活動目標  | 活動日期                     | 對象                         | 監察/ 評估  | 預算開支<br>(HK\$) | 負責部門    |
|------|---|---|--------------------------|----------------------------|---|----------------|---------|
| 1、4  | <b>書法班</b><br>書法班為常規課程，邀請書法導師教授學生書寫楷書   | 體現中國書法之美，達至陶冶性情之效                             | 全年                       | 中一至中三學生（20 人）              | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> <li>學生作品</li> </ul>    | 8,000.00       | 中國語文教科組 |
| 1、2  | <b>漆扇活動工作坊</b><br>中文學會幹事舉辦漆扇活動工作坊予校內學生及小學生  | 透過活動，培養學生對中華文化的認識及舉辦文化推廣活動的技能，於校內及校外推廣中華文化    | 2024 年 10 月 15、21 及 23 日 | 中一至中五級（50 人）及小學六年級學生（30 人） | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>                  | 600.00         | 中文學會    |
| 1    | <b>中國文化日—中一</b><br>第一部分為一小時，設攤位遊戲讓中一級同學能親身體驗書法藝術、中國古代運動、品嚐民間小吃。第二部分約一小時，中一級同學將到禮堂欣賞皮影戲或雜技或中國武術或舞獅或變臉表演。 | 通過攤位遊戲、工作坊、表演藝術，弘揚中華文化，讓同學認識與體驗中國傳統飲食文化、運動與技藝 | 2025 年 2 月 28 日          | 中一全級學生                     | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> <li>統計學生參與率</li> </ul> | 20,000.00      | 中國語文教科組 |
| 1    | <b>中國文化日—中二工作坊</b><br>設兩小時工作坊，如：剪紙、迷你花牌設計、彩繪陶瓷等，先由導師介紹各項技藝的歷史和資訊，再教授當中的技巧，讓同學完成自己的作品                    | 通過工作坊，讓同學體驗中國傳統技藝，傳承中華文化                      | 2025 年 2 月 28 日          | 中二全級學生                     | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>                  | 20,000.00      | 中國語文教科組 |

| 範疇類別 | 活動名稱/內容                       | 活動目標  | 活動日期                 | 對象                 | 監察/ 評估   | 預算開支<br>(HK\$) | 負責部門        |
|------|-------------------------------|---|----------------------|--------------------|--|----------------|-------------|
| 1    | 唐朝妝髮服裝體驗工作坊                   | 深化學生對唐朝社會的認識，並增加學生對國家、民族的認同感                | 2025 年<br>3 月 7 日    | 中一學生 (30 位)        | <ul style="list-style-type: none"> <li>觀察學生反應</li> <li>統計參與人數</li> <li>學生填寫問卷</li> </ul> | 8,000.00       | 中國歷史科<br>科組 |
| 1    | 現代詩遊戲工作坊<br>以遊戲形式教授學生創作新詩     | 讓學生學習現代詩的特色，以培養學生創作興趣，並欣賞中國現代詩歌之美           | 2025 年 3 月-<br>至 4 月 | 中四及中五<br>選修中國文學的學生 | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>                     | 2,500.00       | 中國文學科<br>科組 |
| 1    | 中華文化體驗課程                      | 透過體驗式課程，讓學生學習及體驗，感受及欣賞中華文化，並提升他們對中華文化的興趣和認識 | 2025 年 4 月           | 中二級學生              | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>                     | 20,000.00      | 其他學習經<br>歷組 |
| 3    | 本地文化考察                        | 透過本地文化考察，讓學生認識本地文化，並提升他們對本地文化的興趣和認識         | 2025 年 4 月           | 中二級學生              | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>                     | 10,000.00      | 其他學習經<br>歷組 |
| 1    | 義工服務<br>資助學會舉辦義工服務活動，例如藝術手工活動 | 透過義工服務，實踐中華文化中的仁愛精神，以及向社區推廣中華文化             | 2025 年 3-5<br>月      | 中一至中五<br>級學生       | <ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>                     | 700.00         | 中文學會        |
|      |                               |   |                      |                    | 總額：  | 89,800.00      |             |

## 11. One-off Grant for Mental Health at School

**The aims of the grant and/or feedback and follow-up actions from the previous school year (if any):**

1. Organising activities and programmes related to enhancing the mental health of students and teachers
2. Providing support services related to enhancing the mental health of students and teachers
3. Designing and producing school-based learning and teaching resources related to mental health
4. Purchasing items, furniture and equipment to enhance mental health of students and teachers

| Area  | Programme/<br>Implementation Strategy  | Success Criterion   | Method of<br>Evaluation   | Time Scale            | Responsible<br>person                 | Budget (HK\$) |
|---|--|---|---|-----------------------|---------------------------------------|---------------|
| i. Organising activities and programmes related to enhancing the mental health of students and teachers | <ul style="list-style-type: none"> <li>Joyful Lunch Café (Pupil Ambassador Scheme on Positive Living)</li> </ul> | <ul style="list-style-type: none"> <li>Participants from different forms enjoy the 6 sessions in the programme</li> <li>The ambassadors promote positive values to schoolmates</li> </ul> | <ul style="list-style-type: none"> <li>By observation</li> <li>Feedback from the ambassadors</li> </ul>                 | Nov 2024 and Mar 2025 | Ms April Cheung and SSWs              | 9,200.00      |
|   | <ul style="list-style-type: none"> <li>Creative Drama Workshop</li> </ul>  | <ul style="list-style-type: none"> <li>Participants attend all sessions of the workshop and understand themselves more after the programme</li> </ul>                                     | <ul style="list-style-type: none"> <li>By observation</li> <li>Feedback from the participants and instructor</li> </ul> | Apr 2025              | Miss Clara Ho, Counselling Team, SSWs | 4,000.00      |

| Area | Programme/<br>Implementation Strategy   | Success Criterion   | Method of<br>Evaluation  | Time Scale             | Responsible<br>person                | Budget (HK\$) |
|------|---|---|--|------------------------|--------------------------------------|---------------|
|      | <ul style="list-style-type: none"> <li>Happy Moments of Sacred Heartists (Class photos competition and student wellness programme)</li> </ul> | <ul style="list-style-type: none"> <li>All classes join the class photo taking competition and more than 10 % of students cast their votes</li> <li>Students from 1 to 2 levels join the programme and enjoy the programme</li> </ul> | <ul style="list-style-type: none"> <li>By observation</li> <li>Feedback from the participants</li> </ul> | Nov 2024 and July 2025 | HrT Board Core Team                  | 4,500.00      |
|      | <ul style="list-style-type: none"> <li>Talk on “recovery with bipolar disorder” for S4 and S5 students</li> </ul>                             | <ul style="list-style-type: none"> <li>Through understanding the recovery journey, students gain more knowledge and a sense of understanding</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback from participants</li> </ul>                             | Feb 2025               | SSWs and HrT Board Core Team         | 1,400.00      |
|      | <ul style="list-style-type: none"> <li>Love Project (student wellness programme)</li> </ul>   | <ul style="list-style-type: none"> <li>More than 1/5 of students join the programme</li> <li>Participants enjoy the programme</li> </ul>  | <ul style="list-style-type: none"> <li>By observation</li> <li>Feedback from participants</li> </ul>     | May 2025               | Counselling Team                     | 7,300.00      |
|      | <ul style="list-style-type: none"> <li>Student Ambassador Activities (The Peer Power Student Gatekeeper Training Programme)</li> </ul>        | <ul style="list-style-type: none"> <li>More than 1/5 of students join the programme</li> <li>Participants enjoy the programme</li> </ul>  | <ul style="list-style-type: none"> <li>By observation</li> <li>Feedback from participants</li> </ul>     | June 2025              | Miss Jennifer Ng and Ms Christine Ng | 7,300.00      |

| Area   | Programme/<br>Implementation Strategy  | Success Criterion  | Method of<br>Evaluation  | Time Scale          | Responsible<br>person     | Budget (HK\$) |
|--|--|--|--|---------------------|---------------------------|---------------|
| ii. Providing support services related to enhancing the mental health of students and teachers     | <ul style="list-style-type: none"> <li>Staff development programme</li> </ul>  | <ul style="list-style-type: none"> <li>Participants find the content useful and will apply to their daily encounter with students</li> </ul> | <ul style="list-style-type: none"> <li>Feedback from participants</li> </ul> | 17 Feb 2025         | Staff Development Team    | 9,000.00      |
| iii. Designing and producing school-based learning and teaching resources related to mental health | <ul style="list-style-type: none"> <li>Purchasing relevant books and teaching tools</li> </ul>                         | <ul style="list-style-type: none"> <li>New books and teaching tools placed in the library and social workers office</li> </ul>               | <ul style="list-style-type: none"> <li>Record of purchased items</li> </ul>  | Throughout the year | Counselling Team, Library | 4,000.00      |
| iv. Purchasing items, furniture and equipment to enhance mental health of students and teachers    | <ul style="list-style-type: none"> <li>Refurnishing the Parlour to a more relaxing area for students to use</li> </ul> | <ul style="list-style-type: none"> <li>New furniture and materials for mindfulness placed in the Parlour</li> </ul>                          | <ul style="list-style-type: none"> <li>Record of purchased items</li> </ul>  | End of July         | Ms April Cheung           | 5,000.00      |
| Total  |  |  |  |                     |                           | 51,700.00     |

\*The school used \$8,002.72 in 2023-2024. Balance as at Aug 2024 is \$51,997.28.

## 12. One-off Grant for Mental Health of Parents and Students (By PTA)

| Activity  | Date                                 | Focus   | No. of participants           | Budget (HK\$) |
|---|--------------------------------------|---|-------------------------------|---------------|
| 1. Photo taking skills workshop for parents and students<br>2. Parent-child Photo Contest | 9 Nov 2024<br>9:30 am to<br>12:30 pm | 1. Portrait photography skills<br>2. Teenagers' popular shooting places<br>3. Parent-child one-hour photo taking session after the sharing<br>4. Focusing on the moment during a photo shoot can promote mindfulness, reducing anxiety and improving overall well-being<br>5. Engaging in photo sessions fosters quality time, reinforcing emotional connections<br>6. The act of taking photos often involves laughter and fun, which can lift spirits and reduce stress | 50 – 100 students and parents | 5,000.00      |
| Talks on Mood Disorders & Stress Management   | 22 Feb 2025<br>(Parents Day)         | 1. Educating individuals about mood disorders (such as depression and anxiety) demystifies these conditions and reduces stigma<br>2. Participants learn to recognise symptoms in themselves and others, promoting early intervention<br>3. The talks help participants improve mental health by fostering awareness, providing coping strategies, encouraging open dialogue, and promoting a supportive community   | 30 – 50 parents               | 5,000.00      |

| Activity  | Date     | Focus  | No. of participants          | Budget (HK\$) |
|---|----------|--|------------------------------|---------------|
| Parent-child Pets therapy<br>(老友狗狗工作坊)                                  | Mar 2025 | <ol style="list-style-type: none"> <li>1. Pets provide comfort and companionship, helping reduce anxiety and stress for both parents and children</li> <li>2. The unconditional love from pets can alleviate feelings of loneliness and depression</li> <li>3. Interacting with pets can trigger the release of oxytocin, promoting relaxation and reducing stress levels</li> </ol> | 30 – 50 students and parents | 5,000.00      |
| Parent-child Zentangle Painting Stress Reduction Workshop<br>(禪繞畫減壓工作坊) | Apr 2025 | <ol style="list-style-type: none"> <li>1. The process of creating intricate patterns encourages participants to focus on the present moment, reducing anxiety and promoting a state of mindfulness</li> <li>2. Art can serve as a powerful medium for expressing emotions that are difficult to verbalize, facilitating emotional release and processing</li> </ol>                  | 20 – 40 students and parents | 5,000.00      |

## **IV. Staff Responsibilities (2024-25)**

### **Senior Administrative Team (SAT)**

Principal                      Miss Renie Sinn  
Vice Principals        Miss Irene Yung, Mr David Hung  
Assistant Principal   Miss Chan Yuk Lin

### **Crisis Management Team**

SAT                      Counselling Mistress  
Discipline Master   SEO        Social Workers (involving student behaviour/emotions)  
Ad hoc members: HrTs and HrPs, other teachers concerned

### **School Development Advisory Committee**

Convenor: Miss Chan Yuk Lin  
SAT, Teacher Representatives, Student Representatives

### **School Self-evaluation Working Group**

SAT, Mr Ben Tam, Ms Rita Law, Ms Nancy Chow, Mr Zinc Tsang, Ms Laura Lai,  
Mr Anthony Mo

### **National Security Education Coordinating Team**

Convenor: Miss Chan Yuk Lin  
Heads/ Coordinators

- ✧ Civic Education Team
- ✧ Learning and Teaching Advancement Team
- ✧ Discipline Team
- ✧ Counselling Team
- ✧ Staff Development Team
- ✧ Student Support and Qualities Development
- ✧ OLE
- ✧ Promotion of Chinese Culture
- ✧ Administration Core Team



## **Administration**

### **Core Team**

Miss Irene Yung, Mr Ted Chow, Ms Rita Law, Mr Ben Tam

### **General Administration**

Miss Irene Yung

- ✧ Clerical Staff and Teaching Assistant – Miss Irene Yung
- ✧ IT Technicians – Ms Rita Law
- ✧ Laboratory Technicians – Mr Kelvin Kwong
- ✧ Speech Therapist and EP – Mrs Ivy Yeung
- ✧ COP and Psychiatrist – Miss Chan Yuk Lin
- ✧ Janitors – Miss Ivy Ng

### **School Finance**

Mr Ted Chow

- ✧ Control Committee for School Budget  
Mr Ted Chow, Mr Thomas Hung, Miss Elizabeth Choy
- ✧ Procurement  
Mr Kelvin Kwong
  - Tender Approval Committee  
Supervisor, Principal, VP/AP (Miss Irene Yung), Teacher (Mr Chan Shing Wai), PTA representative
  - Tender Opening and Vetting Committee  
Mr Kelvin Kwong, Mr Ben Tam, Ms Vivian Kan, Miss Ivy Ng
- ✧ Supplies Inspection Team  
Mr Thomas Hung, Ms Nikki Pun, Ms Canny Li

### **School Liaison**

- ✧ Alumnae  
Miss Maria Lam
- ✧ External Affairs  
SAT, Mr Jackson Yau
- ✧ Sister School Scheme  
Ms Leung Hoi Yan

### **School Maintenance & Safety**

Mr Ted Chow      Mr Franky Fung      Mr Lau Yat Long  
Mr Raymond Fong (Campus Facilities Inspection)  
Miss Ivy Ng

### **Staff Development and Welfare**

- ✧ Staff Development  
Mr Jackson Yau, Ms Lydia Lai, Ms Faye To
- ✧ Staff Appraisal  
SAT, HoDs, Team Heads
- ✧ Staff Welfare  
Ms Jacqueline Au Yeung, Ms Dora Au, Ms Nikki Pun, Ms Rebecca Lam
- ✧ Language Support for Teachers
  - English  
Ms Wanda Yiu, Mrs Laxmiprasad (Circulars and eNotice)  
Ms Naylor Danielle (Circulars and eNotice)
  - Chinese  
Mr Chan Shing Wai, Miss Chang Wai Fong

## **School Documents**

Miss Irene Yung

✧ Plans and Reports

Miss Irene Yung, Mr David Hung, Ms Laura Lai, Ms Juliana Ko

✧ Staff Manual

Teachers concerned

✧ Circulars

Teachers concerned

✧ Meeting Recording

Ms Vivian Kan

- Staff Meeting

Mrs Laxmiprasad, Ms Naylor Danielle

Miss Irene Yung

- SIS

Ms Vivian Kan

- Promotion Meetings

Mrs Laxmiprasad, Ms Naylor Danielle

## **Scholarship and Awards Coordinating Team**

Miss Irene Yung, Mr Jackson Yau, Mr Terry Cheung, Miss Lau Ling, Ms Wanda Yiu, Miss Anson Chan (data collection), Miss Gloria Pun

✧ Sacred Heartist Award for All-round Development

Ms Winnie Law, Ms Canny Li, Miss Dorothy Au

## **School Publications**

Mr Chan Shing Wai

✧ School Magazine & Concord

English Ms Paula Kong, Mrs Laxmiprasad, Ms Wanda Yiu, Miss Crystal Li

Chinese Ms Sze Lee Ling, Miss Chan Yuk Lin, Miss Chang Wai Fong,  
Miss Tung Hing Kwan

Design Ms So Wing See (School Magazine)

Photos Ms Wendy Lee (School Magazine)

✧ School Webpage

Ms Rita Law, Ms Wanda Yiu, Mrs Laxmiprasad, Ms Naylor Danielle,  
Ms Wendy Lee, Teachers concerned

## **Events & Ceremonies**

✧ Graduation Day Coordination

Ms Leung Hoi Yan, Ms Zoe Chan, Miss Anson Chan, Mr Raymond Fong

✧ Prize-giving Day Coordination

Mr Chan Shing Wai, Ms Elaine Chan, Ms Canny Li, Mr Fan Sing Fai

✧ Venue Coordination

Ms Zoe Chan, Miss Ivy Ng

✧ Stage Management

Miss Tung Hing Kwan, Mr Raymond Fong, Mr Terry Cheung, Miss Clara Ho,  
Mr Hugo Lam, Mr Colton Ip

✧ Campus TV

Mr Jackson Yau, Miss Dorothy Au, Miss Anson Chan, Miss Mandy Wong, Mr Colton Ip

✧ MCs for School Events

Ms Winnie Law, Ms Laura Lai, Miss Eda Choy

## **IT in School Management**

Mr Ben Tam

### ✧ WebSAMS

Mr Ben Tam, Ms Susanna Chow, Ms Zoe Chan

### ✧ Timetabling and Substitution

Mr Ben Tam, Mr Ted Chow, Ms Susanna Chow, Mr Franky Fung, Ms Amanda Wu

### ✧ Examination and Invigilation

Mr Ben Tam, Miss Jennifer Ng, Ms Zoe Chan

### ✧ Central Information Archive

Mr Ben Tam, Ms Rita Law, Miss Renie Sinn, Mr Jackson Yau, Mr Franky Fung

Ms Rita Law

### ✧ IT Infrastructure and Logistics

Ms Rita Law, Mr Woo King Yan, Mr Andy Lo (IT Technician)

### ✧ IT in Administration

Ms Rita Law, Mr Ted Chow, Ms Zoe Chan, Mr Terry Cheung, Miss Kylie Chan

### ✧ IT in Education

Ms Rita Law (IT), Mr Jackson Yau (Staff Development), Mr Franky Fung (BYOD),  
Representatives from Homeroom Board and L&T Advancement Team (Information Literacy)

## **School Calendar**

### ✧ School Calendar & First Fifteen Days Coordination

Miss Irene Yung, Clerical Staff

### ✧ Staff Duty Roster

Mr Anthony Mo, Miss Lau Ling, Miss Mandy Wong

## **Student Admission**

### ✧ S1 Admission and Orientation

Miss Maria Lam, Miss Tiffany Lo, Ms Winnie Law, Ms Jenny Wong

### ✧ Other Levels

Mr David Hung, Ms Winnie Law

## **Special Working Groups**

### ✧ History Research Project

Ms Winnie Lam, Miss Clara Ho, Ms Lydia Lai

### ✧ Classroom Renovation

Miss Irene Yung, Mr Ted Chow (Admin), Ms Rita Law (IT), Ms Wanda Yiu (Reading),  
Mr Zinc Tsang (L&T), Ms Hung Ching Ying (Homeroom)

### ✧ Anniversary Celebration Preparation

Mr David Hung, Ms Jacqueline Au Yeung, Mr Chan Shing Wai, Miss Elizabeth Choy,  
Ms Laura Lai, Miss Maria Lam, Ms Rebecca Lam, Mr Leo Lee, Ms So Wing See,  
Miss Janet Wu

## **Learning and Teaching**

### **Learning & Teaching Advancement Team**

Mr David Hung, Mr Zinc Tsang, Ms Nancy Chow (Counselling), Miss Elizabeth Choy, Ms Winnie Law

### **Examination Affairs**

#### ✧ Internal Examinations/Assessments

- Timetables and Invigilation  
Examination and Invigilation Team
- Special Arrangements for SEN Students  
SENCO
- Other Affairs  
Mr David Hung, Discipline Team (if needed)

#### ✧ External Examinations/Assessments

- HKDSE  
Mr David Hung, Mr Zinc Tsang, Ms Winnie Law
- TSA  
Miss Elizabeth Choy, Ms Winnie Law
- Pre-S1 Attainment Test  
Mr Zinc Tsang, Ms Nancy Chow

### **Student Allocation**

#### ✧ S1 to S6

Miss Elizabeth Choy, Ms Winnie Law

#### ✧ S4 Electives Allocation

Mr Zinc Tsang

### **Curriculum Development**

Mr David Hung

#### ✧ Key Learning Areas

- Chinese Language – Ms Leung Hoi Yan
- English Language – Miss Irene Yung
- Mathematics – Mr Jackson Yau
- PSHE – Ms Nancy Chow
- Science – Mr Kelvin Kwong
- Aesthetics & Physical Development – Ms So Wing See
- Technology – Mr Woo King Yan

✧ Departments

**Biology**

Mr Kelvin Kwong

**Business, Accounting and Financial Studies**

Mr Thomas Hung

**Chemistry**

Mr Zinc Tsang

**Chinese History**

Miss Chang Wai Fong

**Chinese Language**

Ms Leung Hoi Yan  
Mr Chan Shing Wai

**Chinese Literature**

Miss Chan Yuk Lin  
Ms Mia Hon

**Citizenship, Economics and Society/  
Life and Society**

Ms Jenny Wong

**Citizenship and Social Development**

Ms Nancy Chow

**Computer Studies**

Mr Woo King Yan

**Dance**

Miss Janet Wu

**Economics**

Ms Nikki Pun

**English Language**

Miss Irene Yung  
Ms Magee Au  
Ms Winnie Law

**Geography**

Miss Hilary Chan

**History**

Ms Winnie Lam

**Home Economics**

Ms Wendy Lee

**Integrated Science**

Miss Elizabeth Choy

**Literature in English**

Ms Paula Kong  
Miss Eda Choy

**Mathematics**

Mr Jackson Yau  
Ms Elaine Chan

**Music**

Ms Rebecca Lam

**Physical Education**

Mr Raymond Fong  
Miss Gloria Pun

**Physics**

Mr Ted Chow

**Putonghua**

Miss Lau Ling

**Religious and Moral Education**

Ms Jacqueline Au Yeung

**Visual Arts**

Ms So Wing See

**Academic Support for Students**

Mrs Ivy Yeung (SENCO)

✧ SEN

Mrs Ivy Yeung, Miss Tiffany Lo, Counselling Mistress, Education Psychologist, Speech Therapist, School Social Workers & related professionals

✧ Student Learning Support

Mrs Ivy Yeung, Miss Susanna Wong, Miss Tiffany Lo, Mr Lau Yat Long (NCS)

**PBL and Thinking Skills Enhancement Team**

Miss Elizabeth Choy, Ms Sabrina Cheung, Ms Nikki Pun, Mrs Laxmiprasad, Ms Fiona Chau, Mr Colton Ip

**S1 Bridging Course**

Ms Winnie Lam, Ms Magee Au, Mr Fan Sing Fai, Mr Ian Lee

**Library**

✧ General Administration

Ms Wanda Yiu, Ms Mia Hon (Assistant Teacher Librarian), Miss Emily Cheng

✧ Promotion of Reading

Ms Mia Hon, Ms Wanda Yiu, Ms Jenny Wong, Ms Sze Lee Ling, Mr Huey Chan, Ms Wendy Ng

**STEAM Development Coordinating Team**

Mr Zinc Tsang, Ms Elaine Chan, Mr Hugo Lam, Mr Woo King Yan, Mr Leo Lee

**Collaboration with Primary Schools**

Miss Elizabeth Choy, Ms Ellen Chan, Miss Hilary Chan, Miss Gloria Pun, S1 Form Coordinator (Heartland Expedition)

## **Student Support and Qualities Development**

### **Core Team**

Miss Chan Yuk Lin, Ms Jacqueline Au Yeung, Mr Anthony Mo, Ms Laura Lai,  
Ms Christine Ng

### **Life Education**

Miss Chan Yuk Lin

#### ✧ Careers and Further Studies Team

Miss Linda Yip, Ms Ginny Chan, Ms Leung Hoi Yan, Mr Ian Lee, Mr Jackie Yuen,  
Mr Franky Fung, Miss Crystal Li, Ms Shirley Shea

#### ✧ Civic Education Team

Mr Kelvin Kwong, Ms Magee Au, Ms Hung Ching Ying, Ms Lydia Lai

#### ✧ Counselling Team

Ms April Cheung, Miss Chan Yuk Lin, Miss Jennifer Ng, Miss Maria Lam,  
Ms Juliana Ko, Miss Tracy Chan, Miss Mandy Wong

#### ✧ Discipline Team

Mr Anthony Mo, Ms Winnie Lam, Ms Mia Hon, Mr Kelvin Kwong, Miss Dorothy Au,  
Miss Anson Chan, Mr Fan Sing Fai

#### ✧ Green Torch

Ms Christine Ng, Ms Ellen Chan, Ms Elaine Chan, Ms Dora Au

#### ✧ Entrepreneurship Education

Mr Thomas Hung, Ms Nikki Pun, Miss Anson Chan, Ms Fiona Chau, Mr Jackie Yuen

##### •SHE Challenge

Mr Thomas Hung, Mr Ben Tam, Mr Chan Shing Wai, Ms Laura Lai

#### ✧ Health and Sex Education Team

Miss Susanna Wong, Ms Nikki Pun, Ms Wendy Chan, Ms Shirley Shea

### **Spiritual Formation**

Ms Jacqueline Au Yeung

#### ✧ Catholic Formation Core Team

Ms Jacqueline Au Yeung, Miss Susanna Wong, Ms Ellen Chan, Miss Maria Lam,  
Ms Juliana Ko, Miss Eda Choy

#### ✧ Service Learning & Community Service Coordination

Miss Maria Lam, Ms Wendy Chan, Mr Lau Yat Long, Miss Vincy Tam

#### ✧ Catholic Society

Ms Jacqueline Au Yeung, Miss Eda Choy

#### ✧ Religious Groups

•Apostleship of Prayer: Mr Anthony Mo, Ms Laura Lai

•Legion of Mary: Miss Maria Lam, Miss Elizabeth Choy

•Liturgical Team: Ms Jacqueline Au Yeung, Sr Theresa Zhang

•S1 Instruction: Miss Susanna Wong, Sr Theresa Zhang

•Young Canossian Helpers: Ms Wendy Chan, Ms Ellen Chan

#### ✧ Catechism Class

Miss Maria Lam

## **Student Activities**

Ms Laura Lai

### ✧ OLE & SLP Coordination

Ms Laura Lai (OLE), Mr Ted Chow (SLP), Mr Hugo Lam, Mr Ian Lee, Miss Mandy Wong,

Coordinators/ Representatives of

- Careers and Further Studies
- Physical Education
- Spiritual and Moral Education
- Services
- CCA/ Extended Learning

### ✧ Academic Departments/ Teams

## **Student Activities Advisory Team**

Ms Laura Lai, Miss Clara Ho, Miss Hilary Chan, Ms Dora Au

### ✧ Student Council Advisors

Mr Thomas Hung, Ms Laura Lai, Miss Hilary Chan

### ✧ House Advisors

Miss Hilary Chan

|              |                     |                 |
|--------------|---------------------|-----------------|
| •Bronte      | Miss Jennifer Ng    | Ms Mia Hon      |
| •Curie       | Ms Elaine Chan      | Mr Leo Lee      |
| •Keller      | Miss Tung Hing Kwan | Mr Hugo Lam     |
| •Nightingale | Ms Nikki Pun        | Mr Franky Fung  |
| •Pankhurst   | Miss Maria Lam      | Mr Jackie Yuen  |
| •Teresa      | Mr Terry Cheung     | Miss Dorothy Au |

### ✧ Club and Society Advisors



## Appendix

### Clubs and Societies

- Animal Awareness Club  
Miss Jennifer Ng
- Art Club  
Ms So Wing See, Mr Leo Lee
- Chess Club  
Mr Woo King Yan
- Chinese Culture Club  
Ms Mia Hon, Ms Hung Ching Ying
- Chinese Speech & Debating Club  
Miss Lau Ling, Ms Sze Lee Ling, Miss Mandy Wong
- Computer / Internet Club  
Mr Woo King Yan
- Dance Club  
Miss Janet Wu
- Drama Club  
Miss Clara Ho, Ms Naylor Danielle, Ms Mia Hon, Mr Terry Cheung
- English Literature Club  
Ms Paula Kong
- English Speech & Debating Club  
Miss Eda Choy, Mrs Laxmiprasad, Ms Naylor Danielle
- History Club  
Ms Winnie Lam, Ms Lydia Lai
- Home Management & Housecraft Club  
Ms Wendy Lee, Mrs Ivy Yeung
- Hong Kong Award for Young People  
Ms Wendy Lee
- Interact Club  
Miss Vincy Tam
- Mathematics Society  
Ms Sabrina Cheung, Mr Ian Lee, Ms Ginny Chan
- Photography Club  
Ms Wendy Lee, Mr Huey Chan
- Putonghua Club  
Miss Lau Ling
- Science Club  
Mr Zinc Tsang, Mr Hugo Lam, Miss Jennifer Ng
- SHCC Z Club  
Miss Elizabeth Choy, Ms Faye To
- Sports Society  
Mr Raymond Fong, Miss Gloria Pun
- Music Society  
Ms Rebecca Lam

**Uniform Groups**

- Girl Guides – 10th Is Co.  
Ms Dora Au
- Rangers  
Ms Leung Hoi Yan
- Junior Police Call  
Mr Anthony Mo
- St John's Ambulance Brigade  
Mr Kelvin Kwong, Miss Tracy Chan
- Red Cross – YU2  
Ms Winnie Law
- Flag Guards  
Ms Dora Au

**School Services**

- Ambassadors of Learning
- Campus TV
- Careers Assistants
- Discipline Prefects
- Green Prefects
- Guidance Sisters
- Hospitality Team
- IT Prefects
- Reading Ambassadors
- School Photographers
- School Publication
- SHE Mentors
- STEM Ambassadors
- Student Librarians Association
- Visual Arts Team
- Major School Events

## **Support for Students (Financial and Pastoral Care)**

Miss Chan Yuk Lin

### ✧ Homeroom Board Core Team

Miss Chan Yuk Lin, Ms Hung Ching Ying, Ms Wendy Chan, Ms Lydia Lai,  
Level Coordinators

### ✧ Parental Support

#### • Parent Education

Ms Hung Ching Ying, Ms Wendy Lee

#### • Parent Teacher Association

Ms Wendy Lee, Ms Leung Hoi Yan, Ms Nikki Pun, Miss Chang Wai Fong

#### • Parents' Meetings (Parents' Night, Parents' Day)

##### - Parents' Night

Ms Hung Ching Ying, Ms Wendy Lee, Ms April Cheung

##### - Parents' Day

Miss Chan Yuk Lin, Ms Wendy Lee, Ms Hung Ching Ying

### ✧ Student Welfare

#### • School Bus

Ms Ginny Chan, Ms Vivian Kan

#### • Tuckshop and Lunch Box

PTA

#### • School Uniform

PTA

### ✧ Student Financial Assistance

Ms Sabrina Cheung, Ms Dora Au, Ms Fiona Chau, Miss Jenny Wan

## **Talent Development**

### ✧ Gifted Education

Mr Chan Shing Wai, Miss Elizabeth Choy, Ms Sabrina Cheung, Ms Juliana Ko,  
Ms Faye To, Ms Rebecca Lam

### ✧ Extended Learning Coordinating Team

Mr Jackson Yau, Miss Linda Yip, Miss Vincy Tam, Ms Faye To, Ms Jacqueline Au  
Yeung

### ✧ Head Girl Core Group

Miss Irene Yung, Miss Renie Sinn

**V. Class Structure & Student Enrolment (as at 1 September 2024)**Total number of students: **871**

|              | <b>S1</b> | <b>S2</b> | <b>S3</b> | <b>S4</b> | <b>S5</b> | <b>S6</b> |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>A</b>     | 32        | 28        | 22        | 19        | 23        | 18        |
| <b>B</b>     | 33        | 27        | 22        | 20        | 20        | 19        |
| <b>C</b>     | 33        | 29        | 22        | 19        | 19        | 16        |
| <b>D</b>     | 33        | 28        | 22        | 20        | 22        | 15        |
| <b>E</b>     | 33        | 29        | 22        | 20        | 21        | 19        |
| <b>F</b>     | 34        | 30        | 21        | 27        | 28        | 26        |
| <b>Total</b> | 198       | 171       | 131       | 125       | 133       | 113       |

## **VI. Members of the Incorporated Management Committee (2024-2025)**

|                   |  |
|-------------------|--|
| Sr Veronica Fok   | School Supervisor/ Sponsoring Body Manager |
| Sr Virginia Wong  | Sponsoring Body Manager                    |
| Sr Rita Chung     | Sponsoring Body Manager                    |
| Ms Catherine Wong | Sponsoring Body Manager                    |
| Mrs Lucilla Yip   | Sponsoring Body Manager                    |
| Ms Janet Wong     | Sponsoring Body Manager                    |
| Mr Kenneth Law    | Sponsoring Body Manager                    |
| Miss Renie Sinn   | Alternate Sponsoring Body Manager          |
| Ms Leung Hoi Yan  | Teacher Manager                            |
| Mr Thomas Hung    | Alternate Teacher Manager                  |
| Mr Benny Cheuk    | Parent Manager                             |
| Ms Emily Lai      | Alumni Manager                             |
| Mrs Connie Lau    | Independent Manager                        |

**Sacred Heart Canossian College**  
**Annual School Plan 2024-2025**

Endorsed by the Incorporated Management Committee (2024-2025):

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Sr Veronica Fok FdCC  
Chairman / School Supervisor  
on

25 October 2024