

Our Lady's College



School Report 2024-2025

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I. Our School

1. Vision and Mission

Vision

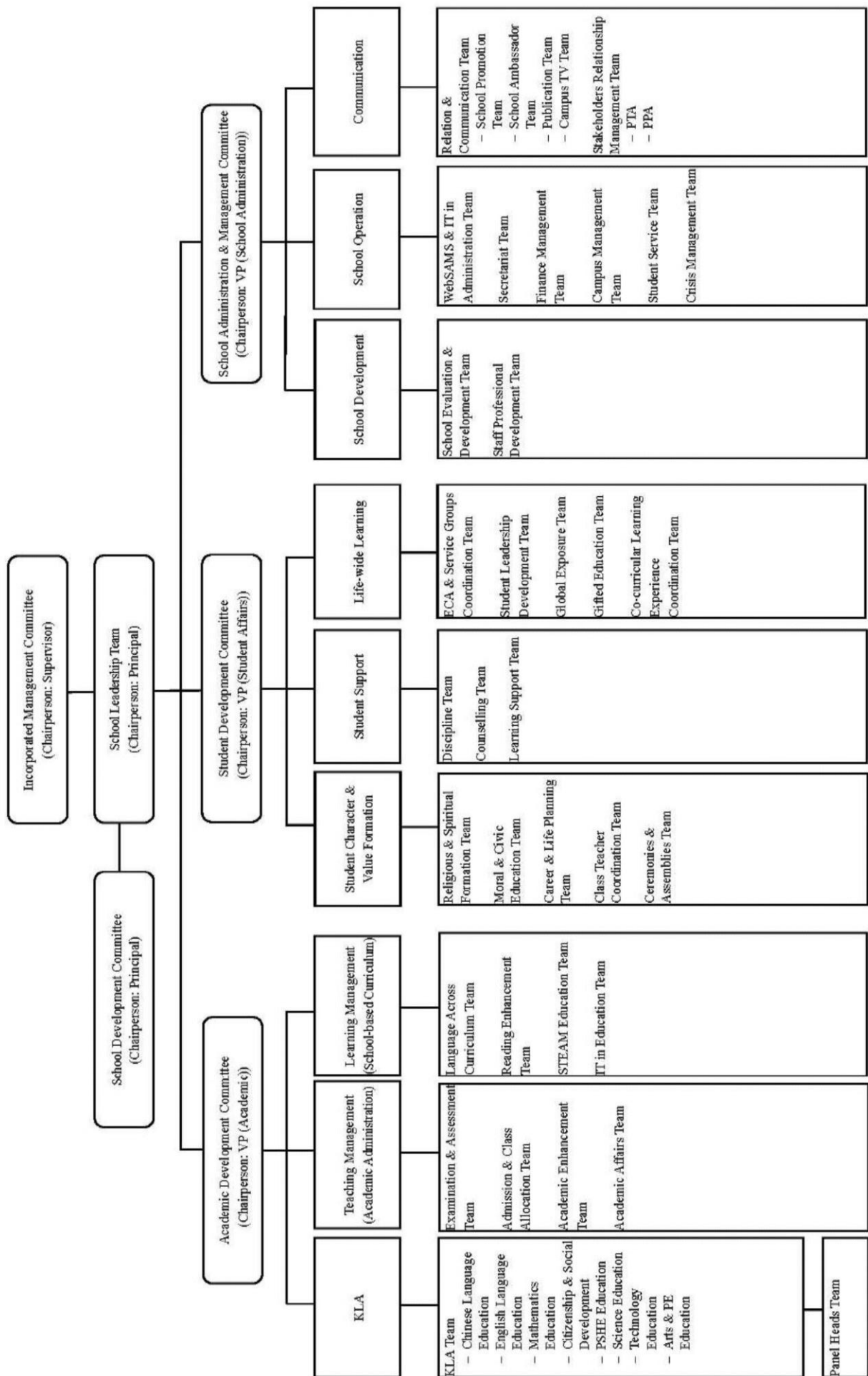
The core values of Catholic Education and the spirit of our founders, Don Bosco and St. Mary Mazzarello, are the guiding principles of our education mission. Imbued with a family spirit and directed by the three cornerstones of the Preventive System of Don Bosco— Reason, Religion and Loving-kindness, it is our vision to nurture our students into young women who will live life to the full.

Mission

We aim to nurture the whole-person development of our students holistically enhancing their spiritual, moral, intellectual, cultural and social aspects. This will enable our students to embrace life, with all its realities and challenges, with optimism, integrity and fortitude, as well as serving society with dedication. All this will empower them to live life to the full.

Our Lady's College

School Organization Chart (2024-2025)



II. Achievements and Reflection on Major Concerns; Feedback and Follow-up

MAJOR CONCERN 1: TO ENHANCE LEARNING AND TEACHING EFFECTIVENESS

Key Point 1: Data Analysis

Achievements

The school has made significant progress in data analysis and teachers' assessment literacy has been enhanced. A holistic review of students' HKDSEE performance and internal test/exam performance with reference to various reports and statistics has been conducted by all academic subjects.

Box plots, which can provide teachers with a quick visual summary of the statistical data, have been generated to help with the analysis of assessment data and attached to the Examiner's Report on Test/Exam by the setters concerned. Besides, training on how to generate and interpret box plots to identify the changes in or trends of students' performance over the years have been given by to the Chinese, English, BAFS and Economics Panels. The training sessions are useful and well-received.

Various reports, like SVAIS, DSE Statistical Reports, have helped to reflect the effectiveness of teaching and learning and identify areas for improvement. For example, subject panels such as Chinese, Science, and ICT have effectively integrated student performance data to tailor lessons to individual needs. Tools like box plots and DSE reports have enhanced teaching effectiveness.

School-based curriculum, learning materials, pedagogy and assessment based on the data analysis have been reviewed and refined to meet students' diverse abilities.

To enhance the awareness of Subject Panel Heads of irregularities found, the statistics of very low overall passing percentage and passing percentage of some individual class(es)/group(s) in tests/exams were highlighted at Panel Heads Team Meetings and subject panels concerned were to explore and record the underlying reasons for the irregularities as well as the strategic measures suggested to be taken to strive for improvement in the Test/Exam Reports.

Besides, based on the statistical data of tests and examinations, additional academic support programmes for S5-S6 target students likely to be failing to fulfil the minimum JUPAS requirement in the 4 core subjects, S1-S3 Enrichment Classes, as well as S1-S2 Study Groups were organised by the school. Tutoring on an individual basis has also been conducted for students in need by teachers of various subject panels.

Reflection

Analysing assessment data of recent years is essential as it helps to provide the school with a comprehensive picture of students' performance, and identify their strengths and weaknesses in different subjects.

Feedback and Follow-up

An annual holistic review with reference to both external and internal assessments will be conducted by all academic subject panels to inform instructional planning and refine teaching strategies to cater for the learning needs of students. Both internal and external assessment data will be made full use of by subject panels to inform teaching and learning and keep student engagement and motivation.

On the other hand, lesson design will be reviewed and refined by focusing on improving the effectiveness of teacher talk, increasing the use of questioning as well as providing more opportunities for students to participate in the lessons.

Key Point 2: Teacher Professional Development

Achievements

Various professional development programmes have been attended by teachers to strive for higher efficacy in teaching and learning, and keep abreast of the latest trends/innovations in the world of education.

Teachers have attended various professional development programmes, for example, 「2025周年分享會-傳承與創新：拓展中國語文教育的視野」, 「中國古天文與中學教學」, 「教師特別展覽導賞：香港賽馬會呈獻系列：畢加索——與亞洲對話」, SBA regional sharing sessions on various subjects, International Summit on the Use of AI in Learning and Teaching & Post-summit Workshop, Promoting STEAM Education through World Skills Competitions, the School-based Support Programme on Developing Curriculum Materials to Enhance Teaching Mathematics Education Key Learning Area in the English Medium, Workshop for Secondary School Teachers on Teaching Technology Education Key Learning Areas in the English Medium (for Newly Joined Teachers), Course on the Roles of English Language Teachers in the Whole-school Approach to Using the English Medium, etc.

8 teachers have attended the Self-regulated Learning - Open Classroom (2024 -2025) organized by the Hong Kong Association of the Heads of Secondary Schools in various secondary schools. Sharing on the insights gained were conducted by some of the attendees during Panel Heads Team Meetings.

In collaboration with the Staff Development Team, IT in Education Team has invited CoE of EDB to organize a seminar on the Use of A.I. to Enhance Teaching and Learning Effectiveness.

Besides, sharing sessions have been built into the Panel Heads Team Meetings and Panel Meetings to help create a professional learning community. For example, a sharing on what could be done to strive for improvement in conducting tests/exams so as to enhance the effectiveness of learning and teaching was conducted by the Vice Principal (Academic Development) at the 4th Panel Heads Team Meeting. It was suggested that some focus questions should be taken into consideration by them while setting test/exam papers, before and after the test/exam. Teachers are to put more effort into avoiding students' feeling frustrated, losing motivation to learn and giving up trying.

LaC teachers have also taken turns to share effective practices used in their classes, including incentive employed to motivate students. This effectively has fostered professional exchange and enabled teachers to collaborate on material preparation for the upcoming cycles.

Reflection

Of the Staff Development Program on AI in education, feedback from teachers showed that teachers understood the indispensability of AI in teaching and learning, and they did have hesitation in the use of AI tools. More hands-on and subject-based support programs should be arranged to address teachers' concern while boosting their confidence in adopting AI tools in their curriculum and daily teaching practice so as to enhance teaching and learning effectiveness.

Insights from a lesson observed through video recording in which a Mathematics lesson on the tax system included elements of language learning, higher-order thinking and values education has been shared by the English Panel Head, which was a good example of cross-curricular collaboration.

Most teachers are interested in attending professional development programmes but time constraint is really a problem.

Feedback and Follow-up

Teachers will be encouraged to engage in professional development and a culture of sharing good practices and insights on various occasions will be strengthened.

Professional development training on the use of GenAI and its application in subject-related context will be organized to enhance teaching and learning effectiveness.

Key Point 3: Student Learning

Achievements

It is very delightful that students generally are willing to learn and have taken their studies seriously. The school has created a warm, caring and supportive environment for students to learn, grow, and develop their potential to the full.

Ample opportunities have been provided for students to develop their generic skills. The nine generic skills - collaboration, communication, creativity, critical thinking, information technology, mathematical, problem-solving, self-management, and study skills have been nurtured across various subject panels and functional groups in the school. They have been strategically woven into curriculum planning, classroom activities, and various assessment to enable students to develop competencies that transcend traditional subject boundaries. Assignments across subjects have been given to students to help them strengthen essential generic skills like communication and collaboration. A wealth of learning experience has been offered by different subject panels and functional groups to encourage students to think critically, work collaboratively, and solve real-world problems.

Designated reading periods during the morning assembly on Mondays and Thursdays have positively stimulated reading interest. A reading habit has been developed on the part of most students and they have participated in literacy events such as World Book Day, library tours, and themed activities. The learning experience offered have enhanced their language proficiency and foster a love for reading.

The forging of national identity has been incorporated into their curriculum by subject panels. Various learning activities, including study tours to both the mainland and other countries, to foster students' national and global identity have been organized. Weekly flag-raising ceremonies have been held during morning assemblies and respect is shown by students. The Chinese Cultural Day has successfully fostered a festive atmosphere while deeply engaging students in the rich cultural heritage of China. This event not only celebrated traditional festivities but also provided an opportunity for students to immerse themselves in the national ambiance, enhancing their understanding and appreciation of Chinese culture.

The activities and presentations were well-received, contributing to a vibrant and educational experience for all participants. Talks and workshops with a view to promoting national identity during Class Teacher Periods have been organized and they have fostered a deeper understanding and appreciation of our national heritage among students. The structured approach has facilitated meaningful engagement and encouraged active participation in activities that reinforce a sense of belonging and pride in our nation. A notable improvement in students' understanding and appreciation of their cultural roots and global awareness has been noted.

Reflection

If possible, space should be created for teachers to assist students in developing learning habits and accompanying their growth.

The number of homework support sessions for students of the junior forms could be increased.

Relevance of learning should be enhanced by connecting it to students' daily life experiences, making the curriculum more engaging and interesting.

More effort should be made to strive for a smoother transition from the junior forms to the senior forms.

Feedback and Follow-up

Greater effort will be put into enhancing students' English proficiency, refining the academic support to students in need, enhancing students' English proficiency, as well as reinforcing students' generic skills such as communication, collaboration, and critical thinking, in particular, to support their holistic development.

Essential learning skills like note-taking, summarizing, and presentation for lesson consolidation will be cultivated by teaching students how to use tools like mind maps, concept maps, and graphic organizers, etc., to enhance their efficacy of learning. Besides, frequent opportunities are to be provided for them to practise and apply the learning skills through lesson-based activities.

Key Point 4: IT in education

Achievements

For information literacy, the IT in Education Team has collaborated with different teachers to integrate related content into the curriculum, invite guest speakers to discuss cyber risks during homeroom sessions for different levels, and organize themed activities on school activity days. The latest and most updated course information provided by various organizations, including the EDB, tertiary institutions and other eTeaching and eLearning platforms, local and overseas, have been provided to colleagues via Google Classroom.

Workshop/talks on media and information literacy have been conducted for students to enhance their awareness of ethical use of new media.

The Induction Programme for all S1 students during the first cycle of the academic year is very successful. The FiNET workshops for S2 students, which comprised 5 workshops featuring online gaming and gambling, online shopping and traps, online financial management plan, social media anxiety and digital image, and cyber bullying, have been conducted as concerted effort of organizations such as the Hong Kong Federation of Youth Groups (HKFYG) and Family Welfare Association.

The said programmes held have significantly enhanced students' ability to critically evaluate and effectively utilize information resources. This systematic and well-structured approach to fostering information literacy has helped to equip students with essential skills for academic success and digital citizenship in today's information-rich environment. The majority of students agreed/ strongly agreed that the seminars helped them understand various digital literacy topics, including online spending risks, gaming related traps, cyberbullying, and the impacts of social media.

Reflection

It was reflected by students that WhatsApp, Instagram, and Threads were the most commonly used platforms. While some students said that there was no negative effects on them, others noted issues such as confidence drops, emotional distress, and even social withdrawal due to social comparison.

It was suggested by the Reading Enhancement Team and the IT in Education Team that seminars and workshops such as digital parenting seminars should be organized for both students and parents to ensure that families know how to detect signs of anxiety or problematic digital behaviour and provide guidance and support to their teens to handle them properly.

Misbehavior in the use of tablets at school is a growing concern among teachers. While tablets can be valuable tools for learning, some students misuse them by visiting unauthorized websites, playing games instead of focusing on classwork, or engaging in cyberbullying. This type of misbehavior not only disrupts the learning environment but also hinders students' academic progress.

Feedback and Follow-up

In response to student concerns regarding the need for enhanced media information literacy, Project NEXT, partnered with the Hong Kong Federation of Youth Groups, will be implemented for S3, aiming to implement a comprehensive program for students promoted to Secondary in the academic year 2025/26. It will equip them with essential skills to critically analyze media content, recognizing biases and misinformation prevalent in various platforms. Besides, it aims at fostering responsible online behavior among students, ensuring they understand the implications of their digital footprint and the importance of ethical conduct in virtual spaces to enable our students develop into responsible digital citizens.

That IT resources, tools and skills should be used effectively to facilitate teaching and learning will be reiterated. Ethical and responsible digital usage in the classroom will be further strengthened while self-discipline in IT usage outside the classroom will be encouraged to help students develop lifelong responsible technology habits so that the digital tools and resources will eventually assist students in their academic pursuits, enhancing their ability to research, evaluate, and synthesize information effectively.

As for teachers, professional development training on the use of GenAI and its application in subject-related context to enhance teaching and learning effectiveness will be organized.

Key Point 5: MOI-EMI

Achievements

Great effort has been put into catering for the diverse learning needs of students using English as the medium of instruction.

Bridging courses have been run to provide academic support to students concerned. An English bridging has been conducted for S1 students. Bridging courses for S1-S2 have been run in the summer holidays to enhance students' ability in understanding questions and writing explanations for mathematical problems in English. A summer bridging course was also run for S3 fine-tuned class to re-teach concepts in English. 2 bridging courses for S1D and S2D students were conducted at the beginning of the school term to facilitate the smooth transition from Chinese classes to English classes in learning the subject.

Students were found to be more engaged in differentiated learning tasks and improvement on their part observed with the additional academic support and guidance given by their teachers.

Collaborative reading activities have also been conducted with various EMI subject panels covering an array of topics for S1 to S5 students to address the learning objectives. For example, 'Natural hazards' as concerted effort of the Geography Panel, and 'Business at your fingertips' with BAFS.

It is very encouraging that student leaders are confident in conducting assemblies and school events in English and are able to serve as role models for other students.

Reflection

More EMI subject teachers are to be encouraged to use English out of class when conversing with students so as to establish an English environment.

The feedback from all the library tours and book talks was overwhelmingly positive and encouraging. In general, over 95% of the respondents in all the questionnaire surveys agreed/strongly agreed that there were interesting and sufficient books related to the subjects in the library while more than 90% of all the respondents agreed/strongly agreed that they enjoyed the library visit and were satisfied with it too. Students overwhelmingly agreed that the book talks helped them discover useful resources both in the library and online.

Keen competition from electronic materials and information on the World Wide Web poses a threat to the traditional reading mode of printed materials, though.

Feedback and Follow-up

Students' proficiency in EMI subjects will be further enhanced as English proficiency plays a crucial role in academic success. Their language skills for self-expression will be strengthened through progressive language development within subject context. A richer English environment will be created by organizing theme-based, cross-curricular activities.

Cross-curricular library tours and book talks, English morning reading programme, news quizzes, and World Book Day Reading Carnival will be organized in collaboration with the English and EMI subject panels.

Newspapers and other reading materials should be further utilized through activities and incentives to encourage extensive reading.

More LaC elements could be incorporated into the curriculum of GR/Oral lessons.

Key Point 6: Learning experience and exposure

Achievements

A lot of subject/cross-curricular activities have been organized by subject panels and functional groups for students to develop their potential, increase their exposure, broaden their horizons, and spice up their school life. Some of the activities held included Study Tours to Japan and Singapore, 「公民科境外考察活動—廣州、東莞歷史文化內地考察」, 「同行萬里高中學生內地交流計劃—福建省歷史文化及海上考察之旅」, Shanghai Academic Exchange and Urban Development Study Tour, Guangzhou-Dongguan History and Culture Study Tour, Zhangzhou and Xiamen study tour, STEAM and Culture Study Tour 2025, visit to the Chinese People's Liberation Army Exhibition Centre, Nature Wellness Experiential Journey, outing to Cheung Chau, Forest Ecologist, visit to Low Carbon Education Centre, visit to HK Space Museum, 2025 World Book Day Reading Carnival, book talk, creative writing workshop, a literary landscape tour to the Central District, visit to the Science and Technology Park and Macau Science, etc.

Many of the students have shown strong engagement and motivation and made remarkable achievements in various competitions like the 18th Wong Tai Sin Outstanding Students' Selection (Junior High School Category - Excellent Student, Senior High School Category - Outstanding Student, and Outstanding Performance in Sports and Arts), iTeen Leadership Programme for Senior Secondary School Students (Gold Award), Green Prefect Programme (Outstanding Award), Inter-Secondary Schools Competition BOCHK Archery Cup (Girls' A Grade - Recurve Bow - 4th position), Inter-School Volleyball Competition 2024-2025 (Div. III - B Grade - Champion; overall 3rd position) and the 5th HK Chinese Instrumental Contest (Guzheng Solo – Advanced - Champion), The Monet International Art Prix (Gold Award), 「第十三屆大學文學獎-少年作家獎」(少年作家獎), Inter-school Cooking Competition 「第十一屆阿爸阿媽食飯喇烹飪比賽」(Merit Award), etc.

Reflection

The study tours have enriched the learning experience of students and enhanced their horizons. Reflecting on the visit to museums, it was evident that the hands-on nature of the museum fostered a sense of curiosity and wonder among the students. The opportunity to engage directly with knowledgeable staff and ask questions enriched their learning experience. Students expressed how the visits made their classroom learning feel more relevant and exciting, reinforcing the value of experiential education.

Concern has been raised that there are too many cross-curricular activities. The number of study tours should be reduced as quality is more important than quantity.

It was suggested that lesson time on activity days can be shortened so that the duration of activities can be lengthened. A greater variety of activities can be arranged and should not be restricted by distance and travelling time.

Though students have actively participated in the learning activities, there is room for improvement in the assignments completed by them. Some students need to enhance their communication, self-management and independent learning skills. Besides, it is essential to further enhance the language proficiency and the reading habit of students.

Feedback and Follow-up

Study tours will continue to be organized to enrich the learning experience of students and broaden their horizons. For example, a study tour to Singapore and another to an English-speaking country will be organized. Other study tours including the Sichuan exploration tour, Greater Bay Area career exploration tour, and a one-day study tour to Macau, will be organized as concerted effort to spice up students' school life.

MAJOR CONCERN 2: TO ENHANCE PERSONAL DEVELOPMENT THROUGH INTERNALIZATION OF THE SCHOOL CORE VALUES

Key Point 1: Displaying school core values

Achievements

The school fosters an environment rich in core values, with teachers and sisters as role models. Catholic values are systematically integrated into junior and senior levels through activities like competitions, service learning, and career guidance, fostering empathy and gratitude.

Core values— loving-kindness, truth, justice, love, and family— are infused across the curriculum in various subjects, co-curricular learning activities, school events, and morning assemblies. Tailor made content for junior and senior levels and discussions during Class Teacher Periods (CTP) further reinforce these values. Teachers and students are reminded through specially designed cards, morning prayers, teachers' sharing during the morning assemblies and performances during Thanksgiving Day and festivals like Christmas and Chinese New Year, etc.

Theme-based lunchtime activities foster collaborative skills and allow students to appreciate integrated experiences. With the participation of parents in these activities, it provides opportunities for teachers, parents and students to demonstrate core values.

A stakeholders' survey showed above-average scores, evidencing the school's effective promotion of core values within and beyond the classroom. These values are instilled through the curriculum, activities, assemblies, and daily school experiences, helping students internalize them.

Reflection

The school's strong religious environment provides a moral framework that guides students' behaviour in alignment with core values. Teachers work collaboratively to promote these values, supported by various NGOs. Both parents and students generally share the school's objectives, and teachers strive to cultivate a positive atmosphere. The curriculum of the CTP at various levels effectively reflects these core values.

Teachers play a vital role in addressing students' mistakes and reinforcing these values. While most students embody them, some require additional support. A number of students struggle to establish clear life goals, which can lead to a lack of motivation in both academic and personal growth. Additionally, challenges in time management prevent students from balancing academics with extracurricular activities, resulting in stress related to assessments and future pathways.

The influence of social media often fosters self-centeredness and materialism among students, impacting their alignment with core values. Peer pressure and cultural factors further complicate behaviour. Recent incidents of self-harm and suicides among students in Hong Kong have raised significant mental health concerns, with some exhibiting negative thoughts and a lack of resilience.

Overprotected students miss out on essential problem-solving opportunities, which hinders their resilience. On the other hand, some students experience a lack of parental care, making it difficult to instill core values effectively. It is crucial to emphasize self-love, time and stress management, and self-discipline during CTPs. Resources from organizations like Caritas and other NGOs are instrumental in helping students adopt positive values, while additional funding from the Education Bureau (EDB) supports mental health initiatives.

Feedback and Follow-up

Theme-based learning activities should continue and be more focus, with a stronger emphasis on collaboration by inviting more teams or functional groups to enhance their effectiveness. It is important to reinforce core values across various subjects through lessons and activities, particularly by addressing character formation topics in CTPs that focus on assessment and family-related challenges.

School activities featuring student presentations and performances that highlight core values should be prioritized. Recognizing students who exemplify these values with awards can serve as inspiration for others, and sharing achievements throughout the academic year is beneficial.

Addressing mental health issues and fostering positive mindsets remains a priority, supported by professionals, NGOs, and the Student Mental Health Support Scheme. Enhancing communication with parents through workshops, seminars, and e-platforms is crucial. Role modeling by teachers and student leaders plays a significant role in helping students internalize core values. Additionally, professional development opportunities that promote core values should be made available to ensure consistency throughout the school community.

Key Point 2: Interconnectedness/bonding

Achievements

The Big Sisters program, house activities, competitions, and class-based events play a significant role in strengthening bonds among students. Activities such as lunchtime sports competitions, cookie contests, school picnics, singing contests, Thanksgiving Day and celebrations for Christmas, and Chinese New Year, foster collaboration and help teachers get to know their students better. Various learning activities, including Sports Day and the Big Sister Scheme, further enhance connections among students from different levels. The involvement of form coordinators also improves communication between the school, class teachers, and students.

Class teachers receive robust support through resources related to discipline, counseling, special education needs, and student backgrounds, allowing them to better understand their students. This support enables teachers to show greater care for their students and proactively communicate with parents, offering coaching, tutoring, and encouragement. The teacher-student relationship is generally positive, characterized by teachers' patience and pastoral care. Students tend to collaborate well, respect their teachers, and establish strong bonds among themselves.

This year, parental participation in school activities has notably increased. The Parent-Teacher Association (PTA) plays a crucial role in inviting parent volunteers to organize lunchtime activities, poon choi and picnics, promoting home-school cooperation. Events on general Parents' Day, including informative talks and booths, have enhanced parent education and strengthened parent-child relationships through collaborative crafts. Active parental involvement in PTA activities has fortified relationships between teachers and parents. Encouraging students and parents to write "thank you" cards can improve their relationships and cultivate a spirit of gratitude. Additionally, PTA-organized tea gatherings and consultation meetings provide platforms for parents to express their opinions and discuss school policies, further enhancing the bond with the school.

Reflection

The PTA committee members are highly supportive and eager to organize activities that strengthen the bonds between students, parents, and the school. While there has been a slight increase in parental participation, many parents remain busy with work and may be hesitant to engage in these activities. Generally, parents of senior-level students are less active in participation compared to those of junior-level students.

Talks and booths have been arranged to provide valuable parenting insights, but many parents express a stronger desire to meet with class teachers to gain a better understanding of both the academic and non-academic aspects of their daughters' education. However, some parents are difficult to contact, complicating communication efforts.

Additionally, certain parents may be reluctant to collaborate with teachers on issues concerning their children. Some even intervene to protect their daughters from facing consequences, making excuses for their behavior. Parental values can significantly influence students' development, and some parents may voice complaints without fully understanding the context or fail to serve as effective role models.

Despite these challenges, a positive student-teacher relationship is a vital aspect of the school environment. Teachers are dedicated to fostering a supportive atmosphere where students feel valued and understood. This relationship encourages open communication, allowing students to express their thoughts and concerns freely. When teachers show patience and provide pastoral care, students are more likely to engage positively in their learning and personal growth.

Establishing a database of past students can be an effective way to invite them to provide academic and non-academic support, as they are often more willing to mentor current students in alignment with our values. Meanwhile, junior-level students often struggle to build healthy peer relationships, as they may have difficulty managing their emotions or exhibit self-centeredness, leading to conflicts among them.

Feedback and Follow-up

Increasing the participation rate of parents from both junior and senior forms in school activities is essential for fostering a strong school community. Engaging parents not only enriches the educational experience for students but also strengthens the bond between home and school. To achieve this, the school will prioritize organizing informative talks and interactive workshops tailored to the specific needs and interests of parents. These events will serve as valuable opportunities for parents to connect with teachers and school staff, gaining insights into their children's educational journey.

To further encourage engagement, the school can actively invite parents to participate in various school events, making them feel included in the school community. Enhanced communication strategies, such as regular e-circulars and messages, will reinforce the connection between the school and parents. These updates will provide essential information about the school's aims, policies, and upcoming activities, ensuring that parents are well-informed and can actively participate in their children's education.

Additionally, leveraging online platforms can be an effective way to provide parents with resources on parenting skills. This approach offers flexibility, allowing parents to access valuable information and training at their convenience, which can significantly improve their engagement and support for their children's learning.

To enhance the already positive student-teacher relationships, it is crucial to acknowledge the dedication of teachers in creating a nurturing environment where students feel valued and understood. The Class Teacher Coordination Team and form coordinators play pivotal roles in further strengthening peer relationships among students. By clearly defining behavioral expectations and effectively communicating these to students, they can foster a greater understanding of mutual respect and cooperation.

Collaboration with NGOs to organize activities aimed at enhancing communication skills will also be beneficial. These initiatives can promote respect and empathy among students, contributing to a harmonious learning environment. By focusing on these strategies, the school can cultivate a supportive community that benefits not just students, but parents and teachers as well.

Key Point 3: Appreciation and Development of Strengths

Achievements

Students' achievements are regularly celebrated through various platforms, ensuring their hard work and accomplishments are duly recognized. This acknowledgment takes place during morning assemblies, in e-newsletters, on the school webpage, on the achievement board, and via the School App. Academic results are prominently displayed after term tests and examinations, honoring students' dedication and effort. Monthly prize presentations during assemblies further highlight these successes, while e-newsletters inspire students by sharing experiences from study tours, learning activities, and school events.

The OLC Students' Achievement Showcase, held after final exam, provides nominated groups with the opportunity to present their learning experiences and achievements, particularly those gained from study tours and school-based programs. Complementing this recognition, the school offers a comprehensive leadership training program for student leaders, featuring workshops that focus on essential skills such as event management, communication, and self-awareness. Initiatives like a leadership day camp for S4 students during Whole Day Activity Day, along with specialized workshops on event planning, further enhance these skills.

Students are encouraged to engage in life-wide learning activities, as well as inter-school and international competitions, which provide valuable opportunities to explore and develop their talents. Programs such as the Outstanding Students' Association Commendation Scheme by Hok Yau Club, the iTeen Leaders Programme by ICAC, and the Future Leaders Development Programme contribute to their holistic development and leadership training.

These initiatives not only strengthen students' capabilities but also promote collaboration among student leaders from different schools, allowing them to learn from one another. Students can apply the skills they acquire in planning and executing events to organize school activities or participate in volunteer services. This year, our Student Association achieved notable successes, including the Mental Health Activity Award and the Outstanding Student Association Award, with several student leaders receiving Outstanding Student Leader Awards.

To further support student growth, a talent databank has been established to collect and store information about students' achievements in academics, arts, sports, and other areas. This databank is accessible to teachers via Google Classroom and invites students to upload their external achievement records, enhancing its content. Updated annually, the databank allows teachers to effectively match learning programs to students' strengths and talents.

Overall, these initiatives foster positive thinking and broaden students' horizons through diverse experiences. The school is committed to creating an environment that nurtures student development and celebrates their achievements.

Reflection

Reflecting on the life-wide learning activities conducted on Activity Days, after school, and during school holidays, it's clear that these arrangements are designed to help students to widen their horizon and develop their strengths. However, some students have not fully recognized the value of participating in these life-wide learning experiences, as evidenced by a higher absence rate on Activity Days compared to regular school days. For S4 students engaged in service learning, there has been a notable shift in understanding the needs of children and the elderly, but many still exhibit passivity and a lack of self-confidence during the preparation stages. This highlights the need for more encouragement to help them become proactive in planning and organizing activities.

The positive feedback regarding the leadership training program indicates that, despite initial hesitations, students are beginning to embrace their roles with the support of their peers and teachers. This encouragement has sparked a strong eagerness among students to participate in organizing school activities, allowing them to showcase their creativity and passion. Even with limited experience, successful events have been organized under teacher guidance, illustrating students' potential when supported. However, challenges remain, as some teachers have noted that not all student leaders exhibit the qualities necessary to effectively guide their peers. This lack of discipline can hinder their ability to be role models.

Nonetheless, the display of students' achievements during prize presentation ceremonies, on the achievement board, and in e-newsletters plays a vital role in reinforcing the value of participation. Public recognition boosts confidence and fosters a sense of belonging, motivating students to strive for excellence. As students see their peers celebrated, they are inspired to set and pursue their own goals, contributing to a culture of achievement and mutual support. Overall, these arrangements cultivate an environment where students can better appreciate their strengths and develop their potential, enriching their overall school experience.

Feedback and Follow-up

To improve the arrangement of life-wide learning activities on Activity Days, it is essential to ensure that these activities are closely aligned with our focus areas and integrated into the subject curriculum, subject teachers can design relevant tasks that connect classroom learning with the activities students participate in. After attending these activities, students should be required to complete these tasks, reinforcing their learning and encouraging them to reflect on how their experiences relate to the curriculum.

To further cultivate a culture of peer appreciation and shared joy, it is proposed to establish a class-based system that provides more opportunities for students to recognize and acknowledge the strengths and efforts of their classmates. By encouraging this habit of peer appreciation, we aim to foster a supportive environment where students feel valued and motivated to contribute positively to their community.

Additionally, it is crucial to create more opportunities and training for junior level students to identify and develop potential student leaders. Currently, many leadership roles are concentrated among a few capable and active senior students. By providing junior students with mentorship and leadership training, they can learn from their senior peers and prepare for future leadership roles. This succession planning will not only empower junior students but also ensure a steady pipeline of capable leaders for the school.

Moreover, the school should enhance the role of student leaders, who serve as vital role models for their peers. It is important to emphasize their responsibilities and instill a sense of mission and accountability in them. This could involve regular training sessions focused on leadership skills, ethical decision-making, and community engagement. Teachers should also carefully select student leaders based on their character, commitment, and ability to inspire others, ensuring that those in leadership positions genuinely embody the values we wish to promote in our school community.

By implementing these feedback and follow-up measures, we can create a more structured and supportive environment that not only appreciates but also actively develops the strengths of our students, fostering a culture of recognition and growth throughout the school.

I. Student Performance

1. Students' Attitude and Behaviour

- Our school, founded by the Institute of the Daughters of Mary Help of Christians (FMA), is firmly grounded in the core values of Catholic education and the educational charism of our Founders, St. John Bosco and St. Mary Mazzarello. This foundation shapes our educational approach and fosters a supportive environment for our students.
- Our strong religious framework and various initiatives promote positive behaviour and instill core values among our students.
- Our students display genuine care for one another. Prayer rituals are particularly well-received, underscoring the positive impact of our religious practices on their development.
- Recognition through awards, constructive feedback from teachers, and opportunities for self-reflection nurture positive behaviour.
- Positive peer, teacher-student relationships and collaborative activities have proven effective in fostering behaviours aligned with empathy, compassion, and respect.
- Our school is committed to providing diverse platforms for students to explore and unleash their potential. Opportunities such as service-learning programs, participation in school performances, inter-school competitions, and engagement in virtual initiatives are integral to this mission. These activities enable students to develop essential leadership skills, take on responsibilities, and engage in meaningful self-reflection contributing significantly to personal growth and positive behaviour.
- By encouraging active participation in these enriching experiences, we empower students to discover their strengths and interests, fostering a sense of purpose and belonging within the school community.
- Ultimately, our goal is to provide a nurturing environment where every student can thrive academically and grow into compassionate, responsible individuals ready to make a positive impact in the world.

Challenges:

- Social media, the social environment, complicated family background and lack of self-confidence often hinder the cultivation of positive values. Students also pose an imminent need for the school to reinforce education on positive mindsets, self-management skills and emotional management.

2. Students' Participation and Achievement

i) Academic Performance

In HKDSE 2025, it was indeed very delightful that all the two of our students nominated each year have been admitted to leading universities of Hong Kong via SNDAS for the 3 consecutive years since the implementation of the said Scheme in 2022.

It was most encouraging to find that the percentage of students meeting the entrance requirements of JUPAS continued to be higher than that of day school candidates. 100% of the students were getting “attained” for Citizenship and Social Development. The percentages of students attaining Level 5 or above continued to increase while the percentage of students fulfilling the minimum requirements of all the 4 core subjects (i.e. 332A), were higher than that of all school candidates.

Our student got one of the only two 5** in Technology and Living in DSE 2025. Besides, there was a significant increase in the percentages of Level 4 or above in 12 subjects, namely, Biology, BAFS (accounting), BAFS (business management), Chemistry, Chinese History, English Language, ICT, Mathematics (compulsory part), M1, Physics, Technology and Living, and Visual Arts. In addition, there was a remarkable increase in the percentages of Level 3 or above in subjects including Biology, BAFS (business management), Chemistry, Economics, M1, Physics and VA.

On the other hand, students' performance in Category B subjects was equally impressive. Of the 4 students who took the examinations of Category B subjects in DSE 2025, 2 of them got Distinction II and Distinction I respectively.

The school will continue to strive for a quality education for students and prepare them to get their best possible academic achievements.

ii) Non-Academic Performance

The school aims to provide opportunities for students to develop their talents, enhance their self-confidence, and participate in various competitions and activities. Students have excelled and received numerous awards in academics, sports, arts, and aesthetics, winning numerous awards in inter-school competitions such as swimming, volleyball, athletics, music, speech and dance festivals, debating, public speaking, choral festivals, and youth art competitions, etc.

Additionally, students have participated in leadership programs and volunteer services, earning recognition for their efforts and achieving commendable results. These accomplishments highlight the diverse talents and dedication of our students, showcasing their ability to excel across multiple disciplines.

The school remains committed to nurturing these talents and continuing to provide platforms for students to shine and grow in their respective fields.

III. Financial Summary

Financial Summary 1st September 2024 - 31st August 2025 (unaudited)

	Income (\$)	Expenditure (\$)
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	4,085,232.00	3,710,824.00
2. Air Conditioning Grant	617,925.00	705,995.00
3. Composite Information Tech. Grant	520,386.00	177,032.91
4. Capacity Enhancement Grant	676,944.00	447,747.92
Sub-total	5,900,487.00	5,041,599.83
(b) Non-School Specific Grant		
1. School & Class Expenditure	2,015,786.38	
2. Composite Furniture and Equipment		299,407.29
3. Lift Maintenance		49,920.00
4. Training and Development		7,700.00
5. Consolidated Subject Expenditure		289,420.78
Sub-total	2,015,786.38	646,448.07
(c) Others:		
1. Deficit transferred from ITSSG		103,380.80
Total (EOEBG)	7,916,273.38	5,791,428.70
II. School Funds		
1. Collection of Fees for specific purposes (Non standard equipment; repair, maintenance and electricity of air- conditioners)	229,250.00	64,956.64
2. Tong Fai	104,380.00	
3. Tuckshop rental fee	150,000.00	
4. Insurance, Scholarships, others		39,129.65
Total (School Funds)	483,630.00	104,086.29
Total surplus for the school year	2,504,388.39	

IV. Appendix

Appendix 1. Student External Award

Nature	Competition / Activity	Achievements
Academic	中國語文菁英計劃 (2023/24)中學組寫作比賽	冠軍
	校園作家大招募計劃 2023/24-校園作家選拔賽	嘉許證書
	The Hong Kong University of Science and Technology Dual Program 2023 - Mathematics (pre-stage)	Certificate of Merit
	The Hong Kong University of Science and Technology Dual Program 2023 - Physics (pre-stage)	Certificate of Merit
	《健康學生演說大賽 2024/25》	最後十五強
	《第六屆全港學生一分鐘演說比賽 (2025)》	冠軍 別出心裁剪接獎 最佳故事編排獎 最受 IG 粉絲喜愛獎(2) 入圍 (最後 50 強) (2)
	「沉浸式互動中華文化之旅」校際多媒體設計比賽 2025	季軍
	2023-24「兩代情」徵文比賽	優異獎
	Wong Tai Sin District Student Leap Forward Award Scheme	Award (6)
	2024-2025 全港中學生演講比賽——「夢想盃」 - 命題說話——粵語初中組 - 命題說話——粵語高中組 - 即席專題演講——粵語/普通話組	冠軍及優異獎 (2) 冠軍及優異獎 (5) 冠軍及優異獎 (2)
	2024-2025 年度「篇篇流螢」網上閱讀計劃	金獎 (3) 銀獎 (8) 銅獎 (6)
	2024 香港學界故事演講大賽(香港賽區) S1 中學組	亞軍
	Chemists Online Self-study Award Scheme	Gold (3) Diamond (23) Platinum (1) Bronze (6)
	Sustainable Development Goals eLearn Award Scheme 2024	Silver Certificate (2) Bronze Certificate (6)
	The Hong Kong School Elite Competition 2024 - English Group S1	Silver Award
	Happily We Read Together 2024	Young Writer Award (3) Outstanding Writing Award (Secondary Section) Young Writer Appreciation Award (2)
	Junior Secondary Science Online Self-learning Scheme 2025	Gold Award (9) Silver Award (2) Bronze Award
	Junior Secondary History e-Reading Award Scheme 2024	Appreciation Award (18)
	Youth Arch Student Improvement Award	Award (20)

Nature	Competition / Activity	Achievements
Academic (Cont)	星島第二屆全港華文雙語菁英問答比賽(總決賽)	季軍 最踴躍參與學校獎
	星島第三屆全港華文雙語菁英網上問答比賽	狀元 100 強 (7)
	第 76 屆香港學校朗誦節 天主教經文朗誦(粵語)	優良
	第 76 屆香港學校朗誦節 (2024 年) (中文朗誦) (普通話)	優良 (4)
	第 76 屆香港學校朗誦節 (2024 年) (中文朗誦) (粵語)	優良(二人朗誦) 優良 (6)
	第二屆「中華文化問答比賽」	優秀獎---第二部分 (4)
	第十三屆大學文學獎「少年作家獎」	少年作家獎
	第四十九屆全港青年演講比賽 (2024-25 年度)	優異獎 (3)
	The 4 th Hong Kong Schools Speech Competition 2023 - English Secondary Section	Gold Award
	Grace Charity Academic Achievement Award	Award (15)
	Economic Infographic Challenge (2024/25) — Challenge 1	Certificate of Excellence (4) Certificate of Attainment (25)
	Student Ambassador in Media and Information Literacy	Student Ambassador in Media and Information Literacy (6)
	2025 Harvard Prize Book	2025 Harvard Prize Book Winner (3)
	76 th Hong Kong Schools Speech Festival (2024) English Speech - Solo Prose Reading - Solo Verse Speaking - Dramatic Duologue	Second place Merit Third place Merit (9) Merit (10)
	Hong Kong Secondary Schools Debating Competition - 1st Round in the 2nd Term - 2nd Round in the 1st & 2nd Term	Winning Team Winning Team
	14 th Hong Kong Geography Olympiad	Brown Award
Sports	AS Watson Group Hong Kong Student Sports Awards 2024-2025	Award
	Hong Kong Junior Age Group Athletics Competition 2025(2)	Third Runner-up
	Inter-School Athletics Competition 2024-2025 Div.III (Area 1) - B Grade 4x400m Relay - B & C Grade High Jump - B Grade Javelin Throw - B Grade 100m Hurdle - A Grade 100m Hurdle - A Grade 400m	Girls B Grade Overall 3 rd Position 3 rd Position 4 th Position Champion Champion 3 rd Position 4 th Position
	Inter-School Volleyball Competition 2024-2025 Div. III (K1)	Overall 3 rd Position & B Grade Champion

Nature	Competition / Activity	Achievements
Sports (Cont)	Inter-School Swimming Competition 2024-2025 Div.III (Kowloon 2) Girls	
	- A Grade 4x50m Freestyle Relay - A Grade 100m Breast Stroke - A Grade 50m Free style - A Grade 100m Free style - B Grade 50m Free Style - B Grade 50m Butterfly	2 nd Position 3 rd Position 3 rd Position 2 nd Position 3 rd Position 1 st Position
Arts	The 49th Hong Kong Youth Cultural & Art Competition - The Hong Kong Youth Slogan & Poster Design Competition 2023-2024	Award of Distinction 93)
	The 49th Hong Kong Youth Cultural & Art Competition - The Hong Kong Youth Drawing Competition 2023-2024	First Runner Up
	'Wan Chai Sketch' Hong Kong Joint School Drawing Competition	Merit
	Central Safari Colouring & Drawing Competition	Gold Award & Silver Award (2)
	'Mask Design Contest 2024-25: Say No to Discrimination!'	Selected Submission
	「香港•城市色彩」繪畫比賽 2025	優異獎
	“Kids Art” Drawing competition 2024	Certificate of Recognition (6) "Certificate of Recognition Professional Award-Bronze (Youth Group)" "Certificate of Recognition Interregional Professional Award (Youth Group)"
	2024 The Monet International Art Prix	Gold Award
	2024/25 學年「心繫家國」中華飲食文化周暨學生廚藝大賽	優異獎 (3)
	2024 楊浦區學生國際藝術雙年展	最具藝術表現力獎
	2024 Spectacular Dubai Cultural Festival Children and Youth Painting Competition	Silver Award
	The 49th Hong Kong Youth Cultural & Art Competition - The Hong Kong Youth Drawing Competition 2023-2024	First Runner Up
	東華三院黃大仙醫院六十周年院慶標誌比賽	冠軍及優異獎 (5)
	Starry Galaxy Painting Competition	Winner Silver Award 2 nd Runner Up
	香港品質保證局理想家園：第十八屆海報設計創作比賽	入圍獎 (2)
	Hong Kong Inter-School Choral Festival 2025	Silver Award
	香港新聞博覽館六周年慶祝活動紀念印章圖案設計比賽	季軍及優異獎
	香港賽馬會社區資助計劃：藝育菁英計劃-全港青少年繪畫比賽 2025	全港青少年畫家優異獎 (3)
	徐悲鴻盃國際青少年兒童美術比賽 2024 西洋畫系:初中組	二等獎 優異獎 (2)

Nature	Competition / Activity	Achievements
Arts (Cont)	77th Hong Kong Schools Music Festival	
	- Vocal Solo - Singing in Chinese - Female Voice - Secondary School (Age 14 or under)	Silver Award
	- Vocal Solo - Singing in Chinese - Female Voice - Secondary School (Age 14 or under)	Bronze Award
	- Flute Solo - Secondary School – Junior	Silver Award
	- Vocal Solo - Singing in Foreign Language - Female Voice - Secondary School (Age 14 or under)	Bronze Award
	- Trumpet Solo - Secondary School – Junior	Bronze Award
	- Zheng Solo – Advanced	Silver Award,
	- Piano Solo - Composer of the Year (Maurice Ravel)	Silver Award
	- Graded Piano Solo - Grade 3	Silver Award
	- Graded Piano Solo - Grade 5	Bronze Award
	- Zhongruan Solo – Senior	Silver Award - 2 nd runner-up
	- Violin Sonata	Silver Award
	- Descant Recorder Solo - Secondary School (Age 16 or under)	Bronze Award
	- Secondary School Choir - Foreign Language - Mixed Voice - Second Division- Senior	Silver Award
	第二屆全港中小學動物模型上色比賽	嘉許獎 (5)
	第十一屆「阿爸阿媽食飯喇」校際烹飪比賽	優異獎 (3)
	The 17th Arts Ambassadors-in-School Scheme	入選校園藝術大使 (2)
	第十六屆海峽兩岸少兒美術大展作品徵集	優秀獎 (6)、特優獎 (4)
	61st Schools Dance Festival - Chinese Dance of Secondary Section (Group Dance)	Highly Commended Award
	61st Schools Dance Festival Competition	Commended Prize
	無毒「郵」心起 2024-2025 郵票設計比賽	亞軍及入圍 30 強
	VWCM - The 5th Hong Kong Chinese Instrumental Contest Guzheng Solo - Advanced	Champion
	Joint School Music Competition 2025	
	- Secondary School Chinese Instrument (Guzheng) Solo – Senior	Gold Award
	- Secondary School (Singing) Solo - General Song	Gold Award - Champion
	The Jockey Club Student Drawing Competition of Hong Kong Flower Show 2025	(Junior Section) Highly Commended Award (Senior Section) Certificate of Merit
Services	《有心計劃》2023-2024-VNET 獎章	(第二級(成長)獎章) (43) (第三級(投身)獎章) (12) 第四級(承擔)獎章) (4)
	香港紅十字會青年發展服務東九龍總部 2023-2024 年度慈雲山區步操比賽	最佳制服隊伍
	4C Youth Volunteer Leadership Project 2023-2024	- 個人嘉許狀 (27) - 領袖嘉許狀、個人嘉許狀及傑出青年義工領袖獎 (2) - 領袖嘉許狀及個人嘉許狀 (2) - 傑出青年義工領袖獎及個人嘉許狀 (2)

Nature	Competition / Activity	Achievements
Services (Cont)	「大自然遊戲大使培訓」證書課程	大自然遊戲大使 (25)
	「香港故宮學生文化大使」計劃	香港故宮學生文化大使
	全港中學學生會嘉許計劃 2024/25	傑出學生會 精神健康活動計劃嘉許大獎 (24)
	The HKFYG 'Easy Volunteer' Volunteer Service Award 2024/25	Gold Award Silver Award (11) Bronze Award (19)
	iTeen Leadership Programme for Senior Secondary School Students	Gold Award (20)
	Green Prefect Programme	- Outstanding Award (10), - Head Green Prefect - Outstanding Award (2) - Certificate of Appreciation (11)
	The 2025 Kiwanis Community Services Award	Award
	第三屆愛心行動獎	嘉許狀 (4)
Scholarship	2024 CYLF Talent Development Scholarship	Award
	Rev.Joseph Carra Memorial Education Grant for Secondary 4-6 Students	Award
	Sir Robert Black Trust Fund-Grants for Talented Students in Non-academic Fields 2024-2025	Award
	Wong Tai Sin Man Chi Scholarship	Most Significant Improvement Award
	HKICPA/HKABE Joint Scholarships for BAFS (2024/25)	Award (2)
Others	Don Bosco Prize	Award
	HKEAMA Commendation Scheme 2024-2025	Student with Outstanding Performance in Extra-curricular Activities
	The 18 th Wong Tai Sin Outstanding Students' Selection - Junior High School Category - Senior High School Category	Excellent Student Outstanding Performance in Sports and Arts Award Outstanding Student
	學生健康軍團獎勵計劃	Certificate of Commendation (4)

Appendix 2. Spending for Diversity Learning Grant (DLG)

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Expenditure																					
Core Subjects	- Chinese Language Enhancement programme (Writing) - Chinese Language Enhancement programme (Reading) - English Language Enhancement programme (Writing) - Chinese Language Enhancement programme (Reading)	To offer high order thinking skill training for average to higher ability students	21 Students (S6) (Writing) 25 Students (S6)(Reading) 40 Students (S6) (Writing) 55 students (S5)(Reading)	6 Sessions 6 Sessions 3 Times 5 Sessions	Selected students will be enhanced in different answering techniques and writing skills.	- 72.5% submission rate of writings. - More than 80% of the students give positive feedback to the course. - The quality of tutors was positive.	\$24,565.6																					
Individual gifted students	- Support individual gifted students to attend gifted programs, workshops, courses and activities held by GE team or outside school - Support individual gifted student to attend gifted programs in travelling fee - Support individual gifted student to participate in competitions in material and travelling fee	To enable students to acquire diversified learning opportunity in different gifted programme	More than 300 students (S2 to S6)	Whole school year	Students will be nominated to join gifted programs and competitions	Gifted Programmes: <table><tr><td>1</td><td>"Secrets of dye" Themed Workshop</td><td>26/9/2024 、 3/10/2024 、 10/10/2024</td></tr><tr><td>2</td><td>Forensic Toxicology Workshop (Collaborated with Chemistry Panel)</td><td>17/10/2024</td></tr><tr><td>3</td><td>Annual General Meeting</td><td>5/11/2024</td></tr><tr><td>4</td><td>Chow Sang Sang Precious Metal Laboratory : Become an Alchemist ! 、 Become an Galactic Repairman ! 、 Gold Panning ! (Collaborated with Chemistry Panel)</td><td>21/11/2024 、 28/11/2024 、 11/2/2025</td></tr><tr><td>5</td><td>Subject Selection Experience Sharing</td><td>24/2/2025</td></tr><tr><td>6</td><td>DNA Species Identification STEM Workshop 、 Viruses and Evolution Workshop (Collaborated with Biology Panel)</td><td>25/2/2025 、 11/3/2025</td></tr><tr><td>7</td><td>Workshop on Cognitive Psychology</td><td>8/4/2025 、 29/4/2025 、 6/5/2025</td></tr></table>	1	"Secrets of dye" Themed Workshop	26/9/2024 、 3/10/2024 、 10/10/2024	2	Forensic Toxicology Workshop (Collaborated with Chemistry Panel)	17/10/2024	3	Annual General Meeting	5/11/2024	4	Chow Sang Sang Precious Metal Laboratory : Become an Alchemist ! 、 Become an Galactic Repairman ! 、 Gold Panning ! (Collaborated with Chemistry Panel)	21/11/2024 、 28/11/2024 、 11/2/2025	5	Subject Selection Experience Sharing	24/2/2025	6	DNA Species Identification STEM Workshop 、 Viruses and Evolution Workshop (Collaborated with Biology Panel)	25/2/2025 、 11/3/2025	7	Workshop on Cognitive Psychology	8/4/2025 、 29/4/2025 、 6/5/2025	\$33,163
1	"Secrets of dye" Themed Workshop	26/9/2024 、 3/10/2024 、 10/10/2024																										
2	Forensic Toxicology Workshop (Collaborated with Chemistry Panel)	17/10/2024																										
3	Annual General Meeting	5/11/2024																										
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7	Workshop on Cognitive Psychology	8/4/2025 、 29/4/2025 、 6/5/2025																										

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Expenditure																				
Individual gifted students (Cont)						Achievements: <table><tr><td>1</td><td>1 students enrolled to the Hong Kong Academy for Gifted Education.</td></tr><tr><td>2</td><td>2 students finished HKUST Dual Program 2024 (Mathematics and Physics).</td></tr><tr><td>3</td><td>1 student obtained the HKAGE membership of “Principal’s Nomination” Invitation of Hong Kong Academy for Gifted Education. (Leadership Domain)</td></tr></table> Over 85 % students shows positive feedback.	1	1 students enrolled to the Hong Kong Academy for Gifted Education.	2	2 students finished HKUST Dual Program 2024 (Mathematics and Physics).	3	1 student obtained the HKAGE membership of “Principal’s Nomination” Invitation of Hong Kong Academy for Gifted Education. (Leadership Domain)															
1	1 students enrolled to the Hong Kong Academy for Gifted Education.																										
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3	1 student obtained the HKAGE membership of “Principal’s Nomination” Invitation of Hong Kong Academy for Gifted Education. (Leadership Domain)																										
Promotion of gifted education	- Promote the significance of gifted education to whole school.	To enable to students to acquire the latest information of gifted education	Whole school	Whole school year	Introduce different gifted programs to whole school	- Through the nomination of different competitions and activities, more teachers and students acquire the latest information of gifted education.																					
Applied Learning	DSE (Category B) Applied Learning	To provide applied learning courses for DSE 2025 and 2026	S5-S6	Whole school year	Students who enrolled in Applied Learning	- Applied Learning Courses enrolled: <table><tr><td>Airport Passenger Terminal</td><td>Patisserie and Café Operations</td></tr><tr><td>Animal Care</td><td>Popular Music Production</td></tr><tr><td>Applied Psychology</td><td>PR and Multimedia Communication</td></tr><tr><td>Child Care and Development</td><td>Practical Psychology</td></tr><tr><td>Digital Comic Design and Production</td><td>Rehabilitation Care Practice</td></tr><tr><td>Everyday JPN and JPN Culture</td><td>Taking a Chance on Dance</td></tr><tr><td>Foundation in Chinese Medicine</td><td>The Essentials of Theatre Arts</td></tr><tr><td>Fundamental Cosmetology</td><td>Western Cuisine</td></tr><tr><td>Health Care Practice</td><td>Korean Language and Culture</td></tr><tr><td>Hotel Operations</td><td></td></tr></table>	Airport Passenger Terminal	Patisserie and Café Operations	Animal Care	Popular Music Production	Applied Psychology	PR and Multimedia Communication	Child Care and Development	Practical Psychology	Digital Comic Design and Production	Rehabilitation Care Practice	Everyday JPN and JPN Culture	Taking a Chance on Dance	Foundation in Chinese Medicine	The Essentials of Theatre Arts	Fundamental Cosmetology	Western Cuisine	Health Care Practice	Korean Language and Culture	Hotel Operations		\$306,255
Airport Passenger Terminal	Patisserie and Café Operations																										
Animal Care	Popular Music Production																										
Applied Psychology	PR and Multimedia Communication																										
Child Care and Development	Practical Psychology																										
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Foundation in Chinese Medicine	The Essentials of Theatre Arts																										
Fundamental Cosmetology	Western Cuisine																										
Health Care Practice	Korean Language and Culture																										
Hotel Operations																											
Other Language	DSE (Category C) Other Language Japanese French Korean	To provide language courses for students who sit for language examinations	S4-S6	Whole school year	Students who enrolled in Other Language	All courses are completed	\$43,000																				

Appendix 3. Spending for NCS Grant

Income

Item	Amount (\$)
Balances b/f	\$ 684,265.31
Grant Received	\$ 883,874.00
Total	\$1,568,139.31

Expenditure

Item	Amount (\$)
1. To employ Contract Teacher to provide intensive program on learning Chinese Language for NCS students	\$ 541,303.11
2. Teaching materials	\$ 3340.6
3. To hire external tutors to provide tailor-made classes to enhance the NCS students' motivation to learn Chinese	\$ 33,140
4. To organize a Multicultural Day	\$49,800
5. To organize Diversity Workshops	\$65,750
Total Expenditure	\$ 693,333.71

Balance

\$ 1,568,139.31 - \$ 693,333.71 = \$ 874,805.6

Appendix 4. Spending for School-based After-School Learning and Support Programmes Grant (SBG)

			<u>Income</u>
Balances b/f			\$113,400.00
Grant Received			\$92,400.00
			<u>\$205,800.00</u>
<u>Activities/Courses</u>	<u>No. of target students</u>	<u>No. of non-target students</u>	<u>Expenditure</u>
Pre-S1 Summer English Bridging Programme	18	7	\$6,300.00
Chinese Instrumental Classes	3	5	\$22,260.00
Sports Training	3	5	\$2,418.00
Enrichment Courses	6	0	\$1,322.00
Study Tours	17	9	\$79,238.00
Spanish Club	1	0	\$1,040.00
			<u>\$112,578.00</u>
Balance c/f			<u>\$93,222.00</u>

74 students were subsidized by the grant. They could further develop their potentials and interests through participating in various activities.

Appendix 5. Spending for Learning Support Grant (LSG)

Income

Item		Amount (\$)	Remarks
Surplus allowed to be retained at the end of last financial year (i.e. as at 31 March)	(a)	\$100766	
The 1st allotment in the 2023 /24 school year	(b)	\$280280	The 1st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
The 2nd allotment in the 2023 /24 school year	(c)	\$168168	The 2nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively.
Total income (d) = (a) + (b) + (c)		\$549,214	

Expenditure

Item		Amount (\$)	Remarks
1. Employ additional full-time and /or part-time teachers		\$0	The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 6/2019.
2. Employ additional TAs		\$194093	
3. Hire professional services		\$233792	
4. Purchase teaching resources and aids		\$650	
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities		\$8000	
Subtotal		\$436536	
Total Expenditure (e)		\$436536	

Balance

Item	Amount (\$)	Remarks
Estimated accumulated surplus by the end of this financial year (f) = (d) – (e)	\$112678	The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students (i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circulars No.6/2019.
Percentage of surplus to this financial years’ provision (%) (g) = (f) / [(b) +(c)]x100%	25.1%	

Appendix 6. Spending for Promotion of Reading Grant

Major objectives:

- (a) To extend students' horizon and enrich their reading scopes with eReading materials on current affairs and contemporary worldwide issues.
 - (b) To enhance students' language proficiency in both English and Chinese and their mastery of the integrated skills in both language.
 - (c) To support senior form students in the preparation of HKDSEE with reading materials and practice papers equipped with the eReading platforms.
- Balance bought forward from 2023/24 was **\$24,639.71**

Grant for 2024/25: **\$66,176.00**

Particulars	Promotion of Reading Grant 2024-2025 - \$90,815.71			
	Subject/Group	Levels	Teacher-in-charge	Total
Annual subscription of eNewspaper for morning reading program: Quest for S1 - S3 (approximate 356 students) (Digital and printed version @\$87.5/student for 25 issues – total: \$31,150) and iNKY S4-S5 (approximately 210 students) (Digital and printed version @\$87.5/student for 25 issues- total: \$18,375) and iNKY S6 (approximately 99 students) (Digital and printed version @\$42/student for 12 issues – total: \$4,158)	English Language Panel & Reading Enhancement Team	S1 – S6	Panel Head of English Language & NET with Ms L Lo	Quest \$32,025.00 iNKY \$23,303.00 Total: \$55,328.00
Annual subscription of Chinese eNewspaper for S4-S6 students (Digital and printed version @\$1.2/copy)	Chinese Language Panel & Reading Enhancement Team	S4 – S6	Ms E Chan & Ms L Lo	\$7,929.60
Annual subscription fee of eRead Scheme 200 SUEP ebooks	Reading Enhancement Team	S1 – S6	Ms L Lo	\$19,520.00
Creative Writing Workshop conducted by writer	Chinese Language Panel & Reading Enhancement Team	S1 - S3	Ms E Chan & Ms L Lo	\$7,500.00
Total				\$90,277.60

Appendix 7. Spending for Capacity Enhancement Grant (CEG) and Teacher Relief Grant (TRG)

Spending for Capacity Enhancement Grant (CEG)

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of Spending (\$)
School Development	To relieve teachers' workload	To employ teaching assistants to support teachers	September 2024 – August 2025	Actual expenses: \$447,747.92
	Total			\$447,747.92

Spending for Teacher Relief Grant (TRG)

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of Spending (\$)
Curriculum Development	To enhance the efficient use of the manpower resources	To employ teachers, assistant teachers and teaching assistants to enhance learning and teaching	September 2024 – August 2025	Actual expenses: \$2,884,604.46
	To substitute lessons for teachers on leave	To employ supply teachers	September 2024 – August 2025	Actual expenses: \$60,255.00
	Total			\$2,944,859.46

Appendix 8. Spending for Life-wide Learning Grant (LWLG)

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Phsical and Aesthetic Development S: Community Service C: Career-related Experiences					
			Level	Number of Participants						V	I	P	S	C	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students’ potential and nurturing in students proper values and attitudes														
1	Biology Life-wide Learning Activity for S4 - Woodland Ecologists: Through indoor lectures, students learned about local vegetation and forest research. Then students visited Tai Po Kau Nature Reserve, and form groups to engage in various scientific investigation.	1/3/2025	S4	33	\$14,100.00	\$427.27	E1, E2	Science	Instrutors and teachers agreed that students were engaged in the activity. Students' feedback was positive. Most of them agreed that they learned more about forest and some practical skills in ecological study.	✓	✓				
2	Biology Life-wide Learning Activity for S5: Biology Mai Po Nature Reserve - Mangrove Ecology organized by WWF It allowed students to explore the largest mangroves in Hong Kong, located in the core zone of Mai Po and learned about their features, ecology and the threats they face.	18/3/2025	S5	41	\$2,200.00	\$53.66	E2	Science	Feedback from student questionnaires was very positive. They agreed that they had gained a deeper understanding of the characteristics and ecological significance of the largest mangrove habitats in Hong Kong.	✓	✓				
3	"Chemistry Transportation fee for Visit to “CLP Power Low Carbon Energy Education Centre” for S5 students: To help students to learn about the importance of low carbon energy in addressing the challenge of climate change.	26/2/2025	S5	29	\$800.00	\$27.59	E2	Science	The feedback from students was positive (about 80% rated this activity as very good). Students could use a set of lego model to similtate a power station.		✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
4	Transportation fee for the visit to the Chemistry Department in CUHK for S5 students: To help students to learn about the importance of low carbon energy in addressing the challenge of climate change.	4/12/2024	S5	29	\$920.00	\$31.72	E2	Science	The feedback from students was positive (about 90% rated this activity as very good) and they had the idea of admission requirement and the study environment in CUHK.		✓			
5	English Speech Festival - Materials and Miscellaneous: Students take part in the annual Speech Festival and compete in different categories. Their English proficiency and confidence in using the language can be enhanced.	10/2024-12/2024	S1-S5	30	\$574.20	\$19.14	E8	English Language	Overall, students had a fair amount of preparation and performed reasonably well. They learned about language arts and speaking skills.		✓	✓		
6	Economics - Transport subsidy for the Visit to the HKMA: To enrich students' knowledge about the work of the HKMA and the development of money and banking in Hong Kong.	27/9/2024 & 10/3/2025	S5-S6	49	\$1,600.00	\$32.65	E2	Cross-Disciplinary (Others)	100% of students were satisfied with the visit to the Information Centre of the Hong Kong Monetary Authority.		✓			
7	Citizenship, Economics & Society / Life & Society Transport subsidy for the guided visit to the Court of Final Appeal: To enhance students' understanding of the principles and importance of rule of law, in particular the judicial independence and the power of final adjudication as well as appreciation of the architectural value of the declared monument of HKSAR.	6/2025	S2	0	\$0.00	\$0.00	E2	Constitution and the Basic Law	The visit was substituted by the whole form (S2) visit to the Exhibition Centre of the People's Liberation Army Garrison in the HKSAR at Ngong Shuen Chau Barrack had been organized on 25th June 2025, during the post-exam.	✓	✓			
8	Citizenship, Economics & Society / Life & Society Subsidy for organizing mini financial game booths by HKFWS: To promote students' financial literacy.	12/2024	S1-S3	0	\$0.00	\$0.00	E1	Values Education	HKFWS rejected our school's application for conducting the game booths.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
9	Citizenship, Economics & Society / Life & Society Transport subsidy for guided visit to the Legislative Council: To enhance the understanding of the work of the Legislature among students, in particular the law-making processes.	7 /10/2024, 14/11/2024 and 4/12/2024	S2	83	\$19,550.00	\$23.50	E2	Constitution and the Basic Law	Questionnaire surveys from both visits showed highly positive feedback from the participants. As reflected through the questionnaire surveys and the observations by the teachers, the visits to the Legislative Council were a huge success to provide experiential learning and personal engagement to stimulate students' interest in learning current issues, in particular laws and law-making processes.	✓	✓			
10	Citizenship, Economics & Society / Life & Society Transport subsidy for visit to the Judiciary for the 2024 Prosecution Week: To enhance students' understanding of the principles and importance of rule of law and the criminal law procedures.	6/2025	S2	0	\$0.00	\$0.00	E2	Constitution and the Basic Law	The visit to DOJ has not been conducted as DOJ will not be open to school visit in September – October 2025	✓	✓			
11	Citizenship, Economics & Society / Life & Society fee for speaker on Law and Rule of Law: Speaking on the topic ' Internet Related Crime', Lawyer from the Law Society of Hong Kong, will enhance students' awareness of cybercrimes and their legal and moral liabilities and obligation. Students will also be informed of the duties and career-related information of solicitors.	10/2024	S3 & S5	0	\$0.00	\$0.00	E1	Constitution and the Basic Law	The talk on Law and Rule of Law was conducted by representing solicitor free of charge from the Hong Kong Society of Law.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
12	Citizenship, Economics & Society / Life & Society fee for speaker on National Security Education and the Basic Law: Speaking on the topic 'Internet Related Crime', Lawyer from the Law Society of Hong Kong, will enhance students' awareness of cybercrimes and their legal and moral liabilities and obligation. Students will also be informed of the duties and career-related.	6/2025	S1-S5	0	\$0.00	\$0.00	E1	National Security	Talk was arranged and provided by the Law Society Hong Kong free of charge.	✓	✓			
13	Geography Learning National Geography through Board Games: To enrich their understanding of our cities, provinces, rivers and other aspects.	16/12/2024, 17/12/2024	S1	80	\$447.40	\$5.59	E1	Cross-Disciplinary (Others)	Students could deepen their understanding on national geography through the activity.	✓	✓			
14	Transportation fee and printing fee for Geography Field Studies Programme: To learn about the fieldwork skills.	4/12/2024	S5 & S6	43	\$1,212.80	\$28.20	E2	Cross-Disciplinary (Others)	Postive feedback from teachers.	✓	✓			
15	Geography Planning Department Outreach Programme: To enrich students understanding of the latest development projects in Hong Kong.	26/11/2024, 27/11/2024	S1-S6	670	\$262.00	\$0.39	E1	Cross-Disciplinary (Others)	Students could understand the planning policies in Hong Kong through the e-version of display panels and worksheets.	✓	✓			✓
16	Geography Visit to WEEE Park7/10: To learn about the recycling facilities in Hong Kong.	7/10/2024	S5	26	\$1,500.00	\$57.69	E2	Cross-Disciplinary (Others)	Students had better understanding on the recycling facilities in Hong Kong.	✓	✓			✓
17	Geography Visit to Kai Tak River: To understand the river management strategies in Hong Kong.	18/3/2025	S4	20	\$550.00	\$27.50	E2	Cross-Disciplinary (Others)	It could deepen students' understanding on the impact of channelization.	✓	✓			
18	Geography Visit to City Gallery: To enrich students understanding of the latest development projects in Hong Kong.	14/11/2024	S1	34	\$25.20	\$0.74	E1	Cross-Disciplinary (Others)	It was cancelled due to adverse weather conditions. However, some of the worksheets were prepared.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
19	History Virtual Kowloon Walled City Story Tour × Physical Historical Data Collection Skills Workshop: To help students acquire skills of historical data collection.	26/2/2025	S3	79	\$18,000.00	\$227.85	E6	History	Students were able to learn the skills to study a place through different types of data.		✓			
20	History Tram Tour 叮叮一趨香港百年之旅: To introduce the transportation history of Hong Kong.	26/6/2025	S1-S3	20	\$7,700.00	\$385.00	E6	History	Students deepened their knowledge of the development of Hong Kong and its transport on Hong Kong island during the 19th and 20th centuries.	✓	✓			
21	History Talk 認識文化百態代入各種人生: To help students learn the history of local districts.	7/10/2024	S2	89	\$2,300.00	\$25.84	E6	History	Students increased their understanding of the development of the area near Causeway Bay and local businesses in the past.	✓	✓			
22	History Talk 「歷史放大鏡」: To help students learn the history of local toys.	13/5/2025	S1	129	\$1,500.00	\$11.63	E6	History	Students showed interest in the history of old toys and childhood entertainment in the past.	✓				
23	Coach fee for providing sports training for althetes (sports day): To help students to enhance their physical fitness, techniques and cooperation; develop better self understanding and perseverance.	9-11/2024	S1-S6	149	\$20,600.00	\$138.26	E5	Physical Education	Students were actively participated in the training sessions provided.			✓		
24	ERE 我是主的羊-講座(中一): To nurture students' positive values and attitude to their own mission.	27/2/2025	S1	129	\$2,000	\$15.50	E1	Values Education	The activity was interesting and informative.	✓				
25	ERE 男女大不同-講座(中二): To nurture students' positive values and attitude to the sex relationship.	10/3/2025	S2	125	\$1,000	\$8.00	E1	Values Education	The activity was boring but informative.	✓				
26	ERE 生命的價值-講座(中三): To nurture students' positive values and attitude to their life.	5/2/2025	S3	110	\$4,000	\$36.36	E1	Values Education	The activity was interesting and informative.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
27	Science workshop for S.1 (Part 1) and Chinese culture day S.1-S.6 (Part 2): Activities on traditional handicrafts, incorporating Science knowledge with themes of Chinese culture.	4/12/2024, 24/1/2025	S1-S6	330	\$23,200.00	\$70.30	E1	Science	Teachers reported that the performance of students was satisfactory.	✓	✓	✓		
28	Science workshop for S.2 (Food Science): Activities on the basics of Food Science, incorporating Science knowledge with application in Food process.	18/3/2025	S2	126	\$15,500.00	\$123.02	E1	Science	Teachers reported that the performance of students was satisfactory.		✓			
29	Science Conservation Talk on animals: Talk and close contact with reptiles and amphibians to arouse interests in and promote conservation on animals.	26/6/2025	S1	130	\$2,500.00	\$19.23	E1	Science	Teachers reported that the performance of students was satisfactory.	✓	✓			
30	T & L Transportation subsidies for visits / activities: To facilitate travelling from school to the activities' venue.	11/2024-7/2025	S4-S5	53	\$1,400.00	\$26.42	E2	Cross-Disciplinary (Others)	Feedback from students was positive.		✓			
31	T & L Fees for outside school visits: To extend students' learning outside classrooms.	14/11/2024	S5	23	\$3,060.00	\$133.04	E1	Cross-Disciplinary (Others)	Feedback from students was positive.	✓	✓			
32	T & L Fees for learning activities/workshops in school: To enrich students' learning through the activities/workshop.	4/11/2024, 18/3/2025	S4 & S6	48	\$5,900.00	\$122.92	E1	Cross-Disciplinary (Others)	Feedback from students was positive.	✓	✓			
33	Visual Art 學生參觀展覽交通費: In order to align with the school's educational goals and areas of focus, this program will periodically take students on field trips to visit exhibitions, with the aim of broadening their horizons. To facilitate gathering and dispersing, renting a tour bus is the ideal option.	14/11/2024, 4/12/2024	S1-S6	30	\$800.00	\$26.67	E2	Arts (Visual Arts)	Students were actively engaged and expressed great interest in the Picasso exhibition. Many indicated that they gained a lot from the experience, with several choosing to stay in the museum to continue exploring.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
34	Academic Enhancement Team S1 Generic Skills Development Program – Learning styles & Learning strategies: To help S.1 students understand their own learning style.	6/9/2024, 16/9/2024	S1	129	\$22,000	\$170.54	E6	Cross-Disciplinary (Others)	97% of students found the program useful, as it helped them understand their own learning styles, acquire new learning strategies, and recognize the importance of time management.		✓			
35	Academic Enhancement Team S1 Generic Skills Development Program – Graphic Organiser & Memory skills: To help students develop strategies for effective learning.	30/9/2024, 9/10/2024	S1	129	\$18,000	\$139.53	E6	Cross-Disciplinary (Others)	93% of students found that the program was useful and were satisfied with it. They have learnt how to use graphic organizers to take notes and improve their memories.		✓			
36	IT in Education Media and Information workshop for students: To enable students to stay vigilant towards content farm, fake news and cyber bullying while learning to master the strategies to protect themselves from being victims of such online traps.	7/10/2024	S1-S5	400	\$0.00	\$0.00	E1	Constitution and the Basic Law	Tha talk was arranged and provided by the Hong Kong Press Council free of charge.	✓	✓			
37	Reading Enhancement Team Author Talk in collaboration with Chinese Language Department and T&L Department (with herbal tea tasting experience): To let students know about the intangible heritage - herbal tea of Hong Kong through tasting and author talk.	26/2/2025	S2-S3	0	\$0.00	\$0.00	E6	Chinese Language	The talk was cancelled due to shool suspension out of inclement weather.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
38	Reading Enhancement Team Author Talk in collaboration with Chinese Language Department & CSD on the Chinese culinary culture (with traditional Chinese food tasting): To let students appreciate the famous street food and history and stories of the food through tasting and author talk.	18/3/2025	S1, S2 & S5	400	\$4,000.00	\$10.00	E1	Chinese Language	Dr Siu Yan-ho, Chinese Language & Culinary expert and literate, had conducted a book talk on 18th March 2025 as a follow-up and reinforcement of the 4th Book Club sharing of his works 《屋邨尋味記》. Data from the questionnaire survey (Table 7) showed students from S3 – 5 attending the author talk had better understanding of food culture in literature with 77% responded positively (42.8% strongly agree, 34.2% agree). However, 21.7% remained neutral, indicating a moderate opportunity to deepen connection between literature and cultural context. Dr Siu's deliberation had encouraged interest in food culture literature, with 74.3% agreed/strongly agreed and nearly a quarter neutral. This was promising but also pointing to room for more engaging or accessible entry points to the theme. Speaker's delivery was a highlight as 79.7% found the talk lively and interesting. The positive open-ended feedback (“好些互動”, “very interactive!”, “很有趣”) reinforced that Dr. Siu connected well with the audience.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
39	Reading Enhancement Team transportation fee for Library Prefects' visit to the University Library /HKPL Central Library: To enable students to understand the operation and management of the libraries in tertiary institutions.	3/2025	S1-S5	0	\$0.00	\$0.00	E2	Cross-Disciplinary (Others)	Tight schedule of students which made it impossible to arrange the visit after school or during weekends or school holidays.	✓				
40	Reading Enhancement Team Literary landscape field study @ Central District by author and writing coach: Through landscape appreciation and descriptive writing of the places, students learn the beauty of Chinese culture realized in our daily life.	26/2/2025	S4	50	\$5,300.00	\$106.00	E1	Chinese Language	Tsui led a literary tour of Central for S4A and five Reading Ambassadors as a post-exam activity, connecting literature, place, and identity. Central serves as both Hong Kong's financial hub and a backdrop in local literature, inspiring works by authors like Xi Xi and Leung Ping-kwan. Participants rated their on-site literary exploration 4.15/5 and expressed strong historical awareness with a 4.13/5 rating. Additionally, 75.1% agreed on the connection between literary texts and physical spaces, while 81.3% felt Tsui effectively linked literature with real-world sites. Tsui's knowledgeable guidance left 75.1% of participants feeling enriched, with no negative feedback received.		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
41	Career and Life Planning Team S.3 Career planning programme (Cambridge Occupational Analysts Annual License Fee): To help students understand their career interests for subject selection.	11/2024-12/2024	S3	108	\$2,200.00	\$20.37	E8	Cross-Disciplinary (Others)	Students completed the Probe test by the end of December and better understood their career interest.					✓
42	Career and Life Planning Team - A visit to "The Mills": To help students understand the development and transformation of Hong Kong economy.	4/12/2024	S3	108	\$12,700.00	\$117.59	E1&E2	Cross-Disciplinary (Others)	97.2% of students were satisfied with the visit, including the guided tour and workshops.	✓	✓			✓
43	Transport fee for Career and Life Planning Team University visits or company visits: To help students understand their career interests and build up their confidence in future studies and careers.	6/2025-7/2025	S3-S6	0	\$0.00	\$0.00	E2	Cross-Disciplinary (Others)	University visits could be arranged.					✓
44	Career and Life Planning Team Career Exploration Game organized by the Career Sparkle of St.James Settlement: To help students explore their career interests and build up their confidence in choosing future careers.	26-27/6/2025	S4	83	\$23,260.00	\$280.20	E1, E2	Cross-Disciplinary (Others)	Students showed great interest in the jobs offered from the career exploration game. The feedback from career teachers and students are very positive.					✓
45	Career and Life Planning Team Talk on Mainland Study : To help students understand the study pathways in the mainland.	11/4/2025	S5	114	\$2,450.00	\$21.50	E5	Cross-Disciplinary (Others)	Students were generally attentive and able to get up-to-date information about the study pathways in the Mainland.					✓
46	Career and Life Planning Team Mock interview workshop: To equip students with interview skills for the university entrance.	14/11/2024	S6	0	\$0.00	\$0.00	E1	Cross-Disciplinary (Others)	Cancelled because of typhoon.					✓
47	Career and Life Planning Team Mock release of DSE results: To enhance students' understanding of multiple pathways after graduation and set appropriate goals and strategies in career planning.	4/12/2024	S6	77	\$11,500.00	\$149.40	E1	Cross-Disciplinary (Others)	87% of students satisfied with the activity. Students actively participated in the activity.					✓

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			Level	Number of Participants						V	I	P	S	C
48	Moral and Civic Education Team Responsibility Workshops: To enhance students' awareness on personal, school, family and community responsibility.	12/11/2024, 13/11/2024, 20/11/2024, 21/11/2024, 28/11/2024, 29/11/2024	S1-S2	253	\$44,000.00	\$173.91	E6	Moral, Civic and National Education	The workshops enhanced students' awareness on personal, school, family and community responsibility.	✓				
49	Moral and Civic Education Team Global Gender Inequality Workshops: To cultivate students' caring spirit.	21/11/2024, 29/11/2024, 28/2/2025, 10/3/2025	S4	96	\$25,925.00	\$270.05	E6	Moral, Civic and National Education	The workshops cultivated students' caring spirit.	✓				
50	Moral and Civic Education Team Activities organized in Class Teacher Period: To deliver the messages of Charity and Purity	Whole school year	S1-S6	572	\$10,900.00	\$19.06	E6	Moral, Civic and National Education	The activities enhanced personal development.	✓				
51	Moral and Civic Education Team After school or post exam activities: To understand, internalize the school core values	Whole school year	S1-S6	71	\$0.00	\$0.00	E6	Moral, Civic and National Education	Some activities were collaborated with other panels and some activities were free this year.	✓				
52	Moral and Civic Education Team Transportation Fee for post exam activities: To help students develop positive value	6-7/2025	S1-S6	20	\$0.00	\$0.00	E2	Moral, Civic and National Education	Students went to the venue by themselves, so transport subsidy was required.	✓				
53	Counselling Team Leadership Training Workshop: To enhance the leadership and self-confidence of the School Prefects and Big Sisters.	29/8/2024	S4-S5	30	\$5,500.00	\$183.33	E5	Leadership Training	100% of the students satisfied with the workshop.	✓				
54	Counselling Team S.1 Communication Skill Workshop: To enhance the communication skills of the S.1 students.	10/9/2024	S1	120	\$12,000.00	\$100.00	E5	Values Education	100% of the students satisfied with the workshop	✓				

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			Level	Number of Participants						V	I	P	S	C
55	Counselling Team S.1 Orientation Programme: To learn to be responsible, cooperative, considerate and preservative through the participation of the programme	30/8/2024	S1	120	\$39,000.00	\$325.00	E5	Values Education	100% of the students satisfied with the workshop	✓				
56	Counselling Team Sex Education Workshop: To help students to build a proper attitude towards puberty, to enhance interpersonal skills with people of both genders, to learn to respect others and protect themselves from sexual abuse.	9/2024	S1	130	\$2,600.00	\$20.00	E1	Values Education	Teachers and students reported that students were satisfactory with the program.	✓				
57	Counselling Team Linkn Train Programme: Through Adventure Training, deepen interpersonal skills and learn to appreciate and respect others.	26/2/2025, 18/3/2025, 14-15/4/2025	S3	20	\$36,000.00	\$1,800.00	E1	Values Education	100% of the students satisfied with the workshop.	✓				
58	Co-curricular Learning Experience Coordination Team - S.4 Social Service Programme: To help students develop loving-kindness and show care to others.	11/2024 - 02/2025	S4	96	\$28,160.00	\$293.33	E1, E2, E6	Values Education	80% of students were satisfied with the social service programme arrangements.	✓			✓	
59	Co-curricular Learning Experience Coordination Team - OLC Students' Achievement Showcase: To provide an opportunity to showcase the outstanding achievements of students in the current school year.	7/7/2025	S1-S5	63	\$0.00	\$0.00	E6	Cross-Disciplinary (Others)	No course or activity fee was required.	✓	✓			
60	Extra-curricular Activities and Service Groups Coordination Team transportation fee for school picnic: To provide transportation services for students attending the school picnic, offering them the opportunity to enjoy the natural environment and engage more with their teachers and peers.	12/12/2024	S1-S6	669	\$31,650.00	\$47.31	E2	Cross-Disciplinary (Others)	Feedback from teachers and students was positive as it could enhance the bonding between students and teachers.			✓		

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			Level	Number of Participants						V	I	P	S	C
61	Religious and Spiritual Formation Team Sacrament of Reconciliation: To stretch students' potential and enhance the Catholic core values	21/2/2025	S1-S6	30	\$1,000	\$33.33	E5	Values Education	The activity was meaningful and reflective.	✓				
62	Religious and Spiritual Formation Team Salesian Youth Day: To stretch students' potential and enhance the Catholic core values.	26/4/2025	S1-S6	43	\$3,196	\$74.33	E2,E6	Values Education	The activity was meaningful, reflective and full of family spirit.	✓				
63	Religious and Spiritual Formation Team Salesian Youth Mass and leadership training activities: To stretch students' potential and enhance the Catholic core values	28/9/2024, 19/10/2024	S1-S6	14	\$1,100.00	\$78.57	E2	Values Education	The activity was meaningful, reflective and full of family spirit.	✓				
64	Religious and Spiritual Formation Team Salesian Youth summer activities : To stretch students' potential and enhance the Catholic core values.	7-8/2025	S1-S6	1	\$480.00	\$480.00	E6	Values Education	The activity was meaningful, reflective and full of family spirit.	✓				
65	Religious and Spiritual Formation Team Leadership training camp: To stretch students' leadership skill and enhance the sense of belongings to Catholic Society.	5- 6/10/2024	S1-S6	13	\$5,977.60	\$459.80	E1, E2 & E5	Values Education	The activity was meaningful, reflective and full of family spirit.	✓				
66	Religious and Spiritual Formation Team Annual Retreat S1: To stretch students' potential and nurture their positive values and attitude.	8-9/2/2025	S1	18	\$8,391.40	\$466.20	E1, E2 & E5	Values Education	The activity was reflective and interesting. Students were prayerful.	✓				
67	Religious and Spiritual Formation Team Annual Retreat S2 and S3: .To stretch students' potential and nurture their positive values and attitude	8-9/3/2025	S2, S3	13	\$3,512.40	\$270.20	E1, E2 & E5	Values Education	The activity was reflective and interesting. Students were prayerful.	✓				
68	Religious and Spiritual Formation Team Annual Retreat S4-6: To stretch students' potential and nurture their positive values and attitude.	14-15/12/2024	S4-S6	6	\$4,271	\$270.20	E1, E2 & E5	Values Education	The activity was reflective and interesting. Students were prayerful.	✓				
69	Student Leadership Development Team Leadership Training Camp: To enhance the leadership and self-confidence of the student leaders.	4/2025	S4	50	\$27,060.00	\$541.20	E2 & E6	Leadership Training	The feedback from students was positive, noting that the activities were rich and interesting.	✓	✓	✓		

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			Level	Number of Participants						V	I	P	S	C
70	Student Leadership Development Team Leadership Training Workshops / Programme: To enhance the leadership and self-confidence of the student leaders: To stretch students' leadership skill and enhance the sense of belongings to school and society.	Whole school year	S2-S5	45	\$9,372.00	\$208.27	E1	Leadership Training	Students responded positively and expressed that it was a rare opportunity to participate in adventurous activities. Students also responded positively, 100% students were satisfied with the workshop and stating that they learned about SMART GOALS and the skills needed to write proposals, which strengthened their sense of identity.	✓	✓	✓	✓	✓
71	Zheng Ensemble Instructor fee: To coach and conduct Zheng Ensemble Performance in the Speech Day.	Whole school year	S1-S6	5	\$25,200.00	\$5,040.00	E5 & E6	Arts (Music)	Students' performance in Zheng Ensemble was satisfactory.			✓		
72	Western Dance Club Fee for programme: To lay the groundwork for developing students' interest and appreciation for the modern dance. It also aims at promoting a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction.	10/2024-7/2025	S1-S5	15	\$8,700.00	\$580.00	E6	Physical Education	The Finale was successfully held on 19th July 2025.			✓		✓
73	Western Dance Club Coach fee: To promote a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction.	10/2024-7/2025	S1-S5	15	\$3,773.00	\$251.50	E5	Physical Education	Students had performed in the School Speech Day for their peers and parents.			✓		✓

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			Level	Number of Participants						V	I	P	S	C
74	Western Dance Club Travelling fee for schools dance festival and finale performance: To promote a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction.	2-7/2025	S1-S5	15	\$1,600.00	\$106.60	E2	Physical Education	Students had earned the Commended Pirze in the 61st Schools Dance Festival (Modern Dance).			✓		✓
75	Western Dance Club Application fee for school dance festival: To provide students with a platform to showcase their dance skills while learning from their counterparts.	2-3/2025	S1-S5	15	\$450.00	\$30.00	E1	Physical Education	Students had earned the Commended Pirze in the 61st Schools Dance Festival (Modern Dance).			✓		✓
77	Music Club Coach Fee: To coach the school choir for performance and competition.	Whole school year	S1-S6	60	\$4,800.00	\$80.00	E5 & E6	Arts (Music)	Students' performance in Choir was satisfactory.			✓		
78	中國舞蹈學會 導師費: To let students to explore, expose and experience; To unleash students' potential and build up their confidence.	10/2024-5/2025	S1-S6	16	\$24,640.00	\$1,540.00	E5	Arts (Others)	Performance at the Schools Dance Festival and awards obtained by students. The comments from the adjudicators were positive.	✓		✓		
79	中國舞蹈學會 Travelling fee to competition venue: To let students to explore, expose and experience; To unleash students' potential and build up their confidence.	1-3/2025	S1-S6	16	\$600.00	\$37.50	E2	Arts (Others)	Performance at the Schools Dance Festival and the awards obtained and the comments from the adjudicators.	✓		✓		
80	中國舞蹈學會 Application fee and video recording: To let students to explore, expose and experience; To unleash students' potential and build up their confidence.	1-3/2025	S1-S6	16	\$570.00	\$35.63	E1	Arts (Others)	Performance at the Schools Dance Festival and the awards obtained and the comments from the adjudicators.	✓		✓		

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81	Drama Club Tutor Fee: To prepare students to perform a musical production during post-exam period.	1/2025-7/2025	S1-S4	28	\$46,000.00	\$1,642.86	E6	English Language	On July 7, 2025, the students showcased their performances, which received high praise and were considered a great success. They exhibited a strong motivation to learn and demonstrated confidence. They worked as a team and helped one another in different parts. Throughout the rehearsals, the students developed skills in accurate pronunciation, acting, singing, and dancing. Overall, the drama course proved to be effective and fruitful.	✓		✓		
82	Astronomy Club Entry fee and tickets for show: Entrance fee and the ticket fee for visiting the Hong Kong Space Museum.	7/2025	S3-S6	15-20	\$0.00	\$0.00	E1	Science	This activity was not organized, replaced by another activity.		✓			
83	Astronomy Club Transportation fee: To design and prepare the lessons , select debating team members and organize debate mock trial.	27/6/2025	S3-5	17	\$1,800.00	\$105.88	E2	Science	Students found the activity interesting.		✓			
84	Chinese Debating Team Debating Course: To design and prepare the lessons , select debating team members and organize debate mock trial.	10/2024-5/2025	S2S-6	20	\$0.00	\$0.00	E5	Chinese Language	This funding was not used this school year since a suitable coach could not be hired.		✓			
85	Campus TV Workshop with media production house: To equip students' skills in video recording and editing.	Whole school year	S1-S5	0	\$0.00		E5	Cross-Disciplinary (Others)	No suitable professional production house had been identified.			✓		✓
86	Volleyball Club 校隊練習及比賽費用: To help students to enhance their physical fitness, techniques and cooperation; develop better self understanding and perseverance.	9/2024-8/2025	S1-S6	36	\$17,900.00	\$497.22	E5	Physical Education	Students had high attendance rate and they were actively participated in the training sessions.			✓		

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87	Athletics Club 校隊練習及比賽費用: To help students to enhance their physical fitness, techniques and cooperation; develop better self understanding and perseverance.	11/2024-4/2025	S1-S6	37	\$10,780.00	\$291.40	E5	Physical Education	Students had high attendance rate and they were actively participated in the training sessions.			✓		
88	Athletics Club 香港業餘田徑總會運動員註冊証: To help students to enhance their physical fitness, techniques and cooperation; develop better selfunderstanding and perseverance.	Whole school year	S1-S6	4	\$240.00	\$60.00	E1	Physical Education	Students had high attendance rate and they were actively participated in the training sessions.			✓		
89	Basketball Club 校隊平日練習及比賽費用: To help students to enhance their physical fitness, techniques and cooperation; develop better selfunderstanding and perseverance.	9/2024-8/2025	S1-S6	29	\$14,130.00	\$487.20	E5	Physical Education	Students had high attendance rate and they were actively participated in the training sessions.			✓		
90	P.E. Panel 學界賽事及其他賽事費用: To help students to enhance their physical fitness, techniques and cooperation; develop better self understanding and perseverance.	9/2024-8/2025	S1-S6	117	\$7,728.00	\$66.05	E1	Physical Education	Students had high attendance rate and they were actively participated in the training sessions.			✓		
91	THS 跨科活動(酒店參觀): 了解酒店的款待服務及學習餐桌上的禮儀。	18/3/2025	S4	24	\$6,708	\$279.50	E1	Cross-Disciplinary (Others)	Students comprehend the work of various hotel departments and the catering department. Moreover, by understanding the characteristics of Chinese and Western food culture, broadening their horizons. More than 80% of students agreed that the activity broadened their horizons.	✓	✓		✓	✓
92	2024/2025 14th Hong Kong Geography Olympiad competition: To enrich students' learning experience by participating in competition.	22/12/2024	S5	5	\$480.00	\$96.00	E1	Geography	1 student won the Bronze Award. The others received the participation certificate. Feedback from students were positive.	✓	✓			

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93	2024/2025 惜食堂-粒粒皆辛苦體驗之旅 Foodstep Journey Experience Centre Visit: To help students understand the problem faced by the elderly in Hong Kong.	24/6/2025	S2-S5	35	\$5,300.00	\$151.43	E1 & E2	Cross-Disciplinary (Others)	Students could understand the problems faced by the elderly in Hong Kong. They also learned to treasure our resources.	✓	✓			
94	Transportation for activity 聖母書院<-->屯門環保園: To deepen students' understanding about the recycling facilities in Hong Kong.	7/10/2024	S5	26	\$1,500.00	\$57.69	E2	Cross-Disciplinary (Others)	Students understanding on the recycling facilities in Hong Kong was deepened.	✓	✓			✓
95	Application fee for joining the Hong Kong Biology Literacy Award: The competition enhances students' scientific literacy and provide them with chances to broaden their exposure to cutting-edge biological knowledge and innovation.	1/3/2025	S5	8	\$768.00	\$96.00	E1	Science	Students agreed that the competition can stimulate their active interest in Biology. They achieved remarkable results—one was awarded Second Class Honours, and another earned a Merit.		✓			
96	Transportation for activity 聖母書院<=>中環碼頭: To provide transport subsidy for students to attend the Adventure Training which can deepen their interpersonal skills, learn to appreciate and respect others.	14-15/4/2025	S2,3	44	\$2,400.00	\$54.55	E2	Values Education	The activity was successfully completed.	✓				
97	Transportation for activity 中環碼頭<=>長洲碼頭: To provide transport subsidy for students to attend the Adventure Training which can deepen their interpersonal skills, learn to appreciate and respect others.	14-15/4/2025	S2-S3	44	\$3,288.00	\$74.73	E2	Values Education	The activity was successfully completed.	✓				
98	Transportation for activity 聖母書院<=>西灣河協青社: To provide transport subsidy for students to attend the Adventure Training which can deepen their interpersonal skills, learn to appreciate and respect others.	26/2/2025	S2-S3	44	\$2,150.00	\$48.86	E2	Values Education	The activity was successfully completed.	✓				

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99	Transportation for activity 聖母書院 <=> 西灣河協青社: To provide transport subsidy for students to attend the Adventure Training which can deepen their interpersonal skills, learn to appreciate and respect others.	18/3/2025	S2-S3	44	\$2,150.00	\$48.86	E2	Values Education	The activity was successfully completed.	✓				
100	動態清零-生命體驗館: To provide transport subsidy for students to attend the Adventure Training which can deepen their interpersonal skills, learn to appreciate and respect others.	3/7/2025	S2	24	\$1,400.00	\$58.33	E2	Values Education	The activity was successfully completed.	✓				
101	太空館入場費: To widen the exposure in the fields related to Physics	26/2/2025	S3A	29	\$640.00	\$22.07	E1	Science	S3A students participated in the activity found the activity interesting and can widen the exposure in the fields related to physics.		✓			
102	Transportation for activity 聖母書院<=> 尖沙咀太空館: To provide transport subsidy for students to visit the Space Museum to widen their exposure in the fields related to Physics	26/2/2025	S3A	29	\$800.00	\$27.59	E2	Science	S3A students participated in the activity found the activity interesting and can widen the exposure in the fields related to physics.		✓			
103	長洲歷史文化探索之旅: To enrich the understanding of traditional Chinese festivals and customs of Hong Kong.	14/4/2025	S3	67	\$36,780.00	\$548.96	E1 & E2	History	Students increased their understanding of traditional Chinese festivals and customs of Hong Kong.	✓	✓			
104	星縱行活動: To widen the exposure in the fields related to Physics	27/6/2025	S3-S5	17	\$2,000.00	\$117.65	E1	Science	Students found the activity interesting.		✓			
105	大澳歷史文化及生態探索之旅: To understand the unique history, culture, and life of Hong Kong fishermen in Tai O.	14/4/2025	S1	130	\$41,172.00	\$316.71	E1, E2	Science	The performance of students was satisfactory.	✓	✓			
106	Hong Kong Schools Music and Speech Association - 2024/2025 Music Festival Entry fee:	3/3/2025	S1-S6	38	\$615.00	\$16.18	E1	Arts (Music)	The learning experience of students was enriched.			✓		

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107	Transportation for activity 聖母書院 <=> 胡李名靜體育館: To provide transport subsidy for students to participate in the learning activity to enrich their learning experience.	17/2/2025	S1-S6	40	\$900.00	\$22.50	E2	Arts (Music)	The activity was successfully completed.			✓		
108	Transportation for activity 大會堂停車場 <=>聖母書院; To provide transport subsidy for students to participate in the learning activity to enrich their learning experience.	3/3/2025	S1-S6	40	\$1,030.00	\$25.75	E2	Arts (Music)	The activity was successfully completed.			✓		
109	Italian pilgrimage student subsidy: To enrich students' learning experience and enhance their Catholic core values	7/2025	S6	1	\$4,000.00	\$4,000.00	E3	Values Education	Students found the activity meaningful.	✓				
110	Student volunteers in the “Pilgrims of Hope: Sacred Relics Pilgrimage” ; To stretch students' potential and enhance their Catholic core values	2/7/2025	S2-S5	25	\$1,400.00	\$56.00	E2	Values Education	The activity was reflective and interesting. Students were prayerful.	✓				
111	Economics Learning Activity to be Better Prepared for DSE Economics: To enrich the learning experience of students in learning Economics	12/2025	S6	24	\$3,888.00	\$162.00	E1, E6	Cross-Disciplinary (Others)	Students participated well in the learning activity.		✓			
Sub-total of Item 1.1				7,865	\$842,987.00									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons													
1	THS English- Study Tour to Singapore: To enable students to be immersed into an English-speaking environment and learn more environmental conservation programmes to attract tourists in Singapore.	12-15/4/2025	S1-S3	30	\$91,560	\$3,052.00	E3,E4	Cross-Disciplinary (Others)	Students learned about Singapore's environmental protection (sustainable development) measures through travel activities, enhanced their awareness of ecological conservation, and understood the cultural characteristics of different places.		✓			✓

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2	English- Study Tour to Ireland: Students travel to Ireland for language and cultural immersion. Students can enrich knowledge for the English language and foreign culture.	19-31/7/2025	S1-S4	20	\$164,136.00	\$8,206.80	E3, E4	English Language	Students learned a lot about English and the local culture through tailored classes, projects, excursions and homestay arrangements. They generally enjoyed the activity a lot.		✓			
3	Economic Study Tour to Japan: To enrich students' understanding of the economic development of Japan and its role in the global economy.	12-16/4/2025	S3-S4	19	\$107,960.00	\$5,682.11	E3, E4	Cross-Disciplinary (Others)	94.7% students agreed that it was a worthwhile experience going on the tour.		✓			✓
4	Citizenship, Economics & Society / Life & Society Sichuan excursion: The tour immerses students in Sichuan's biodiversity, sustainability, and cultural heritage, emphasizing the importance of panda conservation and environmental protection. Highlights include visits to the Giant Panda Breeding Ground and Wolong National Nature Reserve, showcasing the efforts in habitat preservation and the bond between Hong Kong and the region after the earthquake.	12-15/4/2025	S1, S3 & S4	20	\$0.00	\$0.00	E3, E4	Cross-Disciplinary (Others)	The study tour has been cancelled as we are unable to find an appropriate organization to arrange an appropriate tour in Sichuan for students.	✓	✓			
5	Citizenship, Economics & Society / Life & Society Xiamen excursion (4 days): Students can expand their horizon by not only visiting places, seeing unique architectural structures from the past and present but the most important was meeting local people.	12-15/4/2025	S1, S3 & S4	20	\$0.00	\$0.00	E3, E4	Cross-Disciplinary (Others)	90% - 100% of students agreed the Xiamen study tour had expanded their horizon by not only visiting places, seeing unique architectural structures from the past and present but the most important was meeting local people. • 100% of respondents agreed that the Xiamen study tour provided them with invaluable first-hand experiences in areas of location, people and cuisines which were all unique to them. communication and interacting with them in various scenarios.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						V	I	P	S	C
6	Science S2 Macau Science Tour: Visit Macau with a theme of Science and STEAM education.	14/4/2025	S2	72	\$43,985.00	\$610.90	E3, E4	Science	Students had positive feedback on the activity.		✓			
7	Co-curricular Learning Experience Coordination Team Taitung Service Tour (5 days): To enhance students' leadership and self-esteem through the service tour to Taitung Health Farm.	4-8/8/2025	S1-S5	0	\$0.00	\$0.00	E3, E4	Cross-Disciplinary (Others)	The study tour was cancelled as the school was unable to find an appropriate organization and time slot to offer a meaningful service learning opportunity for our students.		✓		✓	
8	THS- Study Tour to Macau: 探究澳門的旅遊文化遺產資源及考察澳門大學，了解海外升學資訊。	13-14/12/2024	S4-S5	25	\$15,375	\$615.00	E3,E4	Cross-Disciplinary (Others)	Students could communicate with teachers and students of Macau University of Tourism to help them plan their careers; and during their visit to Macau, they could study and analyze the development of Macau tourism and deepened their understanding of the world's tourism resources.		✓		✓	✓
Sub-total of Item 1.2				156	\$423,016.00									
Expenses for Category 1				8,021	\$1,266,003.00									

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

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

No.	Item	Purpose	Actual Expenses (\$)
1	Western Dance Club Cosmestic and make-up	Western Dance Club Activity	\$960.74
2	Western Dance Club Props for dance	Western Dance Club Activity	\$1,330.00
3	Western Dance Club Costume for speech day and schools dance festival	Western Dance Club Activity	\$1,741.38
4	Western Dance Club Video-recording fee	Western Dance Club Activity	\$0.00
5	中國舞蹈學會 服裝	Buying costume for the Chinese Dance Club performance and competition	\$8,480.00
6	中國舞蹈學會 Cosmetic and make-up	Buying cosmetic and make-up for the Chinese Dance Club performance and competition	\$2,919.10
7	中國舞蹈學會 Props for dance	Buying props for the Chinese Dance Club performance and competition	\$0.00
8	Drama Club Costumes	Drama performance during post-exam period	\$3,297.86
9	Drama Club Props	Drama performance during post-exam period	\$0.00
10	Drama Club Cosmetics	Drama performance during post-exam period	\$38.00
11	Drama Club Script	Drama performance during post-exam period	\$99.20
12	Astronomy Club Equipments - Bionoculars ZWO Seestar S50 智能天文望遠鏡	Astronomy club workshop	\$3,580.00
13	Board Games Club Board games	For Board Games club activities and for all students to borrow to play	\$1,937.44
14	Board Games Club activity stationeries	For Board Games club activities and maintenance of Board Games	\$297.03
15	Board Games Club activity prizes	For award board game winners in Board Games club activities	\$198.19

No.	Item	Purpose	Actual Expenses (\$)
16	Volleyball Club – Sportswear	School team training, competition	\$3,200.00
17	Athletics Club - Sportswear	School team training, competition	\$2,900.00
18	Basketball Club - Sportswear	School team training, competition	\$2,200.00
19	Materials for Religious Weem	To support the learning activities to be hold during the Religious Week	\$2,107.30
Expenses for Category 2			\$35,286.24
Expenses for Categories 1 & 2			\$35,286.24

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

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

Contact Person for Life-Wide-Learning

Name: Ms Cherry Lee

Post: Vice-Principal

Appendix 9. Spending for Citizenship and Social Development Grant (CSG)

Objective: To enhance the learning and teaching effectiveness (提升教與學效能)

策略 / 工作	時間表	對象	成功準則	評估方法	負責人	預算開支	成效	檢討	開支
發展或採購相關的學與教資源，以優化學生的學習： 在學科中，就學生所學，善用採購相關的學教資源，透過課堂討論及課業練習進行訓練，提供不同的機會讓學生應用及鞏固所學	整學年	中四至 中六級	學生透過練習提升對本科認識、國民身份認同及答題技巧	- 學生學習表現 - 老師回饋	Ms Ada Kwong	\$15,000	透過採購不同出版商的網上學習資源、參考書籍，教師能有效利用網上資源設計課堂活動及提升教、考、評配合度。同時亦著學生於圖書館導覽活動，了解更多有關本科購置的圖書館藏書，並完成相關閱讀報告，學生普遍反映有效提升對本科的認識及國民身份認同感。	將會致力尋找不同機構的中英文版網上資源及有關圖書，以豐富題目及課程學習的多元性，有助學生提升對本科的認識及提高教師的教學效能。	\$10,400
舉辦和公民科課程相關的校本學習活動：舉辦古蹟文化遊，讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學。	下學期	中四及 中五級	- 學生同意活動或比賽能發展她們的潛能及提升文化自信 - 老師活動後與學生反思與檢討	- 老師觀察 - 學生對活動的評價 - 學生問卷 - 學期終檢討	Ms Ada Kwong	\$100,000	傳統文化手作坊 - 中四級 20 位學生原定於 11 月 14 日活動日參加「民間學堂」藍屋導賞及中國繩結編織工作坊，但因當日颱風關係，教育局宣佈停課，因此活動取消。 澳門考察及大學交流團 - 中四、中五 30 位同學遊覽體驗國家發展基建及澳門著名景點，例如港珠澳大橋、大三巴牌坊、大炮台、民政總署大樓、氹仔官也街等，及到訪澳門旅遊大學，與當地進行交流了解學制及就學特色，讓學生更了解中華文化在香港及澳門的承傳發展，並完成相關考察感想，幫助同學對行情景點有相關理解及進行反思。同學普遍認為是次活動能提升他們對香港多元社會文化課題及文化自信的認識，亦認同活動行程及認識安排理想。師生均認同校外考察活動能讓同學走出課室，親身體驗國家歷史、發展和成就。	學習活動能讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學，來年將繼續舉辦其他活動。	\$16,925

策略 / 工作	時間表	對象	成功準則	評估方法	負責人	預算開支	成效	檢討	開支
							內地經濟及旅遊業發展探索座談 - 中四 15 位同學透過護協旅遊舉辦內地經濟及旅遊業發展探索活動，讓學生了解旅行社舉辦內地交流團的工作程序，加強學生對內地經濟及旅遊業發展的認識，豐富學生的視野；此外，學生也能從旅行社職員分享中更了解有關內地旅遊從業人員的要求及資訊，為生涯規劃作好準備。 師生均認同校外考察活動能讓同學走出課室，親身體驗國家歷史、發展和成就。		
其他： - 為內地考察團帶隊老師及學生購買電話數據咭 - 為內地考察團非華語同學支付一次性簽證費用	下學期	中五級	參加者同意通訊資源能提升溝通效能	老師觀察	Ms. Ada Kwong	\$1,200	為內地考察團帶隊老師及學生小組組長購買電話數據咭，老師及學生普遍同意通訊資源能幫助行程期間資料蒐集、提升溝通效能。	老師及學生普遍同意通訊資源能提升溝通效能，來年將繼續為國內考察活動購置通訊數據資源。	\$4,173

預計於 2024-2025 學年的餘額: \$151,757.6-

Appendix 10. Spending for Student Activities Support Grant (SASG)

Income

Grant Received	\$77,350.00
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Less: Expense

<u>Activities/Courses</u>	<u>No. of target students</u>	<u>No. of non-target students</u>	<u>Expenditure</u>
School-based English Learning Activities	0	4	\$1,008.00
Sports Events Coaching Fees	0	14	\$2,280.00
Spanish Class	1	2	\$2,600.00
Chinese Instrument Classes	1	2	\$7,140.00
Hong Kong Biology Literacy Award	1	7	\$512.00
Study Tours	5	12	\$20,759.00
The Monet International Art Prix	0	1	\$114.00
Purchase of Sports Uniform	3	12	\$1,121.00
Purchase of Western Dance Costume	1	0	\$161.00
Purchase of Musical Instrument	1	0	\$1,870.00
			<u>\$37,565.00</u>
Unspent Amount to be Returned to the EDB			<u>\$39,785.00</u>

67 students were subsidized by the grant. They could further develop their potentials and interests through participating in various activities.

Appendix 11. Spending for Mental Health at School One-off Grant

Income

Grant received	\$60,000.00
Expenditure in 2023-2024	\$26,019.20
Grant brought from 2023-2024	\$33,980.80

Expenditure

Item	Amount (\$)
1. Big Sister Team	\$3,565.10
2. Mental Health Days (Dec 2024)	\$20,710.04
3. 聖母樂繽紛，開心迎蛇年 (Jan 2025)	\$1,783.80
4. Relaxation Day (May 2025)	\$121.86
5. Staff Development Day Training Workshop	\$7,800.00
Total Expenditure	\$ 33,980.8

Balance

\$ 33,980.8-\$33,980.8 = \$0

Appendix 12. Spending for Mental Health of Parents and Students One-off Grant

Income

Grant Received	\$20,000.00
Expenditure in 2023-2024	\$3297.44
Grant brought from 2023-2024	\$16,702.56

Expenditure

Item	Amount (\$)
Mental Health Day (Dec 2024)	\$584.30
聖母樂繽紛，開心迎蛇年 (Jan 2025)	\$6366.80
Info Day and Parent Day	\$7832.20
Sports Day	\$419.26
Parent Workshop	\$1500.00
Total Expenditure	\$16,702.56

Balance

\$16,702.56 - \$16702.56 = \$0

Appendix 13. Spending for Parent Education (Secondary) One-off Grant

	Name	Date	Time	Target	No. of Attendance	Service Provider	Curriculum Framework on Parent Education *	Budget
1.	Sports Day-家長教師會盃	9/11/2024	8:00-1:00pm	S.1-6 parents			III,IV	\$1,000 (78.74)
2.	Parents' Day & PTA AGM	23/11/2024	9:00-12:30pm	S.1-6 parents	Around 200			
	Parents' Talk- 「長壽親子有錢又有心」 (家福會)		10:10-11:30am			Hong Kong Family Welfare Society	II,III	\$1,500 (0)
	中一、中二學生及家長互送感恩卡		11:45-12:30pm	S.1-2 parents			II	\$1,500 (0)
	Booth-家長加油站		9:00am-12:00nn	S.1-6 parents	Around 100		III	\$2,500 (0)
	Personality Dimension Workshop 性格透視家長工作坊		2:00-5:00pm	S.1-6 parents	20	明愛東頭 IFSC	II,III	\$2,500 (2500)
3.	Booths on School Info Day	30/11/2024	9:00am-4:00pm	P.5-6 parents and students	Around 200		IV	\$,5000 (899.15)
4.	General Parents' Day	15/2/2025	7:55am-1:15pm	S.1-5 parents	Whole school			
	Parents' Talk- 「學生成績未達標，家長點出招？」		9:30-10:00am 11:00-11:30am		Around 100	Social worker of Youth Outreach	I	\$5,000 (5000)
	Booths by PTA (製作冷靜瓶、擴香石等小手工)		9:00-12:30pm		Around 100		II,III	\$5,000 (4972.7)
	Bad Day Cafe		8:00-1:00pm		Around 100	Caritas	II,III,IV	\$15,000 (15000)
	Distribution of Parents' Newsletter - 「橋」		N.A.		Around 700		I,IV	\$6,000 (0)
5.	Booths by PTA to celebrate Lunar New Year (聖母樂繽紛，開心迎蛇年)	1/2025	12:40-1:45pm	S.1-6 students	Whole school		II, III,IV	\$4,000 (0)
6.	家長小組-當子女機不離手	28/2,14/3, 28/3,11/4, 25/4,9/5	6:30-8:00pm	S.1-6 parents	10	Caritas	I,III	\$2,500 (2142)5

	Name	Date	Time	Target	No. of Attendance	Service Provider	Curriculum Framework on Parent Education *	Budget
7.	Booths by PTA on Relaxation Days	20-21/5/2025	12:50-1:45pm	S.1-5 students	Around 500		II,III	\$4,000 (0)
8.	Parents' Consultation Meeting – 「壓力有共鳴」 (Social worker of Youth Outreach)	30/5/2025	7:00-8:00pm	S.1-5 parents			III,IV	\$5,000 (0)
9.	Distribution of Parents' Newsletter - 「橋」	9/7/2025	N.A.	S.1-5 parents	Around 500		I,IV	\$6,000 (0)
							Total	\$66,500 (30592.59)

- * Strand I : Understanding of Adolescent Development
Strand II : Promotion of Healthy, Happy and Balanced Development of Adolescents
Strand III : Promotion of Parents' Physical and Psychological Well-being
Strand IV : Fostering Home-school Co-operation and Communication

School year	Grant Received	Expenditure
2024-2025	\$200,000.00	\$30,592.59
2025-2026		\$66,500.00
2026-2027		\$67,000.00
		Total expenditure: \$200,000.00

Appendix 14. Spending for Promotion of Chinese Culture Immersion Activities One-off Grant (「推廣中華文化體驗活動一筆過津貼」運用報告)

收入：

獲發津貼	\$300,000.00
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支出：

	範疇	舉行日期	24/25 年度實際開支金額 (HK\$)
i.	舉辦有關中華文化的科本及跨科組學生學習/體驗活動或講座		
	• 中華文化周	24/01/2025	\$45,687.58
	• 中醫講座及藥香香囊製作	4/12/2024 及 26/2/2025	\$14,100.00
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽		
	/	/	/
iii.	舉辦或資助學生參加本地文化考察或參觀活動		
	/	/	/
iv.	發展有關中華文化的課程		
	• 採購中華文化課程 (中一至中三級)	中一至中二級：26/02/25； 中三級：11/03/25、06/05/25	\$24,000.00
v.	採購及發展中華文化學與教資源		
	• 購買各式教具/學習材料等 (國旗、區旗)	/	\$336.00
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動		
	/	/	/
vii.	其他（請註明）：		
	/	/	/
	總開支金額(HK\$)		\$84,123.58
	津貼餘款(HK\$)		\$215,876.42

Appendix 15. Spending for Promotion of a Sports Ambience and MVPA60 in Schools One-off Grant

	運用範疇	實際開支金額 (HK\$)
i.	發展或採購與體育／運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育／運動相關的體育活動套件和輔助工具	67,500.00
ii.	舉辦或資助學生參與多元化的體育活動／運動相關的學習活動／比賽	
iii.	舉辦或資助學生前往內地或海外參加與體育／運動相關的學習交流或考察活動 ³	
iv.	舉辦與運動相關的活動，讓學校不同的持份者（包括教師及家長）與學生一同參與	
v.	購置或改善學校的體育／運動器材	11,300.00
vi.	發展／優化有關發展活躍及健康校園／「MVPA60」的政策	
vii.	聘用額外的非教學人員或教練／以採購服務形式，協助學校推動校園體育氛圍和「MVPA60」	
viii.	其他（請註明）： _____	
	* 一筆過津貼總金額：	150,000.00
	總開支金額：	78,800.00
	（至2025年7月）津貼餘款：	71,200.00

* 一筆過津貼總金額\$150,000.00

Appendix 16a. Report on Sister School Exchange Scheme

姊妹學校交流報告書 2024 /2025 學年

學校名稱：	聖母書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	陳貝枝

本學年已與以下內地姊妹學校進行交流活動：	
1.	上海市思源中學
2.	
3.	
4.	
5.	

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

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

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

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

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

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

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦/ *未有舉辦) (*請刪去不適用者)
(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下:		
編號	☒	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☒	面談/訪問
M5	☒	會議
M6	☒	觀察
M7	☒	報告
M8	☐	其他(請註明):

全年財政報告:			
編號	☒	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$ 105,050
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$
N3	☐	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	☐	視像交流設備及其他電腦設備的費用	HK\$
N5	☐	交流物資費用	HK\$
N6	☐	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	☐	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	☐	其他(請註明):	HK\$
N9	☒	學年總開支	HK\$105,050
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☒	內容
O1	☒	有關交流活動的層面 <i>[如適用，請註明]</i> 本校共有 25 位學生以視頻形式參與了「2024 楊浦全球姊妹學校音樂會」，另有一位高中學生參加「2025 楊浦區學生國際藝術雙年展」，並獲取佳績。這些交流活動不僅促進了文化互動，更有助於拓展學生的全球視野，同時深化對國家的認同感與歸屬感。未來若獲邀參與，且時間與形式合適，本校將繼續積極支持學生參加此類活動。
O2	☐	有關交流活動的形式/內容 <i>[如適用，請註明]</i>
O3	☒	有關交流活動的時間安排 <i>[如適用，請註明]</i> 配合學校的活動日及假期安排實地考察。
O4	☐	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	☐	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☒	本校學生在香港與姊妹學校交流的人次	<u>26</u> 人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	<u>30</u> 人次
P3	☒	本校學生參與交流的總人次	<u>56</u> 總人次
P4	☒	本校教師參與交流的總人次	<u>5</u> 總人次
P5	☒	本校學校管理人員參與交流的總人次	<u>1</u> 總人次

備註：

Appendix 16b. Spending for the Sister School Scheme

收入：

2023-2024 累積盈餘	\$117,728.00
2024-2025 撥款	\$165,439.00
合共	\$283,167.00

支出：

	交流項目	實際開支金額 (HK\$)
	到訪內地姊妹學校作交流的費用 (參訪上海市思源中學)	\$105,050.00
	在香港合辦姊妹學校交流活動的費用	/
	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%)	/
	視像交流設備及其他電腦設備的費用	/
	交流物資費用	/
	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%)	/
	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%)	/
	其他(請註明):	/
	總開支金額(HK\$)	\$105,050.00
	津貼餘款(HK\$)	\$178,117.00

Appendix 17. Spending for Promotion of Self-directed Language Learning (Putonghua) One-off Grant

Income

Grant Received	\$ 200,000.00
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Expenditure

Item	Amount (HK\$)
1. 普通話科攤位遊戲 (22/5/2025)	\$ 16,000.00
Total Expenditure	\$ 16,000.00

Balance

\$ 200,000 - \$16,000 = \$184,000

Endorsed by
The Incorporated Management Committee of
Our Lady's College

Submitted by : *Sr Amy Lim*

Sr Lim Lai Ling Amy
Principal

Date : 28th October 2025