

Tak Hga Secondary School

2025 - 2026



Annual School Plan 2025-2026

*Treat others
as you would like people to treat you
(Luke 6:31)*

2025-2026 School Plan

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I. Characteristics of Education provided by the Sisters Announcers of the Lord

Our Convictions

Education, the art of reaching the very heart of a person, is a mission that requires boundless dedication of love and care. Only those who know how to touch a human heart can master this art.

We believe that a person is fundamentally religious, that is, he accepts the existence of the Creator, the origin of truth, goodness, and beauty, which all hearts are inclined to pursue. Education draws on such an inclination, and enables a person to develop his or her potentials to the full. We are deeply convinced that even the most deviant young people may repent and turn over a new leaf.

Application of Our Convictions

We absolutely agree that prevention is better than cure. We uphold the preventive measures founded by the great educator, St. John Bosco. The three key principles of his education method are: reasons, Christian faith, and love.

1. We reason with our students. The regulations we make and the measures we carry out should be equitable and easy to understand. We induce our students to learn and be good through encouragement and fervent exhortation.
2. We use Christian faith to mould our students. Different religions guide people towards different directions. In the pursuit of truth, goodness and beauty, we educate our youths to appreciate the values of the Gospel.
3. We tug at our students' heartstrings with our enduring love and care. Love is the core of our education. Only a heart can influence another heart. It is our deeds which reflect our love for our students, not our words.

II. School Vision and Mission

Vision Statement

We envisage our students to develop their potential fully and be responsible global citizens who live up to our school motto: wisdom, courage, diligence and perseverance. Embracing the essence of ‘Serve the Lord in joy, for the greater glory of God’, our students serve the community with joy, passion and serenity.

Mission Statement

Guided by the impeccable example of Christ the Good Shepherd, our school is committed to provide a loving and caring environment for our students to develop their potential fully. We uphold the preventive measures founded by the great educator, St. John Bosco : Reason, Religion and Loving kindness. We induce our students to learn and be good through encouragement and fervent exhortation. We educate our students to appreciate the values of the Gospel and to pursue truth, goodness, and beauty. We cultivate our school as a ‘happy family’ for our students, in which students experience our deep empathy and our real availability with them.



III. Our School Motto

Attributes	Elaboration	Requirements
Wisdom 智	明辨是非， 有判斷力 <ul style="list-style-type: none"> • To distinguish between right and wrong • To make good judgement 	<ul style="list-style-type: none"> • Internalization of positive values • Able to reason (thinking skills & habit)
Courage 勇	承擔責任， 實踐價值 <ul style="list-style-type: none"> • Assume responsibilities • Put values into practice 	<ul style="list-style-type: none"> • Self-confidence • Clear goals • Able to cooperate with others
Diligence 勤	樂於學習， 持之以恆 <ul style="list-style-type: none"> • Love of learning • To persist studying 	<ul style="list-style-type: none"> • Healthy lifestyle (→ good study habits) • Effective study skills • Self-learning capacity
Perseverance 奮	自強不息， 迎難而上 <ul style="list-style-type: none"> • Lifelong self-improvement • To overcome challenges with a positive attitude 	<ul style="list-style-type: none"> • Clear goals • Emotional strength (resilience) • Problem solving skills • Self-confidence

IV. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25¹

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p>Major Concern 1: To nurture in our students Catholic core values and the priority values</p> <p>Target(s):</p> <p>Students can</p> <p>(i) understand the positive values and the priority values</p> <p>(ii) develop character strengths constituting the desired attributes of a graduate</p>	Partly achieved	<p>Values education is incorporated in the schemes of work of each subject panel and in the programme plan of each committee under Student Formation Committee. The planning, implementation, and evaluation (PIE) of values education are overseen by the Academic Committee and the Student Formation Committee.</p>	<p>PIE of national security education and national education are overseen by the National Security Coordinator, who is one of the Assistant Principals.</p>
<p>Major Concern 2: To strengthen the professional learning community for sustainable school development</p> <p>Target(s):</p> <p>(i) New teachers can be better prepared for the teaching profession</p> <p>(ii) Teachers' capacity in the formulation and</p>	Partly achieved	<p>In the new school development cycle, teachers' professional development is incorporated as the major strategy to achieve student-centred school goals.</p>	<p>The effectiveness of teacher's personal professional development plans (in written form) is not apparent. Teachers' learning circles and study groups have been formed to facilitate teachers' professional dialogue and promote collegiality.</p>

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

implementation of personal professional development plans can be enhanced. (iii) Teachers' collegiality can be enhanced.			Teachers review and plan for their professional development at the annual appraisal interview with the principal.
Major Concern 3: To enrich the learning opportunities for students to achieve Seven Learning Goals Target(s): (i) Students have more learning experiences related to Seven Learning Goals. (ii) Students develop the desired qualities of the seven learning goals.	Partly achieved	Seven learning goals are incorporated as the curriculum goals and assessment criteria in PIE of all subject panels and committees.	This major concern was added to the school development plan 2022-2025 in the second year. This move has successfully raised all teachers' awareness of the seven learning goals in PIE.

b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

- Students demonstrate strong national identity, as evidenced by high Q-scores (116) in items on National Identity (KPM17.16, 17.17, 17.18 and 17.19). Senior form students demonstrate a stronger global identity than junior form students, reflected by higher Q-scores in APASO – National & Global: Global Perspective by senior form students.
- Students' DSE results and value-added results reflected that they have stronger grasp of knowledge and skills of core subjects compared to elective subjects.
- The 2025 DSE results in Chinese Language and English Language are pleasing. The percentage of Level 4 & above and Level 3 & above in Chinese Language are 50.6% (HK: 33.4%) and 88.5% (HK: 64.7%) respectively. For English Language, the percentage of Level 4 & above is 41.1% (HK: 27%) and Level 3 & above is 88.9% (55.1%). Students also demonstrated their outstanding language proficiency in external competitions related to languages. For details, please refer to our school website <https://taknga.edu.hk/> → prizes and awards. On the other hand, there is a considerable diversity among students' language proficiency in other forms, as reflected in internal assessments.

^{II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

- The Q-scores of most items in APASO – Student: Generic Skills are 116, demonstrate that students have a very high perception of generic skills acquisition, including creativity and critical thinking. In general, S1-3 students demonstrate communication skills through the process of project learning, as evidenced by the assessment of project work at different stages of project learning and school-based surveys. Student leaders demonstrate outstanding communication, problem solving and collaboration skills through abundant life-wide learning opportunities provided by the school and external organizations. Their achievements are validated by various awards obtained in external competitions. For details, please refer to our school website <https://taknga.edu.hk/> → prizes and awards. On the other hand, students are expected to achieve better in higher level questions in internal and external assessments, which entails developing higher order thinking skills.
- S3-6 students demonstrate a stronger grasp of career information than S1 and S2, reflected by the Q-scores of APASO – School: Life Planning and school-based survey.
- Regarding healthy lifestyle, our school has received SportACT Active School Award in consecutive school years. The APASO Q-scores of BMI of all levels except S4 are above 100. On the other hand, students' sleeping hours and breakfast habits require attention.
- In general, students demonstrate efficacy in using information technology for learning, as evidenced by Q-scores of 116 in APASO - Information Technology (Time for Learning) for all levels. Students demonstrate their knowledge and skills in using mobile devices and various apps in learning within and beyond school hours. On the other hand, the APASO Q-scores of Information Technology (Less Time for Leisure) require attention.

◆ **How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

The school provides a broad and balanced curriculum in accordance with Hong Kong's aims of education, the seven learning goals, the latest trends of education development and student needs. To support students in achieving seven learning goals, the school plan strategically for implementing project learning in junior forms with a different theme for each level: S1 – Chinese Culture; S2 – Science and STEAM; S3: Life Planning. All teachers, including the principal, serve as advisors in supporting students in the project learning process. Lesson time is provided for learning and teaching of study skills, reading across the curriculum and Home Economics in S1 and S2. In senior forms, 13 elective subjects are offered. There is also morning reading time every week, in which senior form students do news sharing in classes. The mean scores of all the items in students' views on teaching (including learning inside and outside of the classroom) in Stakeholders' Surveys during the school development cycle are well above 4 out of 5.

In respect of student development, the school has utilized internal and external resources to provide students with abundant life wide learning opportunities. There are over 50 clubs and societies offering a wide range of activities for students, as well as leadership development opportunities for them as students are the key persons in organising activities for themselves and their schoolmates. Gifted education programs are provided mainly with external resources such as the Hong Kong Academy for Gifted Education and universities. The mean scores of all the items in students' views on support for student development in Stakeholders' Surveys during the school development cycle are well above 4 out of 5.

◆ **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

The school self-evaluation mechanism is well-established. School decision making process is value-based and data-driven, with the engagement of teachers through discussion and consultation. For example, all teachers participate in school self-evaluation and in the formulation of school development plans. The administrative structure evolves to accommodate school needs: to facilitate and support PIE of curriculum and student development programmes for students' whole-person development and lifelong learning, such as the implementation of national security education and values education. Both Key Performance Measure 3 - Stakeholders' perception of Professional Leadership and Key Performance Measure 4 - Stakeholders' perception of Teachers' Professional Development are well above the Reference Data. The school has also established trustful partnerships with parents, alumni and sister schools. Such partnerships provide rich resources and learning opportunities for students' whole-person development and lifelong learning and support the school's continuous improvement.

c. How Can My School Be Better

◆ **What are my students' needs?**

The school self-evaluation has shed light on the following students' needs:

1. To live a healthy lifestyle with regular physical exercises, healthy eating and sufficient sleeping hours
2. To build up resilience with enhanced thinking skills, study skills, self-regulation and language proficiency, as well as enhanced knowledge and skills in emotional management and social interaction

◆ **What is my school's capacity for continuous improvement and development?**

In face of the ever-increasing expectations of stakeholders, the capacity for continuous improvement and development has to be expanded particularly in its professional leadership. In this respect, four Assistant Principals will be appointed to assist the principal in coordinating different areas of work in support of students' whole person development and lifelong learning. The roles and responsibilities of the assistant principals cover academic development, student development, student support and school support.

◆ **What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?**

To address students' needs, the development priority is to support students to live a healthy lifestyle and to build up resilience in facing their challenges in study and in their daily lives.

Major Concerns of the 2025/26 – 2027/28 School Development Cycle

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 - 1. To foster an environment (*class, school, home*) favourable to students' wellness**
 - 2. To enhance students' resilience to meet challenges in learning and in social interaction**

Our Vision in 2025/26-2027/28

- ✓ By fostering a favourable environment for students' wellness, our students adopt a healthy lifestyle, which supports them to be both physically and mentally healthy.
- ✓ By enhancing students' resilience, students acquire the knowledge, skills and attitudes to meet the challenges they face.

Major Concern 1: To foster an environment (*class, school, home*) favourable to students' wellness

Target	Time Scale (Please insert ✓)			Outline of Strategies	Related Learning Goals
	Year 1	Year 2	Year 3		
1.1 Students lead a healthy lifestyle	✓			Adopt a whole school approach engaging students, teachers, parents, and staff in supporting students to lead a healthy lifestyle.	<ul style="list-style-type: none"> • Healthy lifestyle • Breath of knowledge
1.2 Students feel valued by their classmates, teachers and parents.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Cultivate a positive and supportive class and school environment by <ul style="list-style-type: none"> (i) classroom decorations (ii) class building (iii) inter-class competitions (iv) enhancing teachers' capacity to implement positive education by school-based professional development programmes (v) Implement JC LevelMind@School Project ➤ Foster a positive home environment: <ul style="list-style-type: none"> (i) implement a structured parent education programme to enhance parents' capacity to implement positive parenting. (ii) Support parents to communicate effectively with their daughters by (i) providing online learning resources to parents, and (ii) promoting peer learning among parents. 	<ul style="list-style-type: none"> • Healthy lifestyle • Generic skills • Breath of knowledge

Major Concern 2: To enhance students' resilience to meet challenges in learning and in social interaction

Target	Time Scale (Please insert ✓)			Outline of Strategies	Related Learning Goals
	Year 1	Year 2	Year 3		
Students have a sense of efficacy in managing the demands of their roles as a student and as a family member.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Expand students' learning capacity by <ul style="list-style-type: none"> (i) enhancing students' confidence to use English in daily school life (ii) developing students' high order thinking skills (iii) developing students' reading habits (iv) building teachers' capacity in action learning focusing on students' <ul style="list-style-type: none"> (I) reflective learning (II) reading to learn techniques (III) high order thinking skills 	<ul style="list-style-type: none"> • Generic skills • Breath of knowledge • Language proficiency • Information literacy
	✓			<ul style="list-style-type: none"> ➤ Support students in transition to senior secondary education by implementing a school-based life planning curriculum in S3 (lessons and project learning) 	<ul style="list-style-type: none"> • Life planning
	✓	✓	✓	<ul style="list-style-type: none"> ➤ Implement a school-based S1-3 Social Emotional Learning Programme to <ul style="list-style-type: none"> (i) foster students' sense of self-acceptance, confidence and empathy in character formation (ii) enhance students' communication skills for effective communication with people including peers, parents and teachers. 	<ul style="list-style-type: none"> • Generic skills • Healthy lifestyle
	✓	✓		<ul style="list-style-type: none"> ➤ Implement Mindfulness curriculum in senior forms to equip them with skills and techniques that will support their lifelong wellbeing 	<ul style="list-style-type: none"> • Healthy lifestyle
		✓	✓	<ul style="list-style-type: none"> ➤ Empower and engage students in planning, implementation and evaluation of different celebration events for the school's 65th anniversary 	<ul style="list-style-type: none"> • Life planning • Generic skills

Positive Environment Nurturing Resilience

Major Concern 1 : To foster an environment (*class, school, home*) favourable to students' wellness

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.1 Students lead a healthy lifestyle	<ul style="list-style-type: none"> • Adopt a whole school approach which engages students, teachers, parents, and staff in supporting students to lead a healthy lifestyle. <ul style="list-style-type: none"> (i) Co-curricular activities organized by committees and Panels (ii) To implement MPVA60 to record students' exercise habits and recognize students who have met the requirements under the Scheme. (iii) Arrange afternoon exercises before period 6 every school day, aiming to cultivate students' self-discipline and develop the habit of doing physical exercise. 	<ul style="list-style-type: none"> - Increase in Q score of APASO III – Physical Health - Increase in Q score of APASO III – Affective Development (KPM 17.6) - 70% of students attaining Gold, Silver and Bronze level Physical Fitness Awards 	<ul style="list-style-type: none"> - APASO III – Physical Health - APASO III – Affective Development (KPM 17.6) - KPM 25 – Physical Fitness Performance 	Whole year	<ul style="list-style-type: none"> - Vice-principal (Student Formation) - Mr Yu Kam Fung (Learning & Teaching) - All committees and subject panels 	Buy service (Robocoach AI)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.2 Students feel valued by their classmates, teachers and parents.	<ul style="list-style-type: none"> • Cultivate a positive and supportive school environment: <ul style="list-style-type: none"> (i) Classroom decoration: decorate every classroom with positive language phrases (praises) (ii) Class building: <ul style="list-style-type: none"> - Each class sets up a class committee with clear specifications of (I) functions of the class committee and (II) roles and responsibilities of each class committee member. - Engage every student in class affairs by implementing ‘One Student One Duty’ in each class: assigning duties to all students according to their abilities and interests. 	<ul style="list-style-type: none"> - Increase in Q score of APASO III – satisfaction (school) - Increase in Q score of APASO III – atmosphere - Increase in the mean of KPM 13 (SHS – support for student development) - Students have a sense of belonging to their classes. - Students have access to resources and support within their classes. 	<ul style="list-style-type: none"> - KPM 17.4 [APASO III – satisfaction (school)] - KPM 17.9 (APASO III – atmosphere) - KPM 13.2 (SHS – support for student development) - Student Survey - Student interview - Class teachers’ observation (reported at Class teachers’ meetings and Class Performance Reports (to be revised) 	Whole year	<ul style="list-style-type: none"> - Assistant Principal (Student Formation) - Pastoral Care Committee - Class teachers - Students (Class committee members) 	<ul style="list-style-type: none"> - Financial resources for classroom decorations and class activities - Scheduled time for class committee meetings - Scheduled time for class teacher meetings and briefings

	<p>(iii) Inter-class competitions:</p> <p>Enhance class spirit and engage as many students as possible by organizing academic and non-academic inter-class competitions in different forms</p>			Whole year	<ul style="list-style-type: none"> - Vice-principal (Learning & Teaching) - Vice-principal (Student Formation) - All committees and subject panels 	<ul style="list-style-type: none"> - Scheduled time for inter-class competitions
	<ul style="list-style-type: none"> - Provide school-based professional development programmes for teachers on positive education (i.e. cultivating a positive and supportive school environment at classroom level and enhancing teachers' knowledge and skills of positive education). 	<ul style="list-style-type: none"> - Teachers can apply the knowledge and skills of positive education: use of positive language within and outside classroom 	<ul style="list-style-type: none"> - Teacher survey - Lesson observation - Student Survey - Student interview - KPM 17.4 [APASO III – satisfaction (school)] - KPM 13 (SHS – support for student development) 	Whole year	<ul style="list-style-type: none"> - Vice-principal (school support) - Assistant Principal (Student Formation) - Staff development Committee 	Teacher professional development service

	<p>Formulate and implement a structured (3 tiers) Parent Education Programme to enhance parents' capacity to implement positive parenting:</p> <p>Tier 1 – for all parents or parents of at least one form: (i) implement parent education programmes in school events attended by parents such as PTA AGM, Pre-S1 Parents' Day and Parents' Day; (ii) provide online learning resources to parents</p> <p>Tier 2 – for parents who are interested in parenting: provide systematic training on certain parental issues</p> <p>Tier 3 – for target groups of parents with specific needs</p>	<ul style="list-style-type: none"> - Parents can apply positive parenting skills and attitude in their interaction with their children. - Increase in Q score of APASO III : (i) Self-concept – relationship with parents; (ii) Family Involvement 	<ul style="list-style-type: none"> - Parent Survey (participants of parent education programmes) - Parent Interview - Online parent learning records - APASO III : (i) Self-concept – relationship with parents; (ii) Family Involvement 	Whole year	<ul style="list-style-type: none"> - Principal - Vice-principal (school support) - Assistant Principal (Student Support) - Parent-Teacher Association - Parent Education Team 	Parent education service
	<ul style="list-style-type: none"> - Equip student leaders and encourage them to conduct student-led activities <ul style="list-style-type: none"> (i) At least one student-led activity organized by each SFC committee (ii) Student leaders demonstrate empathy when organizing or participating in activities. 	<ul style="list-style-type: none"> - 70% of student leaders agree that they have greater sense of belonging to their committees. - 70% of student leaders understand and demonstrate empathy. 	<ul style="list-style-type: none"> - Student leaders' survey - Student survey - Teachers' observation 	Whole year	<ul style="list-style-type: none"> - Vice-principal (Student Formation) - All student support committees 	

Major Concern 2: To enhance students' resilience to meet challenges in learning and in social interaction						
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Students have a sense of efficacy in managing the demands of their roles as a student and as a family member.	<ul style="list-style-type: none"> ➤ Expand students' learning capacity by <ul style="list-style-type: none"> (v) building teachers' capacity in action learning focusing on students' reflective learning (vi) enhancing students' confidence to use English in daily school life by implementing the English Panel Annual Plan and Language Across the Curriculum (LAC) Annual Plan (vii) developing students' high order thinking skills by implementing Academic Committee's Annual Plan (viii) developing students' reading habits by implementing Reading Promotion Annual Plan 	<ul style="list-style-type: none"> - Increase in Q-score of APASO III (Generic Skills) - Increase in Q-score of APASO III – Self Concept (General School Learning & English Language Learning) - Increase in Q-score of APASO III – Learning & Teaching - Increase in Q-score of APASO III - Reading - Increase in the mean of KPM 12.2 (Students' perception of student learning) 	<ul style="list-style-type: none"> - APASO III (Generic Skills) - APASO III – Self Concept (General School Learning & English Language Learning) - APASO III – Learning & Teaching - KPM 17.11, 17.12 (APASO III - Reading) - KPM 12.2 	Whole Year	<ul style="list-style-type: none"> - Vice-principal (Learning & Teaching) - Assistant Principal (Academic Development) - Reading Promotion Committee - English Panel Head - LAC Coordinator - Vice-principal (School Support) 	Education consultant service to support teachers' action learning
	<ul style="list-style-type: none"> ➤ Support students in transition to senior secondary education by implementing a school-based life planning curriculum in S3 (lessons and project learning) 	<ul style="list-style-type: none"> - Increase in S3 Q-score of APASO III – Life Planning - Students acquire the knowledge, skills and attitudes of life planning. 	<ul style="list-style-type: none"> - APASO III – Life Planning - Life Planning curriculum assessment 		<ul style="list-style-type: none"> - Vice-principal (Student Formation) - Vice-principal (Learning & Teaching) - Career Master 	

	<ul style="list-style-type: none"> ➤ Implement a school-based S1-3 Social Emotional Learning Programme to <ul style="list-style-type: none"> (iii) foster students' sense of self-acceptance, confidence and empathy in character formation (iv) enhance students' communication skills for effective communication with people including peers, parents and teachers. 	<ul style="list-style-type: none"> - Increase in Q score of APASO III – Affective Development (KPM 17.1, 17.2, 17.3, 17.4, 17.9) - Increase in Q score of APASO III (Psychological Health) - S1-3 Students can build up emotional regulation and social skills. 	<ul style="list-style-type: none"> - APASO III – Affective Development - APASO III – Psychological Health - SEL Programme Assessment 	Whole year	<ul style="list-style-type: none"> - Vice-principal (Student Formation) - Assistant Principal (Student Formation) - Pastoral Care Committee SEL Programme teachers 	SEL L&T materials
	<ul style="list-style-type: none"> ➤ Implement mindfulness curriculum in S4 & S6 Religious Education (RE) lessons to equip them with skills and techniques that will support their lifelong wellbeing 	<ul style="list-style-type: none"> - Increase in S4's & S6's Q score of APASO III (Psychological Health) - Students have acquired mindfulness skills and techniques. 	<ul style="list-style-type: none"> - APASO III – Psychological Health - Mindfulness curriculum assessment 	Whole year	<ul style="list-style-type: none"> - RE Panel Head 	Mindfulness L&T materials

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices. Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

[^] List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "—" on the left to hide this part】

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Category of the Activity:	A1 Values Education A7 Digital Education, Artificial Intelligence and STEAM Education	A2 Intellectual Development	A3 Community Service A8 Student Mental Health	A4 Physical and Aesthetic Development A9 Others (Please specify in column L)	A5 Career-related Experiences	A6 Patriotic Education
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview B5 Observation B6 Written report and record	B7 Others (Please specify in column N)	

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity [^] (Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	Evaluation Method [^] (Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)						
1.1 Local Activities (including online exchanges)													
1	ITU_Software Licenses – Co Space EDU (1 year) (Procurement)	1/9/2025-13/7/2026	Learn how to code in order to create interactive 3D experiences.	S3: 131	4	0	0	\$12,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
2	ITU_MathType equation editor 15 licenses (Procurement)	1/9/2025-13/7/2026	Input the mathematics expression in Word documents.	0	30	0	0	\$5,000	NA	A2 Intellectual Development		B5 Observation	
3	CHEM_Apparatus for learning activities (Procurement)	1/9/2025-13/7/2026	(i) Apparatus and equipment for group experiments and demonstration in chemistry lessons and extra-curricular activities	S3-6: 468	1	0	0	\$12,000	NA	A2 Intellectual Development		B6 Written report and record	
4	HE_Utensils & appliances (Procurement)	1/9/2025-13/7/2026	Purchase new one as replacement.	S1-S2: 270	0	0	0	\$3,000	NA	A9 others	Comprehensive	B6 Written report and record	
5	IS_Apparatus for learning activities (Procurement)	1/9/2025-31/8/2026	For experiment	S1-S2: 270	6	0	0	\$9,000	NA	A2 Intellectual Development		B5 Observation	
6	STEAM_Equipment for managing STEAM Room (Furniture, stationery, management boxes, etc.) (Procurement)	1/9/2025-31/8/2026	To enable better storage and usage of the STEAM Room	S1-S6: 730	0	0	0	\$20,000	NA	A9 others	Procurement	B6 Written report and record	
7	STEAM_Equipment for teaching and learning(3D Printers, Laser Cutter) (Procurement)	1/9/2025-31/8/2026	Renew the equipment to enhance teaching and learning	S1-S6: 730	0	0	0	\$50,000	NA	A9 others	Procurement	B6 Written report and record	
8	PHY_Apparatus for learning activities (Procurement)	1/9/2025-31/8/2026	Apparatus and equipment for group experiments and demonstration in physics lessons and extra-curricular activities	S2-6: 60	2	0	0	\$2,000	NA	A2 Intellectual Development		B5 Observation	
9	CLPC_Subsidies for career activities (Career Promotion Committee)	1/9/2025-31/8/2026	to provide students with opportunities to explore different career fields	S3-6: 20	2	0	0	HK\$4,000	NA	A5 Career-related Experiences		B5 Observation	
10	CLPC_S6 Talk on JUPAS programme selection	17 Oct 2025	To help S.6 students prepare for their JUPAS selection	S6:100	6	0	0	HK\$2,500	NA	A5 Career-related Experiences		B1 Questionnaire	
11	CLPC_S6 Mock Interview Workshop	13 Dec 2025	To help S.6 students prepare for Interview in programme selected	S6: 100	2	0	0	HK\$18,000	NA	A5 Career-related Experiences		B1 Questionnaire	
12	CLPC_S.4 CTP workshop	1/9/2025-31/8/2026	To help S.4 students understand their personal attributes	S4: 120	6	0	0	HK\$8,000	NA	A5 Career-related Experiences		B5 Observation	
13	CLPC_S4 mentorship programme 2025-26	1/9/2025-31/8/2026	To widen the horizons and enhance interpersonal skills of mentees	S4: 40	2	0	0	HK\$15,000	NA	A5 Career-related Experiences		B5 Observation	
14	CNE_CNE Badges (LWLC)	03 Nov 2025	To enhance CNE promotion committee's sense of responsibility	S2-6: 12	0	0	0	HK\$500	NA	A1 Values Education		B5 Observation	
15	HEC_Joyful fruit Day	1/9/2025-31/8/2026	To promote healthy lifestyle	S1-S6: 730	0	0	0	HK\$1,000	NA	A4 Physical and Aesthetic Development		B5 Observation	
16	HEC_展板租用 (LWLC)	1/9/2025-31/8/2026	To promote public awareness and knowledge of eating disorders, particularly amongst adolescents	S1-S6: 730	0	0	0	HK\$500	NA	A9 Others	Comprehensive	B5 Observation	
17	HEC_Cooking Competition	1/9/2025-31/8/2026	To promote healthy lifestyle	S1-S6: 730	0	0	0	HK\$3,000	NA	A9 Others	Comprehensive	B5 Observation	
18	HEC_S2 LWL Day	21 Nov 2025	To enrich students' learning experience	S2: 132	11	0	0	HK\$28,996	NA	A1 Values Education		B6 Written report and record	
19	HEC_Class Teacher Period (Workshop)	1/9/2025-31/8/2026	To help Students to explore strategies to identify risks and ensure personal safety.	S1-S6: 730	0	0	0	HK\$5,600	NA	A1 Values Education		B6 Written report and record	
20	HEC_Mental health campaign	1/9/2025-31/8/2026	To help students to relieve stress	S1-S6: 730	0	0	0	HK\$1,000	NA	A8 Student Mental Health		B6 Written report and record	
21	HEC_早餐推廣行動	1/9/2025-31/8/2026	Promote healthy eating habit.	S1-S6: 730	0	0	0	HK\$3,000	NA	A9 Others	Comprehensive	B5 Observation	
22	ITU_CapCut (1 year)	1/9/2025-13/7/2026	To empower teachers and students to create their own videos.	S1-S6: 20	10	0	0	HK\$1,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
23	ITU_2T google drive (1 year)	1/9/2025-13/7/2026	To enable students to easily store and upload their photos and videos	0	10	0	0	HK\$1,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
24	ITU_Softwares for video editing and photos editing	1/9/2025-13/7/2026	To empower teachers and students to create their own videos.	S1-S6: 20	10	0	0	HK\$2,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
25	LWLC_Clubs and Societies subsidy	1/9/2025-31/8/2026	To provide learning opportunities for students	S1-S6: 730	0	0	0	HK\$586,650	NA	A9 Others	Comprehensive	B6 Written report and record	
26	LWLC_Clubs and Societies subsidy (LWLC)	1/9/2025-31/8/2026	To provide learning opportunities for students	S1-S6: 730	0	0	0	HK\$111,800	NA	A9 Others	Comprehensive	B6 Written report and record	
27	LWLC_SA Activities	1/9/2025-31/8/2026	N/A	S1-S6: 730	59	0	0	HK\$3,000	NA	A9 Others	Comprehensive	B6 Written report and record	
28	LWLC_Inter-House competitions, Sports Day, Swimming Gala (Prizes) (LWLC)	1/9/2025-31/8/2026	To enhance students' confidence and sense of belonging	S1-S6: 730	59	0	0	HK\$54,000	NA	A4 Physical and Aesthetic Development		B5 Observation	
29	LWLC_LWL-Day (S3)	20 Nov 2025	To provide learning opportunities for students to acquire knowledge, skills, attitudes and values outside the classroom	S3: 131	10	0	0	HK\$3,500	NA	A9 Others	Recreational and Environmental	B5 Observation	
30	LWLC_LWL-Day (S6)	20 Nov 2025	To provide learning opportunities for students to acquire knowledge, skills, attitudes and values outside the classroom	S6: 100	8	0	0	HK\$22,210	NA	A9 Others	Comprehensive	B5 Observation	
31	PCC_1. Class-based activity Subsidy	13 Apr 2026	To support Class teachers to organize class based activities	S1-S6: 730	59	0	0	HK\$105,000	NA	A8 Student Mental Health		B5 Observation	
32	PCC_2. Class subsidy	1/9/2025-31/8/2026	To enhance the sense of belonging in each class	S1-S6: 730	59	0	0	HK\$3,600	NA	A8 Student Mental Health		B5 Observation	
33	PCC_8. S1 LWL Day	20 Nov 2025	To provide learning opportunities for students to acquire knowledge, skills, attitudes and values outside the classroom	S1: 132	10	0	0	HK\$18,000	NA	A8 Student Mental Health		B5 Observation	
34	PCC_1. Social Worker: S3 to S6 Stress Management Workshop (Materials) (LWLC)	1/9/2025-31/8/2026	To help S3- S6 students to relieve stress	S3-S6: 468	0	0	0	HK\$5,000	NA	A8 Student Mental Health		B2 School Meeting and Discussion	
35	PCC_3. Class teacher coordination (Personal development profile, board games) (LWLC)	1/9/2025-31/8/2026	/	S1-S6: 730	59	0	0	HK\$2,000	NA	A9 Others	Comprehensive	B2 School Meeting and Discussion	
36	PCC_1. Shine Time (Materials) (LWLC)	1/9/2025-31/8/2026	To help S1 students to adapt secondary school life	S1-S5: 182	0	0	0	HK\$4,000	NA	A8 Student Mental Health		B5 Observation	
37	PCC_2. Sunshine Action - 4 activities (materials for the whole school) (LWLC)	1/9/2025-31/8/2026	To promote a loving and caring school culture	S1-S5: 182	0	0	0	HK\$5,000	NA	A8 Student Mental Health		B5 Observation	
38	PCC_3. Sunshine Thanksgiving	26 Jun 2026	To thank Sunshine Big sisters for their hard work after one year service	S1-S5: 182	0	0	0	HK\$500	NA	A1 Values Education		B5 Observation	
39	PCC_4. Sunshine Big Sisters' Training Camp (e.g. camp fee, Badges, Materials and gifts)	1/9/2025-31/8/2026	To enhance Sunshine big sisters' organization skills and problem solving skills	S2-S5: 53	2	0	0	HK\$5,000	NA	A9 Others	Leadership training	B1 Questionnaire	
40	PCC_5. S.1 Bridging Activities (Sunshine Generation)	24 Aug 2026	To help S1 students to adapt secondary school life	S1-S5: 182	0	0	0	HK\$500	NA	A9 Others	Comprehensive	B5 Observation	
41	REC_Inviting priests: school opening mass, farewell mass and penitential rite	S1-6 2025-09-03 S6 2026-02-13	To foster religious atmosphere and provide students with religious experience by holding rituals	S1-6: 730	59	10	5 non-teaching staff members	HK\$4,000	0	A1 Values Education		B5 Observation	
42	REC_Activities Fee (LWLC)	Sep 2025 - July 2026	Faith cultivation	S1-6: 70	10	4	2 non-teaching staff members	HK\$5,000	0	A1 Values Education		B1 Questionnaire	
43	REC_Religious Week	2026/03/23-27	Evangelization	S1-6: 730	59	10	6 parents / non-teaching staff members	HK\$3,000	0	A1 Values Education		B1 Questionnaire	
44	REC_Juggling Class	April - May 2026	Evangelization	S1-5: 20	0	0	0	HK\$5,000	0	A4 Physical and Aesthetic Development		B6 Written report and record	
45	REC_S 4 Formation Camp	2025/11/20-21	To cultivate students' self-awareness, promote team building and foster a sense of belonging to the school community	S4: 120	10	0	0	HK\$111,200	0	A1 Values Education		B1 Questionnaire	
46	REC_8. Sex education workshop	Sep 2025 - April 2026	To enhance S1-3 student's knowledge on sex education	S1-3: 393	2	0	0	HK\$20,000	0	A1 Values Education		B7 Others	Students' reflections in assignments
47	REC_Sister School Visit: Zhuhai & Macau Tour	7-8/12/2025	To enhance students' sense of belonging to our country	S1-6: 40	4	0	0	HK\$50,000	Zhuhai Meihua Middle School	A6 Patriotic Education		B1 Questionnaire	
48	SIPC_Game booth (Primary school)	Oct 2025-May 2026	Enrich student's learning experience through teamwork, creativity and sharing knowledge.	S1-5:20	3	0	0	HK\$2,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
49	SIPC_Information booth (School information day)	06 Dec 2025	Enrich student's learning experience through teamwork, creativity and sharing knowledge.	S1-5:100	59	0	350 groups of P5-6 parents and students	HK\$5,000	NA	A9 Others	School promotion	B1 Questionnaire	
50	SGC_Workshops	1/9/2025-31/8/2026	To nurture proper values on leading a healthy life style	S1-S6: 730	0	0	0	HK\$3,000	NA	A1 Values Education		B1 Questionnaire	
51	SGC_S1 Bridging Activities (Discipline aspects)	24/8/2026	To inform S1 students of the school regulations	S1: 132	0	0	0	HK\$800	NA	A1 Values Education		B5 Observation	
52	SGC_Prefect Ties/ Belts/ Badges, Speech Day materials (LWLC)	1/9/2025-31/8/2026	N/A	S1-S6: 730	0	0	0	HK\$2,000	NA	A1 Values Education		B5 Observation	
53	RPC_Expenditure for students' participation in external book-related competitions, e.g., application fees.	1/9/2025-31/8/2026	To provide opportunities for students to join various related competitions.	S1-S6: 730	0	0	0	HK\$3,000	NA	A2 Intellectual Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
54	RPC_Expenditure for students to join local or overseas tours related to immersive reading, e.g. transportation fee, application fee, tour fee etc.	1/9/2025-31/8/2026	To provide opportunities for students to engage in immersive reading and cultural experience.	S1-S6: 730	2	0	0	HK\$16,000	NA	A2 Intellectual Development		B5 Observation	
55	RPC_Purchase gifts and related materials for organizing cross-curricular activities, such as lunchtime book sharing, inter-class reading competitions, Book Character Day, Book Club, morning reading sessions, etc. (LWLC)	1/9/2025-31/8/2026	To support cross-curricular activities that promote reading through the provision of gifts and materials.	S1-S6: 730	0	0	0	HK\$3,000	NA	A2 Intellectual Development		B5 Observation	
56	ENG_Reading pals	December 2025 - April 2026	To enrich students' other learning experiences outside classroom	3D: 35 1A: 30	3	0	Primary school students: 30	HK\$500	NA	A2 Intellectual Development		B5 Observation	
57	STEAM_Competitions, training for competitions	1/9/2025-31/8/2026	Enable students to acquire further knowledge of STEAM	S1-S6: 730	1	0	0	HK\$5,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
58	STEAM_Forensic Science Workshop S1 - S3	1/7/2026-31/7/2026	To promote STEAM	S1-S3: 393	1	0	0	HK\$35,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
59	MUSIC_Activities	1/9/2025-31/8/2026	To enrich students' musical sense through activities	S1-S3: 393	1	0	0	HK\$5,000	NA	A4 Physical and Aesthetic Development		B5 Observation	
60	MUSIC_Transport (LWLC)	1/9/2025-31/8/2026	Help students to reach the competition destination	S1-S6: 730	1	0	0	HK\$2,000	NA	A4 Physical and Aesthetic Development		B5 Observation	
61	BAFS_Transportation cost for visits	1/9/2025-31/8/2026	To concrete students' knowledge learned in the classroom about the operation of an enterprise.	S4 or S5: 25	1 or 2	0	0	HK\$800	NA	A5 Career-related Experiences		B5 Observation	
62	BIO_Biotechnology workshop	March-April 2026	To enhance students' learning by providing hands-on experience	S5: 46	1 or 2	0	0	HK\$5,000	NA	A2 Intellectual Development		B5 Observation	
63	ECON_Expense for economics activities and competitions	1/9/2025-31/8/2026	To develop students' interest in learning economics with real-life experience	S5 -S6 68	1 or 2	0	0	HK\$5,000	NA	A2 Intellectual Development		B5 Observation	
64	ENG_Subsidies for students joining external competitions (e.g. Speech Festival)	November 2025 - December 2025	To encourage students to participate in external competitions	S1-S6: 80	11	0	0	HK\$12,315	NA	A2 Intellectual Development		B5 Observation B7 Others	Students' participation in training and prizes
65	ENG_S2 Activity	18 Dec 2025	To enrich students' other learning experiences outside classroom	S2: 130	5	0	0	HK\$16,800	NA	A2 Intellectual Development		B7 Others	Students' work
66	ERS_Academic outing activities	1/9/2025-31/8/2026	Enhance learning effectiveness	S4-S6: 58	2	0	0	HK\$3,000	NA	A1 Values Education		B1 Questionnaire	
67	GEOG_Subsidies for field trip & competition (Transportation & accomodation)	1/9/2025-31/8/2026	To illustrate taught concepts with real-life experience and help students to equip latest content in HKDSE Curriculum	S4-6: 56	2	0	0	HK\$10,000	NA	A4 Physical and Aesthetic Development		B1 Questionnaire	
68	HIST_History outing activities	1/9/2025-31/8/2026	To deepen students' understanding on local history of the 20th century	S4-S6: 110	3	0	0	HK\$9,000	NA	A4 Physical and Aesthetic Development		B1 Questionnaire	
69	C Lty_Outings and extened learning activities	1/9/2025-31/8/2026	To illustrate taught concepts with real-life experience and help students to equip latest content in HKDSE Curriculum	S4 & S5: 35	1 or 2	0	0	HK\$3,000	NA	A5 Career-related Experiences		B5 Observation	
70	IS_Activities	1/9/2025-31/8/2026	To arouse students' interest in science	S1-S2: 270	6	0	0	HK\$3,000	NA	A2 Intellectual Development		B5 Observation	
71	CSD_旅遊巴士費用 (AC)	2/10/2025-31/8/2026	N/A	S4-S6: 337	4	0	0	HK\$3,000	NA	A9 Others	Comprehensive	B1 Questionnaire	
72	CSD_資助學生參加公民與社會發展科相關、與憲法、基本法及國家安全法相關的比賽、領袖訓練、課程等活動	1/9/2025-31/8/2026	to enhance students' national identity and the awareness of being a law-abiding person to equip students with the knowledge about CL, BL and NSL	S4-S6: 337	4	0	0	HK\$2,500	NA	A1 Values Education		B5 Observation	
73	CES_學科活動資助 - 例如考察、參觀、電影欣賞及活動攤位等	1/9/2025-31/8/2026	to enrich students' other learning experience and enhance their national identity through experiential learning	S1-S3: 393	2	0	0	HK\$10,000	NA	A1 Values Education		B5 Observation	
74	CES_交通資助 (AC)	1/9/2025-31/8/2026	N/A	S1-S3: 393	2	0	0	HK\$2,000	NA	A9 Others	Comprehensive	B5 Observation	
75	CES_資助學生參加公民與社會發展科相關、與憲法、基本法及國家安全法相關的比賽、領袖訓練、課程等活動	1/9/2025-31/8/2026	to enhance students' national identity and the awareness of being a law-abiding person to equip students with the knowledge about CL, BL and NSL	S1-S3: 393	2	0	0	HK\$1,250	NA	A1 Values Education		B5 Observation	
76	MATH_Expenditure for mathematics activities or competitions	1/9/2025-31/8/2026	To enhance students' problem solving skills	S1-S3: 393	2	0	0	HK\$6,000	NA	A2 Intellectual Development		B5 Observation	
77	PE_S1 Swimming Class	22/8/2025-21/10/2025	Enhance students' interests in Sports	S1: 132	1	0	0	HK\$33,000	NA	A4 Physical and Aesthetic Development		B5 Observation	
78	PHY_Subsidies for students joining external & internal activities	1/9/2025-31/8/2026	To broaden students' horizon	S4-6:10	2	0	0	HK\$1,000	NA	A2 Intellectual Development		B5 Observation	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
79	PTH_語文活動： 節日活動(材料、工具)(包括剪紙等) 共計開支 \$800 中一級故事演講比賽 共計開支 \$600 中一至中三級繞口令比賽 共計開支 \$600 中二級演講比賽 共計開支 \$600 中三級相聲比賽 共計開支 \$600	1/9/2025-13/7/2026	引發學生學習興趣	S1-S3: 393	10	0	0	HK\$3,000	NA	A2 Intellectual Development		B5 Observation	
80	THS_中五級參觀活動	1/9/2025-31/8/2026	豐富學生在旅款科的學習經歷	S5: 26	1	0	0	HK\$8,000	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
81	THS_酒店工作體驗活動	1/9/2025-31/8/2026	"By the end of the programme, students are able to: 1. Identify the key skills and requirements of different positions in a hotel; and 2. Develop self-awareness of potential career development opportunities."	S4 or S5: 26	1	0	0	HK\$9,200	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
82	THS_餐桌禮儀工作坊	1/9/2025-31/8/2026	讓學生體驗西式及中式餐飲的基本禮儀，從而提升學生對研習本科興趣，學以致用。通過示範和實踐，同學能辨識餐具位置和學習正統的餐桌禮儀。	S4 or S5: 26	1	0	0	HK\$5,500	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
83	THS_中四級參觀活動	1/9/2025-31/8/2026	豐富學生在旅款科的學習經歷	S4: 26	1	0	0	HK\$8,000	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
84	THS_酒店參觀	1/9/2025-31/8/2026	了解酒店業各部門的運作及最新發展	S4 or S5: 26	1	0	0	HK\$1,000	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
85	THS_中四級參觀活動	1/9/2025-31/8/2026	豐富學生在旅款科的學習經歷	S4 or S5: 26	1	0	0	HK\$1,500	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
86	THS_舊城中環探遊	1/9/2025-31/8/2026	豐富學生在旅款科的學習經歷	S4 & S5: 42	1	0	0	HK\$6,300	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
87	THS_西九文化區	1/9/2025-31/8/2026	豐富學生在旅款科的學習經歷	S4 or S5: 26	1	0	0	HK\$2,250	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
88	VA_Outings and extended learning activities	1/9/2025-31/8/2026	To enrich student's other learning experience in learning Visual Arts	S4-5:35	1	0	0	HK\$3,500	NA	A4 Physical and Aesthetic Development		B5 Observation	
89	SIE_Outing and extended learning activities	1/9/2025-31/8/2026	To enrich students' other learning experience	S4: 55	2	0	0	HK\$6,000	NA	A1 Values Education		B5 Observation	
90	SIE_Subsidy for transportation	1/9/2025-31/8/2026	NA	S4: 55	2	0	0	HK\$2,000	NA	A9 Others	Comprehensive	B5 Observation	
91	SIE_Professional Consultation services (Curriculum Development)	1/9/2025-31/8/2026	To support the development of SIE curriculum	S4: 55	2	0	SIE Teachers 2	HK\$21,500	NA	A9 Others	Comprehensive	B2 School Meeting and Discussion	
92	SEL_Consumables (AC)	1/9/2025-31/8/2026	To enhance learning effectiveness	S1-S3: 393	2	0	0	HK\$1,000	NA	A1 Values Education		B5 Observation	
93	LIB_S.1 Information literacy workshop	27 Nov 2025	To nurture students with good netizens with external service providers.	S1: 132	4	0	5 (teachers from a company)	HK\$15,000	NA	A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.1										\$1,638,771.00			
1.2 Non-local Activities													
1	THS_遊學團	1/9/2025-31/8/2026	讓學生深入了解日本獨特的旅遊市場和業務模式，包括傳統和現代的融合，這對於掌握旅遊及款待行業的基本知識至關重要。日本的多樣化旅遊產品，例如溫泉、文化體驗和美食旅遊，激發學生的創意思維，鼓勵他們探索如何設計和推廣具有吸引力的旅遊體驗。	52	2	0	0	HK\$94,850	NA	A4 Physical and Aesthetic Development		B6 Written report and record	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.2										\$94,850.00			
Total estimated expenses (sum of items 1.1 and 1.2)										\$1,733,621.00			

Name of Teacher Responsible for Life-wide Learning:

Lui Pui Chu
Position: Assistant Principal

Name of Teacher Responsible for the Sister School Scheme:

Chow Kin Fai
Position: Vice Principal

Plan on the use of Diversity Learning Grant for Gifted Education Programmes 2025-2026

Domain	Programme	Objective(s)	Targets (no. of students)	Duration / Start Date	Deliverables	Teacher i/c	Budget (\$)
SCIENCE	Subsidies for students joining competitions	To broaden students' horizon	6	Sep 2025 - May 2026	Certificates / Students' Reflection form	Tsui LM	1,500.00
	Subsidies for students joining courses	To broaden students' horizon	10	Sep 2025 - May 2026	Certificates / Students' Reflection form	Tsui LM	2,000.00
	Competition	To enhance students' problem solving skill	10	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Chan KC	1,000.00
ENGLISH LANGUAGE	English Ambassadors	To promote reading and the use of English in the campus	30	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Leung WY	1,000.00
	Subsidies for students joining external competitions (e.g. Speech Festival, writing)	To encourage students to participate in external competitions	20	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Leung WY	7,685.00
PSHE	Gifted education programmes, such as academic activities, local and mainland exchange tours, etc.	to enrich higher achievers' learning effectiveness and enhance their national identity through experiential learning	30	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Choi HY	20,000.00
	Leadership training, courses, and other activities related to the Constitution, Basic Law, and National Security Law."	to enhance students' national identity and the awareness of being a law-abiding person to equip students with the knowledge about CL, BL and NSL	30	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Choi HY	1,250.00
STEAM	Study Tour	Enable gifted students to acquire further knowledge of STEAM	10	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Ip CM	20,000.00
MUSIC	Music competitions	To enhance students' self-confidence through singing in the public	30	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Chan HT	2,500.00
VISUAL ARTS	Competitions, Prizes and souvenirs	To enrich student's other learning experience in learning Visual Arts	20	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Lui PC	4,000.00
Academic Committee	Gifted education (Academic)	To provide learning opportunities for students to join various enhancement programmes	10	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Yu KF	10,000.00
Life-wide Learning Committee	Clubs and Societies subsidy	To provide learning opportunities for students	10	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Lui PC	60,000.00
Religious Education Committee	Salesian Students Leadership training workshops	To develop students' leadership skills and team spirit	30	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Cheung KW	1,500.00
Student Formation Committee	Leadership Training Workshop for student leaders and subsidies for external activities	To develop students' leadership skills and team spirit	60	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Wong KW	15,000.00
Student Formation Committee	Gifted Education Programme	To support students to join external enhancement programmes	10	Sep 2025 - Aug 2026	Certificates / Students' Reflection form	Wong KW	10,000.00

Total: 157,435.00

Annual Programme Proposal for Diversity Learning Grant (Other Languages)

For the 2025/2026 School Year

Name of activity	Objective(s)	Name of programme (course and provider)	Duration of the programme/course	Target students	Estimated no. of students involved in each school year	Teacher in-charge
Other languages lessons (Japanese/ Korean)	<ol style="list-style-type: none">1. Providing learning opportunities for students to learn other languages2. Developing students' interest and capabilities in learning other languages	Japanese, Korean (Academy of The Baptist Convention of Hong Kong)	3 years	S4-6 students who are going to take HKDSE examinations on the languages	14	Ms. Tse KY

School-based After-school Learning and Support Programmes 2025-2026 s.y.
School-based Grant - Programme Plan

Name of School: Tak Nga Secondary School

Staff-in-charge: Lui Pui Chu

Contact Telephone No.: 2380 3788

A. The estimated number of students (count by heads) benefitted under this Programme is 180 (including A.25 CSSA recipients, B.110 SFAS full-grant recipients and C.45 under school's discretionary quota).

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

Panel/ Committee/ Unit	Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	# Estimated no. of participating eligible students			Estimated expenditure (\$)	Name of partner/service provide (if applicable)	
						A	B	C			
Chinese Language	資助學生參加課後支援 班 / 語文學習班 (如：暑 期文憑試提升課程)	To enhance students' reading and writing skills	Learning effectiveness	questionnaire	Aug 2026	4	8	4	35000		
English Language	Subsidies for S5 & S6 students joining afterschool remedial & enhancement classes	To help boost students' English results	Students' engagement and motivation to learn English	Submission and quality of homework of the after-school classes	Sep 2025- May 2026	2	7	3	5000		
Physics	Subsidies for after-school tutorial classes	To help students face the HKDSE	Learning effectiveness	Teacher's observation	Sep 2025- May 2026	2	7	3	2000		
THS	Study Tour	To broaden students' horizons	100% attendance rate	Teacher's observation	Jun 2026	2	4	2	20325		
AC	Tutor salary for S1-S3 summer homework guidance classes	To help S1-S3 admitted students consolidate their learning	Learning effectiveness	Teacher's observation	July 2026	4	20	8	4000		
AC	Tutor salary for Pre-S1 remedial classes	To help S1 students adapt to secondary school life	Learning effectiveness	Teacher's observation	Aug 2026	2	10	4	5000		
REC	Zhuhai & Macau Study Tour	To enhance students' sense of national identity	Learning effectiveness	questionnaire	Dec 2025	1	2	1	3150		
LWLC	Clubs and Societies subsidy	To provide other learning experiences for students	Learning effectiveness	Teacher's observation	Sep 2025- Aug 2026	8	52	20	80000		
Total									<u>154475</u>		
	Total no. of activities: 8	@ No. of man-times						25	110	45	
		** Total no. of man-times						180			

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

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

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

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

Student Activities Support Grant 2025-2026
Programme Plan

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Teacher responsible	Person-times ¹ of student beneficiaries	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them										
1	Athletic Club	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	10	\$7,000			✓		
2	Badminton Club	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	20	\$11,000			✓		
3	Basketball Club	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	15	\$8,000			✓		
4	Dance Troupe	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	15	\$1,000			✓		
5	Rope Skipping Club	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	15	\$4,000			✓		
6	Summer Badminton Class	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	15	\$2,000			✓		
7	Summer Volleyball Class	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	15	\$8,000			✓		
8	Table Tennis Club	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	15	\$4,000			✓		
9	Volleyball Club	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	20	\$28,000			✓		
10	Yoga Club	clubs and societies, To provide learning opportunities for students	Lui Pui Chu	10	\$7,000			✓		
		Estimated Expenses for Category 1			\$80,000					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions										
11	Study Tour	Cultural Study	Lui Pui Chu	15	\$20,325	✓				✓
12	Zhuhai and Macau Study Tour	To enhance students' sense of national identity	Lui Pui Chu	15	\$3,150	✓	✓			
		Total:	180	\$103,475						

Tak Nga Secondary School
Plans on the Use of the Capacity Enhancement Grant 2025-2026

Subject Panels: **Science (Integrated Science, Chemistry and Biology)**

No. of operating classes: **18+4+4 = 26**

Major concern 2 –To enhance students' resilience to meet challenges in learning and in social interaction						
Strategies	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
<p>To employ 2 Science Assistant teachers to create space for teachers to</p> <ul style="list-style-type: none"> - engage in collaborative lesson planning - engage in professional development activities in study skills - design and implement different modes of assessment - design and implement teaching materials and strategies for upcoming updated science curriculum - organizing science activities 	<ol style="list-style-type: none"> 1. Lesson preparation time can be saved as teachers will have more time for collaboration and easier access to relevant teaching resources 2. With the support from an assistant teachers, more science activities can be organized and more science-related learning opportunities can be provided for students 	From 1 st September 2025 to 31 st August 2026	Salary of the assistant teachers (\$27,425 × 1.05 × 12) × 2 = \$691,110.0 (MPF inclusive)	<ul style="list-style-type: none"> - More time for teachers to collaborate in professional dialogue (unstructured professional development activities) - Students are provided with more learning opportunities (outside classrooms) 	<ul style="list-style-type: none"> - Feedback from panel members on the usefulness and availability of the resources provided - Number of science activities provided for students. 	Mr Chan Kong Chuen (Integrated Science Panel Head), Mr Lee Sai Leung (Chemistry Panel Head), Ms Tsui Lok Mui (Biology Panel Head)

Total Resources required: HK\$691,110.00

TAK NGA SECONDARY SCHOOL
Plan on the Use of the Promotion of Reading Grant
2025-2026 School Year

The major objectives for the promotion of reading: creating a reading culture and encouraging students to read extensively.

	Item*	Estimated Expenses
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books Including books and subsidizing students for participating in activities and competitions related to promoting reading, e.g. Speech Festival, World Book Day, and PTH activities, etc. <input type="checkbox"/> e-books	\$11,000
2.	Reading Activities	
	<input checked="" type="checkbox"/> e-Read Scheme	\$8,536
	<input checked="" type="checkbox"/> Subscribing newspapers and magazines	\$12,000
	<input checked="" type="checkbox"/> Activities organized by the reading promotion committee and school library, including author talk, whole-school reading activities, reading-related workshops etc.	\$29,100
	<input checked="" type="checkbox"/> Book vouchers and prizes for encouraging students to take part in reading-related competitions, e.g. Mathematics reading report competition, subject-based competitions, English Speaking Days, activities for librarians, Top Readers Scheme, etc.	\$16,864
Total:		\$77,500

Budget: HK\$77,500

The Grant can be used for:

1. Procuring reading resources, including both printed books and e-books/subscriptions to web-based reading schemes

2. Organising learning activities related to the promotion of reading

Subject/Committee	Description of items	Objectives	Amount (HK\$)	Amount (HK\$)
<u>Students' reference</u>				
<u>Committees</u>				
Academic	Project learning: Students reference books	Facilitate students' self-learning	\$500	
REC	Set books for reading programmes	Evangelization	\$8,000	
<u>Subject Panels</u>				
Chinese Language	Library books	Facilitate students' self-learning	\$500	
Economics	Reading materials for students	To facilitate learning and teaching	\$500	
CES	Library books	Facilitate students' self-learning	\$500	
Mathematics	External competitions past paper	To enhance students' problem solving skills	\$1,000	
	Sub-total			\$11,000
Library	DSE past papers & solutions, etc.	To facilitate learning of senior form students.	\$3,000	
Library	Students' books for loan	To provide students with updated reading resources.	\$4,000	
	Sub-total			\$7,000
	Total of students' reference			\$18,000
<u>Reading activities</u>				
<u>Committees</u>				
Academic	Book vouchers for LAC and Study Skills	To encourage students to take part in the LAC speaking days	\$3,000	
Pastoral Care	Book vouchers for a reading scheme	To encourage students actively participate in the reading programme	\$500	\$3,500
Reading Promotion Committee	Activities to promote reading	To arouse students' interest in reading.		\$15,000
<u>Subject Panels</u>				
Chinese Language	Book vouchers of subject activities	To encourage students to join activities	\$2,000	
CSD	Book vouchers of subject activities (e.g. Basic Law Chess Board Competition)	To encourage students' participation in subject related activities	\$1,000	
English Language	Book vouchers for English subject activities	To encourage students to take part in activities	\$3,000	
English Language	Activities for World Book Day	To encourage students to take part in reading activities	\$1,000	
STEAM	Book Vouchers	To promote readings	\$600	
Visual Arts	Book vouchers	To award students actively participate in related activities	\$500	
PTH	Book vouchers	Encourage students to participate in activities	\$2,500	\$10,600
<u>Library</u>				
Library	e-Book subscriptions, e.g. Raz-kids	To arouse students' interest in reading.	\$8,536	
Library	Periodicals, e.g. News bites magazines	To provide students magazine resources.	\$12,000	
Reading Promotion Committee and Library	Reading activities, e.g. author talk, book vouchers, reading award schemes etc.	To arouse students' interest in reading.	\$9,864	\$30,400
	Total of reading activities			\$59,500
	Total			\$77,500

**「學習支援津貼」財政預算
(供學校策劃支援工作用)**

學校：德雅中學

2025/2026 學年

收入：

項目	金額 (\$)	備註
截至上學年年終（即8月31日）可保留的累積盈餘 (a)	164,232	
2025/26 學年的第一期撥款 (b)	187,410	上一學年8月獲發的「學習支援津貼」（即經扣減轉換教席後的金額，如適用）的70%。
2025/26 學年的第二期撥款 (c)	400,638	以學校於11月30日或以前呈報並經教育局審視需要第二層及第三層支援的有關學生人數而計算出「學習支援津貼」總額（即經扣減轉換教席後的金額，如適用），並扣減第一期學習支援津貼撥款後的餘款；教育局於翌年2月通知學校有關金額，並於3月發放撥款。
總收入 (d) = (a)+(b)+(c)	752,279.8	

支出：

項目	金額 (\$)	備註
1. #增聘全職教師 ____名和／或兼職教師 ____名	0	
2. #增聘全職教學助理1名和／或兼職教學助理1名	500,000	「學習支援津貼」必須運用於支援有特殊教育需要和成績稍遜（小學適用）學生的措施上，有關詳情請參閱教育局通告第6/2019號附錄二。
3. 外購專業服務	120,000	
4. 購置學習資源		
5. 安排學習／共融文化活動、校本教師培訓及家校合作支援活動	50,000	
總支出 (e)	670,000.0	

收支：

項目	金額 (\$)	備註
預計本學年年終累積津貼餘款 (f) = (d)-(e)	82,280	「學習支援津貼」是一項經常性的現金津貼，撥款金額是按照學校每年有特殊教育需要的學生數目及成績稍遜學生（小學適用）的人數，以及學生所需的支援層級的個別津貼額計算。因此，學校有責任充分運用每年獲發放的學習支援津貼，照顧該學年學生的需要[即學校制定「學習支援津貼」財政預算時，應盡量避免(f)欄仍有餘額]。學校應參考《全校參與模式融合教育運作指南》第九章有關「資源運用」的內容，擬訂有效運用「學習支援津貼」的計劃。有關學習支援津貼的詳情，請參閱教育局通告第6/2019號。
餘款佔本年度應得撥款的百分比(%) (g) = (f) / [(b)+(c)] x100%	14.0%	

[#]以人數計算，請填寫整數

特殊教育需要統籌主任姓名：	Tam Ka Ying Esther
助理校長（學生支援）	Chan Sin Yu
填寫日期：	4/9/2025

Enhanced Additional Funding – Support for Non-Chinese Speaking Students

(四) 款項的運用⁵

17. 按照2025年9月點算非華語學生人數的結果，本校在2025/26學年可獲額外撥款(A)

883,874 元，在2024/25學年完結時，額外撥款的累積餘額為(B) 780,710.04

元(如適用)。本校2025/26學年額外撥款的運用計劃如下：(可選多於一項)

項目	全年預算開支
<input checked="" type="checkbox"/> 聘請中文科 / 其他科 (請說明： _____) 全職 教師 1 名 ⁶ ，及全職教學助理 1.5 名 ⁶ 。他們負責的有關教擔 / 工作與校內一般全職教職員的教擔 / 工作相若。 由上述增聘教師 / 擔任原任中文科教師及 / 或聘請教學助理負責以下相關工作： <input checked="" type="checkbox"/> 按第8項資料所示，教師 教授非華語學生中文的額外教學工作， 每週 / 循環週共 17 節 <input type="checkbox"/> 按第8項資料所示，教學助理 協助 / 支援非華語學生學習中文， 每週 / 循環週共 0 節 <input checked="" type="checkbox"/> 發展校本課程 / 教材 (包括電子教材)，共 6 單元 (涵蓋的年級：中一,中二,中三,中五,中六)， 每週 / 循環週共 2 節 <input checked="" type="checkbox"/> 共同備課 (年級：中五、中六)， 每週 / 循環週共 0.3 節 <input checked="" type="checkbox"/> 建構共融校園 <input checked="" type="checkbox"/> 安排共融活動，每週 / 循環週 0.5 節 <input checked="" type="checkbox"/> 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料， 每週 / 循環週 0.2 節 <input checked="" type="checkbox"/> 其他相關工作 (請說明)： 非華語學生行政工作、與非華語學生家長聯絡、設計校本學習材料、 支援任教非華語生班別的老師、評估非華語生學習進度等	教師薪金總計： 555,180 元 ⁷ 教學助理薪金 總計： 327,075 元 ⁷
5	根據教育局通告第8/2014號附件二及教育局通告第8/2020號第5段，有關撥款只適用於支援非華語學生學習中文及建構共融校園。學校運用額外撥款的一般指引，可參考教育局通告第8/2020號附件一。
6	教職員的人數以職位計算，負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。如同一職位先後由不同的人員任職，亦應以1名全職人員計算。如該職位或職位的工作量並非全職，可按比例填報，例如：全職教師0.5名 / 教學助理1.5名。開支以年薪計算。
7	學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校的其他資源支付，請在第18項補充其他相關資料。

項目	全年預算開支						
<input checked="" type="checkbox"/> 聘請全職不同種族的助理 0.5 名 ⁶ ，主要負責以下工作： <input type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等 <input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作，每週/循環週 0 節 <input checked="" type="checkbox"/> 協助教師安排共融活動 <input checked="" type="checkbox"/> 其他（請說明）： <u>協助支援初中非華語學生適應校園生活</u>	不同種族的助理薪金總計： <u>98,560.35</u> 元 ⁷						
<input checked="" type="checkbox"/> 僱用專業服務以支援課後中文學習： <input checked="" type="checkbox"/> 舉辦課後中文學習班（請簡述服務內容）： <u>_____</u> <input type="checkbox"/> <u>_____</u>	<u>20,000</u> 元						
<input checked="" type="checkbox"/> 購買 / 發展教學資源（請簡述相關資源及其用途）： <table> <thead> <tr> <th>資源</th> <th>用途</th> <th>預算開支(元)</th> </tr> </thead> <tbody> <tr> <td>中文書本、補充練習、圖書</td> <td>讓學生課堂學習中文之用</td> <td><u>3,000</u></td> </tr> </tbody> </table>	資源	用途	預算開支(元)	中文書本、補充練習、圖書	讓學生課堂學習中文之用	<u>3,000</u>	
資源	用途	預算開支(元)					
中文書本、補充練習、圖書	讓學生課堂學習中文之用	<u>3,000</u>					

項目	全年預算開支									
<input checked="" type="checkbox"/> 建立文化共融的學習環境： <input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）：	元									
<input type="checkbox"/> 僱用專業服務（請簡述服務內容）：	元									
<input checked="" type="checkbox"/> 舉辦推廣共融校園／提高多元文化及宗教敏感度相關的活動 <u>2</u> 項 (請提供各項活動的名稱、主要內容及預算開支)：	75,000 元									
<table border="1"> <thead> <tr> <th>活動名稱</th><th>內容</th><th>預算開支(元)</th></tr> </thead> <tbody> <tr> <td>文化共融體驗活動</td><td>透過舉辦文化共融體驗活動，如工作坊、參觀等，讓本地同學加深了解各種族文化</td><td>60000</td></tr> <tr> <td>中華文化體驗活動</td><td>透過舉辦中國傳統文化活動，如：節日飾品製作，促進文化交流</td><td>15000</td></tr> </tbody> </table>	活動名稱	內容	預算開支(元)	文化共融體驗活動	透過舉辦文化共融體驗活動，如工作坊、參觀等，讓本地同學加深了解各種族文化	60000	中華文化體驗活動	透過舉辦中國傳統文化活動，如：節日飾品製作，促進文化交流	15000	
活動名稱	內容	預算開支(元)								
文化共融體驗活動	透過舉辦文化共融體驗活動，如工作坊、參觀等，讓本地同學加深了解各種族文化	60000								
中華文化體驗活動	透過舉辦中國傳統文化活動，如：節日飾品製作，促進文化交流	15000								
<input type="checkbox"/> 其他相關開支（請說明）：	元									
全年預算總開支 =	1,078,815.35 元 (C)									
2025/26學年的預算結餘 [(A) + (B) - (C)] =	585,768.69 元 (D) ⁸									
2025/26學年的預算結餘佔本學年額外撥款的百分比 [(D) ÷ (A) × 100%] =	66.27 %									

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

Tak Nga Secondary School

Plan on the School-Based Support Scheme Grant for Schools with Intake of Newly-Arrived Children (NAC) (2025-2026)

Requirement	Categories	Areas	Items / Activities (Date / Period of Implementation)	No. of Beneficiaries {Form(s) / Class(es)}	Estimated Expenses (HK\$)
no less than 50% of the total amount of the SBSS Grant	a(i)	helping children newly arrived from the Mainland in learning English;	Hiring staff outside - conduct tutorials in support of students' English language learning	S1 student x 1 S2 students x 2 S4 students x 2 S5 students x 1	10,000.00
		helping NCS children and returnee children in learning Chinese and/or English.			
no less than 30% of the total amount of the SBSS Grant	(b)	helping children newly arrived from the Mainland, NCS children newly joining the local education system or returnee children, on personal development and social adaptation.	Supporting students to participate in various competitions and workshops for personal development and social adaptation	S1 student x 1 S2 students x 2 S4 students x 2 S5 students x 1	6,000.00
				Estimated Total Expenditure (HK\$)	16,000.00
				Grant	22,088.00
				Carryforward	8,322.00

德雅中學
推廣中華文化體驗活動一筆過津貼* 周年計畫 (2025-2026)

範疇	計畫活動 / 項目	預期受惠學生人數(年級 / 班別)	預算支出 (\$)
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	1. 「青年藝遊故宮計劃」導賞員訓練 & 故宮導賞	Pre- S.1/S.1 (130學生), S.3-S.5 (16學生)	HK\$5,000
	2. 中華文化週 (e.g. 華服日/中華小吃/中華遊戲中華藝坊之文化傳承)	S.1-6 (約300學生)	HKD\$30000
	3. 少林武學體育課	S.5 (約110學生)	HKD\$6000
	4. 「飛鵬木偶團」演出暨示範講座	S.4 (約120學生)	HKD\$4000
	5. 「中華非遺手工課」	S.1 -6 (約600學生)	HKD\$5000
	6. 「AI中醫工作坊」	S.1 -6 (約600學生)	HKD\$5000
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	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	S.1 -6 (約600學生)	HKD\$20000
iii. 舉辦或資助學生參加本地文化考察或參觀活動	資助學生參加本地文化考察或參觀活動	S.1 -6 (約600學生)	HKD\$20000
	1. 參觀香港抗戰及海防博物館	S.3及S.5(約240學生)	HKD\$6400
iv. 發展有關中華文化的課程	添置中華文化新書	S.1 -6 (約600學生)	HKD\$20000
v. 採購及發展中華文化學與教資源	「中華文化沉浸式體驗」，利用元宇宙 (AR/VR/MR)和AI等高端科技，以全新的角度去體驗中國傳統文化和當代科技發展	S.1 -6 (約600學生)	HKD\$40000

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	參加不同機構舉辦的內地交流團，學習中華文化。	全校各級師生（約600學生）	HKD\$15000
vii.	其他（請註明）：	國旗購買及升旗隊製服務	全校及升旗隊	HKD\$8000
	預算總支出			HK\$224,400

* <https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24065C.pdf>

Tak Nga Secondary School

Plan on the Use of One-off Grant* for Promotion of Sports Ambience and MVPA60 in Schools (2025-2026)

	Areas	Items / Activities	No. of Beneficiaries (Form / Class)	Proposed Expenses (\$)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	To purchase a one-year Robocoach AI Exercise Mobile and Data Management System for students	240 (S2-S3)	19000
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	To organize Inter-house/Inter-class Sports competitions.	120 (S1)	3000
		Organize a visit of an international competition with the students to expand their knowledge, understanding and experiences in Sports	40 (S4)	1500
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas#	Subsidize students to join an offshore programme	6 (S3-S5)	6000
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	Organize S6 Student-Teacher Dodgeball Competition to encourage teachers to do exercises with students	102 (S6)	1000

		Organize a parent-child Yoga workshop with the PTA.	10 (S1-S5)	1500
		Encourage Parents to form a parent-child team and join the TNSS relay in the Sports Day	10 (S1-S5)	500
	To purchase or upgrade PE/sports equipment in the school	To purchase badminton posts for PE panel and other equipment to promote sports among students	701 (S1-S6)	2000
v.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	To develop and implement an MVPA60 Award Scheme to record students' exercise habits and recognize students who have met the requirements under the Scheme	200(S1-S2)	500
vi.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	Hire the coach of a new sports to promote MVPA60 to students	611 (S1-S5)	15000
vii.	Others (Please specify):			
			Estimated Total Expenditure	50000

* The total amount for the "One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools" is \$150,000, and the total expenditure must not exceed the \$150,000. Deadline: 31 August 2027.

<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24073E.pdf>

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

Tak Nga Secondary School

Plan on the Use of One-off Grant* for Promotion of Self-directed Language Learning (English Language) (2025-2026)

	Areas	Items / Activities (Date / Period of Implementation)	No. of Beneficiaries {Form(s) / Class(es)}	Estimated Expenses
i.	Procuring and/or subscribing to learning resources			
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	Hiring tutors outside the permanent staff establishment to conduct tutorials in support of students' English language learning	S3-5 students (50 approx)	\$6,000
iii.	Purchasing services related to learning and teaching	Provision of English learning activities beyond classroom	S1-5 students (500)	\$120,000
iv.	Others (Please specify):			
Estimated Total Expenditure				\$126,000

德雅中學
推廣自主語文學習 (普通話) 一筆過津貼* 周年報告(2025-2026)

範疇	實際推行活動 / 項目	實際受惠學生人數 (年級 / 班別)	實際開支金額 (HK\$)
i. 採購和/或訂閱學習資源			
ii. 聘請不屬編制內的普通話導師或非教學支援人員	聘請合約教學及活動助理，協助各類普通話活動	全校學生	HK\$60,000
iii. 購買學與教相關的服務			
iv. 其他 (請註明) :	1、普通話活動獎品 2、資助3-5位學生參與校外普通話課程 3、資助3-5位學生參與國家語委普通話測試		5000 20000 7000
		總開支金額 (HK\$)	92000
		津貼餘款 (HK\$)	108000

德雅中學
一筆過家長教育津貼*計劃(2025-2026)

	範疇	計畫活動 / 項目	預算支出
i.	有系統或主題式的家長教育課程 · 服務由機構提供的總額： · 服務由個別講者或專家提供的總額：	家長教育講座	\$10,000.00
		家長教育工作坊	\$20,000.00
		家長日攤位活動	\$15,000.00
		焦點家長小組	\$10,000.00
ii.	設計及製作校本家長教育資源		
iii.	舉辦與正向家長運動有關的校本家長教育推廣活動		\$20,000.00
iv.	其他 (請註明) :	家長教育相關書籍	\$20,000.00
預算總支出			\$95,000.00

* <https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24048C.pdf>

20 萬元的一筆過家長教育津貼 學校可在課程架構 (中學) 推出後至 **2026/27**
學年完結前運用本津貼，以舉辦有系統的家長教育課程，