



# Christian Alliance S.C. Chan Memorial College

## Annual School Plan 2025-2026

<b>School Motto</b>	The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding. (Proverbs 9:10)
<b>School Mission</b>	<p>The school, basing its teaching on the Bible, provides quality Christian education with emphasis on whole-person development including the moral, intellectual, physical, social, aesthetic and spiritual growth of students.</p> <p>It aims to instill in students a correct attitude to life, to help them cultivate a positive mind, and to master life skills.</p> <p>It also endeavors to enhance their critical and analytical thinking skills and academic knowledge, and foster students to become good citizens and outstanding members of the community, the nation and the world.</p>

## School Educational goals

	Our students should learn to...
Moral Education	<ol style="list-style-type: none"> <li>1. exercise self-respect and self-discipline, obey law and be polite;</li> <li>2. be generous and forgiving;</li> <li>3. develop a sense of responsibility and a conscientious attitude to work;</li> <li>4. love and be eager to help other people;</li> <li>5. be righteous, unbiased and incorruptible;</li> <li>6. treasure natural resources and conserve the environment.</li> </ol>
Intellectual Education	<ol style="list-style-type: none"> <li>1. think independently and distinguish right from wrong;</li> <li>2. develop their potential and creativity;</li> <li>3. express their thoughts and communicate in bi-literate and tri-lingual (in written Chinese and English, and spoken English, Cantonese and Putonghua);</li> <li>4. calculate with numbers and apply information technology;</li> <li>5. master the skills to collect, analyses, synthesize, and evaluate data and infer logically;</li> <li>6. be hard-working and aggressive, objective and open-minded, and actively learn new knowledge and skills.</li> </ol>
Physical Education	<ol style="list-style-type: none"> <li>1. develop good physical fitness and a healthy lifestyle;</li> <li>2. master the basic skills of common sports;</li> <li>3. challenge oneself and cultivate a firm mind and the perseverance to achieve;</li> <li>4. cultivate team spirit and an attitude of fairness in competition.</li> </ol>
Social Education	<ol style="list-style-type: none"> <li>1. build up a healthy, harmonious relationship with others in social life, be filial to elders in the family and relatives, love siblings, be friendly to schoolmates, respect the elderly and be amiable to neighbours;</li> <li>2. care about the community and the world, and develop a sense of belonging to one's own group, country and race;</li> <li>3. be competent, and to develop the spirit of serving others;</li> <li>4. respect and care for others, and help the needy;</li> <li>5. be public-spirited, and make contribution to the community and the country;</li> <li>6. understand the concepts of democracy, liberty, equality, human rights and the rule of law.</li> </ol>
Aesthetic Education	<ol style="list-style-type: none"> <li>1. appreciate music, art, literature, dance, drama and visual art;</li> <li>2. communicate thoughts and feelings through different kinds of artistic expressions;</li> <li>3. explore and develop creativity and imagination;</li> <li>4. cultivate sensibility, and enrich the quality of life.</li> </ol>
Spiritual Education	<ol style="list-style-type: none"> <li>1. know about and build up a Christian view of ethics and values;</li> <li>2. cultivate purity in thoughts and a healthy mind and spirit;</li> <li>3. express feelings appropriately and control one's emotions;</li> <li>4. handle in a positive way stress and difficulties in life.</li> </ol>

## **Major Concerns**

### **1. Empowering students to embrace learning**

擁抱學習 自主自信

### **2. Empowering students to embrace their holistic well-being**

擁抱生命 全人健康

## Major Concern 1: Empowering students to embrace learning

APASO = Assessment Program for Affective and Social Outcomes  
SHS = Stakeholder Survey  
KPM = Key Performance Measures

<i>Objectives</i>	<i>Strategies/Tasks</i>	<i>Expected Outcomes</i>	<i>Method of Evaluation</i>	<i>Time Scale</i>	<i>I/C</i>
<b>1.1</b> <b>To further enhance students' inquisitiveness and engagement in academic pursuits</b>	<b>A. Provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind and initiative</b> - Provide ample learning opportunities in lessons to nurture inquisitive and proactive learners - Implement a greater variety of student-centred Teaching Strategies (Games, Debates, Collaborative Tasks, Presentations) to enhance students' engagement in lessons - Further enhance peer learning and peer-teaching by creating more structured and meaningful opportunities for students to take active roles in the learning process — such as explaining complex concepts, analyzing peer work in greater depth, co-creating interactive learning tools, and leading subject-based revision activities and quizzes)	<b>SHS teachers</b> IV Q42, V Q47, Q52, Q53 VI Q54, 55 <b>SHS students</b> I Q1, Q4, Q5 II Q7, Q9, Q14 <b>SHS parents</b> I Q1, Q2, (More than 75% are neutral, agree, or strongly agree.)  <b>APASO</b> 4. Student: Generic Skills - 4.1 Learning (Self-initiative)  7. School: Learning and Teaching - 7.3 Learning Aims (Mastery) - 7.5 Learning Motivation (Intrinsic)  (at least over 90)  <b>KPM 12</b> (Over 3.5)	KPM SHS APASO Questionnaire after activities Reflection worksheets Teachers Observation Interviewing students Minutes from panels Lesson observation Students Assignment	Sept 2025 -Jun 2026	Panel Heads Academic Affairs Committee Subject Teachers
	<b>B. Employ experiential and holistic learning activities that facilitate the application of acquired knowledge to everyday life</b> - Organize and launch problem-based or theme-based learning activities and projects which are problem-based or theme-based to help students develop an integrated view approach of tackling contemporary problems in a complex and fast-changing world - Strengthen connections between course content and real-life contexts by guiding students to explore how subject knowledge applies to current events, local community issues, and everyday life situations, thereby enhancing relevance and student engagement.			Sept 2025 -Jun 2026	Panel Heads Subject Teachers
	<b>C. Help students take ownership of their learning by developing their metacognitive skills</b> - Encourage self-reflection: Provide regular opportunities for students to reflect on their learning			Sept 2025 -Jun 2026	Panel Heads Subject Teachers

	<p>process, identify their strengths and weaknesses, and set personalized learning goals</p> <ul style="list-style-type: none"> <li>- Deepen the teaching of metacognitive strategies by explicitly guiding students to plan, monitor, and evaluate their learning more independently, and by providing opportunities for them to apply and reflect on these strategies consistently across various subjects and learning contexts</li> </ul>				
	<p><b>D. Provide training on active learning to help teachers transform into effective enablers and activators of learning</b></p> <ul style="list-style-type: none"> <li>- Arrange Open Classroom Observation across different subjects to encourage professional demonstrations among colleagues</li> </ul>			Sept 2024 -Jun 2025	<p>Academic Affairs Committee</p> <p>School Advancement and Staff Development Committee</p>
<p><b>1.2 To enhance students' learning confidence by fostering assessment literacy</b></p>	<p><b>A. Sharpen students' skills in interpreting their academic results</b></p> <ul style="list-style-type: none"> <li>- Implement regular student self-assessment and reflection activities: Provide opportunities for students to self-assess their learning progress, identify strengths and areas for improvement, and set personal learning goals</li> <li>- Help students explore their aspirations and learn to set life goals during class teacher periods and student guidance days</li> <li>- Formulate strategies that better support students' learning based on data analytics with an evidence-based system</li> </ul>	<p><i>SHS teachers</i> IV Q45, Q46 VI Q56 <i>SHS students</i> I Q2, II Q8, Q15, <i>SHS parents</i> I Q3 (More than 75% are neutral, agree, or strongly agree.)</p> <p><i>APASO</i> 3. Student: Self-concept - 3.7 Self-concept (General School Study)  (at least over 90)</p>	<p>KPM SHS APASO Questionnaire after activities Reflection worksheets Teachers Observation Interviewing students Minutes from panels Lesson observation Students</p>	Sept 2025 -Jun 2026	<p>Panel Heads</p> <p>Academic Affairs Committee</p> <p>Subject Teachers</p>
	<p><b>B. Make special recognition to students who make improvements</b></p> <ul style="list-style-type: none"> <li>- Actively promote the message that "Effort Matters" across the curriculum</li> <li>- Implement a recognition scheme that acknowledges students' progress and effort in learning, not just their overall academic achievement.</li> </ul>			Sept 2025 -Jun 2026	<p>Panel Heads</p> <p>Academic Affairs Committee</p> <p>Subject Teachers</p>

	<b>C. Review assessment design to foster students' learning confidence</b> <ul style="list-style-type: none"> <li>- Encourage greater incorporation of formative assessments in different subjects: Use a variety of formative assessment techniques (e.g., quizzes, exit tickets, peer/self-evaluations) to give students frequent, low-stakes feedback on their learning.</li> <li>- Evaluate the alignment between assessment and teaching practices: Assess the degree to which the school's assessment methods are aligned with the intended learning objectives and teaching strategies.</li> </ul>		Assignment Focus group interview	Sept 2025 -Jun 2026	Panel Heads  Subject Teachers
	<b>D. Empower teachers to become effective users of assessment data</b> <ul style="list-style-type: none"> <li>- Provide professional development on assessment literacy: Offer training sessions and workshops to help teachers deepen their understanding of different assessment types, interpretation of assessment results, and effective data-driven instructional practices.</li> <li>- Encourage collaborative data review: Create opportunities for teachers to collaboratively review and discuss assessment data within and across grade levels or subject areas, facilitating the exchange of best practices and strategies.</li> </ul>			Sept 2025 -Jun 2026	Panel Heads  Academic Affairs Committee  Subject Teachers
<b>1.3 To cultivate a strong reading culture to promote lifelong learning beyond the classroom</b>	<b>A. Create a favorable reading environment and atmosphere</b> <ul style="list-style-type: none"> <li>- Optimize the Reading Periods:               <ol style="list-style-type: none"> <li>Provide high-quality articles on various subjects (strengthen reading across the Curriculum)</li> <li>Organize more book-sharing sessions (e.g. inviting teachers and students to introduce their book recommendations)</li> </ol> </li> <li>- Display Students' reading related work</li> <li>- Set up Book Crossing Corner</li> </ul>	<i>SHS teachers</i> VI Q59 <i>SHS students</i> II Q12 <i>SHS parents</i> I Q5 (More than 75% are neutral, agree, or strongly agree.)  <i>APASO</i> 9. School: Reading - 9.1 Reading (Non-assigned Materials)	KPM  SHS  APASO  Questionnaire after activities  Teachers Observation  Interviewing students  Minutes from	Sept 2025 -Jun 2026	Library  Panel Heads  Subject Teachers
	<b>B. Promote reading across the curriculum through different KLAS</b>			Sept 2025 -Jun 2026	Library  Panel Heads

	<ul style="list-style-type: none"> <li>- Promote online reading platforms of relevant subjects (e.g. apart from JoyRead Club &amp; HighLights Library, introduce students to Epic!, Nowbook Digital Library, Fireflies, and Chinese iLearner)</li> <li>- Refine Chinese and English reading programs (e.g. diversifying the tasks in English reading records and encouraging book sharing related to STEM and other learning areas)</li> <li>- Design learning tasks or assignments with enrichment readings in various subjects</li> <li>- Organize cross-curricular reading activities featuring different book genres, topics and themes</li> <li>- Hold Thematic Book Exhibitions (e.g. exhibitions of Visual Arts books accompanied by workshops, such as Galaxy Bottle, Pour Painting Bear and traditional Chinese art)</li> </ul>	<p>- 9.2 Reading (Keen on)</p> <p>(at least over 90)</p>	<p>panels</p> <p>Lesson observation</p> <p>Students Assignment</p>		Subject Teachers
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------	--------------------------------------------------------------------	--	------------------

## Major Concern 2: Empowering students to embrace their holistic well-being

APASO = Assessment Program for Affective and Social Outcomes  
SHS = Stakeholder Survey  
KPM = Key Performance Measures

<i>Objectives</i>	<i>Strategy/task</i>	<i>Expected Outcomes</i>	<i>Method of Evaluation</i>	<i>Time Scale</i>	<i>I/C</i>
<b>Embrace My Mind</b> <i>(Psychological Well-being)</i>  <b>2.1 Students should develop a strong sense of purpose and meaning in their lives. They have to learn effective strategies to manage stress and regulate their emotions, cultivating a growth mindset.</b>	<b>A. Build Students' Self-confidence and Self-awareness through class activities such as self-reflective exercises, goal-setting, etc.</b> <ul style="list-style-type: none"> <li>- Finetune the enrichment periods to include more relaxing and rejuvenating activities, such as drawing, singing, dancing, meditation, or allowing time for students to unwind and recharge.</li> <li>- Relaxing Practice/Activities held in morning assembly or class teacher period</li> <li>- Relaxing Wednesday - have the English room available during lunch where students can spend their time to simply relax and turn their brains off for a moment.</li> </ul>	<b>SHS teachers</b> VI Q56, 61, VII 63 <b>SHS students</b> I Q6, II Q7, Q8, Q11, Q13 III Q17, Q21 IV Q26 <b>SHS parents</b> I Q3, Q6, II Q8, Q10 (More than 75% are neutral, agree, or strongly agree.) <b>APASO</b> 1.1 Positive Affect 1.2 No Negative Affect 1.8 Satisfaction (Family and Friends) 1.9 Satisfaction (School) 1.10 Meaning in Life 3.2 Self-concept (Physical Appearance) 3.3 Self-concept (Emotional Stability) 4.3 Learning (Self-planning) 4.4 Learning (Clear goal) 5.1 Honesty (Act of Honesty) 5.4 Morality (No Stealing) (at least over 90)	SHS  APASO  Teachers' observation  Focus group interview	Sept 2025 -Jun 2026	Class teachers  Student Discipline Committee  Student Guidance Committee  Board of Student Affairs  Board of Academic Affairs
	<b>B. Strengthen Students' Stress Management Capabilities by promoting access to diverse learning opportunities and practical experiences</b> <ul style="list-style-type: none"> <li>- Optimize the "Grateful Thursday" activities to include more stress-relieving elements.</li> <li>- Promote a growth mindset. Encourage students to embrace challenges, view failures as opportunities for growth, and learn strategies to maintain a positive, resilient outlook.</li> <li>- Create more opportunities for students to share and practice the concept of "Learning to Smile"</li> </ul>			Sept 2025 -Jun 2026	Student Guidance Committee  Class teachers  ECA Teachers
	<b>C. Optimize the School Environment to Support Students' Stress Management</b> <ul style="list-style-type: none"> <li>- Examine Homework and Assessment Workloads. Conduct regular reviews of the quantity and difficulty level of homework assignments, tests, and exams.</li> </ul>			Sept 2025 -Jun 2026	Board of Student Affairs  Board of Academic Affairs  Panel Heads  Subject teachers



<p><i>Embrace My Growth (Personal Well-being)</i></p> <p><b>2.2 Students demonstrate effective skills in managing a healthy lifestyle in terms of self-management, physical health, and aesthetic development. They actively participate in physical and aesthetic activities and appreciate sports and the arts.</b></p>	<p><b>A. Sharpen Students' Self-management Skills</b></p> <ul style="list-style-type: none"> <li>- Promote the concepts and techniques of time management, a balanced diet, and sufficient sleep through various activities and experiences.</li> <li>- Introduce the Pomodoro Method when studying: 25 minutes of concentration followed by a 5-minute break. After completing four cycles, take a longer break</li> </ul>	<p><i>SHS teachers</i> IV Q40, Q42 VI Q62 <i>SHS students</i> II Q16 III Q17, Q22 <i>SHS parents</i> II Q7, Q11 III Q16 (More than 75% are neutral, agree, or strongly agree.)</p> <p><b>APASO</b> 1.7 Satisfaction (Own Body) 2.2 Self-reported Health Status 2.5 Sleeping Hours 3.6 Self-concept (Physical Activities) (at least over 90)</p> <p><b>KPM</b> KPM13 Stakeholders' perception of Support for Student Development KPM21 Percentage of students participating in territory-wide inter-school competitions KPM22 Percentage of students participating in uniformed groups / community services KMP24 Percentage of students within the acceptable weight range KMP25 Physical fitness performance (increase or keep at a high percentage, eg. 80%)</p>	<p>SHS</p> <p>APASO</p> <p>KPM</p> <p>The number of awards or participation in different campaigns.</p> <p>Minutes of different committees</p> <p>Feedback of students (questionnaires)</p>	<p>Sept 2025 -Jun 2026</p> <p>Sept 2025 -Jun 2026</p> <p>Sept 2024 -Jun 2025</p>	<p>Class teachers Student Guidance Committee Student Discipline Committee Career Guidance Committee Board of Academic Affairs</p> <p>Board of Student Affairs Extra-curricular Activities Committee Music, PE, VA Panel Heads Board of Academic Affairs Student Discipline Committee</p> <p>Board of Student Affairs Career Guidance Committee Extra-curricular Activities Committee Board of Academic Affairs</p>
	<p><b>B. Promote Inclusive Participation in Physical and Aesthetic Activities</b></p> <ul style="list-style-type: none"> <li>- Implement a school-wide program that all students have the opportunity to pursue at least one extracurricular interest, such as joining the choir, orchestra, or other performing arts groups, or participating in various sports teams.</li> <li>- Provide platforms for students to showcase their creative talents, such as the SCC stage, art galleries, fashion shows, etc.</li> <li>- Optimize the Student Award Scheme to recognize a broader range of talents and achievements</li> <li>- Increase the frequency of Active Fridays and organize activities like morning runs for F.1 students and Castle Peak Walk for F.6 students to encourage broader participation and promote a healthier school life.</li> <li>- An Open Day will be held during the 45th anniversary celebration – an event where students will showcase their talents and take on various leadership roles, such as managing game booths and leading teams</li> </ul>				
	<p><b>C. Widen Horizons through External Engagements.</b></p> <ul style="list-style-type: none"> <li>- Encourage and support students to participate in various external competitions and events to widen their horizons and exposure to diverse experiences.</li> <li>- Motivate students to strive for excellence and become the elite in their chosen fields</li> </ul>				

<p><i>Embrace My Community (Social Well-being)</i></p> <p><b>2.3 Students demonstrate strong interpersonal skills and can practice proper values and attitudes as SCCers and good members of society.</b></p>	<p><b>A. Foster Leadership and Collaboration through School-based Activities</b></p> <ul style="list-style-type: none"> <li>- Organize and optimize inter-class activities that nurture leadership skills and a cooperative mindset, such as inter-class hymn-sing competitions and cleanliness competitions.</li> </ul>	<p><i>SHS teachers</i> VII Q64, 65 VIII Q69, 73 <i>SHS students</i> III Q19, Q20 IV Q23, Q24, Q25, Q28 <i>SHS parents</i> III Q13, Q14, Q15 IV Q19, Q25 (More than 75% are neutral, agree, or strongly agree.)</p> <p><i>APASO</i> 1.11 Social Behaviour (Number of Close Friends) 3.4 Self-concept (Relationship with Opposite Sex) 3.5 Self-concept (Relationship with Same Sex) 4.10 Leadership 5.5 Volunteering Work Frequency 6.2 School Atmosphere (Belongingness) 15.2 Respect People of Different Cultural Backgrounds (at least over 90)</p> <p>13.1 National Identity (Responsibility, Obligations) 13.2 National Identity (Proud, Love) 13.3 National Identify (National Flag, Anthem) 13.4 National Identity (Achievements) (at least over 100)</p> <p><i>KPM</i> KPM14 Stakeholders' Perception of School Climate (increase or keep at a high percentage, eg. 80%)</p>	<p>SHS</p> <p>APASO</p> <p>KPM</p> <p>Teachers' observation</p>	<p>Sept 2025 -Jun 2026</p>	<p>Board of Student Affairs</p> <p>Board of Academic Affairs</p> <p>Home School Cooperation Committee</p> <p>Student Union</p>
	<p><b>B. Promote Voluntary Service and Community Engagement</b></p> <ul style="list-style-type: none"> <li>- Provide opportunities for students to engage in voluntary community service, such as flag selling, charity programs, etc.</li> <li>- Encourage students to participate in external programs that cultivate their civic and cultural awareness, such as Basic Law Student Ambassadors, Basic Law Quiz Competition, Basic Law Speech Competition, Fire &amp; Ambulance Services Teens Connects, etc.</li> </ul>			<p>Sept 2025 -Jun 2026</p>	<p>Civic and National Education Committee</p> <p>Board of Student Affairs</p>
	<p><b>C. Build a positive school culture through Family and Church Engagement</b></p> <ul style="list-style-type: none"> <li>- Encourage students to join the living camps and gospel camps organized by Yau Oi Church to foster their self-discovery and interpersonal relationships.</li> <li>- Empower the role of the vice-chairperson of each class association to lead cell groups that bring classmates together and closer to God.</li> </ul>			<p>Sept 2025 -Jun 2026</p>	<p>Religious Education Committee</p> <p>Parent-teacher Association</p> <p>Class teachers</p>

**Attachments:**

- p.12 Plan on the use of Capacity Enhancement Grant
- p.13 Plan on the use of Teacher Relief Grant
- p.14 Plan on the use of the Promotion of Reading Grant
- p.15 Plan on the use of Learning Support Grant
- p.16-17 Yearly Programme Proposal for Diversity Learning Grant funded Other Programmes - Gifted Education
- p.18 Plan on the use of School-based After-school Learning and Support Grant
- p.19-20 Plan on the use of Life-wide Learning and Sister School Grant
- p.21 Plan on the use of the Additional Funding for Non-Chinese Speaking Students
- p.22 一筆過家長教育津貼 (中學) 運用計劃書
- p.23 支援學校推動校園體育氛圍及「MVPA60」一筆過津貼運用計劃書
- p.24 推廣中華文化體驗活動一筆過津貼運用計劃書
- p.25 Plan on the use of the One-off Grant for Promotion of Self-directed Language Learning (English Language)
- p.26 推廣自主語文學習 (普通話) 一筆過津貼運用計劃書

### Plan on the use of Capacity Enhancement Grant (CEG) (2025/26)

Task area	Major area(s) of concern	Strategies / Tasks	Benefits anticipated	Time scale	Resources required	Success Criteria	Method of Evaluation	Person(s) responsible
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> <li>To cope with diverse learning needs of students</li> <li>To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies.</li> </ul>	To employ 1.5 teaching assistants	Teaching staff can spend more time on curriculum planning and diverse learning needs of students can be catered for	From Sept 2025 to Aug 2026	Annual Salary and MPF of two Teaching Assistants = <u>\$250,000</u>	<ul style="list-style-type: none"> <li>The time teachers spend on administrative and clerical work is shortened.</li> <li>Students' learning and holistic development is enhanced, and diverse needs are addressed</li> </ul>	Evaluation by relevant subject panels and student affairs committee	Prefect of Academic Affairs
Assisting administrative work	<ul style="list-style-type: none"> <li>To relieve IT teachers' workload on managing students record</li> </ul>	To employ a part-time Software Designer	Teaching staff can spend more time on teaching and learning, and students development	From Sept 2025 to Aug 2026	Annual Salary and MPF of one part-time Software Designer = <u>\$70,000</u>	School-based software is designed, maintained and updated for staff to use	Evaluation by relevant teachers	Vice-principal and Assistant Principal
Consolidating students' learning	<ul style="list-style-type: none"> <li>To consolidate students' learning during the school term and long holidays</li> </ul>	To employ tutors to provide support to students' learning	Students had the chance to build a stronger academic foundation and better learning habits	From Sept 2025 to Aug 2026	Salary of tutors = <u>\$50,000</u>	Students' attendance and performance are satisfactory Students find the programme useful	Evaluation by relevant teachers	Prefect of Academic Affairs

**Total resources needed: \$370,000**

### Plan on the use of Teacher Relief Grant (TRG) (2025/26)

Task area	Major area(s) of concern	Strategies / Tasks	Benefits anticipated	Time scale	Resources required	Success Criteria	Method of Evaluation	Person(s) responsible
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> <li>To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies.</li> <li>To cope with diverse learning needs of students</li> </ul>	To employ full-time and part-time teachers	<ul style="list-style-type: none"> <li>Teachers' workload can be relieved.</li> <li>Small class arrangement can be made in F.1</li> <li>Split class arrangement can be made in some subjects in F.2 and F.3</li> </ul>	From Sept 2025 to Aug 2026	Annual Salary and MPF of eight teachers = <u>\$4,130,000</u>	<ul style="list-style-type: none"> <li>Teachers' workload is relieved</li> <li>Small classes and split classes are arranged in junior forms</li> </ul>	Evaluation by Academic Board and relevant subject panels	Vice-principal (T&L)  Relevant Panel Heads
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> <li>To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies.</li> <li>To cope with diverse learning and developmental needs of students</li> </ul>	To employ full-time and part-time teaching assistants	Teaching staff can spend more time on curriculum planning and diverse learning needs of students can be catered for	From Sept 2025 to Aug 2026	Annual Salary and MPF of 3 teaching Assistants = <u>\$880,000</u>	<ul style="list-style-type: none"> <li>The time teachers spend on administrative and clerical work is shortened.</li> <li>Students' learning and holistic development is enhanced, and diverse needs are addressed</li> </ul>	Evaluation by relevant subject panels and student affairs committee	Vice-principals  Relevant Panel Heads and Committee Heads
Promoting extra-curricular activities development	<ul style="list-style-type: none"> <li>To relieve teachers' workload on non-teaching duties so that they can concentrate on improving</li> <li>To enhance the standard of activities and training</li> </ul>	To employ part-time ECA coaches or tutors	Teaching staff can be relieved from coaching and training students in certain ECAs	From Sept 2025 to Aug 2026	Salary of coaches and tutors = <u>\$60,000</u>	<ul style="list-style-type: none"> <li>The time teachers spend on ECA activities is shortened.</li> </ul>	Evaluation by ECA Committee and relevant teachers	Extra-curricular Activities Mistress

**Total resources needed: \$5,070,000**

## Plan on the Use of the Promotion of Reading Grant

**2025-2026 School Year**

The major objectives of promoting reading: (e.g. creating a reading culture)

To create a favorable reading atmosphere and to cultivate a strong reading culture to promote lifelong learning beyond the classroom.

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	
	Printed books	40,000
2.	Web-based Reading Schemes	
	金閱閣 (4000 hours package – students payment) (\$17000 - \$28 x 490)	3,280
	Highlights Library (Not more than 400 students package – students payment) (\$16600 - \$50 x 255)	3,850
3.	Reading Activities	
	Author's Sharing (2 sessions)	5,000
	Reading Café (3 times) (Promotion of SCC Teachers' Recommended Booklist)	1,200
	Reading Sharing Session	1,000
	Living Library (4 sessions)	400
	Student Reading Award Scheme	12,375
	ExLibris	1,800
<b>Total:</b>		<b>68,905</b>

## 2025/26 學年學習支援津貼(LSG) 計劃書

項目	關注重點	策略/工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
1 聘請兼職輔導心理學家	讓教師專注於教學及課程設計工作	購買校外專業團體服務	有需要學生得到輔導及支援，提供專業輔導的意見及評估	2025 年 10 月至 2026 年 7 月	\$80,000	有特殊學習需要的同學在社交小組有支援 課後能有效協助有需要的同學，進行輔導	輔導組內檢討	鄭慧詩老師
2 SEN 特別訓練導師費用	讓教師專注於教學及課程設計工作	購買校外專業團體服務／聘請舊生擔任兼職導師	特殊學習需要工作得到更全面推展	2025 年 9 月至 2026 年 8 月	\$110,000	1. 有特殊學習需要的同學在社交小組有支援	輔導組內檢討	鄭慧詩老師
3 購買融合活動教具	提升/推廣師生精神健康	購買與提升精神健康相關物資／教具，例如：療愈手作攤位笏資／桌上遊戲/ 輔導工具等	添置資源，讓老師/ 社工在需要時使用增加同學關注精神健康	2025 年 9 月至 2026 年 8 月	\$40,000	老師/社工可使用相關教材 有特別學習需要的學生/有興趣的學生在活動中得到支援	學生支援小組內檢討	鄭慧詩老師
4 聘請兼職教學助理	讓教師專注於教學及課程設計工作	聘用 1 名兼職教學助理，幫助教師處理一般非教學及學習支援工作	減輕教師與教學無直接關係的庶務工作及分擔教師輔導學生的工作	2025 年 9 月至 2026 年 8 月	\$132,300	教師不用處理學校通告回條，管理留堂班 照顧有特殊學習需要的同學 協助各學科製作教材及科務工作 (20 科 x 5 小時 = 100 小時) 減輕老師監考及代課工作 學校其他行政工作獲得人手的支援	工作紀錄	張國威副校長 / 鄭慧詩老師
5 聘請學生輔導員	讓教師專注於教學及課程設計工作	聘用 1 名輔導員	特殊學習需要工作得到更全面推展	2025 年 9 月至 2026 年 7 月	\$283,020	1. 照顧有特殊學習需要的同學	工作紀錄	鄭慧詩老師

共需資源：\$645,320

## Yearly Programme Proposal for DLG-funded Other Programmes - Gifted Education (2025/26)

Domain	Programme	Objective(s)	Targets (No./level/ selection)	Duration/ Start Date	Deliverables	Teacher i/c	Budget
Cross-KLA	Summer programmes offered by local tertiary universities - HKU - CUHK	To subsidize students to participate in gifted education programmes offered by local tertiary institutes or external organizations	Top 20% of the F.4 to F.5 students in internal exams	September 2025 – August 2026	Attendance of participants	Mr. KW Cheung & Ms. YK Cheung	\$10,000
Different subjects	Elite training programmes organized by subject Panels, related to key elements in study	To boost the high-order thinking and writing skills of students	Top 20% of F.4 to F.6 students in internal exams	September 2025 – August 2026	Reflection and experience sharing of involved students	Subject Panel heads & Mr. KW Cheung	\$45,650



Domain	Programme	Objective(s)	Targets (No./level/ selection)	Duration/ Start Date	Deliverables	Teacher i/c	Budget
Music	Music programmes organized by Tuen Mun District Secondary School Heads Association	To nurture students of music	F.4 and F.5 Students with talent of Music	September 2025 – August 2026	Assignments and tests offered by teachers	Ms. YK Cheung	\$27,200 (F.4: \$9200x2 + F.5: \$8800x1)
P.E.	P.E. programmes organized by Tuen Mun District Secondary School Heads Association	To nurture students of sports	F.4 and F.6 Students with talent of P.E.	September 2025 – August 2026	Assignments and tests offered by teachers	Ms. YK Cheung	\$20,500 (F.4: \$5500 x 1 + F.6: \$5000x3)
Cross-KLA	Programmes to discern and train gifted learners offered by other organizations	To discern and train gifted learners of different areas by referring them to the outreach programmes of gifted education	F.4 to F.5 students with talents in specific areas	September 2025 – August 2026	Reflection and experience sharing of involved students	Mr. KW Cheung	\$15,000

**Total: \$118,350**

**School-based After-school Learning and Support Programmes 2025/26 school year**  
**School-based Grant – Programme Plan**

- A. The estimated number of students (count by heads) benefitted under this Programme is 150 (including A. 12 CSSA recipients, B. 65 SFAS full-grant recipients and C. 75 under school's discretionary quota).

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

Name / Type of activities	Objectives of the activity	Success criteria	Method(s) of evaluation	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner / service provider
					A	B	C		
Learning skills training	To train students' exam skills	Students learn useful examination skills for public exam	Teacher observation and student feedback	Whole year	2	20	10	12,000	(to be confirmed)
Cross Boundary Education Trip	To enhance student knowledge of different place	Students experience the oversea culture	Teacher observation and student feedback	Apr 2026	5	15	10	50,000	(to be confirmed)
Leadership training camps or activities	To train student leaders' leadership skills	Students acquire leadership skills and build friendship	Teacher observation and student feedback	Nov 2025 and Aug 2026	5	10	5	4,000	(to be confirmed)
Sports teams training	To develop physical strength and teamwork	Students develop their physical health and develop teamwork	Teacher observation and student feedback	Whole year	2	10	5	2,000	Sport coaches
Art / cultural activities	To enhance whole-person development	Students develop aesthetic or communication skills	Teacher observation and student feedback	Whole year	2	10	5	2,000	(to be confirmed)
Life-wide Learning Days	To enhance whole-person development	Students learn communication skills and develop friendship	Teacher observation and student feedback	Oct 2025 Apr 2026 May 2026	10	60	60	17,000	(to be confirmed)

<b>Total no. of activities: <u>10</u></b>		<b>No. of man-times</b>	26	125	95		
		<b>Total no. of man-times</b>	246				

*Expected expenditure for 2025-26: \$87,000*

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的「全方位學習及姊妹學校津貼」運用計劃上載至學校網頁。本校會遵照教育局所發出通告、指引及其他文件的有關規定運用此津貼；並明白如有不恰當使用津貼的情況，學校須以其他合適資源填補有關開支。

第1項：活動詳情

編號	活動名稱及簡介	擬舉行日期	活動目標	對象及預計參與人數 (按每類對象填寫， 如沒有該類人員參與，請填上「0」)				預算開支 (\$)	內地姊妹學校名稱 (如涉及姊妹學校 交流活動)	活動類別^		評估方法^	
				學生 (請註明 年級及人數)	教師	管理層	其他 (請註明 對象及人數)			(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「A9 其他」， 請於此欄註明詳情)	(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「B7 其他」， 請於此欄註明詳情)
1.1	本地活動 (包括視像交流)												
1	學科體驗活動	全年	於生活中連結科本知識	F.1-6, 740	59	0	0	\$64,310.00		A2 智能發展 A7 數字數育、人工智 能、STEAM教育		B1 問卷調查 B3 校內專業分享 B5 觀察	
2	課外活動	全年	培養多元技能及興趣	F.1-6, 600	30	0	0	\$398,706.00		A1 價值觀教育 A4 體藝發展 A8 學生精神健康		B2 校內會議及討論 B4 面談、訪問 B5 觀察	
3	校外高中藝術體驗活動	10月, 1月	培養美藝興趣	F.4-5, 235	12	0	0	\$9,000.00		A4 體藝發展 A8 學生精神健康		B1 問卷調查	
4	生涯規劃活動	全年	生涯規劃	F.1-6, 740	30	0	0	\$26,050.00		A5 與工作有關的經驗		B3 校內專業分享 B4 面談、訪問 B5 觀察	
5	全方位學習日(1)(2)(3)	10月, 4月, 5月	促進跨領域學習	F.1-6, 740	59	0	0	\$79,974.00		A1 價值觀教育 A2 智能發展 A7 數字數育、人工智 能、STEAM教育 A8 學生精神健康		B1 問卷調查 B2 校內會議及討論 B3 校內專業分享 B4 面談、訪問 B5 觀察	
6	陸運會、水運會	12月, 7月	促進身心健康	F.1-6, 740	0	0	0	\$7,500.00		A1 價值觀教育 A4 體藝發展 A8 學生精神健康		B3 校內專業分享 B4 面談、訪問 B5 觀察	
7	社際活動	全年	促進人際互動及培養 團隊合作精神	F.1-6, 740	0	0	0	\$2,800.00		A1 價值觀教育 A4 體藝發展 A8 學生精神健康		B4 面談、訪問 B5 觀察 B3 校內專業分享	
8	試後活動	7月	促進身心健康及建立 正向校園文化	F.1-5, 620	59	0	0	\$5,000.00		A1 價值觀教育 A4 體藝發展		B3 校內專業分享 B4 面談、訪問 B5 觀察	
9	學生校外比賽	全年	鼓勵積極參與與自我 表現	F.1-6, 200	0	0	0	\$31,400.00		A1 價值觀教育 A8 學生精神健康 A4 體藝發展		B5 觀察	
10	學生團隊建立活動	全年	增強歸屬感與凝聚力	F.1-6, 300	20	0	0	\$134,500.00		A1 價值觀教育 A8 學生精神健康		B3 校內專業分享 B5 觀察	
(如空間不足，請於上方插入新行。)													
第1.1項預算總開支								\$759,240.00					
1.2	境外活動												
1	探訪上海姊妹學校之旅	4月	增加國民身分認同	F1,3共36人	3-4人	0	0	\$80,000.00	上海市國和中學	A6 愛國主義教育		B1 問卷調查	
2	中四級台灣藝術文化之旅	4月	藝術文化交流	F.4, 128	10	0	0	\$78,400.00		A1 價值觀教育 A4 體藝發展 A8 學生精神健康		B1 問卷調查	
3	中二級國內考察團	4月	增加國民身分認同	F, 2 125	13	0	0	\$7,000.00		A1 價值觀教育 A6 愛國主義教育		B1 問卷調查	
4	中五級公民科國內考察團	4月	增加國民身分認同	F.5, 107	11	0	0	\$3,000.00		A1 價值觀教育 A6 愛國主義教育		B1 問卷調查	
5	亞洲及大洋洲弓道講習會及段位 審查 (名古屋)	7月	培養多元技能及興趣	F.1-6, 10	1	0	0	\$10,000.00		A1 價值觀教育		B4 面談、訪問	
(如空間不足，請於上方插入新行。)													
第1.2項預算總開支								\$178,400.00					
預算總開支 (第1.1項及第1.2項之總和)								\$937,640.00					

編號	活動名稱及簡介	擬舉行日期	活動目標	對象 及 預計參與人數 (按每類對象填寫， 如沒有該類人員參與，請填上「0」)				預算開支 (S)	內地姊妹學校名稱 (如涉及姊妹學校 交流活動)	活動類別^		評估方法^	
				學生 (請註明 年級及人數)	教師	管理層	其他 (請註明 對象及人數)			(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「A9 其他」， 請於此欄註明詳情)	(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「B7 其他」， 請於此欄註明詳情)
全方位學習負責教師姓名：		李愷琪	職位：	助理校長									
姊妹學校計劃負責教師姓名：		何翰庭	職位：	主任									

### Plan on the use of the Additional Funding for Non-Chinese Speaking Students (NCS) (2025/26)

Task area	Mode of support	Measures	Time scale	Resources required	Success Criteria	Method of Evaluation	Person(s) responsible
To enhance the support for learning Chinese of NCS students	To employ one full-time Teaching Assistant to support the learning of Chinese of NCS students	<ul style="list-style-type: none"> <li>● Appoint the Teaching Assistants to support the learning of Chinese of NCS students</li> <li>● To adopt learning an teaching materials when necessary</li> <li>● Organising activities which promote cultural integration and raise sensitivity to diverse cultures and religions</li> <li>● Promoting home-school cooperation with parents of NCS students</li> <li>● Translating major school circulars or important matters on school website when necessary</li> </ul>	From Sept 2025 to Aug 2026	Annual Salary and MPF of one Teaching Assistant = <u>\$261,700</u>	<ul style="list-style-type: none"> <li>● Teaching and learning materials are adopted when necessary</li> <li>● Relevant activities are held</li> <li>● Home-school communication of NCS students is enhanced</li> </ul>	Observation by teachers  NCS students' feedback	Chinese Panel Head

**一筆過家長教育津貼（中學）  
運用計劃書（2025-26 學年）**

範疇	用途	受惠人士	使用日期	預算(\$)	負責人
舉辦與正向家長運動有關的校本家長教育推廣活動	設家庭打氣站攤位（2 節）於校內推廣「家庭抗逆力」及正面氛圍。	全校老師、學生及家長	26/11/2025 6/2/2026	1,800	家校合作組主席
	參觀- 駐港部隊展覽中心（昂船洲）：購買外間服務，希望值此透過駐港部隊展覽中心向家長帶出家長國家安全教育及國民教育。	全校家長及師生（約 100 人）	（待定）	10,000	家校合作組主席
有系統或主題式的家長教育課程	心靈圖卡®親子工作坊	約 20 人 （包括學生及家長）	13/12/2025	1,500	家校合作組主席
	家長講座：購買外間服務，支援家長，讓他們學習在不同階段，培養子女所需的知識和技巧。	全校家長	待定	10,000	家校合作組主席
	「家庭藝術體驗」小組（6 節）*	約 16 人 （包括學生及家長）	4/2026	4,000	家校合作組主席
	親子家庭工作坊（1 節）	約 16 人 （包括學生及家長）	5/2026	4,000	家校合作組主席

承上結餘＝\$200,000

預算支出＝\$31,300

預計盈餘＝\$168,700

**支援學校推動校園體育氛圍及「MVPA60」一筆過津貼  
運用計劃書 (2025-26 學年)**

範疇	用途	受惠學生	使用日期	預算(\$)	負責人
舉辦或資助學生、隨團教師及教練 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	舉辦海外交流團，與當地學生進行運動交流，體驗當地運動文化	校隊成員 (約 30 人)	2026 年 4 月	45,000	體育科科主任
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	體育科網上學習平台，優化學生體適能數據記錄	全校學生	2025 年 10 月 至 2026 年 8 月	36,000	體育科科主任

承上結餘＝\$150,000

預算支出＝\$81,000

預計盈餘＝\$69,000

**推廣中華文化體驗活動一筆過津貼  
運用計劃書 (2025-26 學年)**

範疇	用途	受惠學生	使用日期	預算(\$)	負責人
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	45 周年校中華文化展室	全校學生	28-29/11/2025	25,000	中文科科主任
	中華文化日	中一至中五級學生	13/2/2026	20,000	中文科科主任、 公民及國民教育主任
	元宵節活動	中一至中五級學生	3/3/2026	5,000	家政科科主任、 化學科科主任
	中華文化周會講座 (成人禮)	中一至中五級學生	下學期	10,000	中文科科主任
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	參加比賽的參考材料、交通費、報名費用	30 人	10/2025 - 8/2026	10,000	相關組別或學科主任
舉辦或資助學生參加本地文化考察或參觀活動	交通費、報名費用	50 人	全年	10,000	相關組別或學科主任
採購及發展中華文化學與教資源	購置材料費用	全校	全年	10,000	中文科科主任、 中史科科主任
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	<ul style="list-style-type: none"> <li>中二級肇慶的自然地貌及保育團</li> <li>其他國內考察團</li> </ul>	50 人		40,000	公民及國民教育主任、 其他相關考察科組主任

承上結餘＝\$268,809.70

預算支出＝\$130,000.00

預計盈餘＝\$138,809.70



**Plan on the Use of the “One-off Grant for Promotion of Self-directed Language Learning (English Language)”  
2025-26 school year**

<b>Area</b>	<b>Use</b>	<b>Students involved</b>	<b>Date</b>	<b>Budget(\$)</b>	<b>PIC</b>
1. Procuring and/or subscribing to learning resources	Subscribing to EB (Online English Learning Platform that provides lessons on reading, writing, listening and speaking)	S1-S6 Students	Sep 2025- Jun 2026	49,800	English Panel Head
	Purchasing books, magazines and newspapers for the setting up of English Self-Directed Learning Corners in the English Room	S1-S6 Students	Oct 2025- Aug 2026	5,000	English Panel Head
	Procuring supplies and equipment for organising English activities (e.g. regular Relaxing Wednesdays and the 45 <sup>th</sup> Anniversary English Activities), such as display boards, props and prizes	S1-S6 Students	Oct 2025- Aug 2026	10,000	English Panel Head
	Procuring language learning devices and equipment for organising English competitions, such as mobile microphones for filmmaking and radio drama competition, props for drama activities, and prizes for activities	S1-S6 Students	Oct 2025 - Aug 2026	10,000	English Panel Head, NET
2. Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	English Assemblies (e.g. Interactive Musical-Drama performance) e.g. Dovetales	S1-S3 Students	May 2026	20,000	English Panel Head, NET

Balance brought forward: \$180,660

Budget: \$94,800

Balance: \$85,860

**推廣自主語文學習（普通話）一筆過津貼  
運用計劃書 (2025-26 學年)**

範疇	用途	受惠學生	使用日期	預算(\$)	負責人
採購和/或訂閱學習資源 (採購推動自主語文學習的 相關資源，豐富語言學習 環境)	自主學習電子資源： 「普通話正讀」APP 及自主學習網站 「每日小挑戰」	中一、中二	2025 年 9 月 至 2026 年 7 月	17,000	普通話科老師
	網上教與學資源	中一、中二	2025 年 9 月 至 2026 年 7 月	750	普通話科負責人
	購買自主語言學習參考書	各級學生	2025 年 12 月	2,000	普通話科負責人
購買學與教相關的服務	國家語委普通話水平測試培訓課程： 專業導師指導學生普通話語音技巧，提 升語言運用能力，重視應試練習及個別 糾音。	15 人 (中四、中五)	2026 年 4 月	11,760	普通話科負責人
	資助學生報考國家語委普通話水平測試	15 人 (中四、中五)	2026 年 8 月	10,000	普通話科負責人
	普通話日： 購買活動物資及獎品	各級學生	2025 年 11 月	1,000	普通話科老師
	鳳凰衛視小主播體驗	60 人 (中三)	2025 年 4 月	15,000	普通話科負責人

承上結餘=\$161,000

預算支出=\$57,510

預計盈餘=\$103,490