



Christian Alliance S. C. Chan Memorial College

Annual School Report

2024-2025

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(1) Our School

Background

Christian Alliance S C Chan Memorial College (SCC) is the second co-educational secondary school founded by *Kowloon Tong Church of the Chinese Christian and Missionary Alliance* in 1980. Started with only six Form One classes, the school expanded and was able to offer a total of 30 classes from Form One to Form Seven in 1984. Though we started to offer four Form One classes in 2011 after joining the Voluntary Optimisation of Class Structure Scheme, we have been operating five Form One classes since 2015/16.

School Mission

Based on the teaching of the Bible, SCC provides quality whole-person Christian education. We attend to the needs of students in moral, intellectual, physical, social, aesthetic and spiritual aspects. Not only do we cultivate students' enthusiasm for the pursuit of knowledge, we also enhance their critical and analytical thinking skills, instill in them a correct attitude to life, help them to stay positive while mastering life skills. It is our aim to nurture students to become good citizens and outstanding members of the community, the nation and the world.

School Ethos

Our school provides quality Christian education for students' whole-person development. Students are polite, well-behaved and teachable. Teachers develop a close rapport with students. The "Bi-Class Teacher system" is implemented in S.1 to S.4 to ensure that students receive enough attention and care from two class teachers. The S.1 summer bridging course helps students adapt to a new learning environment in secondary school. The Student Union, Prefects and Guidance Prefects also provide great support. Our social workers, educational therapist and teachers are easily accessible. The school aims at an all-around perspective to reinforce the seven attributes of SCCers

Courteous

Assertive

Studious

Conscientious

Considerate

Motivated

Christlike

Student Population and Class Structure

The school operates 25 classes – four for each level from Form Two to Six, and five for Form One. The total student enrolment in 2024/25 is 725, with 286 boys and 439 girls.

Staff Establishment

In 2024-25, there are a total of 86 staff members at SCC, including 58 teachers, three laboratory technicians, six teaching assistants, one counsellor, one school executive officer, seven clerks, two IT technicians and eight janitors, all of whom are dedicated to providing a loving and caring learning environment for our students. Our teachers are professionally trained and experienced. 60% of them are master's degree holders and one has a doctoral degree. 56% of the teachers have at last ten years of teaching experience.

Whole-school Language Policy

The school mainly uses English as the medium of instruction. A native-speaking English teacher and a native-speaking English teaching assistant are employed and the development of bi-literacy and tri-lingualism is emphasized. In addition, the English environment is enriched by diverse activities including English Speaking Days, Lunch Time Forum and the English Corner. Furthermore, activities held by the Chinese Panel, English and Mathematics Panels and the Putonghua Speaking Days are also popular among students.

Curriculum Structure

The school offers a broad and balanced curriculum for junior form students and a wide range of elective options for senior form students. The subjects offered are as follows:

F.1 – F.3		Chinese Language, English Language, Mathematics, Chinese History, Geography, History, Music, Computer Literacy and STEM, Physical Education, Visual Arts, Religious Studies, Citizenship, Economics and Society (F.1) and Life and Society (F.2-3)
F.1 & F.2 only		Integrated Science, Home Economics, Putonghua
F.3 only		Physics, Chemistry, Biology
F.4 – F.6:	Core:	Chinese Language, English Language, Citizenship and Social Development, Mathematics, Physical Education and Religious Studies
	Electives:	Mathematics (Extended Part Module 2), Chinese History, Chinese Literature, History, Geography, Economics, Business, Accounting and Financial Studies, Biology, Chemistry, Physics, Information and Communication Technology and Visual Arts

Aside from Chinese Language, Chinese History, Chinese Literature, Citizenship, Economics and Society, Life and Society, Citizenship and Social Development, Religious Studies and Putonghua, all subjects are taught in English.

Learning and Teaching Strategies

A positive and caring learning environment is provided for the students. Strategies are adopted to equip students with self-directed learning skills and essential skills of goal setting to facilitate better personal growth. Emphasis is placed on providing a broad curriculum and nurturing students' whole-person development. Students are eager to learn, attentive and willing to participate in lesson activities. The harmonious relationship between teachers and students helps students learn effectively and fosters a warm and affectionate environment. The school has been operating five S.1 classes as a school-based strategy to cater for the needs of students since

2015/16. Resources have also been allocated to arrange split classes for Chinese, English and Mathematics in some S.2 and S.3 classes. Project-learning is conducted in S.2 and the curricula of all subjects help develop higher order-thinking skills. Through our multifarious learning activities, students are well-equipped for future challenges. Class study groups are encouraged to promote collaboration in learning. Various strategies are adopted to cater for learning diversity, and catch-up classes and booster classes are offered as well.

Foster reading atmosphere in school

Students and teachers read and recommend books during Library Sharing Sessions, Reading Periods, Morning Assemblies and Book Fair. Reading across the Curriculum is promoted by assigning students to read books from the self-directed learning book lists that are updated from time to time. Two e-reading platforms, namely JoyReadClub and HighLights Library, are used by teachers of the English, Chinese, Integrated Science, Geography and History panels to assign online books for students. The Student Reading Award Scheme encourages and recognizes students to read more, so that their the scope of knowledge can be broadened. A variety of awards are available, including Gold Award, Silver Award, Bronze Award, Best Reader Award, Library Reading Merit Award, Best Comment Award and Best Book Cover Award.

Gifted Education

In order to fully explore and develop students' potentials and talents in both academic and non-academic aspects, our school plans and implements the school-based gifted education programme with reference to the "Three-Tier Implementation Model" advocated by the Education Bureau. In the regular classrooms, different pedagogies are used to tap the potential of students in creativity, critical thinking, problem solving or leadership, etc. Our school adopts a broad definition of multiple intelligences. For students who are talented or interested in different aspects and would like to explore more, pull-out programmes are offered by the school, such as enhancement classes, booster classes, workshops, specialized sports training, leadership programmes, etc. For the exceptionally gifted students, learning opportunities are provided by joining external activities, programmes or competitions.

Leadership training

Students are provided with invaluable opportunities to develop their potentials and display their leadership skills. To enhance students' assertiveness and motivation in life, the school offers a wide range of co-curricular activities. Presentations of students in the morning assemblies are arranged for them to reflect on their learning and share with schoolmates. Sharing platforms like the SCC Stage at lunch time are also provided for students of different abilities to showcase their aesthetic talents. The school is committed to strengthening students' leadership by encouraging them to shoulder leading roles within and outside school. Sufficient and comprehensive training for the student leaders, including sharing from past student leaders and training camps.

Life Planning Education

Aligning with the career developmental needs of students at different stages of growth, quality life planning education and career guidance service are provided to

1. help students understand their interests, abilities and orientations;
2. develop students' positive attitudes towards work and learning;
3. prepare students for actualizing individuals' potential through pursuit of personal goals;
4. empower students to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life.

Academic Support Measures

Enrichment classes of different subjects are organized to supplement regular lessons, with the focus on clarifying misconceptions and consolidating learning. Such classes may be held after school, on Saturdays or during school holidays. Apart from teachers, alumni are often invited to share their learning experience with students or even become their tutors.

Student Learning Support

Resources are allocated for enhancement and remedial classes. Split class teaching is implemented in Chinese, English and Mathematics lessons to assist students' learning. To enhance learning effectiveness, different teaching methodologies are adopted in a student-centered approach. The Student Learning Support Team is set up to cater for the various needs of students and to cultivate inclusive environment for our students. The team is led by the SEN Coordinator, with the support of Vice Principal, Student Guidance Mistress, Discipline Master, Careers Guidance Mistress, Educational Psychologist and School Social Workers. The school has made use of the Learning Support Grant (LSG) to employ a Counsellor and a general Teaching Assistant to provide appropriate support for students in need. Besides, the LSG is used to purchase services to render supportive measures to students, including Individual Psychotherapy, School-based Speech Therapy, Social Skill Training and Career Exploration Program. On top of that, a school-based Educational Psychologist has also been employed to help in early identification and accommodation of the SEN needs, conduct necessary assessment and provide counseling to students. The school has also provided special arrangements for assignments or tests and examinations for SEN students in need. Multi-disciplinary case conferences have been held for designing Individual Educational Plan for better adjustment of SEN students in need.

Home-School Co-operation

The Parent-Teacher Association and the School have been working together harmoniously to foster growth of our students. The PTA has organized many activities, including S.1 Parents' Class, peer group for parents, workshops or interest classes, seminars for parents, parent-child outings, Fruit for Health Campaign and Parents Appreciating Teachers Drive. Parents' Days are held twice a year to facilitate communication and collaboration between class teachers and parents for students' development.

Connection with Alumni

The school has established a close link with the alumni, who have a strong sense of belonging and actively participate in various school functions. For example, with the support of our alumni, the Alumni Mentoring Programme is arranged for Form Four and Five students every year. They can receive guidance from the alumni mentors as they set their career goals and these mentees can gain a better understanding of their target careers and draw better career plans. Other alumni also support the school by serving as tutors of after school classes and extra-curricular activities. The Alumni Association and Alumni Manager also render their love and support to the school.

Professional development for teachers

The school fosters ongoing professional development for teachers. Teachers have been taking an active part in building a vibrant collaborative culture through regular meetings and peer observation. Collaborative planning sessions with specific pedagogical focuses are held among subject teachers. The lesson study initiative has enhanced classroom effectiveness through differentiated strategies, such as paired and cooperative learning, prior knowledge input, hands-on learning, etc.

Staff Development Days are held every year to discuss different topics related to teaching and learning, such as blended learning, student engagement, self-directed learning and learning diversity. Teachers are also given the opportunities to share their good practices. To keep up with the latest changes in the curriculum and promote professional interflow, some also serve as HKDSE markers while others serve as members of various learning circles operated by the Education Bureau and the subject committees of the Hong Kong Examinations and Assessment Authority.

An induction programme is organized for teachers joining the school for the first year. The new teachers are introduced to the vision and mission as well as the school's latest development in both academic and student development aspects, so as to identify with the school culture and work collaboratively with their colleagues. Mentors are also assigned to help them adapt to the new environment more easily.

(2) Achievements and reflections on Major Concerns

Major Concern 1: Empowering students to embrace learning

Achievements

1.1 To further enhance students' inquisitiveness and engagement in academic pursuits

- ✧ According to the Stakeholder Survey (Teachers), over 98% of teachers agreed or strongly agreed that they often teach learning strategies (Q47), arrange diverse learning activities (Q52), and engage students actively (Q53).
- ✧ In the Stakeholder Survey (Students), approximately 95% of students agreed that teachers teach learning strategies (Q1), allow exploration of topics (Q4), and organize varied learning activities (Q5).
- ✧ About 89.7% of students reported taking an active role in learning (Q7), though only 78.5% agreed they are deeply interested in learning (Q9), indicating room for growth in intrinsic motivation.
- ✧ APASO results showed strong performance in Generic Skills: Learning (Self-initiative) with a Q-score of 116, well above the Hong Kong average of 100. Learning Motivation (Intrinsic) scored 103, also above average.
- ✧ Parents also expressed high satisfaction, with 91.3% agreeing their child is interested in and takes initiative in learning.

1.2 To enhance students' learning confidence by fostering assessment literacy

- ✧ Teachers unanimously agreed (100%) that assessment methods are effective and data is used to inform teaching (Q45, Q46).
- ✧ 82.5% of teachers reported that students are confident in learning (Q56).
- ✧ Students showed strong agreement (95.4%) that teachers provide constructive feedback (Q2), and 92.8% engage in self-reflection to improve learning (Q15).
- ✧ However, only 80.2% of students expressed confidence in learning (Q8), suggesting a need for further support in building self-efficacy.
- ✧ APASO results for Self-concept (General School Study) scored 90, meeting the minimum benchmark but indicating potential for improvement.

1.3 To cultivate a strong reading culture to promote lifelong learning beyond the classroom

- ✧ While 72.2% of teachers agreed that students like reading (Q59), this fell slightly below the 75% target.
- ✧ 81.8% of students reported reading outside class (Q12), and 84.1% of parents agreed their child likes reading.
- ✧ APASO scores for Reading (Non-assigned Materials) and Reading (Keen on) were 99 and 102 respectively, both above the Hong Kong average.

Reflection

1. The strategies implemented under Major Concern 1 have generally been successful in enhancing students' active learning and metacognitive skills. The high engagement rates in diverse learning activities reflect effective pedagogical diversification.
2. While students show strong initiative and skill application, intrinsic motivation and self-confidence in learning remain areas for development. Targeted interventions may be needed to foster a stronger growth mindset.
3. The reading culture is developing positively, though teacher perceptions of student reading interest slightly lag behind student and parent views. Continued promotion of cross-curricular reading and enriched reading environments is recommended.
4. The use of assessment data to inform teaching is well-established among staff, but student confidence in learning outcomes requires further reinforcement through more formative assessments and recognition of effort.

Feedback and Follow-up

Building on the experiences of this year, the following focal points for 2025-26 have been identified to deepen our strategies under Major Concern

1. Promoting Independent Application of Metacognitive Strategies: After introducing metacognitive skills, the focus will shift to provide consistent opportunities across various subjects for them to apply and reflect on these strategies.
2. Sustaining Capacity Building in Using Assessment Data: The groundwork in assessment literacy training will be consolidated through continued professional development and collaborative data review sessions to empower teachers to become more effective users of assessment data in refining teaching practices.
3. These refinements are a natural progression from this year's initiatives, aiming to translate initial explorations into more embedded and systematic school-based practices for sustained enhancement of learning and teaching effectiveness.

Major Concern 2:

Empowering students to embrace their holistic well-being

Achievements

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.

- ✧ According to the Stakeholder Survey (Teachers), 82.5% of teachers agreed that students are confident in learning (Q56), and 91.2% observed that students reflect on and improve their learning (Q61).
- ✧ In the Stakeholder Survey (Students), 96.4% felt encouraged by teachers to overcome learning difficulties (Q6), and 94.7% reported trying their best to do so (Q11). 87.8% knew how to set their own learning goals (Q13).
- ✧ However, only 80.2% of students expressed confidence in learning (Q8), indicating a need for continued support in building self-efficacy.
- ✧ Parents showed strong agreement, with 91.3% believing their child is confident in learning (Q3), and 83.3% agreeing their child leads a healthy life (Q6).
- ✧ APASO results revealed mixed outcomes: while Meaning in Life scored a strong 104, Positive Affect (87) and No Negative Affect (85) fell below the target of 90. Emotional Stability (88) and Clear Goal (85) also require attention.
- ✧ Satisfaction with School (95) and Family/Friends (98) were generally positive.

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.

- ✧ Teachers unanimously agreed (100%) that the school provides diverse learning experiences (Q42) and supports student development needs (Q62). 96.4% believed the school helps students lead a healthy life (Q40).
- ✧ 92.3% of students reported leading a healthy lifestyle (Q16), and 89.8% felt teachers help them with growth-related problems (Q17).
- ✧ Parents were highly supportive, with 89.7% agreeing the school helps their child resolve growth problems (Q7), and 94.7% noting the school helps develop interests and life skills (Q11).
- ✧ APASO scores for Self-reported Health Status (85) and Self-concept (Physical Activities) (85) were below target. Sleeping Hours (92) and Satisfaction (Own Body) (91) were near the benchmark.
- ✧ Key Performance Measures (KPM) showed generally increasing participation in inter-school competitions, uniformed groups/community services, acceptable weight range, and physical fitness performance.

2.3 Students demonstrate strong interpersonal skills and can practice proper values and attitudes as SCCers and good members of society.

- ✧ All teachers (100%) agreed the school provides adequate leadership opportunities (Q64), and 98.2% felt the school helps develop interpersonal skills (Q65) and creates a caring climate (Q73).
- ✧ 96.4% reported good teacher-student relationships (Q69).
- ✧ Students responded positively: 91.6% agreed the school develops leadership abilities (Q19) and teaches interpersonal skills (Q20). 93.6% reported getting along well with schoolmates (Q25), and 91.6% viewed the school as a caring place (Q28).
- ✧ 86.7% of students liked their school (Q24), though this is an area for further enhancement.
- ✧ Parents were highly satisfied: 99.3% agreed their child gets along well with schoolmates (Q14) and the school is a caring place (Q15). 86.4% reported their child likes school (Q13).
- ✧ APASO scores were strong in Leadership (116), Relationship with Same Sex (102), Number of Close Friends (101), and Volunteering Work Frequency (98). Relationship with Opposite Sex (85) and Respect for Different Cultures (95) require further development.
- ✧ A most notable achievement is observed in the domain of National Identity. APASO results for all related indicators (13.1 Responsibility and Obligation, 13.2 Pride and Love, 13.3 National Flag and Anthem, 13.4 National Achievements) achieved the maximum Q-score of 116, significantly exceeding the expected targets (90). This demonstrates the outstanding effectiveness of our programmes in fostering students' sense of national identity and citizenship.
- ✧ KPM for Stakeholders' Perception of School Climate showed a general decrease, which warrants attention.

Reflection

1. The strategies under Major Concern 2 have been largely successful in fostering a supportive and caring school climate, with strong stakeholder satisfaction in relationships, leadership, and values education.
2. Areas requiring continued focus include students' emotional well-being, self-confidence, and stress management, as reflected in lower APASO scores for Positive Affect, Emotional Stability, and Self-reported Health Status.
3. The high scores in National Identity are a testament to the successful integration of related elements across the school activities. This aligns perfectly with the goal of nurturing students as good members of society with proper values, extending from the local community to the national level.
4. The decrease in KPM for School Climate perception suggests a need to reinforce positive messaging and community-building activities across the school.
5. The high level of parental and teacher satisfaction indicates strong partnership and alignment in supporting student well-being and character development.

Feedback and Follow-up

Informed by the implementation this year, the strategies for 2025-26 will be refined to deepen their impact and specificity:

1. To further promote students' healthy living, the task force on Health Education will be strengthened to explore and implement strategies to promote healthy lifestyle, physical health, overall well-being, etc.
2. The task force on Positive Education will continue to collaborate with the Student Guidance Team to launch more programmes to enhance students' well-being, such as Birthday Surprise, SCC Challenge, etc.
3. The platform for talent development will be concretely realized through defined leadership roles for students in major events like the 45th Anniversary Open Days.
4. Efforts will continue to strengthen a positive school culture through community engagement and values education, with an ongoing review of activities to ensure they effectively build interpersonal skills and a sense of belonging
5. Building on the activities held to promote National Education and National Security Education this year, more measures will be implemented to further develop students' national identity.

(3) Student Performance

Academic Achievements

A total of 108 students sat the HKDSE Examination in 2025. 99 students (92%) met the local university entrance requirements. 89 students (82%) received JUPAS offers.

2025 HKDSE Results

Subject	No. of students	Level 5 or above (%)	Level 4 or above (%)	Level 2 or above (%)
English Language	108	19.4 (10.1)	59.3 (28.4)	100 (79.7)
Chinese Language	108	37.0 (10.8)	68.5 (33.6)	100 (89.4)
Mathematics	108	42.6 (14.5)	82.4 (38.8)	100 (83.6)
Mathematics Module 2	18	72.2 (34.3)	100 (60.0)	100 (93.3)
Physics	41	39.0 (26.3)	70.7 (48.7)	100 (90.3)
Chemistry	47	34.0 (24.6)	80.9 (51.0)	97.9 (88.1)
Biology	50	40.0 (19.4)	76.0 (46.4)	100 (92.1)
Economics	44	18.2 (17.3)	54.5 (45.3)	90.0 (88.0)
Chinese History	14	50.0 (13.6)	92.9 (38.8)	100 (90.8)
History	9	55.6 (12.9)	88.9 (44.6)	100 (94.2)
Business, Accounting and Financial Studies	29	17.2 (14.4)	48.3 (42.9)	100 (91.5)
Geography	17	35.3 (12.2)	76.5 (35.6)	100 (87.7)
Chinese Literature	8	0.0 (14.8)	3.0 (37.6)	87.5 (90.4)
Information and communications technology	0	---	---	---
Visual Arts	6	16.7 (6.9)	66.7 (25.2)	100 (85.6)
Total		31.8	69.2	99.0

(*Figures in brackets indicate the percentages of HKDSE Day School Candidates.)

JUPAS offer

University		No. of students
City University of Hong Kong	CityU	5
Hong Kong Baptist University	HKBU	1
Lingnan University	LU	3
The Chinese University of Hong Kong	CUHK	16
The Education University of Hong Kong	EdUHK	1
The Hong Kong Polytechnic University	PolyU	11
The Hong Kong University of Science and Technology	HKUST	7
The University of Hong Kong	HKU	13
Hong Kong Metropolitan University	HKMU	8
Study Subsidy Scheme for Designated Professions/Sectors Programmes	SSSDP	24

Non-academic Achievements

Besides striving for academic excellence, students have been urged to discover their full potential and uncover their strengths. They are able to unleash their passion for knowledge, explore their areas of interests and expand their social networks as they reach new milestones in their lives. This year, students continued to attain excellent results in different areas.

Name of scholarship / award / competition	Achievement
Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes for Senior Secondary School Students
Ng Teng Fong Scholarship:	Scholarship
Hong Kong Debating Premium League	➤ Overall Champion ➤ Champion (Division A) ➤ Best Debater
The 40th Sing Tao Inter-school Debating Competition	Best Debater
Rookie Debating Cup	Best Debater
19th Asia Pacific Outstanding Youth Piano Competition	Gold Award (Diploma Open Class)
27th GMC Music Festival 2024	Champion
Hong Kong Chinese Arts Festival The 19th International Music and Arts Competition 2024	Gold Award (Grade 8)
(The 10th Hong Kong 18 Districts Singing Competition)	Champion (Secondary Section)
76th Hong Kong School Speech Festival	➤ First (English Solo Verse Speaking) ➤ Third (English Solo Verse Speaking) ➤ Third (English Dramatic Duologue) ➤ Third (English Dramatic Duologue) ➤ Second (Cantonese Solo Verse Speaking)
(Hospital Authority Go Video Campaign	➤ Silver Award (Secondary School Division) ➤ Best Video Award
Health Exhibition Presentation Competition organised by the Faculty of Medicine, CUHK	Silver Award
“Be a Teen Town Planner – Planning for a New Era Community” Competition 2024	Outstanding Award
Hong Kong Junior Age Group Athletics Competition	Champion (Girls U16 200m)
Tuen Mun Inter-school Athletics Competition	➤ Champion (Boys B Grade Shot Put) ➤ Champion (Girls B Grade 100m) ➤ 1st Runner-up (Girls B Grade 200m) ➤ 1st Runner-up (Boys A Grade 1500m) ➤ 1st Runner-up (Boys A Grade 5000m) ➤ 1st Runner-up (Girls B Grade 4x100m Relay)
New Territories Inter-Secondary Schools Tennis Competition	1st Runner-up (Boys)
Tuen Mun Inter-school Cross Country Competition	➤ Champion (Boys A Grade Individual) ➤ 1st Runner-up (Girls A Grade Group) ➤ 2nd Runner-up (Boys B Grade Group)
Panasonic Hong Kong Cross Country Championship 2024	2nd Runner-up (Women's Junior Team)

Youth Challenge 少年毅戰賽	1st Runner-up (Girls 9-12 years old) 1st Runner-up (Boys 9-12 years old) 2nd Runner-up (Boys 13-15 years old)
Tuen Mun Inter-school Swimming Competition	➤ Champion (Girls B Grade 200m Breaststroke) ➤ 1st Runner-up (Boys B Grade 50m Butterfly) ➤ 2nd Runner-up (Boys B Grade 100m Freestyle) ➤ 2nd Runner-up (Boys A Grade 200m Individual Medley) ➤ 2nd Runner-up (Girls B Grade 200m Freestyle) ➤ 1st Runner-up (Boys A Grade TEAM) ➤ 1st Runner-up (Girls B Grade TEAM)
Eastern District Age Group Swimming Competition	➤ Champion (100m Breaststroke) ➤ 2nd Runner-up (50m Butterfly)
2024 Annual 17th "Superb Cup" Latin Dance Competition	Champion (in four Solo events)
DSA Asian Championship - Hong Kong 204	Champion (Girl Solo Standard 5)
Asian Jump Rope Championships 2024	2nd Runner-up
BOC Life Wild in the City Orienteering Challenge 2024	Champion (Schoolmate Cup)
中國傳統武術邀請賽暨中華武術文化展	冠軍(女子少年組套拳) 冠軍(女子少年組器械)

(4) Financial Summary

Income & Expenditure Statement for the period 1/9/2024 to 31/8/2025

<u>Government Fund</u>	INCOME	EXPENDITURE
Expanded OEBG		
(a) Baseline Reference	3,976,990.31	5,571,576.61
(b) School Specific Grants		
Administration Grant	4,233,392.00	4,282,240.69
Capacity Enhancement Grant	676,944.00	323,679.00
Composite IT Grant	520,386.00	576,164.10
Air-Conditioning Grant	602,224.75	15,210.00
School-based Management Top-up Grant	53,385.00	49,000.00
School-based Speech Therapy Administration Recurrent Grant	8,541.00	493.00
Subtotal	10,071,863.06	10,818,363.40
<u>School Funds</u>		
Tong Fai & Collection of fees for specific purposes	162,848.90	86,015.97
Subtotal	162,848.90	86,015.97
GRANT TOTAL	10,234,711.96	10,904,379.37

This amount has not been verified by a certified public accountant

(5) Appendix

Report on the use of Capacity Enhancement Grant (CEG) (2024/25)

Task area	Major area(s) of concern	Strategies / Tasks	Actual expenses	Evaluation / reflections / suggestions
Promoting learning and teaching effectiveness	- To cope with diverse learning needs of students - To relieve teachers' workload on non- teaching duties so that they can concentrate on improving learning and teaching strategies.	To employ one Teaching Assistants to provide support to teachers, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes	Annual Salary and MPF of one Teaching Assistant = <u>\$254,079.00</u>	The majority of teachers agreed that the Teaching Assistant provided effective assistance in various aspects, including: - helping out in various clerical work - assisting teachers in various learning events - preparing and organizing teaching materials - conducts remedial classes and enhancement classes As teachers' workload was lessened, teachers' capacity was enhanced to concentrate on curriculum development and enhancement of learning and teaching. Remedial and enhancement classes were held after school and during long holidays to cope with the diverse needs of students.
Assisting administrative work	To relieve IT teachers' workload on managing students record	To employ a part-time Software Designer	Annual Salary and MPF of a part-time Software Designer = <u>\$69,600</u>	Teachers agreed that as the school-based software was designed, maintained and updated by the part-time Software Designer, they can spend more time on teaching and learning and students development

Report on the Use of the Promotion of Reading Grant

2024-2025 School Year

Part 1: Evaluation of the Effectiveness

1. **Evaluation of the objective:** The objective of promoting reading culture is achieved by promoting online reading on both English and Chinese reading platforms, teachers' and students' sharing during reading period, morning assemblies and promotion of SCC Teachers' Recommended Booklist.

Each junior form student reads at least 8 books on the English reading platform. There were a total of 1635 books read on HighLights Library. For Chinese reading platform, the reading hours in JoyReadClub is 2864 hours. Books read on both eRead Scheme and HighLights Library would be counted in Students Reading Award Scheme 2024-2025. There were 187 borrowing records on SCC Teachers' recommended books. SCC Book Café for promoting "SCC Teachers' recommended books" were carried out twice in the school year. The 75 titles of recommended books were displayed in the Book Café and students read the introduction of the books through tablets. At the same time, students borrowed the books on the spot.

2. **Evaluation of strategies:** The English reading platform, HighLights Library was further promoted by assigning online books to students by subject panel heads and form coordinators of other subjects like Integrated Science, Geography and History, thus there was a rise in the borrowing rate. The Chinese reading platform, JoyReadClub was newly subscribed in this school year provided more suitable titles to students. Other reading activities will be continued to foster reading atmosphere in school and to cultivate reading habit among students.

Part 2: Financial Report

Item	Description	Actual expenses (\$)
1	Purchase of Books	
	Printed books	14,199.00
2	Web-based Reading Schemes	
	JoyReadClub (\$25000 - \$28 x 616)	7,752.00
	Highlights Library (Not more than 400 students package – students payment (\$16600 - \$45 x 255)	5,125.00
3	Reading Activities	
	Author's Sharing (2 sessions)	8,000.00
	Reading Café (2 times) (Promotion of SCC Teachers' Recommended Booklist)	1,205.70
	Reading Sharing Session	563.80
	Student Reading Award Scheme	7,579.00
	ExLibris	1,500.00
Total		45,924.50

2024/25 學年學習支援津貼(LSG) 財政報告

本學年撥款: \$ 608,608 上學年結餘: \$ 37,442.42

本學年可用金額合共: \$646,050.42

	項目名稱	服務目的	外購服務機構名稱	推行時間	服務對象	表現指標及評估方法	成效檢討	實際支出
1	到校輔導心理學家輔導服務	為有需要的同學提供評估及情緒／生涯規劃輔導服務，特別跟進全級篩查中焦慮評分較高的學生	樹仁大學輔導暨研究中心	全學年 20 次 (隔星期二駐校)	有情緒需要的學生	觀察活動、機構提供的報告、學生的進度評估及會議	能識別並跟進或轉介有情緒需要的同學接受進一步專業支援，大部分同學願意繼續接受輔導	\$80,000.00
2	增潤課程 (解難/減壓) • 生命抉擇劇場 (中四增潤課程) • 生活技能提升減壓小組甜品製作(中五增潤課程)	提升解難能力及生活技能，讓參加者提升生活技能，平衡學業壓力	香港劇場社有限公司 Adele's Abdc Cooking Workshop	2-4/2025 11/2024-1/2025	每組 16 人，其中包括 SEN (MI) 學生	觀察活動、機構提供的報告、學生出席率及意見	參加者投入參與，在活動中反思 參加者投入參與，並反映能從製作過程中感愉快及製成品獲得成功感	\$30,700.00
3	個別生涯規劃輔導	協助學生發掘自我，開拓與工作有關的經驗	沿圖有限公司	2-3/2025	1 位 Tier 3 學生	個別輔導、義工體驗	學生能出席所有課堂，亦向心儀的學校遞交了入學申請表，並整理好 portfolio。	\$1,400.00
4	學習支援 • 個別／小組專科導修 (恆常及暑期)	為因缺課或精神狀況需要而未能跟上課業進度的同學提供個別學習支援 為因缺課或精神狀況需要而未能跟上課業進度的同學提供個別學習支援，以銜接升班要求	導師 (8 位)	9/2024 – 8/2025	MI 為主或因學業壓力感焦慮的 SEN 學生	學生出席率/觀課/學生成績	能支援學生學習需要，減輕 MI 同學的焦慮感 能支援學生學習需要，做好升班預備，減輕 MI 同學的焦慮感	\$48,769.17

5	共融活動							
	• 周會活動 – 講座分享	• 講員分享拯救及照顧流浪貓狗經驗，反思人生意義、面對逆境的態度，從而協助學生轉化面對失敗、挫折的理解	• 大澳流浪貓之家、愛護動物協會	• 11/12/2024	• 全校	• 同工及學生意見/觀察活動	• 初中同學專注，過程中有助學生反思 • 高中同學專注，過程中有助學生反思，同學尤其對狗狗大使到場感興奮	\$ 44,621.00
	• 精神健康工作坊-網絡使用安全	• 讓學生認識網絡世界的危機及協助學生建立健康使用網絡意識及習慣	• 家福會	• 2/4/2025	• 全級中一	• 同工及學生意見/觀察活動	• 參與同學反應正面，社工反映同學能投入活動。	
	• 競技疊杯體驗課	• 讓中一級同學體驗疊杯運動，以便招募小組成員	• 香港競技疊杯總會	• 11/2024	• 全級中一	• 體育老師觀察	• 參加者投入專注，大部分同學積極嘗試	
	• 共融培訓活動：疊杯競技訓練小組	• 提升組員專注力、團隊參與及成功感	• 香港競技疊杯總會	• 12/2024 - 7/2025	• 中一級12人	• 學生參與率、輔導員觀察及意見	• 參加者投入專注，大部分同學積極嘗試	
	• 社交技巧小組(中一)	• 透過解難活動及分享提升組員社交技巧	• 香港基督教女青年會屯門綜合社會服務處	• 5/2025	• 中一級6人	• 學生參與率、學校社工觀察及意見	• 參加者投入浩動，整體氣氛良好，個別參加者有機會透過小組認識朋友。	
	• 午間自我照護攤位物資及導師費	• 透過製作小手作，讓學生在午息時段進行一些療癒的活動，放鬆心靈		• 9/2024 - 6/2025 (每月一次)	• 每次約30人	• 學生及輔導老師意見	• 提升參加者對精神健康的關注，抒緩壓力	
	• 桌遊培訓	• 讓輔導領袖生接受培訓，提升照顧中一新生及帶領共融活動(桌遊)的技巧及能力	• 心啟晴專業輔導學院	• 16/8/2025	• 中二至中五級42人	• 學生及輔導老師意見	• 提升參加者對使用桌遊帶領中一同學的技巧，有助建立共融環境及氛圍	

6	正向情緒支援工具 (Dusty Kid AI 試行及研究計劃)	提供情緒支援平台，讓學生隨時可獲得正向情緒支援	Dusty Kid	9/2024 - 6/2025	情緒需要的學生	參加者使用率、老師／社工意見	整體使用率偏低，輔導組同工認為與一般AI分別不大，較難吸引學生持續使用	\$10,000.00
7	表達藝術治療服務	透過表達藝術體驗讓學生提升對自我及情緒的覺察，學會安頓自己	Soulwell Expressive Arts Therapy	2/2025 - 7/2025	MI或情緒需要的學生	參加者及輔導主任意見	參加者均為藝術愛好者，能投入活動及增加對自己或人際關係的了解	\$10,175.00
8	校本學習／精神健康小組／共融活動物資	提供物資讓老師、學校社工或專業伙伴進行個別輔導或帶領小組用；亦作全校性推廣活動用		9/2024 - 8/2025	MI或情緒需要的學生		能提供合適資源，有助支援同學精神健康需要或推廣精神健康訊息	\$7,877.36
	聘請支援同工	協助跟進SEN學生需要/協助與SEN有關的行政工作，例如：會議記錄、考試調適安排、外購服務的聯絡及跟進、生涯規劃等		9/2024 - 8/2025	SEN 學生	同工考績	表現良好，能有效跟進學生的需要，並協助本組的活動及行政和文書工作	\$342,000.00
							總額	\$575,542.53

Evaluation Report on DLG-funded Other Programme, 2024 - 2025

Programme Title	Objective(s)	Target (No/Leve)	Selection mechanism	Duration and Venue	Evaluation	Expenditure
F.5 BAFS Booster class	To accelerate the practical skills for elite students.	6 / F.5 students	Students who are interested in BAFS and with good academic performance.	✧ 4 sessions in November 2024, 1 session in December 2024 ✧ School campus	Students found that the knowledge and experience in the course were practical.	Tutor Fee: \$1,875 (1.5hrs x 5 x \$250/hr) Stationery: \$399
F.6 BAFS Booster class	To accelerate the practical skills for elite students.	6 / F.6 students	Students who are interested in BAFS and with good academic performance.	✧ 2 sessions in November 2024, 2 sessions in December 2024 ✧ School campus	Students found that the knowledge and experience in the course were practical.	Tutor Fee: \$1,875 (1.5hrs x 5 x \$250/hr)
F.5 English Elite Reading Course	To introduce participants to a wide variety of more challenging reading texts and various ways to interpret complex written texts and appreciate the use of more sophisticated language items (e.g. the use of imagery, irony and anaphoric referencing).	30 / F.5 students	Students who are interested in English and with good academic performance.	✧ 5 sessions in December 2024 ✧ School campus	Attendance was satisfactory (over 85%) and the overall feedback was positive. Students enjoyed the course and found it useful in helping them interpret the more sophisticated written texts which they did not have much exposure to in daily lessons, as well as appreciating the beauty of the English language. They were keen to attend similar courses in the future.	Tutor Fee: \$4,000 (1.5hrs x 5 x \$533.3/hr) Reference Books: \$4135 Stationery: \$700

Programme Title	Objective(s)	Target (No/Leve)	Selection mechanism	Duration and Venue	Evaluation	Expenditure
F.6 English Elite Course A	To introduce participants to a wide variety of more challenging reading and listening texts and experiment various ways to write and speak in a more compelling and eloquent way.	5 / F.6 students	Students who are interested in English and with good academic performance.	✧ 9 sessions in March 2025 ✧ School campus	Attendance was satisfactory (over 90%) and the overall feedback was positive. The course helped students comprehend the more sophisticated written and spoken texts. They could also produce more effective written work and hold more natural conversations after learning the different writing and speaking techniques taught in the course.	Tutor Fee: \$2,250 (1hr x 9 x \$250/hr) Reference Books: \$4748 Stationery: \$405 Note Taker Recorder Package: \$1887
F.6 English Elite Course B	To introduce participants to a wide variety of more challenging reading and listening texts and experiment various ways to write and speak in a more compelling and eloquent way.	5 / F.6 students	Students who are interested in English and with good academic performance.	✧ 1 session in February 2025, 8 sessions in March 2025 ✧ School campus	Attendance was satisfactory (over 95%) and the overall feedback was positive. The course helped students comprehend the more sophisticated written and spoken texts. They could also produce more effective written work and hold more natural conversations after learning the different writing and speaking techniques taught in the course.	Tutor Fee: \$2,250 (1hr x 9 x \$250/hr) Reference Books: \$3864.9 Stationery: \$405

Programme Title	Objective(s)	Target (No/Leve)	Selection mechanism	Duration and Venue	Evaluation	Expenditure
Senior Geography Elite Class (F.4, F.6)	To facilitate senior form Geography elite students' extended learning	17 / F.4 and F.6 students	Students who are interested in Geography and with good academic performance.	✧ 3 sessions in April, 2025 ✧ School campus	Students responded that the class was fruitful with lot of sharing about the Geography learning skills and experiences. They also completed several exercises and practices to consolidate their subject knowledge.	Tutor Fee: \$1,125 (1.5hrs x 3 x \$250/hr) Stationery: \$1295
Chinese History Elite Class (F.6)	To facilitate F.6 Chinese History elite students' extended learning	8 / F.6 students	Students who are interested in Chinese History with good academic performance.	✧ 1 session in November 2024; 1 session in December 2024; 2 sessions in January 2025 and 4 sessions in March 2025 ✧ School campus	The attendance of students is 100% and they equipped themselves with enhanced level of essay writing skills and analytical skills of interpreting the important points from different forms of data.	Tutor Fee: \$4,000 (2hrs x 8 x \$250/hr) Stationery: \$1120.1
DSE Music course (Network programme)	To nurture students of music.	1 / F.4 student 2 / F.6 students	Students were recommended by music panel head at school.	✧ F.4: 37 lessons from September 2024 to June 2025 ✧ F.6: 16 lessons from September 2024 to December 2024 ✧ Network school of Tuen Mun District	The attendance of students was high. Tutors from True Light Consultant Services were professional. Positive feedback were given by the participated students and teachers.	\$19,800 (F.4: \$8,800 + F.6: \$5,500 x 2)
DSE P.E. course (Network programme)	To nurture students of P.E.	3 / F.5 students	Students were recommended by P.E panel head at school	✧ 37 lessons from September 2024 to June 2025 ✧ Network school of Tuen Mun District	The attendance of students was high. Positive feedback was given by the students and teachers.	\$24,000 (F.5: \$8,000 x 3)

Total expenditure: \$80,134.00

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

Name of School: Christian Alliance S.C. Chan Memorial College

Staff-in-charge: Ms Chu Choi Fun **Contact Telephone No.:** 24591166

A. The number of students (count by heads) benefitted under the Grant is 181 (including A. 12 CSSA recipients, B. 90 SFAS full-grant recipients and C. 79 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Form Six Chinese History Mock DSE Examination	0	8	1	100%	30/11/2024 08/03/2025	540.00	Teacher observation Students' response	Hong Kong History and Culture Educational Society	能幫助學生掌握應付公開考試技巧，加強對考試的信心。
Form Six BAFS Mock DSE Examination	0	4	2	100%	27/12/2024	650.00	Teacher observation Students' response	Hong Kong Association for Business Education Limited	能幫助學生掌握應付公開考試技巧，加強對考試的信心。
Form Six Chemistry Mock DSE Examination	1	7	2	100%	30/12/2024	1,170.00	Teacher observation Students' response	Jing Kung Book Store Educational Press	能幫助學生掌握應付公開考試技巧，加強對考試的信心。
Form Six Biology Mock DSE Examination	0	7	6	100%	28/12/2024	1,400.00	Teacher observation Students' response	Econ & LS Educational Press Limited	能幫助學生掌握應付公開考試技巧，加強對考試的信心。
Form Six English Language Mock DSE Examination	1	15	9	100%	06/12/2024	7,182.00	Teacher observation Students' response	United Prime Educational Publishing (HK) Limited	能幫助學生掌握應付公開考試技巧，加強對考試的信心。

Form Six Economic Mock DSE Examination	0	6	2	100%	24/12/2024	1,181.25	Teacher observation Students' response	United Prime Educational Publishing (HK) Limited	能幫助學生掌握應付公開考試技巧，加強對考試的信心。
Study Tour Shanghai	0	2	4	96%	27-30/03/2025	2,600.00	Teacher observation Students' response	Huachang Oriental Culture International Exchange Limited	透過與姊妹學校的交流，加深認識內地情況，加強學生民族的身份認同。
Study Tour Taiwan	5	13	10	100%	27-30/03/2025	46,640.00	Teacher observation Students' response	Hong Kong Four Seas Tours Limited	透過遊學團，了解台灣藝術文化。
STEAM Programming	0	1	1	100%	Whole year	250.00	Teacher observation Students' response	----	能幫助學生學習 STEAM 程式編寫。
Chemistry International Examination	0	4	2	100%	05/06/2025	360.00	Teacher observation Students' response	Asdan China Limited	把學生對化學的認識，得對國際化的認可
Life Wide Learning	8	116	116	89%	01/11/2024 27-29/03/2025 06/05/2025	16,825.00	Teacher observation Students' response	----	以活動形式學習，增強學生全方位學習，幫助學生社交方面的技能。
Girls Volleyball Training Camp	1	0	3	100%	15-16/08/2025	437.50	Teacher observation Students' response	----	加強女子排球隊的歸屬感、團體合作精神。
Revival Camp	7	1	4	98%	24-26/04/2025	1,700.00	Teacher observation Students' response	----	幫助學生尋找人生目標及價值對重整。
Total no. of activities: 24									
@No. of man-times	20	184	166		Total Expenses	80,935.75			
**Total no. of man-times	370								

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).

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

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

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

**Report on the Use of the Student Activities Support Grant
2024-2025 School Year**

I. Financial Overview

A	Allocation in the Current School Year:	\$69,550.00
B	Expenditure in the Current School Year:	\$69,493.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$56.50

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	26	\$5,695.00
Full-grant under the School Textbook Assistance Scheme	131	\$46,200.00
Meeting the school-based financially needy criteria	165	\$17,598.50 (capped at 25% of the total allocation for the school year)
Total	322	\$69,493.50

(If there is a genuine need to allocate provision exceeding the 25% cap, please approach the respective Senior School Development Officers in or before January of the school year. Consideration will be given on a case-by-case basis.)

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					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	數學精英培訓計劃	Mathematics	42	\$900.00	✓				
2	領袖生訓練營	Leadership Training	42	\$9,750.00	✓	✓			
3	校園電視台	Gifted Education	50	\$5,362.50	✓				✓
4	家政學會	Gifted Education	18	\$337.50	✓				✓
5	足球隊暑期訓練	Physical Education	15	\$150.00			✓		✓
6	游泳校隊練習(學界賽前)練習	Physical Education	26	\$975.00			✓		✓
7	羽毛球校隊練習(上學期)練習	Physical Education	45	\$700.00			✓		✓
8	排球校隊練習(上學期)練習	Physical Education	50	\$2,675.00			✓		✓
9	足球校隊練習(上學期)	Physical Education	19	\$525.00			✓		✓
10	越野隊練習(上學期)	Physical Education	50	\$2,455.00			✓		✓
11	男子籃球校隊練習(上學期)	Physical Education	31	\$2,625.00			✓		✓
12	乒乓球校隊練習	Physical Education	18	\$175.00			✓		✓
13	女子籃球校隊練習	Physical Education	15	\$350.00			✓		✓
14	英文辯論及演說隊練習	Gifted Education	8	\$175.00	✓				✓
15	躲避盤學會練習	Physical Education	27	\$350.00			✓		✓
16	中西樂團校隊練習	Arts (Music)	17	\$875.00	✓				✓
17	合唱團練習	Arts (Music)	70	\$4,625.00	✓				✓
18	STEAM科研學會	Cross-Disciplinary (STEM)	61	\$525.00	✓				✓
19	中一育才計劃(美藝小組)	Arts (Visual Arts)	24	\$1,051.00			✓		✓
20	劇社(英文組)	Gifted Education	13	\$162.50			✓	✓	✓
21	生態旅遊學會	Values Education	33	\$1,000.00		✓		✓	
22	劇社(中文組)	Gifted Education	18	\$2,762.50			✓	✓	✓
23	弓道學會	Gifted Education	17	\$400.00	✓		✓		✓
24	詩歌敬拜隊	Arts (Music)	30	\$1,250.00	✓	✓		✓	
25	舞蹈隊練習	Gifted Education	9	\$1,925.00			✓		✓
26	排球校隊練習(下學期)	Physical Education	49	\$2,250.00			✓		✓
27	羽毛球校隊練習(下學期)	Physical Education	39	\$450.00			✓		✓
28	下學期乒乓球隊練習	Physical Education	18	\$175.00			✓		✓
29	女子籃球隊練習(下學期)	Physical Education	14	\$350.00			✓		✓
30	合唱團迪士尼探索之旅	Arts (Music)	42	\$1,950.00	✓			✓	
31	2025國際經濟奧林匹克香港區選拔賽	General Studies	4	\$0.00	✓				✓
32	排球隊暑假練習	Physical Education	41	\$1,100.00			✓		✓
33	暑期游泳班	Physical Education	30	\$1,000.00			✓		✓
34	羽毛球隊暑假練習	Physical Education	29	\$150.00			✓		✓
35	乒乓球隊暑期練習	Physical Education	15	\$150.00			✓		✓

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
36	男子籃球校隊試後及暑期訓練	Physical Education	23	\$1,012.50			✓		✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			1,052	\$50,668.50					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	紐西蘭遊學團	English Language	11	\$12,825.00	✓	✓		✓	
2	韓國首爾藝術文化交流團	Arts (Others)	6	\$6,000.00	✓		✓		
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			17	\$18,825.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			1,069	\$69,493.50					

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

Contact Person for LWL (Name & Post):	Ms. Chu Choi Fun, Clerk
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2024-2025學年 全方位學習津貼 運用報告

宜道會陳瑞芝紀念中學

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津貼運用報告或載有全方位學習津貼運用報告的學校報告上載至學校網頁。

第1項：舉辦／參加全方位學習活動

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (S)	人均 實際開支 (S)	開支 用途*	範疇 ¹ (包括學習領域、跨 學科、教育最新發 展方向，可選擇多 於一項)	評估結果	基要學習經歷 (請於適用方格加上u號，可選擇多於一項)				
			級別	總參與 人數						價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有 關的經驗
1.1	本地活動：在不同學科／跨學科／課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正確的價值觀和態度													
1	水/陸運會	9月, 7月	中一至中六	726	\$9,254.00	\$12.75	E1, E2	體育	學生投入參與，有效提升體育氛圍。	ü		ü		
3	全方位學習日	10月, 3月, 5月	中一至中五	618	\$80,779.00	\$130.71	E1, E2, E5, E6	跨學科（其他）	透過不同的科本及非科本活動，學生走出課室，抱擁學習。	ü	ü		ü	
4	社際活動	全年	中一至中六	726	\$2,437.48	\$3.36	E1	學生精神健康	透過不同的社際活動，連結校內學生，建立正面人際關係，也提升其歸屬感。	ü		ü		
5	高中藝術體驗活動	12月, 4月	中四及中五	235	\$1,000.00	\$4.26	E2	藝術（其他）	透過參加專業團體的藝術表演，有效提升學生鑑賞能力，亦具舒緩壓力之效，促進精神健康。	ü		ü		
6	課外活動	全年	中一至中六	533	\$357,425.18	\$670.59	E1, E5,	學生精神健康	透過不同課外活動，發展學生的多元智能及興趣，亦具舒緩壓力之效，促進精神健康。。	ü		ü	ü	
7	學生校外比賽	全年	中一至中六	508	\$66,543.23	\$130.99	E1, E2, E6,	價值觀教育	透過不同的校外比賽，擴闊學生視野，令學生追求卓越。	ü	ü	ü		ü
8	學生團隊建立活動	全年	中一至中五	309	\$38,461.00	\$124.47	E1, E2	價值觀教育	透過不同的團隊建立活動，連結校內學生，建立正面人際關係，也提升其歸屬感。	ü				
9	學科體驗活動	全年	中一至中六	726	\$23,857.22	\$32.86	E1, E2, E5, E6, E8	跨學科（其他）	透過不同的學科體驗活動，成功將科本知識帶出課室，讓學生	ü	ü	ü		
（如空間不足，請於上方插入新行。）														
第1.1項總開支				4,381	\$579,757.11									
1.2	境外活動：舉辦或參加境外活動／境外比賽，擴闊學生視野													
1	中四級台北藝術文化之旅	3月	中四級	113	\$73,686.00	\$652.09	E3, E4	藝術（其他）	透過不同的工作坊及景點遊覽，認識對岸的生活文化，體現民族融和	ü		ü		
2	「同行萬里」-杭州團	6月	中四級中五級	38	\$5,016.00	\$132.00	E3, E4	愛國主義教育	參觀不同的文學及科技景點，認識國家的全面發展，增加民族自豪感。	ü				
3	經濟發展探索之旅	5月	中五級	30	\$3,285.60	\$109.52	E3, E4	國家安全	透過認識大灣區的經濟發展，令同學反思經濟安全的重要性及實踐。	ü				ü
4	北京藝術文化探索之旅	9月	中四至中六	10	\$1,584.00	\$158.40	E3, E4	藝術（視藝）	透過不同的工作坊及景點遊覽，認識國內的藝術文化，體現民族融和。	ü		ü		
5	韓國藝術文化之旅	5月	中二至中六	30	\$28,432.00	\$947.73	E3, E4	藝術（視藝）	透過不同的工作坊、景點遊覽及與當地學生交流，擴闊學生視野。	ü		ü		
6	英國STEAM科技探索之旅	1月	中二至中五	9	\$43,300.00	\$4,811.11	E3, E4	跨學科（STEAM）	透過參與「Bett Show」，與世界各地專才進行深入交流，擴闊學生視野。	ü	ü			
7	紐西蘭遊學團	7月	中二至中四	40	\$122,815.00	\$3,070.38	E3, E4	英文	透過沉浸式英語學習，及與當地人生活，有效提升學生的英語能力。	ü	ü			
（如空間不足，請於上方插入新行。）														
第1.2項總開支				270	\$278,118.60									
第1項總開支				4,651	\$857,875.71									

註1：因應教育最新發展和學生需要，學校可適切運用全方位學習津貼，加大力度推動愛國主義教育、STEAM教育及學生精神健康。

第2項：購買其他推行全方位學習所需的設備、消耗品、學習資源

編號	項目	用途	實際開支 (\$)
1	樂器配件	配合詩歌敬拜隊活動	\$5,502.00
2	音響器材	配合校園電視台活動	\$122,280.00
3	地理實地考察儀器	配合地理科學科體驗	\$4,644.78
(如空間不足，請於上方插入新行。)			
第2項總開支			\$132,426.78
第1及第2項總開支			\$990,302.49

第3項：受惠學生人數

全校學生人數：	726
受惠學生人數：	726
佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人姓名：	李愷琪
職位：	助理校長

✱ 輸入下表代號：每項開支可填寫多於一個代號：			
E1	活動費用（報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等）	E6	學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
E2	交通費	E7	設備、儀器、工具、器材、消耗品
E3	境外交流／比賽團費（學生）	E8	學習資源（例如學習軟件、教材套）
E4	境外交流／比賽團費（隨團教師）	E9	其他（請說明）
E5	專家／導師／教練費用		

姊妹學校交流報告書

2024 /25 學年

學校名稱：	宣道會陳瑞芝紀念中學		
學校類別：	中學	負責老師：	何翰庭主任

本學年已與以下內地姊妹學校進行交流活動：	
1.	2024 沪港澳姊妹学校音乐会
2.	上海姊妹學校探訪及考察之旅
3.	上海姊妹學校來訪本校之旅

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

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

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

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

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

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (~~*已舉辦~~ / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

全年財政報告:			
編號	☐	交流項目	支出金額 (HK\$)
N1	☒	到訪內地姊妹學校作交流的費用	133,520.00
N2	☒	在香港合辦姊妹學校交流活動的費用	2,493.20
N3	☐	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	
N4	☐	視像交流設備及其他電腦設備的費用	
N5	☒	交流物資費用	375.20
N6	☒	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	3,048.00
N7	☐	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	
N8	☐	其他(請註明):	
N9	☒	學年總開支	139,436.58
N10	☐	沒有任何開支	

反思及跟進：		
編號	☒	內容
O1	☒	有關交流活動的層面 <i>[如適用，請註明]</i> ● 參訪的地點令兩校的學生都增加見聞，了解對方的城市的歷史和文化特點 ● 校內交流學生表達真誠
O2	☒	有關交流活動的形式/內容 <i>[如適用，請註明]</i> ● 活動多元化，有參觀、觀課、交流
O3	☒	有關交流活動的時間安排 <i>[如適用，請註明]</i> ● 恰當
O4	☒	有關交流活動的津貼安排 <i>[如適用，請註明]</i> ● 略為緊絀，只能探訪和來訪各一次
O5	☒	有關承辦機構的組織安排 <i>[如適用，請註明]</i> ● 導遊略為粗心
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☒	本校學生在香港與姊妹學校交流的人次	60 人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	36 人次
P3	☒	本校學生參與交流的總人次	96 總人次
P4	☒	本校教師參與交流的總人次	15 總人次
P5	☒	本校學校管理人員參與交流的總人次	7 總人次

備註：

Report on the use of the Additional Funding for Non-Chinese Speaking Students (NCS) (2024/25)

Task area	Mode of support	Measures	Actual expenses	Evaluation / reflections / suggestions
To enhance the support for learning Chinese of NCS students	To employ one Teaching Assistant to support the learning of Chinese of NCS students	● Appointing the Teaching Assistant to support the learning of Chinese of NCS students ● Adopting learning and teaching materials when necessary ● Organising activities which promote cultural integration and raise sensitivity to diverse cultures and religions ● Promoting home-school cooperation with parents of NCS students ● Translating major school circulars or important matters on school website when necessary	Annual Salary and MPF of 0.7 Teaching Assistant = <u>\$159,041.00</u>	The Chinese Teaching Assistant provided effective assistance to enhance the support for learning Chinese of NSCS students: ● An after-school Chinese Culture Day was held. ● After-school Chinese related activities (poem reading, debate competition, etc.) were held ● Facilitate communication with parents, discuss learning progress and provide information on further studies.

**支援推行高中公民與社會發展科的一筆過津貼（公民科津貼）
運用報告 (2021-2025 學年)**

範疇	用途	受惠學生	使用日期	實際支出	成效檢討
發展或採購相關的學與教資源	購買出版社教材、參考書籍、學生閱讀材料、桌上遊戲及學習器材等	中四至中六級	2021 年 9 月 至 2025 年 8 月	\$96,016.10	出版社教材讓老師可以製作有質素的課業材料，令學生掌握重要知識及明白如何準確答題；參考書有助教師備課，特別是一些文化課題；部分材料亦用於鼓勵學生自學及增潤課堂活動。
資助學生及／或教師前往內地，參加與公民科課程相關的教學校流或考察活動	安排後備教師、考察物資等	中五級	2023 年 7 月 2024 年 3 月 2025 年 3 月	\$11,146.00	讓老師親身了解國家發展，有助長遠教學發展；同時更有效照顧學生的安全。
舉辦與公民科課程相關的校本學習活動	與中文科合作舉辦高中辯論賽，辯題全與公民科相關；又舉辦大澳考察活動。	中四及中五級	2023 年 3 月 2024 年 3 月 2025 年 5 月	\$49,820.00	透過高中辯論賽探討與公民科相關的課題，參賽同學能深入鑽研，觀眾聆聽亦有不少裨益。
舉辦或資助學生參加公民科課程相關在本地或內地舉行的聯校／跨課程活動	與中文科合作，資助學生到澳門考察，以文學散步形式，體驗中葡文化；亦與家政科合作，資助學生參與中華餅食製作；又舉辦剪紙繩結工作城、本地電車團、鹽田梓考察等。	中四及中五級	2023 年 7 月 2024 年 3 月 2024 年 7 月 2025 年 7 月	\$148,852.00	透過與中文科及家政科同事合作，讓公民科的學習更立體，不只停留於硬知識層面，讓學生親身體會中華文化與西方文化如何交融演變，也讓學生感受國家治下大灣區的基建及城市發展；又如中華餅食製作，亦讓同學透過手作，了解中西飲食文化如何在香港融合創新；電車遊讓同學體驗及觀賞港島街景，認識香港歷史等。

總撥款＝\$300,000

總支出＝\$305,834.10

盈虧＝虧損 \$5,834.10 (由學校其他津貼補貼)

是項津貼已於 2025 年 8 月 31 日用完

**校園・好精神一筆過津貼
運用報告 (2023 至 2025 年學年)**

範疇	用途	受惠學生 (級別/群組/人數)	使用日期	實際支出	成效檢討
舉辦與提升學生及教師精神健康相關之活動及計劃	午間療愈手作小攤位 - 導師費及材料費 3 次	全校 (每次約 40 人)	11/2024、 1/2025、 4/2025	\$7,550.00	參加者投入活動，配合生日禮遇及點唱活動，能營造輕鬆正向的校園氛圍，提升自我關懷意識。
	精神健康主題活動 (精神健康日／生命教育周相關物資費用)	全校 (約 1000 人)	11/2023、 5/2024、 12-18/12/2024	\$33,607.14	活動由輔導領袖生／精神健康大使策劃配合主題（擁抱／接納自己）活動，並協助的多元活動推行，過程提升高年級領袖同學對主題的反思，團隊間的凝聚力。同時，受眾(全校師生)踴躍參與不同的活動，從活動提升對自己／他人的關懷，有助釋放學習壓力。
	試後勵志電影欣賞津貼	全級中二及中三學生	7/2024	\$5,000.00	參加者從反思電影的訊息，學習正面／積極面對不同挑戰。
	精神健康急救課程 (青少年版)	16 人	7/2024	\$1,600.00	參加者專注學習，其中有部分本身有精神健康困擾，另外有部分希望將來從事助人工作；課程能增加參加者對精神健康的理解及自助／助人意識。
	教職員製作提升精神健康作品 - 導師費及材料費及紀念品	約 80 人	5/6/2025	\$8,432.00	教職員投入參與製作香薰油及掌握基本按摩技巧，並可以持續使用，提升同工的身心靈健康。
購買提升學生及教師精神健康所需的物品、家具及設備	改善校園環境以創造舒鬆空間，設置「舒 ZONE」家具/擺設	全校 (約 1000 人)	8/2025	\$ 2,906.05	添置椅子及小圓枱，為學生在小息時提供多一個聚腳地，也為輔導領袖生提供空間帶領同學玩桌遊或跟進輔導。

總撥款＝\$60,000.00

總支出＝\$59,095.19

盈虧＝盈餘 \$904.81 (餘款退還教育局)

是項津貼已於 2025 年 8 月 31 日用完

家長學生・好精神一筆過津貼 運用報告 (2023 至 2025 學年)

範疇	用途	受惠學生 (級別/群組/人數)	使用日期	實際開支	成效檢討
推廣學生及家長精神健康相的親子或家長活動	資助「合拍家庭故事館」小組的戶外活動的車費	7 個家庭	11/8/2024	\$1,750.00	小組透過家庭拍照及相關活動，增加家庭成員彼此溝通及認識的機會，發掘家庭正能量，齊心面對逆境，改善精神健康
	家長周會分享：講員車馬費/小禮物等	中四至中五學生	2/4/2025	\$579.00	幾位媽媽分享生活的苦與樂，令在座學生深受啟發，有效促進家庭和諧。
	親子手作班：購買材料、導師車馬費/小禮物、飲品	中一至中五家長及學生 (30 人)	17/5/2025	\$908.46	透過親子手作，令家長及學生放下生活的壓力，輕鬆溝通對談，有效促進兩代共融。
	MATCHICAL SCHOOL TOUR (內容包括互動遊戲，歌手或樂隊演唱)：購買外間服務，透過音樂分享及宣揚正面訊息，輸入正能量，放鬆心情	中一至中五家長及學生	7/7/2025	\$6,094.70	歌手透過音樂分享正面訊息，鼓勵學生及家長積極面對生活的挑戰，有效建立正面的情緒。
	心靈探索 – 香水作 X 自我關懷：購買外間服務，提升情緒及心理健康	全校家長及學生 (約 30 人)	2025 年 7-8 月	\$6,205.00	透過此活動，家長遠離生活繁囂，與心靈對談，成功減壓，重拾生活力量。
	正念烹飪工作坊：購買外間服務，提升情緒及心理健康，放鬆自己，建立與食物、身體之間更健康之連結	全校家長及學生 (28 人)	2025 年 7-8 月	\$4,495.00	透過此活動，家長提升情緒及心理健康，放鬆自己，建立與食物、身體之間更健康之連結。

總撥款 = \$20,000.00

總支出 = \$20,032.16

盈虧 = 虧損 \$32.16 (由學校其他津貼補貼)

是項津貼已於 2025 年 8 月 31 日用完

一筆過家長教育津貼（中學）
運用報告 (2024-25 學年)

(2024-25 學年暫時未使用本津貼，計劃於 2025-26 學年開始使用)

支援學校推動校園體育氛圍及「MVPA60」一筆過津貼
運用報告 (2024-25 學年)

(2024-25 學年暫時未使用本津貼，計劃於 2025-26 學年開始使用)

**推廣中華文化體驗活動一筆過津貼
運用報告 (2024-25 學年)**

範疇	用途	受惠學生 (級別/群組/人數)	使用日期	實際支出	成效檢討
舉辦有關中華文化的科本及跨科組學生學習／體驗 活動或講座	【中秋節燈謎】活動物資	全校	17/9/2024	\$854.00	同學踴躍參與，對中秋節的習俗及相關知識有更深入認識，提升對中華文化的興趣及認同
	【成人禮】工作坊	中四級 120 人	9/5/2025	\$6,000.00	同學對試穿漢服的環節體會深刻，不僅能了解不同朝代華服的歷史，更能明白成人禮的意義與價值。
	【中華文化學會】中華文化工作坊	中一至中六級 共 30 人	10/3,30/4, 13/5,29/5 /2025	\$8,015.00	同學投入參與中華手工藝品工作坊，親自製作篆刻圖章、漆扇、草編、剪紙等，領會傳統文化的智慧及美學。
	初中周會講座： 長洲太平清醮及平安包考察	中一至中三級 共 360 人	14/5/2025	\$0.00	由香港史學會理事、香港珠海學院亞洲研究中心副研究員施志明博士主持講座，活動屬「賽馬會香港非物質文化遺產公眾教育計劃 – 2025 年度長洲太平清醮主題系列」，同學反應熱烈，舉手提問。
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	-----	-----	-----	\$0.00	-----
舉辦或資助學生參加本地文化考察或參觀活動	【長洲非遺考察活動】 雜項支出	中一級 30 人	30/6/2025	\$133.50	同學積極投入活動，享受製作平安包，對本地非物質文化遺產的歷史和認識有更深刻的了解
發展有關中華文化的課程	-----	-----	-----	\$0.00	-----
採購及發展中華文化學與教資源	-----	-----	-----	\$0.00	-----
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	【杭州、紹興文化及創新科技探索之旅】資助 10 位同學團費、數據卡、營刊等	中四及中五級 共 38 人	30/6-4/7/2025	\$13,424.00	學生問卷逾 80%或以上認同考察團能夠提升對中華文化及加強國民身份認同
	【深圳東莞規劃及經濟發展探索之旅】資助 12 位同學的團費、數據卡等	中二級共 120 人	27-29/3/2025	\$2,764.80	學生問卷逾 90%或以上認同考察團增加同學對國家發展現況的認知，亦對中國文化(庭園)有進深的了解，增加國民身分認同。

總撥款 \$300,00.00

本學年支出 \$31,190.30

來年可用＝\$268,809.70

Report on the Use of the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” 2024-25 school year

Area	Use	Students involved	Date	Actual expenses	Evaluation / reflections / suggestions
1. Procuring and/or subscribing to learning resources	Subscribing to AI English Essay Grading Service - Penso (5 pieces of writing for every student) https://www.dsehero.com/	S1-S6 Students	Mar-Aug 2025	\$16640	● S6 students submitted extra compositions to the platform for final preparation before their DSE in April. ● S1-S5 students completed extra compositions during the Easter holiday, before the Final Exams and during the Summer Holiday to further enhance their writing skills. ● The school subsidized half of the total cost. The other half was paid by students.
2. Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	Hiring a coach for an English Debate Taster Course for junior form students to promote self-directed English learning through public speaking and debating	S1-S3 Students	Jul 2025	\$2700	● 30 students took part in the course after being selected from 50 interested applicants. ● The course fostered their critical thinking, public speaking and effective argumentation through engaging activities and structured practice. ● Participants will be invited to take part in internal/external speaking competitions and activities throughout the school year to promote self-directed learning of English beyond the classroom.

Total amount of grant: \$200,000

Expenses this year: \$19,340

Balance: \$180,660

推廣自主語文學習（普通話）一筆過津貼
運用報告 (2024-25 學年)

範疇	用途	受惠學生 (級別/群組/人數)	使用日期	實際開支	成效檢討
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)	採購兩部 65 吋室內紅外線 4K 壁掛式資訊機	全校	2025 年 8 月起	\$39,000	已採購兩台壁掛式資訊機，一部直向置於圖書館門外，一部分橫向置於校務處門外，用以播放多媒體電子自學材料。稍後將用於普通話日互動活動。
聘請不屬編制內的普通話導師或非教學支援人員	-----	-----	-----	\$0.00	-----
購買學與教相關的服務	-----	-----	-----	\$0.00	-----

總撥款 \$200,000
本學年支出 \$39,000
來年可用=\$161,000