

DMHC Siu Ming Catholic Secondary School

天主教母佑會蕭明中學



ANNUAL

SCHOOL PLAN

學校周年計劃 (2025-26)



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1. School Vision and Mission 學校抱負和使命

1.1 School Profile 學校簡介—學校願景、學校校訓及學校的精神

- a. Our school is a subsidized grammar girls' school run by the Daughters of Mary Help of Christians. Founded in 1973, it has incorporated the educational philosophy of St. John Bosco and St. Mary Mazzarello of educating the young with a harmonious and joyous family spirit of loving kindness, reason and religion.
 - b. With the teaching of Christ and values of the Gospel, we create an educational environment that is full of joy, love and care. We help our students to live with a clear sense of direction and to find the true meaning of life.
- a. 本校是一所由聖母進教之佑孝女會的資助女子文法中學，成立於 1973 年，學校融入了聖鮑思高神父及聖女瑪沙莉墨羅的教育理念，強調仁愛、理智和宗教的預防教育法，旨在以和諧和快樂的家庭精神來教導年輕人。
 - b. 以基督的教導和福音的價值觀為基礎，創造了一個充滿喜樂、愛和關懷的教育環境，以幫助帶領學生擁有清晰的人生方向，並尋找到生命的真正意義。

1.1.1 School Goals 學校願景

- a. We commit ourselves to the all-round formation of our students, putting equal stress on the importance of spirituality, virtue, wisdom, physique, sociability and aesthetic appreciation.
 - b. We encourage our students to participate actively in the life-long learning process, to apply the acquired knowledge to everyday situations, to cherish their lives and to contribute to the community.
- a. 本校強調靈性、德行、智慧、身體發展、社交能力和美學欣賞的重要性，體現出這些理念融入學生全人發展的承諾。
 - b. 本校鼓勵學生積極地學會學習及達至終身學習，將所學知識應用於日常生活，能珍惜生命，並為社會作出貢獻。

1.1.2 School Motto 學校校訓

“Purity & Charity”

「純潔 仁愛」

1.1.3 School Spirit 學校的精神

Be wise in distinguishing between right and wrong and be trustworthy

明辨是非盡責

Be positive, forward-looking and hopeful

積極進取樂觀

Be genuine and sincere with oneself. Always maintain one's integrity and honesty.

純樸廉潔律己

Be loving and caring towards others

仁厚關愛待人

1.2 Core Values of Education 天主教五大核心價值—真理、義德、愛德、生命與家庭

a. ***Truth – It is what the human intellect is searching for.***

Human reason's capacity for truth must be upheld. The desire for truth about God and about the meaning of life must always be encouraged and kept alive. Wisdom which enables us to distinguish right from wrong, good from evil, must be treasured above all kinds of knowledge. Honesty demands us to tell the truth and put it into practice even at the cost of great sacrifices.

b. ***Justice – It consists of a constant and resolute will to give to God and one's neighbors their due.***

We pursue justice towards God as the "virtue of religion" and towards men as respecting the rights of others, establishing in human relationships the harmony that promotes equity with regard to individual persons and to the common good, and undertaking responsibilities at individual, family and society levels, thereby achieving the wellbeing of society, promoting and protecting human dignity.

c. ***Love – It is the greatest of all virtues.***

We are to love God above all things and love our neighbours as brothers and sisters, taking our Saviour Jesus Christ as the model of selfless love and humble services to others. Love urges us to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

d. ***Life – It is a priceless gift from God and is sacred in itself.***

Everyone is created in the image of God and has the right to life, which must be respected from its conception to its natural end. Tribulations and adversities in life are to be faced with serenity and hope. Every person is entitled to have whatever is necessary for a decent and dignified existence.

e. ***Family – It is the basic unit of society.***

Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying. Marriage, prepared by the practice of chastity, sustained by fidelity and an indissoluble lifelong commitment, is the foundation of a family which is a permanent support for husband and wife, for parents and children, in achieving their life goals and the wellbeing of the human society.

a. ***真理 — 此乃人類智慧所追尋之終極目標。***

人類當堅守理性，孜孜以求；對於上帝及生命意義之真理的渴望，更須恆常激勵，永葆不熄。由此而生之智慧，能使人明辨是非、洞察善惡，實為一切知識中最可貴者。

縱然代價重大，誠實亦要求我等不僅宣講真理，更須身體力行。

b. **正義** — *此為一種堅定不移之意志，是上帝賜予世人持守之美德。*

於神而言，人類追求對上帝之正義，此乃「宗教之美德」；於人而言，則是尊重他人之權利，在人倫關係中建立促進公平之和諧，兼顧個人與公眾之福祉，並勇於承擔個人、家庭與社會之責任，以期實現社會之繁榮，促進人類之尊嚴。

c. **正義** — *這是一種既持久且有果斷的意志，是上帝給予人類要持守的美德。*

我們追求對上帝的正義，作為「宗教的美德」；對人類而言是要尊重他人的權利，在人際關係中建立促進公平的和諧，關注個人及大眾的利益，承擔個人、家庭和社會層面的責任，以實現社會的福祉，促進人類的尊嚴。

d. **仁愛**——*此乃眾德之首，超越萬有。*

人類當以全心敬愛上帝於萬物之上，並視鄰人如手足，以救主耶穌基督無私之愛與謙卑服務之典範為楷模。此愛激勵我等關懷貧困匱乏者，並對社會中之弱勢與邊緣群體，賦予優先之抉擇與行動。

e. **生命**——*乃是上帝所賜的神聖禮物，其本身即具有不可侵犯的尊嚴。*

人皆按上帝之形象受造，自受孕之初，至自然壽終，生存之權利皆應受尊重，不容剝奪。面對人生之艱困與逆境，當以平靜之心承接，以希望之光照亮。此外，人人皆有權享有符合尊嚴生活所需的一切，此為生命本有之價值與保障。

f. **家庭**，*乃社會的基本單位。*

夫妻之間唯有基於純粹之愛與無私的奉獻，才能獲得真正的滿足。婚姻建立在忠誠不渝、不可分割的終身承諾之上，並藉由貞潔的實踐而鞏固，它是家庭的根基。這份恆久的盟約，為夫妻、親子實現生活目標提供堅實依靠，並為人類社會的福祉奠定基礎。

2. Major Concerns for the School Year 2025-2026 學校周年計劃 2025-2026

2.1 Abstract: 撮要

Main Theme: Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)

1.	(Teacher Professional Development) To optimize teachers as Salesian and Professional Educators (教師專業發展方面) 以優化本校教師成為慈幼大家庭的專業教育團隊
2.	(Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity (學生學業發展層面) 透過發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能
3.	(Student Formation and Student Support) To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives (學生發展及支援) 建立正向學習經驗，讓學生活出正向人生

2.2 School Development Plan 2025-26 學校發展計劃 2025-2026

Main Theme: Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)

2.2 Major Concern I: (Teacher Professional Development) To optimize teachers as Salesian and Professional Educators

The feedback and follow-up actions from the previous school year 2024-25:

- (1) Consider refining professional development activities to further enhance their relevance and usefulness to teachers’ daily work.
- (2) Continue regular evaluation and feedback to sustain high standards of professional leadership.
- (3) Encourage sharing of blended learning best practices and Rasch Model implementation experiences.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
1A To enhance and fortify Salesian Family Spirit	To equip teachers with Salesian Family Spirit and put into practice in the day-to-day routine. 1.Talk and sharing during SDD 2.Sharing among CTs by forms during SDD	Questionnaire survey for teachers	Evaluation of teachers	Sept 2025 -May 2026	* Leung PS, Li CY	/	values education, media and information literacy, a healthy lifestyle and balanced physical and mental development
1B To optimize Middle Managers as a role model in	To equip Middle Managers with the necessary skills and features Talk and sharing during SDD Sharing among Middle	Questionnaire survey for middle managers	Evaluation of middle managers	Sept 2025 -May 2026	* Leung PS, Li CY	To invite experienced principal to the school to share and give lectures	

becoming Salesian and Professional Educators	Managers during SDD					to middle managers	
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II. Major Concern II: (Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity 2A.

Briefly list the feedback and follow-up actions from the previous school year 2024-25:
 (1) STEAM study tours to the mainland or other countries, organized alongside different subjects, could be planned to broaden students' horizons.
 (2) BAFS (Mgt) and Economics may invite new subjects for collaboration.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
2A To motivate students to deepen and broaden their learning	1. To stimulate students' thinking and promote flexible application of knowledge across various subjects through engaging cross-curricular topics and life-wide learning activities. 2. Different learning modes are provided to help students develop their multiple intelligences.	85% of students could increase their understanding of cross-curricular topics and could be able to present their views according to the skills they learn in subjects.	(1) Qualitative assessment: - Students' opinions in questionnaires (2) Quantitative assessment: - Students' work Survey based on observation and opinions given by subject teachers	Sept 2025 - May 2026	*Lam CS, Chun KY Related persons: Panel heads & subject teachers	Professional training for teachers such as seminars, workshops, and visits Study tours, workshops, visits, talks provided for students	Healthy lifestyle Life planning National and global identity Information literacy Generic skills Language proficiency Breadth of knowledge

2. Major Concern: (Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity

2B

The feedback and follow-up actions from the previous school year 2024-25:

(1) Some modifications will be made in the next school year according to students’ needs and the skills needed for the content subjects.

(2) Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.

(3) Alongside English lessons integrating specific subject knowledge, content subject teachers are encouraged to allocate around 5% of lesson time to address English language elements, such as sentence structures and answering patterns specific to their subject, for a seamless consolidation of language skills in context. S.1 Geography and S.2 History teachers have been invited.

(4) English teachers will focus on RaC (Reading across Curriculum) and WaC (Writing across Curriculum).

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
2B To integrate subject-specific knowledge and English skills in enhancing students’ language proficiency and performance in selected subjects (LaC)	To cooperate with various subjects and select relevant content or skills to be taught by English teachers and further consolidated by subject teachers. Throughout the school year during English lessons and the lessons of the target subject(s) 1. Revising handouts and test / examination papers 2. Collaboration between English teachers and content subject teachers	a. <u>Qualitative Assessment:</u> Teachers’ observations and feedback based on students’ performance in worksheets and note-taking b. <u>Quantitative Assessment:</u> Comparing student performances between the first term examination and the final examination, OR the same examination of the previous year	a. Teachers’ observations and feedback b. Comparing student performances	Sept 2025 - May 2026	Shu NC, Hui SF, *Tsang KM and Subject Teachers	/	Language Proficiency Breadth of knowledge Generic Skills

2. Major Concern: (Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity
2C

The feedback and follow-up actions from the previous school year 2024-25

- (1) As times advance, students need to develop AI-related skills to assist their learning. Therefore, next year, the school will focus on training teachers to use AI to support teaching and encourage students to apply AI for self-directed learning.
- (2) Teachers will proactively explore different learning platforms to assist student learning and keep pace with technological developments.
- (3) Strengthening blended learning to deepen and extend learning: To enhance the use of various teaching strategies—including (a) blended learning, (b) flipped classroom, (c) cooperative learning, (d) digital note-taking, and (e) traditional teaching—teachers should select appropriate methods according to different topics to improve teaching effectiveness.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
To optimize the learning and teaching process with blended learning	<ol style="list-style-type: none"> 1. Use of blended learning to establish ways of extending and deepening learning* 2. To enhance students' information literacy and cultivate their ability to distinguish truth from falsehood, exhibit an exploratory spirit, and discover and solve problems* 	<ol style="list-style-type: none"> 1. Lesson observation for appraisal with a focus on blended learning 2. 75% of students and teachers believe that blended learning / AI can enhance learning outcomes 3. Use information and information technology 	<ol style="list-style-type: none"> 1. Teachers' Comments 2. Questionnaire survey for teachers and students 3. The lesson observation performance for Appraisal on blended learning/AI 	Sept 2025 -May 2026	*Li CY *Chik CY All Panel Heads & Subject Teachers	Professional training for blended learning	Breadth of knowledge Information Literacy Generic Skills

		ethically, flexibly and effectively					
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III. Major Concern III: (Student Formation and Student Support) To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.

The feedback and follow-up actions from the previous year 2024-2025:

3A. More guidance and instructions should be given to class teachers in the weekly quote activity.

3B.

- It is suggested that subject teachers should emphasize on the soft-skills or values about learning the subjects to help them to understand how the subjects content can help them in their future lives but not only their career paths.
- Teacher advisors of the Gifted Education Team are encouraged to guide students in a progressive manner, utilizing both school-based gifted programs and external gifted courses or competitions. By integrating diverse resources, students can develop their gifted potential, build a broad knowledge base, and enhance transferable skills, thereby helping them to plan the suitable pathways aligned with their gifted abilities.
- Teacher advisors of the Gifted Education Team are encouraged to proactively seek diverse external resources to facilitate the development of gifted potential in students with varied learning styles.
- Next academic year, computer teacher will be invited to join the Gifted Education Team to assist students with potential in developing their computing knowledge and skills.

3C.

- Guidance should be provided when students practice meditation.
- A wider variety of mindfulness activities could be introduced.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
3A To foster a	1. Design activities to enhance students'	1. Student and teacher survey. 75	1. Teacher and student	Sept 2025-May	Fong PF (VP) Class	Professional training for	Breath of knowledge

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
positive psychological, social and physical environment for students	appreciation of each other's strengths, foster a sense of gratitude and inner peace.*	% of students and teachers agree that the designed activities and program can achieved the target.	survey	2026	teachers	teachers	Healthy lifestyle Generic Skills
	2. To enhance students understanding of happiness by designing activities in CTP and organizing special school activity day.*	2. Feedback from class teachers' observation on students' participation in activities.	2. Teacher observation				
3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in	1. To enrich the learning experiences of the students through experiential learning: in real context and authentic settings like universities, government departments and business corporations.	<u>Quantitative Assessment:</u> 1. Student survey. 75% of students agree that the designed activities and program can achieved the target. <u>Qualitative Assessment:</u> 2. Opinions obtained from focus group	Student survey Focus group meeting	Sept 2025-May 2026	Li CY LWL team, Life planning Education & Careers Guidance Group S.1 to S.5 class teachers Subject		Breath of knowledge Life Planning

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
their lives.		meetings			panels		
	2. Subject panels select appropriate content in S3 and tie in with the selected topics to help students understand how they can prepare for their future career.	<u>Quantitative Assessment:</u> 1. Student survey. 70% of students agree that the selected subject contents explained by the teachers can help them understand the linkage between subject and their future career. <u>Qualitative Assessment:</u> 2. Opinions obtained from focus group meetings	Student survey Focus group meeting		S3 subject panel heads & subject teachers		
	3. Encourage and recruit students to attend gifted or professional courses according to their	<u>Quantitative Assessment:</u> No of students participated in gifted or professional courses	Teacher and students survey		Tang WM Chu CH Wong CM Wong Connie Coordinators,		

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
	interests and potentials, in order to stretch their potential giftedness and help them develop their competence in different areas				CTs, Panel Heads & Functional Group Heads		
3C To establish a sustainable lifestyle and foster spiritual well-being	Introduce spiritual practices in ERE lessons and CTP to improve students' self-insight, ability to embrace the beauty of silence, and enhance students' mental and physical wellness through a variety of spiritual practices.	1) Questionnaire: 70% students have experienced more than one spiritual practices. 70% students agree that the spiritual practices in ERE lessons and CTP have improved their mental and physical wellness.	Quantitative assessment: Students' survey	Sept 2025-May 2026	Chan Annie		Healthy Lifestyle Breath of knowledge Generic skills National and Global Identity
	Adopt Catholic Social Teaching (CST) framework in ERE lessons to increase students' ecological concern	2) Feedback from subject teachers : 100% of S2 and S5 ERE teachers have taught environmental issues using Catholic Social	Qualitative assessment: Teachers' post-lesson feedback		Chan Annie S2 and S5 ERE teachers		

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
		Teaching (CST) framework Questionnaire: 80% of S2 and S5 students agree that their ecological awareness has been increased	Quantitative assessment: Students' survey				
	Improve students' physical and mental well-being through connection with nature in different activities.	3) Qualitative assessments: feedback from students' reflective journals (心靈札記)	Students' reflective journal		Chan Annie		

2.2 School Development Plan 2025-26 學校發展計劃 2025-2026

Main Theme: Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)

主題: Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)

關注項目 (一): 教師專業發展方面--以優化本校教師成為慈幼大家庭的專業教育團隊

簡略說明上學年有關範疇回應與跟進 2024-25:

- (1) 考慮優化專業發展活動，進一步提升其與教師日常工作的相關性及實用性。
- (2) 繼續定期進行評估及回饋，以維持高水平的專業領導。
- (3) 鼓勵教師分享混合式學習及 Rasch 模型實踐的最佳經驗。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7個學習宗旨
1A 以提升和鞏固 慈幼的家庭精 神	以裝備教師具備慈幼家庭精神， 並在日常工作中付諸實踐 1. 在教師發展日進行講座及分享 2. 在教師發展日進行班主任互相 分享及交流	老師問卷調查	教師的評價	由 9-2024 至 5-2025	*Leung PS, Li CY	/	價值觀教育、 媒體和信息素 養、 健康的生活方 式和平衡的身 心發展
1B 以優化中層管 理教師人員成 為慈幼專業教 育者的優秀的	以裝備中層管理教師具備應有的 技巧、能力及特質 1. 在教師發展日中層管理教師 人員進行講座及分享	中層管理老師問卷 調查	教師的評價	由 9-2024 至 5-2025	* Leung PS, Li CY	邀請有經 驗的校長 到校向中 層老師講 座及作分	

榜樣	2. 在教師發展日進行中層管理 教師人員互相分享及交流					享	
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關注項目 (二): 學生學業發展層面--透過發展多元的課程, 以照顧學生的學習多樣性, 從而提升學習效能
2A.

簡略說明上學年有關範疇回應與跟進 2024-25:

- (1) 與不同科目一起舉辦往內地或其他國家 STEAM 考察團來擴闊學生的視野。
- (2) 經濟科及企業、會計與財務概論(商業管理單元)可開拓新課題/ 新形式作協作。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7個學習宗旨
2A 以激勵學生深 化和拓寬學習	<ol style="list-style-type: none"> 1. 通過跨學科課題和全方位學習活動, 來激發學生的思維, 在解決問題過程中能靈活應用不同領域的知識 2. 利用不同的學習模式讓學生在多元智能中發揮潛能 	85%學生能加強跨學科課題的理解和利用有關匯報去幫助他們學習相關學科知識。	<ol style="list-style-type: none"> (1) 質化評估: - 學生問卷調查、意見 (2) 量化評估: - 學生功課 - 老師觀察及意見 	由 9-2025 至 5-2026	*Lam CS, Chun KY 相關老師、 科主任及科 任老師	老師專業 訓練如參 加研討會 及工作坊 學生可參 與考察、 工作坊、 參觀及講 座	健康的生活方式 生涯規劃 資訊素養 共通能力 語文能力 寬闊的知識基礎 國民和全球公 民身份認同

關注項目 (二): 學生學業發展層面--透過發展多元的課程, 以照顧學生的學習多樣性, 從而提升學習效能
2B

簡略說明上學年有關範疇回應與跟進 2024-25:

- (1) 將會根據學生需求及各科所需技能, 在下學年作出部分調整。

(2) 會安排英文及相關內容科老師的課前及課後會議。

(3) 除了英文課將結合特定科目知識外，亦鼓勵內容科老師在課堂中撥出約 5% 的時間教授英語語言元素，如句構及科目特定答題模式，促使學生能於情境中整合語言技能。中一地理及中二歷史科老師已獲邀參與。

(4) 英文老師將著重推行跨課程閱讀 (RaC) 及跨課程寫作 (WaC)

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
2B 以融合特定學科的知識和英語技能，以提升學生在不同學科的語言能力和表現(LaC)	英語教師與各學科合作，由英語教師講授相關內容或技能，由學科教師再進一步鞏固。全年部分英語課堂與特定科目的合作： a. 修訂有關測考試卷的講義 b. 同儕合作--英語老師及特定科任老師	a. 質化評估： 教師觀察是基於學生的回應、功課及筆記 b. 量化評估： 比較學生表現 - 上學期考試及期終試 或 - 與上年考試互相比較	a. 教師觀察 b. 比較學生表現	由 9-2025 至 5-2026	Shu NC, Hui SF, *Tsang KM 相關老師、科主任及科任老師	/	寬廣知識基礎、 語文能力、 共通能力

關注項目 (二)：學生學業發展層面--透過發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能

2C

簡略說明上學年有關範疇回應與跟進 2024-25:

(1) 隨著時代進步, 學生需要運用 AI 的能力來幫助學習, 因此, 明年學校會著意培訓老師使用 AI 幫助教學, 推動學生運用 AI 自主學習。

(2) 老師會主動地發掘不同學習平台來幫助學生學習, 與時並進。

(3) 加強混合式學習以深化並延伸學習：為了深化利用不同教學策略，包括(a)混合式學習、(b)翻轉教室、(c)合作學習、(d)數位筆記以及(e)傳統教學等，教師應根據不同主題使用不同的教學方法，以改善教學成效。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
透過優化運用不同的混合式學習教學法，以激發學生的學習動機及能力，從而提升學習效能	1. 在課前、課堂及課後運用不同的混合式學習教學法，以達至延伸及深化學習*	1. 考績性觀課—混合式教學法	1. 教師的觀察及意見	由 9-2025 至 5-2026	*Li CY, *Chik CY, 科主任及科任老師	有關混合式學習的專業訓練	寬廣知識基礎、資訊素養、共通能力
	2. 提升學生信息素養，培養辨別真假、探索精神、發現問題和解決問題的能力*	2. 有 75%學生及老師認為混合式學習能提升學習成效	2. 老師及學生的問卷調查				
		3. 靈活、有效和合乎道德地運用資訊和資訊科技	3. 發展性觀課—包括混合式教學法/人工智能教學				

關注項目 (三)：學生發展及支援：建立正向學習經驗，讓學生活出正向人生

簡略說明上學年有關範疇的回應和跟進：2024-2025

3A 需要提供更多指示給班主任在每周金句的活動上。

3B

- 建議科任老師可於課堂強調學科如何幫助她們發展未來生活所需的軟技能及價值，而非只是與職業的聯繫。
- 鼓勵學校資優教育組的顧問老師，透過校本資優課程及校外資優課程或比賽，引導學生循序漸進，配合多方面的資源發展資優潛能，建構寬廣的知識基礎及共通能力，以助規劃適合自己資優能力的升學發展。

- 鼓勵資優教育組的顧問老師，多方面找尋校外資源，以助不同學習風格的學生，發展不同方面的資優潛能。
- 下年度將邀請電腦科老師，加入資優教育組，協助有潛質的學生發展電腦知識方面的能力。

3C

- 靜觀練習可加入引導，優化練習的成效
- 可向學生提供其他面向的靜觀練習

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7個學習宗旨
3A 為學生建立正面的心理、社交及外在環境	1. 設計學習活動，讓學生欣賞彼此的品格強項、強化學生感恩的心及內在平安。	1. 有 75%學生及老師同意活動有效達到目標。	學生及老師問卷調查	由 9-2025 至 5-2026	方佩芬(VP) 核心小組 班主任 學校目標推廣組	有關正向教育的專業訓練	健康的生活方式 寬廣的知識基礎 共通能力
	2. 在班主任課及特別上課日，安排正向活動，讓學生了解如何實踐不同的正向元素	2. 老師觀察學生在班主任課及正向教育體驗日中的表現，同意活動可以達到目標。	班主任的觀察及意見				
3B 擴闊學生視野，讓學生了解自己的性格、能	1. 透過體驗式學習：以真實情境例如參觀大學、專上學院、政府部門及商業機構豐富學生的學習經驗。	量化評估 1. 有 75%學生同意活動有效達到目標。 質化評估 2. 焦點小組意見	學生問卷	由 9-2025 至 5-2026	李俊逸 全方位學習組 生涯規劃教育及升學就業輔導組 中三及中五		寬廣的知識基礎 生涯規劃

力及強弱項，從而尋找生命的意義					班主任 各科組		
	3. 中三學科揀選合適的課程內容讓學生明白如何為未來職涯做準備	量化評估 1. 有 70%學生同意老師的講解有助她們將學科關係聯繫她們的未來人生規劃。 質化評估 2. 焦點小組意見	學生問卷		中三學科科主任及科任老師		
	4. 鼓勵學生根據個人興趣及潛能參與資優及專業課程，從而發揮潛能，建立在不同領域的能力。	學生參加資優教育課程的數目	量化評估 班主任及學生問卷調查		鄧穎雯 朱靜嫻 黃楚苗 黃寶琮 班主任、科主任及功能組別負責人		寬廣的知識基礎 共通能力
3C 建立可持續的生活模	1. 引入「心靈教育」(倫宗科堂及班主任節)透過不同的「心靈教育」活動，培養學生覺醒的能力，幫助學生學習安	1) 問卷： 70% 學生於這學年曾經驗多於一種心靈教育活動	學生問卷	由 9-2025 至 5-2026	陳浩華		健康的生活方式 寬廣的知識基

式和促進靈性健康發展	靜的藝術、及加強學生身心鬆弛的鍛鍊。	70% 學生同意心靈教育活動有助她們身心鬆弛的鍛鍊				基礎 共通能力
	2. 以天主教社會訓導的原則，加強學生對受造物的關注	2) 教師回饋 100% 中二及中五級倫宗科老師曾以天主教社會訓導的原則教授環境保育相關議題 問卷：80% 中二及中五級學生認同其環境保育意識有所提高	教師回饋 學生問卷		陳浩華 中二及中五級倫宗科老師	
	3. 透過不同型式的課外活動/學習活動，讓同學接觸大自然加強學生與大自然的連結以提高學生身心靈健康	3) 質化評估：透過心靈教育後的反思（心靈札記）了解學生在活動中的得着及感受	分析學生心靈札記的內容		陳翠芬	

4. School-based Medium of Instruction Plan for Junior Secondary Level in 2025-2026 School year

Our school has been using English as the medium of instruction progressively up the different levels since 1994. In 1998, our school has been approved by the Education Department and listed among the 114 EMI schools which gave the final push for the school to adopt the Foreign Language Immersion Education Approach with the vision that our graduates should be able to communicate both verbally and literally in English at such a level of proficiency that they can either continue their studies or enter the job market both locally and abroad without language difficulties. An EMI committee was set up in 1998/1999 to formulate a practical and effective plan, which calls for commitment of all staff for successful implementation.

In 2009, the Education Bureau decided to fine-tune the recommendations on MOI arrangements for secondary schools with a view to allowing secondary schools the flexibility to decide professionally the appropriate MOI arrangements. The MOI policy for our school, starting from September 2010 at S1 level progressing each year to a higher level of the junior secondary forms, will be the same as being an EMI school in the past years.

The non-language subjects to be taught in EMI for students admitted to S1 in the 2025-2026 School year and when the same cohort of students proceeds to S2 and S3 in the 2026-2027 and 2027-2028 school years respectively are as follows:

- Mathematics
- Science (Physics, Chemistry, Biology in S3)
- Computer Literacy
- Technology and Living
- Geography
- History
- Music
- P.E.

A language-rich environment both inside and outside the classroom promotes learning through the English medium by maximizing students' exposure to English and by providing an atmosphere in which English becomes accepted as the normal language of communication.

A. For Students

1. English is to be used in notices, instructions and directions put up in the school premises for various purposes, except public notices and notices from non-EMI subjects.
2. English is to be used in announcements, morning prayers and routine work during class teacher periods, talks and assemblies.
3. English is to be used in posters, notice boards and displays related to students' work and achievements, which provide materials and activities for sharing among students (e.g. English Corner in the classroom)
4. School circulars and student handbooks have adopted the use of the English medium.
5. English is to be used in sections of the School newsletters and magazines (Chinese is available as parents are the general readers.)
6. The bilingual school web page and school intranet have been set up.
7. An English version of the school rules is available.

B. For Staff / Administration

English is to be used in

1. School Policy and Implementation Plan
2. Circulars
3. Notices

4. Memoranda
5. Agenda of meetings
6. Minutes / Reports of meetings (e.g. staff meetings, panel meetings)
7. Other documents submitted by EMI teachers

C. School Functions

English is to be used in school functions such as Sports Day, Speech Day, AGM of Student Association and most of the morning assemblies, etc.

D. Extra-curricular Activities

Students are encouraged to participate in extra-curricular activities which are organized in English, and all these activities should be interesting, challenging and sustainable. For example,

1. Speech contests, debates, dramas, scrabbles, games, English Week, tongue-twister competitions, etc. can be organized by the English Club.
2. Reading Schemes, book report competitions, etc. (Materials should cover a broad range of topics.)
3. Writing competitions / Quizzes
4. Video / film shows / TV viewing
This can be preceded or followed by simple discussions led by teachers. Further reading of materials will help develop students' interest and study skills.
5. English Corner
Students have easy access to materials in English including books, newspapers, magazines audio tapes, as well as English games on the computer. These materials enable a broad English language input and resources for tasks and projects of the EMI subjects. Teachers and senior students can run English-speaking activities in this Corner at lunchtime.
6. The clubs of EMI subjects can also conduct activities in English, e.g. preparation for and writing a report of a field trip or doing an experiment, the display of a poster and making an announcement for a contest, preparing a magazine article on a major school event, writing up a scrap-book on different professions in H.K. or the introduction of the life of a prominent politician, etc.
7. Students are encouraged to join English-related activities outside the school, e.g. Speech Festival, Drama Festival, essay competitions, slogan design competitions, etc.

E. Class Libraries

Class libraries are administered and used by the students themselves, e.g. the Class Committee. Materials kept may consist of English readers, students' projects, newspaper clippings, magazines, reference books, etc.

F. Using the media in assignments / projects

Since the media in H.K. provide a good range of English language exemplary models and plenty of opportunities for language learning, assignments / projects using the media should be given to students. Students studying through EMI must use English for conceptual development, data collection and presentation.

G. Using English for Communication

Teachers and students are strongly encouraged to use English for communication within the school premises.

5. Budget Summary 2025-2026 財務總結 2025-2026

	EOEBG											Grant Outside EOEBG															
	Composite Furniture & Equip. Grant A/C	School & Class Gr	Lift Maintenance Grant	Administratio n Grant	Training and Development Grant	Composite Information Technology Grant	Air-conditioning Grant	Consolidated Subject Grant for non-IMC S Sch(CSG)	Prog Fund for Whole-Sch Ap to Guid & Dis	SB Speech Therapy Admin Gr	SB Management Top Up Gr	Capacity Enhancement Grant	Other Recurrent Grant A/C	Committee on Home School Co-oper Proj	Salaries Grant A/C	Employer's Cont to PF Scheme for NT A/C	Grant A/c under benefit for NET	SB After-sch Learning & Support Prog	Teacher Relief Grant	Learning Support Grant for Sec. Sch	Diversity Learning Grant - ALC	Diversity Learning Grant - Other Language	Diversity Learning Grant - Other Programmes	Moral & National Edu Subject Support Gr	Enhancing Support for Learn. & Teach. For NCS	Information Technology Staffing Support Gr	Promotion of Reading Gr
(A) Balance b/f						4,291,298							0	0	0	0	0	45,194	191,682	5,426	0	7,800	54,050	191,641	0	0	24,873
(B) Income						7,225,400							600,000	30,000	47,164,000	406,000	300,000	105,000	3,368,000	269,000	150,000	50,000	84,000	0		338,000	66,000
E01 SB After School Learning																		(105,000)									
E02 Guidance									(1,000)																		
E03 Careers Guidance																											
E04 Information Technology	(114,000)	(100,000)				(200,000)																					
E05 Student Foundation																											
E06 Life Wide Learning																											
E07 Discipline									(4,000)																		
E08 Spiritual Foundation	(15,000)	(21,000)																									
E09 Awards Scheme							(2,000)																				
E10 Video Recording																											
E11 Library	(9,000)	(5,000)																									(60,000)
E12 Students Activities																											
E15 Sch Promotion																											
E17 Academic Week																											
E18 Leadership Training Prog																											
E19 Aesthetic Development																			(55,300)								
E21 S3 Project																											
E23 Gifted Education Prog																											
E24 Special Education Need (SEN)																				(94,224)							
S01 Music																											
S02 Physics	(14,500)	(1,500)																									
S03 Visual Art	(65,000)	(2,000)																									
S04 Biology	(14,000)	(2,500)																									
S05 Chemistry																											
S06 IS																											
S07 Chinese Language																											
S08 Chinese History																											
S09 English Language	(5,000)	(7,000)																									
S10 Computer																											
S11 Economics																											
S12 Geography																											
S13 Technology & Living																											
S14 Putonghua																											
S15 Maths																											
S16 Physical Education																											
S17 BAFS																											
S18 Ethics & Religious Education																											
S19 Preparation Room																											
S20 Liberal Studies / Citizenship & SD																											
S21 Chinese Literature																											
S22 Life & Society																											
S23 Civic Edu																											
S24 History																											
A01 Administrative Prog + Salary	(1,269,000)	(160,000)	(3,703,000)	(50,000)	(10,000)	(300,000)					(10,000)	(728,000)	(600,000)	(30,000)	(47,164,000)	(406,000)	(300,000)		(3,182,000)	(130,000)	(150,000)	(50,000)	(73,000)	(7,000)		(767,000)	
(C) Expenses						(7,150,200)							(600,000)	(30,000)	(47,164,000)	(406,000)	(300,000)	(105,000)	(3,237,300)	(224,224)	(150,000)	(50,000)	(108,000)	(9,000)	0	(767,000)	(60,000)
(D) = (B) - (C) Surplus for the year						75,200							0	0	0	0	0	0	130,700	44,776	0	0	(24,000)	(9,000)	0	(429,000)	6,000
(E) = (A) + (D) Balance c/f to next year						4,366,498							0	0	0	0	0	45,194	322,382	50,202	0	7,800	30,050	182,641	0	(429,000)	30,873

Remarks:
 Note 1. All the deficit items will be transferred to the EOEBG account.
 Note 2. Surplus to be returned to EDB
 Note 3. The new subsidy is formed by merging the previous SSS and LWLG.

Note 1

	School Fund																Total									
	School Executive Officer Gr	Student Activities Support Gr (JCF)	Quality Education Fund (QEF) - Mobile Device	Quality Education Fund (QEF)	One off School-based Speech Therapy Set up Gr	One off Gr for Subject Citizenship & Social Development	Life-wide Learning and Sister School Grant	HK Drama Festival	One-off Gr on Parent Education	One-off Gr for Promotion of Chinese Immersion Activities	One-off Gr for Promotion of a Sports Ambience & MVPAB0 in Schools	Pilot Scheme on Other Language for Junior	Promotion Self-Direct Language Learning English One Off Gr	Promotion Self-Direct Language Learning Putonghua One Off Gr	AI for Science Education	IT Innovation Lab Project		Approved Coll. For Specific Purposes A/C	General Fund / Subscription / TF A/C	Retired Principal's Scholarship Fund	St. Savio Scholarship Fund	May Chan Scholarship Fund	Dr. Gerald Siu Scholarship	Mother Morano Scholarship	Music Development Fund	Funding for Overseas Study Tour & ECA
(A) Balance b/f	311,966	0	0	0	8,116	0	775,815	1,544	167,324	208,336	74,668	0	200,000	200,000	100,000	311,960	502,492	1,616,504	10,812	5,527	(1,500)	152,000	40,142	25,048	57,941	9,580,659
(B) Income	590,000	92,000	100,000				1,178,000	4,000				250,000			0	0	255,000	1,944,000		2,000	25,000	100,000		2,000	10,000	64,707,400
E01 SB After School Learning																										(105,000)
E02 Guidance																										(1,000)
E03 Careers Guidance																										(3,000)
E04 Information Technology																										(414,000)
E05 Student Foundation																										(5,000)
E06 Life Wide Learning							(1,670,000)																			(1,670,000)
E07 Discipline																										(4,000)
E08 Spiritual Foundation																										(36,000)
E09 Awards Scheme																		(10,000)	(2,000)	(1,000)	(20,500)	(120,000)				(155,500)
E10 Video Recording																										(5,000)
E11 Library																										(74,000)
E12 Students Activities																										(7,000)
E15 Sch Promotion																										(15,000)
E17 Academic Week																										(2,000)
E18 Leadership Training Prog																										(2,000)
E19 Aesthetic Development																										(69,000)
E21 S3 Project																										0
E23 Gifted Education Prog																										0
E24 Special Education Need (SEN)																										(94,224)
S01 Music																										(47,000)
S02 Physics																										(16,000)
S03 Visual Art																										(77,000)
S04 Biology																										(38,000)
S05 Chemistry																										(26,900)
S06 IS																										(33,400)
S07 Chinese Language																										(4,500)
S08 Chinese History																										(9,500)
S09 English Language													(100,000)													(112,000)
S10 Computer																										(4,500)
S11 Economics																										(2,100)
S12 Geography																										(6,500)
S13 Technology & Living																										(66,000)
S14 Putonghua														(100,000)												(102,000)
S15 Maths																										(11,000)
S16 Physical Education											(37,500)															(71,000)
S17 BAFS																										(2,600)
S18 Ethics & Religious Education																										(14,500)
S19 Preparation Room																										(1,500)
S20 Liberal Studies / Citizenship & S																										(9,000)
S21 Chinese Literature																										(4,500)
S22 Life & Society																										(1,000)
S23 Civic Edu																										(5,000)
S24 History																										(5,500)
A01 Administrative Prog + Salary	(609,000)	(92,000)	(100,000)				(1,670,000)	(4,000)	(70,000)	(100,000)	(37,500)	(150,000)			(100,000)	(300,000)	(400,000)	(1,913,000)							(5,000)	(62,932,000)
(C) Expenses	(609,000)	(92,000)	(100,000)	0	0	0	(1,670,000)	(4,000)	(70,000)	(100,000)	(37,500)	(150,000)	(100,000)	(100,000)	(100,000)	(300,000)	(400,000)	(1,923,000)	(2,000)	(1,000)	(20,500)	(120,000)	0	0	(5,000)	(66,264,724)
(D) = (B) - (C) Surplus for the year	(19,000)	0	0	0	0	0	(492,000)	0	(70,000)	(100,000)	(37,500)	100,000	(100,000)	(100,000)	(100,000)	(300,000)	(145,000)	21,000	(2,000)	1,000	4,500	(20,000)	0	2,000	5,000	(1,557,324)
(E) = (A) + (D) Balance c/f to next year	292,966	0	0	0	8,116	0	283,815	1,544	97,324	108,336	37,168	100,000	100,000	100,000	0	11,960	357,492	1,637,504	8,812	6,527	3,000	132,000	40,142	27,048	62,941	8,023,335

(Note 3)

Remarks:

Note 1. All the deficit items will be transferred to the EOE.

Note 2. Surplus to be returned to EDB.

Note 3. The new subsidy is formed by merging the previous.

6. Appendixes

(b) Staff Development Program 2025-26

Aims:

- To help teachers implement the school targets and the core values of Catholic schools including Salesian spirit of education and leadership
- To help teachers implement the school development plan Build Together “Amoris Laetitia” Family

	Date	Time	Main Themes	PIC
(1)	22/08/2025 Fri	10:00-12:00	Talk on Value Education (for all teachers)	Fong PF / Chan HW
(2)	19/09/2025 Fri	13:00-15:00	The Preparation of ESR	Cheng Kai Lam, Joe (Principal of Baptist Wing Lung Secondary School)
		15:30-17:00	AI in Education	(EDB / Chik CY)
(3)	22/10/2025 Wed	09:00-12:00	6-Joint school SDD— 1. 如何培養學生 21 世紀關鍵能力與素養? 2. 更美好的班級經營	程介明教授 何國萍校長
(4)	06/01/2026 Tue	13:00-17:00	Talk for 4R / Well-being / Formulation of New School Development Plan (2026-29)	SDMC
(5)	19/03/2026 Thu	9:00-11:30	4Rs for Teachers	Chan HW
		13:00-15:00	Talk for National Education	To be confirmed
(6)	18/05/2026 Mon	13:00-17:00	Catholic School Teachers' Development Day	CEO, Catholic Diocese of Hong Kong
(7)	21/05/2026 Thu	14:30-17:00	School Target Review & New School Development Plan (2026-29)	Leung PS & VPs

6. Appendix

(c) Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for the 15th cohort of senior secondary students (from 2023/24 to 2025/26 school year)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programs	Strategies & benefits anticipated	Name of programmes /course(s) and provider(s)	Duration of program / course	Target students	Est. No. of students involved			Evaluation of student learning / success indicators	Teacher-in-charge
					S4 25/26	S5 24/25	S6 23/24		
Other Programs – Network School Program	A more diverse curriculum: ERS network school program with 2 other schools Music Program (Paper 1 & Paper 3 only) with about 3 other schools (Total of 4 papers)	Ethics and Religious Studies (network programme) Music Course offered by Institute of Hong Kong Senior Secondary Music Education	3 years	S4-6 Students of this cohort	8 0	6 2	8 1	Students will take the HKDSE Examination <Approx. rate for each student at external institute: \$16,200 for each of S.4 and S.5, \$8,100 for S.6> Hourly rate: \$1,250 / no. of students Course contact- hour: 270 hr/3year	Jointly organize the program at our school with 2 other schools: 1. St. Francis Xavier's College 2. St. Paul's School (Lam Tin) (*Teachers with Saturday ERS teaching duties are entitled one full day-off during weekdays.) Music Course: 1. S4 –The Hong Kong Music Service and Consulting Limited (Hosting School: Pui Kui College) 2. S5 –Institute of Hong Kong Senior Secondary School Music Education (Hosting School: Ho Fung College) 3. S6 – Institute of Hong Kong Senior Secondary School Music Education (Hosting School: Lai King Catholic Secondary School)
Other Languages	To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education			Students with suitable proficiency level in German / Japanese	0	0	1	Students studying Japanese are required to achieve at least a level N3 proficiency.	AVP (Tang WM)
Applied Learning	-To offer a range of Applied Learning courses for students with different learning needs and interests - Students acquire diversified learning experiences and develop career aspirations	Courses in the following areas of studies: - Taking a Chance on Dance - The Essentials of Theatre Arts - Fundamental Cosmetology - Health Care Practice - Medical Laboratory Science - Western Cuisine - Applied Psychology - Fashion Image Design - Accounting for e-business	180 hours in 2 years	S5 & S6 students of this cohort	0	5	3	- Students successfully completing Applied Learning courses as shown in the record of student learning - Survey / evaluation report on students' feedback - Assessment of students' performance	AVP (Tang WM)

Appendix
(d) Plan for the Use of Individual Grant

Plan on the use of Capacity Enhancement Grants (CEG), Diversity Learning Grant (DLG) & After School Learning & Support Grant 2025/26

Plan on the use of (Estimated CEG - \$609,200) Capacity Enhancement Grant

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload so that they can attend to the development of learning and teaching strategies	Teacher / TA to teach ERE and Library lessons to release workload of teachers: 2.5 TA.	Workload of teachers would be relieved. More effort can be put into coping with the diverse and special learning needs of students	09/2025 - 08/2026	Salary (including MPF) of Teacher & TA \$728,000	Teachers' workloads would be relieved. More effort could be put into coping with students' diverse and special learning needs.	Students' academic results	Principal, Head of Departments concerned

Plan on the use of (Estimated DLG - \$84,000) Diversity Learning Grant (Other Programme) to relieve teachers' workload and to facilitate continual effective teaching for NSS

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload For a more diverse curriculum	Course fee for NSS Students taking HKDSE Music, ERS, Elite Programme & Teacher to help in pastoral care of students	More of teacher's effort can be put into DSE network program of ERS Music teacher can attend to ECA of the department	09/2025 - 08/2026	Course Fee \$105,000	100% level 2 in DSE ERS	DSE results	Principal, Head of Departments concerned

Programme Plan for School-based After-school Learning and Support Programmes

Name of School: DMHC Siu Ming Catholic Secondary School

Project Coordinator: Ms Chu Ching Han **Contact Telephone No.:** 24241796

Information on Activities to be subsidised/complemented by the grant (Estimated ASLS \$105,000)

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of grant beneficiaries #	Estimated expenditure (HK\$)	Name of partner/ service provider (if applicable)
Music Instrument Classes	Build up the capacity for arts	80% of students agree that they like the activities	Questionnaires	2025/26	\$3,900 X 10	\$39,000	
Dance Classes	Build up the capacity for arts	80% of students agree that they like the activities			\$800 X 5	\$4,000	
Sports Classes / Training Program	Build up the capacity for sports	80% of students agree that they like the activities			\$800 X 10	\$8,000	
					\$800 X 5	\$4,000	
Subjects Tutorial Classes	Math enhancement Enhance students' English proficiency	75% of students agree their grades have improved after they complete the classes			N/A	N/A	
Study Tours	Cultural exchange	80% of students agree that they like the activities			\$5,000 X 10	\$50,000	
Leadership Training	Build up the Leadership	80% of students agree that they like the activities			N/A	N/A	
Total					\$105,000		

Note: # Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

Plan for the Use of Promotion of Reading Grant

Amount of Grant: Estimated Prom of Reading Gr \$66,000

Teacher in Charge: Tang WM (Panel Head of Chinese Literature Department)

Period: 09/2025-08/2026

Members: Tsang KM (Panel Head of English Department, Leung Yuen Shan (Panel Head of Chinese Department), Lam CS (STEM Education), Tang Wing Man (Panel Head of Chinese Literature Department) and Librarian

The Major objectives for Promotion of Reading: 1 To promote the interest and sharing in reading. 2 To cultivate students' reading habit.

	Item	Estimated Expenses (HK\$)
1	Purchase Books <input checked="" type="checkbox"/> Printed Books - Broadening students' exposure to reading (by purchasing a wide variety of fiction and non-fiction texts of different disciplines) - Chinese Books(語言及文學類、歷史類、哲學類、社會科學類、自然科學類、應用科學類、美術遊藝類.....) + Reading Activities - STEM Education—Reading Books & Magazines	\$22,000
2	Web-based Reading Schemes <input checked="" type="checkbox"/> e-Read Scheme <input checked="" type="checkbox"/> Others	\$20,000
3	Reading Activities <input checked="" type="checkbox"/> Hiring writers, Professional Storytellers, etc to conduct talks <input checked="" type="checkbox"/> Hire of service from external service providers to organize student activities related to promotion of reading <input checked="" type="checkbox"/> Paying the Application Fees for activities & competitions related to the promotion of reading <input checked="" type="checkbox"/> E-Books <input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses	\$18,000
Total		\$60,000

「德育及國民教育津貼」計劃 25/26

計劃統籌老師：梁佩珊校長 / 郭鳳玲老師

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
學校行政	<ul style="list-style-type: none"> ● 透過教職員會議及教育講座，讓教職員、學生認識國家、了解《基本法》、《香港國安法》的立法背景、內容和意義等，以及政府發放的相關資訊； ● 每周舉辦升國旗儀式，又安排學生作「旗下講話」，分享國家新近發展、中華文化等議題及教導學生認識和尊重國旗、國徽和國歌的意義，培養他們的國家觀念和國民身份認同 ● 安排校園壁報展示與國家發展相關的議題，從而讓學生探索國家的新近發展。 	25/26	\$9,000 (同時使用其他津貼以作配合)	梁佩珊校長 郭鳳玲老師	網上問卷調查

DMHC Siu Ming Catholic Secondary School
Plan on the Use of Parent Education Grant

Aim: To meet the needs of parents, and equip them with the knowledge and skills necessary for bringing up their children at different stages

Member: Fong PF (Vice Principal), Guidance Team, Ng I, Lee YW, Cheng YC (PTA Teacher), Yeung WT (EO)

Our schools will spend the “Plan on the Use of Parent Education Grant” on the following areas:

Item	Area	Budget Expenses			
		24/25	25/26	26/27	Total
1	Purchasing school-based parent education resources, such as reference books, bookmark, pamphlet & etc.	\$10,000	\$10,000	\$10,000	\$30,000
2	Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	\$50,000	\$60,000	\$60,000	\$170,000
3	Others (please specify):	-	-	-	-
		\$60,000	\$70,000	\$70,000	\$200,000

天主教母佑會蕭明中學

「推動中華文化體驗活動一筆過津貼」計劃 (2024-2027)

- 撥款金額: HKD 300,000
- 津貼使用期限: 2023/24-2026/27
- 統籌老師: 郭鳳玲老師
- 策劃老師: 郭鳳玲老師(中史科科主任)、梁婉珊老師(中文科科主任)、鄧穎雯老師(中國文學科科主任)
- 宗旨: 為提升學生對學習中華傳統文化的興趣, 加強學生國民身份認同; 為學校持續發展相關學與教資源、舉辦多元化學生活動、內地交流等, 以營造校園的文化氛圍。

範疇	施行計劃／策略	推行時間	成功指標	評估方法	所需資源	負責老師
1. 學習／體驗活動、講座或比賽	<ul style="list-style-type: none"> 跨學科／組別舉辦有關中華文化的學習／體驗活動：例如舉辦中華文化周／文化日的開支及費用。 舉辦以中華文化為主題的講座，如中國建築、飲食文化、中醫藥、名勝古蹟、中國文學、中國藝術。 購買推動跨科及與推廣中華文化相關活動所需的物資，例如：展板、道具、獎品等 	9/2024-6/2027	100%學生參與 多於 60%學生表示對中華文化感到有興趣	學生問卷 老師觀察	三年 HKD 180,000 (每年 HKD 60,000)	Kwok FL, Leung YS, Tang WM
2. 本地考察／參觀	<ul style="list-style-type: none"> 舉辦或資助學生參加本地文化考察或參觀活動：中華文化遊蹤，例如中國傳統節慶及風俗之旅、歷史文化之旅等活動所需的開支及交通費／外間支援服務，例如博物館文化專題展覽、體驗活動中所需的參觀及交通費／外購服務，例如中華文化考察團、文化體驗活動中的導賞、交通等費用 	9/2024-6/2027	多於 60%學生表示對中華文化感到有興趣，增強國民身份認同	學生問卷 老師觀察	三年 HKD 30,000 (每年 HKD 10,000)	Kwok FL 及中史科科任老師; Leung YS 及中文科科任老師
3. 內地交流	<ul style="list-style-type: none"> 資助學生及帶隊老師參加內地文化交流活動。 	9/2024-6/2027	多於 70%學生表示對中華文化感到有興趣，增強國民身份認同	學生問卷 老師觀察	HKD 75,000 (每年 HKD 25,000)	Kwok FL & Tang WM
4. 發展課程及學與教資源	<ul style="list-style-type: none"> 採購及發展與中華文化相關的課程及學與教資源，以提升學生學習中華文化的興趣：購買各式教具／學習材料／購買各式用品及器具，布置富中國特色的中華文化室，作為舉辦學習或體驗活動之用 	9/2024-6/2027	50%相關老師使用相關教材，表示滿意 50%老師或學生借用中華文化室，表示滿意	學生問卷 老師觀察	HKD 15,000 (每年 HKD 5,000)	Kwok FL 及中史科科任老師; Leung YS 及中文科科任老師
				總計:	HKD 300,000	

DMHC Siu Ming Catholic Secondary School

Plan on the Use of One-off Grant for Promotion of Sports Ambience & MVPA60 in Schools

Aim: Helping students develop a healthy lifestyle is one of the seven learning goals of secondary education. Schools are required to expose students to a wide variety of physical activities to help them develop sports skills, enhance physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities.

Member: Chu CH (PE Panel), Leung SY (PE Teacher), Coaches (Basketball, Volleyball, Table Tennis, Badminton & etc), Yeung WT (EO)

Our schools will spend the “Plan on the Use of One-off Grant for Promotion of Sports Ambience & MVPA60 in Schools” on the following areas:

Item	Area	Budget Expenses			
		24/25	25/26	26/27	Total
1	To develop or procure PE/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	\$5,000	\$30,000	\$30,000	\$65,000
2	To organise or subsidise students' participation in diversified PE/sports-related learning activities/ competitions	-	-	-	-
3	To organise or subsidise the participation of students, teachers and coaches in PE/sports-related exchange activities/study visits in the Mainland/overseas	\$45,000	-	-	\$45,000
4	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	-	-	-	
5	To purchase or upgrade PE/sports equipment in the school	-	-	-	
6	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	-	-	-	
7	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	-	\$20,000	\$20,000	\$40,000
		\$50,000	\$50,000	\$50,000	\$150,000

6. Appendix (e) Plan on the Use of Life Wide Learning Grant 2025-26

2025-2026 Plan on the Use of the Life-wide Learning and Sister School Grant
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

May 2025 ver.

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity ^A		Evaluation Method ^A	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	Careers Live	June	Enable students to think about their future careers plan	S5 (109)	1	0	0	\$30,000.00	/	A5 Career-related Experiences		B1 Questionnaire B5 Observation	
2	S1 Adventure-Based Counselling Camp	January	To organize activities for students	S1 (120)	8	0	0	\$20,000.00	/	A1 Values Education A4 Physical and Aesthetic Development A8 Student Mental Health		B1 Questionnaire B2 School Meeting and Discussion B5 Observation	
3	S2 Growth Scheme	January	To buy services from external organization	S2 (120)	8	0	0	\$20,000.00	/	A1 Values Education A8 Student Mental Health		B1 Questionnaire B2 School Meeting and Discussion B5 Observation	
4	S4 Adaptation program	October	To buy services from external organization	S4 (120)	8	0	0	\$20,000.00	/	A1 Values Education A8 Student Mental Health		B1 Questionnaire B2 School Meeting and Discussion B5 Observation	
5	Joyful @Siu Ming Program	Whole year	Buying group and program materials	S1 (20)	1	0	School social worker (2)	\$8,000.00	/	A1 Values Education A8 Student Mental Health		B5 Observation	
6	Prefect Leadership Training	September	Fees for students to participate in leadership training organised by external organisations	S3-S5 (90)	4	0	0	\$35,000.00	/	A1 Values Education A5 Career-related Experiences A6 Patriotic Education		B5 Observation	
7	National Education activities	Whole year	Local Tour, Study Tour, visit	S1-S5 (550)	1	0	0	\$60,000.00	/	A1 Values Education A6 Patriotic Education		B5 Observation	
8	Hong Kong Schools Speech Festival (Chinese speech)	September	For paying the entry fee of the competition	S1-S5 (20)	1	0	0	\$4,500.00	/	A2 Intellectual Development		B3 Professional Sharing in School B5 Observation	
9	Choir Advancement Programme	Whole Year	Fees for inviting choral masters	S1-S5 (80)	1	0	0	\$8,000.00	/	A4 Physical and Aesthetic Development		B3 Professional Sharing in School B5 Observation	
10	Chinese Orchestra	Whole Year	To provide training to students on Chinese instrument ensemble	S1-S5 (20)	1	0	0	\$30,000.00	/	A4 Physical and Aesthetic Development		B3 Professional Sharing in School B5 Observation	
11	Chinese literature activities	June	Fees for the activities	S4-S6 (20)	1	0	0	\$7,649.00	/	A2 Intellectual Development A6 Patriotic Education		B5 Observation	
12	Writing seminar or workshop	Whole Year	Fees for inviting tutor	S4-S5 (20)	1	0	0	\$5,000.00	/	A2 Intellectual Development		B5 Observation	
13	S1 Learning Strategies Program	September	Fees for inviting tutor	S1 (136)	1	0	0	\$50,000.00	/	A2 Intellectual Development A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
14	Talent development program	Whole Year	Competition fee, fee for invitinf tutors, programme fee	S1-S6 (90)	1	0	0	\$70,000.00	/	A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences		B2 School Meeting and Discussion B3 Professional Sharing in School B5 Observation B6 Written report and record	
15	Tutor fee for School Teams: String Ensemble	Whole Year	To provide training to students for string ensemble	S1-S5 (20)	1	0	0	\$30,000.00	/	A4 Physical and Aesthetic Development		B3 Professional Sharing in School B6 Written report and record	
16	Expenses on music workshops, competition fee and transportation	Whole Year	Competition fee	S1-S5 (250)	1	0	0	\$20,000.00	/	A4 Physical and Aesthetic Development		B3 Professional Sharing in School B5 Observation	
17	Purchase scores and copyrights of music	Whole Year	purchasing scores and copyrights of music for performances and competitions	S1-S6 (650)	1	0	0	\$3,000.00	/	A4 Physical and Aesthetic Development		B5 Observation	
18	Whole school pilgrimage	June	Transportation and Venue	S1-S5 (500)	1	0	0	\$25,000.00	/	A1 Values Education		B5 Observation	
19	Chinese Debate Club	Whole Year	To hire coach or purchase related courses.	S1-S5 (25)	1	0	0	\$30,000.00	/	A2 Intellectual Development A5 Career-related Experiences		B2 School Meeting and Discussion B5 Observation	
20	Katso leadership training	June	Subsidy to students	S1-S5 (500)	1	0	0	\$20,000.00	/	A1 Values Education A5 Career-related Experiences		B5 Observation	
21	Salesian Youth Day	February	Fee and transportation	S1-S4 (40)	1	0	0	\$3,000.00	/	A1 Values Education A5 Career-related Experiences		B5 Observation	
22	Sex Education Workshops	Whole Year	Workshop and talk	S1-S6 (650)	1	0	0	\$9,000.00	/	A1 Values Education A5 Career-related Experiences		B5 Observation	
23	ERE experiential learning	Whole Year	Tutor fee and transportation	S4-S6 (300)	1	0	0	\$30,000.00	/	A1 Values Education A5 Career-related Experiences		B5 Observation	
24	Local Visits	October, November, March	Local visits for each form of S4, S5 and S6 respectively	S4 - S6 (300)	20	0	0	\$25,000.00	/	A6 Patriotic Education		B2 School Meeting and Discussion B5 Observation	
25	Cheung Chau 2-day-1-night Geography fieldtrip	November	Fees for accommodation and buying fieldwork instruments.	S5 (43)	3	0	0	\$12,000.00	/	A2 Intellectual Development A6 Patriotic Education		B5 Observation B6 Written report and record	
26	Leadership Training Program	June	Fees for students attending training courses organised by external organizations	S3-5 (400)	1	0	0	\$100,000.00	/	A5 Career-related Experiences A8 Student Mental Health		B5 Observation	
27	S5 Drama Excursion	March	Ticket fee and transportation	S5 (120)	8	0	0	\$17,000.00	/	A2 Intellectual Development A8 Student Mental Health		B5 Observation	
28	Dance Society Training and Dance Festival	Whole year	Regular dance training and Hong Kong Schools Dance Festival	S1-S5 (24)	1	0	0	\$39,320.00	/	A4 Physical and Aesthetic Development		B3 Professional Sharing in School B5 Observation	
29	Training team and HKSSF competitions	September	Coach fee for Sports team training. Equipment for sports team. Admission fee for competitions	S1-S6 (200)	1	0	0	\$100,500.00	/	A2 Intellectual Development A5 Career-related Experiences		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
30	77th Speech Festival	September	For paying the entry fee of the competition and teaching materials	S1-S3 (70)	1	0	0	\$9,000.00	/	A2 Intellectual Development		B3 Professional Sharing in School	
31	Festive activities	Whole year	To brush up their English proficiency	S1-S3 (80)	1	0	0	\$5,000.00	/	A2 Intellectual Development		B3 Professional Sharing in School	
32	Mini-STEAM project, visits, different kinds of STEAM competitions	September	materials needed for mini-STEAM project, competition fee	S1-S5 (550)	1	0	0	\$60,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
33	Joining competitions, visiting exhibitions, inviting external instructor to organize courses on campus...	Whole year	Joining competitions, visiting exhibitions, inviting external instructor to organize courses on campus...	S1-S6 (100)	1	0	0	\$50,000.00	/	A4 Physical and Aesthetic Development		B5 Observation	
34	Business Study Activities	Whole year	Firm visits transportation fee. Participation fee. Training fee.	S3-S6 (100)	1	0	0	\$3,000.00	/	A5 Career-related Experiences		B5 Observation	
35	Mathematics Competition	Whole year	Mathematics Competition Registration Fee and Training Course Fee	S.1 to S.5 (50)	1	0	0	\$20,000.00	/	A2 Intellectual Development		B5 Observation	
36	Life-wide Learning Excursion Day	April	Whole School excursion to various places for different themes	S1-5 (550)	1	0	0	\$55,000.00	/	A1 Values Education A5 Career-related Experiences		B3 Professional Sharing in School	
37	Birdwatching competition and training	Whole year	Application for different birdwatching activities and competitions.	S1-5 (30)	1	0	0	\$10,000.00	/	A8 Student Mental Health		B5 Observation	
38	Activities subsidies reserved for Half-subsidize students	Whole year	Activities subsidies reserved for Half-subsidize students	Whole school	1	0	0	\$40,000.00	/	A9 Others	All categories are included.	B5 Observation	
39	S4 Community Service	Whole year	Fees for hiring tutors and buying materials required for the activity.	S4 (100)	1	0	0	\$35,000.00	/	A3 Community Service		B5 Observation	
40	Chinese culture day	February	Buy service from external organisations	Whole School	1	0	0	\$50,000.00	/	A6 Patriotic Education		B5 Observation	
41	Chinese medicine garden	Whole year	Course fee	S1-5	1	0	0	\$10,000.00	/	A6 Patriotic Education		B5 Observation	
42	Drama Club	Whole year	Course fee	S1-5	1	0	0	\$15,000.00	/	A4 Physical and Aesthetic Development		B3 Professional Sharing in School	
43	S.3 Service (Project)	January	Transportation and materials	S.3	1	0	0	\$20,000.00	/	A3 Community Service		B6 Written report and record	
44	Careers Activities	Whole year	Materials fee, program fee and transportation fee for various Career activities.	Whole School	1	0	0	\$45,000.00	/	A5 Career-related Experiences		B5 Observation	
45	Hong Kong Schools Speech Festival (Putonghua speech)	September	For paying the entry fee of the competition	S1-S5	1	0	0	\$2,500.00	/	A2 Intellectual Development		B3 Professional Sharing in School	
46	Purchasing music instruments and softwares	Whole year	Purchasing music instruments and softwares	S1-S6	1	0	0	\$30,000.00	/	A4 Physical and Aesthetic Development		B3 Professional Sharing in School	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.1								\$1,291,469.00					
1.2 Non-local Activities													
1	STEM & Food culture study tour	April/ June 2026	Know Chinese entrepreneurs, visit tea, food culture museums	S3 (30)	3	0	0	\$10,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
2	Careers study tour to Macau and Zhuhai	April 2026	To visit different industries among Macao and Zhuhai	S1-S5 (40)	4	0	0	\$16,000.00	/	A5 Career-related Experiences		B5 Observation	
3	Study Tour for CSD, STEAM, Geography, Business, and Economics to Guizhou	April 2026	Offers students a unique opportunity to explore STEAM, Geography, Business, and Economics in real world.	S4-S6 (60)	6	0	0	\$36,000.00	/	A6 Patriotic Education		B5 Observation	
4	Sister School Scheme	Dec/2025 or March to April/2026 or June to July/2026	for paying the fee of the Study tour	S1-S6 (40)				\$165,000.00		A6 Patriotic Education			
5	Greater-Bay Area Reading Ecology Cultural Tour	Easter Holiday	3-day, 2-night exploration of Jiangmen's history, geography, and home economics.	S1-S5 (30)	3	0	0	\$9,000.00	/	A2 Intellectual Development		B5 Observation	
6	Exchange with Japan Salesian School	December	Subsidy for students and teachers	S3-S5 (5)	1	0	0	\$3,000.00	/	A1 Values Education		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
7	New Zealand Study Tour	July	Expenses for the study tour	S1-S3 (20)	2	0	0	\$80,000.00	/	A2 Intellectual Development		B5 Observation	
8	Sports teams training tour	March	Oversea training tour	S1-S6 (40)	4	0	0	\$20,000.00	/	A4 Physical and Aesthetic Development		B5 Observation	
9	Japan Study Tour	Easter Holiday	Study tour to Japan, about Japanese history (modernisation) and Sino-Japanese relations	S2-3/ maybe S.4 (30)	3	0	0	\$39,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.2								\$378,000.00					
Total estimated expenses (sum of items 1.1 and 1.2)								\$1,669,469.00					

Name of Teacher Responsible for Life-wide Learning:	Li Chun Yat Stephen	Position:	SGM
Name of Teacher Responsible for the Sister School Scheme:	Tang Wing Man	Position:	SGM

6. Appendix

(f) Plan for Education Support Provided for NCS 2025-26

T1_Kwai Tsing_Sec

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

請學校透過「高效資訊傳遞系統 - 學校通訊模組 (FITS - SMM)」採用可攜式文件檔 (.pdf) 格式呈交本計劃。如有查詢，請聯絡教育局非華語學生支援及教育統籌委員會事務組（第2組）：

香港島及新界東區學校：3509 8573

九龍區學校：3509 8572

新界西學校：3509 8569

（學校請於 2025 年 11 月 28 日或之前提交填妥的學校計劃。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生¹的普通中學²

加強支援非華語學生的中文學與教 額外撥款 2025/26 學年學校計劃（普通中學適用）

學校註冊編號：113794 (6 位數 SCRN)

學校名稱：天主教母佑會蕭明中學

學校電話號碼：24241796

學校傳真號碼：24841434

總統籌人員姓名：梁婉珊老師

按 2025/26 學年收生實況調查指定的參照日期（一般為 9 月中旬）³，本校全校共錄取 4 名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在雲端校管系統（CloudSAMS）內核實及更新非華語學生的資料。按教育局通告第 8/2020 號，本校在 2025/26 學年獲提供額外撥款⁴。本校知悉教育局會根據收生

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

³ 直資學校的額外撥款額一般會按學校每年 9 月底錄取的非華語學生人數而定。

⁴ 錄取 1 至 5 名和 6 至 9 名非華語學生的普通中學由 2020/21 學年起分別獲提供約 15 萬元和約 30 萬元的額外撥款。額外撥款額會以此為基數，分別根據綜合消費物價指數變動和公務員薪酬調整幅度按學年調

實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在 2025/26 學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，教育局會在 2026 年第一季按需要調整或安排收回已發放的資助。本校承諾會在 2025/26 學年內將額外撥款差額（如適用）全數歸還教育局。

本校確保非華語學生與華語同儕享有同等學習中文的機會，並將充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

（一）整體規劃

（1）安排專責統籌人員（教師／小組）

本校已安排以下專責人員統籌加強支援非華語學生的中文學與教及建構共融校園的事宜：

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗
總統籌人員姓名： 梁婉珊老師 <hr/> 中文科主任	5年或以上	不適用
副統籌人員（如有）姓名： <hr/> 請選擇	請選擇	請選擇

整。經調整後的 2025/26 學年額外撥款額（如適用）會於 2025 年 8 月中旬在教育局專題網頁（網址：https://www.edb.gov.hk/ncs_chi）公布。

請在適當的方格內加上「√」號

(2) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將於 2025/26 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他（請說明）：_____

(3) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校將於 2025/26 學年：

- (a) 安排他們參加的相關培訓如下（可選多於一項）：
- (i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
- (ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務
- (iii) 教育局支持香港教育大學開辦的為非華語學生而設的中國語文教學專業進修課程
- (iv) 校內中文科教學人員同儕觀課，進行專業交流，分享心得
- (v) 校內中文科教學人員共同備課，調適教學策略和教學內容等
- (vi) 其他（請說明）：_____

或

- (b) 未有安排他們參加相關培訓，原因是（可選多於一項）：
- (i) 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
- (ii) 本校在照顧非華語學生的中文學習方面已有足夠經驗。
- (iii) 其他（請說明）：_____

請在適當的方格內加上「√」號

(4) 評估非華語學生的中文學習需要

(a) 按 2025/26 學年收生實況調查指定的參照日期，本校非華語學生的分布如下：

	中一	中二	中三	中四	中五	中六	總數
(i) 非華語學生人數 (請注意：此項資料必須與學校透過 CloudSAMS 呈報的學生資料一致)	2	2					4
(ii) 未曾就讀提供本地課程幼稚園／小學的非華語學生人數							0
(iii) 新來港（即在入讀本校前抵港不足一年，或未曾有任何本地學校（包括幼稚園及小學）就讀超過一年）的非華語學生人數							0
(iv)及(v)只供設有以普通話教授中文（普教中）班別／組別的學校填寫							
(iv) 就讀普教中班別／組別的非華語學生人數							0
(v) 有關級別的非華語學生可選擇是否就讀普教中班別／組別	<input type="text" value="請選擇"/>						

(b) 本校將於 2025/26 學年適時評估所有錄取的非華語學生（特別是第(4)(a)(ii)至(iv)項所述的非華語學生）的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(i)	<input checked="" type="checkbox"/> 已採用／將會採用教育局為學校提供的《評估工具》。 <input type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： 本校的非華語學生預計可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 本校已採用校本評估方法，評估非華語學生的中文學習表現。 其他(請說明)：_____
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請在適當的方格內加上「√」號

(ii) 已實施／將會實施教育局為學校提供的「學習架構」。

未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）：

本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，預計可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。

本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。

其他（請說明）：_____

(5) 安排非華語學生考取合適的中國語文資歷

本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程。本校會就非華語學生的學習進展提出以實證為本的建議，並讓就讀高中的非華語學生因應其學習進展、需要和志趣，選讀香港中學文憑考試中國語文科或應用學習中文（非華語學生適用）及／或考取國際認可的其他中國語文資歷，並提供輔導及支援。

於 2025/26 學年，預計參加以下中國語文資歷考試的高中非華語學生人數如下：
（可選多於一項）

中國語文資歷考試		預計參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試	/		
(b)	香港中學文憑考試應用學習中文 （非華語學生適用）			
(c)	非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試			

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (6) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2025/26 學年獲提供的額外撥款 **A** 159,041.00 元，以及 2024/25 學年額外撥款累積餘額⁵ (如適用) **B** 0.00 元 (請注意：此項資料必須與本額外撥款 2024/25 學年學校報告的金額一致)，按校本情況及非華語學生的學習需要，提供以下的校本支援措施 (可選多於一項)：

(有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一)

校本支援措施		運用 額外撥款	整合 其他資源 ⁶
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁷ (請於第(7)(a)項提供補充資料)		
	<input checked="" type="checkbox"/> 教學助理 (0.47) 名	\$ 159,041.00	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	
	<input type="checkbox"/> 教師 () 名	\$	
備註 (如適用)：			
(b)	<input type="checkbox"/> 購買促進非華語學生學習中文的教學資源 (請於第(7)(b)項提供補充資料)	\$	
(c)	<input type="checkbox"/> 僱用專業服務 (請於第(7)(a)項及/或第(7)(c)項提供補充資料)		
	翻譯/傳譯服務	\$	
	校外導師/機構舉辦課後中文學習班	\$	
(d)	<input type="checkbox"/> 舉辦推廣共融校園活動/提高多元文化及宗教敏感度的活動及/或提供相關服務 (請於第(7)(c)項提供補充資料)	\$	
(e)	<input type="checkbox"/> 其他 (請說明)：	\$	
運用額外撥款總支出 C [(a) + (b) + (c) + (d) + (e)]		\$ 159,041.00	
(請注意：運用額外撥款總支出 C 應小於或等於 A 及 B 的總和)			

⁵ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款/餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁶ 學校必須善用和適當分配額外撥款作特定用途(即加強支援非華語學生的中文學與教及建構共融校園)。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校計劃安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁷ 如學校運用額外撥款支付額外員工的部分薪金/非全職員工(包括日薪員工、兼職員工等)的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(6)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理(該教學助理工作時間不少於 75%用作加強支援非華語學生的中文學與教及建構共融校園)，並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

(b)	<p>本校計劃購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <p style="text-align: center;"><u>教學資源</u></p> <p>(i) _____</p> <p>(ii) _____</p>
(c)	<p>本校計劃舉辦共融校園／多元文化活動及／或提供相關服務，詳情如下： (請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／提高多元文化活動及宗教敏感度的活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化活動的例子</p> <p>1. 活動內容： <u>中華文化日</u></p> <p>2. 活動內容： 中文學會活動</p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (可選多於一項)</p> <p><input type="checkbox"/> 傳譯／翻譯學校政策／學校通告／學校網頁等資訊</p> <p><input checked="" type="checkbox"/> 與非華語學生的家長討論其子女的學習進度 (包括中文學習)，並按需要解釋及強調學好中文的重要性</p> <p><input type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊</p> <p><input type="checkbox"/> 其他 (請說明： _____)</p>

請在適當的方格內加上「√」號

(三) 評鑑、問責及支援

(8) 2025/26 學年中期／結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- 透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力
- 透過校本評估結果，評估非華語學生的中文學習進度
- 透過使用《評估工具》結果，評估非華語學生的中文學習進度
- 透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小記者、朗誦、徵文比賽等），評估非華語學生學習中文的信心和態度
- 其他（請說明）： _____

(ii) 建構共融校園（可選多於一項）

- 透過問卷調查／自我評鑑等，評估教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- 透過非華語學生在中文課堂／課外活動的表現，評估推廣共融校園的成效
- 透過問卷調查等，評估非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排等的了解
- 其他（請說明）： _____

(9) 本校已知悉須按有關規定，並會依時完成以下事項：

- 在 2025 年 9 月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；
- 在 2026 年 11 月 30 日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的 2025/26 學年學校報告；以及
- 在 2026 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2025/26 學年如何加強支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校必須在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽有關資料。
- 本校 2025/26 學年的學校計劃已獲法團校董會／校董會／學校管理委員會通過。

校監簽署：

校監姓名：

日期：

請在適當的方格內加上「√」號

6. Appendix
 (g) Prom. Self-Directed Lang. Learning 2024-27

DMHC Siu Ming Catholic Secondary School

Plan on “One-off Grant for Promotion of Self-directed Language Learning (English Language)” (2024-2027)

Funding / Grant Amount: \$200000

Subsidy Usage Period: 2024-2027

Project Coordinator: Tsang KM

Objective(s): (1) To strengthen students’ self-directed language learning to improve their English proficiency.

(2) To establish a language-rich environment that facilitates students’ learning.

Category	Implementation Strategy/Plan	Implementation Time	Success Indicators	Evaluation Methods	Required Resources (Budget)	Responsible Teachers	Remarks
Self-directed Reading Scheme	Press Reading will be conducted throughout the year.	2025-2027	<ul style="list-style-type: none"> Teachers will keep track of students’ reading performance during the year. - 60% of students show an improvement in vocabulary use and short writing. 	<ul style="list-style-type: none"> - Each piece of Press Reading may include reading comprehension, short writing, and vocabulary usage. 	E-newspaper subscriptions (browser-based) and teachers’ accounts. Budget: \$80,000	*Tsang KM / Shu NC and all English teachers	
S.1 Writing Elite Class and Phonics Class	A teacher (an external tutor) will adapt materials from newspaper to train more able students in writing skills and competence.	2025-2027	<ul style="list-style-type: none"> By the end of the course, each student is required to submit a piece of writing to a competition or a newspaper column, such as the SCMP Young Post or 	<ul style="list-style-type: none"> - Students will have a total of 8 hours of lesson time, during which they will be exposed to authentic texts on various current issues. - Ample opportunities 	Purchasing services related to learning and teaching from individuals/professional organizations with expertise in developing school-based resources. Budget: \$40,000	* Tsang KM and all English teachers	

			another publication.	will be provided for students to create their own pieces of writing.			
AI Tools Facilitating Self-directed Learning (e.g., Speeko, EHLA, Newsela, etc.)	Teachers will use the app during small class oral lessons. AI apps will provide immediate and personalized feedback on students' performance in four generic skills.	2025-2027	<ul style="list-style-type: none"> Teachers analyze reports with students and provide additional feedback where necessary. Students will gradually build confidence in expressing themselves on the spot. 	- Engaging students in regular practice with AI apps.	<ol style="list-style-type: none"> Subscribing to self-directed learning resource packages and online learning resources. Procuring supplies and equipment for organizing English activities (e.g., display boards, props, prizes). Budget: \$46,000	* Shu NC Tsang KM and all English teachers	
Hiring English-Speaking Instructors and Supporting Staff	We will hire English-speaking instructors or non-teaching support staff to enhance students' language learning experience.	2025-2027	<ul style="list-style-type: none"> Feedback and surveys will be conducted at the conclusion of the program to assess the learning outcomes of the self-directed activities. Teachers will monitor both the progress and the outcomes of the self-directed 	Organizing English activities that enrich the language learning environment and promoting self-directed language learning practices.	This initiative involves hiring English-speaking instructors or non-teaching support staff beyond the permanent staff establishment. Budget: \$34,000	*Tsang KM /Shu NC	

			learning initiatives. • Meetings with panel members and support staff will be closely supervised to ensure effective collaboration and implementation.				
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天主教母佑會蕭明中學
推廣自主語文學習(普通話)一筆過津貼__計劃書(2025-2027)

撥款金額： 20 萬

津貼使用時限： 2026-2027 年度

計劃統籌老師： WENG YH

宗旨： 促進學生在普通話方面的自主學習，豐富語言學習環境

範疇	施行策略/計劃	施行時間	成功指標	評估方法	所需的資源 (預算)	負責老師
聘請不屬於編制內的導師或非教學支援人員	舉辦普通話自學課程或參加校外比賽訓練班 —課後興趣班：用普通話參與不同類型的活動，例如手工藝、廣播劇、動畫製作…等 —朗誦或演講比賽	2025-2027	八成學生可以透過相關訓練，提升普通話聆聽及表達能力	活動後填寫回饋問卷 老師觀察學生表現	\$72000 \$56000	普通話科老師
購買豐富語言學習環境的相關資源	1.舉辦普通話日的相關資源 2.參加海洋公園學院之互動講座(普通話)/互動劇場 3.跨學科合作—中華文化嘉年華 —鼓勵學生透過不同的攤位遊戲，深入了解中華文化之美	2025-2027	八成學生可以提升普通話聆聽及表達能力，更勇於應用普通話，敢於提問與主動溝通	老師觀察學生表現 活動後填寫回饋問卷	\$2000 \$4800 \$60000	普通話科老師
購買學與教相關服務	邀請普通話教育專家到校 —擔任普通話學生活動之評審 —跨學科合作：以普通話舉行專題講座	2025-2027	八成學生可以透過與專家交流擴展對普通話教育的視野	活動後填寫回饋問卷 老師觀察學生表現	\$5200	普通話科老師

6. Appendix

(h) Pilot Schem on Other Language for Junior Secondary Schools 2025-27

DMHC Siu Ming Catholic Secondary School

Plan on offering other foreign language courses in Form junior form students (2025-2027)

Funding / Grant Amount: \$30,000 x 5 = 150,000

(The funding will be one-off funding of \$250,000 granted by EDB, for the school's participation in the Pilot Scheme on Other Languages for Junior Secondary Students)

Subsidy Usage Period: Academic Year 2025-2026, Second Term

Project Coordinator: Leung HW

Objective(s):

1. To enhance students' language diversity: The offering of other language courses aims to promote linguistic diversity and enrich our the cultural experience of students.
2. To Improve Communication Skills: As many of our students reflected in the questionnaire, they are willing to train their communication skills in foreign languages. Therefore, the courses aim to nurture their valuable communication skills in multiple languages and to prepare them for an increasingly globalised world.
3. To broaden students' horizon and to spot students with talents and interests in taking other languages as DSE elective subject: by providing students with an exposure of foreign language, the plan is to perceive students with interests and capability to select other languages as their elective subject in the Senior Form. For some of our students, other languages could be a promising option for their career building.

Category	Implementation Strategy/Plan	Implementation Time	Success Indicators	Evaluation Methods	Required Resources (Budget)	Responsible Teachers	Remarks
Academic	The Japanese and Korean language courses will be included in the school-based curriculum for junior form students. Parents will receive notification at the	Classes will be held from approximately January to late March, prior to the Second Uniform Test, on selected ordinary school days from	Students' performance in the assessments; Students' feedback and reviews after the courses.	Interest-oriented assessments should be provided by the contractors. The result of assessment should be listed on students'	Approximately \$ 30,000 for one class (about 20-25 participants) per class, while 5 courses will be offered to accommodate junior form students.	Leung HW	*Detailed implementation plan will be submitted at a later stage

	<p>beginning of the academic year in September. A more advanced level of these language courses will be available to a selected group of high-achieving students in the 2027-2028 academic year.</p> <p>Additionally, a French language course is planned to be introduced in the 2027-2028 academic year, contingent upon the evaluation of the courses' implementation and effectiveness during the 2026-2027 academic year.</p>	<p>16:00 to 17:00.</p> <p>Each course will consist of 8 to 10 classes. Student attendance will be taken to ensure that all targeted students benefit from the courses.</p>		<p>report cards as an independent item: 'Other Language'.</p>			
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6. Appendix (i) Plan for the STEM Innovation Laboratory Scheme

公帑資助學校專項撥款計劃

計劃編號：
學校名稱：天主教母佑會蕭明中學
DMHC Siu Ming Catholic Secondary School
計劃名稱：STEM 創新實驗室計劃
STEM Innovation Laboratory Scheme
受惠目標：中學
預計直接受惠人數：學生: 360 人(S1 - S3)
教師: 60 人
家長: 0 人
其他(請註明): 0 人()

1. 計劃需要

1.1 計劃目標

本計劃旨在發展校本初中STEM及創科教育，引發學生對學習STEM相關科目的興趣，培養他們的創意、協作、應用和解難能力，裝備學生面向未來，並增強學生在科技與生活及普通電腦科等校本科目的學習動機及改善學習態度。

1.2 校本創新元素

本計劃具備校本創新元素

本校希望以恆常持續的方式把創科教育以跨科協作學習的方式結合校本科目如科技與生活及普通電腦科等校本內容推動STEM及創科教育至全體中一至中三學生，並改建翻新原本的212室

「多媒體學習中心」，提供配合現時STEM及創科教育教學的場地及設備讓學生可以有效學習最新的資訊科技，提升學生個人素質、成就感，啟發學生訂立生涯目標及認識未來的發展途徑，配合校本發展計劃「正向教育」的關注事項。計劃同時增強學生對科技與生活及普通電腦科等校本科目的理解和學習動機及改善學習態度，配合校本發展計劃「發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能」的關注事項。

本計劃融合正向教育成為創新元素

本校發展計劃中包括「正向教育」關注事項，因此本計劃建議在推動STEM及創科教育的課堂內容時注重學習活動內容的實用性及以提升學生個人素質、成就感及啟發學生認識未來的發展途徑為目標，例如在學習人工智能 (AI) 及擴增實景 (AR) 時以如何利用相關科技改善校園或協助社會弱勢社群為專題研習主題，讓學生在學習新的創科科技時可以動手實踐方案改善及關愛社群，並啟發自身對創科的興趣及可能發展途徑。部份優秀的學生課堂成品亦會開放給全校學生試用，讓學生有機會學以致用，並透過「表揚榜」公開表揚學生在創科學習方面的成就，提升學生個人素質、成就感，配合校本發展計劃「正向教育」的關注事項。

1.3 計劃配合學校需要 / 學生的多樣性需要

項目：與本周期學校發展計劃/關注事項相關

計劃透過改建翻新原本的212室「多媒體學習中心」，提供配合現時STEM及創科教育教學的場地及設備讓學生可以有效學習最新的資訊科技及增加分組學習活動需要的空間及設備配置。

改建了的「多媒體學習中心」配合建議的STEM及創科跨科協作學習課堂內容將結合校本科目如科技與生活及普通電腦科等校本內容推動STEM及創科多元化學習及增強學生對科技與生活及普通電腦科等校本科目的理解和學習動機及改善學習態度，配合校本「發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能」的關注事項。

此外，本計劃建議推動STEM及創科教育的課堂內容時注重學習活動內容的實用性及啟發學生認識未來的發展途徑為目標，例如以如何利用相關科技改善校園或協助社會弱勢社群為專題研習主題，讓學生在學習新的創科科技時可以動手實踐方案改善及關愛社群，藉此提升學生個人素質、成就感及並啟發自身對創科的興趣及可能發展途徑，配合校本「正向教育」的校本發展計劃關注事項。

最後，本計劃亦舉辦教師工作坊培訓教師有關STEM及創科教育的教學知識，配合校本「優化本校教師」的發展計劃關注事項。

2. 計劃可行性

2.1 計劃的主要理念/依據

項目：參考教育局課程文件/指引

本計劃的主要意念來自課程發展議會「科技教育學習領域課程指引」(2017年)的建議，重點包括：

- 課程及規劃應提供不同的學習情景，讓學生綜合及運用跨學科知識和技能
- 提供機會讓學生在真實情景下培養創造力、解決問題的能力及明辨性思考能力，同時幫助他們為將來在科技領域進修或在其他領域發展作好準備
- 加強教師的專業發展

本計劃以跨科協作學習的課堂內容和模式結合校本科目如科技與生活及普通電腦科等校本內容推動STEM及創科多元化學習，讓學生在真實情景下綜合及運用跨學科知識和技能，同時幫助他們為將來在科技領域進修或在其他領域發展作好準備。

此外，本計劃舉辦教師工作坊培訓教師有關STEM及創科教育的教學知識，加強了教師的專業發展。

2.2 學校的準備程度

項目：學校已具備的相關經驗

本校一向有持續進行不同的相關STEM及創科學習活動，例如設計火箭車、太陽能充電車，學習數位設計技術、3D打印、影片製作編輯程式等，亦成立了科學學會在課外推動STEM及創科活動。由此可見，本校有足夠相關經驗推行本計劃。

2.3 校長和教師的參與

學校人員：校長

職責：監察督導, 處理撥款

學校人員：副校長 職責：監察督導, 處理撥款, 擬定計劃, 統籌協調
學校人員：科技教育統籌、STEAM統籌、其他學習經歷統籌 職責：統籌協調, 課程/活動規劃
學校人員：科技與生活科任教師、普通電腦科任教師、科學科任教師 職責：教材整理, 帶領參與活動

2.4 計劃時期

計劃開始及完成日期：由 01/2026 至 07/2027
合共需時 1 年 7 月

2.5 計劃活動的詳情

a. 推行計劃措施

<p>活動 1：STEM及創科校本課堂：人工智能 (AI)</p> <p>推行時期： 09/2026 - 05/2027</p>		
<p><u>學習階段及學習範疇/學科/學習元素</u></p>	<p><u>內容</u></p>	<p><u>節數</u></p>
<ul style="list-style-type: none"> ● 中一及中三 ● 普通電腦科: 編程、邏輯思考 ● 科技與生活科: 科技應用、設計解決方案 ● 「科技教育學習領域課程指引」的核心部份學習元素: 程序編寫、運用工具、設備、資源和人類的智慧去改變自然世界以滿足需求 	<ul style="list-style-type: none"> ● 跨科結合相關校本科目如科技與生活及普通電腦科的學習元素，為中一及中二學生安排人工智能 (AI) 校本課程。 ● 課程將理論和實踐融合教授，培養學生對人工智能 (AI) 的興趣，內容包括基礎AI知識原理、操作訓練機器學習模型包括數據取樣技術和找出數據特徵的技術、AI 程式編寫應用於語意分析、顏色、面部、物體、形狀識別等的現實應用。 	<ul style="list-style-type: none"> ● 中一每級4班，每班8節，每節約60分鐘 ● 中三每級4班，每班12節，每節約30分鐘
<p><u>參與學校人員 及/或 受聘計劃人員 數目及職責：</u></p> <ul style="list-style-type: none"> ● 不同學科的教育統籌負責教師將規劃課程及課堂活動，並統籌及協調學校有關科任教師及外聘導師共同開發及設計課程教案，完成教案後投入其學科學習範疇的建議及意見。 ● 第一年由已受訓的學校科任教師及外聘導師共同授課，外聘導師將在課堂前後提供專業技術支援及教學意見，並在課前協助學校教師共同規劃開發及設計課程教案，包括編輯教師手冊、簡報、工作紙。 ● 第二年及在計劃完結後已受訓的學校科任教師將持續獨立教授。 		

預期成效：

- 學生能掌握應用AI知識、有效的溝通技巧、批判性思維能力、創造力和解決問題的能力來解決現實生活中的各種問題和實際應用，並參加與AI相關的比賽。
- 學生了解機器學習模型的訓練過程，展示機器學習模型的基本原理及技巧。
- 學生能編寫AI程式編寫應用於語意分析、顏色、面部、物體、形狀識別等的現實應用。
- 增強學生對有關的校本科目如科技與生活及普通電腦科的內容理解和學習興趣。

活動 2：STEM及創科校本課堂：擴增實景 (AR)

推行時期：

09/2026 - 05/2027

<u>學習階段及學習範疇/學科/學習元素</u>	<u>內容</u>	<u>節數</u>
<ul style="list-style-type: none">● 中二● 普通電腦科(中三): 編程、邏輯思考● 科技與生活科: 科技應用、設計解決方案● 「科技教育學習領域課程指引」的核心部份學習元素: 程序編寫、運用工具、設備、資源和人類的智慧去改變自然世界以滿足需求	<ul style="list-style-type: none">● 跨科結合相關校本科目如科技與生活及普通電腦科的學習元素，為中三學生安排擴增實景 (AR) 校本課程。● 課程將理論和實踐融合教授，培養學生對虛擬實景(VR)和擴增實景 (AR) 的興趣，內容包括基礎 VRAR 知識原理、製作 VRAR 應用程式和 3D 模型的技術、虛擬場景設計和程式編寫及操作 Cospaces應用程式開發者平台、設置3D物件互動演算等的現實 VRAR 應用。	<ul style="list-style-type: none">● 中二每級4班，每班8節，每節約60分鐘

參與學校人員 及/或 受聘計劃人員 數目及職責：

- 不同學科的教育統籌負責教師將規劃課程及課堂活動，並統籌及協調學校有關科任教師及外聘導師共同開發及設計課程教案，完成教案後投入其學科學習範疇的建議及意見。
- 第一年由已受訓的學校科任教師及外聘導師共同授課，外聘導師將在課堂前後提供專業技術支援及教學意見，並在課前協助學校教師共同規劃開發及設計課程教案，包括編輯教師手冊、簡報、工作紙。
- 第二年及在計劃完結後已受訓的學校科任教師將持續獨立教授。

預期成效：

- 學生能掌握應用AR知識、有效的溝通技巧、批判性思維能力、創造力和解決問題的能力來解決現實生活中的各種問題和實際應用，並參加與AR相關的比賽。
- 學生了解創建AR應用程式及3D模型的過程。
- 學生能編寫AR程式編寫應用於現實案例。
- 增強學生對有關的校本科目如科技與生活及普通電腦科的內容理解和學習興趣。

b. 教師培訓 (如適用)

活動 1：工作坊

推行時期：

04/2026 - 07/2026

接受培訓老師：

人數: 15名

任教科目: 科技與生活、普通電腦科、科學科、其他STEAM相關科目

內容：

- 培訓創意科技、普通電腦科、科學科的教師，內容如下：
 - a. 人工智能 (AI) 的課程規劃、設計、教學及評估
 - b. 擴增實景 (AR) 的課程規劃、設計、教學及評估

節數：

- 4節
- 每節2小時共8小時

校內/受聘 培訓人員：

- 外聘培訓導師/講者

預期成效：

- 教師明白AI及AR的課程規劃、教學、學習活動的設計和重點、及編寫AI及AR應用程式的技巧

c. 其他措施與活動 (如適用)

- 推行時期: 01/2026 - 07/2026
- - 改建翻新原本的212室「多媒體學習中心」
- - 開發及設計校本STEM及創科課程教案，包括編輯教師手冊、簡報、工作紙

3. 計劃的預期成果

3.1 成品 / 成果及對學校發展正面的影響

項目：學與教資源、教材套、學生作品

-各個課程的教材套教案

-學生在各個課程中完成學習任務後的成品，如人工智能(AI)及擴增實景(AR)應用程式等

-學校網站更新展示學與教成果

對學校發展正面的影響

本計劃透過教室設置提昇、課程發展及教師專業培訓，有助學校有系統地及恆常化規劃及發展STEM及創科教育，推動多元化學習及增強學生對校本科目的理解和學習動機及改善學習態度，並透過現實應用學生成品讓學生在學習新的STEM及創科科技時可以動手實踐方案改善及關愛社群，藉此提升學生個人素質、成就感及並啟發自身對創科的興趣及可能發展途徑，把正向教育元素注入課程當中，配合校本的發展計劃中「發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能」及「正向教育」兩個關注事項。

3.2 評鑑

評鑑方法：教室設備啟用、問卷調查、小組訪問

成功準則：

- 改建後的「多媒體學習中心」在2026年9月啟用
- 透過觀察/問卷/小組訪問/學生在相關科目的成績表現及對計劃的認同，評估以下各項的成效：
 1. 推行校本STEM及創科教育計劃的成效 (表現指標: 80%教師及學生同意該計劃有助學校推展STEM及創科教育)
 2. 提升學生對相關校本科目的學習興趣 (表現指標: 80%教師及學生同意該計劃能有助引起學生學習相關校本科目的興趣)
 3. 提升學生的創意、協作及解難能力 (表現指標: 80%教師及學生同意該計劃能有助提升學生的相關能力)

3.3 計劃的可持續發展 (只適用於申請撥款總額超過20萬元的申請)

- 本校會於計劃完結時與所有參與教師舉行檢討會，並計劃如何持續發展STEM及創科教學計劃。
- 本校將負責支付有關「多媒體學習中心」的維修及器材保養或添置的費用。在計劃完結後，本校將會繼續善用相關設備及器材舉辦教學活動。

3.4 推廣 (只適用於申請撥款總額超過20萬元的申請。)

項目：展示日

本校每學年在校內舉辦一次計劃分享會及展覽活動展示學生的STEM及創科學習成果，邀請學生、家長及其他學校師生參加，並由參與教師分享計劃內容及推行STEM及創科教學活動的心得。

項目：成品上載學校網頁

計劃成品將上載學校網頁及香港教育城供其他學校參考。

學校在撰寫本計劃書時，有否參考優質教育基金(基金)網頁的公帑資助學校專項撥款計劃計劃書示例/已獲批撥款計劃

有，獲批撥款計劃編號: 2018/1109 及 2018/1463

6. Appendix
(j) Plan for the "AI for Science Education"

Annex 1

“AI for Science Education” Funding Programme
Application Form and Undertaking
(Please return on or before 28 February 2025 by fax or mail)

To : Science Education Section, CSD, Education Bureau (Fax No. : 2194 0670)

Please fill in all information in block letters, put a ✓ in the appropriate box and delete any inapplicable items marked with *.

Part A: School Particulars

Name of School: DMHC Sin Ming Catholic Secondary School

School Code:

1	1	3	7	9	4
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School Type: Secondary Special School providing local junior secondary curriculum

Finance Type: Government Aided Caput Direct Subsidy Scheme

School Contact: Tel: 24261796 Fax: 24841434 Email: general@dmhcsm.edu.hk

Teacher In-charge: Name (English): Lam Chor Sheung

Name (Chinese): 林楚湘 Post Title: STEAM Edu. Co-ordinator

Contact Tel: XXXXXXXXXX Email: XXXXXXXXXX

Part B: Information of the short courses to be taken

Are the courses that your school intends to arrange for teachers organised by the course providers listed in the “Information of the training courses” section of Annex 2 in EDBCM No. 227/2024? [Link: <https://www.edb.gov.hk/aiforsci>]

Yes No (Please specify the reason.) _____

Part C: Undertaking

My school will implement the Funding Programme in accordance with EDBCM No. 227/2024, and commit to the following requirements:

- develop at least two teaching examples or sets of teaching resources with the application of AI in Science (S1-3);
- conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school); and
- conduct at least one experience sharing session (within or outside the school).

Signature of Principal : _____

Name of Principal (Chinese) : 梁佩珊

Name of Principal (English) : Leung Pui Shan

Date : 17 FEB 2025





中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

本局檔號 Our Ref. : 1125-2015-8075-9030-00009-001

電話 Telephone:(852) 3698 3441

來函檔號 Your Ref. :

傳真 Fax Line : (852) 2194 0670

28 March 2025

DMHC Siu Ming Catholic Secondary School
6 Kwai Yip Street, Kwai Chung, New Territories

Dear Principal LEUNG,

“AI for Science Education” Funding Programme

I am pleased to inform you that your school's application to the captioned programme has been successful. Participating schools will generally receive the funding on or before 30 June 2025. Specific arrangements for fund disbursement will be communicated to schools separately. For the programme requirements, the financial and accounting arrangements, and other details of the programme, schools are advised to refer to the attached information and the Education Bureau Circular Memorandum No. 227/2024 in tandem.

For details, please feel free to contact me at the undersigned or Mr TAM Ho-lun at 3698 3452.

Yours sincerely,

(BL TSE)

Senior Curriculum Development Officer (Science)

6. Appendix

(k) Plan on Environmental Protection in School 2025-26

Target: To reduce waste, reduce consumption of natural resources and enhance education on environmental protection

Objective 1: To reduce waste production and encourage the re-usage of used articles

Objective 2: To reduce consumption of energy and water

Objective 3: To foster among members of the school a sense of environmental protection

Tasks

1a. Economy in Use of Paper

- Keep school information on electronic files and communicate within school by E-mail to reduce consumption of paper
- Encourage students to submit their assignments through the computer network
- Avoid photocopying fax mail and use blank side of used paper for photocopying if necessary
- Print documents on both sides of paper eg. reports, exam papers and notes, and reduce the size of photocopies

1b. Usage of Used Materials and Environment-friendly Materials

- Reuse envelopes
- Donate old facilities and equipments such as computers, desks & chairs to needy people
- Organize used paper recycling and uniform giving activities
- Reuse decorative materials during major festivals, eg. Celebration of Christmas
- Use reusable utensils instead of disposable utensils at internal gatherings

2a. Economy in Use of Energy

- Encourage staff and students to make use of natural wind and sunlight, and reduce the use of electrical appliances
- Formulate guidelines for the use of air-conditioners; Use air-conditioning when the temperature is higher than 26°C and maintain the room temperature at 25.5°C
- During recesses, lunch breaks and after classes are finished, switch off lights and air-conditioners in classrooms
- Encourage staff and students to travel on foot rather than taking public transportation

2b. Economy in Use of Water

- Remind staff and students to turn off water taps properly after use
- Turn water taps to low flow to conserve water
- Check for leaks in water pipes regularly

3. Cultivation of a sense of environmental protection among members of the school

- Encourage teachers to incorporate environmental education in regular curriculum and develop students' experience in environmental protection through discussion on current issues and field trips
- Encourage students to engage in environmental protection through participation in internal extra-curricular activities, such as S2 Life Education Programme and Eco Club Activities, to develop a green culture in the campus
- Invite external environmental organizations, such as Hong Kong Bird Watching Society, to hold exhibitions or activities to foster among students a sense of protecting the environment
- Encourage students to take part in community environmental activities and pay more attention to global environmental issues

6. Appendix

(I) Principal's Continual Professional Development Plan 2025-2026

Core areas of leadership

I	Strategic direction & policy environment
II	Teaching, learning & curriculum
III	Teacher professional growth & development
IV	Staff & resource management
V	Quality assurance and accountability
VI	External communication and connection to the outside world

Targets	Priority	Core Areas	Development Strategies
A. To better familiarize with the Education system and the role as the Principal especially in decision making in the day-to-day routine of the school	1	I-VI	Attending relevant training courses, seminars etc. organized by EDB or professional organizations.
B. To better facilitate the implementation of the school target with the main theme of "Make change and go forth"	2	II, V	1. Attending relevant training courses or seminars. 2. Inter-school professional 3. Interactions. 4. Reading relevant articles.
C. To better facilitate teachers' professional development especially in the measures addressing growing learners' diversity, e-learning and the mentoring of all-round development of students.	3	I, II, III, V, VI	
D. To sharpen personal views in education-related social issues and good practices in other Secondary Schools	4	IV VI	To join in various educational bodies, e.g. HKAHSS, HKRSC member etc.