

ST. ROSE OF LIMA'S COLLEGE



SCHOOL REPORT

2024-2025



Website: <https://www.hksrl.edu.hk>

Tel.: 23371867

Fax: 23380915

Email: info@hksrl.edu.hk

Contents

Chapter 1:	Our School	p.3
Chapter 2:	Achievements and Reflection on Major Concerns	p.8
	• Major Concern 1: Promoting Healthy Lifestyle and Well-being through Positive Education	p.8
	• Major Concern 2: Enhancing Self-regulated Learning	p.11
	• Major Concern 3: Enhancing National and Global Citizenship	p.13
Chapter 3:	Student Performance	p.16
Chapter 4:	Financial Summary	p.32
Chapter 5:	Appendices	p.33
	• Appendix 1: Report on Use of Capacity Enhancement Grant	p.34
	• Appendix 2: Annual Report on Learning Support Grant	p.35
	• Appendix 3: Report on School-Based After-School Learning and Support Programmes	p.40
	• Appendix 4: Year-End Evaluation at School Level on Whole-School Approach to Catering for Students with SEN	p.44
	• Appendix 5: Report on the Use of the Promotion of Reading Grant	p.48
	• Appendix 6: Report on the Use of Life-Wide Learning Grant	p.50
	• Appendix 7: Report on the Use of the Student Activities Support Grant	p.56
	• Appendix 8: Report on Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students	p.58
	• Appendix 9: Report on Measures related to Safeguarding National Security and National Security Education	p.62
	• Appendix 10: Programme Evaluation Report for Diversity Learning Grant	p.71
	• Appendix 11: Report on the Use of the Citizenship and Social Development Grant	p.73
	• Appendix 12: Report on Use of One-off Grant on Parent Education	p.74
	• Appendix 13: Report on the Use of One-off Grant for Mental Health at School	p.75
	• Appendix 14: Report on the Use of One-off Grant for Mental Health of Parents and Students	p.76
	• Appendix 15: Report on One-off Grant for Promotion of Chinese Culture Immersion Activities	p.77
	• Appendix 16: Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	p.78
	• Appendix 17: Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)	p.79
	• Appendix 18: Report on Sister School Scheme	p.80

(1) Our School

The Sponsoring Body

The Sponsoring Body of St. Rose of Lima's Kindergarten, Primary School and Secondary School is the International Missionary Institute, the "Franciscan Missionaries of Mary". It was founded in 1877 by the French sister and missionary, Blessed Mary of the Passion.

We, the F.M.M. Sisters, following the charitable and loving spirit of Jesus Christ, imitating the selfless love of His mother, Mary, and the spirit of simplicity and joy of St. Francis, have been committed to the mission of education in Hong Kong since 1948, working to meet the needs of the society of Hong Kong.

School Vision and Mission

The School shall operate as a "Catholic" school. Its "Catholic" identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church.

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the **core values** of "Truth", "Justice", "Love", "Life" and "Family" to young people to prepare them properly for their life and future responsibilities.

Vision

In the spirit of a loving family devoted to serving one another, and in order to fulfil our school motto, "Through Charity to Truth" in Latin "Per Caritatem Ad Veritatem", we strive to provide an environment that will allow quality education to enhance the spiritual, intellectual, emotional and physical growth of our students by proclaiming the Gospel and teaching moral values.

Mission

To fulfil this vision, we work to:

1. meet the needs of each student by guiding her in her moral, intellectual, emotional, physical, social and spiritual formation
2. emphasise the professional qualifications of our teachers and encourage them in life-long learning
3. foster co-operation among our three schools so that they will earn and benefit from one another
4. establish close relationship with parents and elicit their co-operation

School Goals

- (a) The School endeavours to live the spirit of Franciscan Missionaries of Mary, with the vision of a holistic development of our students, that they are joyful and loving persons, reaching out to others and living out the true values in life, just as it is set down in the School motto — Through Charity to Truth.
- (b) In practice, this means that we try to provide an environment that will allow a quality education which enhances both the intellectual and the moral/spiritual aspects. We shall see that our students uphold truth and kindness/love, equipping them to face the challenges in life, forming them to reach out to anyone in need and cultivating in themselves the virtues of loyalty and honour as well as the sense of responsibility and commitment.
- (c) In the spirit of solidarity, the School also cultivates a family spirit among students, teachers and parents, sees that they collaborate and support one another. This may also include fostering co-operation among our sponsored schools, and establishing close relationship with past students.

School Motto

Our school motto is “Through Charity to Truth”, in Latin “Per Caritatem Ad Veritatem”. We strive to provide an environment that will allow quality education to enhance the spiritual, intellectual, emotional and physical growth of our students by proclaiming the Gospel and teaching moral values.

Teaching Staff Information (including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment			64
Total Number of Teachers in the School			65
Qualifications and Professional Training (% of Teaching staff)			
Teacher's Certificate / Diploma in Education			92%
Bachelor Degree			100%
Master / Doctorate Degree or above			53%
Special Education Training			39%
Years of Experience (% of Teaching staff)			
0 - 4 years		5 - 9 years	>= 10 years
42%		13%	45%

Class Structure and Subjects Offered

Class Structure

	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6
Number of classes	5	5	5	5	5	5

Subjects Offered

<i>Form 1 to Form 3</i>	
English as the medium of instruction:	English Language, Mathematics, Literature in English, Life and Society, Integrated Science, Geography, History, Computer Literacy, Home Economics, Music, Physical Education, Visual Arts
Chinese as the medium of instruction:	Chinese Language, Chinese History, Religious Education, Putonghua, Moral and Civic Education
<i>Form 4 to Form 6</i>	
English as the medium of instruction:	English Language, Mathematics, Liberal Studies / Citizenship and Social Development, Literature in English, Biology, Chemistry, Physics, Economics, Geography, History, Business, Accounting and Financial Studies, Information and Communication Technology Non-HKDSE subject: Physical Education
Chinese as the medium of instruction:	Chinese Language, Chinese Literature Non-HKDSE subjects: Religious Education, Moral and Civic Education

School Facilities

School Facilities
English Room, Chinese Room, Mathematics Room, Liberal Studies Room, Science Laboratories, Campus TV Studio, Computer-Assisted Learning Centre cum STEAM Room, Multi-media Learning Centre cum MAC Centre, Computer Room, Geography Room, Art Room, Music Room, Home Economics Room, Self-

access Learning Centre, Library, Multi-Function Room and Student Activity Centre. All classrooms and special rooms are air-conditioned and equipped with IT facilities such as LCD projectors, visualisers and networked computers. Interactive Touch Panels and devices that can project tablet screens have been installed in classrooms so that students can share their learning outcomes.

Facility(ies) for Supporting Students with Special Educational Needs

Accessible lift, Accessible toilet and tactile guide path plan.

School Characteristics

School Management

1. School's Major Concerns:

Promoting Healthy Lifestyle and Well-being through Positive Education; Enhancing Self-regulated Learning; Enhancing National and Global Citizenship.

2. School Management Organisation:

The school is managed by the Incorporated Management Committee chaired by the Supervisor. Led by the Principal and assisted by the Vice-Principals, various boards and committees were set up for the school development, learning and teaching and student support. They included the administration boards, staff development, academic affairs, spiritual affairs, guidance, discipline, career guidance, other learning experiences and extra-curricular activities, e-Learning, information technology etc..

3. Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established on 31st August, 2015.

4. School Green Policy:

We have measures to reduce the use of paper, e.g. adopt double-side printing, use of electronic documents, set air-conditioning temperature at 25.5 degree Celsius. We joined the Solar Harvest Scheme with Solar panels installed at the roof top to generate electricity by a renewable source.

Learning and Teaching Plan

1. Whole-school Language Policy:

Our school adopts English as the major medium of instruction. We stress on the importance of training students to be bi-literate and tri-lingual. (please refer to the subjects offered in 2024/2025 for details)

2. Learning and Teaching Strategies:

Our teachers are devoted to motivating students in learning. We reinforce the implementation of blended learning and e-Learning. Various learning and teaching platforms are used to facilitate students' learning. Apart from enhancing students' academic performance and nurturing their reading habit, teachers also arrange a wide variety of activities to develop students' potential and generic skills. We provide a diversified curriculum in order to prepare our students for university study both locally and overseas.

3. School-based curriculum:

(a) Electives: 3X. Flexible combinations from Arts and/or Science and /or Technology subjects

(b) Curriculum highlights: The elective subjects that we offer under the senior secondary curriculum are all mainstream subjects, which accommodate students for further studies both locally and overseas.

4. Development of the Four Key Tasks:

Reading periods are set in the time-table. Reading schemes, Chinese and English Clubs and Reading competitions have been run for many years. All classrooms are equipped with necessary devices. Teachers can conduct e-learning activities in their lessons easily. Cross-curricular Project Learning is implemented in the Junior Forms. Moral and Civic Education lessons are incorporated in our formal curriculum.

5. Life Planning Education:

The Career Guidance teachers provide substantial information and appropriate suggestions for our students. Different activities (such as lecture, interactive game, information day, sharing session, workshop, visit, job-shadowing, individual counselling) about Career and Life Planning will be arranged for students. Various topics will be chosen to cater for the needs of students from different levels.

Student Support

1. Whole School Approach to Catering for Learner Diversity:

The school has set up a Student Support Team, which comprises teachers in charge of spiritual affairs, guidance, discipline, career guidance, extra-curricular activities and moral & civic education.

2. Whole School Approach to Integrated Education:

- Our school is committed to developing an inclusive culture through the Whole School Approach to support students with special educational needs. The Student Support Team is set up to help plan, implement and review student support service. The team is led by the Special Educational Needs Coordinator (SENCO), other team members are guidance teachers, careers guidance teachers, Chinese Language teachers, the school social workers, the speech therapist, and the educational psychologist.
- To enhance teachers' understanding of the special educational needs of students, the school encourages teachers to attend relevant training courses. Professionals, like the educational psychologist, are invited to conduct staff development programmes.
- A teaching assistant is recruited to provide more comprehensive learning support to students with special educational needs. The teaching assistant, with the collaboration of the teaching staff, helps implement individual guidance and after-school remedial support. Moreover, individual/group training/speech therapy sessions to the students with special educational needs are offered by the registered social workers and other professionals. Assignment adjustment and examination accommodation are arranged for students in need.
- For home-school cooperation, our school also establishes a regular communication mechanism with parents to let them understand the special educational needs of their children. The school invites parents to take part in the planning of support measures, evaluate the progress and provide similar support for their children at home.

3. Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising cultural integration activities. Teachers are encouraged to attend the relevant courses to update their teaching strategies and strengthen their understanding of Chinese Language education for NCS students.

4. Measures to provide adaptation for Learning and Assessment:

There are four examinations for Forms 1 to 3 students, two examinations for Forms 4 and 5 students, and one examination for Form 6 students in an academic year.

Home-School Co-operation and School Ethos

1. Home-School Co-operation:

Our Parent-Teacher Association was established in 1997. We organise various activities every year. Our signature programmes included PTA Annual Picnic, PTA Night, "Saturday with Miss Lin" and other interesting parent-child workshops.

2. School Ethos:

Our culture of modesty and prudence provides a harmonious environment for our students. We have a student support team, which arranges and organises the relevant activities.

Future Development

1. School Development Plan:

We allocate most of our resources on the development of senior secondary curriculum to prepare our students for university study. The elective subjects that we offer under the senior secondary curriculum are all mainstream subjects, which accommodate students for further studies both locally and overseas.

2. Teacher Professional Training and Development:

The Staff Development Team arranges and invites various experts to provide staff development programmes for all staff. In 2024-2025, we adopted various modes in our staff development programmes. Besides the sharing on Catholic values, we also had a Joint-school Staff Development Programme involving 3 Catholic schools in Shatin to watch a movie together and reflect on the problems faced by our students and how we could strengthen their mental health. Our alumna, who was very experienced in the movie industry, was invited to share her experience. To equip our teachers better for our major concern 2, we also joined a workshop on self-regulated learning with experience sharing by different schools.

3. Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)

There are 38 E.C.A. clubs (including orchestra, drama, academic, computer, artistic, social service, uniform teams, ball games, etc.). Students also joined many other activities subsidised by the Life-wide Learning Grant.

Others

A wide variety of activities: summer bridging courses to help students adapt to English learning environment, summer English Study tour, International Students Exchange Programme, school teams participating in various competitions, School Orchestra, joint-school activities, Visits, special courses or talks provided by professional speakers, career guidance (with the assistance of past students, professionals and parents), interflow with multinational corporations.

More information is available on our School's homepage: <https://www.hksrl.edu.hk/en/index.php> or the respective section under "School Profiles" for public reference (http://www.chsc.hk/main.php?lang_id=1).

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Promoting Healthy Lifestyle and Well-being through Positive Education

Targets
<ul style="list-style-type: none">● Enhanced Spiritual Well-being● Improved Physical Fitness● Higher Self-confidence and Positive Interactions● Well-balanced and enhanced aesthetic development for students
Achievements
<p>Enhanced Spiritual Well-being</p> <p>The successful implementation of Values Education across various curricula, alongside the launch of the Annual Walkathon and the continuation of the ‘Active Rosian’ activities and the sportACT Award Scheme, had enhanced students' physical fitness and overall well-being. This is reflected in the positive outcomes of the APASO Survey, which indicated substantial improvements in spiritual well-being, particularly in areas such as Positive Affect, No Negative Affect, and No Anxiety or Depressive Symptoms. Notably, there was a remarkable increase in positive scores among Form 1, Form 4, and Form 5 students. Additionally, student satisfaction within the school improved with students finding greater meaning in their lives.</p> <p>In Religious Education lessons and Spiritual Affairs Programmes, enhanced spiritual well-being had been fostered through transformative practices and values education. Students explored the power of gratitude, learning to appreciate life's blessings, which cultivated a joyful outlook. They were encouraged to maintain a consistent prayer practice, deepening their connection to faith and inner peace. Emphasising resilience, lessons inspired students to persevere in the face of challenges, reassuring them that God is always with them. Furthermore, lunchtime hymns, meditation, and mindfulness exercises had contributed to greater self-awareness and emotional balance, enriching spiritual growth and equipping students with tools to lead meaningful, lives.</p> <p>Improved Physical Fitness</p> <p>The implementation of the Annual Walkathon, in conjunction with the ‘Active Rosian’ activities and the sportACT Award Scheme, had made contributions to improving students' physical fitness. These initiatives not only encouraged regular physical activity but also fostered a sense of community among participants. Positive outcomes from the APASO Survey indicated that students had embraced a more active lifestyle, showcasing improvements in their overall health and fitness levels. This collective effort had led to increased engagement in physical activities, promoting a culture of health and wellness within the school environment. Through various sports and fitness-related events, students had the opportunity to explore different forms of physical exercise, enhancing their skills and fitness levels. Participation in those activities resulted in a greater understanding of the importance of maintaining an active lifestyle. Furthermore, engagement in physical activities also boosted social interactions, allowing students to have stronger bonds and collaborate with their peers while working towards common fitness goals.</p> <p>Higher Self-confidence and Positive Interactions</p> <p>The Discipline Board had enhanced students' self-confidence and positive interactions through impactful initiatives and campaigns. By organizing discipline-related talks, such as the Police Talk addressing anti-scam, anti-drug, and anti-bullying, along with an online session by the CPCD on Anti-Cyberbullying and Doxxing, core values like respect for others, responsibility, and law-abidingness had been instilled. The Class Tidiness Campaign and Incentive Programme, which allowed students' demerit records for minor offences to be removed through school service, further motivated responsible behaviour and teamwork. Engaging posters, promotional videos, school announcements, and Google Classroom updates effectively communicated those initiatives to students and parents. Notably, Form 4 students pledged to treat everyone with respect and kindness following the anti-cyberbullying talk, fostered a culture of empathy and positive peer interactions that boosted their confidence and sense of community.</p> <p>The Committee on e-Learning had further fostered higher self-confidence and positive interactions among</p>

students by promoting collaborative projects and group activities that emphasized teamwork and peer support. By encouraging teachers to integrate e-Learning tools such as Goodnotes Classroom, Classkick, and Padlet, dynamic platforms had been created where students received instant teacher feedback and engaged in constructive peer interactions. Those tools facilitated real-time collaboration, allowing students to share ideas, provide mutual support, and celebrate collective achievements. As a result, students had developed greater confidence in their abilities and cultivated positive, meaningful relationship with their peers, enhancing their academic and social growth.

Well-balanced and Enhanced Aesthetic Development for Students

The BYOD Mascot Design Competition organised by the Committee on e-Learning provided a dynamic platform for students to showcase their digital artwork talents, encouraging creativity and technical proficiency in designing mascots to promote e-Learning. Engagement in this competition allowed students to hone their artistic skills, explore digital tools, and express their unique perspectives, fostering a deeper appreciation for aesthetics. The process not only boosted their confidence in creative expression, but also highlighted the value of integrating artistry with technology, contributing to a holistic educational experience.

Reflection

Reflecting on the 2024-25 academic year, the school had fostered enhanced spiritual well-being, higher self-confidence, positive interactions, and well-balanced aesthetic development. These achievements were reflected in the success of the programmes organised and the student survey data.

In Religious Education and Spiritual Affairs, enhanced spiritual well-being had been fostered through transformative practices such as gratitude, prayer, and mindfulness. Students engaged in lunchtime hymns and meditation, which deepened their emotional resilience and spiritual growth.

The Good Manners Ambassadors and Moral Education programmes effectively reinforced character strengths, encouraging students to celebrate their peers' merits through sticker gifts. This initiative had fostered a culture of appreciation; however, addressing the satisfaction levels reported by Form 3 students will be a priority moving forward, ensuring that programme offerings resonate more deeply with their needs and interests.

The Committee on e-Learning had promoted mindful technology use by introducing mental well-being apps like Headspace and enforcing a no-iPad policy during the first 20 minutes of lunchtime, which had enhanced face-to-face communication. Collaborative e-Learning tools, such as Goodnotes Classroom and Padlet, empowered students to engage in teamwork, boosting their confidence and peer relationship. To further support emotional well-being, additional strategies would be implemented to address this for the senior form students.

The Discipline Board's initiatives, including Police Talks and the Anti-Cyberbullying session, instilled values of respect and responsibility, with Form 4 students pledging kindness and enhancing positive interactions.

The overall findings from the 2024-25 APASO survey reflected positive trends in student well-being across various forms. Form 1 students reported a notable increase in positive affect and an improved school atmosphere with reduced feelings of loneliness. Students in Forms 1, 2, and 4 exhibited an enhanced sense of meaning in life, while Forms 1, 4, and 5 expressed greater satisfaction with their bodies. Form 5 students indicated a reduced fear of failure, and improvements in sense of belongingness to school were particularly noted among Form 2 students.

Regarding the support services for Newly-arrived Children, the Academic Affairs Department organized a learning support programme as the support in December 2024. This initiative not only facilitated the students'

language acquisition but also helped in their integration into the new school environment. This ongoing support will be sustained.

To enhance students' well-being, two new measures were refined and implemented. Firstly, there was an expansion of sports facilities across the school premises, overseen by the Cultural Subjects Department. For instance, badminton rackets and various balls were made available in the playground and hall. Secondly, Senior Form students could opt to have their lunch outside school. It is believed that this change will enable students to move around and enjoy a more active lunchtime.

These trends underscored the school's dedication to fostering a supportive and vibrant community that promotes students' spiritual, social, and aesthetic growth. In light of the identified areas for improvement, targeted strategies would be developed to enhance the opportunities for voluntary work, increase satisfaction levels, and support emotional well-being. This commitment to continuous enhancement will ensure that all students feel valued and engaged in their educational journey.

Feedback and Follow-up

To enhance spiritual well-being, the school would implement weekly mindfulness and gratitude workshops to cultivate emotional resilience, alongside structured programmes for voluntary work every two months, allowing students to engage meaningfully with their communities and develop a sense of purpose. Additionally, writing reflective journals would be integrated to encourage self-exploration. To improve physical fitness, the school would reinforce participation in the 'Active Rosian' initiatives, offering a diverse sports schedule each term based on student feedback to maintain motivation. Workshops on the importance of physical fitness for mental well-being would also be conducted. For higher self-confidence and positive interactions, peer mentorship programmes would be established, enabling the older students to guide the younger ones and foster supportive relationship. Conflict resolution workshops would be introduced to enhance communication skills, alongside recognition programmes to celebrate student achievements and boost self-esteem. Besides, the school will organize more art-related events and competitions, allowing students to showcase their creativity. There will be collaboration with local artists to expose students to various artistic media, and projects integrating technology and art will encourage innovative thinking.

Based on feedback and daily observation, it is evident that allowing students to have lunch outside school provides them with greater flexibility to enjoy their rest time. Additionally, students took this opportunity to engage in more social interactions with their peers, which showed a positive influence in their social life too. This initiative will be extended to include Form 2 and Form 3 students in the upcoming academic year.

In conclusion, these follow-up actions are interconnected and designed to create a synergistic effect that enhances overall student development. Enhanced spiritual well-being fosters emotional resilience and encourages participation in physical activities, while improved physical fitness contributes to better mental health, bolstering self-confidence and promoting positive social interactions. Higher self-confidence cultivates a supportive community atmosphere, allowing students to express themselves artistically and spiritually, further enriching their personal growth. Meanwhile, well-balanced aesthetic development nurtures creativity, serving as an emotional outlet that enhances spiritual well-being. Together, these initiatives support students holistically, promoting their emotional, physical, and social development in a cohesive manner.

Major Concern 2: Enhancing Self-regulated Learning

Targets

- Fostering Self-directed Learners

Achievements

To foster self-regulated learners, the school employed several key strategies, including the implementation of the Self-regulated Learning Ambassador Programme, self-regulated learning workshops, the integration of project-based learning, and the use of pre-lesson and post-lesson tasks with Edpuzzle. These strategies were designed to enhance critical thinking and logical reasoning skills, actively engaging students in their learning processes.

The Self-regulated Learning Ambassador Programme had successfully trained ambassadors from Forms 1 to 6 who promote self-regulated learning, creating a positive learning atmosphere. Workshops that leverage Artificial Intelligence (AI) had been instrumental in developing students' critical thinking and problem-solving abilities, essential for their academic success.

The expansion of Gifted Education programmes had enriched the learning environment, allowing gifted students to share insights and inspire their peers, fostering a culture of excellence. Open lessons conducted by the Mathematics and Science Departments had demonstrated effective self-regulated learning practices, further enhancing student engagement and understanding of those subjects.

In terms of academic support, the optimization of remedial programmes for both junior and senior students had improved learning outcomes. By involving subject panel heads in curriculum planning and monitoring, the school ensured that strategies were tailored to meet students' needs. The Saturday Support Programme had provided Form 1 students with unique experiences, such as rock climbing, to build resilience, alongside academic support.

The restructuring of project-based learning to incorporate the Design Thinking Framework had also yielded positive results. STEAM workshops and experiential outings to start-up companies and NGOs had provided students with hands-on learning experiences, cultivating their creativity and ability to apply knowledge in real-world contexts.

In conclusion, the strategies employed to promote self-regulated learning were interconnected and yielded profound benefits for junior form students. By developing critical and logical thinking skills through structured programmes and external engagement, students were better prepared for the challenges of senior forms and future studies. This approach ensured that learning extended beyond rote memorization, fostering the importance of self-directed learning.

Reflection

The comprehensive strategies implemented—such as the Self-regulated Learning Ambassador Programme, self-regulated learning workshops, project-based learning integration, and the use of technology—had collectively fostered a culture of self-directed learning among students. The recruitment and training of ambassadors had established a peer-driven environment that encouraged students to take initiative and set personal academic goals. This element is essential for creating a motivated student body.

Nevertheless, those strategies could be further refined. For instance, setting specific, measurable goals across departments would enhance accountability and provide clearer benchmarks for student progress. Departments could develop targeted outcomes, such as specific usage metrics for learning tools like the Exam Plus app, ensuring students to have a clear understanding of their objectives and can track their achievements effectively.

Additionally, the introduction of practical learning techniques—such as summarizing, peer teaching, and mindfulness practices—could be more systematically integrated into all workshops and activities. These

techniques not only support self-regulated learning but also promote deeper engagement and retention of knowledge, reinforcing the principles of active learning that our strategies aim to promote.

Efforts to integrate AI into self-regulated learning activities had proven beneficial, highlighting the need for ongoing assessment and personalization to better meet diverse learning needs. Yet there is a need to continually assess how these tools could be further personalized to meet diverse learning needs. Expanding the use of AI could help tailor learning experiences more closely to individual student profiles, enhancing motivation and goal-setting. Feedback received during professional development sessions indicated that sharing successful practices was crucial for fostering collaboration among educators. Establishing regular forums for sharing ideas and strategies across departments will ensure that best practices are disseminated and adapted school-wide.

Current strategies have effectively supported academic achievement, and incorporating elements that promote resilience and teamwork—such as structured peer feedback sessions and reward systems—could further support students in their journeys toward self-regulation.

In summary, while our strategies for promoting self-regulated learning are effective, reflecting on these practices as a cohesive whole reveals areas for refinement and enhancement. By setting clearer goals, integrating additional practical techniques, and fostering collaborative sharing among educators, we can strengthen our approach. This holistic refinement will not only enrich the student experience but also ensure that our learners are equipped with the critical thinking, self-management, and resilience necessary for their future academic and personal success.

Feedback and Follow-up

The achievement and reflection above highlights the importance of adopting a unified, holistic approach to fostering self-regulated learning across all academic departments. There is a need to clearly identify and align goals for developing students' self-regulation skills. This alignment ensures that every initiative contributes to a common vision.

One specific area that can be reinforced is the Self-regulated Learning Ambassador Programme, which should focus on enhancing leadership skills among ambassadors while establishing specific objectives for their impact on peer learning. Ongoing mentorship will boost their confidence, enabling them to effectively facilitate initiatives that promote self-regulation. Additionally, enhancing the use of AI tools is crucial; both students and teachers across all departments must be equipped with the skills to utilize AI effectively. This includes simplifying access to AI platforms and providing comprehensive training, ensuring that these tools are not only accessible but also fully understood. By integrating AI into everyday learning, educators can tailor experiences to meet individual student needs, reinforcing the overarching goals of self-regulated learning.

Moreover, collaboration among the Academic Affairs Department and other academic departments is vital, as adopting a cohesive strategy that emphasizes similar teaching approaches will foster a culture of self-directed learning, encouraging students to take ownership of their educational journeys. The implementation of these strategies across all departments is expected to yield enhanced student engagement, improved critical thinking and problem-solving skills, and increased confidence and leadership among students.

Furthermore, personalized learning experiences through effective AI use will accommodate diverse learning styles, while structured reviews within Gifted Education will ensure that all students, including late bloomers, receive appropriate support. By reframing assessments and providing constructive feedback, the school can create a positive learning environment where students view challenges as growth opportunities. Ultimately, by establishing clear objectives for self-regulated learning and enhancing the effective use of AI, the school can foster an integrated learning environment that prepares students not only for academic success but also equips them with critical skills necessary for lifelong learning, cultivating a generation of self-directed learners ready to thrive in an ever-changing world.

Major Concern 3: Enhancing National and Global Citizenship

Targets

- Promoting National and Global Engagement and Understanding
- Developing Skills for Active Global Citizenship

Achievements

Promoting National and Global Engagement and Understanding

The strategy for promoting national and global engagement centers on fostering a deep appreciation of cultural heritage while strengthening students' sense of national identity. This approach is designed to create meaningful connection between students and their cultural roots, encouraging active participation in community and national activities.

One initiative was the Chinese Culture Day, which engaged both students and teachers in various activities, such as Chinese calligraphy, traditional sports games, and ancient football. This event not only celebrated Chinese culture but also fostered a vibrant appreciation for the rich heritage among participants. Throughout the year, numerous activities were organized to deepen students' understanding of Chinese traditions and values, including themed celebrations for the Chinese New Year and Mid-Autumn Festival, which promoted cultural awareness and unity. Additionally, Chinese tea tasting sessions provided insights into traditional customs, further enriching students' cultural experiences.

The language initiatives, particularly Putonghua (PTH) Day, were strategically implemented to reinforce language skills and strengthen national identity, allowing students to connect more deeply with their cultural roots. The Excursion Week, featuring educational tours to the mainland, served as a practical application of this strategy by providing students with first hand experiences of the nation's development, enhancing their sense of belonging and understanding of their country.

In terms of civic and global citizenship education, the strategy involved providing students with practical experiences in democratic processes. The successful conduction of the Students' Union election and the establishment of House committees exemplified this, illustrating the importance of active participation in decision-making.

The curriculum and resource development played a crucial role in supporting these strategies. Furthermore, the Sister School Scheme with Qingdao strengthened intercultural understanding through reciprocal visits, while visits to key institutions, such as the Customs Headquarters and the People's Liberation Army (PLA) Exhibition Hall, deepened students' knowledge of national institutions and fostered a sense of civic responsibility.

The success of these strategies is evident in the achievements related to national identity, particularly reflected in the Key Performance Measure. Students demonstrated strong responsibility, pride, and love for the nation, alongside respect for national symbols. Through a wide range of programmes and initiatives, the Chinese Department, Student and General Affairs Committee, and the OLE Board had made contributions to students' cultural, civic, and personal development, effectively fostering both national identity and global awareness throughout the academic year.

Developing Skills for Global Citizenship

To develop skills for global citizenship, the strategy emphasizes experiential learning and engagement with both local and international communities. This approach aims to equip students with the knowledge and skills necessary to navigate an increasingly interconnected world.

The incorporation of National Security Education (NSE) elements into the curriculum has been a key component of this strategy, instilling a deeper understanding of national values, rights, and responsibilities

while fostering a cohesive understanding of the nation's heritage and culture.

During Excursion Week, various activities were organized, such as the Mainland Study Tour for Form 1, Form 2 and Form 4 students. For Form 2, the focus on Western architecture provided students with a cultural perspective that enhanced their appreciation of diverse architectural styles. Form 4 students engaged in career exposure activities, visiting different companies in mainland China, which broadened their horizons and highlighted the practical applications of their studies within a global economy.

The promotion of the Mainland Nomination Scheme actively encouraged students to consider further education and career prospects in mainland institutions, fostering a sense of belonging and connection to the national landscape.

Moreover, the integration of sustainable practices into the curriculum, particularly through the theme of sustainable fashion in the English Language curriculum, educated students on responsible consumer behavior. This initiative aimed to develop critical thinking about consumerism and its environmental impact, encouraging informed choices that aligned with sustainable practices.

By implementing these strategic initiatives, the departments had successfully laid a strong foundation for developing skills necessary for global citizenship among students, ensuring they are well-prepared to engage in an increasingly globalized society.

Reflection

The initiatives undertaken to promote national and global engagement and understanding have provided valuable opportunities for students to actively participate in their education and community. The Students' Union and House Committee election was pivotal in helping students understand the electoral process and the significance of active participation in decision-making. This initiative served as an educational opportunity that involved teachers, fostering a collaborative environment and enhancing students' awareness of civic responsibilities.

Similarly, Excursion Week, which involved students of all forms in local, national, and international programmes, was designed to enrich their understanding of cultural diversity and national identity. Collaborating with local organizations and museums enhanced the quality and variety of excursions, while securing financial support from the Education Bureau (EDB) and the school increased accessibility for all students.

Furthermore, the leadership training programmes for senior form students aimed to cultivate skills essential for active global citizenship. Incorporating community service initiatives allowed students to apply their leadership skills in real-world contexts, fostering teamwork and collaboration. However, academic pressure and extracurricular commitments sometimes limited students' availability to fully engage in those programmes, indicating a need for a more flexible approach to scheduling and programme design.

Overall, the success of these initiatives reflects a positive trajectory in promoting national identity and global citizenship among students. The reflections underscore the importance of continued improvement in ensuring inclusivity and accessibility, enabling the school to further cultivate engaged, responsible citizens who are well-prepared to navigate in both national and global contexts.

Feedback and Follow-up

To build on the successes achieved in promoting national and global citizenship, several key initiatives are proposed for the upcoming year. The strategy will focus on enhancing curriculum content and fostering civic

responsibility among students. One initiative is the provision of the Chinese History course for the senior form students, which will provide students with a comprehensive understanding of their cultural heritage, historical milestones, and their national identity. This course aims to deepen students' appreciation for their history, ultimately cultivating a stronger sense of pride and responsibility as citizens. By placing greater emphasis on this subject, students will engage in enriched learning activities that deepen their understanding of the nation's historical development and cultural heritage.

Formally setting up the Junior Police Call (JPC) in the next academic year will foster a sense of responsibility, self-confidence, and commitment to society among students. Education on crime prevention and community service opportunities will support the holistic growth of students as responsible citizens, further embedding civic values within the school culture.

Maintaining high standards in Key Performance Measure 17 (KPM 17) related to national identity is another critical focus. The school is committed to upholding and enhancing these standards to ensure that students continue to exhibit strong responsibility, obligation, pride, love for the nation, and respect for national symbols.

Chinese Culture Day will be kept as a key annual event. The Chinese Department will explore opportunities to enrich this programme, ensuring active student participation and a deeper appreciation for traditional Chinese culture.

To further enhance students' understanding of global citizenship, there are plans to expand outreach to various organizations, establishing partnerships for leadership programmes and work experience opportunities. By connecting with companies in mainland China and beyond, students will gain valuable insights into international business practices and leadership development, which will enhance their practical skills and expose them to diverse perspectives.

Engaging with alumni will also be prioritized, with plans to invite those residing in China and other regions to share their experiences, either in person or via Zoom. Their insights into global citizenship and cultural exchange will provide current students with inspiring examples of how to navigate their future careers.

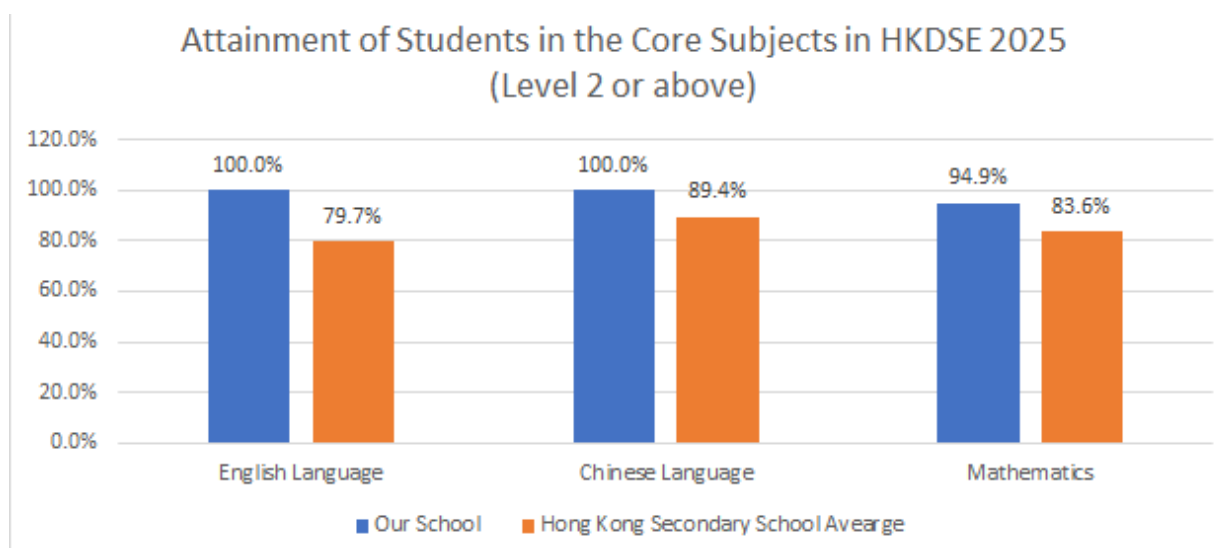
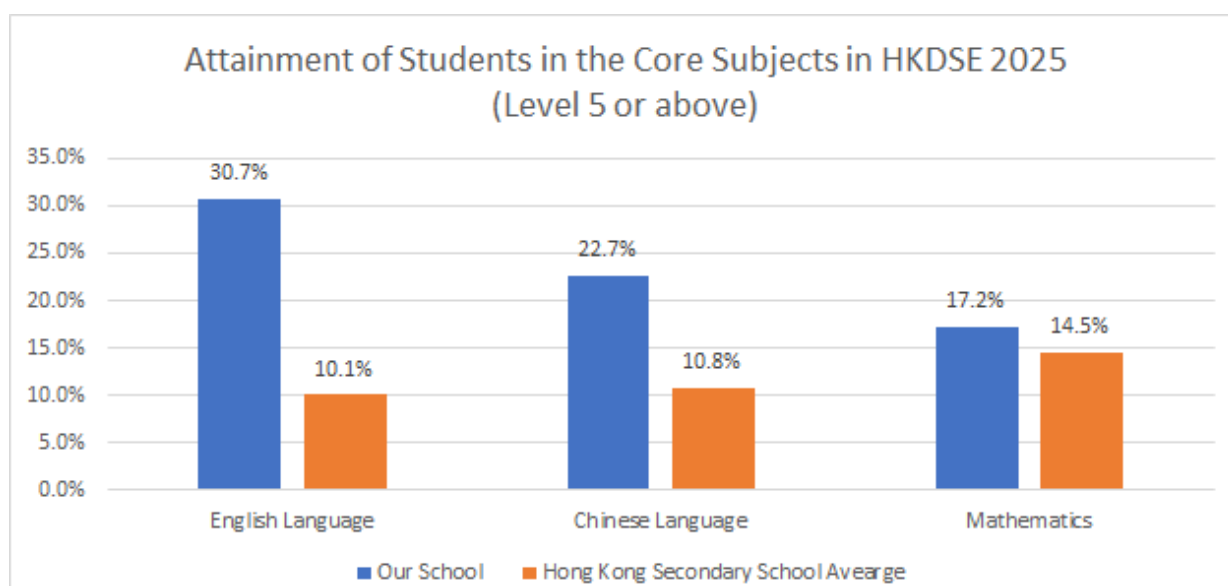
Moving forward, all departments are dedicated to continuous improvement through targeted curriculum enhancements, the promotion of civic values and national identity, and ongoing celebration of cultural heritage. These strategic improvements aim to provide students with a well-rounded and meaningful educational experience that prepares them for active participation in both national and global contexts.

(3) Student Performance

Attainment of Students in the Core Subjects in HKDSE 2025

	Level 5 or above	Level 2 or above
English Language	30.7% (10.1%)	100% (79.7%)
Chinese Language	22.7% (10.8%)	100% (89.4%)
Mathematics	17.2% (14.5%)	94.9% (83.6%)
Citizenship and Social Development	99% Attained	

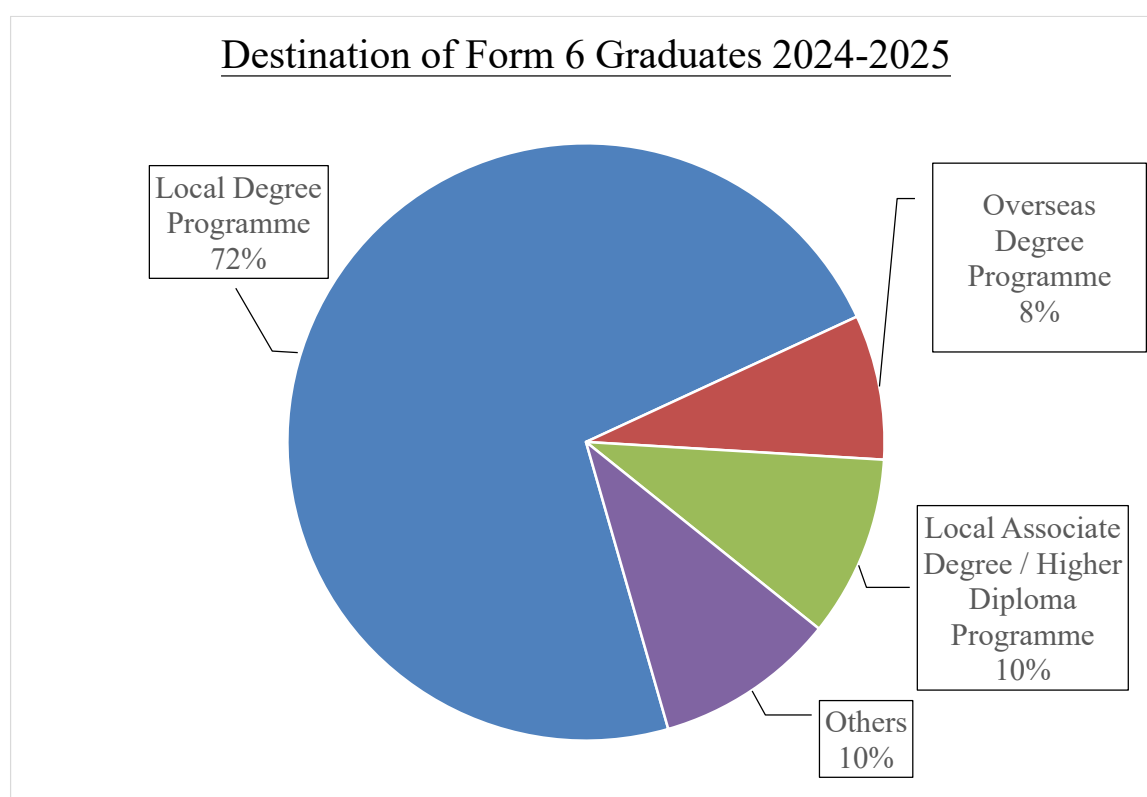
(Hong Kong secondary school average)



Destination of Form 6 Graduates 2024-2025

Destination	No. of students	Percentage
Local Degree Programme	74	72%
Overseas Degree Programme	8	8%
Local Associate Degree/ Higher Diploma Program	10	10%
Others	10	10%
Total number of students	102	

Destination	No. of students	Percentage
Government-funded Degree Programmes	51	50%
Self-financed Degree Programme	23	23%
Total number of students:	74	73%



Scholarships and Student Awards 2024-2025

Organisations	Award	Class	Name of Student
Sir Edward Youde Memorial Fund Council	The Sir Edward Youde Memorial Prizes 2024-25 Awardee	F.6E	Ip Chi Yu Grace
		F.6E	Wong Yuen Ching Anson
Rev. Joseph Carra Education Fund Limited	The Rev. Joseph Carra Memorial Education Grant Awardee	F.6A	Lo Tsz Ching Renna
Hong Kong Playground Association	2025 Hong Kong Outstanding Teens Awardee in “Personal Endeavor Category”	F.4A	Fatima Amir
The Hong Kong Jockey Club Charities Trust	The Hong Kong Jockey Club Striding On Scholarship	F.6A	Lo Tsz Ching Renna
Hong Kong Managers Society Limited	大灣區優秀學生推選 2025 優良獎	F.2A	Tse Hei Lam Isabel
		F.2B	Chen Nok Tung Macy
		F.3A	Ng Wing Ching Emily
		F.4E	Kwok Tsz Ching Toby
		F.5A	Zhai Yue Yan Jessica

External Awards 2024-2025

Programme Name	Achievement	Class	Name
"A Closer Look at a Diverse Community. Building a Harmonious Hong Kong" Hong Kong Primary and Secondary School Students Poster Design Competition 2024	Merit Award (Secondary Section)	F.1B	LAM HOI CHING CHERRY
"Control of Obscene and Indecent Articles Ordinance" Slogan and Colouring Competition 2024-2025	Merit (Colouring Competition), Merit (Slogan Competition)	F.2A	LAM SZE CHING KELLY
"Dreams to Greater Bay Area Come True" Itinerary Design Competition	Meritorious Award (Junior Secondary Students Division)	F.2A	CHAN YUI KIT HILARY CHEUNG YUET ARIEL CHUNG CHING JANICE HONG RUINING RELLY SO CHEUK LAM JASMINE
"Oasis of Mindfulness" STEM Mindful Treehouse Design Competition	The Best STEM Application Award	F.2A	LAM SZE CHING KELLY
			LAW TSZ YAU CLARICE
		F.2E	TSE MAN WAI LEONA
"Your Dream Home" BIM Competition 2024	Second Prize	F.6D	CHOI YAN KIU ELEN
		F.6E	LAU AUDREY
「尊重・負責・關愛・包容」標語創作大賽 2024	Prize for Excellence	F.1A	YAN CHING LAAM MAVIS
		F.2A	LAM SZE CHING KELLY
「歷史四維遊」全港中學生活動	挑戰版嘉許獎	F.3A	LEUNG YUK TING YOLANDA
	普及版嘉許獎	F.2A	LAM SZE CHING KELLY
		F.3A	LEUNG YUK TING YOLANDA
2023/24 Elite Mentorship Programme Presentation Contset	1st Runner-up	F.5D	YEUNG SZE YAN SOPHIA
2024 AISL 哈羅賽艇邀請賽暨粵港澳大灣區系列賽 橫琴名校賽艇邀請賽	冠軍	F.3E	ZHENG JUNXUAN ELENE
2024 Hong Kong Youth Music Interflows - Chinese Orchestra	Silver Award	F.1A	CHEUNG YAU SUM ABBY CHU TSZ YIU CHLOE
		F.1D	WONG HEI SHUET ELLA WONG TSZ YU GIGI
		F.1E	CHOI FU KIU EVANGELINE
		F.2A	CHOW YEE CHING ELISE
		F.2C	MOK PO YEE BONNIE
			PAK BUI HEI BELLA
			YANG XI SIBYL
		F.2D	CHOI HOI KIU ELIZABETH
			WANG ELBA
			WONG CARLEIGH CHI KIU
		F.2E	LEE KA YING ARIEL
			TONG MAN YAN MANDY
		F.3A	SHUM CHING KIU MELISSA
		F.3B	ZENG ZIQING ANNA
		F.3C	YUAN DAILIN DIANE
			ZHU YUFAN BETTIE

Programme Name	Achievement	Class	Name
2024 Hong Kong Youth Music Interflows - Chinese Orchestra	Silver Award	F.3D	SHI ENXI CYNTHIA WANG TSZ HUEN VIOLA
		F.3E	WANG HANNI ANGELLA
		F.4B	WONG CHEUK LAM SHAREN
		F.4C	OR CHEUK SUM KOEY
		F.4D	LAU CHING YAN YANA YAU HAU YIN HANNAH
		F.5D	KWAN LOK YIN LAVIN
		F.6B	CHOI WING KIU KAYLIE
		F.6C	KWAN KWUN YU YUMI
		F.6D	CHOI YAN KIU ELEN
		F.6E	CHEUNG KA YU YURIKA LEUNG CHEUK YIN CHERI
2024-2025 年度全國青少年語文知識大賽「菁英盃」作文比賽	First Prize	F.5C	LAM YU CHING JANE
	Prize for Excellence	F.5A	CHAN MAN SIK CLAUDIA
2024-25 Sha Tin District Outstanding Young Persons Selection (14th)	Outstanding Young Person Award	F.6A	CHOW TSZ TUNG BENEDICTA
2024 香港體育舞蹈單人組公開賽 第四站	1st Runner-up	F.1B	LEE LOK CHING RACHEL
	Champion	F.1B	LEE LOK CHING RACHEL
2024 鹽田舞蹈大賽 青少年校外精品舞蹈藝術展演	第一名	F.1B	LEE LOK CHING RACHEL
	第二名	F.1B	LEE LOK CHING RACHEL
	金獎	F.1B	LEE LOK CHING RACHEL
2024 龍崗區擊劍年度總決賽暨“春苗求實”青少年擊劍俱樂部聯賽	第一名	F.1D	ZHANG WAI SUM VINCY
2025 Hong Kong Rowing Indoor Championships & Charity Rowathon	5th Runner-up	F.3E	ZHENG JUNXUAN ELENE
	7th Runner-up	F.3E	ZHENG JUNXUAN ELENE
2025 Youth Quarterly Regatta (Stage 3)	Champion	F.3E	ZHENG JUNXUAN ELENE
2025 運動攀登比賽	5th Place	F.1D	LAM HO CHING AGNES
2025 年惠州青少年擊劍公開賽	1st Runner-up	F.1D	ZHANG WAI SUM VINCY
2025 香港代表隊選拔賽 第一站	2nd Runner-Up	F.1B	LEE LOK CHING RACHEL
	Champion	F.1B	LEE LOK CHING RACHEL
2025 香港代表隊選拔賽 第二站	1st Runner-up	F.1B	LEE LOK CHING RACHEL
	Champion	F.1B	LEE LOK CHING RACHEL
27th Hong Kong Mathematics High Achievers Competition	Third Prize	F.3A	CHAN WING YAN STELLA NG WING CHING EMILY WONG TSZ CHING EDWINA
75th Establishment Anniversary of the People's Republic of China Celebration Students Writing Competition	Certificate of Nomination	F.1D	FU KEI KEI MANDY
		F.2A	CHOW YEE CHING ELISE
		F.3B	XU RUI FIONA
		F.5C	LAM YU CHING JANE
9th World Junior Wushu Championships 2024	2nd Runner-Up	F.3D	QIU SIU TIP RACHEL
AI Graphics Generation Competition	Merit Award	F.3A	YEUNG WING PHOENIX

Programme Name	Achievement	Class	Name
AIMO Hong Kong - Macau 2025 Preliminary	金獎	F.3B	LU GEGE GLORIA
AIMO Hong Kong - Macau 2025 Semi Final	銀獎	F.3B	LU GEGE GLORIA
Astronomical Training Programme for Secondary Students 2024-2025	Certificate of Graduation	F.4A	HO KEI YIN PAISLEY
		F.5B	LI YAT YIN SWIFTY
bE inspired! Shaping Our City Tomorrow Competition 2024/25	Honourable Mention Award	F.4B	CHAN WING TUNG KYTHA
		F.4E	KOON GA IU CATHERINE
			KWOK SUM LOK KABE
			LAI WING CHING URSULA
	Merit Award & People's Choice Award	F.4B	WONG SUM NOK SCARLETT
			WU HOI CHING VICTORIA
			WU YAN YAN YAN
			ZHOU ZIYU STEPHANIE
Bioethics Debate Competition 2024	Second Prize	F.6A	LEUNG TSZ KI MIGI
		F.6E	IP CHI YU GRACE
BoulderMad Junior Bouldering Comp. 2024	Champion	F.1D	LAM HO CHING AGNES
Business School Partnership Programme	Certificate of Appreciation	F.5E	LI SZE YAN CARRIE
	Outstanding Students' Report	F.5A	CHAN YIN KI ICEY
			ZHAI YUEYAN JESSICA
		F5E	CHEUNG CHING CHIN EMMA
Chinese Calligraphy Competition	2nd Runner-Up	F.3E	WANG HANNI ANGELLA
Court Experience Programme	Best Performing Lawyer	F.3B	SIU SUI KI SILVIA
Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools 2024/25	Honourable Mention	F.2A	LAM SZE CHING KELLY
Digital Problem-solving Champion	First Runner-up	F.2A	CHOW YEE CHING ELISE
		F.2C	YANG XI SIBYL
		F.3C	ZHU YUFAN BETTIE
DSA Asian Youth Single Dance Championship - Hong Kong 2024	2nd Runner-Up	F.1B	LEE LOK CHING RACHEL
DSA 亞洲青少年錦標賽—香港 2024 (測試賽)	1st Runner-up	F.1B	LEE LOK CHING RACHEL
	2nd Runner-Up	F.1B	LEE LOK CHING RACHEL
	Champion	F.1B	LEE LOK CHING RACHEL
EDB Mainland Exchange Programme - Lingnan Culture in Guangzhou (High Speed Rail)	Most Active Participation Award (最積極參與獎)	F.1A	LAM CHIT HEI AVERY
		F.1B	LEE WAI TING RACHEL
		F.1C	TIAN GLORIA
		F.1E	TSE HOI LI HAILEY
	Most Courteous Award (最以禮待人獎)	F.1A	CHAN YIN YU ISIS
		F.1C	HO YUEN KIU KAILEY
			LEUNG JOLIE
		F.1D	WONG HEI SHUET ELLA
		F.1A	TSANG WAI LAM MYRA

Programme Name	Achievement	Class	Name
EDB Mainland Exchange Programme - Lingnan Culture in Guangzhou (High Speed Rail)	Most Helpful Award (最樂於助人獎)	F.1C	CHENG CHIN CHING DAPHNE
		F.1D	CHOI TSZ CHING CYNTHIA
		F.1E	LUO JIA YUE RENIA
	Most Responsible Award (最具責任心獎)	F.1A	CHEUNG YAU SUM ABBY
		F.1B	NG HOI LAAM KELLY
		F.1D	HO LOK CHING EVELYN
		F.1E	CHAN COCO
Elite Musicians Competition 2025	Special Gold Award	F.3A	YEUNG YUET TINA
		F.3E	WU I CHUN IVANA
		F.4E	KWOK SUM LOK KABE
		F.5D	LEE YAN LAM ATHENA
			YEUNG SZE YAN SOPHIA
ESD Learning Programme	Outstanding Solutions Award	F.4A	LO KA NAM ROCANNA
			NING MAN YAN DORIS
		F.4E	KWOK SUM LOK KABE
			LAU YUET KA NAOMI
			NG CHEUK KI CHERYL
			WONG YAT TUNG STARRY
Greater Bay Area 2025 Elite Musician Competition	Special Gold Award	F.3A	YEUNG YUET TINA
		F.3E	WU I CHUN IVANA
		F.4E	KWOK SUM LOK KABE
		F.5D	LEE YAN LAM ATHENA
			YEUNG SZE YAN SOPHIA
Harvard Prize Book Award 2025	1st Runner-up	F.5A	MA WAN KIU ALICIA
	2nd Runner-Up	F.5A	TANG KA WAI MIRELLE
	Champion	F.5A	CHING HIN WAI ELLIE
HKIIT Student Spatial World Design Challenge 2025	Silver Award	F.4C	CHEN NICOLE TSZ CHING
		F.4E	LIANG HOI YAN ALICE
			LO SUM YIN JASMINE
Hong Kong Boulder League 2024	1st Runner Up	F.1D	LAM HO CHING AGNES
Hong Kong Cheerleading Challenge Championships 2025	Champion	F.2A	LEE CHEUK LAM ZITA
		F.2A	WU SUM KIU CHARLOTTE
		F.2D	WAN HEI TUNG KAYLIE
		F.2E	LO HOI YAU HILARY
		F.3D	LAM HEI YI HAILEY
		F.5C	LAM WING TUNG AMBER
		F.5E	CHAN CHEUK TUNG TANYA
Hong Kong Elite Rope Skipping Championships 2025 cum Hong Kong Delegation Team Selection	1st Runner-up	F.1E	SIN KARIS
	2nd Runner-Up	F.1E	SIN KARIS
Hong Kong Greenmach Contest 2024/25	Merit Award (Creative Production)	F.2A	CHEUNG COEY
			CHONG YI LAAM ALICIA
			POON TSZ CHING SHERISE
			SIN TSZ KIU DAPHNE
Hong Kong Guide Dogs Association Kowloon Region Flag Day	Certificate of Appreciation	F.4A	CHOI KA MAN CHLOE
			SONG CHI YING DAISY
		F.4B	FOK HOI TUNG NIKITA

Programme Name	Achievement	Class	Name
Hong Kong Guide Dogs Association Kowloon Region Flag Day	Certificate of Appreciation	F.4B	WU HOI CHING VICTORIA
		F.4D	CHEUNG SIU SAU CAMILLE
			LO SIN YU CHARLISE
			SU MEI KUEN SUSANNA
		F.4E	MOK NGA TING OLIVE
			SHAO TSZ KI KATY
			TONG JINRU MICHELLE
		F.6C	WONG CHEUK TING TIFFANY
Hong Kong Secondary Schools Debating Competition 2024-2025	The Best Speaker	F.2B	CHOW YUEN KIU NICOLE
Hong Kong Secondary Schools Debating Competition 2024-2025 (Term 1 Round 1)	Best Speaker	F.5A	LAU WAI SUM SOFIA
		F.5E	CHAN WING YIU KARINA
Hong Kong Secondary Schools Debating Competition 2024-2025 (Term 2 Round 2)	Winner	F.1A	LAM CHIT HEI AVERY
		F.2A	CHAN PUI MAN PINKY
		F.3B	GU CAROLYN YEUNG YUI
Hua Xia Cup 2025 Final	一等獎	F.3B	LU GEGE GLORIA
	三等獎	F.2E	XIE TSZ HAM HELEN
		F.3B	LI TSZ WING WINWIN
			SUN CHING LAAM STEPHANIE
Hua Xia Cup 2025 Preliminary	一等獎	F.3B	LU GEGE GLORIA
	三等獎	F.1A	HO XIANG YI FLORENCE
		F.2A	HONG RUINING RELLY
			LAM SZE CHING KELLY
		F.3A	NG WING CHING EMILY
		F.3B	LI TSZ WING WINWIN
			SUN CHING LAAM STEPHANIE
		F.3E	ZHENG JUNXUAN ELENE
	二等獎	F.2E	XIE TSZ HAM HELEN
		F.3A	CHAN WING YAN STELLA
			WONG TSZ CHING EDWINA
		F3C	GUO SUOYUE MINNIE
Hua Xia Cup 2025 Semi Final	一等獎	F.3B	LU GEGE GLORIA
	三等獎	F.2E	XIE TSZ HAM HELEN
		F.3B	LI TSZ WING WINWIN
			SUN CHING LAAM STEPHANIE
		F.3E	ZHENG JUNXUAN ELENE
International Assessments for Schools - English	Credit	F.1A	TSANG WAI LAM MYRA
		F.2A	CHEUNG HIU LAM ABBY
			POON TSZ CHING SHERISE
		F.2C	LEE MAISIE
		F.2E	LAW EMMA
		F.3E	YIN JENNY
	Distinction	F.2A	CHAN PUI MAN PINKY

Programme Name	Achievement	Class	Name
International Assessments for Schools - English	Distinction	F.4A	TANG ON KIU ANDREA
	High Distinction	F.2A	TANG SUET YING TIFFANY
		F.4A	LO KA NAM ROCANNA
	Merit	F.3A	TO UEN YING MIGNON
		F.4E	KOON GA IU CATHERINE
		F.5A	CHUNG HOI KIU ZITA
		F.5C	AU-YEUNG HOI SHUEN HELEN
International Assessments for Schools - English Writing	Credit	F.1A	TSANG WAI LAM MYRA
		F.2A	POON TSZ CHING SHERISE
			WU SUM KIU CHARLOTTE
		F.2B	HO LEE WING GABRIEL
		F.2C	LEE MAISIE
		F.2E	WANG ZI HAN SASSY
		F.3A	TO UEN YING MIGNON
		F.4A	SULLIVAN MEGAN CLARE
	Distinction	F.1A	YAN CHING LAAM MAVIS
		F.4A	TANG ON KIU ANDREA
	High Distinction	F.2B	LEE HEE YEE LUCILLE
	Merit	F.1A	HO XIANG YI FLORENCE
		F.1E	HON SUET CHING FJORD
		F.2A	TANG SUET YING TIFFANY
International Assessments for Schools - Mathematics in English	Credit	F.1E	TSE HOI LI HAILEY
		F.2A	WU SUM KIU CHARLOTTE
		F.2D	GAO SHANG AALIYAH
		F.3B	LU GEGE GLORIA
		F.3D	NI XINRAN NICOLE
			SHI ENXI CYNTHIA
	Distinction	F.3E	WANG YAYUN LETTY
	Merit	F.1A	HO XIANG YI FLORENCE
		F.3B	LI TSZ WING WINWIN
			XU RUI FIONA
		F.3E	YIN JENNY
		F.4E	TONG JINRU MICHELLE
		F.5C	AU-YEUNG HOI SHUEN HELEN
International Assessments for Schools - Science in English International Assessments for Schools - Science in English	Credit	F.1A	HO XIANG YI FLORENCE
		F.2A	CHAN PUI MAN PINKY
	Credit	F.3B	LU GEGE GLORIA
		F.3C	TU AH NAM NANCY
		F.3D	NI XINRAN NICOLE
		F.4A	CHEUNG TSZ YING KELLY
		F.4C	KONG KA LAM CATHERINE
	Distinction	F.2A	TANG SUET YING TIFFANY
		F.3E	WANG YAYUN LETTY
Joint School Music Competition 2025	Gold Award	F.1A	CHAN YIN YU ISIS
			DENG ELAINE KWAN YUEN
		F.1B	MA HUI CHING PERCY

Programme Name	Achievement	Class	Name
Joint School Music Competition 2025	Gold Award	F.1B	NG HOI LAAM KELLY
		F.1D	TANG CHEUK KIU ANTHEA
		F.2A	LAW TSZ YAU CLARICE
			POON TSZ CHING SHERISE
		F.2B	CHAN TSZ YAN NATALII
			CHAN YAN LAM IVANA
		F.2C	CHEUNG LOK YAN SOFIA
			LEUNG HOI YING GIANNA
		F.2E	TONG MAN YAN MANDY
			TSE MAN WAI LEONA
		F.3A	YEUNG YUET TINA
		F.3C	CHAN YIK FEI EFFIE
			CHOW TSZ HUEN HANNAH
			QIU AMY
			YANG YIHAN CLAUDIA
		F.3D	CHU TSZ WAI ANGEL
		F.3E	CHEUNG TIN WING
			MICHELLE
			LEE HEI TUNG MEGAN
			WU I CHUN IVANA
		F.4A	CHOI WING LAM KITTY
			LOK TSZ YAU AGNES
			TANG ON KIU ANDREA
		F.4C	HO HOI TUNG KAREL
			OR CHEUK SUM KOEY
		F.4D	YAU HAU YIN HANNAH
		F.4E	CHAN WING TUNG
			WYANET
			KWOK SUM LOK KABE
		F.5D	YEUNG SZE YAN SOPHIA
		F.5E	CHAN TSZ CHUN ABBIE
			WONG YING CHLOE
Junior Secondary Science Online Self-Learning Scheme 2024-2025	Bronze Award	F.3A	TSANG HIN FEI FIONA
	Gold Award	F.2A	SIN TSZ KIU DAPHNE
		F.3A	LO YUET KI NICOLE
			NG WING CHING EMILY
Lamppost Painting by the Shing Mun River - Opening Ceremony	Certificate of Appreciation	F.3D	LAM HEI YI HAILEY
			TSUNG YEE CHING ETANIA
		F.3E	WU YI YING HANNAH
Mascot Design Competition for Hong Kong's Participation in International Assessments	Second Prize	F.2A	LAM SZE CHING KELLY
Mathematics Book Report Competition for Secondary School (2024/25)	Appreciation Award	F.3E	ZHENG JUNXUAN ELENE
	Second Class Prize, Chinese Cultural Award	F.3E	CHENG PAN PUI ANNA
	1st Runner-up	F.3A	CHAN WING YAN STELLA

Programme Name	Achievement	Class	Name
New Territories Command Inter-Divisional Competition for Prudence League 2024	2nd Runner-Up	F.3A	LEUNG CHING SUET EUNICE
		F.2A	CHEUNG HIU LAM ABBY
			LEUNG KWAN YEE SIENA
			YU MAN HEI MAVIS
		F.2C	LEE HEI TING KAYLA
			YANG WEN XIN
			CATHERINE
		F.2D	TONG PAK YAN SHONEE
		F.3A	CHAN WING YAN STELLA
			LEUNG CHING SUET EUNICE
		F.3C	WONG HO YI CLAUDIA
		F.3D	LAM HEI YI HAILEY
		F.4D	FAN YUN FEI ALICE
		F.6D	CHAN HEI MAN HELENA
	Champion	F.2A	CHEUNG HIU LAM ABBY
			LEUNG KWAN YEE SIENA
			YU MAN HEI MAVIS
		F.2C	LEE HEI TING KAYLA
			YANG WEN XIN
			CATHERINE
		F.2D	TONG PAK YAN SHONEE
		F.3A	CHAN WING YAN STELLA
			LEUNG CHING SUET EUNICE
		F.3C	WONG HO YI CLAUDIA
		F.3D	LAM HEI YI HAILEY
		F.4D	FAN YUN FEI ALICE
		F.6D	CHAN HEI MAN HELENA
	Overall 2nd Runner-up	F.2A	CHEUNG HIU LAM ABBY
			LEUNG KWAN YEE SIENA
			YU MAN HEI MAVIS
		F.2C	LEE HEI TING KAYLA
			YANG WEN XIN
			CATHERINE
		F.2D	TONG PAK YAN SHONEE
		F.3A	CHAN WING YAN STELLA
New Territories Command Inter-Divisional Competition for Prudence League 2024	Overall 2nd Runner-up	F.3A	LEUNG CHING SUET EUNICE
		F.3C	WONG HO YI CLAUDIA
		F.3D	LAM HEI YI HAILEY
		F.4D	FAN YUN FEI ALICE
		F.6D	CHAN HEI MAN HELENA
Positive Parent Campaign: Healthy Living, Happy Family Series - Picturise Your Messages Sticker Design Competition	Merit Award (Secondary Group), The Most Liked	F.1B	LAM HOI CHING CHERRY

Programme Name	Achievement	Class	Name
	Award (Secondary Group)		
Round 1, Hong Kong Championship, Hong Kong Inter-school Debate Competition	Best Debater	F.5C	POON CHONG YUET JOEY
Round 1, Preliminary Round, Third Zi3 Sin6 Cup	Best Debater	F.5B	CHENG HAILEY HEI YIN
Run With Us 2024	10th Place	F.3C	LAU ISABELLA BUI YEE
	2nd Runner-Up	F.1B	LEE LOK CHING RACHEL
	3rd Runner-up	F.3D	QIU SIU TIP RACHEL
	9th Place	F.3C	LIU KA HUEN ALISA
	Champion	F.6A	LEUNG CHEUK KIU NATALIE
Self Directed Learning Student Award Scheme	Innovation and Technology Practice - Merit Award	F.2A	LEE CHEUK LAM ZITA
			SIN WAI YI VALERIE
			TANDIONO JULIA
			WU SUM KIU CHARLOTTE
			YUEN SUM YUET ELLA
	Self-Directed Learning - Gold Award	F.2A	LAM SZE CHING KELLY
	Self-Directed Learning - Merit Award	F.2A	POON TSZ CHING SHERISE
Shatin & Sai Kung Inter-School Basketball Competition (Grade A - Division One)	7th Place	F.3C	LIU KA HUEN ALISA
		F.5B	CHEUNG HIDY
		F.5C	CHAN LAM CHERRY
		F.5E	WONG TSZ TUNG ESTHER
		F.6A	CHOW TSZ TUNG BENEDICTA
			LEUNG CHEUK KIU NATALIE
			MA HOK YAN DONNA
		F.6B	LI CHEUK TUNG HEBE
Shatin & Sai Kung Inter-School Long Distance Run	Overall 7th Place	F.3B	LI TSZ WING WINWIN
		F.3C	LIU KA HUEN ALISA
		F.5B	FUNG HEI TUNG HEBBE
		F.5C	OSUNWOKE CHIDINMA ANGELA
		F.6A	LEUNG CHEUK KIU NATALIE
	Overall 8th Place	F.3A	LEUNG LOK SZE NICKEY
		F.3C	LAU ISABELLA BUI YEE
Shatin & Sai Kung Inter-School Long Distance Run	Overall 8th Place	F.3D	QIU SIU TIP RACHEL
		F.4A	FATIMA AMIR
		F.4D	TSE HEY TUNG HAZEL
Shatin & Sai Kung Inter-School Swimming Championships (Grade A)	Champion	F.5E	CHENG SZE CHING
	2nd Runner-Up	F.3B	NOELLE
			LEUNG WING YU ICY
	3rd Runner-up	F.3B	LEUNG WING YU ICY
		F.5A	LI HIU TUNG EMILY

Programme Name	Achievement	Class	Name
		F.5D	TSAI WING WING
		F.5E	CHENG SZE CHING NOELLE
Shatin & Sai Kung Inter-School Swimming Championships (Grade B)	2nd Runner-Up	F.2D	LUK MAN YAN YANA
		F.3B	SIU WING MAN WOOSA
		F.3E	WU YI YING HANNAH
		F.4C	YIP KA YU ABIGAIL
	3rd Runner-up	F.2D	LUK MAN YAN YANA
Shatin & Sai Kung Inter-School Swimming Championships (Grade C)	2nd Runner-Up	F.1A	HO PUI YAN BAMBI
		F.1B	KU KA CHING KATRINA
		F.1D	TANG TSZ TUNG KARINA
		F.2A	TANG SUET YING TIFFANY
Shatin & Sai Kung Inter-School Table-Tennis Competition (Grade A)	5th Place	F.1E	CHEUNG SUM YAU EMMA
		F.4B	LAM WING CHUN VIRGINIA
		F.5E	YEUNG TSZ CHING SOPHIE
		F.6C	KO WAI YEE KOYEE
		F.6E	WONG TSZ YU VANESSA
Shatin & Sai Kung Inter-School Table-Tennis Competition (Grade B)	5th Place	F.3A	SHUM CHING KIU MELISSA
		F.3E	TO YIN TONG AIMEE
		F.4C	CHEN SZE MUNG ANGEL
Shatin & Sai Kung Inter-School Table-Tennis Competition (Grade C)	4th Place	F.1A	CHAN PAK YEE PANSY
		F.1B	LAM HOI CHING CHERRY
		F.1C	HO YUEN KIU KAILEY
		F.1D	YIP TSZ YAN NICOLE
		F.1E	SUM TSZ KI YUKI
			TONG WAI KIU CANDY
			WAT TIN YAN CRYSTAL
		F.2D	YUNG CHOI YU ANNIE
Sir Edward Youde Memorial Prizes 2024/25		F.6E	IP CHI YU GRACE
			WONG YUEN CHING ANSON
St. Teresa's Secondary School Invitation Relay	Champion	F.1D	TANG TSZ TUNG KARINA
		F.2D	LUK MAN YAN YANA
		F.5A	LI HIU TUNG EMILY
		F.5E	CHENG SZE CHING NOELLE
Tak Nga Invitation Relay	1st Runner-up	F.2B	WONG SUET YING SUYI
		F.3A	LEUNG LOK SZE NICKEY
Tak Nga Invitation Relay	1st Runner-up	F.4A	FATIMA AMIR
		F.4D	TSE HEY TUNG HAZEL
The 1st Intangible Cultural Heritage Cheongsam (Qipao) Design Competition	Finalist Award	F.2B	CHAN LOK YAN JOYCE
The 2rd Hong Kong Schools' BiodiversArt Competition	Commendation Award (Secondary School Category)	F.2C	CHAN YU TUNG CRYSTAL
			CHEUNG LOK YAN SOFIA
			FAN LONG YUET ROSY
			KWONG YAN SUET VANILLA

Programme Name	Achievement	Class	Name
			LEUNG HOI YING GIANNA
			LI PUI YAN EVANNA
			PAK BUI HEI BELLA
			WU HOI NING PATRICIA
			YANG XI SIBYL
			YI LISA
The 40th Sing Tao Inter-School Debating Competition (English Section)	Most Improved School Award	F.5A	TANG KA WAI MIRELLE
			ZHAI YUEYAN JESSICA
		F.5E	CHAN WING YIU KARINA
The 40th Sing Tao Inter-School Debating Competition (English Section) (Preliminary Round 1)	Best Debator and Best Interrogative Speaker	F.5A	ZHAI YUEYAN JESSICA
The 40th Sing Tao Inter-School Debating Competition (English Section) (Preliminary Round 2)	Best Debator	F.5A	ZHAI YUEYAN JESSICA
The 76th Hong Kong Schools Speech Festival (Chinese Entries)	Certificate of Merit	F.2A	ZHANG ZITONG YUKI
		F.2E	TONG MAN YAN MANDY
		F.3B	XU RUI FIONA
		F.3C	QIU AMY
		F.3D	WANG TSZ HUEN VIOLA
			YEUNG XUAN QING ANNA
			ZHAI YUSHI FREYA
		F.4B	CHAN HIU DUNG SURI
		F.4C	KWOK VANESSA
		F.5B	NG NGA MAN KITTY
			PAN RUIXUAN AMY
		F.5C	MUI CHING HEI MAVIS
		F.5D	HUNG SUM YAU JOCELYN
		F.5E	LAU SZE KEI ELISE
			WONG ABBIE
			WONG YING CHLOE
			YUEN MIU YEE YUKI
	Certificate of Proficiency	F.1C	CHENG CHIN CHING DAPHNE
		F.2A	CHONG YI LAAM ALICIA
			CHOW YEE CHING ELISE
		F.3D	SHI ENXI CYNTHIA
		F.3E	CHEUNG TIN WING MICHELLE
			HU MIU TSZ GIGI
		F.4C	CHEN SZE MUNG ANGEL
	Second Prize	F.3E	WANG HANNI ANGELLA
The 76th Hong Kong Schools Speech Festival (Chinese Entries)	Second Prize	F.5C	POON CHONG YUET JOEY
	Third Prize	F.2E	UMME AMINA
			AMATULLAH KANZA
		F.3D	LIU XIAOJING JANICE
		F.4B	CHAN HIU DUNG SURI
		F.5C	POON CHONG YUET JOEY

Programme Name	Achievement	Class	Name
The Rev. Joseph Carra Memorial Education Grant	Awardee	F.6A	LO TSZ CHING RENNA
Together for a Dream "Witness the New Era" Creative Works Production Exhibition	Exhibition Certificate of Commendation	F.1B	LAM HOI CHING CHERRY
中國深圳 CCBF 國際標準舞全國公開賽	第一名	F.1B	LEE LOK CHING RACHEL
全港中學學生會嘉許計劃 2024/25	Outstanding Students' Union Award, Award for Sustainable Development	F.5A	CHAN TSZ WING WING
			LAM I SUEN SUMMER
		F.5E	CHAN HEI MAN JAY
			CHAN TSZ CHUN ABBIE
			CHENG LAI TUNG LATONA
			CHEUNG HIU HUEN HANNAH
			WONG ABBIE
			WONG HEI LAM HILLARY
第三屆至善盃八強賽事	Best Debater	F.4A	CHAU HAU KIU EUNICE
	Best Floor	F.3B	CHOI TSZ YU JOXIS
第三屆至善盃十六強賽事	Best Debater	F.5B	CHENG HAILEY HEI YIN
	Best Floor	F.3B	CHOI TSZ YU JOXIS
第三屆至善盃第三輪初賽	Best Debater	F.5C	POON CHONG YUET JOEY
	Best Floor	F.3B	CHOI TSZ YU JOXIS
第二十一屆香港校際體育舞蹈公開賽（單人組）	1st Runner-up	F.1B	LEE LOK CHING RACHEL
	第一名	F.1B	LEE LOK CHING RACHEL
	第二名	F.1B	LEE LOK CHING RACHEL
第二十一屆香港校際體育舞蹈公開賽（男女混合組）	Champion	F.1B	LEE LOK CHING RACHEL
第十六屆魯迅青少年文學獎—硬筆書法比賽	Certificate of Proficiency	F.2E	XIE TSZ HAM HELEN
	First Prize	F.2C	YANG XI SIBYL
	Second Prize	F.3E	LIU YUJIA EMILY
	Third Prize	F.3E	CHENG PAN PUI ANNA
第十六屆魯迅青少年文學獎香港賽區—中文寫作比賽	Certificate of Proficiency	F.2E	WANG ZI HAN SASSY
香港課外活動優秀學生	表揚獎	F.5A	MA WAN KIU ALICIA
12th Asian Junior Wushu Championships	1st Runner-Up	F.3D	QIU SIU TIP RACHEL
The 3rd Hong Kong Palace Museum Student Ambassador Programme	Certificate of Commendation, Certificate of Service	F.2E	YANG SHING WAI LINDY
Youth Arch Student Improvement Award	Youth Arch Student Improvement Award	F.1A	HO SZE YING VENUS
		F.1B	LAI CHOI HEI CERENA
		F.1C	WONG YUET HEI CERELIA
		F.1D	CHEUNG WING TUNG
		F.1E	MA LEE YI GARNET
		F.2A	LAW TSZ YAU CLARICE
		F.2B	OUYANG MAN YAN
		F.2C	CHAN YU TUNG CRYSTAL
		F.2D	CHAN SUM YAU CHLOE

Programme Name	Achievement	Class	Name
		F.2E	TSAI YAN KI CHARLOTTE
		F.3A	LEUNG LOK SZE NICKEY
		F.3B	LI TSZ WING WINWIN
		F.3C	CHAN YAN YIN VIVIAN
		F.3D	YIP HEI YI SALLY
		F.3E	SHI YIHENG SABRINA
		F.4A	FATIMA AMIR
		F.4B	HO CHEUK NAM CHALINA
		F.4C	POON NGA WAI CHARLIE
		F.4D	LEUNG CHING SZE MACY
		F.4E	SHAO TSZ KI KATY
		F.5A	LEUNG HOI CHING EUNICE
		F.5B	HO CHEUK KI BETSY
		F.5C	WONG TIN YU TIFFANY
		F.5D	NG CHI YAN IRENE
		F.5E	NG LOK YI BELLE
		F.6A	KIMURA YUU KA YUUKA
		F.6B	NG MIN CHENG GAIA
		F.6C	WONG TSZ YU MICHELLE
		F.6D	LIN CASSIDY
		F.6E	LAU AUDREY

(4) Financial Summary

Financial Summary for the year of 2024-2025 (Unaudited)

	Income (HK\$)	Expenditure (HK\$)
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	4,973,073	4,542,236
2. Capacity Enhancement Grant	676,944	502,075
3. Composite Information Technology Grant	585,308	663,983
4. Air-conditioning Grant	701,100	860,726
5. School-based Support Scheme for Schools with Intake of Newly Arrived Children	306,800	-
6. School-based Management Top-up Grant	53,385	4,000
7. School-based Speech Therapy Administration Recurrent Grant	8,541	22
Sub-total	7,305,151	6,573,042
(b) Non-School Specific Grant		
Baseline Reference	2,446,122	3,646,957
(c) Other Income	889,709	-
(d) Deficit transferred from Non EOEBG	-	-
Total EOEBG	10,640,983	10,219,999
Yearly Surplus		420,984
II. School Funds (General Funds)		
1. Tong Fai	117,300	-
2. Tuckshop Rental	130,000	-
3. General Donation	3,500	-
4. Collection of fees for specific purposes (including electricity charges for air-conditioning)	238,200	495,463
5. Others	423,069	161,732
Total School Fund	912,069	657,195
Yearly Surplus		254,874
Total Yearly Surplus for school year		675,858

(5) Appendices

- Appendix 1: Report on Use of Capacity Enhancement Grant
- Appendix 2: Annual Report on Learning Support Grant
- Appendix 3: Report on School-Based After-School Learning and Support Programmes
- Appendix 4: Year-End Evaluation at School Level on Whole-School Approach to Catering for Students with SEN
- Appendix 5: Report on the Use of the Promotion of Reading Grant
- Appendix 6: Report on the Use of Life-Wide Learning Grant
- Appendix 7: Report on the Use of the Student Activities Support Grant
- Appendix 8: Report on Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
- Appendix 9: Report on Measures related to Safeguarding National Security and National Security Education
- Appendix 10: Programme Evaluation Report for Diversity Learning Grant
- Appendix 11: Report on the Use of the Citizenship and Social Development Grant
- Appendix 12: Report on Use of One-off Grant on Parent Education
- Appendix 13: Report on the Use of One-off Grant for Mental Health at School
- Appendix 14: Report on the Use of One-off Grant for Mental Health of Parents and Students
- Appendix 15: Report on One-off Grant for Promotion of Chinese Culture Immersion Activities
- Appendix 16: Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (Putonghua)
- Appendix 17: Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)
- Appendix 18: Report on Sister School Scheme

The Incorporated Management Committee (IMC) of St. Rose of Lima's College
Report on Use of Capacity Enhancement Grant for 2024-2025 Academic Year

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits	Success Criteria	Implementation Schedule	Resources Required
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> To relieve teachers' workload on non-teaching duties in order to create space for teachers to enhance their teaching effectiveness To support teachers in collaborative lesson preparation and teaching 	To recruit the following supporting staff: <ul style="list-style-type: none"> 1 full-time Assistant Teacher 1 full-time Teaching Assistant 0.05 full-time Assistant Teacher 	<ul style="list-style-type: none"> Revise and update learning materials to meet students' needs Support academic and teaching work 	<ul style="list-style-type: none"> Assist subject heads and subject teachers to handle work, including document processing, sorting and inputting information, file storage and classification, and preparing supplies and equipment Assist in leading activities inside and outside the school to ensure smooth operation of teaching and learning activities General Teachers agree that the work quality of relevant personnel meets the requirements and effectively improve work efficiency 	September 2024 to August 2025	\$531,328.16 Total Salary (including 5% MPF) for 12 months and reservation of Long Service Payment
Grant received						\$676,944.00
Actual Expenses						\$502,074.61

Evaluation:

Heads of Subject Panels have noted that full-time assistant teachers, full-time teaching assistants, and 0.05 full-time teaching assistants can effectively support relevant subject groups in managing administrative tasks. These include document processing, data handling, and file storage. A crucial aspect is their assistance in preparing teaching materials and equipment, which helps teachers save time for better lesson preparation. Additionally, they play a valuable role in organizing and leading activities within and outside the school, ensuring the smooth operation of teaching and learning activities. It was collectively agreed that the work quality of the respective full-time assistant teachers, full-time teaching assistants, and part-time student helpers meets the requirements and significantly enhances the work efficiency of the subject panels.

St. Rose of Lima's College
Learning Support Grant
Annual Report 2024-2025

Programme	Target Group	Success Criteria	Method of Evaluation	Evaluation Result	Time Scale	Resources Required (\$)
1. Full time Teaching Assistant	All SEN students	Participants received help with their schoolwork, emotional management, social adjustment and personal growth	Observation	Fully Achieved	Oct, 2024-Jun, 2025	253,441.94
2. After school Learning Support Classes	F.1 -F.4 SEN students and low achievers	80% participants agreed that the class helped them with the school work	Questionnaires	Fully Achieved	Oct, 2024-May, 2025	86,096.85
3. Clinical Psychologist Service	8 SEN students	70% participants agreed that the clinical	Questionnaires	Fully Achieved	Oct, 2024-Apr, 2025	48,000

		psychologist provided them with useful tips to handle their problems					
4. F.1 Day Camp	160 F.1 students	80% participants agreed that the camp help them to adapt to F.1 school life	Questionnaires	Fully Achieved	7 Sept, 2024	19,320	
5. F.1 Adventured-based Training Day	160 F.1 students	80% participants agreed that the training day raised their self-understanding, improve communication skills and problem- solving skills	Questionnaires	Fully Achieved	10 Nov, 2024	41,600	
6. Interest Class -Mooncake	30 F.1-F.6	80% participants agreed that the	Questionnaires	Fully Achieved	Sept, 2024-May, 2025	12,570	

Making - Neon light Making - Candle Planet Making	students 8 F.1-F.3 students 14 F.1-F.4 students	class helped them relax and appreciate themselves and others				
7. Lunchtime Activities (10 sessions)	All students	Participants enjoyed the activities	Observation	Fully Achieved	Sept, 2024-May, 2025	7,600
8. Attention Skill Class	6 ADHD students	70% participants agreed that the class helped them improve their attention skills	Questionnaires	Not Achieved	Feb-Apr, 2025	4,800
9. Chinese Reading and Writing Class	16 SEN students	70% participants agreed that the class helped them with the school work	Questionnaires	Partly Achieved	Oct, 2024-May, 2025	9,800
10. Secret Angel Scheme	All students	APASO results	Questionnaires	Partly Achieved	Oct, 2024-May, 2025	8,534
11. Animal Therapy	2 SEN students	80% participants agreed that they	Questionnaires	Fully Achieved	Mar-May, 2025	4,800

Group		enjoyed the activity and raised their awareness on emotional management				
12. F.1 Personal Growth Group (2 groups)	16 F.1 students	80% participants agreed that the group raised their self-understanding, communication and problem-solving skills	Questionnaires	Fully Achieved	Feb, 2024-May, 2025	5,722.8
13. F.5 Life Planning Workshop	110 F.5 students	80% participants agreed that the workshop helped them set goals and reflect on their life planning	Questionnaires	Fully Achieved	25 Mar, 2025	16,000
14. Big Sister Training Workshop	73 F.3-F.6 students	80% participants agreed that the workshop	Questionnaires	Fully Achieved	27 Aug, 2025	5,500

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

Name of School: St. Rose of Lima's College

Staff-in-charge: Miss Cheung Pui Ka Phoebe

Contact Telephone No.: 23371867

A. The number of students (count by heads) benefitted under this Programme is 99 (including A. 15 Comprehensive Social Security Assistance (CSSA) recipients, B. 60 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 24 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students *			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
1. Tutor fee for Remedial Programme	5	9	5	69.02%	September, 2024 to May, 2025	\$11,518.15	Questionnaire through google form / Examination results / Observation from teachers	Tutors / NGOs / Social Workers	
2. Form 1 Saturday Support Programme	0	7	0	100%	September, 2024 to May, 2025	\$2,960	Examination results/ Observation from teachers	Past Students	
3. Tutor fee for ECA Clubs	15	60	24	90%	September, 2024 to July, 2025	\$28,315.85	Observation from teachers/ Questionnaire	Tutors and coaches	
4. Form 5 AD lesson Activity Fee	3	11	3	100%	September, 2024 to May, 2025	\$220	Observation from teachers/ Questionnaire	Kiddywinks Education Limited	Each student can learn the ipad drawing skill and make art products.
5. OLE Day Activity Fee	15	60	24	100%	8 th November, 2024 and 30 th June, 2025	\$6,845	Questionnaire/ Observation from teachers and staff from external organizations	External organizations	

6. Excursion Week Tour Fee	5	27	25	100%	10 th to 16 th April, 2025	\$19,156.8	Questionnaire/ Observation from teachers and tour guides	Education Bureau	
7. School Culture Day Scheme Transportation Fee	4	25	9	100%	11 th March, 2025 and 16 th May, 2025	\$538	Questionnaire/ Observation from teachers	Leisure and Cultural Services Department	
8. Outings Transportation fee and material fee	0	1	1	100%	September, 2024 to July, 2025	\$176.5	Observation from teachers		
Total no. of activities: 8									
@No. of man-times	47	200	91		Total Expenses	\$69,730.3			
**Total no. of man-times	338								

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box.)

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

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

「全校參與」模式照顧有特殊教育需要的學生學校層面的年終檢討表
(供學校自評及提交教育局作參考用)

來源：「融合教育運作指南」(二零二零年十一月更新版) 附錄二十一

2024/25 學年

學校名稱(英文):	ST ROSE OF LIMA'S COLLEGE
學校名稱(中文):	聖羅撒書院
學校註冊編號(SCRN):	5306890001331
資料最後更改時間:	30-Aug-2025 11:50:07
本表格遞交時間:	30-Aug-2025 11:50:07

1. 本校在照顧有特殊教育需要學生方面的情況如下：

(請在適當的地方點選你的選擇)

I 校園文化		十分滿意	滿意	尚可	有待改善
a	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	教職員能接納有特殊教育需要的學生並願意承擔支援的責任	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	教職員認同「全校參與」的理念，並透過互相支援來落實推行	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	學生朋輩間能接納彼此的獨特性及個別差異	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	學校安排學習活動時，能配合學生的能力	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f	教職員普遍認同人人平等及有參與校內任何活動的權利	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
II 學校政策		十分滿意	滿意	尚可	有待改善
a	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	學校資訊透明度高，並已在學校報告及學校網頁內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援層級及進展	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	有效地參考《照顧學生個別差異 --- 共融校園指標》，為學校的整體需要與發展釐定學校發展計劃和學校自評的內容	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	靈活地統合和調配資源，確保資源善用(如適用:包括學習支援津貼沒有被收回的情況、特殊教育需要統籌主任已有足夠空間處理與支援有特殊教育需要學生相關的職務、安排教師為有需要的學生提供學習支援等)以便為學生提供適切的支援服務	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
III 支援措施		十分滿意	滿意	尚可	有待改善
a	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	已成立「學生支援組」(或相關組別)，並按全校參與模式融合教育運作指南的建議加入合適的成員，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	已制定學生支援記錄冊，並定期檢討學生的學習進展及支援的成效	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	改善校舍設施及添置儀器，作出適當的安排供有不同需要的學生使用	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f	透過專業交流，提升教職員的教學技巧	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h	按學生的能力，組織多元化的課堂活動，以發展學生的潛能	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i	按學生的需要而訂立多元化的評估調適策略	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j	為有需要個別加強支援的學生推行個別學習計劃/個別支援計劃	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
k	「學生支援組」與校內輔導團隊協作，從學與教及資源運用的角度提供意見，照顧有精神病患學生的學習需要，以及加強精神健康教育	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
l	透過校本輔導計劃，提供學習支援和促進共融文化 (請註明計劃名稱: After-school learning support)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
m	加強對外聯繫 (如專業人士、社區資源、家長)，有效協調各方面和資源，支援校內有特殊教育需要的學生	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. 根據 29 份「個別學生年終檢討表」所蒐集的資料，統計全校在下列各項目的數目：

I 需要課程調適的科目及學生人數：

科目	學生人數
中文科	0
英文科	0
數學科	0
其他科目 (請註明:)	0

*** 如學生數目為 0，可選擇將方格留空。***

II	社交適應行為	一向良好 ^(A)	有顯著進步	有少許進步	沒有明顯改變	其他情況	「其他情況」，請註明
a	遵守校規	14	4	6	5	0	
b	與朋輩關係	10	4	9	6	0	
c	與老師關係	11	6	8	4	0	
d	參與課堂/學校活動的行為表現	6	6	8	9	0	
III	學習表現	一向良好 ^(A)	有顯著進步	有少許進步	沒有明顯改變	其他情況	「其他情況」，請註明
a	中文科	7	4	7	11	0	
b	英文科	7	3	16	2	1	One teacher mentioned that a student
c	數學科	7	2	7	13	0	
d	非學科的發展 (如體育、音樂等， 請註明:)	5	0	6	18	0	
IV	學習態度和自我效能	一向良好 ^(A)	有顯著進步	有少許進步	沒有明顯改變	其他情況	「其他情況」，請註明
a	準時完成工作	8	4	10	7	0	
b	主動參與課堂/學校活動	9	5	8	7	0	
c	自信心/自我形象	9	5	9	6	0	

註:如果有特殊教育需要的學生一向表現穩定，與一般學生的表現相若，應被視為表現「一向良好」。

3.大部分有特殊教育需要學生的家長對學校提供的支援措施感到:(請在適當的地方點選你的選擇)

☐ 十分滿意 ☒ 滿意 ☐ 尚可 ☐ 不足

3.1原因:(請在適當的方格內加 'V' 並可選多於一項)

☒ 符合學生的需要 ☒ 定期檢討進度成效 ☐ 支援服務多元化

☐ 家長能參與支援措施制定和推行

☐ 其他(請註明)

整體而言，他們的建議是:

Teachers can communicate more with students to know their personal learning needs. There can be more learning support groups for students in need.

3.2本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援及其支援層級:(請在適當的方格內加 'V' 並可選多於一項)

☒ 派發學生支援摘要

☒ 為第二支援層級的學生擬訂個別支援計劃及為第三支援層級的學生擬訂個別學習計劃

☒ 在學校報告及學校概覽中清楚列明支援措施及服務

☒ 「學生支援組」定時與家長檢視/匯報學生的學習進展

☐ 其他(請註明)

3.3本校從下列那些途徑與家長檢討支援成效:(請在適當的方格內加 'V' 並可選多於一項)

☒ 學生支援摘要 ☒ 問卷調查 ☐ 通告 ☐ 手冊 ☒ 面談 ☒ 個案會議

☒ 電話 ☐ 電子平台 ☐ 其他(請註明)

4.本校在推行融合教育方面仍須加強或改善的地方是:(如有需要,請參考《照顧學生個別差異 --- 共融校園指標》)

(a) 共融校園文化方面

Teachers are supportive to each other and students. They create a harmonious and positive learning environment in school.

(b) 共融政策方面

More adjustment on learning according to the needs of students under parents' consent.

(c) 共融措施方面*

More encouragement to teaching staff for taking professional training courses on SEN to enrich their knowledge on catering for learner diversity.

*在推動家校溝通及合作措施方面仍須加強的地方(如適用):(請在適當的方格內加'✓'並可選多於一項)

- ☐ 建立恆常的溝通機制,讓家長知道學生的特殊教育需要以及有關的負責教師和聯絡方法等
- ☐ 讓家長參與制定支援計劃
- ☐ 共同檢視學習進展及支援的成效,作出相應的配合
- ☐ 每年檢視及更新學生的支援計劃,並於學年初發給家長一份更新的學生支援摘要
- ☒ 透過家長教育、聚會,加強家長之間的交流,提高家長對學校共融政策的了解和信心
- ☐ 其他(請註明)

5.本校為有特殊教育需要的非華語學生提供以下支援(如適用):(請在適當的方格內加'✓'並可選多於一項)

- ☐ 增聘教學助理
- ☐ 外購專業服務(請註明: _____)
- ☐ 為教師提供校本培訓
- ☐ 安排共融文化活動
- ☐ 加強家長教育(請註明: _____)
- ☐ 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
- ☐ 其他(請註明: _____)

6.本校對教育局所提供的專業支援服務感到:(請在適當的地方點選你的選擇)

☐ 十分滿意 ☒ 滿意 ☐ 尚可 ☐ 不足

原因:

The Educational Psychologist Ms. Judith Au is helpful and patient in communicating with students, teachers and parents. She offers professional support to students in need.

The EDB Inspector Miss Tin is helpful and supportive to the SEN Team. She offers professional advice for the team overall.

建議:

It would be good to increase the number of school visits by Ms. Judith Au to the school.

貼的情況:		
收入項目	金額(\$)	
a) 2023/24 學年 [上學年] 可保留的學習支援津貼盈餘	52913.49	
b) 2024/25 全年 [本學年] 獲得學習支援津貼的撥款 (系統自動顯示)	672672.00	
c) 總收入金額 (系統自動顯示)	725585.49	
支出項目	增聘人數(名)	金額(\$)
d) 增聘全職教師	0	0.00
e) 增聘兼職教師	0	0.00
f) 增聘全職教學助理	1	253441.94
g) 增聘兼職教學助理	0	0.00
h) 外購專業服務		156514.00
i) 購置學習資源		0.00
j) 安排學習/共融文化活動、校本教師培訓及家校合作支援活動		113829.65
總支出金額 (系統自動顯示)		523785.59
盈餘 (系統自動顯示)		201799.90
餘款佔本年度撥款的百分比(%) (系統自動顯示)		30.00%

ST. ROSE OF LIMA'S COLLEGE
Report on the Use of the Promotion of Reading Grant
2024-2025 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

Our school has made an effort in fostering a positive reading culture among students. The implementation of DEAR (Drop Everything And Read) Time on Tuesday and Thursday focused session encourages reading in both English and Chinese, promoting bilingual literacy and broadening students' exposure to diverse texts. The RaC (Reading across Curriculum) Talks have successfully introduced books of various themes, ensuring that students encounter diverse genres and topics, which contributes to enhancing their interests and motivation. The library was currently under renovation, the temporary circulation arrangements had been in place.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

The implementation of reading activities has contributed to promoting a reading culture in our school. The highly successful Big Sister Reading Scheme, led by both English and Chinese Reading Ambassadors, designed to foster reading habits among primary school students, has been particularly effective. Through this programme, our Senior Form students were trained to guide the Primary 5 and 6 students in our own primary school in reading, helping to nurture positive values and cultivate a supportive reading environment. Moreover, the RaC Talks empowered students to become self-regulated learners, encouraging them to independently select books that interest them, which enhanced their autonomy and engagement in reading. Complementing these efforts, the Reading Corner, decorated creatively by Library Club members who showcased their favourite books, provided a vibrant space that encourages peer sharing and enthusiasm for reading. Together, these strategies exemplify our efforts in enriching students' reading experiences.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	
	✓ Printed books	\$14,939.06
	✓ e-Books	
2.	Web-based Reading Schemes	
	✓ eRead Scheme	\$13,000
	Other scheme: _____	
3.	Reading Activities	
	✓ Paying the application fees for students to participate in reading activities and competitions	\$240
4.	Others: Organising Big Sister Reading Programme and running Reading Corner activities	\$2,967.79
	Total	\$31146.85
	Unspent Balance	\$58656.73

* Please tick the appropriate boxes or provide details.

St. Rose of Lima's College (2024-2025)

Report on the Use of the Lifewide Learning Grant

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objectives of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses ¹	Domain ¹ (Knowledge, Skills, Attitudes, Values, and Character traits that are more than one option may be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es), more than one option can be selected)		
			Level	Number of Participants						Values Education	Personal and Social Development	Community Service
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / co-curricular areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for enriching students' potential and nurturing in students proper values and attitudes											
CHL-1	代付校際活動報名費用 該計劃旨在提高學生的學術能力，以促進他們的學術成就，並提高他們的學術能力。	Nov 2024	S1-S6	30	\$4,775.00	\$159.17	E1	Chinese Language	透過其30人次報名參加校際活動，全部成功參加比賽，成績優異，比賽有助提高他們的學術能力，增強他們的學術能力。	✓		
CHL-2	中華文化推廣活動 舉辦多場不同主題文化活動，如節慶、藝術、歷史、科學等，讓學生了解中華文化，並提高他們的學術能力。	Sept 2024-May 2025	S1-S6	833	\$4,960.00	\$5.95	E1, E6, E7	Chinese Language	透過其833人次報名參加不同主題文化活動，全部成功參加比賽，成績優異，比賽有助提高他們的學術能力，增強他們的學術能力。	✓		
CHL-3	自選課後活動 舉辦多場不同主題文化活動，如節慶、藝術、歷史、科學等，讓學生了解中華文化，並提高他們的學術能力。	Sept 2024-July 2025	S1-S6	833	\$27,700.00	\$33.25	E1, E3	Chinese Language	透過其833人次報名參加不同主題文化活動，全部成功參加比賽，成績優異，比賽有助提高他們的學術能力，增強他們的學術能力。	✓		
DLE-1	Prefects Leadership Training Camp (Camp Fee)	Nov 2024	S3-S6	70	\$25,640.00	\$337.71	E1	Discipline Based	An overnight training camp was successfully held on 8 and 9 November 2024. Evaluation survey findings indicate that the Prefects Training Programme successfully enhanced students' leadership and communication skills, teamwork dynamics, and sense of responsibility. The camp will be held in October 2025 in the next academic year and the camp fee has been settled.		✓	
DLE-2	Production of Prefects' T-shirts	Nov 2024	S3-S6	70	\$2,960.00	\$42.29	E1	Discipline Based	Each prefect was given a prefect's t-shirt, a sense of pride, ownership, and commitment to the school's values and traditions has been fostered among the prefects. Wearing these t-shirts not only symbolizes their leadership role but also promotes a shared sense of responsibility towards upholding the spirit and principles. They wear the T-shirts during the leadership training and other school functions such as Swimming Gala and Sports Day.	✓		
DLE-3	Prefects Training (materials and consumables)	Nov 2024	S3-S6	70	\$655.30	\$9.08	E1	Discipline Based	Training materials and consumables were bought for team-building activities. The materials facilitated the smooth running of various activities such as the tower-building activity and check-point tasks during the prefects camp.	✓		
DLE-4	Transportation fee for Prefects Camp	Nov 2024	S3-S6	70	\$1,975.00	\$28.21	E2	Discipline Based	Two coaches were booked for students to facilitate the smooth transition from school campus and the campus. The commute time is greatly reduced.	✓		
DLE-5	Discipline related talks/workshops/ activities	Whole Year	S3-S6	700	\$5,703.40	\$8.15	E1	Discipline Based	Various discipline-related talks and campaigns were organized in the academic year including talks on anti-racism, substance abuse, anti-sporting and cheating, and Violence Against Women. Complete Machine Design Competition and English Design Competition. They reinforced positive values and healthy lifestyle among students. Top three values suggested by students were "Respect for Others", "Perseverance", and "Law-abidance".	✓		
SSE-1	Subject-related activities - talks/workshops/ outings and visits	Whole Year	S1-S6	200	\$15,762.00	\$78.81	E1	Social Science	The Local Tour was held for all Form 3 students. It was about the visit to the wartime relics which enhanced students' understanding of their motherland. A post-field trip project was carried out. Students were able to connect the knowledge they gained from the field trip and their textbooks.	✓		
SSE-2	Coach transportation fee for outings	Whole Year	S1-S6	200	\$6,600.00	\$33.00	E2	Social Science	The Local Tour was held for all Form 3 students. It was about the visit to the wartime relics which enhanced students' understanding of their motherland. A post-field trip project was carried out. Students were able to connect the knowledge they gained from the field trip and their textbooks.	✓		
SSE-3	Subsidies for Competitions (transportation fee for the projects)	Whole Year	S4	4	\$868.00	\$217.00	E7	Social Science	Four students entered the final round of the competition, the Ship's Our City Tomorrow Competition. They had to create a big prototype to explain their innovative ideas. They were able to get two awards in the competition, showcasing their creativity and perseverance.	✓		
CAR-1	Form 3 Subject Selection Workshop	Feb 2025	S3	159	\$6,900.00	\$43.40	E1	Careers	Fully achieved			✓
CAR-2	Form 2 Positive Psychology Workshop	Oct 2024	S2	161	\$14,500.00	\$90.06	E1	Careers	Fully achieved			✓
CAR-3	Form 6 Interview Workshop	Dec 2024	S6	114	\$15,960.00	\$140.00	E1	Careers	Fully achieved			✓
CAR-4	Form 5 Golden Library	July 2025	S5	103	\$14,300.00	\$138.83	E1	Careers	Fully achieved			✓
CAR-5	Form 4 DISC Workshop	Oct 2024	S4	130	\$8,000.00	\$61.54	E1	Careers	Fully achieved			✓
CAR-6	Online Career Interest Assessment	Jan 2025 - Jun 2025	S3	159	\$2,650.00	\$16.67	E1	Careers	Fully achieved			✓

CAR-7	Outings and Visits	Oct 2024 - Aug 2025	S3-S5	30	\$1,400.00	\$46.67	E2	Careers	Fully achieved										✓	
CAR-8	Subsidy for Students' Participation in Career Activities	Oct 2024 - Aug 2025	S1-S6	5	\$2,600.00	\$520.00	E6	Careers	Fully achieved										✓	
CAR-9	Fares for Career Activities - Book Coupons, gifts, etc.	Oct 2024 - Aug 2025	S1-S6	28	\$1,950.00	\$69.28	E1	Careers	Fully achieved										✓	
CSD-1	Activities for CES students (Transportation for 大馬路活動)	Whole Year	S1-S3	60	\$1,100.00	\$18.33		Citizenship and Social Development	Fully achieved	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-1	ECA Clubs and Teams Tutor Salary	Whole Year	S1-S6	833	\$196,155.15	\$235.48	E5	Careers, please specify all rounded	Students show positive feedback and they won different prizes after the trainings / Tutors and TICs gives positive feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-2	ECA Clubs Activities Fee	Whole Year	S1-S6	100	\$293.01	\$2.93	E7	Careers, please specify all rounded	positive results from students' questionnaire	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-3	OLE Days Activities Fee	Whole Year	S1-S6	833	\$30,630.00	\$36.77	E1	Careers, please specify all rounded	positive results from students' questionnaire	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-4	Competitions Entry Fee	Whole Year	S1-S6	300	\$14,700.40	\$49.00	E6	Careers, please specify all rounded	Positive feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-5	Transportation Fee for different activities, competitions and events	Whole Year	S1-S6	833	\$60,765.90	\$72.95	E1	Careers, please specify all rounded	NI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-6	Academic Development Lessons for Senior Form students	Whole Year	S1-S6	400	\$40,250.00	\$100.63	E1	Arts (Visual Arts and Music)	positive results from students' questionnaire	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-7	Subsidies for 4 Hours (\$2000 per hour)	Whole Year	S1-S6	833	\$3,175.50	\$2.61	E1	Careers, please specify all rounded	Positive feedback from students and teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-8	Rental fee of Swimming Gala and Sports Day	Whole Year	S1-S6	833	\$5,568.90	\$6.68	E1	Physical Education	NI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-9	ECA clubs consumables	Whole Year	S1-S6	833	\$14,419.20	\$17.31	E1	Physical Education	students get good results in HKSSF competitions (overall the 9th out of all Shatin and Sha Tin schools)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-10	Consumables for joining competitions by ECA clubs	Whole Year	S1-S6	833	\$2,627.35	\$3.15	E1	Leadership Training	Positive feedback from students and TICs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-11	Swimming Gala and Sports Day consumables	Whole Year	S1-S6	833	\$14,005.64	\$16.81	E7	Physical Education	NI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-12	OLE Days consumables	Whole Year	S1-S6	833	\$0.00	\$0.00	E7	Careers, please specify all rounded	NI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-14	Concert Band & String Orchestra Musical Instruments & Other necessities	Whole Year	S1-S6	60	\$28,260.50	\$471.01	E7	Arts (Music)	NI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-15	Subsidies for joining different activities	Whole Year	S1-S6	120	\$140.00	\$1.17	E1	Physical Education	NI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-16	Visage Booking for Sport Teams	Whole Year	S1-S6	120	\$2,820.00	\$23.50	E1	Physical Education	Positive feedback from students and TICs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-17	Sports Team Uniform	Whole Year	S1-S6	100	\$1,470.00	\$14.70	E1	Careers, please specify all rounded	Positive feedback from students and TICs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLE-18	[OLE Board] All-Asia activities activity fee (to support students' young activities)	Whole Year	S1-S6	100	\$2,513.50	\$25.14	E1	Careers, please specify all rounded	Positive feedback from students and TICs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SFS-1	Day Camp for Leadership Training	09/11/2024 - 10/11/2024	S2, S3	7	\$3,172.90	\$453.27	E1	Spiritual Affairs Board	Students attended the camp with the skills and techniques learnt and applied in organising activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SFS-3	School Anniversary Mass	Sep 2024 - Jul 2025	S1-S6	833	\$2,700.00	\$3.24	E7	Spiritual Affairs Board	Anniversary. The students attended the mass with	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SFS-4	Visit to different churches and convents both in HK and outside HK	Sep 2024 - Jul 2025	S1-S6	100	\$453.40	\$4.53	E1, E7	Spiritual Affairs Board	To echo with the Flight of Hope, students visited the assigned church to walk on the path of the Saints	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SFS-5	Talks by different organisations e.g. CDMA	Jun - Jul 2025	S5	60	\$0.00	\$0.00	E1	Spiritual Affairs Board	Did not organise because of no time slot available	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SFS-6	Spiritual Development	Sep 2024 - Jul 2025	S1-S6	60	\$26,480.00	\$441.33	E1, E7	Spiritual Affairs Board	Needed to have more activities to deepen students' spiritual development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SFS-7	澳門回歸廿四週年之舉	21st July, 2025 & 22nd July, 2025	S2-S4	6	\$1,196.00	\$199.33	E1	Spiritual Affairs Board	The Campus TV reporters visited the FMM sites and the two schools in Macau sponsored by the FMM in the past and recorded the significant moments. The students learnt a lot about the vision and mission of the FMM as well as our school, and found the experience inspiring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CUL-1	STEAM related art workshop	Sep 2024 - Aug 2025	S1-S6	100	\$6,000.00	\$60.00	E5	Arts (Visual Arts)	A Miniature Clay Workshop was held in February and all students participated enjoyed the activity very much. Photos of the art making progress and results were shared both on the school website and also on the Art News Bulletin for other schoolmates to learn	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CUL-2	Guided tours to art exhibitions	Sep 2024 - Aug 2025	S1-S6	25	\$3,360.00	\$334.40	E1, E2	Arts (Visual Arts)	A guided tour to the Art Based Hong Kong 2025 was held on 28th March 2025. In the questionnaire, all participants agreed that the visit provided them art knowledge outside school, in which 72% strongly agreed with this statement. 89% of participants said the visit increased their interests in studying art in the future. 100% of the participants said the visit opened their horizon in art and would recommend schoolmates to join it in the future. All participants submitted an Art Journal to show their learning and reflection after the visit and the results were outstanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CUL-3	Campus design activities	Sep 2024 - Aug 2025	S1-S6	50	\$13,131.00	\$262.62	E5	Arts (Visual Arts)	A mural workshop was held during the Summer Holidays to provide students with hands-on experience in mural painting and nurture their artistic abilities and creativity. The collaboration with professional artists further ignited students' passion for art and students' involvement in beautifying the campus enhanced their sense of belonging to school.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CUL-4	String Instruments STEM Workshop	Feb 2025	S1	160	\$3,750.00	\$23.44	E2, E5	Arts (Music)	The activity was successful in engaging participants and fostering a love for music. It provided a fun and interactive way for students to engage in music making while promoting creativity and collaboration.	✓			
CUL-5	The School Sports Programme (SSP)	Jan 2025 - Jul 2025	S1-S5	450	\$24,744.90	\$58.07	E1, E3, E5, E7	Physical Education	Students attained different prizes, including the 7th place in Grade A and Grade B, 8th place in Grade C in Long Distance Run, 1st place in Cheerleading and 2nd place in Chalket competition.	✓			
CUL-6	Active Room	Mar 2025 - Apr 2025	S1-S5	650	\$4,029.00	\$6.20	E5, E7	Physical Education	Sports Expo was held in May. New sports events from the National Games were introduced to students. The activities included IT activities, Archery Tag, Lion Dances and Frisbee. The activities promoted well-being and offered an enjoyable outlet for relaxation before the examinations. Prizes were given to participants in the Active Room.	✓			
ENG-1	English language learning outside classroom	Sep 2024 - Aug 2025	S1-S6	53	\$5,420.00	\$158.67	E1	English Language	The results were pleasing. 10 students won a prize in the competition. All students were given a Certificate of Merit.	✓			
ENG-2	Drama Appreciation	Feb - Apr 2025	S4	130	\$17,000.00	\$130.00	E1	English Language	Students enjoyed watching the drama performance in English.	✓			
ENG-3	Drama Workshops	Mar - Apr 2025	S4	130	\$35,000.00	\$276.92	E1	English Language	Students found the workshops inspiring. They also found the comments given by the adjudicators very constructive.	✓			
MCE-1	Form 2 Positive Psychology Workshop	Whole Year	S2	160	\$0.00	\$0.00	E1, E6	Moral, Civic and National Education	Due to the constraints of limited number of lessons, Health Dept in-school services workshop has covered this topic. Students enjoyed the workshop offered by Health Dept. The active participation and engagement of students empower the student's self-esteem and reassure the importance positive values.	✓			
MCE-2	Form 3 Class Service	Whole Year	S3	160	\$0.00	\$0.00	E6, E7, E1	Moral, Civic and National Education	The events incorporated into the IC Volunteer Project. All expenses are at the cost of the IC project. Students are asked to prepare the gift card and giveaway the gift bag to the juniors in middle and housing cluster. Due to the current weather, instead of going away the gift in group, students are asked to complete the service individually. This is a new experience for them to outreach the public and express their gratitude to people who serve in the society.	✓			✓
MCE-3	Form 5 Life Education Talk / Workshop	Whole Year	S5	150	\$0.00	\$0.00	E1, E6	Moral, Civic and National Education	Due to time constraints, workshop is offered by subject teachers instead of outside party. No expenditure is used. Students enjoyed the lesson and agree the importance of embracing our own imperfection.	✓			
MCE-4	Form 6 Anti-Drug Workshop (Prize and transportation of materials)	Whole Year	S6	120	\$0.00	\$0.00	E1, E6, E7	Moral, Civic and National Education	Gifts originally stored in MCE Dept are used thus no expenditure for this project.	✓			
MCE-5	Form 6 Sex Education Talk (Prize and transportation of materials)	Nov 2024 - Dec 2024	S6	120	\$0.00	\$0.00	E1, E6, E7	Moral, Civic and National Education	Talk offered by school social worker. The social worker provided all materials and thus no expenditure for this project. Students enjoyed the daily life examples sharing and renew the theory of Love Triangle. They learned to distinguish the importance of balance of love and sex.	✓			
MCE-6	Form 1, 2, and 4 Class Service Trainings - IC Volunteer Together - School Based Programme 2024/25 (德育會關心計畫一課一得計劃)	Whole Year	S1, S2, S4	480	\$418.30	\$0.87	E1, E7	Moral, Civic and National Education	(Form 1 & 2 - Cleaning classroom) Through this first time cleaning experience, students understand the difficulties of maintaining classroom/PE facilities clean. They learned to cherish the contribution of the maintenance staff. They also be reminded the importance of keeping the public area clean and tidy. (Form 4 - Green Recycle Week) Students are raised the importance of recycling habits. They promoted the environmental protection via game booth hosted by F4 students. However, due to the limited service time for each volunteer, their habits on recycling in daily needs time to train up.	✓			✓
MCE-7	Hunger Banquet	Whole Year	S1-S6	150	\$0.00	\$0.00	E1, E2, E7	Moral, Civic and National Education	Task from World Vision is issued to deliver the games and workshop for free. Only delivery cost of the teaching materials and meals arranged in workshop are the main expense.	✓			
MCE-8	Promoting Character Strengths by Lockers' Name Tag, Signage Board	Whole Year	S1-S6	833	\$0.00	\$0.00	E7	Moral, Civic and National Education	Through the designated trial arrangement, students learn to be thankful for the needs everyday and also cherish what they have been taken for granted. Students are trained to see things from global views and understood the difficulties of people in the developing countries.	✓			
MCE-9	Board Decoration Digital Design + Frisbee	Whole Year	S1-S6	833	\$750.00	\$0.90	E7	Moral, Civic and National Education	Due to the installation of new classroom locker, the making of the locker tag is not held. Class Signage-Students are invited as class-based to focus on the character strengths of their class. Team-spirits and talents of students are promoted.	✓			
MCE-10	Academic Fortnight (Thematic theme on promoting values education)	Dec-24	S1-S6	833	\$5,361.00	\$10.04	E7	Moral, Civic and National Education	Team-spirits and talents of students are promoted during the design progress. Students are invited to reflect their thoughts to promote EDE values e.g. healthy physical, mental, life, Chinese culture...	✓			
MCE-11	Dress Casual Day Prizes	Nov-24	S1-S6	833	\$610.00	\$0.73	E7	Moral, Civic and National Education	All Global citizen questions about Laws in Hong Kong and Constitution were asked. The sense of belonging as an citizen is promoted.	✓			✓
MCE-12	Teaching materials for lessons for different topics (e.g. promoting Basic Law, Constitution Law)	Sep 2024 - Aug 2025	S1-S6	833	\$964.90	\$1.16	E7	Moral, Civic and National Education	Students showed empathy and sacrificed to the needy people. More than 95% of students and teachers participated in this event.	✓			
									Students are trained to be aware of current issues and develop to build up the habits of consuming caring things and people around them.	✓			

TEC-1	Swift Coding Workshop on AI or VR	Mar - July 2025	S1-S3	15	\$0.00	\$0.00	\$0.00	Others, please specify: Technology	<p>Four other workshops were organized to replace this one. These workshops were sponsored by different organizations and were free of charge.</p> <p>The four workshops were:</p> <p>GenKido AI Robot Course: 7, 9, 12, 15, 16, 22 May 2025. Total: 9 hours. For 30 E2 and F3 students.</p> <p>Healthy Shiksha Design Workshop: 12/11/2024. Total: 1 hour. For 25 students.</p> <p>Spatial World Design Challenge Workshop: 10/12/2024. Total: 1 hour. For 25 students.</p> <p>Smart City Interactive Workshop: 25/02/2025. Total: 1 hour. For 25 students.</p>	✓					
TEC-2	Swift Coding Workshop on App Development	Mar - July 2025	S1-S3	15	\$0.00	\$0.00	\$0.00	Others, please specify: Technology	<p>Four other workshops were organized to replace this one. These workshops were sponsored by different organizations and were free of charge.</p> <p>The four workshops were:</p> <p>GenKido AI Robot Course: 7, 9, 12, 15, 16, 22 May 2025. Total: 9 hours. For 30 E2 and F3 students.</p> <p>Healthy Shiksha Design Workshop: 12/11/2024. Total: 1 hour. For 25 students.</p> <p>Spatial World Design Challenge Workshop: 10/12/2024. Total: 1 hour. For 25 students.</p> <p>Smart City Interactive Workshop: 25/02/2025. Total: 1 hour. For 25 students.</p>	✓					
TEC-3	Financial support on medical activities	Sep 2024 - Aug 2025	S1-S6	10	\$942.76	\$94.28	\$94.28	Others, please specify: Technology	<p>Financial support was provided for several activities, including the Quiz of Mathematics, Green Math Competition, Ultimate Paper Tower Challenge, Green Technology Competition, and GBA Mathematics Race Competition.</p> <p>As a result of these activities, students received awards such as the Merit Prize, Most Creative Production, and Top 30 in the City.</p> <p>Four other workshops were organized to replace this one. These workshops were sponsored by different organizations and were free of charge.</p> <p>The four workshops were:</p> <p>GenKido AI Robot Course: 7, 9, 12, 15, 16, 22 May 2025. Total: 9 hours. For 30 E2 and F3 students.</p> <p>Healthy Shiksha Design Workshop: 12/11/2024. Total: 1 hour. For 25 students.</p> <p>Spatial World Design Challenge Workshop: 10/12/2024. Total: 1 hour. For 25 students.</p> <p>Smart City Interactive Workshop: 25/02/2025. Total: 1 hour. For 25 students.</p>	✓					
STE-1	Workshop on Fitness App Development	Mar - July 2025	S1-S3	15	\$0.00	\$0.00	\$0.00	Others, please specify: STEAM	<p>Four other workshops were organized to replace this one. These workshops were sponsored by different organizations and were free of charge.</p> <p>The four workshops were:</p> <p>GenKido AI Robot Course: 7, 9, 12, 15, 16, 22 May 2025. Total: 9 hours. For 30 E2 and F3 students.</p> <p>Healthy Shiksha Design Workshop: 12/11/2024. Total: 1 hour. For 25 students.</p> <p>Spatial World Design Challenge Workshop: 10/12/2024. Total: 1 hour. For 25 students.</p> <p>Smart City Interactive Workshop: 25/02/2025. Total: 1 hour. For 25 students.</p>	✓					
STE-2	Workshop on Virtual School Tour	Mar - July 2025	S1-S3	15	\$0.00	\$0.00	\$0.00	Others, please specify: STEAM	<p>Four other workshops were organized to replace this one. These workshops were sponsored by different organizations and were free of charge.</p> <p>The four workshops were:</p> <p>GenKido AI Robot Course: 7, 9, 12, 15, 16, 22 May 2025. Total: 9 hours. For 30 E2 and F3 students.</p> <p>Healthy Shiksha Design Workshop: 12/11/2024. Total: 1 hour. For 25 students.</p> <p>Spatial World Design Challenge Workshop: 10/12/2024. Total: 1 hour. For 25 students.</p> <p>Smart City Interactive Workshop: 25/02/2025. Total: 1 hour. For 25 students.</p>	✓					

STE-3	Financial support on student activities	Sep 2024-Aug 2025	S1-S6	10	\$7,132.43	\$713.24	E1-E7	Others please specify: STEAM	Financial support was provided for several activities, including the Quiz of Mathematics, Green Math Competition, Ultimate Paper Tower Challenge, Green Technology Competition, and CIBA Mathematica Elite Competition.	✓				
PBL-1	Form 1 Project-based Learning Workshops	Nov 2024-May 2025	S1	320	\$49,680.00	\$155.25	E6	Cross-Disciplinary (STEAM)	The activity cultivates creativity, critical thinking skills, and problem-solving skills among students, and different learning opportunities for students. It addresses item 1 under Major Concern 2 in PBL Annual Programme Plan.	✓				✓
PBL-2	Form 1 PBL Visits	7/2/2025	S1	160	\$8,700.00	\$54.38	E1-E2	Cross-Disciplinary (STEAM)	The activity cultivates creativity, critical thinking skills, and problem-solving skills among students, and different learning opportunities for students. It addresses item 1 under Major Concern 3 in PBL Annual Programme Plan.	✓				✓
PBL-3	Form 2 Project-based Learning Workshops (Tutor fees)	Nov 2024-Jul 2025	S2	160	\$2,119.33	\$13.25	E6	Cross-Disciplinary (STEAM)	The activity cultivates creativity, critical thinking skills, and problem-solving skills among students, and different learning opportunities for students. It addresses item 1 under Major Concern 2 in PBL Annual Programme Plan.	✓				✓
PBL-4	Form 2 PBL Product Creation	Nov 2024-Jul 2025	S2	160	\$12,574.30	\$78.59	E7	Cross-Disciplinary (STEAM)	The activity cultivates creativity, critical thinking skills, and problem-solving skills among students, and different learning opportunities for students. It addresses item 1 under Major Concern 2 in PBL Annual Programme Plan.	✓				✓
PBL-5	PBL Presentation Competition cum Achievement Sharing Session	9/7/2025	S2	160	\$3,023.00	\$18.91	E7	Cross-Disciplinary (STEAM)	The activity cultivates creativity, critical thinking skills, and problem-solving skills among students, and different learning opportunities for students. It addresses item 1 under Major Concern 2 in PBL Annual Programme Plan.	✓				✓
AAS-1	Rock Climbing Activity (F1 Saturday Support Prog)	25th March, 2025	S1-S2	25	\$6,875.00	\$275.00	E1	Student Mental Health	A rock climbing activity was held for 25 students from Forms 1 and 2 on 15th March 2025 (Saturday). The students provided positive feedback about the activity. They reflected on the value of resilience and expressed that they would try harder and not give up easily in the future.	✓				✓
AAS-2	Rock Climbing Activity (F1 Saturday Support Programme)	25th March, 2025	S1-S2	25	\$13,000.00	\$520.00	E1	Student Mental Health	A rock climbing activity was held for 25 students from Forms 1 and 2 on 15th March 2025 (Saturday). The students provided positive feedback about the activity. They reflected on the value of resilience and expressed that they would try harder and not give up easily in the future.	✓				✓
CHL-4	中秋聯誼會籌備用品	Sep 2024	S1-S6	833	\$220.20	\$0.26	E1-E7	Chinese Language	Students participated in 普華音樂大賽 2025 and gained valuable performance experience. The application process was smooth and well-organized. The team received Special Gold award.	✓				✓
ENG-4	Gifts for the Winners of the F.1 Inter-class Drama Competition	25-Jun-25	S1	160	\$150.00	\$0.94	E1	English Language	The Form 1 inter-class drama competition was highly effective in motivating students and enhancing their skills. Participating actors received gifts, which served as positive reinforcement and encouragement for building self-esteem.	✓				✓
CUL-7	Application Fee 普華音樂大賽 2025	7/1/2025	S1-S5	5	\$2,800.00	\$560.00	E1	Arts (Music)	Students participated in 普華音樂大賽 2025 and gained valuable performance experience. The application process was smooth and well-organized. The team received Special Gold award.	✓				✓
CUL-8	Transportation Fee for Joint School Music Concert Rehearsal and Performance	3/12/2025	S1-S5	40	\$1,250.00	\$31.25	E2	Arts (Music)	Students successfully attended the Joint School Music Concert Rehearsal and performance enhanced their mutual collaboration and stage confidence. The team received a Gold Award.	✓				✓
CUL-9	Transportation for Concert Band WYHK Joint School Brass Rehearsal (20/06/2025)	20/6/2025	S1-S5	5	\$2,828.00	\$565.60	E2	Arts (Music)	Students attended the WYHK Joint School Brass Rehearsal on 20/06/2025. The transportation arrangement was efficient and students benefited from the joint practice.	✓				✓
CUL-10	Transportation for Concert Band WYHK Joint School Brass Rehearsal (4/07/2025)	30/06/2025	S1-S5	5	\$2,543.00	\$508.60	E2	Arts (Music)	Students attended the WYHK Joint School Brass Rehearsal on 4/07/2025. The rehearsal improved musical coordination and mutual expression was enhanced.	✓				✓
CUL-11	Coolch Fee - F3-F5 普華音樂大賽 2025 (澳門聯誼會)	13/8/2025	S2-S5	5	\$3,250.00	\$1,850.00	E2	Arts (Music)	Students from F3-F5 participated in the 普華音樂大賽 2025 (澳門聯誼會). Coaching sessions helped refine their skills and prepare them for high-level competition. The team received a special Gold award.	✓				✓
CUL-12	訓練中心校際花式跳繩比賽	Training: 23.27.30/6/2025, 4/7/2025 Competition: 12/7/2025	S1-2	4	\$7,100.00	\$1,775.00	E5	Physical Education	4 advice training sessions were arranged. Students won three medals on individual events.	✓				✓
Rosini Night-1	Outsiders for Dancing Club	June and July, 2025	S1-S5	20	\$2,462.03	\$123.10	E7	Physical Education	Positive feedback from students, tutors, TICs and audience (from the questionnaire).	✓				✓
Rosini Night-2	Tutor Fee of Dancing Club	June and July, 2025	S1-S5	20	\$9,450.00	\$472.50	E1	Physical Education	Positive feedback from students, tutors, TICs and audience (from the questionnaire).	✓				✓
Rosini Night-3	Tutor Fee of String Orchestra	June and July, 2025	S1-S5	30	\$2,400.00	\$80.00	E1	Arts (Music)	Positive feedback from students, tutors, TICs and audience (from the questionnaire).	✓				✓
Sub-total of Item 1.1					25,493	Sub-total of Item 1.1: \$579,778.98								
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													

1	Summer Study Tour to Sydney	5-19 Aug 2025	\$155	10	\$32,600.00	\$2,260.00	E4	English Language	The summer study tour to Sydney was very effective. The public speaking workshop helped students polish their skills, and they enjoyed the excursion, beach cleanup, and upcycling workshop.	✓	✓	✓	✓
2	Excursion Week (OLE Board)	10-16 Apr 2025	\$156	833	\$57,422.00	\$68.93	E4	English Education		✓	✓	✓	✓
3	Excursion Week (OLE Board)	10-16 Apr 2025	\$156	833	\$2,664.00	\$3.20	E3	Others, please specify all rounded	Features feedback from students and TLOs.	✓	✓	✓	✓
(Please insert worksheets if the space provided is insufficient)													
Sub-total of Item 1.2				1.6%	\$92,686.00								
Expenses for Category 1				25.16%	\$972,464.98								

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

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

No.	Item	Purpose	Actual Expenses (\$)
CUL-2.1	Production of students' design	To enhance students' creative potential in the design field	\$4,253.00
CUL-2.2	Prize for participation in art competitions and programmes	To encourage students' participation and recognize students' achievement in art	\$2,330.00
CAR-2.1	Consumables (Miscellaneous Expenses)	F & Further Studies Guide (中文教材) 2024 School Delivery Charge	\$250.00
CAR-2.2	Consumables (Miscellaneous Expenses)	Membership Renewal for H2 AGING	\$400.00
CAR-2.3	Consumables (Miscellaneous Expenses)	Magnum JIFAS guide Subscription Fee	\$90.00
CAR-2.4	Consumables (Miscellaneous Expenses)	F & Further Studies Guide (中文教材) 2025 School Delivery Charge	\$350.00
SC1-2.4	Consumables (Miscellaneous Expenses)	Consumables for the 19th Infrastructure Building Competition 2025	\$131.00
(Please insert worksheets if the space provided is insufficient)			
Expenses for Category 2			\$7,804.00
Expenses for Categories 1 & 2			\$980,268.98

Category 3: Number of Student Beneficiaries

Total number of students in the school	833
Number of student beneficiaries	833
Percentage of students benefiting from the Grant (%)	100%

Name of Contact Person for LWE:	Jacqueline Chan
Post of Contact Person for LWE:	Vice Principal

<p>2. Total sum of the ELearning codes, more than one code can be used for each item.</p> <p>E1. Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)</p> <p>E2. Transportation fees</p> <p>E3. Fees for national exchange activities / camps / camps (students)</p> <p>E4. Fees for national exchange activities / camps / camps (teachers)</p> <p>E5. Fees for living expenses / professionals / coaches</p>		<p>E6. Fees for students attending courses, activities or training organized by external organisations requested by the school</p> <p>E7. Purchase of equipment, instrument, tool, device, consumables</p> <p>E8. Purchase of learning resources (e.g. educational instrument, resource reader)</p> <p>E9. Others (please specify)</p>	
---	--	--	--

St. Rose of Lima's College
Report on the Use of the Student Activities Support Grant
2024-2025 School Year

Appendix 7 Jun 2022 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$52,650.00
B	Expenditure in the Current School Year:	\$52,428.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$221.50

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	15	\$7,943.70
Full-grant under the School Textbook Assistance Scheme	60	\$31,774.80
Meeting the school-based financially needy criteria	24	\$12,710.00 (capped at 25% of the total allocation for the school year)
Total	99	\$52,428.50

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)			
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them								
1	Tutor fee for ECA Clubs	Others: all rounded	51	\$41,220.50	✓	✓	✓	✓
2	OLE Days Activity fee	Others: all rounded	113	\$4,850.00	✓	✓	✓	✓
3	AD Lessons Activity fee	Arts (Others)	22	\$2,960.00			✓	

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)			
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Career-related Experiences
4	Music, Art, Leadership Training Activities	Others, please specify: All rounded	88	\$3,398.00	✓	✓	✓	✓
5								
(Please insert rows above if the space provided is insufficient.)								
Expenses for Category 1			274	\$52,428.50				
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions								
1								
2								
3								
4								
5								
(Please insert rows above if the space provided is insufficient.)								
Expenses for Category 2			0	\$0.00				
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities								
1								
2								
3								
(Please insert rows above if the space provided is insufficient.)								
Expenses for Category 3			0	\$0.00				
Total			274	\$52,428.50				

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

Contact Person for LWL (Name & Post):	Cheung Pui Ka Phoebe (Head of
---------------------------------------	-------------------------------

(三) 撥款的運用⁶

16. 本校在2024/25學年所獲的額外撥款為:(A) 883,874 元, 在2023/24學年完結時, 額外撥款的累積餘額為:(B) 0 元(如適用)⁷。本校在2024/25學年用於支援非華語學生學習中文及建構共融校園的實際開支如下: (可選多於一項)

項目	全年實際開支
<input checked="" type="checkbox"/> 聘請中文科 / 其他科 (請說明: _____) 全職教師 0.9 名 ⁸ , 及全職教學助理 1.8 名 ⁸ 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作:	教師薪金總計: 127,009.6 元 ⁹ 教學助理薪金總計:
<input checked="" type="checkbox"/> 教師 教授非華語學生中文的額外教學工作, 每週 / 循環週 45 節 <input type="checkbox"/> 教學助理 協助 / 支援非華語學生學習中文, 每週 / 循環週 0 節	139,186.1 元 ⁹
<input checked="" type="checkbox"/> 發展校本課程 / 教材 (包括電子教材), 共 8 單元 (涵蓋的年級: 中一, 中二, 中四, 中五), 每週 / 循環週 11 節	
<input type="checkbox"/> 共同備課 (年級: _____), 每週 / 循環週 _____ 節	
<input checked="" type="checkbox"/> 建構共融校園 <input checked="" type="checkbox"/> 安排共融活動, 每週 / 循環週 0.2 節 <input checked="" type="checkbox"/> 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料, 每週 / 循環週 1 節	
<input checked="" type="checkbox"/> 其他相關工作 (請說明): 與非華語學生家長溝通、協調課後教學	

⁶ 根據教育局通告第8/2014號附件二及教育局通告第8/2020號第5段, 有關撥款只適用於支援非華語學生學習中文及建構共融校園。學校運用額外撥款的一般指引, 可參考教育局通告第8/2020號附件一。

⁷ 2023/24學年完結時有關撥款的累積餘額與學校有關學年經審核周年帳目有關撥款的餘款數額一致。

⁸ 教職員的人數以職位計算, 負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。如同一職位先後由不同的人員任職, 亦應以1名全職人員計算。如該職位或職位的工作量並非全職, 可按比例填報, 例如: 全職教師0.5名 / 教學助理1.5名。開支以年薪計算。

⁹ 學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校其他資源支付, 請在第18項補充其他相關資料。

項目	全年實際開支
<input type="checkbox"/> 聘請全職不同種族的助理 _____ 名 ⁸ ，主要負責以下工作： <input type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等 <input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作，每週 / 循環週 _____ 0 _____ 節 <input type="checkbox"/> 協助教師安排共融活動 <input type="checkbox"/> 其他（請說明）： _____	不同種族的助理薪金總計： _____ 元 ⁹
<input checked="" type="checkbox"/> 僱用專業服務以支援課後中文學習： <input checked="" type="checkbox"/> 舉辦課後中文學習班（請簡述服務內容）： 本課後中文學習班旨在提高學生中國語文讀、寫、聽、說能力，加強中文功課輔導，兼顧文化素養及生活應用，幫助他們更快地融入學校生活和學習。 <input type="checkbox"/> 舉辦校本銜接課程（請簡述內容）： _____	38,600 元 _____ 元
<input checked="" type="checkbox"/> 購買 / 發展教學資源（請簡述有關資源及其用途）： 資源 _____ 用途 _____ 開支（元） _____ 3個單元電子書 購買三個單元電子書（RainbowOne 網上學習平台），以助非華語學生於課堂學習中文課文之用（主要為中一、中四至中六級非華語中文抽離學習班）。RainbowOne 網上學習平台擁有增加課堂互動的功能（投票、比賽、討論、互評）等。	0 元

<input checked="" type="checkbox"/> 建立文化共融的學習環境：			
<input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）：			元
<input checked="" type="checkbox"/> 僱用專業服務（請簡述服務內容）：			10,394 元
認識本地文化參觀活動(渡輪遊/電影欣賞等)			
<input checked="" type="checkbox"/> 舉辦推廣共融校園 / 提高多元文化及宗教敏感度相關的活動			
5 項			35,630 元
（請提供各項活動的名稱、主要內容及實際開支）：			
活動名稱	內容	開支（元）	
1. 學術週問答比賽	設置與巴基斯坦 / 伊斯蘭習俗有關的問題，讓學生認識多元文化	0	
2. 多元文化攤位(校慶遊藝會)	讓本地學生了解 Henna 等多元文化，與非華語學生和家長互相交流。	24600	
3. 午飯時間共融工作坊	讓本地學生與非華語學生互相交流。	6700	
4. 共融文化體驗日	讓本地學生與非華語學生體驗多元文化。	0	
5. 共融文化表演	讓非華語學生向各持份者展現才藝，以及讓本地學生了解多元文化，讓本地學生與非華語學生互相交流。	4330	

項目	全年實際開支
<input type="checkbox"/> 其他相關開支 (請說明) :	元
全年實際總開支=	350,819.7 元(C)
2024/25學年的累積結餘 [(A)+(B)-(C)]=	533,054.3 元(D) ¹⁰
2024/25學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]=	60.31 %

¹⁰資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

- ☐ 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。本校累積高水平額外撥款餘額的原因及改善建議如下：[只適用於在本學年完結時，額外撥款的餘額累積至高水平（70%或以上）的學校]

原因：

改善建議：

17. 本校會將撥款的累積餘額(D) 533054.30 元(如適用)，於下學年繼續支援本校的非華語學生。（請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排）
18. 除第16項所述的開支外，本校 沒有 調撥其他資源支援非華語學生的中文學習及建構共融校園。若有，請簡述：

To: Chief School Development Officer

2024/2025 School Year
Annual Report on Measures related to Safeguarding National Security (SNS) and National Security Education (NSE)

School Name: ST. ROSE OF LIMA'S COLLEGE

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School Administration	Continue to coordinate the implementation of related measures among subject panels and functional teams. Through staff meetings, talks, school circulars and other channels, enable staff to keep up with the current policies and issues concerning the National Security Law, as well as relevant information disseminated by the Government.	Fully implemented The relevant measures across subject panels and functional teams were fully implemented. Regular staff meetings, discussions, school circulars, and other communication channels were utilized to keep staff members abreast of current policies and issues related to the National Security Law. Information disseminated by the Government regarding relevant updates was actively shared to enhance staff awareness and compliance with these regulations.	The consistent coordination of measures among subject panels and functional teams had facilitated a cohesive approach to implementing policies related to the National Security Law. By utilizing various communication channels, staff members were well-informed about the latest policies and issues regarding national security. This proactive dissemination of information had enabled staff to stay informed and aligned with government directives.
	Ensure the display of words, objects and/or books within the campus, and the library collection do not involve anything that endangers national security.	Fully implemented The protocols were in place to ensure the safe display of words, objects, and books in the campus and library without jeopardizing national security. Security checks, content reviews, and constant monitoring were enforced to uphold these measures. Staff members were trained to identify and address anything that is of national security concern effectively.	These measures had successfully enhanced security within the campus and library, preventing potential threats to national security. Through the pre-approval screening of displays and collections, any unauthorized or risky materials were immediately addressed. This proactive screening process not only safeguarded the educational environment but also fostered a culture of the awareness and safeguarding of national safety within the school community.
	Ensure that activities to be held under the name of the school do not involve acts and activities that endanger national security. Approval has to be obtained from the Principal before holding any activities (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or Parent-Teacher Association for students, activities engaging external instructors, etc.).	Fully implemented A protocol had been established to guarantee that all activities conducted under the school's name were devoid of any acts or activities that might pose any threat to national security. Prior approval from the Principal was mandatory before organizing any activities, including student events, extra-curricular activities, talks by external speakers, alumni or Parent-Teacher Association and activities engaging external instructors.	The implementation of the approval protocol had been served as a vital means to prevent any potential risks to national security in school-related activities. By implementing a protocol that required comprehensive assessment of all proposed activities, a thorough evaluation was carried out to ensure alignment with national security standards. This proactive measure had not only strengthened the security framework of the school but had also instilled a sense of responsibility and accountability among stakeholders.

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	Remind guest speakers, coaches, instructors etc. to comply with "Hong Kong National Security Law" and other laws.	Fully implemented Reminders had been put in place to ensure that all guest speakers, coaches, instructors, and other external personnel were reminded to adhere to the "Hong Kong National Security Law" and other relevant laws, which were effective. This systematic reminder process aimed at promoting awareness and compliance with legal requirements among individuals engaged in school-related activities.	The reminders had played a crucial role in emphasizing the importance of compliance with the "Hong Kong National Security Law" and other pertinent regulations among external personnel. By reinforcing legal obligations through reminders, guest speakers, coaches, and instructors were prompted to conduct themselves in accordance with the law, thus mitigating potential legal risks. Furthermore, the introduction of a comprehensive mechanism for declarations regarding the safeguarding of national security by all individuals interacting with the school would be reviewed to enhance compliance with the 'Hong Kong National Security Law' and associated regulations. This structured approach further ensured that external personnel, including guest speakers, coaches, and instructors, acknowledged their legal obligations and conducted themselves in alignment with the law, effectively reducing potential legal risks.
	Strengthen the crisis management mechanisms and formulate specific strategies and contingency measures to deal with acts and activities that involve elements endangering national security.	Fully implemented Efforts had been made to enhance the existing crisis management mechanisms within the school to address acts and activities that might pose a risk to national security. Specific strategies and contingency measures had been formulated to effectively handle situations involving elements that endangered national security.	The successful implementation of measures, including the enhancement of crisis management mechanisms and the formulation of specific strategies to address national security risks, had notably bolstered the school's readiness in managing such scenarios. Through the development of tailored contingency plans to counter potential threats, the school had effectively mitigated risks and managed crises. Notably, there was no reported irregularities concerning violations of legal regulations within the school.
	Organise flag-raising ceremonies and sing the National anthem once every week and on important occasions to enhance students' awareness on their national identity. Let students respect the national flag, national emblem and	Fully implemented Flag-raising ceremonies and the singing of the National anthem were organized once every week and on significant occasions to cultivate students' awareness of their national identity within the school. Through these ceremonies, students learnt to show respect for the	The organization of flag-raising ceremonies and the singing of the National anthem had proven to be effective in promoting students' awareness of their national identity and fostering respect for National symbols. By actively engaging in those activities, students developed a sense of pride and connection to

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Staff Management	National anthem.	<p>National flag, National emblem, and National anthem as symbols of our country.</p> <p>In addition, the establishment of the flag-raising team was in progress, which included joining the Hong Kong Army Cadets Association (香港青少年軍), recruiting members, and participating in relevant training. The official announcement of the establishment of the flag-raising team was planned for September 2025.</p>	<p>our country, enhancing their understanding of civic responsibilities and national unity.</p> <p>In the 2025-2026 academic year, the official announcement of the flag-raising team's establishment was planned for September 2025.</p>
	Adopt appropriate procedures and guidelines for the appointment of teaching and non-teaching staff to enhance the protection of students.	<p>Fully implemented</p> <p>Specific procedures and guidelines have been adopted for the appointment of teaching and non-teaching staff to prioritize the protection and well-being of students within the school. These measures aim to ensure thorough background checks, verification of qualifications, and adherence to child protection norms during the recruitment process.</p>	The implementation of appropriate procedures and guidelines for staff appointments has proven to be effective in enhancing student protection within the school. Continuous adherence to these guidelines is crucial to maintaining a secure learning environment and upholding the school's commitment to student welfare.
	Strengthen the school-based staff management and appraisal system to timely and duly follow up on matters relating to the job performance and conduct of school staff.	<p>Fully implemented</p> <p>The school had taken steps to enhance its staff management and appraisal system to ensure that matters concerning the job performance and conduct of school staff were promptly and effectively addressed. By strengthening this system, the school aimed to facilitate timely follow-up on performance-related issues, provide necessary support and feedback to staff members, and maintain high standards of professionalism within the school community.</p>	<p>There was a revised school-based staff appraisal comprises of three levels, including staff appraising, review of the appraisal by the assessor, and the overall review levels. This includes self-reflection on safeguarding national security in both teaching and non-teaching areas.</p> <p>The revised staff management and appraisal system, incorporating specific indicators for safeguarding national security, had further enhanced accountability and professionalism among school staff. Through regular reminders and a steadfast commitment to upholding the school's ethos in this domain, a culture of vigilance and adherence to security measures had been effectively maintained.</p>
	Convey to all staff the school's requirements and expectations in respect of their job performance and conduct.	<p>Fully implemented</p> <p>Clear requirements and expectations regarding job performance and conduct had been communicated to</p>	The school had set clear standards for staff conduct, fostering shared responsibility and accountability. Consistent reinforcement of these expectations was

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	Remind all school personnel to be law-abiding and shoulder the co-responsibility of creating a peaceful and orderly environment and atmosphere in school.	all staff members within the school. All school personnel had taken the responsibility to uphold a peaceful and orderly environment within the school.	crucial to maintain a culture of respect and compliance, ensuring a positive work environment for all staff to contribute to a safe and conducive atmosphere for learning and growth.
	Remind teachers of the need for upholding professional ethics at all times and the profound impact of their words and deeds on students.	Fully implemented Teachers had been reminded of the critical importance of upholding professional ethics consistently and the significant influence their words and actions had on students. The emphasis on the profound impact of teachers' behaviours on students served to reinforce the responsibility that educators had in shaping the learning environment and students' development.	Reminding teachers about the importance of professional ethics and their impact on students had effectively fostered a culture of integrity and positive role modeling within the school. Consistent reinforcement of these reminders was crucial to ensure that teachers maintained ethical conduct and continued to positively shape students' development.
	Ensure the job performance and conduct of non-teaching staff (including school social workers, educational psychologists, speech therapists, coaches, instructors of interest classes, etc.) comply with relevant requirements, including those for prevention of and stopping activities that are in breach of the Basic Law, the National Security Law and other laws.	Fully implemented Procedures were in place to ensure non-teaching staff's job performance and conduct complied with legal requirements, including those related to the Basic Law, the National Security Law and other laws.	Those measures had successfully promoted compliance and a secure environment, emphasizing the importance of upholding legal standards among non-teaching staff. Ongoing monitoring and reinforcement would be vital to maintain a culture of accountability and lawfulness within the school.
	Ensure the personnel employed in the form of purchased services (including designated personnel and off-campus tutors) meet the requirements of the school and are not involved in endangering national security.	Fully implemented Measures were in place to ensure that personnel hired through purchased services met the school requirements and did not pose threats to national security.	These measures had effectively protected the school environment and upheld national security standards. Continued vigilance in screening and monitoring external personnel was crucial for maintaining a safe and secure educational setting.
Staff Training	Raise staff awareness of national security and promote professional development through staff meetings and school-based training.	Fully implemented Staff awareness of national security was being raised and professional development was being promoted through staff meetings and school-based training.	These efforts had effectively enhanced staff preparedness and expertise, showcasing the school's commitment to continuous improvement and proactive national security initiatives. Continued focus on education and training was vital for maintaining a

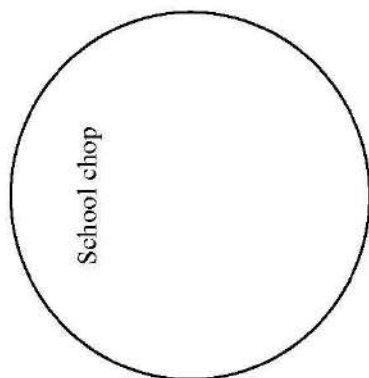
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Learning and Teaching	Encourage teachers to attend courses on national security education provided by the EDB.	<p>Fully implemented Teachers participated in national security education courses offered by the Education Bureau (EDB). This initiative aimed to equip educators with essential knowledge and skills related to national security, enabling them to fulfill their roles effectively within the educational setting.</p> <p>This year, there was a series of training sessions for staff on safeguarding national security. For instance, there were training days at the Fire Station to exchange management views with senior station officers about facing ever-changing challenges in management. Additionally, a retired assistant director of the Fire Station conducted a National Security Session during another SGM training day at our school.</p>	vigilant and knowledgeable staff, ensuring a secure educational environment.
	Invite teachers to share their experiences on the incorporation of national security education in the curricula, annual plans and schemes of work with other teachers.	<p>Fully implemented Teachers shared their experiences of integrating national security education into curricula with fellow teachers.</p>	This initiative had promoted collaboration and best practices among teachers, fostering a culture of shared learning and improvement. Continued sharing of insights would enhance the school's approach to national security education, creating a more informed and supportive teaching environment.
	Strengthen national security education and values education in the curriculum, annual plans and schemes of work. Review and enrich the curriculum contents to enhance students' awareness of national security according to their cognitive abilities. Enhance students' national identity and their understanding on the national security through the full implementation of national security education curriculum suggested by the EDB.	<p>Fully implemented A comprehensive review and enrichment of curriculum contents had been initiated. The integration of the curriculum proposed by the Education Bureau (EDB) was being rigorously implemented to strengthen students' national identity and foster a profound understanding of national security principles.</p>	The full-scale implementation of the national security education curriculum recommended by the EDB had significantly contributed to augmenting students' national identity and fostering a deeper understanding of national security concepts among students. Moving forward, continuous assessment and adaptation of these measures would be crucial to sustain and further enhance the effectiveness of national security education in the school.

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>Monitor and review the content and quality of classroom teaching and teaching resources, ensure that they are in line with the aims, goals and coverage prescribed by the Curriculum Development Council for different key learning stages and suit students' abilities and learning needs.</p>	<p>Fully implemented A monitoring and review mechanism had been implemented to assess the content and quality of classroom teaching as well as teaching resources. This system ensured that the instructional materials aligned with the objectives, goals, and coverage outlined by the Curriculum Development Council for various key learning stages.</p>	<p>The implementation of those measures enhanced students' engagement and comprehension. Regular feedback and evaluations had facilitated continuous improvement in teaching practices, leading to a more dynamic and responsive educational experience for learners.</p>
	<p>Archive the school-based learning and teaching materials related to Constitution, Basic Law and national security education centrally in a systematic way.</p>	<p>Fully implemented Departments collected and archived relevant school-based learning and teaching materials related to the Constitution, Basic Law, and national security education in a systematic manner.</p>	<p>Departments had successfully adhered to the central policy by collecting and archiving relevant school-based learning and teaching materials on the Constitution, Basic Law, and national security education systematically. This policy was implemented to ensure continued alignment and efficacy.</p>
	<p>Through a variety of life-wide learning activities (such as arranging students to visit local facilities, participating in Mainland exchange programmes and sister school programmes), enhance students' knowledge and awareness of national security, history and development of China, and their national identity.</p>	<p>Fully implemented Diverse life-wide learning activities had been strategically organized to broaden students' exposure to national security, the historical context, and development of China. For example, various exchange tours had been organised to enrich students' understanding the development of our motherland. The goal was to deepen students' understanding of national security, foster a sense of national identity, and cultivate an understanding of China's history and development. For instance, during the Rosian Night event, the Police Band was invited to perform at the school and also participate in performing the national anthem during our national flag-raising ceremony, symbolizing the significant importance of safeguarding national security.</p>	<p>The incorporation of diverse life-wide activities, including specialized exchange tours, enriches students' grasp of national security, historical context, and China's development. This strategy deepened knowledge and fostered national identity.</p>
	<p>Organise weekly flag-raising ceremony and hold flag-raising ceremonies on important occasions. Speeches under the</p>	<p>Fully implemented A structured routine of flag-raising ceremonies once every week and on important occasions, and monthly</p>	<p>The existing practice of flag-raising ceremonies once a week and during special events, and monthly Putonghua morning assemblies had effectively</p>

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	flag are given by the Principal, Vice-Principals and all teachers to enhance students' awareness on their national identity.	Putonghua morning assemblies had been implemented. The Principal, the Vice Principals and all teachers took turns to deliver speeches under the national flag. They integrated their subject areas with our motherland's development. The content of the speeches aligned with the suggestions on EDB's calendar on our country's festivals and events, fostering students' national identity.	nurtured students' national identity. Moving forward, encouraging teachers to provide relevant sources for their speeches will further enrich students' understanding of our motherland's development and history and enhance their educational experience.
Student Guidance, Discipline and Support	Provide guidelines for teachers to stop students' improper behaviours and follow-up measures to be taken.	Fully implemented Clear guidelines had been established to empower teachers in promptly addressing and curbing students' improper behaviours. These guidelines outlined proactive measures for teachers to intervene when faced with such instances and the necessary follow-up actions to be taken to address and rectify those behaviours effectively. These guidelines were effective as students did not have any of those behaviours.	Guidelines for teachers to address and manage students' improper behaviours had proven to be a crucial component in maintaining discipline and fostering a conducive learning environment. Moving forward, ongoing training and support for teachers in implementing these guidelines would be essential to ensure their continued effectiveness.
	Help students to identify their character strengths and enhance positive education to nurture students in understanding their civic duties as good citizens who observe rules and laws. Remind students of the school's expectations on their behaviours through Assemblies, Homeroom periods, programmes on values education and school notices/circulars.	Fully implemented Measures had been implemented towards assisting students in recognizing their character strengths and fostering positive education initiatives. The focus was on nurturing students to comprehend their civic responsibilities as exemplary citizens who upheld rules and laws. Various platforms such as Morning Assemblies, Homeroom periods, values education programmes, and school notices/circulars were utilized to remind students of the school's expectations regarding their behaviours.	The emphasis on helping students identify their character strengths and promoting positive education had yielded significant benefits in shaping responsible individuals with civic awareness within the school community. The use of diverse communication channels such as assemblies, homeroom periods, values education programmes and school notices had been instrumental in consistently reinforcing the school's behavioral expectations. Looking ahead, continued emphasis on character strengths identification and positive education would be key to sustain a culture of respect and responsibility within the school environment.
Home-school cooperation	Maintain close communication with parents to solicit their support, understanding and collaboration through school circulars/ Parents' Day/ activities held by Parent-Teacher Association, so	Fully implemented Parents were engaged to support and collaborate through various channels such as school circulars, Parents' Day events, and activities organized by the Parent-Teacher Association. The aim was to strengthen	The emphasis on maintaining open communication and collaboration with parents has proven to be instrumental in enhancing the educational experience and overall well-being of students. Looking forward, the continued promotion of home-school cooperation

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	as to promote home-school cooperation and collaboration for students' effective learning and healthy development.	the partnership between home and school, promoting collaborative efforts for the effective learning and holistic development of students.	and collaboration would be essential in sustaining positive outcomes for students. By nurturing a culture of partnership and mutual respect between teachers and parents, schools could create a nurturing environment that supported students' learning journey and empowered them to thrive academically, socially, and emotionally.
	Organise more home-school cooperation and parent education activities to enhance the cultivation of positive values and healthy lifestyles among students.	Fully implemented A proactive approach had been adopted to organize a variety of activities aiming at strengthening collaboration between home and school. These activities included home-school cooperation initiatives and parent education programmes designed to reinforce positive values and promote healthy lifestyles among students.	These activities served as valuable platforms for parents to actively participate in their children's upbringing and education, creating a cohesive partnership between home and school that positively influenced students' overall development. Looking ahead, the continuation of home-school cooperation and parent education activities would be essential in sustaining the positive impact on students' values and lifestyles. By fostering a culture of mutual support and understanding between home and school, teachers could empower students to embrace positive values and adopt healthy habits that would benefit them not only academically but also in their personal and social lives.
	Include the elements about Chinese culture in the activities and workshops organized by the PTA.	Fully implemented In an effort to enrich the cultural experiences of students and parents, the Parent-Teacher Association (PTA) had integrated elements of Chinese culture into the activities and workshops it organized. Those initiatives involved a range of immersive experiences, such as workshops on traditional Chinese handicrafts like Cloisonne Enamel Painting 景泰藍掐絲琺瑯畫 and visits to various heritage sites, which included the Sha Tau Kok Sino-Japanese Anti-Japanese War Fortress, the Ping Shan Tang Clan Heritage Museum, and the Ping Shan Heritage Trail 沙頭角中日抗戰時期碉堡 - 屏山鄧族文物館 - 屏山文物徑.	The incorporation of Chinese cultural elements into PTA activities and workshops had proven to be a transformative strategy in deepening participants' understanding and appreciation of Chinese heritage. By offering hands-on experiences such as traditional handicraft workshops and educational visits to historical sites, the PTA had successfully placed students and parents in the rich tapestry of Chinese culture, fostering a sense of pride and connection to their cultural roots. Those activities not only served as educational opportunities but also contributed to strengthening family bonds and promoting inter-generational learning. By engaging in activities that showcased the beauty and significance of Chinese culture, participants had the chance to explore their heritage in a meaningful way, fostering a sense of

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection cultural identity and belonging.



Signature of supervisor: _____

Name of supervisor: Mr. CHUNG HUNG FUNG

Date: _____

St. Rose of Lima's College
Programme Evaluation Report for Diversity Learning Grant
Other Programmes: Gifted Education for the 2024-2025 School Year

Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
English Podcasting Workshop	<ul style="list-style-type: none"> To enhance students' confidence and fluency in speaking English To encourage students to develop their own unique voice and style to express their ideas on different topics in English To cultivate students' digital literacy skills, including the use of audio editing software and online publishing platforms 	<ul style="list-style-type: none"> 14 students from Forms 4 to 5 nominated by the English and Literature in English Department with specific criteria 	<ul style="list-style-type: none"> Lessons: 25th June, 26th June, 3rd July, 9th July, 10th July, 15th July, 2025 (6 lessons; 2 hours each) Recording of Podcasts: 19th July, 2025 (4 hours) and 22nd July, 2025 (1 hour) 	<ul style="list-style-type: none"> Speaking / writing tasks for each lesson Podcast produced by each pair at the end of the workshop 	<ul style="list-style-type: none"> The activities designed by the tutor encouraged students to develop their own unique voice and style when discussing various topics. The integration of digital literacy components successfully cultivated students' skills in using audio editing software and online publishing platforms. Overall, the programme met its objectives by fostering both communicative competence and digital literacy. All participants were given the Certificates of Completion. 	\$33,600
School-based Pull-out Programmes	<ul style="list-style-type: none"> To developing Skills for Active Global Citizenship To identify and recommend gifted students in relevant programmes To have tailored education experiences that cater to the needs and interests of gifted students 	<ul style="list-style-type: none"> 5-20 students from Forms 1 to 5 nominated by the Chinese Language, English Language, Mathematics, Science, Social Science and Cultural Subjects Departments with specific criteria 	September 2025 – August 2026	One assignment (reading/ writing/ doing research/ mini project/ presentation/ competition) for each activity	<ul style="list-style-type: none"> A total of 303 students participated in the 15 programs offered by the 6 departments last year: English (2), Chinese (2), Mathematics (2), Science (2), Social Science (3), and Cultural Subjects (4). Students provided positive feedback during the post-activity discussions and interviews 	\$0 (The programmes were funded by another funding.)

Off-school Gifted Programmes for individual students	<ul style="list-style-type: none"> To developing Skills for Active Global Citizenship To identify and recommend gifted students in relevant programmes To have tailored education experiences that cater to the needs and interests of gifted students 	<ul style="list-style-type: none"> 10-12 students from Forms 4 to 5 nominated by the Academic Affairs and the relevant subject heads with specific criteria 	September 2025 – August 2026	Students completed the programmes and received the certificates of completion	<ul style="list-style-type: none"> Five Form 5 students and two Form 4 students completed 7 courses offered by the HKU Academy for the Talented. One Form 5 student and two Form 4 students completed 3 courses under the CUHK Program for the Gifted and Talented. One Form 4 student completed 1 course offered by the HKUST Centre for the Development of the Gifted and Talented. 	\$29,224
TOTAL						\$62,824

ST. ROSE OF LIMA'S COLLEGE
Annual Report on the Use of the Citizenship and Social Development Grant 2024-2025

Year	Subsidize Programme /Resources	Targets	Strategies	Objectives	Actual Expenditure
2024-2025	Developing or procuring relevant learning and teaching resources: Buying resources and equipment: Books, Magazines	All senior students and CSD teachers	Purchase teaching materials, magazines, online resources, books for teachers and students to enrich the understanding of CSD	<ul style="list-style-type: none"> To facilitate students' learning of the subject 	\$55,830.00
2024-2025	Organising activities: Programme – Local Study Tour	S4 S5	Arrange local cultural tour/ concert/ visit for students	<ul style="list-style-type: none"> Through visiting the heritages of Hong Kong, students appreciate their origin and sense of belonging to Hong Kong To enhance students' knowledge on Local, Chinese and world culture. To help students develop a broad knowledge base and foster their understanding of rule of law. 	\$14,730.00
2024-2025	Programme – Experiential learning and others	S4 S5	Join the competition or workshops related to rule of law, cultural heritage or citizenship.	<ul style="list-style-type: none"> Through visiting the heritages of Hong Kong, students appreciate their origin and sense of belonging to Hong Kong To enhance students' knowledge on Local, Chinese and world culture. To help students develop a broad knowledge base and foster their understanding of rule of law. 	\$6,416.92
2024-2025	Organising Mainland Study Tour	S4 S5	Arrange a Mainland Study Tours for the S4 and S5 students to facilitate them to complete a project required by the Syllabus Purchase teaching resources, transportation fee, gifts for good individual report	<ul style="list-style-type: none"> Through the Mainland study tour, students learn about the development of China in the recent decades and promote their sense of national identity towards their motherland 	\$5,240.00
TOTAL					\$82,216.92

St. Rose of Lima's College
One-off Grant on Parent Education
Annual Report 2024-2025

Items	Domain	Evaluation	Income (\$)	Expenditure (\$)
1. Parent Talk – 'Effective Communication with Your Daughters' 5/10/2024 當子女說你好煩-如何與青少年溝通	Strand 1: Understanding Child Development	26 parents attended the talk 96.1% Agreed it met the objectives	200,000	3,000
2. Parent Workshop on Preserved Flower Gift Box 17/2/2025	Strand 3: Supporting Parent's Physical and Psychological Well-being	15 parents attended the workshop 100% Agreed it met the objectives		5,000
3. Parent Talk – Internet Addiction 1/3/2025 當子女機不離手	Strand 2: Promoting Healthy and Balanced Child Development	35 parents attended the talk 93% Agreed it met the objectives		3,000
4. Parent Workshop on Emotional Management 10/5, 17/5, 24/5/2025	Strand 2: Promoting Healthy and Balanced Child Development	9 parents attended the workshops 80% Agreed it met the objectives		6,600
5. Parent Workshop on Preserved Flower Bouquet 28/7/2025	Strand 3: Supporting Parent's Physical and Psychological Well-being	12 parents attended the workshop 100% Agreed it met the objectives		4,940
6. Parent Workshop on Mindfulness 28/7/2025	Strand 3: Supporting Parent's Physical and Psychological Well-being	2 parents attended the workshop 100% Agreed it met the objectives		3,000
Total			200,000	25,540
Balance				174,460

Report on Use of One-off Grant for Mental Health at School 2024-2025

「校園・好精神一筆過津貼」運用報告

1. 本校已運用「校園・好精神一筆過津貼」作以下用途：

	範疇	實際開支金額（\$）
i.	舉辦與提升學生及教師精神健康相關之活動及計劃	53577.88
ii.	提供與提升學生及教師精神健康相關的支援服務	6500
iii.	設計及製作校本精神健康相關的教學資源	0
iv.	購買提升學生及教師精神健康所需的物品、家具及設備	0
v.	其他（請註明）： /	0
	總開支金額	60077.88
	津貼餘款	-77.88

2. 截至2025年8月31日為止，「校園・好精神一筆過津貼」

☒ 已全數用完。

☐ 尚有餘款，須退回教育局的款額 _____ 元。[資助、按位津貼及直資學校適用]

☐ 尚有餘款 _____ 元，將予以取消。[官立學校適用]

（請於適當空格內加上「✓」號）

「家長學生・好精神」筆過津貼」津貼運用報告

學校名稱：		聖靈書院
1. 本校／家教會已運用「家長學生・好精神」筆過津貼」作以下用途：		
	範疇	實際開支金額 (\$)
I.	舉辦與推廣學生及家長精神健康相關的親子或家長活動	18772
II.	推廣學生及家長精神健康的資訊、出版刊物或提供資源平台	1200
III.	提供與家長學習精神健康相關的知識及技巧的課程或培訓	0
IV.	其他（請註明）： Nil	0
總開支金額		19972
津貼餘款		28
2. 截至2025年8月31日為止，「家長學生・好精神」筆過津貼」		
<input type="radio"/> 已全數用完。		
<input checked="" type="radio"/> 尚有餘款，須退回教育局的款額 28 元。[資助及按位津貼學校適用]		
<input type="radio"/> 尚有餘款 元，將以抬頭寫上「香港特別行政區政府」的劃線支票歸還教育局家校合作及家長教育組。[官立及直資學校適用]		

聖羅撒書院
24-25「推廣中華文化體驗活動一筆過津貼」報告

	範疇	項目	2024-2025
1	舉辦有關中華文化的科本及跨科組學習／體驗活動或講		
		1. 舉辦中華文化日，讓學生體驗不同的中國文化體驗活動，例如：書法粵劇、飲食、遊戲等	HK\$47,212.80
		2. 茶藝隊培訓活動	HK\$35,000.00
2	舉辦或資助學生參加有關中華文化的本地或內地聯校活		
			HK\$0.00
3	舉辦或資助學生參加本地文		
			HK\$0.00
4	發展有關中華文化的課程		HK\$0.00
5	採購及發展中華文化學與教		HK\$0.00
6	資助學生及隨團教師前往內地，參加學習中華文化的交		
		1. 資助學生及隨團老師前往內地，參加學習中華文化的交流活動 〔資助先後次序：（1）姊妹學校交流團、（2）中國語文科、中國文學科、中國歷史科科組交流團、（3）其他科組交流團、	HK\$0.00
	其他（請註明）：		HK\$0.00
	支出		HK\$82,212.80
	餘額		HK\$217,787.20

聖羅撒書院
24-25「推廣自主語文學習（普通話）一筆過津貼」計劃及預算

	範疇	項目	2024-2025
1	採購和/或訂閱學習資源		
			HK\$0.00
2	聘請不屬編制內的普通話導師或非教學支援人員		
			HK\$0.00
3	購買學與教相關的服務		
		普通話日	HK\$37,500.00
4	其他（請註明）：		
			HK\$0.00
	支出		HK\$37,500.00
	餘額		HK\$162,500.00

St. Rose of Lima's College

**Report on the Use of the “One-off Grant
for Self-directed Learning (English Language)” (2024–2025)**

The English and Literature in English Department has used the one-off grant on promoting self-directed learning (English Language) in the following area:

	Area	Estimated Expenses	Actual Expenses
1.	<p>Subscribing to an online English learning platform</p> <p>Under the One-off Support Grant for Self-directed Learning (English Language), all Forms 1 to 5 students subscribed to the EB* platform to engage in the reading of a variety of texts and answer the questions. Students made an effort to attempt both the “Teachers’ Pick” and “Students’ Pick” sections, which facilitated their self-directed language learning. This initiative provided students with valuable opportunities to tailor their reading experiences according to their individual interests and needs, while reinforcing comprehension and independent learning strategies across the curriculum.</p>	\$18,000	\$18,250
	Unspent balance	\$181,750	

姊妹學校交流報告書
24 /25 學年

學校名稱：	聖羅撒書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	顧蓓鈺 老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	青島海諾學校訪港交流【2025 年 1 月 15 日】
2.	青島姊妹學校探訪及文化探索之旅【2025 年 4 月 12-16 日】
3.	與惠東縣惠東中學簽訂粵港姊妹學校計劃姊妹學校合作協議書【2024 年 11 月 21 日】
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
------------------	-----------	-----------	-----------	-----------

乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input checked="" type="checkbox"/>	其他(請註明): 家教會協助進行青島海諾學校訪港交流活動, 為活動準備部分膳食	K4	<input checked="" type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input checked="" type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	---	----------------------------------

監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 120,500
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ 4,846
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$ 0
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 6,618
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$1,107
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的 2%)	HK\$ 2,690
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的 1%)	HK\$ 0
N8	<input type="checkbox"/>	其他(請註明):	HK\$ 0
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 135,761
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>【如適用，請註明】</i> 來年希望能邀請到更多老師及家長參與交流活動
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>【如適用，請註明】</i> 今年的活動多以互訪為主，來年可根據課程安排，嘗試線上交流等多元化交流形式。也可按不同主題（例如：英語閱讀、體藝活動、愛國主義教育等）進行交流活動。
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>【如適用，請註明】</i>
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 <i>【如適用，請註明】</i> 今年津貼尚有剩餘款項，來年可資助更多學生參加姊妹學校的探訪活動。
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 <i>【如適用，請註明】</i> 內地交流承辦機構——華暢東方文化國際交流公司妥善安排師生在內地交流期間之食宿及參觀活動，領隊導游認真負責，師生均感到滿意。
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>120</u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>29</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>284</u> 人 (總人次)
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>20</u> 人 (總人次)
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>5</u> 人 (總人次)

<p>備註：</p> <p>2425 年度 姊妹學校津貼共 HKD \$ 165,439</p> <p>實際支出： HKD \$ 135,761</p> <p>撥入下年度繼續使用款項：HKD \$ 29,678</p>
