



Carmel Divine Grace Foundation Secondary School
迦密主恩中學

ANNUAL SCHOOL PLAN

2024-2025



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CARMEL DIVINE GRACE FOUNDATION SECONDARY SCHOOL

1. Mission Statement

It is our mission to provide holistic education based on the Bible, nurturing students in moral, intellect, physical, social, aesthetic and spiritual aspects, and realizing their potentials so that they can understand the Biblical truths and become respectable citizens to contribute to society and glorify God. We aim at cultivating our students with the qualities of a Carmel student: Compassion, Decisiveness, Gratefulness, Faithfulness, Self-discipline and Self-directedness.

2. School Goals

1. Provide quality education
Realise the potential of all students so that they can think independently, cope with changes and possess sound knowledge and skills.
2. Nurture the whole person
Bring students to know God with Biblical truths and personal testimonies; nurture their character in an all-round manner so that they may grow up healthily in body, mind and spirit.
3. Inculcate moral beliefs
Through moral and civic education, instil in students wholesome moral beliefs and self-discipline and help them become virtuous individuals.
4. Enhance learning capacity
With lively teaching methods, guide students to play an active role in their learning and become self-directed learners so that they will strive to the best of their abilities in every respect.
5. Develop language skills
Develop students' reading, writing, listening and speaking skills in Chinese and English so that they possess a good command of both languages and speak fluent Cantonese, Putonghua and English.
6. Foster inter-personal relationships
Develop students' sense of community so that they can interact sincerely with others, and help, accept and appreciate each other.

7. Provide extra-curricular activities
Discover students' potentials in sports, music, art and social interactions, and provide opportunities for their growth and development.
8. Participate in community affairs
Broaden students' horizons so that they understand and care for their country and community, contribute to society and lead fulfilling lives.
9. Stimulate creative powers
Foster students' creativity and help them see things from a variety of perspectives, thus inspiring and encouraging them to be innovative.
10. Fortify resilience
Guide students to face adversities with courage and perseverance, so that they do not give up easily and have the resilience to overcome challenges in life.

3. School Motto

Self-discipline through the understanding of the Word
Service to Mankind through faithfulness to the Lord

明道律己 忠主善群

Annual School Plan 2024-2025

Major Concern 1:

Maximising students' learning outcomes through quality learning and teaching

Briefly list the feedback and follow-up actions from the previous school year:

- The school's initiatives to enhance self-efficacy among students have yielded positive outcomes. Yet, to further foster students' learning confidence and active engagement, the school will sustain the efforts and leverage the emerging innovations in educational technologies and pedagogical practices.
- The school has made a concerted effort to integrate the top priority values and various aspects of national security education seamlessly into the school curriculum across different subject areas. To ensure students are consistently exposed to and reinforced with the priority values and national security awareness, the school will continuously review and refine its instructional content and curriculum based on the EDB's requirements.
- To support the ongoing professional development of teaching staff, the school has implemented a range of initiatives. The school will explore additional supportive measures to further cultivate professional exchanges and collaboration within/across the different subject panels to achieve the targets.

Targets	Strategies / Tasks	Class Levels/ Subjects	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • To boost students' self-efficacy in learning • To lay a more solid knowledge foundation among students and enhance their capability of applying knowledge and 	1.1 Promote active learning inside the classroom <ul style="list-style-type: none"> a. Review and enrich the factual content to be viewed and learned outside of class to re-purpose in-class time for more student-centred inquiry, application, and assessment activities b. Engage students through a diverse range of scaffolding and questioning techniques, while creating a more dynamic learning environment to foster deep learning and active student involvement c. Strengthen teachers' professional development on questioning techniques and providing feedback through professional exchanges and coaching d. Extend the use of online platforms, 	<ul style="list-style-type: none"> • S.1-S.6 • S.1-S.6 • All subjects • S.1-S.4 	<ul style="list-style-type: none"> • More than 70% of students agree that their self-efficacy in learning was enhanced • Students of different abilities are catered for • More than 70% of students agree that they are active in learning • Students are more able to apply their learning skills across the curriculum • More students of different abilities join 	<ul style="list-style-type: none"> • Teachers' observation • Minutes of all departments • Lesson observation and assignment inspection records • Students' assessment results • Students' survey result 	9/2024 - 7/2025	All teachers CDC SDC Panel Heads All teachers	

skills across the curriculum	mobile apps, and/or Generative AI technologies , to foster students' collaboration and classroom interaction		different activities and competitions	<ul style="list-style-type: none"> Parents' survey result Minutes of CDC Minutes of all PSHE departments The Scheme of Work of all departments Minutes of RaC Group 			
<ul style="list-style-type: none"> To cater for students of different abilities and learning needs by providing them with equitable access to different learning opportunities To develop students' Growth Mindset in learning 	<p>1.2 Enhance students' self-efficacy through extended learning outside the classroom</p> <ol style="list-style-type: none"> Furnish students of different abilities with a wider range of subject-related activities and competitions Organise study tours and other immersion activities to raise students' interest in learning traditional Chinese culture Optimise Life-wide Learning Day to enrich and extend students' learning and integrative use of generic skills through cross-curricular studies Optimise CDG Learning Fair by enhancing cross-curricular collaboration to provide opportunities for students of different abilities to showcase their learning outcomes 	<ul style="list-style-type: none"> S.1-S.6 	<ul style="list-style-type: none"> More than 70% of students think Life-wide Learning Day can give them more learning experiences More than 70% of students think individual conferences can help improve their learning Students' exposure and interest are boosted through co-curricular activities Students' generic skills are developed through the refined curriculums 		9/2024 - 7/2025	All teachers	<p>Life-wide Learning Grant</p> <p>One-off Grant for Promotion of Chinese Culture Immersion Activities</p>
	<p>1.3 Provide more diversified learning opportunities to cater for students' diverse learning needs and multiple intelligences</p> <ol style="list-style-type: none"> Design lessons with differential instructions and activities to cater for the diverse learning needs Develop different levels of difficulty and new forms of assignments that promote knowledge application and retention outside the classroom Conduct individual conferences extensively to help students identify their learning needs and encourage them to improve by providing 	<ul style="list-style-type: none"> S.1-S.6 S.1-S.6 S.4-S.6 	<ul style="list-style-type: none"> Students can connect their experiences to their learning and everyday lives Students are more aware of the twelve priority values More students develop Growth Mindset 		9/2024 - 7/2025	CDC	

	<p>individual feedback</p> <p>d. Integrate the student talent bank into the newly developed school portal to facilitate holistic planning of school-based gifted education</p>							
	<p>1.4 Refine the junior form PSHE curriculums to enable more cross-subject collaboration</p> <p>a. Integrate the HEP and SST curriculums to implement the new Citizenship, Economics and Society curriculum in S.1</p> <p>b. Organise at least one co-curricular activity</p> <p>c. Promote cross-curricular project learning in S.2 to foster the development of common generic skills essential for the learning of PSHE subjects</p> <p>d. Strengthen professional exchange among PSHE subjects through peer observation and sharing of good practices in KLA meetings</p>	<p>● S.1-S.3</p>				<p>9/2024 - 7/2025</p>	<p>All PSHE teachers</p> <p>PSHE KLA Coordinator</p>	
	<p>1.5 Connect students' learning experiences through the promotion of reading</p> <p>a. Integrate subject-related reading materials into lessons and classroom activities such as</p> <ul style="list-style-type: none">- reading news or magazine articles and/or books during lesson activities, which helps them connect to and expand upon subject knowledge- allocating class time for students to browse and select materials	<p>● S.1-S.6</p>				<p>9/2024 - 7/2025</p>	<p>RMC Library</p> <p>All teachers</p>	<p>QEF Dedicated Funding</p>

	<p>from the school library, arousing their interest and enriching their knowledge</p> <ul style="list-style-type: none"> - offering bonus marks or other incentives to students who read and report on additional materials to motivate further independent study <p>b. Renovate the school library and strengthen its role as a learning common to enhance students' reading and learning experience</p> <p>c. Strengthen the awareness and application of information literacy among students through the school library in collaboration with different subject departments</p> <p>d. Assign students extended reading tasks related to subject content</p>						
	<p>1.6 Strengthen Values Education in the school curriculum</p> <p>a. Enhance the integration of the twelve priority values and attitudes of values education across all curriculums</p> <p>b. Incorporate “courtesy” into subject curriculums and learning activities</p>	<p>● S.1-S.6</p>			9/2024 - 7/2025	All teachers	

Promoting a flourishing school environment and enhancing students' sense of accomplishment through positive education

- Through training and mass programmes, teachers and students have already developed some basic skills related to positive accomplishment. To further enhance these skills, “Hope Theory” will be introduced for teachers and students to facilitate students to achieve their goals successfully.
- More platforms, programmes, training courses and diversified ECAs have been provided for students to showcase their talents and strengthen their leadership skills. To further enhance students’ sense of accomplishment, three new clubs/teams will be initiated by talented students to organise activities for students.
- In response to the results of surveys, even though it shows that the School has done well in weaving a safety net for students and that students feel happy and have a strong sense of belonging to the School, more mental health programmes / services will be provided for students, parents and teachers.
- The School will continue to implement the various values education programmes, especially those to strengthen national identity and respect for others (courtesy) according to the feedback from the evaluation and recommendation from the EDB.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<ul style="list-style-type: none"> To enhance students' sense of accomplishment through striving for and achieving meaningful outcomes To enhance students' self confidence 	2.1 Positive Accomplishments 2.1.1 Empower teachers to enhance students' sense of accomplishment a. Enrich staff's skills and knowledge related to positive accomplishment in staff meetings. 2.1.2 Develop students' Growth Mindset and goal-setting skills a. Help students to develop these skills through morning assemblies, theme-based assemblies and class teacher periods 2.1.3 Provide a diversified, safe and empowering learning environment a. Provide diversified OLE activities to enhance students' engagement and cater for multiple intelligences of students such as forming new clubs / teams initiated by talented students b. Provide various leadership training programmes for junior form students to enhance their leadership qualities	<ul style="list-style-type: none"> More than 70% of students find that their sense of accomplishment is enhanced More than 70% of students find that their self-confidence is enhanced More than 60% of students agreed the target-related items in SHS and APASO Teachers in general agree that the students' sense of 	<ul style="list-style-type: none"> Students' surveys Students' reflections recorded in the Growth Journal Evaluation report of "Be a Better Me" challenge Teachers' observation Evaluation of related programmes 	9/2024 - 7/2025	ADC & SDC NCC & SFC EAC & SFC SFC	Resource Bank on positive education

	<p>c. Provide platforms such as Day 4 assemblies and morning assemblies for students to showcase their talents and celebrate their success</p> <p>d. Organise tailor-made adventure programmes for needy students to enhance their sense of accomplishment and self-confidence</p> <p>2.1.4 Encourage and enable students to achieve their personal goals</p> <p>a. Provide adequate space for class teachers to guide students to plan, work out and achieve their form-specific goals set in the Growth Journal by applying the “Hope Theory”.</p> <p>a. Implement the optimised “Be a Better Me” challenge, where students’ proposed plans will be subsidised to assist them in achieving higher personal goals</p>	<p>accomplishment is enhanced</p> <ul style="list-style-type: none"> Teachers in general agree that the students’ self confidence is enhanced 	<ul style="list-style-type: none"> Committee reports APASO Stakeholder survey (SHS) 		<p>SFC & All teachers</p> <p>DMC, GUC & SSWs</p> <p>CMD & Class teachers</p> <p>CDC & SFC</p>	
<ul style="list-style-type: none"> To cultivate a flourishing school community 	<p>2.2 Flourishing School Community</p> <p>2.2.1 Promote Strength-based Education by developing students’ strengths such as Character Strengths</p> <p>a. Enable S1 students to identify their Character Strengths through the VIA Character Strength Survey</p> <p>b. Recognise students’ strengths so as to enhance their self-confidence through individual conference in class teacher period and parents’ meeting in parents day</p> <p>c. Organise Integrated Education activities for students to learn about one another’s strengths and appreciate individual differences</p> <p>2.2.2 Enhance students’ Positive Emotion to allow them to cope with pressure more effectively and preserve their mental health</p>	<ul style="list-style-type: none"> More than 70% of the students find that their positive emotions are enhanced More than 60 % of students agreed the target-related items in SHS and APASO Teachers in general agree that the school community is more flourishing 	<ul style="list-style-type: none"> Students’ surveys Teachers’ observation Evaluation of related programmes and lessons Committee reports APASO Stakeholder survey (SHS) 	9/2023 - 7/2024	<p>CMD & S1 Class teachers</p> <p>CMD & Class teachers</p> <p>SEN Group</p>	Resource Bank on positive education

	<p>a. Infuse gratefulness and savouring into daily school routines (e.g. sharing / prayers in class teacher periods, reflection in the Growth Journal), rituals (e.g. Friday Prayers) and morning assemblies</p> <p>b. Arrange stress management workshops for senior form students in BIK lessons and provide follow-up support to students with higher risk factors</p> <p>c. Conduct various mental health promotion activities or programmes for students (e.g. organising “Mental Health Day” and providing emotional health intervention group services)</p> <p>d. Organise activities related to enhancing mental health of teachers on staff development days</p> <p>e. Enhance the mental health of students and parents through organising parent-child activities and parents’ talks or workshops</p> <p>f. Furnish the school environment with facilities and equipment to enhance the mental health of students and teachers</p> <p>2.2.3 Enhance students’ self-compassion through various class activities organised in class teacher periods.</p> <p>2.2.4 Implement values education programmes focusing on two selected values, National Identity and Respect for Others</p> <p>2.2.5 Cultivate “courtesy” among students through school-based learning activities along with the government’s launch of the Hospitality Campaign.</p>				<p>All Teachers</p> <p>BIK & GUC</p> <p>GUC</p> <p>SDC</p> <p>PAC & SEN group</p> <p>SAC & RMC</p> <p>CMD & Class teachers</p> <p>NCC & DMC</p> <p>DMC, NCC & CMD</p>	<p>One-off Grant for Mental Health at School</p> <p>One-off Grant for Mental Health of Parents and Students</p>
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Plan on Use of Government Grants in 2024/25 School Year

Capacity Enhancement Grant and Teacher Relief Grant (2024/25)

Task Area	Major Area(s) Of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum Development	(a) To create room for teachers to improve the school-based curricula	To employ office assistants to invigilate uniform tests and exams	- Teachers to be given more time to evaluate and improve the school-based curricula	Oct 24 - Jun 25	Salaries: \$20,000	- School-based curricula are improved	- Minutes of meetings	Subject Dept. Heads
	(b) To cater for student diversity through split-class, remedial teaching as well as individualized support	To employ one full-time teacher, two part-time teachers, two programmers, two associate teachers and two teaching assistants	- Students to be given more care and support in their learning	Sep 24 – Aug 25	Salaries: \$2,164,552 (MPF included)	- Students are aware of their strengths and weaknesses and make improvement.	- Students' performance in exams and assignments	Subject Dept. Heads
Enhancing Students' Language Proficiency	(a) To help the weakest students to build a solid foundation in English	To employ three tutors to conduct intensive, small-group tutorial courses	- The weakest students have a solid foundation in English	Nov 24 - June 25	Subsidies: \$48,000	- The weakest students build up a good foundation in English	- Performance appraisal of tutors - Students' performance in exams	English Dept. Head
	(b) To cater for students' diverse abilities in English writing	To employ five tutors to assist in enrichment and remedial courses on English writing	- Students to be given more chances to write and get feedback from tutors	Oct 24 – June 25	Salaries: \$12,000	- Students' writing ability is enhanced	- Students' performance in writing exams	English Dept. Head
	(c) To help less able students to boost their Chinese standard	To employ tutors to conduct remedial classes	- Less able students are helped to improve	Oct 24 – Aug 25	Salaries: \$46,000	- Students' performance is improved	- Performance appraisal of tutors - Evaluation of students' performance	Chinese Dept. Head
	(d) To boost students English speaking skills	To employ tutors to conduct speaking practice sessions with students	- Students' speaking skills are enhanced	Mar 25 – Apr 25	Salaries: \$6,000	- Students' speaking exam performance is improved	- Performance appraisal of tutors - Evaluation of students'	English Dept. Head

							performance	
Coping with the Diverse Needs of Students	(a) To help less able students to catch up with their learning in non-language subjects	To employ tutors to conduct remedial classes	- Students to be given extra support to catch up with the standard	Sep 23– Aug 24	Salaries: \$66,050	- Students' exam performance is improved	- Performance appraisal of tutors - Analyses of exam results	Dept. Heads Of Chemistry, Computer Studies, Economics & BAFS, Geography, History, Mathematics and Physics
	(b) To help S.3 students to prepare for senior form Mathematics (extended module) studies	To employ tutors to conduct relevant courses	- Students to be given guidance in preparing for senior form studies in Mathematics	Jul 25 – Aug 25	Salaries: \$4,800	- Students find it easy to pick up the Mathematics (extended module)	- Performance appraisal of tutors	Mathematics Dept. Head
	(c) To provide support for students to cope with HKDSE	To employ tutors to supervise students in self-study room	- Students can study quietly with supervision and assistance.	Oct 24 - May 25	Salaries: \$20,000	- A good self-study environment is provided for students	- Teachers' observation - Attendance record	Curriculum Development Committee
	(d) To provide learning support for students with learning difficulties	To employ tutors to organise study class during holidays and exam periods	- Students can prepare better for exams through the support of the tutors	Sep 24 – Jun 25	Salaries: \$20,000	- Students with learning difficulties get better exam results	- Attendance record - Analyses of exam results	Curriculum Development Committee
	(e) To conduct workshops for students to improve their self-efficacy and confidence	To employ one tutor to organise sand animation workshops	- Students can improve their self-efficacy and confidence through the workshops	Oct 24 – May 25	Salaries: \$20,000	- Students' self-efficacy improve	- Attendance record - Students' feedback - Tutor's comments	Special Educational Needs Coordinator
					Total: \$2,427,402			

Diversity Learning Grant - Gifted Education Programmes for Senior Form Students (2024-2025)

Name of Programme	Objective(s)	Targets (no. of students/level/ selection method)	Duration / Start Date	Deliverables	Evaluation of Student Learning / Success Indicators	Teacher i/c	Budget
Biology Gifted Programmes	To subsidise students to participated in gifted programmes organised by tertiary institutions	Five S.4 and five S.5 students, nominated by teachers	9/2024 – 8/2025	Worksheets and hands-on experience	Students' scientific thinking and practical skills are enhanced, as reflected in their performance in the programmes	Biology Panel Head	\$4,000
Chemistry Competitions	To subsidise students to participate in Chemistry competitions organised by tertiary institutions and other organisations	Sixty S.4 to S.6 students nominated by teachers	9/2024 – 8/2025	Students' interest and confidence in Chemistry are enhanced through competitions	Students' results in competitions	Chemistry Panel Head	\$6,000
Chemistry Gifted Programmes	To subsidise students to participate in gifted programmes organised by tertiary institutions	Four gifted students, nominated by teachers	9/2024 – 8/2025	Students' Chemistry talents are stretched	Feedback on students' performance from institutions	Chemistry Panel Head	\$6,000
Computer Gifted Programmes	To train students in computer programming and subsidise them to participate in Hong Kong Olympiad in Informatics	Five S.4 and five S.5 students nominated by teachers	9/2024 – 7/2025	Training materials and students' programming skills enhanced	Students' problem-solving skills are enhanced.	Computer Studies Head	\$5,000
English Elite Programmes	To subsidise students to participate in gifted education programmes	Ten best performing S.4 students, based on examination performance and teachers' recommendation	9/2024 - 8/2025	Students will receive intensive training in one of the four skills, use English in authentic scenarios and get to know other elite students in the territory / from overseas and can learn from one another.	Students' English proficiency and confidence in using English are enhanced.	English Panel Head	\$25,000
Geography Gifted Programmes	To subsidise students to participate in gifted education programmes in Geography	Four senior form students, nominated by teachers	9/2024 – 8/2025	Students' knowledge of Geography is enhanced.	Feedback from students and their Geography knowledge enhanced	Geography Convenor	\$2,000

Geography Field Studies Programme	To broaden students' horizons through real-life experiences	S.4 and S.5 students studying Geography	10/2024 – 7/2025	Students' knowledge of Geography is enhanced.	Feedback from students and their interest in Geography enhanced	Geography Convenor	\$12,000
HKFYP – Leaders Foundation Programme – Summer School for Young Diplomats	To enhance students' understanding of diplomatic affairs, develop an international perspective, and deepen their knowledge of the country's history and current state of affairs	Two S.4 nominated by teachers	7/2024	Students' knowledge of diplomatic affairs is enhanced	Students' understanding of diplomatic affairs and critical thinking skills are developed and their horizons are widened.	Citizenship and Social Development Panel Head	\$5,000
HKFYP - “Hong Kong 200” Leadership Project	To provide a comprehensive, professional and forward-looking leadership training experience for students to meet future challenges	Five S.4 and S.5 students, nominated by teachers	50-60 hours, 5-10/2025	Students present their projects at the end of the programme	Students are enhanced in leadership skills and readiness to promote social progress.	Citizenship and Social Development Panel Head	\$6,000
Mathematics Olympiad Training Course	To broaden students' mathematical knowledge, and strengthen their problem solving and logical thinking skills	Ten S.4 and ten S.5 students, nominated by teachers	24 1.25-hour sessions, 10/2024 – 5/2025	One set of notes and problems for each session	Students' mathematical knowledge and skills are enhanced, as reflected in their HKMO and IMO Preliminary Selection Contest	Teacher Adviser of Math Olympiad Team	\$21,000
Mathematics gifted programmes	To subsidise students to participate in gifted programmes organised by tertiary institutions	Two gifted students, nominated by teachers	10/2024 – 8/2025	Students' mathematical talents are stretched	Feedback on students' performance from institutions	Math Panel Head	\$8,000
Mathematics competitions	To subsidise students to participate in Mathematics competitions organised by tertiary institutions	Forty S.5 students, nominated by teachers	10/2024– 8/2025	Students' interests and confidence in Mathematics are enhanced	Students' results in competitions	Math Panel Head	\$6,000
Cantonese Opera Workshop	To promote Chinese music culture and develop students' singing skills in Cantonese opera	S.5 students	10/2024- 7/2025	One set of notes and sheet music	Students' singing skills are enhanced, as reflected in their performance	Music Teacher	\$3,000
Physics Olympiad Training Course	To nurture students' interest and talents in Physics and prepare them to challenge themselves in Hong Kong Physics Olympiad	Ten S.4 students, nominated by teachers	10/2024 – 8/2025	One set of Physics problems for each session	Students' problem solving skills are enhanced as reflected in their performance in Hong Kong Physics Olympiad	Physics Panel Head	\$26,250
Physics gifted programmes	To subsidise students to participate in gifted programmes organised by tertiary institutions	Two S.4-S.5 students, nominated by teachers	10/2024 – 8/2025	Students are inspired to learn beyond their levels	Feedback on students' performance from institutions	Physics Panel Head	\$5,000

Total: **\$140,250**

Plan on the Use of the Life-wide Learning Grant
2024/2025 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	English Language Activities - English Speaking Activity Days - English Ambassadors Camp - CDG Reporters - Public Speaking Contest - English Assemblies	Sep 2024 - Aug 2025	S1-S6	711	\$56,400.00	\$79.32	To boost students' interest and confidence in using English and sharpen their creativity and problem-solving skills	English Language	Teachers' Observation and Students' Performance	✓	✓	✓		✓	ENG
2	Geography Activities - S1 Visit to Local Farms - Junior Forms Outings	Oct 2024 - Jul 2025	S1-S3	160	\$11,500.00	\$71.88	To arouse students' interest and consolidate their knowledge in Geography	Geography	Teachers' Observation and Students' Performance	✓					GEO
3	History Activities - Field Trips	Dec 2024 - Jul 2025	S3-S5	150	\$5,000.00	\$33.33	To arouse students' interest and consolidate their knowledge in History	History	Teachers' Observation and Students' Performance	✓					HST
4	Home Economics Activities - Cookery Class and Make & Taste Workshop - Bake for Fun - Visit and Cooking Workshop	Nov 2024 - Apr 2025	S1-S5	60	\$19,000.00	\$316.67	To arouse students' interest in bakery, fashion design and cookery	Arts (Others)	Teachers' Observation and Students' Performance	✓		✓	✓	✓	HEC
5	Citizen and Social Development Activities - Visit to IFEC FinEd Hub in the Mills - Visit to ICH Domain in Hong Kong Intangible Cultural Heritage Centre - Visit to Hong Kong International Airport	Feb 2025 - Mar 2025	S1-S3	380	\$18,000.00	\$47.37	To help students understandmore about economic development and international trade in Hong Kong	Citizenship and Social Development	Teachers' Observation and Students' Performance	✓					CSD
6	Mathematics Activities - Mathematics Olympiad - King of Maths - Maths Arena	Oct 2024 - Jul 2025	S1-S6	711	\$30,700.00	\$43.18	To stretch students' potential and arouse their interest in Mathematics	Mathematics	Teachers' Observation and Students' Performance and Feedback	✓					MTH
7	Music Day	May 2024	S1-S5	601	\$15,000.00	\$24.96	To arouse students' interest in music and enhance their confidence	Arts (Music)	Programme Evaluation and Students' Feedback			✓			MUS
8	Physical Education - Sports Days - Swimming Gala	Oct 2024 - May 2025	S1-S6	711	\$25,600.00	\$36.01	To arouse students' interest in sports and provide them with chances to showcase their sports talents	Physical Education	Programme Evaluation and Students' Feedback			✓			PED
9	Physics - Physics Olympiad	Jul 2025 - Aug 2025	S3	20	\$10,500.00	\$525.00	To stretch students' potential and arouse their interest in Physics	Science	Teachers' Observation and Students' Performance and Feedback	✓					PHY

10	<u>Visual Arts Activities</u> - Astrophotography Workshop - Ceramics Workshop - Fashion Design Workshop	Oct 2024 - Aug 2025	S1-S5	31	\$33,280.00	\$1,073.55	To arouse students' interest in Visual Arts	Arts (Visual Arts)	Teacher's Observation and Students' Reflection			✓			VIA
11	<u>School-based Life-wide Learning Day</u> - Thematic Activities and Visits	Mar 2025	S1-S5	601	\$130,000.00	\$216.31	To expose students to different learning experiences through visits	Cross-Disciplinary (Others)	Teacher's Observation and Students' Reflection	✓	✓	✓		✓	CDC
12	Be a Better Me Challenge	Sep 2024 - Jul 2025	S1-S5	25	\$20,000.00	\$800.00	To allow students to showcase their talents	Cross-Disciplinary (Others)	Teacher's Observation and Students' Reflection	✓	✓	✓			SFC
13	Leadership Programme for Junior Form Students	Sep 2024 - Jul 2025	S1-S3	50	\$30,000.00	\$600.00	To develop junior form students to be leaders with necessary skills	Cross-Disciplinary (Others)	Teacher's Observation and Students' Reflection	✓	✓		✓		SFC
14	S4 Booster Programme	Sep 2024 - Jun 2025	S4	23	\$45,000.00	\$1,956.52	To boost students' confidence and motivation in embracing challenges in studies and school life	Cross-Disciplinary (Others)	Teacher's Observation and Students' Reflection	✓	✓				CDC
15	Visits to Local Universities	Sep 2024 - Aug 2025	S3-S5	350	\$8,000.00	\$22.86	To enable students to know more about different university programmes and have a taste of university life	Others, please specify: Careers-related	Teacher's Observation and Students' Reflection					✓	CDC
16	S1-S3 Gifted Programmes	Sep 2024 - Aug 2025	S1-S3	10	\$8,000.00	\$800.00	To stretch gifted students' potential	Others, please specify: Gifted Education	Students' Reflection	✓		✓			CDC
17	Coaches and Tutors for Extra-curricular Activities	Sep 2024 - Aug 2025	S1-S6	711	\$285,500.00	\$401.55	To ignite students' talents and promote personal development	Others, please specify: OLE	Students' Attendance, Performance in Activities / Competitions, and Feedback from Coaches and Instructors	✓		✓			EAC
18	<u>Guidance Activities</u> - S1-S3 Health Education Programme - S1 Fun Fun Camp - S2 'Our Own Fish' - S3 'Our Own Crops' - 'Into the Wild' Camp - Talent Show - Big Brother and Sister Training	Sep 2024 - Aug 2025	S1-S5	601	\$72,200.00	\$120.13	To provide students with healthy activities to foster their positive emotions and support their growth and development	Leadership Training	Students' Survey and Teachers' Observation	✓	✓	✓			GUC
19	<u>Religious Affairs Activities</u> - Summer Camp - Graduation Camp - CDG Running Friends - Fellowship Training Camp	Sep 2024 - Aug 2025	S1-S6	711	\$64,000.00	\$90.01	To nurture students' positive values and attitudes and spiritual development based on the Bible	Values Education	Students' Survey and Teachers' Observation		✓				RAC
20	<u>Discipline and Moral Activities</u> - HKFYG Training for Prefects - Summer Prefect Training - S2 Adventure Training Camp	Sep 2024 - Aug 2025	S1-S4	377	\$50,500.00	\$133.95	To bolster students' resilience, self-discipline and teamwork	Moral, Civic and National Education	Students' Feedback and Teachers' Observation		✓				DMC
21	<u>National and Civic Education Activities</u> - School-based Activities - Assemblies - Community Service	Sep 2024 - Aug 2025	S1-S6	711	\$16,000.00	\$22.50	To develop students' civic-mindedness	Moral, Civic and National Education	Teachers' Observation and Students' Reflection		✓				NCC
22	<u>Careers and Further Studies Activities</u> - S3 Growth Camp - Careers Talks - S3 Subject Selection Talks - Preparation Programmes for Future Careers	Sep 2024 - Aug 2025	S1-S6	711	\$46,200.00	\$64.98	To foster students' self-understanding, goal setting, personal planning and articulation to further studies and career pathways	Others, please specify: Careers-related	Students' Survey and Teachers' Observation		✓			✓	CFC

23	<u>STEAM-related Activities</u> - STEAM Day - S3 Cross-curricular Project - S1-S2 STEAM Enrichment Projects - Pullout Programmes	Sep 2024 - Aug 2025	S1-S5	601	\$65,000.00	\$108.15	To arouse students' interest and stretch their potential in STEM	Cross-Disciplinary (STEM)	Students' Feedback and Teachers' Observation	✓					STEAM Group
24	<u>Class Management Activities</u> - S1-S2 Growth Journal Activity - S1-S5 Board Design Competition - S1-S6 Capture Our LOVE Competition	Sep 2024 - Aug 2025	S1-S6	711	\$9,400.00	\$13.22	To boost students' confidence and foster their sense of belonging to school	Cross-Disciplinary (Others)	Students' Feedback and Teachers' Observation		✓	✓			Class Management Director
Sub-total of Item 1.1				9,728	\$1,074,780.00										
1.2	<u>Non-Local Activities:</u> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Study Tours	Sep 2024 - Aug 2025	S1-S5	40	\$54,000.00	\$1,350.00	To widen students' horizons and let them learn about other cultures	Cross-Disciplinary (Others)	Students' Reflection and Teachers' Observation	✓	✓				NCC
2	International Exchange and Competitions	Sep 2024 - Aug 2025	S1-S6	20	\$45,000.00	\$2,250.00	To subsidise gifted students to participate in international exchanges and competitions to stretch their potential	Gifted Education	Students' Performance and their Reflection	✓					NCC
Sub-total of Item 1.2				60	\$99,000.00										
Total for Category 1				9,788	\$1,173,780.00										

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

No.	Item	Purpose	Estimated Expenses (\$)
1	Equipment for School-based Extra-curricular Activities	Extra-curricular Activities	\$284,640.00
Estimated Expenses for Category 2			\$284,640.00
Estimated Expenses for Categories 1 & 2			\$1,458,420.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	711
Estimated number of student beneficiaries:	711
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Wong Wing Lok (Mr)
Post of Contact Person for LWL:	Vice Principal

Plan on the Use of the Promotion of Reading Grant 2024-25 School Year

The major objectives for Promotion of Reading:

1. To cultivate a reading atmosphere at school
2. To read to learn through Reading across the Curriculum
3. To promote reading and information literacy

Budget:

	Item	Estimated Expenses (\$)
1.	Purchase of Books	
	<ul style="list-style-type: none"> • Printed books <ol style="list-style-type: none"> 1) Books for subjects 2) Magazines 	\$29,000 \$2,500
	<ul style="list-style-type: none"> • e-Books 	\$25,000
2.	Reading Activities	
	<ul style="list-style-type: none"> • Hiring writers, professional storytellers, etc. to conduct talks 	\$6,000
	<ul style="list-style-type: none"> • Organising school-based reading activities 	\$7,000
TOTAL:		\$69,500

School-based After-school Learning and Support Programmes 2024/25

School-based Grant - Programme Plan

Name of School: Carmel Divine Grace Foundation Secondary School

Staff-in-charge: Wong Wing Lok

Contact Telephone No. : 2701 0908

I) The estimated number of students (count by heads) benefitted under this Programme is 120 (including A. 10 CSSA recipients, B. 75 SFAS full-grant recipients and C. 35 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
1. Chinese, English and Mathematics tutorial services for low achievers in S1 to S6	➤ To strengthen students' foundation in Chinese, English and Mathematics	➤ Students show improvement in academic results ➤ Individual attendance rate exceeds 70%	➤ Tutors' performance appraisal ➤ Attendance records	Oct 24 – Aug 25	5	10	5	5,000	
2. Remedial / enrichment / examination preparation classes for S1 to S6	➤ To help students enhance their learning effectiveness ➤ To help students enhance their academic	➤ Students show improvement in academic results ➤ Individual attendance rate exceeds 70%	➤ Tutors' performance appraisal ➤ Attendance records	Oct 24 – Aug 25	5	10	5	5,000	

3. Activities of different clubs / teams / subjects across all levels	<ul style="list-style-type: none"> ➤ To develop students' talents in different fields 	<ul style="list-style-type: none"> ➤ Individual attendance rate exceeds 70% ➤ Students show improvement in skills 	<ul style="list-style-type: none"> ➤ Attendance records ➤ Coaches' feedback 	Oct 24 – Aug 25	5	10	5	8,000	
4. Leadership training programmes for student leaders of different committees	<ul style="list-style-type: none"> ➤ To develop students' leadership skills and self-confidence ➤ To cultivate good team spirit among students ➤ To equip students with specific skills for different posts 	<ul style="list-style-type: none"> ➤ Students display cooperativeness and togetherness ➤ Students respond that they learn skills taught ➤ Individual attendance rate exceeds 70% 	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Instructors' feedback ➤ Teachers' observation ➤ Attendance records 	Oct 23 – Aug 24	5	10	5	10,000	
5. Study tour to mainland China / other countries for students across all levels	<ul style="list-style-type: none"> ➤ To enhance students' knowledge about China or other countries ➤ To cultivate a sense of national belonging among students ➤ To inculcate a caring heart for the poor in students 	<ul style="list-style-type: none"> ➤ Students' knowledge about China / other countries is enhanced ➤ Students are more concerned about China issues 	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 	Oct 24 – Aug 25	5	10	5	32,000	

6. Other after-school communication skills training and self-confidence development programmes	<ul style="list-style-type: none"> ➤ To develop students' communication skills and build up their self-esteem and self-confidence ➤ To enhance the interpersonal skills of students ➤ To enhance the sense of belonging of students to school 	<ul style="list-style-type: none"> ➤ Students have completed the learning programmes ➤ Individual attendance rate exceeds 70% 	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Teachers' observation ➤ Attendance records 	Oct 24 – Aug 25	5	20	8	7,400	
7. Procurement of necessary materials or equipment.	<ul style="list-style-type: none"> ➤ To enhance the sense of belonging of students to school. ➤ To encourage students to participate the extracurricular activities. 	<ul style="list-style-type: none"> ➤ Students' sense of belonging is enhanced. ➤ Students' participation in extracurricular activities is enhanced. 	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Teachers' observation 	Oct 24 – Aug 25	5	20	2	3,400	
								70,800	
Total no. of activities: <u> 7 </u>				@ No. of man-times	45	130	55		
				**Total no. of man-times	230				

Note:

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

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

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

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

公民與社會發展科
「支援推行高中公民與社會發展科津貼」計劃書 (2024-2025)

項目	本年目標	目標對象	舉辦 / 施行日期	負責人	財政預算(\$)
(a) 採購教學資源	<ul style="list-style-type: none"> ● 購買教師參考書 ● 購買網上電子教學資源作同工備課及準備測考。 	科組同工	2024 年 9 月- 2025 年 7 月	JH, PU, RL	\$1,794
(b) 採購圖書 / 電子學習資源	<ul style="list-style-type: none"> ● 購買圖書館書籍供學生借閱 	S.4-S.6 同學	2024 年 9 月- 2025 年 7 月	JH, PU, RL	\$2,000
(c) 資助教師前往內地考察活動	<ul style="list-style-type: none"> ● 邀請科組內同工參加認識國情的內地交流團 	科組同工	2025 年 6-7 月	PU	\$48,000
(d) 舉辦校本學習活動	<ul style="list-style-type: none"> ● 購買與中華文化相關的教學資源以舉行與本科相關的校本聯科學習活動。 	全校同學	2025 年 2 月	PU	\$2,000
(e) 資助同學參加內地考察活動	<ul style="list-style-type: none"> ● 資助中四及中五級同學參加與公民科相關的內地考察活動 	S.4-S.5 獲取錄同學	2025 年 6-7 月	PU	\$95,000
2024-2025 年預算總額		\$148,794			

姊妹學校交流計劃書

2024 / 2025 學年

學校名稱：	迦密主恩中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	謝秀賢

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	深圳市坪山高級中學
2.	西安藤信學校
3.	
4.	
5.	

本校擬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 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

乙. 教師層面（*擬舉辦 / *不擬舉辦）(*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 type="checkbox"/>	示範課/同題異構	E3	<input 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 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):

丙. 學生層面（*擬舉辦 / *不擬舉辦）(*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 checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input 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 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):

丁. 家長層面（*擬舉辦 / *不擬舉辦）(*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 type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input 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 type="checkbox"/>	其他(請註明)：	K4	<input 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)：

擬運用的監察/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 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 type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

津貼用途及預算開支：

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 (\$6,000*25 人)	HK\$ 150,000
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ 6,000
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\$ -
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ -
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 6,000
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\$ 3,000
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\$ -
N8	<input type="checkbox"/>	其他(請註明)：	HK\$ -
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 165,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

加強支援非華語學生的中文學與教
額外撥款
2024/25 學年學校計劃（普通中學適用）

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

（一）整體規劃

（1）安排專責統籌人員（教師／小組）

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

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗
總統籌人員姓名： <u>鄭競新老師</u> <input type="checkbox"/> 副校長 <input checked="" type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 5 年 <input checked="" type="checkbox"/> 5 年或以上	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input checked="" type="checkbox"/> 1 年至少於 5 年 <input type="checkbox"/> 5 年或以上
副統籌人員（如有）姓名： _____ <input type="checkbox"/> 副校長 <input type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上

(2) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將於 2023/24 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

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

(3) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校將於 2023/24 學年：

- ☒ (a)安排他們參加的相關培訓如下（可選多於一項）：
 - ☐ (i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
 - ☐ (ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務
 - ☐ (iii) 教育局支持香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
 - ☒ (iv) 校內中文科教學人員同儕觀課，進行專業交流，分享心得
 - ☒ (v) 校內中文科教學人員共同備課，調適教學策略和教學內容等
 - ☐ (vi) 其他（請說明）：_____

或

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

(4) 評估非華語學生的中文學習需要

(a) 按 2023/24 學年收生實況調查指定的參照日期，本校非華語學生的分布如下：

		中一	中二	中三	中四	中五	中六	總數
(i)	非華語學生人數 (請注意：此項資料必須與學校透過 WebSAMS 呈報的學生資料一致)		1					1
(ii)	未曾就讀提供本地課程幼稚園／小學的非華語學生人數							
(iii)	新來港（即在入讀本校前抵港不足一年，或未曾在任何本地學校（包括幼稚園及小學）就讀超過一年）的非華語學生人數							
(iv)及(v)只供設有以普通話教授中文（普教中）班別／組別的學校填寫								
(iv)	就讀普教中班別／組別的非華語學生人數							
(v)	有關級別的非華語學生可選擇是否就讀普教中班別／組別	<input type="checkbox"/> 是 <input type="checkbox"/> 否						

(a) 本校將於 2023/24 學年適時評估所有錄取的非華語學生（特別是第(5)(a)(ii)至(iv)項所述的非華語學生）的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(i)	<input type="checkbox"/> 已採用／將會採用教育局為學校提供的《評估工具》。 <input checked="" type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> 本校的非華語學生預計可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已採用校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他（請說明）：_____ </div>
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(ii)	<input type="checkbox"/> 已實施／將會實施教育局為學校提供的「學習架構」。 <input checked="" type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是(可選多於一項)： <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，預計可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他(請說明)：_____ </div>
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(5) 安排非華語學生考取合適的中國語文資歷

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

於 2023/24 學年，預計參加以下中國語文資歷考試的高中非華語學生人數如下：(可選多於一項)

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

(二) 運用額外撥款提供校本支援措施

- (6) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2024/25 學年獲提供的額外撥款 **A. 159,041.00** 元⁴，以及 2023/24 學年額外撥款累積餘額¹（如適用）**B. 6,160** 元（請注意：此項資料必須與本額外撥款 2023/24 學年學校報告的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

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

校本支援措施			運用 額外撥款	整合 其他資源 ²
(a)	<input checked="" type="checkbox"/>	聘請額外員工 ³ （請於第(8)(a)項提供補充資料）		
		<input checked="" type="checkbox"/> 教學助理 (1) 名 <input type="checkbox"/> 不同種族的助理 () 名 <input type="checkbox"/> 教師 () 名	請以小數 表示 (如適用) \$ 138,000.00 \$ \$	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(b)	<input checked="" type="checkbox"/>	購買促進非華語學生學習中文的教學資源 （請於第(8)(b)項提供補充資料）	\$ 1,000.00	<input type="checkbox"/>
(c)	<input checked="" type="checkbox"/>	僱用專業服務（請於第(8)(a)項及／或第(8)(c)項提供補充資料）		
		<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
		<input type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$	<input type="checkbox"/>
		<input checked="" type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$ 20,000.00	<input type="checkbox"/>
		<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input checked="" type="checkbox"/>	由學校籌辦的推廣共融校園活動 （請於第(8)(c)項提供補充資料）	\$ 5,000.00	<input type="checkbox"/>
(e)	<input type="checkbox"/>	其他（請說明）：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 C [(a) + (b) + (c) + (d) + (e)]			\$ 164,000.00	
（請注意：運用額外撥款總支出 C 應小於或等於 A 及 B 的總和）				

¹ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

² 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校計劃安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

³ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(7)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

- (f) 本校預計 2023/24 學年獲提供的額外撥款累積結餘為 **[D]** 0.0 元 **[A] + [B] - [C]**，累積結餘佔 2023/24 學年額外撥款的百分比為 0.0 % **[D] ÷ [A] × 100%**。

只供預計額外撥款的餘額**[D]**累積至高水平（70%或以上）的學校填寫

本校預計於 2023/24 學年完結時，額外撥款的餘額累積至高水平，有關原因，以及就充分及適時運用額外撥款的計劃詳述如下：

(i) 原因：_____

(ii) 運用餘額的計劃：_____

(7) 本校於 2023/24 學年的校本支援措施詳情如下：

(a)	本校聘請額外員工／調配人員／僱用專業服務，負責以下工作：	
	<input type="checkbox"/>	提供中文科的課堂支援：(可選多於一項) <input type="checkbox"/> 抽離學習 (年級：_____) <input type="checkbox"/> 分組／小組學習 (年級：_____) <input type="checkbox"/> 協作／支援教學 (年級：_____) <input type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料 (年級：_____) <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
	<input checked="" type="checkbox"/>	提供其他支援：(可選多於一項) <input type="checkbox"/> 中文學習小組 (年級：_____) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input type="checkbox"/> 中文銜接課程 (年級：_____) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 導讀學習 (年級：_____) <input checked="" type="checkbox"/> 其他(請說明：課後學習，課業輔導) (年級：2)
	<input checked="" type="checkbox"/>	安排推廣共融校園活動／提供有關服務 (請於第(7)(c)項提供補充資料)
	<input type="checkbox"/>	其他(請說明：_____) (年級：_____)

(b)	<p>本校計劃購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <table border="1"> <thead> <tr> <th data-bbox="229 253 995 304"><u>教學資源</u></th> <th data-bbox="995 253 1445 304"><u>年級</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="229 304 995 360">(i) 課外讀物 (提高非華語學生閱讀能力)</td> <td data-bbox="995 304 1445 360">初中級</td> </tr> <tr> <td data-bbox="229 360 995 432">(ii)</td> <td data-bbox="995 360 1445 432"></td> </tr> </tbody> </table>	<u>教學資源</u>	<u>年級</u>	(i) 課外讀物 (提高非華語學生閱讀能力)	初中級	(ii)	
<u>教學資源</u>	<u>年級</u>						
(i) 課外讀物 (提高非華語學生閱讀能力)	初中級						
(ii)							
(c)	<p>本校計劃籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：</p> <p>(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化的活動 (請簡述活動如何推廣共融校園／多元文化)</p> <p>1. 活動內容： <u>中華文化日</u></p> <p>2. 活動內容： <u>民間工藝工作坊</u></p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等) (可選多於一項)</p> <p><input type="checkbox"/> 傳譯／翻譯學校政策／學校通告／學校網頁等資訊</p> <p><input checked="" type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度 (包括中文學習)，並按需要解釋及強調學好中文的重要性</p> <p><input type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊</p> <p><input type="checkbox"/> 其他 (請說明：_____)</p>						

(三) 評鑑、問責及支援

(8) 2024/25 學年中期／結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

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

(ii) 建構共融校園（可選多於一項）

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

(9) 本校已知悉須按有關規定，並會依時提交以下文件：

- (i) 在 2024 年 9 月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；
- (ii) 在 2025 年 11 月 28 日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的 2024/25 學年學校報告；以及
- (iii) 在 2025 年 11 月 28 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2024/25 學年如何加強支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校必須在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽有關資料。
- (iv) 本校 2024/25 學年的學校計劃已獲法團校董會通過。