



Caritas Wu Cheng-chung College School Report 2023 - 2024



Caritas Wu Cheng-chung College
2023-2024 School Report
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A. Our School

1 School Overview

Caritas Wu Cheng-chung College was officially formed on September 2, 2024, through the merger of Caritas Wu Cheng-chung Secondary School and Caritas Charles Vath College. The school relocated from Pok Fu Lam to Tung Chung, marking a new chapter in its development. The new campus will not only retain the existing features and facilities of both schools but will also expand the number of special rooms and sports facilities, creating a more comprehensive learning environment that offers students a unique educational experience.

The school traces its origins to "Caritas St. Francis Secondary School." In 2001, the school received funding approval from the Education Department and the Legislative Council to construct a new campus on Northcote Close (next to the University of Hong Kong Medical School) in Pok Fu Lam. To honor the late Cardinal Wu Cheng-chung, Bishop of Hong Kong, and to realize his vision of "Practicing Love and Upholding Truth," the school applied to the diocese for a name change and was granted approval to become "Caritas Wu Cheng-chung Secondary School." The sponsoring body hopes that with more advanced and comprehensive teaching facilities, the school will continue to uphold its educational ideals and goals, providing quality secondary education for its students. The opening and blessing ceremony of the new campus took place on 3rd October, 2006, officiated by Cardinal Joseph Zen and Deputy Secretary for Education, Mr. Cheng Man-Yiu.

2. Educational Philosophy

Caritas Wu Cheng-chung College is a Catholic secondary school under the auspices of Caritas Hong Kong:

2.1 Student-centered, aligning with the needs of universities, professional education, and employment opportunities

Our school's educational philosophy places students at the center, fostering a spirit of dedication grounded in truth, justice, and compassion. We provide a holistic education that emphasizes knowledge, skills, and attitudes, aligning with the needs of universities, professional education, and employment. This approach promotes the diverse development of society and aims to establish a free, democratic, just, peaceful, and harmonious community.

2.2 Provide opportunities for students of different learning orientations and abilities to develop their potential

Our school embodies the spirit of Caritas—bringing hope through service rooted in love. With a commitment to loyalty, humility, and a dedication to serving God and others, we implement inclusive educational services. We provide ample opportunities for students of diverse orientations and abilities to fully realize their potential, helping them develop into self-reliant, independent individuals who contribute positively to society.

2.3 Affirm and encourage holistic education and balanced development

Our school recognizes the positive significance of holistic education and strives to provide an excellent learning environment through a teaching approach that emphasizes both instruction and example, as well as theory and practice. This ensures that students can develop in a balanced manner across all aspects: spiritual, moral, intellectual, physical, social, and aesthetic.

2.4 Guide students to understand and establish Catholic values, while experiencing and promoting the spirit of Caritas

Our school is committed to guiding students in establishing a correct set of values and the ability to discern right from wrong. We lead them to understand God and to emulate Christ's example in treating others. This encourages them to face life with a serious and proactive attitude, ultimately giving back to the community and becoming responsible citizens who embody and promote the spirit of Caritas.

3. School Motto

Be Faithful, Diligent and Stay Simple; Love God and One Another.

4. Educational Vision

We uphold the educational philosophy of Caritas Hong Kong—"Love in the Service of Hope." We aspire for students to learn love and practice compassion (Loving) while also learning in the way of Christ (Learning). Ultimately, we aim for students to achieve self-leadership (Leading) and experience life transformation.

We hope that when students leave our campus, they carry with them hope and a spirit of gratitude as they serve society. We envision them becoming loyal, humble individuals who honor God and love others, equipped with confidence, self-love, and the virtues needed to serve the community. They should care for their country and contribute to global harmony, becoming the capable and promising leaders of tomorrow.

5. Mission Statement

Education is the journey of shaping individuals. We are committed to using love as our driving force to inspire student learning and foster their growth and flourishing.

6. Educational Objectives

6.1 Student Aspect

- 6.1.1 Enhancing Student Motivation and Academic Performance
- 6.1.2 Developing the Six Dimensions of Education (Spiritual, Moral, Intellectual, Physical, Social, and Aesthetic) and Multiple Intelligences.
- 6.1.3 Cultivating Lifelong Learning Motivation and Nine Essential Competencies (Collaboration, Communication, Creativity, Critical Thinking, Information Technology Application, Numerical Literacy, Problem-Solving, Self-Management, and Research Skills)
- 6.1.4 Discovering Students' Potential in Physical Education and Arts while enhancing their emotional and social development.

6.2 Teacher Aspect

- 6.2.1 Adopting a Student-Centered Philosophy as the foundational teaching belief, embodying "Christ's Love" to genuinely understand, tolerate, care for, and support the healthy growth of each student.
- 6.2.2 Enhancing Self-Assessment Mechanisms to strengthen self-management and improve personal professional knowledge and ethics.
- 6.2.3 Developing Leadership Skills and Qualities among middle management personnel.

6.3 School Aspect

- 6.3.1 Strengthening Management and Communication to enhance the organizational structure, improve work efficiency, foster a spirit of mutual support and encouragement, and implement effective educational policies to provide quality education.
- 6.3.2 Creating a Relaxed, Enjoyable, and Vibrant Environment that is safe for both students and teachers to grow and thrive
- 6.3.3 Evolving into a Learning Organization that nurtures high-quality talent.

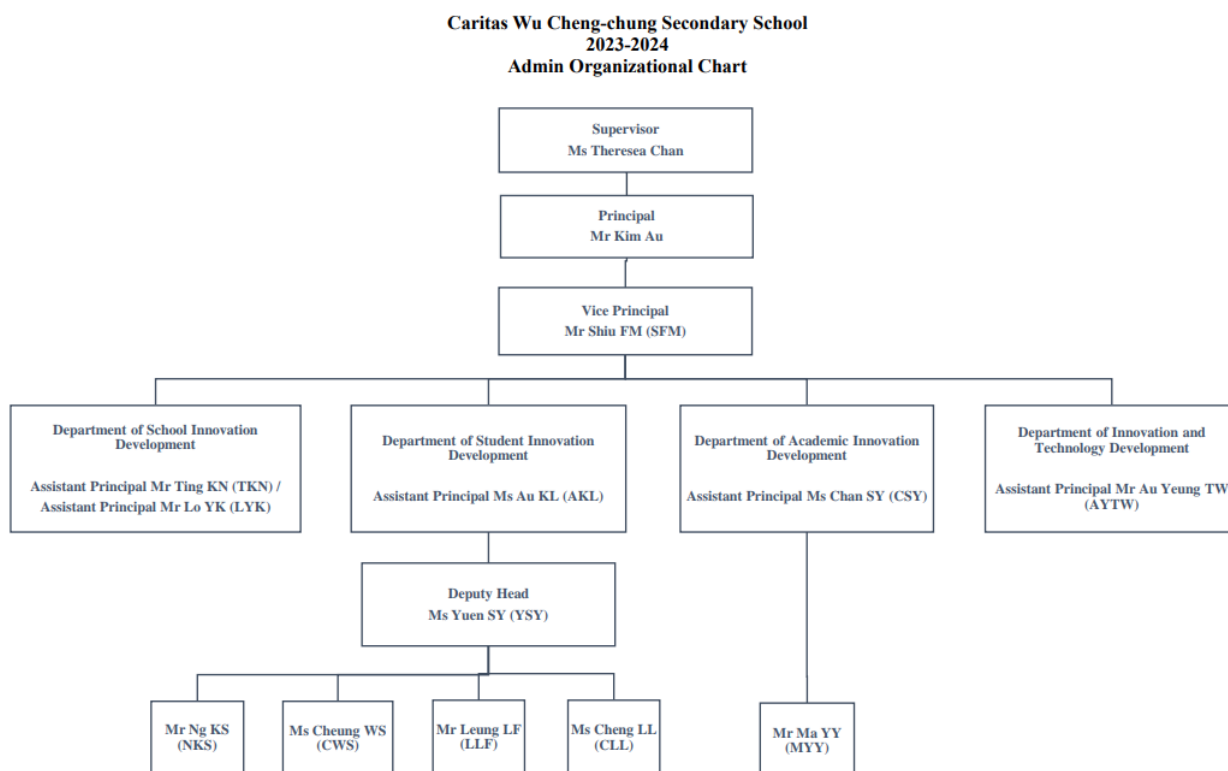
7. School Governance

7.1 School Management Structure

Our school officially established a Incorporated Management Committee on 31st August, 2013, currently chaired by Ms. Chan Kam Tim Theresa, the Supervisor.

The management duties of the school are primarily handled by the Principal and Vice Principal, who oversee the daily operations. In addition to school administration, the school is divided into three departments: the Academic Affairs Department, the Student Development Department, and the School Development Department. Each department is led by a Director responsible for coordinating, developing, and monitoring the work of their respective committees, and guiding the school in achieving the following objectives:

- Enhance the effectiveness of teaching and learning.
- Foster the development of students in the six dimensions: moral, intellectual, physical, social, aesthetic, and spiritual.
- Deepen the core values of Catholic education.
- Broaden students' international perspectives.
- Expand the development of the school.
- Establish relationships with various stakeholders.
- Strengthen network connections with different community groups.



7.2 Members of Incorporated Management Committee

1. Ms. CHAN Kam Tim Theresa	Sponsoring Body Manager (School Supervisor)
2. Rev. Lo Pak Wing Peter	Sponsoring Body Manager
3. Mr. LEE Kim Wah	Sponsoring Body Manager
4. Mr. WONG Chun Man	Sponsoring Body Manager
5. Mr. Paulinus LO	Sponsoring Body Manager
6. Ms. TSO Suet Lin Shirley	Sponsoring Body Manager
7. Dr. Lau Wai Keen	Sponsoring Body Manager
8. Lam Ngok Sum Anthony	Alternate Sponsoring Body Manager
9. Ms. CHIU Koon See	Independent Manager
10. Mr. LAM Yat Fan	Alumni Manager
11. Mr. CHENG Wing Wah	Parent Manager
12. Mr. SHIU Fai Man	Teacher Manager
13. Ms. AU Ka Lai	Alternate Teacher Manager
14. Mr. AU Hoi Kin	Principal (Ex-Officio Manager)

7.3 Teacher Professional Development

Academic Year	2021/2022	2022/2023	2023/2024
Average Training Hours per Teacher	52.2	35	71
Total Hours of Professional Development Activities Participated in by the Principal	382	500	374.5

7.4 Teacher Qualifications

	Recognized Educational Diploma	Bachelor's Degree	Master's Degree	Doctoral Degree
2023/2024	59%	100%	54%	3%

7.5 Teacher Teaching Experience

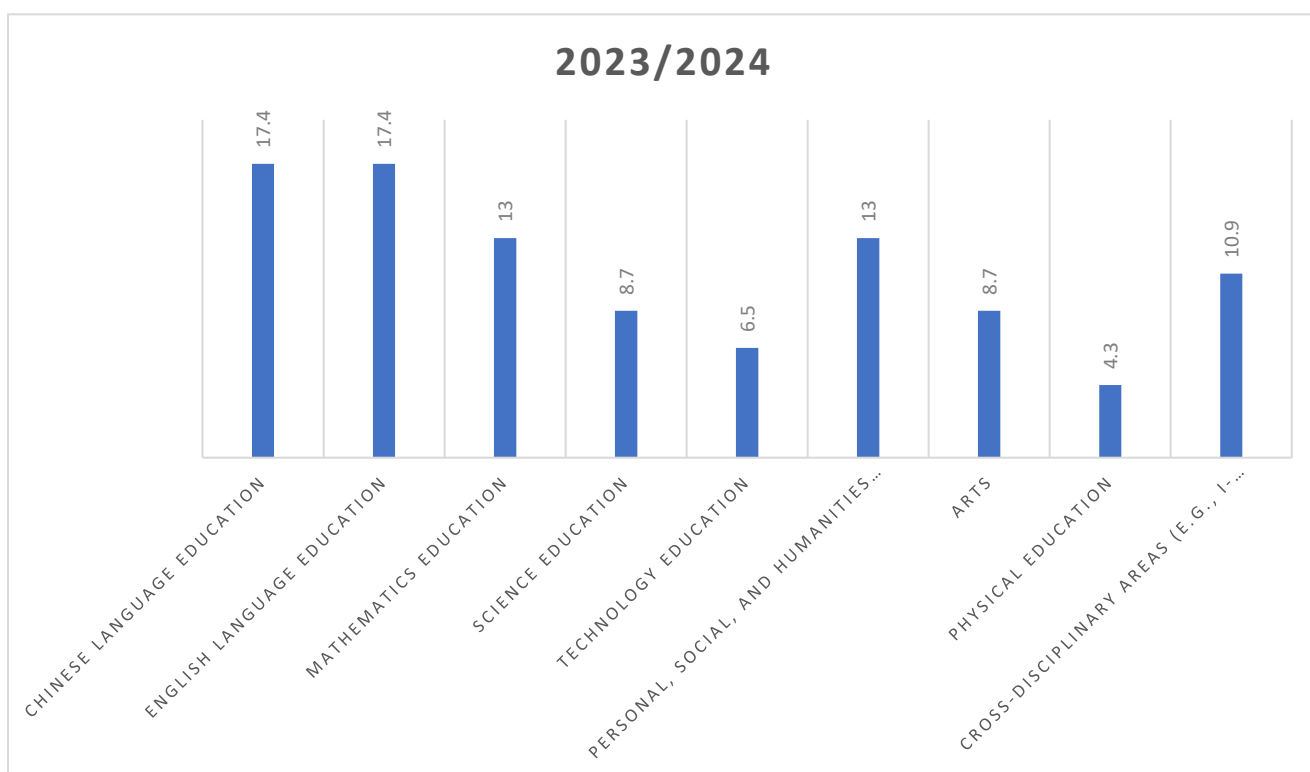
	0-4Years	5-10Years	11 Years or Above
2023/2024	59%	3%	38%

7.6 Actual Teaching Days

Academic Year	2023/2024
Number of Teaching Days in the Academic Calendar	191
Number of Teaching Days for Instruction (Excluding school development days, end-of-term activities, and other school events)	154

7.7 Lesson hours of Seven Learning Goals of Secondary Education per week (S1-S.3)

	Chinese Language Education	English Language Education	Mathematics Education	Science Education	Technology Education	Personal, Social, and Humanities Education	Arts	Physical Education	Cross-Disciplinary Areas (e.g., i-future)
2021/22	17.4	17.4	15.2	6.5	8.7	15.2	6.5	8.7	4.3
2022/23	17.4	17.4	13.0	8.7	6.5	13.0	8.7	4.3	10.9
2023/24	17.4	17.4	13.0	8.7	6.5	13.0	8.7	4.3	10.9



B. Annual Report

1 Achievements and Reflections on Areas of Concern: Feedback and Follow-up

1.1 Major Concern 1: Developing Future Skills with Technology at the Core 以科技為核心，發展學生未來技能

Goals	Strategies	Outcomes	Reflections	Feedback and Follow-up
Encourage colleagues to pursue further education in teaching skills and share with each other, enhancing the development of the professional community among teachers.	Encourage teachers to pursue ongoing education related to their subjects and utilize electronic teaching skills supported by information technology.	In addition to participating in training organized by the Education Bureau, the school arranges for teachers to attend workshops hosted by various organizations and relevant internal training, including different activities related to information technology and electronic teaching skills. Teachers have sufficient opportunities for further education to meet the requirements of core and elective training.	In addition to lectures and workshops, more opportunities for colleagues to share with each other can be added, such as how teachers apply the Goodnotes app in the classroom, exchanging teaching insights, and engaging in mutual reflection and feedback.	The school continues to arrange external and internal exchange activities, which not only broaden teachers' perspectives but also enhance professional knowledge through hands-on practice.
	Provide workshops related to teaching and learning for colleagues to enhance teaching effectiveness.	This year, two workshops related to teaching and learning were held, focusing on electronic teaching. Through peer experience sharing and group learning, most teachers indicated a deeper understanding of electronic teaching and expressed their intention to apply it in the classroom.	Besides electronic learning, other relevant training content can also be included to provide teachers with a more comprehensive understanding.	<ul style="list-style-type: none"> • Hosting relevant internal workshops can align with the school's context and development needs. • In addition to content related to electronic teaching, topics on classroom management or group collaboration models can also be included.
Design school-based curricula using diverse learning tasks, methods of showcasing learning outcomes, or assessment approaches.	Encourage subject teams to utilize diverse teaching and learning strategies to enhance students' interest and effectiveness in learning.	Each subject has attempted different teaching and learning strategies in the classroom. In addition to paper-and-pencil assessments, they have also tried using multimedia to showcase results. Students have indicated that this helps enhance their interest in learning and allows them to express their learning outcomes more effectively.	The application skills of multimedia tools by teachers will affect the implementation of teaching and the learning effectiveness of students.	<ul style="list-style-type: none"> • Encourage each subject to continue implementation. • Encourage teachers to pursue further training in relevant skills. • Organize relevant internal professional development for teachers. • Encourage subject teams to include scores from relevant assessment items in the overall grading weight to increase students' motivation towards learning.

Goals	Strategies	Outcomes	Reflections	Feedback and Follow-up
<p>Develop students' future skills such as communication and collaboration, logical thinking, creativity, and problem-solving abilities.</p>	<p>Integrate more project-based learning elements into the curriculum.</p>	<p>Each subject is attempting to incorporate project-based learning elements into the classroom. With the BYOD policy, students have more opportunities for autonomous online research and can use electronic presentations to showcase their results. Students are beginning to establish electronic learning habits.</p>	<p>Under the guidance of teachers, students will proactively conduct research on relevant academic materials, effectively enhancing the school's capacity for autonomous learning.</p>	<ul style="list-style-type: none"> • Encourage teachers to incorporate project-based learning elements into their classrooms. • Organize relevant internal professional development for teachers.

1.2 Major Concern 2: Deepening Core Catholic Educational Values through Diverse Activities to Cultivate Positive Values and Attitudes in Students 透過多元活動，深化天主教教育核心價值，培育學生的正面價值觀和態度

Goals	Strategies	Outcomes	Reflections	Feedback and Follow-up
<p>1. Enhance students' social skills, collaboration skills, and communication skills.</p> <p>2. Cultivate students to uphold positive values, be willing to serve, and practice good attitudes and behaviors.</p>	<p>Establish positive values through practice, such as volunteering and community service.</p>	<ul style="list-style-type: none"> Students at Caritas Wu Cheng-chung College come from over 22 countries. We encourage them to build confidence and a sense of identity by sharing their cultures with the public. For instance, several students from Sikh and Islamic backgrounds have taken on the role of cultural ambassadors, guiding tours of Sikh temples and mosques. Through this service learning experience, they not only engage with the community but also promote positive values. By participating in volunteering and social services, students experience personal growth, build self-confidence, and develop positive attitudes and behaviors. We aim to cultivate empathy and a spirit of care. By integrating cultural inclusivity into these initiatives, we enhance student engagement and foster social cohesion. Looking ahead, we plan to diversify our service learning programs further, encouraging students to leverage their unique strengths—regardless of nationality or cultural background—to contribute to society and instill positive values. 	<p>By incorporating elements of cultural integration into volunteer work and social services, we enhance student engagement and promote social inclusion.</p>	<p>Service learning will become more diversified in the coming year, especially as our school relocates to Tung Chung starting September 2024. Tung Chung is a vibrant community known for its strong bonds among diverse cultures. The school encourages students to leverage their unique strengths—regardless of nationality or cultural background—to contribute to society and foster positive values within this multicultural environment.</p>
<p>3. Foster students' empathy and spirit of caring.</p>	<p>Increase volunteer activities and encourage students to participate in community service to assist marginalized groups.</p>	<ul style="list-style-type: none"> All students had the chance to serve as volunteers during major school events, fostering a strong spirit of service and community engagement. These events not only provide essential support but also allow students to develop leadership skills. The school is enhancing its range of activities to include meaningful initiatives. For example, students participated in the Elderly Academy, where they will engage with senior citizens, providing companionship and assistance. Additionally, we organized workshops teaching coding to primary school students, allowing our older students to share their knowledge and inspire the next generation. Students also assisted charitable organizations through fundraising events and sales, gaining firsthand experience in philanthropy. These activities will teach them effective communication skills while interacting with service recipients, deepening their understanding of social issues and the importance of giving back. 	<p>Varied activities boosted students' enthusiasm to participate and enabled them to broaden their viewpoints.</p>	<p>In the upcoming year, we plan to further expand the range of volunteer activities available, encouraging students to engage in diverse opportunities that allow them to contribute to the community. By participating in these varied initiatives, students will not only give back to society but also develop essential skills such as teamwork, leadership, and empathy, fostering a deeper understanding of social issues and the importance of community service.</p>

2 2023-2024 Achievements of Students and Staff

i. Academic Innovation Development - Together Towards, A Brighter Future

During the 2023-2024 academic year, Our School experienced significant growth, akin to students transitioning into adolescence, with continuous physical, mental, and spiritual development in preparation for future challenges.

Over the past three years, the school has optimized various teaching facilities, transforming every corner of the campus into conducive learning environments. Notable facilities include the Apple Swift Coding Lab, Microsoft IoT Lab, artificial turf field, auditorium, creative studio, music room, and climbing wall. These platforms have allowed students and teachers to thrive.

The school has partnered with several tech companies, including Apple and Microsoft, to establish demonstration classrooms that host industry professionals and students. With the latest equipment, students are learning vital skills, participating in competitions, and showcasing their talents, achieving numerous awards in public contests.

This year, the school became a pilot institution for Goodnotes, promoting electronic learning in classrooms. Teachers utilized this application to experiment with various teaching techniques and learning models. A successful open class demonstrated the effectiveness of electronic teaching, with highly engaged students and positive feedback for the teachers.

Saint Francis University, which has recently elevated its status, has introduced a new vocational skills program for all Caritas students: the Diploma in Practical Information and Communication Technology (DPICT). This program allows students to pursue professional qualifications while studying for the Hong Kong Diploma of Secondary Education, broadening their educational and employment opportunities. The first graduating class has successfully continued their studies at Saint Francis University.

In 2024, the school will merge with Caritas Charles Vath College, creating excitement for new possibilities in a new campus. In preparation for the move, students and teachers collaboratively designed and planned the new facilities, fostering a sense of responsibility for their learning and strengthening the emotional connection to the school.

The 2023-2024 academic year has been fruitful for our school, filled with learning opportunities and impressive achievements that reflect the qualities of its students. The faculty and students look forward to an improved learning environment in the new academic year, embodying the spirit of "Be Faithful, Diligent and Stay Simple; Love God and One Another." as they strive to become skilled citizens of the future.

ii. Student Innovation Development - Diverse Activities Support Students' Holistic Development

The school values the holistic development of students, striving to promote their physical, mental, and spiritual health, creating a joyful and fulfilling campus life, enhancing students' self-confidence, and allowing them to showcase their strengths.

To enhance the spiritual quality of both students and teachers, the school has introduced "Mindfulness," incorporating activities such as mindful breathing and mindful walking, helping the school community find joy and gratitude through tranquillity. Additionally, staff regularly make pilgrimages to the chapel and invite priests to the school for sermons and spiritual activities. Every morning and after school, students lead prayers and sharing sessions, fostering understanding and care for Catholicism among teachers and students.

The school is committed to promoting life education by exploring life issues to establish positive values. Through diverse activities, students enrich their learning experiences and embody the caring qualities of CWCC. Each year, the school organizes various workshops to help students develop morally, intellectually, physically, socially, and aesthetically, as well as to build a healthy mindset. Throughout the year, various class-based activities, student council initiatives, inter-school activities, and leadership training are conducted to enhance students' leadership and organizational skills. To cultivate students' national identity and spirit of "lawfulness," the school arranges a series of activities, including raising the national flag, National Security Education Day, a Basic Law Student Ambassador Training Program, and invites scholars to conduct lectures on the rule of law, promoting students' comprehensive understanding of the Constitution and the Basic Law.

In terms of service, all students actively participate in various service activities, broadening their horizons while benefiting the community. The school's Elderly Learning Center offers different courses for seniors, such as online knowledge and dessert making, allowing interaction and knowledge sharing with students. These activities not only enrich students' social experiences but also provide seniors with a platform to interact with the younger generation.

The school cultivates students' spirit of philanthropy and teamwork through these service projects and community engagement activities, encouraging them to actively participate in social affairs and become caring and responsible citizens.

At the same time, the school offers over twenty extracurricular activities for students, inspiring their potential and nurturing their interests and skills through diverse activities. These include sports, arts, music, and science, giving students opportunities to develop comprehensive abilities, broaden their horizons, and cultivate their leadership skills. To encourage students to set goals and achieve them step by step, the school has established the "Chun Chung Star Comprehensive Award Program." Additionally, by inviting individuals from various fields to lead lectures at the school, students are shaped in character, and alumni provide career planning guidance to junior students, encouraging them to set goals early and pursue their dreams.

The school provides various learning opportunities to develop students' diverse potentials, nurturing them to become lifelong learners with a global perspective, ensuring that each student embodies the qualities of CWCC: Cheerful - happy because of opportunities, Warm - having a passionate heart to help others, Collaborative - understanding the importance of cooperation for success, and Confident - facing life positively and confidently.

iii. **School Innovation Development Department - Optimizing Campus, Connecting Community, Family-School Collaboration, Alumni Relations**

To enhance the learning environment and improve teaching effectiveness, the school continues to optimize classroom and special facilities in the new campus using a "design thinking and human-centered" approach. Additionally, the school prioritizes the well-being of students and teachers by improving staff lounges and public spaces and establishing a Wellness Centre for both students and teachers to find inspiration amidst their busy schedules.

In community outreach, the school received the "Racially Friendly Campus" award from the Education Bureau and the Equal Opportunities Commission, sharing their experience in promoting multicultural development and cultivating students as global citizens. The school was also invited to share its contributions to multiculturalism at an educational forum hosted by the Equal Opportunities Commission.

Over the past year, the team actively visited local primary schools, NGOs, and community organizations to introduce the school's developments, and led students in community activities such as music and arts events to foster integration.

For family-school collaboration, the school effectively communicated updates through various channels, including newsletters, parent-teacher association events, forums, the school website, and social media. Successful events included a family day and workshops.

Regarding alumni relations, the alumni association not only held regular social events but also invited alumni to participate in educational and career talks. Last year's alumni day, held at the Pok Fu Lam campus, saw participation from various graduating classes, allowing alumni to reminisce while enjoying a traditional dish together.

iv. **Innovation and Technology Development - Innovative Learning and Community Engagement at Our School**

✚ Wall-less Classroom

We hope that students can enhance their learning effectiveness with technology at the core, beyond traditional classrooms. This concept continues to develop this school year. Our students care about the community and seek ways to help non-Chinese speaking students learn Chinese. They created a Chinese learning program and won first place in the Apple Swift Coding Club programming competition. Additionally, our students' project study was shortlisted for Hong Kong Electric's "Green Energy Dream Come True 2024/25," receiving a \$50,000 fund to develop their environmental reduction project, practicing holistic learning.

✚ Professional Mentorship

Our teachers and students emphasize the passing of knowledge. Teachers and students continuously learn from each other, igniting each other's lives. Each year, the department organizes electronic workshops for teachers to exchange experiences in electronic teaching. Some teachers participate in the T.E.A.C.H. Programming Education Teacher Alliance 4.0 and the Apple Learning Coach program to learn the latest programming knowledge. In addition to teachers' professional development, our students participate in the SWIFT coding club activities at St. Paul's Catholic Primary School to learn programming knowledge. They also took part in the HKTag Open Data Application Competition, showcasing suggestions on how to improve the tourism industry with technology.

✚ Promoting Inclusion

Our students come from over twenty different countries, with diverse backgrounds and cultures. Engaging with the outside world is crucial for their growth. Our department promotes STEAM interdisciplinary learning, creating various opportunities for students to showcase their strengths. This includes participating in the "NowTV Sports Emcee Program," where they learn communication and presentation skills, and participating in the "Hong Kong Youth Science and Innovation Competition," presenting their learning outcomes to over 500 primary and secondary schools and professional judges, promoting STEAM education.

✚ Values Education

As a Catholic school, values education is especially important. We hope students care for their classmates, teachers, and the community, extending this concern to the nation. Therefore, we provide numerous opportunities for students to engage with society. In the Elder Academy program, our students serve as junior mentors, assisting over 300 elderly individuals in learning to use VR and AR virtual reality equipment, fostering mutual learning and growth.

✚ IT Equipment Renovation on Campus

The school merged with Ming Kei College in Tung Chung, updating IT equipment during the summer break. This includes replacing WiFi equipment to cover the entire school, updating the central broadcasting system to cover both indoor and outdoor areas, relocating and updating classroom audio equipment to facilitate various teaching methods, installing access control systems in special rooms and staff rooms to enhance security, and updating the CCTV system to cover a larger area.

3 Student Performance

3.1 Extracurricular Performance – Records of External Awards

	Organizing Institution	Competition / Award Name	Awarded Students
1	Hong Kong Correctional Services Department	“Rehabilitation Pioneer Leaders” - Best Student of the Year for Hong Kong Island District	5A 曾焯然
2	Project WeCan Foundation	Café de Coral’s Unwavering Support	Graduate 2022-2023 Anamika Shrestha
3	Caritas Hong Kong	「十年樹木獎學金」	4A 鄭天悅 4B Manveer 5B 白艾臣 6B Princedeeep
4	Home Affairs Department	Harmony Scholarships Scheme	1B Bani 2B John Mark 3B Mahya 4B Riya 5B Sukhman
5	The Wharf Hong Kong	The Wharf Hong Kong Secondary Art Competition (Honorable Mention)	2B Alina Van Der Noord
6	Triathlon Association of Hong Kong China	Hong Kong Triathlon Championships	2B Eugiena 4A Wong Wing Kwan 4B Irish 4B Parvathy 4B RowYN 4B Soyfa 4B Manveer 4B Harmanjot 4B Sana 4B Riya 4B Taksh 4B Grashel 5A Yu Jean 5A Settheesaeng Hiu Tung
7	SCMP	Student of The Year	5B Sukman
8	The Rev. Joseph Carra Education Fund	The Rev. Joseph Carra Memorial Education Grant	6B Princedeeep
9	Youth Arch Foundation	Youtharch Web	2B Lam Anson 3B MAHYA 4B HAROON 5B Basit 6A 蔡一政
10	Law's Charitable Foundation	Applied Learning Scholarship (2022/23 School Year)	6A 鄭天禮
11	HKCCDC	Christmas Card Design Competition - Award Certificate	3B VIRAY SKY ANDREA CRUZ
12	Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Fund Award - Scholarship	6A 鄭天禮 6B Jessie
13	The Schools Sports Federation of Hong Kong, China	Award Certificate	2B Ronald 2B Caleb
14	Superior Culture	Black and White Painting Competition	5B Mohammad Azan Pervaiz Basiuang

4 Financial Report

Summary of the School's Annual Financial Status for 2023-2024 (as of August 31, 2024) is as follows:

i. EDB Account

	Income (HKD)	Expenditure (HKD)	Balance(HKD)
Carried Forward Balance	6,234,181.12	-	-
EOEBG			
a. BASIC BASELINE GRANT	2,179,222.68	2,553,401.50	(374,178.82)
b. SCHOOL SPECIFIC			
• ADMINISTRATION GRANT	3,877,656.00	3,204,330.20	673,325.8
• CAPACITY ENHANCEMENT GRANT	372,059.00	108,150.00	263,909.0
• COMPOSITE INFORMATION TECHNOLOGY GRANT	556,346.00	1,286,682.09	(730,336.1)
• AIR-CONDITIONING GRANT	473,147.50	711,853.08	(238,705.6)
• SCHOOL-BASED SUPPORT SCHEME FOR NEWLY ARRIVED CHILDREN	71,184.00	0.00	71,184.0
• SCHOOL-BASED MANAGEMENT TOP-UP GRANT	52,596.00	800.00	51,796.0
Surplus for the 2023-2024 Academic Year			(283,005.69)
Bal. as at 31/08/2024			5,951,175.43

ii. School Account

	Income (HKD)	Expenditure (HKD)	Balance(HKD)
Carried Forward Balance	433,816.81	-	-
• TONG FAI (SUBSCRIPTION FEES)	23,120.00	0.00	0.00
• DONATIONS	48,772.90	21,200.00	27,572.90
• COLLECTION FROM STUDENTS	10,577.70	5,977.96	4,599.70
• HIRE OF ACCOMMODATION CHARGES	174,790.68	0.00	174,790.70
• APPROVED COLLECTION FOR SPECIFIC PURPOSE A/C	60,551.80	20,000.00	40,551.80
• OTHERS	1,205.60	37,279.80	(36,074.2)
Surplus for the 2023-2024 Academic Year			234,560.92
Bal. as at 31/08/2024			668,377.73

5 Retrospect and Prospect

In September 2024, Caritas Wu Cheng-chung Secondary School will merge with Caritas Charles Vath College and rename “Caritas Wu Cheng-chung College”. Despite this change, we will continue to uphold the spirit of " Love in the Service of Hope" from Caritas Hong Kong, focusing on student-centered education that meets the needs of future society. We aim to provide holistic education for students of varying learning abilities and to nurture essential future skills. We remain committed to the values of " Be Faithful, Diligent and Stay Simple; Love God and One Another. ", fostering balanced development in students across spiritual, moral, intellectual, physical, social, and aesthetic dimensions. We aspire our students to become compassionate, proactive learners with leadership capabilities.

Tung Chung is a multicultural, innovative, and vibrant community. The school encourages students to explore their surroundings, applying what they learn to give back to the community. We will continue to prioritize technology in our educational approach, offering diverse learning opportunities that inspire students to pursue excellence and unlock their potential. Our goal is for every graduate of Caritas Wu Cheng-chung College to become a 21st-century global citizen with the skills and Global-minded for the future. We will further promote STEAM education, enhancing students' knowledge in science, technology, engineering, and mathematics to adapt to a rapidly changing world. At the same time, we will emphasize developing students' creativity, critical thinking, and problem-solving skills to nurture well-rounded individuals.

To achieve our technology-driven goals, the school will continue to provide students with learning opportunities related to information technology and e-learning this year, cultivating their future skills. Through interdisciplinary STEAM courses, students will solidify their foundational knowledge and participate in various activities, such as representing the school at Inno Gala 2024 and the "Learning and Teaching Expo 2024" to showcase their learning outcomes. The efforts of our students and educators have begun to bear fruit, with recent accolades in competitions such as the Apple Swift Coding Club programming contest and the Hong Kong Youth Science Innovation Competition. To further broaden students' horizons, our teachers will take students from the “Goodnotes” Pilot Class on the AI, STEAM & Coding Education Tour in Denmark and the UK in January 2025, with the hope of applying their learning and skills in future studies.

Technology-based education not only enhances students' academic literacy but also improves their learning effectiveness across different subjects. Since becoming a partner with Goodnotes Hong Kong last school year, we have received strong recognition and support from parents and students. The open class held earlier this year garnered positive feedback from university professors, parents, and higher education students. As a result, our e-learning program has been expanded to include Form 1 students. In addition to academic development, we place great importance on students' physical and mental well-being and holistic growth. The school provides comprehensive and professional counseling services both on and off-campus to help students overcome challenges and develop good emotional regulation and stress management skills. We regularly organize various activities and workshops and encourage students to participate in community events to promote their well-being.

In September 2024, we will move to the campus in Tung Chung, with 95% of students and teachers relocating from Pok Fu Lam to continue our educational journey. This transition represents not just a change of scenery, but a significant opportunity for comprehensive excellence. The Tung Chung campus will provide a modern and comfortable learning environment, equipped with advanced facilities and resources to enhance students' educational experiences. With the collaboration of all stakeholders, we aim to foster a warm, vibrant, and nurturing atmosphere at Caritas Wu Cheng-chung College.

Appendix

i. Report on the Learning Support Grant for Secondary Schools

Objectives	Measures	Actual Expenditure	Effectiveness	Reflections
<p>1. Early Identification and Support for Students with Special Educational Needs</p>	<p>i. Observe all students in the school and refer suspected cases through parents, teachers, social workers, and primary schools; and refer cases to relevant experts for professional assessment. Once cases are established, ensure proper access to student reports.</p> <p>ii. At the beginning of each school year, report cases to the Education Bureau to apply for subsidies and update the care list twice a year, so that staff can understand the students' circumstances.</p>	<p>\$383,070</p>	<p>More than 70% of teachers agree that the school can identify students with special educational needs early and provide support for them.</p>	<p>The committee reviewed the care list in August and prepared an updated list for staff in September, allowing them to understand students' situations and be prepared for daily learning and interactions. The committee will continue to update the list regularly.</p>
<p>2. Implement assessment and learning adjustments based on professional advice.</p>	<p>i. Coordinate with the Academic Affairs Committee to implement assessment adjustments within the school according to professional advice. Monitor whether the adjustments effectively help students perform to their potential in assessments and apply for relevant adjustments in public examinations.</p> <p>ii. Provide appropriate learning adjustments for students based on professional advice, such as providing assistive teaching materials, suggesting more time from subject teachers, changing response formats, and offering after-school support.</p>		<p>Based on the professional advice of educational psychologists, coordinate with the Academic Affairs Committee and involve subject teachers and students to provide appropriate assessment adjustments for students.</p>	<p>The committee regularly follows up on the "Individual Student Year-End Review Form," collecting feedback from different stakeholders to continue reviewing related measures in the coming year, aiming to further assist students with special learning needs.</p>
<p>3. Support the social, emotional needs, and career planning of students with special educational needs.</p>	<p>i. Organize groups based on the needs of students reported each year, including speech therapy, social groups, and field trips.</p> <p>ii. Collaborate with the Guidance and Counseling Committee and school social workers to support students with mental health needs. Implement group activities, inclusive activities, and case follow-ups based on student needs each year to cultivate students' awareness of society and the world, developing relevant skills and knowledge to prepare for future careers.</p>		<p>Social groups and speech therapy were launched in the first and second semesters, respectively, with 70% of participating students agreeing that the groups effectively achieved their goals.</p> <p>Throughout the year, mental health seminars and positive living sharing sessions were held, with students believing that these activities achieved their objectives and increased their awareness of mental health and positive living.</p>	<p>Social groups and speech therapy conducted twelve and ten sessions, respectively, effectively helping students in need.</p> <p>In the coming year, we will continue to collaborate with different departments in the school to implement various group support for students' diverse needs.</p>

	<p>iii. Provide support based on the needs of non-Chinese speaking students with special learning needs each year.</p>		<p>Teachers provide individual support to students in need during morning assemblies and breaks, including one-on-one discussions and homework inquiries, with 70% of students agreeing that these activities effectively achieved their goals.</p>	<p>In the coming year, we will continue to make good use of after-school time to assist students in need.</p>
	<p>iv. At the end of the School term, provide a summary of student support to parents and collect feedback to improve the work of the association.</p>		<p>80% of parents agree that the school can effectively support students.</p>	<p>In the coming year, the relevant teachers will continue to follow up on the "Individual Student Year-End Review Form" and collect feedback from various stakeholders.</p>
<p>4. Enhance teachers' professional capacity to care for students with special educational needs.</p>	<p>i. Consult with the Teacher Professional Development Committee to strategically recommend training courses for teachers to care for students with special educational needs, encouraging teachers to enhance their e-learning skills and use technology to assist teaching.</p>		<p>Consult with the Teacher Professional Development Committee to invite the school educational psychologist to conduct seminars for staff. Additionally, the foundational courses organized by the Education Bureau will continue to be conducted online.</p>	<p>In the coming year, continue to encourage teachers to pursue relevant training courses.</p>
	<p>ii. Update relevant reference materials in the library for teachers and timely provide professional development information to teachers.</p>		<p>This school year, relevant reference materials for teachers have been purchased, and the progress is satisfactory.</p>	<p>In the coming year, we will continue to update the library's reference materials for teachers and inform them about professional development information from the Education Bureau.</p>

ii. School-based After School Learning & Support Programmes

School-based After-school Learning and Support Programmes 2023/24
School-based Grant—Programme Report

Name of School: Caritas Wu Cheng-chung College

Staff-in-charge: Mr. Shiu Fai Man

Contact Telephone No.: 2817 2318

A. The number of students (count by heads) benefitted under this Programme is 34 (including A. 10 Comprehensive Social Security Assistance (CSSA) recipients, B. 14 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 10 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						
Confidence Training (1)	3	7	5		11/2023	2,500	interview		Learning Outcomes
Visit (4)	10	14	10	100	全年	5,670	interview		Affective Outcomes
Leadership Training (3)	10	14	10		10/2023 - 1/2024	34,614.6	interview	YWCA	Affective Outcomes
Communication Skills Training (2)	3	5	4		10/2023	1,404	interview		Learning Outcomes
Volunteer Service (1)	5	5	0	100	6/2024	1,266.77	interview		Affective Outcomes
Total no. of activities: <u>11</u>									
@No. of man-times	84	87	29						
**Total no. of man-times	200					Total Expenses	45,455.37		

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): _____

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

iii. Report on the Capacity Enhancement Grant

Item	Major Concerns	Strategies/ Actions	Expected Benefits	Timeline	Success Criteria	Actual Expenditure	Effectiveness Evaluation	Suggestions
1. Curriculum Development	<p>1. Assist teachers in preparing and handling teaching-related tasks to reduce their workload.</p> <p>2. Assist teachers in using information technology for teaching.</p>	Hire a teaching assistant.	<p>1. Reduce the workload for teachers in preparing teaching materials and assist in curriculum development.</p> <p>2. Assist teachers in designing and preparing information technology materials.</p>	1/9/2023 – 31/8/2024	<p>1. Staff can complete assigned tasks on time.</p> <p>2. Staff performance is satisfactory.</p>	\$108,150	<p>1. Hiring an additional teaching assistant can effectively share the workload, freeing up space for teachers to handle teaching-related tasks.</p> <p>2. This can encourage teachers to widely use information technology in teaching and learning.</p> <p>3. Various subjects promote the use of VR to support non-Chinese speaking students in learning Chinese.</p> <p>4. This can develop a school-based STEAM curriculum for S1-S4 students.</p> <p>5. Staff can complete assigned tasks on time.</p> <p>6. Staff performance is satisfactory.</p>	Continue to effectively use funding to hire teaching assistants to support teachers and promote e-learning.
2. Support the diverse development and special learning needs of students with different abilities.	<p>1. SLP Assist in producing school promotion materials, student activity records (SLP), award records, etc.</p> <p>2. Assist in organizing student</p>	Hire an activity assistant.	<p>1. Assist in producing student activity records (SLP), award records, and promotional materials.</p> <p>2. The effectiveness and quality of</p>	1/9/2023 – 31/8/2024	<p>1. Staff can complete assigned tasks on time.</p> <p>2. Staff performance is satisfactory.</p>	-/-	<p>An activity assistant has not yet been hired this year.</p>	It is recommended that the school continue to hire and implement relevant strategies to create space for teachers to develop appropriate school-based curricula and provide ongoing care for individual students.

	activities and related administrative and clerical work. 3. Assist student activity groups/school teams in training and competition leadership.		organizing student activities can be improved. 3. Teachers' clerical workload will be reduced.					
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iv. Report on the Use of Life-wide 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 Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
1	Sports Training	Whole Year	S1-6	172	\$265,319.06	\$1,542.55	E1,E2, E5	Physical Education	Students have the opportunity to engage in various sports, leading to noticeable development.			✓		
2	Tour Bus	Whole Year	S1-6	172	\$51,002.50	\$296.53	E2	Cross-Disciplinary (Others)		✓	✓	✓	✓	✓
3	Ocean Park Activities	27-28/6/2024	S4	29	\$946.25	\$32.63	E1	Citizenship and Social Development	Students enjoy the activities, learning moral values through play, while also increasing mutual understanding between teachers and students, fostering a positive classroom environment.	✓				
4	Emerging Sports	Whole Year	S1-6	172	\$70.67	\$0.41	E7	Physical Education	Students grasped the rules and techniques of the sports during the activities.			✓		
5	Cheng-chung Cup	2/12/2023	S1-6	172	\$28,186.30	\$163.87	E5, E7	Cross-Disciplinary (Others)	Students showcased their interest and abilities in STEM and sports during competitions.		✓	✓		
6	Campus Inclusion Leadership Program	Whole Year	S1-6	172	\$12,000.00	\$69.77	E1	Values Education	Through the activities, they learned to embrace differences and enhance their leadership skills.	✓			✓	
7	Career Planning	Whole Year	S1-6	65	\$8,760.00	\$134.77	E1	Cross-Disciplinary (Others)	Students have a deeper understanding of financial concepts.					✓
8	Macau Historical and Cultural Tour	2/7/2024	S2-3	8	\$5,190.00	\$648.75	E1, E2	Cross-Disciplinary (Others)	By planning the itinerary, students gained insights into Macau's history and culture, applying knowledge and theories learned in travel classes.		✓			✓
9	iFuture	Whole Year	S1-6	172	\$123,262.72	\$716.64	E1, E7	Cross-Disciplinary (Others)	Students demonstrated significant improvements in various areas (such as life skills and public speaking).			✓		✓
10	Civic Education Activities	Whole Year	S1-6	172	\$5,933.18	\$34.50	E7	Citizenship and Social Development	During the cleanup activity, students appreciated the hard work of the staff and understood the importance of environmental recycling.	✓				
11	Science Week and Comprehensive Science Activities	Whole Year	S1-6	172	\$3,112.92	\$18.10	E6, E7	Science	Students applied and validated their daily knowledge through various activities and visits.		✓			
12	Campus Eco-Ambassador Program	Whole Year	S1-6	172	\$1,235.00	\$7.18	E1, E7	Science	Students gained greater awareness of the ecology around the school campus.	✓				
13	Religious Outing Activities	7/5/2024	S4-5	9	\$3,760.00	\$417.78	E1, E2	Values Education	By participating in the activities, students deepened their understanding of the church, achieving ideal results. Some students reported feeling more at peace and confident in facing challenges after the activities.	✓				
14	Music and Arts Training	Whole Year	S1-6	148	\$33,518.00	\$226.47	E1	Arts (Music)	Students learned some crafts, allowing them to create unique, personalized works.			✓		
15	Outdoor Activity Day	15/12/2023	S6	110	\$4,190.00	\$38.09	E1, E7	Cross-Disciplinary (Others)	Most students enjoyed the activities, enhancing mutual understanding between teachers and students.	✓				
16	S6 Spiritual Education Day Camp	13/10/2023	S6	19	\$5,090.00	\$267.89	E1, E7	Values Education	Students engaged in the activities and, upon completion, realized that God oversees everything and will protect them, giving them more confidence in facing the DSE.	✓				
17	Junior High Spiritual Retreat Camp	1/3/2023	S1	37	\$11,650.00	\$314.86	E1, E6	Values Education	Students participated in the activities and gained a deeper understanding of the Catholic faith, learning the importance of mutual respect and courtesy.	✓	✓			
18	Track and Field Meet	26/2/2024	S1-6	172	\$9,207.57	\$53.53	E1, E7	Physical Education	Students engaged in the activities, which not only improved their sports-related knowledge and skills but also increased opportunities for mutual understanding among teachers and peers.			✓		
19	Student Council Activities	Whole Year	S1-6	172	\$4,201.62	\$24.43	E7	Cross-Disciplinary (Others)	Enhanced students' abilities in leadership preparation, organization, and execution; other students could also engage in campus life through participation in the activities.	✓		✓		
20	Environmental Conservation Activities	Whole Year	S1-6	172	\$2,923.19	\$17.00	E7	Cross-Disciplinary (Others)	Students gained greater awareness of environmental education.	✓				
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,489	\$579,558.98									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				2,489	\$579,558.98									

Note1: In response to the latest educational development and students' needs, 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 (\$)
1	Sports Equipment	Training Students and Competitions	\$100,000.00
2			
3			
<i>(Please insert rows above if the space provided is insufficient.)</i>			
Expenses for Category 2			\$100,000.00
Expenses for Categories 1 & 2			\$679,558.98

Category 3: Number of Student Beneficiaries

Total number of students in the school:	172
Number of student beneficiaries:	172
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr. SHIU Fai Man
Post of Contact Person for LWL:	Vice Principal

* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

v. Report on Sister School Exchange

Name of the Mainland Sister School (1): 蕭山區金山初級中學

(2): The Experimental School Affiliates To Zhejiang University Of Technology 浙江工業大學附屬實驗學校

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	School Visits for Dean Members School Tour Partnership Development Professional Sharing Thematic Discussions Lesson Observation	Over 80% of participants agree that the activities can achieve the following objectives: To share teaching strategies and resources To establish lasting partnerships with educators from sster school	By conducting meeting reviews and observations, the activities can achieve the objectives. Nearly 90% of participants strongly agree that the activities can accomplish these objectives.	Invite more teachers to join the school visit tour next year. Reach out to more sister schools for exchanges
2.	Signing ceremony with sister schools and discussing exchange plans.	To enhance understanding and knowledge of the mainland To increase the sense of belonging to the national identity recognition		
3.	Exchanges for students cultural and artistic exchanges letter exchanges video conference	To broaden horizons.		

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1		Tour fees for visiting Mainland sister school	32,285.86	
2		Expenses on activities jointly organized by sister schools in Hong Kong	0.00	
3		Transportation fees	17,213.00	
4		Salary for the supporting staff for handling administrative work of sister school exchange activities	0.00	
5		Expenses on video-conferencing facilities	100,000.00	
6		Expenses on materials used in the exchanges	842.00	
7		Others	0.00	
		Total:	150,340.86	
		Annual Balance of Grant:	147,753.14	

vi. Use of the Promotion of Reading Grant

2023/24 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

The reading culture at the school has improved. The borrowing rate of books by students has increased compared to the 22/23 academic year. There has also been an increase in the borrowing rate of books recommended by teachers/ students.

2. Evaluation of strategies:

The borrowing rate of books recommended by teachers/students is higher, so it would be beneficial to invite more teachers/students to share books.

Part 2: Financial Report

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	22,300.52
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> eRead Scheme	
	<input type="checkbox"/> Other scheme:	
3.	Reading Activities	
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	1,440.00
	<input checked="" type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others:	
	Total	23,740.52
	Unspent Balance	36,849.81

* Please tick the appropriate boxes or provide details.

加強支援非華語學生的中文學與教
學校計劃（2024/25學年）

[須於2024年11月30日或之前提交]

明愛胡振中書院

致：教育局非華語學生支援及教育統籌委員會事務組（第一組）

（地址：香港添馬添美道2號政府總部東翼7樓）

本校會實施「中國語文課程第二語言學習架構」（「學習架構」），以確保本校非華語學生¹與華語同儕享有同等學習中文的機會，並建構共融校園。本校亦會因應需要與持份者（包括非華語學生的家長）溝通，讓他們了解學校對非華語學生學習中文的支援。

- 本校2024/25學年的具體計劃已獲校董會通過。
- 本校2024/25學年的具體計劃已獲法團校董會通過。
- 本校2024/25學年的具體計劃已獲學校管理委員會通過。

現就有關計劃，闡述如下：

(一) 整體規劃

1. (i) 在2024/25學年，本校共有中文科教師 9 名，其中有 7 名教授非華語學生。
本年度教授非華語學生中文科的教師當中，分別有 3 名為首年任教、
1 名已任教1至3年、2 名已任教4至6年及 1 名已任教7年或以上。

- (ii) 就加強支援非華語學生學習中文、提升支援非華語學生的意識，並建構共融校園，本校已安排以下教師負責統籌有關事宜：

統籌團隊（包括總統籌）人數：3 人 [如統籌團隊人數多於一人，請填寫所有成員的資料。]

姓名	職位（例如：副校長 / 科主任 / 主任 / 副主任 / 教務主任 / 課程發展主任 / 科任老師 / 其他）	負責統籌的年級（例如小一至小三）	教授中文科的經驗（年）	教授非華語學生中文科的經驗（年）
蕭暉民 (總統籌)	副校長	中一, 中二, 中三, 中四, 中五, 中六	0	0
童駿欣	副主任	中一, 中二, 中三, 中四, 中五, 中六	6	4
陳永康	副主任	中一, 中二, 中三, 中四, 中五, 中六	5	0

1：規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

2. (i) 在2022/23學年及2023/24學年，本校已完成相關培訓（例如：參加研討會、工作坊或修讀有關教授中文作為第二語言的課程等）的現職中文科教師有 6 名，當中有 4 名於本學年教授非華語學生。

完成培訓活動的人數詳列如下（每學年獨立計算，毋須累計）：

	完成培訓活動人數	
	2022/23學年	2023/24學年
• 單次性有關教授中文作為第二語言的分享會 / 研討會	3	2
• 為期數日有關教授中文作為第二語言的短期課程	0	0
• 教授非華語學生的教師經驗分享會 / 研討會	2	1
• 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」	0	0
• 「教授中文作為第二語言專業進修津貼計劃」 ² 下的認可課程	0	-
• 有系統的兼讀制深造證書 / 文憑 / 碩士學位課程	0	0
• 同儕觀課	4	3
• 協作教學	3	2
教師網絡活動（請說明）：		
• 語文教學支援組：「支援非華語學生學習中文」中學教師學習社群	1	0
• 其他（請說明）：	0	0

本校有至少一名教師在上述學年已完成多於一項相關培訓。

- 2：「教授中文作為第二語言專業進修津貼計劃」下的認可課程包括香港理工大學開辦的「對外漢語教學深造文憑（香港學校中文第二語言教學專業）」、「中國語文文學碩士（中文第二語言教學專業）」及「對外漢語教學文學碩士（香港學校中文第二語言教學專業）」。教育局於2023/24學年起終止該津貼計劃。

(ii) 本校預計 9 名現職中文科教師在2024/25學年，會接受一項或多項專業培訓，當中有 7 名教師於本學年教授非華語學生。為提升中文科教師教授中文作為第二語言的專業能力，本校會繼續安排他們參與相關培訓，計劃如下：（可選多於一項）

- 單次性有關教授中文作為第二語言的分享會 / 研討會
- 為期數日有關教授中文作為第二語言的短期課程
- 教授非華語學生的教師經驗分享會 / 研討會
- 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」
- 有系統的兼讀制深造證書 / 文憑 / 碩士學位課程

- 同儕觀課
- 協作教學
- 教師網絡活動（請說明）：

- 其他（請說明）：

(ii) 以普通話教授中文：

本校 沒有 以普通話教授中文

本校於 _____ 年級 全面 (即所有班別 / 組別) 以普通話教授中文

本校於 _____ 中一 _____ 年級以普通話教授中文，並按學生能力分班，每級只有部分學生就讀以普通話教授中文的班別

其他安排 (請說明) : _____

(a) 本校非華語學生 就讀以普通話教授中文班別 的人數如下：

級別	中一	中二	中三	中四	中五	中六	總數
非華語學生人數	9	0	0	0	0	0	9

(b) 本校為 就讀以普通話教授中文班別 的非華語學生提供下列支援措施：

安排密集中文學習模式 (例如：抽離學習、小組學習、增加中文課節、課後支援班等)

發展 / 調適校本教材以照顧非華語學生的學習需要

提供拼音輔助或配有音頻的教學材料，教授拼音輔助學習

其他 (請說明) : _____

(iii) 本校按教育局通告第8/2014號第10段及第8/2020號第7段，採用緊扣「學習架構」的《中國語文校內評估工具-非華語學生適用》(《評估工具》)，每學年評估非華語學生的學習表現，並按評估結果，為非華語學生訂定適切的學習目標，以及為他們安排適切的密集中文學習模式。有關的評估結果載於 附錄。

[註：(1) 有關的評估資料主要用於輔助學校規劃加強支援非華語學生學習中文的措施，學校應靈活運用《評估工具》，評估並整合記錄非華語學生在聽、說、讀、寫各方面的學習表現，以便適時按他們的學習進度及需要策劃 / 調適支援措施。

(2) 學校須因應非華語學生的中文學習表現及學習中文的年期，為他們安排相應程度的評估課業 (一般而言，入門階段的評估課業適用於剛開始學習中文的非華語學生；第一學習階段的評估課業適用於學習中文年期較短的非華語學生。)

(3) 就非華語學生的整體學習表現，學校可按校本情況概括劃分非華語學生的能力為高、中、低。]

5. 編班方面，本校非華語學生的 中國語文課堂安排 如下：

每週有 7 節中文課，每節 30 分鐘。

所有非華語學生與華語同儕同班（請填寫第8(i)(i)項）

部分非華語學生（2 名）與華語同儕同班或部分課堂與華語同儕同班
（請按需要填寫第8(i)(i)項），詳情如下：

	中一	中二	中三	中四	中五	中六
人數			1			1
節數			7			7

所有非華語學生獨立成班

6. 就校本情況而言，本校安排非華語學生在 中文課與華語同儕同班，主要考慮因素包括：
（可選多於一項）

他們的中文學習表現大致理想，約 2 名能應付本校主流中文課堂的學習

為他們提供適切支援，幫助他們應付主流中文課堂的學習（詳見第8項）

為他們提供豐富的語言環境，有助同儕共融互勉

教師會因應非華語學生不同的學習需要，採用分層教學（包括安排不同程度 / 內容的學習活動、工作紙等）

本校非華語學生零散地分布各級，適合安排他們與華語同儕同班

其他考慮因素（請說明）：

7. 本校 有 安排非華語學生在 中文課獨立成班（或進行 抽離學習）。若有，主要考慮因素包括：（可選多於一項）

教師更能針對非華語學生的學習需要

本校非華語學生人數較多，適合獨立成班

在中文課堂以外，本校非華語學生有很多機會與華語同儕一起學習和成長，例如：

在其他科目與華語同儕一起上課

與華語同儕一起參與校內聯課活動

透過聯校活動，認識華語同儕及互相交流，增加接觸中文的機會

其他（請說明）：

其他考慮因素（請說明）：

8(i). 本校參考非華語學生使用《評估工具》的結果，配合校本情況，於2024/25學年推行以下的**密集中文學習模式**：(可選多於一項)

[註：請於第17項進一步闡述相關人手安排和開支]

(a) 在中文課堂安排**抽離學習**（即把非華語學生抽離原有的中文課堂，到另一地點上課），詳情如下：

跨級分組 (以✓表示)	年級	對象(例如：高 / 中 / 低*能力)	抽離小 組數目	每組人數	每組每週 / 循環週 約()節
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(b) 在中文課堂將同級 / 跨級的學生重新組合，進行**小組學習**（分拆成小組後，**小組數目會多於原有班數**，一般適合錄取非華語學生較多的學校，以降低每組師生比例，加強照顧非華語學生的學習需要），詳情如下：

跨級分組 (以✓表示)	年級	原有 ()班	分為 ()小組	每組 人數	每組每週 / 循環週 約()節
	中四	1	2	13-15	7
	中五	1	2	7-10	7
	中六	1	1	14	6
✓	中一至中三	7	7	19-25	7

(c) **增加中文課節**（請勿將其他科目的課節轉為中文課），詳情如下：

年級	每級有 ()班 / 組	每週 / 循環週原有 ()節中文課	每班 / 組 每週 / 循環週約增 加()節
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(d) 在中文課堂進行**協作教學**（即安排兩名或以上教師一同授課或安排教學助理 / 不同種族的助理在課堂上提供支援；只須填報入班協作的**額外人手**資料），詳情如下：

安排在課堂上提供支援	年級	班 / 組 數目	每班 / 組 每週 / 循環週 約()節
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(e) **跨學科中文學習**，相關科目（例如：圖書課等）包括：

[請注意：

- i. 跨學科中文學習的重點在於中國語文科知識的學習及 / 或鞏固，其他學習領域的課題皆可作為主題，如教師只以中文教授其他科目則不計算在內。
- ii. 如跨學科中文學習活動以「每月」、「每學期」或「每學年」等形式進行，請按比例化為「每週 / 循環週」計算有關節數，可用小數表示。]

年級	班 / 組 數目	相關科目	每班 / 組 每週 / 循環週 約()節
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(f) **課後支援**，詳情如下：

[請注意：課後支援的重點在於教授 / 鞏固中國語文科知識。]

跨級分組 (以✓表示)	年級	課後支援 小組數目	每組 人數	每組每週 / 循環週()節	每節 ()小時
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按第5項「每節中文課的時間」作換算，為非華語學生安排的課後支援每週 / 循環週共 0 節。

[請注意：此項每週 / 循環週節數將顯示在第8(ii) 及17項的相關項目中，例如：課後支援每週 / 循環週為2小時，以每節中文課為40分鐘作換算，即相等於3節中文課。]

課後支援的人手安排

每週 / 循環週負責的節數

(i) 中文科教師

0

(ii) 教學助理

0

(iii) 不同種族的助理 (入班協作)

0

(iv) 外聘導師

0

本校安排兩名或以上教學人員負責同一節課後支援。

如學校同時安排教師 / 教學助理 / 不同種族的助理與外聘導師負責課後支援，請提供各人的大致分工：

教師：

教學助理： _____

不同種族的助理： _____

外聘導師： _____

- (g) 校本暑期銜接課程（在2025年暑假期間舉辦；該課程只教授中國語文），詳情如下：

跨級分組 (以✓表示)	年級 (2025/26 學年)	預計 參與 學生 人數	陪同子女 上課及/ 或參與學 習活動的 家長人數	時數 (小時)	舉辦課程的方式 (可選取多於一 項)	相關開支(可選取 多於一項，並按需 要在第17及/或第 18項列明)
	中一	70	0	2	<input checked="" type="checkbox"/> 外購服務(例 如：與非政府機構 協作、聘用校外導 師) <input checked="" type="checkbox"/> 本校教師/教學 助理負責	<input checked="" type="checkbox"/> 運用額外撥款 <input type="checkbox"/> 運用教育局的 「非華語學生暑期 銜接課程津貼」 <input type="checkbox"/> 運用其他政府撥 款舉辦相關課程 (請說明)：

- (h) 其他 支援：(可選多於一項)

[請注意：如課程/活動以「每月」、「每學期」或「每學年」等形式進行，請按比例化為「每週/循環週」計算有關節數，可用小數表示。]

課程/活動	參與的非華語學生人數	每週 /循環 週約()	每節() 小時
<input type="checkbox"/> 伴讀計劃			
<input type="checkbox"/> 中文話劇訓練			
<input type="checkbox"/> 新來港兒童適應課程			
<input type="checkbox"/> 其他(請說明)：			

- (i) 所有中文課堂均與華語同儕同班的非華語學生(請參閱第5項)在中文學習上所獲得的額外支援(即安排在中文課堂內及/或課堂外的額外支援)：

協作教學、課後補課、提供額外筆記

8(ii). 本校確認下列本學年運用額外撥款為非華語學生學習中文所提供的支援及人手分配
【有關資料由系統從第4(i)、5及8(i) (a)至(f)項匯入】：

年級	安排與華語同儕同班 或部分課堂與華語同 儕同班的非華語學生 數目	密集中文學習模式	每週 / 循環週 節數
中一 (非華語學生：70 名)	_____ 名 (_____ 節)	抽離學習(每組 0 人)(0 班/組) 小組學習(每組 0 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援(每組 0 人)(0 班/組)	0 節 0 節 0 節 0 節 0 節 0 節
中二 (非華語學生：37 名)	_____ 名 (_____ 節)	抽離學習(每組 0 人)(0 班/組) 小組學習(每組 0 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援(每組 0 人)(0 班/組)	0 節 0 節 0 節 0 節 0 節 0 節
中三 (非華語學生：29 名)	1 名 (7 節)	抽離學習(每組 0 人)(0 班/組) 小組學習(每組 0 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援(每組 0 人)(0 班/組)	0 節 0 節 0 節 0 節 0 節 0 節
中四 (非華語學生：28 名)	_____ 名 (_____ 節)	抽離學習(每組 0 人)(0 班/組) 小組學習(每組 13-15人)(1 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援(每組 0 人)(0 班/組)	0 節 7 節 0 節 0 節 0 節 0 節
中五 (非華語學生：17 名)	_____ 名 (_____ 節)	抽離學習(每組 0 人)(0 班/組) 小組學習(每組 7-10人)(1 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援(每組 0 人)(0 班/組)	0 節 7 節 0 節 0 節 0 節 0 節

年級	安排與華語同儕同班 或部分課堂與華語同 儕同班的非華語學生 數目	密集中文學習模式	每週 / 循環週 節數
	中六 (非華語學生：15 名)	1 名 (7 節)	抽離學習 (每組 0 人)(0 班/組) 小組學習 (每組 14 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援 (每組 0 人)(0 班/組)
中一至中三		跨級抽離學習	0 節
		跨級小組學習	0 節
		跨級課後支援	0 節
			共 14 節

密集中文學習模式的人手安排

每週/循環週負責的節數

(i) 中文科教師

14

(ii) 教學助理

0

(iii) 不同種族的助理

0

(iv) 外聘導師

0

共 14 節

9. 本校 沒有 安排華語學生參與上述為非華語學生提供的支援。如有，詳情如下：
(可選多於一項)

- (i) 支援項目： 抽離學習 小組學習 增加中文課節
 協作教學 跨學科中文學習 課後支援
 暑期銜接課程 伴讀計劃 中文話劇訓練
 其他 (請說明)： _____

(ii) 參與(i)所述的支援項目的非華語學生共有 _____ 名 (年級： _____)；華語學生共有 _____ 名(年級： _____)

(iii) 安排華語學生參與的考慮因素：

10. 課程 / 教材發展方面，在2024/25學年，本校將採用以下策略：(可選多於一項)

- 參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源，並按需要發展 / 調適校本教材
- 根據「學習架構」發展校本教材，共 4 單元，涵蓋的年級：
中一,中二,中三
- 採用出版社、大學 / 專上院校出版的教材，包括：(請說明有關出版社及教材名稱)
三聯書店《輕鬆學漢語》
- 採用 / 參考教育局發展的《中國語文(非華語學生適用)》教材及 / 或《非華語學生中文學與教材料》(適用於小三及小四非華語學生)
- 申請優質教育基金撥款，發展校本課程 / 教材，或推展其他支援非華語學生學習中文的項目，詳情如下：

- 其他 (請說明)： _____

11. 除了在學年結束前及 / 或下學年開始時使用《評估工具》的結果外，本校會透過以下模式評估支援措施的成效：(可選多於一項)

- 校內評估的結果
- 持份者 (例如：有教授及支援非華語學生的教職員、家長、非華語學生等) 的回饋
- 教師觀察非華語學生在課堂上的表現
- 非華語學生在中文活動的表現 (例如：戲劇、校園小記者、朗誦、徵文比賽)
- 其他 (請說明)： _____

此外，本校會按教育局通告第8/2014號第11段，於學期結束時報告整體非華語學生的總結性評估結果，特別是預期可銜接主流課堂的非華語學生人數（中學方面，包括預期學生選擇各項出路的情況）。

(三) 建構共融校園

12. 本校除了將《學校概覽》(由家校合作事宜委員會出版)翻譯為英文版及提供相關支援措施的資訊外³,亦會透過以下方式,加強與非華語學生家長的溝通:(可選多於一項)

- 提供 _____ 所有 _____ 主要學校通告的英文版本
- 由班主任 / 教學助理 / 其他人士 (例如: _____)
有需要時由不同種族的助理 _____)
協助非華語學生家長了解學校通告的內容
- 提供英文版本的其他資料,例如: _____ 學校網站、宣傳刊物
- 聘請不同種族的助理,直接與非華語學生家長聯絡
- 購買翻譯服務, _____
- 安排教職員翻譯, _____ 協助翻譯學校通告/其他資料
- 舉辦家長講座(共 _____ 1.00 _____ 次),讓非華語學生家長了解其子女的學習進度及學校提供的支援情況
- 透過家長日 / 其他模式(例如: _____)向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等),以期透過家校合作,鼓勵非華語學生努力學習
- 其他(請說明): _____

13. 本校會提升教師和學生的文化及宗教敏感度,並在校內營造多元文化的環境,具體措施包括:(可選多於一項)

- 制定與建構共融校園相關的政策,並籌劃推行措施和各種安排
- 向教師闡釋有關政策及措施,並定期匯報推行措施的進展
- 舉辦 / 安排教師參與相關講座、研討會、工作坊等
- 舉辦多元文化活動,讓教師、學生及家長認識不同族裔的文化,例如:節日、習俗等
- 為學生推展同儕互勉計劃,鼓勵不同族裔的學生互相學習
- 其他(請說明): _____

3 由2018/19學年起,《學校概覽》已新增「非華語學生的教育支援」的欄目,所有獲額外撥款的學校均須在該欄目列出學校為非華語學生學習中文提供的額外支援措施。

14. 本校會透過以下途徑，為非華語學生在學校或課堂以外，提供更多接觸華語同儕的機會：
(可選多於一項)

與錄取較多華語學生的學校建立學習圈 / 結成伙伴學校

(伙伴學校名稱：_____)

安排非華語學生參與社區服務

安排非華語學生參加制服團隊 (例如：童軍、聖約翰救傷隊、航空青年團等)

安排非華語學生參加政府 / 不同機構舉辦的活動 (例如：商校合作計劃、由民政事務總署資助營辦的少數族裔人士支援服務中心所舉辦的共融活動等)

其他 (例如：聯校體育 / 藝術活動) (請說明)：

15. 在2024/25學年，本校 _____ 會 _____ 與非政府機構協作，支援非華語學生。若會，本校會透過不同途徑，監察及確保非政府機構的服務質素，而協作模式包括：(可選多於一項) [註：如有關服務的開支需以額外撥款支付，請於第17項列明]

有關機構為學校提供服務

機構名稱：Project WeCan

服務範疇 / 內容：校本教材研發及發佈

安排非華語學生 / 家長參加有關機構舉辦的活動 (例如：共融活動、社區服務、家長班 / 講座等)

機構名稱：_____

活動名稱 / 內容：_____

其他 (請說明機構名稱及其服務內容)：

16. 在2024/25學年，除了在《學校概覽》提供相關支援措施的資訊外³，本校還透過以下途徑，讓非華語學生家長及其他持份者了解本校為非華語學生提供的支援：(可選多於一項)

已將中、英文對照的支援摘要 (2023/24學年) 在2024年11月30日或之前上載本校網頁 (只適用於2023/24學年獲額外撥款的學校)⁴

(請提供有關連結：<https://www.cwcc.edu.hk/en/education-support-provided-non-chinese-speaking-ncs-students-0>)

除上述支援摘要外，本校網頁的其他內容⁵

(請提供有關連結：<https://www.cwcc.edu.hk/en/index>)

本校其他刊物，例如：學校刊物、PTA資訊

在「學校發展與問責架構」下的學校發展計劃 / 學校周年計劃 / 學校報告文件內闡述支援非華語學生中文學習的措施 / 情況，並上載學校網頁供持份者參考

家長日

其他（請說明）：

4 根據教育局通告第8/2020號第18段，獲有關撥款的學校須提供一份中、英文對照的摘要，闡述學校於上學年如何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。學校應在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，讓家長在瀏覽網頁的主頁時能即時知悉如何獲得英文版的資料。

5 學校可在學校網頁的主頁當眼位置設置圖標，連結英文版《學校概覽》網頁，或提供可用英語 / 其他語言溝通的聯絡人資料，以便非華語學生的家長查詢和取得相關資訊。

(四) 撥款的運用⁶

17. 按照2024年9月點算非華語學生人數的結果，本校在2024/25學年可獲額外撥款(A)

1,657,264 元，在2023/24學年完結時，額外撥款的累積餘額為(B) 702,339.24 元(如適用)。本校2024/25學年額外撥款的運用計劃如下：(可選多於一項)

項目	全年預算開支
<input checked="" type="checkbox"/> 聘請中文科 / 其他科 (請說明：中史科) 全職教師 2 名 ⁷ ，及全職教學助理 0 名 ⁷ 。他們負責的有關教擔 / 工作與校內一般全職教職員的教擔 / 工作相若。 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： <input checked="" type="checkbox"/> 按第8項資料所示，教師 教授非華語學生中文的額外教學工作，每週 / 循環週共 14 節 <input type="checkbox"/> 按第8項資料所示，教學助理 協助 / 支援非華語學生學習中文，每週 / 循環週共 0 節 <input checked="" type="checkbox"/> 發展校本課程 / 教材 (包括電子教材)，共 4 單元 (涵蓋的年級：中一,中二,中三)，每週 / 循環週共 1 節 <input checked="" type="checkbox"/> 共同備課 (年級：中一至中六)，每週 / 循環週共 4 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 4 節 <input 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 節 <input type="checkbox"/> 其他相關工作 (請說明)：	教師薪金總計： 857,490 元 ⁸ 教學助理薪金總計： 元 ⁸

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 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。

8 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的其他資源支付，請在第18項補充其他相關資料。

項目	全年預算開支														
<input checked="" type="checkbox"/> 聘請全職不同種族的助理 <u>2</u> 名 ⁷ ，主要負責以下工作： <ul style="list-style-type: none"> <input checked="" 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 <u>0</u> 節 <input checked="" 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： <u>326,100</u> ⁸ 元														
<input type="checkbox"/> 僱用專業服務以支援課後中文學習： <ul style="list-style-type: none"> <input type="checkbox"/> 舉辦課後中文學習班（請簡述服務內容）： _____ 元 <input type="checkbox"/> 舉辦校本暑期銜接課程（請簡述內容）： _____ 元 															
<input checked="" type="checkbox"/> 購買 / 發展教學資源（請簡述相關資源及其用途）： <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%; text-align: center;">資源</th> <th style="width: 30%; text-align: center;">用途</th> <th style="width: 20%; text-align: center;">預算開支(元)</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>教師中文用書、教師中文參考用書</td> <td>老師教學時用</td> <td style="text-align: right;">8000</td> <td rowspan="3" style="text-align: right; vertical-align: middle;"><u>24,000</u> 元</td> </tr> <tr> <td>中文教材及教具</td> <td>推行校內伴讀計劃及教學活動</td> <td style="text-align: right;">8000</td> </tr> <tr> <td>學生中文參考書、中文教科書</td> <td>添置適合非華語生的讀物，鼓勵學生閱讀</td> <td style="text-align: right;">8000</td> </tr> </tbody> </table>	資源	用途	預算開支(元)		教師中文用書、教師中文參考用書	老師教學時用	8000	<u>24,000</u> 元	中文教材及教具	推行校內伴讀計劃及教學活動	8000	學生中文參考書、中文教科書	添置適合非華語生的讀物，鼓勵學生閱讀	8000	
資源	用途	預算開支(元)													
教師中文用書、教師中文參考用書	老師教學時用	8000	<u>24,000</u> 元												
中文教材及教具	推行校內伴讀計劃及教學活動	8000													
學生中文參考書、中文教科書	添置適合非華語生的讀物，鼓勵學生閱讀	8000													

- 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，額外撥款的餘額預計累積至高水平（70%或以上）的學校]

原因：

改善建議：

18. 本校會充分運用獲得的額外撥款，支援本學年的非華語學生，預計不會有大量餘款。同時，本校 _____ 會 _____ 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。若會，請簡述：

1. 本校有多於一半非華語生，學校在推行教學及共融政策時會整體運用資源。例如中國語文科、中史科及輔導組，會運用科組資源推行共融的語文活動及輔導活動，包括週會節、工作坊等等。
 2. 不同種族的助理薪金以其他撥款支付（例如青年就業和培訓計劃、學校起動計劃）
-

(五)其他（如有需要，可填寫其他補充資料）

前測人數少於學生人數：

- 1 部分學生於前測完成後入學
 - 2 部分學生於進行前測當日缺席
-

本校會確保以上支援非華語學生的中文學與教及建構共融校園的安排，符合現行的香港法例（包括《教育條例》和《種族歧視條例》等），以及教育局不時修訂的相關通告和指引。本校亦會遵照教育局通告第8/2014號有關「改善非華語學生的中文學與教」及第8/2020號有關「加強支援非華語學生的中文學與教新撥款安排」的要求，確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信，本計劃一切內容均屬全面、完整及真確。

校監簽署 : _____
校監姓名 : 陳錦添女士
統籌教師姓名 : 蕭暉民副校長
統籌教師電郵 : sfm@cwcc.edu.hk
學校名稱 : 明愛胡振中書院
學校電話 : 28172318
日期 : 2024 年 11 月 20 日

附錄 (閱讀能力)

非華語學生的學習表現
閱讀 (或識字) 能力*

學校須因應非華語學生的中文學習表現及學習中文的年期，為他們安排相應程度的評估課業 (一般而言，入門階段的評估課業適用於剛開始學習中文的非華語學生；第一學習階段的評估課業適用於學習中文年期較短的非華語學生。) ，並按有關的評估結果及「中國語文課程第二語言學習架構」為他們訂定適切的學習目標。

*請分別填寫非華語學生讀、寫、聽、說的學習情況。

#請按級別(即小一,小二.../中一,中二...)填寫該年級非華語學生的整體表現。

就讀年級	整體表現	所得分數的百分比 (高、中、低能力組別所得分數的百分比以校本準則劃分，應可涵蓋 0%-100% 得分率的學生。)	2022/23學年 【有關資料從2022/23學校計劃匯入，以作參考】					人數 (小計)	中等能力的非華語學生一般能閱讀的篇章	2023/24學年 【有關資料從2023/24學校計劃匯入，以作參考】					人數 (小計)	中等能力的非華語學生一般能閱讀的篇章	2024/25學年					人數 (小計)	中等能力的非華語學生一般能閱讀的篇章
			採用有關評估工具的非華語學生人數							採用有關評估工具的非華語學生人數							採用有關評估工具的非華語學生人數						
			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段		
中一#	高	70 % 或以上					約 人	約 字	3	3				約 6 人	約 70 字	13	15				約 28 人	約 70 字	
	中	40 %至 69 %					約 人		10	3				約 13 人		9	11				約 20 人		
	低	39 % 或以下					約 人		3	5	1			約 9 人		3	19				約 22 人		
中二#	高	70 % 或以上					約 人	約 字	0	0	0			約 0 人	約 70 字		1				約 1 人	約 70 字	
	中	40 %至 69 %					約 人		1	3	3			約 7 人			9	3			約 12 人		
	低	39 % 或以下					約 人		2	4	6			約 12 人			6	14			約 20 人		
中三#	高	70 % 或以上					約 人	約 字	0	1	1			約 2 人	約 90 字		2				約 2 人	約 90 字	
	中	40 %至 69 %					約 人		1	2	1			約 4 人			3	3			約 6 人		
	低	39 % 或以下					約 人		3	3	13			約 19 人			2	18			約 20 人		
中四#	高	80 % 或以上					約 人	約 字	1			2		約 3 人	約 100 字						約 0 人	約 100 字	
	中	40 %至 79 %					約 人		10		0	7		約 17 人				4			約 4 人		
	低	39 % 或以下					約 人		0			4		約 4 人				24			約 24 人		
中五#	高	80 % 或以上					約 人	約 字	0	0	3	1		約 4 人	約 150 字		1				約 1 人	約 150 字	
	中	40 %至 79 %					約 人		0	0	5	2		約 7 人			5	1			約 6 人		
	低	39 % 或以下					約 人		0	0	4	0		約 4 人			3	7			約 10 人		
中六#	高	80 % 或以上					約 人	約 字				1		約 1 人	約 300 字						約 0 人	約 300 字	
	中	40 %至 79 %					約 人				0	1		約 1 人		1	4				約 5 人		
	低	39 % 或以下					約 人			0	0	11		約 11 人		1	2	4			約 7 人		
			共約 0 人					共約 124 人					共約 188 人										

附錄 (寫作能力)

非華語學生的學習表現
寫作 (或寫字) 能力*

學校須因應非華語學生的中文學習表現及學習中文的年期，為他們安排相應程度的評估課業 (一般而言，入門階段的評估課業適用於剛開始學習中文的非華語學生；第一學習階段的評估課業適用於學習中文年期較短的非華語學生。) ，並按有關的評估結果及「中國語文課程第二語言學習架構」為他們訂定適切的學習目標。

*請分別填寫非華語學生讀、寫、聽、說的學習情況。

#請按級別(即小一,小二.../中一,中二...)填寫該年級非華語學生的整體表現。

就讀年級	整體表現	所得分數的百分比 (高、中、低能力組別所得分數的百分比以校本準則劃分，應可涵蓋0%-100%得分率的學生。)	2022/23學年 【有關資料從2022/23學校計劃匯入，以作參考】					人數 (小計)	中等能力的非華語學生一般能寫作的篇章	2023/24學年 【有關資料從2023/24學校計劃匯入，以作參考】					人數 (小計)	中等能力的非華語學生一般能寫作的篇章	2024/25學年					人數 (小計)	中等能力的非華語學生一般能寫作的篇章
			採用有關評估工具的非華語學生人數							採用有關評估工具的非華語學生人數							採用有關評估工具的非華語學生人數						
			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段		
中一#	高	70 % 或以上	5		1		約 6 人	約 80 字	5	2	0			約 7 人	約 80 字	23					約 23 人	約 20 字	
	中	40 %至 69 %	1		4		約 5 人		7	1	1			約 9 人		1	6				約 7 人		
	低	39 % 或以下	1		6		約 7 人		4	8	0			約 12 人		1	39				約 40 人		
中二#	高	70 % 或以上			4		約 4 人	約 80 字	1	0	4			約 5 人	約 80 字						約 0 人	約 50 字	
	中	40 %至 69 %	1		5		約 6 人		1	0	2			約 3 人			4	2			約 6 人		
	低	39 % 或以下			4		約 4 人		2	6	2			約 10 人			13	15			約 28 人		
中三#	高	70 % 或以上	3		1		約 4 人	約 100 字	1	0	6			約 7 人	約 100 字						約 0 人	約 80 字	
	中	40 %至 69 %			6		約 6 人				5			約 5 人			3	6			約 9 人		
	低	39 % 或以下	4		2		約 6 人		3	5	4			約 12 人			4	14			約 18 人		
中四#	高	80 % 或以上					約 0 人	約 120 字	10			2		約 12 人	約 120 字						約 0 人	約 120 字	
	中	40 %至 79 %				7	約 7 人		2	0	0	7	0	約 9 人				7			約 7 人		
	低	39 % 或以下				10	約 10 人		0	0	0	4	0	約 4 人				19			約 19 人		
中五#	高	80 % 或以上					約 0 人	約 130 字			0	3		約 3 人	約 130 字		1				約 1 人	約 130 字	
	中	40 %至 79 %				4	約 4 人				4		0	約 4 人			3	3			約 6 人		
	低	39 % 或以下				9	約 9 人		0	0	8	0	0	約 8 人			5	5			約 10 人		
中六#	高	80 % 或以上					約 0 人	約 160 字				1		約 1 人	約 160 字		1				約 1 人	約 160 字	
	中	40 %至 79 %				8	約 8 人					0	1	約 1 人			4	2			約 6 人		
	低	39 % 或以下				7	約 7 人					0	11	約 11 人			4		1		約 5 人		

共約 93 人

共約 123 人

共約 186 人

附錄 (聆聽能力)

非華語學生的學習表現
聆聽能力*

學校須因應非華語學生的中文學習表現及學習中文的年期，為他們安排相應程度的評估課業（一般而言，入門階段的評估課業適用於剛開始學習中文的非華語學生；第一學習階段的評估課業適用於學習中文年期較短的非華語學生。）並按有關的評估結果及「中國語文課程第二語言學習架構」為他們訂定適切的學習目標。

*請分別填寫非華語學生讀、寫、聽、說的學習情況。

#請按級別(即小一,小二.../中一,中二...)填寫該年級非華語學生的整體表現。

就讀年級	整體表現	所得分數的百分比 (高、中、低能力組別所得分數的百分比以校本準則劃分，應可涵蓋0%-100%得分率的學生。)	2022/23學年 【有關資料從2022/23學校計劃匯入，以作參考】					人數 (小計)	2023/2024學年 【有關資料從2023/24學校計劃匯入，以作參考】					人數 (小計)	2024/25學年					人數 (小計)
			採用有關評估工具的非華語學生人數						採用有關評估工具的非華語學生人數						採用有關評估工具的非華語學生人數					
			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段		入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段		入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段	
中一#	高	70 % 或以上	1		1			約 2 人	3	3	0			約 6 人	15	9				約 24 人
	中	40 %至 69 %	4		2			約 6 人	12	5	0			約 17 人	9	23				約 32 人
	低	39 % 或以下	2		8			約 10 人	3	3	1			約 7 人	1	13				約 14 人
中二#	高	70 % 或以上						約 0 人	0	0	0			約 0 人		2				約 2 人
	中	40 %至 69 %	1		1			約 2 人	2	4	3			約 9 人		12				約 12 人
	低	39 % 或以下			12			約 12 人	2	4	7			約 13 人		3	17			約 20 人
中三#	高	70 % 或以上	2		1			約 3 人	0	0	2			約 2 人		1				約 1 人
	中	40 %至 69 %	1		1			約 2 人	0	5	3			約 8 人		6	2			約 8 人
	低	39 % 或以下	4		7			約 11 人	4	1	8			約 13 人			19			約 19 人
中四#	高	80 % 或以上						約 0 人	6			7		約 13 人						約 0 人
	中	40 %至 79 %				1		約 1 人	5			3		約 8 人			2			約 2 人
	低	39 % 或以下				16		約 16 人		0	0	3		約 3 人			25			約 25 人
中五#	高	80 % 或以上				1		約 1 人			2	2		約 4 人		2				約 2 人
	中	40 %至 79 %				3		約 3 人			7	0		約 7 人		6	4			約 10 人
	低	39 % 或以下				9		約 9 人			3	1		約 4 人		1	4			約 5 人
中六#	高	80 % 或以上				1		約 1 人				1		約 1 人						約 0 人
	中	40 %至 79 %				7		約 7 人				3		約 3 人				4		約 4 人
	低	39 % 或以下				7		約 7 人				9		約 9 人				7		約 7 人

共約 93 人

共約 127 人

共約 187 人

附錄 (說話能力)

非華語學生的學習表現
說話能力*

學校須因應非華語學生的中文學習表現及學習中文的年期，為他們安排相應程度的評估課業（一般而言，入門階段的評估課業適用於剛開始學習中文的非華語學生；第一學習階段的評估課業適用於學習中文年期較短的非華語學生。）並按有關的評估結果及「中國語文課程第二語言學習架構」為他們訂定適切的學習目標。

*請分別填寫非華語學生讀、寫、聽、說的學習情況。

#請按級別(即小一,小二.../中一,中二...)填寫該年級非華語學生的整體表現。

就讀年級	整體表現	所得分數的百分比 (高、中、低能力組別所得分數的百分比以校本準則劃分，應可涵蓋0%-100%得分率的學生。)	2022/23學年 【有關資料從2022/23學校計劃匯入，以作參考】					人數 (小計)	2023/2024學年 【有關資料從2023/24學校計劃匯入，以作參考】					人數 (小計)	2024/25學年					人數 (小計)
			採用有關評估工具的非華語學生人數						採用有關評估工具的非華語學生人數						採用有關評估工具的非華語學生人數					
			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段		入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段		入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段	
中一#	高	70 % 或以上			1			約 1 人	3	0	0			約 3 人	2	10				約 12 人
	中	40 %至 69 %			1			約 1 人	8	3	1			約 12 人	10	27				約 37 人
	低	39 % 或以下	7		9			約 16 人	7	7	0			約 14 人	13	8				約 21 人
中二#	高	70 % 或以上						約 0 人			0			約 0 人			3			約 3 人
	中	40 %至 69 %			1			約 1 人	1	0	6			約 7 人		10	6			約 16 人
	低	39 % 或以下	1		12			約 13 人	3	7	4			約 14 人		7	8			約 15 人
中三#	高	70 % 或以上			1			約 1 人	0	0	0			約 0 人		1	3			約 4 人
	中	40 %至 69 %			5			約 5 人	1	0	5			約 6 人		2	7			約 9 人
	低	39 % 或以下	7		3			約 10 人	3	5	8			約 16 人		4	10			約 14 人
中四#	高	80 % 或以上					5	約 5 人	11			5	0	約 16 人			2			約 2 人
	中	40 %至 79 %					4	約 4 人				8	0	約 8 人			15			約 15 人
	低	39 % 或以下					8	約 8 人					0	約 0 人			10			約 10 人
中五#	高	80 % 或以上					4	約 4 人			1	2	0	約 3 人						約 0 人
	中	40 %至 79 %					1	約 1 人			10	1	0	約 11 人		5	5			約 10 人
	低	39 % 或以下					8	約 8 人			1	0	0	約 1 人		4	2			約 6 人
中六#	高	80 % 或以上					3	約 3 人				2	0	約 2 人						約 0 人
	中	40 %至 79 %					7	約 7 人				11	0	約 11 人				3		約 3 人
	低	39 % 或以下					5	約 5 人						約 0 人				8		約 8 人

共約 93 人

共約 124 人

共約 185 人

viii. Report on Diversity Learning Grant - Other Programmes Gifted Education

Strategies / Tasks	Purpose	Target Group	Duration of Study / Start Date	Student Assignments	Evaluation / Suggestions	Expenditure
Artificial Turf Analysis and Beautification Course	<ol style="list-style-type: none"> 1. To give students greater awareness of different industries. 2. To gain a basic understanding of niche industries through high technology and personal experience. 	<ol style="list-style-type: none"> 1. Select 4 students from each class in S4, S5, and S6. 2. The top 2 students in Physical Education and Chemistry electives. 	Starting from September 2023, there will be a total of 12 classes over three months (one class each week)	Each session includes a quiz, and an oral presentation provided by a professional instructor."	<ol style="list-style-type: none"> 1. High student attendance rate (averaging 91%). 2. Students can use the skills they have learned to analyze the components of artificial turf, understand the properties of different types of artificial turf, and assess their impact on athlete performance. 	HKD49,900

ix. Report on the Student Activities Support Grant (2023/24)

Caritas Wu Cheng-chung Secondary School
Report on the Use of the Student Activities Support Grant
2023-2024 School Year

Jun 2022 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$25,350.00
B	Expenditure in the Current School Year:	\$25,206.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$143.50

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	10	\$8,820.75
Full-grant under the School Textbook Assistance Scheme	14	\$10,300.85
Meeting the school-based financially needy criteria	51	\$6,084.90 (capped at 25% of the total allocation for the school year)
Total	75	\$25,206.50

(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	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Cost of Travel Bus for Outdoor Activities	cross-KLA	132	\$7,100.00	✓	✓	✓	✓	
2	Cultural Appreciation Activity - Concert Tickets	Arts (Music)	6	\$2,880.00			✓		
3	Registration Fee for School Sports Association Competition - Table Tennis	Physical Education	8	\$300.00			✓		
4	Registration Fee for School Sports Association Competition - Hockey	Physical Education	23	\$1,050.00			✓		

(Please insert rows above if the space provided is insufficient.)

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
Expenses for Category 1			169	\$11,330.00					
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	School Team Training - Hockey and Football Equipment	Physical Education	30	\$5,280.00			✓		
2	School Team Training - Table Tennis Table	Physical Education	35	\$7,727.50			✓		
3	School Team Training - Custom Jerseys for Basketball	Physical Education	4	\$869.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			69	\$13,876.50					
Total			238	\$25,206.50					

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):	Mr. Shiu Fai Man (Vice Principal)
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x. Report for the Citizenship and Social Development Grant

Items	Objectives and Measures		Target Group	Evaluation Methods	Success Criteria	Expenditure	Timeline	Person in Charge
	Objectives	Measures						
1. Textbook Acquisition	<p>a. Purchase teaching resources provided by publishers and acquire reference books for teachers to offer more enriching teaching materials.</p> <p>b. Acquire reference books for students (in the library) to encourage them to read a wide range of materials, thus exploring different aspects of knowledge to enhance learning effectiveness.</p> <p>c. Incorporate more project-based learning elements into the curriculum, along with electronic teaching design, to engage students more actively in the classroom.</p>	<p>a. Support teachers in teaching the subject's skills and deepen their understanding of society, the nation, the humanities, and the material environment, as well as the related knowledge content. Subject teachers will introduce relevant concepts to students in class to reinforce foundational knowledge.</p> <p>b. Discuss topics in class with students, incorporating worksheets with clippings from international news, media readings, video screenings, or text readings, to enrich students' knowledge and broaden their perspectives.</p> <p>c. Arrange field trips, experiential learning days, academic exchange groups, and study tours, aimed at cultivating skills such as communication, collaboration, logical thinking, creativity, and problem-solving, preparing students for their future lives.</p>	Senior Form Student	Teacher Meeting	Over 80% of subject teachers agree that this measure effectively stimulates students' interest in learning, thereby enhancing teaching and learning effectiveness.	\$21,936.00	Whole year	Subject Head and Subject Teachers
2. Funding for Student Field Trips/Exchange Activities	Funding for students to participate in the Education Bureau's mainland study tours, which include visit sites or topics related to Chinese culture.	By subsidizing costs for entry, transportation, visas, and travel, students can integrate field trips into their learning, experiencing the essence of balancing theory and practice. This aims to enhance students' interest in their subjects, help them understand Chinese and local cultures through the activities, and strengthen their national identity.	Senior Form Student	Student Survey	Over 80% of students believe that the funded activities effectively broaden their horizons.	\$3,376.10	During the annual activity period	Subject Head and Subject Teachers
3. Funding for Teachers to Participate in Teaching	Arrange for more accompanying teachers to ensure that students	By increasing the number of accompanying teachers, the teacher-to-student ratio will be reduced, allowing	Involved Teachers	Teacher Meeting	Over 80% of students believe that having	\$2,200.00	During the annual activity period	Subject Head and Subject Teachers

Exchange Activities Related to the Civic Education Curriculum	receive more comprehensive care.	teachers more time and space to provide attentive support and care for students.			more accompanying teachers allows for better care.			
4. Payment for Students to Participate in Inter-school/Cross-curricular Activities Related to the Civic Education Curriculum Held on the Mainland	Utilize the allocated funding to cover students' expenses for relevant exchange activities, allowing participating students to benefit from this program.	Before the overseas study activities, teachers will lead students in handling travel visa arrangements and subsidizing relevant costs, enabling students to actively engage in learning activities and facilitating experiential learning.	Senior Form Student	Student Survey	Over 80% of students believe that receiving relevant funding enables them to engage in experiential learning.	\$13,129.00	During the annual activity period	Subject Head and Subject Teachers
5. Develop or Purchase Mobile Applications or Software for Implementing Civic Education	Encourage teachers to use electronic learning software with diverse teaching and learning strategies to enhance students' interest and effectiveness in learning.	Utilize a variety of learning activities, such as role-playing (with different stakeholders), scenario settings, and oral presentations, in conjunction with electronic learning software to design learning games, activities, and quiz competitions. This allows students to complete assigned tasks, engage in peer evaluations, receive immediate feedback from teachers, and showcase learning outcomes in class, serving as a foundation for designing school-based curricula.	Senior Form Student	Student Survey	Over 80% of students believe that diverse electronic learning software can enhance learning effectiveness.	\$82,102.09	Whole year	Subject Head and Subject Teachers
Total:						\$122,743.19		

xi. Report on the One-off Grant for Promotion of Chinese Culture Immersion Activities

Category	Activity Content	Target Audience	Actual Expenditure
Organize subject-based and cross-subject student learning/experience activities or seminars related to Chinese culture.	/	/	HKD0
Organize or fund students to participate in local or mainland inter-school activities or competitions related to Chinese culture."	/	/	HKD0
Organize or fund students to participate in local cultural visits or exploration activities.	Experiential Learning Day for Junior Form Students	S1-S3	HKD4,060
Develop curricula related to Chinese culture.	/	/	HKD0
Procure and develop teaching and learning resources for Chinese culture.	/	/	HKD0
Provide funding for students and accompanying teachers to go to the mainland to participate in exchange activities focused on learning about Chinese culture.	/	/	HKD0
Total:			HKD4,060