



Shatin Pui Ying College
Annual School Report
2024/2025

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A. School Vision and Mission

1. Vision Statement

Together we nurture the lives of our students
Hand in hand we witness the Love of Christ

2. School Mission

- a. Our school has “holistic education” as its philosophy, with “Faith, Hope, Love” as its motto. We are committed to the provision of a comprehensive range of quality education services, which aims to promote the moral, intellectual, physical, social, aesthetic and spiritual development of our students.
- b. We help our students grow in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills.
- c. Seeking to nurture in our students positive attitudes and Christian values, we want to see them develop into good citizens, serving the community and contributing to our nation.

B. Our School

1. Shatin Pui Ying College was founded in 1978.
2. It is a Christian EMI secondary school fully subsidised by the government with 4 classes from S1-S4, S6 and 5 classes of S5 with a total enrolment of 719 students.
3. We have a full establishment of 49 teachers, 1 School Executive Officer, 3 IT Technicians, 3 Laboratory Technicians, 1 Librarian, 11 clerical and administrative staff and 8 janitors. In addition, there are 12 teachers appointed under other government grants.

C. Major Concerns

1. Enhance Student Engagement and Proficiency in Learning
2. Nurture Emotional Well-being and Foster Readiness for Challenges Among Students

D. Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Enhance Student Engagement and Proficiency in Learning

Achievements:

- 1.1 Foster a stimulating learning environment that encourages active student participation.

Being “Passionate Learners” is one of the four qualities of SPYC students. The school organised a diverse range of learning activities, offering opportunities both inside and outside the classroom to cater to students of varying abilities, interests, and age groups.

The school introduced artificial intelligence (AI) as a learning tool. A “School-Based Artificial Intelligence Usage Policy” was formulated to clarify the school’s stance on students’ use of generative AI, aiming to safeguard essential learning experiences from potential misuse. In support of this initiative, the school upgraded its IT software and infrastructure, including subscriptions to generative AI services. Staff development programmes were conducted to equip teachers with the knowledge and skills to integrate AI tools such as Google Gemini into teaching and learning practices.

Lesson observation revealed that most teachers incorporated interactive learning activities into their lessons. Classroom configurations, student groupings, and the overall learning environment effectively fostered communication and collaboration among students.

According to the Stakeholder Survey:

- 65.2% of students agreed that “Teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps, and accessing online resources.”
- 64.5% of students agreed that “Teachers often organise various learning activities both inside and outside the classroom, such as discussions, visits, sharing insights gained from reading, and oral presentations.”
- 52.9% of students agreed with the statement “I take an active role in learning inside and outside the classroom.”

From the parents’ perspective, 58.5% agreed that “My child takes the initiative to learn.”

In the APASO III subscales “Learning (Self-initiative)” and “Learning (Self-monitoring),” students achieved a Q-score of 115 and a P-score of 84.1. (The general Q-score and P-score for all Hong Kong schools were 100 and 50, respectively.) These scores represented the second-highest attainable level in the subscales, according to the score conversion table provided by the EDB.

The “Honours List” (2024–2025), on the following pages reflects the diversity of learning activities and highlights the outstanding achievements of students across different grade levels.

1.2 Cultivate students’ academic skills and confidence, empowering them to achieve their full potential.

“Let Our Students Shine” has always been our mission. We are committed to nurturing each student’s full potential, accompanying them through their growth and development, and cultivating respectful, responsible, and optimistic individuals. To this end, we provide every possible opportunity for exploration and experience within a safe, encouraging, and rewarding learning environment. These beliefs continue to be a cornerstone of our school ethos.

To enhance academic performance across students of a range of abilities, the school organised after-school tutorial classes. These subject-specific classes were offered in both junior and senior forms. For S6 students, a tailor-made curriculum was developed for high-performing learners. Undergraduates were recruited as tutors for remedial classes to support HKDSE preparation. Questionnaire data indicated that students who had participated in these programmes generally demonstrated clear academic improvement.

Teachers consistently encouraged students to learn through positive reinforcement, aiming to build self-confidence and resilience. DSE examination results showed that the percentage of students attaining Level 4 or above in nearly all subjects was significantly higher than the territory-wide average, underscoring the academic strength of our students.

Lesson observation showed that most teachers provided clear guidelines and scaffolding questions to facilitate peer-to-peer interaction. A variety of collaborative learning activities were implemented, including debates, hands-on experiments, class discussions, and role-plays.

The Stakeholder Survey revealed strong student engagement and appreciation for the school’s support:

- 69.3% of students agreed that “Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.”
- 70.6% of students agreed that “Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.”
- 70.4% of students agreed that “I try my best to overcome learning difficulties.”

1.3 Develop students’ ability to apply their knowledge and skills in authentic, real-world contexts.

Our students actively took on leadership roles as coordinators and facilitators in the English Fun Camp, which was organised for Primary Five and Six students from neighbouring districts. They also served as masters of ceremony and delivered presentations during morning assemblies. Many played key roles in the biennial production of English musicals, contributing to scriptwriting, performance, and backstage coordination.

In addition to their participation in the Drama Fun Camp, Chinese Fun Camp, STEM Camp, and Leadership Training Camp, students were groomed to become SPYC Ambassadors. These Ambassadors proudly represented the School, taking on the responsibility of promoting our values and achievements to visitors and guests during major school events.

The School made full use of available external resources to enrich students' learning experiences. Positive feedback from both students and teachers affirmed the effectiveness of these efforts. The Careers Guidance Committee arranged for students to engage in a wide range of activities, including workshops, seminars, competitions, taster programmes, educational visits hosted by professional associations and enterprises, and a career exploration tour to Shenzhen. These experiences enabled students to gain deeper insights into various professions, clarify their career interests, and set realistic and meaningful goals for their future.

The STEM Activities Organizing Team nominated and trained students to participate in a variety of STEM-related activities and competitions. According to the School KPM Report, 47.4% of junior students and 33.1% of senior students took part in territory-wide inter-school STEAM education competitions—figures that significantly exceeded the territory-wide norm.

The school organised multiple cross-border and overseas study tours to destinations including Okinawa, Singapore, Kazakhstan, Wuxi, Shaoguan, Guangzhou and Shenzhen. These tours provided students with valuable opportunities to deepen their understanding of the latest developments in mainland China, to cultivate global awareness and cross-cultural communication skills, and to broaden their international perspectives.

Reflection:

It was noted that the current amount of lesson time for Science in S1 and S2 has limited the full coverage of the curriculum. This issue will be addressed in future planning to ensure comprehensive delivery of the Junior Secondary Science curriculum.

Although the percentage of students attaining Level 4 or above in Chinese, English, and Mathematics in the HKDSE significantly exceeded the territory-wide average, the data suggested that students' confidence in learning still required further development.

In the APASO III subscales “Self-Concept (English)” and “Self-Concept (Mathematics),” students achieved Q-scores of 106 and 102 respectively, which were only slightly above the territory-wide norm. However, the Q-score for “Self-Concept (Chinese)” was 85, which fell below the territory-wide benchmark.

In the subscales “Learning Motivation (Intrinsic)” and “Learning Motivation (Instrumental),” students recorded relatively low Q-scores, indicating a need for improvement in both self-driven and goal-oriented learning motivation.

Feedback and Follow-up:

To stay at the forefront of educational innovation, the School will actively participate in pilot schemes offered by local tertiary institutions in the coming academic year. These initiatives aim to enhance the effectiveness of teaching and learning through collaborative exploration of new pedagogical approaches.

In response to curriculum needs, the School will adjust the number of Science lessons in S1 and S2 in 2025-2026. This adjustment aims to improve the implementation ensure more comprehensive coverage of the Junior Secondary Science curriculum and deeper student engagement.

To boost students’ confidence in learning Chinese, the School will adopt multifaceted strategy that includes improving classroom instruction through targeted pedagogical refinement, cultivating a supportive and encouraging Learning environment, and refining curriculum design to better meet students’ learning needs.

Major Concern 2: Nurture Emotional Well-being and Foster Readiness for Challenges Among Students

Achievements:

- 2.1 Develop students’ emotional intelligence and social skills to navigate challenges and build positive emotional well-being.

We are committed to helping students develop their full potential and acquire positive values, with particular emphasis on their physical and mental well-being.

To foster a healthy and balanced lifestyle, the Student Guidance Committee organised a range of initiatives, including Peer Counselling Scheme, Team Building Workshops, Healthy Sleep Seminar, Perseverance Studio, Form-based Counselling Scheme, and other targeted well-being activities.

These programmes aimed to support students in maintaining both mental and physical health, while cultivating resilience and interpersonal skills.

Survey results indicated that approximately half of the students agreed with statements such as “I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress,” and “Teachers help us resolve problems related to growing up, such as those concerning our physical and mental development, making friends, and our studies.” Additionally, 70.5% of students reported receiving support and encouragement from teachers, while 67.6% agreed that the school is a caring place.

More than half of the parents also agreed that “The school helps my child resolve problems related to growing up, such as those concerning physical and mental development, making friends, and academic studies.” These responses affirmed the effectiveness of our efforts in promoting student well-being.

Maintaining strong communication between the school and home has helped students feel supported by both home and school, reducing feelings of isolation and alienation. According to the Stakeholder Survey, 64.9% of parents agreed that “The school helps me acquire knowledge and methods of educating my child.” The Parent-Teacher Association further strengthened this partnership by organising a talk given by Ms. Ho Siu Kuen on “Nurturing Children’s Self-confidence & Self-learning Ability” and inviting the Mental Health Association of Hong Kong to conduct a “Youth Mental Health First Aid” workshop for parents. These initiatives received positive feedback and were well-received by the parent community.

In the APASO III subscales “Affect (No Negative Affect)” and “Affect (No Anxiety, Depressive Symptoms)”, students achieved Q-scores of 100 and 93 respectively, compared to 92 and 86 in 2023-2024. These improvements suggested a positive impact brought by the school’s well-being measures, although continued attention is needed.

2.2 Equip students with resilience, leadership, and perseverance to overcome obstacles and make a positive impact.

Being “Servant Leaders” is one of the core qualities of SPYC students. To cultivate this attribute, our Prefects Team was given meaningful opportunities to perform duties and lead by example. Duty rotations were implemented to maximise learning experiences, and outstanding prefects were promoted to Prefect Leaders to further develop their leadership capabilities.

The Life-wide Learning Committee empowered students to establish their own student-led extra-curricular activity (ECA) groups. Students were responsible for proposing, planning,

and implementing their initiatives, and actively promoted their interests by organising a variety of activities. This autonomy encouraged creativity, responsibility, and collaboration.

The Executive Committee of the Student Union was formed through open nomination and referendum. The elected cabinet fulfilled its responsibilities by maintaining communication between students and the School, providing welfare services, and organising school-wide events and activities.

In the APASO III subscale “Leadership” students achieved a Q-score of 116 and a P-score of 85.7. These scores represented the highest attainable level in the subscale, significantly exceeding the territory-wide averages of 100 and 50 respectively.

Stakeholder feedback further affirmed the School’s efforts in leadership development. According to the survey, 64.7% of students agreed that “The school actively develops our leadership abilities, such as providing training to class monitors and prefects,” while 68.4% of teachers agreed that “The school provides adequate opportunities for students to develop their leadership abilities.”

- 2.3 Foster a positive mindset in students, encouraging them to take responsibility for their actions and contribute to their community.

Being Compassionate Neighbours is another SPYC quality. To nurture this value, the school actively encouraged students to participate in various volunteer services to serve those in need. In 2024-2025, 44.5% of students took part in uniformed groups or community service activities, an improvement compared to 2023-2024.

To further promote civic responsibility and moral values, the School organised a series of workshops, talks, and activities covering topics such as prevention of sexual harassment, anti-drug education, crime prevention, volunteerism, information literacy, and environmental protection. These efforts were positively received by stakeholders, with 78.9% of parents agreeing that “The school helps my child develop good moral character” and 69.6% of students agreeing that “The school helps us develop good moral character inside and outside of the classroom”.

The majority of our students are well-behaved and demonstrate positive peer relationships. Over 70% of students agreed that “My schoolmates and I help each other and get along well,” while approximately half affirmed that “My schoolmates are self-disciplined and follow rules.” Additionally, 65.8% of students agreed that “The school actively teaches us how to get along with others, such as showing respect for others and being considerate.” From the parents’ and teachers’ perspectives, 68.8% of parents agreed that “The school enables my child to be self-disciplined and to follow rules” and 57.9% of teachers agreed that “My students are self-disciplined and follow rules” respectively.

Reflection:

Teacher observation suggested that some students may exhibit a relatively low level of competitiveness and may not consistently demonstrate a strong drive for excellence. This tendency could potentially impact their resilience when encountering challenges or adversity.

In addition, the Q-scores in the APASO III subscales “Affect (No Negative Affect)” and “Affect (No Anxiety, Depressive Symptoms)” were relatively low, indicating a need for continued attention to students’ emotional well-being.

Feedback and Follow-up:

Students’ experiences of depression and anxiety continue to warrant close attention. In response, the School will prioritise the enhancement of social-emotional learning in the coming academic years. Particular emphasis will be placed on fostering self-awareness and self-management, with the aim of equipping students with stronger emotional regulation skills and greater resilience in the face of challenges.

E. Student Performance

Our students are courteous and self-disciplined. Most of them are keen to learn. They actively participate in learning and extra-curricular activities. They have a good awareness of, and interest in, various social issues. Generally, students show a strong commitment to their school life. They exhibit good social and interpersonal skills and have developed good rapport with peers. Senior form students serve well as role models for their junior counterparts and are eager to serve their peers, the school and the community.

Hong Kong Diploma of Secondary Education Examination (2025)

1. Percentages of levels attained for subjects:

	Core Subjects	All subjects					
	332A	2+	3+	4+	5+	6+	7
SPYC	95.74%	99.42%	95.73%	70.49%	27.77%	10.10%	3.3%
HK	38.4%	85.40%	62.90%	36.50%	14.1%	5.8%	1.5%

2. The percentage of Level 5-5** of most of the subjects was better than the Hong Kong average, some of which exceeded the percentage of the Hong Kong average 2 times or more.

For Chinese Literature and Visual Arts, our Level 5-5** attainment was 3.8 times the Hong Kong average.

For Chinese Language, our Level 5-5** attainment was 2.7 times the Hong Kong average.

For English Language and Biology, our Level 5-5** attainment was 2.4 times the Hong Kong average.

For History and Chinese History, our Level 5-5** attainment was 2.3 times the Hong Kong average.

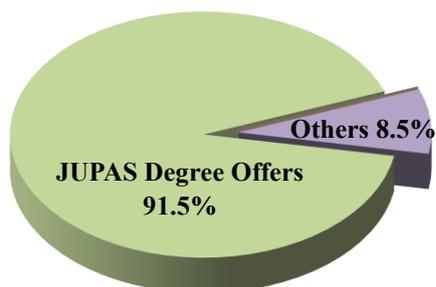
3. 95.7% of our students met the general entrance requirements of UGC-funded institutions (332A2 or above), compared with the Hong Kong average of 38.3%.

Pathways for S6 Graduates (2025)

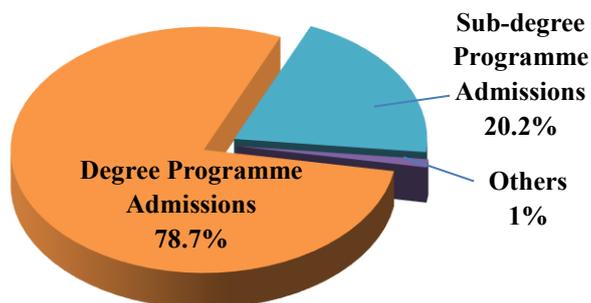
- 78.7% of S6 students entered degree programmes, of which 97.3% were offered by local universities and 2.7% by overseas universities. (2025)
- 2 of our S6 students were admitted to overseas institutes, accounting for 2.1% of the total. Details are as follows:

Country/City	No. of graduates admitted to overseas universities
United Kingdom	1
Australia	1

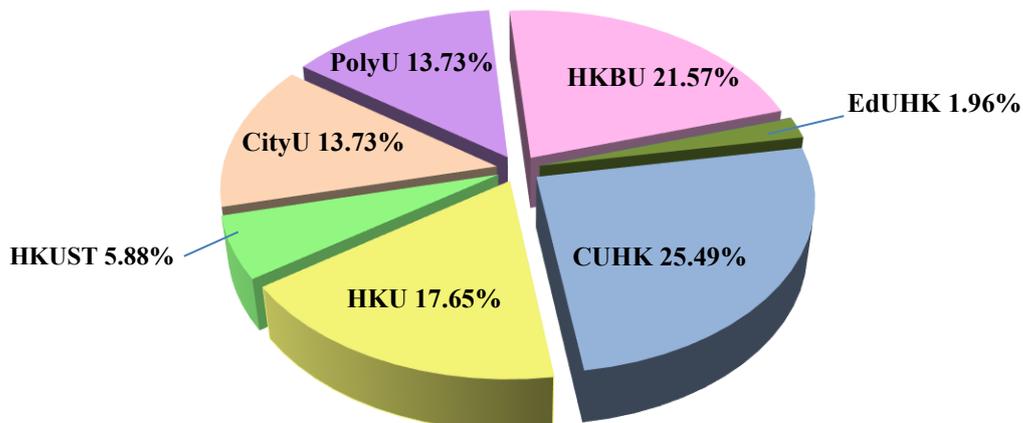
JUPAS Offers (2025)



Programme Admissions (2025)



Distribution of offers to UGC-funded Programmes (2025)



9. STEAM × BIM Construction Model Creative Design Competition 2024 - Your Glamping Dream organized by Hong Kong Institute of Construction
Merit Award : Chen Haiyue (3A), Poon Chit Cyrus (3C)

10. The 5th International Competition on Innovation in AI Interactive Content for Virtual Reality organized by Nanjing Yuhuatai District Association for Science and Technology
Second Award: Pang Cheuk Lam (1C), Poon Sum Yuet (1C)

11. International Junior Science Olympiad 2025 - Hong Kong Screening organized by Education Bureau, the Hong Kong Academy for Gifted Education and Hong Kong Association for Science and Mathematics Education
Third Award: Wan Kuen Kiu (3B)

12. Mathematics Kangaroo Contest 2025 organized by Magic Square Association
Peak Award: Wong Lok Yiu (1A), Hong Sin Chau (5E)
Elite Award: Leung Wun Sung (1A), Chong Hou Yi (1D),
Yau Shing Yu (3A), Chow Cheuk Him (3A)
Merite Award: Cheung Ngo Fung (1D), Wong Yi Kiu (4D),
Ho Shek Hei (5A), Cheng Hiu Lok (5E),
Lam Mai Ho (5E), Ho Cheuk Him (5E),
Yu Cheuk Hin (5E)
Secondary 5 Group – Third Prize: Hon Sin Chau (5E)

13. Student History and Culture Appreciation Ambassador Program organized by EDB & The Chinese University of Hong Kong Art Museum
Merit Award : Yuan Tin Yin (3C)

14. “Wen Yu Cup” Hong Kong Inter-school Essay Competition 2024 organized by Hong Kong Children Arts Exchange Association
Senior Secondary Group – Golden Award: Au King Ip (4B)

15. 2025 Asian English Usage Contest (Arch Cup) Live Heat Event Contest organized by the English Association of Asia
Silver Award : Huang Wing Yiu (1D)

16. The 29th Hong Kong Academic Couplet Writing Competition organized by New Town Cultural and Educational Association
Champion : Au Wing Yan (6B)

17. Harbour Debate Competition organized by Harbour Bay Society
1st Runner-up : Yau Adwin (1B), Kwok Yan Ching (2D),
Zhang Man Hei (3B), Wong Wai Yan (4A),
Guan Tsz Yan (4B), Yiu Tsz Wing (4B),
Chan Sin Tsz (5C), Dai Pak To Rio (5C)

18. Lancome Write Your Future 2024 Summer Bootcamp organized by JA Hong Kong
2nd Runner-up : Zhu Wai Ping (5A), Ching Yung Fei (5B), Chung Hiu Yu (5B),
Hung Ching Nga (5B), Yip Sin Tung (5B)

19. Hong Kong Tourism Industry Student Summit 2025 co-organized by Education Bureau and Hong Kong Tourism Board
Family Visitors (Thailand) Group – 2nd Runner-up: Lai Wing Yee (5A), Leung Cheuk Yan (5A),

Or Hoi Kiu (5A), Lam Kwan Tung (5B),
Wong Ching Man (5B)

20. The ARETE 10th Outstanding Student Leader Election organized by the ARETE
Outstanding Award : Liu Lucy (4D)
21. Top 10 Outstanding Student of New Territories organized by Federation of New Territories Youth
New Territories Junior Secondary School Category
The top 10 Outstanding student : Lee Hong Yau (4D)
22. Sir Edward Youde Memorial Prizes 2024/25 for Senior Secondary School Students organized by Sir Edward
Youde Memorial Fund Council
Senior Secondary School Students Award: Chiu Pik Ying (6A), Yeung Hoi Ki Miki (6C)
23. PCPD Student Ambassador Programmes organized by the Office of the Privacy Commissioner for Personal
Data
PCPD Student Ambassador : Chan Wing Yan (5C), Tsang Boris (5D), Ho Chun Yin (6D),
Ma Zheng Qing (6D)

Arts

1. Inter-school Crime Prevention Bus Body Advertising Design Competition organized by District Fight
Crime Committee (Sha Tin District)
Merit Award : Li On Ching (4A), Chan Miu In (4C) , Ho Ka Kiu (4C)
Tai Yi Man (4C) , Tse Wing Sze (4D) , Ng Yat Yin Natalie (6C)
2. Macao Tourism + Learning: AI Painting Competition and Exhibition organized by
Macao Government Tourism Office
「Travel & Food」 Group - Champion : Yeung Hei Nam (3D)
「Travel & Food」 Group - 1st Runner-up : Wong Ching Man (5B)
「Travel & Food」 Group - 2nd Runner-up : Chan Miu In (4C)
3. “RE-FROM Jao Tsung-I Academy” The Architecture, Interior and Landscape Design Competition 2025
organized by the Building, Civil Engineering and Built Environment Training Board of the Vocational
Training Council
1st Runner-up: Leung Hiu Ching (5E)
Best Art Design Award: Liu Lucy (4D)
4. 76th Hong Kong Schools Speech Festival
Solo Verse - First : She Lok Ting (2A), Tsang Tsz Lok (4A)
Solo Verse - Second : Lai Chi Wing (1B), Tse Tsun Hei (1D), Liu Lucy (4D)
Solo Verse - Third : Wong Jarvinia (1D)
Solo Prose - Third : Tsui Yung Wai (4D), Leung Tsz Ching (5D)

Solo Verse - Merit : Cheah Yu Jia (1B), Chan Tsz Yu Cheryl (1C), Tong Hei Yan (1C)
 Man Shun Hang (1C), Cheung Tsz Yu Yannie (1D), Ho Hoi Kiu (1D),
 Ma Ching Pui (2C), Ma Lok Yin (2D), Wong Mei Ling (3B)

Solo Prose - Merit : Chui Kai Yi Katie (1D), Fong Hei Tung Hailey (2B),
 Cheung Ching Yan (5E), Yip Pui Sze (5E)

Dramatic - Merit : Wong Yu Yan (1D), Leung Fong-Jyun (1D)

Choral Speaking - Merit : Chan Hei Tung (3C), Cheng Cheuk Tung (3C), Cheung Ho Ching (3C),
 Choi Hau Yu (3C), Choi Jaime (3C), Ho Yui Man (3C),
 Huang Zien (3C), Ip Oi Sze (3C), Kong Ching Yau (3C),
 Law Tsz Kei (3C), Lee Pui Yin (3C), Lui Lai Ching (3C),
 Ng Yui Hang (3C), Ren Xing Yue (3C), Tin Cheuk Ying (3C),
 Wong Pui Ching (3C), Yip Chin (3C), Yuan Tin Yin (3C),
 Yung Ho Ching (3C), Chan Lok Tin (3C), Chu Long Kiu (3C),
 He Eric (3C), Ho Cheuk Wah (3C), Hsui Man Hin Cayden (3C),
 Lam Wilson (3C), Lee Kin Long (3C), Lung Tak Tsun (3C),
 Poon Chit Cyrus (3C), Siu Sing Chi (3C), Sze Wang Hei (3C),
 Zheng Kwok Wai (3C)

5. 77th Hong Kong Schools Music Festival 2025

Graded Piano Solo - Grade Eight	Second:	Leung Bo Yee (2D) Hung Yuet Yi (4D)
Vocal Solo - Foreign Language - Soprano - Secondary School - Age 19 or under	Third:	Ng Sin Yiu (6B)
Chinese Instruments Scholarship	Finalist:	Suen Derek (5C)
Graded Piano Solo - Grade Five	Silver Award:	Pang Cheuk Lam (1C)
Graded Piano Solo - Grade Six		Fong Yau (1C)
Graded Piano Solo - Grade Seven		Man Hiu Ching (2A)
Violin Solo - Grade Seven		Lo Lok Sze Roxanne (4D)
Graded Piano Solo - Grade Eight		Lee Kit Sum (1D)
Alto Saxophone Solo - Junior		Lam Wing Sze (2D)
Pipa Solo - Junior		Liu Yuet Kwan (2C)
Cello Solo - Intermediate		Leung Tsz Yuet (2D)
Harmonica Solo - Intermediate		Cheung Sum Yuet Phyllis (2D)
Liuqin Solo - Senior		Ng King Yan (1A)
Piano Duet - Senior		Lam Wing Tung (3B)
Vocal Solo - Foreign Language - Female		Liu Lucy (4D)
Voice - Secondary School - Age 16 or under		
Graded Piano Solo - Grade Four	Bronze Award:	Yuen Tsz Huen (1A)
Graded Piano Solo - Grade Five		Lin Hei Chi (1A)
Graded Piano Solo - Grade Seven		Wong Hei Ching (3A)
Graded Piano Solo - Grade Eight		Kwong Tsz Shek (1A)
Zheng Solo - Junior		She Lok Ting (2A)
Descant Recorder Solo - Secondary School - Age 16 or under		Hui Yan Lam (4C)

6. 61st Schools Dance Festival

Jazz & Street Dance (Secondary Section)

Overall Award - 1st Runner-up

Group Dance (Snow White) - Honours Award: Chan Ho Ching (1C) , Fong Yau (1C) ,
Cheung Tsz Yu Yannie (1D), Chui Kai Yi Katie (1D),
Ho Hoi Kiu (1D), Lam Yan Wing (1D),
Lee Kit Sum (1D), Cham Pui Yee (2A),
Chan Sum Yu (2A), Ho Wui Yee (2A)
Law Tsz Ching (2A) Sham Hoi Ching (2A),
Chan Ching (2B), Fong Hei Tung Hailey (2B),
Wong Ho Yan (2B), Liu Yuet Kwan (2C),
Ng Wing Hei (2C), Yeung Tung Ngai (2C),
Cheung Tsz Ying (2D), Shen Qiao (3A),
Chiu Wing Ching (3A), Tsang Ka Wai (3B),
Ho Cheuk Yan (3B), Lee Tsz Wing (3B),
Wong Yuen Sum (3B), Ip Oi Sze (3C),
Lai Hui Sin (3D), So Tsz Yau (4B),
Lee Hong Yau (4D), Chan Man Chi (5A),
Ching Yung Fei (5B), Yu Tsz Ying (5B),
Cheng Kit Lam (5C), Yip Pui Sze (5E)

Group Dance (Madness) -
Highly Commended Award &
Choreography Award:

Chan Hui Yuet Ilona (1A), Lau Ming Yan (1A),
Chan Tsz Yu Cheryl (1C), Fan Ruiqi Sammi (1C),
Ho Xue Ying (1C), Or Ming Kei (1D),
Kwan Man Chin (2A), So Hiu Chin (2A),
Ho Lok Yin (2C), Ng Cheuk Nam (2C),
Cheung Yan Yuet (2D), Lu Yee Sen (3A),
Tsang Tsz Maan Jasmine (3A), Wong Hei Ching (3A),
Leung Sze Wai (3A), Tso Choi Kiu (3A),
Lau Mei Ham (3B), Ho Yui Man (3C),
Law Tsz Kei (3C), Lui Lai Ching (3C),
Ren Xing Yue (3C), Wong Pui Ching (3C),
Ling Sze Wing Novia (3D), Chan Candice (4A),
Lo Lok Sze Roxanne (4D)

Trio (Comfort Zone) Highly Commended Award: Ho Cheuk Yan (3B), Ho Hang Yan (5D)
Yip Pui Sze (5E)

Trio (First Crush) Highly Commended Award: Leung Sze Wai (3A), Tso Choi Kiu (3A),
Lau Mei Ham (3B)

Trio (Colour me) Commended Award: Chan Hiu Lam (3A), Chiu Wing Ching (3A),
Tsang Ka Wai (3B)

Contemporary Dance (Secondary Section)

Solo (迷失、交錯) Highly Commended Award: Cheung Yan Yuet (2D)

Solo (My Dearest) Highly Commended Award: Wong Jarvinia (1D)

Group Dance (The Shape of the Wind) Commended Award : Chau Cheuk Tung Charlotte (1B),
Cheah Yu Jia (1B), Hui Lok Ching (1B)
Lai Chi Wing (1B), Leung Hei Yu (1C),

Ma Lok Yin (2D), Cheung Yan Yuet (2D),
Hui Yan Lam (4C), Lee Hong Yau (4D),
Lo Lok Sze Roxanne (4D),
Shu Chun Kit (5B), Wong Jarvinia (1D)

7. Hong Kong Schools Dance & Music Festival 2024 organized by Hong Kong Music & Arts Association
Jazz Solo (Age Group 12-14) - Gold Award: Cheung Yan Yuet (2D)
8. Dance World Cup Asia 2025 - Hong Kong Qualifying Match organized by DWC Asian Cup
Jazz Solo (12-14) - Silver Award: Cheung Yan Yuet (2D)
9. Brilliant Cup 2024 - Hong Kong Gymnastics and Dance Competition organized by
Hong Kong Gymnastics and Dance Association
Girls (12-15) Aerobics - Solo - Gold Award : Sham Hoi Ching (2A)
Girls (12-15) Aerobics - Solo - Best Performance Award : Sham Hoi Ching (2A)

Sports

1. Hong Kong 18 District Aerobics and Gymnastics Age Group Competition 2025 organized by
The Gymnastics Association of Hong Kong, China & LCSD
Girls C Grade (12-17) - Individual - Merit Award: Liu Yuet Kwan (2C), Sham Hoi Ching (2A)
2. Guangdong Aerobics Championship 2024 organized by Guangdong Provincial Sports Bureau
Junior Individual - The Ninth: Liu Yuet Kwan (2C)
The Tenth: Sham Hoi Ching (2A)
3. Henderson Land Hong Kong School Wushu Competition 2024 organized by Wushu Federation of
Hong Kong, China, Hong Kong School Sports Federation, China and Leisure and Cultural Services
Department
Girls C Grade - "Zha boxing" - Gold Award: Lai Chi Wing (1B)
Traditional short weapons "Northwest Thirteen Swords" - Gold Award: Lai Chi Wing (1B)
4. Kwun Tong Taekwondo Fighting and Striking Competition 2024 organized by Kwun Tong Sports
Promotion Association Limited
Girls Junior (12-14) 41kg Flight (Color Belt) - Champion: Yuen Tsz Huen (1A)
5. Hong Kong Track Cycling Race organized by the Cycling Association of Hong Kong China Ltd.
Men School Division - 250M Flying Lap Champion: Yang Yaoyu (2D)
6. WAC Annual Challenge 2024 organized by Watons Athletics Club
Girls' U18 - 3000m - 2nd Runner-up: Yip Ka Lam (6C)
Girls' U18 - 1500m - The Fourth: Yip Ka Lam (6C)
7. HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Athletics Competition

- Girls A Grade - 1500m - 2nd Runner-up: Yip Ka Lam (6C)
 Girls C Grade - 800m - 1st Runner-up: Lau Hiu Ching (2B)
8. HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Cross Country Competition
 Girls A Grade - Individual - The Fifth: Yip Ka Lam (6C)
 Girls A Grade - Group - The Sixth: Leung Tsz Ching (5D), Chiu Pik Ying (6A), Yip Ka Lam (6C), Lee Ching Huen (6C), Loo Yan Lam (6C), Sze Ching (6C), Chan Shu Yuet (6D), Tsang Hiu Ki (6D)
9. HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Long Distance Run Competition
 Girls A Grade - The Fifth: Yip Ka Lam (6C)
 Girls C Grade - The Eighth: Lau Hiu Ching (2B)
 Girls A Grade - Group - 2nd Runner-up: Ng Sam Wai (5C), Yeung Hoi Ki (5C), Leung Tsz Ching (5D), Chiu Pik Ying (6A), Loo Yan Lam (6C), Yip Ka Lam (6C)
 Girls B Grade - Group - The Seventh: Lam Yui Ching (3B), Kong Ching Yau (3C), Tam Pui Yan (3D), Chan Candice (4A), Tong Chun Yan (4B), Liu Lucy (4D)
10. HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Swimming Competition
 Boys A Grade 100m Freestyle - 3rd Runner-up: Tsang Hon Fung (6D)
 Boys A Grade 50m Backstroke - 3rd Runner-up: Tsang Hon Fung (6D)
 Girls B Grade 100m Breaststroke - 2nd Runner-up: Lam Yui Ching (3B)
 Girls C Grade 100m Breaststroke - 3rd Runner-up: Yeung Tung Ngai (2C)
 Girls C Grade 200m Breaststroke - 3rd Runner-up: Yeung Tung Ngai (2C)
 Girls C Grade 50m Butterfly stroke - 1st Runner-up: Yuen Ching (2C)
 Girls C Grade 200m Freestyle - 3rd Runner-up: Yuen Ching (2C)
11. Shatin District Secondary School Handball Invitation Tournament organized by the Little Flower's Catholic Primary School
 Merit Award : Ko Hei Lam (1B), Hong Hoi Lam (1C), Ip Mei Yin (2A), Wong Lon Yan (2A), Wong Ching Hei (2B), Leung Huen Ching (2C) , Yung Tsz Shuen (2C)
12. HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Volleyball Competition (Div. 1)
 Boys B Grade - 2nd Runner-up: Hon Yan Nok (2B), Tse Chung Hei (2D), Chan Chun Lai (3B), Ko Tsz Wai (3B), Kwong Hin Yeung (3B), Ng Kin Ho (3B), Wan Kuen Kiu (3B) , Lung Tak Tsun (3C), Chau Julian (4A), So King Leong (4A), Chan Wan Ching (4C), Ip Ho Fung (4C), Lee Hau Pui (4C), Sin Wang Zit (4C), Law Kai Sing (4D)
13. HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Volleyball Competition (Div. 2)

Girls B Grade - 1st Runner-up:

Yung Anna (3A), Chan Hebe Hei Tung (3B),
Chu Yuen Ying (3B), Ng Yui Hang (3C) ,
Yung Ho Ching (3C), Ng Hei Yu (4D),
Wong Tsz Huen (4D)

F. Financial Summary for 2024-2025

		<u>Balance b/f</u> <u>(HK\$)</u>	<u>Grant</u> <u>Received</u> <u>(HK\$)</u>	<u>Expenditure</u> <u>(HK\$)</u>
I.	Government Fund			
1.	Expanded Operating Expenses Block Grant (EOEBG)	6,034,545.52		
	School Specific Grant			
	1. Administration Grant	-	4,156,830.00	3,996,206.38
	2. Air-conditioning Grant	-	607,200.00	62,000.00
	3. Capacity Enhancement Grant	-	676,944.00	712,786.34
	4. Composite Information Technology Grant	-	585,308.00	783,930.00
	5. School-based Management Top-up Grant	-	53,385.00	38,479.69
	6. School-based Speech Therapy Admin Grant	-	8,541.00	-
	b. Non- School Specific Grant			
	Baseline Reference	-	2,103,242.50	3,597,405.12
	c. Other Income	-	307,876.61	-
	<i>Sub-total</i>	<i>6,034,545.52</i>	<i>8,499,327.11</i>	<i>9,190,807.53</i>
	<i>Surplus for the year</i>			<i>5,343,065.10</i>
	<i>Funds set aside for Long Service Payment/Severance Payment</i>			<i>381,486.29</i>
	Balance carried forward to next year (A)			5,724,551.39
2.	Other Grants outside EOEBG			
	i. Other Recurrent Grants (Rent & Rates)	-	551,512.00	551,512.00
	ii. Committee on Home-School Co-operation Project	12,052.50	26,044.00	20,000.00
	iii. Salaries Grant	-	43,431,596.40	43,453,844.40
	iv. ER's Contributions to PF/MPF Scheme for NTS	-	228,720.33	230,503.52
	v. SB After-school Learning and Support Programme	85,719.90	71,400.00	85,942.70
	vi. Teacher Relief Grant	3,582,975.98	5,985,641.00	5,940,393.04
	vii. Learning Support Grant	133,340.23	480,480.00	469,998.36
	viii. Diversity Learning Grant – Applied Learning	-	89,875.00	89,875.00
	ix. Diversity Learning Grant – Other Languages	-	129,000.00	129,000.00
	x. Diversity Learning Grant – Other Programmes	40,261.33	91,000.00	103,712.00
	xi. Moral and National Education Support Grant	522,430.60	-	107,595.95
	xii. Information Technology Staffing Support Grant	-	338,819.00	371,965.20
	xiii. Grant for the Sister School Scheme	153,929.00	165,439.00	168,055.60
	xiv. Promotion of Reading Grant	46,957.97	77,205.00	104,975.95
	xv. School Executive Officer Grant	205,189.99	-	205,189.99
	xvi. Life-wide Learning Grant	41,507.97	1,281,254.00	1,093,744.96
	xvii. Student Activities Support Grant	-	57,850.00	57,850.00
	xviii. One-off School-based Speech Therapy Set-up Grant	20,646.00	-	-
	xix. One-off Grant for Supporting the Implementation of the SS Subject Citizenship and Social Development	246,905.30	-	246,905.30
	xx. Mental Health at School (One-off Grant)	51,427.00	-	51,427.00
	xxi. Mental Health of Parents & Students (One-off Grant)	9,200.00	-	9,200.00
	xxii. One-off Grant on Parent Education (Secondary)	200,000.00	-	89,810.00
	xxiii. Prom.Chi. Culture Immersion Activities (One-off Gr)	281,143.00	-	57,209.74
	xxiv. Prom. Sport Ambience & MVPA60 in Sch (One-off Gr.)	150,000.00	-	36,128.63
	xxv. Hong Kong School Drama Festival	14,371.03	8,600.00	20,324.57
	xxvi. Jockey Club Joy of E-Reading Scheme	-	-	-
	xxvii. Grant for Support for NCS Students	64,085.30	159,041.00	210,864.50
	xxviii. QEF-Prov of Mobile Comp Devices & Internet Service	-	-	-
	xxix. Prom.Self-Direct Lang.Learn Eng. One-off Gr	-	200,000.00	34,000.00
	xxx. Prom.Self-Direct.Lang.Learn Putonghua One-off Gr	-	200,000.00	13,693.45
	xxxi. AI for Science Education	-	100,000.00	-
	xxxii. Pilot Scheme on Other Languages for Junior Secondary Students	-	250,000.00	-
	<i>Sub-total</i>	<i>5,862,143.10</i>	<i>53,923,476.73</i>	<i>53,953,721.86</i>
	<i>Surplus for the year</i>			<i>5,831,897.97</i>
	Balance carried forward to next year (B)			5,831,897.97

		<u>Balance b/f</u> <u>(HK\$)</u>	<u>Grant</u> <u>Received</u> <u>(HK\$)</u>	<u>Expenditure</u> <u>(HK\$)</u>	
II.	School Funds	1,656,520.59			
	1. Tong Fai	-	211,400.00	-	
	2. Tuckshop Rental	-	68,400.00	-	
	3. Hiring of School Premises	-	192,575.90	-	
	4. Donations	-	10,100.00		
	5. Feed-in Tariff (FiT) Scheme	65,715.00	11,915.00	-	
	6. Others	12,997.57	457,431.52	1,065,978.15	
	7. Student Union	30,933.86	18,695.00	6,681.72	
	<i>Sub-total</i>	<i>1,766,167.02</i>	<i>970,517.42</i>	<i>1,072,659.87</i>	
<i>Surplus for the year</i>			<i>1,664,024.57</i>		
<i>Balance carried forward to next year (C)</i>			<i>1,664,024.57</i>		
III.	Approved Collection for Specific Purposes	876,299.47			
	1. <i>Other Purposes</i>	-	323,550.00	167,556.88	
	<i>Sub-total</i>	<i>876,299.47</i>	<i>323,550.00</i>	<i>167,556.88</i>	
	<i>Surplus for the year</i>			<i>1,032,292.59</i>	
	<i>Balance carried forward to next year (D)</i>			<i>1,032,292.59</i>	
<i>Accumulated surplus as at the end of school year [(A)+(B)+(C)+(D)]</i>			<i>14,252,766.52</i>		

G. Report on Other Grants

1. Teacher Relief Grant 2024-2025

The Teacher Relief Grant received this year amounted to \$5,985,641.00. The surplus brought forward from the previous year was \$3,583,475.98. The sum had been paid out for employing 12 additional teachers, supply teachers, tutors for after-school tutorial and enhancement classes and buying services for Drama Education lessons, amounting to \$5,329,899.04, \$191,494.00 and \$419,000.00 respectively.

2. School Executive Officer Grant 2024-2025

A. The surplus brought forward from 2023-2024 was \$205,189.99.

B. Expenditure

1. Employing one Teaching and Administrative Assistant	\$	194,564.59
2. Employer's contribution to Mandatory Provident Fund to staff members	\$	10,625.4
Total:		\$ 205,189.99

C. The grant was fully utilized by the year-end close.

D. Evaluation

One Teaching and Administrative Assistant was employed. His duty included:

- supporting the operation of the IMC such as preparing documents for meetings;
- taking minutes of meetings;
- assisting in the handling of routine school administrative matters;
- editing the school brochure, school plans and reports;
- reviewing and updating school profiles for external publications;
- handling internal and external scholarship applications;
- liaising with stakeholders of the School; and
- liaising with primary schools and other educational institutions.

He helped strengthen school administrative support and reduce the administrative work of teachers. This created room for the School Management Team to focus more on core educational tasks and take care of student development.

3. Capacity Enhancement Grant 2024-2025

A. Grant received this year amounted to \$676,944.00.

B. Expenditure

1. Employing one Librarian	\$	253,140.00
2. Employing one full-time and two 0.25 Teaching and Administrative Assistants	\$	411,990.58
3. Employing five part-time support staff members	\$	15,840.00
4. Employer's contribution to Mandatory Provident Fund for support staff members	\$	31,815.76
Total:		\$ 712,786.34

C. There was a deficit of \$35,842.34 at the year end, which would be absorbed by the EOEBG surplus.

D. Evaluation

1. One Librarian was employed to handle the operation of the School Library. She was responsible for updating the databases and systems of the School Library, as well as leading support staff members to carry out the work of stocktaking and data entry. She also assisted in reading promotion activities. Her presence reduced other teachers' workload in handling regular library duties.
2. One full-time and two 0.25 Teaching and Administrative Assistants were employed. Their duties included:
 - taking up S1 Mathematics lessons;
 - taking up S1 VA lessons;
 - providing secretarial service and taking minutes of meetings;
 - assisting teachers and the school in managing school activities;
 - assisting teachers in the preparation of teaching materials and resources;
 - conducting tutorial classes after school; and
 - substituting for lessons.
3. Five part-time support staff members were employed. Their duties included:
 - providing clerical support to teachers;
 - providing support to school events;
 - assisting the Librarian in carrying out stocktaking and data entry of library books;
 - serving as invigilators in school examinations; and
 - assisting teachers in checking relevant anti-epidemic records of students and visitors at school events purpose.

From the feedback of relevant teachers, the appointments were helpful in reducing their workload, creating room for them to concentrate on enhancing the quality of teaching and undertaking various professional training.

4. 2024-25 Report on the Use of the “One-off Grant for Mental Health at School”

Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	40,319.00
ii.	Providing support services related to enhancing the mental health of students and teachers	
iii.	Designing and producing school-based learning and teaching resources related to mental health	
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	11,107.7
v.	Others (please specify):	
	Total Expenditure	51,427.00
	As at 31 August 2025, Unspent Balance	0

5. 2024-2025 School Year Report on the Use of the Student Activities Support Grant
2024-2025 學年學生活動支援津貼運用報告

(一) 財務概況

A	本學年獲發撥款：	\$57,850.00
B	本學年總開支：	\$57,850.00
C	須退還教育局餘款 (A - B)：	\$0.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	7	\$4,166.40
學校書簿津貼計劃—全額津貼	70	\$39,226.30
校本評定有經濟需要	76	\$14,457.30 (上限為全學年津貼金額的 25%)
總計	153	\$57,850.00

[註：此項應等於 (一) B 「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上 號，可選擇多於一項)				
					價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動 ：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	舞蹈組：讓學生發展多元興趣，並透過參加公開比賽，展現成果，提升自信。	藝術（其他）	5	\$11,900.00	✓		✓		
2	樂器班：學習樂器，培養音樂興趣。	藝術（音樂）	7	\$10,780.00			✓		
3	級社旅行：愛護大自然、建立團隊關係、舒展身心。	價值觀教育	116	\$4,821.00	✓				
4	中四級地理科野外考察(長洲)	地理	4	\$1,000.00		✓			
5	中一生命教育營：讓中一同學能建立更緊密的群體生活，以支援他們的成長，並透過營內不同活動傳遞基督教價值，讓同學能按著聖經真理健康成長	價值觀教育	14	\$2,750.00	✓				
6	生物科及生態學會米埔濕地生態考察：米埔考察當地紅樹林生態，參與更多體驗式的學習活動，讓同學深入認識香港濕地和了解香港生物多樣性	科學	8	\$54.00		✓			
7	咖啡文化學會：學會成立旨在校內推廣咖啡文化，活動將由專業咖啡烘焙師從歷史、地理、科學、飲食的角度作切入，讓同學對咖啡文化有更深的認識。	跨學科（其他）	1	\$50.00		✓			
8	精彩人生：高疊盤挑戰活動：高疊盤是	價值觀教育	5	\$119.50	✓				

	一個新興運動，目標是將汽水盤一個接一個疊高，其間參加者員需站在高疊盤上，透過隊友及器材輔助傳遞高疊盤，考驗團隊策略及默契。								
9	屏山、錦田歷史考察團：認識本地原居民的歷史與文化	歷史	45	\$382.50		✓			
10	M+中國當代藝術家的社會參與實驗展覽導賞及工作坊：提升藝術素養	藝術（視藝）	2	\$103.00			✓		
11	保齡球課：學習不同種類的運動項目	體育	25	\$432.50			✓		
12	參觀新聞博覽館	價值觀教育	7	\$107.10		✓			
13	生態學會：嘉道理農場暨植物園參觀活動	科學	2	\$140.00		✓			
14	禁毒資訊天地導賞團	價值觀教育	20	\$704.00	✓				
15	籃球校隊：透過恆常訓練鍛鍊身體，代表學校出賽。	體育	6	\$900.00			✓		
16	排球校隊：透過恆常訓練鍛鍊身體，代表學校出賽。	體育	12	\$1,395.00			✓		
17	排球校隊：透過恆常訓練鍛鍊身體，代表學校出賽。	體育	3	\$930.00			✓		
18	足球校隊：透過恆常訓練鍛鍊身體，代表學校出賽。	體育	2	\$560.00			✓		
19	由香港福音盛會舉辦的「生命教育勵志分享會」，透過是次分享會帶出正面信息，激勵學生及宣揚正面的生命教育。	價值觀教育	12	\$120.00	✓				
第 1 項總開支			293	\$37,248.60					

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關 的經驗
2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽									
1	公民與社會發展科：四川成都經濟發展及熊貓保育探索之旅：加深同學對國家優秀的文化傳統和熊貓保育工作的認識	公民與社會發展	8	\$2,860.00		✓		✓	
2	地理科深圳大鵬半島地質公園考察之旅：加深同學對地質和內地可持續發展的認識	地理	4	\$1,575.00		✓			
3	2025 香港學生台灣參訪團：參訪當地大學了解升學資訊、與大學作排球交流訓練及比賽	體育	2	\$2,984.00			✓		
4	澳洲墨爾本英語遊學團：提升同學的英語能力，增進同學的獨立能力及培養同學的國際視野	英文	1	\$13,182.40		✓			
第 2 項總開支			15	\$20,601.40					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
	/								
第 3 項總開支									
總計			308	\$57,850.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人（姓名、職位）：	黃晞峻老師（全方位學習組主席）
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6. 2024-2025 Report on the Use of the Life-wide Learning Grant

2024-2025 學年「全方位學習津貼」運用報告

第 1 項：舉辦／參加全方位學習活動

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級別	總參 與 人數						價值觀教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關的經驗
1.1	本地活動： 在不同學科／跨學科／課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1	沙培大使 (學生導賞員訓練計劃)	9/2024-10/2024	中二	33	\$27,000.00	\$818.18	E1	德育、公民及國民教育	同學完成課堂後於校園遊都能充分發揮，表達流暢，自信滿滿。 同學表示導師主動和他們互動並且逐一解釋他們的不足，讓同學能進一步學習到導賞的技巧。				✓	✓
2	運動校隊 (訓練及比賽)	9/2024-8/2025	中一至中六	203	\$317,182.00	\$1,562.47	E1, E5	體育	本年度於中國香港學界體育聯會中的校際比賽中奪得多個獎項，其中包括 6 項球類獎項、2 項田徑個人獎項、7 項游泳個人獎項、2 項個人及 2 項團體長跑獎項及 1 項個人及 1 項團體	✓		✓		

									越野賽獎項。 年終的球隊問卷調查的結果顯示，參加者對球隊訓練的整體滿意度及自身參與的積極性分別達4.2及4.3分(5分為滿分)。					
3	舞蹈組 (校際舞蹈節)	18/1-20/2/2025	中一至中五	73	\$65,751.00	\$900.70	E1, E2, E5	藝術 (其他)	舞蹈組的訓練由校外聘請專業的舞蹈導師負責。透過有系統的訓練,期望: 1)引起學生對舞蹈的興趣及熱誠,發展其優越的舞蹈潛能。2) 透過群體合作和練習,培養合作性。3)透過參與比賽及表演,增加自信及舞台表演的經驗。			✓		✓
4	升學及就業輔導組 (生涯規劃活動)	11/12/2024-18/8/2025	中三至中六	860(人次)	\$103,110.00	\$119.90	E1, E6	跨學科 (其他)	1) S2 Life Channel 模擬人生工作坊-近九成同學滿意及非常滿意活動；八成半反映活動能提升自己訂立目標的能力和實踐的動力。2) S3 求學選科工作坊及 S3 Dreams Come True-九成半同學表示更了解中三選科與未來工作的關係及更清楚尋找理想職業時可考慮的因素。3) S4 Career Live 體驗遊戲-近六成半同學反映活動可增加他們對規劃人生的動力；近六成反映活動後會嘗試訂立初步的個人目標。4)S4-S6 真人圖書館-接近九成同學滿意或非常滿意活動，八成半認為活動能啟發他們思考自己的職業取向及有助提升訂立升學擇業目標的動力。5)S4-S5 面試技巧工作坊-全部同學皆反映活動有助他					✓

									們認識面試的要求、明白個人和小組面試的分別、知道須注意的地方、了解面試前準備的重要性，九成半以上認為活動有助提升他們對面試的信心。					
5	健康教育組 (水果週)	9-12/12/2024	中一至中六	721	\$3,746.70	\$5.20	E7	價值觀教育	Joyful fruit week: fruit party, fruit recipe design competition and fruit tasting to promote fruit eating habit. Banner, promotion video and poster to create the vibe in fruit eating		✓			
6	科學學習領域 (「國際初中科學奧林匹克 2026-香港選拔賽」培訓班)	10/2024 -8/2025	中二至中三	19	\$10,800.00	\$568.42	E1, E5	科學	大部分同學表示活動令他們了解更多科學知識, 提升他們對學習科學的信心		✓			
7	全方位學習組 (領袖培訓日營)	21/09/2024 - 14/12/2025	中一至中五	34	\$15,000.00	\$441.18	E1	價值觀教育	參加者由風紀領袖、全方位學生小組幹事及學會領袖組成，全日項目包括上午分組活動及下午緣繩下降活動。參加者對活動感滿意，在分組活動中學習團隊精神和溝通技巧，而在緣繩下降活動有新嘗試和個人突破。	✓				
8	全方位學習組 (OLE Days 活動 - 本地參觀及導賞團)	19-20/2/2025	中一及中四	193	\$18,100.00	\$93.78	E1	價值觀教育	中一全級於 OLE Day 參與了屏山歷史導賞團，活動問卷結果顯示，活動能提高參加者對相關歷史文化的認識(錄得約 3.6 分)，唯參加者對活動整體滿意度一般，平均得分為 3.33 (5 分為滿分)。	✓	✓			

									在參觀新聞博覽館的活動中，參加者認為活動能提升他們的資訊素養及對香港傳媒加深認識，分別於問卷結果中達平均4.16及4.29分(5分為滿分)。					
9	全方位學習組 (粵劇演出)	20/05/2025	中一至三、中五	502	\$5,000.00	\$9.96	E1	藝術 (其他)	活動於周會時段進行，同學認真專注觀賞，反應良好，亦有積極回應演出嘉賓/主持人發問。			✓		
10	宗教組 (中一適應營)	6-10/8/2024	中一至中六	140	\$17,985.00	\$128.46	E1, E7	價值觀教育	共 109 位中一新生參與，決志人數 10 人，家長晚會有 143 位家長參與。	✓				
11	宗教組 (中一生命教育營)	19-21/2/2025	中一、中三及中四	82	\$22,394.37	\$273.10	E1, E7	價值觀教育	舉辦 3 日 2 夜 中一生活營約 70 位中一同參與，亦有 10 多位高中同學參與帶領。同學反應熱烈。	✓				
12	生物競賽隊	10/11/2024, 1/3/2025	中五及中六	13	\$1,280.00	\$98.46	E1	科學	1. Biology Literacy Awards: 1 FIRST CLASS HONOURS, 1 SECOND CLASS HONOURS, 1 THIRD CLASS HONOURS, 2 MERIT 2. International Biology Olympiad (HK Contest): 1 bronze award, HEPC: Gold Award preliminary round, Champion final round.		✓			
13	中文科 (多肉植物盆栽體驗-閱讀分享)	21/2/2025	中一至中四	30	\$4,990.00	\$166.33	E1	中文	共 30 位同學參與活動，活動問卷結果顯示，活動能提升參與者對自然的興趣 (約 4.2 分)。老師提供的閱讀篇章亦能引起		✓			✓

									參與同學對大自然和生命的反思（約 4.1 分）。大部分參與同學滿意活動安排（約 4.4 分）				
14	STEM 活動統籌小組(無人機體驗)	21/2/2025	中一至中四	40	\$26,000.00	\$650.00	E1, E7	跨學科 (STEAM)	本校舉行無人機體驗，讓同學藉著體驗無人機操作，激發他們的 STEAM 潛能！我們為學生提供多種 STEM 內容，學生可以獲得更多的 STEM 技能和知識，並培養 STEM 思維和解決問題的能力。	✓			
15	咖啡文化學會咖啡課程	11, 13, 18, 20, 25, 27/3/2025	中四及中五	5	\$2,600.00	\$520.00	E1, E5	跨學科 (STEAM)	參與同學認為活動富趣味性（約 4.1 分），大部分參與同學滿意活動安排（約 4 分）同學從對沖泡手調咖啡感到完全陌生，到完成課程後，能在校慶當天有信心為嘉賓、老師和同學沖泡咖啡，反映同學在課程當中，有所得著，提升自信。		✓		✓
16	英語音樂劇（諮詢服務、劇本潤飾、編曲及填詞）	9/2024-8/2025	中一至中六	200	\$50,600.00	\$253.00	E5	藝術（其他）	參與寫劇本的同學對於撰寫劇本的技巧有所提升。同學劇本、歌曲及歌詞會用於英語音樂劇當中。	✓	✓		
17	ClickSparker 點子創作者培訓計劃	1-8/2025	中一至中五	16	\$5,000.00	\$312.50	E1	價值觀教育	透過學習多媒體創作中的不同內容，例如拍攝手法、剪輯技巧等等，讓同學有能力去幫助學校記錄不同的大小活動，並製作片。同時亦能增進同學們的課外知識。	✓			

18	升旗訓練	4/9/2024, 3/12/2024	中一至中六	721	\$5,980.00	\$8.29	E5	愛國主義教育	升旗隊隊員透過問卷反映，認為課程能增強他們升旗的信心(得分：4.57/5)，還認為活動能提升他們的民族情感(得分：4.57/5)及國民身份認同(得分：4.57/5)。升旗隊成員能在陸運會以中式步操進行升旗儀式。	✓				
第 1.1 項總計				3205	\$702,519.07									

1.2 境外活動：舉辦或參加境外活動／境外比賽，擴闊學生視野														
1	F1 in Schools World Final 2024	11-12/2024	中五至中六	6	\$72,000.00	\$12,000.00	E3, E4	跨學科 (STEAM)	本校鼓勵學生參加比賽，學生從而獲得更多的 STEM 技能和知識，並培養 STEM 思維和解決問題的能力。 F1 in Schools 的參賽同學需運用科學、科技、工程、數學等多方面能力設計賽車，培養同學自學及跨學科知識應用的能力。此外，同學需與校內、校外媒體及公司進行溝通，培養了同學在正式溝通和協作上的能力和自信，為將來投身社會做好準備。	✓	✓		✓	✓
2	沖繩「心」度行	19-23/2/2025	中四	32	\$164,000.00	\$5,125.00	E3, E4	價值觀教育	學生意見問卷以 5 分為滿分，總結如下： o 我認為活動富趣味性 4.2 o 我認為活動內容深淺程度適中 4.2	✓			✓	

									<ul style="list-style-type: none"> o 我認為活動能擴闊視野，如提升我對沖繩民生活文化和習俗的認識 4.4 o 我認為義工活動能提升我的耐力和意志力 4.2 o 我認為活動能提升我與人合作的精神 4.2 o 我認為體驗團日數是合適的 4.4 o 我認為活動安排在全方位學習日是合適的 4.2 o 我認為當地導師講解清晰 4.2 o 我認為當地導師態度友善 4.4 o 我認為當地導師準備充足 4.2 o 我在活動中積極參與 4.2 o 整體而言，我滿意這個活動 4. 				
3	地理科深圳大鵬半島地質公園考察之旅	19-21 / 2 / 2025	中四	24	\$9,580.00	\$399.17	E3, E4	地理	<p>(**只包括 4 位老師的費用) 通過問卷調查，大部份同學認為是次活動能提升他們對中國文化、藝術或歷史的欣賞之情 (得分：4/5)。同學亦認為活動使他們明白維護國家安全 (如：生態安全、文化安全) 的重要 (得分：4/5)。此外，他們更認為活動能提升他們的國民身份認同 (得分：4/5)。</p>	✓			

2	2024-25 年度澳洲墨爾本 英語交流團	5-18 / 7 / 2025	中四	20	\$139,380.00	\$6,969.00	E3, E4	英文	共 30 位同學報名參加。經過嚴謹的甄選，20 位同學出發到墨爾本參加一系列的英語及文化交流活動。根據同學的報告書，同學對活動安排滿意。認同自己的英語會話的自信有所提升亦發掘了自己的潛能，加深對外國文化的認識之餘更能掌握與人溝通的技巧。通過參與當地的英語課堂及在寄宿家庭生活兩星期，同學體驗了"到海外升學"的生活，啟發他們思考到海外升學的可能性。	✓			
第 1.2 項總計				82	\$384,960.00								
第 1 項總計				3,107	\$1,087,479.07								

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

第 2 項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	用途	實際開支 (\$)
1	「給自己的信」活動物資	佈置、文具	\$2,487.60
2	Songs From Your Heart 歌唱比賽	佈置、道具	\$1,544.39
3	中文科主題創作及新詩創作比賽	獎勵	\$2,000.00
4	公民教育組傑出義工獎	獎勵	\$1,000.00
5	奶「查」研究所活動物資	材料、器材	\$254.90
6	STEM 活動物資	材料	\$59.00
第 2 項總開支			\$7,345.89
第 1 及第 2 項總開支			\$1,094,824.96

*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

E1 活動費用（報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等）

E2 交通費

E3 境外交流／比賽團費（學生）

E4 境外交流／比賽團費（隨團教師）

E5 專家／導師／教練費用

E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用

E7 設備、儀器、工具、器材、消耗品

E8 學習資源（例如學習軟件、教材套）

E9 其他（請說明）

第 3 項：受惠學生人數

全校學生人數：	720
受惠學生人數：	720
受惠學生佔全校學生 人數百分比 (%)：	100%

全方位學習聯絡人（姓名、職位）：	黃晞峻老師 （全方位學習組主席）
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7. 2024-2025 Report on the Use of the Promotion of Reading Grant

2024-2025 年度「推動閱讀計劃」報告及檢討

1. 計劃目標：

1.1 以圖書館及中英文科為主，聯合不同科組籌辦閱讀活動，營造全校閱讀氣氛，推動全體學生的閱讀風氣，培養學生的閱讀習慣，讓學生常閱讀、愛閱讀。

1.2 善用教育局於 2024-2025 年度的「推廣閱讀津貼」。

2. 計劃內容

焦點	工作內容	配合工作	評估及檢討
1. 建立閱讀焦點	➤ 配合各科設立年度主題	➤ 配合中文科推廣閱讀主題 ➤ 配合英文科推廣閱讀主題 ➤ 配合文學科推廣閱讀主題	➤ 協助中文科推廣年度閱讀主題「植」得一讀」： ➤ 添置以「植物」為主題的圖書 ➤ 於館內設立「植物」主題書展 ➤ 協助中文科推行閱讀活動： 2024 年 12 月 10 日：「果蓀招賢客，心閑道味添」活動 ➤ 2025 年 3 月 27 日：自然書寫作家葉曉文閱讀講座 ➤ 協助英文科英語週於館內設立閱讀主題展覽「Radiate Positivity Book Exhibition」及推廣相關圖書 ➤ 協助文學班推廣古詩詞圖書及於館內舉辦中四文學班「舊曲新詞作品展」

<p>2. 提供多元化閱讀體驗</p>	<ul style="list-style-type: none"> ➤ 設置多元化閱讀主題展示區 ➤ 書店體驗 ➤ 善用媒體與同學互動，加強同學與圖書館的連繫 	<ul style="list-style-type: none"> ➤ 於館內常設多元主題圖書展示區 ➤ 舉辦各類文化活動，讓同學體驗閱讀與其他生活面貌的關連 	<ul style="list-style-type: none"> ➤ 於館內常設主題圖書展示區及購入更多非小說類型的書目，讓同學接觸不同領域的知識 <ul style="list-style-type: none"> ➤ 中英文學 (小說) ➤ 學科推薦書 (文化史地、科普、STEM 等) ➤ 多元閱讀主題 (城市文化、個人成長、藝術繪本等) ➤ 舉辦多元化的文化活動，讓同學體驗閱讀與其他生活面貌的關連 <ul style="list-style-type: none"> ➤ 校外活動： <ol style="list-style-type: none"> 1. 2024 年 9 月 21 日：「俠之大者 — 金庸百年誕辰紀念 x 任哲雕塑展 x 導賞團」 2. 2025 年 1 月 25 日：「《紙想無限》本地原創繪本展 x 作者分享會」 3. 2025 年 2 月 21 日：「書店遊蹤 閱讀俱樂部」 4. 2025 年 4 月 25 日：「細說從頭：鴨巴甸街的印藝傳奇」導賞團 ➤ 館內活動： <ol style="list-style-type: none"> 1. 2025 年 2 月 21 日：「茶閱時光」 2. 2025 年 4 月 10 日：粵語填詞創作分享會 3. 2025 年 6 月 27 日：「有詩可圖」
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			<p>圖像詩寫作坊・20250627</p> <p>4. 2025年6月30日：「櫻桃忌太宰治」寫作坊</p> <p>5. 2025年7月2日：「學習微笑」作者新書分享會</p> <ul style="list-style-type: none"> ➤ 圖書館推行「Book A Day」計劃，於上學日經校內互聯網向全校師生發佈中英文圖書書訊。書訊內容包括圖書簡介及書籍導讀片段。本年度共計發佈135個書訊。 ➤ 善用社交應用程式（IG）貼文推介圖書及分享圖書館資訊，藉此增加與同學互動。本年度共發佈多於300個帖子（帖文107；限時動態263）。IG累計追蹤人數超過800人。 ➤ 本年度圖書館借出項目達到4479，比23-24學年的3577項多出902項。
3. 全校參與分享書籍	<ul style="list-style-type: none"> ➤ 邀請不同持份者分享書籍 ➤ 推廣科普書籍 ➤ 閱讀分享呼應社會大事 	<ul style="list-style-type: none"> ➤ 中、英文科師生代表定期於早會時段分享閱讀 ➤ 圖書館邀請學科老師及同學作圖書分享。分享嘗試配合以下的主題，包括 <ul style="list-style-type: none"> ➤ 熱門時事 <ul style="list-style-type: none"> ➤ STEM ➤ 當前社會發展趨勢 	<ul style="list-style-type: none"> ➤ 中、英文科代表及學生早會閱讀分享： <ul style="list-style-type: none"> ➤ 中文科：18/10、25/2、27/3、 ➤ 英文科：24/10、13/2、9/5 ➤ 圖書館早會閱讀分享：29/10、28/11、24/1、6/2、7/3、25/3、8/4、22/5 ➤ 中文科與圖書館合辦「晨讀活動」：6/3、14/3

4. 提升學校圖書館的使用率	<ul style="list-style-type: none"> ➢ 提供機會給學生參與圖書館的日常運作 ➢ 添置/更新館藏 	<ul style="list-style-type: none"> ➢ 招募學生參與圖書館採購工作，令館藏更貼近學生閱讀興趣 ➢ 註銷殘破、借出率低的書籍。 	<ul style="list-style-type: none"> ➢ 圖書館邀請同學推介建議書目。 ➢ 本年度共新增 675 本圖書（中文 534 本，英文 141 本。 ➢ 徵得科主任同意，註銷不再合用、複本過多、殘破、借出率低的圖書，以騰出空間容納新購圖書。本年度註銷圖書合共 406 本圖書。
5. 嘉許熱愛閱讀的學生	<ul style="list-style-type: none"> ➢ 訂立閱讀獎勵計劃 	<ul style="list-style-type: none"> ➢ 以書券獎勵「廣泛閱讀計劃」達標的學生。 	<ul style="list-style-type: none"> ➢ 共購書卷\$5100，獎勵閱讀表現優秀的同學。

3. 財政報告

預算收入 (HK\$)		預算支出 (HK\$)		
2023-2024 年度「推廣閱讀津貼」盈餘	46,957.97	1.	各科組添置／更新圖書館館藏	7,021.65
		2.	圖書館添置／更新圖書館館藏	84,259.35
		3.	添置／更新中文科廣泛閱讀計劃圖書	2,320.00
2024-2025「推廣閱讀津貼」收入	77,205.00	4.	中文科「廣泛閱讀計劃」禮物	4,550.00
		5.	舉辦閱讀活動	7,134.60
合共：	124,162.97		總開支：	105,285.60
			結餘：	18,877.37

4. 成員

王國棟（副校長）、黃慧琦（中文科科主任）、王小容（高中英文科科主任）、莊映玲（圖書館館長）

8. 2024-2025 Report on the Use of the Citizenship and Social Development Grant
2024-2025 學年「支援推行高中公民與社會發展科的一筆過津貼」運用報告

	HK\$
1. 2023/24 年度盈餘	246,905.3
2. 2024/25 年度支出	
採購相關的教學資源	
i 導遊講解器(2 套)	38,065.60
ii 圖書	1,012.70
資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	
i. 四川成都經濟發展及熊貓保育探索之旅(30 位學生及 4 位帶隊老師)	178,560.00
ii. 廣州培英交流團費用 (15 位學生)	18,623.00
ii. 內地考察活動用上網電話咭	831.80
舉辦能提升公民科學與教效能的校本學習活動；	
i. 「香港仔漁村文化保育：海陸深度遊」費用	9,324.00
ii. 時事常識問答比賽	488.20
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支出總額：	246,905.30
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截至 2025 年 8 月 31 日津貼盈餘為 HK 0。

9. 2024-2025 Report on the use of the Additional Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students

2024-2025 學年「加強支援非華語學生的中文學與教額外撥款」運用報告

	HK\$
1. 2023/24 年度津貼盈餘	64,085.30
2. 2024/25 年度撥款	159,041.00
3. 2024/25 年度支出	
i. 協助翻譯通告之教學助理薪金及僱主強積金供款	175,864.50
ii. 支援非華語學生的中文學習功課輔導班導師費	31,400.00
iii. 舉辦共融活動	3600.00
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	支出總額： 210,864.50
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截至 2025 年 8 月 31 日津貼盈餘為 HK\$12,261.80。

10. 2024-2025 Report on the use of the One-off Grant for Promotion of Chinese Culture Immersion Activities

2024-2025 學年「推廣中華文化體驗活動一筆過津貼」運用報告

本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

科/組	範疇	項目	說明	開支
中國文學	iii	考察或參觀活動： 土瓜灣探索之旅工作坊	藉中華文化考察或參觀活動讓學生積累文化知識，加強對社群的責任感。	5,000.00
中國文學	iii	考察或參觀活動： 沙田公園植物觀察文學散步	藉中華文化考察或參觀活動讓學生積累文化知識，加強對社群的責任感。	2,400.00
中國語文	i	教學活動津貼： 中一尖子文化遊	中文科於 2025 年 6 月 26 日舉辦「灣仔飲食文化遊」，帶領同學認識灣仔歷史建築物中的食店，藉此穿梭時空，漫遊城市軌跡，探索飲食文化與社區發展的關係。28 位中一同學於中文科說明單元「香港活化建築報告」表現優異，獲科任老師推薦參與「尖子文化遊」。根據活動問卷結果，參加者普遍認同是次活動能提升其對香港文化的認識（平均分：4.6/5）。	3,000.00

中國語文	i	體驗活動： 古代體育娛樂活動	中文科於 2025 年 3 月 25 日中四級班主任課舉辦中華文化活動。中四同學通過參與不同的攤位遊戲，如投壺、蹴鞠、木射、捶丸、套圈等，體認中華文化，培養對國家、民族的感情，並建立健康的生活方式，積極參與體藝活動。根據活動問卷結果，參加者普遍認同是次活動能提升其對中國古代體育的興趣（平均分：4.2/5）。	7,200.00
中國語文	i	體驗活動： 寫意畫工作坊	中文科於 2024 年 11 月 11 日舉辦「寫意畫工作坊」，由國畫導師指導同學以荷花為題繪畫寫意畫，讓其欣賞藝術，享受閒適，美化心靈，以及體認中華文化，培養對國家、民族的感情。	4,136.52
中國語文	i	體驗活動： 華夏元宇宙	中文科於 2024 年 11 月 11 日舉辦「華夏元宇宙攤位遊戲」。活動包括九大中華文化主題，如詩詞歌賦、傳統節日、建築奇蹟等，將中華文化、Web3 科技及遊戲化學習緊密結合，藉互動遊戲、虛擬環境體驗，提高學生對中華文化的興趣及認識，有助培養對國家、民族的感情。	5,000.00

中國語文	ii	<p>比賽：</p> <ul style="list-style-type: none"> 「植」得一讀——花中四君子 農曆新年：蛇騰四海 春滿九州 中華文化：中國古代體育 眾裡「尋花」千百度 	<p>本年度中文科共舉辦 4 次中華文化網上問答遊戲，分別以「植」得一讀——花中四君子、「蛇騰四海 春滿九州」、「中國古代體育」、「眾裡『尋花』千百度」為主題。每次網上問答遊戲均附設自學材料，如延伸閱讀、教學影片、網上工具書等，望學生可以藉此積累文化知識。同學反應踴躍積極，四個活動的參與人數分別為 146、96、131 及 90。表現優異的同學均獲發小禮物作獎勵。</p>	1,301.00
中國語文	ii	<p>比賽：</p> <p>中華文化問答比賽</p>	<p>中文科於 2025 年 7 月 23 日為中一新生舉辦中華文化問答比賽，題目涵蓋語言文學、歷史人物、文化制度、生活風尚等範疇，有助學生體認中華文化。</p>	405.00
中國語文	ii	<p>聯校活動：</p> <p>語文才藝日營</p>	<p>舉辦「語文才藝日營」，由本校學生擔任學生大使，帶領小學生參與不同的語文及文化活動，如成語劇場、校園遊蹤、文化問答比賽等。通過豐富多元的文化學習經歷，讓學生大使及小學生都能認識中國語言、文學及文化，提升文化素養；並提高學生大使解決問題的能力，培養認真負責的品德情意。參與者均能投入活動，樂在其中，並表示希望再次參與相類活動，可見活動有效提升學生對中華文化的興趣。</p>	1,255.00
中國語文	ii	<p>聯校活動：</p> <p>中一入學資訊日</p>	<p>藉投壺、拼字遊戲等豐富多元的文化學習經歷，增進參與者對中華文化的認識，提高其學習語文的興趣和語文能力。</p>	600.00

中國語文	iii	考察或參觀活動： 悠然見南山——農耕與閱讀活動	藉農耕活動讓學生認識、繼承和弘揚中華民族優秀的傳統文化，培養「勤勞」的美德。根據活動問卷結果，參加者普遍認同是次活動能提升其對傳統文化的認識及對自然的熱愛（平均分：4/5）。	5,900.00
中國語文	v	學與教資源	採購《中華經典的智慧》等書籍供學生閱覽，以提升學生文化素養；以及供教師參考，以發展有關中華文化的校本課程和舉辦以中華文化為主題閱讀活動。	1,625.22
中文學會	i	中華文化工作坊： 剪紙、麪粉公仔製作	藉剪紙、麪粉公仔製作等多元化活動營造校園的文化氛圍。根據活動問卷結果，參加者普遍認同是次活動能提升其對中國文化的興趣（平均分：4/5）。	9,000.00
中文學會	i	漢服設計比賽	讓學生透過設計漢服，深入地了解漢服的歷史背景、文化內涵和傳統工藝；並發揮創意，融入現代審美觀念，讓漢服文化得以活化並承傳。	350.00
國畫研習小組	iv	國畫研習班	藉國畫學習課程讓學生認識、繼承和弘揚中華民族優秀的傳統文化，建立文化自信，並陶冶性情，美化心靈。	8,000.00
維護國家安全教育 工作小組	ii	大灣區漢服設計大賽	藉資助學生參加有關中華文化的比賽，讓學生通過設計漢服，增加對傳統服飾文化的認識和興趣。	2,037.00
總開支(HK\$)				57,209.74

使用範疇：

範疇	「推廣中華文化體驗活動一筆過津貼」用途
i	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座
ii	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽
iii	舉辦或資助學生參加本地文化考察或參觀活動
iv	發展有關中華文化的課程
v	採購及發展中華文化學與教資源
vi	資助學生及隨團教師前往內地，參加學習中華文化的交流活動
vii	其他（請註明）

11. 2024-2025 Report on the use of the One-off Grant for Mental Health of Parents and Students 2024-2025 學年「家長學生·好精神一筆過津貼」工作及財務報告

(一) 工作報告

1 工作目標：

- (1) 支援家長照顧學生的精神健康，幫助學生適應疫情所帶來的改變和影響
- (2) 促進學生和家長的精神健康

2 工作項目及評估：

(1) 家長書法班

日期：2024 年 10 月至 2025 年 5 月（共 13 堂）

內容：通過學習中國傳統書法，促進家長的精神健康。據研究顯示，書法練習可顯著降低焦慮指數，緩解生活壓力；長期臨帖能克服急躁心態，形成沉穩堅韌的特質。家長在學習過程更能彼此交流促進子女精神健康的經驗。

導師：周慧蘭女士

對象：中一至中六級家長

人數：22 位家長

評估：課程已開辦多年，本次參加家長人數創近年新高，超出原定名額，口碑不錯。

(2) 精神健康日家長藝術工作坊（兩組）

日期：2024 年 11 月 11 日

內容：通過學習日本酒精水墨畫及和諧粉彩，通過讓家長放鬆身心的藝術形式，促進家長的精神健康。家長在學習過程更能彼此交流促進子女精神健康的經驗。是次工作坊更注入親子元素，讓家長與子女共同製作藝術品，促進彼此溝通。

機構：Pangu Creative Limited

對象：中一至中六級家長及學生

人數：40 位家長及學生

評估：4.9/5 分（問卷——日本酒精水墨畫）及 5/5 分（問卷——和諧粉彩）

(3) 家長學堂（一）（家長講座）

日期：2024 年 12 月 6 日

主題：界線與家規：不放縱不操縱

機構：張笑容女士

對象：中一至中六級家長

人數：60 位家長

評估：採用質性評估，家長回饋正面，評語會刊載在第 44 期會訊。評語實例：「內容貼地及實用，家長有分享經驗的機會」／「體驗式環節很互動」

(二) 財務報告

1 家長書法班導師費用：港幣 4,940 元

2 精神健康日家長藝術工作坊（兩組）費用：港幣 4,000 元

3 家長學堂（一）講員費（部分）：港幣 260 元

2024-2025 年度已運用「家長學生·好精神一筆過津貼」總額：港幣 9,200 元

總結：

截止 2025 年 8 月 31 日，「家長學生·好精神一筆過津貼」已全數（港幣 20,000 元）用完。

已於 2025 年 8 月 30 日向家庭與學校合作事宜委員會提交「家長學生·好精神一筆過津貼」津貼運用報告。

12. 2024-2025 Report on the use of the Grant for the Sister School Scheme
2024-2025 學年「姊妹學校計劃津貼」運用報告

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$162,674
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
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 checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 5,108
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$273.6
N6	<input 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\$
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 type="checkbox"/>	學年總開支	HK\$ 168,055.60
N10	<input type="checkbox"/>	沒有任何開支	不適用
2023-24 年度津貼盈餘			HK\$ 153,929.00
2024-25 年度津貼			HK\$ 165,439.00
2024-25 年度津貼盈餘			HK\$ 151,312.40

13. 2024-2025 Report on the use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

學年支援學校推動校園體育氛圍及「MVPA60」 一筆過津貼運用報告

	範疇	支出金額 (\$)
i.	發展或採購與體育／運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育／運動相關的體育活動套件和輔助工具	0
ii.	舉辦或資助學生參與多元化的體育活動／運動相關的學習活動／比賽	6,181.00
iii.	舉辦或資助學生前往內地或海外參加與體育／運動相關的學習交流或考察活動	0
iv.	舉辦與運動相關的活動，讓學校不同的持份者（包括教師及家長）與學生一同參與	0
v.	購置或改善學校的體育／運動器材	29,947.63
vi.	發展／優化有關發展活躍及健康校園／「MVPA60」的政策	0
vii.	聘用額外的非教學人員或教練／以採購服務形式，協助學校推動校園體育氛圍和「MVPA60」	0
viii.	其他（請註明）： _____	0
	總支出金額：	36,128.63
	津貼餘款：	113,871.37

14. 2024-2025 Report on the use of the One-off Grant for Promotion of Self-directed Language Learning (Putonghua)

2024-2025「推廣自主語文學習（普通話）一筆過津貼」運用報告

沙田培英中學

2024-2025「推廣自主語文學習（普通話）一筆過津貼」運用報告

本校將運用「推廣自主語文學習（普通話）一筆過津貼」作以下用途：

科／組	範疇	項目	說明	開支
普通話	i	購買中一至中三學習資源	購買自主學習資源套《教圖說好普通話》，培養學生獨立學習語文的能力和習慣。	12,920
普通話	ii	聘請支援人員	聘請不屬編制內的普通話導師或非教學支援人員，根據本校發展及學生學習需要，開發校本資源，如製作促進自主語文學習的材料。	773.45
總開支 (HK\$)				13,693.45

使用範疇：

範疇	「推廣自主語文學習（普通話）一筆過津貼」用途
i	採購和／或訂閱學習資源
ii	聘請不屬編制內的普通話導師或非教學支援人員
iii	購買學與教相關的服務

15. 2024-2025 Report on the use of the One-off Grant on Parent Education (Secondary)
2024-2025 「一筆過家長教育津貼（中學）」運用報告

(一) 工作計劃

1 工作目標（配合家長教育課程架構）：

- (1) 認識青少年發展
- (2) 促進青少年健康、愉快及均衡的發展
- (3) 促進家長的身心健康
- (4) 促進家校合作與溝通

2 工作及財政報告：

工作目標		工作報告及評估	實際支出（港幣）
(1) 認識 青少年 發展	家長應持續並積極地促進青少年子女的正面發展。家長要抱持正面的態度，引導和支持青少年子女經歷青少年的轉變，並幫助他們探索「自我身份認同」，使他們最終成為完全獨立的成年人。	家長學堂（2）「如何培育子女自信心及自學能力」已於2025年3月1日舉行，講員為註冊職業治療師麥何小娟女士，接近150位中一至中五級家長參與。講座問卷調查，家長認同講座內容切合主題（如何培育子女的自信心及自學能力）及認同講座內容對你教養子女有幫助，分別得到4.5分（5分滿分）及4.4分（5分滿分）。	\$3,930 備註： 講員費總數：\$9,200 \$5,270：由 「2024/25 學年家庭與學校合作活動計劃資助」第二類別 家校合作活動津貼 （活動一）支付
(2) 促進 青少年 健康、 愉快 及均 衡的 發展	(a) 家長應設定合適的界線，讓青少年子女在安全且有序的環境中探索和成長。讓家長了解自己在促進子女健康發展中的角色，能讓他們與青少年子女以一致的步伐和融洽的關係一同前行。	家長學堂（4）「與子女同踏中學之路」已於2025年7月15日順利完成，余德淳博士擔任主講嘉賓，接近130位中一家長參加，與會家長認同專題講座內容對教養子女有幫助，滿意度達4.6分（5分滿分），讓家長明白需要陪伴子女同行中學之新里程。 講座問卷調查，家長認同講座內容切合主題（與子女同踏中學之路）及認同講座內容對你教養子女有幫助，分別得到4.7分（5分滿分）及4.6分（5分滿分）。	\$8,500
	(b) 家長幫助青少年子女培養有效的應對策略和抗逆力，確保在這青少年關鍵時期能營造一個給予支援	於2025年2月28日、3月1日及3月8日舉辦了家長「精神健康急救（關懷青少年版）」課程，反應熱烈，共30位家長參與，其中29位家長出席率達	\$18,000

	的環境，以促進他們精神和情緒的健康發展。	100% (14 小時課程)，獲香港心理衛生會*頒發證書。 *香港心理衛生會獲「精神健康急救國際」認可，唯一可在中國（包括香港及澳門）培訓專業導師、發展課程及頒發證書之機構	
(3) 促進家長的身心健康	讓家長明白自我關顧策略的重要性，注重其身心健康與青少年發展之間的正面影響； 讓家長為青少年子女的發展營造一個健康和能提供支持的環境。	家長學堂 (3)「香薰減壓工作坊」，已於 2025 年 4 月 30 日晚完成，由英國 IFA 國際香薰治療師周諾雯女士擔任導師，讓家長認識香薰的好處和禁忌、香薰減壓助眠的方法、自行或替子女按摩方法及即場製作香薰按摩油，共有 26 名家長出席。 家長的質性回應正面，評語包括「能學習到很多香薰的知識」、「有用、減壓、豐富了精油的知識，亦可調配自己喜愛的按摩油」等。	\$4,980
(4) 促進家校合作與溝通	總結第 29 屆家教會工作，讓家長了解學校工作，促進家校合作，共同為學生締造美好校園和學習環境。	印製數量由 1500 份增加至 3000 份，於 2024 年 11 月派發給全校學生家長及中一入學資訊日參觀家長、學生，並派發予其他參觀學校嘉賓。內容全面涵蓋第 29 屆家教會工作，包括家教會周年會員大會、黃昏小聚、家長學堂、家長興趣班、親子旅行、財務報告等資訊。第 43 期會訊有效向家長展示家校合作的成果，促進彼此溝通及合作，共建和諧美善的校園環境。	\$4,900

(5) 其他：網上家長資源平台	讓在職家長通過網上資源，認識青少年成長的特質，掌握正向育兒的知識和技能，協助子女建立健康和均衡的成長和發展。	家教會議決參加「中華基督教會中學校長會家長教育計劃」，除實體講座，還包括專題影片，以供在職家長使用。 計劃首個活動「《打機王》電影欣賞會暨家長教育講座」已於7月5日下午及傍晚舉行，兩場共79名家長報名，反應熱烈，超出原定名額。與主辦機構聯絡後，增加了本校名額。家長透過影片與余德淳博士的專題講座，明白如何引導家庭成員學習「聆聽」與「理解」，共建和諧親子關係。從接近二百份的問卷結果顯示，家長對電影所帶出的信息滿意度達4.7分（5分滿分），對余德淳博士專題講座滿意度達4.8分（5分滿分）。	\$49,500
2024-2025「一筆過家長教育津貼（中學）」實際支出總數			\$89,810
可供 2025-2027 學年使用「一筆過家長教育津貼（中學）」總數			\$110,190

備註：

- (1) 「一筆過家長教育津貼（中學）」津貼總額為港幣 200,000；開始使用日期為 2024 年 6 月 1 日（2024 年 5 月課程框架推出後）；結束使用日期為 2027 年 8 月 31 日。