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#### Administrative Committee General Affairs (Administration & External Contact) Vice Principal School Image Team Committee (Alumni Association) Alumni Affairs Home-School Cooperation Committee Association) (Parent-Teacher Interest Groups & School Teams Committee Student Affairs Curricular Activities Committee Extra-Honses SHATIN TSUNG TSIN SECONDARY SCHOOL Activities Student Students' Union Student Support Committee Religious Affairs Committee (Student Support) Organization Chart School Advisory Council Vice Principal Committee Supervisor Guidance Career Principal MC Committee Guidance Mathematics Humanities Science & Cultural Technology Guidance Committee Student Student Discipline Education Needs Support Academic Affairs Committee Special Team Library Subject Panels (Teaching & Learning) Vice Principal Development Committee Staff English Language (English Literature) Advisory meeting Council School Staff Language (Putonghua) Chinese Management Committee Crisis Committee Finance

Staff

#### SHATIN TSUNG TSIN SECONDARY SCHOOL Administrative Duties List 2024 - 2025

I. School Advisory Council

Chairperson : Ms. Leung Kit Yin Members : Mr. Leung Kin San

> Mr. Lo Chun Ming Ms. Wong Hoi Lee Ms. Wong Kai Sze Mr. Chan Kwok Hung Mr. Chang Wing Kay Mr. Fok Wang Chung Mr. Lee Kin Chung Mr. Tan Sin Pat

4 Representatives from teachers

Hon. Secretary : Ms. Suen Yee Hang

II. Crisis Management Committee

Chairperson : Ms. Leung Kit Yin Members : Mr. Leung Kin San

Mr. Lo Chun Ming Ms. Wong Hoi Lee Ms. Wong Kai Sze

III. Academic Duties

Adviser : Ms. Leung Kit Yin Prefect of Studies : Mr. Leung Kin San

Ms. Wong Hoi Lee Ms. Tsang Hoi Yee

Deputy Prefect of Studies : Ms. Tsang Hoi Yee Members : Ms. Chan Yuen Kok

> Mr. Cheung Ka Wei Mr. Lee Chun Hei Mr. Man Ho Fai Mr. Wu Yan Ha Mr. Yu Mu Hau

Administration

Person-in-charge : Ms. Wong Hoi Lee Members : Mr. Lee Chun Hei

Mr. Yu Mu Hau

Ms. Hung Suet Kan (Assistant) Ms. Lam Yee Ting (Assistant) Mr. Sin Chung Pan (Assistant)

Admission & Ceremony

Person-in-charge : Ms. Chan Yuen Kok Member : Mr. Man Ho Fai

Teaching & Learning

Person-in-charge : Ms. Tsang Hoi Yee Members : Mr. Cheung Ka Wei

> Mr. Man Ho Fai Mr. Wu Yan Ha Mr. Yu Mu Hau

**Subject Convenors** 

English Language : Ms. Tsang Hoi Yee

Ms. Tsang Wan Mei (Assistant)

Ms. Au Wan Yin Chinese Language Putonghua Ms. Au Wan Yin Mathematics Mr. Leung Kin San Humanities Subjects Mr. Wu Yan Ha Ms. Wong Kai Sze Chinese History Christian Education Mr. Choi Wai Man Economics and BAFS Mr. Lo Chun Ming Geography Ms. Cheng Ka Fung History : Mr. Fok Wang Chung Citizenship and Social : Mr. Wu Yan Ha

Development/General Studies/ : Mr. Man Ho Fai (Assistant)

Citizenship, Economics and Society

Science & Technology Subjects : Mr. Yu Mu Hau
Biology : Ms. Chan Fung Yi
Chemistry : Mr. Cheung Ho Wun
Physics : Mr. Choi Sin Sum

Physics : Mr. Choi Sin Sum
Science : Mr. Choi Sin Sum
Technology : Ms. Wong Hoi Lee
Cultural Subjects : Ms. Chan Yuen Kok
Arts-in-life : Ms. Chan Yuen Kok
Physical Education : Mr. Chan Kwong Man
Visual Arts : Ms. Chan Ka Yi

IV. Student Support Committee

Adviser: : Ms. Leung Kit Yin
Chairperson : Ms. Wong Kai Sze
Vice-chairperson : Mr. Lo Chun Ming
Members : Ms. Au Wan Yin
Mr. Chan Kwok Hung
Mr. Chang Wing Kay
Ms. Cheung Cheuk Nga
Mr. Fok Wang Chung

Mr. Fok Wang Chung Mr. Lee Kin Chung Mr. Tan Sin Pat Ms. Fu Pui Huen

Working Group : Ms. Fu Pui Huen

V. Discipline

Discipline Committee

Discipline Master : Mr. Chan Kwok Hung

Vice-chairpersons : Mr. Ho Chun Him (Prefect Team)

Ms. Tsang Wan Mei

Members : Mr. Choi Sin Sum

Ms. Chung So Sum Ms. Chung Tsz Ying Mr. Hui Kai Chun Mr. Lau Chung Kwong Ms. Wong Bo Wah

VI. Religious Activities

Members

Religious Affairs Committee

Chairperson : Mr. Chang Wing Kay
Vice-chairpersons : Mr. Lo Chun Ming
Ms. Luk Wai Kiu

Mr. Ng Hung Fung Mr. Wong Yu Hang Ms. Vin Kei Yau

Ms. Yip Kei Yau Mr. Yip Mong Yeung

Christian Fellowship Advisers

Chairperson : Mr. Chang Wing Kay Members : Ms. Luk Wai Kiu Mr. Ng Hung Fung

Mr. Ng Wai Lung (Sun Chui Church)

VII. Student Guidance

Career Guidance Committee

Career Mistress : Ms. Wong Kai Sze Members : Ms. Cheuk Chi Yan

> Mr. Chow Ho Chi Ms. Iu Man Sze Ms. Lau Chin Wai Ms. Poon Yiu Yan Ms. Wong May Sum

Student Guidance Committee

Chairperson : Mr. Lee Kin Chung Vice-chairpersons : Ms. Cheng Ka Fung

Ms. Chow Po Yi

Members : Ms. Chan Ka Yi

Ms. Fung Hiu Ching Ms. Lai Tsz Kwan Ms. Ng Cheuk Ting

School Social Worker : Ms. Cheng Hiu Yan (Y.W.C.A)

Mr. Cheung Chun Ming (Y.W.C.A)

Special Education Needs Support Team

Chairperson : Ms. Au Yeung Hoi Ming (SENCO)

Members : Mr. Choi Wai Man

Mr. Lai Hau Kin

Educational Psychologist : Dr. Wong Nok Fung Speech Therapist : (To be determined)

Student Counsellor : Mr. Law Chun Chung

VIII. Student Activities

Students' Union

Adviser : Mr. Lee Wai Kok Chairperson : Ms. Au Wan Yin Members : Ms. Lee Shuk Yi

Ms. Yip Yee Ling

Extra-curricular Activities Committee

Chairperson : Mr. Fok Wang Chung Members : Mr. Cheung Ho Wun

Mr. Ho Chun Long Mr. Kwok Yu Hang Mr. Lai Chun Ming Ms. Leung Sik Yu

Advisory Basis : House Advisers

Interest Group Advisers

A. School House

Abdon House

Adviser : Ms. Chow Po Yi

2. Caleb House

Adviser : Ms. Lau Chin Wai

3. Deborah House

Adviser : Ms. Wong Ka Man

4. Elon House

Adviser : Ms. Tsang Hoi Yee

5. Joshua House

Adviser : Mr. Lee Wai Kok

6. Samuel House

Adviser : Mr. Lau Chung Kwong

B. Interest-group

a) Arts

Ms. Chan Ka Yi / External tutor 1. Anime Club Ms Chan Ka Yi / External tutor 2. Blender 3D Club 3. Ceramic Throwing Club Ms. Poon Yiu Yan / External tutor Ms. Chan Ka Yi / External tutor 4. Chinese Calligraphy and Painting Club Ms. Poon Yiu Yan / External tutor 5. Computer Drawing Club Ms. Poon Yiu Yan / External tutor 6. Hand-building Pottery Club 7. Leather Craft Club Ms. Poon Yiu Yan / External tutor 8. Photography Club Ms. Poon Yiu Yan / External tutor Ms. Chan Ka Yi / External tutor 9. Sand Painting Club Ms. Chan Ka Yi / External tutor Watercolour Painting Club 10.

	b)	Sports	
	0,	11. Long Distance Running Club	: Mr. Chan Kwong Man
	c)	Music Class (Arts)	
	0)	12. Music Class - Viola :	Ms. Chan Yuen Kok /External Tutor
		13. Music Class - Cello :	Ms. Chan Yuen Kok /External Tutor
		14. Music Class - Double Bass:	Ms. Chan Yuen Kok /External Tutor
		15. Music Class - Piccolo :	Ms. Chan Yuen Kok /External Tutor
		16. Music Class - Flute :	Ms. Chan Yuen Kok /External Tutor
		17. Music Class - Clarinet :	Ms. Chan Yuen Kok /External Tutor
		18. Music Class - Oboe :	Ms. Chan Yuen Kok /External Tutor
		19. Music Class - Bassoon :	Ms. Chan Yuen Kok /External Tutor
		20. Music Class - Trumpet :	Ms. Chan Yuen Kok /External Tutor
		21. Music Class - Trombone :	Ms. Chan Yuen Kok /External Tutor
		22. Music Class - Cornet :	Ms. Chan Yuen Kok /External Tutor
		<ul><li>23. Music Class - French Horn :</li><li>24. Music Class - Euphonium :</li></ul>	Ms. Chan Yuen Kok /External Tutor Ms. Chan Yuen Kok /External Tutor
		<ul><li>24. Music Class - Euphonium :</li><li>25. Music Class - Tuba :</li></ul>	Ms. Chan Yuen Kok /External Tutor
			Ms. Chan Yuen Kok/External Tutor
			Ms. Chan Yuen Kok/External Tutor
			Ms. Chan Yuen Kok /External Tutor
		29. Music Class - Erhu :	Ms. Chan Yuen Kok /External Tutor
		30. Music Class – Ruan :	Ms. Chan Yuen Kok /External Tutor
		31. Music Class – Liu Ye Gin :	Ms. Chan Yuen Kok /External Tutor
		32. Music Class – Di :	Ms. Chan Yuen Kok /External Tutor
		33. Music Class - Yanqin :	Ms. Chan Yuen Kok /External Tutor
		34. Music Class - Pipa :	Ms. Chan Yuen Kok /External Tutor
		35. Music Class – Sheng :	Ms. Chan Yuen Kok /External Tutor
		36. Music Class – Suo-na :	Ms. Chan Yuen Kok /External Tutor
	d)	Service	
		37. Red Cross Youth Unit :	Mr. Ho Chun Him / Mr. Hui Kai Chun
			Mr. Hung Fan Cho/ Ms. Lam Hau Yu
Schoo			
a) .	Acado 1.	Chinese Recital Group :	Ms. Au Wan Yin (also as the coordinator) /
	1.	Chiniese Recital Group .	Ms. Au Yeung Hoi Ming / Ms. Fung Hiu Ching
	2.	Putonghua Recital Group :	Ms. Au Wan Yin (coordinator)
		i atongram i toothar oromp	Ms. Leung Suk Yee / Mr. Ng Hung Fung
	3.	English Recital Group :	Ms. Wong Bo Wah (also as the coordinator) /
			Ms. Cheuk Chi Yan / Mr. Chow Ho Chi
			Ms. Fu Pui Huen/ Ms. Iu Man Sze/
			Ms. Rochelle Jane Martin / Ms. Tsang Wan Mei/
			Ms. Wong May Sum
		English Debate Team :	Mr. Tan Sin Pat / External Tutor
		Chinese Debate Team :	Ms. Man Wing Yu / External Tutor
		Mathematics School Team (Senior):	Mr. Lai Chun Ming / Mr. Lee Chun Hei
	7.	Mathematics School Team (Junior):	Mr. Lai Chun Ming / Mr. Lee Chun Hei
b) .	Arts		
	8.	School Choir (Senior) :	Ms. Chan Yuen Kok /External Tutor
	9.	School Choir (Junior) :	Ms. Chan Yuen Kok /External Tutor
	10.	Chinese Orchestra :	Ms. Chan Yuen Kok /External Tutor
	11.	School Band :	Ms. Chan Yuen Kok /External Tutor
	12.	School Symphonic Orchestra :	Ms. Chan Yuen Kok /External Tutor
	13.	School Dancing Team :	Ms. Hung Suet Kan / External Tutor
	14.	School Drama Team :	Mr. Chan Chun Tung / External Tutor
	15.	Visual Arts School Team (Junior) :	Ms. Chan Ka Yi / Ms. Poon Yiu Yan / External Tutor
c)	Sport	S	
		Archery Team :	Mr. Chan Kwong Man / External Tutor
	17.	Athletic Team (Boys) :	Ms. Leung Sik Yu / External Tutor
		Athletic Team (Girls) :	Ms. Leung Sik Yu / External Tutor
		Badminton Team (Boys) :	Ms. Leung Sik Yu / External Tutor
		Badminton Team (Girls) :	Ms. Leung Sik Yu / External Tutor
		Basketball Team (Boys) :	Mr. Chan Kwong Man / External Tutor
		Basketball Team (Girls) :	Mr. Chan Kwong Man / External Tutor

C.

20. Bowling Team Mr. Ho Chun Him / External Tutor 21. Football Team (Boys) Mr. Fok Wang Chung / External Tutor Football Team (Grils) Mr. Chan Kwong Man / External Tutor 22. Handball Team (Boys) Mr. Kwok Yu Hang / External Tutor : Ms. Liu Hoi Lam / External Tutor Handball Team (Girls) : 23. Table Tennis Team (Boys) Mr. Kwok Yu Hang / External Tutor Table Tennis Team (Girls) Mr. Kwok Yu Hang / External Tutor Mr. Kwok Yu Hang / External Tutor 24. Volleyball Team (Boys) Ms. Leung Sik Yu / External Tutor Volleyball Team (Girls)

d) Others

25. Bridge Team : Mr. Leung Kin San / External Tutor

IX. Student Affairs Committee

Chairperson : Ms. Cheung Cheuk Nga Member : Ms. Leung Suk Yee

X. Home-School Cooperation Committee

Chairperson : Mr. Tan Sin Pat
Members : Mr. Hung Fan Cho
Ms. Lam Hau Yu
Ms. Man Wing Yu

XI. Alumni Affairs Committee

Chairperson : Mr. Lee Wai Kok Members : Ms. Wong Ka Man Mr. Yu Mu Hau

XII. Staff Development Committee

Chairperson : Ms. Chan Fung Yi Member : Mr. Cheung Ka Wei

XIII. General Affairs Committee

Manager of General Affairs : Mr. Chan Kwong Man Members : Mr. Chan Tsz Chun Ms. Kwok Ching Yi

Mr. Yung Kwok Kuen

Ms. Hung Suet Kan (Equipment) Ms. Lam Yee Ting (Equipment) Mr. Sin Chung Pan (Equipment)

Mr. Luk Pui (TSS)

Janitors

XIV. Finance Committee

Chairperson : Ms. Leung Kit Yin
Members : Mr. Leung Kin San
Mr. Lo Chun Ming

Ms. Wong Hoi Lee Ms. Wong Kai Sze Ms. Tang Siu Ling

XV. Tuck Shop Management Team

Person-in-charge : Ms. Cheung Cheuk Nga Members : Mr. Chan Kwong Man : Ms. Suen Yee Hang

XVI. School Image Team

Adviser : Ms. Leung Kit Yin Person-in-charge : Ms. Chan Yuen Kok

XVII. Administrative Staff

Person-in-charge : Ms. Leung Kit Yin

School Executive Officer : Ms. Suen Yee Hang (also as TRR coordinator)

Clerks in Office : Ms. Chiu Siu Wai

Mr. Leung Chung Nam (Library Assistant)

Ms. Leung Fung Kuen

Ms. Tang Siu Ling (Accounting Clerk)
Ms. Yiu Yuk Ming (Office coordinator)

Mr. Yung Kwok Kuen

Mr. Chak Yu Hang Administrative Assistants

Mr. Chan Tsz Chun (Cashier)

Ms. Liu Hoi Lam Ms. Wong Ka Wai

Mr. Luk Pui IT Technician

XVIII. Laboratory Staff

Laboratory Technicians Ms. Hung Suet Kan (coordinator) (Biology, Science and

Technology)

Ms. Lam Yee Ting (Chemistry, Science) Mr. Sin Chung Pan (Physics, STEM)

XIX. Chinese Secretary

Ms. Au Wan Yin

English Secretary Ms. Rochelle Jane Martin

Ms. Tsang Hoi Yee

XX. Miscellaneous

Person-in-charge of Films / Photos Mr. Sin Chung Pan Person-in-charge of Photo-taking : Ms. Lam Yee Ting Person-in-charge of Video-recording Ms. Hung Suet Kan

## SHATIN TSUNG TSIN SECONDARY SCHOOL Teaching-time Allocation Table 2024-2025

	1								1									
LEVEL	1	2	3	4A	4B	4C	4D	4E	5A	5B	5C	5D	5E	6A	6B	6C	6D	6E
NO. OF CLASSES SUBJECT	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CHINESE	7	8	8	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8
CHINESE LITERATURE			1	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
PUTONGHUA	1	1	0.6	1	12						1							
ENGLISH	9	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9
ENGLISH LITERATURE	1	1	1													-		
MATHEMATICS	7	7	7	6	6	6	6	6	8	7	7	7	7	6	6	6	6	6
MATHEMATICS (M2)					5*	5*	5*	5*		5*	5*	5*	5*		5*	5*	5*	5*
SCIENCE	4																	
TECHNOLOGY / ICT	2	2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
PHYSICS		1	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
CHEMISTRY		2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
BIOLOGY		2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
STEM	1																	
CHINESE HISTORY	2	2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
HISTORY	2	2	1	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
ECONOMICS			1	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
BAFS			0.4	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
GEOGRAPHY	2	2	1	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
CES/CSD / GS	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
VISUAL ARTS				6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
P.E. (HKDSE ELECTIVE SUBJECT)				6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
P.E.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
ARTS-IN-LIFE	4	2	4															
C.E.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
LEARNIVERSE		2		2	2	2	2	2										
FORM TEACHER PERIOD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL (EACH CLASS)	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48
GRAND TOTAL	288	288	288	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48

#### SCHOOL CALENDAR FOR 2024-2025

## 2024-2025 年度校曆表

	S	М	Т	W	T	F	S		
								2/9	i. 開學禮 Thanksgiving Service & Commencement Ceremony ii. 處理班務 Managing class affairs
	1	2	3	4/1a	5/b	6/c	7	3/9	<ul> <li>i. 中一及中二體藝課外活動政策簡介及樂器示範 Briefing on ECA policy (art and sports) and musical instrument demonstration for S1 and S2</li> <li>ii. 處理班務 Managing class affairs</li> <li>iii. 學生領袖就職禮 Inauguration Ceremony of Student Leaders</li> </ul>
								4/9	中一及中二紀律簡介會 Discipline Briefing for S1 and S2
- 1		-						4/9-13/9	休整時間表 Lightened timetable
C								5/9-6/9	社員大會 General House Meeting
Sep	8	9/d	10/e	11/f	12/2a	13/b	14		
								15/9	深水埗崇真堂教育主日 Education Sunday Service of Shamshuipo Tsung Tsin Church
	15	16/c	17/d	18	19/e	20/f	21	16/9	常規時間表開始 Commencement of normal timetable
	13	10/0	1774	10	15/0	20/1		16/9-23/9	社際籃球比賽 Inter-house basketball competition
					4			18/9	中秋節翌日假期 The day following Mid-Autumn Festival
	22	#22/2-	24/1-	25/-	20.44	27/-	20	26/9-28/9	中一生命教育營 Life Education Camp for S1
	22	#23/3a	24/b	25/c	26/d	27/e	28	27/9	中四生活日營 S4 Day Camp
	29	30/f						8-11	
								1/10	國慶日假期 The day following National Day
			1	2/4a	3/b	4/c	5	4/10	興趣小組活動開始 Commencement of interest group activities
								5/10	家長教師日 Parent-Teacher Day
	6	7/d	8/e	9/f	#10/5a	(11)	12	11/10	重陽節假期 Chung Yeung Festival
Oct	13	14/b	15/c	16/d	17/e	18/f	19	18/10	學生購買冬季校服及毛衣 Purchasing winter uniform and sweater
						-		20/10	新翠崇真堂教育主日 Education Sunday Service of Sun Chui Tsung Tsin Church
	20	#21/6a	22/b	23/c	24/d	25/e	26	22/10-29/10	福音週 Gospel Week
							. 1. 12	25/10	流感疫苗注射 Influenza Vaccination
	27	28/f	29/7a	30/b	31/c				
		<				1/d	2	2/11	中一考試講座 Talk about S1 Examination
								4/11	旅行日 School Picnic
	3	4	5	6/e	7/f	(8)	9	5/11	特別假期 Special Holiday
								8/11	聯校教師活動日 Joint School Teacher Activity Day
Nov	10	11/8a	12/b	13/c	14/d	15/e	16		
	17	18/f	#19/9a	20/b	21/c	22/d	23	21/11	上學期興趣小組活動完結(中一至中五)Last day of extra-curricular activities in the First Term (S1 to S5)
	24	25.4-	20.4	27/10-	20 /1-	20/-	20	25/11	須更換冬季校服 Compulsory change to winter uniform
	24	25/e	26/f	27/10a	28/b	29/c	30	29/11	畢業班拍照 Photo-taking of graduation classes

<sup>#</sup>中一至中六生命教育活動於第七及第八節進行 Life Education activities for S1-S6 in the 7<sup>th</sup>-8<sup>th</sup> periods.

#### SCHOOL CALENDAR FOR 2024-2025

## 2024-2025 年度校曆表

	S	М	Т	W	Т	F	S		
	1	2/d	3/e	4/f	5/11a	<u>6/b</u>	7	4/12	中三至中五同學家中預備考試 S3 to S5 students' study leave
		2/4	3,0	-1,71	<u> </u>	<u> </u>		5/12-19/12	中三至中五考試 First Exam for S3 to S5
Dec	8	<u>9/c</u>	<u>10/d</u>	<u>11/e</u>	<u>12/f</u>	13/12a	14	9/12-19/12	中一中二考試 First Exam for S1 and S2
Dec	15	<u>16/b</u>	<u>17/c</u>	<u>18/d</u>	<u>19/e</u>	20	21	20/12	聖誕崇拜及聯歡 Christmas Service & Celebration
	22	23	24	25	26	27	(28)	23/12-2/1	聖誕節及新年假期 Christmas & New Year Holiday
	29	30	31						
				1	(2)	3/f	4	1/1	小六升中講座 Talk for Prospective S1 Students
					~	3/1		3/1	中六同學家中預備考試 S6 students' study leave
Jan	5	6/13a	7/b	8/c	9/d	10/e	11	6/1-24/1	中六畢業試 S6 Mock Exam
Jan	12	13/f	*14/14a	15/b	16/c	17/d	18		
	19	20/e	21/f	22/15a	23/b	24/c	25	23/1-24/1	輔導日 ( 下午 ) Counselling Day (afternoon)
	13	20,0	21/1	22/134	23/10	2 1/ 0	(23)	25/1	家長日 Parents' Day
	26	27	(28)	(29)	(30)	(31)		27/1	家長日 Parents' Day
								28/1-5/2	農曆年假期 Lunar New Year Holiday
							(1)		
	2	3	4	5	6	7	8	6/2-7/2	運動會 Sports Day
Feb	9	10/d	11/e	12/f	#13/16a	14/b	15	10/2-14/2	中六核對試卷 Paper-checking Day for S6
l en	9	10/4	11/6	12/1	13/10a	14/10	10	14/2	中六最後上課日 Last school day for S6
	16	17/c	18/d	19/e	20/f	21/17a	22		·
	23	24/b	25/c	26/d	27/e	28/f		26/2	長跑日 Long-Distance Running Day
							1	1/3	校友日暨校慶晚宴 Alumni Homecoming Day & Anniversary Dinner
	2	(3)	#4/18a	5/b	6/c	7/d	8	3/3	教師活動日 Teacher Activity Day
								10/3-20/3	中三興趣小組活動暫停 Suspension of extra-curricular activities for S3
	0	10/-	11 /£	12/10-	12 /-	14/-	15	12/3	中三同學家中預備統一測驗 S3 students' study leave
	9	10/e	11/f	12/19a	<u>13/b</u>	<u>14/c</u>	15	13/3-21/3	中三統一測驗 Uniform Test for S3
								14/3	派發中六成績表(初稿)Distribution of S6 student report cards (draft)
Mar	162							17/3-20/3	中一中二興趣小組活動暫停 Suspension of extra- curricular activities for S1 and S2
	16	<u>17/d</u>	<u>18/e</u>	<u>19/f</u>	<u>20/20a</u>	<u>21/b</u>	22	19/3	中一中二同學家中預備統一測驗 S1 and S2 students' study leave
								20/3-21/3	中一中二統一測驗 Uniform Test for S1 and S2
								21/3	非畢業班拍照Photo-taking of non-graduation classes
	23	24/c	25/d	26/e	27/f	28/21a	29		
	30	31/b						31/3-8/4	初中班際籃球比賽 Junior form inter-class basketball competition

<sup>#</sup>中一至中六生命教育活動於第七及第八節進行 Life Education activities for S1-S6 in the 7<sup>th</sup>-8<sup>th</sup> periods.

## SCHOOL CALENDAR FOR 2024-2025 2024-2025 年度校曆表

	S	М	Т	W	Т	F	S		
			1.	2/1	21			4/4	青明節假期 Ching Ming Festival
			1/c	2/d	3/e	(4)	5	4/4-5/4	中一福音營 S1 Gospel Camp
Apr	6	7/f	#8/22a	9/b	10/c	11/d	12	11/4 [	哌發統一測驗成績表 (於午間閱讀時間派發 ) Distribution of U.T. student report cards (during the reading period)
	13	14	15	16	17	18	19	14/4-25/4 3	复活節假期 Easter Holiday
	(20)	21	22	23	24	25	26		
	27	28/e	29/f	#30/23a		- 54		29/4-30/4	中三全港性系統評估口試 S3 T.S.A. (Oral Exam)
								1/5 , §	勞動節假期 Labour Day
					(1)	(2)	(3)	2/5	教師活動日 Teacher Activity Day
								3/5	沙崇匯演 STTSS Variety Show
								5/5 1	沸誕節假期 Buddha's Birthday
May	4	5	6/b	7/c	8/d	9/e	10	6/5	. 須更換夏季校服 Compulsory change to summer uniform i. 中三級全港性系統評估口試後補日 Fallback date for S3 T.S.A. (Oral Exam.)
	11	12/f	13/24a	14/b	15/c	16/d	17	i 16/5 i	<ul> <li>下學期興趣小組活動完結(中一至中五) Last day of extra-curricular activities in the Second Term (S1 to S5)</li> <li>派發中六成績表(正本)Delivery of report cards to S6</li> </ul>
	18	19/e	20/f	#21/25a	22/b	23/c	24		
	25	26/d	27/e	28/f	29/26a	30/b	31	31/5 3	端午節假期 Tuen Ng Festival
								2/6-10/6	木整時間表 Lightened timetable
	1	2/c	3/d	4/e	5/f	6/27a	7	6/6-7/6	畢業生福音營 Graduate Gospel Camp
	0	0.45	10/-	11	12	12	14	9/6-23/6	中三至中五級期終考試 Final Exam for S3 to S5
	8	<u>9/b</u>	<u>10/c</u>	<u>11</u>	<u>12</u>	<u>13</u>	14	11/6-23/6	中一至中二級期終考試 Final Exam for S1 and S2
Jun	15	<u>16</u>	<u>17</u>	<u>18</u>	19	20	21	19/6-20/6	中三級全港性系統評估 S3 T.S.A.
								25/6	中三級全港性系統評估後補日 Fallback date for S3 T.S.A.
	22	23	24	25	26	27	28	26/6-27/6 i	. 核對試卷 Paper-checking day i. 社員大會 General House Meeting
	29	30						1	

<sup>#</sup>中一至中六生命教育活動於第七及第八節進行 Life Education activities for S1-S6 in the 7<sup>th</sup>-8<sup>th</sup> periods.

#### SCHOOL CALENDAR FOR 2024-2025

## 2024-2025 年度校曆表

	S	М	Т	W	Т	F	S		
								1/7	香港特別行政區成立紀念日 HKSAR Establishment Day
			1	2	3	4	5	3/7	i. 學生會答問大會 The Students' Union Consultation Forum ii. 派發中三至中五成績表初稿 Distribution of draft report cards to S3 to S5 iii. 課外活動頒獎禮 Prize-giving Ceremony (Extra- curricular Activities)
				,				4/7	中三升中四講座 Talk for Prospective S4 Students
								5/7	i. 畢業禮 Speech Day ii. 香港中學文憑試放榜前講座 Talk on the Preparation of the Release of HKDSE Results
								9/7	學生會日 Students' Union Day
Jul	6	7	8	9	10	11	12	11/7	i. 結業禮及派發成績表 Thanksgiving Service & End- of-Term Ceremony and distribution of student reports ii. 舊生拍照 Photo-taking for current students
								14/7-22/7	中四補考 S4 Supplementary Exam
	13	14	15	<u> 16</u>	17	18	(19)	14/7-25/7	中五 (2025/26 中六 ) 學生補課 Supplementary lessons for S5 students (2025/26 S6)
								14/7-31/8	暑假 Summer Holidays
								16/7	香港中學文憑考試放榜 HKDSE Result Release Day
	20	21	22	23	24	25	26)	25/7	教科書領取日 Textbook distribution
	27)	28	29	30	31				
						1	2		
	3	4	5	6	7	8	9	4/8-15/8	中四 (2025/26 中五 ) 學生補課 Supplementary lessons for S4 students (2025/26 S5)
	10	11	12	13	14	<u>15</u>	16)	15/8-27/8	中六學科測驗 S6 Term Test
Aug	17)	18	19	20	<u>21</u>	22	23)	23/8	i. 中一迎新日 S1 Orientation Day ii. 新生拍照 Photo-taking of new students
	(24)	<u>25</u>	<u>26</u>	27	28	29	30)		
	(31)					XXXXXXXXXXXX			

<sup>#</sup>中一至中六生命教育活動於第七及第八節進行 Life Education activities for S1-S6 in the  $7^{\text{th}}$ - $8^{\text{th}}$  periods.

#### 備註 (Remarks)

- (Holiday for students)
- 學校假期 (School holiday)
- 特別上課日 (Special day)

#### SHATIN TSUNG TSIN SECONDARY SCHOOL

#### **SCHOOL MISSION**

On the basis of the spirit of faith, hope and love, the school aims at developing fully students' potential in the domains of ethics, intellect, physique, social skills, aesthetics and spiritual growth according to individual needs.

#### SCHOOL AIMS

After a lot of deliberation and consultation, the School Advisory Council has established the school development direction for the academic years 2022-2025

During 2022/23 to 2024/25, our school aims are:

- 1. To incorporate e-learning into teaching to promote self-regulated learning
- 2. To promote values education to support Shatin Tsung-Tsiners' character formation and positive education
- 3. To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders

To achieve the goals, all departments and committees will enact a 3-year plan through consultation and cooperation. The plan will also be subject to annual review so as to maximize the benefits accrued to the students.

"Train a child in the way he should go, and when he is old he will not turn from it ." Proverbs 22:6

"Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength ."

Mark 12:30

Shatin Tsung Tsin Secondary School School Development Plan ( 2022/23 - 2024/25 )

Major Concern	Intended Outcomes / Targets	Strategies / Tasks		Time Scale	0
			22/23	23/24	24/25
1. To incorporate e-learning into	To adopt a variety of e-learning tools and platforms which	1.1 Teacher training about the types and use of various e-learning tools and platforms	>	>	>
teaching to	facilitate in-class interaction, promote self-learning foster	1.2 Provision of necessary hardware and software required for e-learning	>	>	>
self-regulated learning	individualized learning and support teachers to provide	1.3 Learning circles for teachers to share their experience and knowledge of e-learning	>	>	>
)	<ul><li>timely assessments</li><li>To further enhance students'</li></ul>	1.4 Application of different e-learning tools and platforms to enhance self-regulated learning	>	>	>
	motivation in learning and develop students' self-regulated	<ol> <li>Level of students involved will increase over years</li> <li>Number of periods using e-learning tools or platforms will</li> </ol>			
	learning skills: students are expected to take a more active part in constructing knowledge	increase progressively iii. Number of panel members involved will increase over years iv. Type of tools or platforms applied will increase over years			
	with the use of various e-learning tools and platforms	1.5 Collaborative teaching within the subject panel focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance	>	>	>
		1.6 Lesson observation within subject panels	>	>	>
		1.7 Sharing across subject panels (open class focusing on enhancing self-regulated learning with the use of e-learning)		>	>
		1.8 Lesson observation conducted by the Principal, Vice-principal, Prefect of Studies and/or panel heads	>	>	>
		1.9 Reviewing the lesson observation form to incorporate indicators reflecting the use of e-learning in enhancing self-regulated learning	>		
2. To promote values	To groom students as "Shatin	2.1 Forming a working group to give suggestions on the further	>		

Major Concern	Intended Outcomes / Targets	Strategies / Tasks		Time Scale	le
			22/23	23/24	24/25
education to	Tsung-Tsiners"	implementation of positive education			
support Shatin	• To help students lead a	2.2 Reviewing the existing programs run by different committees	>		
character	Hourisming life	to incorporate the Shatin 1sung-1smers qualities and elements of nositive education			
formation and		2.3 Reviewing the curriculum of Life Education lessons to place	>	>	
positive education		more emphasis on the Shatin Tsung-Tsiners qualities and			
		elements of positive education			
		2.4 Equipping students with time and stress management skills	>	>	>
		2.5 Sharing among teachers about strategies regarding values	>	>	>
-		education and class building			
		2.6 Renovating an activity room to facilitate counseling and sharing	>		
		between teachers and students			
		2.7 Arranging parent talks on values education and character	>	>	>
		building			
3. To maintain a	<ul> <li>To ensure teachers meet the</li> </ul>	3.1 Enhancing team building and transmission of school values and	>	>	>
professional	requirements set by the school	culture			
teaching team	regarding teaching and student	3.2 Reviewing the mentorship scheme	>		
towards	support	3.3 Principal discussing with young teachers about their career	>	>	
sustainability	<ul> <li>To nurture young and capable</li> </ul>	paths			
and sustain the	teachers to take up more	3.4 Arranging young teachers to work in different committees		1	>
school culture by	administrative duties	3.5 Providing relevant training for middle managers and potential	>	>	>
preparing		candidates			
suitable teachers		3.6 Setting up new deputy posts in some subject departments and	>	>	
to be school		committees			
leaders		3.7 Appointing new middle managers	>	>	>

# SHATIN TSUNG TSIN SECONDARY SCHOOL

## ANNUAL SCHOOL PLAN (2024/25)

Major Concern 1: To incorporate e-learning into teaching to promote self-regulated learning

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of	People	Resources
	D			Evaluation	Responsible	Required
To adopt a	1.1 Teacher training about	8/2024-6/2025	80% of the teachers	Teacher survey	Staff	Financial
variety of e-learning	the types and use of various		find the content useful	conducted by	Development	support if
tools and platforms	e-learning tools and platforms			the Academic	Committee	speakers are
which facilitate				Affairs		invited
in-class interaction,				Committee		
promote	1.2 Provision of necessary	9/2024-6/2025	80% of the teachers	Teacher survey	Academic	Financial
self-learning, foster	hardware and software		find the hardware and	conducted by	Affairs	support
individualized	required for e-learning		software being	the Academic	Committee	
learning and support	)		enhanced	Affairs		
teachers to provide				Committee		
timely assessments	1.3 Learning circles for	9/2024-6/2025	80% of the teachers	Teacher survey	Staff	N.A.
• To further	teachers to share their		involved in the learning	conducted by	Development	
enhance students'	experience and knowledge of		circles find their	the Academic	Committee	
motivation in	e-learning		experience and	Affairs		
learning and develop	)		knowledge being	Committee		
students'			enhanced			
self-regulated	1.4 Application of different	9/2024-6/2025	i. At least three	<ul> <li>Recorded</li> </ul>	All subjects,	N.A.
learning skills:	e-learning tools and		levels of students are	in the minutes of	Academic	
students are	platforms to enhance		involved	different subject	Affairs	
expected to take a	self-regulated learning		ii. At least 30% of	panels	Committee	
more active part in	i. Level of students involved		the total number of	• Student		
constructing	will increase over years		periods involve the use	survey		
knowledge with the	ii. Number of periods using		of e-learning tools or	conducted by		
use of various	e-learning tools will		platforms	the Academic		
e-learning tools and	increase progressively		iii. At least 100% of	Affairs		
platforms	iii. Number of panel members		the panel members are	Committee		
	involved will increase over		involved			
	years		iv. At least 3 types of			
	iv. Type of tools or platforms		tool or platform is used			
	applied will increase over					

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	years					
	1.5 Collaborative teaching within the subject panel	9/2024-6/2025	At least one collaborative teaching	Recorded in the minutes of	All subjects	N.A.
	focusing on		is conducted by each	different subject		
	1. the use of e-fearning to enhance self- regulated		panel 80% of the	panels  Teacher		
	learning		teachers involved agree	survey		
	11. the effectiveness of using		that the use of	conducted by		
	self-regulated learning in		self- regulated learning	Affairs		
	lessons			Committee		
	1.6 Lesson observation within	9/2024-6/2025	At least one time	Recorded in the	All subjects	N.A.
	subject panels			minutes of		
				different subject		
				panels		
	1.7Sharing across subject	9/2024-5/2025	<ul> <li>About two-thirds</li> </ul>	Recorded	All subjects	N.A.
	panels (open class focusing		of the panels have	in the minutes of		
	on enhancing self-regulated		arranged a relevant	the Academic		
	learning with the use of		open class	Affairs		
	e-learning)		• 80% of the	Committee		
			teachers involved agree	<ul> <li>Teacher</li> </ul>		
			that the use of	survey		
			e-learning can enhance	conducted by		
			seir- regulated tearning	the Academic		
				Committee		
	1.8 Lesson observation	9/2024-6/2025	• 75% of the lessons	Debriefing after	Principal,	N.A.
	conducted by the Principal,		observed demonstrate	each lesson	Assistant	
	Vice-principal, Prefect of		that the use of	observation	Principals,	
	Studies and/or panel heads		e-learning enhances		Prefect of	
			self- regulated learning		Studies and/or	
					panel neaus	

Major Concern 2: To promote values education to support Shatin Tsung-Tsiners' character formation and positive education

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	9/2024-6/2025	75% of the students find that they have	Student survey conducted by	Student Support Committee,	Financial support if
		learned time and	the Student	Student	external
		stress management	Support	Guidance	parties are
		skills	Committee	Committee and	invited
				Career Guidance	
				Committee	
6	9/2024-8/2025	80% of the teachers	Teacher survey	Student Support	N.A.
		find it helpful in	conducted by	Committee	
		knowing the relevant	the Student		
		strategies	Support		
			Committee		
00	9/2024-6/2025	More than 2 parent	Recorded in the	Home-School	Financial
		talks are organized	minutes of	Cooperation	support if
			Home-School	Committee	external
			Cooperation		parties are
			Committee		invited

Major Concern 3: To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to

<del>p</del> q	be school leaders					
Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
• To ensure teachers meet the requirements set by the school regarding	3.1 Enhancing team building and transmission of school values and culture	8/2024-6/2025	8/2024-6/2025 More than 85% of the teachers find the task being achieved	Teacher survey (Stakeholder survey)	Staff Development Committee	Financial support if team building activities are held

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of	People	Resources
				Evaluation	Responsible	Required
teaching and student	3.4 Arranging young teachers	8/2024-8/2025	At least 4 young	Duty list of the	Principal	NA
support	to work in different		teachers have	school		
• To nurture	committees		worked in different			
voung and capable			committees			
teachers to take up	3.5 Providing relevant training	8/2024-7/2025	At least 5 middle	Staff	Staff	Financial support
more administrative	for middle managers and		managers and	Professional	Development	if teachers are
duties	potential candidates		potential managers	Development	Committee	subsidized for
			have joined relevant	Record		taking external
			training			courses
	3.7 Appointing new middle	6/2025	New middle	Record in Staff	Incorporated	N.A.
	managers		managers have been	Meeting minutes   Management	Management	
			appointed		Committee	

#### SHATIN TSUNG TSIN SECONDARY SCHOOOL ACADEMIC AFFAIRS COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the school's major concerns
- 2. To raise learning and teaching effectiveness

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interaction and providing timely feedback on assignments
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals
- d. Learning activities, assignments, project learning and assessments are designed to foster students' acquisition and application of knowledge and generic skills
- e. There is a long-established and effective plan to develop students' reading habit and interest
- f. The school has a wide range of measures to cater for learners' diversity, including the enhancement classes for high achievers, remedial classes for the less-able students, tailored teaching materials, etc.

#### 2. Weaknesses

- a. Some students lack the initiative or confidence in learning.
- b. Increasing student withdrawal due to emigration or studying overseas may result in a loss of elite students.
- c. Teachers' workload is heavy. This makes teachers physically and psychologically tired.

#### III. OBJECTIVES

- 1. To incorporate e-learning into teaching to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
- 2. To incorporate elements of positive education into committee work to promote the well-being of students
- 3. To advance teachers' professional knowledge and promote exchange among teaching professionals
- 4. To review committee policies to meet students' needs arising from changes in the education environment
- 5. To reflect the effectiveness of teaching and learning

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TI	ME SCA	LE
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Provision of necessary hardware and software required for e-learning	1	<b>✓</b>	<b>✓</b>	<b>✓</b>
2	Application of different e-learning tools and platforms to enhance self-regulated learning depending on each panel's choice i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Number of panel members involved will increase over years iv. Types of tools or platforms applied will increase over years	1	<b>√</b>	<b>✓</b>	<b>✓</b>
3	Review of the lesson observation form to incorporate indicators reflecting the use of e-learning in enhancing self-regulated learning	1	<b>✓</b>		
4	Collaborative teaching within the subject panel focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons	1,3	✓	<b>✓</b>	<b>√</b>
5	Lesson observation within subject panels	1,3	<b>√</b>	<b>V</b>	<b>√</b>
6	Sharing across subject panels (open class focusing on enhancing self-regulated learning with the use of e-learning)	1,3		<b>✓</b>	<b>√</b>
7	Lesson observation conducted by the Principal/ Vice-principal/ Prefect of Studies/ Panel Head	1,3	<b>√</b>	<b>✓</b>	<b>√</b>
8	Review of the student questionnaire to incorporate the main indicators reflecting the use of e-learning in enhancing self-regulated learning for subjects' reference	1,4	<b>√</b>		
9	Purchase of student library books related to the chosen domains of positive education	2	<b>✓</b>	<b>√</b>	<b>√</b>
10	Incorporation of elements of other major concerns into some subject content	2	<b>✓</b>	<b>√</b>	<b>✓</b>
11	Review of the student policy to make it align with the school's major concerns	2,4	<b>√</b>	<b>✓</b>	✓
12	Review of internal school examination results	5	√	<b>√</b>	<b>✓</b>
13	Review of HKDSE examination results	5	<b>✓</b>	<b>✓</b>	<b>✓</b>

#### V. EVALUATION

- 1. Documentation
  - a. Record of Tasks 1,3,6,7,8,9,11,12 and 13 in AAC meeting minutes
  - b. Record of Tasks 2,4,5,6,7,10,12 and 13 in meeting minutes of subject panels
- 2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to strengthen students' self-regulated learning through e-learning and promoting professional development (Task 2,4,5,6)
- 3. Student survey to collect students' opinions on the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 2)

#### VI. TEAM MEMBERS

Leung Kit Yin (Adviser)

Leung Kin San (Chairperson)

Wong Hoi Lee (Chairperson)

Tsang Hoi Yee (Vice-Chairperson)

Chan Yuen Kok

Cheung Ka Wei

Lee Chun Hei

Man Ho Fai

Wu Yan Ha

Yu Mu Hau

#### SHATIN TSUNG TSIN SECONDARY SCHOOL STUDENT SUPPORT COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

To promote students' growth and to actualize the school's major concerns that are related to student support

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Chairpersons of relevant committees are willing to express their opinions
- b. Once consensus is reached, the aforesaid chairpersons are cooperative and supportive of the school's development
- c. The school places due emphasis on student support and development. A clear direction, valuable advice and sufficient resources have been provided for further development in this domain
- d. Teachers care about the personal development of the students and they are willing to spend time nurturing the students in the midst of a heavy teaching workload

#### 2. Weaknesses

- a. Teachers' workload and pressure are getting heavier. This in turn reduces the time spent on counseling work
- b. Students are deeply and greatly affected by the values and messages prevailing in the social ethos and mass media which makes our moral education more difficult

#### III. OBJECTIVES

- 1. To implement necessary strategies to nurture the students the personality traits of Shatin Tsung-Tsiners.
- 2. To implement necessary strategies so as to help teachers to implement positive education to promote the well-being of students
- 3. To coordinate and monitor the work of relevant committees so as to actualize the school's major concerns that are related to student support
- 4. To implement necessary strategies to promote students' personal development

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TI	ME SCAI	LE
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Review the curriculum of Life Education	1,2	<b>✓</b>	<b>✓</b>	
	lessons to place more emphasis on the				
	personality traits and elements of positive				
	education				
2	Share strategies regarding values education	1,2	<b>\</b>	<b>✓</b>	✓
	and class building among teachers				
3	Review the existing programmes run by	1,2,3	<b>\</b>		
	different committees to incorporate the				
	focal personality traits and elements of				
	positive education				
4	Run an ad hoc group which is responsible	1,2,4	<b>✓</b>	<b>✓</b>	<b>✓</b>
	for organizing the S1 Life Education Camp				
	for promoting the personality traits of				

	Shatin Tsung-Tsiners and positive education				
5	Collect strategies on values education and class building adopted by teachers	2	<b>✓</b>	<b>✓</b>	<b>✓</b>
6	Form a working group to give suggestions on the further implementation of positive education at school	2	<b>✓</b>		
7	Equip students with time and stress management skills through Life Education lessons and morning assemblies	2,4	<b>✓</b>	<b>✓</b>	<b>✓</b>
8	Organize Student Support Committee meetings	3,4	<b>√</b>	<b>✓</b>	<b>✓</b>
9	Organize class teacher meetings with form discipline teachers and form guidance teachers three times a year to discuss the student performance	4	<b>√</b>	<b>✓</b>	<b>~</b>
10	Nominate students to join different external leadership training programmes	4	<b>√</b>		
11	Run a working group which is responsible for organizing study tours	4	<b>✓</b>		

#### V. EVALUATION

- 1. Conducting a survey at the end of the academic year to collect students' opinions on the effectiveness of various strategies related to student support
- 2. Collecting teachers' opinions on the effectiveness of various strategies related to student support at the end of each school year
- 3. Recording the above tasks in the minutes of staff meeting, different committee meetings or class teacher meeting
- 4. Conducting a student survey at the end of the activities for task 4

#### VI. TEAM MEMBERS

Wong Kai Sze (Chairperson)
Lo Chun Ming (Vice-chairperson)
Au Wan Yin
Chan Kwok Hung
Chang Wing Kay
Cheung Cheuk Nga
Fok Wang Chung
Lee Kin Chung
Tan Sin Pat
Fu Pui Huen (Working group member)

#### SHATIN TSUNG TSIN SECONDARY SCHOOL DISCIPLINE COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the school's major concerns that are related to student support
- 2. To help students develop the personality traits of Shatin Tsung-Tsiners
- 3. To help students learn from their mistakes

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Most students are gentle, kind-hearted and are willing to follow teachers' instructions
- b. Most students are capable of obeying the school rules
- c. Committee members attach great importance to communication and cooperation with parents
- d. Committee members are energetic and cooperative
- e. The Principal, Assistant-principals and other teachers are supportive and always give us their prompt advice and assistance

#### 2. Weaknesses

- a. Some students are less self-disciplined
- b. Some students commit minor offences owing to their absent-mindedness, overdependence or immaturity
- c. It is difficult to get full support from some parents who may neglect their children or over-protect them
- d. The values and behavior encountered by students in society, like being self-centered, wilful and materialistic, etc, contradict the values promoted by the school and some students find it difficult to resist the former

#### III. OBJECTIVES

- 1. To help students develop the personality traits of Shatin Tsung-Tsiners, in particular
  - a. to be self-disciplined
  - b. to be thoughtful and
  - c. to be trustworthy
- 2. To incorporate elements of positive education into committee work to promote the well-being of students
- 3. To widen students' horizons by enriching their exposure to different growth and life experiences
- 4. To provide assistance to students or teachers to help them deal with discipline matters or class building

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES		ME SCA	
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Review the school regulations	1	<b>✓</b>	<b>√</b>	<b>✓</b>
2	Conduct the Strive-for-Improvement Class	1	$\checkmark$	<b>√</b>	$\checkmark$
3	Implement the New Identity Scheme	1,2	<b>✓</b>	<b>√</b>	<b>√</b>
4	Set up various awards to give students recognition and classes recognition for their good conduct and performance	1,2	<b>√</b>	<b>√</b>	<b>√</b>
5	Review the existing discipline programmes to incorporate the personality traits of Shatin Tsung-Tsiners and elements of positive education	1,2	<b>✓</b>		
6	Implement Junior Secondary Discipline Training or other discipline training programmes to foster positive student relationships.	1,2,4	<b>✓</b>	<b>✓</b>	<b>√</b>
7	Form and train the prefect team to assist teachers in keeping order	1,4	<b>√</b>	<b>√</b>	<b>√</b>
8	Provide updated and useful discipline information about the students to class teachers so that they can understand the students better and provide suitable care	1,4	<b>√</b>	<b>√</b>	<b>√</b>
9	Attend class teacher meetings and provide advice to class teachers so that they can handle the class discipline cases and conduct class building	1,4	<b>√</b>	<b>√</b>	<b>√</b>
10	Discuss class misbehavior and ways of improvement with the class teacher	1,4	<b>√</b>	<b>√</b>	<b>√</b>
11	Implement a 'three-steps' approach based on the positive teacher-student relationship for handling disciplinary cases: i. understanding without blaming ii. guiding students to fix problems	2	<b>√</b>	<b>√</b>	<b>√</b>
	iii. encouraging students to reflect on the issue				,
12	Arrange various activities for the prefect team to enhance their personal exploration and team spirit	3	<b>✓</b>	<b>✓</b>	✓

#### V. EVALUATION

- 1. Conducting a survey at the end of the academic year to collect students' opinion on the modified school regulations and the approach for handling disciplinary cases (Task 1,11)
- 2. Reporting the progress of the tasks in the Discipline Committee meeting (Tasks 1,5,11)
- 3. Conducting a survey at the end of the academic year to collect teachers' opinions on the effectiveness of the work of the Discipline Committee (Tasks 2-4,6,8-10)
- 4. Conducting a teacher survey and an internal evaluation at the end of the term of service to assess the performance of the Prefect Team (Tasks 7,12)

#### VI. TEAM MEMBERS

Chan Kwok Hung (Chairperson)
Ho Chun Him (Vice-chairperson)
Tsang Wan Mei (Vice-chairperson)
Choi Sin Sum
Chung So Sum
Chung Tsz Ying
Hui Kai Chun
Lau Chung Kwong
Wong Bo Wah

#### SHATIN TSUNG TSIN SECONDARY SCHOOL STUDENT GUIDANCE COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the schools' major concerns that are related to student support
- 2. To equip students with the personality traits of Shatin Tsung-Tsiners and encourage students to explore their potential
- 3. To promote integrated education
- 4. To cultivate students' sense of belonging to the school and improve teacher-student relationships

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. The Committee has a clear target and direction
- b. All members in the Committee are concerned about the growth of teenagers. They are willing to improve themselves through further education so that they can help with students' personal growth
- c. The Committee systematically organizes the resources for life education lessons
- d. Students are kind-hearted and receptive. Under teachers' guidance, they are willing to improve themselves
- e. The school supports the activities of the Committee
- f. Through form guidance programmes, case conference and the year plan, teachers in school can understand the work of the Committee thoroughly so they can provide support for the work of the Committee
- g. The social workers in our school are experienced, willing to serve and helpful
- h. The Committee frequently contacts some external organizations so as to get more resources to implement counselling activities
- i. EDB and NGOs have provided the school with numerous valuable resources
- j. Guidance Activity Room is provided for activities in the school

#### 2. Weaknesses

- a. The members of the Committee have a heavy workload and are under severe stress. Besides handling student cases, the Committee is also responsible for conducting Life Education which involves a lot of work
- b. The leadership skills of students in organizing activities need to be improved
- c. The work of the Committee has been made difficult because of the social culture and individual students' backgrounds

#### III. OBJECTIVES

- 1. To enhance values education by nurturing in students the personality traits of Shatin Tsung-Tsiners and promoting positive education
- 2. To equip students with stress and time management skills
- 3. To cultivate students' sense of belonging to the school and improve teacher-student relationships
- 4. To encourage students to accept and admire differences
- 5. To provide resources and assistance to teachers in nurturing students

#### IV. OPERATIONAL STRATEGIES

	TAGE	OBJECTIVES	TI	ME SCA	LE
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Encourage students to set up personal goals and class goals	1	<b>✓</b>	<b>✓</b>	<b>√</b>
2	Coordinate morning sharing sessions to promote positive education and nurture personality traits	1	<b>✓</b>	<b>✓</b>	<b>√</b>
3	Review the programs of the Committee to incorporate the focal personality traits and positive education	1	<b>✓</b>	<b>✓</b>	
4	Implement life education lessons	1,2,3,4	<b>✓</b>	<b>✓</b>	<b>√</b>
5	Replenish the resource bank for positive education and life education	1,2,5	<b>✓</b>	<b>✓</b>	<b>√</b>
6	Coordinate "Messages to Shatin Tsung-Tsiners" to promote positive education and nurture personality traits	1,3	<b>√</b>	<b>✓</b>	<b>√</b>
7	Organize the Counselling Days to promote understanding between teachers and students	1,3	<b>√</b>	<b>✓</b>	<b>✓</b>
8	Provide theme-related activities for respective forms of students	1,3,5	<b>~</b>	<b>✓</b>	<b>√</b>
9	Promote voluntary service	1,4	<b>✓</b>	<b>✓</b>	<b>√</b>
10	Equip students with stress and time management skills through morning sharing and Life Education lessons	2	<b>√</b>	<b>✓</b>	<b>√</b>
11	Conduct survey on students' stress for early identification of students in need	2,5	<b>✓</b>	<b>✓</b>	<b>✓</b>
12	Renovate an activity room to facilitate sharing and counselling between teachers and students	2,5	<b>✓</b>		
13	Join the Hi-Five Student Engagement Award Scheme	3	1	<b>✓</b>	
14	Form student sharing and growth groups	3,4	<b>✓</b>	<b>✓</b>	<b>✓</b>

#### V. EVALUATION

- 1. To evaluate the effectiveness of the targeted plan each year through the questionnaires filled in by teachers and students at the end of the school term
- 2. To evaluate teachers' responses to different discussion topics through the evaluation forms on life education periods
- 3. To evaluate the participation of students in the Committee activities through the number of participants
- 4. To evaluate the effectiveness of activities through collecting members' opinions in meetings

#### VI. TEAM MEMBERS

Lee Kin Chung (Chairperson)

Cheng Ka Fung (Vice-chairperson)

Chow Po Yi (Vice-chairperson)

Chan Ka Yi

Fung Hiu Ching

Lai Tsz Kwan

Ng Cheuk Ting

Cheng Hiu Yan (School Social Worker)

Cheung Chun Ming (School Social Worker)

#### SHATIN TSUNG TSIN SECONDARY SCHOOL SPECIAL EDUCATION NEEDS SUPPORT TEAM THREE-YEAR PLAN (2024-2025)

#### I. AIMS

- 1. To address the schools' major concerns that are related to student support
- 2. Implement the "Whole-School Approach" to provide SEN students with comprehensive support to alleviate learning and adaptation difficulties
- 3. To promote integrated education

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Teachers are concerned about the growth of teenagers. They are willing to improve themselves through continuous education so that they can help with students' personal growth
- b. Students are kind-hearted and receptive. Under teachers' guidance, they are willing to improve themselves
- c. The school supports the work of the Team, e.g. hiring a student counselor
- d. The educational psychologist, speech therapist and social workers in our school are experienced, willing to serve and helpful
- e. EDB has provided the school with numerous valuable resources, and the Team frequently contacts some external organizations so as to get more resources to implement counselling activities

#### 2. Weaknesses

- a. The members of the Team have a heavy workload and are under severe stress.
- b. The number of students with SEN is increasing.
- c. The work of the Team has been made difficult because of the social culture and individual students' backgrounds.
- d. Parental support for children with SEN is limited.

#### III. OBJECTIVES

- 1. To equip students with stress and time management skills
- 2. To encourage students to accept and admire differences
- 3. To provide resources and assistance to teachers and parents in nurturing SEN students.

#### IV. OPERATIONAL STRATEGIES

	TAGV	OBJECTIVES	TIME SCALE
	TASK	OBJECTIVES	24/25
1	Assist students in career planning and establishing	1,2	✓
	personal goals through different activities and electronic		
	tool		
2	Optimize IEP to incorporate positive education and	1,2,3	✓
	diversified teaching strategies		
3	Equip students with stress and time management skills	1	✓
	through group activities		
4	Form student growth groups	1,2	✓
5	Develop school-based speech therapy service	2	<b>✓</b>
6	Form parent group to improve family relationships	3	✓
7	Strengthen communication between the Team and	3	✓
	teachers through meeting and questionnaries		
8	Encourage and arrange for teacher to receive training.	3	✓

#### V. EVALUATION

- 1. To evaluate the effectiveness of the targeted plan each year through the questionnaires filled in by teachers and students at the end of the school term.
- 2. To evaluate the participation of students in the activities through the number of participants.
- 3. To evaluate the effectiveness of activities through collecting members' opinions in meetings.
- 4. To evaluate the support services provided by the Team through phone calls, interviews with parents or questionnaires.

#### VI. TEAM MEMBERS

Au Yeung Hoi Ming (SENCO)

Choi Wai Man (SENST)

Lai Hau Kin (SENST)

Wong Nok Fung (Educational Psychologist)

Law Chun Chung (Student Counselor)

#### SHATIN TSUNG TSIN SECONDARY SCHOOL CAREER GUIDANCE COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the school's major concerns
- 2. To assist students in making their career plans
- 3. To assist students in preparing for the transition from school to work

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Updated and adequate educational and career information is available and accessible to committee members and students
- b. Committee members are professional and responsible. They take part in different types of training courses in order to keep up with the latest trends in study paths and career information
- c. The harmonious relationship between committee members and students is beneficial for counselling
- d. Alumni are willing to offer assistance to the school. They are often invited to be the guest speakers to share updated educational and career information
- e. Guidance Activity Room can be used for career guidance activities

#### 2. Weaknesses

- a. Junior-form students are relatively less willing to search for educational or career information in order to plan for their future. Activities organized by EDB/NGOs are mainly targeted at senior-form, not junior-form, students
- b. Senior-form students are busy with academic related activities. Career life planning is not their main concern
- c. Under NAS, career counselling and programmes are expected to be organized on a massive scale. Committee members have a heavy workload

#### III. OBJECTIVES

- 1. To implement career education with elements of positive education and personality traits of Shatin Tsung-Tsiners
- 2. To provide students with opportunities to explore their interests and abilities so as to widen their horizons and make their career plans
- 3. To provide information that helps students to make their career plans
- 4. To equip students with skills, attitude and values to facilitate their career plans
- 5. To build a support network that assists students in making their career plans
- 6. To facilitate students' and graduates' applications for schools, universities or jobs so as to aid their career plans

#### IV. OPERATIONAL STRATEGIES

A	TASK	OBJECTIVES	TI	ME SCA	LE
	IASK	OBJECTIVES	22/23   23/24	23/24	24/25
1	Join the working group under Student Support	1	<b>√</b>		
	Committee to give suggestions on the further				
	implementation of positive education at				

	school				
2	Review the career education curriculum to incorporate the focal personality traits and elements of positive education	1	<b>√</b>	<b>√</b>	
3	Arrange individual guidance sessions to consolidate (S5 & S6) students' individual career plans in accordance with their interests and abilities	1,2,3,4,5	<b>✓</b>	<b>√</b>	<b>√</b>
4	Equip students with time management skills to facilitate the implementation of career plans	1,4	<b>✓</b>	<b>√</b>	<b>√</b>
5	Arrange activities for senior form students to learn more types of careers	2,3,4	<b>√</b>	<b>√</b>	<b>✓</b>
6	Publicize career-related activities organized by external organizations through weekly issued CGC News	2,3,4	<b>√</b>	<b>√</b>	<b>√</b>
7	Collaborate with alumni or external organizations to arrange activities that educate students to know the skills, attitude and values that are crucial for the implementation of a career plan and for the workplace	2,3,4,5	<b>√</b>	<b>√</b>	<b>√</b>
8	Counsel students who have special needs on career or studies, e.g. studying abroad	2,3,4,5	<b>✓</b>	<b>✓</b>	<b>√</b>
9	Collect, update and disseminate information and reference materials related to further education and careers through library or school website	3,4	<b>√</b>	<b>✓</b>	<b>√</b>
10	Organize parent talks to keep parents abreast of the latest developments in careers or studies	5	<b>√</b>	<b>√</b>	<b>√</b>
11	Organize documents which assist students and graduates in applying for schools, universities or jobs	6	<b>✓</b>	<b>√</b>	✓

- 1. To report the progress of the tasks in the Career Guidance Committee meetings
- 2. To conduct a student survey to investigate the effectiveness of the programmes
- 3. To conduct a teacher survey to collect the opinions on the programmes
- 4. To evaluate the effectiveness of activities through collecting committee members' opinions in meetings
- 5. To evaluate effectiveness of activities through counting the participants

## VI. TEAM MEMBERS

Wong Kai Sze (Chairperson) Cheuk Chi Yan

Chow Ho Chi

Iu Man Sze

Lau Chin Wai

Poon Yiu Yan

Wong May Sum

# SHATIN TSUNG TSIN SECONDARY SCHOOL EXTRA-CURRICULAR ACTIVITIES COMMITTEE THREE-YEAR PLAN (2022-2025)

## I. AIMS

- 1. To address the school's major concerns that are related to student support
- 2. To help students develop good hobbies and cultivate their talents
- 3. To help students attain balanced intellectual, physical, social and aesthetic development through an informal curriculum
- 4. To nurture the personality traits of Shatin Tsung-Tsiners among students

### II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. Teacher-advisers are responsible
- b. Relationship between teachers and students is harmonious and cooperative
- c. Students enjoy sport, music, science and technology and aesthetic activities
- d. House committee members are responsible and can handle house affairs independently and enthusiastically

#### 2. Weaknesses

- a. Some student leaders lack experience / skill in organizing activities
- b. The opportunity of students to join various activities is undermined by heavy academic workload and tight budget

#### III. OBJECTIVES

- 1. To encourage students to participate actively in various extra-curricular activities and to embody the personality traits of "Shatin Tsung-Tsiners"
- 2. To incorporate the elements of positive education to promote the well-being of students
- 3. To widen students' horizons
- 4. To help students enhance their sense of belonging to the school
- 5. To help the transition of activities from being teacher-centered to student-centered
- 6. To promote team spirit and co-operation among students
- 7. To promote commendation of student performance in activities

## IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCAI		LE
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Review the activities organized by the	1,2	✓		
	committee to incorporate the focal				
	personality traits and elements of positive				
	education				
2	Organize Blood Donation Day	1,2	<b>✓</b>	<b>✓</b>	✓
3	Implement S4 "One-student-one-art" policy	1,2,3	<b>✓</b>	✓	✓
4	Implement S2-S3 "One-student-one-	1,2,3	<b>✓</b>	✓	✓
	art / sport" policy				
5	Co-ordinate and supervise the operation of	1,2,3,4,5,6	<b>✓</b>	<b>✓</b>	✓
	interest groups and school teams				
6	Organize house meetings and inter-house	1,2,3,4,5,6	<b>✓</b>	<b>✓</b>	✓
	activities				

7	Organize large scale functions	1,2,3,4,6	<b>✓</b>	<b>✓</b>	<b>✓</b>
8	Provide opportunity for new activities	1,2,3,5,6	<b>✓</b>	<b>✓</b>	✓
	initiated by students				
9	Arrange leadership training for students	1,2,3,5,6	$\checkmark$	$\checkmark$	$\checkmark$
10	Implement the STTSS Award Scheme to encourage students to participate enthusiastically in inter-class activities to enhance class building	1,2,4,6,7	<b>√</b>	<b>✓</b>	<b>&gt;</b>
11	Appreciate students' efforts in internal and external competitions	1,2,4,7	<b>✓</b>	<b>✓</b>	<b>✓</b>
12	Promote activities organized by external organizations	1,3	<b>✓</b>	<b>✓</b>	<b>✓</b>

- 1. A survey on students' opinions on the effectiveness of
  - a. promoting the personality traits of Shatin Tsung-Tsiners through practising positive education (Tasks 10,11)
  - b. widening students' horizons (Tasks 8,9)
  - c. promoting sense of belonging to the school and cooperation among students (Tasks 6,7,10)
  - d. transition of activities from being teacher-centred to student-centred (Tasks 5,6,8)
- 2. A survey on teachers' opinions on the effectiveness of
  - a. promoting the personality traits of Shatin Tsung-Tsiners through practising positive education (Tasks 10,11)
  - b. widening students' horizons (Tasks 8,9)
  - c. promoting sense of belonging to the school and cooperation among students (Tasks 6,7,10)
  - d. transition of activities from being teacher-centred to student-centred (Tasks 5,6,8)
- 3. Data collected on the membership and attendance rate of school teams, instrumental classes and interest groups (Tasks 3,4,5,8)
- 4. Data collected on the number of external competitions and participants of the school teams (Tasks 5,12)
- 5. Data collected on the number of blood donors (Task 2)
- 6. Data collected on the number of athletes in the annual athletic meet or the swimming gala (Task 6)
- 7. Data collected on the number of students taking part in the inter-house competitions (Task 6)
- 8. Data collected on the number of participants in leadership training (Task 9)
- 9. Record of progress (Tasks 1-10,12)

#### VI. TEAM MEMBERS

Fok Wang Chung (Chairperson)

Cheung Ho Wun

Ho Chung Long

Kwok Yu Hang

Lai Chun Ming

Leung Sik Yu

# SHATIN TSUNG TSIN SECONDARY SCHOOL STUDENTS' UNION THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the school's major concerns which are related to student support
- 2. To help students develop the personality traits of Shatin Tsung-Tsiner
- 3. To nurture the spirit of unity, mutual help and self-governance among students
- 4. To help students discover and achieve their potential, and develop their leadership skills
- 5. To widen students' horizons
- 6. To help students develop their social awareness and sense of responsibility

## II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Advisory teachers are experienced and devoted to guiding the committee members of the Students' Union (hereafter called "the committee")
- b. The advisory teachers always share experiences, take up the duties spontaneously and support each other
- c. The excellent teamwork among advisory teachers helps the committee to master the routines and the work of the Students' Union quickly
- d. There are many leadership training workshops and courses provided by external organizations which help the committee develop their leadership skills

#### 2. Weaknesses

- a. Advisory teachers spend much time holding meetings with the committee so as to discuss the issues with them and help them make the most rational choices
- b. Advisory teachers have to train new committee members every year. This does not help reduce their workload
- c. It is most likely the Students' Union will be formed by S5 students. It takes time to nurture the abilities of S5 students in organizing activities and managing financial resources
- d. The recruitment of exco-members may become more challenging due to a decrease in student numbers

## III. OBJECTIVES

- 1. To facilitate positive education and promote the personality traits of Shatin Tsung-Tsiner
- 2. To widen students' horizons
- 3. To give advice and assist the committee in planning and implementing the work of the Students' Union
- 4. To delegate the power of making decisions and managing financial resources to the committee
- 5. To increase the transparency of the Students' Union
- 6. To develop students' civic mindedness and social responsibility
- 7. To prepare junior form students for taking up leadership roles

# IV. OPERATIONAL STRATEGIES

	TAGZ	ODJECTIVES	TI	ME SCA	LE
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Review the activities organized by the Students' Union to incorporate the focal personality traits and elements of positive education	1	<b>✓</b>		
2	Encourage students to show concern about the school and society  a) to learn more about school affairs	1,2,6	<b>✓</b>	✓	✓
	<ul><li>b) to respond to school affairs</li><li>e.g. through the School Policy Week</li><li>c) to learn more about social affairs</li></ul>		√ √	✓ ✓	<b>√</b>
	d) to respond to social affairs		√ ×	<b>V</b>	<b>√</b>
3	Encourage the committee to take part in external activities to widen students' horizons a. Participate in joint-school or external	1,2,7	✓	✓	<b>√</b>
	activities and training b. Organize joint-school or external activities and training		<b>✓</b>	<b>✓</b>	<b>√</b>
4	Encourage other students to help with the work of the Students' Union e.g. recruit junior form and senior form students as helpers on the SU Day	1,2,7	<b>✓</b>	<b>✓</b>	<b>✓</b>
5	Organize various inter-class competitions and activities for different forms of students to facilitate positive education in order to promote well-being of students	1,3,4	<b>✓</b>	<b>✓</b>	<b>√</b>
6	Delegate more power of managing financial resources to the committee under the supervision of advisors	1,3,4	<b>√</b>	<b>√</b>	<b>√</b>
7	<ul> <li>a) Arrange for the committee to give an annual working report to the whole school during the Consultative Forum of the Students' Union in July</li> <li>b) Encourage students to question the work of the committee and have the committee give responses</li> </ul>	1,5	<b>√</b>	<b>√</b>	<b>√</b>
8	Encourage S3 and S4 students to join the Students' Union as committee members	1,7	<b>✓</b>	<b>√</b>	<b>√</b>

- 1. Record of observation and interaction over
  - a. the decision-making abilities of the committee (Tasks 5,6)
  - b. the effectiveness of developing students' civic mindedness and social responsibility (Task 2)
  - c. the willingness of students to serve (Tasks1,3,4,8)
- 2. Collecting data on the number of helpers and participants of various activities to assess the effectiveness of promoting willingness to serve (Tasks1,3,4,5,8)
- 3. A survey on teachers' opinions on
  - a. the effectiveness of promoting the personality traits of Shatin Tsung-Tsiner and positive education (Task1,5)
  - b. the effectiveness of promoting willingness to serve (Tasks1,3,4,5,8)
  - c. the effectiveness of promoting civic mindedness and social responsibility (Task 2)
  - d. the effectiveness of widening students' horizons (Tasks 2,3)
  - e. the transparency of the Students' Union (Task 7)
- 4. Self-evaluation by the committee at the end of term of service to assess
  - a. the effectiveness of advice and assistance in planning and implementing the work of the Students' Union (Tasks 5,6)
  - b. the power of decision making and managing financial resources (Tasks 5,6)

### VI. TEAM MEMBERS

Lee Wai Kok (Advisor) Au Wan Yin (Chairperson) Lee Shuk Yi Yip Yee Ling

# SHATIN TSUNG TSIN SECONDARY SCHOOL RELIGIOUS AFFAIRS COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the school's major concerns that are related to student support
- 2. To nurture in students the personality traits of Shatin Tsung-Tsiners
- 3. To foster the spiritual growth of Christian teachers and students

#### II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. There is a team of dedicated teachers
- b. Christian Education, which is a compulsory subject in all forms, provides students with basic knowledge of the Bible
- c. Autonomy and financial support offered by the school and the school sponsoring body helps carry out the religious activities
- d. The Committee is provided room for sharing the Gospel through different channels such as CE lessons, morning assemblies, hall assemblies, Gospel Week, Gospel Camp to consolidate spiritual education
- e. Wednesday has been made the Religious Day, which facilitates religious activities and student fellowship
- f. A Prayer Room is provided for quiet time and group meetings

#### 2. Weaknesses

- a. Students are not keen on religious pursuit
- b. Teachers' workload is very heavy

#### III. OBJECTIVES

- 1. To strengthen the spiritual education
- 2. To cultivate the personality traits of a Shatin Tsung-Tsiner
- 3. To provide a better environment for positive education
- 4. To widen students' horizons
- 5. To nurture trustworthy Christian student leaders
- 6. To encourage teachers and students to have a closer relationship with God

## IV. OPERATIONAL STRATEGIES

	TASK OBJECTIVES	TI	TIME SCAI		
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Convey Christian values and the gospel to	1,2,3,6	<b>√</b>	<b>✓</b>	<b>✓</b>
	students and promote relevant personality				
	traits and positive education through different				
	means like prayer, singing hymns (S1-S3) and				
	Bible sharing in morning assemblies				
2	Support Christian Education to run	1,2,3,6	<b>✓</b>	<b>✓</b>	<b>✓</b>
	fellowships in junior forms to promote				
	positive relationships with God and others				
3	Establish the 6-year spiritual education	1,2,6	<b>✓</b>	<b>✓</b>	<b>✓</b>
	system including the goal, content and				
	strategies				

4	Run the Gospel Week (whole school) and Gospel Camp (S1 and S6)	1,2,6	<b>✓</b>	<b>✓</b>	<b>√</b>
5	Sing hymns in some of the hall assemblies which helps students more easily devote their attention to the worship of God and promote their positive emotions	1,3,6	<b>√</b>	<b>✓</b>	<b>√</b>
6	Convey Christian values and the gospel to teachers and promote positive health and emotions through running retreat and fellowship for teachers	1,6	<b>√</b>	<b>✓</b>	<b>√</b>
7	Provide various training courses on leadership, Bible study and worship, etc. for Christian students	2,5	<b>√</b>	<b>✓</b>	<b>√</b>
8	Arrange for Christian students to serve in different posts	2,5	<b>V</b>	<b>✓</b>	<b>√</b>
9	Run teachers' prayer meeting	6	<b>✓</b>	<b>✓</b>	<b>√</b>

- 1. Record in minutes for tasks 3 and 8
- 2. Collecting teachers' comments for tasks 1,2,5,6
- 3. Collecting students' comments for tasks 1,2,4,5,7
- 4. Taking attendance every time for task 9

## VI. TEAM MEMBERS

Chang Wing Kay (Chairperson)
Lo Chun Ming (Vice-chairperson)
Luk Wai Kiu (Vice-chairperson)
Ng Hung Fung
Wong Yu Hang
Yip Kei Yau
Yip Mong Yeung

# SHATIN TSUNG TSIN SECONDARY SCHOOL STUDENT AFFAIRS COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the school's major concerns that are related to student support
- 2. To provide a wide range of services and welfare for students

#### II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. The group enjoys a high level of autonomy due to the Principal's delegation of power
- b. The group is well supported by the supporting staff of the school
- c. Teachers are willing to give opinions and suggestions to the group which help improve our service

## 2. Weakness

a. As a lot of work involves contacts and coordination with external organizations, it is very time consuming

#### III. OBJECTIVES

- 1. Reduce parents' burden created by their children's studies
- 2. Help reduce students' burden to facilitate their study and school life
- 3. Ensure student services can meet the needs of parents and students
- 4. Offer assistance to other committees and departments when necessary

#### IV OPERATIONAL STRATEGIES

	Strategies / Tooles	Objectives -		Timeline	
	Strategies/ Tasks	Objectives	22/23	23/24	24/25
1	Process subsidies and allowances	1, 2	✓	<b>√</b>	<b>√</b>
2	Facilitate health services provided by the government and provide the following services:  a. Flu immunization programme  b. Taking student photos at a bargain price c. Providing lunch boxes at a reasonable price d. Selling school uniforms and sports uniforms at reasonable prices e. Selling textbooks at reasonable prices	1, 2	✓	✓	✓
3	Handle all businesses and external contacts related to the provision of all services specified in Task 2	1, 2	✓	<b>√</b>	
4	Nominate eligible students to apply for scholarships i. External scholarships ii. Internal scholarships	1, 2	✓	<b>√</b>	<b>√</b>

5	Encourage and nominate eligible students for exchange programmes	1, 2	<b>✓</b>		
6	Hold meetings with student representatives and parent representatives when necessary and conduct surveys to collect students' opinions on various service	1, 2, 3	<b>√</b>	<b>√</b>	<b>~</b>
7	Handle, process and follow up students' and parents' requests and complaints related to student affairs	1, 2, 3	<b>√</b>	<b>√</b>	<b>√</b>
8	Explore the possibility of providing more services to students	1, 2, 3	<b>√</b>		
9	Devise guidelines and policies with the tuck shop on providing healthy food and drinks to students	3	<b>√</b>	<b>√</b>	<b>√</b>
10	Monitor the variety, quality, prices, nutritional value, hygiene and taste of food sold by the tuck shop	3	<b>✓</b>	<b>√</b>	<b>√</b>
11	Handle all businesses related to the bidding for running the tuck shop	3	<b>√</b>	<b>√</b>	<b>√</b>
12	Hold informal meetings with teachers of other departments and committees when necessary	3, 4	<b>√</b>	<b>V</b>	<b>√</b>

- 1. Monitoring the hygiene and cleanliness of the environment in the School Tuck Shop, the food handling procedures, the utensil and equipment used for preparing food by the Tuck Shop Monitoring Group through tri-monthly inspections and observations and recorded in minutes book
- 2. Surveys conducted among teachers and students and teachers' observations on the variety, tastes, quality, hygiene, nutritional value and prices of food and drinks offered
- 3. Surveys conducted among students and teachers and teachers' observations on the manners and attitude of the staff of the tuck shop and their willingness to accept suggestions for improvement
- 4. Surveys conducted among students on the quality and prices of student photos and the punctuality of the delivery of photos to students
- 5. Surveys conducted among students on the quality of school uniforms and sports uniforms and how well the companies can meet students' needs in manufacturing the uniforms
- 6. Numbers of students participation in Health Service and Flu Immunization programme
- 7. Surveys conducted among students on the service provided by the book company responsible for selling school textbooks as included in the agreement between the school and the company
- 8. Recording the number of subsidies, nominations and provided services in minutes book and report

#### VI TEAM MEMBERS

Cheung Cheuk Nga (Chairperson)

Leung Suk Yee

Hung Suet Kan

Lam Yee Ting

Sin Chung Pan

# SHATIN TSUNG TSIN SECONDARY SCHOOL HOME-SCHOOL COOPERATION COMMITTEE THREE-YEAR PLAN (2022-2025)

## I. AIMS

- 1. To carry out the policies of the school and those of the Education Bureau
- 2. To sustain the operation of the school's Parent-Teacher Association (PTA)
- 3. To enhance bilateral communication between parents and the school
- 4. To harness parents' support regarding the school's developmental concerns
- 5. To answer the needs of society in creating healthy family relationships
- 6. To connect the school's PTA with the neighbourhood communities and other related organizations

#### II. SITUATIONAL ANAYLSIS

## 1. Strengths

- a. The social demand for better cooperation between schools and parents affirms the significant role of the committee
- b. Students with improved learning ability and parents with increased concern over their children's education facilitate better home-school cooperation
- c. The support from the school and the recognition from the teaching staff greatly confirm the value of what the committee has been doing
- d. Appreciation from the parents and the growing support from the students keep motivating the committee to achieve higher goals in home-school cooperation
- e. The currently used internet portals (e.g. eClass Parent App, WhatsApp group) help the school and the school's PTA to deliver information to parents in a more effective way

#### 2. Weaknesses

- a. There is an increasing polarization in the socio-economic status of the students that poses difficulties for the school to meet a wider range of expectations from parents
- b. Students in their teens are psychologically struggling between dependency on and detachment from their parents and that generates obstacles to effective parent-teacher interaction

## III. OBJECTIVES

- 1. To develop and maintain communication channels between school and parents
- 2. To enhance parents' capacity in values education to help nurture students' personality traits of Shatin Tsung-Tsiners
- 3. To promote positive parenting through parenting education
- 4. To foster students' interest in home-school cooperation and healthy family relationships
- 5. To support the school's needs in various areas
- 6. To promote national education among parents

## IV. OPERATIONAL STRATEGIES

-	TACIZ	ODJECTIVES	TIME SCAI		LE
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Organize activities for the PTA	1	<b>✓</b>	<b>✓</b>	<b>V</b>
2	Assist with the election of the parent members of the PTA Ex-co	-1	<b>✓</b>	<b>✓</b>	<b>√</b>
3	Amend and publish "Parents' Basic Law" of the current year	1			<b>✓</b>
4	Publish the Bulletin (1 issue) and the Newsletters (2 issues) for parents	1,2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
5	Attend the meetings of the PTA Ex-co and assist the implementation of the decisions made	1,4	<b>✓</b>	<b>✓</b>	<b>√</b>
6	Follow up parents' incoming WhatsApp messages	1,5	<b>✓</b>	<b>✓</b>	<b>√</b>
7	Assist with the election of the parent manager for the school governance	1,5	<b>✓</b>	ingerelle Tagerelle	<b>√</b>
8	Organize parenting courses / talks on values education, character building and co-operation between parents and the school.	2,3,4,5	<b>√</b>	<b>✓</b>	<b>√</b>
9	Organize activities about national education for parents	5,6	<b>✓</b>	<b>✓</b>	<b>√</b>

## V. EVALUATION

- 1. The number of participants in various activities
- 2. Evaluation by other teaching staff at the end of the school year
- 3. Parents' opinions (e.g. verbal opinions, questionnaire, written opinions)

## VI. TEAM MEMBERS

Tan Sin Pat (Chairperson) Hung Fan Cho Lam Hau Yu Man Wing Yu

# SHATIN TSUNG TSIN SECONDARY SCHOOL ALUMNI AFFAIRS COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To enhance the communication between alumni and the school
- 2. To encourage participation of alumni in school's development
- 3. To assist in addressing the school's major concerns whenever applicable

#### II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. There are numerous alumni
- b. There is a complete and updated alumni database
- c. Alumni have a good relationship with the school and they are willing to support school's development and join the activities related to the school
- d. The Principal, Assistant-principals and other teachers are supportive and always give us their prompt advice and assistance

#### 2. Weaknesses

- a. Alumni activities are not diversified
- b. It is difficult to recruit the alumni to be the committee members of the alumni association.
- c. Most of the committee members of the alumni association are working people. They have limited time on the exchange of ideas and sharing.

#### III. OBJECTIVES

- 1. To strengthen the communication between alumni and the school
- 2. To help organize different activities for alumni
- 3. To provide opportunity for alumni to participate in school's development
- 4. To assist the development of alumni association

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Help conduct different activities for alumni	1,2,3	✓	✓	✓
	(including the Alumni Association AGM,				
	Alumni Sports Cup,				
	10-year/20-year/30-year graduates meeting,				
	etc.)				
2	Attend meetings of the exco-committee of	1,2,4	✓	<b>√</b>	<b>√</b>
	the alumni association and provide advice				
3	Update the database of alumni	1,4	✓	✓	✓
4	Make use of the web page to deliver	1,4	✓	✓	✓
	information to alumni				
5	Promote the alumni association among the	1,4	✓	✓	✓
	S.6 students				
6	Invite graduation committee members with	4	<b>√</b>	<b>√</b>	✓
	outstanding performance to be the				
	committee members of the alumni				
	association				

7	Arrange activities to enhance valuable and	2,3	<b>✓</b>	✓	✓
51	positive interactions between alumni and				
	students				

- 1. Collecting alumni' and teachers' opinions
- 2. Tallying the number of activities
- 3. Tallying the number of participants in activities

# VI. TEAM MEMBERS

Lee Wai Kok (Chairperson) Wong Ka Man Yu Mu Hau

# SHATIN TSUNG TSIN SECONDARY SCHOOL STAFF DEVELOPMENT COMMITTEE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To facilitate teachers' professional development so as to promote the school's overall development
- 2. To help teachers address the school's major concerns

## II. SITUATIONAL ANALYSIS

## 1. Strengths

- b. Teachers are experienced, well qualified and professional. A culture striving for continuous improvement in respect of teaching has been cultivated among them
- c. Teachers adopt a student-centered and interactive learning approach. They provide enough opportunities for student participation and construction of their knowledge
- d. Teachers are friendly and have established a good rapport with students. They are enthusiastic about helping students to solve their learning problems after lessons

#### 2. Weaknesses

- a. As our teachers are heterogeneous in needs and have concerns about different aspects of professional development, it is not easy to arrange programmes that can cater for all teaching staff
- b. There are always constraints and difficulties in searching for appropriate guest speakers or trainers
- c. Teachers' workload is heavy. This makes teachers physically and psychologically tired

### III. OBJECTIVES

- 1. To equip teachers with the skills aligned with the school's major concerns
- 2. To advance teachers' pedagogical knowledge, competence and skills
- 3. To enhance team spirit
- 4. To help new teaching staff to adapt to our school culture

## IV. OPERATIONAL STRATEGIES

	TAGE	OBJECTIVES	TIME SCALE		
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Arrange teacher training about the types and	1,2	<b>✓</b>	$\checkmark$	$\checkmark$
	use of various e-learning tools and platform				
2	Develop learning circles for teachers to	1,2	<b>✓</b>	$\checkmark$	$\checkmark$
	share their experience and knowledge in				
	e-learning				
3	Sustain the Staff Appraisal System	2	$\checkmark$	$\checkmark$	✓
4	Sustain the Teacher Commendation Scheme	3	<b>✓</b>	<b>✓</b>	✓
5	Arrange team activities such as outings and	3		<b>✓</b>	<b>✓</b>
	leisure workshops				
6	Conduct the Mentorship Scheme	4	<b>✓</b>	<b>✓</b>	<b>✓</b>

- 1. Documentation
  - Record of Tasks 1-6 in minutes
- 2. Teacher survey to collect teachers' opinions on the teacher training and mentorship scheme (Task 1,2,5,6)

# VI. TEAM MEMBERS

Chan Fung Yi (Chairperson) Cheung Ka Wei

# SHATIN TSUNG TSIN SECONDARY SCHOOL GENERAL AFFAIRS COMMITTEE THREE-YEAR PLAN (2022-2025)

## I. AIMS

- 1. To address the school's major concerns
- 2. To maintain, develop and make use of school property effectively so that students and staff members can study and work in a safe, clean and well-maintained environment

## II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. Most management staff can use the computer to run routine work
- b. Most staff members have a good working attitude
- c. The school and staff members are supportive
- d. The teacher-in-charge is open-minded and receptive to ideas from other colleagues
- e. There is a sound IT network and a good supply of equipment to support teachers

#### 2. Weaknesses

- a. Not enough resources are provided to satisfy the needs of all teachers and staff
- b. Not enough manpower is provided to satisfy the needs of the school operation
- c. The skills of the janitors are not adequate to handle new technology in the school operation
- d. General bureaucracy of government departments causes delays which slow down the school's development

## III. OBJECTIVES

- 1. To assist in implementing the school's major concerns.
- 2. To provide a good and healthy environment in the school campus
- 3. To improve and renovate the school facilities
- 4. To improve the working efficiency of the committee

## IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	T	IME SCAL	Æ
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Arrange rooms for class teachers to	1	<b>√</b>	$\checkmark$	<b>✓</b>
	hold class activities				
2	Promote positive learning	1,2	<b>✓</b>	<b>√</b>	✓
	environment through different				
	plantings in the campus				
3	Manage all IT rooms	1,3	<b>√</b>	$\checkmark$	<b>✓</b>
4	Maintain proper functioning of the	1,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	school network and servers				
5	Launch school cleaning campaign	2	<b>✓</b>	<b>✓</b>	<b>✓</b>
6	Conduct pest control once a year	2	<b>✓</b>	<b>✓</b>	<b>✓</b>
7	Renovate the school campus	2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	regularly	-			

8	Replace old furniture	2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
9	Work out the roster for janitor duties and monitor its operation	2,4	<b>√</b>	<b>✓</b>	<b>✓</b>
10	Monitor the quality of work of janitors and conduct janitor appraisal system	2,4	<b>√</b>	<b>✓</b>	<b>✓</b>
11	Provide e-booking system for teachers to reserve the venues	4	<b>✓</b>	<b>✓</b>	<b>✓</b>

1. Questionnaire feedback by teachers and staff

# VI. TEAM MEMBERS

Chan Kwong Man (Chairperson) Kwok Ching Yi Hung Suet Kan Lam Yee Ting Sin Chung Pan Yung Kwok Kuen

# 沙田崇真中學 中國語文科 三年計劃書(2022-2025)

## I. 目的

- 1. 配合學校目標,培育學生才能
- 2. 豐富讀、寫、聽、說的均衡學習
- 3. 加強學習中國文學及中華文化,培養品德情意
- 4. 開放學習材料,透過科技增強學生自主學習能力

## Ⅱ. 現況分析

## 1. 優點

- a. 校方一向支持本科的課程剪裁、設計及閱讀風氣的推廣
- b. 普遍學生具有中等語文水平,多年來公開試成績均高於全港平均水平
- c. 本科老師具有專業精神,經常討論教學問題,積極推行集體備課及觀課,以提升 本科的教學質素
- d. 本科老師具有積極進取,與時並進的態度,充分掌握高中課程發展,故此初中與 高中課程銜接得宜
- e. 面對課程改革,本科老師應度積極進取,具團隊合作精神

## 2. 弱點

- a. 近年來中文科考核模式,以及卷別數量都有不少變動,老師需要與時並進,經常調整課程及教學策略,工作壓力尤重
- b. 受近年疫情影響,未能進行課堂以外的活動,學生見識較為狹窄
- c. 本科老師於使用電子教學方面經驗較少

## III. 目標

- 1. 利用電子教學提升學生自主學習的能力,從而進一步提升語文能力
- 2. 利用電子教學加強在課堂上的生生及師生互動
- 3. 提高學生的讀、寫、聽、說的綜合語文能力及應試技巧
- 4. 加強學生「沙崇人」(自律、為人設想、可靠、主動、樂於服務)的品德情意
- 5. 加強教師間的教學交流,促進專業成長

# IV. 施行計劃

	// T [-]			日科	£
	工作項目	目標	22/23	23/24	24/25
1	利用電子教學促進課堂互動	1,2,3	→四	<b>✓</b> 中五	✓
2	舉行科內觀課及協作教學以評估: 1. 電子教學策略 2. 自主學習	1,2,3,5	→四	→         中五	中一、中二、
	3. 課堂互動 4. 課後知識鞏固				中三
3	設計切合課堂學習重點的備課課業,配合電子學習協助學生自學	1,3	中四	中五	✓ 中一、中二、 中三
4	利用電子教學增強課後知識鞏固	1,3	中四	≠五	<ul><li>✓</li><li>中一、中二、</li><li>中三</li></ul>
5	編寫高中「優化後課程」	3	→中五	中六	
6	修訂中一級課程以進一步銜接高中 課程	3	<b>√</b>		
7	修訂中二級課程以進一步銜接高中 課程	3		✓	
8	安排學生在早會分享與「沙崇人」 特質有關的主題閱讀推廣	4	✓	<b>√</b> *	<b>√</b>
9	於課業中加入與「沙崇人」特質的 元素	4	✓	✓	<b>√</b>
10	各級同工於備課節中,討論教學問 題	5	<b>√</b>	✓	<b>√</b>
11	跨科協作,觀摩學習其他科的教學 策略	5		~	<b>√</b>

# V. 評估

- 1. 透過學生問卷了解各項措施增加學生自主學習及學習效能的情況(項目 1、2、3、4)
- 2. 教師於會議中討論及評估各項措施增加學生自主學習的機會及學習效能(項目 1、2、3、 4)
- 3. 相關文件
  - a. 備課學習課業(項目3)
  - b. 觀課紀錄表 (項目 1、2、3、4)
  - c. 相關課業(項目9)
  - d. 相關教學文件(項目5、6、7)
  - e. 相關早會分享文件(項目8)
  - f. 備課節會議紀錄(項目10)

- g. 評鑑香港中學文憑試考試的表現
  - 達三級水平的百分比
  - 達五級水平的百分比
- h. 通過學生平日的功課,校內測驗及考試成績評估學生的程度及學習表現
- i. 會議紀錄(項目 11)

# VI. 科成員

歐韻賢(副科主任)

歐陽凱明

張妙怡

馮曉靜

郭靜怡

林巧瑜

劉仲光

梁淑儀

文穎瑜

吳綽婷

吳鴻豐

黃嘉敏

葉紀攸

# 沙田崇真中學 普通話科 三年計劃書(2022-2025)

## I. 目的

- 1. 訓練學生掌握漢民族的共同語
- 2. 培養聆聽、說話、朗讀等語言能力,以及自學能力
- 3. 增進與本科有關的語言知識,以及對中國文化的認識
- 4. 提高對本科的學習興趣,培養良好的學習態度和習慣
- 5. 配合學校發展計劃

# II. 現況分析

## 1. 優點

- a. 授課老師均曾受足夠訓練,發音正確,工作態度認真、盡責,並有教學的熱誠
- b. 本校超過九成的中一新生,在小學階段曾學習過普通話,對本科有基本的認識, 而且尚算受教
- c. 九七回歸後,中港關係日益密切,普通話的使用比以前普遍,學懂普通話有利就業,有助誘發同學的學習動機

## 2. 弱點

- a. 在日常生活中,普通話的語言環境依然不足
- b. 部份學生學習態度仍較被動,加上自信心不足,不敢大聲說話朗讀,影響學習成效
- c. 部份學生普通話根基欠佳,導致學習差異日大,增加施教難度
- d. 部份同學忽視學習語言知識的重要性,不肯在學習聲母、韻母、聲調等方面下功夫,以致未能培養自學能力

## Ⅲ.目標

- 1. 利用電子教學提升學生的自主學習能力
- 2. 利用電子教學加強在課堂上的生生及師生互動
- 3. 提高學生讀、寫、聽、說的綜合能力
- 4. 融入「沙崇人」元素

# IV. 施行計劃

	工作項目	目標		日程	
			22/23	23/24	24/25
1	科任同工檢視備課課業是否緊扣及有助拓展	1	<b>✓</b>	<b>✓</b>	<b>~</b>
	學習重點				
2	科會上共同分享電子教學的經驗	1,2	<b>✓</b>	<b>✓</b>	<b>✓</b>
3	在電子教學下採用更多以學生為中心的課堂	1,2,3	<b>✓</b>	<b>√</b>	<b>✓</b>
	活動,增加師生及生生的互動			x	
4	更多在課堂上向學生即時正面之回饋,增加學	2,3	<b>✓</b>	<b>✓</b>	<b>√</b>
	生自信				
5	優化每位學生在課堂上練習個人短講的次數	3	<b>✓</b>	<b>✓</b>	<b>✓</b>
6	於學生課堂分享融入「沙崇人」元素	4	中一	中一	中一
				中二	中二
					中三

# V. 評估

- 1. 透過學生問卷了解電子教學增加學生自主學習的機會及學習效能,以及於課堂增加沙崇人元素的成效(項目3、4、5、6)
- 2. 教師於會議中討論及評估電子教學增加學生自主學習的機會及學習效能,以及於課堂增加沙崇人元素的成效(項目1、2、3、4、5、6)
- 3. 科會文件(項目1、2)

# VI. 科成員

歐韻賢(統籌)

馮曉靜

郭靜怡

劉仲光

梁淑儀

吳鴻豐

葉紀攸

黃嘉敏

# SHATIN TSUNG TSIN SECONDARY SCHOOL ENGLISH LANGUAGE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To increase students' interest in learning English and spontaneity in communicating in English
- 2. To design and improve the curriculum to improve students' English proficiency
- 3. To align with the school's major concerns
- 4. To raise learning and teaching effectiveness

### II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. There is a team of dedicated teachers who have sound subject knowledge.
- b. Some teachers have been public examination markers and these experiences help teachers grasp the requirements of the public exam.
- c. The intake of S.1 students has been good over the past few years.

#### 2. Weaknesses

- a. Some students lack the initiative or confidence in learning English.
- b. Increasing student withdrawal due to emigration or studying overseas may result in a loss of elite students.
- c. The workload of English teachers is very heavy. This makes teachers physically and psychologically tired.

## III. OBJECTIVES

- 1. To incorporate e-learning into teaching to promote more interaction in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
- 2. To incorporate elements of positive education into the curriculum to promote the well-being of students
- 3. To advance teachers' professional knowledge and promote exchange among teaching professionals
- 4. To review the curriculum to meet students' needs arising from changes in the education environment
- 5. To reflect the effectiveness of teaching and learning

## IV. OPERATIONAL STRATEGIES

	TACIZ	ODJECTRAC	Т	IME SCAL	Е
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Application of different e-learning tools and platforms to enhance self-regulated learning depending on each panel's choice i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Types of tools or platforms applied will increase over years	1	(S.4)	(S.3, S.4)	(S.1, S.2) (S.3, S.5)
2	Collaborative teaching within the subject panel and open class focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons	1,3	Collaborative teaching	Collaborative teaching	Collaborative teaching + Open class
3	Lesson observation within the panel	1,3	✓	✓	<b>√</b>
4	Incorporation of e-learning elements to the curriculum to enhance self-regulated learning	1,4	<b>√</b>	<b>√</b>	<b>√</b>
5	Incorporation of positive education elements to the curriculum to promote the well-being of students	2	<b>√</b>	<b>√</b>	<b>√</b>
6	Review of internal school examination results and HKDSE results	5	<b>√</b>	<b>√</b>	<b>√</b>

## V. EVALUATION

- 1. Documentation
  - a. Record of Tasks 1, 2, 3 and 6 in panel meeting minutes
  - b. Record of Tasks 4 and 5 in form meeting minutes
- 2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to strengthen students' self-regulated learning through e-learning and promoting professional development (Tasks 1, 2 and 3)
- 3. Student survey to collect students' opinions on the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)

# VI. TEAM MEMBERS

Tsang Hoi Yee (Panel Chairperson)

Tsang Wan Mei (Assistant Panel Chairperson)

Cheuk Chi Yan

Chow Ho Chi

Chow Po Yi

Fu Pui Huen

Iu Man Sze

Lam Suet Fong

Lau Chin Wai

Rochelle Jane Martin

Tan Sin Pat

Wong Bo Wah

Wong May Sum

Wong Yu Hang

# SHATIN TSUNG TSIN SECONDARY SCHOOL MATHEMATICS THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. According to the CDC Mathematics syllabus, the purposes of teaching Mathematics are:
  - a. To introduce some basic Mathematical concepts to students, to continue the development of numeracy, and to help students acquire and apply the skills
  - b. To provide, at all levels, more experience with numbers by introducing a general sense of the pattern and power of Mathematics both as a tool and as a part of our cultural heritage
  - c. To prepare students to understand everyday applications outside the classroom and provide a basis for further work and studies
- 2. To ensure quality education
- 3. To align with the school's major concerns

## II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. Teachers in the department always prepare lots of exercises and tests for students
- b. The majority of Math teachers are experienced
- c. Teachers are eager to learn and further their studies. They are cooperative, helpful and enthusiastic in teaching
- d. Teachers are willing to share their experience
- e. There is a well-established administration system in the Mathematics Panel
- f. There is a well-established appraisal system in the Mathematics Panel
- g. The staff turnover rate in the Mathematics Panel has been low
- h. Teachers are willing to spend a lot of time on planning, evaluation, research and development
- i. Teachers are willing to spend a lot of time giving extra tutorial lessons
- j. Students' achievement in Mathematics in public examinations is above the Hong Kong average
- k. Sufficient software and hardware are available to facilitate using IT in teaching
- 1. The school provides enough human resources for normal, remedial and elite class teaching

#### 2. Weaknesses

- a. Ensuring all teachers have opportunities to gain experience in small-class teaching using self-regulated learning with e-learning and group discussion modes
- b. Preparing for the impending teacher retirement amongst the department

#### III. OBJECTIVES

- 1. To make use of e-learning to enhance students' self-regulated learning
- 2. To strengthen the ability of students in self-regulated learning to enhance learning effectiveness
- 3. To address the learning diversity of students
- 4. To reflect the effectiveness of teaching and learning
- 5. To strengthen the professional development of teachers
- 6. To strengthen the recruitment of outstanding teachers

# IV. OPERATIONAL STRATEGIES

	TACV	ODIECTIVES	TIME SCALE		
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Application of different e-learning tools and platforms to enhance self-regulated learning depending on each panel's choice i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Types of tools or platforms applied will increase over years	1,2	<b>✓</b>	<b>✓</b>	<b>✓</b>
2	Observing lessons to evaluate a. small-class teaching b. pre-lesson preparation materials c. student-centered and interactive learning strategy d. catering for individual learning differences e. the use of e-learning in lesson	1,2,3,4,5	<b>√</b>	<b>√</b>	<b>√</b>
3	The implementation of different self-regulated learning tactics suitable for students when learning Mathematics with e-learning	1,2,3	<b>✓</b>	<b>✓</b>	<b>√</b>
4	Conducting collaborative teaching and/or lesson observation within subject panel focusing on  a. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or b. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning c. the use of e-learning in lesson	1,2,5	<b>✓</b>	<b>✓</b>	<b>√</b>
5	Conducting collaborative teaching (open class) focusing on students' self-regulated learning with e-learning	1,2,5		<b>✓</b>	
6	Emphasizing the practice of student-centered and interactive learning in class, such as questioning and students' group discussions	2,3	<b>√</b>	<b>✓</b>	<b>√</b>
7	Reviewing the assignment policy to align with the school's major concerns of self-regulated learning and positive education	2,3	<b>✓</b>	<b>✓</b>	<b>√</b>
8	Keeping the time to return marked assignments and assessments short	4	✓	<b>√</b>	<b>√</b>
9	Reviewing internal school examination results and HKDSE examination results	4	<b>✓</b>	<b>√</b>	<b>✓</b>
10	Nurturing potential candidates for middle management posts	5	<b>√</b>	<b>√</b>	
11	Mentoring new teachers	5	<b>✓</b>	<b>✓</b>	<b>✓</b>
12	Mentoring a PGDE student teacher	6	<b>✓</b>	<b>✓</b>	<b>\</b>

- 1. Student questionnaire survey for
  - a. the time of returning marked assignments by teachers (Task 8)
  - b. the learning effectiveness under small-class teaching : questions on the degree or effectiveness of
    - pre-lesson preparation materials to facilitate students' self-regulated learning with elearning (Task 3)
    - increasing practice of student-centered and interactive learning approach (Task 6)
    - increasing practice of self-regulated learning tactics with e- learning (Task 3)
- 2. Teacher evaluation
  - a. the frequency of practicing Task 3,6
  - b. the effectiveness of Tasks 2,4,5 in enhancing teaching effectiveness and professional development
- 3. Documents
  - a. minutes of meetings recording Tasks 1,5,7,9,10,11,12
  - b. lesson observation reports for Tasks 2,4,5
  - c. collaborative teaching material and minutes for Tasks 4,5
  - d. reports of performance of students in assessments for Task 9 (both internal and public exams)

## VI. TEAM MEMBERS

Leung Kin San (Panel Chairperson)

Chang Wing Kay

Cheung Ho Wun

Cheung Ka Wei

Choi Sin Sum

Choi Wai Man

Chung So Sum

Hung Fan Cho

Kwok Yim Chu

Lai Chun Ming

Lai Tsz Kwan

Lee Chun Hei

Lee Kin Chung

Yip Yee Ling

# SHATIN TSUNG TSIN SECONDARY SCHOOL HUMANITIES SUBJECTS THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To help with the development of the panels concerned
  - a. to coordinate the work of the Chinese History Panel, the Christian Education Panel, the Economics and BAFS Panel, the Geography Panel, the History Panel and the LS/CSD/GS Panel.
  - b. to enhance the professional development and exchange among the committee members
- 2. To assist all panels concerned in actualizing the school aims and reaching the goals set by the Academic Affairs Committee, in particular those related to students' intellectual development.

#### II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. There is a harmonious relationship among the committee members. There are frequent vigorous discussions in which committee members are open-minded and willing to listen to others' ideas and opinions.
- b. Committee members have rich professional subject knowledge. They take part actively in various types of training so as to enhance their teaching quality, and grasp the latest trends of education reforms and curriculum development.
- c. Committee members are very diligent and responsible.
- d. Committee members are willing to work in line with various school policies.
- e. The overall ability of students is good.

### 2. Weaknesses

- a. Each subject curriculum is so distinctive that it is difficult to organize cross-curricular activities in which elements of different subjects can be embedded
- b. As there are many subject-based activities, it is difficult to arrange a time slot for joining external extra-curricular activities
- c. A few students are weak in applying higher-order thinking skills
- d. A few students are weak in presenting their analysis

### III. OBJECTIVES

- 1. To assist each panel in using different e-learning tools or platforms to enhance learning and teaching effectiveness.
- 2. To monitor the implementation of the operational strategies of each panel.
- 3. To help students obtain good examination results.
- 4. To enhance teachers' teaching effectiveness and strengthen their professional development.

## IV. OPERATIONAL STRATEGIES

	TAGIZ	ODJECTIVES		Γime scale	е
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Monitor the Humanities subjects in applying different e-learning tools or platforms to enhance self-regulated learning:  i. Levels of students involved will increase over years  ii. Number of periods using e-learning tool or platforms will increase over years  iii. Number of panel members involved will increase over years  iv. Types of tools or platforms applied will increase over years	1,2	<b>√</b>	<b>√</b>	<b>✓</b>
2	Sharing within Humanities subjects on the learning and teaching effectiveness in applying different e-learning tools or platforms to enhance self-regulated learning	1,2,4		<b>√</b>	<b>√</b>
3	Monitor the ratio of marks allocated to questions requiring higher-order thinking skills in S.1-3 assessment paper (at least 20% for S.1; 30% for S.2 and 40% for S.3)	2	<b>√</b>	<b>√</b>	<b>√</b>
4	Implement assignment inspection (Note 1)	2,4	✓	✓,	✓
5	Evaluate public exam results and take follow-up action if necessary	3,4	<b>√</b>	<b>√</b>	<b>√</b>
6	Appraise panel chairpersons (Note 1)	4	✓	✓	✓

Note 1: Schedule of appraisal of panel chairpersons and subject concerned 2023/24 History, Geography

2024/25 Chinese History, Economics

## V. EVALUATION

- 1. Subject panel heads' sharing on the effectiveness of task 1,2
- 2. Document
  - Minutes of meetings recording the discussion of teachers about the tasks 1,2,5
  - Assignment inspection reports for task 4
  - Paper blueprints for Humanities subjects for task 3
  - Appraisal reports for task 6
  - Reports of performance of students in assessments for task 5

## VI. TEAM MEMBERS

Wu Yan Ha (Convener) Cheng Ka Fung Choi Wai Man Fok Wang Chung Lo Chun Ming Wong Kai Sze

# 沙田崇真中學 基督教教育科 三年計劃書(2022-2025)

## I. 目的

- 1. 讓同學透過本科的學習對基督教信仰有基礎的認識
- 2. 啟發同學對生命意義的追求,並鼓勵他們作智慧人生的抉擇
- 3. 配合學校目標

# Ⅱ. 現況分析

## 1. 優點

- a. 本科以中文為授課語言,讓學生在表達個人思想及分享時更流暢自如
- b. 本科為各級必修科目,有利本科之教學
- c. 任教老師皆為有心傳道之基督徒,在教學中樂意與學生分享信仰及生活經驗
- d. 老師採用多元化的教學方式,有助學生更深地認識信仰
- e. 新翠崇真堂的同工及弟兄姊妹樂意協助任教老師籌備課堂教學
- f. 近年有更多的同工願意投身任教這科目,與學生分享信仰

## 2. 弱點

- a. 學生對信仰較被動,未能主動提出問題及積極參與宗教活動
- b. 同學較偏重學業,未有太多空間放慢腳步,沉澱及思考信仰

## III. 目標

- 1. 引發同學對信仰的興趣,鼓勵同學決志及參與教會活動/聚會
- 2. 增加對學生的個別關顧
- 3. 優化課程
- 4. 配合學校目標(沙崇人目標及正向教育)
- 5. 促進本科同工的專業發展

# IV. 施行計劃

	工作項目			日程	
	上广为口	目標	22/23	23/24	24/25
1	透過 e-learning,在中一至中三級加強以學	1,2	<b>✓</b>	<b>✓</b>	<b>✓</b>
	生為中心及互動的學習				
2	中四至中六級以講座形式傳遞基督教信息	1,3	✓	✓	✓
3	檢討中一至中三級基督教教育科課程	1,2,3	✓		
4	鼓勵同學藉信靠神以實踐沙崇人目標及正向	4	<b>✓</b>	<b>✓</b>	✓
	教育(例如:愛心、仁慈、公義/公正、誠				
	實、寬容/寬恕、感恩)				
5	科內同工間分享小班教學的經驗 / 策略 /	5	<b>✓</b>	✓	✓
	方法				

## V. 評估

# 1. 學生問卷

- a. 收集中一至中三學生對團契的觀感及看法。例如:團契是否能幫助學生增加對基督教的認識及興趣,從而更信靠神。(項目1、3)
- b. 收集中一至中三學生對中一至中三團契是否能幫助學生藉信靠神,以實踐沙崇人目標及正向教育(例如:愛心、仁慈、公義/公正、誠實、寬容/寬恕、感恩)的觀感及看法。(項目4)
- c. 收集中四至中六學生對基督教教育科的觀感及看法。例如:課堂是否能幫助學生認識基督教信仰及其價值觀。(項目2)
- 2. 老師問卷

收集有關教師對中一至中三團契的意見。例如,中一至中三團契的課堂安排、課程內容及分組安排是否能幫助學生加深對基督教的認識,從而更信靠神。教師對學生的個別關顧是否足夠、師生及生生間的互動是否足夠(項目3)

3. 記錄 科內同工間互相分享及交流教學之心得(項目5)

# VI. 科成員

蔡偉民(科主任)

陳國雄			文穎瑜
陳圓覺			吳綽婷
程永基			吳鴻豐
張卓雅			曾凱儀
郭靜怡			王凱莉
李淑儀			黃嘉慧
梁健桑			黃啟思
梁潔妍			王淑玲
廖海琳			黃御衡
盧晉銘			葉紀攸
陸蔚荍			葉望洋

# 沙田崇真中學 中國歷史科 三年計劃書(2022-2025)

# I. 目的

- 1. 配合學校發展計劃
- 2. 增加學生對國家的了解(如:歷史、文化)
- 3. 訓練學生的思考能力

## II. 現況分析

## 1. 優點

- a. 以母語教學,學生學習時沒有語言上的阻隔,較易掌握課程
- b. 課程內容與學生息息相關,容易引起學生認同感
- c. 本科教師具專業資格,亦有專業精神,有助提升教學質素

## 2. 弱點

- a. 中一至中三課節不足,教學內容相對緊迫
- b. 部份中四至中六學生認定本科為要大量背誦之科目,不願花時間學習

# III. 目標

- 1. 運用電子學習工具,促進學生自主學習
- 2. 鼓勵學生參與活動,增加學生對國家的了解(如:歷史、文化)
- 3. 訓練學生的思考能力,能多角度分析史事及人物

## IV. 施行計劃

		-			
	工作項目	日標		日程	
	工厂次口	口尔	22/23	23/24	24/25
1	同工接受培訓,學習運用電子學習工具,促進學	1	<b>✓</b>		
	生自主學習			2	
2	同工進行協作教學,交流運用電子學習工具,促	1	<b>✓</b>	<b>✓</b>	✓
	進學生自主學習的心得				
3	同工跨學科觀課,與別科同工交流運用電子學習	1	<b>✓</b>	<b>✓</b>	<b>√</b>
	工具,促進學生自主學習的心得				
4	修訂教材,透過運用電子學習工具,促進學生自	1	<b>✓</b>	<b>√</b>	<b>√</b>
	主學習				
5	推廣 / 安排校外活動,增加學生對國家的了解	2	<b>✓</b>	<b>✓</b>	<b>√</b>
	(如:歷史、文化)				
6	舉辦校內活動,增加學生對國家的了解(如:歷	2	<b>√</b>		
	史、文化)				
7	於初中課程推行分階段高階思維訓練,加強學生	3	<b>✓</b>	<b>✓</b>	<b>√</b>
	的分析能力				
8	訓練高中學生應用高階思維技巧分析史事及人	3	<b>✓</b>	<b>V</b>	<b>✓</b>
	物以助應試				

## V. 評估

- 1. 學生填寫網上問卷,評估學習成效
  - a. 運用電子學習工具自主學習(工作項目 4)
  - b. 高階思維訓練(工作項目7、8)
- 2. 教師觀課及交流,評估學生的學習成效
  - a. 運用電子學習工具,促進學生自主學習(工作項目 2、3、4)
  - b. 高階思維訓練(工作項目7、8)
- 3. 文件紀錄
  - a. 運用電子學習工具,促進學生自主學習
    - 教師接受培訓次數(2022/23年度)、本科及跨科觀課次數、運用的電子學習工具、運用電子學習工具的課堂數量(工作項目1)
    - 已修訂教材的級別(工作項目4)
  - b. 增加學生對國家的了解(如:歷史、文化)
    - 推廣/安排最少一項校外活動(工作項目5)
    - 舉辦最少一項校內活動(2022/23年度)(工作項目6)
  - c. 分析學生成績,評估學生的學習成效
    - 中一至中五:上學期考試、統測(中三級適用)及下學期考試(工作項目7、8)
    - 中六:香港中學文憑考試(工作項目8)
      - i. 達第二級水平的百分比
      - ii. 建第四級水平的百分比

# VI. 科成員

黃啟思(科主任)

張妙怡

何俊謙

李維覺

胡欣夏

# SHATIN TSUNG TSIN SECONDARY SCHOOL ECONOMICS AND BAFS THREE-YEAR PLAN (2022-2025)

#### I. AIMS

#### **Economics**

- 1. To develop in students curiosity and interest in economic problems and issues facing individuals, societies, countries and the world as a whole
- 2. To provide students of varying aptitudes with the basic economic knowledge and skills necessary to understand better the world in which they live, reason about economic issues and participate more fully as responsible citizens in the decision-making processes of a modern society
- 3. To enable students to understand the basic economic problem of the allocation of scarce resources to alternative uses, the more important economic forces and institutions with which they will come into contact as producers and consumers, as well as the interdependence of economic activities
- 4. To develop in students the ability to communicate through the effective use of economic terminology, data, concepts and principles
- 5. To enable students to understand controversies over economic issues, respect private property rights and exercise responsible citizenship
- 6. To align with the school's major concerns

#### BAFS

- 1. To enable students to understand and critically evaluate local and global business issues, not only as members of the business world but also as responsible and effective citizens
- 2. To enable students to appreciate the pace of change in the business world, so that they become reflective, self-motivated and self-managed lifelong learners, who can act proactively and make informed decisions in an ever-changing environment;
- 3. To develop in students the understanding and capability to search for, interpret, analyze and make use of information for business development;
- 4. To develop in students the awareness of and interest in business for planning their academic and career development.
- 5. To align with the school's major concerns

## II. SITUATIONAL ANALYSIS

## 1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement.
- b. Learning activities, assignments, project learning and assessments are designed to foster students' acquisition and application of knowledge and generic skills.
- c. Teachers are diligent and enthusiastic in teaching. There is good communication and co-operation among panel members
- d. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals.
- e. The panel keeps an ample stock of teaching materials including DVDs, past papers and a question bank

#### 2. Weaknesses

- a. Some students are weak in presenting their analyses
- b. As there are many subject-based activities, it is difficult to arrange a time slot for joining external extra-curricular activities

#### III. OBJECTIVES

- 1. To apply different e-learning tools to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
- 2. To enhance students' capability of mastering the content and skills in attempting public examinations
- 3. To reflect the effectiveness of teaching and learning
- 4. To advance teachers' professional knowledge and promote exchange among teaching professionals

	TASK	OBJECTIVES	TI	ME SCA	LE
			22/23	23/24	24/25
1	Application of different e-learning tools and platforms to enhance self-regulated learning:  - Levels of students involved will increase over years  - Number of periods using e-learning tool or platforms will increase over years  - Types of tools or platforms applied will increase over years	1,2	<b>*</b>	<b>✓</b>	<b>✓</b>
2	Collaborative teaching within the subject panel focusing on  the use of e-learning to enhance self-regulated learning in lessons and/or  the effectiveness of using e-learning to enhance self-regulated learning in lessons	1,2,4	<b>✓</b>	<b>✓</b>	<b>√</b>
3	Lesson observation within subject panels	1,2,4	<b>✓</b>	<b>√</b>	<b>√</b>
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,2,4	<b>✓</b>		
5	Review of internal school examination results	3	<b>√</b>	<b>√</b>	<b>✓</b>
6	Review of HKDSE examination results	3	<b>✓</b>	<b>✓</b>	<b>✓</b>

- 1. Documentation
  - discussion of the lessons and worksheets designed (Task 1)
  - at least one lesson of each subject teacher will be observed each year (Task 3)
  - open-class of Economics and BAFS in 2022/23 (Task 4)
  - reports and comments of students' performance (Task 5 & 6)
- 2. Subject teachers' opinions (discussed in meetings) on the effectiveness of using different e-learning tools or platforms to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1-4)
- 3. Student survey to collect students' opinions on the effectiveness of using different e-learning tools or platforms to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)

#### VI. TEAM MEMBERS

Lo Chun Ming (Panel Chairperson) Hung Fan Cho Yuen Kit Ching

# SHATIN TSUNG TSIN SECONDARY SCHOOL GEOGRAPHY

# **THREE-YEAR PLAN (2022-2025)**

#### I. AIMS

- 1. To stimulate students' interest in, and enthusiasm for, the study of geography
- 2. To equip students with better geographical knowledge of our community, our country and the outside world
- 3. To enhance students' knowledge of global interactions
- 4. To help students develop personal and social values towards the environment and the well-being of mankind
- 5. To equip students with various geographical skills for their future lives
- 6. To foster students' ability to think independently
- 7. To develop students' high-order thinking and creativity
- 8. To enhance the effectiveness of both teaching and learning in Geography
- 9. To align with the school's major concerns

# II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, diligent, cooperative and display potential for further improvement.
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interactions and providing timely feedback on assignments
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals
- d. Learning activities, assignments and assessments are designed to foster students' acquisition and application of geographical knowledge and generic skills
- e. Teachers teaching this subject are cooperative and willing to learn
- f. Various training courses and seminars have become more accessible in recent years

#### 2. Weaknesses

- a. Students are generally unaware of current news and issues concerning the matters of interest in this subject
- b. Students are generally weak in handling various kinds of techniques and generic skills required in the study of Geography
- c. Students in lower forms generally disregard the importance of the subject due to the short teaching time
- d. There is a polarization of learning abilities for senior form students under the present school structure
- e. The multidisciplinary nature of the subject creates a great obstacle to higher form students with average abilities
- f. Some students lack the initiative or confidence in learning
- g. The relatively dynamic nature of the human & economic branches in Geography poses great difficulties for higher-form teachers in acquiring up-to-date information for teaching

#### III. OBJECTIVES

- 1. To apply different e-learning tools or platforms to enhance self-regulated learning.
- 2. To enhance students' capability of mastering the content and skills (e.g. geographical skills) in attempting public examinations
- 3. To reflect the effectiveness of teaching and learning
- 4. To cultivate students' interest in learning Geography
- 5. To strengthen teachers' professional development

	TAGE	OBJECTIVES	TI	ME SCAI	LE
	TASK	OBJECTIVES	22/23	23/24	24/25
	Teaching and Learning				
1	Application of different e-learning tools or platforms to enhance self-regulated learning.		S2 (10%)	S2 S5 (20%)	S2 S4 S5 (30%)
2	Collaborative teaching with the subject panel focusing on i. the use of e- learning to enhance self-regulated learning ii. the effectiveness of using e- learning to enhance self-regulated learning in lessons	1,5	<b>✓</b>	<b>✓</b>	<b>✓</b>
3	Lesson observation within subject panel	1,5	<b>✓</b>	<b>✓</b>	✓
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning with the use of elearning)	1,5	<b>✓</b>		
5	Review of internal school examination results	3	<b>✓</b>	<b>✓</b>	<b>✓</b>
6	Review of HKDSE examination results	3	<b>√</b>	<b>✓</b>	<b>✓</b>
	Academic Activities				
7	Organizing cross-boundary study trips on selected topics in Geography once every three years	2,4			✓
8	Organizing the following local activities for S4 – S6 students:  a. Apply Field Study Centre Course every school year  b. Conduct at least one field trip related to Hong Kong geology	2,4	✓ ✓	✓ ✓	✓ ✓
9	Organizing one visit on selected topic (e.g. urban/natural hazards in Hong Kong) for S.1-3 students.	4		<b>√</b>	

- 1. Documents
  - a. lesson observation for tasks 1,2,3
  - b. evaluation of the effectiveness of teaching and learning materials record for tasks 1,2,4
  - c. reports of the performance of students in assessments for tasks 5,6
  - d. minutes record for tasks 3,7,8,9
- 2. Subject teachers' opinions (discussed in meeting) on the effectiveness of using e- learning to enhance self-regulated learning in lessons (Tasks 1-4)
- 3. Student questionnaire survey to collect students' opinion on the effectiveness of using elearning to enhance self-regulated learning in lessons (Task 1)

#### VI. TEAM MEMBERS

Cheng Ka Fung (Panel Chairperson) Ho Chun Long

# SHATIN TSUNG TSIN SECONDARY SCHOOL HISTORY

## **THREE-YEAR PLAN (2022-2025)**

#### I. AIMS

- 1. To help address the school's major concerns and goals set by the Academic Affairs Committee
- 2. To help students build up a general awareness of mankind's cultural heritage as well as political and socio-economic evolution so as to enable students to gain a clear understanding of the world in which they live
- 3. To help students develop self-learning ability
- 4. To help students develop the ability to think critically, make sound arguments and communicate effectively
- 5. To enhance students' ability to develop personal and social values through fostering students' awareness and appreciation of the past

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. The communication among panel members is easy and effective
- b. The panel members are experienced and diligent teachers
- c. The panel keeps a rich stock of teaching materials including DVDs, photos, past papers and reference textbooks
- d. Teachers can effectively utilize teaching aids and resources
- e. Students are willing to learn

#### 2. Weaknesses

- a. Covering the extensive History Curriculum with limited teaching time
- b. There is little space for storing reference materials and teaching aids
- c. Students' English proficiency varies.

# III. OBJECTIVES

- 1. To make use of e-learning to enhance self-regulated learning
- 2. To enhance students' capability in mastering the content and skills needed for attempting public examinations
- 3. To address students' learning diversity
- 4. To strengthen teachers' professional development

	TASK	OBJECTIVES	TIME SCAI		LE
	IASK		22/23	23/24	24/25
1	Application of e-learning tools or platforms	1,2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	to enhance self-regulated learning				
2	Lesson observation within subject	1,2,3,4	<b>✓</b>	<b>✓</b>	✓
3	Sharing across subject panels (focusing on enhancing self-regulated learning with the use of e-learning)	1,3,4	<b>√</b>		
4	Collaborative teaching within the subject panel (focusing on the effectiveness of	1,3,4	<b>√</b>	<b>√</b>	<b>✓</b>

	using e-learning to enhance self-regulated				
	learning)			¥	
5	Review of the existing pre-lesson	2,3	<b>✓</b>	<b>√</b>	<b>✓</b>
	preparation tasks				
6	Evaluation of the results of internal school	2,3	<b>✓</b>	<b>✓</b>	$\checkmark$
	assessment and public examination				
7	Review of the junior form History	3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	curriculum				

- 1. Student survey will be conducted to collect information for
  - a. the effectiveness of using e-learning to enhance self-regulated learning (Task 1)
  - b. the effectiveness of pre-lesson preparation material to facilitate self-regulated learning (Task 5)
- 2. Records of teacher sharing on whether students' self-regulated learning is enhanced with the use of e-learning (Tasks 1,2,4,5)
- 3. Records of review of pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning (Tasks 1,5)
- 4. Records of lesson observation within panel (Tasks 1,2,4)
- 5. Records of sharing across subject panels focusing on using e-learning to enhance self-regulated learning (if applicable) (Tasks 1,3)
- 6. Records of review of junior History curriculum (Task 7)
- 7. Records of evaluation of internal school assessments and public examinations during panel meetings (Task 6)

#### VI. TEAM MEMBERS

Fok Wang Chung (Panel Chairperson) Chung Tsz Ying

# 沙田崇真中學公民與社會發展科/綜合能力科三年計劃書 (2022-2025)

### I. 目的

- 1. 配合學校目標,培育學生的才能
- 2. 讓學生研習傳統科目以外的範疇,以擴闊他們的視野和學習技能,提高他們對自己、 社會、國家、人文世界和全球日常生活的理解,並對不同情境中經常出現的當代議題 作多角度及獨立的思考,及能夠尊重多元文化和不同觀點
- 3. 讓學生掌握思考及學習技能,又培養與終身學習有關的能力,包括反思能力、解決問題能力、溝通能力等,並幫助他們成為獨立思考者,作出明智的判斷
- 4. 讓學生成為有識見、負責任、認同國民身份,並具備世界視野的公民

### Ⅱ. 現況分析

#### 1. 優點

整體

- a. 校方著重訓練學生之高階思維能力,各科各組亦予以配合,有利發展及強化學生 之思考能力
- b. 本科科任老師勤奮,有魄力,盡心教導學生,有助學生的學習及加強他們對本科的興趣
- c. 本科科任老師具隊工精神,常交流經驗及彼此支持
- d. 本科科任老師積極進行教學評鑑, 收集學生的意見, 以進一步提高教學質素
- e. 本科已建立儲存教學資源及參考資料的系統,支援教學
- f. 學生修讀本科後,普遍認為收穫甚豐,成為科任老師的鼓勵

### 高中

- a. 本科由同一位老師負責教授不同的主題 / 單元,並因能較長時間教授該班學生, 亦有助老師了解該班學生的特質和需要,從而運用更適切的教學策略
- b. 主要由本科科任老師負責指導學生進行內地考察,能給予學生更詳細及專業的指導

#### 初中

- a. 每次上課均為兩教節,上課時間充足,有利進行小組討論及高階思維教學活動
- b. 採用持續性評估,減輕學生考試壓力

#### 2. 弱點

敕體

- a. 科任同工工作量繁重,未能經常安排集體備課
- b. 面對公民科新課程,科任老師需要了解新課程的內容,及選取合適的教材和編寫 教案,工作量持續繁重
- c. 部分學生對憲制關係和國家發展等課題的認識及興趣有限,於學習上欠缺信心及 動機不足
- d. 由於每年參與內地考察的學生人數眾多,但專職任教公民科的老師人數有限,老 師會因需要在同一學年內多次帶領考察團而感到吃力

# Ⅲ. 目標

1. 利用切合本科需要的電子學習策略,進一步提升學與教的效能

2. 鼓勵學生參與校外活動,以擴闊學生視野

# IV. 施行計劃

	工作項目	目標		日程	7
			22/23	23/24	24/25
1	教師培訓				
	a. 科內交流(科內協作教學)	1	<b>✓</b>	<b>✓</b>	<b>√</b>
	b. 跨科交流(公開課)	1		✓	
2	課堂實踐				1 -6 - 7 - 7
	a. 學生透過電子學習學習知識(按電子學習的	1	1	./	
	開展進程,逐步於不同年級實踐)		V	V	<b>V</b>
	b. 透過電子學習提升學生的課堂參與(按電子	1	1	1	<b>\</b>
	學習的開展進程,逐步於不同年級實踐)		•	•	
	c. 透過專題研習,讓學生掌握數據整理的工具	1	1	<b>V</b>	<b>V</b>
	及匯報技巧(中二級適用)				
3	宣傳並安排學生參加至少一項校外大型活動	2	<b>✓</b>	<b>✓</b>	✓
4	通過公民科的國內考察,增加學生對國內最新	2	./		1
	發展的認識		V	<b>V</b>	V

# V. 評估

- 1. 用抽樣方式派發學生問卷,取得相關資訊以了解電子學習能否提升學生的學習成效,如:
  - 學生能否透過電子學習掌握更多基礎知識,及提升備課的成效
  - 電子學習能否提升學生的課堂參與程度
  - 學生能否透過專題研習掌握數據整理的工具及匯報技巧
- 2. 以老師問卷的方式,了解電子學習能否提升學生的學習成效
- 3. 科主任及科組成員透過觀課,了解電子學習的成效
- 4. 於科組內分享電子學習的成功經驗
- 5. 跨科分享電子學習的成功經驗
- 6. 老師檢討學生校內考試表現
- 7. 老師檢討學生公開試表現

# VI. 科成員

胡欣夏(科主任) 文浩輝(副科主任) 李淑儀 陸蔚荍

# SHATIN TSUNG TSIN SECONDARY SCHOOL SCIENCE AND TECHNOLOGY SUBJECTS THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To align with the school aims to develop students' abilities
- 2. To coordinate various science and technology departments to provide science education in the interest of the students

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. We have developed uniformity in administrative practices like assignment policy, assignment inspection, centralization of resources and laboratory management, etc. Such practices enhance administrative efficiency and order of departmental work
- b. The coordination among departments and the relationship between teachers and supporting staff is good. This facilitates the implementation of departmental work towards common goals
- c. The stable composition of our committee members favours the smooth implementation of tasks and continuity of policies
- d. Teachers are experienced and open to improving their teaching
- e. Laboratory technicians provide helpful logistic support in both teaching and management of laboratory resources
- f. We have well-equipped laboratories to facilitate teaching
- g. The overall ability of students is high
- h. Small class teaching is implemented in junior forms

#### 2. Weaknesses

- a. There is still room for improvement in monitoring departmental work
- b. The non-teaching duties of science teachers are fairly demanding
- c. Some students still need to adapt to EMI teaching and are not ready to use English in class time
- d. Some students are too reliant on teachers and fail to regulate their own learning
- e. Learning diversity is high in senior form science subjects
- f. Our students have limited exposure to the physical environment

#### III. OBJECTIVES

- 1. To promote e-learning in enhancing self-regulated learning and help students acquire good learning habits
- 2. To motivate students in learning science and technology
- 3. To address students' learning diversity

#### IV. OPERATIONAL STRATEGIES

	TACK	TASK OBJECTIVES -		TIME SCAL	
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Implement the junior form STEM	1,2	<b>✓</b>	$\checkmark$	$\checkmark$
	curriculum				
2	Implement the reading of science books	1,2,3	$\checkmark$	$\checkmark$	$\checkmark$
	in S1 to S3				
3	Run the Science Society	2	<b>✓</b>	<b>✓</b>	<b>√</b>
4	Coordinate dates of science activities	2	<b>✓</b>	<b>✓</b>	✓
5	Evaluate the junior form STEM	2,3	<b>✓</b>	<b>√</b>	<b>√</b>
	curriculum				

#### V. EVALUATION

- 1. Carry out on-line students' survey to collect data on whether:
  - a. The reading of science books would help students understand more about science in daily life and hence arouse their interest in learning science (Task 2)
  - b. STEM would help students understand more about science and technology in daily life, and hence arouse their interest in learning science and technology (Tasks 1, 5)
- 2. Evaluation form filled in by students after each science activity and attendance recorded for each science activity (Task 3)
- 3. Teachers' sharing on the effectiveness of the Science Society (Task 3)
- 4. Documentation of
  - a. the coordination of activities (Task 4)
  - b. the STEM curriculum (Task 1,5)

#### VI. TEAM MEMBERS

Yu Mu Hau (Convenor)

Chan Fung Yi

Chan Kwok Hung

Cheung Cheuk Nga

Cheung Ho Wun

Choi Sin Sum

Hui Kai Chun

Hung Suet Kan

Lai Hau Kin

Lam Yee Ting

Lee Chun Hei

Poon Yiu Yan

Sin Chung Pan

Wong Hoi Lee

Wong Shuk Ling

Yip Mong Yeung

# SHATIN TSUNG TSIN SECONDARY SCHOOL BIOLOGY

# **THREE-YEAR PLAN (2022-2025)**

#### I. AIMS

- 1. To align with the school aims to develop students' abilities
- 2. To develop students' interest in life science and ability to acquire and apply knowledge in this scientific and technological world

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Most students have motivation to learn
- b. Students can develop their abilities with proper instructions. Most students are attentive in class
- c. Teachers have a shared vision in developing the curriculum and work collaboratively in preparing teaching materials. The working relationship among panel members (teachers and laboratory technician) is good
- d. Teachers are well-equipped with subject and pedagogic knowledge
- e. Teachers are open to the use of various teaching aids
- f. Teachers are eager to update their knowledge in teaching
- g. Teachers are eager to organize extra-curricular activities for our students as a means of informal education
- h. Laboratory support (technician and resources) is adequate and our laboratory is well-managed

#### 2. Weaknesses

- a. Some students are rather passive when it comes to class discussions
- b. Some students are not able to regulate their own learning e.g. poor time management and ineffective learning strategies
- c. Many students adopt a surface approach to learning (rote-learning)
- d. The learning difference among students is large

#### III. OBJECTIVES

- 1. To make use of e-learning to strengthen students' abilities in self-regulated learning and teaching effectiveness
- 2. To widen students' horizons by enriching their exposure to different growth and life experiences
- 3. To address students' learning diversity
- 4. To enhance students' practical skills in laboratory work
- 5. To facilitate the teaching and learning of the biology curriculum
- 6. To enhance students' capability of mastering the content and skills needed to attempt the HKDSE
- 7. To strengthen teachers' professional development

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TI	ME SCA	LE
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Application of different e-learning tools or platforms to enhance self-regulated learning:  i. Levels of students involved will increase over years  ii. Number of periods using e-learning tool or platforms will increase progressively  iii. Number of panel members involved will increase over years  iv. Types of tools or platforms applied will increase over years	1,3,5,6	<b>~</b>	<b>\</b>	<b>\</b>
2	Lesson observation within subject panels	1,3,4,5,6,7	<b>✓</b>	<b>✓</b>	<b>✓</b>
3	Lesson observation conducted by the panel head	1,3,4,5,6,7	<b>✓</b>	<b>√</b>	<b>√</b>
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning with the use of e-learning)	1,3,7	<b>✓</b>		
5	Review of the S2 Bio curriculum	1,4,5	<b>✓</b>		<b>✓</b>
6	Review of the S3 Bio curriculum	1,4,5	<b>✓</b>	<b>✓</b>	
7	Collaborative teaching focusing on  i. The use of e-learning to enhance self-regulated learning  ii. The effectiveness of using e-learning to enhance self-regulated learning in lessons	1,5,7	<b>✓</b>	<b>✓</b>	<b>✓</b>
8	Arranging internal extracurricular activities	2	<b>✓</b>	<b>√</b>	<b>√</b>
9	Promoting extracurricular activities held by external bodies	2	<b>✓</b>	<b>✓</b>	<b>✓</b>
10	Implementation of reading Biology books	2,5	<b>✓</b>	<b>√</b>	<b>✓</b>
11	Holding study groups during lunch or after school	3,5,6	<b>✓</b>	<b>√</b>	<b>√</b>
12	Providing hands on practice to students	4	<b>✓</b>	<b>√</b>	<b>√</b>
13	STEM Project	4,5	$\checkmark$	<b>✓</b>	<b>✓</b>

#### V. EVALUATION

- 1. Documentation
  - a. record of Tasks 1-11 and 13 in meeting minutes
- 2. Students' survey conducted to collect information on the effectiveness of
  - a. Applying different e-learning tools or platforms to enhance self-regulated learning (Task 1)
  - b. holding study groups to address students' learning diversity (Task 11)
  - c. encouraging the involvement in doing experiments in order to enhance students' practical skills in laboratory work (Task 12)
  - d. arranging and promoting extracurricular activities to widen students' horizons (Tasks 8 and 9)

- e. implementing of reading Biology books to widen students' horizons by enriching their exposure to biological knowledge (Task 10)
- f. holding STEM project to boost students' interest in Science and enhance their practical skills (Task 13)

#### VI. TEAM MEMBERS

Chan Fung Yi(Panel Chairperson) Cheung Cheuk Nga Wong Shuk Ling Hung Suet Kan

# SHATIN TSUNG TSIN SECONDARY SCHOOL CHEMISTRY

# **THREE-YEAR PLAN (2022-2025)**

#### I. AIMS

- 1. To develop students' interest in the world of Chemistry and help them derive pleasure from it
- 2. To raise students' awareness of the social, economic, environmental and technological implications of Chemistry, and encourage them to show concern about the local environment and society
- 3. To help students acquire the ability to think scientifically and independently, and to make rational decisions
- 4. To align with the school aim which is related to academic development of students

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Teachers are passionate, willing to learn and open to improving their teaching.
- b. The Chemistry Laboratory technician provides helpful logistic support in both teaching and management of laboratory resources.
- c. The relationship among all panel members is good. They are cooperative and helpful. The stable composition of panel members favours the smooth implementation of policies.
- d. The Chemistry Laboratory is well-equipped.
- e. The overall ability of students is high.
- f. Young teachers are familiar with the use of technology and have strong liaison with other parties.

#### 2. Weaknesses

- a. The learning diversity of students is high. Different teaching strategies should be employed to cater for individual differences.
- b. The panel members are young and without much experience. New teachers and technicians need time and guidance to become familiar with the curricula and school policies.

#### III. OBJECTIVES

- 1. To make use of e-learning to enhance self-regulated learning
- 2. To advance teachers' professional knowledge and promote exchange among teaching professionals
- 3. To help students master the concepts and skills in Chemistry and develop students' interest in learning Chemistry

	TASK	OBJECTIVES	TIME	ME SCA	CALE	
	IASK	OBJECTIVES	22/23	23/24	24/25	
1.	Application of different e-learning tools or	1	✓	✓	✓	
	platforms to enhance self-regulated learning:					
	i. Levels of students involved will increase					
	over years				95	
	ii. Number of periods using e-learning tool					
	or platforms will increase progressively					
	iii. Number of panel members involved will					
	increase over years					
	iv. Types of tools or platforms applied will					

	increase over years				
2.	Collaborative teaching within subject panel focusing on	1, 2	<b>✓</b>	✓	<b>✓</b>
	i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to				
	enhance self-regulated learning in lessons				
3.	Lesson observation within subject panel	1, 2	<b>√</b>	<b>√</b>	<b>✓</b>
4.	Lesson observation conducted by panel head	1, 2	<b>√</b>	<b>√</b>	<b>√</b>
5.	Sharing across subject panels (open class	1, 2			<b>✓</b>
	focusing on the usage and effectiveness of				
	e-learning to enhance self-regulated learning)				
6.	Implementing STEM elements in junior form curriculum	3	<b>√</b>	1	1
7.	Reviewing the "Reading chemistry books" scheme	3	<b>√</b>		
8.	Reviewing of internal school examination and HKDSE results	3	1	<b>√</b>	<b>√</b>

- 1. Document
  - minutes of meetings recording the discussion of teachers (tasks 1–8)
  - collaborative teaching materials (task 2)
  - reports of performance of students in assessments (task 8)
- 2. Teachers' evaluation
  - the effectiveness of using e-learning to enhance self-regulated learning in lessons (tasks 2–5)
  - the effectiveness of implementing STEM elements in the curriculum and the reading scheme to enhance students' interest in science (tasks 6, 7)
- 3. Students' survey
  - the effectiveness of using e-learning to enhance self-regulated learning (task 1)
  - the effectiveness of implementing STEM elements in the curriculum and the reading scheme to enhance students' interest in science (tasks 6, 7)

#### VI. TEAM MEMBERS

Cheung Ho Wun (Panel Chairperson) Lai Hau Kin Lam Yee Ting Yip Mong Yeung

# SHATIN TSUNG TSIN SECONDARY SCHOOL PHYSICS THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To align with the school aims to develop students' abilities
- 2. To help students acquire different skills in solving problems independently
- 3. To expose them to different areas of Physics so as to initiate them into exploration in the world of Physics

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Teachers in the panel are cooperative and helpful
- b. There is a good filing system of teaching resources, such as past papers, marking schemes / solutions, notes (several levels), etc.
- c. The laboratory is well organized and the stock system is up-to-date
- d. Students' performance in Physics in public examinations is above the Hong Kong average
- e. The school provides a reasonable amount of resources to facilitate interactive and active learning
- f. Small-class teaching is implemented in junior forms

#### 2. Weaknesses

- a. Self-motivation of some students is low
- b. Some students are weak in logical thinking
- c. The English comprehension and presentation abilities of some students are weak, which may result from too many technical terms in the subject
- d. Some students lack common sense and life experience
- e. The mathematics skills of some students are poor and they lack confidence in mathematics manipulation

#### III. OBJECTIVES

- 1. To promote self-regulated learning with the use of e-learning
- 2. To motivate students in Physics learning
- 3. To address students' diversity

	TASK	OBJECTIVES	TIME SCALE		
	IASK	ODJECTIVES	22/23	23/24	24/25
1	Application of different e-learning tools or	1,2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	platforms during discussion to enhance				
	self-regulated learning				
2	Lesson observation within subject panels	1,2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	and conducted by the panel head				
3	Collaborative teaching	1,2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
4	Pre-lesson preparation tasks which have	2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	close linkage with self-regulated learning				
	for S2 and S3				
5	Project-based learning for S3 (tower or	2,3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	bridge building in alternating years)				

6	Pre-laboratory work before SBA for S5	2,3	<b>V</b>	<b>✓</b>	<b>V</b>
	and S6				

- 1. Carry out on-line students' survey to collect data on:
  - a. whether the use of e-learning can facilitate discussion during lessons (Task 1)
  - b. whether the discussion helps students understand Physics concepts (Task 1)
  - c. whether pre-lab work helps students perform the SBA more effectively (Task 6)
  - d. whether the lesson preparation helps students prepare for the lesson and hence enhance their learning effectiveness (Task 4)
  - e. whether the tower / bridge building competition arouses students' interest in learning Physics (Task 5)

#### 2. Teachers' sharing on

- a. the performance of students in self-regulated learning with the use of e-learning (Tasks 1,6)
- b. the performance of students in SBA (Task 6)
- c. the effectiveness of students' lesson preparation (Task 4)
- d. the performance of students in bridge / tower building before and on the Science Day (Task 5)

#### 3. Documentation of

- a. Lesson observation (Task 2)
- b. Collaborative teaching (Task 3)

#### VI. TEAM MEMBERS

Choi Sin Sum (Panel Chairperson) Chan Kwok Hung Hui Kai Chun Yu Mu Hau Sin Chung Pan

# SHATIN TSUNG TSIN SECONDARY SCHOOL SCIENCE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To pass on the knowledge of science and the basic experimental skills to students
- 2. To align with the school's major concerns

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. There are sufficient logistic resources
- b. There is good cooperation between teachers and laboratory technicians
- c. Teachers are familiar with science and are eager to improve themselves
- d. Most students are well-disciplined
- e. Students can learn about science through numerous media
- f. The group setting of the laboratory favours small-class teaching

#### 2. Weaknesses

- a. Teachers have much administrative work and that reduces the possibility of providing greater individual attention after school
- b. Some students are weak in experimental techniques and logical thinking
- c. English is a great obstacle for some students to grasp the science concepts

#### III. OBJECTIVES

- 1. To make use of e-learning to enhance self-regulated learning
- 2. To widen students' horizons by enriching their exposure to different growth and life experiences
- 3. To help students develop curiosity and interest in science
- 4. To help students acquire knowledge of the use of appropriate instruments in scientific experiments
- 5. To strengthen teachers' professional development

	TASK OBJECTIVES -	TI	ME SCA	LE	
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Apply different e-learning tools or	1,3	<b>✓</b>	<b>✓</b>	✓
	platforms to enhance self-regulated learning				
2	Conduct sharing within the subject panel	1,5	<b>✓</b>	<b>√</b>	$\checkmark$
	(collaborative teaching among panelists on				
	small-class teaching strategies / the				
	effectiveness of the pre-lesson preparation				
	tasks and e-learning)				
3	Conduct sharing across subject panels (open	1,5	<b>✓</b>		<b>✓</b>
	class focusing on the effectiveness of using				
	e-learning)				
4	Organize organic farming activities and	2	<b>✓</b>	<b>✓</b>	<b>✓</b>
	visits for students				
5	Implement various tactics to enhance	3,4	<b>✓</b>	<b>✓</b>	<b>✓</b>
	self-regulated learning:				
	- Pre-lesson preparation tasks				

- Peer discussion		
- Presentations		
- Project-based or problem-based learning		

- 1. Student survey to collect students' opinions on
  - a. the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)
  - b. the effectiveness of activities and visits (Task 4)
- 2. Subject teachers' opinions (discussed in panel meetings) on
  - a. the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)
  - b. the effectiveness of activities and visits (Task 4)
- 3. Documentation
  - a. report in the minutes of meetings (Task 1,5)
  - b. collaborative teaching materials and minutes (Tasks 2,3)

#### VI. TEAM MEMBERS

Chan Kwok Hung (Panel Chairperson) Cheung Cheuk Nga Lam Yee Ting Yip Mong Yeung

# SHATIN TSUNG TSIN SECONDARY SCHOOL TECHNOLOGY THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To address the school's major concerns
- 2. To impart basic knowledge of computer studies, information technology, communication technology and their daily application required by CDC

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interaction and providing timely feedback on assignments
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals
- d. The majority of teachers are well equipped and experienced. Teachers are caring, dedicated, experienced and professional. There is a strong collaborative culture among teachers
- e. Staff relationships, teacher-student relationships and student-peer relationships are good

#### 2. Weaknesses

- a. Some students lack the initiative or confidence in learning
- b. Teachers' workload is heavy. Technology teachers have to make a great effort in learning new technology to cope with the rapidly-changing computer technological development. This makes teachers physically and psychologically tired

#### III. OBJECTIVES

- 1. To use e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
- 2. To advance teachers' professional knowledge and promote exchange among teaching professionals
- 3. To reflect the effectiveness of teaching and learning
- 4. To widen students' horizons by enriching their exposure to different growth and life experiences

	TASK	OBJECTIVES	TIN	ME SCA	LE
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Application of different e-learning tools	1	<b>\</b>	<b>✓</b>	<b>✓</b>
	and platforms to enhance self-regulated				
	learning:	u .			
	i. Levels of students involved will				
	increase over years				
	ii. Number of periods using e-learning				
	tool or platforms will increase	,			
	progressively				
	iii. Number of panel members involved				

	will increase over years iv. Types of tools or platforms applied will increase over years				
2	Collaborative teaching within the subject panel focusing on  i. the use of e-learning to enhance self-regulated learning  ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons	1,2	<b>✓</b>	<b>√</b>	<b>✓</b>
3	Lesson observation within subject panels	1,2	<b>V</b>	<b>V</b>	<b>✓</b>
4	Sharing across subject panels (open class focusing on enhancing self-regulated learning with the use of e-learning)	1,2			<b>√</b>
5	Reviewing S1 curriculum	1,2		<b>✓</b>	
6	Reviewing S2 curriculum	1,2	<b>V</b>		
7	Reviewing S3 curriculum	1,2			<b>✓</b>
8	Reviewing internal school examination results	3	<b>✓</b>	<b>✓</b>	<b>✓</b>
9	Reviewing HKDSE examination results	3	<b>V</b>	<b>✓</b>	<b>✓</b>
10	Arranging for students to participate in external competitions and activities	4	<b>V</b>	<b>✓</b>	<b>✓</b>

- 1. Documentation
  - minutes of meetings recording the discussion of teachers about task 5,6,7
  - lesson observation reports for task 2,3
  - collaborative teaching material and report for task 2,4
  - reports of performance of students in assessments, competitions and activities for task 8,9,10
- 2. Teacher survey to collect teachers' opinions on the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1,2,3,4). Record teachers opinions in panel meeting minutes
- 3. Student survey to collect students' opinions on the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)

#### VI. TEAM MEMBERS

Wong Hoi Lee (Panel Chairperson) Hui Kai Chun Lai Hau Kin Lee Chun Hei Poon Yiu Yan Yu Mu Hau

# SHATIN TSUNG TSIN SECONDARY SCHOOL CULTURAL SUBJECTS THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To formulate a set of school-based developmental strategies for cultural subjects aligning with the direction and recommendations provided by the EDB and the School Academic Affairs Committee
- 2. To enhance students' abilities with an all-rounded education
- 3. To coordinate the pace of development among the cultural subjects
- 4. To coordinate cultural subjects by encouraging more exchange among teachers and arranging more joint activities

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Teachers are well experienced in their teaching and administrative work
- b. Students are generally interested in participating in cultural activities, which facilitates the development of the overall cultural policies of the school
- c. The school offers enough support and flexibility for subject panels to design their own curriculum and activities
- d. The current diversified cultural activities and innovative cultural curriculum facilitate the implementation of the school's cultural education policy

#### 2. Weaknesses

a. Under the examination-oriented education system, even students who are interested in cultural activities generally perceive the subjects as less important than academic subjects

#### III. OBJECTIVES

- 1. To promote self-regulated learning and develop students' generic skills by allowing more individual participation in small-class teaching and with the use of e-learning tools
- 2. To promote project learning teaching tactics among the cultural subjects
- 3. To strengthen teachers' professional development

	TASK	OBJECTIVES	TI	ME SCA	LE
	IASK	OBJECTIVES	22/23	23/24	24/25
1	Encourage each panel to help each student	1	<b>✓</b>	<b>✓</b>	<b>✓</b>
	actively engage in various performances,				
	presentations, demonstrations and				
	discussions in class activities to promote				
	self-regulated learning				
2	Monitor the application of different	1	<b>✓</b>	<b>✓</b>	<b>✓</b>
	e-learning tools or platforms in cultural				
	subjects to enhance self-regulated learning				
3	To put forward more integrated cultural	2	<b>✓</b>	<b>✓</b>	<b>✓</b>
	projects like exhibitions, variety shows,				
	competitions or creative projects				

4	Monitor cultural subject teachers'	3	<b>✓</b>	<b>✓</b>	<b>✓</b>
	involvement in collaborative or open-class				
	teaching within key learning areas (KLA)				

#### Documents:

- 1. Record of activities: Frequency of activities, standard of performances, students' attendance recorded in subject minutes (Task 1)
- 2. Evaluation reports recorded in subject minutes (Task 2,3)
- 3. Record of participation shown in subject minutes (Task 4)

# VI. TEAM MEMBERS

Chan Yuen Kok (Convenor) Chan Ka Yi Chan Kwong Man Kwok Yu Hang Leung Sik Yu Poon Yiu Yan

# SHATIN TSUNG TSIN SECONDARY SCHOOL ARTS-IN-LIFE THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To align with the school aims to develop students' abilities
- 2. To develop creativity and critical thinking and nurture aesthetic sensitivity
- 3. To build up cultural awareness and positive values through arts activities
- 4. To enable students to gain delight, enjoyment and satisfaction through participation in arts activities
- 5. To help students pursue a life-long interest in arts
- 6. To integrate different art-forms into students' projects with a theme close to their lives
- 7. To promote self-learning habits and various generic skills

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Teachers are well experienced in their teaching and administrative work
- b. The school board offers freedom for the subject to create a school-based and innovative curriculum
- c. Diversified and well-established arts activities act as a good supplement to the curriculum
- d. Students are well-behaved and obedient and this facilitates the bringing about of outings and highly interactive activities in the lessons

#### 2. Weaknesses

- a. The subject is new to most of the form one students who are therefore unfamiliar with the requirements and skills
- b. The curriculum is completely school-based so it is difficult to find common experience with other schools as reference

#### III. OBJECTIVES

- 1. To apply different e-learning tools or platforms for engaging students more in class activities so as to promote their self-regulated learning skills and other generic skills in our subject
- 2. To incorporate elements of positive education in our project themes
- 3. To widen students' exposure through different activities outside the classroom
- 4. To enhance and improve teaching effectiveness through collaborative teaching and regular meetings

	TACV	ODJECTIVES	TI	ME SCAI	LE
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Application of different e-learning tools to	1	<b>✓</b>	<b>✓</b>	<b>✓</b>
	enhance strdents' self-regulated learning in				
	daily teaching				
2	All students should finish 3 large scale arts	1	<b>✓</b>	<b>✓</b>	<b>√</b>
	projects from form 1-3 to promote				
	self-regulated learning				
3	To incorporate positive and healthy ideas	2	<b>✓</b>	<b>✓</b>	<b>✓</b>
	in each year's project theme				

4	Students should take part in external art activities or visits at least 4 times from	3	1	<b>✓</b>	<b>✓</b>
	S1-3 to widen their exposure				
5	Each teacher should take part in the	4	V	<b>V</b>	<b>V</b>
	subject collaborative teaching once a year				
	with the focus on the use of e-learning				
	tools			Part Service	
6	Each teacher should sit in an open lesson	4	Service Control		<b>V</b>
	arranged by other subjects once every				
	alternate year				No. Wayne St
7	There is sharing within the subject panel	4	<b>V</b>	<b>V</b>	<b>V</b>
	about enhancing self-regulated learning				
	with the use of e-learning tools				
8	There is sharing with other subject panels	4	Bib yan		V
	about enhancing the self-regulated				
	learning with the use of e-learning tools				

- 1. Students' year end results and students' survey on the effectiveness of Tasks 1 and 2 to promote students' self-regulated learning skills and other generic skills with the use of e-learning tools
- 2. Documents:
  - a. Record of incorporation of positive and healthy ideas in projects (Task 3)
  - b. Record of activities: frequency of activities, standard of performances / exhibitions, students' feedback and attendance (Task 4)
  - c. Records showing the progress of different work tasks in subject minutes (Tasks 1-4)
  - d. Record of participation shown in subject minutes (Tasks 5,6,7,8)

#### VI. TEAM MEMBERS

Chan Yuen Kok (Panel Chairperson) Chan Ka Yi Poon Yiu Yan

# SHATIN TSUNG TSIN SECONDARY SCHOOL PHYSICAL EDUCATION THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To increase students' interest in sports, to develop a regular habit of doing physical exercises
- 2. To promote students' body coordination and enhance their physical fitness to stay healthy
- 3. To promote cooperation with others in the group
- 4. To enhance the ability to judge
- 5. To master basic motor skills and knowledge
- 6. To strengthen the appreciation of beauty
- 7. To strengthen the sense of belonging to their group
- 8. To construct a diversified curriculum, so that students can choose their interest in different kinds of sports and establish an active lifestyle
- 9. To align with the school's major concerns

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. The EDB provides detailed teaching content and resources, which help us to arrange the teaching schedule
- b. Most sports are structurally organized in the curriculum within the school year
- c. Students are interested in sports, which help students to enhance their physical fitness
- d. There are many inter-class and inter-house activities or competitions, so that students can have the opportunity to use different kinds of sport skills they have learned
- e. PE teachers are professionally trained and are enthusiastic in their teaching, also in promoting various sports activities
- f. Relationship between teachers and students is good
- g. Sports equipment and venues are adequate
- h. School supports the promotion and development of physical activities and sports
- i. School provides a wide range of physical activities to match students' interests
- j. There is liaison with community groups to promote physical activities in school
- k. This is an elective subject in the senior levels so all students taking this subject have a certain level of interest and ability

#### 2. Weaknesses

- a. Swimming lessons cannot be arranged at all levels due to the six-day cycle and they can only be offered in junior levels
- b. Students' physical fitness is unsatisfactory
- c. Teachers' workload is very heavy because various administrative work all depends on the PE teachers
- d. Freshly graduated teachers don't have a lot of teaching skills and experience.

# III. OBJECTIVES

- 1. To make use of e-learning to enhance self-regulated learning in order to enhance learning and teaching effectiveness
- 2. To address students' learning diversity
- 3. To develop students' good health with physical exercise and to enhance their physical fitness
- 4. To cultivate students' active lifestyle through motivating students to participate in various kinds of sport activities
- 5. To enhance students' appreciation and knowledge of sports
- 6. To strengthen the sense of belonging to the class through participating in the competitions during PE lessons
- 7. To train student leaders to be more trustworthy and self-regulated.
- 8. To improve students' thinking and organizing skills
- 9. To enhance students' capability of mastering the content and skills need to attempt public examinations

	TASK	OBJECTIVES		ME SCA	LE
		ODJECTIVES	22/23	23/24	24/25
1	Conduct sharing within the subject panel (focusing on the use of e-learning to enhance self-regulated learning)	1	<b>✓</b>	<b>✓</b>	<b>✓</b>
2	Conduct sharing across subject panels (focusing on the use of e-learning in enhancing self-regulated learning strategies)	1		<b>✓</b>	<b>~</b>
3	Increase attention paid to individual learning differences	1,2	<b>√</b>	<b>√</b>	<b>√</b>
4	<ul> <li>Introduce "Student coaching activities" (Project-based learning) to S2 and S.3 students</li> <li>Design pre-lesson preparation work for students to enhance students' self-learning of basic knowledge and students-teaching-students in lessons</li> <li>Request students to organize lessons to promote self-regulated learning in lessons (2 cycles in 1st term)</li> <li>Create room for students to use e-learning tools</li> </ul>	1,2,4,5,7,8	✓	~	<b>\</b>
5	<ul> <li>Introduce "Sport Education Model"         (Project-based learning) to S4 and S5 students         <ul> <li>Design pre-lesson preparation work for students to enhance students' self-regulated learning in lessons. (2 cycles in 2<sup>nd</sup> term)</li> <li>Request students to organize activities to promote self-regulated learning in lessons (4 cycles in 2nd term)</li> <li>Train students to plan various events and act as referees during PE lessons</li> <li>Create room for students to use</li> </ul> </li> </ul>	1,2,5,6,7,8	<b>✓</b>		<b>✓</b>

	e-learning tools				
6	Teach a wide range of sports to senior	3,4,5,9	<b>√</b>	<b>✓</b>	<b>√</b>
	students whose learning ability is higher;				
	such as tennis, bowling, rope skipping,				
	golf, netball, etc.				
7	Rent and borrow off-campus facilities	3,9	<b>✓</b>	<b>✓</b>	<b>✓</b>
	for PE lessons and school teams training				

- 1. Students' survey conducted to collect information on:
  - a. whether pre-lesson preparation materials can facilitate students' self-regulated learning (Tasks 4 and 5)
  - b. whether teaching and learning effectiveness is enhanced by e-learning (Tasks 4 and 5)
  - c. whether there is increasing attention paid to individual learning differences by teachers (Tasks 3,4 and 5)
  - d. whether there is increasing practice of student-centered and interactive learning approach (Tasks 4,5 and 6)
  - e. whether students use and know more about the sports facilities in our community (Task 7)

#### 2. Documents

- a. The percentage of students obtaining an award in "Secondary School Physical Fitness Award Scheme" and Physical Fitness test results (Task 3)
- b. Subject teachers' opinions (discussed in panel meeting) on effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Tasks 1,4 and 5)
- c. Lesson observation record (Task 2)

#### VI. TEAM MEMBERS

Chan Kwong Man (Panel Chairperson) Kwok Yu Hang Leung Sik Yu

# SHATIN TSUNG TSIN SECONDARY SCHOOL VISUAL ARTS THREE-YEAR PLAN (2022-2025)

#### I. AIMS

- 1. To align with the school aims to develop students' abilities
- 2. To develop students' creativity and critical thinking ability
- 3. To strengthen their abilities to appreciate and create various forms of visual arts work
- 4. To develop students' perceptual abilities, generic skills and meta-cognition
- 5. To nurture their life-long interest in visual arts
- 6. To help them acquire the sense of happiness, enjoyment and satisfaction through taking part in art activities and creation
- 7. To help them understand that arts, technology and society are interdependent
- 8. To promote local and traditional cultures and values
- 9. To enable students to acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries

#### II. SITUATIONAL ANALYSIS

#### 1. Strengths

- a. Visual Arts is a very interesting and creative subject. The learning atmosphere is joyful so most students are willing to learn
- b. The Visual Arts Room is well-equipped and the Arts and Technology Room has been set up as a multidisciplinary art studio so as to facilitate students in the learning of art, design and technology.
- c. The subject teachers are professional and rich in teaching experience, and they are willing to learn and improve their teaching
- d. This is an elective subject so all students taking this subject have a certain level of interest and ability
- e. There is a number of visual arts clubs, such as Junior Visual Arts School Team, Sand Painting Club, Ceramics Throwing Club, Computer Drawing Club, Handbuilding Pottery Club, Anime Club, Leather Craft Club, Chinese Calligraphy and Painting Club, Blender 3D Club, Watercolor Painting Club and Photography Club which enhance the students' interest and art-making ability
- f. As the art teachers know the importance of making good use of external resources, they always arrange for students to take part in art activities organized by external art associations so as to broaden their horizons, such as joining the Arts-in-School Partnership Scheme

#### 2. Weaknesses

- a. Under the pressure of academic subjects, students spend less time doing the Visual Arts work
- b. Students' participation in internal and external competitions needs to be more active

#### III. OBJECTIVES

- 1. To apply different e-learning tools or platforms to promote self-regulated learning
- 2. To incorporate elements of positive education to promote the well-being of students
- 3. To widen students' horizons by enriching their exposure to different growth and life experiences
- 4. To address students' learning diversity
- 5. To review internal and external examination results which reflects the effectiveness of teaching and learning
- 6. To advance teacher's professional development

	TACV	ODJECTIVES	TI	ME SCA	LE
	TASK	OBJECTIVES	22/23	23/24	24/25
1	Application of different e-learning tools or platforms to enhance self-regulated learning:  i. Levels of students involved will increase over years  ii. Number of periods using e-learning tool or platforms will increase progressively  iii. Number of panel members involved will increase over years  iv. Types of tools or platforms applied will increase over years	1	<b>✓</b>	<b>√</b>	<b>√</b>
2	Collaborative teaching within the AIL panel focusing on  i. The use of e-learning to enhance self-regulated learning  ii. The effectiveness of using e-learning to enhance self-regulated learning in lessons	1,6	<b>√</b>	<b>√</b>	<b>√</b>
3	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning with the use of e-learning)	1,6		<b>✓</b>	
4	Incorporate elements of the chosen domains of positive education into the subject's content	2	<b>√</b>	<b>√</b>	<b>√</b>
5	Organizing visits to external art exhibitions or seminars for S4-S5 Visual Arts students	3	<b>√</b>	<b>√</b>	✓
6	Setting up more than six kinds of art interest clubs which students can choose to join	3,4	<b>√</b>	<b>✓</b>	<b>√</b>
7	Setting up Visual Arts School Team (Junior) to nurture those students with art talent and provide them with chances to take part in external art competitions	3,4	<b>√</b>	<b>√</b>	✓
8	Review of internal school examination results	5	<b>✓</b>	<b>✓</b>	<b>✓</b>
9	Review of HKDSE examination results	5	<b>✓</b>	<b>✓</b>	<b>✓</b>

- 1. Student questionnaire survey to collect students' opinions on effectiveness of
  - a. using e-learning to enhance self-regulated learning (Task 1)
  - b. incorporating the elements of positive education (Task 4)
  - c. increasing attention paid to students' learning diversity (Task 6,7)
  - d. increasing attention paid to widening students' horizons (Task 5,6,7)

#### 2. Documents

- a. lesson observation reports for tasks 2,3
- b. collaborative teaching material and minutes for tasks 2,3
- c. reports of performance of students in assessments for tasks 8,9 (both internal and public exams)

#### 3. Teacher's opinions

a. teachers' observations and comments on the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning tactics to enhance teaching and learning. (Task 1)

#### VI. TEAM MEMBERS

Chan Ka Yi (Chairperson) Poon Yiu Yan

Plan on the Use of Capacity Enhancement Grant in the 2024/25 School Year

Name of school: Shatin Tsung Tsin Secondary School

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers:

Item	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
To relieve teachers'	Recruitment of invigilators (\$50	From 1.9.2024 to	\$135,000	Teacher	Academic Affairs
workload so that	for undergraduate, \$140 for	31.7.2025		Questionnaires – over	Committee
teachers can concentrate	graduate ) for internal and public			85% of teaching staff	
on:	exams.			agreed relevant	
☑Curriculum	Employment of external tutors	From 1.2.2025 to	\$22,500	strategies have	Academic Affairs
development	for enhancement and remedial	30.6.2025		achieved the	Committee
☑Enhancing students'	classes at various levels			objectives stated in	
language proficiency	Employment of administrative	From 1.9.2024 to	\$621,480	the column "Item"	Incorporated
☑Coping with learning	assistants	31.8.2025			Management
needs of students					Committee
□Others (Please specify)					

Shatin Tsung Tsin Secondary School Plan on the Use of the Life-wide Learning Grant 2024/2025 School Year

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs of IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice. Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the abocation of the resources, plan to deploy the Grant for promoting the following items.

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

Arts-in-Life Department Activities Committee Extra-curicular Activities Committee Extra-curicular Subject Panel / Teacher-in-charge Discipline Committee Activities Committee Extra-curricular Activities Committee Extra-curricular Activities Committee Career Guidance Physical Education Depertment English Language Department Student Guidance Committee Student Support Committee Student Guidance Student Guidance Academic Affairs Committee Student Guidance Local Activities. To organize life-wide learning activities in different KLAs / cores-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 marturing in students positive values and attitudes Extra-curricular Subject Panels Committee annittee ornmittee Committee > (Please put a / the appropriate box(es), more than one option can be selected) 1 > Essential Learning Experiences Physical and Aesthetic Development > > > 1 > Completion of this part is not mandatory Values > 1 1 > 1 Intellectual
Development
(dosely linked
with > 1 1 Description of the Monitoring Mechanism questionnaire No of questionnaire participants Student No. of participants participants No. of No. of participants Brief Student (Please select or fill in the domain of the activity as appropriate) Multiple intelligence Domain education education ducation Broadening students' horizons and English enhancing their English proficiency Language education Physical Multiple ammg Music Values \$1,032.00 Enhacing students' presentation skills and creativity.
\$387.88 Nurturing students' positive values adening students' horizons and Broadening students' horizons and Sroadening students' horizons and urturing students' positive values Nurturing students' positive values urturing students' positive values elevant sports skills reveloping students' interest and nhancing students' physique and intelligence Enriching students' life skills and and willingness to serve Developing students' leadership Brief Description and Objective of the Activity nriching their life experiences eveloping students' leadership experience Enriching students' knowledge enriching their life experiences skills in playing music Developing students' multiple \$250.00 Broadening students' horizons about different careers and team building and attitudes \$212.12 Estimated Expenses per Person (\$) \$861.28 \$237.15 \$37.04 \$865.00 \$28.87 \$196.25 \$700.00 \$249.60 \$387.88 \$666,67 \$1,003.20 \$365.90 \$1,250.00 \$3,500.00 \$51,600.00 \$50,000.00 \$64,000.00 \$35,000.00 \$60,000,00 \$32,000.00 \$62,400.00 \$15,700.00 \$60,000.00 \$346,000.00 \$250,800.00 \$182,950.00 \$11,000.00 \$5,000.00 \$1,489,140.00 \$70,000.00 \$56,000.00 \$126,000.00 \$1,615,140.00 ited Expenses \$262,690.00 students' horiz 8 Non-Local Activities. To organise or participate in non-local exchange activities or non-local competitions to broaden Estimated Number of 3,913 3,813 100 90 165 165 305 253 864 250 80 06 400 250 200 40 381 20 80 20 Target Students Sub-total of Item 1.2 Sub-total of Item 1.1 Total for Category 1 Schools are required to complete this part \$1-36 21-86 \$1-85 \$1-54 81-86 \$1-85 21-86 31-86 84-86 21-26 81-85 Level \$1-85 S2, S4 84-85 82-83 52 53 Sept 2024-May 2025 Sept 2024-May 2025 Sept 2024-Aug 2025 Sept 2024-Aug 2025 Sept 2024-May 2025 Sept 2024-Aug 2025 Sept 2024-Aug 2025 Sept 2024-May 2025 Nov 2024, Aug 2025 Oct 2024-May 2025 Sept 2024-Aug 2025 Proposed Date Jun/Jul 2025 Jan-25 Sep-24 Jul-25 School-based Leadership Training Courses (Elementary & Advanced) S4 & S5 Couseling Talks, Activities & Camp (at least 13 times and 1 day camp) Whole-school/Whole-form Counselling Application Fee (External Competitions) Subsidies to interest groups (20 groups) Drama Performance for the Open Day S2, S4 Experiential Learning Program Prefect Team Leadership Training Sports Teams Training (11 teams) Career Experiential Activities and Workshops Social Service (at least 25 times) Music Teams Training (5 teams) Activity Name S1 Experiential Activities S1 Life Education Camp English Exchange Tour Sports Training Tour Activities (8 times) Camping 1 13 No. 10 12 14 1.1 15 ∞

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

			Target Students	ıts		Estimated		Domain (Please select	Brief Description of			(Please put a " the appropriate box(es), more than one option can be selected)	ate box(es); e selected)		
No.	Activity Name	Proposed Date	Level	Estimated Number of Participants	Estimated Expenses (\$)	Expenses per Person (\$)	Brief Description and Objective of the Activity	or fill in the domain of the activity as appropriate)		the Monitoring Intellectual  / Evaluation Development  // Mechanism (closely linked with curriculum)	Xalues Education	Physical and Austhetic Development	Community Career-related Service Experiences	Career-related Experiences	Subject Far Teacher-in-d
11	LOGAL Activities. To organize life-wide learning activities in different KLAs / curviculum areas to enhance learning effectiveness, or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes	ing activities in different KLAs	' cross-KLA / curriculun	n areas to end	hance learning effectiver.	ess, or to organ	ise diversified life-wide learning act	ivities to cater fo	or students' interes	sts and abilities fo	or stretching stu	dents' potential	and nurturing	in students pos	strve values ar
No.	Item	Purpose	Estimated Expenses (\$)												
-	Aquaponic and Hydroponics Systems	STEM interest group activity	\$12,900.00												
Please	ease insert rows above if the space provided is insufficient.)	Scient.)													
	Estima	Estimated Expenses for Category 2	\$12,900.00												
	Estimated E.	Estimated Expenses for Categories 1 & 2	\$1,628,040.00												

Category 3: Estimated Number of Student Beneficiaries (Compulsory)	
Total number of students in the school.	864
Estimated number of student beneficiaries	864
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Mr. LEUNG Kin San
Post of Contact Person for LWL	Assistant Principal

# Shatin Tsung Tsin Secondary School Plan on the Use of the Promotion of Reading Grant Academic Year 2024-2025

Estimated amount of grant for 2024-2025: \$77,205.00 (i.e. 2023-2024 actual figure)

Estimated amount carried forward from 2023-2024: around \$19,993.40 (as at August 2024)

# The major objectives of Reading Promotion:

To create a reading culture, to develop students' interest in reading, to enhance students' self-learning abilities and to enrich their exposure

	Items	Estimated Expenses (\$)
1.	Purchase of Books to be kept in the Library	\$77,300.00
	Printed books	
	• E-Books	
2.	Reading Promotion Activities	\$34,194.40
	Hiring writers or professionals to conduct talks	
	Hiring external service providers to 105organize student activities related to the promotion of reading	
	Paying the application fees for activities and competitions related to the promotion of reading	
	<ul> <li>Subsidy for students' participation in and application for reading-related activities or courses</li> </ul>	
3.	Prizes as incentives (e.g. book coupons, subsidy for students' purchasing books upon bookstore visits)	\$5,700.00
4.	i-Learner online platform programmes for self-learning of S.1-S.5 students who are weak in English Language and/or Chinese Language, with 30 students per subject per form	0
	Sub-total:	\$117,194.40
	Deficit to be covered by EOEBG	0
	TOTAL:	\$117,194.40

Diversity Learning Grant - Other Programmes: Gifted Education for the 2024/25 school year (Oct 24/25) Shatin Tsung Tsin Secondary School Annual Programme Proposal for

	Programme	Objective(s)	Targets (No./level/selection)	Duration / Start Date	Deliverables	Teacher i/c	Budget
91	Sports Training / Camp	To broaden elite senior form students' horizons in sports	Selected senior form students gifted in sports	Sept 2024 – Aug 2025	The experience students gained in the training/camp	CKM	\$35,000
	Subsidizing students to participate in competitions or education programs held by external organizations (e.g. Hong Kong Biology Literacy Award competition entry fee, gifted education programs organized by local universities, etc.)	To broaden elite senior form students' horizons in different disciplines	Elite senior form students nominated by different departments	Sept 2024 – Aug 2025	The knowledge and experience students gained after joining the programs or competitions	MHF	\$21,200
	Enhancement classes organized by different subjects	To broaden elite senior form students' horizons in different disciplines(including 5 subjects: English Language, BAFS, Geography, History & Technology)	Elite senior form students nominated by different departments	Sept 2024 – Aug 2025	The knowledge and experience of students enhanced after joining the programs	MHF	\$21,880
	Leadership training programs (e.g. Outward Bound Hong Kong program, etc.)	To sharpen elite senior form students' leadership skills	Elite senior form students nominated by teachers	Sept 2024-Aug 2025	The knowledge and experience of students enhanced after joining the programs	FWC	\$34,500
+	0 40					Total:	\$112,580*

\*If the DLG is insufficient to cover the expenses, the remaining will be covered by the EOEBG.

Shatin Tsung Tsin Secondary School
Annual Programme Proposal for
Diversity Learning Grant – Other Languages for the 2024/25 school year (Oct 24/25)

	FC 101	
Budget	\$55,900	Total: \$55,900
Teacher i/c	MHF	Total:
Duration / Deliverables Start Date	Sept 2024 – The language knowledge Aug 2025 students gained after attending the OL courses.  Selected course provider:  Academy of The Baptist  Convention of Hong Kong	
Duration/ Start Date	Sept 2024 – Aug 2025	
Targets (No./level/selection)	13 S.4-5 students	
Objective(s)	To support students to study OL by attending courses offered by external provider(s) that is selected by the school	
Programme	Other languages Courses  (Japanese, Korean, French, & study OL by attending Spanish)  courses offered by external provider(s) that selected by the school	
Domain	1 Other languages (OL) (DSE Cat. C subjects)	

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

Name of School: Shatin Tsung Ts

Staff-in-charge:

Shatin Tsung Tsin Secondary School

Ms. Cheung Cheuk Nga

Contact Telephone No.:

26073881

The estimated number of students (count by heads) who benefitted under this Programme is 460 (including A. 85 CSSA recipients, B. 350 SFAS full-grant recipients and C. 25 under school's discretionary quota). Ą.

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B. Information on Activi	Information on Activities to be subsidised/complemented by	nted by the Grant.						
		Success criteria	Method(s) of	Period/Date	Estim	Estimated no. of		
*Name / Type of activity	Objectives of the activity	(e.g. learning effectiveness)	evaluation (e.g. test,	activity to be held	pari	participating #	expenditure	ire partner/service
			dacata manual chanh	•	A	В	1	(if applicable)
1. Tutorial Service	Improving students' learning effectiveness	Improved students' academic achievement	Test	Oct 2024 to May 2025	7	2	2 2 500	
2. Learning Skill Training	Training students' examination Improved students' study skills skills		Test	Oct 2024 to May 2025	2	10	2 3 500	
3. Languages Training	Training students' oral examination skills	Improved students' academic lachievement	Test	Oct 2024 to May 2025	9	15	3 500	
4. Art/Culture Activities	, aesthetic	idents' aesthetic	Aesthetic activities statistics	Oct 2024 to May 2025	2	10	2 5000	
5. Sports	Developing students' physique Improved students' sport and relevant sports skills performance		ivities	Oct 2024 to May 2025	20	80	4 30 000	
6. Self-confidence Development	.1	Improved students' personal and Questionnaire social development		Oct 2024 to May 2025	15	75.	2 20 000	
7. Communication Skills Training Courses	Developing students' communication skills	Improved students' personal and Questionnaire social skills		Oct 2024 to May 2025	10	35	2 15 000	
8. Volunteer Services	ositive s to serve	udents' willingness others	Number of students participating in voluntary services	Oct 2024 to May 2025	2	5	2 1 000	
9. Visits	Enriching students' life experience	Enhanced students' Number of students understanding on the community participating in visits		Oct 2024 to May 2025	20	100	5 18 000	
10. Adventure Activities	students' ttion skills	Improved students' interpersonal Number of students skills adventure activities		Oct to Dec 2024and Jul to Aug 2025	2	10	1 2 000	
11. Leadership Training	Developing students'	Improved students' leadership skill	Questionnaire	Oct to Dec 2024 and Jul to Aug 2025	1	2	1 4 000	
Total no. of activities: 11				@No. of man-times	85	350	25	
				**Total no. of man- times		460		

N.T. A.

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

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

<sup>\*\*</sup>Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

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

# 沙田崇真中學「公民與社會發展科津貼」運用計劃(2024/25 學年)

本校計劃於本學年運用「公民與社會發展科津貼」(「公民科津貼」)作以下用途:

承上學年餘款:\$23,594

	範疇	預算開支金額 (\$)
i	發展或採購相關的學與教資源 項目性質: 訂購公民與社會發展科網上學與教資源 明報公民與社會發展科網上資源庫:\$4999 明報公民、經濟與社會網上資源庫:\$4680 齡記高中公民與社會發展科學科資源:\$3000 優質教學資源中心網上教學資源平台:\$\$4800	\$17,494
ii	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活動詳情: 名稱:公民科中五級內地考察對象:帶隊老師人數:14 支出項目: 內地漫遊數據卡(供內地考察團帶隊老師使用)	\$600
iii	舉辦和公民科課程相關的校本學習活動 話動性質: 適合中一至中五級,關於傳統中華文化的特質的香港本 地遊導賞團	\$5,500
iv	舉辦或資助學生參加和公民科課程相關在本地或在內 地舉行的聯校/跨課程活動	\$0
V	其他 (請註明):	\$0
	總預算金額	\$23,594
	預計本學年津貼餘款	\$0

# 沙田崇真中學 推廣中華文化體驗活動一筆過津貼 2024/2025 學年計劃書

本校將運用「推廣中華文化體驗活動一筆過津貼」作以下用途:

	範疇	預計開支金額 (\$)
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(中國文化活動日、集古村)	11,600 30,000
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	2,400
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(傳統工藝廣彩及考古)	24,832 8,500
V.	採購及發展中華文化學與教資源(智愛中文平台)	14,960
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(湖南長沙文化之旅)	100,000
vii.	其他(請註明):	
	預計開支金額:	192,292
	上學年津貼餘款:	271,400
-	預計本學年結餘:	79,108

### 沙田崇真中學 支援學校推動校園體育氛圍及「MVPA60」一筆過津貼 2024/2025 學年計劃書

本校將運用「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」作以下用途:

	範疇	預計開支金額 (\$)
i.	發展或採購與體育 / 運動相關的資訊科技服務、流動	43,800
	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(互動觸控智能顯示屏)	
ii.	舉辦或資助學生參與多元化的體育活動 / 運動相關	52,010
	的學習活動 / 比賽(新興體育運動:躲避盤、柔力球、	
	地壺球及圓網球)	
iii.	舉辦或資助學生前往內地或海外參加與體育 / 運動	75,000
	相關的學習交流或考察活動(日本單車團)	
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	
V.	購置或改善學校的體育 / 運動器材	
vi.	發展 / 優化有關發展活躍及健康校園 / 「MVPA60」	
	的政策	
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」	
viii.	其他(請註明):	
	預計開支金額:	170,810
	上學年津貼餘款:	150,000
	預計本學年結餘:	(20,810)

## 沙田崇真中學 一筆過家長教育津貼(中學) 2024/2025 學年計劃書

# 本校將運用「一筆過家長教育津貼」作以下用途:

	範疇	預計開支金額 (\$)
i.	有系統或主題式的家長教育課程      服務由機構提供的總額(基督教服務處提供 4-5 次有關上網成癮的家長活動):     服務由個別講者或專家提供的總額(家長英文班):	30,000 12,000
ii.	設計及製作校本家長教育資源	
iii.	舉辦與正向家長運動有關的校本家長教育推廣活動	
iv.	其他(請註明):	
	預計開支金額:	42,000
	上學年津貼餘款:	200,000
	預計本學年結餘:	158,000

# 姊妹學校交流計劃書 2024 / 2025 學年

學校名稱:	沙田崇真中學		
題 松 紙 刊 ,	*小學 / *中學 / *特殊學校	自青 <del>之</del> 師:	盧晉銘助理校長、
学仪规则:	(*請刪去不適用者)	貝貝七帥・	黃啟思助理校長

擬於	本學年與以下內地姊妹學校進行交流活動:
1.	廣州市江南外國語學校
2.	四川省眉山市仁壽縣文林書院路初級中學
3.	北京市懷柔第五中學(待定,因未能聯絡友校)
4.	
5.	

#### 本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下:

(請在適當的方格內填上/號(可選多項)及/或在「其他」欄填寫有關資料)

#### 甲. 管理層面(\*擬舉辦/\*不擬舉辦)(\*請刪去不適用者)

		交流項目			預期目標
編號	A	描述	編號	Ø	描述
A1	Ø	探訪/考察	B1	Ø	增進對內地的認識和了解
A2		校政研討會/學校管理分享	B2	Ø	增加對國家的歸屬感/國民身份的認同
А3		會議/視像會議	В3		交流良好管理經驗和心得/提升學校行 政及管理的能力
A4		與姊妹學校進行簽約儀式/商討交流 計劃	B4		擴屆學校網絡
A5		其他(請註明):	B5	Ø	擴闊視野
			B6	Ø	建立友誼/聯繫
			B7	Ø	訂定交流計劃/活動詳情
			B8		其他(請註明):

#### 乙. 教師層面(\*擬舉辦/\*不擬舉辦)(\*請刪去不適用者)

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

#### 丙. 學生層面(\*擬舉辦/\*<del>不擬舉辦</del>)(\*請刪去不適用者)

		交流項目			預期目標
編號	Ø	描述	編號	Ø	描述
G1	Ø	探訪/考察	H1	Ø	增進對內地的認識和了解
G2	Ø	課堂體驗	H2	Ø	增加對國家的歸屬鳳/國民身份的認同
G3		生活體驗	НЗ	Ø	擴闊視野
G4		專題研習	H4		建立友誼
G5		遠程教室/視像交流/電子學習交流	H5	Ø	促進文化交流
G6		文化體藝交流	Н6	Ø	增強語言/表達/溝通能力
G7		書信交流	H7	Ø	提升自理能力/促進個人成長
G8		其他(請註明):	H8	Ø	豐富學習經歷
			Н9		其他(請註明):

#### 丁. 家長層面 (\*擬舉辦/\*不擬舉辦)(\*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

	交流項目			預期目標			
編號	M	描述	編號	Ø	描述		
J1		<b>參觀學</b> 校	K1		增進對內地的認識和了解		
J2		家長座談會	K2		增加對國家的歸屬感/國民身份的認同		
J3		分享心得	КЗ		擴闊視野		
J4		其他(請註明):	K4		加強家校合作		
			K5		加強家長教育		
			K6		交流良好家校合作經驗和心得		
			K7		其他(請註明):		

擬運用	的監察/	评估方法如下:
編號	Ø	監察/評估方法
M1		討論
M2		分享
МЗ	Ø	問卷調查
M4		面談/訪問
M5		會議
M6	Ø	觀察
M7		報告
M8		其他(請註明):

津貼月	津貼用途及預算開支:				
編號	Ø	交流項目	支出金額		
N1	Ø	到訪內地姊妹學校作交流的費用	HK\$129,042		
N2	Ø	在香港合辦姊妹學校交流活動的費用	HK\$55,000		
N3	Ø	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\$33,088		
N4		視像交流設備及其他電腦設備的費用	HK\$		
N5		交流物資費用	HK\$		
N6	$\square$	在香港進行交流活動時的茶點開支(註不可超過學年津點額的2%)	HK\$3,309		
N7		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		其他(請註明):	HK\$		
N9		學年預計總開支	HK\$220,439		
N10		沒有任何開支	不適用		
		2023/24 年度結轉	HK\$162,994		
		2024/25 年度津貼	HK\$165,439		
		2024/25 年度預期支出	HK\$220,439		
		2024/25 年度預期結餘	HK\$107,994		

Income and Expenditure Account
Budget for School Year 2024/2025 (Revised)

2022 - 31.8.2023		Description Income	Budget 1.9.2023 - 31.8.2024	Actual I/E as at May 2024	Budget 1.9.2024 - 31.8.20
9,872,290.40	1.	EOEBG	10,021,500.00	10,014,623.58	9,896,07:
106,800.00	2.	Sch-based After -sch L&S Prog	106,800.00	97,200.00	88,200
105,000.00	3.	Diversity Learning Grant	105,000.00	117,000.00	160,900
51,006,402.74	4.	Teaching Staff Salaries Grant	52,308,000.00	39,262,001.46	48,476,70
3,160,140.00	5.	Lab. Tech./EP/SEO Salaries Grant/LSA	3,244,000.00	2,062,560.00	2,836,20
279,500.00	6a	Teacher Relief Grant (Basic)	288,000.00	292,500.00	290,00
6,374,574.00	6b	Teacher Relief Grant (Optional)	6,306,588.00	6,547,055.40	6,940,00
0,574,574.00	6c	Teacher Relief Grant (SEN)	0,500,500.00	-	
614,109.55	7.	Employer's Contributions to PF/MPF	744,000.00	503,242.80	620,62
321,770.00	8.	Learning Support Grant for Sec. School	321,800.00	396,009.00	390,00
	_		1,499,000.00	1,483,217.00	1,505,47
1,455,555.00	9.	Life-wide Learning Grant			76,05
77,350.00	-	Student Activities Support Grant	77,400.00	74,750.00	340,00
327,588.00	_	Information Technology Staffing Support Grant	337,000.00	333,812.00	
159,955.00	-	Grant for the Sister School Scheme	165,000.00	162,994.00	165,43
74,646.00	_	Promotion of Reading Grant	77,000.00	76,064.00	77,20
87,916.00		Quality Education Fund-English	-	-	
169,730.00	15.	IT Innovation Lab in Secondary Schools Programme	400,000.00	-	200,00
	16.	One-off Grant for Supporting the Implementation of the Senior	_	-	
-		Secondary Subject Citizenship and Social Development			21.5
25,855.00	17.	Home-School Cooperation	27,000.00	25,978.00	24,64
22,000.00	18.	One-off Special Support Grant - Enhance Cleansing	-	-	
792,000.00	19.	Other Recurrent Grants (R&R)	791,300.00	597,500.00	797,00
3,700.00	20.	Hong Kong School Drama Festival	3,700.00	3,850.00	4,00
61,186.00		Passage/Baggage Allowance under NET	-	-	
-	22.	0 00 0	1,259,000.00	359,715.00	719,42
548,668.00	23.	,	274,332.00	269,332.00	
348,008.00	_	Mental Health at School (One-off Gr)		60,000.00	
	_		-	20,000.00	
	26.		-	200,000.00	
	-	One-off Grant on Parent Education (Sec)			
		Prom.Chi Cul Immerse Activity_One-off Gr	-	300,000.00	
_		Prom.Sch Sport Ambience&MVPA60_OneOff Gr	-	150,000.00	
-	29.	One-Off Grant for Pur.of E-Assessment Tools Income	-	80,000.00	
-		Mobile Comp Devices & Internet Ser Supp QEF	-	297,600.00	
271,725.74	31a	. Others	395,800.00	346,948.73	358,00
132,344.80	31b	. Tong Fai	443,000.00	237,608.58	133,00
90,612.00	31c	. Hire of Accommodation	35,000.00	39,344.40	59,00
170,000.00	31d	. Rental from Tuck Shop	170,000.00	153,000.00	170,00
5,409.42		. Profit on Ex bks/Sch Uniform,etc	5,700.00	- 1	7,00
228,890.00	_	Specific Charges - Non-standard facilities	222,000.00	231,160.00	231,00
1,023,821.45	-	Specific Charges - Small-class Teaching	800,000.00	804,750.00	823,00
16,800.00	-	Specific Charges - SU Membership Fee	18,000.00	16,920.00	17,00
11,376.00		Students' Union- Sales	10,000.00	4,820.30	6,00
11,570.00	100.		10,000.00	1,020.00	
196 264 24	36	Students' Union-Service/Income-Cony & Service	- 1	- 1	211.00
196,264.24	36.	Students' Union-Service/Income-Copy & Service	80.455.920.00	65 621 556 25	THE RESERVE OF THE PERSON NAMED IN COLUMN 2 IS NOT THE PERSON NAME
196,264.24 77,793,979.34	36.	Students' Union-Service/Income-Copy & Service  Total Income	80,455,920.00	65,621,556.25	THE RESERVE OF THE PERSON NAMED IN COLUMN 2 IS NOT THE PERSON NAME
	36.	Total Income	80,455,920.00	65,621,556.25	NAME AND ADDRESS OF THE OWNER, WHEN PERSON NAMED AND POST OFFICE ADDRESS OF THE OWNER, WHEN PERSON NAMED AND POST OFFI ADDRESS OFFI ADDRESS OF THE OWNER, WHEN PERSON NAMED AND POST OFFI ADDRESS OFFI ADDRESS OF THE OWNER, WHEN PERSON NAMED AND POST OFFI ADDRESS OFFI
77,793,979.34		Total Income  Expenditure			75,622,93
77,793,979.34	1.	Total Income  Expenditure  EOEBG	9,523,722.00	6,211,091.78	75,622,93 13,618,39
77,793,979.34 11,047,921.62 73,486.50	1. 2.	Total Income  Expenditure  EOEBG Sch-based After-sch L & S Prog	9,523,722.00 106,800.00	6,211,091.78 43,338.10	75,622,93 13,618,33 104,50
77,793,979.34 11,047,921.62 73,486.50 127,289.30	1. 2. 3.	EXPENDITURE  EOEBG Sch-based After-sch L & S Prog Diversity Learning Grant	9,523,722.00 106,800.00 159,700.00	6,211,091.78 43,338.10 76,274.00	75,622,93 13,618,39 104,50 168,48
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99	1. 2. 3. 4.	Expenditure  EOEBG Sch-based After-sch L & S Prog Diversity Learning Grant Teaching Staff Salaries	9,523,722.00 106,800.00 159,700.00 52,308,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21	13,618,39 104,50 168,48 48,476,70
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00	1. 2. 3. 4. 5.	Expenditure  EOEBG Sch-based After-sch L & S Prog Diversity Learning Grant Teaching Staff Salaries Lab. Tech/EP/SEO Salaries Grant/LSA	9,523,722.00 106,800.00 159,700.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00	13,618,39 104,50 168,48 48,476,70
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00	1. 2. 3. 4. 5.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00	75,622,93 13,618,33 104,51 168,44 48,476,74 2,836,24
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00	1. 2. 3. 4. 5.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)	9,523,722.00 106,800.00 159,700.00 52,308,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00	75,622,93 13,618,33 104,51 168,44 48,476,74 2,836,24
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00	1. 2. 3. 4. 5.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93 13,618,31 104,51 168,41 48,476,70 2,836,20 5,293,93
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00	1. 2. 3. 4. 5. 6a 6b	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91	75,622,93 13,618,39 104,51 168,41 48,476,70 2,836,20 5,293,90 620,60
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00	1. 2. 3. 4. 5. 6a 6b 6c	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93 13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,66 349,2
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00	1. 2. 3. 4. 5. 6a 6b 6c 7.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91	75,622,93 13,618,39 104,50 168,44 48,476,70 2,836,20 5,293,93 620,63 349,2
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 - 614,109.30 290,256.85	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62  409,302.91 256,880.80	75,622,93 13,618,33 104,50 168,44 48,476,74 2,836,20 5,293,93 620,66 349,2 1,628,0
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 - 614,109.30 290,256.85 1,946,080.70 77,240.10	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 1,175,532.50	75,622,93 13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,63 349,2 1,628,0 76,00
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 - 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant	9,523,722.00 106,800.00 155,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 - 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00	75,622,93 13,618,33 104,51 168,44 48,476,71 2,836,24 5,293,93 620,6 349,2 1,628,0 76,0 350,0
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 - 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87	75,622,93 13,618,33 104,51 168,44 48,476,74 2,836,21 5,293,93 620,6 349,2 1,628,0 76,0 350,0 220,4
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 - 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP//SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant	9,523,722.00 106,800.00 155,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 - 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00	75,622,93 13,618,33 104,51 168,44 48,476,77 2,836,20 5,293,93 620,62 349,62 1,628,0 76,0 350,0 220,4
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00  5,890,000.00  744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11	75,622,93  13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,6: 349,2: 1,628,0: 76,0.0 350,00 220,4 117,1:
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 - 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11 - 5,000.00	75,622,93 13,618,33 104,51 168,44 48,476,77 2,836,20 5,293,93 620,62 349,62 1,628,00 76,00 220,4 117,11
77,793,979.34 11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00  5,890,000.00  744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11	75,622,93 13,618,33 104,51 168,44 48,476,77 2,836,20 5,293,93 620,62 349,62 1,628,00 76,00 220,4 117,11
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 - 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 - 400,000.00 265,600.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11 - 5,000.00	75,622,93 13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,66 349,2 1,628,0 76,00 350,00 220,4 117,11 200,0 23,5
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 216,640.00 5,389.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 - 400,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11 - 5,000.00	75,622,93 13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,66 349,2 1,628,0 76,00 350,00 220,4 117,11 200,0 23,5
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP//SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant Information Technology Staffing Support Grant Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 - 400,000.00 265,600.00 27,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,66 349,2- 1,628,00 76,00 220,4 117,1 200,0 23,5
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 - 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,66 349,22 1,628,00 76,0,0 350,00 220,4 117,1; 200,0 23,5 24,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP//SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant Information Technology Staffing Support Grant Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 - 400,000.00 265,600.00 27,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,31 104,50 168,41 48,476,70 2,836,20 5,293,93 620,6 349,2 1,628,0 76,0,0 350,0 220,4 117,1 200,0 23,5 24,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 - 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,33 104,50 168,41 48,476,70 2,836,20 5,293,9 620,66 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 - 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,33 104,50 168,48 48,476,70 2,836,20 5,293,93 620,66 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 - 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,33 104,50 168,41 48,476,70 2,836,20 5,293,9 620,66 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 20. 21. 22. 23.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,33 104,51 168,44 48,476,71 2,836,21 5,293,93 620,66 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 22. 23. 24.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP//SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Gent)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  Quality Education Fund-PE  Mental Health at School (One-off Gr)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 5,890,000.00 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 400,000.00 265,600.00 27,000.00 791,300.00 3,700.00 629,500.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 203,720.00 24,629.87 89,237.11 - 5,000.00 262,696.00 7,210.10 - 597,500.00 - 62,271.00	75,622,93  13,618,31 104,50 168,41 48,476,70 2,836,20 5,293,90 620,66 349,22 1,628,0 76,00 350,00 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)	9,523,722.00 106,800.00 155,700.00 52,308,000.00 3,244,000.00 - 5,890,000.00 - 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 - 400,000.00 265,600.00 27,000.00 - 791,300.00 3,700.00 - 629,500.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 - 409,302.91 256,880.80 203,720.00 24,629.87 89,237.11 - 5,000.00 262,696.00 7,210.10 - 597,500.00 - 62,271.00	75,622,93  13,618,31 104,50 168,41 48,476,71 2,836,20 5,293,93 620,6 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 - 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 792,000.00 1,276.30 61,186.00 - 755,729.00	1. 2. 3. 4. 5. 6a 6b 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  Mental Health-Parent&Student(One-off Gr)  One-off Grant on Parent Education (Sec)	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11 - 5,000.00 262,696.00 7,210.10 - 597,500.00 12,845.90	75,622,93  13,618,33 104,50 168,41 48,476,71 2,836,20 5,293,93 620,6 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity_One-off Gr	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,9:  13,618,3: 104,50: 168,4: 48,476,7: 2,836,20: 5,293,9: 620,6: 349,2: 1,628,0: 76,0: 350,0: 220,4: 117,1: 200,0: 23,5: 24,6: 797,0: 4,0: 719,4: 32,2: 20,0: 200,6: 189,8:
77,793,979.34  11,047,921.62     73,486.50     127,289.30     50,966,178.99     3,160,140.00     25,800.00     5,533,888.00      614,109.30     290,256.85     1,946,080.70     77,240.10     305,730.00     78,480.00     5,389.00     16,065.00     22,000.00     792,000.00     1,276.30     61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 20. 21. 22. 23. 24. 25. 26. 27. 28.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  Mental Health-Parent&Student(One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity_One-off Gr	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93 13,618,33 104,50 168,44 48,476,74 2,836,20 5,293,93 620,6 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,6 200,6 189,8 170,8
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP//SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant Information Technology Staffing Support Grant Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  Mental Health-Parent&Student(One-off Gr)  One-off Grant for Pur. of E-Assessment Tools Income	9,523,722.00 106,800.00 159,700.00 159,700.00 52,308,000.00 3,244,000.00 5,890,000.00 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 400,000.00 27,000.00 791,300.00 3,700.00 629,500.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93 13,618,33 104,50 168,44 48,476,74 2,836,20 5,293,93 620,6 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,6 200,6 189,8 170,8
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (GEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant Information Technology Staffing Support Grant Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  Mental Health Parent&Student(One-off Gr)  Mental Health-Parent&Student(One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity One-off Gr  Prom.Sch Sport Ambience&MVPA60 OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11 - 5,000.00 262,696.00 7,210.10 - 597,500.00 12,845.90 297,600.00	75,622,93  13,618,31 104,50 168,41 48,476,70 2,836,20 5,293,90 620,6 349,2 1,628,0 76,0,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,6 200,6 189,8 170,8 80,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00 755,729.00	1. 2. 3. 4. 5. 6a 6b 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Gasic)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  Mental Health-Parent&Student(One-off Gr)  One-off Grant on Parent Education (Sec)  Prom. Chi Cul Immerse Activity One-off Gr  Prom. Sch Sport Ambience&MVPA60 OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,31 104,50 168,41 48,476,71 2,836,20 5,293,93 620,6 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,6 200,6 189,8 170,8 80,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 - 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00 286,395.87 60,747.00	1. 2. 3. 4. 5. 6a 6b 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 30. 31. 32.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity_One-off Gr  Prom.Sch Sport Ambience&MVPA60_OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund  Specific Charges - Non-standard facilities	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,33 104,50 168,44 48,476,74 2,836,20 5,293,93 620,6 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 719,4 32,2 20,0 200,0 189,8 170,8 80,0
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00 755,729.00	1. 2. 3. 4. 5. 6a 6b 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity One-off Gr  Prom.Sch Sport Ambience&MVPA60 OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund  Specific Charges - Non-standard facilities	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93 13,618,33 104,50 168,48 48,476,70 2,836,20 5,293,93 620,66 349,2 1,628,0 76,00 350,00 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,0,0 200,0 189,8 170,8 80,0
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 - 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00 286,395.87 60,747.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 12. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 300. 31. 32. 33.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity_One-off Gr  Prom.Sch Sport Ambience&MVPA60_OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund  Specific Charges - Non-standard facilities	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93 13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,66 349,2- 1,628,00 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,0 200,0 189,8 170,8 80,0 295,7 260,6 296,6 35,6
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 12. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 300. 31. 32. 33.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity One-off Gr  Prom.Sch Sport Ambience&MVPA60 One-Off Gr  One-Off Grant for Pur of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund  Specific Charges - Non-standard facilities  Specific Charges - SU Membership Fee	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,31 104,50 168,41 48,476,70 2,836,20 5,293,90 620,6 349,2 1,628,0 76,0 350,0 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,6 200,6 189,8 170,8 80,6 295,7 260,6 296,6 35,6,6 35,6,6 30,0
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00  614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 3. 24. 25. 26. 27. 28. 30. 31. 32. 33. 34. 35.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (Optional)  Teacher Relief Grant (SEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity One-off Gr  Prom.Sch Sport Ambience&MVPA60 OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund  Specific Charges - Non-standard facilities  Specific Charges - SU Membership Fee	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 5,890,000.00 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 400,000.00 27,000.00 791,300.00 3,700.00 629,500.00 401,900.00 93,000.00 271,400.00 80,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93 13,618,33 104,50 168,44 48,476,70 2,836,20 5,293,93 620,66 349,22 1,628,0 76,00 220,4 117,1 200,0 23,5 24,6 797,0 4,0 719,4 32,2 20,0 200,0 189,8 170,8 80,0 2295,7 260,0 296,8 35,0 30,0
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37 216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 3. 24. 25. 26. 27. 28. 30. 31. 32. 33. 34. 35.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech./EP//SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (GEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant Information Technology Staffing Support Grant Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health-Parent&Student(One-off Gr)  One-off Grant on Parent Education (Sec)  Prom.Chi Cul Immerse Activity One-off Gr  Prom.Sch Sport Ambience&MVPA60 OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund  Specific Charges - Small-class Teaching  Specific Charges - SU Membership Fee  Students' Union- Sales	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00 5,890,000.00 744,000.00 603,000.00 1,634,155.00 77,400.00 287,580.00 165,000.00 97,080.91 400,000.00 27,000.00 791,300.00 3,700.00 629,500.00 401,900.00 93,000.00 271,400.00 80,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62	75,622,93  13,618,35 104,50 168,48 48,476,70 2,836,20 5,293,93 620,62 349,24 1,628,04 76,00 220,43 117,15 200,00 23,59 24,66 797,00 4,00 719,4 32,2 20,0 200,0 189,8 170,8 80,0 295,7 260,0 296,8 35,0 30,0 150,0
77,793,979.34  11,047,921.62 73,486.50 127,289.30 50,966,178.99 3,160,140.00 25,800.00 5,533,888.00 614,109.30 290,256.85 1,946,080.70 77,240.10 305,730.00 78,480.00 98,838.37  216,640.00 5,389.00 16,065.00 22,000.00 792,000.00 1,276.30 61,186.00	1. 2. 3. 4. 5. 6a 6b 6c 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 3. 24. 25. 26. 27. 28. 30. 31. 32. 33. 34. 35.	Expenditure  EOEBG  Sch-based After-sch L & S Prog  Diversity Learning Grant  Teaching Staff Salaries  Lab. Tech/EP/SEO Salaries Grant/LSA  Teacher Relief Grant (Basic)  Teacher Relief Grant (GEN)  Employer's Contributions to PF/MPF  Learning Support Grant for Sec. School  Life-wide Learning Grant  Student Activities Support Grant  Information Technology Staffing Support Grant  Grant for the Sister School Scheme  Promotion of Reading Grant  Quality Education Fund-English  IT Innovation Lab in Secondary Schools Programme  One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  Home-School Cooperation  One-off Special Support Grant - Enhance Cleansing  Other Recurrent Grants (R&R)  Hong Kong School Drama Festival  Passage/Baggage Allowance under NET  QEF - Renew Junior-Form SB Arts Curriculum  Quality Education Fund-PE  Mental Health at School (One-off Gr)  Mental Health at School (One-off Gr)  Mental Health-Parent & Student (One-off Gr)  Mental Health Parent & Activity One-off Gr  Prom. Sch Sport Ambience & MVPA60 OneOff Gr  One-Off Grant for Pur. of E-Assessment Tools Income  Mobile Comp Devices & Internet Ser Supp QEF  Sub. Fund  Specific Charges - Small-class Teaching  Specific Charges - Su Membership Fee  Students' Union- Sales  Students' Union-Service/Exp-Copy & Service	9,523,722.00 106,800.00 159,700.00 52,308,000.00 3,244,000.00	6,211,091.78 43,338.10 76,274.00 39,282,089.21 2,062,560.00 205,690.00 4,559,705.62 409,302.91 256,880.80 1,175,532.50 59,866.10 203,720.00 24,629.87 89,237.11 5,000.00 262,696.00 7,210.10 597,500.00 12,845.90 297,600.00 398,454.80 41,500.00 144,741.10 6,646.60 12,222.00	211,00 75,622,93 13,618,35 104,50 168,48 48,476,77 2,836,20 5,293,93 620,62 349,22 1,628,04 76,03 220,43 117,15 200,00 24,60 797,00 4,00 719,4 32,2 20,0 200,0 189,8 170,8 80,0 295,7 260,0 296,8 35,0 30,0 150,0 77,388,9

EOEBG

Budget for School 2024/2025 (Revised)

Audit Report	Description	Budget	Actual I/E	Budget
1.9.2022 - 31.8.2023		1.9.2023 - 31.8.2024	as at May 2024	1.9.2024 - 31.8.2025
	Income			
2,790,171.40	Basic Provision/Baseline Reference#	2,727,000.00	2,798,002.58	2,571,222.00
5,002,146.00	2. Administration Grant (Ordinary)	5,152,200.00	5,097,138.00	5,173,572.00
617,099.00	3. Air-conditioning Grant	635,600.00	628,817.00	638,250.00
654,502.00	Capacity Enhancement Grant	674,100.00	666,935.00	676,944.00
637,011.00	5. Composite IT Grant	656,100.00	649,114.00	658,851.00
111,488.00	School-based Educational Psychology     Service	114,800.00	113,606.00	115,310.00
8,258.00	7. School-based Speech Therapy Administration Grant	8,500.00	8,415.00	8,541.00
51,615.00	8. School-based Management Top-up Grant	53,200.00	52,596.00	53,385.00
9,872,290.40	Total:	10,021,500.00	10,014,623.58	9,896,075.00
	Expenditure			
1,200,150.59	1. Running Cost	455,898.00	462,620.18	872,670.00
	2. Teaching & Curriculum	208,102.00		166,828.00
239,827.88	3. Activities	342,100.00	337,966.66	1,679,173.00
3,877,287.91	4. Admin & Clerical Staff Salaries	4,049,000.00	2,945,076.20	4,541,268.00
60,860.00	5. Cleaning service	72,000.00	220,800.00	350,000.00
617,099.00	6. Air-conditioning Grant	635,600.00	628,817.00	638,250.00
549,354.04	7. Capacity Enhancement Grant	711,522.00	474,697.50	778,980.00
645,059.70	8. Composite Inform. Tech Grant	656,100.00	375,867.98	844,250.00
111,488.00	9. School-based Educational Psychology Service	114,800.00	113,606.00	115,310.00
7,328.30	10. School-based Speech Therapy Administration Grant	8,500.00	4,595.40	8,000.00
	11. School-based Management Top-up Grant	53,200.00	600.00	given or great plants
84,600.00	12. Lift Maintenance	88,200.00	57,800.00	90,000.0
8,255.10	13. Visual Arts	11,000.00	9,120.64	26,710.00
	14. Home Economics			
2,593.80	15. Integrated Science	2,400.00	1,816.00	6,950.0
	16. Technology	2,200.00		9,450.0
9,545.40	17. Prog Fund for WS	mened iki <b>-</b> lm		+ · · · ·
	18. Moral & Civic Education	100.00		
2,794,937.90	19. Furniture & Equipment	1,535,000.00	220,157.16	1,809,350.0
823,571.00	20. Repairs	456,000.00	355,751.07	1,548,410.0
15,963.00	21. Training and Development	22,000.00	1,800.00	32,800.0
	22. Contingency	100,000.00	1	100,000.0
11,047,921.62	Total:	9,523,722.00	6,211,091.78	13,618,399.0

# including other income