Major Concern 1: <u>To cultivate students to become well-rounded and resilient learners for continuous self-improvement</u>

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
A. Fostering students' understanding and practice of positive values	● To assist students in upholding positive values across KLAs and Committees focusing on major themes of **Gratitude** and **Temperance**.	● KLAs effectively integrating positive values into their curriculum, action plans, lesson plans and evaluation documents ● 75% of students affirming that the learning activities have aided their development of moral values. ● Collaboration among KLAs and Committees in organizing programs that promote the themes of Gratitude & Temperance.	● Feedback from students & teachers ● Scrutiny of documents	Whole year	● Panels ● Committee Heads ● Class Teachers	● Collaborative Lesson Planning records ● Lesson Observation Forms ● EDB value education planning tools
	● To incorporate debriefing sessions as a component of the School-Based Values Education program to enhance students' reflection skills.	● Conducting evaluations after implementing activities, with evidence of students' demonstrated learning throughout the process. ● 75% of the students agree that the targeted values have been internalized and strengthened.	● Stakeholder Survey (SHS) findings ● Feedback from students & teachers ● Reflections by students ● Scrutiny of documents ● Focused meetings with students	Whole year	● Panel Heads ● Committee Heads ● Class Teachers	● Students' reflection records
	● To review school policies and strategies to prioritize the recognition and appreciation of students' efforts and good deeds.	● Teachers utilizing creative approaches to express appreciation and commendation for students' positive actions and good deeds. ● 70% of students agreed that they feel recognized and appreciated for their efforts and good deeds.	● Feedback from students & teachers	Whole year	● SG, SAL Committees ● Panels ● Class teachers	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
B. Nurturing healthy lifestyle practices for student well-being	● To foster students' health through balanced diet and rest: - Instill a well-balanced diet in students and educate them about the importance of nutrition. - Emphasize the significance of proper rest and encourage students to prioritize sufficient rest in their daily routine.	● 70% of students acknowledge that the activities have heightened their understanding of the importance of a balanced diet and proper rest.	● APASO III and Stakeholder Survey (SHS) findings ● Feedback from students & teachers ● Reflections by students ● Scrutiny of documents	Whole year	● Bio, T&L Panels ● RMC, SG Committees ● Class Teachers	● School Funding
	● To promote mental well-being among students: - Launch school-wide programs to foster students' self-awareness and self-care strategies, such as "Mindfulness exercise", "PERMA week" and "Gatekeeper Scheme" - Strengthen students' emotional adaption competence through activities / WPD programs.	● 70% of students demonstrate an increased awareness of the significance of mental health and find the relaxation exercises useful for relaxation. ● 70% of students who participate in the scheme and workshop find the mental health knowledge and tips beneficial to them.	● APASO III findings ● Feedback from students & teachers ● Focus group interviews with students	Whole year	● ERE Panel ● RMC, SG Committees ● Class Teachers	● School Funding

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required

	● To enhance students' physical wellness:
	  - Promote MVPA60 (Moderate Vigorous Physical Activity) in PE lessons for all levels, encouraging students to engage in physical activities that elevate their heart rate.
	  - Broaden students' exposure to sports activities by providing opportunities for them to explore and participate in a variety of sports.
		● 70% of students exhibit an improved consciousness of their physical fitness.
		● Improved performance in MVPA60 at the end of the school year.
			● APASO III and Stakeholder Survey (SHS) findings
			● MVPA60 data
			● Feedback from students & teachers
			● Scrutiny of documents
				Whole year	● PE Panel
					● SAL Committee
						● EDB "MVPA60" Award Scheme
						● LWL Grant

C. "Clarian Growth Program" to cultivate students' resilient mindset, unleashing their potential to the fullest.	● To cultivate students' autonomous and positive mindset, enabling them to face adversity and embrace future challenges by:
	  - providing "**Clarian Growth Program**" training for students.
	  - sharing the meaning and examples of a optimistic mindset by students and teachers in school activities such as morning assemblies, prayers, and CT periods.
		● 70% of students agree to adopt a optimistic mindset, embracing the concepts of learning and growth from failure, as well as viewing challenges as opportunities to learn new things.
		● 70% of students agree to actively step out of their comfort zone.
			● Feedback from students & teachers	Whole year	● GE, SG, RMC Committees
					● Class Teachers	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required

	● To encourage students to step out of their comfort zone and develop their potential through extended and experiential learning such as
	  - organizing theme-based resilience-building camps tailored to different levels of students.
	  - provide a diverse range of career-related activities and programs that aim to enrich students' understanding of various career pathways.
	  - engaging junior form students in community service initiatives to foster care and concern for different groups in society.
		● 70% of participants agree that the camps have effectively fostered their personal growth and resilience.
		● 70% of participants agree that the career-related activities have greatly expanded their understanding of different career pathways, encompassing the necessary skills and qualifications.
		● 70% of participants agree that service learning has enhanced their social exposure, and they express a desire to continue helping those in need in the future.
			● Feedback from students & teachers
			● Scrutiny of documents
				Whole year	● Committee Heads	

	● To promote students' exploration of their potential, encourage their participation in local and overseas workshops, conferences, and competitions.	● Increase in the number of students participating in different local and overseas learning programs compared to previous years.	● Scrutiny of documents	Whole year	● GE, SAL Committees ● Panels	● LWL Grant

Major Concern 2: To nurture students to become effective and confident life-long learners

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
A. **Students are exposed to meaningful learning experiences while maintaining a balance between study and well-being**	• **Expand students' range of experiences** through both classroom and co-curricular activities	• Improvement in relevant questions in stakeholder surveys	• Feedback from students and teachers • Scrutiny of documents	Whole year	• Panels • KLAs	
	• **Foster a positive learning environment** that encourages discussions and provides ample opportunities for students to express their ideas	• Most students are engaged in lessons • Students are more willing to speak up in class		Whole year	• Panels	
	• **Review and refine school assessment policy to create space and time for learning** (i) arrangement of Uniform Tests and Examinations (ii) homework coordination	• 70% of students agree that the arrangements help them achieve a better balance between study and rest		1st term	• Academic Committee • Exams & Tests Committee • Student Learning Committee	
B. **Students are equipped with effective study skills and good study habits**	• **Develop effective study skills and good study habits** (i) Organize study skills workshops for S1 & S4 (WPD) (ii) Provide opportunities for students to practice those skills	• 70% of students agree that the workshops have equipped them with effective study skills and good study habits • Most students apply those skills in learning tasks	• Feedback from students and teachers • Scrutiny of documents	Whole year	• Student Learning Committee • Panels	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	• **Foster Information Literacy through** (i) formal curriculum (e.g. CES, CL, language subjects) (ii) informal curriculum (e.g. WPD programs, reading) *https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/InformationLiteracyforHongKongStudentsLearningFramework(2024)_ENG.pdf*	• 70% of students agree that they have increased understanding of effective and ethical use of information and information technology	• Feedback from students and teachers • Scrutiny of documents	Whole year	• Relevant panels • IT in L&T Committee • RMC Committee • Reading to Learn Committee	
	• **Provide guidance to teachers and students on utilizing AI appropriately to enhance student learning** (i) SPD program to equip teachers with the relevant knowledge, skills and attitude (ii) Set guidelines for teachers and students on the proper use of AI (iii) Develop exemplars of use of AI in teaching through pilot panels. (e.g. Eng, Chin)	• 70% of teachers agree that they have increased understanding of use of AI in teaching • 70% of teachers and students agree that the guidelines help them understand the proper use of AI in learning	• Feedback from students and teachers • Scrutiny of documents	Whole year	• SPD Committee • IT in L&T Committee • Selected panels	
C. **"Clarian Growth Program" to cultivate positive mindset of students, enhancing their**	• **Encourage students to take on challenging tasks** (e.g. learn a new skill, join a competition)	• 70% of students agree that the program increase their belief in their own abilities and confidence.	• Feedback from students and teachers • Scrutiny of documents	Whole year	• Class teachers • Panels	
	• **Facilitate students to set realistic goals and celebrate progress** (i) Set goals on academic achievements at the beginning of			Whole year	• Class teachers	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
confidence in academic performance	term (ii) Share their progress in class (iii) Celebrate their progress (e.g. lunchtime class parties, whole-school celebration party)					
	● **Provide opportunities for students to reflect on their learning experiences** Conduct self-reflection after tests and exams to identify strengths and determine areas of improvement			Whole year	● Class teachers ● Panels ● Student Learning Committee	
	● **Invite students to share their challenges, failures and growth experiences** Invite (Past) Clarians to share their challenges, failures and growth experiences (e.g. through broadcast or during prize-presentation ceremonies)			Whole year	● WPD Committee	

If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.

<u>Theme of the Year 2024-2025</u>
<u>Embrace Resilience,</u>
<u>Catalyse Growth</u>

Seven Learning Goals of

Secondary Education

Updated Seven Learning Goals of Secondary Education

To enable students to

NI National and Global Identity	•	become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society
BK Breadth of Knowledge	•	acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels
LaP Language Proficiency	•	become proficient in biliterate and trilingual communication for better study and life
GS Generic Skills	•	develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
IL Information Literacy	•	use information and information technology ethically, flexibly and effectively
LP Life Planning	•	understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career
HL Healthy Lifestyle	•	lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts

(a) Plan on Use of Capacity Enhancement Grant

Major Concerns	Strategies/ Tasks	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
I.T. in Learning and Teaching	To employ one I.T. Technician to support I.T. in Learning and Teaching	▪ Provide technical support for I.T. in Learning and Teaching	Whole year	Smooth use of e-learning platforms More use of I.T. in learning & teaching	Scrutiny of Records Teachers' feedback	Mr. Wong Kwok Shu
Academic Affairs	To employ one Teaching Assistant to support clerical work for some Panels and conduct extra classes for junior form students	▪ Relieve teachers' workload ▪ Assist with developing school-based teaching resources ▪ Enhance teachers' capacity to address students' individual needs	Whole year	School-based resources are developed. Majority of extra class participants found that the classes useful for their learning.	Teachers' feedback Students' feedback	Ms. Brenda Fung
Academic	To provide after-school English classes	2 After-school English classes could motivate students to take part in English activities and speaking practices.	Whole year	Students would find the classes motivating their interest to use English	Teachers' feedback Students' feedback	Mr. Louis Lo

(b) Plan on Learning Support Grant

LSGSS for the year 2024/25	$15 485 x 14 = $216 790
Balance from 2023/24	$ 21 555.84
TOTAL LSGSS for 2024/25	$216 790 + $ 21 555.84 = $238 345.84
Estimated budget for 2024/25	$216 000
Estimated Surplus	$ 22 345.84

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Executive Functioning Training Workshop	1.5 hrs/session 20 sessions 30 hours	Whole year	Students with SEN + suspected cases	To enhance students' social skills, self-management skills and communication skills.	30,000
2	Chinese Writing & Reading Training	2 hrs/session 20 sessions 40 hours	Whole year	Students with SEN + suspected cases	To equip students with SpLD with Chinese study skills and to improve their comprehensive skills	42,000
4	Clinical Psychology Services	50 hours	Whole year	Students with SEN + suspected cases	To provide psychology services to those students helping them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life.	60,000
5	Expressive Art Therapy	1 hr/session 20 sessions 20 sessions	Whole year	Students with SEN + suspected cases	To help students with SEN express their thoughts and feelings through creative art, to help them deal with emotional issues, such as stress and anxiety.	24,000
6	Animal Assisted Therapy	1 hr/session 20 sessions 20 hours	Whole year	Students with SEN + suspected cases	With the use of animals as a way to help students cope with some mental health conditions which help improve students' overall mood and increase feelings of social support.	36,000
7	Speech Therapy	2 hrs/session 10 sessions 20 hours	Whole year	Students with SEN + suspected cases	To facilitate the enhancement of students' speech and language abilities, enable them to develop communication, learning and social abilities more effectively.	24,000
					Total	**216,000**

(c) 改善非華語學生的中文學與教──計劃書

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
一. 實施「學習架構」整體規畫 1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。	1. 安排具教學經驗或已接受教授非華語學生的專業培訓課程的老師任教。 2. 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。 3. 鼓勵全體中文科老師參加教授非華語的培訓課程，提升教師教授非華語生的專業知識。 4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。 5. 購買教學所需的教材及圖書。	全學年	1. 任教老師須具教學經驗或已接受教授非華語學生的專業培訓課程。 2. 任教老師於科組會議上分享教學心得 3. 曾參加相關講座 4. 每學期完成不少於 1 節觀課，全學年共 2 節；全學年共不少於 1 次專業交流。 5. 已購買教學所需的教材及圖書	1. ①確認相關文件 ②檢視教學設計 ③期末考試成績較期中考試進步 2 檢視會議紀錄 3. 檢視出席紀錄 4. 檢視觀課紀錄及專業交流紀錄 5. 檢視財政報告	科主任 助理科主任 科主任 科主任 任教老師 科主任 科主任 科主任
2. 設計初中非華語學生校本中國語文課程及教材。	參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。		完成初中非華語學生校本調適課程、教材及評估。	檢視教學資源庫	科主任
3. 幫助非華語學生認識中華文化，以提升學習中文的成效。	1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等 2. 安排非華語學生參加具中華文化特色的活動。(例如節慶活動等)	全學年	1. 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。 2. 曾參加具中華文化特色的活動。	檢視調適課程 檢視活動紀錄	科主任 科主任

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
4. 推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	1. 採取抽離式學習，與主流生分開學習，以照顧語文能力較差的學生。		1. 採取抽離式學習，集中照顧語文能力較差的學生。	檢視課堂安排	科主任
5. 評估支援措施的成效	1. 參考「學習架構」及評估工具設計校內評估。 2. 在學年結束前，使用教育局評估工具的結果。 3. 可提升非華語學生的中文水平。		1. 參考「學習架構」及評估工具設計校內評估。 2. 完成教育局評估 3. 整體語文水平可達中等。	1.檢視校內評估 2.檢視評估紀錄 3.檢視校內評估及考試成績	任教老師及科主任
6. 安排非華語學生多元升讀大學的途徑	1. 安排中三至中五非華語學生學習 GCE(AL)課程 2. 安排中三至中五非華語學生參加課後國際 GCE(AL)中文考試。	全學年	1. 能掌握考試內容及作答技巧 2. 能考獲 E 或以上，符合報考大學聯招替代中文的要求。	1. 檢視課業表現 2. 檢視考試成績單	任教老師科主任
二.建構共融校園 1. 加強與非華語學生家長的溝通	1. 提供所有主要學校通告的英文版本。 2. 由班主任協助非華語學生家長瞭解學校通告的內容。 3. 提供英文版本的學校簡介。 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)。		1. 所有主要學校通告的均附有英文版本 2. 班主任協助非華語學生家長瞭解學校通告的內容 3. 學校簡介具英文版本 4. 已舉辦家長講座 5. 已安排家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)	1. 檢視主要學校通告 2. 班主任口頭報告 3. 檢視學校簡介 4. 檢視講座流程 5. 檢視家長日流程	科主任副校長(學務)
2. 提升教師的文化敏感度，營造多元文化環境	為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。		開展同儕互勉計畫，不同族裔的學生能互相學習。	檢視計畫紀錄	副校長(學生發展)

(d) Plan on Use of Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN)

Balance from 2023-24	Tier	No. of students	Grant 2024-25	Total
$1,789.33	Tier-2	2	$103,230	$105,019.33

Item	Description	Estimated Cost ($)
1	Executive Functioning Skills Workshop	20 000
2	Clinical Psychology Services	80 000
3	Lunch Gathering	3 000
Total Expenditure		**$103,000**
Estimated Surplus		**$2,019.33**

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Executive Functioning Training Workshop	1.5 hrs/session 20 sessions 30 hours	Whole year	Students with SEN + suspected cases	To enhance students' social skills, self-management skills and communication skills.	20,000
2	Clinical Psychology Services	60 hours	Whole year	Students with SEN + suspected cases	To provide psychology services to those students helping them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life.	80,000
3	Inclusive Activities	4	Whole year	Students with SEN + suspected cases	To enhance students' awareness on individual differences through activities such as workshops and lunch gathering.	3,000
					Total	**$103,000**
					Estimated Surplus	**$2,019.33**

(e) Plan on Use of Diversity Learning Grant – Applied Learning Courses (2023-2025 Cohort) Three-Year Plan

DLG funded programme	Strategies & benefits anticipated	APL Course Code , Name of Course and Course Fee	Duration of the programme / course	Target Students	Estimated no. of students involved in each school year			Evaluation of students' performance	Teacher-in-charge
					24/25	25/26	26/27		
Applied Learning Courses (ApL)	- To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations	669 Computer Game and Animation Design by VTC = $ 15,100	180 hours in 2 years for each course	S5 students in the year 2024-2025	1	1	0	- Successful completion of the ApL courses by students as shown in their learning records	Career Mistress

(e) Diversity Learning Grant – Other Programs (Gifted Education)

Item	Gifted Education Elements	Programmes / Description	Target Students	Estimated Cost ($)
1.	Creativity	Workshops on enhancing creativity (pull out program – second tier)	S2-4 ALs, budding leaders, sub-com members of clubs/ houses	8,000
2.	Presentation skills	Public speaking training (pull out program – second tier)	S2-5 High achievers	5,000
3.	Enrich students' global vision	Workshops related to global issues (pull out program - second tier)	S3-5 High achievers	11,000
4.	Higher order thinking skills	Workshop on logical thinking skills (first tier)	S3 students (whole form)	23,000
5.	Higher order thinking skills	Workshop on effective reasoning skills (pull out program – second tier)	S4-5 High achievers	6,000
6.	Higher order thinking skills	Chinese/ English/ Mathematics higher order thinking classes (pull out program – second tier)	S4-6 High achievers	31,000
			Grand Total	**$84,000**

(f) School-based After-school Learning and Support Programmes

A. The estimated number of students (count by heads) benefitted under this Programme is __97__ (including A. __5__ CSSA recipients, B. __40__ SFAS full-grant recipients and C. __52__ under school's discretionary quota).

B. Information on Activities to be subsidized / complemented by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure ($)	Name of partner/service provider (if applicable)
					A	B	C		
Musical Instrumental Classes	To develop students' interest in playing musical instruments and to enhance character formation	Participants showed more interest in playing musical instruments and enjoyed the learning process.	Feedback from participants, observation	Sept to May	2	3	3	$8,000.00	Tutors
Dance Classes	To develop students' interest in dancing and to enhance confidence in performance	Participants showed more interest in dancing and became more confident in performance.	Feedback from participants, observation	Sept to May	2	2	2	$7,000.00	Tutors
Sports Classes	To raise students' level of interest, competence and confidence in sports competitions	Participants showed a higher level of sports competence and more confident in sports competitions.	Feedback from participants, observation	Sept to May	2	10	8	$5,000.00	Coaches
Tutorial Class	To help students who under-performed in tests to reach a satisfactory level in exams	Participants managed to grasp subject matters more confidently	Test results	Nov to Dec May to June	6	25	15	$15,000.00	Various outside school organizations and former S.6 graduates
Leadership Training Program	To equip and develop leadership skills to house / club chairperson	Students participated in various group activities which required cooperation, collaboration and consensus building.	Feedback from participants, observation	Sept	1	30	20	$4,000.00	Various outside school organizations
Total no. of activities: 35			@No. of participation counts		13	70	48		
			**Total no. of participation counts		131				

(g) Plan on the Use of the Promotion of Reading Grant

The major objectives for Promotion of Reading:

To nurture students' interest and help them develop a reading habit from a young age so that they will enjoy reading and develop their thinking skills and creativity through reading.

	Item*	Estimated Expenses ($)
1.	Purchase of Books ☑ Printed books ☑ e-Books	27,000
2.	Web-based Reading Schemes ☑ e- Read Scheme (English Language Department) ($16,200) ☑ e- Read Scheme (Chinese Language Department—S1 to S3) ($4,000)	20,200
3.	Reading Activities ☑ Hiring writers, professional storytellers, etc. to conduct talks	7,000
	☑ Hire of service from external service providers to organize student activities related to the promotion of reading	5,000
	☑ Paying the application fees for activities and competitions related to the promotion of reading.	1,000
	☑ Subsidizing students for their participation in and application for reading related activities or courses	1,000
4.	Other： ☑ School-based Theme-based Reading Activities	2,000
	☑ S1-S3 Reading to Learn Award Scheme	1,700
	Total:	64,900

(i) **Plan on School Executive Officer Grant (SEOG)**

Implementation Plan	Targets / Intended Outcome	Benefits Anticipated	Method(s) of evaluation	Actual Expenses ($)
To employ one full time School Executive Officer	• To assist the IMC to put in place a proper control mechanism for procurement and personnel management • To support the operation of the IMC • To assist in the executive functions of financial resource management • To assist in handling of routine school administrative matters • To handle the MR/ER in connection with EDB	• Room is created for teachers and principal to focus more on core education tasks • Smooth operation of the IMC	• Evaluation in Core School Administration meetings	511,812.00
To employ 1 full time Clerk	• To support school administration and perform clerical work.	• Clerical support and administration work to support the operation of the school office	• Evaluation in Core School Administration meetings	243,708.00
			TOTAL:	755,520.00

(j) Plan on the Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Grant (CSG)

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Evaluation	Plan/Actual Expenses ($)
Developing or procuring relevant learning and teaching resources	● Purchasing reference books, journals, magazines, multi-media and e-learning resources, mobile application and software, and other related learning and teaching resources.	With more resources, teachers would be able to teach subject content more efficiently and effectively.	To be filled.	$1,016.80
Organizing school-based learning activities relating to the CS curriculum	● Organizing learning activities for example visits to exhibitions, field trips and experiential learning camps, etc., which are related to the curriculum of Citizenship and Social Development.	Students could learn outside classroom, deepening and extending their learning.	To be filled.	$6,000.00
			TOTAL:	$7,016.80

(k) Proposal on One-off Grant for Mental Health at School 2024/25 (MHSG)

One-off Grant for Mental Health at School	$60,000
Estimated budget for 2024/25	$60,000
Estimated Surplus	$0

	Item	Aim	Estimated Budget
1	Organising activities and programmes related to enhancing the mental health of students and teachers	To promote mental health for students and teachers, such as procuring services from individual speakers or experts. To cultivate a caring school culture by launching a gatekeeper project 'Sunshine Squad'. Squad members are equipped with the abilities to be more aware of mental health issues.	25,000
2	Providing support services related to enhancing the mental health of students and teachers	To provide programs or workshops for students in need. To provide training for teachers on stress management, mindfulness and relaxation techniques.	30,000
3	Designing and producing school-based learning and teaching resources related to mental health	To produce user-friendly handouts, posters, message cards, leaflet for teachers and students.	5,000
		Total	**$60,000**

(l) <u>Plan for One-off Grant for Mental Health of Parents and Students (MHPSG)</u>

Targets	Suggested training / activities:	Estimated time	Evaluation	Proposed budget
1. To promote parents and students positive mindset 2. To introduce the ways of stress management and promotion of physical and mental health to parents and students	Providing information related to the mental health of students and parents, by publications or exhibition.	Jan 2025	Online evaluation survey	$2,000
3. To support parents in taking care of students' mental health 4. To equip parents with the relevant knowledge and skills related to mental health 5. To increase parents awareness in identifying early signs of children's mental health problems	Organising some education programmes such as talks, seminars, parent training workshops to promote the mental health of students and parents.	April 2025	Online evaluation survey	$18,000
			Total:	$20,000

Important principles for the use of the grant

1. The Grant should not be used for:
   (i) organising activities which are **not directly related to** the promotion of mental health for students and parents, such as gathering activities for parents, interest classes for parents, etc.;
   (ii) **employing teaching or non-teaching staff**; and
   (iii) subsidising activities that take place **overseas**.
2. May deploy the Grant to pay the expenses on refreshment for the activities, but these expenses **cannot exceed 10%** of the disbursed amount of the Grant.

(m) **Plan for One-off Grant for Parent Education**

Targets	Suggested training / activities:	Estimated time	Evaluation	Proposed budget
1. To organize structured parent education programmes from the launch of the Curriculum Framework (Secondary School)	Organising a series of parent education programmes - online talks to introduce the Curriculum Framework on Parent Education (Secondary School)	July 2025	Online evaluation survey	$40,000
2. To promote parent education continuously in a long run	Organising a series of parental online / face-to-face seminars to equip parents with knowledge and concepts about the following topics: a. Understanding of adolescent development b. Promotion of healthy, happy and balanced development of adolescents c. Promotion of parents' physical and psychological well-being d. Fostering home-school co-operation and communication	December 2026	Online evaluation survey	$30,000 $30,000 $40,000 $30,000
3. To develop school-based parent education resources	Designing and producing school-based parent education resources	May 2027	Online evaluation survey	$10,000
4. To build a culture of positive parent education	Providing information related to the "Positive Parent Campaign" by publications or exhibition.	May 2027	Online evaluation survey	$20,000
			Total:	$200,000

(n)推動中華文化體驗活動計劃書 (PCCIAG)

一、計劃目的：提升學生對中國歷史和中華文化的興趣和認識，讓他們能夠欣賞及承傳中華民族的卓越精神與文明，加強學生國民身份認同。

二、活動及預算

年度	活動名稱	內容	受惠對象	預算	負責人
2024-2027	中華文化周	● 舉辦主題講座，例如中國建築、中國嫁娶文化、飲食文化、中醫藥、名勝古蹟、中國文學、中國藝術等講座講者費用； ● 舉辦學習或體驗活動，例如舉辦書法、國畫、茶藝、朗誦、粵劇、中國舞、嫁娶文化等活動的用具及導師費用； ● 舉辦攤位，例如古風書籤、中國結、剪紙、香囊等製作材料費用及導師費用； ● 舉辦表演活動，例如皮影戲、中樂演奏、漢服造形及扮演中國歷史人物的道具費用及表演者費用； ● 舉辦閱讀活動，例如讀書會、作家分享會等購書及作家費用。	中一至中六	● 2024-2025：$50,000 ● 2025-2026：$50,000 ● 2026-2027：$50,000 三年合計：$150,000	中國語文科 中國歷史科
2023-2027	中國遊學活動	中三至中五： ● 2023-2024：一帶一路（新疆、甘肅） ● 2024-2025：山西太原、大同（暫定） ● 2025-2026：南京、蘇州、上海（暫定） ● 2026-2027：內蒙（暫定）	20-30 名學生、 2-3 名教師	● 2023-2027（四個學年）津貼參與師生團費： ● 每位津貼：$1,000 ● 每年津貼：$22,000-$33,000 四年合計：$88,000-$132,000	中國歷史科 公民與社會發展科
2024-2027	境內參觀及考察活動	● 舉辦本地文化考察或參觀活動，例如： 秦漢香港：東漢古墓考察 客家村落：荃灣客家文化 圍村風貌：屏山文物徑 /錦田文物徑 龍城懷古：九龍城宋代史 郡馬名聲：龍躍頭歷史文化 革命起源：孫中山史蹟徑 回到晚清：上環史地考	中一至中三	● 2024-2025：$20,000 ● 2025-2026：$20,000 ● 2026-2027：$20,000 三年合計：$60,000	中國歷史科 公民與社會發展科
			預算費用：	$298,000-$342,000	

(o) Plan for use of the MVPA 60 Grant

Items	Suggestions	Estimated Amount
Procurement sports-related IT services, mobile applications and related software	◆ RoboCoach (The app uses an AI to detect, analyze the movement of the students and to determine the correctness of the movement and accurately track the progress.) ◆ Heart rate monitor tools / QR code watch (To detect the target heart rate) ◆ Fitness and Sports Day Management System (i.e. Big Dipper / Learning Fun/ eSports)	$30,000
Organizing diversified PE-/sports-related learning activities/competitions, or subsidizing students to participate in such activities	◆ Incorporate the Indoor Rowing in PE lessons and organize indoor rowing activities to improve fitness (e.g. Indoor rowing competition, award scheme for regular participation, and sports talent identification).	$5,500
Organizing or subsidizing the participation of students, teachers and coaches in PE /sports-related exchange activities or study visits held in the Mainland or overseas	◆ To subsidize teachers and students in PE-related overseas exchange activities	$24,000
Organizing sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	◆ To organize innovative sports programs and esports activities ◆ To arrange sports-related activities for teachers and students	$30,000
Purchasing or upgrading PE/sports equipment in schools	▪ To purchase Scale ($3500), InBody 270 body composition analyzer ($46500)	$50,000
Developing/enhancing the policy on the development of an active and healthy school campus/MVPA60	◆ To join "Active Students, Active People" Campaign , MVPA 60 Award Scheme organized by EDB	$500
Hiring additional non-teaching staff/qualified coaches or procuring services to assist schools in promoting a sports ambience and MVPA60 in school	◆ To promote skateboarding by inviting qualified individuals to the school to train students in basic skills. ◆ To join the Crate Stacking (高疊盤)* promotion scheme organized by the HK Playground and join the territory-wide competition. (*Crate-stacking challenges a team to build a tower of crates with a member on top.) ◆ To arrange for students to go to the Sports Expo Hall, to participate in the interactive activities.	$10,000
	Total:	$150,000

~ End of Report ~