

HKSYCIA Wong Tai Shan Memorial College



School Report

2024-2025

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(1) Our School

Our Mission

Following the ideas of “Moral, Intellectual, Physical, Social and Aesthetic” as the school missions, the school puts equal emphasis on boosting students’ academic performance, nurturing students as a cultivated person and maintaining a free and harmonious environment so that our students can learn effectively and develop their potentials thoroughly. The school anticipates our students can learn to be an all-round, righteous and responsible citizen.

Our Motto

The design of our school badge is adapted from that of the Hong Kong Sze Yap Commercial and Industrial Association. The four yellow rings intersect in the middle, representing the four regions Enping(恩平), Kaiping(開平), Xinhui(新會) and Taishan(台山) that mutually support each other. The blue in the background symbolizes water whereas the red symbolizes earth, embodying a profound philosophy with a simple design.

The motto of our school is “Faithfulness(忠), Forgiveness(恕), Diligence(勤) and Intelligence(敏)”, all of which are the traditional virtues in our Chinese culture. It is anticipated that our students can learn to be faithful and accepting of the shortcomings of others, be dedicated to their studies and make justified decisions without bias.

School Information

Supervisor	Dr. Leung Hoi Ming
Principal	Ms. Chiu Lai Nga (BA, PCed, MEd, MA)
District	Sham Shui Po
School Type	Aided
Student Population	736
Student Gender	Co-ed
School Size	About 5000 Sq. M
Sponsoring Body	The Hong Kong Sze Yap Commercial & Industrial Association
Incorporated Management Committee	Established
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	100%
Religion	Not Applicable
Year of Commencement	1975
School Motto	Faithfulness, Forgiveness, Diligence and Intelligence
Parent-Teacher Association	Established
Student Union	Established
Alumni Association	Established

Information of Teaching Staff (including School Principal)

Total number of teachers: 57

Qualifications and Professional Training

- Had Received Teacher Training
- Bachelor Degree
- Master / Doctorate Degree or above
- Special Education Training

Percentage of teaching staff (%)

91%

100%

45%

58%

Years of Experience

- 0-4 years
- 5-9 years
- 10 years or above

Percentage of teaching staff (%)

35%

12%

53%

Class structure

Level	S1	S2	S3	S4	S5	S6
No. of classes	4	4	4	4	4	4

Subjects Offered**S.1 to S.3**

English as the medium of instruction	English, Mathematics, History, Geography, Integrated Science (S.1 & S.2), Biology (S.3), Chemistry (S.3), Physics (S.3), E.P.A. (S.3), Computer Literacy, Music, Digital Graphics (S.1 & S.2), Business Fundamentals (S.3), Visual Arts, Physical Education, STEM (S.1)
Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua, Citizenship, Economics and Society (S.1), Life & Society (S.2 & S.3), Life Values Education

S.4 to S.6

English as the medium of instruction	English Language, Mathematics, Chemistry, Physics, Biology, History, Geography, Economics, Business Accounting & Financial Studies, Information & Communication Technology, Mathematics Extended Part Module 1, Mathematics Extended Part Module 2, Visual Arts, Physical Education
Chinese as the medium of instruction	Chinese Language, Chinese History, Chinese Literature, Citizenship and Social Development, Life Values Education

School Facilities

All classrooms are equipped with a smart TV. Other school facilities include a student activity centre, a multimedia computer learning centre, a library, a student activity centre, an English activity room, a gym room, a counselling yard, a mindfulness education room, multi-purpose rooms for student leaders, etc.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To elevate academic and non-academic achievements through enhancing learning and teaching effectiveness and widening students' exposure.

Achievements

This major concern was achieved through various policies and measures: Some salient examples include the following.

(1) Measures Further Catering for Learner Diversity

- Although there was no streaming, the school had arranged split classes for F.1 - F.3, F.6 English Language, F.1 Chinese Language, and F.4 - F.6 Mathematics to cater to different abilities. Specific groups for Chinese Language had also been arranged for Non-Chinese Speaking students in F.1 - F.3, and F.5.
- We arranged various after-school and Saturday enrichment classes to cater for students of different abilities and backgrounds in order to help them enhance their academic performance. Examples include English and Math enhancement classes, English advanced writing and public speaking classes as well as Math Olympiad classes for junior and senior levels. Besides, we had English and Math enhancement classes for newly arrived students in particular to help them adapt. As for our non-Chinese speaking students, we had a year-round After-School Programme for them as additional support.
- With our Talent Pool composed of our top students in the subjects and selected ones from those nominated by teachers, different programs were arranged for them to join, like English debate, Forensic Science Enrichment Program, Mathematics Olympiad training, etc.
- Challenging questions with bonus marks were included in test and exam papers to stretch the potential of high achievers in junior levels.

(2) Revision Week

- A week before the exam was reserved for revision with students with no new subject content taught.

(3) Half-Day Lessons Before Final Exams

- Half-day lessons were implemented one cycle before the final exam to provide additional focused preparation time for students.
- Students utilized the conference room for self-study after school, which provided them with a conducive environment for focused study.

(4) Differentiated Additional Lessons for F.6 Students

- Not all F.6 students had to attend additional lessons. The Chinese Language and English Language Departments selected only the weaker ones to give them extra help.
- Other subject departments selected different batches of students for additional lessons after the paper checking week of the First Mock Exam. Subject panels developed subject-based remedial and enhancement measures to cater to the diverse needs of these students.

(5) Final-Effort Additional Lessons and Self-Study During Study Break for Form 6 Students

- Final-effort additional lessons were arranged for selected Form 6 students following the completion of the paper checking cycle of the second mock exam. The purpose of these additional lessons was to provide targeted support and practice to enhance these students' performance.
- In the morning, the focus was on English oral practice. To facilitate post-mock examination practices in the afternoon, a Special Timetable was devised.
- While the above-mentioned lessons were compulsory for the selected batch of students, other students could also opt to join. Alternatively, they could utilize the time for self-study either in school or at home.
- The conference room for self-study during the study break provided students with a conducive environment for focused study.

(6) Professional Development Initiatives

- Our Open Classroom Lesson Observation provided a valuable platform for teachers to collaborate, share their best practices, and foster a culture of professional development. The targets of the lessons include:
 - To implement BYOD strategies to engage students in learning
 - To naturally link the lesson with Values Education/ National Security Education
 - To set up clear and achievable learning and teaching objectives
 - The alignment of pre-lesson preparation tasks with classroom teaching to promote students' learning
 - To cater for learner diversity11 teachers were invited to open their classrooms to colleagues. All teachers observed at least 1 lesson and post-lesson discussions promoted peer collaboration among teachers. They shared ideas, gave feedback, and developed new approaches to foster learning and teaching.
- Through peer assignment observation, teachers exchanged ideas, provided feedback, and developed innovative approaches to foster learning. For instance, language teachers shared effective note-taking and essay writing techniques that could be adapted across different subject areas.
- The 4th Staff Development Day (SDD) provided an excellent opportunity for teachers observing the open lessons and peer assignments to share their experiences and reflections with colleagues. The positive feedback, with over 90% of responding teachers agreeing that the sharing was beneficial for their professional development, underscored the value of this collaborative initiative.

(7) Science and STEAM efforts

- Talented and interested students were arranged to take part in various external Science, technology and STEAM competitions and programmes to broaden their horizons and showcase their abilities, with many of them winning awards. Some of the competitions and events we joined include:
 - 7th Greater Bay Area STEAM Excellence Award 2025 (HKSAR)
 - 2025 Biodiversity and Space-exposed Seed Nursery Project
 - 56th Joint School Science Exhibition
 - The International Junior Science Olympiad 2025
 - CityU Science Video Competition 2025
 - “Elements x AI x Energy” Poster Design Competition
 - Fun Science Competition
 - Hong Kong Science Fair
 - PolyU x NuttyShell Cybersecurity CTF 2025
 - An inter-school VR contest (全港中小學校際虛擬實境創作大賽)
 - District Cooling System STEM-AI Competition
 - CityU Database Competition 2025
 - PolyU Build a Smart City Competition 2025
 - Construction Robot Challenge
 - HKIE STEM Electronics Bootcamp 2025
 - AppSheet & OpenData for Smart Society Competition
 - HK Future Aerospace Technology Talent Training Program
 - International Genetically Engineered Machine Competition (iGEM)
 - STEAM Programme in Business & Design in the Hong Kong Polytechnic University School of Fashion & Textiles
 - Impressions of Beautiful Hong Kong: A Journey of AI and Hong Kong Culture Fusion – AI-Generated Illustration Design Competition
 - Innovation and Technology New Generation: Art and Painting Metaverse Competition 2025
- We also organized diverse internal science and STEAM activities, such as:
 - F.1 STEAM Model Car Competition
 - F.1 Science Website Knowledge Presentation Contest
 - Gold Plating Chemistry Workshop
 - Chemistry Workshop – The Science and Art of Being Hydrophobic
 - Forensic Science Workshop
 - Junior Secondary Science Online Self-learning Scheme
 - A traditional Chinese medicine talk for Chemistry and Biology students
 - Drone Technology Workshop
 - STEAM Carnival
 - STEAM Workshop on the trend in STEAM development and related skill sets
- Notably, our STEAM Carnival, coordinated by our Science, Technology, Art and Mathematics KLA, was successfully carried out with over 200 participants from all levels. With 10 information and game zones related to the applications of science and technology, students were invited to explore and have fun.

(8) Non-academic exposure

- We arranged for a good number of visits, workshops, training courses, and students' participation in renowned competitions, etc. to enrich their exposure, spanning a wide spectrum like speech, music, drama, arts and more. Some examples include:
 - Hong Kong Schools Speech Festival
 - Hong Kong Schools Music Festival
 - Joint School Music Festival
 - Joint School Band Interflow
 - Student Workshop – Experience Cantonese Opera
 - West Kowloon Cultural District Presents: Performing Arts Season 2024–25 Special programme: Tea House Student Matinees Scheme (Secondary School Version)
 - Dance Appreciation: HKAPA School of Dance Summer Performances
 - Musical Appreciation: PolyU Musical – Forward and Beyond
 - Musical Appreciation: Emma Rice – Wuthering Heights
 - Hong Kong School Drama Festival
 - The Association of English Medium Secondary Schools Drama Fest
 - Visiting Fine Art Asia and Ink Asia
 - Visiting the Exhibition of Art Central
 - M+ Collections Thematic Tour and Workshop: The Making of Dreams
 - Visit to CUHK Art Museum and Tram Tour on Hong Kong Island
 - Visiting the School of Fashion and Textiles of The Hong Kong Polytechnic University
 - Unveiling History: Hong Kong Stories in Museum Collections Workshop
 - Visit to Hong Kong Palace Museum
 - ICH Cheongsam Making Technique Class
 - Visit to Ngong Ping Village and Tai O Fishing Village
 - Visiting the National Security Exhibition Gallery
 - Visit to Sing Tao Daily
 - Media Education Workshop
 - JA Meet My Goals Mentorship Program
 - Digital Stock Trading Guru Inter-School Competition
 - Junior Financial Secretary
 - Basic Life Support (BLS) Certificate Course
 - Visit to Ho Man Tin Ambulance Depot and First Aid Refresher Training
 - “Life onLight” Growth Program Activity - Wild Camp
 - Kadoorie Farm and Botanic Garden Ecological Study Activity
 - Jockey Club Museum of Climate Change Geography Visit
 - Mobile Exhibition, Interactive Workshop and Seminar on Urban Planning
 - Educational Course at Ocean Park Hong Kong - Exploring Marine Life
 - Visit to The Peak and Ngong Ping for newly arrived students
- Notably, our students again actively participated in the 76th Hong Kong Schools Speech Festival. With more than 200 of them joining the competition, an impressive 82% earned Merit Certificates as a testament to their talent and hard work.
- Also, we did well with our original musical, *Curse of the Wand*, in the Hong Kong School Drama Festival. Apart from reaping the awards of Outstanding Stage Effects and

Outstanding Cooperation, we also had the stellar acting of Anna Liu (Brianna), Carson Hu (Liam), Harry Choi (Larry), and Hayden Kong (Basketball Player) well recognized with the Outstanding Performers Award. With our equally splendid performance at the EMI Drama Fest 2025, our team was honored to be invited to perform at the Fest's Prize Presentation Ceremony. The play earned us awards of Outstanding Performance, Outstanding Directing as well as Outstanding Performer Award for Anna portraying Brianna.

- To equip our students to become future leaders, we organized a variety of training programmes and camps like Trek and Grow - 2-day-1-night Leadership Training Camp, prefect training camp, counselling prefect training camp, and more.
- Our Form 3 to Form 5 students were required to pay a visit to the Information Days of universities in order to be able to learn about their future study opportunities and career paths early.
- Workplace visits to Hotel Icon, Moorgen, Vessel Traffic Centre, Central Mail Centre, etc. were arranged to raise students' awareness of career planning and let them explore various authentic work contexts of an array of industries like hotel, service, innovation and technology, transportation, public service, and more.
- We launched a year-round Alumni Mentorship Scheme to help students explore different occupations, facilitate their career planning and provide opportunities for them to build connections and learn from our alumni from various fields, including medical, engineering, disciplined services, as well as banking and finance, through a series of meet-ups and workplace visits.

Reflection

- The promotion of BYOD may further strengthen the effectiveness of the lesson and students' self-learning ability.
- Teachers noted that discussing the open lesson could be challenging if not all members were present in the same lesson.

Feedback and Follow-up

- More work can be done to further promote BYOD in school step-by-step. Hardware inspection and the development of teaching strategies related to BYOD are in progress.
- It was suggested that KLA members could either attend the same lesson together or view a recording of the lesson prior to the discussion.

Major Concern 2: To enhance students' well-being through cultivating positive values and appreciative ethos.

Achievements

This major concern was achieved through various initiatives and activities. Some salient examples include the following.

(1) Gratitude Day

Our Gratitude Day was a joyful celebration dedicated to honoring those having enriched our lives and the blessings we often overlook. The event was a vibrant tapestry of gratefulness, connection, mental wellbeing, and creativity. During lunchbreak, students and teachers filled our school hall with excitement as they had a great time at a variety of engaging booths. Many embraced their artistic sides by crafting beautiful gifts and tokens of appreciation for their loved ones. Meanwhile, others dove into fun activities that promoted emotional awareness and encouraged better care for their wellbeing. A highlight of the day was the Gratitude Wall, where participants shared uplifting messages of thanks. This colorful display served as a powerful reminder of the love, support and positivity within our community.

(2) Benevolence Week

Our Benevolence Week offered students a unique opportunity to put themselves in senior citizens' shoes and understand their challenges through a series of interactive activities designed to simulate age-related difficulties. Meanwhile, having visited the elderly in Shek Kip Mei, our senior form students described the interactions and shared the insights with their schoolmates about communicating and connecting with older generations. Teachers from other secondary schools and representatives from the Education Bureau also joined us during the week. Having fostered empathy and raised awareness of elderly care among students and visitors, we hope the compassion for old people's needs will continue to inspire our acts of kindness towards the elderly in the community.

(3) Community Services

To foster our Values Education as an essential element of whole-person education through the provision of relevant learning experiences, we organized a variety of activities showing our love and care for the community thereby strengthening students' sense of compassion for others. Examples include visiting the elderly in our district, dim sum making volunteer activity with elderly participants, and flag selling.

(4) Holistic Dialogue with the Body and Soul

Our school library offered a workshop on the essential knowledge related to physical and mental health to help students address their wellbeing from a holistic perspective encompassing the body, mind, and spirit. Hosted by the Hong Kong Federation of Youth Groups, the workshop included:

- an interactive game incorporating life knowledge and skills for awareness and emotional management, enhancing students' understanding of the relationship between emotions and physical as well as mental health
- an experiential activity about connecting the body and mind through conscious

breathing, focusing on the present moment to become aware of personal states and listen to inner messages

- a book sharing and Q&A session

(5) Campus Relay Run

As usual, we had our Inter-class Campus Relay Run. Participants enjoyed a beautiful afternoon running together and fostering their class spirit. With an aim to promote physical and mental wellbeing as well as further strengthen our school community, the energy and enthusiasm displayed in this event were truly inspiring.

(6) Treasure Hunt Day

Our memorable Treasure Hunt Day transformed the school hall into a vibrant hub of laughter, creativity, and camaraderie, which was just the boost we needed before the commencement of our final exam. With booths of riddles, lavender essential oils crafted by our budding aromatherapists, snapshots, heartwarming thank you cards for loved ones, lucky clover origami as tiny tokens of resilience for the exam season and more, the event reminded us all that even in busy times, joy can be found in simple pleasures like a shared laugh, a creative spark of fun, and the memories made together.

(7) Wellness Buddies Programme

Our Wellness Buddies Programme, organised by The Mental Health Association of Hong Kong, aimed to nurture mental resilience among students. Through regular meetings, our students engaged in discussions and activities that fostered a supportive community. A highlight of the programme included visits to the Chill Lab, an experimental youth mental health game space where students explored relaxation techniques and mindfulness practices through interactive games. As ambassadors of mental wellbeing, our Wellness Buddies also took part in the Treasure Hunt Day, where they promoted awareness and shared resources with their peers, encouraging everyone to prioritize their emotional awareness.

(8) Activities to recognize students' talents, efforts and achievements

To nurture an appreciative ethos through recognizing students' talents, efforts and achievements, we had large-scale events as usual such as our art exhibition and STEAM carnival to showcase students' good works.

(9) Themed Closing Ceremony

Our Closing Ceremony, with "Expressing Gratitude, Honoring Dedication, and Celebrating Achievements" as the theme, was a significant occasion for all members of the school to honour the achievements of our students as well as the tremendous support and guidance from our dedicated teachers and loving parents.

(10) Reading Periods

Throughout the year, articles on positive values were given to students in the reading periods. For example, students were introduced to the great performance of athletes in the Olympic Games, thereby learning about positive values such as perseverance and diligence.

Reflection
● Curriculum mapping is needed to identify related teaching content of different KLA on a certain value for better collaboration. ● Existing annual events could be better explored and utilized to promote positive values.
Feedback and Follow-up
● Important values apart from “benevolence” could be picked as a theme for activities held by different KLA. ● To better make use of existing events to promote positive values, for example, there could be a zone in the STEAM Carnival designated for this purpose apart from the other chiefly scientific zones.

Major Concern 3: To foster biliteracy and trilingualism among students.

Achievements

This major concern was achieved through various activities and practices. Some salient examples include the following.

(1) English Lunchtime Activities

A wide range of engaging English activities were organized during lunchtime to provide students with opportunities to practise and utilize the language. These activities include inter-class debates, movie appreciation sessions, festive celebrations, and more, transforming non-instructional time into valuable language practice in an enjoyable environment.

(2) Morning Assembly Presentations and Speeches

- To enhance students' public speaking skills and boost their confidence in expressing themselves effectively in English, regular morning assembly presentations were arranged. English teachers trained and guided students to deliver speeches, allowing them to develop their speaking prowess and communicate with clarity and confidence. These presentations served as a platform for students to showcase their language skills and engage with their peers in a public setting.
- Our speeches under the national flag and flag raising ceremonies were conducted in Putonghua.

(3) Reading Culture

To expose students to English texts of different themes and genres, teachers of all subjects took turns to prepare reading articles for our junior section's reading periods every cycle. Authentic subject-related materials and news articles were used. Students immersed themselves in the language through reading the texts, learning the targeted vocabulary, and sharing their thoughts with their classmates in discussions.

(4) External English Competitions

Students were invited to take part in prestigious English events such as Hong Kong Schools Speech Festival, Creative Speech Competition, and Hong Kong Young Writers Awards. These competitions provided them with valuable opportunities to enhance and demonstrate their language proficiency, compete with peers from other schools, and gain recognition for their achievements.

(5) Cross-curricular Collaboration

In our interclass Form 1 and Form 2 Science Video Competition, students learnt how to deliver science knowledge using English. Outstanding videos were disseminated to all students in the school and shown in Form 1 and Form 2 classes.

(6) Language Use during Mass Events and MC Training

- School ambassadors and student helpers interacted with guests in English during our Information Day and S1 Interview Day. Both senior and junior student representatives had the opportunity to share their school life on the stage in our Admission Talk in English

and Putonghua. These experiences allowed them to showcase their language proficiency and build their confidence.

- Students were provided with training to become skilled Masters of Ceremonies (MCs) for key events such as our school commencement ceremony, closing ceremony, Speech Day, Information Day, Form 1 Orientation Day, etc. The training equipped them with the necessary skills to engage the audience and create a lively atmosphere using English and Putonghua. By taking on responsibility as an MC, students also developed their leadership abilities, stage presence, and public speaking skills.

(7) Exchange Opportunities

- Various mainland exchange tours were organized. Students had opportunities to visit historical, cultural and economic destinations in Sze Yap, Luoyang and Shanghai, immersing themselves in the authentic Putonghua context.
- Students and teachers from Wesley Methodist School Kuala Lumpur, Malaysia visited our school in April for a day dedicated to enriching cultural exchange. Engaging activities hosted in English created a lively and interactive environment for language practice, allowing our students to communicate with the visiting buddies in enjoyable ways.

(8) Putonghua Initiatives

To enhance our students' incentive in using Putonghua, we had special initiatives such as a special promotion held after school at our tuck shop. Each student speaking three sentences or more in Putonghua upon their purchase was awarded a small gift. It was a great success with students' keen participation.

Reflection

- Students' engagement in our English lunchtime activities could be further enhanced.
- Students' confidence and competence in spoken English in general could be further enhanced.

Feedback and Follow-up

- To better engage students in our English lunchtime activities, we could survey students' interests and adjust our programs to offer greater appeal and flexibility.
- To supplement classroom instruction, our English Department explored the measure of investing in a subscription to an advanced AI speaking platform for fostering self-directed learning and equipping students through personalized feedback and an increased practice volume.

(3) Student Performance

Students' attitude and behavior

Apart from making an effort in their daily learning, our students have shone across different domains, showcasing their diverse talents and tremendous dedication as usual. Our students continued their keen participation in the Speech Festival while our musical team again reaped a number of awards in the Hong Kong School Drama Festival and the EMI Drama Fest. And as always, our budding scientists and inventors have further innovated and transcended boundaries, joining a wide range of science and STEAM programmes and competitions.

Students' personal growth has been fostered by our initiatives to create a supportive and caring campus. Our various events like the Gratitude Day and Treasure Hunt Day have provided a perfect occasion for our students to relax and have fun, promoting wellbeing and mindfulness. Our lively and engaging lunchtime activities have boosted our students' sense of community and belonging, instilling a positive and energetic vibe among all while further boosting their use of English. Students have also developed new interests and honed their multiple skills through our huge variety of after-school programs.

Students' participation and achievement

Academic and Non-academic performance

Record-breaking HKDSE Results of 2025

With a goal for brilliance and enduring hard work, our graduates have performed delightfully in 2025's HKDSE:

- This cohort's performance has been the most outstanding in our school's history since the introduction of DSE in 2012.
- Our subjects' average credit rate (Level 4 or above) is 62%.
- 15 out of our 16 subjects have credit rates better than the Hong Kong average.
- In particular, the credit rates of our Chemistry, History, Economics, Visual Arts, and BAFS (Business, Accounting and Financial Studies) are almost twice of the Hong Kong average.

Graduates' Pathways

- 93.7% of our students secured a place for further studies. Among them, 95% are going to local and overseas tertiary institutions, and 72% are taking degree programmes.
- Our graduates were admitted to Science Master Class (Double Degree), Quantitative Finance and Risk Management Science, Insurance, Financial and Actuarial Analysis, Professional Accountancy, Business Administration, Engineering, Chinese Medicine, Nursing Advanced Leadership Track and many other popular faculties.

Award highlights

Scholarships, Grants and Outstanding Students

1. Sir Edward Youde Memorial Fund Council: Sir Edward Youde Memorial Prizes 2024/25
2. Ng Teng Fong Charitable Foundation: Ng Teng Fong Scholarship
3. Sir Robert Black Trust Fund: Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2024-25
4. 17th Sham Shui Po District Outstanding Students' Award: Senior Group Outstanding Student

Academic Competitions

1. Hong Kong Institute of Construction - STEAM Alliance: Creative Humidifier Design Competition - Hong Kong Secondary School STEAM Summer Camp 2024- Senior Secondary Champion
2. EMSD: District Cooling System STEM-AI Competition- Best Performance Award & Merit Award
3. The Hong Kong New Emerging Technology Education Association (HKNETEA): The 7th Greater Bay Area STEM Excellence Award 2025 (HKSAR)- Bronze Award
4. Youth Literature Foundation: Hong Kong Young Writers Awards-Bauhinia Award for Non-fiction Group

Drama and Speech Competitions

1. Hong Kong School Drama Festival 2024-2025: Outstanding Cooperation, Outstanding Performer, Outstanding Stage Effects
2. EMI Drama Festival 2024-2025: Outstanding Performance, Outstanding Performer
3. 76th Hong Kong Schools Speech Festival (English Speech)- Boys Solo Verse Speaking 2nd Place, Boys Solo Verse Speaking 3rd Place (2), Boys Solo Prose Reading 3rd Place, Girls Solo Verse Speaking 3rd Place (Chinese Speech)- Buddhist poetry and literary works - Cantonese 3rd Place, Cantonese Duologue 3rd Place, Solo Prose Reading Cantonese 1st Place

Sports Competitions

1. AS Watson Group: AS Watson Hong Kong Student Sports Award
2. The Schools Sports Federation of Hong Kong, China: Inter-school Athletics Competition D3A1 2024-2025- Boys A Grade 110m Hurdle Champion, Long Jump Champion, Boys B Grade 100m Hurdle Champion, Discus Throw Champion, Boys C Grade 100m Hurdle Champion
3. The Schools Sports Federation of Hong Kong, China: Inter-school Athletics Competition D2 2024-2025 - Girls A Grade 100m Hurdle Champion, Girls B Grade Discus Throw Champion, Girls B Grade Team 2nd Runner-up, Girls B Grade 4x100m Relay 1st Runner-up
4. The Schools Sports Federation of Hong Kong, China: Inter-School Basketball Competition D3K3- Boys B Grade 2nd Runner-up

Dance Competitions

1. Hong Kong Schools Dance Association Limited: 61st Schools Dance Festival - Chinese Dance (Secondary Section) Group Highly Commended Award, Contemporary Dance (Secondary Section) Group Commended Award, Contemporary Dance (Secondary Section) Duet Commended Award

Music Competitions

1. Joint School Music Association: Hong Kong Joint School Music Competition (2025)- Secondary School Woodwind (Flute) Solo - Senior Category (Gold Award), Secondary School (Piano) Solo - Senior Category- (Gold Award), Secondary School (Piano) Solo - Diploma Category- (Gold Award)
2. IPEA - International Percussion Education Association & Hong Kong Academy of Percussive Arts: Percussion Festival - IPEA International Percussion Competition 2024- Marching Band Ensemble Open Class – Champion

For a more detailed list, please access our school website (under “Publication” → Newsletter 2024 -2025 → P.24-27

Annual Programme Report for DLG - Other Programmes: Gifted Education for the 2024/25 school year

Domain (Section/ KLA/ Subject)	Programme	Objective(s)	Target Group (Level)	Group Size	Date/Duration	Deliverables	Evaluation	Expenditure	Teacher-in-charge
English Language	English Public Speaking Course	To enrich and extend students' language learning experiences through public speaking To develop students' confidence in speaking	F4	20-25 students	Oct 2024 - May 2025	Participants' speaking performance Speaking competition results	Attendance was satisfactory. Students participated in a creative speech competition and achieved satisfactory results.	\$ 19,200.00	Wong Kai Hong
English Language	Advanced English Writing Course	To enhance students' ability to write creatively and effectively across various genres and styles	F4-F5	25-30 students	Nov 2024 - May 2025	Participants' writing skills	Attendance was very good. Students' writing has improved considerably, with longer and more developed pieces being produced.	\$ 22,500.00	Wong Kai Hong
Curriculum Development and KLA Coordination	Gifted Education Programmes	To provide talented students with high-level stimulating instructional activities, interaction with challenging peers, access to diverse topics, and opportunities for explanatory investigations	F4-F6	10 students	Sep 2024 - Aug 2025	Students' certificates, course materials and sharing after the courses	Students successfully completed the courses and their feedback is positive.	\$ 14,008.00	Chu Wai Kit
Science and STEM	Exchange Program	To encourage students to put STEM knowledge into practise through technology and sports activities, enhance their overall learning interest, cultivate problem-solving skills, and facilitate cultural exchange	F4-F6	20 students	Sep 2024 - Aug 2025	Students competition results and sharing	No suitable exchange program was available this year, so this program was cancelled.	\$ -	Chu Wai Kit
ICT	Gifted Education on Programming	To develop students' problem-solving techniques and programming skills	F4-F6	55 students	Whole year	Codes	Good. The student with the highest result ranked 168 last year and he now ranks 124 in Hong Kong.	\$ 2,000.00	Leung Po Hang
Chinese Literature	Gifted Education on Poem Appreciation and Writing	To enhance students' abilities of appreciating and writing poems	F4	16 students	Second term	Poems and the enhancement in students' ability of appreciating and writing poems	Attendance was good; students actively participated in class and demonstrated a preliminary mastery of modern poetry writing techniques, producing works of decent quality.	\$ 20,000.00	Yeung Ka Yee
Chinese Literature	Gifted Education on Poem Appreciation and Writing	To enhance students' abilities of appreciating and writing poems	F5	10 students	Second term	Poems and the enhancement in students' ability of appreciating and writing poems	Attendance was good; students actively participated in class and demonstrated a preliminary mastery of modern poetry writing techniques, producing works of decent quality.	\$ 20,000.00	Yeung Ka Yee
Visual Arts	Visual Arts - Art Making Workshop	To enhance students' art sense and art ability	F4-F6	42 students	Whole year	Art making sense and ability	Students demonstrated good attendance and, through various workshops, strengthened their artistic appreciation and creative competencies.	\$ 20,890.00	Yeung Wai Ying
BAFS and Economics	HKUST Business YoungStars (BYS) Program	To explore and experience a full spectrum of business education and university life	F4-F5	9 students	Second term	Students' certificates, course materials and sharing after the courses	Attendance has been satisfactory. However, the program is scheduled to conclude in November 2025. Any refunds for the course fee will ONLY be claimed during the school year of 2025-2026.	\$ -	Leung Ying Choi
Total expenditure:								\$ 118,598.00	

DLG Grant (2024-2025) & Balance from 2023-2024	\$ 162,694.00
Expenditure (2024-2025)	\$ 118,598.00
Balance (2024-2025)	\$ 44,096.00

「與內地姊妹學校交流計劃」
交流報告書

[學校須於每一學年完結後兩個月內向教育局呈交]

(2024/25 學年)

學校名稱： 香港四邑商工總會黃棣珊紀念中學

姊妹學校名稱： 1. 台山市培正中學及台山市華僑中學
2. 洛陽市第二外國語學校

2017年5月
締結日期： 2024年11月

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	中一級四邑文化之旅 2025 ● 透過觀課及與當地師生交流，了解當地生活及學生的學習方式 ● 與該校的同工商討未來合作計劃 ● 與當地學生進行活動交流，如音樂活動、舞蹈等 ● 遊覽名勝，了解當地歷史文化 ● 參觀當地設施，了解當前國家發展	● 認識四邑歷史和經濟發展 ● 促進兩地教育工作者的專業交流，取長補短 ● 推動兩校未來的前線老師及學生交流活動	完成活動後，以問卷調查形式進行考察中的學習活動成效評估，以 5 分為最高分數，各項得分如下： 1. 考察中的學習活動能加強我對當地的認識。(學生 4.1，老師 4.4) 2. 考察中的學習活動能加強我對當地民眾生活的認識。(學生 4.1，老師 4.1) 3. 考察中的學習活動能加強我對當地經濟發展的瞭解。(學生 4.0，老師 3.9) 4. 考察中的學習活動能加強我對當地教育發展的認識。(學生 4.2，老師 4.1) 5. 考察中的學習活動能加強我對中國國情的認識。(學生 4.1，老師 4.2) 6. 考察中的學習活動能加強我對中華文化的認識和興趣。(學生 4.0，老師 4.1) 7. 考察中的學習活動能有助加強我的國民身份	從觀察與數據分析中均看見本校學生是非常樂意與內地學生進行交流，是次拜訪以動態的交流為主，希望下次參訪時可作更多不同形式的交流，例如歌唱、舞蹈的交流活動更能拉近學生之間的距離。

			認同。(學生 4.1，老師 4.3) 從結果顯示，學生回應正面。此外，學生認為最想參訪的行程分別是，台山市華僑中學、李錦記(新會)食品有限公司、五邑大學及立園，佔學生人數百份比分別為 65.8%、53.0%、47.9% 及 35.9%。 而且在台山兩所中學除師生活動以外，本校學生能有機會與當地學生在飯堂用膳，體驗當地學生的生活。總括而言，學生對是次考察團的滿意程度為(學生 4.2，老師 4.0)。 在學校層面上，隨團老師與當地老師進行面談，相互了解學校情況，學校面對的困難與挑戰。	
2.	洛陽古都歷史文化之旅 ● 透過觀課及與當地師生交流，了解當地生活及學生的學習方式 ● 與該校的同工商討未來合作計劃 ● 與當地學生進行活動交流，如音樂活動、舞蹈等 ● 遊覽名勝，了解當地歷史文化 ● 參觀當地設施，了解當前國家發展	● 認識洛陽古都歷史和現代經濟發展 ● 促進兩地教育工作者的專業交流，取長補短 ● 推動兩校未來的前線老師及學生交流活動	完成活動後，以問卷調查形式進行考察中的學習活動成效評估，以 5 分為最高分數，各項得分如下： 1. 考察中的學習活動能加強我對當地的認識。(學生 4.8，老師 5) 2. 考察中的學習活動能加強我對當地民眾生活的認識。(學生 4.5，老師 5) 3. 考察中的學習活動能加強我對當地經濟發展的瞭解。(學生 4.3，老師 4.7) 4. 考察中的學習活動能加強我對當地教育發展的認識。(學生 4.7，老師 4.7) 5. 考察中的學習活動能加強我對中國國情的認識。(學生 4.5，老師 5) 6. 考察中的學習活動能加強我對中華文化的認識和興趣。(學生 4.6，老師 5) 7. 考察中的學習活動能有助加強我的國民身份認同。(學生 4.4，老師 5)	從觀察與數據分析中均看見本校學生是非常樂意與內地學生進行交流，是次拜訪只限於靜態的交流，希望下次參訪時可作更多不同形式的交流，例如球類的友誼賽、歌唱、舞蹈的交流活動更能拉近學生之間的距離。而學生的意見亦希望校方多舉辦此類考察團，認為能開拓學生眼界及對中華文化的了解。而是次活動亦增加了對外省的認識，希望校方能舉辦西安等地的考察團。而老師亦認為整個交流團為學生提供很多關於歷史和藝術的知識和資訊，整個旅程愉快而具學習性。

			從結果顯示，學生回應正面。此外，學生認為最想參訪的行程分別是清明上河園、少林寺、洛陽市第二外國語學校及宜陽縣紅星小鎮，佔學生人數百份比分別為 86.28%、82.8%、75.9% 及 55.2%。 而且在洛陽市第二外國語學校除師生一同參與剪紙活動以外，本校學生能有機會與當地學生在飯堂用膳，體驗當地學生的生活。兩校學生們亦一同到宜陽縣紅星小鎮參與陶瓷製作。總括而言，學生對是次考察團的滿意程度為(學生 4.6，老師 5)。 在學校層面上，隨團老師與當地老師進行面談，相互了解學校情況，學校面對的困難與挑戰，敝校還邀請第二外國語學校師生來港交流，可以更具體地了解香港中學的實況。	
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第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	中一級四邑文化之旅 2025	團費	\$137,000	單價\$1,000
2.	洛陽古都歷史文化之旅	團費	\$146,520	單價\$4,440
		總計	\$283,520	
		津貼年度結餘	\$44,913	2023-2024結餘\$162,994 2024-2025津貼\$165,439 可保留12個月津貼

第四部分：聲明

茲證明—

1. 本報告書已獲本校法團校董會／校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流試辦計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及
5. 以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。



校監簽署：

梁海明

校監姓名：

梁海明

日期：

21 OCT 2025

Report on Use of Capacity Enhancement Grant in 2024/2025

I. Evaluation

Major Area(s) of Concern	Strategies/Tasks	Success Criteria	Evaluation
To perform non-teaching duties	To employ two teacher-assistants	Non-teaching duties relieved from teachers	The teacher-assistants were indeed helpful in relieving teachers' workload like preparing teaching materials, handling students' application for grants, scholarships and subsidies, collecting school notices from parents, processing documents, as well as TSA and SBA logistics. It was agreed that the teacher-assistants helped relieve teachers from non-professional work with their time and energy spent on teaching and caring about students.
To ease teachers' workload	To employ 2 English tutors	Successfully ease teachers' workload	The English tutors could help relieve teachers' workload such as supporting students to enhance their English proficiency after class.

II. Financial Report

A. Expenditure of September 2024 to August 2025

Salary for two teacher-assistants	\$652,806
Salary for 3 English Tutors	\$17250
Total Expenditure	\$670,056

B. Balance for CEG 2024/2025

Balance b/f from 2023/2024	\$0
CEG Grant	\$676944
Expenditure	\$670,056.00
Balance as at 31.8.2024	\$6,888.00 (Transfer to EOEBG)

HKSYC&IA Wong Tai Shan Memorial College
Report on the use of the Promotion of Reading Grant (2024-2025)

Part 1: Evaluation of the Effectiveness

Evaluation of the Objectives:

- To cultivate students' reading interest and foster a reading culture within the school, a variety of activities were organized, including author seminars and workshops, an annual book fair, themed book exhibitions, and reading award schemes.
- A wide range of printed and digital reading materials was provided. Students were able to expand their reading horizons by utilizing the school library's collection and online resources during designated reading periods and beyond.

Evaluation of the Strategies:

- Students actively participated in the reading promotion activities, with the "Physical and Mental Health Workshop" and the annual book fair being particularly popular.
- The seminars and workshops successfully enhanced students' interest in reading books related to specific themes.
- The reading award schemes effectively encouraged and fostered regular reading habits among students.
- Subject panel heads conducted random inspections of the library collection to ensure all materials were appropriate for students, especially complying with the latest requirement of the National Security Education.

Part 2: Financial Report

	Items	Actual expenses (\$)
1.	Purchase of Books	\$46,978.90
	✓ Printed books and reading materials ● Purchase a wide range of books and reading materials in Chinese and English, including those related to Values Education, National Security Education, Chinese culture, STEAM, etc., to cultivate students' reading habits. ● Magazine subscriptions	
2.	Web-based Reading Schemes	\$19,800.00
	✓ eRead Scheme ● Subscription for Britannica Science pack for learning activities	
3.	Reading Activities	\$7,980.00
	✓ Seminars or workshops ● Workshops (STEM and Physical & Mental Health Workshop)	
4.	Others: Promote reading culture in school	\$550.00
	✓ Reading award schemes ● WTS Reading Passport Award Scheme ● Reading Encouragement Award	
	Total	\$75,308.90

2023/24 Brought Forward : \$ 0

2024/25 Reading Grant : \$ 66,176.00

 Total Expenses : \$ 75,308.90

2024-2025 年度
「支援推行高中公民與社會發展科的一筆過津貼」運用報告

資助項目	策略	評估結果	開支
發展或採購相關的學與教資源	資助發展或購買推行公民科的學與教資源、流動應用程式或軟件。	向不同出版社採購網上教學支援資源庫，不僅可以豐富校本教材的內容，還能為教師提供多樣化的教學素材和工具，進一步提升教學效能。另外，這些網上資源的即時更新和可及性，使得教師能隨時獲取最新的教學方法和理念，從而促進學生的學習興趣與效果。	20,499 元
		購買與公民科相關的教師參考書，能有效增強教師對課題內容的理解與認識，提升其專業素養。這些參考書提供深入的分析與實例，使教師能更好地傳授知識，激發學生的學習興趣。	478.4 元
	資助購買與公民科相關的雜誌、書籍、電子書、視頻等。	購買與公民科學習相關的雜誌(《公民+》)、課外書(實體書 56 本，電子書 22 本)、大灣區桌遊、製作國情海報等，不僅能有效引起學生的學習興趣，還能擴闊他們的視野，讓他們接觸到與課題相關的議題。這些資源能鞏固學生的知識基礎，幫助他們深入理解課程內容，並激發他們對國家和香港事務的關注和思考。	20470.8 元
資助學生及／或教師前往內地，參加與公民科課程相關的教學交流或考察活動	資助學生參與內地和本地的考察活動。	為參加中五級公民科內地考察的師生訂購內地數據卡等物資，有助考察順利進行，讓學生以體驗方式深入了解韶關丹霞文化，增進對中華文化的認識與欣賞，提升國民身份認同。考察內容包括丹霞山的地貌特徵、文化遺產的保育與傳承，以及生態考察課程，了解當地的地質、植物及昆蟲生態。此外，學生亦參觀了韶關鋼鐵廠，從中認識國家重工業的發展及其在可持續發展中的角色，從而理解改革開放以來人民生活的轉變與綜合國力的提升，提升國民身份認同。	1,995 元

		資助 10 名中四級學生參加校本舉辦的「洛陽古都歷史文化之旅」，讓他們透過考察活動開拓視野，深入了解祖國的歷史與發展。這次內地考察不僅能使學生親身體驗古都的文化遺產，還能讓他們領略中華文化的博大精深，增強他們對民族的認同感和自豪感。	50000 元
		資助 1 名中四級和 1 名中五級學生參加「歷文菁莪：歷行足跡•南京、無錫交流團」，從中讓學生通過實際考察，了解內地在科技、教育、生態保育、歷史文化等方面的發展，使他們認識國家豐富的旅遊資源和歷史古蹟，也能與內地學者、專家及學生進行互動交流，從而加深彼此之間的理解和交流。	3400 元
舉辦和公民科課程相關的校本學習活動	資助學生參與本地的資訊素養學習活動。	透過安排中四和中五級學生參觀《星島日報》，使他們對新聞學有了更深入的理解，並認識辨別真相與假消息的重要性。在與記者和學者的互動中，學生獲得了寶貴的新聞製作見解，並掌握了正確使用社交媒體的方法。這次學習經歷提升了學生的媒體素養和明辨性思考能力，使他們能更自覺地評估信息的真實性，成為明智的公民。	32,900 元
	資助學生參加國情電影欣賞會。	資助中四級學生觀賞《哪吒 2》的交通費用，以加深他們對國家影視發展及中華文化的認識。透過觀賞這部優秀國產動畫電影，學生不僅能欣賞中國傳統文化的創新演繹，更能了解中國影視產業的蓬勃發展，從中感受中華文化的獨特魅力，進一步培養愛國情懷。	2,350 元
合計：			132,093.2 元

School-based After-school Learning and Support Programmes 2024/25 s.y.
School-based Grant - Programme Report

Name of School: HKSYCIA WONG TAI SHAN MEMORIAL COLLEGE

Staff-in-charge: IP WAI SHAN

Contact Telephone No.:

27788982

A. The number of students (count by heads) benefitted under the Grant is 228(including A.33 CSSA recipients, B.195 SFAS full-grant recipients and C.0 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
1. Athletics Training	5	24	0	86.23%	Whole year	46824.22	- eClass Students' attendance record - Teachers' observation - Students' feedback	Tong Ho Yin Chiu Wai Yan Wong Pak Hin Angus	
2. Badminton Training	1	1	0	80%	Whole year	3229.26	- eClass Students' attendance record - Teachers' observation - Students' feedback	Lam Wai Lung	
3. Boys' Basketball Training	1	25	0	85.55%	Whole year	41980.33	- eClass Students' attendance record - Teachers' observation - Students' feedback	Hung Tze Chun	
4. Girls' Basketball Training	1	6	0	85%	Whole year	11302.40	- eClass Students' attendance record - Teachers' observation - Students' feedback	Tong Lui	
5. Dodge Disc Training	3	8	0	85%	Whole year	17760.91	- eClass Students' attendance record - Teachers' observation - Students' feedback	Chu Fuk Ling	

6. Cross-country Training	0	7	0	80%	Whole year	11302.40	• eClass Students' attendance record • Teachers' observation • Students' feedback	Li Chun Yin	
7. Table Tennis Training	2	4	0	83.54%	Whole year	9687.77	• eClass Students' attendance record • Teachers' observation • Students' feedback	Lee Yat Man Lam Tsz Chiu	
8. Swimming Course	7	44	0	98%	April & May 2025	7201.24	• Teachers' observation • Students' feedback	HY Sports Limited	
9. Debate Course	0	1	0	75%	Whole year	1912.5	• eClass Students' attendance record • Teachers' observation • Students' feedback	Joy Pamnani	
10. English Drama Training	3	14	0	75%	Whole year	50000.00	• eClass Students' attendance record • Teachers' observation • Students' feedback	Hong Kong Drama Education Studio Limited	
11. English Speech Training	10	58	0	95%	Whole year	11887.07	• Teachers' observation • Students' feedback	/	
12. Soccer Training	0	3	0	85%	Whole year	4843.88	• eClass Students' attendance record • Teachers' observation • Students' feedback	Wong Chun Sang Johnson	
13. Sports Promotion Programme	0	1	0	100%	Whole year	1645.00	• Teachers' observation • Students' feedback	/	
Total no. of activities: 10									
@No. of man-times	33	195	0		Total Expenses	219576.98			
**Total no. of man-times	228								

Note:

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

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

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

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

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “√” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning						√
b) Students’ study skills						√
c) Students’ academic achievement						√
d) Students’ learning experience outside classroom						√
e) Your overall view on students’ learning effectiveness						√
Personal and Social Development						
f) Students’ self-esteem	√					
g) Students’ self-management skills	√					
h) Students’ social skills		√				
i) Students’ interpersonal skills		√				
j) Students’ cooperativeness with others	√					
k) Students’ attitudes toward schooling		√				
l) Students’ outlook on life		√				
m) Your overall view on students’ personal and social development		√				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	√					
o) Students’ sense of belonging		√				
p) Students’ understanding on the community						√
q) Your overall view on students’ community involvement		√				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify: _____);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): _____

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

Students are grateful for having this grant to support their development in extra-curricular activities.

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2406
活動名稱 : 專科研習班

(每項獲撥款活動均需獨立填寫活動收支表, 如表格不敷應用, 請另行加補紙張填寫。)

活動完成情況: *已完成/已取消 (如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數: 120 人; 實際非合資格參加學生人數: / 人
共開 7/2 組; 每組課堂 7/11 節 x 1.5 小時 *及/或每組 次 *半日/全日活動;
共開 1 組; 每組課堂 8 節 x 1.5 小時 *及/或每組 次 *半日/全日活動;
共開 1/1 組; 每組課堂 12/15 節 x 1.5 小時 *及/或每組 次 *半日/全日活動;
活動地點: 學校課室 教學助理(如有): / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署:

日期:

26 SEP 2025



收入項目

港幣\$

此項活動獲批撥款金額

126,800

非合資格學生收費

其他收入(請註明: 學校津貼)

2,835

總收入 (A)

129,635

機構補貼 (B)

開支項目

導師開支(導師人數: 9/1/2 ; 時薪: \$200 / \$220/\$290)

35,685

(社工人數: / ; 時薪: /)

(其他人數: / ; 時薪: /)

活動物資

277.2

營費 / 入場費

學生膳食

活動交通費

義工津貼(義工人數:)

其他開支(請註明:)

總開支 (C)

35,962.2

結餘 (A + B - C)

93,672.8

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或/及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署:

備註:

日期: 26 SEP 2025

*請刪去不適用者



*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2406
活動名稱 : 課後彩虹

(每項獲撥款活動均需獨立填寫活動收支表, 如表格不敷應用, 請另行加補紙張填寫。)

活動完成情況: *已完成/已取消(如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數: 40 人; 實際非合資格參加學生人數: / 人
共開 2 組; 每組課堂 20 節 x 1.5 小時 *及/或每組 次 *半日/全日活動;
共開 1 組; 每組課堂 8 節 x 1.5 小時 *及/或每組 次 *半日/全日活動;
活動地點: 學校課室 教學助理(如有): / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署:

日期:

26 SEP 2025



學校印鑑

收入項目	港幣\$
此項活動獲批撥款金額	60,300
非合資格學生收費	
其他收入(請註明: 學校津貼)	25,800
總收入(A)	86,100
機構補貼(B)	
開支項目	
導師開支(導師人數: 2/1; 時薪: \$700/\$300)	45,600
(社工人數: ; 時薪:)	
(其他人數: ; 時薪:)	
活動物資	3,600
營費/入場費	
學生膳食	
活動交通費	
義工津貼(義工人數:)	
其他開支(請註明:)	
總開支(C)	49,200
結餘(A + B - C)	36,900

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或/及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署:

備註:

日期: 26 SEP 2025



*請刪去不適用者

*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱	: 香港中華基督教青年會屯門會所
計劃編號	: SSP2406
活動名稱	: 好學課

(每項獲撥款活動均需獨立填寫活動收支表，如表格不敷應用，請另行加補紙張填寫。)

活動完成情況: *已完成/已取消 (如活動已取消則不用填寫下列詳情。)	
實際合資格參加學生人數: 10 人;	實際非合資格參加學生人數: / 人
共開 1 組; 每組課堂 4 節 x 1.5 小時 *及/或 每組 次 *半日/全日 活動;	
活動地點: 學校課室 教學助理(如有): / 人	

此部份由協作學校填寫	
本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。	
學校名稱: 香港四邑商工總會黃棣珊紀念中學	
校長姓名: 趙麗雅	
校長簽署: 	日期: 26 SEP 2025



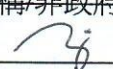
收入項目	港幣\$
此項活動獲批撥款金額	30,880
非合資格學生收費	
其他收入 (請註明:)	
總收入 (A)	30,880
機構補貼 (B)	
開支項目	
導師開支 (導師人數: 1 ; 時薪: \$200)	1,200
(社工人數: ; 時薪:)	
(其他人數: ; 時薪:)	
活動物資	
營費 / 入場費	
學生膳食	
活動交通費	
義工津貼 (義工人數:)	
其他開支 (請註明:)	
總開支 (C)	1,200
結餘 (A + B - C)	29,680

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署: 

備註:

日期: 26 SEP 2025



*請刪去不適用者

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2406
活動名稱 : 大冒險家 1

(每項獲撥款活動均需獨立填寫活動收支表, 如表格不敷應用, 請另行加補紙張填寫。)

活動完成情況: *已完成/已取消(如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數: 60 人; 實際非合資格參加學生人數: / 人

共開 6 組; 每組課堂 4 節 x 1.5 小時 *及/或 3 組 2 日 1 夜 / 1 次 *半日/全日活動;

活動地點: 保良局賽馬會北潭涌度假營 教學助理(如有): / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署:

日期:

26 SEP 2025



學校印鑑

收入項目

港幣\$

此項活動獲批撥款金額

66,240

非合資格學生收費

其他收入(請註明:)

總收入(A)

66,240

機構補貼(B)

開支項目

導師開支 (導師人數: 3 ; 日薪: \$1,100)

6,600

(社工人數: 6 ; 時薪: \$400)

14,400

(其他人數: ; 時薪:)

活動物資

3,000

營費/入場費

8,770

學生膳食

8,456.3

活動交通費

2,100

義工津貼(義工人數:)

其他開支(請註明:)

總開支(C)

43,326.3

結餘(A + B - C)

22,913.7

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署:

備註:

日期: 26 SEP 2025

*請刪去不適用者



*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2406
活動名稱 : 大冒險家 2

(每項獲撥款活動均需獨立填寫活動收支表, 如表格不敷應用, 請另行加補紙張填寫。)

活動完成情況: *已完成/已取消 (如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數: 60 人; 實際非合資格參加學生人數: / 人

共開 3 組; 每組課堂 / 節 x / 小時 *及/或 每組 2 日 1 夜 / 1 次 *半日/全日 活動;

活動地點: 烏溪沙青年新村 教學助理(如有): / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署:

日期:

26 SEP 2025



收入項目

港幣\$

此項活動獲批撥款金額

67,910

非合資格學生收費

其他收入 (請註明:)

總收入 (A)

67,910

機構補貼 (B)

開支項目

導師開支 (導師人數: ; 日薪:)

(社工人數: ; 時薪:)

(其他人數: ; 時薪:)

活動物資

1,411.2

營費 / 入場費

8,060

學生膳食

5,984

活動交通費

2,200

義工津貼 (義工人數:)

其他開支 (請註明:)

總開支 (C)

17,655.2

結餘 (A + B - C)

50,254.8

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署:

備註:

日期: 26 SEP 2025

*請刪去不適用者



*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2406
活動名稱 : 大冒險家 3

(每項獲撥款活動均需獨立填寫活動收支表, 如表格不敷應用, 請另行加補紙張填寫。)

活動完成情況: *已完成/已取消 (如活動已取消則不用填寫下列詳情。)
實際合資格參加學生人數: 30 人; 實際非合資格參加學生人數: / 人
共開 2 組; 每組課堂 / 節 x / 小時 *及/或每組 1 次 *半日/全日 活動;
活動地點: 葵盛圍 YMCA 新界會所 教學助理(如有): / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署:

日期:

26 SEP 2025



收入項目	港幣\$
此項活動獲批撥款金額	15,400
非合資格學生收費	
其他收入(請註明:)	
總收入 (A)	15,400
機構補貼 (B)	
開支項目	
導師開支 (導師人數: 2 ; 半日薪: \$550)	1,100
(社工人數: ; 時薪:)	
(其他人數: ; 時薪:)	
活動物資	934
營費/入場費	9,630
學生膳食	
活動交通費	1,500
義工津貼(義工人數:)	
其他開支(請註明:)	
總開支 (C)	13,164
結餘 (A + B - C)	2,236

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或/及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署:

備註:

日期: 26 SEP 2025



*請刪去不適用者

*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2406
活動名稱 : 大冒險家 4

(每項獲撥款活動均需獨立填寫活動收支表, 如表格不敷應用, 請另行加補紙張填寫。)

活動完成情況: *已完成/已取消(如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數: 30 人; 實際非合資格參加學生人數: / 人

共開 3 組; 每組課堂 2 節 x 2 小時 *及/或 每組 次 *半日/全日活動;

活動地點: 香港四邑商工總會黃棣珊紀念中學 教學助理(如有): / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署: 日期: 26 SEP 2025



收入項目	港幣\$
此項活動獲批撥款金額	6,320
非合資格學生收費	
其他收入(請註明:)	
總收入(A)	6,320
機構補貼(B)	
開支項目	
導師開支(導師人數: 3 ; 時薪: \$137.5)	1,650
(社工人數: ; 時薪:)	
(其他人數: ; 時薪:)	
活動物資	720
營費/入場費	
學生膳食	
活動交通費	
義工津貼(義工人數:)	
其他開支(請註明:)	
總開支(C)	2,370
結餘(A + B - C)	3,950

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或/及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署: 26

備註:

日期: 26 SEP 2025



*請刪去不適用者

*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱：香港中華基督教青年會屯門會所
計劃編號：SSP2406
活動名稱：伴我飛翔 1

(每項獲撥款活動均需獨立填寫活動收支表，如表格不敷應用，請另行加補紙張填寫。)

活動完成情況：*已完成/已取消 (如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數：50 人；實際非合資格參加學生人數： / 人

共開 3 組；每組 課堂 / 節 x 小時 *及/或 每組 1 次 *半日/全日 活動；

活動地點：香港海洋公園 教學助理(如有)： / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符；並會保留活動的相關資料，包括學生和導師出席紀錄，以供教育局有需要時查閱。

學校名稱：香港四邑商工總會黃棣珊紀念中學

校長姓名：趙麗雅

校長簽署：

日期：26 SEP 2025



收入項目

港幣\$

此項活動獲批撥款金額

17,920

非合資格學生收費

其他收入 (請註明:)

總收入 (A)

17,920

機構補貼 (B)

開支項目

導師開支 (導師人數: ; 時薪:)

(社工人數: ; 時薪:)

(其他人數: ; 時薪:)

活動物資

1,279.7

營費 / 入場費

6,000

學生膳食

2,715

活動交通費

2,000

義工津貼 (義工人數:)

其他開支 (請註明:)

總開支 (C)

11,994.7

結餘 (A + B - C)

5,925.3

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或及其他相關資料的正本/認證副本，請機構準備相關的文件。)

本人已審閱本表格內填報的資料，確認上述獲批核活動的完成情況，並核實所有支出單據真確無誤。

姓名：郭偉明

職位：*非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署：

備註：

日期：26 SEP 2025

*請刪去不適用者



校本課後學習及支援計劃 (2024/25 學年)
戊(一) 活動收支表(截至 2025 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2406
活動名稱 : 伴我飛翔 2

(每項獲撥款活動均需獨立填寫活動收支表, 如表格不敷應用, 請另行加補紙張填寫。)

活動完成情況: *已完成/已取消(如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數: 40 人; 實際非合資格參加學生人數: / 人

共開 2 組; 每組課堂 / 節 x / 小時 *及/或 每組 1 次 *半日/全日 活動;

活動地點: 香港故宮文化博物館 教學助理(如有): / 人

此部份由協作學校填寫

本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符; 並會保留活動的相關資料, 包括學生和導師出席紀錄, 以供教育局有需要時查閱。

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署:

日期:

26 SEP 2025



收入項目

港幣\$

此項活動獲批撥款金額

11,940

非合資格學生收費

其他收入 (請註明:)

總收入 (A)

11,940

機構補貼 (B)

開支項目

導師開支 (導師人數: ; 時薪:)

(社工人數: ; 時薪:)

(其他人數: ; 時薪:)

活動物資

479.9

營費 / 入場費

學生膳食

活動交通費

740

義工津貼 (義工人數:)

其他開支 (請註明:)

總開支 (C)

1,219.9

結餘 (A + B - C)

10,720.1

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或及其他相關資料的正本/認證副本, 請機構準備相關的文件。)

本人已審閱本表格內填報的資料, 確認上述獲批核活動的完成情況, 並核實所有支出單據真確無誤。

姓名: 郭偉明

職位: *非政府機構/非政府機構的部門/非政府機構的附屬機構負責人/計劃統籌員

簽署:

備註:

日期: 26 SEP 2025

*請刪去不適用者



*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

HKSYCIA WONG TAI SHAN MEMORIAL COLLEGE

Report 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 / 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 allocation of the resources, plan to deploy the Grant for promoting the following items.

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

Schools are required to complete this part							Completion of this part is not mandatory							
No.	Activity Name	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	*Nature of Expenses (See below)	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es))				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Inter-school sports competition	Whole year	S1-6	220	\$27,809.50	\$126.41	E3	Physical Education	Students showed active participation and were positive about the competitions.			✓		
2	Sports Training (Athletics, Cross Country Run, Basketball, Dodgedisc, Table Tennis, Badminton, Soccer)	Whole year	S1-6	220	\$360,713.83	\$1,639.61	E1, E2, E5	Physical Education	Students showed active participation and were positive about the training.			✓		
3	Swimming lessons	April to May	S1	132	\$11,437.26	\$86.65	E1, E2, E5	Physical Education	Students showed active participation and were positive about the training.			✓		
4	Arts Night	July	S1-5	665	\$84,671.11	\$127.32	E1	Arts (Others)	A variety show included all the performing arts held in school this year. Both the performers and audience showed active participation.		✓	✓		
5	Leadership Training	March	S3	23	\$0.00	\$0.00	/	Leadership Training	Students participating in the Leadership Training Camp this year had well performed and showed active participation. The camp was free of charge as it was sponsored by NGO.		✓			
6	English Debate	Whole year	S1-4	12	\$21,037.50	\$1,753.13	E5	English Language	Students participated in two debate competitions and showed more confidence in using English in front of others.	✓	✓			
7	English Musical	Whole year	S1-S4	80	\$189,723.00	\$2,371.54	E1, E2, E5, E7, E8	English Language	Students have demonstrated more confidence in English speaking and were awarded prizes.	✓	✓	✓		
8	English Musical Appreciation	Whole year	S1-S4	28	\$5,170.00	\$184.64	E1	English Language	Students have applied what they have learnt from the appreciation in their performance.	✓	✓	✓		
9	Simulation Programme (English)	July 2025	S5	0	\$0.00	\$0.00	/	English Language	Cancelled	✓	✓	✓		
10	HK Schools Speech Festival (English)	Sep-Dec 2024	S1-6	263	\$34,337.93	\$130.56	E1	English Language	A large number of students obtained merits in the Speech Festival (English)	✓	✓			
11	Inter-school English competitions (other than Speech Festival)	Whole year	S1-S6	0	\$0.00	\$0.00	/	English Language	(Students took part in English competitions which were free of charge this year.)	✓	✓			
12	Language Club (Japanese and Korean)	Whole year	S1-S5	42	\$13,817.08	\$328.98	E1	Foreign langauges	Students showed interest in learning Japanese and Korean.	✓				

13	Hong Kong Geography Olympiad	Dec-24	S4-6	0	\$0.00	\$0.00	E1, E6	Geography	Cancelled	✓				✓
14	Geography Field Study Courses & Environmental Education Programmes	Whole year	S1-5	40	10,474.70	\$261.87	E1, E2	Geography	An environmental education course about marine life by the Hong Kong Ocean Park Academy was attended by F4-5 Geography students. All of them enriched their exposure to the natural environment and enhanced their environmental awareness.	✓	✓			
15	Sustainable School Outreach Programme & Inter-class Geography Competition	Second Term, 2024-2025	S1-5	490	3,900.00	\$7.96	E1, E2	Geography	Several activities related to sustainable development, including a mobile exhibition and an inter-class competition related to urban planning, were organized. Feedback from students, including questionnaire and response from the Q&A session were satisfactory.	✓	✓			
16	Basic Life Support Training and First Aid Training	Whole year	S1-6	36	\$5,478.50	\$152.18	E6	Leadership Training	All students attending the basic first aid courses were awarded a Basic Life Support (BLS) certificate valid for 3 years.				✓	✓
17	School Ambassadors' Hospitality, Leadership Training & Team Building Programme	Whole year	S1-5	28	\$6,600.00	\$235.71	E6	Leadership Training	28 School Ambassadors attended the training. All of them learnt several hospitality skills from experiencing the services provided by the CUHK Art Museum ambassadors and utilized their skills learnt on the Hong Kong Tram tour.	✓	✓		✓	✓
18	Science visit - "Meet and Greet Small Animals (Reptiles) Session" in school	23/5/2025	S2	130	\$2,900.00	\$22.31	E1	Science	Students acquired a foundational understanding of various reptilian species. Students had become more empathetic towards animals and the natural world.	✓	✓			
19	Chemistry workshops and talks	Whole year	S4-S5	19	\$3,200.00	\$168.42	E1	Science	Students gained a better understanding of hydrophobic materials through hands-on experiments.	✓				
20	Forensic science workshops	Whole year	S1-2	21	\$3,950.00	\$188.10	E1	Science	Students showed great interest in forensic work and they learnt about the science principle behind.	✓				✓
21	Gifted education programmes	Whole year	S1-5	20	\$4,040.00	\$202.00	E1	Gifted Education	Students learned about the latest development of China in space exploration and science experiments in space.	✓	✓			✓
22	Art and Design Museum visit	Whole Year	S4-6	40	\$4,833.02	\$120.83	E1,E2	Arts (Visual Arts)	Students showed great enthusiasm during the museum visit and engaged deeply with the exhibited artworks.		✓	✓		✓

23	Art and Design Workshops	Whole Year	S4-6	40	\$4,400.00	\$110.00	E1,E2	Arts (Visual Arts)	Students actively participated in the hands-on workshops and produced creative pieces that reflected their understanding of artistic concepts. Students successfully applied techniques learned during the workshops to their final projects, showing significant growth in their artistic capabilities.		✓	✓		✓
24	Chinese dance training and competitions	Whole year	S1-5	20	\$15,972.75	\$798.64	E1,E2,E7	Arts (Others)	Students showed active participation (78.75% attendance on average) and were positive about the coach (an average score of 4.53 in the evaluation survey).			✓		
25	Contemporary jazz training and competitions	Whole year	S1-5	12	\$20,247.79	\$1,687.32	E1,E2,E7	Arts (Others)	Students showed active participation (72.67% attendance on average) and were positive about the coach (an average score of 4.17 in the evaluation survey).			✓		
26	Biology field trip	July 2025	S5	41	\$1,750.00	\$42.68	E2	Science	Feedback from teachers and students for the field study was positive. The content was in line with DSE curriculum. The activity design and the delivery of instructor was also satisfactory.	✓				
27	Museum Visit	Whole year	S1-S5	0	\$0.00	\$0.00	/	Chinese History	Cancelled					
28	Physics experiential activities (Physics in Motion)	Whole year	S4	46	\$6,924.00	\$150.52	E6	Science	Students learnt key concepts like structural design, materials science, and safety systems in the roller coaster. They explored the real-world physics and engineering behind the amusement facilities.	✓				
29	CP Leadership Training Programmes	Whole year	S3-S5	52	\$843.90	\$16.23	E6	Leadership Training	Participants reported increased confidence and leadership skills. Feedback highlighted engaging activities and effective facilitators. Areas for improvement include more hands-on exercises and follow-up sessions.		✓		✓	
30	Student Award Scheme	Whole Year	S1-2	262	\$7,072.50	\$26.99	E1, E2	Values Education	The award scheme motivated students and recognized diverse achievements. Participants appreciated the variety of awards. Suggestions include expanding categories and enhancing promotion to ensure wider participation.		✓			
31	Growth Groups	Whole year	S1-S6	0	\$0.00	\$0.00	/	Values Education	Subsidized by other organizations		✓			

32	F.3 Personality Dimensions	19/12/202426/2/2025	S3	123	\$12,300.00	\$100.00	E1	Values Education	The activity helped students understand themselves and their peers better. Feedback indicated enhanced communication and teamwork skills. We could consider incorporating more practical applications in real-life contexts.		✓			✓
33	Assemblies (Entry Fees, Coaches, Professional Speakers,etc)	Whole year	S1-S6	737	\$29,870.90	\$40.53	E1, E6	Values Education	Assemblies were generally well-received, with engaging speakers and relevant topics. Attendance varied based on the speaker's popularity. Future assemblies could benefit from more interactive components and student involvement in planning.		✓			
34	Sex Education	Whole year	S1-S6	0	\$0.00	\$0.00	/	Values Education	Cancelled		✓			
35	Light OnLight Programme	Whole Year	S1-6	16	\$1,000.00	\$62.50	E9	Values Education	This programme received positive feedback for its supportive environment and valuable life skills training. Students felt more equipped to handle challenges.		✓			
36	F.6 Cheering Day	27/2/2025	S6	111	\$5,031.56	\$45.33	E9	Values Education	The cheering programme fostered school spirit and camaraderie. Students enjoyed the enthusiasm and participation. Suggestions for improvement include more diverse activities and increased involvement from all classes.		✓			
37	Physics experiential activities (Astronomy Camp)	Whole year	S6	36	\$6,006.00	\$166.83	E1, E6	Science	Students engaged in hands-on training with professional astronomical equipment. They learnt proper telescope and binocular techniques, during which students were taught about magnification settings, lens care, and practised stellar navigation using star-gazing software.	✓				
38	Contract Bridge Workshop	15/5/2025, 22/5/2025	S1-3	20	\$1,800.00	\$90.00	E5	Mathematics	Students have demonstrated more interest in Contract Bridge games.	✓				
39	STEAM Carnival	May 2025	S1-S5	200	\$186.00	\$0.93	E1	Cross-Disciplinary (STEM)	Senior form students showcased their innovations in the carnival and junior form students showed great interest in the booths.	✓				
40	Rummikub Learning Group	/	S1-5	0	\$0.00	\$0.00	/	Mathematics	Cancelled	✓				
41	Workshop / visit for Photography / Video production	Whole year	S1-S5	15	\$450.00	\$30.00	E5	Arts (Visual Arts)	The tutor shared the photography skills in their industry to students.		✓	✓	✓	✓
42	STEM activities	Whole year	S1-S5	12	\$1,288.00	\$107.33	E1	Disciplinary (STEM)	Students understood more about programmes.	✓				✓
43	Form 3 University Visit	Whole year	S3	123	\$3,200.00	\$26.02	E1,E2	Career-related experience	Students understood more about programmes in universities.					✓

44	Form 5 Institution Visit	Whole year	S5	111	\$2,900.00	\$26.13	E1,E2	Career-related experience	Students understood more about programmes in universities.					✓
45	Form 2 Careers Visit	2nd term	S3	132	\$8,390.00	\$63.56	E2	Career-related experience	Students were able to explore different careers, but it is difficult to find workplaces to visit if we do not pay for the service.					✓
46	Form 4 Career Exploration	Whole year	S4	130	\$25,729.30	\$197.92	E2,E6	Career-related experience	Students were able to explore different careers. Above 70% of students gave positive feedback.					✓
47	Form 6 Interview Workshop	1st term	S6	0	\$0.00	\$0.00	/	Career-related experience	Cancelled. We could not arrange another time for this activity and one interview was included in the Mock DSE result release.					✓
48	History field trip/ visits	Late June or early July	S3-5	43	\$0.00	\$0.00	/	History	Students gave positive feedback and were satisfied with the visit. The visit was free of charge for schools.	✓	✓			
49	Business & Econ activities, e.g. firm visits	Whole Year	S3-S5	40	\$4,250.00	\$106.25	E2, E3	BAFS and Economics	Both students and teachers were very pleased with the mentorship program. The students expressed keen interest in similar future activities as they found the program to be an invaluable supplement to their classroom learning.	✓	✓			✓
50	Cook and Taste Club	Whole year	S1-5	22	\$1,422.20	\$64.65	E1	Career-related	With an average score over 4.5, students were satisfied with the workshop. They found it enjoyable and felt that their culinary potential was unleashed.		✓			✓
51	F6 Life-wide learning trip in Ocean Park	Dec 2024	S6	111	\$13,320.00	\$120.00	E1	Cross-Disciplinary (Others)	Students and teachers were fully engaged in the activities, which expanded their horizons by helping them discover ocean wonders. Also, it strengthened teacher-student bonds through shared experiences outside the usual classroom setting.		✓			
52	Music Appreciation (classical music concert) - HK Phil, Art Festival, Cantonese Opera , etc	Whole year	S1-6	0	\$0.00	\$0.00	E1,2,5	Arts (Music)	(We used another grant to settle the payment for the Cantonese Opera Concert.)	✓	✓	✓		
53	Hong Kong Music Festival & Hong Kong Joint School Music Competition	Whole year	S1-6	130	\$10,270.00	\$79.00	E1,2,5	Arts (Music)	Students showed active participation (98% attendance on average) and were positive about the training.	✓	✓	✓		
54	Music Talent Exploration & training	Whole year	S1-6	100	\$88,611.49	\$886.11	E1,2,5	Arts (Music)	Students showed active participation (over 80% attendance on average) and were positive about the training.	✓	✓	✓		
55	L & S/ CES Fieldtrip, experiential learning acti	2nd term	S1-3	0	\$0.00	\$0.00	/	General Studies	Cancelled	✓	✓			
Sub-total of Item 1.1				5,194	\$1,067,329.82									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													

(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2			0	\$0.00									
Total for Category 1			5,194	\$1,067,329.82									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Sports Equipment	Sports Team Training	\$94,767.77
2	Hardware and software for science-related STEM activities (CWK)	STEM activities	\$20,951.54
3	Equipment and tools for Art Workshops	Arts Workshop tools	\$14,850.00
4	Equipment for DNA fingerprinting and rat dissection workshop	Biology workshop for F.6 students	\$3,086.50
5	STEM Learning Kits (LPH)	STEM activity	\$1,957.34
6	Camera, Video editing equipment	AV Team	\$15,680.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$151,293.15
Expenses for Categories 1 & 2			\$1,218,622.97

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

Category 3: Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	738
Number of student beneficiaries:	738
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ip Wai Shan
Post of Contact Person for LWL:	Head of ECA

Name of Principal:	Chiu Lai Nga
Signature of Principal:	

**加強支援非華語學生的中文學與教
學校報告 (2024/25學年)**

[須於2025年11月30日或之前提交]

香港四邑商工總會黃棣珊紀念中學

致：教育局非華語學生支援及教育統籌委員會事務組 (第一組)

(地址：香港添馬添美道2號政府總部東翼7樓)

本校已實施「中國語文課程第二語言學習架構」(「學習架構」)，以確保本校非華語學生¹與華語同儕享有同等學習中文的機會，並已充分及適當地運用教育局的額外撥款作特定用途，加強支援非華語學生學習中文及建構共融校園。本校亦已在2024/25學年透過一系列校本支援措施(包括推行密集中文學習模式、加強與非華語學生家長溝通等)逐步落實有關計劃。

☐ 本校2024/25學年的總結報告已獲校董會通過。

☒ 本校2024/25學年的總結報告已獲法團校董會通過。

☐ 本校2024/25學年的總結報告已獲學校管理委員會通過。

現將有關要點，闡述如下：

(一) 實施「學習架構」的整體情況

1. 本校透過多元途徑，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」，從第二語言學習者的角度，幫助非華語學生有系統地學習中文，以提高他們的學習效能。具體措施包括：

(i) 教師培訓方面，在全校 2 名教授非華語學生的中文科教師當中，已有 2 名曾在2024/25學年接受相關培訓：(可選多於一項)

☒ 單次性有關教授中文作為第二語言的分享會 / 研討會

☐ 為期數日有關教授中文作為第二語言的短期課程

☒ 教授非華語學生的教師經驗分享會 / 研討會

☒ 香港教育大學開辦的為非華語學生而設的中國語文教學專業進修課程

☒ 有系統的兼讀制深造證書 / 文憑 / 碩士學位課程

☒ 同儕觀課

☒ 協作教學

☐ 教師網絡活動 (請說明) : _____

☐ 其他相關培訓 (請說明) : _____

1：規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

(ii) 曾參與上述培訓課程的教師亦已透過以下模式，與其他教師分享培訓所得：

(可選多於一項)

☒ 中文科組會議 (包括共同備課會議)

☐ 教師專業發展日

☐ 其他模式 (請說明) : _____

☐ 不適用 / 未有進行分享活動，原因是： _____

(iii) 校本專業支援：

☒ 本校在2024/25學年已參加由教育局專業人員 / 大學 / 其他專業機構提供的校本支援服務

☐ 正如本校在學期初提交的「學校計劃」所述，本校在2024/25學年沒有參加相關校本支援計劃

(iv) 在2024/25學年，我們已透過以下校本安排，提升教師教授非華語學生中文的專業能力：(可選多於一項)

☒ 同儕觀課 (每 _____ 學期 約 2 節)，並就觀課所得進行專業交流，分享心得

☒ 共同備課 (每 _____ 學期 約 2 節)，針對非華語學生學習中文作為第二語言的需要，調適教學策略和教學內容

☒ 與其他學校進行專業交流，例如：參加 / 舉辦聯校分享會 (共約 4 次)

☒ 由具教授非華語學生經驗的教師，帶領 / 協助在這方面經驗較淺的教師

☒ 其他 (請說明)：聘請具教授非華語學生經驗的教師作教學助理，製作校本課程教材 _____

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

☒ 參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源，並按需要發展 / 調適校本教材

☒ 根據「學習架構」發展校本教材，共 4 單元，涵蓋的年級：

中五

☐ 採用出版社、大學 / 專上院校出版的教材，包括：(請說明有關出版社及教材名稱) _____

☒ 採用 / 參考教育局為非華語學生學習中文推出的教材

☐ 申請優質教育基金撥款，發展校本課程 / 教材，或推展其他支援非華語學生學習中文的項目 (計劃名稱： _____)

☐ 其他 (請說明)： _____

3. 由於中文科的學習內容蘊含中華文化、品德情意等元素，在2024/25學年，本校透過以下學習／活動模式，幫助非華語學生認識中國傳統文化，提升他們學習中文的成效：

(可選多於一項)

☒ 將有關文化元素 (例如：較淺易的文學作品、歷史／成語故事等) 融入課堂教學

☒ 因應中國傳統節日 (例如：農曆新年、中秋節等) 舉辦相關活動

☒ 舉辦有關體藝培訓班 (例如：醒獅、中文話劇、書法等)

☐ 其他 (請說明) : _____

4. 在推行多元**密集中文學習模式**方面：【有關資料由系統從學校計劃(2024/25學年)第8項匯入】

(i) ☒ 本校大致按照提交的「學校計劃(2024/25學年)」所述，安排了：

☒ 抽離學習

☐ 小組學習

☐ 增加中文課節

☐ 協作教學

☐ 跨學科中文學習

☒ 課後支援

其中 抽離學習,課後支援 (密集中文學習模式)

對幫助非華語學生學習中文最為有效，原因是：

可針對學生弱點加強訓練，能長期監察學生學習狀況。

(ii) [如2024/25學年推行的密集中文學習模式與提交的學校計劃(2024/25學年)所述的有所調整，請填寫此項。]

☐ 本校在推行密集中文學習模式時，因應需要而作出以下的調適：

密集中文學習模式

原有安排

調適安排

就上述調適，主要的考慮因素是：_____

- (iii) ☐ 本校在2025年暑假期間或學期初舉辦校本銜接課程。該課程只教授中國語文，詳情如下：

跨級分組 (以✓表示)	年級(2025/26學年)	參與學生人數	陪同子女上課及 / 或參與學習活動的家長人數	時數(小時)	舉辦課程的方式 (可選取多於一項)	相關開支(可選取多於一項，並按需要 在第16及 / 或第18項列明)
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5. 除了在學年結束前及 / 或下學年開始時使用《中國語文校內評估工具—非華語學生適用》(《評估工具》)的結果外，本校透過以下模式評估支援措施的成效：(可選多於一項)

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

活動名稱	主辦機構	表現(例如：獎項)
非華語學生中文才藝比賽 (中學)	教育局課程發展處	優異獎

- ☐ 其他(請說明)：_____

6. 整體而言，在2024/25學年的加強支援下，本校非華語學生在中文學習方面，參照「學習架構」的學習成果，具體來說：

閱讀方面	表現	請以文字描述其表現
初中：	☒ 有明顯進步 ☐ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	能認讀學習和生活上的常用字詞
高中：	☐ 有明顯進步 ☒ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	大致能概括段落的意思，能簡單評價人物角色的行為
寫作方面	表現	請以文字描述其表現
初中：	☐ 有明顯進步 ☒ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	大致能書寫與生活相關的常用字

高中：	☐ 有明顯進步 ☒ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	大致能交代事情發生的經過
聽說方面	表現	請以文字描述其表現
初中：	☒ 有明顯進步 ☐ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	能大致理解小語段中的事情
高中：	☐ 有明顯進步 ☒ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	能就話語內容提出意見

7. 整體而言，本校認為非華語學生在加強支援下 略有 進步。如有，請分享學校有效的教學策略、行政安排、或一至兩名非華語學生的成功個案。如沒有，請分析非華語學生的困難和難點，並計劃在教學策略、行政安排上如何調適以改善有關情況：

中一學生基礎較差，對學習中文沒有興趣，且因大多數為同一民族，習慣使用母語對話，形成較封閉的小團體，中文能力進步有限。2526年度校方將非華語生分拆至兩班中二，引導非華語學生融入主流，塑造更便於學習中文的環境。其次中二級學生能力偏差極大，2526年度校方按能力跨級分組，將中二及中三的同學分為能力高低各一班，令學生得到更適切的教學。因應學生表現，2526年將製作校本教材，更貼合學生程度。

8. 本校運用額外撥款推行加強支援措施從課程策劃以及教學支援上（包括推行密集中文學習模式），提升非華語學生學習中文的成效，以期協助他們銜接主流中文課堂。以校本情況而言，在2024/25學年，非華語學生的中文學習表現，大致可劃分為以下情況：

	非華語學生人數
(a) 全校非華語學生總人數	(a) <u>12</u> 名
(b) 在中文課堂與華語同儕同班的非華語學生人數	(b) <u>0</u> 名
- 大致能應付課堂學習的非華語學生人數	(<u>0</u> 名)
- 暫時 <u>仍未能追上</u> 華語同儕的非華語學生人數	<u>0</u> 名)
(c) 在中文課堂獨立成班(或抽離學習)的非華語學生人數	(c) <u>12</u> 名
- 大致能追上 <u>高能力</u> 華語同儕的非華語學生人數	(<u>0</u> 名)
- 大致能追上 <u>中能力</u> 華語同儕的非華語學生人數	(<u>3</u> 名)
- 大致能追上 <u>低能力</u> 華語同儕的非華語學生人數	(<u>2</u> 名)
- 暫時 <u>仍未能追上</u> 華語同儕的非華語學生人數	(<u>7</u> 名)
[(a) = (b)+(c)]	

[註：非華語學生若只在部分中文課堂抽離學習，在部分中文課堂則與華語同儕同班，學校可按大部分的課堂節數安排把他們歸類為(b)或(c)項]

(d) 其他（請說明）： _____

9. 綜合而言，從校本情況考慮，在2024/25學年約有 0 名非華語學生已銜接主流中文課堂。

另外，約 0 名非華語學生預計可望在2025/26學年或隨後數年內銜接主流中文課堂：

1年內（2025/26學年內）：	<u>0</u> 名
1至2年（2026/27學年內）：	<u>0</u> 名
2至3年（2027/28學年內）：	<u>0</u> 名
3至4年（2028/29學年內）：	<u>0</u> 名
多於4年（2029/30學年或之後）：	<u>0</u> 名

然而，與華語學生的情況相若，非華語學生的學習成效受不同的因素影響，本校會繼續留意非華語學生的學習表現及進度，並因應情況，在下學年的報告更新有關情況 / 數字。

10. 本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程，並確保所有非華語學生與華語同儕享有同等學習中文的機會。在推行加強支援措施下，本校會積極從課程策劃以及教學支援上，協助非華語學生提升學習中文的期望和目標，包括設計適切的校本中國語文課程，以提升他們的中文水平，並及早為他們規劃學習路向，幫助他們獲取較佳的中國語文資歷，為升學和就業作好準備。

(a) 一般而言，本校安排高中非華語學生修讀 / 應考以下課程 / 考試，以獲取中國語文科資歷：(只適用於中學，可選多於一項)

中國語文科課程 / 公開考試

(請選✓)

(i) 香港中學文憑 (中國語文科) 考試

☐

其他中國語文科資歷

(ii) 香港中學文憑考試 (乙類) : 應用學習中文 (非華語學生適用) 課程

☒

國際認可的中文資歷 ²

(iii) 綜合中等教育證書(GCSE)

☐

(iv) 國際普通中學教育文憑(IGCSE)

☒

(v) 普通教育文憑高級補充程度(GCE AS-Level)

☐

(vi) 普通教育文憑高級程度(GCE A-Level)

☐

☐ 本校 不會安排任何 非華語學生修讀或報考(i)或(ii) 項，原因是：

☐ 本校 安排所有 非華語學生只修讀或報考(iii)及 / 或(iv) 項，原因是：

² 對於非華語學生，教育資助委員會資助院校會在特定情況下，接納其他中國語文科考試的資歷，包括上述國際認可的中文資歷考試。特定情況是指：(甲) 學生在接受中小學教育期間學習中國語文少於六年時間；或 (乙) 學生在學校學習中國語文已有六年或以上時間，但期間是按一個經調適並較淺易的中國語文課程學習，而有關的課程一般並不適用於其他大部分在本地學校就讀的學生。

(b) 在2024/25學年，本校因應高中非華語學生的中文學習表現和需要，計劃 / 安排他們修讀 / 應考中國語文科課程 / 公開考試的具體情況如下：(只適用於中學)

	年級及人數		
	中四	中五	中六
在2024/25學年就讀中四至中六的非華語學生人數	0	1	0
(i) 已參加 / 計劃參加香港中學文憑 (中國語文科) 考試：	0	0	0
(ii) 在2024/25學年修讀應用學習中文 (非華語學生適用) 課程：	0	1	0
(iii) 於高中階段中，已考獲國際認可的中文資歷 / 計劃參加有關考試：			
• 綜合中等教育證書(GCSE)	0	0	0
• 國際普通中學教育文憑(IGCSE)	0	1	0
• 普通教育文憑高級補充程度(GCE AS-Level)	0	0	0
• 普通教育文憑高級程度(GCE A-Level)	0	0	0
參加有關考試 / 修讀有關課程的總人次：	0	2	0

[註：一般而言，非華語學生只修讀及報考 (i)香港中學文憑 (中國語文科) 考試 或 (ii)應用學習中文 (非華語學生適用) 其中一項。在特別情況下，修讀應用學習中文 (非華語學生適用) 的學生可在學校的支援下考慮同時報考香港中學文憑考試兩科中文科目。此外，學校可根據非華語學生的中文學習表現，同時安排他們參加多於一個(iii)國際認可的中文資歷的考試，因此參加有關考試 / 修讀有關課程的總人次應不少於相關年級的非華語學生人數。]

(iv) 其他 (請說明) : _____

[註：部分非華語學生或會因應其學習進程，修訂他們的選擇。]

(二) 建構共融校園

11. 在2024/25學年，本校除了將《學校概覽》（由家校合作事宜委員會出版）翻譯為英文版及提供相關支援措施的資訊外³，亦已透過以下方式，加強與非華語學生家長的溝通：（可選多於一項）

- ☒ 提供 所有 主要學校通告的英文版本
- ☐ 由 班主任 / 教學助理 / 其他人士(例如：_____)
協助非華語學生家長了解學校通告的內容
- ☐ 提供英文版本的其他資料，例如：_____
- ☐ 聘請不同種族的助理，直接與非華語學生家長聯絡
- ☐ 購買翻譯服務，_____
- ☐ 安排教職員翻譯，_____
- ☒ 舉辦家長講座（共 1 次），讓非華語學生家長了解其子女的學習進度及學校提供的支援情況
- ☒ 透過家長日 / 其他模式（例如：
開學首月、家長日、文化共融日等日子作不定期聚會_____）
向非華語學生家長講解其子女的學習進度（包括中文能力、銜接主流中文課堂的進展等），以期透過家校合作，鼓勵非華語學生努力學習
- ☐ 其他（請說明）：_____

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

12. 在2024/25學年，本校與非華語學生家長的溝通 非常理想；而非華語學生的上課出席情況 偶有缺席，約 2 名連續缺課7個上課日或以上（其中最長請假 24 天），情況如下：

缺課日數	非華語學生人數	主要原因（可選多於一項）
連續7至14個上課日	<u>1</u>	☐ 健康問題 ☐ 家庭問題 ☒ 回鄉 ☐ 其他（請說明）：_____
連續15至30個上課日	<u>1</u>	
連續多於30個上課日	_____	

13. 就提升教師和學生的文化和宗教敏感度，並在校內營造多元文化環境，在2024/25學年推行的具體措施包括：（可選多於一項）（請就每項提供1至2個例子）

☒ 已制定與建構共融校園相關的政策，並推行措施和各種安排

☐ 向教師闡釋有關政策及措施，並定期匯報推行措施的進展

☐ 舉辦 / 安排教師參與相關講座、研討會、工作坊：

主題

講者 / 協作機構（如適用）

☒ 舉辦推廣共融校園 / 提高多元文化及宗教敏感度的活動，讓教師、學生及家長認識不同族裔的文化：

活動名稱 / 內容簡述

協作機構（如適用）

Me and My Good Friends WORKSHOP

THE ZUBIN FOUNDATION

☒ 為學生推展同儕互勉計劃，鼓勵不同族裔的學生互相學習

計劃名稱 / 內容簡述

協作機構（如適用）

學習伙伴計劃

本校跨組別活動

☐ 其他（請說明）：_____

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

☐ 與錄取較多華語學生的學校建立學習圈 / 結成伙伴學校

（伙伴學校名稱：_____）

☒ 安排非華語學生參與社區服務，主要包括：（請列舉1至2項）

活動名稱 / 內容簡述

協作機構（如適用）

我係義工，送米助人

香港青年協會

☐ 安排非華語學生（共 _____ 名）參與制服團隊，包括：

☐ 童軍（例如：幼童軍、男童軍、女童軍）

☐ 少年警訊

☐ 交通安全隊

☐ 紅十字會 / 聖約翰救傷隊

☐ 基督少年軍 / 基督小先鋒

☐ 民安隊 / 航空青年團

☐ 其他（請說明）：_____

☐ 安排非華語學生參加政府 / 不同機構舉辦的活動（例如：商校合作計劃、由民政事務總署資助營辦的少數族裔人士支援服務中心所舉辦的共融活動等），主要包括：（請列舉1至2項）

活動名稱 / 內容簡述

協作機構（如適用）

☒ 其他 (請說明) : 體育比賽、運動校隊

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

☒ 已將中、英文對照的支援摘要 (2024/25學年) 在2025年11月30日或之前上載本校網頁 (只適用於2024/25學年獲額外撥款的學校)⁴
(請提供有關連結：<https://wtsmc.edu.hk/education-support-provided-for-non-chinese-speaking-students/>)

☐ 除上述支援摘要外，本校網頁的其他內容⁵ (請提供有關連結：
_____)

☐ 本校其他刊物，例如：_____

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

☒ 家長日

☐ 其他 (請說明) : _____

⁴ 根據教育局通告第8/2020號第18段，獲有關撥款的學校須提供一份中、英文對照的摘要，闡述學校於上學年如何支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校應在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，讓家長在瀏覽網頁的主頁時能即時知悉如何獲得英文版的資料。

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

(三) 撥款的運用⁶

16. 本校在2024/25學年所獲的額外撥款為:(A) 883,874 元，在2023/24學年完結時，額外撥款的累積餘額為:(B) 33,020.76 元(如適用)⁷。本校在2024/25學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：(可選多於一項)

項目	全年實際開支
☒ 聘請中文科 / 其他科 (請說明： _____) 全職教師 <u>1</u> 名 ⁸ ，及全職教學助理 <u>1</u> 名 ⁸ 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作：	教師薪金總計： <u>355,635</u> 元 ⁹
☒ 教師 教授非華語學生中文的額外教學工作，每週 / 循環週 <u>35</u> 節 ☒ 教學助理 協助 / 支援非華語學生學習中文，每週 / 循環週 <u>8</u> 節	教學助理薪金總計： <u>255,522.58</u> 元 ⁹
☒ 發展校本課程 / 教材 (包括電子教材)，共 <u>4</u> 單元 (涵蓋的年級： <u>中一、中二、中三、中四</u>)，每週 / 循環週 <u>1</u> 節 ☒ 共同備課 (年級： <u>中一、中二、中三及中五</u>)，每週 / 循環週 <u>1</u> 節 ☐ 建構共融校園 ☐ 安排共融活動，每週 / 循環週 _____ 節 ☐ 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料，每週 / 循環週 _____ 節 ☒ 其他相關工作 (請說明)： <u>預備教材、與非華語學生家長溝通、語譯校方中文訊息</u>	

⁶ 根據教育局通告第8/2014號附件二及教育局通告第8/2020號第5段，有關撥款只適用於支援非華語學生學習中文及建構共融校園。學校運用額外撥款的一般指引，可參考教育局通告第8/2020號附件一。

7 2023/24學年完結時有關撥款的累積餘額與學校有關學年經審核周年帳目有關撥款的餘款數額一致。

⁸ 教職員的人數以職位計算，負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。如同一職位先後由不同的人員任職，亦應以1名全職人員計算。如該職位或職位的工作量並非全職，可按比例填報，例如：全職教師0.5名 / 教學助理1.5名。開支以年薪計算。

9 學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校其他資源支付，請在第18項補充其他相關資料。

項目	全年實際開支																		
☐聘請全職不同種族的助理_____名⁸，主要負責以下工作： ☐與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等 ☐於中文課堂及 / 或課後支援入班協作，每週 / 循環週_____0_____節 ☐協助教師安排共融活動 ☐其他（請說明）：_____	不同種族的助理薪金總計： _____元⁹																		
☒僱用專業服務以支援課後中文學習： ☐舉辦課後中文學習班（請簡述服務內容）：_____ ☒舉辦校本銜接課程（請簡述內容）：製作節日主題的自學手冊	_____元 15,000元																		
☒購買 / 發展教學資源（請簡述有關資源及其用途）： <table><thead><tr><th>資源</th><th>用途</th><th>開支（元）</th></tr></thead><tbody><tr><td>中文圖書、聆聽教材、增潤教材、電子學習平台/應用程式</td><td>協助學生自習中文及中文課堂學習</td><td>14449.65</td></tr></tbody></table>	資源	用途	開支（元）	中文圖書、聆聽教材、增潤教材、電子學習平台/應用程式	協助學生自習中文及中文課堂學習	14449.65	14,449.65元												
資源	用途	開支（元）																	
中文圖書、聆聽教材、增潤教材、電子學習平台/應用程式	協助學生自習中文及中文課堂學習	14449.65																	
☒建立文化共融的學習環境： ☐僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）：_____ ☐僱用專業服務（請簡述服務內容）：_____ ☒舉辦推廣共融校園 / 提高多元文化及宗教敏感度相關的活動 _____5_____項 （請提供各項活動的名稱、主要內容及實際開支）： <table><thead><tr><th>活動名稱</th><th>內容</th><th>開支（元）</th></tr></thead><tbody><tr><td>文化共融活動</td><td>非華語生介紹其種族文化</td><td>15660</td></tr><tr><td>中華文化體驗活動</td><td>非華語生體驗中華文化</td><td>2690.75</td></tr><tr><td>文史問答比賽</td><td>非華語生學習中國文史內容</td><td>4612.9</td></tr><tr><td>學習伙伴計劃</td><td>非華語學生與主流學生定期聚會</td><td>1086</td></tr><tr><td>學習伙伴計劃</td><td>試後旅行</td><td>18522</td></tr></tbody></table>	活動名稱	內容	開支（元）	文化共融活動	非華語生介紹其種族文化	15660	中華文化體驗活動	非華語生體驗中華文化	2690.75	文史問答比賽	非華語生學習中國文史內容	4612.9	學習伙伴計劃	非華語學生與主流學生定期聚會	1086	學習伙伴計劃	試後旅行	18522	_____元 _____元 42,571.65元
活動名稱	內容	開支（元）																	
文化共融活動	非華語生介紹其種族文化	15660																	
中華文化體驗活動	非華語生體驗中華文化	2690.75																	
文史問答比賽	非華語生學習中國文史內容	4612.9																	
學習伙伴計劃	非華語學生與主流學生定期聚會	1086																	
學習伙伴計劃	試後旅行	18522																	

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項目	全年實際開支
☐ 其他相關開支 (請說明) : _____	_____ 元
全年實際總開支=	683,178.88 元(C)
2024/25學年的累積結餘 [(A)+(B)-(C)]=	233,715.88 元(D) ¹⁰
2024/25學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]=	26.44 %

¹⁰資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

- ☐ 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。本校累積高水平額外撥款餘額的原因及改善建議如下：[只適用於在本學年完結時，額外撥款的餘額累積至高水平 (70%或以上) 的學校]

原因：

改善建議：

17. 本校會將撥款的累積餘額(D) 233715.88 元(如適用)，於下學年繼續支援本校的非華語學生。(請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排)
18. 除第16項所述的開支外，本校 沒有 調撥其他資源支援非華語學生的中文學習及建構共融校園。若有，請簡述：

(四)總結

19. 在2024/25學年，就推行「學習架構」及建構共融校園，本校落實各項支援措施的情況總結如下：

	成效顯著	頗有成效	成效不彰	完全無效
(i) 提升教師教授非華語學生的專業能力	☐	☒	☐	☐
(ii) 發展校本課程 / 教材及使用和調適配套資源	☒	☐	☐	☐
(iii) 根據非華語學生使用《評估工具》的結果，按「學習架構」為他們訂定適切的學習目標	☒	☐	☐	☐
(iv) 推行密集中文學習模式（例如：抽離學習、小組學習、增加中文課節、跨學科中文學習、課後支援等）	☒	☐	☐	☐
(v) 增強非華語學生的學習動機及信心，並改進其學習表現	☐	☒	☐	☐
(vi) 加強與非華語學生家長的溝通	☒	☐	☐	☐
(vii) 建構共融校園	☒	☐	☐	☐
(viii) 其他（請說明）：	☐	☐	☐	☐

本校會參考2024/25學年的經驗，並就非華語學生的中文學習表現，擬備2025/26學年的支援計劃。

20. 本校已檢視過去數年為非華語學生安排的校本支援措施，措施的成效總結如下：

[適用於過去獲提供約80萬至約160萬元額外撥款三年或以上的學校]

(a) 成效較顯著的校本支援措施：

(i) 加強中文學習方面：

(ii) 加強與家長溝通與建構共融校園方面：

(iii) 促進成效的主要因素：

(b) 需進一步優化的校本支援措施：

(i) 加強中文學習方面：

(ii) 加強與家長溝通與建構共融校園方面：

(iii) 需進一步優化的主要因素及改善方案：

(c) 未來三年，本校加強推行有關校本支援措施的重點和方向為：

(五) 餘款的運用 【只適用於在 2025/26 學年 沒有 獲約80萬至約160萬元額外撥款的學校】

本校在2025/26學年錄取少於10名非華語學生，未能繼續獲約80萬至約160萬元額外撥款。

本校會善用2024/25學年額外撥款的餘額 _____ 元) 作以下用途：

項目	預算開支 (元)
聘請額外中文科教師 _____ 名 工作概要： _____	_____ 元
聘請額外教學助理 _____ 名 工作概要： _____	_____ 元
聘請不同種族的助理 _____ 名 工作概要： _____	_____ 元
購買教學資源 (請說明： _____)	_____ 元
僱用專業服務 (請說明： _____)	_____ 元
舉辦共融活動 (請說明： _____)	_____ 元
其他 (請說明： _____)	_____ 元
預算總開支：	0 元

(六) 其他 (如有需要, 可填寫其他補充資料) :

本校確保以上支援非華語學生的中文學與教及建構共融校園的安排, 符合現行的香港法例 (包括《教育條例》和《種族歧視條例》等), 以及教育局不時修訂的相關通告和指引。本校亦已遵照教育局通告第8/2014號有關「改善非華語學生的中文學與教」及第8/2020號有關「加強支援非華語學生的中文學與教新撥款安排」的要求, 確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信, 本報告一切內容均屬全面、完整及真確。

校監簽署

:

梁海明



校監姓名

:

梁海明

統籌教師姓名

:

黃敏芳

統籌教師電郵

:

wtty@wtsmc.edu.hk

學校名稱

:

香港四邑商工總會黃禧珊紀念中學

學校電話

:

27788982

日期

:

2025 年 10 月 21 日

**Report on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools
2024-2025 School Year**

Category 1: To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools

Category 2: To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions

Category 3: To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas³

Category 4: To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students

Category 5: To purchase or upgrade PE/sports equipment in the school

Category 6: To develop/enhance the policy on the development of an active and healthy school campus/MVPA60

Category 7: To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school

Schools are required to complete this part												For Category 4 only					
No.	Category	Activity Name/ Items/ Services/ Recruitment	Purpose	Proposed Month	Target Students		Estimated Expenses (\$)	Estimated Total Expenses in 3 academic years (\$)	Estimated Expenses per Person (\$)	Subject(s) / Section(s) involved	Teacher(s) in-charge	Target Stakeholders (put ✓ in appropriate columns below & fill in the number)				2024-25 Actual Expenses (\$)	Remark
					Level	Estimated Number of Participants/ Student Beneficiaries						Teachers	Target Number	Parents	Target Number		
e.g.	4	Let's Exercise	To promote the importance of exercising among students, teachers and parents through new sports	Sept	F1-3	360	\$5,000	\$15,000	N/A	PE	IWS	✓	60	✓	60		
1	2	Sports Promotion on Martial Art	To understand our country and Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education	May	3	133	\$5,000.00	\$15,000.00	\$37.59	PE	IWS LWKF					Cancelled	Because of the successful application of Jockey Club Sports programme, we promoted skateboarding and breaking instead this year.
2	1	AR Exercise Activity	To promote a positive exercise atmosphere in school	whole year	1-6	750	\$10,000.00	\$15,000.00	\$13.33	PE	IWS LWKF					2556	Students engaged actively during the lunch hour.
3	6	Exercise Pack	To establish an active lifestyle to reach MVPA 60	whole year	1-2	266	\$18,000.00	\$36,000.00	\$67.67	PE	IWS LWKF					Cancelled	Because of the successful application of Jockey Club Sports programme, lots of lessons were occupied for different sports related activities and workshops. Therefore, this item was not launched this year.
4	7	Fitness Coach	To establish an active lifestyle to reach MVPA 60	second term	1-6	40	\$10,000.00	\$30,000.00	\$250.00	PE	IWS LWKF					Cancelled	Because of the successful application of Jockey Club Sports programme, lots of lessons were occupied for different sports related activities and workshops. Therefore, this item was not launched this year.
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(Please insert rows above if the space provided is insufficient.)																	
Estimated Expenses for Category 1							\$10,000.00					Actual Expenses for Category 1				\$2,556.00	
Estimated Expenses for Category 2							\$5,000.00					Actual Expenses for Category 2				\$0.00	
Estimated Expenses for Category 3							\$0.00					Actual Expenses for Category 3				\$0.00	
Estimated Expenses for Category 4							\$0.00					Actual Expenses for Category 4				\$0.00	
Estimated Expenses for Category 5							\$0.00					Actual Expenses for Category 5				\$0.00	
Estimated Expenses for Category 6							\$18,000.00					Actual Expenses for Category 6				\$0.00	
Estimated Expenses for Category 7							\$10,000.00					Actual Expenses for Category 7				\$0.00	
Estimated Total Expenses							\$43,000.00					Actual Total Expenses				\$2,556.00	

Number of Student Beneficiaries

Total number of students in the school:	750
Number of student beneficiaries:	200
Percentage of students benefitting from the Grant (%):	27%

Name of Contact Person for this grant:	IP WAI SHAN
Post. of Contact Person for this grant:	PE PANEL

Total Expenses:	\$2,556.00
Unspent Balance:	\$147,444.00

Report on the Use of One-off Grant on Parent Education (Secondary)
__2024-2025__ School Year

Category 1: Organising structured or thematic parent education programmes - To procure services provided by organisations, individual speakers or experts
Category 2: Designing and producing school-based parent education resources
Category 3: Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"

Schools are required to complete this part															(put ✓ in appropriate columns below)			Remarks	
No.	Category	Activity Name/ Items/ Services/ Recruitment	Name of Organisation(s) / Speaker(s)	Purpose	Proposed Month	Target Parents		Estimated Expenses (\$)	Estimated Total Expenses in 3 academic years (\$)	Estimated Expenses per Person (\$)	Actual Date	(24-25) Actual Expenses (\$)	(24-25) Actual Expenses per Person (\$)	Subject(s) / Section(s) involved	Teacher(s) in charge	2024-25	2025-26		2026-27
						Level	Estimated Number of Participants/ Parent Beneficiaries												
e.g	1	Workshop- Positive Parenting	Mr. XXX from ABC Organization	To help parents cultivate a positive mindset to support the learning and growth of their children	October	F1-6	80	\$5,000	\$15,000	N/A				PTA	TMS & HRC	✓	✓	✓	
1	1	Talk - How parents can help children smoothly adapt to the secondary school stage (24-25 F.1 parents)	Mr. Rex Wu from Res ReAction	To help parents to understand the scope and processes of adolescent development under the systemic influences of parents and families, peers, schools, local and global society, and major life transitions.	August	F1	100	\$5,000.00	\$15,000.00	\$50.00	23 Aug	\$5,000.00	50	PTA	TMS & HRC	✓	✓	✓	
2	3	Talk- Positive Parenting	Dr. Charles Yu from Charles Yu Training Company Ltd.	To help parents to cultivate a positive mindset to support the learning and growth of their children	October	F1-6	200	\$8,500.00	\$8,500.00	\$42.50	5 Oct	\$8,500.00	200	PTA	TMS & HRC	✓			
3	1	Workshop - Dating & Sex Education	Mr. Cheng On Yin (Ministry director of the Hong Kong Sex Culture Society Limited)	To help parents to understand and facilitate adolescents' healthy development of intimacy and gender relationship	December	F1-3	80	\$10,000.00	\$30,000.00	\$125.00	28 June	\$1,650.00	14	PTA	TMS & HRC	✓	✓	✓	
4	3	Parent-child Sending Warmth, Sending Love Activity	PTA	To advocate the virtue of cherishing food & caring for the community and to promote positive values	January	F1-6	40	\$1,700.00	\$5,100.00	\$42.50	30 Nov	\$1,050.00	30	PTA	TMS & HRC	✓	✓	✓	
5	1	Parent-child Workshop - Financial Education	Financial Education Centre of HKFWS	To help parents to understand and facilitate adolescents' healthy development	March	F1-2	80	\$8,000.00	\$8,000.00	\$100.00	2025-2027	\$0.00	0	PTA	TMS & HRC		✓	✓	The activity has been rescheduled and will be organised in 2025-2026 or 2026-2027.
6	3	Parent-child "Foodstory Journey" Activity	Food Angel	To advocate the virtue of cherishing food & caring for the community and to promote positive values	April	F1-6	25	\$5,000.00	\$5,000.00	\$200.00	2025-2027	\$0.00	0	PTA	TMS & HRC		✓	✓	The activity has been rescheduled and will be organised in 2025-2026 or 2026-2027.
7	1	Workshop - Career Planning & support their children during their DSE journey	TBC	To equip parents with the knowledge and skills related to Career Planning and to help parents to support their children during their DSE journey	May	F4-6	80	\$9,000.00	\$27,000.00	\$112.50	2025-2027	\$0.00	0	PTA	TMS & HRC		✓	✓	The activity has been rescheduled and will be organised in 2025-2026 or 2026-2027.
8	1	Talk - How parents can help children smoothly adapt to the secondary school stage (25-26 F.1 parents)	Mr. Rex Wu from Res ReAction	To help parents to understand the scope and processes of adolescent development under the systemic influences of parents and families, peers, schools, local and global society, and major life transitions.	August	F1	100	\$5,000.00	\$15,000.00	\$50.00	23 Aug	\$4,180.00	100	PTA	TMS & HRC	✓	✓	✓	*The total cost for this talk was HK\$5,000. It was funded through two sources: a subsidy of HK\$4180 from the One-off Grant on Parent Education (Secondary) and a grant of HK\$820 from the One-off Grant for Mental Health on School (for Parents & Students).
(Please insert rows above if the space provided is insufficient.)																			
Estimated Expenses for Category 1								\$37,000.00	Actual Expenses for Category 1						\$10,810.00				
Estimated Expenses for Category 2								\$0.00	Actual Expenses for Category 2						\$0				
Estimated Expenses for Category 3								\$15,200.00	Actual Expenses for Category 3						\$9,550.00				
Estimated Total Expenses								\$52,200.00	Actual Total Expenses						\$20,360.00				

Estimated Number of Parent Beneficiaries

Total number of parents in the school:	737
Estimated number of parent beneficiaries:	605
Percentage of parents benefiting from the Grant (%):	82%
Name of Contact Person for this grant:	TMS & HRC
Post of Contact Person for this grant:	VP & Head of PTA Section

Actual Number of Parent Beneficiaries (2024-2025)

Total number of parents in the school:	737
Actual number of parent beneficiaries:	394
Percentage of parents benefiting from the Grant (%):	53%

Estimated Total Expenses:	\$52,200.00
Unspent Balance:	\$147,800.00

(2024-2025) Actual Total Expenses:	\$20,360.00
Unspent Balance:	\$179,620.00

Report on the use of One-off Grant for Mental Health on School (for Parents & Students)
2024-2025 School Year

Schools are required to complete this part													
No.	Activity Name/ Items/ Services/ Recruitment	Purpose	Proposed Month(s)	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Actual Date	Actual expenses (\$)	Number of Participants/ Student Beneficiaries	Subject(s) / Section(s) involved	Teacher(s) in-charge	Remark
				Level	Estimated Number of Participants/ Student Beneficiaries								
e.g	Mental Health Days	To promote the well-being of students and help release students' stress	September& May	F1-6	720	\$6,000	N/A				Counselling , Chinese, English	LCL	
23-24	Mealth Health Talk 1 - Internet & gaming addiction	To help parents to understand how to manage specific issues encountered by adolescents & promote mental health for students and parents	March	F1-6	50	\$1,300.00	\$26.0	9 March (23-24)	\$1,300.0	45	PTA	TMS, HKC	
1	Mealth Health Talk 1 - Internet & gaming addiction	To help parents to understand how to manage specific issues encountered by adolescents & promote mental health for students and parents	September	F1-6	50	\$1,300.00	\$26.0	21 September	\$1,300.00	40	PTA	TMS, HKC	
2	Mealth Health Activity - Parent-child Emerging Sports Day	To promote the well-being of parents & students and help release their stress & promote mental health for students and parents	August	F1-6	100	\$10,000.00	\$100.0	23 August	\$6,080.0	75	PTA	TMS, HKC	The originally planned activity has been changed to 'Super Sports Park Activity'.
3	Mealth Health workshop & Tai Chi Activity	To equip parents with the knowledge and skills related to mental health	January	F1-6	30	\$2,800.00	\$93.3	September	\$0.0	0	PTA	TMS, HKC	The originally planned event has been rescheduled to September.
4	Mealth Health Activity - Parent-child Movie Viewing Activity	To promote the well-being of parents & students and help release their stress & promote mental health for students and parents	23 August	F1-6	200	\$10,500.00	\$52.5	23 August	\$10,500.00	182	PTA	TMS, HKC	
5	Mealth Health Talk 2 - How Parents Can Help Their Children Adapt in Secondary School?	To equip parents with the knowledge and skills related to mental health	August	F1	100	\$5,000.00	\$50.0	23 August	\$820.00	100	PTA	TMS, HKC	The total cost for this talk was HK\$5,000. It was funded through two sources: a subsidy of HK\$4180 from the One-off Grant on Parent Education (Secondary) and a grant of HK\$820 from the One-off Grant for Mental Health on School (for Parents & Students).
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(Please insert rows above if the space provided is insufficient.)													
Actual Total Expenses									\$18,700.00	442			

Estimated Number of Student Beneficiaries

Total number of households (father/ mother/ guardian) in the school:	737
Estimated number of households beneficiaries:	442
Percentage of households benefitting from the Grant (%):	60%

Name of Contact Person for this grant:	TMS & HKC
Post of Contact Person for this grant:	VP & Head of PTA Section

(2024-2025) Actual Total Expenses:	\$18,700.00
(2024-2025) Unspent Balance:	\$0.00

(2023-2024) Actual Total Expenses:	\$1,300.00
(2023-2024) Unspent Balance:	\$18,700.00

推廣中華文化 體驗活動—筆過津貼(財政報告)
2024-2025學年

- 範疇 1: 舉辦有關中華文化的科 本及跨組學生學習／體驗活動或講座
範疇 2: 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
範疇 3: 舉辦或資助學生參加本地文化考察或參觀活動
範疇 4: 發展有關中華文化的課程
範疇 5: 採購及發展中華文化學與教資源
範疇 6: 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

學校須完成此部分														在下面適當的欄中加上副號✓		
項目	範疇	活動名稱/ 物品/ 服務/ 招聘	目的	建議月份	學生對象		預算支出 (\$)	預算支出 (3學年內) (\$)	預算支出 (每人) (\$)	實際支出 (\$)	實際支出 (每人)	相關科目/ 組別	負責老師	2024-25	2025-26	2026-27
					級別	預計參與者人數/ 受益學生										
e.g	6	中一四邑之旅	透過旅程，感受博大精深的中華文化及四邑文化，從而對中華文化有較深入的了解	四月	中一	120	\$60,000	\$15,000	\$500			中文科，中史科，德育、公民及教育組	HSH, LCW, CKY	✓	✓	✓
1	6	洛陽歷史文化之旅、經濟發展與城市規劃考察團(團費)	透過旅程，感受博大精深的中華文化及中國近代的發展，從而對中華文化有較深入的了解	4月、7月	中三至中五	60	\$25,000.00	\$25,000.00	\$416.67	\$8,026.00	\$133.77	中文科，中史科，德育、公民及國民教育組	KSY	✓		
2	6	洛陽歷史文化之旅、四邑文化之旅(物資)	透過旅程，感受博大精深的中華文化及中國近代的發展，從而對中華文化有較深入的了解	4月	中一至中五	150	\$5,000.00	\$5,000.00	\$33.33	\$2,925.00	\$19.50	中文科，中史科，德育、公民及國民教育組	KSY	✓		
3	1	中華文化日	舉辦中國傳統節日的慶祝活動，增加學生對傳統文化的認識	1月	全校	737	\$15,000.00	\$15,000.00	\$20.40	\$18,894.33	\$25.64	學務組，德育、公民及國民教育組	HSH	✓	✓	✓
4	1	粵劇欣賞	藉欣賞戲曲陶冶性情，提高學生文化修養	11月	中一	120	\$20,000.00	\$20,000.00	\$166.67	\$15,080.00	\$125.67	音樂科	HKC	✓	✓	
5	1	粵劇訓練	藉戲曲訓練，陶冶性情，提高學生對中華文化的認識和承傳文化	11月	全校	15	\$35,000.00	\$35,000.00	\$2,333.33	\$36,500.00	\$2,433.33	音樂科	HKC	✓	✓	
6	1	中華文化戲劇訓練	藉戲劇認識中華文化，提高學生文化修養和承傳文化	6月	全校	44	\$28,000.00	\$28,000.00	\$636.40	\$27,500.00	\$625.00	中文科	LCN	✓	✓	
7	1	雜項					\$5,000.00						HSH	✓		
(Please insert rows above if the space provided is insufficient.)																
範疇1的預算開支							\$98,000.00									
範疇2的預算開支							\$0.00									
範疇3的預算開支							\$0.00									
範疇4的預算開支							\$0.00									
範疇5的預算開支							\$0.00									
範疇6的預算開支							\$30,000.00									
雜項							\$5,000.00									
預算總開支							\$133,000.00									

預計受益學生:

學生總人數:	737
預計受益學生人數:	737
受益於津助的學生百分比:	100%

津貼聯絡人:	何兆康
津貼聯絡人職位:	副校長

總預算開支	\$133,000.00
未用餘額:	\$167,000.00

實際受益學生:

學生總人數:	737
實際受益學生人數:	737
受益於津助的學生百分比:	100%

津貼聯絡人:	何兆康
津貼聯絡人職位:	副校長

實際開支	\$108,925.33
未用餘額:	\$191,074.67

香港四邑商工總會黃棣珊紀念中學

2024-2025 年度

「推廣中華文化體驗活動一筆過津貼」檢討報告 (詳述)

本校 2024-2025 學年運用中華文化體驗活動一筆過撥款作以下用途。

範疇	說明	成功準則	成效檢討	支出
範疇 6: 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	● 洛陽歷史文化之旅、經濟發展與城市規劃考察團(團費)	● 舉辦洛陽歷史文化之旅 ● 參加同學完成旅程以後，須在早會或周會講述見聞	● 洛陽之旅和經濟發展與城市規劃考察團順利完成，學生的文字報告水平甚佳	支出：\$8,026.00
	● 洛陽歷史文化之旅、四邑文化之旅(物資) ● 團衣和電話卡	● 根據同學的文字報告或口頭報告，評估旅程成效 ● 參加經濟發展與城市規劃考察團 ● 參加同學完成旅程以後，須在早會或周會講述見聞		支出：\$2,925.00

範疇	說明	成功準則	成效檢討	支出
		● 根據同學的文字報告或口頭報告，評估旅程成效		
範疇 1: 舉辦有關中華文化的科本及跨組學生學習／體驗活動或講座	● 中華文化日 ● 活動物資和醒獅及扯鈴表演	● 舉辦中秋節、農曆新年、端午節慶祝活動，參加同學反應理想	● 中秋活動、農曆新年活動效果不俗 ● 中華文化日的剪紙、揮春，送贈區內老人，活動饒有意義 ● 中華文化日的扯鈴演出，學生反應熱烈	支出：\$18,894.33
範疇 1: 舉辦有關中華文化的科本及跨組學生學習／體驗活動或講座	● 粵劇欣賞 ● 門票和租用旅遊巴到戲曲中心	● 舉辦粵劇欣賞活動，同學反應理想	● 欣賞活動，學生反應理想	支出：\$15,080.00
範疇 1: 舉辦有關中華文化的科本及跨組學生學習／體驗活動或講座	● 粵劇訓練 ● 粵劇班導師費、粵劇班制服和教材、粵劇班演出費用	● 編訂中華文化的劇本，劇本水平達標 ● 排練自編劇本，在才藝晚會公演，觀眾反應理想	● 學生所編劇本，選材為日常生活，能在其中融入傳統文化 ● 晚會公演，觀眾反應理想	支出：\$36,500.00

範疇	說明	成功準則	成效檢討	支出
	藉粵劇演出，學習中華文化	排練粵劇，在才藝晚會公演，觀眾反應理想	演出活動，學生表現理想	
範疇 1: 舉辦有關中華文化的科本及跨組學生學習／體驗活動或講座	- 中華文化戲劇訓練 - 中文劇社活動物資和導師費	排練戲劇，在才藝晚會公演，觀眾反應理想	演出活動，學生表現理想	支出：\$27,500.00

總支出：\$108,925.33

下學年結餘：\$191,074.67

HKSYCIA WONG TAI SHAN MEMORIAL COLLEGE
One-off Grant for Mental Health at School Report 校園・好精神－筆過津貼報告
2024-2025 學年

(一) 財務概況

本學年剩餘撥款:	\$20,692.72
本學年總開支:	\$20,692.72
須退還教育局餘款(A - B):	0

(二) 活動類別

1	Mental Health Day 校園好精神健康日
2	Classroom Boardgame 課室桌遊
3	Cheering Activities 打氣活動, e.g. F.6 Cheering Day, Matchical School Tour 2025
4	Classroom Management 班級經營

2024-2025

Date	Items	Memo	EXP	INCOME	Ending Balance
11/11/2024	校園好精神 (Gratitude Day) 活動物資	Tong Lai Him	\$25.50		
11/11/2024	校園好精神 (Gratitude Day) 活動物資	Lai Chau Lan	\$811.74		
14/3/2025	Cheering Board	Lai Chau Lan	\$151.00		
30/5/2025	Stationery	PettyCash	\$23.00		
3/6/2025	Stationery	Lai Chau Lan	\$806.00		
20/6/2025	攤位禮物 + 裝飾品	Lai Chau Lan	\$1,029.74		
20/6/2025	雪糕到會 (#Q2425-093)	K & H	\$11,500.00		
27/6/2025	School Tour 2025 (INV#ME-01252)	Music Nation Artists Management C	\$4,900.00		
4/7/2025	Stationery	Tong Lai Him	\$154.00		
21/8/2025	Board Game + Toys	Yip Wai Lam	\$465.00		
22/8/2025	手工日曆	Mo Tin Yat	\$826.74		
		Total:	\$20,692.72	\$0.00	\$0.00

2023-2024

Date	Items	Memo	EXP	INCOME	Ending Balance
22/12/2023	EDB教育局撥款			\$60,000.00	
19/12/2023	租用爆谷機 & 棉花糖機 (INV#JV2023113012)	Joying Communications Limited	\$5,470.00		
19/12/2023	WTS中四班本活動2023 (23-30/11/2023) (INV#IV23/39)	Hong Kong Christian Service	\$2,000.00		
23/1/2024	2D 校園好精神計劃 活動物資	Lam Chui Wa	\$544.90		
23/1/2024	3A 校園好精神計劃 活動物資	Cheng Yung Yung	\$577.00		
23/1/2024	校園好精神計劃 活動物資	Ching Ho Yin	\$336.80		
23/1/2024	校園好精神計劃 活動物資	Lai Chun Nam	\$375.00		
23/1/2024	4A 校園好精神計劃 活動物資	Ng Man Wai	\$474.00		
23/1/2024	2A 校園好精神計劃 活動物資	Lui Ching Ying	\$824.30		
23/1/2024	2B 校園好精神計劃 活動物資	Kwan Wing Yau Wendy	\$777.80		
23/1/2024	2B 校園好精神計劃 活動物資	Leung Chi Ping	\$126.00		
23/1/2024	4D 校園好精神計劃 活動物資	Lee Ling Yan	\$276.00		
23/1/2024	4C 校園好精神計劃 活動物資	Chu Wai Kit	\$160.41		
23/1/2024	4B 校園好精神計劃 活動物資	Lai Chau Lan	\$620.70		
23/1/2024	校園好精神計劃 -- 膠箱	Yip Wai Lam	\$1,080.00		
23/1/2024	校園好精神計劃 -- 棋	Yip Wai Lam	\$3,240.00		
23/1/2024	校園好精神計劃 活動物資	Tam Yik Kwan	\$799.40		
23/1/2024	3A 校園好精神計劃 活動物資	Leung Po Hang	\$88.90		
23/1/2024	3B 校園好精神計劃 活動物資	Chan Chung hin	\$990.90		
29/2/2024	6C 校園好精神計劃 活動物資	Lau Cho Wing	\$416.00		
29/2/2024	校園好精神計劃 活動物資	Yeung Chi Kwan	\$204.00		
29/2/2024	4C 校園好精神計劃 活動物資	Chu Wai Kit	\$56.90		
29/2/2024	3D 校園好精神計劃 活動物資	Yeung Ka Yee	\$512.80		
29/2/2024	校園好精神計劃 活動物資	Yip Wai Lam	\$480.00		
20/3/2024	1B 校園好精神計劃 活動物資	Tang Yan Yan	\$300.00		
21/3/2024	校園好精神計劃 活動物資	Suen Chung Sze	\$956.90		
16/4/2024	4C 校園好精神計劃 活動物資	Chu Wai Kit	\$310.90		
19/4/2024	雪糕車 (24/5/2024) (#Q2324-095) (INV#1938)	Golden Champion International Gro	\$9,100.00		
28/5/2024	校園好精神計劃 活動物資	Yeung Chi Kwan	\$349.00		
28/5/2024	5D 校園好精神計劃 活動物資	Ip Wai Shan	\$1,050.00		
25/6/2024	6B 校園好精神計劃 活動物資	Yu Pik Kwan	\$902.74		
25/6/2024	3C 校園好精神計劃 活動物資	Kong Yee Mei	\$1,011.20		
25/6/2024	4A 校園好精神計劃 活動物資	Wong Kai Hong	\$510.00		
25/6/2024	2D 校園好精神計劃 活動物資	Lam Chui Wa	\$445.20		
25/6/2024	6A 校園好精神計劃 活動物資	Leung Wai Ting	\$588.20		
25/6/2024	3D 校園好精神計劃 活動物資	Yeung Ka Yee	\$537.00		
22/7/2024	4B 校園好精神計劃 活動物資	Tong Lai Him	\$617.00		
22/7/2024	校園好精神計劃 活動物資	Yip Wai Lam	\$366.00		
31/7/2024	校園好精神計劃 活動物資 (快樂說Go日) (24/5/2024)	Lai Chau Lan	\$560.23		
31/7/2024	4C 校園好精神計劃 活動物資	Chu Wai Kit	\$844.70		
31/7/2024	校園好精神計劃 活動物資	Yeung Chi Kwan	\$426.40		
		Total:	\$39,307.28		\$20,692.72

HKSycia Wong Tai Shan Memorial College
學生活動支援津貼 運用報告
2024-2025 學年

(一) 財務概況

A	本學年獲發撥款：	\$168,350.0
B	本學年總開支：	\$167,992.0
C	須退還教育局餘款 (A - B)：	\$358.0

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	28	\$22,050.74
學校書簿津貼計劃 - 全額津貼	242	\$111,987.90
校本評定有經濟需要	97	\$34,311.36
		(上限為全學年津貼金額的25%)
總計	367	\$168,350.0

[註：此項應等於 (一) B「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	Language Training	Language	18	10382.93	✓				
2	Geography Field Study Courses & Environmental Education Programme	Science	35	6325.30	✓				
3	Basic Life Support Training and First Aid	Cross KLA	38	8105.65		✓			
4	Forensic Science Workshops	Science	10	3950.00	✓				
5	Art and Design Museum Visit	Art	19	4173.98			✓		
6	Art and Design Workshops	Art	19	3800.00			✓		
7	Dance Club (Chinese Dance)	PE and art	9	14987.25			✓		
8	Dance Club (Contemporary Jazz Dance)	PE and art	7	26466.69			✓		
9	Physics experiential activities (Physics in Motion)	Science	18	4616.00	✓				
10	Physics experiential activities (Astronomy Camp)	Science	14	3822.00	✓				
11	Career Exploration	Cross KLA	51	14475.70		✓			✓
12	Music Choir	Music	41	33356.80			✓		
13	Symphonic Band	Music	10	10054.53			✓		
14	Marching Band	Music	7	6177.18			✓		
15	PTA tour	Cross KLA	50	8858.00		✓			
(如空間不足，請於上方插入新行。)									
第1項總開支			346	159552.0					

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									
1	上海經濟發展與城市規劃探索之旅	Cross KLA	13	\$6,300.00	✓	✓			✓
(如空間不足，請於上方插入新行。)									
第2項總開支			13	\$6,300					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1	The 7 Habits of Highly Effective Teens Workshop	cross-KLA	1	\$490	✓				✓
2	Hong Kong Art Festival	Art	7	\$1,650			✓		
(如空間不足，請於上方插入新行。)									
第3項總開支			8	\$2,140.0					
總計			367	\$167,992.0					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

學生活動支援津貼 聯絡人(姓名、職位)：	TAM YIK KWAN
全方位學習 聯絡人(姓名、職位)：	IP WAI SHAN

School-Based Support Scheme (SBSS) Grant (for newly-arrived children) (2024-2025)

Domain (Section/ KLA/ Subject)	Programme	Objective(s)	Target Group (Level)	Group Size	Date/ Duration	Evaluation	Expenditure	Teacher(s)-in-charge
Chinese Language	Cantonese Class for newly-arrived students	To enable newly-arrived students to communicate effectively with locals, teachers, and peers, thereby enhancing their social interactions and integration into the community	F2-F3	8-10 students	Nov 2024 - Jul 2025	A total of 7 students joined the Cantonese class. Most of them can understand Cantonese in the 2nd term, but some of them are still weak at speaking.	\$ 8,000.00	Ho Siu Hong & Lau Tsun Long
English Language	English Class for newly-arrived students	To develop newly-arrived students' language skills to facilitate communication and integration into their new environment To equip students with the language skills needed for future educational and career opportunities in English-speaking settings	F2-F3	8-12 students	Feb 2025 - Jul 2025	Attendance was very good. Students have improved their four skills, especially speaking.	\$ 18,000.00	Wong Kai Hong
Mathematics	Mathematics Class for newly-arrived students	To enable newly-arrived students to integrate mathematical language and concepts To offer students support and guidance to address any gaps in mathematical knowledge that may exist due to differences in educational systems or backgrounds	F2-F3	8-12 students	Feb 2025 - Jul 2025	Attendance was very good. Students learnt advanced techniques in solving algebraic and geometric problems. Students enjoyed solving the past paper questions from Math Olympiad competitions.	\$ 7,200.00	Chan Chung Hin Ben
Admission, Bridging & QA Section	Visits to famous spots in Hong Kong & Extra-curricular activities	To familiarize newly-arrived students with the new surroundings, introduce them to the local culture, foster a sense of belonging, and facilitate their integration into their new environment	F2-F3	8-12 students	Feb 2025 - Jul 2025	Students have fostered a strong sense of belonging to Hong Kong, having gained familiarity with the local culture through excursions.	\$ 5,583.00	Wong Kai Hong
Total:							\$ 38,783.00	

SBSS Grant (2024-2025) \$ 79,768.00

Expenditure (2024-2025) \$ 38,783.00

Balance (2024-2025) (as at 17.7.2025) \$ 40,985.00

2024/25 學年「大灣區職涯探索之旅」計劃報告

學校須於完成考察活動後，將舉辦活動的詳情、財政報告和成效檢討載於該學年（2024/25 或 2025/26 學年）的學校報告內，並將經法團校董會／校董會／學校管理委員會批核的學校報告上載學校網頁，讓持份者（包括教職員、家長、學生等）閱覽。

第一部分：活動詳情

請在適當方格內加上「 」號及填寫相關資料		
1.	活動模式	☒ 參加由教育局委託承辦機構籌辦的「大灣區職涯探索之旅」考察團（行程：21） 自行籌劃與大灣區職業生涯探索相關的校本考察活動 參加由「商校合作計劃」機構伙伴安排的「大灣區職涯探索之旅」活動（編號：__）
2.	到訪大灣區城市	廣州 深圳 ☒ 珠海 佛山 惠州 東莞 中山 江門 肇慶 澳門特別行政區
3.	活動日期	2025 年 7 月 3 日至 ____ 年 ____ 月 ____ 日
4.	參加人數	☒ 中四學生 9 人 ☒ 中五學生 12 人 中六學生 ____ 人 ☒ 教師 3 人 其他 ____ (請註明) ____ 人
5.	參訪的行業／企業	- 珠海渡假村 - 珠海湯臣倍健營養探索館

第二部分：財政報告（適用於選擇運用津貼自行籌辦校本考察團的學校）

開支	開支金額(元)
考察團團費（每人_____元）	
交通	
膳食	
住宿	
考察活動	
其他	
總開支金額	

收入	收入金額(元)
津貼（2024/25 學年）	
其他	
總收入金額	

第三部分：成效檢討

1. 考察活動預期目標：

讓高中學生透過親身觀察和體驗，認識珠海的行業發展和規劃，並瞭解年輕人在內地發展的空間和機會，增加對大灣區城市發展的認識。

2. 考察活動達到的成效：

參觀珠海渡假村，讓同學了解酒店業在內地發展的機遇和挑戰。而珠海湯臣倍健營養探索館則讓同學接觸醫藥相關企業，從中了解企業的生產運作。

3. 考察活動可以改善或繼續推展的地方：

未有提及同學可如何在內地發展或他們可如何準備自己，以提升個人的發展機會。

4. 其他觀察 (如有)：

THE IMC OF THE H.K.S.Y.C.I.A. WONG TAI SHAN MEMORIAL COLLEGE

Financial Report as at 31st Aug., 2025				
	Balance B/F from Last Year (\$)	Income (\$)	Expenditure (\$)	Balance (\$)
I. Government Fund (A/C 001)				
1) EOEBG Non-School Specific Grants :	3,504,560.60			
-- Baseline Reference Income		2,238,123.14		
-- School and Class Grant		56,387.41	1,425,354.49	
-- Composite F & E			391,595.50	
-- Lift Maintenance			130,163.00	
-- Student Development & Support			240,713.34	
-- Subjects			243,516.49	
Sub-Total :	3,504,560.60	2,294,510.55	2,431,342.82	3,367,728.33
2) EOEBG School Specific Grants :				
-- Administration Grant		4,085,232.00	3,702,240.00	
-- Capacity Enhancement Grant		676,944.00	670,056.00	
-- Composite IT Grant		593,929.00	635,497.39	
-- Air-Conditioning Grant		580,950.00	396,943.71	
-- School-based Management Top-up Grant		53,385.00		
-- School-based Newly Arrived Children		79,768.00	38,783.00	
-- School-based Speech Therapy Admin. Recurrent		8,541.00	8,541.00	
Sub-Total :		6,078,749.00	5,452,061.10	626,687.90
Total :	3,504,560.60	8,373,259.55	7,883,403.92	3,994,416.23
3) Outside EOEBG :				
-- Teacher Relief Grant	2,303,149.17	5,275,455.00	4,627,575.87	
-- Home-School Co-operation Project		26,044.00	26,044.00	
-- Fringe Ben under Enh NET Sch	(127,316.40)	145,732.94	18,416.54	
-- School-based After-school Learning and Support Programmes	217,991.95	185,400.00	219,576.98	
-- Other Recur Gr - Rent & Rates		984,488.00	984,488.00	
-- One Off for Mental Health at School	20,692.72		20,692.72	
-- One-Off for Mental Health Parents and Students	18,700.00		18,700.00	
-- Learning Support Grant for Secondary Schools	102,923.52	700,160.00	670,305.96	
-- Diversity Learning Grant - Other Programmes	78,694.00	84,000.00	118,598.00	
-- Diversity Learning Grant - Applied Learning Courses		91,685.00	91,685.00	
-- Diversity Learning Grant - Applied Learning Courses (C)		14,000.00	14,000.00	
-- Moral and National Education Support Grant	17,999.23		19,945.31	
-- HK School Drama Festival	3,850.00	3,950.00	5,316.60	
-- Information Technology Staffing Support Grant	264,794.00	338,819.00	355,635.00	
-- Grant for the Sister School Scheme	162,994.00	165,439.00	283,520.00	
-- Promotion of Reading Grant		66,176.00	75,308.90	
-- Life-wide Learning Grant	1,217,400.89	1,236,410.00	1,218,622.97	
-- School Executive Officer Grant		590,760.00	719,921.83	
-- Grant for Support for Non-Chinese Speaking Students	33,020.76	883,874.00	683,178.88	
-- One-Off SB Speech The'y Set-Up	21,038.00		7,222.50	
-- QEF : Prov of Mobile Comp Devic		240,570.00	240,570.00	
-- Citizenship & Social Development	130,838.80		132,093.20	
-- Promotion of Sports Ambience and MV	150,000.00		2,556.00	
-- Promotion of Chinese Culture Immersion	300,000.00		108,925.33	
-- Parent Education	200,000.00		20,380.00	
-- Self-directed Language Learn - English		200,000.00		
-- Self-directed Language Learn - PTH		200,000.00		
-- AI for Science Education		100,000.00		
-- Pilot Scheme on Other Language		250,000.00		
-- Student Activities Support Grant		168,350.00	167,992.00	
Sub-Total :	5,116,770.64	11,951,312.94	10,851,271.59	6,216,811.99
Total :	8,621,331.24	20,324,572.49	18,734,675.51	10,211,228.22
II. School Fund (A/C 002)				
1) School Funds Income				
-- Subscriptions (Tong Fai)	2,380,862.07	119,000.00	369,574.51	
-- Donation		1,445,855.00	505,959.00	
-- Rental Income / Expenses		126,179.80	400.00	
-- Student others & materials		396,870.60	406,260.60	
-- Other Income / Expenses		14,814.90	26,805.41	
-- Guidance Emergency Fund	12,740.60		3,000.00	
-- Scholarship	216,406.66	384,000.00	290,000.00	
Sub-Total :	2,610,009.33	2,486,720.30	1,601,999.52	3,494,730.11
2) Approved Collection for Specific Purposes	2,501,430.31	306,225.00	51,565.50	2,756,089.81
3) Other External Fund Projects	76,362.10	177,925.04	586,709.53	(332,422.39)
Total :	5,187,801.74	2,970,870.34	2,240,274.55	5,918,397.53