HKSYCIA Wong Tai Shan Memorial College

香港四邑商工總會黃棣珊紀念中學



School Plan

2026-2027

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(1) School Vision & Mission

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.

Our Goals

1. To help students develop positive values and attitudes towards life.
2. To prepare students to achieve goals that give meaning to their life.
3. To equip students with knowledge and skills to cope with the ever-changing world.
4. To help students explore their potentials by providing them with multifarious extracurricular activities.
5. To help students become responsible citizens and develop a sense of commitment contributing to our society.

(2) Major Concerns

1. To nurture students to be self-driven lifelong learners striving for excellence with clear targets, skills and knowledge

2. To develop students to be principled youngsters with resilience, compassion and a serving heart

Major Concern 1: To nurture students to be self-driven lifelong learners striving for excellence with clear targets, skills and knowledge

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To continuously enhance curriculum quality and pedagogical efficacy, thereby empowering students with the foundational knowledge, reflective skills, and self-directed learning capabilities to pursue ongoing academic excellence	• Foster and align quality learning and teaching initiatives through curriculum review and mapping, lesson observation (or opening classroom), L&T materials inspection (or peer assignment inspection) and assessment paper scrutiny to ensure departmental practices actively cultivate students' self-directed learning capabilities	• L&T materials and lesson observations show alignment with curriculum goals	Feedback forms of L&T materials inspection and lesson observation	Whole year	*LYC	IT resources for recording teachers' lessons for future sharing

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To pioneer digital innovation and integrate cutting-edge AI technologies across the curriculum, equipping students with advanced technological literacy and future-ready capabilities to thrive as self-driven lifelong learners	• Nurture self-driven lifelong learners striving for excellence, digital education will be promoted by coordinating the AI Code of Conduct, BYOD scheme (including MDM), Quality Education Fund e-Learning Ancillary Facilities Programme, AI for Empowering Learning and Teaching Funding Programme, and more, equipping students with clear targets, skills, and knowledge • For example, with funding from the "AI for Science Education" Funding Programme further strengthening our commitment to advancing technology-enhanced pedagogy, we are poised to spearhead cutting-edge technological integration across our academic framework. Through collaboration with the HKU AI in Education Lab, our science teachers will participate in professional development programmes and conduct trial lessons to enhance their capacity in AI-assisted teaching. This initiative will support teachers in exploring innovative pedagogical approaches, integrating AI tools meaningfully into science education, and designing more engaging and effective learning experiences. By promoting pedagogical innovation and strengthening teachers' professional competence, the programme is expected to enhance students' learning effectiveness and prepare them for future learning in an increasingly AI-driven world, thereby equipping them with the vital digital literacy and self-directed learning capabilities to continuously strive for academic excellence.	• Increase in the percentage of lessons with effective use of mobile devices/apps/AI • Self-directed learning and L&T effectiveness demonstrated in L&T inspections and lesson observations • Boost in internal and DSE results	Records from different KLAs/ subjects Feedback forms of L&T materials inspection and lesson observation Feedback from teachers and students	Whole year	*LCY, CWK, IT Section LPH, LYC, FCT, NKY	Purchasing / subscribing to software, hardware, platforms, learning and teaching resources, school-based AI application solutions for teachers iPads for aided students IT resources for recording teachers' lessons for future sharing

	• Building upon a strong three-year foundation of localized professional development and external expert workshops, the school will indeed continue to systematically elevate teacher capacity in digital instruction. Following successful peer open lessons, including structured instructional reviews, inter-school professional exchanges with external partners, and annual June professional development day showcases, subject members are well-equipped to integrate digital elements into lesson planning. Moving forward, the school aims to continually optimize this internal knowledge-transfer mechanism, utilizing routine lesson observations, open classrooms, and assignment evaluations to sustain professional dialogue. This strategic focus ensures that our educators remain pedagogically competent to design interactive, tech-enhanced learning environments that maximize classroom efficacy and cultivate students' digital media literacy, directly reinforcing the strategic skills and self-directed capabilities required for lifelong learning. • Dedicated teacher focus groups comprising subject teachers are mobilized to critically analyze teaching and learning pain points across the curriculum. By piloting targeted interventions in initial disciplines such as Economics, Mathematics, Biology, and Information Technology, these specialized teams will explore the strategic application of AI tools to address specific instructional challenges. This data-driven, reflective mechanism ensures that digital solutions are deployed both with sharp precision and a high degree of personalization, ultimately optimizing classroom efficacy and maximizing learning outcomes for diverse student needs, thereby empowering students with the precise skills and knowledge required to overcome learning obstacles and pursue continuous academic excellence. • Deploy suitable AI accounts or platform for students to maximize their self-learning outcomes. AI tools can provide tailor-made learning resources and support to students from high achievers to underachievers, enabling self-paced					

	academic growth and fostering continuous independent inquiry • Optimize the physical and digital learning environment by leveraging the School Efficiency Grant to upgrade our facilities such as classroom smart TVs and integrate advanced Artificial Intelligence (AI) technologies. By modernizing our learning and teaching hardware, the school will significantly enhance interactive classroom delivery, maximize instructional efficacy, and provide students with cutting-edge digital resources that actively stimulate the independent inquiry, technological literacy, and self-directed learning capabilities required to thrive as future-ready lifelong learners. • Furthermore, capitalizing on substantial resources from external funding schemes, including targeted grants for digital pedagogy, the school has progressively enriched its interactive learning ecosystem. Drawing from successful trials such as the Biology HKDSE exam resource bank with AI-assisted grading, the innovative Chinese herbal medicine identification application, and artificial intelligence marking systems for English composition and speech, technology-enhanced pedagogy is further expanded. In the upcoming cycle, our school is set to integrate digital pedagogical suites across a wider array of disciplines. Rather than deploying proprietary custom models, the school will prioritize subscribing to diversified, accessible applications and digital diagnostic platforms. This strategy aims to flexibly explore differentiated instruction, implement immediate diagnosis of student learning challenges, and provide tailored resources to facilitate independent, self-paced academic growth across all learning spectrums, effectively guiding students to achieve clear personal targets and pursue ongoing excellence.					

	• To expand our cutting-edge STEAM and innovation horizons, the school actively collaborates with premier tertiary institutions, external organizations, and partner schools to deliver high-level research and technological experiences. As the exclusive pioneer secondary school in Hong Kong, we partnered with China Mobile Hong Kong to launch a five-session Drone Workshop from October to November, where Form 4 students explored flight physics, regulations, and the low-altitude economy. The advanced drone workshop provided our students with an eye-opening experiential learning opportunity. Directed by expert HKUST PhD candidates, the training culminated in the hands-on assembly and successful trial flights of drones right on campus. This immersive technical exposure profoundly stimulated our students' scientific curiosity and introduced them to cutting-edge aerospace engineering principles. Meanwhile, selected Form 3 to Form 5 students have been engaged in a collaborative Chinese herbal medicine research initiative with Wa Ying College. Aimed at developing product prototypes for skincare and antibiotic research, this scientific endeavor has been directly guided by Professor Karl Tsim Wah Keung of HKUST, who serves as the project consultant and provides university-grade scientific instruments for student research. By immersing students in these authentic technological and scientific explorations, our upcoming progress and further initiatives will continue to systematically inspire advanced computational thinking and hands-on problem-solving skills, empowering our students with the future-ready knowledge and self-directed capabilities required to excel as lifelong learners.					

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To empower students with the knowledge, skills, and self-directed capabilities for lifelong learning via our Life Values Education curriculum	• Optimize our cycle-based Life Values Education curriculum as a strategic platform for fostering a goal-oriented mindset among students, introducing target-setting concepts and approaches to cultivate students' intrinsic motivation and self-directed capabilities. By instilling these foundational reflective skills, the initiative aims to empower students to articulate clear aspirations for their personal growth, effectively aligning their values with the pursuit of continuous excellence as lifelong learners. • In particular, aligning with the pivotal senior secondary subject selection phase, conduct specialized self-discovery workshops, such as the F.3 Personality Dimensions Workshop, to empower students with a clearer understanding of their personal strengths, potential paths, and self-management capabilities, essential for cultivating the proactive mindset required of self-directed, lifelong learners	• Successful completion of the core modules and activities, with students' reflection in booklets demonstrating a deeper personal understanding of emotional resilience, self-awareness, and principled character • Positive comments from teachers and students in the year-end survey	Review of student booklets and reflections Analysis of the year-end perception survey	Whole year	LCL, TLH, Form Coordinators, FKY	EDB resources about mental health, questionnaire, collaboration with Hong Kong Christian Service (Sham Shui Po West Happy Teens Club) and YWCA

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To foster a supportive self-study culture that empowers students to take ownership of their learning, seek proactive guidance, and effectively work toward their individual academic targets	• Optimize the use of our Study Room by scheduling retired teachers and alumni to provide academic guidance, mentorship, and consultation for students during self-study hours, thereby empowering them to proactively manage their own learning and work toward their individual academic targets	• Through proactive guidance, students in need are identified and offered help to build their individual ownership of study routines	Utilization rate of the Study Room Feedback from teachers and students	Whole year	*LYC, *CWK, LCY	Funding for manpower support
To stretch the potential of high-ability students by empowering them to be self-driven in acquiring advanced skills and knowledge, inspiring them to strive for exceptional excellence in their areas of talent	• Systematically manage the student talent pool to strategically coordinate school-based pull-out programmes, off-school gifted education initiatives, and specialized enrichment opportunities, inspiring high-ability students toward a self-directed pursuit of exceptional excellence	• Potential students are successfully identified and encouraged to join the gifted programmes without overburdening them, thereby empowering high-ability students to systematically stretch their talents independently	Records of gifted programme participation Feedback from teachers and students	Whole year	*LCY, CWK, WSS	Grants to subsidize students for external gifted programmes

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To equip students with critical information literacy and robust knowledge of national affairs, enabling them to evaluate information objectively and develop the essential skills needed for self-driven lifelong learning	• Arrange educational visits to the News-Expo or news agencies, integrating information technology and information literacy topics to guide students in evaluating the authenticity of information and enhancing their data-researching and real-world problem-solving skills necessary for autonomous, lifelong learning • Through cross-departmental collaboration, to curate and purchase relevant reference books, while mobilizing Constitution and Basic Law Student Ambassadors to conduct book presentations on the Constitution, Basic Law, National Security, national conditions, and Chinese culture to deepen peer knowledge, empowering them to look at national development with clear targets and strive for excellence as informed global citizens, ultimately nurturing them into self-driven learners equipped with essential national perspectives for continuous growth	• High student participation in learning activities and visits, demonstrating proactive engagement in building lifelong information literacy and data-researching skills • Positive feedback on information discernment and tech skills, reflecting students' growing capability for objective, self-driven learning • Increased collection of targeted reference books • Higher circulation rates of relevant books borrowed • Student Ambassadors' active engagement in their book presentations	Sustainability and consistency of student engagement in scheduled programmes and activities Review of student reflection logs and post-activity evaluation forms Review of the initiatives' annual evaluation report	Whole year	*LCW, NMW, MTH, school library	Corresponding budget for the visits and books

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To empower students to make informed, self-driven decisions about their academic and career pathways by equipping them with clear targets, institutional knowledge, and strategic planning skills	To cultivate self-driven lifelong learners, the school will continue to adopt a progressive, spiral curriculum based on our 3-Step Career and Life Planning Cycle. Rather than a linear progression, this cycle operates as a continuous loop of self-discovery, re-evaluation, and developmental growth. As students advance from Form 1 to Form 6, they repeatedly revisit the core domains of 'Understanding Yourself', 'Exploring Paths', and 'Planning Your Actions'. Each year builds upon the last with increasing depth and complexity, systematically equipping students with the definitive targets, advanced skills, and real-world knowledge required to confidently steer their own futures. • Form 1: Igniting Self-Discovery Initiating the first tier of the spiral, the Workshop on Self-Understanding empowers students to analyze their emerging interests, foundational values, and personal strengths, establishing the self-awareness necessary for early goal-setting. • Form 2: Expanding Horizons Stepping outward into path exploration, students engage in Workplace Visits and structured Career Interviews to bridge personal attributes with real-world industries and initial job options. • Form 3: Navigating Strategic Choices Synthesizing exploration with targeted action, students participate in University Visits, the Form 3 Subject Selection Talk, and individual sessions with Teacher Advisors to map their elective choices directly to higher education entry requirements.	• Successful completion of the activities with students demonstrating clear progress in mapping out their own informed academic and career pathways • At least 70% to 80% of students with positive feedback	Teachers' observation Post-activity survey results	Whole year	YPK and members of the Careers and Life Planning Section	/

	• Form 4: Immersive Experiential Learning Deepening their understanding of professional landscapes, students participate in the Alumni Mentorship Scheme, Job Shadowing, and Career Visits, while completing a CV Writing Workshop to build practical, future-ready career skills. • Form 5: Advanced Re-evaluation & Alignment Returning to the apex of the self-discovery loop, students utilize the CII Test for advanced assessment. They re-evaluate their profiles through the Alumni Mentorship Scheme, Alumni Sharing Day, and University Visits, refining their SMART frameworks for upcoming milestones. • Form 6: Executing Action Plans for Excellence The spiral culminates in final, concrete action planning. Assisted by Teacher Advisors, specialized Alumni Sharing Days, and comprehensive JUPAS and Multiple Pathways Talks, students finalize their university pathways and transition seamlessly into higher education.					
To optimize the structural efficiency and organizational governance of the Student Union as the premier student representative body, equipping core student leaders with systematic, self-directed management skills	• Devise and implement standardized operational templates, including annual work plans, evaluation reports, and budget tracking systems, to guide student leaders in execution and accountability, thereby equipping them with systematic, self-directed management competencies	• Effective utilization of the templates to streamline documentation and improve administrative efficiency	Review of the quality and timeliness of the Student Union's submitted documents	Whole year	YWL, LWTJ	/

Major Concern 2: To develop students to be principled youngsters with resilience, compassion and a serving heart

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To promote holistic student development by cultivating emotional resilience, self-awareness, and principled character through a structured, multi-tiered Life Values Education curriculum alongside a variety of value-driven experiential learning initiatives	• Through the collaboration of various school sections, design and implement cycle-based Life Values Education lessons for F.1 to F.6, integrating core modules such as goal setting, stress management, interpersonal relationships, national education, and structured sex education workshops across all forms • Deliver targeted stress-management and resilience-building initiatives across specific levels, including F.1 self-care and mindfulness training with Counselling Prefect sharing, F.2 “Celebrating Failure” workshops, F.3 wellness screening via the LevelMind@JC Programme alongside garden therapy, and F.4 to F.6 class-based activities and energy-boosting bowling sessions • Inspire positive values and mutual support across F.1 to F.4 by hosting a specialized guest sharing session titled “Running Side by Side: Being Each Other’s Wonder Companion” featuring Paralympic Champion Mr. So Wa Wai and his coach Mr. Poon Kin Lui • Establish a vibrant and harmonious school culture by hosting weekly lunchtime song dedication sessions alongside periodic live lunchtime concerts. These interactive musical platforms will provide consistent opportunities for students to express mutual care, convey heartfelt appreciation, and celebrate each other’s diverse creative talents, fostering a warm, supportive campus environment that directly aligns with our mission to cultivate compassionate, resilient youngsters.	• Successful completion of the core modules and activities, with students’ reflection in booklets demonstrating a deeper personal understanding of emotional resilience, self-awareness, and principled character • Positive comments from teachers and students in the year-end survey	Review of student booklets and reflections Analysis of the year-end perception survey	Whole year	LCL, TLH, Form Coordinators, FKY	EDB resources about mental health, questionnaire, collaboration with Hong Kong Christian Service (Sham Shui Po West Happy Teens Club) and YWCA

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To cultivate a school-wide culture of wellness and emotional resilience by equipping students with mindfulness techniques, mental health awareness, and practical coping strategies for self-care	Mindfulness Programme • Integrate mindfulness concepts into the Life Values Education curriculum and provide guided breathing exercises during transition periods, such as the opening of the school year and prior to tests and examinations, to support student stress management • Host hands-on relaxing lunchtime activities (Zentangle art, Pastel Nagomi art, coffee brewing, waffle making) to create a tranquil environment for cultivating present-moment awareness, strengthening students' day-to-day emotional resilience	• Completion of the activities reflecting enhanced mental health awareness and self-care coping strategies among participants • Positive comments from teachers and students	Evaluation of teachers' and students' feedback collected via surveys	Whole year	HMK, LCL	Collaboration with Jockey Club "Peace and Awareness" Mindfulness Culture in Schools Initiative
	Wellness Promotion • Establish dedicated wellness information corners on classroom display boards and organize seasonal PERMA-themed lunchtime activities and resilience-building challenge booths • Partner with the Student Affairs Section and language departments to coordinate a campus-wide "PERMA Fiesta x Fruit & Veg Day" and a specialized wellness book fair titled "Resilience in Bloom: Growing Through What You Go Through" addressing key mental health topics including positive thinking and stress management • Provide basic mental health first aid training for class representatives and counselling prefects, equipping them as active peer gatekeepers to foster a compassionate and serving culture within the school community while advancing a holistic school-wide culture of wellness and emotional health	• Completion of the targeted initiatives and positive comments from teachers and students, indicating enhanced campus-wide mental health awareness, proactive self-care, and effective peer gatekeeping capabilities • Positive comments from teachers and students	Evaluation of teachers' and students' feedback collected via surveys	Whole year	LCL and members of the Guidance and Counselling Section	Collaboration with Hong Kong Family Welfare Society and Department of Health

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To utilize diverse school-based reading initiatives and thematic literary resources to foster principled values in students, deepening their capacity for resilience, empathy, and service to others	• Integrate thematic articles and reflective discussion questions into reading lessons to cultivate students' principled character, resilience, and compassion	• Teachers incorporate texts with positive values in reading lessons to successfully deepen students' capacity for resilience, empathy, and principled character	Feedback from teachers and students	Whole year	*LHN, WSS	/
	• Organize campus-wide literary events, including book fairs, themed book exhibitions, and targeted reading activities, designed to inspire empathy and compassion	• Active participation and high engagement of students across all forms in the scheduled events	Review of student involvement and engagement metrics Feedback from teachers and students Borrowing records	Whole year	*LHN, WSS, HWT	Book lists from different subjects/KLAs/ sections Promotional materials
To foster a peer-led culture of academic support and cultivate a strong sense of responsibility among our learning-focused student leaders, enabling them to lead with compassion and a serving heart	• Design comprehensive leadership training sessions and structured service frameworks for the student leaders, including Student Librarians and Study Prefects, empowering them to actively support and serve their peers and the wider school community, while fostering a compassionate, peer-led culture of mutual support	• Student leaders actively participate in duty routines and peer-support services • Student leaders demonstrate responsibility, empathy, and leadership skills in fulfilling their duties	Attendance and duty performance records Observation by teachers in charge Self-reflection from student leaders	Whole year	TICs of the student leader groups	/

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To nurture students to be compassionate, principled individuals with a dedicated serving heart by providing structured opportunities to care for and actively support both their peers within the school community and the needy in the wider society	• To systematically cultivate leadership and empathy within the campus ecosystem, the school will continue to provide diverse internal service platforms such as Prefects, Counselling Prefects, Student Union, our four Houses, English as well as Putonghua Ambassadors, an extensive team of School Ambassadors, and more. These dedicated student bodies will actively spearhead peer mentorship, invigorate campus life, promote a rich multilingual culture, maintain a harmonious school environment, foster a supportive atmosphere for their schoolmates, and confidently represent the school to receive guests during our major events. By undertaking these critical responsibilities, students learn to navigate real-world challenges, manage peer relationships with empathy, and embrace personal accountability. This structured school-based service will effectively transform campus life into an experiential hub, directly developing our students into principled youngsters equipped with the resilience, compassion, and serving heart required to lead and uplift others. • Organize student participation in flag-selling fundraising events for external charitable organizations to experience the joy of giving and cultivate an active spirit of community service	• Active demonstration of practical care and essential communication skills when supporting community groups • At least 80% of surveyed students expressing positive feedback on the value and meaningful impact of the volunteer activities	Review of student duty rosters and service participation records Evaluation of post-service student feedback and reflection reviews Progress reviews and year-end evaluation reports	Whole year	*LCW and corresponding members of the Moral, Civic and National Education Section TICs of respective student groups	Gifts for home visits

	• Collaborate with the Hong Kong Youth Federation on the “Volunteer Delivery of Rice to Help Others” scheme, mobilizing students to distribute rice packs to underprivileged families in the community via our school station and express care through concrete action • To foster community care and intergenerational connection, the Parent-Teacher Association (PTA) will continue to organize our traditional scarf-knitting workshop for parents and students. The completed winter scarves will be delivered as gifts during structured home visits to elderly individuals living alone in the local district. This meaningful initiative strengthens students’ empathy and practical commitment to serving vulnerable groups, successfully translating principled values into concrete, compassionate community actions.	•				

2026-2027 Plan on the Use of the Life-wide Learning and Sister School Grant May 2025 ver.

HKSYCIA Wong Tai Shan Memorial College

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.
Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

1. Plan on Use of Life-wide Learning and Sister School Grant

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Subject Panel / Teacher-in-charge
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)													
1	Sports Competitions (Athletics, Cross Country Run, Basketball, Dodgedisc, Table Tennis, Badminton & Pickleball, Soccer)	Whole year	To elevate student performance and highlight their potential through competitions, while building a strong sense of competence through continuous reflection and strategic adjustments	F1-F6 250	2	0	0	$30,000.00		A4 Physical and Aesthetic Development		B6 Written report and record		IWS, LWKF
2	Sports Training (Athletics, Cross Country Run, Basketball, Dodgedisc, Table Tennis, Badminton, Soccer)	Whole year	Training includes athletics, cross country run, basketball, table tennis, badminton & pickleball, dodgedisc and soccer. They can help to increase students' participation in physical activities, build their self-esteem, enhance their sense of achievement, and cultivate bonds among students.	F1-F6 250	2	0	0	$372,100.00		A4 Physical and Aesthetic Development		B1 Questionnaire		IWS, LWKF
3	Swimming lessons	April to May	To provide swimming training for students and promote active lifestyle	F1 130	2	0	0	$10,000.00		A4 Physical and Aesthetic Development		B6 Written report and record		IWS, LWKF
4	Leadership Training	November - December	To enhance students' leadership potential	F3-F4 30	2	0	0	$1,000.00		A9 Others	Leadership Training	B1 Questionnaire		LWKF, CHW
5	Arts Night	March-July	To prepare a platform for students to showcase their talents	F1-F5 650	65	0	0	$3,000.00		A4 Physical and Aesthetic Development		B2 School Meeting and Discussion		IWS

6	Fencing	Whole year	Fencing team builds mental discipline, focus, and strategic problem-solving skills. Students improve their physical fitness, agility, and coordination through active practice. Fencing also promotes valuable teamwork, sportsmanship, and lifelong friendships, helping athletes develop resilience through competitive sport.	F1-F6 12	1	0	0	$16,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire		LWKF
7	Board Games Playing Class (two classes) and new board games	Whole year	To improve critical thinking and strategic planning. To enhance communication and social skills.	F1-F5 60	1	0	0	$14,000.00		A2 Intellectual Development		B1 Questionnaire		YWL
8	Chinese dance training and competitions	Whole year	To teach students Chinese dance skills and raise their interest in Chinese dance	F1-F5 20	1	0	0	$30,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire		LHN
9	Jazz dance training and competitions	Whole year	To teach students contemporary jazz dance skills and raise their interest in contemporary jazz dance	F1-F5 20	1	0	0	$30,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire		LHN
10	Cook & Taste Club	Whole year	It teaches essential culinary skills while exploring diverse cultures, healthy nutrition, and communication through shared meals.	F1-F5 12	1	0	0	$12,000.00		A9 Others	Development of cooking skills and food appreciation	B1 Questionnaire		YWYZ
11	Chinese juggling class	Whole year	To offer a comprehensive course focusing on various juggling techniques, including diabolo, plate spinning, and juggling balls	F1-F3 12	1	0	0	$16,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire		CHW
12	F6 Life-wide learning trip in Ocean Park	November	To learn marine ecology, link theory to practice, and boost environmental awareness	F6 130	8	0	0	$14,500.00		A1 Values Education		B7 Others	Worksheet	NMW

13	English Musical	Whole year	To promote an English speaking atmosphere among students and raise their interest and confidence in English through regular drama activities and musical training	F1-F4 60	3	0	0	$126,000.00		A4 Physical and Aesthetic Development		B6 Written report and record		SLF, LCLC
14	English Musical Appreciation	March - April	To raise students' interest in English musicals and develop their skills in acting, singing and dancing by appreciating professional musical performances	F1-F4 60	3	0	0	$12,000.00		A4 Physical and Aesthetic Development		B4 Interview		SLF, LCLC
15	Media and Information Literacy	May	To strengthen students' critical thinking and equip them to navigate today's complex media landscape responsibly	F.4 132	9	0	0	$30,000		A1 Values Education		B1 Questionnaire		LCW, NMW
16	HK Schools Speech Festival (Chinese)	Novermber-December	To cultivate students' interest in learning Chinese through the Speech Festival	F1-F6 around 50	9	0	0	$6,600		A2 Intellectual Development		B6 Written report and record		SCS, WKYK
17	English debate	October-May	To boost students' confidence in using English and to develop their debating skills	F1-F5 around 15	2	0	0	$18,000		A5 Career-related Experiences		B6 Written report and record		RAJI (CNR)
18	Flag-raising Team	Whole year	To foster students' national identity, cultivate leadership and discipline, and promote patriotism through ceremonial respect for the national flag	F1-F5 around 30	2			$10,000.00		A1 Values Education		B6 Written report and record		LCW
19	Life Values Education Programme (Sex Education, Stress Management Programme, Personality Dimensions, Sharing by Speakers, etc)	Whole Year	To provide professional support that fosters positive education, cultivates a constructive learning environment, and promotes the holistic development of students	F1-F6 758	2	0	0	$54,000.00		A1 Values Education		B1 Questionnaire		LLY, LCL
20	CP Trainings Programme	Whole Year	To conduct school-based activities (e.g. CP day camp, workshops, training days), which enable students to revisit the values of life, identify their good qualities, build personal character, think more positively, strengthen support and connection among peers, and thus create a school culture that features mutual support and care	F3-F5 50	2	0	0	$7,000.00		A3 Community Service		B1 Questionnaire		MTY, NKY, LCL

21	Life Onlight Programme and Growth Groups	Whole Year	To cater for the needs of individual growth and peer relationship building, focusing on the development of intensive communication and cooperation skills, problem-solving techniques, peer rapport building, and goal setting at different phases of growth	F1-F6 50	3	0	0	$5,000.00		A8 Student Mental Health		B1 Questionnaire		HSY, LCL
22	F.6 Cheering Programme	2nd term	To support F.6 students for the DSE preparation and enrich students' sense of belonging in secondary school life	F6 107	1	0	0	$7,000.00		A8 Student Mental Health		B1 Questionnaire		TLH, LCL
23	You Can Try: On-site Social and Career Developmental Group	Whole Year	To help students explore their personal traits, enhance social skills, and broaden their career development horizons	F1-F2 152	2	0	0	$15,000		A8 Student Mental Health		B1 Questionnaire		TLH, LCL
24	Promotion of Campus Mental Health	Whole Year	To promote wellness on campus by organizing activities (e.g. Mental Health Day) and setting up Happy Yards in classrooms.	F1-F6 758	2	0	0	$25,000.00		A8 Student Mental Health		B1 Questionnaire		TLH, LCYC
25	Science Outing or Guest Speaker Talk	2nd term	To cultivate students' interest in learning science	F3-F5 270	9			$5,500		A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire		FCT
26	Greenhouse, ecology and biodiversity for Science Learning	Whole Year	To cultivate in students a sense of responsibility to care for the greenhouse and carry out scientifc investigative study of ecology and biodiversity work	F1-F5 270	9			$15,000		A7 Digital Education, Artificial Intelligence and STEAM Education		B6 Written report and record		LHN and LCY; FCT
27	Science Research Work and Competitions	Whole year	To support science research work using consumable materials and apparatus with HKUST and other universities	F3-F5 130	9			$18,000		A7 Digital Education, Artificial Intelligence and STEAM Education		B7 Others	Result presentation	FCT
28	Biology field trip	2nd term	To provide on-site experience on nature and integrate with students' learning	F5 46	2	0	1 lab tech	$5,000.00		A2 Intellectual Development		B1 Questionnaire		LHN/CCL
29	Business and Economic activities (e.g., mentorship programs and firm visits)	Whole Year	To broaden students' horizons and enrich their understanding of the subject content of Integrated Business, BAFS and Economics	F3-F5 120	4	0	0	$7,000.00		A2 Intellectual Development		B1 Questionnaire		LKHA, LMYM, TLH, LYC

30	Geography Field Study Courses & Environmental Education Programmes	Whole Year	To develop students' interest in learning Geography and cultivate their sense of environmental protection	F1-F6 300	3	0	0	$6,000.00		A2 Intellectual Development		B1 Questionnaire		LCK
31	Form 2 Careers Visit	2nd term	To help students to make informed and responsible choices on their learning, career goals and other aspects of life	F2 131	8	0	0	$10,000.00		A5 Career-related Experiences		B1 Questionnaire		YPK
32	Form 3 University Visit	Whole year	To help students to make informed and responsible choices on their learning, career goals and other aspects of life	F3 132	8	0	0	$11,980.00		A5 Career-related Experiences		B4 Interview		YPK
33	Form 4 Career Exploration	Whole year	To help students to make informed and responsible choices on their learning, career goals and other aspects of life	F4 131	8	0	0	$10,000.00		A5 Career-related Experiences		B1 Questionnaire		YPK
34	Form 5 Institution Visit	Whole year	To help students to make informed and responsible choices on their learning, career goals and other aspects of life	F5 129	8	0	0	$13,870.00		A5 Career-related Experiences		B4 Interview		YPK
35	Form 5 and 6 JUPAS Talk	1st term	To align with the developmental needs of students at different stages of growth, providing a variety of life planning education and guidance to suit their needs at different stages	F5-F6 254	12	0	0	$4,500.00		A5 Career-related Experiences		B4 Interview		YPK
36	Gifted education programmes	whole year	The programme aims to provide elite students with the chance to have high-level stimulating instructional activities, interact with challenging peers, access to diverse topics, and opportunities for exploratory investigations	F1-F3 30	0	0	0	$12,000.00		A2 Intellectual Development		B2 School Meeting and Discussion		LCY (CDS)
37	Physics experiential activties (Physics in Motion)	2nd term	To study real-world physics and engineering behind the amusement facilities	F4 55	5	0	0	$9,000.00		A2 Intellectual Development		B6 Written report and record		LCY (PHY)

38	Science experiential activties (Astronomy Camp)	2nd term	To obtain hands-on experiences with professional astronomical equipment and practise stellar navigation using star-gazing software	F3-F6 40	4	0	0	$10,200.00		A2 Intellectual Development		B1 Questionnaire		LCY (PHY)
39	STEM activity	Whole year	To support students to join STEM activities	F1-F5 15	2	0	0	$4,500.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B2 School Meeting and Discussion		LPH
40	AV Team activity	Whole year	To support students to join photography activities	F1-F5 20	2	0	0	$15,000.00		A4 Physical and Aesthetic Development		B2 School Meeting and Discussion		LPH
41	F.5 Simulation Programme	July	The programme aims to provide an opportunity for students to communicate in English while engaging in global challenges through simulation activities	F5 120	8	0	0	$12,000.00		A1 Values Education		B4 Interview		SLF
42	Art and Design Museum Visits	September-June	To broaden students' horizons in the Art and Design industry	F.1-6 50	4	0	0	$9,000.00		A4 Physical and Aesthetic Development		B7 Others	Students record what they have learnt by text, sketches or photograpy	YWYZ, LKW
43	Art and Design Workshops	September-June	To enhance students' art skills and ability	F.1-6 60	4	0	0	$9,000.00		A4 Physical and Aesthetic Development		B7 Others	Students are able to create an artwork or design during the workshop	YWYZ, LKW
44	Music Appreciation (classical music concert) - HK Phil, Art Festival, Cantonese Opera , etc	Whole year	To broaden students' horizons, enhance their learning motivation and interest, and advocate whole-person development	F1-F6 400	4	0	0	$15,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire		HKC
45	79th Hong Kong Schools Music Festival & Hong Kong Joint School Music Competition 2027	Whole year	To broaden students' horizons, enhance their learning motivation and interest, and advocate whole-person development	F1-F6 200	1	0	0	$16,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire		HKC
46	Music Talent Exploration & training	Whole year	To explore the music talents of students through choral training, musical instrument playing, marching training and broaden students' horizons, enhance their learning motivation and interest, and advocate whole-person development	F1-F6 120	1	0	0	$160,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire		HKC

47	L & S/ CES Fieldtrip, experiential learning activities	2nd term	To broaden students' horizons, enhance their learning motivation and interest, and advocate whole-person development	F1-F3 270	4	0	0	$15,000.00		A1 Values Education		B1 Questionnaire		HKC
48	Basic Life Support Training and First Aid Training	Whole year	To enhance students' exposure in the service of the Hong Kong Red Cross	F1-F5 20	2	0	0	$15,000.00		A3 Community Service		B6 Written report and record		LSY, CCK
49	Christian Fellowship -Cheering Booths / Workshops	Before Tests/ Exams	Interactive stations to boost morale, foster community connections, and provide practical encouragement through fun activities and peer support in a welcoming atmosphere	F1-F6 300	4	0	church helpers 3	$3,850		A8 Student Mental Health		B1 Questionnaire		TMS, LKW, HKC, HMK
50	Christian Fellowship -Evangelistic Gatherings & Pre-evangelistic Work	November- April	Outreach events and relationship-building efforts to share faith, create dialogue opportunities, and gently introduce spiritual conversations with seekers in everyday settings	F1-F6 150	4	0	church helpers 4	$7,000		A8 Student Mental Health		B1 Questionnaire		TMS, LKW, HKC, HMK
51	Christian Fellowship -4Rs Mental Health Related Activities	Whole year	Sessions on Rest, Relaxation, Relationship & Resilience to promote emotional wellness, reduce stigma, and equip healthy coping strategies for daily life	F1-F6 50	4	0	church helpers 5	$6,500		A8 Student Mental Health		B1 Questionnaire		TMS, LKW, HKC, HMK
52	Christian Fellowship -"Resilience, Compassion & Serving Heart" Boosting Workshops	2nd term	Hands-on training to cultivate inner strength, empathetic listening, and a serving mindset, empowering participants to support others while sustaining their own well-being	F1-F6 50	4	0	church helpers 6	$3,500		A8 Student Mental Health		B1 Questionnaire		TMS, LKW, HKC, HMK
(Please insert rows above if the space provided is insufficient.)														
							Total estimated expenses of item 1.1	**$1,288,100.00**						
1.2	**<u>Non-local</u> Activities**													
1	F.1 Visit to Sze Yap cum Sister Schools	24/03/27-27/03/27	To cultivate students' understanding of the history of the school's sponsoring body and its connections to national development	F1 132	11	3 (P, VP, AP)		$89,100.00	Xinhui No.1 Middle School	A1 Values Education		B6 Written report and record		LLY
2	Athletics & Cross Country Team Training Tour	3/7/27-7/7/27	To accelerate athletic performance through professional coaching, and intensive preparation alongside national team athletes in elite facilities	F1-F5 30	1		2 coaches	$32,400.00		A4 Physical and Aesthetic Development		B1 Questionnaire		IWS

3														
4														
5														
(Please insert rows above if the space provided is insufficient.)														
Total estimated expenses of item 1.2							**$121,500.00**							
Total estimated expenses (sum of items 1.1 and 1.2)							**$1,409,600.00**							

Name of Teacher Responsible for Life-wide Learning:	IP WAI SHAN	Position:	ECA Head
Name of Teacher Responsible for the Sister School Scheme:	LEE LING YAN	Position:	Vice Principal

Plan on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools
2026-2027 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/overseas[3]
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				(put in appropriate columns below)			Actual Expenses ($)			Reflection
					Target Students						Target Stakeholders (put ✓ in appropriate columns below & fill in the number)										
No.	Category	Activity Name/ Items/ Services/ Recruitment	Purpose	Proposed Month	Level	Estimated Number of Participants/ Student Beneficiaries	Estimated Expenses ($)	Estimated Total Expenses in 3 academic years ($)	Estimated Expenses per Person ($)	Subject(s) / Section(s) involved	Teacher(s) in-charge	Teachers	Target Number	Parents	Target Number	2024-25	2025-26	2026-27	2024-25	2025-26	2026-27	
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	1	AR Exercise Activity	To promote a positive exercise atmosphere in school	whole year	F1-6	770	$3,000	$10,000	$13.33	PE	IWS LWKF		770			✓			2556			Students engaged actively during the lunch hour.
2	4	Sports Promotion on Martial Art, and yoga	To understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education by promoting Martial Art To promote mental health by teaching students some relaxation techniques in yoga	May	2	133	$15,000.00	$15,000.00	$112.78	PE	IWS LWKF	2	200		202		✓	8000		5292		Students engaged actively in the lessons. They understood more about the relaxation skills and Chinese culture.
3	5	Fitness Bike	To encourgae students to engage in moderate-to-vigorous activities reaching the standard of MVPA 60	whole year	1-6	770	$50,000.00	$50,000.00	$64.94	PE	IWS LWKF		770				✓			36294		Students engaged actively in the lessons. They enjoyed competing in the virtual setting.
4	3	Excursion	To provide professional training for athletics and cross country team members by national team members	July	1-6	30	$45,000.00	$45,000.00	$1,500.00	PE	IWS	1	30		31			✓				
5	1	Heart Rate Sensors	Heart rate sensors track real-time fitness metrics, empowering students to personalize exercise, optimize energy, and build lifelong healthy habits.	whole year	1-6	770	$25,840.00	$25,840.00	$33.56	PE	IWS LWKF	2	770		772			✓				
6																						
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(Please insert rows above if the space provided is insufficient.)																						

Estimated Expenses for Category 1	**$28,396.00**
Estimated Expenses for Category 2	**$0.00**
Estimated Expenses for Category 3	**$45,000.00**
Estimated Expenses for Category 4	**$13,292.00**
Estimated Expenses for Category 5	**$36,294.00**
Estimated Expenses for Category 6	**$0.00**
Estimated Expenses for Category 7	**$0.00**
Estimated Total Expenses	**$122,982.00**

Estimated Number of Student Beneficiaries

Total number of students in the school:	774
Estimated number of student beneficiaries:	774
Percentage of students benefitting from the Grant (%):	100%

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

Estimated Total Exspenses:	**$122,982.00**
Unspent Balance:	**$27,018.00**

3. Plan on Use of Diversity Learning Grant

Annual Programme Proposal for DLG - Other Programmes: Gifted Education for the 2026/27 school year

Domain (Section/ KLA/ Subject)	Programme	Objective(s)	Target Group (Level)	Group Size	Date/Duration	Deliverables	Budget	Teacher(s)-in-charge
English Language	Advanced English Writing Course	To enhance students' ability to write creatively and effectively across various genres and styles	F4-F5	25 students	Sep 2026 - May 2027	Participants' writing skills	$ 12,000	Wong Kai Hong
Physics	Gifted Education in Aviation Engineering	To develop students' advanced understanding of physics principles in real-world flight and aerospace contexts	F4-F5	20 students	Nov 2026 - May 2027	Course materials and sharing after the courses	$ 10,000	Lo Chun Yip
Curriculum Development and KLA Coordination Section	Gifted education programmes	To provide talented students with high-level stimulating instructional activities, interaction with challenging peers, access to diverse topics, and opportunities for explanoratory investigations	F4-F6	20 students	Whole year	Students' certificates, course materials and sharing after the courses	$ 25,000	Lo Chun Yip, Chu Wai Kit
ICT	Gifted Education on Programming	To develop students' problem-solving techniques and programming skills	F4-F6	55 students	Whole year	Codes	$ 3,000	Leung Po Hang
Chinese Literature	Gifted Education on Creative Writing	To enhance students' abilities of appreciating and writing prose	F4	26 students	Whole year	The enhancement in ability of appreciating and writing prose	$ 10,000	Lau Tsun Long
Visual Arts	Visual Arts - Art Making Workshop	To enhance students' art sense and art ability	F4-F6	44 students	Whole year	Art making sense and ability	$ 20,000	Yeung Wai Ying
BAFS and Economics	Gifted Education in Business Studies	To help students explore and experience a full spectrum of business education and university life	F4-F5	20 students	Whole year	Students' certificates, course materials and sharing after the courses	$ 10,000	Leung Ying Choi, Lai Ka Hei
Science KLA	HKUST Chinese Herb Study	To protoype a skin care or medical product with the use of herbs. It is a collaborative study with HKUST and Lingnan University.	F4-F5	60 students	Whole year	Analytical Skills in Bio-Chemustry	$ 32,000	Fung Chi Tuen
Discipline Section, Guidance and Counselling Section, Curriculum Development and KLA Coordination Section	Future Leader Inter-School Series: The 4 Essential Roles of Leadership	To help students build personal leadership skills and equip aspiring young leaders with the mindsets and skills to lead themselves and their teams effectively	F4-F5	10 students	Jan-27	The enhancement in leadership skills and sharing during morning assemblies after the course	$ 10,000	Shiu Ling Fung
						Estimated Expenditure	**$ 132,000**	

Balance from 2025-2026	**56434**
DLG (2026-2027)	**75600**
Total	**132034**

Plan on Use of Capacity Enhancement Grant 2026/2027

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	Teacher Responsible
Releasing teachers of their non-teaching duties	To perform non-teaching duties	To employ two teacher assistants	More capacity for teachers to attend to the needs of students and concentrate on teaching and learning	From September 2026 to August 2027	Salary of two teacher-assistants for 12 months including MPF: - $527,821.00	Non-teaching duties relieved from teachers and teachers can have better care for students	- Gathering views from teachers on the help of the teacher-assistant - Performance appraisal on the teacher-assistant	Tang Ming Sum

A. Estimated Expenditure of September 2026 to August 2027

Salary of two teacher-assistants	$527,821.00
Estimated Total Expenditure	$527,821.00

B. Budget for CEG 2026/2027

Balance b/f from 25/26	0.00
CEG Grant	$548,324.00
Estimated Expenditure	$527,821.00
Balance	$20503.00

5. Plan on Use of One-off Grant on Parent Education (Secondary)

Plan on the Use of One-off Grant on Parent Education (Secondary)
__2026-2027___ 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						Target Parents						(put ✓ in appropriate columns below)		
No.	Category	Activity Name/ Items/ Services/ Recruitment	Name of Organisation(s) / Speaker(s)	Purpose	Proposed Month	Level	Estimated Number of Participants/ Parent Beneficiaries	Estimated Expenses ($)	Estimated Total Expenses in 3 academic years ($)	Estimated Expenses per Person ($)	Subject(s) / Section(s) involved	Teacher(s) in-charge	2024-25	2025-26	2026-27
1	1	Talk- Positive Parenting	Sammy Leung	To help parents to cultivate a positive mindset to support the learning and growth of their children	October	F1-6	200	$8,000.00	$21,500.00	$40.00	PTA	TMS & HKC	✓	✓	✓
2	1	Talk - Internet & gaming addiction	Mr.Ng Ho Hei, Social Worker (Online Education and Counselling Service, HKFWS)	To help parents to understand how to manage specific issues encountered by adolescents & promote mental health for students and parents	November	F.1-2	40	$1,300.00	$2,600.00	$32.50	PTA	TMS & HKC	✓		✓
3	3	Parent-child Sending Warmth, Sending Love Activity	PTA	To equip parents with the knowledge, skills and strategies to strengthen parent-child relationships through meaningful acts of care and giving, while fostering adolescents' positive values, empathy and whole-person development	January	F1-6	60	$6,000.00	$14,000.00	$100.00	PTA	TMS & HKC	✓	✓	✓
4	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	40	$5,000.00	$80,000.00	$125.00	PTA	TMS & HKC	✓		✓
5	3	Communication workshop for Non-Chinese parents	TBC	To equip non-Chinese speaking (NCS) parents with the Chinese language skills and communication strategies necessary to support their adolescent children's integration into Hong Kong society, while fostering home-school co-operation and promoting adolescents' healthy, happy and balanced development	December	F.1-6	10	$5,000.00	$5,000.00	$500.00	NCS	WMF			✓
6	3	Parent- child Cooking Activity	TBC	To equip parents with the knowledge, skills and strategies to foster positive parent-child relationships, promote adolescents' healthy and balanced development, and strengthen family well-being through shared cooking and mealtime experiences	February	F1-6	30	$7,500.00	$7,500.00	$250.00	PTA	TMS & HKC			✓
7	1	Anti-Fragile Parent Training Series Workshop – "The Anti-Fragile Parenting Approach: Transforming from 'Overprotection' to 'Growth Facilitator'"	Failosophy Company Limited	To equip parents with the core concepts and practical strategies of the "Anti-Fragile" parenting approach, helping them transform from an "overprotective" parenting style to that of a "Growth Facilitator" who guides adolescents towards independence, resilience, and whole-person development	February	F1-6	80	$5,500.00	$5,500.00	$68.75	Counselling and Guidance Section	LCL & TLH			✓
8	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	$5,000.00	$5,000.00	$62.50	PTA	TMS & HKC			✓
9	3	Parent-child "Foodstep Journey" Activity	Food Angel	To advocate the virtue of cherishing food and caring for the community and to promote positive values	April	F1-6	25	$3,000.00	$3,000.00	$120.00	PTA	TMS & HKC		✓	✓
10	1	AI learning workshop for parents	TBC	To equip parents with the knowledge, skills and strategies to guide their adolescent children in using artificial intelligence responsibly and effectively for learning, while promoting healthy digital habits and fostering adolescents' whole-person development	April	F1-6	25	$6,000.00	$6,000.00	$240.00	PTA	TMS & HKC			✓
11	3	Joyful Fruit & Veg Day	Deparment of Health & school-based activity	To equip parents with the knowledge and skills to promote healthy dietary habits and a balanced lifestyle for their adolescent children, thereby supporting their healthy, happy, and balanced development	April	F1-6	700	$7,000.00	$13,000.00	$10.00	Student Affairs Section & PTA	TYY, TMS & HKC		✓	✓
12	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	$5,000.00	$5,000.00	$62.50	Career and Life-planning Section	YPK			✓
13	3	Positive Parenting Movie Workshop	WEMP Foundation	To help parents cultivate a positive mindset to support the learning and growth of their children	June	F1-6	150	$25,000.00	$25,000.00	$166.67	PTA	TMS & HKC			✓
14	1	Parents Talk - How to Cultivate Children's Confidence and Self-directed Learning Ability	Mrs Mak Ho Siu Kuen	To equip parents with the knowledge, skills and strategies to nurture their adolescent children's confidence and ability to learn independently, thereby promoting a healthy, happy and balanced development and strengthening home-school co-operation in supporting adolescents' growth towards adulthood	July	F1-6	100	$15,000.00	$15,000.00	$150.00	PTA	TMS & HKC			✓
15	3	Parent-Child Emerging Sports Activity- Snowball Fight	Ho Hon Saturn Ltd.	To equip parents with the knowledge and skills to foster positive parent-child relationships and promote adolescents' healthy, happy and balanced development through shared physical activities and joyful experiences	August	F1-6	100	$8,500.00	$11,500.00	$85.00	PTA	TMS & HKC		✓	✓
16	1	Talk - How parents can help children smoothly adapt to the secondary school stage	Mr. Rex Wu from Rex ReAction	To help parents to understand the scope and processes of adolescent development under the systemic influences of parents and families, peers, the school, local and global society, and major life transitions	August	F1	100	$2,900.00	$10,800.00	$29.00	PTA	TMS & HKC	✓	✓	✓
17	2	Parent Education Reference Books	TBC	To equip parents with the necessary knowledge, skills, attitudes, and values to navigate the challenges of parenting adolescents	December	F1-6	50	$3,000.00	$3,000.00	$60.00	PTA	TMS & HKC			✓
(Please insert rows above if the space provided is insufficient.)															

Estimated Expenses for Category 1	**$53,700.00**
Estimated Expenses for Category 2	**$3,000.00**
Estimated Expenses for Category 3	**$62,000.00**
Estimated Total Expenses	**$118,700.00**

Estimated Number of Parent Beneficiaries (2025-2026)

Total number of parents in the school:	737
Estimated number of parent beneficiaries:	650
Percentage of parents benefitting from the Grant (%):	88%

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

(2026-2027) Estimated Total Exspenses:	**$118,700.00**
(2026-2027) Unspent Balance:	**$23,760.98**

Actual Number of Parent Beneficiaries (2024-2025)

Total number of parents in the school:	774
Actual number of parent beneficiaries:	394
Percentage of parents benefitting from the Grant (%):	53%

Actual Number of Parent Beneficiaries (2025-2026)

Total number of parents in the school:	774
Actual number of parent beneficiaries:	653.0
Percentage of parents benefitting from the Grant (%):	84%

(2024-2025) Actual Total Exspenses:	**$20,380.00**
Unspent Balance:	**$179,620.00**

(2025-2026) Actual Total Exspenses:	**$37,159.02**
(2025-2026) Unspent Balance:	**$142,460.98**

推廣中華文化 體驗活動一筆過津貼(計劃)
2026-2027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

6. Plan on Use of One-off Grant for Promotion of Chinese Culture Immersion Activities

學校須完成此部分												在下面適當的欄中加上剔號✓		
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) ($)	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	1	中華文化推廣活動	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	774	$30,000.00	$30,000.00	$38.76	德育、公民及國民教育組	LCW	✓	✓	✓
2	1	粵劇訓練	藉戲曲訓練陶冶性情，提高學生文化修養	11月	全校	15	$30,000.00	$30,000.00	$2,000.00	音樂科	HKC	✓	✓	✓
3	1	中華文化戲劇	藉戲劇認識中華文化，提高學生文化修養	6月	全校	40	$30,000.00	$30,000.00	$750.00	中文科	TYY	✓	✓	✓
4	1	粵劇欣賞	藉戲曲欣賞陶冶性情，提高學生文化修養	11月	1	132	$20,000.00	$20,000.00	$151.52	音樂科	HKC	✓	✓	✓
5	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	4月	1	132	$5,000.00	$5,000.00	$37.88	德育、公民及國民教育組	LCW, LLY	✓	✓	✓
6	1	中華廚藝體驗	透過深度的中華廚藝體驗，親身感受與領略博大精深的中華文化魅力	4月	3	132	$25,000.00	$25,000.00	$189.39	OLE	LLY			✓
(Please insert rows above if the space provided is insufficient.)														

範疇1的預算開支	**$135,000.00**
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	**$5,000.00**
總預算開支	**$140,000.00**

預計受益學生:

學生總人數:	774
預計受益學生人數:	774

受益於津助的學生百分比:	100%

津貼聯絡人:	李崚欣
津貼聯絡人職位:	副校長

總預算開支	**$140,000.00**
未用餘額:	**$14,074.67**

7. Plan on Use of Enhanced School-based Learning Activities Support Grant

Plan on the Use of the Enhanced School-based Learning Activities Support Grant
2026/27 School Year
HKSYCIA Wong Tai Shan Memorial College

Part 1 : Enhanced School-based Learning Activities Support Grant (ESLASG)

Eligible beneficiaries of ESLASG are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the School Textbook Assistance Scheme (STAS full-grant), or those identified as financially needy through school-based criteria. To promote the balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2) Activities for raising students' understanding of the community and fostering their personal growth; and (3) Activities for enhancing students' learning effectiveness, with **expenditure on Category (3) Activities for enhancing students' learning effectiveness not exceeding 20% of a school's annual ESLASG provision**.

Schools are required to upload this "Plan on the Use of the Enhanced School-based Learning Activities Support Grant" endorsed by their Incorporated Management Committees/School Management Committees to the school websites **by the end of November of the current school year**.

(I) Provision of Grant in the Current School Year

Amount	$	376,000.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(1) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
Example	*New Sports Taster Class*	*No*	*10/2026-12/2026*	*50*	*50*	*10*	*$ 11,000.00*		*Teacher observations*	*Students' interest in sports increases*
1	Fencing	No	Whole year	0	4	2	$ 4,000.00		Questionnaire	Students are able to master fundamental fencing techniques and footwork, while having noticeable improvements in focus, agility, and emotional resilience. Additionally, students consistently demonstrate sportsmanship and fencing etiquette, achieving an overall program attendance rate exceeding 90% and satisfaction after the course
2	Board Games Playing Class (two classes) and new board games	No	Whole year	2	19	8	$ 4,000.00		Questionnaire	Students can adapt their game strategies rather than relying on random play, demonstrate sportsmanship, remain patient during opponents' turns, and accurately explain rules to others.
3	Chinese juggling class	No	Whole year	0	4	2	$ 4,000.00		Questionnaire	Students are able to learn different juggling skills, can perform juggling tricks on their own without the instructor's assistance, with increased interest in Chinese juggling.
4	English Musical	No	Whole year	2	19	8	$ 84,000.00		Written Report & Record	Students are able to build strong confidence on stage, refine their English vocal and dramatic delivery, and demonstrate effective teamwork and stage management throughout rehearsals, culminating in a successful live performance showcase.
5	English Musical Appreciation	No	March - April	2	19	8	$ 8,000.00		Interview	Students demonstrate a deeper understanding of musical theatre storytelling and artistic conventions, and are able to express their personal reflections and insights in English.
6	HK Schools Speech Festival (Chinese)	No	November-December	2	16	6	$ 4,400.00		Written Report & Record	Fostering student interest and skill development in Chinese speech recitation
7	English debate	No	October-May	1	5	2	$ 12,000.00		Written Report	Students learn different debating skills, which include delivery, presentation, research, analysis and they develop their language skills as well.
8	Biology field trip	No	2nd term	2	15	6	$ 1,000.00		Questionnaire	Over 80% of students agree that the activity enhanced their knowledge in the topic of "Ecosystems" in HKDSE Biology curriculum.
9	Physics experiential activities (Physics in Motion)	No	2nd term	2	18	7	$ 6,000.00		Teachers' Observation and Students' reflections	Students demonstrate enhanced learning effectiveness, increased interest in Physics and improved ability to apply Physics and engineering concepts to real-life situations.
10	Science experiential activities (Astronomy Camp)	No	2nd term	1	13	5	$ 6,800.00		Teachers' observation and Feedback from instructors and students	Students demonstrate basic understanding of stellar navigation and astronomical observation with increased interest in astronomy.
11	Art and Design Museum Visits	No	September-June	2	16	6	$ 6,000.00		Students' learning reflective journal / portfolio (text, sketches, or photography)	At least 70% of students actively participate in the visit.
12	Art and Design Workshops	No	September-June	2	19	8	$ 6,000.00		Teachers' Observation, Artwork Assessment	At least 70% of students complete their artwork or design product.

13	Chinese Drama	No	whole year	1	8	3	$ 19,600.00		Teachers' observation, feedback from tutors and performance review of the final drama show	Students can build up confidence in stage performance, improve their teamwork skills and strengthen their stage presentation skills.
14	Chinese Debate	No	whole year	0	3	1	$ 4,000.00		Teachers' observation, feedback from tutors, students' reflections and performance of debate competition	Students demonstrate greater self-confidence, enhanced critical thinking, refined persuasive delivery, and effective collaboration
15	Life Values Education Programme	No	whole year	28	242	97	$ 36,000.00		Observation, students' reflection, questionnaire	Over 70% of students agree that the Life Values Education Program met its aims and helped them develop positive attitudes towards life challenges.
16	Chinese Cooking Experience	No	2/4/2027	5	42	17	$ 10,000.00		Observation, students' reflection, questionnaire	Over 70% of students agree that the activity deepened their understanding of Chinese regional culinary traditions and demonstrated Chinese basic cooking techniques.
17	PTA Parent-child Cultural Tour	No	1/2027	5	40	15	$ 10,000.00		Questionnaire, Teachers' Observation and Students' reflections	Over 80% of respondents agree that the activity helps strengthen home-school cooperation and foster a closer parent-child relationship by allowing them to spend quality time together and create happy moments.
							Sub-total and Percentage Share:	$ 225,800.00	60.05%	
(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
Example	*Team Leader Training Group*	*No*	*9/2026-12/2026*	*10*	*10*	*5*	*$ 5,000.00*		*Teacher observations, student questionnaires*	*Students' leadership skills improve*
1	F.5 Simulation Programme	No	July	4	38	15	$ 8,000.00		Observation	Students gain a deeper understanding of global issues by stepping into diverse perspectives during simulations, demonstrating empathy and critical thinking, collaborating on creative problem-solving, and articulating their personal insights and proposed solutions through reflective discussions or presentations.
2	F.1 Visit to Sze Yap cum Sister Schools	Yes	24/3/27-27/3/27	5	42	17	$ 59,400.00		Observation	Over 70% of students can identify the roots of the school sponsoring body in the Sze Yap region and enhance their sense of national pride and foster a stronger sense of belonging to China.
3	Athletics & Cross Country Team Training Tour	Yes	3/7/27-7/7/27	1	10	4	$ 21,600.00		Questionnaire	Over 80% of students agree that they showed improvement in their athletic skills.
							Sub-total and Percentage Share:	$ 89,000.00	23.67%	
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
Example	*Homework Tutorial Class*	*No*	*9/2026-5/2027*	*30*	*30*	*15*	*$ 3,750.00*		*Teacher observations, student questionnaires*	*Students' learning confidence is enhanced*
1	Gifted education programmes	No	whole year	1	10	4	$ 4,800.00		Teachers' observation, Programme materials, Feedback from students	Students demonstrate enhanced learning effectiveness, stronger motivation and greater confidence in undertaking challenging tasks.
2	Mathematics Olympiad Training Course	No	whole year	1	6	3	$ 10,000.00		Teachers' observation, Feedback from students, and Feedback from tutor	Students demonstrate problem-solving skills learned in the course to solve Olympiad-level questions.
							Sub-total and Percentage Share:	$ 14,800.00	3.94%	
							Estimated Activity Expenses and Percentage Share:	$ 329,600.00	87.66%	

(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)

S/N	Required Material/Equipment	Estimated Expense	Percentage Share
Example	*Violin (1)*	*$ 800.00*	
1			
2			
	Estimated Material/Equipment Expenses and Percentage Share:	$ -	0.00%

(IV) Total Estimated Expenses

Amount	$ 329,600.00

Part 2 : School-based Grant (SBG)
Schools **should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year**.

In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year

Amount	$ -

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy			
Example	*Beginner Violin Class*	*No*	*10 2026-5/2027*	*2*	*5*	*3*	*$ 15,000.00*	*Teacher observations*	*Students' interest in music increases*
1									
2									
							Estimated Activity Expenses:	$ -	

(III) Total Estimated Expenses

Amount	$ -

Details of Staff-in-Charge of the Grants:

Name: Mr. Leung Ying Choi / Mr. Tam Yik Kwan

Post: Vice Principal / Head of General Affairs Section

Signature of Supervisor/Chairman of School Management Committee: W T Szeto

Name of Supervisor/Chairman of School Management Committee: Sze-to Wai Tun

Date: 17/10/2026

Plan on the AI for Empowering Learning and Teaching Funding Programme (2026-2027)								Funding:	$500,000.00
							Total Estimated Expenses:		$212,500.00
Schools can flexibly utilise the funding to initiate or promote school-based programmes that use AI toempower education, tailored to their specific circumstances and developmental needs									
Purchasing/subscribing to Software, Hardware, Platforms, Learning and teaching resources, School-based AI application solutions									
			Target Users:			For subscribing, please fill in period			
No.	Name and Description of the AI product	Objective/Usage of the AI product	**Students** (Please specify levels and number)	**Teachers**	**Others**	Mode	Subscription period	unit price	quantity	Estimated Expenses ($)
1	Google Gemini Enterprise	Advanced AI model with enterprise security and data privacy for administrative, teaching, and learning support, featuring Gemini Notebook		60		Subscribing	1yr	$480.00	60	$28,800.00
2	Microsoft Copilot	Prepare more effective teaching materials		60		Subscribing	1yr	$1,580.00	60	$94,800.00
3	Higgsfield AI	AI-assisted creation of images, videos and voice content		60		Subscribing	1yr	$23,400.00	1	$23,400.00
4	Padlet	Padlet acts as a dynamic, interactive digital bulletin board that drives student engagement, peer collaboration and inclusive participation, streamlining teachers' workflow and formative assessment		60		Subscribing	1yr	$700.00	60	$42,000.00
5	Cursor Pro+	Cursor Pro+ serves as an intelligent productivity and teaching engine for secondary school educators across all subjects, transforming complex tasks into streamlined, automated workflows		5		Subscribing	1yr	$4,700.00	5	$23,500.00

HKSYCIA Wong Tai Shan Memorial College
Plan on the Use of Funding
“AI for Science Education” Funding Programme
(2025/26 to 2026/27 s.y.)

Item			Amount	Remarks
1	Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching	$	50,000.00	
2	Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching	$	50,000.00	The funding amount for the support programme shall not exceed $50,000.
		$	100,000.00	

As at 31 August 2026, the “AI for Science Education” funding
- ☑ has been fully spent.
- ☐ has an unspent balance of $_____

As at 31 August 2026, the progress of the items that our school is required to complete is as follows:

Item		
1	Develop at least two teaching examples or sets of resources with the application of AI in Science (S1-3)	☐ Completed ☑ In preparation
2	Conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3)	☐ Completed ☑ In preparation
3	Conduct at least one experience sharing session (within or outside the school)	☐ Completed ☑ In preparation

Declaration
This is to certify that:

☑ our school has observed the principles and ambit set out in EDBCM No. 227/2024, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the relevant funding. All of the expenditure is in line with the principles and purposes of using the relevant funding, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school type;

☑ our school has kept a separate ledger account to properly record all the income and expenditure of the “AI for Science Education” Funding Programme. All expenditure items are supported with documentary proof. All the financial records and receipts have been handled in accordance with the accounting procedures and properly filed for auditing and inspection purposes by EDB;

☑ our school will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of each school year, in which the total income and expenditure of the funding will be recorded. In case of any discrepancy between the actual unspent balance as stated in the annual audited accounts and the aforesaid balance, we will notify EDB as soon as possible for follow-up actions; and

☑ the information provided in this Report is true and accurate. We understand that EDB reserves the right to request documentary proof of the expenditure from schools for auditing and inspection purposes. We also understand our school is required to return any disbursed amounts that are not associated with the subsidised items of the “AI for Science Education” Funding Programme to EDB.

Signature of Principal : _____

Name of Principal (Chinese) : 趙麗雅校長

Name of Principal (English) : Ms. Chiu Lai Nga

Date : 22 OCT 2026

School Chop

HKSYC&IA Wong Tai Shan Memorial College

Plan on the use of the Promotion of Reading Grant (2026-2027)

The major objectives for the Promotion of Reading:

1. Organize different cross-subject activities and themed book exhibitions to cultivate students' reading interests.
2. Create a good reading atmosphere and foster a reading culture in school.

	Item	Estimated Expenses ($)
1.	Purchase of Books	$42,000
	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	$6,000
	Online resources / Digital reading platforms ● Nowbook Digital Library	
3.	Reading Activities	$15,000
	Hiring writers to conduct seminars or workshops for reading promotion. Hiring service from an external service supplier to organize student activities related to promoting reading.	
4.	Others: Promote reading culture in school.	$3,000
	Reading award schemes ● WTS Reading Award Scheme ● Reading Encouragement Award ● Stars of the Reading Periods Sundry expenses	
	TOTAL	$66,000

2025/26	Brought Forward :	$ 0
2026/27	Reading Grant :	$ 66,176.00
	Estimated Total Expenses :	$ 66,000.00

推廣自主語文學習（普通話）一筆過津貼
2026-2027學年

11. Plan on Use of One-off Grant for Promotion of Self-directed Language Learning (Putonghua)

範疇 1: 採購和／或訂閱推動自主語文學習和／ 或豐富語言學習環境的相關資源
範疇 2: 聘請不屬編制內的英語和普通話導師或非教學支援人員，支援學生的語文學習和／或舉辦英語和普通話活動
範疇 3: 向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源和／或舉辦英語和普通話活動。

學校須完成此部分												在下面適當的欄中加上剔號✓		
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) ($)	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人的了解	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	3	普通話攤位游戲	透過互動游戲加深同學對普通話的興趣，締造普通話語言環境	下學期	中一至中三	396	$40,000.00	$80,000.00	$101.00	普通話科	MTY		✔	✔
2	3	普通話考察團	通過考察導賞及互動體驗，促進學生自主學習能力	下學期	中一至中三	50-60	$45,000.00	$45,000.00	$750.00	普通話科	MTY			✔
3	3	普通話劇場	透過觀賞生動演繹，學生能沉浸於普通話語境中，提升普通話聽力理解與語感	下學期	中一	132	$40,000.00	$40,000.00	$227.30	普通話科	MTY			✔
(Please insert rows above if the space provided is insufficient.)														

範疇1的預算開支	**$0.00**
範疇2的預算開支	**$0.00**
範疇3的預算開支	**$125,000.00**
總預算開支	**$125,000.00**

預計受益學生:

學生總人數:	774
預計受益學生人數:	396
受益於津助的學生百分比:	51%

津貼聯絡人:	毛天一
津貼聯絡人職位:	普通話科主任

總預算開支	**$200,000.00**
未用餘額:	**$20,520.00**

12. Plan on Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)

Plan on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)
2026-2027 School Year

Category 1: Purchasing resources
Category 2: Hiring instructors or non-teaching supporting staff outside the permanent staff establishment
Category 3: Purchasing services related to learning and teaching

Schools are required to complete this part													(put ✓ in appropriate columns below)		
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 ($)	Subject(s) / Section(s) involved	Teacher(s) in-charge	2024-25	2025-26	2026-27
						Level	Estimated Number of Participants								
1	1	Self-directed learning platform	Sayo AI-Powered Speaking App	To facilitate self-directed learning where students practice their spoken English in authentic scenarios and gain instant feedback for continuous improvement	September-August	F1, F3, F4	396	$47,124.00	N/A	$119.00	ENG	WKH&LKYK		✓	✓
2	3	Speech Festival	Hong Kong Schools Music and Speech Association	The Speech Festival promotes self-directed learning by encouraging students to take ownership of their preparation alongside teacher guidance. Students actively lead the process by participating in the selection of their materials, managing their practice schedules, using recordings for self-evaluation, and implementing teacher feedback for self-improvement prior to the competition.	September-December	F1-F6	200	$40,000	N/A	$200.00	ENG	All English teachers			✓
3	3	English activities/competitions	Inside and outside school	To enroll and support students in various English competitions and encourage their active participation in language-related activities, fostering a dynamic, self-directed, and language-rich environment	September-July	F1-F6	100	$24,450.00	N/A	$100.00	ENG	WKH&LKYK		✓	✓
(Please insert rows above if the space provided is insufficient.)															

Estimated Expenses for Category 1	$47,124.00
Estimated Expenses for Category 2	$0.00
Estimated Expenses for Category 3	$64,450.00
Estimated Total Expenses	$111,574.00

Estimated Number of Student Beneficiaries

Total number of students in the school:	774
Estimated number of student beneficiaries:	696
Percentage of students benefitting from the Grant (%):	90%

Name of Contact Person for this grant:	Lui Ka Ying; Wong Kai Hong
Post of Contact Person for this grant:	Teacher; Panel Head

Estimated Total Exspenses:	**$111,574.00**	(2026-2027)
Unspent Balance:	**$0.52**	

Pilot Scheme on Other Languages for Junior Secondary Students (1st Round)
Implementation Plan (2026/27 school year)

To: Council and Secondary Section 1
Curriculum Development Institute, Education Bureau
Rm 1301, 13/F, Wu Chung House
213 Queen's Road East, Wan Chai, Hong Kong

*Schools should complete and return this **Implementation Plan (2026/27 school year)** to the Education Bureau (EDB) by post or via the Fast Information Transmission System (FITS) – School Messaging Module (SMM) **on or before the end of November 2026**. For enquiries, please contact Ms Pauline PANG at 2892 6448 or Mr Sam LO at 2892 5905.*

Part A: School Information

School number: 1 7 0 5 7 7

School name: (Chinese) 香港四邑商工總會黃棣珊紀念中學

(English) HKSYCIA Wong Tai Shan Memorial College

Contact person: (Chinese) 葉惠珊老師 (English) Ms Ip Wai Shan

Post: Head of ECA

Email: iws@wtsmc.edu.hk Tel: 27788982

Part B: Details of the Other Languages (OL) course(s) to be offered in the 2026/27 school year

1. Details of OL course(s)

Language	**Number of junior secondary students at each level**						*Please enter A, B or C (You may enter more than one option.)* **Class schedule** A. Within timetable B. After school C. Weekend	*Please enter A, B or C (You may enter more than one option.)* **Delivery mode** A. Online B. On school campus C. Off school campus	**Per student** **Number of learning hours (hour)**	**Per student** **Average course fee ($)**
(i) Arabic	S1		S2		S3					
(ii) French	S1		S2		S3					
(iii) German	S1		S2		S3					
(iv) Hindi	S1		S2		S3					
(v) Japanese	S1	18	S2	9	S3	11	B.	B.	14.00	$ 915.71
(vi) Korean	S1	6	S2	8	S3	16	B.	B.	14.00	$ 793.33
(vii) Russian	S1		S2		S3					
(viii) Spanish	S1		S2		S3					
(ix) Urdu	S1		S2		S3					
Total number of students	68						**(Estimated) Total amount of course fee ($)**			$ 58,597.00

2. *(Estimated) Other expenditures on purchasing learning and teaching materials

*The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring external services to conduct OL course(s).

Item	Quantity	Amount ($)
(i) Textbook	0	$ 0.00
(ii) Workbook	0	$ 0.00
(Estimated) Total amount of other expenditures ($)		$ 0.00

3. #Information of service provider(s) for providing OL course(s)

#The information provided is for internal reference only.

Language	Service provider
(i) Japanese	TOA Language & Culture School
(ii) Korean	Todaimae Language Centre
(iii)	

4. Our school plans to provide various opportunities for students to showcase their learning outcomes of OL by:

(Please select all applicable options from the list below.)

☐ organsing school-based activities (e.g. giving a short speech during assemblies, designing notice boards, OL activity day, etc.)

☐ joining the activities organised by the EDB

☑ others (please specify): A test will be given to the students in each language class to evaluate their learning outcome.

☑ This Implementation Plan has been endorsed by the School Management Committee (SMC) / Incorporated Management Committee (IMC).

☑ The Annual School Plan incorporating key elements of this Implementation Plan, such as the total estimated expenditure and the number of student beneficiaries, has been endorsed by the SMC/IMC and uploaded to our school's website.

School website: https://wtsmc.edu.hk

☐ *Please ✓ the box as appropriate.*

[Schools should fill in the following information if this plan is submitted to the EDB by post.]



Signature of Supervisor/Principal^: _____

Name of Supervisor/Principal^: CHIU LAI NGA

Date: 25 SEP 2026

^ *Please delete as appropriate.*

ENDS

14. Plan on Use of Education Support Provided for Non-Chinese Speaking (NCS) Student(s)

非華語學生綜合支援津貼運用計劃書（2026/27學年）

[須於2026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

（地址：香港添馬添美道2號政府總部東翼7樓）

學校計劃（2026/27學年）[須於2026年11月30日或之前提交]

所有獲提供非華語學生[1]綜合支援津貼的公營普通學校[2]、特殊學校及提供本地課程的直接資助計劃（直資）學校需填寫

本校在2026/27學年錄取非華語學生[3]21名，其中有0名是有特殊教育需要的學生（公營普通學校及提供本地課程的直資學校適用），預計獲提供非華語學生綜合支援津貼共765,000元。

本校確保非華語學生與華語同儕享有同等學習中文的機會，並會充分及適時運用教育局的非華語學生綜合支援津貼作特定用途，為非華語學生提供全方位的協助，包括加強支援非華語學生學習中文作為第二語言，為有特殊教育需要的非華語學生提供加強支援，以及建構共融校園。本校亦會加強與相關持份者（包括非華語學生的家長）的溝通，讓他們了解學校對非華語學生學習中文和適應校園生活的支援。有關計劃闡述如下：

（一）整體規劃

1. 在2026/27學年，就加強支援非華語學生學習中文、提升支援非華語學生的意識，並建構共融校園，本校已安排以下教師負責統籌有關事宜：

(i) 統籌團隊（包括總統籌）人數： 5 人，當中包括：

☑ 副校長
☑ 中文科主任
☑ 中文科副主任
☐ 教務 / 課程發展主任
☑ 中文科科任老師
☐ 學生支援組成員（獲提供增潤津貼的普通學校適用）
☐ 其他(請註明)：_____

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。

2 公營普通學校包括官立學校、資助學校及按位津貼學校，但不包括明愛陳震夏郊野學園、可觀自然教育中心暨天文館及藝術與科技教育中心。

3 同時開辦本地及非本地課程的直資學校，其合資格非華語學生人數，只包括就讀本地課程的非華語學生，持學生簽證的非本地學生亦不包括在內。

(ii) 請填寫總統籌的姓名及職位：

姓名： 黃敏芳

職位： 中文科科任老師

(iii) 為提升中文科教師教授中文作為第二語言的專業能力，本校預計有4名現職中文科教師會接受一項或多項專業培訓，計劃如下：

☑ (a)安排他們參加相關培訓（可選多於一項）：

☑ 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）/「中國語文課程第二語言學習調適架構（非華語智障學生適用）」（「調適架構」）及/或中文作為第二語言的學與教及評估的研討會、工作坊等

☐ 教育局專業人員/大學/其他專業機構提供的校本支援服務（計劃名稱：_____）

☐ 教育局支持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

☑ 校內中文科教學人員進行專業交流，例如同儕觀課/共同備課、調適教學策略和教學內容等

☐ 教師網絡活動（請說明）：

_____

☐ 其他（請說明）：

_____

或

☐ (b)未有安排他們參加相關培訓，原因是（可選多於一項）：

☐ 本校教師已接受相關師資訓練/過往曾參加相關培訓或支援服務，現正鞏固有關經驗

☐ 本校中文科教學人員在照顧非華語學生的中文學習方面已有足夠經驗

☐ 其他（請說明）：

_____

(iv) 本校的專責統籌人員將透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

☐ 向教職員闡釋有關政策及措施 / 匯報推行有關措施的進展

☐ 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會

☐ 其他（請說明）：

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2. (i) 按2026/27學年收生實況調查指定的參照日期，本校非華語學生人數[3]如下：[請確保以下資料與雲端校管系統(CloudSAMS)呈報的學生資料一致]

級別	小一	小二	小三	小四	小五	小六	總數
非華語學生人數	0	0	0	0	0	0	0
級別	**中一**	**中二**	**中三**	**中四**	**中五**	**中六**	**總數**
非華語學生人數	4	6	5	4	2	0	21
						全校非華語學生總人數	21

(ii) 本校非華語學生**就讀以普通話教授中文班別**的人數[3]如下 [適用於有以普通話教授中文（普教中）班別 / 組別的學校]：

級別	小一	小二	小三	小四	小五	小六	總數
非華語學生人數	0	0	0	0	0	0	0
級別	**中一**	**中二**	**中三**	**中四**	**中五**	**中六**	**總數**
非華語學生人數	0	0	0	0	0	0	0

錄取 10名或以上非華語學生的公營普通學校及提供本地課程的直資學校，以及錄取 6名或以上非華語學生的特殊學校適用

3.「學習架構」/「調適架構」（特殊學校適用）的推行

本校按教育局通告第4/2026號，參考非華語學生使用《評估工具》/ 校本評估的結果，配合校本情況，為非華語學生訂定適切的學習目標，以及為他們安排適切的密集中文學習模式。

(i)在2026/27學年推行的密集中文學習模式如下（可選多於一項）：

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

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☑中一 ☑中二 ☑中三 ☑中四 ☑中五 ☐中六

☐ (b) 在中文課堂將同級 / 跨級的學生重新組合，進行小組學習（分拆成小組後，小組數目會多於原有班數，以降低每組師生比例）

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☐ (c) 增加中文課節（請勿將其他科目的課節轉為中文課）

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☐ (d) 在中文課堂進行協作教學（即安排兩名或以上教師一同授課或安排教學助理 / 不同種族的助理在課堂上提供支援；只須填報入班協作的額外人手資料）

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☐ (e) 跨學科中文學習（重點在於中文科學習的知識鞏固和應用）

相關科目：_____

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☑ (g) 課後支援（重點在於教授 / 鞏固中文科知識）

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☑中一 ☐中二 ☑中三 ☐中四 ☐中五 ☐中六

☑ (h) 採用校本中國語文課程及 / 或經調適的學與教材料

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☑中一 ☑中二 ☑中三 ☑中四 ☑中五 ☐中六

☐ (i) 其他（請說明）

_____

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六
☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

(ii) 其他學習中文的支援

☐ (a) 中文學習小組

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六

☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☑ (b) 校本銜接課程（在2027年暑假期間或學期初舉辦）

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六

☑中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☐ (c) 中文銜接小組

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六

☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☑ (d) 伴讀計劃

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六

☑中一 ☑中二 ☑中三 ☑中四 ☑中五 ☐中六

☐ (e) 導讀學習

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六

☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☐ (f) 朋輩合作學習

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六

☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

☐ (g) 其他（請說明）

☐小一 ☐小二 ☐小三 ☐小四 ☐小五 ☐小六

☐中一 ☐中二 ☐中三 ☐中四 ☐中五 ☐中六

4. 本校計劃舉辦共融校園 / 多元文化活動 / 為有特殊教育需要非華語學生提供的支援及 / 或提供相關服務，詳情如下：

（請注意：學校可運用部分津貼及 / 或整合現有措施和資源，為非華語學生（包括有特殊教育需要的非華語學生）及其家長舉辦共融校園 / 提高多元文化活動及宗教敏感度的活動及 / 或提供相關服務）

(i) 舉辦推廣共融校園 / 多元文化活動的例子

☑ 舉辦推廣共融校園 / 多元文化活動的例子

活動內容： 中秋節跨學科學習活動、資訊日活動、文化共融日、NCS Caring Program、節慶分享會等

(ii) 加強與非華語學生家長的溝通和家校合作（可選多於一項）

☑ 傳譯 / 翻譯學校政策 / 學校通告 / 學校網頁等資訊

☑ 與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調學好中文的重要性

☐ 聘請不同種族的助理，直接與非華語學生的家長聯絡

☑ 舉辦家長講座，讓非華語學生的家長了解其子女的學習進度及學校提供的支援情況

☑ 為非華語學生的家長提供有關其子女選校 / 升學 / 就業的資訊

☑ 其他（請說明）：

不定期聚會，全年約4-6次。

(iii) 為有特殊教育需要的非華語學生提供支援（獲提供增潤津貼的普通學校適用）（可選多於一項）

☐ 安排額外人手協助有特殊教育需要的非華語學生進行課堂學習活動

☐ 為有特殊教育需要的非華語學生提供課後支援或情緒、溝通及社交上的支援

☐ 為有特殊教育需要的非華語學生提供生涯規劃服務

☐ 其他（請說明）：

5. 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。在2026/27學年，本校會因應高中非華語學生的中文學習表現和需要，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：（中學及特殊學校中學部適用）

中國語文資歷考試	年級及非華語學生人數		
	中四	中五	中六
香港中學文憑考試			0
香港中學文憑考試應用學習中文（非華語學生適用）			0
非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試	4	2	0
總計	4	2	0

（二）津貼的運用[4]

6. 按2026/27學年收生實況調查指定的參照日期收集所得的非華語學生人數與結果，以及有特殊教育需要的非華語學生人數[3]（公營普通學校及提供本地課程的直資學校適用），本校在2026/27學年可獲非華語學生綜合支援津貼(A)765,000元。本校會在2026/27學年充分運用獲得的津貼，支援本學年的非華語學生（包括有特殊教育需要的非華語學生），津貼的運用計劃如下（可選多於一項）：

項目	全年預算開支
☑ 聘請額外中文科全職教師 2 名[5]	609,537.00 元[6]
☐ 聘請額外全職教學助理（不包括不同種族的助理） ＿＿ 名[5]	＿＿ 元[6]
☐ 聘請全職不同種族的助理 ＿＿ 名[5]	＿＿ 元[6]
備註（如適用）：全職教師4個月薪酬+副教師全年薪酬	
☑ 購買專業服務以支援課後學習	50,000.00 元
☐ 購買專業服務為有特殊教育需要的非華語學生提供加強支援，包括社交、溝通及情緒管理訓練，以及轉銜／生涯規劃服務等	＿＿ 元
☐ 購買翻譯服務以翻譯通告、網頁資訊或信件	＿＿ 元
☑ 購買／發展教學資源（如有，請說明：GSE A-level課程教材、學生用書、參考書或課外書）	35,000.00 元
☑ 舉辦共融活動及家校合作活動	70,000.00 元
☐ 加強教師專業培訓	＿＿ 元
☐ 其他（如有，請說明：＿＿＿＿）	＿＿ 元
全年預算總開支	764,537.00 元(B)
2026/27學年的預算餘款 [(A) - (B)]	463.00 元(C)[7]
2026/27學年的預算餘款佔本學年非華語學生綜合支援津貼的百分比 [(C)÷(A)×100%] =	0.06 %

4 根據教育局通告第4/2026號，有關津貼只適用於加強支援非華語學生（包括有特殊教育需要的非華語學生）學習中文及建構共融校園。有關津貼運用原則及適用範疇，可參考「非華語學生綜合支援津貼」運用指引。

5 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。

6 學校只須填報以非華語學生綜合支援津貼支付的薪金開支。

7 資助學校、直資學校及按位津貼學校可保留部分津貼，惟累積餘款以該學年所獲的津貼總額為上限，任何超出上限的餘款須退還教育局。教育局將根據學校經審核周年帳目，收回超出上限的餘款。官立學校可將不超過該財政年度津貼總額的餘款轉至下一財政年度。任何超出上限的餘款會在有關財政年度完結時予以取消。

☐ 本校累積高水平非華語學生綜合支援津貼餘款，已檢視現有為非華語學生提供的支援措施，其原因及改善建議如下：[在本學年完結時，非華語學生綜合支援津貼的餘款預計累積至高水平（70%或以上）的學校適用]

原因：_____

改善建議：_____

（三）評鑑、問責及支援

7. 2026/27學年中期／結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

☑ 透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力

☑ 透過使用《評估工具》的結果，評估非華語學生的中文學習進度

☑ 透過校本評估方法的結果，評估非華語學生的中文學習進度

☑ 透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小記者、朗誦、徵文比賽等），評估非華語學生學習中文的信心和態度

☐ 其他（請說明）：

_____

(ii) 建構共融校園（可選多於一項）

☑ 透過問卷調查／自我評鑑等，評估教職員對學校支援非華語學生的政策及措施的了解和文化敏感度

☑ 透過非華語學生在中文課堂／課外活動的表現，評估推廣共融校園的成效

☐ 透過觀察有特殊教育需要的非華語學生在課堂／活動的表現，評估相關支援措施的成效（獲提供增潤津貼的普通學校適用）

☑ 透過問卷調查等，評估非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排等的了解

☐ 其他（請說明）：

_____

（四）其他（如有需要，可填寫其他補充資料）

8. 在2026/27學年，本校確認已實施以下措施：

☑ 實施「學習架構」

☐ 實施「調適架構」（特殊學校適用）

☐ 未有實施「學習架構」/「調適架構」(特殊學校適用)，原因是（可選多於一項）：

- ☐ 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，預計可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文
- ☐ 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文
- ☐ 其他（請說明）：

☑ 採用緊扣「學習架構」的《評估工具》[8]，評估非華語學生在聽、說、讀、寫各方面的學習表現，並按《評估工具》的結果，為非華語學生訂定適切的學習目標，以及為他們安排適切的密集中文學習模式

☐ 未有採用《評估工具》，原因是（可選多於一項）：

- ☐ 本校的非華語學生預計可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現
- ☐ 本校已採用校本評估方法，評估非華語學生的中文學習表現
- ☐ 其他（請說明）：

☑ 透過不同途徑，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（例如安排非華語學生參與制服團隊或社區服務）

☐ 為有特殊教育需要的非華語學生提供適切的加強支援，幫助他們適應和融入校園生活，順利過渡不同的學習階段。（錄取有特殊教育需要的非華語學生的公營普通學校及提供本地課程的直資學校適用）

8 根據教育局通告第4/2026號，錄取10名或以上非華語學生的公營普通學校及提供本地課程的直資學校以及錄取6名或以上非華語學生並有非華語學生修讀普通學校課程的特殊學校，須根據「學習架構」，採用與其緊扣的《評估工具》，每學年評估非華語學生的學習表現，並參考「學習架構」不同學習層階下預期的學習成果，以小步子遞進的學習方式，為學生訂定適切的學習目標及制定支援計劃。

學校資料及校監簽署

（一）本校提交了以下部分：（請在適當的□內加上「☑」號）

☑ 學校計劃（2026/27學年）[須於2026年11月30日或之前提交]

（二）本校已知悉須按有關規定，並會依時完成以下事項：（請在適當的□內加上「☑」號）

☑ 本校確保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4/2026號有關「非華語學生綜合支援津貼」的要求，確保非華語學生綜合支援津貼只用於加強支援非華語學生（包括有特殊教育需要的非華語學生）學習中文及建構共融校園；

☑ 將中、英文對照的摘要（2026/27學年）在2027年11月底或之前上載本校網頁（只適用於2026/27學年獲非華語學生綜合支援津貼的學校）[9]，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；

☑ 在2026年9月或之前，於《中學概覽》「非華語學生的教育支援」及「全校參與模式融合教育」（如適用）的欄目，列出學校為加強非華語學生學習中文及建構共融校園，以及為有特殊教育需要的非華語學生提供情緒、溝通及社交方面（如適用）的額外支援措施（普通中學適用）；

☐ 在2027年5月或之前，於《小學概覽》「非華語學生的教育支援」及「全校參與模式融合教育」（如適用）的欄目，列出學校為加強非華語學生學習中文及建構共融校園，以及為有特殊教育需要的非華語學生提供情緒、溝通及社交方面（如適用）的額外支援措施（普通小學適用）；

☑ 本校2026/27學年的《非華語學生綜合支援津貼運用計劃書》已獲以下審批：

- ☑ 法團校董會
- ☐ 校董會
- ☐ 學校管理委員會

校監簽署：WTSito

校監姓名：司徒維敦

統籌教師姓名：黃敏芳

統籌教師電郵：wmf@wtsmc.edu.hk

學校名稱：香港四邑商工總會黃棣珊紀念中學

學校電話：27788982

日期：2026 年 10 月 21 日

9 根據教育局通告第4/2026號，獲發放有關津貼的學校須將一份中、英文對照的摘要上載學校網頁，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，以便家長瀏覽有關資料。

15. Plan on Use of School-Based Support Scheme Grant for Schools with Intake of Newly-arrived Children

School-Based Support Scheme (SBSS) Grant (for newly-arrived children) (2026-2027)

Domain (Section/ KLA/ Subject)	Programme	Objective(s)	Target Group (Level)	Group Size	Date/ Duration	Teacher-in-charge	Budget
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-F5	8-10 students	Oct 2026 - May 2027	Lau Tsun Long	$5,000
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-F5	8-10 students	Oct 2026 - May 2027	Wong Kai Hong	$22,000
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-F5	8-10 students	Oct 2026 - May 2027	Chan Chung Hin Ben	$16,000
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-F5	8-10 students	Oct 2026 - Jul 2027	Lee Mei Yi	$6,000
						Total:	**$49,000**

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

Budget Summaries for School Year 2026-2027

	Balance B/F from Last Year ($)	Income ($)	Expenditure ($)	Balance ($)
I. Government Fund (A/C 001)				
1) EOEBG Non-School Specific Grants :	4,026,634.64			
-- Baseline Reference Income		1,612,925.85		
-- EOEBG Other Income		25,689.70		
-- School and Class Grant			1,335,564.00	
-- Composite F & E			215,000.00	
-- Lift Maintenance			101,400.00	
-- Student Development & Support			245,445.00	
-- Subjects			333,820.00	
Sub-Total :	4,026,634.64	1,638,615.55	2,231,229.00	3,434,021.19
2) EOEBG School Specific Grants :				
-- Administration Grant		3,309,012.00	3,433,388.00	
-- Capacity Enhancement Grant		548,324.00	527,821.00	
-- Composite IT Grant		481,082.00	460,000.00	
-- Air-Conditioning Grant		470,590.00	400,707.00	
-- School-based Management Top-up Grant		43,242.00		
-- School-based Newly Arrived Children		49,700.00	49,000.00	
-- School-based Speech Therapy Admin. Recurrent		6,918.00		
Sub-Total :		4,908,868.00	4,870,916.00	37,952.00
Total :	4,026,634.64	6,547,483.55	7,102,145.00	3,471,973.19
3) Outside EOEBG :				
-- Teacher Relief Grant	3,522,375.15	5,128,500.00	5,886,267.00	
-- School-based After-school Learning and Support Programmes	181,864.97		181,864.97	
-- Other Recur Gr - Rent & Rates		915,648.00	915,648.00	
-- One-Off SB Speech The'y Set-Up	13,815.50		1,844.20	
-- Information Technology Staffing Support Grant	324,813.75	350,433.00	362,754.00	
-- School Executive Officer Grant		590,670.00	575,089.50	
-- Life-wide Learning Grant and Sister School Grant	870,872.60	1,194,750.00	1,409,600.00	
-- One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	105,858.00		78,840.00	
-- Diversity Learning Grant - Other Programmes	56,434.00	75,600.00	132,000.00	
-- One-off Grant on Parent Education (Secondary)	142,460.98		118,700.00	
-- One-off Grant for Promotion of Chinese Culture Immersion Activities	154,074.67		140,000.00	
-- Enhanced School-based Learning Activities Support Grant		376,000.00	333,800.00	
-- AI for Empowering Learning and Teaching Funding Programme Supporting primary and secondary schools to utilise AI to enhance learning and teaching effectiveness	500,000.00		212,500.00	
-- "AI for Science Education" Funding Programme				
-- Promotion of Reading Grant		66,176.00	66,000.00	
-- One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	145,520.00		125,000.00	
-- One-off Grant for Promotion of Self-directed Language Learning (English Language)	111,574.52		111,574.00	
-- Pilot Scheme on Other Language for Junior Secondary Students	196,258.00		58,597.00	
-- Learning Support Grant for SEN	70,952.45	495,443.00	564,900.00	
-- Education Support Provided for Non-Chinese Speaking (NCS) Student(s)	48,110.42	765,000.00	812,647.42	
Sub-Total :	6,444,985.01	9,958,220.00	12,087,626.09	4,315,578.92
Total :	10,471,619.65	16,505,703.55	19,189,771.09	7,787,552.11
II. School Fund (A/C 002)				
1) School Funds Income				
-- Subscriptions (Tong Fai)	1,878,526.32	139,860.00		
-- Donation		21,700.00		
-- Rental Income / Expenses		108,000.00		
-- Student others & materials		367,750.00	367,750.00	
-- Other Income / Expenses		1,218.50	203,554.70	
-- Guidance Emergency Fund	4,740.60		4,000.00	
-- Scholarship	307,506.66	45,000.00	91,800.00	
Sub-Total :	2,190,773.58	683,528.50	667,104.70	2,207,197.38
2) Approved Collection for Specific Purposes	3,001,329.61	334,405.00	71,710.00	3,264,024.61
3) Other External Fund Projects	1,065,490.00	70,017.40	271,412.40	864,095.00
Total :	6,257,593.19	1,087,950.90	1,010,227.10	6,335,316.99