HKSYCIA Wong Tai Shan Memorial College

香港四邑商工總會黃棣珊紀念中學



School Report

2025-2026

Table of Contents

Items	Page
● Our School	1
● Achievements and Reflection on Major Concerns; Feedback and Follow-up	4
● Student Performance	15
● Reports on Various Grants	20
1. Report on Use of Life-wide Learning and Sister School Grant	20
2. Report on Use of One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	29
3. Report on Use of Diversity Learning Grant	30
4. Report on Use of Capacity Enhancement Grant	31
5. Report on Use of One-off Grant on Parent Education (Secondary)	32
6. Report on Use of One-off Grant for Promotion of Chinese Culture Immersion Activities	34
7. Report on Use of School-based After-school Learning and Support Grant (Community-based Projects)	35
8. Report on Use of School-based After school Learning and Support Programme (School-based Grant)	41
9. Report on Use of Student Activities Support Grant	43
10. Report on Use of "AI for Science Education" Funding Programme	45
11. Report on Use of Reading Grant	47
12. Report on Use of One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	49
13. Report on Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)	50
14. Report on Use of Education Support Provided for Non-Chinese Speaking (NCS) Student(s)	51
15. Report on Use of School-Based Support Scheme Grant for Schools with Intake of Newly-arrived Children	72
16. Report on Pilot Scheme on Other Languages for Junior Secondary Students	73
● Financial Summary	77

(1) Our School

Our Mission

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

Our Motto

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

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

School Information

Supervisors	Dr. LEUNG Hoi Ming (Predecessor) Dr. SZE-TO Wai Tun (Successor)
Principal	Ms. CHIU Lai Nga (BA, PCEd, MEd, MA)
District	Sham Shui Po
School Type	Aided
Student Population	756
Student Gender	Co-ed
School Size	About 5000 Sq. M
Sponsoring Body	The Hong Kong Sze Yap Commercial & Industrial Association
Incorporated Management Committee	Established
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	95%
Religion	Not Applicable
Year of Commencement	1975
School Motto	Faithfulness, Forgiveness, Diligence and Intelligence
Parent-Teacher Association	Established
Student Union	Established
Alumni Association	Established

Information of Teaching Staff (including School Principal)

Total number of teachers: 59

Qualifications and Professional Training	**Percentage of teaching staff (%)**
● Had Received Teacher Training	92%
● Bachelor Degree	100%
● Master / Doctorate Degree or above	46%
● Special Education Training	64%

Years of Experience	Percentage of teaching staff (%)
● 0-4 years	44%
● 5-9 years	10%
● 10 years or above	46%

Class structure

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

Subjects Offered

S.1 to S.3

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

S.4 to S.6

English as the medium of instruction	English Language, Mathematics (Compulsory Part), Chemistry, Physics, Biology, History, Geography, Economics, Business Accounting and Financial Studies, Information and Communication Technology, Mathematics (Extended Part: M1), Mathematics (Extended Part: M2), Visual Arts, Physical Education
Chinese as the medium of instruction	Chinese Language, Chinese History, Chinese Literature, Citizenship and Social Development, Life Values Education

School Facilities

All classrooms are equipped with a smart TV. Other school facilities include a STEAM room, a student activity centre, a newly renovated library, an English activity room, an announcement room, a gym room, a counselling yard, a mindfulness education room, multi-purpose rooms for student leaders, Golden Jubilee Garden, Silver Jubilee Garden and a lawn, etc.

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

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

Achievements

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

(1) Catering for Learner Diversity

- Split class arrangements were implemented for Chinese Language, English Language and Mathematics to reduce class sizes and group students with similar abilities.
- We arranged various after-school and Saturday enrichment classes to cater for students of different abilities and backgrounds in order to help them enhance their academic performance. Examples include Chinese, English and Mathematics enhancement classes, English advanced writing classes as well as Mathematics Olympiad classes for junior and senior levels.
- For our non-Chinese speaking students, we had an After-School Programme as well as a Putonghua class for them as additional support.
- Cantonese, English and Mathematics enrichment and enhancement classes were held to assist newly arrived students with their transition.
- Our subject-specific gifted programmes and talent pools cultivated a nurturing environment where high-achieving students thrived. Initiatives, such as those offered by the CUHK and Hong Kong Academy for Gifted Education, fostered critical thinking, sparked creativity, and empowered students to reach their full potential.

(2) Tech-Forward Resources and Hardware along with Professional Growth to Modernize Learning and Teaching

- E-learning and AI integration were actively promoted through the BYOD (Bring Your Own Device) scheme. We also utilized the Quality Education Fund's e-Learning Ancillary Facilities Programme and the AI for Empowering Learning and Teaching Funding Programme to offer our students educational technology resources such as LingoTask. We provided the ancillary facilities and AI tools necessary to empower modern teaching and learning.
- In particular, our school successfully secured funding under the Education Bureau's "AI for Science Education" Funding Programme, further strengthening our commitment to advancing AI-enhanced science education. Through collaboration with the HKU AI in Education Lab, our science teachers completed an AI literacy professional development course, which strengthened their understanding of generative AI concepts, prompt techniques, AI-resilient assessment design, and the ethical and responsible use of AI. This initiative enhanced teachers' professional capacity to integrate AI tools

meaningfully into science teaching and learning, promote pedagogical innovation, and design more effective learning experiences aligned with curriculum goals.

- Indeed, for our multifaceted professional development initiatives to enhance learning and teaching effectiveness, this year, a key focus for our school was to adopt diversified learning and teaching strategies to enhance students' learning outcomes. To foster a collaborative environment, we implemented Open Classroom Lesson Observation and Peer Assignment Observation, which facilitated the sharing of teaching materials and experiences. Our theme this year emphasized the implementation of BYOD (Bring Your Own Device) strategies to engage students, accommodate diverse learning needs, and seamlessly integrate Values Education and National Security Education into our lessons. Teachers were encouraged to exchange ideas and incorporate each other's successful practices into their classrooms.
- To effectively implement e-Learning and integrate AI into daily lessons, our teachers participated in a workshop organized by the Digital Education Centre of Excellence (CoE). This session enhanced their understanding of how to utilize AI strategically to facilitate learning, including designing AI assistants and educational games, as well as applying online simulations to foster a deeper, more conceptual understanding within science and mathematics education.
- As for our facilities, with support from the Quality Education Fund, the renovation of Room 603 into a state-of-the-art STEAM Lab marked a significant milestone in our school's development. This facility enhanced our teaching capacity and provided students with resources like 3D printers and laser cutting equipment for hands-on projects, such as prototypes for science fairs and engineering models. The room also served as a collaborative space for brainstorming ideas for competitions, fostering students' teamwork and critical thinking skills. By creating this dedicated STEAM space, we aimed to inspire students to innovate and enrich their learning experiences, empowering them to pursue careers in these cutting-edge fields.
- Beyond the physical environment, our technological capacity has been significantly bolstered by the successful acquisition of the IT Innovation Lab Phase 2 funding. This government-backed initiative provided the necessary capital to procure advanced equipment and curate specialized extracurricular activities, directly enriching our STEAM ecosystem. By integrating these high-tech resources, we aimed to maximize the utility of both our newly established STEAM Lab, creating a cohesive, tech-forward learning environment to empower students to bridge the gap between digital theory and practical application.

(3) Comprehensive Reading and Values Literacy to nurture Academic and Character Growth

- To elevate both academic and non-academic achievements, reading was actively promoted as a powerful tool to widen students' exposure and cultivate independent learners. During our reading periods, students were provided with a diverse selection of texts revolving around values education, encompassing Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity, Filial Piety and National Security Education. These texts provided them with opportunities to reflect upon and explore different values through reading.

- Furthermore, our curriculum placed significant emphasis on extended reading, which played a crucial role in developing students' reading skills and fostering a deeper understanding of various academic disciplines. Teachers incorporated texts of different levels of difficulty specifically relevant to their subjects.
- Moreover, our departments and sections hosted book exhibitions to inspire students to delve into subjects outside the classroom setting, captivating their interest with intriguing topics and nurturing a lifelong inclination towards self-directed learning.
- To complement these literary initiatives and systematically reinforce character development across the campus, a comprehensive Life Values Education curriculum was developed through collaboration across subjects. This curriculum focused on essential elements such as the twelve priority values and attitudes, goal setting, emotional management, interpersonal relationships, positive values, and national education, thereby optimizing teaching effectiveness by aligning academic progress with robust personal growth.

(4) Widening Horizons through Diverse Exposure and Achievements

Our students were arranged to take part in various competitions, programmes, and events to broaden their horizons and showcase their abilities, with many of them winning awards. Some examples include:

(a) Core Sciences, Olympiads, and Innovation Competitions

- International Junior Science Olympiad Screening
- PolyU Science Young Talents Competition
- Biology Literacy Award
- International Young Physicists' Tournament (IYPT)
- Physics Olympiad 2026
- Ocean Park Physics in Motion Programme
- Science Club Astronomy Gazing Camp
- Hong Kong Science Fair

(b) Engineering, Aviation, and Advanced Technology

- The 6th Biomedical Engineering Innovation Competition "Love. Innovate for Happy Ageing"
- 20th Infrastructure Building Competition
- Small Part Shapes the Future Competition 2026
- Cathay Inter-school Aviation Challenge Cup (CISACC)
- HKYAA AeroQuiz 2026
- China Mobile Hong Kong "Chasing Dreams in the Blue Sky" Low-Altitude Economy Course Pilot School Programme
- Drone Technology Workshop co-organized by our school and the China Mobile Hong Kong Company Limited (CMHK)

(c) Ecology, Sustainability, and University Research Collaborations

- Nature-based Solutions: Building an Ecologically Civilized Campus Challenge
- HKBU Science Sustainability Stars SciTech Challenge
- HKUST Research Programme: Prototype Skin Care Product Using Chinese Medicine

- Chinese Medicine Talk on Innovative Applications and Modernization of TCM

(d) Humanities, Global Citizenship, and Cultural Arts

- SISHKMUN 2: Model United Nations Conference
- JA Meet My Goals Mentorship Program
- Hong Kong Baptist University Service-Learning Programme
- The READmarkables Outdoor Reading Challenge Day
- Happy Photo Activity at Disney: Capture Joyful Moments with Besties
- Film Appreciation: Wicked: For Good
- ICH Shiwan Pottery Making Technique Class

Reflection

- For reading, linguistic barriers in complex topics were observed. During lessons covering complex national themes like national flood management systems, lower-ability students struggled with the advanced vocabulary.
- For gifted education, fees for programmes offered by some highly sought-after institutions were too costly for full school subsidization. Meanwhile, most questions in some screening tests were found to focus primarily on logical thinking skills.

Feedback and Follow-up

- To prevent cognitive overload, stronger vocabulary scaffolding and glossaries will be provided for reading tasks.
- For expensive gifted education programmes, we could promote them to parents/students as self-financed options. Regarding the screening tests, we could communicate logical reasoning as a focus area to subject teachers so that students could be better equipped to optimize nominations' success rate.

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

Achievements

This major concern was achieved through diverse initiatives. Some salient examples include the following.

(1) School-based initiatives with an emphasis on all-round support, personal growth, and appreciation to enhance students' well-being

(a) Three-tiered Support Framework

- We have been committed to fostering students' holistic development through a tripartite approach, comprising developmental, preventive, and therapeutic initiatives, anchoring our efforts in the cultivation of positive values and an appreciative ethos to provide a robust support system for all. By collaborating synergistically with various departments, we implemented school-based counselling programmes that cultivated a nurturing environment conducive to students' well-being and personal flourishing.
- Recognizing the diverse needs of our students, we provided extensive scaffolding in various dimensions. Academically, we arranged study tutorials for F.1-F.5 students and a dedicated support scheme for newcomers and repeaters to accommodate individual learning differences.

(b) Daily Well-Being and Relaxation Techniques

- Our Mindfulness in School Programme has been successfully integrated into Life Values Education curriculum to help students cultivate a balanced perspective on life. Through a blend of mindful breathing and gardening activities, class teachers introduced guided relaxation videos alongside practical chili pepper and tomato planting activities.
- This dual approach allowed students to develop essential relaxation techniques while observing plant growth as a powerful metaphor for life's journey. By learning to slow down and connect with nature, students not only discovered how to navigate daily stressors with ease but also strengthened their emotional resilience and overall well-being.

(c) Peer Support and Smoothened Transitions

- A series of developmental programmes was launched to empower student leaders and strengthen peer bonds, featuring highlights such as a comprehensive Leadership Training Programme for Counselling Prefects and specialized Growth Groups tailored for the "Big Brothers and Big Sisters Scheme" to ensure age-appropriate guidance across different levels.
- To facilitate a smooth transition for the youngest members of the school, a multifaceted Self-refinement Developmental Programme for F.1 students was implemented, integrating orienteering activities, thematic workshops, and seminars alongside opportunities for social participation to enhance resilience and self-management skills. Besides, our "F.1 Joyful Beginnings Feast" successfully marked the completion of our new students' first month in the WTS family. Featuring a traditional Chinese banquet and insightful cultural sharing, the event effectively fostered a strong sense of belonging to the school and established a positive foundation for their secondary school journey.
- To promote self-discovery and stress management, 'Personality Dimensions' assessments were utilized for F.3 students to facilitate self-understanding prior to their senior secondary transition, while an array of workshops, including Art Therapy, ACT (Acceptance and Commitment Therapy) sessions, and recreational bowling, were offered across different levels to address varied growth needs.

(d) Graduate Care

- Our commitment to students was further exemplified by the F.6 Cheering Day, which offered a formal and touching farewell to graduates through an afternoon sharing session and the presentation of symbolic souvenirs, reassuring them of the school's unwavering support as they embark on new journeys.
- Our support measures extended to critical periods such as DSE Results Release Day, where follow-up measures ensured timely guidance for graduates.

(e) School-wide Appreciative Culture

- Our Campus Mental Health Day featured "Happy Caring Day" this year, transforming the school hall into a sanctuary of positive energy where students engaged in self-care, crafted heartfelt gifts, and shared messages on the Cheering Wall expressing their care and appreciation for each other to reinforce communal support and emotional well-being.
- Our Closing Ceremony, with "Giving Thanks & Celebrating Growth" as the theme, was a significant occasion for all members of the school to cultivate a deep sense of gratitude, cherish our shared achievements, and reinforce an appreciative ethos that enhances our collective well-being.

(2) Strengthening Well-Being through Family and Professional Networks

- We have a strong home-school partnership that emphasizes the vital role of parental involvement through level-specific talks, workshops, tea gatherings, and "Sunshine Calls" that enhance family-school communication while nurturing a shared appreciative ethos between homes and the school.
- By strengthening ties with external professional bodies, notably the Mental Health Association of Hong Kong through the "Quality Mental Health Campus Project," we continued to elevate mental health awareness and resource accessibility across the entire campus, thereby safeguarding students' emotional well-being and anchoring positive coping values.

(3) Reinforcing Positive Values and Enhancing Students' Well-being through Civic Literacy and Community Service

- In the realm of moral and civic education, our F.4 and F.5 students participated in life-wide learning activities involving visits to various media organizations. These sessions focused on deepening their understanding of the journalism industry and the importance of media literacy, particularly in distinguishing factual information from misinformation. Students also developed essential strategies for responsible social media usage and combating cyberbullying. Through these immersive experiences, students not only sharpened their civic literacy but also embraced the positive values of integrity, empathy, and social responsibility as digital citizens.
- Meanwhile, students also actively engaged in various social service opportunities to strengthen their positive attitudes and sense of social responsibility. This year, we collaborated with the Shek Kip Mei Centre of the Neighbourhood Advice-Action Council on the "Build Our Homes with Our Neighbours" initiative, which involved student volunteers, teachers, and members of the Parent-Teacher Association delivering gifts to elderly residents in our district. We also supported the Hong Kong Federation of Youth Groups' "Rice for Neighbours" programme and assisted various charitable organizations with flag-selling activities, further extending our support to disadvantaged groups. By actively putting empathy and care into action, our students experienced the profound joy of giving, proving that nurturing a selfless, positive attitude toward others inherently elevates their own emotional well-being and sense of purpose. These meaningful connections with the community helped them internalize core positive values like compassion and gratitude, which in turn strengthened their personal resilience and overall psychological well-being.

(4) Strengthening Positive Values and Appreciative Ethos through National Education

- To foster the core value of national pride and deepen an appreciative ethos toward our cultural heritage and national achievements, our dedicated Flag Raising Team and students proudly conducted weekly ceremonies and Putonghua morning sharing, cultivating teamwork, responsibility, and a warm, shared national identity across the campus community.
- For our students to honor the sacrifices of the past and treasure our hard-earned peace, on 3 September 2025, we commemorated the 80th Victory Anniversary of the War of Resistance through parade broadcasts and photo exhibitions. This solemn remembrance inspired students to translate historical awareness into the positive values of empathy and unity, while fostering a profound appreciative ethos for the stable, peaceful society they enjoy today.
- Furthermore, we deepened our students' sense of national identity and emotional well-being by empowering them as peer leaders in civic affairs. To celebrate National Constitution Day and National Security Education Day, our enthusiastic Constitution and Basic Law Student Ambassadors took a leading role in organizing hall exhibitions and quiz challenges, further strengthening their civic responsibility and mutual appreciation.

Reflection

- Student well-being is inherently interconnected with the emotional well-being of our staff. When educators are supported and emotionally regulated, they are better equipped to cultivate safe, nurturing, and high-capacity learning contexts for our youth. Therefore, prioritizing the professional and personal well-being of our frontline team serves as a foundational pillar for fostering overall student resilience and success.
- While student participation rates in national education learning activities and competitions continued to rise, active encouragement from teachers remained essential to motivate them to step out of their comfort zones and enter inter-school competitions. Furthermore, students' preparation prior to these competitions was still somewhat insufficient.

Feedback and Follow-up

- By establishing our New Teacher Mentoring Scheme and dedicating Staff Development Days more to emotional resilience, we will be equipping our staff to better support our students, shifting well-being from an abstract concept into a lived classroom experience. Our staff development activities could be further tailor-made to promote organic communication, lighthearted exchange, and closer professional relationships away from daily administrative pressure. This unified, appreciative, and cooperative teacher network could act as a living model of positive values, creating an encouraging school environment where students feel safe, valued, and emotionally supported.
- For national education learning initiatives, we could establish a pre-competition coaching mechanism, incorporating study preparation groups, mock training sessions, and incentive schemes, to better enhance students' self-motivation to participate and build their confidence in competing, thereby fostering a stronger sense of ownership and achievement throughout the experience, while further instilling positive values within their national education journey.

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

Achievements

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

(1) Constructing a Rich Day-to-day Campus Language Environment

(a) English Lunchtime Activities

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

(b) Morning Assembly Presentations and Speeches

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

(c) Reading Culture

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

(d) Language Use during Mass Events and MC Training

- School ambassadors and student helpers interacted with guests in English during our Information Day and S1 Interview Day. Both senior and junior student representatives had the opportunity to share their school life on the stage in our Admission Talk in English and Putonghua. These experiences allowed them to showcase their language proficiency and build their confidence.
- Students were provided with training to become skilled Masters of Ceremonies (MCs) for key events such as our school commencement ceremony, closing ceremony, Speech Day, Information Day, Form 1 Orientation Day, etc. The training equipped them with the necessary skills to engage the audience and create a lively atmosphere using English and Putonghua. By taking on responsibility as an MC, students also developed their leadership abilities, stage presence, and public speaking skills.

(2) Stretching Language Potential through Competitions, Exposure, and Performances

(a) External English Competitions and Exposure

External English competitions and experiential events were utilized to stretch our students' language potential. These impactful learning experiences helped sharpen their eloquence and showcase their talents. Examples include:

- Students were invited to take part in prestigious English events which provided them with valuable opportunities to enhance and demonstrate their language proficiency, compete with peers from other schools, and gain recognition for their achievements. In the 77th Hong Kong Schools Speech Festival, over 200 students took part in solo and choral speaking events, marking the first time two separate cohorts from F.2 and F.3 competed in choral speaking with commendable results. Furthermore, 184 junior form students participated in the EDB 'Speak Your Mind!' Competition, where our school clinched the Most Active School Participation Award. Notably, a student team won the prestigious Notable Content Creator Award, earning the distinction of having their video showcased on the official EDB YouTube channel, which successfully validated the high level of our students' spoken English proficiency and their capacity for creative, persuasive communication.
- We systematically provided learning platforms through external friendly debate matches, where students formulated sharp arguments and comprehensive summaries. Driven by structured teacher guidance, the training directly refined students' logic, composure, and public speaking excellence. These opportunities effectively enabled them to sharpen their skills and earn individual Best Speaker recognition.
- A group of our Form 4 and 5 students brilliantly represented our school at the prestigious Singapore International School Model United Nations conference. As global diplomats, they tackled pressing global challenges through dynamic debates and strategic negotiations. Over the two-day event, our delegates showcased sharp critical thinking, meticulous research, and articulate public speaking. This transformative experience deepened their understanding of world affairs while sharpening their leadership and teamwork skills. Their passion and dedication truly shone through.

(b) Immersive Performing Arts

- Our acclaimed English Drama Club serves as a vital platform for immersive language learning. Building on a strong track record of accolades at the Hong Kong Schools Drama Festival and the EMI Drama Festival, the team celebrated our 50th anniversary this year by staging *Echoes of Tomorrow* in July. This completely original English musical brought our school's 50-year journey and proudest achievements to life, allowing students to sharpen their advanced language proficiency while honoring our rich history.

(3) Cultivating Chinese Language Literacy and Cultural Immersive Connections

(a) Form 1 Putonghua Immersion Classes

- Starting this academic year, a Form 1 immersion class has been established, where Chinese Language was taught in Putonghua to provide a daily immersive learning

environment.

- In class, students participated actively and enthusiastically used Putonghua for discussions, creating a vibrant learning atmosphere. They achieved excellent results in oral examinations, compositions, and various assignments, demonstrating a solid foundation in the language.

(b) Putonghua Initiatives

- To enhance our students' incentive in using the language, we had special initiatives such as our Putonghua Fun Day. An immersive environment was created through a variety of stall games and traditional handicraft activities.
- By integrating introductions to Chinese culture, the event enabled students to practice their spoken Putonghua in a relaxed, interactive setting.
- This fun-filled day not only boosted students' confidence in communicating in the language but also deepened their cultural appreciation and empathy, thereby achieving the dual goals of language learning and character development.

(c) Putonghua classes for NCS students

- After-school Putonghua classes were tailored specifically for non-Chinese speaking students. Featuring small-group instruction, they helped students overcome language barriers and master everyday listening and speaking skills.

(d) Exchange Opportunities

- Students had mainland exchange tour opportunities to visit historical, cultural and economic destinations in Sze Yap, Beijing, and Guilin, immersing themselves in the authentic Putonghua context.

Reflection

- The Hong Kong Schools Speech Festival saw an increase in student absenteeism on competition days and a corresponding drop in the number of Merit certificates attained. There was a noticeable lack of accountability regarding unexplained absences. An internal review of adjudication sheets indicates that our students struggle with the rigid rhythmic constraints of solo verse. Moving forward, encouraging a shift toward Solo Prose over Solo Verse is highly recommended, as prose allows average students greater flexibility in expression, resulting in higher merit attainment rates.
- While student presentations during morning assemblies were consistently scheduled, some public speaking delivery sometimes relied on reading from scripts. This limited opportunities for students to fully develop natural presentation skills, genuine eye contact, and authentic communicative engagement, which are essential components of their broader biliteracy and trilingualism development.

Feedback and Follow-up

- Believing in our students' capacity for excellence, we aim to elevate their Speech Festival performance through more diverse and comprehensive training. Cultivating a spirit of full commitment will allow our students to maximize this guidance and strive for even greater success. Targeted selection guidance will also be provided. Teachers will guide mid-ability students to select prose texts during the enrollment phase to optimize our award-to-entry ratio.
- For morning assembly presentations, we will adjust the primary focus toward fostering

spontaneous and natural public speaking skills. Students scheduled to speak will be given at least two weeks' notice, allowing ample time for structured run-throughs that support their development in physical presence, posture, and expressive gesture control, ultimately building their confidence to connect authentically with their audience, thereby strengthening their communicative competence and advancing our school-wide goals for promoting biliteracy and trilingualism.

(3) Student Performance

Students' attitude and behavior

Throughout the school year, our students have beautifully embodied our core school spirit, translating positive values into exemplary daily attitudes and behavior. Whether collaborating on major school milestones or navigating their personal growth journeys, they have consistently demonstrated a commendable commitment to character development, academic integrity, and mutual care within the school family.

1. Exemplary School Spirit, Teamwork, and Community Bonding

Demonstrating an admirable school spirit, over 250 of our students proudly stepped up as performers and helpers to make the 50th-anniversary musical, Echoes of Tomorrow, on 12 July a monumental success. Our students displayed a remarkable pursuit of excellence throughout intense rehearsals, worked seamlessly hand-in-hand across backstage and onstage roles, and beautifully fostered a profound sense of togetherness and bonding within the school family.

2. Character Development and Value-Based Service

Our students have actively channeled this vibrant legacy into achieving the school's long-term developmental goals. They have consistently grown as principled youngsters, beautifully exemplifying resilience, deep compassion, a serving heart, and genuine kindness, while proving their steadfast commitment to standing firm in their values and selflessly serving others.

3. Academic Integrity and Responsible Technology Use

In embracing Artificial Intelligence (AI) as a smart partner to enhance learning effectiveness, research, and data organization, our students have shown exemplary academic integrity. Our beloved student body remains deeply mindful of exercising true ownership over their academic journeys; they consistently ensure that AI is used to assist and train their minds rather than directly copying or entirely relying on technology, thereby safeguarding their independent critical thinking.

4. Positive Habit Formation and Continuous Self-Improvement

With great dedication, our students have embraced the philosophy that small changes in daily habits yield a significant impact on life. Through mindful daily choices, such as reading consistently, organizing their schedules, and offering warm smiles to classmates, our students have successfully compounded these small actions to shape their positive character, courageously transcend past limitations, and build deep, lasting friendships.

Students' participation and achievement

Academic and Non-academic performance

Our 2026 HKDSE Credit Rate (Level 4 to 5**)

- We are pleased to share that the majority of our subjects achieved credit rates well above the territory-wide average.
- 8 subjects (including ICT, Chinese Literature, Visual Arts, Economics, BAFS, Mathematics, M1, and Chinese History) outperformed the territory-wide credit rate by nearly 40%.
- 3 subjects (ICT, Chinese Literature, and Visual Arts) exceeded the territory-wide average by nearly 60%.
- ICT delivered an extraordinary performance, surpassing the territory-wide average by more than 100%.

Graduates' Pathways

- 95.3% of our students secured a place for further studies, with 92.2% going to local and overseas tertiary institutions.
- Our graduates were admitted to Dental Surgery, Radiography, Enrichment Stream in Theoretical Physics, Professional Accountancy, Business Administration, Nursing and many other popular faculties.

Award highlights

a) Academic Competitions

1. Electrical and Mechanical Services Department
HydroRace Challenge 2025
Second Class Honour

2. Hong Kong Community Network
STEAM Challenge 2025
Champion

3.Hong Kong Schools Music and Speech Association
77th Hong Kong Schools Speech Festival (English Speech)
Girls Solo Verse Speaking - Third Place

4. Hong Kong Schools Music and Speech Association
77th Hong Kong Schools Speech Festival (Chinese Speech)
Girls Solo Verse Speaking - Third Place

5. Hong Kong Institute of Education for Sustainable Development
2025 Biodiversity Space Exposed Seeds Project: Space Seed Cultivation Experience Competition
Written Report Silver Award (Senior Secondary Group)
Cultivation Practices Bronze Award (Senior Secondary Group)

6. Hong Kong Geographical Association
The 15th Hong Kong Geography Olympiad
Bronze Award

7. Construction Industry Council
Construction Robot Challenge 2025
1st Runner-up

8. Hong Kong Polytechnic University
FCE Build a Smart City Competition 2025
Merit & $3000 cash prize

9. Lingnan University
The City Through My Lens: A Social Media Campaign - Video Competition
Merit

10. The Cultural and Educational Association of the New Towns
The 30th Hong Kong Inter-school Couplet Writing Competition
Merit Award

11. Daekyo Hong Kong Co. Ltd
2025 International Mathematics Solving Competition
Merit

b) Music, Art & Dance Competitions

1. Joint School Music Association
Music@e-Contest International Music Competition 2025
Category D: Aged 12-14 - Singing Solo Distinction (4)
Category D: Aged 12-14 - Violin Solo Distinction (3)
Category E: Aged 15-17 - Singing Ensemble Distinction
Category E: Aged 15-17 - Singing Solo Distinction
Category E: Aged 15-17 - Piano Solo Distinction (2)
Category E: Aged 15-17 - Guzheng Solo Distinction
Category E: Aged 15-17 - Singing Solo Distinction
Category F: Aged 18-21- Singing Solo Distinction
Category F: Aged 18-21- Flute Solo Distinction
Choir Distinction
Marching Band Distinction
Symphonic Band Merit

2. Greater Bay Area Arts & Culture Association
The 8th Guangdong-Hong Kong-Macao Greater Bay Area Singing Competition
Gold Award in the Secondary School Individual Category (Guangdong-Hong Kong-Macao Region)

3. Osaka, Kansai, Japan Expo 2025
Osaka Expo Official Exhibition: Light of Life-Digital Ai Youth Art Exhibition
Digital Art Innovation Excellence Award

4. Food and Environmental Hygiene Department
Rodent Control 4-Panel Comic Drawing Competition
1st Runner-up

5. Hong Kong Youth Creative Arts Association
2025 International Children's Drawing Competition
Gold Prize

6. Superior Culture
Future City Painting Competition
2nd Runner-up

7. Hong Kong Fa Keung Lee Wai Kit Dragon and Lion Sports Association and 6 Virtues Charity Limited
Creative Fun • Lion Art — Hong Kong ICH Lion Dance Charity Creative Competition 2026
Secondary Section
Silver Award
Merit Award (2)

8. Hong Kong Schools Dance Association Limited
62nd Schools Dance Festival - Contemporary Dance (Secondary Section) Group
Commended Award

9. Hong Kong Schools Dance Association Limited
62nd Schools Dance Festival - Chinese Dance (Secondary Section) Group
Highly Commended Award

c) Sports Competitions

1. The Schools Sports Federation of Hong Kong, China
Inter-School Swimming Competition 2025-2026
200m Individual Medley 1st Runner-up

2. The Schools Sports Federation of Hong Kong, China
Inter-School Basketball Competition D3K3 2025-2026
Boys B Grade 1st Runner-up

3. The Schools Sports Federation of Hong Kong, China
Inter-School Athletics Competition D2 2025-2026
Girls C Grade High Jump 1st Runner-up
Girls B Grade 100m Hurdles Champion
Girls B Grade Discus 3rd Runner-up
Girls A Grade 200m Champion
Girls A Grade 100m 1st Runner-up
Girls A Grade 4x100m Relay 1st Runner-up

4. The Schools Sports Federation of Hong Kong, China
Inter-School Athletics Competition D3A3 2025-2026
Boys C Grade 100m Hurdles 2nd Runner-up
Boys C Grade Discus 1st Runner-up
Boys B Grade 100m Hurdles 2nd Runner-up
Boys B Grade 100m Hurdles Champion
Boys B Grade Discus Champion
Boys B Grade 4x100m Relay 1st Runner-up
Boys B Grade Team 1st Runner-up
Boys A Grade 110m Hurdles Champion

Boys A Grade Triple Jump Champion
Boys A Grade Triple Jump 1st Runner-up
Boys A Grade Long Jump 2nd Runner-up
Boys A Grade 4x100m Relay 3rd Runner-up

5. Leisure and Cultural Services Department, Sham Shui Po Sports Association
Henderson Land x Pok Oi Central Harbourfront Charity Run 2026
Male Youth 2 Individual 3km 2nd Runner-up
Female Youth 3 Individual 3km 1st Runner-up

6. Southern District Recreation and Sports Association
Southern District Beach Run
Youth B (Aged 10-13) Men's 3km 3rd Runner-up
Youth C (Aged 14-17) Men's 3km 2nd Runner-up

7. The Citizen Athletic Association
TCAA Athletics Championships 2026 - Round 2
Open & Junior Women Category D 100m Hurdles First
Open & Junior Men Category D 800m Third
Open & Junior Men Category C 1500m First
Open & Junior Women Category B 800m First
Open & Junior Women Category B Discus Throw Third
Open & Junior Women Category B 100m Hurdles First
Open & Junior Women Category B Discus Throw Second
Open & Junior Women Category B 100m Second
Open & Junior Men Category A 110m Hurdles Third

d) National Education & National Security Education

1. Organizing Committee of the 4th National Knowledge Contest
4th National Knowledge Contest
Most Active Participation Award

2.The Department of Justice, the Security Bureau, the Education Bureau and Shine Tak Foundation
Territory-wide Inter-school National Security Knowledge Challenge (2025/26)
Active Participating School Award

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

Schools are required to upload this Report 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.

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "−" on the left to hide this part】

Category of the Activity:	**A1** Values Education **A2** Intellectual Development **A3** Community Service **A4** Physical and Aesthetic Development **A5** Career-related Experiences **A6** Patriotic Education **A7** Digital Education, Artificial Intelligence and STEAM Education **A8** Student Mental Health **A9** Others (Please specify in column L)
Evaluation Method:	**B1** Questionnaire **B2** School Meeting and Discussion **B3** Professional Sharing in School **B4** Interview **B5** Observation **B6** Written report and record **B7** Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)	Subject Panel / Teacher-in-charge	Remarks
				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 selected, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is selected, 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, Soccer)	Sept 2025-August 2026	To increase students' participation in physical activities and promote active lifestyle	F1-6, 206	0	0	0	$40,614.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	IWS, LWKF	
2	Sports Training (Athletics, Cross Country Run, Basketball, Dodgedisc, Table Tennis, Badminton, Soccer)	Sept 2025-August 2026	Training includes athletics, cross country run, basketball, table tennis, badminton, 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.	F1-6, 206	0	0	0	$384,112.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	IWS, LWKF	
3	Swimming lessons	April to May 2026	To provide swimming training for students and promote active lifestyle	F1, 132	0	0	0	$14,000.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	IWS, LWKF	
4	English Musical cum 50th Anniversary Variety Show	12 Jul 2026	To promote an English speaking atmosphere among students and raise their interest and confidence in English through regular drama activities and musical training	F1-4, 80	3	0	0	$370,203.70		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	SLF	
5	English Musical Appreciation	22 Nov 2025, 12 Mar 2026	To raise students' interest in English musicals and develop their skills in acting, singing and dancing by appreciating professional musical performances	F1-4, 62	5	0	0	$850.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	SLF	

6	Hong Kong Schools Speech Festival (English Speech)	17 Nov 2025- 17 Dec 2025	To cultivate students' interest in learning English through the Speech Festival	F1-F6, 198	11	0	0	$41,460.00		A2 Intellectual Development		B5 Observation		Fully achieved	TKYM	
7	English Debate	9/10, 16/10, 6/11, 13/11, 20/11, 27/11, 5/2, 12/3, 16/4, 23/4, 7/5	To boost students' confidence in using English and to develop their debating skills	F1-F3, 15	2	0	0	$20,850.00		A5 Career-related Experiences		B5 Observation		Fully achieved	RAJI (CNR)	
8	Inter-school English competitions (other than Speech Festival)	/	To enrich and extend students' language learning experiences					$0.00		/		/		/	WKH	The self-directed language learning grant (English Language) instead of LWL grant was used for competitions.
9	Flag Raising Team	Sept 2025-August 2026	To provide students with diverse learning experiences to inherit the national spirit and strengthen the sense of national identity	F1-F4, 26	0	0	0	$19,237		A1 Values Education		B5 Observation		Fully achieved	LCW	
10	Fencing	Whole year	Students who join the school fencing team can learn discipline, focus, and strategic thinking. They develop physical fitness, agility, and coordination while enhancing their problem-solving skills. Additionally, fencing fosters teamwork and sportsmanship, allowing students to build friendships and resilience through competition and practice.	F1-6, 12	1	0	0	$18,000.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	CHW	
11	Geography Field Study Courses & Environmental Education Programmes	Sep 2025 - Jun 2026	To develop students' interest in learning Geography and cultivate their sense of environmental protection	F1-F6, 10	3	0	0	$5,000.00		A2 Intellectual Development		B5 Observation		Fully achieved	LCK, LWTJ, MHMK	
12	Science talks, workshops and visits	Sep 2025 - Jun 2026	To develop students' interest in learning Science	F1-6, 84	3	0	0	$14,305.12		A7 Digital Education, Artificial Intelligence and STEAM Education		B2 School Meeting and Discussion		Fully achieved	CWK,LCY, LHN, YWL	

13	Gifted education programmes	Sep 2025 - Jun 2026	The programme aims to provide elite students the chance to have high-level stimulating instructional activities, interact with challenging peers, access to diverse topics, and opportunities for exploratory investigations	F1-3, 3	0	0	0	$9,318.00		A2 Intellectual Development		B2 School Meeting and Discussion		Fully achieved	CWK, LCY
14	STEAM Activities	Sep 2025 - Jun 2026	To develop students' interest in STEAM	F1-F6, 25	2	0	0	$4,977.15		A7 Digital Education, Artificial Intelligence and STEAM Education		B2 School Meeting and Discussion		Fully achieved	CWK
15	Art and Design Museum Visits	Sep 2025- June 2026	To broaden students' horizons in the Art and Design industry	F1-6, 66	2	0	0	$1,600.00		A4 Physical and Aesthetic Development		B6 Written report and record		Fully achieved	YWYZ, LKW
16	Art and Design Workshops	01 Jun 2026	To enhance students' art skills and ability	F3-F4, 53	6	0	0	$12,850.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	YWYZ, LKW
17	Business & Econ activities, e.g. mentorship program, firm visits	Oct 2025 - Jun 2026	To broaden students' horizons and enrich their understanding of the subject content of BAFS and Economics.	F3-F4, 16	4	0	0	$4,000		A2 Intellectual Development		B5 Observation		Fully achieved	LKHA, LMYM, TLH, LYC
18	HK Schools Speech Festival (Chinese)	17 Nov 2025- 17 Dec 2025	To cultivate students' interest in learning Chinese through the Speech Festival	F1-F6, 50	10	0	0	$10,580.00		A2 Intellectual Development		B5 Observation		Fully achieved	SCS, WKYK
19	Board Games Playing Class (two classes) and new board games	Oct 2025 - Apr 2026	To improve critical thinking and strategic planning To enhance communication and social skills.	F1-F4, 39	1	0	0	$20,038.00		A2 Intellectual Development		B5 Observation		Fully achieved	YWL
20	Physics experiential activties (Physics in Motion)	28/3/2026	To study real-world physics and engineering behind the amusement facilities	F4, 34	3	0	0	$14,300.00		A2 Intellectual Development		B5 Observation		Fully achieved	LCY
21	Science experiential activties (Astronomy Camp)	10-11/4/2026	To obtain hands-on experiences with professional astronomical equipment and practise stellar navigation using star-gazing software	F2-F5, 40	5	0	0	$14,441.13		A2 Intellectual Development		B5 Observation		Fully achieved	LCY

22	78th Hong Kong Schools Music Festival & Hong Kong Joint School Music Competition 2025	Whole Year	To broaden students' horizons, enhance their learning motivation and interest, and advocate whole-person development	F1-F5, 130	1	0	0	$13,310.00	0	A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	HKC
23	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-F5, 90	1	0	0	$156,627.63	0	A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	HKC
24	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 promote the holistic development of students	F1-F6, 756	1	0	0	$55,276.26		A1 Values Education		B1 Questionnaire		Fully achieved	LLY, LCL
25	CP Training 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, form 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, 42	3	0	0	$704.20		A3 Community Service		B5 Observation		Fully achieved	MTY, NKY, LCL

26	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-F5, 30	3	0	0	$0.00		A8 Student Mental Health		B5 Observation		Fully achieved	LSI, HSY, LCL
27	F.6 Cheering Programme	Whole Year	To support F.6 students for the DSE preparation and enrich their sense of belonging in secondary school life	F6, 107	2	0	0	$4,065.25		A8 Student Mental Health		B5 Observation		Fully achieved	TLH, LCL
28	Student Award Scheme	Whole Year	To encourage students to cultivate and develop positive moral values and learning habits respectively, in the hope to help them set goals and enrich their school life	F1-F2, 50	2	0	0	$566.84		A8 Student Mental Health		B5 Observation		Mostly achieved	HSY, LCL
29	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, 756	2	0	0	$2,100.00		A8 Student Mental Health		B1 Questionnaire		Fully achieved	LCL, TLH
30	Form 2 Careers Visit	09 Mar 2026	To help students to make informed and responsible choices on their learning, career goals and other aspects of life	F2, 132	8	0	0	$5,100.00		A5 Career-related Experiences		B5 Observation		Mostly achieved	LPC
31	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, 131	8	0	0	$5,730.00		A5 Career-related Experiences		B5 Observation		Mostly achieved	LKH, CKC,CHW

32	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, 125	8	0	0	$7,500.00		A5 Career-related Experiences		B5 Observation		Mostly achieved	LKH, CKC,CHW
33	Form 5 and 6 JUPAS Talk	08 Oct 2025	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, 232	8	0	Parents (about 30)	$2,900.00		A5 Career-related Experiences		B5 Observation		Mostly achieved	YPK
34	Christian Fellowship- Evangelical Meeting	29 Apr 2026	To uplift students by providing spiritual guidance, fostering a sense of community through prayer and worship, and offering biblical principles for moral and emotional support. This promotes inner peace, resilience, and overall mental well-being	F1-F5, 160	4	0	Helpers from Church (around 15)	$5,468.00		A8 Student Mental Health		B5 Observation		Fully achieved	TMS, LKW, MHMK, HKC
35	Christian Fellowship- Students Cheering Booth (before Term Tests)	22 Oct 2025	To help students reduce stress, maintain a positive mindset, and have channels to express their negative emotions, spreading positive energy across the campus	F6, 107	4	0	Helpers from Church (4)	$2,477.80		A8 Student Mental Health		B5 Observation		Fully achieved	TMS, LKW, MHMK, HKC

36	Christian Fellowship- Retreat Activity	Summer Holiday	To promote the spirtuial and mental health of students by covering all 4 elements (Rest, Relaxation, Relationship & Resilience) of "4Rs Mental Health Charter" To nurture students' well-being through spiritual reflection, shared experiences, and connection in a peaceful setting. It strengthens emotional health by building fellowship and offering faith-based encouragement for life's challenges.	F1-F3, 35	4	0	0	$2,000.00		A8 Student Mental Health		B5 Observation		Fully achieved	TMS, LKW, MHMK, HKC	
37	Chinese dance training and competitions	Whole year	To teach students Chinese dance skills and raise their interest in Chinese dance	F1-F4, 13	1	0	0	$50,327.23		A4 Physical and Aesthetic Development		B1 Questionnaire		Mostly achieved	LHN	
38	Contemporary jazz training and competitions	Whole year	To teach students contemporary jazz dance skills and raise their interest in contemporary jazz dance	F1-F5, 15	1	0	0	$45,718.80		A4 Physical and Aesthetic Development		B1 Questionnaire		Mostly achieved	LHN	
39	Biology field trip	02 Dec 2025	To provide on-site experience on nature and integrate with students' learning	F5, 36	2	0	1 lab technician	$900.00		A2 Intellectual Development		B5 Observation		Fully achieved	LHN	
40	STEM activity	Feb - May 2026	To support students to join STEM activities	F5, 5	1	0	0	$1,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation		Fully achieved	LPH	Sponsored by some organizers
41	Photo / video activity	Jan - Jul 2026	To support students to join photography activities					$0.00							LPH	Free activities are provided.
42	Cook & Taste Club	Whole year	To promote the joy of cooking while enhancing students' self-care ability	F1-4, 12	1	0	0	$8,629.05		A4 Physical and Aesthetic Development		B5 Observation		Mostly achieved	LSI	

43	Chinese juggling class	Whole year	To offer a comprehensive course focusing on various juggling techniques, including diabolo, plate spinning, and juggling balls	F1-3, 12	1	0	0	$22,080.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	CHW	
44	~~Leadership Training~~		To provide leadership training for potential leaders					$0.00							LWKF LSI	Sponsored by organizer
45	Arts Night	12 Jul 2026	To prepare a platform for year-end performance	F1-F5, 650	60	0	0	$51,277.45		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved	IWS	
46	F6 Life-wide learning trip in Ocean Park	14 Nov 2025	To help students learn marine ecology, link theory to practice, and boost their environmental awareness	F6, 107	8	0	0	$13,910		A1 Values Education		B1 Questionnaire		Fully achieved	NMW	
(Please insert rows above if the space provided is insufficient.)																
							Total actual expenses of item 1.1	**$1,478,404.61**								
1.2	**<u>Non-local</u> Activities**															
1	F.1 Visit to Sze Yap cum Sister Schools	28/3/26-31/3/26	To cultivate students' understanding of the history of the school's sponsoring body and its connections to national development	F.1 (121)	11	3 (P, VP, AP)		$107,207.85	Kaiqiao Middle School	A6 Patriotic Education		B6 Written report and record		Mostly achieved	LLY	
2																
3																
4																
5																
(Please insert rows above if the space provided is insufficient.)																
							Total actual expenses of item 1.2	**$107,207.85**								
							Total actual expenses (sum of items 1.1 and 1.2)	**$1,585,612.46**								

<u>Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)</u>

Areas	Students' Learning Need *(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)*	Anticipated Target *(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	Evaluation Result, Reflection and Follow-up *(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Our students participate in a diverse range of activities extending beyond the classroom, spanning five essential learning experiences: values education, intellectual development, community service, physical and aesthetic development, and career-related experiences. Participation is high across our local field trips, outdoor education camps, and non-local exchange programs, such as Mainland study tours. Our students need these experiential learning opportunities to apply classroom knowledge in real-world contexts. We provide this balanced development to foster their critical thinking, life skills, positive values, attitudes, and lifelong learning capabilities, all aimed at whole-person development.	We deploy the Grant to cultivate the EDB's Seven Learning Goals, which include strengthening our students' national identity, breadth of knowledge, language proficiency, generic skills, positive values, physical and aesthetic health, and career aspirations. The Grant supports student participation by providing flexible funding for our school to organize high-quality out-of-classroom learning experiences, such as STEM activities, leadership training, and cultural exchanges. This shifts learning from passive instruction to active, experiential inquiry that directly supports our core curriculum goals.	We holistically plan and allocate the fund on a per-capita basis to subsidize activities, cover student admission and transportation costs, purchase necessary equipment, and hire external expert services to run specialized cross-curricular programs. We have successfully or partially met most of our targets, as evidenced by increased student engagement, post-activity reflections, and feedback surveys showing enhanced soft skills and broader horizons. Specifically, we provide broad, diversified, and highly subsidized opportunities to ensure equal access for underprivileged students. We also effectively organize key experiential events, such as outdoor camps and local cultural and scientific visits. To maximize impact, we deepen the connection between out-of-classroom activities and formal classroom subjects, carefully avoiding treating these activities as isolated events. Finally, we continue to enhance our long-term monitoring and structured reflection mechanisms to track how effectively these experiences translate into lifelong values for our students.

<u>Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities</u>

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	Cultural Study Tour to visit our Sister School for all F.1 students

2	**Time arrangement of the activity**	28-31 March 2026, 4 Days and 3 Nights
3	**Organisation and arrangements of the activity**	Our School Sponsoring Body and iTour Study (Hong Kong) Limited
4	**Others (Please specify)**	Upon completion of the activity, our Secondary 1 students not only deepened their understanding of and sense of belonging to our school's mission, but also further strengthened their national awareness, national identity, and appreciation and respect for Chinese culture, successfully achieving the expected goals.

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Procuring equipment, apparatus, instruments (including repair and maintenance fees), mobile applications or software, devices, consumables, and learning resources necessary for implementation of activities under the ambit of the LWLSSG** (Note: The annual total expenditure should not exceed 15% of the allocation of the LWLSSG for the respective school year.)	$80,702.86
2	**Expenses on the visa for students or teachers participating in non-local exchanges or sister school exchanges in the Mainland** (Note: The annual total expenditure should not exceed 5% of the allocation of the LWLSSG for the respective school year.)	NA
3	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/ "Operating Expenses Block Grant User Guide for Aided Schools".)	NA
4	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the provision for the Sister School Grant component for the respective school year, i.e. $8,250 (for primary and secondary schools) or $8,272 (for special schools).)	NA
5	**For sister school exchange activities which involve only teachers/school management** (Note: Schools can utilise the LWLSSG of the respective school year (bound by the provision for the Sister School Grant component for the respective school year) or the unspent balance previously retained.)	NA

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	Miss Ip Wai Shan	Position:	Head of ECA & Mass Events Section
Name of Teacher Responsible for the Sister School Scheme:	Miss Lee Ling Yan	Position:	Assistant Principal

Report on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools
2025-2026 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

2. Report on Use of One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

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	750	$3,000	$10,000	$13.33	PE	IWS LWKF					✓			2556			Students engaged actively during lunch hours.
2	4	Sports Promotion on Martial Art, and yoga	To help students 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 learning some relaxation technique in yoga	May	2	133	$15,000.00	$15,000.00	$112.78	PE	IWS LWKF						✓	✓		5292		Students engaged actively in the lessons. They understood more about 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	750	$50,000.00	$50,000.00	$66.67	PE	IWS LWKF						✓			36294		Students engaged actively in the lessons. They enjoyed competing in the virtual setting.
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						
(Please insert rows above if the space provided is insufficient.)																						

Estimated Expenses for Category 1	**$2,556.00**
Estimated Expenses for Category 2	**$0.00**
Estimated Expenses for Category 3	**$0.00**
Estimated Expenses for Category 4	**$5,292.00**
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	**$44,142.00**

Estimated Number of Student Beneficiaries

Total number of students in the school:	750
Estimated number of student beneficiaries:	750
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:	**$44,142.00**
Unspent Balance:	**$105,858.00**

3. Report on Use of Diversity Learning Grant

DLG - Other Programmes: Gifted Education (2025/26) Report

Programme	Objective(s)	Target Group (Level)	Group Size	Date/Duration	Budget	Deliverables	Evaluation	Teacher(s)-in-charge	Expenditure
Physics Olympiad Training Programme	To develop students' advanced physics knowledge and problem-solving skills for success in Physics Olympiad	F4	15 students	Nov 2025 - May 2026	$ 10,000.00	Questions correctly answered by students in mock tests and their growth in conceptual understanding	Students successfully developed a foundational understanding of Olympiad-style physics problem-solving. Throughout the accelerated curriculum, they demonstrated immense growth in conceptual comprehension and analytical skills. The most advanced participants showcased strong engagement and mastery, reflecting meaningful and fulfilling learning experiences.	Lo Chun Yip	$ 9,000
Advanced English Writing Course	To enhance students' ability to write creatively and effectively across various genres and styles	F4-F6	25-30 students	Sep 2025 - May 2026	$ 31,000.00	Participants' writing skills	Attendance was very good. Student writing has improved considerably, with longer and more developed pieces being produced.	Wong Kai Hong	$ 28,800
Gifted education programmes	To provide talented students with high-level stimulating instructional activities, interaction with challenging peers, access to diverse topics, and opportunities for exploratory investigations	F4-F6	20 students	Whole year	$ 25,000.00	Students' certificates, course materials and sharing after the courses	Students successfully completed the courses and their feedback is positve.	Lo Chun Yip, Chu Wai Kit	$ 16,562
Gifted Education on Programming	To develop students' problem-solving techniques and programming skills	F4-F6	55 students	Whole year	$ 3,000.00	Codes	Very good results. The DSE ICT 2026 Lv4+ % went up to 73%.	Leung Po Hang	$ 2,500
Gifted Education on Poem Appreciation and Writing	To enhance students' abilities of appreciating and writing poems	F4	15 students	Second term	$ 18,000.00	Poems and the enhancement in ability of appreciating and writing poems	Attendance was good; students actively participated in class and demonstrated a preliminary mastery of modern poetry writing techniques, producing work of decent quality.	Lui Ching Ying	$ 12,000
Visual Arts - Art Making Workshop	To enhance students' art sense and art ability	F4-F6	42 students	Whole year		Art making sense and ability	/ (NOT used)	Yeung Wai Ying	
HKUST Business YoungStars (BYS) program	To let students explore and experience a full spectrum of business education and university life	F4-F5	8 students	First term	$ 3,200.00	Students certificates', course materials and sharing after the courses	Attendance was satisfactory. The programme provided students with valuable insights into business education and university life. The knowledge and experience gained through the programme also helped a F6 student secure admission to the Bachelor of Business Administration in Accounting and Finance / Bachelor of Business Administration in Accounting Data Analytics programme at the University of Hong Kong through the School Nominations Direct Admission Scheme (SNDAS).	Leung Ying Choi, Lai Ka Hei	$ 2,800
HKUST Chinese Herb Study	To protoype a skin care or medical product with the use of herbs. It is a collaborative study with UST to do the isolation of chemicals in herbs.	F4-F5	60 students	Whole year		Analytical skills in Bio-Chemustry	/ (NOT used)	Fung Chi Tuen	
								Total Expenditure	$ 71,662
								Balance from 2024-2025	$44,096
								DLG (2025-2026)	$84,000
								Balance	**$56,434**

Report on Use of Capacity Enhancement Grant in 2025/2026

I. Evaluation

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

II. Financial Report

A. Expenditure of September 2025 to August 2026

Salary for two teacher-assistants	$658241.75
Total Expenditure	$658241.75

B. Balance for CEG 2025/2026

Balance b/f from 2024/2025	$0
CEG Grant	$609252
Expenditure	$658241.75
Balance as at 31.8.2026	($48989.75)

Report on the Use of One-off Grant on Parent Education (Secondary)
__2025-2026___ School Year

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

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

Schools are required to complete this part															(put ✓ in appropriate columns below)			
						Target Parents												
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 ($)	Actual Date	(25-26) Actual Expenses ($)	(25-26) Actual Expenses per Person ($)	Subject(s) / Section(s) involved	Teacher(s) in-charge	2024-25	2025-26	2026-27	
1	1	Talk- Positive Parenting - How Parents Make Good Use of Four Roles to Support Their Children's Growth	Mr. Rex Wu from Rex ReAction	To help parents to cultivate a positive mindset to support the learning and growth of their children	October	F1-6	200	$5,000.00	$5,000.00	$25.00	4 Oct	$5,000.00	$25.00	PTA	TMS & HKC		✓		
2	1	Talk by Guest Speaker for NCS parents - Building Bridges: Empowering Your Child's Future Career & Life Planning	Mr. Eman Wong	To equip parents of Non-Chinese Speaking (NCS) students with the knowledge, skills and strategies to support their adolescent children in life planning and career development, and to foster effective home-school co-operation in this process	October	F1-6	20	$5,000.00	$5,000.00	$250.00	4 Oct	$4,990.00	$249.50	PTA	TMS & HKC		✓		
3	1	Workshop - Dating & Sex Education	TBC	To help parents to understand and facilitate adolescents' healthy development of intimacy and gender relationship	December	F1-3	80	$10,000.00	$30,000.00	$125.00	28 June	$0.00	$0.00	PTA	TMS & HKC	✓	✓	✓	**The activity has been rescheduled and will be organised in 2026-2027.**
4	3	Parent-child Sending Warmth, Sending Love Activity	PTA	To advocate the virtue of cherishing food & caring for the community and to promote positive values	January	F1-6	40	$1,700.00	$5,100.00	$42.50	29 Nov	$4,613.83	$115.80	PTA	TMS & HKC	✓	✓	✓	
5	1	Parents' Talk -The Secret Formula for Effective Communication with Your Children	The Mental Health Association of Hong Kong	To equip parents with the knowledge and skills for effective parent-child communication, thereby fostering positive relationships, supporting adolescent development, and strengthening home-school co-operation	February	F1-6	30	$5,000.00	$10,000.00	$166.67	8 Feb	$4,400.00	$146.70	Counselling Section	LCL & TLH		✓		
6	1	Parent-child Workshop - Financial Education	Financial Education Centre of HKFWS	To help parents to understand and facilitate adolescents' healthy development	March	F1-2	80	$8,000.00	$8,000.00	$100.00	2026-2027	$0.00	$0.00	PTA	TMS & HKC		✓	✓	**The activity has been rescheduled and will be organised in 2026-2027.**
7	1	AI Workshop - How can parents help their children embrace the AI era?	Ms. Catherine Meihuei Huang	To help parents to explore how parents can help children understand AI, make good use of new technologies, and develop critical thinking and lifelong learning skills — equipping them for a future full of opportunities	April	F1-6	30	$5,000.00	$10,000.00	$166.67	25-Apr	$3,200.00	$106.67	PTA	TMS & HKC		✓		
8	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	$6,000.00	$12,000.00	$8.57	29 Apr	$5,855.19	$8.36	Student Affairs Section & PTA	TYY, TMS & HKC		✓	✓	
9	3	Parent-child "Foodstep Journey" Activity	Food Angel	To advocate the virtue of cherishing food & caring for the community and to promote positive values	April	F1-6	25	$5,000.00	$5,000.00	$200.00	2026-2027	$0.00	$0.00	PTA	TMS & HKC		✓	✓	**The activity has been rescheduled and will be organised in 2026-2027.**

10	1	Workshop - Career Planning & support their children during their DSE journey	TBC	To equip parents with the knowledge and skills related to Career Planning and to help parents to support their children during their DSE journey	May	F4-6	80	$9,000.00	$27,000.00	$112.50	2026-2027	$0.00	0	PTA	TMS & HKC		✓	✓	**The activity has been rescheduled and will be organised in 2026-2027.**
11	1	Parents' Talk on Home-School Co-operation - Hand-in-Hand for the Future: Cultivating Independence and Resilience through Home-School Synergy	Mr. Cheng Kai-chi, Wallace	To equip parents with the knowledge, skills and understanding necessary to foster effective home-school partnerships, thereby enabling them to work collaboratively with the school to guide their adolescent children towards independence and resilience	July	F1	100	$4,000.00	$8,000.00	$40.00	14 Jul	$3,200.00	$40.00	Counselling Section	LCL & TLH		✓		
12	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	70	$3,000.00	$10,000.00	$42.86	17 Aug	$3,000.00	$42.90	PTA	TMS & HKC		✓	✓	
13	1	Talk - How parents can help children smoothly adapt to the secondary school stage (2025-26 F.1 parents)	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	$5,000.00	$15,000.00	$50.00	22 Aug	$2,900.00	100	PTA	TMS & HKC	✓	✓	✓	
(Please insert rows above if the space provided is insufficient.)																			
								Estimated Expenses for Category 1	**$47,002.00**					**Actual Expenses for Category 1**	**$23,690.00**				
								Estimated Expenses for Category 2	**$0.00**					**Actual Expenses for Category 2**	**$0**				
								Estimated Expenses for Category 3	**$20,700.00**					**Actual Expenses for Category 3**	**$13,469.02**				
								Estimated Total Expenses	**$67,702.00**					**Actual Total Expenses**	**$37,159.02**				

Estimated Number of Parent Beneficiaries

Total number of parents in the school:	737
Estimated number of parent beneficiaries:	605
Percentage of parents benefitting from the Grant (%):	82%

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

(2025-2026) Estimated Total Exspenses:	**$67,702.00**
(2025-2026) Unspent Balance:	**$111,918.00**

Actual Number of Parent Beneficiaries (2024-2025)

Total number of parents in the school:	737
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:	737
Actual number of parent beneficiaries:	653.0
Percentage of parents benefitting from the Grant (%):	89%

(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(報告)
2025-2026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. Report 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) ($)	實際支出 ($)	實際支出 (每人)	相關科目/ 組別	負責老師	2024-25	2025-26	2026-27	檢討
					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	758	$30,000.00	$30,000.00	$39.58	$11,500.00	$15.23	德育、公民及國民教育組	LCW	✔	✔	✔	同學反應正面，有效通過中華文化活動推廣中華傳統文化
2	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	$28,000.00	$28,000.00	$700.00	$25,500.00	$637.50	中文科	TYY	✔	✔	✔	同學反應正面，作出了演出
3	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	中一	132	$5,000.00	$5,000.00	$37.88	NA	NA	德育、公民及國民教育組	LCW, CSW, LLY	✔		✔	活動順利舉行，同學反應正面，但因運用了全方位學習及姊妹學校津貼和辦學團體資助,而沒有運用推廣中華文化 體驗活動一筆過津貼
(Please insert rows above if the space provided is insufficient.)																	

範疇1的預算開支	$58,000.00
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	$63,000.00

預計受益學生:

學生總人數:	758
預計受益學生人數:	758
受益於津助的學生百分比:	100%

津貼聯絡人:	李峻欣
津貼聯絡人職位:	助理校長

總預算開支	$63,000.00
未用餘額:	$128,074.67

實際受益學生:

學生總人數: (因有3名同學退學，學生總數由758變為755)	755
實際受益學生人數:	755
受益於津助的學生百分比:	100%

津貼聯絡人:	李峻欣
津貼聯絡人職位:	助理校長

實際開支	$37,000.00
未用餘額:	$154,074.67

7. Report on Use of School-based After-school Learning and Support Grant (Community-based Projects)

校本課後學習及支援計劃 (2025/26 學年)
戊(一) 活動收支表(截至 2026 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2507
活動名稱 : 全方位研習班

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

活動完成情況：*已完成 /~~已取消~~ (如活動已取消則不用填寫下列詳情。)
實際合資格參加學生人數:137 人； 實際非合資格參加學生人數:0 人
共開 12 組；10 組課堂 8 節 x1.5 小時 *~~及/或 每組 次 *半日/全日 活動~~；活動地點：學校課室
2 組課堂 9 節 x1.5 小時 教學助理(如有)：／人

此部份由協作學校填寫
本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符；並會保留活動的相關資料，包括學生和導師出席紀錄，以供教育局有需要時查閱。
學校名稱: 香港四邑商工總會黃棣珊紀念中學
校長姓名: 趙麗雅
校長簽署: 日期: 22 SEP 2026
學校印鑑

	港幣$
收入項目	
此項活動獲批撥款金額	$121,275
非合資格學生收費	$0
其他收入 (請註明:)	$0
總收入 (A)	$121,275
機構補貼 (B)	$0
開支項目	
導師開支 (導師人數: 12 ；時薪: $200)	$29,400
(社工人數: ／ ；時薪: ／)	
(其他人數: ／ ；時薪: ／)	
活動物資	
營費 / 入場費	
學生膳食	
活動交通費	
義工津貼 (義工人數:)	
其他開支 (請註明:)	
總開支 (C)	$29,400
結餘 (A + B – C)	$91,875

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或/及其他相關資料的正本/認證副本，請機構準備相關的文件。)
本人已審閱本表格內填報的資料，確認上述獲批核活動的完成情況，並核實所有支出單據真確無誤。

姓名: 郭偉明
職位: *~~非政府機構/非政府機構的部門/非政府機構的附屬機構負責人~~/計劃統籌員
簽署:
備註:
日期: 28 SEP 2026
*請刪去不適用者

香港中華基督教青年會 屯門會所 TUEN MUN CENTRE
*非政府機構/非政府機構的部門/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2025/26 學年)
戊(一) 活動收支表(截至 2026 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2507
活動名稱 : 專科研習班

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

活動完成情況：*已完成 /~~已取消~~ (如活動已取消則不用填寫下列詳情。)
實際合資格參加學生人數:196 人； 實際非合資格參加學生人數:0 人

共開 14 組；5 組課堂 6 節 x1.5 小時 *~~及/或 每組 次 *半日/全日 活動~~；活動地點：學校課室

9 組課堂 7 節 x1.5 小時 教學助理(如有)： / 人

此部份由協作學校填寫

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

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署: _____ 日期: 22 SEP 2026

學校印鑑

	港幣$
收入項目	
此項活動獲批撥款金額	$129,500
非合資格學生收費	$0
其他收入 (請註明: 學校補貼)	$ 2,520
總收入 (A)	$132,020
機構補貼 (B)	$0
開支項目 (*備註：時薪$290 的導師為大學畢業，時薪$220，學校補貼：$70*)	
導師開支 (導師人數: 4 (4 組各 6 節) ；時薪: $290)	$10,440
(導師人數: 10 (9 組各 7 節；1 組 6 節)；時薪: $200)	$20,700
(社工人數: ；時薪:)	
(其他人數: ；時薪:)	
活動物資	
營費 / 入場費	
學生膳食	
活動交通費	
義工津貼 (義工人數:)	
其他開支 (請註明:)	
總開支 (C)	$31,140
結餘 (A + B – C)	$100,880

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

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

姓名: 郭偉明
職位: *~~非政府機構/非政府機構的部門/非政府機構的附屬機構~~負責人/計劃統籌員
簽署: _____
備註: _____
日期: 28 SEP 2026

*請刪去不適用者

*~~非政府機構/非政府機構的部門/非政府機構的附屬機構~~印鑑

校本課後學習及支援計劃 (2025/26 學年)
戊(一) 活動收支表(截至 2026 年 7 月 31 日)

非政府機構名稱	: 香港中華基督教青年會屯門會所
計劃編號	: SSP2507
活動名稱	: 課後彩虹

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

活動完成情況：*已完成 /~~已取消~~ (如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數: 66 人； 實際非合資格參加學生人數:0 人

共開 3 組；2 組課堂 20 節 x1.5 小時 *~~及/或 每組 ____ 次 *半日/全日 活動~~；活動地點：學校課室

1 組課堂 6 節 x1.5 小時 教學助理(如有)： ／ 人

此部份由協作學校填寫

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

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署: _____ 日期: 22 SEP 2026

THE HK SZE YAP COMMERCIAL & INDUSTRIAL ASSN WONG TAI SHAN MEMORIAL COLLEGE 會總工商邑四港香學中念紀珊棣黃

學校印鑑

	港幣$
收入項目	
此項活動獲批撥款金額	$28,245
非合資格學生收費	$0
其他收入 (請註明: 學校補貼)	$25,725
總收入 (A)	$53,970
機構補貼 (B)	$0
開支項目	
導師開支 (導師人數: 2 (2 組各 20 節) ；時薪: $700)	$42,000
(導師人數: 1 (1 組 6 節)；時薪: $300)	$2,700
(社工人數:____ ；時薪:_____)	
(其他人數:____ ；時薪:_____)	
活動物資	$2,880
營費 / 入場費	
學生膳食	
活動交通費	
義工津貼 (義工人數: ____)	
其他開支 (請註明:_____)	
總開支 (C)	$47,580
結餘 (A + B – C)	$6,390

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

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

姓名: 郭偉明

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

簽署: _____

備註: _____

日期: 28 SEP 2026

香港中華基督教青年會 屯門會所 TUEN MUN CENTRE CHINESE YMCA OF HONG KONG

*請刪去不適用者

*~~非政府機構/非政府機構的部門~~/非政府機構的附屬機構印鑑

校本課後學習及支援計劃 (2025/26 學年)
戊(一) 活動收支表(截至 2026 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2507
活動名稱 : 伴我飛翔 1

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

活動完成情況：*已完成 /~~已取消~~ (如活動已取消則不用填寫下列詳情。)
實際合資格參加學生人數:50 人； 實際非合資格參加學生人數:0 人
共開 3 組；~~每組 課堂節 x 小時 *及/或~~ 每組 1 次 ~~*半日/~~全日 活動；活動地點：海洋公園
教學助理(如有)：／人

此部份由協作學校填寫

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

學校名稱: 香港四邑商工總會黃棣珊紀念中學
校長姓名: 趙麗雅
校長簽署: _____ 日期: 22 SEP 2026

學校印鑑

收入項目	港幣$
此項活動獲批撥款金額	$21,890
非合資格學生收費	$0
其他收入 (請註明: _____)	$0
總收入 (A)	$21,890
機構補貼 (B)	
開支項目	
導師開支 (導師人數:____；日薪:____)	
(社工人數:____；時薪:_____)	
(其他人數:____；時薪:_____)	
活動物資	
營費 / 入場費	$6,500
學生膳食	$3,150
活動交通費	$2,000
義工津貼 (義工人數: ____)	
其他開支 (請註明:_____)	
總開支 (C)	$11,650
結餘 (A + B – C)	$10,240

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

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

姓名: 郭偉明
職位: *~~非政府機構/非政府機構的部門/非政府機構的附屬機構~~負責人/計劃統籌主任
簽署: _____
備註: _____
日期: 28 SEP 2026

*請刪去不適用者

香港中華基督教青年會 屯門會所 TUEN MUN CENTRE CHINESE YMCA OF HONG KONG

*~~非政府機構/非政府機構的部門/非政府機構的附屬機構~~印鑑

校本課後學習及支援計劃 (2025/26 學年)
戊(一) 活動收支表(截至 2026 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2507
活動名稱 : 大冒險家 3

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

活動完成情況：*已完成 /~~已取消~~ (如活動已取消則不用填寫下列詳情。)

實際合資格參加學生人數:30 人； 實際非合資格參加學生人數:0 人

共開 2 組；~~每組 課堂節 x 小時 *及/或~~ 每組 1 次 *半日/~~全日~~ 活動；活動地點：YMCA 新界會所

教學助理(如有)：__／__人

此部份由協作學校填寫

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

學校名稱: 香港四邑商工總會黃棣珊紀念中學

校長姓名: 趙麗雅

校長簽署: _____ 日期: 22 SEP 2026

	港幣$
收入項目	
此項活動獲批撥款金額	$21,890
非合資格學生收費	$0
其他收入 (請註明: _____)	$0
總收入 (A)	$21,890
機構補貼 (B)	
開支項目	
導師開支 (導師人數: 2 ；日薪: $550)	$1,100
(社工人數: _____ ；時薪: _____)	
(其他人數: _____ ；時薪: _____)	
活動物資	$830
營費 / 入場費	$9,630
學生膳食	
活動交通費	$1,400
義工津貼 (義工人數: _____)	
其他開支 (請註明: _____)	
總開支 (C)	$12,960
結餘 (A + B – C)	$8,930

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

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

姓名: 郭偉明

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

簽署: _____

備註: _____

日期: 28 SEP 2026

*請刪去不適用者

*~~非政府機構/非政府機構的部門/非政府機構的附屬機構~~印鑑

校本課後學習及支援計劃 (2025/26 學年)
戊(一) 活動收支表(截至 2026 年 7 月 31 日)

非政府機構名稱 : 香港中華基督教青年會屯門會所
計劃編號 : SSP2507
活動名稱 : 伴我飛翔 4

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

活動完成情況：*已完成 /~~已取消~~ (如活動已取消則不用填寫下列詳情。)
實際合資格參加學生人數:24 人； 實際非合資格參加學生人數:0 人
共開 2 組；~~每組 ____ 課堂節 x ___ 小時~~ *~~及/或~~ 每組 1 次 *半日/~~全日活動~~；活動地點： Art Central
教學助理(如有)：__/__人

此部份由協作學校填寫
本人已核實上述*已完成/已取消活動情況的資料與學校的活動記錄相符；並會保留活動的相關資料，包括學生和導師出席紀錄，以供教育局有需要時查閱。
學校名稱: 香港四邑商工總會黃棣珊紀念中學
校長姓名: 趙麗雅
校長簽署: _____ 日期: 22 SEP 2026

學校印鑑

收入項目	港幣$
此項活動獲批撥款金額	$12,590
非合資格學生收費	$0
其他收入 (請註明: _____)	$0
總收入 (A)	$12,590
機構補貼 (B)	
開支項目	
導師開支 (導師人數:_____；日薪:_____)	
(社工人數:_____；時薪:_____)	
(其他人數:_____；時薪:_____)	
活動物資	
營費 / 入場費	$2,960
學生膳食	
活動交通費	
義工津貼 (義工人數: _____)	
其他開支 (請註明:_____)	
總開支 (C)	$2,960
結餘 (A + B – C)	$9,630

(本局會抽樣向機構索取導師合約、學生/導師出席記錄或及其他相關資料的正本/認證副本，請機構準備相關的文件。)
本人已審閱本表格內填報的資料，確認上述獲批核活動的完成情況，並核實所有支出單據真確無誤。

姓名: 郭偉明
職位: *~~非政府機構/非政府機構的部門/非政府機構的附屬機構~~負責人/計劃統籌員
簽署: _____
備註: _____
日期: 28 SEP 2026

*請刪去不適用者

香港中華基督教青年會 屯門會所 TUEN MUN CENTRE CHINESE YMCA OF HONG KONG

*~~非政府機構/非政府機構的部門/非政府機構的附屬機構~~印鑑

School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant (SBG)—Programme Report

Name of school HKSYCIA WONG TAI SHAN MEMORIAL COLLEGE
Staff-in-charge: IP WAI SHAN Contact telephone no.:27788982

A. The total actual number of eligible students is 90

[including A. 24 students receiving the Comprehensive Social Security Assistance (CSSA), B. 66 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 0 students covered by discretionary quota[1]]

B. Activities subsidised by SBG for eligible students' participation

Name / Type of activity[2]	Period / Date	Actual person-times[3] of eligible students of different categories			Average attendance rate	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of institute / service provider (if applicable)	Remarks, if any (e.g. students' learning outcomes in academic and affective domains)
		A	B	C					
Athletics Training	Whole Year	6	15	0	90.33%	46850.82	• eClass Students' attendance record • Teachers' observation • Students' feedback	Tong Ho Yin Chiu Wai Yan Wong Pak Hin Angus	
Badminton Training	Whole Year	2	6	0	94.23%	17847.93	• eClass Students' attendance record • Teachers' observation • Students' feedback	Lam Wai Lung	
Basketball Training	Whole Year	1	17	0	83.63%	40157.84	• eClass Students' attendance record • Teachers' observation • Students' feedback	Hung Tze Chun Tong Lui	
Dodge Disc Training	Whole Year	2	10	0	87.94%	26771.89	• eClass Students' attendance record • Teachers' observation • Students' feedback	Seungdai Athletic Association	
Cross-country Training	Whole Year	1	4	0	88.08%	11154.95	• eClass Students' attendance record • Teachers' observation • Students' feedback	Li Chun Yin Chan King Fung	

Table Tennis Training	Whole Year	2	3	0	93.93%	11154.95	• eClass Students' attendance record • Teachers' observation • Students' feedback	Lee Yat Man Lam Tsz Chiu	
Soccer Training	Whole Year	1	1	0	90.78%	4461.98	• eClass Students' attendance record • Teachers' observation • Students' feedback	Leung Sin Fung	
English Drama	Whole Year	9	9	0	70.00%	37799.64	• eClass Students' attendance record • Teachers' observation • Students' feedback	Hong Kong Drama Education Studio Limited	
Sports Promotion Programme	Whole Year	0	1	0	100%	1950	• Teachers' observation • Students' feedback	/	
Total number of activities: 9	**Sub-total:**	24	66	0	**Total expenses ($):**	198150			
	Total:	90							

Note:

1. Students who are considered financially needy under the school-based criteria can be included in the discretionary quota which is capped at 25% of the total number of students in receipt of CSSA and full grant under SFAS.
2. Types of activities include tutorial service, learning skills training, language training, visits/outdoor activities, art and cultural activities, sports activities, self-confidence development, volunteer service, adventure activities, leadership training and social/communication skills training.
3. The person-times of eligible students refer to the sum of eligible students participating in each activity, i.e. a student participating in more than one activity can be counted more than once.

9. Report on Use of Student Activities Support Grant

HKSYCIA WONG TAI SHAN MEMORIAL COLLEGE

學生活動支援津貼 運用報告

_2025-2026_____學年

（一）財務概況

A	本學年獲發撥款：	$144,300.0
B	本學年總開支：	$144,300.0
C	須退還教育局餘款（A - B）：	-$0.0

（二）受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	71	$41,147.98
學校書簿津貼計劃 - 全額津貼	89	$101,633.15
校本評定有經濟需要	4	1518.87 （上限為全學年津貼金額的25%）
總計	**164**	**$144,300.0**

[註：此項應等於（一）B「本學年總開支」]

（三）活動開支詳情

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	受惠學生人次[1]	開支 ($)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	Science experiential activties (Astronomy Camp) (LCY)	Science	40	2358.87	✓				
2	Music	Music	70	8222.37			✓		
3	Dance Club (Chinese Dance)	Science	13	15528.27			✓		
4	Dance Club (Contemporary Jazz Dance)	Cross KLA	13	10866.44			✓		
5	Cook and Taste Club	Science	13	5393.15			✓		
6	Chinese Juggling Club	Art	15	5520			✓		
7	Arts Night	Art	182	49450.55		✓	✓		
8	PTA tour	Cross KLA	38	6314.00	✓				
9									
10									
11									
12									

13									
14									
15									
（如空間不足，請於上方插入新行。）									
		第1項總開支	**384**	**103653.7**					
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									
1	F.1 Visit to Sze Yap cum Sister Schools 四邑交流團	Cross KLA	121	36927.15	✓	✓			✓
2	大灣區探索之旅	Cross KLA	13	1669.2	✓	✓			✓
（如空間不足，請於上方插入新行。）									
		第2項總開支	**134**	**$38,596.35**					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1	2026公民田徑錦標賽第二站運動員報名費用	體育	10	2050	✓				
2									
（如空間不足，請於上方插入新行。）									
		第3項總開支	**10**	**$2,050.0**					
		總計	**528**	**$144,300.0**					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人（姓名、職位）：	TAM YIK KWAN

Annex 3

To: Permanent Secretary for Education
(Attn: Science Education Section, Curriculum Support Division)
Address: Science Education Section, Curriculum Support Division, EDB
Room E232, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon
Fax No.: 2194 0670

[Please complete and return this report to the Science Education Section, Curriculum Support Division, EDB on or before 30 September 2026.]

"AI for Science Education" Funding Programme
Interim Report
on the Use of Funding
(2024/25 to 2025/26 s.y.)

1. As at 31 August 2026, our school has used the funding on the following items:

Expenditure Items (as at 31 August 2026)	**Expenditures ($)** (Please list the total expenditures for items (i) and (ii) separately.)
Item (i) ➢ **Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching** • The number of teachers who enrolled in training course(s) is (8) • The number of training courses in which teacher(s) was/were enrolled is (1) ➢ **Information of the short courses taken** • Are the courses arranged for teachers organised by the course providers listed in the "Information of the training courses" section of Annex 2 in EDBCM No. 227/2024? [Link: https://www.edb.gov.hk/aiforsci] ☐ Yes ☐ No (Please specify the reason.) _____ _____	50, 000
Item (ii) **Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching** • The number of support programmes launched is (1) (Remark: The funding amount for the support programme shall not exceed $50,000.)	50, 000
Total:	100, 000

2. As at 31 August 2026, the "AI for Science Education" funding

☑ has been fully spent.

☐ has an unspent balance of $ _____ .

(Please put a "✓" in the appropriate box.)

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

Items to be completed by school	Progress (as at 31 August 2026) (Please put a "✓" in the appropriate box)	
Develop at least two teaching examples or sets of resources with the application of AI in Science (S1-3)	☐ Completed	☑ In preparation
Conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school)	☐ Completed	☑ In preparation
Conduct at least one experience sharing session (within or outside the school)	☐ Completed	☑ In preparation

4. 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.

School Name : HKSYCIA Wong Tai Shan Memorial College

Signature of Principal :

Name of Principal (Chinese) : 趙麗雅校長

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

Date : 01 Sep 2026

School Chop

HKSYC&IA Wong Tai Shan Memorial College

Report on the use of the Promotion of Reading Grant (2025-2026)

Part 1: Evaluation of the Effectiveness

Evaluation of the Objectives:

- To cultivate students' reading interest and foster a reading culture within the school, a variety of activities were organized, including writers' talks, an annual book fair, themed book exhibitions, and reading award schemes.

- A wide range of printed and digital reading materials was provided. Students were able to expand their reading horizons by utilizing the school library's collection and online resources during designated reading periods and beyond.

Evaluation of the Strategies:

- Students actively participated in all reading promotion initiatives, with the themed book exhibitions and the annual book fair being particularly well-received.

- The Chinese and English writers' talks successfully enhanced students' engagement and stimulated their interest in reading books tied to specific themes.

- The reading award schemes effectively encouraged students to establish and maintain regular reading habits throughout the academic year.

- Subject panel heads conducted random inspections of the library collection to ensure all materials were appropriate for students, especially complying with the latest requirement of the National Security Education.

Part 2: Financial Report

	Items	Actual expenses ($)
1.	Purchase of Books	$62,333.04
	✓ 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	$0.00
3.	Reading Activities	$10,350.00
	✓ Seminars or workshops ● Chinese Language and English Language writers' talks.	
4.	Others: Promote reading culture in school	$452.70
	✓ Reading award schemes ● WTS Reading Award Scheme ● Reading Encouragement Award ● Stars of the Reading Periods	
	Total	$ 73,135.74

2024/25	Brought Forward :	$ 0
2025/26	Reading Grant :	$ 66,176.00
	Total Expenses :	$ 73,135.74

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

推廣自主語文學習（普通話）一筆過津貼
2025-2026學年 計劃

負責人： 鄧欣欣、劉浚榘、毛天一

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) ($)	實際支出	實際參與人數	實際支出	相關科目/ 組別	負責老師			
					級別	預計參與者人數/ 受益學生				($)	(人)	(每人)			2024-25	2025-26	2026-27
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	2	拼音班	內容涵蓋拼音基礎、聲母與韻母、聲調、拼讀練習、聽力及口語（亦可為非華裔同學開設專班），培養學生自主學習的能力和習慣	全年	全校、非華語生	50-60	$20,000.00	$40,000.00	670-800	$9,400.00	5	$1,880.00	普通話科	MTY		✔	
2	1	普通話電子學習平台	透過多元互動學習形式，提升學生學習普通話興趣。平台亦能追蹤學生的學習進度，幫助老師了解同學的學習情況。	全年	初中	396	$13,500.00	$27,000.00	$70.00	$13,500.00	394 （中一至中三）	$34.30	普通話科	MTY		✔	
3	3	普通話攤位游戲/桌游	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	上學期	全校	500	$10,000.00	$20,000.00	$40.00	$31,580.00	263 （中一至中二）	$120.10	普通話科	MTY		✔	✔
4	3	朗誦班	為普通話能力較高同學而設，通過指導，加强同學朗誦技巧及自信心	下學期	中一至中三	20	$5,000.00	$5,000.00	$500.00				普通話科	MTY			✔
5	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	全校	20-30	$20,000.00	$20,000.00	1340-2000				普通話科	MTY			✔
(Please insert rows above if the space provided is insufficient.)																	

範疇1的預算開支	**$13,500.00**
範疇2的預算開支	**$0.00**
範疇3的預算開支	$68,500.00
總預算開支	$68,500.00

預計受益學生:

學生總人數:	755
預計受益學生人數:	394
受益於津助的學生百分比:	52%
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	**$68,500.00**
未用餘額:	**$131,500.00**

實際受益學生:

學生總人數:	755
實際受益學生人數:	394
受益於津助的學生百分比:	52%
津貼聯絡人:	毛天一
津貼聯絡人職位:	普通話科主任
實際開支	**$54,480.00**
未用餘額:	**$145,520.00**

Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language)
2025-2026 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

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

Schools are required to complete this part

No.	Category	Activity Name/ Items/ Services/ Recruitment	Name of Organisation(s) / Speaker(s)	Purpose	Month	Target Parents Level	Expenses ($)	Subject(s) / Section(s) involved	Teacher(s) in-charge
1	1	Self-directed learning platform	AI-Powered Speaking App - SAYO	To facilitate self-directed learning where students practice their spoken English in authentic scenarios and gain instant feedback for continuous improvement	September-August	1st term: F1, F5, F6 2nd term: F1, F3, F5	$48,000.00	ENG	WKH&LKYK
2	2	Choral Speaking Training	CentreStage Studio	To prepare the Choral Speaking Teams for the Speech Festival, with coaches helping students set specific, achievable goals related to their skills in speech, performing and language arts	September-December	F2-4 (2 teams)	$26,600	ENG	LKYK
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, language-rich environment	September-May	F1-F6	$13,825.48	ENG	
				Mid-Autumn Festival games/materials	September	whole-school	$662.96	ENG	SLF
				Halloween games/materials	October	whole-school	$775.53	ENG	SLF
				F.2 English activity prizes	November	F2	$107.90	ENG	CHW
				MUN Conference	November	F4	$3,300	ENG	NKY
				English activity awards	November	whole-school	$85.70	ENG	NKY
				Photos	December	whole-school	$1,162.00	ENG	SLF
				Activitiy materials	December	whole-school	$1,452.29	ENG	SLF
				English activities stationery, gifts	December	whole-school	$842.00	ENG	CNR
				Timers (for English activities)	January	whole-school	$22.83	ENG	WKH
				English activity prizes - Scrabbles	January	whole-school	$103.80	ENG	CHW
				Stand for English music activities	March	whole-school	$34.08	ENG	WKH
				Drama Appreciation ('From Page to Stage' - Taming the Dragon)	March	English Drama Club members	$4,560	ENG	SLF
				Easter activity - sweets	March	whole-school	$474.60	ENG	CHW
				Easter games	March	whole-school	$113.79	ENG	CNR
				Gifts	April	whole-school	$13	ENG	LCLC
				Cue cards (for speaking activities)	May	whole-school	$115	ENG	WKH
(Please insert rows above if the space provided is insufficient.)									

Expenses for Category 1	$48,000.00
Expenses for Category 2	$26,600.00
Expenses for Category 3	$13,825.48
Total Expenses	$88,425.48

Total Exspenses:	**$88,425.48**	(2025-2026)
Unspent Balance:	**$111,574.52**	

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

加強支援非華語學生的中文學與教
學校報告（2025/26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（第一組）

（地址：香港添馬添美道2號政府總部東翼7樓）

本校已實施「中國語文課程第二語言學習架構」（「學習架構」），以確保本校非華語學生[1]與華語同儕享有同等學習中文的機會，並已充分及適當地運用教育局的額外撥款作特定用途，加強支援非華語學生學習中文及建構共融校園。本校亦已在2025/26學年透過一系列校本支援措施（包括推行密集中文學習模式、加強與非華語學生家長溝通等）逐步落實有關計劃。

☐ 本校2025/26學年的總結報告已獲校董會通過。

☑ 本校2025/26學年的總結報告已獲法團校董會通過。

☐ 本校2025/26學年的總結報告已獲學校管理委員會通過。

現將有關要點，闡述如下：

(一) 實施「學習架構」的整體情況

1. 本校透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，從第二語言學習者的角度，幫助非華語學生有系統地學習中文，以提高他們的學習效能。具體措施包括：

   (i) 教師培訓方面，在全校 11 名教授非華語學生的中文科教師當中，已有 3 名曾在2025/26學年接受相關培訓：（可選多於一項）

   ☑ 單次性有關教授中文作為第二語言的分享會 / 研討會

   ☐ 為期數日有關教授中文作為第二語言的短期課程

   ☑ 教授非華語學生的教師經驗分享會 / 研討會

   ☐ 香港教育大學開辦的為非華語學生而設的中國語文教學專業進修課程

   ☐ 有系統的兼讀制深造證書 / 文憑 / 碩士學位課程

   ☑ 同儕觀課

   ☑ 協作教學

   ☐ 教師網絡活動（請說明）：_____

   ☐ 其他相關培訓（請說明）：_____

1：規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

(ii) 曾參與上述培訓課程的教師亦已透過以下模式，與其他教師分享培訓所得：
（可選多於一項）

☑ 中文科組會議（包括共同備課會議）
☑ 教師專業發展日
☑ 其他模式（請說明）：開放課堂
☐ 不適用 / 未有進行分享活動，原因是：

(iii) 校本專業支援：
☐ 本校在2025/26學年已參加由教育局專業人員 / 大學 / 其他專業機構提供的校本支援服務
☑ 正如本校在學期初提交的「學校計劃」所述，本校在2025/26學年沒有參加相關校本支援計劃

(iv) 在2025/26學年，我們已透過以下校本安排，提升教師教授非華語學生中文的專業能力：（可選多於一項）

☑ 同儕觀課（每 學期 約 2 節），並就觀課所得進行專業交流，分享心得
☑ 共同備課（每 學期 約 2 節），針對非華語學生學習中文作為第二語言的需要，調適教學策略和教學內容
☐ 與其他學校進行專業交流，例如：參加 / 舉辦聯校分享會（共約 次）
☑ 由具教授非華語學生經驗的教師，帶領 / 協助在這方面經驗較淺的教師
☐ 其他（請說明）：

2. 課程 / 教材發展方面，在2025/26學年，本校採用以下策略：（可選多於一項）

☑ 參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源，並按需要發展 / 調適校本教材
☑ 根據「學習架構」發展校本教材，共 12 單元，涵蓋的年級：
中一,中二,中三,中四,中六
☑ 採用出版社、大學 / 專上院校出版的教材，包括：（請說明有關出版社及教材名稱）
童心中文練習冊一至六級（智愛中文工作室）、新雅中文聆聽策略搶分訓練小一、小二（新雅出版社）
☑ 採用 / 參考教育局為非華語學生學習中文推出的教材
☐ 申請優質教育基金撥款，發展校本課程 / 教材，或推展其他支援非華語學生學習中文的項目（計劃名稱：）
☐ 其他（請說明）：

3. 由於中文科的學習內容蘊含中華文化、品德情意等元素，在2025/26學年，本校透過以下學習 / 活動模式，幫助非華語學生認識中國傳統文化，提升他們學習中文的成效：
（可選多於一項）

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

☑ 因應中國傳統節日（例如：農曆新年、中秋節等）舉辦相關活動

☑ 舉辦有關體藝培訓班（例如：醒獅、中文話劇、書法等）

☐ 其他（請說明）：_____

4. 在推行多元**密集中文學習模式** 方面：【有關資料由系統從學校計劃 (2025/26學年)第8項匯入】

(i) ☑ 本校大致按照提交的「學校計劃（2025/26學年）」所述，安排了:

☑ 抽離學習　☐ 小組學習　☐ 增加中文課節

☐ 協作教學　☐ 跨學科中文學習　☑ 課後支援

其中 抽離學習 （密集中文學習模式）

對幫助非華語學生學習中文最為有效，原因是：

可針對學生弱點加強訓練，長期監察學生學習狀況，彈性調節適切課程。

(ii) [如2025/26學年推行的密集中文學習模式與提交的學校計劃 (2025/26學年) 所述的有所調整，請填寫此項。]

☐本校在推行密集中文學習模式時，因應需要而作出以下的調適：

密集中文學習模式	原有安排	調適安排

就上述調適，主要的考慮因素是：_____

(iii) ☑本校在2026年暑假期間或學期初舉辦校本銜接課程。該課程只教授中國語文，詳情如下：

跨級分組(以✓表示)	年級(2026/27學年)	參與學生人數	陪同子女上課及／或參與學習活動的家長人數	時數(小時)	舉辦課程的方式（可選取多於一項）	相關開支（可選取多於一項，並按需要在第16及／或第18項列明）
	中一	6	0	4	□外購服務（例如：與非政府機構協作、聘用校外導師） ☑本校教師／教學助理負責	☑運用額外撥款 □運用教育局通函第75/2026號所載的「非華語學生暑期銜接課程津貼」（只適用在暑假期間舉辦的課程） □運用其他政府撥款舉辦相關課程（請說明）：

5. **除了在學年結束前及／或下學年開始時使用《中國語文校內評估工具—非華語學生適用》（《評估工具》）的結果外，**本校透過以下模式評估支援措施的成效：（可選多於一項）

☑ 校內評估的結果

☑ 持份者（例如：有教授及支援非華語學生的教職員、家長、非華語學生等）的回饋

☑ 教師觀察非華語學生在課堂上的表現

☑ 非華語學生在中文活動的表現（例如：戲劇、校園小記者、朗誦、徵文比賽），包括：

活動名稱	主辦機構	表現(例如：獎項)
第77屆香港學校朗誦節	香港學校音樂及朗誦協會	優異獎

☐ 其他（請說明）：_____

6. 整體而言，在2025/26學年的加強支援下，本校非華語學生在中文學習方面，**參照「學習架構」**的學習成果，具體來說：

閱讀方面	表現	請以文字描述其表現
初中：	☐ 有明顯進步 ☑ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	中一、中三：大致能概括段落的意思，能簡單評價人物角色的行為；中二：能理解短小段落的大意

高中：	☑ 有明顯進步 ☐ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	中四、中六：能理解閱讀材料的內容，能對閱讀材料中人物的性格、行為提出簡單的看法

寫作方面	表現	請以文字描述其表現
初中：	☐ 有明顯進步 ☑ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	中一、中三：作品內容環繞主題，意思完整；中二：大致能運用提供的字詞寫簡短句子
高中：	☑ 有明顯進步 ☐ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	中四、中六：作品內容環繞主題，意思完整

聽說方面	表現	請以文字描述其表現
初中：	☐ 有明顯進步 ☑ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	中一、中三：能理解話語內容，在提問引導下概括要點；中二：能理解與個人、家庭、學校生活相關的詞語
高中：	☑ 有明顯進步 ☐ 略有進步 ☐ 沒有進步 ☐ 沒有非華語學生	中四、中六：能理解話語內容，在提問引導下概括要點

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

一是校方將中二及中三中文課編排至同時段進行，將非華語生按能力分派至進階班及基礎班，按能力跨級分組，令學生得到更適切的教育。其中有中三學生因過去一直追不上同班同學能力而對學習失去信心，欠缺動力，但今年的課程安排讓他更能掌握教學內容，且能與能力相近的同儕較勁，成績突飛猛進。二是校方在學期中邀請中文表現優秀的學生到主流班學習，除了測試學生中文能力，更能培訓語感，增加學習進階中文的機會，受邀的中一學生表示詞彙與非華語班中所學差別甚大，難度很高，具挑戰性。原任教老師亦每天為學生提供課後支援，協助學生理解主流班課程內容。

8. 本校運用額外撥款推行加強支援措施從課程策劃以及教學支援上（包括推行密集中文學習模式），提升非華語學生學習中文的成效，以期協助他們銜接主流中文課堂。以校本情況而言，在2025/26學年，非華語學生的中文學習表現，大致可劃分為以下情況：

	非華語學生人數
(a) 全校非華語學生總人數	(a) 17 名
(b) 在中文課堂與華語同儕同班的非華語學生人數	(b) 1 名
- 大致能應付課堂學習的非華語學生人數	(0 名)
- 暫時仍未能追上 華語同儕的非華語學生人數	1 名)
(c) 在中文課堂獨立成班(或抽離學習)的非華語學生人數	(c) 16 名
-大致能追上 高能力 華語同儕的非華語學生人數	(0 名)
-大致能追上 中能力 華語同儕的非華語學生人數	(2 名)
-大致能追上 低能力 華語同儕的非華語學生人數	(6 名)
-暫時仍未能追上 華語同儕的非華語學生人數	(8 名)

[(a) = (b)+(c)]

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

(d) 其他（請說明）：_____

9. 綜合而言，從校本情況考慮，在2025/26學年約有 0 名非華語學生已銜接主流中文課堂。

另外，約 2 名非華語學生預計可望在2026/27學年或隨後數年內銜接主流中文課堂：

1年內（2026/27學年內）：	0 名
1至2年（2027/28學年內）：	0 名
2至3年（2028/29學年內）：	0 名
3至4年（2029/30學年內）：	2 名
多於 4年（2030/31學年或之後）：	0 名

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

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

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

中國語文科課程 / 公開考試	（請選√）
(i) 香港中學文憑（中國語文科）考試	☐
其他中國語文科資歷	
(ii) 香港中學文憑考試（乙類）：應用學習中文（非華語學生適用）課程	☐
國際認可的中文資歷 [2]	
(iii) 綜合中等教育證書(GCSE)	☐
(iv) 國際普通中學教育文憑(IGCSE)	☑
(v) 普通教育文憑高級補充程度(GCE AS-Level)	☐
(vi) 普通教育文憑高級程度(GCE A-Level)	☐

☑ 本校 不會安排任何 非華語學生修讀或報考(i)或(ii) 項，原因是：

學生現時能力不足

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

學生現時能力不足，中四學生將於2627年度接受普通教育文憑高級程度(GCE A-Level)課程，其後再作評估。

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

(b) 在2025/26學年，本校因應高中非華語學生的中文學習表現和需要，計劃／安排他們修讀／應考中國語文科課程／公開考試的具體情況如下：（只適用於中學）

	年級及人數		
	中四	中五	中六
在2025/26學年就讀中四至中六的非華語學生人數	2	0	1
(i) 已參加／計劃參加香港中學文憑（中國語文科）考試：	0	0	0
(ii) 在2025/26學年修讀應用學習中文（非華語學生適用）課程：	0	0	0
(iii) 於高中階段中，已考獲國際認可的中文資歷／計劃參加有關考試：			
• 綜合中等教育證書(GCSE)	0	0	0
• 國際普通中學教育文憑(IGCSE)	2	0	1
• 普通教育文憑高級補充程度(GCE AS-Level)	0	0	0
• 普通教育文憑高級程度(GCE A-Level)	0	0	0
參加有關考試／修讀有關課程的總人次：	2	0	1

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

(iv) 其他（請說明）：_____

[註：部分非華語學生或會因應其學習進程，修訂他們的選擇。]

(二) 建構共融校園

11. 在2025/26學年，本校除了將《學校概覽》（由家校合作事宜委員會出版）翻譯為英文版及提供相關支援措施的資訊外[3]，亦已透過以下方式，加強與非華語學生家長的溝通：(可選多於一項)

☑ 提供 所有 主要學校通告的英文版本

☐ 由 班主任 / 教學助理 / 其他人士(例如：_____)
協助非華語學生家長了解學校通告的內容

☐ 提供英文版本的其他資料，例如：_____

☐ 聘請不同種族的助理，直接與非華語學生家長聯絡

☐ 購買翻譯服務，_____

☐ 安排教職員翻譯，_____

☑ 舉辦家長講座（共 2 次），讓非華語學生家長了解其子女的學習進度及學校提供的支援情況

☑ 透過家長日 / 其他模式（例如：
中一家長日、(全校)家長日、文化共融日等日子作不定期聚會）
向非華語學生家長講解其子女的學習進度（包括中文能力、銜接主流中文課堂的進展等），以期透過家校合作，鼓勵非華語學生努力學習

☐ 其他（請說明）：_____

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

12. 在2025/26學年，本校與非華語學生家長的溝通 大致良好 ；而非華語學生的上課出席情況 偶有缺席 ，約 2 名連續缺課7個上課日或以上（其中最長請假 40 天），情況如下：

缺課日數	非華語學生人數	主要原因（可選多於一項）
連續7至14個上課日	0	☐ 健康問題 ☑ 家庭問題 ☑ 回鄉
連續15至30個上課日	1	☐ 其他 (請說明)：_____
連續多於30個上課日	1	

13. 就提升教師和學生的文化和宗教敏感度，並在校內營造多元文化環境，在2025/26學年推行的具體措施包括：（可選多於一項）（請就每項提供1至2個例子）

☑ 已制定與建構共融校園相關的政策，並推行措施和各種安排

☐ 向教師闡釋有關政策及措施，並定期匯報推行措施的進展

☑ 舉辦 / 安排教師參與相關講座、研討會、工作坊：

主題	講者 / 協作機構（如適用）
為中學非華語學生提供生活規劃教育活動到校支援服務	明愛青少年及社區服務

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

活動名稱 / 內容簡述	協作機構（如適用）
學校開放日：向本校師生、社區人士介紹不同種族文化特色，例如國家資訊、食物、節日、文化特色等，及手工藝製作攤位。	本校跨組別活動，如中文科、中史科
文化共融日：設置攤位介紹不同種族文化包括語言、文字、食物、飾品、運動等，同時聘請專為少數族裔提供服務的社企作講座嘉賓，介紹香港少數族裔於香港的貢獻，推廣共融校園，提高多元文化及宗教敏感度。	小彬紀念基金會
種族友善校園計劃：在校內恆常展示種族友善相法例、政策、標語，並響應平機會紀念「國際消除種族歧視日」，由少數族裔學生介紹歷史源由、相關政策及建議與同學的相處模式，共建共融校園。	平等機會委員會
中環舊城歷史遊：非華語學生與主流學生1:1的參與校外學習活動，學習中華文化及了解香港歷史，並增加非華語學生與本地學生的互動，讓學生親身見證香港社會與民生的變遷。	Deep Sight Travel (Hong Kong) Ltd.
文史問答比賽：所有非華語生參與中國文化問答比賽，題材如節日、經典詩 歌、中國國情等，讓他們學習中國文化、文學及國情知識。"	校內老師負責
中華文化體驗活動：包括中秋節跨學科學習活動、齊來背唐詩認識古文字、寫揮春、醒獅、功夫、表影戲表演等	校內老師負責
NCS Caring Program：全年多次大型活動，包括以中一新生、多元文化、友善共融等為主題，透過介紹少數民族文化的展覽及攤位遊戲，讓全校師生學習多元文化、互相欣賞及友善共融。	本校跨組別活動，如輔導組、訓導組、國民教育組、學生事務組、收生組等，亦包括外購服務

☑ 為學生推展同儕互勉計劃，鼓勵不同族裔的學生互相學習

計劃名稱 / 內容簡述	協作機構（如適用）
NCS Caring Program：委託學生輔導長和學伴照顧非華語生，本年度更選出首位少數族裔的學生輔導長	本校跨組別活動，如輔導組、訓導組、國民教育組、學生事務組、收生組等

☐ 其他（請說明）：

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

☐ 與錄取較多華語學生的學校建立學習圈 / 結成伙伴學校

（伙伴學校名稱：　　）

☑ 安排非華語學生參與社區服務，主要包括：（請列舉1至2項）

活動名稱 / 內容簡述	協作機構（如適用）
「我係義工．送米助人」：學生義工小組派發米包予已登記受益人	香港青年協會

☐ 安排非華語學生（共 ____ 名）參與制服團隊，包括：

☐童軍（例如：幼童軍、男童軍、女童軍）

☐少年警訊

☐交通安全隊

☐紅十字會 / 聖約翰救傷隊

☐基督少年軍 / 基督小先鋒

☐民安隊 / 航空青年團

☐其他（請說明）：

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

活動名稱 / 內容簡述	協作機構（如適用）
為中學非華語學生提供生活規劃教育活動到校支援服務	明愛青少年及社區服務
第77屆香港學校朗誦節	香港學校音樂及朗誦協會

☑ 其他（請說明）：體育比賽、運動校隊、中華文化體驗活動等

15. 在2025/26學年，除了在《學校概覽》提供相關支援措施的資料外[3]，本校還透過以下途徑，讓非華語學生家長及其他持份者了解本校為非華語學生提供的支援：（可選多於一項）

☑ 已將中、英文對照的支援摘要（2025/26學年）在2026年11月30日或之前上載本校網頁（只適用於2025/26學年獲額外撥款的學校）[4]

（請提供有關連結：https://wtsmc.edu.hk/education-support-provided-for-non-chinese-speaking-students/）

☑ 除上述支援摘要外，本校網頁的其他內容[5]（請提供有關連結：

https://wtsmc.edu.hk/category/school-news/）

☐ 本校其他刊物，例如：_____

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

☑ 家長日

☐ 其他（請說明）：_____

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

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

(三) 撥款的運用[6]

16. 本校在2025/26學年所獲的額外撥款為:(A) 883,874 元，在2024/25學年完結時，額外撥款的累積餘額為:(B) 233,715.83 元(如適用)[7]。本校在2025/26學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：（可選多於一項）

項目	全年實際開支
☑ 聘請中文科 / 其他科（請說明：＿＿＿＿＿＿＿＿）全職教師 2 名[8]，及全職教學助理 0 名[8] 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作： ☑ **教師** 教授非華語學生中文的額外教學工作，每週 / 循環週 35 節 ☐ **教學助理** 協助 / 支援非華語學生學習中文，每週 / 循環週 0 節 ☑ 發展校本課程 / 教材（包括電子教材），共 12 單元（涵蓋的年級：中一,中二,中三,中四,中六），每週 / 循環週 2 節 ☑ 共同備課（年級：中一至中六），每週 / 循環週 0.1 節 ☑ 建構共融校園 ☑ 安排共融活動，每週 / 循環週 0.1 節 ☑ 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料，每週 / 循環週 0.1 節 ☑ 其他相關工作（請說明）： 對外聯絡，如外購服務等。	教師薪金總計： 967,757.5 元[9] 教學助理薪金總計： 0 元[9]

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

7 2024/25學年完結時有關撥款的累積餘額與學校有關學年經審核周年帳目有關撥款的餘款數額一致。

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

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

項目	全年實際開支
☐聘請全職不同種族的助理 _____ 名[8]，主要負責以下工作： ☐ 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等 ☐ 於中文課堂及 / 或課後支援入班協作，每週 / 循環週 0 節 ☐ 協助教師安排共融活動 ☐ 其他（請說明）：_____	不同種族的助理薪金總計： _____ 元[9]
☑ 僱用專業服務以支援課後中文學習： ☑ 舉辦課後中文學習班（請簡述服務內容）： 到校支援服務：教授中二中三能力較弱的七名學生，以遊戲形式訓練學生表達、創作及協作能力，例如「中文識字接龍」、「誰是臥底」等。 ☐ 舉辦校本銜接課程（請簡述內容）：_____	4,800 元 _____ 元
☑購買 / 發展教學資源（請簡述有關資源及其用途）： 資源 / 用途 / 開支（元） 校本教材：句式練習冊 / 教授中文基本語法與句式 / 20000.00 童心中文練習冊一至六級 / 參考練習用以學習詞彙、句式等 / 1080.00 學生圖書 / 每月閱讀課外讀物，提升閱讀量 / 567.20 中文路路通 / 教師用書 / 506.00	22,153.2 元

☑ 建立文化共融的學習環境：

☐ 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）： _____ 元

☑ 僱用專業服務（請簡述服務內容）： 10,000.00 元

共融文化日外購服務，如講座嘉賓、展覽及攤位費用等

☑ 舉辦推廣共融校園 / 提高多元文化及宗教敏感度相關的活動 12 項 64,768.71 元

（請提供各項活動的名稱、主要內容及實際開支）：

活動名稱	內容	開支（元）
中秋節跨學科學習活動	非物質文化遺產——燈籠製作工作坊，讓非華語生與本地生一同體驗中華文化特色。	4581.71
開放日活動	介紹不同種族文化特色，例如國家介紹、食物、節日、文化簡介，服飾試穿及手工藝製作攤位。	6590.91
中國文史問答比賽	由中文、中史及公民教育組三科合辦，所有非華語生必須參與中國文化問答項目，題材如節日、經典詩歌、中國國情等，所有非華語學生必須參與比賽，讓非華語學生學習中國文化、文學及國情知識。	4636.80
共融文化日	設置十個攤位，介紹不同種族文化，包括語言、文字、食物、飾品、運動等，同時聘請專為少數族裔提供服務的社企作講座嘉賓，介紹香港少數族裔於香港的貢獻，推廣共融校園，提高多元文化及宗教敏感度。	1105.25
中環舊城文化歷史半天遊	非華語學生與本地學生1:1的參與校外學習活動，學習中華文化及了解香港歷史，並增加非華語學生與本地學生的互動。包括到文武廟與大館認識並比較清末時期與殖民初期香港獨有的管治方式與法律系統，沿經荷里活道了解香港革命歷史，並到中環街市等地，讓學生親身見證香港社會與民生的變遷。	3750.00
NCS Caring Programme-中一	協助非華語學生適應本地教育體系，促進中文學習，建立同儕支援網絡提供情緒和社交支援以及建構共融校園。	10500.00
NCS Caring Programme-11月	以「多元文化」為主題，透過介紹少數民族文化與資訊展覽及攤位遊戲，讓全校師生學習多元文化、互相欣賞及同理心。	9881.42

NCS Caring Programme-5月	以「種族友善」為主題，透過介紹少數民族文化與資訊展覽及攤位遊戲，讓全校師生學習多元文化、達至反歧視及互相包容。	9139.98
歌舞劇欣賞	增加與學伴相處和交流的機會，在老師帶領下賞析歌舞劇。	4400.00
山頂參觀：非華語學生與新來港學生共融交流項目	增加與學伴相處和交流的機會，並提升學生對學校及香港的認識與歸屬感。	3936.00
多元宗教木工雕刻工作坊	介紹不同宗教文化特色，製作木工藝術品。	4900.00
中國文化活動	如「齊來背唐詩、認識古文字」活動，透過不同攤位遊戲，讓學生認識中國古詩詞和古文字，辨認同義詞反義詞等，提升學習中文的趣味。	1346.69

項目	全年實際開支
☐ 其他相關開支（請說明）： _____	_____元
全年實際總開支=	1,069,479.41**元(C)**
2025/26學年的累積結餘 [(A)+(B)-(C)]=	48,110.42 **元(D)**[10]
2025/26學年的累積結餘佔該學年額外撥款的百分比 [(D)÷(A)×100%]=	5.44 **%**

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

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

原因：

_____

改善建議：

_____

17. 本校會將撥款的累積餘額(D) 48110.42 元(如適用)，於下學年繼續支援本校的非華語學生。（請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排）

18. 除第16項所述的開支外，本校 有 調撥其他資源支援非華語學生的中文學習及建構共融校園。若有，請簡述：

非華語學生普通話班（由香港普通話研習社提供服務，開支為$10000）

(四) 總結

19. 在2025/26學年，就推行「學習架構」及建構共融校園，本校落實各項支援措施的情況總結如下：

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

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

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

[適用於過去獲提供約80萬至約160萬元額外撥款三年或以上的學校]

(a) **成效較顯著的校本支援措施：**

(i) 加強中文學習方面：

(ii) 加強與家長溝通與建構共融校園方面：

(iii) 促進成效的主要因素：

(b) **需進一步優化的校本支援措施：**

(i) 加強中文學習方面：

(ii) 加強與家長溝通與建構共融校園方面：

(iii) 需進一步優化的主要因素及改善方案：

(c) **未來三年，本校加強推行有關校本支援措施的重點和方向為：**

(五) 其他 （如有需要，可填寫其他補充資料）：

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

校監簽署	: W T Sze
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

15. Report 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) Report (2025-2026)

Domain (Section/ KLA/ Subject)	Programme	Objective(s)	Target Group (Level)	Group Size	Date/ Duration	Budget	Evaluation	Teacher-in-charge	Expenditure
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-F4	8-10 students	Oct 2025 - May 2026	$6,000	Most of them can understand Cantonese, but some of them are still weak at speaking. This course can focus on speaking practice in the future in order to boost their confidence in using Cantonese.	Lau Tsun Long	$ 2,700
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-F4	8-10 students	Oct 2025 - May 2026	$28,000	Attendance was very good. Students have improved their four skills, especially speaking and writing.	Wong Kai Hong	$ 13,500
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-F4	5-8 students	Mar 2026 - May 2026	$15,000	Students learnt advanced techniques in solving algebraic and geometric problems. Students enjoyed solving the past paper questions from Math Olympiad competitions.	Chan Chung Hin Ben	$ 7,800
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-F4	8-10 students	Oct 2025 - Jul 2026	$6,000	Students visited the Peak and Ocean Park. They have fostered a strong sense of belonging to Hong Kong and gained familiarity with the local culture. They were also brought to a cinema in Hong Kong and watched a movie.	Lee Mei Yi	$ 2,320
								Total Expenditure:	$ 26,320
								SBSS Grant (2025-2026)	$ 55,220
								Balance	**$ 28,900**

Pilot Scheme on Other Languages for Junior Secondary Students (1st Round)
Progress Report (2025/26 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 **Progress Report (2025/26 school year)** to the Education Bureau (EDB) by post or via the Fast Information Transmission System (FITS) – School Messaging Module (SMM) **on or before 30 September 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: Implementation details of the other languages (OL) course(s) offered in the 2025/26 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.)*		Per student	
							Class schedule A. Within timetable B. After school C. Weekend	**Delivery mode** A. Online B. On school campus C. Off school campus	**Number of learning hours (hour)**	**Average course fee ($)**
(i) Arabic	S1		S2		S3					
(ii) French	S1		S2		S3					
(iii) German	S1		S2		S3					
(iv) Japanese	S1	21	S2	9	S3	2	B	B	16.00	$ 829.40
(v) Korean	S1	3	S2	9	S3	15	B	B	16.00	$ 1,007.40
(vi) Russian	S1		S2		S3					
(vii) Spanish	S1		S2		S3					
(viii) Urdu	S1		S2		S3					
Total number of students	59						**(I) Total amount of course fee ($)**			$ 53,742.00

*2. *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 ($)**
(i) Textbook	/	0
(ii) Workbook	/	0
(II) Total amount of other expenditures ($)		0
3. Total amount of expenditures ($)		53742
		(I) + (II)
4. Unspent balance as at 31 August 2026 ($)		196258

5. #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)		

Part C: Students' Learning Benefits

1. In the 2025/26 school year, our school has provided various opportunities for students to showcase their learning outcomes of OL by:

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

2. After participating in the Pilot Scheme, the performance of our junior secondary students shows:

- ☑ increased interest in learning OL
- ☑ enhanced multilingual capabilities
- ☑ better understanding of different languages and their cultures
- ☐ higher willingness to study OL at the senior secondary level
- ☑ Others (please specify) : In the 2025-26 ECA Evaluation Survey Results, both Japanese and Korean classes' participants gave positive responses in their feedback to the courses and tutors (See attachment)

☐ *Please ✓ all the boxes that apply.*

Part D: Declaration

By returning this form to the EDB, it is certified that:

- our school has observed the principles and ambit set out in EDBCM No. 21/2025, as well as the requirements of relevant guidelines, circulars and letters issued by the EDB and the Quality Education Fund (QEF) from time to time when using the relevant funding. All expenditures are incurred 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 "Pilot Scheme on Other Languages for Junior Secondary Students". 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 the EDB;
- our school will submit the annual audited accounts (if applicable) to the 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 the EDB as soon as possible for follow-up actions;
- the information provided in this report is true and accurate. We understand that the 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 "Pilot Scheme on Other Languages for Junior Secondary Students" to QEF via the EDB;
- our school will submit this report to the School Management Committee (SMC) / Incorporated Management Committee (IMC) for endorsement; and
- the key elements of this report, such as the total expenditure and the number of student beneficiaries, will be incorporated into the School Report for SMC/IMC endorsement and uploaded to our school's website by 30 September 2026.

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

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



Signature of ~~Supervisor~~/Principal^: _____

Name of ~~Supervisor~~/Principal*: CHIU LAI NGA

Date: 10 JUL 2026

^*Please delete as appropriate.*

ENDS

2025-2026 Extra-curricular Activities Evaluation Survey Results

		No. of responses	External Tutor / Coach (if Applicable)					Evaluation of activity						
			The tutor / coach was punctual.	The tutor / coach was patient with me.	The tutor / coach stirred up my interest in this activity.	The tutor / coach enriched my knowledge of this activity.	The tutor / coach helped strengthen my ability in this activity.	The time slot for this activity is well-arranged.	I enjoyed my time at this activity.	The difficulty level is suitable.	I feel satisfied participating in this activity.	I feel my potential is realized.	**Avaerage scores**	Other comments
1)	Chess & Bridge Club	28	4.14	4.25	4.14	4.14	4.18	4.04	4.07	4.04	4.14	3.89	**4.10**	Mr yip is very nice
2)	Chinese Juggling Club	12	4.17	4.17	3.92	4.17	3.92	4.00	4.00	3.92	4.08	4.00	**4.03**	/
3)	Christian Fellowship	22	N/A					3.68	3.82	3.91	3.86	3.77	**3.81**	Very happy (o^^o)
4)	Community Youth Club	6	N/A					4.50	4.50	4.83	4.50	4.67	**4.60**	/
5)	Cook and Taste Club	9	3.89	3.67	3.89	3.89	3.89	3.78	3.78	3.78	3.78	3.78	**3.81**	/
5)	Dance Club (Chinese Dance)	13	4.31	4.38	4.31	4.31	4.38	3.92	4.46	4.08	4.08	4.08	**4.23**	/
6)	Dance Club (Contemporary Jazz)	11	4.09	3.91	3.73	3.91	4.00	4.00	3.91	3.64	3.82	3.45	**3.85**	/
7)	Fencing Club	12	4.58	4.50	4.25	4.42	4.25	4.08	4.33	4.17	4.17	4.25	**4.30**	Can be have the lesions at hall pls it is very hot
8)	Language Club (Japanese)	26	4.50	4.62	4.19	4.27	4.31	3.96	4.15	3.81	4.23	4.19	**4.22**	
9)	Language Club (Korean)	18	4.50	4.50	4.28	4.39	4.28	4.28	4.28	4.22	4.22	4.17	**4.31**	/
10)	Stage Management Team	3	N/A					4.33	4.33	4.33	4.33	4.33	**4.33**	
9)	Youth Red Cross	5	N/A					4.00	3.80	3.60	3.40	3.60	**3.68**	/
Overall			**4.19**	**4.14**	**4.11**	**4.10**	**4.07**	**4.05**	**4.06**	**4.05**	**4.06**	**4.06**		

Note:
1. The score is given in a 5-point scale.

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

Financial Report as at 31st Aug., 2026

	Balance B/F from Last Year ($)	Income ($)	Expenditure ($)	Balance ($)
I. Government Fund (A/C 001)				
1) EOEBG Non-School Specific Grants :	3,842,763.02			
-- Baseline Reference Income		2,014,310.83		
-- EOEBG Other Income		57,630.03		
-- School and Class Grant			1,334,484.71	
-- Composite F & E			530,335.16	
-- Lift Maintenance			118,765.00	
-- Student Development & Support			258,118.04	
-- Subjects			176,545.87	
Sub-Total :	3,842,763.02	2,071,940.86	2,418,248.78	3,496,455.10
2) EOEBG School Specific Grants :				
-- Administration Grant		3,676,704.00	3,417,063.47	
-- Capacity Enhancement Grant		609,252.00	658,241.75	
-- Composite IT Grant		534,536.00	541,694.19	
-- Air-Conditioning Grant		522,857.00	393,662.08	
-- School-based Management Top-up Grant		48,047.00		
-- School-based Newly Arrived Children		55,220.00	26,320.00	
-- School-based Speech Therapy Admin. Recurrent		7,687.00	7,541.97	
Sub-Total :		5,454,303.00	5,044,523.46	409,779.54
Total :	3,842,763.02	7,526,243.86	7,462,772.24	3,906,234.64
3) Outside EOEBG :				
-- Teacher Relief Grant	2,951,028.30	5,448,780.00	4,877,433.15	
-- Home-School Co-operation Project		26,044.00	26,044.00	
-- Fringe Ben under Enh NET Sch		159,703.65	159,703.65	
-- School-based After-school Learning and Support Programmes	183,814.97	196,200.00	198,150.00	
-- Other Recur Gr - Rent & Rates		961,648.00	937,648.00	
-- Learning Support Grant for Secondary Schools	132,777.56	716,176.00	778,001.11	
-- Diversity Learning Grant - Other Programmes	44,096.00	84,000.00	71,662.00	
-- Diversity Learning Grant - Applied Learning Courses		111,155.00	111,155.00	
-- HK School Drama Festival	2,483.40		2,200.00	
-- Information Technology Staffing Support Grant	247,978.00	343,562.00	266,726.25	
-- Grant for the Sister School Scheme	44,913.00		44,913.00	
-- Promotion of Reading Grant		66,176.00	73,135.74	
-- Life-wide Learning Grant	1,235,187.92	1,302,000.00	1,666,315.32	
-- School Executive Officer Grant		595,714.68	586,260.25	
-- Grant for Support for Non-Chinese Speaking Students	233,715.88	883,874.00	1,069,479.46	
-- One-Off SB Speech The'y Set-Up	13,815.50			
-- QEF : Prov of Mobile Comp Devic		65,605.00	65,605.00	
-- Promotion of Sports Ambience and MV	147,444.00		41,586.00	
-- Promotion of Chinese Culture Immersion	191,074.67		37,000.00	
-- Parent Education	179,620.00		37,159.02	
-- Self-directed Language Learn - English	200,000.00		88,425.48	
-- Self-directed Language Learn - PTH	200,000.00		54,480.00	
-- AI for Science Education	100,000.00		100,000.00	
-- Pilot Scheme on Other Language		250,000.00	53,742.00	
-- AI for Empowering L&T Fund P		500,000.00		
-- Student Activities Support Grant		144,300.00	144,300.00	
Sub-Total :	6,107,949.20	11,854,938.33	11,491,124.43	6,471,763.10
Total :	9,950,712.22	19,381,182.19	18,953,896.67	10,377,997.74
II. School Fund (A/C 002)				
1) School Funds Income				
-- Subscriptions (Tong Fai)	3,142,234.20	122,740.00		
-- Donation		86,316.00	1,039,545.24	
-- Rental Income / Expenses		157,912.73	10,350.00	
-- Student others & materials		353,588.30	367,747.90	
-- Other Income / Expenses		1,218.50	567,840.27	
-- Guidance Emergency Fund	9,740.60		5,000.00	
-- Scholarship	310,406.66	204,900.00	207,800.00	
Sub-Total :	3,462,381.46	926,675.53	2,198,283.41	2,190,773.58
2) Approved Collection for Specific Purposes	2,756,089.81	315,675.00	70,435.20	3,001,329.61
3) Other External Fund Projects	365,879.00	1,136,724.00	446,423.40	1,056,179.60
Total :	6,584,350.27	2,379,074.53	2,715,142.01	6,248,282.79