



LI SING TAI HANG SCHOOL
李陞大坑學校

Annual 2024-2025 **School Report**

Li Sing Tai Hang School Annual Report 2024-2025

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1. Our School

Supervisor/ Chairman of Management Committee	Mr. Yuen How Kuen
School Head	Ms. Yip Siu Lai
Has the Incorporated Management Committee been established?	Established
School Type	Aided Whole Day
Student Gender	Co-ed
Sponsoring Body	Tai Hang Residents' Welfare Association
Religion	Not Applicable
Year of Commencement of Operation	1958
School Motto	Wisdom, Benevolence and Courage
Area Occupied by the School	About 1000 Sq. M
Medium of Instruction	Chinese & English
School Bus Service	School Bus
Parent-Teacher Association	Yes
Past Students' Association/Alumni Association	Yes

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

Major Concern 1: Establish a healthy lifestyle and embrace a healthy life.

ACHIEVEMENTS

1. Enhancing Curriculum Content Across Learning Domains to Help Students Understand the Importance of Physical and Mental Health
 - 1.1. Successful Development and Integration of a School-Based Wellness Program

Through the EDB's "Values Education" school-based support, our school has successfully developed and implemented a school-based "Integrated Wellness Program." This program effectively incorporates health education, life education, and various relevant educational areas into multiple learning domains, enabling students to holistically understand the critical importance of both physical and mental wellbeing.
 - 1.2. Effective Implementation of the "Cognition, Affection, and Action" Pedagogical Framework

The program successfully promotes the three core dimensions of values education—cognitive understanding, affective engagement, and behavioral action—through diverse, multimedia-rich teaching methods. The integration of experiential and practical life activities has been instrumental in helping students internalize and apply positive values.
 - 1.3. High Impact of Teacher Professional Development on Curriculum Enhancement

Professional training provided for teachers on the "Integrated Wellness Program" has yielded highly positive results. 95.5% of teachers indicated that internal collaborative lesson planning and external life education workshops were effective in enhancing cross-curricular materials and designing meaningful school-based extensions. This has directly contributed to students' ability to adopt healthy lifestyles and deepen their understanding of wellbeing.
2. Enhancing Overall School Health Culture and Practicing Healthy Living
 - 2.1. Successful Promotion of Holistic Well-being

The school has effectively promoted a comprehensive health culture through initiatives like the "4Rs Mental Health Charter" (Relax, Rest, Relationships, Resilience) and events such as the Mental Health Carnival and Healthy Living Day. These activities emphasize experiential learning and have been extended to parents through workshops, improving understanding of key health concepts like the 4Rs and MVPA60.

2.2. Strong Stakeholder Validation and Improvement

Survey results demonstrate significant success: 100% of teachers affirm the school's role in enabling students to practice healthy living, and 69.4% of parents agree their child leads a healthy life—a 5.4% increase from the previous year. This reflects effective home-school cooperation and a positive impact on student habits.

2.3. High Student Engagement Through Diverse Offerings

A 75% student participation rate in sports was achieved by offering a wide range of attractive activities. These include experiential sports talks, collective dance programs, new offerings like lightsaber classes, and opportunities for external competition, all effectively encouraging active student engagement and the practice of healthy living.

3. Enhancing Students' Awareness of Mental Health and Their Ability to Adapt to Adversity and Changes in Their Physical and Mental Growth.

3.1. High Impact of Wellness Activities

School-organized initiatives, including weekly themes, a Mental Health Carnival, and Healthy Living Day, are highly effective, with 92% of students reporting increased awareness and knowledge of healthy living practices.

3.2. Strong Mental Health Outcomes Supported by Data

APASO psychological data indicates that students exhibit strong mental well-being, with scores for the absence of negative emotions (Q114) and anxiety/depression symptoms (Q113) exceeding the Hong Kong norm. This reflects the significant success of the school's long-term mental health programs and workshops.

3.3. Effective Low-Stress Academic Policies

The implementation of a "Happy School Policy"—including the low-stress homework policy and the low-stress assessment policy—has been instrumental in reducing student pressure and contributing to their positive mental health.

REFLECTIONS

1. Course Arrangement and Learning Effectiveness

- 1.1. Some interdisciplinary courses have long gaps between activities, which reduces the learning effectiveness of physical and mental health courses.
- 1.2. There is still room for improvement in the design of cross-disciplinary activities to help students achieve a more integrated and holistic learning experience.

2. Healthy Living Practices

According to stakeholder surveys, only 61% of students agreed this year that they can practice a healthy lifestyle—such as maintaining a regular schedule, exercising moderately, and knowing how to relieve stress. This is a 4% decrease from last year. It indicates a need to strengthen the promotion of a holistic health culture to enhance both student awareness and their ability to put it into practice.

3. Emotional Health (Positive Emotions)

The APASO questionnaire data shows a Q-value of 85. Although 81.4% of students have a positive evaluation, this figure is lower than the Hong Kong norm of 90, indicating that there is still room for improvement in emotional support.

FEEDBACK AND FOLLOW-UP

1. Course Arrangement and Learning Effectiveness

- 1.1. Interdisciplinary collaborative teaching: Teachers from various subjects should discuss and adjust their schedules, or utilize "Open Learning Lesson" for flexible class hours in teaching or activities related to the "Integrated Wellness Program."
- 1.2. The "Integrated Wellness Program" can organically integrate comprehensive learning activities, allowing students to further practice a healthy lifestyle.

2. Healthy Living Practices

- 2.1. Launch the "Rising Star Program" next year to increase student and family participation to promote MVPA60.
- 2.2. Continue to incorporate the MVPA60 and 4Rs concepts, organize diverse activities to enhance students' understanding of healthy living, and establish a rewards system to encourage good habits and exercise routines.

3. Emotional Health (Positive Emotions)

- 3.1. The counseling team can strengthen mental health education for parents through parent-child activities and emotional management workshops to enhance family support.
- 3.2. Introduce more mental health workshops, such as art therapy, mindfulness practices, and interactive activities like emotional board games, to help students feel the benefits of healthy behaviors, increasing their intrinsic motivation and participation.
- 3.3. Participate in the "Love and Respect" School Empowerment Programme to strengthen the caring atmosphere across the entire school, foster a spirit of mutual assistance, love, and support, and learn to face difficulties together.

Major Concern 2: Inherit Chinese virtues, strengthen national identity and national security education, and cultivate positive values and attitudes.

ACHIEVEMENTS

1. The APASO on "National Identity" and the average values of the stakeholder survey on "National Identity", "Correct Values and Attitudes" and "Student Self-discipline" increased compared with the previous cycle.

Stakeholder Survey	Topic	Total Agree	
		23-24	24-25
Teachers	37. The school curriculum aligns with the following learning goals: A. National Identity.	88.5%	100%
	37. The school curriculum aligns with the following learning goals: B. Proper Values and Attitudes.	92.4%	100%
	58. My students are self-disciplined and follow rules.	76.9%	78.6%

APASO	Topic	Q-value	
		23-24	24-25
Students	National Identity Recognition (Pride, Affection)	-	107
	National Identity Recognition (National Flag, National Anthem)	99	111
	National Identity Recognition (Achievements)	89	107

2. 90.7% of students believe that through various activities during the Chinese Culture Month, the weekly flag-raising ceremonies, theme activities centered on Chinese values, short films about China during assemblies, and speeches under the national flag on special days have enhanced their sense of national identity and increased their awareness and concern for national security.
3. According to the APASO data, students scored between Q-107 and Q-111 in the "National Identity Recognition" category, which is above the Hong Kong norm (90). This reflects a positive perspective among students and indicates that the school's efforts on this aspect have been effective.
4. The stakeholder survey revealed that 100% of teachers believe the school's curriculum aligns with the objectives of its "National Identity Recognition" program. This is supported by weekly assemblies that incorporate value education centered on Chinese culture, reminding students to uphold good virtues. The survey also found that nearly 90% of parents agree the school helps their children develop good character, while 79% of teachers believe students are self-disciplined and adhere to rules.

REFLECTIONS

According to the stakeholder survey, both students and parents perceive a decline in students' self-discipline and adherence to rules. Based on teacher observations, this trend is linked to the performance of specific classes.

Stakeholder Survey	Topic	Total Agree	
		23-24	24-25
Students	18. My schoolmates are self-disciplined and follow rules.	51.1%	38.7%
Parents	8. The school enables my child to be self-disciplined and to follow rules.	88%	81.9%

FEEDBACK AND FOLLOW-UP

In the upcoming school year, the focus will be on strengthening national identity education and Chinese virtues. This will be achieved by:

1. Curriculum Integration: Developing a school-based values education framework that merges the school motto with traditional Chinese virtues, explicitly outlining core values like respect and diligence in the student code of conduct.
2. Practical Activities: Promoting self-discipline and positive character through practical competitions, such as those for classroom cleanliness and orderly conduct, to help students internalize the importance of rules and responsibility.

3. Student Performance

3.1. Students' Attitude and Behavior

3.1.1. Exceptional Strengths (Q>110)

- 3.1.1.1. Physical Excellence: Students demonstrate outstanding performance in physical activities (Q=116), showing strong engagement in active programs and healthy lifestyle practices
- 3.1.1.2. Emotional Resilience: Excellent emotional management skills with minimal negative affect (Q=114) and effective anxiety coping mechanisms (Q=113)
- 3.1.1.3. Reading Engagement: Strong independent reading habits beyond curriculum requirements (Q=112)
- 3.1.1.4. Social Integration: High sense of school belonging and community connection (Q=112)

3.1.2. Solid Competencies (Q=94-111)

- 3.1.2.1. Cultural Awareness: Positive national identity development across year groups (Q=104-111)
- 3.1.2.2. Moral Understanding: Good theoretical grasp of ethical principles (Q=98)
- 3.1.2.3. Digital Control: Adequate management of technology addiction tendencies (Q=94)

3.1.3. Areas Needing Development

- 3.1.3.1. Practical Ethics: Moderate performance in applying honesty principles (Q=89) with challenges in real-life moral decision-making
- 3.1.3.2. Overall Satisfaction: School experience rating (Q=88) slightly below local average, despite strong teacher relationships and learning value recognition
- 3.1.3.3. Digital Balance: Significant struggles with leisure technology management (Q=85) indicating self-regulation needs
- 3.1.3.4. Emotional Consistency: Notable minority (18.6%) experiencing persistent negative emotions despite generally positive climate

3.1.4. Follow Up

- 3.1.4.1. Implement enhanced integrity education addressing real-world ethical applications
- 3.1.4.2. Through curricula and diversified activities, enhance students' awareness of proper IT usage and improve their self-discipline.

3.1.4.3. Strengthen counseling services with preventive and remedial emotional support measures

The data indicates students have strongly internalized physical, emotional, and social wellness principles but require additional support in practical ethics implementation, digital self-regulation, and consistent emotional management for comprehensive development.

3.2. Students' Participation and Achievements

Organisations	Competitions	Awards	Prize Winners	Class
Delia Memorial School (Broadway)	Delia Broadway Cup Dodgeball Competition	Mixed Group 2nd Runner up	Lo, Ho Tin	4S
			Kondo, Norihito Ugaddan	5L
			Montero, Caleb Emmanuel Cantiga	5L
			Lo, Sin Tin	5S
			Ellahi, Mohammad Musa	6L
			Interizo, Prince Jerold Gulle	6L
			Jocson, Gwynne Jacob Mararac	6L
			Quinto, Harry James	6L
			Khan, Mohammad Ikhlq	6S
			Cheng, Ka Yan	6L
			Noor, Roha	6L
			Ssekimwanyi, Peace Nakimwanyi	6L
			Canaveral, Alexis Jade Jorge	6S
Buddhist Wong Fung Ling College	National Day Celebration - AR Sports Triathlon Primary School Invitation	Individual Overall 4th Place	Quinto, Harry James	6L
The 17th Wan Chai District Dance Competition	Wan Chai District Arts, Cultural, Recreational and Sports Association Limited	Jazz Dance - Champion	Sachdeva, Kabir	3L
			Song, Jee Woo	3S
			Alindayu, Iyanah Jeanuard Gimeno	4L
			Bacurin, Danica Vasquez	4L
			Rachpotong, Jirachaya	5S

Organisations	Competitions	Awards	Prize Winners	Class
			Urtula, Krian Jazzibelle	4L
			Dela Cruz, Madison Drei Del Barrio	4S
			Nunag, Chelsea Kristine	4S
			Pasunon, Supissara	4S
			Illustrisimo, Caleigh Jen Baldo	5L
			Pereira, Kiana	5L
			Zhang, Zihan	5L
			Sam, Yu Sheng	5S
			Ssekimwanyi, Peace Nakimwanyi	6L
			Abuan, Cyrill Ann	6S
			So, Chi Lok	5S
			Masayu, Kaneysa Aurelia	5L
Hong Kong Arts School	Hong Kong School Drama Festival 2024/25	Award for Outstanding Performer	Chawla, Sach	3L
			Khoo, Quinton	3L
			Sachdeva, Kabir	3L
			Serrano, Daniella Louise Padriguez	3L
			Fernando, Samantha Lexielle Mallo	4S
			Masayu, Kaneysa Aurelia	5L
			So, Chi Lok	5S
International Life Creative Culture	2025 GDHKMC Student Music Competition	Primary: Handchime - 1st runner-up	Basila, Xia Shannarrah	2L
			Kim, Sarah	2L
			Shah, Muhammad Rayan	2L
			Tam, Lok Ching	2L
			Serrano, Daniella Louise Padriguez	3L
			Cheung, Yik Sze Sara	3S
			Ip, Kar Hoi Alvin	3S

Organisations	Competitions	Awards	Prize Winners	Class
			Mangat, Jessica	4L
			Zou, Hillary	4L
			Montero, Caleb Emmanuel Cantiga	5L
			Padua, Samuel Rapael	5S
			Noor, Roha	6L
			Abuan, Cyrill Ann	6S
International Life Creative Culture	2025 GDHKMC Student Music Competition	Primary: Choir - Gold Award	Salimbot, Khyrie Darci Princess	2L
			Zou, Nathaniel	2L
			Ballesteros, Aryana	3L
			Eraes, Max Gabriel	3L
			Serrano, Daniella Louise Padriguez	3L
			Cheung, Yik Sze Sara	3S
			Inigo, Athena Ysabelle Ramilo	3S
			Mabuyog, Rangelo Jorge Casten	3S
			Ng, Pak Hei Maddox	3S
			Rodriguez, Samantha Jayde	4L
			Zou, Hillary	4L
			Fernando, Samantha Lexielle Mallo	4S
			Mahardhika, Siti Shafiyyah Zahra	5L
			Shoaib, Anabiah	5L
			Khoo, Natalie	5L
			Ballesteros, Samara	5S
			Camaya, Joelle Isis Daquial	5S
			Huang, Nga Sze	5S
			Mabuyog, Jorgeanna Danielle Casten	5S
			De Leon, Aldrich Joseph Wu	6L

Organisations	Competitions	Awards	Prize Winners	Class
			Ombao, Candice Christle Coyme	6L
			Sabatha, Bianca	6L
			Abuan, Cyrill Ann	6S
			Salimbot, Kristienne Emil	6S
Hong Kong Taekwondo Jung Do Kwun	Taekwondo Poomsae Competition 2025 for Primary Schools	Poomsae Champion	Lo, Ho Tin	4S
		Poomsae elite group 2nd runner-up		
		Poomsae Champion	Kahakachchi Patabendi, Daksha Dewmini	4L
		Poomsae Champion	Padua, Samuel Rapael	5S
		Poomsae 1st runner-up	Ssekimwanyi, Peace Nakimwanyi	6L
		Poomsae 2nd runner-up	Ding, Janice	6S
		Poomsae 2nd runner-up	Mohammad, Asfiya Uzma	4L
		Poomsae 3rd runner-up	Sabath, Gibson	1L
		Poomsae 3rd runner-up	Sachdeva, Kabir	3L
		Poomsae 3rd runner-up	Fernando, Samantha Lexielle Mallo	4S
		Poomsae Merit	Tam, Lok Ching	2L
		Poomsae Merit	Maganis, Atasiah Otivar	3L
		Poomsae Merit	Chimakurthi, Sai Darshit	3S
		Poomsae Merit	Song, JeeWoo	3S
		Poomsae Merit	Choi, Yik	4L
		Poomsae Merit	Rabanillo, Knowel Aldrich Catap	4L
		Poomsae Merit	Cherukuvada, Mukunda Sri Chaitanya	4S
		Speed Kicking Champion	Naida Baduge, Senalya Thisuli De Silva	2L
		Speed Kicking 1st runner-up	Flores, Aidan Josh Siva	4L
		Speed Kicking 2nd runner up	Gayas, Jamilla Cae Menor	1L
		Speed Kicking 2nd runner up	Neugebauer, Myra C	2L
		Speed Kicking 2nd runner-up	De Belen, Nathan Lorenzo	3S

Organisations	Competitions	Awards	Prize Winners	Class
		Speed Kicking 2nd runner-up	Pandi, Hemalakshan	4L
		Speed Kicking 2nd runner-up	Corbe, Gian Gareth Labra	4L
		Speed Kicking 3rd runner-up	Tan, Ka Lam Hazel	3S
		Speed Kicking 3rd runner-up	Mohammad, Asfiya Uzma	4L
		Speed Kicking 3rd runner-up	Shahul Hameed, Jamal Shahid	4L
Asia Education Alliance	2025 Asia Inter-School Music Competition	Primary: Handchime - 1st runner-up	Basila, Xia Shannarrah	2L
			Kim, Sarah	2L
			Shah, Muhammad Rayan	2L
			Tam, Lok Ching	2L
			Serrano, Daniella Louise Padriguez	3L
			Cheung, Yik Sze Sara	3S
			Ip, Kar Hoi Alvin	3S
			Mangat, Jessica	4L
			Zou, Hillary	4L
			Montero, Caleb Emmanuel Cantiga	5L
			Padua, Samuel Rapael	5S
			Noor, Roha	6L
			Abuan, Cyrill Ann	6S
Asia Education Alliance	2025 Asia Inter-School Music Competition	Primary: Show Choir - 1st runner-up	Salimbot, Khyrie Darci Princess	2L
			Zou, Nathaniel	2L
			Ballesteros, Aryana	3L
			Eraes, Max Gabriel	3L
			Serrano, Daniella Louise Padriguez	3L
			Cheung, Yik Sze Sara	3S
			Inigo, Athena Ysabelle Ramilo	3S
			Mabuyog, Rangelo Jorge Casten	3S

Organisations	Competitions	Awards	Prize Winners	Class
			Ng, Pak Hei Maddox	3S
			Rodriguez, Samantha Jayde	4L
			Zou, Hillary	4L
			Fernando, Samantha Lexielle Mallo	4S
			Mahardhika, Siti Shafiyyah Zahra	5L
			Shoaib, Anabiah	5L
			Khoo, Natalie	5L
			Ballesteros, Samara	5S
			Camaya, Joelle Isis Daquial	5S
			Huang, Nga Sze	5S
			Mabuyog, Jorgeanna Danielle Casten	5S
			De Leon, Aldrich Joseph Wu	6L
			Ombao, Candice Christle Coyme	6L
			Sabatha, Bianca	6L
			Abuan, Cyrill Ann	6S
			Salimbot, Kristienne Emil	6S
Hong Kong Dance & Arts Association	Hong Kong Elite Dance Competition	Silver Award	Sachdeva, Kabir	3L
			Alindayu, Iyanah Jeanuard Gimeno	4L
			Nunag, Chelsea Kristine	4S
			Pasunon, Supissara	4S
			Zhang, Zihan	5L
			Sam, Yu Sheng	5S
			Ssekimwanyi, Peace Nakimwanyi	6L
			So, Chi Lok	5S
			Masayu, Kaneysa Aurelia	5L
			Chawla, Sach	3L

Organisations	Competitions	Awards	Prize Winners	Class
			Rachpotong, Jirachaya	5S
			Tam, Lok Ching	2L
			Aisha	5L
			Whitecross, Princess Sky Baran	5S

項目摘要 Project Summary	承上結餘 Balance brought forward	收入 Income	支出 Expense	結餘 Balance
政府帳 Government Funds Account				
A01 擴大營辦津貼 EOEBG				
擴大營辦津貼上年度結餘 EOEBG Surplus brought forward from previous year (A)	\$1,933,258.57			\$1,933,258.57
補貼 () 超支 Deficit transferred from ()		\$0.00	\$0.00	\$0.00
A0101 基線指標 Non-School Specific (Baseline Reference)		\$0.00	\$0.00	\$0.00
A010101 基線指標撥款 Non-School Specific (Baseline Reference) Grant		\$801,837.05	\$0.00	\$801,837.05
A010102 學校行政 School Administration		\$8,342.51	\$357,543.40	(\$349,200.89)
A010103 維修及保養 Repairs & Maintenance		\$0.00	\$114,811.72	(\$114,811.72)
A010104 傢具及器材 Furniture and Equipment		\$0.00	\$81,573.57	(\$81,573.57)
A010105 學科 Subjects		\$0.00	\$11,716.13	(\$11,716.13)
A010106 行政組 Administration Groups		\$150.00	\$15,669.08	(\$15,519.08)
A010107 供增聘文書助理 Administration Grant for Additional Clerical Assistant		\$0.00	\$114,875.97	(\$114,875.97)
基線指標餘額 Baseline Reference Surplus (B)	\$0.00	\$810,329.56	\$696,189.87	\$2,047,398.26
A0102 學校特定津貼 School Specific Allowance				
A010201 資訊科技綜合津貼 Composite Information Technology Grant		\$434,172.00	\$279,732.40	\$154,439.60
A010202 學校發展津貼 Capacity Enhancement Grant		\$420,079.00	\$287,019.50	\$133,059.50
A010203 學生輔導額外津貼 Top Up Student Guidance Service Grant		\$0.00	\$0.00	\$0.00
A010204 新來港兒童 School-based Support Scheme for Schools with Intake of Newly Arrived Children		\$49,668.00	\$0.00	\$49,668.00
A010205 行政津貼 Administration Grant/Revised Administration Grant		\$734,832.00	\$757,011.77	(\$22,179.77)
A010206 增強言語治療 Enhanced Speech Therapy Grant		\$128,325.00	\$104,073.00	\$24,252.00
A010207 成長的天空計劃 Understanding Adolescent Project (Primary) Grant		\$150,938.00	\$147,803.00	\$3,135.00
A010208 空調設備津貼 Air Conditioning Grant		\$247,500.00	\$241,833.25	\$5,666.75
A010209 校本管理額外津貼 SBM Top-up Grant		\$53,385.00	\$61,250.85	(\$7,865.85)
A010210 校本言語治療行政經常津貼 School-based Speech Therapy Administration Recurrent Grant		\$8,541.00	\$0.00	\$8,541.00
學校特定津貼餘額 School Specific Allowance Surplus (C)	\$0.00	\$2,227,440.00	\$1,878,723.77	\$348,716.23

項目摘要 Project Summary	承上結餘 Balance brought forward	收入 Income	支出 Expense	結餘 Balance
擴大營辦津貼餘額 EOEBG Surplus (A)+(B)+(C)	\$1,933,258.57	\$3,037,769.56	\$2,574,913.64	\$2,396,114.49
A02 非擴大營辦津貼 Non-EOEBG Grants				
A0201 家教會經常津貼 Committee on Home-School Co-operation Project (Setting/Subsidizing Expenses of PTA)	\$0.00	\$6,044.00	\$6,044.00	\$0.00
A0202 家校合作活動津貼 Committee on Home-School Co-operation Project (Activity)	\$0.00	\$5,760.00	\$5,760.00	\$0.00
A0203 NET行李或醫療津貼及約滿酬金 Grant Account for Fringe benefits under the Enhanced Native-speaking English Teacher Scheme	\$0.00	\$204,533.35	\$204,533.35	\$0.00
A0204 校本課後學習及支援 School-based After-school Learning and Support Programmes	\$0.00	\$57,000.00	\$57,000.00	\$0.00
A0205 地租及差餉 Other Recurrent Grants(for reimbursement of government rent and rates)	\$0.00	\$108,080.00	\$108,080.00	\$0.00
A0206 加強支援非華語學生的中文學與教 Enhanced Additional Funding - Support for NCS Students	\$351,214.35	\$1,657,264.00	\$1,649,078.11	\$359,400.24
A0207 德育及國民教育支援津貼 Moral and National Education Support Grant	\$87,443.69	\$0.00	\$33,484.79	\$53,958.90
A0208 非華語學童的銜接課程 Bridging Programme for NCS Children	\$0.00	\$0.00	\$0.00	\$0.00
A0209 在校免費午膳 Free Lunch at Schools	\$7,696.00	\$51,620.00	\$59,316.00	\$0.00
A0210 資訊科技人員支援津貼 Information Technology Staffing Support Grant	\$328,909.00	\$338,819.00	\$323,580.00	\$344,148.00
A0211 學生活動支援津貼 Student Activities Support Grant	\$0.00	\$25,200.00	\$25,200.00	\$0.00
A0212 學校社工服務津貼 SWSG	\$273,183.20	\$709,320.00	\$560,000.00	\$422,503.20
A0213 諮詢服務津貼 Consultation Service Grant	\$45,720.00	\$140,443.00	\$115,000.00	\$71,163.00
A0214 推廣閱讀津貼 Promotion of Reading Grant	\$9,496.33	\$22,059.00	\$13,548.55	\$18,006.78
A0215 學習支援津貼 Learning Support Grant	\$226,382.43	\$1,287,351.00	\$1,302,063.90	\$211,669.53
A0216 有特殊需要非華語學生支援津貼 Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs	\$168,610.18	\$213,538.00	\$262,643.09	\$119,505.09
A0217 全方位學習津貼 Life-wide Learning Grant	\$383,577.66	\$622,315.10	\$678,646.62	\$327,246.14
A0218 香港學校話劇節 HK Schools Drama Festival	\$0.00	\$3,600.00	\$3,600.00	\$0.00
A0219 資助清貧中小學生購買流動電腦裝置 Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices	\$0.00	\$0.00	\$0.00	\$0.00
A0220 校本言語治療設置津貼 School-based Speech Therapy Set-up Grant	\$0.00	\$0.00	\$0.00	\$0.00
A0221 一筆過家長教育津貼 One-off Grant on Parent Education	\$178,520.00	\$4,080.00	\$37,347.00	\$145,253.00
A0222 校園好精神一筆過津貼 One-off Grant for Mental Health at School	\$32,722.00	\$0.00	\$32,722.00	\$0.00
A0223 姊妹學校計劃 Sister School Scheme	\$46,439.60	\$165,439.00	\$64,886.18	\$146,992.42
A0224 家長學生好精神一筆過津貼 One-off Grant for Mental Health of Parents and Students	\$20,000.00	\$0.00	\$20,000.00	\$0.00
A0225 支援開設小學科學科的一筆過津貼 One-off Grant for Supporting the Introduction of Primary Science	\$350,000.00	\$0.00	\$0.00	\$350,000.00

項目摘要 Project Summary	承上結餘 Balance brought forward	收入 Income	支出 Expense	結餘 Balance
A0226 支援學校推動校園體育氛圍及MVPA60一筆過津貼 One-off Grant for Promotion of Sports Ambience and MVPA60	\$150,000.00	\$0.00	\$32,573.51	\$117,426.49
A0227 推廣中華文化體驗活動一筆過津貼 One-off Grant for Promotion Chinese Culture Immersion Activities	\$300,000.00	\$0.00	\$152,576.40	\$147,423.60
A0228 優質教育基金電子學習撥款計劃 Quality Education Fund e-Learning Funding Programme	\$0.00	\$0.00	\$0.00	\$0.00
A0229 推廣自主語文學習(英語)一筆過津貼 One-off Grant for Promotion of Self-directed Language Learning (English Language)	\$0.00	\$200,000.00	\$0.00	\$200,000.00
A0230 推廣自主語文學習(普通話)一筆過津貼 One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	\$0.00	\$200,000.00	\$23,328.00	\$176,672.00
非擴大營辦津貼餘額 Non-EOEBG Grants Surplus	\$2,959,914.44	\$6,022,465.45	\$5,771,011.50	\$3,211,368.39
A03 整合代課教師津貼 Teacher Relief Grant	\$207,647.11	\$797,940.50	\$568,076.79	\$437,510.82
A04 教職員薪金津貼 Salaries Grant	\$0.00	\$18,917,627.58	\$18,917,627.58	\$0.00
A05 非教職員強 / 公積金津貼 Employer's contributions to PF / MPF of Teaching Supporting Staff & Janitor	\$4,558.23	\$152,958.00	\$157,516.23	\$0.00
A06 教師特殊教育需要培訓津貼 Teacher Training Grant - Special Education Needs	\$0.00	\$30,281.00	\$30,281.00	\$0.00
政府帳總計 Government Funds Account Total	\$5,105,378.35	\$28,959,042.09	\$28,019,426.74	\$6,044,993.70

學校帳 School Funds

B01 非標準項目 Non-Standard Fee	\$82,106.70	\$129,914.20	\$139,095.13	\$72,925.77
學校賬上年度結餘 School Funds Surplus brought forward from previous year	\$486,977.42			\$486,977.42
B02 學生活動 Student Activities		\$470,802.42	\$469,602.42	\$1,200.00
B03 其他 Others	\$51,650.00	\$159,387.17	\$152,971.33	\$58,065.84
學校帳總計 School Funds Account Total	\$620,734.12	\$760,103.79	\$761,668.88	\$619,169.03

Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students Programme Report 24-25

ACHIEVEMENTS

1. The overall average score continues to show a slight increase, and there is a significant rise in the number of students achieving an A grade in language knowledge.
2. The Chinese Bridging Class has been effective in enhancing both the foundational Chinese skills and the interest in learning Chinese among underperforming students.
3. "Chinese Self-Improvement Program 中文自我超越計劃" has also yielded remarkable results, with 80% of students meeting or exceeding the target after the first semester test. Additionally, 70% of students showed improvement in their language scores from the second lower-semester test to the first, with 15 students improving by more than 10 points.
4. The e-learning platform caters to the needs of non-Chinese speaking students by providing many effective self-learning tools, enabling students to study independently and significantly enhancing learning efficiency.
5. 95.5% of teachers believe that professional development activities contribute to improving teaching effectiveness.
6. Through the broad range of activities in the "Integration Program 融和課程"—such as visits to the M+ Museum, the Basic Law Library, the Hong Kong Museum of History, the Central Library, the Election Information Centre, the Stonecutters Island Barracks, and the Drug InfoCentre—students have gained knowledge about Hong Kong and various community facilities.

REFLECTIONS

1. Overall performance has been affected by the lingering impacts of the pandemic, a large number of transfer students with weak foundational Chinese language skills, and students with relatively lower learning abilities.

FEEDBACK AND FOLLOW-UP

1. Pull-out classes will be arranged for grades with a higher proportion of underperforming students to provide targeted instruction, while the "Chinese Self-Improvement Program 中文自我超越計劃" continues to be implemented in other classes to support these students.

24-25學年 全方位學習津貼 運用報告
李陞大坑學校

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的全方位學習津貼運用報告或載有全方位學習津貼運用報告的學校報告上載至學校網頁。

第1項：舉辦／參加全方位學習活動

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開支 用途*	範疇 ¹ (包括學習領域、 跨學科、教育最新 發展方向，可 選擇多於一項)	評估結果	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
			級別	總參與 人數						價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有 關的經驗
1.1	本地活動：在不同學科／跨學科／課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正確的價值觀和態度													
1	校本課後體育活動	9月-6月	P.1-P.6	227	\$171,300.00	\$754.63	E1,E2,E5	體育	學生能透過活動學習更多課外體育技能及知識。	✓		✓		
2	校本課後藝術活動	9月-6月	P.1-P.6	48	\$105,870.00	\$2,205.63	E1,E2,E5	藝術（音樂）	學生能透過活動學習課程以外的音樂知識及樂器技巧。	✓		✓		
3	校本課後藝術活動	9月-6月	P.1-P.6	18	\$8,100.00		E1,E2,E5	藝術（視藝）	學生能透過活動學習更多有關視覺藝術技巧及知識。	✓		✓		
4	校本課後藝術活動	9月-6月	P.1-P.6	14	\$50,725.00		E1,E2,E5	藝術（其他）	學生能透過活動學習更多表演藝術技巧及知識。	✓		✓		
5	STEAM	9月-6月	P.1-P.6	287	\$9,008.20		E1,E2,E5	跨學科（STEM）	學生能透過活動學習與STEAM相關學科課程以外的知識。	✓				
6	其他學習經歷	1月/6月	P.1-P.6	287	\$83,687.80	\$291.60	E1,E2,E5	跨學科（其他）	學生能透過其他學習經歷活動學習更多學科課程以外的知識及與生活相關技能。	✓	✓	✓	✓	
7	主題學習日	1月/6月	P.1-P.6	287	\$16,384.00	\$57.09	E1,E2,E5	跨學科（其他）	學生能透過主題學習日學習更多與學習宗旨相關的不同主題知識及技巧。	✓				✓
（如空間不足，請於上方插入新行。）														
				第1.1項總開支	1,168	\$445,075.00								
1.2	境外活動：舉辦或參加境外活動／境外比賽，擴闊學生視野													
1														
2														
3														
4														
5														
（如空間不足，請於上方插入新行。）														
				第1.2項總開支	0	\$0.00								
				第1項總開支	1,168	\$445,075.00								

註1： 因應教育最新發展和學生需要，學校可適切運用全方位學習津貼，加大力度推動愛國主義教育、STEAM教育及學生精神健康。

第2項：購買其他推行全方位學習所需的設備、消耗品、學習資源

編號	項目	用途	實際開支 (\$)
1	校本課後活動	設備及消耗品	\$30,731.40
2	STEAM	設備及消耗品	\$27,274.40
3	其他學習經歷	設備及消耗品	\$4,711.10
4	主題學習日	設備及消耗品	\$1,426.50
5	多元智能活動	設備及消耗品	\$868.10
（如空間不足，請於上方插入新行。）			
第2項總開支			\$65,011.50
第1及第2項總開支			\$510,086.50

第3項：受惠學生人數

全校學生人數：	287
受惠學生人數：	287
佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人姓名：	Chor Chun Kit
職位：	ECA panel head

* 輸入下表代號；每項開支可填寫多於一個代號：			
E1	活動費用（報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等）	E6	學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
E2	交通費	E7	設備、儀器、工具、器材、消耗品
E3	境外交流／比賽團費（學生）	E8	學習資源（例如學習軟件、教材套）
E4	境外交流／比賽團費（隨團教師）	E9	其他（請說明）
E5	專家／導師／教練費用		

2024/25 學年校本課後學習及支援計劃
校本津貼—活動報告表

學校名稱： _____ 李陞大坑學校

負責人姓名： _____ 左振傑 聯絡電話： _____ 25775188

A. 校本津貼實際受惠學生人數(人頭)共 44 名(包括 A.領取綜援人數： 15 名，B.學生資助計劃全額津貼人數： 29 名及 C.學校使用酌情權而受惠的清貧學生人數： 0 名)

B. 受資助的各項活動資料

*活動名稱／類別	參加合資格學生人數#			平均 出席率	活動舉辦時期 ／日期	實際開支 (\$)	評估方法 (例如：測驗、問卷等)	合辦機構／服務 供應機構名稱 (如適用)	備註(例如：學生的 學習及情意成果)
	A	B	C						
功課輔導	9	5	0	90%	9/2024-5/2025	\$18,000	／	／	／
舞動合唱團	0	2	0	87%	9/2024-5/2025	\$2,600	／	／	／
非撞式欖球	0	1	0	94%	9/2024-5/2025	\$1,300	／	中國香港欖球總會	／
爵士舞	0	3	0	86%	9/2024-5/2025	\$3,900	／	／	／
跆拳道	3	11	0	86%	9/2024-5/2025	\$18,200	／	香港跆拳道正道館	／
板球	0	1	0	87%	9/2024-5/2025	\$1,300	／	中國香港板球總會	／
P3-6 小提琴：高	0	1	0	85%	9/2024-5/2025	\$1,300	／	／	／
光劍	1	2	0	73%	9/2024-5/2025	\$3,900	／	Zerrin Mackey Limited	／
P3-6 排球(男)	1	2	0	85%	9/2024-5/2025	\$3,900	／	／	／

*活動名稱／類別	參加合資格學生人數#			平均 出席率	活動舉辦時期 ／日期	實際開支 (\$)	評估方法 (例如：測驗、問卷等)	合辦機構／服務 供應機構名稱 (如適用)	備註(例如：學生的 學習及情意成果)
	A	B	C						
棍網球	0	1	0	80%	9/2024-5/2025	\$1,300	／	中國香港棍網球總會	／
結他	1	0	0	88%	9/2024-5/2025	\$1,300	／	／	／
活動項目總數：_____ 11									
@學生人次	15	29	0		總開支	\$57,000			
**總學生人次	44								

備註：

* 活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀／戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交／溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A) + (B) + (C)的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

C. 計劃成效

整體來說，你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機	✓					
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感	✓					
個人及社交發展						
f) 學生的自尊心		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作		✓				
k) 學生對求學的態度		✓				
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的 整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動		✓				
o) 學生的歸屬感		✓				
p) 學生對社區的了解		✓				
q) 你對學生參與社區活動的整體 觀感		✓				

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題／困難

(可在方格上「✓」超過一項)

- ☐ 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- ☐ 難以甄選合適學生加入酌情名額；
- ☐ 合資格學生不願意參加計劃(請說明其原因：_____)
- ☐ 伙伴／提供服務機構提供的服務質素未如理想；
- ☐ 導師經驗不足，學生管理技巧未如理想；
- ☐ 活動的行政工作明顯地增加了教師的工作量；
- ☐ 執行教育局對處理撥款方面的要求感到複雜；
- ☐ 提交報告的要求感到繁複及費時；
- ☐ 其他(請說明)：_____

E. 學生及家長有否對校本津貼資助活動提供意見？他們是否滿意計劃的服務？（可選擇填寫）

A	本學年獲發撥款：	\$25,200.00
B	本學年總開支：	\$25,200.00
C	須退還教育局餘款（A - B）：	\$0.00

學生類別	受惠學生人數	資助金額
綜合社會保障援助	16	\$8,356.00
學校書簿津貼計劃－全額津貼	41	\$16,844.00
校本評定有經濟需要	0	\$0.00 (上限為全學年津貼金額的25%)
總計	57	\$25,200.00

[illegible]

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)				
					價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關 的經驗
(如空間不足，請於上方插入新行。)									
第2項總開支			0	\$0.00					
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									
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			0	\$0.00					
總計			0	\$25,200.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

學生活動支援津貼聯絡人（姓名、職位）：	左振傑(活動主任)
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Teacher Capacity Enhancement Grant Report 24-25

ACHIEVEMENTS

1. Hire an after-school tutor:
 - 1.1. 100% of the teachers felt that the workload had been reduced. 91.7% of the teachers (54.2% strongly agreed, 37.5% agreed) thought that hiring an after-school tutor would help teachers reduce their workload
2. Hire an English writer to read the score in school
 - 2.1. 100% of the English teachers agreed that reading and engaging with English writers within the school environment can enhance teaching efficiency and alleviate workload.
 - 2.2. Engagement with writers at school enabled students to develop a deeper understanding of the significance of healthy food, thereby improving the overall effectiveness of both learning and teaching.
3. Additional clerical assistants:
 - 3.1. Additional administrative staff were recruited to assist in school administration, so that teachers could focus on curriculum development, student care and teaching.
 - 3.2. 92% of the teachers (54.2% strongly agreed and 37.5% agreed) thought that the addition of clerical assistants would reduce the workload.
4. Teacher professional training overview:
 - 4.1. Professional training provided for teachers on the "Integrated Wellness Program" has yielded highly positive results. 95.5% of teachers indicated that internal collaborative lesson planning and external life education workshops were effective in enhancing cross-curricular materials and designing meaningful school-based extensions.
 - 4.2. Through professional exchange and collaboration on Teacher Development Day and on-campus training programs on the "T-Standard" and "Professional Values and Ethics for Teachers," teachers have been able to share teaching experiences and resources, enhance teaching skills, and pursue personal and student growth. Teacher training also included sharing of the EDB & HKU STAR platform for "Student Self-Selected Assessment" and STEAM activities by the Centre of Excellence (CoE) for Information Technology Education.
 - 4.3. All teachers participated in the Learning and Teaching Expo 2024. Through keynote speeches, workshops, and product demonstrations, teachers collaboratively explored educational topics such as innovative teaching practices, technology applications, and student-teacher development.

REFLECTIONS

1. Due to economic factors, the resignation rate of tutors for after-school homework is relatively high.
2. The storytelling session could have been more engaging.
3. Due to a reduction in administrative staff, the workload of the school administration office is heavy.
4. To develop a school-based Positive Life Programme, teachers should gain a better understanding of national and citizen security education to enhance their teaching skills and professional competence
5. The allocated budget for music teacher training was not utilised because the teachers participated in free professional development opportunities, and no suitable paid courses could be arranged due to scheduling conflicts.

FEEDBACK AND FOLLOW-UP

1. Increase the salary of the tutor for after-school homework to stabilize the team.
2. To help students connect more deeply with the topic of healthy lifestyles and enhance their learning, teachers will collaborate with the author to implement various storytelling formats, such as workshops and games, to make the lessons more interactive and align them with the learning pack worksheets on healthy habits.
3. Review and optimize the division of labor and arrangements for administrative work.
4. Professional Development: Strengthen the training of teachers in optimizing the incorporation of national and national security education promoting components within the Positive Life Education program.
5. It is recommended to review music teachers' training needs next year and adjust the budget accordingly.

Promotion of Reading Grant Report 24-25

TARGET

1. To enhance students' learning from reading.
2. To enhance school-based reading environments, reinforce students' motivation in reading, and make sure students enjoy reading and their reading skills are developed.

DETAILS OF EXPENSES

	Items	Expense (\$)
1.	Purchase books:	
	1.1. Books for different subjects	\$8,791.25
2.	Reading activity:	
	2.1. General Studies: Pay for an English online newspaper	\$2,000.00
	2.2. Hold various reading activities to enhance reading skills(e.g. Rainbow Reading Award Scheme, Basic Law Library visit, and Hong Kong Central Library visit)	\$2,757.30
	2.3. Epic School Plus Online Reading Platform	\$0
3.	Others:	
	3.1. Chinese history and cultures	\$0
	3.2. Online reading and reading activities in English	\$0
	3.3. Broadcast Chinese ETV: to promote reading during lunchtime on Chinese Days	\$0
	3.4. Promote Morning Reading Scheme and arrange for students to engage in self-reading, increase the duration of morning reading and to raise the frequency and quality of reading	\$0
	3.5. Shopping for Books Scheme: to increase the frequency of reading in the library	\$0
	3.6. Book Fair: to raise interest in self-reading	\$0
Total Amount		<u>\$13,548.55</u>
Balance		\$18,006.78

姊妹學校交流報告書

2024 /2025 學年

學校名稱：	李陞大坑學校		
學校類別：	小學 (*請刪去不適用者)	負責老師：	李紅梅

本學年已與以下內地姊妹學校進行交流活動：	
1.	江門市蓬江區發展小學
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（已舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☒ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☐	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☐	增強語言/表達/溝通能力
G7	☒	書信交流	H7	☐	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☒	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☐ 完全達到	I2 ☒ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面（未有舉辦）(*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明)：	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明)：

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下：		
編號	☒	監察/評估方法
M1	☐	討論
M2	☒	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☒	報告
M8	☐	其他(請註明)：

全年財政報告：			
編號	☒	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$41,238
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$
N3	☐	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的 20%)	HK\$
N4	☐	視像交流設備及其他電腦設備的費用	HK\$
N5	☒	交流物資費用	HK\$23,298.18
N6	☐	在香港進行交流活動時的茶點開支(註：不可超過學年津貼額的 2%)	HK\$
N7	☐	老師的一次入出境簽證的費用(註：不可超過學年津貼額的 1%)	HK\$
N8	☒	其他(請註明)：學生簽證	HK\$350
N9	☒	學年總開支	HK\$64,886.18
N10	☐	沒有任何開支	不適用
反思及跟進：			

編號	☒	內容
O1	☒	有關交流活動的層面 <i>【如適用，請註明】</i> 參與姊妹學校心理健康團建活動，學生領略團隊合作的重要；拔河比賽增進學校間的友誼！
O2	☒	有關交流活動的形式/內容 <i>【如適用，請註明】</i> 乒乓球班交流，促進彼此的認識
O3	☒	有關交流活動的時間安排 <i>【如適用，請註明】</i> 兩日一夜，時間安排適切
O4	☒	有關交流活動的津貼安排 <i>【如適用，請註明】</i> 合宜
O5	☒	有關承辦機構的組織安排 <i>【如適用，請註明】</i> 安排得當
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_____人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	<u>24</u> 人次
P3	☐	本校學生參與交流的總人次	_____總人次
P4	☒	本校教師參與交流的總人次	<u>3</u> 總人次
P5	☒	本校學校管理人員參與交流的總人次	<u>2</u> 總人次

備註：

School's Implementation of the "Whole School Approach" Model of Integrated Education: Policies, Resources, and Support Measures
(2024/ 2025 Academic Year)

1. Policy	1.1. Our school is committed to fostering an inclusive culture and supporting students with special educational needs (SEN) using the "Whole School Approach" model. Through resource allocation, we provide appropriate and diversified support services to enhance students' learning effectiveness and assist their integration into school life. 1.2. The school emphasizes home-school cooperation, establishing a regular communication mechanism to discuss strategies for supporting students together with parents through various channels.
2. Resources	2.1 To support students with special educational needs (SEN) and those with lower academic achievement, our school receives additional resources allocated by the Education Bureau: 2.1.1 Learning Support Grant (LSG), used to hire two additional teaching assistants; 2.1.2 School-based Educational Psychology Service ; 2.1.3 Enhanced School-based Speech Therapy Service ; 2.1.4 Outsourced literacy training; 2.1.5 Outsourced social skills training groups.
3. Support Measures and Resource Utilization	Our school provides the following support measures for students with special educational needs (SEN) and those with lower academic achievement; 3.1. Appointment of a Special Educational Needs Coordinator (SENCO), dedicated to supporting students with SEN; 3.2. Establishment of a Student Support Team (SST). The Principal acts as an advisor. Members include the Vice-Principal, SENCO, Special Educational Needs Support Teacher (SENST), class teachers, subject teachers, support teachers, school social worker, educational psychologist, and school-based speech therapist. 3.3. Professional Support 3.3.1. School-based Educational Psychologist (EP) 3.3.1.1. For this school year, Ms. Wong Lok Yiu, the EDB School-based Educational Psychologist, is stationed at the school for approximately 19 days throughout the year. She conducts student assessments, lesson observations, interview, provides teacher training, and offers consultation on cases and Individualized Education Plans (IEP). She also conducts regular interviews with parents; 3.3.2. Speech Therapy Service 3.3.2.1. For this school year, an outsourced "Speech Therapy Service" is provided for a total of 144 hours, offering support and training services for students with speech impairments. 3.3.3. School-based Social Worker Support 3.3.3.1. The school-based social worker supports the handling of urgent and non-urgent cases, conducts regular interviews with students and parents, and assists in referring students with special needs to appropriate therapies.

	3.3.3.2. Regular support is provided to parents of students with SEN through "Sunshine Calls" (friendly check-in calls). 3.3.3.3. Implementation of a "Big Brother/Big Sister" program to provide adaptation and peer support for junior primary students.
	3.4. Academic Support 3.4.1. Self-Transcendence Class: Addresses the individual needs of students with weaker Chinese Language and Mathematics abilities using self-directed learning platforms to improve subject proficiency. 3.4.2. Open English: provides a foundational English course for students starting from near zero proficiency to strengthen their English learning foundation. 3.4.3. Reading is Fun: Enhances the reading level of students with weaker English learning abilities. 3.4.4. Chinese Bridging Class: Provides a foundational Chinese course for students starting from near zero proficiency to strengthen their Chinese learning foundation 3.4.5. Chinese and Mathematics Enrichment Class: Consolidates classroom learning after school for students with specific learning difficulties in primary 2 to 6. 3.4.6. "After-school Homework Tutoring Class": Provides tutoring in Chinese and Mathematics for students with lower academic achievement across the school. 3.5. Group Support 3.5.1. Outsourced "Joyful Leaping & Movement" attention training group service to enhance self-discipline in students with Attention Deficit / Hyperactivity Disorder (ADHD). 3.5.2. Outsourced "Reading with Ease & Pleasure" group service, where speech therapists provide appropriate training for students with dyslexia. 3.5.3. Outsourced "Playing with Brain Friends" group service, where clinical psychologists use psychological assessment, counseling, or other therapeutic methods to address students' learning, emotional, and behavioral issues, and assist parents in understanding their children's abilities and needs for better communication and parenting strategies. 3.5.4. Outsourced "Fine Motor Skills Training" group service, where occupational therapists conduct various hand function training activities to improve students' finger strength, bilateral/hand-eye coordination, finger dexterity, pencil grip, and pen control, thereby enhancing writing skills and overall self-care abilities. 3.5.5. Outsourced "Interest Groups" service to allow students to develop diverse potentials, build confidence, and foster learning interests. 3.5.6. "Executive Skills Group" for primary 1 to 3 to enhance self-control and executive functioning. 3.5.7. "Lego Master" group for students with autism in primary 1 to 3, using LEGO bricks as a medium. Combined with structured group play, it creates a natural social environment to stimulate social communication among students. 3.5.8. School-wide participation in the "Tiered Support for Students with Autism" plan 3.5.8.1. This school year, participation in Part 1 of the EDB's "AIM Project": Cross-professional on-site support. An educational psychologist leads a cross-professional support team to the school to assist the school support system and enhance team effectiveness through meetings or practical guidance.

	3.5.8.2. Part 2 of the "AIM Project" co-organized by the EDB and Tung Wah Group of Hospitals: Group training services providing social adaptation and emotional training for students with autism.
3.6.	Individual Support
3.6.1.	Development of "Individualized Education Plans" (IEPs) for Tier 3 support cases.
3.7.	Other School-based Policies
3.7.1.	Provision of learning, homework, and assessment accommodations for students in need. Student learning performance and outcomes are recorded through classroom observations, including after-school group training. Parents are informed promptly, or meetings are arranged with group tutors/other professionals (e.g., school-based speech therapist, school-based educational psychologist) to discuss student progress.
3.7.2.	Use of a "One-Page Profile" to help teachers understand the characteristics and background of students with special learning needs early on.
3.7.3.	Utilization of early identification meetings in Primary 1 to discuss and identify students with special needs for early support and assessment arrangements.
3.7.4.	Facilitation of home-school and parent-to-parent communication and cooperation through Parent Days and information exchange platforms.
3.7.5.	Provision of various talks, training sessions, group training, and workshops for parents and students. These help parents understand the learning characteristics and needs of children with SEN, learn different strategies and methods to support their children, and help students understand and accept their peers, promoting an inclusive culture.
3.7.6.	The school also organizes school-based training workshops or seminars and encourages staff to participate in various special education training courses, enrolling in basic, advanced, and thematic courses on catering to diverse learning needs.