



# **Pope Paul VI College**

## **Annual School Plan**

**School Year 2024-2025**

## **SCHOOL VISION AND MISSION**

Pope Paul VI College, established in 1969, is a Catholic EMI subsidized secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

Our school aims to develop the full potential of the students by means of an integrated education based on Christian values, especially universal love and service. We help our students to acquire knowledge and skills, learn to think critically and independently and live a meaningful life so that they can make their contribution to society and the world as responsible individuals.

Our school motto is “**Love and Service**”.

## **MAJOR CONCERNS FOR 2024-2025**

### **1. Promoting students' motivation through positive feedback and recognition**

透過正面的回饋和表揚來推動學生的積極性

### **2. Developing students' time management skills**

培養學生時間管理技能

## Major Concern 1: Promoting students’ motivation through positive feedback and recognition

**Briefly list the feedback and follow-up actions from the previous school year:**

- The school will provide additional resources for students to build confidence and leadership skills needed for peer-teaching activities
- Teachers will encourage student participation in recognition programs and platforms like morning assemblies to celebrate achievements
- The school will introduce more reading activities across subjects to support students in developing independent learning habits

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Create a learning environment that encourages motivation and enthusiasm for learning	Implement peer-teaching programs such as “PPVIC SpeakUp” that encourages students to support each other, fostering a collaborative learning environment	<ul style="list-style-type: none"> <li>- Over 60% of students agree that peer teaching helps them gain recognition and confidence</li> <li>- Teachers report a collaborative learning atmosphere with active student engagement</li> </ul>	Student and Teacher Surveys  Teacher Observations	Whole Year	Heads of all KLAs  ECA Section Head  L&T Committee Head	Reservation of SAC and PA system  Coordination of lunch time events
	Showcases students' achievements in various platforms in School 55th Anniversary Open Day, Musical and Science Week	<ul style="list-style-type: none"> <li>- 70% of students feel a sense of pride and accomplishment after presenting their work</li> <li>- Over 70% of teachers agree that showcased works are of high standard and reflect in-depth understanding of topics</li> <li>- Students report increased confidence and motivation after presenting their work</li> </ul>	Focus group interviews  Student Participation Data  Event Feedback Forms		Heads of AE KLA, SE KLA, TE KLA  Publicity Committee Head	Event decoration material  Social media management tool  E-learning tools
	Provide extension on academic subjects to let students explore more interest from the subject knowledge	<ul style="list-style-type: none"> <li>- Students show increased curiosity and willingness</li> <li>- Students engage in deeper discussions and show interest in pursuing advanced topics</li> </ul>	APASO III analysis  Stakeholder Survey		Heads of ELE KLA, CSD, SE KLA and TE KLA	Fees for external competitions  Reference books and online materials

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
Foster a praising school culture where achievements at all levels are recognized and celebrated	Design appreciation cards to recognize students' efforts in participating in different activities	<ul style="list-style-type: none"> <li>- Over 70% of students feel appreciated and supported</li> <li>- Over 70% of parents express satisfaction with school's recognition practices</li> </ul>	Student and Teacher Surveys  Teacher Observations  Focus group interviews	Whole Year	Counselling Team Head  PTA Head	Budget for appreciation cards
	Implement student award scheme to praise students' good behaviors	<ul style="list-style-type: none"> <li>- Increase in positive behaviors reported by class teachers</li> </ul>	Student Participation Data		Values Education Committee Head	Budget for student rewards
	Encourage teachers to provide positive feedback and recognition during lessons and extracurricular activities	<ul style="list-style-type: none"> <li>- Teachers agree that their awareness of providing positive feedback has increased.</li> </ul>	Event Feedback Forms		Staff Development Committee Head	Professional development workshops
	Organize more student-led opportunities in school events such as Admission Talk, Staff Development and Parents' Day to highlight student accomplishments and foster a culture of praise	<ul style="list-style-type: none"> <li>- Over 70% of students and teachers agree that highlighting student accomplishments enhances motivation</li> <li>- Positive feedback from students and teachers</li> </ul>	APASO III analysis  Stakeholder Survey		Publicity Committee Head  Discipline Committee	Award certificates for students

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
Promote more reading opportunities for students	Implement more 'Drop Everything and Read' (DEAR) time to read a broad variety of English books covering different subjects	<ul style="list-style-type: none"> <li>- Students show enjoyment in reading activities during DEAR time</li> <li>- Teachers observe improved engagement and participation during reading sessions</li> </ul>	<p>Teacher and student feedback</p> <p>Student reading logs</p>	Whole Year	<p>Heads of all KLAs</p> <p>Learning and Teaching Committee Head</p>	<p>Reading materials</p> <p>Logbooks for reading records</p>
	Integrate reading elements into the curriculum	<ul style="list-style-type: none"> <li>- Teachers integrate subject-specific reading materials into lessons.</li> <li>- Students demonstrate improved literacy and better understanding of interdisciplinary topics</li> </ul>	<p>Teacher observations</p> <p>Stakeholder Survey</p>			

## Major Concern 2: Developing students' time management skills

**Briefly list the feedback and follow-up actions from the previous school year:**

- The school will help students develop effective time management strategies and prioritize tasks.
- Students will be encouraged to participate in self-directed learning by setting personal goals and tracking their progress through regular reflection sessions.
- The school will implement structured activities such as study groups and peer mentoring to support students in balancing their academic and extracurricular commitments effectively

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Equip students with the skills and tools to manage their time effectively	Conduct student workshops during SDL lessons on time management techniques to help students master these techniques	<ul style="list-style-type: none"> <li>- Students demonstrate skills in seeking help when they encountered learning difficulties</li> <li>- Teachers report improvement in student time management abilities</li> </ul>	Student self-evaluation surveys  Teacher observations	1st term	Learning and Teaching Committee Head	/
	Implement S.1 after-school sessions to complete homework and other tasks	<ul style="list-style-type: none"> <li>- Significant improvement in S.1 late assignment records</li> </ul>	Focus Group Interview			After-school sessions
	Educate students time management on iPads and provide strategies to reduce screen time	<ul style="list-style-type: none"> <li>- Over 70% of students agrees that they have a better understanding in strategies to reduce screen time</li> </ul>	Class teacher feedback	IT Committee Head	Media Literacy Talk	
	Revise the BYOD policy to prioritize educational use and minimize distractions	<ul style="list-style-type: none"> <li>- 10% reduction in the number of violations of the BYOD policy</li> </ul>	Review of DC records and late assignment records	Whole Year	Discipline Committee Head	/
	Implement awards schemes to encourage students to improve their time management skills in punctuality	<ul style="list-style-type: none"> <li>- 10% reduction in the number of late records</li> </ul>	APASO III analysis			Budget for awards

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
Cultivate a sense of connectedness	Organize more house activities and class activities to encourage teamwork spirit	<ul style="list-style-type: none"> <li>- Over 70% of students feel more connected with their peers</li> <li>- Over 70% of teachers report improved teamwork among students</li> </ul>	Teachers' feedback  School-based surveys  Event feedback form  APASO III analysis  Stakeholder Survey  Post-trip student sharing  Alumni feedback surveys	Whole Year	ECA Section Head  Advisors of SA  VP II	Budget for activities
	Introduce a daily closing activity consisting of the 'Glory Be' prayer followed by a High-Five clapping activity to promote unity spirit	<ul style="list-style-type: none"> <li>- Over 80% of students report feeling more united and positive</li> <li>- Teachers observe an improvement in students' enthusiasm and sense of belongings</li> </ul>			Religious Team Head  VP III	Coordination in the PA system
	Empower student leaders to develop their sense of belonging and leadership	<ul style="list-style-type: none"> <li>- Positive feedback from event attendees about student leaders' engagement</li> </ul>			Publicity Committee Head  National Education Team Head	Leadership training camp
	Organize overseas study trips, (such as the mainland cultural trip, iGEM Trip and the Tokyo Maker Faire) to enhance students' global perspectives and foster cross-cultural connections	<ul style="list-style-type: none"> <li>- Positive feedback from participants regarding the educational value and personal connections made</li> </ul>			Heads of SEKLA and TEKLA  VP I	Budget for trip organization
	Enhance alumni engagement through initiatives such as the creation of a School History Gallery and involving alumni in after-school tutorial sessions and careers mentorship programme	<ul style="list-style-type: none"> <li>- Over 70% of students report benefiting from alumni participation in tutorials and career sessions</li> <li>- Alumni feedback indicates increased connection to the school</li> </ul>			Careers Section Head  VP III	/



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Encourage students to develop and maintain healthy physical and mental habits	Launch healthy eating campaigns, sleep hygiene workshops, and fitness challenges to encourage healthy habits	<ul style="list-style-type: none"> <li>- Over 70% of students report improved awareness of healthy habits.</li> <li>- Teachers observe increased participation in health-related activities by at least 60% of students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>School-based surveys</li> <li>APASO III analysis</li> <li>Stakeholder Survey</li> </ul>	Whole Year	Health Promotion Team Head	Health-related workshops and seminars
	Create award schemes where students earn points for healthy behaviors that are redeemable for rewards	<ul style="list-style-type: none"> <li>- Over 65% of students show increased participation in healthy behavior initiatives</li> <li>- Positive feedback from 70% of students about the reward system</li> </ul>			Discipline Committee Head	
	Promote more physical exercise such as organizing recess and lunch exercises and providing suitable sports equipment for students use	<ul style="list-style-type: none"> <li>- Over 70% of students report increased physical activity during school hours</li> <li>- Teachers observe improved student energy and focus during class</li> </ul>			Health Promotion Team Head	Budget for sports equipment, organizational support for activities
	Introduce a moment of silence in different occasions (such as following each assembly) to calm their minds and promote mental well-being	<ul style="list-style-type: none"> <li>- Over 75% of students report feeling more relaxed and mentally focused this year</li> <li>- Teachers observe improved student behavior and attentiveness</li> </ul>			Head of PE KLA	/

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

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

Contact Telephone No. 24208155

A. The estimated number of students (count by heads) benefitted under this Programme is 93 (including A. 26 CSSA recipients, B. 55 SFAS full-grant recipients and C. 12 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Visits: 2024 Tokyo MakerFaire	<ul style="list-style-type: none"> <li>- To encourage students to explore and engage with innovative technologies</li> <li>- To foster creativity and collaboration among students</li> <li>- To enhance students' presentation skills in an international setting</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback from escort teachers</li> <li>- Participants demonstrate improved teamwork and problem-solving skills</li> <li>- Participants are able to present their projects confidently at MakerFaire</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' feedback</li> <li>- Presentation sharing</li> </ul>	18/9/2024 to 22/9/2024	0	2	3	\$15000	

Language Training: English Tutorials (S.2)	<ul style="list-style-type: none"> <li>- To boost students' confidence in learning English</li> <li>- To consolidate students' foundation in English</li> </ul>	<ul style="list-style-type: none"> <li>- Participants become more confident in learning English.</li> <li>- Students have made improvement in the assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Tutor's feedback</li> <li>- Assessment</li> </ul>	2/10/2024 to 18/12/2024	3	5	0	\$2000	Ms Chan Wing Hei
Language Training: English Tutorials (S.3)	<ul style="list-style-type: none"> <li>- To boost students' confidence in learning English</li> <li>- To consolidate students' foundation in English</li> </ul>	<ul style="list-style-type: none"> <li>- Participants become more confident in learning English.</li> <li>- Students have made improvement in the assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Tutor's feedback</li> <li>- Assessment</li> </ul>	2/10/2024 to 18/12/2024	3	5	0	\$2000	Ms Chan Hoi Kei

<p>Visits: 2024 Paris I- GEM Competition</p>	<ul style="list-style-type: none"> <li>- To widen student's exposure to biotechnology researches</li> <li>- To strengthen student's investigative study skills</li> <li>- To enhance student's confidence in learning new biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>- Participants exposure to biotechnology researches is widened</li> <li>- Participants' investigative study skills is strengthened</li> <li>- Participants become more confident in learning new biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher's feedback</li> <li>- Participant's feedback</li> </ul>	<p>18/10/2024 to 29/10/2024</p>	<p>1</p>	<p>1</p>	<p>0</p>	<p>\$8000</p>	
<p>Art /Culture activities: School Orchestra</p>	<ul style="list-style-type: none"> <li>- To develop students' potential in playing musical instruments</li> <li>- To boost students' self-confidence</li> <li>- To cultivate students' co-operation with others</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are able to play the musical instruments individually and together with all other members.</li> <li>- Participants become more confident and develop team spirit through performances and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Tutor's assessment</li> </ul>	<p>September 2024 to July 2025</p>	<p>4</p>	<p>12</p>	<p>4</p>	<p>\$40000</p>	<p>Music Vibration Academy Limited</p>

Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	To consolidate students' foundation in Mathematics  To boost students' confidence in learning Mathematics	Students have made improvement in the assessments.  Participants become more confident in learning Mathematics	Internal school assessments  Tutor's feedback	October 2024 to May 2025 arranged in three phases	10	10	0	\$8000	Ms. Chan Hoi Ning Ms. Kwok Sze Wing Ms. Liu Choi Yuk Ms. Suen Man Yan Ms. Wong Man Hei
Leadership Training Camp	To strengthen the leadership skills and confidence of the potential school leaders (School Prefects & Counselling Team Assistants)	Participants' leadership skills and confidence is strengthened.	Participants' feedback  Advisors' observation	July 2025	5	20	5	\$18000	To be confirmed
<b>Total no. of activities: 7</b>				<b>@No. of man-times</b>	26	55	12		
				<b>**Total no. of man-times</b>	93				

Note:

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

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

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

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

**Plan on Use of Capacity Enhancement Grant  
2024-25 School Year**

Means by which teachers have been consulted: Subject Panel Meetings and Staff Meetings, plans proposed by Subject Panel Chairpersons

No. of operating classes: 24

<b>Task Area</b>	<b>Strategies/Tasks</b>	<b>Benefits Anticipated</b>	<b>Time Scale</b>	<b>Budget</b>	<b>Evaluation Strategies</b>	<b>People</b>
Curriculum development and coping with diverse learning needs of students	<ul style="list-style-type: none"> <li>• To employ a full-time Teaching Assistant (TA) for Careers Section (CS) and Extra-curricular Activities Section (ECA) to:                             <ul style="list-style-type: none"> <li>○ Assist the clerical work related to CS and ECA activities</li> <li>○ Go on outings with students for learning activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can be relieved from some of their workload and can concentrate on developing effective learning and teaching strategies to enhance learning and teaching</li> </ul>	From 1-9-2024 to 31-8-2025	\$220,000	Evaluation by CS and ECA that the relevant strategies have: <ul style="list-style-type: none"> <li>• Relieved teachers' workload so that teachers can concentrate on improving learning and teaching strategies</li> <li>• Offer support in clerical work</li> </ul>	Ms. Winnie Cheung (Careers Section Mistress)  Ms. Stella Chan (ECA Section Mistress)

**Plan on the Use of the Promotion of Reading Grant  
2024-25**

The major objectives for Promotion of Reading: benefitting students' learning with subject-related print books, e-books, and creating a reading culture.

Item	Estimated Expenses (\$)
<b>1 Purchase of books</b>	
✓ Printed books *(Includes library books purchased by subject panel heads and Teacher Librarian)	41,220
✓ e-Books	25,000
<b>2 Web-based Reading Schemes</b>	
<input type="checkbox"/> e-Read Scheme	
<input type="checkbox"/> Other scheme : _____	
<b>3 Reading Activities</b>	
✓ Hiring writers, professional storytellers, etc. to conduct talks	9,000
✓ Hire of service from external service providers to organise student activities related to the promotion of reading	3,000
✓ Subsidising students for their participation in and application for reading related activities	4,000
<b>4 Other</b>	
✓ Purchase of printed magazines	2,500
<b>Total</b>	<b>84,720</b>

**Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education**  
**2024-25 School Year**

I. Policy	<p>Our school is committed to developing an inclusive culture through the Whole School Approach to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to school life.</p> <p>We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.</p>
II. Resources	<p>To facilitate our school's support to students with SEN, the following special grant is provided by the Education Bureau:</p> <p>Learning Support Grant</p>
III. Support measures and allocation of resources	<p>Students with SEN are provided with the following support measures:</p> <p>The SEN Support Team headed by the Special Educational Needs Coordinator is established. Case meetings are held with class teachers, the examination co-ordinator, subject teachers, the School Social Workers and the Educational Psychologist.</p> <p>Educational Psychologist stations at the school twice per month to provide school-based support services.</p> <p>Adjusted homework strategies are provided to students in need.</p> <p>Special examination accommodation is provided to students in need.</p> <p>Part-time teaching assistants are employed to provide tutorials on weekdays after-school and during school holidays.</p> <p>A full-time student counsellor is employed to help implement Individual Education Plan (IEP) and conduct small group activities and workshops on school days.</p> <p>Training programmes such as speech therapy, emotional management programme and social skill training programmes are held to cater for the individual needs of students.</p>



Regular contacts with the parents concerned are maintained to report students' learning performance and to enlist their support in alignment with the school measures.

Teachers are encouraged to take specific training geared towards the particular special educational need of students in the school.

Educational Psychologists or experienced teachers are invited to conduct school-based staff development workshops.

Useful web links or resources related to teaching strategies for SEN students are shared among teachers.

Experienced social workers from NGOs are invited to conduct school-based interactive learning activities to promote mutual respect of individual differences among students and to cultivate an inclusive school culture.

Inclusive education programmes are organized for the whole school to enhance students' awareness and acceptance of individual differences and diversity.

Preventive and developmental work such as strengthening the promotion of mental health and inclusive culture and promoting the strategies of quality teaching to cater for learner diversity are strengthened.

As far as promotion of mental health is concerned, the SENCO leads the SST in implementing mental health programmes and education activities together with the school's counselling team, in a bid to enhance the knowledge and awareness of mental health among students, teachers and parents, and help students maintain mental wellness with greater resilience.

**One –off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  
(2024-2025)**

Subsidized Items	Content	Target	Budget
(i) Developing or procuring relevant learning and teaching resources	Purchase reference books and online materials	Teachers and Students	\$10000
(ii) Facilitating the implementation of enquiry leaning in the Mainland study tours	Purchase devices for students and teachers who participate in the Mainland interflow activities or study tours	Teacher Escorts and Students	\$5000
	Subsidize students and teachers to participate in Mainland interflow activities or study tours which are related to CS curriculum	Teacher Escorts and Students	\$45000
(iii) Subsidizing students and teachers to participate in school based learning activities in Hong Kong	Organize or subsidize the fees and travelling expenses incurred by students and teachers participating in school based learning activities in Hong Kong, e.g. museum visit (S.4)	Teachers and Students	\$5000

**姊妹學校交流計劃書**  
**2024 / 2025 學年**

學校名稱：	保祿六世書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	張開裕助理校長

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	廣東省河源市第一中學
2.	
3.	
4.	
5.	

本校擬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 (\*擬舉辦 / \*不擬舉辦) (\*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	☑	訂定交流計劃/活動詳情
			B8	☐	其他(請註明):

乙. 教師層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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

丙. 學生層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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

丁. 家長層面 (\*擬舉辦 / \*不擬舉辦) (\*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	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 102,380
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 60,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 5,000
N6	<input type="checkbox"/>	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	<input type="checkbox"/>	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	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 167,380
N10	<input type="checkbox"/>	沒有任何開支	不適用

## 「推廣中華文化體驗活動一筆過津貼」運用計劃

## 2024-25 年度

上年度津貼餘款: \$283,988.81

	本校擬舉辦活動/採購服務	預計舉辦日期	預計開支
i.	中電鐘樓文化考察車費預算 中國歷史科和歷史科合辦 (中四及中五級學生)	2024年11月26日	\$2,000
ii.	中華文化周 中文科 (全體學生)	2025年中	\$49,000
iii.	數碼體素藝術創作課程「中華名人在保祿」 中國歷史科和電腦科合辦 (中三級學生)	2024年9-12月	\$122,880
iv.	全民國家安全教育日—文化安全領域攤位遊戲	2025年4月15日	\$5,000
	預計總開支金額		\$178,880
	預計津貼餘款		\$105,108.81

## 支援學校推動校園體育氛圍及「MVPA60」一筆過津貼運用計劃

### 2024-25 年度

上年度津貼餘款: \$150,000

	本校擬舉辦活動/採購服務	預計舉辦日期	預計開支
i.	採購與體育／運動相關的資訊科技相關軟件，以建立學生運動習慣	2024 年 9 月至 2025 年 7 月	\$5,000
ii.	舉辦或資助學生參與排球、籃球及羽毛球比賽	2024 年 9 月至 2025 年 7 月	\$3,000
iii.	購置流動籃球架以供不同需要使用	2024 年 10 月	\$60,000
iv.	聘用排球、籃球及跳繩教練，協助學校推動校園體育氛圍和「MVPA60」	2024 年 9 月至 2025 年 7 月	\$5,000
	預計總開支金額		\$73,000
	預計津貼餘款		\$77,000

## 「校園・好精神—筆過津貼」運用計劃

2024-25 年度

津貼金額：\$60,000

	項目範疇及簡介	本校擬舉辦活動	目標	實行日期	對象	成效評估方法	預算開支(\$)
(i)	舉辦與提升學生及教師精神健康相關之活動及計劃	籌辦精神健康活動(例如:精神健康展覽/講座/電影欣賞/其他活動)及其相關車費及雜項活動開支	加強學生對精神健康的認識及關注,以提升學生的精神健康	2024-2025	全校師生	活動檢討/觀察	55,000
(ii)	提供與提升學生及教師精神健康相關的支援服務	/	/	/	/	/	/
(iii)	設計及製作校本精神健康相關的教學資源	/	/	/	/	/	/
(iv)	購買提升學生及教師精神健康所需的物品、家具及設備	購買桌遊或其他正向遊戲或物品	提升學生的聯繫感,帶動和諧校園,營造關愛互助的校園氣氛	2024-2025	全校師生	活動檢討/觀察	5,000
(v)	其他	/	/	/	/	/	/
						總預算開支：	60,000



## 「家長學生好精神一筆過津貼」運用計劃

2024-25 年度

上年度津貼餘款: \$10,300

	本校擬舉辦活動	預計舉辦日期	預計開支
i.	舉辦與推廣學生及家長精神健康相關的親子或家長活動	2024 年 10 月 19 日 「文憑試 — 心理預備家長講座」  2025 年中 (講題待定)	\$10,000 (每次講座費用各\$5,000)
ii.	推廣學生及家長精神健康的資訊、出版刊物或提供資源平台		
iii.	提供與家長學習精神健康相關的知識及技巧的課程或培訓		
iv.	其他: 茶點招待		\$300
	預計總開支金額		\$10,300
	預計津貼餘款		\$0

## 「一筆過家長教育津貼」運用計劃

## 2024-25 年度

上年度津貼餘款:\$200,000

	本校擬舉辦活動	預計舉辦日期	預計開支
i.	家長教育課程(認識青少年發展、促進青少年健康、愉快及均衡的發展、促進家長身心健康、促進家校合作與溝通)	2025 年 3-7 月	\$25,000
ii.	家長教育講座	2025 年 3 月及 8 月	\$15,000
iii.	親子工作坊	2025 年 4-6 月	\$20,000
	預計總開支金額		\$60,000
	預計津貼餘款		\$140,000