

KING'S COLLEGE

Annual School Plan

2024- 2025

School Vision & Mission

To help each student discover and develop his potential fully, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic domains and by providing a learning environment that is disciplined, stimulating and forward-looking.

Theme of the Year

Benevolence

Major Concern 1: To Empower Students as Thriving Life-long Learners in the 21st Century

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

- To boost students' learning motivation within and beyond classroom learning, it is suggested that cross-curricular co-operation and activities arranged in theme-focused KLA weeks could be beneficial to broaden students' horizon and arouse their interests in learning. Pedagogical development of teachers is also expected to be fostered with professional exchanges including a more active involvement of middle management teachers and inter-school learning communities.
- To continuously improve students' reading competence and develop the reading habits, various initiatives with further manipulation of technology are to be incorporated in daily learning tasks and assignments.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. To strengthen students' collaborative skills through student-centred learning experiences	<p>(i) Cross-curricular theme-based assignments and KLA weeks (Theme: Environment)</p> <p>(a) Cross-curricular assignments by KLA</p> <p>(b) Theme-based KLA weeks- English Chinese PSHE STEAM</p> <p>(ii) Deepening pedagogical impact through student-centred learning approach and external learning community</p> <p>(a) Pedagogy lesson observations with an emphasis</p>	<p>- Stakeholder and APASO-III surveys showing scores of 3.5-4.0 on good learning attitude and strengthened motivation of students</p> <p>- Surveys and records showing regular patterns of professional exchanges and sharing of knowledge/ pedagogical ideas within panel to improve learning outcomes</p> <p>- KLA weeks: at least 70% of students involved in the learning activities beyond classroom showed positive feedback.</p> <p>- Student-centred learning is demonstrated and reflected by means of various classroom strategies during Pedagogy lesson observations</p> <p>- Participation of external learning communities</p> <p>- Students understand the design principles of cross-curricular (students reflection)</p> <p>- Lesson plans showing students-centered elements</p>	<p>- APASO-III</p> <p>- Stakeholder survey</p> <p>- Design of assignments</p> <p>- Teachers' feedback and evaluation</p> <p>- Students' self-reflection</p> <p>- Sharing and display of students' good work</p> <p>- Subject department documents and records</p> <p>- Lesson observation and feedback</p>	Whole Year	<p>- Subject departments</p> <p>- STEAM</p> <p>- Pedagogy Committee</p> <p>- Staff Development Committee</p>	<p>- Subject & Curriculum Block Grant</p> <p>- SMI Fund</p> <p>- LWL Fund</p>

	<p>on student-centred learning</p> <p>(b) Strengthening the role of middle management in pedagogical development within panel</p> <ul style="list-style-type: none"> - Professional sharing through lesson plan implementation and lesson demonstration facilitated by more experienced teachers within subject department - School-based support services by EDB: English Mathematics 					
<p>2. To enhance students' communication and reading competence</p>	<p>(i) Manipulation of technology in enhancing writing and speaking competence</p> <ul style="list-style-type: none"> - English speaking and/or writing <p>(ii) Enhancing students'</p>	<ul style="list-style-type: none"> - Stakeholder and APASO-III surveys showing scores of 3.5-4.0 on students' reading habit - 70% of students involved in the learning activities beyond classroom showed positive feedback - Further manipulation of technology enhances students' learning effectiveness in English speaking or writing - Students found the activities 	<ul style="list-style-type: none"> - APASO-III - Stakeholder survey - Evaluation of Library Committee year plan - Collection of feedback from teachers and students on the usage of technology - Students' reading habit survey - Display of students' good works from KLAs 	<p>Whole Year</p>	<ul style="list-style-type: none"> - Subject departments - School library 	<ul style="list-style-type: none"> - LWL Grant - ECA Grant - Promotion of Reading Grant

	<p>reading competence</p> <p>(a) Promoting Reading-across-Curriculum by arranging reading-related learning task in each KLA</p> <p>(b) Developing reading as a lifelong habit by assessing various means of reading</p> <p>(c) Encouraging and cultivating a stronger culture of reading through various group-based and form-based activities</p> <p>(d) Leveraging external resources to further develop students' reading habits and strategies</p>	<p>organized by the Library Committee interesting and helpful in developing good reading habits</p>	<p>- Students' participation</p> <p>- Teachers' observation</p>			
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Major Concern 2: To Entrench Values Education and Nurture Students to Proactively Meet the Challenges of the New Era

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

- Our annual plan aims to address key areas from last year's feedback to enhance student development. We will strengthen peer interactions and school support to improve students' psychological well-being, and continue promoting core values such as Benevolence, Unity, and Commitment to foster a supportive school environment.
- We will maintain the spiral learning approach in national security and values education, which has proven effective for deep learning. This includes expanding cross-curricular projects to help students integrate diverse subject knowledge and understand various national security domains.
- Additionally, given the reliance on technology for learning and social interactions, especially post-pandemic, we recognize the importance of enhancing information literacy. We will focus on educating students about responsible and ethical technology use, ensuring they are well-prepared to manage digital aspects of their education.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. To strive to deepen the impact of Values Education and National Education	<p>(i) To cultivate positive attitudes in line with the theme of the school year 'Benevolence'</p> <p>(a) Incorporate priority values into the curricula of various subjects and form teacher periods</p> <p>(b) Conduct class-based/ form-based activities to strengthen students' friendships and build a positive classroom atmosphere</p> <p>(c) Facilitate experiential learning through a variety of social service activities with charities and NGOs</p>	<ul style="list-style-type: none"> - 70% of students agree the learning activities cultivates their positive values. - Ratings of APASO-III, Stakeholder Survey higher than the median of Hong Kong Schools. - Students can clearly express their understanding after the activities. 	<ul style="list-style-type: none"> - Teachers' observation and questionnaire - Students' works /sharing /reflection/ questionnaire - Statistics from APASO-III, Stakeholder Survey and KPM Survey 	<p>Whole year</p> <p>At least once in each form per year</p> <p>At least once in each year</p>	<ul style="list-style-type: none"> - HODs - FTs, AFTs - Form coordinators - Moral and Civic Education - Service Education - All subject departments and functional committees 	<ul style="list-style-type: none"> - LWL Grant - ECA Fund - Subject & Curriculum Block Grant - SMI Fund - Support from NGOs

	<p>(d) Implement educational activities such as "Benevolence Week", talks, and workshops to reinforce the theme of the year</p>	<ul style="list-style-type: none"> - Students can demonstrate their understanding of concepts across different subject areas. 		Second term		
	<p>(ii) To develop National Identity through diverse national education programmes</p> <p>(a) Enhance the Constitution and Basic Law Student Ambassadors Training Scheme</p> <p>(b) Implement cross-curricular projects and incorporate National Education into the curricula of different subjects</p> <p>(c) Thematic mainland exchange activities</p> <p>(d) Implement activities/ talks/ workshops/ competitions that are related to National Identity</p>	<ul style="list-style-type: none"> - 70% of students agree the learning activities help nurturing their National Identity. 		<p>Whole year</p> <p>Whole year</p> <p>At least once in each year</p> <p>Whole year</p>	<ul style="list-style-type: none"> - HODs - FTs, AFTs - National Education Activity Committee - Moral and Civic Education - Sister School Programmes & Exchange Programmes Committee - All subject departments and functional committees 	<ul style="list-style-type: none"> - LWL Grant - ECA Fund - Grant for Sister School Scheme - Subject & Curriculum Block Grant - SMI Fund - KC Ed Fund

<p>2. To nurture students' abilities to use information ethically, responsibly, and effectively</p>	<p>To develop students' critical media and information literacy skills, enabling them to evaluate information sources ethically and use information responsibly and effectively</p> <p>(a) Implement cross-curricular projects and incorporate information literacy into the curricula of different subjects and form teacher periods</p> <p>(b) Promote the Information Literacy Ambassador Scheme, equipping students with enhanced knowledge and the right attitude</p> <p>(c) Implement talks/ dramas/ workshops/ competitions to promote information literacy skills</p> <p>(d) Distribute materials about information literacy to students through e-platform and display related resources, such as videos and posters, on the school campus</p>	<ul style="list-style-type: none"> - Students can demonstrate their understanding of concepts across different subject areas. - 70% of students agree the programs can enhance their awareness of information literacy. - Ratings of APASO-III, Stakeholder Survey higher than the median of Hong Kong Schools. - Students can clearly express their understanding after the activities. 	<ul style="list-style-type: none"> - Teachers' observation and questionnaire - Students' works /sharing/ reflection/ questionnaire - Statistics from APASO-III, Stakeholder Survey and KPM Survey 	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p> <p>At least 3 times in each term</p>	<ul style="list-style-type: none"> - HODs - Campus TV - Moral and Civic Education - IT Committee - Discipline Team - Counselling Team - FTs, AFTs - King's Morning - All subject departments and functional committees 	<ul style="list-style-type: none"> - LWL Grant - ECA Fund - Subject & Curriculum - Block Grant - SMI Fund
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Major Concern 3: To Foster Future Leaders and Cultivate Holistic Excellence for a Healthy School Life

Briefly list the feedback and follow-up actions from the previous school year:						
<ul style="list-style-type: none"> Fostering future leaders (Development of students' generic skills): To provide guidance, support, and opportunities for our students to develop their skills, qualities, and mindset necessary to become effective and influential leaders in the community. It involves offering leadership development programs, workshops, and training sessions that enhance skills such as communication, problem-solving, decision-making, teamwork, and adaptability. Cultivating Holistic Excellence for a Healthy School Life (Promoting Healthy Lifestyle among students): Students learn to prioritize their learnings and actively engage in activities that promote their well-being and academic success. This may include maintaining a balanced lifestyle, taking care of their physical and mental health, participating in physical and aesthetic activities, and making the most of their learning opportunities. 						
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Party / Person	Resource Required
1. To Foster Future Leaders (Development of students' Generic Skills)	(i) Skill Development: Teachers organize internal and/or external pullout training sessions or courses for student officials to develop their leadership skills.	<ul style="list-style-type: none"> All student officials who have completed an internal and/or external training course could apply what they learnt. 	<ul style="list-style-type: none"> APASO III results Teachers' observation The meeting minutes of subject departments and societies. 	Whole year	<ul style="list-style-type: none"> ECA & OLE team All student association and school team teachers-in-charge 	<ul style="list-style-type: none"> TAs and admin. support from school LWL grant
	(ii) Responsibility and accountability: Selecting and appointing student officials of societies, clubs and class monitors to bestow them with responsibilities. Teachers appoint student officials at the beginning of each academic year and mentor them how to bear the responsibilities for being a leader.	<ul style="list-style-type: none"> Students in these roles have learnt to take ownership of their positions and become responsible leaders. They could make decisions, manage resources, and be accountable for their actions. 		Whole year	<ul style="list-style-type: none"> All student association and school team teachers-in-charge 	<ul style="list-style-type: none"> TAs and admin. support from school
	(iii) Role Modeling and Mentorship Teachers liaise with alumni and the experienced and student officials to arrange sharing sessions for the potential students.	<ul style="list-style-type: none"> The sharing sessions / mentorship programmes by the alumni and senior 		Whole year	<ul style="list-style-type: none"> ECA & OLE team All student association and school team teachers-in-charge 	<ul style="list-style-type: none"> TAs and admin. support from school LWL grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Party / Person	Resource Required
	<p>(iv) Exposure to Diverse Fields and recognition:</p> <p>(a) Teachers provide opportunities to the students to participate in various kinds of internal or external activities like music, sports, and STEAM workshops, which exposes students to diverse areas of interest and expertise.</p> <p>(b) The school can recognize their achievements through the Service Award Scheme, Prize presentation at Annual Speech Day, King’s morning/ assembly, announcement on the school webpage, etc.</p>	<p>student officials could inspire the participating student officials.</p> <ul style="list-style-type: none"> - Students who participated in activities could discover their talents, develop new skills, and explore different leadership roles within these fields. - Students' awards or recognition from the school could reinforce students' self-esteem and they would continue to pursue excellence. 		Whole year	<ul style="list-style-type: none"> - ECA & OLE team - All student association and school team teachers-in-charge 	<ul style="list-style-type: none"> - TAs and admin. support from school - LWL grant
<p>2. To Cultivate Holistic Excellence for a Healthy School Life</p>	<p>(i) Comprehensive education programmes</p> <p>(a) To students: Teachers provide accurate knowledge for making informed decisions, offer health and sex education programmes to various levels, and tailor content to different</p>	<ul style="list-style-type: none"> - All students could benefit from the sex and health education programmes and could apply 	<ul style="list-style-type: none"> - APASO III results - Questionnaire - Teachers’ observation 	Whole year	<ul style="list-style-type: none"> - Sex and Health Education Committee - Form Teachers and Assistant Form Teachers 	<ul style="list-style-type: none"> - TAs and admin. support from school

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Party / Person	Resource Required
(Promoting Healthy Lifestyle among students)	age groups. (b) To teachers: Encourage teachers to attend training courses/workshops relating to healthy lifestyle education.	accurate knowledge in maintaining physical and mental well-being and having healthy relationship. - All teachers could apply the knowledge and information from the education/ training programmes on their teaching / counselling to students.	- The minutes of the Sex and Health Education Committee - The minutes of the P.E., Music and V.A. departments	Whole year	- Sex and Health Education Committee - Staff development committee	- SMI Fund, Pato Leung staff dev. Support fund, etc.
	(ii) Integration into P.E., Music and V.A. lessons: (a) P.E. teachers would promote the MVPA 60 program and encourage students to engage in regular moderate to vigorous physical activities. Conduct after-school physical training classes and workshops. Open gymnasium and sports facilities for students to participate in physical activities during recess time and lunchtime. (b) Music teacher would guide students to select appropriate music for meditation or relaxation exercises, helping them reduce stress and enhance emotional well-being. (c) VA teacher would encourage students to use their artworks as a means of expressing their emotions and thoughts.	- All students could apply the knowledge learned in P.E., Music and V.A. lessons to develop a habit of regular physical exercise, listening to music, etc. to reduce stress, and to express their emotions and thoughts, foster their healthy lifestyle.		Whole year	- P.E., Music and V.A. Departments	- TAs and admin. support from school
	(iii) Competitions and exhibitions: (a) Teachers organize inter-class/society competitions and whole school activities like Swimming gala, Sports days and “Kingsian Fiesta”, etc. (b) Promote physical health via Health-theme sports events and various fitness or sports-related activities.	- Students’ exam results would improve as they become healthier and might take		- Annual school functions - A days - School special event	- P.E. Department, Music Department, V.A. Department - Student Union, - Music Society,	- TAs and admin. support from school

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Party / Person	Resource Required
	<p>(b) Set up health booth during the School Open Days to provide health information, dietary advice and sports guidance.</p> <p>(c) Organize music performance events, music contests, etc. to provide students with opportunities to display their musical talents.</p> <p>(d) Organize exhibitions for students' artwork to provide students with opportunities to display their visual arts talents.</p>	<p>fewer sick leaves.</p> <ul style="list-style-type: none"> - Students understand the importance of physical fitness and healthy habits. - All participating students would enjoy the joy of sports in a friendly and competitive environment. - Students could foster a sense of achievement among the participants and their appreciation of music and visual arts. 			<p>and Open days ad hoc committee</p>	

Plan on Use of Capacity Enhancement Grant (CEG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG), Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs,(NCS(SEN), Grant for School-based Support for NCS Students (NCSSG), Provision for Learning Circle and School Executive Officer Grant (SEOG) for Manpower

2024-2025 school year

Name of School: King's College

No. of operating classes: 24

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
<p>1. To cater for learners' diversity</p> <p>2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching</p> <p>3. To provide support and assistance to teachers in preparing learning & teaching materials and organizing ECA and OLE activities</p>	<p>(a) Appointment of two full-time GM Grade temporary teachers to provide additional manpower for releasing our Chinese department teacher to teach Chinese Language and providing learning support for NCS students</p>	<p>(a) Additional manpower to implement intensive learning modes for NCS students</p>	<p>Sep. 2024 to Aug 2025</p>	<p>(a) Salary of 1.75 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) $[(\\$37,585 + \\$1,500) \times 12] \times 1.75 = \\$469,020 \times 1.75 = \underline{\\$820,785}$ From NCSSG (insufficient balance to be covered by OEP)</p> <p>Salary of 0.25 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) $[(\\$37,585 + \\$1,500) \times 12] \times 0.25 = \\$469,020 \times 0.25 = \underline{\\$117,255}$ From CEG (insufficient balance to be covered by OEP)</p>	<p>(a) Implementing the tailored curriculum caters to the diversity of NCS students in learning Chinese Language.</p>	<p>(a) -Feedback from teachers on the learning performance of NCSS -Performance appraisal of the temporary teachers</p>	<p>(a) NCS Teacher i/c</p>

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
4. To take up some of the administrative and other non-teaching duties of teachers	(b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, IT/OLE, IT, SEN(2)) Duties include assisting teachers in:	(b) & (c) With the support from TAs and SAE, teachers can have more time to focus on curriculum development, planning of OLE activities, designing strategies to cater for learner diversity, and providing guidance to students to assist their whole-person development.		(b) Salary of 2 Teaching Assistants (CHI, MATH) (Diploma Level) (\$18,345 x 12 x 1.05) x 2 =\$231,147 x 2 = <u>\$462,294*</u> *\$231,147 (2 x 6M) from LSG \$231,147 (2 x 6M) from CEG (insufficient balance to be covered by OEP)	(b) & (c) Teachers agree that the assistance of the TAs help relieve their non-teaching workload and enable them to spend time on planning and reviewing their teaching as well as giving guidance to students.	(b) & (c) Feedback from all teachers and performance appraisal of the temporary staff	(b) HODs - English - Chinese - Math Committee i/c: -OLE Com. -Campus TV Com. -Counselling Com. -STEAM Com. -Career and Life Planning Com.
5. To provide IT support in e-Learning, campus TV and school activities	i. preparation of learning & teaching materials; ii. providing administrative support to subject departments; iii. providing learning support for weaker students and SEN students; iv. supervising and conducting extended learning activities or OLE activities; v. lesson substitution; vi. examination invigilation (public and internal), etc.			Salary of 1 Teaching Assistant (ENG) (Diploma Level) \$18,345 x 12 x 1.05 = <u>\$231,147</u> From CEG (insufficient balance to be covered by OEP)			
				Salary of 1 Teaching Assistant (IT/OLE) (Diploma Level) \$18,345 x 12 x 1.05 = <u>\$231,147*</u> *\$192,623 (10M) from TRG \$38,524 (2M) from OEP (insufficient balance to be covered by OEP)			
				Salary of 2 Teaching Assistants (SEN) (Diploma Level) (\$18,345 x 12 x 1.05) x 2 =\$231,147 x 2 = <u>\$462,294*</u> *\$346,721 (1 x 12 M + 1 x 6 M) from LSG \$115,573 (1 x 6M) from NCS(SEN)			

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
				(insufficient balance to be covered by OEP) Salary of 1 Teaching Assistant (IT) (Diploma Level) $\$18,345 \times 12 \times 1.05$ $= \$231,147$ $\underline{\$231,147}$ From OEP			
	(c) Appointment of a School Administrative Executive (SAE) Duties of SAE include: i. assisting the operation of SMC ii. handling matters of procurement/tendering iii. supervision of GCs & TAs iv. secretarial duties v. assisting in exam matters vi. assisting in WebSAMS-related matters vii. assisting in S.1 admission and other major school functions viii. assisting the liaison with school stakeholders & outside organizations, helping the arrangement of school programmes			(c) Salary of the School Administrative Executive $\$[(35,775 + 1,500) \times 12 + 35,775 \times 0.1 \times 12]$ $= \underline{\$492,030}$ From SEOG			(c) APs

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
	(d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning	(d) ITRO and CT can enhance technical support for promoting and practising e-learning		(d) Salary of the ITRO \$26,675 x 12 x 1.05 = <u>\$336,105</u> From ITSSG Salary of the CT (\$16,686 x 12 x 1.05) = <u>\$210,244</u> From CITG (insufficient balance to be covered by ITSSG)	(d) Teachers agree that the IT support in school is strengthened, and the assistance of ITRO and CT can help their e-learning practice.	(d) Feedback from teachers and performance appraisal of the temporary staff	(d) IT Com.
To prepare for the 100 th anniversary celebration,	Appointment of General Clerk (GC) for support clerical work	The General Clerk can support extra clerical work		Salary of the GC \$15,405 x 12 x 1.05 =194,103 From SEOG	Teachers agree that the assistance of the general clerk helps relieve their non-teaching workload and enables them to spend time on planning and reviewing their teaching as well as giving guidance to students.	Feedback from teachers and performance appraisal of the temporary staff	CO

* Salary assessment is based on the master pay scale of the government in the 23-24 financial year.

Estimated Expenditure: \$3,788,538

(CEG \$ \$579,549 + CITG \$210,231 + ITSSG \$336,105 + LSG \$577,868 + OEP \$269,672 + NCSSG \$820,785

+ SEOG \$686,133 + TRG \$192,623 + NCS(SEN) \$115,574)

King's College
Plan on the Use of the Life-wide Learning Grant
2024-2025

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain*	Brief Description of Activities	Objective(s)	Date	Target Students / (level)	Est. No. of student	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
English Language	Debate Workshop for Junior Forms (ENG)	<ul style="list-style-type: none"> ✧ To help junior students develop background knowledge into debate arguments. ✧ To help students explore effective debate tactics and topics. ✧ To enhance students' writing and speaking skills by preparation of debate speeches. ✧ To give junior students a taste of debate by class competitions. 	Whole Year	S.1 – S.3	20	<ul style="list-style-type: none"> ✧ Out of 20 participants, at least 5 students become debate team members. ✧ Evaluation survey (80% of students enjoy the workshop) 	10,000	✓	✓			

English Language	Drama Workshop (ENG)	<ul style="list-style-type: none"> ✧ To enhance students' speaking and writing skills through dialogue and script-writing. ✧ To allow students to use their language skills and creativity while discussing ideas with others. ✧ To enable a team of students to compose and deliver an effective, audience-appropriate drama production. ✧ To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance. 	First Term	S.1 – S.5	30	<ul style="list-style-type: none"> ✧ Students participate in the Drama Festival and Inter-GSS Drama Competition ✧ Evaluation survey (80% of students enjoy the workshop and find it useful when preparing for the 2 contests) 	27,000	✓	✓						
English Language	Appreciation of Drama Performance (ENG)	<ul style="list-style-type: none"> ✧ To help students to learn appreciation of language arts and interpretation of messages through watching a standard play. ✧ To bring fun into English learning. ✧ To enable students to learn how to express themselves not just through words, but also through facial expressions and body language. 	First Term	S.1 – S.3	250	Evaluation survey (90% of students enjoy the performance)	15,000	✓	✓						
English Language	Training courses for Speech Festival (ENG)	<ul style="list-style-type: none"> ✧ To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning. ✧ To provide training on speech skills such as articulation, voice control, pronunciation and intonation. ✧ To coach students to ensure they can confidently command the stage and engage effectively with the audience. 	First Term	S.1 – S.6	40	80% of students enjoy the training courses and find them useful for the preparation of the competition	30,000	✓	✓						

English Language	English Week Activities	<ul style="list-style-type: none"> ✧ To cultivate students' interest in English learning. ✧ To help students explore cultural topics. 	First Term	S.1 – S.3	400	80% of students enjoy the activities and are interested in exploring foreign culture.	10,000	✓	✓				
Enhancing ENG environment	Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> ✧ To fully immerse students into English culture by festival celebration activities. ✧ To enhance students' motivation and interest in learning English through activities beyond the classroom. 	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6	800	<ul style="list-style-type: none"> ✧ English teachers and student helpers' observation, 80% of students gave positive feedback and enjoyed the activities. ✧ The interactions between NETs and junior form students could help promote interest in English learning. 	20,000	✓	✓				
Cross-KLA	Sci-lish activities (STEAM-related activities organized by English & STEAM-related departments)	<ul style="list-style-type: none"> ✧ By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into English learning. ✧ To help students build up different generic skills including team building, creativity and logical reasoning. 	Second Term	S.1 (whole form)	140	✧ 80% of students surveyed gave positive feedback and enjoyed the activities in the survey.	23,000	✓	✓				
Promotion of Reading (ENG)	Reading for Fun Programme	<ul style="list-style-type: none"> ✧ To engage students' interests in book reading with interesting stories of world-famous authors and enrich their knowledge in a wide range of genres ✧ To provide some tips and techniques in book reading 	Second Term	S.1 (whole form)	140	<ul style="list-style-type: none"> ✧ 80% of participants surveyed enjoyed the activities ✧ Tutors' observation 	20,000	✓	✓				

中國語文科	傳統中華文化互動劇場	<ul style="list-style-type: none"> 協助學生建立良好品德及對加強對中華文化傳統的認識 鼓勵學生在日常生活中實踐相關品德 	2024年10月	中一, 中二	267	<ul style="list-style-type: none"> 學生問卷 老師觀察 	10,000	✓	✓				
	中華歷史文化週集古村「古代婚嫁」互動劇場	認識傳統婚嫁儀式	2025年2月	中三	131	<ul style="list-style-type: none"> 學生問卷 老師觀察 	10,000	✓	✓				
中文辯論及演說學會	聘請教練費用	<ul style="list-style-type: none"> 鍛鍊邏輯思維能力 - 慎於思、明於辯 培養演說技巧和能力 培養歸納和引申能力，建立團隊精神，強化團隊協作能力 	全年	辯論隊隊員	約25人	<ul style="list-style-type: none"> 學生問卷 老師觀察 出席紀錄 	49,000	✓	✓				
普通話科及非華語生組別	非華語普通話學習活動	<ul style="list-style-type: none"> 加深認識普通話，提高學習興趣 加強對中華文化的認識 	全年	非華語生	約25名學生	<ul style="list-style-type: none"> 學生問卷 老師觀察 	6,000	✓	✓	✓			
普通話科	普通話科文化活動	<ul style="list-style-type: none"> 加深認識普通話，提高學習興趣 加強對中華文化的認識 	全年	初中	初中	<ul style="list-style-type: none"> 學生問卷 老師觀察 	4,000	✓	✓	✓			
中國歷史及非華語學生組別	舉辦本地歷史文化考察團	<ul style="list-style-type: none"> 加強對中華文化傳統的認識 認識香港歷史文化，利用實地及實物幫助學生學習歷史 	第二學期	S.1 to S.5 NCS students +15 students	30名學生	<ul style="list-style-type: none"> 學生問卷 老師觀察 	5,000	✓	✓				
CHI & PTH	School Speech & Music Festival [1. Subsidize entry fee & transportation expenses; 2. Subsidize for recruiting the coaches to teach students Chinses Speech]	To encourage students to widen their exposure and exert their potentials through participating competitions.	Nov 2024	S.1 - S.5	35	<ul style="list-style-type: none"> Teacher's observation Competition results 	26,000				✓		
中國歷史及非華語學生組別	舉辦本地歷史文化考察團	加強對中華文化傳統的認識 認識香港歷史文化，利用實地及實物幫助學生學習歷史	第二學期	S.1 to S.5 NCS students 15 students	30名學生	<ul style="list-style-type: none"> 學生問卷 老師觀察 	5,000	✓	✓				
Mathematics	Math Olympiad Courses (Junior)	To enhance junior form students' high order thinking, logical thinking and problem solving skills.	First and Second Term	S.1 - S.3	20	<ul style="list-style-type: none"> Course-end assessment Evaluation survey 	20,000	✓					

Mathematics	Math Olympiad Courses (Senior)	To enhance senior form students' high order thinking, logical thinking and problem solving skills.	First Term	S.4 - S.5	20	<ul style="list-style-type: none"> ✧ Course-end assessment ✧ Evaluation survey 	10,000	✓					
Geography	Fieldwork Skill Training Workshops (course fee, equipment and transportation expense)	<ul style="list-style-type: none"> ✧ To facilitate students' mastery of fieldwork skills. ✧ To enhance students' generic skills through field study. 	Second Term (17-2-2025)	S.5	18	<ul style="list-style-type: none"> ✧ Observation during the field trip. ✧ Discussion with the tutors from the field study centre 	3,000	✓	✓				
Biology	Ecological Field Trip	<ul style="list-style-type: none"> ✧ To enrich students' experience and skills in learning biology and develop deeper understanding in Hong Kong Ecology. ✧ To provide firsthand experience in protecting the environment and put into action. 	Second Term	S.5	70	<ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation 	10,000	✓	✓		✓		
Biology	Biotechnology Taster Programme	To increase students' exposure to the most updated technology and skills in the biotechnology field.	First Term	S.6	80	<ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation 	20,000	✓					✓
Biology	University Science Summer Programme	To stretch students' ability and further cultivate their interest in learning and working the biological field for upholding their learning attitudes and strive for the best results.	Jul - Aug 2025	S.4-S.5	4	<ul style="list-style-type: none"> ✧ Students' sharing ✧ Certificate of completion obtained from the programme 	20,000	✓					✓
PE	Volleyball Training	To train up the student for participating the inter school volleyball competition	Whole Year	S.1-S.6	40	<ul style="list-style-type: none"> ✧ Attendance record ✧ Competition results 	60,000				✓		
PE	Handball Training	To train up the student for participating the inter school Handball competition	Whole Year	S.1-S.6	40	<ul style="list-style-type: none"> ✧ Attendance record ✧ Competition results 	60,000				✓		
PE	Badminton Training	To train up the student for participating the inter school Badminton competition	Whole Year	S.1-S.6	20	<ul style="list-style-type: none"> ✧ Attendance record ✧ Competition results 	50,000				✓		

PE	Football Training	To train up the student for participating the inter school Football competition	Whole Year	S.1-S.6	50	<ul style="list-style-type: none"> ◇ Attendance record ◇ Competition results 	50,000			✓		
PE	Basketball Training	To train up the student for participating the inter school Basketball competition	Whole Year	S.1-S.6	40	<ul style="list-style-type: none"> ◇ Attendance record ◇ Competition results 	50,000			✓		
PE	Table-Tennis Training	To train up the student for participating the inter school Table-Tennis competition	Whole Year	S.1-S.6	20	<ul style="list-style-type: none"> ◇ Attendance record ◇ Competition results 	20,000			✓		
Music	Weekly Intensive Training Programmes for different music teams: Harmonica Band, Orchestra, Wind Band	<ul style="list-style-type: none"> ◇ To enhance students' performing skills and ensembleship. ◇ To broaden students' exposure through taking part in inter-school music competitions 	Whole year	S.1-S.6	130	<ul style="list-style-type: none"> ◇ Attendance record ◇ Competition results 	180,000			✓		
Music	Special Training Programmes for music ensembles (elite students)	◇ To refine the performing skills and ensembleship of the music ensembles (elite teams) for music performances and competitions.	Whole year	S.1-S.5	30	<ul style="list-style-type: none"> ◇ Attendance record ◇ Competition results 	40,000			✓		
Music	Music Instrumental Training Programmes for specific instrumental classes	<ul style="list-style-type: none"> ◇ Develop students' music performing skills. ◇ Enrich students' learning experiences. ◇ Nourish new blood for the school teams 	Whole year	S.1-S.3	20-30	<ul style="list-style-type: none"> ◇ Attendance record ◇ Exam results 	40,000			✓		
Music	Talk or Performances for S.1-S.3 students	<ul style="list-style-type: none"> ◇ To broaden the horizon of the students. ◇ To uplift their music appreciation ability. 	First Term / Second Term	S.1-S.3	350 students	<ul style="list-style-type: none"> ◇ Evaluation survey ◇ Teacher's observations 	3,000			✓		
Music	To assist S.5 and S.6 music HKDSE students to complete their composition	<ul style="list-style-type: none"> ◇ To enhance students' compositional skills ◇ To assist the senior form students to complete their composition portfolios to meet the requirement of 	Whole year	S.5-S.6 (DSE) class	11	<ul style="list-style-type: none"> ◇ Students' portfolios ◇ Teacher's observation 	10,000	✓		✓		

	portfolios	public exam.											
Visual Arts	OLE Talk for Aesthetic Development (VA)	To broaden students' horizon in aesthetic development.	Feb 2025 -May 2025	S.4 & S.5	260	Teacher's observation	3,000			✓			
Visual Arts	Wood Turning Workshop for senior students	<ul style="list-style-type: none"> ✧ Experience the wood spin craft and design a uniquely shaped wooden vase. ✧ To widen students' horizon in making applied art. 	Oct 2024- Dec 2025	S.1-S.3	12	Teacher's observation	12,000			✓			
Visual Arts	"Fotomo" Workshop for junior students	<ul style="list-style-type: none"> ✧ To turn flat photos into three-dimensional models, which breaks the boundary of traditional photos. ✧ To foster the students' model making techniques. ✧ To widen the horizon of students in Visual Arts. 	Mar 2025- May 2025	S.1 & S.3	15	Teacher's observation	12,000			✓			
Visual Arts	Hiring coaches for visiting Art Exhibitions	To visit to Art Exhibition for broaden students' horizon.	Oct, 2024– July, 2025	S.1-S.5	40	Teacher's observation	5,500			✓			
Counselling Team	4Rs Mental Wellness Programme	To raise students' awareness of the 4Rs in order to enhance their mental wellness through a series of activities.	Sep 2024 to Jun 2025	All S.1 – S.6 students	Around 850	Questionnaire	160,000	✓	✓	✓			
Counselling Team	Twice-exceptional workshop	To enhance students' generic skills through group work and games.	First Term	10 S.1 students	10	Teacher's report and observation	25,000	✓	✓				
Counselling Team	S.1 Adaptation Day Camp – Independence	To promote resilience and independence among S.1 students, helping them to smoothly transition into secondary school by developing their problem-solving skills, self-reliance, and ability to adapt to new challenges.	10/10/2024	All S.1 students	144	Questionnaire	70,000	✓	✓	✓			

Counselling Team	S.3 Adventure-based Day Camp – Resilience	To organize an adventure-based day camp for S.3 students that focuses on building resilience, encouraging them to face challenges, develop problem-solving skills, and enhance their ability to persevere in the face of adversity.	23/1/2025	All S.3 students	144	Questionnaire	70,000	✓	✓	✓			
Counselling Team	SSW Peer Support Programme	To organize a series of peer support programme for students, aimed at fostering a supportive community, enhancing social skills, and promoting emotional well-being through peer-led activities and mentorship.	Sep 2024 to Jun 2025	All S.1-S.6 students	Around 850	Questionnaire	30,000	✓	✓				
Service Education Committee	S.1 – S.5 Volunteer Together	To organize volunteer services for students, aiming to cultivate a sense of social responsibility, enhance community engagement, and develop leadership and teamwork skills through meaningful service activities.	Sep 2024 to Jun 2025	S.1-S.5 students	Around 700	Questionnaire	110,000	✓	✓		✓		
OLE\Student Development Day\PSHE	SDD S.2 Ping Shan Study Tour	<ul style="list-style-type: none"> ✧ To facilitate students’ understanding of the culture and history of walled villages, its formation and its relation to Chinese culture. ✧ To enhance the linkage of the national history and their national identity. 	Oct 2024	S.2	130	<ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher’s observation 	20,000	✓	✓				
STEAM Activity	STEAM Week Activity - Training workshops for S.1	<ul style="list-style-type: none"> ✧ To enhance students’ STEAM knowledge and skills ✧ To raise students’ interest in STEM learning. 	Second Term	S.1	Whole form	<ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher’s observation 	50,000	✓					
STEAM Activity	STEAM Week Activity - Training workshops for S.2	<ul style="list-style-type: none"> ✧ To enhance students’ STEAM knowledge and skills ✧ To raise students’ interest in STEM learning. 	Second Term	S.2	Whole form	<ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher’s observation 	50,000	✓					
STEAM Competitions	Enrollment fee for STEAM-related competition	<ul style="list-style-type: none"> ✧ To train problem solving skill of students ✧ To enhance IT skill of students 	Whole year	S.1 to S.6	10	<ul style="list-style-type: none"> ✧ Competition results ✧ Teacher’s observation 	15,000	✓					

Inter-schools Biology Project	Portable Biomedical Imaging Device Training Program	To enable students to learn coding, building, and programming their own medical imaging device.	Whole year	S.4 to S.6	Bio Group students	Student assignments	70,000	✓					
CLP	HKU Taster Programmes	To offer junior secondary students an exciting taste of the vibrant campus life in HKU, while participating in different interactive and inspiring workshops to explore their passion and interest in various disciplines, like Architecture, Arts, Engineering and Science.	Dec 2024	S.2 to S.4 (selection criteria: students who have been granted fee remission or CSSA and with good academic performance)	10	Scrutiny of records and students' evaluation and reflection	12,000	✓					✓
Leadership Training	Future Leaders Workshops (course fee)	<ul style="list-style-type: none"> ✧ To develop students' leadership skills and nurture positive attitudes. ✧ To enhance students' resilience. 	First & Second Terms	S.1-S.3 (Selected students)	40	Teacher's observation	20,000		✓				
STEAM Training	STEAM Programme (course fee)	<ul style="list-style-type: none"> ✧ To cultivate students' interest in STEAM learning ✧ To help students explore STEAM related topics 	First & Second Terms	S.1-S.3 (Selected students)	3	Teacher's observation	10,000	✓					
STEAM Competition	STEAM Competition (application fee)	<ul style="list-style-type: none"> ✧ To facilitate students' STEAM learning ✧ To showcase students' STEAM learning outcomes 	First & Second Terms	S.1-S.5 (Selected students)	20	Teacher's observation	20,000	✓					
Moral and Civic Education & MC2	仁愛周攤位活動	培養學生的有仁愛的心	下學期	全校	全校	老師觀察/問卷	10,000	✓	✓				
Sub-total of Item 1.1 (Local Activities)							\$1,670,500.00						

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
No.	Brief Description of Activities	Domain	Date	Target Student	Est. No. of student	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses	I	M	P	S	C
1	Student Development Day – S.3 Zhuhai Cultural Tour	OLE\Student Development Day	10 Oct 2024	S.3	All S.3 students	<ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation 	\$50,000	✓	✓			
2	中華文化環境探索之旅	文化歷史考察	2024年11月中	中四及中五	36名學生 3名老師	<ul style="list-style-type: none"> ✧ 學生問卷 ✧ 老師觀察 	\$60,000	✓	✓	✓		
3	Summer English Immersion Study Tour (New Zealand)	Exchange Programme	July 2025	S.2 - S.3	20 students 2 teachers	<ul style="list-style-type: none"> ✧ Teachers' observation ✧ Study tour report and reflection 	\$70,000	✓				
Sub-total of Item 1.2 (Non-Local Activities)							\$180,000.00					
Total for Category 1 (Items 1.1 + 1.2)							\$1,850,500.00					

Category 2		To procure equipment, consumables or learning resources for promoting life-wide learning		
No.	Item	Domain	Purpose	Estimated Expenses
1	Rack for equipment storage	PE	Equipment storage	\$20,000
2	Track mill	PE	Fitness training	\$30,000
3	Rowing machine	PE	Fitness training	\$50,000
Total for Category 2				\$100,000.00
Total for Categories 1 & 2				\$1,950,500.00

Category 3: 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%

Contact Person for LWLG (Name & Post): CHAN Ping-san, SEO (Ag)

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEAM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

二零二四/二零二五學年校本課後學習及支援計劃
活動計劃表

學校名稱： 英皇書院

計劃統籌人姓名： 吳惠琮

聯絡電話： 2547 0310

計劃理念： 以學生長遠個人成長為目標，為清貧學生提供不同範疇的課後學習機會及訓練，擴闊其眼光，加強個人學習能力及體驗。

活動形式： 課後學習提升小組、文化藝術學習活動及主題工作坊等

預算撥款金額： **\$66,800**

A. 獲本津貼資助/補足的各項活動資料

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦 期間/ 日期	預計受惠對 象學生人數#	預計開支 (\$)	建議合辦 機構/服務 供應機構 名稱 (如適用)	負責 老師
I. 體驗學習活動								
主題樂園 學習體驗坊	<ul style="list-style-type: none"> ● 學生以議題探究方法對世界各方面加深認識，增廣見聞。 ● 學生運用集體研討及多角度思考等方法了解人類所面對的挑戰及機遇，為加入全球社群作好準備。 	<ul style="list-style-type: none"> ◇ 學生寓學習於娛樂，啟發學習興趣 ◇ 學生能將所學好好應用在學習及其他範疇上，加強對世界各議題(環保、海洋保育、生活與社會等)的關注。 	<ul style="list-style-type: none"> ◇ 觀察學生活動表現 ◇ 學生反思及分享 	12/2024	15 人	8,800	香港主題樂園	交流組老師、老師助理、教學助理
本地教育學習 遊學團 (中二、中三)	<ul style="list-style-type: none"> ● 透過一天的教育及文化學習團，加深對香港文化、歷史、地理、建築、藝術、科技及社會發展等範疇的認識。 ● 另外，透過導遊的講解和同學的親身體驗，提高同學的學習興趣。 	<ul style="list-style-type: none"> ◇ 學生寓學習於娛樂，啟發學習興趣 ◇ 學生能將所學好好應用在學習及其他範疇(文化知識、歷史地理、視藝、STEAM、生活與社會等) 	<ul style="list-style-type: none"> ◇ 觀察學生活動表現 ◇ 學生反思及分享 	12/2024	20 人	10,000	提供本地文化/歷史等學習團的機構	交流組老師、教學助理

II. 課後文化藝術發展								
音樂課程 (中一至中五)	促進學生對音樂的自主學習精神，以及提升演奏音樂的基本技巧。	<ul style="list-style-type: none"> ◇ 學生的出席率達 80%以上 ◇ 不少於 90%的學生在校內音樂科樂器考試取得及格成績。 ◇ 學生積極參加樂器表演 	<ul style="list-style-type: none"> ◇ 導師觀察及評估 ◇ 校內考試成績 ◇ 表演次數 	10/2024 - 4/2025	25 人	38,000	導師	馮慶儀老師
III. 課後知識鞏固								
語文訓練/工作坊	透過閱讀範文及練習，指導學生如何運用不同的寫作技巧，提升寫作能力。 透過體驗工作坊，學習說話及溝通技巧，提升自信心。	<ul style="list-style-type: none"> ◇ 學生的出席率達 80%以上 ◇ 不少於 90%的學生在校內語文科的寫作/說話考試取得及格成績。 	<ul style="list-style-type: none"> ◇ 導師觀察及評估 ◇ 校內考試成績 	4-5/2025	15 人	10,000	導師	英文科老師、教學助理

總金額： \$66,800

備註：

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

**推廣中華文化體驗活動一筆過津貼
2024-2025**

整體目標 1. 提升學生對中國歷史的興趣和中華文化的認識。
2. 讓學生能夠欣賞及承傳中華民族的卓越精神與文明。

本校擬於 2024-2025 學年舉辦下列活動：

推行項目	推行時間表	預期成效	對象	財政預算
中華文化環境探索之旅 透過交流參觀、體驗、考察和研習，讓學生認識祖國文化歷史及大自然環境。	2024 年 11 月 12-16	1. 了解當地文化、藝術、風俗及歷史 2. 認識當地傳統產物 3. 了解歷史文物保育情況 4. 通過體驗活動增進學生對中國傳統藝技的認識	中四及中五 36 名學生	\$72,000 (津貼同學部分參加費用)
中華文化及歷史週 舉辦中國藝術表演、文化主題講座及以推廣國粹為主題(剪紙/書畫/茶道)的興趣班。	2025 年 2 月	能透過中華文化及歷史的活動，提升對中國歷史的興趣和中華文化的認識	全校	\$20,000
中華文化廣東探索之旅	2024 年 10 月	1. 認識當地傳統產物 2. 了解歷史文物保育情況 3. 通過體驗活動增進學生對中國傳統藝技的認識	中三級學生	\$30,000
本地考察／參觀 參加中華文化遊蹤 參觀歷史、藝術博物館	2025 年 4 月	1. 認識中國傳統習俗文化的承傳和改變 2. 反思傳統的價值	非華語學生 初中或高中學生	\$10,000
			總預算	\$132,000

King's College
Parent Education Programme Plan (2024-2025)

(I) Objectives:

The objectives of this parent education programme are the 4 strands in the curriculum framework on parent education (secondary school):

1. understanding of adolescent development
2. promotion of healthy, happy and balanced development of adolescents
3. promotion of parents' physical and psychological well-being
4. fostering home-school co-operation and communication

(II) Implementation Plan:

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Objectives 1, 2, 3 & 4	To provide seminars and workshops to: <ul style="list-style-type: none"> • let parents understand the developmental changes in adolescence & adaptation • enable parents to understand strength-based approach & growth mindset • let parents understand functional family • enable parents of NCS students to understand the developmental changes in adolescence & adaptation (in English / ethical languages) • enable parents of students with SEN to understand the developmental changes and adaptation • let parents understand other topics aligned with the parent education curriculum framework 	80% of the parents are satisfied with the programmes	Questionnaire	Whole year	Counselling Team & service provider	One-off Grant on Parent Education (Secondary) HK\$42,000
Objectives 2, 3 & 4	To provide a seminar and workshops to: <ul style="list-style-type: none"> • let parents unravel the Mental Health Needs of adolescents • let parents enjoy relaxation programmes 	80% of the parents are satisfied with the programmes	Questionnaire	1 st term	Counselling Team, PTA & service provider	One-off Grant on Parent Education (Secondary) HK\$20,000
	Total:					<u>HK\$62,000</u>

Programme Proposal for DLG-funded Other Programmes (Gifted Education), 2024-25

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
中文	中文拔尖寫作班	針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料	寫作拔尖班： 中四拔尖寫作班共有 20 人 寫作拔尖班： 中五拔尖寫作班共有 20 人 由中文科任教老師推薦班中具寫作潛質的學生	中四寫作拔尖班： 下學期(八節) 2025 年 2 月至 2025 年 7 月 中五寫作拔尖班： 上學期(十節) 2024 年 9 月至 2025 年 1 月	於校刊刊登學生優秀作品	楊家碧 老師	中四拔尖 寫作班 \$10,000 中五拔尖 寫作班 \$10,000
		學習散文新詩的創作手法，並參加創作比賽豐富經驗	聯校小作家計劃： 中四寫作班中共有 3 人	聯校小作家計劃： 下學期(八節) 2024 年 10 月至 2024 年 12 月	於中學生文藝月刊刊登學生優秀作品	楊家碧 老師	聯校小作 家計劃： \$3,000
Mathematics	Mathematics Enhancement Course for elite Mathematics students	To enhance students' 1. high order thinking and logical thinking 2. problem-solving skills	20 students for each form from S.4-S.5 respectively Selected by subject teachers based on: 1. their internal academic results 2. their performance in previous external Mathematics competitions	5 1.5-hour lessons are held weekly for each form Sept 2024 – Jun 2025	Participation in different Mathematics competitions	Mr. NG Tak-yan	\$20,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
English	English Debate Enhancement Course	To boost the debating and public speaking skills for the School Debating Team members, and better equip them for the upcoming competitions	15 S.4-S.5 students who are members of the English Debating Team and have represented the School in external competitions	2 hours for each of the 10 sessions Nov 2024 – Apr 2025	Participation in external competitions	Ms. LAM Yeuk-wing, Hazel	\$15,000
	English Speaking Enhancement Workshops	To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students 1. Participants were given introduction on communication strategies and taught different techniques of group interaction. 2. 4 students were arranged into a group for an oral practice in every session. Feedback was given by the tutor for improvement. 3. Participants conducted oral practice with their classmates and helped them improve by doing peer evaluation.	A maximum of 120 S.6 students of this cohort	40 sessions (45 mins) Nov 2024 – Jan 2025	Students being able to conduct oral practice with fellow students	Ms. LAM Yeuk-wing, Hazel	\$10,000
Campus TV	Student Journalists Training Course	To develop students' skills in interviewing, reporting and video recording, editing and broadcasting	A maximum of 20 S.4–S.5 students who are talented in video shooting	Sept 2024 – Aug 2025	Students being able to interview people and produce video and live broadcast	Mr. LEE Cheuk-wa	\$20,000
Leadership	Future Leaders Workshop for Elite Students	To develop students' leadership skills and nurture a positive attitude	20 S.4 students selected among the top 40 students in the form according to their S.3 Annual Exam results	3 lessons, 1¼ hours each Feb 2025 – Mar 2025	Students being able to make plans and proposals and organise club / society activities for students.	Dr. Bob LUI	\$8,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Science	Subsidy Scheme for courses and competitions for Gifted and Talented	<ol style="list-style-type: none"> To subsidise students who enroll in a fee-charging Gifted Education course offered by local tertiary education institutes and professional bodies To subsidise students who enroll in science competitions for the purpose of developing their gifted potential 	<ol style="list-style-type: none"> Gifted Education course: 5 S.4-S.5 students based on their academic results and performance in class Science Competitions: 50 S.4–S.6 students according to their Half-yearly Exam results in the corresponding subjects 	Sept 2024 – Aug 2025	<ol style="list-style-type: none"> Students subsidised in Gifted Education courses being able to share their experience in the STEAM week Well performed students in competitions being able to become Science Research Team members for more advanced research training 	Dr. Bob LUI	\$10,000
	Science Enhancement Programmes	To enhance students' scientific enquiring skills and better equip them for competitions	10 S.4–S.5 gifted students in science research	Sept 2024 – Aug 2025	Participation in different Science competitions	Dr. Bob LUI	\$10,000
							\$116,000
<p>\$60,496.46 (Carry forward from 13/09/2024)</p> <p><u>\$49,000.00 (To be received in 09/2024)</u></p> <p><u>\$35,000.00 (To be received in 04/2025)</u></p> <p>\$144,496.46 (expected revenue for 2024-2025 cohort)</p>							

改善非華語學生的中文學與教 學校計劃 (2024/25 學年)

一、非華語學生人數基本資料

	S1	S2	S3	S4	S5	S6	總人數
2024-2025	2	5	6	3	2	1	19

二、撥款運用

按照2024年9月點算非華語學生人數的結果，本校於2024/25學年可獲額外撥款 883,874元。本校於2023/24學年完結時，額外撥款的累積餘額為 194,464.28 元。本校2024/25學年額外撥款的運用計劃如下：

目標：(一)加強支援非華語學生學習中文		
項目	全年預算開支	備註
1. 聘請 1.7 名中文老師	\$ 800,000	本校聘請1.7名老師，另外0.3名老師的薪金和非華語中文班將會運用其他津貼支付。
2. 非華語基礎語文班	\$ 8,000	/
3. 購買教學資源	\$1,000	/
目標：(二)建構共融校園		
1. 中秋節攤位及開放日活動	/	認識中秋節的歷史和傳統食品
2. 文化活動(考察、工作坊)	\$ 8,000	認識香港文化和傳統文化
3. 伴讀計劃	/	有機會與其他級別的華語學生相處，多閱讀中文文章和溫習所學的中文課文。
合共：	\$ 817,000	

英皇書院
姊妹學校交流計劃書
(2024-25 學年)

學校名稱： 英皇書院

姊妹學校名稱： 山東淄博第一中學 / 北京匯文中學

締結日期： 5/7/2012, 12/2004

本校擬於試辦計劃推行期間舉辦下列姊妹學校交流活動：

(請說明擬舉辦交流項目的名稱和初步構思，以及監察和評估成效的方法。)

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支
1.	<u>山東淄博文化及學習交流團</u> 交流團將探訪淄博第一中學，以齊魯(儒家)文化為主題與該校老師進行文化交流、進課室觀課及一起上課、出外參觀等。 (有關詳情參閱附件一)	一、老師層面：通過交流，認識山東和香港生活習俗及文化，對兩地的教育發展、該校的課程規劃及學生的學習生活等有更深入的了解，也建立起兩校師生的友誼。 二、學生層面：透過交流活動，擴闊學生視野，讓學生親身體驗和感受山東的自然、人文、美藝、歷史、城市發展、紅色資源景點和當代國情，加強對國家的認同感和歸屬感。	<ul style="list-style-type: none"> · 交流報告書 · 學生日誌及分享 · 老師觀察 	➤ 團費： \$130,000
2.	<u>線上視像/錄像交流</u> 計畫將透過線上視像/錄像進行語文研習交流。 例如： 觀摩語文課及學生線上比賽、文化分享交流。	三、學校層面：吸收經驗，於將來安排其他主題的交流活動，協助學校達至持續發展。		
3.	<u>購置交流器材及保養費用</u>			➤ 費用： \$20,000
4.	<u>接待內地姊妹學校交流團</u>			➤ 招待費用： \$10,000
本計劃書已獲得本校法團校董會／校董會批核。			· 總開支	\$160,000

山東淄博文化及學習交流團行程安排

- 擬於二零二四年十二月十六日向五間旅行社發出報價邀請。

暫定日期：二零二五年五月六日至十日（五天）

（後備日期：二零二五年四月二十八日至五月二日）

參與者：2位英皇書院教師

20位中三至中五學生

天數	行 程	備註
1	遊覽及參觀活動	
2	校內活動 （觀課/一起上課/交流/工作坊）	
3	校內活動 （觀課/一起上課/交流/工作坊）	
4	遊覽及參觀活動	建議加入紅色資源景 點
5	遊覽及參觀活動	

其他服務包括：

- 1 由富經驗領隊及導遊隨團遊覽
- 2 製作日誌，內容包括行程簡介、活動摘錄、備忘、筆記及反思欄等
- 3 出發前提供一個簡介會讓學生及家長了解出發前後須注意的事項
- 4 本團橫額一張

King's College

Plan on the Use of the Promotion of Reading Grant 2024/25 School Year

The major objectives for Promotion of Reading:

Creating a reading culture at school & enhancing students' language competency

Available fund: \$115,873		
	Item	Estimated Expenses
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	Theme-based scheme; Values Edu. \$2,000 ; National Edu. \$3300 \$5,300 Battle of the Books Competitions \$4,000
2.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	Writer's sharing \$2,000
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	-S.1 & S.4 Newspaper Skim Reading Competitions -S.2 Chinese Reading Strategies Workshop -S.1-S.3 Battle of the Books Competition Training Workshop -S.4 Reading X Culture Workshop \$40,000
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities & competitions	-Reading games \$1,700 -Reading Award Prizes \$6,300
3.	<input checked="" type="checkbox"/> Other : Publication of students' good work	\$20,000
	Total:	\$79,300

King's College

2024-2025

Work Plan on One-off Grant for the Senior Secondary Subject Citizenship and Social Development (CS Grant)

2023/24 Remaining Grant: **\$257,980.31**

Area	2024-25
1. Developing or procuring relevant learning and teaching resources	\$25,000.00
2. Subsidising students and teachers to participate in the Mainland interflow activities or study tours related to the CSD curriculum	\$100,000.00
3. Organising school-based learning activities to enhance the learning and teaching effectiveness of CSD	\$20,000.00
4. Organising or subsidising students to participate in joint-school / cross-curricular activities related to the CSD curriculum held in Hong Kong or the Mainland	\$20,000.00
Total estimated expenditure	\$165,000.00

2024/25 Estimated Surplus: **\$92,980.31**

支援學校推動校園體育氛圍及「MVPA60」一筆過津貼 2024-2025 計劃書

計劃統籌老師姓名： 黃鎮煒

計劃目標: 培養學生對體育活動的興趣，宣揚積極健康的生活態度，培養正面的價值觀，建立恆常參與體能活動的習慣。

範疇	日期	目標學生	預計參與學生數目	監測/評估機制	預計開支	備註
<ul style="list-style-type: none"> ◇ 下一階段將添置更多不同的器材，以增強學生的心肺功能 ◇ 讓更多學生進行體適能訓練 ◇ 在健身角添置更多樣化的器材，以增加活動的靈活性 	3/2024-8/2025	S.1-S.6	全校學生	<ul style="list-style-type: none"> ◇ 老師觀察 ◇ 體適能數據分析 ◇ 學生問卷 	\$40,000	購買划艇機
<ul style="list-style-type: none"> ◇ 增加健身訓練入門課程，以協助初學者能更好地融入活動，邀請持專業牌照的教練到校作初階訓練班，讓同學在鍛鍊身體時都能注意安全 	4/2024-7/2024	S.1-S.6	200	<ul style="list-style-type: none"> ◇ 老師觀察 ◇ 學生問卷 	\$10,000	
申請撥款總額					\$50,000	

King's College
Programme Plan for One-off Grant for Mental Health at School (2024-2025)

Purposes:

1. To help students adjust to the changes and impacts brought by the pandemic.
2. To facilitate students to have more in depth communications and interactions with their peers and teachers, as well as enhance the sense of connectedness between various stakeholders in schools, thereby enhancing the mental health of students and school personnel.
3. To create a caring and positive culture by setting up a learning environment where students feel safe, relaxed and accepted.
4. To promote students' mental health.

Implementation Plan:

Objectives	Strategies	Success Criteria	No. of students / target group	Methods of Evaluation	Time Scale	Responsible parties / persons	Fund allocation
1, 2, 3, 4	WHOLE-SCHOOL APPROACH MENTAL WELLNESS PROMOTION PROGRAMME: <ul style="list-style-type: none"> • Regular Emotion Awareness Game Booths • S1 – 6 Form Periods <ul style="list-style-type: none"> ○ Seminars ○ Workshops • Professional development workshop for teachers 	80% of the students / teachers are able to acquire knowledge / skills of how to be aware of self or others' mental wellness	All S1 – 6 students All S1 – 6 students All teachers and teaching assistants	Evaluation forms	Aug 2024 – Aug 2025	Counselling Team, school social workers	HK\$39,000
						Total:	HK\$39,000