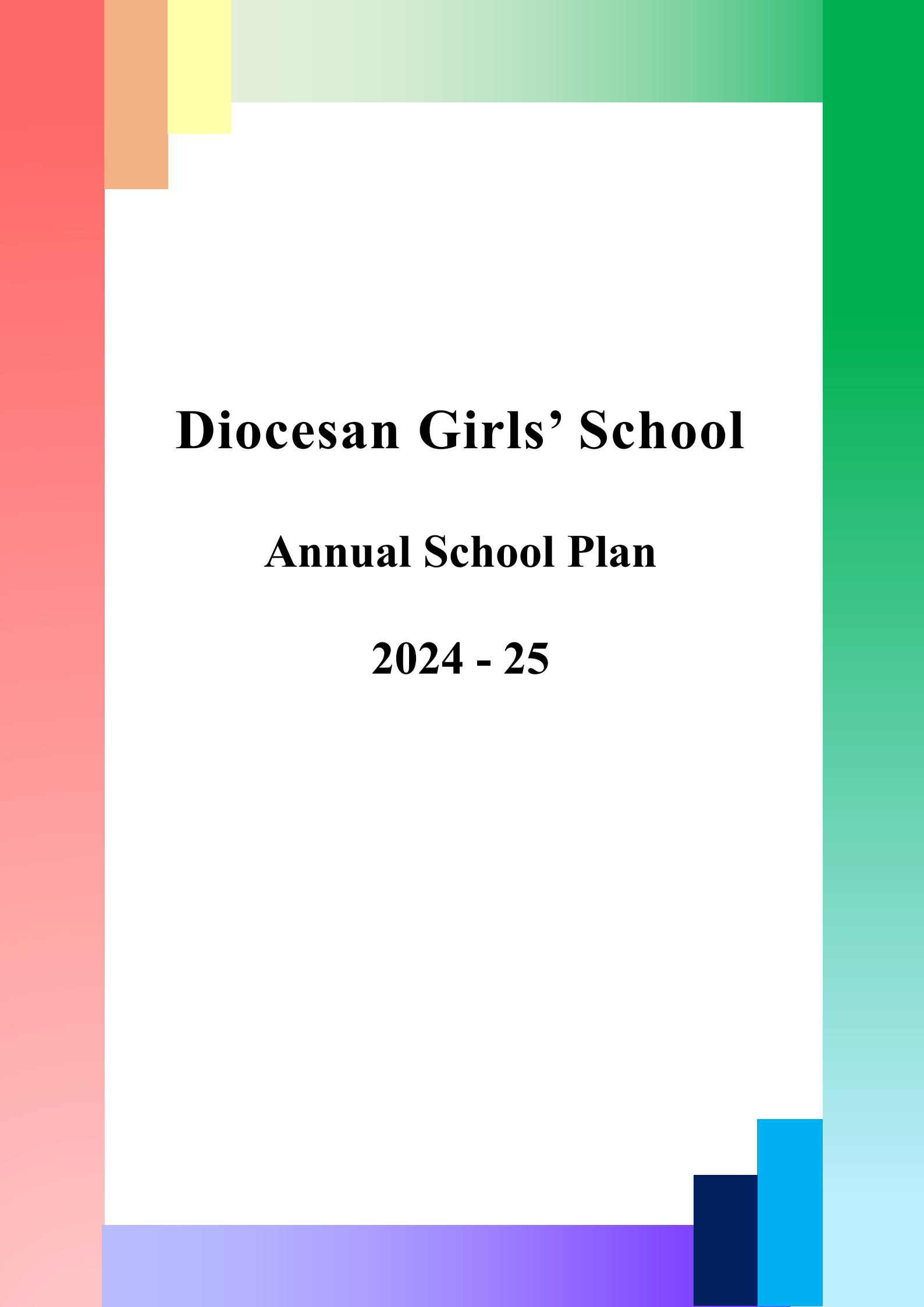




Diocesan Girls' School

Annual School Plan

2024 - 25

School Vision & Mission

Our Vision

It is our vision to be a leading school in China and the Asia-Pacific region, producing female graduates of noble mind, who blend naturally Christian values, Chinese traditions and culture, and democratic ideals, to contribute proactively in the international and local communities as well as their homes and families.

Our Mission

Building on a legacy of distinction, it is our mission to serve as a model for effective teaching and learning in a dynamic educational environment where students achieve their maximum potential and gain a love of lifelong learning; and teachers excel in pedagogy, stimulating young minds and encouraging them to extend excellence beyond the classroom.

We aim to provide each and every student with an ideal environment to grow and excel from the time she begins her education journey. We pledge to do the utmost possible to offer our students a vibrant and enjoyable education opportunity that equips them for lifelong challenges.

Diocesan Girls' School

Annual School Plan

2024 / 25

Major Concerns

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2. Broadening Knowledge of Students beyond the Classroom	P.6-8
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1. Major Concern: Holistic Provision of Support for the Community's Wellbeing

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. Whole School Level - To ensure a safe and healthy place for teaching, learning, and working - To maintain a campus culture that values mental health - To address students' mental, emotional, psychological, social, and physical needs to foster holistic well-being - To enhance teachers' expertise in discerning students' problems and providing appropriate and timely guidance and intervention by appropriate professionals - To enhance non-teaching staff's knowledge and skills in supporting their own wellbeing and that of students who have direct contact with them when necessary	1. Whole School Level - Provide staffs, parents, and students with information on health resources and updates from Department of Health - Launch the two-year "Health in Mind" Programme (2024-26) to provide a series of mental health education and promotion activities for students, parents, teachers, and non-teaching staff - Conduct a series of healthy and holistic programmes, seminars, workshops and camps to equip students with the knowledge, skills and attitudes needed for their personal growth and development - Conduct Professional Development workshops for teachers to develop	- More than 75% of students enrolled in student health services - More than 75% of participants agree that the mental health activities from the "Health in Mind" Programme are useful. - Feedback from participants, teachers and/or school social workers indicates that the programmes or resources provided can meet the intended targets	- Evaluation surveys to collect feedback from participants - Verbal or written feedback from participants at the end or after the activities - School social workers' and/or counselling teachers' observation and feedback	September 2024 – July 2025	- Deputy Heads - Guidance & Counselling Team - Staff Development Team - Healthy School Team - Parent-Teacher Association	- School funds - One-off Grant for Mental Health at School - One-off Grant for Mental Health of Parents and Students - One-off Grant on Parent Education (Secondary)

To provide support to parents in maintaining good relationships with their daughters and promoting their daughters' wellbeing	their skills in identifying and addressing students with emotional needs - Organize mental health training for non-teaching staff to equip them with essential mental health knowledge, enabling them to promote self-care, identify warning signs, and respond effectively when necessary, particularly in non-classroom settings where they directly interact with students - Organize breakfast gatherings, seminars, and support groups for parents to assist them in nurturing their daughters' mental and emotional health and development					
2. Teacher Level - To offer support to the physical and emotional needs of teachers - To equip teachers with the necessary knowledge and skills to identify students who need help to deal with their personal and emotional issues at an early stage and to intervene whenever necessary	2. Teacher Level - Arrange health promotion programmes and stress management activities for teachers - Arrange seminars and/or provide relevant resources to equip teachers to assist teachers in gaining a clear understanding of the role of a gatekeeper, strategies to support students with emotional needs and tips for			September 2024 – August 2025	- Deputy Heads - Staff Development Team - Guidance & Counselling Team - Healthy School Team	

	promoting student wellbeing					
3. Student Level • To promote and maintain physical well-being of students to resist different kinds of temptation and reduce health risks • To train students so that they are better aware of their emotional self and be better equipped to maintain their emotional well-being • To train students to provide emotional support to their peers that come their way during their secondary school years	3. Student Level • Work with the Department of Health to facilitate access to government health services • Provide training to students to be health leaders who design and implement anti-drug and healthy lifestyle activities in school • Conduct professional workshops for students to address their personal and emotional needs • Conduct orientation programmes for all S1 students and new S2-5 students • Hold Mental Health Awareness Week for the whole school • Train students to become gatekeepers and ambassadors for mental health through various training programmes			September 2024 – August 2025	• Healthy School Team • Guidance and Counselling Team • School Admission Team (New Student Orientation Programme) • OLE Team • Form Teachers • Counselling Committee	

2. Major Concern: Broadening Knowledge of Students beyond the Classroom

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

- Continue to offer Co-curricular Enrichment (CCE) Programmes in Secondary 4 and Secondary 5
- Continue to prepare teaching materials for the Junior Secondary subject Citizenship, Economics and Society (CES)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. Continue to offer CCE Programmes in S4 and S5 • To develop students' mathematical reasoning for prediction, problem solving, decision making • To inspire students on life planning and broaden their career horizons • To cultivate students' creativity through the creation of art • To enhance students' social and emotional wellbeing • To inspire students on their personal growth and their relationship with others • To inspire students' aesthetic experience and instill a sense of appreciation of nature	• Arrange 2 lessons per week for the enrichment programmes in S4 and S5 • Collaborate with teachers of different subjects to work on the curriculum on each component of the programmes	• More than 65% of students and teachers agree that the lessons / activities can enable them to meet the targets of the curriculum • Teacher / Social Worker feedback in student work /reflection /classroom performance that students have exhibited traits of attaining the target(s)	• Surveys to collect feedback from teachers and students • Student work / reflection in particular domains • Student presentation in particular domains • Teacher observations of changes in behaviour / attitude of students • Student self-evaluation on changes in life-style • Teacher self-evaluation and reflection	September 2023 – July 2024	• Curriculum and Assessment Team • Visual Arts Department • School Social Workers • Mathematics Department • Music Department • Careers Team • Physical Education Department • Citizenship and Social Development Department	• Support of the time-tabling team to make possible the lessons across the whole Form • Support from the AV and IT technicians as different activities are held in different venues at the same time • Financial resources for learning materials /student visits in

• To enrich students' culture in relation to language learning • To help students explore their areas of interest and encourage them to form the habit of self-directed learning and life-long learning • To empower students in data handling skills through learning the fundamentals of Calculus • To expose students to different cultures around the world and encourage them to compare different cultures • To instill a sense of national identity and global citizenship						various domains • Teaching materials prepared by teachers in various departments
2. Continue to prepare teaching materials in the Junior Secondary subject Citizenship, Economics and Society (CES) • To prepare the scheme of work, lesson plan, worksheets and assessment schemes for S2 and S3 topics • To review the learning and teaching in S1 and modify the teaching materials to improve efficiency in teaching and learning	• Collaborate with teachers of the Citizenship and Social Development department and the Economics department to work on the curriculum and prepare teaching materials • Observing students in lesson and collecting their feedback for possible improvement in S1 teaching materials	• More than 65 % of the teachers who are involved in the teaching and learning of CES agree that the teaching materials are well-prepared and are suitable for the level of students from S1 to S3 • More than 65 % of the teachers who are involved in the teaching and	• Surveys to collect feedback from teachers and students • Student work / reflection / presentation in class • Teacher observations of changes in behaviour / attitude of students	September 2024 – July 2025	• Citizenship and Social Development Department • Economics Department	• Financial resources for learning materials /student visits in various domains • Teaching materials prepared by teachers in various departments

		learning of CES are confident that they can deliver the subject using the teaching materials prepared • More than 65 % of the teachers who taught S1 CES in 2024-2025 agree that the modification suggested improves efficiency in learning and teaching	• Teacher self-evaluation and reflection			
3. Encouraging students to participate in STEAM courses and competitions • To inspire students to apply knowledge learnt in various domains in solving daily life problems • To equip students with IT-related skills to facilitate data-collection, analysis and presentation • To empower students to start their own research projects • To cultivate among students a habit of looking above and beyond learning and teaching in class	• Organize inter-disciplinary learning activities • Offer courses in IT-related and STEAM-related domains • Recruit students into different training teams which equip them to participate in STEAM competitions	• More than 65 % of teachers and students feel interested about inter-disciplinary learning activities • More than 65 % students participated in courses and training teams found the courses and training courses useful • Teachers / instructors feedback in students' attitude / behavioural changes	• Surveys to collect feedback from teachers and students • Student work / reflection / presentation in class • Teacher observations of changes in behaviour / attitude of students • Teacher self-evaluation and reflection	September 2024 – July 2025	• IT Department • Mathematics Department • Science Department • Visual Arts Department	• Financial resources for learning materials /student visits in various domains • Teachers / instructors for teaching courses and leading projects

3. Major Concern: Sustainability and Environmental Protection

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
- To emphasize the two United Nations Sustainable Development Goals (SDGs): responsible consumption and production, and climate action - To implement sustainable practices aimed at reducing school energy consumption and promoting eco-friendliness among various stakeholders - To facilitate the green building movement and energy-saving practices through a bottom-up approach - To reduce solid waste through sustainable practices - To foster student leadership in sustainability initiatives to empower students to drive positive environmental change within their school community	- Implement cost-effective energy-efficient retrofitting projects on campus - Incorporate sustainability topics into the curriculum across subjects by integrating sustainability practices into lesson plans, classroom activities and assessments - Arrange sustainability-related educational activities, inter-class competitions and leadership training programmes - Organize dramas, seminars workshops and field trips related to the recent trend in sustainable development - Encourage students to engage in sustainability-focused competitions and award schemes	- Achieve 15-20% of reduction target on electricity consumption - More than 75% of students actively involved in eco-friendly initiatives like waste reduction and recycling programs (DGS Zero2) - More than 75% of teachers agree that training enhances their awareness of the latest trends in sustainable development - Feedback from students and staff that students have exhibited the traits necessary for attaining the targets	- Evaluation surveys and feedback forms to evaluate the perceived effectiveness of sustainability initiatives and gauge the level of awareness among stakeholders - Student work/presentation in particular domains - Teacher observations in the implementation of sustainability practices in classrooms, administrative operations and campus facilities - Student self-evaluation on changes in green habits	September 2024 to August 2025	- Teachers of School Sustainability Team - Geography teachers - Administrative Office - School prefects (responsible for School Sustainability) - SICs of Conservancy Club - Green Prefects of each class	- School funds - External funding from the government and NGOs

• To enhance students' environmental knowledge and skills to transform their environmental awareness into action • To attain BEAM Plus Existing Schools certification after the installation of energy saving initiatives	• A team of School Sustainability Prefects to help improve the school's environmental performance and monitor peers' green habits on campus • Conservancy Club responsible for promoting sustainability and raising awareness about environmental protection within the school community • Organize staff training sessions focused on sustainability to raise awareness about environmental protection • Organize events that engage parents in sustainability initiatives at the school, such as the booth at the Mini Bazaar • Encourage teachers to participate in training programmes focused on qualifications related to sustainable development		• Data such as recycling records from external organizations, carbon audit reports, electricity bills, waste recycling rates (DGS Zero2) and participation numbers in eco-friendly programs • Compare baseline data with post-implementation data to measure progress and impact			
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Appendix 1: Capacity Enhancement Grant

Diocesan Girls' School Income and Expenditure - Capacity Enhancement Grant for 2024-2025

					HKD
Balance brought forward from 2023-2024					-
Estimated Grant for 2024-2025					841,101
					841,101
Less:	Actual Expenditure				
	<u>Teaching/ Non-teaching Staff</u>	<u>Annual Salaries</u>	<u>Annual Employer's MPF Contributions</u>	<u>Subtotal</u>	
		HK\$	HK\$	HK\$	
P.E. Dept.	Teacher - 1 post	751,660	75,166	826,826	} (1,179,282)
AV Dept.	AV Officer - 0.67 post	150,766	7,538	158,304	
School Office	Clerk - 1 post	184,906	9,246	194,152	
		1,087,332	91,950	1,179,282	
				Deficit for the year	
					(338,181)

Appendix 2:

Diocesan Girls' School Life Planning Education and Career Guidance Policy Statement

Life Planning and Career Guidance at Diocesan Girls' School aims to provide a holistic educational platform to support the developmental needs of all our students. It recognizes the varying needs of our students amongst different year groups as well as within individual classes, which necessitates the provision of a customized approach to Life Planning and Career Guidance.

Through a coordinated approach involving the Careers, Counselling, Other Learning Activities (OLE), Scholarship and other related teams, the School aims to empower all students to make informed and responsible choices with respect to their life choices and career goals, and to nurture their social, emotional and psychological well-being.

The life decisions our students make should match their own personal interests, strengths and character so that they may reach and ultimately surpass their potential. To this end, the Life Planning and Career Guidance at School encourages our students to become active and life-long learners, to uphold Christian values, to develop character, to be able to reflect and discover themselves, and to become empathetic and compassionate members of society.

Objectives	Strategies	Monitoring/Evaluation
<u>A. Career Guidance Service</u> - Expose students to a wide-range of university options - Advise and guide students to make informed and appropriate choices when it comes to tertiary education options - Prepare students for the university application process - Handle and complete supporting university application material, external scholarship material and summer programmes material, for students - Inform students of different career	- S3: Presentation for S3 students & parents to enable them to appropriately select HKDSE subjects based on interests and career objectives - S4: Run co-curricular careers classes on a rotational basis for different classes, informing girls about different university options, how to plan, and how to be prepared. - S5: Implement and run a Job-Shadowing programme for S5 students - S5 and S6: Hold Mock Interview sessions and essay writing workshops for S5 and S6 students - S4, S5 and S6: Organize visits to different faculties at local universities - S4, S5 and S6: Support students for the university application process through a series of workshops e.g. on JUPAS, non-JUPAS and non-local applications.	- Evaluate feedback from students after workshops and programmes - Periodic discussions with university admissions' officers to evaluate our applications from the previous year - Review acceptance rates from a range of universities to determine how qualified and prepared our students are - Evaluate feedback from other stakeholders such as job mentors, DOGA, parents, summer course programme providers and teachers

paths and opportunities • Enable students to make informed choices when it comes to career options • Prepare students for the workplace • Provide customized careers' related advice to students with unique talents or needs such as athletes, musicians and artists. • Facilitate careers-related requests from former students • Train teachers and counsellors so that they may ably assist students	• S5 and S6: Hold workshops and mock interviews for S5 and S6 students specifically tailored to Oxbridge applications • S4 and S5: Host visiting university lecturers who run university-level style classes, virtually or in-person. • All students: Hold career-focused forums where old girls discuss relevant issues pertaining to their field; hold enrichment classes where old girls “teach” students university and/or professional level skills • All students: Invite university visitors to come to DGS to speak to students or invite them to hold virtual workshops • All students: Invite DGS Old Girls to come back to DGS to share their experiences and offer careers' related advice • All students: One-to-one counselling to help students make informed choices • Teachers: Teachers to enroll in appropriate counselling workshops; teachers to attend sharing sessions by university admission officers and faculty members; internal training workshops to be held for relevant teachers	
<u>B. Guidance and Counselling Services</u> • To nurture the social, emotional and psychological well-being of students as well as develop their character through guidance and counselling services in 3 major areas: (i) developmental, (ii) preventive, and (iii) remedial • To equip students with the skills and knowledge needed for their personal, emotional, and social	<u>Developmental Service</u> The Guidance and Counselling Team conducts in-house programmes, workshops, events and activities and engages with professional bodies to equip our students with skills, knowledge and attitudes needed for their intellectual, mental, social, emotional and character growth. • S1 New Student Orientation Programme (all new S1 students) • S1 Team Building Day Camp (all new S1 students) • S2 – S4 New Student Orientation Programme (new S2 – S4 students) • Inter-Class Display Board Competition (S1 – S6) • Mental Health Awareness Week (S1 - S6)	<u>Developmental & Preventive</u> • Evaluate feedback from students and teachers after workshops, programmes, talks, forums and form period discussions and activities • Meet with the school social workers and teachers in the counselling team to review and evaluate guidance and counselling services in the previous year in order to plan for the coming year

growth and development • To inculcate Christian values and Christ-like attitudes towards people (self and others), society and life in general • To instill empathy and compassion in students so that they give generously of themselves to others in love and service • To empower students to become healthy, adaptable, and resilient individuals who embrace life's challenges with optimism and confidence • To guide students in making wise, informed choices in life amid the many temptations and challenges they face in the world today	• DIY workshops on “Chocolate and Greeting Card Making” (new S2-S5 students) • “Health in Mind” Programme: Talk on Stress Management (S5 – S6) • “Health in Mind” Programme: Talk on Emotion Regulation (S3 – S4) • “Health in Mind” Programme: Talk on Internet Addiction (S1 – S2) • S4 Wellness Programme (S4) • Presentation of Encouragement and Blessings for S6 Graduates (S6) • Talk on Understanding Emotions (S1) • Talk on Peer Support (S2) • Workshop on “Building Mental Resilience” (S4 – S5) • S6 Relaxation Workshop (S6) • Crafting Kindness: Gifts and Cards Preparation (S4) • S.H.I.E.L.D.S. (Suicide Help Intervention through Education & Leadership Development for Students): “Mind Mater” (S3) • HKUMEd Wellness Buddies Training Programme (S4 – S5) • Student Gatekeepers and Ambassadors for Mental and Emotional Health Programme (Counselling Committee members only) • “Health in Mind” Programme: Ambassadors Training (selected Counselling Committee members) <u>Preventive Service</u> Guest speakers well-versed in their areas of expertise and/or with a wealth of experiences are invited to address pressing issues that concern today's youth and/or share their personal life journeys	<u>Remedial</u> • Monitor and document individual student's emotional health and progress through continual communication with parents, teachers, mental health professionals and the student concerned • Gauge the academic progress of students with special needs e.g. athletes using progress reports as a monitoring tool
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	with our students. • Talk on “Say No to Cyberbullying” (S1) • Talk on “Building Healthy Relationships: A Sex Education Perspective” (S2) • L.O.V.E. Value Education (S3) • Talk on Future Professions (S4) <u>Remedial Service</u> • The Guidance and Counselling Team also offers individual counselling to students with emotional needs and pastoral care and support to students with special needs, especially athletes who face the challenges of balancing rigorous sports training with academic work.	
<u>C. Other Learning Experiences</u> • To let students experience the challenges one may face at different stages of life • To equip students with the skills related to taking up leadership roles in teams/ groups • To expose students to different societal trends and equip them with the skills to handle future changes	• Leadership training camp/workshop • Training workshops on a variety of topics and skills • S1 to S5 students submitting a reflection of their learning goals near the end of each academic year.	• Evaluate feedback from students after workshops and programmes • The SLP Team monitors students to complete their SLPs. • Form Teachers help check if students have completed the reflection.

Appendix 3:

Three-year plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes for the sixteenth cohort of senior secondary students (from 2024-25 to 2026-27 school years)

The following programme is adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded Programme	Strategies & benefits anticipated	Name of Programme / Course & Provider	Duration of the Programme	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					24/25	25/26	26/27		
Other programmes: Network (for HKDSE Music) Host School: Diocesan Girls’ School	In view of the small number of students opting for HKDSE Music, this network programme with Diocesan Boys’ School, and La Salle College can help to cater for students’ diverse needs	HKDSE Music; Service Provider: Institute of Music Education Limited	3 years	S4-6 students of this cohort of students	10	10	10	Students will take the HKDSE Examination	Jointly-organised with Diocesan Boys’ School, and La Salle College

Appendix 4:

Life-wide Learning Grant Plan on the Use of the Grant 2024-2025 School Year

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.

Category 1: To organise / participate in life-wide learning activities

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
										I: Intellectual Development V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
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														
1	Virtual production courses and visits	Whole Year	S1-S6	40	\$80,000	\$2,000	- To provide students with up-to-date knowledge in video production using virtual production technologies. - To provide students opportunities to visit various virtual production studios in Hong Kong.	STEAM	Student Survey	✓		✓		✓	IT Teachers
2	Fintech application development courses	Whole Year	S2-S6	20	\$80,000	\$4,000	- To provide students with a comprehensive understanding of financial technology and its applications, such as Web 3.0, NFT, generative AI, blockchain, smart contract, decentralized finance, etc. for real life application development.	STEAM	Student Survey	✓				✓	IT Teachers
3	Metaverse Course	Whole Year	S2-S6	40	\$80,000	\$2,000	- To equip students with the necessary skills, such as 3D modelling, 3D scanning, 3D gaming, in implementing Metaverse applications.	STEAM	Student Survey	✓		✓		✓	IT Teachers
4	iOS or Android apps development courses	Whole Year	S2-S6	20	\$80,000	\$4,000	- To equip students with the necessary programming skills in developing real life apps for iOS and Android. - Encourage students to participate in large-scale apps exhibition and conference such as Apple Worldwide Developer Conference.	STEAM	Student Survey	✓			✓	✓	IT Teachers
5	Robotics coding courses	Whole Year	S1-S6	40	\$60,000	\$1,500	- To provide students with the necessary skills and knowledge in coding and designing robotics for various robotics competitions such as FLL and Pi War.	STEAM	Student Survey	✓				✓	IT Teachers

6	IT-related courses for mini-summer term	July 2025	S1-S3	205	\$50,000	\$243.90	- Taster programme for S1-S3 students to learn latest technologies that are not covered in normal IT curriculum.	STEAM	Student Survey	✓			✓	✓	IT Teachers
7	A.I. courses	Whole Year	S2-S6	20	\$90,000	\$4,500	- To provide students with a comprehensive understanding of developing artificial intelligence applications using edge devices and Python programming language.	STEAM	Student Survey	✓				✓	IT Teachers
8	Training for various competitions, e.g. HKOI, IBOL, etc.	Whole Year	S2-S6	30	\$60,000	\$2,000	- To equip students with the necessary IT skills and strategies to excel in various IT-related competitions, such as HKOI, IBOL, etc.	STEAM	Student Survey	✓					IT Teachers
Sub-total of Item 1.1				415	\$580,000										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons														
1	Nil				\$0.00										
Sub-total of Item 1.2				0	\$0.00										
Total for Category 1				415	\$580,000										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Estimated Expenses (\$)
1	Nil		\$0.00
Estimated Expenses for Category 2			\$0.00
Estimated Expenses for Categories 1 & 2			\$580,000

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	1161
Estimated number of student beneficiaries:	415
Percentage of students benefitting from the Grant (%):	36%

Appendix 5:

Citizenship and Social Development Department Plan on Use of Citizenship and Social Development Grant (the CS Grant)

School Year: 2024-2025

1. Aim of the CS Grant: support the implementation of the Senior Secondary Subject Citizenship and Social Development (CS).
2. As at 31 Aug 2024, the CS Grant has the unspent balance of \$ 287,184.43 with our school.
3. Our school plans to use the Citizenship and Social Development Grant (the CS Grant) in the following ways:

	Area	Estimated Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	50,000
ii.	Subsidizing students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	50,000
iii.	Organizing school-based learning activities relating to the CS curriculum	42,000
iv.	Organizing or subsidizing students to participate in joint-school/cross-curricular activities relating to the CS curriculum held in Hong Kong or on the Mainland	80,000
v.	Others (please specify): Buying extended reading materials for students for the school library	65,000
	Total estimated <u>expenditure</u> (\$):	287,000

Appendix 6:

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

The major objective is to promote reading in the school e.g. creating a reading culture. The school aims to facilitate student learning, and nurture a lifelong passion for learning. The school aims to offer a diverse range of high-quality publications and engaging activities to encourage regular reading habits and enhance literacy skills.

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	\$65000
	☒ Printed books	
	☒ e-Books	
2.	Web-based Reading Schemes	
	☐ eRead Scheme	
	☐ Other scheme: _____	
3.	Reading Activities	\$10000
	☒ Hiring writers, professional storytellers, etc. to conduct talks	
	☒ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	☒ Paying the application fees for students to participate in reading activities and competitions	
	☒ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: <u>Materials for Thematic Book Display</u>	\$2205

*Please tick the appropriate boxes or provide detail

Appendix 7:

姊妹學校交流計劃書

2024 / 2025 學年

學校名稱：	拔萃女書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	Mrs. L. Chan

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	北京大學附屬中學
2.	清華大學附屬中學
3.	上海市第三女子中學
4.	上海宋慶齡學校
5.	上海復旦大學附屬中學
6.	鎮江崇實女子中學
7.	杭州外國語學校
8.	廣州市執信中學
9.	珠海市第一中學

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	☑	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):	E7	☐	建立友誼/聯繫
			E8	☐	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	☒	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):

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	☒	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):

擬運用的監察/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)：

津貼用途及預算開支：			
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\$1,360,000
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\$
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\$2,500
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)：	HK\$
N9	☒	學年預計總開支	HK\$1,362,500
N10	☐	沒有任何開支	不適用

Appendix 8:

推廣中華文化體驗活動 一筆過津貼計劃書

(2024-2025 / 2025-2026 / 2026-2027)

計劃目的：提升學生對學習中華傳統文化的興趣，加強學生國民身份認同，並營造校園的文化氛圍。

項目	施行計劃	計劃目標	計劃實施日期	預算開支	成效指標	評估方法
1	中華文化推廣活動（團圓會、國學常識問答比賽、元宵燈會、漢服文化欣賞、文化/文藝寫作班、中華文化演講比賽等）	提升學生對學習中華傳統文化的興趣	9/2024 - 7/2027	\$ 60,000	- 全校學生參與推廣活動 - 學生積極參與文藝表演 - 70% 學生認同活動能有效提升其對學習中華傳統文化的興趣	- 教師觀察 - 學生作品 - 問卷調查
2	跨學科合作計劃：中華文化體驗活動（書法班、國畫班、茶藝班等）	透過多元化活動，加深學生對中國文化的認識。	9/2024 - 7/2027	\$ 80,000	- 學生積極參與體驗活動 - 70% 學生認同活動能有效提升其對學習中華傳統文化的興趣	- 活動檢討 - 學生作品及學習成果分享 - 問卷調查
3	文化參觀及戲劇欣賞活動（香港歷史博物館、香港故宮文化博物館、西九文化區戲曲中心等）	透過參觀活動，加深學生對中國文化的認識。	9/2024 - 7/2027	\$ 40,000	- 學生積極參與活動 - 70% 學生認同活動能有效提升其對學習中華傳統文化的興趣	- 教師觀察 - 學生學習成果分享 - 問卷調查
4	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	學生透過交流團/活動加深對國情及中華文化的認識	9/2024 - 7/2027	\$ 40,000	- 學生積極參與活動或比賽 - 70% 學生認同活動或比賽能有效加深其對中國文化及國家發展的認識	- 活動檢討 - 學生學習成果分享 - 問卷調查
5	採購及發展中華文化學與教資源（書籍、多媒體及電子教學資源等）	營造校園的文化氛圍，加強學生國民身份認同。	9/2024 - 7/2027	\$ 80,000	- 80% 或以上的學生使用有關中國文化的學習資源	- 教師觀察 - 學生學習成果分享
			預計總額：	\$ 300,000		

Appendix 9: Plan on Use of the “One-off Grant on Parent Education” (“the Grant”)

School Year: 2024-2025

1. Aim of the Grant: To procure services from service providers and/or individual speakers or experts for the provision of school-based parent education programmes or activities with reference to the Curriculum Framework (Secondary School) till the end of the 2026/27 school year so as to give parents of secondary students an understanding of adolescent development, promote adolescents’ healthy, happy and balanced development, foster parents’ physical and psychological well-being, and foster home-school co-operation and communication.
2. As at 31 Aug 2024, the Grant has the unspent balance of \$ 200,000 with our school.
3. Our school plans to use the Grant in the following ways:

	Area	Estimated Expenses (\$)
i.	Organising structured or thematic parent education programmes • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts	40,000.00
ii.	Designing and producing school-based parent-education resources	
iii.	Organizing school-based parent education promotional activities relating to the “Positive Parent Campaign”	
iv.	Others (please specify): _____	
	Total estimated <u>expenditure</u> (\$):	40,000.00

Appendix 10: Plan on Use of the “One-off Grant for Mental Health of Parents and Students” (“the Grant”)

School Year: 2024-2025

- 1. Aim of the Grant: To organise various home-school co-operation activities, parent education programmes, parent-child or parent activities, sharing groups for parents or parent trainings relevant to the promotion of students’ and parents’ mental health, so as to equip parents with the relevant knowledge and skills on mental health, and help them play the important role in identifying early signs of children’s mental health problems, understand the ways of stress management and promotion of physical and mental health, as well as the promotion of children’s positive mindset
- 2. As at 31 Aug 2024, the Grant has the unspent balance of \$ 20,000 with our school.
- 3. Our school plans to use the Grant in the following ways:

	Area	Estimated Expenses (\$)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	20,000.00
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	
iv.	Others (please specify): _____	
	Total estimated <u>expenditure</u> (\$):	20,000.00

Appendix 11: Plan on Use of the “One-off Grant for Mental Health at School” (“the Grant”)

School Year: 2024-2025

- 1. Aim of the Grant: To implement school-based measures that can enhance the mental health of students and teachers
- 2. As at 31 Aug 2024, the Grant has the unspent balance of \$ 48,087.12 with our school.
- 3. Our school plans to use the Grant in the following ways:

	Area	Estimated Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	48,000.00
ii.	Providing support services related to enhancing the mental health of students and teachers	
iii.	Designing and producing school-based learning and teaching resources related to mental health	
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	
v.	Others (please specify): _____	
	Total estimated <u>expenditure</u> (\$):	48,000.00