

Diocesan Girls' School
Annual School Plan
2025 - 26

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

2025 / 26

Major Concerns

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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:

With reference to previous school year's "Achievements" and "Reflection," continued efforts will be made towards the holistic provision of support for the community's wellbeing in the coming years.

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 provide support to parents in maintaining good relationships with their daughters and promoting their daughters' wellbeing	1. Whole School Level - Provide staff, 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 - Organize breakfast gatherings, seminars, and support groups for parents to assist them in nurturing their daughters' mental and emotional health and development	- 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	- 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 2025 – July 2026	- Deputy Heads - Guidance & Counselling Team - Staff Development Team - Healthy School Team - Parent-Teacher Association	- School funds - One-off Grant on Parent Education (Secondary)

2. Staff 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 ● 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	2. Staff Level ● Arrange health promotion programmes and stress management activities for teachers ● Conduct Professional Development workshops for teachers to develop 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	meet the intended targets		September 2025 – August 2026	● Deputy Heads ● Staff Development Team ● Guidance & Counselling Team ● Healthy School Team	
3. Student Level ● To promote and maintain physical well-being of students to resist different kinds of temptation and reduce health risks ● To address students' mental, emotional, psychological, social, and	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			September 2025 – August 2026	● Healthy School Team ● Guidance and Counselling Team ● OLE Team ● Form Teachers ● Counselling Committee	

physical needs to foster holistic well-being ● To train students to be better equipped to maintain their emotional well-being and provide emotional support to their peers that come their way during their secondary school years	healthy lifestyle activities in school ● 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 ● Train students to become gatekeepers and ambassadors for mental health through various training programmes					
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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)
- Continue to promote STEAM-related activities as an opportunity for learning beyond classroom
- Continue to offer ESP programme to all S1 students

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	• 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	• 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-	Sept 2025 – July 2026	• 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

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 • 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		have exhibited traits of attaining the target(s)	evaluation on changes in life-style • Teacher self-evaluation and reflection			visits in various domains • Teaching materials prepared by teachers in various departments
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skills through learning the fundamentals of Calculus • To expose students to different cultures around the world and encourage them to compare different cultures						
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 S3 topics • To review the 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	• 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	• 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	Sept 2025 – July 2026	• 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

and teaching in S1 and S2, and modify the teaching materials to improve efficiency in teaching and learning	feedback for possible improvement in S1 and S2 teaching materials	teachers who are involved in the teaching and 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 and S2 CES in 2025-2026 agree that the modification suggested improves efficiency in learning and teaching	and reflection			
3. Encouraging students to participate in STEAM courses and competitions • To inspire students to apply	• Organize inter-disciplinary learning activities • Offer courses in IT-related and	• More than 65 % of teachers and students feel interested about inter-disciplinary learning activities	• Surveys to collect feedback from teachers and students • Student work / reflection /	Sept 2025 – July 2026	• IT Department • Mathematics Department • Science Department • Visual Arts Department	• Financial resources for learning materials /student visits in various domains

knowledge learnt in various domains to solve problems in daily life • To equip students with IT-related skills to facilitate collecting and analysing data, and in presenting findings and ideas • To encourage and empower students to start their own research projects • To instil an idea among students to extend their learning beyond classroom and curriculum	STEAM-related domains • Recruit students into different training teams which equip them to participate in STEAM competitions	• 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	presentation in class • Teacher observations of changes in behaviour / attitude of students • Teacher self-evaluation and reflection			• Teachers / instructors for teaching courses and leading projects
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4. Continue to offer Experiential Staying Programme in a Boarding House for S1 students • The Boarding House Programme is an enriching experience designed to help students grow personally through communal living. • The core of the programme is a 20-day stay at the boarding house, where students will learn to be more independent, organized, and confident. • Enhance Individualized Support. To better address the diverse and complex needs of boarders • Foster Student Leadership Future planning includes integrating more formal leadership opportunities into	• The Boarding Management Committee is responsible for planning and coordinating the daily routines and activities of the Experiential Staying Programme in a Boarding House. • The Facilities Management Office and the AV team provide support for the technical needs of the boarding house. • Additionally, collaborate with form teachers to support the specific needs of the boarders.	• More than 95 % of the S1 students able to complete the ESP programme • Housemistresses and Resident teacher's feedback in student work /reflection /performance that students have exhibited traits of attaining the target(s)	• Self-reflective journal collected feedback from boarders • Verbal or written feedback from participants at the end or after the activities • Housemistresses' observation and feedback	• Sep 24 – July 25	• Deputy Heads • Boarding house management committee	• Financial resources for maintaining the daily operation of the boarding house • The Facilities Management Office and the AV team provide support for the technical needs of the boarding house.
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the program. We will empower returning boarders to take on greater responsibility within the community, encouraging them to be role models and mentors for their peers.						
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3. Major Concern: Sustainability and Environmental Protection

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

- Move beyond a focus on recycling and energy conservation to integrate broader sustainability topics and incorporate a wider range of sustainable development goals (SDGs)
- Establish a formal student-led sustainability committee to ensure long-term success and improve organization and coordination of various sustainability initiatives
- Make sustainability a shared value for the entire student body

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 introduce and incorporate a wider range of United Nations Sustainable Development Goals (SDGs) into school settings • To develop long-term habits of sustainability	• Launching a Green Wall to deliver timely sustainability-related campaigns and information to the school community • Organizing a sustainability fair that uses interdisciplinary collaboration to educate the school and public about the SDGs • Cultivating an anti-wish cycling attitude among the community	• High attendance rate from students, staff and the public in the sustainability fair • More than 80% of students actively involved in eco-friendly initiatives like waste reduction	• 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	September 2025 to August 2026	• Teachers of School Sustainability Team • Geography teachers • Administrative Office • Sustainability Ambassadors • SICs of Conservancy Club • Green Prefects of each class	• School funds • External funding from the government and NGOs

ity among the school community • To implement sustainable practices aimed at reducing school energy consumption and promoting eco-friendliness among various stakeholders • To foster student leadership in sustainability initiatives to empower students to drive positive environmental changes within the school	• Implementing cost-effective energy-efficient retrofitting projects on campus to reduce our environmental footprint • Encouraging students to build up a habit of food waste decomposition • Integrating sustainability topics across various subjects by weaving them into lesson plans, classroom activities, and assessments • Encouraging more student engagement through sustainability-focused competitions and award schemes • Establishing a team of Sustainability Ambassadors to improve the school's environmental performance and	and recycling programs (DGS Zero2) • Improvement in the rate of recycling and quality of recycled materials • Achieve 15-20% of reduction target on electricity consumption as compared with the baseline year • Increase in the number of student-led sustainability campaigns launched througho	in the implementation of sustainability practices in classrooms, administrative operations and campus facilities • Student self-evaluation on changes in green habits • Data such as recycling records from external organizations, electricity bills, 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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community • To expand student participation of sustainability programmes and activities • To attain BEAM Plus Existing Schools 2.0 certification after the installation of energy saving initiatives	monitor peers' green habits • Empowering the Conservancy Club to promote sustainability and raise awareness about environmental protection within the school community	at the year • Increase in participation in sustainability competitions and award schemes • Feedback from students and staff that students have exhibited the traits necessary for attaining the targets				
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Appendix 1: Capacity Enhancement Grant

Diocesan Girls' School
Income and Expenditure - Capacity Enhancement Grant for 2025-2026

						HKD
Balance brought forward from 2024-2025						-
Estimated Grant for 2025-2026						787,158
						787158
Less:	Actual Expenditure					
	<u>Teaching/ Non-teaching Staff</u>	<u>Annual Salaries</u>	<u>Annual Employer's</u>	<u>MPF Contributions</u>	<u>Subtotal</u>	
		HK\$		HK\$	HK\$	
	P.E. Dept. Teacher - 1 post	606,965		30,348	637,313	} (1,024,005)
	AV Dept. AV Officer - 0.67 post	152,278		7,614	159,892	
	School Office Asst. Admin. - 1 post	216,000		10,800	226,800	
		Officer				
		975,243		91,950	1,179,282	
					Deficit for the year	(236,847)

Appendix 2: 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 paths and opportunities - Enable students to make informed choices when it comes to 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 planning for university, building their CV and other relevant life planning information. - 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 - All students: Organize workshops from universities both locally and non-locally. - 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. - S5 and S6: Hold workshops and mock interviews for S5 and S6 students specifically tailored to Oxbridge applications - All students: Hold career-focused forums where old girls	- 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

options • 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	discuss relevant issues pertaining to their field; hold enrichment classes where old girls “teach” students university and/or professional level skills • 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	
B. Other Learning Experiences • To prepare students for 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 • To broaden students horizons by providing international exposure and exchanges	• 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. • STEM and AI-related activities • Exchange programmes with schools from the Mainland and other parts of the world • Cross-regional/ inter-school programmes and conferences such as Humanities Research Symposium for Youth	• Evaluate feedback from students after workshops and programmes • The SLP Team monitors students to complete their SLPs. Whole-school sharing on learning experiences and reflections

Appendix 3: Three-year plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes for the seventeenth cohort of senior secondary students (from 2025-26 to 2027-28 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
					25/26	26/27	27/28		
Other programmes: Network (for HKDSE Music) Host School: La Salle College	In view of the small number of students opting for HKDSE Music, this network programme with Diocesan Boys’ School, La Salle College and Maryknoll Convent School 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	6	6	6	Students will take the HKDSE Examination	Jointly-organised with Diocesan Boys’ School, La Salle College and Maryknoll Convent School

Appendix 4: Life-wide Learning and Sister School Grant

Plan on the Use of the Grant 2025-2026 School Year

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

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	Leadership Training Camps	7/7 - 13/7	To enhance students' leadership-related skills, including self-management, team building and communication skills	S1: 205 S3: 201 S4: 201	15			\$195,500.00		A4 Physical and Aesthetic Development A9 Others	Leadership Development	B1 Questionnaire	
2	Virtual Production Courses and Visits	Whole Year	- To provide students with the up-to-date knowledge in video production using virtual production technologies. - To provide students opportunities to visit various virtual production studios in Hong Kong.	S1-6 in total 40	3			\$80,000.00		A4 Physical and Aesthetic Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
3	Metaverse Course	Whole Year	To equip students with the necessary skills, such as 3D modelling, 3D scanning, 3D gaming, in implementing metaverse applications.	S1-6 in total 40	6			\$100,000.00		A4 Physical and Aesthetic Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
4	iOS or Android apps development courses	Whole Year	- 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.	S1-6 in total 20	3			\$80,000.00		A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
5	Robotics Coding Courses	Whole Year	To provide students with the necessary skills and knowledge in coding and designing robotics for various robotics competitions such as FLL and Pi War.	S1-6 in total 40	5			\$20,000.00		A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	

6	IT-related courses for mini-summer term	Whole Year	Taster programme for S1-S3 students to learn latest technologies that are not covered in normal IT curriculum.	S1: 205 S2: 205 S3: 205	6		\$50,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire	
7	A.I. courses	Whole Year	To provide students with a comprehensive understanding of developing artificial intelligence applications using edge devices and Python programming language.	S1-6 in total 40	6		\$120,000.00		A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire	
8	Training for various competitions, e.g. HKOI, IBOL, etc.	Whole Year	To equip students with the necessary IT skills and strategies to excel in various IT-related competitions, such as HKOI, IBOL, etc.	S1-6 in total 40	3		\$60,000.00		A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire	
9	AI Fair	Oct 2025	To expose students to a wide range of AI technologies through booths hosted by DGS and DGJS students, universities, and industry leaders.	S1-6 in around 300	6	Local and overseas visitors around 300	\$50,000.00		A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire	
(Please insert rows above if the space provided is insufficient.)											
Total estimated expenses of item 1.1							\$755,500.00				
1.2	Non-local Activities										
1											
(Please insert rows above if the space provided is insufficient.)											
Total estimated expenses of item 1.2							\$0.00				
Total estimated expenses (sum of items 1.1 and 1.2)							\$755,500.00				

Name of Teacher Responsible for Life-wide Learning:	Mr. A. Ebrahim	Position:	Assistant Principal
Name of Teacher Responsible for the Sister School Scheme:	Mrs. V. Ma	Position:	SG2

Percentage of students benefitting from the Grant (%):	36%
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To celebrate the School's 165th Anniversary, "China Programmes" will be suspended for a year. We have invited our sister schools from the Mainland to visit our school. Therefore, the Sister School scheme is not included in the above plan.

Appendix 5: Pilot Scheme for Other Languages for Junior Secondary Students

1. Details of OL course(s)										
Language	Number of junior secondary students at each level						<i>Please enter A, B or C (You may enter more than one option.)</i>		Total number of learning hours (hour)	Average course fee per student (\$)
							Class schedule	Delivery mode		
							A. Within timetable B. After school C. Weekend	A. Online B. On school campus C. Off school campus		
(i) Arabic	S1		S2		S3					
(ii) French	S1	35	S2		S3		C	B or C	30.00	\$ 1,200.00
(iii) German	S1		S2		S3					
(iv) Japanese	S1	20	S2	5	S3		C	B	30.00	\$ 1,200.00
(v) Korean	S1		S2		S3					
(vi) Russian	S1		S2		S3					
(vii) Spanish	S1	25	S2	10	S3		C	B	30.00	\$ 1,200.00
(viii) Urdu	S1		S2		S3					
Total number of students	95						(Estimated) Total amount of course fee (\$)			\$ 114,000.00

2. *(Estimated) Other expenditures on purchasing learning and teaching materials

*The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring service provider(s) to conduct OL course(s).

Item	Quantity	Amount (\$)
(i) Textbook	95	\$ 19,000.00
(ii) Workbook	95	\$ 19,000.00
(Estimated) Total amount of other expenditures (\$)		\$ 38,000.00

3. #Information of service provider(s) for providing OL course(s)

The information provided is for internal reference only.

Language	Service provider
(i) Spanish	t.b.c.
(ii) Japanese	t.b.c.
(iii) French	t.b.c.

4. Plan for utilising the funding to provide OL course(s) in the 2026/27 school year

(Please select all applicable options from the list below.)

- ☒ Offer the same OL course(s) to a new group of students (e.g. students from a different grade level).
- ☐ Introduce different OL courses to cater to diverse student interests and broaden language options.
- ☐ Provide advanced OL course(s) for students who have completed the introductory levels.
- ☐ Others (please specify: _____)

Appendix 6: Plan on the Use of the Promotion of Reading Grant

2025-26 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	\$7000
	☒ 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>Book Thematic Display</u> _____	\$5000

*Please tick the appropriate boxes or provide detail