

# SING YIN SECONDARY SCHOOL



## ANNUAL SCHOOL PLAN 2024-2025

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## MISSION STATEMENT

“I have come so that they may have life and have it to the full”

John 10:10

Sing Yin Secondary School, which has its origin in the mission of the Church, has as its fundamental goal the complete and integral human development of each student: mind and spirit, body and emotion (as understood in the light of John 10:10)

Sing Yin is committed to helping students to live a “full life” by:

- promoting the spiritual and moral, intellectual and emotional, cultural, social and physical development of the students
- preparing our students for the challenges and responsibilities of adult life
- guiding our students, in the spirit of our school motto “克明峻德”, to discover Christian values and beliefs, and the meaning of life

### 辦學宗旨

「我來為使人得到生命，且獲得更豐富的生命。」

若 10:10

聖言中學的辦學宗旨，源於天主教會的使命，以「誘導每一名學生發展整全的人格——即若望福音（10:10）所啟示的心與靈、身與情合一」為基本的辦學目標。

聖言中學正是積極推行下列的措施來扶助學生活出豐富的生命：

- （1）開拓學生靈性的、道德的、知識的、情意的、文化的、社會的、體格的領域；
- （2）培養學生應付日後成人生活的挑戰和責任；
- （3）啟引學生在校訓“克明峻德”的精神下，體現基督徒的價值觀與信念，以及生命的意義。

### VISION

To provide one of the best educations in the world with a global perspective for boys in the local community.

### 願景

本校著力為本社區的男孩提供一個有國際視野、世界一流的教育。

## **SCHOOL GOALS**

Our goal is to enable our students to live a full life. In a non-religious context, it means we will prepare our students to live a healthy, affluent and meaningful life. This goal is elaborated in the following points:

1. To help students to appreciate life and to develop a commitment to sustain all lives, especially human life forever. Thus, environmental education should be a core goal of our education.
2. To help students consolidate the values and attitudes necessary for the development of moral character, such as: Faith, Hope, Love, Appreciation, Respect, Responsibility, Peace, Honesty, Justice, Self-discipline, Service, Co-operation, Simplicity, Courage, Perseverance, Sincerity, Tolerance, Self-restraint and Delayed Gratification, on which the sustainable development of the human race is based. These values are to be interpreted in the light of the Bible and good, traditional Chinese culture.
3. To strive to develop in our students the ability to think, judge, and act objectively and independently - that is, to be rational. Critical thinking and debating skills are important, but students must know the shortcomings of these skills. On the other hand, we need to ensure that our students are sympathetic and be able to express their feelings in proper ways.
4. To enable our students to solve the problems they will face in life and societal problems, taking into consideration the pros and cons of different solutions and not be biased by advocacy opinions. The solutions adopted should be effective, efficient, fair and just.
5. To ensure that our students strive for a balance between their rights and responsibilities.
6. To guide the students towards finding meaning and purpose in their lives through an awareness of the existence of God and their obligation to serve God by developing their aptitudes in order to serve not just themselves but also to serve their fellow humans as members of God's great human family.
7. To provide for the full and proper formation of Catholic students.
8. To provide non-Christians with the opportunity of knowing about the life and teaching of Christ and to provide religious instruction for any non-Christian who freely desires it.
9. To promote respect for lawful government and its representatives, the observance of just laws, and a search for the common good which includes civic values such as freedom, social justice, and the dignity of work.

10. To vigorously promote voluntary service by the students both in and out of school.
11. To foster in our students a reverence for life in all its stages, an understanding of the significance of family life for the individual and for society, and the conditions conducive to a good family life. They should embrace filial duty, love their wives and care for their off springs.
12. To enable students to live a physically and psychologically healthy life now and after graduation.
13. To develop a curriculum which will match the students' interests and abilities, and which will provide them with the knowledge, skills and attitudes which will enable them to become financially independent and capable of playing a positive role in the social and economic development of the community.
14. To help the students reach a good standard in both written and spoken Chinese and English.
15. To provide the students with a basic knowledge of the world they live in, with special emphasis on the history and geography of China, and to cultivate in them a love of our Mother Country and Mother Earth.
16. To provide a chance for students to develop a basic appreciation of Art, Music and Chinese Literature and to foster interest in their Chinese cultural heritage.
17. To enable the students to understand the methods of Science, the influence of Science on human life, the main scientific facts, and the relationship of science to the Christian religion. We hold that science and religion are complementary rather than contradictory.
18. To develop the personal interests of the students through extra-curricular activities.
19. To provide for the Pastoral Care of the Students with the assistance of the Social Workers and the Guidance Committee.
20. To provide effective lines of communication among the administration, the staff, the parents, the students and the local community.
21. In the spirit of the Gospel to promote a pleasant, caring, family atmosphere within the school community which includes the Staff, the Students and the School administrators.

## **OUR SITUATION**

In developing our strategic plan and annual plan, we have taken into consideration our strengths, weaknesses, limitations, changes and needs identified below.

### **1.1 Strengths**

- 1.1.1 We have good students. They behave well and are diligent. Their public examination results are good. Routinely, over 90% of our F6 graduates are admitted into local degree or sub-degree programs.
- 1.1.2 Most students' parents are good. They support our school's policies and care very much about their sons.
- 1.1.3 We have one of the best teaching teams in the world. We are professionally trained and all of them are university graduates. Indeed, 36 teachers have a master degree and 2 teachers have a PhD degree.
- 1.1.4 Our sponsoring body has a keen interest in education. The school managers and school supervisor are very dedicated and give us full support.
- 1.1.5 Our alumni are also very supportive. They have helped set up the Sing Yin Education Foundation Limited in 2010 which can provide financial support to us.
- 1.1.6 We have a new campus with better facilities and far more spaces. It should be easier for us to organize activities for students and to provide them with a more complete curriculum.
- 1.1.7 We are a green school with many environmental facilities. It helps us to promote environmental education.

### **1.2 Weaknesses and Limitations**

- 1.2.1 Our school lacks funds to implement some desired programs that could benefit students, most of whom come from families that can hardly support a greater exposure in many aspects of education.
- 1.2.2 As we are a subsidized school, we have much less autonomy in student admission when compared with some DSS schools. Although many high caliber students apply for admission, we cannot take them in at will.

### **1.3 Changes and Needs**

- 1.3.1 The government has changed the F1 admission system. Now there are only 3 bands of students instead of 5 bands. The students we took in this year have a wider spread of ability. We may need to adapt our systems to meet a less homogenous mix of students. Also, the capping of F1 class size at 34 provides an opportunity to re-examine some of our policies like having a F1 remedial class.
- 1.3.2 The secondary school student population has begun to decline a few years ago. We can still offer 5 F1 classes.
- 1.3.3 In view of the economic hardship and the competition and cooperation with China, we need to train our students so that they become higher caliber people, to enable them to work better for

themselves, for Hong Kong and for China. It is desirable to raise their academic standards further through learning to learn programs.

- 1.3.4 Recent surveys showed that Hong Kong students' physical fitness and health are not as good as many other countries. Mental health problems also seem to be rising. We need to reverse the trend.
- 1.3.5 We moved to the new campus in 2011. We need to further enhance its facility and we may need to amend some procedures to accommodate the change.
- 1.3.6 As the new campus is an environmental demonstration unit, we must facilitate visits, talks and seminars to introduce the various environmental facilities.

## **THREE-YEAR SCHOOL DEVELOPMENT PLAN**

**(September 2021 – August 2024)**

Over the last three years (2018-2021), with our continuous focus on student learning, we succeeded in strengthening the students' responsibility and fostering their gratitude, broadening students' horizons, and further developing teachers' professionalism. In the three academic years from 2021 to 2024, we will focus on other areas as identified in meetings of the School Self Evaluation Committee and other committees.

Our major concerns for the three academic years (2021-2024) will be:

- To put the core values of Catholic Education in action
- To promote self-learning of students
- To enhance teaching effectiveness

1. Our school is a Catholic school. Thus, we shall operate as a "Catholic" school. Its "Catholic" identity should be recognized. With a determination to carry on the contribution of the Catholic Church to education, our school should uphold and pass on the following core values to our students to prepare them properly for their life and future responsibilities: Truth, Justice, Love, Life and Family.

Our school shall cultivate these core values by upholding practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the school's vision and mission, providing a family environment imbued with mutual trust and love in the school and incorporating the formal school curriculum Religious Education courses, and fostering a Catholic spirit through religious practices held in the school.

2. Self-learning is an important skill for students as they journey through education and beyond to adulthood, building independence and ability to progress without reliance on a teacher. Traditionally, instructional learning has a place in school, however working out an answer or solving a problem by students themselves is not only more rewarding, but also useful in solidifying their learning. When students assess their own work, they can gain a better understanding of what they are best at and what they need to work harder on. As they start to take ownership of their learning and experience success, they also develop invaluable confidence and self-motivation. This can increase their enjoyment across a wide range of subjects at school whilst also preparing them for personal and professional success later in life. Thus, our school would promote self-learning skills through different strategies such as reading programmes and self-directed learning projects.
3. Today, we live and function in a digital era where students are constantly exposed to the latest trends in technology and media. When teaching these new-age students, it becomes important for teachers to be flexible and find new ways to improve their teaching quality. This not only helps them to be more effective in the classroom but will help their students learn and retain the information in a better way. Our school would help develop the teachers' IT skills and other skills to increase their teaching effectiveness. Furthermore, the physical, emotional and spiritual health of the



teachers are also important. These help the teachers to cope with the difficult challenges in their teaching. Our school also launches programmes to improve these.

These major concerns will shape the annual school plans and projects in the coming three academic years.

## Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved, e.g.  Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g.  Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p><b>Major Concern 1:</b> <b>To promote the core Catholic Values</b></p> <p><b>Target 1:</b> <b>To introduce the five core Catholic values to our students through various activities</b></p>	<p><b>Fully achieved</b> The school decorations were designed to introduce the five core Catholic values to our students. Banners featuring 'Truth', 'Justice', 'Love', 'Life', and 'Family' were displayed around the campus.</p> <p>Additionally, a mosaic wall depicting the Joyful Mysteries of the Holy Rosary was created. This initiative aimed to promote a school atmosphere centered around these core values.</p> <p>Bishop Chow Sau Yan was invited to deliver a talk on "gratitude" to our students, and the feedback and reactions from the students were positive.</p> <p>Religious Week was successfully conducted in May with the theme of 'Love' and 'Family'. During this week, members of the Parent-Teacher Association were invited to assist in</p>	<p>More talks and sharing by priests from SVD to deliver the messages of the core Catholic values will be organized.</p> <p>Principal will also consolidate students' understanding of the core Catholic values in Assemblies.</p> <p>Cooperation with PTA in the Religious Week is a good opportunity to enhance the communication with parents.</p>	

	creating beautiful flowers for students to present to their mothers as part of the Mother's Day celebration.		
<b>Target 2: To integrate core Catholic values across the curriculum</b>	<p><b>Fully achieved</b> In the first year of the development cycle, F1 and F2 Life Education Programme was launched.</p> <p>The theme of F1 Life Education Programme was 'Nature and Me'. Form 1 classes were taken to explore activities in Sai Kung Pak Tam Chung and Sheung Yiu, experimenting day-time and night-time ecological scenes, in order to appreciate the wonder of nature and deepen their self-awareness.</p> <p>The theme of F2 Life Education Programme was 'My neighbours and Me'. Form 2 students went to Quarry Bay on Hong Kong Island and Pak Tam Chung in Sai Kung for orienteering and cooking activities, where they learned the importance of teamwork and social skills.</p>	<p>We can further elaborate the five core Catholic values into the 12 priority values and attitudes.</p> <p>In the upcoming 3-year development plan, promoting positive values will be one of our major concerns.</p> <p>The Life Education Programme for our junior students will become one of our routine programmes to promote positive values among students.</p>	
<b>Target 3: To put the core values of Catholic Education in action</b>	<p><b>Fully achieved</b> The Life Education Program has been extended to Form 3 in the second year of our development cycle. The theme was "Community and Me." Students participated in a service learning program</p>	Community services and voluntary work provides a good opportunity for students to put the core values of Catholic Education in action.	

	<p>organized by Caritas Hong Kong, learning to care for individuals with low incomes, and deepening their understanding of the core values of Truth, Life, and Love.</p> <p>Class-based courses were arranged to prepare students for various volunteer services, including food bank food sorting, visits to old districts, and visits to low-income families. Students gained valuable learning experiences, which they shared and reflected upon in RME lessons. The entire program, from classroom learning to volunteer service to reflective summaries, involved a total of 1439.5 hours.</p>		
<p><b>Major Concern 2:</b> <b>To promote self-learning in students</b></p> <p><b>Target 1:</b> <b>To promote and foster students' reading habit</b></p>	<p><b>Fully achieved</b> The Reading Across Curriculum Committee was set up.</p> <p>The Morning Reading Program was launched. Interesting articles suggested by Subject Department Heads were merged into a booklet for students to read on every Wednesday morning.</p> <p>Inter-school reading sharing sessions were held</p>	<p>A good reading habit is essential for self-learning. However, various surveys reveals that our students do not spend much time on reading. Thus, the promotion of reading will continue in the future.</p>	

<p><b>Target 2:</b> <b>To improve the facilities of the library to enhance students' self-learning</b></p>	<p><b>Partly achieved</b> A QEF project on Library improvement is ongoing. The major objective of the project is to equip the library to become a self-learning centre of students.</p> <p>A self-study area and a comfortable reading zone will be established. Additionally, a cultural space and a discussion room will be arranged to promote reading and support students' project work.</p>	<p>The renovation work has almost been completed. Various in-class and after-school activities will be organized.</p>	
<p><b>Target 3:</b> <b>To provide more electronic platforms for students to do self-learning</b></p>	<p><b>Partly achieved</b> Another QEF project on building up a self-learning video archive on HKDSE MC questions is ongoing. The Mathematics, Physics and Chemistry Departments collaborate to produce video clips explaining the MC questions in HKDSE of these subjects.</p> <p>Senior form students were encouraged to watch these video clips during their study.</p>	<p>Based on students' feedback, the video clips are useful to their studies. More video clips will be made. Searching tags will be added to the video clips so that questions of similar topics can be easily searched.</p>	
<p><b>Major Concern 3:</b> <b>To enhance teaching effectiveness of teachers</b></p> <p><b>Target 1:</b> <b>To increase the awareness of teachers of students with emotional needs</b></p>	<p><b>Fully Achieved</b> Workshops focused on students' mental health and prevention of student suicide were held.</p> <p>The use of information from student survey and parent survey conducted by Guidance Department was enhanced.</p>	<p>Early intervention of students' emotion problem should be emphasized. More similar workshops and collaboration with social workers / educational psychologist will be arrange to raise teachers' awareness.</p>	

<p><b>Target 2:</b> <b>To promote various IT teaching tools to teachers</b></p>	<p><b>Partly Achieved</b> Every teacher is provided with an iPad to enhance their teaching effectiveness. Useful Apps were purchased for all teachers.</p> <p>Techniques and tools (e.g. Explain Everything App) used to make educational video clips were shared among teachers.</p> <p>The use of Google Classroom is enhanced.</p>	<p>Students' habit in checking Gmail and notification from Google Classroom is still need to be enhanced.</p>	
<p><b>Target 3:</b> <b>To promote sharing among teachers and peer lesson observation</b></p>	<p><b>Partly Achieved</b> Teaching sharing sessions and collaboration of lesson preparation were emphasized.</p> <p>Departmental based workshops were organized to discuss the marking schemes of HKDSE.</p>	<p>With the influx of new teachers in recent years, it is essential to organize additional professional training activities to support their development and enhance their teaching skills.</p>	

**b. Based on the reflection against the seven learning goals<sup>II</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

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<sup>II</sup> The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

◆ **How good is my students' performance in achieving the seven learning goals?**

**National and Global Identity**

For the item “Attitudes Towards the Nation” in APASO survey, the score has raised from 1.93 to 2.70 from 19-20 to 22-23, higher than HK average (2.52)

In general, our students exhibit good behavior and adhere to school regulations. Their conduct is highly regarded by our neighbors in the community. With a strong sense of belonging to the community, our students dedicate a significant amount of time to community service activities. These qualities are crucial for fostering law-abiding citizens with a sense of national identity. Contents of National Security Education have been incorporated in the curriculum of various subjects.

**Breadth of Knowledge**

In HKDSE 2024, the overall percentages of level 4 or above and level 5 or above are 70.5 % and 35.5 % respectively. These percentages were significantly higher than the last few years.

In 2024, 92.3% of our students met the entrance requirements for local Bachelor degree programs. Of these, 87.6% were successfully admitted to a degree program. When including the 10.1% of students who were admitted to sub-degree programs, the overall university admission rate reached 97.7%.

Our students achieve success by winning over 400 prizes annually in a wide array of competitions, encompassing both academic and non-academic domains.

**Language Proficiency**

In 2024 HKDSE, the 4 or above rates in Chinese and English were 66.7 % and 60.5 % respectively, which are much higher than that of all candidates.

In F1 and F2, all students obtained a pass (Grade A, B, C or D) in Putonghua subject.

### **Generic Skills**

Most student leaders take an active roles in Students' Association, prefect teams, Houses and ECA clubs.

To assist new Form 1 students in adapting to secondary school life, over 60 senior students were selected as Sing Yin Pioneers to serve as mentors for the newcomers. This initiative fostered strong bonds among students across different forms.

### **Information Literacy**

Gmail, Google Classrooms serve as the primary channels for teachers to communicate with students and distribute notes and assignments.

An electronic platform was set up for students to record their achievements and other learning experiences (OLE). It facilitates the preparation of their personal profiles.

Students are educated on proper internet usage practices. Talks on cyberbullying and accessing sex-related information online were organized to raise awareness and promote responsible online behavior among students. Most students can use the internet in a responsible way.

### **Life Planning**

Alumni in various occupation sectors were invited to share their working experience to our senior form students.

Over 82.2 % of our students got their Degree JUPAS offer, meaning that they have a good understanding in their own ability and aspiration in the pursuit of study.

### **Healthy Lifestyle**



We offer a diverse range of sports training courses to our students, resulting in our handball team, football team, and athletics team securing significant awards in interschool competitions.

Approximately 70% of our students maintain a normal body weight, while 14% of our student population falls within the fat and obese categories.

The incidence of students experiencing emotional issues is increasing, prompting a greater focus on student mental health within our school.

◆ **How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

Our school teachers believe that the school curriculum aligns well with educational goals and current development trends. They agree that the school provides a broad and balanced curriculum that supports students' overall development, fosters positive values, and encourages lifelong learning, preparing them for a knowledge-based, technological, and global society.

Extensive programs are offered both inside and outside the classroom to help students develop the values and attitudes necessary for moral character. These values are interpreted through the lens of the Bible and traditional Chinese culture. We aim to equip our students to address life's challenges and societal issues by considering the pros and cons of various solutions, free from bias and advocacy opinions. The solutions we adopt should be effective, efficient, fair, and just.

To provide opportunities for students to enhance their reading skills, broaden their learning, and connect experiences across subjects, we established the Reading Across the Curriculum Committee to promote reading habits. A variety of activities are organized outside regular school hours, allowing students to discover their interests and creativity, unlock their potential, develop leadership qualities, and improve communication skills.

Our dedicated teachers believe that learning and teaching should serve a higher purpose beyond mere exam preparation. We continually refine our subject curricula to connect students' learning experiences with real-life applications and career aspirations. Specific learning outcomes are clearly articulated in our lessons and assignments, ensuring a tangible link between classroom instruction and practical knowledge.

Through the Sing Yin Pioneers program, we encourage students to set personal learning goals and support each other in their educational journeys. Students engage in self-evaluation and peer evaluation, using rubrics as valuable tools. This collaborative approach fosters a dynamic and

supportive learning environment where students actively participate in their own growth and development.

Our school uses data and feedback to plan support services that promote students' overall development. Most SHS teachers believe the school effectively evaluates these services and utilizes data from various sources—including teacher observations and surveys—to identify student needs. This helps us tailor support for mental and cognitive development and shape students' attitudes and behaviors.

To address the diverse learning needs of our students, we have introduced various programs aimed at providing support for those who require it. These initiatives include in-class differentiation, additional lessons for specific subjects in senior forms, regular after-school tutorial classes, and subject-based enhancement classes.

The STEAM program has empowered a group of students passionate about IT and engineering to explore their interests in greater depth. Additionally, inter-school activities such as music performances, leadership training camps, and community service opportunities allow students to balance personal growth with development.

Findings from APASO and other evaluation surveys indicated a need for a more positive learning environment. The Life Education program has been seamlessly integrated into the leadership training for senior students. Feedback from students suggests they see themselves as active contributors to the betterment of our community. Throughout their participation in this program, students have developed a deeper understanding of empathy and the ability to consider the needs of others with sincerity.

In March 2023, teachers participated in a Staff Development Day self-evaluation meeting to analyze data from SHS and APASO, identifying strengths and weaknesses to inform future planning. Different committees developed comprehensive support plans and shared best practices in staff meetings. Regular interim meetings were held to assess progress and adjust resources as needed.

The Student Support Team, which includes the Guidance, Discipline, and SEN Committees, has created a clear referral process for teachers to connect students with appropriate developmental and counseling services. This system fosters resilience and a positive mindset. Most SHS teachers agree that the support services effectively meet students' developmental needs. Leadership programs, such as the Student Association election and Prefect Training Camps, nurture students' leadership abilities, with a majority of teachers and 58% of students acknowledging these opportunities.

Our school actively identifies students' learning needs early and strives to create an inclusive environment for students from diverse backgrounds. Educational psychologists have led sessions to enhance teachers' skills in addressing these needs, while our SEN coordinator provides timely

support. Positive responses in the SHS survey reflect a caring and supportive environment.

The Careers and Life Planning Committee organizes various experiences, including Class Teacher Periods, a Careers Fair, and mentorship programs, to help students understand their aspirations and make informed decisions about their futures. F.6 teachers offer individual counseling regarding JUPAS choices.

◆ **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

Our school is dedicated to regularly reviewing and updating its programs to support students' overall development and lifelong learning. Following the changes in the learning environment post-pandemic, we actively sought feedback from students and teachers to understand their challenges.

Under the professional leadership of the school management team, we continue to improve in various areas to promote whole-person development. The management facilitated a Staff Development Day for teachers to engage in school self-evaluation (SSE). This encouraged a culture of self-assessment and participation in a systematic Planning-Implementation-Evaluation (P-I-E) cycle. With guidance from the management, teachers formulated a new development plan based on educational goals, current trends, the school's vision, and data collected from various sources.

Most teachers agreed that the school effectively used data to evaluate the curriculum and support services, informing planning efforts. Subject departments and committees utilized data from sources like SHS and teachers' observations to assess their work. Feedback from all stakeholders was considered to develop relevant strategies and program plans, accompanied by appropriate evaluation methods and success criteria aligned with the school's priorities.

Our school has effectively deployed staff. Data from SHS indicated that most teachers felt the management selected the right people for the right roles and empowered them to reach their potential. The management also flexibly used grants, such as the Life-wide Learning Grant and Diversity Learning Grant, along with resources from alumni, parents, and the community, to implement priority tasks. Most teachers agreed that resources were effectively utilized to support curriculum implementation and overall development, with timely budget reviews by subject departments and committees.

The school management and middle managers have extensive professional knowledge, setting clear development targets aligned with the school's vision. Many teachers indicated that the management provided clear directions for sustainable development and effectively supported staff in their roles. A positive and supportive learning environment has been established.

Staff members have built strong relationships with students, who report feeling connected to each other and the school. Data from APASO reflected high student satisfaction and a strong sense of belonging. Staff collaborate respectfully and harmoniously, fostering a supportive professional environment. Subject panels and committees work closely to implement school plans, enhancing connections among teachers and contributing to a united and thriving school community.

### c. How Can My School Be Better

#### ◆ What are my students' needs?

While most of our students exhibit good discipline, there is still room for improvement. Based on our discipline records, the highest number of offenses are related to failure to submit homework and lateness.

According to feedback from parents and teachers in stakeholder surveys, it is noted that our students are perceived as not working diligently enough. It is essential to cultivate a mindset of striving for excellence among our students.

Some of our students have excessively high expectation in academic performance, resulting in stress and emotional challenges.

In the face of today's rapid changes, it is essential to equip our students with the skills needed to adapt effectively.

#### ◆ What is my school's capacity for continuous improvement and development?

We are fortunate to have a team of dedicated teachers who contribute to a positive working atmosphere.

The relationship between teachers and students is good and conducive to learning.

Our students demonstrate strong abilities, and with appropriate guidance, they can maximize their potential.

We receive strong support from both the Parent-Teacher Association and the Alumni Association, which greatly enhances our school development.

#### ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Enhancing students' self-discipline and self-management skills.

Cultivating positive values among our students.

Fostering creativity among students, so that they may adapt to the rapidly changing world

### **Major Concerns of the 2024/25 – 2026/27 School Development Cycle**

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To foster positive values and attitudes among students
2. To instil in students a mindset of excellence
3. To build a creative and an innovative learning community

## School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To foster positive values and attitudes among students	• Enhance the Faith Formation and Spiritual Development	✓	✓		• Nurture students' spiritual growth and deepen their understanding of Catholic values through organizing religious activities.	• National and Global Identity, Breadth of Knowledge, Generic Skills, Information Literacy, Healthy Lifestyle
		✓	✓	✓	• Strengthen the religious education curriculum through extending the Life Education Programme.	• Generic Skills, Life Planning, Healthy Lifestyle
		✓	✓	✓	• Provide opportunities for ongoing professional development and workshops for staff and parents to serve as role models in their daily interactions with students.	• National and Global Identity, Breadth of Knowledge, Generic Skills, Information Literacy, Life Planning, Healthy Lifestyle

<ul style="list-style-type: none"> <li>Strengthen Positive Values and Attitudes in School Culture</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Create a positive, caring and inclusive school environment.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity, Life Planning, Healthy Lifestyle</li> </ul>
	✓	✓	✓	<ul style="list-style-type: none"> <li>Establish a whole school approach to students' guidance and discipline, aligned with Catholic moral values.</li> </ul>	<ul style="list-style-type: none"> <li>Generic Skills, Life Planning, Healthy Lifestyle</li> </ul>
	✓	✓	✓	<ul style="list-style-type: none"> <li>Strengthen the peer mentoring system, fostering a culture of respect and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of Knowledge, Generic Skills, Life Planning, Healthy Lifestyle</li> </ul>
		✓	✓	<ul style="list-style-type: none"> <li>Emphasizes positive reinforcement, recognizing and rewarding students.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of Knowledge, Generic Skills, Life Planning</li> </ul>



	<ul style="list-style-type: none"> <li>Integrate Positive Values and Attitudes Across the Curriculum</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Integrate value education elements into the curriculum of each subject to help students understand the relevance and application of positive values teachings in various contexts.</li> <li>Forge partnerships with parishes or voluntary organization to engage students in community service activities aligned with Catholic and positive values to live out values.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity, Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency, Life Planning, Healthy Lifestyle</li> <li>National and Global Identity, Breadth of Knowledge, Generic Skills, Information Literacy, Life Planning, Healthy Lifestyle</li> </ul>
2. To instil in students a mindset of excellence	<ul style="list-style-type: none"> <li>Motivate students to achieve higher excellence</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Broaden students' horizons by joining various talks, visits, exhibitions and study tours.</li> <li>Communicate and collaborate with experts or outstanding alumni to motivate students to achieve higher excellence.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity, Breadth of Knowledge, Language Proficiency, Generic Skills, Life Planning</li> <li>Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency, Life Planning</li> </ul>

	<ul style="list-style-type: none"> <li>• Help students develop essential skills which are crucial for achievement</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Strengthen students' discipline and positive attitudes to help develop essential skills which are crucial for achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Generic Skills, Information Literacy, Language Proficiency, Life Planning</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>• Provide leadership training programs that empower students to take initiative and strive for excellence in their extracurricular engagements.</li> </ul>	<ul style="list-style-type: none"> <li>• Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency, Life Planning</li> </ul>
	<ul style="list-style-type: none"> <li>• Foster a mindset of excellence through showcasing students' potentials</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Arrange form-based competition, facilitate group projects, allowing students to develop their teamwork and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Generic Skills, Information Literacy, Language Proficiency</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>• Encourage students to participate in competitions and inter-school events unleash students' potentials, and encourage a spirit to pursuit of excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency</li> </ul>
3. To build a creative and an innovative learning community	<ul style="list-style-type: none"> <li>• Create a proactive and innovative environment</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>• Broaden students' perspectives and life experience as well as igniting their creativity and unlocking their potential.</li> </ul>	<ul style="list-style-type: none"> <li>• National and Global Identity, Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy, Life Planning, Healthy Lifestyle</li> </ul>
			✓	✓	<ul style="list-style-type: none"> <li>• Conducting training activities and promoting research</li> </ul>	

	<ul style="list-style-type: none"> <li>• Make the curriculum more engaging and interactive</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>• Update equipment to facilitate e-teaching and learning.</li> <li>• Encourage teacher to integrate technology-based tools and resources in teaching and enhance teachers' pedagogical.</li> <li>• Facilitate integrating AI in learning and teaching to improve effectiveness, pilot the development and use of AI tools in courses, and introduce effective prompts and scoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop students' creativity, collaboration and problem-solving abilities</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Strengthen STEAM and cross-curricular learning activities.</li> <li>• Further promote the self-learning among students.</li> </ul>	<ul style="list-style-type: none"> <li>• Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy, Life Planning</li> </ul>

# **Sing Yin Secondary School**

## **Annual School Plan**

**2024/25**

### **Major Concerns**

1. To promote among students the positive values conducive to their whole person development
2. To broaden students' horizons in terms of their diverse potentials and aspirations
3. To further develop students' creativity and innovativeness

**1. Major Concern : To promote among students the positive values conducive to their whole person development**

**Target 1: Enhance the Faith Formation and Spiritual Development**

<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
<ul style="list-style-type: none"> <li>Organize activities for both students and staff to nurture students' spiritual growth and deepen their understanding of Catholic values.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their commitment and beliefs when organizing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by advisors or teachers</li> <li>KPM Report</li> <li>APASO and Stakeholder survey results</li> <li>Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	RME and Guidance Department	
<ul style="list-style-type: none"> <li>Strengthen and further extend the programme on priority values and attitudes development.</li> </ul>	<ul style="list-style-type: none"> <li>APASO results in Ethical Conduct better than HK</li> <li>KPM 17 Affective Development improvement</li> <li>Stakeholder survey improvement</li> </ul>		<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	All Departments and Functional Groups	
<ul style="list-style-type: none"> <li>Provide opportunities for ongoing professional development and workshops for staff and parents to serve as role models in their daily interactions with students.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Staff Development Committee and PTA Committee	Staff development day and PTA Activities

### Target 2: Strengthen Positive Values and Attitudes in School Culture

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> <li>Create a positive, caring and inclusive school environment.</li> </ul>	<ul style="list-style-type: none"> <li>APASO results in Attitude to School better than HK average</li> <li>KPM 13-14 Stakeholders' perception of Support for Student Development and School Climate improvement</li> <li>Stakeholder survey improvement</li> </ul>	<ul style="list-style-type: none"> <li>Students interview</li> <li>Students' reflection</li> <li>KPM Report</li> <li>APASO and Stakeholder survey results</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Guidance Department, Student Support Team and Class Teachers Committee	
<ul style="list-style-type: none"> <li>Establish a whole school approach to students' guidance and discipline, aligned with Catholic moral values.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Discipline and Guidance Department,	
<ul style="list-style-type: none"> <li>Strengthen the peer mentoring system, fostering a culture of respect and understanding.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Discipline and Guidance Department, Teacher I/C of Prefect Teams and Student Association	Training Resources

### Target 3: Integrate Positive Values and Attitudes Across the Curriculum

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> <li>Integrate value education elements (e.g. respect, responsibility, national identity) into the curriculum of each subject to help students understand the relevance and application of positive values teachings in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>High participation rate</li> <li>APASO results in Student: Honesty/Sense of Morality</li> </ul>	<ul style="list-style-type: none"> <li>Observation by advisors or teachers</li> <li>KPM Report</li> <li>APASO and Stakeholder survey results</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Academic Affairs Committee, Department Heads, RAC Committee	
<ul style="list-style-type: none"> <li>Provide professional development opportunities focused on integrating values education into teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>KPM 10-12 – Perception of Curriculum and Assessment, Teaching, Student Learning improvement</li> </ul>	<ul style="list-style-type: none"> <li>Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Staff Development Committee, Executive Committee	Professional Training Institute (e.g. SFU)
<ul style="list-style-type: none"> <li>Forge partnerships with parishes or voluntary organization to engage students in community service activities aligned with Catholic and positive values to live out values.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey improvement</li> </ul>		<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Catholic Education Committee, Community Service Committee, RME Department	Collaboration with External Organization

**2. Major Concern : To broaden students' horizons in terms of their diverse potentials and aspirations**

**Target 1: Collaborate with experts or outstanding alumni to motivate students to achieve higher excellence.**

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> <li>Invite professionals from various fields to share their experiences and insights, helping students envision different career paths and organize opportunities for students to shadow professionals.</li> </ul>	<ul style="list-style-type: none"> <li>APASO results in School Atmosphere, L&amp;T</li> <li>KPM 13 – Perception of Support for Student Development, 22 - % of students participating in uniformed groups/community services improvement</li> </ul>	<ul style="list-style-type: none"> <li>Observation by advisors or teachers</li> <li>KPM Report</li> <li>APASO and Stakeholder survey results</li> <li>Students' participation rate</li> <li>Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Careers & Life Planning Department, Class Teachers	Alumni Association & Tertiary Institution Cooperation
<ul style="list-style-type: none"> <li>Engage students in projects in collaboration with professionals, where they can apply classroom knowledge to solve real-world problems.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Subject Teachers	
<ul style="list-style-type: none"> <li>Partner with schools for exchange programs where students can interact with peers and experts from different cultures, broadening their perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey improvement</li> <li>High participation rate</li> </ul>		<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Careers & Life Planning Department, NSE Committee(I/C sister school)	Grants for exchange / study tour



**Target 2: Strengthen students' discipline to help develop essential skills such as time management, self-learning, and perseverance, which are crucial for academic achievement.**

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> <li>Conduct Discipline Programs /workshops focused on developing a growth mindset, teaching students to view challenges as opportunities for growth rather than obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Number on Students' Discipline Records reduced</li> <li>APASO results in Student: Generic skills, Reading</li> </ul>	<ul style="list-style-type: none"> <li>Observation by advisors or teachers</li> <li>Discipline Records</li> <li>KPM Report</li> <li>APASO and Stakeholder survey results</li> <li>Students' participation rate</li> <li>Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Discipline Department, Teacher I/C of Life Education Programme	
<ul style="list-style-type: none"> <li>Strengthen the policies on students' discipline and positive attitudes to help develop essential skills which are crucial for achievement.</li> </ul>	<ul style="list-style-type: none"> <li>KPM 13 Perception of Support for Student Development improvement</li> </ul>		<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Student Support Committee, Executive Committee	
<ul style="list-style-type: none"> <li>Provide access to online resources and courses that allow students to explore subjects independently, enhancing their self-learning capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey improvement</li> </ul>		<ul style="list-style-type: none"> <li>1<sup>st</sup> and 2<sup>nd</sup> Term</li> </ul>	Academic Subject Department Heads	

**Target 3: Encourage students to participate in competitions and inter-school events to showcase their potentials.**

<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
<ul style="list-style-type: none"> <li>Encourage students to join competitions and inter-school events by offering coaching and training sessions. Pair experienced students or alumni who have participated in these events with newcomers to provide mentorship and support.</li> </ul>	<ul style="list-style-type: none"> <li>High participation rate</li> <li>APASO results in School: IT with Q &gt;100</li> <li>KPM 21 - % of students territory-wide inter school competitions</li> <li>Stakeholder survey improvement</li> </ul>	<ul style="list-style-type: none"> <li>Participation rate</li> <li>APASO results</li> <li>KPM Report</li> <li>Stakeholder survey improvement</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	All teachers	Alumni support
<ul style="list-style-type: none"> <li>Organize wider range of friendly competitions or events with other schools to promote collaboration and build camaraderie, allowing students to participate without the pressure of formal competition..</li> </ul>			<ul style="list-style-type: none"> <li>After Examination</li> </ul>	All teachers	
<ul style="list-style-type: none"> <li>Establish a system of awards or certificates for students who participate in competitions, highlighting their achievements in school assemblies or newsletters.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Events Committee, Student Support Committee, Executive Committee	

**3. Major Concern : To further develop students' creativity and innovativeness**

**Target 1: Create a proactive and innovative environment.**

<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
<ul style="list-style-type: none"> <li>Broaden students' perspectives and life experience as well as igniting their creativity and unlocking their potential through participating talks, exhibitions, competitions and collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>High participation rate</li> <li>APASO results in Learning and Teaching Q &gt;100</li> <li>KPM 10 – Perception of Curriculum and Assessment</li> <li>Stakeholder survey improvement</li> </ul>	<ul style="list-style-type: none"> <li>Observation by advisors or teachers</li> <li>KPM Report</li> <li>APASO and Stakeholder survey results</li> <li>Students' participation rate</li> <li>Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	All teachers	
<ul style="list-style-type: none"> <li>Promote Project-Based Learning (PBL) where students work on real-world problems, encouraging them to research, collaborate, and apply their knowledge creatively. Encourage teachers from different subjects' collaboration</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	STEM Committee, Department Heads	
<ul style="list-style-type: none"> <li>Provide access to technology and resources, such as 3D printers, coding software, or collaborative online platforms, that enable students to explore new ideas and projects.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	STEM Committee, IT Department	Additional Fundings for F&E

**Target 2: Integrate technology-based learning tools and resources to make the curriculum more engaging and interactive.**

<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
<ul style="list-style-type: none"> <li>Update equipment and Learning Platforms to facilitate e-teaching and learning and encourage teacher to integrate technology-based tools and resources in teaching and enhance teachers' pedagogical.</li> </ul>	<ul style="list-style-type: none"> <li>High participation rate</li> <li>APASO results in Learning and Teaching Q &gt;100</li> <li>KPM 10 – Perception of Curriculum and Assessment</li> <li>Stakeholder survey improvement</li> </ul>	<ul style="list-style-type: none"> <li>Observation by advisors or teachers</li> <li>KPM Report</li> <li>APASO and Stakeholder survey results</li> <li>Students' participation rate</li> <li>Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	IT Department, QEF Project Team	CITG
<ul style="list-style-type: none"> <li>Utilize simulation software or virtual lab environments for subjects like science and economics to provide students with immersive experiences that enhance understanding.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Department Heads	
<ul style="list-style-type: none"> <li>Facilitate integrating AI in learning and teaching to improve effectiveness, pilot the development and use of AI tools in courses, and introduce effective prompts and scoring tools.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	Department Heads	Additional Fundings for subscribing services

**Target 3: Develop students' creativity, collaboration and problem-solving abilities through STEAM learning activities.**

<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
<ul style="list-style-type: none"> <li>Encourage the design thinking process and enhances divergent thinking and idea generation.</li> </ul>	<ul style="list-style-type: none"> <li>High participation rate</li> <li>APASO results in School: IT with Q &gt;100</li> <li>KPM 21 - % of students territory-wide inter school competitions</li> <li>Stakeholder survey improvement</li> </ul>	<ul style="list-style-type: none"> <li>Participation rate</li> <li>APASO results</li> <li>KPM Report</li> <li>Stakeholder survey improvement</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	STEAM and Aesthetic Development Coordinating Committee	
<ul style="list-style-type: none"> <li>Strengthen STEAM and Aesthetic cross-curricular learning activities.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	STEAM and Aesthetic Development Coordinating Committee	
<ul style="list-style-type: none"> <li>Arrange field trips to museums, science centers, or local businesses where students can see STEAM concepts in action and engage in hands-on activities.</li> </ul>			<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	STEAM and Aesthetic Development Coordinating Committee	

**School Budget**  
**Income**

	<b>2024-2025 Budget</b>	<b>Sep 23 - Aug 24 Actual</b>
<b><i>Salaries Grant</i></b>		
Teaching Staff Salary Grant	55,000,000.00	52,384,906.23
Teacher Relief Grant	3,500,000.00	3,463,750.00
EOEBG Admin. Grant (Non-Teaching Staff Salaries)	7,800,000.00	7,700,999.25
IT Staffing Support Grant	350,000.00	333,812.00
Capacity Enhancement Grant <sup>Note 1</sup>	676,000.00	666,935.00
Sub-total	67,326,000.00	64,550,402.48
<b><i>Extended Operating Expense Block Grant</i></b>		
Basic Baseline Grant	2,420,000.00	2,393,856.62
<b><i>School Specific Grant</i></b>		
Air-conditioning Grant	654,000.00	644,482.00
Composite IT Grant	585,000.00	576,658.00
<b><i>Other Incomes (Subscriptions - Group A)</i></b>		
Course Fees (Music and PE)	800,000.00	743,235.00
Donation for Scholarship	200,000.00	331,000.00
Special Levy	380,000.00	272,490.00
Printing (paid by students)	40,000.00	0.00
<b><i>Other Incomes (Subscriptions - Group B)</i></b>		
Tong Fai	150,000.00	146,200.00
Tuck Shop Rent	90,000.00	40,000.00
Miscellaneous (Interest, Hall Rental)	5,000.00	5,443.50
<b><i>Non-recurrent Grant</i></b>		
After-school Learning & Support Program <sup>Note 2</sup>	210,000.00	209,400.00
Learning Support Grant	703,381.00	536,486.00
Government Rent & Rates	900,000.00	845,000.00
Diversity Learning Grant	123,000.00	105,000.00
Promotion of Reading Grant	77,205.00	76,064.00
Life-wide Learning Grant	1,642,000.00	1,483,217.00
Student Activities Support Grant	150,000.00	150,150.00
Support for Non-chinese Speaking Students Grant	150,000.00	156,691.00
SBM Top-up Grant	53,000.00	52,596.00

School-based Speech Therapy Administration Recurrent Grant	8,540.00	29,453.00
Sister-school Scheme	82,719.00	0.00
Senior Secondary Subj Citizenship & Social Develop Grant (2021-2025)	0.00	0.00
Mental Health at School Grant (2023 - 2025)	0.00	60,000.00
Mental Health of Parents and Students Grant (2023 - 2025)	0.00	20,000.00
Promot of Sports Ambience and MVPA60 Grant (2023 - 2027)	0.00	150,000.00
Promot of Chin Culture Immersion Act Grant (2023 - 2027)	0.00	300,000.00
Parent Education Grant (2023 - 2027)	0.00	200,000.00
	<hr/> 76,749,845.00	<hr/> 74,077,824.60

### **Expenditure**

	<b>2024-2025 Budget</b>	<b>Sep 23 - Aug 24 Actual</b>
<i>Salaries</i>		
Teaching Staff Salary	55,000,000.00	54,783,324.93
Teacher Relief Grant	250,000.00	437,914.00
Non-Teaching Staff Salary	7,800,000.00	7,431,189.93
Teaching Assistants' Salary	950,000.00	924,974.20
IT Technician Salary	350,000.00	333,762.40
Supply Teacher Salary	50,000.00	0.00
Sub-total	<hr/> 64,400,000.00	<hr/> 63,911,165.46

### **Non-recurrent Grant**

	<b>2024-2025 Budget</b>	<b>Sep 23 - Aug 24 Actual</b>
After-school Learning and Support Expenses	200,000.00	196,344.00
Learning Support Grant	790,000.00	214,338.30
Government Rent & Rates	850,000.00	845,000.00
Diversity Learning Grant	123,000.00	103,083.79
Promotion of Reading Grant	77,000.00	60,154.13
Life-wide Learning Grant	1,642,000.00	1,765,289.23
Student Activities Support Grant	120,000.00	105,835.00
Support for Non-chinese Speaking Students Grant	120,000.00	57,728.00
Sister-school Scheme	21,000.00	0.00
Senior Secondary Subj Citizenship & Social Develop Grant	286,000.00	2,650.00
Mental Health at School Grant	20,000.00	18,500.00
Promot of Chin Culture Immersion Act Grant	<hr/> 107,500.00	<hr/> 0.00

Sub-total	4,356,500.00	3,368,922.45
<b>Management (EOEBG)</b>		
Postage	5,000.00	3,122.60
Newspaper	12,000.00	11,975.00
Telephone	55,000.00	49,481.00
Celebration & Entertainment (including 55th Anniversary)	300,000.00	31,977.70
Audit Fee	30,000.00	28,300.00
Wreath, Flower Basket etc.	6,000.00	5,155.80
Staff Training	45,000.00	56,104.20
Transportation	15,000.00	14,304.00
Cleaning Materials	10,000.00	13,623.00
Consumable Stores	200,000.00	213,014.60
Repair and Maintenance	750,000.00	936,542.78
Fuel, Light & Power	986,000.00	1,099,062.00
Lift Maintenance	250,000.00	230,399.00
Audio Visual	370,000.00	637,929.14
Prizes	20,000.00	17,980.00
F & E (School)	500,000.00	1,035,948.02
Water	35,000.00	33,716.50
First Aid Facilities	2,000.00	1,925.00
Printing & Stationery	153,700.00	277,931.76
Membership Fees	5,000.00	4,400.00
Advertisement (Employment of Teacher + Others)	45,000.00	41,910.40
Souvenir	5,000.00	2,559.00
Exam./Test stationery	5,000.00	4,950.00
SBM Printing	25,000.00	23,868.00
Insurance <sup>Note 3</sup>	30,000.00	0.00
Gardening	80,000.00	117,070.00
Sub-total	3,939,700.00	4,893,249.50

**Curriculum & Teaching (EOEBG)**

	<b>2024-2025 Budget</b>	<b>Sep 23 - Aug 24 Actual</b>
English	162,500.00	190,659.42
Chinese	204,055.00	103,481.05
Mathematics	12,000.00	2,924.00
Citizenship and Social Development	4,000.00	0.00
Biology	10,000.00	7,498.20
Chemistry	46,500.00	29,339.20
Information , Communication and Technology	36,920.00	32,702.50



Integrated Science	6,500.00	7,670.50
Physics	5,100.00	31,702.60
Chinese History	3,500.00	3,880.70
Life and Society	4,000.00	0.00
Economics	11,000.00	7,767.00
Business, Accounting and Financial Studies	5,500.00	800.00
Geography	51,500.00	71,425.00
History	54,300.00	6,849.55
Visual Art	31,000.00	22,427.85
Religious and Moral Education	17,000.00	62,587.80
Music	40,150.00	35,797.74
Physical Education	109,500.00	94,685.16
Putonghua	5,040.00	0.00
Library	80,000.00	27,996.09
Teachers Reference	0.00	35,389.73
ERS English	0.00	8,063.30
ERS Chinese	0.00	939.00
Environmental Education	20,000.00	106,511.10
Aesthetic Development Coordinating Committee	11,500.00	10,686.01
Reading Across Curriculum	16,400.00	1,885.99
STEAM Education	75,000.00	71,018.80
F & E (Subject)	10,000.00	34,990.00
Sub-total	1,032,965.00	1,009,678.29

***Pastoral Care (EOEBG)***

	<b>2024-2025 Budget</b>	<b>Sep 23 - Aug 24 Actual</b>
Parent Teacher Association Fee	3,000.00	3,000.00
Careers	17,850.00	18,592.00
Discipline	49,500.00	41,836.00
Guidance	40,000.00	6,202.30
Extra-Curricular Activities	71,000.00	208,655.23
House	10,000.00	0.00
Extra-Curricular Activities (Student Subsidy)	10,000.00	9,900.00
Other Prefects	10,000.00	4,655.00
Health & Safety	15,000.00	2,755.90
Chaplaincy	1,000.00	0.00
Sub-total	227,350.00	295,596.43

<b><i>Total Expenditures (EOEBG)</i></b>	<b>5,200,015.00</b>	<b>6,198,524.22</b>
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<b><i>Other Expenditures</i></b>		
Air-conditioning Grant	500,000.00	526,330.00
Composite IT Grant	585,000.00	657,822.00
Course Fees (Music and PE)	600,000.00	575,208.71
Donation for Scholarship	220,000.00	212,740.00
Special Levy	40,000.00	2,340.00
Sub-total	1,945,000.00	1,974,440.71
Total Expenditure	75,901,515.00	75,453,052.84
Total Income	76,749,845.00	74,077,824.60
Total Expenditure	75,901,515.00	75,453,052.84
Surplus(Deficit)	848,330.00	(1,375,228.24)

Notes :

1. To employ contract teacher/teaching assistant.
2. To subsidize needy students' training course fees.
3. Includes fee for insurance against professional liability for teachers and managers.
4. For maintenance and repair of school equipment.