

SING YIN SECONDARY SCHOOL



ANNUAL SCHOOL PLAN 2025-2026

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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：

- 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；
- 培養學生應付日後成人生活的挑戰和責任；
- 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.

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
Major Concern 1: To promote the core Catholic Values Target 1: To introduce the five core Catholic values to our students through various activities	Fully achieved 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. 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. 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. 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 creating beautiful flowers for students to present to their mothers as part of the Mother's Day celebration.	More talks and sharing by priests from SVD to deliver the messages of the core Catholic values will be organized. Principal will also consolidate students' understanding of the core Catholic values in Assemblies. Cooperation with PTA in the Religious Week is a good opportunity to enhance the communication with parents.	

Target 2: To integrate core Catholic values across the curriculum	Fully achieved In the first year of the development cycle, F1 and F2 Life Education Programme was launched. 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. 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.	We can further elaborate the five core Catholic values into the 12 priority values and attitudes. In the upcoming 3-year development plan, promoting positive values will be one of our major concerns. The Life Education Programme for our junior students will become one of our routine programmes to promote positive values among students.	
Target 3: To put the core values of Catholic Education in action	Fully achieved 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 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.	Community services and voluntary work provides a good opportunity for students to put the core values of Catholic Education in action.	

	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.		
Major Concern 2: To promote self-learning in students Target 1: To promote and foster students' reading habit	Fully achieved The Reading Across Curriculum Committee was set up. 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. Inter-school reading sharing sessions were held.	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.	
Target 2: To improve the facilities of the library to enhance students' self-learning	Partly achieved 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. 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.	The renovation work has almost been completed. Various in-class and after-school activities will be organized.	

Target 3: To provide more electronic platforms for students to do self-learning	Partly achieved 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. Senior form students were encouraged to watch these video clips during their study.	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.	
Major Concern 3: To enhance teaching effectiveness of teachers Target 1: To increase the awareness of teachers of students with emotional needs	Fully Achieved Workshops focused on students' mental health and prevention of student suicide were held. The use of information from student survey and parent survey conducted by Guidance Department was enhanced.	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.	
Target 2: To promote various IT teaching tools to teachers	Partly Achieved Every teacher is provided with an iPad to enhance their teaching effectiveness. Useful Apps were purchased for all teachers. Techniques and tools (e.g. Explain Everything App) used to make educational video clips were shared among teachers. The use of Google Classroom is enhanced.	Students' habit in checking Gmail and notification from Google Classroom is still need to be enhanced.	

Target 3: To promote sharing among teachers and peer lesson observation	Partly Achieved Teaching sharing sessions and collaboration of lesson preparation were emphasized. Departmental based workshops were organized to discuss the marking schemes of HKDSE.	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.	
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b. Based on the reflection against the seven learning goals¹¹¹, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

¹¹¹ 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. - Strengthen the religious education curriculum through extending the Life Education Programme. - 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, Healthy Lifestyle - Generic Skills, Life Planning, Healthy Lifestyle - National and Global Identity, Breadth of Knowledge, Generic Skills, Information Literacy, Life Planning, Healthy Lifestyle

	Strengthen Positive Values and Attitudes in School Culture	✓	✓	✓	- Create a positive, caring and inclusive school environment. - Establish a whole school approach to students' guidance and discipline, aligned with Catholic moral values. - Strengthen the peer mentoring system, fostering a culture of respect and understanding. - Emphasizes positive reinforcement, recognizing and rewarding students.	- National and Global Identity, Life Planning, Healthy Lifestyle - Generic Skills, Life Planning, Healthy Lifestyle - Breadth of Knowledge, Generic Skills, Life Planning, Healthy Lifestyle - Breadth of Knowledge, Generic Skills, Life Planning
	Integrate Positive Values and Attitudes Across the Curriculum	✓	✓	✓	- 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. - Forge partnerships with parishes or voluntary organization to engage students in community service activities aligned with Catholic and positive values to live out values.	- National and Global Identity, Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency, Life Planning, Healthy Lifestyle - National and Global Identity, Breadth of Knowledge, Generic Skills, Information Literacy, Life Planning, Healthy Lifestyle

2. To instil in students a mindset of excellence	Motivate students to achieve higher excellence	✓	✓		- Broaden students' horizons by joining various talks, visits, exhibitions and study tours. - Communicate and collaborate with experts or outstanding alumni to motivate students to achieve higher excellence.	- National and Global Identity, Breadth of Knowledge, Language Proficiency, Generic Skills, Life Planning - Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency, Life Planning
	Help students develop essential skills which are crucial for achievement	✓	✓	✓	- Strengthen students' discipline and positive attitudes to help develop essential skills which are crucial for achievement. - Provide leadership training programs that empower students to take initiative and strive for excellence in their extracurricular engagements.	- Generic Skills, Information Literacy, Language Proficiency, Life Planning - Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency, Life Planning
	Foster a mindset of excellence through showcasing students' potentials	✓	✓	✓	- Arrange form-based competition, facilitate group projects, allowing students to develop their teamwork and problem-solving skills. - Encourage students to participate in competitions and inter-school events unleash students' potentials, and encourage a spirit to pursuit of excellence.	- Generic Skills, Information Literacy, Language Proficiency - Breadth of Knowledge, Generic Skills, Information Literacy, Language Proficiency

3. To build a creative and an innovative learning community	• Create a proactive and innovative environment	✓	✓		• Broaden students' perspectives and life experience as well as igniting their creativity and unlocking their potential. • Conducting training activities and promoting research	• National and Global Identity, Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy, Life Planning, Healthy Lifestyle
	• Make the curriculum more engaging and interactive	✓	✓		• Update equipment to facilitate e-teaching and learning. • Encourage teacher to integrate technology-based tools and resources in teaching and enhance teachers' pedagogical. • 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.	• Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy
	• Develop students' creativity, collaboration and problem-solving abilities	✓	✓	✓	• Strengthen STEAM and cross-curricular learning activities. • Further promote the self-learning among students.	• Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy, Life Planning

Sing Yin Secondary School

**Annual School Plan
2025/26**

Major Concerns

1. To further foster the priority values and attitudes among students
2. To guide students to realise their potential and aspirations
3. To enable students to showcase their creativity and innovation

1. Major Concern : To further foster the priority values and attitudes among students

Target 1: Enhance the Faith Formation and Spiritual Development

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Organize activities and community services for both students and staff to nurture students' spiritual growth and deepen their understanding of Catholic and positive values.	- Students demonstrate their commitment and beliefs when organizing activities. - APASO results in Ethical Conduct better than HK - KPM 17 Affective Development improvement - Stakeholder survey improvement	- Observation by advisors or teachers - KPM Report - APASO and Stakeholder survey results - Students' reflection	• Whole school year	Catholic Education Committee, RME, Guidance Department, and Community Service Group	
Strengthen and further extend the programme such as collaborative cross-curricular projects on priority values and attitudes development and organize inspirational sharing sessions or talks for students.			• Whole school year	All Departments and Functional Groups	
Provide ongoing professional development and workshops for staff and parents to enhance their role as positive role models in interactions with students.			• Whole school year	Staff Development Committee and PTA Committee	Staff development day and PTA Activities

1. Major Concern : To further foster the priority values and attitudes among students

Target 2: Strengthen Positive Values and Attitudes in School Culture

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Foster a positive, caring, and inclusive school environment while driving academic excellence and enhancing discipline.	- APASO results in Attitude to School better than HK average - KPM 13-14 Stakeholders' perception of Support for Student Development and School Climate improvement	- Students interview - Students' reflection - KPM Report - APASO and Stakeholder survey results	Whole school year	Discipline and Guidance Department, Student Support Team and Class Teachers Committee	
Establish positive behavior reinforcement programmes and talks emphasizing specific core values including discipline, and implement mental health and well-being initiatives to foster a positive mindset and resilience.			Whole school year	Discipline and Guidance Department,	
Promote leadership training and student-led initiatives to foster responsibility and teamwork and establish school-wide practices or programmes that instill discipline, gratitude, and commitment in daily student life.	Stakeholder survey improvement		Whole school year	Discipline and Guidance Department, Teacher I/C of Prefect Teams and Student Association	Grants for Training Resources

1. Major Concern : To further foster the priority values and attitudes among students

Target 3: Integrate Positive Values and Attitudes Across the Curriculum

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Enhance the integration of values in subject-specific lessons by encouraging teachers to emphasize key values through lesson content and discussions, in order to help students understand the relevance and application of positive values in their lives.	• High participation rate • APASO results in Student: Honesty/Sense of Morality • KPM 10-12 – Perception of Curriculum and Assessment, Teaching, Student Learning improvement • Stakeholder survey improvement	• Observation by advisors or teachers • KPM Report • APASO and Stakeholder survey results • Students' reflection	• Whole school year	Academic Affairs Committee, Department Heads, RAC Committee	
Provide training on incorporating ethical and values-based case studies into relevant subjects			• Whole school year	Staff Development Committee, Executive Committee	Professional Training Institute (e.g. Catholic Education Office, SFU)
Forge partnerships with parishes or voluntary organization to engage students in community service activities aligned with Catholic and positive values to live out values.			• Whole school year	Catholic Education Committee, Community Service Committee, RME Department	Collaboration with External Organization

2. Major Concern : To guide students to realise their potential 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
Invite professionals from various fields to share their experiences and insights, helping students envision diverse career paths and organize opportunities for students to shadow these professionals.	• APASO results in School Atmosphere, L&T • KPM 13 – Perception of Support for Student Development, KPM 22 - % of students participating in uniformed groups/community services improvement • Stakeholder survey improvement • High participation rate	• Observation by advisors or teachers • KPM Report • APASO and Stakeholder survey results • Students' participation rate • Students' reflection	• Whole school year	All departments	Collaboration with Alumni Association & Tertiary Institution Cooperation
Establish a structured Alumni Mentorship Program where high-achieving alumni guide students in goal setting and exploring career pathways.			• Whole school year	Careers & Life Planning Department, Class Teachers	Collaboration with Alumni Association
Strengthen exchange programmes where students can interact with peers and experts from different cultures, broadening their perspectives.			• Whole school year	ECA Department, Club advisors	Collaboration with External Organization, Grants for exchange / study tour

2. Major Concern : To guide students to realise their potential and aspirations

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
Implement structured academic support programmes to enforce discipline and routine.	- Number on Students' Discipline Records reduced - APASO results in Student:	- Observation by advisors or teachers - Discipline Records - KPM Report - APASO and Stakeholder survey results	Whole school year	Discipline Department, Teacher I/C of Study Prefects, Teacher I/C of Life Education Programme	
Strengthen Leadership and Essential Skills Training that explicitly targets time management, self-discipline, and cooperation.	- Generic skills, Reading - KPM 13 Perception of Support for Student	- Students' participation rate - Students' reflection	Whole school year	Student Support Committee, Executive Committee	
Provide self-learning resources and tools to encourage independent study habits and time management.	Stakeholder survey improvement		Whole school year	Academic Subject Department Heads	

2. Major Concern : To guide students to realise their potential and aspirations

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

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
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.	• High participation rate • APASO results in School: IT with Q >100 • KPM 21 - % of students territory-wide inter school competitions • Stakeholder survey improvement	• Participation rate • APASO results • KPM Report • Stakeholder survey improvement	• Whole school year	All teachers	Alumni support
Organize talks on students by leaders in different areas, and wider range of internal or interschools competitions or events to guide students to realise their potential and aspirations			• Whole school year	All teachers	
Provide guided support and encourage students to read more information, participate in leadership and non-academic excellence programmes to showcase diverse potential.			• Whole school year	Careers & Life Planning Department, Student Support Committee, Discipline Department	

3. Major Concern : To enable students to showcase their creativity and innovation

Target 1: Create a proactive and innovative environment.

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Reinforce project-based learning and research assignments that require self-directed inquiry and innovative problem-solving.	• High participation rate • APASO results in Learning and Teaching Q >100 • KPM 10 – Perception of Curriculum and Assessment • Stakeholder survey improvement	• Observation by advisors or teachers • KPM Report • APASO and Stakeholder survey results • Students' participation rate • Students' reflection	• Whole school year	STEM Committee, All Department Heads	
Strengthen the support on student access to technology and resources, such as 3D printers, coding software, or collaborative online platforms, that enable students to explore new ideas and projects.			• Whole school year	STEM Committee, IT Department	Additional Fundings for F&E
Establish training programs and research opportunities for students and staff to foster a culture of proactivity and innovation.			• Whole school year	ECA Department, Club advisors	

3. Major Concern : To enable students to showcase their creativity and innovation

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

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Develop and use interactive digital resources and integrate AI and specialized software into core subject curriculum to enhance learning, creativity, and self-study.	• High participation rate • APASO results in Learning and Teaching Q >100 • KPM 10 – Perception of Curriculum and Assessment • Stakeholder survey improvement	• Observation by advisors or teachers • KPM Report • APASO and Stakeholder survey results • Students' participation rate • Students' reflection	• Whole school year	IT Department, All Department Heads	Additional Fundings for subscribing services
Further promote the use of Learning Management Systems (e.g., Google Classroom) and online platforms for interactive activities, assignments, and resource sharing.			• Whole school year	IT Department , All Department Heads	Additional Fundings for subscribing services
Continuously assess and upgrade the school's technological infrastructure and conduct teacher professional development on integrating emerging technologies like AI and interactive platforms into daily lessons.			• Whole school year	IT Department	Additional Fundings for subscribing services

3. Major Concern : To enable students to showcase their creativity and innovation

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

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Develop comprehensive STEAM curriculum that includes dedicated project works to teach related knowledge, skills, and creative problem-solving	• High participation rate • APASO results in School: IT with Q >100 • KPM 21 - % of students territory-wide inter school competitions • Stakeholder survey improvement	• Participation rate • APASO results • KPM Report • Stakeholder survey improvement	• Whole school year	STEAM Committee	Additional Fundings for subscribing services
Organize STEAM and Aesthetic-focused school events to generate school-wide interest and provide practical experience to strengthen STEAM and Aesthetic cross-curricular learning activities.			• Whole school year	STEAM and Aesthetic Development Coordinating Committee	Additional Fundings for subscribing services
Encourage participation in inter-school competitions to apply, showcase, and test their creativity and collaborative skills.			• Whole school year	STEAM and Aesthetic Development Coordinating Committee	Additional Fundings for subscribing services

For further details, please refer to the sections of the individual department's annual plan.

Budget Summary for 2025 to 2026

Government Fund						
	Balance b/f \$	Budget Income \$	Total Income \$	Budget Expenditure \$	Balance c/f \$	Note clawback/ date
Expanded Operating Expenses Block Grant						
School Specific Grants						
A2005 001 Administration Grant		4,473,756.00	4,473,756.00	4,473,372.00	384.00	
A2072 001 Composite Information Technology Grant		526,777.00	526,777.00	524,200.00	2,577.00	
A2074 001 Air-conditioning Grant		588,737.00	588,737.00	340,000.00	248,737.00	
A3017 001 Capacity Enhancement Grant		609,252.00	609,252.00	152,712.00	456,540.00	
A3027 001 School-based Speech Therapy Administration Grant		7,687.00	7,687.00	0.00	7,687.00	
A3028 001 School-based Management Top-up Grant		48,047.00	48,047.00	0.00	48,047.00	
A2701 Baseline Reference		2,186,788.02	2,186,788.02	3,600,179.00	-1,413,390.98	
A2ZZZ General Domain Control Account	0.00				0.00	
Total	0.00	8,441,044.02	8,441,044.02	9,090,463.00	-649,418.98	
TOTAL: Surplus / (Deficit)					-649,418.98	
Non-Expanded Operating Expenses Block Grant						
A1009 001 Other Recurrent (Rent, Rates & Govt. Rent)	0.00	836,160.00	836,160.00	836,160.00	0.00	
Committee on Home-Sch Co-op Proj Gr. A/C						
A1011 001 Parent-Teacher Ass. Setup/Subsidize Exp.	0.00	6,044.00	6,044.00	6,044.00	0.00	
002 Activity	0.00	20,000.00	20,000.00	20,000.00	0.00	
A1017 001 Salaries Grant - Teaching Staff	0.00	51,466,290.15	51,466,290.15	51,466,290.15	0.00	
002 Salaries Grant - Supply Staff	0.00	0.00	0.00	0.00	0.00	
003 Salaries Grant - Teaching Supporting Staff	0.00	2,622,243.00	2,622,243.00	2,622,243.00	0.00	
A1018 002 Employer's Cont. to PF Scheme for NT A/C	0.00	284,277.60	284,277.60	284,277.60	0.00	
A1043 001 Grant A/C for Fringe Benefits under NET	0.00	97,812.00	97,812.00	97,812.00	0.00	
A1088 001 School-based After-school Learning & Support Prog.	0.00	171,000.00	171,000.00	170,000.00	1,000.00	
001 Teacher Relief Grant for IMC School - Basic	24,628.00	296,640.00	321,268.00	50,000.00	271,268.00	
A1092 002 Teacher Relief Grant for IMC School - Optional	1,180,373.43	4,975,260.00	6,155,633.43	4,038,960.00	2,116,673.43	
A1142 001 Learning Support Grant for Sec. Sch	229,562.78	960,960.00	1,190,522.78	1,186,710.00	3,812.78	
A1103 001 Teaching Training Grant (SEN) for IMC Schools	0.00	0.00	0.00	0.00	0.00	
A1107 001 Diversity Learning Grant - Other Programmes	3,248.40	123,000.00	126,248.40	125,800.00	448.40	
A1136 001 Information Technology Staffing Support ITSS Grant	159.80	343,562.00	343,721.80	338,814.00	4,907.80	
A1137 001 Grant for the Sister School Scheme	153,739.00	0.00	153,739.00	153,739.00	0.00	
A1138 001 Promotion of Reading Grant	67,991.75	77,205.00	145,196.75	101,500.00	43,696.75	
A1144 001 Life-wide Learning Grant	104,423.96	0.00	104,423.96	104,423.96	0.00	
A1145 001 Student Activities Support Grant (SAS Grant)	0.00	143,000.00	143,000.00	143,000.00	0.00	
A1160 001 One-off Grant on Parent Education (Secondary)	200,000.00	0.00	200,000.00	200,000.00	0.00	
A1161 001 Prom.Chi.Culture Immersion Activities(One-off Gr.)	223,539.00	0.00	223,539.00	98,000.00	125,539.00	
A1162 001 Prom. Sport Ambience & MVP A60 in Sch (One-off Gr.)	97,650.00	0.00	97,650.00	97,650.00	0.00	
A1163 001 Prom.Self-Directed Lang.Learning_Eng.(One-off Gr.)	200,000.00	0.00	200,000.00	155,000.00	45,000.00	
A1164 001 Prom.Self-Direct Lang.Learn_Putonghua(One-off Gr.)	200,000.00	0.00	200,000.00	200,000.00	0.00	
A1165 501 Life-wide Learning & Sister School Grant	0.00	1,444,500.00	1,444,500.00	1,442,217.04	2,282.96	
A1755 501 Hong Kong Schools Drama Festival	9,999.47	0.00	9,999.47	9,000.00	999.47	
A1851 501 Grant for Support for Non-Chinese Speaking (NCS) Stude	11,768.00	331,453.00	343,221.00	101,808.00	241,413.00	
A1852 501 AI in Science Education Funding Programme	100,000.00	0.00	100,000.00	100,000.00	0.00	
Total	2,807,083.59	64,199,406.75	67,006,490.34	64,149,448.75	2,857,041.59	
TOTAL: Surplus / (Deficit)					2,857,041.59	
## Deficit transferred to EOEBG					0.00	
TOTAL: Surplus / (Deficit) Carried Forward To Next Year					2,857,041.59	

Sing Yin Secondary School Budget Summary for 2025 to 2026

School Fund					
	Balance b/f \$	Budget Income \$	Total Income \$	Budget Expenditure \$	Balance c/f \$
A1003 Approved Coll. for Specific Purpose	366,991.09	380,000.00	746,991.09	380,000.00	366,991.09
A1701 General Fund/Subscription/TF A/C	-2,992,224.62	255,000.00	-2,737,224.62	100,000.00	-2,837,224.62
A1751 Student General Affairs	1,071,755.69	840,000.00	1,911,755.69	600,000.00	1,311,755.69
A1754 Scholarship Fund	270,016.50	200,000.00	470,016.50	220,000.00	250,016.50
A1756 Fund-raising & Donations	510,116.10	1,160,000.00	1,670,116.10	500,000.00	1,170,116.10
A1757 Sing Yin History Book	44,000.00	0.00	44,000.00	0.00	44,000.00
A7114 Scout Association Fund	-9,047.50	0.00	-9,047.50	0.00	-9,047.50
A7138 Beat Drugs Fund	0.00	0.00	0.00	0.00	0.00
Total	-738,392.74	2,835,000.00	2,096,607.26	1,800,000.00	296,607.26
TOTAL: Surplus / (Deficit) Carried Forward To Next Year					296,607.26
Other Funds					
	Balance b/f \$	Budget Income \$	Total Income \$	Budget Expenditure \$	Balance c/f \$
Q1701 502 QEF-Self Learning Online Video Archive of HKDSE Multiple-Choice Questions	27,270.25	64,900.00	92,170.25	90,000.00	2,170.25
O1764 IT Lab	42,360.00	0.00	42,360.00	40,000.00	2,360.00
Total	69,630.25	64,900.00	134,530.25	130,000.00	4,530.25
TOTAL: Surplus / (Deficit) Carried Forward To Next Year					4,530.25

Budget Expenditure of Subject/Committee (2025-2026)

Subjects Name 科目名稱	Programme Code 工作計劃代碼	Budget Expenditure Total 預算支出總額 (\$)
Biology	BIO1	9,500.00
Business, Accounting & Financial Studies	BAFS	5,000.00
Chemistry	CHEM	46,500.00
Chinese	CH01	228,255.00
Chinese History	CHIS	3,300.00
Chinese Literature	CLIT	0.00
Citizenship and Social Development	CSD1	35,900.00
Citizenship, Economics and Society/ Life & Society	CESO	6,100.00
Economics	ECON	12,200.00
English	ENG1	106,000.00
Geography	GEOG	48,000.00
History	HIST	51,500.00
Information, Communication and Technology & Computer Literacy	ICT1	12,620.00
Integrated Science / Science	IS01	6,150.00
Mathematics	MATH	11,400.00
Music	MUS1	38,100.00
Physical Education	PE01	104,000.00
Physics	PHY1	4,850.00
Putonghua	PTH1	5,300.00
Religious and Moral Education	RME1	10,800.00
Visual Art	VA01	35,000.00
		780,475.00

Committee Name or Programme Name 行政組別名稱或工作計劃名稱	Programme Code 工作計劃代碼	Budget Expenditure Total 預算支出總額 (\$)
Academic Affairs Committee	AAC1	-
Aesthetic Development Coordinating Committee	AESD	12,500.00
Audio-visual Aids Team	AVAT	253,800.00
Careers & Life Planning Department	CLPD	39,500.00
Ceremony Committee	CERE	30,000.00
Community Service Department	COMS	100.00
Discipline Committee	DISD	70,500.00
Environment Education Committee	ENEC	18,500.00
Event Committee	EVEN	-
Examinations Committee	EXAM	-
Extra-curricular activities Department	ECAD	162,000.00
Guidance Committee	GUID	113,000.00
Health and Safety Department	HSD1	26,750.00
House Advisory Committee	HOUS	9,500.00
Information Technology Department	ITD1	524,300.00
Language Across the Curriculum Committee	LACC	900.00
Library	LIB1	-
National Security Education Committee	NSEC	-
Public Relations Committee	PRC1	-
Reading Across the Curriculum Committee	RACC	86,400.00
School Campus Management Committee	CAMP	-
Staff Development Committee	STAF	47,500.00
STEAM Education Committee	STEM	6,750.00
Student Support Team for SEN students	SEN1	1,058,000.00
55th Anniversary	AN55	100,000.00
		2,560,000.00

EOEBG Baseline Reference 經擴大的營辦津貼的基線指標		Budget Expenditure Total 預算支出總額 (\$)
051	Postage and Stamp Duty	5,000.00
052	Newspapers & Magazines	12,000.00
053	Telephone	55,000.00
054	Celebration & Entertainment	20,000.00
055	Audit Fee	30,000.00
056	Wreath & Flower Basket etc.	6,000.00
057	Maintenance & Repairs	600,000.00
058	Gardening	50,000.00
059	Transport & Travelling	15,000.00
060	Consumable Stores	180,000.00
061	Electricity	950,000.00
062	Cleaning Material	10,000.00
063	Water	35,000.00
064	First-aid Facilities	2,000.00
065	Prizes and Souvenir	25,000.00
066	Gas	4,000.00
067	Staff Training	40,000.00
068	Printing & Stationery	183,700.00
069	Audio-visual	300,000.00
070	Insurance	30,000.00
071	Membership Annual Fee	5,000.00
072	Staff Recruitment Expenses	35,000.00
073	Bank Charges	5,000.00
074	EOEBG - Composite Furniture & Equip. Grant	510,000.00
075	EOEBG - Lift Maintenance Grant	250,000.00
Total:		3,357,700.00