

# Hong Kong Taoist Association Tang Hin Memorial Secondary School

## Annual School Plan 2024-2025



# *Annual Plan*

*The following document is the Annual Plan for 2024-2025.*



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# (1) School Vision and Mission

## Introduction

Lao Tzu : *“Tao gives birth to all things and creatures. Teh(Virtue) nourishes them. They receive their forms according to nature. And they are completed in accord with circumstances. Therefore, all things in the universe honour TAO and highly value Teh.”*

道祖：「道生之，德蓄之，物形之，勢成之。是以萬物莫不尊道而貴德。」

Confucius: *“Man glorifies Tao, not vice versa”*

《論語》：「人能弘道，非道弘人。」

## School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development. In accordance with our motto “Grasp Principles, Cultivate Virtues”, we are dedicated to helping students develop moral integrity and academic excellence.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學生在德、智、體、群、美各方面都得到全面發展。

## Our Commitments

- 1) To help students cultivate a positive attitude towards life
- 2) To develop students' ability for lifelong learning and help them achieve their full potential
- 3) To integrate physical education into daily life and cultivate the value of good health
- 4) To promote 'One Art for Life' and foster students' interest in co-curricular activities
- 5) To nurture their spirit of mutual help and serving the community

## **(2) Major Concerns**

- 2.1. To help students achieve the best learning outcomes**
- 2.2. To enable students to be responsible nationals imbued with a sense of global identity**
- 2.3. To empower students to become pillars of society**

## ***2.1. Major Concern 1 : To help students achieve the best learning outcomes***

### ***Feedback and follow-up actions from the previous school year:***

- The previous development cycle (2021/22-2023/24) has been completed. All the objectives set out in Major Concern 2, i.e. the Effective Learning Programme, have been fully or partially achieved. Some of the objectives will be adapted and included in Major Concern 1 of this development cycle (2024/25-2026/27).
- The curriculum has been improved to strengthen students' learning abilities through cross-curricular activities and self-directed learning. The time released following the optimisation of the four core Senior Secondary subjects has been used to organise life-wide learning activities for S4 students and to engage students in more in-depth study by revising the Senior Secondary curriculum. However, the curriculum can still be reviewed to ensure that our juniors have a broad and sound knowledge base. More learning experiences can be provided for students to enhance their understanding of contemporary issues at different levels. More teaching and learning time can be devoted to technology and STEAM education.
- Effective teaching and assessment strategies have been used to improve students' learning, such as self-directed learning, e-learning and English. However, there is still room for students to strive for academic excellence. For example, more appropriate teaching and learning strategies can be used to develop students' cognitive and generic skills. The principle of assessment for learning can continue to be upheld to improve student learning through positive teacher feedback and student self-reflection. Professional exchanges can be further promoted to help new teachers improve their teaching effectiveness. Students can also be given more opportunities to use English and showcase their achievements to build their confidence. Language Across the Curriculum and Reading Across the Curriculum can be further promoted.
- Much has been done to meet the diverse learning needs of students. However, there is still a need to motivate students to learn and to enhance their learning efficacy. Students can take greater responsibility for their own learning through goal setting and self-reflection. They can build their confidence in learning through receiving more learning support, having more success experiences and recognition of their progress. With appropriate teaching and learning strategies, students can maximise their potential and achieve better results in public examinations.

**Implementation plan:**

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
1.1. To broaden students' knowledge by reviewing the curriculum	<ul style="list-style-type: none"> <li>• Provide more learning experiences, such as classroom teaching, reading, and life-wide learning activities for students so that they can better understand contemporary issues at local, national and global levels.</li> <li>• Allocate more lesson time to technology education through ICT &amp; STEM.</li> <li>• Create more learning time for life-wide learning activities to develop students' entrepreneurial spirit and financial literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students demonstrate their understanding of contemporary issues introduced by teachers or in the life-wide learning activities.</li> <li>• 80% of students understand the knowledge and skills (such as ICT, STEAM, entrepreneurship and financial literacy) introduced in the technology education and life-wide learning activities.</li> <li>• 80% of students demonstrate a broader and more comprehensive knowledge base.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Lesson observations</li> <li>• Evaluation of students' performance</li> <li>• School-based survey</li> </ul>	Whole year	Studies Unit All KLAs Technology Education Coordinator Reading Unit LWL / ECA Units	Curriculum guides Life-wide Learning Grant Reading Grant IT grants
1.2. To develop students' generic skills, particularly critical thinking, problem solving and self-directed learning in an integrated way	<ul style="list-style-type: none"> <li>• Organise STEAM project learning in S3 to enable students to develop generic skills in an integrated way and require S3 students to choose sustainable development themes in the STEAM project. Positive values and attitudes are cultivated in students through the 'Know, Feel, Act' trilogy.</li> <li>• Encourage students to participate in STEAM related competitions and life-wide learning activities.</li> <li>• Promote cross-curricular collaboration such as RaC, project learning and life-wide learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of S3 students can effectively produce and present relevant STEAM products.</li> <li>• 80% of S3 students understand the values and attitudes embedded in STEAM project learning.</li> <li>• Increased participation rate in STEAM-related competitions and life-wide learning activities.</li> <li>• 80% of students demonstrate their ability to link the knowledge and skills they have developed in different KLAs.</li> <li>• 80% of students agree that the cross-curricular activities are useful for their learning.</li> <li>• 80% of students demonstrate the ability to use generic skills such as creativity, problem solving, critical thinking, self-learning, IT, communication and collaboration in an integrated way.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Evaluation of students' performance</li> <li>• School-based survey</li> <li>• Participation rate</li> </ul>	Whole year	Studies Unit STEAM coordinator STEAM related KLAs LWL Unit Reading Unit	Life-wide Learning Grant Diversity Learning Grant IT grants

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
1.3. To strengthen students' cognitive skills	<ul style="list-style-type: none"> <li>• Encourage students to think in the classroom by using different learning activities such as self-directed, problem solving, experiments and games.</li> <li>• Use appropriate questioning techniques to provoke thinking and help students develop appropriate reasoning skills.</li> <li>• Adopt the principle of 'making thinking visible' to provide students with useful tools for thinking, such as thinking routines, mind maps and graphic organisers.</li> <li>• Put more emphasis on cognitive development when designing assessment tasks.</li> <li>• Encourage students to reflect on their learning and promote metacognition.</li> <li>• Introduce effective teaching strategies to develop students' cognitive skills in staff development activities and facilitate professional sharing through peer lesson observation and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Active student participation in classroom learning is observed and effective learning activities such as self-directed learning, problem solving, experiments and games are reported.</li> <li>• Good questioning techniques are observed and students are able to elaborate on their answers.</li> <li>• 80% of students demonstrate the ability to use the thinking tools.</li> <li>• 80% of students report that they often reflect on their learning and try to engage in metacognition.</li> <li>• 80% of students show improvement in thinking skills.</li> <li>• Teachers share effective teaching and assessment strategies for developing students' cognitive skills. Over 80% of teachers are considering using these strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Feedback from teachers and students</li> <li>• Evaluation of students' performance</li> <li>• School-based survey</li> </ul>	Whole year	Studies Unit All KLAs Staff Development Unit	Reference materials Resources for staff development



Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
1.4. To increase students' confidence in using English	<ul style="list-style-type: none"> <li>• Give students more opportunities to use English and showcase their achievements to build their confidence.</li> <li>• Adopt appropriate teaching strategies to strengthen the English language foundation for junior students.</li> <li>• Improve students' English language skills in various EMI subjects.</li> <li>• Strengthen English language learning through cross-curricular collaboration in promoting Language Across the Curriculum (LaC) and Reading Across the Curriculum (RaC).</li> <li>• Promote leisure or fun reading activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are actively involved in using English in learning activities. 80% demonstrate confidence and competence in using English for learning.</li> <li>• 80% of students meet the satisfactory standard in English for their level.</li> <li>• 80% of students demonstrate the ability to learn in English in various EMI subjects.</li> <li>• 80% of students can connect knowledge and skills across subjects through LaC and RaC.</li> <li>• 80% of students agree that they find the leisure or fun reading activities interesting and useful for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observations</li> <li>• Feedback from teachers and students</li> <li>• Evaluation of students' performance</li> <li>• Lesson observations</li> <li>• EMI meetings</li> <li>• School-based survey</li> </ul>	Whole year	English Department EMI subject departments EMI Unit Studies Unit Reading Unit	Life-wide Learning Grant Capacity Enhancement Grant Diversity Learning Grant
1.5. To motivate students to learn and cater for their learning needs	<ul style="list-style-type: none"> <li>• Enable students to take responsibility for their own learning through goal setting and self-reflection.</li> <li>• Provide differentiated learning tasks and different assessment modes for students with different learning needs.</li> <li>• Improve the existing remedial measures for less able students.</li> <li>• Refine the talent pool system and encourage students to participate in gifted programmes and activities to maximise their potential.</li> <li>• Build students' confidence in their learning by giving them more success experiences and recognising their achievements.</li> <li>• Adopt appropriate teaching and learning strategies to improve students' examination results.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students demonstrate the ability to set, track and achieve personal goals.</li> <li>• 80% of students demonstrate the ability to self-reflect and understand their strengths and weaknesses.</li> <li>• 80% of students demonstrate a high level of motivation to learn, as evidenced by their participation and achievement in the learning activities.</li> <li>• 80% of the targeted students show an improvement in their learning.</li> <li>• Active participation in gifted programmes and activities</li> <li>• Increased APASO self-concept scores related to learning.</li> <li>• Improvement in examination results</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Lesson observations</li> <li>• Evaluation of students' performance</li> <li>• School-based survey</li> <li>• Data from APASO and stakeholder survey</li> <li>• Exam results</li> </ul>	Whole year	Studies Unit Class teachers All KLAs Academic Support Unit Gifted Student Development Unit Counselling Unit	Life-wide Learning Grant Capacity Enhancement Grant Diversity Learning Grant Learning Support Grant

## ***2.2. Major Concern 2 : To enable students to be responsible nationals imbued with a sense of global identity***

### ***Feedback and follow-up actions from the previous school year:***

- The previous development cycle (2021/22-2023/24) has been completed. All the objectives set out in Major Concern 1, i.e. the Personal Growth Programme, have been fully or partially achieved. Some of the objectives will be adapted and included in Major Concern 2 of this development cycle (2024/25-2026/27).
- Positive values and attitudes have been promoted to help students find meaning in life. Although the students have demonstrated the proper values and attitudes, there is still room to strengthen their understanding of the 12 priority values introduced by the EDB and the traditional Chinese values emphasised by our school's mission. In addition, the disruption to students' development caused by the pandemic has led to a need for increased support in the areas of interpersonal relationships and etiquette.
- Students have shown a strong sense of national identity as evidenced by the P-scores (85.7) in APASO III (2024) and their active participation in activities related to Chinese culture and national education. There is still room to help students develop a deeper understanding of our country's culture, history and development through the "Know, Feel, Act" trilogy. Students can also enhance their global perspective and learn to be responsible citizens.

**Implementation plan:**

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
2.1. To cultivate positive values and attitudes in students	<ul style="list-style-type: none"> <li>• Revise the school's values education learning framework to place greater emphasis on teaching students the 12 priority values and to adopt the "Know, Feel, Act" trilogy when designing learning activities.</li> <li>• Improve the Monthly Moral Programme to help students cultivate the core values including the 12 priority values through a courtesy campaign, life planning, appreciation of Chinese culture, information literacy and introduction to leadership.</li> <li>• Refine the Life Education curriculum and learning activities to place greater emphasis on positive values and attitudes, such as 'empathy' and 'respect for others'.</li> <li>• Develop a spirit of service among students by providing them with more opportunities to serve the school and community.</li> <li>• Provide platforms for students to share their stories that demonstrated the core values in inspiring ways.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students demonstrate an understanding of the 12 priority values and attitudes as evidenced by their behaviour and learning outcomes.</li> <li>• 80% of students perform satisfactorily as evidenced by their performance in 'My Learning Journal' and prizes awarded in the Monthly Moral Programme.</li> <li>• 80% of students understand the positive values and attitudes taught in Life Education and are willing to apply them in their daily lives. 50% of students perform well in the Life Education Good Behaviour Award Scheme and receive awards.</li> <li>• An increased spirit of service among students, as evidenced by the number of service hours completed and services provided.</li> <li>• Positive feedback on student behaviour from parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Lesson observations</li> <li>• Evaluation of students' performance</li> <li>• School records</li> <li>• School-based survey</li> <li>• Data from APASO and stakeholder survey</li> </ul>	Whole year	Values Education Unit Moral and Life Education Unit Class teachers All KLAs DC Unit Counselling Unit ECA Unit	Life-wide Learning Grant

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
2.2. To strengthen students' sense of national and global identity	<ul style="list-style-type: none"> <li>Integrate elements of National Security Education into the teaching of KLAs, adopt the "Know, Feel, Act" trilogy when designing learning activities, and promote cross-curricular collaboration to strengthen students' sense of national and global identity.</li> <li>Provide more opportunities for students to understand Chinese development and culture through Chinese Culture Week and study tours to the Mainland.</li> <li>Encourage active participation of students in activities relevant to national education, such as inter-school competitions and speeches under the national flag.</li> <li>Organise activities, such as those related to global sustainable development, to help students become global citizens.</li> </ul>	<ul style="list-style-type: none"> <li>80% of students have a better understanding of our country's national security, culture, history and development.</li> <li>Active student participation in Chinese Culture Week</li> <li>Increased student participation in Mainland study tours</li> <li>High participation rate and excellent performance in inter-school competitions</li> <li>High quality speeches delivered by students at the Flag Raising Ceremony</li> <li>Active participation of students in learning activities about the responsibilities of global citizenship</li> <li>Students' sense of national and global identity is strengthened, as evidenced by their performance and APASO scores.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Lesson observations</li> <li>Evaluation of students' performance</li> <li>School-based survey</li> <li>Data from APASO and KPM</li> </ul>	Whole year	Values Education Unit National and Civic Education Unit All KLAs LWL Unit Staff Development Unit	Life-wide Learning Grant Grants provided by the EDB
2.3. To prepare students for the ethical use of information and information technology	<ul style="list-style-type: none"> <li>Promote cyber citizenship by equipping students with the right values and attitudes for the ethical and responsible use of information and information technology through the Monthly Moral Programme, Life Education and ICT &amp; STEM.</li> <li>Raise students' awareness of cybersecurity, particularly online safety and privacy.</li> <li>Organise activities to equip students with the knowledge and skills to protect themselves from cybercrime and bullying.</li> <li>Update students' IT skills and promote the proper use of AI tools.</li> </ul>	<ul style="list-style-type: none"> <li>80% of students demonstrate an understanding of values and attitudes such as 'respect for others', 'responsibility', 'integrity' and 'being law-abiding'.</li> <li>80% of students demonstrate increased awareness and practical application of cybersecurity protocols.</li> <li>80% of students demonstrate improved knowledge and skills to protect themselves from cybercrime and bullying.</li> <li>80% of students agree that they are able to use information ethically and behave appropriately online. They can refrain from cyber misconduct such as plagiarism and bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Lesson observations</li> <li>Evaluation of students' behaviour</li> <li>School-based survey</li> </ul>	Whole year	Values Education Unit IT Unit Departments of Life Education, ICT & STEM and CS DC Unit Counselling Unit	"Information Literacy for Hong Kong Students" Learning Framework Life-wide Learning Grant IT grants

### ***2.3. Major Concern 3 : To empower students to become pillars of society***

#### ***Feedback and follow-up actions from the previous school year:***

- The previous development cycle (2021/22-2023/24) has been completed. All the objectives set out in Major Concern 1, i.e. the Personal Growth Programme, have been fully or partially achieved. Some of the objectives will be adapted and included in Major Concern 3 of this development cycle (2024/25-2026/27).
- The PERMA framework for positive education has been used to improve students' self-esteem. However, students' self-esteem is still not strong enough. The framework can continue to be used to further enhance students' positive emotions, engagement and relationships through ECA and service. More experiences of success and celebrations of progress can be provided for the students to build their sense of achievement so that their confidence and self-esteem can be strengthened.
- Student leadership and participation in ECAs has improved through leadership training programmes and ECA organisations. However, there is still room to promote leadership and entrepreneurship among students. More emphasis can be placed on developing the proper values and attitudes in students as leaders and encouraging them to serve the school and the community.
- Most students are able to set goals and improve to achieve their aspirations. To further enrich students' knowledge, skills and attitudes for life planning, more information about different types of careers and different pathways can be provided. It is also necessary to support students in planning a meaningful life.
- Students have demonstrated satisfactory performance in self-management skills. However, more can be done to improve students' stress management skills and to promote mental health. There is also a need to encourage healthy lifestyles among students, including regular physical exercise and positive mentality.

**Implementation plan:**

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
3.1 To nurture leadership and entrepreneurship in students	<ul style="list-style-type: none"> <li>• Place greater emphasis on developing the proper values and attitudes in students as leaders.</li> <li>• Organise leadership and entrepreneurship training workshops and courses for students, especially in junior forms.</li> <li>• Sponsor students to attend training courses offered by other organisations.</li> <li>• Enable students to apply leadership skills in organising ECA organisations and life-wide learning activities.</li> <li>• Encourage students to serve the school and the community.</li> <li>• Provide more opportunities for student leaders to reflect on and share their experiences with their schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of student leaders with appropriate skills and attitudes.</li> <li>• Increased student participation in leadership training workshops and courses.</li> <li>• 80% of student leaders agree that the training workshops and courses can improve their leadership and entrepreneurial skills such as goal setting, planning, budgeting, management, communication, team building, problem solving, reflection, adaptation, etc.</li> <li>• 80% of student leaders demonstrate their skills and positive attitudes in organising ECA organisations and life-wide learning activities.</li> <li>• An increase in the number of services provided and the number of service hours completed</li> <li>• Meaningful reflection and sharing can be observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' and coaches' observations</li> <li>• Feedback from teachers and students</li> <li>• Evaluation meetings</li> <li>• Attendance records</li> <li>• Students' reflection / written reports</li> <li>• School-based survey</li> </ul>	Throughout the year	ECA Unit ECA organizations Service teams Counselling Unit Gifted Student Development Unit	Life-wide Learning Grant Capacity Enhancement Grant Diversity Learning Grant Student Activities Support Grant

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
3.2 To enrich students' knowledge, skills and attitudes to plan and achieve their career aspirations	<ul style="list-style-type: none"> <li>• Organise workshops for junior students to help them set meaningful personal goals and make choices about further studies that reflect their personality, aspirations and interests.</li> <li>• Carry out more activities for junior students to expose them to different careers and multiple pathways.</li> <li>• Provide more opportunities for senior students to explore careers in the Greater Bay Area and related to STEAM.</li> <li>• Invite more alumni to share their experiences and careers.</li> <li>• Support S6 students in making appropriate choices for JUPAS or studying abroad.</li> <li>• Provide more individual or group careers guidance for students in need.</li> <li>• Put more emphasis on encouraging students to plan a meaningful life.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students demonstrate the ability to set, track and achieve personal goals.</li> <li>• 80% of students agree that the activities are useful in helping them to understand their attributes and set achievable goals for future studies and careers.</li> <li>• Increased APASO life planning outcomes such as work experience, career advice and information.</li> <li>• 80% of students agree that the information and learning experiences are useful for their life planning.</li> <li>• 80% of S3 students can relate their choice of senior subjects to their personal interests and abilities.</li> <li>• 80% of S6 students can relate JUPAS choices to personal interests and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Evaluation of students' performance</li> <li>• Teachers' observations</li> <li>• Participation records</li> <li>• School-based survey</li> <li>• Data from APASO</li> </ul>	Whole year	Class teachers Careers Unit Alumni Association LWL Unit	Life-wide Learning Grant Diversity Learning Grant Grant for GBA career exploration activities

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
3.3 To help students develop a healthy lifestyle	<ul style="list-style-type: none"> <li>Organise a "Let's Keep Fit! x MVPA60" campaign to encourage students to engage in regular physical activity to maintain physical fitness and reduce stress.</li> <li>Continue to adopt the PERMA framework for Positive Education to organise life-wide learning activities to empower students to think positively and act confidently.</li> <li>Provide more platforms to celebrate students' success and recognise their achievements.</li> <li>Encourage teachers to praise students for their strengths and acknowledge their efforts often.</li> <li>Improve students' mental wellbeing through art and music appreciation, stress management and counselling programmes.</li> <li>Provide remedial and developmental interventions for students with low resilience and poor stress management skills to increase their resilience to challenges.</li> <li>Gain parental support to develop healthy lifestyles in students through education and activities.</li> </ul>	<ul style="list-style-type: none"> <li>An increase in student participation in physical exercise</li> <li>Students' physical fitness is improving, as evidenced by the APASO results and the KPM data.</li> <li>80% of students agree that the "Let's Keep Fit" activities are attractive.</li> <li>Students' positive emotions (e.g. interest, joy, happiness, self-confidence, sense of accomplishment, etc.) and appropriate interpersonal relationships are demonstrated in the life-wide learning activities.</li> <li>80% of students agree that the art and music appreciation activities and stress management programmes are useful for developing better mental wellbeing.</li> <li>Students' mental wellbeing is improving, as evidenced by their performance and the APASO results.</li> <li>Over 70% of students agree that they feel confident and proud of themselves.</li> <li>Positive comments from parents and teachers about students' healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Evaluation of students' performance</li> <li>Teachers' observations</li> <li>Participation records</li> <li>School-based survey</li> <li>Data from APASO</li> <li>KPM</li> </ul>	Whole year	PE Department VA Department Music Department Health Education Unit Counselling Unit LWL Unit ECA Unit PTA	Life-wide Learning Grant One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools One-off Gant for Mental Health at School Learning Support Grant



**(3) Other Plans**

Diversity Learning Grant (2024-2025) Annual Plan	Annex 1
Plan on the use of LWLG 2024-2025	Annex 2
Plan on After School Support Programme 2024-2025	Annex 3
Plan on Sister School Exchanges 2024-2025	Annex 4
Plan on the Use of One-off Grant for supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development for the school year 2024/25	Annex 5
Plan on the Use of One-off Grant for Promotion of Chinese Culture Immersion Activities for the school year 2024/25	Annex 6
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**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Annual Programme Proposal for DLG - Other Programmes: Gifted Education for the 2024/25 school year**

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Chinese Language	Chinese Language Elite Course	<ul style="list-style-type: none"> <li>● To develop students' reading and writing skills</li> <li>● To stimulate students' interest in Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>● 15 S.5 students and 15 S.6 students</li> <li>● nominated by teachers of the Chinese Language based on               <ul style="list-style-type: none"> <li>➢ their performance in exams</li> <li>➢ their performance in Chinese lessons</li> <li>➢ their interest in learning the Chinese Language</li> </ul> </li> </ul>	S.5 – 22 lessons starting from September (08:30-10:30 on Saturday).  S.6 - 13 lessons starting from September (11:00-13:00 on Saturday).	<ul style="list-style-type: none"> <li>● An assignment (either reading or writing) for each lesson.</li> <li>● Good essays written by these students for school publications</li> <li>● Improvement in students' reading and writing skills</li> </ul>	Tsang WK Yeung ST	Tutor fee: HKD35,000.00
Chinese Literature	Modern Chinese Poetry Writing Course	<ul style="list-style-type: none"> <li>● To introduce students to the characteristics of modern Chinese poetry</li> <li>● To help students master the skills of writing modern Chinese poems</li> </ul>	<ul style="list-style-type: none"> <li>● 24 S4 and S5 students</li> <li>● nominated by teachers of Chinese Literature based on               <ul style="list-style-type: none"> <li>➢ their performance in exams</li> <li>➢ their performance in Chinese Literature lessons</li> <li>➢ their interest in learning Chinese Literature</li> </ul> </li> </ul>	6 lessons (1.5 hours per lesson) from October to February	<ul style="list-style-type: none"> <li>● Students will be able to master the knowledge and skills of writing modern Chinese poems.</li> <li>● They will write two or more pieces of work.</li> </ul>	Lam LY Tsang WK	Tutor fee: HKD10,800.00

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Mathematics	Mathematics - Elite Course	<ul style="list-style-type: none"> <li>● To provide students with opportunities to use mathematics to formulate and solve problems in daily life and mathematical contexts</li> <li>● To enhance students' ability to communicate with others and express their views clearly and logically in mathematical language</li> <li>● To encourage students to participate in mathematics competitions</li> </ul>	<ul style="list-style-type: none"> <li>● 20 S.4 students and 20 S.5 students</li> <li>● nominated by teachers of Mathematics based on               <ul style="list-style-type: none"> <li>➢ their performance in mathematics lessons</li> <li>➢ their performance in the mathematics exams at school</li> <li>➢ their enthusiasm for participating in mathematics activities</li> </ul> </li> </ul>	<p>S.4 – 23 lessons starting from September (8:30-10:30 on Saturday).</p> <p>S.5 - 22 lessons starting from September (11:00-13:00 on Saturday).</p>	<ul style="list-style-type: none"> <li>● One assignment in each lesson.</li> <li>● Participation in mathematics competitions</li> <li>● Promotion of the enjoyment in learning mathematics in school by the target students</li> </ul>	Cheung WC Chan CW	Tutor fee: HKD22,500.00

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Gifted Courses	Courses offered by tertiary education institutions and other organisations	<ul style="list-style-type: none"> <li>● To offer learning opportunities to students to broaden their horizons</li> <li>● To explore various subject areas offered in tertiary institutions and other organisations such as HKU, UST</li> </ul>	<ul style="list-style-type: none"> <li>● 25 S.4 or S.5 students</li> <li>● Nominated by teachers based on               <ul style="list-style-type: none"> <li>➢ their academic performance</li> <li>➢ their performance in interviews</li> <li>➢ recommendations from teachers</li> </ul> </li> </ul>	Saturdays or summer vacation	<ul style="list-style-type: none"> <li>● Positive student feedback</li> <li>● Student improvement in thinking and knowledge</li> <li>● Sharing of learning experiences with schoolmates</li> </ul>	Lui KL Cheung YK	Course fees: HKD50,000.00
Cross-KLA	Tutorials for the sports elites	<ul style="list-style-type: none"> <li>● To organise tailor-made courses in order to increase the learning effectiveness of the student</li> </ul>	<ul style="list-style-type: none"> <li>● 1 student participating in sports competitions</li> </ul>	1 X 60 hours in 10 months	<ul style="list-style-type: none"> <li>● One assignment (short essay, extended question, reading or writing) in each lesson</li> </ul>	Lui KL Chan WC Lam KC	HKD12,000.00
All KLAs	External competitions	<ul style="list-style-type: none"> <li>● To encourage gifted students to participate in external competitions and stretch their potential to the fullest</li> </ul>	<ul style="list-style-type: none"> <li>● 30 S.4 and S.5 students</li> <li>● Nominated by teachers based on               <ul style="list-style-type: none"> <li>➢ their academic performance</li> <li>➢ their performance in interviews</li> <li>➢ recommendations from teachers</li> </ul> </li> </ul>	October - August	<ul style="list-style-type: none"> <li>● Prizes received by students</li> <li>● Sharing of learning experiences with schoolmates</li> </ul>	Leung KC	HKD10,000.00

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Annual Programme Proposal for DLG - Other Languages for the 2024/25 school year**

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Other Languages	Japanese Language	<ul style="list-style-type: none"> <li>● To enhance students' competitiveness in the 21<sup>st</sup> century and increase their chances of receiving tertiary education</li> <li>● To enrich students' knowledge of Japanese language and culture</li> <li>● To arouse students' interest in Japanese language and culture</li> </ul>	<ul style="list-style-type: none"> <li>● 32 S.4 students, 28 S.5 students and 5 S.6 students</li> <li>● nominated by teachers based on               <ul style="list-style-type: none"> <li>➢ the average marks in S.3 Annual Results</li> <li>➢ the interest they expressed in learning Japanese language and culture</li> </ul> </li> </ul>	S.4 – 68 lessons starting from September (16:00-18:00 on Tuesday and Thursday) S.5 (split into 2 groups) – 37 lessons from September (14:00-17:00 / 13:30-17:30 on Saturday) S.6 – about 30 hours in the first term (flexible timetable but mainly on Saturday)	<ul style="list-style-type: none"> <li>● Students take the public examinations (JLPT) recognised by the HKEAA.</li> <li>● The students promote their enjoyment in learning the Japanese language and culture in school through activities such as interaction with Japanese students.</li> </ul>	Mr. Lui KL	Tutor fee : HKD312,375.00  Reference Book: HKD2,000.00  Total: HKD314,375.00

**HONG KONG TAOIST ASSOCIATION TANG HIN MEMORIAL SECONDARY SCHOOL  
FINANCIAL ESTIMATE OF DIVERSITY LEARNING GRANT (OTHER PROGRAMMES)**

<b>Balance b/d</b> \$56,849.30			
<b>Grant Received:</b> \$105,000.00			
<b>Expenditure:</b>			
Item	Description	Amount(\$)	Remarks
1.	the salary of a part-time Chinese tutor	35,000.00	Chinese Language - Elite Course
2.	the salary of a part-time Chinese Literature tutor	10,800.00	Chinese Literature - Elite Course
3.	the salary of part-time Mathematics tutors	22,500.00	Mathematics – Elite Course
4.	Gifted course fees	50,000.00	Courses offered by universities and other organisations
5.	Tutorial for the sports elites	12,000.00	Tutorials for the sports elites
6.	Entry fee for external competitions	10,000.00	Entry fee for external competitions
	<b>Total</b>	140,300.00	to be charged to the DLG account
	<b>Balance c/d</b>	\$21,549.30	

**FINANCIAL ESTIMATE OF DIVERSITY LEARNING GRANT (OTHER LANGUAGE)**

<b>Income:</b>			
<b>Balance b/d</b> \$196,387.44			
<b>Grant Received:</b> \$279,500.00			
<b>Expenditure:</b>			
Item	Description	Amount(\$)	Remarks
1.	the salary of part-time Japanese teachers	312,375.00	
2.	reference books	2,000.00	
	<b>Total:</b>	314,375.00	to be charged to the DLG account
	<b>Balance c/d</b>	\$161,512.44	

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Plan on the Use of the Life-wide Learning Grant**  
**2024-2025 School Year**

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

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes.														
1	Activities about STEAM Education (e.g. workshops, visits, competitions, etc.)	October-August	S1-S5	200	\$80,000.00	\$400.00	To help students develop STEAM skills and knowledge	Cross-Disciplinary (STEAM)	Observation of the students' performance Feedback from teachers and students	✓				✓	Chow CK
2	Activities for School Prefect Team (e.g. leadership training camp)	October & July	S2-S5	40	\$30,000.00	\$750.00	To improve prefects' leadership skills and to help them build team spirit	Leadership Training	Evaluation meeting of the prefects and teachers in charge		✓				Yuen WC
3	Biology - LWL activities (e.g. field trips, visits, etc.)	6/2/2025-7/2/2025	S5	50	\$5,000.00	\$100.00	To improve the application and fieldwork skills of students	Science (Biology)	Observation of the student's field work and project performance	✓					Yuen WC
4	Environmental Education - LWL activities (e.g. visits, field trips, etc.)	October	S2-S5	30	\$2,000.00	\$66.67	To raise environmental awareness among students	Environmental Education	Observation of students' performance	✓	✓	✓	✓		Yuen WC
5	Career and life planning activities (e.g. talks, workshops)	September-June	S4	160	\$25,000.00	\$156.25	To help students understand their role in career planning	Life Planning	Observation of the students' performance					✓	Cheung YK
6	Economics - LWL activities (e.g. field trips, visits, etc.)	October-December	S4-S5	30	\$4,000.00	\$133.33	To stimulate students' interest in Economics	Economics	Observation of the students' performance	✓					Chan PC
7	Cross-curricular LWL activities (e.g. visits to farms and gardens) organised by the Gardening Club and other subject departments	October-December	S1-S5	20	\$2,000.00	\$100.00	To help students understand more about vegetation and environmental protection	Cross-Disciplinary (Others)	Observation of the students' performance	✓					Chan PC
8	Cross-curricular LWL activities (e.g. visits to local factories and firms) organised by the Economics, Geography and BAFS departments.	June	S4	160	\$6,000.00	\$37.50	To broaden students' horizons	Cross-Disciplinary (Economics, BAFS & Geography)	Observation of the students' performance	✓					Chan PC
9	History - LWL activities (e.g. field trips, visits, etc.)	November-July	S4-S5	36	\$4,000.00	\$111.11	To stimulate students' interest in History	History	Observation of the students' performance	✓					Lam WS
10	Geography - LWL activities (e.g. field trips, visits, etc.)	September-August	S4-S6	150	\$5,000.00	\$33.33	To improve the application and fieldwork skills of students	Geography	Observation of the student's field work and project performance	✓					Leung KC
11	Life-wide learning activities (e.g. workshops, visits, tours, etc.) organised by the LWL Unit and the ECA Unit	September-August	S1-S5	818	\$200,000.00	\$244.50	To provide opportunities for learning outside the classroom through activities such as trips, sports, workshops, visits, etc.	Cross-Disciplinary (Others)	Observation of the students' performance	✓	✓	✓	✓	✓	Kwok FM & Wong CM
12	Mathematics competitions	October-August	S1-S6	100	\$20,000.00	\$200.00	To provide opportunities for students to apply their mathematical skills	Mathematics	Prizes and certificates received by students	✓					Cheung WC

13	Monthly Moral Programme (e.g. talks, board display, games, awards, etc.)	September-June	S1-S6	948	\$30,000.00	\$31.65	To cultivate students' positive values and attitudes	Values Education	Observation of the students' performance		✓						Kwok FM	
14	National Flag raising ceremony training course	September-August	S1-S3	26	\$20,000.00	\$769.23	To teach students the procedures for conducting the national flag-raising ceremony and to strengthen their sense of national identity	Values Education	Observation of the students' performance		✓							Kwok FM
15	Values Education - LWL activities (e.g. visits to local heritage sites, competitions, talks, board display, games, awards, etc.)	September-August	S1-S6	948	\$20,000.00	\$21.10	To enhance students' knowledge of China's history and culture and help them cultivate a sense of national identity	Values Education	Observation of the students' performance	✓	✓							Kwok FM
16	Student Mentorship Scheme - a mentorship programme and guided activities to develop peer relationships on campus	September-July	S1, S3-S5	210	\$5,000.00	\$23.81	(i) To organise training programmes for student mentors to develop leadership skills in conducting activities for their mentees; (ii) to facilitate S.1 students' adaptation to school life and to develop rapport among themselves; (iii) to cultivate correct values and attitudes among S.1 students.	Values Education	Mentors and mentees' feedback; teachers and social workers' observation		✓							Cheung WJ & Lam W
17	Community service programmes for S-Team Leaders 2.0	September-July	S1-S5	50	\$8,000.00	\$160.00	To extend the reach of student volunteers and increase their involvement in providing service on and off campus	Values Education	Students' feedback and teachers' observation		✓			✓				Cheung WJ & Lam WS
18	Class bonding activities (e.g. day camp, workshops, whole form activities)	September-July	S2 & S4	327	\$88,000.00	\$269.11	(i) To foster an inclusive and productive classroom community; (ii) To promote positive peer behaviour and student engagement; (iii) To establish trusting teacher-student relationships and appropriate classroom discipline; (iv) to attend to the individual characteristics and needs of each student.	Values Education	Students' feedback and teachers' observation		✓	✓						Cheung WJ
19	Art appreciation activities (e.g. exchanges with disabled artists) jointly organised by the Counselling Unit and the Visual Arts Department	October	S4	160	\$5,000.00	\$31.25	To cultivate a growth mindset and positive values (e.g. perseverance, resilience, respecting and valuing life, pursuing goals and exploring the future) through art appreciation.	Values Education	Students' feedback and teachers' observation		✓	✓						Cheung WJ & Lee YC
20	Chinese debating training and competitions	October-July	S2-S5	10	\$5,000.00	\$500.00	To develop students' debating skills and improve their interpersonal skills through teamwork	Cross-Disciplinary (Others)	Students' performance and self-evaluation	✓	✓							Yip KF
21	Cross-curricular LWL activities (e.g. visits to museums and local heritage sites, cultural tours, etc.) organised by the Chinese Language, Chinese History, Chinese Literature, Geography and CS departments	October & May	S1-S5	360	\$16,000.00	\$44.44	To enrich their knowledge of Chinese culture and the geographical characteristics of local regions	Cross-Disciplinary (Others)	Observation of the students' performance	✓	✓	✓						Tsang WK, Yeung ST, Lee WK, Lam WS, Lam KY, Lam LY, Luk CH
22	Competitions (e.g. Jockey Club Student Drawing Competition in HK Flower Show)	March	S1-S5	12	\$2,000.00	\$166.67	To enrich students' aesthetic development and their awareness of the conservation of plants and the natural environment	Arts (Visual Arts)	Students' performance in the contest	✓			✓					Lee YC
23	Competitions (e.g. the Hong Kong Schools Speech Festival, Putonghua Speech Competition, etc.)	November - February	S1-S5	30	\$5,000.00	\$166.67	To enhance students' skills in verse speaking and public speaking and to provide opportunities for students to learn the philosophy and aesthetics of life	Chinese Language	Prizes and certificates received by students	✓			✓					Tsang WK & Yeung ST



24	Chinese Creative Writing Course	September-March	S3	15	\$15,000.00	\$1,000.00	To develop students' interest in the Chinese language and improve their reading and writing skills	Chinese Language	Assessment of learning outcomes	✓	✓	✓			Tsang WK & Yeung ST
25	Chinese Culture and Arts interest class - Seal Carving Class for Chinese Characters 中華文字篆刻班	September-December	S1-S5	15	\$3,490.00	\$232.67	(i) To enhance students' appreciation of the beauty of Chinese culture; (ii) To help students understand the characteristics of ancient Chinese seal script and learn the preliminary techniques of seal carving.	Chinese Language	Observation of the students' performance	✓	✓	✓			Tsang WK & Yeung ST
26	S4 Life-wide Learning Lessons - Understanding Chinese Culture Workshop (Ancient Architecture) 認識中華文化工作坊(古代建築)	September-December	S4	160	\$15,000.00	\$93.75	To enrich students' knowledge of ancient Chinese architecture	Chinese Language	Observation of the students' performance	✓	✓	✓			Tsang WK & Yeung ST
27	Hong Kong Chinese Antiquities Tour 香港中華古跡遊	September-June	S1-S5	100	\$5,000.00	\$50.00	To broaden students' horizons and enrich their knowledge of Chinese culture	Chinese Language	Observation of the students' performance	✓	✓	✓			Tsang WK & Yeung ST
28	Chinese Literature - LWL activities such as visits (e.g. Hong Kong Museum of Art, Lamma Island, Mei Ho House) and field trips (e.g. Wan Chai Literary Walk).	October-May	S1-S5	50	\$2,200.00	\$44.00	(i) To develop students' creativity and improve their creative writing skills; (ii) To enable students to appreciate art in its many aspects.	Chinese Literature	Observation of the students' performance	✓	✓	✓			Lam LY
29	English drama activities including drama workshops, professional drama shows and school plays	November-May	S1-S4	225	\$30,000.00	\$133.33	(i) To boost students' confidence in speaking English, and to teach them some drama skills and script-writing skills; (ii) To give students more exposure to authentic use of the English language	English Language	Observation of the students' performance	✓	✓	✓			Chan PL & Kong SY
30	Visual Arts - LWL activities such as visits to exhibitions (e.g. Art Central, Art Basel, Affordable Art Fair, M+, etc.) and museums	September-May	S3-S4	215	\$72,500.00	\$337.21	To broaden students' horizons and enable them to learn from outstanding artists	Arts (Visual Arts)	Application skills in response to the exhibition	✓		✓			Lee YC
31	Dance training including urban dance and Chinese group dance	September-August	S1-S5	75	\$203,900.00	\$2,718.67	To cultivate students' interest in dance such as urban dance and Chinese group dance, and to improve their dancing skills and physical fitness	Physical Education	(i) Observation of student performance (ii) Prizes received by students			✓			Chan WC & Cheng WM
32	Competitions (e.g. the Hong Kong Schools Speech Festival)	November-December	S1-S6	70	\$10,850.00	\$155.00	To enhance students' speaking proficiency through participating in the Speech Festival	English Language	Feedback from students and comment from adjudicators	✓		✓			Chan PL
33	Public Speaking and Debating - Training and Competitions	November-June	S1-5	50	\$30,000.00	\$600.00	To enable students to communicate effectively and improve students' interpersonal skills through teamwork	English Language	Students' performance and self-evaluation	✓	✓				Chan PL
34	English promotion activities	March-April	S1	170	\$10,000.00	\$58.82	To provoke students' interest in learning English by exposing them to different activities	English Language	Feedback from students	✓					Chan PL
35	Concerts	November	S2	167	\$10,000.00	\$59.88	To stimulate pupils' interest in and knowledge of music	Arts (Music)	Students' evaluation report			✓			Hui KS
36	Music contests (e.g. Hong Kong Schools Music Festival, Joint Schools Music Competition, A Cappella singing contest, etc.)	February-June	S1-S5	300	\$35,500.00	\$118.33	To provide opportunities for students to develop their musical talents	Arts (Music)	Students' performance and comments from judges			✓			Hui KS

37	Music classes and activities (e.g. Guzheng Ensemble, Chinese Orchestra Training, Chinese Instrument Training, Violin Training, A Cappella Singing Group, Woodwind and Brass Class, Guitar Class, Life Wide Learning Activity; School Visits by Orchestra and workshops, Choir, etc.)	September-August	S1-S6	442	\$239,800.00	\$542.53	To cultivate students' interests and improve their skills	Arts (Music)	Observation of the students' performance				✓				Hui KS
38	Leadership training programmes	September-August	S1-S5	600	\$120,000.00	\$200.00	To provide students with leadership development opportunities and to motivate them to participate as committee members in extra-curricular activities	Leadership Training	Student performance and feedback, trainer and teacher comments			✓	✓				Wong CM
39	S1 training camp	November	S1	170	\$70,000.00	\$411.76	To enable S1 students to become aware of the importance of self-discipline, respect and collaboration	Values Education	Observation of student performance; feedback from teachers and students			✓					Lui KL & Wong CM
40	Science reading competition	November - May	S1-S3	503	\$2,000.00	\$3.98	To promote independent learning and to enhance students' presentation skills	Science	Collection of students' reports	✓							Cheng WM
41	Hydroponics activities	November-April	S2	167	\$30,000.00	\$179.64	To stimulate students' interest in modern agricultural technology	Cross-Disciplinary (STEM)	Observation of the teachers and the products grown by the students	✓							Cheng WM
42	Service Scheme	September-July	S2	167	\$1,700.00	\$10.18	To encourage students to participate in service learning at school	Values Education	Service hours counted by teachers			✓					Wong CM
43	A Taste of Japanese Language and Culture	January-August	S3	30	\$55,000.00	\$1,833.33	To broaden students' horizons and enrich their knowledge about Japanese culture	Other Languages	Observation of the students' performance	✓			✓				Lui KL
44	Gifted Courses (e.g. HKUST Dual Program, Enrichment Programme for Gifted Learners, etc.)	September-August	S1-S5	20	\$50,000.00	\$2,500.00	To provide opportunities for students to attend courses organized by universities and other organizations (e.g. HKUST, HKFYG, etc.) in order to explore different interdisciplinary areas of study and broaden their knowledge	Gifted Education	Students' attendance, performance and reflection	✓							Lui KL
45	Intervention Programme for S1-2 less able students (e.g. seminars, working groups, trips, camps, etc.)	September-August	S1-S2	150	\$25,000.00	\$166.67	To improve students' learning skills and attitudes	Catering for Learner Diversity	Observation of the students' performance.	✓					✓	✓	Lui KL
46	Promotion of sports (e.g. golf and bowling)	November	S5-S6	285	\$20,000.00	\$70.18	To provide learning experiences in sports such as golf and bowling	Physical Education	Observation of the students' performance				✓				Chan WC
47	Sports competitions (e.g. basketball, badminton, rope-skipping, table-tennis, etc.)	September-August	S1-S6	280	\$50,000.00	\$178.57	To encourage students to participate in sports competitions	Physical Education	Observation of student performance and competition results				✓				Chan WC
48	Sports training (e.g. basketball, table tennis, rope-skipping, dodgeball, handball, etc.)	September-August	S1-S6	200	\$435,000.00	\$2,175.00	To cultivate students' interests and improve their skills in sports	Physical Education	Observation of student performance and competition results				✓				Chan WC
49	Physical Education Day	November	S1-S6	948	\$7,000.00	\$7.38	To cultivate students' interests in sports and develop their team spirit	Physical Education	Observation of the students' performance	✓		✓	✓				Chan WC

50	"Let's keep fit! Programme	September-June	S1-S3	503	\$10,000.00	\$19.88	To provide students with health information and encourage them to develop a healthy lifestyle	Cross-Disciplinary (Physical Education & Health Education)	Analysis of the students' BMI data and observation of their performance		✓	✓			Chan WC & Lam WS
<b>Sub-total of Item 1.1</b>				<b>10,952</b>	<b>\$2,145,940.00</b>										
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Visits to famous places in China	September-August	S1-S5	50	\$75,000.00	\$1,500.00	To deepen students' understanding of Chinese culture and to help them cultivate a sense of national identity	Values Education	Observation of students' performance in the tour and project work	✓	✓				Kwok FM
2	Overseas study tour (UK)	June-July	S3-S5	30	\$60,000.00	\$2,000.00	To broaden students' horizons and enhance their language proficiency	English Language	Observation of students' performance in the tour and project work	✓					Chan PL
3	Overseas study tour (Japan)	June-July	S3-S5	30	\$30,000.00	\$1,000.00	To broaden students' horizons	Cross-Discipline (others)	Observation of students' performance in the tour and project work	✓	✓				Lui KL
4	STEAM study tour (UK)	January	S3-S5	10	\$150,000.00	\$15,000.00	To provide opportunities for students to participate in international exchanges and competitions	Cross-Disciplinary (STEM)	Observation of students' performance in the tour and project work	✓	✓				Chow CK
5	Overseas Competition (Taiwan)	November	S5-S6	3	\$10,000.00	\$3,333.33	To provide opportunities for students to participate in international exchanges and competitions	Physical Education	Observation of students' performance in the tour and project work			✓			Chan WC
<b>Sub-total of Item 1.2</b>				<b>80</b>	<b>\$325,000.00</b>										
<b>Total for Category 1</b>				<b>11,032</b>	<b>\$2,470,940.00</b>										

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

No.	Item	Purpose	Estimated Expenses (\$)
1	Materials for school team competitions/ training / interest classes	To facilitate sports training and competitions	\$15,000.00
2	Musical instruments for training and competitions	To enhance students' musical skills	\$20,000.00
<b>Estimated Expenses for Category 2</b>			<b>\$35,000.00</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$2,505,940.00</b>

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	949
Estimated number of student beneficiaries:	949
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Leung Kit Ching
Post of Contact Person for LWL:	Vice-principal

**2024 -2025 School-based After-school Learning and Support Programme (SBG)  
Annual Programme Plan**

學校名稱： HKTA Tang Hin Memorial Secondary School 香港道教聯合會鄧顯紀念中學

負責人姓名： Cheung Wai Jee 張蕙芝 (輔導主任) 聯絡電話： 2672 6820

A. 校本津貼受惠學生人數(人頭)預計共 **88** 名 (包括 A. 領取綜援人數：**16** 名, B. 學生資助計劃全額津貼人數：**55** 名及 C. 學校使用酌情權的清貧學生人數：**17** 名)

B. 獲校本津貼**資助/補足費用**的各項活動資料

*活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試、問卷等)	活動舉辦時期 /日期	預計獲資助合資格 學生名額#			預計開支 (\$)	合辦機構/ 服務供應 機構名稱 (如適用)
					A	B	C		
「桌遊成長」 桌上遊戲活動	1. 從桌遊活動中，豐富學生與人接觸及溝通的機會，改善社交技巧 2. 訓練學生成為桌遊導師，製造成功經驗，提升參加者的自我效能感	個人及社會發展成果	導師觀察及問卷	10/2024- 12/2024	4	10	2	49,000	
「桌遊成長」 桌遊校隊培訓計劃	1. 以參與 U18 卡坦島比賽為目標，裝備參加者有足夠技術及心態應對比賽 2. 透過比賽訓練，提升參加者解難能力，建立滿足感，從而改善自我形象	個人及社會發展成果	導師觀察及問卷	1/2025- 7/2025	4	30	2	25,000	

<p>「社區導賞員」 社區服務培訓課程</p>	<ol style="list-style-type: none"> <li>讓學生透過社區體驗導賞活動，認識北區的歷史文化、風土人情、掌故趣談等，藉以增加學生對社區的關心，培養尊重及關愛價值觀</li> <li>提供導賞員培訓課程，讓學生學習導賞基本技巧，繼而實踐於社區服務，自主設計導賞路線，帶領長者參與，從而提升自我效能感</li> </ol>	<p>個人及社會發展成果</p>	<p>導師觀察及問卷</p>	<p>10/2024-12/2024</p>	<p>4</p>	<p>4</p>	<p>4</p>	<p>35,000</p>	<p>Annex 3</p>
<p>S-Team Leader 2.0 「社區服務集誌社」計劃</p>	<ol style="list-style-type: none"> <li>以青年主導、設計思維、體驗及實踐等手法介入並進行活動，旨在讓學生以創新思維來實現共創社區的概念，培養學生的自信心</li> <li>通過參與專案學習不同的主題，支持學生將想法付諸實現；讓學生體驗製造有助於其他人或環境的東西，共同改善社區生活</li> </ol>	<p>個人及社會發展成果</p>	<p>導師觀察及問卷</p>	<p>10/2024-2/2025</p>	<p>2</p>	<p>5</p>	<p>5</p>	<p>40,000</p>	

中三級「達文西解碼」 生涯發展計劃	1. 介紹生涯發展概念，配合升學活動安排，讓參加者擴闊眼界，發掘潛能，訂立目標，確立人生方向 2. 舉辦生涯發展相關小組活動，裝備升學就業資訊，旨在加深同學對生涯發展、外在環境及自我強項之了解，為高中選科作好準備	個人及社會發展成果	導師觀察及問卷	10/2024-7/2025	2	6	4	49,000	Annex 3
活動項目總數： <u>5</u> 豐富生活經驗 培養正向思維 提升抗逆力				@學生人次	16	55	17		
				**總學生 人次	88				

備註:\*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A)+(B)+(C)的總和 # 合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

**香港道教聯合會 鄧顯紀念中學**  
**姊妹學校交流計劃書**  
**2024 / 2025 學年**

學校名稱：	香港道教聯合會鄧顯紀念中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	郭福梅助理校長

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	惠州市第八中學
2.	
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

## 乙. 教師層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input checked="" type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

## 丙. 學生層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):



丁. 家長層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 60,000.00
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ 30,000.00
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$ 31,500.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 100,000.00
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 15,000.00
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$ 3,000.00
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 239,500.00
N10	<input type="checkbox"/>	沒有任何開支	不適用

## 香港道教聯合會鄧顯紀念中學

## 「公民科津貼」運用計劃

1. 本校計劃運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	預計開支金額 (\$)			
		2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i.	發展或採購相關的學與教資源	7000	5000	21000	1000
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	85000		60000	48000
iii.	舉辦和公民科課程相關的校本學習活動				38000
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉的聯校／跨課程活動		140000	80000	47000
v.	其他（請註明）：				
	總開支金額	92000	145000	161000	134000
	津貼餘款	208000	148501	51352	-497.3

## 「公民科津貼」運用報告

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)			
		2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i.	發展或採購相關的學與教資源			2262	
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	6499	1282	32617.3	
iii.	舉辦和公民科課程相關的校本學習活動		79867	43970	
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動				
v.	其他（請註明）：				
	總開支金額	6499	81149	78849.3	
	津貼餘款	293501	212352	133502.7	

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

已全數用完

尚有餘款，須退回教育局的款額 \_\_\_\_\_ 元。

香港道教聯合會鄧顯紀念中學  
「推廣中華文化體驗活動一筆過津貼」運用計劃

1. 本校計劃運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	預計開支金額 (\$)		
		2024-2025 年度	2025-2026 年度	2026-2027 年度
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗 活動或講座	25,000		
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	0		
iii.	舉辦或資助學生參加本地文化考察或參觀活動	12,000		
iv.	發展有關中華文化的課程	40,000		
v.	採購及發展中華文化學與教資源	20,000		
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	125,000		
	其他（請註明）：	0		
	總開支金額 (HK\$)*	222,000		
	津貼餘款(HK\$)	78,000		

\*「推廣中華文化體驗活動一筆過津貼」總金額為 30 萬元，總開支金額不應多於 30 萬元；而購買獎品的支出不可超過總開支金額的 10%。

# 香港道教聯合會鄧顯紀念中學

## 2024-2025 年度 MVPA60 周年計劃書

### 1) 為配合學校的辦學宗旨和發展方向，本科計劃的教學目標：

1)	營造更理想的校園體育氛圍，提供在課堂內外參與足夠體能活動的機會，幫助學生自訂目標發展活躍及健康生活方式。
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### 2) 為配合學校的辦學宗旨和發展方向，本年度 MVPA60 將計劃會有以下發展項目：

1. 營造更理想的校園體育氛圍	<ul style="list-style-type: none"> <li>● 以跨學科形式加強宣傳，提供更多運動及資訊。令同學更加關注活躍及健康生活方式的重要性。</li> <li>● 家教合作，向家長發放健康的生活方式資訊。同時鼓勵家長參加運動。加強親子關係</li> </ul>
2. 提供在課堂內外參與足夠體能活動的機會	<ul style="list-style-type: none"> <li>● 於校園內增加活動空間，<b>時間及設置</b>，以鼓勵同學以自主方式投入 MVPA60</li> <li>● 舉辦一些班際及社際活動提升同學對運動的興趣</li> <li>●</li> </ul>
3. 幫助學生自訂目標發展活躍及健康生活方式。	<ul style="list-style-type: none"> <li>● 設立 Tanghinian Let' S Keep Fit" × MVPA60 運動日誌及獎勵計劃，建立同學恆常運動習慣。</li> </ul>

### 3) 本年度 MVPA60 發展項目的實踐如下：

目標：推動 Let' Keep Fit x MVPA 60 獎勵計劃，營造更理想的校園體育氛圍，提供在課堂內外參與足夠體能活動的機會，幫助學生自訂目標發展活躍及健康生活方式。

策略內容	負責老師	時間表	資源	成功標準	評價方法	備註
<b>1) 營造更理想的校園體育氛圍</b> <b>A) Let' Keep Fit x MVPA 60 啟動禮</b> <ul style="list-style-type: none"> <li>- 早會宣傳及簡介</li> <li>- 校本宣傳短片</li> <li>- 電競單車啟動</li> <li>- 海報及壁報</li> </ul> <b>B) 以跨學科形式令同學更加關注活躍及健康生活方式的重要性。將聯合</b> <ul style="list-style-type: none"> <li>- 中文科：標語創作比賽</li> <li>- 美術科：打氣貼紙設計比賽</li> <li>- 音樂科：跳唱 MC 比賽</li> <li>- 健康教育組：兩期健康生活資訊(食得 FIT，動態熱身)</li> <li>- 校園節拍：專訪老師的運動習慣</li> <li>- 英文科：ENGLISH WEEK – Changing Your Habits For Better Health</li> <li>- 家教會：親子健康站</li> </ul>	陳慧聰/ 林啟超/ 余承翰/ 陳子揮	9 月 19 日        9 月至 10 月 9 月至 10 月 12 月 12 月及 4 月   3 月 4 月   11 月   11 月	LWLG  MVPA 60 一筆過津貼  躍動校園活力 人生計劃 網上資訊	1) 70%以上學生能參與 Let' Keep Fit x MVPA 60 獎勵計劃  2) 70%或以上參與者可以達到或超越自己開學/半年檢討後所定的目標。	比較學生第一次及第二次 BMI 指數，總結學生的進步成績。	

<p>C) 精英運動員分享會 田徑精英運動 – 待定 PEDAY 頒獎及分享 跳繩世界冠軍 – 張柏鴻分享</p> <p>2) 提供在課堂內外參與足夠體能活動的機會</p> <p>A) 開放及創造更多活動時段、空間及設施，鼓勵同學以自主方式投入 MVPA60 (見附錄表 1)</p> <p>B) 支持同學及家長參與體育相關體育學會、校隊的恆常練習。更支持同學多參與校外不同的比賽及表演。(見附錄表 2)</p> <p>C) 除兩次考試外，每月舉辦至少一次運動相關的活動，提升同學對運動的興趣及(見附錄表 3)</p> <p>D) 中一同學積極及恆常參與最少一項體育聯課活動</p>		<p>6 月</p> <p>全年</p> <p>9 月</p>				
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<p>3) 幫助學生自訂目標發展活躍及健康生活 方式。</p> <p>A) 製定 Let' Keep Fit x MVPA 60 獎勵計 劃小冊子，讓學生訂立目標、紀錄 活作情況、及作出檢討。</p> <p>B) 半年檢討作出檢討，修訂 Let' Keep Fit x MVPA 60 獎勵計劃小冊子，同 時讓學生再確定或修訂下半年的目 標和策略。</p>		2 月				Annex 7
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#### 4) 財政預算

項目	預算
發展或採購與體育 / 運動相關的資訊科技服務、流動 應用程式和相關軟件，以及與體育 / 運動 相關的體育活動套件和輔助工具	\$70,000
舉辦或資助學生參與多元化的體育活動 / 運動相關的 學習活動 / 比賽	\$10,000
舉辦或資助學生、隨團教師及教練前往內地或海外參加與 體育 / 運動相關的學習交流或考察活動	\$20,000
舉辦與運動相關的活動，讓學校不同的持份者（包括教師及 家長）與學生一同參與；購置或改善 學校的體育 / 運動器材	\$15,000
發展 / 優化有關發展活躍及健康校園 / 「MVPA60」的政策	\$15,000
聘用額外的非教學人員或合資格教練 / 以採購服務形式， 協助學校推動校園體育氛圍和 「MVPA60」。	\$20,000
總預算	\$150,000

附錄：

表 1：開放及創造更多活動空間

		前操場- 足球場	前操場- 籃球場	後操場	有蓋操場- 乒乓球	有蓋操場- 電競單車	有蓋操場- 健身設施	禮堂- 羽毛球	活動室- 康樂棋/Switch									
<p><b>Let's keep fit X MVPA60 運動設施開放時間表</b></p>																		
23/09	(一)	早上時段 07:30-08:10																
		午膳時段 13:30-14:05																
		放學時段 15:40-17:00	中一班閃	校隊訓練 (開放15:40-16:00)			訓練班	社員大會	Music Class									
24/09	(二)	早上時段 07:30-08:10																
		午膳時段 13:30-14:05																
		放學時段 15:40-17:00	中一班閃	校隊訓練 (開放15:40-16:00)	校隊訓練 (開放15:40-16:00)			社員大會	U Dance (開放部份區域)									
25/09	(三)	早上時段 07:30-08:10																
		午膳時段 13:30-14:05																
		放學時段 15:40-17:00	中一班閃	校隊訓練 (開放15:40-16:00)				社員大會	Dance Team									
26/09	(四)	早上時段 07:30-08:10																
		午膳時段 13:30-14:05																
		放學時段 15:40-17:00	中一班閃	校隊訓練 (開放15:40-16:00)	校隊訓練 (開放15:40-16:00)			社員大會	U Dance (開放部份區域)									
27/09	(五)	早上時段 07:30-08:10																
		午膳時段 13:30-14:05																
		放學時段 15:40-17:30	校隊訓練 (開放15:40-16:00)	校隊訓練 (開放15:40-16:00)					Dance Team									
<p>■:正常開放 ■:照常開放(有時間/場地限制) ■:暫停開放 ■:此時段不會開放</p>																		
<p><b>早上活動- 地點及活動</b></p> <p>地點：籃球場，足球場 活動：籃球，足球，排球</p>																		
<p><b>午膳活動 - 地點及活動</b></p> <table border="1"> <tr> <td>1) 籃球場：籃球</td> <td>2) 足球場：足球</td> <td>3) 後操場：閃避球，排球，手球</td> </tr> <tr> <td>4) 禮堂：羽毛球, 新興運動</td> <td>5) 有蓋操場：電競單車</td> <td>6) 活動室：switch，</td> </tr> <tr> <td>7) 一樓平台：康樂棋</td> <td></td> <td></td> </tr> </table>										1) 籃球場：籃球	2) 足球場：足球	3) 後操場：閃避球，排球，手球	4) 禮堂：羽毛球, 新興運動	5) 有蓋操場：電競單車	6) 活動室：switch，	7) 一樓平台：康樂棋		
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<p><b>放學活動：地點及活動</b></p> <table border="1"> <tr> <td>1) 籃球場-校隊訓練</td> <td>2) 足球場- 校隊訓練</td> <td>3) 有蓋操場- 校隊訓練</td> </tr> <tr> <td>4) 後操場- 閃避球，排球，足球，手球。</td> <td>5) 禮堂 -羽毛球，新興運動</td> <td>6) 有蓋操場：電競單車/GYM</td> </tr> <tr> <td>7) GYM Rm (要接受過訓練)</td> <td>8) 活動室：舞蹈組 / switch</td> <td>9) 一樓平台：康樂棋</td> </tr> </table>										1) 籃球場-校隊訓練	2) 足球場- 校隊訓練	3) 有蓋操場- 校隊訓練	4) 後操場- 閃避球，排球，足球，手球。	5) 禮堂 -羽毛球，新興運動	6) 有蓋操場：電競單車/GYM	7) GYM Rm (要接受過訓練)	8) 活動室：舞蹈組 / switch	9) 一樓平台：康樂棋
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<p>用具及秩序管理 (總負責：余承翰)</p> <ul style="list-style-type: none"> <li>● 操場：籃足排借用具:校工(非校隊)/校隊自備</li> <li>● 禮堂：余承翰 + TA</li> <li>● 活動室及一樓平台：學生會</li> <li>● 有蓋操場：余承翰 + TA</li> <li>● 收波：風紀管理(早上及午膳/ON DUTY TEACHE</li> </ul>																		



表 2 放學後校隊訓練及運關學會活動恆常練習時間表

	星期一	星期二	星期三	星期四	星期五	星期六
籃球場	排球	籃球	籃球	手球	籃球	開放
足球場	排球	足球	閃避球	排球	手球	開放
活動室		DANCE	中國舞	DANCE	中國舞	U DANCE
禮堂	羽毛球	不定時開放				
有蓋操場	開放	乒乓球	跳繩	乒乓球	開放	跳繩
	電競單車					詠春(家長)
	健身					

表 3 MVP A60 特別活動全年計劃

9 月	19	啟動禮
	23-26	中一班際閃避球賽
10 月	2-9	四社足球賽
11 月	11,12	PeDay
	21-28	四社手球賽
	22	家長健康站 X 健康講座
12 月	19	MC X 跳唱音樂會
2 月	24-26	四社跳繩比賽
3 月	10-14	3 ON 3 公開賽
4 月	7-11	班際自選活動
5 月	2	師生同樂運動日
6 月	試後	電競單車接力賽

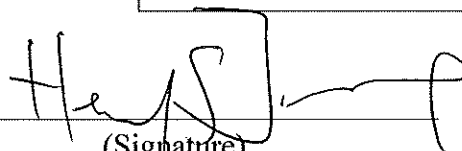
CPD Plan of the Principal for the School Year 2024-2025

Name of School: H.K.T.A. Tang Hin Memorial Secondary School

Name of Principal: Mr. Wong Shun Tak

Major Educational Issue(s) in HK	Major Concern(s) in School	Core Areas of Leadership	Content of Learning			CPD Hours Planned	
			Skills	Knowledge	Value	Structured Learning	Service to Education and the Community
1. Focus on 7 learning Goals 2. Values Education 3. National Education and National Security Education 4. Quality of Teaching and Learning 5. Changes in Senior Secondary School Policy Implementation. 6. Medium of Instruction. 7. Quality Assurance. 8. Changes in University Admission Policy. 9. Change of Student Population 10. Self-directed learning	1. To help students achieve the best learning outcomes 2. To enable students to become responsible citizens with a sense of national and global identity, by building their power of appreciation for proper values and attitudes 3. To empower students to become pillars of society	Strategic Direction and Policy Environment	✓	✓	✓	40	10
		Learning, Teaching and Curriculum	✓	✓	✓	40	20
		Teacher Professional Growth and Development	✓	✓	✓	40	10
		Staff and Resources Management	✓	✓		30	20
		Quality Assurance and Accountability	✓		✓	30	20
		External Communication and Connection to the Outside World.	✓		✓	40	40
		No. of CPD Hours					
Total No. of CPD Hours:						340	

Endorsed by: Mr. Tong Sau Chai Henry  
 Name of School Supervisor

  
 (Signature)

Date: 30/9/2024

### Plan on the Use of Capacity Enhancement Grant for the 2024/25 School Year

**Name of School:** HKTA Tang Hin Memorial Secondary School

**Means by which teachers have been consulted:** at staff meetings and special meetings

**Number of operating classes:** 30

Our school has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan for the use of the CEG is drawn up after full consultation with teachers:

Task 1	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
To reduce the workload of teachers so that teachers can focus on developing students' language proficiency and meeting their learning needs	<ul style="list-style-type: none"> <li>• To employ part-time tutors to run English enrichment courses for S4 to S5 (class sizes will be kept below 20)</li> <li>• To improve students' English language skills</li> </ul>	<p>From September for one year.</p> <p>All courses are held on Saturdays and during the summer holidays.</p>	<p>Salary of the part-time tutors for the year –</p> <p style="text-align: center;"><b><u>\$45,150.00</u></b></p>	<ul style="list-style-type: none"> <li>• High attendance rate (&gt;80%)</li> <li>• 70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>• 70% of the target students agree that the courses are useful for improving their English language skills.</li> <li>• 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<p>Ms. Leung KC Mr. Lui KL Ms. Chan PL Ms. Chan YT</p>

Task 2	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
<p>To reduce the workload of teachers so that teachers can focus on developing students' language proficiency and meeting their learning needs</p>	<ul style="list-style-type: none"> <li>• To employ part-time teaching assistants to run English enrichment courses for S1 to S3 (class sizes will be kept below 20)</li> <li>• To improve students' English language skills</li> <li>• To assist teachers with administrative tasks and preparing learning materials</li> </ul>	<p>From September for one year.</p> <p>All courses are held on Saturdays, after school and during the summer holidays.</p>	<p>Salary of the part-time teaching assistant for the year –</p> <p style="text-align: center;"><b><u>\$116,000.00</u></b></p>	<ul style="list-style-type: none"> <li>• High attendance rate (&gt;80%)</li> <li>• 70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>• 70% of the target students agree that the courses are useful for improving their English language skills.</li> <li>• 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<p>Ms. Leung KC Mr. Lui KL Ms. Chan PL Ms. Chan YT</p>

Task 3	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
To reduce the workload of teachers so that teachers can focus on developing students' language proficiency and meeting their learning needs	<ul style="list-style-type: none"> <li>To employ part-time tutors to run Chinese enrichment courses for S1 to S5 (class sizes will be kept below 20)</li> <li>To enhance students' proficiency in Chinese Language</li> </ul>	<p>From September for one year.</p> <p>All courses are held on Saturdays and during the summer holidays.</p>	<p>Salary of the part-time tutors for the year –</p> <p><b><u>\$86,680.00</u></b></p>	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>70% of the target students agree that the courses are useful for improving their proficiency in the Chinese language.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<p>Ms. Leung KC Mr. Lui KL Ms. Tsang WK Ms. Yeung ST</p>

Task 4	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
To reduce the workload of teachers so that they can concentrate on meeting the learning needs of students	<ul style="list-style-type: none"> <li>• To employ part-time tutors to run Mathematics enrichment courses for S1 to S5 (class sizes will be kept below 20)</li> <li>• To enhance students' performance in Mathematics</li> </ul>	<p>From September for one year.</p> <p>All courses are held on Saturdays and during the summer holidays.</p>	<p>Salary of the part-time tutors for the year –</p> <p style="text-align: center;"><b><u>\$86,500.00</u></b></p>	<ul style="list-style-type: none"> <li>• High attendance rate (&gt;80%)</li> <li>• 70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>• 70% of the target students agree that the courses are useful for improving their mathematical skills.</li> <li>• 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<p>Ms. Leung KC Mr. Lui KL Mr. Cheung WC Ms. Chan CW</p>

Task 5	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
To reduce the workload of teachers so that they can concentrate on meeting the learning needs of students	<ul style="list-style-type: none"> <li>To employ part-time tutors to run enrichment courses in electives for S5 to S6 (class sizes will be kept below 20).</li> <li>To improve the attainment of target students in electives</li> </ul>	<p>From September for one year.</p> <p>All courses are held on Saturdays and during the summer holidays.</p>	<p>Salary of the part-time tutors for the year –</p> <p><b><u>\$57,750.00</u></b></p>	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>70% of the target students agree that the courses are useful for improving their performance.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<p>Ms. Leung KC Mr. Lui KL Ms. Chan PC Ms. Cheung YK Mr. Lam HB Mr. Yuen WC</p>

Task 6	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
To reduce the workload of teachers so that they can concentrate on meeting the learning needs of students	<ul style="list-style-type: none"> <li>• To employ part-time tutors to provide individual support to low achievers</li> <li>• To improve students' learning skills and attitude</li> </ul>	<p>From September onwards for one year.</p> <p>All classes/activity sessions are held on Saturdays or after school and during summer vacation.</p>	<p>Salary of the part-time tutors for the year –</p> <p style="text-align: center;"><b><u>\$49,800.00</u></b></p>	<ul style="list-style-type: none"> <li>• High attendance rate (&gt;80%)</li> <li>• 70% of the target students show an improvement in their academic performance.</li> <li>• 70% of the target students agree that the learning support is useful for improving their study skills.</li> <li>• 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<p>Ms. Leung KC Mr. Lui KL</p>



<b>Task 7</b>	<b>Details</b>	<b>Time Frame</b>	<b>Budget</b>	<b>Evaluation Criteria</b>	<b>Responsible Party</b>
To reduce the workload of teachers so that they can concentrate on meeting the learning needs of students	To employ part-time tutors to help teachers with invigilation and provide more learning support for individual students	From September onwards for one year.	Salary of the part-time tutors for the year –  <b><u>\$70,400.00</u></b>	<ul style="list-style-type: none"> <li>• 70% of students agree that the study room gives them a quiet place to study.</li> <li>• 70% of the teachers involved agree that their workload has been reduced, allowing them to spend more time with their students.</li> </ul>	Ms. Leung KC Mr. Lui KL
		Total Expenditure	<b><u>\$512,280.00</u></b>		

The surplus of \$164,664.00 will be retained in EOEBG.