

Hong Kong Taoist Association Tang Hin Memorial Secondary School

Annual School Plan 2025-2026



Annual Plan

The following document is the Annual Plan for 2025-2026.



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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 from the previous school year and follow-up actions:

- The curriculum has been revised to improve students' knowledge and understanding. To broaden students' knowledge base, Key Learning Areas (KLAs) have created more opportunities for students to develop a better grasp of contemporary local, national, and global issues. These strategies include classroom teaching, reading and life-wide learning activities. Over 80% of students have demonstrated a broader and more comprehensive knowledge base, as evidenced by their performance in learning tasks and examinations. In order to help students achieve the best possible learning outcomes, it is essential to periodically review the curriculum of each subject to enrich students' knowledge and skills.
- More learning time has been allocated to Technology Education. For instance, junior form students have three ICT and STEM lessons per cycle. They have also been encouraged to participate in self-directed learning activities related to STEAM education and financial literacy. Most students have demonstrated their understanding of the knowledge and skills introduced in these activities. To help junior form students consolidate their learning, the key elements of the Personal, Social and Humanities Education and Technology Education Key Learning Areas can be reinforced.
- To develop their generic skills and STEAM knowledge in an integrated way, S3 students were required to complete a STEAM project focusing on sustainable development. Their performance was satisfactory, as evidenced by their learning outcomes, including the final product and its presentation. Over 80% of students understood the values and attitudes embedded in STEAM project learning. They produced and presented their projects effectively during STEAM Week. Some of these projects were particularly creative and meaningful. The STEAM project scheme will be refined to enable students to further develop their STEAM and generic skills.
- To develop students' generic skills in an integrated manner, teachers have encouraged participation in cross-curricular activities. Participation rates in STEAM-related competitions and activities, for instance, have increased. Other cross-curricular activities included Reading Across the Curriculum (RaC) and life-wide learning activities, such as tours and visits. Over 80% of students demonstrated their ability to apply knowledge and skills from different subjects. Additionally, each KLA arranged project-based learning activities to develop students' generic skills and enhance their knowledge. More than 80% of students demonstrated their ability to apply generic skills such as creativity, problem solving, critical thinking, self-learning, IT literacy, communication, and collaboration in an integrated way.
- Various teaching and learning strategies were employed to strengthen students' cognitive skills. For example, various learning activities were organised in class, such as pre-lesson tasks, classwork, group work, problem-solving exercises, experiments, games and presentations, to encourage active engagement in the learning and thinking processes. Teachers placed greater emphasis on cognitive development when designing assessment tasks. The 'making thinking visible' principle was adopted to provide students with useful thinking tools, such as thinking routines, mind maps and graphic organisers. Most students (>80%) demonstrated the ability to use these tools and actively participated in classroom learning. During the observed lessons, teachers asked questions at different levels to encourage higher-order thinking. Students were able to articulate their views clearly, demonstrating an exceptional understanding of the subject matter. Teachers also encouraged students to reflect on their learning to promote metacognition. Approximately 85% of students reported in a survey that they regularly reflected on their learning and attempted to improve.

- Teachers have established an open and collaborative culture among themselves. They often share good teaching practices and conduct peer observations. In order to further improve students' thinking skills and unleash their potential, teachers could be encouraged to conduct peer lesson observations with specific focuses. These could include effective questioning techniques, providing appropriate feedback, 'making thinking visible', encouraging active student engagement, and catering for learning diversity.
- A comprehensive review of the English curriculum has been undertaken to enhance students' proficiency and confidence in the language. Various teaching strategies have been adopted to reinforce the English language foundation of junior students. More emphasis has been placed on refining the school-based learning materials to promote authentic language usage. Additional support and small class teaching have been provided for less able S1 and S2 students. Language support has also been provided in various EMI subjects to help students learn effectively in English. During observed lessons, students were able to respond fluently and articulately to teachers' questions, elaborating on ideas in English. Most students (over 80%) met the satisfactory standard for their level, as evidenced by their exam results and classroom performance. They also demonstrated their ability to learn in English in various EMI subjects. However, students have the potential to achieve even better results in English. Those with weaker abilities require additional language support and encouragement.
- In order to cultivate an English-rich environment and foster students' confidence in using the language, cross-disciplinary collaboration through the Language Across the Curriculum (LaC) and Reading Across the Curriculum (RaC) initiatives was strongly encouraged. Activities during English Weeks encouraged students to apply their language skills beyond lessons. Junior students actively participated in the game booths, and the English ambassadors were well-trained and confident. Most students (>80%) were also able to apply their knowledge and skills to different subjects through LaC and RaC. Additionally, leisure reading activities were promoted. Students found these activities interesting and useful for their learning. In the coming school year, more opportunities will be provided to build students' confidence and showcase their achievements.
- To motivate students to learn, teachers encouraged them to set their own learning goals and conduct regular self-reflection. Most students (>80%) demonstrated the ability to self-reflect, understanding their strengths and weaknesses. Teachers also boosted students' confidence by providing more opportunities for success and recognising their achievements. In the school-based survey, the majority of students (>80%) showed a higher level of motivation to learn. This was evident in their active participation in and achievements in learning activities.
- To cater for students' learning needs, teachers provided graded learning tasks and various assessment methods. Existing remedial measures have also been refined to provide less able students with more learning support. More alumni were invited to support students in their learning. The talent pool system has been reviewed, with more resources allocated to enable students to participate in gifted programmes and activities, thus maximising their potential. To improve overall learning outcomes, each KLA will continue to review teaching and learning strategies to maximise students' potential.

Implementation plan:

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
1.1. To improve the curriculum to enrich students' knowledge	<ul style="list-style-type: none"> Enhance students' use of subject knowledge in each Key Learning Area (KLA). * Create more opportunities for students to develop a better grasp of contemporary local, national and global issues. Allocate more learning time in junior forms to cover the core content outlined in Technology Education and PSHE curricula. * 	<ul style="list-style-type: none"> 80% of students demonstrate improvement in their understanding of the subject knowledge. * 80% of students demonstrate their understanding of contemporary issues in the learning tasks. More learning time is allocated to junior forms to cover core content in Technology Education and PSHE curricula. * 	<ul style="list-style-type: none"> Feedback from teachers and students Lesson observations Evaluation of students' performance School-based survey 	Whole year	Studies Unit All KLAs Technology Education Coordinator PSHE Coordinator Reading Unit LWL / ECA Units	Curriculum guides Life-wide Learning Grant Reading Grant IT grants
1.2. To develop students' generic skills in an integrated way	<ul style="list-style-type: none"> Refine S3 STEAM Project to enable students to develop generic skills, particularly problem-solving, critical thinking and self-directed learning skills in an integrated manner. Encourage students to participate in STEAM related competitions and life-wide learning activities. Promote cross-curricular collaboration such as RaC, project learning and life-wide learning activities. 	<ul style="list-style-type: none"> 70% of S3 students can effectively produce and present relevant STEAM products. High participation rates in STEAM-related competitions and life-wide learning activities 80% of students demonstrate the ability to use generic skills in an integrated way. 	<ul style="list-style-type: none"> Feedback from teachers and students Evaluation of students' performance School-based survey Participation rate 	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"> Encourage active classroom participation by organising a variety of activities, such as pre-lesson tasks, note-taking, group work, problem-solving activities, experiments and games. * Enhance students' thinking skills by making thinking visible and asking questions at different levels. Encourage peer lesson observations and professional exchanges with a specific focus such as effective questioning techniques, providing appropriate feedback, 'making thinking visible', promoting active student engagement and catering for learning diversity. * 	<ul style="list-style-type: none"> Active student participation in classroom learning is observed. The strategies of making thinking visible and of effective questioning can be observed. There is an increase in the frequency of peer lesson observations and professional exchanges with a specific focus. * 80% of students show improvement in thinking skills. 	<ul style="list-style-type: none"> Lesson observations Feedback from teachers and students Evaluation of students' performance School-based survey 	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"> • Adopt appropriate teaching strategies to strengthen the English language foundation of junior form students. • Give students more opportunities to use English and showcase their achievements to build their confidence. • Strengthen English language learning through cross-curricular collaboration in promoting Language Across the Curriculum (LaC) and Reading Across the Curriculum (RaC). 	<ul style="list-style-type: none"> • Students are actively involved in using English in learning activities. 80% of students demonstrate confidence in using English for learning. • 80% of students meet the satisfactory standard in English for their level. • 80% of students demonstrate the ability to learn in English. 	<ul style="list-style-type: none"> • Teachers' observations • Feedback from teachers and students • Evaluation of students' performance • Lesson observations • EMI meetings 	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"> • Encourage students to set their own learning goals and practise regular self-reflection. • Boost students' confidence by creating more opportunities for success and acknowledging their achievements. • Adopt strategies that address students' diverse learning needs, such as graded learning tasks and various assessment methods. • Improve remedial measures for less able students and gifted programmes for talented students. • Use effective teaching and learning strategies to improve students' examination results. 	<ul style="list-style-type: none"> • 80% of students demonstrate the ability to self-reflect, understanding their strengths and weaknesses. • 80% of students demonstrate a higher level of motivation to learn, as evidenced by their participation and achievement in the learning activities. • 80% of the targeted students show an improvement in their learning. • Active participation in gifted programmes and activities • Improvement in examination results 	<ul style="list-style-type: none"> • Feedback from teachers and students • Lesson observations • Evaluation of students' performance • School-based survey • Data from APASO and stakeholder survey • Exam results 	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 from the previous school year and follow-up actions:

- Greater emphasis has been placed on teaching students the twelve priority values, with the ‘cognition, affection and action’ trilogy being used to organise values education activities. All Key Learning Areas (KLAs) have incorporated these values into their teaching syllabuses, as evidenced by the Scheme of Work and lesson observations. The Monthly Moral Programme has also been enhanced to encourage students to cultivate these values, with initiatives including a courtesy campaign, life planning, appreciation of Chinese culture, information literacy, and leadership development. Additionally, the Life Education curriculum and learning activities focus on fostering positive values and attitudes among students by integrating elements of Taoism and Confucianism. The majority of students (>80%) demonstrated their understanding of the values and attitudes introduced in Life Education, as well as their willingness to apply them in their daily lives. This was evidenced by their performance in the Good Behaviour Award Scheme.
- To further emphasize on ‘cognition, affection and action’ in values education, students were provided with a variety of life-wide learning experiences to cultivate virtues. For example, through a variety of activities in the Monthly Moral Programme, such as assemblies, class discussions, talks and the ‘My Learning Journal’ initiative, students were consistently exposed to positive values in and out of the classroom. Most students (>80%) performed satisfactorily, as evidenced by their performance in ‘My Learning Journal’ and the prizes awarded in the Monthly Moral Programme. Ample opportunities were also provided for students to demonstrate positive values and attitudes by serving others. Students showed a strong sense of service, as evidenced by the number of service hours completed and services provided. According to SSE data, including stakeholder surveys, comments from parents and teachers regarding students’ conduct were positive. ‘Students are well-disciplined both within and beyond the classroom. They are polite, humble and respectful towards teachers’, as reported in the External School Review conducted in November 2024.
- In order to strengthen students’ sense of national and global identity, the planning and implementation of national education (NE) and national security education (NSE) have been made more holistic. Subject departments have reviewed their learning objectives to nurture students' sense of national identity. A variety of learning opportunities have been provided to help students grasp the principles of the 'cognition, affection and action' approach. For instance, various activities were organised in accordance with the ‘National Education – Event Planning Calendar’ to deepen students’ understanding of significant historical events and the importance of constitutional order. The flag-raising ceremony was arranged regularly. The flag-raising team performed well and were well trained. Student leaders led the singing of the national anthem. Students demonstrated proper etiquette by singing the national anthem respectfully. Teachers and students delivered ‘Speeches under the Flag’. These speeches covered a wide range of topics and allowed students to gain an understanding of the development, history and culture of our country. A variety of activities, including competitions and lunchtime events, helped students develop a greater appreciation of our country and Chinese culture. Students' active participation in Chinese Culture Week and national education activities and competitions demonstrated their sense of belonging to our country. Students performed well in inter-school competitions and received outstanding awards.
- To provide opportunities for students to understand Chinese development and culture, thematic study tours to the Mainland were arranged,

including culture, history, music, STEAM and technological advancements. As more resources were allocated to organise the study tours, the student participation rates increased compared to the previous years. In the study tours, students actively engaged in the learning activities. Besides, various activities were also provided for students to improve their global perspectives. For example, the Sustainable Development Goals (SDGs) proposed by the United Nation were introduced to students through exhibitions and reading activities. S.3 students were also required to refer to the SDGs while doing their STEAM project. Overseas trips such as tours to Japan and the U.K. were organised for students to broaden their horizons. The learning activities helped students learn about the responsibilities of global citizenship. The student participation rate was high, showing their eagerness to learn. According to the SSE data, including student performance and APASO scores, the students' sense of national and global identity has been strengthened.

- Students were taught the right values and attitudes to promote cyber citizenship, encouraging them to use information and information technology ethically and responsibly. This was achieved through the monthly moral programme and the formal curriculum. Most students (>80%) demonstrated an understanding of values such as 'respect for others', 'responsibility', 'integrity' and 'lawfulness' during learning activities. Various activities were organised to raise awareness of cybersecurity, cybercrime and bullying. These included talks, reading materials and discussions. Most students (>80%) demonstrated an increased awareness of, and ability to apply, cybersecurity protocols. They also gained the knowledge and skills to protect themselves from cybercrime and bullying. According to SSE data, including surveys and records, students were able to behave appropriately online and use information ethically. They were able to refrain from cyber misconduct such as plagiarism and bullying. In light of the rapid development of AI technology, it is crucial that students learn more about it to ensure that they use it properly and ethically.

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"> Continue to teach students positive values and attitudes, including the twelve priority values, as well as the principles of Taoism and Confucianism. Provide ample opportunities for students to adopt the ‘cognition, affection and action’ approach in order to develop a better understanding of positive values and attitudes. These activities could be incorporated into the Monthly Moral Programme, the Life Education curriculum and services. Provide platforms for students to share their stories that demonstrate the core values in inspiring ways. 	<ul style="list-style-type: none"> All KLAs have incorporated the twelve priority values into the teaching syllabuses. * 80% of students demonstrate a better understanding of the positive values and attitudes as evidenced by their behaviour and learning outcomes. 80% of students perform well, as evidenced by their participation in the Monthly Moral Programme, ‘My Learning Journal’, Life Education learning activities, and service programmes. Positive feedback on student behaviour from parents and teachers 	<ul style="list-style-type: none"> Feedback from teachers and students Lesson observations Evaluation of students’ performance School records School-based survey Data from APASO and stakeholder survey 	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"> Continue to enhance the learning elements in each KLA to nurture students as responsible nationals. * Provide ample opportunities for students to develop a better understanding of our country's national security, culture, history and development by taking a 'cognition, affection and action' approach. Activities include lunchtime events, exhibitions, talks, visits, Chinese Culture Week and study tours. Encourage students to participate actively in national education activities, such as inter-school competitions and speeches under the national flag. Organise activities, such as those related to global sustainable development, to help students become global citizens. 	<ul style="list-style-type: none"> 80% of students have a better understanding of our country's national security, culture, history and development. Active student participation in learning activities, such as Chinese Culture Week, Mainland study tours, lunchtime events, exhibitions and visits High participation rate and excellent performance in inter-school competitions High quality speeches delivered by students at the flag raising ceremony Active participation of students in learning activities about the responsibilities of global citizenship Students' sense of national and global identity is strengthened, as evidenced by their performance and APASO scores. 	<ul style="list-style-type: none"> Feedback from teachers and students Lesson observations Evaluation of students' performance School-based survey Data from APASO and KPM 	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"> 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 & STEM. Raise students' awareness of cybersecurity, particularly online safety and privacy. Organise activities to equip students with the knowledge and skills to protect themselves from cybercrime and bullying. Update students' IT skills and promote the proper use of AI tools. 	<ul style="list-style-type: none"> 80% of students demonstrate an understanding of values and attitudes such as 'respect for others', 'responsibility', 'integrity' and 'being law-abiding'. 80% of students demonstrate increased awareness and practical application of cybersecurity protocols. 80% of students demonstrate improved knowledge and skills to protect themselves from cybercrime and bullying. 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. 	<ul style="list-style-type: none"> Feedback from teachers and students Lesson observations Evaluation of students' behaviour School-based survey 	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 from the previous school year and follow-up actions:

- Various strategies have been adopted to prepare students to become pillars of society, nurturing their leadership and entrepreneurial skills in the process. There has been a greater focus on cultivating positive values and attitudes among student leaders. Training programmes have been organised to help students reach their potential in various areas, including clubs, sports teams, and leadership roles such as prefects, mentors, and health ambassadors. Student leaders have received training to hone their problem-solving and decision-making abilities. They have been empowered to draft proposals, conduct self-evaluations and reflect on their experiences in order to inform future planning. This approach has fostered a culture of continuous improvement. Student leaders demonstrated good leadership skills and attitudes when organising extracurricular activities and lifelong learning initiatives. In their reflections, they acknowledged that the training programmes had helped them develop their leadership and entrepreneurial skills. There was meaningful reflection and sharing. The number of good student leaders who could inspire their peers and demonstrate their commitment to serving the school and the community increased, too. To provide more opportunities for student leaders to apply their skills and express their ideas, an Activity Day will be held in the coming school year.
- To enrich students' knowledge, skills and attitudes in their career and life planning, various activities were held. For instance, junior form students participated in goal-setting exercises and self-awareness workshops during class teacher sessions and after-school events. These activities encouraged early exploration of personal interests and aspirations. Exhibitions and talks were also organised to expose students to different careers and pathways. The topic of the November Monthly Moral Programme was 'Planning is the key to success', providing opportunities for students to understand the importance of life planning. Students participated actively in seminars, class discussions and reading activities. Most students (over 80%) demonstrated the ability to set, track and achieve personal goals. They stated that these activities helped them to understand their attributes and set realistic goals for their future studies and careers. The majority of S3 students (over 95%) could also relate their choice of senior subjects to their personal interests and abilities.
- Senior form students benefited from collaborations established with the Alumni Association and external organisations, which provided comprehensive career guidance. These included the Alumni Mentorship Programme and talks by various professionals. Students had access to a variety of opportunities, including life planning exhibitions, internships, and study tours, all of which were tailored to their needs and interests. The study tours offered valuable industry insights and experience. Students who participated in the study tours reflected that they had gained a broader understanding of development in the Greater Bay Area. In addition, students were given more information about STEAM and tertiary education, which empowered them to make informed decisions about their future. Preparations for JUPAS applications were also arranged, including 'Mock JUPAS', talks and guidance. Over 90% of S6 students were able to relate their JUPAS choices to their personal interests and abilities. APASO (2025) life planning outcomes revealed positive responses to aspects such as work experience and career advice.
- When preparing students to become pillars of society, a strong emphasis has been placed on cultivating healthy lifestyles and nurturing the right values and attitudes. Through the 'Let's Keep Fit x MVPA60' initiative, students were encouraged to participate in regular physical activity to stay fit and alleviate stress. Sports were promoted by setting up teams and organising activities, including inter-class and inter-house competitions at

lunchtime and after school. New sports such as fencing and pickleball were introduced in PE lessons to broaden students' sporting experiences, boost their confidence, and encourage an interest in playing sports. The Health Education Unit collaborated with the PE Department to provide useful information about physical health. Consequently, there has been a positive shift in students' attitudes towards physical health, as demonstrated by APASO outcomes, KPM data, participation rates and awards received.

- To improve students' mental wellbeing, life-wide learning activities based on the PERMA framework for positive education have been organised. These activities empower students to think positively and act with confidence. A variety of activities were organised by club leaders, class representatives and house committee members, including games, quizzes, music contests and sports competitions. Their active participation and positive feedback show that students engaged with and enjoyed these activities both within and beyond the classroom. In March, a Fun Day was held to foster relationships between teachers and students. Through these activities, students demonstrated positive emotions (e.g. interest, joy, happiness, self-confidence, sense of accomplishment, etc.) and a sense of belonging. Additionally, more platforms have been established to celebrate students' progress and achievements, thereby boosting their self-confidence. Survey data showed that over 75% of students agreed that they felt confident and proud.
- Programmes focusing on art and music appreciation, stress management and counselling were organised to promote students' mental wellbeing and resilience. The 'HEAzone' mental health hub, for example, offers students rejuvenating activities at lunchtime and after school. Class bonding activities were organised to strengthen peer relationships and establish safety networks as a preventive measure. Most students enjoyed these activities and recognised their value in promoting mental wellbeing. Additionally, the 'My Learning Journal' initiative has enabled open and meaningful communication, facilitating the prompt identification and support of students in need. A culture of care and harmonious relationships between teachers and students has been established. Tailored programmes were designed for students at various levels, including emotional resilience training and mindfulness workshops. Remedial and developmental interventions were provided for students with low resilience and poor stress management skills to increase their resilience to challenges. Specialised support was also provided for students with special educational needs, ensuring their inclusion within the school community. To foster a collaborative environment, communication between the school and parents has been strengthened. For instance, seminars for parents on topics such as mental wellbeing and physical health have been well received as a means of encouraging healthy lifestyles among students both at school and at home. These strategies have improved students' mental wellbeing, as evidenced by their performance and APASO results. Positive comments about students' healthy lifestyles were also received from parents and teachers.

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"> • Improve the leadership training workshops and courses for students, placing particular emphasis on the spirit of service and entrepreneurship. • Sponsor students to attend training courses offered by other organisations. • Encourage students to utilise their leadership skills when organising extracurricular activities and wider learning opportunities. • Encourage students to serve the school and the community. • Provide more opportunities for student leaders to reflect on and share their experiences with their peers. 	<ul style="list-style-type: none"> • Increased number of student leaders with appropriate skills and attitudes • 80% of student leaders demonstrate their skills and positive attitudes in organising ECA organisations and life-wide learning activities. • An increase in the number of services provided and the number of service hours completed • Meaningful reflection and sharing can be observed. 	<ul style="list-style-type: none"> • Teachers' and coaches' observations • Feedback from teachers and students • Evaluation meetings • Attendance records • Students' reflection / written reports • School-based survey 	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"> Place more emphasis on helping students to set specific life goals and to lead meaningful lives. Continue organising Careers Week to raise students' awareness of career planning. Invite more outstanding alumni to share their experiences. Organise career and life planning workshops for S2 and S3 students, with a stronger focus on goal setting, self-awareness and self-motivation. Implement the 'My Life Planning Portfolio' for junior form students, giving them access to career-related materials and enabling them to engage in self-directed learning through career tests. Offer more personalised guidance to students who need it. Give students more information about different careers and multiple pathways. 	<ul style="list-style-type: none"> 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. Increased APASO life planning outcomes such as work experience, career advice and information. 80% of students agree that the information and learning experiences are useful for their life planning. 80% of S3 students can relate their choice of senior subjects to their personal interests and abilities. 80% of S6 students can relate JUPAS choices to personal interests and abilities. 	<ul style="list-style-type: none"> Feedback from teachers and students Evaluation of students' performance Teachers' observations Participation records School-based survey Data from APASO 	Whole year	Class teachers Life Planning Education 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"> Refine the 'Let's Keep Fit x MVPA60' programme to encourage students to engage in regular physical activity, helping them to maintain physical fitness and relieve stress. Continue to adopt the PERMA framework for Positive Education to organise life-wide learning activities to empower students to think positively and act confidently. Provide more platforms to celebrate students' success and recognise their achievements. Improve students' mental wellbeing through art and music appreciation, stress management and counselling programmes. Provide remedial and developmental interventions for students with low resilience and poor stress management skills to increase their resilience to challenges. Gain parental support to develop healthy lifestyles in students through education and activities. 	<ul style="list-style-type: none"> A positive shift in students' attitudes towards physical health, as demonstrated by APASO outcomes, KPM data, participation rates and awards received * Students' positive emotions (e.g. interest, joy, happiness, self-confidence, sense of accomplishment, etc.) are demonstrated in the life-wide learning activities. * Improvement in students' confidence 80% of students agree that the art and music appreciation activities and stress management programmes are useful for developing better mental wellbeing. Students' mental wellbeing is improving, as evidenced by their performance and the APASO results. Positive comments from parents and teachers about students' healthy lifestyles 	<ul style="list-style-type: none"> Feedback from teachers and students Evaluation of students' performance Teachers' observations Participation records School-based survey Data from APASO KPM 	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 (2025-2026) Annual Plan	Annex 1
Plan on the Use of Capacity Enhancement Grant for the 2025-2026	Annex 2
Plan on the use of Life-wide Learning and Sister School Grant 2025-2026	Annex 3
Plan on After School Learning and Support Programme 2025-2026	Annex 4
Plan on the Use of the Promotion of Reading Grant 2025-2026	Annex 5
Plan on the Use of One-off Grant for Promotion of Chinese Culture Immersion Activities for the school year 2025-2026	Annex 6
Plan on the Use of One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 2025-2026	Annex 7
Plan on the Use of One-off Grant on Parent Education (Secondary) 2025-2026	Annex 8
Plan on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025-2026	Annex 9
Plan on the Use of One-off Grant for Promotion of Self-directed Language Learning (Putonghua) 2025-2026	Annex 10
Plan on the use of The Moral and National Education Support Grant 2025-2026	Annex 11
Pilot Scheme on Other Languages for Junior Secondary Students Implementation Plan 2025-2026	Annex 12
Principal's Continuous Professional Development Plan	Annex 13

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Annual Programme Proposal for DLG - Other Programmes: Gifted Education for the 2025/26 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"> ● To develop students' reading and writing skills ● To stimulate students' interest in Chinese culture 	<ul style="list-style-type: none"> ● Fifteen S.5 students and Fifteen S.6 students ● Nominated by teachers of the Chinese Language based on <ul style="list-style-type: none"> ➢ their performance in exams ➢ their performance in Chinese lessons ➢ their interest in learning the Chinese Language 	S.5 – 22 lessons starting from September (08:30-10:30 on Saturday). S.6 - 12 lessons starting from September (11:00-13:00 on Saturday).	<ul style="list-style-type: none"> ● An assignment (either reading or writing) for each lesson. ● Good essays written by these students for school publications ● Improvement in students' reading and writing skills 	Yeung ST Wong YC	Tutor fee: HKD32,000.00
Chinese Literature	Flash Fiction Writing Course - 「微型小說創作班」	<ul style="list-style-type: none"> ● To help students understand flash fiction writing techniques such as "mutation" and "repetition" ● To arouse the students' interest in flash fiction writing 	<ul style="list-style-type: none"> ● Fifteen S4 and S5 students ● Nominated by teachers of Chinese Literature based on <ul style="list-style-type: none"> ➢ their performance in exams ➢ their performance in Chinese Literature lessons ➢ their interest in learning Chinese Literature 	S4 and S5 - 6 lessons (1.5 hours per lesson) from November to February	<ul style="list-style-type: none"> ● Students understand the basic skills of flash fiction writing skills. ● Students should complete one assignment and do one flash fiction writing. 	Lam LY Yeung ST	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"> ● To provide students with opportunities to use mathematics to formulate and solve problems in daily life and mathematical contexts ● To enhance students' ability to communicate with others and express their views clearly and logically in mathematical language ● To encourage students to participate in mathematics competitions 	<ul style="list-style-type: none"> ● Twenty S.4 students and Twenty S.5 students ● Nominated by teachers of Mathematics based on <ul style="list-style-type: none"> ➢ their performance in mathematics lessons ➢ their performance in the mathematics exams at school ➢ their enthusiasm for participating in mathematics activities 	<p>S.4 – 19 lessons starting from September (8:30-10:30 on Saturday).</p> <p>S.5 - 18 lessons starting from September (11:00-13:00 on Saturday).</p>	<ul style="list-style-type: none"> ● One assignment for each lesson. ● Participation in mathematics competitions ● Promotion of the enjoyment in learning mathematics in school by the target students 	Chan CW Li WL	Tutor fee: HKD22,000.00

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"> ● To offer learning opportunities to students to broaden their horizons ● To explore various subject areas offered in tertiary institutions and other organisations such as HKU, UST 	<ul style="list-style-type: none"> ● Fifteen S.4 or S.5 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➢ their academic performance ➢ their performance in interviews ➢ recommendations from teachers 	Saturdays or summer vacation	<ul style="list-style-type: none"> ● Positive student feedback ● Student improvement in thinking and knowledge ● Sharing of learning experiences with schoolmates 	Lui KL Cheung YK	Course fees: HKD30,000.00
Cross-KLA	Tutorials for the sports elites	<ul style="list-style-type: none"> ● To organise tailor-made courses in order to increase the learning effectiveness of the student 	<ul style="list-style-type: none"> ● One student participating in sports competitions 	Saturdays or study leave period	<ul style="list-style-type: none"> ● One assignment (short essay, extended question, reading or writing) in each lesson 	Lui KL Chan WC Lam KC	HKD30,000.00
All KLAs	External competitions	<ul style="list-style-type: none"> ● To encourage gifted students to participate in external competitions and stretch their potential to the fullest 	<ul style="list-style-type: none"> ● Thirty S.4 and S.5 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➢ their academic performance ➢ their performance in interviews ➢ recommendations from teachers 	October - August	<ul style="list-style-type: none"> ● Prizes received by students ● Sharing of learning experiences with schoolmates 	Leung KC	HKD10,000.00

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Annual Programme Proposal for DLG - Other Languages for the 2025/26 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"> ● To enhance students' competitiveness in the 21st century and increase their chances of receiving tertiary education ● To enrich students' knowledge of Japanese language and culture ● To arouse students' interest in Japanese language and culture 	<ul style="list-style-type: none"> ● Twenty S.4 students, twenty-eight S.5 students and five S.6 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➢ the average marks in S.3 Annual Results ➢ the interest they expressed in learning Japanese language and culture 	N5 – 16 lessons starting from September (16:00-18:00 on Tuesday and Thursday) N3 – 31 lessons from September (10:00-13:00) N2 – 31 lessons from September (13:30-17:30 on Saturday) N1 – about 36 hours in the first term (flexible timetable but mainly on Saturday)	<ul style="list-style-type: none"> ● Students take the public examinations (JLPT) recognised by the HKEAA. ● The students promote their enjoyment in learning the Japanese language and culture in school through activities such as interaction with Japanese students. 	Lui KL	Tutor fee : HKD213,605.00 Reference Book: HKD2,000.00 Total: HKD215,605.00

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

<p style="text-align: right;">Balance b/d \$40,354.30 Grant Received: \$105,000.00</p>			
Expenditure:			
Item	Description	Amount(\$)	Remarks
1.	The salary of a part-time Chinese tutor	32,000.00	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	22,000.00	Mathematics – Elite Course
4.	Gifted course fees	30,000.00	Courses offered by universities and other organisations
5.	Tutorial for the sports elites	30,000.00	Tutorials for the sports elites
6.	Entry fee for external competitions	10,000.00	Entry fee for external competitions
	Total	134,800.00	To be charged to the DLG account
	Balance c/d	\$10,554.30	

FINANCIAL ESTIMATE OF DIVERSITY LEARNING GRANT (OTHER LANGUAGE)

<p>Income:</p> <p style="text-align: right;">Balance b/d \$190,572.44 Grant Received: \$227,900.00</p>			
Expenditure:			
Item	Description	Amount(\$)	Remarks
1.	The salary of part-time Japanese teachers	213,605.00	
2.	Reference books	2,000.00	
	Total:	215,605.00	To be charged to the DLG account
	Balance c/d	\$202,867.44	

Plan on the Use of Capacity Enhancement Grant for the 2025/26 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"> To employ part-time tutors to run English enrichment courses for S4 to S5 (class sizes will be kept below 20) To improve students' English language skills 	<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><u>\$46,200.00</u></p>	<ul style="list-style-type: none"> High attendance rate (>80%) Over 70% of the target students show an improvement in their academic performance after attending the courses. Over 70% of the target students agree that the courses are useful for improving their English language skills. Over 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<p>Ms. Leung KC Mr. Lui KL Ms. Chan PL Ms. Li SM</p>

Task 2	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"> To employ part-time tutors to run English enrichment courses for S1 to S3 (class sizes will be kept below 22) To improve students' English language skills To assist teachers with administrative tasks and preparing learning materials 	<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><u>\$100,000.00</u></p>	<ul style="list-style-type: none"> High attendance rate (>80%) Over 70% of the target students show an improvement in their academic performance after attending the courses. Over 70% of the target students agree that the courses are useful for improving their English language skills. Over 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<p>Ms. Leung KC Mr. Lui KL Ms. Chan PL Ms. Cheung WJ</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"> To employ part-time tutors to run Chinese enrichment courses for S1 to S5 (class sizes will be kept below 20) To enhance students' proficiency in Chinese Language 	<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><u>\$84,580.00</u></p>	<ul style="list-style-type: none"> High attendance rate (>80%) Over 70% of the target students show an improvement in their academic performance after attending the courses. Over 70% of the target students agree that the courses are useful for improving their proficiency in the Chinese language. Over 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<p>Ms. Leung KC Mr. Lui KL Ms. Yeung ST Ms. Wong YC</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"> To employ part-time tutors to run Mathematics enrichment courses for S1 to S5 (class sizes will be kept below 20) To enhance students' performance in Mathematics 	<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><u>\$91,800.00</u></p>	<ul style="list-style-type: none"> High attendance rate (>80%) Over 70% of the target students show an improvement in their academic performance after attending the courses. Over 70% of the target students agree that the courses are useful for improving their mathematical skills. Over 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<p>Ms. Leung KC Mr. Lui KL Ms. Chan CW Ms. Li WL</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"> To employ part-time tutors to run enrichment courses in electives for S5 to S6 (class sizes will be kept below 20). To improve the attainment of target students in electives 	<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><u>\$44,250.00</u></p>	<ul style="list-style-type: none"> High attendance rate (>80%) Over 70% of the target students show an improvement in their academic performance after attending the courses. Over 70% of the target students agree that the courses are useful for improving their performance. Over 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<p>Ms. Leung KC Mr. Lui KL Ms. Chan PC Ms. Cheung YK Mr. Lam HB Mr. Yuen WC Ms. Lo KM</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"> To employ part-time tutors to provide individual support to low achievers To improve students' learning skills and attitude 	<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><u>\$96,600.00</u></p>	<ul style="list-style-type: none"> High attendance rate (>80%) Over 70% of the target students show an improvement in their academic performance. Over 70% of the target students agree that the learning support is useful for improving their study skills. Over 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	Ms. Leung KC Mr. Lui KL

Task 7	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	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 – <u>\$80,000.00</u>	<ul style="list-style-type: none"> Over 70% of students agree that the study room gives them a favorable place to study. Over 70% of the teachers involved agree that their workload has been reduced, allowing them to spend more time with their students. 	Ms. Leung KC Mr. Lui KL
		Total Expenditure	<u>\$543,430.00</u>		

The surplus of \$65,822.00 will be retained in EOEBG.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good use of relevant expenses by deploying other suitable resources.

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type, please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	Activities about STEAM Education (e.g. S3 STEAM Project, courses, workshops, visits, competitions, etc.)	October-August	To help students develop STEAM skills and knowledge	S1-S5 823	0	0	0	\$100,000.00		A1 Values Education A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record	
2	Activities for School Prefect Team (e.g. leadership training camp)	October & July	To improve prefects’ leadership skills and to help them build team spirit	S2-S5 40	0	0	0	\$15,000.00		A1 Values Education A9 Others	Leadership	B5 Observation B6 Written report and record	
3	Biology - LWL activities (e.g. field trips, visits, etc.)	February	To improve the application and fieldwork skills of students	S4-S5 100	0	0	0	\$5,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record	
4	Enviromental Education - LWL activities (e.g. visits, field trips, etc.)	September-July	To raise environmental awareness among students	S2-S5 30	0	0	0	\$2,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record	
5	Career and life planning activities (e.g. talks, workshops)	September-June	To help students understand their role in career planning	S1-6 973	0	0	0	\$25,000.00		A5 Career-related Experiences		B5 Observation B6 Written report and record	
6	Business Fundamentals - LWL activities (e.g. cooking, needlework, visits, etc.)	September-August	To enhance students' knowledge and skills of the subject and broaden their horizons	S3 169	0	0	0	\$20,000.00		A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record	
7	Cross-curricular LWL activities (e.g. visits to farms and gardens) organised by the Gardening Club and other subject departments	October-December	To help students understand more about vegetation and environmental protection	S1-S5 20	0	0	0	\$2,000.00		A5 Career-related Experiences A8 Student Mental Health		B6 Written report and record B5 Observation	
8	Cross-curricular LWL activities (e.g. visits to local factories and firms) organised by the Economics, Geography and BAFS departments.	June-July	To broaden students' horizons	S4 165	0	0	0	\$6,000.00		A2 Intellectual Development A5 Career-related Experiences		B5 Observation B6 Written report and record	
9	Economics - LWL activities (e.g. field trips, visits, etc.)	October-December	To stimulate students’ interest in Economics	S4-S5 30	0	0	0	\$4,000.00		A2 Intellectual Development A5 Career-related Experiences		B5 Observation B6 Written report and record	
10	History - LWL activities - (e.g. visits to Hong Kong Museum Palace and other local heritages)	December-July	To stimulate students’ interest in history and provide opportunities for them to explore ancient world civilisations and the history of Hong Kong	S1-S5 60	0	0	0	\$4,000.00		A1 Values Education A2 Intellectual Development A6 Patriotic Education		B5 Observation B6 Written report and record	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Annex 3
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)	
11	Chinese History - LWL activities (e.g. field trips, visits, etc.)	November-July	To stimulate students' interest in Chinese history and encourage them to explore local heritage	S1-S5 30	0	0	0	\$2,000.00		A1 Values Education A2 Intellectual Development A6 Patriotic Education		B5 Observation B6 Written report and record		
12	Geography - LWL activities (e.g. field trips, visits, etc.)	September-August	To improve the application and fieldwork skills of students	S4-S5 100	0	0	0	\$4,000.00		A1 Values Education A2 Intellectual Development		B5 Observation B6 Written report and record		
13	Life-wide learning activities (e.g. workshops, visits, tours, training camp, etc.) organised by the LWL Unit and the ECA Unit	September-August	To provide students with opportunities to learn outside the classroom and broaden their horizons	S1-S5 823	0	0	0	\$220,000.00		A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health		B5 Observation B6 Written report and record		
14	Mathematics competitions	October-August	To provide opportunities for students to apply their mathematical skills	S1-S6 100	0	0	0	\$10,000.00		A2 Intellectual Development		B6 Written report and record		
15	Monthly Moral Programme (e.g. talks, board display, games, awards, etc.)	September-June	To cutlivate students' positive values and attitudes	S1-S6 973	0	0	0	\$12,000.00		A1 Values Education A3 Community Service A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health A9 Others A2 Intellectual Development	Leadership	B2 School Meeting and Discussion B5 Observation B6 Written report and record		
16	National Flag Raising Ceremony training course	September-August	To teach students the procedures for conducting the national flag-raising ceremony and to strengthen their sense of national identity	S1-S3 26	0	0	0	\$15,000.00		A1 Values Education A6 Patriotic Education		B5 Observation B6 Written report and record		
17	Values Education - LWL activities (e.g. S4 Life-wide Learning Lessons, visits to local heritage sites, competitions, talks, board display, games, awards,etc.)	September-August	To enhance students' knowledge of our country's history and culture and to help them cultivate a sense of national identity	S1-S6 973	0	0	0	\$55,000.00		A1 Values Education A6 Patriotic Education		B5 Observation B6 Written report and record		
18	S4 Life-wide Learning Lesson - Five Senses Interactive Exhibition	April-May	To help students explore effective sensory soothing strategies, identify the most suitable stress regulation methods and to enhance their awareness of mental health	S4 165	0	0	0	\$16,000.00		A1 Values Education A4 Physical and Aesthetic Development A8 Student Mental Health		B5 Observation B6 Written report and record		
19	Chinese debating training and competitions	October-July	To develop students' debating skills and improve their interpersonal skills through teamwork	S2-S5 10	0	0	0	\$2,000.00		A1 Values Education A2 Intellectual Development		B5 Observation B6 Written report and record		

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Annex 3 Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
20	Cross-curricular LWL activities (e.g. visits to museums and local heritage sites, cultural tours, theatre appreciation, etc.) organised by the Chinese Language, Chinese History, Chinese Literature, Geography and CS departments	October & May	To enrich their knowledge of Chinese culture and the geographical characteristics of local regions	S1-S5 360	0	0	0	\$16,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A6 Patriotic Education		B5 Observation B6 Written report and record	
21	Competitions (e.g. the Hong Kong Schools Speech Festival, Putonghua Speech Competition, etc.)	November - February	To enhance students' skills in verse speaking and public speaking and to provide opportunities for students to learn the philosophy and aesthetics of life	S1-S5 30	0	0	0	\$5,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record	
22	Chinese Language / Chinese Literature - LWL activities (e.g. Hong Kong Chinese Antiquities Tour, Visit the famous temples in the North District etc.)	September-July	To enhance students' appreciation of the beauty of Chinese culture	S1-S5 100	0	0	0	\$5,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A6 Patriotic Education		B5 Observation B6 Written report and record	
23	Chinese Literature - LWL activities such as visits (e.g. Hong Kong Museum of Art, Greenhub, Lions Nature Education Centre, the Big Buddha) and field trips (e.g. Wan Chai Literary Walk).	October-May	To enhance students' appreciation of the beauty of Chinese culture	S1-S5 50	0	0	0	\$4,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A6 Patriotic Education		B5 Observation B6 Written report and record	
24	English drama activities including drama workshops, professional drama shows and school plays	November-May	(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	S1-S4 225	0	0	0	\$25,000.00		A1 Values Education A4 Physical and Aesthetic Development A2 Intellectual Development		B5 Observation B6 Written report and record	
25	Competitions (e.g. the Hong Kong Schools Speech Festival(English))	November-December	To enhance students' speaking proficiency through participating in the Speech Festival	S1-S6 70	0	0	0	\$10,850.00		A2 Intellectual Development A4 Physical and Aesthetic Development		B6 Written report and record	
26	Public Speaking and Debating - Training and Competitions (English)	November-June	To enable students to communicate effectively and improve students' interpersonal skills through teamwork	S1-S5 50	0	0	0	\$20,000.00		A2 Intellectual Development A1 Values Education		B6 Written report and record	
27	Visual Arts - LWL activitites such as visits to exhibitions (e.g. Art Central , Art Basel, Affordable Art Fair, M+, etc.) and museums	September-May	To broaden students' horizons and enable them to learn from outstanding artists	S3-S4 215	0	0	0	\$62,500.00		A1 Values Education A4 Physical and Aesthetic Development A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record	
28	Competitions (e.g. Jockey Club Student Drawing Competition in HK Flower Show)	September-June	To enhance students' aesthetic development and help them develop their potential	S1-S5 12	0	0	0	\$12,000.00		A1 Values Education A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Annex 3
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)	
29	Music - LWL activities (e.g. concerts)	November	To stimulate students' interest in and knowledge of music	S2 167	0	0	0	\$7,000.00		A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record		
30	Music contests (e.g. Hong Kong Schools Music Festival, Hong Kong Inter-School Choral Festival, Joint School Music Competition, Taoist Song Competition, etc.)	February-April	To provide opportunities for students to develop their musical talents	S1-S5 300	0	0	0	\$33,600.00		A4 Physical and Aesthetic Development A2 Intellectual Development		B5 Observation B6 Written report and record		
31	Music - Interest classes and activities (e.g. Instrumental Training, Ensemble Groups, Workshops, etc.)	September-August	To cultivate students' interest in music and improve their skills	S1-S6 442	0	0	0	\$244,200.00		A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record		
32	Leadership training programmes	September-August	To provide students with leadership development opportunities and to motivate them to participate as committee members in extra-curricular activities	S1-S5 600	0	0	0	\$120,000.00		A1 Values Education A2 Intellectual Development A5 Career-related Experiences A9 Others	Leadership	B1 Questionnaire B5 Observation B6 Written report and record		
33	Gifted Courses (e.g. HKUST Dual Program, Enrichment Programme for Gifted Learners, etc.)	September-August	To provide opportunities for students to attend courses organized by universities and other organizations in order to explore different interdisciplinary areas of study and broaden their knowledge	S1-S5 20	0	0	0	\$20,000.00		A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B2 School Meeting and Discussion B5 Observation B6 Written report and record		
34	Intervention Programme for S1-2 less able students (e.g. seminars, working groups, trips, camps, etc.)	September-August	To improve students' learning skills and attitudes	S1-S2 150	0	0	0	\$20,000.00		A2 Intellectual Development A8 Student Mental Health		B2 School Meeting and Discussion B4 Interview B6 Written report and record		
35	Dance training (Chinese Dance Team)	September-August	To cultivate students' interest in Chinese group dance and to improve their dancing skills and physical fitness	S1-S3 20	0	0	0	\$115,150.00		A4 Physical and Aesthetic Development A8 Student Mental Health		B6 Written report and record B5 Observation		
36	Dance training (Urban Dance Team)	September-August	To cultivate students' interest in urban dance and to improve their dancing skills and physical fitness	S1-S3 20	0	0	0	\$90,000.00		A4 Physical and Aesthetic Development A8 Student Mental Health		B5 Observation B6 Written report and record		
37	Promotion of sports (e.g. golf and bowling)	November	To provide learning experiences in sports such as golf and bowling	S5-S6 303	0	0	0	\$10,000.00		A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record		

Annex 3														
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)	
38	Sports competitions (e.g. basketball, badminton, rope-skipping, table-tennis, etc.)	September-August	To encourage students to participate in sports competitions	S1-S6 180	0	0	0	\$34,000.00		A1 Values Education A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record		
39	Sports training (e.g. basketball, table tennis, rope-skipping, dodgeball, handball, football, volleyball, badminton, etc.)	September-August	To cultivate students' interests and improve their skills in sports	S1-S6 200	0	0	0	\$466,000.00		A1 Values Education A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record		
40	Physical Education Day	November	To cultivate students' interests in sports and develop their team spirit	S1-S6 973	0	0	0	\$6,000.00		A1 Values Education A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record		
41	"Let's keep fit x MVPA60" Programme	September-June	To encourage students to exercise regularly and help them develop healthy lifestyles	S1-S6 973	0	0	0	\$10,000.00		A4 Physical and Aesthetic Development A8 Student Mental Health		B5 Observation B6 Written report and record		
Total estimated expenses of item 1.1								\$1,855,300.00						
1.2	Non-local Activities													
1	Visits to famous places in China	September-August	To deepen students' understanding of Chinese culture and to help them cultivate a sense of national identity	S1-S5 100	10	0	0	\$75,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record		
2	Sister School Activities (e.g. visits, study tours)	December-July	To enrich students’ learning experiences, deepen the understanding of the Mainland and promote exchanges between both schools	S1-S5 60	5	0	0	\$100,000.00	Huizhou No.8 High School 惠州市第八中學	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education		B5 Observation B6 Written report and record		
3	Overseas study tour (e.g. UK, Japan, Singapore)	June-July	To broaden students' horizons	S3-S5 60	6	0	0	\$90,000.00		A2 Intellectual Development A1 Values Education A4 Physical and Aesthetic Development A5 Career-related Experiences		B5 Observation B6 Written report and record		
Total estimated expenses of item 1.2								\$265,000.00						
Total estimated expenses (sum of items 1.1 and 1.2)								\$2,120,300.00						

Name of Teacher Responsible for Life-wide Learning:	Leung Kit Ching	Position:	Vice-principal
Name of Teacher Responsible for the Sister School Scheme:	Kwok Fuk Mui	Position:	Assistant Principal

**2025 - 2026 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 **123** 名 (包括 A. 領取綜援人數：**11** 名，B. 學生資助計劃全額津貼人數：**85** 名及 C. 學校使用酌情權的清貧學生人數：**27** 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」 桌遊導師培訓計劃 Board Game Growth & Facilitator Training Program	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，從而累積成功經驗，提升參加者的自我效能感 3. 培訓參加者成為親子桌遊大使，並舉行【童場家影】親子桌遊日，服務區內小學生及其家人參與 (每場預 10-12 個家庭)	個人及社會發展成果	導師觀察及問卷	11/2025-12/2025	2	4	6	30,000	

<p>「桌遊成長」 桌遊校隊培訓計劃 Board Game Elite Team Training Program</p>	<p>1. 加強參加者在技術與心態上的應變與解難能力，提升他們在校外桌遊比賽中的表現與抗壓性</p> <p>2. 培訓參加者成為桌遊裁判，並參與比賽籌備與推行，促進自信心、自我形象及組織領導能力的提升</p>	<p>個人及社會發展成果</p>	<p>導師觀察及問卷</p>	<p>1/2026-7/2026</p>	<p>2</p>	<p>6</p>	<p>8</p>	<p>35,000</p>	
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<p>「照進心靈 360」 攝影培訓服務計劃 「SoulLens 360°」 Photography & Mindful Vision Project</p>	<ol style="list-style-type: none"> 1. 掌握人像攝影技巧，學習如何捕捉人物神韻與情感: 培訓學生運用基本攝影理論，構圖及技巧於拍攝家庭同樂、師生活動等場合，提升觀察力及表達能力 2. 認識及運用 360 攝影技術，創作多角度全景影像: 讓學生掌握 360 相機操作與主題創作流程，體驗新媒體攝影的創意及表現手法 3. 推廣精神健康，利用 VR 及影像設計舒壓放鬆體驗: 引導學生設計及製作有助放鬆心情、感受大自然或情感治癒的 360 影像內容，推廣正向的校園氛圍 	個人及社會發展成果	導師觀察及問卷	10/2025-5/2026	2	4	6	35,800	
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「同行 Buddy」 動物輔助治療組 「Buddy Steps」 Animal Assisted Therapy Group	1. 提升自我覺察與情緒管理: 透過與治療犬的互動, 引導學生了解自己的情緒與壓力反應, 學會適當表達及調整情緒 2. 建立自信與溝通協作能力: 在治療犬及小組支持下, 幫助學生逐步培養自信, 強化與他人的溝通、合作及同理心 3. 培養抗逆力與自我關懷: 融合正念活動, 讓學生學習自我照顧, 提升面對困難和壓力時的抗逆能力	個人及社會發展成果	導師觀察及問卷	2/2026-5/2026	1	1	4	30,000	
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<p>課後學習支援課堂 After-school Learning Support Classes</p>	<p>1. 促進學生鞏固各科基礎知識，提升學習信心: 集中加強學生於學科基礎範疇的理解和應用能力，從而建立正面的學習效能感</p> <p>2. 培養自主學習及有效學習技巧: 透過實用練習和導師指導，協助學生建立有效的學習方法及考試技巧</p> <p>3. 支援多元學習需要，激發學生潛能: 提供具針對性的學習支援，協助不同背景及需要的學生逐步應對學業挑戰，發揮所長</p>	<p>個人及社會發展成果</p>	<p>導師觀察、出席率、回饋問卷、學生反思、成績前後比對</p>	<p>10/2025-7/2026</p>	<p>2</p>	<p>12</p>	<p>3</p>	<p>45,000</p>	
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中一成長訓練營 S.1 Orientation and Development Camp	1. 提升學生的自理能力: 增強學生在日常生活中的自我管理與獨立處理能力 2. 培養團隊合作與紀律意識: 強化學生遵守團體規則及與同學合作的能力 1. 促進尊重他人與良好溝通技巧: 培養學生尊重不同意見及有效溝通的態度與技巧	個人及社會發展成果	導師觀察及問卷	1/2026 – 2/2026	2	58	0	30,000	
活動項目總數：6 豐富生活經驗 培養正向思維 提升抗逆力				@學生人次	11	85	27		
				**總學生 人次	123				

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

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Plan on the Use of the Promotion of Reading Grant
2025-26 School Year

The major objectives of promoting reading: (e.g. creating a reading culture)

- Promote the reading atmosphere in our school.
- Inculcate positive values and strengthen students' sense of national identity

	Item*	Estimated Expenses (\$)
1.	Purchase of Books and Arrange Reading Activities by different units	
	<input checked="" type="checkbox"/> English Language Department	\$26000
	<input checked="" type="checkbox"/> Chinese Language Department & Chinese Literature Department	\$20000
	<input checked="" type="checkbox"/> Mathematics Department	\$2000
	<input checked="" type="checkbox"/> Other subjects	\$8000
	<input checked="" type="checkbox"/> Library and Reading Promotion team	\$12000
	<input type="checkbox"/> Others	
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> Subscription to e-reading platform	\$ 27000
	<input type="checkbox"/> Other Scheme	
3.	Reading Activities	
	<input checked="" type="checkbox"/> Reading Day (Reading Award Scheme)	\$7000
	<input checked="" type="checkbox"/> Guest Travelling allowance Transport allowance to the guest speaker	\$2000
4.	Others	
	<input checked="" type="checkbox"/> Printing (reading handbook, certificates)	\$ 600
	<input checked="" type="checkbox"/> Miscellaneous	\$ 400
	Estimate Total:	\$ 105,000.00

* Please tick the appropriate boxes or provide details.

香港道教聯合會鄧顯紀念中學
2025-2026「推廣中華文化體驗活動一筆過津貼」運用計劃

1. 截至 2025 年 8 月 31 日為止，「推廣中華文化體驗活動一筆過津貼」尚有餘款\$194226.27。
2. 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 (\$)	
		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	2,100	
iii.	舉辦或資助學生參加本地文化考察或參觀活動	77,500	
iv.	發展有關中華文化的課程	11,000	
v.	採購及發展中華文化學與教資源	1,000	
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	45,000	
	其他（請註明）：	0	
	預計總開支金額 (HK\$)*	161,600	
	預計津貼餘款(HK\$)	32,626.27	

*「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

2025-2026 年度 MVPA60 周年計劃書

1) 為配合學校的辦學宗旨和發展方向，本組計劃的教學目標：

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"> ● 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。 ● 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
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"> ● 於校園內增加活動空間，活動設施及其開放時間，以鼓勵同學以自主方式投入 MVPA60 ● 舉辦一些班際及社際活動提升同學對運動的興趣
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"> ● 設立 Tanghinian Let's Keep Fit X MVPA60 運動日誌及獎勵計劃，建立同學恆常運動習慣。

3) 本年度 MVPA60 發展項目的實踐如下：

重點目標 3.1：推動 Let's 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
1) 營造更理想的校園體育氛圍 A) 為第 15 屆全運會加強宣傳 <ul style="list-style-type: none"> ● 舉辦校園運動活動 ● 運動講座 ● 健身挑戰 ● 午飯時間播放全運會比賽直播/錄影 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，將聯合以下學科舉辦活動 <ul style="list-style-type: none"> - 英文科：ENGLISH WEEK - Changing Your Habits For Better Health 	陳慧聰/ 林啟超/ 余承翰/ 黃御泓	9 月-11 月 5 月	LWLSSG 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's 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/半年檢討後所訂立的目標。	利用 Let's Keep Fit x MVPA 60 獎勵計劃小冊子，統計全校學生活動時數。 收集檢討與反思，分析學習收穫與改進建議。	

<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</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>		全年				Annex 7
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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) 制訂 Let's Keep Fit x MVPA 60 獎勵計劃小冊子，讓學生訂立目標、紀錄活動情況、及作出檢討。</p> <p>B) 半年檢討作出檢討，修訂 Let's 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>		全年				Annex 7
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4) 財政預算

項目	預算
	25-26
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	\$5000
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	\$15000
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	\$50000
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	\$3000
發展 / 優化有關發展活躍及健康校園 / 「MVPA60」的政策	\$2000
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」。	\$40000

附錄：

表 1

**早上活動- 地點及活動**

地點：籃球場，足球場

活動：籃球，足球，排球

午膳活動 - 地點及活動

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		

放學活動：地點及活動

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

用具及秩序管理 (總負責：余承翰)

- 操場：籃足排借用具:校工(非校隊) /校隊自備
- 禮堂：余承翰 + TA
- 活動室及一樓平台：學生會
- 有蓋操場：余承翰 + TA
- 收波：風紀管理(早上及午膳/ON DUTY TEACHER)

表 2 放學後校隊訓練及體育相關學會活動

	星期一	星期二	星期三	星期四	星期五	星期六
籃球場	開放	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	乒乓球	跳繩	開放	乒乓球	開放	跳繩
	電競單車					
	健身					

HONG KONG TAOIST ASSOCIATION TANG HIN MEMORIAL SECONDARY SCHOOL
UNIT/SUBJECT: PARENT EDUCATION
ANNUAL PROGRAMME PLAN (2025- 2026)

1. CURRENT YEAR OBJECTIVES

1	Understanding of Adolescent Development
2	Promotion of Healthy, Happy and Balanced Development of Adolescents
3	Promotion of Parents' Physical and Psychological Well-being
4	Fostering Home-school Co-operation and Communication

2. IMPLEMENTATION PLAN

Objective 1: Understanding of Adolescent Development

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
1.1. Help parents understand the unique characteristics and needs of adolescents. 1.2. Appreciate the traditional parenting wisdom of Chinese culture.	<ul style="list-style-type: none"> Parent Education Seminar I-learner 	<ul style="list-style-type: none"> 80% of parents demonstrate their understanding of the unique characteristics and needs of adolescents. 80% of parents demonstrate a good understanding of the traditional parenting wisdom of Chinese culture. Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> Feedback from parents Questionnaire I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education
1.3. Help parents acquire the knowledge of the key developmental tasks of adolescence and the skills to support the completion of these tasks 1.4. Help parents acquire the ideas for family fun to maintain positive relationships with adolescents	<ul style="list-style-type: none"> Parent-child reading sharing sessions and seminars on the knowledge of the key developmental tasks of adolescence. I-learner 	<ul style="list-style-type: none"> 80% of parents understand the scope and processes of adolescent development. 80% of parents will be able to apply knowledge of adolescent development to set reasonable expectations on their adolescent children. 80% of parents acquire appropriate strategies to facilitate the development and well-being of adolescent. Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> Feedback from parents Survey findings I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education

Objective 2: Promotion of Healthy, Happy and Balanced Development of Adolescents

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
2.1. Help parents understand early mental health symptoms in adolescence and the different levels of severity of symptoms. 2.2. Help parents gain an enhanced awareness of issues including school refusal, self-harm behaviours and substance misuse. 2.3. Help parents acquire the skills on how to support their adolescent children and learn to seek help without fear of stigmatization.	<ul style="list-style-type: none"> • Parent Workshop • Seminar by experience psychiatrist • I-learner 	<ul style="list-style-type: none"> • 80% of parents gain awareness of early signs of mental illness in adolescent children for early intervention • More parents start to read books relevant to mental illness in adolescent • Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> • Feedback from parents • Google form survey findings • I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education
2.4. Help parents understand their role in sex education for the psychosexual development of adolescents 2.5. Help parents acquire the techniques to discuss with adolescent children their dating issues 2.6. Help parents understand and build up their confidence to support their adolescent children facing the issues related to sexual orientation, gender identity, romantic and sexual relationship, sexual consent and risks of online dating	<ul style="list-style-type: none"> • Parent-child reading sharing sessions and seminars on sex education. • I-learner 	<ul style="list-style-type: none"> • 80% of parents are equipped with the knowledge of physical and psychological development of adolescents at puberty. • 80% of parents understand the common stress faced by adolescents. • 80% of parents understand how to manage specific issues encountered by adolescents. • Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> • Feedback from parents • Google form questionnaire • I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education

Objective 3: Promotion of Parents' Physical and Psychological Well-being

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
3.1 Help parents managing stress with a wellness lifestyle approach 3.2 Appreciate traditional Chinese culture	<ul style="list-style-type: none"> Chinese Food Culture I-learner 	<ul style="list-style-type: none"> 80% of parents agree that they have regular exercise with adolescents can serve as valuable 'family time' for parents, so as to maintain healthy parent-child relationship. Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> Feedback from parents Number of parents participated. Atmosphere on that day. I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA.	One-off grant on parent education.
3.3 Help parents understand the changing nature of the parent-child relationship during adolescence. 3.4 Help parents understand the importance of effective communication and acquire the relevant skills in facilitating and supporting a healthy and positive family environment. 3.5 Equip parents with strategies and skills to manage parent-child conflicts in difficult situations (e.g. problematic internet use)	<ul style="list-style-type: none"> Parent-child reading sharing sessions and seminars on parent-child relationship. I-learner 	<ul style="list-style-type: none"> 80% of parents recognize and understand the significance of parental well-being on adolescent development. 80% of parents learn effective stress management and self-care strategies that facilitate self-compassion and enhance parental well-being. 80% of parents acquire appropriate strategies for effective communication within the family. Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> Feedback from parents Google form questionnaire I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education

Objective 4: Fostering Home-school Co-operation and Communication

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
4.1 Help parents understand the concepts and skills of supporting adolescents in life planning and career development. 4.2 Help parents understand the processes of career and life planning and how to make use of the opportunities to connect with their adolescent children. 4.3 Help parents develop appropriate strategies to facilitate life planning of their adolescent children through building a positive and supportive environment.	<ul style="list-style-type: none"> • Career Planning Workshop • I-learner 	<ul style="list-style-type: none"> • 80% of parents agree that they are empowered to support adolescents' life planning and career development. • Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> • Feedback from parents • Google form Survey findings • I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education
4.4 Organize meaningful home-school activities. 4.5 Both parents and school have an increased awareness of the importance of home-school co-operation in nurturing adolescents, creating a positive environment conducive to their learning, and establishing mutual trust and respect through effective communication and parent participation.	<ul style="list-style-type: none"> • Parent-child Board Game Workshop • I-learner 	<ul style="list-style-type: none"> • 80% of parents agree that these activities provide platforms and valuable opportunities for parent-adolescent children, parents-parents and parents-school communication. • Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> • Feedback from parents • Numbers of parents participated • Atmosphere during the activities. • I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education
4.6 Equip parents with strategies to help their children in financial management.	<ul style="list-style-type: none"> • Seminar • I-learner 	<ul style="list-style-type: none"> • 80% of parents agree that the seminar can help to equip themselves in financial management. • Data from I-learner shows that over 100 parents uses the App. 	<ul style="list-style-type: none"> • Feedback from parents • Google form questionnaire • I-learner statistical data 	Sept 2025 to Aug 2026	Members of PTA	One-off grant on parent education

5.	FINANCIAL ESTIMATES			
	Item	Description	Amount	Remarks
	1	I-learner App	\$90000	Funding Outside OEBG
	2	Procure service from service providers (workshop, activities, programs)	\$30000	Funding Outside OEBG
	Estimated Total:		\$ 120000	

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Plan for the Use of the “One-off Grant for Promotion of Self-directed Language Learning
(English Language)” 2025-2026

Our school plans to spend the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” on the following areas:

	Area	Budget (\$)		
		2024-2025	2025-2026	2026-2027
i.	Procuring and/or subscribing to learning resources	0	70 000	70 000
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	0	0	0
iii.	Purchasing services related to learning and teaching	0	30 000	30 000
iv.	Others: _____	0	0	0
	Expected Total Expenditure	0	100 000	100 000
	Expected Unspent Balance	200 000	100 000	0

As at 31 August 2025, the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” has an unspent balance of \$200 000.

香港道教聯合會鄧顯紀念中學
「推廣自主語文學習（普通話）一筆過津貼」運用計劃2025-2026

1. 截至2025年8月31日為止，「推廣自主語文學習（普通話）一筆過津貼」尚有餘款 \$200,000。
2. 本校計劃運用「推廣自主語文學習（普通話）一筆過津貼」作以下用途：

	範疇	預算開支（HK\$）		
		2024/25 學年	2025/26 學年	2026/27 學年
1	採購和／或訂閱推動自主語文學習和／或豐富語言學習環境的相關資源；	/	HK\$25000	HK\$25000
2	聘請不屬編制內的英語和普通話導師或非教學支援人員，支援學生的語文學習和／或舉辦英語和普通話活動；	/	HK\$25000	HK\$25000
3	向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源和／或舉辦英語和普通話活動。	/	HK\$50000	HK\$50000
4	其他（請註明）：	/		
	預算總開支金額：	/	HK\$ 100000	HK\$ 100000
	預算津貼餘款：	HK\$ 200000	HK\$ 100000	HK\$ 0

香港道教聯合會鄧顯紀念中學
2025-2026「德育及國民教育科支援津貼」運用計劃

上年度結轉的盈餘		529,792.83 元	
預計開支金額			
i.	內地考察/交流	30,000 元	
ii.	教職員陪同學生內地考察及交流	10,000 元	
iii.	雜項	5,000 元	開支總數 45,000 元
津貼餘額*		484,792.83 元	

*截至 2026 年 8 月 31 日為止。

初中其他語言先導計劃 推行計劃書（2025/26 學年）

致：教育局課程發展處
議會及中學組 1
地址：灣仔皇后大道東 213 號
胡忠大廈 13 樓 1301 室

學校須填妥本**推行計劃書（2025/26 學年）**，並於**2025 年 11 月底或以前**，以郵寄方式或透過高效資訊傳遞系統—學校通訊模組交回教育局。如有查詢，請與彭佩蓮女士（電話：2892 6448）或羅耀榮先生（電話：2892 5905）聯絡。

甲部：學校資料

學校編號：_____

學校名稱：（中文）_____

（英文）_____

聯絡人姓名：（中文）_____（英文）_____

職位：_____

電郵：_____電話：_____

乙部：在 2025/26 學年提供其他語言課程的詳情

1. 其他語言課程的詳情									
語言	各級修讀其他語言課程的初中學生人數					請填寫 A, B 或 C (可選擇多於一項)		總學習時數 (小時)	每位學生的平均學費 (元)
						上課時間 A: 時間表內 B: 放學後 C: 週末	上課地點 A: 網上 B: 學校校舍內 C: 學校校舍外		
(i) 阿拉伯語	中一		中二		中三				
(ii) 法語	中一		中二		中三				
(iii) 德語	中一		中二		中三				
(iv) 日語	中一		中二		中三				
(v) 韓語	中一		中二		中三				
(vi) 俄羅斯語	中一		中二		中三				
(vii) 西班牙語	中一		中二		中三				
(viii) 烏爾都語	中一		中二		中三				
總學生人數						(預算) 課程費用總額 (元)			

2. * (預算) 其他用於購買學與教材料的開支

* 用於購買學與教材料的款項總額，不得等於或超過運用在僱用外間服務以提供其他語言課程的款項總額。

項目	數量	金額 (元)
(i) 教科書		
(ii) 作業		
(預算) 其他開支總額 (元)		

3. # 提供其他語言課程的外間服務提供者資料

僅供內部參考。

語言	外間服務提供者
(i)	
(ii)	
(iii)	

4. 於 2026/27 學年運用撥款提供其他語言課程的計劃

(請從以下選項中選擇所有適用的項目。)

- ☐ 為新一批學生 (如不同年級的學生) 提供相同的其他語言課程。
- ☐ 引入不同的其他語言課程，以迎合學生的多元興趣，擴大語言選擇。
- ☐ 為已完成基礎課程的學生提供進階程度的其他語言課程。
- ☐ 其他 (請說明: _____)

- ☐ 本校已將先導計劃的撥款運用納入學校周年計劃內，而相關學校周年計劃已獲學校管理委員會／校董會／法團校董會審批，並上載至學校網頁。

學校網頁: _____

- ☐ 請在適當方格內加 ✓。

[如學校以郵寄方式交回本計劃書，請填妥以下資料。]



^ 校監／校長簽署: _____

^ 校監／校長姓名: _____

日期: _____

^ 請刪去不適用者。

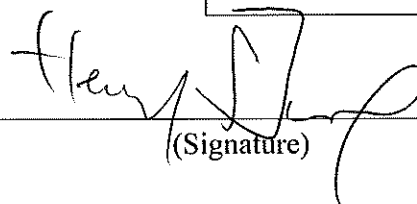
CPD Plan of the Principal for the School Year 2025-2026

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			220
			Total No. of CPD Hours:			340	

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


(Signature)

Date: 30/9/2025