S.K.H. CHAN YOUNG SECONDARY SCHOOL



S.K.H. CHAN YOUNG SECONDARY SCHOOL
SCHOOL REPORT

2025/2026

(1) Our School

1.1 Vision and

mission Vision
The school endeavors to provide an all-round Christian education, and nurture in students the motive for seeking the truth so that they can find pleasure in life, realize their aspirations and eventually become citizens with worldwide visions.

Mission
To provide an ideal and happy learning environment through an all-round Christian education so that students can have a balanced development in seven major learning areas: spiritual, intellectual, moral, social, physical and artistic, Chinese culture and Information Technology studies. This helps them attain a positive attitude, value, knowledge and skills of lifelong learning so as to glorify God and do good for the individual, family, society, country and whole world.

1.2 Management structure

With the motto 'Forward and Upward', SKHCYSS is one of the Christian schools run by the SSB (School Sponsoring Body) - Anglican (Hong Kong) Secondary Schools Council Limited. The school was founded in September 1989 with the aid of the benefactor, Mrs. Chan Cheng Kit-Wan. It was named to commemorate her late husband, Mr. Bert Chan Young, who was a dedicated Christian of the Anglican Church in Australia. Our school is an aided secondary school with English Language as the medium of instruction for most subjects. The school covers an area of 4,000 m^2.

The IMC (Incorporated management committee), established on 31st August 2015, is responsible for managing the school, formulating policies in line with the vision and mission set by SSB, undertaking the planning and management of finance, human resources, curriculum design and delivery, and answering to the EDB and SSB for the performance of the school.

The daily operations are managed by the principal and the 3 vice principals. The Executive and Development Committee meets once every timetable cycle, gives advice and assists the principal on school business, policy formulation, school's self-evaluations and development.

Through meetings, notices, e-mails and surveys, the school formulates and implements policies and consults teachers for their opinions. The Staff Management Consultative Committee allows teacher representatives to collect teachers' opinions on school matters through surveys and communicates with representatives from the IMC. There are also opportunities for group discussions in some Staff Meetings, Subject Panel Meetings and Form Meetings to facilitate collective thinking in formulating school policies.

1.3 Class structure

Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	5	5	5	5	5	5	30

1.4 Number of students (as of 1st September 2025)

Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of boys	75	74	89	74	77	69	458
No. of girls	61	92	80	81	82	73	469
Total	136	166	169	155	159	142	927

1.5 The school curriculum

Subject	S.1	S.2	S.3	S.4	S.5	S.6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Putonghua	P	P	P			
Mathematics	E	E	E	E	E	E
Mathematics Extended Part 1				E	E	E
Mathematics Extended Part 2				E	E	E
Science	E	E				
Biology			E	E	E	E
Chemistry			E	E	E	E
Physics			E	E	E	E
Information and Communication Technology	E	E	E	E	E	E
Chinese History	C	C	C	C	C	C
History	E					
Citizenship, Economics and Society	E	E				
Life and Society			E			
Geography	E	E	E	E	E	E
Business, Accounting and Financial Studies				E	E	E
Citizenship and Social Development				C	C	C
Economics				E	E	E
Tourism and Hospitality Studies				C	C	C
Ethics and Religious Studies				C	C	C
Religious Studies	C	C	C			
Physical Education	C	C	C	C	C	C
Design & Technology	E	E				
Technology & Living	E	E				
Music and Performing Arts	E	E	E	E	E	E
Visual Arts	C	C	E	C	C	C
Life-Wide Learning	C	C	C	C	C	C

Medium of instruction: E - English, C - Cantonese, P - Putonghua

1.6 Our teachers

1.6.1 Teachers' qualifications

	Master's degree	Bachelor's degree
Percentage	43%	100%

1.6.2 Percentage of teachers having attained Language Proficiency Requirement

	English language	Putonghua
Percentage	100%	100%

1.6.3 Percentage of teachers having attained teacher-training qualifications:

97%

1.6.4 Teachers' teaching experience

	0-4 years	5-9 years	10 years or more
Percentage	26%	16%	57%

1.7 Facilities

The campus comprises of 2 playgrounds, 29 standard classrooms, 4 laboratories, an Information Technology and Multimedia Studio, an Innovation Lab, a Computer Room, a Geography Room, a Visual Arts Room, a Music Room, a Hall, a Lecture Theatre, a Library, a Meeting Room, a Medical Room, an Activity Room, an English Lounge, a Student Growth Pavilion, a Staff Common Room and a Social Worker's Office.

IT facilities include an intranet platform for administration and a mobile application for parent communication and payment collection. The campus is covered by 10G-ready fibre-wired and wireless networks for seamless connectivity. Classrooms and special rooms are equipped with air-conditioning, wireless microphones, central broadcasting equipment and interactive blackboards to support e-learning, and the school provides Virtual Desktop services for remote access to school network resources.

To strengthen internal communication and collaboration, an IP phone system has been introduced for teachers and supporting staff to enhance daily coordination among teams and offices.

To further support student wellbeing, the school has set up the Jockey Club "LevelMind@JC Programme" – The Café relaxation space, a youth-friendly environment for relaxation, peer connection and professional guidance that promotes a supportive and stigma-free atmosphere for mental well-being.

A tuck shop provides healthy meals, and the covered playground is equipped with air-conditioning for a more comfortable lunch and activity environment during hot weather. Barrier-free facilities, including a lift and wheelchair lift, are also provided to cater to individual student needs.

The school is committed to environmental education and green campus development. Recycle bins are available on each floor and sensor-type water taps are installed in all washrooms. LED lighting and inverter-type air-conditioners have replaced older systems in classrooms. Under the "Solar Harvest – Solar Energy Support Scheme," support from the Electrical and Mechanical Services Department enabled the installation of a solar energy generation system, and an intelligent control system for lighting and air-conditioning in the school hall has been introduced to minimise electricity consumption.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major concern 1: Holistic support to enhance students' wellbeing and development

Achievements

The school demonstrated significant progress in providing holistic support to enhance students' well-being, personal growth, values education, and life guidance during the 2025–2026 school year. All seven planned targets were successfully met or mostly achieved through systematic strategies, targeted professional training, curriculum integration, and strong community partnerships.

- Target 1: Strengthening Teacher Professional Capacity and Early Identification was fully achieved. The school systematically enhanced teacher capacity and early support mechanisms through targeted professional training on counseling skills and child protection protocols under the Mandatory Reporting Ordinance. Universal mental health screening was successfully conducted during Life-wide Learning lessons (JC LevelMind@School for S.1–S.3; HKCYS for S.4). The School-based Survey revealed high teacher confidence in identifying students in need (97.0% agreement, Mean: 3.3 / 4.0) and providing direct support (97.1% agreement, Mean: 3.2 / 4.0). In the Stakeholder Survey (SHS), the teacher satisfaction score for student support services reached 4.05 (with overall support ratings at 4.06), while parents affirmed timely communication and early follow-up support (Mean: 3.1 / 4.0).

- Target 2: Cultivating Growth Mindset, Resilience, and Positive Self-Image was mostly achieved and embedded into routine school operations. The holistic integration of routine Class Teacher Periods (such as "Being Unique" and "Character Strengths") and targeted Life-wide Learning lessons (such as "Turning Setbacks into Success" and the S.1 Mental Health & Stress Self-Management Series) established a multi-layered pastoral framework. In the School-based Survey, students explicitly confirmed the impact of teachers' growth mindset cultivation, agreeing that teachers actively encourage them to maintain a positive attitude when encountering difficulties and failures (Mean: 3.1 / 4.0) and that teachers systematically foster a growth mindset in daily teaching and learning (Mean: 3.2 / 4.0). APASO results further corroborated these outcomes, with high benchmark Q-scores in Meaning in Life (116), Learning (Self-initiative) (116), and Self-concept (Emotional Stability) (110).

- Target 3: Fostering a Safe, Healthy, Positive, and Supportive Campus Environment was mostly achieved through holistic policy reviews and peer networks. The school conducted thorough reviews of homework load and assessment policies to alleviate academic pressure. A comprehensive Class Teacher Handbook was introduced to standardize pastoral practices across all forms. The execution of school rules shifted toward a "student-need-based behavioral follow-up" workflow. Peer support networks flourished through the Big Brother & Sister Scheme, Caring Ambassadors, and 30 LevelMind "Wellness Buddies" who organized pre-exam Mood Carnivals. School-based data showed that 98.5% of teachers foster a caring learning environment. APASO data reflected exceptional campus climate indicators, including School Belongingness (Q-score: 116), No Academic Anxiety (Q-score: 112), and Not Lonely (Q-score: 111). Stakeholder Survey ratings for school climate remained consistently strong among parents (4.1) and teachers (3.9).

- Target 4: Promoting Values and Attitude Education was systematically accomplished across subject curricula and co-curricular programs. Six core Class Teacher Period themes—Respecting Others, National Identity, Time Management, Service Spirit, Cherishing, and Unity—were delivered across all forms. Public speaking and national consciousness were cultivated through morning assembly Bible readings and "Speeches under the National Flag." In the Stakeholder Survey, 83.3% of teachers agreed that the school effectively promotes values education, and 87.9% confirmed that students develop respectful interpersonal skills. APASO evaluation recorded high Q-scores (116) across Honesty, Morality, and all four National Identity subscales.

- Target 5: Improving Parental Support and Home-School Cooperation saw continuous positive growth, with the SHS domain score rising to 3.9. The school conducted parent education seminars, parenting skill talks, and volunteer opportunities in collaboration with the PTA. Stakeholder survey findings showed that 86.4% of parents appreciated frequent invitations to school activities (mean 4.1), 84.2% rated home-school relationships positively (mean 4.0), 81.2% noted effective communication channels (mean 4.0), and 76.2% confirmed that parenting workshops enhanced their parenting skills (mean 3.9).In the School-based survey, Over 76% of parent participants confirmed that parental talks and school communications were helpful in supporting their children's development.

- Target 6: Strengthening Life Planning Education and Career Guidance was systematically advanced through a structured, form-specific curriculum and tailored interventions. Seven dedicated "Elective Subject Introduction" sessions were conducted during Class Teacher Periods to guide S.3 students in making informed choices. S.4 and S.5 students utilized the "My Life Planning Portfolio Account" alongside six dedicated Life Planning modules, while S.5 and S.6 students received one-on-one consultations on pathfinding and self-account writing. Additionally, S.5 students completed the Basic Interest Marker assessment and participated in corporate immersion programs with the Hong Kong Life Planning Association and Towngas. In evaluation findings, students affirmed that career guidance deepened their self-understanding (Mean: 3.1 / 4.0) and facilitated the exploration of diverse pathways (Mean: 3.1 / 4.0).

- Target 7: Widening Students' Horizons and Unleashing Potential was fully achieved through diverse experiential learning opportunities. Curriculum-linked service learning actively engaged S.2–S.4 students in community eldercare and inclusive projects. National leadership and civic awareness were strengthened through full-uniform Flag-Raising ceremonies, National Education Day, and the structured Student Ambassador framework, where Team Leaders managed event operations. Under the Life-wide Learning Grant (LWLSSG), several overseas excursions were successfully launched—including an English immersion trip to England, a Visual Arts study tour to France, and a Geography field trip to Jeju Island, alongside establishing a Sister School partnership with a school in Hangzhou. Evaluation data strongly supports these outcomes. In the School-based Survey, students agreed that Life-wide Learning (LWL) lessons effectively broadened their horizons (Mean: 3.2 / 4.0) and provided meaningful experiential learning opportunities (Mean: 3.2 / 4.0). Students also affirmed that co-curricular activities helped unleash their personal potential and talents (Mean: 3.1 / 4.0). Furthermore, the Stakeholder Survey showed that 71.1% of students felt activities helped develop their interests and skills, while 83.3% of teachers affirmed the provision of abundant leadership opportunities. These findings are strongly backed by APASO survey results, where students achieved Q-scores in Leadership Competence (114) and Co-curricular Activities (116).

Reflection

- The school's success in promoting student well-being and positive development was facilitated by several key factors. The introduction of standardized pastoral tools, such as the Class Teacher Handbook, provided class teachers with clear operational guidelines. The structured Student Ambassador leadership framework effectively empowered senior students to take ownership of school functions. Strong cross-sector partnerships with external bodies—including JC LevelMind, HKCYS, the PTA, the Hong Kong Life Planning Association, Towngas, and the Hangzhou Sister School, greatly enriched pastoral resources, career exposures, and learning experiences. Furthermore, sequential growth camps, curriculum-linked service projects, and structured life planning sessions successfully deepened student empathy, self-understanding, and resilience.

- However, several hindering factors were identified that warrant follow-up action. APASO findings indicated heightened academic and exam-related stress among senior secondary students, as evidenced by a lower Q-score for "No Psychosomatic Symptoms" (85 in senior forms). Lifestyle imbalances also persisted, with lower Q-scores recorded in sleeping hours (85 in S.1 and S.3) and physical exercise (92). Additionally, S.1 freshmen exhibited transition vulnerability regarding "No Fear of Failure" (Q-score 95). In life planning education, lower APASO Q-scores were observed in " Life Planning (Work Experience Programmes)" (87) and " Life Planning (Receive Advice)" (99), indicating a need for broader practical workplace exposure and individual guidance. Finally, while national education and exchange planning progressed smoothly, there is a need to transition toward more student-led organizing committees to foster greater student initiative.

Feedback and Follow-up

Based on the evaluation findings, the following follow-up measures are recommended to further help students achieve the seven learning goals:

- **Pastoral Care & Transition Support:** Continue to empower class teachers in pastoral care, class ethos and maintain a positive classroom environment. Provide age-specific support to students in different forms purposively.

- **Mental Well-being & Healthy Lifestyle:** Conduct a comprehensive review of homework and assessment arrangements to reduce unnecessary stress and support learner diversity. Leverage the LevelMind hub, class periods and LWL lessons to develop healthy routines, resilience, and a positive self-image in a safe and positive learning environment.

- **Life Planning & Career Guidance:** Expand external partnerships for career exposure and hands-on experiences. Strengthen individual consultation to senior form students, especially for further studies and JUPAS pathways.

- **Student Leadership & Life-Wide Learning:** Further empower students to lead and develop collaboration, responsibility, and communication through school-based and external leadership-training programmes. Also, provide more opportunities for student-leaders to independently mentor junior peers, organize school events and co-curricular activities to broaden students' horizons.

Major concern 2: Nurturing a learning community by strengthening students' learning skills and ethical use of technology

Achievements
• **Targeted Student & Teacher Capacity Building:** The school successfully conducted study skill workshops for S1 and S4 students alongside professional development workshops on digital tools (including AI integration) for teaching staff. • **Strong Digital & Initiative Metrics** In the School-Based Questionnaire (SBQ), students affirmed that the school's e-learning platform and digital tools enhanced their self-directed learning capabilities (3.3) and boosted classroom engagement (3.4). APASO III data corroborated this with an exceptional Q-score of 116 for both "Learning (Self-initiative)" and "Information Technology (Time for Learning)" across all forms. • **Systematic Academic Interventions** The curriculum team reviewed and executed the Pre-S1 enhancement classes, junior form pre-examination enhancement classes, regular S1–S2 homework detention support systems, and the Continuous Assessment Programme (CAP) for senior forms. • **Task Rigor & Diligence** Stakeholders noted that students maintain serious attitudes toward task completion. In the SHS, students' self-perception of serious task/homework completion reached 3.70 (SHS(S) No.10), and they noted high perseverance in overcoming academic bottlenecks (3.88, SHS(S) No.11). Parents highly appreciated this structure, rating their children's homework diligence at 3.9 (SHS(P) No.4). • **Cross-Curricular Reading Alignment** The library collaborated with the ECON, BAFS, and CES departments to construct multi-disciplinary reading tasks. The DEAR Award Scheme was successfully married to inter-house reading competitions, while Head Librarians were given operational ownership of seasonal reading events. • **Talent Cultivation Framework** A unified talent pool database was established to help teachers track and recommend high-achieving students for external elite competitions and programs. Class streaming in junior forms was refined to align with student traits.

Reflection
• Digital Self-Direction Gap: A gap exists between in-class digital tool use and independent out-of-class planning. Teachers rated student homework autonomy at 2.6 and proactivity in seeking online/literary support at 2.8. • Work Quality vs. Compliance: Academic support programs drive high completion, but work quality needs focus—teachers rated homework completion seriousness at 3.44. • Intrinsic Reading Habits: Operational reading infrastructure is sound, but leisure reading dropped slightly (SHS 3.40; APASO Non-assigned materials Q-score 89). • Middle Management Solidification: The structured routines and talent pool give a strong baseline to expand beyond core subjects into broader generic skills and non-traditional talents.

Feedback and Follow-up
• Digital Education: Provide clear guidelines, training, and exemplars for staff and students on effective learning with technology, including expectations for responsible use. Share good practices through panel collaboration and lesson study. • Diagnostic Academic Support: Enhance CAP and enhancement sessions with specific diagnostic feedback to shift focus from basic compliance to quality work. Provide personalized learning using digital tools and a Learning Management System (LMS) with AI-supported features. • Peer-Driven Reading: Strengthen "reading to learn" through extended reading tasks across subjects in collaboration with the teacher-librarian. Provide opportunities to student-librarians to lead reading circles with high-interest digital/graphic texts and refresh cross-subject reading lists. • Talent Pool Expansion: Maintain and optimise the "Talent Pool" database to identify students' strengths and potential systematically, and inform matching opportunities. • Project Learning Rigor: Strengthen inquiry-based and problem-solving-based cross-subject project learning for junior forms, with clear success criteria and student reflection.

(3) Student Performance

3.1 Result of HKDSE (2026)

Students meeting university entrance requirements	78%
Students meeting sub-degree entrance requirements	99%
Students obtaining Level 3 or above in Chinese Language	92%
Students obtaining Level 3 or above in English Language	83%
Students obtaining Level 2 or above in Mathematics	97%
Students obtaining "Attained" in Citizenship & Social Development	100%
Students obtaining Level 2 or above in at least 5 subjects	99%

3.2 Destination of S.6 graduates (2025-26)

Number of students got offers in the main round: 101 out of 142 (71%)

Distribution of JUPAS Offers by Institution (8 Major Universities)

CityU	CUHK	EdUHK	HKBU	HKU	HKUST	LingnanU	Poly U
11.6%	44.2%	0%	11.6%	2.3%	4.7%	4.7%	20.9%

Distribution of S.6 pathway

Further studies in local institutes	Mainland & overseas	Others
85.6%	8.9%	5.5%

3.3 Students' participation and achievements in co-curricular activities.
For details, please refer to the Appendix (P.38-48).

(4) Feedback and the Way Forward

Building on our School Development Plan, the 2025–2026 school year was highlighted by the Education Bureau's External School Review in October 2025. The team praised our caring ambience, students' strong sense of belonging, and positive character—findings strongly reinforced by our School Self-Evaluation (SSE) survey, where 74.3% of students felt supported by teachers and 70.3% affirmed positive peer relationships.

In teaching and learning, the refined two-term assessment framework continues to deliver deeper learning and meaningful feedback. Teachers fostered engaging classrooms through varied instruction (73.4% agreement) and effective e-learning tools. Selection for the Smarter e-Learning Scheme and AI modules enhanced learning interest (Mean: 3.4) while instilling digital ethics. As an EMI school, we maintained a rich language environment, enabling students to excel in public speaking and debates.

Looking forward, the school will focus on boosting learning confidence and self-directed study habits. While 73.9% of students persevere through challenges, only 43.6% feel confident in learning, with many struggling with personal study schedules (Mean: 3.0). We will enhance pedagogical coherence and study skills to improve student motivation and exam performance. Additionally, in response to district demographics, class numbers will be gradually adjusted to strengthen team collaboration and personalized student support.

In student development, our focus remains on whole-person growth. Students demonstrated high moral awareness (Q-score: 116) through Life-Wide Learning, service learning, and life planning. However, survey data revealed academic anxiety (Q-score: 89), prompting us to expand Health Ambassador initiatives and wellness programs for students, staff, and parents. Upgraded facilities, including the IT and Media Studio and Life Planning Resource Corner, will further support student reflection and growth.

Using the Planning-Implementation-Evaluation (PIE) framework, management will guide students "Forward and Upward" under our motto, "To serve, but not to be served"—nurturing confident, ethical, and academic-minded youth who serve society and glorify God.

(5) Financial Summary

Item	Income	Expenditure
Expended Operation Expenses Block Grant		
Baseline	2,476,493.06	2,720,383.87
School-specific	6,010,442.45	5,695,132.71
Grant Outside EOEBG		
Diversity Learning Grant - OP	120,950.00	95,855.00
Diversity Learning Grant - OL	77,850.00	77,850.00
School-Based After-school Learning & Support Programs[1]	132,000.00	116,250.00
Life-wide Learning and Sister School Grant[2]	1,591,500.00	869,577.79
Promotion of Reading Grant[3]	77,205.00	65,688.72
One-off Grant for Parent Education[4]	-	50,800.00
One-off Grant for Promotion of Chinese Culture Immersion Activities[5]	-	88,832.45
One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools[6]	-	41,280.00
One-off Grant for promoting self-directed learning of English Language[7]	-	200,000.00
One-off Grant for promoting self-directed learning of Putonghua[8]	-	58,900.00
Student Activities Support Grant[9]	187,850.00	124,910.70
Learning Support Grant for Secondary School[10]	716,176.00	760,891.76
Committee on Home-School Co-operation	26,044.00	26,044.00
Teacher Relief Grant	5,404,081.25	5,248,502.02
Subscriptions	1,206,583.03	1,186,349.67
Approved collection for non-standard items	190,900.00	123,354.78
SKHCYSS Special Fund for Development	395,472.00	258,200.00

Note: Reports on Use of Grants [1-10] are attached to P.14-37.

Report on Use of Special Grants 1 – 2025/2026 School-Based After-school Learning & Support Programs

2025/26學年校本課後學習及支援計劃

A. 實際合資格學生人數共 41 名：

[包括 A.領取綜合社會保障援助(綜援) 的學生人數： 2 名、B.領取學生資助計劃全額津貼(全額津貼)的學生人數： 30 及 C.酌情名額[1]涵蓋的學生人數： 9 名]

B. 運用校本津貼資助合資格學生參與的活動

活動名稱／類型[2]	舉辦時期／日期	各類合資格學生人次[3]			平均出席率	實際開支 ($)	評估方法 (例如：測驗、問卷等)	合辦機構／服務供應機構名稱 (如適用)	備註(如有) (例如：學生在學業及情意範疇的學習成果)
		A	B	C					
音樂種子計劃	9/2025-5/2026	1	12	6	98.25%	$47,250	年終評估 - 出席率		
英國 16 天英語及文化研學團	24/7-8/8/2026	1	6	0	100%	$39,000	參加者需出席交流團所有活動（包括但不限於出發前、後的活動或完成報告（如有）		
韓國濟洲島地質及環境教育地理考察團	28/3-1/4/2026	0	4	4	100%	$12,000	參加者需出席交流團所有活動（包括但不限於出發前、後的活動或完成報告（如有）		
重慶成都歷史文化交流團	16/7-20/7/2026	0	6	0	100%	$6,000	參加者需出席交流團所有活動（包括但不限於出發前、後的活動或完成報告（如有）		
法國 9 天視覺藝術體驗及考察遊學團	1/7-9/7/2026	1	2	0	100%	$12,000	參加者需出席交流團所有活動（包括但不限於出發前、後的活動或完成報告（如有）		
活動項目總數： 5	**小計：**	3	30	10	**總開支($)：**	$116,250			
	總計：	43							

備註：

1. 經校本評定為有經濟需要的學生可涵蓋在酌情名額內，其上限為學校領取綜援及全額津貼的學生總人數的 25%。
2. 活動類型包括功課輔導、學習技巧訓練、語文訓練、參觀／戶外活動、文化藝術活動、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。
3. 合資格學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

2025-2026 學年 全方位學習及姊妹學校津貼 運用報告	2025 年 5 月版

聖公會陳融中學

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的「全方位學習及姊妹學校津貼」運用報告上載至學校網頁。

^ 活動類別及評估方法列表供學校參考（學校可於下拉清單選擇適用選項，可選多於一項）：【可按最左方「-」號收起此部分提示**】**

請按上方「啟用內容」/「Enable Content」，然後開始填寫範本。

活動類別：	**A1** 價值觀教育	**A2** 智能發展	**A3** 社會服務	**A4** 體藝發展	**A5** 與工作有關的經驗	**A6** 愛國主義教育	**A7** 數字數育、人工智能、STEAM 教育	**A8** 學生精神健康	
	A9 其他（請於 L 欄註明詳情								
評估方法：	**B1** 問卷調查	**B2** 校內會議及討論	**B3** 校內專業分享	**B4** 面談、訪問	**B5** 觀察	**B6** 書面報告及記錄	**B7** 其他（請於 N 欄註明詳情）		

第 1 項：活動詳情

編號	**活動名稱及簡介**	**舉行日期**	**活動目標**	**對象及參與人數**（按每類對象填寫，如沒有該類人員參與，請填上「0」）				**實際開支 ($)**	**內地姊妹學校名稱**（如涉及姊妹學校交流活動）	**活動類別^**		**評估方法^**		**活動成效**（可於下拉清單選擇適用的選項）
				學生（請註明年級及人數）		**教師**	**管理層**	**其他**（請註明對象及人數）		（於下拉清單選擇適用選項，可選多於一項）	（如選擇「**A9** 其他」，請於此欄註明詳情）	（於下拉清單選擇適用選項，可選多於一項）	（如選擇「**B7** 其他」，請於此欄註明詳情）	
				年級	人數									

1.1	**本地活動**（包括視像交流）														
1	各校隊外聘教練費用	SEP-AUG		S1-6	952	0	0	0	$171,064.40		A4 體藝發展,A8 學生精神健康		B2 校內會議及討論,B4 面談、訪問,B6 書面報告及記錄		
2	瑜伽學會外聘課程	SEP-AUG		S2-4	13	0	0	0	$6,000.00		A4 體藝發展,A8 學生精神健康		B5 觀察,B6 書面報告及記錄		
3	各校隊訓練物資	SEP-AUG		S1-6	952	0	0	0	$28,000.68		A4 體藝發展,A8 學生精神健康		B5 觀察		
4	觀鳥隊比賽費用	SEP-AUG		S1-6	15	0	0	0	$2,413.00		A2 智能發展,A7 數字數育、人工智能、STEAM 教育,A8 學生精神健康		B4 面談、訪問,B5 觀察		
5	舞蹈隊比賽物資	SEP-AUG		S3-5	15	0	0	0	$98.00		A4 體藝發展,A8 學生精神健康		B4 面談、訪問,B5 觀察		
6	租賃旅遊巴費用	SEP-AUG		S1-6	952	0	0	0	$22,280.00		A9 其他（請於 L 欄註明詳情）		B6 書面報告及記錄		
7	25-26 話劇隊物資 (服裝，道具，化妝)	SEP-AUG		S1-6	952	0	0	0	$4,534.34		A4 體藝發展,A5 與工作有關的經驗,A8 學生精神健康		B2 校內會議及討論,B4 面談、訪問,B5 觀察		
8	試後活動 - S.4 Post-exam Activity (Movie Appreciation) (S4,160ss)	JUL		S1-5	822	0	0	0	$11,040.00		A2 智能發展,A4 體藝發展		B2 校內會議及討論,B4 面談、訪問,B5 觀察		

9	試後活動 - 動物體驗工作坊	JUL		S1-5	822	0	0	0	$8,000.00		A1 價值觀教育,A5 與工作有關的經驗,A8 學生精神健康		B1 問卷調查,B5 觀察		
10	試後活動 - 林奕華導演講座分享費及交通費	JUL		S1-5	822	0	0	0	$2,000.00		A2 智能發展,A4 體藝發展		B2 校內會議及討論,B4 面談、訪問,B5 觀察		
11	試後活動 - 新興運動體驗	JUL		S1-5	822	0	0	0	$12,750.00		A4 體藝發展,A8 學生精神健康		B2 校內會議及討論,B4 面談、訪問,B5 觀察		
12	試後活動 - AI 音樂創作工作坊	JUL		S1-5	822	0	0	0	$15,600.00		A4 體藝發展,A7 數字數育、人工智能、STEAM 教育,A5 與工作有關的經驗		B1 問卷調查,B4 面談、訪問		
13	2025-2026 校園健康計劃－中一成長適應營	SEP-AUG		S1	168	0	0	0	$44,634.00		A1 價值觀教育,A8 學生精神健康		B1 問卷調查,B2 校內會議及討論,B5 觀察		
14	旅遊與款待科體驗式學習活動 (學生付款) (部分由 LWLSSG 津貼)	JUL		S4-5	20	0	0	0	$7,095.20		A2 智能發展,A5 與工作有關的經驗		B1 問卷調查,B5 觀察		
15	HKSSF:N.T. Secondary Schools Futsal Competition Fee 2025-2026	SEP-AUG		S1-6	952	0	0	0	$2,466.00		A4 體藝發展,A8 學生精神健康		B4 面談、訪問,B5 觀察		
16	LWL: Foam Board Posters for S2 and S3 Project Learning Presentation	JUL		S2-3	320	0	0	0	$5,890.13		A2 智能發展,A7 數字數育、人工智		B2 校內會議及討論,B5 觀察,B6 書		

											能、STEAM 教育		面報告及記錄		
17	中三逆境同行活動	JUL		S3	160	0	0	0	$23,750.00		A1 價值觀教育,A3 社會服務,A8 學生精神健康		B1 問卷調查,B2 校內會議及討論		
18	2026《香港 200》領袖計劃報名費	JUL-AUG		S5	3	0	0	0	$4,500.00		A3 社會服務,A5 與工作有關的經驗		B4 面談、訪問,B6 書面報告及記錄		
（如空間不足，請於上方插入新行。）															
第 1.1 項總開支									**$372,115.75**						

1.2	**境外活動**														
1	杭州科技文化研學及姊妹學校交流團	29/3/2026 - 1/4/2026	Ø 拓闊學生視野，認識杭州科技與文化發展 Ø 促進與姊妹學校的學術及文化交流 Ø 培養國民身份認同感	S3-5	中三: 8 人, 中四: 19 人, 中五: 3 人, 共 30 人	2	1		$9,551.00	杭州市長河高級中學	A6 愛國主義教育		B6 書面報告及記錄		90% 參與活動的學生於學習小冊子及分組分享認同活動有助加強對內地教育的認識及促進兩地文化交流；有助增加對國家的自豪感。
2	25-26 英國交流團團費			S1-4	中一: 7 人, 中二: 11 人, 中三: 4 人, 中四: 8 人, 共 30 人	2	0		$325,992.62		A1 價值觀教育,A2 智能發展		B1 問卷調查,B3 校內專業分享,B5 觀察		

3	2026 年穗港澳青少年科技體育模型夏令營暨海陸空模型鐵人三項邀請賽			S1-4,6	中一: 3 人, 中二: 1 人, 中三: 3 人, 中四: 1 人, 中六: 1 人, 共 9 人	2	0		$6,000.00		A2 智能發展,A6 愛國主義教育,A7 數字數育、人工智能、STEAM 教育		B4 面談、訪問,B5 觀察		
4	法國 9 天視覺藝術體驗及考察遊學團			S2-5	中二: 2 人, 中三: 4 人, 中四: 6 人, 中五: 8 人, 共 20 人	3	0		$154,396.00		A2 智能發展,A4 體藝發展		B1 問卷調查,B3 校內專業分享,B5 觀察		
（如空間不足，請於上方插入新行。）															
第 1.2 項總開支									**$495,939.62**						
實際總開支（第 1.1 項及第 1.2 項之總和）									**$868,055.37**						

第 2 項：整體評估及反思運用津貼籌辦／參與全方位學習活動的成效（請整體評估津貼的運用成效，並思考如何進一步善用津貼，不必深究每項活動的推行情況）

	學生學習需要		預期目標	評估結果、反思及跟進
範疇	*（學生現時參與全方位學習活動情況如何？整體而言，學生在全方位學習方面有甚麼需要？）*		*（整體而言，學校期望運用本津貼達到甚麼具體目標，以配合七個學習宗旨？如何支援學生參與配合課程的全方位學習活動？）*	*（整體而言，學校如何善用本津貼為學生安排適切的全方位學習活動？學生在參與全方位學習方面，有多大程度能達到預期目標？哪些方面做得好，哪些方面仍需加強？）*
評估及反思				

第 3 項：整體評估及反思姊妹學校交流活動的成效

編號	範疇	反思內容及跟進
1	**活動的形式/內容**	本校三年級至五年級學生到訪浙江省杭州市長河高級中學，並進行 4 日 3 夜的全方位學習體驗活動。 Ø 安排本校學生與姊妹學校學生共同進於一天的學習交流活動。學生分組表演、交流兩地文化，體現一國之情。亦由參與校園遊，及製作傳統工藝品。 Ø 數字教育:安排本校學生參與科技創新與現代化發展相關的企業參觀及科技園區 Ø 愛國教育:安排本校學生到訪杭州著名景點，加強學生認識當地的歷史和文化 Ø 最後一天學生分組分享在國家安全、發展及姊妹學校交流於知、情、行三方面的得著。
2	**活動時間安排**	2026 年 3 月 29 日 (星期一) 至 4 月 1 日 (星期四) (4 日 3 夜)
3	**活動組織安排**	本次活動由學校由一位副校長及兩位老師統籌帶領，並委託香港中國旅行社有限公司承辦，全程安排交通、食宿、參觀交流及保險等事項，確保行程有序、安全順利進行。
4	**其他（請註明）**	Ø 校內分享：學生於本年六月在校內早會向全校師生分享

第 4 項：實際總開支中，就設有上限項目的開支

編號	項目	實際開支* ($)
1	**購買津貼適用活動所需的設備、儀器、工具（包括維修保養費用）、程式或軟件、器材、消耗品、學習資源** （註：全年總開支不應超過該學年津貼總撥款額的 15%）	$892.42
2	**支付學生或教師因境外交流或到內地進行姊妹學校交流的出入境簽證的費用** （註：全年總開支不應超過該學年津貼總撥款額的 5%）	$0.00
3	**校長及教師因履行職務關係而在內地參與姊妹學校活動中引致的早／午／晚膳食開支** （註：不能超過擴大／營辦開支整筆津貼運用指引中所載每個場合及每名管理人員及教師在這方面的開支上限）	$0.00
4	**與內地姊妹學校在香港進行交流活動時的餐飲招待開支** （註：全年總開支不應超過該學年「姊妹學校津貼」部分的 5%，即$8,250（中、小學）或$8,272（特殊學校））	$0.00
5	**只涉及教師／學校管理層的姊妹學校交流活動** （註：學校可運用該學年津貼（不能超過有關學年的「姊妹學校津貼」部分）或先前保留的津貼餘款支付）	$630.00

* 本校**確認**已按教育局所發出的通告、指引及其他文件的有關規定運用此津貼，所有支出均符合津貼用途及運用原則，包括但不限於本報告第 4 項中設有上限項目的開支；並明白如有不恰當使用津貼的情況，學校須以其他合適資源填補有關開支。

全方位學習負責教師姓名：	Mr. Cheung Sai Pang	職位：		Acting Principal
姊妹學校計劃負責教師姓名：	Ms Tse Yui Yu	職位：		Student Ambassadors and Student Exchange Unit

Report on Use of Special Grants 3 – 2025/2026 Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

To promote a reading culture, the library organized various events, including book fairs, book clubs, author talks, book-sharing programs, and inter-school reading activities. These efforts were key to positioning the library as an active learning center and nurturing a lasting passion for reading among students.

This academic year, the school continued to devote itself to promoting "Reading to Learn." Although the overall borrowing rate dropped compared with last year, students remained engaged with our resources, borrowing over 3,000 print books and 480 e-books. The successful adoption of our new SJRC e-book platform is reflected in students accumulating over 900 reading hours, demonstrating a growing trend toward digital reading. It reflects the school's success in providing a more diverse and comprehensive range of reading materials to cater to students' shifting interests and needs.

The cross-subject reading program focused on "Financial Education" this year, successfully demonstrating the integration of reading across the curriculum. In collaboration with the Economics (ECON), Business, Accounting and Financial Studies (BAFS), and Citizenship, Economics and Society (CES) departments, students deepened their understanding of personal and societal finance while developing critical decision-making skills, responsible consumer attitudes, and positive civic values. Building on these integrated reading projects, the program culminated in a series of Reading Week activities—featuring thematic lectures, a special exhibition, and interactive booth games that drew over 200 participants, along with an online quiz game that engaged 170 students. The initiative received overwhelmingly positive feedback from both students and teachers, highlighting the success of this interdisciplinary approach in making reading relevant and engaging.

To further promote Reading across the Curriculum (RaC) and broaden students' learning horizons, the library collaborated with various Key Learning Areas (KLAs) to launch targeted reading initiatives. In partnership with the English Department, an inter-school online book club on Shakespearean literature was organized to stretch high-ability students through advanced literary appreciation. Alongside the Chinese Department, featured quote cards were introduced to encourage students to explore classic Chinese literature. In Science (Physics and Chemistry), students served as tutors in a primary school outreach program, promoting scientific inquiry through peer mentoring. Additionally, the library teamed up with the Physical Education Department to launch an innovative "Run & Read" initiative, seamlessly integrating physical fitness with reading habits. Overall, these cross-curricular initiatives effectively achieved the target objectives by breaking subject boundaries, nurturing a vibrant reading culture across campus, and supporting students' holistic development.

2. Evaluation of strategies:

The school library continued to collaborate with subject teachers to curate quality reading resources aligned with curriculum needs, utilizing subject-extended reading lists to help students select level-appropriate titles. To boost student engagement, the DEAR Award Scheme was organized; however, participation remained modest, with 40 students completing the scheme this year. To address this and build sustained reading habits early, participation will be made compulsory for all S1 students in the upcoming academic year. Furthermore, subject departments will be invited to incorporate extended reading lists into subject-based assignments and schedule library visits during class time to facilitate book borrowing.

To foster a vibrant reading atmosphere across campus, the library actively empowered student leadership in reading promotion, tailoring student-centric initiatives to align with their interests. Student-led thematic activities, such as special events for the Lantern Festival and Mother's Day, received overwhelmingly positive responses from teachers and students alike. This successfully demonstrated the impact of peer influence and student agency in embedding reading into daily school life.

Part 2: Financial Report

	Item *	Actual expenses
1.	Purchase of Learning Materials	
	☑Printed books	$27,338.80
	☑Magazine	$8,344.20
2.	Reading Activities	
	☑Hiring writers, professional storytellers, etc. to conduct talks	$6,000.00
	þCross Subject Reading Programs	$7,329.48
	☑Arranging whole-school activities on Reading Week & Reading Day	$9,336.78
3.	Others:Booklet of"Reading Across the curriculum" for all students	$7,339.46
	Total	$65,688.72
	Unspent Balance	$38,214.51

* Please tick the appropriate boxes or provide details.

Report on Use of Special Grants 4 – 2025/2026 One-off Grant for Parent Education

聖公會陳融中學

一筆過家長教育津貼（中學）2025-2026– 報告

範疇	項目	活動	成效	開支金額
有系統或主題式的家長教育課程 -服務由機構提供的總額 -服務由個別講者或專家提供的總額	舉辦主題式家長教育活動，如講座及參觀 等。	Bad Day 校本家庭教育計劃 (家教會會員大會如何讓子女跟情緒怪獸做朋友、 中二品格優勢講座、 家長日 Bad Day Café 及親子匹克球活動)	達90%受訪家長同意校本家校活動有助理解子女需要及促進家長及子女溝通。	$ 25,000
舉辦與正向家長運動有關的校本家長教育推廣活動	邀請服務供應商，因應學校實際需要，協助 設計及舉辦與正向家長運動有關的校本家長 教育推廣活動。	學校開放日家長教育攤位活動 1. 我手繪我心：透過親子創作活動促進溝通與理解，強化家校合作。 2. 親子「憶」力多：協助家長認識青少年發展需要，學習正向支援與有效溝通。 3. 親子拍攝活動：透過親子合照及正向嘉許語句，營造關愛與欣賞氛圍	達80%受訪家長同意活動有助理解如何有助他們認識 正向管教的相關主題內 容。及就當日觀察秉所得，參與家長都十分投入。參與人數約100 人次。	$ 25,800
採購及發展家長教育資源及物資，以推動家長教育活動。	運用津貼購買與家長教育相關的資源及物資。	家長教育書本（供家長使用）	已於25-26年家長日及家校活動中推廣家長及親子閱讀，並於家長日進行閱讀活動，達85%參與家長同意活動有助推動正向家校合作。	$ 0
總計	$ 50,800			
餘額	$ 50161.7			

Report on Use of Special Grants 5 – 2025/2026 One-off Grant for Promotion of Chinese Culture Immersion Activities[5]

聖公會陳融中學 - 二零二五/二零二六學年
運用「推廣中華文化體驗活動一筆過津貼」財務報告

範疇	項目名稱	目的	舉行日期	受惠對象	預計開支金額	實際開支
舉辦講座或活動使學生學習及了解中華文化	中華文化國民教育講座	使學生能 1. 建立文化認同與歸屬感 2. 傳承與反思傳統智慧 3. 認識國家現代發展與世界格局 4. 培養公民意識與法治觀念	全年	全校學生	$10000	$0
	中華文化活動禮物	送小禮物或紀念品，是將抽象的文化概念具象化，並建立人際連結的重要手段。最終達到以下目標： 1. 實踐「禮尚往來」的文化精神 2. 成為「帶得走的文化」以延續記憶 3. 激發參與熱情與互動	全年	全校學生	$3000	$2050
	中華文化活動佈置	場地佈置是活動的「門面」，它能在參加者踏入現場的第一秒，就開始發揮文化教育的作用。	全年	全校學生	$1000	$0
				合共：	$14000	$2050

【聖公會陳融中學 - 二零二四/二零二七學年「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」計劃】 - 2025-26開支報告

2025-26

範疇	項目名稱	目的	舉行日期	受惠對象	預計開支金額	實際開支
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	恆常運動紀錄及陸運會應用程式或軟件	採購流動應用程式，讓學生能以簡易的方式記錄一天進行的中等至劇烈強度的體能活動時數。 採購陸運會軟件提升陸運會各項工作效能，並於過程中讓各持分者更快捷地取得比賽資訊。	全年	全校學生	$29000	$28680
發展/優化有關發展活躍及健康校園/「MVPA60」的政策	融兒會更fit計劃	鼓勵學生訂定參與體育運動的計劃，以定期、持續地參與體育活動，建立積極健康的生活方式。	全年	約700位完成達標學生	$5000(獎品)	$6600
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	自選運動體驗	按每月由體育組訂立主題，資助學生參與由體育總會／體育相關團體舉辦的不同運動體驗活動／課程或體育比賽，包括不同的新興 ／城市運動等，鼓勵及建立健康的生活方式。	全年	約500名學生	$15000 每名學生上限資助$30	$0
購置或改善學校的體育／運動器材	添購或更新體育／運動器材	添購或更新體育／運動器材，增加學生在校內進行體能活動的時間和機會。	全年	全校學生	$6000	$6000
				合共：	$55000	$41280

SKH Chan Young Secondary School
English Panel
Report on the One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025/26

Strategy	Class Levels	Budget	Success Criteria	Achievements and Reflection	Follow-up
Procuring AI learning tools and e-books that provide instant feedback and track individual progress to enhance SDL in reading, writing, listening and speaking.	S.1-S.6	$89,500	• Positive feedback from teachers and students on teaching and learning efficiency • Improvement in students' assessment results	<u>User Experience</u> All teachers agree that the platforms enhanced SDL in writing and speaking. However, over half of them expressed dissatisfaction with the user-friendliness of the reading and listening platforms. Having to switch between three different websites and apps for the four skills proved cumbersome for both teachers and students. <u>Academic Performance</u> Significant improvement was observed in the 2026 HKDSE Paper 4 Speaking, together with slight improvement in Paper 2 Writing.	<u>Platform Navigation</u> We have requested the service provider, Sayo, to improve platform navigation. For the 2026/27 academic year, resources for all four skills will be consolidated into a single platform to enhance the user experience. <u>Target Usage</u> We will make more frequent use of these digital resources to further boost students' proficiency in Paper 1 Reading and Paper 3 Listening & Integrated Skills.

Report on Use of Special Grants 8 – 2025/2026 One-off Grant for promoting self-directed learning of Putonghua

聖公會陳融中學
推廣自主語文學習(普通話)一筆過津貼

25-26年度津貼運用報告 **25-26**年度計劃	工作進度
範疇一：採購或訂閱相關的學與教資源，購買電子書。	完成購買部份，將於26-27學年向學生推廣。
範疇二：購買學與教相關服務，舉辦普通話學習體驗活動。	完成
範疇三：聘請普通話導師訓練演講課程	完成

Items	Target	Achievements and reflections	Follow up	Remark	Expenditure
範疇一：採購或訂閱相關的學與教資源，購買電子書。。	增加學習資源，推動學生自主學習。	完成購買，將於下學年向學生推廣。	下學年與圖書館合作推廣。	/	$22000
範疇二：購買學與教相關服務，聘請話劇團隊演出《廉頗藺相如列傳》互動話劇。	豐富語言環境，增加學生聽說普通話機會，認識中國文化。	活動能達成目標。回收的238份問卷中，223人(93.7%)認為活動吸引，203人(85.3%)同意活動能增加聽/說普通話機會，225人(94.5%)同意活動有助增加對中國文化的認識。	下年可以繼續舉辦類似活動，並向服務提供者提出語言要求。	現場觀察，學生投入，樂於與演出人員互動。個別演出人員的普通話略欠流利。	$12000
範疇二：購買學與教相關服務，舉辦普通	豐富語言環境，增加學生聽說普通話機	活動能達成目標。回收的430份問卷中，394人(92.1%)認為	與中國文化相關的手作	現場觀察，學生投入不同類型活動。	$24900

25-26 學年 學生活動支援津貼 運用報告
聖公會陳融中學

（一）財務概況

A	本學年獲發撥款：	$187,850.00
B	本學年總開支：	$124,910.70
C	須退還教育局餘款（A - B）：	$62,939.30

（二）受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	9	$22,317.00
學校書簿津貼計劃－全額津貼	91	$64,356.00
校本評定有經濟需要	31	$38,237.70 （上限為全學年津貼金額的 25%）
總計	**131**	**$124,910.70**

〔註：此項應等於（一）B「本學年總開支」〕

（三）活動開支詳情

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	受惠學生人次[1]	開支 ($)	基要學習經歷 (請於適用方格加上 ü 號，可選擇多於一項)				
					價值觀教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									

1	旅遊與款待:餐桌禮儀工作坊	跨學科（其他）	3	$450.00					✓
2	日語能力測驗班 (校外)	語言	1	$1,400.00					✓
3	暑期宿營 (校外)	跨學科（其他）	1	$780.00	✓				
4	游泳班 (校外)	體育	1	$1,575.00			✓		
5	手鈴樂團 (校外)	藝術（音樂）	1	$3,200.00			✓		
6	舞蹈訓練班及比賽 (校外)	藝術（其他）	2	$13,490.00			✓		
7	STEAM Team 活動及比賽 (車費)	跨學科（STEM）	1	$127.70		✓			
8	香港奧數協會活動費用	數學	2	$2,600.00		✓			
9	香港中文大學暑期課程	資優教育	2	$500.00		✓			
10	電結他班	藝術（音樂）	1	$9,820.00			✓		
11	小提琴班(校外)	藝術（音樂）	1	$9,895.00			✓		
12	第 77 屆香港學校校際朗誦節-報名費	語文	5	$1,100.00			✓		
13	鋼琴課－校外	藝術（音樂）	2	$11,095.00			✓		
14	場地單車賽－校外	體育	1	$14,020.00			✓		
15	乒乓球訓練班－校外	體育	1	$3,325.00			✓		
16	青苗排球培訓－中國香港排球總會	體育	1	$560.00			✓		
17	冰球訓練及比賽 (校外)	體育	1	$9,975.00			✓		
18	體育校隊隊費	體育	28	$6,800.00			✓		
19	繪畫班－校外	藝術（視藝）	2	$6,925.00			✓		
20	學校旅行費用	跨學科（其他）	8	$1,240.00	✓				
21	學生會會費及社費	跨學科（其他）	131	$3,275.00	✓				
（如空間不足，請於上方插入新行。）									
		第 1 項總開支	**196**	**$102,152.70**					
2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽									

1	杭州科技文化研學及姊妹學校交流團	德育、公民及國民教育	9	$1,700.00	✓				
2	廣州孫中山事蹟辛亥革命歷程探索之旅	歷史	10	$2,520.00		✓			
3	2026 年穗港澳青少年科技體育模型夏令營暨海陸空模型鐵人三項邀請賽	跨學科（STEM）	4	$1,600.00		✓			
（如空間不足，請於上方插入新行。）									
			第 2 項總開支	**23**	**$5,820.00**				
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1	啦啦隊隊服	藝術（其他）	1	$80.00			✓		
2	音樂種子計劃-樂器(小提琴)	藝術（音樂）	3	$2,079.00			✓		
3	音樂種子計劃-樂器(長笛)	藝術（音樂）	1	$3,298.00			✓		
4	舞蹈隊服裝-表演服及鞋(校隊)	藝術（其他）	7	$4,410.00			✓		
5	訓練及比賽用鞋(田徑隊)	體育	1	$1,499.00			✓		
6	訓練及比賽用隊服(田徑隊)	體育	1	$120.00			✓		
7	足球隊隊服	體育	2	$240.00			✓		
8	足球隊足球	體育	1	$70.00			✓		
9	訓練及比賽用足球鞋-平底(足球隊)	體育	1	$552.00			✓		
10	訓練及比賽用足球鞋-釘鞋(足球隊)	體育	1	$1,593.00			✓		
11	訓練及比賽用排球鞋(校隊)	體育	1	$990.00			✓		
12	訓練及比賽用排球隊服(校隊)	體育	1	$240.00			✓		
13	訓練及比賽用排球護膝(校隊)	體育	2	$440.00			✓		
14	訓練及比賽用排球襪	體育	1	$60.00			✓		
15	訓練及比賽用蛙鞋	體育	1	$591.00			✓		
16	訓練及比賽用羽毛球隊服(校隊)	體育	1	$100.00			✓		
17	女童軍制服	德育、公民及國民教育	2	$576.00				✓	

（如空間不足，請於上方插入新行。）			
第 3 項總開支	**28**	**$16,938.00**	
總計	**247**	**$124,910.70**	

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

學生活動支援津貼聯絡人（姓名、職位）：		許家尉, 老師

2025/26 學年「學習支援津貼」財政報告

收入:

項目		金額 ($)
截至上學年年終（即8月31日）可保留的累積盈餘	(a)	44,715.76
2025/26 學年的第一期撥款	(b)	512,534.00
2025/26 學年的第二期撥款	(c)	203,642.00
總收入 **(d)** = (a)+(b)+(c)		760,891.76

支出：

項目	金額 ($)	佔比(%)
1. 增聘全職教師 0 名和／或兼職教師 0 名	0.00	0.00%
2. 增聘全職教學助理 4 名和／或兼職教學助理 3 名	629,334.65	82.71%
3. 外購專業服務	131,050.00	17.22%
4. 購置學習資源	0.00	0.0%
5. 安排學習／共融文化活動、校本教師培訓及家校合作支援活動	507.11	0.07%
總支出 **(e)**	760,891.76	100%

收支:

項目	金額 ($)	佔比(%)
本學年年終累積津貼餘款 **(f)** = (d)-(e)	0.00	0.00%

2025/26 學年「學習支援津貼」財政報告

（一） 財務概況

(a)	截至上學年可保留的累積盈餘：	$44,715.76
(b)	本學年的第一期撥款：	$512,534.00
(c)	本學年的第二期撥款：	$203,642.00
	本學年總撥款 (b + c)：	$716,176.00

(d)	本學年可用金額(總收入) (a + b + c)：	$760,891.76
(e)	本學年總開支：	$760,891.76
(f)	本學年年終末累積津貼餘款 (d - e)：	$0.00
(g)	餘款佔本年度撥款的百分比(%) (f)/[(b)+(c)] x 100%	0%

（二） 項目開支詳情

編號	項目名稱	工作範疇	任期 (以月份計算)	聘任時段 (日/月/年-日/月/年)	聘用條款 (全職／兼職)	表現指標評估方法	成效檢討	「學習支援津貼」預算開支[註1] ($)
1. 增聘全職或兼職教師								
						/	/	$0.00
							第1項開支	**$0.00**
2. 增聘全職或兼職教學助理								
1	教學助理1	小組教學	2個月	01/09/2025-31/10/2025	全職	/	/	$45,697.59
2	教學助理2	管理有特殊教育需要學生的資料	3.5個月	01/09/2025-15/12/2025	全職	/	/	$66,454.84
3	教學助理3	小組教學、管理有特殊教育需要學生的資料	9個月	01/12/2025-31/08/2026	全職	/	/	$203,982.22
4	教學助理4	小組教學、管理有特殊教育需要學生的資料	9個月	01/12/2025-31/08/2026	全職	/	/	$226,800.00
5	教學助理5	處理有特殊教育需要學生的考試特別安排	12個月	01/09/2025-31/08/2026	兼職	/	/	$27,900.00
6	教學助理6	處理有特殊教育需要學生的考試特別安排	12個月	01/09/2025-31/08/2026	兼職	/	/	$32,400.00
7	教學助理7	處理有特殊教育需要學生的考試特別安排	12個月	01/09/2025-31/08/2026	兼職	/	/	$26,100.00

								第2項開支	**$629,334.65**
編號	**項目名稱**	**目的**	**推行時間** (如適用)	**對象**		**支援的特殊教育需要類別**	**表現指標評估方法**	**成效檢討**	**「學習支援津貼」預算開支** **($)**
				級別/類別	**受惠人數**				
3. 外購服務									
1	臨牀心理學家個別輔導	支援有精神健康需要學生的服務	節數:10節；每節時數：3小時；總時數：30小時	中一至中六	8	MI	教師、學生、家長問卷；教師觀察；機構提供的報告	出席率: 77.7% 2名參加者經輔導後,情緒明顯改善。	$67,500.00
2	動物輔助治療	在情緒、社交、行為、認知、溝通及活動能力訓練	節數:6節；每節時數：1小時；總時數：6小時	中一至中三	4	ASD	教師、學生、家長問卷；教師觀察；機構提供的報告	出席率: 96% 100%參加者滿意活動。100%參加者希望繼續參加活動。	$4,800.00
3	新興運動小組-飛鏢	執行技巧訓練(專注力)及社交訓練	節數:5節；每節時數：1小時；總時數：5小時	中一至中六	5	ADHD	教師、學生、家長問卷；教師觀察；學生出席率	出席率: 56% 100%參加者滿意活動。100%參加者希望繼續參加相關活動。	$5,500.00
4	【S.E.N.】職業探索系列活動	為有特殊教育需要學生提供的生涯規劃	節數:6節；每節時數：1小時；總時數：6小時	中一至中五	10	有特殊教育需要學生	教師、學生、家長問卷；教師觀察；學生出席率	出席率: 65% 96.4%參加者滿意活動。100%參加者希望繼續參加相關活動。	$2,900.00
5	寫作班	寫作訓練	節數:12節；每節時數：1.5小時；總時數：18小時	中一至中六	8	ASD	教師、學生、家長問卷；教師觀察；學生出席率	出席率: 38.5% 100%參加者滿意活動。100%參加者希望繼續參加相關活動。	$12,000.00

6	課後學習支援班	支援有特殊教育需要的專科課業輔導	節數:83節；每節時數：1.5小時；總時數：124.5小時	中四至中六	34	有特殊教育需要學生	教師、學生、家長問卷；教師觀察；學生出席率	出席率: 50.7% 100%參加者滿意活動。100%參加者希望繼續參加相關活動。	$38,350.00
								第3項開支	**$131,050.00**
4. 購置學習資源									
							/	/	$0.00
								第4項開支	**$0.00**
5. 安排校本學習／共融文化活動、教師培訓及家校合作支援活動									
1	校本小組物資	社交訓練、專注力訓練、情緒管理訓練	節數:35節；每節時數：1小時；總時數：35小時	中一至中六	37	ASD、ADHD、MI	教師、學生、家長問卷；教師觀察；學生出席率	出席率: 74.3%96.9%參加者滿意活動。 100%參加者希望繼續參加相關活動。	$507.11
								第5項開支	**$507.11**
								本學年總開支	**$760,891.76**

Appendix – Students' participation and achievements in co-curricular activities

類別	活動名稱	校內負責單位	校外負責單位(如有)	獎項(數量)
學術	第 77 屆香港學校朗誦節(2025)(中文朗誦)	中國語文科	香港學校音樂及朗誦協會	詩詞集誦 粵語 男女子合誦 中一及中二級 季軍 (1 隊) 詩詞獨誦 粵語 女子 中二 優良 (2 位同學) 詩詞獨誦 粵語 女子 中一 良好 (1 位同學) 詩詞獨誦 普通話 女子 中一 優良 (2 位同學) 詩詞獨誦 普通話 女子 中二 優良 (1 位同學) 詩詞獨誦 普通話 男子 中四 優良 (1 位同學) 詩詞獨誦 普通話 女子 中一 良好 (1 位同學) 散文獨誦 普通話 男子 中二 優良 (1 位同學) 散文獨誦 普通話 女子 中一 優良 (1 位同學) 散文獨誦 普通話 男子 中一 良好 (1 位同學) 散文獨誦 普通話 女子 中四 良好 (1 位同學)
	2025-2026 中華「英才盃」中小學作文大賽（香港賽區）	中國語文科	中華英才教育協會、《英才教育》、新華小記者香港管理中心聯合主辦	入圍證書(4 位同學) 香港賽區現場作文決賽 一等獎 (1 位同學)
	中國中學生作文大賽(文學之星)	中國語文科	香港中華文化促進中心	優異獎(10)
	第七十七屆香港學校朗誦節(2025)	英文科	香港學校音樂及朗誦協會	News Feature Presentation Merit (3 students)
	Time to Talk Public Speaking Competition 2025/26	Public Speaking Team	Regional NET Coordinating Team (RNCT), Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau.	Second Place (4 students)
	Short Essay Writing Competition 2026	英文科	The Hong Kong Polytechnic University	Merit (1 student) Bronze (3 students) Silver (1 student) Participation (18 students)

類別	活動名稱	校內負責單位	校外負責單位(如有)	獎項(數量)
	37th Annual Book Report Competition for Secondary School Students	英文科	Hong Kong Educational Publishing Company Ltd	Certificate of Participation (10 students)
	「構建『你』想九龍城『寨』」創作比賽 2025	地理科	香港測量師學會	多媒體影片組別-優異獎 (1 組)
	第三屆全港中學地質大搜查	地理科	野外動向 HK Discovery 及香港地質學會	全場總亞軍及金獎 (3 位同學) 金獎(3 位同學)
	The Microsoft Office Specialist Championship (MOS) Hong Kong 2026	資訊及通訊科技科	AiTLE	Participation for Microsoft Excel (Office 2019) －(1 student) Silver Medal for Microsoft Excel (Office 2019) －(1 student) Merit for Microsoft Excel (Office 2019)－(1 student)
	全港中小學數字素養與技能學生獎勵計劃 (2025/26)	資訊及通訊科技科	香港電腦教育學會	銅章(19 位同學) 銀章(5 位同學)
	5G 校園應用創作比賽 2025	資訊及通訊科技科	通訊事務管理局辦公室	Construction SAFE 2nd Runner-up (4 students)
	Hong Kong Physics Olympiad 2026	物理科	HKAGE	Honourable Mention（1 team）
	2026 全港學界『超前部署你想人生』風險與保障網上問答比賽	企業、會計及財務概論科、職業及生涯規劃委員會	The Financial Education Centre of the Hong Kong Family Welfare Society (HKFWS)， the Insurance Authority	一等獎 (5 位同學) 二等獎 (15 位同學) 三等獎(17 位同學)
	第三屆智醒消費學堂「消費・智專研」專題研習比賽	經濟科/經濟與金融學會	消費者委員會	最關愛社群消費體驗獎 (1 組)
	全港青年中國古典詩詞朗誦比賽 2025-2026	中國語文科	全港青年學藝比賽大會	---
	普通話講故事及演講比賽 2026	中國語文科	北區中學校長會主辦	---

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	「卓標盃」學生徵文比賽	中國語文科	新界校長會	---
	2025-2026 年「菁英盃」作文	中國語文科	全國青少年語言文化學會有限公司	---
	「小故事·動人心」創作比賽 2025	中國語文科	基督教香港信義會社會服務部	---
	2025-26 Human-AI Creative Writing Contest	英文科	Everwrite Limited 與香港教育大學協辦	---
	Speak to Peak Inter-school English Public Speaking Contest	英文科	教育局	---
	“Speak Your Mind!” Video Competition	英文科	Education Bureau	---
	25-26 Hong Kong Secondary Schools Debating Competition Division 1	英文辯論隊	HKSSDC	---
	ECBP2026 – The 2nd Elite Cup: Hong Kong Secondary School British Parliamentary Debate Championship	英文辯論隊	Elite Plus Company Limited	---
	第三十八屆聯校數學競賽	高中數學隊	香港聯校數學學會	---
	「做個青蔥規劃師 - 規劃宜居新社區」比賽 2026	地理科	規劃署	---
	理大科學青年人才比賽 2026	理科組	香港理工大學理學院	---
	「香港中學生空間站科普載荷和科學實驗方案設計比賽」	物理科	Science Education Section, EDB	---

類別	活動名稱	校內負責單位	校外負責單位(如有)	獎項(數量)
	國際初中科學奧林匹克 2026	物理科	教育局、香港資優教育學苑及香港數理教育學會	---
	中學生分析化學挑戰賽 (2025/26)甄選評估	化學科	教育局創新科技教育分部科學教育組	---
	第二十三屆全港中學中醫藥常識問答比賽	生物科	香港浸會大學中醫藥學會	---
	國際生物奧林匹克 – 香港區比賽 2025	生物科	香港資優教育學苑	---
	「啓彥意比思環球可持續發展高科技大獎賽™ — 第四屆 ESG 人工智能垂直耕種比賽 (2025-26 香港)	生物科	啓彥意比思教育基金會	---
	經濟資訊圖表大挑戰 (2025/26) 挑戰二：經濟資訊圖表設計及匯報比賽	經濟科/經濟與金融學會	Education Bureau 教育局	---
	Economic Infographic Challenge (2025/26) Challenge 1: Know More About Economic infographics - Online Self-challenge Quiz	經濟科	Education Bureau	---
	活學經濟漫畫設計比賽 2026	經濟科	香港經濟教育協會	---
	Digital Financial Literacy Programme for Youth 2025/26 – Financial Education Podcast Competition	企業、會計及財務概論科、職業及生涯規劃委員會	The Investor and Financial Education Council (IFEC), the Education Bureau and Hong Kong Economic Journal Education	---
	Samsung Solve for Tomorrow 2025-2026	資訊及通訊科技科	Samsung	---

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	Hong Kong Olympiad in Informatics (HKOI) 2526	資訊及通訊科技科	The Hong Kong Association for Computer Education	---
	賽馬會「拾塑行動」教育計劃～第二屆海洋減塑創新挑戰賽	資訊及通訊科技科	賽馬會「拾塑行動」教育計劃	---
	香港觀鳥大賽	觀鳥隊	世界自然基金會香港分會	---
視覺藝術	獨立監察警方處理投訴委員會年報封面設計比賽	視覺藝術科	獨立監察警方處理投訴委員會	優異獎 (1 位同學)
音樂/舞蹈/話劇	EMI Drama Fest 2026	話劇隊	Association of English Medium Secondary Schools	Star Performer (1 student) Outstanding Supporting Actress (1 Student)
	香港學校戲劇節（廣東話組別）	話劇隊	教育局及香港藝術學院	傑出劇本獎(1 名) 傑出演員獎(4 名) 傑出舞台效果獎 (1 隊) 傑出合作獎 (1 隊)
	第六十二屆學校舞蹈節	舞蹈隊	香港學界舞蹈協會	中學組中國舞（群舞）- 甲等獎 (1 隊)
	2026 環球傑出青年音樂家比賽-影片比賽-西樂合奏團體組別	管弦樂團	香港國際音樂文化發展協會	亞軍 (1 組)
	20th Hong Kong (Asia Pacific) Choral Competition – Adolescent Class	合唱團	Hong Kong Musician Association	Choir Adolescent Class- Gold Award (1 group)
科技	國家安全 X STEAM, HKU Engineering X TKOGSS Racing Cup 2025	STEAM Team	The University of Hong Kong, Tseung Kwan O Government Secondary School	遙控車外觀設計季軍(1 隊)
	國際青少年 2025-2026 AI 創科 ESG 馬拉松	資訊及通訊科技科	香港精算扶輪社	創新卓越獎(4 位同學) 最佳演繹獎(5 位同學)

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	全港中小學環保風力發電機 STEAM 創作大賽 2025	STEAM Team	香港模型運動協會	最佳 A4 報告獎冠軍(1 組) 最佳 A4 報告獎亞軍(1 組)
	「STEM+E 2026」比賽	STEAM Team	數碼港、香港科技園公司、STEM+E Competition 2026 統籌委員會	---
	第八屆大灣區數字教育 STEAM 卓越獎 2026(香港)	STEAM Team	香港新興科技教育協會	---
	Do your:bit GBA 2025 Competition	STEAM Team	HKACE	---
	遙控模型車學界賽 2026	遙控模型隊	香港遙控模型車教室	---
	第三屆低碳節能發明大賽 2025 比賽	STEAM Team	中華電力低碳能源教育中心	---
	第二屆職安健創科大獎	資訊及通訊科技科	職安局職安健創新及資訊科技委員會及勞工處主辦	---
	「STEAM 中華彩燈設計比賽暨展覽」	STEAM Team	藝術與科技教育中心	---
體育	大埔及北區校際田徑比賽	田徑隊	中國香港學界體育聯會	男子乙組跨欄季軍(1 位同學) 男子乙組跨欄殿軍(1 位同學) 女子乙組跨欄殿軍(1 位同學) 女子甲組 4x100 米接力殿軍(1 隊)
	大埔及北區校際男子羽毛球賽	男子羽毛球隊	中國香港學界體育聯會	乙組：殿軍 (1 隊)
	大埔及北區校際女子排球賽	女子排球隊	中國香港學界體育聯會	高級組第一組別亞軍 (1 隊) 初級組第一組別第六名 (1 隊)
	大埔及北區校際男子籃球賽	男子籃球隊	中國香港學界體育聯會	初級組第二組別亞軍 (1 隊)
	大埔及北區校際女子手球賽	女子手球隊	中國香港學界體育聯會	初級組亞軍 (1 隊)

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	大埔及北區校際游泳比賽	聯課活動委員會	中國香港學界體育聯會	100 米自由泳冠軍(1 位同學) 50 米蝶泳冠軍(1 位同學)
	全港中學校際拯溺比賽	聯課活動委員會	中國香港學界體育聯會-	100m Manikin Carry with Fins 亞軍 100m Manikin Tow with Fins 亞軍
	北區青少年手球錦標賽2025(男子組）	男子手球隊	北區體育會	殿軍(1 隊)
	北區青少年手球錦標賽2025(女子組）	女子手球隊	北區體育會	亞軍(1 隊)
	N-League 北區中學女子七人足球聯賽	女子足球隊	北區體育會	季軍(1 隊)
	北區排球挑戰賽 - 中學女子邀請組	女子排球隊	北區體育會	季軍(1 隊)
	北區中學女子排球聯賽(NDVL)	女子排球隊	北區體育會	銀盃賽冠軍(1 隊)
	大埔及北區校際五人足球賽	男女子足球隊	中國香港學界體育聯會	---
	大埔及北區校際男子足球賽	男子足球隊	中國香港學界體育聯會	---
	大埔及北區校際男子排球賽	男子排球隊	中國香港學界體育聯會	---
	大埔及北區校際女子籃球賽初級組	女子籃球隊	中國香港學界體育聯會	---
	大埔及北區校際女子羽毛球賽	女子羽毛球隊	中國香港學界體育聯會	---
	新界中學校際劍擊比賽	聯課活動委員會	中國香港學界體育聯會	---
	新界中學校際沙灘排球比賽	男女子排球隊	中國香港學界體育聯會	---
	ASICS 全港學界精英排球比賽	女子排球隊	中國香港學界體育聯會	---
	全港中學校際三人籃球馬拉松	男女子籃球隊	中國香港學界體育聯會	---

類別	活動名稱	校內負責單位	校外負責單位(如有)	獎項(數量)
其他	黃廷方獎學金 2025 頒獎典禮	學生資助事務	信和集團及黃廷方慈善基金	1 位同學
	香港福建希望工程基金會第九屆大埔區及北區獎學金頒獎典禮	學生資助事務	香港福建希望工程基金會	5 位同學
	北區優秀學生選舉	品德教育委員會	北區青年協會、北區中學校長會、北區小學校長會	---