



KING'S COLLEGE

Annual School Plan

2025- 2026

School Vision & Mission

To help each student discover and develop his potential fully, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic domains and by providing a learning environment that is disciplined, stimulating and forward-looking.

Theme of the Year

Unity

Major Concern 1: To Empower Students as Thriving Life-long Learners in the 21st Century

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

- To further enhance student-centred learning within and beyond the classroom, it is suggested that cross-curricular cooperation and activities arranged in theme-focused KLA weeks could be beneficial in broadening students' horizons and arousing their interest in learning. With the addition of artificial intelligence elements in teaching and learning, the pedagogical development of teachers is also expected to be fostered through professional exchanges, including the more active involvement of senior teachers, external learning communities, and open lessons.
- To continuously improve students' reading competence and cultivate their reading habits, various initiatives incorporating further technology manipulation are to be incorporated into daily learning tasks and assignments.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. To strengthen students' collaborative skills through student-centred learning experiences	(i) Cross-curricular theme-based assignments and KLA weeks (Theme: Culture and Society) (a) Cross-curricular assignments by KLA (b) Theme-based KLA weeks- English Chinese PSHE STEAM	- Stakeholder or APASO-III surveys showing scores of 3.5-4.0 or P-value above average on good learning attitude and strengthened motivation of students, respectively - Surveys and records showing regular patterns of professional exchanges and sharing of knowledge/ pedagogical ideas within the panel - KLA weeks: At least 70% of students involved in learning activities beyond the classroom showed positive feedback	- APASO-III - Stakeholder survey - Design of assignments - Teachers' feedback and evaluation - Students' self reflection	Whole year	- Subject departments - STEAM Committee - Pedagogy Committee - Staff Professional Development Committee	- Subject & Curriculum Block Grant - SMI Fund - LWL Fund
	(ii) Deepening pedagogical impact through student-centred learning approach and external learning community (a) Pedagogy lesson observations with an emphasis on student-centred learning and inclusion of artificial intelligence elements (b) Strengthening the role of middle management in pedagogical development within the panel - Professional sharing through lesson plan implementation and lesson demonstration facilitated by more experienced teachers within the subject department - School-based Support Services by EDB and other institutes: English, Integrated Science (c) * Open lessons: English, Mathematics, STEAM Education	- Students understand the design principles of cross-curricular (students' reflection) - Student-centred learning is demonstrated and reflected by means of various classroom strategies during Pedagogy lesson observations - Participation in external learning communities - Supporting documents, materials and videos for internal professional sharing - Assignments or lesson plans include the elements of artificial intelligence. - At least 60% of students found artificial intelligence aids helpful in their learning in pedagogy lessons.	- Sharing and display of students' good work - Subject department documents and records - Lesson observation and feedback	Whole year		
	(iii) * Using artificial intelligence to enhance students' learning experience			Whole year		

2. To enhance students' communication and reading competence	(i) Manipulation of technology in enhancing writing and speaking competence - English speaking and writing - Chinese writing	- Stakeholder or APASO-III surveys showing scores of 3.5-4.0 or P-value above average on students' reading habits, respectively - 70% of students involved in the learning activities beyond the classroom showed positive feedback	- APASO-III - Stakeholder survey - Library Committee year plan	Whole year	- Subject departments - School Library	- LWL Grant - ECA Fund - Promotion of Reading Grant
	(ii) Enhancing students' reading competence (a) Promoting Reading-across-Curriculum by arranging reading-related learning tasks in each KLA (b) Developing reading as a lifelong habit by assessing various means of reading (c) Encouraging and cultivating a stronger culture of reading through various group-based and form-based activities (d) Leveraging external resources to further develop students' reading habits and strategies	- Further manipulation of technology enhances students' learning effectiveness in English speaking, English writing, or Chinese writing - Students found the activities organised by the Library Committee interesting and helpful in developing good reading habits	- Collection of feedback from teachers and students on the usage of technology - Students' reading habit survey - Display of students' good works from KLAs - Students' participation - Teachers' observation	Whole year		

Major Concern 2: To Entrench Values Education and Nurture Students to Proactively Meet the Challenges of the New Era

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

- We will continue to foster a nurturing environment that supports students' personal growth. In celebration of our School's centennial anniversary, we will focus on cultivating positive values, particularly emphasising the importance of unity. Strengthening bonds among students and promoting collaboration will be key priorities, supported by ongoing initiatives that encourage engagement and community involvement.
- In alignment with our commitment to National Education, we aim to deepen students' sense of belonging and responsibility. Through targeted training and guidance, we will empower students to uphold the spirit of national pride and actively contribute to safeguarding national security, fostering a more cohesive and responsible school community.
- Additionally, we will continue to equip students with the knowledge, skills, and attitudes required to use information and technology ethically and effectively. By promoting responsible digital citizenship, we aim to prepare students to navigate the digital world responsibly and make informed decisions in our interconnected global society.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. To strive to deepen the impact of Values Education and National Education	(i) To cultivate positive values with a focus on emphasising the importance of “Unity” among students	- 70% of students agree the learning activities cultivate their positive values	- Teachers' observation and questionnaire		- HODs	- LWL Grant
	(a) Incorporate priority values into the curricula of various subjects and form teacher periods	- Ratings of APASO-III, Stakeholder Survey higher than the median of Hong Kong Schools	- Students' works /sharing /reflection/ questionnaire	Whole year	- Form Teachers & Assistant Form Teachers	- ECA Fund
	(b) Conduct two class-based activities to cultivate students' spirit of unity and foster a sense of belonging within the class, also celebrating the School's centennial anniversary	- Students can clearly express their understanding after the activities	- Statistics from APASO-III, Stakeholder Survey and KPM Survey	At least twice in each form per year	- Form coordinators	- Subject & Curriculum Block Grant
	(c) Each class will collectively complete 100 hours of volunteer service to commemorate the School's centennial anniversary.	- Students can demonstrate their understanding of values across different subject areas		At least once in each year	- Moral and Civic Education Committee	- SMI Fund
					- Service Education Committee	- Support from NGOs
					- All subject departments and functional committees	

	(d) Implement educational activities such as "Unity Week", showcase students' works, talks, and workshops to reinforce the theme of the year	- 70% of students agree the learning activities help nurturing their National Identity		Second term		
	(ii) To foster National Identity through diverse national education programmes (a) Expanding the organisation of Constitution and Basic Law Student Ambassadors and Flag raising team (b) Implement cross-curricular projects and incorporate National Education into the curricula of different subjects (c) Thematic mainland study tours (d) Implement activities/ talks/ workshops/ competitions that are related to National Identity			Whole year	- HODs - Form Teachers & Assistant Form Teachers - National Education Activity Committee	- LWL & Sister School Grant - ECA Fund - Subject & Curriculum Block Grant - SMI Fund - KC Ed Fund
				Whole year	- Moral and Civic Education Committee	
				Whole year	- Sister School Programmes & Exchange Programmes Committee	
				Whole year	- All subject departments and functional committee	
2. To nurture students' abilities to use information ethically, responsibly, and effectively	Continue to cultivate students' abilities in critical media and information literacy, equipping them to evaluate sources ethically and to use information in a responsible and effective manner (a) Implement cross-curricular projects and incorporate	- Students can demonstrate their understanding of concepts across different subject areas - 70% of students agree the programs	- Teachers' observation and questionnaire - Students' works /sharing/ reflection/ questionnaire	Whole	• HODs • Campus TV • Moral and Civic Education Committee • IT Committee • Discipline	• LWL Grant • ECA Fund • Subject & Curriculum Block Grant • SMI Fund

	information literacy into the curricula of different subjects and form teacher periods (b) Promote the Information Literacy Ambassador Scheme, equipping students with enhanced knowledge and the right attitude (c) Implement talks/ dramas/ workshops/ competitions to promote information literacy skills (d) Distribute materials about information literacy to students through e-platform and display related resources, such as videos and posters, on the school campus regularly	can enhance their awareness of information literacy - Ratings of APASO-III, Stakeholder Survey higher than the median of Hong Kong Schools - Students can clearly express their understanding after the activities	- Statistics from APASO-III, Stakeholder Survey and KPM Survey	year Whole year Whole year At least 3 times in each term	• Team Counselling Team • Form Teachers & Assistant Form Teachers • King's Morning Committee • All subject departments and functional committees	
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Major Concern 3: To Foster Future Leaders and Cultivate Holistic Excellence for a Healthy School Life

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

Fostering future leaders (Development of students' generic skills):

To provide guidance, support, and opportunities for our students to develop their skills, qualities, and mindset necessary to become effective and influential leaders in the community. It involves offering leadership development programs, workshops, and training sessions that enhance skills such as communication, problem-solving, decision-making, teamwork, and adaptability.

Cultivating Holistic Excellence for a Healthy School Life (Promoting Healthy Lifestyle among students):

Students learn to prioritize their learnings and actively engage in activities that promote their well-being and academic success. This may include maintaining a balanced lifestyle, taking care of their physical and mental health, participating in physical and aesthetic activities, and making the most of their learning opportunities.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. Fostering Future Leaders (Development of students' Generic Skills)	(i) Skill Development: Students attend a series of workshops to learn photography, video recording and editing skills so they could capture memorable moments during the celebration of the School's 100 th Anniversary.	- Students who participated in the workshops could produce photographs and videos for publicity purposes - Publicity materials and attendance of ECA events are improved	- Results of APASO III - Teachers' observation - Questionnaire and feedback from participants	Whole year	- OLE & ECA Team - Teachers i/c of Houses, ECA clubs and groups	- Admin. support from TAs & the General Office - LWL Grant, ECA Fund and other funds
	(ii) Responsibility and accountability: - Student leaders of Houses, ECA clubs and groups cooperate with each other to cultivate a strong spirit to motivate fellow schoolmates to help prepare for the celebration of the School's 100th Anniversary. - Student leaders of Houses, ECA clubs and groups will assist their	- Reference data for KPM is submitted by teachers i/c regularly - The number of members of ECA	- Quality of display boards, booths and other publicity materials - Quality of the materials	Whole year	- OLE & ECA Team - Teachers i/c of Houses, ECA clubs and groups	- Admin. support from TAs & the General Office - LWL Grant, ECA Fund and other funds

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	teachers in maintaining records of activities, participants, prizes and other documents.	clubs and groups have increased	published on the school website			
	(iii) Role Modeling and Mentorship - Former student leaders of ECA clubs and groups would guide the current committee members to promote their activities and recruit new members before the annual ECA enrollment process begins - Student leaders and committee members of ECA clubs and groups would advise new S.1 students and members how to choose suitable activities and manage their spare time.	- S.1, S.2 or S.3 students attend a workshop in ATEC or a similar organisations at least once a year	- Minutes of meetings by subject departments, functional teams, ECA clubs and societies	Whole year	- OLE & ECA Team - Teachers i/c of Houses, ECA clubs and groups	- Admin. support from TAs & the General Office - LWL Grant, ECA Fund and other funds
	(iv) Exposure to Diverse Fields and recognition: - * S.1 to S.3 students are given opportunities to participate in programmes organised by Arts and Technology Education Centre (ATEC) or similar organisations to explore new interests - Students' achievements are announced in the Fig Tree (i.e. the school magazine), on the school website or during the morning assemblies.			Whole year	- OLE & ECA Team i/c	- Admin. support from TAs & the General Office - LWL Grant, ECA Fund and other funds

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2. To Cultivate Holistic Excellence for a Healthy School Life (Promoting Healthy Lifestyle among students)	(i) Comprehensive Education Programmes - To strengthen students' understanding of health and well-being by introducing specialised, age-appropriate activities that cover topics such as mental health, digital safety, and emotional intelligence. Interactive workshops will allow students to engage in role-playing scenarios so they understand the concept of consent and the dynamics of a healthy relationship. - Form teachers will learn how to mentor students on life planning, career guidance and mental health support. With the support from social workers, students should be able to receive professional guidance for their emotional needs.	- Students start to work on a healthy and meaningful relationships with their peers and family. - Teachers could identify the needs of their students more effectively and provide suitable guidance. - Students know how to reduce stress and express themselves so improvement is shown in their academic performance and attendance record.	- Results of the APASO III - Questionnaire and feedback from participants - Teachers' observation - Minutes of meetings by the Sex and Health Education Committee, P.E., Music and V.A. departments, and Counselling Team	Whole year	- Sex and Health Education Committee - Form Teachers and Assistant Form Teachers	- TAs and admin. support from the General Office
				Whole year	- Sex and Health Education Committee - Staff Development Committee	- SMI Fund - Mr. Pato Leung Staff Development Support Fund
	(ii) Integration into P.E., Music and V.A. Lessons: - The expanded P.E. curriculum will include a variety of health topics, such as mental health awareness and hydration. The gymnasium and sports facilities will remain open during recess and lunchtime to encourage regular physical activity. - The Centenary Basketball Invitational will be organised by students with teachers' support and advice.	- Students develop a sense of identity within the school, and feel a stronger connection to their peers and the school community.	- Quality of the theme song and souvenirs for the 100 th Anniversary - Quality of art works displayed in exhibitions	Whole year	- P.E., Music and V.A. departments	- TAs and admin. support from the General Office

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	- The Music department will arrange workshops on songwriting and sound therapy for students to learn how to compose a theme song for the School's 100th Anniversary. The song will be performed in the Centennial Anniversary Concert in July 2026. - The V.A. department will organise themed projects for students to explore topics on health and well-being. Students will also design souvenirs for the 100th Anniversary Open Days.					
	(iii) Competitions and exhibitions: - Teachers will organise competitions for classes, clubs and groups such as the Swimming Gala, Sports Days, and the Kingsian Fiesta to promote physical fitness, teamwork and school spirit. - Health booths will be set up on Open Days to provide students and parents with valuable health information, dietary advice, and sports guidance. Interactive displays and activities will engage visitors and promote awareness of healthy living practices. Workshops on nutrition and fitness will also be offered. - A series of music performance events and contests will be organised throughout the school year so			- Annual school functions - Activity Days - Special school events	- P.E., Music and V.A. departments - Student Union - Music Society - Open Days Ad Hoc Committee	- TAs and admin. support from the General Office

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	students have the opportunities to display their musical talents. In addition, students will be encouraged to collaborate on projects, such as composing original pieces for school events. - Students will have opportunities to showcase their artistic talents through exhibitions. Art shows with themes on health and well-being topics will allow students to express their creativity while emphasising important messages.					

Plan on Use of Capacity Enhancement Grant (CEG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG), Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS(SEN), Grant for School-based Support for NCS Students (NCSSG) and School Executive Officer Grant (SEOG) for Manpower

2025-2026 school year

Name of School: King's College

No. of operating classes: 24

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1. To cater for learners' diversity 2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching 3. To provide support and assistance to teachers in preparing learning & teaching materials and organizing ECA and OLE activities	(a) Appointment of two full-time GM Grade temporary teachers to provide additional manpower for releasing our Chinese department teacher to teach Chinese Language and providing learning support for NCS students	(a) Additional manpower to implement intensive learning modes for NCS students	Sep. 2025 to Aug 2026	(a) Salary of 1 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) [(\$38,715+\$1,500) x 12] x 1 =\$482,580 x 1 = <u>\$482,580</u> From NCSSG (insufficient balance to be covered by OEP) Salary of 2/3 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) [(\$38,715+\$1,500) x 12] x 2/3 =\$482,580 x 2/3 = <u>\$321,720</u> From NCSSG (insufficient balance to be covered by OEP) Salary of 1/3 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) [(\$38,715+\$1,500) x 12] x 1/3 =\$482,580 x 1/3 = <u>\$160,860</u> From CEG (insufficient balance to be covered by OEP)	(a) Implementation of the tailored curriculum can cater for the needs of NCS students in learning Chinese Language.	(a) -Feedback from teachers on the learning performance of NCSS -Performance appraisal of the temporary teachers	(a) NCS Teacher i/c

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
4. To take up some of the administrative and other non-teaching duties of teachers	(b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, IT/OLE, IT, SEN(2)) Duties include assisting teachers in:	(b) & (c) With the support from TAs and SAE, teachers can have more time to focus on curriculum development, planning of OLE activities, designing strategies to cater for learner diversity, and providing guidance to students to assist their whole-person development.		(b) Salary of 2 Teaching Assistants (ENG, IT(STEAM) (Diploma Level)) (\$18,895 x12 x 1.05) x 2 = \$238,077 x 2 = <u>\$476,154</u> From CEG (insufficient balance to be covered by OEP)	(b) & (c) Teachers agree that the assistance of the TAs help relieve their non-teaching workload and enable them to spend time on planning and reviewing their teaching as well as giving guidance to students.	(b) & (c) Feedback from all teachers and performance appraisal of the temporary staff	(b) HODs - English - Chinese - Math Committee i/c: -OLE Com. -Campus TV Com. -Counselling Com. -STEAM Com. -Career and Life Planning Com.
5. To provide IT support in e-Learning, campus TV and school activities	i. preparation of learning & teaching materials; ii. providing administrative support to subject departments; iii. providing learning support for weaker students and SEN students; iv. supervising and conducting extended learning activities or OLE activities; v. lesson substitution; vi. examination invigilation (public and internal), etc.			Salary of 2 Teaching Assistants (SEN) (Diploma Level) (\$18,895 x12 x 1.05) x 2 = <u>\$476,154</u> From LSG (insufficient balance to be covered by OEP)			
				Salary of 1 Teaching Assistant (MATH) (Diploma Level) \$18,895 x12 x 1.05 = <u>\$238,077*</u> *\$178,558 (9M) from LSG \$59,519 (3M) from OEP (insufficient balance to be covered by OEP)			
				Salary of 1 Teaching Assistant (IT/OLE) (Diploma Level) \$18,895 x12 x 1.05 = <u>\$238,077*</u> *\$178,558 (9M) from TRG \$59,519 (3M) from OEP (insufficient balance to be covered by OEP)			

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
				Salary of 1 Teaching Assistant (CHI) (Diploma Level) \$18,895 x12 x 1.05 <u>= \$238,077*</u> * \$119,039 (6M) from LSG \$119,039 (6M) from OEP (insufficient balance to be covered by OEP)			
	(c) Appointment of a School Administrative Executive (SAE) Duties of SAE include: i. assisting the operation of SMC ii. handling matters of procurement/tendering iii. supervision of GCs & TAs iv. secretarial duties v. assisting in exam matters vi. assisting in WebSAMS-related matters vii. assisting in S.1 admission and other major school functions viii. assisting the liaison with school stakeholders & outside organizations, helping the arrangement of school programmes			(c) Salary of the School Administrative Executive \$[(38,715 + 1,500) x 12 + 38,715 x 0.1 x 12] <u>= \$529,038</u> From SEOG			(c) APs

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
	(d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning	(d) ITRO and CT can enhance technical support for promoting and practising e-learning.		(d) Salary of the ITRO \$27,475 x 12 x 1.05 = <u>\$346,185</u> From ITSSG Salary of the CT (\$17,185 x 12 x 1.05) = <u>\$216,531</u> From CITG (insufficient balance to be covered by ITSSG)	(d) Teachers agree that the IT support in School is strengthened, and the assistance of ITRO and CT can help their e-learning practice.	(d) Feedback from teachers and performance appraisal of the temporary staff	(d) IT Com.
	Appointment of a General Clerk (GC) for supporting clerical work, in particular the extra work related to the 100 th anniversary celebration	The General Clerk can support the extra clerical work.		Salary of the GC \$15,865 x 12 x 1.05 = <u>\$199,899</u> From SEOG	Teachers agree that the assistance of the general clerk helps relieve their non-teaching workload and enables them to spend time on planning and reviewing their teaching as well as giving guidance to students.	Feedback from teachers and performance appraisal of the temporary staff	CO

* Salary assessment is based on the master pay scale of the government in the 24-25 financial year.

Estimated Expenditure: \$3,923,353

**(CEG \$637,014 + CITG \$216,531 + ITSSG \$346,185 + LSG \$773,751 + OEP \$238,077 + NCSSG \$804,300
+ SEOG \$728,937 + TRG \$178,558)**

King's College
2025-2026 Plan on the Use of the Life-wide Learning and Sister School Grant

<u>Category of the Activity:</u>	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	A9 Others (Please specify in column L)			
<u>Evaluation Method:</u>	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

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	<u>Local Activities</u> (including online exchanges)												
1	Pre-S.1 English orientation activities	Summer holiday	To prepare pre-S.1 students for an English-rich learning environment. To highlight the importance of English in daily communication.	S.1 140				\$20,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire B5 Observation	

2	Debate Workshop for Junior Forms (ENG)	First Term	To help junior students develop background knowledge into debate arguments. To help students explore effective debate tactics and topics. To enhance students' writing and speaking skills by preparation of debate speeches. To give junior students a taste of debate by class competitions.	S.1 – S.3 20				\$10,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire B5 Observation	
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3	Drama Workshop (ENG)	Whole Year	To enhance students' speaking and writing skills through dialogue and script-writing. To allow students to use their language skills and creativity while discussing ideas with others. To enable a team of students to compose and deliver an effective, audience-appropriate drama production. To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance.	S.1 – S.5 30				\$15,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire B5 Observation	
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4	Appreciation of Drama Performance (ENG)	First Term	To help students to learn appreciation of language arts and interpretation of messages through watching a standard play. To bring fun into English learning. To enable students to learn how to express themselves not just through words, but also through facial expressions and body language.	S.1 – S.2 250				\$15,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire	
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5	Training courses for Speech Festival & enrolment fee (ENG)	First Term	To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning. To provide training on speech skills such as articulation, voice control, pronunciation and intonation. To coach students to ensure they can confidently command the stage and engage effectively with the audience.	S.1 – S.6 40				\$30,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire	
6	English Week Activities	First Term	To cultivate students' interest in English learning. To help students explore cultural topics.	S.1 – S.3 400				\$5,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire	

7	Festive Celebration to experience English learning in the cultural context	Halloween, Christmas, Valentine's Day & Easter	To fully immerse students into English culture by festival celebration activities. To enhance students' motivation and interest in learning English through activities beyond the classroom.	S.1 – S.6 760				\$20,000.00	N.A.	A1 Values Education A2 Intellectual Development		B5 Observation	
8	Sci-lish activities (STEM-related activities organized by English & STEM-related departments)	Second Term	By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into English learning. To help students build up different generic skills including team building, creativity and logical reasoning.	S.1 (whole form) 140				\$20,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire	

9	Reading for Fun Programme	Second Term	To engage students' interests in book reading with interesting stories of world-famous authors and enrich their knowledge in a wide range of genres. To provide some tips and techniques in book reading.	S.1 (whole form) 140				\$12,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire B5 Observation	
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10	中華歷史文化週活動及工作坊 - 認識古代科技	2026年2月	加深對中華歷史文化的認識與欣賞 透過多元化的活動與工作坊，讓學生了解中華民族的歷史背景、傳統習俗與文化價值，培養對中華文化的認同感與自豪感。 提升學生的文化素養與跨學科學習能力 結合歷史、藝術、語文等元素，促進學生在創作、觀察、分析及表達方面的能力，從而拓展學習視野，培養全人發展。	中一至中二 約250人				\$20,000.00	N.A.	A2 Intellectual Development A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation	
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11	辯論隊 - 聘請教練費用	全年	鍛鍊邏輯思維能力 - 慎於思、明於辯。 培養演說技巧和能力。 培養歸納和引申能力，建立團隊精神，強化團隊協作能力。	辯論隊 隊員 約25人				\$20,000.00	N.A.	A1 Values Education A2 Intellectual Development		B7 Others	Attendance
12	Schools Speech & Music Festival [Subsidize entry fee & transportation expenses]	First Term	To encourage students to widen their exposure and exert their potentials through participating competitions.	S.1 - S.5 35				\$7,000.00	N.A.	A4 Physical and Aesthetic Development		B5 Observation	
13	升旗隊訓練	全學年	透過參與升旗儀式和步操訓練，增強學生對國民身份的認同感，培養愛國情懷。 提升學生自信心，學習紀律、團隊合作及領導能力。	S.1 - S.5 35				\$45,000.00	N.A.	A6 Patriotic Education		B5 Observation	

14	Maths Olympiad Courses (Junior)	First and Second Term	To enhance junior form students' high order thinking, logical thinking and problem solving skills.	S.1 - S.3 20				\$20,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire B7 Others	Course-end assessment
15	Maths Olympiad Courses (Senior)	First Term	To enhance senior form students' high order thinking, logical thinking and problem solving skills.	S.4 - S.5 20				\$15,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire B7 Others	Course-end assessment
16	Transportation expenses for S.5 Geography Fieldwork learning	Second Term	To facilitate students' mastery of Geography fieldwork skills. To enhance students' generic skills through field study. Equip students for the DSE 'compulsory question'.	S.5 25				\$3,000.00	N.A.	A1 Values Education A2 Intellectual Development		B6 Written report and record	

17	Local heritage tour	Second Term	To deepen students' understanding and knowledge of Hong Kong history. To nurture students' empathy with the life of local people in early Hong Kong. To let students appreciate Hong Kong's old building. To apply their skills (information, sources, IT) to produce reports.	S.4 & S.5 15-18				\$6,000.00	N.A.	A1 Values Education A2 Intellectual Development		B5 Observation B6 Written report and record	
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18	Local Education Programme (CS)	Second Term	Learn about the concept of "Globalization" Learn about the meaning of "culture" and understand "cultural diversity" through observation, analysis and discussion. Interactive games and discussion about empathy and sympathy. Understand the importance of multi-perspective thinking through discussion and the concept of global cultural integration. Through activity to learn about multiple-perspective thinking and creative thinking skills.	S.4 & S.5 18-36				\$25,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire B5 Observation	
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19	S.5 Biology Field Trip (course fee and transportation)	Second Term	To enrich students' experience and skills in learning biology and develop deeper understanding in Hong Kong Ecology. To provide firsthand experience in protecting the environment and put into action.	S.5 50-60				\$5,000.00	N.A.	A2 Intellectual Development A1 Values Education A3 Community Service A5 Career-related Experiences		B1 Questionnaire B5 Observation	
20	Biotechnology programme	S.5 in Second Term or S.6 in First Term	To increase students' exposure to the most updated technology and skills in the biotechnology field.	S.5 -S.6 50-60				\$5,000.00	N.A.	A2 Intellectual Development A5 Career-related Experiences		B1 Questionnaire B5 Observation	

21	Science programme / competition fee	Whole year	To stretch students' ability and further cultivate their interest in learning and working the biological field for upholding their learning attitudes and strive for the best results.	S.4 - S.5 10				\$2,000.00	N.A.	A2 Intellectual Development A5 Career-related Experiences		B1 Questionnaire B5 Observation	
22	Volleyball Training	Whole Year	To train up the student for participating the inter school Handball competition.	S.1-S.6 40				\$20,000.00	N.A.	A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation B7 Others	Result in competition
23	Handball Training	Whole Year	To train students for participating the inter school handball competition.	S.1-S.6 20				\$7,000.00	N.A.	A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation B7 Others	Result in competition
24	Badminton Training	Whole Year	To train students for participating the inter-school badminton competition.	S.1-S.6 70				\$20,000.00	N.A.	A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation B7 Others	Result in competition

25	Football Training	Whole Year	To train up the student for participating the inter-school Basketball competition.	S.1-S.670				\$15,000.00	N.A.	A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation B7 Others	Result in competition
26	Basketball Training	Whole Year	Train students for participating the inter-school basketball competition.	S.1-S.620				\$25,000.00	N.A.	A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation B7 Others	Result in competition
27	Table-Tennis Training	Whole Year	To train students for participating in the inter-school table-tennis competition.	S.1-S.640				\$20,000.00	N.A.	A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation B7 Others	Result in competition
28	Fitness training with treadmill	9/2025 - 8/2026	Physical fitness and development	S.1 to S.6760				\$40,000.00	N.A.	A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation	
29	Scientific research with polarimeters	9/2025 - 8/2026	To facilitate students' STEAM Learning & showcase their learning outcomes.	S.1 to S.6760				\$20,000.00	N.A.	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record	

30	Weekly intensive training programmes for different music teams: Harmonica Band, Orchestra, Wind Band	Whole year	To enhance students' performing skills and ensembleship. To broaden students' exposure through taking part in interschool music competitions.	S.1-S.6 130				\$200,000.00	N.A.	A4 Physical and Aesthetic Development		B7 Others	Attendance record Competition results
31	Special training programmes for music ensembles (elite students)	Whole year	To refine the performing skills and ensembleship of the music ensembles (elite teams) for music performances and competitions.	S.1-S.5 30				\$40,000.00	N.A.	A4 Physical and Aesthetic Development		B7 Others	Attendance record Competition results

32	Music instrumental training programme for specific instrumental classes	Whole year	To develop students' music performing skills. To enrich students' learning experiences. To nourish new blood for the school teams.	S.1-S.3 20-30				\$40,000.00	N.A.	A4 Physical and Aesthetic Development		B7 Others	Attendance record Exam results
33	Intensive training for the harmonica members in preparation for the World Harmonica Competition	Nov 2025	To enhance students' performing skills. To broaden students' exposure through taking part in the international competition. To achieve good results in the competition.	S.1-S.5 24				\$50,000.00	N.A.	A4 Physical and Aesthetic Development		B7 Others	Attendance record Exam results

34	Talk or performances for S.1-S.3 students	1st term / 2nd term	To broaden the horizon of the students. To uplift their appreciation of music ability.	S.1-S.3 360				\$8,000.00	N.A.	A4 Physical and Aesthetic Development		B6 Written report and record B5 Observation	
35	To assist S.5 and S.6 music HKDSE students to complete their composition portfolios	Whole year	To enhance students' compositional skills. To assist the senior form students to complete their composition portfolios to meet the requirement of public exam.	S.5-S.6 (DSE) classes 11				\$10,000.00	N.A.	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B7 Others	Students' portfolios

36	OLE Talk for Aesthetic Development (VA)	Feb 2026 - May 2026	To broaden students' horizon in aesthetic development. To experiment with various styles and techniques to discover their unique artistic voice. To understand the layering system and techniques such as brushwork, shading, and color blending.	S.4 120				\$3,000.00	N.A.	A4 Physical and Aesthetic Development		B5 Observation	
37	Procreate Workshop	Mar 2026 - May 2026	To develop participants' digital art skills by teaching them the fundamental tools and features of the app.	S.3 – S.5 20				\$12,000.00	N.A.	A4 Physical and Aesthetic Development		B5 Observation	

38	Silk Screen Printing Workshop	Nov 2025 - Dec 2025	To learn essential techniques, including preparing screens, mixing inks, and properly using tools and equipment. To experiment with colors, patterns, and designs to develop their unique artistic expressions.	S.1 – S.3 20				\$12,000.00	N.A.	A4 Physical and Aesthetic Development		B5 Observation	
39	Hiring coaches for visiting Art Exhibitions	Oct 2025 – July 2026	To visit to Art Exhibition for broaden students' horizon.	S.1-S.5 40				\$1,500.00	N.A.	A4 Physical and Aesthetic Development		B5 Observation	
40	4Rs Mental Wellness Workshops for S.1-S.6 students, teachers & parents	Whole year	To cultivate a positive and caring school culture. To provide teachers with professional training and consultation related to guidance.	All students 760				\$120,000.00	N.A.	A1 Values Education A2 Intellectual Development		B7 Others	Feedback & Evaluation forms

41	SSW Peer Support Programme (1 FP for each level)	Whole year	To cultivate a positive and caring school culture. To develop and maximize students' potential and help them build up the basic knowledge, skills and attitude in the two areas of personal and social development. To help students with individual needs through individual and group counselling.	All students 760				\$30,000.00	N.A.	A1 Values Education A2 Intellectual Development		B7 Others	Evaluation forms
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42	SSW Mental Health Programmes: • Off-campus orienteering • Round net (Spike ball) • Busking • Pillow Fight • Archery Tag • Boxing Group • Fitness Group • Cooking Group	Whole year	To cultivate positive values, including caring, respects and responsibility, among students. To foster relationships between the school and the surrounding community. To develop an awareness of national security and a sense of law-abidingness & responsibility in order to cultivate students to have a positive value and attitudes in their daily life.	All students 760				\$40,000.00	N.A.	A2 Intellectual Development A4 Physical and Aesthetic Development		B7 Others	Evaluation forms
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43	S.3 Adventure-based Day Camp (Resilience)	Whole year	To cultivate a positive and caring school culture. To develop and maximize students' potential and help them build up the basic knowledge, skills and attitude in the two areas of personal and social development. To identify, counsel and refer students needing relevant professional support services.	S.3 140				\$70,000.00	N.A.	A1 Values Education A4 Physical and Aesthetic Development		B7 Others	Evaluation forms
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44	S.1 – S.5 Volunteer Together	Whole year	To provide valuable life-wide learning opportunities for our students to develop civic responsibility and empathy. To develop students' generic skills, including critical thinking, collaboration, communication skills, etc. To foster relationships between the school and the surrounding community.	S.1 – S.5 650				\$130,000.00	N.A.	A3 Community Service		B1 Questionnaire B7 Others	Participation rate
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45	Experiential Activities	Whole year	To provide valuable life-wide learning opportunities for our students to develop civic responsibility and empathy. To develop students' generic skills, including critical thinking, collaboration, communication skills, etc. To foster relationships between the school and the surrounding community.	All students 760				\$10,000.00	N.A.	A3 Community Service		B1 Questionnaire B7 Others	Participation rate
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46	S.1 Discipline and Team Building Training	10 Oct 2025	To teach the students the importance of the discipline in a team and in school. To develop students' team building, collaboration, communication abilities as well as the problem-solving skills.	S. 1 (Whole form) 140				\$70,000.00	N.A.	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B1 Questionnaire	
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47	SDD S.2-Ping Shan Study Tour	10 Oct 2025	To facilitate students' understanding of the culture and history of walled villages, its formation and its relation to Chinese culture. To enhance the linkage of the national history and their national identity. To let students learn problem-solving skills through playing adventure-based group games.	S.2 (Whole form) 130				\$20,000.00	N.A.	A2 Intellectual Development A1 Values Education		B5 Observation B1 Questionnaire	
48	Twice-exceptional emotional training workshop	Feb 2026 – May 2026	To let students learn problem-solving skills through playing adventure-based group games.	S.1 selected students 10				\$40,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire B6 Written report and record	

49	Social Skill Training & Social Services (S1-S4)	Sep2025-May 2026	To foster students' self-confidence, sense of responsibility, and commitment to society by encouraging them to serve their school and give back to the community.	S.1 to S.4 Selected students 10+10				\$40,000.00	N.A.	A2 Intellectual Development A3 Community Service		B1 Questionnaire B6 Written report and record	
50	STEAM Week Activity - Training workshops for S.1	Second Term	To enhance students' STEAM knowledge and skills. To raise students' interest in STEM learning.	S.1 (Whole form) 140				\$40,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire B5 Observation	
51	STEAM Week Activity - Training workshops for S.2	Second Term	To enhance students' STEAM knowledge and skills To raise students' interest in STEM learning.	S.2 (Whole form) 140				\$40,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire B5 Observation	

52	HKU Taster Programmes (Quota: 10, set by HKU)	Either Dec 2025 (Christmas cohort) or Apr 2026 (Easter cohort), depending on space availability.	To offer junior secondary students an exciting taste of the vibrant campus life in HKU, while participating in different interactive and inspiring workshops to explore their passion and interest in various disciplines, like Architecture, Arts, Engineering and Science.	S.2 to S.4 (selection criteria: students who have been granted fee remission or CSSA and with good academic performance) 10				\$16,000.00	N.A.	A2 Intellectual Development A5 Career-related Experiences		B7 Others	Scrutiny of records and students' evaluation and reflection
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53	Simulation Life Workshop	July 2026 (Activity Days)	Aimed at planning future careers and personal goals. Through interactive methods, students will reflect on their lives and experience the choices at different stages of life, helping them to position themselves and plan their future.	S.2 140				\$30,000.00	N.A.	A5 Career-related Experiences		B7 Others	Scrutiny of records and students' evaluation and reflection
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54	Participate in Milset EXPO 2025 (Overseas competition)	27 Sep 2025 – 3 Oct 2025	To apply scientific knowledge and research skills in international context to enhance critical thinking and problem-solving abilities. To develop essential life skills, such as communication and collaboration through participation in overseas competitions to cultivate a growth mindset and global citizenship.	S.3 & S.4 3				\$12,000.00	N.A.	A2 Intellectual Development		B5 Observation	
55	STEAM Competition (application fee)	First & Second Terms	To facilitate students' STEAM learning. To showcase students' STEAM learning outcomes.	S.1 – S.5 (Selected students) 20				\$20,000.00	N.A.	A2 Intellectual Development		B5 Observation	

56	Future Leaders Workshops (course fee)	First & Second Terms	To develop students' leadership skills and nurture positive attitudes. To enhance students' resilience.	S.1 – S.3 (Selected students) 40				\$20,000.00	N.A.	A1 Values Education		B5 Observation	
57	STEAM Program (course fee)	First & Second Terms	To cultivate students' interest in STEM learning. To help students explore STEM related topics.	S.1 – S.3 (Selected students) 10				\$20,000.00	N.A.	A2 Intellectual Development		B5 Observation	
58	團結周活動 (攤位、集體活動、獎品)	全年	透過活動、遊戲、體驗去培養學生國能團結一致，上下一心	全校 760				\$15,000.00	N.A.	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation	
Total estimated expenses of item 1.1								\$1,646,500.00					
1.2	<u>Non-local</u> Activities												

1	SDD- S.3 Zhuhai Cultural Tour	10 Oct 2025	To broaden the horizon of the students	All S.3 students 120	12	0	0	\$40,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire B5 Observation	
2	SDD - S.4 Guangzhou Study Tour	10 Oct 2025	To broaden the horizon of the students	All S.4 students 120	12	0	0	\$120,000.00	N.A.	A1 Values Education A2 Intellectual Development		B1 Questionnaire B5 Observation	
3	中華體育交 流之旅既姊 妹學校交流 (北京匯文中 學)	2026年4月 (14/4-17/4) 5天	透過運動讓中港 學生建立友誼	S.1 - S.3 30	3	0	0	\$132,000.00	北京匯文 中學	A6 Patriotic Education		B5 Observation B6 Written report and record	
4	英語學習團 澳洲/紐西蘭	2026年7月 12天	增強學生使用英 語時的信心，並 了解外國生活的 特色	20	2	0	0	\$120,000.00	N.A.	A2 Intellectual Development		B5 Observation B6 Written report and record	
Total estimated expenses of item 1.2								\$412,000.00					
Total estimated expenses (sum of items 1.1 and 1.2)								\$2,058,500.00					
Name of Teacher Responsible for Life-wide Learning:				WU King-lok			Position:	SEO (Acting)					
Name of Teacher Responsible for the Sister School Scheme:				NG Wai-king			Position:	EO					

**二零二五/二零二六學年校本課後學習及支援計劃
活動計劃表**

學校名稱： 英皇書院

計劃統籌人姓名： 林子豐

聯絡電話： 2547 0310

計劃理念： 以學生長遠個人成長為目標，為清貧學生提供不同範疇的課後學習機會及訓練，擴闊其眼光，加強個人學習能力及體驗。

活動形式： 課後學習提升小組、全人發展活動(如文化藝術、體育活動、領袖訓練、義工服務、參觀探訪等)及主題工作坊等

預算撥款金額： **\$67,000**

A. 獲本津貼資助/補足的各項活動資料

活動名稱	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 期間/ 日期	預計受惠對 象學生人數#	預計開支 (\$)	建議合辦 機構/服務 供應機構 名稱 (如適用)	負責 老師
I. 體驗學習活動								
主題樂園/活動教室 學習體驗坊 (中一至中六)	● 學生以議題探究/親身體驗方法對世界各方面加深認識，增廣見聞。 ● 學生運用集體研討及多角度思考等方法了解人類所面對的挑戰及機遇，為加入全球社群作好準備。	◇ 透過體驗式學習，啟發學生學習興趣 ◇ 學生能將所學好好應用在學習及其他範疇上，加強對世界各議題(科技、環保、海洋保育、生活與社會等)的關注	◇ 觀察學生活動表現 ◇ 學生反思及分享	11/2025 – 5/2026	30 人	20,000	香港主題樂園/工作坊導師	老師、教學助理
本地教育學習 遊學團 (中一至中四)	● 透過一天的教育及文化學習團，加深對香港文化、歷史、地理、建築、藝術、科技及社會發展等範疇的認識。	◇ 透過體驗式學習，啟發學生學習興趣 ◇ 學生能將所學好好應用在學習及其他範疇(文化知識、歷史地理、視藝、STEAM、公民、經濟與社會科、公民及社會發展科等)	◇ 觀察學生活動表現 ◇ 學生反思及分享	1/2026	20 人	10,000	提供本地文化/歷史等學習團的機構	老師、教學助理

II. 課後文化藝術發展								
音樂課程 (中一至中五)	● 促進學生對音樂的自主學習精神，以及提升演奏音樂的基本技巧。	✧ 學生的出席率達 80%以上 ✧ 不少於 90%的學生在校內音樂科樂器考試取得及格成績。 ✧ 學生積極參加樂器表演	✧ 導師觀察及評估 ✧ 校內考試成績 ✧ 表演次數	9/2025 – 5/2026	25 人	27,000	導師	音樂老師
III. 課後知識鞏固								
語文訓練/工作坊 (中五)	● 透過閱讀範文及練習，指導學生如何運用不同的寫作技巧，提升寫作能力。 ● 透過體驗工作坊，學習說話及溝通技巧，提升自信心。	✧ 學生的出席率達 80%以上 ✧ 不少於 90%的學生在校內語文科的寫作/說話考試取得及格成績	✧ 導師觀察及評估 ✧ 校內考試成績	4-6/2026	20 人	10,000	導師	英文科老師、教學助理

總金額： **\$67,000**

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：參加各項活動的受惠學生人數的總和

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

**推廣中華文化體驗活動一筆過津
2025－2026 年度計劃**

整體目標

1. 提升學生對中國歷史的興趣和中華文化的認識。
2. 讓學生能夠欣賞及傳承中華民族的卓越精神與文明。

項目/活動	預期目標	對象	成功準則	評估方法	時間	預算財政
中華文化廣東探索之旅 • 開平碉樓 • 孫中山故居 • 沙灣古鎮	1. 參觀廣東歷史博物館，探尋文化發展脈絡。 2. 觀摩文物珍品，增強對嶺南文化的認同感。 3. 認識內地經濟文化的發展。	中三級	90%學生認同活動有助認識當地歷史文化及發展	學生問卷 老師觀察	10 月	\$50,000
本地文化考察 • 羅屋民俗館（柴灣） • 灣仔「打小人」非遺物質文化 • 廟宇參觀	1. 參觀博物館、圍村廟宇，認識本土歷史文化。 2. 欣賞傳統手工藝，厚植對本土文化的熱愛。 3. 認識香港多元文化融合，增強歸屬感。	修讀中史學生 非華語學生	80%以上學生認為活動有助認識本土風俗文化經濟發展	學生問卷 老師觀察	11 月	\$12,000
中華文化及歷史週 - 中國古代科技	1. 透過製作指南針、走馬燈，學傳統科技知識。 2. 體驗古科技工藝，感悟中華智慧魅力。 3. 動手實踐創作，提升科技探索與動手力。	中一級 中二級	90%學生認同活動有助認識傳統當地歷史文化及傳統藝技	學生問卷 老師觀察	2 月	\$8,000
					總支出	\$70,000

King's College
Parent Education Programme Plan (2025-2026)

(I) Objectives:

The objectives of this parent education programme are the 4 strands in the curriculum framework on parent education (secondary school):

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

(II) Implementation Plan:

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Objectives 1, 2, 3 & 4	To provide seminars and/or workshops to: let parents understand topics aligned with the parent education curriculum framework	80% of the parents are satisfied with the programmes	Questionnaire	Whole year	Counselling Team & service provider	One-off Grant on Parent Education (Secondary) HK\$30,000
Objectives 2 & 3	To provide interest groups to: - help parents unwind and manage stress - strengthen family bonds and reinforce emotional connections via parent-children teamwork	80% of the parents are satisfied with the programmes	Questionnaire	Whole year	Counselling Team & service provider	One-off Grant on Parent Education (Secondary) HK\$40,000
					Total:	<u>HK\$70,000</u>

支援學校推動校園體育氛圍及「MVPA60」一筆過津貼 2025-2026 計劃書

計劃統籌老師姓名： 黃鎮煒

計劃目標: 培養學生對體育活動的興趣，宣揚積極健康的生活態度，培養正面的價值觀，建立恆常參與體能活動的習慣。

範疇	日期	目標學生	預計參與學生數目	監測/評估機制	預計開支	備註
✧ 利用AI軟件技術，幫助學生設定個人運動目標，追蹤表現，提升運動趣味與參與熱情。	9/2025-7/2026	S.1-S.6	全校學生	✧ 老師觀察 ✧ 體適能數據比較 ✧ 學生問卷	\$40,000	購置RoBoCoach軟件使用權
✧ 鼓勵同學參加田徑運動，提升自信，培養團隊歸屬感。	9/2025-7/2026	S.1-S.6 田徑隊隊員	200	✧ 老師觀察 ✧ 學界比賽成績 ✧ 學生問卷	\$5,000	購置田徑隊隊衣與運動器材
✧ 鼓勵學生在課餘時間自由使用健身設施，養成運動習慣。 ✧ 提升學生的肌肉力量和柔韌性。	9/2025-7/2026	S.1-S.6	100	✧ 老師觀察 ✧ 體適能數據比較 ✧ 學生問卷	\$5,000	購買可調重啞鈴及健身球
申請撥款總額：					\$50,000	

King's College
Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning
(English Language) (2025/26 School Year)

Major Objectives

1. To promote whole-person development and nurture students into lifelong learners
2. To echo one of the seven learning goals of secondary education: becoming competent in biliterate and trilingual communication
3. To nurture students' self-directed language learning capabilities

	Items	Time and Target	Evaluation Method	Estimated Expenses (\$)
1.	Contest-based Language Learning Activities Hire of service from external service providers to organise student activities related to language learning Co-organised with PTH and CS Departments, two sessions of Trilingual & General Knowledge Quiz Contest are to be held.	Apr, 2026 S.1 & S.4 students	- Teachers' observation - Students' interview	\$8,000
2.	Purchase of A.I. Learning Tools S.4 & S.5: A.I. Writing & Speaking Tools <i>Sayo (Speaking A.I.) (For S.6 ONLY)</i> - An app-based platform allowing students to practise HKDSE-styled group discussion, individual presentation and SBA assessments. <i>Penso & INSE (Writing A.I.) (For S.4 – S.6)</i> - TWO web-based platforms providing students useful advice on improving daily writing pieces. The platform can offer students a detailed analysis on their strengths and weaknesses as well as concrete suggestions for corrections. An enhanced writing piece can be generated for the purpose of motivating students' self-improvement skills.	Whole year S.4 - S.6 students	- Survey - Teachers' observation - Students' performance in daily writing pieces and speaking practices	\$47,000
3.	Printed books - Battle of the Books Competition for S.1 & S.2 - Vocabulary build-up for senior form students	S.1 – S.5 Whole year	- Teachers' observation - Student' performance in external competitions - Students' feedback	\$6,000
4.	Learning beyond classroom activities An etiquette class for S.2 & S.3 students - Students are presented with a lesson that outlines good manners to use in public, school, and other scenarios. - Teaching good manners can sets students up to become confident, well-mannered, and well-adjusted teenagers.	S.2 & S.3 Students (Activity Day)	- Survey - Teachers' observation - Students' interview	\$20,000
Total:		\$81,000		

推廣自主語文學習(普通話)一筆過津貼
2025—2026 計劃書 (普通話)

整體目標

1. 普通話教育，除了訓練學生聆聽、說話、閱讀和寫作能力外，也強調培養學生自主學習。
2. 語文學習不應局限於課堂，學生應通過多樣化方式學習。培養自主學習能力使學生能主動參與，根據自己需求規劃策略與進度，反思並調整學習方法，以持續提升語言能力。
3. 普通話一筆過津貼為學校提供資源，推動普通話與其他學科教學結合，讓學生在多元情境中運用普通話，提升語文能力與應用水平。此計劃豐富了學習環境，促進普通話水平提升，並鞏固香港教育的國際化與多元化優勢，為學生長遠發展奠定基礎。

本校擬於 2025-2026 學年舉辦下列活動：

推行項目	日期	目標學生	成功準則	評估機制	預計開支
1. 普通話 AI 算學平台 ➤ 提供多元的語言知識與互動體驗，營造豐富的普通話學習環境，全面提升學生的普通話水平，激發內在學習動機，讓學習更高效、更有趣。	2025-2026	中一至中三	● 學生樂於參與活動 ● 學生能從活動中加深對普通話的了解。	● 觀察學生反應 ● 參考師生回饋及意見 ● 學生意見	\$49,000
2. 普通話興趣班 / GAPSK / PSC 研習班 ➤ 透過課外學習活動，幫助學生深入掌握普通話知識與技能，增強語言能力，為未來發展做好充分準備。	2025-2026	中一至中五			\$15,000
3. 普通話文化活動 / 國學大師講座 / 專題講座 / 普通話話劇 ➤ 透過多元化的活動形式，讓學生在輕鬆有趣的氛圍中深入了解普通話及其背後的文化內涵，同時提升語言的實際運用能力。	4/2026	中一至中三			\$20,000
				總預算	\$84,000

King's College
Programme Plan for “AI for Science Education” Funding Programme (2025-2026)

Objectives:

1. Arrange science teachers to enroll short courses related to AI-assisted teaching organised by tertiary institutions or related professional organisations
2. Collaborate with tertiary institutions or related professional bodies to advance support programme related to AI-assisted teaching

Implementation Plan:

Objectives	Strategies	Success Criteria	Target group	Methods of Evaluation	Time Scale	Responsible parties / persons	Fund allocation
1	<u>To arrange short-term course that cover the following topics:</u> ● Basic concepts of artificial intelligence and educational applications ● Analysis of science teaching cases, demonstrating the actual application effects of AI	80% of the participants are satisfied with the course.	4-6 science teachers	Questionnaire	Sep 2025 – Aug 2026	Integrated Science department	HK\$50,000
2	<u>To arrange school-based Support Service:</u> ● Teacher Training: ■ Equip teachers with professional knowledge and AI application skills related to science education ● Lessons Co-Planning: ■ Provide professional advice on teaching methods and curriculum design ● On-Site Lesson Observation and Evaluation: ■ Analyse the implementation of teaching, identify potential problems, and provide improvement suggestions	80% of the participants are satisfied with the school-based support service and lessons.	4-6 science teachers	Lesson observation, Questionnaire	Sep 2025 – Aug 2026		HK\$50,000
						Total:	HK\$100,000

Programme Proposal for DLG-funded Other Programmes (Gifted Education) 2025-26

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
中文	中文拔尖寫作班	針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料	寫作拔尖班： 中四拔尖寫作班共有 20 人 寫作拔尖班： 中五拔尖寫作班共有 20 人 由中文科任教老師推薦班中具寫作潛質的學生	中四寫作拔尖班： 下學期(十節) 2026 年 2 月至 2026 年 7 月 中五寫作拔尖班： 上學期(十節) 2025 年 9 月至 2026 年 1 月	於校刊刊登學生優秀作品	楊家碧 老師	中四拔尖 寫作班 \$15,000 中五拔尖 寫作班 \$15,000
		學習散文新詩的創作手法，並參加創作比賽豐富經驗	聯校小作家計劃： 中四寫作班共有 3 人	聯校小作家計劃: 下學期(八節) 2025 年 10 月至 2025 年 12 月	於中學生文藝月刊刊登學生優秀作品	楊家碧 老師	聯校小作 家計劃: \$3,000
Mathematics	Mathematics Enhancement Course for elite Mathematics students	To enhance students' 1. high order thinking and logical thinking 2. problem-solving skills	20 students for each form from S.4-S.5 respectively Selected by subject teachers based on: 1. their internal academic results 2. their performance in previous external Mathematics competitions	5 1.5-hour lessons are held weekly for each form Sept 2025 – Jun 2026	Participation in different Mathematics competitions	Mr. NG Tak-yan	\$20,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
English	English Debate Enhancement Course	To boost the debating and public speaking skills for the School Debating Team members, and better equip them for the upcoming competitions	15 S.4-S.5 students who are members of the English Debating Team and have represented the School in external competitions	2 hours for each of the 10 sessions Nov 2025 – Apr 2026	Participation in external competitions	Ms. LAM Yeuk-wing, Hazel	\$15,000
	English Speaking Enhancement Workshops	To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students 1. Participants were given introduction on communication strategies and taught different techniques of group interaction. 2. 4 students were arranged into a group for an oral practice in every session. Feedback was given by the tutor for improvement. 3. Participants conducted oral practice with their classmates and helped them improve by doing peer evaluation.	A maximum of 120 S.6 students of this cohort	40 sessions (45 minutes) Nov 2025 – Jan 2026	Students being able to conduct oral practice with fellow students	Ms. LAM Yeuk-wing, Hazel	\$10,000
Campus TV	Student Journalists Training Course	To develop students' skills in video editing, collaboration and communication	A maximum of 20 S.4–S.5 students who are talented in video shooting	Sept 2025 – Aug 2026	Students being able to interview people and produce video and live broadcast	Mr. LEE Cheuk-wa	\$20,000
Leadership	Future Leaders Workshop for Elite Students	To develop students' leadership skills and nurture a positive attitude	20 S.4 students selected among the top 40 students in the form according to their S.3 Annual Exam results	3 lessons, 1¼ hours each Feb 2026 – Mar 2026	Students being able to make plans and proposals and organise club / society activities for students	Dr. Bob LUI	\$8,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Science	Subsidy Scheme for courses and competitions for Gifted and Talented students	1. To subsidise students who enroll in a fee-charging Gifted Education course offered by local tertiary education institutes and professional bodies 2. To subsidise students who enroll in science competitions for the purpose of developing their gifted potential	1. Gifted Education course: 5 S.4-S.5 students based on their academic results and performance in class 2. Science Competitions: 50 S.4–S.6 students according to their Half-yearly Exam results in the corresponding subjects	Sept 2025 – Aug 2026	1. Students subsidised in Gifted Education courses being able to share their experience in the STEAM week 2. Well performed students in competitions being able to become Science Research Team members for more advanced research training	Dr. Bob LUI	\$10,000
	Science Enhancement Programmes	To enhance students' scientific enquiring skills and better equip them for competitions	10 S.4–S.5 gifted students in science research	Sept 2025 – Aug 2026	Participation in different Science competitions	Dr. Bob LUI	\$10,000
							\$126,000
\$84,692.62 (Carry forward from 1/09/2025) <u>\$49,000.00 (To be received in 09/2025)</u> <u>\$35,000.00 (To be received in 04/2026)</u> \$168698.62 (expected revenue for 2025-2026 cohort)							

改善非華語學生的中文學與教 學校計劃 (2025/26 學年)

一、非華語學生人數基本資料

	S1	S2	S3	S4	S5	S6	總人數
2025-2026	2	4	3	6	3	2	20

二、撥款運用

按照2025年9月點算非華語學生人數的結果，本校於2025/26學年可獲額外撥款 883,874元。 本校於2024/25學年完結時，額外撥款的累積餘額為270,490元。本校 2025/26 學年額外撥款的運用計劃如下：

目標：(一)加強支援非華語學生學習中文		
項目	全年預算開支	備註
1. 聘請 1.7 名中文老師	\$ 800,000	本校聘請1.7名老師，另外0.3名老師的薪金和將會運用學校發展津貼支付。
2. 非華語中文班	\$ 15,000	/
3. 購買教學資源	\$2,000	/
目標：(二)建構共融校園		
1. 皮影戲工作坊	\$4,000	認識中國傳統工藝
2. 香港本地考察團	\$15,000	認識香港本地歷史與文化
3. 揮春活動	\$1,000	學習用毛筆寫揮春
4. 中秋節攤位及開放日活動	/	認識中國傳統節慶
5. 伴讀計劃	/	有機會與其他級別的華語學生相處，多閱讀中文文章和溫習所學的中文課文。
合共：	\$ 837,000	

King's College

Plan on the Use of the Promotion of Reading Grant 2025/26 School Year

The major objectives for Promotion of Reading:

Creating a reading culture at school & enhancing students' language competency

Available fund: \$99,000		
	Item	Estimated Expenses (\$)
1.	Purchase of Books	
	☒ Printed books	Theme-based reading scheme PSHE non-fiction \$3,000; National Edu. \$2000 \$5,000 Battle of the Books Competitions \$4,000
2.	Reading Activities	
	☒ Hiring writers, professional storytellers, etc. to conduct talks	Writer's sharing \$2,500
	☒ Hire of service from external service providers to organise student activities related to the promotion of reading	-S.1 & S.4 Newspaper Skim Reading Competitions -S.2 Chinese Reading Strategies Workshop -S.4 Reading X Culture Workshop \$34,000
	☒ Subsidising students for their participation in and application for reading related activities & competitions	-Reading games \$2,200 -S.1-S.3 Battle of the Books Competition Training Workshop \$6,000
3.	☒ Other : Publication of students' good work for Centennial Celebration	\$40,000
	Total:	\$93,700

King's College
Plan on the Use of “AI for Empowering Learning and Teaching” Funding Programme
(2025/26 School Year)

Objectives:

- to support the school in leveraging artificial intelligence to enhance the effectiveness of learning and teaching
- to echo with the school's ethos of equipping students with life-long learning skills

Available fund: \$500,000				
	Items	Time and Target	Evaluation Method	Estimated Expenses
1	Use of generative AI large language model - To help generate, manage, and streamline teaching and learning materials and resources which can be shared with students, to enhance students' learning effectiveness - To empower students through AI tutors that facilitate self-directed learning	May 2026- April 2027 Teacher and students	- Teachers' feedbacks - Surveys	\$40,000
2	Use of AI-powered learning platform to enhance students' learning experiences	April – August 2026 Teacher and students	- Teachers' feedbacks - Students' feedbacks - Surveys	\$10,000
3	Trainings to enhance students' AI literacy and skills	April – August 2026 Teacher and students	- Teachers' feedbacks - Students' feedbacks - Surveys	\$5,000
Total Estimated Expenses				\$55,000