



# **The Chinese Foundation Secondary School**

## **Annual School Plan**

**2024 – 2025**

## Contents

|   | <b>Page</b> |
|---|-------------|
| <b>School Vision &amp; Mission</b>  | 2           |
| <b>Areas for Major Development</b>  | 3           |
| 1. Enhancing Students' Social Well-being  | 4           |
| 2. Language Competency and Learning Capacity Enhancement  | 6           |
| 3. Leaders for Future   | 8           |
| Appendix 1 Plan on Learning and Teaching Enhancement (2024-2025)<br>(partly paid by Capacity Enhancement Grant)         | 10          |
| Appendix 2 Plan on Life Planning Education and Careers Guidance (2024-2025)<br>(paid by Career and Life Planning Grant) | 11          |
| Appendix 3 Plan on Promotion of Extensive Reading (2024-2025)<br>(paid by Promotion of Reading Grant)                   | 12          |
| Appendix 4 Plan on Sister School Scheme (2024-2025)<br>(paid by Grant for the Sister School Scheme)                     | 13          |
| Appendix 5 Plan on Life-Wide Learning (2024-2025)<br>(paid by Life-wide Learning Grant)                                 | 14          |

## **School Vision & Mission**

### ***Our Vision***

We aim to help students to achieve personal excellence through nurturing in them a set of positive values and developing their social and learning attitudes as well as their professional competence which are conducive to life-long learning. We work for the betterment of our society in our provision of well-educated student graduates who are also open-minded, loyal and dedicated citizens.

### ***Our Mission***

- Provide quality education
- Foster leadership, critical thinking, creativity and confidence among our students through the use of modern techniques and technology
- Cultivate empathy and mutual respect to foster harmonious relationships in our school and society
- Build up our students' global awareness and adequately prepare them with the knowledge and skills necessary for substantive contributions to society

## **Areas for Major Development**

- 1. Enhancing Students' Social Well-being**
- 2. Language Competency and Learning Capability Enhancement**
- 3. Leaders for Future**

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

Our school emphasizes continuous self-improvement and has implemented a systematic Planning-Implementation-Evaluation (P-I-E) cycle. We refer to the feedback and follow-up actions from the previous school year to formulate and adjust the work for this school year. This allows us to optimize the key focus areas identified in the previous development cycle, as follows:

| SY21/22 – 23/24   |             | SY24/25 – 26/27   |
|---|-------------|---|
| 1. Smart Healthy School Life<br>2. Student-centered Learning<br>3. Social Responsibility & Global Awareness | →<br>→<br>→ | 1. Enhancing Students’ Social Well-being<br>2. Language Competency & Learning Capacity Enhancement<br>3. Leaders for Future |

While stakeholder surveys have shown slight improvements in students' positive emotions, life satisfaction, and values, the progress is not significant. There is also a lack of consensus among teachers on whether students maintain healthy lifestyles (e.g., sufficient sleep, nutritious diet, regular exercise). In the upcoming school development cycle, we will shift our focus to address students' mental and social well-being. Initiatives include implementing a Social-Emotional Learning (SEL) curriculum, fostering a positive and inclusive school climate, strengthening family engagement, and enhancing staff training.

Students generally demonstrate higher learning initiative and engagement in lesson preparation. Teachers have also become more effective at helping students identify their learning needs. However, student performance in core subjects, especially English and Mathematics, remains unsatisfactory. Our school aims to cultivate inquisitive learners through interactive classrooms and a positive learning community, with the goal of enhancing both academic and non-academic excellence in the coming years. We hope to strengthen students' language competency to build a solid foundation for their overall learning.

Stakeholder surveys indicate that students have significantly increased their participation in learning activities, which has enhanced their social responsibility and global awareness. Our school aims to leverage these valuable attributes and empower students to assume more leadership roles. This will provide them with more rewarding exposure and learning experiences as they serve the community.

## 1. Enhancing Students' Social Well-being

| Targets   | Strategies  | Success Criteria  | Methods of Evaluation  | Time Scale | People in charge  | Resources Required                    | Seven Learning Goals  |
|---|---|---|--|------------|---|---------------------------------------|---|
| 1.1 To implement Social-Emotional Learning (SEL) curriculum | 1.1.1 Developing and integrating a comprehensive SEL curriculum into the school curriculum  | <ul style="list-style-type: none"> <li>SEL Curriculum, students' assessment framework and learning activities are reviewed accordingly.</li> <li>Comprehensive preventive measures are adopted.</li> <li>Students have a more positive attitude towards life and values.</li> <li>Positive comments are received on the SEL activities.</li> <li>Students are more aware of personal hygiene.</li> <li>Stronger parent and family engagement can be observed,</li> <li>Staff training programmes on SEL are well planned and more welcome by teachers.</li> </ul> | <ul style="list-style-type: none"> <li>Conduct evaluation with teachers and students regularly</li> <li>Collect statistics on the number and nature of SEL activities</li> <li>Consult advice from external experts</li> </ul> | Year-round | Assistant School Principal Academic (Student Support)<br><br>Student Support Coordinators<br><br>All Heads of Departments and Teams<br><br>All Teachers | Government Fund / Non-government Fund | <ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic Skills</li> <li>Healthy Lifestyle</li> </ul> |
|   | 1.1.2 Providing dedicated time (Class Period, PGE lesson, Assembly) for SEL instruction to teach students social and emotional skills                             |   |  |            |   |                                       |   |
|   | 1.1.3 Incorporating activities, discussions, and resources that promote self-awareness, empathy, responsible decision-making, and positive relationship-building. |   |  |            |   |                                       |   |
| 1.2 To foster a positive and inclusive school climate       | 1.2.1 Establishing clear expectations for behavior that promote respect, kindness, and inclusivity  | <ul style="list-style-type: none"> <li>Stronger parent and family engagement can be observed,</li> <li>Staff training programmes on SEL are well planned and more welcome by teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>Consult advice from external experts</li> </ul>   | Year-round | All Teachers  | Government Fund / Non-government Fund | <ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic Skills</li> <li>Healthy Lifestyle</li> </ul> |
|   | 1.2.2 Creating opportunities for students to participate in shared decision-making processes within the school community  |   |  |            |   |                                       |   |
| 1.3 To strengthen parent and family engagement              | 1.3.1 Providing workshops and resources for parents to enhance their understanding of social health issues and support their children at home                     | <ul style="list-style-type: none"> <li>Stronger parent and family engagement can be observed,</li> <li>Staff training programmes on SEL are well planned and more welcome by teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>Consult advice from external experts</li> </ul>   | Year-round | All Teachers  | Government Fund / Non-government Fund | <ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic Skills</li> <li>Healthy Lifestyle</li> </ul> |
|   | 1.3.2 Fostering open communication channels between school and parents to address concerns and share progress   |   |  |            |   |                                       |   |
| 1.4 To enhance staff training and support                   | 1.4.1 Providing professional development opportunities for teachers to enhance their understanding of social well-being and SEL strategies                        | <ul style="list-style-type: none"> <li>Stronger parent and family engagement can be observed,</li> <li>Staff training programmes on SEL are well planned and more welcome by teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>Consult advice from external experts</li> </ul>   | Year-round | All Teachers  | Government Fund / Non-government Fund | <ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic Skills</li> <li>Healthy Lifestyle</li> </ul> |
|   | 1.4.2 Offering ongoing training and support to teachers in implementing SEL practices effectively   |   |  |            |   |                                       |   |

## 2. Language Competency and Learning Capability Enhancement

| Targets   | Strategies   | Success Criteria  | Methods of Evaluation  | Time Scale | People in charge                                 | Resources Required                    | Seven Learning Goals   |
|---|--|---|--|------------|--|---------------------------------------|--|
| 2.1 To cultivate inquisitive learners through interactive classrooms and positive learning community for enhancing academic and non-academic excellence | 2.1.1 Adopting authentic learning approach for students actively participating in the application of knowledge and skill                         | <ul style="list-style-type: none"> <li>Students acquire new knowledge and are willing to share with classmates.</li> <li>Students produce quality projects in Project-based Learning.</li> <li>Innovative and effective learning and teaching practices for language acquisition are identified, shared and practiced by teachers.</li> </ul> | <ul style="list-style-type: none"> <li>Conduct evaluation with teachers and students regularly</li> <li>Collect statistics on the frequency and nature of learning activities</li> <li>Consult advice from external experts</li> </ul> | Year-round | Assistant School Principal Academic (Curriculum) | Government Fund / Non-government Fund | <ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Breath of Knowledge</li> <li>Language Proficiency</li> <li>Generic Skills</li> <li>Information Literacy</li> <li>Life Planning</li> </ul> |
|   | 2.1.2 Stimulating students' curiosity and participation through student-centred, interactive learning activities                                 |   |  |            |  |                                       |  |
|   | 2.1.3 Nurturing students' critical and creative thinking   |   |  |            |  |                                       |  |
| 2.2 To strengthen students' language competency to build a solid foundation for their learning  | 2.2.1 Creating and nurturing a facilitating language learning environment for students   | <ul style="list-style-type: none"> <li>Professional Learning Communities (PLC) of teachers can be established.</li> <li>Progressive improvement of academic excellence can be shown in public examinations.</li> <li>Achievement in external competitions can be recognized.</li> </ul>   |  |            | All Heads of Departments and Teams               |                                       |  |
|   | 2.2.2 Adopting a whole-school approach to promote language across the Curriculum   |   |  |            |  |                                       |  |
|   | 2.2.3 Sharpening students' communication skills for written and oral communication, effective listening and formulating arguments and reflection |   |  |            |  |                                       |  |
|   |  |   |  |            | All Subject Teachers                             |                                       | <ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Breath of Knowledge</li> <li>Language Proficiency</li> <li>Generic Skills</li> <li>Information Literacy</li> <li>Life Planning</li> </ul> |

### 3. Leaders for Future

| Targets   | Strategies   | Success Criteria  | Methods of Evaluation   | Time Scale | People in charge   | Resources Required                    | Seven Learning Goals  |
|---|--|---|---|------------|--|---------------------------------------|---|
| 3.1 To enhance students' skills in preparing for future | 3.1.1 Fostering students' understanding on Sustainable Development Goals (SDG17)         | <ul style="list-style-type: none"> <li>Network with community partners is well established with collaboration in engagement programme with our school.</li> <li>Value education is well incorporated into curriculum of various subjects.</li> </ul>                          | <ul style="list-style-type: none"> <li>Collect statistics on students' participation in different cultural programmes, education tours and exchange programmes</li> </ul> | Year-round | Assistant School Principal Academic (Other Learning Experiences)<br><br>OLE Coordinators | Government Fund / Non-government Fund | <ul style="list-style-type: none"> <li>◇ National and Global Identity</li> <li>◇ Generic skills</li> <li>◇ Information Literacy</li> <li>◇ Life Planning</li> </ul> |
|   | 3.1.2 Fostering students' responsibility as global citizens                              |   |   |            |  |                                       |   |
|   | 3.1.3 Integrating future studies into curriculum   |   |   |            |  |                                       |   |
|   | 3.1.4 Providing opportunities for teachers and students to be open to novelty            |   |   |            |  |                                       |   |
| 3.2 To strengthen students' leadership skills           | 3.2.1 Arranging school-based leadership programme to students                            | <ul style="list-style-type: none"> <li>Good feedback is received from different stakeholders.</li> <li>Evaluation on the students' awareness on SDG17 and global issues is conducted.</li> </ul>  | <ul style="list-style-type: none"> <li>Conduct evaluation on the GAP</li> <li>Collect feedback from students and teachers</li> </ul>                                      |            | Global Awareness Team<br><br>Cultural Activities Team                                    |                                       | <ul style="list-style-type: none"> <li>◇ Generic skills</li> <li>◇ Life Planning</li> </ul>   |
|   | 3.2.2 Lining up with external parties to offer leadership programme to talented students |   |   |            |  |                                       |   |
| 3.3 To encourage students to serve the community        | 3.3.1 Providing opportunity for students to understand the need of the community         | <ul style="list-style-type: none"> <li>Feedback and evaluation in education tours and exchange programmes from different stakeholders are received.</li> <li>Achievement in external competitions, leadership programmes and community services can be recognized.</li> </ul> |   |            | All Heads of Departments and Teams   |                                       | <ul style="list-style-type: none"> <li>◇ National and Global Identity</li> <li>◇ Generic skills</li> <li>◇ Healthy Lifestyle</li> </ul>                             |
|   | 3.3.2 Arranging community service  |   |   |            |  |                                       |   |



**Appendix 1 Plan on Learning and Teaching Enhancement (2024-2025)  
(partially paid by Capacity Enhancement Grant)**

| Objectives  | Strategies/Tasks   | Implementation Process                           | Time Scale | Success Criteria  | Method of Evaluation                                     | Staff Responsible                | Resources required yearly                           |
|---|--|--|------------|---|--|----------------------------------|---|
| <ul style="list-style-type: none"> <li>To enhance students' proficiency in English Language</li> <li>To facilitate the implementation of School-based Assessment</li> </ul> | <ul style="list-style-type: none"> <li>To provide additional support outside class timetable and to relieve teachers from some administrative work and teaching workload</li> <li>To teach English Language</li> </ul> | Employment of an Assistant Teacher (English)     | Long Term  | <ul style="list-style-type: none"> <li>Students showing interest in the language and improvement of skills in presentation</li> </ul>   | Examination results; Feedback from students and teachers | HOD of Department of English     | Salary + MPF of 1 Assistant Teacher<br>\$297,171.00 |
| <ul style="list-style-type: none"> <li>To enhance students' proficiency in Chinese Language</li> <li>To facilitate the implementation of School-based Assessment</li> </ul> | <ul style="list-style-type: none"> <li>To provide additional support outside class timetable and to relieve teachers from some administrative work and teaching workload</li> <li>To teach Chinese Language</li> </ul> | Employment of an Assistant Teacher (Chinese)     | Long Term  | <ul style="list-style-type: none"> <li>Students showing interest in the language and improvement of skills in presentation</li> </ul>   | Examination results; Feedback from students and teachers | HOD of Department of Chinese     | Salary + MPF of 1 Assistant Teacher<br>\$335,034.00 |
| <ul style="list-style-type: none"> <li>To enhance students' proficiency in Mathematics</li> </ul>   | <ul style="list-style-type: none"> <li>To provide additional support outside class timetable and to relieve teachers of some administrative work and teaching workload</li> <li>To teach Mathematics</li> </ul>        | Employment of an Assistant Teacher (Mathematics) | Long Term  | <ul style="list-style-type: none"> <li>Students showing interest in Mathematics and improvement of skills in problem solving</li> </ul> | Examination results; Feedback from students and teachers | HOD of Department of Mathematics | Salary + MPF of 1 Assistant Teacher<br>\$297,171.00 |
| Total   |  |  |            |   |  |                                  | \$929,376.00  |
| Surplus brought forward from 2023-2024  |  |  |            |   |  |                                  | \$0   |
| Capacity Enhancement Grant amount receivable (estimates as of 30/9/2024)  |  |  |            |   |  |                                  | 990 × \$753 = \$745,470                             |
| The excess amount to be paid by School (Government Fund)  |  |  |            |   |  |                                  | \$183,906.00  |

**Appendix 2 Plan on Life Planning Education and Careers Guidance (2024-2025)  
(paid by Career and Life Planning Grant)**

| Objectives  | Strategies/Tasks  | Implementation Process  | Time Scale | Success Criteria                             | Method of Evaluation                | Staff Responsible                         | Resources required yearly                                 |
|---|---|---|------------|--|-------------------------------------|---|---|
| <ul style="list-style-type: none"> <li>To strengthen the corresponding teaching team</li> <li>To enrich the contents and expand the scope of existing level of career guidance service</li> </ul>         | To provide additional support outside class timetable and to relieve teachers of some teaching workload | Employment of one teacher   | Long term  | Positive feedback from students and teachers | Feedback from teachers and students | Head of Career & Life Planning (CLP) Team | Salary + MPF of an additional teacher<br><br>\$442,008.00 |
| <ul style="list-style-type: none"> <li>To enrich students' exposure to career-related areas</li> <li>To hold career counselling and career-related activities in Career and Life Planning Room</li> </ul> | To organize workshops and activities in career-related aspects  | Career assessment tool \$95,000.00<br><br>Cooperation with NGO and external parties:<br><br>Experiential Programmes (S.1 to S.6) \$190,000.00<br><br>Subsidies to students to join career-related programmes outside school \$20,000.00<br><br>Maintenance of Career and Life Planning Room and curriculum learning package \$50,000.00 | Long term  | Positive feedback from students and teachers | Feedback from teachers and students | Head of Career & Life Planning (CLP) Team | Expenditure<br><br>\$355,000.00                           |
| Total   |   |   |            |  |                                     |   | \$797,008.00  |
| Surplus Brought forward from 2023-2024  |   |   |            |  |                                     |   | \$178,405.27  |
| Career and Life Planning Grant amount receivable for 2024-2025  |   |   |            |  |                                     |   | \$709,320.00  |
| Estimated Surplus to be carried forward to 2025-2026  |   |   |            |  |                                     |   | \$90,717.27   |

**Appendix 3 Plan on Promotion of Extensive Reading (2024-2025)  
(Paid by Promotion of Reading Grant)**

| Objectives  | Strategies/Tasks  | Implementation Process  | Time Scale | Success Criteria                             | Method of Evaluation                | Staff Responsible | Resources required yearly |
|---|---|---|------------|--|-------------------------------------|-------------------|---------------------------|
| <ul style="list-style-type: none"> <li>To create a reading culture in CFSS</li> <li>To promote a reading culture that corresponds to the school’s major areas of concern</li> </ul> | To promote an extensive reading culture in CFSS through both traditional media (printed books) and electronic media (e-books and web-based reading schemes) | *Web-based Reading Schemes<br>(a) E-book scheme (Includes both Chinese and English e-books) for S1-S6 students<br>\$21,000.00 | Long term  | Positive feedback from students and teachers | Feedback from teachers and students | Library Committee | \$95,500                  |
|   |   | (b) English e-book scheme<br>For S1 – S6 students<br>\$23,100.00  |            |  |                                     |                   |                           |
|   |   | (c) Reading platform which includes science related reading materials<br>\$21,800.00  |            |  |                                     |                   |                           |
|   |   | (d) Self-adaptive English e-book scheme<br>For S1 students<br>@\$160/head<br>\$29,600.00                                      |            |  |                                     |                   |                           |
|   |   |   |            |  |                                     |                   |                           |
| Total   |   |   |            |  |                                     |                   | \$95,500.00               |
| Surplus Brought forward from 2023-2024  |   |   |            |  |                                     |                   | \$0                       |
| Promotion of Reading Grant amount receivable for 2024-2025  |   |   |            |  |                                     |                   | \$77,205.00               |
| Estimated Surplus to be carried forward to 2025-2026  |   |   |            |  |                                     |                   | \$0                       |
| The excess amount to be paid by School (Government Fund)  |   |   |            |  |                                     |                   | \$18,295.00               |

**Appendix 4 Plan on Sister School Scheme (2024-2025)  
(paid by Grant for the Sister School Scheme)**

| Objectives  | Strategies/Tasks  | Implementation Process  | Time Scale           | Success Criteria                | Method of Evaluation        | Staff Responsible    | Resources required yearly |
|---|---|---|----------------------|---------------------------------|-----------------------------|----------------------|---------------------------|
| <ul style="list-style-type: none"> <li>To facilitate cultural interflows and expand our School’s network</li> <li>To enhance teachers’ professionalism and broaden students’ horizon</li> </ul> | To conduct exchange with sister schools in mainland China | Tour fee<br>\$168,000   | Jan 2025 to Jul 2025 | Positive feedback from teachers | Surveys of the participants | Education Tours Team | \$168,000                 |
| <ul style="list-style-type: none"> <li>To facilitate cultural interflows and expand our School’s network</li> <li>To enhance teachers’ professionalism and broaden students’ horizon</li> </ul> | To conduct exchange with sister schools in Hong Kong      | Activity fee, expense of refreshments for exchange activities<br>\$20,000 | Sep 2024 to Jul 2025 | Positive feedback from teachers | Surveys of the participants | Education Tours Team | \$20,000                  |
| Total   |   |   |                      |                                 |                             |                      | \$188,000.00              |
| Surplus Brought forward from 2023-2024  |   |   |                      |                                 |                             |                      | \$70,716.70               |
| Estimated Grant for the Sister School Scheme amount receivable for 2024-2025  |   |   |                      |                                 |                             |                      | \$163,000.00              |
| Amount to be clawed back from EDB   |   |   |                      |                                 |                             |                      | \$0.00                    |
| Estimated Surplus to be carried forward to 2025-2026  |   |   |                      |                                 |                             |                      | \$45,716.70               |

### Appendix 5 Plan on Life-Wide Learning (2024-2025) (paid by Life-wide Learning Grant)

Plan on the Use of the Life-wide Learning Grant  
2024-2025 School Year

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

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

| Schools are required to complete this part                        |   |                      |                 |                                  |                         |                                    | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |  |  |                  |                                    |                   |                            |                                   |              |
|---|---|----------------------|-----------------|----------------------------------|-------------------------|------------------------------------|--|--|--|------------------|------------------------------------|-------------------|----------------------------|-----------------------------------|--------------|
| No.   | Activity Name   | Proposed Date        | Target Students |                                  | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Domain<br>(Please select or fill in the domain of the activity as appropriate)                                   | Brief Description of the Monitoring / Evaluation Mechanism | Intellectual Development<br>(closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences | Subject Panel / Teacher-in-charge |              |
|   |   |                      | Level           | Estimated Number of Participants |                         |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| 1.1   | <b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes |                      |                 |                                  |                         |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| 1   | To organize experiential learning programmes (Learning Activities Days)   | Mar 2024 to Jul 2025 | S1-S5           | 854                              | \$300,000.00            | \$351.29                           | Cross Disciplinary (others)  | Survey Forms   | ✓  | ✓                | ✓                                  | ✓                 | ✓                          | LAD Team                          |              |
| 2   | To organize visits and workshops  | Sep 2024 to Aug 2025 | S1-S6           | 993                              | \$120,000.00            | \$120.85                           | Cross Disciplinary (others)  | Survey Forms   | ✓  | ✓                | ✓                                  | ✓                 | ✓                          | OLE Team                          |              |
| 3   | To arrange other language learning programmes   | Sep 2024 to Jul 2025 | S1              | 182                              | \$150,000.00            | \$824.18                           | Cross Disciplinary (others)  | Survey Forms   |  |                  |                                    |                   | ✓                          | CLP Team                          |              |
| 4   | To arrange STREAM programmes  | Sep 2024 to Aug 2025 | S1-S6           | 993                              | \$200,000.00            | \$201.41                           | Cross Disciplinary (others)  | Survey Forms   | ✓  |                  |                                    |                   | ✓                          | STREAM Team                       |              |
| 5   | To arrange Student Support activities   | Sep 2024 to Aug 2025 | S1-S6           | 993                              | \$200,000.00            | \$201.41                           | Cross-Disciplinary (Others)  | Survey Forms   |  | ✓                |                                    | ✓                 | ✓                          | SS Team                           |              |
| 6   | To arrange Performing Arts activities   | Sep 2024 to Jul 2025 | S1-S6           | 993                              | \$650,000.00            | \$654.58                           | Arts Education   | Survey Forms   |  | ✓                | ✓                                  | ✓                 | ✓                          | PA Team                           |              |
| (Please insert rows above if the space provided is insufficient.) |   |                      |                 |                                  |                         |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| <b>Sub-total of Item 1.1</b>                                      |   |                      | <b>5,008</b>    |                                  | <b>\$1,620,000.00</b>   |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| 1.2   | <b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons  |                      |                 |                                  |                         |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| 1   | To participate in non-local competitions  | Sep 2024 to Aug 2025 | S1-S6           | 20                               | \$200,000.00            | \$10,000.00                        |  | Survey Forms   | ✓  |                  |                                    |                   | ✓                          | ✓                                 | Ed Tour Team |
| 2   |   |                      |                 |                                  |                         |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| 3   |   |                      |                 |                                  |                         |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| (Please insert rows above if the space provided is insufficient.) |   |                      |                 |                                  |                         |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| <b>Sub-total of Item 1.2</b>                                      |   |                      | <b>20</b>       |                                  | <b>\$200,000.00</b>     |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |
| <b>Total for Category 1</b>                                       |   |                      | <b>5,028</b>    |                                  | <b>\$1,820,000.00</b>   |                                    |  |  |  |                  |                                    |                   |                            |                                   |              |

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

| No.   | Item                           | Purpose                               | Estimated Expenses (\$) |
|---|--------------------------------|---------------------------------------|-------------------------|
| 1   | Parts and Equipment for STREAM | To nurture students' skills in STREAM | \$100,000.00            |
| 2   |                                |                                       |                         |
| 3   |                                |                                       |                         |
| (Please insert rows above if the space provided is insufficient.) |                                |                                       |                         |
| <b>Estimated Expenses for Category 2</b>                          |                                |                                       | <b>\$100,000.00</b>     |
| <b>Estimated Expenses for Categories 1 &amp; 2</b>                |                                |                                       | <b>\$1,920,000.00</b>   |

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

|   |      |
|---|------|
| Total number of students in the school:               | 993  |
| Estimated number of student beneficiaries:            | 993  |
| Percentage of students benefiting from the Grant (%): | 100% |

|                                 |                     |
|---------------------------------|---------------------|
| Name of Contact Person for LWL: | Hsu Yuk Fan         |
| Post of Contact Person for LWL: | Assistant Principal |