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HEEP YUNN SCHOOL ANNUAL SCHOOL PLAN 2026-2027

IN STRENGTH AND GRACE WE STAND UNITED

IN FAITH AND LOVE WE ARE COMMITTED

CONTENTS

CHAPTER 1: PORTRAIT OF HEEP YUNN SCHOOL 5
School Background 5
School Vision and Mission 5
School Motto 5
School Management 6
Members of the Council of Heep Yunn School and the School Management Committee 6
Campus and Facilities 7
Useful Links 7
CHAPTER 2: SCHOOL DEVELOPMENT (2025-2028) 8
School MAJOR CONCERNS for 2025/26 - 2027/28 8
TARGETS for 2026 - 2027 8
CHAPTER 3: DEPARTMENT PLANS 9
KLA (1) CHINESE LANGUAGE EDUCATION 9
CHINESE (中文科) 9
CHINESE LITERATURE (中國文學) 10
PUTONGHUA (普通話) 11
KLA (2) ENGLIISH LANGUAGE EDUCATION 12
ENGLISH & ENGLISH LITERATURE 12
KLA (3) MATHEMATICS EDUCATION 16
MATHEMATICS 16

KLA (4) SCIENCE EDUCATION 18
BIOLOGY 18
CHEMISTRY 20
JUNIOR SCIENCE 22
PHYSICS 24
KLA (5) TECHNOLOGY EDUCATION 25
BUSINESS, ACCOUNTING & FINANCIAL STUDIES 25
INFORMATION AND COMMUNICATION TECHNOLOGY 27
TECHNOLOGY AND LIVING 28
SCIENCE AND TECHNOLOGY 29
KLA (6) PERSONAL, SOCIAL AND HUMANITIES EDUCATION 31
CHINESE HISTORY (中國歷史) 31
CITIZENSHIP, ECONOMICS AND SOCIETY 32
ECONOMICS 33
FAMILY AND LIFE EDUCATION 35
GEOGRAPHY 37
HISTORY 39
RELIGIOUS STUDIES 41
TOURISM AND HOSPITALITY STUDIES 42
KLA (7) ARTS EDUCATION 43
MUSIC 43
VISUAL ARTS 44
KLA (8) PHYSICAL EDUCATION 45

PHYSICAL EDUCATION 45
CROSS-KLA 47
CITIZENSHIP AND SCOIAL DEVELOPMENT 47
SERVICE-LEARNING 48
FUNCTIONAL GROUPS 49
COUNSELLING COMMITTEE 49
GLOBAL EDUCATION TEAM 51
HEALTHY SCHOOL AND CAMPUS MANAGEMENT COMMITTEE 58
CHAPTER 4: BUDGET PLANS FOR GRANTS 60
PLAN ON USE OF CAPACITY ENHANCEMENT GRANT (2026-27) 60
PLAN ON THE USE OF THE ENHANCED SCHOOL-BASED LEARNING ACTIVITIES SUPPORT GRANT (2026-2027) 61
Annual Programme Proposal for Diversity Learning Grant (2026/2027) 66
"AI for Science Education" Funding Programme- Plan on the Use of Funding 68
Budget for The Use of One-off Grant for Promotion of Self-Directed Language Learning in English (2024-2027) 69
Budget for The Use of One-off Grant for Promotion of Self-Directed Language Learning in Putonghua (2024-2027) 70
Budget for The Use of One-off Grant for Chinese Culture Immersion Activities (2024-2027) 71
Budget for The Use of One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2024-2027) 72
Budget for The Use of One-off Grant on Parent Education (2024-2027) 73
Plan on the Use of the Life-wide Learning and Sister School Grant (2026-2027) 74
姊妹學校交流計劃書 (2026/27) 79
Pilot Scheme on Other Languages for Junior Secondary Students (2nd Round) Implementation Plan (2026/27) 83

CHAPTER 1: PORTRAIT OF HEEP YUNN SCHOOL

SCHOOL BACKGROUND

By the Grace of God, Heep Yunn School was established as an Anglican school in 1936, when two former Church Missionary Society institutions, namely Fairlea School (1886) and Victoria Home and Orphanage (1887), were joined together. The name "Heep Yunn" means "united in grace" in Chinese. Over the years, Heep Yunn has gradually grown from a Vernacular school into an English-medium school providing a high quality, all-round education for girls in Hong Kong. In 2012, the School switched its status from a government grant-in-aid school to a Direct Subsidy Scheme school.

The founders of Heep Yunn were committed to bringing education to young women and orphans in answer to the call of duty at a time of economic instability and threat of war in 1930s Hong Kong. They believed in empowering students to bring enlightenment to our nation and support to our people. To this day, the school abides by its dedication to serve our fellow men in the love of Christ.

SCHOOL VISION AND MISSION

It is the mission of the School to provide our students with a Christian education that aims to develop the whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instil in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

SCHOOL MOTTO

In strength and grace we stand united
In faith and love we are committed

SCHOOL MANAGEMENT

Heep Yunn School is operated and managed by the School Management Committee (SMC), with the Council of Heep Yunn School as the School Sponsoring Body. The Council is also the School Sponsoring Body of Heep Yunn Primary School and Heep Yunn School Private Kindergarten.

MEMBERS OF THE COUNCIL OF HEEP YUNN SCHOOL AND THE SCHOOL MANAGEMENT COMMITTEE

The Right Revd Dr. Timothy Kwok	(Chairman)
Prof. Allan Yuen	(School Supervisor)
Mr. Iain Bruce	(Hon. Treasurer)
Miss Bella Leung	(Hon. Secretary)
Mr. Roland Chow	
Mrs. Betty Cheng	
Miss Fion Lee	
Mrs. Linda Fung	
Prof. Edwin Chan	
Dr. Arnold Cheng	
Miss Anita Fung	
The Very Revd Franklin Lee	
Dr. Eugenie Leung	
Mr. Simon Tang	
Dr. Wai Him Kwok	
Miss Fanny Lam	

CAMPUS AND FACILITIES

The school is located on an 11,000 sq. m. campus consisting of six building blocks: the Lau Cheung Suet Ming Building (1936), the Chapel of St. Clare of Assisi (1957), the Chau Hau Leung & Li Shiu Ching Building (1964), the Library (1966), the Jubilee Building (1986) and the Mr. & Mrs. Au Sue Hung Building (2005). Outdoor facilities include a 25-meters swimming pool, 4 multi-purpose games courts, a Sorority Garden, a parking area and a lawn. Other facilities include the School Hall, the School Cafeteria, Student Development Centre, 30 special rooms including the Black Box Theatre, the Innovation Laboratory, the Visual Arts Room, the Music Room, the Technology & Living Room, and Lecture Theatre, 30 classrooms, and a 3-storey high sports centre.

USEFUL LINKS

For further information, please visit:

our School's homepage:
http://www.hys.edu.hk/

our School's Prospectus:
http://www.hys.edu.hk/school_prospectus-2/

website of the Committee on Home-School Co-operation, search "Heep Yunn School" under "Secondary School Profiles" for public reference:
https://www.chsc.hk/ssp2025/index.php?lang_id=1

CHAPTER 2: SCHOOL DEVELOPMENT (2025-2028)

SCHOOL MAJOR CONCERNS FOR 2025/26 - 2027/28

1. To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.
2. To build Artificial Intelligence (AI) literate learners.
3. To promote students' well-being and resilience with reference to the PERMA model.

TARGETS FOR 2026 - 2027[1]

1. To enrich the curriculum with global elements. / To introduce the International Advanced Level (IAL) in Secondary 5 and 6.
2. To equip students and teachers to use AI tools responsibly in learning and teaching.
3. To foster positive **Relationships** among students and between students and teachers.

[1] For the feedback and follow-up of the major concerns in the previous year, please refer to the School Report.

CHAPTER 3: DEPARTMENT PLANS

KLA (1) CHINESE LANGUAGE EDUCATION

CHINESE (中文科)

學校關注事項

2. 裝備師生適切運用人工智能工具輔助學與教。

計劃目的	策略／活動	對象	成功準則	評估方法	時間表	負責人	所需資源
教師共同發展課程、學與教資源和教學策略，提升教師在語文教學上應用人工智能(AI)工具的能力，並與其他學校的教師進行專業交流，促進專業成長。	• 參與「2026/27 教師學習社群計劃——善用人工智能促進語文學習(中學)」 • 與教育局課程發展處中國語文教育組人員、中文大學學習科學與科技中心學者緊密協作，共同探討及發展適切的教學設計與策略，協作內容包括共備教學單元、進行觀課或課堂錄影，以及課後檢討等。 • 相關教師將定期參加教師學習社群活動，並與多所學校交流實踐經驗，促進教師的專業發展。 • 暫擬發展課題： ① 中五級教師議定閱讀教學單元及選取合適篇章，然後用 Ed cafe AI 軟件輸入前置準資料，並測試 AI 對話回應的準確度，審視運用 AI 角色扮演輔助閱讀探究的效能。 ②佈置閱讀學習任務及設定 AI 對話框架，提醒學生需要辨識 AI 可能出現的史實錯誤，建立審辨意識。 ③學生使用 Ed cafe AI 聊天軟件，與扮演作者的 AI 開展跨時空對話，針對預設疑難進行提問，然後辨析 AI 回應內容；教師審閱學生的探究工作紙，針對學生從 AI 對話所得的觀點給予回饋及進一步引導。 ④教師可選出學生的優質問題，在課堂中帶領全班作延伸深入討論；同時揀選 AI 出現偏誤、不合理的答案，作為課堂思辨素材，引導同學集體辨析、查證，訓練慎思明辨、判斷 AI 內容可信性的能力。	中五級	完成一個教學設計	①學生閱讀探究工作紙 / 反思 ②課堂觀察③會議紀錄	全學年	PSF、CW	人工智能教學輔助工具：Ed cafe AI 聊天軟件

CHINESE LITERATURE (中國文學)

學校關注事項

2. 裝備師生適切運用人工智能工具輔助學與教。

計劃目的	策略／活動	對象	成功準則	評估方法	時間表	負責人	所需資源
引導學生運用 AI 工具分析文學創作之意境與手法，並透過改寫、同儕討論及教師點撥，提升文學鑑賞力、批判性思維與個人創作風格。	①AI 初步診斷：學生將文學創作初稿輸入 AI 平台，針對意境營造、文學手法（如象徵、襯托）及鍊字措詞等進行分析與評估。 ②二次改寫：學生參考 AI 建議，精進文字美感；同時自行評估並過濾過於套路化的修改，保留個人原創情感與風格。 ③同儕交流研討：小組互相傳閱改寫前後的作品，討論 AI 評語的準確度，並探討 AI 是否能精準理解文學作品中的隱喻與微妙情感。 ④師生點撥反思：教師抽樣精評，點撥 AI 批改的局限（如缺乏真情實感與神韻），引導學生將 AI 定位為輔助修訂工具，而非創作主體。	中四級	完成一次課業。	學生課業、反思工作紙	下學期	PSF、PKL、HLY	人工智能工具

PUTONGHUA (普通話)

學校關注事項

2. 裝備師生適切運用人工智能工具輔助學與教。

計劃目的	策略/活動	對象	成功準則	評估方法	時間表	負責人	所需資源
教師指導並協助學生善用科大訊飛 AI 平台，在課堂及自主學習時進行發音練習與矯治；並透過課堂朗讀與工作紙評估學生成效，以全面提升學生的普通話發音水平。	推行流程： ①舉辦全體普通話科教師工作坊，由出版社派工作人員講解，各科任教師實踐並向學生講解使用方法； ② 在十月至十一月課堂其中一堂普通話課，各班上課時請學生用學校平板電腦，在課堂實踐； ③各級教師先導入符合該年級教學重點的練習，讓學生試用； ④科任老師通過上課學生朗讀情況、拼音工作紙等方式，判斷學生是否能掌握正確讀字及朗讀段落。	中一至中三	學生至少完成兩次練習、課堂拼音工作紙表現	Google Form、課堂工作紙表現	全年	各班普通話任教老師	人工智能教學輔助工具：科大訊飛 AI 平台

KLA (2) ENGLIISH LANGUAGE EDUCATION

ENGLISH & ENGLISH LITERATURE

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities

Target (1): To enrich the curriculum with global elements

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
• To allow students to gain perspectives and knowledge in various global issues • To heighten students' awareness of global work norms and global environmental issues • To develop students' ability to examine issues from	• Students will be engaged in the module 'Global Perspectives: Skills for Effective Communication' in Term 1. • In a series of 12 lessons, topics like 'emerging trends in global workplaces', 'pathways to climate awareness' etc. will be covered, involving activities like discussions, CV writing, case	• All F.4 teachers and students	• All F.4 students would participate in the group presentations or mock international conference. • At least 95% of students would pass the module. • At least 70% of students would achieve 70 or above/100 to demonstrate a good grasp of the subject	• Students mark records • Sharing sessions by teachers	• Once a year	• Subject teachers	

the perspectives of different countries and stakeholders • To hone students' presentation skills	studies. • Diversified assessment methods will be adopted. Students in Groups 1–7 (HKDSE curriculum) will deliver group presentations, while students in Group 8 (adapted curriculum) will deliver their group presentations in the form of a mock international conference. • The group presentations at the end of the module will constitute 5% of the CA marks in the first term.		matters. • Students participating in the mock international conference will demonstrate an understanding of different national perspectives.				

Major Concern (2): To build Artificial Intelligence (AI) literate learners
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
• To enhance teachers' and students' awareness of the importance of using AI tools responsibly • To equip teachers and students with the skills to use AI tools responsibly to improve teaching and learning	• All F.1 to F.4 students will be engaged in writing practices on an AI platform to develop their writing skills. • All F.5 to F.6 students will be engaged in writing, reading and listening practices on an AI platform to develop the relevant skills. • Students will be reminded not to accept AI-generated feedback uncritically and will be	• All F.1 to F.6 students and teachers	• At least 90% of students would complete all written work on the AI platform • At least 90% of students would do writing corrections upon reviewing feedback from the writing AI platform and teachers • At least 80% of F.5 and F.6 students would	• Students' work records on AI platforms • Sharing sessions by teachers • Assignment inspection of teachers	• Writing: F.1-F.3 once a year, F.4-F.5: 2 pieces per year, F.6: 3 pieces per year • Reading and Listening: Practices to be scheduled regularly in F.5 and F.6	• Subject teachers	

	encouraged to compare it with their own ideas, learning materials and teachers' advice. Students will also need to do appropriate follow-up corrections to demonstrate learning. • Teachers will monitor students' work, review feedback, refine writing corrections, and other strategies when teaching reading and listening skills.		complete a minimum of 1 reading paper/ skill set and 1 listening paper/ skill set on the AI platform				

KLA (3) MATHEMATICS EDUCATION

MATHEMATICS

School Major Concerns

Major concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.

Target (1): To enrich the curriculum with global elements. / To introduce the International Advanced Level (IAL) in Secondary 5 and 6.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
To enrich the curriculum with global elements through conducting sharing on the origins and development of Mathematics from a global perspective.	We will conduct a sharing in the teaching of Area and Volume. Before teaching the theorem, we will share some background and stories about Area and Volume in ancient times.	F.1	Relevant teaching materials can be produced after the sharing by using AI.	Through questionnaire to students.	Second Term	YCW, CHY, LKW	N/A
To introduce the International Advanced Level (IAL) in Secondary 5 and 6. - Expand student exposure by offering an adapted curriculum. Mathematics.	We will offer an adapted curriculum to 13 F.4 students and 21 F.5 students this year. They are supposed to attempt IAL examinations	F.4, 5 (selected students)	Applications to IAL in their F5 and F6.	Students' IAL results.	Whole year	KW, LKW	N/A

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
- Prepare students for international assessments.	from 3 Mathematics modules in their F.5 study and examinations from 3 other modules in their F.6.						

Major concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
To enhance AI literacy among key stakeholders through developing plans and ideas on how to launch AI-assisted teaching.	Colleagues will be asked to try to use AI on teaching utilising the SAYO platform. Meetings may then be called for colleagues to share what plans and ideas can be used in the teaching of Mathematics.	F.2 and F.4 Mathematics Teachers	Acquire some tools (ideas) from SAYO AI in the teaching of Mathematics from the meeting.	Discussion among colleagues in the end-of-term meetings.	Whole year	YCW, CHY, LKW	N/A

KLA (4) SCIENCE EDUCATION

BIOLOGY

School Major Concerns

Major concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.

Target (1): To enrich the curriculum with global elements./ To introduce the International Advanced Level (IAL) in Secondary 5 and 6.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To integrate international themes and perspectives within the curriculum. Expand student exposure by offering classes in IAL Biology. Prepare students for international assessments.	An adapted curriculum will be introduced to a group of F.4 students who plan to study the International A-level (IAL). School-based notes and experiments are designed to help students bridge the DSE curriculum and the IAL.	F.4 & F.5 students	A series of school-based notes and experiments are designed. Over 70% of students agree that the adapted curriculum help them bridge the DSE curriculum and the IAL.	Teacher's observation & students' feedback	Whole year	BO	*Nil*

Major concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Empower teachers to leverage AI for designing personalised student tasks and streamlining formative assessment and grading workflows. Enable students to actively create learning materials while critically evaluating the pros and cons of artificial intelligence in education.	Teachers utilise AI tools to generate tiered learning tasks and assignments tailored to students' ability levels. Students engage in creation activities using artificial intelligence and subsequently conduct self-evaluations analyzing the pros and cons of utilizing AI in their learning process.	F.4 students	100% of teachers successfully design and implement at least one AI-generated personalised task within the academic year. Students demonstrate the ability to critically analyze AI by producing self-evaluations identifying specific pros and cons of AI in their learning.	Teacher's observation & students' feedback	Whole year	LHC, BO, RHL	*Nil*

CHEMISTRY

School Major Concerns

Major concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.

Target (1): To enrich the curriculum with global elements. To introduce the International Advanced Level (IAL) in Secondary 5 and 6.

Programme Details:

Objectives	Strategies /Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Expand student exposure by offering classes in IAL Chemistry	Pearson Edexcel IAL Chemistry curriculum will be delivered and school-based teaching notes will be prepared and utilised.	F.5 IAL students	At least 70% of the students indicate that the curriculum is effectively delivered by using school-based teaching notes.	Students' feedback through end-of-term survey	Sept 2026 – May 2027	CWC	
Prepare students for international assessments	Form 5 IAL students will sit for the Pearson Edexcel IAL Chemistry AS-level examinations. The subject teacher will facilitate students' exam preparation through structured practices with past papers and mock examinations.	F.5 IAL students	At least 70% of the students indicate that they are sufficiently equipped for the Pearson Edexcel IAL Chemistry AS examinations.	Students' feedback through end-of-term survey	Sept 2026 – May 2027	CWC	

Major concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies /Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Enhance teacher preparation efficiency by utilizing AI tools (Gemini Notebook) to generate curriculum-aligned unit summaries and tiered assessment questions (low, medium, high difficulty)	Teachers upload existing teaching notes and by-topic public examination papers into Gemini Notebook. Teachers then use built-in Studio features (Summaries, Quizzes) to draft unit overviews and differentiated assessment items for student practice.	F.4 – F.6	- At least one unit summary is created using Gemini Notebook per teacher - At least one quiz is created with the help of Gemini Notebook per teacher	- Count the number of unit summaries and quizzes in the shared Departmental Google Drive - Teachers' feedback	Sept 2026 – May 2027	CYC, YLH	
Develop student AI literacy and self-directed study habits through guided, source-grounded AI tools.	Students use teacher-shared Gemini Notebooks to run auto-generated flashcards for active recall.	F.4 – F.6	At least 70% of students utilise AI-generated flashcards for revision at least once	Check student submissions of completed flashcard scores	Sept 2026 – May 2027	CYC, YLH	

JUNIOR SCIENCE

School Major Concerns
Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
• Implement AI-assisted teaching and/or develop teaching resources utilising AI technology. • Provide opportunities for students to experiment with AI tools, encourage students to critically evaluate the information and outputs provided by AI tools.	F.1 and F.2 subject teachers use online coding platforms (e.g. Canva AI Code Generator) to create tailor-made revision quizzes. These quizzes serve as interactive, self-directed learning tools to support students' learning and assessment preparation. Instant and AI-generated feedback will be given to students.	F.1, F.2	Over 70% of students utilised the platforms and over 70% of the users indicate that the platform is useful in assisting their learning.	End-of-term Survey	Term 2	CWC, MHC, TTT, YLH, SWC	Google Form, Canva platform, Google Classroom
	An AI-generated simulation on a selected topic from F.1 or F.2 curriculum is developed by teachers to assist students' learning in class.	F.1 / F.2	Over 70% of the students indicate that the tool is useful in assisting their learning.	Post-lesson survey	Term 2	CWC, SWC	Google Form, Canva platform, Google Classroom

Major Concern (3): To promote students' well-being and resilience with reference to the PERMA model.
Target (3): 3.1 To cultivate positive emotions and encourage active engagements among students.
3.2 To promote student's engagement in class and enjoyment in learning.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cultivate positive emotions and encourage active engagements among students.	Establish an awards system to foster motivation and recognise student achievement. This will include: (1) An award for the top 10 students in the Mid-year and Final Examinations respectively. (2) An award for the 10 students achieving the greatest score improvement in the Final Examination as compared to the Mid-year Examination. Small gifts will be given to the awardees.	F.1	Over 70% of students indicates that the award system can further encourage their engagement	End-of-term Survey	Whole year	CWC	Gifts, Google form

PHYSICS

School Major Concerns

Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To guide students to use comprehensive augmented reality apps with AI tools for Predict-Observe-Explain (POE) cycles, deepening their conceptual understanding of abstract physics.	Utilizing comprehensive augmented reality apps with AI tools to bridge abstract physics concepts with digital experimentation. Students across F4–F6 will analyze specific core topics, critically contrasting the AI app's idealised simulations with real-world physical boundaries to foster responsible, analytical tech habits: (1) **F4:** Reflection vs. refraction of light / Newton's 2nd Law (2) **F5:** Factors affecting electromagnet strength / Boyle's Law (3) **F6:** Gravitation / Bohr's atomic model of hydrogen	F4 – F6	70% of students agree that comprehensive augmented reality apps with AI tools effectively consolidates their physics concepts and enhances their scientific inquiry skills.	Teacher's observation, students' feedback and questionnaire	Sept, 2026-May, 2027	TWK	NIL

KLA (5) TECHNOLOGY EDUCATION

BUSINESS, ACCOUNTING & FINANCIAL STUDIES

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.

Target (1): To enrich the curriculum with global elements.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cultivate a global perspective in students by strengthening the school-based curriculum	-Integrate international themes and perspectives within the curriculum - Review some of the formative assessment to include international theme. (e.g. assignment in business environment and management topic) - Teacher will encourage students to participate in international competition related to business case competition.	Students	Over 70% of students agree that the curriculum cultivates a global perspective in them.	Year-end evaluation done by students	Whole year	CT	

Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build Artificial Intelligence (AI) literate learners	- Enable student to establish a self-correction habit by using AI e.g. Instruct students to attempt the problem on paper first, upload or type their working into AI, and prompt: "Identify my calculation or conceptual error without giving me the final answer immediately." - For abstract topics (like deferred revenue or accumulated depreciation), students can ask AI to explain the concept using everyday scenarios (e.g., prepaid gym memberships or phone plan subscriptions) - Ensure students use AI as a tutor rather than a homework solver by emphasising process-oriented prompts (e.g., "Guide me step-by-step" rather than "Solve this question directly").	Students	Over 70% student using AI to facilitate their learning	Observation / questionnaire	Whole year	CT	-AI software
	- Attend training in digital education	Teacher	Attend minimum of 30 hours of training in digital education within each three-year CPD cycle of 150 hours	Attendance record	Whole year	CT	

INFORMATION AND COMMUNICATION TECHNOLOGY

School Major Concerns

Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To equip students and teachers to use AI tools responsibly in learning and teaching.	Include more AI-related topics—in particular, the use of AI and AI-built applications related to learning and teaching.	F1 – F6 students	A rise in the percentage of students who are able to create and use AI-built tools in learning and teaching.	Assessing the result through questionnaire.	Whole-year	F.1 – F.3 KP F.4 - F.6 KP	

TECHNOLOGY AND LIVING

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.
Target (1): To enrich the curriculum with global elements.

Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students explore the differences and commonalities between East and West cuisines	Students study, use the core ingredients and cooking techniques of various countries.	All Form 1 students (dessert making) and Form 2 students (pastry making)	Each student completes their cooking tasks	Assess the outcome	Sept - Dec 26	LYK	learning and teaching materials Google classroom, Diversified materials created by AI generator
Students explore the Chinese hand embroidery stitches	Students use AI to explore Chinese embroidery stitches	All Form 1 students	Each student designs a keychain, then uses AI to generate more ideas to finalise their design.	Assess the outcome	Jan - Apr 27	LYK	learning and teaching materials Google classroom Diversified materials created by AI generator
Students design cake by AI tool	Students use AI tools to design their cake.	All Form 2 students	Each student designs a cake, then uses AI to generate more ideas to finalise their design.	Assess the outcome	Oct - Nov 26	LYK	learning and teaching materials Google classroom Diversified materials created by AI generator

SCIENCE AND TECHNOLOGY

School Major Concerns

Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Provide hands-on opportunities for students to experiment with AI tools while critically evaluating source accuracy and biases	Provide hands-on tasks and interactive simulation tools made with AI for students to test AI outputs against real-world experimental results, then to identify errors and biases.	F.2 Term 1 Project; F.2 Term 2 Project B (Wing Design & 3D Print); F.2 Term 2 Project C (Drone with AI Camera)	Over 80% of F.2 groups show clear notes on how they tested and evaluate AI-suggested outputs against practical trials.	Check student project reports for test data and evaluations. Read student reflections on AI mistakes.	Sept 2026 - May 2027	Panel Head and Panel members	Interactive simulation tools made with AI.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2. Deploy Generative AI to optimise teaching workflows and assessment analytics	- Divide term projects into clear steps with AI help, guiding students to think through AI ideas instead of picking common, easy topics. - Build an AI marking and feedback tool to give advice while students are making plans, drafts and models, helping them improve before final grading.	F.1 Term 2 Project	70% of F.1 groups get mid-way feedback from the AI tool to review their drafts and plans, or help refine their project to fulfill the assessment rubrics.	Check student project progress reports and mid-way feedback logs.	Feb 2027 – May 2027	Panel Head, Panel Members	AI marking and feedback tool specifically made to feedback on F.1 Term 2 Project.
3. Cultivate responsible, ethical, and reflective student AI literacy in coursework	- Implement the school-based or derived departmental version of AI Utilisation Declaration by students for major coursework.	F.1–F.3 students	- 100% of groups submit AI Declaration Forms on major coursework. - 80% of groups demonstrate Level 3–5 usage (uphold critical thinking rather than direct copying when using AI in coursework).	Student declaration form statistics and survey.	Sept 2026 - May 2027	Panel Head, Panel Members	School AI Declaration Form template.

KLA (6) PERSONAL, SOCIAL AND HUMANITIES EDUCATION

CHINESE HISTORY (中國歷史)

學校關注事項

2. 培養具備人工智能素養的人才。

本科計劃內容:

目的	策略或活動	對象	成功準則	評估方法	時間表	負責人	所需資源
提升教師的評估素養，促進學生的學習。	使用人工智能(AI) 協助評改功課及小測試卷，並利用人工智能(AI) 製作模擬答案、筆記、擬訂題目，供學生參考。	各級任教老師	各級科任老師能根據人工智能(AI)製作評分表、擬訂題目及製作筆記。	各級科任老師製作評分表、擬訂題目及製作筆記能否符合要求。	全年	陳齊洪	
	進行同儕觀課，讓各級科任老師在課堂上實踐優質學校改進計劃提供的教學策略及建議。		各級科任老師能夠在課堂上實踐優質學校改進計劃提供的教學策略及建議。	同儕觀課			

CITIZENSHIP, ECONOMICS AND SOCIETY

School Major Concerns

Major Concern (2): To build artificial intelligence (AI)-literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To empower students to use artificial intelligence critically and evaluate its practical applications	1. Students are required to use AI platform to prepare a glossary sheet after learning every unit to facilitate their learning	Forms 1-3	70% students agree that AI may help their studies effectively	Year-end evaluation	Whole year	GF, JK	/
	2. Students are required to do a comparison table between different state organs in China using AI	Form 3		Year-end evaluation	Jan 2027	JK	/

ECONOMICS

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.

Targets (1): To enrich the curriculum with global elements. / To introduce the International Advanced Level (IAL) in Secondary 5 and 6.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
Expand students' exposure in non-local IAL Economics curriculum	Teachers will provide school- based teaching notes, integrate international themes and perspectives within the curriculum and offer more extra-curricular activities (e.g. competitions) for students.	F.4 IAL Bridging Students; F.5 IAL Students	Over 70% students agreed that their learning experience could cultivate them with a global perspective; and over 50% students participated in extra-curricular activities (e.g. competitions).	1. Students' feedback survey 2. Students' public examination result 3. Participation rate for extra-curricular activities	Sept 2026 - May 2027	KLC	Microsoft Office, Google Classroom
	Teachers will offer a taster programme in IAL Economics for F3 students in the second term.	F.3 Students	Over 70% students could understand the learning outcomes and requirements for IAL Economics.				
Prepare students for international assessments	F.5 IAL students will complete AS certification and prepare for A2 certification. Teachers will provide extra lessons and more exam preparation.	F.5 IAL Students	Over 70% F5 students could achieve A in AS Economics.				

Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
Implement AI-assisted teaching and develop teaching resources utilising AI technology	Teachers can make use of the publisher online AI resources platforms (e.g. Chatbots from United Prime, and AI question selection) to cater learning needs and improve teaching quality.	F.4 - F.6 HKDSE Students; F.4 IAL bridging students, F.5 IAL Students	Over 70% of surveyed students agree that AI-assisted teaching resources helped cater to their learning needs and enhanced engagement.	1. Students' feedbacks survey	Sept 2026 - May 2027	KLC, JO, THM and CT	Microsoft Office, Google Classroom, United Prime Online Resources, SAYO.AI
Adopt AI in marking and assessment	The department will subscribe to a platform - SAYO, for AI assessment marking, helping to standardise the marking.	F.4 - F.6 HKDSE Students	Utilise the platform at least 5 times per year for checking the effectiveness of the platform.	1. Departmental review meeting to gather feedback 2. Accuracy rate of the AI assessment marking			

FAMILY AND LIFE EDUCATION

School Major Concerns

Major Concern (2): To build artificial intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
For Students: To empower students to use artificial intelligence critically and evaluate its practical applications. For Teachers: To support teachers in using AI to create reflective questions that deepen student learning.	1. Forms 1-3 PPT Presentation: Students must choose their own AI platform to help prepare their presentation slides. They are required to critically edit and improve all AI-generated content rather than using it as-is. Additionally, students must submit a short report including the following: - The name of the AI platform used - Their rationale for selecting this platform - A critical review of how the AI tool enhanced their understanding of the topic or some information is missing. 2. Teachers will adopt an AI tool to generate guiding questions for the presentation.	Forms 1-3	70% of the students agree that the workshop helps promote social-emotional competence in them.	Year-end evaluation	May 2027	IY, MHC, JK	AI tools, PPT

Major Concern (3): To promote students' well-being and resilience with reference to the PERMA model.
Target (3): To foster positive relationships among students and between students and teachers.

Programme Details:

Objectives	**Strategies/Activities**	**Targets**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
For Form 1: To cultivate kindness and/or forgiveness among students. To educate students on conflict resolution skills and how to build positive relationships with others. For Forms 2 and 3: To enable students to compose reflective gratitude letters, fostering appreciation and action toward teachers.	1. Form 1: (between students): - Topics: Anti-bullying: Using the Powerpoints (with MC questions) to teach students about the major concepts of anti-bullying *(Knowledge).* - Require the students to reflect on the feelings of victims and others through reflecting on the issues raised related to the topic *(Affection) .* - Have students write a personal promise to stop bullying and keep the school safe. - Also, students will be asked to show kindness to a classmate they do not know well yet. Teachers will pick the kindness partner for each student by random draw. *(Action)* 2. Forms 2 - 3: Via giving out tasks or assignments (between students and teachers) - Teachers will give out assignments to students requiring them to write "gratitude letters" to their teachers *(Affection & Action)*	Forms 1-3	70% of the students agree that the workshop helps promote social-emotional competence in them.	Year-end evaluation	Mar / Apr	IY, MHC, JK	PPT; reflection books; note pads / papers for writing messages or letters.

GEOGRAPHY

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities

Target (1): To enrich the curriculum with global elements

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
• To integrate international themes and perspectives within the curriculum	**F.1 to F.6** • incorporate cases and examples from various nations or regions on the geographical contents and issues in daily teaching • incorporate tasks in formative assessments involving students to have research on and to have discussion on the geographical contents and issues from the global perspective • incorporate questions related to the cases, examples or perspectives of different nations or regions on the geographical contents and issues in summative assessments	F.1-F.6	• the Q1 marks of the formative assessments have constantly reached 50% of the full marks • the Q1 marks of the Mid-year exam and final exam have reached 50% of the full marks	• results and statistics of the formative assessments and summative assessments	Throughout the year	Form coordinators	teaching resources from publishers, school based teaching materials, E-learning tools (for follow-up work)

Major Concern (2): To build Artificial Intelligence (A.I.) literate learners
Target (2): To equip students and teachers to use A.I. tools responsibly in learning and teaching

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
• To implement A.I.-assisted teaching	**F.1 to F.2** • create graphics and interactive tasks on specific lesson contents through A.I. to make lessons more engaging • create animations for specific cases and examples through A.I. to facilitate students' interpretation	F.1-F.2	• one interactive task created by A.I. and implemented in lessons for each module	• implementation of the tasks in lessons • the Q1 marks of the relevant formative assessment reach 50% of the full marks	Throughout the year	Form coordinators	teaching resources from publishers, school based teaching materials, E-learning tools (for follow-up work)

HISTORY

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.
Target (1): To enrich the curriculum with global elements.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cultivate understanding, respect and appreciation for the cultural differences in different regions	Continuing the efforts to revise and redesign the teaching strategies and formative assessments to provide a balanced study of different religions and cultures.	Junior and senior students	Junior students demonstrate a balanced understanding of polytheism and monotheism, Christianity and Islam, customs and traditions of Europeans, Chinese and Native Americans, and the main concerns of different ideologies and political ideas. Senior students are able to provide sound judgement based on a balanced examination of historical facts	Formative and summative assessments show that a majority of junior students demonstrate a balanced understanding of different religions, customs and traditions. All senior students are able to provide a balanced judgement in their formative and summative assessments.	2026/27 School Year	YLT YFL KC	NIL
To broaden students' vision, nurture their consciousness of current issues, and provide them with an opportunity to utilise the latest information technology and to	Continuing the efforts to revise the PSHE Cross-subject Project by examining the latest development of a	Junior students	Students can utilise information technology to conduct self-directed study and effectively illustrate their findings with an infographic.	All PSHE teachers conduct a joint evaluation of students' work, and all students evaluate each other's contributions in the peer evaluation	2026/27 School Year	YLT KYT JK CHC	NIL

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
explore their role and contribution to the global community as global citizens	selected current issue.						
To deepen students' understanding of the origins and development of international conflicts and cooperation in the 20th century, and to cultivate their understanding of the impacts on humanity in the 21st century	Revising and enriching the teaching materials used in F.3 to highlight the connectivity between the subject content and the current world.	F.3 Students	A majority of students demonstrate a better understanding in the PSHE Cross-Subject Project and in the assessment.	Formative assessment and summative assessment	2026/27 School Year	YLT	NIL
To deepen students' understanding of the interdependence between Hong Kong, China and the world in the 20th century, and the changing role of Hong Kong in the surrounding region and the world.	Introducing a range of learning experiences to deepen students' understanding of Hong Kong's history within its historical context.	Senior students	A majority of senior students show a better understanding of and appreciation for the importance of Hong Kong in the past and in the present world.	Formative assessment	2026/27 School Year	YLT	NIL

RELIGIOUS STUDIES

School Major Concerns

Major Concern (2): To build Artificial Intelligence literate learners
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' abilities in using AI tools responsibly in learning	Students use AI to analyse the different images of Jesus and to learn about identities of Jesus.	F.4	Students successfully complete the research, the analysis and the presentation using AI tools	In-class presentation, peer evaluation and evaluation from teachers.	1st Term	GF, JK	

Major Concern (3): To promote students' well-being and resilience with reference to the PERMA model
Target (3): To cultivate positive emotions and encourage active engagements among students
Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cultivate positive emotions among students that are relevant to the subject during the learning process	Students' self evaluation using PERMA model at the end of each topic	F.1-F.5	80% of respondents acknowledge that they have experienced / are able to relate with at least one of the five elements of PERMA in lessons of each topic.	Google Form	Whole year	GF	

TOURISM AND HOSPITALITY STUDIES

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities

Target (1): To enrich the curriculum with global elements

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
- To integrate international themes and perspectives within the curriculum	- Incorporate various cases or examples of different countries in the daily teaching - Give bonus marks to encourage students to share updated THS-related international news or articles - Include tasks in formative assessment that involve students to have research or discussion on THS trends and issues from a global perspective	F.4-6 students	- Positive feedback (on the strategies / activities used) from students	- Scrutiny of students' work - Direct feedback from students	Sept, 2026-June, 2027	TWT	

Major Concern (2): To build Artificial Intelligence (AI) literate learners

Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
- To implement AI assisted teaching - To develop teaching resources utilising AI technology	- Provide opportunities for students to experiment with AI tools in selected topics, encourage students to critically evaluate the information and outputs provided by AI tools.	F.4-6 students	- At least one interactive task created by A.I. and implemented in lessons for selected modules	- Scrutiny of students' work - Direct feedback from students	Sept, 2026 -June, 2027	TWT	

KLA (7) ARTS EDUCATION

MUSIC

School Major Concerns

Major Concern (2): To build Artificial Intelligence (AI) literate learners
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1.1 Students to compose a melody with lyrics 2.1.2 collaboration across key learning areas: Music and Visual Arts	i/ Students will compose/ choose a poem as the lyrics ii/ will make use of Suno (AI music software), by inputting suitable style/ tempo/emotion and lyrics (first section only) in Suno and ask the AI software to compose a music version of the lyrics provided by students. iii/ students need to evaluate the composition iv/ students refine and extend the composition with Sibelius v/ The melody students compose will serve as the backbone idea of their painting	S2	Over 85% students hand in their assignment Over 50% students use their music ideas as the backbone of their painting in VA	Peer-assessment as well as teacher grading.	November 2026 to January 2027	JY	Computer and AV system for illustration of ideas SUNO software
2.2.1 Evaluate music arrangements generated by Songcription (AI software)	i/ Students will learn the musical style of different pop songs genre ii/ Students will learn to prompt Songscription to generate music score from existing performance iii/ Evaluate the transcription iv/ Evaluate the combination and roles of different musical instruments. iii) students will present their investigation in class	S3	90% Students will learn to prompt Songscription 85% students present their investigation in class	peer and teacher assessment	February 2027 to April 2027	QS JY	Songcritption Subscription For teachers US$100 per annum x2

VISUAL ARTS

School Major Concerns
Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To equip students and teachers to use AI tools responsibly in learning and teaching.	Develop plans and ideas on how to launch AI-assisted teaching and learning.	CTP, PHL	1. Introduce an "AI -assisted Critique" for a theme selected (F.1-3). 2. Students submit a mid-draft to AI tools (e.g. Gemini) with a structured prompt and then produce a revised final draft showing visible changes and record which suggestions they accept/ reject and why (short written or labelled).	1. Collect (a) 1st draft, (b) AI feedback screenshot, (c) reflection showing clear reasoning for submission of assignment. 2. The quality of learning improved reflected in the assignments collected.	9/ 2026 – 8/ 2027	CTP, PHL	AI tools, learning and teaching materials
		PHL	1. Introduce an "AI -assisted Critique" for SBA artwork making (F.4-6). 2. Students submit a mid-draft to AI tools (e.g. Gemini) with a structured prompt and then produce a revised final draft showing visible changes and record which suggestions they accept/ reject and why (short written or labelled).	1. Collect (a) 1st draft, (b) AI feedback screenshot, (c) reflection showing clear reasoning for submission of assignment. 2. The quality of learning improved reflected in the exam and SBA performance. 3. 30% of F.6 students achieve Level 5 in DSE 2027.	9/ 2026 – 8/ 2027	PHL	AI tools, learning and teaching materials

KLA (8) PHYSICAL EDUCATION

PHYSICAL EDUCATION

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.

Target (1): To enrich the curriculum with global elements.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Integrate international themes and perspectives within the curriculum.	Students understand the origin, rules, and global development of emerging sports (e.g., Pickleball)	F. 1 - 6	Students understand the history of sports and the culture of USA	In-class assessment	April – May, 2027	All PE teachers	/
	Presentation on events like the Olympics, FIFA World Cup, or Paralympics to discuss the national pride and identity	F.4-5 DSE PE students	Students show understanding on the use and need of International Sports events	In-class Presentation	Jan 2027	VL	/

Major Concern (2): To build Artificial Intelligence (AI) literate learners.
Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Develop plans and ideas on how to launch AI-assisted teaching.	Use AI-PE tools when conducting fitness test.	F.1-5	The tools help with counting the repetition with 90% accuracy	Questionnaire	Nov and Jun	All PE teachers	Computers and HR monitor from STEM Department

Major Concern (3): To promote students' well-being and resilience with reference to the PERMA model.
Target(3): To foster positive relationships among students and between students and teachers.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster positive relationship between students and teachers	To conduct inter-class and teacher-student sports activities	F.1-5	60% students or more show interests in and enthusiasm in joining the activities	Questionnaire	Mar-May	All PE teachers	/

CROSS-KLA

CITIZENSHIP AND SCOIAL DEVELOPMENT

School Major Concerns

Major Concern (2): To build Artificial Intelligence literate learners

Target (2): To equip students and teachers to use AI tools responsibly in learning and teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students can understand how AI drives the development of emerging technology, understand and briefly evaluate the benefits and potential risks of AI applications to society, and deepen concerns regarding the responsible use of AI	Introduce the importance of the responsible use of AI in Theme 3, Topic 2 (Technological development and information literacy)	Form 6	The 25th percentile marks of the relevant question(s) reached 50% of the full marks	Assessment	Whole term	THM*, YLT, QS, JK, GF	Teaching resources from publishers, school-based teaching materials

SERVICE-LEARNING

School Major Concerns

Major Concern (3): To promote students' well-being and resilience with reference to the PERMA model
Target (3): To foster positive relationships among students and between students and teachers.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide opportunities for students to learn more about their peers	Students work in groups to deliver services	All Form 4 students	Students show that they have learnt new things about their peers	Self-reflection	Term 1 and 2	All teachers	/

FUNCTIONAL GROUPS

COUNSELLING COMMITTEE

School Major Concerns

Major Concern (3): To promote students' wellbeing and resilience with reference to the PERMA model.

Targets (3): To cultivate Positive emotions and encourage active Engagements among students. / To foster positive Relationships among students and between students and teachers.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cultivate positive emotions and encourage active engagement of F.1 students (including those with special needs); to foster positive relationships among F.1, F.3 and F.4 girls and between students and teachers through service and mentoring.	Big Sister Scheme	F.1, F.3 and F.4 girls	≥70% of participants agree that the activity encouraged active engagement; ≥70% agree that it fostered positive relationships among students and between students and teachers.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, GF, Kylie	$5000 (Training) $31520 (overnight camp fee and coach fee) $5,000 (Reward activity fee)
To help students make friends and learn friendship skills through activities; To cultivate positive emotions and encourage active engagement as they enjoy happy times with classmates; To foster positive relationships among students	Peer Support Network (Buddy Ties Scheme)	F1 to F.5 girls	≥70% agree that it cultivated positive emotions and encouraged active engagement; ≥70% agree that it fostered positive relationships among students	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, HLY, Teresa	$4000
To cultivate positive emotions and encourage active engagement through class-based relaxation;	Relaxation Activity class period	F.1 to F.6 girls	≥70% agree that the activity cultivated positive emotions and encouraged active	Teachers' and social workers' observation	Sept 2026 to May 2027	LSL	$2000

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster positive relationships among classmates and between students and teachers.			engagement; ≥70% agree that it fostered positive relationships among students and between students and teachers.	and year-end evaluation			
To cultivate positive emotions through a safe channel of expression and to encourage active engagement in seeking support; to foster positive relationships between students and teachers.	Heart-to-Heart Mailbox	F.1 to F.6 girls	≥70% agree that it fostered positive relationships among students and between students and teachers.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, WLF, Kylie	$500
To cultivate positive emotions and encourage active engagement in facing public-exam stress; to foster positive relationships among F.6 students and between students and teachers.	Form 6 Stress Management Class Programme	Form 6	≥70% agree that the activity cultivated positive emotions and encouraged active engagement; ≥70% agree that it fostered positive relationships among students and between students and teachers.	Teachers' and social workers' observation and year-end evaluation	Nov 2026	LSL, YYD, Teresa	$1,800 (materials)

GLOBAL EDUCATION TEAM

School Major Concerns

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities

Target (1.1): To enrich the curriculum with global elements

Programme Details:

(1) Curriculum Mapping of Global Education

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
● To develop an overview of how global education is currently incorporated into the school curriculum ● To identify existing strengths, gaps and opportunities for further development	● Invite subject panels to identify relevant learning elements in their existing curricula ● Review how global education is addressed across Forms 1–6 ● Consolidate the findings and identify priorities for curriculum development	● All relevant subject panels and/or KLA leaders	● Completed curriculum maps are received from all relevant subject panels and/or KLA leaders. ● The mapping shows the distribution of global learning across year levels. ● At least one potential area for enhancement is identified.	● Review of completed curriculum-mapping templates ● Feedback from subject panels and/or KLA leaders ● Compilation of a summary report	Term 1	WCC	

(2) F.4 English II Curriculum Enrichment and Refinement and Mock International Conference

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
● To broaden students' awareness of contemporary global issues	● Review and enrich the F.4 English II curriculum with global issues and workplace trends by	● F.4 students ● F.4 English II teachers	● The revised curriculum includes explicit global learning objectives and	● Participation records ● Students' reflection (English group 8)	Term 1	WCC F.4 English II teachers	

and international workplace trends ● To develop students' critical thinking, communication and intercultural competence ● To strengthen students' ability to discuss global issues from multiple perspectives and communicate in formal contexts	using authentic texts, multimedia materials, case studies and discussion tasks ● Engage F.4 students in the module 'Global Perspectives: Skills for Effective Communication' in Term 1 ● Organise a mock international conference during English II lessons (for English Group 8 – adapted curriculum), where students will be assigned different countries to discuss a selected global issue		learning activities. ● All F.4 students participate in the group presentations or the mock international conference. ● Students participating in the mock international conference will demonstrate an understanding of different national perspectives.	● Samples of students' work (English group 8) ● Sharing sessions by teachers			

(3) Review of the F.3 PSHE Cross-curricular Project

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
● To enrich the F.3 PSHE cross-curricular project with explicit global dimensions ● To develop students' research,	● Review the tasks of the existing F.3 PSHE cross-curricular project to include some global elements ● Require students to	● F.3 students ● F.3 PSHE teachers	● The refined project contains global elements. ● Most of the students meet the expected standard for global awareness,	● Feedback from teachers and students ● Samples of students' work	Term 2	YLT	

collaboration, critical-thinking and problem-solving skills	investigate an issue and share ideas in appropriate forms of sharing		research and collaboration. ● Teachers consider the project relevant and suitable for continued implementation.				

(4) F.1 Foreign Language Taster Programme

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
● To expose students to languages and cultures beyond their regular curriculum ● To stimulate students' interest in foreign-language learning ● To foster openness, curiosity and respect towards cultural and linguistic diversity	● Include at least 3 languages in the taster programme ● Introduce basic use of language and simple cultural conventions ● Incorporate activities to stimulate students' interest in foreign-language learning	● F.1 students	● At least 75% of students participate actively in the workshops. ● At least 75% of students report increased interest in learning about foreign languages and cultures. ● Language instructors provide positive feedback on students' engagement.	● Attendance and participation records ● Feedback from teachers and students	Term 1	WPL	One-off grant from EDB

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.
Target (1.2): To introduce the International Advanced Level (IAL) in Secondary 5 and 6.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
● To broaden students' academic choices by providing a recognised non-local curriculum ● To prepare students for international pathways in higher education and future careers ● To develop students' subject knowledge, independent learning skills and global perspectives	● Launch the International Advanced Level (IAL) in Secondary 5 by offering IAL Mathematics, Biology, Chemistry and Economics, as well as GCE A-Level Chinese and IELTS for Academic English	● F.5 IAL students	● All planned IAL and GCE A-Level subjects are successfully launched.	● Students' Performance ● Teachers' Observation ● Feedback from teachers and students	Whole year	CWC IAL Team	

Major Concern (1): To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.
Target (1.3): To augment students' cultural competence through various exchange activities.

Programme Details:
(1) Exchange Programme with Li Po Chun United World College of Hong Kong

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
● To enhance students' understanding of cultural	● Liaise with Li Po Chun United World College of Hong Kong to	● Interested F.4 students ● Accompany teachers	● The planned exchange activities are successfully implemented. ● At least 80% of	● Survey ● Students' reflection ● Feedback	August 2026	WCC EW	

diversity through meaningful interaction with peers from different cultural and educational backgrounds ● To develop students' intercultural communication, collaboration and confidence ● To encourage students to reflect on their own cultural identity, assumptions and values ● To foster mutual respect, open-mindedness and a stronger sense of global citizenship	design an exchange programme with clearly defined learning outcomes ● Arrange reciprocal school visits where feasible ● Engage students in activities, cultural sharing, campus tours, and small-group discussions ● Pair or group Heep Yunn students with students from different cultural backgrounds to facilitate interaction ● Require students to complete post-programme reflections and share their learning		participants demonstrate active engagement during the programme. ● At least 80% of participants report greater confidence in communicating with people from different cultural backgrounds. ● At least 80% of participants indicate an increased understanding of cultural diversity. ● Student reflections provide evidence of greater cultural awareness, open-mindedness and respect for different perspectives. ● Positive feedback is received from students, teachers and the partner school.	from teachers			

(2) Western Australia Geography and English Study Tour

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
● To deepen students' understanding of geographical and environmental issues through authentic field-based learning ● To strengthen students' English-language skills through interaction in an English-speaking environment ● To expose students to Australian culture, lifestyles, educational and business practices and social values ● To develop students' cultural competence, independence, adaptability and teamwork ● To enable students to connect classroom learning with real-world geographical, linguistic and cultural contexts ● To enhance students' understanding of indigenous history, culture and	● Collaborate with the Geography and English departments to develop clear cross-curricular learning outcomes ● Select destinations and activities that support both Geography and English learning ● Organise visits to natural landscapes, urban areas, cultural institutions, schools, companies and/ or pastoral stations ● Arrange interaction with local students or community members, where feasible ● Assign students fieldwork tasks ● Require students to use English in authentic	● Selected F.3-F.5 students	● The tour is conducted safely and according to the planned itinerary and learning objectives. ● At least 80% of registered students complete all major learning tasks. ● At least 80% of participants demonstrate improved confidence in using English in authentic contexts. ● At least 80% of participants report an increased understanding of Australian culture and greater appreciation of cultural diversity. ● Student work demonstrates meaningful connections among geographical knowledge,	● Teacher observation of student participation, communication, teamwork and cultural sensitivity ● Students' reflection and feedback ● Feedback from local schools, guides or partner organisations ● Post-tour sharing by students ● Post-tour review by the Global Education Team, Geography Panel and English Panel	March 2027	WCC CN	

connections to Country, with particular reference to the Traditional Owners of Pardoo Station ● To introduce students to Western Australia's pastoral economy and the operation of cattle-raising and agricultural businesses	situations ● Conduct pre-tour lessons on Western Australia's geography, environment, culture and appropriate intercultural behaviour ● Include daily reflection, group debriefing and post-tour presentations		language learning and cultural observations. ● Students demonstrate appropriate behaviour, teamwork, adaptability and respect during the tour. ● Positive feedback is received from students, parents, teachers and partner organisations.				

HEALTHY SCHOOL AND CAMPUS MANAGEMENT COMMITTEE

School Major Concerns

Major Concern (3): To promote students' wellbeing and resilience with reference to the PERMA model

Target (3): To cultivate positive relationships among students and between students and teachers.

Programme Details:

1. Environmental Conservation

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To enhance the awareness of the importance of environmental conservation and reducing carbon emission	Organise talks or education during assembly on related topic	Whole school	70% of students are aware of the importance of environmental conservation	- Quantitative and qualitative feedback from evaluation - Observation - Professional judgment	10/2026 – 7/2027	TWT, SYK	
	Promote the use of compost for farming to students *(collaborate with Technology and Living Department)*	F.1-2 students	70% of students are aware of the environmental benefits of using compost for farming		09/2026 – 5/2027	LYK	
	Promote and encourage students to join "Achieving Carbon Neutrality Student Ambassadors Training Scheme 2026/27" *(collaborate with Geography Department)*	F.3-5 students	At least 5 (and maximum 10) students joined the Scheme with positive feedback		10/2026 – 7/2027	TWT, KYT	

2. Promotion of Healthy Habit and Living Style with Anti-drug and related anti-addiction education

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To promote various types of Health Service	Promote Student Health Service and organise health-related events	Whole school	70% of students and teachers/ staff are aware of the importance of taking vaccinations	- Quantitative and qualitative feedback from evaluation - Observation	9/2026 – 3/2027	TWT, MHC, HHT, LHC	
To promote healthy habits and healthy living style concept	Collaborate with the school cafeteria to organise activities to promote healthy eating habits	Whole school	70% of students are aware of the importance of healthy eating habits/ living style		10/2026 – 7/2027	TWT, LYK	
To enhance students' awareness of anti-drug/ anti-addiction	Organise talks or education during assembly on related topic	F.1-5 students	70% of students consider that they have gained understanding of the consequences of addiction		10/2026 – 7/2027	TWT, HHT, LHC	

CHAPTER 4: BUDGET PLANS FOR GRANTS

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT (2026-27)

Income:	
Balance brought forward:	**$** 0
Grant incorporated into Unit Subsidy for 2026/ 2027:	$ 656,214
Total:	$ 656,214
Expenditure:	
2 Clerical Officers:	$ 656,214

Task Area: Enhancement of Administration's efficiency	
To relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-learning materials, and to conduct remedial teaching to deal with learning diversity.	Two clerical officers will be employed to shoulder part of the administrative work of the teachers so that they can commit more time on learning and teaching.

PLAN ON THE USE OF THE ENHANCED SCHOOL-BASED LEARNING ACTIVITIES SUPPORT GRANT (2026-2027)

HEEP YUNN SCHOOL

Part 1：Enhanced School-based Learning Activities Support Grant (ESLASG)

Eligible beneficiaries of ESLASG are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the School Textbook Assistance Scheme (STAS full-grant); or those identified as financially needy through school-based criteria. To promote the balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2) Activities for raising students' understanding of the community and fostering their personal growth; and (3) Activities for enhancing students' learning effectiveness, with **expenditure on Category (3) Activities for enhancing students' learning effectiveness not exceeding 20% of a school's annual ESLASG provision**.

Schools are required to upload this "Plan on the Use of the Enhanced School-based Learning Activities Support Grant" endorsed by their Incorporated Management Committees/School Management Committees to the school websites **by the end of November of the current school year**.

(I) Provision of Grant in the Current School Year

Amount	$ 94,400.00	

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(1) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
1	Instrumental Classes/ Orchestral Group Training	No	9/2026-8/2027	2	4	2	$ 12,800.00		Teachers' observations and feedback	Students will acquire the skills in using musical instruments or develop their senses aesthetically.
2	Sports Training	No	9/2026-8/2027	4	8	4	$ 25,600.00		Teachers' observations and feedback	Students' relative skills will be

										improved and strengthened.
3	Debating Competition	Yes	9/2026-8/2027	1	2	1	$ 7,200.00		Teachers' observations and feedback	Students will become more confident in giving speeches, their thinking skills will be honed.
Sub-total and Percentage Share:							$ 45,600.00		48.31%	
(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
1	Outbound Sports Trainings	Yes	9/2026-8/2027	3	6	3	$ 21,600.00		Teachers' observations and feedback	Students will show a stronger team spirit, confidence in solving daily life problems or better interact with their peers.
2	Outbound Music Group Trainings/ Competition	Yes	9/2026-8/2027	1	2	1	$ 7,200.00		Teachers' observations and feedback	Students will show a stronger team spirit, confidence in solving daily life problems or better interact with their peers.

3	Music Group Training Camp	No	9/2026-8/2027	1	2	1	$ 3,200.00		Teachers' observations and feedback	Students will show a stronger team spirit, confidence in solving daily life problems or better interact with their peers.
Sub-total and Percentage Share:							$ 32,000.00		33.90%	
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
1	Foreign Language Classes	No	9/2026-8/2027	2	4	2	$ 12,800.00		Summative and formative assessments, teachers' observations and feedback	Students will show improvement in assessments and acquire a third langauge.
2	Mathematical Olympiad Classes	No	9/2026-8/2027	1	2	1	$ 4,000.00		Summative and formative assessments, teachers' observations and feedback	Students will show improvement in Mathematics.
Sub-total and Percentage Share:							$ 16,800.00		17.80%	
Estimated Activity Expenses and Percentage Share:							$ 94,400.00		100.00%	
(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)										
S/N	**Required Material/Equipment**		**Estimated Expense**	**Percentage Share**						

1	Not Applicable	$ -						
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)								
Estimated Material/Equipment Expenses and Percentage Share:		$ -	0.00%					

(IV) Total Estimated Expenses		
Amount	$ 94,400.00	

Part 2 : School-based Grant (SBG)

Schools **should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year**.

In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year		
Amount	$ -	

(II) Details of Activities

S/N	**Activity Name/Objective**	**Non-local Activity**	**Proposed Date/ Period**	**Estimated Number of Participating Students**			**Estimated Activity Expense**	**Evaluation Method(s) (e.g. Observation, questionnaire)**	**Success Criteria (e.g. Students' learning effectiveness is enhanced)**
				Receiving CSSA	**Receiving STAS Full-grant**	**Meeting School-based Criteria as Financially Needy**			
1	Nil								
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)									

Estimated Activity Expenses:	$ -	

(III) Total Estimated Expenses		
Amount	$ -	

Details of Staff-in-Charge of the Grants:	
Name:	Mandy Leung
Post:	Education and Student Welfare Officer

ANNUAL PROGRAMME PROPOSAL FOR DIVERSITY LEARNING GRANT (2026/2027)

Other Languages (DLG-OL)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher in-charge
To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	French, Japanese, Korean, Spanish (Academy of the Baptist Convention of HK)	3 years	S4-6 students who are going to take HKDSE examinations on the languages	50	Examinations endorsed by HKDSE and students' feedback	WPL

Network Programmes (DLG-NP)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher-in-charge
To cater for students' diverse learning need	Music (Network with Wah Yan College Kowloon)	3 years	S4-6 students who are going to take the HKDSE examination	20	HKDSE Examination	JY

Applied Learning (DLG-APL)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher-in-charge
To cater for students' diverse learning need and interests	Enlisted ApL courses provided by VTC, HKU SPACE, etc.	180 hours in 2 years for each course	Selected S4-6 students	25	Assessment conducted by course providers and moderated by HKEAA	YFL

Other Programmes: Gifted Education (DLG-OP)

Domain	Programme	Objective(s)	Targets	Duration / Start Date	Deliverables	Teacher in-charge	Budget
All subjects	Academic Support for	To give tailor-made academic support to elite	50 students nominated by respective school	Weekly 2-hour sessions x 14	Reflection log at the end of each	KWL	$40000 ($200/hour

Domain	Programme	Objective(s)	Targets	Duration / Start Date	Deliverables	Teacher in-charge	Budget
	Sports Students (ASSS)	sports students who have lagged behind regular lessons because of trainings, competitions or other events representing the school or Hong Kong	teams based on their specific needs	weeks and longer sessions during long holidays Oct 2026 to May 2027	lesson on the materials covered		x 200)
All subjects	Subsidies for external pull-out programmes	To subsidise students, on a full or partial scale, taking part in external pull-out programmes that include one or more GE elements (creativity, high-order thinking and personal and social skills)	Flexible (self-nominating students or students referred by subject teachers)	Whole year	Sharing of experiences to students through assembly/ articles in school magazine or display boards	LKW	$10000
Visual Arts	Design workshop	To give students an opportunity to develop an interest in graphic, fashion and packaging design	20 students taking Visual Arts as an HKDSE elective subject, and other self-nominated students	12 sessions from Nov 2026 to Apr 2027	Individual design portfolios at the end of the workshop for exhibition	PHL	$30000
Tourism and Hospitality Studies & History	Excursion to Tai O and Ngong Ping	To encourage students to appreciate local culture and demonstrate organisational skills at the same time	50 students taking THS or History as elective subjects, and students nominated by other teachers, that demonstrate good organisational skills	Jan-Mar 2027	Design of a day-trip itinerary or multimodal materials for promotions of Tai O and Ngong Ping	TWT	$25000

"AI FOR SCIENCE EDUCATION" FUNDING PROGRAMME- PLAN ON THE USE OF FUNDING

(June 2025 to August 2027)

Amount of Funding Received: $100,000

Items	Budget ($)
Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching (July 2025)	48,000
Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching (Sept 2025)	22,000
School-based Support Programme (Sept 2025 to August 2027)	30,000

Remarks: As of 31st August, 2026, the funding has been fully spent.

BUDGET FOR THE USE OF ONE-OFF GRANT FOR PROMOTION OF SELF-DIRECTED LANGUAGE LEARNING IN ENGLISH (2024-2027)

Income (2024-2027):	$ 200,000.00
Expenditure (2025-26):	$ 88,829.81
Balance Brought Forward:	$ 111,170.19
Expenditure (2026-27):	
Purchase AI Platform for F.1-F.6 students	$ 46,680.00
English Drama (EMI Drama Competition)	$ 13,000.00
English Debating	$ 32,800.00
MUN	$ 13,000.00
English Society	$ 5690.19
Total:	$ 111,170.19
Balance:	$ 0.00

BUDGET FOR THE USE OF ONE-OFF GRANT FOR PROMOTION OF SELF-DIRECTED LANGUAGE LEARNING IN PUTONGHUA (2024-2027)

Income (2024-2027):	$ 200,000.00
Expenditure (2024-25)	$ 1,834.40
Expenditure (2025-26):	$ 59,354.40
Balance Brought Forward:	$ 138,811.20
Expenditure (2026-2027)	
Subscription to AI Platform	$ 48,800.00
PTH Drama	$ 24,000.00
Tour to Mainland	$ 46,011.20
PTH Outbound Debating Competition	$ 20,000.00
Total:	$ 138,811.20
Balance:	$ 0.00

BUDGET FOR THE USE OF ONE-OFF GRANT FOR CHINESE CULTURE IMMERSION ACTIVITIES (2024-2027)

Income (2024-2027):	$ 300,000.00
Expenditure (2024-2026)	$ 122,755.18
Balance Brought Forward:	$ 177,244.82
Expenditure (2026-27):	
Chinese Culture Promotion Activities	$ 50,000.00
Chinese Culture Study Tour	$ 112,900.00
Total:	$ 162,900.00
Balance:	$ 14,344.82

BUDGET FOR THE USE OF ONE-OFF GRANT FOR PROMOTION OF A SPORTS AMBIENCE AND MVPA60 IN SCHOOLS (2024-2027)

Income:	$150,000
Expenditure (2025/26):	$125,886
Balance Brought Forward:	$ 24,114
Expenditure (2026/27):	
To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	$ 24,114
Balance	$ 0

BUDGET FOR THE USE OF ONE-OFF GRANT ON PARENT EDUCATION (2024-2027)

Income (2024-2027):	$ 200,000
Expenditure (2025-2026)	$ 27,000
Balance Brought Forward:	$ 173,000
Expenditure (2026-2027):	
Parents' Workshop	$ 60,000
Parents' Talk	$ 20,000
Total:	$ 80,000
Balance:	$ 93,000

PLAN ON THE USE OF THE LIFE-WIDE LEARNING AND SISTER SCHOOL GRANT (2026-2027)

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

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

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "−" on the left to hide this part】

Category of the Activity:		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)				
Evaluation Method:		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 Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												

1	Service Learning Education	September 26-May 27	To enhance students' understanding of the needs of different communities in Hong Kong, to instill values related to servant leadership among students, and to help students reflect on their aptitude, strengths and weaknesses, thereby facilitating their career planning.	F.4 180	8	1		$330,000		A1, A3, A5		B2, B6	
2	Life Skills Training Camp	December 2026	To support Form 1 students in adjusting to secondary school life while equipping them with essential life skills as they navigate their teenage years.	F.1 180	10	1		$100,000		A1, A8		B1, B2	
3	AI Video Course	December 2026	To explore and gain proficiency in the latest AI tools for video production.	F3-F.5 50	4	1		$15,000		A1, A4, A7		B4	
4	Smartpad Drawing	February, 2027	To develop artistic skills through digital drawing on smart pads.	F.2-F.5 40	2	0		$20,000		A1, A4, A7		B5	
5	Academic Departments' Activities	September 2026 to July 2027	To enrich students' subject knowledge and related skills	F.1 - F.5 100	10	0		$50,000		A1, A2		B5, B6	

6	Drama Group's Activities	September 2026 to July 2027	To provide training to group members	F.1 - F.5 30	5	0		$20,000		A1, Skills		B5	
6	Dance Group	September 2026 to July 2027	To enhance students' co-curricular activity experiences by establishing a new school team.	F.1 - F.5 40	1	0		$30,000		A1, A4		B4	
7	Rope Skipping Group	September 2026 to July 2027	To enhance students' co-curricular activity experiences by establishing a new school team.	F.1 - F.5 40	1	0		$30,000		A1, A4		B4	
8	Gymnastics Team	September 2026-August 2027	To enhance students' co-curricular activity experiences by establishing a new school team.	F.1 - F.5 40	1	0		$30,000		A1, A4		B4	
Total estimated expenses of item 1.1								$625,000					
1.2	<u>Non-local</u> Activities												
1	Exchange Programme with Sister School in Beijing	March 2027	To gain insights into the learning environments and adopt exemplary practices from schools in various cities across the mainland.	10	1	0		$20,000	北京人民大學附屬中學	A1, A2, A6		B4	
2	Exchange Programme with Sister School in Shanghai	March 2027	To gain insights into the learning environments and adopt exemplary practices from schools in various cities across the mainland.	10	1	0		$20,000	上海外語大學附屬中學	A1, A2, A6		B4	

3	Exchange Programme with Sister School in Macau	2026-2027	To foster collaboration with the sister school in Macau by co-organising activities	60	3	1	3	$30,000	聖公會澳門蔡高中學	A1, A3		B5	
4	Tour to Shenzhen	December 2026	To widen students' horizon in mainland's latest technology development	F.2 180	18	4		$100,000		A6, A7		B1, B2, B6	
5	Cultural & Service Tour to Quangxi	December 2026	To enhance comprehension of the cultural heritage of ethnic minorities in a mainland city, and to engage in voluntary work within the community to foster a deeper connection and understanding of their traditions and way of life.	F.3 180	20	4		$100,000		A1, A2, A3, A6		B1, B2, B6	
6	Cultural & Exchange Tour to an Asian Country	December 2026	To deepen understanding of the culture and historical background of an Asian city, along with the influence of our country on it.	F5 180	20	1		$200,000		A1, A2, A5		B1, B2, B6	
7	Exchange Programme to Paris	March 2027	To explore the educational environment and study the best practices of a school in France.	F.2-F.4 10	1	0		$30,000		A1, A2		B4	

8	Study Tour to Western Australia	March 2027	To extend students' learning beyond the classroom by exploring the contrasting urban, rural and remote environments of Western Australia	30	4	1		$185,000		A1, A2, A5		B1, B4, B6	
9	International Band Competition /Exchange Tour	August 2027	To expand students' perspectives and build their confidence by participating in competitions at the Asian or international level.	50	3	0	3	$120,000		A1, A4		B5	
10	Asian PTH Debate Competition	March to August 2027	To expand students' perspectives and build their confidence by participating in competitions at the Asian or international level.	12	2	1	2	$50,000		A1, A2		B4	
Total estimated expenses of item 1.2								$855,000					
Total estimated expenses (sum of items 1.1 and 1.2)								$1,480,000					
Name of Teacher Responsible for Life-wide Learning:				Ms. Bella Leung			Position:	Headmistress					
Name of Teacher Responsible for the Sister School Scheme:				Mr. Wilson Ho			Position:	Assistant Principal					

姊妹學校交流計劃書 (2026/27)

學校名稱：	協恩中學		
學校類別：	直資中學	負責老師：	何冠霖
擬於本學年與以下內地姊妹學校進行交流活動：			
1.	北京人民大學附屬中學		
2.	廣州市第 97 中學		
3.	上海市外國語大學附屬外國語學校		

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（*擬舉辦） *(*請刪去不適用者)*

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

乙. 教師層面（*擬舉辦） *(*請刪去不適用者)*

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

丙. 學生層面（*擬舉辦） *(*請刪去不適用者)*

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

丁. 家長層面 （不擬舉辦） *(*請刪去不適用者)*

(註 :學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

擬運用的監察/評估方法如下：		
編號	☑	監察/評估方法
M1	☑	討論
M2	☑	分享
M3	☑	問卷調查
M4	☑	面談/訪問
M5	☑	會議
M6	☑	觀察
M7	☑	報告
M8	☐	其他(請註明) :

津貼用途及預算開支：			
編號	☑	交流項目	支出金額
N1	☑	到訪內地姊妹學校作交流的費用	HK$36000
N2	☑	在香港合辦姊妹學校交流活動的費用	HK$2000
N3	☐	姊妹學校活動行政助理的薪金 *(註:不可超過學年津貼額的20%)*	HK$
N4	☐	視像交流設備及其他電腦設備的費用	HK$
N5	☑	交流物資費用	HK$1000
N6	☑	在香港進行交流活動時的茶點開支*(註:不可超過學年津貼額的2%)*	HK$1000
N7	☐	老師的一次入出境簽證的費用*(註:不可超過學年津貼額的1%)*	HK$
N8	☐	其他(請註明) :	HK$
N9	☑	學年預計總開支	HK$40000
N10	☐	沒有任何開支	不適用

PILOT SCHEME ON OTHER LANGUAGES FOR JUNIOR SECONDARY STUDENTS (2ND ROUND) IMPLEMENTATION PLAN (2026/27)

1. Details of OL course(s)										
Language	**Number of junior secondary students at each level**						*Please enter A, B or C (You may enter more than one option.)* **Class schedule** A. Within timetable B. After school C. Weekend	*Please enter A, B or C (You may enter more than one option.)* **Delivery mode** A. Online B. On school campus C. Off school campus	**Per student** **Number of learning hours (hour)**	**Average course fee ($)**
(i) Arabic	S1		S2		S3					
(ii) French	S1	17	S2		S3		A	B	6.75	$ 794.00
(iii) German	S1	27	S2		S3		A	B	6.75	$ 500.00
(iv) Hindi	S1		S2		S3					
(v) Japanese	S1	49	S2		S3		A	B	6.75	$ 490.00
(vi) Korean	S1	53	S2		S3		A	B	6.75	$ 453.00
(vii) Russian	S1		S2		S3					
(viii) Spanish	S1	26	S2		S3		A	B	6.75	$ 519.00
(ix) Urdu	S1		S2		S3					
Total number of students	172						**(Estimated) Total amount of course fee ($)**			$ 88,500.00

2. *(Estimated) Other expenditures on purchasing learning and teaching materials *The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring external services to conduct OL course(s).		
Item	**Quantity**	**Amount ($)**
(i) Textbook		
(ii) Workbook		
(Estimated) Total amount of other expenditures ($)		$ 0.00

4. Plan for utilising the funding to provide OL course(s) in the 2027/28 school year *(Please select all applicable options from the list below.)*
✔ Offer the same OL course(s) to a new group of students (e.g. students from a different grade level). ☐ Introduce different OL courses to cater to diverse student interests and broaden language options. ☐ Provide advanced OL course(s) for students who have completed the introductory levels. ☐ Others (please specify:)