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IN STRENGTH AND GRACE WE STAND UNITED

IN FAITH AND LOVE WE ARE COMMITTED

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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	
Mr. Herman Tsoi	
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 Canteen, 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/ssp2024/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 2025 - 2026¹

1. To enrich the curriculum with global elements.
2. To enhance AI literacy among key stakeholders.
3. To cultivate Positive emotions and encourage active Engagements among students.

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. 培養具備人工智能素養的人才。
 2.1 提升主要持份者的人工智能素養。

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
中文科擬開展「人工智能輔助寫作深化計劃」，運用人工智能輔助提升中文寫作教學效能，培養學生批判性運用 AI 的能力，同時強化教師對人工智能融入教學的設計與實踐，促進中文科與數位科技的跨領域整合，最終建立具校本特色的 AI 語文教學模式。	推行流程： ① 先由中六級教師試用人工智能評改暑期作文一篇，審視運用人工智能批改與反饋寫作的效能，然後整理相關數據、經驗，供中四級教師參考。 ② 中四級教師議定優質寫作時間及題目。(建議描寫文) ● 佈置寫作題目及提供評分準則：教師提供作文的題目及相關要求，如該次寫作學習目標、題目關鍵字、抽象概念釐清、同學常犯錯誤、文章結構詳略建議等等，供人工智能理解學習，掌握寫作重點。 ● 學生根據構思的大綱進行寫作。 ● 先由「巫筆」批改生成報告，教師須查看報告對文章內容理解是否準確，若有需要則修訂報告內容及分數。 ● 學生收到報告後完成改正工作紙，學生根據分析報告對文章或段落改正或重寫。 ● 教師審閱學生的改寫，並給予評價及指導。 ● 學生完成寫作後反思，例如：我同意哪些修改建議？為什麼？這些修改讓文章在哪方面提升了？這次人工智能提供的建議中，哪一項對我啟發最大？我以後可以如何運用人工智能提升寫作能力？ ③ 中四級教師向科組老師分享使用人工智能輔助寫作評改的經驗。	中四級	完成一次「AI 輔助寫作及反饋」	①學生課業/工作紙/反思 ②會議紀錄	下學期	正副主任及中四級老師	人工智能教學輔助工具：巫筆

KLA (2) ENGLISH LANGUAGE EDUCATION

ENGLISH & ENGLISH LITERATURE

School Major Concerns

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

Target: 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 hone students' presentation skills	- 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 studies. - The group presentations at the end of the module will constitute 5% (Groups 1-7) and about 8% (Group 8) respectively of the CA marks in the first term.	All F.4 teachers and students	- All F.4 students would participate in the group presentations - At least 95% of students would pass the module, and 70% would achieve 70 or above/100 to demonstrate a good grasp of the subject matters	- Students mark records - Sharing sessions by teachers	Once a year	Subject teachers	

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

Target: To enhance AI literacy among key stakeholders

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
To enhance teachers' and students' AI understanding and skills 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 engaged in self-directed learning by reviewing feedback from the AI platforms and doing appropriate follow-up corrections. - Teachers will monitor students' work, review feedback, refine writing corrections, and other strategies when teaching reading and listening skills.	All F.1 to F.6 students and teachers	- At least 95% of students would complete all written work on the AI platform - At least 85% of students would complete all reading and listening tasks on the AI platform	- Students' work records on AI platforms - Sharing sessions by 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	

KLA (3) MATHEMATICS EDUCATION

MATHEMATICS

School Major Concerns

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

Target: 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 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 Pythagoras' theorem. Before teaching the theorem, we will share some background and stories about Pythagoras' in ancient times.	F.2	Relevant teaching materials can be produced after the sharing.	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. - Prepare students for international assessments.	We will offer an adapted curriculum to 22 F.4 students this year. They are supposed to attempt IAL examinations from 3 Mathematics modules in their F.5 study and examinations from 3 other modules in their F.6.	F.4 (selected students)	Applications to IAL in their F5 and F6.	Students' IAL results.	Whole year	KW	N/A

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

Target: To enhance AI literacy among key stakeholders

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 different platforms. A meeting may then be called for colleagues to share what plans and ideas can be used in the teaching of Mathematics.	Mathematics Teachers	Get some tools (ideas) from 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

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

Target: 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 22 Form 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 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	\$2400 for the arrangement of ecological study for F5 students.

CHEMISTRY

School Major Concerns

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

Target: 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	An adapted curriculum will be introduced to a group of 22 Form 4 students who plan to study the International A-level (IAL) in the next academic year. School-based notes and experiments are designed to help students bridge the DSE curriculum and the IAL.	F.4	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.	Teachers' observation, students' feedback	Sept, 2025-Jun, 2026	CWC	

JUNIOR SCIENCE

School Annual Major Concerns

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

Target: To enhance AI literacy among key stakeholders.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance science teachers' capacity in AI-assisted teaching.	Teachers will enroll in five short courses organised by The University of Hong Kong (HKU) covering various aspects of AI-assisted teaching in science.	F.2 subject teachers	All participating teachers incorporate AI elements into their lessons of suitable topics and indicate the AI-tools are effective to assist teaching and learning.	Feedback from all participating teachers will be collected during evaluation meeting.	Whole-year	CWC, TTT, YLH	Worksheet
	In collaboration with the Centre for Learning Sciences and Technologies at The Chinese University of Hong Kong (CUHK), AI-assisted teaching resources will be developed and implemented in lessons.						
To integrate AI learning elements into lessons to enrich the selected topic(s) in the curriculum and to enable students to explore and use commonly applied AI tools (e.g., machine learning platforms), gain foundational skills, and apply them in scientific contexts.	A selected topic in the F.2 curriculum will be enhanced by incorporating the use of a machine learning platform to address the limitations of traditional laboratory testing methods.	F.2 students	More than 80% of the students indicate that they are more familiar with using and applying machine learning, and recognise that it helps address the limitations of some traditional experimental methods.	Feedback from students will be collected after the corresponding lessons through survey.	Term 2	CWC, TTT, YLH	Google Form, Worksheet

PHYSICS

School Major Concerns

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

Target: To enhance AI literacy among key stakeholders

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Use a comprehensive augmented reality apps with AI tools for enhancing learning experience of physics	Use the mobile application with AI tools to do virtual experiment and understand the abstract concepts of physics. The following topics will be selected for F.4, F.5 and F.6 students: F.4: (1) Measuring of the specific heat capacity of a liquid (2) Difference between reflection and refraction of light (3) Newton's 2nd law F.5: (1) Resistance management (2) Factor affecting strength of an electromagnet (3) Boyle's law F.6: (1) Uniform circular motion (2) Gravitation (3) Bohr's atomic model of hydrogen atom	F.4 – F.6	70% of students agree that comprehensive augmented reality apps with AI tools can consolidate the concepts of Physics learnt and scientific investigative skills.	Teacher's observation, students' feedback and questionnaire	Sept, 2025-May, 2026	TWK	NIL

KLA (5) TECHNOLOGY EDUCATION
BUSINESS, ACCOUNTING & FINANCIAL STUDIES

School Major Concerns

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

Target: 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% students think that the curriculum can cultivate them a global perspective.	Year-end evaluation done by students	Whole year	CT	

COMPUTER LITERACY & INFORMATION AND COMMUNICATION TECHNOLOGY

School Major Concerns

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

Target: To enhance AI literacy among key stakeholders

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.	Conduct AI literacy workshops for Forms 1 to 6 students. Teach students what AI is and how it works.	F.1 – F.6 students	A rise of the percentage of students about the AI literacy after the various activities.	Assessing the result through questionnaire.	Whole-year	F.1 – F.3 CKL F.4 - F.6 KP	

TECHNOLOGY AND LIVING

School Major Concerns

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

Target: 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
Students explore the differences and commonalities between East and West cuisines	Students study and use the core ingredients and cooking techniques of various countries.	All Form 1 students (dessert making) and Form 2 students (meal planning)	Each student completes their cooking tasks (F.1) and presentation (F.2)	Assess the outcome	Feb - May 26 (F. 1) Oct - Nov (F.2)	LYK	learning and teaching materials Google classroom
Students engage in the hydro farming activity.	Students use the indoor hydro farming system for planting the vegetables.	All Form 1 students	Each student plants the vegetable by hydro farming and compares the vegetable that is planted by soil.	Assess the outcome by the tasting report.	Sept 25 – Feb 26	LYK	learning and teaching materials Google classroom, hydro farming system
Students diagram the mental connections of their learnt concepts.	Students diagram concept map, assessed by peers with teacher's advice.	All Form 1 students (hand stitching) and Form 2 students (fabrics construction)	Each student completes their concept map, peers give comments.	Assessed by peers.	Sept – Nov 25 (F. 1) Mar - May 26 (F.2)	LYK	learning and teaching materials Examples of students' concept maps.
Students apply innovative skills in the design work.	Students apply innovative skills through interactive learning platforms.	All Form 2 students	Each student conducts interior room design.	Assess the outcome	Mar - May 26	LYK	learning and teaching materials Google classroom, e-platform

SCIENCE AND TECHNOLOGY

School Major Concerns

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

Target: To enhance AI literacy among key stakeholders

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To enhance AI-assisted teaching methodologies among S&T teachers.	Members attend training offered by EDB or local institutes to enhance their AI competencies and pedagogical skills. Conduct internal sharing sessions where teachers demonstrate AI tools they use in lesson preparation.	Panel members	Panel head regularly uses AI tools for lesson preparation and report improved efficiency; and demonstrates at least 2 different AI applications for lesson preparation (e.g. worksheet generation, creating assessment rubrics) Members share exemplars of the usage. Members attend at least 15 hours of training in total.	By Panel members' comments. AI application usage exemplars and records from members.	Sep 2025 - Jul 2026	TTT	NA
2. Develop plans and ideas on how to launch AI-assisted teaching.	Develop department-wide AI pedagogy guidelines. Assort the S&T course work to the School-based AI Assessment Scale.	Panel Head	Department-wide AI pedagogy guidelines document completed and approved by all panel members.	By Panel members' comments.	Apr 2026 – Jul 2026	TTT	NA
3. Implement a pilot plans for launching cross-curricular AI-assisted teaching.	Test S&T-developed AI fitness tools in PE lessons to gather data. Refine strategies for broader AI-assisted teaching implementation.	Panel Head	AI fitness tools successfully adopted in PE lessons. Student performance data collected from PE teachers show effectiveness of the AI tools. Positive feedback on the utility from the PE department.	By teachers' comments from S&T Department and PE Department. Statistical data from PE department.	Sep 2025 – Dec 2025	TTT	NA

KLA (6) PERSONAL, SOCIAL AND HUMANITIES EDUCATION

CHINESE HISTORY (中國歷史)

學校關注事項

1. 優化校本課程，並提供非本地課程及精心策劃的活動，培養學生的全球視野。
2. 培養具備人工智能素養的人才。
3. 參照「PERMA 模型」，促進學生的幸福感及抗逆力。

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。	由科主任分享從優質學校改進計劃(QSIP)取得的資源，協助各級任教老師製作評分表、擬訂題目及製作筆記。	各級任教老師	各級科任老師能根據優質學校改進計劃的建議，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			
幫助學生建立正面的價值觀，成為負責任公民，致力服務社群。 讓學生了解國家的優秀文化傳統及多元一體文化的起源。	要求學生閱讀關於中國文化的書籍或文章完成專題報告，或要求學生到博物館參觀並完成相關的工作紙，讓學生對中國文化有更深入的了解，並欣賞傳統文化、學習古人的正面價值觀，維護文化安全。 要求初中級學生完成專題研習報告，讓學生對不同課題有更深入的了解，同時加速教學進度。	中一至中五級學生	50%的學生在專題報告4/5的分數。 校外比賽獲得獎項。	專題報告或工作紙的成績 校外比賽的成績	全年	陳齊洪	/

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
為學生提供不同種類的練習，實行多元化評估模式	老師以線上表格、網上練習或其他電子應用程式，要求學生完成功課或課堂練習。	中一至中三級學生	50%的學生在網上練習、課堂練習取得4/5的分數。	不同習作的內容會作為測驗或考試的考核範圍。	全年	陳齊洪	/
	針對高中學生，製作一些選擇題、填充題、短答題，協助學生掌握基礎史實。	中四至中六級學生	80%的學生能在基礎練習中取得80%以上的分數；程度較弱的學生在測驗及考試的分數有所提高。	測驗及考試中，高中學生減少援引錯誤的基礎史例。			
提供具難度的習作令學生了解自己的潛力。	向高中級學生派發一些模擬答卷的答案，並要求學生進行評卷、給予不同答案一個模擬分數，讓學生了解高中中史科的評分標準及要求。	中四至中六級學生	70%的學生能分辨不同答案的質素或等級，並給予接近的分數。	學生嘗試評改部份模擬答案或試卷，並能指出不同答案的優劣。	全年	陳齊洪	
	製作答題技巧筆記，介紹不同類型的提問用語及答題技巧，協助高中級學生應付文憑試		學生能在測驗、考試中以堂上學習的答題技巧回答問題。	高中級測驗及考驗，超過50%的學生能取得60%或以上的分數。			
	要求學生完成中學文憑試中國歷史科試題，或與文憑試相似的題目。 要求學生完成不同設有不同提問用語的題目，例如貢獻、比較、評估成效等。		70%的學生能在不同類型的題目取得超過70%的分數。	老師給予不同類型的題目，要求學生完成。			

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
讓學生了解國家安全的重要性。	參與校外關於《基本法》、《國安法》的比賽，並製作關於《基本法》、《國安法》的工作紙，讓學生了解《基本法》及《國安法》的內容。	中一至中三級學生	90%的學生參與校外關於《基本法》、《國安法》的比賽，參賽學生平均能取得 60% 的分數。	校外比賽的成績。	全年	陳齊洪	/
提高學生國民身份認同。	與其他科組或學會合作，參觀本地歷史古蹟、參與本地導賞計劃及關於中華文化的比賽，了解本地社區的變遷及國家近年的發展。例如，與中國語文科科組合辦文學散步活動；與中國語文學會合辦文化週活動。	中一至中六級學生	超過 60%的學生曾經參加關於中國歷史科的活動	學生對參與中國歷史科活動的比率	全年	陳齊洪	/

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.

Target 1: Develop a school-based Economics curriculum with learning materials that include global elements to enhance students' learning effectiveness and strengthen their resumes for better life planning and opportunities.

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, offering a non-local curriculum and engaging in tailored activities.	1.1 To enrich the curriculum with global elements	F.4-6	<u>1.1.1 Learning and Teaching</u> Teachers are encouraged to develop more e-learning materials (e.g. SDGs, Low-Altitude Economy and ESG Investing, etc), such as economic news, and shared in Google classrooms, which will be assessed through lesson plans. Moreover, “Travel Econ Journey” series with global economic learning elements will be included in each chapter. <u>1.1.2 Assessment Design</u> Various assessment methods are encouraged to promote the curriculum with global elements. In the F.4 (adapted curriculum)	Record of Google submission form and feedback from students. Conduct regular classroom observations to assess implementation of e-learning materials and joint planning. Record of student works with detailed feedback. Review formative	Sept 2025 - June 2026	KLC, CM, THM and CT	Microsoft Office, Google Classroom

			class, a year-end individual project will be assigned. For HKDSE classes, authentic global economics news can be used for exam paper setting. <u>1.1.3 Teacher Development</u> There should also be more collaboration among teachers, reflected in joint planning sessions, shared resources with global elements with international themes, and peer observations. Teachers should join EDB-organised workshops too. <u>1.1.4 Informal Curriculum</u> Teachers should also encourage students to participate in both local and international economics- related competitions to gain better understanding on the advanced economic concepts.	assessment results and overall academic performance data for improvements. CPD records for workshop attendance and a review of the effectiveness of how teachers incorporate strategies learned in workshops into their classrooms through feedback sessions. Excel record to show the student participation rate in learning activities, such as economics- related events and competitions.			
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	1.2 To introduce the International Advanced Level (IAL) in Secondary 5 and 6.	F.4	<u>1.2.1 Learning and Teaching</u> The use of BYOD for economic data research to promote active class participation. Student sharing will be conducted regularly to enhance language competence and generic skills. <u>1.2.2 Assessment Design</u> Projects and essay practices will be assigned to students in the adapted curriculum for the IAL stream, incorporating economic data and extracted readings to better facilitate the assessment requirements for the IAL examination. School-based mocks will also be provided for better preparation. <u>1.2.3 Teacher Development</u> Teachers are encouraged to participate in IAL-related workshops and apply for the international marker. It could better understand the assessment criteria and deliver the curriculum effectively.	Record of feedback from students and student works. Review formative assessment results and overall academic performance data to identify trends with timely feedback in student learning outcomes. CPD records, such as workshop attendance.	Sept 2025 - June 2026	KLC, CM, THM and CT	Microsoft Office, Google classroom
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			<u>1.2.4 Informal Curriculum</u> To support the careers committee, IAL students are encouraged to participate in more relevant life-wide learning events like competitions (i.e. 50%+ participation rate), both local and international, to enhance their competitiveness in applying for top-tier university degrees through Non-JUPAS and UCAS.	Excel record to show the evidence of student participation rate in learning activities and competitions.			
	1.3 To augment students' cultural competence through various exchange activities	F.4-6	<u>1.3.1 Informal Curriculum</u> Students are encouraged to participate in joint-school events and international competitions to cultivate respect for cultural diversity economically.	Excel record to show the evidence of student participation rate and the records of student feedback.	Sept 2025 - June 2026	KLC, CM, THM and CT	Microsoft Office, Google classroom

FAMILY AND LIFE EDUCATION

School Major Concerns

3. Major Concern: To promote students' well-being and resilience with reference to the PERMA model

Target: To cultivate positive emotions and encourage active engagements among students

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote social-emotional competence in our students	A 4-hour workshop on social-emotional competence will be conducted in the second term for Forms 1-2 by the Integrated Community Centre for Mental Wellness.	Forms 1-2	70% of the students agree that the workshop helps promote social-emotional competence in them.	Year-end evaluation	Jan 2026	IY	Materials will be provided by the organisation.

GEOGRAPHY

School Major Concerns

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

Target: 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)

HISTORY

School Major Concerns

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

Target: 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
<i>To cultivate understanding, respect and appreciation for the cultural differences in different regions</i>	Revising and redesigning the formative assessments to provide a balanced study of religion and culture.	F.1 and F.2	Students demonstrate a balanced understanding of polytheism and monotheism, Christianity and Islam, European modernity and Native American traditions, as well as the interplay between European modernity culture and local Chinese culture. They can create their historical interpretation based on respect and appreciation.	Formative Assessment	2025/26	YLT (F.1) KC (F.2)	Additional Teachers' Reference (If necessary)
<i>To broaden students' vision, nurture their consciousness of current issues, and provide them with an opportunity to explore their role and contribution to the global community as</i>	Reviewing and revising the PSHE Cross-subject Project Learning	F.3	Students demonstrate their capability to carry out a self-directed study of a selected topic and utilise their knowledge acquired in different PSHE subjects to provide an objective analysis of the origins of the current issue, and suggest the role that they can play as global	Formative Assessments, including individual tasks, group projects and presentations	2025/26	YLT	Nil

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<i>global citizens</i>			citizens.				
<i>To deepen students' understanding of the interaction between Hong Kong and the world in the 20th century, and the changing role played by Hong Kong in the surrounding region and the world.</i>	Collaborating with the EDB and the HKBU to create the learning experience focusing on the development of tourism in Hong Kong within the current curriculum	F.3	Students demonstrate their understanding of the socio-economic development of Hong Kong in the 20 th century based on their self-directed study of the tourism history of Hong Kong	Formative Assessments	2025/26	YLT	Nil
<i>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</i>	Refining the teaching methods to enhance the connectivity between the subject content and the current world.	Senior Forms	Students demonstrate their understanding of the causal relationship between the historical context of the curriculum and the current world.	Formative Assessments	2025/26	YFL (F.4) YLT (F.5)	Nil

RELIGIOUS STUDIES

School Major Concerns

3. Major Concern: To promote students' well-being and resilience with reference to the PERMA model

Target: 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 enhance students' awareness of positive emotions 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

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

Target: 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 - Incorporate questions with cases or examples of different nations in the summative assessment - Encourage students to participate in international competitions - Organise activities by the Tourism & Business Society to arouse students' interests in culture and attractions of various countries	F.4-6 students	- Over 75% of students can finish the formative assessment with satisfactory performance - Positive feedback (on the strategies/ activities used) from 75% of students	- Scrutiny of students' work - Direct feedback from students	Sept, 2025- June, 2026	TWT	

KLA (7) ARTS EDUCATION

MUSIC

School Major Concerns

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

Target: 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
1.1.1 Enhance students' knowledge of instruments of the orchestra 1.1.2 Students will learn special techniques of the musical instruments	i/ pre-lesson video clips on different musical instruments and their special techniques ii/ peer demonstration with excel musicians demonstrate the techniques and sonorities on musical instruments for non-musicians and students who are not playing their musical instrument iii/ post lesson worksheets via Google form to enable easier analysis of students' understanding and recognition of timbre. iv/ Extended tasks and challenging questions will be embedded to stretch students' potential on music appreciation through e-learning will be given to more gifted musicians	S1	-Over 90% of students participate in the discussion -students can recognise the sonorities of musical instruments from different families -over 90% of students hand in post lessons google forms	Classroom discussion and teacher grading	November 2025 to March 2026	QS	Video clips sharing through e-platform worksheets

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.2.1 Composition on percussion ensemble 1.2.2 Introduction of ethnic percussion instruments and rhythmic patterns from around the world.	i/ composition of percussion ensemble of 3 parts with 24 bars. Teachers will demonstrate how to use the notation software on iPad and students will compose percussion ensembles in groups of 3. ii/ world music percussion instruments and ensemble as examples iii/ encourage students to implement of special rhythmic groove iv/ The interactive whiteboard will allow interactive sharing of musical ideas during class. Teacher and peer feedback will enhance positivity among students v/ Students will refine their composition ideas and rehearse their composition during Music lessons. Each group will perform their piece during lesson 4. vi/ Excellent work will be selected for performance in mini concert in March 2025	S1	-Over 85% of students hand in their group work and perform in class	peer assessment and teachers grading	February 2026 to March 2026	QS	-Interactive whiteboard -iPads -notation software -classroom percussion instruments - buy folk percussion instruments from around the world
1.3.1 Introduce different elements which affect musical styles: Melody,	i/ Investigate and learn how different musical elements will affect musical style ii/ Western music and Chinese traditional music as backbone. In	S2	-Over 85% of students doing their presentation within the timeframe	Peer assessment and teacher grading and	September 2025- November 2025	JY	Interactive whiteboard -iPads -notation software

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Rhythm, Harmony, Timbre, Form, Texture 1.3.2. employed musical examples of Western Classical music and Chinese traditional music. In addition to broaden students' global perspective, will also employed music from around the world, e.g.: African rhythm, Japanese pentatonic scale, Korean pop music ostinati, Indian Raga and sitar.	addition, will broaden students' global perspective: scale: Japanese pentatonic scale; rhythm: African rhythm and Korean pop song ostinati; Timbre: World musical instruments iii/ investigation tasks in small groups during lesson time, different groups take turn to present their ideas						
1.4.1 To compose and arrange small scale musical work through multimedia	i/ Group discussion and in class rehearsal for the development and evaluation of musical ideas, teacher will join in group discussion to consolidate	S3	Students hand in assignments and perform their own	Teacher's assessment (40% on performance, 30% on the	January 2026 to May 2026	JY QS	Software: Sibelius EDM apps Soundtrap

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.4.2 In cooperate how pop musician integrated world musical instruments in their pop songs	and evaluate the feasibility of students' ideas on music arrangement ii/ Peer assessment and express their analytical views on classmates' composition in class discussion. Musicians will be able to give professional suggestion to peers with elementary exposure to music arrangement. iii/ Use of sequencing and notation software in composing (s3) which is an uplift to musicians to get a taste of notating a full score. - Students with little musical instrument knowledge will be encouraged to play EDM on iPad/ simple melody on Kalimba/ small percussion instruments to add color to the ensemble Venue for performance: SB 6		arrangements in class; and over 80% participate in peer assessment and classroom discussion	scores and media file based on using sequencing and notation software) and Peer assessment (30%)			iPads Interactive whiteboard
1.5.1 To arouse students' awareness on synchronization through multi-media project	i/ video clips on music with images, illustration of musical examples from around the world ii/ warm up exercise: Listen to a one-minute excerpt and draw a series of four pictures to represent the tempo, texture,	S4	Students hand in their final product and students present their ideas in	Peer-assessment as well as teacher grading. (video-taped	January 2026 to May 2026	JY	Video clips Posters for drawings Video recorder

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	timbre and images of the excerpt in groups of 4-6, then sharing their ideas in class iii/ group project: choose their own excerpt and develop a story board. Video tape their idea with the music. In class sharing and discussion, a platform for musicians and non-musicians to collaborate their different expertise and ideas.			performance outcome for evaluation)			
1.3.1 To realize of graphic scores in 20 th Century classical tradition	i/ Teacher prepares graphic scores and examples and through eLearning channels and explains in class. ii/ Students learn the graphic score usage iii/ Students will realize a graphic score and record a music clip and share in class	S5	Students hand in assignments	Peer-assessment as well as teacher grading. Video-taped performances for evaluation	October 2025 to January 2026	QS JY	Music clips and video clips Graphic score ppt Video recorder

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

Target: To enhance AI literacy among key stakeholders.

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 in the key learning area: 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% of students hand in their assignment -Over 50% of students use their music ideas as the backbone of their painting in VA	Peer-assessment as well as teacher grading.	November 2025 to January 2026	JY	Computer and AV system for illustration of ideas SUNO software
2.2.1 Evaluate music arrangements generated by SUNO (AI software)	i/ Students will learn the musical style of different pop songs genre ii/ comparison of the versions of arrangement generated by SUNO iii/ Evaluate the tricks of rhythmic groove iv/ Evaluate the combination and roles of different musical instruments in different versions. v/ students will present their investigation in class	S3	-Over 90% Students will learn to generate different music arrangements in SUNO -Over 85% students present their	peer and teacher assessment	February 2026 to March 2026	QS JY	SUNO pro-plan US\$72 per year (US\$72x2) for teachers

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
			investigation in class				

3. Major Concern: To promote students' well-being and resilience with reference to the PERMA model

Target: 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
3.1.1 Enhance students' knowledge on elements of style in music 3.1.2 students will be able to distinguish stepwise, repeated notes and leap in melodic motion 3.1.3 students will learn the formal structure of melody writing, resolution of melodic motion and the regular phrasing	i/ listening excerpts to illustrate different elements of music style, extended materials will be shared in e classrooms, self- directed learning through e-platfrom will be encouraged. ii/ examples of melodies written by Classical period composer will distribute for students to listen and investigate in groups iii/ Students will present their investigation in class iv/ composition of melodies based on concepts of phrasing and melodic motion v/ make use of notation software Flat/ Noteflight/ muse score/ Sibelius to notate the melody, the use of e-learning, notation software will benefit students who do not	S2	-Over 90% of students hand in melody -Over 70 % of students perform and share their composition of melody with classmates	In class discussion Peer assessment Teacher grading	October 2025 to November 2025	JY	Score Music excerpts Manuscript Software: Noteflight iPads Interactive whiteboard

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1.4 students will compose melody with different melodic motions and able to perform/ sing for sharing in class 3.1.5 Carter for learners' diversity through e-learning	play musical instruments to realize the sound of their composition so as to polish and revise. The use of notation software will also benefit students with better musical knowledge to refine their composition with articulations and performance directions in detail. vi/ performance/ sharing of students' works						
3.2.1 To compose and arrange small scale musical work through multimedia	i/ Group discussion and in class rehearsal for the development and evaluation of musical ideas, teacher will join in group discussion to consolidate and evaluate the feasibility of students' ideas on music arrangement ii/ Peer assessment and express their analytical views on classmates' composition in class discussion. Musicians will be able to give professional suggestion to peers with elementary exposure to music arrangement. iii/ Use of sequencing and notation software in composing (s3) which is an uplift to musicians to get a taste of notating a full score. - Students with little musical instrument knowledge will be	S3	-Students hand in assignments and perform their own arrangements in class; -Over 80% of students participate in peer assessment and classroom discussion	Teacher's assessment (40% on performance, 30% on the scores and media file based on using sequencing and notation software) and Peer assessment (30%)	January 2026 to May 2026	JY QS	Software: Sibelius EDM apps Soundtrap iPads Interactive whiteboard

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	encouraged to play EDM on iPad/ simple melody on Kalimba/ small percussion instruments to add color to the ensemble Venue for performance: SB 6						
3.3.1 To encourage students to review music they love and share with their classmates	i/ Students will be in groups and choose one type of music they love and share with their classmates	S5	-Over 90% of students present their ideas	Peer-assessment as well as teacher grading.	January 2026 to May 2026	QS JY	Computer and AV system for illustration of ideas
3.4.1 Canton Pop	i/ Students will learn the canton pop from 1980s to present ii/ comparison of the evolution of style iii/ the tricks of canton medley	S6	-Students will make use of the medley technique in their class group in singing contest	in class performance with peer and teacher assessment	September 2025 to January 2026	QS JY	

VISUAL ARTS

School Major Concerns

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

Target: To enhance AI literacy among key stakeholders

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	Develop plans and ideas on how to launch AI-assisted teaching.	CTP, PHL	<u>Staff training and exploration</u> 1. Both teaching staff will actively explore at least 3 free AI tools relevant to visual arts. 2. Participation in at least 3 seminars/ tutorial sessions on AI in art education.	1. Review exploration logs and document in shared folder 2. Attendance records and summaries of seminars/ tutorials	9/2024 – 8/2025	CTP, PHL	AI tools, learning and teaching materials
		CTP, PHL	<u>Planning on curriculum</u> 1. Selection and justification of 2 paid subscription AI tools for pilot testing in teaching / preparing teaching materials. 2. Explore at least 1 draft lesson ideas in each form (F.1-F.4) incorporating AI tools.	1. Review exploration logs and document in shared folder 2. Review of lesson plan drafts and tool selection.	2/2025 – 8/2025	CTP, PHL	AI tools, learning and teaching materials

KLA (8) PHYSICAL EDUCATION

PHYSICAL EDUCATION

School Major Concerns

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

Target: 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.	Expose students to traditional and popular sports from around the world. e.g. Lacrosse from Native American origins	F.4-5	Students understand the history of sports and the culture of Native American origins	In-class assessment	April – May, 2026	WKL	Hiring of Lacrosse coach from NSAs
	Presentation on events like the Olympics, FIFA World Cup, or Paralympics to discuss the national pride and identity	F.4-5 DSEPE students	Students show understanding on the use and need of International Sports events	In-class Presentation	Jan 2026	VL	/

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

Target: To enhance AI literacy among key stakeholders.

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	To work with STEM Department to develop upcoming cooperate plans in 2026-2028.	F.1 - 5	To decide detailed AI in PE plans.	Questionnaire	AI-PE fitness test: Nov 2025-Feb 2026	VL, KHL	Computers and HR monitor from

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
AI-assisted teaching.	To trial AI-PE teaching in F.3 in 2025-2026 by launching AI-assisted fitness test.				Cooperate plans: June 2026		STEM Department

3. Major Concern: To promote students' well-being and resilience with reference to the PERMA model.

Target: 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 promote student's engagement in class and enjoyment in learning.	To incorporate student interests by connecting PE to what students enjoy - Kpop/popular dance in junior forms - New Sports in senior forms	F.1-5	80% students or more show interests in lessons	Questionnaire	Feb – Apr 2026	VL, WKL, KHL	Hiring of coaches from NSAs
	To connect PE to real-life skills and personal growth and to link exam goals to students' hobbies or career aspirations (e.g. professional athletes fitness, firefighter fitness, etc.).	F.4-6 DSEPE students	80% students or more show interests in lessons and can apply the knowledge in career planning	Project	All year round	VL, DY, CNW	/

FUNCTIONAL GROUPS
COUNSELLING COMMITTEE

School Major Concerns

1. **Major Concern:** To promote students' wellbeing and resilience with reference to the PERMA model

Target: 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 enhance students' well-being through difference activities organised by student ambassadors. To cultivate positive emotions and encourage active engagements among students.	JC LevelMind @ School Project: A. Student Wellness Club B. Wellness+ Programme C. LevelMind Hub	Forms 1-6	70% of the participants agree that the activity can cultivate positive emotions and encourage active Engagements among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, WLF, CYY, IY	-Use the funding by JC
To promote positive well-being and relieve stress through various class activities To cultivate positive emotions and encourage active Engagements among	Relaxation Activity class period	Forms 1-6	70% of the participants agree that the activity can cultivate positive emotions and encourage active	Teachers' and social workers' observation and year-end evaluation	Sept 2025 to May 2026	LSL	-Board games -Video

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
students.			Engagements among students.				
To enhance girls' mental health and organise activities related to enhancement of well-being and resilience To cultivate positive emotions through group activities, game and art booth and encourage active Engagements among students.	Challenge Accepted Program	Forms 1 to 6	70% of the participants agree that the activity can cultivate positive emotions and encourage active Engagements among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, GF, Teresa	\$7000
To promote mutual support, cultivate positive emotion by sharing.	Form 6 Stress Management Class Program	Form 6	70% of the participants agree that the activity can cultivate positive emotions and encourage active Engagements among students.	Teachers' and social workers' observation and year-end evaluation	Nov 2025	LSL, GF, Teresa	\$1,800 (materials)

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To equip the girls with adequate emotion management skills, cultivate positive emotion by doing stress relieve exercises.	SEN support work- Stress management group	Form 5-6	70% of the participants agree that the activity can cultivate positive emotions and encourage active Engagements among students.	Teachers' and social workers' observation and year-end evaluation	Nov 2025 to Apr 2026	WPL, CP	\$500 (materials)
To enhance girls' well-being and cultivate positive emotion by interacting with animals	Animal-assisted Intervention	Forms 1-6	70% of the participants agree that the activity can cultivate positive emotions and encourage active Engagements among students.	Teachers' and social workers' observation and year-end evaluation	Oct 25 to May 26	CYY, Kylie	\$7000

HEALTHY SCHOOL AND CAMPUS MANAGEMENT COMMITTEE

School Major Concerns

- 3. Major Concern (25-28):** To promote students' wellbeing and resilience with reference to the PERMA model
Target (25-26): To cultivate positive emotions and encourage active engagements among students
Programme Details (25-26): A series of activities will be carried out to cultivate positive emotions and encourage active engagements among students. Details of the Committee's objectives and planned initiatives are listed in the subsequent section.

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	10/2025 – 7/2026	TWT, HHT	
	Promote and encourage students to participate in activities such as “No Air-conditioning Night”	Whole school	70% of staff and students are willing to join the activities		10/2025 – 7/2026	TWT, HHT	
	Organise visits/ activities related to environmental conservation (<i>in collaboration with the Geography Society</i>)	F.1-5 students	70% of participants are aware of the importance of environmental protection		10/2025 – 7/2026	TWT, KYT	

2. Promotion of Healthy Eating Habit and Living Style

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To promote the importance of taking vaccinations	Promote and organise vaccinations-taking events (e.g. Seasonal Influenza Vaccination, HPV)	Whole school	70% of students and teachers/ staff are aware of the importance of taking vaccinations	- Quantitative and qualitative feedback from evaluation	11/2025	TWT, MHC, HHT, HC, KY, YLL	
To promote healthy eating habits and healthy living style concept	Organise talks or education during assembly on related topic	F.1-5 students	70% of students are aware of the importance of healthy eating habits/ living style	- Observation	10/2025 – 7/2026	TWT, LYK	

3. Anti-drug and related anti-addiction education

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To enhance students' awareness of anti-drug/ anti-addiction	Organise anti-drug activities (e.g. promotion in morning assembly; hold game stalls during lunchtime) at school	F.1-5 students	70% of students consider that they have gained understanding of the consequences of drug addiction	- Quantitative and qualitative feedback from evaluation	9/2025 – 12/2025	TWT, SYK, HHT	
	Promote and encourage students to join the Leadership Institute on Narcotics	F.3-5 students	70% of students consider that the Leadership Institute on Narcotics is meaningful and some of them may consider joining or help promote anti-drug messages	- Observation	10/2025 – 7/2026	TWT, HHT, SYK	

MORAL AND CIVIC EDUCATION TEAM

School Major Concerns

3. Major Concern: To promote students' well-being and resilience with reference to the PERMA model

Target: To cultivate positive emotions and encourage active engagements among students

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.	Value education during class periods to foster positive values in students (Materials for the activities will be provided for Class teachers)	F.1 - F.5	Class teachers and students agree that the lessons help in developing positive values	Year-end evaluation and Form teacher's observation	October 2025, March 2026	GF	
	Talks, exhibition boards, workshops from different organizations (e.g. World Vision, HK Organ Transplant Foundation, Agency for Volunteer Service) on topics related to positive values and to the life experiences of different people from the community or the world.	F.1 - F.5	- Students are able to empathize with people who may have come from different backgrounds or cultures. - Students are willing to show kindness, care and to do good deeds for others. - Students have a better understanding of the positive values one should have in becoming responsible citizens. - Students experience positive emotions through the concern for the welfare of others and love of humanity.	Year-end evaluation and Form teachers' observation	2 nd Term	GF	

CHAPTER 4: BUDGET PLANS FOR GRANTS

CAPACITY ENHANCEMENT GRANT

Plan on Use of Capacity Enhancement Grant for 2025-26

Income:

Balance brought forward:	\$ (140,133)
Grant for 2024/ 2025:	\$ 690,204
Total:	\$ 550,071

Expenditure:

2 Clerical Officers:	\$ 550,071
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Balance

\$ 0

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.

SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES

(2025-2026)

Name of School: Heep Yunn School

Staff-in-charge: Mandy Leung Man Yui

Contact Telephone No.: 2711 0862

A. The estimated number of students (count by heads) benefitted under this Programme is 40 (including A. 8 CSSA recipients, B. 22 SFAS full-grant recipients and C. 10 under the School's discretionary quota).

B. Information on Activities to be subsidised/ complemented by the Grant.

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students #			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
After-school Enhancement or Language classes	To consolidate students' learning or to provide them with opportunities to learn a third language.	Students will show improvement in assessments.	Summative and Formative assessments	Sep 2025– May 2026	2	10	4	\$ 24,000	
Art / Cultural Activities	To enhance students' aesthetic development.	Students will acquire the skills in using musical instruments or develop their senses aesthetically.	Teachers' observation and feedback	Sep 2025– Aug 2026	2	4	2	\$ 10,000	
Personal Growth Training or related co-curricular activities	To help students to develop positive life skills & communication skills.	Students will show confidence in solving daily life problems or better interact with their peers.	Teachers' observation and feedback	Sep 2025 – Aug 2026	2	4	2	\$ 2,400	
Sports Training	To help students build up a strong body and build the team spirit of mutual support.	Students' relative skills will be improved and strengthened.	Teachers' observation and feedback	Sep 2025 – Aug 2026	2	4	2	\$ 11,000	
Total no. of activities: <u>4</u>				@ No. of man-times	8	22	10		
				** Total no. of man-times	40				

Note: * Types of activities are categorised as follows: tutorial service, learning skill training, language training, visits, art/culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C) # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the School under the discretionary quota (not more than 25%) (C)

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DIVERSITY LEARNING GRANT

Annual Programme Proposal for Diversity Learning Grant **For the 2025/2026 school year**

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 Sports Students (ASSS)	To give tailor-made academic support to elite sports students who have lagged behind regular lessons because of trainings, competitions or other events representing the school or Hong Kong	50 students nominated by respective school teams based on their specific needs	Weekly 2-hour sessions x 14 weeks and longer sessions during long holidays Oct 2025 to May 2026	Reflection log at the end of each lesson on the materials covered	KWL	\$40000 (\$200/hour 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	Flexible (self-nominating students or students	Whole year	Sharing of experiences to students through	LKW	\$10000

		programmes that include one or more GE elements (creativity, high-order thinking and personal and social skills)	referred by subject teachers)		assembly/ articles in school magazine or display boards		
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 2025 to Apr 2026	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	A day in Jan-Mar 2026	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

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

Income (2024-2027):	\$ 200,000
Expenditure (2025-26):	
Purchase AI Platform for F.1-F.6 students	\$ 46,680
Balance:	\$ 153,320

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

Income (2024-2027):	\$ 200,000
Expenditure (2025-26):	
Putonghua Debating Training Class	\$ 14,000
Putonghua Proficiency Test Preparatory Class	\$ 10,800
Putonghua Fun Day – Boardgame activities	\$ 18,900
Exchange Programme	\$ 50,000
Visit	\$ 7,620
Others	\$ 13,800
Total:	\$ 115,120
Balance:	\$ 84,880

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

Income (2024-2027):	\$ 300,000.00
Balance Brought Forward:	\$ 291,542.80
Expenditure (2025-26):	
Chinese Culture Promotion Activities	\$ 10,000.00
Chinese Culture Study Tour	\$ 174,500.00
Total:	\$ 184,500.00
Balance:	\$107,042.80

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

Income:	\$150,000
Expenditure:	
Purchase equipment for newly set up Gym Room	\$150,000
Balance	\$ 0

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

Income (2024-2027):	\$ 200,000
Expenditure (2025-2026):	
Parents' Emotional Coaching Workshop	\$ 27,000
Parents' Talk by Clinical Psychologist/ Educational Psychologist	\$ 10,000
Total:	\$ 37,000
Balance:	\$ 163,000

姊妹學校交流計劃書 (2025 /26 學年)

學校名稱：	協恩中學		
學校類別：	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\$180000
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\$184000
N10	☐	沒有任何開支	不適用

2025-2026 PLAN ON THE USE OF THE LIFE-WIDE LEARNING AND SISTER SCHOOL GRANT

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】**

[Please click "Enable Content" / "啟用內容" above before completing the template.]

<u>Category of the Activity:</u>	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development	A5 Career-related Experiences	A6 Patriotic Education
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		A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)			
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<u>Evaluation Method:</u>	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)
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Category 1: Details of Activities

1

[illegible]

1.1	Local Activities (including online exchanges)												
1	Service Learning Education	September 25-May 26	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		\$300,000		A1, A3, A5		B1, B2, B6	
2	Sports Training	05 Dec 2025	To expand students' understanding of sports and alleviate academic stress through participation in newly introduced sports activities.	F.6 145	6	1		\$30,000		A4, A8		B5, B2	

3	Life Skills Training Camp	16 Dec 2025	To support Form 1 students in adjusting to secondary school life while equipping them with essential life skills as they navigate their teenage years.	F1 180	10	1		\$140,000		A1, A8		B1, B2, B6	
4	AI Video Course	Jan-26	To explore and gain proficiency in the latest AI tools for video production.	F3-F.5 30	4	1		\$15,000		A1, A4, A7		B4	
5	Smartpad Drawing	Ferbruary 2026	To develop artistic skills through digital drawing on smart pads.	F2-F.5 40	2	0		\$20,000		A1, A4, A7		B5	
6	Dance Team	September 25-May 26	To enhance students' co-curricular activity experiences by establishing a new school team.	F1 - F.5 40	1	0		\$30,000		A1, A4		B4	
Total estimated expenses of item 1.1								\$535,000					

1.2	Non-local Activities												
1	Exchange Programme with Sister School in Beijing	Mar-26	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	Mar-26	To gain insights into the learning environments and adopt exemplary practices from schools in various cities across the mainland.	10	1	1		\$20,000	上海外語大學附屬中學	A1, A2, A6		B4	
3	Exchange Programme with Sister School in Guangzhou	Dec-25	To gain insights into the learning environments and adopt exemplary practices from schools in various cities across the mainland.	F.2 180	20	1		\$140,000	廣州市第97中學	A1, A2, A6		B1, B2, B6	

4	Exchange Programme with Sister School in Macau	09 May 2026	To foster collaboration with the sister school in Macau by co-organising a concert.	60	3	0	3	\$25,000	聖公會澳門 蔡高中學	A1, A3		B5	
5	Cultural & Service Tour to Guangxi	Dec-25	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.	F3 180	22	2		\$140,000		A1, A2, A3, A6		B1, B2, B6	
6	Cultural & Exchange Tour to an Asian Country	Dec-25	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		\$400,000		A1, A2, A5		B1, B2, B6	

7	Exchange Programme to Paris	Mar-26	To explore the educational environment and study the best practices of a school in France.	F.2-F.4 15	1	1		\$50,000		A1, A2		B4	
8	International Choral Competition /Exchange Tour	Aug-26	To expand students' perspectives and build their confidence by participating in competitions at the Asian or international level.	50	3	0	3	\$170,000		A1, A4		B5	
9	Asian PTH Debate Competition	Mar-26	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								\$1,015,000					
Total estimated expenses (sum of items 1.1 and 1.2)								\$1,550,000					
Name of Teacher Responsible for Life-wide Learning:				Mr. Wilson Ho		Position:	Assistant Principal						
Name of Teacher Responsible for the Sister School Scheme:				Mr. Wilson Ho		Position:	Assistant Principal						