2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant
Chan Sui Ki (La Salle) College

July 2026 ver.

Schools are required to upload this Report 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.

^ List of 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.]

Evaluation Method:	**E1** Questionnaire	**E2** School Meeting and Discussion	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and record	**E7** Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	(Maths) 2026 香港數學及奧數公開賽	23 Aug 2026	Develop problem-solving skills and nurture students' passion for mathematics.	15, S.1-S.5	1	0	0	$1,800.00		E7 Others	The result is not yet annouced	
2	(Maths) Coaching Service (S2 Activity Day)	1 Apr 2026	By observing the practical applications of data science techniques in a real-world setting, students can enhance their understanding of how data analysis is used to solve complex problems.	130, S.2	1	0	0	$2,000.00		E5 Observation	The S2 students enjoyed the visit to PolyU.61.86% of students agreed that the presentation was clear or very clear. Overall itinerary satisfaction stood at 44.07%, with 38.14% neutral and 17.80% dissatisfied, indicating that event schedule and transition times require optimization.	Fully achieved
3	(C&SD) Expenses for organizating activity related to the C&SD curriculum (Activity Day)	1 Apr 2026	To increase the undetstanding and interests of students on the curriculum of C&SD	100, S.5	10	1	0	$1,290.00		E1 Questionnaire	The assigned learning task requires students to complete a museum hunt. From the survey, Students have a better understanding in Chinese culture. (rating 3.83/5) Students are also able to understand more about the importance of National Identity and Cultural Security. (rating 3.85/5)	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
4	(IS) A Visit to Mai Po Nature Reserve	4 Jan 2026	To provide students with experiential learning opportunities and to enhance their awareness of and appreciation for biodiversity in the local environment	124, S.1	5	0	0	$3,980.00		E7 Others	Students were engaged in the experiential learning experience, in which their awareness of protecting and appreciating the local biodiversity has been enhanced.	Fully achieved
5	(Bio) S.5 Field trip travel cost	10 Oct 2025	To arouse the students interest in the subject and increase the conceptual understanding in ecosystem. Appreciation of Hong Kong Natural environment	40, S.5	2	0	0	$2,900.00		E7 Others	Completed. The field trip was organized by Ho Koon Nature Education cum Astronomical Centre. Students learned methods of ecological study during the one-day field trip. The skills learned can be used to handle HKDSE questions	Fully achieved
6	(Bio) Organic farm course	14 Mar 2025	To arouse the students' interest in the subject and increase the conceptual understanding of ecosystem. Appreciation of Hong Kong Natural environment	15, S.3-S.5	2	0	0	$7,000.00		E7 Others	Completed. Students grew different types of crops including radish which was used as the materials in making radish cakes during a parent-child activity organized by PTA to celebrate Chinese new year.	Fully achieved
7	(ICT) Inter-class E-learning Competition	28 Nov 2025	Enhance students' engagement in e-learning, foster a positive and competitive learning atmosphere, and strengthen their sense of belonging to their class	133, S.2	2	0	0	$1,000.00		E7 Others	All S.2 students participated in the competition. In the end, 4 students received awards.	Fully achieved
8	(ICT) IT and AI related workshop or talk	31 Mar 2026	To enhance students' digital literacy	98, S.4	2	0	0	$1,000.00		E7 Others	All S.4 students participated in the fake news seminar, and the feedback was positive.	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
9	(Chis) 中史聯校問答比賽	Feb 2026	提升學生學習興趣、認識中國歷史及文化、加強與友校的聯系	20, S.1-S.3	1	0	0	$562.00		E5 Observation		Fully achieved
10	(GEOG) Tung Ping Chau Geological and Coastal Fieldtrip	13 Dec 2025	Let students observe and apply what they have learnt about geomorphology	18, S.5	1	0	0	$2,000.00		E7 Others	Good. Students observed the geology, denudation processes, coastal processes and landforms there. They were divided into groups to present and explain the various features observed in the field.	Fully achieved
11	(RSTU) Leadership Training Camp and Jews Experiential Workshop	27 Mar 2026	Leadership training	11, S.1-S.5	1	0	0	$1,450.00		E5 Observation		Fully achieved
12	(MUS) The Hong Kong Music Festival	Feb – Mar 2025	To enhance the aesthetic development of students	8, S.1-S.5	2	0	0	$2,800.00		E7 Others	8 participants: 4 Silver Awards 4 Bronze Awards	Fully achieved
13	(MUS) The Hong Kong Joint School Music Competition	Mar - May 2026	To enhance the aesthetic development of students	45, S.1-S.5	2	0	0	$5,540.00		E7 Others	1Gold Award, 3 Silver Awards, 2 Bronze Awards	Fully achieved
14	(TKD) Coaching for Taekwondo Team	Whole Year	To provide professional coaching for the Taekwondo Team, helping students improve their skills, discipline, and performance.	6, S.1-S.5	1	0	0	$6,000.00		E7 Others	We had good attendance for most of the team training sessions.	Fully achieved
15	(TKD) Registration/ Entry Fees/ Travelling Allowances	Whole Year	To sponsor students who represent the school in Taekwondo competitions by covering their registration fees, thereby encouraging participation and recognizing their commitment	6, S.1-S.5	1	0	0	$1,080.00		E7 Others	Three students secured the 2nd runner-up position in the inter-school Taekwondo competition.	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
16	(PE) Athletics Training	Whole Year	Further develop students' potential in Athletics	76, S.1-S.6	3	0	0	$31,200.00		E5 Observation		Fully achieved
17	(PE) Badminton Training	Whole Year	Further develop students' potential in Badminton	23, S.1-S.6	3	0	0	$30,000.00		E5 Observation		Fully achieved
18	(PE) Basketball Training	Whole Year	Further develop students' potential in Basketball	49, S.1-S.6	3	0	0	$110,000.00		E5 Observation		Fully achieved
19	(PE) Table Tennis Training	Whole Year	Further develop students' potential in Table Tennis	18, S.1-S.6	3	0	0	$30,000.00		E5 Observation		Fully achieved
20	(PE) Football Training	Whole Year	Further develop students' potential in Football	65, S.1-S.6	3	0	0	$60,000.00		E5 Observation		Fully achieved
21	(PE) Life Education (Sports Tasting)/ Activity Day	1 Apr 2026	Further develop students' potential in Different Sports	120, S.1-S.6	3	0	0	$8,580.00		E5 Observation		Fully achieved
22	(PE) Registration/ Entry Fees/ Travelling/ Court Booking	Whole Year	Further develop students' potential in Sports	230, S.1-S.6	3	0	0	$74,634.40		E5 Observation		Fully achieved
23	(OLE) Equipment consumable for promoting STEAM course	Whole Year	To promote STEAM education	52, S.4-S.5	2	0	0	$4,800.00		E1 Questionnaire		Fully achieved
24	(OLE) Tutor fee or workshops for promoting Reading course	Whole Year	To promote students' incentives on developing reading habits	24, S.4	1	0	0	$129.46		E1 Questionnaire		Fully achieved
25	(OLE) Tutor fee or workshops for promoting STEAM Course	Whole Year	To promote STEAM education	28, S.5	2	0	0	$13,460.00		E1 Questionnaire		Fully achieved
26	(OLE) Ceramics Materials	Whole Year	To promote services through ceramics	30, S.5	1	0	0	$1,779.30		E1 Questionnaire		Fully achieved
27	(OLE) Tutor fee for Street Dance Course	Whole Year	To strengthen the role of CSK students and promote community service	16, S.4	1	0	0	$8,000.00		E1 Questionnaire		Fully achieved
28	(OLE) Tutor fee and Equipment fee for Lacrosse Course	Whole Year	To widen the horizons on students' sport experience	30, S.5	1	0	0	$11,060.00		E1 Questionnaire		Fully achieved
29	(DB) Leadership training camp for prefects (residential)	16-17 Jan 2026	To enhance leadership skills of prefects	28, S.3-S.5	1	0	0	$8,068.00		E7 Others	28 prefects participated. Their performance was satisfactory.	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
30	(DB) Life-wide learning(Adventure Games)	17 Nov 2025	To enhance respect, responsibility and politeness of students	132, S.2	10	0	0	$15,550.00		E7 Others	132 studentss participated. Their performance was satisfactory.	Fully achieved
31	(GCS) Workshops on Mental Health and Peer Relationship	Nov 2025 & Apr 2026	To promote mental health and help students understand how to communicate with others	332, S.3-S.5	15	0	0	$2,700.00		E7 Others	Over 80% of students learned more about different topics related to mental health and peer relationship.	Fully achieved
32	(GCS) Relaxation Workshop (Pickleball)	28 May 2026	To help students relieve stress	15, S.1-S.5	0	0	0	$2,200.00		E7 Others	All participants were satisfied with the activity and were relaxed after joining the workshop.	Fully achieved
33	(GCS) 「紳士攻略」人際關係小組	Feb - Apr 2026	To improve the peer relationship among students	10, S.3-S.5	2	0	0	$6,600.00		E7 Others	Students were very active throughout the group. They found it helpful for them to develop interpersonal communication and self confidence. 100% of the students were satisfied with the activity.	Fully achieved
34	(GCS) (兄弟bond訓練) 青山醫院參觀旅遊巴	18 May 2026	To enhance students' understanding and empathy towards mental illnesses	12, S.3-S.6	2	0	0	$1,350.00		E7 Others	Students found the visit helpful for their awareness of mental health. However, some found it not interactive enough. 91.6% students agreed that the activity helped them to understand more about mental health and mental rehabitation development in Hong Kong	Fully achieved
35	(GCS) 精神健康學生守門員培訓-校內精神健康推廣	Oct 2025 - Jun 2026	To promote mental health at school	50, S.1-S.5	2	0	0	$0.00		E7 Others	Students found the training workshops helpful for raising their awareness of mental health and learning more about how to provide emotional support to their peers	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
36	(GCS) Wargame 室內射擊活動	14 Nov 2025	To help students release their stress	24, S.1-S.5	2	0	0	$7,920.00		E7 Others	Based on the 11 questionnaires returned from this activity, over 90% of the participants agreed that the activity helped them connect with peer brothers across different grade levels, while 80% felt they demonstrated great teamwork during the event. Furthermore, 100% of the participants agreed that they had actively participated in the activity. In conclusion, the objectives of the activity have been fully achieved.	Fully achieved
37	(GCS) 兄弟Bond師兄訓練日	1 May 2026	To help students acquire more skills to help their peers	20, S.1-S.5	2	0	0	$4,800.00		E7 Others	Based on the 8 returned questionnaires, 75% of the participants agreed that the activity helped them better understand other seniors, assisted them in learning how to establish positive communication, and enhanced their sense of belonging to 'Brother Bond'. They also expressed overall satisfaction with the arrangements of the training day. In conclusion, the objectives of the activity have been achieved.	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
38	(GCS) 師兄2日1夜露營訓練	8-9 Feb 2026	To strengthen the bonding among students	20, S.1-S.5	2	0	0	$1,428.00		E7 Others	Based on the 9 returned questionnaires, 100% of the participants agreed that they had increased their understanding of 'Brother Bond', were interested in becoming 'Brother Bond' mentors, and felt more confident in taking on the mentor role. Additionally, 85% of the participants expressed satisfaction with the overall arrangements of the activity. In conclusion, the objectives of the activity have been fully achieved	Fully achieved
39	(GCS) Sex Education Workshops	Nov 2025 & Mar 2026	To help students understand more concepts related to sex education	569, S.1, S.3-S.6	20	0	0	$16,100.00		E7 Others	Over 80% of students learned more about different topics related to sex education.	Fully achieved
40	(STEAM) Crytography Workshop	Jul 2026	To arouse students' interest in mathematic related STEM activities	134, S.2	2	0	0	$15,170.00		E7 Others	Students were generally engaged in the course	Fully achieved
41	(STEAM) Equipment, consumables and learning resources for supporting STEM activities and competitions	Whole Year	To support students participating in various STEM learning activities and competitions.	98, S.4	2	0	0	$28,827.54		E5 Observation		Fully achieved
42	(STEAM) Maintenance of Aquaponics system	Whole Year	To arouse student interest and knowledge about aquaponics system	24, S.3-S.4	2	0	0	$4,546.00		E5 Observation		Fully achieved
43	(CLS) S4 Career Visits	19 May 2026	To help students further understand different academic disciplines and the work of various fields	98, S.4	6	0	0	$1,358.00		E7 Others	Most of the students agreed that the visit enhanced their understanding of different industries.	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
44	(CLS) 法治之旅	12 Nov 2026	To let students gain experience about different jobs or further education	24, S.3-S.4	3	0	0	$1,110.00		E7 Others	Students are actively engaged in the activity. Most of them agreed that the activity strengthened their understanding of law profession.	Fully achieved
45	(CLS) S6 Simulation of the release of HKDSE Result	4 Nov 2026	To enhance students' readiness for the release of the HKDSE result	192, S.6	5	0	0	$10,000.00		E7 Others	Most of the students satisfied with the activity. They agreed that the activity helped them better understand strategies in choosing JUPAS choices after release of HKDSE results.	Fully achieved
46	(CLS) S6 Interview Workshop	25 Nov 2026	To equip students' interview skills	192, S.6	5	0	0	$11,200.00		E7 Others	Most of the students satisfied with the activity. They agreed that the activity enhanced their interview skills.	Fully achieved
47	(CLS) 桌遊比賽特訓班及出賽	Dec 2025 – Jul 2026	To help students as well as develop their interests, skills and strengths, as well as exploring career possibilities	10, S.1-S.6	1	0	0	$9,500.00		E7 Others	Students actively participated in the event. Most were satisfied with the program and agreed that the programme help them develop interests.	Fully achieved
48	(PAD) School campus clean up	13 Feb 2026	Nurture students' responsibility and sense of belonging	135, S.1	12	0	0	$2,755.00		E7 Others	Most of the students actively participated in the activity.	Fully achieved
49	(PAD) Organic farming	13 Feb 2026	Nurture students' sense of environmental protection	133, S.2	12	0	0	$11,670.00		E7 Others	Most of the students actively participated in the activity.	Fully achieved
50	(PAD) Service for elderly people	13 Feb 2026	To promote service	131, S.3	8	0	0	$16,000.00		E7 Others	Most of the students participated actively in the service.	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
51	(PAD) Service for needy people	13 Feb 2026	To promote service	98, S.4	8	0	0	$3,350.00		E7 Others	Most of the students participated actively in the service.	Fully achieved
52	(PAD) Talk on positive education	22, 30 Sep 2025	To promote character strengths	699, S.1-S.6	24	0	0	$4,400.00		E7 Others	Most of the students understood the character strengths.	Fully achieved
53	(ECA) Operation of different Clubs & Societies and Uniform Groups	Sep 2025 - Aug 2026	To broaden students' horizons, enhance their multiple intelligences and nurture their values and skills	600, S.1-S.6	50	1	0	$20,473.00		E7 Others	100% of clubs & societies organised at least 3 activity/ competition	Fully achieved
54	(ECA) Leadership Training Camp	Jul 2026	To train students to become leaders	60, S.3-S.5	2	1	0	$26,676.00		E7 Others	100% of participants rated the camp as "good" or"very good"	Fully achieved
55	(ECA) Post-exam activities	Jun 2025 - Jul 2026	To broaden students' horizons, enhance their multiple intelligences and nurture their values and skills	500, S.1-S.5	50	1	0	$11,400.00		E7 Others	42 post-exam activities were organised.	Fully achieved
56	(ECA) Drama courses and competitions	Oct 2025 - Jul 2026	To nurture students' creativity and develop their thinking and acting skills	50, S.1-S.5	2	1	0	$34,120.00		E7 Others	Staged a performance at the HK School Drama Festival 2026, won the following prizes: Award for Outstanding Stage Effects Award for Outstanding Cooperation Award for Outstanding Performer	Fully achieved
57	(ECA) Excursion Day	Nov 2025	To give students an opportunity to go beyond the classroom and get close to nature and foster a closer bond between teachers and students	370, S.1-S.3	24	1	0	$10,822.00		E7 Others	96.7% of all students took part in the activity.	Fully achieved
58	(ECA) Life education	Sep 2025 - May 2026	To allow students to have real-life experience	210, S.4-S.5	20	1	0	$2,050.00		E7 Others	All S4 and S5 students attended the event.	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
							Total actual expenses of item 1.1	**$716,188.70**				
1.2	**Non-local Activities**											
1	(Chin) 中日文化交流團(日本福井)	7 Jan 2026	能讓學生親身體驗和了解文化的價值觀、生活方式、語言和習俗；並增進對不同文化的尊重與包容。加強與友校之合作和聯繫。透過考察，鍛鍊語文能力，拓濶眼界。	23, S.3-S.5	2	0	0	$18,000.00		E6 Written report and record		Fully achieved
2	(C&SD) Subsidy for C&SD Mainland Study Tour	13-14 Nov 2025	Support teachers joining the Mainland Study Tour	95, S.5	11	1	0	$2,440.00		E1 Questionnaire	The event was sucessfully held and all students are able to submit the project by creating video recording their study tour to fuifill the learning requirement assigned by the EDB.	Fully achieved
3	參訪新會陳經綸中學	4 Jan 2026	增進對內地的認識和了解 / 擴闊學校網絡 / 擴闊視野 / 建立友誼/聯繫	20, S.1-S.3	1	1	0	$31,160.00	新會陳經綸中學	E1 Questionnaire E5 Observation E2 School Meeting and Discussion		Mostly achieved
4	(PE) Greater Bay Sports Exchange Tour	1 Jul 2026	Further develop students' potential in Sports	10, S.1-S.6	1	0	0	$14,200.00		E5 Observation		Fully achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.2	**$65,800.00**				
							Total actual expenses (sum of items 1.1 and 1.2)	**$781,988.70**				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
Evalua-tion & Reflec-tion	At present, students actively participate in a wide range of life-wide learning activities organised by different subject departments and functional teams. These activities include visits, sports training, service-learning programmes, leadership training, values education activities, and career exploration programmes. While the participation rate is high, the school aims to further increase students' engagement by providing more diverse and authentic learning experiences beyond the classroom. Through the effective use of the Grant, the school seeks to broaden students' learning experiences, remove financial barriers to participation, and ensure that all students have equitable access to life-wide learning opportunities that support their all-round development.		The school aims to provide diverse learning experiences that support the seven learning goals through a wide range of life-wide learning activities across different Key Learning Areas and subject departments. Through these activities, students are expected to broaden their knowledge, strengthen generic skills, develop positive values and attitudes, and enhance their understanding of future study and career pathways. The Grant supports student participation by subsidising the expenses for most subject-based learning activities, enabling more students to access enriching learning opportunities beyond the classroom. For activities related to values education and career planning, the Grant provides a higher level of financial support and, in many cases, covers the full activity cost. This allows the school to organise a greater variety of programmes that foster students' whole-person development, strengthen their character and values, and enhance their preparedness for further studies and future careers.					The school makes effective use of the Grant to organise a wide variety of life-wide learning activities that cater for students' diverse learning needs and support their whole-person development. The Grant is allocated to different subject departments and functional teams to subsidise academic, STEAM, values education, leadership, career-planning, cultural, aesthetic, and service-learning activities. For most subject-based activities, the Grant subsidises. This helps reduce students' financial burden and ensures equitable access to learning opportunities beyond the classroom. The school will continue to support organizing different study tours to enrich students' learning experiences.		

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	預期26/27學年繼續組織管理層及學生層面的交流活動（線上及線下）。
2	**Time arrangement of the activity**	暫擬在復活節假期期間舉行新會姊妹校交流團。
3	**Organisation and arrangements of the activity**	暫擬管理層團隊到訪北京姊妹校。
4	**Others (Please specify)**	

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$0.00
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$0.00

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	KY Chan	Position:	Life-wide Learning Coordinator
Name of Teacher Responsible for the Sister School Scheme:	K Cheung	Position:	Sister School Coordinator

Annual School Report (Report B)

(Template)

Enhancement Measures for the Native-speaking English Teacher (NET) Scheme
Annual School Report on the Use of the NET Grant
for the 2025-2026 School Year

Name of School: Chan Sui Ki (La Salle) College

Our school was provided with the NET Grant by the Education Bureau at the amount of HK$1,000,000 in the 2025-2026 school year. With reference to the school-based circumstances, we employed at least one full-time NET, engaged native-speaking English Teaching Assistants (NTAs) and/or English learning support services by using remaining funds, if any. Details are as follows:

(1) With reference to the learning needs of student(s), our school deployed the NET Grant in the following ways to enhance students' English language learning (one or more options can be selected):

Deployment of the NET Grant	*Actual Expenses ($)*
☑ Employing 1 NET(s) by school direct, **or** ☐ Engaging service provider to provide _____ NET(s) [name of service provider:]	$645,207.51
☑ Employing 1 NTA (s) by school direct, **or** ☐ Engaging service provider to provide _____ NTA(s) [name of service provider:]	$95,550
☐ Engaging service provider to provide other English learning services [name of service provider:] [type of service:]	
Total Expenses	$740,757.51

(2) The NETs/NTAs performed the following duties (one or more duties can be selected):

NETs:

No. of classes taught: 19 (per week/cycle*) Duration of a lesson: 40 minutes

English class(es):
☑ English ☐ Literature ☐ Listening
☑ Speaking ☑ Reading ☐ Writing
☐ Others (please specify): _____

English learning activity(ies):
☑ Debate ☐ Drama ☐ Phonics
☐ Choral speaking ☑ Assembly
☐ Preparation of English learning materials
☑ Others (please specify): English Language Society, English Week

NTAs:

English class(es):	☐ English	☐ Literature	☐ Listening
	☐ Speaking	☐ Reading	☐ Writing
	☐ Others (please specify): _____		
English learning activity(ies):	☐ Debate	☐ Drama	☐ Phonics
	☐ Choral speaking	☐ Assembly	
	☑ Preparation of English learning materials		
	☑ Others (please specify): English Language Society, English Week, After-school HKDSE Speaking Practice for S5-S6		

(3) Details of the English learning support services provided by service providers:

_____

_____

(4) In utilising the NET Grant to enhance student motivation and engagement in English learning, as well as to create an English-rich environment, our school has rated the effectiveness as follows (1 – very ineffective; 5 – very effective):

[4] Students have been motivated to learn English

[4] The English learning environment has been enriched to facilitate students' learning

[4] English learning has been promoted through co-curricular activities and students have been provided with diversified English learning experience

[4] Overall, the NET Grant has been effective in support students' learning of English

Other comments:

_____

_____

(Please insert a "✓" in the appropriate box(es) and fill in the required information.)

Chan Sui Ki (La Salle) College
Report on the Use of the Promotion of Reading Grant
2025-2026

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

- About 23 sessions of Chinese, English book sharing, library new books recommendation and reading activities promoting announcements were made during morning assembly. Some students and student librarians shared their reading with all the students.
- S1 & S2 reading talks were held on 22 Dec 2025 and 23 Apr 2026; workshops for S4 were held in Sep 2025 –May 2026. More than 90% of S1 and S2 students agreed that they have learnt to respect intellectual property, perseverance and national development. More than 85% of S1 and S2 students agreed that they have learnt positive values and serving others.

  12 reading club and reading circle meetings were held during lunchtime from Nov 2025 to Apr 2026. More than 90% of students agreed that they enjoyed the activities.
- All S1 – S3 students joined the "Reading & Art" program and submitted their bookmarks; book covers and comics to the VA teacher. Students could produce creative artwork based on their reading. Outstanding works were displayed on the library notice board. Students could appreciate the efforts of their fellow schoolmates.
- The school book fair was held from 6-8 May 2026. Students could visit the fair during lessons, recess and after school.
  More than 1,000 books on different subjects were displayed. The theme this year was Science books and Wuxia (Chinese martial arts) novels. Students could read books on spot or buy them. More than 350 books were sold.
- 115 students (41.5% of S1, 31.6% of S2 and 13% of S3 students) met the reading achievement of the reading scheme:
  74 students attained the elementary level; 35 students attained the intermediate and 6 students attained the advanced level. S1 has the highest number of students meeting the reading achievement levels.
- 353 students (S1 – S5) joined "Read for Charity" program (promoted by English Department and Moral, Civic and National Education Section) from Jan to Feb 2026 and they have raised more than $8,400 for the program. The donations were sent to a charitable organization to help poor families.
- S1 students completed their Mathematics Reading assignments in Sep and Oct 2025. S2 students in Jan 2026. The library promoted mathematics books in Sep 2025 and Jan 2026 to arouse the interest in reading them.
- 206 students (S1 – S2) joined "Parent-child Reading Program". They shared their reading with their parents. The works were displayed on the library notice board.
- 630 S1 – S6 students cast their votes to choose their favourite books and author in the 'Top 10 Book Picks 2025' program in Nov 2025. Our school has won the outstanding participation school award.

- 191 S1 – S2 students (71%) participated in the EDB ‘30-Minute Read’ during the National Reading Week in Apr 2026.
- Students have borrowed 3924 library books & e-books on various subjects. The most popular categories were: Chinese Language & Literature, Social & Human Sciences, English Language & Fiction, and History.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

The school promoted values education through recommending books and reading talks. Students gave positive feedback from the evaluation forms.

Teachers, students, student librarians, the Chinese, English, Mathematics, and Visual Arts Departments, the School Library, the Reading Promotion Team, and the Moral, Civic, and National Education Section all contributed to promoting a reading culture at school by sharing good books and recommending reading activities.

Part 2: Financial Report

	Item*	Estimated Expenses ($)
1.	Purchase of Books	21,819.42
	☑ Printed books, magazines and newspapers	
	☐ e-Books	
2.	Web-based Reading Schemes	23,600.00
	☐ eRead Scheme	
	☑ Other scheme: Wisdomlib e-Books & Platform, SJRC 金閱閣校園版	
3.	Reading Activities	22,080.00
	☑ Hiring writers, professional storytellers, etc. to conduct talks for S1, S2 and S4 students	
	☑ Hire of service from external service providers to organise learning activities related to the promotion of reading (S4 students)	
	☐ Paying the application fees for students to participate in reading activities and competitions	
	☐ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others:	5,224.50
	Awards for outstanding participants of CSK Reading Schemes, Reading Sharing & Promotion Program, Read for Charity Program, HK Reading City Top 10 Book Picks and other reading activities	
	Posters, Printing and other materials for reading activities and promotion	
	Total	**72,723.92**
	Unspent Balance (2025-2026)	**21,876.08**
	Unspent Accumulated Balance	**36,716.80**

* Please tick the appropriate boxes or provide details.

Annual School Report

Chan Sui Ki (La Salle) College

Annual School Report on the Use of the School Executive Officer (SEO) Grant for the 2025-2026 School Year

Our school was provided with the SEO Grant by the Education Bureau at the amount of **$595,714.68** in the **2025-2026** school year and the unspent balance carried forward at the amount of **$36,695.35**

With reference to the school-based circumstances, we have employed one full-time school-stationed SEO, and recruited additional administrative staff. Details are as follows (one or more options can be selected):

Deployment of the SEO Grant	*Actual Expenses ($)*
☑ Employing one full-time school-stationed SEO	$453,120.00
☑ Employing additional administrative staff (Details: paid part of the salary of one contract staff supporting administrative work to enhance the school administrative capacities)	$162,783.92
☐ Procuring school administration-related service [name of service provider:] [details of the services:]	
Total Expenses	$615,903.92
Unspent balance to be carried forward	$16,506.11

Other comments:
It is difficult to recruit experienced additional administrative staff.

The above report has been endorsed by Incorporated Management Committee (IMC) on

_____ (date)

Signature of School Head: _____

Name of School Head: _____

Date: _____

Chan Sui Ki (La Salle) College
Report on Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2025-2026)

2025-2026 Total Expenditure: _$14,200____

Objective	Achievements	Reflection	Feedback & Follow-up
To subsidise the participation of students, teachers in "Greater Bay Area Sports Exchange Tour" held in the Mainland to create a better sports ambience and develop sports skills.	Increased ability to work effectively within a team. Refined techniques, performance and learn new strategies in relevant sports. Interacting with athletes from diverse backgrounds foster teamwork, mutual respect, broadening personal and social perspectives.	Training and competing with local athletes revealed different approaches to discipline, teamwork, and strategy. Moment like post-game handshakes or shared meals with other players showed that respect transcends cultural barriers, making the competition more meaningful.	The access to elite training facilities and coaches was invaluable. Competing against local athletes provided authentic skill-building. Organized activities could deepen connections beyond the field, maximizing the tour's cultural value. Highly recommend for future participants.

Report on Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2025-2026)

* Report to be returned to the Physical Education Section, Curriculum Development Institute on or before 30 September 2027

1. Our school has spent the Grant on the following:

	Area	Actual Expenses ($)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	$14,200
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	
v.	To purchase or upgrade PE/sports equipment in the school	
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	
viii.	Others (Please specify):	
	Total Expenditure (2025-2026):	$14,200
	Unspent Balance:	$2,436

2. As at 31 August 2026, the Grant

☐ has been fully spent.

☑ has an unspent balance of $__2,436_____which will be carried forward.

(Please put a "☐" in the appropriate box)

陳瑞祺(喇沙)書院

「推廣中華文化體驗活動一筆過津貼」

2025/26 學年運用報告

2025/26 學年總開支金額: $62,239.05

活動	目標	成就	反思	回饋與跟進
購買 918 易拉架 18/09/2025	提升國民身分認同，了解更多中國歷史知識	- 讓學生及公眾認識九一八事變的歷史背景和影響 - 提升對中國近代史及抗戰歷史的了解	加強歷史教育	幫助建立正確的歷史觀念。下學年繼續安排相關活動。
中一同慶中秋 06/10/2025	增進中華文化知識和體會	師生共慶中秋，學習中國文化，進行猜燈謎等活動	明白中華文化博大精深。	結合生活經驗，體會發揚美德。
參觀歷史博物館 21/11/2025	參觀歷史博物館讓學生了解抗日戰爭之歷史	讓學生感受戰火的殘酷，更重要的是引導他們理解「抗日戰爭」是一場扭轉了中華民族命運的偉大勝利	學生理解先輩保家衛國的英勇犧牲，將歷史知識轉化為對「珍惜和平」與「國民身份」的認同	繼續舉辦有關活動
茶藝靜修 02/12/2026	透過茶藝靜修體驗，學生能培養專注力，提升身心靈健康的能力	參加者掌握茶藝技巧，並提升專注能力，增強自我覺察	在泡茶品茶過程中，學生學會覺察情緒變化，學習放下執念。	學生投入度高，感受寧靜氣氛，身心放鬆。 鼓勵持續練習，靜心品茶，建立健康生活習慣。
中華文化日 13/03/2026	文化日活動透過跨科組協作，讓學生認識中華文化及不同歷史文化元素	文化日活動透過跨科組協作，安排多元化文化體驗及展示活動，提升學生對傳統文化的興趣及文化素養，活動氣氛良好，參與度理想	透過積極參與不同的體藝活動，加深學生對中國歷史、中華文化、香港外交知識的認識，認同國民身份和歸屬感	繼續舉辦有關活動

歷史導賞團 -10/03/2025 -21/11/2025 -30/03/2026	加深學生對香港歷史之認識	學生普遍認為考察活動能提升學習趣味及加深對課題內容的理解	透過積極參與不同的體藝活動，加深學生對中國歷史、中華文化、香港外交知識的認識，認同國民身份和歸屬感	繼續舉辦有關活動
參觀國家安全展覽廳 05/06/2026	加強學生對國家安全的重要性的認識，	能加深學生對國家安全的重要性的認識	提高學生的國民身份認同	外出參觀增加學生課堂外的學習經歷
內地交流團 07-08/07/2026	幫助學生深化歷史認識培養學生的家國情懷和公民責任感。 提升學生國民身分認同，了解更多中國歷史/中華文化知識	學生了解孫中山先生的生平事蹟及革命歷程， 學生認識國家近代發展歷程及民族復興的奮鬥精神	學生認識辛亥革命對中國近代發展的重要影響。 交流團將課堂歷史知識與實地考察結合。	加深對國家歷史文化的理解與尊重。下學年繼續安排相關活動。
試後工作坊 08/07/2026	工作坊活動透過與中文科合作，讓學生從不同角度認識香港歷史文化	工作坊活動讓學生從不同角度認識香港歷史文化，有助提升學生的學習興趣及跨學科應用能力	透過積極參與不同的體藝活動，加深學生對中國歷史、中華文化、香港外交知識的認識，認同國民身份和歸屬感	繼續舉辦有關活動
升旗及中式步操訓練。	提升國民身分認同	透過升旗儀式認識國旗、國歌及相關禮儀。加深對國家歷史、文化和發展的了解	培養國民身份認同	建立尊重國家象徵的態度，下學年繼續安排此活動。
購買中史教材輔助教學	促進學生學習中史	運用不同教材，讓學生多方面接觸中國歷史文化	訓練學生自學能力	繼續舉辦有關活動
中華文化壁報	讓學生了解國家安全 12 個重點領域及首要價值觀	加深學生對國家安全的認知	提高學生的國民身份認同	全年張貼

「推廣中華文化體驗活動一筆過津貼」

2025/26 學年運用報告

 # 須於 2027 年 9 月 30 日或以前填妥報告並把正本交回教育局課程發展處中國語文教育組

1. 本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	實際開支金額（HK$）
1	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	19,467.70
2	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	
3	舉辦或資助學生參加本地文化考察或參觀活動	26,070.00
4	發展有關中華文化的課程	
5	採購及發展中華文化學與教資源	8,580.85
6	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	8,120.50
7	其他（請註明）：	
	2025/26 總開支金額（HK$）	62,239.05
	津貼餘款（HK$）	151,531.68

2. 截至 2026 年 8 月 31 日為止，「推廣中華文化體驗活動一筆過津貼」

- 已全數用完。

☑ 尚有餘款 151,531.68 元。（未用罄的津貼須撥入下一學年）

（請於適當空格內加上「✓」號）

Chan Sui Ki (La Salle) College
Report on the Use of the "One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025/26

Objective	Achievements	Reflection	Feedback & Follow-up
To promote self-directed English reading habits and enhance global awareness by subscribing to English reading materials for S1-S3 students.	- Successfully subscribed to and distributed English newspapers published by *South China Morning Post* to targeted forms (S1-S2: *Posties* / S3: *Spark*) - Established a regular post-school reading routine, increasing students' exposure to authentic English texts.	- The physical newspapers provided a wide variety of topics that catered to different student interests, successfully boosting reading motivation. - The free online account that came with the subscription offered a larger database of reading resources for students. - The texts also aligned with the latest education needs focusing on nurturing values and national identity amongst students.	- Continue the newspaper subscription next year, but adjust the reading levels based on the expected English ability of each class. - Extend the subscription to senior forms. - Make use of the online platform of the publisher to further encourage self-directed learning.
To introduce all S4 and selected students at other levels to English drama, cultivate their national identity, and foster the core value of filial piety through a professional live performance of *Mulan* and *Taming the Dragon*	- Engaged an external professional service provider to stage an interactive English drama performance of *Mulan* for students or arrange for students to a civic centre to watch *Taming the Dragon* - Successfully combined language arts with values education, allowing students to experience authentic spoken English in an engaging, narrative context.	- The live performance was highly effective; the familiar stories lowered students' affective filter, making the English dialogue accessible and enjoyable. - The theatrical medium successfully resonated with students, sparking meaningful reflections on national heritage and the importance of values such as filial piety.	- Arranged follow-up English post-performance activities (e.g. reflection worksheets) to deepen learning. - The results of the survey done after the performance were positive. - Drama appreciation will be introduced to all students at both junior and S4 levels in 2026-2027.

To enrich the English Language Centre (ELC) resource bank with diverse English board games to encourage self-directed, interactive language learning in an informal setting for all students up to S5	- Sourced and purchased a wide variety of English language games (e.g. Monopoly, Uno, and Rummikub) for the ELC. - Created an engaging, low-anxiety environment where students could naturally practice vocabulary, speaking, and social skills during recess or after school in the ELC.	- The gamified approach successfully attracted a larger volume of students to the ELC, turning language acquisition into a fun, peer-led activity under the supervision of the NET. - While popular, some games required the NET or English ambassadors' guidance initially to explain the rules and ensure English was being spoken.	- Recruit and train "English Ambassadors" to help facilitate English-only communication during gameplay. - Organize regular English board game competitions to maximize the usage of these newly acquired resources. - Source a wider variety of board games to sustain students' interest and replace worn or outdated board games with new ones.

Remarks:
Education Bureau Circular Memorandum No. 210/2024 (dated 18 December 2024)
Total Grant (to be spent by 31 August 2027): $200,000
2025/26 total expenditure (actual): $43,487.40
Unspent balance carried forward: $156,512.60

Report on the Use of the "One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025/26

* Report to be returned to the English Language Education Section, Curriculum Development Institute, Education Bureau by 30 September 2027

1. Our school has spent the "One-off Grant for Promotion of Self-directed Language Learning (English Language)" on the following areas:

Number of student beneficiaries: Approximately 650 Class levels of student beneficiaries: S1-S6

Area	Actual Expenses ($)
1. Procuring and/or subscribing to learning resources (a) SCMP Posties for S1-S2 (b) SCMP Spark for S3	 (a) $13,400.00 (b) $13,300.00
2. Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	-
3. Purchasing services related to learning and teaching (a) English Drama Performance by Dovetales (Mulan) (b) English Drama at Sai Wan Ho Civic Centre (Taming the Dragon)	 (a) $13,000.00 (b) 1,920.00
4. Others (please specify): (a) Purchasing English Board Games for ELC	 (a) 1,867.40
Total Expenditure (2025-2026):	$43,487.40
Unspent Balance:	$156,512.60

Remarks:

- ✧ While the Grants are applicable to all students, it does not mean that the provision for each student must be equal nor that schools have to provide all the learning resources, courses, activities or competitions free of charge. If a school needs to charge a fee for an activity, it should follow the established practice to set out school-based criteria for determining the fee and inform parents of the arrangement accordingly.
- ✧ Schools should not confine the use of the Grants to a single project/area or a small group of students. Prior approval from the School Management Committee (SMC)/Incorporated Management Committee (IMC) must be obtained for organising individual activities/projects that incur higher costs.

2. As at 31 August 2026, the "One-off Grant for Promotion of Self-directed Language Learning (English Language)"

☐ has been fully spent.

☑ has an unspent balance of $ 156,512.60, which will be carried forward.

3. Please provide an example to illustrate the impact of the "One-off Grant for Promoting Self-directed Language Learning (English Language)" on students' language learning.

The *Mulan* drama performance served as a powerful catalyst for language arts appreciation. The engaging, live-theatre format captivated students, making spoken English highly accessible through a familiar narrative. This high level of engagement was reflected in the very positive feedback received from student questionnaires. Furthermore, students actively took charge of their own learning by independently completing pre- and post-performance worksheets. This structured reflection allowed them to autonomously process the vocabulary, themes of filial piety, and Chinese cultural concepts, demonstrating how a creative cultural experience can effectively inspire self-directed learning.

陳瑞祺(喇沙)書院

推廣自主語文學習（普通話）一筆過津貼

2025/26 學年運用報告

範疇	策略	成功準則	評估方法	時間	負責老師	預算金額	實際金額	檢討及反思
1 採購和/訂閱推動自主語文學習和/或豐富語言學習環境的相關資源，以提升學生的普通話學習體驗。	1.1 購買朗誦及演講導師服務。	1.1 學生有更充分的練習及準備，自信心提升。	學生參與度提升； 學生訪問	十月至十一月	張恪老師	$30,000	$9,000	中一 8 名學生、中二 4 名學生、中三 7 名學生，共 19 名學生參與，學生在訓練班參與度高，課程平均出席達 9 成，學生表示能提高他們在公開場合說普通話的信心。 建議：來年繼續採購相關服務，並增加訓練課節，令學生有更好準備；另亦要科任老師鼓勵更多學生參與比賽。
	1.2 購買 AI 自學筆，提供具互動性的自學工具，突破課堂時間限制。	1.2 學生運用自學筆，獲得即時及準確的語音示範。豐富自學體驗，提升自學的趣味。	學生筆記表現	# 全年 (26/27 學年)	科任老師	不適用	$34,950	在 25/26 暑假前採購相關學習工具，預期在 26/27 學年投入運用。

3 向具有專業知識的個人/專業組織購買學教相關的服務，開發校本資源，支援普通話自主學習，和/或舉辦普通話活動，豐富語言學習環境。	3.2 午間普通話活動，豐富語言學習環境。	學生積極參與各項活動，寓學於樂。	學生參與度觀察	全年	張恪老師	$40,000	$4,400	中華文化日活動：與服務供應商籌辦兩個以普通話為教學語言的傳統手工攤位(風車及剪紙)，供全校學生參與通過活動當日的面談與觀察，超過 8 成學生表示文化日的普通話手工製作攤位「好玩、有趣」，達到寓學於樂的效困，可見學生參與度高。 建議：來年繼續購買相關服務，加強普通話學會學生幹事的參與度，加強他們籌辦活動的能力，及訓練其他同學作領袖角色；另增加活動次數，在校園內建立具延續性的普通話學習環境。

根據教育局通函第 210/2024 號(2024 年 12 月 18 日發出)

學校可於 2026/27 學年或之前靈活運用津貼，促進學生在普通話方面的自主學習，發展校本資源，豐富語言學習環境。

一筆過津貼總金額 (2026/27 學年或之前運用直至 2027 年 8 月 31 日止): 共 20 萬

2025/26 學年實際開支總金額: $ 48,350

Chan Sui Ki (La Salle) College
Report on Use of the One-off Grant on Parent Education (Secondary) (2025-2026)

2025-2026 Total Expenditure: 56,577.60

Items	Objective	Achievements	Reflection	Feedback & Follow-up
(i) Online certificate Course of Positive Education for Parents	To Understand of Adolescent Development (A)	All participants were satisfied with the workshop and agreed that they can learn positive education from the course	The course was successfully held. More than 95% of participants are satisfied with the course content and organization, and they agree that the activities help enhance their understanding of positive education and assist them in communicating with their children. However, some parents thought that the course contents were similar to the course held last year.	On average, over 54 parents participate in each session. More than 95% of participants are satisfied with the course content and organization, and they agree that the activities help enhance their understanding of positive education and assist them in communicating with their children. The strategies can promote healthy lifestyle. It is recommended to retain the online format for next year and encourage more working parents to participate. Some other new topics will be explored next year. The number of online courses will be reduced or condensed into one intensive lesson.

(ii) Personality Insight Workshop series + Yoga class 1. Father and son 2. Couple	To Understand of Adolescent Development (A) and To promote Healthy, Happy and Balanced Development of Adolescents (B)	All participants were satisfied with the workshop and agreed that the workshop helps to enhance the emotional bond between fathers and sons, husband and wife	The course was successfully held. 100% participants are satisfied with the workshop content, and they totally agree that the workshop helps enhance their understanding of the personality of the son and themself. Some of the parents suggest that the school can hold more similar events.	<u>Father and son workshop</u> 100% of participants agreed that "the activity helped strengthen the emotional bond between fathers and sons," "the activity increased their understanding of their sons'/fathers' personalities," and "they were satisfied with the overall activity arrangement"; <u>Couple workshop</u> 100% of participants agreed that "the activity increased their understanding of their own personality," "the activity increased their understanding of their partner's personality," "the activity increased their understanding of their son's personality," and "the activity helped strengthen the emotional bond between spouses." It will be kept next year.

(iii) Activity for positive education on Parents' Day	To promote character strengths and to Understand of Adolescent Development (A)	Most of the participants were satisfied with the activity and understood the character strengths of their son	Overall, the objectives of the event were fully achieved	98% of the parents agreed that the activity enhanced the understanding of character strengths of their sons. 97% of the parents also agreed that the activity helped them understand the growth of their sons. It is suggested that the activity can be continued in the Parents' Day next year.
(iv) Parent-child ceramic workshop.	To promote Healthy, Happy and Balanced Development of Adolescents (B) and to promote Parents' Physical and Psychological Well-being (C)	The workshop was successfully held. All parents were satisfied with the activity.	They agreed that the workshop can promote mental health, positive development of students and the emotional connection between parents and child.	The feedback was positive. Parents said tutor was nice and taught the lesson in details. The theme used related to parent-child relationship. Parents and students could take the products back home for memory. It will be kept next year. More themes will be explored (for example Chinese culture)

(v) Animal-assisted Therapeutic Parent-Child Workshop	To promote Healthy, Happy and Balanced Development of Adolescents (B) and to promote Parents' Physical and Psychological Well-being (C)	All participants were satisfied with the workshop and agreed that animal therapy could help them relieve stress	The workshop was successfully held. Participants enjoyed the interaction with animals and learned more about different skills to deal with stress.	Ten pairs of parents and children attended the workshop. The feedback was generally positive. However, one parent reflected that the activity did not meet her expectations as she expected more animals would be there in the activity. One also suggested more interactive time could be given to parent-child with the guest speaker. It will be kept next year.
(vi) Parent-Child Mind and Body Health Dart Sports Experience Class	To promote Healthy, Happy and Balanced Development of Adolescents (B) and to promote Parents' Physical and Psychological Well-being (C).	More than 80% participants were satisfied with the class and agreed that the activity could help them to relieve stress. The rest of them give neutral response.	The class was successfully held. Participants enjoyed the dart sports. Promote the interaction between parents (especial father) and their sons.	Dart trainers taught patiently to parents and students. They gave plenty of time to parents and students to enjoy the event. This event provides an opportunity to allow parents and students communication. Finally, a competition was held. Prizes were given to the winners.

(vii) Parent-Child Board game + Spiritual workshop	To promote Healthy, Happy and Balanced Development of Adolescents (B) and to promote Parents' Physical and Psychological Well-being (C)	All participants were satisfied with the arrangements. Parents agreed that the activity could strengthen their relationships	A huge success for the workshop. Participants had a wonderful time throughout the board games. Parents strongly agreed that the workshop can enhance students' positive growth	The overall feedback was positive. Most of the parents highly praised the trainer's sharing and promoting Spiritual Positivity. Parents endorsed that it is essential and important. Some parents suggested having the workshop longer, to have more engagements and get to know more board games.
(viii) parent-child horticultural workshop	To promote Healthy, Happy and Balanced Development of Adolescents (B) and to promote Parents' Physical and Psychological Well-being (C)	The workshop was successfully held. Nearly all parents were satisfied with the activity.	They agreed that the workshop can promote mental health, positive development of students and the emotional connection between parents and child.	The feedback was positive. Parents said the workshop is meaningful. The bonsai that parent and child created can be brought back home for memory. They can take care of it together at home so the relationship between parent and child can be extended. It will be kept next year.

(ix) parent-child leather workshop.	To promote Healthy, Happy and Balanced Development of Adolescents (B) and to promote Parents' Physical and Psychological Well-being (C)	All participants were satisfied with the workshop and agreed that the activity can enhance their relationship and positive development.	The workshop was successfully held. Participants enjoyed the activity and agreed their relationship can be strengthened.	The feedback was positive. All participants enjoyed the activity. One participant suggested that more choices for the cardholder could be provided. They also preferred having the activity on weekdays between 4pm and 6pm. It will be kept next year.
(x) Parent-Child Laser Tag Game	To promote Parents' Physical and Psychological Well-being (C) and to foster Home-school Co-operation and Communication (D)	All participants were satisfied with the activity and agreed that it can promote positive parent-child communication and reduce stress.	This event was an extension of the "Positive Education Course," with 22 parent-child pairs participating. Led by instructor Kwok Kei Chun, the event used laser tag games to promote positive parent-child communication. All participants agreed that the activity achieved its objectives and helped them understand positive discipline.	Some parents expressed a desire for a longer duration, suggesting that evening events on weekdays would be better for relaxation. Observations indicated high participation from fathers, and it is recommended to continue this format next year.

(xi) Radish cake cooking class	To promote Parents' Physical and Psychological Well-being (C) and to foster Home-school Co-operation and Communication (D)	The workshop was successfully held. All parents were satisfied with the activity.	They agreed that the workshop can promote mental health, positive development of students and the emotional connection between parents and child.	This activity was co-organized with PTA and Cooking club. Both parents and students enjoyed the event. Radish cake that they made can be taken back home to celebrate the joy of Chinese new year. It will be kept next year.

Report on Use of the One-off Grant on Parent Education (Secondary) (2025-2026)

* Report to be returned to the Home-School Co-operation and Parent Education Section of EDB on or before 30 September 2027

1. Our school has spent the Grant on the following:

	Area	Actual Expenses ($)
i.	Organising structured or thematic parent education programmes • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts	55,237.60
ii.	Designing and producing school-based parent education resources	
iii.	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	1,340.00
iv.	Others (please specify): _____	
	Total Expenditure (2025-2026):	56,577.60
	Unspent Balance:	120,116.40

2. As at 31 August 2026, the Grant

☐ has been fully spent.

☑ has an unspent balance of $120,116.40 which will be carried forward.

(Please put a "✓" in the appropriate box)