

Chan Sui Ki (La Salle) College
Report on Use of the One-off Grant for Mental Health of Parents and Students (2024-2025)

2024-2025 Total Expenditure: 20,000

| Items | Objective | Achievements | Reflection | Feedback & Follow-up |
|--|--|---|--|---|
| (i) Parent-Child Animal Therapy Workshop | To enhance parent-child relationships while reducing stress. | All participants were satisfied with the workshop and agreed that animal therapy could help them to relieve stress. | The workshop was successfully held. Participants enjoyed the interaction with animals and learned more about different skills to deal with stress. | The feedback was positive. Some parents suggested other workshops like yoga, art therapy, positive mindset and communication in the near future. It would be more encouraging if more parents could participate in the workshops organized by the school. |
| (ii) Parent-Child Heart Bridge Communication Board Game | To enhance parent-child communication while reducing stress | Only 42% of parent registrants attended the event. But over 90% of attendees expressed satisfaction with the content and organization of the event. | Observations noted that both parents and students were engaged in the board games and agreed that it could enhance their communication skills. | The number of registrations was low, possibly due to a lack of interest in board games among parents. It may be worth considering other activities for next year. |
| (iii) Personality Insight Workshop (Fathers/Students/Father-Son) | To help fathers understand the characters of their son better. | Over 85% of respondents agreed that the "activity helped them better understand character," "helped them recognize | Overall, the objectives of the event were fully achieved. It takes more time and efforts to engage more fathers in | Some participants suggested that "the event should be held on Saturday afternoons" and "increase the number of |

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|--|---|--|--|---|
| <p>(Expenditure shared by the one-off grant on Parent Education)</p> | | <p>their own needs," "was beneficial to themselves," and "were satisfied with the event."</p> | <p>parent-child activities / parent education.</p> | <p>sessions from six to eight."</p> |
| <p>(iv) Parent-Child Laser War Game Experience Activity</p> | <p>To promote positive parent-child communication while reducing stress</p> | <p>All participants were satisfied with the activity and agreed that it can promote positive parent-child communication and reduce stress.</p> | <p>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. Some parents expressed a desire for a longer duration, suggesting that the event was attractive and evening events on Friday could help participants relax.</p> | <p>Observations indicated a good participation rate of fathers. It is recommended that this format should continue next year.</p> |

Report on Use of the One-off Grant for Mental Health of Parents and Students (2024-2025)

* Report to be returned to the Home-School Co-operation and Parent Education Section of EDB on or before 30 September 2025

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

| | Area | Actual Expenses (\$) |
|------|--|----------------------|
| i. | Organising parent-child or parent activities relating to promotion of the mental health of students and parents | 8,900 |
| ii. | Promoting information related to the mental health of students and parents, publications or providing resource platforms | 3,000 |
| iii. | Providing training programmes or activities to equip parents with the knowledge and skills related to mental health | 8,100 |
| iv. | Others (Please specify): | |
| | Total Expenditure (2024-2025): | 20,000 |
| | Unspent Balance: | 0 |

2. As at 31 August 2025, the Grant

✓ has been fully spent.

has an unspent balance of \$ _____ which will be returned to EDB.

(Please put a “✓” in the appropriate box)

Remarks:

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 217/2023 (issued on 8th Dec 2023)

Total Grant: \$20,000

Chan Sui Ki (La Salle) College
Report on Use of the One-off Grant for Mental Health at School (2024-2025)

2024-2025 Total Expenditure: \$60,000

| Objective | Achievements | Reflection | Feedback & Follow-up |
|---|---|---|---|
| To cultivate students with positive mindsets and enhance their mental health through the Grit and Growth Wellness Day | Around 80% of students understood more about their character strengths and would like to apply them to their daily lives. | It was a good attempt for students to experience “failure” during the activity day and learn how to cope with difficulties. | Overall, it was a success. Students could work with their peers to achieve the goals during the activities. They could also understand more about their character strengths after the movie sharing session. It is hoped that they could make good use of their character strengths and will utilize them in their daily lives. |
| To relieve students’ stress by organizing a relaxation workshop for S6 students | About 90% of S6 students agreed that the relaxation workshop helped them to relieve stress. | Students are interested in music therapy and they expressed that they could have some time to relax themselves and escape from study. | It is suggested that similar activities should be arranged for S6 students in the future. |
| To take care of students’ well-being by organizing an animal therapy workshop | All participants agreed that they felt relaxed after attending the animal therapy workshop. | Participants enjoyed the interaction with animals and understood some positive mindsets and acquired some techniques to deal with their stress. | The workshop aroused students’ awareness of their emotions. They could also express some emotions during the activity. Some participants would like to join this kind of workshop again. |

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| <p>To improve students' mental health by organizing a handcraft workshop</p> | <p>Over 85% of participants agreed that the handcraft workshop could help them relieve their stress.</p> | <p>At first, there was only few participants enrolling in the workshop. In order to attract more students, we welcomed S1-S5 students instead of only junior form students.</p> | <p>It was the first time that some students created moving sand art frame. They thought the process was soothing and they enjoyed it a lot. Other types of art workshops can be conducted in the near future.</p> |
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Remarks:

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 216/2023 (Issued on 8 Dec, 2023)

Total Grant: \$60,000

Report on Use of the One-off Grant for Mental Health at School (2024-2025)

* Report to be returned to the Educational Psychology Service (Kowloon 1) Section of EDB on or before 30 September 2025

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

| | Area | Actual Expenses (\$) |
|------|--|----------------------|
| i. | Organising activities and programmes related to enhancing the mental health of students and teachers | 49,000 |
| ii. | Providing support services related to enhancing the mental health of students and teachers | 11,000 |
| iii. | Designing and producing school-based learning and teaching resources related to mental health | 0 |
| iv. | Purchasing items, furniture and equipment to enhance the mental health of students and teachers | 0 |
| v. | Others (Please specify): | 0 |
| | Total Expenditure (2024-2025): | 60,000 |
| | Unspent Balance: | 0 |

2. As at 31 August 2025, the Grant

- has been fully spent.
has an unspent balance of \$ _____ which will be returned to EDB.
(Please put a “✓” in the appropriate box)

Remarks:

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 216/2023 (issued on 8 Dec, 2023)

Total Grant: \$60,000

Chan Sui Ki (La Salle) College
Report on Use of the One-off Grant on Parent Education (Secondary) (2024-2025)

2024-2025 Total Expenditure: \$23,306

| Items | Objective | Achievements | Reflection | Feedback & Follow-up |
|---|---|---|--|---|
| (i) Online certificate Course of Positive Education for Parents | To promote positive education to parents | On average, over 70 parents participated in each session. More than 95% of participants were satisfied with the course content and organization, and they agreed that the activities enhanced their understanding of positive education and assisted them in communicating with their children. | The online format facilitates participation of working parents. | It is recommended to retain the online format for next year. |
| (ii) Parents' Seminar on Internet Addiction | To enhance parents understanding on internet addiction | According to the social worker's observations, about 70 parents attended the session. Over 95% of respondents expressed satisfaction with the content | Overall, the objectives of the event were fully achieved. Participants were satisfied with the overall organization of the seminar. | Internet addiction is a grave concern of parents. Information literacy should be strengthened. |
| (iii) S3 Parents Career talk | To enhance parents understanding on subjects selection of S3 class and understand the | Around 95% of respondents gave positive overall ratings for the activity. | Over 85% agreed that the talk helped raise their awareness of parents' roles in assisting children in subject selection. Comprehensive and effective career guidance relies on collaboration between the | It is suggested that we ask the speaker to provide more examples of how to apply the communication techniques taught. |

| | | | | |
|---|--|---|--|--|
| | pressure of S3 students | | school and parents | |
| (iv) Parent-Child Mind and Body Health Dart Sports Experience Class | To enhance parent-child relationships while reducing stress. | All participants were satisfied with the class and agreed that the activity could help them to relieve stress. | Participants enjoyed the dart sports which promoted interaction between parents and children, especially fathers whose participation is usually low. This event provided an opportunity for fathers and sons to communicate. | Dart trainers taught patiently to parents and students. They gave plenty of time to parents and students to enjoy the event. Finally, a competition was held. Prizes were given to the winners. This mode was found useful. |
| (v) Personality Insight Workshop (Fathers/Students/ Father-son) (expenditure shared by the one-off grant for Mental Health of Parents and Students | To help fathers understand the characters of their son better. | Over 85% of respondents agreed that the "activity helped them better understand character," "helped them recognize their own needs," "was beneficial to themselves," and "were satisfied with the event." | Overall, the objectives of the event were fully achieved. It takes more time and efforts to engage more fathers in parent-child activities / parent education. | Some participants suggested that "the event should be held on Saturday afternoons" and "increase the number of sessions from six to eight." |

Remarks:

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 48/2024 (issued on 13 March 2024)

Total Grant: \$200,000

Report on Use of the One-off Grant for Parent Education (Secondary) (2024-2025)

* 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 <ul style="list-style-type: none"> • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts | 11,006 |
| ii. | Designing and producing school-based parent education resources | 3,300 |
| iii. | Organising school-based parent education promotional activities relating to the “Positive Parent Campaign” | 9,000 |
| iv. | Others (please specify): | |
| | | |
| | | |
| viii. | Others (Please specify): | |
| | Total Expenditure (2024-2025): | 23,306 |
| | Unspent Balance: | 176,694 |

2. As at 31 August 2025, the Grant

- has been fully spent.
- has an unspent balance of \$176,694 which will be carried forward.
- (Please put a “✓” in the appropriate box)

Remarks:

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 48/2024 (issued on 13 March 2024)

Total Grant: \$200,000

Chan Sui Ki (La Salle) College
Report on Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2024-2025)

2024-2025 Total Expenditure: \$133,364

| 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. |
| To hire additional qualified coach and subsidise the participation of students, teachers in “Badminton Training Camp” to further support students in developing badminton skill and promoting the sense of belonging. | Enhanced technical skills and tactical awareness, such as footwork, smashes and drops. Increased confidence and competitive mindset. | The camp exposed specific weaknesses through drills and match play, which might have gone unnoticed in casual games. Leaving with sharper focus and confidence to apply lessons in matches. Friendship was greatly improved. | The high intensity drills rapidly improved footwork and shot accuracy. Allocate slots for personalized coach feedback each day to address unique weakness. The camp’s fast-paced structure was ideal for skill awakening, suggested to do it every year. |
| To purchase 4 more cycling machines in Gymnasium to promote aerobic exercise in school to enhance students’ physical fitness. | Enhanced physical fitness and health awareness. Diversified training options and inclusivity. | Use self-reported data on lifestyle changes and health improvements. (e.g. PE lesson fitness assessment) | Improved endurance and better recovery heart rate. Introduce structured interval programs to prevent plateauing. |

| | | | |
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| | | Realizing that showing up consistently builds mental toughness and habit formation. | |
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Report on Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2024-2025)

* 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 | 26,100 |
| 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 | 100,000 |
| 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 | 7264 |
| viii. | Others (Please specify): | |
| | Total Expenditure (2024-2025): | <u>\$133,364</u> |
| | Unspent Balance: | \$16,636 |

2. As at 31 August 2025, the Grant

has been fully spent.

has an unspent balance of \$ 16,636 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」
2024/25 學年運用報告

2024/25 學年總開支金額: \$86,229.27

| 活動 | 目標 | 成就 | 反思 | 回饋與跟進 |
|--|------------------------------|---|--|---|
| 本地歷史文化考察團 - 18/11/24 - 9/4/25 - 28/4/25 | 推廣中華文化 | - 學生積極參與 - 學生透過考察團介紹的歷史及文化背景，加深對中華文化的認識 | 學生能夠反思中華文化如何聯繫現今生活情況 | 引入寫作工作坊，詩詞閱讀或與學生互動時段 |
| 「小足跡•大腳印」本地歷史導賞團-錦田 (2/11/2024) | 了解香港歷史 | 學生積極投入，對相關歷史事件及地點有所啟發，並了解香港歷史 | 學生重新認識社區歷史，思考歷史與現代的連結 | 希望未來能有更多互動式導賞，讓參加者更投入其中 |
| 「包公審案」話劇表演 (20/2/20025) | 透過生動形式了解中國歷史文化 | 學生積極投入，了解中國人的優良品格 | 同學了解包公的聰明才智和學習中國人公正無私的偉大品質，增進對傳統文化的了解和興趣 | 舉辦合適的話劇活動 |
| 購買教具/教材 2025 年 3 月 | 透過專題活動，讓學生自主學習 | 學生學會設定研究問題、搜集資料和整理重點 | 加深學生對主題的理解，也學會了如何主動尋找資源與整理知識 | 若時間許可，讓同學分享報告成果，進行討論與交流 |
| 中一活動日—中國傳統藝術 (1/4/2025) | 1. 認識中國變臉藝術 2. 體驗中國民間傳統手藝 | 1. 多於百分之八十學生整體滿意度評 4 等(最高為 5 等) 2. 全部同學都參與民間傳統手藝攤位 | 同學投入活動，積極參與，氣氛熱烈。 | 活動能加深學生對中華文化藝術的認知，培育他們對「國民身份認同」。若資源許可，建議繼續舉辦相關中華文化藝術活動。 |

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| 參觀海防博物館 (11/4/2025) | 了解香港歷史 | 學生了解香港在不同時期如何進行海防部署；認識到香港地理位置在軍事上的重要性 | 透過參觀史蹟徑，學生在細看鯉魚門海峽的歷史和欣賞四周自然景致的同時，亦能反思戰爭的意義 | 安排課堂討論或小組報告，深化參觀所得 |
| 粵港澳大灣區城市探索：深圳生命科學及自然地貌探索之旅內地交流團 (16/4/2025) | 讓學生透過親身體驗，從多角度認識國家的歷史、文化和不同方面的發展現況，從而加深了解香港和國家的關係的機遇和會面對的挑戰。 | 這次參觀讓學生受益匪淺，不僅增長了知識，也開闊了視野。同學希望未來有更多機會接觸這些科學知識，為人類的發展和地球的保護貢獻自己的力量。 | 學生能透過親身體驗，認識國家的歷史、文化和不同方面的發展現況，提升同學的國民身分認同。 | 每位學生於參觀後填寫了反思工作紙，有同學將學習成果拍成短片，分享了他們的感受。 |
| 蠟染工作坊 30/6/2025 | 推廣中華文化 | 學生積極參與，加深對民間藝術的認識。 | 學生能透過活動，欣賞中華文化之美。 | 可繼續舉辦有關中華文化的工作坊 |
| 聯校文學活動： -聯校文學課 (10/5/2025) -聯校文學散 (17/5/2025) -聯校作家分享會 (28/6/2025) | 提升學生對中國文學的認識及興趣，並培養學生對寫作的興趣 | 積極參與活動，啟發對寫作的興趣。 | 學生能培養對寫作的興趣，透過聯校交流，學生受益不淺。 | 可參加同類活動。 |

「推廣中華文化體驗活動一筆過津貼」

2024/25 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 | 39,700.00 |
| 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 | 1,750 |
| 3 | 舉辦或資助學生參加本地文化考察或參觀活動 | 25,590.00 |
| 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 | 14,631.27 |
| 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 | 4,558.00 |
| 7 | 其他（請註明）： | |
| | | 2024/25 總開支金額 (HK\$) |
| | | 86,229.27 |
| | | 津貼餘款 (HK\$) |
| | | 213,770.73 |

2. 截至 2025 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 213,770.73 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 Promotion of Reading Grant
2024-2025

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 20 sessions of Chinese, English book sharing, library new books recommendation and reading activities promoting announcements were made during morning assembly. Some students and one teacher shared their reading with all the students.
 - S1 Reading workshops were held on 11 & 13 Nov 2024; workshops for S4 were held in Sep 2024 –May 2025. More than 80% of S1 students agreed that they enjoyed the reading workshops. 2 reading circle meetings led by students were held during lunchtime in Feb & Mar 2025. Next year, students can give feedback by writing their reflection after the meetings.
 - All S1 – S3 students joined the “Reading & Art” program and submitted their book marks, book covers and comics to the VA teacher. Students could produce creative art work 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 7-9 May 2025. Students could visit the fair during lessons, recess and after school. More than 1,000 books of different subjects were displayed. The theme this year was Values Education. Books related to positive values were displayed. Students could read the books on spot or buy them. More than 400 books were sold.
 - 139 students (S1 – S3) met the reading achievement of the reading scheme:
112 students attained the elementary level (with almost equal distribution across the three levels); 27 students attained the intermediate or the advanced level with S2 having the highest number of students meeting the reading achievement levels.
 - 372 students (S1 – S5) joined “Read for Charity” program (promoted by English Department and Moral, Civic and National Education Section) and they have raised more than \$7,916 for the program. The donations were sent to a charitable organization to help poor families.
 - S1 students completed their Mathematics Reading assignments in Dec 2024, Feb & Apr 2025. The library promoted mathematics books in Dec 2024 to arouse the interest in reading them.
 - 211 students (S1 – S2) joined “Parent-child Reading Program”. They shared their reading with their parents. The works were displayed on the library notice board.
 - Students have borrowed 4581 library books & e-books on various subjects. The most popular categories were: Chinese Language & Literature, Social & Human Sciences, English Language & Fiction, and Science & Technology.
 - HK Reading City Top 10 Book Picks has postponed the program to Nov 2025. Our school will join the book election program in the next school year.

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 different reading activities during Reading Wednesdays to encourage students to engage with reading.

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.

80% of Parents gave positive feedbacks in the “Parent-child Reading Program”

Part 2: Financial Report

| | Item* | Estimated Expenses (\$) |
|----|---|-------------------------|
| 1. | Purchase of Books | |
| | <input checked="" type="checkbox"/> Printed books, magazines and newspapers | 21,023.50 |
| | <input checked="" type="checkbox"/> e-Books | |
| 2. | Web-based Reading Schemes | |
| | <input checked="" type="checkbox"/> eRead Scheme | 28,840.00 |
| | <input checked="" type="checkbox"/> Other scheme: Wisdomlib e-Books & Platform, SJRC 金閱閣校園版 | |
| 3. | Reading Activities | |
| | <input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks for S1 and S4 students | |
| | <input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading (S4 students) | 22,000.00 |
| | <input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions | |
| | <input type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses | |
| 4. | Others: | |
| | Awards for outstanding participants of CSK Reading Schemes, Reading Sharing & Promotion Program, Read for Charity Program and other reading activities | 5,647.70 |
| | Posters, Printing and other materials for reading activities and promotion | |
| | Total | 77,511.20 |
| | | |
| | Unspent Balance | 14,488.80 |

* Please tick the appropriate boxes or provide details.