

# **St. Catharine's School for Girls**

**Annual School Plan**

**2024 / 2025**

## CONTENTS

1. Mission and Vision Statements	P.1
2. Aims of Education	P.2 – 3
3. School Major Concerns	P.4 – 12
4. Plan on the Use of School-based After School Learning and Support Grant (2024-2025)	P.13 – 14
5. Programme Proposal for DLG — Funded Other Programmes (Gifted Education) (2024-2025)	P.15 – 16
6. Plan on the Use of Promotion of Reading Grant (PRG) (2024-2025)	P.17 – 18
7. Plan on the Use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2024-2025)	P.19
8. Plan on the Use of Composite I.T. Grant (CITG) (2024-2025)	P.20
9. Plan on the Use of School Executive Officer Grant (SEOG) (2024-2025)	P.21
10. Plan on the Use of One-off Grant for Promotion of Chinese Culture Immersion Activities	P.22 – 23
11. Plan on the Use of One-off Grant on Parent Education (Secondary)	P.24 – 30
12. Plan on the Use of Promotion of a Sports Ambience and MVPA60 in Schools	P.31

# **St. Catharine's School for Girls**

## **Mission of the School**

To deliver quality education to students, making them virtuous,  
all-round and knowledgeable

## **Our Vision**

We educate our students to:

- attain excellence in conduct and academic results
- be equally good at work and play
- be consciously aware of the world around them
- be concerned about the community
- be good followers of Christ
- be in line with The Truth

## Aims of Education

**We believe God created man and endowed all individuals with various gifts and potentials, and the aim of education is to help everyone understand and bring out the best in themselves, enabling them to equip themselves with the following attributes:**

1. A knowledge of **self-worth** and the understanding that each person has his own place in the universe.
2. A correct and **balanced** value judgement.
3. A clear concept of right and wrong; a sense of **social justice** and an obligation to ensure that these principles are being upheld.
4. A strong desire to build a fair and **orderly** society.
5. A willingness to shoulder family and social **responsibilities**.
6. Respect for others' **dignity** regardless of their social standing.
7. Respect for every individual's **right** to freedom in society; not to deprive others' freedom for your own sake, and vice-versa.
8. An ability to **empathise** with others and share their feelings objectively.
9. An ability to build up **harmonious relationship** and co-operate with others in all circumstances.
10. A sense of **proactiveness, independence, self-discipline, self-respect** and **unselfishness**.
11. A **loyal, trustworthy, magnanimous** and **sincere** character.
12. **Appreciation** of nature, culture and art.
13. An ability to think **logically, critically** and **independently**.
14. An **inquisitive** mind so as to pursue truth and knowledge.
15. A reasonable standard of language proficiency that enables one to **communicate** effectively with others.
16. **Common sense** to respond to daily issues and the ability to develop a deeper understanding of them.

## 教育的目標

我們相信上帝造人，並賦予人有不同的恩賜與潛能；教育的目的，是幫助每一個人發掘、了解、發展及培育自己的天賦與能力，並使自己具備以下之質素：

1. 了解到每一個人均有其價值，並在宇宙中有其地位。
2. 培養一個正確的，平衡的價值觀。
3. 對是非黑白有明確的觀念，關懷社會公義，並盡一己之責以監察社會公義之實踐。
4. 有強烈的願望去建立公正而有秩序之社會。
5. 願意承當與分擔每一個人在家庭裏與社會中應盡的責任與義務。
6. 尊重並承認每一個人——無論貧富——皆有人的尊嚴。
7. 尊重自己及任何一個其他人的自由與獨立性，絕不以一己的自由妨害其他人的自由，亦不容許相反情形發生。
8. 對別人有適度的同感性，能以客觀的態度了解他人的感受。
9. 能在任何環境中，皆與人建立和諧的關係，互相交往及合作。
10. 能自覺、自立、自律、自重而不自私。
11. 忠誠可靠，對人寬大誠懇。
12. 對自然、文化與藝術均能培養一種鑑賞的能力。
13. 有邏輯性與批判性的獨立思考能力。
14. 有適度的好奇心，能客觀地格物致知，並能對所知之事物作合理的分析與評價。
15. 有與別人溝通的能力，並有足夠的語言文字的表達技巧。
16. 有足夠的常識理解一般周圍發生的事物，並知曉以何種途徑繼續充實自己。

## **2024/2025 School Major Concerns (in order of priority)**

1. Nurturing academic excellence through the refinement of assessment literacy.
2. Strive to be the best and to be a person of value.

## School's Major Concerns 2024-2025

### 1. Major Concern 1: Nurturing academic excellence through the refinement of assessment literacy and Broadening students' knowledge beyond the classroom

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
1.1 To improve learning and teaching effectiveness through the refinement of assessment literacy	1.1.1 Subject teachers are required to prepare Assessment Analysis Reports, incorporating insights and recommendations from previous internal and public examination reports. These reports enable teachers to reflect, optimize assessment design, and enhance the use of assessment data	w.e.f. Sept 2024	<ul style="list-style-type: none"> <li>Positive feedback from teachers</li> <li>Significant academic improvement is shown following the implementation of subject-specific follow-up measures.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews and observations</li> <li>The follow-up feedback from 'Assessment Analysis Reports'</li> <li>The 'Constructive Feedback' section within the Scheme of Work</li> <li>Book inspection records</li> </ul>	<ul style="list-style-type: none"> <li>ALL teachers</li> <li>Subject heads</li> <li>Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>OQB</li> <li>Public exam scripts</li> </ul>	<u>Breath of Knowledge</u> Promoting assessment literacy enables teachers and students to enhance learning and teaching effectiveness, allowing students to effectively acquire and construct a broad and solid knowledge base
	1.1.2 Implement tailored subject-specific follow-up measures from the Assessment Analysis Reports to address weaknesses in students' learning	w.e.f. Sept 2024					

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	1.1.3 Encourage subject teachers to incorporate constructive feedback from teachers on assignments and assessments to reinforce students' learning effectiveness	w.e.f. Sept 2024	Ditto	Ditto	Ditto	Ditto	
	1.1.4 Relax the constraints on purchasing students' DSE scripts by allowing non-language subjects to buy scripts  Triple the script purchasing budget, enable subject teachers to acquire more student data for further analysis	By Sept 2024	<ul style="list-style-type: none"> <li>The amount of script purchased is tripled</li> <li>Number of subjects benefited is quadrupled</li> </ul>	<ul style="list-style-type: none"> <li>By observation</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee</li> <li>Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>The DSE scripts of past students</li> </ul>	
	1.1.5 Significantly expand the Apex program into three categories: Apex Elite, Apex, and Apex Potential, infuse assessment literacy elements into the program	w.e.f. Sept 2024	<ul style="list-style-type: none"> <li>The overall ratio of 5 or above / 4 or above in 2025 HKDSE exam is better than that of 2024</li> </ul>	<ul style="list-style-type: none"> <li>HKDSE results</li> <li>Student and teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>	



Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
1.2 To teach students how to acquire and analyze public examination assessment reports to refine and improve their own learning, so as to promote self-directed learning and cater for learner diversity	1.2.1 Conduct lectures for F5 and F6 students on how to acquire data and resources from the HKEAA to enhance exam skills and improve learning	F6 talk: By Oct 2024 (Pilot)  F5 Talk: By July 2025	<ul style="list-style-type: none"> <li>Lectures completed</li> <li>Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>By student feedback</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>HKEAA online resources (Subject Reports, slides from the annual meeting, sample scripts etc.)</li> <li>Library inventory</li> </ul>	<u>Breath of Knowledge</u> The promotion of self-directly learning and assessment literacy allow students to improve learning effectiveness, so as to let them acquire and construct a broad and solid knowledge base effectively
	1.2.2 Conduct at least one short lecture for elite students (Apex) on how to perform in-depth analysis of assessments and past paper questions	Elite Talk (Apex) First talk: By Sept 2024	<ul style="list-style-type: none"> <li>Lectures completed</li> <li>Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>By students feedback</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>HKEAA online resources</li> </ul>	<u>Generic Skills</u> Skills include: Self-learning skills / Self-management skills / Problem solving skills, etc.
	1.2.3 Develop tools and models for DSE students to better organize and analyze their assessment and learning outcomes  Conduct lectures for F6 students on how to use these tools and models	F6 talk: By Oct 2024 (Pilot)	<ul style="list-style-type: none"> <li>Tools launched to students</li> <li>Lecture completed</li> <li>Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>By students feedback</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>Tools created</li> </ul>	

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
1.3 To promote assessment literacy, cater to learning diversity, and encourage self-directed learning by creating tailor-made assessment questions using AI, based on students' individual needs.	1.3.1 Develop an AI platform for selected DSE subjects that can generate customized assessment questions based on students' input. In addition to DSE subjects, a bot will be created to guide students in preparing for JUPAS interviews	Pilot platform completed by Oct 2024  Launch to F6 students (as pilot students) by Nov 2024	<ul style="list-style-type: none"> <li>For 80% of the subjects involved, at least 60% of F6 students have subscribed and used the platform</li> </ul>	<ul style="list-style-type: none"> <li>By recording the subscription records of the platform</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Academic Committee</li> <li>Subject Panels (of the subjects involved in the AI platform)</li> <li>Careers Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>PoE</li> <li>Handouts of each subject involved</li> </ul>	<u>Breath of Knowledge</u>  <u>Information Literacy</u> To enable students to use information and information technology flexibly and effectively  <u>Life Planning</u> The JUPAS bot facilitates life planning  <u>Generic Skills</u> Skills include: Self-learning skills / Information Technology skills etc.
1.4 To enhance the teaching and learning efficiencies of the English Department through measures such as creating teaching and learning materials and improving assessment literacy on a microscopic level.	1.4.1 With the assistance of an external advisor, conduct coaching sessions and meetings with English panel members	Sept 2024 onwards	<ul style="list-style-type: none"> <li>By the completion of the teaching and learning materials</li> <li>By the completion of the reviewed Scheme of Work (SOW)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>English Department</li> <li>External English Advisor</li> </ul>	<ul style="list-style-type: none"> <li>External English Advisor</li> </ul>	<u>Language Proficiency</u> To allow students to become proficient in English for better study and life

## 2. Major Concern 2: Strive to be the best, to be a person of value and a person with a sense of global identity

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
2.1 To strengthen students' adaptability on an individual level.	2.1.1 Launch the "Green Bird in Action" scheme in coordination with the Hong Kong Award for Young People (HKAYP) to help Form 1 students fit in and build self-confidence from October 2024 to June 2025	Oct 2024 – June 2025	<ul style="list-style-type: none"> <li>At least 60% of participants complete the scheme to receive a badge and certificate</li> <li>At least 80% of participants agree that the scheme help them identify their strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires at the end of the scheme</li> <li>Observation by form teachers and accompanying teachers</li> </ul>	<ul style="list-style-type: none"> <li>CCA Committee</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers' assistance</li> <li>TA's assistance</li> <li>Resources from HKAYP</li> </ul>	<p><b>Generic Skills</b> Skills include: Communication skills / Self-management skills / Collaboration skill etc.</p> <p><b>Breath of Knowledge:</b> Provides students with exposure to knowledge not included in the formal curriculum.</p>
	2.1.2 Expand the flag-raising team through open recruitment and nomination.  Host a promotion talk by the Discipline Mistress in September  Build standard flag poles	<p>Talk completed in Sept 2024</p> <p>Recruitment completed before Oct 2024</p> <p>Flag poles construction completed by July 2025</p>	<ul style="list-style-type: none"> <li>After the open recruitment, the flag-raising team should include members who are not part of St. John nor Girl Guides</li> <li>Achieve a 30% increase in the number of members</li> <li>Complete construction and conduct flag-raising ceremonies using the new flag poles</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Completion of the construction work</li> </ul>	<ul style="list-style-type: none"> <li>Flag Raising Team</li> <li>Discipline Committee</li> </ul>	<p><b>National and Global Identity</b></p> <p>To enable students to become informed and responsible citizens with a sense of national and global identity.</p>	

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	2.1.3 Pilot a student exchange program with at least one school, allowing students to experience adapting to a new environment	By July 2024	<ul style="list-style-type: none"> <li>Over 60% of participants' responses indicate that they enjoy the exchange program and that it increased their exposure and adaptability</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>SU Advisors</li> <li>SU</li> </ul>	<ul style="list-style-type: none"> <li>Participation from other school(s)</li> </ul>	<u>Generic Skills</u> Skills include: Communication skills / Self-management skills / Collaboration skills etc.
	2.1.4 Arrange service programs for one junior form and one senior form	Dec 2024 to Feb 2025	<ul style="list-style-type: none"> <li>Over 60% of participants' responses indicate that they find the activity meaningful and express willingness to server</li> <li>Over 60% of participants reflect that their self-awareness to serve has been improved</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>MCE Committee</li> </ul>	<ul style="list-style-type: none"> <li>External NGOs</li> </ul>	<u>Generic Skills</u> Skills include: Communication skills / Self-management skills Collaboration skills etc.

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	<p>2.1.5 Promote healthy lifestyles by establishing the Medical Club</p> <p>Consider the possibility of merging the Health Club with the Medical Club to optimize human resources</p>	<p>Establishment: By Oct 2024</p> <p>Activities: By July 2025</p>	<ul style="list-style-type: none"> <li>• Successful establishment of the Medical Club</li> <li>• Successful launch of two new initiatives organized by the Medical Club</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Health Promotion Committee</li> <li>• Careers Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>• External Advisor</li> </ul>	<p><u>Healthy Lifestyle</u> To allows students to lead a healthy lifestyle</p> <p><u>Life Planning</u> The establishment of the club provides targeted students with an additional pathway to choose from.</p>
	<p>2.1.6 Incorporate elements related to diligence and perseverance in at least 4 school events</p>	<p>Sept 2024 to May 2025</p>	<ul style="list-style-type: none"> <li>• Successful inclusion of the two elements in four events</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• All Functional Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>	

2.2 To strengthen students' self-awareness on an individual level.	2.2.1 Organize thematic activities with "Be a Better ME" as the theme, including delivering daily quotes related to self-improvement	Sept 2024 to May 2025	<ul style="list-style-type: none"> <li>• Students agree that the daily quotes have positive impacts on their thoughts, emotions, and behaviors</li> <li>• Students actively participate in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling and Guidance Committee</li> <li>• GST Members</li> </ul>		<u>Healthy Lifestyle</u>  To enable students to lead a healthy lifestyle
	2.2.2 Pilot at least one initiative involving collaboration between the school and the HKSKH St Barnabas' Church (or PTA), such as attending Sunday worship for Form 1 students	By August 2025	<ul style="list-style-type: none"> <li>• Completion of the program with positive feedback by students and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Religions Committee</li> </ul>	<ul style="list-style-type: none"> <li>• HKSKH St Barnabas' Church or PTA</li> </ul>	<u>Healthy Lifestyle</u>  To enable students to lead a healthy lifestyle with spiritual well-beings

**School-based After-school Learning and Support Programmes 2024/25 s.y.**  
**School-based Grant—Programme Plan**

Name of School : St. Catharine's School for Girls

Name of Person-in-charge : Mr. Mak Kwan Ko, Vice-principal

Contact No.: 2345 6481

A. The estimated number of students (count by heads) benefitted under this Programme is 130 (including A. 15 Comprehensive Social Security Assistance (CSSA) recipients, B. 85 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 30 under 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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner / service provider (if applicable)
					A	B	C		
Language training, Art and cultural activities	Students are given opportunities to develop their interests or talents in language, art and aesthetics.	<ul style="list-style-type: none"> <li>Students become self-confident.</li> <li>Students can develop their interests or talents in various aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms will be given to students, teachers and parents.</li> <li>Records of awards will be referred to.</li> </ul>	Sept 2024 – Aug 2025	5	50	20	35000	NA
Sports and Leadership training	Students learn to develop their talent in sports.	<ul style="list-style-type: none"> <li>Students become self-confident.</li> <li>School teams can attain good results in inter-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms will be given to students, teachers and parents.</li> <li>Records of awards will be referred to.</li> </ul>	Sept 2024 – Aug 2025	5	30	5	35000	NA

*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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner / service provider (if applicable)
					A	B	C		
Tutorial services	Students with lower abilities are provided with extra after-school tutorial classes to improve their learning effectiveness.	<ul style="list-style-type: none"> <li>The academic performance of the students improves OR they are more adapted to English as a Medium of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Feedback will be collected from students, teachers &amp; service providers.</li> </ul>	Sept 2024 – Aug 2025	5	5	5	20000	NA
Total no. of activities: <u>15</u>				@ No. of man-times	15	85	30		
				**Total no. of man-times	130				

Note:

\* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).



**St. Catharine's School for Girls**  
**Annual Programme Proposal for**  
**DLG – Other Programmes: Gifted Education for the 2024/25 School Year**

<b>Domain</b>	<b>Programme</b>	<b>Objective(s)</b>	<b>Targets (No./level/selection)</b>	<b>Duration/Start Date</b>	<b>Deliverables</b>	<b>Teacher i/c</b>	<b>Budget</b>
Academic	Gifted Programme	Develop advanced curricula that challenge and inspire learners to learn	<ul style="list-style-type: none"> <li>• Gifted students with outstanding academic results</li> </ul>	Whole semester	HKUST/CUHK/other gifted programme	Ms. Wan MY Mr. Fung LH	HK\$25,000
Biology	Nature exploration	To foster students' positive values through relating them to the local ecological sites by providing outdoor visits	<ul style="list-style-type: none"> <li>• F.5 Biology students</li> </ul>	A whole day trip to explore HK nature.	Guided program by course provider	Lee SM	HK\$5,500
Mathematics	Gifted and Talented Programme	To enhance students' mathematical abilities	<ul style="list-style-type: none"> <li>• 4 students</li> <li>• F.5 students</li> <li>• Nominated by the Mathematics Department with specific criteria</li> </ul>	A series of lessons during the school year	Written work assigned by the course provider	Tam YS	HK\$20,000
Music	Musicianship Programme	To enhance students' interest and abilities in music	<ul style="list-style-type: none"> <li>• Elite music students</li> <li>• F.4-6 students</li> <li>• Nominated by the music department</li> </ul>	September 2024 to August 2025	Workshops or lessons by tutor(s)	Tsang WY	HK\$10,000
T&L	Dressmaking Course	To equip students the construction skills of making garments	<ul style="list-style-type: none"> <li>• F.4 T&amp;L students</li> </ul>	4-5 day lessons Totally 30 hours	Assigned practical work	Lee CY	HK\$25,000

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Chemistry	Innovative Chemistry STEM Programme	<ol style="list-style-type: none"> <li>To understand the importance of sustainable development.</li> <li>To acquire concrete chemical knowledge of achieving the Sustainable Development Goals.</li> <li>To gain a thorough understanding of latest technologies for sustainable development.</li> <li>To gain hand-on experience on synthesizing sustainable products by utilizing the knowledge gained.</li> <li>To have a comprehensive understanding of chemical instrumentation for pollution control</li> <li>To gain hands-on experience on chemical analysis using advanced instruments</li> </ol>	<ul style="list-style-type: none"> <li>F.4 or F.5 Chem students</li> </ul>	5 days programme in summer 2025	CUHK	Kwan CY	HK\$7,000
CCA	Leadership Programme	To enhance students' leadership skills and to widen their horizon in meeting with external leaders	<ul style="list-style-type: none"> <li>F.4 or F.5 Student Leaders</li> </ul>	A series of lessons in summer 2025	Assigned tasks by the course provider	Li CY	HK\$3,000
CCA	Outward Bound Training Course	To enhance students' leadership skills	<ul style="list-style-type: none"> <li>12 F.4 &amp; F.5 students</li> <li>Nominated by the CCA Group with specific criteria</li> </ul>	5-days programme in April 2025	Outward Bound HK	Li CY	HK\$10,000
<b>Total:</b>							HK\$105,500

# St. Catharine's School for Girls

## Plan on the Use of the Promotion of Reading Grant (PRG) (2024-2025)

### 1. Objective

Following to our School Major Concern, in order to assist students in their pursuit of personal and academic excellence, we aim

- to maintain the quality, variety, preservation, and accessibility of our library collection and selected self-learning resources to cultivate the qualities of diligence and perseverance.
- to help students utilize the library resources, both print and digital, to their full capacity and in an ethical manner.
- to collaborate with teachers to integrate reading into their clubs/lessons/subjects and enhance students' learning experience.
- to provide sufficient training and support for student librarians to develop their leadership skills and enhance their self-esteem and self-confidence, thus contribute to the library's activities and services.

### 2. Tasks

2.1 Subscription of web-based reading platforms and resources

2.2 Expenditures on Reading Activities

### 3. Proposal

The proposals for different uses of the grant are as follows:

Tasks	Time scale	Success criteria	Methods of evaluation
Subscription of web-based reading platforms and resources <ul style="list-style-type: none"><li>• The items to be procured are as follows:<ul style="list-style-type: none"><li>➤ English e-book platforms</li><li>➤ Chinese e-book platforms</li><li>➤ STEM e-reading resources</li></ul></li></ul>	Aug. 2024 to Jul. 2025	<ul style="list-style-type: none"><li>• 60% of the students used the subscribed online platforms on averagely.</li><li>• 80% of the students, who used the online platforms, find them helpful in their learning.</li></ul>	<ul style="list-style-type: none"><li>• Questionnaire survey</li></ul>

<b>Tasks</b>	<b>Time scale</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>
Expenditures on Reading Activities <ul style="list-style-type: none"> <li>To help the school community to explore our physical collection and digital resources, thematic exhibitions will be held inside the library at least three times a year.</li> <li>To inculcate a school-wide reading culture and cross-curricular reading activities will be held in February.</li> </ul>	Sep. 2024 to May 2025	<ul style="list-style-type: none"> <li>60% of the students find the thematic exhibitions and reading activities helpful in encouraging them to utilise the library resources more.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey</li> </ul>

#### 4. Person-in-charge

Yuen Ka Kit (School Librarian)

#### 5. Budget

The Promotion of Reading Grant for this school year (2024-2025)      \$                      **77,205.00**

Unspent Balance for last school year (2023-2024)                      \$                      **1,716.18**

<b>No.</b>	<b>Items</b>		<b>Estimated Expenses</b>
1.	The subscription fee for Chinese e-book platforms	\$	13,000.00
2.	The subscription fee for English e-book platforms	\$	41,000.00
3.	The subscription fee for STEM e-reading resources	\$	13,000.00
4.	Expenditures on reading activities	\$	11,921.18
		<b>Total :</b>	<b>\$ 78,921.18</b>

## 聖傑靈女子中學

### 2024-2025 年度 教育局「支援推行高中公民與社會發展科的一筆過津貼」計劃書

根據教育局通函第 83/2021 號，教育局向每所資助中學發放 30 萬元的一筆過津貼，以支援學校在 2021/22 學年起推行公民科課程。津貼可跨學年使用至 2024/25 學年完結，學校可將未使用的津貼餘額撥入其後的學年繼續使用。公民與社會發展科於 2024/25 年度就撥款的運用計劃如下：

資助項目	策略及預期效益	2024/25 預算開支	負責老師
1. 內地考察團所涉及的其他開支	本科計劃於 2024-25 為中五級同學舉行內地考察及相關的專題研習，包含認識中華文化元素、國家最新發展和成就。	內地考察團開支由教育局資助 考察團所涉及的其他開支：\$3,000	冼劉詠婷老師
2. 本地學習活動	本科預計於 2024-25 年度為中四及中五級學生舉辦本地考察團，以助提升其學習本科的興趣和能力。	\$49,700	冼劉詠婷老師
3. 購置參考書及其他相關教材	本科預計資助老師採購相關的參考書、學與教資源、流動應用程式或軟件。	\$41,300	冼劉詠婷老師
		<b>2024/25 預算總額：\$91,000</b>	

本科組會在 2024/25 學年完結後的規定期內，向教育局呈交經審核的周年帳目報告，報告內會記錄津貼的總收支。

## St. Catharine's School for Girls

### Budget for Composite I. T. Grant (CITG) (2024-2025)

	\$	\$
<b><u>Income</u></b>		
Grant received		585,308.00
<b><u>Less: Expenditure</u></b>		
IT related consumables	320,000.00	
Internet connection fee	187,980.00	
Maintenance services for IT facilities	19,000.00	
Upgrading & replacement of IT facilities	<u>10,000.00</u>	
		<u>536,980.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>48,328.00</u></u>

## St. Catharine's School for Girls

### Budget for School Executive Officer Grant (SEOG) (2024-2025)

	\$	\$
<b><u>Income</u></b>		
Surplus brought forward from previous year		179,235.87
Grant received		<u>590,760.00</u>
		769,995.87
<b><u>Less: Expenditure</u></b>		
One School Executive Officer	<u>352,800.00</u>	
		<u>352,800.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>417,195.87</u></u>

# 聖傑靈女子中學

## 推廣中華文化體驗活動

### 運用一筆過津貼計劃 2024-2027

理念：透過建立獎勵系統，鼓勵不同年級的同學參與校內、校外多元化傳統文化體驗活動，從中更深入了解豐富的中華文化。

#### 2024-27 與中華文化體驗相關活動及預算開支

活動項目		舉行時間	次數	目標	總預算	施行細節	備註
1	新春園遊會	每年的農曆新年前	每年 1 次	了解新春習俗及節慶傳統	\$5,000 (攤位設計、佈置、少量獎品)	視乎學生參與的表現及次數，給予特定的分數。分數累積至學期終結算。	
2	徵文及寫作比賽	2024-2027 年 不定期	6 次	從中掌握中國文學的精粹	\$3,000 (報名費、獎杯)		
3	朗誦訓練及比賽	每學年 9 月-12 月	每年 1 次	了解中國文學詩詞、散文的韻律美	由 LWL 津貼支付		
4	文學寫作班	2024-2027 年 不定期	3 次	深入掌握中國文學的精粹	\$33,000 (導師費)		
5	其他文化興趣班或活動	2024-2027 年 不定期	2 次	初步接觸及傳統中華美術	\$12,000 (導師費)		
6	遊學團一	2024-25 暑假	1 次	到訪國內不同城市，增加對祖國山河、風土人情、文化民俗的了解	由「同行萬里」或其他教育局的內地交流團津貼支付，另以中華文化撥款資助餘額  (以本年度浙江省團計算，團費 \$4,450，津貼資助 70%，餘額的 \$1,335，由中華文化撥款資助。	在 2024-25 年度期間，於第 1-5 項活動中取得最高分數的同學，將可獲得資助參加此遊學團。	



**2024-27 與中華文化體驗相關活動及預算開支**

活動項目		舉行時間	次數	目標	總預算	施行細節	備註
					如果 26 位學生一團，連同 3 位帶團老師的團費開支，共\$48,060)		
7	年度獎品	2025-26 6 月	-	-	\$5,000 (獎品)	在 2025-26 年度期間，於第 1-5 項活動中取得最高分數的同學，將可獲得獎品。	
8	遊學團二	2026-27 暑假	1 次	到訪國內不同城市，增加對祖國山河、風土人情、文化民俗的了解	以本年度長江三峽團計算 \$6,500 x 26 位學生 = \$169,000 另加帶團老師 3 人團費開支 \$19,500，共\$188,500。  另外，如獲得最高分數的同學，但已於 24-25 年度獲中華化撥款資助參加遊學團，將另頒發獎品，預算為\$5,000	在 2026-27 年度期間，於第 1-5 項活動中取得最高分數的同學，將可獲得資助參加此遊學團。	曾獲資助參加「遊學團一」的學生不會獲得重複資助。
「中華文化撥款」總開支					<b>\$299,560</b> (用作支付獎品費用不多於\$13,000)		

# 聖傑靈女子中學

## 家長教師會

### 2024-2025 年度『家長教育課程』工作計劃

#### 一、學校本年主題重點

1. 知評合一、志道成章
2. 據德依仁、臻於至善

#### 二、前言

香港家長的角色非常重要，無論他們是雙職父母、全職家長還是單親家庭，都致力於培養子女的健康成長。他們不僅要應對日常生活的種種挑戰，還必須扮演稱職父母的角色，這就像是在河流中搬動石頭般艱難。家長承受了很大的壓力和負擔。

在學校教育過程中，家長是重要的參與者。他們在支援學生的成長和學習、培育正確的價值觀、積極的態度和良好行為，以及促進全人發展方面發揮著關鍵的作用。他們可以通過與學校和教師的合作，建立良好的溝通和互動，共同為孩子們提供良好的教育環境。

#### 三、目標

加強家長在子女成長知識、家長管教能力、家長抗壓能力以及家校合作等方面的支援，可以幫助家長滿足多方面的需求，並使他們能夠長期處於正向的家長教育狀態中。這樣做可以減輕親職壓力，同時促進家長和他們的青少年子女的身心健康。

#### 四、現況分析

強	弱
<ol style="list-style-type: none"> <li>1. 本校有合宜的地點和設施舉辦家長教育。</li> <li>2. 家教會成立廿八年，已有多年舉辦不同類型的活動如講座、工作坊、興趣小組等，已有推廣家長教育活動經驗。</li> <li>3. 本校的家長委員熱心家長教師會的發展，亦關心學生的成長和發展。</li> <li>4. 本校設家長資源中心，並定期更新資源。</li> <li>5. 本校設不同專責委員會，例如輔導組、升學就業輔導組及學生支援組等等，與本會及社工攜手合作，支援家長。</li> </ol>	<ol style="list-style-type: none"> <li>1. 本校的家長多是雙職家長，既要工作亦要照顧家庭和子女，未能抽空積極參與家長教育活。</li> <li>2. 有部份學生由祖父母或其他親戚照顧，有部份家長亦長時間在內地工作，因此較難聯絡這些家長參與活動或課程。</li> </ol>
機	危
<ol style="list-style-type: none"> <li>1. 教育局新增的津貼，增加了學校在家長教育方面的資源。學校可以利用這些額外的資金來提供更多家長教育的活動和資源，例如舉辦家長講座、研討會、工作坊等。</li> <li>2. 在規劃活動時，教育局的「家長教育架構」提供了清晰的指引，幫助學校更好地確定整體方向。這個架構包括家長教育的目標、重點領域、示例等。學校可以根據教育局的指引制定具體的家長教育計劃，確保活動針對性強、內容豐富，並與教育局的整體目標和政策保持一致。這樣可以提高家長教育的效果，讓家長更有針對性地參與學校的活動和課程。</li> <li>3. 一些外部機構根據教育局的指引提供了各種外購服務給學校。這些機構從事家長教育或相關領域的服務，例如家庭輔導機構、心理健康服務機構等。學校可以選擇合適的外購服務，例如邀請專業機構進行家長培訓。這樣可以借助外部專業力量，豐富學校的家長教育資源，提供更全面的支持和服務給家長。</li> </ol>	<ol style="list-style-type: none"> <li>1. 學生情緒問題的個案有增加的趨勢。</li> <li>2. 家長與子女之間基於學業的衝突有增加的趨勢，特別是低年級的學生在學習成績和學習態度方面有改進的空間。一些學生經常玩手機或電腦遊戲，導致他們疏於學習。</li> <li>3. 有一些家長在子女遇到學習或情緒問題時沒有即時尋求協助，只有在問題嚴重時才開始處理。</li> </ol>

## 五、家長教育課程架構（中學）四個核心範疇

### 背景：

根據教育局的「家長教育課程架構」，提供適切的講座、工作坊及小組討論的形式進行，以配合家長的需要，讓他們獲得充足的支援和資訊，使家長的能力和身心健康得以提升，以培育健康、愉快和發展均衡的青少年。

### 推行策略建議：

可以透過講座、工作坊和小組討論的形式進行。可以邀請教育專家、心理學家、職業輔導員、社工或其他相關專業人士來主持這些活動。這些課程將有助於家長獲得實用的知識和技能，以應對在中學階段培養子女所面臨的挑戰，並促進他們的健康成長和發展。

可考慮先推行軟性的瑜伽活動，輔以內心分享的小組環節，讓家長習慣在探索及分享中學習進一步的親子關係。透過家長的口碑，提高家長認識持續學習的重要性，再推行深入分享的家長教育小組。

### 四個核心範疇：

範疇	部份	策略	推行時段		
			2024-25	2025-26	2026-27
1. 認識青少年發展	<ul style="list-style-type: none"> <li>✓ 青少年發展的範圍和過程，以及在生態系統環境中影響其發展的因素。</li> <li>✓ 青少年的獨特性和需要，及對青少年子女發展訂立合理期望的重要性。</li> <li>✓ 增進與青少年子女的關係、提升其身心健康及支援他們建構健康自我概念的策略。</li> </ul>	<ul style="list-style-type: none"> <li>✓ 講座</li> <li>✓ 工作坊</li> <li>✓ 小組</li> </ul>	✓		
2. 促進青少年健康、愉快及均衡的發展	<ul style="list-style-type: none"> <li>✓ 青春期青少年身心發展，以及支援青少年全人發展所需的技能和態度。</li> <li>✓ 了解青少年普遍面對的壓力，以及採取正向育兒方法來培養青少年的抗逆力。</li> </ul>	<ul style="list-style-type: none"> <li>✓ 講座</li> <li>✓ 工作坊</li> <li>✓ 小組</li> </ul>	✓	✓	✓
3. 促進家長身心健康	<ul style="list-style-type: none"> <li>✓ 了解家長身心健康對青少年發展的重要性。</li> <li>✓ 親職壓力，以及有效、健康的壓力管理和自我關顧策略。</li> <li>✓ 有效的家庭溝通和處理家庭衝突的策略。</li> </ul>	<ul style="list-style-type: none"> <li>✓ 活動</li> <li>✓ 工作坊</li> <li>✓ 小組</li> </ul>	✓	✓	✓
4. 促進家校合作與溝通	<ul style="list-style-type: none"> <li>✓ 有關家校合作與溝通的知識、技能、價值觀和態度。</li> <li>✓ 建立正面的家校合作，支援青少年的價值觀教育、自我身份認同的發展和生涯規劃。</li> <li>✓ 家長和學校在支援青少年全人發展和終身學習的角色。</li> </ul>	<ul style="list-style-type: none"> <li>✓ 工作坊</li> <li>✓ 小組</li> <li>✓ 旅行</li> <li>✓ 日營</li> </ul>		✓	✓

國民和全球公民身份認同	✓
寬廣知識基礎	✓
話文能力	
共通能力	
資訊素養	
生涯規劃	
健康的生活方式	✓

## 六、家長教育課程 本年度工作重點及執行計劃

### 範疇一：認識青少年發展

策略／工作	時間表	成功準則	評估方法	負責人	形式	七個學習宗旨
<p><b>家長教育課程：</b></p> <p>✓ 『與青少年的情緒做朋友』</p> <p><b>學習目標：</b></p> <p>✓ 家長可以學習深入認識青少年情緒複雜性、學習合適的情緒回應方法，以促進親子良性互動。</p> <p><b>學習內容：</b></p> <ol style="list-style-type: none"> <li>青少年情緒複雜性介紹 <ul style="list-style-type: none"> <li>➢ 解釋青少年情緒發展的特點和挑戰。</li> </ul> </li> <li>情緒識別與情緒表達 <ul style="list-style-type: none"> <li>➢ 教導家長如何幫助青少年識別和理解他們的情緒。</li> </ul> </li> <li>情緒回應方法 <ul style="list-style-type: none"> <li>➢ 探討不同情境下的情緒回應方法。</li> </ul> </li> <li>情緒調節和自我關懷 <ul style="list-style-type: none"> <li>➢ 教導家長如何幫助青少年發展情緒調節和自我關懷的技巧。</li> </ul> </li> <li>親子互動和溝通 <ul style="list-style-type: none"> <li>➢ 提供建立親子連結和良性互動的指導。</li> </ul> </li> </ol>	<p><b>2024-25 學年</b></p> <ul style="list-style-type: none"> <li>✓ 1月至2月</li> <li>✓ 星期六</li> <li>✓ 4節</li> <li>✓ 每節1.5小時</li> <li>✓ 共6小時</li> <li>✓ 約20名家長</li> </ul>	<p>80%參與家長贊成能協助家長深入認識青少年情緒的複雜性，並學習合宜的情緒回應方法，以拉近情緒中的親子良性互動</p>	<ul style="list-style-type: none"> <li>✓ 問卷</li> <li>✓ 老師觀察</li> </ul>	<p>校外校外機構：</p> <ul style="list-style-type: none"> <li>✓ 提供家長教育的支援和資源</li> </ul> <p>導師須符合以下條件：</p> <ol style="list-style-type: none"> <li>1. 擁有豐富的家長講座和工作坊經驗</li> <li>2. 具備家長教育的認證資歷或訓練</li> <li>3. 為相關心理學家或社工背景</li> <li>4. 通過「性罪行紀錄查核」</li> </ol>	<p>✓ 小組</p>	<ul style="list-style-type: none"> <li>✓ 國民和全球公民身份認同</li> <li>✓ 寬廣知識基礎</li> <li>✓ 健康的生活方式</li> </ul>

國民和全球公民身份認同	✓
寬廣知識基礎	✓
話文能力	
共通能力	
資訊素養	
生涯規劃	
健康的生活方式	✓

範疇二：促進青少年健康、愉快及均衡的發展

策略／工作	時間表	成功準則	評估方法	負責人	形式	七個學習宗旨
<p><b>家長教育課程：</b></p> <p>✓ 『拒絕無心的壞話』 『正面說話怎樣說』</p> <p><b>學習目標：</b></p> <p>✓ 通過深入認識父母說話回應的重要性和掌握有效的回應方式，家長可以提升自己的在與子女的互動中的技巧，促進子女的情緒健康和全面發展。</p> <p><b>學習內容：</b></p> <ol style="list-style-type: none"> <li>1. 父母說話回應對子女性情的影響 <ul style="list-style-type: none"> <li>➢ 了解父母說話回應如何影響子女的情緒、自尊和自信心。</li> </ul> </li> <li>2. 建立正向的溝通與回應模式 <ul style="list-style-type: none"> <li>➢ 學習使用鼓勵性的語言，給予子女肯定和讚美。</li> </ul> </li> <li>3. 適當引導和指導 <ul style="list-style-type: none"> <li>➢ 學習如何給予子女適當的引導和指導，幫助他們發展良好的價值觀和行為模式。</li> </ul> </li> <li>4. 建立情感連結和信任 <ul style="list-style-type: none"> <li>➢ 學習如何表達關心和愛，讓子女感受到溫暖和支持。</li> </ul> </li> </ol>	<p><b>2024-25 學年</b></p> <ul style="list-style-type: none"> <li>✓ 4 月至 5 月</li> <li>✓ 星期六</li> <li>✓ 4 節</li> <li>✓ 每節 1.5 小時</li> <li>✓ 共 6 小時</li> <li>✓ 約 20 名家長</li> </ul>	<p>80%參與家長贊成協助家長深入認識父母說話回應對子女性情塑造的重要性，並從中掌握有效的回應方式來提高子女成長的健康因素。</p>	<ul style="list-style-type: none"> <li>✓ 問卷</li> <li>✓ 老師觀察</li> </ul>	<p>校外專業機構：</p> <ul style="list-style-type: none"> <li>✓ 提供家長教育的支援和資源</li> </ul> <p>導師須符合以下條件：</p> <ol style="list-style-type: none"> <li>1. 擁有豐富的家長講座和工作坊經驗</li> <li>2. 具備家長教育的認證資歷或訓練</li> <li>3. 為相關心理學家或社工背景</li> <li>4. 通過「性罪行紀錄查核」</li> </ol>	<ul style="list-style-type: none"> <li>✓ 小組</li> </ul>	<ul style="list-style-type: none"> <li>✓ 國民和全球公民身份認同</li> <li>✓ 寬廣知識基礎</li> <li>✓ 健康的生活方式</li> </ul>

國民和全球公民身份認同	✓
寬廣知識基礎	✓
話文能力	
共通能力	
資訊素養	
生涯規劃	
健康的生活方式	✓

### 範疇三：促進家長身心健康

策略／工作	時間表	成功準則	評估方法	負責人	形式	七個學習宗旨
<p>家長教育課程：</p> <ul style="list-style-type: none"> <li>✓ 『瑜伽鍛鍊室』</li> <li>✓ 『正向的腦袋 - 學習樂觀』</li> </ul> <p>學習目標：</p> <ul style="list-style-type: none"> <li>✓ 家長可以學習如何透過身體舒展、活在當下和平衡身心來促進自己的身心健康，並進而改善親子關係和家庭的幸福感。</li> </ul> <ol style="list-style-type: none"> <li>1. 了解身心健康的重要性及其對親子關係的影響。</li> <li>2. 學習如何透過身體舒展來促進身心健康。</li> <li>3. 探索個人如何活在當下並安穩自己的方法。</li> <li>4. 理解身心平衡的重要性並學習相應的技巧。</li> </ol> <p>學習內容：</p> <ol style="list-style-type: none"> <li>1. 身心健康介紹 <ul style="list-style-type: none"> <li>➢ 解釋身心健康的概念，並強調其對個人和家庭的重要性。</li> </ul> </li> <li>2. 身體舒展與放鬆練習 <ul style="list-style-type: none"> <li>➢ 提供身體舒展和放鬆的減壓練習，如伸展、輕柔瑜伽動作等。</li> </ul> </li> <li>3. 當下存在的練習</li> </ol>	<p>2024-25 學年</p> <ul style="list-style-type: none"> <li>✓ 10 月至 11 月</li> <li>✓ 星期六</li> <li>✓ 4 節</li> <li>✓ 每節 1.5 小時</li> <li>✓ 共 6 小時</li> <li>✓ 約 20 名家長</li> </ul>	<p>80% 參與家長贊成能藉身體舒展去接觸自己內在身心，經驗個人活在當下，安穩自己，從而探索自己如何平衡身心的生活。</p>	<ul style="list-style-type: none"> <li>✓ 問卷</li> <li>✓ 老師觀察</li> </ul>	<p>校外專業機構：</p> <ul style="list-style-type: none"> <li>✓ 提供家長教育的支援和資源</li> </ul> <p>導師須符合以下條件：</p> <ol style="list-style-type: none"> <li>1. 擁有豐富的家長講座和工作坊經驗</li> <li>2. 具備家長教育的認證資歷或訓練</li> <li>3. 為相關心理學家或社工背景</li> <li>4. 通過「性罪行紀錄查核」</li> </ol>	<ul style="list-style-type: none"> <li>✓ 活動</li> <li>✓ 小組</li> </ul>	<ul style="list-style-type: none"> <li>✓ 國民和全球公民身份認同</li> <li>✓ 寬廣知識基礎</li> <li>✓ 健康的生活方式</li> </ul>

▶ 提供冥想和正念練習，幫助家長培養觀察自己內在狀態的能力。 4. 平衡身心生活的技巧 ▶ 探討家長在忙碌生活中如何平衡身心，提供相應的技巧和策略。 5. 實踐 ▶ 鼓勵家長在日常生活中實踐所學的身心健康技巧。 6. 反思 ▶ 提供反思和討論的機會，分享經驗、解答疑問並調整學習過程。						
--	--	--	--	--	--	--

#### 七、財政預算：

範疇	項目	預算舉辦日期	預算開支	資金來源
範疇一	家長教育課程：『與青少年的情緒做朋友』	2025年01月至02月	\$20,000	一筆過20萬家長教育津貼
範疇二	家長教育課程：『拒絕無心的壞話』『正面說話怎樣說』	2025年04月至05月	\$20,000	一筆過20萬家長教育津貼
範疇三	家長教育課程：『瑜伽鍛鍊室』『正向的腦袋-學習樂觀』	2024年10月至11月	\$10,000	一筆過20萬家長教育津貼

#### 八、家長教師會老師委員 (2024-2025):

- ✓ 楊凱聲老師 (I/C)
- ✓ 詹月娟老師
- ✓ 胡家揚老師
- ✓ 林文懿老師



## PE Department

### Plan on the Use of Promotion of a Sports Ambience and MVPA60 in Schools

#### 3 Year Plan for MVPA60 (2024-2027)

Year	Activity Name	Briefing description and objective of the activity	Implementation Schedule	Estimated Expenses
2024-25	<ul style="list-style-type: none"> <li>• To employ one coach for volleyball team.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide professional sports training to the students in order to enhance their performance in competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Start from Sept., 2024 onward for one year</li> <li>• 2 times per week</li> <li>• 2 hours each time</li> </ul>	<ul style="list-style-type: none"> <li>• Coach Fee: \$370 × 2 × 80 = \$59,200</li> </ul>
2025-26	<ul style="list-style-type: none"> <li>• To employ one coach for basketball team.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide professional sports training to the students in order to enhance their performance in competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Start from Sept., 2025 onward for one year</li> <li>• 2 times per week</li> <li>• 2 hours each time</li> </ul>	<ul style="list-style-type: none"> <li>• Coach Fee: \$370 × 2 × 76 = \$56,240</li> </ul>
2026-27	<ul style="list-style-type: none"> <li>• To employ one coach for shuttlecock team.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide professional sports training to the students in order to enhance their performance in competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Start from Sept., 2026 onward for one year</li> <li>• One time per week</li> <li>• 2 hours each time</li> </ul>	<ul style="list-style-type: none"> <li>• Coach Fee: \$370 × 2 × 46 = \$34,040</li> </ul>
<b>Total</b>				<b>\$ 149,480</b>