

PLK HKTA YUEN YUEN PRIMARY SCHOOL

# Annual School Plan

---

2024-2025



## Annual School Plan 2024/25

<u>Content</u>	<u>Page</u>
1. Our School	1– 4
i. The Kuk’s Spirit	1
ii. School Vision and Mission	2
iii. School Overview	3 – 4
2. Major Concerns	5
MC 1: To implement new and improved strategies for catering to the diverse learning needs of our students	5 – 9
MC 2: To promote positive attitudes within our school community	9 – 13
3. Appendix	
1. Use of Capacity Enhancement Grant Plan 2024/25	14 – 15
2. Promotion of Reading Grant Plan 2024/25	16
3. The Sister School Exchange Program Plan 2024/25	17 – 19
4. Life-wide Learning Grant Plan 2024/25	20 – 21
5. School-Based After School Learning and Support Programmes Plan 2024/25	22
6. National Security Education Plan 2024/25 School Year	23-31

## 1. Our School

### i. The Kuk's Spirit

# The Kuk's Spirit

## 保良精神

Mutual Respect	相互尊重
United Effort	團結合力
Benevolence	延展愛心
Charitable	行善助人
Gratefulness and Recognition	感恩知德
Dedication to Serving the Community	造福社群的 奉獻精神

## Vision 願景

Children are nurtured, Youngsters are educated,  
Adults are supported to contribute, Elderly are cared for,  
The less fortunate are lightened with hope.

幼有所育, 少有所學,  
壯有所為, 老有所依,  
貧寡孤困殘病者皆有所望

## Mission 使命

To be the most prominent and committed charitable  
organisation. In the Kuk's Spirit to do good deeds with benevolence.  
Dedicated in protecting the young and the innocent, caring for the elderly  
and the underprivileged, aiding the poor and healing the sick, educating  
the young and nurturing their morality, providing recreation to the public,  
caring for the environment, passing on the cultural inheritance and  
bringing goodness to the community.

成為最傑出、最具承擔的慈善公益機構, 發揮保良精神,  
以善心建善業, 致力保赤安良, 護老扶弱, 助貧健診,  
培德育才, 揚康樂眾, 實踐環保, 承傳文化, 造福社群

## Values 價值觀

Fine traditions, Accommodate the current needs,  
People-oriented, Care and appreciation,  
Sound governance, Pragmatic and innovative,  
Integrity, Vigilance,  
Optimal use of resources, Cost-effectiveness,  
Professional team, Service with heart

秉承傳統 與時並進  
以人為本 關愛感恩  
優良管治 務實創新  
廉潔奉公 安不忘危  
善用資源 注重本益  
專業團隊 愛心服務

## 1. Our School

### ii. School Vision and Mission

## OUR SCHOOL VISION 願景

We believe that our children have unlimited potential. We are committed to fostering their :  
我們相信本校學生潛能無限，能達致：

- Academic Excellence  
學業精進
- Talents and Gifts  
盡展潛能
- Love, Respect, Diligence and Integrity 愛敬勤誠
- Upright Morals and Virtues  
明道立德

## OUR SCHOOL MISSION 使命

To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential.

我們致力提供不同學習經歷及機會以幫助學生發掘及盡展潛能

To create an inviting community that is conducive for learning and growth.

我們致力提供優良的學習環境及設備以促進學生的學習效能

To instill in our students positivity, perseverance, love and compassion so that they can become productive members of society.

我們致力建立關愛校園，讓學生能抱持正面的人生態度，建立堅毅不屈的精神，並在愛與關懷的環境下茁壯成長，成為一個能為社會作出貢獻的良好公民。

## 1. Our School

### iii. School Overview

PLK HKTA Yuen Yuen Primary School has been managed by Po Leung Kuk under the Direct Subsidy Scheme (DSS) since 2005. Our aim is to provide an inspiring and stimulating environment for our students to explore their interests and discover their potential. With our ever-evolving school-based curriculum, we design engaging and meaningful learning experiences to equip our students with the knowledge and skills to confidently face the challenges they may encounter throughout life. Supported by our positive and loving school culture, our children learn to be passionate and resilient as they flourish both in and out of our school community.

#### **Key Features:**

**RICH ENGLISH LEARNING ENVIRONMENT** - English is the medium of instruction for all of our lessons, with the exception of our Chinese and M&M (Morals and Multi-Intelligence) curriculum, which are taught in Putonghua.

**NCS CHINESE CURRICULUM** - Instead of undergoing the local Chinese curriculum, our non-Chinese speaking students learn Chinese through our unique NCS Chinese curriculum that helps them develop reading, writing, speaking and listening skills in Chinese as a second language.

**LEARNING IS FUN!** - Our school-based curriculum is designed to focus on engaging learning experiences. Students acquire knowledge and skills through participation, inquiry, collaboration and direct experience.

**CO-TEACHING** - Most of our lessons are delivered by two teachers simultaneously. With our co-teaching system, we have a lot more options when it comes to designing effective and fun learning processes that better tend to the individual learning needs of our students.

**HOMEWORK POLICY** - Although homework can help students consolidate their learning, we believe that students should be given sufficient time and capacity to read regularly and explore in extra-curricular activities. Therefore, students at YYPS generally have less homework compared to students in other local schools. We expect P1 to P3 students to spend 45 to 60 minutes on homework and P4 to P6 students to spend 60 to 90 minutes on homework daily.

**CLASS SIZE** – 4 classes per grade; 33 students per class

**INVITATIONAL EDUCATION (IE)** - As an IE school, YYPS aims to support our students' growth by creating a community that promotes care, respect, trust and optimism. Through careful implementation of the 5Ps of IE (People, Places, Policies, Programs and Processes), we hope to forge an environment where students are excited to learn.

## 2. Major Concerns

# PLK HKTA Yuen Yuen Primary School Annual School Plan 2024-2025

## Major Concerns

1. To implement new and improved strategies for catering to the diverse learning needs of our students
2. To promote positive attitudes within our school community

## 1. Major Concern: To Implement New and Improved Strategies for Catering to the Diverse Learning Needs of Our Students

### Feedback and follow-up actions from the previous school year:

The 2023/24 stakeholder survey revealed encouraging feedback from teachers, students, and parents regarding the school's commitment to addressing diverse learning needs. Key insights for growth included:

- **Opportunities for Enhanced Differentiation:** While many teaching strategies are effective, there is room to provide even more tailored approaches to meet individual learning preferences.
- **Targeted Support for Special Educational Needs:** There is a recognized need for additional resources to better support students requiring specialized assistance.

The **External School Review (ESR) Report** in 2023 also provided valuable insights:

- **Desire for Individualized Instruction:** Students expressed a strong interest in more personalized learning experiences that align with their unique needs.
- **Support for Teacher Development:** Teachers identified a need for further training and resources to enhance their skills in differentiating instruction effectively.
- **Consistent Use of Adaptive Technologies:** There is great potential to improve the integration of adaptive technologies across classrooms to better serve diverse learning styles.

### Proposed Follow-Up Actions

- **Review Teaching Strategies:** Commit to enhancing differentiation in teaching practices to better support diverse learning needs.
- **Professional Development:** Provide comprehensive training for teachers on effective differentiated instruction.
- **Strengthen Support Services:** Expand resources and support for students with special educational needs, ensuring they receive the assistance they require.
- **Engage Parents:** Foster greater parental involvement in discussions about their children's learning needs and the support available.
- **Monitor Initiatives:** Establish a framework for ongoing assessment of new strategies to ensure their effectiveness and responsiveness to student needs.



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
i. Design learning tasks and student assessment methods that incorporate different levels of Bloom's Taxonomy to help develop higher-order skills.	Plan and organize effective professional development workshops to equip teachers with the knowledge and skills to design learning tasks and assessments incorporating different levels of Bloom's Taxonomy.	80% of teachers agree that the workshops have equipped them with necessary knowledge and skills (measured by Teachers' Survey No. 33, mean increased from 3.9).	Stakeholder surveys  School-based questionnaires	Ongoing throughout the 2024/25 school year	Curriculum Developer  Heads of Departments	Funding for professional development workshops, materials, and resources
	Coordinate between the curriculum developer and subject panels to systematically co-plan cross-curricular and theme-based learning and assessment processes that promote the development of higher-order thinking skills within Bloom's Taxonomy.	Each main subject will modify learning materials throughout the year to incorporate different levels of Bloom's Taxonomy.	Stakeholder surveys  Teacher observations  Student works	Ongoing throughout the 2024/25 school year	Curriculum Developer  Heads of Departments  All teaching staff	Dedicated co-planning time for teachers
	Conduct peer lesson observations to foster the effectiveness of learning and teaching under the new curriculum designs in the four main subject areas (Chinese, English, Mathematics, General Studies/Primary Science and Humanities).	At least one co-planning session with peer lesson observation will be arranged in Term 2 and Term 3.  Stakeholder surveys (student survey No. 3) show an improvement in the mean score from 3.8.	Teacher Observations  School-based questionnaires  Stakeholder surveys	Conduct at least one co-planning session with peer lesson observation in Term 2 and Term 3	Heads of Departments  All teaching staff	Dedicated time for co-planning and peer observations

	<p>Students will enhance higher-order skills by participating in various learning tasks.</p> <p>Evaluate student performance and gather formative feedback to continuously improve the curriculum-building process.</p>	<p>Improvement in student performance on assessments related to higher-order skills.</p> <p>Regular updates to the curriculum based on student performance and feedback.</p>	<p>Student performance data, feedback from assessments</p> <p>Curriculum review meetings, analysis of formative assessments</p>	<p>Ongoing throughout the 2024/25 school year</p>	<p>All teaching staff</p> <p>Curriculum Developer</p> <p>Heads of Departments</p>	<p>Learning materials and resources for tasks</p> <p>Time for meetings and analysis sessions</p>
<p>ii . Explore new uses of IT to enhance the effectiveness of learning and teaching, classroom interaction, as well as students' ability in self-directed learning, problem-solving, and collaboration.</p>	<p>Integrate the use of Artificial Intelligence (AI) in teaching and learning, with at least 2 AI applications introduced into Key Stage 2 classrooms throughout the year.</p>	<p>At least 2 AI applications integrated into teaching and learning (Key Stage 2).</p>	<p>School-based Questionnaires</p> <p>Stakeholder surveys</p> <p>APASO</p>	<p>Ongoing throughout the 2024/25 school year</p>	<p>IT coordinator</p> <p>Heads of Departments</p>	<p>Funding for AI applications, professional development on integrating AI</p>
	<p>Enhance the BYOD (Bring Your Own Device) program by optimizing the usage of different applications.</p>	<p>80% of students agree that AI, the enhanced BYOD program, and interactive whiteboards have improved their self-directed learning, problem-solving, and collaboration.</p>	<p>School-based Questionnaires</p> <p>Stakeholder Surveys</p> <p>APASO</p>	<p>Ongoing throughout the 2024/25 school year</p>	<p>IT coordinator</p> <p>BYOD/E-learning team</p> <p>Heads of Departments</p>	<p>Funding for BYOD program optimization, technical support</p>
	<p>Promote in-class engagement and interaction through the utilization of interactive and digital whiteboards.</p>	<p>80% of teachers report increased student engagement during lessons using interactive technologies.</p>	<p>Teacher Observations</p> <p>School-based questionnaires</p> <p>Stakeholder</p>	<p>Ongoing throughout the 2024/25 school year</p>	<p>IT coordinator</p> <p>BYOD/E-learning team</p>	<p>QEF Funding for interactive and digital whiteboards, professional development on their integration</p>

		The scores measured by Stakeholder Surveys and APASO are showing improvement.	Surveys  APASO		Heads of Departments  All teaching staff	
--	--	---	----------------------	--	--	--

**2. Major Concern : To Promote Positive Attitudes Within Our School Community**

**Briefly list the feedback and follow-up actions from the previous school year:**

Efforts were made to develop students' positive values and attitudes through the Moral and Multiple Intelligence (M&M) curriculum and various subject-based activities. In addition to seminars, activities such as discussions, competitions, and hands-on experiences allowed students to deepen their understanding of positive values.

However, the APASO results indicated that there is a need to strengthen students' positive emotions, national identity, and appreciation for Chinese culture. This aspect should be more effectively integrated across all subjects.

**Follow-Up Actions**

- **Enhance Curriculum Integration:** Review and refine the M&M curriculum to better incorporate positive values and Chinese cultural appreciation across all subjects.
- **Targeted Activities:** Organize additional activities that focus specifically on enhancing students' national identity and positive emotional development.
- **Continuous Evaluation:** Implement ongoing assessments to monitor the effectiveness of strategies aimed at promoting positive attitudes within the school community.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>						
i. Implement a school-based positive education program to increase awareness of mental health and improve overall mental well-being.	Introduce positive education to all stakeholders through seminars, workshops, and leaflets.	85% of teachers agreed that the seminars, workshops and leaflets can help them implement the positive education program.  85% of parents agreed that the seminars, workshops and leaflets can increase their awareness for mental health and improve their mental well-being.  KPM17 (positive affect) increases from 89 to at least 100.  KPM17 (no negative affect) increases from 104 to at least 107.	APASO  Attendance records for teacher introduction session and meetings  Student feedback surveys on program introduction  Programme evaluation  Parent Feedback	By the end of Term 1	D&C Team  Curriculum Coordinator  Heads of Departments  All Teaching Staff	Funding for positive education program, professional development for teachers
	Implement school-based positive education programs to promote positive attitudes and mental well-being.	KPM17 (positive affect) increases from 89 to at least 100.  KPM17 (no negative affect) increases from 104 to at least 107.	School-based student, teacher and parent surveys	Ongoing throughout the 2024/25 school year	D&C Team  Curriculum Developer  Heads of Departments  All Teaching Staff	Funding for program activities, materials, and resources

	Make modifications to the school campus to reinforce positive school spirit.		School-based student, teacher and parent surveys  Program evaluation meetings	By the end of Term 3	D&C Team  Curriculum Developer  Heads of Departments  All Teaching Staff	Funding for campus renovations and projects
ii. Plan and organize direct experiential learning opportunities to foster positive attitudes and values (e.g., respect, empathy, responsibility, kindness, resilience).	Create learning experiences within the in-school curriculum to facilitate the development of positive attitudes.	KPM17 (positive affect) increases from 89 to at least 100.  KPM17 (no negative affect) increases from 104 to at least 107.	APASO (Assessment Program for Affective and Social Outcomes) KPM17 (affect [positive affect] rate, affect [no negative affect] rate)  Student feedback surveys on in-class positive attitude activities  Classroom observations by subject panel heads  Meetings with teachers to review curriculum implementation	Ongoing throughout the 2024/25 school year	D&C Team  Curriculum Developer  Heads of Departments  All Teaching Staff	Funding for learning resources and teacher training

	Co-organize programs with organizations out of school to expand our students' experiential learning opportunities with respect to our designed learning objectives	At least 1 out-of-school positive attitude-focused experiential programs organized per school year	APASO (Assessment Program for Affective and Social Outcomes)  Student feedback surveys on out-of-school experiential programs  Observation of student behavior and attitudes during programs  Meetings with program partners and students to review effectiveness	Ongoing throughout the 2024/25 school year	D&C Team  Curriculum Coordinator  Heads of Departments  All teaching staff	Funding for partnership programs and transportation
iii. Strengthen National Education elements in the curriculum to develop students' national identity and appreciation for Chinese culture.	Plan whole-school activities to promote understanding of Chinese culture.	At least 2 whole-school Chinese cultural activities organized per school year.  KPM17 (national identity) increases from 85 to at least 100.	APASO  School based surveys  Meetings	Ongoing throughout the 2024/25 school year	NSE Team  Heads of Departments	Funding for cultural activities, materials, and resources
	Increase exchange and liaison with Sister Schools in mainland China.	At least 2 joint projects or exchange programs organized with Sister Schools per school year.  KPM17 (national identity [national flag, anthem] rate) improved from 85 to	APASO (Assessment Program for Affective and Social Outcomes)  Student and teacher feedback surveys on exchange programs	Ongoing throughout the 2024/25 school year	NSE Team  Sister School Liaison Team	Funding for exchange and liaison with Sister Schools in mainland China

		at least 100.	<p>Observation of student interactions and learning during exchanges</p> <p>Meetings with Sister School partners to review program effectiveness</p>			
	Emphasize National Security Education in the curriculum planning process.	<p>National Security Education elements integrated into at least 80% of subject curricula.</p> <p>KPM17 (national identity [national flag, anthem] rate) improved from 85 to at least 100.</p>	<p>Curriculum review by Curriculum Coordinator and panel heads</p> <p>Feedback from teachers on implementation of National Security Education</p> <p>Student performance on National Security Education-related assessments</p> <p>Meetings with teachers and panel heads to discuss curriculum integration</p>	Ongoing throughout the 2024/25 school year	<p>NSE Team</p> <p>Curriculum Coordinator</p> <p>Heads of Departments</p>	Dedicated time for co-planning and peer observations

**PLK HKTA Yuen Yuen Primary School**  
**Plan on Use of Capacity Enhancement Grant (2024-2025 school year)**

Means by which teachers have been consulted: At staff meeting

Task Area	Major Area(s) of Concern	Time Scale	Strategies/Tasks	Benefit Anticipated	Success Criteria	Method	Resources	People Responsible
Recruitment of 2 Support Staff (SS)	Reducing teachers' workload on non-teaching tasks to enhance focus on teaching and lesson design	09/2024 - 08/2025	<ul style="list-style-type: none"> <li>• Assist in stocking teaching aids.</li> <li>• Assist in preparing teaching materials.</li> <li>• Assist in arranging classroom activities.</li> <li>• Assist in checking the attendance records of extracurricular activities (ECAs).</li> <li>• Perform Saturday duties related to school affairs.</li> </ul>	The overall workload of teachers will be alleviated.	70% of teachers agree that the workload of the teachers has been reduced	Feedback on learning and teaching at the year-end staff meeting	Salary of 2 Support Staff for 12 months and MPF contribution: = \$309,561.00	Vice Principals
Recruitment of 1 teacher assistant (TA)	Reducing the burden of lesson substitution and non-teaching duties on teachers		<ul style="list-style-type: none"> <li>• Substitute lessons when teachers take leaves</li> <li>• Assist in VA lessons</li> <li>• Assist in preparing teaching materials</li> </ul>				50% of the salary of 1 Teacher assistant for 12 months and MPF contribution : = \$100,800.00	



Recruitment of 2 Information Technical Support Staff (ITSS)	Providing adequate it support for teaching staff		<ul style="list-style-type: none"> <li>• Provide IT support for teachers during lessons and activities</li> <li>• Assist in managing school IT support</li> </ul>	School activities and lessons will be able to run smoothly	70% of teachers agree that lessons and activities can be conducted smoothly with the assistance of IT support staff		Salary of 2 TSS for 12 months and MPF contribution: =\$496,632.77	
---	--	--	---	--	---	--	--	--

Budget:

Income: \$877,125.00

Balance brought downward from previous year: \$10,771.72

Expenditure: Recruitment of 2 Supporting Staff, 1 Teacher Assistant (50% of the salary), 2 ITSS  
 $\$309,561.00 + \$100,800.00 + \$496,632.77 = \$906,993.77$

Balanced carry forward to next year:  $\$877,125.00 - \$906,993.77 = (\$29,097.05)$

\*The projected deficit will be covered by school funds.

保良局香港道教聯合會圓玄小學  
運用推廣閱讀津貼計劃書  
2024-2025 學年

**推廣閱讀的主要目標：**

培養學生的閱讀興趣，推動校園閱讀文化，提升在家讀效能。

	項目名稱	預算開支 (\$)
1	購置圖書	\$22000
	<input checked="" type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	\$0
	<input type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	\$5000
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：閱讀獎勵計劃	\$6088
		合共：\$33088

\*請以✓選或以文字說明。

## 姊妹學校交流計劃書

### 24 /25學年

學校名稱：	保良局香港道教聯合會圓玄小學		
學校類別：	*小學 / *中學 / *特殊學校	負責老師：	高夢潔

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	北京市豐台區藝術實驗小學
2.	深圳深灣小學
3.	廣州南沙金隆小學
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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

乙. 教師層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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

丙. 學生層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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

丁. 家長層面（不擬舉辦）（\*請刪去不適用者）

（註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支）

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

擬運用的監察/評估方法如下：

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

津貼用途及預算開支：

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$150,000
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$5,000
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	不適用
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	不適用
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$1,000
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$3,000
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	不適用
N8	<input type="checkbox"/>	其他(請註明)：	不適用
N9	<input type="checkbox"/>	學年預計總開支	HK\$158,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

**Plan on the Use of the Life-wide Learning Grant  
2024-2025 School Year**

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.  
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

**Category 1: To organise / participate in life-wide learning activities**

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a tick in the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Sports Day (Equipments, medals and gifts)	Mar 2025	P1 - 6	792	\$8,000	\$10.10	Promote athleticism throughout physical activities participation	Physical Education	Each student joined at least one sport		TRUE	TRUE			Janet Yu
2	Sports Team Competition Fee (Swimming, Badminton, Table Tennis, Basketball, Football, Track and Field) an athlete card fee of competitions	Whole year	P3 - 6	300	\$12,000	\$40.00	Encourage students to participate in physical activities by regular sports teams training	Physical Education	Observation of teachers and coaches		TRUE	TRUE			Janet Yu
3	PE Swimming Lessons	Whole year	P1-6	792	\$100,000	\$126.26	To provide swimming learning opportunities for students	Physical Education	Observation of teachers and coaches Assessment results		TRUE	TRUE			Janet Yu
4	Swimming Gala (Medals and gifts)	Term 3	P4-6	396	\$3,000	\$7.58	Encourage students to participate in the swimming gala To show appreciation to student's hard work and performance	Physical Education	Observation of teachers and coaches Competition records and results		TRUE	TRUE			Janet Yu
5	Swimming Award Scheme	Whole year	P1-6	792	\$3,000	\$3.79	To show appreciation to student's hard work and performance	Physical Education	Observation of teachers and coaches Assessment results		TRUE	TRUE			Janet Yu
6	Subsidy of TOEFL Jr.	Term 3	P5	132	\$6,600	\$50.00	To provide an opportunity for the students to assess their English ability through a worldwide standardized test	English Language	Students test report	TRUE					Vedran Zoricic
7	Dance Team Competition Fee	Whole year	P1-6	90	\$29,000	\$322.22	Encourage students to participate in a variety of dance competitions to get more stage experience regularly	ECA	Observations of teachers and coaches Competition results		TRUE	TRUE			Vivian Tam
8	Other Competition Application Fee	Whole year	P1-6	80	\$20,000	\$250.00	Encourage students to participate in a variety competitions to get more practical experience	Physical Education	Observation of teachers and coaches More than 80 of students achieved the objectives			TRUE			Vivian Tam
9	Choir	Whole year	P2-6	150	\$130,000	\$866.67	Develop proper singing technique, ensemble performance skills, musicianship and interest for singing and performing arts Offer opportunities for students to perform and compete in performances and competitions locally and overseas	Arts (Music)	Observations of teachers and coaches Comments from students and parents		TRUE	TRUE			Merak Li
10	School Activities (Variety Show \$50,000, Graduation Ceremony \$10,000, etc.)	Whole year	P1-6	792	\$60,000	\$75.76	To provide other learning opportunities for students	ECA	Teacher Observation Feedback from students Comments from parents		TRUE	TRUE			Vivian Tam
11	STEAM Days	Term 3	P6	132	\$7,500	\$56.82	To enhance students' learning motivation and experience in Cross-curricular activities through arranging a STREAM or MASTER Days for students	Cross-Disciplinary (STEM)	Observations of teachers on whether students are able to acquire the different transferable generic skills through the STEAM/ MASTER Day Feedback of teachers and students Student reflection	TRUE	TRUE	TRUE			Jasmine Hon
12	Chinese Day	February	P1-6	792	\$10,000	\$12.63	To celebrate Lunar New Year and help students understand Chinese culture	Values Education	70% of students enjoyed the activity 70% of students think this activity can arouse their interest in Chinese culture	TRUE	TRUE				Crystal Leung
13	Chinese Debate	Term 2-3	P5-6	10	\$20,000	\$2,000.00	To generate effective critical thinking into primary issues in the given topic	Chinese Language	Observation of teachers and coaches	TRUE					Kwok Yuk Yu
14	P6 Graduation Camp	May 2025	P6	132	\$13,200	\$100.00	To provide other learning opportunities for students	ECA	Teacher Observation Feedback from students		TRUE	TRUE			Vivian Tam
15	Prefect Camp	Oct 2025	P1-6	68	\$10,000	147.0588235	To provide other learning opportunities for students To build up teamwork for prefects	D & C	Teacher Observation Feedback from students		TRUE	TRUE			Misty Chan
16	New Extra-curricular Activities	Whole year	P1-6	15	\$10,000	666.6666667	To provide other learning opportunities for students	ECA	Teacher Observation Feedback from students Comments from parents		TRUE	TRUE			Vivian Tam
			<b>Sub-total of Item 1.1</b>		<b>5,465</b>	<b>442,300</b>									
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Canada Study Tour	April 2025	P5-6	28	\$14,000	\$500.00	To provide the opportunity for students study with other students and experience the life in other countries To enforce students' confidence and the liability to communicate in an English speaking environment	English Language		TRUE	TRUE				Vivian Tam / Vedran

2	New Zealand Study Tour	April 2025	P5-6	28	\$14,000	\$500.00	To foster the education and cultural exchange between Hong Kong and other countries	General Studies	- Teacher Observation More than 80% of students achieved the objectives	TRUE	TRUE				Vivian Tam / Pierre Cheung
3	Senior Choir Overseas Tour	July 2025	P4-6	60	\$60,000	\$1,000.00	To provide the opportunity for students participate in international competition To provide other learning opportunities for students To foster the cultural exchange between Hong Kong and other countries	Music	-Student Feedback Filling out an evaluation form after the tour	TRUE	TRUE				Merak Li
					<b>Sub-total of Item 1.2</b>	<b>116</b>	<b>88,000</b>								
					<b>Total for Category 1</b>	<b>5,581</b>	<b>530,300</b>								

(Please insert rows above if the space provided is insufficient.)

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)**

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group	\$50,000.00
1	App	Teaching and Learning	\$50,000.00
2	Twinkl (English)	Teaching and Learning	\$10,000.00
<b>Estimated Expenses for Category 2</b>			<b>\$60,000.00</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>590,300</b>

(Please insert rows above if the space provided is insufficient.)

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	792
Estimated number of student beneficiaries:	792
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Vivian Tam
Post of Contact Person for LWL:	ECA Coordinator

二零二四/二五學年校本課後學習及支援計劃  
校本津貼 - 活動計劃表

學校名稱： 保良局香港道教聯合會圓玄小學

計劃統籌員姓名： 社工陳彥霖姑娘

聯絡電話： 2450 1588

A. 本計劃受惠學生人數(人頭)預計共 32 名(包括 A. 領取綜援人數： 0 名，B. 學生資助計劃全額津貼人數： 13 名 及 C. 學校使用酌情權的清貧學生人數： 19 名)

B. 獲本津貼資助/補足的各项活動資料

*活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試、問卷等)	活動舉辦時期 / 日期	預計獲資助合資格學生 名額#			預計開支 (\$)	合辦機構/服務供應 機構名稱 (如適用)
					A	B	C		
氣球班	<ul style="list-style-type: none"> <li>◇ 提升學生的自我效能感</li> <li>◇ 增加自信心</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生出席率達 80%</li> <li>◇ 學生懂得基本的扭氣球技巧</li> </ul>	<ul style="list-style-type: none"> <li>◇ 參加者問卷調查</li> <li>◇ 活動導師及工作人員觀察</li> </ul>	1/2025-7/2025	0	13	7	\$6,000	外聘機構
迪士尼樂園探索之旅	<ul style="list-style-type: none"> <li>◇ 提高學生的學習動機</li> <li>◇ 探索有關科學、創意、歷史、文化故事等知識</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生出席率達 80%</li> <li>◇ 學生完成全方位學習錦囊</li> </ul>	<ul style="list-style-type: none"> <li>◇ 參加者問卷調查</li> <li>◇ 活動導師及工作人員觀察</li> </ul>	6/2025	0	3	22	\$9,000	香港迪士尼樂園
海洋公園生涯規劃活動	<ul style="list-style-type: none"> <li>◇ 提高學生對保護環境的意識</li> <li>◇ 認識特定員工在海洋公園工作的職責</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生出席率達 80%</li> <li>◇ 學生了解海洋公園員工的職責</li> </ul>	<ul style="list-style-type: none"> <li>◇ 參加者問卷調查</li> <li>◇ 活動導師及工作人員觀察</li> </ul>	6/2025	0	10	15	\$8,000	香港海洋公園
活動項目總數： <u>3</u>				@學生人次	0	26	44		
				**總學生人次	70				

備註:

\*活動名稱/類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A) + (B) + (C) 的總和

# 合資格學生：指(A)領取綜援/(B)學生資助計劃全額津貼及(C)學校使用酌情權的清貧學生



致：總學校發展主任

**保良局香港道教聯合會圓玄小學**  
**維護國家安全及國家安全教育相關措施**  
**2024/25學年的工作計劃**

範疇	措施	評估方法	推行時間	負責人	所需資源
1. 學校行政	A. 透過全體老師會議、通告傳閱等途徑，讓老師適時接收有關《香港國安法》及政府發放的相關資訊，並提示全體老師必須按相關指引工作。	<ul style="list-style-type: none"> <li>於全體會議上檢討和收集老師意見。</li> </ul>	2024/25 全學年	校長、副校長	通告傳閱簽署表、有關會議紀錄
	B. 持續按照教育局規定升掛國旗及奏唱國歌的機制 <ul style="list-style-type: none"> <li>學校於指定日期（逢每周四上學日）進行升旗禮，並由老師及學生進行國旗下的講話，主題以德育、中國歷史文化、國情作為主題。</li> <li>學校於典禮、國慶日等特別日升掛國旗及奏唱國歌。</li> <li>每天安排升旗隊學生升掛國旗。</li> </ul>	<ul style="list-style-type: none"> <li>恆常檢視程序</li> <li>現場觀察</li> <li>升旗隊老師負責觀察訓練和工作情況</li> <li>升旗隊隊員工作分配表</li> </ul>	2024/25 全學年	副校長、國安統籌負責小組	國旗、國歌音樂檔、國旗下演講稿、升旗隊隊員工作分配表
	C. 持續監察現行校舍租借機制，防範租借學校舉辦活動的外界機構或人士不恰當地使用校舍，尤以進行涉及危害國家安全的行為和活動。	<ul style="list-style-type: none"> <li>觀察機制落實情況</li> <li>抽樣檢查</li> </ul>	2024/25 全學年	校長、行政主任、活動主任、校務處職員	租借校舍機制指引
	D. 持續檢視現行策略和應變措施確保校園內（包括建築物、課室、壁報板等）所展示的字句或物件不會涉及危害國家安全的內容。每學期有專責老師作全校檢視。	<ul style="list-style-type: none"> <li>負責的老師定期巡查校園</li> </ul>	2024/25 全學年	訓導組	
	E. 持續檢視及修訂圖書館藏書的機制，在購置圖書時，會依照教育局有關選擇閱讀材料的指引，確保圖書館的館藏(包括書籍及電子資源)不涉及危害國家安全的內容。	<ul style="list-style-type: none"> <li>購買新書記錄表顯示購買的新書名稱</li> </ul>	2024/25 全學年	圖書館主任及圖書科老師	新書購買表

	F. 舉辦活動機制和程序已落實，繼續監察校園內所有活動（包括學生活動、課外活動、邀請校外嘉賓演講、家教會活動、校外導師任教的活動等）不會涉及及危害國家安全。	<ul style="list-style-type: none"> <li>● 活動主任負責教職員相關條文的落實情況</li> <li>● 觀察相關機構員工或導師的工作情況</li> </ul>	2024/25 全學年	活動主任、負責活動相關老師	N/A
	G. 危機處理機制及程序：持續檢視現時學校危機處理機制及程序（包括就涉及學校政治宣傳活動的建議處理方法及程序）是否涵蓋涉及危害國家安全行為和活動的處理，若有未完善之處，將於 2025/26 學年作出適切修訂。	<ul style="list-style-type: none"> <li>● 教師觀察</li> </ul>	2024/25 全學年	危機處理小組	學校危機處理程序手冊
2. 人事管理	A. 制定教職員聘任機制及程序：確保新聘的教師（包括轉校及新入職教師）已在《基本法及香港國安法》測試取得及格。	<ul style="list-style-type: none"> <li>● 觀察教職員的工作情況</li> </ul>	2024/25 全學年	校長、行政主任 校務處職員	新受聘老師的資料文件副本
	B. 繼續檢視購買服務形式機制及程序：購買服務形式機制及程序已加入不可以涉及危害國家安全的行為和活動的相關條文，提示購買服務的小組導師在進行活動時應有的操守。	<ul style="list-style-type: none"> <li>● 合約的文件</li> </ul>	2024/25 全學年	行政主任 校務處職員	
	C. 關注教職員行為操守：在開學初的校務會議中向所有教職員工講解及派發教育局的「教師專業操守指引」，學年初在校務會議作出提示，並要求簽署及予以遵守。校方必須小心保存所有簽署紀錄。	<ul style="list-style-type: none"> <li>● 有關簽署紀錄</li> <li>● 觀察教職員的工作情況。</li> </ul>	2024/25 全學年	校長、副校長	教職員行為守則
	D. 學校按局方及校本的相關指引，制定公平公開完善的考績機制，適時及適當地跟進教職員的工作表現及操守。	<ul style="list-style-type: none"> <li>● 教職員考績報告</li> <li>● 觀察教職員的工作情況。</li> </ul>	2024/25 全學年	校長	教職員考績報告

3. 教職員培訓	A. 確保新入職及升教師按教育局的要求及指示，參加內地學習團或講座，以加強培養學生國民身份認同的能力。晉升教師按教育局的要求及指示，參加內地學習團，增加他們到內地考察的機會，讓他們親身體驗國家發展，加強培養學生國民身份認同的能力。	● 檢視教師專業發展紀錄文件	2024/25 全學年	教師專業發展負責老師	教師專業發展紀錄表
	B. 積極安排及鼓勵老師參加由政府、保良局或其他機構舉辦的講座、工作坊及研討會等以持續提升老師對中國歷史及中華文化等的認識、及對《香港國安法》、《基本法》、國家安全重要性等的理解。	● 檢視教師專業發展紀錄 ● 教師問卷	2024/25 全學年	國安工作小組	教師專業發展紀錄表、教師問卷
	C. 鼓勵老師積極參與內地交流活動，帶學生與姊妹學校交流，或組織學校到內地考察。讓老師有機會彼此專業交流，了解兩地的教育趨勢。	● 教師問卷	2024/25 全學年	校長、姊妹學校統籌老師	教師問卷
4. 學與教	A. 校本課程規劃 ● 持續檢視及增潤核心課程（如中文科、常識科及M&M課等）及非核心課程（如音樂科、視藝科、圖書科等）有關國家安全的內容，讓學校的整體課程能更全面地涵蓋國家安全知識。	● 教師檢討	2024/25 全學年	課程主任、 各科主任	相關科組進度表
	B. 課程評鑑/學習評估（例如：指引、形式、多方參與） ● 持續設立／強化校本監察機制，定期檢視校內各學習領域、科目及跨學科學與教資源的內容和質素（包括教課本、教材、課業、工作紙、測考試卷、讀物、補充練習、視像教學片段等，以及為學生代訂和由外判服務商為學校訂購或提供編纂的補充學材），要切合學生的程度和學習需要。	● 教師檢討 ● 持份者問卷及情意問卷	2024/25 全學年	課程主任、 各科主任	各科進度表、擬題表
	C. 中國語文教育 ● 按教育局「中國語文教育學習領域國家安全教育課程框架」文件的檢視課程重點。 ● 歷史外遊活動，加強學生的歷史觀：高年級出外參觀博物館，九城寨城公園、美孚嶺南之風，以加深對中華文化的了解。	● 教師檢討	2024/25 全學年	中文科科主任	相關科組進度表

<ul style="list-style-type: none"> <li>● 在一些傳統節日舉行特別活動，如中秋節及農曆新年的中華文化日。透過觀賞表演、閱讀主題展板、製作民間手工藝品、猜燈謎、品嚐懷舊小食、攤位遊戲等活動，讓學生了解、欣賞中華文化。</li> </ul>				
<p><b>D. 常識</b></p> <ul style="list-style-type: none"> <li>● 本學年將以尊重國家、民族及社會為主題，透過專題研提升學生對國家安全的深入了解。</li> <li>● 在聖誕節期間舉辦活動促進對社區的愛、關懷和尊重。</li> </ul>	<ul style="list-style-type: none"> <li>● 教師檢討</li> <li>● 持份者問卷及情意問卷</li> </ul>	<p>2024/25 全學年</p>	<p>常識科科主任</p>	<p>相關科組進度表</p>
<p><b>E. 價值教育（包括德育、公民及國民教育）</b></p> <ul style="list-style-type: none"> <li>● 舉辦德育講座，內容除包涵個人成長與健康外，還將涉及國家安全教育，培養學生具有守法、同理心、堅毅、尊重他人、責任感、國民身份認同、承擔精神等價值觀和態度，成為盡責、有承擔、具包容力和守法守規的新世紀人。</li> <li>● 德育成長課的課程將設置涵蓋基本法或國家安全教育相關內容，以提升學生對國民身份的認同，理解國民的角色、權利與義務，孕育家國情懷，主動了解國情，探討國家發展的機遇與挑戰等。</li> <li>● 積極鼓勵學生參與校外的活動或比賽，如《基本法》《憲法》問答比賽、國慶問答比賽等。</li> <li>● 本年新增了正向教育，為期 3 年，作為本校的重點關注事項之一。</li> </ul>	<ul style="list-style-type: none"> <li>● 教師檢討</li> <li>● 持份者問卷及情意問卷</li> </ul>	<p>2024/25 全學年</p>	<p>德育及多元智能科科主任</p>	<p>相關科組進度表</p>
<p><b>F. 圖書/從閱讀中學習/及資訊科技教育</b></p> <ul style="list-style-type: none"> <li>● 圖書科因應學生的學習需要定時覆檢圖書，確保內容合適和具質素，以教導學生國家安全意識或維護國安責任。</li> <li>● 中華文化書籍閱讀計劃，在各級推廣不同類型的文化書籍，讓學生更廣泛接觸中華文化及認識古今名人。</li> </ul>	<ul style="list-style-type: none"> <li>● 教師檢討</li> </ul>	<p>2024/25 全學年</p>	<p>圖書館主任及圖書科老師</p>	<p>相關科組進度表</p>

	<ul style="list-style-type: none"> <li>● 每學期各級任教老師均會在課堂上向學生推廣最少一本文化書籍。</li> </ul>				
5. 學生輔導及支援	<p>繼續檢視校本訓輔政策以確學生清楚明白學校對他們的日常行為的要求，幫助學生建立責任感、承擔和守法精神。</p> <ul style="list-style-type: none"> <li>● 每周舉行主任及副校會議，除討論學生的行為問題外，亦會適時檢討訓輔機制，以配合社會的發展及《香港國安法》的實施</li> <li>● 舉辦國家安全日活動</li> <li>● 繼續更新有關國家安全教育政策，以更新同事及學生。</li> </ul>	<ul style="list-style-type: none"> <li>● 活動檢討</li> <li>● 持份者問卷及情意問卷</li> </ul>	2024/25 全學年	訓輔組 國安工作小組	訓輔工作備忘、學生或教師問卷
6. 家校合作	<p>透過親子活動，加深家長及學生對中國文化及國家發展的認識，培養正確價值觀及健康的生活方式。</p> <ul style="list-style-type: none"> <li>● 持續策劃、統籌家長義工協助及參予富中華文化特色的活動，如中華文化日、中秋節等，推廣中華文化。</li> <li>● 不同親子活動，例如：參觀軍營、中華文化工作坊、親子旅行等，強化家長及學生之關係，有利推動家校合作之品德培育課程。</li> <li>● 透過在小一、小二推行「故事爸媽」的閱讀計劃，讓家長與子女一起感受中國文化。</li> </ul>	<ul style="list-style-type: none"> <li>● 活動檢討</li> <li>● 教師觀察</li> <li>● 校本問卷</li> <li>● 持份者問卷及情意問卷</li> </ul>	2024/25 全學年	家教會主席、 教員校董教師代表 國安工作小組	家長問卷



校監簽署: 

校監姓名: **何志豪**

日期: \_\_\_\_\_

25 OCT 2024