



Caritas Wu Cheng-chung College School Report 2024 - 2025



Caritas Wu Cheng-chung College
2024-2025 School Report
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A. Our School

1. School Overview

Caritas Wu Cheng-chung College was officially formed on September 2, 2024, through the merger of Caritas Wu Cheng-chung Secondary School and Caritas Charles Vath College. The school relocated from Pok Fu Lam to Tung Chung, marking a new chapter in its development. The new campus will not only retain the existing features and facilities of both schools but will also expand the number of special rooms and sports facilities, creating a more comprehensive learning environment that offers students a unique educational experience.

The school traces its origins to "Caritas St. Francis Secondary School." In 2001, the school received funding approval from the Education Department and the Legislative Council to construct a new campus on Northcote Close (next to the University of Hong Kong Medical School) in Pok Fu Lam. To honor the late Cardinal Wu Cheng-chung, Bishop of Hong Kong, and to realize his vision of "Practicing Love and Upholding Truth," the school applied to the diocese for a name change and was granted approval to become "Caritas Wu Cheng-chung Secondary School." The sponsoring body hopes that with more advanced and comprehensive teaching facilities, the school will continue to uphold its educational ideals and goals, providing quality secondary education for its students. The opening and blessing ceremony of the new campus took place on 3rd October, 2006, officiated by Cardinal Joseph Zen and Deputy Secretary for Education, Mr. Cheng Man-Yiu.

2. Educational Philosophy

Caritas Wu Cheng-chung College is a Catholic secondary school under the auspices of Caritas Hong Kong:

2.1 Student-centered, aligning with the needs of universities, professional education, and employment opportunities

Our school's educational philosophy places students at the center, fostering a spirit of dedication grounded in truth, justice, and compassion. We provide a holistic education that emphasizes knowledge, skills, and attitudes, aligning with the needs of universities, professional education, and employment. This approach promotes the diverse development of society and aims to establish a free, democratic, just, peaceful, and harmonious community.

2.2 Provide opportunities for students of different learning orientations and abilities to develop their potential

Our school embodies the spirit of Caritas—bringing hope through service rooted in love. With a commitment to loyalty, humility, and a dedication to serving God and others, we implement inclusive educational services. We provide ample opportunities for students of diverse orientations and abilities to fully realize their potential, helping them develop into self-reliant, independent individuals who contribute positively to society.

2.3 Affirm and encourage holistic education and balanced development

Our school recognizes the positive significance of holistic education and strives to provide an excellent learning environment through a teaching approach that emphasizes both instruction and example, as well as theory and practice. This ensures that students can develop in a balanced manner across all aspects: spiritual, moral, intellectual, physical, social, and aesthetic.

2.4 Guide students to understand and establish Catholic values, while experiencing and promoting the spirit of Caritas

Our school is committed to guiding students in establishing a correct set of values and the ability to discern right from wrong. We lead them to understand God and to emulate Christ's example in treating others. This encourages them to face life with a serious and proactive attitude, ultimately giving back to the community and becoming responsible citizens who embody and promote the spirit of Caritas.

3. School Motto

Be Faithful, Diligent and Stay Simple; Love God and One Another.

4. Educational Vision

We uphold the educational philosophy of Caritas Hong Kong—"Love in the Service of Hope." We aspire for students to learn love and practice compassion (Loving) while also learning in the way of Christ (Learning). Ultimately, we aim for students to achieve self-leadership (Leading) and experience life transformation.

We hope that when students leave our campus, they carry with them hope and a spirit of gratitude as they serve society. We envision them becoming loyal, humble individuals who honor God and love others, equipped with confidence, self-love, and the virtues needed to serve the community. They should care for their country and contribute to global harmony, becoming the capable and promising leaders of tomorrow.

5. Mission Statement

Education is the journey of shaping individuals. We are committed to using love as our driving force to inspire student learning and foster their growth and flourishing.

6. Educational Objectives

6.1 Student Aspect

- 6.1.1 Enhancing Student Motivation and Academic Performance
- 6.1.2 Developing the Six Dimensions of Education (Spiritual, Moral, Intellectual, Physical, Social, and Aesthetic) and Multiple Intelligences.
- 6.1.3 Cultivating Lifelong Learning Motivation and Nine Essential Competencies (Collaboration, Communication, Creativity, Critical Thinking, Information Technology Application, Numerical Literacy, Problem-Solving, Self-Management, and Research Skills)
- 6.1.4 Discovering Students' Potential in Physical Education and Arts while enhancing their emotional and social development.

6.2 Teacher Aspect

- 6.2.1 Adopting a Student-Centered Philosophy as the foundational teaching belief, embodying "Christ's Love" to genuinely understand, tolerate, care for, and support the healthy growth of each student.
- 6.2.2 Enhancing Self-Assessment Mechanisms to strengthen self-management and improve personal professional knowledge and ethics.
- 6.2.3 Developing Leadership Skills and Qualities among middle management personnel.

6.3 School Aspect

- 6.3.1 Strengthening Management and Communication to enhance the organizational structure, improve work efficiency, foster a spirit of mutual support and encouragement, and implement effective educational policies to provide quality education.
- 6.3.2 Creating a Relaxed, Enjoyable, and Vibrant Environment that is safe for both students and teachers to grow and thrive
- 6.3.3 Evolving into a Learning Organization that nurtures high-quality talent.

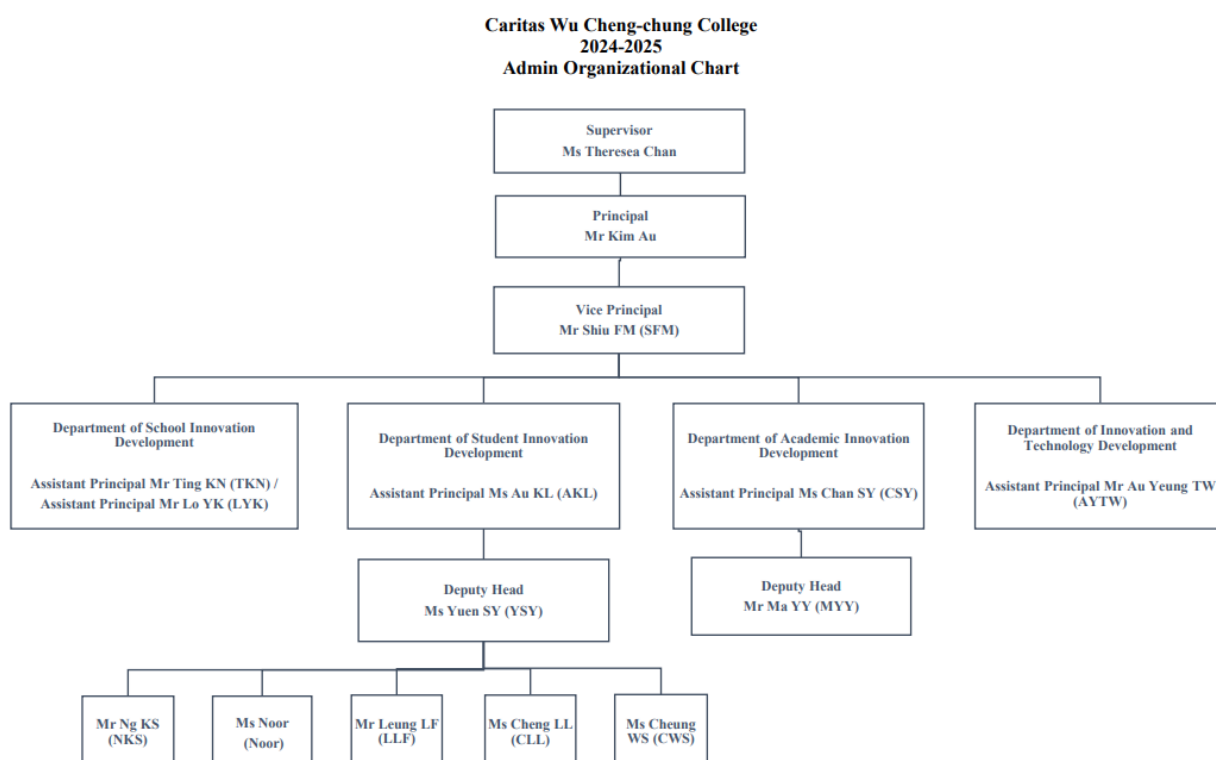
7. School Governance

7.1 School Management Structure

Our school officially established a Incorporated Management Committee on 31st August, 2013, currently chaired by Ms. Chan Kam Tim Theresa, the Supervisor.

The management duties of the school are primarily handled by the Principal and Vice Principal, who oversee the daily operations. In addition to school administration, the school is divided into three departments: the Academic Affairs Department, the Student Development Department, and the School Development Department. Each department is led by a Director responsible for coordinating, developing, and monitoring the work of their respective committees, and guiding the school in achieving the following objectives:

- Enhance the effectiveness of teaching and learning.
- Foster the development of students in the six dimensions: moral, intellectual, physical, social, aesthetic, and spiritual.
- Deepen the core values of Catholic education.
- Broaden students' international perspectives.
- Expand the development of the school.
- Establish relationships with various stakeholders.
- Strengthen network connections with different community groups.



7.2 Members of Incorporated Management Committee

1. Ms. CHAN Kam Tim Theresa	Sponsoring Body Manager (School Supervisor)
2. Rev. Lo Pak Wing Peter	Sponsoring Body Manager
3. Mr. LEE Kim Wah	Sponsoring Body Manager
4. Mr. WONG Chun Man	Sponsoring Body Manager
5. Mr. Paulinus LO	Sponsoring Body Manager
6. Ms. TSO Suet Lin Shirley	Sponsoring Body Manager
7. Ms. CHIU Koon See	Sponsoring Body Manager
8. Ms. LUK Shuet Yan	Alternate Sponsoring Body Manager
9. Mr. SINGH Balijinder	Independent Manager
10. Mr. LAM Yat Fan	Alumni Manager
11. Mr. CHENG Wing Wah	Parent Manager
12. Mr. SHIU Fai Man	Teacher Manager
13. Ms. AU Ka Lai	Alternate Teacher Manager
14. Mr. AU Hoi Kin	Principal (Ex-Officio Manager)

7.3 Teacher Professional Development

Academic Year	2022/2023	2023/2024	2024/2025
Average Training Hours per Teacher	35	71	64
Total Hours of Professional Development Activities Participated in by the Principal	500	374.5	378

7.4 3Teacher Qualifications

	Recognized Educational Diploma	Bachelor's Degree	Master's Degree	Doctoral Degree
2024/2025	68%	100%	61%	2.4%

7.5 Teacher Teaching Experience

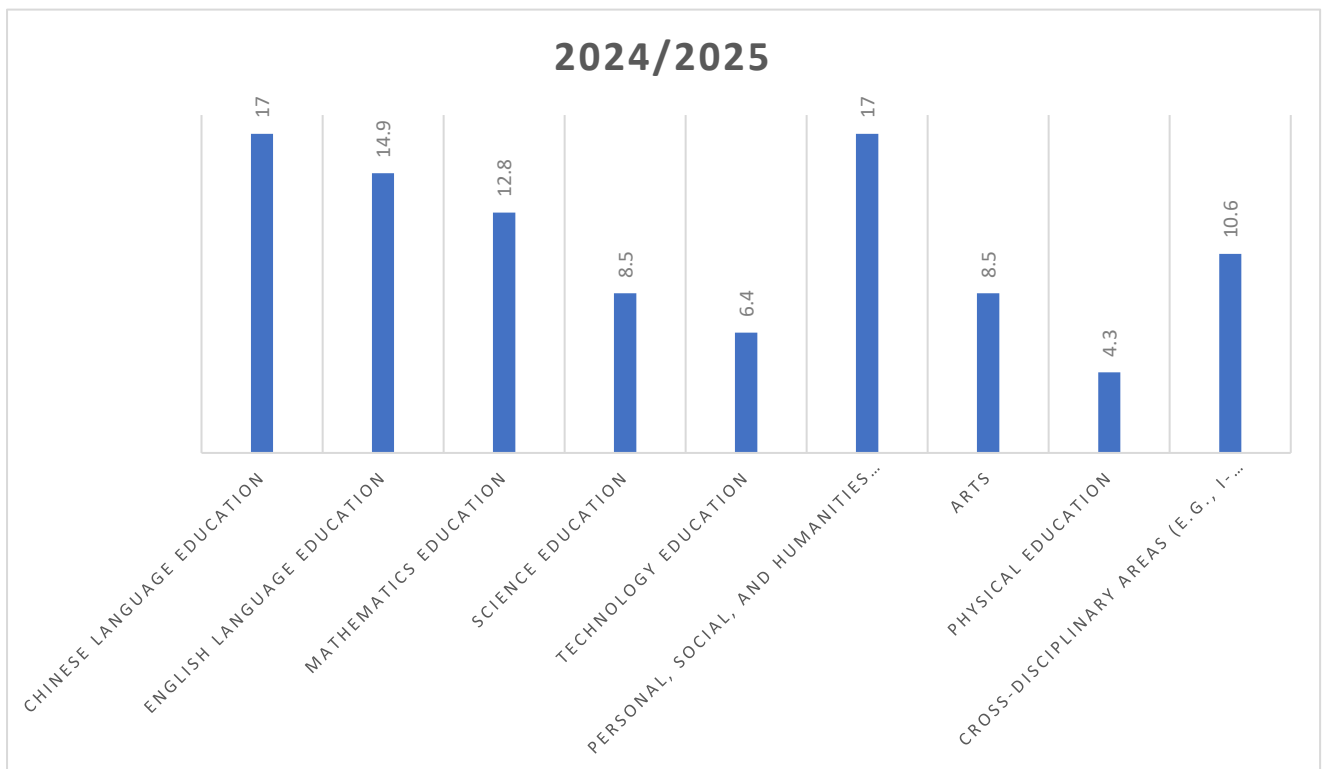
	0-4Years	5-10Years	11 Years or Above
2024/2025	51%	5%	44%

7.6 Actual Teaching Days

Academic Year	2024/2025
Number of Teaching Days in the Academic Calendar	190
Number of Teaching Days for Instruction (Excluding school development days, end-of-term activities, and other school events)	151

7.7 Lesson hours of Seven Learning Goals of Secondary Education per week (S1-S.3)

	Chinese Language Education	English Language Education	Mathematics Education	Science Education	Technology Education	Personal, Social, and Humanities Education	Arts	Physical Education	Cross-Disciplinary Areas (e.g., i-future)
2022/23	17.4	17.4	13.0	8.7	6.5	13.0	8.7	4.3	10.9
2023/24	17.4	17.4	13.0	8.7	6.5	13.0	8.7	4.3	10.9
2024/25	17.0	14.9	12.8	8.5	6.4	17.0	8.5	4.3	10.6



B. Annual Report

1 Achievements and Reflections on Areas of Concern: Feedback and Follow-up

1.1 Major Concern 1: Developing Future Skills with Technology at the Core 以科技為核心，發展學生未來技能

Goals	Strategies	Outcomes	Reflections	Feedback and Follow-up
Encourage colleagues to pursue further education in teaching skills and share with each other, enhancing the development of the professional community among teachers.	Motivate teachers to actively pursue professional development opportunities, focusing on both subject-specific knowledge and the integration of innovative digital teaching tools supported by information technology.	In addition to training organized by the Education Bureau, the school provides opportunities for teachers to attend workshops and seminars hosted by various organizations. Internal training sessions are also offered, focusing on practical applications of technology in the classroom and electronic teaching tools. These initiatives ensure teachers have ample opportunities to meet the requirements of core and elective training while staying updated on modern teaching practices.	Besides workshops and lectures, more avenues for peer learning and collaboration should be explored. For instance, sessions where teachers showcase how they use specific apps or platforms, such as creating interactive lessons with multimedia tools, could foster mutual learning and deeper reflection.	The combination of external and internal training programs continues to be effective in enhancing teachers' professional knowledge and practical skills. These activities not only broaden their horizons but also enable them to implement hands-on strategies in their teaching.
	Organize collaborative learning activities where teachers can share best practices and exchange ideas on how to incorporate new teaching methods effectively.	Teachers actively participate in both external and internal training programs, gaining insights into innovative teaching strategies and technology use. Many have reported applying these approaches in their lessons, contributing to more engaging and effective classroom experiences.	While electronic teaching remains a key focus, expanding training topics to include areas like fostering critical thinking, effective questioning techniques, or project-based learning would help teachers develop more comprehensive skill sets.	Internal workshops aligned with the school's development priorities remain valuable. In addition to electronic teaching, incorporating topics like classroom engagement strategies, integrating cross-disciplinary teaching methods, or promoting collaborative learning structures could further support teachers' growth and effectiveness.
Design school-based curricula using diverse learning tasks, methods of showcasing learning outcomes, or assessment approaches.	<ol style="list-style-type: none"> 1. Encourage subject teams to adopt a variety of teaching and learning strategies, including interactive and student-centered approaches, to boost students' engagement and learning outcomes. 2. Promote the use of innovative assessment methods, such as projects, multimedia presentations, and peer evaluations, to allow 	<ol style="list-style-type: none"> 1. Subject teams have experimented with innovative teaching strategies and assessment approaches in their classrooms. In addition to traditional assessments, multimedia tools such as videos and interactive presentations have been used, enabling students to express their understanding in creative ways. 2. Students have responded positively, noting that these approaches make learning more engaging and provide them with enhanced opportunities to showcase their knowledge and skills. 	<ol style="list-style-type: none"> 1. Teachers' proficiency with multimedia tools and their ability to integrate them effectively into lessons significantly influence both teaching quality and students' learning outcomes. 2. Continued support and training in the use of technology will further enhance the implementation of diverse assessments and task-based learning. 	<ol style="list-style-type: none"> 1. Encourage subject teams to sustain and expand their efforts in implementing diverse teaching and assessment methods. 2. Provide additional training opportunities for teachers to enhance their skills in using multimedia tools and innovative assessment techniques. 3. Organize internal sharing sessions where teachers can exchange ideas and best practices for designing school-based curricula. 4. Recommend incorporating the outcomes of alternative assessments, such as multimedia projects, into the overall grading system to further

Goals	Strategies	Outcomes	Reflections	Feedback and Follow-up
	students to demonstrate their learning in diverse ways.			motivate students.
Develop students' future skills such as communication and collaboration, logical thinking, creativity, and problem-solving abilities.	<ol style="list-style-type: none"> 1. Integrate more project-based learning (PBL) into the curriculum, emphasizing group work, critical thinking, and real-world problem-solving scenarios. 2. Leverage technology, such as the BYOD (Bring Your Own Device) policy, to facilitate independent research and collaborative digital learning activities. 	<ol style="list-style-type: none"> 1. Subjects have progressively incorporated project-based learning activities, enabling students to engage in collaborative work and apply their knowledge to practical challenges. 2. The BYOD policy has enhanced students' ability to conduct independent online research and use electronic tools, such as presentation software, to communicate their findings effectively. This has contributed to the development of students' autonomous learning habits and digital literacy. 	<ol style="list-style-type: none"> 1. Teacher guidance plays a critical role in helping students develop the research, collaboration, and communication skills needed for project-based learning. 2. Opportunities for interdisciplinary projects could further enhance students' problem-solving abilities and creativity by encouraging them to connect and apply knowledge across subjects. 	<ol style="list-style-type: none"> 1. Encourage teachers to continue incorporating project-based learning into their classrooms, with an emphasis on fostering creativity and problem-solving. 2. Organize professional development sessions focusing on the design and implementation of project-based learning activities. 3. Provide teachers with resources and tools to guide students in conducting effective research and creating impactful digital presentations. 4. Explore opportunities for cross-subject project work to help students develop integrated thinking and collaboration skills.

1.2 Major Concern 2: Deepening Core Catholic Educational Values through Diverse Activities to Cultivate Positive Values and Attitudes in Students 透過多元活動，深化天主教教育核心價值，培育學生的正面價值觀和態度

Goals	Strategies	Outcomes	Reflections	Feedback and Follow-up
1. Enhance students' social skills, collaboration skills, and communication skills.	Establish positive values through practice, such as volunteering and community service.	<ol style="list-style-type: none"> Our students represent over 22 countries. To foster confidence and cultural pride, students are encouraged to share their heritage with the public. For instance, Sikh and Islamic students have served as cultural ambassadors, leading guided tours of Sikh temples and mosques. These service-learning experiences allow students to engage with the community while promoting positive values. Participation in volunteering and social services contributes to students' personal development by building self-confidence, fostering positive attitudes, and cultivating empathy and a spirit of care. By integrating cultural inclusivity into service-learning programs, student engagement and social cohesion have been enhanced. Moving forward, we aim to diversify these programs further, encouraging students to leverage their unique strengths—regardless of nationality or cultural background—to contribute to society and uphold positive values. 	Integrating cultural elements into volunteer work and social services has significantly enhanced student engagement and promoted social inclusion.	<ol style="list-style-type: none"> Service-learning initiatives will become more diversified next year, especially after the school's relocation to Tung Chung in September 2024. Tung Chung, known for its cultural diversity and strong community bonds, will provide opportunities for students to contribute to society while fostering positive values in a multicultural environment. Students will be encouraged to leverage their unique strengths to contribute meaningfully to their new community.
2. Cultivate students to uphold positive values, be willing to serve, and practice good attitudes and behaviors.	Increase volunteer activities and encourage students to participate in community service to assist marginalized groups.	<ol style="list-style-type: none"> All students had opportunities to serve as volunteers during major school events, strengthening their sense of service and community engagement while developing leadership skills. The school has expanded its range of service activities to include meaningful initiatives. For example: <ol style="list-style-type: none"> Students participated in the Elderly Academy, where they engaged with senior citizens, providing them with companionship and assistance. Workshops were organized where students taught coding to primary school children, empowering them to share their knowledge and inspire younger learners. Students supported charitable organizations through fundraising events and sales, gaining hands-on experience in philanthropy. These activities not only enhanced students' communication skills but also deepened their understanding of social issues, instilling a sense of responsibility and the importance of giving back. 	The variety of volunteer activities has boosted students' enthusiasm for participation, broadened their perspectives, and enabled them to connect deeply with the community.	<ol style="list-style-type: none"> In the coming year, the school will further expand the range of volunteer opportunities available, ensuring students can engage in diverse and meaningful initiatives. By participating in these activities, students will develop essential skills such as teamwork, leadership, and empathy. Continued emphasis on these programs will help students gain a deeper understanding of social issues and the value of community service, contributing to their growth as responsible and compassionate individuals.
3. Foster students' empathy and spirit of caring.				

2 2024-2025 Achievements of Students and Staff

i. **Academic Innovation Development - Academic Innovation Development - Empowering Global-minded Innovators.**

As we begin the 2025-2026 academic year, our school reflects on a transformative 2024-2025 filled with significant achievements. The relocation to Tung Chung marked a pivotal moment, allowing us to increase student admissions and welcome a vibrant community from over 40 countries. This multicultural environment has enriched our learning landscape, fostering diversity and collaboration.

The renovation and setup of classrooms and laboratories were driven by staff and students, promoting a strong sense of ownership and motivation. This collaborative effort enhanced our facilities and instilled pride among students, who played a vital role in shaping their educational environment.

In 2024-2025, we introduced History and Geography in S1, completing a well-rounded curriculum that empowers students to embrace their identities as global citizens. This addition has been met with enthusiasm, allowing students to explore diverse perspectives and develop a broader understanding of the world.

Recognition of academic excellence is crucial for student confidence. We are proud to report that various scholarships were awarded to our students, significantly boosting their self-esteem and motivating them to strive for greater heights.

The Goodnotes Pilot Scheme has been a standout success, praised for enhancing student autonomy in learning. An open class demonstrated its effectiveness, showcasing how technology can promote engagement and independent learning. Some of our students and teachers were invited to share their experiences at the world-renowned BETT exhibition in the UK, underscoring our commitment to educational innovation.

Additionally, exchange visits to the UK, Denmark, Singapore, and Mainland China have broadened our students' horizons, encouraging cultural exchange and personal growth through diverse educational experiences.

Looking ahead to 2025-2026, we are excited to build on our momentum. The introduction of History and Geography into S2 will complete our Junior Form Curriculum, enhancing the educational experience. Our new school-based curriculum, "STEAM for 2050," aims to nurture future innovators, equipping students with essential skills for a rapidly evolving world.

Expanding the Goodnotes Scheme to all S1 students is a significant step forward, aimed at boosting autonomy and engagement in learning. We hope this initiative will lead to improved academic performance and deeper engagement.

In conclusion, the 2024-2025 academic year holds immense promise. With a strong foundation built on last year's achievements, we are poised to inspire our students to become skilled, compassionate, and responsible citizens. Embracing the spirit of "Be Faithful, Diligent, and Stay Simple; Love God and One Another," we remain committed to guiding our students toward success. Together, we will foster a nurturing and dynamic learning environment, empowering our global-minded innovators for the challenges ahead.

ii. **Student Innovation Development - Diverse Activities Support Students' Holistic Development**

In today's rapidly changing world, fostering innovation in students is more important than ever. Our school is dedicated to developing students' potential through a comprehensive approach that emphasizes personal growth, academic exploration, and community engagement. We recognize that each student is unique, and at CWCCC, we strive to help everyone shine and

become the future leaders of our society, well-equipped with the skills needed to navigate their educational journey.

Life Planning: A Journey of Self-Discovery

For our S1-S2 students, the focus is on self-discovery. Through various activities and workshops, students gain a deeper understanding of their strengths, interests, and values. This foundation is crucial as they progress to S3, where they begin to explore elective choices that align with their passions. By S4 and S5, students engage in career explorations, connecting their academic pursuits with future possibilities. This structured approach ensures that by the time they reach S6, students are well-prepared to embrace multiple pathways, whether that means further education, vocational training, or entering the workforce.

Religious Affairs: Cultivating Mindfulness and Spiritual Growth

In addition to academic development, we are committed to nurturing the spiritual well-being of our students and staff. Our "Mindfulness" program incorporates activities such as mindful breathing and walking, helping the school community find joy and gratitude through moments of tranquility. Staff members regularly participate in pilgrimages to the chapel and invite priests to lead sermons and spiritual activities. Each morning and after school, students lead prayers and sharing sessions, fostering a deeper understanding and appreciation for Catholicism among both teachers and students. This spiritual framework not only enhances our community's cohesion but also encourages personal reflection and growth.

Guidance and Discipline: Supporting Well-Being

Discipline and guidance are cornerstones of our educational philosophy. We maintain high expectations for student behavior, supported by a comprehensive health school policy and mental health initiatives. Our JC Level-mind program provides training in peer support, equipping students with the skills to help one another navigate challenges. By fostering an environment of respect and support, we empower students to take ownership of their actions and cultivate a positive school culture. All students actively participate in various service activities, which broaden their horizons while benefiting the community. Our Elderly Academy offers diverse courses for seniors, such as online literacy and sports practice, facilitating meaningful interactions between students and the older generation. These initiatives not only enrich students' social experiences but also instill a sense of philanthropy and teamwork.

Co-Curricular and Sports Activities: Broadening Horizons

At CWCCC, we offer over twenty extracurricular and sports activities that empower students to explore a diverse range of interests. All these are essential to the holistic development of our students, providing them with valuable opportunities to discover their passions and talents beyond the traditional classroom environment. Besides, to foster a strong sense of community and engagement, we have established the House system. Students are assigned to one of four Houses: Ashton (Loyalty), Brielle (Faithfulness), Carter (Diligence), and Dominique (Simplicity). This system not only encourages friendly competition but also promotes collaboration among students. Members of each house work together on various projects, events, and challenges throughout the academic year, fostering camaraderie and school spirit. Our Student Union plays a pivotal role in coordinating these activities, ensuring that all students feel included and valued. We believe that education transcends academic accomplishments, and our varied co-curricular and sports offerings are specifically designed to cultivate creativity, teamwork, and personal growth.

Support for Students with Specific Learning Needs

Our commitment to inclusivity is evident in our support for students with specific learning needs. We work closely with educational psychologists, social workers, counselors, and speech therapists to ensure that all students receive the assistance they

require. By fostering strong relationships with parents and promoting early identification of needs, we facilitate cross-departmental collaboration that enhances our students' educational experiences.



Student Welfare

We encourage students to maintain a healthy lifestyle, balancing living with healthy eating. In addition to financial assistance, book and travel subsidies, we also care about students' health through body checks and various vaccinations. CWCCC hopes that students can grow up in our family with all-rounded support.

In conclusion, our school's dedication to student innovation development is reflected in our multifaceted approach to education. Through life planning, spiritual growth, structured guidance, community engagement, and support for diverse learning needs, CWCCC is committed to shaping well-rounded individuals who are prepared to lead and contribute positively to society. Together, we celebrate the achievements of our students and staff as we continue to inspire future generations.

iii. School Innovation Development Department - Optimizing Campus, Connecting Community, Family-School Collaboration, Alumni Relations

This year marks a significant transition for our school as we moved from Pokfulam to our new campus in Tung Chung. Embracing a "design thinking and human-centered" approach, we have successfully renovated and created twelve spaces (e.g., Lecture Theatre, Chapel, Creative Studio, etc.) to enhance our educational environment. These new and improved facilities are designed to provide better learning spaces for both students and teachers, fostering an inspiring and collaborative atmosphere.

We prioritize the well-being of our community by creating The Oasis, a dedicated space for students to cook, play, and share experiences, promoting both creativity and community. For our teachers, we developed the Staff Quarter, designed to provide a comfortable environment for relaxation and collaboration, ensuring that both students and staff can find inspiration amidst their busy schedules.

In community outreach, the school received the "Racially Friendly Campus" award from the Education Bureau and the Equal Opportunities Commission, sharing their experience in promoting multicultural development and cultivating students as global citizens. The school was also invited to share its contributions to multiculturalism at an educational forum hosted by the Equal Opportunities Commission.

Over the past year, the team actively visited local primary schools, NGOs, and community organizations to introduce the school's developments, and led students in community activities such as music and arts events to foster integration.

This year, CWCC is enhancing family-school collaboration through a variety of initiatives aimed at fostering engagement and support. Effective communication updates will be shared via newsletters, parent-teacher association events, forums, the school website, and social media. Notable past events, such as family day and workshops, have set a strong foundation for our community.

We are excited to introduce new programs, including a Parent Mentorship Program designed to leverage the knowledge, experience, and networks of our parents for the benefit of students. This initiative will allow students to gain insights into various industries in Hong Kong, starting with the aviation industry. Many of our parents hold diverse roles in aviation, including engineering, piloting, management, and flight attendance, providing a rich resource for students to learn from and explore.

Regarding alumni relations, we will continue to keep in touch with our alumni and welcome them to visit us anytime, fostering a lasting connection with our school community.

As we reflect on our achievements this year, we look forward to continuing our journey of innovation and community engagement, ensuring that our school remains a vibrant and supportive environment for all.

3 Student Performance

3.1 Extracurricular Performance – Records of External Awards

	Organizing Institution	Competition / Award Name	Awarded Students
1	Caritas Hong Kong	「十年樹木獎學金」	3B Angelica 4B Sky 5B Rowyn
2	The Rev. Joseph Carra Education Fund	The Rev. Joseph Carra Memorial Education Grant	6C Azan
3	Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Fund Award - Scholarship	6A Ip Tsz Hin 6B Wu Wing Sze
4	Home Affairs Department	Harmony Scholarships Scheme 2024/25	1D Fausto 2A Horiya 3B Eugiena 4B Ritika 5B Parvathy 6B Basit
5	Youth Arch Foundation	Youtharch Web	6B Tsang Cheuk Yin
6	Lee's Pharmaceutical Holdings Limited	Kanya Lee Scholarship Award	4B Mahya 5B DEO JOHN

4 Financial Report

Summary of the School's Annual Financial Status for 2024-2025 (as of August 31, 2025) is as follows:

i. EDB Account

	Income (HKD)	Expenditure (HKD)	Balance(HKD)
Carried Forward Balance	5,951,175.43	-	-
EOEBG			
a. BASIC BASELINE GRANT	2,029,711.22	4,179,791.39	(2,150,080.17)
b. SCHOOL SPECIFIC			
• ADMINISTRATION GRANT	4,040,988.00	2,635,838.49	1,405,149.51
• CAPACITY ENHANCEMENT GRANT	427,524.00	150,156.63	277,367.37
• COMPOSITE INFORMATION TECHNOLOGY GRANT	567,731.00	996,692.32	(428,961.32)
• AIR-CONDITIONING GRANT	547,450.00	546,481.05	968.95
• SCHOOL-BASED SUPPORT SCHEME FOR NEWLY ARRIVED CHILDREN	42,315.00	0.00	42,315.00
• SCHOOL-BASED MANAGEMENT TOP-UP GRANT	53,385.00	6,160.00	47,225.00
• BASE SCH SCHOOL-BASED SPEECH THERAPY ADMIN GRANT	8,541.00	1,050.00	7,491.00
• SCHOOL BASED SPEECH THERAPY ADMINISTRATION GRANT	8,541.00	2,050.00	6,491.00
Surplus for the 2024-2025 Academic Year			(792,033.66)
Bal. as at 31/08/2025			5,159,147.77

ii. School Account

	Income (HKD)	Expenditure (HKD)	Balance(HKD)
Carried Forward Balance	371,529.77	-	-
• TONG FAI (SUBSCRIPTION FEES)	27,200.00	0.00	0.00
• DONATIONS	48,073.80	18,246.69	29,827.11
• HIRE OF ACCOMMODATION CHARGES	35,600.00	0.00	35,600.00
• APPROVED COLLECTION FOR SPECIFIC PURPOSE A/C	109,800.00	70,000.00	39,800.00
• OTHERS	24,400	68,350.50	(43,951.00)
Surplus for the 2024-2025 Academic Year (exclude donations)			58,649.50
Bal. as at 31/08/2024 (exclude donations)			430,179.27

5 Retrospect and Prospect

This year marks nearly one year since our successful relocation to the Tung Chung campus. We are deeply grateful for the support of our sponsoring organization, Caritas Hong Kong, as well as our Incorporated Management Committee (IMC) members, staff, parents, and students. This smooth transition has opened a new chapter of excellence at Caritas Wu Cheng-chung College, and we look forward to achieving even greater success in the years to come.

At Caritas Wu Cheng-chung College, we remain steadfast in our mission to provide student-centered, holistic education inspired by the spirit of "Love in the Service of Hope." We are dedicated to nurturing balanced development across spiritual, moral, intellectual, physical, social, and aesthetic dimensions, while upholding the values of "Be Faithful, Diligent, and Stay Simple; Love God and One Another." Our goal is to empower students to become compassionate, proactive learners and global citizens equipped with leadership skills and future-ready competencies.

Technology and innovation are at the heart of our educational vision. Building on the success of our partnership with Goodnotes Hong Kong, all Form 1 students will begin using iPads and Goodnotes in the 2025-2026 academic year. This initiative enhances interactive learning, making lessons more engaging and accessible. By integrating technology into the classroom, we aim to cultivate digital literacy among students, equipping them with essential skills for the modern world. Beyond technical proficiency, the use of Goodnotes encourages students to collaborate more effectively, manage their learning resources efficiently, and develop independent learning habits that will benefit them throughout their academic journey and beyond.

To further cultivate critical skills, we will launch the "STEAM for 2050" program in the 2025-2026 academic year, requiring all Form 1 students to participate. This forward-looking initiative is designed to help students master creativity, innovation, and problem-solving while building foundational knowledge in Science, Technology, Engineering, Arts, and Mathematics. The program will include hands-on projects, interdisciplinary learning, and exposure to cutting-edge technologies such as artificial intelligence and robotics. By encouraging students to tackle real-world challenges through design thinking and collaborative projects, we aim to prepare them for the demands of a rapidly evolving global landscape.

To broaden students' horizons and enhance their global outlook, we will organize two overseas study tours in 2026. In January, students will participate in the AiTLE UK InnoTech Trip, where they will represent Hong Kong and Goodnotes at the prestigious BETT Show, a world-renowned education technology exhibition. They will share their learning experiences with educators and industry leaders, showcasing the impact of innovative tools on education. In April, the Singapore International Cultural Exchange Tour will provide students with opportunities to visit our sister school, Peicai Secondary School, and engage in cultural and academic exchanges. This tour will also include visits to multinational companies, educational institutions, museums, and local communities, enriching students' understanding of global collaboration and multiculturalism. These experiences will inspire students to think critically, apply their learning, and develop a broader global perspective.

As we reflect on the past year, we are proud of our growth and accomplishments. With the continued collaboration of all stakeholders, Caritas Wu Cheng-chung College will strive to provide a warm, vibrant, and nurturing environment. Together, we will guide our students to become innovative, compassionate, and future-ready global citizens.

Caritas Wu Cheng-chung College
Report on the Learning Support Grant for Secondary Schools

Objectives	Measures	Actual Expenditure	Effectiveness	Reflections
1. Early Identification and Support for Students with Special Educational Needs	i. Observe all students in the school and refer suspected cases through parents, teachers, social workers, and primary schools; and refer cases to relevant experts for professional assessment. Once cases are established, ensure proper access to student reports. ii. At the beginning of each school year, report cases to the Education Bureau to apply for subsidies and update the care list twice a year, so that staff can understand the students' circumstances.	\$449,513	More than 70% of teachers agree that the school can identify students with special educational needs early and provide support for them.	The committee reviewed the care list in August and prepared an updated list for staff in September, allowing them to understand students' situations and be prepared for daily learning and interactions. The committee will continue to update the list regularly.
2. Implement assessment and learning adjustments based on professional advice.	i. Coordinate with the Academic Affairs Committee to implement assessment adjustments within the school according to professional advice. Monitor whether the adjustments effectively help students perform to their potential in assessments and apply for relevant adjustments in public examinations. ii. Provide appropriate learning adjustments for students based on professional advice, such as providing assistive teaching materials, suggesting more time from subject teachers, changing response formats, and offering after-school support.		Based on the professional advice of educational psychologists, coordinate with the Academic Affairs Committee and involve subject teachers and students to provide appropriate assessment adjustments for students.	The committee regularly follows up on the "Individual Student Year-End Review Form," collecting feedback from different stakeholders to continue reviewing related measures in the coming year, aiming to further assist students with special learning needs.
3. Support the social, emotional needs, and career planning of students with special educational needs.	i. Organize groups based on the needs of students reported each year, including speech therapy, social groups, and field trips. ii. Collaborate with the Guidance and Counseling Committee and school social workers to support students with mental health needs. Implement group activities, inclusive activities, and case follow-ups based on student needs each year to cultivate students' awareness of society and the world, developing relevant skills and knowledge to prepare for future careers.		Social groups and speech therapy were launched in the first and second semesters, respectively, with 70% of participating students agreeing that the groups effectively achieved their goals. Throughout the year, mental health seminars and positive living sharing sessions were held, with students believing that these activities achieved their objectives and increased their awareness of mental health and positive living.	Social groups and speech therapy conducted twelve and ten sessions, respectively, effectively helping students in need. In the coming year, we will continue to collaborate with different departments in the school to implement various group support for students' diverse needs.

	iii. Provide support based on the needs of non-Chinese speaking students with special learning needs each year.		Teachers provide individual support to students in need during morning assemblies and breaks, including one-on-one discussions and homework inquiries, with 70% of students agreeing that these activities effectively achieved their goals.	In the coming year, we will continue to make good use of after-school time to assist students in need.
	iv. At the end of the school term, provide a summary of student support to parents and collect feedback to improve the work of the association.		80% of parents agree that the school can effectively support students.	In the coming year, the relevant teachers will continue to follow up on the "Individual Student Year-End Review Form" and collect feedback from various stakeholders.
4. Enhance teachers' professional capacity to care for students with special educational needs.	i. Strategically recommend training courses for teachers to care for students with special educational needs, encouraging teachers to enhance their e-learning skills and use technology to assist teaching.		Invite the school educational psychologist to conduct seminars for staff. Additionally, the foundational courses organized by the Education Bureau will continue to be conducted online.	In the coming year, continue to encourage teachers to pursue relevant training courses.
	ii. Update relevant reference materials in the library for teachers and timely provide professional development information to teachers.		This school year, relevant reference materials for teachers have been purchased, and the progress is satisfactory.	In the coming year, we will continue to update the library's reference materials for teachers and inform them about professional development information from the Education Bureau.

Caritas Wu Cheng-chung College
School-based After-school Learning and Support Programmes 2024/25
School-based Grant—Programme Report

Name of School: Caritas Wu Cheng-chung College

Staff-in-charge: Mr. Shiu Fai Man

Contact Telephone No.: 2817 2318

A. The number of students (count by heads) benefitted under this Programme is _____ (including A. 25 Comprehensive Social Security Assistance (CSSA) recipients, B. 28 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 30 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Sports (8)	54	26	20	82	Whole	\$19,224	Assessment from teachers and coaches		Students learn the fundamental theories of various sports, enhancing their skills while also building resilience and cultivating a strong spirit.
Adventure activities (1)	21	19	10	100	13/12/2024	\$2,420	Assessment from teachers and coaches		Students bravely challenge themselves, demonstrate teamwork, and cultivate values of unity and respect for others.
Art and cultural activities (8)	30	20	10	100		\$13,156	Assessment from teachers, interview with students and products of the courses.		Through the preparation of traditional Chinese foods and the creation of umbrellas, students cultivate values of respect for others and a sense of national identity.
Total no. of activities: <u>11</u>									
@No. of man-times	105	65	40			\$34,800			
**Total no. of man-times	170				Total Expenses				

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).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “ ” against the most appropriate box.	Improved			No	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning						✓
b) Students' study skills						✓
c) Students' academic achievement						✓
d) Students' learning experience outside classroom		✓				
e) Your overall view on students' learning effectiveness						✓
Personal and Social Development						
f) Students' self-esteem		✓				
g) Students' self-management skills			✓			
h) Students' social skills		✓				
i) Students' interpersonal skills		✓				
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling				✓		
l) Students' outlook on life			✓			
m) Your overall view on students' personal and social development			✓			
Community Involvement						
n) Students' participation in extracurricular and voluntary activities						✓
o) Students' sense of belonging		✓				
p) Students' understanding on the community			✓			
q) Your overall view on students' community involvement			✓			

D. Comments on the project conducted✓

Problems/difficulties encountered when implementing the project

(You may tick more than one box.)

- ☐ unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);
- ☒ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify the reason(s) : _____);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutor inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Caritas Wu Cheng-chung College
Report on the Capacity Enhancement Grant

Item	Major Concerns	Strategies/ Actions	Expected Benefits	Timeline	Success Criteria	Actual Expenditure	Effectiveness Evaluation	Suggestions
1. Curriculum Development	<p>1. Provide support to teachers in preparing and managing teaching-related tasks to alleviate their workload.</p> <p>2. Facilitate the integration of information technology into teaching practices.</p>	Hire a teaching assistant.	<p>1. Reduce teachers' workload by assisting with the preparation of teaching materials and curriculum development.</p> <p>2. Support teachers in designing and creating IT-based teaching resources.</p>	2/9/2024 – 31/8/2025	<p>1. Staff complete tasks within the assigned deadlines.</p> <p>2. Staff demonstrate satisfactory performance.</p>	\$134,222.88	<p>1. The addition of a teaching assistant has significantly alleviated teachers' workload, allowing them to focus more on teaching-related tasks.</p> <p>2. Teachers have increasingly incorporated information technology into their teaching, enhancing both teaching and learning experiences.</p> <p>3. The use of VR technology in various subjects has effectively supported non-Chinese speaking students in learning Chinese.</p> <p>4. A tailored school-based STEAM curriculum has been successfully developed for S1 to S4 students.</p> <p>5. Staff have consistently completed assigned tasks on time, meeting expectations.</p> <p>6. Overall, staff performance has been evaluated as satisfactory.</p>	<p>1. Continue to utilize funding effectively to recruit teaching assistants, enabling teachers to focus on curriculum development and innovative teaching practices.</p> <p>2. Maintain efforts to promote the use of e-learning tools and resources, and expand their application in teaching and learning.</p> <p>3. Support further development of school-based programs, such as STEAM and VR initiatives, to enhance student learning experiences.</p>

2. Support the diverse development and special learning needs of students with different abilities.	<p>1. SLP Assist in producing school promotion materials, student activity records (SLP), award records, etc.</p> <p>2. Assist in organizing student activities and related administrative and clerical work.</p> <p>3. Assist student activity groups/school teams in training and competition leadership.</p>	Hire an activity assistant.	<p>1. Assist in producing student activity records (SLP), award records, and promotional materials.</p> <p>2. The effectiveness and quality of organizing student activities can be improved.</p> <p>3. Teachers' clerical workload will be reduced.</p>	2/9/2024 – 31/8/2025	<p>1. Staff can complete assigned tasks on time.</p> <p>2. Staff performance is satisfactory.</p>	-/-	<p>1. The absence of an activity assistant this year has led to delays in administrative and clerical tasks, impacting the efficiency and quality of student activity organization.</p> <p>2. Teachers have faced additional workload pressures in managing student activities and related responsibilities.</p>	<p>1. Prioritize the hiring of an activity assistant to streamline the organization of student activities and reduce the administrative workload on teachers.</p> <p>2. Explore strategies to improve the quality and efficiency of student activity planning, ensuring students receive adequate support during training and competitions.</p> <p>3. Allocate resources to ensure timely and effective support for both teachers and students in co-curricular and extracurricular activities.</p>
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Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: 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 proper values and attitudes													
1	Sports Training	Whole Year	S1-6	249	\$224,958.88	\$903.45	E1, E5, E7	Physical Education	Students have the opportunity to engage in various sports, leading to noticeable development. Students grasped the rules and techniques of the sports during the activities.			✓		
2	Tour Bus	Whole Year	S1-6	249	\$31,636.18	\$127.05	E2	Cross-Disciplinary (Others)		✓	✓	✓	✓	✓
3	Cheng-chung Cup	11/2024 & 4/2025	S1-6	249	\$36,334.37	\$145.92	E5, E7	Cross-Disciplinary (Others)	Students showcased their interest and abilities in STEM and sports during competitions.	✓	✓	✓		
4	Career Planning	Whole Year	S3-6	117	\$8,570.00	\$73.25	E1, E5	Cross-Disciplinary (Others)	Students have a deeper understanding of financial concepts.	✓				✓
5	iFuture	Whole Year	S1-6	249	\$34,899.70	\$140.16	E1, E7	Cross-Disciplinary (Others)	Students demonstrated significant improvements in various areas (such as life skills and public speaking).	✓	✓	✓		✓
6	Sports day	9-10/12/2024	S1-6	249	\$28,399.91	\$114.06	E1, E7	Physical Education	Students engaged in the activities, which not only improved their sports-related knowledge and skills but also increased opportunities for mutual understanding among teachers and peers.			✓		
7	Summer bridging course	25-28/8/2025	S1-5	192	\$23,615.00	\$122.99	E1, E7	Cross-Disciplinary (Others)	Junior students participate in activities that not only allow them to establish goals for the upcoming year but also enhance opportunities for interaction between teachers and peers. Senior students are afforded the opportunity for service learning.	✓			✓	
8	Religious and Spiritual activities	Whole Year	S1-6	249	\$4,016.03	\$16.13	E1, E7	Values Education	Students participated in the activities and gained a deeper understanding of the Catholic faith, learning the importance of mutual respect and courtesy.	✓	✓			
9	Music Production Course	Whole Year	S1-3	152	\$24,400.00	\$160.53	E1	Arts (Music)	Students learnt basic theories and skills to produce their own songs and express their thoughts.			✓		✓
10	English club	Whole Year	S1-3	20	\$318.10	\$15.91	E7	English Language	Students learnt debate skills and join the competitions.	✓				
11	STEM club	Whole Year	S1-6	15	\$2,965.06	\$197.67	E1, E7	Cross-Disciplinary (STEAM)	Students learned various knowledge and skills. They participated in different competitions and gained valuable experiences.		✓			✓
12	Guidance and discipline activities	Whole Year	S1-6	249	\$14,456.09	\$58.06	E1, E5, E7	Values Education	Students can establish proper values through various seminars, workshops, and exhibitions	✓				
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,239	\$434,569.32									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Singapore Historical and Cultural Tour	1-4/5/2025	S1-4	22	\$130,274.18	\$5,921.55	E1, E2, E3, E4, E7	Cross-Disciplinary (Others)	By planning the itinerary, students gained insights into Singapore's history and culture, applying knowledge and theories learned in travel classes.		✓			✓
2	UK & Denmark STEAM Exchange Programme	19-28/1/2025	S3	8	\$193,533.60	\$24,191.70	E1, E2, E3, E4, E7	Cross-Disciplinary (Others)	By joining the BETT show, students can explore the forefront of STEAM development and have the opportunity to represent Hong Kong by sharing their experiences using the GOODNOTE classroom app with audiences around the world.		✓			✓
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				30	\$323,807.78									
Expenses for Category 1				2,269	\$758,377.10									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	Sports Equipment	Training Students and Competitions	\$198,850.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$198,850.00
Expenses for Categories 1 & 2			\$957,227.10

Category 3: Number of Student Beneficiaries

Total number of students in the school:	249
Number of student beneficiaries:	249
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr. SHIU Fai Man
Post of Contact Person for LWL:	Vice Principal

* Input using the following codes; more than one code can be used for each item.			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

Caritas Wu Cheng-chung College
Report on Sister School Exchange

Name of the Mainland Sister School (1):	蕭山區金山初級中學
(2):	The Experimental School Affiliates To Zhejiang University Of Technology 浙江工業大學附屬實驗學校
(3):	Hengqin Songqin Primary School 橫琴頌琴小學

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	School visits for dean members <ul style="list-style-type: none"> - School Tour - Partnership Development - Professional Sharing - Thematic Discussions - Lesson Observation 	Over 80% of participants agree that the activities can achieve the following objectives: <ul style="list-style-type: none"> • To share teaching strategies and resources • To establish lasting partnerships with educators from sster school 	<ul style="list-style-type: none"> • By conducting meeting reviews, questionnaire survey and observations, the activities can achieve the objectives. • 100% of participants agree that the activities can accomplish these objectives. 	<p>Points of Reflection</p> <ul style="list-style-type: none"> • The visit enhanced understanding of our sister school's culture and practices. • Opportunities for teachers and students to learn from each other were valuable. • The exchange strengthened our partnership and opened doors for future projects. <p>Follow-Up Actions</p> <ul style="list-style-type: none"> • Plan to include additional teachers in future visits to share experiences. • Arrange a student tour to the sister school for broader participation. • Invite sister school teachers and students to our school for further interactions.
2.	Signing ceremony with sister schools and discussing exchange plans	<ul style="list-style-type: none"> • To enhance understanding and knowledge of the mainland • To increase the sense of belonging to the national identity recognition 		
3.	Exchanges for students <ul style="list-style-type: none"> - cultural and artistic exchanges - letter exchanges - video conference 	<ul style="list-style-type: none"> • To broaden horizons. 		

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1	珠海行政之旅	Tour fees for visiting Mainland sister school	27,188.59	
2	姐妹學校到訪本校	Expenses on activities jointly organized by sister schools in Hong Kong	8,803.86	
3	珠海行政之旅	Transportation fees	449.25	
4	-	Salary for the supporting staff for handling administrative work of sister school exchange activities	0.00	
5	姐妹學校視像交流	Expenses on video-conferencing facilities	242,133.00	
6	姐妹學校到訪本校(茶點)	Expenses on materials used in the exchanges	4,967.24	
7	-	Others	0.00	
		Total:		
		Annual Balance of Grant:	283,541.94	

Caritas Wu Cheng-chung College
Report on the Use of the Promotion of Reading Grant
2024/25 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

The school relocated to Tung Chung in the 2425 academic year. The library was under renovation and could not be opened for use, which weakened the school's reading atmosphere. To strengthen the reading culture, a class reading corner was established to increase students' opportunities to read.

2. Evaluation of strategies:

Class reading corners were set up, requiring a large number of books to be ordered. However, the book suppliers took considerable time to prepare the books. It is advisable to review the effectiveness of these initiatives in the 2526 academic year. In addition, to promote a reading culture, LED reading display machines were additionally purchased to showcase recommended books (by teachers and students) across different floors of the school.

Part 2: Financial Report

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	24,173.58
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	7,550.73
	<input type="checkbox"/> eRead Scheme	
	<input checked="" type="checkbox"/> Other scheme: elibrary (eplatform)	
3.	Reading Activities	/
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<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: LED Reading Display Machine	32,647.65
	Total	64,371.96
	Unspent Balance	27,624.85

* Please tick the appropriate boxes or provide details.

加強支援非華語學生的中文學與教
學校報告（2024/25學年）

[須於2025年11月30日或之前提交]

明愛胡振中書院

致：教育局非華語學生支援及教育統籌委員會事務組（第一組）

（地址：香港添馬添美道2號政府總部東翼7樓）

本校已實施「中國語文課程第二語言學習架構」（「學習架構」），以確保本校非華語學生¹與華語同儕享有同等學習中文的機會，並已充分及適當地運用教育局的額外撥款作特定用途，加強支援非華語學生學習中文及建構共融校園。本校亦已在2024/25學年透過一系列校本支援措施（包括推行密集中文學習模式、加強與非華語學生家長溝通等）逐步落實有關計劃。

☐ 本校2024/25學年的總結報告已獲校董會通過。

☒ 本校2024/25學年的總結報告已獲法團校董會通過。

☐ 本校2024/25學年的總結報告已獲學校管理委員會通過。

現將有關要點，闡述如下：

（一）實施「學習架構」的整體情況

1. 本校透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，從第二語言學習者的角度，幫助非華語學生有系統地學習中文，以提高他們的學習效能。具體措施包括：

(i) 教師培訓方面，在全校 9 名教授非華語學生的中文科教師當中，已有 7 名曾在2024/25學年接受相關培訓：（可選多於一項）

☒ 單次性有關教授中文作為第二語言的分享會 / 研討會

☐ 為期數日有關教授中文作為第二語言的短期課程

☐ 教授非華語學生的教師經驗分享會 / 研討會

☐ 香港教育大學開辦的為非華語學生而設的中國語文教學專業進修課程

☐ 有系統的兼讀制深造證書 / 文憑 / 碩士學位課程

☒ 同儕觀課

☐ 協作教學

☐ 教師網絡活動（請說明）：_____

☐ 其他相關培訓（請說明）：_____

1：規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

(ii) 曾參與上述培訓課程的教師亦已透過以下模式，與其他教師分享培訓所得：
(可選多於一項)

☒ 中文科組會議 (包括共同備課會議)

☐ 教師專業發展日

☐ 其他模式 (請說明)：

☐ 不適用 / 未有進行分享活動，原因是：

(iii) 校本專業支援：

☐ 本校在2024/25學年已參加由教育局專業人員 / 大學 / 其他專業機構提供的校本支援服務

☒ 正如本校在學期初提交的「學校計劃」所述，本校在2024/25學年沒有參加相關校本支援計劃

(iv) 在2024/25學年，我們已透過以下校本安排，提升教師教授非華語學生中文的專業能力：(可選多於一項)

☒ 同儕觀課 (每 學期 約 1 節)，並就觀課所得進行專業交流，分享心得

☒ 共同備課 (每 月 約 2 節)，針對非華語學生學習中文作為第二語言的需要，調適教學策略和教學內容

☐ 與其他學校進行專業交流，例如：參加 / 舉辦聯校分享會 (共約 次)

☒ 由具教授非華語學生經驗的教師，帶領 / 協助在這方面經驗較淺的教師

☐ 其他 (請說明)：

2. 課程 / 教材發展方面，在2024/25學年，本校採用以下策略：(可選多於一項)

☒ 參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源，並按需要發展 / 調適校本教材

☒ 根據「學習架構」發展校本教材，共 4 單元，涵蓋的年級：
中一,中二,中三

☒ 採用出版社、大學 / 專上院校出版的教材，包括：(請說明有關出版社及教材名稱)
三聯書店《輕鬆學漢語》

☐ 採用 / 參考教育局為非華語學生學習中文推出的教材

☐ 申請優質教育基金撥款，發展校本課程 / 教材，或推展其他支援非華語學生學習中文的項目 (計劃名稱：)

☐ 其他 (請說明)：

3. 由於中文科的學習內容蘊含中華文化、品德情意等元素，在2024/25學年，本校透過以下學習 / 活動模式，幫助非華語學生認識中國傳統文化，提升他們學習中文的成效：

(可選多於一項)

☒ 將有關文化元素 (例如：較淺易的文學作品、歷史 / 成語故事等) 融入課堂教學

☒ 因應中國傳統節日 (例如：農曆新年、中秋節等) 舉辦相關活動

☐ 舉辦有關體藝培訓班 (例如：醒獅、中文話劇、書法等)

☐ 其他 (請說明) : _____

4. 在推行多元 **密集中文學習模式** 方面：【有關資料由系統從學校計劃 (2024/25學年)第8項匯入】

(i) ☒ 本校大致按照提交的「學校計劃 (2024/25學年)」所述，安排了：

☐ 抽離學習

☒ 小組學習

☐ 增加中文課節

☐ 協作教學

☐ 跨學科中文學習

☒ 課後支援

其中 小組學習 (密集中文學習模式)

對幫助非華語學生學習中文最為有效，原因是：

按能力分組，能減少組內能力差異

(ii) [如2024/25學年推行的密集中文學習模式與提交的學校計劃 (2024/25學年) 所述的有所調整，請填寫此項。]

☐ 本校在推行密集中文學習模式時，因應需要而作出以下的調適：

密集中文學習模式

原有安排

調適安排

就上述調適，主要的考慮因素是：_____

- (iii) ☒ 本校在2025年暑假期間或學期初舉辦校本銜接課程。該課程只教授中國語文，詳情如下：

跨級分組 (以✓表示)	年級(2025/26學年)	參與學生人數	陪同子女上課及 / 或參與學習活動的家長人數	時數(小時)	舉辦課程的方式 (可選取多於一項)	相關開支(可選取多於一項，並按需要在第16及 / 或第18項列明)
	中一	70	0	2	<input type="checkbox"/> 外購服務(例如：與非政府機構協作、聘用校外導師) <input checked="" type="checkbox"/> 本校教師 / 教學助理負責	<input checked="" type="checkbox"/> 運用額外撥款 <input type="checkbox"/> 運用教育局通函第 79/2025號所載的「非華語學生暑期銜接課程津貼」(只適用在暑假期間舉辦的課程) <input type="checkbox"/> 運用其他政府撥款舉辦相關課程(請說明)：

5. 除了在學年結束前及 / 或下學年開始時使用《中國語文校內評估工具—非華語學生適用》(《評估工具》)的結果外，本校透過以下模式評估支援措施的成效：(可選多於一項)

- ☒ 校內評估的結果
- ☐ 持份者(例如：有教授及支援非華語學生的教職員、家長、非華語學生等)的回饋
- ☒ 教師觀察非華語學生在課堂上的表現
- ☐ 非華語學生在中文活動的表現(例如：戲劇、校園小記者、朗誦、徵文比賽)，包括：
- | | | |
|-------------|-------------|------------------|
| <u>活動名稱</u> | <u>主辦機構</u> | <u>表現(例如：獎項)</u> |
|-------------|-------------|------------------|

☐ 其他(請說明)：_____

6. 整體而言，在2024/25學年的加強支援下，本校非華語學生在中文學習方面，參照「學習架構」的學習成果，具體來說：

閱讀方面	表現	請以文字描述其表現
初中：	<input checked="" type="checkbox"/> 有明顯進步 <input type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	學生基礎較弱，按學生能力跨級分組能減少學習差異，使學生成績有所提升

高中：	<input type="checkbox"/> 有明顯進步 <input checked="" type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	學生面臨公開考試，學習態度越趨認真
<hr/>		
寫作方面	表現	請以文字描述其表現
初中：	<input type="checkbox"/> 有明顯進步 <input checked="" type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	學生基礎較弱，故提升初中學生認讀字較書寫字容易
<hr/>		
高中：	<input type="checkbox"/> 有明顯進步 <input checked="" type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	學生面臨公開考試，學習態度越趨認真
<hr/>		
聽說方面	表現	請以文字描述其表現
初中：	<input type="checkbox"/> 有明顯進步 <input type="checkbox"/> 略有進步 <input checked="" type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	本校學生以非華語生為主，除中文課堂外，學生大部分時間以英語溝通
<hr/>		
高中：	<input type="checkbox"/> 有明顯進步 <input checked="" type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	學生面臨公開考試，學習態度越趨認真

7. 整體而言，本校認為非華語學生在加強支援下 略有 進步。如有，請分享學校有效的教學策略、行政安排、或一至兩名非華語學生的成功個案。如沒有，請分析非華語學生的困難和難點，並計劃在教學策略、行政安排上如何調適以改善有關情況：

按學生能力分組

8. 本校運用額外撥款推行加強支援措施從課程策劃以及教學支援上（包括推行密集中文學習模式），提升非華語學生學習中文的成效，以期協助他們銜接主流中文課堂。以校本情況而言，在2024/25學年，非華語學生的中文學習表現，大致可劃分為以下情況：

非華語學生人數

(a) 全校非華語學生總人數	(a) <u>195</u> 名
(b) 在中文課堂與華語同儕同班的非華語學生人數	(b) <u>2</u> 名
- 大致能應付課堂學習的非華語學生人數	(<u>1</u> 名)
- 暫時 <u>仍未能追上</u> 華語同儕的非華語學生人數	<u>1</u> 名)
(c) 在中文課堂獨立成班(或抽離學習)的非華語學生人數	(c) <u>193</u> 名
-大致能追上 <u>高能力</u> 華語同儕的非華語學生人數	(<u>0</u> 名)
-大致能追上 <u>中能力</u> 華語同儕的非華語學生人數	(<u>4</u> 名)
-大致能追上 <u>低能力</u> 華語同儕的非華語學生人數	(<u>10</u> 名)
-暫時 <u>仍未能追上</u> 華語同儕的非華語學生人數	(<u>179</u> 名)

[(a) = (b)+(c)]

[註：非華語學生若只在部分中文課堂抽離學習，在部分中文課堂則與華語同儕同班，學校可按大部分的課堂節數安排把他們歸類為(b)或(c)項]

(d) 其他 (請說明) : _____

9. 綜合而言，從校本情況考慮，在2024/25學年約有 2 名非華語學生已銜接主流中文課堂。

另外，約 2 名非華語學生預計可望在2025/26學年或隨後數年內銜接主流中文課堂：

1年內 (2025/26學年內) :	<u>0</u> 名
1至2年 (2026/27學年內) :	<u>1</u> 名
2至3年 (2027/28學年內) :	<u>1</u> 名
3至4年 (2028/29學年內) :	<u>0</u> 名
多於 4年 (2029/30學年或之後) :	<u>0</u> 名

然而，與華語學生的情況相若，非華語學生的學習成效受不同的因素影響，本校會繼續留意非華語學生的學習表現及進度，並因應情況，在下學年的報告更新有關情況 / 數字。

10. 本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程，並確保所有非華語學生與華語同儕享有同等學習中文的機會。在推行加強支援措施下，本校會積極從課程策劃以及教學支援上，協助非華語學生提升學習中文的期望和目標，包括設計適切的校本中國語文課程，以提升他們的中文水平，並及早為他們規劃學習路向，幫助他們獲取較佳的中國語文資歷，為升學和就業作好準備。

(a) 一般而言，本校安排高中非華語學生修讀 / 應考以下課程 / 考試，以獲取中國語文科資歷：(只適用於中學，可選多於一項)

中國語文科課程 / 公開考試

(請選✓)

(i) 香港中學文憑 (中國語文科) 考試 ☒

其他中國語文科資歷

(ii) 香港中學文憑考試 (乙類) : 應用學習中文 (非華語學生適用) 課程 ☐

國際認可的中文資歷 ²

(iii) 綜合中等教育證書(GCSE) ☐

(iv) 國際普通中學教育文憑(IGCSE) ☒

(v) 普通教育文憑高級補充程度(GCE AS-Level) ☐

(vi) 普通教育文憑高級程度(GCE A-Level) ☐

☐ 本校 不會安排任何 非華語學生修讀或報考(i)或(ii) 項，原因是：

☐ 本校 安排所有 非華語學生只修讀或報考(iii)及 / 或(iv) 項，原因是：

2 對於非華語學生，教育資助委員會資助院校會在特定情況下，接納其他中國語文科考試的資歷，包括上述國際認可的中文資歷考試。特定情況是指：(甲) 學生在接受中小學教育期間學習中國語文少於六年時間；或 (乙) 學生在學校學習中國語文已有六年或以上時間，但期間是按一個經調適並較淺易的中國語文課程學習，而有關的課程一般並不適用於其他大部分在本地學校就讀的學生。

(b) 在2024/25學年，本校因應高中非華語學生的中文學習表現和需要，計劃 / 安排他們修讀 / 應考中國語文科課程 / 公開考試的具體情況如下：(只適用於中學)

	年級及人數		
	中四	中五	中六
在2024/25學年就讀中四至中六的非華語學生人數	27	17	15
(i) 已參加 / 計劃參加香港中學文憑 (中國語文科) 考試：	0	0	0
(ii) 在2024/25學年修讀應用學習中文 (非華語學生適用) 課程：	0	0	0
(iii) 於高中階段中，已考獲國際認可的中文資歷 / 計劃參加有關考試：			
• 綜合中等教育證書(GCSE)	0	0	0
• 國際普通中學教育文憑(IGCSE)	27	17	14
• 普通教育文憑高級補充程度(GCE AS-Level)	0	0	0
• 普通教育文憑高級程度(GCE A-Level)	0	0	1
參加有關考試 / 修讀有關課程的總人次：	27	17	15

[註：一般而言，非華語學生只修讀及報考 (i)香港中學文憑 (中國語文科) 考試 或 (ii)應用學習中文 (非華語學生適用) 其中一項。在特別情況下，修讀應用學習中文 (非華語學生適用) 的學生可在學校的支援下考慮同時報考香港中學文憑考試兩科中文科目。此外，學校可根據非華語學生的中文學習表現，同時安排他們參加多於一個(iii)國際認可的中文資歷的考試，因此參加有關考試 / 修讀有關課程的總人次應不少於相關年級的非華語學生人數。]

(iv) 其他 (請說明) : _____

[註：部分非華語學生或會因應其學習進程，修訂他們的選擇。]

(二) 建構共融校園

11. 在2024/25學年，本校除了將《學校概覽》（由家校合作事宜委員會出版）翻譯為英文版及提供相關支援措施的資訊外³，亦已透過以下方式，加強與非華語學生家長的溝通：（可選多於一項）

- ☒ 提供 _____ 所有 _____ 主要學校通告的英文版本
- ☒ 由 班主任 / 教學助理 / 其他人士(例如：_____)
協助非華語學生家長了解學校通告的內容
- ☒ 提供英文版本的其他資料，例如：_____ 學校網站、宣傳刊物
- ☒ 聘請不同種族的助理，直接與非華語學生家長聯絡
- ☐ 購買翻譯服務， _____
- ☒ 安排教職員翻譯， _____ 協助翻譯學校通告/其他資料
- ☒ 舉辦家長講座（共 _____ 3 _____ 次），讓非華語學生家長了解其子女的學習進度及學校提供的支援情況
- ☒ 透過家長日 / 其他模式（例如：_____
_____）
向非華語學生家長講解其子女的學習進度（包括中文能力、銜接主流中文課堂的進展等），以期透過家校合作，鼓勵非華語學生努力學習
- ☐ 其他（請說明）：

3 由2018/19學年起，《學校概覽》已新增「非華語學生的教育支援」的欄目，所有獲額外撥款的學校均須在該欄目列出學校為非華語學生學習中文提供的額外支援措施。

12. 在2024/25學年，本校與非華語學生家長的溝通 大致良好 ；而非華語學生的上課出席情況 大致理想 ，約 14 名連續缺課7個上課日或以上（其中最長請假 49 天），情況如下：

缺課日數	非華語學生人數	主要原因 (可選多於一項)
連續7至14個上課日	7	<input checked="" type="checkbox"/> 健康問題 <input checked="" type="checkbox"/> 家庭問題 <input checked="" type="checkbox"/> 回鄉 <input type="checkbox"/> 其他 (請說明) : _____
連續15至30個上課日	5	
連續多於30個上課日	2	

13. 就提升教師和學生的文化和宗教敏感度，並在校內營造多元文化環境，在2024/25學年推行的具體措施包括：（可選多於一項）（請就每項提供1至2個例子）

☐ 已制定與建構共融校園相關的政策，並推行措施和各種安排

☒ 向教師闡釋有關政策及措施，並定期匯報推行措施的進展

☐ 舉辦 / 安排教師參與相關講座、研討會、工作坊：

主題

講者 / 協作機構（如適用）

☒ 舉辦推廣共融校園 / 提高多元文化及宗教敏感度的活動，讓教師、學生及家長認識不同族裔的文化：

活動名稱 / 內容簡述

協作機構（如適用）

新年嘉年華 NA

多元共融服務計劃 NA

種族多元共融運動日 NA

到訪濕地公園 NA

到訪海洋公園 NA

☐ 為學生推展同儕互勉計劃，鼓勵不同族裔的學生互相學習

計劃名稱 / 內容簡述

協作機構（如適用）

☐ 其他（請說明）：_____

14. 本校已透過以下途徑，為非華語學生在學校或課堂以外，提供更多接觸華語同儕的機會：（可選多於一項）

☐ 與錄取較多華語學生的學校建立學習圈 / 結成伙伴學校

（伙伴學校名稱：_____）

☒ 安排非華語學生參與社區服務，主要包括：（請列舉1至2項）

活動名稱 / 內容簡述

協作機構（如適用）

明愛賣物會 香港明愛

明愛賣旗活動 香港明愛

明愛步行籌款 香港明愛

☐ 安排非華語學生 (共 _____ 名) 參與制服團隊，包括：

☐ 童軍 (例如：幼童軍、男童軍、女童軍)

☐ 少年警訊

☐ 交通安全隊

☐ 紅十字會 / 聖約翰救傷隊

☐ 基督少年軍 / 基督小先鋒

☐ 民安隊 / 航空青年團

☐ 其他 (請說明) : _____

☒ 安排非華語學生參加政府 / 不同機構舉辦的活動 (例如：商校合作計劃、由民政事務總署資助營辦的少數族裔人士支援服務中心所舉辦的共融活動等)，主要包括：(請列舉1至2項)

活動名稱 / 內容簡述

協作機構 (如適用)

Project we can

九倉電訊

☐ 其他 (請說明) : _____

15. 在2024/25學年，除了在《學校概覽》提供相關支援措施的資料外³，本校還透過以下途徑，讓非華語學生家長及其他持份者了解本校為非華語學生提供的支援：
(可選多於一項)

☒ 已將中、英文對照的支援摘要 (2024/25學年) 在2025年11月30日或之前上載本校網頁 (只適用於2024/25學年獲額外撥款的學校)⁴

(請提供有關連結： <https://www.cwcc.edu.hk/en/education-support-provided-non-chinese-speaking-ncs-students-0>)

☒ 除上述支援摘要外，本校網頁的其他內容⁵ (請提供有關連結：

<https://www.cwcc.edu.hk/en/index>)

☒ 本校其他刊物，例如：學校刊物、PTA資訊

☒ 在「優化學校發展與問責架構」下的學校發展計劃 / 學校周年計劃 / 學校報告文件內闡述支援非華語學生中文學習的措施 / 情況，並上載學校網頁供持份者參考

☒ 家長日

☐ 其他 (請說明) : _____

4 根據教育局通告第8/2020號第18段，獲有關撥款的學校須提供一份中、英文對照的摘要，闡述學校於上學年如何支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校應在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，讓家長在瀏覽網頁的主頁時能即時知悉如何獲得英文版的資料。

5 學校可在學校網頁的主頁當眼位置設置圖標，連結英文版《學校概覽》網頁，或提供可用英語 / 其他語言溝通的聯絡人資料，以便非華語學生的家長查詢和取得相關資訊。

(三) 撥款的運用⁶

16. 本校在2024/25學年所獲的額外撥款為:(A) 1,657,264 元，在2023/24學年完結時，額外撥款的累積餘額為:(B) 702,339.24 元(如適用)⁷。本校在2024/25學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：(可選多於一項)

項目	全年實際開支
<input checked="" type="checkbox"/> 聘請中文科 / 其他科 (請說明： <u>中史科</u>) 全職教師 <u>2</u> 名 ⁸ ，及全職教學助理 <u>0</u> 名 ⁸ 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作： <input checked="" type="checkbox"/> 教師 教授非華語學生中文的額外教學工作，每週 / 循環週 <u>14</u> 節 <input type="checkbox"/> 教學助理 協助 / 支援非華語學生學習中文，每週 / 循環週 <u>0</u> 節 <input checked="" type="checkbox"/> 發展校本課程 / 教材 (包括電子教材)，共 <u>2</u> 單元 (涵蓋的年級： <u>中一,中二,中三</u>)，每週 / 循環週 <u>1</u> 節 <input checked="" type="checkbox"/> 共同備課 (年級： <u>中一至中六</u>)，每週 / 循環週 <u>4</u> 節 <input checked="" type="checkbox"/> 建構共融校園 <input checked="" type="checkbox"/> 安排共融活動，每週 / 循環週 <u>4</u> 節 <input checked="" type="checkbox"/> 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料，每週 / 循環週 <u>1</u> 節 <input type="checkbox"/> 其他相關工作 (請說明)： <u></u>	教師薪金總計： <u>780,394.94</u> 元 ⁹ 教學助理薪金總計： <u>0</u> 元 ⁹

⁶ 根據教育局通告第8/2014號附件二及教育局通告第8/2020號第5段，有關撥款只適用於支援非華語學生學習中文及建構共融校園。學校運用額外撥款的一般指引，可參考教育局通告第8/2020號附件一。

⁷ 2023/24學年完結時有關撥款的累積餘額與學校有關學年經審核周年帳目有關撥款的餘款數額一致。

⁸ 教職員的人數以職位計算，負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。如同一職位先後由不同的人員任職，亦應以1名全職人員計算。如該職位或職位的工作量並非全職，可按比例填報，例如：全職教師0.5名 / 教學助理1.5名。開支以年薪計算。

⁹ 學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校其他資源支付，請在第18項補充其他相關資料。

項目			全年實際開支									
<div><input checked="" type="checkbox"/> 聘請全職不同種族的助理 <u>2</u> 名⁸，主要負責以下工作：</div> <div><div><input checked="" type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等</div><div><input checked="" type="checkbox"/> 於中文課堂及 / 或課後支援入班協作，每週 / 循環週 <u>2</u> 節</div><div><input checked="" type="checkbox"/> 協助教師安排共融活動</div><div><input type="checkbox"/> 其他（請說明）：<div></div></div></div>			不同種族的助理薪金總計： <div>523,828.62 元⁹</div>									
<div><input type="checkbox"/> 僱用專業服務以支援課後中文學習：</div> <div><div><input type="checkbox"/> 舉辦課後中文學習班（請簡述服務內容）：<div></div></div><div><input type="checkbox"/> 舉辦校本銜接課程（請簡述內容）：<div></div></div></div>			<div></div> 元 <div></div> 元									
<div><input checked="" type="checkbox"/> 購買 / 發展教學資源（請簡述有關資源及其用途）：</div> <table><thead><tr><th>資源</th><th>用途</th><th>開支（元）</th></tr></thead><tbody><tr><td>中文教材及教具</td><td>主要為老師教學時使用，同時添置適合非華語生的讀物，以配合學校閱讀活動及計劃</td><td>28305.6</td></tr><tr><td>中文學會</td><td>中文學會透過舉辦多元活動，如書法比賽、節慶活動、文化體驗等，提升學生對中文的興趣與能力，並深入認識中華傳統文化的內涵與魅力</td><td>2903</td></tr></tbody></table>			資源	用途	開支（元）	中文教材及教具	主要為老師教學時使用，同時添置適合非華語生的讀物，以配合學校閱讀活動及計劃	28305.6	中文學會	中文學會透過舉辦多元活動，如書法比賽、節慶活動、文化體驗等，提升學生對中文的興趣與能力，並深入認識中華傳統文化的內涵與魅力	2903	31,208.6 元
資源	用途	開支（元）										
中文教材及教具	主要為老師教學時使用，同時添置適合非華語生的讀物，以配合學校閱讀活動及計劃	28305.6										
中文學會	中文學會透過舉辦多元活動，如書法比賽、節慶活動、文化體驗等，提升學生對中文的興趣與能力，並深入認識中華傳統文化的內涵與魅力	2903										

<input checked="" type="checkbox"/> 建立文化共融的學習環境：			
<input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）：			元
<input checked="" type="checkbox"/> 僱用專業服務（請簡述服務內容）：			40,125 元
提供到校支援或營地訓練，以訓練共融大使，在校內推廣共融文化，實踐校園共融。			
<input checked="" type="checkbox"/> 舉辦推廣共融校園 / 提高多元文化及宗教敏感度相關的活動			167,123.85 元
3 項			
（請提供各項活動的名稱、主要內容及實際開支）：			
活動名稱	內容	開支（元）	
文化共融活動	文化共融活動由學生擔任文化大使，於校內策劃多元活動，例如分享少數族裔的節慶習俗、傳統藝術及家鄉故事，促進不同背景學生的交流與理解，營造包容的校園環境。	47804.32	
校外共融活動	提供機會讓學生走出校園，透過實地走訪如荃灣、濕地公園等，親身接觸與了解不同族裔的生活文化及本地自然生態，認識香港且促進深度交流與共融。	41090	
跨學科共融活動	跨學科共融活動結合體育、音樂等多元媒介，例如參與音樂劇或體驗新興運動等，讓不同文化背景的學生在協作中自然交流，建立友誼	78229.53	

項目	全年實際開支
<input type="checkbox"/> 其他相關開支（請說明）： _____	_____元
全年實際總開支=	1,542,681.01元(C)
2024/25學年的累積結餘 [(A)+(B)-(C)]=	816,922.23 元(D) ¹⁰
2024/25學年的累積結餘佔該學年額外撥款的百分比 [(D)÷(A)×100%]=	49.29 %

¹⁰資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

- ☐ 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。本校累積高水平額外撥款餘額的原因及改善建議如下：[只適用於在本學年完結時，額外撥款的餘額累積至高水平（70%或以上）的學校]

原因：

改善建議：

17. 本校會將撥款的累積餘額(D) 816922.23 元(如適用)，於下學年繼續支援本校的非華語學生。（請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排）
18. 除第16項所述的開支外，本校 沒有 調撥其他資源支援非華語學生的中文學習及建構共融校園。若有，請簡述：

(四) 總結

19. 在2024/25學年，就推行「學習架構」及建構共融校園，本校落實各項支援措施的情況總結如下：

	成效顯著	頗有成效	成效不彰	完全無效
(i) 提升教師教授非華語學生的專業能力	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 發展校本課程 / 教材及使用和調適配套資源	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 根據非華語學生使用《評估工具》的結果，按「學習架構」為他們訂定適切的學習目標	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iv) 推行密集中文學習模式（例如：抽離學習、小組學習、增加中文課節、跨學科中文學習、課後支援等）	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 增強非華語學生的學習動機及信心，並改進其學習表現	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) 加強與非華語學生家長的溝通	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vii) 建構共融校園	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(viii) 其他（請說明）：	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

本校會參考2024/25學年的經驗，並就非華語學生的中文學習表現，擬備2025/26學年的支援計劃。

20. 本校已檢視過去數年為非華語學生安排的校本支援措施，措施的成效總結如下：

[適用於過去獲提供約80萬至約160萬元額外撥款三年或以上的學校]

(a) 成效較顯著的校本支援措施：

(i) 加強中文學習方面：

同級及跨級分組、發展校本教材

(ii) 加強與家長溝通與建構共融校園方面：

陽光電話、家長日以及家教會活動

(iii) 促進成效的主要因素：

本校學生以非華語生為主，能投放更多資源在非華語生身上

(b) 需進一步優化的校本支援措施：

(i) 加強中文學習方面：

創設更多運用中文的語境，讓非華語學生有機會學以致用

(ii) 加強與家長溝通與建構共融校園方面：

家訪

(iii) 需進一步優化的主要因素及改善方案：

本校學生以非華語生為主，學校活動、通告及師生相處等皆以英文為主要溝通語言。創設更多運用中文的語境，能讓非華語學生有更多機會練習及學以致用

(c) 未來三年，本校加強推行有關校本支援措施的重點和方向為：

繼續發展非華語校本課程

(五) 餘款的運用 【只適用於在 2025/26 學年 沒有 獲約80萬至約160萬元額外撥款的學校】

本校在2025/26學年錄取少於10名非華語學生，未能繼續獲約80萬至約160萬元額外撥款。

本校會善用2024/25學年額外撥款的餘額 _____ 元) 作以下用途：

項目	預算開支 (元)
聘請額外中文科教師 _____ 名 工作概要： _____	_____ 元
聘請額外教學助理 _____ 名 工作概要： _____	_____ 元
聘請不同種族的助理 _____ 名 工作概要： _____	_____ 元
購買教學資源 (請說明： _____)	_____ 元
僱用專業服務 (請說明： _____)	_____ 元
舉辦共融活動 (請說明： _____)	_____ 元
其他 (請說明： _____)	_____ 元
預算總開支：	0 元

(六) 其他 （如有需要，可填寫其他補充資料）：

本校確保以上支援非華語學生的中文學與教及建構共融校園的安排，符合現行的香港法例（包括《教育條例》和《種族歧視條例》等），以及教育局不時修訂的相關通告和指引。本校亦已遵照教育局通告第8/2014號有關「改善非華語學生的中文學與教」及第8/2020號有關「加強支援非華語學生的中文學與教新撥款安排」的要求，確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信，本報告一切內容均屬全面、完整及真確。

校監簽署	:	
校監姓名	:	陳錦添
統籌教師姓名	:	蕭暉民
統籌教師電郵	:	sfm@cwcc.edu.hk
學校名稱	:	明愛胡振中書院
學校電話	:	28172318
日期	:	2025 年 11 月 18 日

Caritas Wu Cheng-chung College
Report on Diversity Learning Grant - Other Programmes: Gifted Education

Programme Title	Purpose	Target Group	Duration of Study / Start Date	Student Assignments	Evaluation / Suggestions	Expenditure
Artificial Turf Analysis and Beautification Course	1. To give students greater awareness of different industries. 2. To gain a basic understanding of niche industries through high technology and personal experience.	1. Select 4 students from each class in S4 and S5. The top 2 students in Physical Education and Chemistry electives.	Starting from September 2024, there will be a total of 12 classes over three months (one class each week)	Each session includes a quiz, and an oral presentation provided by a professional instructor."	1. High student attendance rate (averaging 89%). 2. Students can use the skills they have learned to analyze the components of artificial turf, understand the properties of different types of artificial turf, and assess their impact on athlete performance.	HKD49,000
Music Production Course	1. To learn basic skills for composing a music. 2. To produce a sound tract by using digital software.	1. Select 5 students from S4 and S5.	Starting from October 2024, there will be a total of 6 classes over three months (one class every two week)	Each session includes assignment, a sound tract is produced by each student.	1. High student attendance rate (averaging 94%). 2. Students learned how to use digital software to produce music and basic skills for composing a music.	HKD5,600

A	Allocation in the Current School Year:	\$44,200.00
B	Expenditure in the Current School Year:	\$44,200.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	25	\$14,122.71
Full-grant under the School Textbook Assistance Scheme	28	\$21,184.07
Meeting the school-based financially needy criteria	50	\$8,893.22 (capped at 25% of the total allocation for the school year)
Total	103	\$44,200.00

[illegible]

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I ntellectual Development (closely linked with curriculum)	V alues Education	P hysical and Aesthetic Development	Community S ervice	C areer-related Experiences
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	School Team Training - Athletics	Physical Education	25	\$6,423.21			✓		
2	School Team Training - Various Sports	Physical Education	144	\$31,311.97			✓		
3	School Team Training - Newly Emerged Sports	Physical Education	40	\$1,960.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			209	\$39,695.18					
Total			364	\$44,200.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Mr. Shiu Fai Man (Vice Principal)
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Caritas Wu Cheng-chung College
Report on the Citizenship and Social Development Grant

Items	Objectives and Measures		Target Group	Evaluation Methods	Success Criteria	Expenditure	Timeline	Person in Charge
	Objectives	Measures						
1. Textbook Acquisition	<p>a. Purchase teaching resources provided by publishers and acquire reference books for teachers to offer more enriching teaching materials and lesson activities organized.</p> <p>b. Acquire reference books for students (in the library) to encourage them to read a wide range of materials, to explore their horizon, thus exploring different ranges of knowledge to enhance learning effectiveness and arouse learning motivation.</p> <p>c. Incorporate more project-based learning elements into the curriculum, along with electronic teaching designs and apps, so as to engage students more actively in the classroom, aiming at self-directed learning and knowledge exchange.</p>	<p>a. Support teachers in teaching the subject's skills and deepen their understanding of society, the nation, the humanities, and the material environment, as well as the related knowledge content. Subject teachers will introduce relevant concepts to students in class to reinforce foundational knowledge.</p> <p>b. Discuss topics in class with students, incorporating worksheets with clippings from international news, media readings, video screenings, or text readings, to enrich students' knowledge and broaden their perspectives.</p> <p>c. Arrange field trips, experiential learning days, academic exchange groups, and study tours, aimed at cultivating skills such as communication, collaboration, logical thinking, creativity, and problem-solving, preparing students for their future lives.</p>	Senior Form Students	Teacher's Meeting	Over 80% of subject teachers agree that this measure effectively stimulates students' interest in learning, thereby enhancing teaching and learning effectiveness.	\$11,299.89	Whole year	Subject Head and Subject Teachers
2. Funding for Student Field Trips/Exchange Activities	Funding for students to participate in the Education Bureau's mainland study tours, which include visit sites or topics related to Chinese culture in Hong	By subsidizing costs for entry, transportation, visas, and travel, students can integrate field trips into their learning, experiencing the essence of balancing theory and practice. This aims to enhance	Senior Form Students	Student's Survey	Over 80% of students believe that the funded activities effectively	\$10,470.00	During the annual activity period	Subject Head and Subject Teachers

	Kong and Chinese mainland.	students' interest in their subjects, help them understand Chinese and local cultures through the activities, and strengthen their national identity.			broaden their horizons.			
3. Funding for Teachers to Participate in Teaching Exchange Activities Related to the Civic Education Curriculum	Arrange for more accompanying teachers to ensure that students receive more comprehensive care.	By increasing the number of accompanying teachers, the teacher-to-student ratio will be reduced, allowing teachers more time and space to provide attentive support and care for students.	Involved Teachers	Teacher's Meeting	Over 80% of students believe that having more accompanying teachers allows for better care.	\$200.00	During the annual activity period	Subject Head and Subject Teachers
4. Payment for Students to Participate in Inter-school/Cross-curricular Activities Related to the Civic Education Curriculum Held on the Mainland	Utilize the allocated funding to cover students' expenses for relevant exchange activities, allowing more participating students to benefit from this program.	Before the overseas study activities, teachers will lead students in handling travel visa arrangements and subsidizing relevant costs, enabling students to actively engage in learning activities and facilitating experiential learning.	Senior Form Students	Student's Survey	Over 80% of students believe that receiving relevant funding enables them to engage in experiential learning.	\$39,889.28	During the annual activity period	Subject Head and Subject Teachers
5. Develop or Purchase Mobile Applications or Software for Implementing Civic Education	Encourage teachers to use electronic learning software with diverse teaching and learning strategies to enhance students' interest and effectiveness in learning.	Utilize a variety of learning activities, such as role-playing (with different stakeholders), scenario settings, and oral presentations, in conjunction with electronic learning software to design learning games, activities, and quiz competitions. This allows students to complete assigned tasks, engage in peer evaluations, receive immediate feedback from teachers, and showcase learning outcomes in class, serving as a foundation for designing school-based curricula.	Senior Form Students	Student Survey	Over 80% of students believe that diverse electronic learning software can enhance learning effectiveness.	\$72,708.11	Whole year	Subject Head and Subject Teachers
Total:						\$134,567.28		

Caritas Wu Cheng-chung College
Report on the One-off Grant for Promotion of Chinese Culture Immersion Activities

Category	Activity Content	Target Audience	Actual Expenditure
Organize subject-based and cross-subject student learning/experience activities or seminars related to Chinese culture.	Mid-Autumn Festival activity	S1 - S3	HKD442.3
Organize or fund students to participate in local or mainland inter-school activities or competitions related to Chinese culture."	/	/	HKD0
Organize or fund students to participate in local cultural visits or exploration activities.	Experiential Learning Day for Junior Form Students	S1-S3	HKD4,060
Develop curricula related to Chinese culture.	/	/	HKD0
Procure and develop teaching and learning resources for Chinese culture.	1. Channels and sources that focus on Chinese history, news, geography, and current affairs 2. Display device system	S1 -S6	HKD100,099
Provide funding for students and accompanying teachers to go to the mainland to participate in exchange activities focused on learning about Chinese culture.	/	/	HKD0
Total:			HKD104,601.3

Caritas Wu Cheng-chung College
Report on the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

Category	Activity Content	Target Audience	Actual Expenditure
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.	Development of Applications for Recording Students' Physical Fitness Data and Activity Hours such as developing or procuring mobile applications to enable students to easily record the number of hours of having moderate- to vigorous-intensity physical activities in a day and use those physical fitness data and health indicators such as weight, heart rate, body fat percentage to promote students should have healthy lifestyle.	S1-S6	HKD 115,252.00
To organize or subsidize students' participation in diversified PE / sports-related learning activities/competitions.	Sports-related competition such as inter-class football competition and inter-house 3x3 basketball competition.	S1-S6	HKD 8,291.34
To organize or subsidize the participation of students, teachers and coaches in PE / sports-related exchange activities or study visits held in the Mainland or overseas.	Overseas sports exchange experiences, such as visiting schools abroad for practice and competition, provide valuable opportunities.	S1-S6	HKD 0.00
Total:			HKD 123,543.34

明愛胡振中書院
2023/24 學年「大灣區職涯探索之旅－澳門」計劃報告

第一部分：活動詳情

1.	活動模式	自行籌劃與大灣區職業生涯探索相關的校本考察活動
2.	到訪大灣區城市	澳門特別行政區
3.	活動日期	2025 年 6 月 19-20 日
4.	參加人數	中四學生 13 人 及 中五學生 9 人 教師 3 人
5.	參訪的行業／企業	1. 濠江餅店 2. STDN 旅行社 3. 澳門麗景灣酒店 4. GoAirborne 澳門室內跳傘中心

第二部分：財政報告

開支	開支金額 (元)
考察團團費 (每人 2,101.2 元)	52,530
考察活動	14,500
其他	2,000
總開支金額	69,030

收入	收入金額 (元)
津貼 (2023/24 學年)	68,960
其他	70
總收入金額	69,030

三部分：成效檢討

1. 考察活動預期目標：

透過企業職員的講解及交流，認識澳門旅遊與款待業的運作，探討年輕人在澳門在這些行業的發展潛力與機會。

2. 考察活動達到的成效：

通過參加者的反饋，大家對澳門旅遊與款待業的運作模式、機遇和挑戰有了更深入的了解。

3. 考察活動可以改善或繼續推展的地方：

通過這次訪問澳門的旅遊和款待企業，期望在未來有機會擴展到澳門的升學課程，以幫助學生更好地瞭解澳門的升學選擇、課程內容和入學要求，以幫助他們規劃職業生涯。

明愛胡振中書院
2023/24 學年「大灣區職涯探索之旅－深圳」計劃報告

第一部分：活動詳情

1.	活動模式	自行籌劃與大灣區職業生涯探索相關的校本考察活動
2.	到訪大灣區城市	深圳
3.	活動日期	2025 年 3 月 14 日
4.	參加人數	中四 28 人 教師 4 人
5.	參訪的行業／企業	1. 深圳市大疆創新科技有限公司 2. 華大基因-華大時空中心 3. 深圳垃圾分類處理

第二部分：財政報告

開支	開支金額(元)
考察團團費（每人 890 元）	28,480
其他	2,560
總開支金額	31,040

收入	收入金額(元)
津貼（2023/24 學年）	31,040
總收入金額	31,040

三部分：成效檢討

1. 考察活動預期目標：

了解科技生產企業在深圳的機遇與挑戰，探討企業的生產運作和業務推廣，以及年輕人在內地發展的潛力與機會。

2. 考察活動達到的成效：

通過參加者的反饋，大家對科技生產企業在深圳的運作模式、機遇和挑戰有了更深入的了解。

3. 考察活動可以改善或繼續推展的地方：

部分學生需要申請中國簽證，需提前準備簽證申請的詳細信息，讓參加者了解所需材料與流程，以便他們順利申請簽證。