



Maryknoll Convent School (Secondary Section) Annual School Plan (2024/25)

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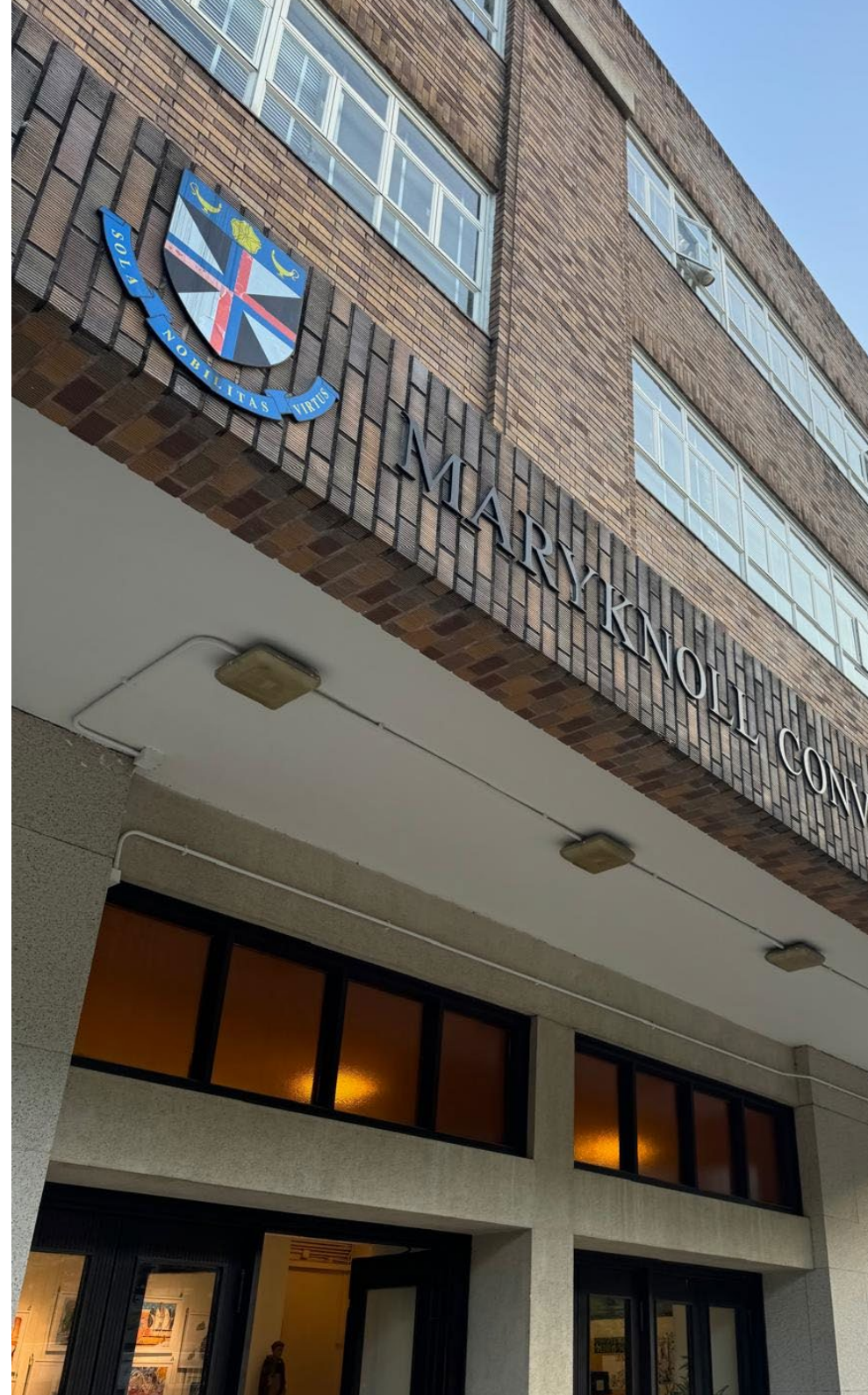
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Our Vision

We envision our students to embrace the Maryknoll spirit signified by the school motto “Sola Nobilitas Virtus” (Virtue Alone Ennobles).

We envisage our students to be individuals with moral, ethical and religious values, intellectually competent, compassionate in serving others and capable of continuing self-development to meet the challenges in life and to contribute to society.

We see our students as informed and innovative, analytical and critical, responsible and adaptable, moral and ethical members of society.

Our Creed and Values

We believe that each person is formed in God's image. We wish our students to know through Jesus Christ the hope and the meaning of life and to liberate their minds from ignorance and their hearts from prejudice.

We believe in the dignity of each student.

We believe that education is essential to a just society.

Our Mission

We provide all-round, quality and affordable education for girls.

We develop in every student a thirst for knowledge, an ability to self-learn, and a spiritual, intellectual, aesthetical, physical and social balance.

We encourage our students to pursue excellence in their respective interests and realize their potential the full.

We inculcate basic skills for our students to grow as individuals and in a group, to be responsible citizens with an appreciation of Chinese culture and of the world around them.

We stimulate our students to develop initiative in learning and awareness of its relevance to themselves, to life and to others.

We instill in our students an awareness of the importance of trust and integrity and an appreciation for co-operative teamwork and respect for others.

We train our students to have high moral standards, to be socially and environmentally aware and to be useful, contributory and responsible members of the community

We co-operate with teachers, parents and society to promote and maintain a safe, healthy and happy environment for quality education.

Annual School Plan 2024-2025

As we stride towards our centenary celebration, we aim to revitalise our vision in our upcoming year plan as follows:

MCS fosters a nurturing and empowering environment that promotes an all-round education for girls, based on Catholic values, and firmly grounded in love and service.

We aim to cultivate an engaging learning environment, a vibrant sense of community, and a forward-thinking curriculum that instills global awareness and enables our girls to grow and flourish.

Theme

“Vibrant Learners; Glowing Future”

Major Concerns

1. Nurture Vibrant Learners

- ✧ Forging strong bonds and collaborative work
- ✧ Nourishing a healthy mind, body and soul*

2. Build a Future-ready School

- ✧ Promoting future-ready skills and a pioneering spirit
- ✧ Cultivating sustainability and environmental stewardship

3. To Imbue our Centenary Celebrations with Educational Goals and Values

**For the three School Development Cycles leading to our centenary (2025), the three theological and four cardinal virtues will be embedded in our major concerns: 1st 3 years, 2018/19-2020/21: Faith + Prudence & Temperance; 2nd 3 years, 2021/22-2023/24: Hope + Justice & Fortitude; 3rd 3 years, 2024/25-2026/27: Love + 7 gifts of the Holy Spirit*

Major Concern #1: Nurture Vibrant Learners – Forging strong bonds and collaborative work

Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Targets:

- ✧ To forge strong bonds and collaborative work through building an engaging classroom environment through cooperative learning strategies
(CURRICULUM & ACADEMIC AFFAIRS TEAM)
- ✧ To nurture vibrant joyful learners who are open to challenges and enjoy the process of learning through an alternative assessment policy
- ✧ To build strong bonds between students and parents by facilitating open and empathetic communication

Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Hold staff development sessions that enable teachers to understand, discuss and exchange best practices which are to conducive to vibrant learning – those that are dynamic, supportive and engaging ➤ Plan and discuss with panel members <ul style="list-style-type: none"> (1) suitable learning modules that can make use of cooperative learning strategies to yield visible student performance in class (2) tactics that encourage and foster prolonged peer support in learning in class ➤ Evaluate and improve the related strategies for better support and student engagement next year 	<ul style="list-style-type: none"> ➤ Teachers gained a better understanding of vibrant learning ➤ Panel members produced plans with cooperative learning strategies and implemented the plans in class ➤ Students showed enhanced engagement in learning in class ➤ Students showed better peer support in learning and form generative social fields in class ➤ Evaluation and strategies for better support and student engagement for next year completed 	<ul style="list-style-type: none"> ➤ Feedback from staff development sessions ➤ Panel documents ➤ Observation and qualitative feedback from students and teachers 	1 st term of the school year Throughout the year	Staff Development team Panel head and members Related Committees	Funding for speakers, if needed	LG2 LG4 LG5 LG7 V1 V2 V3 V5 V7 V9 V11

Major Concern #1: Nurture Vibrant Learners – Forging strong bonds and collaborative work

Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Targets:

- ✧ To forge strong bonds and collaborative work through building an engaging classroom environment through cooperative learning strategies
- ✧ **To nurture vibrant joyful learners who are open to challenges and enjoy the process of learning through an alternative assessment (CURRICULUM & ACADEMIC AFFAIRS TEAM)**
- ✧ To build strong bonds between students and parents by facilitating open and empathetic communication

Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Nurture joyful learners who are open to challenges and enjoy the process of learning ➤ Review the assessment policy to emphasize the learning process and reduce reliance on summative assessments at school, panel and individual levels ➤ Promote teacher agency by offering flexibility to individual teachers in specific assessment tasks ➤ Encourage student agency by providing choice and allowing students to take challenge in assessment through: <ol style="list-style-type: none"> (1) giving choices to students in the topic or format of assessment (2) encouraging students to connect the topic with their skills and experience and express the connection in the assessment (3) challenging students toward cognitive complexity such as having an open-ended 	<ul style="list-style-type: none"> ➤ Assessment policy reviewed ➤ At least one assessment task for each individual teacher was given flexibility ➤ At least one assessment task enabled students to make choices and show cognitive complexity – one that was given qualitative feedback ➤ Students' learning outcomes were shared among peers, schoolmates or teachers. 	<ul style="list-style-type: none"> ➤ Related documents submitted by Teams and Panels ➤ Record of assessments ➤ Record of sharing 	Throughout the school year	Curriculum and Academic Affairs Team Panel heads Individual members Related Committees	Sharing platforms	LG2 LG3 LG7 V1 V2 V3 V6 V8 V9 V10 V11

<p>element, using critical thinking, problem solving, metacognitive strategies and alternative formats</p> <p>(4) assessing the learning outcome using feedback but not necessarily marks</p> <p>➤ Display students' joyful learning outcomes through opportunities for sharing</p>						
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Major Concern #1: Nurture Vibrant Learners – Forging strong bonds and collaborative work

Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Targets:

- ✧ To forge strong bonds and collaborative work through building an engaging classroom environment through cooperative learning strategies
- ✧ To nurture vibrant joyful learners who are open to challenges and enjoy the process of learning through an alternative assessment policy
- ✧ **To build strong bonds between students and parents by facilitating open and empathetic communication (PTA & HOMEROOM COMMITTEE)**

Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Facilitate open and empathetic communication between students and their parents ➤ Encourage parents to understand the needs of their children through talks or courses ➤ Improve students' willingness and skills in communicating with their parents ➤ Provide opportunities for parents and daughters to have an open and empathetic communication in specific areas, such as choice of subjects 	<ul style="list-style-type: none"> ➤ 80% of parents attended talks or courses organised by the school or PTA ➤ Students were more willing to communicate with parents ➤ At least one form of parents and daughters had the opportunity to have an open and empathetic communication in specific areas 	<ul style="list-style-type: none"> ➤ Record of attendance ➤ Observation 	Throughout the school year	PTA Homeroom Teachers Committee Counselling Committee/ School Social Workers Careers and Life Planning Committee	Funding needed for speakers and parents' courses	LG3 LG4 LG6 LG7 V2 V3 V12

Major Concern #1: Nurture Vibrant Learners – Nourishing a healthy mind, body and soul

Targets: <ul style="list-style-type: none"> ❖ To enhance students' self-concept and mental wellness (JCEP) ❖ To reinforce a positive school climate that encourages generative social fields both inside and outside classrooms for both teachers and students ❖ To encourage physical activities: increase opportunities for physical exercise through organised sports, yoga classes and outdoor activities ❖ To cultivate spirituality and make God's love visible 						
Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Encourage daily or weekly affirmations and celebrate success to help students cultivate a positive self-image and boost their self-esteem ➤ Introduce mindfulness practices that help students manage stress, exercise emotional regulation and develop a more positive self-image ➤ Conduct campaigns to educate the school community, including parents, about mental health resources and reducing stigma around seeking help 	<ul style="list-style-type: none"> ➤ Students enjoyed a better self esteem ➤ Students learnt stress management skills ➤ The school community was ready to utilize the mental health resources available 	<ul style="list-style-type: none"> ➤ APASO data ➤ Observation and qualitative feedback from students and teachers 	Throughout the year	Homeroom Teachers Committee Student Achievements Committee Extended Learning Program Pastoral Care Team, Counselling Committee Character Building Committee Student Support professionals, such as school social workers, Ed Psy, PTA	Funding for speakers, if needed One-off Grant on Parent Education	LG3 LG7 V2 V7 V9

Major Concern #1: Nurture Vibrant Learners – Nourishing a healthy mind, body and soul

Targets:

- ✧ To enhance students' self-concept and mental wellness
- ✧ **To reinforce a positive school climate that encourages generative social fields both inside and outside classrooms for both teachers and students (HOMEROOM TEACHERS; STAFF MENTORSHIP)**
- ✧ To encourage physical activities
- ✧ To cultivate spirituality and make God's love visible

Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Introduce the concept of generative social field and related tools in Social Emotional Learning (SEL) to students through Homeroom teachers ➤ Create opportunities that encourage students to form and flourish in generative social fields in homeroom periods, ECA and other school activities to enhance their well-being ➤ Facilitate peer-led support groups where students can share experiences and offer encouragement in a safe environment. ➤ Encourage teachers to form generative social fields professionally or based on interest to enhance connection and collegiality 	<ul style="list-style-type: none"> ➤ Students were familiar with the concept of generative social fields and related tools ➤ Students were given the opportunity to form generative social fields ➤ Students felt more supported by their peers ➤ Teachers felt more connected with each other and benefitted from generative social fields 	<ul style="list-style-type: none"> ➤ Observations ➤ Records of activities ➤ Reflections ➤ Survey results 	Throughout the school year	Homeroom Teachers' Committee ECA Committee Student Support and Pastoral Care Committee Peer mentorship Program Committee Social Convenors Staff Development Staff Mentorship	Manpower needed Funding needed to encourage the formation of generative social fields	LG3 LG7 V2 V9 V11

Major Concern #1: Nurture Vibrant Learners – Nourishing a healthy mind, body and soul

Targets: <ul style="list-style-type: none"> ✧ To enhance students' self-concept and mental wellness ✧ To reinforce a positive school climate that encourages generative social fields both inside and outside classrooms for both teachers and students ✧ To encourage physical activities (PE PANEL) ✧ To cultivate spirituality and make God's love visible 						
Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Develop a policy on the development of an active and healthy school campus/MVPA60, which promotes initiatives such as morning jog, physical fitness billboard, rope skipping challenge, brisk walking, school team training and housework ➤ Organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, together with the students ➤ Organise PE-/sports-related exchange activities or study visits held in the Mainland or overseas for students, teachers and coaches, followed by sharing sessions 	<ul style="list-style-type: none"> ➤ A related policy/ participation in MVPA60 was formed or launched ➤ Sports related activities involving the participation of various stakeholders were held ➤ Sharing of overseas training experience 	<ul style="list-style-type: none"> ➤ Records of activities ➤ Questionnaires 	Throughout the school year	Physical Education Panel ECA Committee Well Being Team PTA	One-off Grant for the promotion of a Sports Ambience and MVPA60 in schools	LG1, 1a LG7 LG3 V1 V4 V5 V10 V11

Major Concern #1: Nurture Vibrant Learners – Nourishing a healthy mind, body and soul

Targets:

- ✧ To enhance students' self-concept and mental wellness
- ✧ To reinforce a positive school climate that encourages generative social fields both inside and outside classrooms for both teachers and students
- ✧ To encourage physical activities
- ✧ **To cultivate spirituality and make God's love visible (JCEP)**

Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Introduce the Mother Mary Joseph Spirituality through RME lessons and activities to broaden and deepen students' understanding ➤ Encourage students to participate in volunteer activities to experience love, foster compassion and connection with others 	<ul style="list-style-type: none"> ➤ Students gained a better understanding of MMJ spirituality ➤ All students participated in at least one volunteer service session in the year ➤ All students reflected on how to make God's love visible and actionable 	<ul style="list-style-type: none"> ➤ Records of RME lessons and activities ➤ Students' prayers/reflections ➤ Records of 100 Acts of Kindness 	Throughout the school year	Religious Education Panel & RME Activities Coordinator Homeroom Teacher Committee	Funding for organising workshops and service projects	LG7 V2 V7 V9

Major Concern #2: To Build a Future-ready School – Promoting future-ready skills and a pioneering spirit

Targets: <ul style="list-style-type: none"> ✧ To Promote Future-ready Skills through Curriculum Review (CURRICULUM DEVELOPMENT COMMITTEE) ✧ To Enhance exposure to Pioneers and Visionaries ✧ To Cultivate Sustainability and Environmental Stewardship 						
Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Define the key future-ready skills and analyze the existing curriculum to identify existing opportunities to incorporate them ➤ Test new curriculum designs or instructional approaches through small-scale pilot programs and evaluate the effectiveness of integrating future-ready skills into the curriculum 	<ul style="list-style-type: none"> ➤ Key future-ready skills were defined ➤ The existing curriculum was assessed and reviewed ➤ At least one small scale pilot program was conducted and its effectiveness evaluated 	<ul style="list-style-type: none"> ➤ Record of Minutes and discussions 	Throughout the school year	Extended Learning Program Subject Panels	Manpower needed Collaboration Sessions	LG2 LG3 LG6 V6 V8 V10

Major Concern #2: To Build a Future-ready School – Promoting future-ready skills and a pioneering spirit

Targets: <ul style="list-style-type: none"> ✧ To Promote Future-ready Skills through Curriculum Review ✧ To Enhance exposure to Pioneers and Visionaries (JCEP) ✧ To Cultivate Sustainability and Environmental Stewardship 						
Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Provide opportunities for students to attend talks by guest speakers, researchers, entrepreneurs, social innovators etc. who have pioneered new ideas or technologies ➤ Organise visits, field trips or job shadowing sessions to innovative companies, research facilities, or entrepreneurial ecosystems 	<ul style="list-style-type: none"> ➤ At least three such talks were held ➤ Students attend at the talks or visits and found the speakers inspiring 	<ul style="list-style-type: none"> ➤ Observation ➤ Student Reflection 	Throughout the school year	Careers and Life Planning Committee Alumni Mentorship Program	Alumni network External Organisations	LG1 LG2 LG3 LG6 V2 V3 V5

Major Concern #2: To Build a Future-ready School – Cultivating Sustainability and Environmental Stewardship

Targets: <ul style="list-style-type: none"> ✧ To Promote Future-ready Skills through Curriculum Review ✧ To Enhance exposure to Pioneers and Visionaries ✧ To Cultivate Sustainability and Environmental Stewardship (GREEN TEAM) 						
Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Implement sustainable practices within the school campus, such as energy-efficient buildings, through the Green School 2.0 program. ➤ Involve students in the planning, implementation, and monitoring of campus sustainability initiatives, fostering a sense of ownership and responsibility ➤ Explore the feasibility of incorporating biodiversity and ecosystem health initiatives into the school campus through site visits and planning 	<ul style="list-style-type: none"> ➤ Sustainable practices listed in the Green School 2.0 program were implemented ➤ Student groups were involved in the projects ➤ Visits to other schools were conducted ➤ Feasibility of introducing biodiversity was explored 	<ul style="list-style-type: none"> ➤ Documents ➤ Student Reflection ➤ Related documents 	Throughout the school year	Green Team Teacher in charge of Green Stewards & SEPAs Related subject panels	Alumni network School networking	LG2 LG3 LG7 V3 V11

Major Concern #3: To Imbue Centenary Celebrations with Educational Goals and Values

Targets: <ul style="list-style-type: none"> ✧ To make Centenary Celebrations an Educational Opportunity by imbuing them with Educational goals and Values (PRINCIPAL MEIMEI & VPs) ✧ To reflect on the Centenary theme “In God We Love and Serve” & Slogan “Embracing our Roots at Maryknoll; Centenary and Beyond, We Stand Tall” (CENTENARY CELEBRATION ORGANISING COMMITTEE) 						
Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning goals & Values
<ul style="list-style-type: none"> ➤ Incorporate the theme or slogan of the Centenary celebrations into the curriculum or activities of panels and committees ➤ Encourage teachers and students to share their perspectives on how we can align the school's rich roots with our future milestones on both personal and school levels ➤ Inspire students to reflect on the meaning of the Maryknoll heritage 	<ul style="list-style-type: none"> ➤ Students actively engaged in the related activities ➤ Teachers and students shared the insights on ways to connect our school history and future milestones ➤ Students reflected on the meaning of the Maryknoll heritage 	<ul style="list-style-type: none"> ➤ Related school documents ➤ Reflections 	Throughout the school year	Centenary Celebration Organising Committee Homeroom Teacher Committee Related panels & committees	Manpower needed Collaboration sessions	LG3 LG7 V3 V5 V11
<ul style="list-style-type: none"> ➤ Align the centenary programmes with educational goals and targets outlined in the annual plan, including: ➤ Centenary Mass: To Foster Spirituality ➤ Centenary 100 Acts of Kindness: In God We Love and Serve ➤ Centenary Relay for Love: To promote physical health ➤ Centenary Symposium: To Cultivate Sustainability; Enhanced exposure to Visionaries and Pioneers ➤ Centenary Open House: To Promote Future-ready Skills 	<ul style="list-style-type: none"> ➤ Teachers and students identified the connection between the centenary programmes and the educational goals and targets stated in the annual plan 	<ul style="list-style-type: none"> ➤ Reflections and discussions during homeroom sessions and staff meetings ➤ Survey results 	Throughout the school year	Centenary Organising Committee All teaching staff	Sharing platforms	All Learning Goals All Values

Code

7 learning goals:

LG1 National and global identity; LG1a National Education; LG2 Breadth of knowledge; LG3 Language proficiency; LG4 Generic skills; LG5 Information literacy; LG6 Life planning; LG7 Healthy lifestyle

12 Priority Values & Attitudes:

V1 Perseverance; V2 Respect for Others; V3 Responsibility; V4 National identity; V5 Commitment & Faithfulness; V6 Integrity; V7 Benevolence; V8 Law-abidingness; V9 Empathy & Compassion; V10 Diligence; V11 Unity; V12 Filial Piety

Plan for the Use of Special Grants

Capacity Enhancement Grant (2024-2025) Plan

I. Information Technology

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Facilitating work arising from the use of WebSAMS and eCampus	To relieve the workload of teachers	To employ an IT Assistant to assist teachers in school administrative work.	Teachers are relieved of administrative work and they are able to focus more on teaching and the development of the Senior Secondary curriculum.	From September 2024 to August 2025	Salary of an IT Assistant for the academic year: - \$380,000	<ul style="list-style-type: none"> ➤ 5% of existing teachers' administrative work is done by the IT assistant. ➤ More effective use of eCampus for electronic communication in school ➤ More electronic resources and documents are prepared by the IT assistant ➤ The use of WebSAMS for handling student reports and student profile will be enhanced 	➤ Teachers and students' feedback on the service provided	IT Infrastructure & Support Services Committee & eAdmin Support Services Committee

II. Audio Visual Services and Technical Support for STEM

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Facilitating work arising from the use of Audio-Visual Equipment & STEM Programs	To relieve the workload of teachers	To employ an Assistant to assist teachers in school administrative work.	Teachers are relieved of administrative work and they are able to focus more on teaching and the development of the Senior Secondary curriculum. Teachers' capacity to develop STEM activities will be enhanced	From September 2024 to August 2025	Salary of an AV Assistant for the academic year: - \$300,000	<ul style="list-style-type: none"> ➤ Part of the administrative workload of the teachers in charge of AV services would be relieved by the assistant. ➤ More effective use of the AV equipment in the school for school functions and programmes. ➤ The development of STEM activities will be given more support. 	➤ Teachers and students' feedback on the service provided	AV Support Services Committee; School Building & STEM panel

Citizenship and Social Development Grant (Sep 2024- Aug 2025) Plan

Our school has planned the Citizenship and Social Development Grant (the CS Grant) for the following use:

	Area	Expected Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	44,700
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	3,500
iii.	Organising school-based learning activities relating to the CS curriculum	35,902
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	20,000
v.	Others (please specify):	0
	Total Expenditure:	104,102
	Expected unspent Balance:	0

Annual Programme Proposal for
DLG – Other Programme: Gifted Education for the 2024/25 school year

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Chinese Language	Training course for aspiring debaters	To enhance students debating skills for external competitions and to boost students' confidence in public speaking	<ul style="list-style-type: none"> - 10 students - S4 and S5 students - Nominated by Chinese Language Department with selection interviews and results in prior competitions 	20 lessons in six months from October 2024 held after school (one lesson per week)	Coaching for debating skills and presentation through videos, assignments and group debate practices	Commissioned to tutors with Ms Gigi Chen as coordinator	\$ 28,000
English Language	Training for English debates	To equip students with (1) debating skills on constructing, analyzing and critiquing arguments and (2) critical thinking and communication as a speaker and listener	<ul style="list-style-type: none"> - 30 students - S1-S5 students - English Debate Team members 	Face-to-face + online debate training from September 2024 to July 2025	Teaching debating skills through face-to-face and online sessions, assignments and group debate practices	Commissioned to tutors with Ms Frances Yuen and Ms Kitty Wong as coordinators	\$ 48,000
Music	Master class in Chinese instrument	To offer a master class that enhance the skills of talented music students	<ul style="list-style-type: none"> - 10 students - Students talented and interested 	Lessons	Coaching for Chinese music instrument	Commissioned by	\$40,000

					planning skills and interpretation		
Music	HKDSE music course	To provide music course for students interested in taking music in HKDSE	- F4-6 students - S4 students - Joint school	Throughout the year	Course notes	Qualified music teacher	\$ 16,524
			-			Subtotal	\$13,2524

One-off Grant for Mental Health at School (2024-25) Plan

	Item	Expenses (HK\$)
1	Zentangle Workshops	33,325
	Total Budget	33,325

Promotion of Reading Grant (2024-25) Plan

Objectives:

- | | |
|--|---|
| <p>1. To foster a stronger reading culture in the library and the school</p> <p>2. To facilitate cross-curricular reading and collaborative learning</p> <p>3. To encourage students to learn how to learn</p> | <p>4. To promote reading for pleasure</p> <p>5. To help students and teachers become lifelong readers</p> |
|--|---|

	Item		Estimated Expenses
1.	Purchase of Books & DVDs	a. Printed Books (new items and replacements) b. e-Books c. DVDs d. Subscription to English & Chinese newspapers and magazines (printed or digital)	\$37,000
2.	Reading Activities Inside School	a. Paying the expenses for Maryknoll Reading Challenge (a compulsory reading scheme for Forms 1 to 3) b. Hiring writers and celebrities to conduct book talks c. Hiring of service from external providers to organise reading-related activities d. Paying the expenses for in-school activities such as Reading Carnival, World Book Day programmes, Book Talks by Reading Ambassadors, Displays on Book Recommendations etc.	\$20,000
3.	Reading Activities Outside School	a. Application fees for reading-related activities and competitions b. Subsidizing students for their participation in reading-related activities in and out of Hong Kong	\$20,000

Promotion of Reading Grant (2024-25)

Objectives:

4. To foster a stronger reading culture in the library and the school 4. To promote reading for pleasure
 5. To facilitate cross-curricular reading and collaborative learning 5. To help students and teachers become lifelong readers
 6. To encourage students to learn how to learn

	Item		Estimated Expenses
1.	Purchase of Books & DVDs	e. Printed Books (new items and replacements) f. e-Books g. DVDs h. Subscription to English & Chinese newspapers and magazines (printed or digital)	\$80,500
2.	Reading Activities Inside School	e. Paying the expenses for Maryknoll Reading Challenge (a compulsory reading scheme for Forms 1 to 3) f. Hiring writers and celebrities to conduct book talks g. Hiring of service from external providers to organise reading-related activities h. Paying the expenses for in-school activities such as Reading Carnival, World Book Day programmes, Book Talks by Reading Ambassadors, Displays on Book Recommendations etc.	\$20,000
3.	Reading Activities Outside School	c. Application fees for reading-related activities and competitions d. Subsidizing students for their participation in reading-related activities in and out of Hong Kong	\$20,000
		Subtotal	\$120,500

One-off Grant for Promotion of Sports Ambience and MVPA60 Plan

The PE Department has proposed the budget plan for the “One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools” (the “Grant”) on the following areas:

	Area	Proposed Overall Budget (\$)	Proposed Budget in 2024-2025 (\$)	Proposed Budget in 2025-2027 (\$)
i.	<p>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</p> <p>a. Procuring mobile applications / related software for recording students’ physical fitness data and activity hours</p> <p>b. Procuring supporting tools: (-Polar Verity Sense – Multi-kits (for group solutions-10 pcs adult) \$7,600 / kit x 4 = ~\$30,400 -BlazePod (6 pieces/set) \$4,500 x 2 sets = ~\$9,000)</p>	<p>50,000</p> <p>40,000</p>	<p>15,000</p> <p>30,400</p>	<p>35,000</p> <p>9,600</p>
ii.	<p>To organise or subsidise students’ participation in diversified PE-/sports-related learning activities/ competitions</p> <p>a. Organising school PE week / PE day: (Inter-class Teachers-students Indoor Rowing competition or Inter-class Teachers-students skipping rope competition or Inter-class Teachers-students Chinese shuttlecock competition or Inter-class Teachers-students Table-Tennis competition)</p> <p>b. Arranging various sports interest classes: (Pickleball / Juggling / Mölkky / Cup stacking / Yoga)</p>	<p>5,000</p> <p>10,000</p>	<p>1,000</p> <p>1,600</p>	<p>4,000</p> <p>8,400</p>

iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas3			
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students			
v.	To purchase or upgrade PE/sports equipment in the school a. Purchasing Indoor rowing machines (\$12,000 @ x 3 = \$36,000) b. Purchasing equipment of the New sports: (-Pickleball [15 sets] ~ \$2,000, Juggling [20 sets] ~ \$1,000, Mölkky [10 sets] ~ \$2,000, Cup stacking & timer [20 sets] ~ \$1,500)	36,000 6,500	- 2,000	36,000 4,500
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60 a. Awarding students who can achieve the target of MVPA60)	2,500	-	2,500
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school			
viii.	Others (Please specify):			

(i. a + b) + (ii. a + b) + (v. a + b) + (vi. a)	Total:	150,000	50,000	100,000
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Sister School Scheme (2024-25) Plan

Name of the Mainland Sister School (1): The High School Affiliated to Renmin University of China (RDFZ, 中国人民大学附属中学)

(2): Shanghai Wenlai Middle School (SWMS, 上海市文来中学)

(3): Zhaoqing Phoenix Sanli School (GDFHSL, 肇庆凤凰三立学校)

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring/Evaluation	Estimated Expenditure
	On-line exchange activities between MCS and Shanghai Wenlai Middle School 2024-25: <ul style="list-style-type: none"> The online exchange activities are expected to be held from November 2024 to May 2025. Around 30 F.1-3 students will be recruited as participants in October 2024. A briefing session will be held five days before the first virtual exchange session. Then an online discussion on specific topics will be held on one weekday afternoon every two months. The electronic evaluation survey will be conducted to get feedback from the participants. 	<ul style="list-style-type: none"> To consolidate and share views on some common topics between students of two schools To widen students' horizons, and deepen their understanding of the educational, economic, social, and cultural developments in the Mainland 	<ul style="list-style-type: none"> Evaluation of students' presentations and evaluation surveys from participants will be collected after each online exchange activity. 	<ul style="list-style-type: none"> Video-conferencing equipment, photography equipment, and related accessories bought before will be utilized in this activity.

2.	<p>Beijing Exchange Programme 2024-25 (F.2 – 5 level)</p> <ul style="list-style-type: none"> • The Programme will consist of the Hong Kong Session and the Beijing Session. • The Hong Kong Session is planned to be held in late January 2025. Students of Maryknoll Convent School (MCS), La Salle College (LSC), and Heep Yunn School (HYS) will provide home-stay for around 12 RDFZ students who will attend lessons in the 3 schools and visit cultural sites, museums, and local attractions in Hong Kong. • The Beijing Session is planned to be held in mid-April 2025. Around 20 students from MCS, LSC, and HYS will be led by 3 teachers of the 3 schools to visit RDFZ. They will stay in the dormitory of RDFZ on school days and with homestay families during the weekend. Besides lesson observations, visits to cultural sites, museums, and local attractions in Beijing and a project-based learning activity will be conducted. 	<ul style="list-style-type: none"> • To provide an authentic language environment for learning Putonghua • To let students experience the differences between Hong Kong and Beijing • To understand the history and development of Beijing • To broaden students' horizons • To provide teachers of both schools opportunities for experience sharing and professional exchange 	<ul style="list-style-type: none"> • Budget control • Evaluation of students' projects and presentations • Evaluation Google forms from participants will be collected within one month after the trip • Reflections of teachers will be used as a tool of evaluation. 	<ul style="list-style-type: none"> • The expenditure for flight tickets, accommodation, and meals for the Beijing Session in April 2025 is estimated to be around HK\$ 41,000 (Source: Grant for Sister School Scheme). • Each student is to pay around HK\$ 1000 by estimation, to cover guests' expenses in Hong Kong.
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3	<p>Shanghai Exchange Programme 2024-25 (F1 – 5 level)</p> <ul style="list-style-type: none"> It is planned to be held at the end of December 2024 or June 2025. Around 20 students from F.1-5 will visit Shanghai Wenlai Middle School Hokmah Innovation Section(SWMSHIS). They will stay in a hotel near SWMSIS on school days and with homestay families during the weekend. Besides lesson observations, visits to cultural sites, museums, and local attractions in Shanghai and a project-based learning activity will be conducted. 	<ul style="list-style-type: none"> To provide an authentic language environment for learning Putonghua To let students experience the differences between Hong Kong and Shanghai To understand the history and development of Shanghai To broaden students' horizons To provide teachers of both schools opportunities for experience sharing and professional exchange 	<ul style="list-style-type: none"> Budget control Evaluation of students' projects, presentations, and evaluation Google forms from participants will be collected within one month after the trip. Reflections of teachers will be used as a tool of evaluation. 	<ul style="list-style-type: none"> The expenditure for flight tickets, accommodation, and meals for Shanghai is estimated to be around HK\$ 134,000 (Source: Grant for Sister School Scheme). Each student is to pay around HK\$ 1000 by estimation, to cover other expenses which are not covered by the Grant.
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4.	<p>Sports and Culural Exchange Programme 2024-25 (F1 – 5 level)</p> <ul style="list-style-type: none"> It is planned to be held in Decembe 2024, April or July 2025. Around 45 sports students from F.1-5 will visit Zhaoqing Phoenix Sanli School. They will stay in a hotel near SWMSIS on school days and with homestay families during the weekend. Besides lesson observations and sports tranining, visits to cultural sites, museums, and local attractions in Zhaoqing and a project-based learning activity will be conducted. 	<ul style="list-style-type: none"> To provide an intensive sports training to the students To let students experience the differences between Hong Kong and Zhaoqing To understand the history and development of Zhaoqing To broaden students' horizons To provide teachers of both schools opportunities for experience sharing and professional exchange 	<ul style="list-style-type: none"> Budget control Evaluation of students' projects, presentations, and evaluation Google forms from participants will be collected within one month after the trip. Reflections of teachers will be used as a tool of evaluation. 	<ul style="list-style-type: none"> The expenditure for flight tickets, accommodation, and meals for Shanghai is estimated to be around HK\$ 82,500 (Source: Grant for Sister School Scheme). Each student is to pay around HK\$ 1,500 by estimation, to cover other expenses which are not covered by the Grant.
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Plan for Life Wide Learning Grant (2024-25)

Sep 2024 ver.

2024-2025 Plan on the Use of the Life-wide Learning Grant Maryknoll Convent School (Secondary Schools)

Schools are required to upload this Plan or the Annual School Plan which consists 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 ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated 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	Career and Life Planning Programmes	Throughout the year	F.1-6	835	\$82,000.00	\$98.20	Equip students with career exploration skills and life planning tools to make informed decisions about their future paths	Others - CLP Committee	Monitor participation, gather feedback on students' career aspirations, and assess understanding of life planning skills through surveys and reflections					✓	CLP Committee
2	Biotechnology Programmes	Throughout the year	F.4-6	60	\$135,000.00	\$2,250.00	Introduce students to the world of biotech, fostering understanding of genetic engineering, medical advancements, and environmental solutions	Science	Monitor student participation rates, gather feedback on interest and understanding, and review project outcomes		✓				Biology
3	Academic Extension Programmes	Throughout the year	F.1-6	835	\$154,000.00	\$184.43	Enhance students' academic skills through supplementary lessons and advanced topics, promoting deeper understanding and higher achievement	Cross-Disciplinary (Others)	Track academic progress, collect feedback on improvement and engagement and review supplemental lesson outcomes	✓	✓				Cross KLAs
4	Language Extension Programmes	Throughout the year	F.1-6	835	\$108,000.00	\$129.34	Improve language proficiency through immersive activities, enhancing communication skills and cultural understanding	Cross-Disciplinary (Others)	Use language proficiency tests, gather participation feedback, and assess cultural understanding		✓				Chinese and English
5	Debate & Speech Training Programmes	Throughout the year	F.1-6	60	\$134,500.00	\$2,241.67	Develop critical thinking and public speaking abilities through structured debates and speech practices	Cross-Disciplinary (Others)	Assess performance in debates, collect feedback on skill development, and review competition results		✓				Chinese and English

6	STEM-related Programmes	Throughout the year	F.1-6	400	\$90,000.00	\$225.00	Engage students in Science, Technology, Engineering, and Mathematics projects, fostering innovation and problem-solving skills	Cross-Disciplinary (STEAM)	Evaluate project outcomes, gather feedback on engagement and innovation, and track improvement in STEM skills		✓				STEM Team
7	Core Competence Programmes	Throughout the year	F.1-6	360	\$18,600.00	\$51.67	Strengthen fundamental skills such as literacy, numeracy, and digital literacy, essential for academic success	Leadership Training	Monitor literacy and numeracy progress, collect feedback, and review digital literacy development		✓				ELP Team
8	Music Programmes	Throughout the year	F.1-6	200	\$250,000.00	\$1,250.00	Provide opportunities for students to learn and appreciate music, enhancing creativity and cultural appreciation	Arts (Music)	Review performances, collect feedback on progress and engagement, and track participation in music activities			✓			Music
9	Sports Competition Fees	Throughout the year	F.1-6	300	\$155,000.00	\$516.67	Cover costs associated with students' participation in sports competitions, promoting physical fitness and team spirit	Physical Education	Track student participation and performance in competitions, gather feedback and review outcomes			✓			Physical Education
10	Sports Coaching Fees	Throughout the year	F.1-6	300	\$500,000.00	\$1,666.67	Fund specialized coaching to improve students' athletic skills and performance in various sports teams	Physical Education	Monitor improvement in athletic skills, gather feedback from participants and coaches, and review performance			✓			Physical Education
11	Sports Training Camps	Throughout the year	F.1-6	120	\$21,600.00	\$180.00	Offer intensive training experiences to enhance athletic performance and team cohesion	Physical Education	Track performance improvements, collect participant feedback, and review training outcomes			✓			Physical Education

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences	
12	Visual Arts-related Programmes	Throughout the year	F.1-6	835	\$49,000.00	\$58.68	Encourage artistic expression and appreciation through diverse visual arts activities and projects	Arts (Visual Arts)	Assess project outcomes, gather feedback on creativity and engagement, and review exhibition participation			✓			Visual Arts
13	Performing Arts-related Programmes	Throughout the year	F.1-6	100	\$184,500.00	\$1,845.00	Develop students' talents in drama, dance, and music, fostering creativity and confidence	Arts (Others)	Review performances, collect feedback on skill development, and track participation in performing arts activities			✓			ECA Committee
14	Service Projects	Throughout the year	F.1-6	30	\$12,000.00	\$400.00	Engage students in community service activities, promoting civic responsibility and social awareness	Values Education	Track project completion rates, collect feedback from students and communities, and review impact				✓		Social Service Committee
15	National Education Programmes	Throughout the year	F.1-6	835	\$68,000.00	\$81.44	Instill national pride and cultural awareness through educational activities about the nation's history and heritage	Values Education	Monitor participation rates, gather feedback on cultural awareness, and assess understanding of national heritage	✓					Global Citizenship and Civic Education Committee
16	Catholic Programmes	Throughout the year	F.1-6	835	\$57,000.00	\$68.26	Provide religious education and activities aligned with Catholic values, promoting moral development and faith formation	Values Education	Track participation in religious activities, collect feedback on moral development, and review spiritual growth	✓					Ethics and Religious Studies
17	Mental Health Programmes	Throughout the year	F.1-6	835	\$76,330.00	\$91.41	Support students' mental well-being through counseling, workshops, and awareness campaigns	Student Mental Health	Monitor participation in workshops and counselling, gather feedback on well-being, and review program effectiveness	✓					Counselling Committee
18	Value Cultivation Programmes	Throughout the year	F.1-6	835	\$79,000.00	\$94.61	Foster ethical and moral values through activities and discussions on character building	Values Education	Track participation in activities, gather feedback on moral and ethical development, and review behaviour changes	✓					Character Building Committee

19	Smileys Training Programmes	Throughout the year	F.3-5	200	\$26,000.00	\$130.00	Develop social-emotional skills to promote positive behavior and interpersonal relationships	Student Mental Health	Monitor participation, collect feedback on social-emotional skill development, and review peer interactions	✓					Counselling Committee
20	Peer Mentorship Programmes	Throughout the year	F.1&5	200	\$49,000.00	\$245.00	Encourage peer support and guidance, enhancing students' academic and social experience	Leadership Training	Track mentor and mentee participation, gather feedback, and review progress and engagement	✓					SEN Committee
21	Sustainability and Green Programmes	Throughout the year	F.1-6	835	\$10,000.00	\$11.98	Promote environmental consciousness and sustainable practices through hands-on projects, workshops, and community initiatives	Geography	Monitor student involvement, gather feedback on environmental awareness, and review project outcomes	✓					Green Team
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				9,845	\$2,259,530.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Overseas Exchange Programmes	May - Jun 2025	TBC	50	\$13,000.00	\$260.00	Offer students international exposure, enhancing global awareness and cross-cultural understanding	Others - Global Citizenship and Civic Education Committee	Track student participation, collect general reflections on the experience, and review academic performance	✓					Overseas Exchange Team
2	Mainland Exchange Programmes	May - Jun 2025	TBC	100	\$12,900.00	\$129.00	Facilitate cultural and educational exchanges with Mainland China, fostering mutual understanding and collaboration	Patriotic Education	Monitor participation, gather reflections on cultural understanding, and review exchange outcomes	✓					Citizenship and Social Development
3	Sports-related Overseas Training	Jun - July 2025	TBC	30	\$5,000.00	\$166.67	Provide opportunities for intensive sports training abroad, enhancing athletic skills and international experience	Physical Education	Track performance improvements, gather participant reflections, and review training outcomes			✓			Physical Education
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				180	\$30,900.00										
Total for Category 1				10,025	\$2,290,430.00										

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain ¹ (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences	

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 (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
1	STEM-related Learning Resources	Enhancing STEM initiatives	\$45,000.00
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$45,000.00
Estimated Expenses for Categories 1 & 2			\$2,335,430.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	835
Estimated number of student beneficiaries:	835
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Lo Hang Ke Joyce
Post of Contact Person for LWL:	Vice Principal (General Resources)

Budget for the Year (1st September 2024 - 31st August 2025)							
					Income (\$)	Expenditure (\$)	Surplus/(Deficit)
Opening Balance							
as at 1.9.2024		Government Funds - EOEBG (Baseline+School Specific Grants)			642,588.58		
		Government Funds - Outside EOEBG			2,672,315.80		
		School Funds - General			6,909,424.39		
		School Funds - Donations			14,426.05		
		School Funds - Scholarship			1,767,030.84		
		School Funds - Student Activities			792,381.55		
					12,798,167.21		
I	Government Funds						
	(1) - 1	EOEBG		B/F			
		(a)	Baseline	19,885.54			
			School and Class Grant		1,573,526.32	2,028,880.00	
			Admin Grant for Additional Clerical Assistant		209,869.21	279,027.00	
			Composite Furniture and Equipment Grant		645,300.00	655,150.00	
					2,428,695.53	2,963,057.00	
			Surplus / (Deficit) for the year	Sub-total		-514,475.93	
		(b)	School Specific Grants				
			Capacity Enhancement Grant	165,478.93	676,944.00	624,078.00	218,344.93
			Composite Information Technology Grant	179,369.75	585,308.00	500,000.00	264,677.75
			Administration Grant	44,405.80	4,970,844.00	5,321,862.00	-306,612.20
			Provision of Air Conditioning Grant	148,835.26	737,700.00	669,500.00	217,035.26
			SBM Top-up Grant	596.00	53,835.00	0.00	54,431.00
			School-Based Speech Therapy Admin Grant	4,017.30	8,541.00	8,000.00	4,558.30
			Tuckshop Rent	80,000.00	80,000.00	0.00	160,000.00
			Lift Maintenance Grant		0.00	160,000.00	-160,000.00
			Deficit for Outside of EOEBG				
				622,703.04	7,113,172.00	7,283,440.00	
			Surplus / (Deficit) for the year	Sub-total		452,435.04	
			Closing balance as at 31.8.2024			-62,040.89	
	(1) - 2	Funds Outside EOEBG		B/F			
		#	CLAP (Jockey Club fund)		50,000.00	50,000.00	0.00
		#	Enhanced Chinese Learning	110,170.00	883,874.00	899,160.00	94,884.00
		#	IT Staffing Support Grant		338,819.00	377,937.00	-39,118.00
		#	Learning Support Grant	2,819.03	0.00	50,000.00	-47,180.97
		#	Teacher Relief Grant	660,033.60	4,837,095.00	3,899,604.00	1,597,524.60
		%	Diversity Learning Grant	29,718.60	105,000.00	132,524.00	2,194.60
		%	Beat Drug Fund Supported Programme	0.00	25,000.00	25,000.00	0.00
		%	AfterSchLearn	0.00	0.00	0.00	0.00
		%	IT Innovation Lab Programme	42,060.00	1,000,000.00	500,000.00	542,060.00
		*	Salaries Grant - Teaching Staff	-311,740.42	54,778,460.51	54,466,720.09	0.00
		*	Committee on Home-School Co-operation Project	45,978.00	45,978.00	0.00	91,956.00
		%	The Sister School Scheme	110,645.47	165,438.00	250,000.00	26,083.47
		%	Promotion of Reading Grant	61,271.15	77,205.00	120,500.00	17,976.15
		%	Student Activities Support Grant	0.00	0.00	0.00	0.00
		%	Life-wide Learning Grant	293,768.52	1,505,474.00	2,335,430.00	-536,187.48
		%	School Based after School Learning	22,177.00	0.00	0.00	22,177.00
		#	Support for NCS+SEN	91,201.50	0.00	0.00	91,201.50
		#	Sch Executive Officer Grant	472,896.35	590,760.00	608,760.00	454,896.35
			Ping Wo Fund	0.00	4,000.00	4,000.00	0.00
		%	One-off Grant for Citizenship and Social Development	104,102.00	0.00	104,102.00	0.00
		%	One-off Grant for Mental Health at school	34,515.00	0.00	33,325.00	1,190.00
		%	One-off Grant for Mental Health of Parents & Students	20,000.00	0.00	19,345.00	655.00
		%	One-off Grant on Promotion of Sports Ambience and MVPA60-S	150,000.00	0.00	100,000.00	50,000.00
		%	One-off Grant on Promotion of Prom of Chi Culture Immersion Activities-S	300,000.00	0.00	50,000.00	250,000.00
		%	One-off Grant on Parent Education-S	200,000.00	0.00	100,000.00	100,000.00
		%	Drama Festival Fund		3,950.00	0.00	3,950.00
		%	QEF- My Pledge to Act 293,300.00 293,300.00 -	232,700.00	0.00	108,530.00	124,170.00
		%	Training & Development	0.00	0.00	0.00	0.00
				2,672,315.80	64,411,053.51	64,234,937.09	
		*	Custodian/Reimbursement				
		#	Staffing				
		%	Specific Purposes				
			Surplus for the year	Sub-total		3,470,918.67	Surplus
			Deficit for the year			-622,486.45	Deficit
II	School Funds (General Funds)			B/F	6,909,424.39		
	(2) -1	School Specific Incomes					
			Subscription / Tong Fai	6,290,185.11	2,475,000.00	3,890,034.00	4,875,151.11
			Approved Collection for Specific Purposes Account	619,239.28	371,250.00	570,400.00	420,089.28
			Miscellaneous		120,000.00	40,000.00	80,000.00
			Admin Support		283,020.00	279,027.00	3,993.00
	(2) -2	Donations					
		(a)	General Donation				

		(b)	Project Specific Donations		7,153.00	600,000.00	636,153.00	-29,000.00
			MCS Ed Trust		4,468.14	295,000.00	295,000.00	4,468.14
			Other School Fund Items		0.00	0.00	18,000.00	-18,000.00
	(2) -3		Scholarships		1,767,030.84	0.00	130,600.00	1,636,430.84
	(2) -4		Custodian/Reimbursement Accounts					
		(a)	Student Activities		792,381.55	0.00	10,000.00	782,381.55
		(b)	Educational Trust Funds (Additional Non-teaching Staff)		2,804.91	1,270,584.00	1,270,584.00	2,804.91
		(c)	Even Exchange			130,335.00	130,335.00	0.00
					9,483,262.83	5,545,189.00	7,270,133.00	7,758,318.83
			Surplus / (Deficit) for the year		Sub-total		7,758,318.83	
			Total surplus / (deficit) for school year				10,544,710.16	
			Estimated as at 31.8.2025					
			1)	Government Funds - EOEBG			-62,040.89	
				Government Funds - Outside EOEBG - Deficit			-622,486.45	
				Government Funds - Outside EOEBG - Surplus			3,470,918.67	
			2)	School Funds - General			5,379,233.39	
				School Funds - Donations			-42,531.86	
				School Funds - Scholarship			1,636,430.84	
				School Funds - Student Activities			785,186.46	
							10,544,710.16	