# Hoi Ping Chamber of Commerce Secondary School

# Annual School Plan

# School Year (2025 - 2026)

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# School Vision & Mission

## School Motto: Morality, Wisdom, Health and Diligence

In keeping to this school motto, we are committed to:

- providing an all-round education for the development of high morals and positive values in our students;
- cultivating among our students' kindness, a sense of responsibility, moral integrity and social awareness;
- providing students with the knowledge and skills to cope with work and study and helping students develop independent thinking skills and become autonomous learners;
- helping students maintain physical and mental health; and
- encouraging students to make every endeavour to excel.

## School Goals

(1) To enable every student to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics.

(2) To enable every student to have a holistic and unique development in respect of character building. He/She should be self-disciplined, polite, rule-abiding, honest, caring, accepting, responsible, civic-minded, environment-conscious and able to tell the right from the wrong.

(3) To enable every student to
   (a) acquire a basic level of linguistic competence in Chinese and English, and communicate with others in Cantonese, English and Putonghua.
   (b) acquire basic skills in computation and in reading charts and diagrams.
   (c) master self-learning skills, show competence in IT, and develop skills for collecting and utilizing information.
   (d) develop skills for innovation so as to cope with changes and solve problems.
   (e) master high-order thinking skills, including the ability to understand, apply, analyse, integrate and evaluate knowledge.

(4) To cultivate students' interpersonal skills and foster their acceptance of differences and diversity.

(5) To strengthen students' sense of national identity and prepare them to serve and contribute to our society and country.

# Core Values of Education

Everyone is uniquely gifted; our school strives to provide opportunities for students to actualise their potential and develop their talents so that they can shine. With student-centred education as our chief mission, we prioritise students' growth needs and promote whole-person development. We organise diverse activities and learning experiences to widen students' exposure and nurture future leaders who actively try, experiment, share, and contribute to our society and country with pride in their national identity.

Morality is at the forefront of our school motto. For students to set good examples for one another, our school expects them to be cultivated, well-mannered, and solicitous about the community. We are committed to nurturing scholars whose curiosity drives them to learn proactively, whose passion motivates them to enrich their knowledge. Physical and emotional well-being lays the solid foundation for a purpose-driven life; therefore, we aim at promoting physical wellness and aesthetic appreciation in our education, which are vital to students' balanced growth. Attitude determines altitude and the goals one can achieve; we firmly believe that students who are diligent and driven will be able to scale great heights in their future.

**Major Concern 1: <u>To empower students as positive, self-driven leaders for the school and wider communities.</u>**

Briefly list the feedback and follow-up actions from the previous school year: (In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- We require continued support to tailor materials for diverse learning needs. This tailored approach fosters greater student participation, which subsequently provides students with more opportunities to develop and showcase their confidence.

- Our excursion program would benefit from a long-term and more structured plan. Rather than standalone trips, excursions should be strategically integrated into the curriculum as extended learning experiences. This approach involves designing a yearly or multi-year calendar that intentionally covers and balances different areas of learning—from STEM and the arts to history and physical education. A coherent plan ensures that each excursion builds upon the last, providing deeper, more meaningful connections to classroom instruction and creating a well-rounded educational journey for every student.

- There is a significant opportunity to expand the platform for leadership training. Currently, leadership roles are often limited to a select few positions. By creating a more expansive and tiered system of leadership development, we can cultivate these essential skills in a broader cohort of students.

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible person | Resource Required |
|---|---|---|---|---|---|---|
| 1. To empower students as active learner by bolstering students' self-confidence | 1.1. Encourage students to actively participate in assembly or class sharing and provide trainings and feedback to participants. | • For morning assemblies, at least 50 students conduct sharing, and each theme is covered at least once. Students in the classrooms clear their desks and listen to the sharing attentively.<br>• For class sharing, each student is given an opportunity to conduct free talk in front of classmates. Teachers provide training and feedback. | • Statistics documented in the morning assembly schedule<br>• Feedback from class teachers and monitoring from managerial staff<br>• Schedule of free talk from each class<br>• Marksheets given to students after conducting the free talk. | Whole year | Chan Kwun Tat | Teachers responsible for the theme of sharing keep a record of how many students have shared.<br>Marksheet is designed by speech therapist. |

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| | 1.2. Provide more opportunities for students to participate in lessons and demonstrate their learning outcomes. | • Most teachers demonstrate more strengths than weaknesses in the domain of 'opportunities for student participation' in lesson observations. | • Lesson observation | Whole year | Lui Fu On | / |
| | 1.3. Enable students to demonstrate learning outcomes of their experience and insights from non-academic activities in CTP and OLE lessons. | • At least 4 groups of former participants of other learning experiences are invited to share in CTP and OLE lessons during the school year. | • Teachers' records | Sept 2025 – Jul 2026 | Chan Kwan Yin | / |
| | 1.4. Provide opportunities for students to reflect on their learning experiences and keep their reflection in an organized manner. | • Students reflect on their learning experiences in different activities and record them in an organized manner. | • Records of students' reflection | Whole year | Lau Yin Hung | N/A |
| 2. To instil proper values and attitudes in our students, and empower students to make informed decisions, act with integrity, and contribute positively to the society and our nation as a whole | 2.1. Implement a school-based compassion-inspired values education framework, aligned with the lunar calendar, to address student needs and promote national education. | • Briefing and debriefing are conducted at the beginning and end of most CTP and OLE lessons to orient students to the relevant values. | • Teachers' records | Sept 2025 – Jul 2026 | Chan Kwan Yin | The signage system will be used for showing value education sharing materials. |
| | 2.2. Hold programmes which provide students with information, aiding them in making informed decisions in the process of career and life planning | • Three programmes which provide students with study-related or career-related information and/or advice are held. | • Records of the programmes held<br>• eedback from students and teachers | Whole year | Lau Yin Hung | $4000 |

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| | 2.3. Include learning content related to politeness and service spirits through different training workshops and Service-learning class. | • 80% of participants agree that the workshops and the service-learning classes are meaningful. Also, 80% of participants agree that the workshops and the Service-learning classes boost their confidence in serving schoolmates. | • Questionnaire | Whole year | Lau Yin Hung | $ 1000 |
| | 2.4. Equip students with accurate sex knowledge and develop proper values towards sexuality, tailoring the content appropriately for different levels. | • Majority of students and teachers find the talks / workshops meaningful and useful.<br>• 80% of participants of a target group report improvements in the levels of knowledge about sexuality. | • Feedback from teachers and students.<br>• Conduct pre- and post-group assessments.<br>• Feedback from teachers. | Whole year | Cheung Hau Chi | N / A |

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| | 2.5 Through a more structured framework, coordinate with different subject departments and makes good use of resources to arrange for students to exchange experiences in different places, broaden their horizons, enhance their understanding of their country and develop a more global perspective. | • At least three related activities are organized in coordination with different subject departments each semester.<br>• Promotional materials are distributed to ensure all students are informed about the activities.<br>• A diverse group of students from both junior and senior forms is selected to participate in the activities.<br>• At least 80% of participants reporting that they felt their horizons were broadened, with specific examples of how their understanding of their country and global perspectives have enhanced as a result of the activities. | • Reflection made by the participants<br>• Feedback from teachers and participants | Whole year | Leung Hoi Tin | • funding<br>• relevant reference materials<br>• reflection and evaluation forms<br>• personnel for coordination |
| 3. To empower students as leaders and to cultivate their sense of service and ownership to the school | 3.1. Empower more student service leaders to mobilise schoolmates to run service projects for schoolmates and wider communities. | • UNICEF Club is operated and runs at least 2 activities throughout the school year. | • Teachers' observation | Sept 2025 – Jul 2026 | Chan Kwan Yin | / |
| | 3.2. Cultivate leaders for various school committees by allowing students to proactively sign up for different leadership roles within the school leader selection system, establishing a leadership ladder. | • Majority of S3 and S4 students will sign up for leadership role.<br>• Students and teacher agree that the school leaders selection system is good to cultivate leaders. | • No. of students sign up for leadership roles.<br>• Feedback from students and teacher. | May 2026 | Lee Wai Chi | / |

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| | 3.3. Provide more diverse platforms and opportunities for students to learn how to organize activities through participation in different school events. | • Admission Information Day involves student helpers from different forms; all form two students participate in the preparation of the game booths. Overall, 40% of the students at school are involved.<br>• Open recruitment of Emcee Team and Hoi Ping Ambassadors allows students to have more opportunities to participate in different ceremonies or events. | • Students' participation record<br>• Feedback from teachers | Whole year | Cheung Hau Chi | / |
| | 3.4. Deploy more external resources for various leadership training camps to strengthen the training of student leaders | • More students join the external activities promoted via Google Classroom<br>• Majority of the students find the leadership training activities helpful in fostering their leadership skills | • Students' participation record<br>• Questionnaire and observation from teachers | Whole year | Lee Wai Chi | Budget for training workshop for S2/ S3: $10000<br><br>Budget for leadership training camp for upcoming leaders: $50000 |

**Major Concern 2: <u>To grow the learning communities among different school stakeholders</u>**

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

- The school should explore new academic initiatives to nurture intellectual growth, including the establishment of a Mathematics school team and the introduction of Wednesday after-school enhancement classes to deepen engagement and minimize clashes with extracurricular activities.

- To enrich the academic community, students can be encouraged to showcase research projects during assemblies and Science Week, while self- and peer-evaluation practices are being expanded across subjects, including science, to foster reflective learning and critical assessment skills.

- School-Based Assessments (SBAs) should be effectively coordinated by spreading them across March, May, and July, reducing pressure on students and maximizing opportunities for meaningful feedback and improvement.

- The approach to nurturing gifted S2 students has shifted to nominating them for external programmes, competitions, and excursions, offering broader opportunities for intellectual, social, and personal growth beyond the school setting.

- A comprehensive teacher support system has been introduced, pairing new teachers with two mentors and gathering student feedback to improve teaching effectiveness, beginning in Mathematics and later extending to other subjects.

- Learner diversity should be addressed through a structured three-tier support model of class-based interventions, pull-out support, and individualized assistance, with split-class arrangements in Chinese and Mathematics transitioning into flexible after-school remedial sessions.

- Professional practice can be strengthened through the collection of exemplary lesson and assignment samples, staff development focused on learner diversity and differentiation, and the creation of student portfolios that provide holistic references on conduct, mental health, and academics.

- Parent outreach and engagement can be enhanced by leveraging school facilities to organize evening sharing sessions, creating more inclusive opportunities for families and strengthening the partnership between parents and the school.

| Targets | | Implementation Strategies | Success Criteria | Method of Evaluation | Time Scale | People in charge |
|---|---|---|---|---|---|---|
| 1. To engage students as active participants in a learning community that nurtures their intellectual growth | 1.1. To cultivate a learning atmosphere that engages students and encourages student participation | 1.1.1. To engage students in academic-related activities/ competitions | 1.1.1. Students take the initiative to partake in academic-related activities/ competitions locally and globally. | 1.1.1. & 1.1.6. Feedback from teachers and students | Whole year | 1.1.1. All teachers |
| | | 1.1.2. To promote peer learning/ sharing within the student learning community | 1.1.2. Majority of the subject departments adopt strategies to encourage peer learning. Majority of the students find peer learning and sharing of learning experiences from their peers useful. | 1.1.2. & 1.1.5. Evaluation in Academic Meeting and/or Joint Panel Head Meeting | | 1.1.2. All subject departments |
| | | 1.1.3. To enhance alumni mentorship | 1.1.3. Alumni mentorship programme is refined to foster more sharing between alumni and students. | 1.1.3. Evaluation in Careers and Guidance Committee Meeting | | 1.1.3. Careers and Guidance Committee |
| | | 1.1.4. To encourage more student participation in lessons | 1.1.4. Majority of the teachers managed to reach a 3 out of 4 in the domain of student participation in the lessons observed. | 1.1.4. Lesson observation reports | | 1.1.4. Academic Committee and all teachers |
| | | 1.1.5. To integrate self-assessment and/or peer-assessment into students' learning process | 1.1.5. Self-assessment and/or peer-assessment are adopted in selected subjects. | | | 1.1.5. Academic Committee and all subject departments |
| | | 1.1.6. To nourish the habits of further refining the practice of study groups and utilising the summer timetable effectively | 1.1.6. Majority of students have the experience of joining a study group and find it beneficial | | | 1.1.6. Academic Committee and class teachers |

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| | 1.2. To foster the growth of the gifted and to better cater for learner diversity | 1.2.1. To recommend suitable pull-out programme for the gifted students to nurture their development | 1.2.1 By joining the pull-out programme, the majority of the students broaden their horizon, enrich their knowledge, are inspired to set lofty goals and challenge themselves, etc. | Feedback from teachers and students | Whole year | 1.2.1 Chan Tak Nam, Lui Fu On, Mak Ka Man, Cheung Hau Chi, Leung Hoi Tin, Chan Kwan Yin |
| | | 1.2.2. To revise the arrangement of after-school enhancement classes and remedial support for students. | 1.2.2 By deploying teachers to conduct the Chinese and Maths enhancement classes and introducing the Academic Counselling class, the majority of the participants can sustain active engagement with satisfactory participation rates, develop stronger learning habits and confidence and make steady academic progress. | | | 1.2.2 Lui Fu On, Fung Ka Yeng, Ng Ka Hung, Fong Hing Pan |
| | | 1.2.3. To introduce blended learning in selected subjects | 1.2.3 Blended learning is adopted as a trial in subjects such as Maths, Physics, Chemistry and Biology at S4 and S5 levels before each assessment to nurture students' self-directed learning habits among the majority of the students taking these subjects. | | | 1.2.3 Lui Fu On, Fong Hing Pan, Wan Kwok Tung, Au Ming Tak, Wong Man Chun |
| | 1.3. To develop students' global perspectives | 1.3.1. To invite students to conduct sharing on global issues | 1.3.1. Students regularly share their views on global issues under the supervision of teachers in morning assemblies and/or free talks | Feedback from teachers and students | Whole year | 1.3.1. Various subject departments and functional groups |
| | | 1.3.2. To incorporate global issues into the curriculum | 1.3.2. Students understand more about global issues via the topics/ discussion about them embedded in the curriculum among various academic subjects. | | | 1.3.2. All subject departments |

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| | | 1.3.3. To encourage students to take part in international competitions and overseas study tours | 1.3.3. A significant number of eligible students expand their global perspectives by participating in international competitions and overseas study tours. | | | 1.3.3. All teachers |
| 2. To nurture teachers as collaborative professionals who actively seek opportunities for professional growth and development | 2.1. To nurture teachers' professional growth | 2.1.1. To organize professional training workshops for teachers on how to enhance the effectiveness of learning and teaching<br><br>2.1.2. To run professional sharing sessions in which teachers can share their best practices, discuss challenges, and/or co-create solutions<br><br>2.1.3. To enhance the professional exchange with the sister school(s)<br><br>2.1.4. To refine the new teacher mentorship system | 2.1.1. Majority of the teachers find the workshops useful and help enhance the effectiveness of learning and teaching<br><br>2.1.2. Majority of the teachers find the sharing sessions insightful and beneficial to their teaching<br><br>2.1.3. More professional exchange has been fostered with teachers from the sister school(s)<br><br>2.1.4 New teachers find the revised mentorship system, with two mentors assigned and regular gatherings, useful and it facilitates their adaptation to our school. | Feedback from teachers and students | Whole year | Staff Development Team and Academic Committee |
| | 2.2. To enhance school development and accountability | 2.2.1. To utilize data to drive continuous school improvement | 2.2.1. The Data Analysis Team analyses student data to provide insights on school improvement in different domains. | Feedback from teachers and students<br><br>Evaluation in School Executive Committee Meetings | Whole year | School Executive Committee and Staff Development Team |

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| | | 2.2.2. To nourish a strong evaluative culture at school<br><br>2.2.3. To strengthen the roles of middle managers in staff monitoring | 2.2.2. Evaluation is regularly conducted by teachers to reflect on their own performances and by the school to better its policies, activities, programmes, etc.<br><br>2.2.3. Middle managers effectively and regularly monitor and provide constructive feedback to staff members, supporting their professional development. | | | |
| 3. To nourish parents as our partners in their children's education and advocates of home-school collaboration | 3.1. To foster home-school partnership and strengthen parent education | 3.1.1. To run workshops and sharing sessions on their roles in parenting, adolescent development, home-school collaboration, etc.<br><br>3.1.2. To organise activities to engage parents in home-school collaboration | 3.1.1. Majority of the parents find the workshops and sharing sessions useful in strengthening their roles as parents.<br><br>3.1.2. Majority of the parent participants are engaged in the activities organised by the PTA. | Feedback from parents<br><br>Evaluation in Parent Teacher Association Meetings | Whole year | Parent Teacher Association |

**Diversity Learning Grant – Other Programmes (Gifted Education) 2025-2026**

| **Domain** | **Programme** | **Objective(s)** | **Targets** | **Duration/Start** | **Evaluation of Student Learning / Success Indicators** | **Teacher i/c** | **Budget** |
|---|---|---|---|---|---|---|---|
| Language | External Programmes, including local, national or overseas study tours<br><br>e.g. Model United Nations Conference, the World Scholar's Cup (an annual international academic tournament) | To stretch students (gifted students in the area of language, creativity, higher order thinking) potentials | 15-20 S4-S6 students, Nominated by Chinese/ English Department with specific criteria | Depends on the external organizations | Students' performance in the programme<br><br>Teachers' observation<br><br>Students' self-evaluation | Leung Hoi Tin | HKD42,000 |
| Mathematics | External Programmes<br><br>e.g. Enrichment Programme for Young Mathematics Talents by CUHK | To stretch students (gifted students in the area of mathematics) potentials | Around 5-10 students<br>S4, S5<br>Nominated by Mathematics department with specific criteria | Depends on the external organizations | Students' performance in the programme<br><br>Teachers' observation<br><br>Students' self-evaluation | Man Yuk Wa, Wong Wing Cheung | HKD21,000 |

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|---|---|---|---|---|---|---|---|
| Science | External Programmes or Study Tours<br><br>e.g. Enrichment Programme organized by HKUST (HKUST Dual Program for the Talented), CUHK (CUHK Summer Institute), HKU (HKU Summer Institute) | To provide diverse stimulating and highly challenging out-of-school learning opportunities for gifted students in the area of science. | 5-15 students S4, S5, S6 Nominated by Science Department with specific criteria | Depends on the external organizations | Students' performance in the programme<br><br>Teachers' observation<br><br>Students' self-evaluation | Wong Man Chun | HKD21,000 |
| Humanities | | To provide diverse stimulating and highly challenging out-of-school learning opportunities for gifted students in the area of humanities. | 5-15 students S4, S5, S6 Nominated by Humanities Department with specific criteria | | | Chan Wing Shun | HKD21,000 |

**2025-2026 年度「推廣中華文化體驗活動一筆過津貼」計劃**
**中國語文和中國文學科**

整體目標：

- 讓學生認識和傳承中華文化。
- 培養學生對學習中華傳統文化的興趣，加強學生國民身份認同。
- 營造校園的文化氛圍。

| 範疇 | 活動 | 說明 | 參與年級及人數 | 成效評估 | 預算支出 |
|---|---|---|---|---|---|
| 學習／體驗活動、講座或比賽 | 廣州文學散步 | 透過漫步廣州，追踪魯迅蹤跡，遊覽相關景點，對作家生平、文學作品有更深入的認識，並培養學生對中國文學的興趣。 | 初中和高中文學班；25 人 | 學生問卷、老師觀察 | 25,000 |
| 學習／體驗活動、講座或比賽 | 文學×廚藝 | 透過學習中華烹飪方法，製作菜餚，並從煮食過程、食材作聯想，進行文學創作，增加學生對中國文學及中華烹飪的認識，培養其對中華文化的欣賞。 | 初中和高中文學班；30 人 | 學生問卷、老師觀察 | 35,000 |
| 學習／體驗活動、講座或比賽 | 中華文化體驗班 | 茶藝班導師將教導學生認識茶具、茶類，學習沏茶、品茶，欣賞茶藝，並培養茶道精神。 | 初中；20 人 | 學生問卷、老師觀察 | 28,000 |
| 學習／體驗活動、講座或比賽 | 中華表演藝術 | 邀請藝術表演者到校表演木偶皮影，讓學生認識木偶皮影、中國經典故事，深化學生對中華文化的認識。 | 中一；約 165 人 | 學生問卷、老師觀察 | 6,000 |
| 學習／體驗活動、講座或比賽 | 中華文化體驗 | 邀請「校園集古村」公司到校舉辦「校園集古村」，讓學生仿如走在古代市集，參加中國古代小食、手藝、遊戲攤位，並欣賞藝術表演，使學生沉浸在古代的民間氣息，認識和欣賞中國的技藝。 | 中四；約 165 人 | 學生問卷、老師觀察 | 22,000 |
| | | | | 全年預算總支出 | 116,000 |

**Provision of One-off Grant for the Use of the One-off Grant on Parent Education (Secondary) – Plan on the One-off Grant on Parent Education (Secondary) (2025-2026)**

Our school has planned the One-off Grant on Parent Education for the following use:

| | Area | Budget (2025/26) |
|---|---|---|
| i | Organising structured or thematic parent education programmes<br>• Total expenditure on services provided by organisations | $49,600 |
| | • Total expenditure on services provided by individual speakers or experts | $20,000 |
| ii | Designing and producing school-based parent education resources | |
| iii | Organising school-based parent education promotional activities relating to the "Positive Parent Campaign" | 0 |
| iv | Others (please specify): | |
| | **Total Expenditure** | $69,600 |

*All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school.

**Plan on the One-off Grant for**
**Promotion of a Sports Ambience and MVPA60 in Schools (2025-2026)**

**Programme background:**
To help students develop a healthy lifestyle, expose them to a wide variety of physical activities to enhance sports skills, improve physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities.

Plan in 25-26

| | **Proposed Activities** | **Brief Description** | **Targets/ No. of participants** | **Budget** |
|---|---|---|---|---|
| 1 | Self-training Scheme | - Set up an award scheme (e.g. souvenirs/ medals) to encourage students to have self-training after school. | S1-6, 900 students | 5000 |
| 2 | Promotion of Pickleball | - To purchase pickleball rackets and balls<br>- Introduce pickleball through PE lessons<br>- Organise pickleball competitions | S1-3, 450 students | 8000 |
| 3 | To upgrade sports equipment in the Fitness Centre | - To purchase curve treadmill and bars. | NA | 50000 |
| 4 | To procure sports-related activity supporting tools | - To purchase chip timing equipment. | S1-6, 900 | 50000 |
| | | | **Budget Total：** | 113000 |

**Implementation and Monitoring**

| **Activity** | **Implementation Schedule** | **Targeted Outcome** | **Method of Evaluation** |
|---|---|---|---|
| 1 | Oct 25 to May 26 | 80% students join the scheme | Check the result from the system |
| 2 | September 25 to July 26 | At least one form of students learn pickleball in PE lessons | Observation from teachers and feedback from students |
| 3 | December 25 | NA | NA |
| 4 | December 25 | NA | NA |

**School-based After-school Learning and Support Programmes 2025-2026 s.y.**
**School-based Grant (SBG) — Programme Plan**

Name of school: Hoi Ping Chamber of Commerce Secondary School

Staff-in-charge: Lee Wai Chi Contact telephone no.: 27123107

**A. The total estimated number of eligible students is 195**

[including A. 10 students receiving the Comprehensive Social Security Assistance (CSSA), B. 100 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 85 students covered by discretionary quota[1]]

**B. Activities planned to be subsidised by SBG for eligible students' participation**

| Name / Type of activity[2] | Objectives of the activity | Success criteria (e.g. learning effectiveness) | Method(s) of evaluation (e.g. test, questionnaire, etc.) | Period / Date | Estimated person-times[3] of eligible students of different categories | | | Estimated expenditure ($) | Name of institute / service provider (if applicable) |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | A | B | C | | |
| Leadership Training (camp and workshops) | Design and implement various projects to nurture student leaders. | Student leaders run activities effectively in school and set role models on other students | Conduct survey and feedback from students | Feb 2026/ Aug 2026 | 0 | 6 | 5 | $9000 | • HKFYG Leadership Institute<br>• |
| Musical Training | Arouse students' interest in music. | Students' interest in music has been enhanced and there's a high participation rate in activities. | Class observation and attendance record | Sep 2025 to Aug 2026 | 0 | 5 | 1 | $10000 | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| S2-6 Valued Education Half-day Camps | To implement value education via a half-day camp for the form. | Students learn the proper value and attitude through experiential activities. | Students' response and teachers' observation | Sep 2025 | 8 | 81 | 63 | $35000 | |
| Post-exam Activities | To enrich students' other learning experience and broaden their horizons through various activities. | Students actively engage and show interest in the activities. | Conduct survey and feedback from students | July 2026 | 9 | 86 | 80 | $40500 | |
| Excursions | To enrich students' other learning experience and broaden their horizons through excursions. | Increase participation in excursions. Different forms of students can join the tours. | Conduct survey and feedback from students and teachers | Sep 2025 to Aug 2026 | 3 | 4 | 3 | $30000 | |
| **Total number of activities: 5** | | | | **Sub-total:** | 20 | 182 | 152 | | |
| | | | | **Total:** | 354 | | | | |

Note:

1. Students who are considered financially needy under the school-based criteria can be included in the discretionary quota which is capped at 25% of the total number of students in receipt of CSSA and full grant under SFAS.
2. Types of activities include tutorial service, learning skills training, language training, visits/outdoor activities, art and cultural activities, sports activities, self-confidence development, volunteer service, adventure activities, leadership training and social/communication skills training.
3. The person-times of eligible students refer to the sum of eligible students participating in each activity, i.e. a student participating in more than one activity can be counted more than once.

**Plan on the Use of Capacity Enhancement Grant 2025-2026 - English**

| Task Area | Major Area(s) of Concern | Strategies/Tasks | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
|---|---|---|---|---|---|---|---|---|
| **Enhancing students' English Language proficiency** | To cope with diversities of students (S1-S5) in learning English | To employ tutors and/or qualified teachers to conduct after-school/ Saturday tutorial classes | Reduction of teaching workload of English teachers in terms of extra English lessons so that they can put more attention on individual students' needs | English enhancement/ elite classes are to be conducted from September 2025 to May 2026, after school/ on Saturdays | **Salary of tutors for the year: $23760**<br>$600 per hour for experienced teachers; $440 per hour for post-graduates/ qualified teachers; $330 per hour for Year 3 and above; $250 per hour for Year 1&2.<br>One class per form; 12 lessons per class per year; 1.5 hours per lesson. | 1. Students are generally able to cope with the difficulties in using English as the medium of instruction and with the average class progress.<br>2. Students show progress in tests and exams. | 1. Assessments of students' performance in lessons, tests, and exams<br>2. Students' feedback in the enhancement class survey<br>3. The evaluation of teachers-in-charge<br>4. Tutors' feedback | Fung Ka Yeng |

**Plan on the Use of Capacity Enhancement Grant 2025-2026 - Chinese**

| Task Area | Major Area of Concern | Strategies /Tasks | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
|---|---|---|---|---|---|---|---|---|
| **Enhancing students' Chinese Language proficiency** | To raise students' interest in Chinese debate. | To employ a part-time coach to help Chinese teachers conduct the debate classes for students and the speech and debating team | Reduction of workload of Chinese teachers; opportunities for students to engage in debate; opportunities to shift the focus of language study to language use | The coach assists Chinese teachers to conduct debating classes after school from **September 2025 to June 2026** | **Salary of Tutors for the year: $30,000**<br><br>$440 per hour for graduates with particular expertise;<br>$400 per hour for non-graduates with particular expertise;<br><br>total 68-75 hours (actual number of lessons may vary). | 1. Performance by the debating members in the debating competitions.<br>2. Number of students participating in the training and the competitions.<br>3. Members' attendance in each training session. | 1. The coach will be evaluated by the teachers -in-charge<br>2. Students' participation in and feedback | Ng Ka Hung |
| **Curriculum development, including the integration of information technology in teaching** | To provide students with opportunities to read and write more, improving students' writing interests and confidence, and more it is to encourage students to take the initiative to write. | To hire an outside AI service to assist in writing curriculum development, and improve the efficiency of teachers in marking students' essays. | Reduction of workload of Chinese teachers so that they can concentrate on curriculum development; opportunities for students to engage in writing. | The programme is to be conducted from **September 2025 to June 2026**. | The AI service charges no more than HKD 20,000 to mark about 1,000 articles, including about 14 questions. | 1. Teachers' efficiency in marking can be improved.<br>2. Opportunities for students to write can thus be increased, and students' writing confidence can be improved, making them more willing to write. | 1. The number of essays written by students increased.<br>2. The AI service will be evaluated by Chinese teachers.<br>3. Students' participation in and feedback. | Teacher 2 |

## Plan on the Use of Capacity Enhancement Grant 2025-2026 – Mathematics

| Task Area | Major Area(s) of Concern | Strategies/Tasks | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
|---|---|---|---|---|---|---|---|---|
| **1. Nurturing advanced mathematical reasoning and problem-solving skills in gifted learners** | To stimulate and extend junior secondary students (S2 to S3) to develop profound mathematical understanding | To employ tutors to help Mathematics teachers conduct after-school gifted classes | Enrolled students will have the opportunity to explore supplementary mathematical concepts and cultivate profound insights into the discipline of Mathematics. | The tutors assist Mathematics teachers in conducting Mathematics gifted classes after school from **September 2025 to June 2026** | **Salary of tutors for the year: $17,820** $250-$330 per hour for undergraduates/ graduates; One class per form; 18 lessons per class per year; 1.5 hours per lesson. | Students can generally demonstrate development in mathematics and mastery of new concepts that are beneficial for further mathematics learning. | 1. Assessment of student's performance in lessons<br>2. Students' participation and feedback on the Mathematics gifted classes<br>3. Subject teacher evaluation<br>4. Tutor evaluation | Chow Ka Wing,<br>Fong Hing Pan |

**Plan on the Use of Capacity Enhancement Grant 2025-2026 - Biology**

| Task Area | Major Area of Concern | Strategies /Tasks | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
|---|---|---|---|---|---|---|---|---|
| **Enhancing students' Biology proficiency** | To assist senior secondary students (S4 to S6) to cope with the difficulties in learning Biology. | To employ part-time tutors to help Biology teachers conduct the after-school tutorial classes. | Reduction of teaching workload of Biology teachers in terms of extra Biology lessons so that they can have more attention on individual needs; | The tutors assist Biology teachers to conduct **four Biology tutorial classes** after school from **October 2025 to May 2026**. | **Salary of Tutors for the year: $30300**<br><br>$600 per hour for qualified teacher<br>1.5 hr/ lesson;<br>10 lessons for each class;<br>3 classes in total<br><br>$250-$330 per hour for undergraduates / graduates;<br><br>1 hr/ lesson;<br>10 lessons for each class;<br>1 class in total<br><br>(Actual number of lessons may vary). | Students are generally able to cope with the difficulties in learning Biology and cope with the average class progress. | 1. The coach will be evaluated by the teachers -in-charge<br>2. Students' participation in and feedback<br>3. Questionnaires completed by students | Wong Man Chun |

**Plan on the Use of Capacity Enhancement Grant 2025-2026 - Economics**

| Task Area | Major Area(s) of Concern | Strategies/Tasks | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
|---|---|---|---|---|---|---|---|---|
| **Enhancing students' Economics knowledge and skills** | To cope with diversities of students (S6) in learning Economics | To employ tutors to conduct tutorial classes during Christmas holiday | -Students can learn from the experience of tutor in preparing for Economics DSE<br><br>-Economics teachers can put more attention on individual students' needs | The tutors conduct tutorial classes after school from **September to December 2025** | **Salary of tutors for the year: $7,500 - $9,900**<br>$250-$330 per hour for undergraduates/ graduates;<br><br>20 lessons<br>1.5 hours per lesson. | Students are generally able to cope with the common difficult topics in Economics. | 1. Assessments of students' performance in lessons and homework<br><br>2. Subject teacher evaluation<br><br>3. Tutor evaluation | Chau Yuen Man<br><br>Ng Pui Ying |

**Plan on the Use of Capacity Enhancement Grant 2025-2026 – Teaching Assistant**

| Task Area | Major Area(s) of Concern | Strategies/Tasks | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
|---|---|---|---|---|---|---|---|---|
| **To provide support in administration, learning & teaching and extra-curricular activities** | To offer support in implementing the programmes of different subject departments and functional groups | To provide administrative support at the school level;<br><br>To assist teachers in the preparing of learning/ teaching materials;<br><br>To offer support in organizing/ conducting extra-curricular activities;<br><br>To relieve teachers' workload by substituting lessons and taking up invigilation duties. | Teachers will be released from some non-teaching duties to provide more time to focus on curriculum development and to cater for students' needs.<br><br>There can be extra manpower in organizing and conducting extra-curricular activities, reducing teachers' workload. | 1/9/2025 to 31/8/2026 | Monthly salary is HK$22,660. Employer's contribution to MPF is HK$1133. The school pays HK$23,793 per month, or HK$285,516 per year. | Teachers' workload and non-teaching duties can be relieved to create more room for curriculum development and catering for students' needs.<br><br>Extra-curricular activities can be organized/ conducted more effectively. | 1. Teachers' observation<br><br>2. Appraisal meeting with the Teaching Assistant | Lui Fu On,<br>Lee Wai Chi |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **To provide support in administration, learning & teaching and e-learning** | To offer support in promoting e-learning and implementing the programmes of different subject departments and functional groups | To provide administrative support at the school level;<br><br>To assist teachers in the preparing of learning/ teaching materials;<br><br>To offer support in e-learning<br><br>To relieve teachers' workload by substituting lessons and taking up invigilation duties. | Teachers will be released from some non-teaching duties to provide more time to focus on curriculum development and to cater for students' needs.<br><br>There can be extra manpower in organizing and conducting extra-curricular activities, reducing teachers' workload. | 1/9/2025 to 31/8/2026 | Monthly salary is HK$23,000. Employer's contribution to MPF is HK$1150. The school pays HK$24,150 per month, or HK$289,800 per year. | Teachers' workload and non-teaching duties can be relieved to create more room for curriculum development and catering for students' needs.<br><br>Extra-curricular activities can be organized/ conducted more effectively. | 3. Teachers' observation<br><br>4. Appraisal meeting with the Teaching Assistant | Lui Fu On<br>Mak Ka Man |

2025-2026 Plan on the Use of the Life-wide Learning and Sister School Grant (Template)

May 2025 ver.

Hoi Ping Chamber of Commerce Secondary School

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

Category 1: Details of Activities

| No. | Name and Description of the Activity | Proposed Date | Objective(s) of the Activity | Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved) | | | | Estimated Expenses ($) | Name(s) of Mainland sister school(s) (If sister school exchange activity is involved) | Category of the Activity^ | | Evaluation Method^ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Students (Please specify levels and number) | Teachers | School Manage-ment | Others (Please specify target and number) | | | (Select one or more suitable option(s) from the pull-down list) | (If "A9 Others" is chosen, please provide details in this column) | (Select one or more suitable option(s) from the pull-down list) | (If "B7 Others" is chosen, please provide details in this column) |
| 1.1 | Local Activities (including online exchanges) | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 1 | Environmental Education (S1-S6) | Sep 25 to Aug 26 | To educate students about topics related to environmental conservation. | S1-S6, 900 | 0 | 0 | 0 | $30,000.00 | | A1 Values Education | | B1 Questionnaire | |
| 2 | Life Education (S1-S6) | Sep 25 to Aug 26 | To enhance students' sense of caring and compassion, and widen their horizons. | S1-S6, 900 | 0 | 0 | 0 | $30,000.00 | | A1 Values Education | | B1 Questionnaire | |
| 3 | S2 Values Education Half-Day Camp/Activities | Sep 25 | To implement values education via a half-day camp for the form. | S2, 163 | 0 | 0 | 0 | $20,000.00 | | A1 Values Education | | B1 Questionnaire | |
| 4 | S3 Values Education Half-Day Camp/Activities | Sep 25 | To implement values education via a half-day camp for the form. | S3, 158 | 0 | 0 | 0 | $20,000.00 | | A1 Values Education | | B1 Questionnaire | |
| 5 | S4 Values Education Half-Day Camp/Activities | Sep 25 | To implement values education via a half-day camp for the form. | S4, 158 | 0 | 0 | 0 | $25,000.00 | | A1 Values Education | | B1 Questionnaire | |
| 6 | S5 Values Education Half-Day Camp/Activities | Sep 25 | To implement values education via a half-day camp for the form. | S5, 148 | 0 | 0 | 0 | $25,000.00 | | A1 Values Education | | B1 Questionnaire | |
| 7 | S6 Values Education Half-Day Camp/Activities | Sep 25 | To implement values education via a half-day camp for the form. | S6, 142 | 0 | 0 | 0 | $25,000.00 | | A1 Values Education | | B1 Questionnaire | |
| 8 | Creative Writing Class | Sep 25 to Aug 26 | To enhance students' ability to do creative writing. | S4-5, 20-25 | 0 | 0 | 0 | $10,000.00 | | A2 Intellectual Development | | B5 Observation | |
| 9 | Service Learning (S1-S6) | Sep 25 to Aug 26 | To enhance students' sense of caring and compassion. By working with community members, students can enhance their group, organizational and interpersonal skills. | S1-S6, 900 | 0 | 0 | 0 | $50,000.00 | | A3 Community Service | | B1 Questionnaire | |
| 10 | Athletics Coaches (Boys' & Girls' High jump) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $36,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | Athletics Coaches (Boys' & Girls' Long distance running) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $63,750.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 12 | Athletics Coaches (Boys' & Girls' Long jump & Triple jump) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $36,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 13 | Athletics Coaches (Boys' & Girls' Strength and Conditioning) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $32,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 14 | Athletics Coaches (Boys' & Girls' Throwing) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $64,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 15 | Athletics Coaches (Boys' Hurdles) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $64,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 16 | Athletics Coaches (Boys' Sprinting) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $64,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 17 | Athletics Coaches (Girls' Hurdles) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $64,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 | Athletics Coaches (Girls' Sprinting) | Sep 1 to Aug 31 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. encourage the development of lifelong fitness habits that can lead to healthier lifestyles beyond school. | S1-S6 (160) | 0 | 0 | 0 | $64,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 19 | Badminton Team Training | Sep 25 to Aug 26 | To prepare for the Inter-school competition. Enhance students' skills and interest in badminton. | S1-S6, 40 | 0 | 0 | 0 | $40,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 20 | Basketball Team Training (Boys) | Sep 25 to Aug 26 | To prepare for the Inter-school competition. Enhance students' skills and interest in basketball. | S1-S6, 45 | 0 | 0 | 0 | $19,740.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 21 | Basketball Team Training (Girls) | Sep 25 to Aug 26 | To prepare for the Inter-school competition. Enhance students' skills and interest in basketball. | S1-S6, 20 | 0 | 0 | 0 | $19,740.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 22 | Dance Team Training | Sept 25 –Aug 26 | To enhance students' knowledge of dancing and develop the confidence of students and enhance their self-image. | S1-S5, 30 | 1 | 0 | 0 | $24,500.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 23 | Fencing Team Training (Foil and Epee) | Sep 25 to Aug 26 | To prepare for the Inter-school competition. Enhance students' skills and interest in fencing. | S1 - S6, 30 | 0 | 0 | 0 | $31,800.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 24 | Football team training | Sep 1 to Aug 31 | To prepare for the Inter-school competition. Enhance students' skills and interest in football | S1-S6, 60 | 0 | 0 | 0 | $16,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 25 | Table Tennis Team Training | Sep 25 to Aug 26 | To prepare for the Inter-school competition. Enhance students' skills and interest in table tennis. | S1-S6, 40 | 0 | 0 | 0 | $40,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 26 | Tennis Team Training | Sep 25 to Aug 26 | To prepare for the Inter-school competition. Enhance students' skills and interest in tennis. | S1 -S6, 15 | 0 | 0 | 0 | $9,500.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 27 | Volleyball Team Training | Sep 25 to Aug 26 | To prepare for the Inter-school competition. Enhance students' skills and interest in volleyball. | S1-S6, 30 | 0 | 0 | 0 | $15,440.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 28 | Fitness Training (For non-school team) | Sep 25 to Aug 26 | To cultivate a habit of exercising in fitness centre. | S1 -S6, 900 | 0 | 0 | 0 | $88,800.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 29 | Basic Mountaineering Training Programm | Sep 25 to Aug 26 | Cultivate students' interest and passion for mountaineering. | S2- S5, 25 | 0 | 0 | 0 | $50,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 30 | VA candles making workshop | Nov | Enhance creativity and craftmanship | 20 | 2 | 0 | 0 | $4,000.00 | / | A4 Physical and Aesthetic Development | | B5 Observation | |
| 31 | Acappella | Sep 25 to Aug 26 | To achieve a high level of musical experience - developing vocal skills, fostering teamwork & collaboration, and participating in competitions and performances. | S1-S5, 12 | 0 | 0 | 0 | $15,400.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 32 | Ensemble Training | Sep 25 to Aug 26 | To achieve a high level of musical experience - developing vocal skills, fostering teamwork & collaboration, and participating in competitions and performances. | S1-S5, 10 | 0 | 0 | 0 | $5,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 33 | Choir | Sep 25 to Aug 26 | To achieve a high level of musical experience - developing vocal skills, fostering teamwork & collaboration, and participating in competitions and performances. | S1-S5, 50 | 0 | 0 | 0 | $108,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 34 | Orchestra | Sep 25 to Aug 26 | To achieve a high level of musical experience - developing vocal skills, fostering teamwork & collaboration, and participating in competitions and performances. | S1-S5, 45 | 0 | 0 | 0 | $36,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 35 | S1 Career Express | Jun/Jul 2026 | Students try to complete tasks of different jobs in a simulated setting. After that, a briefing is given to help them learn more about the world of work. To help students learn more about the world of work, preparing them for their career planning. | S1, 150 | 0 | 0 | 0 | $20,000.00 | | A5 Career-related Experiences | | B1 Questionnaire | |
| 36 | S2 Little Society | Jun/Jul 2026 | Students try different stages of life with assigned roles in a simulated setting. After that, a briefing is given to help them learn the importance of preparing and planning early. To help students learn more about the world of work and different stages of life, preparing them for their career planning. | S2, 150 | 0 | 0 | 0 | $30,000.00 | | A5 Career-related Experiences | | B1 Questionnaire | |
| 37 | Transportation Fee for visits to universities | Jan-Jul 2026 | To provde transport for students' activities. | S4 & S5, 300 | 0 | 0 | 0 | $15,000.00 | | A5 Career-related Experiences | | B1 Questionnaire | |
| 38 | IT and Values Education (S1-S6) | Sep 25 to Aug 26 | To widen students' exposure to the latest IT trends and instill moral values therein. | S1-S6, 900 | 0 | 0 | 0 | $50,000.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B1 Questionnaire | |
| 39 | Towngas Cooking Centre<br>明火大使訪校 | Post Exam | Promote environmentally friendly cooking concepts: Let students understand the importance of sustainable cooking by demonstrating how to use open flames for environmentally friendly cooking. | 30 | 1 | 0 | S3 | $5,000.00 | | A8 Student Mental Health | | B1 Questionnaire | |
| 40 | Post-exam Activities | Jul-26 | To enrich students' other learning experience and broaden their horizons through various activities. | S1- S5, 800 | 0 | 0 | | $100,000.00 | | A9 Others | | B1 Questionnaire | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | |
| | | | | | | | Total estimated expenses of item 1.1 | $1,466,670.00 | | | | | |
| 1.2 | Non-local Activities | | | | | | | | | | | | |
| 1 | World Scholar's Cup - Tournament of Champions | Nov-25 | To stretch capable students' potential; to enrich their English learning experiences | 15 | 2 | | | $125,000.00 | | A2 Intellectual Development | | B5 Observation | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 上海科技探索暨姊妹學校交流團 (4天) | Apr-26 | 認識機械人科技、認識內地教育 | 30 | 4 | | | $78,000.00 | 華東師範大學第一附屬中學 | A7 Digital Education, Artificial Intelligence and STEAM Education | | B5 Observation | |
| 3 | Wildlife Conservation Tour (Sabah or Bali) | Apr-26 | To analyze and take part in different forms of wildlife conservation | 20 | 2 | | | $74,000.00 | | A1 Values Education | | B5 Observation | |
| 4 | Music Tour (Vienna or Germany) | Apr-26 | To experience the local music culture, traditions, and practices in different regions or countries. | 30 | 3 | | | $165,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 5 | Volleyball Team Training Tour (4-day) | Jul-26 | To prepare for the Inter-school competitions, broaden students' horizon and enhance students' skills and interest. | 30 | 3 | | | $30,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| 6 | World Scholar's Cup - Global Round | Jul-26 | To stretch capable students' potential; to enrich their English learning experiences | 30 | 3 | | | $165,000.00 | | A2 Intellectual Development | | B5 Observation | |
| 7 | Overseas Hiking Expedition (Mount Fuji Tour) | Jul-26 | To boarden students' horizon and provide opportunities for students to apply mounteering skills in real conditions. | 20 | 3 | | | $120,000.00 | | A1 Values Education | | B5 Observation | |
| 8 | Athletics Team Training Tour | Jul-26 | Develop athletics skills, enhancing studetns' abilities and confidence. Enahnce school spirit and pride through participation in inter-school competitions and events. | 60 | 6 | 0 | 0 | $72,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | |
| | | | | | | | | Total estimated expenses of item 1.2 | $829,000.00 | | | | |
| | | | | | | | | Total estimated expenses (sum of items 1.1 and 1.2) | $2,295,670.00 | | | | |

| | | | |
|---|---|---|---|
| Name of Teacher Responsible for Life-wide Learning: | | Position: | |
| Name of Teacher Responsible for the Sister School Scheme: | | Position: | |

## Plan on the Use of the Promotion of Reading Grant 2025-2026

**The Major objectives for Promotion of Reading:**

- To turn the library to a well-organized resource information centre and an inviting place for self-learning.
- To nurture a good reading culture in school

| | Items | Estimated Expenses ($) |
|---|---|---|
| 1. | Purchase of Books<br>● Printed Books- Theme –based reading materials<br>● Printed Books-English books for senior form SBA, whole form | <br>$2,000<br>$30,000 |
| 2. | Web-based Reading Schemes<br>● E-read scheme: One – stop Portal Online Learning Platform | $23,000 |
| 3. | Reading Activities<br>● Hiring authors<br>● 2026 Hong Kong Book Fair--Superpass | <br>$10,000<br>$7,000 |
| 4. | Magazines Subscription: To promote Theme-based reading e.g. KLA: Chinese, Chinese Lit. | $7,000 |
| | Total | $79,000 |

**HOI PING CHAMBER OF COMMERCE SECONDARY SCHOOL**

**Budget for School Year 2025/26**

| | | **Name of Grant** | **Budget 2025-2026** |
|---|---|---|---|
| **A.** | **School Specific Grants** | | |
| | | Admin Grant-Ordinary(IMC) | 4,456,632.00 |
| | | Air-conditioning Grant | 593,394.00 |
| | | Capacity Enhancement Grant | 609,252.00 |
| | | Composite IT Grant | 526,777.00 |
| | | School Based Speech Therapy Admin Grant | 7,687.00 |
| | | School-based Management Top-up Grant | 48,047.00 |
| | | Sub Total (A) | 6,241,789.00 |
| **B.** | **Expanded Operating Expenses Block Grant (EOEBG)** | | |
| | **a.** | **Academic** | |
| | | Subjects | 619,100.00 |
| | **b.** | **Departments** | |
| | | Academic Committee | 12,500.00 |
| | | Careers and Guidance Committee | 9,900.00 |
| | | Counselling | 211,800.00 |
| | | Discipline | 41,500.00 |
| | | Extra-curricular Activities | 231,000.00 |
| | | Health Education | 15,000.00 |
| | | Library | 73,000.00 |
| | | Moral and Civic Education | 40,000.00 |
| | | Sound and Lighting | 180,000.00 |
| | | Staff Development | 19,100.00 |
| | **c.** | **School Activities** | |
| | | Speech Day | 50,000.00 |
| | | Information Day | 20,000.00 |
| | | Other activities | 20,000.00 |

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|---|---|---|---|
| | **d.** | **Administrative & Miscellaneous expenses** | |
| | | Audit fee | 24,000.00 |
| | | Bank charges | 25,000.00 |
| | | Celebration and entertainment | 30,000.00 |
| | | Cleaning material & expenses | 120,000.00 |
| | | Consumables | 30,000.00 |
| | | First-aid facilities | 2,500.00 |
| | | Fuel, light and power | 750,000.00 |
| | | Gardening | 20,000.00 |
| | | General repairs, renovation and maintenance | 400,000.00 |
| | | Insurance | 15,000.00 |
| | | Lift maintenance | 70,000.00 |
| | | Lighting and sound systems | 15,000.00 |
| | | Membership Fee | 3,000.00 |
| | | Postage | 5,000.00 |
| | | Printing and stationery | 250,000.00 |
| | | Staff development and training | 4,000.00 |
| | | Telephone | 14,000.00 |
| | | Transport expenses | 10,000.00 |
| | | Water | 12,000.00 |
| | | | |
| | **e.** | **Composite Furniture & Equipment** | |
| | | Integrated Science | 5,000.00 |
| | | Visual Arts | 35,000.00 |
| | | Physical Education | 25,000.00 |
| | | Library | 5,300.00 |
| | | School Furniture & Equipment | 800,000.00 |
| | | Sub Total (B) | **4,212,700.00** |

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|---|---|---|---|
| **C.** | **School Other Grants** | | |
| | | Diversity Learning Grant (Other programmes) | 105,000.00 |
| | | Grant for the Sister School Scheme | 130,000.00 |
| | | Healthy School Policy | 15,000.00 |
| | | IT Staffing Support Grant | 364,392.00 |
| | | Learning Support Grant | 326,400.00 |
| | | Life-wide Learning & Sister School Grant | 2,295,670.00 |
| | | Moral and National Education Support | 16,000.00 |
| | | One-off Parent Education (Secondary) Grant | 53,000.00 |
| | | One-off Promotion of a Sports Ambience and MVPA60 in Schools Grant | 113,000.00 |
| | | One-off Promotion of Chinese Culture Immersion Activities Grant | 116,000.00 |
| | | One-off Grant for Promotion of Self-directed Language Learning (Eng) | 85,000.00 |
| | | One-off Grant for Promotion of Self-directed Language Learning (PTH) | 48,000.00 |
| | | Promotion of Reading Grant | 79,000.00 |
| | | School-based After School Learning Support Grant | 124,500.00 |
| | | School-based Support Grant for NCS students | 381,000.00 |
| | | Student Activities Support Grant | 50,000.00 |
| | | Teacher Relief Grant | 5,152,056.00 |
| | | Sub Total (C) | **9,454,018.00** |
| | | | |
| **D.** | **Tong Fai** | | |
| | | Advertisements | 8,000.00 |
| | | Air-conditioning maintenance | 50,000.00 |
| | | Audit Fee (Provident Fund) | 1,000.00 |
| | | Bank Charges | 2,500.00 |
| | | Catering | 1,000.00 |
| | | Celebration & Entertainment | 6,000.00 |
| | | Consumables | 15,000.00 |
| | | Electricity (Special Rooms) | 10,000.00 |

| | | | |
|---|---|---|---|
| | | Furniture and equipment | 100,000.00 |
| | | Insurance | 22,000.00 |
| | | Postage | 1,000.00 |
| | | Printing and stationery | 15,000.00 |
| | | Prize | 10,000.00 |
| | | Staff Retirement Scheme | 5,000.00 |
| | | Scholarship | 10,000.00 |
| | | Sub Total (D) | **256,500.00** |
| **Grand Total (A) + (B) + (C) + (D)** | | | **20,165,007.00** |