

Diocesan Preparatory School



School Development Plan
2024/2025 – 2026/2027
&
Annual School Plan
2025/2026



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1. School Vision

Diocesan Preparatory School seeks to bring forth core members and leaders of a caring society by preparing each student for life with

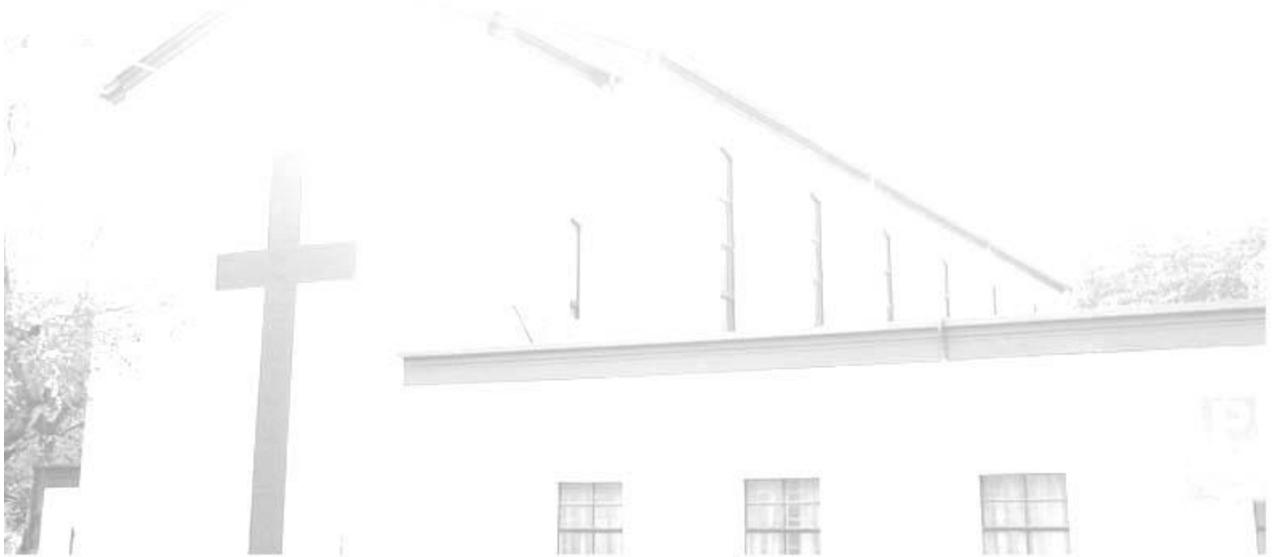
- an inquisitive mind and a sound body
- a desire for excellence and growth
- a sense of integrity and solidarity
- a spirit of unselfish service and purposefulness
- the ability to learn and
- the courage to meet challenges and cope with difficulty

in a loving Christian environment where moral and religious values are stressed



2. School Mission

We are committed to providing our students with an all-round education in a Christian environment and to equipping them with the skills they need for lifelong learning. This enables students to develop the moral values and competencies to cope with the challenges of life and contribute to society.





3. School Goals

To help students with regard to character development in terms of spiritual, moral, affective and social dimensions

To help students develop into an all-round person

To help students recognise true moral values and develop a mode of conduct based upon a sense of personal worth and dignity

To develop in students a love for learning and a realisation that learning is a lifelong process

To help students master the basic learning skills and to think critically

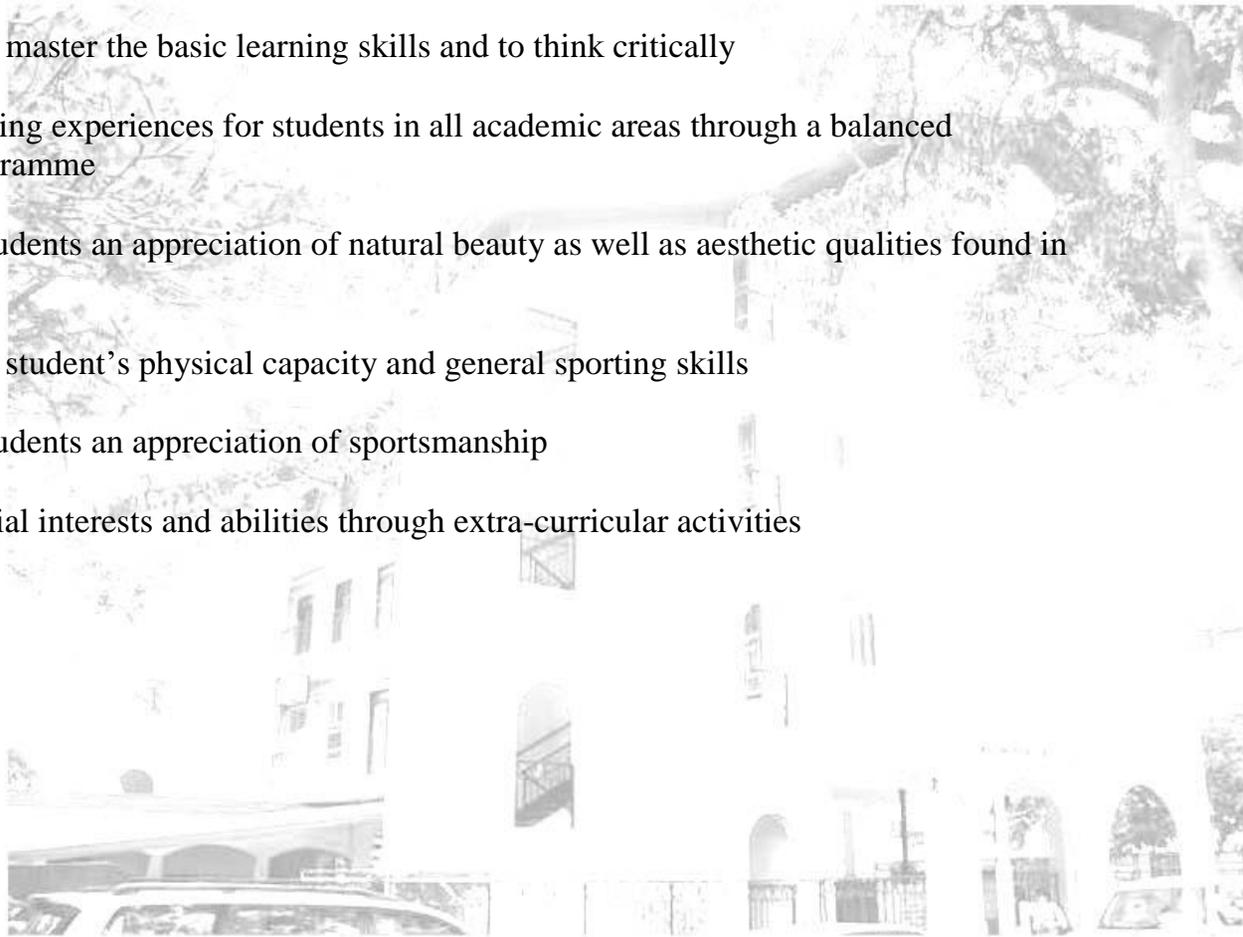
To provide learning experiences for students in all academic areas through a balanced educational programme

To develop in students an appreciation of natural beauty as well as aesthetic qualities found in art and music

To develop each student's physical capacity and general sporting skills

To develop in students an appreciation of sportsmanship

To develop special interests and abilities through extra-curricular activities



	<p>learning needs</p> <p>Student Guidance, Discipline and Support</p> <p>Develop a sense of responsibility, commitment and law-abidingness amongst students</p>	Generally achieved (Refer to School Annual Report 2023/2024)	Continue to develop positive values and attitudes amongst students by carrying out meaningful school-based activities
<p>Major Concern 2:</p> <p>Getting to Know Ourselves, Our Community, Our Home City – Hong Kong and Our Country</p>	<p>Teachers enrich the curriculum contents of relevant subjects, Moral, Civic and National Education, Constitution and Basic Law education to teach our students to understand our national identity, our society, our nation and the world. Teachers also teach our students to fulfil their roles as responsible citizens.</p>	Generally achieved (Refer to School Annual Report 2023/2024)	Teachers design lessons to promote the importance of safeguarding national security and at the same time cater to learners' differences

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
School Management	<ul style="list-style-type: none"> • The School has set clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals. • Subject panels and committees have formulated suitable and specific programme plans, and develop appropriate evaluation methods and success criteria against the targets of work to align with the School's development focuses. The School has promoted collaboration among subject panels and committees to jointly implement school plans. • The School is able to monitor the implementation of its work effectively. • The School is able to collect evaluation data systematically, with a focus on students' whole-person development, for a holistic review of its work effectiveness. 	<ul style="list-style-type: none"> • Follow the fast changing society closely to adjust directions and plan for future development
Professional Leadership	<ul style="list-style-type: none"> • The Headteacher has performed her monitoring role effectively and has supported her team to implement school policies. • The Vice-Principal has monitored the work of subject panels and committees effectively, and has facilitated communication between the management and teachers. • The heads of subject panels and committees and teachers have an amicable working relationship. • The professional development activities for teachers organised by the School were able to cater for the school development and students' needs. • The School's appraisal is conducive to teachers' professional development. 	<ul style="list-style-type: none"> • Make use of appraisal findings to advise the teachers on their professional development more closely

Curriculum and Assessment

- The school curriculum aligns with the seven learning goals and latest trends of education development.
 - All subjects have a clear and concrete curriculum framework with well-defined objectives and policies. Focus has been put on promoting integration among different KLA and students' generic skills, values and attitudes.
 - The School has also put emphasis on moral and civic education through a whole school approach. A theme of the month has been set in order to promote students' positive attitude. Moral values and attitudes have also long been guiding factors in curriculum planning.
 - The School has deployed resources to support curriculum implementation and monitored curriculum implementation effectively.
 - The School has a good grasp of formative assessment. The School is able to adopt varied modes of assessment, for example, project learning, coursework and different assessment modes for P1 to P6. The assessment contents have covered the knowledge, attitude and skills that students have learnt and are appropriate in terms of the level of difficulties.
 - Teachers are able to make use of assessment for learning results to follow up on students' performances more closely. They have analysed the performance of the students, to yield evidence of learning strengths, weaknesses and progress. Self-assessment and peer assessment are adopted so that students are more able to master the learning objectives.
- Teachers should continue to familiarise themselves with the latest trends of education development.
 - Teachers should plan ahead of time and make proper arrangement to connect students' learning inside and outside of the classroom.
 - Teachers should continue to provide students with different learning experiences inside and outside of the classroom, taking into consideration their learner diversity.

Student Learning and Teaching	<ul style="list-style-type: none"> • Students have possessed good attitudes, motivation and interest in learning. • Most of our students can understand and evaluate their learning performance through feedback given by teachers verbally or written in their coursework and try to seek improvement. Students have conducted peer assessment with the use of e-learning resources. They are able to give and receive constructive feedback to benefit their learning. • Students have shown understanding to the key learning points, and they are able to show a good grasp of the knowledge. In general, they can apply the knowledge and skills learnt to solve problems in different situations and reflect their ability to learn independently. • Students have generally performed well in the aspect of generic skills. • Students have shown interest in reading and have developed a good reading habit. 	<ul style="list-style-type: none"> • Teach students different learning strategies, such as doing pre-lesson preparation, using concept maps and online resources • Teachers should cater to learner differences more properly especially during lessons
Student Support	<ul style="list-style-type: none"> • The School can make use of information and data obtained from various means to identify students' needs for development support. An identification mechanism was well established and the follow up actions were taken on a timely basis. • The School's planning for school-based student support services was effective. • We use a whole-school approach to foster students' Christian values and attitudes. Moreover, through the provision of various kinds of developmental programmes catering for students' social needs, the School has fostered a caring and supportive campus. • A number of teachers have attended courses to support students with special needs. The School has also organised different talks and workshops to enhance teachers' professional knowledge in catering to students' needs. 	<ul style="list-style-type: none"> • Promote mental health amongst students • Set up Student Talent Pool for the planning and implementation of school-based gifted education

	<ul style="list-style-type: none"> • Weekly support groups and English bridging courses are held by our teachers to help slow learners in the main subjects. After-school Chinese classes are arranged for Non-Chinese Speaking (NCS) students. • Different development groups are arranged for students with Special Education Needs (SEN). • Activities, day camps and training groups are arranged to strengthen students' social and interpersonal skills. • Understanding the Adolescent Project (UAP) was conducted to develop students' resilience, including a sense of competence, a sense of belonging and a sense of optimism. 	
Partnership	<ul style="list-style-type: none"> • Parents actively participated in the parent-child activities organised by the Parent-Teacher Association. • The School offered parental education that was geared toward students' developmental needs. • The School developed appropriate links with external organisations in accordance with its developmental needs. 	<ul style="list-style-type: none"> • Continue to organise parent-child activities that promote Chinese history and culture, and national identity • Organise parent education programmes that promote mental health
Attitude and Behaviour	<ul style="list-style-type: none"> • Students have shown positive attitudes towards the Nation. • Students have expressed that they enjoy school life. They are satisfied with the relationship with teachers and what they learn at school. • Students have shown a good attitude towards moral values. • Students have maintained a healthy lifestyle by doing exercises. • Students have shown their understanding towards the impacts of internet addiction and online infringement, and the importance of safeguarding cyber security. 	<ul style="list-style-type: none"> • Further promote the importance of leading a healthy lifestyle to students • Reinforce behaviour management especially in Key Stage 1

<p>Participation and Achievement</p>	<ul style="list-style-type: none"> • The School have provided ample opportunities to foster all-round development. • Students have participated in a wide range of extra-curricular activities and competitions actively. 	<ul style="list-style-type: none"> • Continue to encourage and provide opportunities for students to take part in different activities to enhance their exposure and foster an all-round development
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SWOT Analysis

Our Strengths

- The school management is supportive. Under the guidance of the School Supervisor and the leadership of the Headteacher, the School has clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals.
- The professional development activities for teachers organised by the School cater for the school development and students' needs.
- The School has a positive school climate. Teachers have an amicable working relationship. Students enjoy school life. They are satisfied with the relationship with teachers and what they learn at school.
- Students possess good attitudes, motivation and interest in learning.
- Students are interested in reading and have developed a good reading habit.
- Students' attitudes towards the Nation is positive.
- Parents actively participated in the parent-child activities organised by the Parent-Teacher Association.
- Measures to safeguard National Security and promote National Security Education are fully implemented and reviewed regularly.

Our Weaknesses

- Some off-task behaviour was observed in some of the lessons. Teachers should cater to learner differences more closely and reinforce behaviour management especially in Key Stage One.
- Teachers are confident in their questioning techniques; however, students do not think the questions are inspiring. Teachers should further explore the use of questioning techniques to extend students' potential.

Our Opportunities

- In the development cycle of 2021/2022 – 2023/2024, students' positive change in attitudes towards the Nation was remarkable. This gave teachers encouragement to continue working on more National Education activities to strengthen students' National Identity.
- Teachers can make use of funding and resources provided by the government and other non-government organisations to promote mental health amongst students.

Our Threats

- Students may engage in social media activities that are unsuitable for their age and maturity and may bring dangers to them.
- There is an increase in youth mental health problems in our society that we have to pay more attention to.

Major Concerns of the 2024/2025 – 2026/2027 School Development Cycle

- 1 To equip students with knowledge and skills to cope with the ever-changing environment and nurture them into responsible citizens of our country
- 2 To foster students' positive values and attitudes, and enhance their mental wellbeing
- 3 Use Artificial Intelligence (AI) as a tool to increase the effectiveness of teaching and learning

School Development Plan (2024/2025 - 2026/2027)

Major Concerns	Targets	Outline of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals
			Year 1	Year 2	Year 3	
1. To equip students' with knowledge and skills to cope with the ever-changing environment and nurture them into responsible citizens of our country	To enhance students' learning motivation and effectiveness by catering for learner diversity	Design meaningful learning activities that are able to challenge high achievers and support low achievers	✓	✓	✓	<ul style="list-style-type: none"> • Knowledge of Key Learning Areas • Language Skills • Generic Skills • Reading and Information Literacy
		Assignments including pre-lesson preparation, classwork and homework should be designed according to the diversified learning needs of students	✓	✓	✓	
	To strengthen students' sense of responsibility in safeguarding national security	Design lessons and learning activities that stress the importance of safeguarding national security with the priority values embedded	✓	✓	✓	
2. To foster students' positive values and attitudes, and enhance their mental wellbeing	To establish students' good characters, positive values and attitudes	Promote the priority values in the Theme of the Month whole-school approach activities	✓	✓	✓	<ul style="list-style-type: none"> • Proper Values and Attitudes
	To cultivate mental health literacy and create caring school culture	Join the 4Rs Charter to promote student mental health, help students develop healthy habits, strengthen their interpersonal relationships, enhance their resilience, and thereby improve their physical and psychological well-being	✓	✓	✓	<ul style="list-style-type: none"> • Proper Values and Attitudes • Healthy Lifestyle

		Adopt Mental Health Literacy (Key Stage 2) Resource Package in Personal Growth lessons to promote the importance of mental wellbeing	✓	✓	✓	
3. Use Artificial Intelligence (AI) as a tool to increase the effectiveness of teaching and learning	To reduce teachers' workload and to provide more specific and constructive feedback to students to benefit their learning	Teachers explore the use of AI and make use of AI to provide more specific and constructive feedback to students in their subjects	✓	✓	✓	<ul style="list-style-type: none"> • Knowledge of Key Learning Areas • Language Skills • Generic Skills • Reading and Information Literacy
		Teachers participate in the staff development programmes regarding AI organised by the School and outside school	✓	✓	✓	

Annual School Plan 2025/2026

Major Concern 1:

To equip students with knowledge and skills to cope with the ever-changing environment and nurture them into responsible citizens of our country

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

- Teachers of different subjects designed learning activities to better cater to learner diversity by challenging high achievers and supporting low achievers. Moving forward, teachers can make use of artificial intelligence (AI) in the coming year to design more meaningful activities that address learner diversity and enhance students’ motivation and learning effectiveness.

- Teachers will continue to promote students’ understanding of Chinese history, Chinese culture, and the importance of safeguarding national security by designing meaningful lessons and learning materials where appropriate. Positive values and attitudes will also remain a central focus throughout the next academic year, helping to nurture students into responsible and engaged citizens.

Targets	Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	Responsible Party	Resources
To enhance students’ learning motivation and effectiveness by improving catering for learner diversity	<ul style="list-style-type: none"> • Teachers use AI tools to design meaningful learning activities that are able to challenge high achievers while providing support for low achievers. 	<ul style="list-style-type: none"> • Students of varying learning abilities actively engage in lessons and successfully achieve the intended learning objectives. 	<ul style="list-style-type: none"> • Panel Chairpersons conduct lesson observations to evaluate the effectiveness of learning activities in addressing learner diversity. 	2025/2026	For all sections <ul style="list-style-type: none"> • Subject teachers • Panel Chairpersons • PSM(CD) • All senior teachers 	<ul style="list-style-type: none"> • Curriculum Development Grant • Training and Development Grant

Targets	Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	Responsible Party	Resources
		<ul style="list-style-type: none"> ● Students demonstrate active engagement in learning, resulting in a noticeable reduction in off-task behaviour. ● Teachers document the teaching flow and the design of learning activities for at least two lessons per term in main subjects, and at least one lesson per term in other subjects. During panel meetings, they are able to explain how the chosen teaching methods and activities effectively support students in achieving the learning 	<ul style="list-style-type: none"> ● Teachers discuss students' behaviour and class performance in the weekly Guidance Meeting ● Teachers conduct peer lesson observations at least once per term, offering constructive feedback to one another on how effectively the designed learning activities address learner diversity. ● Review the record of the flow of teaching and the learning activities designed by the teachers 			<ul style="list-style-type: none"> ● Training opportunities and resources provided by the EDB or other external authorised organisations

Targets	Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	Responsible Party	Resources
	<ul style="list-style-type: none"> Teachers make use of AI to design assignments, including pre-lesson preparation, classwork, and homework, that cater to the diverse learning needs of students. 	<p>objectives and deepening their understanding of the content.</p> <ul style="list-style-type: none"> Students with diverse learning needs are able to complete the assignments and successfully achieve the intended learning objectives. Teachers design a minimum of three sets of assignments per term in main subjects, and at least one set in other subjects. They are able to explain how the assignment design addresses the diverse learning needs of students, ensuring appropriate 	<ul style="list-style-type: none"> Panel Chairpersons conduct coursework evaluations to assess how effectively the designed assignments address learner diversity. 			

Targets	Strategies	Success Criteria	Evaluation Method	Time Scale	Responsible Party	Resources
<p>To strengthen students' sense of responsibility in safeguarding national security</p>	<p>Teachers use AI tools to enrich lessons by designing learning activities that emphasise the importance of safeguarding national security and promote core values.</p>	<p>challenge and support for all learners.</p> <ul style="list-style-type: none"> ● Students are able to understand the importance of safeguarding national security and demonstrate positive values and attitudes through their participation in lessons. ● Teachers design lessons and document the teaching flow. They are able to explain how the learning objectives and students' understanding of positive values are achieved through the chosen teaching methods and lesson design. 	<ul style="list-style-type: none"> ● Teachers analyse and report on students' performance in demonstrating their understanding of the importance of safeguarding national security, as well as their development of positive values and attitudes, during panel meetings to evaluate progress toward the targets set under Major Concern 1. 			

Major Concern 2: To foster students' positive values and attitudes, and enhance their mental wellbeing

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

- Six out of twelve priority values — including “Respect for Others,” “Responsibility,” “National Identity,” “Benevolence,” “Law-abidingness,” and “Diligence” — were selected to cultivate students’ proper values and attitudes in the 2024/2025 school year. Teachers should continue to introduce the remaining six priority values — namely, “Perseverance,” “Commitment,” “Integrity,” “Empathy,” “Unity,” and “Filial Piety”—in the coming years. Additionally, the school could make use of everyday life events to strengthen the coordination of learning activities and enhance the connections among various cross-curricular domains in values education, including moral education, civic education, and national education.
- The School will continue to participate in the 4Rs Charter — Rest, Relaxation, Relationship, and Resilience — to promote student mental health. This initiative aims to help students develop healthy habits, strengthen interpersonal relationships, enhance resilience, and ultimately improve their physical and psychological well-being. The School will also seek diverse external resources to organise meaningful activities that further support students in enhancing their overall wellness and personal growth.
- The Mental Health Literacy (Key Stage 2) Resource Package was adopted in Personal Growth lessons to promote the importance of mental well-being among Primary 5 and Primary 6 students in the 2024/2025 school year. This year, teachers and the School Social Worker will also utilise the Mental Health Literacy (Key Stage 1) Resource Package to deliver lessons to Primary 3 and Primary 4 students.

Targets	Strategies	Success Criteria	Evaluation Method	Time Scale	Responsible Party	Resources
To establish students' good character, positive values and attitudes	<ul style="list-style-type: none"> Continue promoting priority values through the "Theme of the Month" whole-school approach activities 	<ul style="list-style-type: none"> Students are able to learn priority values, along with other positive values and attitudes, through the "Theme of the Month" whole-school approach activities. 	<ul style="list-style-type: none"> Teachers analyse students' work to assess their demonstration of positive values and attitudes. Analyse the data collected from questionnaires to assess positive changes in students' attitudes. 	2025/2026	<p>For all sections</p> <ul style="list-style-type: none"> Teachers-in-charge of the major school events and the theme of the month activities Guidance Team Social Worker Subject teachers Panel Chairpersons PSM(CD) All senior teachers 	<ul style="list-style-type: none"> Curriculum Development Grant Guidance and Discipline Section of EDB Student Guidance and Services Grant Moral and Civic Education Grant

Targets	Strategies	Success Criteria	Evaluation Method	Time Scale	Responsible Party	Resources
	<ul style="list-style-type: none"> • Continue to join the 4Rs Charter — Rest, Relaxation, Relationship, and Resilience — to promote student mental health by helping students develop healthy habits, strengthen interpersonal relationships, enhance resilience, and ultimately improve their physical and psychological well-being. • Adopt the Mental Health Literacy (Key Stage 1 and 2) Resource Packages in Personal Growth lessons from P3 to P6 to promote the importance of mental well-being 	<ul style="list-style-type: none"> • The four elements of the 4Rs Charter are promoted to foster a healthy and supportive school culture. • Students demonstrate positive improvements in both their physical and psychological well-being. • Students demonstrate an understanding of the importance of mental well-being and can articulate ways to lead a healthy lifestyle and maintain good mental health. 	<ul style="list-style-type: none"> • Analyse the data collected from questionnaires to assess positive changes in students’ physical and psychological well-being. • Teachers analyse students’ performance in both their work and activities to assess the development of their values and attitudes. 			<ul style="list-style-type: none"> • One-Off Grant for Mental Health at School • One-Off Grant for Mental Health of Parents and Students

Major Concern 3: Use Artificial Intelligence (AI) as a tool to increase the effectiveness of teaching and learning

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

In the 2024/2025 academic year, all teachers participated in subject-specific workshops to explore the integration of AI in their teaching practices. Additionally, the school organised a dedicated workshop on the responsible and effective use of AI tools, aimed at enhancing teachers' understanding of how to apply these technologies appropriately in both teaching and learning. Teachers are expected to adhere strictly to the school's AI usage policy, ensuring that AI is used to improve the suitability, quality, and accuracy of their work, reduce workload, and ultimately enhance educational outcomes.

Targets	Strategies	Success Criteria	Evaluation Method	Time Scale	Responsible Party	Resources
To enhance the suitability, quality, and accuracy of teachers' work through the responsible use of AI tools, with the aim of strengthening the overall effectiveness of teaching and learning.	<ul style="list-style-type: none"> Teachers continue to participate in various workshops on the use of AI to deepen their understanding, enhance subject-specific applications, and ensure responsible integration of AI tools into teaching and learning practices. Teachers adopt AI tools in their daily work to enhance the suitability, quality, and accuracy of their teaching materials 	<ul style="list-style-type: none"> All teachers attend at least one external professional development programme related to AI to broaden their understanding and application of AI tools in education. Teaching materials and daily work consistently demonstrate improved clarity, accuracy, and 	<ul style="list-style-type: none"> Review the record of staff development Panel Chairpersons conduct regular reviews to assess the suitability, quality, and accuracy of the work designed and prepared by teachers 	2025/2026	For all sections <ul style="list-style-type: none"> Subject teachers Panel Chairpersons PSM(CD) All senior teachers 	<ul style="list-style-type: none"> Curriculum Development Grant Training and Development Grant Training opportunities and resources provided by the EDB or other external authorised organisations

	and practices.	quality, reflecting the effective and responsible integration of AI tools into teachers' professional practice.				
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**Budget
2025/2026**

Government Grant – OEBG Special Domain

(spending restricted to each special grant and cannot be used for general or other purposes)

Estimated Balance brought forward from Previous Years	Schedule	HK\$
Government Grant – OEBG Special Domain		877,475
Government Grant – Composite Furniture and Equipment	2	375,724
Total Balance Brought Forward		1,253,199
Government Grants of 2025/2026		
Government Grant – OEBG Special Domain	1	605,259
Government Grant – Composite Furniture and Equipment (CFEG)	2	112,236
Total Government Grants - Special Domain and CFEG		717,495
Estimated Expenditure on Government Grants – Special Domain		
Government Grant – OEBG Special Domain	1	1,095,292
Government Grant – Composite Furniture and Equipment	2	269,350
Total Expenditure on Government Grants – Special Domain and CFEG		1,364,642
Estimated Balance Brought Forward to Special Domain and CFEG		606,052

Government Grants – OEBG General Domain

Government Grants	Schedule	HK\$
Government Grants – OEBG General Domain	1	2,171,899
Expenditure on Government Grant – OEBG General Domain	1	2,658,174
Deficit of OEBG General Domain to be absorbed by Tong Fai*	4	486,275

Non-Government Funding

Non-Government Funding	Schedule	HK\$
School Funds – Approved Collection for Specific Purposes for Non-Standard Item Fund	3	166,850
School Funds – Tong Fai	4	1,062,000
Total Non-Government Funding		1,228,850
Estimated Expenditure and Appropriations on Non-Government Funding		
School Funds – Approved Collection for Specific Purposes for Non-Standard Item Fund	3	166,850
School Funds – Tong Fai*	4	1,062,000
Total Estimated Expenditure and Appropriations on Non-Government Funding		1,228,850
Estimated Shortfall*		0

* Tong Fai will be insufficient to cover expected deficit from OEBG General Domain (government grants).

**OEBG Expenditure Budget
2025/2026**

Schedule 1

		Estimated Actual Expenditure	Grants	Budgeted Expenditure on Grants for
		2024/2025	2025/2026	2025/2026
	Name of Grant	HK\$	HK\$	HK\$
	General Domain			
G2001	School and Class Grant	492,932.58	131,602.00	561,400.00
G2003	Lift Maintenance Grant	89,031.67	165,672.00	90,000.00
G2006	Admin Grant – Addtl Clerical Assistant	213,408.00	192,072.00	192,072.00
G2007	Revised Admin Grant Sch Section	1,072,744.00	826,680.00	1,071,674.00
G2017	Putonghua	0.00	1,692.00	1,692.00
G2044	Enhancement Grant	1,000.00	3,240.00	3,240.00
G2056	Supplementary Grant	175,113.00	157,602.00	157,602.00
G2068	Training and Development Grant	5,530.00	8,911.00	8,911.00
G2069	School Curriculum Development Grant	21,845.00	23,808.00	23,808.00
G2070	Moral and Civic Education Grant	3,910.00	7,020.00	7,020.00
G2072	Composite Information Tech Grant	369,761.12	390,755.00	390,755.00
G2074	Air-Conditioning Grant	125,328.16	262,845.00	150,000.00
	Total General Domain Expenditure	2,570,603.53	2,171,899.00	2,658,174.00
	Special Domain			
G3017	Capacity Enhancement Grant	544,882.94	391,321.00	866,514.00
G3002	Programme Fund – Whole School Approach to Guidance and Discipline	3,828.00	4,670.00	6,180.70
G3018	Top-Up Student Guidance Service Grant	22,420.00	17,689.00	19,540.70
G3019	Understanding the Adolescent Grant	151,412.00	135,845.00	150,325.00
G3027	School-based Speech Therapy Administration Grant	0	7,687.00	4,685.00
G3028	Sch-Based Management Top-Up Grant	0	48,047.00	48,047.00
	Total Special Domain Expenditure	722,542.94	605,259.00	1,095,292.40

* Deficit (if any) will be absorbed by Tong Fai. Tong Fai will be insufficient to cover expected deficit from OEBG General Domain (government grants).

**Composite Furniture and Equipment Grant Budget
2025/2026**

Schedule 2

G1067		HK\$	HK\$
Surplus carried forward		375,723.84	
Add: Grant for the year		224,472.00	
Total available for current needs and planned future needs			600,195.84
Less: Expected Expenditure			
	Student Table and Chair	50,000.00	
	Student Exam Table	30,000.00	
	10 Staff Chairs	15,000.00	
	25 Notice Boards - Outdoor	50,000.00	
	Lamination Machine	5,000.00	
	160 Key Box	1,850.00	
	Stainless Steel Kettle	500.00	
	Piano Tuning Service	2,000.00	
	School Hall Curtain and Stage Curtain	110,000.00	
	8 Clock	5,000.00	
Total Budgeted Expenditure			(269,350.00)
Balance of the year			330,845.84

**Approved Collection for Specific Purposes – Non-Standard Item Budget
2025/2026**

Schedule 3

G1003		HK\$	HK\$
Collections @470 per student per year (12 classes)			166,850.00
Less: Expected Expenditure			
	Air-Conditioner Cleaning	1,500.00	
	Hall Systems, Other Office Machines Maintenance	28,350.00	
	Security Systems Maintenance and Repairs	15,000.00	
	Plant and Greening Maintenance and Repairs	30,000.00	
	Additional Insurance	55,000.00	
	Accounting review service	37,000.00	
Total Budgeted Expenditure			(166,850.00)
Balance of the year			0

**Tong Fai Budget
2025/2026**

Schedule 4

G1701		HK\$	HK\$
Tong Fai @3,000 per student per year (12 classes)			1,065,000.00
Less:	Expected Expenditure		
	Security Guard Service (part payment)	231,000.00	
	Moral and Religious Activities	62,400.00	
	Celebration	500.00	
	Bank Charges	3,000.00	
	Miscellaneous	30,000.00	
	Expected Deficit from OEBG General Domain	429,798.00	
	Pre-Payment and Appropriations for Maintenance, Major and Emergency Repairs	308,302.00	
Total Budgeted Expenditure			(1,065,000.00)
Balance for the Year			0

**Student Guidance Grant Budgets
2025/2026**

Schedule 5.1

G2070 Moral and Civic Education Grant Budget 2025/2026		HK\$	HK\$
Grant for the year			7,020
Less:	Expenditure		
	Promotional Material to Promote Good Behaviour, Morals and Civic Duty	4,120	
	Educational Talks for Students	2,000	
	Registration Fee of Hong Kong Flag Guards	900	
Total Budgeted Expenditure			(7,020)
Balance for the year			0

Schedule 5.2

G3002 Programme Fund – Whole School Approach to Guidance and Discipline Grant Budget 2025/2026		HK\$	HK\$
Surplus carried forward		1,510.70	
Grant for the year		4,670.00	
Total available for current year			6,180.70
Less:	Expected Expenditure		
	Prizes and Promotional Material	5,000.00	
	Printing Fee of the Postcards for Love Post Day (Part)	1,180.70	
Total Budgeted Expenditure			(6,180.70)
Balance for the year			0

Schedule 5.3

G3018 Top Up Student Services Grant		HK\$	HK\$
Surplus carried forward		1,851.70	
Grant for the year		17,688.00	
Total available for current year			19,540.70
Less:	Expenditure		
	Prizes and Promotional Material	5,000.00	
	Educational Talks for Students	5,000.00	
	Printing Fee of the Booklets	5,000.00	
	Anger Management Training	3,640.70	
	Printing Fee of the Postcards for Love Post Day (Part)	900.00	
Total Budgeted Expenditure			(19,540.70)
Balance for the year			0

Schedule 5.4

G3019 Understanding the Adolescent Grant		HK\$	HK\$
Surplus carried forward		24,433.80	
Add: Grant for the year		135,845.00	
Total available for the year			160,278.80
Less:	Expenditure		
	P4 UAP Activities Package of the Current Year	115,830.00	
	P5 UAP Activities Package (2 nd payment)	17,295.00	
	P6 UAP Activities Package (3 rd payment)	17,200.00	
Total Budgeted Expenditure			(150,325.00)
Appropriated for possible fee increase in the following years			(9,953.80)
Balance for the year			0

As a participant in the "Enhanced School-Based Speech Therapy Service" initiative, our school has formed a cluster with two other local primary schools, jointly appointing Ms Lam Wing Tung as our School-based Speech Therapist. Thus, the services of "Enhanced Speech Therapy Grant" have been faded out, while the "One-off School-based Speech Therapy Set-up" and "School-based Speech Therapy Administration Grant" will be used.

Schedule 5.5

G1146 One-off School-based Speech Therapy Set-up Grant		HK\$	HK\$
Surplus carried forward		21,038.00	
Add: Grant for the year		0	
Total available for the year			21,038.00
Less:	Expenditure		
	Laptop for training sessions	11,000.00	
Total Budgeted Expenditure			(11,000.00)
Balance for the year			10,038.00

Schedule 5.6

G3027 School-based Speech Therapy Administration Grant		HK\$	HK\$
Surplus carried forward		16,956.00	
Add: Grant for the year		7,687.00	
Total available for the year			24,643.00
Less:	Expenditure		
	Teaching aids	10,000.00	
	Stationery for students	1,000.00	
Total Budgeted Expenditure			(11,000.00)
Appropriation for possible fee increase in the following years			(13,643.00)
Balance for the year			0

Schedule 5.7

G1140 Consultation Service Grant (CSG)		HK\$	HK\$
Surplus carried forward		42,496.00	
Grant for the year		140,443.00	
Total available for current year			182,939.00
Less:	Expenditure		
	Consultation, supervision and other support services for the Social Work Service	129,000.00	
Total Budgeted Expenditure			(129,000.00)
Appropriation for possible fee increase in the following years			(53,939.00)
Balance for the year			0

Schedule 5.8

G1142 Learning Support Grant Budget 2025/2026		HK\$	HK\$
Surplus carried forward		83,697.46	
Grant for the year		280,280.00	
Phase 2		230,000.00	
Total available for the year			593,977.46
Less:	Expenditure		
	Hiring Learning Support Assistant (1)	216,720.00	
	2 Chinese Reading and Writing Enhancement Groups (1 group of P1-P3 and P4-P6)	28,400.00	
	2 English Reading and Writing Enhancement Groups (1 group of P1-P3 and P4-P6)	28,400.00	
	4 Executive Functioning Enhancement Groups (2 groups of P1, 2 groups of P2-P3)	56,800.00	
	2 Lego Therapy Courses (1 group of P1-P3, 1 group of P4-P6)	88,000.00	
	African Drum Course	35,130.00	
	2 Emotions Regulation Groups (1 group of P1-P3 and P4-P6)	28,400.00	
	2 Interpersonal Skills Groups (1 group of P1-P3 and P4-P6)	28,400.00	
	Student Talk	5,000.00	
	Teacher Talk	5,000.00	
Total Budgeted Expenditure			(520,250.00)
Balance for the year			73,727.46

Schedule 5.9

G1143 NCS-SEN Learning Support Grant 2025/2026		HK\$	HK\$
Surplus carried forward		93,195.00	
Grant for the year		106,769.00	
Total available for current year			199,964.00
Less:	Expenditure		
	NCS SEN Student Communication Skills and Emotion Management Course	75,000.00	
	Student Workshop	20,000.00	
	Teacher Talk	5,000.00	
Total Budgeted Expenditure			(100,000.00)
Balance for the year			99,964.00

**School Curriculum Development Grant Budget
2025/2026**

Schedule 6

G2069			HK\$	HK\$	
Grant for the year				26,448	
Less:	English	Speech Festival Books (Solo Verse and Prose Reading)	1,000		
	Chinese	Teaching Materials and Online Basic Teaching and Learning Support Materials (school textbook)	1,200		
	Mathematics	Teaching Materials and Online Basic Teaching and Learning Support Materials (school textbook)	400		
		Planetii Site Licence	10,800		
		Mathematics Teaching Aids	2,000		
	Art & Craft	Examination Materials	500		
		Japanese Sugar Paper and Art Equipment	4,000		
	Social Studies	Teaching Materials and Online Basic Teaching and Learning Support Materials (school textbook)	500		
	Science	Experiment Teaching Aids and Materials	2,000		
	H&G	Teachers' Reference Materials	1,500		
	PE	Part of Equipment	2,548		
	Total Budgeted Expenditure				(26,448)
	Balance for the year				0

**Putonghua Grant Budget
2025/2026**

Schedule 7

G2017		HK\$	HK\$
Grant for the year			1,880
Less:	Chinese – Class Library Books with Pinyin	1,880	
Total Budgeted Expenditure			(1,880)
Balance for the Year			0

**Promotion of Reading Grant Budget
2025/2026**

Schedule 8

G1138		HK\$	HK\$
Surplus carried forward		9,983.00	
Grant for the year		22,059.00	
Total available for current year			32,042.00
Less:	Expected Expenditure		
	Reading Package of eRead Scheme	15,000.00	
	Library Books	7,059.00	
Total Budgeted Expenditure			(22,059.00)
Appropriation for possible fee increase in the following years			(9,983.00)
Balance for the year			0

**Composite Information Technology Grant (CITG) Budget
2025/2026**

Schedule 9

G1067		HK\$	HK\$
Grant for the year			390,755
Less:	Expected Expenditure		
	Fibre Broadband Internet Service	9,900	
	WiFi Subscription part payment	47,904	
	IT Maintenance	75,000	
	IT Consumables	55,000	
	Software and Licence, Library System Maintenance	100,000	
	IT Hardware	102,951	
Total Budgeted Expenditure			(390,755)
Balance for the Year			0

**Training and Development Grant Budget
2025/2026**

Schedule 10

G2068		HK\$	HK\$
Grant for the year			8,911.00
Less:	Expected Expenditure		
	Course Fee for first aid and AED Courses for Teachers	1,920.00	
	Teacher training on national education and national security, and other staff development programme	6,991.00	
Total Budgeted Expenditure			(8,911.00)
Deficit for the Year			0

**School and Class Grant Budget
2025/2026**

Schedule 11

G2001		HK\$	HK\$
Grant for the year			131,602
Less:	Expected Expenditure		
	Postage and Stamps	4,000	
	Telephone	20,000	
	Wreaths and Flower Baskets	800	
	Repairs School Section under \$10,000	50,000	
	Transportation	5,000	
	Miscellaneous	7,000	
	Consumable Stores	22,000	
	Fuel, Light and Power	150,000	
	Cleaning, Disinfection and Materials	100,000	
	Water Bill	9,000	
	Water Tank Cleaning	5,600	
	First Aid	20,000	
	Paper and Stationery	70,000	
	Printing	40,000	
	Bank Charges and Insurance	2,000	
	Advertisement	25,000	
	Fire Services Installation Inspection and Insurance	1,000	
	ECA, Sports Ground and Swimming Pool	3,000	
	Audit Fees	25,000	
	Other Expenses	2,000	
Total Budgeted Expenditure			(561,400)
Projected Deficit			(429,798)