

**Po Leung Kuk Mrs. Ma Kam Ming-
Cheung Fook Sien College**

Annual School Plan

2025/26

The Kuk's Spirit

Mutual Respect, United Effort, Benevolence, Charitable, Gratefulness and Recognition, Dedication to Serving the Community.



Vision

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

Mission

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

Values

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

School Vision and Mission

1.1. Vision and Mission

Our school strives to uphold Po Leung Kuk's noble tradition of educating young people by fostering their "Cognitive, Aesthetic, Social, Physical and Moral development". We cultivate students' interests and develop their potential through guidance and inspiration. We lead by example and work closely with parents in order to nurture students to become optimistic, hardworking and respectable people who will make meaningful contributions to society in the future.

Our aim to become a learning organization that provides quality educational opportunities for students to become well-equipped 21st century citizens who continuously pursue excellence. In addition, our students and teachers strive for excellence and living out the values of a learning organisation.

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College
Annual School Plan
2025/2026

Major Concerns

- 1. Empowering students to become reflective learners**
- 2. Cultivating self-worth in students**

Major Concern 1: Empowering students to become reflective learners

Feedback and follow-up actions from 2024/2025:

- The first year of the Major Concern, “Empowering students to become reflective learners,” yielded highly positive and measurable achievements across all three targets for Secondary 1 and Secondary 4 students. The school achieved widespread integration of metacognitive skills across all subjects, resulting in high student self-efficacy, with over 80% of students reporting effective skill use, a figure validated by both internal and external data. Furthermore, the initiative to develop Self-Regulated Learning (SRL) habits saw strong adoption, with 78% of students agreeing they regularly use the SRL cycle, supported by consistent use of the PIE booklet and enhanced by professional development that boosted 98% of teachers’ proficiency. Finally, the strategic focus on diversified opportunities was successful: tiered assignments were adopted by all subjects, with over 83% of students challenging themselves with the Supreme-level questions, and the total number of awards increased significantly to nearly 460 across diverse areas like STEAM and the arts, successfully fostering a comprehensive global identity and an appreciation of pluralism
- The primary focus for metacognitive and self-regulated learning (SRL) is shifting from skill acquisition to habitual, deep self-regulation and cross-curricular transfer as the plan expands to include Secondary 2 and Secondary 5. To deepen student reflection and analytical skills, the school will introduce the Open-Note Test Week to incentivize the creation of high-quality, synthesized notes, thereby enforcing the transfer of generic metacognitive frameworks across different subjects. Furthermore, the Think-Peer-Share (T-P-S) Model will be implemented to provide structured practice in articulating one's SRL rationale, cultivating both deep, actionable reflection and enhancing biliterate/trilingual communication proficiency. For teachers, professional development will continue to be organized to empower them to effectively facilitate student self-evaluation to fully realize the potential of Assessment as Learning.
- To sustain the success of the diversified opportunities, the follow-up plan involves maximizing individual potential and ensuring equitable access, now for the entire S2 and S5 cohort. This includes introducing differentiated assignments alongside existing tiered assignments to customize how students learn, using flexible tools like scaffolded tasks and varied pacing. The school will also launch a Student Achievement Survey to systematically identify talents for future personalized planning and will allocate internal resources for additional personnel to manage the increased volume of school-based OLE activities and competitions. Finally, the strategic enhancement of the Diversity Learning Grant (DLG) will strengthen the commitment to equitable access, ensuring more students receive the necessary subsidies to participate in external gifted programs and high-cost enrichment activities.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. S1, S2, S4 and S5 students can master and apply effective metacognitive skills in their learning.	1.1 Review and enhance the metacognitive skills taught by subjects	School and subjects review the metacognitive skills.	Meeting minutes	09/2025-10/2025	LTC Head	N/A
	1.2 Teach students how to apply the skills to manage the knowledge properly. The skills include notetaking, note-making, graphic organizers, IT skills, language skills and reading skills, etc. 1.3 Provide suitable platforms / monthly period (e.g. notebooks, open-note tests (month), think-pair-share model, reflective journals, etc.) for students to apply, evaluate and share their metacognitive skills	Subjects incorporate the metacognitive skills in the teaching materials and teach students the metacognitive skills explicitly. 70% of students can apply suitable metacognitive skills in their learning.	Lesson plans Book inspection records Students' works Students' questionnaires APASO SHS	09/2025-07/2026	Subject coordinators	
2. S1, S2, S4 and S5 students can develop habits of using self-regulated learning (SRL) in classroom learning.	2.1 Strengthen the uses of SRL (plan, act & reflect) in classroom level.	Teachers provide chances for students to use the SRL cycle in classroom learning.	Lesson observation records	09/2025-07/2026	Subject coordinators	University support
	2.2 Refine NICER/reflection time to facilitate students' SRL. 2.3 Enhance the uses of assessment as learning to facilitate students' SRL.	70% of students develop habits of using SRL regularly. 70% of teachers agree that professional development can enhance their proficiency in leading self-regulated learning.	Students' questionnaires and Interview Teachers' questionnaires		LTC Head SDC Head	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	2.4 Strengthen the teachers' proficiency in self-regulated learning through professional supports and professional development activities (e.g. open lessons and peer observation).					
3. S1, S2, S4 and S5 students can make use of diversified opportunities to unleash their potential.	<p>3.1 Enhance the uses of tiered assignments and differentiated instructions, e.g. scaffolded tasks and varied pacing</p> <p>3.2 Coordinate the promotion and implementation of subject OLEs / competitions</p> <p>3.3 Enhance the coordination of gifted learning programs</p>	<p>20% of assignments incorporate tiered designs.</p> <p>70% of students agreed that they have diversified opportunities to unleash their potential.</p>	<p>Book inspection records</p> <p>Subject meeting minutes</p> <p>CCAC/LTC/LCP activity records</p> <p>CCAC/LTC/LCP</p> <p>Students' questionnaires</p>	09/2025-07/2026	<p>LTC Head</p> <p>LPC Head</p>	N/A

Major Concern 2: Cultivating self-worth in students

Feedback and follow-up actions from 2024/2025:

- Students' awareness of the importance of mental well-being has been raised but their self-esteem and coping strategies are yet to be enhanced.
- To withstand against stress, students should develop their internal resource and peer support network to help to create a supportive environment with the school.
- The process and procedure of recognising achievements should be expanded when debriefing has taken a place in the structure of the daily routine of organising activities.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. Students can enhance their positive self-image	1.1 Produce campus TV programmes to educate students about self-esteem and self-acceptance.	70% of students have acquired the core concepts related to self-esteem and self-acceptance.	Questionnaire	09/2025 - 05/2026	NLEC Head	N/A
	1.2 Broaden mental health programmes.					
	1.2a Enhance Pre-S4 Adaptation Day for the 2025-2026 cohort to create a favourable beginning for better rapport development.	1.2a S4 students demonstrate improving students' mental health in the annual mental health survey data.	Document Meeting minutes	07/2025-09/2025	SENCO	External resources
	1.2b Continue and enhance the school-based Gatekeeper programme in S3.	1.2b S3 students demonstrate improving students' mental health in the annual mental health survey data.	Document Meeting minutes APASO	09/2025 - 05/2026	SENCO	N/A
	1.2c Introduce a pilot programme of meditation practice in one S1 class.	1.2d 70% of the students in the pilot programme find meditation useful for building resilience and improving emotional regulation.	Questionnaire	09/2025 - 05/2026	SENCO	External resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	1.3 Integrate growth mindset principles into the curriculum and classroom practices by refining Collaborative Lesson Preparation (CLP) and lesson observation for Life Education Lessons (LEL) in S5.	More than 90% of students find the life education lessons integrated with a growth mindset help them enhance a positive self-image.	Questionnaire Meeting minutes	09/2025 - 05/2026	NLEC Head	N/A
2. Students can explore the supportive environment to enhance their self-worth.	2.1 Enhance class management to improve the classroom climate.					
	2.1a Enrich the award scheme NICER Wallet to motivate students to promote positive language in daily lesson time and school climate.	2.1a More than 70% of students agree that the new award scheme NICER Wallet motivates them to take part in school and class activities.	Questionnaire Observation Interview	09/2025 - 05/2026	LTC Head GDC Head	N/A
	2.1b Strategically develop the provision of lunch activities in school hall to improve social and communication skills of students.	2.1b More than 70% of the participants benefit from the activities with regards to their social skills and communication skills.			CCAC Vice Chair	
	2.1c Organize class lunch to promote stronger bonding in class.	2.1c More than 70% of the students agree that the budding lunch culture helps to promote a stronger bonding with classmates and teachers.			GDC Head	
	2.1d Join the Territory-wide Sleep Health Education Campaign by CUHK to promote healthy sleep and healthy school life	2.1d More than 70% of the participants agree that the programme helps them to be physically and mentally healthier.	Questionnaire Interview APASO (if applicable)	09/2025 - 05/2026	GDC Head	External resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	2.2 Enhance an inviting physical environment.					
	2.2 Renovate some public areas and rooms (including Room 424 for meditation practice mentioned in Item 1) of the ground floor and others to promote positivity.	More than 70% of students assessing the school's new or refurbished facilities or areas agree that they like those changes which are inviting and motivating.	Questionnaire Interview	09/2025 - 05/2026	GAT Head	Air-conditioning the tuck shop
	2.3 Reinforce training for teachers to create a supportive environment.					
	2.3a Arrange subject coordinators to join programmes of Positive Education Hong Kong to provide training for the core group of Positive Education implementers.	2.3 (for 2.3a and 2.3b) More than 70% of the student and teacher participants of the programmes find their classrooms more positive and supportive.	Questionnaire Interview Meeting minutes	09/2025 - 06/2026	Vice Principal (Pastoral Care)	PLK Positive Education Movement in Secondary Schools
	2.3b Share good practices (e.g. brain breaks) learnt from previous year's participation in professional courses on Positive Education in staff meetings.				Vice Principal (Pastoral Care)	
	2.4 Enhance parent education to enhance the parents' role in development of students' self-esteem based on Curriculum Framework on Parent Education (Secondary School) through seminars/workshops/information dissemination.	<p>More than 70% of the parents who take part in the seminars / workshops understand the importance of the self-esteem-related concepts covered.</p> <p>More than 70% of the parents who take part in the seminars / workshops agree to apply the knowledge in their daily interaction with their children.</p>	Questionnaire Interview	09/2025 - 05/2026	HSCT Head	One-off Grant on Parent Education (Secondary)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	2.5 Invite alumni for sharing sessions to help students to explore their life planning.	70% of the student participants agree that they receive support from the sharing sessions in their life planning.	Questionnaire Interview Meeting minutes	09/2025 - 05/2026	LPC Head	N/A
3. Individuals can share their achievements based on their hard work/ determination/ strategies.	3.1 Extend the use of the school-based framework for giving feedback (HEART) to the daily routine of students learning activities to recognise and celebrate students' achievements.	More than 70% of students express that they have celebrated their achievements in class / House / other activities. More than 70% of students agree that their achievements come from their efforts and determination and factors under their control.	Questionnaire	09/2025 - 05/2026	GDC Head CCAC Head	N/A
	3.2 Create platforms to acknowledge and celebrate the accomplishments of students in various fields, such as academics, sports, arts, and community service, by enhancing service learning opportunities through collaboration with external organizations.	More than 70% of students express that their achievements have been acknowledged.	Questionnaire	09/2025 - 05/2026	CCAC Head	Life-wide Learning & Sister School Grant

Attachments

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|-------------------|--|
| Attachment 附件 1. | School-based After-school Learning and Support Programmes
校本課後學習及支援計劃 |
| Attachment 附件 2. | Life-wide Learning and Sister School Grant
全方位學習及姊妹學校津貼 |
| Attachment 附件 3. | Promotion of Reading Grant
推廣閱讀津貼計劃 |
| Attachment 附件 4. | One-off Grant for Promotion of Chinese Culture Immersion Activities
推廣中華文化體驗活動一筆過津貼 |
| Attachment 附件 5. | One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools
支援學校推動校園體育氛圍及「MVPA60」一筆過津貼 |
| Attachment 附件 6. | One-off Grant for Promotion of Self-directed Language Learning (English Language)
推廣自主語文學習（英語）一筆過津貼 |
| Attachment 附件 7. | One-off Grant for Promotion of Self-directed Language Learning (Putonghua)
推廣自主語文學習（普通話）一筆過津貼 |
| Attachment 附件 8. | Diversity Learning Grant (DLG) for Senior Secondary Students
高中學生的多元學習津貼 |
| Attachment 附件 9. | School-Based Support Scheme (SBSS) Grant
校本支援計劃津貼 |
| Attachment 附件 10. | Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs
有特殊教育需要非華語學生支援津貼 |

**2025 至 2026 學年校本課後學習及支援計劃
校本津貼 – 活動計劃表**

學校名稱： 保良局馬錦明夫人章馥仙中學

計劃統籌人姓名： 梁煥儀助理校長 聯絡電話： 21091133

A. 本計劃受惠學生人數預計共 320 名(包括 A. 領取綜援人數：50 名, B. 學生資助計劃全額津貼人數：140 及 C. 學校使用 10%酌情權的清貧學生人數：130 名)

B. 獲本津貼資助/補足的各項活動資料

活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計參加對象學生 人數#			預計開 支 (\$)	合辦機構/服務供應機 構名稱 (如適用)
					A	B	C		
樂器班	透過學習樂器, 培養一生一 藝術及終生興趣。	能掌握所學習的樂器 並演奏樂曲	考試、表演及比賽	25 年 9 月 - 26 年 8 月	20	50	50	60000	校外機構提供服務
聯課活動	培養多方面興趣及善用閒暇	能掌握所學習的活動 技巧如舞蹈、話劇	表演及比賽	25 年 9 月 - 26 年 8 月	50	120	110	10000	校外機構提供服務
其他學習經歷活動	培養學生全人發展	建立團隊精神及認識 自我	問卷	25 年 10 月	20	50	50	20000	校外機構提供服務
* 活動項目總數： <u>3</u>				@學生人次	90	220	210	90000	
				**總學生人次	520				

備註:

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

@學生人次：指參加各項活動的受惠學生人數總和

**總學生人次：指 (A) + (B) + (C) 的總數

對象學生: 指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生

2025/26學年 全方位學習及姊妹學校津貼 運用計劃
保良局馬錦明夫人章麗仙中學

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的「全方位學習及姊妹學校津貼」運用計劃上載至學校網頁。
本校會遵照教育局所發出通告、指引及其他文件的有關規定運用此津貼；並明白如有不恰當使用津貼的情況，學校須以其他合適資源填補有關開支。

第1項：活動詳情

編號	活動名稱及簡介	擬舉行日期	活動目標	對象及預計參與人數 (按每項對象填寫，如沒有該類人員參與，請填上「0」)				預算開支 (\$)	內地姊妹學校名稱 (如涉及姊妹學校交流活動)	活動類別^		評估方法^	
				學生 (請註明 年級及人數)	教師	管理層	其他 (請註明 對象及人數)			(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「A9 其他」， 請於此欄註明詳情)	(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「B7 其他」， 請於此欄註明詳情)
1.1	本地活動 (包括視像交流)												
1	旅款科 香港青年旅舍兩日一夜入住體驗	2026 年 6 月	學生能 1. 比較旅舍和一般傳統 酒店的分別 2. 了解旅舍的設施和內 部部門的運作 3. 了解舊式建築改建酒 店的好處和困難	中五級 40	2			\$9,180.00		A2 智能發展 A5 與工作有關的經驗		B6 書面報告及記錄 B7 其他	□頭報告
2	旅款科 x 中史科 沙頭角抗戰紀念之旅	2025 年 10 月	1. 培養學生家國情懷 2. 認識沙頭角歷史 3. 學習文化保育對旅遊 業的重要性	中四及五級 30	2			\$6,720.00		A1 價值觀教育 A2 智能發展 A6 愛國主義教育		B1 問卷調查 B6 書面報告及記錄	
3	旅款科 迪士尼工作體驗坊	2026 年 6 月	1. 參觀酒店設施：了解 前台、行李服務台營 運和餐廳特色 2. 觀察香港迪士尼樂園 酒店款客服務業的工 作實況和發掘迪士尼 獨有的特色服務 3. 了解房間設施和客房 部的運作	中四級 30	2			\$8,160.00		A2 智能發展 A5 與工作有關的經驗		B6 書面報告及記錄 B7 其他	□頭報告
4	English Drama Experience for S2 students	Around March to May 2026, depending on the available of shows	To provide students with an authentic drama watching experience in the drama module so that they can deepen their understanding of dramas and better prepare their own end- of-module drama productions in the S2 Inter-class English Drama Competition	S2 130	6			\$20,000.00		A2 智能發展		B1 問卷調查 B6 書面報告及記錄	

2025/26學年 全方位學習及姊妹學校津貼 運用計劃
保良局馬錦明夫人章釗仙中學

2025年5月版

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的「全方位學習及姊妹學校津貼」運用計劃上載至學校網頁。
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第1項：活動詳情

編號	活動名稱及簡介	擬舉行日期	活動目標	對象及預計參與人數 (按每類對象填寫， 如沒有該類人員參與，請填上「0」)				預算開支 (\$)	內地姊妹學校名稱 (如涉及姊妹學校 交流活動)	活動類別 ^A		評估方法 ^A	
				學生 (請註明 年級及人數)	教師	管理層	其他 (請註明 對象及人數)			(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「A9 其他」， 請於此欄註明詳情)	(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「B7 其他」， 請於此欄註明詳情)
5	樂器班 揚琴(ABC) 笛子(ABC) 大提琴(ABC) 古箏(ABC) 二胡(ABC) 琵琶(ABC) 中阮(ABC) 打擊樂(ABC) 結他(ABC) 笙(ABC)	2025年9月－ 2026年8月	讓學生認識及掌握演奏樂器基本技巧	中一及中二級 252	1	1		\$318,600.00		A4 體藝發展		B7 其他	1. 學期樂器演奏考核 2. 檢視出勤率
6	樂器延伸培訓班	2025年9月－ 2026年8月	1. 提供機會予參與學生，進一步掌握演奏樂器技巧 2. 為樂團排練提供小組技巧訓練，提高樂團訓練排練質素	中三至中五級 50	1	1		\$52,500.00		A4 體藝發展		B7 其他	1. 觀察團員於樂團中的表現 2. 檢視出勤率
7	樂團訓練	2025年9月－ 2026年8月	1. 讓參與學生接受樂團訓練，體現團體生活 2. 透過社區演出，讓學生能參與社會服務，培育公民責任	中一至中五級 100	1	1		\$54,000.00		A4 體藝發展		B7 其他	1. 觀察樂團表現 (包括演出次數、樂曲深度及比賽、演出音樂表現) 2. 檢視出勤率
8	校隊訓練班	2025年9月－ 2026年8月	1. 讓參與學生接受有系統訓練 2. 透過校外比賽，讓學生投入參與，體現團體合作精神	中一至中六級 252	2	1		\$289,000.00		A4 體藝發展		B7 其他	1. 學生參與校外比賽的表現 2. 檢視出席率
9	制服團隊	2025年9月－ 2026年8月	1. 讓學生學習團隊合作精神 2. 透過不同的團隊活動，學生可學到不同的生活技能	中一至中五級 110	3	1		\$25,000.00		A1 價值觀教育 A3 社會服務		B5 觀察 B7 其他	檢視出席率

2025/26學年 全方位學習及姊妹學校津貼 運用計劃
 保良局馬錦明夫人章驥仙中學

2025年5月版

為提高透明度及根據一貫安排，學校須把經校董會 / 法團校董會 / 學校管理委員會審批的「全方位學習及姊妹學校津貼」運用計劃上載至學校網頁。
 本校會遵照教育局所發出通告、指引及其他文件的有關規定運用此津貼；並明白如有不恰當使用津貼的情況，學校須以其他合適資源填補有關開支。

第1項：活動詳情

編號	活動名稱及簡介	擬舉行日期	活動目標	對象及預計參與人數 (按每類對象填寫，如沒有該類人員參與，請填上「0」)				預算開支 (\$)	內地姊妹學校名稱 (如涉及姊妹學校交流活動)	活動類別 [^]		評估方法 [^]	
				學生 (請註明 年級及人數)	教師	管理層	其他 (請註明 對象及人數)			(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「A9 其他」， 請於此欄註明詳情)	(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「B7 其他」， 請於此欄註明詳情)
10	其他學習經歷	2025年9月 – 2026年6月	1. 透過全方位活動，學生可學習與人溝通和合作，同時亦可從中得到豐富的生活體驗。 2. 學生參與不同的課外活動，可學習不同的技能及發揮所長，於籌組活動的同時亦能實踐領導才能。	中一至中六級 705	48	1		\$307,800.00		A1 價值觀教育 A3 社會服務 A4 體藝發展		B5 觀察 B7 其他	檢視出席率
11	中四領袖訓練營	2025年10月，共兩天	讓學生 1. 認識自己，勇於承擔，同時確立服務社會的志向 2. 提升個人自信心 3. 訓練獨立思考能力 4. 增強解難、溝通技巧和決策能力 5. 建立團隊精神	中四級 114	10	1		\$118,500.00		A1 價值觀教育		B1 問卷調查 B5 觀察	
12	姊妹學校回訪	2025年10月	1. 增進對內地的認識和了解 2. 增加對國家的歸屬感/國民身份的認同 3. 建立友誼 4. 促進文化交流	中一至中六級 705	51	4		\$9,250.00	陽江市第一中學實驗學校	A6 愛國主義教育		B5 觀察 B6 書面報告及記錄	
(如空間不足，請於上方插入新行。)													
第1.1項預算總開支								\$1,218,710.00					

2025/26學年 全方位學習及姊妹學校津貼 運用計劃
保良局馬錦明夫人章鑾仙中學

2025年5月版

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的「全方位學習及姊妹學校津貼」運用計劃上載至學校網頁。
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第1項：活動詳情

編號	活動名稱及簡介	擬舉行日期	活動目標	對象及預計參與人數 (按每類對象填寫， 如沒有該類人員參與，請填上「0」)				預算開支 (\$)	內地姊妹學校名稱 (如涉及姊妹學校 交流活動)	活動類別^		評估方法^	
				學生 (請註明 年級及人數)	教師	管理層	其他 (請註明 對象及人數)			(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「A9 其他」， 請於此欄註明詳情)	(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「B7 其他」， 請於此欄註明詳情)
1.2	境外活動												
1	探訪姊妹學校	2026 年 3 月	1. 增進對內地的認識和了解 2. 增加對國家的歸屬感/ 國民身份的認同 3. 建立友誼 4. 促進文化交流 5. 豐富學習經歷	中二及中三級 20	2	1		\$50,000.00	陽江市第一中學實驗 學校	A6 愛國主義教育		B5 觀察 B1 問卷調查 B6 書面報告及記錄	
2													
3													
4													
5													
(如空間不足，請於上方插入新行。)													
第1.2項預算總開支								\$50,000.00					
預算總開支 (第1.1項及第1.2項之總和)								\$1,268,710.00					

全方位學習負責教師姓名：	梁煥儀	職位：	助理校長
姊妹學校計劃負責教師姓名：	彭志榮	職位：	老師

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College
Plan on the Use of the Promotion of Reading Grant
School Year 2025-26

The major objectives:

- To create a positive reading atmosphere in school by providing a variety of reading resources including printed books and e-books.
- To foster an intrinsic interest and encourage students to read for pleasure by implementing reading award schemes.
- To organize writer's talks to cultivate students' interest in reading and promote a reading culture in school

Item*	Estimated Expenses (\$)
1. Purchase of Books <input checked="" type="checkbox"/> Printed books <input checked="" type="checkbox"/> e-Books	\$40000 (All subjects) \$21000
2. Web-based Reading Schemes <input checked="" type="checkbox"/> eRead Scheme <input type="checkbox"/> Other scheme: _____	\$0 (Purchased before)
3. Reading Activities <input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks <input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading <input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions <input type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	\$5000
4. Others: _____	
Total:	\$66000

* Please tick the appropriate boxes or provide details.

保良局馬錦明夫人章馥仙中學
推廣中華文化體驗活動一筆過津貼
2025-26 學年 運用計劃

使用年期：2024-25 至 2026-27

津貼總金額：\$ 300,000

本校計劃運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

範疇	擬推行活動項目	預計金額
i. 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	舉辦中華文化周（2025 年 10 月）	\$20,300.00
	獅藝班	\$24,000.00
	書法班	\$4,800.00
ii. 舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	不適用	\$0.00
iii. 舉辦或資助學生參加本地文化考察或參觀活動	不適用	\$0.00
iv. 發展有關中華文化的課程	不適用	\$0.00
v. 採購及發展中華文化學與教資源	不適用	\$0.00
vi. 資助學生及隨團教師前往內地，參加學習中華文化的交流活動	上海交流考察團	\$20,000.00
	內地文化考察團 (絲綢之路) (5 日 4 夜)	\$95,200.00
vii. 其他（請註明）：	不適用	\$0.00
總預計金額：		\$164,300.00

保良局馬錦明夫人章馥仙中學
支援學校推動校園體育氛圍及「MVPA60」一筆過津貼
2025-26 學年 運用計劃

使用年期：2024-25 至 2026-27

津貼總金額：\$ 145,001

本校計劃運用「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」作以下用途：

範疇	擬推行活動項目	預計金額
i. 發展或採購與體育／運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育／運動相關的體育活動套件和輔助工具	應用程式能連結智能裝置 - 記錄和量度體適能數據 1. 智慧體適能測試系統:\$32000 2. 仰臥起床測試儀:\$9000 3. 俯臥撐測試儀:\$9000	\$50,000.00
ii. 舉辦或資助學生參與多元化的體育活動／運動相關的學習活動／比賽	不適用	\$0.00
iii. 舉辦或資助學生前往內地或海外參加與體育／運動相關的學習交流或考察活動	不適用	\$0.00
iv. 舉辦與運動相關的活動，讓學校不同的持份者（包括教師及家長）與學生一同參與	不適用	\$0.00
v. 購置或改善學校的體育／運動器材	課餘時間體能活動計劃 - 於校園設立體適能活動角，增加學生在校內進行體能活動的時間和機會。 1. 智能單車平台(6 部): \$50000 2. 史密夫綜合訓練機: \$28000 3. 多功能滑索訓練機: \$13000	\$91,000.00
vi. 發展／優化有關發展活躍及健康校園／「MVPA60」的政策	不適用	\$0.00
vii. 聘用額外的非教學人員或教練／以採購服務形式，協助學校推動校園體育氛圍和「MVPA60」	不適用	\$0.00
viii. 其他（請註明）：	不適用	\$0.00
總預計金額：		\$141,000.00

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College
One-off Grant for Promotion of Self-directed Language Learning (English Language)
Plan for School Year 2025-26

Period: 2024/2025 to 2026/2027

Total Amount of Grant: \$200,000

Our school plans to spend the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” on the following areas:

Number of student beneficiaries:	717	Class levels of student beneficiaries:	24
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	Area	Details of Proposed Activities	Budget Amount
i.	Procuring and/or subscribing to learning resources	The English Writing Engine self-directed study tool will be extended to full scripts. Strengths and areas for improvement will be identified, and personalised action plans will be suggested.	\$50,000.00
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	Not applicable	\$ 0.00
iii.	Purchasing services related to learning and teaching	Evidence Program: S1 to S3 Grades - English Reading Students in this evidence-based learning system engage with personalized activities, receive immediate feedback, and undergo standard-setting formative assessments that visually guide their learning progress and target specific areas for improvement.	\$ 0.00 (Brought forward from last year)
iv.	Others (please specify): _____	Not applicable	\$ 0.00
		Total Budget Amount:	\$50,000.00

保良局馬錦明夫人章馥仙中學
推廣自主語文學習（普通話）一筆過津貼
2025-26 學年 運用計劃

使用年期：2024-25 至 2026-27

津貼總金額：\$ 200,000

本校計劃運用「推廣自主語文學習（普通話）一筆過津貼」作以下用途：

受惠學生人數：	388	受惠學生班級：	中一至中三
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範疇	擬推行活動項目	預計金額
i. 採購和/或訂閱學習資源	利用網上系統，推廣普通話學習	\$ 100,000.00
ii. 聘請不屬編制內的普通話導師或非教學支援人員	不適用	\$ 0.00
iii. 購買學與教相關的服務	不適用	\$ 0.00
iv. 其他（請註明）：	不適用	\$ 0.00
總預計金額：		\$ 100,000.00

保良局馬錦明夫人章馥仙中學
多元學習津貼－其他課程：資優教育課程
2025-2026 學年 周年計劃書

範疇	課程	教學目的	目標學生 (數量/級別/甄選方式)	修業期 / 開始日期	預期產出	專責 教師	財政預算
藝術	駐校藝術家計劃	透過藝術家分享創作經驗，擴闊學生的藝術視野，讓學生了解藝術家創作的經驗，如意念構想及製作作品的技巧。 學生將所學到的技巧運用到個人創作之內，讓作品更多元化	數量：15 人 級別：中四級 甄選方式： <ul style="list-style-type: none">修讀視覺藝術科的學生	2025 年 9 月至 2026 年 8 月	<ul style="list-style-type: none"> 100%參與工作坊的學生掌握意念構想及製作作品的技巧。 100%學生於作品集上運用到所學的技巧創作作品。 	李善宜 老師	\$46,240
數學	資優課程	資助有興趣及能力的中四或中五學生報讀大專院校開辦的課程與數學相關的課程，提升學生的數學運算技巧和能力，擴闊學生的數學視野。	數量：9 位 級別：中四或中五級 甄選方式： <ul style="list-style-type: none">參加學生需在最近一次數學考試成績在全級頭 50%內若人數超過 9 人，按數學成績排優次(其中修讀數學科延展單元及/或曾獲校外數學比賽獎項者獲優先推薦)	2025 年 9 月至 2026 年 8 月	<ul style="list-style-type: none"> 100%參與學生通過課程機構 評審後獲頒畢業證明書 	周文彬 老師	\$28,800
學術	資優課程	透過大學開辦的多元化資優課程，為本校的資優學生提供富挑戰性的學習環境，為他們在常規課堂以外，開闢另一個學習空間，讓他們充分發掘及發揮潛能，盡展所長。	數量：15 人 級別：中四至中六級 甄選方式： 甄選資優學生需要達到以下其中一項，以資助修讀大學提供的資優課程： <ul style="list-style-type: none">「資優人才庫」中的學生相關課程之學科考試成績需達 70%或以上。相關課程之學科考試成績需在全級前 30%內。學生自薦申請並成功通過面試。若人數超過 15 人，將通過面試以進行篩選。	2025 年 9 月至 2026 年 8 月	<ul style="list-style-type: none"> 100%學生完成有關資優課程 	陳淑華 老師	\$51,850

保良局馬錦明夫人章馥仙中學
新來港學童校本支援計劃津貼
2025-26 學年 運用計劃

1. 背景

本校於 2025-2026 年度申請「新來港學童校本支援計劃津貼」，學校可靈活地使用該津貼為上述兒童提供支援服務，以照顧他們在學習及適應上的需要。

2. 活動目標及詳情

根據該津貼的指引，本校籌備活動時皆以以下三項為目標：

- 1) 為內地新來港兒童開設免費的課餘補習班
- 2) 籌辦迎新活動/輔導課程/課外活動/探訪活動等
- 3) 為內地新來港兒童提供適切的支援服務所需的其他一切開支

為幫助更多新來港學童及更有效地運用津貼，本校計劃將所得津貼整合運用，並於 2025-2026 學年舉辦了以下活動：

日期	活動	內容	參與人數	預計金額
10/2025-2/2026	英語班	<ul style="list-style-type: none"> 口語訓練 基礎文法 寫作練習 	8 人	\$ 27,000.00
12/2025	迪士尼學堂	學習全球化	15 人	7,000.00
7/2026	暑期活動	讓他們接觸香港青少年的課餘活動，更能提升滿足感。	8 人	5,000.00
7/2026	成績獎勵	為正面鼓勵同學認真學習，計劃派發文具及精品以作嘉許。	15 人	2,000.00

保良局馬錦明夫人章馥仙中學
有特殊教育需要非華語學生支援津貼
2025-26 學年 運用計劃

上學年結餘：\$106,769.00

本學年預計撥款：\$106,769.00

本學年預計可用津貼總金額：\$213,538.00

本校計劃運用「有特殊教育需要非華語學生支援津貼」作以下用途：

項目名稱	服務目的	推行時間	對象	評估方法	預計金額
i. 全職輔導助理 0.75 名	1. 入班支援 2. 輔導工作 3. 製作教材 4. 推行共融活動 5. 支援外購服務 6. 收集學生數據以檢視各項支援措施成效 7. 聯絡家長、教師及專業同工 8. 為有特殊教育需要的學生提供適當的特別考試安排及相關訓練 9. 提供文書行政支援等	9/2025-8/2026	全校 SEN 學生	校本教職員評核	\$ 213,538.00
				總預計金額：	\$ 213,538.00