

Li Cheng Uk Government Primary School Evaluation of Specific Grants 2025-2026

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1. Capacity Enhancement Grant (2025-26)

No. of operating classes: 24
Amount of the Grant: $744,709.00
Teacher in charge: Mr. CHAN Ka-tak
Purposes: 1. To release teachers' workload
2. Give support to subject panel heads on curriculum support and other teachers whenever needed
3. To reduce the administrative workload on time tabling of teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To give support to teachers on carrying out the duties concerning subject matters	– Recruit 3 teaching assistants (Diploma Level) to: i. render assistance in subject-related work and resource preparation	- 90% of the teachers agree that the teaching assistants can: i. support them regarding some of the subject-related work and resource preparation	1 school year 9/2025 - 8/2026	Salary of: – 2 Teaching Assistants (Diploma Level) 12 months salary = **$468,470.00**	Refer to Pg.4
- To assist teachers in catering for diversified learning needs of students through academic intervention and group dynamics	ii. offer better support to students through reducing teachers' administrative workload and supporting them to prepare teaching and learning materials so as to allow staff with more time to understand NCS students' learning needs and subsequently render appropriate academic and non-academic support services	ii. help them prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement	10/2025 - 8/2026	– 1 Teaching Assistant (Diploma Level) 11 months salary **= $194,560.00** **Sub-total: $663,030.00**	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
To buy service on preparing the school time table	– Choose a suitable service provider for timetabling service.	- 80% of the teachers find the timetabling service satisfactory -		Actual Expenses for timetabling service: **$12,380.00**	Refer to Pg.4
				Grand Total: **$663,030.00 + $12,380.00** **= $675,410.00** **Balance:** **$69,300.00**	

Evaluation

1) 96.2% of the teachers agreed that the teaching assistants (TAs) recruited could provide them with support by preparing the subject-related work and resources like data collection, worksheet filing, enrolment in the Speech Festival and competitions, revising teaching and learning materials, etc.
2) 100% of the teachers agreed that the TAs could give full support in organizing activities inside and outside of school during the academic year.
3) With the assistance of the TAs, 98.1% of the teachers agreed that the TAs could help them prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students and help them strive for improvement. In this way, teachers could spend more time on lesson preparation, developing the school-based curriculum and designing various teaching and learning activities to further enhance students' generic skills and cater for learner diversity.
4) 98.1% of the teachers agreed that the TAs could assist them with clerical work associated with their administrative stream duties, enabling them to carry out these duties more effectively.
5) As the majority of teachers gave positive feedback regarding TA support on various aspects, the school would continue to recruit TAs next academic year with the CEG.
6) 100% of the teachers agreed that the timetabling service provider had rendered satisfactory and effective service to the school in arranging their timetables. Therefore, the school would continue to purchase the service from the timetabling service provider for preparing timetables next academic year.

2. Enhanced Additional Funding – Support for NCS Students (2025-26)

Means by which teachers have been consulted: Staff meetings
Number of operating classes: 24
Amount of the Grant: $1,657,264.00 + $300,105.00 (Surplus Carried Forward) = $1,957,369.00
Purposes: 1. Enhance students' performance in Chinese learning
2. Provide support to the subject panel heads and all Chinese teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
To support: a. the development of the school-based Chinese Language Curriculum (P.1 to P.6) b. the operation of Chinese elite Classes (P.1 to P.6) c. the operation of Chinese Remedial Classes	Recruit 2 temporary teachers (pt. 15 & pt. 20) to: - Support the adoption of school-based curriculum to enhance teaching and learning - Take up regular Chinese classes so that more experienced teachers could spare the manpower to operate elite classes - Recruit 3 teaching assistants (Diploma Level) to support teachers with logistics in the implementation of all activities that promote Chinese learning in the school	- 75% of Chinese teachers agree that students can attain better academic performance in each of the four skills of listening, speaking, reading and writing - 60% of Chinese teachers agree that students show improvement in the 4 skills of listening, speaking, reading and writing after attending the Chinese Remedial Classes	1 school year (9/2025- 8/2026) (9/2025- 8/2026) (10/2025- 8/2026)	Salary of: 1 Temporary Teacher (pt. 20) 12-month salary: = $546,910.00 1 Temporary Teacher (pt. 15) 12-month salary: = $442,460.00 **Sub-total:** **$546,910.00+$442,460.00** **= $989,370.00** 2 Teaching Assistants (Diploma Level) 12-month salary: = $476,150.00 1 Teaching Assistant (Diploma Level) 11-month salary = $204,800.00 **Sub-total:** **$476,150.00+$204,880.00** **= $681,030.00**	Refer to Pg.7

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
To provide: a. Chinese learning workshops for parents b. Online Chinese Learning Platform for students	- Invite an appropriate service provider (NGO) to conduct Chinese learning workshops (a total of 10 one-hour sessions) for about 20 parents throughout the school year, so that they can assist their children in learning Chinese at home - Invite an appropriate service provider to provide an online Chinese learning platform for students to enhance their motivation in learning Chinese and to help students develop the habit of self-learning	- 80% of the participating parents are satisfied with and benefit from the Chinese learning workshops. - Questionnaires will be distributed to collect feedback and views from parents - 85% of the teachers and students give positive feedback.	9/2025 – 7/2026	Actual expenditure: **$20,000.00** **$49,500.00**	Refer to Pg.7
				Grand Total: **$1,670,400.00+ $20,000.00 + $49,500.00** **= $1,739,900.00** **Balance:** **$217,470.00**	

Evaluation

1) All Chinese subject teachers agreed that the two temporary teachers were able to meet the diverse needs of our NCS students in learning Chinese, and that they offered valuable suggestions and shared their Chinese teaching experience.
2) All teachers agreed that using temporary teachers as additional support for group learning was highly effective.
3) 88.9% of the teachers agreed that students gradually improved their four language skills through the adoption of the school-based curriculum. However, as the publisher's textbooks are too advanced for our students, it affected their interest in learning Chinese. To help students build a solid foundation in Chinese, the school-based curriculum needs to be kept up to date.
4) 100% of the teachers agreed that elite classes were effective in stretching students with higher ability. 77.8% of the teachers agreed that students showed improvement in the four skills after attending the Chinese Remedial Classes. Group learning can cater to learner diversity.
5) 94.4% of teachers agreed that the teaching assistants could help with enrolment for inter-school competitions and with school activities such as the Speech Festival, Chinese Day, and educational visits, which helped promote Chinese learning.
6) 94.4% of teachers believed that online learning platforms (such as RainbowOne, eSmart 2.0, Padlet and Wordwall, etc.) could increase students' interest in learning Chinese. To promote independent learning, teachers can provide diverse exercises on these platforms to enhance students' interest and engagement in independent learning. However, when promoting reading, the articles on the eSmart platform are too difficult for our students, affecting their reading interest; therefore, not all students participate in online reading. To promote reading, picture book reading should be included in the school-based regular Chinese curriculum.
7) 100% of parents agreed that the Chinese Subject-based Talk could help them learn about supporting strategies for their child's learning at home and better understand the school's curriculum and expectations. They also agreed that the strategies for supporting self-directed learning at home were practical and clearly presented.
8) 100% of participating parents agreed that the Chinese Parent Workshops were useful for them. They learned about the Chinese language and Chinese culture in the workshops. They enjoyed participating in activities during workshops and would pay more attention to Chinese culture in their daily lives.
9) After-school remedial classes will be planned for the coming year to address the comparatively lower Chinese proficiency levels among NCS students.

3. Learning Support Grant (2025-26)

Means by which teachers have been consulted: At staff meeting
Number of operating classes: 24
Teacher in charge: Ms. CHAN Ka-yi
Amount of the Grant: $1,287,351.00 + $15,265.00(Surplus Carried Forward) = $1,302,616.00
Purposes: l. Enhance the learning efficacy of students with learning difficulties so as to stretch their potential while progressing at their own pace
2. Help students to re-organize or re-process sensory information in order to have a more accurate response to external stimuli

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of students with learning difficulties through academic intervention	- Recruit 2 temporary teachers (pt. 15 & pt. 18) to offer better support to students through reducing teacher-student ratio which allows staff with more time to understand students' learning needs and subsequently render appropriate academic support services. -	- 90% of teachers agree that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs.	9/2025 -8/2026 9/2025 -8/2026	Salary of: 1 Temporary Teacher (pt.15) 12-month salary: = **$442,460.00** 1 Temporary Teacher (pt.18) 12-month salary: = **$509,490.00**	Refer to Pg. 10
	- Recruit 1 Teaching Assistant (Diploma Level) to: i. render assistance in subject-related work and resource preparation. ii. offer better support to students through reducing teachers' administrative workload and supporting them to prepare teaching and learning materials so as to allow staff with more time to understand SEN students' learning needs and subsequently render appropriate academic and non-academic support services.	- 90% of teachers agree that the teaching assistant can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of SEN students as well as helping them to strive for improvement.	1/2026 - 8/2026	1 Teaching Assistant (Diploma Level) 8-month salary: = **$142,720.00**	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs through group dynamics	Organize 2 group programs on attention and executive functions to improve partakers' learning skills through group dynamics.	- The group programs can facilitate 80% of the participants to enhance their sustained attention in class and ability to inhibit impulsive behaviors or prepotent responses.	9/2025 - 8/2026	- P.1-3 Attention and Executive Functions Training Group: **$30,000** - P.4-6 Attention and Emotions Training Group: **$15,000**	Refer to Pg. 10
- To promote inclusive culture	Organize 1 inclusive education activity to enhance students' of Tourette Syndrome.	- 80% of the teachers agree that the activity can enhance students' understanding of Tourette Syndrome and encourage them to embrace diversity.	12/2025	Inclusive education activity: **$2,800**	
				Grand Total: $1,142,470.00 **Balance: $160,150.00**	

Evaluation

1) 100% of the teachers agreed that students can attain better support through reduced the teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs. Teachers can develop more tailored instruction and feedback to help students progress in a smaller class size.

2) The extra manpower offered more individual support to students with special learning needs. Students benefited from the academic intervention Do My Best Programme. More individual support could be provided as well as tailor-made learning materials and appropriate pedagogy could be used to cater for their diverse learning needs next year.

3) 100% of the teachers agreed that the teaching assistant could reduce their administrative workload and support them in preparing suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of SEN students as well as helping them to strive for improvement. Furthermore, the one-to-one supplementary training provided by TAs for students with Individual Education Plans (IEPs) has effectively supported plan implementation, fostering highly positive outcomes.

4) According to the report from the therapist of the P.1-3 Attention and Executive Function Training Group, 83.3% of the participants demonstrated significant improvement in various executive function domains and self-management performance. Sustained training and support were suggested to be provided for students to enhance their performance.

5) According to the report from the therapist of the P.4-6 Attention and Emotions Training Group, 100% of the participants demonstrated significant improvement in impulse control, flexibility and social collaboration. It was suggested that strategies to help students transfer these skills to the regular classroom be implemented to enhance their performance in class.

6) 100% of the teachers agreed that the Inclusive Education Talk - 'Understanding Tourette Syndrome' helped students understand the different needs of others and promote an inclusive culture among students.

4. Learning Support Grant for NCS

Means by which teachers have been consulted: At staff meetings Number of operating classes: 24
Teacher in charge: Ms. CHAN Ka-yi
Amount of the Grant: $320,307.00 + $3,628.00 (Surplus Carried Forward) = $323,935.00
Purpose: Offer additional support to NCS students with special educational needs.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of NCS students with learning difficulties through support in learning activities and group dynamics	- Recruit 1 teaching assistant (Dip level) to offer better support to students through reducing teachers' administrative workload and supporting them to prepare teaching and learning materials so as to allow staff with more time to understand NCS students' learning needs and subsequently render appropriate non-academic support services.	- 90% of teachers agree that the teaching assistant can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement in emotional, communication and social development.	9/2025-8/2026	1 Teaching Assistant (Diploma Level) 12-month salary: = **$238,080.00**	Refer to Pg. 12
	- Organize 1 group program on social skills therapy with construction toys to improve partakers' social skills through group dynamics.	- The group programs can facilitate 80% of the participants to enhance their social and problem-solving skills.	3/2026-5/2026	'Little Builder' Brick-based Therapy Group: **= $11,000.00**	
	- Organize 1 group program on building up students' confidence by providing an engaging, structured outlet for emotional expression.	- The group program can facilitate 80% of the participants to enhance their confidence and ability to express emotion.	5/2026 – 6/2026	Anime Characters Drawing Class: **= $4,640.00**	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
	- Organize 1 Inclusion Fun Day for P.1-2 students to promote inclusion of SEN students through competitive and interactive activities.	- The activities can facilitate the participants to develop their confidence and positive social associations.	7/2026	Inclusion Fun Day: **$11,600.00**	Refer to Pg. 12
				Grand Total: **$265,320.00** **Balance:** **$58,620.00**	

Evaluation

1) 100% of the teachers agreed that the teaching assistant could reduce their administrative workload and support them in preparing suitable and diversified materials and activities for teaching and learning so as to cater for the wide spectrum of learning needs of NCS students as well as helping students to strive for improvement.

2) 100% of the teachers whose classes received TA in-class support agreed that the support allowed them to focus more on delivering quality lessons by assisting with classroom management and offering individualized support to meet the diverse learning needs of students.

3) According to the report from the tutor of 'Little Builder' Brick-based Therapy Group, 100% of the participants have shown slight improvement in their cognitive and social abilities. The teacher-in-charge observed that most students participated actively in the lessons and were willing to attempt challenging tasks. Sustained training on students' cooperative skills was suggested.

4) According to teacher's observations, students were engaged in the Anime Characters Drawing Class and they gradually built up their confidence through exploring their interests. Also, the shared passion among students helped them open up and confidently express their ideas to others.

5) According to teachers' observations, mutual support and teamwork were cultivated among students through the interactive activities on Inclusion Fun Day. Students participated actively and have developed positive social communication with students with special educational needs (SEN)

5. Student Guidance Service Grant

Means by which teachers have been consulted: Staff meetings
Number of operation classes: 24
Teacher in charge: SSW
Amount of the Grant: $ 229,957.00
Purposes: 1. Enhance students' discipline and ability to follow rules 2. Nurture students' positive values and mindset

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
To nurture students to become positive, self-disciplined and healthy individuals	- Implementation of responsive services: • Case work (e.g. regular meetings and individual coaching) • Developmental group programmes focusing on: ~ executive function ~ social skills training ~ leadership training ~ transition programmes for P.1 and P.6 ~ mental well-being ~ emotions management	90% of teachers agree that the counselling service and developmental group programmes can equip students with skills to meet life challenges	9/2025-6/2026	P.1 Transition Workshop: **$8,800.00** P.6 Mock Interview Workshop: **$39,960.00** S1 Transition Talk: **$2,500.00**	Refer to Pg. 15-16
To foster students' positive values and attitudes	- Implementation of supportive services: 1. Professional support for teachers: • case sharing • case conference • level meetings • staff development	85% of teachers agree that professional support for teachers can enhance their communications skills with students and parents	9/2025 - 6/2026	Supportive service for teachers: Professional training workshop **$0.00 (Supported by the UAP Agency)**	
	2. Parent education programmes: • Transition programmes for parents • Parents Volunteer Team • Parent-child activities • Parental talk on healthy lifestyle • SSW newsletter	85% of parents agree that the parental education programmes are effective in helping them better understand the growth and development of their children	9/2025-6/2026	Parental education programmes: **$16,000.00**	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
	- Thematic talks: • 12 priority values, respect for life and positive mindset • Life-planning and career planning for KS2 (to be paid by LWLSSG)	80% of teachers agree that 70% of students demonstrate observable behavioural changes reflecting their mastery of respect for life and positive values in daily interactions.	10/2025-6/2026	Thematic talks: **$0.00 (Paid by LWLG)**	Refer to Pg. 15-16
	- Personal growth activities: • Play-based Activities • Social services team (to be paid by LWLSSG) • Lunch activity (make use of central broadcasting system to deliver positive messages)	90% of teachers agree that personal growth activities can support students' development by maximising their potential.	9/2025-6/2026	Play-based activities: **$59,400.00**	
To encourage students to adopt and practise a healthy lifestyle in their daily routines and social interactions	- Implementation of preventive measures: • Mentorship Programme (BBBS) • Thematic talks (e.g. resilience, say no to bad habits, healthy lifestyle) • Sex Education Workshop • Activities for students at risk (e.g. school service team, lunch activities, developmental group activities) • In-class developmental programmes • School Social Worker Mailbox • Home visits • Counselling programmes • Regular sunshine calls	85% of teachers agree that the preventive measures are effective in addressing students' developmental needs and cultivating their healthy habits	9/2025-6/2026	Sex Education Workshop: **$15,200.00** Materials for conducting guidance activities: **$992.00**	
			Grand Total: $142,852 **Balance: $87,105**		

Evaluation

1. Implementation of Responsive Services

98% of teachers agreed that these services were effective. The implementation of responsive services, such as case work and developmental group programmes could equip students with the life skills to meet everyday challenges. For example, the transition programmes for P.1 and P.6 students could prepare them to transit smoothly into a new environment. In addition, P.1 class teachers reported that most of the students adjusted smoothly, and P.6 class teachers stated that the support

for S1 transition was sufficient, including Mock interview, SSPA talks, career planning workshops and S1 transition Talk. Furthermore, 98% teachers agreed that case counselling service could provide timely support to students in need and 96% of parents agreed that students showed positive changes in behaviours and emotions after receiving the services.

2. Professional Support for teachers

Nearly 95% of teachers agreed that the school provided measures to equip them with vital information and strategies to meet the needs of students. For example, regular level meetings and case sharing allowed teachers to discuss and agree on effective techniques and principles for handling specific students. Also, all teachers were satisfied with the arrangement and effectiveness of the staff development (team building workshop) which created a relaxing moment for them and boosted team spirit.

3. Parent Education Programmes

More than 90% of parents agreed that the programmes helped them better understand the growth and development of their children. This year, two SSW Newsletters were issued and covered topics related to mindfulness, handling anxiety and controlling screen time. Some parents reflected that the information was highly helpful.

4. Thematic Talks

More than 80% of teachers agreed that this measure catered students' whole-person development and 70% of students demonstrated observable positive behavioural changes.

5. Personal Growth Activities

All teachers agreed that personal growth activities supported students' development by maximising their potential. For example, some members of the Juggling and Magic Team (who are academic low achievers) were invited to perform on stage and join a juggling competition this year, allowing their talents to be shown in front of others. Additionally, the Volunteer Team held activities at an elderly centre and their efforts were highly appreciated by the staff; and the centre shared that the number of enrolments for similar activities was high as the elderly liked the activities arranged by our Volunteer Team. These examples demonstrated that the activities offered opportunities for students to explore their talents beyond studies.

6. Implementation of Preventive Measures

90% of teachers agreed that the preventive measures were effective in addressing students' developmental needs and cultivating their healthy habits. The Feelings Note, SSW class visits, SSW mailbox and the drop-in services (SWITCH Time and Play Time Recess) encouraged students to develop a positive attitude of seeking help when needed. Also, those strategies allowed the school personnel outreached for students at risk.

Overall, the Student Guidance Service Grant for the 2025-26 academic year has been effective in achieving its objectives of enhancing students' discipline and ability to follow rules, nurturing students' positive values and mindset. These measures would be ineffective without the joint efforts of all stakeholders. Therefore, the Student Guidance Service Grant should keep the united approach, working together with students, parents and teachers.

6. One off Grant for Parent Education

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant carried forward for 2025/26: $61,215.00

Teacher in charge: Ms. FU Yuen-fong

Purposes 1. To empower parents and strengthen families in the following aspects:

- Promotion of healthy, happy and balanced development of children
- Promotion of parents' physical and psychological well-being

2. To enable parents of primary school children to be well-informed and equipped with age-appropriate parenting strategies so that they can cope with challenges and foster the healthy, happy and balanced development of their children

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To organize workshops for engaging parents in promotion of children's holistic physical, psychological and mental development	- Invite professional social worker or professionals to conduct workshops or seminars so as to equip parents with the effective parent-child communication skills and parenting skills on healthy use of electronic devices, healthy eating, and healthy lifestyle.	- At least 75% of the participating parents agree that the workshops can empower them with the appropriate communication skills and parenting skills	9/2025 10/2025 11/2025, 3/2026 12/2025, 1/2026 1/2026 3/2026	i. Health Talk (Obesity) & parent-child physical games: **$1,000.00** ii. Parent Workshop on Information Literacy: **$2,800.00** iii. Parent workshops and parent-child games on Pickleball & Dodgebee: **$19,415.00** iv. Parent Talks and Parent-child Workshops on Healthy Life Style and Mental Health: **$8,000.00** v. Parent-child Chinese Paper-cutting Art Workshop: **$4,000.00** vi. Parent-child Yoga Workshop: **$1500.00**	Refer to Pg. 17
- To promote the physical and psychological well-being of parents by organizing parent interest classes	- To organize physical fitness classes, mental health workshops and / or other interest classes after soliciting opinions from parents	- At least 75% of the participating parents enjoy the classes and find the classes can promote their physical and psychological well-being	11/2025, 6/2026 4/2026	i. K-pop Dance Classes for Parents: **$19,500.00** ii. Healthy Cooking workshops **$5,000**	
				Grand Total: $61,215.00 **Balance: $0**	

Evaluation

The project successfully met its objectives to empower parents and strengthen families in the promotion of healthy, happy and balanced development of children and parents' physical and psychological well-being. Feedback from participating parents and observed outcomes indicate that the workshops and interest classes enable parents to be well-informed and equipped with age-appropriate parenting strategies so that they can cope with challenges and foster the healthy, happy and balanced development of their children. Key findings are summarised below:

1) Health talk (obesity) & parent-child physical games – All parents agreed that the health talk and related physical activities promoted their physical and psychological well-being. The sessions were well attended and generated positive feedback. In order to facilitate ongoing peer learning and mutual support on family health practices, a parents' sharing session may be added next year.

2) Information literacy workshop – This workshop helped parents identify signs of internet addiction, set healthy digital boundaries, and foster open communication about children's online activities. All parents agreed that the workshop improved their parenting skills regarding healthy use of electronic devices, thereby exceeding the performance indicator of 75%. In order to support the AI for Empowering Learning and Teaching Funding Programme, using AI properly will be highlighted next year.

3) Pickleball & Dodgebee parent-child workshops – The pickleball workshop was a great success. After the pickleball parent workshop, parents received a set of pickleball paddles and a ball, practised with their child, and completed a practice log. After two weeks of practice, families participated in a parent-child game with other families. This initiative fostered the healthy, happy and balanced development of families. Parents and children also enjoyed the dodgebee workshop and parent-child game. After practising basic skills, the parent-child dodgebee game was highly engaging, especially during a friendly competitive match. All parents reported enjoying the activities and found them effective in promoting children's physical, psychological and mental development. Parents also reported feeling more connected to their children through the shared physical activity, thereby exceeding the performance indicator of 75%. New sport will be introduced to parents where these activities will be aligned with the school's Physical Education curriculum.

4) Parent talks & parent-child workshops on healthy lifestyle and mental health – These sessions addressed nutrition, physical activity, emotional well-being, and stress management. Feedback confirmed that parents felt better equipped to foster their children's holistic development while also attending to their own well-being. In order to reach out to more parents, parents' talks or seminars may be run in both face-to-face and online modes.

5) Parent-child Chinese paper-cutting art workshop – Through hands-on activities, parents and children learned about Chinese culture. All parents reflected that they gained cultural knowledge and enjoyed the creative bonding experience. Similar workshops are recommended for next year.

6) Parent-child yoga workshop – All participating parents agreed that the yoga workshop promoted both their physical and psychological well-being, as well as provided a calming, shared activity with their children. Some parents suggested having more lessons for the yoga workshop. The number of the yoga workshop sessions may be increased next year.

7) K-pop dance classes for parents – These classes were highly popular. All parents reported enjoyment and noted improvements in their physical health and mood. The classes exceeded the performance indicator, more than 75% agreement on promoting well-being. Similar classes are recommended for next year.

8) Healthy cooking workshops – Parents learned to prepare nutritious, child-friendly meals. Feedback indicated that the workshops were enjoyable and effective in reinforcing healthy eating habits at home. Similar workshops are recommended for next year.

7. Evaluation of One-off Grant (2024-2027) for Promotion of Chinese Culture Immersion Activities

Means by which teachers have been consulted: Staff meetings
No. of operating classes: 24
Teacher in charge: Ms. CHEUNG Sin
Amount of the Grant left: $134,352.00
Objective: To enhance students' learning of Chinese culture

Objective(s)	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- Develop students' interest in Traditional Chinese Medicine - Learn about the importance of a healthy lifestyle and experience the charm of Traditional Chinese Medicine culture up close	Little Chinese Medicine Doctor Workshop	- Observation - Feedback collected from teachers and students by questionnaires	10/2025 and 02/2026	**$1,500**	Refer to Pg. 19
- Discover the history of Hong Kong and the origins and evolution of Chinese characters. - Discover traditional Chinese culture through the art of DIY oracle bone script seal or Chinese Character Kite. - Experience how to mitigate the risk of terrorist attacks and learn how to protect themselves and the community. - Experience how to apply the techniques in case of terrorist attacks or violent incidents. - Learn the historical, architectural, cultural and social significance of Mei Ho House.	Life-wide Learning Day P.2 (2A, 2B, 2C, 2D) Activity 1: Visit the Jao Tsung-I Academy Activity 2: Have a Dough Figurine Workshop P.4 (4A, 4B) Activity 1: Visit the Safe Community Hub Activity 2: Hands-on learning and application of the techniques of "Run, Hide, Report" and "Spot and Report" P.6 (6B) Visit Mei Ho House and have a guided tour	- Observation - Feedback collected from teachers and students by questionnaires		- Cultural conservation guided tour and workshop **$28,500** - Transportation cost was covered by other grants. - Tour Fee and transportation fee were covered by another grant.	

Objective(s)	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
Objective(s)	**Strategies**	**Performance Indicators**	**Schedule**	**Actual Expenses**	**Evaluation**
- Learn about traditional Chinese culture by watching face-changing, martial arts, acrobatics and other related performances - Celebrate Lunar New Year through paper-cutting, writing red couplets, and other related activities	Cultural Day Make Chinese handicrafts and write red couplets Watch face-changing, martial arts, or acrobatics performances	- Observation - Feedback collected from students using questionnaires -	02/2026	- Expenses on performance **$49,000**	Refer to Pg. 19
				Grand Total: $79,000.00 **Balance: $55,352.00**	

Evaluation

8) The Little Chinese Medicine Doctor Workshop was conducted on 3 October 2025. Based on observation, most students were highly engaged in the activities. Students enjoyed the workshop and benefited from the hands-on Qigong experience.

9) The Life-wide Learning Day visits were conducted on 22 October 2025. Most students liked the venue selected for the visit. They strongly agreed that the visit facilitated learning beyond the classroom and widened their horizons. Students were observed to be enthusiastic about the activities. The workshops and the guided tour were highlighted as particularly engaging components.

10) Feedback for teachers suggested that hands-on activities be arranged to enrich students' learning experience.

11) The Cultural Day was conducted on 13 Feb 2026. Students enjoyed the activities and watched the face-changing show and the shadow puppet show with enthusiasm. Feedback collected from both students and teachers was positive.

8. One-off Grant (2024-2027) for Introduction of Primary Science

Means by which teachers have been consulted: Staff Meetings
Number of operating classes: 24
Teacher in charge: Ms. YU Yee-ki
Amount of the Grant allocated for 2024-2027: $350,000
Amount of the Grant left: $188,230.00
Purposes:
1. Strengthen students' scientific and creative thinking
2. Provide support to Science subject panels and Science subject teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
To support the development of school-based Primary Science Curriculum (P.1 to P.6)	Procure and purchase relevant learning and teaching (L&T) resources *such as teaching aids of scientific inquiry activities, and related application programmes*	80% of the subject teachers agree that L&T resources can improve students' inquiry skills in scientific inquiry activities.	9/2025 – 8/2026	Teaching & Learning Resources **$3,360**	Refer to Pg. 21
	Purchase teaching aids and equipment related to the science subject used in different grades of students *such as Microscope, Aerospace Model, Fossils Rocks and Minerals Collection, Force & Motion Activity Set, Digital Scale, Spring Balance, Mechanical Model Assemble Set.* Purchase equipment for conducting PDIR strategies, *such as safety spectacles, hot melt glue gun, safety gear*	80% of the subject teachers use the teaching aids and equipment for conducting activities or experiments in science lessons	9/2025 – 8/2026	Teaching aids/ Equipment **$36,000**	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
To optimise existing General Studies room / classroom facilities	Make minor renovations and purchase furniture to optimise classroom facilities *such as purchasing movable tables and chairs.*	80% of the subject teachers agree that the facilities are useful for students to work on scientific experiments.	9/2025 – 8/2026	Furniture **$38,540**	Refer to Pg. 21
To enhance teacher professional development	Recruit daily supply teachers to release regular teachers for participation in EDB science workshops	80% of the subject teachers agree that the daily supply teachers can temporarily take up their duties	9/2025 – 8/2026	Payment for Supply Teacher **$13,068**	
				Grand Total: **$90,968.00** **Balance:** **$97,260.00**	

Evaluation

1. 100% of the subject teachers agreed that relevant learning and teaching (L&T) resources improve students' scientific inquiry skills. Since these resources are essential for implementing inquiry-based activities during lessons, the school should continue purchasing L&T resources for the different levels in the upcoming year.
2. 100% of the subject teachers used the teaching aids and equipment to conduct activities or experiments in science lessons. Examples include microscopes, fossils, rocks, and digital scales, which are essential for implementing these practical experiments. The school should continue purchasing teaching aids and equipment in the upcoming year.
3. 100% of the subject teachers agreed that the facilities are useful for students to work on scientific experiments. The trapezoidal shape of the desks allows students to collaborate easily and discuss with their group members to complete experiments.
4. 100% of the subject teachers agreed that the daily supply teachers could temporarily take up their duties. This academic year, 1 teacher enrolled in the two-week 'Certificate in PDP on Scientific Concepts and Pedagogy for Science Education in Primary Schools.' This program aimed to deepen teachers' understanding of the primary science curriculum, teaching methodologies, assessment methods, and latest developments, thereby enabling the school to develop the science subject more effectively. Hence, the school will continue to recommend more teachers to join the science-related courses to enhance their science knowledge.

9. One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

Means by which teachers have been consulted: Staff meetings
Number of operating classes: 24
Amount of the Grant: $150,000.00
Amount of the Grant left in 2025-2026: $66,479.00
Teacher in charge: Ms CHAN Yuh-wah
Purposes: 1. To encourage students to develop an active and healthy lifestyle. 2. To foster the developmental of parent-child exercise and healthy lifestyle.

Objectives	Strategies	Performance Indicators	Date	Actual Expenses	Evaluation
a. To expose students to a wide variety of physical activities so as to help them to develop sports skills, gain knowledge of relevant physical activities, foster positive values and attitude	• To organize or subsidise students' participation in diversified PE-/sports-related learning activities/competitions	• 70% of students are willing to do exercise after joining the PE-/sports-related learning activities/competitions	9/2025-8/2026	Athletic Team uniform + Basketball Team uniform $3,700 + 3,100 =$6,800	Refer to Pg. 23
	• To purchase or upgrade PE-/sports equipment in school	• 70% of the students agree that the upgraded sports equipment can foster their attitude towards doing exercise		$9,800	
b. To enhance physical fitness of the students	• To launch the MVPA60 Award Scheme to encourage students to actively participate in physical activities within and outside the school campus	• 65% of students are within the acceptable weight range		Fitness equipment $1,800+$3,350 =$5,150	
c. To organize sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	• To organize sports-related parent-child activities and competition and invite parents to participate with their children.	• 70% of the students and their families are more willing to do exercise		$4,355	

d. To hire additional qualified coaches or procure services in promoting sports ambience and MVPA60 for students	• Hiring of professional services through the Grant to teach Newly emerged sports for students	• 70% of the students are more willing to do exercise more regularly after joining the newly emerged sports		$40,374	
				Grand Total: $66,479.00 **Balance: $0**	

Evaluation

1) A student survey indicated that 88.3% of students agreed that they were more willing to engage in physical exercise after participating in PE- and sports-related learning activities and competitions. This positive response reflects the effectiveness of the school's efforts in promoting an active lifestyle. To enhance students' interest and motivation, the school has organised a wide range of activities, including Sports Day, Games Day, MIL fitness activities, and post-examination programmes and competitions. These diverse and engaging opportunities have successfully encouraged students to participate more actively in physical activities and fostered positive attitudes towards regular exercise.
2) A significant majority of students (85.9%) reported that the upgraded sports equipment contributed to a more positive attitude towards physical exercise. As part of this initiative, newly introduced equipment, such as pickleball paddles and balls, was incorporated to enhance student motivation and engagement. Feedback from students indicated a high level of enjoyment during pickleball activities, with active participation during lessons. This favourable reception highlights the effectiveness of the equipment upgrade in promoting student interest and fostering a more enthusiastic approach to physical activity.
3) Data indicates that 68% of students were within the acceptable weight range, suggesting moderate overall physical health outcomes with clear room for further improvement. In response, the programme will continue to strengthen its efforts to promote healthy lifestyles among students. Key initiatives—including the Fun Fitness Award Scheme (MVPA60), the School Fitness Award Scheme, active recess, morning exercise sessions, and structured lunchtime activities—will be sustained in the coming year. These ongoing measures aim to increase students' daily physical activity levels and support continued progress towards improved health and fitness outcomes.
4) Parent-child activities were successfully implemented during Sports Day and Games Day, complemented by additional workshops on pickleball and dodgebee. Feedback from parents indicated high levels of enjoyment, with many noting that these activities effectively strengthened parent-child relationships. Furthermore, 64.7% of participating students and their families reported an increased willingness to engage in physical exercise following the programmes. These results demonstrate the positive impact of the initiatives in fostering family engagement and promoting a more active and health-conscious lifestyle within the school community.

Following participation in newly introduced sports, 85% of students reported an increased willingness to engage in physical exercise. Among these, pickleball was particularly well received, with students demonstrating strong interest and enjoyment during lessons. This enthusiastic response suggests that the incorporation of emerging sports is an effective strategy for enhancing student motivation and promoting active participation in physical activity.

10. Sister School Grant (2025-2026)

Name of the Mainland Sister School :
1. Shenzhen Nanshan Foreign Language School (Group) Keyuan Primary School
2. Sichuan University Affiliated Experimental Primary School
3. Xi'an Fang Xin Primary School

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Reflection & Follow-up
1	<u>School Visit in October 2025</u> LCU teachers and students are scheduled to visit the Sichuan University Affiliated Experimental Primary School from October 14 to October 17, 2025. <u>Management level</u> During the visit, the headmistress and senior teachers will discuss and deepen the sharing of teaching resources and mutual learning of educational philosophies, and promote the transition from "one-time exchanges" to "regularised cooperation" between the schools. <u>Teachers' Level</u> During the visit, teachers will observe classes and engage in discussions and exchanges related to teaching and learning. <u>Students' Level</u> Consolidate the friendship between the two schools through multi-time and multi-faceted teacher-student interactions.	- Strengthen school administration and management skills while expanding knowledge and understanding of mainland China through mutual sharing. - Enhance teachers' understanding of mainland China and promote their professional development through the visit and lesson observations. - Enhance students' understanding of mainland China and build up friendships through school visits and joint participation in cultural, arts, and sports activities. - Facilitate cultural interflow between Hong Kong and Mainland schools. - Stretch students' potential and promote personal growth. - Broaden students' horizons and enrich their learning experiences.	- Thirty-seven P.4 to P.6 students joined the visit on 15 October 2025. - Teachers and students from both schools participated in exchange activities. - The survey showed that 97.3% of students enjoyed joint exchange activities with the sister school. - 100% of students agreed that the school visit enhanced their understanding and friendship with the students from the sister school. - From the perspectives of management, teachers, and students, the project has fully achieved its goals.	- The survey results show that students are eager for more time and activities to interact with students from sister schools, especially paired activities.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Reflection & Follow-up
2	<u>School Visit in November 2025</u> The activity is organised for all levels. Keyuan teachers and students are scheduled to visit LCU at the end of November 2025. Learning activities and visits with LCU students will be conducted. Some of the learning activities will be conducted in Putonghua / Cantonese.	- Enhance school administration and management capabilities and deepen knowledge and understanding of mainland China through mutual sharing. - Promote professional development and enhance teaching effectiveness through demonstration lessons. - Build friendship, enhance students' communication skills, and promote cultural exchange. - Broaden students' horizons and enrich their learning experiences.	- Five teachers and fifty students from Shenzhen Nanshan Foreign Language School (Group) Keyuan Primary School visited LCU on 5 December 2025. Students from both schools had a joint Science lesson and experienced new-emerged sports at Kai Tak Sports Park. - According to the survey, 100% of students agreed that Keyuan's visit enhanced their understanding and friendship with the students from our sister school. 98.8% of students enjoyed the exchange activities. - To further deepen the friendship between the two schools, teachers from both schools also discussed exchange activities for the 2026/2027 academic year. - From the perspectives of management, teachers, and students, the project has fully achieved its goals.	- The survey results show that students are eager for more time and activities to interact with students from sister schools. One-on-one exchange activities could be arranged accordingly.
3	<u>Sending blessings online in January 2026</u> The activity is organised for management, teachers and students. Send a short video of LCU students saying blessings in Putonghua to the sister school students.	- Show love and care for sister school friends at the Chinese New Year by sending blessings.	- On 13 February 2026, students from Class 3A and the Putonghua Choral Speaking Team filmed three short videos of New Year's greetings and received warm responses from sister schools.	- The students were very excited about the opportunity to send their blessings to the teachers and students at their sister school in Putonghua, thereby enhancing the. friendship between the two schools.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Reflection & Follow-up
4	<u>Visit a local primary school in Xi'an in January 2026 and establish a sister school relationship</u> LCU teachers and students are scheduled to visit a local primary school in January 2026. <u>Management level</u> During the visit, the headmistress and senior teachers share their administrative and educational philosophies and build friendships. <u>Teachers' Level</u> During the visit, teachers observe classes and build friendships with local teachers. <u>Students' Level</u> Build up the friendship between the two schools through repeated, multifaceted teacher-student interactions.	- Expand the exchange of cultural and educational resources. - Enhance school administration and management capabilities and deepen knowledge and understanding of mainland China through mutual sharing. - Enhance teachers' understanding of mainland China and promote their professional development through the visit and lesson observations. - Enhance students' understanding of mainland China and build up friendships through school visits and joint participation in cultural, arts, and sports activities. - Facilitate cultural interflow between Hong Kong and Mainland schools. - Stretch students' potential and promote personal growth. - Broaden students' horizons and enrich their learning experiences.	- Fifty-eight LCU students visited Xi'an Fang Xin Primary School on 16 January 2026. The two schools signed an agreement to establish a sister school relationship. - Teachers and students from both schools participated in exchange activities. - The survey showed that 91.3% students enjoyed joint exchange activities with local students. 93% students agreed that the school visit enhanced their understanding and friendship with the local students. - From the perspectives of management, teachers, and students, the project has fully achieved its goals.	- In terms of administrative arrangements, the one-on-one pairing arrangement at Xi' an Fang Xin School has also inspired us and is one direction we will take for our future exchange activities.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Reflection & Follow-up
5	<u>"Crossing the boundaries with heart", The, 5th School Leadership across the GBA Event on 19 March 2026</u> The activity is organised by the Education Bureau of Shenzhen Nanshan District for administrators and teachers in the GBA. One deputy headmistress and one senior teacher participated in the conference.	- To promote Greater Bay Area understandings about leadership and school improvement, and create a platform for sharing good and innovative practices across the GBA.	- During the event, LCU teachers listened to presentations from educators in the UK, Hong Kong, Macau, and Shenzhen, visited a showcase of science and technology club projects from Nanshan primary and secondary schools, and visited our sister school, Keyuan Primary School, where they exchanged ideas with teachers on how AI can empower teaching in the afternoon. - From the perspectives of management and teachers, the project has fully achieved its goals.	- The conference can enhance knowledge and understanding of mainland education trends and promote professional development and is worth participating in it.
6	<u>School Visit in April 2026</u> The activity is organised for all levels. Teachers and students from Sichuan University Affiliated Experimental Primary School are scheduled to visit LCU on 22 April 2026. Learning activities and visits with LCU students will be conducted. Some of the learning activities will be conducted in Putonghua.	- Enhance school administration and management capabilities and deepen knowledge and understanding of mainland China through mutual sharing. - Promote professional development and enhance teaching effectiveness through demonstration lessons. - Build friendship, enhance students' communication skills, and promote cultural exchange. - Broaden students' horizons and enrich their learning experiences.	- The visit was cancelled because the visiting school did not receive approval from the local education authority.	- The school will remain open to exchange activities to strengthen the friendship between the two schools.

Part 2: Financial Report

Item No.	Name of the Exchange	Expenditure Item	Amount	Remarks
1	School Visit in October 2025	Exchange tour fee and exchange materials to the Chengdu sister school	HK$206,125.00	
2	School Visit in December 2025	Exchange activities and materials	/	Covered by Life Wide Learning Sister School Grant
3	Blessing on Line	Exchange materials	HK$260.80	
4	School Visit in January 2026	Exchange tour fee and exchange materials to the Xi'an sister school	HK$28,520.00	
5	The GBA event & school visit in March 2026	Tour fee	HK$154.00	
		Grand Total:	**HK$235,060.00**	

11. One-off Grant for Promotion of Self-directed Language Learning (English Language)

Means by which teachers have been consulted: Staff meetings
Number of operating classes: 24
Teacher in charge: Ms. HUNG Yin-yee
Amount of Grant allocated for 2024 to 2027: $200,000
Purpose: To promote and support students' self-learning

Objectives	Strategies	Performance Indicators	Schedule	Participants	Actual Expense	Evaluation
1. To help students to build the skills of decoding words so that they can develop their reading and writing skills.	Subscribe to self-directed on-line learning platform for students to learn and practice phonics (through games and activities) at their own pace.	1. 75% of P.1 & P.2 subject teachers agree that the phonics practice helps students in word recognition and in spelling. 2. 75% of the students use the on-line platform and agree that the platform help them with the spelling of words.	One school year (9/2025 – 8/2026)	P.1 & P.2 (~200 students)	$33,750	Refer to Pg. 30
2. To promote reading habit among students.	Subscribe to on-line e-reading platform for students to enjoy reading story books at their own pace.	1. 100% of the students log in the reading platform to read on their own. 2. 80 % of the students agree that they enjoy reading the books.	One school year (9/2025 – 8/2026)	P.3 to P.6 (~400 students)	$17,072	
3. To enhance students' speaking skills for secondary school interviews.	Arrange P.6 students to join an online training course in interview skills.	80% of the students agree that the on-line training course helps them to prepare for their secondary school interviews.	One school year (9/2025 – 8/2026)	P.6 (~120 students)	$39,000	
4. To facilitate the implementation of activities that promote the learning of English in the school.	Purchase supplies and equipment such as stationery, markers, props and small prizes for competitions.	90% of the English teachers agree that the supplies purchased facilitate the implementation of English-learning activities in the school.	One school year (9/2025 – 8/2026)	P.1 to P.6 (~640 students)	$0 *expense on purchasing prizes less than 10% of the total expenditure	
					Grand Total: $ 89,822 **Balance: $110,178**	

Evaluation

1. The e-learning platform “Reading Eggs” for P.1 and P.2 students was found effective in strengthening students’ foundation of English through learning phonics. 88% of P.1 and P.2 subject teachers agreed that the phonics practice helped students in word recognition and spelling. Teachers expressed that the phonics games and songs on the platform could appeal to the interests of the students and thus enhanced their motivation in learning the subject. Students could access the platform at home and carry out self-learning according to their own needs at their own pace. However, students with weaker parental support at home might not benefit from this as much as the others. According to login records, 77% of the target group had made use of the platform, and the survey showed that 90% of them agreed that the platform could help them with the spelling of words.

2. To promote the habit of reading, accounts had been created for all P.3 to P.6 students to access the “Raz Kids e-Reading Platform”. This reading platform has a collection of over 800 digital books ranging from poetry to fiction to suit individual students’ interests and needs. It helped to strengthen students’ essential reading skills through comprehension quizzes. With their scores in the quizzes, students could earn motivating virtual incentives. Based on observation, students were fascinated with this. Records showed that 100% of the students had logged into the reading platform, and 86 % of the students agreed that they enjoyed reading the books on this platform.

3. “Lango School Plus” had been purchased to enhance P.6 students’ speaking skills for secondary school interviews. It was an AI-powered EdTech platform designed to help students learn and practice spoken languages through interactive and gamified role-play scenarios. Students engaged in simulated, real-world dialogues with AI chatbots (the "Lango Buddy") across a variety of fun scenarios. Survey showed that 71% of the students agreed that the on-line training course could help them to prepare for their secondary school interviews.

4. Subscription to on-line learning platforms did not involve a lot of stationery, markers or props. As for gifts, it was agreed to clear the old stock of gifts before purchasing new ones. The unspent amount would be brought forward to the next academic year.

5. It was suggested to continue to subscribe to e-learning platforms in the coming school year since they were found to be effective in promoting and supporting self-learning among students.

12. 推廣自主語文學習（普通話科）一筆過津貼（2024-2027）

諮詢教師的方法:普通話科務會議
撥款：$200,000 供2024至2027年使用
津貼目的：為學校提供額外資源，豐富普通話語言環境和學習機會，促進學生的語文自主學習，提升普通話能力
津貼對象：全校學生
負責老師：陳慧春主任

目標	推行策略	成功準則	評估方法	時間表	參與學生	實際支出	檢討
• 激發學生學習普通話的興趣，提供語言學習輔助，提升學生學習普通話的動機及學習成效	• 購買合適的AI普通話會話自學課程應用程式，所包含的功能可包括： AI語音評測、場景互動對話、聆聽與拼音練習及普通話專項課程計劃。 • 分年級分層次應用： – 低年級（1-3年級）：以趣味互動及發音訓練如AI動畫配音和拼音遊戲為主。 – 高年級（4-6年級）：結合口語考試模擬，多由日常生活情景對話訓練為主，提升學生拼音、聆聽及說話的能力。	• 50%學生能登入應用程式並完成應用程式的練習。 • 50%學生喜歡該應用程式，並喜歡透過應用程式學習普通話詞彙或普通話小故事。	• 定期分析AI應用程式數據（如學生發音準確率提升、使用頻率等） • 對比使用前後的普通話AI語音測試成績。 • 以問卷收集教師的意見	25年10月至26年6月	一至六年級學生（大約640學生）	$49,500	見第33頁

目標	推行策略	成功準則	評估方法	時間表	參與學生	實際支出	檢討
• 提升學生朗誦技巧	• 安排普通話導師教授初小學生朗誦技巧，並提供適切的回饋，提升學生的朗誦興趣及能力。	• 70% 學生表示喜歡參與朗誦活動。	• 問卷 • 觀察	26年2月至26年6月	一至二年級學生 (大約40學生)	$18,750	
• 豐富學生的語言學習環境	• 採購普通話活動的相關物資，如展板、桌上遊戲、道具、獎品。 • 於午膳時間進入二年級課室（暫定），與二年級學生一起進行小遊戲，鼓勵學生從生活中學習及使用普通話日常用語。 • 舉辦「普通話日」活動，學生透過參與攤位活動，能多聽和多說普通話，並認識中華文化。 • 舉辦「普通話週」活動，提升學生學習普通話的興趣，向具有專業組織購買學與教相關的服務，支援普通話自主學習活動。	• 50% 學生表示曾透過不同的普通話教具學習普通話語音知識或練習普通話說話。50%學生表示喜愛普通話桌上遊戲，並能嘗試使用簡單普通話用語與普通話大使溝通。 • 50% 學生喜愛「普通話週」活動。	• 觀察	25年9月至26年6月 4月 26年7月	一至六年級學生 (大約640學生) P.3-P.6	(購買獎品的支出不可超過總開支金額的10% $1,600 (普通話日攤位遊戲租借) $27,000.00	
						總支出： **$96,850.00** 結餘： **$103,150.00**	

檢討:

1. 為了提升學生學習普通話的動機及學習成效。學校購買了普通話會話自學課程應用程式「LANGO」 AI平台。學生透過AI語音評測、聆聽與拼音練習及場景互動對話，提升學生聆聽及說話的能。平台提供模擬情境，如學校和餐廳等，學生可以透過與 AI 角色互動完成任務，從而在更貼近真實語境中練習普通話。平台數據顯示：100% 的學生已成功完成註冊並登入。這說明帳號建立與初次存取幾乎不存在技術障礙。88% 的學生表示他們能在平台上進行自我學習，並完成所有指定練習。仍有 12%的學生儘管能夠進入系統，但部分學生在理解指令方面存在困難，或在缺少教師指導的情況下難以獨立完成任務所需的技術操作。根據平台後端的登入數據，不同年級之間存在明顯差異：高年級學生的使用率顯著高些。這反映出他們具備較強的自學能力，能夠獨立掌握並使用平台功能。相對而言，低年級學生的參與度較低。這是因為他們需要更多指導，才能理解平台的操作流程。
   鑑於低年級學生在新學年需要更多支援，建議相關教師在課堂中重點推廣平台，並主動帶領學生熟悉使用方法。教師不宜在未充分了解學生掌握程度的情況下直接佈置作業，而應透過現場示範，向學生展示 LANGO 如何與課堂教學內容相互補足。

2. 聘請普通話導師教授學生的朗誦技巧方面，下學期聘請了香港普通話研習社的導師到校教授學生普通話朗誦技巧，導師具專業技巧。透過觀察學生的課堂表現，大部份學生能積極參與朗誦活動。超過90%學生表示在課堂上的學習能提升自己的朗誦技巧。

3. 向具有專業組織購買學與教相關的服務，支援普通話自主學習和舉辦普通話活動方面，原定於普通話週舉辦的話劇欣賞活動。因時間安排方面，為免影響平日教學，改為試後活動進行。本校向服務提供商集古村購買了花木蘭話劇活動，活動於7月2日舉行，對象是三至六年級學生。透過觀察，大部份學生表示喜愛欣賞普通話話劇《花木蘭》這項活動。該劇以沉浸式形式演出，有效推動學生運用普通話進行實踐。此外，超過五成學生對這類普通話話劇活動表達正面評價。

4. 購買普通話的日的服務及獎品方面，普通話週活動攤位及佈景租借服務：
   普通話週的攤位遊戲設計切合學生能力，規則簡單易明。吸引學生參與活動。根據統計，100%學生表示喜歡普通話週的活動。參與活動後，學生收到文具禮物後反應熱烈，活動能有效提升他們參與活動的動力與投入感。

13. School-based After-school Learning and Support Programmes (2025-26) School-based Grant—Programme Report

Name of School: **Li Cheng Uk Government Primary School**
Staff-in-charge: **FUNG Suk-fan** Contact Telephone No.: **23868049**

A. The number of students (count by heads) benefitted under this Programme is 206(including A. 30 Comprehensive Social Security Assistance (CSSA) recipients, B. 127 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 49 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Cultural & Language Classes- Urdu	2	13	7	1st term: 93% 2nd term: 90%	30-10-2025 to 8-1-2026; 5-2-2026 to 7-5-2026	$21,600.00	Questionnaire	HK Council of Early Childhood Education & Services	– Participation in the language classes was noted, though not all students were consistently engaged.
Cultural & Language Classes- French	4	13	13	1st term: 96% 2nd term: 91%	30-10-2025 to 8-1-2026; 5-2-2026 to 7-5-2026	$24,480.00	Questionnaire	HK Council of Early Childhood Education & Services	– Most students participated in the language classes. Some students indicated that they have interest in learning other languages.

Cultural & Language Classes- Spanish	1	13	17	1st term: 87% 2nd term: 95%	30-10-2025 to 8-1-2026; 5-2-2026 to 7-5-2026	$23,840.00	Questionnaire	Spanish World HK Limited (Spanish)	– Most students were engaged in the language classes. Some students can speak simple words in Spanish and expressed interest in learning other languages.
Cantonese Class I (Speaking and Listening)	9	20	1	1st term: 89% 2nd term: 94%	30-10-2025 to 8-1-2026; 5-2-2026 to 7-5-2026	$21,824.00	Questionnaire	H.K.S.K.H. Lady Maclehose Centre	– 97% of students participated actively in the language classes. – All students agree their ability in speaking and listening to Cantonese have been improved. – 97% of students agree that they know more about Chinese culture.
Cantonese Class II (Speaking and Listening)	4	19	8	1st term: 91% 2nd term: 95%	30-10-2025 to 8-1-2026; 5-2-2026 to 7-5-2026	$23,744.00	Questionnaire	H.K.S.K.H. Lady Maclehose Centre	– All students participated actively in the language – 97% students agree their ability in speaking and listening to Cantonese have been improved. – All students agree that they know more about Chinese culture.

Abacus Mental Math Class	5	24	3	1st term: 91% 2nd term: 86%	30-10-2025 to 8-1-2026; 5-2-2026 to 7-5-2026	$24,800.00	Questionnaire	HK Council of Early Childhood Education & Services	– 97% of students participated actively in the Abacus Mental Math classes. – 97% of students agree that their mathematical abilities were enhanced.
Learning Trip to Theme Park	5	25	0	P.4-P.6: 93%	22-4-2026	$31,000.00	Questionnaire	HK Council of Early Childhood Education & Services	– All students were interested in joining the activities in the learning trip – 97% of P.1-P.3 students and all P.4-P.6 students agreed that the learning trip successfully broadened their knowledge of marine life and biodiversity, while raising their awareness of environmental protection.
Total no. of activities: 8									
@No. of man-times	30	127	49		Total Expenses	$171,288			
**Total no. of man-times	206								

Remarks:

- The number of students who met the criteria for joining the French and Spanish language classes (recipients of CSSA and SFAS full grants) was significantly lower than the required. As a result, we filled the vacancies with disadvantaged students identified by our school under the discretionary quota. Some eligible students chose not to participate because they did not want to miss their school bus, or because they clashed with other school activities or commitments at local mosques, making it difficult for them to stay after school.

- To enhance flexibility, efficiency, and synergy in utilising grants, the School-based After-school Learning and Support Programmes (SALSP) and the Student Activities Support Grant (SASG) under the Student Activities Support Fund (SASF) will be integrated into the Enhanced School-based Learning Activities Support Grant (ESLASG) starting from the 2026/27 school year. This integrated funding supports financially needy students across three distinct activity categories: broadening learning experiences, fostering personal growth and community understanding, and enhancing learning effectiveness.

Note:

- * Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

- @ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

- ** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

- # Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

14. Report on the Use of the Student Activities Support Grant (2025-2026)

I. Financial Overview

A	Allocation in the Current School Year:	$75,950.00
B	Expenditure in the Current School Year:	$75,950.00
C	Unspent Amount to be Returned to the EDB (A – B):	$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	58	$20,300.00
Full-grant under the School Textbook Assistance Scheme	149	$52,150.00
Meeting the school-based financially needy criteria	10	$3,500.00 (capped at 25% of the total allocation for the school year)
Total	**302**	**$75,950.00**

(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	**I**ntellectual Development (closely linked with curriculum)	**P**hysical and Aesthetic Development	Community **S**ervice	**C**areer-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Chinese Ink Painting 1st Term	ECA	3	$2,088.00	✓	✓			
2	Art Talent Group (Junior) 1st Term	ECA	6	$2,610.00	✓	✓			
3	Art Talent Group (Senior) 1st Term	ECA	8	$3,183.00	✓	✓			
4	Cheering Dance Group 1st Term	ECA	9	$4,020.00	✓		✓		
5	Sport Talent Group 1st Term	ECA	5	$1,579.00	✓	✓	✓		
6	African Drum Group 1st Term	ECA	7	$3,459.00	✓		✓		
7	Lion Dance Group 1st Term	ECA	4	$2,880.00	✓		✓		
8	Martial Art Group 1st Term	ECA	8	$3,840.00	✓		✓		

9	Ocean Park Learning Trip	Different KLAs/Cross-KLA	27	$31,000.00	✓	✓			
10	Provision of Life Education Workshop P.4-P.6	Different KLAs/Cross-KLA	139	$7,000.00	✓	✓			✓
11	Abacus Maths Class 2nd Term	Different KLAs/Cross-KLA	13	$8,060.00	✓	✓			
12	Sport Day P.3 - P.6	Different KLAs/Cross-KLA	142	$1,200.00	✓		✓		
13	P.6 Graduation Camp	Different KLAs/Cross-KLA	48	$4,031.00	✓		✓		
(Please insert rows above if the space provided is insufficient.)									
			Expenses for Category 1	**419**	**$74,950.00**				
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
(Please insert rows above if the space provided is insufficient.)									
			Expenses for Category 2	**0**	**$0.00**				
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Post Exam Activities Materials	Different KLAs/Cross-KLA	245	$1,000.00		✓			
(Please insert rows above if the space provided is insufficient.)									
			Expenses for Category 3	**245**	**$1,000.00**				
			Total	**664**	**$75,950.00**				

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

Contact Person for LWL (Name & Post): Ms. FUNG Suk-fan (PSM)

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant

Li Cheng Uk Government Primary School

Schools are required to upload this Report 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.

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list):【School may click on the "─" on the left to hide this part】

[Please click "Enable Content" / "啟用內容" above before completing the template.]

Category of the Activity:	**A1** Values Education **A2** Intellectual Development **A3** Community Service **A4** Physical and Aesthetic Development **A5** Career-related Experiences **A6** Patriotic Education **A7** Digital Education, Artificial Intelligence and STEAM Education **A8** Student Mental Health **A9** Others (Please specify in column L)
Evaluation Method:	**B1** Questionnaire **B2** School Meeting and Discussion **B3** Professional Sharing in School **B4** Interview **B5** Observation **B6** Written report and record **B7** Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 selected, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)													
1	Chinese Drum Group	Sept to Aug	To enrich students' learning experiences in music performance To foster their understanding of the Chinese culture	20 P.4-P.6	0	2	0	$32,000.00		A4 Physical and Aesthetic Development, A6 Patriotic Education		B1 Questionnaire, B5 Observation		100% of students were interested in joining Chinese Drum Group. 81.82% of students agreed that they had more exposure to Chinese culture.
2	Chinese Martial Arts Group	Sept to Aug	To enrich students' learning experiences in Chinese art form To foster their team building	20 P.4-P.6	1	2	0	$18,600.00		A4 Physical and Aesthetic Development, A6 Patriotic Education		B1 Questionnaire, B5 Observation		100% of students' learning experiences in Chinese art form were enriched.100% of students have more understanding or exposure to Chinese Culture.

3	Lion Dance Group	Sept to Aug	To enrich students' learning experiences To foster their understanding of the Chinese culture	20 P.4-P.6	1	2	0	$18,600.00		A4 Physical and Aesthetic Development, A6 Patriotic Education		B1 Questionnaire, B5 Observation		100% of students' learning experiences were enriched. 100% of students have more understanding or exposure to Chinese Culture.
4	Chinese Dance Group	Sept to Aug	To enrich students' learning experiences To foster their understanding of the Chinese culture	20 P.2-P.3	1	2	0	$18,090.00		A4 Physical and Aesthetic Development, A6 Patriotic Education		B1 Questionnaire, B5 Observation		90% of students were interested in joining Chinese Drum Group. 95% of students agreed that they had more exposure to Chinese culture.
5	Musical Group	Sept to Aug	To enrich students' learning experiences in dramaTo enhance their ability in music appreciation	20 P.4-P.6	1	2	0	$30,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students' drama learning experiences were enriched.100% of students' music appreciation abilities were enhanced.
6	Cheering Dance Group	Sept to Aug	To enrich students' learning experiences in team building To stretch their potential in cheering dance including pom dance and line dance, etc.	20 P.2-P.3	1	2	0	$14,070.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		80% of students' team-building skills were fostered. 70% of students' potential in cheering dance (including pom dance and line dance) was stretched.
7	African Drum Group	Sept to Aug	To enrich students' learning experiences in music performance To enhance their understanding of different culture	20 P.4-P.6	1	2	0	$17,841.18		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		88% of students' music learning experiences were enriched. 100% of students have more understanding of different cultures.

8	Rope-skipping Group	Sept to Aug	To enrich students' learning experiences in flag-raising skills To enhance their recognition to national identity	20 P.4-P.6	1	2	0	$21,080.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students' sports learning experiences were enriched. 100% of students potential in sports were developed.
9	Arts Talent (Senior)	Sept to Aug	To enrich students' learning experiences in sports To develop their potential in sports	20 P.4-P.6	1	2	0	$14,160.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		89% of students' Visual Arts learning experiences were enriched. 84% of students' potential in drawing and making arts was developed.
10	Arts Talent (Junior)	Sept to Aug	To enrich students' learning experiences in Visual Arts To develop their potential in drawing and making arts	20 P.4-P.6	1	2	0	$12,729.47		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		95% of students' Visual Arts learning experiences were enriched. 84% of students' potential in drawing and making arts was developed.
11	Chinese Ink Painting	Sept to Aug	To enrich students' learning experiencesTo foster their understanding of the Chinese culture	20 P.4-P.6	1	2	0	$14,100.00		A4 Physical and Aesthetic Development,A6 Patriotic Education		B1 Questionnaire, B5 Observation		95% of students' Visual Arts learning experiences were enriched. 84% of students' potential in drawing and making arts was developed.
12	Sports Talent Group	Sept to Aug	To enhance the physical well-being of students and develop their general sports skills	20 P.1-P.3	1	2	0	$11,921.05		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		95% of students became more confident and skillful in general sports. 100% of students' physical well-being was enhanced.

13	Athletic Team	Sept to Aug	To enhance the physical well-being of students and develop their athletic skills	40 P.4-P.6	2	2	0	$23,400.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students' athletic skills were developed. 100% of students' physical well-being was enhanced.
14	Athletic Interest Class	Sept to Jun	To enhance the physical well-being of students and develop their athletic skills	40 P.4-P.6	2	2	0	$42,158.68		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students' athletic skills were developed. 100% of students' physical well-being was enhanced.
15	Volleyball Team	Sept to Aug	To enhance the physical well-being of students and develop their volleyball skills	20 P.4-P.6	1	2	0	$35,475.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students' volleyball skills were developed. 100% of students' physical well-being was enhanced.
16	Fitness Program	Sept to Jun	To enhance the physical well-being of students and improve students' fitness level	20 P.4-P.6	1	2	0	$24,750.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students' physical well-being and fitness levels were improved.
17	Life-wide Learning Excursions	Oct and Feb	To let students learn beyond the classroom and widen their horizon through outdoor learning	680 P.1-6	50	2	0	$14,560.00		A2 Intellectual Development		B1 Questionnaire, B5 Observation		90% of students agreed that they could learn beyond the classroom and their horizons were widened through outdoor learning.

18	Flag-raising Team	Sept to Aug	To enrich students' learning experiences in flag-raising skillsTo enhance their recognition to national identity	40 P.3-P.6	1	2	0	$48,600.00		A4 Physical and Aesthetic Development, A6 Patriotic Education		B1 Questionnaire, B5 Observation		100% of students agreed that they learnt the flag-raising skills 100% of students' recognition to national identity has been enhanced.
19	Maths Olympaid Class	Feb to June	To develop advanced problem-solving skills using logic, reasoning, and strategy rather than routine methods. To strengthen mathematical foundations in number theory, algebra and geometry	20 P.2-P.3	1	2	0	$22,500.00		A2 Intellectual Development		B1 Questionnaire, B5 Observation		82% of students agreed that they had developed advanced problem-solving skills through logic, reasoning, and strategy rather than routine methods. 85% of students agreed that their mathematical foundations in number theory, algebra, and geometry had been strengthened.
20	Career Planning talks and workshops	Feb to June	To develop students' life-planning skills and aspirations	340 P.4-P.6	12	2	0	$16,812.39		A5 Career-related Experiences		B1 Questionnaire, B5 Observation		91% of students agreed that Career Planning workshops/talks can develop their life planning skills and aspirations.
21	P.6 Graduation Camp	Jul	To develop students' collaboration skills	112 P.6	4	2	0	$40,320.00		A1 Values Education		B1 Questionnaire, B5 Observation		To be held on 3/7/2026
22	Volunteer Team	Jan to May	To nurture students' pro-social action and encourage students to act kindly	20 P.4-P.6	1	2	0	$18,000.00		A1 Value Education, A3 Community Service		B1 Questionnaire, B5 Observation		100% of students agreed that the Volunteer Team was effective in nurturing their pro-social actions and encouraging them to act kindly.
23	Pickleball Lesson	Apr	To enhance the physical well-being of students and develop their pickleball skills	680 P.1-6	6	2	0	$7,626.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students agreed that their well-being were enhanced and their pickleball skills were developed.

23	FEEL3 青少年網絡危機支援服務-情緒管理學生講座	Mar	To enhance student's sense of happiness through introducing the self-care skills.	20 P.4-P.6	1	2	0	$1,300.00		A1 Values Education		B1 Questionnaire, B5 Observation		83% of student's leant how to enhance happiness through the self-care skills.
24	Dodgebee Workshop	Mar	To enhance the physical well-being of students and develop their dodgebee skills	20 P.1-P.6	1	2	0	$4,355.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		100% of students agreed that their well-being was enhanced and their dodgeball skills were developed.
25	Keyuan School's principal, teachersand students will visit LCU. LCU teachers and students willparticipate in music exchange activities and experiencenewly-emerged sports with Keyuan teachers and students.	5/12/2025	Enhance school administration and management capabilities and deepen knowledge and understanding of mainland China through mutual sharing. Promote professional development and enhance teaching effectiveness through demonstration lessons. Build friendship, enhance students' communication skills, and promote cultural exchange and broaden students' horizons and enrich their learning experiences.					$45,000.00	Keyuan School	A6 Patriotic Education		B1 Questionnaire, B5 Observation		100% students agreed that Keyuan's visit enhanced their understanding and friendship with the students from our sister school.
26	Freestyle Football Demonstration	8/7/2026	To expose students to a wide variety of physical activities other than PE lesson	340 P.4-P.6	12	2	0	$5,800.00		A4 Physical and Aesthetic Development		B1 Questionnaire, B5 Observation		To be held on 8/7/2026
(Please insert rows above if the space provided is insufficient.)														
							Total actual expenses of item 1.1	**$573,848.77**						
1.2	**Non-local Activities**													

1	Visit the local primary school in Xi'an, and participate in cultural sharing and sports activities with local students	13/1/2026-16/1/2026	To build up friendship between students of the sister schools and enhance inter-cultural understanding	60 P4 to P6 students	6	2		Covered by remaining Sister School Grant of 24/25		A6 Patriotic Education		B1 Questionnaire, B5 Observation		91.3% students enjoyed joint exchange activities with local students. 93% students agreed that the school visit enhanced their understanding and friendship with the local students.
2	Visit Sichuan University Affiliated Experimental Primary School in Chengdu, and participate in language exchange, music and sports activities with local students	14/10/2025 -17/10/2025	To build up friendship between students of the sister schools and enhance inter-cultural understanding	40 P4 to P6 students	4	2		Covered by remaining Sister School Grant of 24/25	Sichuan University Affiliated Experiment Primary School	A6 Patriotic Education		B1 Questionnaire, B5 Observation		97.3% students enjoyed joint exchange activities with the sister school. 100% students agreed that the school visit enhanced their understanding and friendship with the local students.
(Please insert rows above if the space provided is insufficient.)														
								Total actual expenses of item 1.2	**$0.00**					
								Total actual expenses (sum of items 1.1 and 1.2)	**$573,848.77**					

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	**Students' Learning Need**	**Anticipated Target**	**Evaluation Result, Reflection and Follow-up**
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*

Evaluation & Reflection	Students in our school participate actively in life-wide learning activities, and enjoy them greatly. These experiences have helped most students broaden their horizons through exposure to new places, ideas, and skills beyond the classroom. Given that many of our students come from limited financial backgrounds, the life-wide learning grant has been essential in providing equitable access to these enriching opportunities. Overall, students need structured, engaging activities that connect to their learning and personal growth, supported by adequate funding to ensure participation is not limited by economic circumstances.	With support from the Life-wide Learning Grant, the school's target is to ensure that every student benefits from a structured, well-balanced set of life-wide learning opportunities that directly align with the seven learning goals. In particular, the Grant enables students to build stronger national identity, develop positive values and attitudes, strengthen key learning areas, enhance language proficiency, nurture generic skills, improve reading and information literacy, and adopt healthy lifestyle habits. The Grant also helps the school provide a variety of school-managed programmes—such as sports participation, workshops, inter-school or school competitions, educational visits, visual arts learning, community service, career-related talks, and Chinese cultural interest classes. These activities are planned to align with the curriculum themes and are offered fairly so that all students can join regardless of their financial circumstances.	The school uses the Life-wide Learning Grant to plan and implement a wide range of age-appropriate life-wide learning activities, including sports teams, learning workshops, competitions, visits, visual arts classes, community service programmes, career planning talks, and Chinese cultural interest sessions. These activities have been selected to support students' whole-person development and are designed to align with relevant curriculum learning goals. Overall, most students participate actively and show strong interest, indicating that the school is meeting the expected participation target to a significant extent. The school has performed well in ensuring equitable access for students from less advantaged families and in using the Grant to deliver curriculum-related experiences that strengthen values education, aesthetic development, and physical well-being. To further strengthen students' learning outcomes, the school will organise and offer a wider range of activities and classes aimed at enhancing whole-person development.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	Thirty-seven students from P. 4 to P. 6 visited the Sichuan University Affiliated Experimental Primary School in Chengdu in October 2025. Fifty-eight students from P.4 to P.6 visited Xi'an Fang Xin Primary School in January 2026. Fifty students from P.3 to P.6 of Shenzhen Keyuan Primary School visited LCU in December 2025. The survey results showed that most students enjoyed the exchange activities, and they even longed for free time to have one-on-one exchanges with students from sister schools. In addition to deepening students' understanding of the sister schools, the exchange activities also enhanced their understanding of the country's culture, education, science and technology, conservation, and urban development, and promoted their sense of national identity.
2	**Time arrangement of the activity**	
3	**Organisation and arrangements of the activity**	
4	**Others (Please specify)**	

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure * ($)
1	**Procuring equipment, apparatus, instruments (including repair and maintenance fees), mobile applications or software, devices, consumables, and learning resources necessary for implementation of activities under the ambit of the LWLSSG** (Note: The annual total expenditure should not exceed 15% of the allocation of the LWLSSG for the respective school year.)	$65,711.80
2	**Expenses on the visa for students or teachers participating in non-local exchanges or sister school exchanges in the Mainland** (Note: The annual total expenditure should not exceed 5% of the allocation of the LWLSSG for the respective school year.)	$3,650.00
3	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/ "Operating Expenses Block Grant User Guide for Aided Schools".)	$0.00
4	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the provision for the Sister School Grant component for the respective school year, i.e. $8,250 (for primary and secondary schools) or $8,272 (for special schools).)	$7,920.00
5	**For sister school exchange activities which involve only teachers/school management** (Note: Schools can utilise the LWLSSG of the respective school year (bound by the provision for the Sister School Grant component for the respective school year) or the unspent balance previously retained.)	$0.00

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	CHAN YUK WAH	Position:	PSM
Name of Teacher Responsible for the Sister School Scheme:	CHEUNG SIN	Position:	PSM