Kwok Tak Seng Catholic Secondary School
2025-26 Report on the Use of the Life-wide Learning and Sister School Grant

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 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.]

Evaluation Method:	**E1** Questionn **E2** School Meeting and Discussion	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and record	**E7** Others (Please specify in column L)

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)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	Physical Education training	9/25-8/26	School team coaching, entry and competition fees	S1-S6: 720	6	1	0	$161,777.00		E5 Observation		Mostly achieved
2	Pastoal Care activities	9/25-8/26	School programs, training camps, workshops, promotional banners, and materials for students and student leaders.	S1-S6: 720	57	1	0	$109,482.99		E5 Observation		Mostly achieved
3	Life-Wide learning activities	9/25-8/26	IA curriculum, leadership training programs, international conference competitions, student union training	S1-S5: 614	57	1	0	$116,778.37		E2 School Meeting and Discussion		Fully achieved
4	Music training	9/25-8/26	Choir and A cappella coaching, studio rental, entry fees, conductor fees, instrumental classes, tropies and musical instruments	S1-S6: 720	1	1	0	$185,200.70		E5 Observation		Fully achieved
5	School outing / experiential learning	9/25-8/26	Coach services, visit to the flag-raising ceremony at the Golden Bauhinia Square, Geography field trip and program fee	S1-S6: 720	57	1	0	$34,100.00		E5 Observation		Fully achieved
6	Technology activities	9/25-8/26	Robotics equipment, competition fees, AV equipment maintenance, external trainers and registration fees	S1-S5: 614	8	1	0	$136,754.03		E5 Observation		Fully achieved
7	English activities	9/25-8/26	Two-way coach services, drama show tickets and instructor fees	S1-S6: 238	10	1	0	$14,471.00		E1 Questionnaire		Fully achieved
8	Academic talks and activities	9/25-8/26	Formulate effective learning habits among students.	S1-S6: 720	11	1	0	$21,359.52		E2 School Meeting and Discussion		Fully achieved
9	Life planning activities	9/25-8/26	University visits	S5: 103	8	1	0	$6,330.00		E2 School Meeting and Discussion		Fully achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.1	**$786,253.61**				
1.2	**Non-local Activities**											
1	LS-B01 Citizenship and Social Development	13-14/11/25	S5 Study Tour: Mainland China	S5: 103	14	1	0	$7,629.20		E6 Written report and record		Fully achieved
2	EH-B04 English	29/3-8/4/26	Drama Study Tour: England	S1-S5: 20	2	0	0	$6,300.00		E7 Others	Reflective journal	Fully achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.2	**$13,929.20**				
							Total actual expenses (sum of items 1.1 and 1.2)	**$800,182.81**				

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	Our school has established a comprehensive life-wide learning framework where whole-school students participated in different core local activities. Opportunities for different non-local study tours are provided. To foster whole-person development, our students overall need diverse experiential learning opportunities that bridge classroom knowledge with real-world contexts. Specifically, they require robust moral and spiritual support in line with national education, hands-on exposure to emerging technologies and STEAM, and authentic language and cultural immersion—to build aesthetic appreciation, national identity, and a global outlook.	Our school expects to utilize the Grant to meet the seven learning goals. Goal 1 (National Identity & Responsible Citizenship): To cultivate informed, responsible citizens with a strong sense of national identity, an appreciation of Chinese culture, and respect for pluralism in society through immersive Mainland experiences. Goal 2 (Broad Knowledge Base & Contemporary Issues): To enable students to construct a broad and solid knowledge base of contemporary local, national, and global issues through real-world academic talks and exploratory study tours. Goal 3 (Biliterate and Trilingual Communication): To enhance students' oral proficiency, communication confidence, and authentic language application in both English and Chinese through immersive language-rich activities. Goal 4 (Generic Skills & Self-Directed Learning): To develop critical thinking, creativity, and collaboration skills, encouraging students to become independent, self-directed learners through gifted workshops and global competitions. Goal 5 (Information & Digital Technology): To equip students to use information technology, AI, and coding effectively, responsibly, and ethically through hands-on STEAM experiences. Goal 6 (Life Planning & Aspirations): To help students understand their own interests and abilities, allowing them to reflect on personal goals and future career aspirations through structured life planning and industry visits. Goal 7 (Healthy Lifestyle & Arts Appreciation): To promote a healthy lifestyle and active physical habits while nurturing a deep aesthetic appreciation of sports and the arts through music, physical training, and drama. The Grant serves as a vital financial and operational enabler that directly supports curriculum-aligned student participation by removing financial barriers for universal access, directly fulfilling curriculum requirements, and effectively consolidating and extending classroom learning. By fully or partially subsidizing activity fees, transport, and non-local tour expenses, the Grant ensures that students, regardless of socioeconomic background, can participate equally in essential experiential learning. Furthermore, it directly funds activities that are mandatory or integral parts of the formal curriculum. Finally, it provides the resources needed to organise practical, hands-on activities that expand on classroom textbooks, as demonstrated by funding STEAM, Science, and Technology activities to bring computer and science lessons to life, and supporting specialized overseas learning to directly consolidate the core subject curriculum through live theatre performances.	Regarding student participation, we have fully met our expected targets: our students actively engaged in school-wide local activity, bridging classroom knowledge with real-world contexts. We have successfully integrated core values and spiritual development through our pastoral and religious activities, and have effectively provided high-quality global exposure—most notably the Mainland Study Tour for national identity and the Overseas Study Tour, which combined authentic language immersion with high-level aesthetic appreciation. While participation has been exceptionally high, we will continue to provide further Mainland study tours. In the upcoming school term, we will organize Mainland study tours so that the rich experiential insights gained by students during these learning experiences are more deeply and formally integrated back into our daily classroom KLA curriculum. Through these mainland exchanges, we aim to further ignite students' patriotic passion and national pride, allowing them to witness firsthand the rapid development and historical roots of our motherland. This deep connection will cultivate a strong sense of national belonging and cultural confidence, inspiring our students to actively contribute to the future prosperity and development of our nation.

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**	The exchange was highly effective due to its dual-focus design. It combined a Sports/Academic Exchange (volleyball team training and friendly match) with a Technology/Innovation Inspection (visiting a Mainland AI enterprise). This multi-faceted approach not only catered to students' interests but also broadened their understanding of both sports culture and national technological development. The in-person visit proved to be an excellent format, fostering genuine connections, as evidenced by students exchanging contact details to maintain their new friendships.
2	**Time arrangement of the activity**	The four-day, three-night duration was considered ample and well-paced. This timeframe allowed for in-depth and meaningful exchanges with the sister school without feeling rushed, enabling both the sports training and the corporate visit to be conducted thoroughly.
3	**Organisation and arrangements of the activity**	The overall organization was a success. The travel agency's arrangements were meticulous and well-planned, resulting in a very smooth trip. As a follow-up, the school will continue this effective format of visiting the sister school in person and will also proactively invite our sister school to visit Hong Kong to further strengthen our reciprocal relationship.
4	**Others (Please specify)**	-

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

No.	Item	Actual Expenditure* ($)
1	**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
2	**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 rate of the Sister School Grant component for the respective school year.)	$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 Ming Lai	Position:	Vice Principal
Name of Teacher Responsible for the Sister School Scheme:	Chong Kit Hung	Position:	Vice Principal