



Valtorta College

School Report

2024-2025



天主教書院

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(1) Our School

1. A Brief Introduction of the School

Valtorta College was founded in 1976 during a period when Tai Po transformed itself rapidly from a market town to a New Town. It was named in commemoration of Bishop Henry Valtorta, one of the most outstanding and courageous Catholic Bishops of the Hong Kong Diocese. It is a subsidised co-educational secondary school and is sponsored by the Catholic Diocese of Hong Kong.

Thanks to the foresight of the Diocese, our late supervisor, Fr. Santinon and a group of church people, a small woody hill on which our College now stands was purchased at zero premium from the government. Due to the delay by the school builders, teachers and students were struggling to conduct lessons on the school premises of a neighbouring secondary school in 1976 - 1977 school year.

The College is now under the governance of the Incorporated Management Committee (IMC) which was established on 1st March 2014. The IMC is comprised of fifteen managers, which includes, the Supervisor and seven managers appointed by the School Sponsoring Body, the Principal as an ex officio, one manager and one alternate manager each from the parent and teacher categories, one alumnus manager as well as one independent manager. It is worth noting that the establishment of IMC helps increase transparency in management, sense of accountability over teaching and learning effectiveness and flexibility in resource deployment of the school.

2. School Vision & Mission

2.1 The Mission and Vision of Valtorta College

- To provide our students with a well-rounded education which includes the aspects of Spirituality, Virtue, Knowledge, Physical Fitness, Community Spirit, and Aesthetics;
- To develop fully our students' potential to be of service to society;
- To spread the Good News of God's love and help our students to discover the real meaning and value of their lives.

2.2 School Motto

The motto of our College is “Lumen Accende, Corda Inflamma” (知行合一).

2.3 Core Values of Catholic Education

The Catholic Church has been contributing positively to the civilisation of mankind. One approach is to provide all-round holistic education, through schools of all levels and universities, for the pursuit of true happiness in life.

The Catholic Church in Hong Kong has endeavoured to provide education for well over a century. Catholic schools have fostered the holistic growth of students by upholding the truth, by championing justice, by practicing the virtue of charity, by valuing life of charity, by valuing life dearly and by reinforcing the family values. They have developed students’ full potential to contribute to the betterment of Hong Kong society. The Catholic Church views education as a mission, not an occupation, and the school as an organic community filled with love and vitality, not an institution. Staff of catholic schools are always willing to fulfil their calling as shepherds and faithful stewards.

To accomplish their mission, Catholic schools guide their students in developing a moral outlook on life in accordance with the teachings of the Gospel of Christ and the essence of the traditional Chinese culture. They nurture their students to be wholesome in body, mind and soul, to have good taste and to dare to innovate, to love others as themselves, and to be good citizens for life, capable of discerning right and wrong and showing moral courage. In this light, Catholic schools place great emphasis on nurturing students in such a way that they will:

- Pursue and embrace **truth** with fervor;
- Uphold **justice** before God and in their community to advance the common good;
- Model themselves on Christ, **love** others as themselves and care for the needy and the vulnerable;
- Affirm the supreme value of **life** living out its full meaning;
- Honour their parents, love and respect their spouse and foster filial harmony in the **family**.

2.4 Core Values of Valtorta College

The school is aiming at equipping our students to be future leaders with Valtortan attributes (H.E.A.R.T.) and core values. (從心出發，知行合一)

Hardworking	To be Hardworking to pursue for Truth .
Excellent	To strive for Excellent in our Life .
Affectionate	To Love each other Affectionately .
Responsible	To undertake our Responsibilities for one another to fulfill the moral Virtue of Justice .
Thoughtful	To be Thoughtful in loving our Family .

3. School Management

Members of the Incorporated Management Committee 2024/25

Ms. Woo Wai See, Alice	Supervisor
Ms. Wong Ling Yan, Elisa	Principal
Rev. Jean Sylvere Mbuela Pfuti	School Sponsoring Body (SSB) Manager
Mr. Hong Man Hoi, Michael	SSB Manager
Ms. Lau Man Yee	SSB Manager
Dr. Fung Ying Him, Anthony	SSB Manager
Mr. Morales Roland	SSB Manager
Mr. Yau Chi Lap, Joseph	SSB Manager
Mr. Hon Sze Ping, Steven	SSB Alternate Manager
Ms. Chan Yung Ha	Parent Manager
Ms. Wat Sai Fung	Parent Alternate Manager
Ms. Sin Mei Ho	Teacher Manager
Mr. Yeung Tat Chi	Teacher Alternate Manager
Mr. Chan Ngok Sing	Alumni Manager
Ms. O Ching Yuan	Independent Manager

4. Our Teachers

The school has 57 teaching staff members. Their experiences and qualifications are shown in the tables below.

4.1 Qualifications

Post-graduate Diploma / Certificate in Education	Bachelor's Degree	Master's / Doctoral Degree	Special educational needs (SEN) trained
95%	98%	51%	53%

4.2 Teaching Experience

0 – 4 Years	5 – 9 Years	10-14 Years	Over 15 Years
12%	16%	7%	65%

4.3 Teachers' Professional Development

The professional development programmes conducted throughout the academic year have proven highly effective in enhancing teachers' capacity and professionalism. The Stakeholders' Survey in 2024/25 revealed that teachers showed positive feedback regarding professional development activities, culture of professional exchange and appraisal system. The professional development programmes conducted are listed as follows:

4.3.1 Professional Development Days

Date	Theme	Presenters
31/10/2024	Session 1 – Post-ESR Follow-up: Quality Questioning and Feedback	Mr. Hon Hau Sut from Big Education Platform
	Session 2 – Crisis Management	Ms. Carlie Chan, Educational Psychologist
26/3/2025	Self-directed Learning: From Note-taking to Note-making	Dr. Tracy Wu from QSIP
5/6/2025	Use of AI in Learning and Teaching	Guest Speakers from the Digital Education Centre of Excellence Scheme, EDB

4.3.2 Other Professional Development Opportunities

Teachers have actively pursued further growth opportunities, participating in various seminars and professional exchanges, enabling them to stay updated on educational trends and best practices. This commitment to continuous learning has fostered a collaborative culture, encouraging teachers to implement innovative strategies in their classrooms and ultimately benefiting student performance.

Date	Theme
9/1/2025	Seminar for PSHE KLA (Subjects in EMI) on Data-driven Curriculum Planning and Assessment Design
10/2, 12/2, 18/2/2025	Seminars for Geography on Junior Secondary Curriculum Planning and Assessment Design for S4-S6
26/2/2025	Professional Exchange for Department of English between Kwok Tak Seng Catholic Secondary School and Valtorta College (All English Teachers)
6/3/2025	Professional Exchange for Department of English between Shun Lee Catholic Secondary School and Valtorta College (Department Heads)
March-June 2025	Self-directed Learning in Economics – Valtorta College, HKMA David Li Kwok Po College, Maryknoll Fathers' School, Shun Lee Catholic Secondary School and St. Catherine's School for Girls

4.3.3 Participation in the CEO Professional Development Programmes

Training sessions on Catholic school leadership and values education, along with school attachments, have facilitated knowledge sharing and collaboration with other diocesan schools. Teachers have gained valuable insights that can be applied to school improvement and student engagement.

Date	Theme	Participants
15-16/11/2024	天主教學校領導培訓課程 (第一期)	Principal, Chow HH, Cheung KM
10-11/1/2025	天主教學校領導培訓課程 (第二期)	Wan PF
8/1/2025	意識省察先導計劃簡介會	Principal, Yuen KP, Ho SC, Wong TC
17/1/2025	天主教學校價值教育校本課程框架全校推廣模式	Ho SC, Chan LF, Wong TC
18-19/2/2025	School Attachment: Pui Shing Catholic Secondary School	Chow HH
26-27/2/2025	School Attachment: Shung Tak Catholic English College	Cheung KM
24-25/3/2025	School Attachment: Lai King Catholic Secondary School	Wan PF
3/4/2025	教區學校平信徒校監及校長退省日營 2025	Principal
6/5/2025	人工智能在學校的使用情況分享會	Principal, Yeung TC, Law CL
15/5/2025	2024 至 2025 年度綜合財務管理簡介會	Principal, Chung SW
7/6/2025	天主教學校領導培訓課程結業典禮	Principal, Chow HH, Cheung KM, Wan PF
11/6/2025	意識省察先導計劃分享會	Wong TC
12/6/2025	2024/25 聯校公教教師專業發展退省日	Principal, Chan LF, Ho SC, Lai SW, Sin WL, Wong TC
13/6/2025	深圳最新科技發展及深港兩地教育交流校長/副校長/主任考察團	Principal

5. Our Students

5.1 Class organisation and number of students in the school year 2024/25:

Secondary	1	2	3	4	5	6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	130	126	127	102	115	112	712

5.2 Students' Attendance

Secondary	1	2	3	4	5	6	Average
2024/25	98.3%	98.1%	96.9%	97.8%	97.2%	94.4%	97.4%

(2) Achievements and Reflection on Major Concerns

Major Concern Domain 1		
To build a professional learning community		
Achievements		
Middle managers have been empowered to actively contribute to policy formulation across key domains including school management, teaching and learning, and student support. Through the participatory leadership established within the School Administration Committee (SAC), their leadership capabilities have been strengthened, and a culture of collaboration and continuous improvement has been fostered. The professional development programmes conducted throughout the academic year have proven highly effective in enhancing teachers' capacity and professionalism. The professional development programmes conducted are listed as follows:		
Date	Theme	Presenters
31/10/2024	Session 1 – Post-ESR Follow-up: Quality Questioning and Feedback	Mr. Hon Hau Sut from Big Education Platform
	Session 2 – Crisis Management	Ms. Carlie Chan, Educational Psychologist
26/3/2025	Self-directed Learning: From Note-taking to Note-making	Dr. Tracy Wu from QSIP
5/6/2025	Use of AI in Learning and Teaching	Guest Speakers from the Digital Education Centre of Excellence Scheme, EDB
In addition to the College's regular professional development programmes, teachers have pursued various development opportunities. Their professional capacity has also been enhanced through active participation in seminars organized by the EDB, our school sponsoring body and universities, learning communities (Geography and Economics) and school visits (English Language and Learning Strategy Team). These experiences allow them to gain insights and best practices from other schools while staying informed about the latest educational trends. These professional learning opportunities have also become catalysts in driving meaningful changes within the College. For instance, the Geography department has initiated a revamp of the junior form curriculum. The Learning Strategy Team has restructured the students' goal-setting handbook to include more specific and actionable requirements, empowering students to be more self-directed in learning and personal development. English teachers have implemented more measures in enriching the English-learning environment, encouraging students to use the language with more confidence. Feedback from teachers regarding the professional development activities organized by the school has been positive, as reflected in the improved ratings in the Stakeholders' Survey. Many teachers expressed that these programmes were beneficial to their work and align with the		

school's development goals and students' needs.

Stakeholders' Survey – Teachers' Perception	22/23	23/24	24/25
The professional development activities organized by the school cater for the school development and students' needs.	-	3.96	4.21
The school affirms teachers' performance.	-	3.93	4.09
The professional development activities for teachers organized by the school are very helpful to my work.	3.79	3.84	4.14
The school has developed an ambience of professional exchange.	3.77	3.79	3.93
The school's appraisal system evaluates teachers' work performance fairly.	3.79	3.82	3.96
The school's appraisal is conducive to my professional development.	3.81	3.88	3.89

Teachers have also shared their professional expertise with other schools in diverse ways. Department of Science engaged in a collaboration scheme with a textbook publisher, providing professional support for primary science education curriculum development. Our Science teachers also offered a professional exchange programme for primary school educators in preparation for implementing the new science curriculum. Meanwhile, Department of Citizenship, Society and Development participated in the 2025 National Security Education Lesson Design Competition organized by the Education Bureau, in which they earned an award for their innovative design.

Reflections and Follow-up

The commitment of our teachers to professional growth has been evident, significantly contributing to the implementation of innovative strategies in learning and teaching, as well as student support. Moving forward, this major concern will be integrated into routine work. The College will continue to actively seek valuable professional development opportunities for teachers and strengthen the ambience of professional exchange across subject departments and teams through in-house sharing of best practices.

Major Concern Domain 2

**To enhance effectiveness of learning and teaching by
cultivating a reflective mind and adopting task-oriented strategies**

Achievements

The 4P1R framework (Preparation, Participation, Presentation, Possession, and Reflection) has been adopted by subject teachers as a classroom routine to nurture students into self-directed and reflective learners. Teachers have developed a heightened awareness of incorporating the 4Ps into their lessons and providing students with effective suggestions to enhance their learning effectiveness.

Stakeholders' Survey – Teachers' Perception of Teaching	22/23	23/24	24/25
I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	4.16	4.25	4.18
I provide students with specific feedback in a timely manner to help them reflect on and improve their learning.	4.19	4.26	4.30
I often ask questions of different levels to inspire students' thinking inside and outside of the classroom.	4.09	4.11	4.20
I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom.	4.02	4.09	4.13
I often take into account students' learning progress and re-adjust my teaching strategies inside and outside of the classroom accordingly.	4.28	4.42	4.36
I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	4.04	4.04	4.02
I engage students to learn actively inside and outside of the classroom.	-	4.14	4.11

Students have responded positively to the learning strategies, performance feedback and encouragement provided by teachers.

Stakeholders' Survey – Students' Perception of Teaching	22/23	23/24	24/25
The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.	3.85	3.84	3.80
Teachers often provide suggestions on my performance and let me know how to improve.	3.94	3.83	3.81
Teachers' questions inspire my thinking inside and outside of the classroom.	3.84	3.78	3.79
Teachers often allow us to explore a variety of topics inside and outside of the classroom.	3.92	3.86	3.79
Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	3.89	3.86	3.77
Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	3.87	3.83	3.82

In addition to the 4P1R framework, the incorporation of learning skills, such as goal-setting and note-taking during the Home Periods, has provided students with essential tools for self-regulated learning. The F.2 STEAM project has provided a platform for students to apply design thinking, creativity, collaborative skills, and presentation in a meaningful context.

Diverse learning experiences have been created for students through cross-subject collaboration, co-curricular activities and competitions. Activities like the Chinese Cultural Week, English Week, Mathematics Week and Sports Week have been organized to cater to diverse student interests. Cross-curricular initiatives, including PSHE Project Learning (F.1), STEAM Project and English Presentation (F.2), the E&RE Singing Competition (F.2), Mainland tours (F.3) offer ample opportunities for students to apply subject knowledge and skills across different contexts. Collaboration among various subject departments stimulates critical thinking and enhances problem-solving abilities. These collective efforts encourage inquiry, research, data analysis, and group presentations, enriching students' learning experiences while fostering self-directed learning skills.

Reflections and Follow-up

While teachers have shown a heightened awareness of integrating the 4P1R framework into their lessons, the College sees a need to create more opportunities for students to apply learning strategies both within individual subjects and across the curriculum. To address this, several follow-up measures will be included in the new school development plan:

1. **Subject-Specific Learning Strategies:** Subjects should explicitly emphasize their unique learning strategies, requiring students to apply these techniques in their assignments and assessments.
2. **Effective Note-Taking:** Subject teachers will coach students on how to take effective notes that are relevant to their revision for assessments.
3. **Developing Materials on Learning Strategies:** Resources focused on learning strategies – including the use of graphic organizers, making comparisons, and describing data – will be developed and implemented in F.1 and F.2 VIA lessons. These materials will help junior students establish a fundamental understanding of effective learning strategies and note-making skills. To support this, the materials will be contextualized within the Geography curriculum.

Despite the extensive range of learning activities organized by teachers, more could be done in explaining how these activities, both inside and outside the classrooms, relate to the knowledge students acquire during lessons. While clear objectives of the learning activities should be set, they should be effectively communicated to students as well. Additionally, students should be explicitly informed of the attitudes, skills and knowledge that teachers expect to see during their participation in these learning activities. Post-activity debriefing is crucial for consolidating students' key takeaways and identifying areas for further improvement.

The 4P1R learning framework should be continued to encourage students to take ownership of their learning and enhance their awareness of their roles as self-directed learners, which can be achieved through the completion of pre-lesson tasks, active participation in learning activities, presentation of their learning outcomes, and application of learning strategies in their assignments and assessments.

Major Concern Domain 3
To foster students with positive values and attitudes towards life
Achievements The College's coordinated efforts among various teams, including Guidance Team, Discipline Team, and Co-curricular Activities Committee, Careers and Life Planning Education Committee, Religious and Spiritual Formation Committee, and Moral, Civic, National Education Team have created a comprehensive support system that addresses students' holistic growth, especially in light of the post-pandemic impacts. Activities such as adventure-based training (F.1 and F.4), talks on character strengths (F.2 to F.5), service education (F.4), leadership workshops for student leaders have not only enhanced students' self-confidence but also fostered their resilience in face of adversity. Additionally, exposure to diverse experiences, including visits to M+ museum (F.1) and Hong Kong airport (F.5), Zhongshan and Zhuhai intangible cultural heritage conservation tour (F.5), Zhuhai aviation technology exploration tour and Shenzhen life sciences and natural geography exploration tour (F.3), Wuhan cultural and career exploration tour and sister school study tours to Guangzhou and Beijing, has broadened students' horizons and instilled a deeper sense of national identity. Students also expressed their appreciation for national achievements during post-tour sharing sessions at the cycle assemblies. The College has endeavoured to provide opportunities to widen their international outlook. Our Handbell Team participated in the International Handbell Symposium in Japan during the summer of 2024, where students enjoyed a premier musical experience that transcended language barriers alongside musicians from around the world. This international engagement has greatly benefited the students, boosting their confidence and leading to notable achievements in the major handbell competitions through the 2024/25 academic year. Motivated by their successes, the students initiated a Handbell Concert Night in late August to conclude the academic year for their peers, parents, and ringers from other primary and secondary schools in the territory. The international exposure has proven invaluable, significantly enhancing students' self-image, musical skills, and leadership abilities in event management. In addition to the study tour to Sydney for F.3-F.5 students during the post-exam period, teachers have also actively sought additional opportunities for students. For example, six students participated in a tour to Singapore, where they learnt coding at Apple and Tinkertanker, a Singapore-based technology and education company and interacted with Singaporean students in School of Science and Technology. Four students competed in the prestigious ROBOFEST robotics competition, hosted by Lawrence Technological University in the United States and achieved the 4th place among 19 international teams. These experiences have not only boosted students' self-efficacy, but also sparked their interest in the STEM fields and prepared them for careers in technology and research, while equipping them with essential skills as they navigate their futures in an increasingly interconnected world.

Moreover, the College has actively pursued collaborations with external organizations, such as Clean Air Network, to provide internship training for F.4-F.5 students, and Project WeCan, which facilitates company visits for students. Our alumni have also generously offered internship opportunities for our students.

Widened exposure to various fields and experiences enables students to explore their passions and gain insights into potential career paths and develop skills that resonate with their personal and professional aspirations. The improvement in the KPM 17 indicates the positive impact of these diverse opportunities on students' holistic development.

KPM 17	Q-scores		
Sub-scales	2022/23	2023/24	2024/25
Affect (Positive Affect)	-	95	102
Affect (No Negative Affect)	-	97	108
Affect (No Anxiety, Depressive Symptoms)	-	85	95
Satisfaction (School)	-	108	110
Meaning in Life	-	101	116

Reflections and Follow-up

Recognizing the importance of fostering positive values and attitudes in students, the College will enhance values education by developing a school-based framework that incorporates the Valtortan attributes, core values of Catholic education, and the EDB priority values. This framework will feature specific themes tailored to each student level, addressing their unique developmental needs. A new curriculum will also be launched in F.1 and F.2 by transforming the existing Home Periods and Special Periods into Values in Action (VIA), encompassing values education, goal setting, learning strategies, project learning and extended learning activities for students.

The College will prioritize students' physical, spiritual, and emotional well-being through a variety of strategies. These will include enhancing physical fitness programs, introducing mindfulness practices, and implementing a comprehensive parent education framework. By taking a holistic approach, the College aims to support students in becoming well-rounded individuals who embody positive values and attitudes.

(3) Student Performance

3.1 Academic Performance

TSA Results

	2024/25
Subject	Students achieving Basic Competency
Chinese Language	94%
English Language	94%
Mathematics	98%

Performance in HKDSE 2025



112 candidates participated in the 2025 HKDSE, achieving a commendable 96.4% compliance with the university entrance requirements.

The best result highlighted a candidate achieving Level 5** in Mathematics, Mathematics Extension Module 2, ICT and Physics; and Level 5* in Chemistry, with the highest score reaching 39. Notably, eight subjects surpassed the Hong Kong average in Level 5, and 11 subjects surpassed that in Level 4, indicating a strong overall performance among the students.

3.2 Other Learning Performance

The College remains committed to offering a wide array of activities, aiming to cultivate our students into the leaders of tomorrow and to equip them with the essential attitudes, skills, and knowledge needed to navigate the challenges of their future. Additionally, different student bodies have played a vital role in enriching the school experience for their peers, contributing to a vibrant and fulfilling school life. The following highlights the activities held during the 2024/25 academic year.

Student Association

Various activities for students were organized throughout the year, including:

Sports Day – Awards of Cheer Team and Sportsmanship, Banner design competition, Parent Information Day and Open Day, F.6 Photo taking on Basketball Court, Inter-house Singing Contest, Who is the spy, Speech Day – Photo booth & F.6 Souvenirs, Wellness Warriors, VC Talent Show, Alumni Dinner and F.1 Orientation

Four Houses

Activities were organized for students, including:

- October: Sports Day, Cheerleading Performance
- November: Inter-house promotion products design Competition
- December: Inter-house Singing Contest
- February: Inter-house musical Instrument Competition
- May: Inter-House Dodgeball Competition
- July: Inter-House Basketball Competition

Clubs / Societies / Teams

There were 39 clubs & societies in 2024/25. Each club / society held at least 3 meetings each term.

2024/25 CloudSAMS Report by activity

Year	Total person-time of participating in the activities	
	Term 1	Term 2
2022-2023	1157	1020
2023-2024	1117	1041
2024-2025	1137	1191

Class Association, Student Association, House Committees, Subject Leaders and Student Assistants, Catholic Society and Social Service group are not included in the figures above.

Report by ECAC Form

Category	No. of Meeting (Average) Data from ECA Form 6	
	Term 1	Term 2
Academic (7)	5.1	6.5
Music & Arts (13)	11.5	11.5
Sports (11)	18.1	19.8
Uniform (4)	9.0	9.5
Interest (7)	8.0	9.7
Others	/	/

One Sports/Arts in Life Scheme

Some activities were held during the life-wide experiential learning days and post-exam period:

Level	Activities
F.1	8.5.2025 Visit M+ museum
F.2	7.7.2025 班際室內賽艇比賽
F.3	3.7.2025 班際 15 米漸進式心肺耐力跑比賽
F.4-5	20.6.2025 F.4 and F.5 Visual Arts students (22 students) visit to CUHK FAA and HKBU AVA Graduation Show
F.1-5	● 籃球隊全港中學校際三人籃球馬拉松比賽 ● 四社籃球比賽 ● 5.7.2025 優質教育基金聯校 T恤時裝比賽 (T&L) ● 24.6.2025 AI 智慧體育全港中小學 AI 跳繩比賽 ● 27.6.2025 F1-F2 運動會報名 ● 30.6.2025 Leadership Training Program ● 4.7.2025 VC Talent Show (SA) ● 4.7.2025 Sharing: How Diving, Fencing, and Esports Shaped My Perspective ● 7.7.2025 Guitar Ensemble Competition ● 8.7.2025 當代「動·樂」樂團表演 (Music Dept) ● 9.7.2025 校園藝術大使分享 (Music & VA Dept)

2024/25 Special Program related to F.1 to F.2 One Sports/ Arts in Life Scheme:

Date	Activities
22.10.2024	Arts – PTH Drama
21.3.2025	Arts – Religious Singing Contest
3.6.2025	Sports – Athletes' Sharing

Let's Art

Some activities were held throughout the academic year:

Period of time	Theme
July - Sept	PE Department – Sports Promotion
Oct - Nov	Chinese History – Our Country (Cross-functional cooperation with CAC)
Feb - Oct	Wellness Lounge (Cooperation with alumnus Mr. Edward Ip, his artwork for banner display after post exam sharing in 23-24) – The wellness lounge provides a serene space for students to unwind, while the Wellness Warriors program, in collaboration with the CAC, Counseling Team, and PE department, promotes overall well-being, rewarding participants with fun prizes from a claw machine.

In addition to the activities organized by our student bodies and teachers, Valtortans actively engaged in a diverse range of extra-curricular activities beyond the College, achieving remarkable success in various fields during the 2024/25 academic year.



校外比賽得獎名單

學術及其他			
活動名稱	主辦單位	得獎同學	獎項
ROBOFEST 機械人大賽國際賽	美國勞倫斯理工大學	4A何悅禮 4B李言 4B賴景謙 4D林嘉銘	4 th place
UMC 機械人終極挑戰賽 - 高級組	美國勞倫斯理工大學	4A何悅禮 4B李言 4B賴景謙 4D林嘉銘	季軍
		5A陳思錡 5C陳正亮 5C鄧瑜軒	金獎
		2A劉振宇 2A賴功兢 2D袁柏浩	銀獎
		2B吳竟朗 2C鍾柏朗 5B古然昊 5B康錦丞	銅獎
		5C張鍵熙 5D房龍	
BottleSumo 機械人相撲比賽	美國勞倫斯理工大學	5B古然昊 5B康錦丞 5C張鍵熙 5C鄧瑜軒 5D房龍	銀獎
Hong Kong Biology Literacy Award (2024/2025)	香港數理教育學會	5C陳正亮	Second Class Honour
		5C周映婷 5C李展鋒 5C李彥哲 5D韓枝彤	Merits
趣味科學比賽2025 - 珠璣滿紙	香港科學館	3D陳凱嵐 3D李灝韻 5C李彥哲 5A李德子維 5D張名深 5D郭焯智	三等獎
泰國國際數學競賽初賽 2024 - 2025 (香港賽區)	奧冠教育中心	1A劉瑞麒 2A李卓榮 5C蘇梓軒	金獎
		2A陳嘉恒 3A廖昕蕎 4D鄭允允	銀獎
		1A李睿 2A賴功兢 4C羅浣彤 4C楊志遠 4C楊諾恩 4C張婕之 4D張旭 5C何希雯 5C張沛淇 5C謝佳毅 5C趙珈萱 5D劉宇衡	銅獎
		1A劉瑞麒 2A李卓榮 2A陳嘉恒 4D鄭允允	銅獎
		1A李睿	優異獎
粵港澳大灣區數學競賽預選賽2025 (香港賽區)	奧冠教育中心	2A李卓榮	一等獎
		1A李睿 1A楊穎熹 1C王景灝 5C蘇梓軒	二等獎
		1C郭尚盈 4C羅浣彤 5C趙珈萱 5D劉宇衡	三等獎
粵港澳大灣區數學競賽選拔賽2025 (香港賽區)	奧冠教育中心	2A李卓榮	一等獎
		1A李睿 1C王景灝	三等獎
香港國際數學競賽初賽2025 (香港賽區)	奧冠教育中心	1A劉瑞麒 1C王景灝 2A李卓榮 5C蘇梓軒	金獎
		1A李睿 2A陳嘉恒 5D劉宇衡	銀獎
		3A廖昕蕎 5C趙珈萱 5C張沛淇	銅獎
香港國際數學競賽晉級賽2025 (香港賽區)	奧冠教育中心	1A劉瑞麒 2A李卓榮	金獎
		1A李睿 1C王景灝 2A陳嘉恒	銅獎
2024-2025第27屆香港青少年數學精英選拔賽	保良局	3C梁迪博	三等獎
數學思維大激鬥2025	數學思維	1A劉瑞麒 2A李卓榮	銀獎
		1A楊穎熹 2A陳嘉恒 5C梁明睿 5C蘇梓軒	銅獎
第41屆教區中學數學比賽	天主教教區中學數學教育委員會	5C梁明睿 5C蘇梓軒 5C謝佳毅 5C吳翰霖 5C段然 5D劉宇衡	5 th runner-up
華夏盃 初賽2025	華夏盃組委會	2D應允澤	一等獎
		2A李卓榮	二等獎
		1A李睿 1A楊穎熹 2A賴功兢 2A曲簡文 2A陳嘉恒 2A馬嘉寶	三等獎
華夏盃 晉級賽2025	華夏盃組委會	2A李卓榮	二等獎
		2A陳嘉恒 2D應允澤	三等獎
華夏盃 總決賽2025	華夏盃組委會	2A李卓榮	二等獎
2025 亞洲國際數學奧林匹克公開賽初賽	亞洲國際數學奧林匹克聯合會, 亞洲國際數學奧林匹克公開賽組委會	2A李卓榮 5C蘇梓軒	金獎
		1A李睿	銀獎
		1C郭尚盈 2A曲簡文 2A徐心玥 2D黃卓翹	銅獎
2025 亞洲國際數學奧林匹克公開賽晉級賽	亞洲國際數學奧林匹克聯合會, 亞洲國際數學奧林匹克公開賽組委會	1A李睿 2A李卓榮	銀獎
		2D黃卓翹	銅獎
全城「恒」動! 理財常識網上問答比賽 2025	家福會理財教育中心	1A李睿 1C施博浩 1C孫易恒 3A張茗蘇 3A吳巧頤 4B廖苑冰	一等獎
2025 Harvard Book Prize	哈佛大學香港校友會教育基金	5C陳正亮 5C謝佳毅 5C周映婷	2025 Harvard Book Prize
星島第四十屆全港校際辯論比賽第二回合初賽	星島日報	5B陳冠瑩	最佳辯論員
第一屆菁莪盃中華文化校際辯論比賽	菁莪教育	5A陳葦桐 5B陳冠瑩 5A鄧宜儀 5D蘇靖桐 5B張恩瑜 4A羅秀藍 6C(23-24)連洛瑤	亞軍

校外比賽得獎名單



學術及其他

活動名稱	主辦單位	得獎同學	獎項
第二屆菁莪盃中華文化校際辯論比賽	菁莪教育	5B陳冠瑩	最佳辯論員 (第一回合初賽)
		5D蘇靖桐	最佳辯論員 (第二回合初賽)
第五屆「童行盃」全港校際服務辯論比賽	童夢同行	5A鄧宣儀	最佳辯論員 (外圍賽)
		5D蘇靖桐	最佳辯論員 (第一回合初賽)
第二十七屆全港中小學普通話演講比賽 2025	新市鎮文化教育協會	3A凌心慈	優異星獎
「認識祖國」地理科線上遊戲	教育局	3A劉美怡 3A廖昕蕎	良好
23-24 全國中學生作文大賽(香港賽區)	香港中華文化促進中心	1C孫易恒 3A梁詩澄	嘉許狀
2024-2025 年全國青少年語文知識大賽 「菁英盃」現場作文初賽(香港賽區)	中國青少年語言文化學會	4D袁嘉琪 3B張朗希 3D符婧煜 4C曾祖璇 3A劉美怡	初中組優異組
		6C庄士坤 5D徐影雪 5D張婉瑜 5A萬樂瑩 6D(23-24)陸樂瑤	高中組優異組
周有光盃——漢語拼音比賽	香港中華文化發展聯合會	1A黃詩韻 1A李睿 1A劉瑞麒	初中組初賽 (三等獎)
		5D徐影雪	高中組初賽 (三等獎)
《基本法》宣傳大使設計比賽2024	香港拓展生活協會	4D 黃兆軒 2A 朱企銘	銅獎 優異獎
地域會長盾童軍技能比賽2024暨全港 嘉爾頓錦標地域選拔賽	香港童軍總會新界東地域	5B 黃娉婷	銀獎
		3A鄭秋嫻 3B洪銘亨 3C洪梓軒 3D黃曉滢 4D梁正彥	全場總冠軍 營藝冠軍 營地烹飪冠軍 團隊機智亞軍 檢查項目季軍
2024年全港嘉爾頓錦標賽總決賽	香港童軍總會	3A鄭秋嫻 3A吳巧頤 3B洪銘亨 3B梁焯翹 3C洪梓軒 3D黃曉滢 4D梁正彥	全場總季軍 營地烹飪單項亞軍 野外挑戰單項季軍 先鋒工程單項季軍 原野烹飪單項季軍
智能機械由我創2024	香港科學館	4A何悅禮 4B李言 4D林嘉銘	1st Place, 3 RIDIY Stars Level, Best Challenge Spirit Award
		4A何悅禮 4B李言 4D林嘉銘 5A陳思鎬 5B古然昊 5C陳正亮 5C鄧瑜軒 5C吳翰霖	1st Place Overall 2 Stars Level
大埔區防火吉祥物AR設計比賽	大埔區防火委員會	3A劉耿鑫 3A劉耿森 3A劉梓豪 3A孫銘瀚	亞軍
向老師致敬WhatsApp貼圖設計比賽	敬師運動委員會	3D潘凱琳	優異獎
2024生成式AI藝術創作大賽《點語成丹青》	百年樹人會	3A戴懿婷	銀獎
天主教香港教區宗教教育獎		3C盧恩慈 5D林梓祺	
English Debating	Hong Kong Secondary School Debating Competition 2023/24	(2023-24班別) 1B CHAN CHEUK LONG 1B CHOW PUI HAN 1B HANG YUET CHING	Term 2 Final HKI & NT Junior Division 1 1st Runner-up
Video game writing competition 2024	From Player to Page	6B Fu Wing Chun Karena 5C Cheung Angus	Finalist Champion in Category
HKEAMA Commendation Scheme 2024-25	Hong Kong Extra-curricular Activities Masters' Association	5B張恩瑜	Outstanding Performance in Extra-curricular Activities



校外比賽得獎名單

體育			
活動名稱	主辦單位	得獎同學	獎項
2024-2025年度校際籃球(高級一組)比賽	中國香港學界體育聯會大埔及北區中學分會	4C李芷恩 5A郭泳怡 5D文為善 5D張婉瑜 6A陳湘琳 6A曾淑玲 6D李樂瑤	第五名
2024-2025年度校際排球(高級二組)比賽	中國香港學界體育聯會大埔及北區中學分會	3D林美求 4A鄧栩晴 5A江晴晴 5A劉得希 5D郭泳欣 5D鄧凱鏗 6B黃樂瑤 6B嚴詩韻	亞軍
2024-2025年度大埔及北區中學校際游泳比賽	中國香港學界體育聯會大埔及北區中學分會	1C郝美靈	女子丙組50米蝶泳冠軍 女子丙組200自由泳冠軍 男子丙組100背泳亞軍 男子丙組50背泳殿軍
2024-2025年度大埔及北區中學校際田徑比賽	中國香港學界體育聯會大埔及北區中學分會	6B張芷淳	女甲鐵餅亞軍 女甲標槍亞軍
2024香港青少年柔道錦標賽	康文署	6B張芷淳	女子K組亞軍
第56屆香港柔道邀請錦標大賽	南華體育會	6B張芷淳	女子組季軍
第三屆北區柔道錦標賽	北區體育會	4C楊諾恩	女子冠軍
2024香港校際柔道錦標賽	康文署	4C楊諾恩	女子亞軍
2025全港競技疊杯運動公開賽	中國香港競技疊杯總會	1C李保晞	少年12歲組個人3-3-3第八名
		1A鄭有謙	少年12歲組個人3-6-3第七名
		1B盧鈺麟	少年12歲組個人3-6-3第八名
		5A鄧宣儀	公開組個人3-3-3季軍 公開組個人3-6-3季軍
		5A梁芝穎	公開組個人3-3-3第六名
		3A梁詩澄	公開組個人3-3-3第七名
			公開組個人3-6-3第六名
		4A尹思絲	公開組個人3-3-3第八名
		2A范雪盈 3A梁詩澄 4A尹思絲 4B任梓安 5A梁芝穎 5A鄧宣儀	團體3-6-3接力對抗賽季軍
Southern District 11-a-side Soccer Competition 2024/2025 南區十一人足球比賽2024/2025	Leisure and Cultural Services Department	3D鄭舒文 4D劉祖澤 5A李品諺 5A岑朗逸 5A楊旻臻 5C劉嘉林 5C黃灼晞 5D劉德琦 5D楊俊熙 6A徐裕栢 6A李謝燦 6A吳浩鈿 6B羅卓言	3rd Runner Up 殿軍
2025運動攀登比賽	中國香港攀總	5D譚樂陶	女子體驗組17-18歲冠軍
第六十一屆學校舞蹈節	香港學界舞蹈協會有限公司	2A羅皓頤 4B袁晞	甲等獎
2024-2025年度新界地域中學校際室內賽艇比賽	香港學界體育聯會	5D蔡宇軒	5th runner-up in Boys A 500m
		1C郝美靈	7th runner-up in Girls C 1000m
日本跆拳道公開賽	World Action Taekwondo Association	3B林梓健	男子15-17歲68公斤搏擊冠軍 男子15-17歲品勢季軍
屈臣氏集團香港學生運動員獎24-25	屈臣氏集團	6D陳柏熹	屈臣氏集團香港學生運動員獎
2024-2025年度大埔及北區中學校際乒乓球比賽	中國香港學界體育聯會大埔及北區中學分會	1D崔顯潤 2B陳卓朗 2B鍾曉鳴 2C李坤祖 2C邱昭旭	3rd runner-up in Boys C

校外比賽得獎名單



體育

活動名稱	主辦單位	得獎同學	獎項
第三屆全港競技疊杯挑戰賽2025	中國香港競技疊杯總會	2A范雪盈	女子12-14歲333第八名
		3A梁詩澄	女子12-14歲363第六名 女子12-14歲循環第六名
		1A鄭有謙	男子12-14歲333第七名 男子12-14歲363第七名 男子12-14歲循環第七名
		4A尹思絲	公開組循環第二名 公開組363第三名
		4B任梓安	公開組333第三名
		5A梁芝穎	公開組333冠軍 公開組循環第六名
		5A鄧宣儀	公開組363第六名
		5A鄧宣儀 4A尹思絲 1C李保晞	公開組二人接力淘汰賽殿軍
		2A范雪盈 3A梁詩澄 4A尹思絲 4B任梓安 5A梁芝穎 5A鄧宣儀	中學組團體對抗接力賽冠軍

音樂及朗誦

活動名稱	主辦單位	得獎同學	獎項
聯校音樂大賽2024	香港聯校音樂協會	(2023-24年度班別) 1A張素美 1C邱昭旭 2A陳卓澐 2D鄭秋嫻 2B張家誠 2C鄭程晞 2C姜浩洺 3A楊志遠 3A朱家樂 3B陳惟鍵 4A莊曉穎 4A孔繁霖 4A姚慶陽 4C何希雯 4C李心盈 4D蔡宇軒 4D吳海雯 5A康顯齡 5D李樂謙 5D黃子東	管弦樂團 (中學組) 銅獎
		(2023-24年度班別) 1A陳靄喬 1A王詩淳 1C邱昭旭 1D鄧華睿 2C姜浩洺 3B陳惟鍵 3B黎心悠 3A楊志遠 3A朱家樂 4A莊曉穎 4A孔繁霖 4A李品諺 4A姚慶陽 4D蔡宇軒 5B林熹敏 5C羅晨睿 5D黃子東	中學體驗組 (小組合奏) 金獎
		(2023-24年度班別) 1A張素美 1C梁曉潼 1B鮑祉澄 2A陳卓澐 2D鄭秋嫻 2B屠哲棟 2B張家誠 4C何希雯 4C李心盈 4D吳海雯 5D李樂謙	中學小組合奏 (弦樂) 銅獎
		(2023-24年度班別) 2B歐陽泳 2D鄭秋嫻 4D郭滌智 4B陳韻宜 4A陳葦桐 4A孔繁霖 4C譚雯方 4A萬樂瑩 4C蘇梓軒 5B梁雅琪 3C陳婉鈺 4A洪栢慧 1A方嘉欣 1A徐心玥 1A朱企銘 1C卜方嵐 1C陳慧欣 1D陳曦 1D關佑淇 1D馬樂然 3D何佩凝	中樂團 (中學組) 銀獎
		(2023-24年度班別) 2C盧恩慈 3D陳瑋晴 3C陳婉鈺 4B羅靜而 5C鄧瑜軒 4D洪梓竣 5B符穎津 5C謝佳毅 5D朱珮君 5D關智謙 5B周正熙	中學體驗組 (小組合奏) 金獎



校外比賽得獎名單

音樂及朗誦			
活動名稱	主辦單位	得獎同學	獎項
聯校音樂大賽2024	香港聯校音樂協會	(2023-24年度班別) 1A范雪盈 1B周柏希 1B黃思文 1B黎欣澄 1B李梓萌 1D姚彥妃 2A廖昕蕎 2D鍾穎詩 3D朱嘉敏 2D黎淑敏 3D黃曉澄	手鈴及手鐘 (中學組) 銀獎
		(2023-24年度班別) 1A梁穎欣 1D李芯悠 2D陳嘉琦 2B梁立祺 2B方茵玥 2B黃詠彤 2D鄭皓文 2C姜浩洺 2C尹思苻 2C葉芷瑜 2B陳悅兒 2C羅曉 4C朱炫炫	手鈴及手鐘 (中學組) 金獎
		(2023-24年度班別) 2B曾凱敏 3B陳彥尤 3A羅宛彤 3C葉一臻 3A葉鈺恩 4A陳耀銘 4A曾灝晴 4B彭紫彤 4B鄧穎文 4D陳彤 5C冼欣桐 5D劉熹鈞 5D葉文暄	手鈴及手鐘 (中學組) 銀獎
香港青年音樂匯演(中樂團)	康文署	1A符渲尉 1A李佳妮 1A李睿 1B羅佑嘉 2A徐心玥 2B方嘉欣 2C陳慧欣 2C陳曦 2D馬樂然 2D卜方嵐 3B歐陽泳 4D何佩凝 5A陳章桐 5A孔繁霖 5A鄧芷喬 5C譚雯方 2B陳芷韻 3A鄭秋嫻	銅獎
第76屆香港學校朗誦節(2024)	香港學校音樂及朗誦協會	1A陳炳均	詩詞獨誦 - 普通話 男子組 - 優良
		2B鄭皓 2B張家誠	散文獨誦 - 普通話 男子組 - 優良
		3A廖昕蕎	詩詞獨誦 - 普通話 女子組 - 亞軍
		5C何希雯	女子組 - 季軍
		1A劉美琳 1D楊雅琪 3D沈思好 5B袁悅琦	女子組 - 優良
		5D張婉榆	
		1A楊穎熹 2C顧梓榕 3A凌心慈	女子組 - 良好
		3A凌心慈	散文獨誦 - 普通話 女子組 - 季軍
		1A上官子鈺 3D田佩琳	女子組 - 優良
		4A徐朵荔	
		2C張浩庭	詩詞獨誦 - 粵語 男子組 - 優良
		1A李睿	男子組 - 良好
第77屆香港學校音樂節(2025)	香港學校音樂及朗誦協會	5B許曉桐 5B鄭仲愷	詩詞獨誦 - 粵語 女子組 - 良好
		5A鄧宣儀 5B袁悅琦	二人朗誦 - 粵語 良好
		5C何希雯 5D蘇靖桐	
		1A符渲尉 1A李佳妮 1A李睿 1B羅佑嘉 2A徐心玥 2B方嘉欣 2C陳慧欣 2C陳曦 2D馬樂然 2D卜方嵐 3B歐陽泳 4D何佩凝 5A陳章桐 5A孔繁霖 5A鄧芷喬 5C譚雯方 2B陳芷韻 3A鄭秋嫻	中樂小組合奏 - 中學組季軍
		3B魏天朗	分級鋼琴獨奏 - 三級 - 銀獎
		1A李睿	結他獨奏 - 初級組 - 季軍
		1B李天瑜	結他獨奏 - 初級組 - 銀獎
		3B歐陽泳	箏獨奏 - 初級組 銅獎
		2D馬樂然	柳琴獨奏 - 初級組 - 銅獎
		2A曲簡文	中阮獨奏 - 初級組 - 銅獎
		2C張浩庭	分級鋼琴獨奏 - 五級 - 銅獎

校外比賽得獎名單



音樂及朗誦			
活動名稱	主辦單位	得獎同學	獎項
第77屆香港學校音樂節 (2025)	香港學校音樂及朗誦協會	2A曲簡文	分級鋼琴獨奏 - 六級 - 銅獎
		3B方茵玥	分級鋼琴獨奏 - 七級 - 銀獎
		3B張家誠	小提琴獨奏 - 七級 - 銅獎
		2D鄧華睿	長笛獨奏 - 中學初級組 - 銅獎
		1A何文修	小號獨奏 - 中學初級組 - 銅獎
		2A徐心玥	中阮獨奏 - 中級組 - 銀獎
香港國際手鈴奧林匹克2025中學手鈴	亞洲國際手鈴協會 (香港)	1C劉錫鍵 1D張穎芝 2A梁穎欣 3B曾凱敏 3C鄭皓文 4C羅宛彤 4A陳彥尤 4D葉一臻 5A陳耀銘 5A曾灝晴 5B彭紫彤 5D鄧穎文 5D陳彤	高級組榮譽金獎
		1A許洛 1A李睿 2D黎欣澄 3D朱嘉敏 3D黎淑敏 3D羅曉 4A陳彥尤 4B任梓安 4C朱炫炫 4C羅宛彤 4D葉一臻 5A陳耀銘 5B彭紫彤	中級組卓越銀獎
合唱團比賽暨大師班2025	香港合唱新力量	1A陳雅滢 1B廖瞳恩 1B劉雅欣 1B何嘉慧 1B沈欣怡 1C廖嘉儀 1C李芷晴 1D楊雅琪 1D葉晞 2A李梓銘 2A龍詩霖 2A梁曉潼 2B陳語 2B廖海琪 2C鄭筠橋 2C李婉妤 2C鄧浚熹 2C張浩庭 2C王詩淳 2D李梓萌 2D卜方嵐 2D黃凌薇 3A鄺卓泳 3B方茵玥 3B馮思萍 3C鍾穎詩 3C姜浩洺 3D朱嘉敏 3D田佩琳 4A黃春慧 4A黎心悠 4B陳瑋晴 4C李子霖 4D鄧芷穎 5B陳曉嵐 5D吳海雯	銅獎
JSMA 聯校音樂大賽 (合唱)	聯校音樂協會	1A陳雅滢 1B劉雅欣 1B何嘉慧 1C廖嘉儀 1C李芷晴 1D葉晞 2A李梓銘 2A龍詩霖 2B陳語 2B廖海琪 2C鄭筠橋 2C張浩庭 2C李婉妤 2D李梓萌 2D黃凌薇 3B方茵玥 3B馮思萍 3C鍾穎詩 3C姜浩洺 3D朱嘉敏 4A黃春慧 4A黎心悠 4B陳瑋晴 4C李子霖 4D鄧芷穎 5B陳曉嵐	銀獎

3.3 Awards and scholarships

Valtortans have been nominated for both internal and external scholarships and awards, showcasing their exceptional talents and accomplishments. Under the school-based Student Award Scheme, their achievements across various domains—including academics, community service, conduct, sports, the arts, religious activities, and leadership—have been duly recognized.

Internal Scholarship 2024/25

Awardees of Woo Fund Miu Ling Scholarship (吳馮妙玲獎學金)

6C	Cheung Po Ying Coco	Chinese Language and Literature, CUHK
6D	Chow Chung To	Enrichment Mathematics, CUHK
6D	Hong Zhen Yi	Risk Management and Business Intelligence, HKUST

Awardees of VC HKDSE Scholarship (恩主教書院文憑試獎學金)

The awardees this year are:

Chan Ka Wing	Chan Pak Hei	Chan Ying Yiu	Chen Yu Kuen
Cheng Chun Hei	Cheng Ka Ho	Cheung Po Ying Coco	Chow Chung To
Chu Pui Kwan	Dai Yu Han	Feng Chi Yeung	Hong Zhen Yi
Huang Siming	Huang Zi Xuan	Ip Chun Kwun	Ip Chun Shing
Koo Chi Ngai	Lai Chun Hei	Lam Yin Ho	Lee Lok Him
Lee Tse Sun	Leung Pak Ling	Leung Sum Che	Li Chun Lam
Lo Cheuk Yin	Lo Zimen	Luk Man Chi	Mui Ching
Pang Lok	Sit Hei Tung	Tang Chi Yan	Tang Chun Hung
Tang Marshall	Wong Tsz Tung	Wu Man Yin Corrine	Yip Cheuk Man
Yiu Chung Man	Yu Po Man	Zhang Wai Lok	Zhuang Shikun

External Scholarship 2024/25

Awardees of Scholarship offered by Concord Ming Tak Charity Fund (港富明德獎學金)

6C Cheung Po Ying Coco 6C Leung Pak Ling

Awardees of Sir Edward Youde Memorial Scholarship (尤德爵士紀念獎學金)

6C Chen Yu Kuen 6C Leung Pak Ling

Awardees of Scholarship offered by Children Charity Foundation (童夢慈善獎學金)

6B Dai Yu Han	6C Chen Yu Kuen
6C Chung Po Ying Coco	6D Hau Yat Kin
6D Li Chun Lam	6D Hong Zhen Yi
6D Wong Tsz Tung	

Awardee of The Rev. Joseph Carra Memroial Foundation Grant (祁良神父教育基金獎學金)

6C Leung Pak Ling

Grace Charity Foundation Limited Scholarship (慈恩基金會學業進步獎學金)

2B Sin Tai Hong	2C Ng Chin Ming	2D Lam Hok Wing
3A Tse Hon Yat Harry	3B Yiu Yin Fei	3C Lam Suen To
4B Chan Yuet Yi Rita	4B Lam Mei Kau	4C Zhen Man Pang
5B Ho Sin Yi	5B Tin Sze Nga	5B Wong Tsz Kwan
6B Chan Wan Yi	6D Ng Ching Yan	6D So Ching Tung

(4) Financial Summary

A summary of the Income and expenditure for the year 2024/25 is shown in the table below:

2024/25	Income (\$)	Expenditure (\$)
Balance b/f (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	8,370,345.80	7,869,203.19
Total deficit for the school year:		
(2) Other Grants	56,010,351.58	55,015,553.19
Total surplus for the school year:		
Accumulated surplus as at the end of school year	11,598,237.79	
(1) EOEBG Grant	5,254,499.44	
(2) Other Grants	6,343,738.35	
II. School Funds (General Funds)		
Total surplus for the school year:	2,746,491.26	2,380,228.15
Accumulated surplus as at the end of school year	6,175,385.79	

(5) Appendix (2024/25 reports)

Evaluation Report on the Use of Capacity Enhancement Grant (2024-2025)

Task Area	Evaluation		Suggestions for Improvement / Follow-up
	Quantitative	Qualitative	
Enhancing students' religious and spiritual development	One full-time pastoral care worker was employed to organize religious activities	Meaningful religious activities, including church visits, hunger meal, KATSO camps were organized to enrich students' religious and spiritual experiences	The arrangement would be maintained to foster the religious atmosphere of the school and provide religious immersion for the students.

Financial Report of Learning Support Grant (2024 – 2025)

Expected Income	Amount (\$)	Expenditure	Amount (\$)
Learning Support Grant (LSG) from EDB	560,560.00	Salary of counsellors (with MPF)	503,390.32
Balance b/f as at 1.9.2024	122,498.95	After school tutorial	21,050.00
Total	683,058.95	Social skill training	/
		Others	10,210.00
		Total	534,650.32

Valtorta College
Report on the Use of Promotion of Reading Grant (2024-2025)

Part 1: Evaluation of the Effectiveness

The major objectives for the Promotion of Reading Grant in 2024-2025 are:

1. To motivate students to read more e-books
2. To cultivate a reading culture among F.1 students through an Extensive Reading Programme
3. To cultivate reading habits among students through organizing reading activities and talks

Evaluation of the Strategies adopted:

1. To motivate students to read more e-books

The reading platform English Builder was purchased for the 2024-2025 academic year to motivate students to read more extensively, including both fiction and non-fiction books. Students were provided with a great variety of texts to read, as well as interactive activities and questions to answer as follow-up tasks. Around 9 junior form students were awarded by the English Builder platform for their outstanding performances.

2. To cultivate a reading culture among F.1 students through an Extensive Reading Programme

The Chinese Department purchased Chinese fiction books titled “一米四八” for the incoming F.1 students who will read the book together and complete a book report presentation in class. This initiative aims to foster a love for reading and enhance cultural understanding among incoming F.1 students by engaging them in a shared literary experience.

3. To cultivate reading habits among students through organizing reading activities and talks

Life-wide Reading Week 2024-2025, themed ‘Authors in Hong Kong 香港. 作. 家’, was held in December 2024. Two famous Chinese authors (譚劍 and 陳浩基) were invited to give a talk to our students, which they found very inspiring and educational. In addition, a series of reading activities (e.g. book cover design competitions, book report competition, book sharing during cycle assembly and reading periods) were organized to cultivate students’ reading habits. Prizes were prepared to reward students with outstanding performances and participation.

Part 2: Financial Report

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books	40,000	
	• Books		19,833
	• E-books (English Builder)		33,000
2.	Extensive Reading Programme (Chinese Department)	15,000	6,825
3.	Reading Activities	10,000	
	• Hiring writers and professional storytellers to conduct talks		5,000
	• Prizes and awards of reading activities		5,997.42
	Total:	65,000	70,655.42

School-based After-school Learning and Support Programmes 2024/2025

School-based Grant - Programme Report

Name of School: Valtorta College

Project Coordinator: Yuen Ka Po

Contact Telephone No.: 26560017

A. The number of students (count by heads) benefitted under this programme is 143
(including A. 14 CSSA recipients, B. 125 SFAS full- grant recipients and C. 4 under school's discretionary quota).

B. Information on Activities under the Programme

*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						
1) ERE-愛與生命活動	2	19	0	100%	Whole Year	630	Participation and Performance	The Caritas	Students learned and reflected more on Life and Love through the talk and sharing, which helped them acquire the life meaning and purpose.
2) 資助學生出席 Robofest機械人大賽美國國際賽參賽費用	0	0	1	100%	Term 2	11,200	Participation and Performance, result of Competition	Robofest America Competition	Students joined the tour and broadened horizon, increased exposure of STEAM education and gained the experience of joining international competition.
3) 手鐘隊,手鐘班及手鈴隊	0	2	0	100%	Whole year	1,700	Participation and Performance	External coach	Students learned the skills in playing instruments and also developed a healthy lifestyle with music exposure.
4) ERE-F.4 Service Learning Program	4	19	0	100%	Term 1	10,695	Participation and Performance	The Boys' and GIRLS' Clubs Association of Hong Kong	Students acquired the knowledge, skills and attitude to serve. They served in the process and acquired the meaning and actualized the Catholic Core Values.
5) 學生福音營	0	2	0	100%	Term 2	600	Participation and Performance	NA	Students participated in the activities and have faith deepened and understanding of the faith increased.

6) 女子籃球	0	1	0	100%	Whole year	3,520	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
7) 男子籃球	0	4	0	100%	Whole year	2,332	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
8) 羽毛球	0	20	0	100%	Whole year	4,913	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
9) 女子排球	0	7	0	100%	Whole year	19,223	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
10) 疊杯班	0	3	0	100%	Whole year	1,377	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
11) 室內賽艇隊	0	1	0	100%	Whole year	459	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
12) 花式跳繩	1	2	0	100%	Whole year	4,458	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
13) 中文辯論隊 訓練	2	5	0	100%	Whole year	1,198	Participation and Performance	External coach	Students mastered the skills in debating and organized ideas logically. They were able to speak confidently on stage.
14) 中文書法班	0	4	0	100%	Whole year	2,750	Participation and Performance	External coach	Students learned the calligraphy, and learned more on Chinese culture, also cultivated a lifelong habit to stay calm and stable.
15) 2024-25年度 校際室內賽艇 比賽	0	7	0	100%	Term 2	700	Participation and Performance	External coach	Students learned skills in sports games and cultivated sportsmanship and team spirit.
16) Prefect Camp	2	11	0	100%	Term 2	1,079	Participation and Performance	NA	Students joined the camp with unity and sense of belonging increased, leadership skills enhanced.
17) 信仰活動體驗 活動	1	5	0	100%	Term 2	360	Participation and Performance	NA	Students participated in the activities and have faith deepened and understanding of the faith increased.
18) Study tour to Sydney, Australia	0	3	3	100%	Term 2	53,460	Participation and Performance	NA	Students joined the tour and broadened horizon, practiced the use of English and learned more on the culture of difficult countries.
19) 信仰生活體驗 營-鹽田梓	1	5	0	100%	Term 2	810	Participation and Performance	The Salt and Light Preservation Centre	Students participated in the activities and have faith deepened and understanding of the faith increased.

20) 信仰小團體幹事燒烤聯誼活動	1	5	0	100%	Term 2	218.5	Participation and Performance	NA	Students participated in the gathering, organized group activity. This improved team spirit and unity.
Total no. of activities: 20									
@No. of man-times	14	125	4		Total Expenses	121,682.5			
**Total no. of man-times	143								

Note: * Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, 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), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills	✓					
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community	✓					
q) Your overall view on students’ community involvement	✓					

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☒ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☒ eligible students unwilling to join the programmes;
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Students and parents express satisfaction with the diverse range of activities and services offered. These organized activities support students' growth in spiritual, academic, physical, aesthetic, and musical areas. They expand students' perspectives and offer additional learning experiences, which are advantageous for establishing future goals and career paths. They were delighted to have the Tour to Sydney, where students can broaden the horizons, practise English and also get exposed to different culture through the experience.

Valtorta College

Evaluation Report on the Use of Diversity Learning Grant for the 2024/25 School Year

Programme Title	Objective	Target (No./level/selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
Enrichment Class in Economics	To provide targeted tutoring in Economics to enhance students' understanding and performance in the subject	25 students from Form 4 and Form 5, selected based on their academic performance and interest in improving their Economics skills	Whole year	10 tutoring sessions and a final assessment to measure improvement	Students showed more confidence in the subject after the tutoring sessions	\$6,450
Enrichment Class in Chemistry	To enhance students' understanding of Chemistry through personalized tutoring sessions	40 students from Form 5, selected based on their academic needs in Chemistry	Post Exam Period	Regular tutoring sessions	Students showed more confidence in the subject after the tutoring sessions	\$4,800
After School Tutorial Class	To provide specialized tutoring to enhance students' overall academic performance. Subjects offered included Mathematics, Physics, Chemistry, Chinese History, Economics, BAFS, and ICT	Students from Form 6, selected based on their specific needs and interest in receiving extra assistance	Term 1	11 tutoring sessions	Students showed more confidence in the subject after the tutoring sessions	\$10,400

Programme Title	Objective	Target (No./level/selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
HKFP Pioneers Leadership Training Program by HKOSU	To cultivate leadership skills among students, enhancing their ability to engage in community service and school activities	2 students from Form 5, selected based on their leadership potential and involvement in school activities.	Summer	Completion of the leadership training program, along with a community service project presentation.	Students displayed a widened exposure and greater self-confidence and readiness to engage in community service	\$440
PolyU FENG Summer Programme 2025	To provide students with exposure to advanced concepts in engineering through hands-on projects and workshops	12 students from Form 5 with a strong interest in engineering and science.	2 days in July 2025	Participation in workshops and completion of a capstone project.	Students displayed a widened exposure and deepened understanding of engineering	\$1,200
Summer Enhancement Class	To provide an enriching learning experience that fosters academic growth and confidence in students identified as having potential	40 students from Forms 4 to 6, selected based on their potential to excel in academics	Post Exam Period	A series of 11 targeted tutoring sessions aimed at building foundational knowledge and skills across key subjects.	Students showed greater confidence and motivation in attaining better academic performance	\$13,100

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

請學校透過「高效資訊傳遞系統 - 學校通訊模組 (FITS - SMM)」採用可攜式文件檔(.pdf)格式呈交本報告。如有查詢，請聯絡教育局非華語學生支援及教育統籌委員會事務組（第2組）：

香港島及新界東區學校：3509 8573

九龍區學校：3509 8572

新界西學校：3509 8569

（學校請於 2025 年 11 月 28 日或之前提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生¹的普通中學²

**加強支援非華語學生的中文學與教
額外撥款
2024/25 學年學校報告（普通中學適用）**

學校註冊編號：114120 (6 位數 SCRNR)

學校名稱：恩主教書院

學校電話號碼：26560017

學校傳真號碼：26546224

總統籌人員姓名：何世昌

總統籌人員職位：☒ 副校長 ☐ 中文科主任 ☐ 中文科任教師

☐ 其他（請說明）：_____

按教育局通告第 8/2020 號，本校在 2024/25 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

☐ 請在適當的方格內加上「√」號

(一) 整體規劃

(1) 評估非華語學生的中文學習需要

本校於 2024/25 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	☐ 已採用教育局為學校提供的《評估工具》。 ☒ 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： ☒ 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 ☐ 本校已採用校本評估方法，評估非華語學生的中文學習表現。 ☐ 其他（請說明）：_____
(b)	☐ 已實施教育局為學校提供的「學習架構」。 ☒ 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： ☒ 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 ☐ 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 ☐ 其他（請說明）：_____

(2) 安排非華語學生考取合適的中國語文資歷

於 2024/25 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試			0
(b)	香港中學文憑考試應用學習中文（非華語學生適用）			0
(c)	非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試	0	0	0

☐ 請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (3) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2024/25 學年獲提供的額外撥款 ☐ A ☒ 159,041 元 / ☐ 331,453 元，以及 2023/24 學年額外撥款累積餘額³（如適用） ☐ B 45,793.64 元（請注意：此項資料必須與(i)本額外撥款 2023/24 學年學校報告和(ii)學校經審核的周年帳目的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施			運用 額外撥款	整合 其他資源 ⁴
(a)	☒	聘請額外員工 ⁵ （請於第(4)(a)項提供補充資料）		
	☒	教學助理 (1) 名	\$ 157,500.00	☒
	☐	不同種族的助理 () 名	\$	
	☐	教師 () 名	\$	
請以小數表示（如適用）				
備註（如適用）：				
(b)	☐	購買促進非華語學生學習中文的教學資源 （請於第(4)(b)項提供補充資料）	\$	
(c)	☐	僱用專業服務（請於第(4)(a)項及／或第(4)(c)項提供補充資料）		
		翻譯／傳譯服務	\$	
		校外導師／機構舉辦課後中文學習班	\$	
(d)	☐	舉辦推廣共融校園活動／提高多元文化及宗教敏感度的活動及／或提供相關服務 （請於第(4)(c)項提供補充資料）	\$	
(e)	☐	其他（請說明）：	\$	
運用額外撥款總支出 ☐ C [(a) + (b) + (c) + (d) + (e)]			\$ 157,500.00	
（請注意：運用額外撥款總支出 ☐ C 應小於或等於 ☐ A 及 ☐ B 的總和）				

³ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁴ 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁵ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(3)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75%用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

☐ 請在適當的方格內加上「√」號

(f) 只供資助學校、直資學校及按位津貼學校填寫

2024/25 學年完結時，本校的額外撥款累積結餘為 **[D]** 47,334.64 元
[A] + [B] - [C]，累積結餘佔 2024/25 學年額外撥款的百分比為
29.8 % $[\text{D}] \div [\text{A}] \times 100\%$ 。

只供官立學校填寫

2024/25 財政年度完結時，因超出累積餘款上限而予以取消的餘款
為 **[E]** 元（如適用）。因此，2024/25 學年完結時，本校的額外撥
款累積結餘為 **[F]** 元 $[\text{A}] + [\text{B}] - [\text{C}] - [\text{E}]$ ，累積結餘佔 2024/25
學年額外撥款的百分比為 % $[\text{F}] \div [\text{A}] \times 100\%$ 。

只供額外撥款的餘額 **[D]** / **[F]** 累積至高水平（70%或以上）的學校填寫

2024/25 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改
善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因：

(ii) 改善建議／下學年運用額外撥款餘款的計劃：

(4) 本校於 2024/25 學年的校本支援措施詳情如下：

(a)	☒	提供中文科的課堂支援：（可選多於一項） ☐ 抽離學習（年級：_____） ☐ 分組／小組學習（年級：_____） ☒ 協作／支援教學（年級：F.5_____） ☐ 發展／採用校本中國語文課程及／或調適學與教材料（年級：_____） ☐ 其他（請說明：_____）（年級：_____）
	☒	提供其他學習中文的支援：（可選多於一項） ☒ 中文學習小組（年級：F.5_____） ☐ 暑期銜接課程（年級：_____） ☐ 中文銜接課程（年級：_____） ☒ 伴讀計劃（年級：F.5_____） ☐ 朋輩合作學習（年級：_____） ☐ 導讀學習（年級：_____） ☒ 其他（請說明：負責老師定期與相關同學會面，跟进該生學習進度和協助適應困難。）（年級：F.5_____）

☐ 請在適當的方格內加上「√」號

(b)	本校已購買促進非華語學生學習中文的教學資源，詳情如下： （請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等） <u>教學資源</u> (i) _____ (ii) _____
(c)	本校已舉辦共融校園／多元文化活動及／或提供相關服務，詳情如下： （請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／提高多元文化活動及宗教敏感度的活動及／或提供相關服務） (i) 舉辦推廣共融校園／多元文化活動的例子 1. 活動內容： 傳統節日活動 2. 活動內容： 中華文化同樂日 (ii) 加強與非華語學生家長的溝通和家校合作（可選多於一項） ☐ 傳譯／翻譯學校政策／學校通告／學校網頁等資訊 ☒ 與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調學好中文的重要性 ☒ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 ☐ 其他（請說明：_____）

(三) 評鑑、問責及支援

- (5) 在 2024/25 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2024/25 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

(i) 加強支援非華語學生的中文學與教（可選多於一項）

☐ 提升教學人員教授非華語學生中文專業能力

☐ 促進非華語學生的中文學習進度

☒ 提升非華語學生學習中文的信心和態度

頗有成效 ▼

☐ 其他（請說明）：_____

(ii) 建構共融校園（可選多於一項）

☐ 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度

☒ 推廣共融校園的成效

頗有成效 ▼

☒ 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解

頗有成效 ▼

☐ 其他（請說明）：_____

(6) 本校已完成以下事項：

- ☒ 本校已在 2025 年 11 月 28 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2024/25 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。本校亦已在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要（網址：<https://www.vallorta.edu.hk/Document1/Lis/document/1/27>）。現隨學校報告夾附本校的中、英文版本學校支援摘要，以供教育局備考。

- ☒ 本校 2024/25 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

校監簽署：_____

校監姓名：吳慧思女士

日期：06/10/2025

2024-25 Report on the Use of the Life-wide Learning Grant
Valtorta College

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes														
1	English - 74th Speech Festival	Oct 2023 - Dec 2023	S1-6	50	\$6,810.00	\$136.20	E1	English Language	feedback from students and teachers	✓	✓	✓			CHH
2	English - F4 Drama Appreciation	Feb 2024	S4	130	\$0.00	\$0.00	/	English Language	cancelled						CHH
3	English - Drama Competition	Sep 2023 - Mar 2024	F4-5	220	\$1,400.00	\$6.36	E1	English Language	feedback from students and teachers	✓	✓	✓			CHH
4	English - Drama Workshop	Sep 2023 - Mar 2024	F4-5	220	\$0.00	\$0.00	/	English Language	cancelled						CHH
5	Mathematics Competition	9/2024-7/2025	F.1-6	20	\$400.00	\$20.00	E1	Mathematics	No prize in the competition.	✓	✓			✓	FC
6	Visual Arts entry fee and transportation to attend exhibition, film or drama performance	9/2024-7/2025	S1-S6	22	\$0.00	\$0.00	E2	Arts (Visual Arts)	cancelled						LI,CKY
7	Arrange local stem-related events to boarden students' learning experience	1/9/2024-31/8/2025	F.1-F.5	100	\$483.80	\$4.84	E1, E2, E8	STEM	Students participated the activities	✓	✓			✓	CSM/TSM
8	Training courses for STEM competitions	1/9/2024-31/8/2025	F.1-F.5	20	\$50,660.00	\$2,533.00	E1, E2, E8	STEM	tivities actively and has sactisfactory results in c	✓				✓	CSM/TSM
9	Career Expreience Activity	1/9/2024-31/8/2025	F.1-F.6	650	\$70,200.00	\$108.00	E1, E2, E6	CLP	Feedback from students and teachers	✓	✓		✓	✓	PF
10	辯論隊訓練	Whole Year	F.1 - F.6	27	\$14,500.00	\$537.04	E5	Chinese Society	Students participated the activities	✓	✓				CO
11	中文學會興趣班 寫作 / 書法	Whole Year	F.1 - F.3	15	\$4,565.00	\$304.33	E5	Chinese Society	Students participated the activities	✓	✓				CO
12	普通話朗誦訓練	1/10-30/11/2024	c	17	\$7,200.00	\$423.53	E5	Putonghua	Students participated the activities actively and		✓	✓			WT
13	中一及中四歷奇活動	上學期ELD 及 下學期ELD	F.1, F.4	220	\$108,124.00	\$491.47	E1, E2	Guidance	Teachers' observations: Students	✓	✓	✓			CY, KM
14	Service Learning Program	Whole Year	F.4	110	\$36,905.00	\$335.50	E1, E2, E6	ERE	Student's performance is good.	✓	✓		✓	✓	SW, LF, LP, WL
15	Love and Life Education	Whole Year	F.3, F.6	300	\$10,450.00	\$34.83	E1, E2	ERE	Student's performance is good.	✓	✓				LF, LP, GW
16	Music Competitions	Whole Year	F.1 - F.6	100	\$20,375.00	\$203.75	E1, E2, E3, E5	Music	Students achieved excellent resu	✓	✓	✓	✓	✓	SL
17	Instrument Class	Whole Year	F.1 - F.6	160	\$115,533.00	\$722.08	E5	Music	Student's performance is good.	✓	✓	✓		✓	SL
18	PE - Lessons outside school 校外上課: 高爾夫球、保齡球、網球、壁球、足球...	Sep 2023 - May 2024	F.1-6	650	\$21,040.00	\$32.37	E1	PE	Students enjoy the activities	✓	✓	✓			YA
19	PE - Sports Promotion 運動推廣活動	Sep 2023 - May 2024	F.1-6	650	\$0.00	\$0.00	E1	PE	cancelled						YA
20	PE - Application fee 非學會的體育課外活動報名費、運動員證費用等	Sep 2023 - May 2024	F.1-6	300	\$11,154.00	\$37.18	E1	PE	Student's performance is good.	✓	✓	✓			YA
21	PE - Subsidies for students 學生參與體育運動訓練及比賽津貼	Sep 2023 - May 2024	F.1-6	30	\$7,870.00	\$262.33	E6	PE	Student's performance is good.	✓	✓	✓			YA
22	PE - Sports Days 運動會租場、獎牌及其他用品	Sep 2023 - May 2024	F.1-6	650	\$21,428.68	\$32.97	E1	PE	Students enjoy the activities	✓	✓	✓			YA
23	PE Week 體育周獎品、體育營租場及其他用品	Sep 2023 - May 2024	F.1-6	650	\$12,073.87	\$18.58	E1	PE	Student's performance is good.	✓	✓	✓			YA
24	Prefect Camp	Jul-24	S2-S6	60	\$21,420.73	\$357.01	E1 E2	Discipline Team	Student's performance is good.	✓			✓	✓	CN
25	New Prefect Orientation Day	Nov 2023 - Feb 2024	S2-S4	60	\$0.00	\$0.00	E1	Discipline Team	cancelled						CN
26	House Activities	1/9/2024-31/8/2025	F.1-F.6	650	\$8,930.19	\$13.74	E1	CAC	Teacher's observation; Students' performance	✓		✓	✓	✓	AC
27	Clubs & Societies Activities	1/9/2024-31/8/2025	F.1-F.6	650	\$387,388.17	\$595.98	E1 E5	CAC	Teacher's observation; Students' performance	✓	✓	✓	✓	✓	AC

28	Arts Promotion Activities	1/9/2024-31/8/2025	F.1-F.6	650	\$3,852.87	\$5.93	E1 E2 E5	CAC	Teacher's observation; Students' performance	✓	✓	✓	✓	✓	AC
29	CAC-Open Day Promotion	1/9/2024-31/8/2025	F.1-F.6	650	\$11,747.59	\$18.07	E1	CAC	Teacher's observation; Students' performance	✓	✓	✓	✓	✓	AC
30	Picnic - Lunch Fee Admission Fee for Teachers in Camp Site of School Picnic	1/9/2024-31/8/2025	F.1-F.6	650	\$0.00	\$0.00	E1, E2, E5	CAC	cancelled						AC
31	Lifewide learning Program & materials. e.g. Experiential learning days, Post exam activities, Special program, etc.	1/9/2024-31/8/2025	F.1-F.6	650	\$12,275.61	\$18.89	E1, E2, E5	CAC	Diverse activities were organized. Teacher's observation; Students' performance	✓	✓	✓	✓	✓	AC
32	Leadership Training Program	Jun-25	F.1-F.6	60	\$26,984.57	\$449.74	E1, E2	CAC	Teacher's observation; Students' potential in organizing and leadership skills developed throughout the year. Students' response was encouraging.	✓	✓	✓	✓	✓	AC
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				9,391	\$993,772.08										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	公民科內地考察團	8/5/2025-9/5/2025	F.5	116	\$3,087.00	\$26.61	E4	Moral, Civic and National Education	Teacher's observation; Students' performance	✓	✓	✓		✓	KL
2	中三內地考察團 - 珠海航空科技探索之旅 - 深圳生命科學及自然地貌探索之旅	8/5/2025	F.3	121	\$14,481.00	\$119.68	E2, E3, E4	Moral, Civic and National Education	Teacher's observation; Students' performance	✓	✓	✓		✓	NG
3	Study tour to Sydney, Australia	25/6/2025-5/7/2025	F.3-5	20	\$98,184.50	\$4,909.23	E3, E4	English Language	Teacher's observation; Students' performance; Evaluation Form	✓	✓			✓	ML
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				257	\$115,752.50										
Expenses for Category 1				9,648	\$1,109,524.58										

Note1: In response to the latest educational development and students’ needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,109,524.58

Category 3: Number of Student Beneficiaries

Total number of students in the school:	700
Number of student beneficiaries:	700
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Chu Kin Yu
Post of Contact Person for LWL:	SGM

* Input using the following codes; more than one code can be used for each item.			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

姊妹學校交流報告書

24 / 25 學年

學校名稱：	恩主教書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	陳麗芬 張澤毅

本學年已與以下內地姊妹學校進行交流活動：	
1.	首都師範大學第二附屬中學
2.	廣州實驗中學
3.	上海市西南模範中學
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☑ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
D1	☒	探訪/考察	E1	☒	增進對內地的認識和了解
D2	☐	觀課/評課	E2	☒	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課	E3	☐	建立學習社群/推行教研
D4	☒	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☒	提升教學成效
D6	☐	專業發展日	E6	☒	擴闊視野
D7	☐	其他(請註明):	E7	☒	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☒ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☒	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☒	提升自理能力/促進個人成長
G8	☒	其他(請註明): 早會分享瞭解友校	H8	☒	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
J1	☐	參觀學校	K1	☒	增進對內地的認識和了解
J2	☐	家長座談會	K2	☒	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☒	擴闊視野
J4	☒	其他(請註明): 在校網校刊內向家長介紹	K4	☐	加強家校合作
			K5	☒	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☒ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下：

編號	☐	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☒	問卷調查
M4	☒	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☐	報告
M8	☐	其他(請註明):

全年財政報告：

編號	☐	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$ 183,833
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$
N3	☐	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	☐	視像交流設備及其他電腦設備的費用	HK\$
N5	☐	交流物資費用	HK\$ 360.11
N6	☐	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	☐	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	☐	其他(請註明):	HK\$
N9	☒	學年總開支	HK\$ 184,193.11
N10	☐	沒有任何開支	不適用

反思及跟進：(見備註)		
編號	☒	內容
O1	☒	有關交流活動的層面 <i>[如適用，請註明]</i> 本次交流良好，但可能佔用姊妹學校太多時間，可以考慮減省一些。
O2	☐	有關交流活動的形式/內容 <i>[如適用，請註明]</i>
O3	☒	有關交流活動的時間安排 <i>[如適用，請註明]</i> 7月天氣雖然較熱，但在安排室內景點之下，行程亦相當順利。
O4	☐	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	☐	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_____人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	26 人次
P3	☒	本校學生參與交流的總人次	700 總人次 (全校學生皆有參與分享環節，了解姊妹學校詳情。)
P4	☒	本校教師參與交流的總人次	65 總人次 (全校教師皆有參與分享環節，了解姊妹學校詳情。)
P5	☒	本校學校管理人員參與交流的總人次	3 總人次

備註： 本校今年第三次探訪北京首都師範大學第二附屬中學，能夠在 2025 年 6 月 26-30 日，組織師生實地親身參訪首都北京以及我們的姊妹學校，進行學習，實在要非常感謝教育局、學校管理層、帶隊老師的支持，以及學生的積極參與。 同時，本校亦與我們廣州的姊妹學校保持線上聯繫，廣州實驗中學的負責老師尹佳老師，亦透過線上雲端，為我們身處恩主教書院禮堂的香港學生，介紹廣州的校園生活，以及學校特色，如校園文化、生活起居等。 期望在將來能夠延續姊妹學校交流計劃所建立的關係，在良好的基礎上，進一步拓展姊妹學校的聯繫，讓學生能夠擴闊視野，透過對進一步內地的認識和了解，增加對國家的歸屬感和國民身份認同。
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2024-2025學年 學生活動支援津貼 運用報告
恩主教書院

(一) 財務概況

A	本學年獲發撥款：	\$110,500.00
B	本學年總開支：	\$110,500.00
C	須退還教育局餘款（A - B）：	\$0.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	19	\$5,123.00
學校書簿津貼計劃 - 全額津貼	150	\$103,585.00
校本評定有經濟需要	4	\$1,792.00 (上限為全學年津貼金額的25%)
總計	173	\$110,500.00

[註：此項應等於 (一) B 「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	中一歷奇日	價值觀教育	5	\$75.00		✓	✓		
2	女子排球隊	體育	7	\$2,800.00			✓		✓
3	女子丙組羽毛球隊	體育	3	\$1,200.00			✓		✓
4	傑出公民學生獎勵計劃報名費	德育、公民及國民教育	1	\$200.00		✓			✓
5	菁英盃作文比賽報名費	中文	2	\$310.00	✓	✓		✓	✓
6	競技疊杯訓練班	體育	3	\$600.00		✓	✓		✓
7	舞蹈學會	藝術 (其他)	1	\$2,155.00			✓	✓	✓
8	室內賽艇隊	體育	1	\$200.00			✓		✓
9	乒乓球隊	體育	1	\$263.00			✓		✓
10	花式跳繩隊	體育	3	\$600.00			✓		✓
11	男子丙組羽毛球隊	體育	3	\$2,000.00			✓		✓
12	男子甲乙組羽毛球隊	體育	1	\$137.00			✓		✓

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關 的經驗
13	2025全港競技疊杯運動公開賽	體育	4	\$720.00			✓		✓
14	女籃、女排訓練營	體育	8	\$2,880.00			✓		✓
15	結他班(高班)	藝術 (音樂)	1	\$186.00			✓		✓
16	結他班(初班)	藝術 (音樂)	5	\$405.00			✓		✓
17	結他班(中班)	藝術 (音樂)	2	\$448.00			✓		✓
18	結他隊	藝術 (音樂)	1	\$160.00			✓		✓
19	手鐘隊	藝術 (音樂)	2	\$2,438.00			✓		✓
20	手鈴隊	藝術 (音樂)	1	\$493.00			✓		✓
21	弦樂團	藝術 (音樂)	2	\$242.00			✓		✓
22	管樂團	藝術 (音樂)	3	\$423.00			✓		✓
23	管弦樂團	藝術 (音樂)	3	\$243.00			✓		✓
24	色士風	藝術 (音樂)	2	\$846.00			✓		✓
25	敲擊	藝術 (音樂)	2	\$666.00			✓		✓
26	長笛(初班)	藝術 (音樂)	2	\$846.00			✓		✓
27	長笛(中-高班)	藝術 (音樂)	1	\$423.00			✓		✓
28	小提琴(中-高班)	藝術 (音樂)	1	\$280.00			✓		✓
29	中提琴	藝術 (音樂)	1	\$282.00			✓		✓
30	中樂團	藝術 (音樂)	2	\$316.00			✓		✓
31	二胡	藝術 (音樂)	3	\$1,320.00			✓		✓
32	笛子	藝術 (音樂)	1	\$282.00			✓		✓
33	琵琶	藝術 (音樂)	1	\$423.00			✓		✓
34	Art Talent Class	藝術 (視藝)	7	\$1,400.00			✓		✓
35	Flow with Ink	藝術 (視藝)	2	\$770.00			✓		✓
36	中文辯論隊訓練	中文	7	\$6,684.00	✓	✓			✓
37	Leadership Training	領袖訓練	11	\$4,510.00	✓	✓	✓	✓	✓
38	中二全級參觀故宮	德育、公民及國民教育	37	\$1,036.00	✓	✓		✓	✓
(如空間不足，請於上方插入新行。)									
第1項總開支			143	\$39,262.00					
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關 的經驗
1	Robofest機械人大賽美國國際賽參賽費用	跨學科 (STEM)	1	\$11,200.00	✓	✓		✓	✓
2	深圳生命科學及自然地地貌探索之旅	藝術 (其他)	12	\$2,150.00	✓	✓		✓	✓
3	珠海航空科技探索之旅	跨學科 (其他)	25	\$4,428.00	✓	✓		✓	✓
4	Study tour to Sydney, Australia	英文	6	\$53,460.00	✓	✓	✓	✓	✓
5									
(如空間不足，請於上方插入新行。)									
第2項總開支			44	\$71,238.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1									
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			0	\$0.00					
總計			187	\$110,500.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

學生活動支援津貼聯絡人 (姓名、職位)：	YUEN KA PO (PGM)
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Valtorta College

Plans and Reports of the EDB One-off Grants

(1) Promotion of Sports Ambience and MVPA60 in Schools

1. Overview on the Use of the Grant

Year	Brief Plan	Estimated Expenditure (\$)
2023-2024	Purchase of InBody device	\$ 48,800
2024-2025	Introductory course on the correct use of gym room equipment	\$ 10,200
2025-2026	Purchase: 3 indoor rowing machines - new equipment and maintenance for gym room	\$ 42,000 \$ 24,000
2026-2027	Purchase of new equipment and maintenance for gym room	\$ 25,000
Total		\$ 150,000

2. Report on the Use of the Grant (2024-2025)

Area	Actual Expenses (\$)
1. To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	\$ 10,200
Total Expenditure:	\$ 10,200
Unspent Balance:	\$ 91,000

In addition to the regular training of various sports teams, Sports Week was organized in the 2024/25 academic year to encourage a healthy lifestyle and students' active participation in sports. Students showed positive response to the sports activities throughout the year, and the related expenditure was covered by other sources of funding.

Valtorta College

Plans and Reports of the EDB One-off Grants

(2) Parent Education

1. Overview on the Use of the Grant

Year	Brief Plan	Estimated Expenditure (\$)
2024-2025	(i) Professional support from the service provider to establish a positive class ethos through revamping F.1 Orientation Programme and parents' meetings	\$50,000
2025-2026	(i) Professional support from the service provider to enhance teachers' capacity in building a positive class ethos in junior forms and strengthening home-school co-operation in supporting students' development	\$50,000
	(ii) Organizing activities that strengthen parenting skills and foster the well-being of families	\$50,000
2026-2027	(i) Professional support from the service provider to enhance teachers' capacity in building a positive class ethos in senior forms and strengthening home-school co-operation in supporting students' development	\$50,000
Total		\$200,000

2. Report on the Use of the Grant (2024-2025)

Area	Actual Expenses (\$)
<u>Revamping the F.1 Orientation Programme</u> The Orientation Day for F.1 have been revamped with more interactions among parents and students. Parents showed positive response to the programme, which enabled them to understand their role in supporting their children to adapt to secondary school life.	\$ 49,900
Total Expenditure:	\$ 49,900
Unspent Balance:	\$ 150,100

Valtorta College

Plans and Reports of the EDB One-off Grants

(3) 推廣中華文化體驗活動

1. Overview on the Use of the Grant

年度	計劃	預計支出 (\$)
2024-2025	(i) 中華文化日 - 設置中華文化攤位及中國傳統表演 (ii) 遊學團 - 辦內地遊學團	\$ 140,000
2025-2026	(i) 傳統文化活動	\$ 20,000
2026-2027	(i) 中華文化日 - 設置中華文化攤位及中國傳統表演 (ii) 遊學團 - 辦內地遊學團	\$ 140,000
總金額		\$ 300,000

2. Report on the Use of the Grant (2024-2025)

範疇	實際支出 (\$)
1. <u>武漢文化及生涯規劃遊學團</u> 目的：為讓學生對中國文化歷史有更切身的體會，加深他們對國家的認識和感情，亦能對內地高等教育有更深入的了解。 資助同學參與中文科與公民科和生涯規劃組合辦的武漢遊學團，除參觀當地文化與文學相關地標景點如赤壁古戰場、黃鶴樓等，亦參訪了武漢大學，與在學大學生交流。	\$119,575
2. <u>校園集古村活動</u> 目的：讓學生親身體驗中國傳統手工藝，從樂趣中理解傳統文化的承傳和價值，並作反思。 與普通話科合辦，於學校體驗學習日舉辦集古村活動，當中包括不同類型的中國傳統文化攤位體驗，如紮染、鐵藝、傳統華服和風鈴製作等。也有中國傳統戲法表演。同學須在事後完成中文科或普通話科的跟進習作，反思所得。	\$45,400
3. <u>翰墨飄香迎春送福活動</u> 目的：讓同學認識傳統春節的揮春文化，也能親身體驗寫揮春互相祝福，共享萬家同樂的愉悅氣氛。 邀請本港著名書法家潘炳鴻先生在春節前為師生書寫創意書法作品，也備有揮春紙等讓同學寫揮春互相祝福。	\$2,500
總開支金額 (HK\$) :	\$167,475
津貼餘款 (HK\$) :	\$132,525

Valtorta College

Plans and Reports of the EDB One-off Grants

(4) Promotion of Self-directed Language Learning (English Language)

1. Overview on the Use of the Grant

Year	Brief Plan	Estimated Expenditure (\$)
2025-2026	(i) Professional support from a service provider in developing a curriculum in F.1 that fosters self-regulated learning	\$120,000
	(ii) AI software for self-regulated learning	\$30,000
2026-2027	(i) Professional support from a service provider in developing a curriculum in F.2-3 that fosters self-regulated learning	\$50,000
Total		\$200,000

(5) Promotion of Self-directed Language Learning (Putonghua)

1. Overview on the Use of the Grant

年度	計劃	預計支出 (\$)
2025-2026	(i) 聘請普通話導師，支援學生的語文學習 (朗誦訓練)	\$10,000
	(ii) 舉辦普通話中華文化工作坊	\$30,000
	(iii) 向專業組織購買學與教相關的服務	\$30,000
	(iv) 舉辦普通話活動	\$30,000
2026-2027	(i) 聘請普通話導師，支援學生的語文學習	\$15,000
	(ii) 向專業組織購買學與教相關的服務	\$35,000
	(iii) 舉辦普通話活動	\$50,000
總金額		\$200,000

Annex 1

To: Permanent Secretary for Education

(Attn: Home-School Co-operation and Parent Education Section, Special Education Division)

Address: Home-School Co-operation and Parent Education Section

Room W215, 2/F, West Block, Education Bureau Kowloon Tong Education

Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2391 0470

[Please complete and return this report to the Home-School Co-operation and Parent Education Section of EDB on or before 30 September 2025.]

Report on the Use of the “One-off Grant for Mental Health of Parents and Students”

1. Our school/ PTA has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	10,400
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	9,600
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	/
v.	Others (please specify): _____	/
	Total Expenditure	20,000
	Unspent Balance	0

2. As at 31 August 2025, the Grant

☒ has been fully spent.

☐ has an unspent balance of \$ _____ which will be returned to EDB.

[Applicable to aided and caput schools]

☐ has an unspent balance of \$ _____ which will be returned to the Home-School Co-operation and Parent Education Section of EDB by crossed cheque payable to the “HKSAR Government”. **[Applicable to government and DSS schools]**

(Please put a “✓” in the appropriate box)

3. Declaration

This is to certify that:

- (i) Our school/ PTA has observed the principles and ambit set out in EDBCM No. 217/2023, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the Grant and other relevant grants and subsidies. All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school;
- (ii) Our school/ PTA has kept a separate ledger account to properly record all the income and expenditure of the Grant. All expenditure items are supported with documentary proof. All the financial records, books of accounts, receipts, payment vouchers and invoices will be kept for at least 7 years by our school for accounting and auditing purposes;
- (iii) Our school/ PTA will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of the 2024/25 school year, in which the total income and expenditure of the Grant will be recorded. In case of any discrepancy between this Report and the annual audited accounts, we will notify EDB as soon as possible for follow-up actions; and
- (iv) The information provided in this Report is true and accurate. We understand that EDB has the right to request the school to provide documentary proof of the expenditure for auditing and inspection purposes. The school is required to return the disbursed amounts that do not belong to the subsidised items of the Grant to EDB.



Name of School(Chinese)* : 恩主教書院

Name of School(English)* : Valtorta College

School No. & Location No. :

(Format : xxxxxx-0001)

114120 - 0001

Signature of Supervisor :

Name of Supervisor :

Ms. Woo Nam See, Alice

Signature of Chairperson of the PTA :

Name of Chairperson of the PTA :

Ms. Chan Yung Ha

Date :

19-9-2025

* Must be identical to the name shown on the school chop

FAXED

DATE: 15 SEP 2025

附件一

致：教育局常任秘書長

(經辦人：特殊教育分部教育心理服務(九龍一)組)

地址：九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 2 樓 W201
教育心理服務(九龍一)組

傳真：2715 8056

[請於2025年9月30日或以前填妥本報告並交回教育局教育心理服務(九龍一)組]

「校園·好精神一筆過津貼」運用報告

1. 本校已運用「校園·好精神一筆過津貼」作以下用途：

	範疇	實際開支金額(\$)
i.	舉辦與提升學生及教師精神健康相關之活動及計劃	26871.15
ii.	提供與提升學生及教師精神健康相關的支援服務	0
iii.	設計及製作校本精神健康相關的教學資源	0
iv.	購買提升學生及教師精神健康所需的物品、家具及設備	33128.85
v.	其他(請註明)： _____	
	總開支金額	60000
	津貼餘款	0

2. 截至2025年8月31日為止，「校園·好精神一筆過津貼」

☒ 已全數用完。☐ 尚有餘款，須退回教育局的款額 _____ 元。[資助、按位津貼及直資學校適用]☐ 尚有餘款 _____ 元，將予以取消。[官立學校適用]

(請於適當空格內加上「✓」號)

附件一（續）

3. 聲明

茲證明：

- (i) 本校已遵守教育局通函第216/2023號所述的使用原則和範圍，以及教育局不時發出的有關指引、通告及信件內的各項規定使用相關津貼和撥款。所有開支均符合有關津貼的使用原則和用途，並符合適用於本校類別的財務管理指引、採購程序通告和指引；
- (ii) 本校已備存獨立的帳目，妥善記錄「校園・好精神一筆過津貼」的收支項目。所有支出項目均具備單據證明，所有活動的財務紀錄、帳簿、收據、支款憑單及發票等會由學校保存至少7年，以作會計及審核用途；
- (iii) 本校會在2024/25學年完結後的規定期內，向教育局呈交經審核周年帳目報告（如適用），報告內會記錄津貼的總收支。如經審核周年帳目所述的實際餘款與上述的不符，學校會盡快通知教育局跟進；及
- (iv) 本報告提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明作查核之用。學校須退回不屬於「校園・好精神一筆過津貼」的資助項目款項予教育局。



* 須與印章一致

學校中文全名*：

天主教書院

學校英文全名*：

VALTORTA COLLEGE

學校編號及校址編號：

(格式：xxxxxx-0001)

114150 - 0001

校監簽署：

校監姓名：

日期：

吳慧恩

1.9.2025

致： 教育局常任秘書長

(經辦人：課程發展處公民與社會發展組)

地址： 香港灣仔皇后大道東 213 號胡忠大廈 13 樓公民與社會發展組

傳真： 2573 5299 / 2575 4318

[請於 2025 年 9 月 30 日或以前填妥本報告並交回教育局公民與社會發展組]

「公民與社會發展科津貼」運用報告 (更新版)

1. 本校已運用「公民與社會發展科津貼」(「公民科津貼」)作以下用途：

範疇	實際開支金額 (\$)
i. 發展或採購相關的學與教資源	12240.4
ii. 資助學生及／或教師前往內地，參加與公民科課程相關的教學交流或考察活動	75975.6
iii. 舉辦與公民科課程相關的校本學習活動	198,344
iv. 舉辦或資助學生參加與公民科課程相關在本地或在內地舉行的聯校／跨課程活動	13,440
v. 其他 (請註明):	
總開支金額	300,000
津貼餘款	✓

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

☒ 已全數用完

☐ 尚有餘款，須退回教育局的款額 _____ 元。

☐ 尚有餘款 _____ 元，將予以取消。[官立學校適用]

(請於適當空格內加上「✓」號)

3. 聲明

茲證明：

- i. 本校已遵守教育局通函第 83/2021 及 174/2023 號所述的運用原則和使用範圍，以及教育局不時發出的有關指引、通告及信件內的各項規定使用相關津貼和撥款。所有開支均符合有關津貼的使用原則和用途，並符合適用於本校類別的財務管理指引、採購程序通告和指引；
- ii. 所有支出項目均具備單據證明，所有活動的財務紀錄和單據已妥善按會計程序處理及存檔，以備教育局查核；
- iii. 本校會在 2024/25 學年完結後的規定期內，向教育局呈交經審核的周年帳目報告（如適用），報告內會記錄津貼的總收支；
- iv. 本報告提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明作查核之用。學校須退回不屬於「公民科津貼」的資助項目的款項予教育局。



校監／校長*簽署：

校監／校長*姓名：

學校名稱：

聯絡電話：

日期：

[Handwritten Signature]

黃菱茵

恩主教書院

26560017

2-9-2025

* 請刪去不適用者