

2021-2025 CS Grant
Citizenship and Social Development

2024-2025 Report of the use of Citizenship and Social Development Grant (a one-off grant of \$300 000)

2024/2025:\$287,857.65

	Area	Expected Expenses		Expenses	Evaluation
			2024/25	2024/25	
(i)	Developing or procuring relevant learning and teaching resources		\$25 000	69,687.26	With reference to the CSD teaching materials prepared by EDB, school-based teaching materials and textbooks were used.
	● multimedia and e-learning resources ● mobile applications and software ■ e.g. software for virtual reality or 3D graphics ● reference books ● journals ● magazines				The reference reading materials in both Chinese and English books, some 3D books were purchased to build up a mini reading corner, aiming to enhance students' knowledge about our country in various areas, foster a better understanding, and strengthen their sense of belonging and national identity. By providing diverse resources, students can explore different aspects of our nation's history, culture, and achievements, leading to a more well-rounded education and a deeper appreciation for their heritage. This initiative supports the educational and personal growth of students, helping them develop pride and connection to their country. Given the experience of some students facing challenges with visa applications, online tour apps were purchased to help these students participate in mainland study tour learning activities. This initiative aimed to foster their understanding of our country and allow them to explore various aspects of our nation's history, culture, and achievements. By utilizing these digital resources, students can still gain valuable insights and

					experiences, enhancing their connection to and appreciation for their national identity.
(ii)	Subsidising students and /or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum		\$12 857	44,878.00	We subsidized four NCS students to apply for visas and provided additional subsidies for two extra teachers to accompany the S5 mainland study tour. To provide more opportunities for SEN and NCS students to visit different cities in our country, two Macau tours were organized. These tours aimed to enhance their understanding of Macau's return to our country. Additionally, they offered an alternative for students who couldn't apply for a China visa, allowing them to experience a mainland study tour.
(iii)	Organising school-based learning activities relating to the CS curriculum		\$240 000	173,098.03	The school-based celebrations for the Mid-Autumn Festival and Lunar New Year were aimed at enhancing students' understanding of these traditional festivals and spreading the festive atmosphere throughout the school. This whole-school approach not only fostered a sense of community and belonging but also provided an opportunity for students to learn about and appreciate cultural traditions. Additionally, these celebrations promoted cultural exchange and inclusivity, allowing students from diverse backgrounds to share and experience each other's customs and traditions. Furthermore, board displays were used to showcase information about these festivals, further fostering students' knowledge and engagement. Workshops, DIY activities, and souvenirs were also included to make the celebrations more interactive and memorable for the students.
	● Subsidising fees and travelling expenses ■ e.g. visits to exhibitions, field trips and experiential learning camps				

				Traditional dim sum making workshop was held. It aimed to enhance students' understanding of traditional Chinese culinary arts. This activity not only fostered a sense of cultural heritage and appreciation but also provided an interactive and engaging way for students to learn about and participate in these customs. The workshop promoted cultural exchange and inclusivity, allowing students from diverse backgrounds to share and experience each other's traditions. Additionally, this activity helped to strengthen students' connection to their cultural roots and provided a memorable and educational experience. The Bridal Cake DIY workshop and the explanation of traditional wedding customs by the wedding chaperone were aimed at enhancing students' understanding of traditional marriage rituals. These activities not only fostered a sense of cultural heritage and appreciation but also provided an interactive and engaging way for students to learn about and participate in these customs. The workshop and explanations promoted cultural exchange and inclusivity, allowing students from diverse backgrounds to share and experience each other's traditions. Additionally, these activities helped to strengthen students' connection to their cultural roots and provided a memorable and educational experience. Following the school-based culture week, students had the opportunity to experience more traditional customs related to traditional Chinese weddings. This immersive experience allowed them to gain a deeper understanding of the cultural significance and rituals associated with Chinese weddings, further enriching their appreciation for their heritage.
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				The Hong Kong local tours, which included visits to historical sites such as Yau Ma Tei, Sheung Wan, PMQ, Ngong Shuen Chau Barracks, Hong Kong News-Expo, and the Hong Kong Museum of the War of Resistance and Coastal Defence, were organized to provide different experiential learning activities. Each historical site had its unique feature: Yau Ma Tei was known for its vibrant night market, Sheung Wan for its traditional herbal medicine shops, PMQ for its creative art spaces, Ngong Shuen Chau Barracks for its military history, Hong Kong News-Expo for its interactive media exhibits, and the Hong Kong Museum of the War of Resistance and Coastal Defence for its detailed wartime displays. These local tours had several advantages. They enhanced students' understanding of Hong Kong's rich history and cultural heritage, providing a hands-on learning experience that textbooks alone could not offer. The tours also fostered a sense of community and belonging among students, as they explored and appreciated the historical significance of their surroundings. Additionally, the experiential learning activities encouraged critical thinking and engagement, allowing students to connect with the material on a deeper level. Overall, these tours provided a comprehensive and immersive educational experience that enriched students' knowledge and appreciation of their local heritage.

(iv)	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland		\$10000	0	Having found no suitable joint-school cross-curricular activities, we have switched to organizing school-based learning activities.
	● Subsidising expenses ■ e.g. application fees for competitions and experiential learning, travelling and accommodation expenses				
	Total expenditure:		\$287 857	287,663.29	
	Unspent Balance:			194.36	