

# Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



**Annual School Plan  
2011 - 2012**

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## Mission Statement

Based on Buddha's teaching of relieve through mercy and compassion, the mission of the school is to implement moral and educational programmes. Thus, the school aims to nurture the all-round development of students so that they develop a positive attitude towards life and become active, responsible and contributing members of society.

## School Goals

Upholding Buddha's teaching of relieve through mercy and compassion and the school motto, 'Realizing Buddha's Nature through Mind Enlightenment', the school provides quality education for girls in New Territories West.

The school emphasizes the holistic development and encompasses ethical, intellectual, physical, aesthetic and social development of each student. To meet the different needs of society and to cope with new challenges, students are provided with opportunities to develop multiple intelligences through the school curriculum and co-curricular activities. The school aims to cultivate good citizens and bi-literate and trilingual professionals.

### Major Concern 1: Enhancing Students' Academic Performance

#### Targets

#### 1. Enhance Students' Learning Skills

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	<ul style="list-style-type: none"> <li>• <b>Academic Interflow</b></li> <li>- To arrange at least two school visits to promote academic interflow for teachers.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>• Two school visits are arranged.</li> <li>• Positive feedback from teachers concerned.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, LYW</li> </ul>	Nil
1B	<ul style="list-style-type: none"> <li>• <b>Enhance Students' Learning Skills</b></li> <li>Enable students to develop and practise study skills</li> <li>- identifying key words;</li> <li>- underlining text passages to locate main ideas; and</li> <li>- patterning notes.</li> <li>so that they can learn how to study effectively.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>• Elements included in subject documents and practised in lessons.</li> <li>• Students develop good study skills.</li> <li>• Students are aware of a repertoire of study skills (specific to subjects).</li> </ul>	<ul style="list-style-type: none"> <li>• Panel meeting reports</li> <li>• Stakeholders survey</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	TAs' help in processing survey data
1C	<ul style="list-style-type: none"> <li>• <b>Enhance Students' Self-confidence</b></li> <li>- To prepare Students' Appreciation Cards for teachers to encourage students to perform well.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>• Students are praised by gaining the Cards from their teachers.</li> <li>• Students are encouraged through the Scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback on issuing the Card to students</li> <li>• Students' survey at the end of each term</li> </ul>	<ul style="list-style-type: none"> <li>• LYW &amp; TAs</li> </ul>	Cards = \$2,000 Book coupons = \$7,000

## 2. Catering to Learning Diversity

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<ul style="list-style-type: none"> <li>• <b>Gifted and Remedial Education</b> <ul style="list-style-type: none"> <li>- Elite students' exposures will be kept widening and they will be introduced to more international assessments on languages, competitions and courses provided by tertiary institutions and EDB.</li> <li>- To join the School-based Support Programmes for English Language and Mathematics provided by the EDB and tertiary institutions to prepare school-based materials for catering students' effective learning.</li> </ul> </li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>• Students with different learning needs will be catered.</li> <li>• Design and tailor a school-based curriculum focusing on equipping students with necessary learning skills for NSS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students' learning process and outcome.</li> <li>• Peer lesson observation.</li> </ul>	<ul style="list-style-type: none"> <li>• HLY, YSK, and Teachers concerned</li> </ul>	Nil
2B	<ul style="list-style-type: none"> <li>• <b>Summer Bridging Course</b> <ul style="list-style-type: none"> <li>- To co-organize Form 1 Summer Bridging Course for Form 1 newcomers with PTA during July.</li> <li>- To arrange 2 simulation school days for Form 1 newcomers to familiarize with the secondary school life.</li> </ul> </li> </ul>	Jul-Aug 2012	<ul style="list-style-type: none"> <li>• A summer bridging course is organized.</li> <li>• Students are familiar with the EMI teachings.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' and students' feedback on the new arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• CLYW, YKL &amp; LYW</li> </ul>	Nil

## 3. Enhancing Teachers' Teaching

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	<b>Mentoring Scheme for New Teachers</b> - Every new teacher (mentee) is mentored by an experienced teacher (mentor) - Mentees can easily seek help from their mentors when they have problems in - classroom management; - teaching; - handling students' discipline problems; - carrying out F/M duties; and - other school-related work.	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>New teachers can easily familiarize with the school's practice.</li> <li>New teachers can easily seek help when they have problems.</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback from the new teachers to the Scheme.</li> </ul>	Staff Development Committee	Nil
	- Every new teacher is given a chance to practise teaching before the school term and discuss with experienced teachers.	25 Aug 2011 to 26 Aug 2011	<ul style="list-style-type: none"> <li>New teachers can gain valuable experience from the two-day practice.</li> </ul>	<ul style="list-style-type: none"> <li>Observe response of new teachers by respective mentor.</li> </ul>	Academic Committee	Nil
	- Every new teacher should observe lesson at least once from peers and be observed by others so that they can share teaching experience.	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>Teaching effectiveness of new teachers can be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Observe response of new teachers by respective mentor.</li> </ul>	Academic Committee	Nil
3B	<b>Integrated Education</b> - To encourage school head, teachers and teaching assistants to participate in the courses for Special Education Needs (SEN) offered by the EDB or tertiary institutions. - To supervise the Teacher Professional Development Framework on Integrated Education (IE).	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>At least 2 teachers completed the Basic Course.</li> <li>At least 2 teachers completed the Advanced Course.</li> <li>At least one Chinese Language or one English Language teacher completed the Thematic Course.</li> </ul>	<ul style="list-style-type: none"> <li>Check the CPD records</li> </ul>	Staff Development Committee	Nil

## 4. Improving the Implementation of the NSS Academic Structure

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<b>Review Subject Groups Offered to Students</b> <ul style="list-style-type: none"> <li>• Check the students' satisfaction rate after the subject allocation exercise.</li> <li>• Conduct a student survey for Form 3 students after the Mid-year Examination</li> <li>• Conduct a student survey for Form 3 students after the Mid-year Examination.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>• At least 70% of the Form 4 students can have their first choices.</li> <li>• The number of subject groups offered to Form 4 students in 2011/12 will be reviewed by obtaining the information in the survey of Form 3 students after the Mid-year examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Check the satisfaction rate after the subject allocation exercise.</li> <li>• Evaluate the data and the report of the survey.</li> </ul>	LYW, CWP	Nil
	<ul style="list-style-type: none"> <li>• Arrange information day and seminars for students and parents.</li> </ul>	Dec 2011 & May 2012	<ul style="list-style-type: none"> <li>• Students and parents have a better understanding of NSS subjects before making their choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe response of students and parents in the activities.</li> </ul>	LYW, CWP	Nil
	<ul style="list-style-type: none"> <li>• Help students to attend seminars and open days held by external organizations.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>• Students and parents have a better understanding of NSS subjects and other destinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe response of students and parents in the activities.</li> </ul>	Career Guidance Committee	Nil

<b>4B</b>	<b>Prepare Well for the Double-cohort Year 2011-12</b> <ul style="list-style-type: none"> <li>• Enhance teachers' teaching effectiveness by <ul style="list-style-type: none"> <li>- organizing or attending joint-school professional development programmes;</li> <li>- organizing exchange school visits;</li> <li>- arranging inter-school mock HKDSE papers exchange programme and joint-school mock HKDSE examination; and</li> <li>- extending learning hours by arranging tutorials after school, during Saturdays and school holidays.</li> </ul> </li> </ul>	Sept 2011 to Feb 2011	<ul style="list-style-type: none"> <li>• Students' learning outcomes are enhanced.</li> <li>• At least four subjects exchange mock papers with other schools.</li> <li>• At least one subject arranges students to participate in joint-school mock examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare students' academic performance with record of last year.</li> <li>• Record the subjects which have successfully exchanged mock papers and arranged joint-school mock examination.</li> </ul>	LYW	
	<ul style="list-style-type: none"> <li>• By simulation, review the deployment of manpower in 2011-12.</li> <li>• Adjust the number of remedial classes and subject groups after reviewing the school resources through simulation.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>• A human resource plan well balances the needs of students and the availability of human resources.</li> <li>• A resource plan well balances the needs of students and the availability of school resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the human resource plan for the school year 2011-12.</li> <li>• Evaluate the school resource plan for the school year 2011-12.</li> </ul>	LYW	Nil

### Major Concern 2: Cultivating Students' Self-values

#### Targets

#### 1. Promoting Responsibility and Respect to Others

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1A</b>	<p><b>Emphasize the Importance of the Core Values of LKL and Moral Education.</b></p> <ul style="list-style-type: none"> <li>Moral and value education with selected topics are shared by F/Ms in the morning assemblies on Mondays, Wednesdays and Fridays for F.1 to F.3 students.</li> <li>Mass activities, e.g. Hall Assemblies are held for F.4-7 students and selected topics are discussed.</li> </ul>	Sept 2010 to Jun 2011	<ul style="list-style-type: none"> <li>Students' behaviour is improved.</li> <li>Appreciation has been given to students with good performance.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback on students' general behaviour.</li> </ul>	F.1 to F.3 FMs	Nil
<b>1B</b>	<p><b>Improve Classroom Management.</b></p> <ul style="list-style-type: none"> <li>Set up general classroom discipline guidelines.</li> <li>Set up class-based classroom discipline guidelines.</li> <li>Record students' leave of classroom during lessons in a log book.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>Students' classroom behaviour is improved.</li> <li>Appreciation has been given to students with good performance.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback on students' classroom behaviour</li> <li>Count the number of student leaves during lesson time.</li> </ul>	Student Development Committee + all teachers	Nil

	<ul style="list-style-type: none"> <li>Teachers and students decide the theme of major concerns for board display</li> <li>Classroom cleanliness and tidiness are stressed.</li> <li>Promote the sense of resource saving by encouraging students to save electricity during lunch hour and assigning one or two students to turn off electric appliances when all students have left the classroom.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>Classrooms are cleaner and tidier.</li> <li>The electricity bill for classrooms is lessened.</li> </ul>	<ul style="list-style-type: none"> <li>Check record forms of teachers on classroom cleanliness and tidiness.</li> <li>Compare the electric bill with record of last year.</li> </ul>	Student Development Committee + all teachers	Nil
<b>1C</b>	<p><b>Dual-FMs Scheme (F.1 - F.4)</b></p> <ul style="list-style-type: none"> <li>Enhance the role of the F/M to cultivate students' self-values.</li> <li>Enable good communication among teachers and students.</li> </ul>	Sept 2011 to Jun 2012	<ul style="list-style-type: none"> <li>The learning environment is improved</li> <li>Students are more self-disciplined</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback on students' behaviour</li> </ul>	Student Development Committee + all teachers	Keep the existing activity assistant

## 2. Providing More OLEs To Students

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<p>Encourage more participation in more co-curricular activities. Offer more social services opportunities to students.</p> <ul style="list-style-type: none"> <li>• Allow students more exposure outside academic pursuit.</li> <li>• Each student should at least choose any 2-4 clubs/societies/associations from 30.</li> <li>• Better communications with NGOs more activities and services opportunities can be provided to students.</li> <li>• Help students to prepare for the SLP.</li> </ul>	Sept 2011 - Aug 2012	<ul style="list-style-type: none"> <li>• At least 15 hours of OLE activities have been offered for each student by the school.</li> <li>• Students can prepare the SLP and submit the SLP to JUPAS office on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Count the average OLE time offered to each student.</li> <li>• Check the SLPs of students by respective class teacher.</li> </ul>	Activity Committee + Academic Committee	Nil
2B	<p>Give more opportunities to students by establishing more clubs.</p> <ul style="list-style-type: none"> <li>• Offer more posts to nurture students' service spirit.</li> <li>• More leadership training is given to student leaders of clubs/societies/associations.</li> </ul>	Sept 2011 - Jun 2012	<ul style="list-style-type: none"> <li>• More opportunities or posts are given to students</li> <li>• Students' performance in services is increased</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of posts increased</li> <li>• Teachers' feedback on students' performance</li> </ul>	YMT ( All committees and subjects )	Nil

## School Budget

The objectives and policies in setting school budget:

- (a) The use of fund is for educational purposes only and the expenditure incurred is reasonable and necessary.
- (b) The needs and the benefits of students are the prime concerns in allocation of fund.

Subject / Function	Budget (HK\$)
Enhancing Students' Academic Performance	10,000
General Programs	950,000
Student Development Programs	200,000
Curriculum-based Programs	900,000
Miscellaneous	300,000
<b>Total:</b>	<b>2,360,000</b>

### Appendix 1 - Budget for Composite Furniture & Equipment Grant (CFEG)

Credit		Debit	
	HK\$		HK\$
11/12 CFEG	490,699.00	1. Campus Maintenance Comm.	153,600.00
Transfer from General Domain	381,601.00	2. Physics	31,700.00
		3. Chemistry	16,500.00
		4. Biology	11,800.00
		5. Music	30,000.00
		6. Physical Education	35,200.00
		7. IT in Education	175,000.00
		8. Students' Council	9,500.00
		9. Audio-visual	63,000.00
		10. Audio-visual Room	35,000.00
		11. General Office	11,000.00
		12. Maintenance	150,000.00
		13. Contingency	150,000.00
<b>Total:</b>	872,300.00	<b>Total:</b>	872,300.00

## Appendix 2 - Budget and Program Plan for Capacity Enhancement Grant (CEG)

Credit		Debit	
	HK\$		HK\$
Surplus b / f	268,305.73	1. Hiring of Service from a Native English Teacher	312,000.00
11/12 CEG	498,185.00	2. Employment of an I.T. Assistant	126,000.00
		3. Employment of an Student Development and Activity Assistant	163,800.00
		4. BAFS Remedial Classes for Form 6 students	50,000.00
		5. Course Fees for Applied Learning	53,000.00
		6. Hiring of Service from a Jazz Tutor	28,000.00
		Balance c/f	33,690.73
<b>Total:</b>	766,490.73	<b>Total:</b>	766,490.73

**Plan on Use of Capacity Enhancement Grant  
in 2010/11 School Year**

Task Area	Enhancing students' Language Proficiency	Curriculum Development
<b>Major Areas of Concern</b>	1. To strengthen the effectiveness of English teaching in Form 7 with a qualified native English teacher (NET). 2. To improve F.4 and F.5 students' English speaking skills with a qualified NET.	To promote the use of IT in learning and integrate IT in the curriculum.
<b>Strategies /Tasks</b>	To employ a qualified NET to teach one F.7 Use of English class and five senior Oral English classes.	To employ a teacher assistant (I.T.) for the following purposes : 1. To ensure the efficient and effective use of the MMLC. 2. To help teachers to prepare teaching materials.
<b>Benefits Anticipated</b>	1. Students can have more exposure to English used by a native speaker of English. 2. Students can broaden their experience of western culture the NET shares with them.	1. Teachers are relieved of some of their workload in the preparation of teaching materials, such as capturing videos, scanning photos/ documents. 2. Students can use the MMLC in a more efficient and effective way.
<b>Time Scale</b>	From September 2010 to July 2011 (3 mornings per week): 1. Form 7 Use of English (7 periods per week) 2. Senior Oral English (5 periods per week)	From September 2010 to August 2011
<b>Resources Required</b>	Payment for the NET for 38 weeks (from Sept 2010 to July 2011), $\$600/\text{hr} \times 12 \text{ hrs}/\text{wk} \times 38 \text{ wks} = \$273,600$ (The NET is to be self-employed and be responsible for the MPF and insurance payments.)	Estimated salary of the assistant $= \$9,000/\text{month} \times 12 \text{ months} \times 1.05$ $= \$113,400$ (including 5% MPF)
<b>Success Criteria</b>	1. Senior form students show proficiency and fluency in Oral English examination. 2. Positive feedback from students.	1. Number of lessons taught in MMLC. 2. Teachers' view before and after the use of the MMLC. 3. Increase in the use of web-based or CAL teaching materials. 4. Increase in the use of A/V teaching materials.
<b>Method(s) of Evaluation</b>	1. NET's observations. 2. Forms 4 & 5 students' performance in school tests/examinations. 3. HKALE results.	1. A survey to review the usage percentage of the MMLC. 2. A survey of teachers' view on the use of MMLC.
<b>Teachers / Staff Responsible</b>	Vice-principal and KLA Coordinator of English Language Education	Vice-principal and Teacher-in-charge of I.T. Committee

Task Area	Coping with Student Development	Coping with Diverse and Special Learning Needs of Students
<b>Major Areas of Concern</b>	To promote students' positive behaviour, to enhance students' self-esteem and to cultivate students' self-values	To provide extra learning opportunities for academically low achievers to make sense of what they learn
<b>Strategies /Tasks</b>	<p>To employ a Student Development and Activity Assistant (SDAA)</p> <ol style="list-style-type: none"> <li>1. to take minutes during the (SDC) meetings;</li> <li>2. to assist in organizing activities/ programmes run by SDC and Activity Committee</li> <li>3. to input and compile discipline records including students' lateness, credit/black marks, merits/demerits, etc. and all related data;</li> <li>4. to inform relevant parties including parents, students, teachers to attend meetings, school functions and activities;</li> <li>5. to input data for Student Learning Profile; and</li> <li>6. any other duties related to SDC as and when required.</li> </ol>	<p>To employ tutors to conduct English and Mathematics remedial classes on Saturdays for academically low achievers. The selection will be based on tests/examination performance or teachers' recommendation.</p> <p>The course content will range from revision of difficult items taught in regular lessons, additional foundation building materials, as well as interesting and motivational outdoor activities.</p>
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. To relieve teachers' non-teaching workload.</li> <li>2. To update data/records in due course.</li> <li>3. To provide counseling service to students and to give help to students when they are in need.</li> </ol>	Teaching can be more focused. Teaching strategies and materials can be tailor-made to meet the students' need better. Students can get more individual attention and help in class.
<b>Time Scale</b>	From September 2010 to August 2011	From September 2010 to June 2011
<b>Resources Required</b>	<p>Estimated salary of the assistant            = \$11,000/month × 12 months × 1.05            = \$138,600 (including 5% MPF)</p>	<p>Cost for the English remedial classes            = 10 classes (Forms 2 to 4) × 27 lessons × 1.25 hr × \$120/hr            = \$40,500</p> <p>Cost for the Mathematics remedial classes            = 12 classes (Forms 1 to 4) × 27 lessons × 1.25 hr × \$120/hr            = \$48,600</p>
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Activities/functions are held smoothly and successfully with her assistance.</li> <li>2. The number of students can seek counseling services/help at any time.</li> <li>3. Teachers' non-teaching workload is lessened.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' attendance record.</li> <li>2. Students' response collected through questionnaires and sharing.</li> <li>3. Students are able to attain a pass in tests and examinations towards the end of the school term.</li> </ol>

<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"><li>1. Accurate updated records.</li><li>2. Students' good behavior and positive attitude can be observed.</li></ol>	<ol style="list-style-type: none"><li>1. Students have more than 80% attendance.</li><li>2. More than 70% of the participants agree that the courses are useful to them.</li><li>3. More than 70% of the participants get pass in the Annual Examination.</li></ol>
<b>Teachers / Staff Responsible</b>	Vice-principal, Student Development Mistress and Activity Mistress	Vice-principal, Dept Heads of English Studies & Mathematics

Task Area	Coping with Diverse and Special Learning Needs of Students	Curriculum Development
<b>Major Areas of Concern</b>	To provide resources for students to participate in Applied Learning Courses offered by course providers which aims at enabling students to understand fundamental theories and concepts through application and practice, and to develop their generic skills in authentic context. The design principle of ApL courses is the same as that of other school subjects, with equal emphasis on the development of knowledge, skills and attitudes.	To promote students' multiple intelligence.
<b>Strategies /Tasks</b>	To assist students to apply for the Applied Learning Courses offered by course providers.	To hire service to provide Jazz class for students to develop students' multiple intelligence.
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. Students' learning diversity can be catered for.</li> <li>2. Students can broaden their learning opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will cultivate their physical development which is emphasized in the Other Learning Experience in New Senior Secondary Curriculum.</li> <li>2. Students can broaden their experience of western dancing culture.</li> </ol>
<b>Time Scale</b>	From September 2010 to August 2011	From September 2010 to July 2011
<b>Resources Required</b>	Estimated resources required = \$4,500 × 15 = \$67,500	Estimated payment for the tutor: \$750 / lesson × 30 lessons = \$22,500
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Students attain an average attendance rate of at least 80%.</li> <li>2. More than 70% of the participants agree that the courses are useful to them.</li> <li>3. More than 70% of the participants get pass in the courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students attain an average attendance rate of at least 80%.</li> <li>2. Positive feedback from students.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Check students' attendance record.</li> <li>2. Collect students' response through sharing.</li> <li>3. Calculate the passing rate of students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check students' attendance record.</li> <li>2. Observe students' performance in the activity.</li> </ol>
<b>Teachers / Staff Responsible</b>	Vice-principal, Student Development Mistress and Activity Mistress	Teacher-in-charge of Dancing Club

### Appendix 3 – Budget and Program Plan for School-based After-school Learning and Support Programmes (ASLSP)

Credit		Debit	
	HK\$		HK\$
Surplus b/f	51,956.00	1. Chinese Instrumental Training Course	30,000.00
11/12 ASLSP	95,200.00	2. Western Instrumental Training Course	30,000.00
Transfer from General Domain	2,844.00	3. Foreign Language Classes	90,000.00
<b>Total:</b>	150,000.00	<b>Total:</b>	150,000.00

**Programme Plan for  
School-based After-school Learning and Support Programmes in 2010/11 School Year**

Name of Activity	Chinese Instrumental Training Course	Western Instrumental Training Course
<b>Objectives of the Activity</b>	1. To promote students' interest in music and enhance their understanding of music. 2. To provide opportunities for students to perform so as to improve their skills of performance and boost their confidence. 3. To enhance students' music culture so that they can have balanced developments in the five domains of education. 4. To foster students' skills of collaboration, communication, creativity, numeracy, critical thinking, research, self-management and problem solving, through the instrumental training course.	1. Through professional development to elevate students' standard of music, performance skills and their knowledge of music so as to promote the music culture at school. 2. Through co-organising activities with other school club, to let participants experience the spirit of cooperation and sharpen their generic skills such as collaboration, critical thinking, creativity, problem solving, self-management and communication. 3. Through learning and activities to foster students' self-discipline, perseverance, patience and the spirit of co-operation and strengthen their confidence and enhance their self-image. 4. Through instrumental training to foster students' personal interest so as to achieve the ideal of 'one art in one life' and lifelong learning.
<b>Success Criteria</b>	1. Students' motivation is raised. 2. Students' personal and social developments are enhanced. 3. Students' sense of belonging is strengthened.	1. Students' motivation is raised. 2. Students' personal and social developments are enhanced. 3. Students' sense of belonging is strengthened.
<b>Method(s) of Evaluation</b>	1. Questionnaires for Participants. 2. Teachers' Class Observations.	1. Questionnaires for Participants. 2. Teachers' Class Observations.
<b>Period/Date Activity to be held</b>	From September 2011 to August 2012	From September 2011 to August 2012
<b>Estimated No. of Grant Beneficiaries*</b>	20	20
<b>Estimated Expenditure</b>	\$1,500 × 20 = \$30,000	\$1,500 × 20 = \$30,000

Note :

1. It's part of the Government's scheme to help students from poor families.
2. Grants are to be reimbursed to students as subsidies for the After-school Music and/or Tutorial Classes that they have attended.
3. \* Grant beneficiaries referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

Name of Activity	Foreign Language Classes
<b>Objectives of the Activity</b>	1. To promote students' interest in foreign language and enhance their understanding of foreign language. 2. Through professional development to let students acquire foreign language and be able to take internationally recognized examinations of proficiency in foreign language. 3. To facilitate students' understanding of foreign culture. 4. To strengthen students' confidence and enhance their self-image.
<b>Success Criteria</b>	1. Students' motivation is enhanced. 2. Students can increase their confidence and develop their potential. 3. Students' sense of belonging is strengthened.
<b>Method(s) of Evaluation</b>	1. Questionnaires for participants. 2. Teachers' Class Observations. 3. Students' performance in regular progress checks throughout the course and a final test at the end.
<b>Period/Date Activity to be held</b>	From September 2011 to July 2012
<b>Estimated No. of Grant Beneficiaries*</b>	30
<b>Estimated Expenditure</b>	$\$3,000 \times 30 = \$90,000$

Note :

1. It's part of the Government's scheme to help students from poor families.
2. Grants are to be reimbursed to students as subsidies for the After-school Music and/or Tutorial Classes that they have attended.
3. \*Grant beneficiaries referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

### Appendix 4 - Budget and Program Plan for Enhanced Senior Secondary Curriculum Support Grant (ESSCSG)

Credit		Debit	
	HK\$		HK\$
Surplus b / f	169,720.00	1. Employment of 2 GM Teachers	756,000.00
11/12 ESSCSG	1,261,555.00		
		Balance c/f	675,275.00
<b>Total:</b>	1,431,275.00	<b>Total:</b>	1,431,275.00

**Plan on Use of Enhanced Senior Secondary Curriculum Support Grant (ESSCSG)  
in 2010/11 School Year**

Task Area	Curriculum Development
<b>Major Areas of Concern</b>	To facilitate the implementation of the New Senior Secondary (NSS) academic structure and to handle more effectively the associated workload when the old and new academic structures operate concurrently.
<b>Strategies /Tasks</b>	To employ 2 GM teachers teaching Liberal Studies & Science subjects to conduct small class teaching in Liberal Studies and to relieve teachers' workload to concentrate on the curriculum development
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>2. Teachers can concentrate on curriculum development and implementation.</li> </ol>
<b>Time Scale</b>	From September 2011 to August 2012
<b>Resources Required</b>	Salary of the teachers $= \$30,000 \times 2 \times 12 \text{ months} \times 1.05$ $= \$756,000$ (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Favourable responses from students.</li> <li>2. Good performance in teaching and administrative duties.</li> <li>3. Students who participate in the remedial classes show improvement in their academic results.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Lesson observation</li> <li>2. Staff appraisal</li> <li>3. Inspection of students' exercise books</li> </ol>
<b>Teachers / Staff Responsible</b>	Vice-principal, Panel Heads of Liberal Studies, Integrated Science and Biology

### Appendix 5 - Budget and Program Plan for Fractional Post Cash Grant (FPCG)

Credit		Debit	
	HK\$		HK\$
Surplus b / f	42,150.50	1. Employment of 1 GM Teacher	302,400.00
11/12 FPCG	99,703.50		
Transfer from General Domain	160,546.00		
<b>Total:</b>	302,400.00	<b>Total:</b>	302,400.00

## Plan on Use of Fractional Post Cash Grant (FPCG) in 2010/2011 School Year

Task Area	Curriculum Development
<b>Major Areas of Concern</b>	To relieve teachers' workload to concentrate on the curriculum development and to conduct small class teaching in English Language.
<b>Strategies /Tasks</b>	To employ 1 GM teacher for English Language to carry out teaching duties.
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>2. Teachers can concentrate on curriculum development and implementation.</li> </ol>
<b>Time Scale</b>	From September 2011 to August 2012
<b>Resources Required</b>	Salary of the teacher = \$24,000 × 1 × 12 months × 1.05 = \$302,400 (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Favourable responses from students.</li> <li>2. Good performance in teaching and administrative duties.</li> <li>3. Students who participate in the remedial classes show improvement in their academic results.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Lesson observation</li> <li>2. Staff appraisal</li> <li>3. Inspection of students' exercise books</li> </ol>
<b>Teachers / Staff Responsible</b>	Vice-principal and Panel Head of English Language

### Appendix 6 - Budget and Program Plan for Support Measures for Liberal Studies (SMLS)

Credit		Debit	
	HK\$		HK\$
Surplus b / f	320,000.00	1. Employment of 1 GM Teacher	327,600.00
Transfer from General Domain	7,600.00		
<b>Total:</b>	327,600.00	<b>Total:</b>	327,600.00

## Plan on Use of Support Measures for Liberal Studies (SMLS) in 2010/2011 School Year

Task Area	Curriculum Development
<b>Major Areas of Concern</b>	To relieve teachers' workload to concentrate on the curriculum development and to conduct small class teaching in Liberal Studies.
<b>Strategies /Tasks</b>	To employ 1 GM teacher for Liberal Studies to carry out teaching duties.
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>2. Teachers can concentrate on curriculum development and implementation.</li> </ol>
<b>Time Scale</b>	From September 2011 to August 2012
<b>Resources Required</b>	Salary of the teacher $= \$26,000 \times 1 \times 12 \text{ months} \times 1.05$ $= \$327,600$ (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Favourable responses from students.</li> <li>2. Good performance in teaching and administrative duties.</li> <li>3. Students who participate in the remedial classes show improvement in their academic results.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Lesson observation</li> <li>2. Staff appraisal</li> <li>3. Inspection of students' exercise books</li> </ol>
<b>Teachers / Staff Responsible</b>	Vice-principal and panel Head of Liberal Studies