

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



## Annual School Plan 2021 – 2022

## **Contents**

	<b>Page</b>
<b>Mission Statement</b>	<b>3</b>
<b>School Goals</b>	<b>4</b>
<b>Major Concerns (in order of priority)</b>	
<b>1. To develop effective learning and teaching strategies for academic advancement</b>	<b>5</b>
<b>2. To foster the whole-person development of students</b>	<b>12</b>
<b>3. To enhance staff development for building a learning community</b>	<b>42</b>
<b>Appendix 1: Budget for Capacity Enhancement Grant (CEG), 2021/22</b>	<b>43</b>
<b>Appendix 2: School-based After-school Learning and Support Programs</b>	<b>44</b>
<b>Appendix 3: Budget for School-based Support for Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students, 2021/22</b>	<b>45</b>
<b>Appendix 4: Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programs for the eleventh cohort of SS students (from the 2021/22 to 2023/24 school years)</b>	<b>46</b>
<b>Appendix 5: Budget for Teacher Relief Grant (TRG) (Optional), 2021/22</b>	<b>47</b>
<b>Appendix 6: Plan on the Use of the Life-wide Learning Grant, 2021/22</b>	<b>48</b>
<b>Appendix 7: Budget for Fractional Post Cash Grant (FPCG), 2021/22</b>	<b>53</b>

## **Mission Statement**

Based on Buddha's teaching of relief through mercy and compassion, the mission of the school is to implement moral and educational programs. 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 relief through mercy and compassion and the school motto, 'Realizing Buddha's Nature through Mind Enlightenment', the school provides quality education for girls in the western New Territories.

The school places an emphasis on the holistic personal development of each student and encompasses ethical, intellectual, physical, aesthetic and social development. 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 extra-curricular activities. The school aims to produce good citizens and bi-literate and trilingual professionals.

**Program Plan, 2021/22**

**Major Concern 1: To develop effective learning and teaching strategies for academic advancement**

**Targets:**

**1. To strengthen the learning habits of students**

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1A	<b>To reinforce the implementation of classroom routine</b>	• Sept 21 – Jun 22	• Classroom routine is established.	• Class and lesson observation	• CWP and Subject Panel Heads concerned	• Nil
1B	<b>Homework Submission Scheme</b> • To ensure students submit their homework on time • To implement punishment to students for their late submission of homework	• Sept 21 – Jun 22	• Fewer than 20 daily late submission records	• Count the students' late submission records	• MTS, CWP	• Nil

**2. To create learning atmosphere and to enhance students' learning attitude**

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
2A	<b>Encourage students with good learning attitude</b> • To promote Students' Appreciation Cards to teachers to encourage students to perform well in quizzes, tests, uniform tests and examinations • To recognize students' good academic performance with Principal's List, Academic Head's List and Students with Great Improvement in examinations	• Sept 21 – Jun 22	• Students are encouraged by gaining the cards from their teachers. • Students are encouraged through the scheme.	• Count the number of cards redemption from the students • The academic performance in U.T. and examinations	• LYW and CWP	• Cards and redemption = \$12,000

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
2B	<b>Recognize students' achievements</b> <ul style="list-style-type: none"> <li>Prizes are presented to students who have a good learning attitude, a good academic performance or an improvement in academic performance, such as the Most Diligent Student, Student with the Most Perseverance, the Most Mannerly Student and the Most Helpful Student.</li> <li>To display students' achievements via posters, online display and publication of good works</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Jul 22</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in learning attitude or academic performance of students</li> <li>Posters and publications are published.</li> </ul>	<ul style="list-style-type: none"> <li>FMs' feedback</li> <li>Count the number of publications</li> </ul>	<ul style="list-style-type: none"> <li>CWP</li> <li>CKH, CSM2, CKP</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
2C	<b>Restructure supplementary lessons for senior forms</b> <ul style="list-style-type: none"> <li>Arrange supplementary lessons on Saturdays and post-mock examination tutorials for F.6 students</li> <li>Arrange and allocate summer tutorials for F.4 and F.5 students</li> <li>Arrange Summer School for F.4 and F.5 students during the summer holiday in August</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Aug 22</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students can make use of Saturdays and the summer holiday to extend their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of lessons arranged on Saturdays</li> </ul>	<ul style="list-style-type: none"> <li>CWP and Subject Panel Heads concerned</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
2D	<b>Academic Weeks</b> <ul style="list-style-type: none"> <li>3 Academic Weeks: English Week (Feb), Science Week (Mar), PSHE Week (May)</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>3 Academic Weeks per year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>NKW, LCSH, CML</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
2E	Cooperate with HKEdU to prepare materials for F.1 I.S. lessons	<ul style="list-style-type: none"> <li>Jul 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>Students can better master the language used in studying I.S.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' learning in I.S. lessons and their assessment results</li> </ul>	<ul style="list-style-type: none"> <li>WYY, NKW, F.1 I.S. and English teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
2F	<ul style="list-style-type: none"> <li>Cooperate with HKEdU to prepare materials for F.2 History lessons</li> <li>Prepare materials to be used in English lessons, which require students to make use of the history-related language they have learnt</li> </ul>	<ul style="list-style-type: none"> <li>Jul 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>Students can better master the language used in studying History.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' learning in History lessons and their assessment results</li> </ul>	<ul style="list-style-type: none"> <li>YWY2, NKW and F.2 History and English teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
2G	Teach students pronunciation and the link between pronunciation and spelling by using vocabulary examples in F.1 I.S. and Geography lessons	<ul style="list-style-type: none"> <li>Sept 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>Students can better pronounce difficult words in these two subjects.</li> <li>Students can pronounce unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' performance in I.S., Geography and English lessons</li> </ul>	<ul style="list-style-type: none"> <li>YWY2, LIF, NKW, HTW and F.1 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

### 3. To enhance effective and innovative teaching methodologies

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	<b>Enhance e-learning</b> <ul style="list-style-type: none"> <li>• At least one e-learning trial for each subject and the experiences are shared among teachers.</li> <li>• Carry out online lessons, e.g. Zoom during class suspension</li> <li>• Homework submission through the Google Classroom or e-class, e.g. IES Worksheet downloading and project work submission</li> <li>• Posting and submission of assignments through some platforms, e.g. Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 21 – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>• Some e-learning tools are used and shared by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Panel feedback and sharing among the panel members</li> </ul>	<ul style="list-style-type: none"> <li>• CKH, LYW, LCSH</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3B	<b>Subject collaborations</b> <ul style="list-style-type: none"> <li>• To promote collaboration between different subjects and to develop students' multiple perspectives</li> <li>• Each subject has to arrange at least 1 collaboration with other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CML, WMT</li> <li>• Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3C	<b>Lesson observations</b> <ul style="list-style-type: none"> <li>• To promote professional sharing between teachers</li> <li>• To arrange 3 – 4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can learn from one another.</li> <li>• More than 80% of teachers provide positive feedback on open class lesson observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CML</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3D	<b>Students' survey form</b> <ul style="list-style-type: none"> <li>• To provide students' survey form for teachers' reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 21 – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers could use the students' survey form for effective evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>



#### 4. To cater for learner diversity

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<b>Remedial programs</b> <ul style="list-style-type: none"> <li>Remedial programs for CLA, ELA and MAT are implemented to cater for students' learning diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>Students are benefited from school-based remedial programs.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' learning process and outcome</li> </ul>	<ul style="list-style-type: none"> <li>LYW, NKW, CUC, WMT and teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4B	<b>Summer Bridging Course</b> <ul style="list-style-type: none"> <li>To organize Form 1 Summer Bridging Course for Form 1 newcomers during the summer holiday</li> </ul>	<ul style="list-style-type: none"> <li>Jul – Aug 22</li> </ul>	<ul style="list-style-type: none"> <li>The Summer Bridging Course is organized.</li> <li>Students are familiar with EMI teaching.</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>LKL2 and Panel Heads concerned</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4C	<b>Appropriate setting of difficulty in U.T. and examination papers</b> <ul style="list-style-type: none"> <li>Panel Heads of different subjects assure the difficulty of U.T. and examination papers is well set to cater for different learners' ability.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>The level of difficulty is appropriate for different learners.</li> </ul>	<ul style="list-style-type: none"> <li>U.T. and examination analysis</li> </ul>	<ul style="list-style-type: none"> <li>CUC, CWP, YYY and Subject Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4D	<b>Gifted Education</b> <ul style="list-style-type: none"> <li>To optimize the Elite Education students database according to their characteristics and abilities</li> <li>To invite students to join the membership nomination scheme from the Hong Kong Academy for Gifted Education (HKAGE)</li> <li>To enhance students' participation in elite training programs by establishing an award system</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>70% of elite students are satisfied with the elite education programs and can enhance their learning effectiveness.</li> <li>Students are accepted by the HKAGE as members.</li> <li>50% of students participate in at least 4 activities recommended by our committee.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>WYY, THC</li> <li>WYY, THC, KMC, HHN</li> <li>WYY, KMC</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> <li>\$1,000</li> </ul>
4E	<b>Stretching students' potential</b> <ul style="list-style-type: none"> <li>To develop elite students' potential by gifted education</li> <li>Structured afterschool elite programs</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>Elite students have opportunities to stretch their potential.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of applicants</li> </ul>	<ul style="list-style-type: none"> <li>WYY</li> </ul>	<ul style="list-style-type: none"> <li>\$2000</li> </ul>

5. To cultivate students' reading habit

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5A	Purchase of books for both the school library and book corners and other library collections for the promotion of reading	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Both Chinese and English books of various themes and subjects are purchased.</li> </ul>	<ul style="list-style-type: none"> <li>• No. of books purchased</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• CKY, WWS2, KLL</li> <li>• Subject Panels</li> </ul>	<ul style="list-style-type: none"> <li>• \$20000 (Promotion of Reading Grant)</li> </ul>
5B	<p><b>Reading Activities</b></p> <ul style="list-style-type: none"> <li>• Conducting Friday morning reading sessions and printing relevant reading materials</li> <li>• Conducting book sharing during morning assemblies</li> <li>• Holding book fairs</li> <li>• Hiring writers, professional storytellers, etc. to conduct talks or workshops for students</li> <li>• Paying the application fees for activities and competitions related to the promotion of reading</li> <li>• Subsidizing students for their participation in and application for reading-related activities or courses</li> <li>• Organizing theme-based reading activities and visits to libraries or book stores</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Students' interest in reading is fostered.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students' participation in the reading activities</li> <li>• Book borrowing records of students</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the Reading and Library Committee</li> <li>• Subject Panels / TICs of functional committees</li> <li>• FMs</li> </ul>	<ul style="list-style-type: none"> <li>• \$10000 (Promotion of Reading Grant)</li> </ul>
5C	<p><b>Reading Award Scheme</b></p> <ul style="list-style-type: none"> <li>• The Super Reader Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Students are encouraged to read more books.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students who have received the awards</li> <li>• Book borrowing records of students</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the Reading and Library Committee</li> </ul>	<ul style="list-style-type: none"> <li>• \$10000 for the printing fees of bookmarks /bookplates and the prizes (e.g. book coupons, stationery) (Promotion of Reading Grant)</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
5D	<ul style="list-style-type: none"> <li>• Other library collections such as non-print collections like DVDs and VCDs are purchased to facilitate the promotion of reading.</li> <li>• Reading and reference books/materials of different subjects are recommended or purchased by the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• The reading and reference books/materials and other library collections are useful for both students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Borrowing records of students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• CKY, WWS2, KLL</li> <li>• Subject Panels</li> </ul>	<ul style="list-style-type: none"> <li>• \$10000</li> </ul>
5E	Some unserviceable or old books are to be written off because of the outdated information as well as the limited space on the bookshelves.	<ul style="list-style-type: none"> <li>• End of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the new and mostly welcomed books</li> </ul>	<ul style="list-style-type: none"> <li>• Write off unserviceable, outdated or old books</li> </ul>	<ul style="list-style-type: none"> <li>• KLL</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

**Program Plan**  
**Major Concern 2: To foster the whole-person development of students**

**Targets:**

**1. To foster students' positive values and attitude**

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1A	<b>Students' attendance, punctuality and discipline</b> <ul style="list-style-type: none"> <li>To embody students' responsibilities through submission of school documents</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of students submit parents' letters, reply slips and other school documents on time.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Records in e-circular</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	Black Mark Offset Scheme	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Students who have breached school rules due to oversight and have been given a black mark can cancel the black mark by serving the school.</li> <li>20% of students who got black marks apply for the scheme.</li> <li>75% of applicants successfully cancel their black marks.</li> <li>Improvement of the APASO data regarding a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Those who got black marks can apply for the scheme.</li> <li>The applicants successfully cancel their black marks.</li> <li>Students' APASO data</li> </ul>	<ul style="list-style-type: none"> <li>YNS</li> <li>SDC members</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
1B	<b>Positive values</b> <ul style="list-style-type: none"> <li>Two inter-class board design competitions are held if the whole-day timetable is adopted.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21</li> <li>Feb 22</li> </ul>	<ul style="list-style-type: none"> <li>All classes finish designing their boards on or before the deadline.</li> <li>Their designs demonstrate their creativity, convey positive attitudes and align with the specified theme.</li> </ul>	<ul style="list-style-type: none"> <li>Examine and assess their work by the adjudicators</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>SDC members</li> </ul>	<ul style="list-style-type: none"> <li>\$2000 (prizes)</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<b>Positive Energy Ambassador</b> <ul style="list-style-type: none"> <li>Student representatives will say “good morning” to schoolmates at the main entrance before the 1<sup>st</sup> roll call period.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Students have their perseverance improved and a sense of responsibility established.</li> <li>Over 70% of assigned students attend the activities.</li> <li>Prizes are given to the classes with good performance.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students’ performance</li> <li>Marks given by Head Prefects and SDC Leaders</li> </ul>	<ul style="list-style-type: none"> <li>YNS</li> <li>Class teachers</li> <li>SDC Form Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>\$4000 (prizes)</li> </ul>
	Sharing at morning assemblies	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>At least 4 sharing on LKL qualities done by LKL Angels or school prefects</li> <li>Students build up positive values through listening to sharing from prefects.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the quality of the sharing from prefects</li> </ul>	<ul style="list-style-type: none"> <li>YNS, LJH</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<b>Class-based Stamp Design Competition for LKL Qualities (F.1 – F.3)</b> Themes: <ul style="list-style-type: none"> <li>F.1: Considerate</li> <li>F.2: Perseverant</li> <li>F.3: Confident</li> </ul>	<ul style="list-style-type: none"> <li>May 22 – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>Each class submits at least one stamp design.</li> <li>The best design of each form will be used to make customized stamps for prizes.</li> <li>Each student will use a customized stamp to post their “A Letter To Myself” to themselves.</li> </ul>	<ul style="list-style-type: none"> <li>No. of designs submitted</li> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CUC, LHS, class teachers, (Collaborate with Value Education Committee)</li> </ul>	<ul style="list-style-type: none"> <li>\$12000 (stamp making)</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1C	<b>Form-based Activity</b> F.1 <ul style="list-style-type: none"> <li>To-tie-a-tie competition</li> <li>English School Regulation Typing Competition</li> <li>Homework Submission Competition</li> </ul>	<ul style="list-style-type: none"> <li>8 Oct 21</li> <li>Dec 21</li> <li>Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of class teachers comment that the activities can help students develop their sense of responsibility and good manners.</li> <li>Over 70% of enrolled students attend the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>CLY, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1000 (prizes)</li> <li>\$1000 (prizes)</li> <li>\$1000 (prizes)</li> </ul>
	F.2 <ul style="list-style-type: none"> <li>English School Regulation Typing Competition</li> <li>Homework Submission Competition</li> </ul>	<ul style="list-style-type: none"> <li>Dec 21</li> <li>Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of class teachers comment that the activities can help students develop their sense of responsibility and good manners.</li> <li>Over 70% of enrolled students attend the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>CUC, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1000 (prizes)</li> <li>\$1000 (prizes)</li> </ul>
	F.3 <ul style="list-style-type: none"> <li>Phone Sticker Design Competition</li> <li>Homework Submission Competition</li> </ul>	<ul style="list-style-type: none"> <li>Dec 21</li> <li>Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of class teachers comment that the activities can help students develop their sense of responsibility and good manners.</li> <li>Over 70% of enrolled students attend the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>CML, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1000 (prizes)</li> <li>\$1000 (prizes)</li> </ul>
	F.4 <ul style="list-style-type: none"> <li>Class T-shirt Design Competition</li> <li>Talk on life education</li> </ul>	<ul style="list-style-type: none"> <li>Nov 21</li> <li>Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of class teachers comment that the activities can help students develop their sense of responsibility and good manners.</li> <li>Over 70% of enrolled students attend the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>LKL2, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$4000</li> <li>\$2500</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
	F.5 <ul style="list-style-type: none"> <li>Class T-shirt Design Competition</li> <li>Talk on life education</li> </ul>	<ul style="list-style-type: none"> <li>Nov 21</li> <li>Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of class teachers comment that the activities can help students develop their sense of responsibility and good manners.</li> <li>Over 70% of enrolled students attend the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>LKY2, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$4000</li> <li>\$2500</li> </ul>
	F.6 <ul style="list-style-type: none"> <li>DSE Goal Setting</li> <li>Farewell Assembly</li> </ul>	<ul style="list-style-type: none"> <li>22 Oct 21</li> <li>11 Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of class teachers comment that the activities can help students develop their sense of responsibility and good manners.</li> <li>Over 70% of enrolled students attend the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>LHS, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$3000</li> <li>\$3000</li> </ul>
	“The Root of My Heart” National Day Celebrations <ul style="list-style-type: none"> <li>Morning assembly sharing</li> <li>Video</li> <li>Article reading and quiz competition</li> </ul>	<ul style="list-style-type: none"> <li>Oct 21</li> </ul>	<ul style="list-style-type: none"> <li>Target: F.1 – F.6 students</li> <li>Students actively participate in them.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students’ performance</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1200 (for promotion and prizes)</li> </ul>
	Kam Lung Adventure	<ul style="list-style-type: none"> <li>Nov 21</li> </ul>	<ul style="list-style-type: none"> <li>Participants are well-prepared and cooperate with one another.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students’ performance</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$600 (for promotion and prizes)</li> </ul>
	Whole School Cleaning Day	<ul style="list-style-type: none"> <li>Feb 22</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in the event actively.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students’ performance</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1200 (for buying cleaning materials and prizes)</li> </ul>
	Inter-class Cleaning Competition	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>80% of classes get 20 marks or above in the competition.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ performance assessed by teachers and MCE ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$2000 (for promotion and prizes)</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	“Not waste” Charity Bazaar (cooperate with the Students’ Council)	<ul style="list-style-type: none"> <li>Feb 22</li> </ul>	<ul style="list-style-type: none"> <li>Target: F.1 – F.4 students</li> <li>Each class needs to donate 10 items for sale.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the number of items received and observe students’ performance</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers and Students’ Council</li> </ul>	<ul style="list-style-type: none"> <li>\$800 (for promotion and decoration)</li> </ul>
	“Visit a slaughterhouse”	<ul style="list-style-type: none"> <li>2<sup>nd</sup> term</li> </ul>	<ul style="list-style-type: none"> <li>Target: Junior form students</li> <li>Number of applicants: more than 20</li> <li>Students complete the worksheet seriously and reflect on their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Number of participants</li> <li>Students need to write a 100-word reflection and teachers will select winners.</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$2500 (Transportation and prizes)</li> </ul>
	Miu Fat Essay Competition	<ul style="list-style-type: none"> <li>May – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>Target: Primary school students</li> <li>Number of participants: more than 100</li> </ul>	<ul style="list-style-type: none"> <li>Number of participants: more than 100</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1500 (book vouchers)</li> </ul>
1D	<b>Self-confidence and sense of belonging</b> <ul style="list-style-type: none"> <li>The teachers involved offer opportunities and training for students to serve the school by being the mistresses of ceremony of assemblies, ceremonies and functions.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>The mistresses of ceremony are confident and articulate.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation and evaluation</li> <li>Feedback from participants</li> </ul>	<ul style="list-style-type: none"> <li>HTW</li> <li>KMC</li> <li>YCCW</li> <li>YKL</li> <li>CYL</li> <li>TIC of weekly assemblies</li> </ul>	<ul style="list-style-type: none"> <li>HTW</li> <li>KMC</li> <li>YCCW</li> <li>YKL</li> <li>CYL</li> <li>TIC of weekly assemblies</li> </ul>



## 2. To create a caring and supportive environment

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<b>Positive and supportive teacher-student relationship</b> <ul style="list-style-type: none"> <li>Pastoral care for F.1 and F.2 students</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>At least 1 program held by class prefects per term per class to help F.1 &amp; F.2 students to adapt to school life</li> <li>F.1 &amp; F.2 students feel the love and care from senior form students.</li> <li>Improvement of the APASO data regarding a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Number of programs held</li> <li>Evaluation by the Deputy Prefects</li> <li>Feedback from school prefects and F.1 &amp; F.2 students</li> <li>Students' APASO data</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CUC, LHS</li> <li>Prefects</li> </ul>	<ul style="list-style-type: none"> <li>\$5000 (gifts)</li> </ul>
	<ul style="list-style-type: none"> <li>F.1 Day Camp at school</li> <li>Briefing session</li> <li>Debriefing session</li> </ul>	<ul style="list-style-type: none"> <li>25 Sept 21</li> <li>10 Sept 21</li> <li>27 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>F.1 students can have better understanding of the school and develop positive values, life skills and proper learning attitude.</li> <li>Teacher-student Relationship in APASO</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>F.1 class teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC teachers and prefects</li> <li>F.1 class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$3000 (prizes and materials)</li> </ul>
	Buddy Scheme	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of F.1 students agree that teachers care about them in the stakeholder survey.</li> <li>Teacher-student Relationship in APASO</li> <li>Teachers meet the F.1 students at least three times per term.</li> <li>One mass activity is held per term.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from F.1 students and teachers</li> <li>Data in the stakeholder survey</li> <li>Students' APASO data</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$20000 (mass activities and gifts)</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Blessing for F.6 students & count- down	<ul style="list-style-type: none"> <li>Jan 22</li> </ul>	<ul style="list-style-type: none"> <li>F.6 students feel the love and care from teachers and F.1 students.</li> <li>At least 50% of F.6 teachers express their blessing to F.6 students by the cards provided by the SDC.</li> <li>At least 30% of F.6 students express their blessing to F.6 classmates by the cards provided by the SDC.</li> <li>Over 65% of students agree that students respect their teachers in the stakeholder survey.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from F.6 students</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>YNS, LHS, F.6 class teachers, Value Education Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$3000</li> </ul>
	Caring Patrol	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are punctual when performing the duty.</li> <li>Teachers can assist prefects to deal with school rules offenders.</li> <li>Over 65% of students agree that teachers care about them in the stakeholder survey.</li> </ul>	<ul style="list-style-type: none"> <li>Observe teachers' performance</li> <li>Students' data in the stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	Build good relationship between class teachers and students	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of students agree that teachers care about them in the stakeholder survey.</li> <li>One class/inter-class activity is held for each class per term.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> <li>Students' data in the stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CUC, LHS</li> </ul>	<ul style="list-style-type: none"> <li>\$6000 (class/inter-class activity)</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
	Teacher-student activity	<ul style="list-style-type: none"> <li>• Post-exam period</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students enjoy the activity.</li> <li>• A harmonious atmosphere and relationship between teachers and students are built.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' feedback</li> <li>• Class teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• YNS, CUC, LHS, LJH</li> <li>• SDC members</li> </ul>	<ul style="list-style-type: none"> <li>• \$1000</li> </ul>
	<p>Three Parents' Days</p> <ol style="list-style-type: none"> <li>1) Introduction of different departments and sharing between class teachers and parents</li> <li>2) Distribution of report cards</li> <li>3) Distribution of report cards</li> </ol>	<ul style="list-style-type: none"> <li>• 3 Oct 21</li> <li>• 13 Feb 22</li> <li>• 10 July 22</li> </ul>	<ul style="list-style-type: none"> <li>• Over 65% of parents are satisfied with the arrangements of the three Parents' Days.</li> <li>• Over 65% of parents agree that there are enough means to communicate with the school in the stakeholder survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Count the no. of parents attending</li> <li>• Evaluation form completed by teachers and parents</li> <li>• Data in the stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• \$5000 (drinks &amp; snacks)</li> <li>• \$10000 (flowers and chocolates)</li> </ul>
	Orientation for Newly Admitted F.1 Students and their Parents	<ul style="list-style-type: none"> <li>• 21 Aug 21</li> </ul>	<ul style="list-style-type: none"> <li>• Over 65% of parents agree that there are enough means to communicate with the school in the stakeholder survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe parents' and students' responses in the activities</li> <li>• Feedback from F.1 students</li> <li>• Data in the stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• SDC members</li> <li>• F.1 class teachers</li> <li>• Teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	Sunshine call	<ul style="list-style-type: none"> <li>• Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of every student receive phone call and feel the care from class teachers.</li> <li>• Class teachers understand the students and their family background at an early stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Records submitted to the SDC</li> <li>• Feedback from class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers, YNS</li> </ul>	<ul style="list-style-type: none"> <li>• \$2000 (phone cards)</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2B	<b>Positive and supportive student-student relationship</b> <ul style="list-style-type: none"> <li>Recruitment of prefects</li> </ul>	<ul style="list-style-type: none"> <li>May – Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>The recruited prefects are responsible and helpful.</li> </ul>	<ul style="list-style-type: none"> <li>Comments from teachers</li> <li>The number of prefects recruited</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CUC, LHS</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	Prefect Training	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of school prefects attend the training so that they can learn skills and strategies in counseling F.1 and F.2 students, improve their leadership skills and are well prepared for performing their duties, e.g. knowing how to hold activities and being well trained to perform duty on Parents' Days.</li> <li>Team spirit is built.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from prefects and teachers</li> <li>Observe prefects' performance in activities</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CUC, LHS</li> </ul>	<ul style="list-style-type: none"> <li>\$3000 (prizes for school prefects)</li> </ul>
	Training of prefects & LKL Angels	<ul style="list-style-type: none"> <li>Apr 22</li> </ul>	<ul style="list-style-type: none"> <li>Team spirit is built.</li> <li>Over 70% of school prefects and LKL Angels attend the training.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from prefects and teachers</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CUC, LHS</li> <li>SDC teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$40000</li> </ul>
	<ul style="list-style-type: none"> <li>Training of prefects for F.1 Day Camp</li> <li>Training session</li> </ul>	<ul style="list-style-type: none"> <li>25 Sept 21</li> <li>10 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>Prefects are well trained to perform duty for F.1 Day Camp.</li> <li>70% of school prefects are satisfied with the training.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from prefects and teachers</li> <li>Observe prefects' performance in F.1 Day Camp</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CUC, LHS</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2C	<b>Home-school collaboration</b> <ul style="list-style-type: none"> <li>To organize PTA annual meeting and parental talks for parents so that parents could express their love and care to the students more effectively</li> </ul>	<ul style="list-style-type: none"> <li>3 Oct 21</li> </ul>	<ul style="list-style-type: none"> <li>Number of participants is increased.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of participants</li> </ul>	<ul style="list-style-type: none"> <li>LKL2</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	To offer scholarships for students with outstanding academic achievement to motivate students to study hard	<ul style="list-style-type: none"> <li>16 Oct 21</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>LKL2</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	To organize activities for parents and students to enhance family relationship	<ul style="list-style-type: none"> <li>Sept 21 – Aug 22</li> </ul>	<ul style="list-style-type: none"> <li>Number of participants is increased.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of participants</li> <li>Parents' comments</li> </ul>	<ul style="list-style-type: none"> <li>LKL2</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
2D	<b>Non-academic achievements</b> <ol style="list-style-type: none"> <li>1. Inform students and parents via school notices</li> </ol>	<ul style="list-style-type: none"> <li>1 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>Less than 1% of the award records need amendments.</li> </ul>	<ul style="list-style-type: none"> <li>No. of awards nominated and no. of amendment forms collected</li> </ul>	<ul style="list-style-type: none"> <li>CML, YNS</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ol style="list-style-type: none"> <li>2. Collect award nominations from teachers</li> </ol>	<ul style="list-style-type: none"> <li>End of each term</li> </ul>	<ul style="list-style-type: none"> <li>Less than 1% of the award records need amendments.</li> </ul>	<ul style="list-style-type: none"> <li>No. of awards nominated and no. of amendment forms collected</li> </ul>	<ul style="list-style-type: none"> <li>CML, LKW2, TA</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ol style="list-style-type: none"> <li>3. Input awards to WEBSAMS</li> </ol>	<ul style="list-style-type: none"> <li>End of each term</li> </ul>	<ul style="list-style-type: none"> <li>Less than 1% of the award records need amendments.</li> </ul>	<ul style="list-style-type: none"> <li>No. of awards nominated and no. of amendment forms collected</li> </ul>	<ul style="list-style-type: none"> <li>CML, LKW2, TA</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ol style="list-style-type: none"> <li>4. Check consistency</li> </ol>	<ul style="list-style-type: none"> <li>End of each term</li> </ul>	<ul style="list-style-type: none"> <li>Less than 1% of the award records need amendments.</li> </ul>	<ul style="list-style-type: none"> <li>No. of awards nominated and no. of amendment forms collected</li> </ul>	<ul style="list-style-type: none"> <li>CML</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<b>Award system</b> <ol style="list-style-type: none"> <li>1. One Student One Service (school-based) (Gold – 50 hrs, Silver – 30 hrs, Bronze – 20 hrs)</li> <li>2. Tuen Mun Excellent Volunteer</li> <li>3. Student of the Year (Community Service)</li> </ol>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>The number of applicants</li> </ul>	<ul style="list-style-type: none"> <li>The number of awardees (Gold, Silver, Bronze)</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>Certificates</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2E	<p><b>Positive and supportive messages</b></p> <ul style="list-style-type: none"> <li>Positive psychology and LKL qualities sharing at morning assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Students know more about the elements of positive psychology and LKL qualities and how to apply them to their studies and lives.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Counselling teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<p><b>Mental health workshops</b></p> <ul style="list-style-type: none"> <li>Themes of different forms</li> <li>- F.1: Adaptation stress</li> <li>- F.2: Social stress</li> <li>- F.3: Subject selection stress</li> <li>- F.4: Senior secondary stress</li> <li>- F.5: Mental illnesses</li> <li>- F.6: DSE stress</li> <li>Students learn about sources of stress, symptoms of mental illnesses and stress management strategies in the workshops.</li> <li>Students complete a self-assessment about their stress levels.</li> <li>Counselling teachers receive results of the self-assessment and approach students with high stress levels.</li> </ul>	<ul style="list-style-type: none"> <li>F.1: 17 Sept 21</li> <li>F.2: 13 Oct 21</li> <li>F.3: 22 Apr 22</li> <li>F.4: 11 Oct 21</li> <li>F.5: 3 Dec 21</li> <li>F.6: 21 Jan 22</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of students know their stress level. They learn about stress management, symptoms of common teenage mental problems, i.e. depression and anxiety, and ways to cope with stress related to themes of different forms.</li> <li>Cases of students with high stress levels are reported by the organization and reflected in the results of the self-assessment and the cases are followed by counselling teachers and social workers.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>\$12,500</li> <li>- \$500 per class per workshop</li> <li>- 25 workshops</li> </ul>
	<p><b>Extra mental health workshops for 6E students</b></p> <ul style="list-style-type: none"> <li>More support is provided for 6E students, who are found to be under a lot of study stress.</li> </ul>	<ul style="list-style-type: none"> <li>Sept &amp; Nov 21</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of 6E students are more aware of their stress levels, learn ways to cope with DSE stress and face DSE more positively.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>YWY2</li> <li>Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>\$1,000</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<p><b>Relaxation with U - Coping with DSE Stress Emotional Support Group</b> 同你鬆一 Zone: 應對 DSE 壓力情緒小組</p> <ul style="list-style-type: none"> <li>• More support is provided for F.6 students, who are found to be under a lot of study stress.</li> <li>• Group counselling sessions led by social workers with aims of raising self-awareness of students' stress levels, changing their cognitive distortions and empowering them through cognitive behavioral therapy</li> </ul>	<ul style="list-style-type: none"> <li>• 19 Aug 21</li> <li>• 26 Aug 21</li> <li>• 9 Sept 21</li> <li>• 16 Sept 21</li> <li>• 23 Sept 21</li> <li>• 30 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>• 8 – 10 F.6 students with a lot of study stress participate in the program and their attendance reaches 70%.</li> <li>• 70% of participants are more aware of their stress levels, identify and change their cognitive distortions and develop positive attitudes towards DSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Teachers' observation of students' behaviors and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• LJH, MYT</li> <li>• Social workers</li> <li>• Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>• \$3,600</li> </ul>
	<p><b>The Pursuit of Happiness Emotional Support Group</b> 快樂特攻隊</p> <ul style="list-style-type: none"> <li>• Group counselling sessions led by social workers with the aims of sharing feelings and thoughts about their problems, raising self-awareness of their emotions and mental conditions and developing new perspectives and positive attitudes towards life through narrative therapy</li> </ul>	<ul style="list-style-type: none"> <li>• 11 Nov 21</li> <li>• 18 Nov 21</li> <li>• 25 Nov 21</li> <li>• 10 Feb 22</li> <li>• 17 Feb 22</li> <li>• 24 Feb 22</li> <li>• 10 Mar 22</li> <li>• 17 Mar 22</li> <li>• 28 Apr 22</li> <li>• 5 May 22</li> </ul>	<ul style="list-style-type: none"> <li>• 8 – 10 junior form students with emotional problems or strong emotional needs participate in the program and their attendance reaches 70%.</li> <li>• 70% of participants are more aware of their emotions and mental conditions, show improvement in emotional management and develop positive attitudes towards adversity and life.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Teachers' observation of students' behaviors and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• Social workers</li> <li>• Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>• \$6,020</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<p><b>Finding My True Self Soulcation Soul Collage Emotional Support Group 尋找“ME”深度遊心靈拼貼情緒支援小組</b></p> <ul style="list-style-type: none"> <li>Group counselling sessions led by social workers with aims of exploring inner strengths, developing self-care and increasing resilience through soul collage</li> </ul>	<ul style="list-style-type: none"> <li>11 Nov 21</li> <li>18 Nov 21</li> <li>25 Nov 21</li> </ul>	<ul style="list-style-type: none"> <li>8 – 10 senior form students with emotional problems or strong emotional needs participate in the program and their attendance reaches 70%.</li> <li>70% of participants are more aware of their emotions and mental conditions, show improvement in emotional management and develop positive attitudes towards adversity and life.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> <li>Teachers’ observation of students’ behaviors and emotions</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>Social workers</li> <li>Hong Kong Family Welfare Society</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>



3. To foster students' positive values and attitudes through sex education

(To develop students' positive values and attitudes towards sex and love and raise their awareness of sexual violence and self-protection)

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<p><b>Sex education workshops</b></p> <ul style="list-style-type: none"> <li>• Themes of different forms</li> <li>- F.1: 論盡性好奇</li> <li>- F.2: 性傾向</li> <li>- F.3: 講愛情</li> <li>- F.4: 性行為抉擇</li> <li>- F.5: 傳媒性意識</li> <li>- F.6: 向性暴力 Say No</li> </ul>	<ul style="list-style-type: none"> <li>• F.1: 20 May 22</li> <li>• F.2: 10 Sept 21</li> <li>• F.3: 17 Sept 21</li> <li>• F.4: 12 Nov 21</li> <li>• F.5: 6 May 22</li> <li>• F.6: 7 Jan 22</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students learn about puberty, sexual orientation, the boundaries of male and female contact, the importance of healthy romantic relationship, the relationship between love and sex, media and sex and sexual harassment and abuse. Their awareness of self-protection in romantic relationship is also raised.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• The Family Planning Association of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• \$20,000</li> <li>- \$800 per workshop</li> <li>- 25 workshops</li> </ul>
	<p><b>Sex education talk for F.3 students</b></p> <ul style="list-style-type: none"> <li>• 新一代迷「網」(網上交友)</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Dec 21</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students learn about the dangers of making friends and dating online.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• St. James' Settlement Youth Service</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	<p><b>Sex education group</b></p> <ul style="list-style-type: none"> <li>• 好好戀愛小組</li> <li>• Students who are referred to the Counselling Team due to romantic relationship problems are invited to join this group.</li> <li>• Participants learn about the importance of healthy romantic relationship, the boundaries of male and female contact, contraceptive and self-protection.</li> </ul>	<ul style="list-style-type: none"> <li>• 11 Feb 22</li> <li>• 18 Feb 22</li> <li>• 25 Feb 22</li> <li>• 11 Mar 22</li> <li>• 18 Mar 22</li> <li>• 8 Apr 22</li> </ul>	<ul style="list-style-type: none"> <li>• 8 - 10 students participate in the program and their attendance reaches 70%.</li> <li>• 70% of participants learn more about sex and love and enhance self-awareness of self-protection in romantic relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• Social workers</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<p><b>Sexuality Pioneer Training Scheme 性教育先鋒訓練計劃</b></p> <ul style="list-style-type: none"> <li>Participants learn about two themes of sex education: romantic relationship and choices of sexual behaviors.</li> <li>They are trained with skills of organizing activities to promote sex education at school.</li> <li>They organize activities in the Sex Education Week.</li> </ul>	<ul style="list-style-type: none"> <li>6 Oct 21</li> <li>13 Oct 21</li> <li>17 Nov 21</li> <li>24 Nov 21</li> </ul>	<ul style="list-style-type: none"> <li>10 – 15 participants reach 80% attendance and they learn knowledge about sex education and they are trained with skills of promoting sex education.</li> <li>Around 100 students join the activities organized by the participants.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>LKY4</li> <li>The Family Planning Association of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>\$1,500</li> <li>It was paid last year.</li> </ul>
	<p><b>Sex Education Week</b></p> <ul style="list-style-type: none"> <li>Jan 17 – 21: Video sharing about sex education at morning assemblies</li> <li>Jan 17 – 18: Anti480 exhibition and stall games about sexual violence</li> <li>Jan 17 – 18: Anti480 sex education workshops</li> <li>Jan 19 – 21: LKL Angels stall games about sex education</li> <li>Jan 19 – 21: FPAHK School Sexuality Education Integrated Program: Resources Days</li> </ul> <p>家計會賽馬會青春斗教學車</p> <ul style="list-style-type: none"> <li>Jan 21 Weekly Assembly:</li> </ul> <p>F1, 2, 3 &amp; 4: Drama about sexual harassment 有舞性騷擾</p> <ul style="list-style-type: none"> <li>Visit to Anti480 Resource Centre and Moot Court on sexual violence</li> </ul>	<ul style="list-style-type: none"> <li>17 – 21 Jan 22</li> </ul>	<ul style="list-style-type: none"> <li>Around 400 students participate in the activities on the Resources Days and Anti480 exhibition and stall games.</li> <li>60% of students know more about puberty, love and sex, sexual harassment and violence. Their awareness of protecting themselves from sexual harassment, violence and abuse is raised.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Teachers' observation of students' participation in the activities</li> </ul>	<ul style="list-style-type: none"> <li>Counselling team teachers</li> <li>Anti480</li> <li>The Family Planning Association of Hong Kong</li> <li>Forest Union</li> </ul>	<ul style="list-style-type: none"> <li>\$6,000</li> <li>Anti480 exhibition and stall games: free</li> <li>Anti480: sex education workshops \$1000</li> <li>LKL Angels stall games about sex education: \$2500</li> <li>FPAHK School Sexuality Education Integrated Program: Resources Days: paid last year</li> <li>Drama: free</li> <li>Visit to Anti480 and Moot Court: \$1000</li> <li>Transportation to Anti480: \$1,500</li> </ul>

4. To foster students' positive values and attitudes through life education  
(To develop students' positive values and attitudes towards life and social relationships, reflect meaning of life and cherish life)

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<b>Life education workshops</b> <ul style="list-style-type: none"> <li>• Themes of different forms</li> <li>- F.1: 友情精華游</li> <li>- F.2: 成為家人的天使</li> <li>- F.3: 抗逆百分百</li> <li>- F.4: 堅毅真本色</li> <li>- F.5: 生命有價</li> <li>- F.6: 活在當下</li> </ul>	<ul style="list-style-type: none"> <li>• F.1: 22 Apr 22</li> <li>• F.2: 3 Dec 21</li> <li>• F.3: 20 May 22</li> <li>• F.4: 6 May 22</li> <li>• F.5: 12 Nov 21</li> <li>• F.6: 10 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students understand they could play an active role in family and peer relationships. They learn about resilience and perseverance, reflect meaning of life and develop positive attitudes and values towards life.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• ELCHK Life Angel Education Centre</li> </ul>	<ul style="list-style-type: none"> <li>• \$30,000</li> <li>- \$1,200 per workshop</li> <li>- 25 workshops</li> </ul>
	<b>Family education talk</b> <ul style="list-style-type: none"> <li>• Themes of different forms</li> <li>- F.1: 成長足跡</li> <li>- F.2: 溝通解碼</li> <li>- F.6: P 牌爸媽將來式</li> </ul>	<ul style="list-style-type: none"> <li>• F.1: 6 May 22</li> <li>• F.2: 20 May 22</li> <li>• F.6: 13 Oct 21</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students understand the impact of their behaviors on their family and communication patterns of a family and develop positive attitudes towards family relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• Social workers</li> <li>• Hong Kong Family Welfare Society</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	Sharing of family members and friends of people with suicidal behaviors for F.5 students	<ul style="list-style-type: none"> <li>• 10 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students understand the importance of mental health and the impact of suicide on family, peers and the society. They learn to cherish life.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• YWY2</li> <li>• Samaritan Befrienders Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	Mother's Day DIY gift stall	<ul style="list-style-type: none"> <li>• 5 – 6 May 22</li> </ul>	<ul style="list-style-type: none"> <li>• Around 100 students participate in this activity and make gifts to express their love and gratitude to their mothers.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' feedback</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LJH &amp; MYT</li> <li>• Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>• \$2,500</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Teacher's Day	<ul style="list-style-type: none"> <li>17 – 18 Feb 22</li> </ul>	<ul style="list-style-type: none"> <li>60% of students express gratitude towards teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>LJH &amp; FSY</li> <li>Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>\$4,000</li> </ul>
	Healthy lifestyle stall games	<ul style="list-style-type: none"> <li>13 – 17 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>Around 100 students play the stall games to learn about healthy lifestyle and develop positive attitudes towards life.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>FHK</li> <li>Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<b>Acrobatics Training Program 「成功在望」雜藝訓練計劃</b> <ul style="list-style-type: none"> <li>Acrobatics training workshop</li> <li>Acrobatics Fun Day</li> <li>Acrobatics Community Service Day</li> </ul>	<ul style="list-style-type: none"> <li>10 Feb 22</li> <li>17 Feb 22</li> <li>24 Feb 22</li> <li>10 Mar 22</li> <li>17 Mar 22</li> <li>7 Apr 22</li> <li>28 Apr 22</li> <li>5 May 22</li> <li>12 May 22</li> <li>19 May 22</li> <li>26 May 22</li> <li>2 Jun 22</li> <li>9 Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>15 – 20 students participate in the program and their attendance reaches 70%.</li> <li>70% of participants develop cooperation skills, establish positive self-image and increase self-esteem and self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> <li>Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>CSM2</li> <li>KELY Support Group</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<p><b>Talk on Internet use</b></p> <ul style="list-style-type: none"> <li>• Themes of different forms</li> <li>- F.1: 網絡社交壓力處理與危機</li> <li>- F.2: 不再「迷」惘 (網絡文化電競熱潮)</li> <li>- F.3: 法網無邊</li> <li>- F.4: 明辨網絡資訊真偽</li> <li>- F.5: 網絡同溫層</li> </ul>	<ul style="list-style-type: none"> <li>• F.1: 3 Dec 21</li> <li>• F.2: 17 Sept 21</li> <li>• F.3: 10 Sept 21</li> <li>• F.4: 17 Sept 21</li> <li>• F.5: 17 Sept 21</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students know more about cyber bullying, Internet culture and authenticity of online information. They learn how to deal with peer pressure and conflicts online, manage their gaming time and develop healthy habits of using the Internet legally. They are also more aware of the impact of online information on their lives and the society.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and feedback from students</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• St. James' Settlement Youth Service</li> <li>• Hong Kong Federation of Youth Groups Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• \$5,400</li> <li>- St. James' Settlement: free</li> <li>- Hong Kong Federation of Youth Groups Media Literacy: \$1,800 per talk, 3 talks in total</li> </ul>

5. To create a caring and supportive environment

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<ul style="list-style-type: none"> <li>One or two counselling teachers are assigned to each form to care for and provide guidance and support for students with emotional needs and mental health problems.</li> <li>Counselling teachers and social workers have regular meetings with students, at least once three weeks, to follow students' problems.</li> <li>Regular meetings are conducted among counselling teachers, social workers and SDC TIC to share case progress and discuss plans of helping students.</li> <li>Counselling teachers report case progress to SDC Form Cos, class teachers and teachers of SEN team.</li> <li>Counselling teachers hold case meetings with social workers to share case progress with class teachers and subject teachers and give advice to them to provide whole-school support.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Students show improvement in emotion and stress management and they demonstrate stable emotional and mental condition.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback on meetings with counselling teachers</li> <li>Teachers' observation of students' behaviors and emotions</li> <li>Questionnaire of students' stress, anxiety and depression level</li> </ul>	<ul style="list-style-type: none"> <li>All counselling teachers</li> <li>Social workers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<p><b>Harmonious Campus Anti-Bullying Campaign</b></p> <ul style="list-style-type: none"> <li>Stall games about anti-bullying</li> <li>Promotion of anti-bullying through distributing leaflets and gifts from EDB</li> </ul>	<ul style="list-style-type: none"> <li>25 - 26 Nov 21</li> </ul>	<ul style="list-style-type: none"> <li>Around 100 students join the activity and 70% of students understand the negative impact of bullying and help stop bullying at school.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>LKY4</li> <li>EDB</li> <li>Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>\$1,000</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<b>Class team building activities</b> <ul style="list-style-type: none"> <li>• Master Archer (F.3 &amp; F.5)</li> <li>• Bubble soccer (F.4)</li> </ul>	<ul style="list-style-type: none"> <li>• F.3: 6 May 22</li> <li>• F.4: 10 Sept 21</li> <li>• F.5: 20 May 22</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students develop team spirit and cooperation skills through the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students</li> <li>• Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• LJH</li> <li>• Master Edutainment</li> </ul>	<ul style="list-style-type: none"> <li>• \$13,600</li> <li>- Master Archer: \$4800 per session</li> <li>- Bubble soccer: \$4,000 per session</li> </ul>
	<b>LKL Angels Scheme 「金龍小 Teen 使」計劃</b> <ul style="list-style-type: none"> <li>• Peer Life Guard Training Program 學生守護大使訓練計劃</li> <li>• Sexuality Pioneer Training Scheme 性教育先鋒訓練計劃</li> <li>• LKL Angels form homework tutorial groups with SEN students to provide academic support.</li> <li>• LKL Angels have regular gatherings with junior form students with emotional needs to provide emotional support.</li> <li>• Arts, music or adventure activities are organized for LKL Angels, SEN students and students with emotional needs to strengthen their bonding. (Two sessions)</li> <li>• Exhibitions and stall games in Sex Education Week</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• LKL Angels reach 70% attendance in the activities.</li> <li>• Around 10 SEN students and 10 junior form students with emotional needs are supported by LKL Angels.</li> <li>• 70% of LKL Angels' empathy and care towards peers in need are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Students' feedback</li> <li>• Teachers and social workers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• LJH &amp; CSM2</li> <li>• Social workers</li> <li>• SEN Team</li> <li>• EDB</li> <li>• Family Planning Association of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• \$9,000</li> </ul>

## 6. To enrich students' experience and exposure

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6A	<b>External activities, competitions, workshops and visits</b> <ul style="list-style-type: none"> <li>F.4 Service Learning 4A – 4D, 4 classes (Periods 8 – 9 during assembly on Fri) <ul style="list-style-type: none"> <li>5 training (3/12, 21/1, 8/4, 22/4, 13/5)</li> <li>1 visit (20/5)</li> <li>1 evaluation and debriefing (27/5)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Dec 21 to May 22</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to complete the training/task.</li> <li>Students engage in all parts of service learning.</li> </ul>	<ul style="list-style-type: none"> <li>Social workers, teachers' observation and evaluation</li> <li>Feedback from students</li> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> <li>F.4 F/Ms</li> <li>Social workers</li> </ul>	<ul style="list-style-type: none"> <li>\$ 24,318 (Service-learning fee to HKSKH)</li> </ul>
	<b>“Cherish your Food” Student Service-Learning Project</b> <ul style="list-style-type: none"> <li>3 workshops/training</li> <li>3 activities <ul style="list-style-type: none"> <li>Experience of organic farming</li> <li>Collection of kitchen waste</li> <li>Mindful eating (cooperate with Hong Kong Baptist University Chinese Medicine Clinic)</li> <li>Publish a booklet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2nd term</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to complete the workshops/training.</li> <li>Students' engagement</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and tutors' observation and evaluation</li> <li>Feedback from participants</li> <li>Questionnaire</li> <li>Share this project output in booklet format</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$40,000 (Service-learning fee to service provider)</li> </ul>
	<b>Internship Program</b> <ul style="list-style-type: none"> <li>Students are assigned to different NGOs in Tuen Mun / Yuen Long District to experience the job nature of rehabilitation work in Hong Kong.</li> </ul>	<ul style="list-style-type: none"> <li>2nd term</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to complete at least 90% of the placements</li> <li>Students' engagement</li> </ul>	<ul style="list-style-type: none"> <li>Social workers and teachers' observation and evaluation</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<b>Dementia Friendly Program</b> <ul style="list-style-type: none"> <li>A group of Community Service members from both junior and senior forms are formed to promote Dementia Friendly Community and join different kinds of activities organized by SWD.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Students' participation</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation and evaluation</li> <li>Feedback from students and Social Welfare Department</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>



	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<b>Inclusion education / Life education</b> <ul style="list-style-type: none"> <li>• Talk/seminar/visit/workshop (e.g. sign language class, Guide Dog visit and sharing during weekly assembly) <ul style="list-style-type: none"> <li>- poverty program</li> <li>- elderly service</li> <li>- disable service</li> <li>- youth program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• More students are involved in social services.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants</li> <li>• Engagement of participants</li> <li>• One Student One Service</li> </ul>	<ul style="list-style-type: none"> <li>• Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>• \$4000</li> </ul>
	<b>Award system</b> <ol style="list-style-type: none"> <li>1. One Student One Service (school-based) (Gold - 50 hrs, Silver - 30 hrs, Bronze - 20 hrs)</li> <li>2. Tuen Mun Excellent Volunteer</li> <li>3. Student of the Year (Community Service)</li> </ol>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• The number of applicants</li> </ul>	<ul style="list-style-type: none"> <li>• The number of awardees (Gold, Silver, Bronze)</li> </ul>	<ul style="list-style-type: none"> <li>• Value Education Committee teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates</li> </ul>
6B	<b>Participation in school activities and services</b> <ul style="list-style-type: none"> <li>• Recognize students' achievements by providing more chances for them to show their products or efforts and holding more prize presentations, and making announcements through the Campus TV / central broadcast system / LCD display boards / school webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Students can get the news about the awards obtained by their schoolmates more easily.</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly / prize presentation records</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee &amp; Teachers-in-charge of each association/club/house/society</li> </ul>	<ul style="list-style-type: none"> <li>• Time slots from the morning/weekly assembly</li> <li>• Technical support from the Audio-visual Department and ICT Department</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
	Provide more chances for students, especially weaker students, to serve the school, e.g. serving as helpers during major school functions, committee members of various clubs, MCs of assemblies, cheer leaders, etc.	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• More students are given chances to serve the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' ECA records</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee &amp; Teachers-in-charge of each association/club/house/society</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	To teach students the importance of responsibility, all clubs and houses have to keep a full attendance record of their activities. Students absent from activities have to provide reasonable explanation and supporting documents.	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of students submit parents' letters, reply slips and other school documents on time.</li> <li>• Over 70% attendance rate in major school functions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis of the attendance records of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee &amp; other teachers concerned</li> <li>• Teachers-in-charge of each association /club/house /society</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower for handling the overall absence records</li> </ul>
6C	<b>Opportunities for new activities</b> <ul style="list-style-type: none"> <li>• Provide more opportunities for students from various forms to participate in school activities and services by being the committee members of Students' Council, clubs and societies to get the experiences in planning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• At least 50% of committee members are F.3 &amp; F.4 students while the remaining 50% are F.5 students for Students' Council.</li> <li>• Counting the number of F.2 and F.3 committee members of clubs and houses</li> </ul>	<ul style="list-style-type: none"> <li>• By checking the member list of newly elected Students' Council and the member list of clubs and houses</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers-in-charge of SC, clubs and houses</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6D	<b>Subject-based visits and external activities</b> <ul style="list-style-type: none"> <li>Let students have more exposure to different cultural activities by inviting external organizations to hold performances/workshops or taking students to watch free/discounted shows arranged especially for schools, e.g. Internship Program for Rehabilitation Service</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Students show their interest in the new activities introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Yearly Plan of each association/club/house/society</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee</li> <li>Students' Council</li> <li>Teachers-in-charge of each association/club/house/society</li> </ul>	<ul style="list-style-type: none"> <li>Free offers from external organizations</li> <li>\$15000 for inviting external organizations for Activity Committee</li> <li>\$15000 for SC</li> </ul>
6E	<b>OLE Days</b> <ul style="list-style-type: none"> <li>Encourage associations, clubs, houses and societies to organize various activities by offering financial subsidy</li> <li>Two OLE Days are organized by the clubs and houses. Students have better development in OLE.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> <li>OLE Days: 1 Apr 22 &amp; 30 Jun 22</li> </ul>	<ul style="list-style-type: none"> <li>More innovative and interesting activities are introduced to students.</li> <li>More and more students participate in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>Yearly Plan of each association/club/house/society</li> <li>Half-yearly Reports (1<sup>st</sup> &amp; 2<sup>nd</sup> terms)</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee</li> <li>Teachers-in-charge of each association/club/house/society</li> </ul>	<ul style="list-style-type: none"> <li>\$50000 (activities for OLE Days)</li> <li>\$50000 (Dragon Boat Team subsidy)</li> <li>\$2000 (first aid kits)</li> <li>AV facilities, venues, manpower (janitors)</li> <li>Technical support</li> <li>Opportunities from external organizations</li> </ul>

## 7. To nurture student leaders

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
7A	<b>Leadership training programs</b> <ul style="list-style-type: none"> <li>Nominate school prefects to participate in external leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>School prefects improve their leadership skills through external leadership training.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the number of nominations</li> </ul>	<ul style="list-style-type: none"> <li>YNS, LHS, CUC</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
7B	<b>Strengthen the role of Houses</b> <ul style="list-style-type: none"> <li>Organize whole-school functions, such as Music Contest, Annual Athletic Meet, Open Day cum Info Day and so on</li> <li>Encourage more students to join House activities, e.g. all Form one students have to join the Cheering Team</li> </ul>	<ul style="list-style-type: none"> <li>As scheduled in the School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of teachers &amp; students comment that they have developed good relationship with the F/Ms.</li> <li>Students find a sense of belonging through participating in whole-school functions.</li> </ul>	<ul style="list-style-type: none"> <li>ECA evaluation survey for both students and teachers after the functions/activities</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee &amp; other teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>\$8000 (Annual Athletic Meet and House activities)</li> <li>\$24000 (4 Houses Cheering Team Uniform subsidy, \$100/student)</li> <li>\$1000 (sundry expenses, e.g. mobile phone sim cards, stationery, etc.)</li> <li>AV facilities, venues, manpower (janitors)</li> </ul>

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<ul style="list-style-type: none"> <li>Organize inter-house activities, such as Ball-game Contest, Quiz Competition, etc.</li> <li>Enhance the spirit of cooperation, sportsmanship and loyalty among students</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>The number of students joining house activities</li> </ul>	<ul style="list-style-type: none"> <li>The number of students joining house activities</li> </ul>	<ul style="list-style-type: none"> <li>House Committee members</li> <li>TIC of each House</li> <li>House Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ul style="list-style-type: none"> <li>Houses board (G/F) introducing House members and activities</li> <li>Student Leaders' Board introducing Chairladies and Vice Chairladies</li> <li>All Form one students must be the members of Cheering Teams.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> <li>Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>Students can get updated information about House activities.</li> <li>Update the information of the board at least twice a year</li> <li>More than 95% of Form one students join the Cheering Teams.</li> </ul>	<ul style="list-style-type: none"> <li>The number of students joining house activities</li> </ul>	<ul style="list-style-type: none"> <li>House Committee members</li> <li>TIC of each House</li> <li>House Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>Fee from Activity Committee</li> </ul>
7C	<p><b>More opportunities for students to organize and lead activities/programs</b></p> <ul style="list-style-type: none"> <li>The Stage Production Team fulfills backstage needs, including moving furniture, handing out microphones, etc. during ceremonies and functions.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>The ceremonies and functions are conducted smoothly.</li> <li>Staff and students of the Stage Production Team are able to complete group tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation and evaluation</li> <li>Feedback from participants</li> </ul>	<ul style="list-style-type: none"> <li>YCCW</li> <li>KMC</li> <li>LWY</li> <li>SFY</li> <li>YWY2</li> <li>LHW</li> <li>CTL1</li> <li>KMK</li> <li>LKW2</li> <li>HKW</li> <li>Stage Production Team</li> </ul>	<ul style="list-style-type: none"> <li>YCCW</li> <li>KMC</li> <li>LWY</li> <li>SFY</li> <li>YWY2</li> <li>LHW</li> <li>CTL1</li> <li>KMK</li> <li>LKW2</li> <li>HKW</li> <li>Stage Production Team</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
7D	<b>Joint-school functions</b> <ul style="list-style-type: none"> <li>• Introduce students to external activities, competitions and training programs, which are generally recognized in HK/worldwide</li> <li>• Encourage students to join inter-school activities and competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• More new programs are introduced.</li> <li>• More students join the activities and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Records from the ECA system</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee</li> <li>• Students</li> <li>• Teachers-in-charge of each association /club/house /society</li> </ul>	<ul style="list-style-type: none"> <li>• ECA system</li> </ul>

## 8. To enhance life planning education

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
8A	<p><b>Make optimal choices among the multiple pathways</b></p> <ul style="list-style-type: none"> <li>To guide HKDSE students to make an informed and responsible choice in JUPAS/E-APP based on the strength of their abilities/interests</li> <li>Various programs are conducted to assist HKDSE students, including mentorship scheme, JUPAS seminars, mock interview workshop, individual/group counselling sessions, academic institutions visits, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of HKDSE students comment that they acquire the objectives and are psychologically or motivationally prepared to navigate the career exploration activities.</li> </ul>	<ul style="list-style-type: none"> <li>Record the attendance of students in the activities</li> <li>Check students' individual JUPAS planning forms regularly</li> </ul>	<ul style="list-style-type: none"> <li>All committee members</li> <li>F.6 class teachers</li> <li>Social workers</li> </ul>	<ul style="list-style-type: none"> <li>\$500 (Annual membership fee of HKACMGM)</li> <li>\$10000 (Seminars and workshops fee)</li> </ul>
	To advise F.3 students in the process of choosing elective subjects through individual/group counselling, sharing from senior form students in career talks, ApL taster programs and disseminating subject selection booklets	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of students receive advice from different platforms.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' awareness through individual and group counselling sessions</li> </ul>	<ul style="list-style-type: none"> <li>KYL, SFY</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	To meet students' needs for further education, applying for scholarships/awards, etc.	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 90% of students' requests on SLP, certificates and testimonials are fulfilled within 7 working days.</li> </ul>	<ul style="list-style-type: none"> <li>Check the records of fair copies at General office</li> </ul>	<ul style="list-style-type: none"> <li>KYL, CKP, WYC2</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
8B	<p><b>Visits and summer internship programs</b></p> <ul style="list-style-type: none"> <li>To assist senior form students to set study targets, career plans or life goals with confidence and self-worth</li> <li>Various programs are conducted, including summer internship programs, workplace visits, etc.</li> <li>To assist students in the enrollment of Applied Learning Courses, which consist of practical elements linked to broad professional and vocational fields</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of students can identify their dominant and secondary inclinations.</li> <li>Over 70% of students are aware of the need to explore study choices and related occupations linked to their personality traits, and to formulate potential action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Record the attendance of students in career-related activities</li> <li>Monitor students' performance in career-related activities and ApL Courses</li> </ul>	<ul style="list-style-type: none"> <li>KYL, SFY</li> </ul>	<ul style="list-style-type: none"> <li>\$70000 (providing subsidization to students in career exploration activities, e.g. summer internship program)</li> <li>\$5000 (career-related experience activities)</li> </ul>
8C	<p><b>Understanding the qualities needed in the work environment</b></p> <ul style="list-style-type: none"> <li>To assist junior form students to understand self and the world of work</li> <li>Two life planning workshops co-organized with NGOs are organized for F.1 and F.2 classes, and five workshops organized for F.3 students to support their developmental needs.</li> <li>Interest classes with NGOs / business sectors are organized to help students explore the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of students identify their dominant inclinations, and are aware of the need to explore study choices and related occupations linked to their personality traits.</li> <li>Over 65% of students engage in reflections on how their learning of six honeycombs assist them in understanding their own interests and aspirations, as well as potential action plans to be followed.</li> </ul>	<ul style="list-style-type: none"> <li>Record the attendance of students in the programs</li> <li>Obtain feedback from the NGOs on the performance of students in the programs</li> </ul>	<ul style="list-style-type: none"> <li>KYL, YMP</li> <li>F.1 – F.3 class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$2000 (life planning education teaching aids)</li> </ul>



	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
8D	<p><b>Visits/tours to local/overseas tertiary education institutions</b></p> <ul style="list-style-type: none"> <li>To provide students with a wide breadth of career and tertiary options</li> <li>Careers prefects are recruited and trained to help deliver career information to students.</li> <li>To disseminate effectively all kinds of career information through career talks, campus TV announcements, booklets, webpage, display board, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of students receive relevant information about careers and life planning through different platforms.</li> <li>Over 65% of students identify, select and use career information related to study or occupational choices critically.</li> <li>Over 65% of students understand the qualification system and comprehend qualifications required and offered by various study or training options.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of careers activities conducted by the platforms</li> <li>Observe students' awareness through individual and group counselling sessions</li> </ul>	<ul style="list-style-type: none"> <li>KYL</li> <li>Life Planning Committee</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

**Major Concern 3: To enhance staff development for building a learning community**

**Targets:**

**1. To promote collaborations among teachers**

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1A	<b>Subject collaborations</b> <ul style="list-style-type: none"> <li>To promote collaboration of different subjects and to develop students' multiple perspectives</li> <li>Each subject has to arrange at least 1 collaboration with other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>CML, WMT</li> <li>Subject Panels</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
1B	<b>Lesson observations</b> <ul style="list-style-type: none"> <li>To promote professional sharing between teachers</li> <li>To arrange 3 - 4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – May 22</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can learn from one another.</li> <li>More than 80% of teachers provide positive feedback on open class lesson observation.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>CML</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

**2. To enrich teachers' experience and exposure**

	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
2A	<b>Professional development programs</b> <ul style="list-style-type: none"> <li>To encourage teachers to enrich their skills and knowledge of elites education by joining the EDB or the HKAGE programs and joint-school interflows</li> <li>Promoting counselling courses and workshops to teachers, especially counselling teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Aug 22</li> </ul>	<ul style="list-style-type: none"> <li>Half of the teacher members attend at least one development program related to gifted education.</li> <li>Each counselling teacher attends at least one course or workshop and their counselling skills are improved.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>WYY, THC, KMC, HHN</li> <li>Counselling teachers &amp; social workers</li> </ul>	<ul style="list-style-type: none"> <li>\$1000</li> </ul>
2B	<b>Public examination personnel</b> <ul style="list-style-type: none"> <li>More teachers serving as setters, markers or oral examiners in the HKDSE Examination, which raises the awareness of the teachers of the latest requirements of assessments in the public examination.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 – Aug 22</li> </ul>	<ul style="list-style-type: none"> <li>More than 25% of teaching staff serve as public examination personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of teachers who serve in public examination</li> </ul>	<ul style="list-style-type: none"> <li>LYW</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

**Madam Lau Kam Lung Secondary School of MFBM  
Budget for Capacity Enhancement Grant (CEG), 2021/22**

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> <li>• To employ 1 Chinese Language teacher to provide support to teachers</li> <li>• To implement the curriculum plans, e.g. organizing learning activities, revising learning materials and evaluating the learning process and outcomes</li> <li>• To reduce teacher-class ratio so as to arouse students' interest in Chinese Language</li> </ul>	Sept 21 - Aug 22	\$51,095 × 12 × 1.05 = \$643,797	Teacher questionnaires – over 70% of teaching staff agree that relevant strategies have: <ul style="list-style-type: none"> <li>• enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching; and</li> <li>• raised students' interest, and the learning needs of students are taken care of in the above learning activities.</li> </ul>	WMT
To cater for students' learning diversity	To employ instructors for interested enhancement classes, such as Language classes, Mathematics classes and Liberal Studies workshops	Sept 21 - Aug 22	\$99,000	Teacher questionnaires – over 70% of teaching staff agree that relevant strategies have: <ul style="list-style-type: none"> <li>• enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching; and</li> <li>• raised students' interest, and the learning needs of students are taken care of in the above learning activities.</li> </ul>	Panel Heads of core subjects

**Madam Lau Kam Lung Secondary School of MFBM**  
**School-based After-school Learning and Support Programs, 2021/22**

Staff-in-charge: Mr. LOO Yiu-wah

Contact Telephone No.: 2461 9566

A. The estimated number of students (count by heads) benefitted under this program is 100

(including A. 25 CSSA recipients, B. 75 SFAS full-grant recipients and C. 0 under school's discretionary quota).

**B. Information on Activities to be subsidized/complemented by the Grant**

* Name / Type of Activity	Objectives of the Activity	Success Criteria	Method(s) of Evaluation	Period/Date Activity to be Held	Estimated no. of Participating Eligible Students#			Estimated Expenditure	Name of Partner / Service Provider
					A	B	C		
Chinese & Western Instrumental Training Courses	<ul style="list-style-type: none"> <li>- To promote students' interest in music and enhance their understanding of music</li> <li>- To provide opportunities for students to perform in order to improve their skills of performance and boost their confidence</li> <li>- To enhance students' music culture so that they can have balanced developments in the five domains of education</li> </ul>	<ul style="list-style-type: none"> <li>- Students' motivation is raised.</li> <li>- Students' personal and social developments are enhanced.</li> <li>- Students' sense of belonging is strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires for participants</li> <li>- Teachers' observations</li> </ul>	Sept 21 - Aug 22	15	45	0	\$1,500 × 60 = \$90,000	N/A
Study Skills Workshop	<ul style="list-style-type: none"> <li>- To promote students' multiple intelligences</li> <li>- Students' study skills are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>- Students' learning skills are strengthened.</li> <li>- Students have more confidence in their studies.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires for participants</li> <li>- Teachers' observations</li> </ul>	Sept 21 - Aug 22	5	15	0	\$1,500 × 20 = \$30,000	N/A
Interest Classes	<ul style="list-style-type: none"> <li>- To promote students' multiple intelligences</li> <li>- Students cultivate their development, which is emphasized in the Other Learning Experience (OLE).</li> </ul>	<ul style="list-style-type: none"> <li>- Students' motivation is raised.</li> <li>- Students' personal and social developments are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires for participants</li> <li>- Teachers' observations</li> </ul>	Sept 21 - Aug 22	5	15	0	\$1,500 × 20 = \$30,000	N/A

**Madam Lau Kam Lung Secondary School of MFBM**

**Budget for School-based Support for Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students, 2021/22**

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To support non-Chinese speaking (NCS) students' learning of the Chinese Language to enhance the learning and teaching effectiveness	To employ 3 GM teachers - to implement intensive learning mode for pull-out learning and after-school support to help NCS students learn Chinese systematically with a view to bridging over to mainstream Chinese Language classes - to develop resource packages and promote a culturally inclusive school environment through various modes - to enhance communication with NCS students' parents	Sept 21 - Aug 22	(\$33,350 + \$40,515 + \$44,555) $\times 12 \times 1.05$ = \$1,492,092	- Lesson observation - Inspection of students' exercise books - Feedback from NCS students' parents	YKL, WMT & CUC
To raise NCS students' awareness of the importance of life-long career development planning	- To provide tailor-made career guidance service for NCS and SEN students	Sept 21 - Aug 22	\$50,000	- Positive responses from NCS students - Better communication with NCS students' parents	YKL

**Madam Lau Kam Lung Secondary School of MFBM**  
**Three-year plan - Measures to broaden students' choices of elective subjects**  
**and provision of gifted education programs for the eleventh cohort of SS students**  
**(from the 2021/22 to 2023/24 school years)**

DLG Funded Program	Strategies & Benefits Anticipated (e.g. In What Way Students' Diverse Learning Needs are Catered For)	Name of Program/Course and Provider	Duration of the Program/Course	Target Students	Estimated No. of Students Involved in Each School Year			Evaluation of Student Learning/ Success Indicators	Teacher-in-charge
					21/22	22/23	23/24		
Other Languages	- To enhance students' competitiveness in the 21st century and increase their chances for tertiary education	French, Japanese & Spanish (Pui Ching Academy)	3 years	Students who have taken foreign language classes in junior forms	F.4=4 F.5=4 F.6=5	F.4=4 F.5=4 F.6=4	F.4=4 F.5=4 F.6=4	- Students take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA	LJH
Other Programs	- In view of the small number of students opting for PE and Music, this Network Program can help to cater for students' diverse needs.	Physical Education & Music	3 years	S4 - S6 students	F.4=6 F.5=3 F.6=1	F.4=4 F.5=6 F.6=3	F.4=4 F.5=4 F.6=6	- Students take the HKDSE Examination.	KMS (P.E.) & YCCW (Music)

**Madam Lau Kam Lung Secondary School of MFBM  
Budget for Teacher Relief Grant (TRG) (Optional), 2021/22**

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> <li>• To employ 1 Mathematics teacher to provide support to teachers</li> <li>• To implement the curriculum plans, e.g. organizing learning activities, revising learning materials and evaluating the learning process and outcomes</li> <li>• To reduce teacher-class ratio so as to arouse students' interest in science learning</li> </ul>	Sept 21 – Aug 22	\$35,040 $\times 12 \times 1.05$ = \$441,504	Teacher questionnaires – over 70% of teaching staff agree that relevant strategies have: <ul style="list-style-type: none"> <li>• enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching; and</li> <li>• raised students' interest, and the learning needs of students are taken care of in the above learning activities.</li> </ul>	CUC
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> <li>• To employ 2 Liberal Studies teachers to provide support to teachers</li> <li>• To implement the curriculum plans, e.g. organizing learning activities, revising learning materials and evaluating the learning process and outcomes</li> <li>• To reduce teacher-class ratio so as to arouse students' interest in Liberal Studies</li> </ul>	Sept 21 – Aug 22	(\$38,595 + \$44,555) $\times 12 \times 1.05$ = \$1,047,690	Teacher questionnaires – over 70% of teaching staff agree that relevant strategies have: <ul style="list-style-type: none"> <li>• enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching; and</li> <li>• raised students' interest, and the learning needs of students are taken care of in the above learning activities.</li> </ul>	CML

**Madam Lau Kam Lung Secondary School of MFBM**  
**Plan on the Use of the Life-wide Learning Grant, 2021/22**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences*				
							I	M	P	S	C
Category 1	To organize / participate in life-wide learning activities										
1.1	To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises and thematic learning day)										
English Language	English drama course	<ul style="list-style-type: none"> <li>- To strengthen students' acting skills and improve their English proficiency</li> <li>- Students participate in drama competitions after training</li> </ul>	Sept 21 – Aug 22	S1 - S5 elite students	<ul style="list-style-type: none"> <li>- Students' feedback</li> <li>- Teachers' comments</li> </ul>	\$43,000	✓				
Geography	Field trips	<ul style="list-style-type: none"> <li>- Through field trips, students observe, apply and practice what they have learned in the classroom.</li> <li>- Investigate tools and skills to measure, collect, display and analyze geographic data on the ground. Extend what is learned in the classroom.</li> </ul>	29 – 30 Jun 22	S4 – S5 Geography students	<ul style="list-style-type: none"> <li>- Student performance in their course work</li> </ul>	\$10,000	✓				
Biology	Field trips	<ul style="list-style-type: none"> <li>- Develop students' responsibility for the living world by imparting the knowledge and importance of the ecosystem and conservation to students and hence encourage them to join environmental activities, e.g. eco-tour &amp; recycled paper making workshop</li> <li>- Arrange outdoor biological visits, e.g. visit an organic farm, develop students' appreciation of the wonders of the living world</li> </ul>	Sept 21 – Aug 22	S3 – S6 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Students' feedback</li> <li>- Teachers' comments</li> </ul>	\$9,000	✓				



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences*				
							I	M	P	S	C
Category 1	To organize / participate in life-wide learning activities										
1.1	To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises and thematic learning day)										
Life Planning	<ul style="list-style-type: none"> <li>- Life planning education teaching aids</li> <li>- Subsidy for students for career exploration</li> <li>- Career-related experience activities</li> <li>- Life planning website maintenance</li> </ul>	<ul style="list-style-type: none"> <li>- To help each student to set life goals, study targets and initial tertiary study or career plan with confidence, success, and self-worth</li> </ul>	Sept 21 - Aug 22	S1 - S6 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student questionnaires</li> </ul>	\$77,000					✓
STEM	Media production course	<ul style="list-style-type: none"> <li>- To equip students with media production skills and experience</li> <li>- To provide opportunities for students to produce programs for school functions</li> </ul>	Sept 21 - Aug 22	S1 - S6 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student questionnaires</li> </ul>	\$100,000	✓				
	STEM competition	<ul style="list-style-type: none"> <li>- To provide Micro:bit for students to participate in STEM competitions</li> </ul>	Sept 21 - Aug 22	S1 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student questionnaires</li> </ul>	\$40,000	✓				
	STEM local visits	<ul style="list-style-type: none"> <li>- To let teachers take care of students during study tours</li> <li>- To let students be exposed to the new development of STEM events</li> </ul>	Sept 21 - Aug 22	S1 - S6 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student questionnaires</li> </ul>	\$20,000	✓				
	STEM activities <ul style="list-style-type: none"> <li>- STEM Team</li> <li>- Girls go Tech</li> <li>- Energy Innovation for Smart City Competition</li> <li>- STEM Technology Taster</li> </ul>	<ul style="list-style-type: none"> <li>- Provide more opportunities for students to participate in STEM-related activities</li> </ul>	Sept 21 - Aug 22	S1 - S6 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student questionnaires</li> </ul>	\$24,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences*				
							I	M	P	S	C
Category 1	To organize / participate in life-wide learning activities										
1.2	To organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
Music	Chinese and Western music singing and instrumental training	<ul style="list-style-type: none"> <li>- Under the guidance of professional instructors, students learn singing and techniques of playing instruments. After training, students improve their performing skills.</li> <li>- Students participate in music competitions and school activities after training.</li> <li>- To purchase the following items for the activities:               <ul style="list-style-type: none"> <li>- Music stand with cart</li> <li>- Wooden cart for storing percussion instruments</li> <li>- Erhu (Chinese musical instrument) x 2</li> </ul> </li> </ul>	Sept 21 - Aug 22	S1 - S6 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Students' feedback</li> <li>- Teachers' comments</li> </ul>	\$540,000			✓		
Visual Arts	Visual Arts competition	<ul style="list-style-type: none"> <li>- To coach students to participate in Visual Arts competitions</li> <li>- To strengthen students' creative and collaborative skills</li> </ul>	Sept 21 - Aug 22	S1 - S6 students	<ul style="list-style-type: none"> <li>- Students' feedback</li> <li>- Teachers' comments</li> </ul>	\$3,000			✓		
P.E.	To employ professional trainers to coach the following school teams and interest classes: <ul style="list-style-type: none"> <li>- Badminton Team</li> <li>- Table-tennis Team</li> <li>- Handball Team</li> <li>- Basketball Team</li> <li>- Rope Skipping Class</li> <li>- Jazz Class</li> <li>- Chinese Dance Class</li> </ul>	<ul style="list-style-type: none"> <li>- To take up the school teams and interest classes training in order to relieve the workload of P.E. teachers for other school sports development</li> <li>- After training, team members improve their skills and have confidence in joining competitions.</li> </ul>	Sept 21 - Aug 22	S1 - S6 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student performance</li> <li>- Feedback from coaches</li> </ul>	\$595,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences*				
							I	M	P	S	C
Category 1	To organize / participate in life-wide learning activities										
1.2	To organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
Assemblies & Ceremonies Committee	Stage Production Team	<ul style="list-style-type: none"> <li>- Arrange workshops for students to learn stage production work with multimedia elements, such as video, stage and lighting effects</li> <li>- Students are capable of stage production work in school activities.</li> </ul>	Sept 21 - Aug 22	S1 - S5 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student performance</li> <li>- Feedback from coaches</li> </ul>	\$100,000					✓
Activity Committee	Flag Raising Team	<ul style="list-style-type: none"> <li>- To broaden students' exposure, establish positive values and enhance their self-esteem, sense of responsibility and team spirit through the Flag Raising Team</li> <li>- To provide students with diverse learning opportunities so as to enrich their life experiences through flag raising ceremony training and participating in service-learning activities</li> </ul>	Sept 21 - Aug 22	S1 - S5 students	<ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Student performance</li> <li>- Feedback from coaches</li> </ul>	\$60,000				✓	
1.3	To organize or participate in non-local exchange activities or competitions to broaden students' horizons										
NIL						\$0					
1.4	Others										
NIL						\$0					
					Estimated Expenses for Category 1	\$1,621,000					

(\*: Please put a ✓ in the appropriate box(es); more than one option can be selected.)

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

I: Intellectual Development (closely linked with curriculum); M: Moral and Civic Education; P: Physical and Aesthetic Development; S: Community Service

C: Career-related Experiences

Domain	Item	Purpose	Estimated Expense (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
AV support and maintenance	<ul style="list-style-type: none"> <li>- Wireless mic set</li> <li>- 4K DV camera</li> <li>- Vlog camera + wireless mic</li> <li>- 50'-55' television</li> <li>- Pocket camera</li> <li>- PA system</li> <li>- Campus TV equipment</li> </ul>	To procure equipment for campus TV and audio-visual section so as to: <ul style="list-style-type: none"> <li>- intensify the life-wide learning of all subjects;</li> <li>- allow students to develop their multi-intelligence and generic skills, especially collaboration, creativity and communication in both English and Putonghua; and</li> <li>- provide the valuable opportunity to express their concern and love to our school</li> </ul>	\$110,000
Physics	- 850 universal interface for datalogger	To organize subject-based learning activities for enhancing the learning and teaching effectiveness of Physics	\$12,000
Mathematics	- 5 sets of mobile computing devices	To organize subject-based learning activities for enhancing the learning and teaching effectiveness of Mathematics	\$20,000
Citizenship and Social Development	- 5 sets of mobile computing devices	To organize subject-based learning activities for enhancing the learning and teaching effectiveness of Citizenship and Social Development	\$20,000
Chinese Language	- 5 sets of mobile computing devices	To organize subject-based learning activities for enhancing the learning and teaching effectiveness of Chinese Language	\$20,000
Biology	- 1 set of mobile computing device	To organize subject-based learning activities for enhancing the learning and teaching effectiveness of Biology	\$6,000
Technology and Living	- 1 set of mobile computing device	To organize subject-based learning activities for enhancing the learning and teaching effectiveness of Technology and Living	\$6,000
Multi-media Learning Centre	- 2 tablet charging carts	To support and promote life-wide learning activities of all subjects	\$42,000
			Estimated Expenses for Category 2
			\$236,000
			Estimated Expenses for Categories 1 & 2
			\$1,857,000

### Number of Student Beneficiaries

Total number of students in the school:	663
Number of student beneficiaries:	663
Percentage of students benefitting from the Grant (%):	100

**Madam Lau Kam Lung Secondary School of MFBM  
Budget for Fractional Post Cash Grant (FPCG), 2021/22**

<b>Item</b>	<b>Details</b>	<b>Time Scale</b>	<b>Budget</b>	<b>Evaluation Criteria</b>	<b>People Responsible</b>
To enhance students' language proficiency	<p>To employ a native English teacher (NET) to teach Literature in English (ELI) in Forms 4 to 6</p> <p>Students can have more exposure to English used by a native English speaker.</p> <ul style="list-style-type: none"> <li>- Students can broaden their experience of western culture the NET shares with them.</li> </ul>	Sept 21 - Aug 22	\$3,200/day × 100 days = \$320,000	<p>Teacher questionnaires – over 70% of teaching staff agree that relevant strategies have:</p> <ul style="list-style-type: none"> <li>- raised students' exposure to English used by a native English speaker; and</li> <li>- enhanced students' experience of western culture the NET shares with them.</li> </ul>	NKW