

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



Annual School Plan
2020 - 2021

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Mission Statement

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

School Goals

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

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

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

Target 1: To strengthen the learning habits of students

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	To reinforce the implementation of classroom routine	• Sep 20 to Jun 21	• Classroom routine is established	• Class and lesson observation	• CWP and Subject Panel Heads concerned	• Nil
1B	Homework Submission Scheme - To enhance students to submit their homework on time - To implement punishment to students for their submission of homework	• Sep 20 to Jun 21	• Less than 18 daily late submission records	• Count the students late submission records	• CWP, FSY	• Nil
1C	Improve the students learning ability and learning skills - Invite students or teachers to share good learning skills during morning assembly	• Sep 20 to Jun 21	• Students master the learning skills	• Observe the improvement in quiz, tests, U.T. and examination result	• HTW, Subject Panels	• Nil

Target 2: To create learning atmosphere and to enhance students' learning attitude

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	Encourage students with good learning attitude - To prepare Students' Appreciation Cards for teachers to encourage students to perform well in quiz, tests, uniform tests and examinations. - To recognize students' academic performance with Principal's List, Academic Head's List and Students with Great Improvement for Examinations.	• Sep 20 to Jun 21	• Students are persuaded 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 = \$10,000

2B	Recognize Students' Achievement <ul style="list-style-type: none"> - Prize presentation to students who have good learning attitude, academic performance or improvement in academic performance, such as the most diligent student, Student with the most perseverance, The most mannerly student, The most helpful student - To display students' achievements via posters, online display and publication of good works 	<ul style="list-style-type: none"> • Sep 20 to Jul 21 • Sep 20 to Jul 21 	<ul style="list-style-type: none"> • Improvement in learning attitude or academic performance of students • Posters and publications are published 	<ul style="list-style-type: none"> • FMs feedback • Count the number of publications 	<ul style="list-style-type: none"> • CWP • CKH, CSM2, CKP 	<ul style="list-style-type: none"> • Nil
2C	Restructure supplementary lessons for senior forms <ul style="list-style-type: none"> - Arrange supplementary lessons on Saturdays and post-mock examination tutorials for F.6 students - Arrange and allocate summer tutorials for F.4 and F.5 students - Arrange Summer U.T. for F.5 students during the summer holiday in August 	<ul style="list-style-type: none"> • Sep 20 to Jun 21 	<ul style="list-style-type: none"> • Teachers and students can make use of Saturdays and Summer holiday to extend their learning 	<ul style="list-style-type: none"> • Count the number lessons arranged on Saturdays 	<ul style="list-style-type: none"> • CWP and Subject Panel Heads concerned 	<ul style="list-style-type: none"> • Nil
2D	Academic weeks <ul style="list-style-type: none"> - 3 Academic weeks: Liberal Studies Week (Sept), Mathematics Week (Nov), Chinese Language Week (Mar) are arranged 	<ul style="list-style-type: none"> • Sep 20 to Jun 21 	<ul style="list-style-type: none"> • 3 Academic Weeks per year 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • LWP, WMT, CML 	<ul style="list-style-type: none"> • Nil
2E	Structured Programmes during Lunch Time <ul style="list-style-type: none"> - To structure subject-based academic programs/activities/competitions during lunchtime - Programmes can be arranged in a balanced way and minimize the clash 	<ul style="list-style-type: none"> • Sep 20 to Jun 21 	<ul style="list-style-type: none"> • Programmes can be arranged orderly 	<ul style="list-style-type: none"> • Check the programmes arranged • Teachers' feedback 	<ul style="list-style-type: none"> • CWP, MWL 	<ul style="list-style-type: none"> • Nil
2F	Language Across Curriculum <ul style="list-style-type: none"> - Adopting the F.1 LAC booklet in English lessons. - Preparing the F.2 LAC booklet to provide language support to F.2 students. <ul style="list-style-type: none"> - Discuss with F.2 I.S. and Geography teachers to identify the language support students need. - Prepare reading materials and exercise to help students familiarize with the language needed to learn Geography and Integrated Science. 	<ul style="list-style-type: none"> • Sep 20 to May 21 • Sep 20 to May 21 	<ul style="list-style-type: none"> • Students can better master the language used in studying Geography & I.S. • Nil 	<ul style="list-style-type: none"> • Observe students' learning in I.S. and Geography lesson. • Nil 	<ul style="list-style-type: none"> • F.1 ELA, IS & GEO teachers • NKW and F.2 I.S. & GEO teachers 	<ul style="list-style-type: none"> • Nil • Nil

Target 3: To enhance effective and innovative teaching methodologies

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	Enhance e-learning <ul style="list-style-type: none"> - At least one e-learning trial for each subject and the experiences are shared among teachers - Carry out online lessons e.g. Zoom during class suspension - Homework submission through the e-class E.g. IES Worksheet downloading and project work submission - Posting and submission of assignment through some Platforms e.g. Google classroom 	<ul style="list-style-type: none"> • Sep 20 to Jun 21 	<ul style="list-style-type: none"> • Some e-learning tools are used and shared by teachers 	<ul style="list-style-type: none"> • Panel feedback and sharing among the panel members 	<ul style="list-style-type: none"> • CKH, LYW, LCSH 	<ul style="list-style-type: none"> • Nil
3B	Subject Collaborations <ul style="list-style-type: none"> - To promote collaboration of different subjects and to develop students' multiple perspectives. - Each subject has to arrange at least 1 collaboration with other subjects. 	<ul style="list-style-type: none"> • Sep 20 to May 21 	<ul style="list-style-type: none"> • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Teachers and students' feedback 	<ul style="list-style-type: none"> • CML, WMT • Subject panels 	<ul style="list-style-type: none"> • Nil
3C	Lesson Observations <ul style="list-style-type: none"> - To promote professional sharing between teachers. - To arrange 3-4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning. 	<ul style="list-style-type: none"> • Sep 20 to May 21 	<ul style="list-style-type: none"> • Teachers can learn from each other • More than 80% of teachers provided positive feedback on open class lesson observation. 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • CML 	<ul style="list-style-type: none"> • Nil
3D	Students' Survey Form To provide students' survey form for teachers' reflection	<ul style="list-style-type: none"> • Sep 20 to Jun 21 	<ul style="list-style-type: none"> • Teachers could use the Students' Survey Form for effective evaluation 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • CWP 	<ul style="list-style-type: none"> • Nil

Target 4: To cater for learner diversity

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	Remedial programmes - Remedial programmes for CLA, ELA, L.S. and MAT will be implemented to cater for students' learning diversity	• Sep 20 to Jun 21	• Students will be benefited from school-based elite and remedial programmes	• Observe students' learning process and outcome	• LYW, NKW, LWP, CML & teachers concerned	• Nil
4B	Summer Learning Programs - To organize academic and non-academic learning programs to extend students' learning during summer holiday	• Mar 21 to Aug 21	• 4 learning programmes such as English Remedial and Enrichment Classes are arranged in summer holiday	• Count the number of learning programmes	• LYW, NKW, LWP and MWF	• Nil
4C	Appropriate setting of difficulty in U.T. and examination paper - Panel Heads of different subjects assure difficulties of U.T. and examination paper are well set to cater for different learners' ability	• Sep 20 to Jun 21	• Difficulty is appropriate for different learners'	• U.T. and examination analysis	• CWP, YYY and CUC	• Nil
4D	Gifted Education - To optimize the Elite Education student database according to their characteristics and abilities - To set up the Elite Education Student Committee - To invite more students join the Elites program by The Hong Kong Academy for Gifted Education - To enhance students' participation of elite training program by establishing an award system.	• Sep 20 to Jun 21	• 70% elite students are satisfied with the elite education programs and can enhance their learning effectiveness • 70% activities are held or organized by student committee	• Students' Feedback • Teachers' feedback	• WYY, THC • WYY, HHN • WYY, THC, KMC, HHN • WYY, KMC	• Nil
4E	Stretching students potential - To develop elite students' potential by gifted education - Structured afterschool elite programs	• Sep 20 to Jun 21	• Elite students have opportunities to stretch their potential	• Count the number of applicants	• CML	• Nil

Target 5: To cultivate students' reading habit

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5A	<ul style="list-style-type: none"> 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"> Sep 20 to Aug 21 	<ul style="list-style-type: none"> Both Chinese and English books of various themes and subjects were purchased. 	<ul style="list-style-type: none"> No. of books purchased Feedback from teachers and students 	<ul style="list-style-type: none"> CKY, WWS2, KLL Subject panels 	<ul style="list-style-type: none"> \$40,000 (Promotion of Reading Grant)
5B	<p>Reading Activities</p> <ul style="list-style-type: none"> Conducting Friday morning reading sessions and printing relevant reading materials Conducting book sharing during morning assemblies Launching and attending a reading forum <p>Holding Book Fairs</p> <ul style="list-style-type: none"> Hiring writers or professional storytellers, etc. to conduct talks or workshops for students Paying the application fees for activities and competitions related to the promotion of reading Subsidizing students for their participation in and application for reading-related activities or courses Organizing theme-based reading activities and visits to libraries or book stores 	<ul style="list-style-type: none"> Sep 20 to Aug 21 	<ul style="list-style-type: none"> Students' interest in reading is fostered. 	<ul style="list-style-type: none"> Observe students' participation in the reading activities Borrowing record of students Feedback from teachers and students 	<ul style="list-style-type: none"> All members of the Reading and Library Committee Subject panels FMs 	<ul style="list-style-type: none"> \$12,000 (Promotion of Reading Grant)
	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5C	<p>Reading Award Schemes</p> <ul style="list-style-type: none"> The Super Reader Award Scheme 	<ul style="list-style-type: none"> Sep 20 to Aug 21 	<ul style="list-style-type: none"> Students are encouraged to read more books 	<ul style="list-style-type: none"> The number of students who have received the awards Borrowing record of students Feedback from teachers and students 	[K3] <ul style="list-style-type: none"> All members of the Reading and Library Committee 	<ul style="list-style-type: none"> \$8,000 (Promotion of Reading Grant)
5D	<ul style="list-style-type: none"> Other library collections such as non-print collections like DVDs and VCDs are purchased to facilitate the promotion of reading Reading and reference books/materials of different subjects are recommended or purchased by the teachers. 	<ul style="list-style-type: none"> Sep 20 to Aug 21 	<ul style="list-style-type: none"> The reading and reference books/materials and other library collections are useful for both students and teachers 	<ul style="list-style-type: none"> Borrowing record of students and teachers 	<ul style="list-style-type: none"> CKY, WWS2, KLL Subject panels 	<ul style="list-style-type: none"> \$10,000 \$22,000 (library book grant for different subjects)
5E	<ul style="list-style-type: none"> Some unserviceable or old books will have to be written off because of outdated information as well as limited space on the bookshelves. 	<ul style="list-style-type: none"> Aug 21 	<ul style="list-style-type: none"> Keep the new and mostly welcomed books. 	<ul style="list-style-type: none"> Write off unserviceable outdated and old books 	<ul style="list-style-type: none"> KLL 	<ul style="list-style-type: none"> NIL

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

Target 1: To foster students' positive values and attitude

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	<ul style="list-style-type: none"> Qualities of LKL girls 3-year-program (Focus on 4 qualities in 1 year) <p><u>2019/2020</u> Sept & Oct (diligent) Nov & Dec (perseverant) May-June (mannerly)</p> <p><u>2020/2021</u> Sept (mannerly) Oct – Dec (Helpful) Feb & March (self-disciplined) April- May (responsible)</p> <p><u>2021/2022</u> Sept & Oct (considerate) Nov & Dec (confident)</p> <ul style="list-style-type: none"> - 'Meeting on Monday' Morning assembly sharing (10 times) - Display board featuring one quality of LKL girls 	<ul style="list-style-type: none"> All year round 	<ul style="list-style-type: none"> Students' preparation The sharing are conducted smoothly 	<ul style="list-style-type: none"> Teachers' observation and evaluation Feedback from students 	<ul style="list-style-type: none"> Team members & MCE & CS Ambassadors 	\$1,000 (Decoration for Display Board)
	<ul style="list-style-type: none"> Award 1. Student with the most Mannerly(1st term) 2. Student with the most Helpful (1st term) 3. The most Self-disciplined student(2nd term) 4. The most Responsible student (2nd term) 	<ul style="list-style-type: none"> 1st term and 2nd term 	<ul style="list-style-type: none"> One to Four student from each classes will be selected and awarded in each term (*each qualities) F/M nomination 	<ul style="list-style-type: none"> Teachers' observation and evaluation Feedback from students 	<ul style="list-style-type: none"> LHW WYS WWS2 	\$14,000 (Certificates and book coupons)

	<ul style="list-style-type: none"> • Cross-subjects/ associations activities <p><u>Cross-subject/associations collaboration</u></p> <ul style="list-style-type: none"> ■ <u>CLA and BSS (F3A-3D, second term)</u> <p>Each student has to borrow a book from library that is related to the “quality” of the month and finish a book report for both subjects and conduct a presentation. It aims to promote the qualities of helpful and responsible among students.</p> <ul style="list-style-type: none"> ■ <u>MATHS (F1A-1D second term)</u> <p>F1 students are encouraged to complete a challenge of extra 50 questions in a week for one month. The challenge is to promote diligent and self-disciplined in study.</p> <ul style="list-style-type: none"> ■ <u>ELA and ART (All forms, second term)</u> <p>Students are encouraged to select their favorites writers’ best quote that related to LKL Qualities to create their unique calligraphy. The best designed calligraphy will be printed out and distribute to all classes. 4 Western calligraphy workshops will be held after school to promote LKL Qualities.</p> <ul style="list-style-type: none"> ■ <u>SDC (F1, second term)</u> <p>F.1 students are invited to join the challenge of “Submit Homework Punctually” in March. The challenge aims to promote self-discipline and to help F1 girls to build up a good habit of homework submission.</p>	<ul style="list-style-type: none"> • All year around 	<ul style="list-style-type: none"> • Students actively participate in activities • The feedback of the teachers/ students/ tutors 	<ul style="list-style-type: none"> • Number of participants/ winners • Quality of entries/ work • Select winners from each form and class 	<ul style="list-style-type: none"> • LHW • LKL2 • WYS 	<p>\$7,000 (For promotion and prizes)</p>
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	<ul style="list-style-type: none"> Reading Time <p>To cooperate with Reading Team to promote reading habit and the values of the 8 LKL qualities among students</p>	<ul style="list-style-type: none"> 1st term and 2nd term 	<ul style="list-style-type: none"> Students are able to read all articles/passages during the reading period 	<ul style="list-style-type: none"> Teachers and students feedback Q & A during the reading period 	<ul style="list-style-type: none"> Team members 	\$500 gift
1B	<ul style="list-style-type: none"> Students' attendance, punctuality and discipline 					
	<ul style="list-style-type: none"> To embody students' responsibilities through submission of school documents 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Over 65% students submit parents' letter, reply slips and other school documents on time. 	<ul style="list-style-type: none"> Teachers' feedback Records in e-circular 	<ul style="list-style-type: none"> SDC All teachers 	<ul style="list-style-type: none"> Nil.
	<ul style="list-style-type: none"> Blackmark Offset Scheme 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Student who has breached school rules due to oversight and has been given black mark can cancel the black mark by serving the school. 30% of students who got black mark apply the scheme 75% of applicants successfully cancel their black marks Improvement of the APASO data regarding sense of belongings 	<ul style="list-style-type: none"> Number of students who got black mark apply the scheme Number of applicants successfully cancel their black marks Students' APASO data 	<ul style="list-style-type: none"> YNS SDC Members Class teachers 	<ul style="list-style-type: none"> Nil.
1C	<ul style="list-style-type: none"> Positive Values 					
	<ul style="list-style-type: none"> Two Inter-class board design competitions will be held. 	<ul style="list-style-type: none"> Sept.20 Feb.21 	<ul style="list-style-type: none"> All classes have to finish designing their boards on or before the deadline. Their designs should demonstrate their creativity, convey positive attitudes and align to the specified theme. 	<ul style="list-style-type: none"> Examine and assess their work by the adjudicators. 	<ul style="list-style-type: none"> Class teachers SDC Members 	<ul style="list-style-type: none"> \$2000 (Prizes)
	<ul style="list-style-type: none"> Positive Energy Ambassador 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Students should have their perseverance improved and sense of responsibility established. Over 70% assigned students should attend the activities. Prizes are given to the classes with good performance. 	<ul style="list-style-type: none"> Observe students' performance Marks given by Head Prefects and SDC Leaders 	<ul style="list-style-type: none"> YNS Class teachers SDC Form Coordinators 	<ul style="list-style-type: none"> \$4000(prizes)
	<ul style="list-style-type: none"> Sharing in Morning Assemblies 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> At least 4 sharing on LKL qualities done by LKL Angels or school prefects. Students should build up positive values through listening to sharing from prefects 	<ul style="list-style-type: none"> Monitor the quality of the sharing from prefects 	<ul style="list-style-type: none"> YNS, CUC, LHS 	<ul style="list-style-type: none"> Nil.

	<ul style="list-style-type: none"> Class-based appreciation scheme for LKL Qualities 	<ul style="list-style-type: none"> Sept 20 – Oct 20 	<ul style="list-style-type: none"> Over 65% of class teachers have presented small gifts to students who have shown improvement or outstanding performance regarding LKL Qualities. 	<ul style="list-style-type: none"> No of small gifts given by class teachers Feedback from F/Ms and students 	<ul style="list-style-type: none"> YNS, CUC, LHS, F/Ms 	<ul style="list-style-type: none"> \$5000 (small gifts)
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1G	Form-based Activity					
	F.1: <ul style="list-style-type: none"> Homework submission Competition To-tie-a-tie competition Table manner workshop 	<ul style="list-style-type: none"> Throughout the year 13 Nov 20 28 May 21 	<ul style="list-style-type: none"> Over 65% of class teachers feedback that the activity can help students develop their sense of responsibility and good manner. Over 70% enrolled students should attend the activities. 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> CUC, class teachers CUC, class teachers 	<ul style="list-style-type: none"> \$1000(prizes) \$1000(prizes) \$4000
	F.2: <ul style="list-style-type: none"> Quiz competition about law and legislation Rope skipping competition 	<ul style="list-style-type: none"> 25 Sept 20 28 May 21 	<ul style="list-style-type: none"> Over 65% of class teachers feedback that the activity can help students develop their sense of responsibility and good manner. Over 70% enrolled students should attend the activities. 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> CLY, class teachers CLY, CML, class teachers 	<ul style="list-style-type: none"> \$1000(prizes) \$1000(prizes)
	F.3: <ul style="list-style-type: none"> Quiz competition about law and legislation Impression of my classmates 	<ul style="list-style-type: none"> 25 Sept 20 Mar-May 21 	<ul style="list-style-type: none"> Over 65% of class teachers feedback that the activity can help students develop their sense of responsibility and good manner. Over 70% enrolled students should attend the activities. 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> CLY, CML, class teachers 	<ul style="list-style-type: none"> \$1000(prizes) \$1000(prizes)
	F.4: <ul style="list-style-type: none"> Visit to local university Punctual for lesson competition 	<ul style="list-style-type: none"> Oct-Dec 20 Mar-May 20 	<ul style="list-style-type: none"> Over 65% of class teachers feedback that the activity can help students develop their sense of responsibility and good manner. Over 70% enrolled students should attend the activities. 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> LKY2, class teachers 	<ul style="list-style-type: none"> \$4000(coach) \$1000(prizes)
	F.5: <ul style="list-style-type: none"> Visit to local university Punctual for lesson competition 	<ul style="list-style-type: none"> Oct-Dec 20 Mar-May 20 	<ul style="list-style-type: none"> Over 65% of class teachers feedback that the activity can help students develop their sense of responsibility and good manner. Over 70% enrolled students should attend the activities. 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> LHS, class teachers 	<ul style="list-style-type: none"> \$4000(coach) \$1000(prizes)
	F.6: <ul style="list-style-type: none"> DSE Goal Setting Farewell Assembly 	<ul style="list-style-type: none"> 16 Oct 20 26 Feb 21 	<ul style="list-style-type: none"> Over 65% of class teachers feedback that the activity can help students develop their sense of responsibility and good manner. Over 70% enrolled students should attend the activities. 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> LKL2, class teachers 	<ul style="list-style-type: none"> \$3000 \$3000

	Kam Lung Adventure	<ul style="list-style-type: none"> November 	<ul style="list-style-type: none"> Participants are well-prepared and cooperate with one another. 	<ul style="list-style-type: none"> Observe students' performance 	Value Education teachers	\$600 (For promotion and prizes)
	<ul style="list-style-type: none"> Whole school cleaning day 	<ul style="list-style-type: none"> February 	<ul style="list-style-type: none"> Students participate in the event actively. 	<ul style="list-style-type: none"> Observe students' performance 	Value Education teachers	\$1000 (For buying cleaning materials and prizes)
	<ul style="list-style-type: none"> Inter-class cleaning competition 	<ul style="list-style-type: none"> All year round 	<ul style="list-style-type: none"> 80% of classes get 20 marks or above in the competition. 	<ul style="list-style-type: none"> Students' performance (assessed by teachers and MCE ambassadors) 	Value Education teachers	\$2000 (For promotion and prizes)
	'Get to know more about the 2020 United States Presidential Election'	<ul style="list-style-type: none"> November 	<ul style="list-style-type: none"> Students make good use of the information on the display board to answer the questions correctly 	<ul style="list-style-type: none"> Calculate the number of participants joining the Q&A competition. 	Value Education teachers	\$500 (For promotion and prizes)
	<ul style="list-style-type: none"> 'Top Ten News Election 2020' 	<ul style="list-style-type: none"> December 	<ul style="list-style-type: none"> Students vote actively 	<ul style="list-style-type: none"> Compare the number of participants with that of the previous year 	Value Education teachers	<ul style="list-style-type: none"> \$500 (For promotion and prizes)
	'Not waste' Charity bazaar	<ul style="list-style-type: none"> February 	<ul style="list-style-type: none"> Target: Form 1 – 4 students Each class needs to donate 10 items for sale. 	<ul style="list-style-type: none"> Calculate the number of items received and observe students' performance 	Value Education teachers	\$500 (For promotion and decoration)
	<ul style="list-style-type: none"> 'Visit a slaughterhouse' 	<ul style="list-style-type: none"> 2nd term 	<ul style="list-style-type: none"> Target: Junior forms students Number of applicants: more than 20 Students complete the worksheet seriously and reflect on their life 	<ul style="list-style-type: none"> Number of participants Students need to write a 100-word reflection and teachers will select winners 	Value Education teachers	<ul style="list-style-type: none"> \$2500 (Transportation fee and prizes)
1D	<ul style="list-style-type: none"> Self-confidence and sense of belonging 					
	<ul style="list-style-type: none"> The teachers involved offer opportunities and training for students to serve the school by being the mistresses of ceremony of assemblies, ceremonies and functions. 	<ul style="list-style-type: none"> The whole academic year 	<ul style="list-style-type: none"> The mistresses of ceremony are confident and articulate. 	<ul style="list-style-type: none"> Teachers' observation and evaluation Feedback from participants 	<ul style="list-style-type: none"> HTW HLWK KMC LPM YCCW YKL Teachers-in-charge of the weekly assemblies 	<ul style="list-style-type: none"> HTW HLWK KMC LPM YCCW YKL Teachers-in-charge of the weekly assemblies

Target 2: To create a caring and supportive environment

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<ul style="list-style-type: none"> Positive and supportive teacher-student relationship 					
	<ul style="list-style-type: none"> Pastoral care for F.1 and F.2 students 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> At least 3 lunch programs held by class prefects per term per class to help F.1 & F.2 students to adapt to school life. F.1 & F.2 students feel the love and caring from senior students. At least 5 F.1 & F.2 students received in-depth individual counselling and assistance from class prefects. Improvement of the APASO data regarding sense of belongings. 	<ul style="list-style-type: none"> Number of lunch programs held. Evaluation by the Deputy Prefects. Feedback from school prefects and F.1 & F.2 students. Students' APASO data. 	<ul style="list-style-type: none"> YNS, CUC, LHS Prefects 	<ul style="list-style-type: none"> \$5000 (Gifts)
	<ul style="list-style-type: none"> F.1 Life camp 	<ul style="list-style-type: none"> 25-26 Sept 20 	<ul style="list-style-type: none"> F.1 students can have better understanding of the school and develop positive values, life skills and proper learning attitude. Teacher-Student Relationship in APASO 	<ul style="list-style-type: none"> Students' Feedback F/Ms' feedback 	<ul style="list-style-type: none"> SDC teachers and Prefects F.1 F/Ms 	<ul style="list-style-type: none"> \$55000 (Camp fee, facilities & catering) \$6000 (Coach) \$3000 (Prizes and materials) <p>(~120 F.1 participants, each one will pay \$100) Total: 64,000-12,000 = \$52,000</p>
	<ul style="list-style-type: none"> Buddy Scheme 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Over 70% F.1 students agreed that teachers care about them in the stakeholder survey. Teacher-Student Relationship in APASO Teachers meet the F.1 students at least three times per term. One mass activity is held per term. 	<ul style="list-style-type: none"> Feedback from F.1 students and teachers Data in stakeholder survey Students' APASO data. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> \$20000 (mass activities, gifts)

<ul style="list-style-type: none"> Blessing for F.6 students & Count-Down 	<ul style="list-style-type: none"> Jan 21 	<ul style="list-style-type: none"> F.6 students feel the love and caring from teachers and F.1 students. At least 50% of F.6 teachers express their blessing to F.6 students by the cards provided by SDC. At least 30% of F.6 students express their blessing to F.6 classmates by the cards provided by SDC. Over 65% students agreed that students respect their teachers in the stakeholder survey. 	<ul style="list-style-type: none"> Feedback from F.6 students. Teacher's feedback 	<ul style="list-style-type: none"> YNS, LKL2, LWY, F.6 class teachers, MCE Committee 	<ul style="list-style-type: none"> \$3000
<ul style="list-style-type: none"> Caring Patrol 	<ul style="list-style-type: none"> Throughout the year. 	<ul style="list-style-type: none"> Teachers are punctual when performing duty. Teachers can assist prefects to deal with school rules offenders. Over 65% students agreed that teachers care about them in the stakeholder survey. 	<ul style="list-style-type: none"> Observe teachers' performance. Students' data in stakeholder survey 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Nil
<ul style="list-style-type: none"> Build good relationship between F/Ms and students 	<ul style="list-style-type: none"> Throughout the year. 	<ul style="list-style-type: none"> Over 65% students agreed that teachers care about them in the stakeholder survey. One inner class / inter class activity will be held for each class per term. 	<ul style="list-style-type: none"> Feedback from F/Ms and students. Students' data in stakeholder survey 	<ul style="list-style-type: none"> YNS, CUC, LHS 	<ul style="list-style-type: none"> \$6000 (inner class / inter class activity)
<ul style="list-style-type: none"> Teacher-student Activity 	<ul style="list-style-type: none"> Post Exam 	<ul style="list-style-type: none"> Teachers and students enjoy the activity. A harmonious atmosphere and relationship between teachers and students are built. 	<ul style="list-style-type: none"> Students' Feedback F/Ms' feedback 	<ul style="list-style-type: none"> YNS, CUC, LHS, LJH SDC members 	<ul style="list-style-type: none"> \$1000
<ul style="list-style-type: none"> Three Parents' Days will be held: 1) Introduction of different departments and sharing between F/Ms and parents 2) distribution of report cards 3) distribution of report cards 	<ul style="list-style-type: none"> 18 Oct. 20 7 Feb. 21 11 July 21 	<ul style="list-style-type: none"> Over 65% parents were satisfied with the arrangements of the three Parents' Day. Over 65% parents agreed that there were enough means to communicate with school in the stakeholder survey. 	<ul style="list-style-type: none"> Count the no. of parents' attendance. Evaluation form completed by teachers and parents Data in stakeholder survey 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> \$5000 (drinks & snacks) \$10000 (flowers and chocolates)

	<ul style="list-style-type: none"> • Orientation for Newly Admitted F.1 Students and their Parents 	<ul style="list-style-type: none"> • 22 Aug. 20 	<ul style="list-style-type: none"> • Over 65% parents agreed that there were enough means to communicate with school in the stakeholder survey. 	<ul style="list-style-type: none"> • Observe parents' and students' response in the activities. • Feedback from F.1 students • Data in stakeholder survey 	<ul style="list-style-type: none"> • SDC members, • F.1 F/Ms • Related Teachers 	<ul style="list-style-type: none"> • Nil
	<ul style="list-style-type: none"> • F.1 F/Ms contact parents by phone 	<ul style="list-style-type: none"> • Sept. 20 	<ul style="list-style-type: none"> • Parents of every F.1 students received F/Ms phone call and feel the care from F/Ms. • F.1 F/Ms understand the students and their family background at an early stage. 	<ul style="list-style-type: none"> • Feedback from F/Ms. 	<ul style="list-style-type: none"> • F.1 F/Ms 	<ul style="list-style-type: none"> • Nil.
2B	<ul style="list-style-type: none"> • Positive and supportive student-student relationship 					
	<ul style="list-style-type: none"> • LKL Angels Scheme 「金龍小 Teen 使」計劃 - Peer Life Guard Training Programme 朋輩「生命守門員」培訓計劃 - Visit to the elderly with suicidal thoughts Joy 種生命義工探訪計劃 - LKL Angels form homework tutorial groups with SEN students to provide academic support. - LKL Angels have regular gatherings with junior form students with emotional needs to provide emotional support. - Arts, music or adventure activities are organised for LKL Angels, SEN students and students with emotional needs to strengthen their bonding. (Two/three sessions) 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • LKL Angels reach 70% of attendance in the activities. • Around 10 SEN students and 10 junior form students with emotional needs are supported by LKL Angels. • 70% of LKL Angels' empathy and care towards peers in need are enhanced. 	<ul style="list-style-type: none"> • Questionnaires • Students' feedback • Teachers and social workers' observation 	<ul style="list-style-type: none"> • LJH & YWY2 • Social workers • SEN Team • Suicide Prevention Services 	<ul style="list-style-type: none"> • \$9,000 - Visit to the elderly with suicidal thoughts: \$4,000 - Gathering and activities: \$5,000

	<ul style="list-style-type: none"> Recruitment of Prefects 	<ul style="list-style-type: none"> May- June 20 	<ul style="list-style-type: none"> The recruited Prefects are responsible and helpful. 	<ul style="list-style-type: none"> Comments from teachers. The number of Prefects recruited. 	<ul style="list-style-type: none"> YNS, CUC, LHS 	<ul style="list-style-type: none"> Nil.
	<ul style="list-style-type: none"> Prefect Training 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Over 70% of school prefects attended the training so that they can learn skills, techniques and strategies in counseling F.1 and F.2 students, improve their leadership skills and are well prepared for performing their duties(e.g. know how to hold activities and are well trained to perform duty for Parent's Day) Team sprit can be built. 	<ul style="list-style-type: none"> Feedback from prefects and teachers. Observe prefects' performance in activities. 	<ul style="list-style-type: none"> YNS, CUC, LHS 	<ul style="list-style-type: none"> \$3000 (Prizes for school prefects)
	<ul style="list-style-type: none"> Training of Prefects, LKL Angels and MCE Ambassadors (Day Camp) 	<ul style="list-style-type: none"> Apr 21 	<ul style="list-style-type: none"> Team sprit can be built Over 70% of school prefects, LKL Angels and MCE Ambassadors attended the training 	<ul style="list-style-type: none"> Feedback from prefects and teachers. 	<ul style="list-style-type: none"> YNS, CUC, LHS SDC teachers 	<ul style="list-style-type: none"> \$40000
	<ul style="list-style-type: none"> Training of Prefects for F.1 Life Camp 	<ul style="list-style-type: none"> Sept 20 	<ul style="list-style-type: none"> Prefects are well trained to perform duty for F.1 Life Camp 70% of school prefects were satisfied with the training. 	<ul style="list-style-type: none"> Feedback from prefects and teachers. Observe prefects' performance in F.1 Life Camp 	<ul style="list-style-type: none"> YNS, CUC, LHS 	<ul style="list-style-type: none"> Nil.
2C	<ul style="list-style-type: none"> Home-school collaboration 					
	<ul style="list-style-type: none"> To organize parental talks for parents such that parents could exercise their love and care to the students more effectively 	<ul style="list-style-type: none"> Sep 2020 	<ul style="list-style-type: none"> Number of participants is increased 	<ul style="list-style-type: none"> Count the number of participants 	<ul style="list-style-type: none"> LKL2 	<ul style="list-style-type: none"> Nil
	<ul style="list-style-type: none"> To offer scholarships for students with outstanding academic achievement to drive the initiative of the students to study 	<ul style="list-style-type: none"> Nov 2020 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> LKL2 	<ul style="list-style-type: none"> Nil
	<ul style="list-style-type: none"> To organize activities for parents and students to enhance the relationship within family 	<ul style="list-style-type: none"> Sep 20 - Aug 21 	<ul style="list-style-type: none"> Number of participants is increased 	<ul style="list-style-type: none"> Count the number of participants 	<ul style="list-style-type: none"> LKL2 	<ul style="list-style-type: none"> Nil

2D	• Non-academic achievements					
	1. Inform the students and parents by school notice	1 Sept. 20	• Less than 1% of the awards record need amendments.	• No. of awards nominated and No. of amendment forms collected.	• CML, YNS	• Nil
	2. Collect award nominations from teachers	Each Term End	• All nominations are collected on time.	• Check the nominations collected	• CML, LKW2, T.A.	• Nil.
	3. Input awards to WEBSAMS	Each Term End	• Are records are inputted on time.	• Check the finish date.	• CML, LKW2, T.A.	• Nil.
	4. Check consistency	Each Term End	• No inconsistency is found.	• Count the no. of inconsistent records.	• CML	• Nil.
	<ul style="list-style-type: none"> • Award system 2. Volunteer Movement (SWD) <ul style="list-style-type: none"> - individual (Gold-200 hrs, Silver-150 hrs, Bronze-50 hrs) - organization (Gold award *complete 2500 hours or above) 3. One Student One Service (school-based) (Gold-50 hrs, Silver- 30 hrs, Bronze- 20 hrs) 4. Tuen Mun Excellent Volunteer 5. Student of the Year (Community Service) 	• The whole academic year	• The number of applicants	• The number of awardees (Gold, Silver, Bronze)	• LHW • LKY3 • YM	• Certificates

2E	<ul style="list-style-type: none"> • Positive and supportive messages 					
	<ul style="list-style-type: none"> • Positive psychology and LKL qualities sharing in morning assemblies 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students know more about elements of positive psychology and LKL qualities and how to apply them to their studies and life. 	<ul style="list-style-type: none"> • Feedback from students 	<ul style="list-style-type: none"> • Counselling teachers 	<ul style="list-style-type: none"> • Nil
	<ul style="list-style-type: none"> • Mental health workshops • Themes of different forms <ul style="list-style-type: none"> - F1: Adaptation stress - F2: Social stress - F3: Subject selection stress - F4: Senior secondary stress - F5: Mental illnesses - F6: DSE stress • Students will complete a self-assessment about their stress levels. • Counselling teachers will receive results of the self-assessment and approach students with high stress levels. 	<ul style="list-style-type: none"> • F1: Sep 11 • F2: Oct 16 • F3: May 21 • F4: Nov 27 • F5: Oct 23 • F6: Oct 30 	<ul style="list-style-type: none"> • Over 70% of students will know their stress level. They will learn about emotional management, symptoms of common teenager mental problems, i.e. depression and anxiety, and ways to cope with stress related to themes of different forms. • Cases of students with high stress levels will be reported by speakers and reflected in the results of the self-assessment and the cases will be followed by counselling teachers and social workers. 	<ul style="list-style-type: none"> • Questionnaires and feedback from students • Feedback from teachers 	<ul style="list-style-type: none"> • LJH • Shan King Integrated Children & Youth Services Centre 	<ul style="list-style-type: none"> • \$13,000 - \$500 per class per workshop
	<ul style="list-style-type: none"> • The Pursuit of Happiness Emotional Support Group 快樂特攻隊 - 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. - Project Step Emotional Health Ambassador <p>Participants will be ambassadors to conduct activities and promote mental health at school.</p>	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • 10 junior form students with emotional problems or strong emotional needs will participate in the programme and their attendance will reach 70%. • 70% of participants will be more aware of their emotions and mental conditions and show improvement in emotional management. • 70% of participants develop positive attitudes towards life. • Over 80 students will participate in the activities (e.g. stall game, stress release corner, etc.) conducted by the ambassadors. 	<ul style="list-style-type: none"> • Questionnaires and feedback from students • Teachers' observation of students' behaviors and emotions 	<ul style="list-style-type: none"> • Counselling teachers • Social workers • SDC Form Coordinators • Shan King Integrated Children & Youth Services Centre 	<ul style="list-style-type: none"> • \$4,800

<ul style="list-style-type: none"> • Teenager Mental Health Support Scheme 「凝」相支援青少年情緒健康計劃 - Assessment and counselling - Photography workshop - Mental health workshop - Display and exhibition 	<ul style="list-style-type: none"> • Second term • 6 sessions • TBC with the organization 	<ul style="list-style-type: none"> • 10 senior form students with emotional problems or strong emotional needs will participate in the programme and their attendance will reach 80%. • 70% of participants learn to express their emotions and release their stress. 	<ul style="list-style-type: none"> • Questionnaires and feedback from students • Teachers' observation of students' behaviors and emotions 	<ul style="list-style-type: none"> • Counselling teachers • Social workers • SDC Form Coordinators • Suicide Prevention Services 	<ul style="list-style-type: none"> • \$1,000
<ul style="list-style-type: none"> • Sex education workshops • Themes of different forms: - F1: 論盡性好奇 - F2: 動漫與電玩的錯誤性觀念& 即食戀愛 - F3: 性傾向 - F4: 網絡色情陷阱 - F5: 傳媒性意識 - F6: 愛,婚姻與性的關係 	<ul style="list-style-type: none"> • F1: Jan 22 • F2: May 21 • F3: Oct 16 • F4: Mar 5 • F5: Mar 5 • F6: Sep 11 	<ul style="list-style-type: none"> • 70% of students will learn about puberty, the boundaries of male and female contact, the importance of healthy romantic relationship, the relationship between love and sex, media and sex and sexual traps on the Internet. Their awareness of dangers of making friends and dating online will also be raised. 	<ul style="list-style-type: none"> • Questionnaires and feedback from students • Feedback from teachers 	<ul style="list-style-type: none"> • LJH • Social workers • The Family Planning Association of Hong Kong (F1,3&5) • Truth Light Society (F2&6) • Caritas Youth and Community Service (F4) 	<ul style="list-style-type: none"> • \$14,500 - The Family Planning Association of Hong Kong: \$800 per class, 8 classes in F1&3, \$6,400 in total (F5 paid last year) - Truth Light Society: \$900 per class, 9 classes in F2&6, \$8,100 in total - Caritas: free
<ul style="list-style-type: none"> • Sexuality Pioneer Training Scheme 性教育先鋒訓練計劃 - Participants will learn about four themes of sex education: love, sexual violence, media and sex. - They will be trained with skills of organizing activities to promote sex education at school. - They will organise activities in the Sex Education Week. 	<ul style="list-style-type: none"> • Second term • 6 sessions • TBC with the organization 	<ul style="list-style-type: none"> • 10 participants will reach 80% attendance and they will learn knowledge about sex education and they will be trained with skills of promoting sex education. • Around 100 students will join the activities organised by the participants. 	<ul style="list-style-type: none"> • Questionnaires and feedback from students • Feedback from teachers 	<ul style="list-style-type: none"> • Counselling teachers • SDC Form Coordinators • The Family Planning Association of Hong Kong 	<ul style="list-style-type: none"> • \$1,500

	<ul style="list-style-type: none"> • Sex Education Week - Mar 1 – 5: Video sharing about sex education in morning assemblies - Mar 1 – 3: FPAHK School Sexuality Education Integrated Program: Resource Days 家計會賽馬會青春斗教學車 - Mar 4 – 5: Anti480 exhibition and stall games about sexual violence - Mar 5 Weekly Assembly: F1 – 3: Drama about sexual abuse 有舞性騷擾 F4: Sex education workshop 網絡色情陷阱 F5: Sex education workshop 傳媒性意識 Visit to Anti 480 Resource Centre and Moot Court on sexual violence 	<ul style="list-style-type: none"> • Mar 1 – Mar 5 	<ul style="list-style-type: none"> • Around 400 students will participate in the activities on the Resources Days and Anti480 exhibitions and stall games. • 60% of students will know more about puberty, love and sex, sexual abuse and violence and media and sex. Their awareness of protecting themselves from sexual harassment, violence and abuse will be raised. 	<ul style="list-style-type: none"> • Feedback from students • Teachers' observation of students' participation in the activities 	<ul style="list-style-type: none"> • Counselling team teachers • Anti480 • The Family Planning Association of Hong Kong • Caritas Youth and Community Service • Forest Union 	<ul style="list-style-type: none"> • \$3,500 - FPAHK School Sexuality Education Integrated Program: Resource Days: paid last year - Anti480 exhibitions and stall games: free - Drama: free - Sex education workshops: included in 2A - Visit to Anti 480 and Moot Court: \$1000 - Transportation to Anti480: \$1,500 - Promotions, gifts, prizes and others: \$1,000
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	<ul style="list-style-type: none"> • One counselling teacher is assigned for each form to care for and provide guidance and support for students with emotional needs and mental health problems. • Counselling teachers and social workers have regular meetings with students, at least once three weeks, to follow and help with students' problems. • Regular meetings are conducted among counselling teachers, social workers, SDC TIC and Assisting Principal to share case progress and discuss plans of helping students. • Counselling teachers report case progress to SDC Form Cos, F/Ms and teachers of SEN team. • Counselling teachers hold case meetings with social workers to share case progress with F/Ms and subject teachers and give advice to them to provide whole-school support. 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students show improvement in emotion and stress management and they demonstrate stable emotional and mental condition. 	<ul style="list-style-type: none"> • Students' feedback on meetings with counselling teachers • Teachers' observation of students' behaviors and emotions • Questionnaire of students' stress, anxiety and depression level 	<ul style="list-style-type: none"> • All counselling teachers • Social workers 	<ul style="list-style-type: none"> • Nil
	<ul style="list-style-type: none"> • Harmonious Campus Anti-Bullying Campaign • Stall games about anti-bullying • Promotion of anti-bullying through distributing leaflets and gifts from EDB 	<ul style="list-style-type: none"> • First term • TBC with EDB 	<ul style="list-style-type: none"> • Around 100 students will join the activity and 70% of students will understand the negative impact of bullying and help stop bullying at school. 	<ul style="list-style-type: none"> • Students' feedback • Teachers' feedback 	<ul style="list-style-type: none"> • Counselling teachers • Education Bureau 	<ul style="list-style-type: none"> • \$1,000
	<ul style="list-style-type: none"> • Class team building activities - Master Archer (F2&4) - Bubble soccer (F3&5) 	<ul style="list-style-type: none"> • F2: Apr 16 • F3: May 28 • F4: Jan 22 • F5: May 14 	<ul style="list-style-type: none"> • 70% of students will develop team spirit and cooperation skills through the activity. 	<ul style="list-style-type: none"> • Feedback from students. • Teachers' observation 	<ul style="list-style-type: none"> • LJH • Master Edutainment 	<ul style="list-style-type: none"> • \$17,600 - Master Archer: \$4800 per session - Bubble soccer: \$4,000 per session

Target 3: To enrich students' experience and exposure

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	<ul style="list-style-type: none"> Overseas tours 					
	<ul style="list-style-type: none"> Organize different education excursions. Joining education excursions can help students broaden their horizons and achieve life-wide learning goals. A list of education excursions throughout this academic year will be given to parents in late September or early October. 	<ul style="list-style-type: none"> Throughout the whole year 	<ul style="list-style-type: none"> Over 20% students of the school join the education excursions 	<ul style="list-style-type: none"> Feedback from students, teachers and the organization 	<ul style="list-style-type: none"> Teacher-in-charge and members of Education Excursion 	<ul style="list-style-type: none"> Nil
3B	<ul style="list-style-type: none"> Whole-form tours 					
	<ul style="list-style-type: none"> Organize a F4 tour. This excursion can help students broaden their horizons and achieve life-wide learning goals. 	<ul style="list-style-type: none"> 29/3-31/3 	<ul style="list-style-type: none"> All F4 students join the tour 	<ul style="list-style-type: none"> Feedback from students, teachers and the organization 	<ul style="list-style-type: none"> HLM, LKY4, SFY 	<ul style="list-style-type: none"> \$2500 -Sim cards for communication -Presents for rewarding purpose
3C	<ul style="list-style-type: none"> External activities, competitions, workshops and visits 					
	<ul style="list-style-type: none"> F4 Service Learning 4A-4E, 5 classes period 8-9 during assembly on Fri - 4 training (29/11,13/12, 14/2*, 21/2) - 1 visit (28/2) - 1 evaluation and (6/3) - 1 debriefing (13/3) 	<ul style="list-style-type: none"> Nov to April 	<ul style="list-style-type: none"> Students are able to complete the training/task Students engage in all parts of service learning 	<ul style="list-style-type: none"> Social workers, Teachers' observation and evaluation Feedback from students Questionnaire will be conducted 	<ul style="list-style-type: none"> LHW LKY3 YWY2 F4 F/M Social workers 	<ul style="list-style-type: none"> \$29,000 (Service Learning fee to HKSKH)
	<ul style="list-style-type: none"> Elder Academy – Kam Lung Evergreen (3-year-program – 12 activities – \$120,000 funding) <u>2020/2021</u> 1. STEM workshop x 2 2. Sign Language course x 10 3. Health care workshop x 1 4. Mindfulness painting x 4 	<ul style="list-style-type: none"> The whole academic year 	<ul style="list-style-type: none"> The courses are conducted smoothly. Students and elderly are able to complete all sessions and are willing to join the activity of Kam Lung Evergreen 	<ul style="list-style-type: none"> Teachers' and tutors' observation and evaluation Feedback from participants Questionnaire 	<ul style="list-style-type: none"> LHW LKY3 CSM YM The Neighbourhood Advice Action Council (elderly) 	<ul style="list-style-type: none"> Nil

	<ul style="list-style-type: none"> • Dementia Friendly Programme A group of Community Service members from both Junior and Senior are formed to promote Dementia Friendly Community and join different kinds of activities organized by SWD throughout the year 	<ul style="list-style-type: none"> • The whole academic year 	<ul style="list-style-type: none"> • Student's participation 	<ul style="list-style-type: none"> • Teachers' observation and evaluation • Feedback from students and Social Welfare Department 	<ul style="list-style-type: none"> • LKY3 • CSM2 • YM • Social Welfare Department 	<ul style="list-style-type: none"> • \$2000 (Transportation and gift to elderly)
	<ul style="list-style-type: none"> • Community Service Ambassador Recruit new members to promote volunteer services and values to students 	<ul style="list-style-type: none"> • March to May 	<ul style="list-style-type: none"> • Around 20 students are recruited (from both junior and senior) • each student should join 2 activities throughout the year 	<ul style="list-style-type: none"> • Number of participants • engagement of participant 	<ul style="list-style-type: none"> • LHW • LKY3 	<ul style="list-style-type: none"> • Nil
3D	<ul style="list-style-type: none"> • All students should participate in at least one external event 					
	<ul style="list-style-type: none"> • All students should participate in at least one external event 	<ul style="list-style-type: none"> • The whole year 	<ul style="list-style-type: none"> • 60% students participate in one external event 	<ul style="list-style-type: none"> • Record from ECA system 	<ul style="list-style-type: none"> • Activity Committee • TIC of CIT Department 	<ul style="list-style-type: none"> • Technical support • Manpower for handling the overall record • IT support from CIT Department
3E	<ul style="list-style-type: none"> • Online platform to disseminate activity information to students 					
	<ul style="list-style-type: none"> • To develop an online platform to disseminate activity information to students 	<ul style="list-style-type: none"> • The whole year 	<ul style="list-style-type: none"> • 60% students use the online platform 	<ul style="list-style-type: none"> • Record from ECA system 	<ul style="list-style-type: none"> • Activity Committee • TIC of CIT Department 	<ul style="list-style-type: none"> • Technical support • Manpower for handling the information • IT support from CIT Department
3F	<ul style="list-style-type: none"> • Participation in school activities and services 					
	<ul style="list-style-type: none"> • Recognize students' achievements by providing more chances for them to show their products or effort and holding more prize presentations, and making announcements through the Campus TV/ central broadcast system/ LCD display boards/ school webpage. 	<ul style="list-style-type: none"> • The whole school year 	<ul style="list-style-type: none"> • Students can get the news about the awards obtained by their schoolmates more easily 	<ul style="list-style-type: none"> • Assembly/ prize presentation records 	<ul style="list-style-type: none"> • Activity Committee & Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> • time slots from the morning/ weekly assembly • technical support from the Audio-visual Department
	<ul style="list-style-type: none"> • Provide more chances for students (especially weaker students) to serve the school, e.g. serve as helpers during major school functions, committee members of various clubs, MC of assemblies, cheer leaders etc. 	<ul style="list-style-type: none"> • The whole school year 	<ul style="list-style-type: none"> • More students are given chances to serve the school 	<ul style="list-style-type: none"> • Students' ECA record 	<ul style="list-style-type: none"> • Activity Committee & Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> • Nil

	<ul style="list-style-type: none"> 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"> The whole school year 	<ul style="list-style-type: none"> Over 70% students submit parents' letter, reply slips and other school documents on time. Over 70% attendance rate in major school functions and activities 	<ul style="list-style-type: none"> Data analysis of the attendance record of activities 	<ul style="list-style-type: none"> Activity Committee & other teachers concerned Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> Manpower for handling the overall absence record
3G	<ul style="list-style-type: none"> Opportunities for new activities 					
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Throughout the whole academic year. 	<ul style="list-style-type: none"> At least 50% of committee members are F.3 & F.4 students while remaining 50% of committee members are F.5 students for Students' Council. Counting the number of F.2 to F.3 committee members of clubs and houses. 	<ul style="list-style-type: none"> By checking the member list of newly elected Students' Council and the member list of clubs and houses. 	<ul style="list-style-type: none"> Teachers-in-charge of SC, clubs and houses. 	<ul style="list-style-type: none"> Nil
3H	<ul style="list-style-type: none"> Subject-based visits, external activities 					
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The whole school year 	<ul style="list-style-type: none"> Students show their interest in the new activities introduced. 	<ul style="list-style-type: none"> Yearly Plan of each association / club / house / society 	<ul style="list-style-type: none"> Activity Committee Students' Council Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> Free offers from external organizations. \$15000 for inviting external organizations for Activity Committee \$15000 for SC
3I	<ul style="list-style-type: none"> OLE days 					
	<ul style="list-style-type: none"> Encourage associations, clubs, houses and societies to organize various activities by offering financial subsidy. Two OLE Days will be organized by the clubs and houses. Students would then have better development in OLE. 	<ul style="list-style-type: none"> The whole school year 29/3 & 2/7 will be OLE days. 	<ul style="list-style-type: none"> More innovative and interesting activities could be introduced to students. More and more students participate in various activities. 	<ul style="list-style-type: none"> Yearly Plan of each association / club / house / society Half-yearly Report (1st & 2nd term) 	<ul style="list-style-type: none"> Activity Committee Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> \$50000(activities for OLE) \$15000(Dragon boat team subsidy) \$1500(first aid kits) AV facilities, venues, manpower, like janitors Technical support Opportunities from external organizations

Target 4: To nurture student leaders

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	Students taking up posts of clubs and societies earlier					
	<ul style="list-style-type: none"> Recruit MCE Ambassadors (Leaders for promoting MCE) 	<ul style="list-style-type: none"> March 	<ul style="list-style-type: none"> Target: Form 2 – 4 students Recruit 30 students or above Each ambassador will be responsible for at least 2 activities. 	<ul style="list-style-type: none"> Number of participants and their performance 	Value Education teachers	\$5000 (For promotion, meetings and purchase of badges for ambassadors)
4B	Leadership training programs					
	<ul style="list-style-type: none"> Nominate school prefects to participate in external leadership trainings. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> School prefects can improve their leadership skills through external leadership training. 	<ul style="list-style-type: none"> Observe the number of nomination 	<ul style="list-style-type: none"> YNS, LHS, CUC 	<ul style="list-style-type: none"> Nil.
4D	Strengthen the role of houses					
	<ul style="list-style-type: none"> Organize whole-school functions, such as Music Contest, Annual Athletic Meet, and Open Day cum Info Day and so on. Encourage more students joining House activities, e.g. all Form one students have to join Cheering Team. 	<ul style="list-style-type: none"> As scheduled in the School Calendar 	<ul style="list-style-type: none"> Over 65% teachers & students feedback they have developed good relationship with the F/Ms Students find a sense of belonging through participating in whole school functions. 	<ul style="list-style-type: none"> ECA evaluation survey for both students and teachers after the functions / activities 	<ul style="list-style-type: none"> Activity Committee & other teachers concerned 	<ul style="list-style-type: none"> \$4000 (Annual Athletic Meet) \$10000 (4 Houses Cheering Team) \$1000 (sundry expenses e.g. mobile phone sim cards, stationery etc.) AV facilities, venues, manpower, like janitors
	<ul style="list-style-type: none"> Organize inter-house functions, such as Ball-Game Contest, Quiz Competition etc. Enhancing the spirit of cooperation, sportsmanship and loyalty among students. 	<ul style="list-style-type: none"> The whole school year 	<ul style="list-style-type: none"> The number of students joining house activities 	<ul style="list-style-type: none"> The number of students joining house activities 	<ul style="list-style-type: none"> House Committee Teacher-in-charge of each house 	<ul style="list-style-type: none"> Nil

	<ul style="list-style-type: none"> • Provide more chances for house members (especially weaker students) to develop a sense of belonging to the house so that students can be more willing to participate house activities or serve as helpers during house functions, etc. An annual House Meeting will be held in September to enhance house cohesion and promote house activities. • Houses board (G/F) introducing houses members and activities. • All Form one students must be the member of cheering leading team. 	<ul style="list-style-type: none"> • September, 2020 • The whole year 	<ul style="list-style-type: none"> • Students can get updated about the houses activities 	<ul style="list-style-type: none"> • The number of students joining house activities 	<ul style="list-style-type: none"> • House Committee • Teacher-in-charge of each house 	<ul style="list-style-type: none"> • Fee from Activity Committee
4E	<ul style="list-style-type: none"> • More opportunities for students to organize and lead activities/programs 					
	<ul style="list-style-type: none"> • The Backstage Production Team fulfills backstage needs, including moving furniture, handing out microphones, etc. before, during and after ceremonies and functions. 	<ul style="list-style-type: none"> • The whole academic year 	<ul style="list-style-type: none"> • The ceremonies and functions are conducted smoothly. • Staff and students of the Backstage Production Team are able to complete group tasks. 	<ul style="list-style-type: none"> • Teachers' observation and evaluation • Feedback from participants 	<ul style="list-style-type: none"> • YCCW • KMC • LWY • SFY • YWY2 • LHW • CTL1 • KMK • LKW2 • HKW • Backstage Production Team 	<ul style="list-style-type: none"> • YCCW • KMC • LWY • SFY • YWY2 • LHW • CTL1 • KMK • LKW2 • HKW • Backstage Production Team
4F	<ul style="list-style-type: none"> • Joint-school functions 					
	<ul style="list-style-type: none"> • Introduce students to external activities, competitions and training programmes which are generally recognized in HK/ worldwide • Encourage students to join inter-school activities and competitions. 	<ul style="list-style-type: none"> • The whole school year 	<ul style="list-style-type: none"> • More new programs are introduced • More students join the activities and competitions 	<ul style="list-style-type: none"> • Record from the ECA system 	<ul style="list-style-type: none"> • Activity Committee • Students' • Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> •

Target 5: To enhance life planning education

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5A	Make optimal choices among the multiple pathways					
	<ul style="list-style-type: none"> To guide HKDSE students to make an informed and responsible choice in JUPAS / E-APP based on the strength of their abilities/interests. Various programmes will be conducted to assist HKDSE students, including mentorship scheme, JUPAS seminars, mock interview workshop, individual/group counselling sessions, academic institutions visits, etc. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Over 70% HKDSE students feedback they acquire the objectives and get psychologically or motivationally prepared to navigate the career exploration activities. 	<ul style="list-style-type: none"> Record the attendance of students in the activities. Check students' individual JUPAS planning form regularly. 	<ul style="list-style-type: none"> KYL (TIC) YWY2, YMP, CKP, YM 	<ul style="list-style-type: none"> \$500 (Annual membership fee of HKACMGM) \$10000 (Seminars and workshops fee)
	<ul style="list-style-type: none"> To meet students' needs for further education, applying for scholarships/awards, etc. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Over 90% students' requests on SLP, certificates, testimonials can be fulfilled within 7 working days. 	<ul style="list-style-type: none"> Check the records of fair copies in General office. 	<ul style="list-style-type: none"> KYL 	<ul style="list-style-type: none"> N/A
	<ul style="list-style-type: none"> To advise F.3 students in the process of choosing elective subjects through individual / group counselling, sharing from Senior Form students in career talks and disseminating subject selection booklets. 	<ul style="list-style-type: none"> Through out the year. 	<ul style="list-style-type: none"> Over 70% students receive advice from different platforms. 	<ul style="list-style-type: none"> Observe students' awareness through individual and group counselling sessions. 	<ul style="list-style-type: none"> KYL, YMP 	<ul style="list-style-type: none"> N/A
5B	Visits and summer internship programs					
	<ul style="list-style-type: none"> To assist Senior Form students to set study targets, career plans or life goals with feelings of confidence and self-worth. Various programmes will be conducted, including summer internship programs, workplace visits, etc. To assist students in the enrollment of Applied Learning Courses which consist of practical elements linked to broad professional and vocational fields. 	<ul style="list-style-type: none"> Through out the year 	<ul style="list-style-type: none"> Over 70% students can identify their dominant and secondary inclinations. Over 70% students aware of the need to explore study choices and related occupations linked to their personality traits, and to formulate potential action plans. 	<ul style="list-style-type: none"> Record the attendance of students in career related activities. Monitor students' performance in career related activities and ApL Courses. 	<ul style="list-style-type: none"> KYL, YWY2 (TIC) CKP F.4 – F.6 class teachers 	<ul style="list-style-type: none"> \$70000 (Providing subsidization to students in career exploration activities – e.g. summer internship program) \$5000 (Career-related experience activities)

5C	<ul style="list-style-type: none"> • Understanding the qualities needed in working environment 					
	<ul style="list-style-type: none"> • To assist Junior Form Students on understanding self and the world of work. • Two life planning workshops co-organized with NGOs will be organized for F.1 and F.2 classes respectively, and five workshops will be organized for F.3 students to support their developmental needs. • Interest classes with NGOs / business sectors will be organized to help students explore the world of work. 	<ul style="list-style-type: none"> • Through out the year 	<ul style="list-style-type: none"> • Over 65% students can identify their dominant inclinations, and aware of the need to explore study choices and related occupations linked to their personality traits • Over 65% 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. 	<ul style="list-style-type: none"> • Record the attendance of students in the programs. • Obtain feedback from the NGOs on the performance of students in the programs. 	<ul style="list-style-type: none"> • KYL, YMP (TIC) • WYC2 • F.1 – F.3 class teachers 	<ul style="list-style-type: none"> • \$2000 (Life planning education teaching aids.)
5D	<ul style="list-style-type: none"> • Visits/tours to local/overseas tertiary education institutions 					
	<ul style="list-style-type: none"> • To provide students with a wide breadth of career and tertiary options. • To disseminate effectively all kinds of career information through careers talks, campus tv announcement, booklets, webpage, display board etc. 	<ul style="list-style-type: none"> • Through out the year. 	<ul style="list-style-type: none"> • Over 65% of students can receive relevant information about careers and life planning through different platforms. • Over 65% students can identify, select and use career information related to study or occupational choices critically • Over 65% students can understand the qualification system; and comprehend qualifications required and offered by various study or training options 	<ul style="list-style-type: none"> • Count the number of careers activity conducted by the platforms. • Observe students' awareness through individual and group counselling sessions. 	<ul style="list-style-type: none"> • KYL • Life Planning Committee 	<ul style="list-style-type: none"> • \$ 18000 (Life planning website maintenance fee)

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

Target 1: To promote collaborations among teachers

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	Subject Collaborations <ul style="list-style-type: none"> - To promote collaboration of different subjects and to develop students' multiple perspectives. - Each subject has to arrange at least 1 collaboration with other subjects. 	<ul style="list-style-type: none"> • Sep 20 to May 21 	<ul style="list-style-type: none"> • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Teachers and students' feedback 	<ul style="list-style-type: none"> • CML, WMT • Subject panels 	<ul style="list-style-type: none"> • Nil
1B	Lesson Observations <ul style="list-style-type: none"> - To promote professional sharing between teachers. - To arrange 3-4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning. 	<ul style="list-style-type: none"> • Sep 20 to May 21 	<ul style="list-style-type: none"> • Teachers can learn from each other • More than 80% of teachers provided positive feedback on open class lesson observation. 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • CML 	<ul style="list-style-type: none"> • Nil
1C	Professional Sharing <ul style="list-style-type: none"> - Good practices, both teaching (e.g. classroom teaching) and non-teaching (e.g. tours and exchange activities) are disseminated and shared in Staff Meetings, Subject Department meetings, and on Staff Development Days. 	<ul style="list-style-type: none"> • Sep 20 to Jul 21 	<ul style="list-style-type: none"> • 10-minute teacher sharing of good practices at each staff meeting and • Teacher professional sharing on Staff Development Days 	<ul style="list-style-type: none"> • Count the number of teaching sharing • Panel Meeting Report 	<ul style="list-style-type: none"> • LYW 	<ul style="list-style-type: none"> • Nil
1D	Cross-subject Assignment Sharing <ul style="list-style-type: none"> - To arrange one cross-subject assignment sharing so that teachers can have more collaboration and mutual sharing among colleagues. - A more variety with differentiated tasks assignment can be arranged 	<ul style="list-style-type: none"> • Sep 20 to Jul 21 	<ul style="list-style-type: none"> • At least one assignment sharing • Positive feedback from teachers 	<ul style="list-style-type: none"> • Count the number of assignment sharing • Teachers' comment 	<ul style="list-style-type: none"> • CWP 	<ul style="list-style-type: none"> • Nil

Target 2: To enrich teachers' experience and exposure

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	Professional Development Programmes To encourage teachers to enrich their skills and knowledge by joining courses such as <ul style="list-style-type: none"> - Elites education - Counselling - SEN offered by the EDB, tertiary institutions and joint-school interflows	<ul style="list-style-type: none"> • Sep 20 to Aug 21 	<ul style="list-style-type: none"> • Teachers feedback they can be learnt from other colleagues 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • LYW, WYY, YNS, HSL and CWP 	<ul style="list-style-type: none"> • Nil
2B	Public Examination Personnel <ul style="list-style-type: none"> - More teachers serving as setters, markers or oral examiners in the HKDSE Examination will raise the awareness of the teachers to the latest requirements of assessments in the public examination. 	<ul style="list-style-type: none"> • Sep 20 to Aug 21 	<ul style="list-style-type: none"> • More than 25% of the teaching staff serve as public examination personnel 	<ul style="list-style-type: none"> • Count the number of teacher served in public examination 	<ul style="list-style-type: none"> • LYW 	<ul style="list-style-type: none"> • Nil
2C	Teacher Exchange Program To arrange teacher exchange program with other schools for 1 week so that teachers can have more exposure about the curriculum pedagogy and assessment of the other schools	<ul style="list-style-type: none"> • Sep 20 to Aug 21 	<ul style="list-style-type: none"> • About 2 teachers join the programme • Positive comments from teachers 	<ul style="list-style-type: none"> • Count the number of teacher served in public examination • Teachers' feedback 	<ul style="list-style-type: none"> • LYW 	<ul style="list-style-type: none"> • Nil

Appendix 1: Budget for Capacity Enhancement Grant (CEG), 2020/21

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"> - To employ 1 Chinese Language part-time teacher to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in Chinese Language 	Sep 20 - Aug 21	\$46,700 × 12 × 1.05 = \$588,420	<p>Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have:</p> <ul style="list-style-type: none"> - enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching - raised students' interest, and the learning needs of students had been taken care of in the above learning activities 	WMT
To cater for students' learning diversity	To employ instructors for interested enhancement classes such as Language Classes, Mathematics Classes and Liberal Studies workshops	Sep 20 - Aug 21	\$78,600	<p>Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have:</p> <ul style="list-style-type: none"> - enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching - raised students' interest, and the learning needs of students had been taken care of in the above learning activities 	Panel Heads of Core Subjects

Appendix 2: School-based After-school Learning and Support Programmes, 2020/21

Staff-in-charge : Mr. LOO Yiu-wahContact Telephone No.: 2461 9566A. The estimated number of students (count by heads) benefitted under this Programme is 100(including A. 25 CSSA recipients, B. 57 full-grant recipients and C. 18 under school's discretionary quota).

B. Information on Activities to be subsidised/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"> - To promote students' interest in music and enhance their understanding of music. - To provide opportunities for students to perform in order to improve their skills of performance and boost their confidence. - To enhance students' music culture so that they can have balanced developments in the five domains of education. 	<ul style="list-style-type: none"> - Students' motivation is raised - Students' personal and social developments is enhanced - Students' sense of belonging is strengthened 	<ul style="list-style-type: none"> - Questionnaires for Participants. - Teachers' Class Observations. 	Sep 20 - Aug 21	15	45	0	\$1,500 × 60 = \$90,000	N/A
Chinese and Jazz Dances	<ul style="list-style-type: none"> - To promote students' multiple intelligence. - Students will cultivate their development which is emphasized in the Other Learning Experience (OLE) 	<ul style="list-style-type: none"> - Students' motivation is raised - Students' personal and social developments are enhanced 	<ul style="list-style-type: none"> - Questionnaires for participants - Teachers' class observations 	Sep 20 - Aug 21	5	15	0	\$1,500 × 20 = \$30,000	N/A
Interest Classes	<ul style="list-style-type: none"> - To promote students' multiple intelligence. - Students will cultivate their development, that is emphasized in the Other Learning Experience (OLE). 	<ul style="list-style-type: none"> - Students' motivation is raised - Students' personal and social developments is enhanced 	<ul style="list-style-type: none"> - Questionnaires for participants - Teachers' class observations. 	Sep 20 - Aug 21	5	15	0	\$1,500 × 20 = \$30,000	N/A

Appendix 3: Budget for School-based Support for Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students, 2020/21

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	<ul style="list-style-type: none"> - 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 parents 	Sep 20 - Aug 21	$(2 \times \$42,600 + \$38,600) \times 12 \times 1.05 = \$1,559,880$	<ul style="list-style-type: none"> - Lesson observation - Inspection of students' exercise books - Feedback from NCS parents 	YKL & WMT
To raise NCS students' awareness of the importance of life-long career development planning	<ul style="list-style-type: none"> - To provide tailor made career guidance service for NCS and SEN students. 	Sep 20 - Aug 21	\$50,000	<ul style="list-style-type: none"> - Positive responses from NCS students - Better communication with NCS parents 	YNS

Appendix 4: Three-year plan - Measures to broaden students' choices of elective subjects and provision of gifted education programmes for the eleventh cohort of SS students
(from the 2020/21 to 2021/22 school years)

DLG funded Programme	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme/course and provider	Duration of the programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning /success indicators	Teacher-in-charge
					20/21	21/22	22/23		
Other Languages	- To enhance students' competitiveness in the 21st century and increase their chances for tertiary education	French & Japanese (Pui Ching Academy)	3 years	Students who have taken French and Japanese in junior forms	F.4=14 F.5=9 F.6=8	F.4=12 F.5=14 F.6=9	F.4=12 F.5=12 F.6=14	- Students will take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA	LJH
Other Programmes	- In view of the small number of students opting for PE and Music, this Network Programme with Tuen Mun District Secondary School Heads Association (TMDSSHA) can help to cater for students' diverse needs	Physical Education & Music (TMDSSHA)	3 years	S4 - S6 students	F.4=2 F.5=4 F.6=4	F.4=4 F.5=2 F.6=4	F.4=4 F.5=4 F.6=2	- Students will take the HKDSE Examination	KMS (P.E.) YCCW (Music)

Appendix 5: Budget for Teacher Relief Grant (TRG)(Optional), 2020/21

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"> - To employ 1 Biology & Integrated Science teacher to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in science learning 	Sep 20 - Aug 21	\$42,600 $\times 12 \times 1.05$ = \$536,760	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: <ul style="list-style-type: none"> - enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching - raised students' interest, and the learning needs of students had been taken care of in the above learning activities 	WCM
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> - To employ 2 Liberal Studies teachers to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in liberal studies 	Sep 20 - Aug 21	(\$36,800 + \$40,600) $\times 12 \times 1.05$ = \$975,240	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: <ul style="list-style-type: none"> - enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching - raised students' interest, and the learning needs of students had been taken care of in the above learning activities 	CML
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> - To employ 1 Mathematics teacher to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in science learning 	Sep 20 - Aug 21	\$31,800 $\times 12 \times 1.05$ = \$400,680	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: <ul style="list-style-type: none"> - enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching - raised students' interest, and the learning needs of students had been taken care of in the above learning activities 	LWP
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> - To employ 1 part-time Chinese Language teacher to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in science learning 	Sep 20 - Aug 21	\$18,000 $\times 12 \times 1.05$ = \$226,800	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: <ul style="list-style-type: none"> - enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching - raised students' interest, and the learning needs of students had been taken care of in the above learning activities 	WMT

Appendix 6: Plan on the Use of the Life-wide Learning Grant, 2020/21

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 organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
English Language	English Drama Course	<ul style="list-style-type: none"> To strengthen students' acting skills and improve their English proficiency. Students will participate in drama competitions after training 	Sep 20 - Aug 21	S1 - S5 elite students	<ul style="list-style-type: none"> Students' feedback Teachers' comments 	\$40,000	✓				
Geography	Field trip	<ul style="list-style-type: none"> Through field trips, students observe, apply and practice what they have learned in the classroom. Investigate tools and skills to measure, collect, display and analyze geographic data on the ground. Extend what you learned in the classroom 	2-3 Dec 20 & 17-18 Mar 21	S4 - 6 Geography students	<ul style="list-style-type: none"> Student performance in their course work 	\$12,000	✓				
History	Field trip	<ul style="list-style-type: none"> Encourage students to show concern to the community and important social/global issues by subject-based visits (Joint-school excursion) Knowledge and skills to enhance the interest and effectiveness of learning history 	Sep 20 - Aug 21	S3 - 6 History students	<ul style="list-style-type: none"> Students' feedback Teachers' comments 	\$5,000	✓				
Biology	Field trip	<ul style="list-style-type: none"> Develop students' responsibility to the living world by imparting the knowledge and importance of ecosystem and conservation to students and hence encourage them to join the environmental activities (e.g. Eco-tour & recycled paper making workshop) Arrange outdoor biological visits (e.g. visit to organic farm) to develop students' appreciation of the wonders of the living world 	Sep 20 - Aug 21	S3 - 6 students	<ul style="list-style-type: none"> Student Attendance Students' feedback Teachers' comments 	\$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 organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Life Planning	<ul style="list-style-type: none"> - Life planning education teaching aids - Subsidy for students for career exploration - Career-related Experience Activities - Life planning website Maintenance 	<ul style="list-style-type: none"> - To help each student to set life goals, study targets and initial tertiary study or career plan with feelings of confidence, success, and self-worth. 	Sep 20 - Aug 21	S1 - S6 students	<ul style="list-style-type: none"> - Student Attendance - Student Questionnaires 	\$95,000					✓
STEM	I.T. Enrichment Class	<ul style="list-style-type: none"> - Bridge with new ICT curriculum which focus on programming and related fields - Provide more opportunity for students to participate STEM related activities 	Sep 20 - Aug 21	S1 - S6 students	<ul style="list-style-type: none"> - Student Attendance - Student Questionnaires 	\$50,000	✓				
	STEM Competition	<ul style="list-style-type: none"> - To provide Micro:bit for students to participate STEM competitions 	Sep 20 - Aug 21	S1 students	<ul style="list-style-type: none"> - Student Attendance - Student Questionnaires 	\$20,000	✓				
	STEM activities	<ul style="list-style-type: none"> - Provide more opportunity for students to participate STEM related activities 	Sep 20 - Aug 21	S1 - S6 students	<ul style="list-style-type: none"> - Student Attendance - Student Questionnaires 	\$5,000	✓				

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 organise / participate in life-wide learning activities										
1.2	To organise 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"> - Under the guidance and guidance of professional instructors, students learn singing and playing instruments technique. After training, students can improve their performing skills. - Students will participate in music competitions and school activities after training - To purchase the following items for the activities: <ul style="list-style-type: none"> - Music stand with cart - Wooden cart for storing percussion instruments - Erhu (Chinese Musical Instrument) x 2 	Sep 20 - Aug 21	S1 - 6 students	<ul style="list-style-type: none"> - Student Attendance - Students' feedback - Teachers' comments 	\$157,000			✓		
Visual Arts	Ceramic Workshop	<ul style="list-style-type: none"> - To provide workshops for students to let students know the ceramic art. - To strengthen students' creative and collaborative skills. 	Sep 20 - Aug 20	S1 - 6 students	<ul style="list-style-type: none"> - Students' feedback - Teachers' comments 	\$20,000			✓		
P.E.	To employ professional trainers to coach the following school teams and interest classes <ul style="list-style-type: none"> - Badminton Team (\$75,000) - Table-tennis Team (\$75,000) - Handball Team (\$75,000) - Basketball Team (\$75,000) - Rope Skipping Class (\$75,000) - Jazz Class (\$90,000) - Chinese Dance Class (\$90,000) 	<ul style="list-style-type: none"> - To take up the school teams and interest classes training in order to relieve the workloads of P.E. teachers for other school sports development - After training, team members can improve their skills and have confident in joining competitions 	Sep 20 - Aug 21	S1 - S6 students	<ul style="list-style-type: none"> - Student Attendance - Student performance - Feedback from coaches 	\$590,000			✓		

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 organise / participate in life-wide learning activities											
1.2	To organise 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"> - Arrange workshops for students to learn to stage production works with multimedia elements, such as video, stage and lighting effects. - Students are capable for stage production works in school activities 	Sep 20 - Aug 21	S1 - 5 students	<ul style="list-style-type: none"> - Student Attendance - Student performance - Feedback from coaches 	\$100,000						✓
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
STEM	Trip to Japan	<ul style="list-style-type: none"> - To let teachers take care of students during study tours - To let students to investigate the latest technology development in Japan 	Jul - Aug 21	S1 - 5 students	<ul style="list-style-type: none"> - Students' performance - Teachers' comments 	\$90,000						✓
1.4	Others											
NIL												
						Estimated Expenses for Category 1	\$1,196,000					

(* : 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

Appendix 7: Budget for Fractional Post Cash Grant (FPCG), 2020/21

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To enhance students' language proficiency	To employ a native English teacher (NET) to teach Literature in English (ELI) in Forms 4 to 6 Students can have more exposure to English used by a native English speaker - Students can broaden their experience of western culture the NET shares with them	Sep 20 - Aug 21	\$3,300 / day × 100 days = \$330,000	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: - raised students' exposure to English used by a native English speaker - enhanced students' experience of western culture the NET shares with them	NKW