

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



Annual School Plan  
2017 - 2018

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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: Diligence for Academic Excellence

## Target 1: To enhance students' self-directed learning

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	<ul style="list-style-type: none"> <li>• <b>Self-directed Learning</b> <ul style="list-style-type: none"> <li>- To understand students' learning motivation, study strategy and learning habit through questionnaires</li> <li>- Self-directed Learning workshop for teachers</li> <li>- Self-directed Learning strategy is implemented in lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> <li>• Self-directed learning is integrated in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• LYW, CWP, LWP</li> </ul>	<ul style="list-style-type: none"> <li>• \$48,000 (CEG)</li> </ul>
1B	<ul style="list-style-type: none"> <li>• <b>e-Learning Platform</b> <ul style="list-style-type: none"> <li>- To commence online learning for students in order to promote students' self learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Online learning are arranged in some subjects such as Chemistry, Physics etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics from e-Class or resource suppliers</li> </ul>	<ul style="list-style-type: none"> <li>• CKH, CTK</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
1C	<ul style="list-style-type: none"> <li>• <b>Homework Submission Scheme</b> <ul style="list-style-type: none"> <li>- To enhance students to submit their homework on time</li> <li>- To implement award and punishment to students for their submission of homework</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 15 daily late submission records</li> </ul>	<ul style="list-style-type: none"> <li>• Count the students late submission records</li> </ul>	<ul style="list-style-type: none"> <li>• CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
1D	<ul style="list-style-type: none"> <li>• <b>Enhance Students' Self-confidence</b> <ul style="list-style-type: none"> <li>- To prepare Students' Appreciation Cards for teachers to encourage students to perform well</li> <li>- To recognize students' academic performance with Principal's List, Academic Head's List and Student with Great Improvement for Uniform Tests and Examination</li> <li>- To nominate 'Star of the Class' in each class to appreciate students with academic improvement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Students are persuaded by gaining the Cards from their teachers</li> <li>• Students are encouraged through the Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of cards issued to students</li> <li>• Teachers' feedback on issuing the Card to students</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, LYW</li> </ul>	<ul style="list-style-type: none"> <li>• Card = \$4,000</li> <li>• Book coupon = \$15,000</li> </ul>

## 2. To strengthen students' learning and study skills

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<ul style="list-style-type: none"> <li>• <b>Interactive Learning</b> <ul style="list-style-type: none"> <li>- To enhance student-teacher interaction and student-student interaction during lesson</li> <li>- Teachers use different pedagogy such as questioning, group works, students presentation, role play etc to promote students to learn actively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Students' participate actively in lessons</li> <li>• Positive feedback from teachers</li> <li>• Students have a better performance in their essay writing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Compare students' easy writing question results</li> </ul>	<ul style="list-style-type: none"> <li>• HLWK, WYC2</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
2B	<ul style="list-style-type: none"> <li>• <b>Courses for Learning and Study Skills</b> <ul style="list-style-type: none"> <li>- To organize courses for students on their learning skills and study skills</li> <li>- To enhance students learning skills in individual subjects by their subject teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• More than 80% students reply that the courses are effective to them</li> <li>• Students' learning skills is shown in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LYW, CWP, LWP</li> </ul>	<ul style="list-style-type: none"> <li>• \$6,000</li> </ul>
2C	<ul style="list-style-type: none"> <li>• <b>Language Across Curriculum</b> <ul style="list-style-type: none"> <li>- Teachers can use the language to teach more effectively and help students learn more effectively</li> <li>- Students will have less problems of adjusting to the new medium of instruction and to learn the subject content better.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> <li>• More than 60% students find them useful</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• NKW, LCSH, LIF</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

## 3. To cater for learner's diversity

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	<ul style="list-style-type: none"> <li>• <b>Student Performance Analysis</b> <ul style="list-style-type: none"> <li>- To use of statistical data like TSA, HKDSE and SVAIS to improve learning and assessment</li> <li>- To use analysis tools for uniform tests / examinations to improve learning and assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> <li>• More than 60% of students find them useful</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, YYY, CUC</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3B	<ul style="list-style-type: none"> <li>• <b>STEM</b> <ul style="list-style-type: none"> <li>- To organise STEM-related activities such as school-based scientific and technological activities/competitions</li> <li>- To support students to participate in various STEM-related competitions and programmes</li> <li>- To convert the Senior Computer Room to STEM Learning Centre</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> <li>• More than 60% of students find them useful</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CKH, CTK, WYY, YSK</li> </ul>	<ul style="list-style-type: none"> <li>• \$100,000 (STEM Grant)</li> </ul>
3C	<ul style="list-style-type: none"> <li>• <b>Gifted Education</b> <ul style="list-style-type: none"> <li>- To organize in-depth learning courses for more able students to enhance their learning strategy and study skill</li> <li>- To encourage students to join the pull out gifted courses to stretch their potential</li> <li>- To organize joint schools activities for gifted students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Positive response from students</li> </ul>	<ul style="list-style-type: none"> <li>• Students' feedback</li> <li>• Courses evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• LPY1, WYY, THC, LCF2</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3D	<ul style="list-style-type: none"> <li>• <b>After-school Remedial Classes</b> <ul style="list-style-type: none"> <li>- Elite and remedial programmes for ELA and MAT will be implemented to cater for students' learning diversity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Students with different learning needs will be catered</li> <li>• More than 60% of students find them useful</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of applicants</li> <li>• Observe students' learning process and outcome</li> </ul>	<ul style="list-style-type: none"> <li>• NKW, WMT, LWP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3E	<b>Review Subject Groups offered to students</b> <ul style="list-style-type: none"> <li>• Check the student satisfaction rate after the subject allocation exercise</li> <li>• Conduct a student survey for Form 3 students after the Mid-year Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• At least 70% of the Form 4 students can have their first choices</li> <li>• The number of subject groups offered to Form 4 students will be reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Check the satisfaction rate after the subject allocation exercise</li> <li>• Evaluate the data and the report of the survey</li> </ul>	LYW, CWP	Nil
3F	<ul style="list-style-type: none"> <li>• <b>Summer Bridging Course</b> <ul style="list-style-type: none"> <li>- To organize Summer Bridging Course for Form 1 newcomers during July</li> <li>- To arrange simulated school days for Form 1 newcomers to familiar with the secondary school life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Jul-Aug 2018</li> </ul>	<ul style="list-style-type: none"> <li>• A summer bridging course is organized.</li> <li>• Students are familiar with the EMI teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LYW and Panel heads concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>



## 4. To intensify teaching strategies

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<b>Mentoring Scheme for New Teacher</b> <ul style="list-style-type: none"> <li>- Every new teacher (mentee) is mentored by an experienced teacher (mentor)</li> <li>- Mentees can easily seek help from their mentors when they have problems in               <ul style="list-style-type: none"> <li>- classroom management;</li> <li>- teaching;</li> <li>- handling students' discipline problems;</li> <li>- carrying out F/M duties; and</li> <li>- other stuff related to the school work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers can easily familiarize with the school's practice</li> <li>• New teachers can easily seek help when they have problems</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from the new teachers to the Scheme</li> </ul>	Staff Development Committee	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
4B	<ul style="list-style-type: none"> <li>• <b>Lesson Observation</b> <ul style="list-style-type: none"> <li>- To invite teachers to run open classes for colleagues focusing on subject collaboration and e-learning</li> <li>- To arrange open classes for parents and primary schools teachers to enhance teaching and learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> <li>• Positive feedback from parents and visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire from Parents</li> <li>• Questionnaire from visitors</li> </ul>	<ul style="list-style-type: none"> <li>• CML, LIF, LYW</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
4C	<ul style="list-style-type: none"> <li>• <b>Subject Collaboration</b> <ul style="list-style-type: none"> <li>- To encourage subject departments to carry out cross-subject collaboration to enhance teaching and learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2017 to Jun 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> <li>• Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• WMT, LWP</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Major Concern 2: Responsibility for All-round Personality

## Target 1: To enforce students' responsibility

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1A</b>	<ul style="list-style-type: none"> <li>Emphasize the importance of responsibility by Value Education</li> <li>MCE: Target setting campaign at the start of academic year, Form periods, sharings in morning assemblies &amp; F/M time, Form competitions during assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% students participated attentively in the competitions</li> <li>Over 65% of participants and teachers feedback they have their preservice improved and sense of responsibility established.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students participating the activities</li> <li>Students' feedback &amp; reflections</li> <li>Teachers' feedback on students' general behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Value Education Committee</li> </ul>	<ul style="list-style-type: none"> <li>T.A. for preparing materials for MCE lessons</li> <li>MCE: \$5,400</li> </ul>
<b>1B</b>	<ul style="list-style-type: none"> <li>To develop students positive value such as perseverance through co-curricular activities</li> <li>SDC: F.2 Adventure Training, Form-based thematic activities, Courteous Ambassador, Sharing in morning assemblies, Striving for Excellence in Punctuality Competition, Positive Psychology Week</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of participants and teachers feedback they have their preservice improved and sense of responsibility established.</li> <li>Over 70% students should attend all the activities they enrol throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students participating the activities &amp; feedback</li> <li>Teachers' feedback on students' general behavior</li> <li>Students' reflections</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>SDC: \$32,000 (including \$10,000 from learning support grant)</li> </ul>

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1C</b>	<ul style="list-style-type: none"> <li>To embody students' responsibilities through submission of school documents(e.g. appreciate students' responsibility in report cards)</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students submit parents' letter, reply slips and other school documents on time.</li> <li>Over 65% teachers have given comments to appreciate students' responsibility in report cards</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Records in e-circular</li> <li>Comments on report cards</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> <li>Activity Committee</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Personnel for handling the overall absence record</li> </ul>
<b>1D</b>	<ul style="list-style-type: none"> <li>To optimize the 'Class Management' scheme (e.g. Dual form mistress, betterment of form coordinators system, thematic form-based activities)</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% Students feedback the activities has helped them to have reflections of the value and try to apply to the daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>F/Ms ' Feedback</li> <li>Students' Feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>\$29,600 (SDC) (\$12,600 by learning support grant)</li> </ul>

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1E	<ul style="list-style-type: none"> <li>To emphasize students the importance of responsibility in co-curricular activities (e.g. 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. Students who cannot provide reasonable explanation will have a remark printed on their report cards.)</li> <li>- Activity unit: School Councils, Houses, Clubs and class activities</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% attendance rate in major school functions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis of the attendance record of activities</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee &amp; other teachers concerned</li> <li>Teacher-in-charge of each association / club/house / society</li> </ul>	<ul style="list-style-type: none"> <li>Personnel for handling the overall absence record</li> <li>Activity unit: \$29,000</li> </ul>
1F	<ul style="list-style-type: none"> <li>To enhance students' social awareness and responsibilities as nationals and world citizenship</li> <li>- MCE: Celebration activities of 68<sup>th</sup> Establishment of the Republic of China, 2017 10 best news selection, Oxfam Rich and Poor lunch, "War 90" Experiential activities</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of participants and teachers feedback they have their sense of responsibility as nationals and world citizenship established.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>MCE</li> </ul>	<ul style="list-style-type: none"> <li>MCE: \$7,300</li> </ul>

## 2. To strengthen students' sense of belongings

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>2A</b>	<ul style="list-style-type: none"> <li>To restructure whole-school approach strategies of student development</li> <li>- SDC: streaming the discipline &amp; guidance support, E-discipline system, school rules review, Pastor Care for F.1 &amp; F.2, Caring Patrol, Building Resilience Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students &amp; teachers satisfied with the change of the administrative structure</li> <li>Improvement of the APASO data regarding sense of belongings</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Students' APASO data</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>SDC: \$41,500 (including \$38,500 for e-discipline system by SAM grant)</li> <li>Personnel for handling the data</li> </ul>
<b>2B</b>	<ul style="list-style-type: none"> <li>To foster value education through systematic morning and bi-weekly assemblies.</li> <li>- SDC: Interview Skills Workshop, Life Fighter Scheme, Blackmark Offset Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students &amp; teachers satisfied with the change of the assemblies arrangement</li> <li>Improvement of the APASO data regarding sense of belongings</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Students' APASO data</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>Personnel for handling the data</li> </ul>

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>2C</b>	<ul style="list-style-type: none"> <li>To refine "Buddy scheme" &amp; "Big Sisters" scheme for Forms 2 &amp; Form 3 students</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% F.2 and F.3 students feedback they have developmental and homework support from senior students.</li> <li>Over 65% F.4 and F.5 students can develop leadership skills</li> <li>Over 65% students can improve self-confidence</li> <li>Over 70% F.1 students feel the love and caring from mentoring teachers.</li> <li>Teachers meet the F.1 students at least three times per term.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students who have participated in the scheme</li> <li>Feedback from teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>SDC: \$50,000</li> </ul>
<b>2D</b>	<ul style="list-style-type: none"> <li>To build a good relationship between F/Ms and students</li> <li>- SDC: Inter-class board competition, F.1 life camp, inner class / inter class activity, post exam teacher-student activity)</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% teachers &amp; students feedback they have developed good relationship with the F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>Students' Feedback</li> <li>F/Ms' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC,</li> <li>All F/Ms,</li> <li>Activity Committee</li> </ul>	<ul style="list-style-type: none"> <li>SDC: \$6,500</li> </ul>
<b>2E</b>	<ul style="list-style-type: none"> <li>To arrange after-school thematic workshops on OLE days and whole-school functions</li> <li>- SDC: F.1 life camp</li> <li>- MCE: "We are one class" seating plan competition, Kam Lung Exploration competition, Cleaning school campaign and LKL 45<sup>th</sup> wishes card competition</li> <li>- Activity unit: Music Contest, Annual Athletic Meet, Celebration of School Anniversary</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% teachers &amp; students feedback they have developed good relationship with the F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>Students' Feedback</li> <li>F/Ms' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> <li>All F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>SDC: \$62,975 (including \$37,600 life camp fee by learning &amp; support grant)</li> <li>Activity: \$11,600</li> </ul>

2F	<ul style="list-style-type: none"> <li>To cultivate students with a graceful and thankful heart</li> <li>SDC: Teachers' Day, Blessing for F.6 students &amp; Count-down, Teacher-student activity</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will accept gifts and blessings from students during the assembly.</li> <li>Over 70% students has aroused their awareness of respecting their teachers.</li> <li>All F/Ms will receive a thank you card from students</li> </ul>	<ul style="list-style-type: none"> <li>Students' greetings</li> <li>Teacher's feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>SDC: \$3,000</li> </ul>
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3. To strengthen career and life planning (CLP) education

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A1	<p><b><u>To enhance the capacity of career team for life planning education.</u></b></p> <ul style="list-style-type: none"> <li>To reduce the teaching workload of members of career team to take forward comprehensive life planning education and career guidance service.</li> </ul>	<ul style="list-style-type: none"> <li>Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>The career team needs to be empowered to embrace a paradigm shift from career information dissemination to embodying the essence of life planning education in a more co-ordinated and systematic manner.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the career related activities conducted by the career team with that of previous year.</li> <li>Evaluate the on-site advices given by the consultancy school visits.</li> </ul>	<ul style="list-style-type: none"> <li>Career &amp; Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li><math>\\$35,780 \times 12 \times 1.05 = \\$450,820</math> For employment of teacher (with salary level 19 or below) to take up at least 24 teaching periods taken from three members of the career team</li> <li><math>\\$2,000 \times 12 \times 1.05 = \\$25,200</math> For employment of teaching assistant to take up some duties at week-ends.</li> </ul>

	• Strategies / Tasks	• Time Scale	• Success Criteria	• Methods of Evaluation	• People Responsible	Resources Required
3A2	<ul style="list-style-type: none"> <li>To enhance the professional development of members of career team.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Members of careers team need to attend relevant professional development courses and participate in seminars / talks / workshops in relation to their work for professional enhancement.</li> <li>To maintain the objective of having at least two teachers who have completed structured training on life planning education and/ career guidance offer by EDB or equivalent in the next three years.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the CDP records of members of career team with that of previous year.</li> </ul>	<ul style="list-style-type: none"> <li>Career &amp; Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
3A3	<ul style="list-style-type: none"> <li>To enrich the contents and expand the scope of their existing level of career guidance service.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>To plan and implement life planning education and career guidance service in a comprehensive manner.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the performance of career team in the administration, operation and support functions.</li> </ul>	<ul style="list-style-type: none"> <li>Career &amp; Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>



	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3B1	<p><b><u>To raise students' awareness of the importance of life-long career development planning</u></b></p> <ul style="list-style-type: none"> <li>Guidance programmes on further studies, training opportunities, streaming and subject choices. (F.1 – F.3)</li> </ul>	<ul style="list-style-type: none"> <li>Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students and their parents feedback they acquire the objectives and get psychologically or motivationally prepared to navigate the career exploration activities</li> <li>Over 65% students understand that personality is connected to NSS subject choices and their future vocation.</li> <li>Over 65% students aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations.</li> <li>Over 65% students can identify their dominant and secondary inclinations.</li> <li>Over 65% students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be followed.</li> </ul>	<ul style="list-style-type: none"> <li>Regular checking of individual student planning booklet.</li> <li>Conduct regular questionnaires to evaluate the performance of students.</li> </ul>	<ul style="list-style-type: none"> <li>Career &amp; Studies Committee</li> <li>F.1 – F.3 F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>\$20,000 × 2 = \$40,000 Pastoral Cares for F.1 and F,2 organized by NGO including individual Student career test)</li> <li>\$2,000 (Life planning education teaching aids.)</li> </ul>

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3B2	<ul style="list-style-type: none"> <li>Revision of Senior Secondary Study Plan</li> <li>Guidance programmes on university admission and course selection</li> <li>University Taster Programmes or Camps</li> <li>Visiting local universities</li> <li>Mock job searching activities and interview workshops for job search and university admission</li> <li>Professional/Business Partnership Programmes</li> <li>Mentorship Programmes jointly organised with NGOs, alumni association and PTA</li> <li>Applied Learning Taster Programmes</li> <li>Job Shadowing and Work Experience Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students can recognise and understand the differences between vocation, career, work, occupation and job</li> <li>Over 65% students can recognise employment trends and associated learning opportunities</li> <li>Over 65% students can identify, select and use career information related to study or occupational choices critically</li> <li>Over 65% students can understand the qualification system; and comprehend qualifications required and offered by various study or training options</li> <li>Over 65% students can relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options</li> <li>Over 65% students can critically evaluate relation of various opportunities to their own career goals.</li> </ul>	<ul style="list-style-type: none"> <li>Regular checking of individual student planning booklet.</li> <li>Conduct regular questionnaires to evaluate the performance of students.</li> </ul>	<ul style="list-style-type: none"> <li>Career &amp; Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$15 × 140 = \$2,100 (Individual Student Online teat for F.5 students)</li> <li>\$30,000 (Individual student planning booklet for F.6 students and website platform for senior form students)</li> <li>\$3,000 × 5 = \$15,000 (seminar and workshops fee)</li> <li>\$2,000 (Life planning education teaching aids.)</li> <li>\$50,000 providing subsidization to students for career exploration</li> </ul>

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3B3	<ul style="list-style-type: none"> <li>Provide tailor made career guidance service for NCS and SEN students.</li> </ul>	<ul style="list-style-type: none"> <li>Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% NCS and SEN Students can relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options</li> </ul>	<ul style="list-style-type: none"> <li>Regular checking of individual student planning booklet.</li> <li>Conduct regular questionnaires to evaluate the performance of students.</li> </ul>	<ul style="list-style-type: none"> <li>Career &amp; Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$30000</li> <li>Purchasing aids for students and providing subsidization to students for career exploration.</li> </ul>
3C1	<p><b><u>To integrate CLP elements into other learning experience</u></b></p> <ul style="list-style-type: none"> <li>To promote career-related activity with other committee through Campus TV.</li> </ul>	<ul style="list-style-type: none"> <li>Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>To enrich relevant school-based service for students by providing career-related learning beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Regular questionnaires to evaluate the participation of the students.</li> </ul>	<ul style="list-style-type: none"> <li>YSK</li> </ul>	<ul style="list-style-type: none"> <li>\$15000 (production fee of TV programme and upgrade the video equipments)</li> </ul>
3C2	<ul style="list-style-type: none"> <li>To subsidize financing needy students' participation in career exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>Give a financial support to other subjects and clubs to conduct career-related activities.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of activities benefited by these subsidies.</li> </ul>	<ul style="list-style-type: none"> <li>YSK</li> </ul>	<ul style="list-style-type: none"> <li>\$3,000 × 10 = \$30000 (Travelling fee and application fee)</li> </ul>

## 4. To enhance students' leadership skills and assist students with poor performance or low motivation in learning

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<ul style="list-style-type: none"> <li>Interviewing Skills Workshop</li> </ul>	<ul style="list-style-type: none"> <li>May 18</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students with poor interpersonal skills and communication skills can be trained so that they can be better prepared for interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' behavior and feedback from students.</li> </ul>	<ul style="list-style-type: none"> <li>YNS</li> <li>YKW(Social Worker)</li> </ul>	<ul style="list-style-type: none"> <li>\$5000 (Learning Support Grant)</li> </ul>
4B	<ul style="list-style-type: none"> <li>Life Fighter Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students with low motivation in learning can be motivated.</li> <li>Over 80% of participants should have not less than 80% attendance.</li> <li>Over 65% students with behavioral problems improve their behaviors.</li> <li>Over 65% students increase motivation in learning and participating in school life.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the students' attitude and behavior.</li> <li>Check students' attendance.</li> <li>Observation of teachers</li> <li>Feedback from teachers and students</li> <li>Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>YNS, LJH</li> </ul>	<ul style="list-style-type: none"> <li>\$25000</li> </ul>
4C	<ul style="list-style-type: none"> <li>Blackmark Offset Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 50% Student who has breached school rules due to oversight and has been given black mark can cancel the black mark by serving the school</li> </ul>	<ul style="list-style-type: none"> <li>30% of students who got black mark apply the scheme</li> <li>75% of applicants successfully cancel their black marks</li> </ul>	<ul style="list-style-type: none"> <li>YNS</li> <li>SDC Members</li> <li>F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>Nil.</li> </ul>

## 5. To strengthen the channel of communication between the school and the parents

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5A	<ul style="list-style-type: none"> <li>• Three Parents' Days will be held:</li> <li>• Introduction of different departments and sharing between F/Ms and parents</li> <li>• distribution of report cards</li> </ul>	17 Sept. 17 4 Feb. 18 8 July 18	<ul style="list-style-type: none"> <li>• Over 65% parents think that they have more understanding of the school policy and learn more about their children's academic and behavioral performance at school.</li> <li>• Improvement of APASO data</li> </ul>	<ul style="list-style-type: none"> <li>• Count the no. of parents' attendance</li> <li>• Evaluation form completed by teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• \$5000 (drinks &amp; snacks)</li> </ul>
5B	<ul style="list-style-type: none"> <li>• Orientation for Newly Admitted F.1 Students and their Parents</li> </ul>	19 Aug. 17	<ul style="list-style-type: none"> <li>• Over 65% parents and F.1 students feedback they are more familiar to our school.</li> <li>• Class prefects are introduced to F.1 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe parents' and students' response in the activities.</li> <li>• Feedback from prefects and F.1 students</li> </ul>	<ul style="list-style-type: none"> <li>• SDC members,</li> <li>• F.1 F/Ms</li> <li>• Related Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• \$3000 (drinks &amp; snacks)</li> </ul>
5C	<ul style="list-style-type: none"> <li>• F.1 F/Ms contact parents by phone</li> </ul>	Sept. 17	<ul style="list-style-type: none"> <li>• Parents of every F.1 students received F/Ms phone call and feel the care from F/Ms.</li> <li>• F.1 F/Ms understand the students and their family background at an early stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from F/Ms.</li> </ul>	<ul style="list-style-type: none"> <li>• F.1 F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

## 6. To provide leadership training to student

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6A	<ul style="list-style-type: none"> <li>Recruitment of Prefects</li> </ul>	<ul style="list-style-type: none"> <li>May 17</li> </ul>	<ul style="list-style-type: none"> <li>The recruited Prefects are responsible and helpful.</li> </ul>	<ul style="list-style-type: none"> <li>Comments from teachers.</li> <li>The number of Prefects recruited.</li> </ul>	<ul style="list-style-type: none"> <li>SDC (YNS, CUC, LHS)</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
6B	<ul style="list-style-type: none"> <li>Training for New Prefects</li> </ul>	<ul style="list-style-type: none"> <li>7 Jul 17</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% Prefects can learn skills, techniques and strategies in counseling F.1 students.</li> <li>Leadership skill of over 70% prefects can be improved</li> <li>Team sprit can be built</li> <li>Over 70% Prefects are well prepared for performing their duties, know how to hold activities and are well trained to perform duty for Parents' Day</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from prefects and teachers.</li> <li>Observe prefects' performance in Parents' Day</li> </ul>	<ul style="list-style-type: none"> <li>SDC (YNS, CUC, LHS)</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
6C	<ul style="list-style-type: none"> <li>Training of Prefects (Day Camp)</li> </ul>	<ul style="list-style-type: none"> <li>Apr 18</li> </ul>	<ul style="list-style-type: none"> <li>Team sprit can be built</li> <li>Leadership skill of prefects can be improved</li> </ul>	<ul style="list-style-type: none"> <li>An evaluation form completed by school prefects</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>\$20,000</li> </ul>
6D	<ul style="list-style-type: none"> <li>Training of Prefects for F.1 Life Camp</li> </ul>	<ul style="list-style-type: none"> <li>Sept 17</li> </ul>	<ul style="list-style-type: none"> <li>Prefects are well trained to perform duty for F.1 Life Camp</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> <li>Tung Wah Group of Hospitals</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
6E	<ul style="list-style-type: none"> <li>Training of Prefects for on duty</li> </ul>	<ul style="list-style-type: none"> <li>Sept 17 - Oct 17</li> </ul>	<ul style="list-style-type: none"> <li>Prefects are well trained to perform duty</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>SDC (YNS, CUC,LHS) ELCHK</li> </ul>	<ul style="list-style-type: none"> <li>\$8,800</li> </ul>
6F	<ul style="list-style-type: none"> <li>Nominate Students to Participate in External Leadership Trainings</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students can improve their leadership skills through external leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Observe the number of nomination</li> </ul>	<ul style="list-style-type: none"> <li>SDC(YNS, YWY2, WWS2)</li> </ul>	<ul style="list-style-type: none"> <li>Nil.</li> </ul>
6G	<ul style="list-style-type: none"> <li>Students' council</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students can improve their leadership skills through external leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Observe the number of nomination</li> </ul>	<ul style="list-style-type: none"> <li>Activity Unit</li> </ul>	<ul style="list-style-type: none"> <li>\$23,000</li> </ul>

## 7. SEN supports to cater students' diversity

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>Objective 1: Comprehensive professional supports</b>						
7A	<b>Employment of professional social worker</b> <ul style="list-style-type: none"> <li>• SEN Support from professional social workers (by HKFWA) to cater students' difference including: <ul style="list-style-type: none"> <li>• Regular meeting with teachers</li> <li>• Provide no less than 8 hr professional support</li> <li>• Provide parental support</li> <li>• Individual follow-up for SEN students</li> <li>• Medical follow up, activities and academic review of SEN students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 1/9/2017 – 31/8/2018</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of the class teacher's individual review</li> <li>• Overall 65% students feedback the social worker's service can help their improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher's "Feedback form of individual SEN student"(reference to SEN guidelines apex 14):</li> <li>• Assessment of students' improvement</li> <li>• Assessment of professional social worker for students' support</li> <li>• Students' questionnaire for the satisfaction rate of service</li> </ul>	<ul style="list-style-type: none"> <li>• SEN unit</li> </ul>	<ul style="list-style-type: none"> <li>• Service Fee of professional social worker by EDB Learning Support Grant (\$221,000)</li> </ul>
7B	<b>School based speech therapy</b> <ul style="list-style-type: none"> <li>• Provide individual support to facilitate teachers' follow up</li> <li>• Improve students' verbal and written presentation abilities</li> <li>• Academic following up according to school-based curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of Speech Therapy of student</li> <li>• Overall 65% students feedback the social worker's service can help their improvement</li> <li>• Over 70% satisfy the speech therapy service and follow ups</li> </ul>	<ul style="list-style-type: none"> <li>• Speech Therapy's assessment report before and after the service</li> <li>• Students' questionnaire</li> <li>• Class teacher and teacher's feedback</li> <li>• Student's attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>• SEN unit</li> <li>• All F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>• Service Fee of speech therapy by EDB Learning Support Grant (\$13,920)</li> </ul>

7C	<b>Jocky Club Autism support network (by HKU &amp; NLPRA)</b> (香港大學社會學院及新生精神康復會賽馬會喜伴同行計劃) <ul style="list-style-type: none"> <li>• Provide school based support for ASD (Autism) students</li> <li>• Provide social skills trainings</li> <li>• Set up learning strategies according their abilities and needs.</li> <li>• Parental support</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of the pre-test and post-test of students in social skills and emotional management aspects.</li> <li>• Over 70% showed improvement of social skills and emotional management</li> <li>• Students achieve 70% attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post test of participated students</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• SEN unit</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Service Fee of speech therapy by EDB Learning Support Grant (\$3,800)</li> </ul>
<b>Objective 2: Enhance motivation in academic aspect and life planning</b>						
7D.	<b>After -class tutorial</b> <ul style="list-style-type: none"> <li>• Improvement of the low academic-achieved SEN students</li> <li>• Better use of after-lesson time</li> <li>• Grasp of skills</li> <li>• Provide guidance and counselling services</li> </ul>	<ul style="list-style-type: none"> <li>• 1st term Oct-Nov</li> <li>• 2nd term Mar-May</li> </ul>	<ul style="list-style-type: none"> <li>• Over 65% students (15 SEN students) showed improvement</li> <li>• Attendance rate over 70%</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of UT and exam result of 1st and 2nd term</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• SEN</li> </ul>	<ul style="list-style-type: none"> <li>• Service fee by learning support grant (\$ 8,400)</li> </ul>
7E	<b>Understanding yourself &amp; Career planning</b> <ul style="list-style-type: none"> <li>• Career planning service (職橋)</li> <li>• Career services during assemblies</li> <li>• Collaboration with Career &amp; Studies unit</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 65% students (8-10 SEN student) feedback they have improvement in career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Student's feedback</li> </ul>	<ul style="list-style-type: none"> <li>• SEN</li> </ul>	<ul style="list-style-type: none"> <li>• Service fee by learning support grant (\$30,000)</li> </ul>



<b>Objective 3: Establish harmonious environment</b>						
7F	<b>F.1 Life camp</b> <ul style="list-style-type: none"> <li>Life camp for F.1 students to enhance their communication and problem solving skills and independence</li> <li>Build up a harmonious environment for SEN and other students by enabling them understand each other in the life camp.</li> <li>Enable F.1 class teacher and social worker to observe students so that they can have diagnosis at the earlier stage.</li> </ul>	<ul style="list-style-type: none"> <li>9/2017</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students satisfied the life camp and helps the understanding of student</li> <li>Over 65% students think the camp can help to build up closer relationship</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher and social worker can observe students' behaviour</li> <li>Teacher's feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	Service fee by learning support grant(\$37,600)
7G	<b>Peer support – Reading skills enhancement scheme</b> <ul style="list-style-type: none"> <li>Select senior students from SDC “Big Sister Scheme” as reading skills leader, teaching reading and speaking skills.</li> <li>Establish mentoring relationship between senior and junior form students.</li> </ul>	<ul style="list-style-type: none"> <li>1st term</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students (8-10s SPLD students) consider that they are satisfied with the scheme and have their reading skills improved.</li> <li>Over 70% attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>Participating students' feedback (overall satisfaction and reading abilities)</li> <li>Senior form students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant</li> </ul>
7H	<b>F.2 Adventure Training</b> <ul style="list-style-type: none"> <li>Enable students mutual understanding and build up communication skills</li> <li>Nurture resilience skills.</li> </ul>	<ul style="list-style-type: none"> <li>7/2018</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% teachers and students consider that the program can help them develop communication skills, self-confidence and resilience ability.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant (\$10,000)</li> </ul>

<b>Objective 4: Enhancement of self-awareness and skills</b>						
7I	Board Game playgroup <ul style="list-style-type: none"> <li>Enhance communication and social skills understand themselves</li> <li>Enhance communication and cooperative skills</li> </ul>	<ul style="list-style-type: none"> <li>1st term lunch time (4 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Counselor considered that students have improvement in communication, cooperative and problem-solving skills</li> <li>Over 65% students (4-6F.1-F.3ASD, ADHD and SPLD students) considered that they are satisfied with the program</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's feedback</li> <li>Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant</li> </ul>
7J	Attention quotient enhancement course <ul style="list-style-type: none"> <li>Enhance the attention quotient of students and help them solve their learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>1st term lunch time (4 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Counselor considered that students have improvement in communication, cooperative and problem-solving skills</li> <li>Over 65% students (4-6ADHD students) considered that they are satisfied with the program</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's feedback</li> <li>Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant(\$3,000)</li> </ul>
7K	Implementation skills enhancement course <ul style="list-style-type: none"> <li>Enhance students' implementation skills</li> <li>Enforce their self-control ability so as to solve their learning problem</li> </ul>	<ul style="list-style-type: none"> <li>2nd term lunch time (4 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Counselor considered that students have improvement in communication, cooperative and problem-solving skills</li> <li>Over 65% students (4-6ADHD students) considered that they are satisfied with the program</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's feedback</li> <li>Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant(\$3,000)</li> </ul>

7L	<p>Emotional management skills 1</p> <ul style="list-style-type: none"> <li>Enhance students emotional management abilities</li> </ul>	<ul style="list-style-type: none"> <li>1st term lunch time (4 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Counselor considered that students have improvement in communication, cooperative and problem-solving skills</li> <li>Over 65% students (4-6F.1-2ASD students) considered that they are satisfied with the program</li> </ul>	<ul style="list-style-type: none"> <li>Counselor’s feedback</li> <li>Students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant(\$5,000)</li> </ul>
7M	<p>Emotional management skills 2</p> <ul style="list-style-type: none"> <li>Enhance students emotional management abilities</li> </ul>	<ul style="list-style-type: none"> <li>2nd term lunch time (4 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Counselor considered that students have improvement in communication, cooperative and problem-solving skills</li> <li>Over 65% students (4-6F.3-6ASD students) considered that they are satisfied with the program</li> </ul>	<ul style="list-style-type: none"> <li>Counselor’s feedback</li> <li>Students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN</li> </ul>	
7N	<p>F.4 Service learning program</p> <ul style="list-style-type: none"> <li>Understanding of yourself through helping others in service learning program</li> <li>Enable students of different background learn by sharing</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students considered that they are satisfied with the program and they can understand themselves more and enable them to learn from service-learning.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor’s feedback</li> <li>Students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant (\$12,600)</li> </ul>
7O	<p>Interviewing skills workshop</p> <ul style="list-style-type: none"> <li>Help some students with poor interpersonal and communication skills improved</li> </ul>	<ul style="list-style-type: none"> <li>May</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% students considered that they are satisfied with the program and they can understand themselves more and enable them to learn from service-learning.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor’s feedback</li> <li>Students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> <li>SEN</li> </ul>	<ul style="list-style-type: none"> <li>Service fee by learning support grant</li> </ul>

**School Budget**

The objectives and policies in setting school budget:

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

<b>Subject / Function</b>	<b>Budget (HK\$)</b>
General Programs	1,000,000
Student Development Programs	1,000,000
Curriculum-based Programs	800,000
Miscellaneous	300,000
Total	3,100,000

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**Appendix 1 - Budget for Composite Furniture & Equipment Grant, CFEG**

	<b>HK\$</b>
1. Campus Management Committee	9,000.00
2. English Language	6,000.00
3. Basic Chinese Language	2,500.00
4. Physics	30,500.00
5. Chemistry	35,000.00
6. Biology	47,000.00
7. Integrated Science	4,200.00
8. Music	44,500.00
9. Visual Arts	18,000.00
10. Physical Education	6,000.00
11. Audio-visual	69,000.00
12. Staff Room A	1,000.00
13. Staff Room B	8,200.00
14. Staff Room C	1,000.00
15. Staff Room D	2,500.00
16. Cookery Room	40,000.00
17. Senior Computer Room	7,000.00
18. Campus TV	10,000.00
19. PTA Office	1,500.00
20. Conference Room	10,000.00
21. Overall Furniture	32,400.00
22. English Corner	1,000.00
23. Maintenance	100,000.00
	<hr/> <b>486,300.00</b> <hr/>

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

Task Area	Curriculum Development (Physical Education)	Coping with Diverse and Special Learning Needs of Students
<b>Major Area of Concern</b>	To facilitate training for Badminton Team of the school	To present the school's first English Musical in the 45th School Anniversary
<b>Strategies /Tasks</b>	To employ 5 coaches for coaching <ul style="list-style-type: none"> <li>- Badminton team</li> <li>- Table Tennis team</li> <li>- Handball team</li> <li>- Basketball team</li> <li>- Jazz Dance</li> <li>- Chinese Dance</li> </ul>	To hire service from professional for directing school English Musical
<b>Benefits Anticipated</b>	To take up the Badminton Team training so as to enhance P.E. teachers for other school teams' development. After training, team members can improve their skills.	<ul style="list-style-type: none"> <li>- To enhance students' spoken English proficiency</li> <li>- To reinforce students' creative skill, collaborative skill and problem solving skill</li> <li>- To strengthen students' sense of belonging to the school</li> </ul>
<b>Time Scale</b>	From September 2017 to August 2018	From September 2017 to June 2018
<b>Resources Required</b>	<p>Estimated salary of the coaches for school sports teams</p> <p>= 4 coaches      75 lessons × 2 hrs × \$500/hr</p> <p>= \$300,000</p> <p>Estimated salary of the coaches for dancing classes</p> <p>= 2 coaches      50 lessons × 2 hrs × \$400/hr</p> <p>= \$80,000</p>	Cost for Hiring services from professional Musical company = \$250,000
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Students' skill can be enhanced</li> <li>2. School team performance in competition</li> </ol>	<ol style="list-style-type: none"> <li>1. Students enjoy in their preparation and performance</li> <li>2. Students' English language proficiency is enhanced</li> <li>3. Students' generic skills are reinforced</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Students' performance</li> <li>2. Teachers feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' feedback</li> <li>2. Teachers' feedback</li> </ol>
<b>People Responsible</b>	Vice-principal and Panel Head of Physical Education	Vice-principal, Teacher-in-charge of English Musical

**Appendix 3 - Programme Plan for School-based After-school Learning  
and Support Programmes**

Name of Activity	Chinese Instrumental Training Course	Western Instrumental Training Course
<b>Objectives of the Activity</b>	<ol style="list-style-type: none"> <li>To promote students' interest in music and enhance their understanding of music.</li> <li>To provide opportunities for students to perform so as to improve their skills of performance and boost their confidence.</li> <li>To enhance students' music culture so that they can have balanced developments in the five domains of education.</li> <li>To foster students' skills of collaboration, communication, creativity, numeracy, critical thinking, research, self-management and problem solving, through the instrumental training course.</li> </ol>	<ol style="list-style-type: none"> <li>Through professional development, to elevate students' standard of music, performance skills and their knowledge of music so as to promote the music culture at school.</li> <li>Through co-organising activities with other school clubs, to let participants experience the spirit of cooperation and sharpen their generic skills such as collaboration, critical thinking, creativity, problem solving, self-management and communication.</li> <li>Through learning and activities, to foster students' self-discipline, perseverance, patience and the spirit of co-operation and strengthen their confidence and enhance their self-image.</li> <li>Through instrumental training, to foster students' personal interest so as to achieve the ideal of 'one art in one life' and lifelong learning.</li> </ol>
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>Students' motivation is raised.</li> <li>Students' personal and social developments are enhanced.</li> <li>Students' sense of belonging is strengthened.</li> </ol>	<ol style="list-style-type: none"> <li>Students' motivation is raised.</li> <li>Students' personal and social developments are enhanced.</li> <li>Students' sense of belonging is strengthened.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>Questionnaires for Participants.</li> <li>Teachers' Class Observations.</li> </ol>	<ol style="list-style-type: none"> <li>Questionnaires for Participants.</li> <li>Teachers' Class Observations.</li> </ol>
<b>Period/Date Activity to be held</b>	From September 2017 to August 2018	From September 2017 to August 2018
<b>Estimated No. of Grant Beneficiaries*</b>	30	30
<b>Estimated Expenditure</b>	\$2,000 × 30 = \$60,000	\$2,000 × 30 = \$60,000

Note :

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

Name of Activity	Homework Assistant Classes	Chinese and Jazz Dances
<b>Objectives of the Activity</b>	1. To provide support to students with learning difficulties. 2. Students will build up their confidence in learning	1. To promote students' multiple intelligence. 2. Students will cultivate their development which is emphasized in the Other Learning Experience (OLE).
<b>Success Criteria</b>	To hire service to provide homework assistant classes for students.	To hire service to provide Chinese Dance and Jazz Dance classes for students in developing students' multiple intelligence.
<b>Method(s) of Evaluation</b>	1. Questionnaires for Participants. 2. Teachers' Class Observations.	1. Questionnaires for Participants. 2. Teachers' Class Observations.
<b>Period/Date Activity to be held</b>	From September 2017 to August 2018	From September 2017 to August 2018
<b>Estimated No. of Grant Beneficiaries*</b>	10	8
<b>Estimated Expenditure</b>	\$500 × 10 = \$5,000	\$500 × 8 = \$4,000

Note :

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



Name of Activity	Interest Classes
<b>Objectives of the Activity</b>	1. To promote students' multiple intelligence. 2. Students will cultivate their development which is emphasized in the Other Learning Experience (OLE).
<b>Success Criteria</b>	To hire service to provide interest classes for students in developing students' multiple intelligence.
<b>Method(s) of Evaluation</b>	1. Questionnaires for Participants. 2. Teachers' Class Observations.
<b>Period/Date Activity to be held</b>	From September 2017 to August 2018
<b>Estimated No. of Grant Beneficiaries*</b>	20
<b>Estimated Expenditure</b>	$\$1,000 \times 10 = \$10,000$

Note :

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

**Appendix 4 - Budget for School-based Support for  
Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students**

<b>Task Area</b>	<b>Curriculum Development</b>	<b>Student Support</b>
<b>Major Area of Concern</b>	To support non-Chinese speaking (NCS) students' learning of the Chinese Language to enhance the learning and teaching effectiveness	To raise NCS students' awareness of the importance of life-long career development planning
<b>Strategies /Tasks</b>	<p>To employ 2 CM teachers</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- to develop resource packages and promote a culturally inclusive school environment through various modes.</li> <li>- to enhance communication with NCS parents</li> </ul>	- To provide tailor made career guidance service for NCS and SEN students.
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. NCS students overcome the difficulties of learning Chinese as a second language.</li> <li>2. NCS parents can communicate with the school better.</li> <li>3. Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>4. Teachers can concentrate on curriculum development and implementation.</li> </ol>	Students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations as well as connecting their career/academic aspirations with whole-person development and life-long learning.
<b>Time Scale</b>	From September 2017 to August 2018	From September 2017 to August 2018
<b>Resources Required</b>	Salary of the teachers = \$30,000 × 2 teachers × 12 months × 1.05 = \$756,000 (including 5% MPF)	\$5,000
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Favourable responses from NCS students.</li> <li>2. Better communication with NCS parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Favourable responses from NCS students.</li> <li>2. Better communication with NCS parents.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Lesson observation.</li> <li>2. Inspection of students' exercise books.</li> <li>3. Feedback from NCS parents.</li> </ol>	Feedback from NCS parents.
<b>People Responsible</b>	Vice-principal and Panel Heads of Chinese Language & Basic Chinese Language	Vice-principal and Teacher-in-charge of Careers and Studies Committee

## Appendix 5 - Budget for Diversity Learning Grant (Other Programmes) (DLG (OP))

Programme	Gifted Education Programme (Music)	Gifted Education Programme (Physical Education (PE))
<b>Strategies &amp; benefits anticipated</b>	In view of the small number of students opting for the HKDSE Music, Tuen Mun District Secondary School Heads Association forms a school network that can help to cater for students' diverse needs.	In view of the small number of students opting for the HKDSE PE, Tuen Mun District Secondary School Heads Association forms a school network that can help to cater for students' diverse needs.
<b>Name of programme(s) / course(s) and provider(s)</b>	HKDSE Music course provided by Tuen Mun District Secondary School Heads Association	HKDSE PE course provided by Tuen Mun District Secondary School Heads Association
<b>Duration of the programme</b>	3 years	3 years
<b>Target students</b>	Forms 4 to 6	Forms 4 to 6
<b>Estimated number of students involved in each school year</b>	2017/18 : 2 (F.4) + 1 (F.5) + 3 (F.6) = 6 2018/19 : 2 (F.4) + 2 (F.5) + 1 (F.6) = 5 2019/20 : 2 (F.4) + 3 (F.5) + 2 (F.6) = 7	2017/18 : 1 (F.4) + 2 (F.5) + 0 (F.6) = 3 2018/19 : 1 (F.4) + 1 (F.5) + 2 (F.6) = 4 2019/20 : 1 (F.4) + 1 (F.5) + 1 (F.6) = 3
<b>Resources Required</b>	F.4 : \$7,700    2 = \$15,400 F.5 : \$7,700    1 = \$7,700 F.6 : \$7,700    3 = \$23,100	F.4 : \$7,700    1 = \$7,700 F.5 : \$7,700    2 = \$15,400
<b>Evaluation of student learning / success indicators</b>	1. Feedback from students and parents. 2. Students performance in the course 3. Students will sit for the HKDSE Examination.	1. Feedback from students and parents. 2. Students performance in the course 3. Students will sit for the HKDSE Examination.
<b>Teacher-in-charge</b>	Vice-principal and Panel Head of Music	Vice-principal and Panel Head of Physical Education

## Appendix 6 - Budget for Fractional Post Cash Grant (FPCG)

Task Area	Curriculum Development	Curriculum Development
<b>Major Area of Concern</b>	To promote students' positive behaviour, to enhance students' responsibility and to cultivate students' self-values	To promote the use of IT in learning and integrate IT in the curriculum.
<b>Strategies /Tasks</b>	To employ a Teaching Assistant (TA) <ol style="list-style-type: none"> <li>to take minutes during the meetings of Student Development Committee (SDC);</li> <li>to assist to organize activities/ programmes run by SDC and Activity Committee</li> <li>to input and compile discipline records including students' lateness, awards and punishment records, etc. and all related data; and</li> <li>to collect teaching information and prepare teaching materials.</li> </ol>	To employ a teacher assistant (I.T.) for the following purposes : <ol style="list-style-type: none"> <li>To ensure the efficient and effective use of the MMLC.</li> <li>To help teachers to prepare teaching materials.</li> </ol>
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>To relieve teachers' workload.</li> <li>To update data/records in due course.</li> <li>To compile teaching materials.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers to be relieved of some of their workload in the preparation of teaching materials such as capturing video, scanning photos/ documents.</li> <li>Students can use the MMLC in a more efficient and effective way.</li> </ol>
<b>Time Scale</b>	From September 2017 to August 2018	From September 2017 to August 2018
<b>Resources Required</b>	Estimated salary of the assistant = \$15,000/month × 12 months × 1.05 = \$189,000 (including 5% MPF)	Estimated salary of the assistant = \$8,000/month × 12 months × 1.05 = \$100,800 (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>Activities/functions are held smoothly and successfully with her assistance.</li> <li>Number of students can seek counseling services/help at any time.</li> </ol>	<ol style="list-style-type: none"> <li>Number of lessons taught in MMLC.</li> <li>Teachers' view before and after the use of the MMLC.</li> <li>Increase in the use of web-based or CAL teaching materials.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>Accurate updated records.</li> <li>Students' good behavior and positive attitude can be observed.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' feedback.</li> <li>Students' feedback.</li> </ol>
<b>People Responsible</b>	Vice-principal, Teachers-in-charge of Student Development Committee and Academic Committee	Vice-principal and Teacher-in-charge of I.T. in Education Committee

<b>Task Area</b>	<b>Cater for Learner's Diversity</b>	<b>Cater for Learner's Diversity</b>
<b>Major Area of Concern</b>	To handle enormous clerical work for Music activities in school	To cater for students' learning diversity to enhance their learning.
<b>Strategies /Tasks</b>	To employ a Teaching Assistant (TA) 1. to assist to organize music activities/ programmes 2. to collect teaching information and prepare teaching materials.	To hire services to conduct enrichment courses for English Language, Chinese Language, Visual Arts and Musical Instrument Classes.
<b>Benefits Anticipated</b>	1. To relief teachers' workload. 2. To update data/records in due course. 3. To compile teaching materials.	Teaching can be more focused. Teaching strategies and materials can be tailor-made to meet the students' need better. Students can get more individual attention and help in class.
<b>Time Scale</b>	From September 2017 to August 2018	From September 2017 to August 2018
<b>Resources Required</b>	Estimated salary of the assistant = \$200 × 125 hours = \$25,000	ELA courses = \$35,000 CLA courses = \$36,000 CLA online reading = \$7,200 Drama course = \$40,000 Smart ABC platform = \$48,000 Ceramic class = \$20,000 Musical Instrumental Classes = \$60,000
<b>Success Criteria</b>	1. Students have more than 80% attendance. 2. Activities/functions are held smoothly and successfully with her assistance.	1. Students have more than 80% attendance. 2. More than 80% of the participants agree that the courses are useful to them.
<b>Method(s) of Evaluation</b>	1. Teachers' feedback. 2. Students' feedback.	1. Students' attendance record. 2. Students' feedback. 3. Teachers' feedback.
<b>People Responsible</b>	Vice-principal, Panel Head of Music	Vice-principal, Panel Heads of English Language, Chinese Language, Visual Arts, Music and Teacher in charge of Medium of Instruction

<b>Task Area</b>	<b>Cater for Learner's Diversity</b>	<b>Cater for Learner's Diversity</b>
<b>Major Area of Concern</b>	To cater for students' learning diversity to enhance their learning.	To promote moral and civic education to the stakeholders
<b>Strategies /Tasks</b>	To hire services to conduct courses for student development.	To hire services to produce a video for the school.
<b>Benefits Anticipated</b>	Teaching can be more focused. Teaching strategies and materials can be tailor-made to meet the students' need better. Students can get more individual attention and help in class.	Stakeholders will have a better sense of belonging to the school.
<b>Time Scale</b>	From September 2017 to August 2018	From September 2017 to August 2018
<b>Resources Required</b>	Big Sister Scheme = \$35,000 Sex Education Workshop = \$10,000 Life Fighter Scheme = \$25,000 Training of Prefects = \$20,000	Video Production service = \$70,000
<b>Success Criteria</b>	1. Students have more than 80% attendance. 2. More than 80% of the participants agree that the courses are useful to them.	More than 70% of the stakeholders agree that the video is useful.
<b>Method(s) of Evaluation</b>	1. Students' attendance record. 2. Students' feedback. 3. Teachers' feedback.	1. Students' attendance record. 2. Students' feedback. 3. Teachers' feedback.
<b>People Responsible</b>	Vice-principal, Teacher in charge of Student Development Committee	Vice-principal and Teacher in charge of School Documentation

## Appendix 7 - Budget for Extra Senior Secondary Curriculum Support Grant (ESSCSG)

Task Area	Curriculum Development
<b>Major Area of Concern</b>	To provide extra learning opportunities for Elite Students to enhance their learning.
<b>Strategies /Tasks</b>	To employ tutors to conduct enrichment classes during school days, after-school and Saturdays for elite students. The selection will be based on tests/examination performance or teachers' recommendation.
<b>Benefits Anticipated</b>	Teaching can be more focused. Teaching strategies and materials can be tailor-made to meet the students' need better. Students can get more individual attention and help in class.
<b>Time Scale</b>	From September 2017 to August 2018
<b>Resources Required</b>	Cost for employment of tutors 4 tutors × 40 lessons × 2.5 hrs × \$430/hr = \$172,000
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Students' attendance record.</li> <li>2. Students' response collected through questionnaires and sharing.</li> <li>3. Students are able to participate Mathematics competitions and achieve satisfactory results.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Students have more than 80% attendance.</li> <li>2. More than 80% of the participants agree that the courses are useful to them.</li> </ol>
<b>People Responsible</b>	Vice-principal, Panel Heads of English Language, Chinese Language, Mathematics and Liberal Studies

## Appendix 8 - 「學習支援津貼」計劃書

類別	項目	所需資源
SEN 整體支援	1. 聘請輔導員 - 提供個別輔導及小組服務支援學生、家長及教師 - 協助訓輔及學生支援小組舉辦健康校園及共融活動 - 處理日常的行政及文書處理工作	221,000
SEN 分類支援	2. 校本言語治療服務(5-8 人) 每期每小組 6 堂 × 1 小時 × 2 小組 = 12 小時 每小時費用(每小組計)：\$1,160	13,920
	3. 賽馬會喜伴同行計劃	3,800
學習支援/ 生涯規劃	4. 功課輔導班 每期每小組 12 堂 × 1 小時 = 12 小時 每小時費用(每小組計)：\$700	8,400
	5. 認識自我 - 生涯規劃	30,000
共融活動/ 學生發展	6. 中一生活營	37,600
	7. 中二歷奇計劃	10,000
	8. 中四服務學習	12,600
	9. 面談技巧工作坊	5,000
其他/ 學生發展	10. 專注力提昇小組(共 4 節)	3,000
	11. 執行技巧訓練小組(共 4 節)	3,000
	12. 情緒管理小組(共 8 節)	5,000



## Appendix 9 - Budget for Career and Life Planning Grant (CLPG)

Task Area	Student Support
Major Area of Concern	To enhance the capacity of career team for life planning education
Strategies /Tasks	<ul style="list-style-type: none"> <li>- To reduce the teaching workload of members of career team to take forward comprehensive life planning education and career guidance service.</li> <li>- To enhance the professional development of members of career team.</li> <li>- To enrich the contents and expand the scope of their existing level of career guidance service.</li> </ul>
Benefits Anticipated	It is to empower and enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students.
Time Scale	From September 2017 to August 2018
Resources Required	Salary of the teacher = $\$35,780 \times 12 \times 1.05$ = \$450,820 (including 5% MPF) Salary of Teaching assistant = $\$2,000 \times 12 \text{ months} \times 1.05$ = \$25,200
Success Criteria	<ul style="list-style-type: none"> <li>- The career team needs to be empowered to embrace a paradigm shift from career information dissemination to embodying the essence of life planning education in a more co-ordinated and systematic manner.</li> <li>- Members of careers team need to attend relevant professional development courses and participate in seminars / talks / workshops in relation to their work for professional enhancement.</li> <li>- To achieve the objective of having at least two teachers who have completed structured training on life planning education and/ career guidance offer by EDB or equivalent in the next three years.</li> <li>- To plan and implement life planning education and career guidance service in a comprehensive manner.</li> </ul>
Method(s) of Evaluation	<ul style="list-style-type: none"> <li>- Compare the career related activities conducted by the career team with that of previous year.</li> <li>- Evaluate the on-site advices given by the consultancy school visits.</li> <li>- Compare the CPD records of members of career team with that of previous year.</li> <li>- Evaluate the performance of career team in the administration, operation and support functions.</li> </ul>
People Responsible	Vice-principal and Teacher-in-charge of Careers and Studies Committee

Task Area	Student Support
<b>Major Area of Concern</b>	To raise students' awareness of the importance of life-long career development planning
<b>Strategies /Tasks</b>	<ul style="list-style-type: none"> <li>- Guidance programmes on further studies, training opportunities, streaming and subject choices. (F.1 – F.3).</li> <li>- Revision of Senior Secondary Study Plan Guidance programmes on university admission and course selection</li> <li>- University Taster Programmes or Camps</li> <li>- Visiting local universities</li> <li>- Mock job searching activities and interview workshops for job search and university admission</li> <li>- Professional/Business Partnership Programmes</li> <li>- Mentorship Programmes jointly organised with NGOs, alumni association and PTA</li> <li>- Applied Learning Taster Programmes</li> <li>- Job Shadowing and Work Experience Scheme</li> <li>- Provide tailor made career guidance service for NCS and SEN students.</li> </ul>
<b>Benefits Anticipated</b>	Students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations as well as connecting their career/academic aspirations with whole-person development and life-long learning.
<b>Time Scale</b>	From September 2017 to August 2018
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• \$20000 × 2 = \$40000 Pastoral Cares for F.1 and F,2 organized by NGO including individual Student career test)</li> <li>• \$2000 (Life planning education teaching aids.)</li> <li>• \$15 × 140 = \$2100 (Individual Student Online test for F.5 students)</li> <li>• \$30000 (Individual student planning booklet for F.6 students and website platform for senior form students)</li> <li>• \$3000 × 5 = \$15000 (seminar and workshops fee)</li> <li>• \$2000 (Life planning education teaching aids.)</li> <li>• \$50000 providing subsidization to students for career exploration</li> <li>• \$30000 Purchasing aids for students and providing subsidization to students for career exploration.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- To help students and their parents to acquire the objectives and get psychologically or motivationally prepared to navigate the career exploration activities</li> <li>- Students understand that personality is connected to NSS subject choices and their future vocation.</li> <li>- Students are aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations.</li> <li>- Students can identify their dominant and secondary inclinations.</li> <li>- Students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be followed.</li> </ul> <p><b>Students should</b></p> <ul style="list-style-type: none"> <li>- Recognise and understand the differences between vocation, career, work, occupation and job</li> <li>- Recognise employment trends and associated learning opportunities</li> <li>- Identify, select and use career information related to study or occupational choices critically</li> <li>- Understand the qualification system; and comprehend qualifications required and offered by various study or training options</li> <li>- Relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options</li> <li>- Critically evaluate relation of various opportunities to their own career goals</li> </ul>
<b>Method(s) of Evaluation</b>	<ul style="list-style-type: none"> <li>- Regular checking of individual student planning booklet.</li> <li>- Conduct regular questionnaires to evaluate the performance of students.</li> </ul>
<b>People Responsible</b>	Vice-principal and Teacher-in-charge of Careers and Studies Committee

Task Area	Student Support
<b>Major Area of Concern</b>	To integrate CLP elements into other learning experience
<b>Strategies /Tasks</b>	<ul style="list-style-type: none"> <li>- To promote career-related activity with other committee through Campus TV</li> <li>- To subsidize financing needy students' participation in career exploration</li> </ul>
<b>Benefits Anticipated</b>	To enrich relevant school-based service for students by providing career-related learning beyond the classroom.
<b>Time Scale</b>	From September 2017 to August 2018
<b>Resources Required</b>	\$15,000 (production fee of TV programme and upgrade the video equipments) $\$3,000 \times 10 = \$30,000$ (Travelling fee)
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- To enrich relevant school-based service for students by providing career-related learning beyond the classroom.</li> <li>- Give a finance support to other subjects and clubs to conduct career-related activities.</li> </ul>
<b>Method(s) of Evaluation</b>	<ul style="list-style-type: none"> <li>- Regular questionnaires to evaluate the participation of the students.</li> <li>- Count the number of activities benefited by these subsidies.</li> </ul>
<b>People Responsible</b>	<p style="text-align: center;">Vice-principal and Teacher-in-charge of Careers and Studies Committee</p>

## Appendix 10 - Budget for Strengthening School Administration Management (SAM) Grant

<b>Task Area</b>	<b>Student support 1 / teaching-related administrative work</b>
<b>Strategies /Tasks</b>	To purchase an electronic platform, eDiscipline, for communication among school, teachers, parents and students regarding student disciplinary records
<b>Benefits Anticipated</b>	<ul style="list-style-type: none"> <li>- To support school to strengthen administration management</li> <li>- To relieve teachers' administrative work</li> <li>- To have a better communication with parents and students</li> </ul>
<b>Time Scale</b>	From September 2017 to August 2018
<b>Resources Required</b>	\$40,000 for buying of the eDiscipline system
<b>Success Criteria</b>	<p>More than 90% of the staff agree that the new system is more efficient.</p> <p>The time for the SDC Committee to maintain the existing system is reduced by more than 50%.</p>
<b>Method(s) of Evaluation</b>	<ul style="list-style-type: none"> <li>- Comments from teachers</li> <li>- Comments from the SDC Committee Members</li> </ul>
<b>People Responsible</b>	Vice-principal and Teacher-in-charge of Student Development Committee

## Appendix 11 - Budget for Teacher Relief Grant (TRG)(Optional)

Task Area	Curriculum Development	Curriculum Development
<b>Major Area of Concern</b>	To relief teachers' workload to concentrate on the curriculum development and to conduct small class teaching in Chinese Language.	To relief teachers' workload to concentrate on the curriculum development and to conduct small class teaching in Biology
<b>Strategies /Tasks</b>	To employ 1 GM teacher for Chinese Language to carry out teaching duties.	To employ 1 GM teacher for Biology to carry out teaching duties.
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>Teachers can concentrate on curriculum development and implementation.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>Teachers can concentrate on curriculum development and implementation.</li> </ol>
<b>Time Scale</b>	From September 2017 to August 2018	From September 2017 to August 2018
<b>Resources Required</b>	Salary of the teacher $= \$36,000 \times 1 \times 12 \text{ months} \times 1.05$ $= \$453,600$ (including 5% MPF)	Salary of the teacher $= \$32,000 \times 1 \times 12 \text{ months} \times 1.05$ $= \$403,200$ (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>Favourable responses from students.</li> <li>Good performance in teaching and administrative duties.</li> <li>Students who participate in the remedial classes show improvement in their academic results.</li> </ol>	<ol style="list-style-type: none"> <li>Favourable responses from students.</li> <li>Good performance in teaching and administrative duties.</li> <li>Students who participate in the remedial classes show improvement in their academic results.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>Lesson observation</li> <li>Inspection of students' assignment and assessment</li> <li>Staff appraisal</li> </ol>	<ol style="list-style-type: none"> <li>Lesson observation</li> <li>Inspection of students' assignment and assessment</li> <li>Staff appraisal</li> </ol>
<b>People Responsible</b>	Vice-principal and Panel Head of Chinese Language	Vice-principal and Panel Head of Biology

Task Area	Curriculum Development	Enhancing students' Language Proficiency
<b>Major Area of Concern</b>	To relief teachers' workload to concentrate on the curriculum development and to conduct small class teaching in Biology	<ol style="list-style-type: none"> <li>To strengthen the effectiveness of English teaching in the new senior secondary (NSS) with a native English teacher (NET).</li> <li>To improve students' English speaking skills in the NSS with a qualified NET.</li> </ol>
<b>Strategies /Tasks</b>	To employ 1 GM teacher using English as the Medium of Instruction (MOI) to teach Non-Chinese Speaking (NCS) students in Liberal Studies.	To employ a NET to teach Literature in English (ELI) in Forms 4 to 6.
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>Teachers can concentrate on curriculum development and implementation.</li> </ol>	<ol style="list-style-type: none"> <li>Students can have more exposure to English used by a native English speaker.</li> <li>Students can broaden their experience of western culture the NET shares with them.</li> </ol>
<b>Time Scale</b>	From September 2017 to August 2018	From September 2017 to June 2018 (3 mornings per week): <ol style="list-style-type: none"> <li>Form 4 ELI (6 periods per week)</li> <li>Form 5 ELI (6 periods per week)</li> <li>Form 6 ELI (6 periods per week)</li> </ol>
<b>Resources Required</b>	Salary of the teacher $= \$32,000 \times 1 \times 12 \text{ months} \times 1.05$ $= \$403,200$ (including 5% MPF)	Payment for the NET for 40 weeks (from Sept 2017 to June 2018), $\$3,200/\text{day} \times 3 \text{ days}/\text{wk} \times 40 \text{ wks} \times 1.05$ $= \$403,200$ (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>Favourable responses from students.</li> <li>Good performance in teaching and administrative duties.</li> <li>Students who participate in the remedial classes show improvement in their academic results.</li> </ol>	<ol style="list-style-type: none"> <li>Senior form students show proficiency in Literature in English.</li> <li>Positive feedback from students.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>Lesson observation</li> <li>Inspection of students' assignment and assessment</li> <li>Staff appraisal</li> </ol>	<ol style="list-style-type: none"> <li>NET's observations.</li> <li>Senior forms students' performance in school tests/examinations.</li> </ol>
<b>People Responsible</b>	Vice-principal, Panel Head of Liberal Studies	Vice-principal and Panel Head of English Language