

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



Annual School Plan  
2019 - 2020

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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**

Targets :

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

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1A	<b>Classroom Routine</b> - To remind students of the classroom routines at the start of the new school year - To explain and post the classroom routine by FMs - To uphold the routines throughout the whole school	<ul style="list-style-type: none"> <li>Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>Students can follow the routine in their lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher feedback</li> <li>Daily observation</li> </ul>	<ul style="list-style-type: none"> <li>LYW, LWP</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
1B	<b>Homework Submission Scheme</b> - To enhance students to submit their homework on time - To implement punishment to students for their submission of homework	<ul style="list-style-type: none"> <li>Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>Less than 18 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>
1C	<b>Improve the students learning ability and learning skills</b> - Invite students or teachers to share good learning skills during morning assembly - Arrange learning skills workshops for students	<ul style="list-style-type: none"> <li>Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>Students master the learning skills</li> </ul>	<ul style="list-style-type: none"> <li>Observe the improvement in quiz, tests, U.T. and examination result</li> </ul>	<ul style="list-style-type: none"> <li>Subject Panels</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

## 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	<b>Encourage students with good learning attitude</b> <ul style="list-style-type: none"> <li>- To prepare Students' Appreciation Cards for teachers to encourage students to perform well in quiz, tests, uniform tests and examinations.</li> <li>- To recognize students' academic performance with Principal's List, Academic Head's List and Students with Great Improvement for Examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jun 20</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 redemption from the students</li> <li>• The academic performance in U.T. and examinations</li> </ul>	<ul style="list-style-type: none"> <li>• LYW and CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Cards and redemption = \$12,000</li> <li>• Book coupon = \$20,000</li> </ul>
2B	<b>Recognize Students' Achievement</b> <ul style="list-style-type: none"> <li>- 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</li> <li>- To display students' achievements via posters, online display and publication of good works</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jul 20</li> <li>• Sep 19 to Jul 20</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in learning attitude or academic performance of students</li> <li>• Posters and publications are published</li> </ul>	<ul style="list-style-type: none"> <li>• FMs feedback</li> <li>• Count the number of publications</li> </ul>	<ul style="list-style-type: none"> <li>• CWP</li> <li>• CKH, CSM2, CKP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
2C	<b>Restructure supplementary lessons for senior forms</b> <ul style="list-style-type: none"> <li>- Arrange supplementary lessons on Saturdays and post-mock examination tutorials for F.6 students</li> <li>- Arrange and allocate summer tutorials for F.4 and F.5 students</li> <li>- A one-week summer school is arranged for F.4 and F.5 students</li> <li>- Arrange Summer U.T. for F.5 students during the summer holiday in August</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students can make use of Saturdays and Summer holiday to extend their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number lessons arranged on Saturdays</li> </ul>	<ul style="list-style-type: none"> <li>• CWP and Subject Panel Heads concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
2D	<b>Academic weeks</b> <ul style="list-style-type: none"> <li>- 3 Academic weeks: Science &amp; Technology (Dec), Chinese Language(Mar), L.S. (May)</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Academic Weeks per year</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LWP, WMT</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
2E	<b>Language Across Curriculum</b> <ul style="list-style-type: none"> <li>- Identifying the language support needed by F.1 students in learning Geography &amp; Integrated Science. Discuss with Geography and Integrated Science teachers and find out what kind of language support F.1 students need.</li> <li>- Preparing and using a newly designed reading booklet to provide language support to F.1 students.</li> <li>- Prepare reading materials and exercise to help students familiarize with the language needed to learn Geography and Integrated Science.</li> <li>- Using the booklet in F.1 English lessons to prepare students before they learn particular topics in their Geography or Integrated Science lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 19 to Sep 20</li> <li>• Oct 19 to May 20</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> <li>• Students can better master the language used in studying Geography and Integrated Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> <li>• Observe students' learning process and outcome.</li> <li>• Analyzing their test/ exam results</li> </ul>	<ul style="list-style-type: none"> <li>• NKW, LIF and CWP</li> <li>• NKW and relevant English teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> <li>• Nil</li> </ul>
2F	<b>Structured Programmes during Lunch Time</b> <ul style="list-style-type: none"> <li>- To structure subject-based academic programs/activities/competitions during lunchtime</li> <li>- Programmes can be arranged in a balanced way and minimize the clash</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes can be arranged orderly</li> </ul>	<ul style="list-style-type: none"> <li>• Check the programmes arranged</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, MWL</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

## 3. To enhance effective and innovative teaching methodologies

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	<b>Enhance e-learning</b> <ul style="list-style-type: none"> <li>- At least one e-learning trial for each teacher and the experiences are shared among teachers</li> <li>- Homework submission through the e-class E.g. IES Worksheet downloading and project work submission</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>• Some e-learning tools are used and shared by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Panel feedback and sharing among the panel members</li> </ul>	<ul style="list-style-type: none"> <li>• CKH, LYW, LCSH</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3B	<b>Subject Collaborations</b> <ul style="list-style-type: none"> <li>- To promote collaboration of different subjects and to develop students' multiple perspectives.</li> <li>- Each subject has to arrange at least 1 collaboration with other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to May 20</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CML, WMT</li> <li>• Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3C	<b>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>	<ul style="list-style-type: none"> <li>• Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>• Students' participate actively in lessons</li> <li>• Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, LYW</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3D	<b>Lesson Observations</b> <ul style="list-style-type: none"> <li>- To promote professional sharing between teachers.</li> <li>- To arrange 3-4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to May 20</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CML, WMT</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3E	<b>Students' Survey Form</b> <ul style="list-style-type: none"> <li>- To provide students' survey form for teachers' reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers could use the Students' Survey Form for effective evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>



## 4. To cater for learner diversity

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<b>Elite and Remedial programmes</b> - Elite and remedial programmes for CLA, ELA, L.S. and MAT will be implemented to cater for students' learning diversity	<ul style="list-style-type: none"> <li>Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>Students will be benefited from school-based elite and remedial programmes</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' learning process and outcome</li> </ul>	<ul style="list-style-type: none"> <li>LYW, NKW, LWP, CML and Teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4B	<b>Summer Learning Programs</b> - To organize academic and non-academic learning programs to extend students' learning during summer holiday	<ul style="list-style-type: none"> <li>Mar 19 to Aug 19</li> </ul>	<ul style="list-style-type: none"> <li>4 learning programmes such as English Classes are arranged in summer holiday</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>LYW, NKW, LWP and MWF</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4C	<b>Appropriate setting of difficulty in U.T. and examination paper</b> - Panel Heads of different subjects assure difficulties of U.T. and examination paper are well set to cater for different learners' ability	<ul style="list-style-type: none"> <li>Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty is appropriate for different learners'</li> </ul>	<ul style="list-style-type: none"> <li>U.T. and examination analysis</li> </ul>	<ul style="list-style-type: none"> <li>CWP, YYY and CUC</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4D	<b>Gifted Education</b> - 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.	<ul style="list-style-type: none"> <li>Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>70% elite students are satisfied with the elite education programs and can enhance their learning effectiveness</li> <li>70% activities are held or organized by student committee</li> </ul>	<ul style="list-style-type: none"> <li>Students' Feedback</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>WYY, THC</li> <li>WYY, HHN</li> <li>WYY, THC, KMC, HHN</li> <li>WYY, KMC</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4E	<b>Stretching student potential</b> - Elite students' exposures will be kept widening and they will be introduced to more international assessments, competitions and courses. - To develop elite students' potential by gifted education - Structured after-school elite programs	<ul style="list-style-type: none"> <li>Sep 19 to Jun 20</li> </ul>	<ul style="list-style-type: none"> <li>Elite students have opportunities to stretch their potential</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of applicants</li> </ul>	<ul style="list-style-type: none"> <li>CML</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

## 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"> <li>Purchase of books (for both the school library and book corners) and other library collections for the promotion of reading.</li> </ul>	<ul style="list-style-type: none"> <li>Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>Books of various themes and subjects are purchased.</li> </ul>	<ul style="list-style-type: none"> <li>Types of books purchased</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>CKY, WWS2, KLL</li> <li>Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>\$40,000</li> </ul>
5B	<b>Reading Activities</b> <ul style="list-style-type: none"> <li>Conducting Friday morning reading sessions and printing relevant reading materials</li> <li>Conducting book sharing during morning assemblies</li> <li>Designing and printing reading-related publications (e.g. bookmarks, reading booklets, etc.)</li> <li>Launching and attending a reading forum</li> <li>Holding book fairs</li> <li>Hiring writers or professional storytellers, etc. to conduct talks or workshops for students</li> <li>Paying the application fees for activities and competitions related to the promotion of reading</li> <li>Subsidizing students for their participation in and application for reading-related activities or courses</li> <li>Organizing theme-based reading activities and visits to libraries or book stores</li> <li>Organizing a reading-related study tour</li> </ul>	<ul style="list-style-type: none"> <li>Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>Students' interest in reading is fostered.</li> <li>Students' reading horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Observe students' participation in the reading activities</li> <li>Borrowing record of students</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Library Committee</li> <li>Subject panels</li> <li>FMs</li> </ul>	<ul style="list-style-type: none"> <li>\$12,000</li> </ul>
	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5C	<b>Reading Award Schemes</b> <ul style="list-style-type: none"> <li>The Super Reader Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to read more books.</li> <li>Students' reading horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>The number of students who have received the awards</li> <li>Borrowing record of students</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Library Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$12,000</li> </ul>
5D	<ul style="list-style-type: none"> <li>Reading and reference books/materials of different subjects are recommended or purchased by the teachers.</li> <li>Other library collections such as non-print collections like DVDs and VCDs are purchased to facilitate the promotion of reading</li> </ul>	<ul style="list-style-type: none"> <li>Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>The reading and reference books/materials and other library collections are useful for both students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Borrowing record of students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>CKY, WWS2, KLL</li> <li>Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>\$20000</li> <li>\$22,000</li> </ul>

5E	<ul style="list-style-type: none"> <li>Some unserviceable or old books will have to be written off because of outdated information as well as limited space on the bookshelves.</li> </ul>	<ul style="list-style-type: none"> <li>Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>Keep the new and mostly welcomed books.</li> </ul>	<ul style="list-style-type: none"> <li>Write off unserviceable outdated and old books</li> </ul>	<ul style="list-style-type: none"> <li>KLL</li> </ul>	<ul style="list-style-type: none"> <li>NIL</li> </ul>
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## Major Concern 2: To foster the whole-person development of students

## Targets :

## 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"> <li><b>Qualities of LKL girls</b></li> </ul>					
	<ul style="list-style-type: none"> <li><b>2-year-program</b> (Focus on 4 qualities in 1 year) <b>2019/2020</b> Sept &amp; Oct (diligent) Nov &amp; Dec (perseverant) Feb &amp; March (mannerly) April &amp; May (helpful)</li> <li>- 'Meeting on Monday' Morning assembly sharing</li> <li>- Display board featuring one quality of LKL girls</li> </ul>	<ul style="list-style-type: none"> <li>All year round</li> </ul>	<ul style="list-style-type: none"> <li>Students' preparation</li> <li>The sharing are conducted smoothly</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation and evaluation</li> <li>Feedback from students</li> </ul>	Team members & MCE & CS Ambassadors	\$1000 (Decoration for Display Board)
	<ul style="list-style-type: none"> <li><b>Award</b> <ol style="list-style-type: none"> <li>The most diligent student (1<sup>st</sup> term)</li> <li>Student with the most perseverance (1<sup>st</sup> term)</li> <li>The most mannerly student(2<sup>nd</sup> term)</li> <li>The most helpful student (2<sup>nd</sup> term)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> term and 2<sup>nd</sup> term</li> </ul>	<ul style="list-style-type: none"> <li>2-4 students will be awarded in each class in each term</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation and evaluation</li> <li>Feedback from students</li> </ul>	Team members	\$3000 (Certificates and book coupons)
	<ul style="list-style-type: none"> <li><b>Reading Time</b> To cooperate with Reading Team to promote reading habit and the values of diligent and perseverance among students</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> term and 2<sup>nd</sup> term</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to read all articles/passages during the reading period</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students feedback</li> <li>Q &amp; A during the reading period</li> </ul>	Team members	\$1000 ( book coupons)

1B	<ul style="list-style-type: none"> <li>Positive Values</li> </ul>					
	<ul style="list-style-type: none"> <li>Positive Energy Ambassador</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students should have their perseverance improved and sense of responsibility established.</li> <li>Over 70% assigned students should attend the activities.</li> <li>Prizes are given to the classes with good performance.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' performance</li> <li>Marks given by Head Prefects and SDC Leaders</li> </ul>	<ul style="list-style-type: none"> <li>YNS</li> <li>Class teachers</li> <li>SDC Form Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>\$4000(prizes)</li> </ul>
	<p><b>Form-based Activity</b></p>					
	<p>F1:</p> <ul style="list-style-type: none"> <li>Homework submission Competition</li> <li>To-tie-a-tie competition</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> <li>Nov 19</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% of class teachers feedback that the activity can help students develop their perseverance and sense of responsibility.</li> <li>Over 70% enrolled students should attend the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>CUC, class teachers</li> <li>CUC, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1000(prizes)</li> <li>\$1000(prizes)</li> </ul>
	<p>F2:</p> <ul style="list-style-type: none"> <li>Positive Learning Attitude Competition</li> <li>Treasure Time Competition</li> </ul>	<ul style="list-style-type: none"> <li>Oct-Dec 19</li> <li>Mar-May 20</li> </ul>			<ul style="list-style-type: none"> <li>CLY, class teachers</li> <li>CLY, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1000(prizes)</li> <li>\$1000(prizes)</li> </ul>
	<p>F3:</p> <ul style="list-style-type: none"> <li>Reflection on LKL Qualities</li> </ul>	<ul style="list-style-type: none"> <li>Oct-Dec 19</li> </ul>			<ul style="list-style-type: none"> <li>LKY2, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$1000(prizes)</li> </ul>
	<p>F4:</p> <ul style="list-style-type: none"> <li>Visit to local university</li> <li>Desk transformer</li> </ul>	<ul style="list-style-type: none"> <li>Oct-Dec 19</li> <li>Mar-May 20</li> </ul>			<ul style="list-style-type: none"> <li>LHS, LHW, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$3000(coach)</li> <li>\$1000(prizes)</li> </ul>

	F5: <ul style="list-style-type: none"> <li>• Visit to Social Enterprise</li> <li>• Visit to local university</li> <li>• Sharing on study skills by alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 19 - Dec 19</li> <li>• Oct-Dec 19</li> <li>• Mar-May 20</li> </ul>			<ul style="list-style-type: none"> <li>• LKL2, YWY2, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• \$15000</li> <li>• \$1000(prizes)</li> <li>• \$1000(prizes)</li> </ul>
	F6: <ul style="list-style-type: none"> <li>• DSE Goal Setting</li> <li>• Farewell Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 19</li> <li>• Feb 20</li> </ul>			<ul style="list-style-type: none"> <li>• CML, class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• \$1000</li> <li>• \$3000</li> </ul>
	<ul style="list-style-type: none"> <li>• ‘Not waste’ Charity bazaar</li> </ul>	<ul style="list-style-type: none"> <li>• February</li> </ul>	<ul style="list-style-type: none"> <li>• Target: Form 1 – 4 students</li> <li>• Each class needs to donate 10 items for sale.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the number of items received and observe students’ performance</li> </ul>	Value Education teachers	\$500 (For promotion and decoration)
	<ul style="list-style-type: none"> <li>• Kam Lung Adventure</li> </ul>	<ul style="list-style-type: none"> <li>• November</li> </ul>	<ul style="list-style-type: none"> <li>• Participants are well-prepared and cooperate with one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students’ performance</li> </ul>	Value Education teachers	\$600 (For promotion and prizes)
	<ul style="list-style-type: none"> <li>• Inter-class cleaning competition</li> </ul>	<ul style="list-style-type: none"> <li>• All year round</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of classes get 20 marks or above in the competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ performance (assessed by teachers and MCE ambassadors)</li> </ul>	Value Education teachers	\$ 2000 (For promotion and prizes)
	<ul style="list-style-type: none"> <li>• Whole school cleaning day</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> term and 2<sup>nd</sup> term</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in the event actively.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students’ performance</li> </ul>	Value Education teachers	\$1000 (For buying cleaning materials and prizes)
	<ul style="list-style-type: none"> <li>• ‘Get to know more about the District Council Election 2019’</li> </ul>	<ul style="list-style-type: none"> <li>• November</li> </ul>	<ul style="list-style-type: none"> <li>• Students make good use of the information on the display board to answer the questions correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the number of participants joining the Q&amp;A competition.</li> </ul>	Value Education teachers	\$500 (For promotion and prizes)
	<ul style="list-style-type: none"> <li>• ‘Top Ten News Election 2019’</li> </ul>	<ul style="list-style-type: none"> <li>• December</li> </ul>	<ul style="list-style-type: none"> <li>• Students vote actively</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the number of participants with that of the previous year</li> </ul>	Value Education teachers	\$500 (For promotion and prizes)
	<ul style="list-style-type: none"> <li>• ‘Get to know more about the Taiwan President Election 2020’</li> </ul>	<ul style="list-style-type: none"> <li>• March</li> </ul>	<ul style="list-style-type: none"> <li>• Students make good use of the information on the display board to answer the questions correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the number of participants joining the Q&amp;A competition</li> </ul>	Value Education teachers	\$600 (For decoration and prizes)

	<ul style="list-style-type: none"> <li>• 'Visit a slaughterhouse'</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> term</li> </ul>	<ul style="list-style-type: none"> <li>• Target: Junior forms students</li> <li>• Number of applicants: more than 20</li> <li>• Students complete the worksheet seriously and reflect on their life</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants</li> <li>• Students need to write a 100-word reflection and teachers will select winners</li> </ul>	Value Education teachers	\$2500 (Transportation fee and prizes)
1C	<ul style="list-style-type: none"> <li>• <b>Self-confidence and sense of belonging</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• The teachers involved offer opportunities and training for students to serve the school by being the mistresses of ceremonies of assemblies, ceremonies and functions.</li> </ul>	<ul style="list-style-type: none"> <li>• The whole academic year</li> </ul>	<ul style="list-style-type: none"> <li>• The mistresses of ceremonies are confident and articulate.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation and evaluation</li> <li>• Feedback from participants</li> </ul>	<ul style="list-style-type: none"> <li>• HTW</li> <li>• HLWK</li> <li>• KMC</li> <li>• LPM</li> <li>• YCCW</li> <li>• YKL</li> <li>• Teachers-in-charge of the weekly assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• HTW</li> <li>• HLWK</li> <li>• KMC</li> <li>• LPM</li> <li>• YCCW</li> <li>• YKL</li> <li>• Teachers-in-charge of the weekly assemblies</li> </ul>

## 2. To create a caring and supportive environment

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<ul style="list-style-type: none"> <li>Positive and supportive teacher-student relationship</li> </ul>					
	<ul style="list-style-type: none"> <li>F.1 Life camp</li> </ul>	<ul style="list-style-type: none"> <li>20-21 Sept 19</li> </ul>	<ul style="list-style-type: none"> <li>F.1 students can have better understanding of the school and develop positive values, life skills and proper learning attitude.</li> <li>Teacher-Student Relationship in APASO</li> </ul>	<ul style="list-style-type: none"> <li>Students' Feedback</li> <li>F/Ms' feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC teachers and Prefects</li> <li>F.1 F/Ms</li> </ul>	<ul style="list-style-type: none"> <li>\$55000 (Camp fee, facilities &amp; catering)</li> <li>\$5500 (Coach)</li> <li>\$2500 (Prizes and materials)</li> </ul>
	<ul style="list-style-type: none"> <li>Buddy Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Througho ut the year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% F.1 students agreed that teachers care about them in the stakeholder survey.</li> <li>Teacher-Student Relationship in APASO</li> <li>Teachers meet the F.1 students at least three times per term.</li> <li>One mass activity is held per term.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from F.1 students and teachers</li> <li>Data in stakeholder survey</li> <li>Students' APASO data.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$20000 (mass activities, gifts)</li> </ul>



	<ul style="list-style-type: none"> <li>Blessing for F.6 students &amp; Count- Down</li> </ul>	<ul style="list-style-type: none"> <li>Jan 20</li> </ul>	<ul style="list-style-type: none"> <li>F.6 students feel the love and caring from teachers and F.1 students.</li> <li>At least 50% of F.6 teachers express their blessing to F.6 students by the cards provided by SDC.</li> <li>At least 30% of F.6 students express their blessing to F.6 classmates by the cards provided by SDC.</li> <li>Over 65% students agreed that students respect their teachers in the stakeholder survey.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from F.6 students.</li> <li>Teacher's feedback</li> </ul>	<ul style="list-style-type: none"> <li>YNS, CML, LWY, F.6 class teachers, MCE Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$3000</li> </ul>
	<ul style="list-style-type: none"> <li>Three Parents' Days will be held:             <ol style="list-style-type: none"> <li>Introduction of different departments and sharing between F/Ms and parents</li> <li>distribution of report cards</li> <li>distribution of report cards</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Oct. 19</li> <li>Feb. 20</li> <li>July 20</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% parents were satisfied with the arrangements of the three Parents' Day.</li> <li>Over 65% parents agreed that there were enough means to communicate with school in the stakeholder survey.</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> <li>Data in stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$5000 (drinks &amp; snacks)</li> <li>\$10000 (flowers and chocolates)</li> </ul>

2B	<ul style="list-style-type: none"> <li>• <b>Positive and supportive student-student relationship</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• Peer Mediation Project</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Mediation Ambassadors can help schoolmates resolve simple conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback form students and social worker.</li> </ul>	<ul style="list-style-type: none"> <li>• Social worker</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	<ul style="list-style-type: none"> <li>• LKL Angels Scheme 「金龍小 Teen 使」計劃</li> <li>- E-helper mentorship programme E-helper 學長友導同行</li> <li>- Look at Mi Mental Health Ambassador Programme 「米青年」精神健康大使計劃</li> <li>- LKL Angels form homework tutorial groups with SEN students to provide academic support.</li> <li>- LKL Angels have regular gatherings with junior form students with emotional needs to provide emotional support.</li> <li>- Arts, music or adventure activities are organised for LKL Angels, SEN students and students with emotional needs. (Two/three sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• LKL Angels reach 80% of attendance in the activities.</li> <li>• Around 10 SEN students and 10 junior form students with emotional needs are supported by LKL Angels.</li> <li>• 70% of LKL Angels' empathy and care towards peers in need are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Students' feedback</li> <li>• Teachers and social workers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• All counselling teachers</li> <li>• St. James' Settlement</li> <li>• The Hong Kong College of Psychiatrists Public Awareness Committee</li> </ul>	<ul style="list-style-type: none"> <li>• \$8,000</li> </ul>
2C	<ul style="list-style-type: none"> <li>• <b>Home-school collaboration</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• To organize parental talks for parents such that parents could exercise their love and care to the students more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants is increased</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of participants</li> </ul>	<ul style="list-style-type: none"> <li>• LKL2</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	<ul style="list-style-type: none"> <li>• To offer scholarships for students with outstanding academic achievement to drive the initiative of the students to study</li> </ul>	<ul style="list-style-type: none"> <li>• Nov 2019</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• LKL2</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
	<ul style="list-style-type: none"> <li>• To organize activities for parents and students to enhance the relationship within family</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 - Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants is increased</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of participants</li> </ul>	<ul style="list-style-type: none"> <li>• LKL2</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

2D	<ul style="list-style-type: none"> <li>Positive and supportive messages</li> </ul>					
	<ul style="list-style-type: none"> <li>Positive psychology sharing in morning assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students know more about elements of positive psychology and how to apply them in their life.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ul style="list-style-type: none"> <li>Interactive drama performance about emotional health 情緒自選台互動劇場</li> </ul>	<ul style="list-style-type: none"> <li>Nov 22</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will know about different types of emotions and the importance of emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Teachers' observation of students' participation in the drama</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ul style="list-style-type: none"> <li>Mental health workshops</li> <li>Focuses of different forms <ul style="list-style-type: none"> <li>F1: stress of adaptation</li> <li>F2: emotional management</li> <li>F3: academic stress</li> <li>F4: stress of facing NSS</li> <li>F5: mental problems</li> <li>F6: DSE stress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>F1: Mar 6</li> <li>F2: Feb 28</li> <li>F3: May 22</li> <li>F4: Sep 27</li> <li>F5: Oct 18</li> <li>F6: Nov 8</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will learn about emotional management, symptoms of common teenager mental problems, i.e. depression and anxiety, and ways to cope with stress.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>Shan King Integrated Children &amp; Youth Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>\$13500 (\$500 per class per workshop)</li> </ul>
	<ul style="list-style-type: none"> <li>Talk on positive psychology</li> <li>Themes of different forms <ul style="list-style-type: none"> <li>F1 &amp; F2: 快樂原來好簡單</li> <li>F5 &amp; F6: 戰勝自己衝過去</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>F1 &amp; F2: May 29</li> <li>F5 &amp; F6: Sep 27</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will learn about ways of pursuing happiness and staying positive (F1 &amp; F2) and overcoming their own limitations and setting new goals (F5 &amp; F6). They will understand the importance of resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>St. James' Settlement</li> </ul>	<ul style="list-style-type: none"> <li>\$2000</li> </ul>
	<ul style="list-style-type: none"> <li>Sexuality Pioneer Training Scheme 性教育先鋒訓練計劃</li> </ul>	<ul style="list-style-type: none"> <li>Feb 5, 12, 19, 26 (Wed)</li> </ul>	<ul style="list-style-type: none"> <li>10 participants will be trained, and they will learn basic knowledge and skills of promoting sexual education at school. They will be able to organize activities in the Sex Education Week.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Counselling team teachers</li> <li>Anti480</li> <li>The Family Planning Association of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>\$1000</li> </ul>

	<ul style="list-style-type: none"> <li>Sex education workshops</li> <li>Themes of different forms: <ul style="list-style-type: none"> <li>F1: 認識身體, 保護自己</li> <li>F2: 迷戀與曖昧關係</li> <li>F3: 即食戀愛</li> <li>F4: 智能手機性陷阱</li> <li>F5: 男女身體界線</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>F1: May 22</li> <li>F2: Nov 8</li> <li>F3: Sep 27</li> <li>F4: Oct 18</li> <li>F5: Mar 6</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will learn about puberty, the importance of healthy romantic relationship, the relationship between love and sex and the boundaries of male and female contact. Their awareness of making friends and dating online will also be raised.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>Truth Light Society</li> </ul>	<ul style="list-style-type: none"> <li>\$19800 (\$900 per class per session)</li> </ul>
	<ul style="list-style-type: none"> <li>Sex Education Week <ul style="list-style-type: none"> <li>Mar 2 – 4: FPAHK School Sexuality Education Integrated Program: Resource Days 家計會賽馬會青春斗教學車</li> <li>Mar 5 – 6: Anti480 exhibition and stall games about sexual violence</li> <li>Mar 6: visit to Anti 480 Resource Centre and Moot Court on sexual violence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mar 2 – Mar 6</li> </ul>	<ul style="list-style-type: none"> <li>Students will know more about the culture and risks of online dating. They will learn more about sexuality and sexual violence. Their awareness of protecting themselves from sexual abuse will be raised.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Teachers' observation of students' participation in the activities</li> </ul>	<ul style="list-style-type: none"> <li>Counselling team teachers</li> <li>Anti480</li> <li>The Family Planning Association of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>\$2000 (FPAHK School Sexuality Education Integrated Program: Resource Days)</li> <li>\$2000 (transportation to Anti 480 Resource Centre)</li> </ul>
	<ul style="list-style-type: none"> <li>Acrobatics Training Programme 「成功在望」雜藝訓練計劃 <ul style="list-style-type: none"> <li>Acrobatics training workshop</li> <li>Acrobatics Fun Day</li> <li>Acrobatics Community Service Day</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Feb - June</li> </ul>	<ul style="list-style-type: none"> <li>15-20 students will participate in the programme and their attendance will reach 70%.</li> <li>70% of participants will develop cooperation skills, establish positive self-image and increase self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> <li>Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>All counselling teachers</li> <li>KELY Support Group</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ul style="list-style-type: none"> <li>DISC family communication and relationship workshops</li> </ul>	<ul style="list-style-type: none"> <li>F1: Nov 8</li> <li>F2: May 22</li> <li>F3: Oct 18</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will know more about the DISC communication model and learn about how to communicate with their families more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>Caritas Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>\$21600</li> </ul>

	<ul style="list-style-type: none"> <li>Class team building activities <ul style="list-style-type: none"> <li>Bubble soccer</li> <li>Master Archer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>F2 &amp; F3: Mar 6</li> <li>F4 &amp; F5: May 22</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will develop team spirit and cooperation skills through the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students.</li> <li>Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>Master Edutainment</li> </ul>	<ul style="list-style-type: none"> <li>\$18000 (\$4500 per form per activity)</li> </ul>
	<ul style="list-style-type: none"> <li>Talk on internet use</li> <li>Themes of different forms: <ul style="list-style-type: none"> <li>F1 &amp; F2: 網絡社交壓力處理</li> <li>F3 – F5: 不再迷惘 網絡文化/電競熱潮</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>F1 &amp; F2: Sep 27</li> <li>F3–F5: Nov 8</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will know more about cyber bullying and internet culture and they will learn how to deal with peer pressure and conflicts online, manage their gaming time and develop good habits of using the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires and feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>LJH</li> <li>St. James' Settlement</li> </ul>	<ul style="list-style-type: none"> <li>\$2000</li> </ul>

## 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"> <li><b>Overseas tours</b></li> </ul>					
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the whole year</li> </ul>	<ul style="list-style-type: none"> <li>Over 20% students of the school join the education excursions</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, teachers and the organization</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-in-charge and members of Education Excursion</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
3B	<ul style="list-style-type: none"> <li><b>Whole-form tours</b></li> </ul>					
	<ul style="list-style-type: none"> <li>Organize a F.3 tour to the Mainland (Guilin). This excursion can help students broaden their horizons and achieve life-wide learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>1/4-3/4</li> </ul>	<ul style="list-style-type: none"> <li>All F.3 students join the tour</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, teachers and the organization</li> </ul>	<ul style="list-style-type: none"> <li>HLM, LKY4, SFY</li> </ul>	<ul style="list-style-type: none"> <li>\$2500</li> <li>-Sim cards for communication</li> <li>-Presents for rewarding purpose</li> </ul>
3C	<ul style="list-style-type: none"> <li><b>External activities, competitions, workshops and visits</b></li> </ul>					
	<ul style="list-style-type: none"> <li><b>F4 Service Learning</b></li> <li>4A-4E, 5 classes</li> <li>period 8-9 during assembly on Fri</li> <li>- 4 training (29/11,13/12, 14/2*, 21/2)</li> <li>- 1 visit (28/2)</li> <li>- 1 evaluation and (6/3)</li> <li>- 1 debriefing (13/3)</li> </ul>	<ul style="list-style-type: none"> <li>Nov to April</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to complete the training/task</li> <li>Students engage in all parts of service learning</li> </ul>	<ul style="list-style-type: none"> <li>Social workers, Teachers' observation and evaluation</li> <li>Feedback from students</li> <li>Questionnaire will be conducted</li> </ul>	<ul style="list-style-type: none"> <li>LHW</li> <li>LKY3</li> <li>YWY2</li> <li>F4 F/M</li> <li>Social workers</li> </ul>	<ul style="list-style-type: none"> <li>\$29,000</li> <li>(Service Learning fee to HKSKH)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Elder Academy – Kam Lung Evergreen</b> (3-year-program – 12 activities – \$120,000 funding)</li> </ul> <p><u>2019/2020</u></p> <ol style="list-style-type: none"> <li>1.Musical instrument course x10</li> <li>2.STEM workhop x 2</li> <li>3.Sign Language course x 15</li> <li>4.(sign language team will be set up to perform in Gala and elderly home)</li> <li>5.Health care workshop</li> </ol>	<ul style="list-style-type: none"> <li>• The whole academic year</li> </ul>	<ul style="list-style-type: none"> <li>• The courses are conducted smoothly.</li> <li>• Students and elderly are able to complete all sessions and are willing to join the activity of Kam Lung Evergreen</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers’ and tutors’ observation and evaluation</li> <li>• Feedback from participants</li> <li>• Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>•LHW</li> <li>•LKY3</li> <li>•YWY2</li> <li>•CHM</li> <li>•CSM2</li> <li>•The Neighborhood Advice Action Council (elderly)</li> </ul>	\$10,000 (Sign language course)
	<ul style="list-style-type: none"> <li>• <b>Dementia Friendly Programme</b></li> </ul> <p>- 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</p>	<ul style="list-style-type: none"> <li>• The whole academic year</li> </ul>	<ul style="list-style-type: none"> <li>• Student’s participation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers’ observation and evaluation</li> <li>• Feedback from students and Social Welfare Department</li> </ul>	<ul style="list-style-type: none"> <li>• LHW</li> <li>• CSM2</li> <li>• CHM</li> <li>• Social Welfare Department</li> </ul>	\$3000 (Transportation and gift to elderly)
	<ul style="list-style-type: none"> <li>• <b>Community Service Ambassador</b></li> </ul> <p>Recruit new members to promote volunteer services and values to students</p>	<ul style="list-style-type: none"> <li>• March to April</li> </ul>	<ul style="list-style-type: none"> <li>• Around 30 students are recruited (from both junior and senior)</li> <li>• each student should join 2 activities throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participant</li> <li>• engagement of participant</li> </ul>	<ul style="list-style-type: none"> <li>• CS teachers</li> </ul>	\$3000 (for promotion, gathering and new badge)
3D	<ul style="list-style-type: none"> <li>• <b>All students should participate in at least one external event</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• All students should participate in at least one external event</li> </ul>	<ul style="list-style-type: none"> <li>• The whole year</li> </ul>	<ul style="list-style-type: none"> <li>• 60% students participate in one external event</li> </ul>	<ul style="list-style-type: none"> <li>• Record from ECA system</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee</li> <li>• TIC of CIT Department</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support</li> <li>• Manpower for handling the overall record</li> <li>• IT support from CIT Department</li> </ul>

3E	<ul style="list-style-type: none"> <li>• <b>Online platform to disseminate activity information to students</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• To develop an online platform to disseminate activity information to students</li> </ul>	<ul style="list-style-type: none"> <li>• The whole year</li> </ul>	<ul style="list-style-type: none"> <li>• 60% students use the online platform</li> </ul>	<ul style="list-style-type: none"> <li>• Record from ECA system</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee</li> <li>• TIC of CIT Department</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support</li> <li>• Manpower for handling the information</li> <li>• IT support from CIT Department</li> </ul>
3F	<ul style="list-style-type: none"> <li>• <b>Subject-based visits, external activities</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• Let students have more exposure to different cultural activities by inviting external organizations to hold performances/ workshops or taking students to watch free/discounted shows arranged especially for schools, e.g. Internship program for Rehabilitation service.</li> </ul>	<ul style="list-style-type: none"> <li>• The whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Students show their interest in the new activities introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Plan of each association / club / house / society</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee</li> <li>• Students' Council</li> <li>• Teacher-in-charge of each association / club / house / society</li> </ul>	<ul style="list-style-type: none"> <li>• Free offers from external organizations</li> <li>• \$15000 for inviting external organizations for Activity Committee</li> <li>• \$15000 for SC</li> </ul>
3G	<ul style="list-style-type: none"> <li>• <b>OLE days</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• More innovative and interesting activities could be introduced to students.</li> <li>• More and more students participate in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Plan of each association / club / house / society</li> <li>• Half-yearly Report (1<sup>st</sup> &amp; 2<sup>nd</sup> term)</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Committee</li> <li>• Teacher-in-charge of each association / club / house / society</li> </ul>	<ul style="list-style-type: none"> <li>• \$55000(activities for OLE)</li> <li>• \$1200(first aid kits)</li> <li>• AV facilities, venues, manpower, like janitors</li> <li>• Technical support</li> <li>• Opportunities from external organizations</li> </ul>



3H	<ul style="list-style-type: none"> <li>• <b>Foreign languages</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• To advise students in the process of choosing elective subjects.</li> <li>• Foreign language classes are arranged for junior form students</li> </ul>	<ul style="list-style-type: none"> <li>• Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 65% of student can receive advice by the Life Planning Committee members by different platform. (e.g. Careers talks, seminars, individual discussion, group discussion, mentoring scheme, etc.)</li> <li>• Foreign language classes are arranged for junior form students</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular questionnaires to evaluate the performance of students.</li> <li>• Feedback of students</li> </ul>	<ul style="list-style-type: none"> <li>• Life Planning Committee</li> <li>• LJH</li> </ul>	<ul style="list-style-type: none"> <li>• \$5,000 (Course fee subsidy)</li> </ul>

## 4. To nurture student leaders

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<ul style="list-style-type: none"> <li><b>Leadership training programs</b></li> </ul>					
	<ul style="list-style-type: none"> <li>Nominate school prefects 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>School prefects 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>YNS, LHS, CUC</li> </ul>	<ul style="list-style-type: none"> <li>Nil.</li> </ul>
4C	<ul style="list-style-type: none"> <li><b>Promote image of student leaders</b></li> </ul>					
	<ul style="list-style-type: none"> <li>Students, who are involved in an activity, will write press releases. After proofreading and editing, the press releases will be sent to different newspapers for requesting publication.</li> <li>Poster sharing</li> <li>Students leaders are invited to give speech in ceremonies and share through letters to students</li> </ul>	<ul style="list-style-type: none"> <li>Sep 19 - Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>The press releases are published.</li> <li>Posters are made and posted in school</li> <li>Sharing and letters to students are done</li> </ul>	<ul style="list-style-type: none"> <li>Seeing the press releases being published</li> </ul>	<ul style="list-style-type: none"> <li>HTW</li> <li>PCM</li> <li>TICs concerned</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
4D	<ul style="list-style-type: none"> <li><b>Strengthen the role of houses</b></li> </ul>					
	<ul style="list-style-type: none"> <li>Organize whole-school functions, such as Music Contest, Annual Athletic Meet, and Open Day cum Info Day and so on.</li> <li>Encourage more students joining House activities, e.g. all Form one students have to join Cheering Team.</li> </ul>	<ul style="list-style-type: none"> <li>As scheduled in the School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% teachers &amp; students feedback they have developed good relationship with the F/Ms</li> <li>Students find a sense of belonging through participating in whole school functions.</li> </ul>	<ul style="list-style-type: none"> <li>ECA evaluation survey for both students and teachers after the functions / activities</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee &amp; other teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>\$5000 (subsidy for Open Day cum Info Day)</li> <li>\$4000 (Annual Athletic Meet)</li> <li>\$10000 (4 Houses Cheering Team)</li> </ul>

	<ul style="list-style-type: none"> <li>Organize inter-house functions, such as Ball-Game Contest, Quiz Competition etc. Enhancing the spirit of cooperation, sportsmanship and loyalty among students.</li> </ul>	<ul style="list-style-type: none"> <li>The whole school year</li> </ul>	<ul style="list-style-type: none"> <li>The number of students joining house activities</li> </ul>	<ul style="list-style-type: none"> <li>The number of students joining house activities</li> </ul>	<ul style="list-style-type: none"> <li>House Committee</li> <li>Teacher-in-charge of each house</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	<ul style="list-style-type: none"> <li>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 on 3 Sept, 2019 to enhance house cohesion and promote house activities.</li> <li>Houses board (G/F) introducing houses members and activities.</li> <li>All Form one students must be the member of cheering leading team.</li> </ul>	<ul style="list-style-type: none"> <li>4/9</li> <li>11/9</li> <li>The whole year</li> </ul>	<ul style="list-style-type: none"> <li>Students can get updated about the houses activities</li> </ul>	<ul style="list-style-type: none"> <li>The number of students joining house activities</li> </ul>	<ul style="list-style-type: none"> <li>House Committee</li> <li>Teacher-in-charge of each house</li> </ul>	<ul style="list-style-type: none"> <li>Fee from Activity Committee</li> </ul>
4E	<ul style="list-style-type: none"> <li><b>More opportunities for students to organize and lead activities/programs</b></li> </ul>					
	<ul style="list-style-type: none"> <li>The backstage team fulfills backstage needs, including moving furniture, handing out microphones, etc. during ceremonies and functions.</li> <li>Campus TV team is set up to produce different TV programs</li> </ul>	<ul style="list-style-type: none"> <li>The whole academic year</li> </ul>	<ul style="list-style-type: none"> <li>The ceremonies and functions are conducted smoothly.</li> <li>Students of the Backstage Team are able to complete group tasks.</li> <li>TV programs are produced and broadcasted in Campus TV</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation and evaluation</li> <li>Feedback from participants and audience</li> </ul>	<ul style="list-style-type: none"> <li>YCCW</li> <li>LHW</li> <li>CTL1</li> <li>KMK</li> <li>LKW2</li> <li>HKW</li> <li>Backstage Team</li> <li>Campus TV Team</li> </ul>	<ul style="list-style-type: none"> <li>YCCW</li> <li>LHW</li> <li>CTL1</li> <li>KMK</li> <li>LKW2</li> <li>HKW</li> <li>Backstage Team</li> <li>Campus TV Team</li> </ul>
4F	<ul style="list-style-type: none"> <li><b>Joint-school functions</b></li> </ul>					
	<ul style="list-style-type: none"> <li>Introduce students to external activities, competitions and training programmes which are generally recognized in HK/ worldwide</li> <li>Encourage students to join inter-school activities and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>The whole school year</li> </ul>	<ul style="list-style-type: none"> <li>More new programs are introduced</li> <li>More students join the activities and competitions</li> </ul>	<ul style="list-style-type: none"> <li>Record from the ECA system</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee</li> <li>Students'</li> <li>Teacher-in-charge of each association / club / house</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## 5. To enhance life planning education

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5A	<b>Make optimal choices among the multiple pathways</b>					
	<ul style="list-style-type: none"> <li>To guide HKDSE students to make an optimal choice in JUPAS on the strength of their abilities/interests.</li> </ul>	<ul style="list-style-type: none"> <li>Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>Over 65% HKDSE students feedback they acquire the objectives and get psychologically or motivationally prepared to navigate the career exploration activities</li> <li>Over 65% HKDSE students understand that personality is connected to NSS subject choices and their future vocation.</li> </ul>	<ul style="list-style-type: none"> <li>Check individual student jupas planning form regularly.</li> <li>Record the attendance of HKDSE students in jupas related activities, e.g. mentoring scheme, seminars, academic institutions or college visits, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Life Planning Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$500 annual member fee of HKACMGM.</li> </ul>
	<ul style="list-style-type: none"> <li>To meet students' needs for further education, applying for scholarships/awards etc.</li> </ul>	<ul style="list-style-type: none"> <li>Through out the year.</li> </ul>	<ul style="list-style-type: none"> <li>Over 90% students' requests on letter of certificates, SLP, testimonials can be fulfilled within seven working days.</li> </ul>	<ul style="list-style-type: none"> <li>Check the records of fair copies in General office.</li> </ul>	<ul style="list-style-type: none"> <li>Life Planning Committee</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
	<ul style="list-style-type: none"> <li>To provide students with activities for the development of career and life planning skills. (F.4 - F.5)</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               <ul style="list-style-type: none"> <li>◇ aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations.</li> <li>◇ can identify their dominant inclinations.</li> <li>◇ 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> </li> </ul>	<ul style="list-style-type: none"> <li>Record the attendance of students in career related activities such as summer internship program, experience kindergarten program, mock interview etc.</li> </ul>	<ul style="list-style-type: none"> <li>YSK, all class teachers of F.4 – F.6</li> </ul>	<ul style="list-style-type: none"> <li>\$2000 (Life planning education teaching aids.)</li> <li>\$80000 providing subsidization to students for career exploration</li> </ul>

	<ul style="list-style-type: none"> <li>To help each student to set life goals, study targets and initial tertiary study or career plan with feelings of confidence, success, and self-worth.</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 <ul style="list-style-type: none"> <li>◇ can recognize and understand the differences between vocation, career, work, occupation and job.</li> <li>◇ can recognise employment trends and associated learning opportunities.</li> <li>◇ can identify, select and use career information related to study or occupational choices critically</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Check individual student jupas planning form regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Life Planning Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$2000 × 12 × 1.05 = \$ 25200 For employment of teaching assistant to take up some duties at week-ends.</li> <li>\$ 18000 Life planning website maintenance fee.</li> </ul>
5B	<ul style="list-style-type: none"> <li><b>Visits and summer internship programs</b></li> </ul>					
	<ul style="list-style-type: none"> <li><b>Internship Programs</b></li> <li>-14 students are assigned to 4 different NGOs in Tuen Mun District to experience the job nature of rehabilitation works in Hong Kong</li> <li>Summer internship programs in kindergarten and different jobs are arranged for senior students</li> </ul>	<ul style="list-style-type: none"> <li>July to Nov</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to complete at least 5 sessions of placements in NGOs</li> <li>About 50 students join the summer internship programs in kindergarten and other workplaces</li> <li>Students engagement</li> </ul>	<ul style="list-style-type: none"> <li>Social workers and teachers' observation and evaluation</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>LHW</li> <li>Social Welfare Department</li> <li>YSK</li> <li>Life planning Committee</li> </ul>	NIL
5C	<ul style="list-style-type: none"> <li><b>Understanding the qualities needed in working environment</b></li> </ul>					
	<ul style="list-style-type: none"> <li>To organize for students with workshops held by NGOs and business sector. (F.1 to 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 <ul style="list-style-type: none"> <li>◇ aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations.</li> <li>◇ can identify their dominant inclinations.</li> <li>◇ 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> </li> </ul>	<ul style="list-style-type: none"> <li>Record the attendance of students in career related activities such as seminar and workshops.</li> </ul>	<ul style="list-style-type: none"> <li>YSK, all class teachers of F.1 – F.3</li> </ul>	<ul style="list-style-type: none"> <li>\$50000 Pastoral Care for F.1 and F.2 organized by NGO</li> <li>\$2000 (Life planning education teaching aids.)</li> <li>\$36000 (seminar and workshops fee)</li> </ul>

5D	<ul style="list-style-type: none"> <li>• <b>Mock interviews for students</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• Mentoring Scheme - Group sharing sessions about various professions</li> <li>• Mock Interview for all F.6 students</li> </ul>	<ul style="list-style-type: none"> <li>• Whole year.</li> </ul>	<p>Students should</p> <ul style="list-style-type: none"> <li>• Recognise and understand the differences between vocation, career, work, occupation and job.</li> <li>• Critically evaluate relation of various opportunities to their own career goals.</li> </ul>	<ul style="list-style-type: none"> <li>• To observe the response of the students during the activities by questionnaires.</li> <li>• Regular checking of individual student planning booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• T i/c and deputies</li> </ul>	<ul style="list-style-type: none"> <li>• Refreshment for mentoring scheme \$4000.</li> </ul>

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

**Targets :**

**1. To promote collaborations among teachers**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1A	<p><b>Subject Collaborations</b></p> <ul style="list-style-type: none"> <li>- To promote collaboration of different subjects and to develop students' multiple perspectives.</li> <li>- Each subject has to arrange at least 1 collaboration with other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to May 20</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CML, WMT</li> <li>• Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
1B	<p><b>Lesson Observations</b></p> <ul style="list-style-type: none"> <li>- To promote professional sharing between teachers.</li> <li>- To arrange 3-4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to May 20</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CML, WMT</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
1C	<p><b>Professional Sharing</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jul 20</li> </ul>	<ul style="list-style-type: none"> <li>• 10-minute teacher sharing of good practices at each staff meeting and</li> <li>• Teacher professional sharing on Staff Development Days</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of teaching sharing</li> <li>• Panel Meeting Report</li> </ul>	<ul style="list-style-type: none"> <li>• LYW</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
1D	<p><b>Cross-subject Assignment Sharing</b></p> <ul style="list-style-type: none"> <li>- To arrange one cross-subject assignment sharing so that teachers can have more collaboration and mutual sharing among colleagues.</li> <li>- A more variety with differentiated tasks assignment can be arranged</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Jul 20</li> </ul>	<ul style="list-style-type: none"> <li>• At least one assignment sharing</li> <li>• Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of assignment sharing</li> <li>• Teachers' comment</li> </ul>	<ul style="list-style-type: none"> <li>• CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

## 2 To enrich teachers' experience and exposure

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<p><b>Professional Development Programmes</b> To encourage teachers to enrich their skills and knowledge by joining courses such as</p> <ul style="list-style-type: none"> <li>- Elites education</li> <li>- Counselling</li> <li>- SEN</li> </ul> <p>offered by the EDB, tertiary institutions and joint-school interflows</p>	<ul style="list-style-type: none"> <li>• Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers feedback they can be learnt from other colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LYW, WYY, YNS, HSL and CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
2B	<p><b>Public Examination Personnel</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>• More than 25% of the teaching staff serve as public examination personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of teacher served in public examination</li> </ul>	<ul style="list-style-type: none"> <li>• LYW</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
2C	<p><b>Teacher Exchange Program</b> 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</p>	<ul style="list-style-type: none"> <li>• Sep 19 to Aug 20</li> </ul>	<ul style="list-style-type: none"> <li>• Two teachers join the programme</li> <li>• Positive comments from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Count the number of teacher served in public examination</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LYW</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>



## Appendix 1 - Budget for Capacity Enhancement Grant (CEG), 2019/20

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> <li>- To employ 1 Biology &amp; Integrated Science teacher to provide support to teachers</li> <li>- To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes</li> <li>- To reduce teacher-class ratio so as to arouse students' interest in science learning</li> </ul>	Sep 19 - Aug 20	\$41,000 × 12 × 1.05 = \$516,600	<p>Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have:</p> <ul style="list-style-type: none"> <li>- enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching</li> <li>- raised students' interest, and the learning needs of students had been taken care of in the above learning activities</li> </ul>	WCM
To enhance students' language proficiency	<p>To employ a native English teacher (NET) to teach Literature in English (ELI) in Forms 4 to 6</p> <p>Students can have more exposure to English used by a native English speaker</p> <ul style="list-style-type: none"> <li>- Students can broaden their experience of western culture the NET shares with them</li> </ul>	Sep 19 - Aug 20	\$3,200 / day × 100 days = \$320,000	<p>Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have:</p> <ul style="list-style-type: none"> <li>- raised students' exposure to English used by a native English speaker</li> <li>- enhanced students' experience of western culture the NET shares with them</li> </ul>	NKW

## Appendix 2 - School-based After-school Learning and Support Programmes, 2019/20

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"> <li>- To promote students' interest in music and enhance their understanding of music.</li> <li>- To provide opportunities for students to perform in order to improve their skills of performance and boost their confidence.</li> <li>- To enhance students' music culture so that they can have balanced developments in the five domains of education.</li> </ul>	<ul style="list-style-type: none"> <li>- Students' motivation is raised</li> <li>- Students' personal and social developments is enhanced</li> <li>- Students' sense of belonging is strengthened</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires for Participants.</li> <li>- Teachers' Class Observations.</li> </ul>	Sep 19 - Aug 20	15	45	0	\$1,500 × 60 = \$90,000	N/A
Chinese and Jazz Dances	<ul style="list-style-type: none"> <li>- To promote students' multiple intelligence.</li> <li>- Students will cultivate their development which is emphasized in the Other Learning Experience (OLE)</li> </ul>	<ul style="list-style-type: none"> <li>- Students' motivation is raised</li> <li>- Students' personal and social developments are enhanced</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires for participants</li> <li>- Teachers' class observations</li> </ul>	Sep 19 - Aug 20	5	15	0	\$1,500 × 20 = \$30,000	???
Interest Classes	<ul style="list-style-type: none"> <li>- To promote students' multiple intelligence.</li> <li>- Students will cultivate their development, that is emphasized in the Other Learning Experience (OLE).</li> </ul>	<ul style="list-style-type: none"> <li>- Students' motivation is raised</li> <li>- Students' personal and social developments is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires for participants</li> <li>- Teachers' class observations.</li> </ul>	Sep 19 - Aug 20	5	15	0	\$1,500 × 20 = \$30,000	???

## Appendix 3 - Budget for School-based Support for Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students, 2019/20

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To support non-Chinese speaking (NCS) students' learning of the Chinese Language to enhance the learning and teaching effectiveness	To employ 4 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 19 - Aug 20	$(2 \times \$41,000 + \$37,500 + \$45,000) \times 12 \times 1.05 = \$2,072,700$	- Lesson observation - Inspection of students' exercise books - Feedback from NCS parents	YKL & WCM
To raise NCS students' awareness of the importance of life-long career development planning	- To provide tailor made career guidance service for NCS and SEN students.	Sep 19 - Aug 20	\$10,000	- 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 2019/20 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
					19/20	20/21	21/22		
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), 2019/20

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> <li>- To employ 2 Liberal Studies teachers to provide support to teachers</li> <li>- To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes</li> <li>- To reduce teacher-class ratio so as to arouse students' interest in liberal studies</li> </ul>	Sep 19 - Aug 20	$(\$35,500 + \$37,500)$ $\times 12 \times 1.05$ $= \$919,800$	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: <ul style="list-style-type: none"> <li>- enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching</li> <li>- raised students' interest, and the learning needs of students had been taken care of in the above learning activities</li> </ul>	CML
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> <li>- To employ 1 Chinese Language part-time teacher to provide support to teachers</li> <li>- To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes</li> <li>- To reduce teacher-class ratio so as to arouse students' interest in Chinese Language</li> </ul>	Sep 19 - Aug 20	$\$55,500$ $\times 6 \times 1.05$ $= \$349,650$	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: <ul style="list-style-type: none"> <li>- enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching</li> <li>- raised students' interest, and the learning needs of students had been taken care of in the above learning activities</li> </ul>	WMT

## Appendix 6 - Plan on the Use of the Life-wide Learning Grant, 2019/20

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)											
Chinese Language	Chinese Drama Course	- To strengthen students' acting skills and improve their Chinese proficiency. - Students will participate in drama competitions after training	Sep 19 - Aug 20	S1 - S5 elite students	- Students' feedback - Teachers' comments	\$49,000	✓					
English Language	English Drama Course	- To strengthen students' acting skills and improve their English proficiency. - Students will participate in drama competitions after training	Sep 19 - Aug 20	S1 - S5 elite students	- Students' feedback - Teachers' comments	\$40,000	✓					
Geography	Field trip	- 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	27 Sep 19 & 21 Feb 20	S4 - 6 Geography students	- Student performance in their course work	\$6,000	✓					
History	Field trip	- Visit cultural heritage allowing students to use the history they have learned in the classroom in the real world. - Knowledge and skills to enhance the interest and effectiveness of learning history	Apr 20	S3 - 6 History students	- Students' feedback - Teachers' comments	\$4,000	✓					
Music	Chinese and Western Music Singing and Instrumental Training	- 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	Sep 19 - Aug 20	S1 - 6 students	- Student Attendance - Students' feedback - Teachers' comments	\$152,000			✓			
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)											
Visual Arts	Ceramic Workshop	- To provide workshops for students to let students know the ceramic art. - To strengthen students' creative and collaborative skills.	Sep 19 - Aug 20	S1 - 6 students	- Students' feedback - Teachers' comments	\$20,000			✓			

P.E.	To employ professional trainers to coach the following school teams and interest classes - Badminton Team - Table-tennis Team - Handball Team - Basketball Team - Rope Skipping Class - Jazz Class - Chinese Dance Class	- 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 19 - Aug 20	S1 - S6 students	- Student Attendance - Student performance - Feedback from coaches	\$555,000			✓		
Life Planning	- Guidance programmes for F.1 - 2 - University Taster Programmes - Visiting local universities - Mock job searching activities - Professional/Business Partnership Programmes - Mentorship Programmes - Job Shadowing - Career guidance service for NCSs & SENs	- 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 19 - Aug 20	S1 - S6 students	- Student Attendance - Student Questionnaires	\$188,000					✓
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)										
School functions & ceremonies	Stage Production Team	- 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 19 - Aug 20	S1 - 5 students	- 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										
Chinese History	Trip to Hangzhou	- To let teachers take care of students during study tours - To let students be exposed to Chinese cultures in Hangzhou	Apr 20	S1 - 5 students	- Students' performance - Teachers' comments	\$14,000	✓				
English Language	Trip to Australia	- To let teachers take care of students during study tours - To let students be exposed to an English speaking environment to improve their communication skills	Jun 20	S1 - 5 students	- Students' performance - Teachers' comments	\$50,000	✓				

**Annual School Plan**

STEM	Trip to Japan	- To let teachers take care of students during study tours - To let students to investigate the latest technology development in Japan	Apr 20	S1 - 5 students	- Students' performance - Teachers' comments	\$60,000										✓	
BSS & History	Trip to Kyoto	- To let teachers take care of students during study tours - To let students be exposed to Japan and Chinese cultures in Kyoto	Apr 20	S1 - 5 students	- Students' performance - Teachers' comments	\$60,000		✓									
1.4	Others																
NIL																	
						Estimated Expenses for Category 1	\$1,298,000										

(\* : 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), 2019/20

Item	Details	Time Scale	Budget	Evaluation Criteria	People Responsible
To cater for students' learning diversity	To employ instructors for interested enhancement classes such as Language Classes, Mathematics Classes and Liberal Studies workshops	Sep 19 - Aug 20	\$50,000 × 4 classes = \$200,000	Teacher Questionnaires – over 70% of teaching staff agreed relevant strategies have: <ul style="list-style-type: none"> <li>- enhanced capacity of teachers to concentrate on curriculum development and enhancement of learning and teaching</li> <li>- raised students' interest, and the learning needs of students had been taken care of in the above learning activities</li> </ul>	Panel Heads of Core Subjects