

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



Annual School Plan  
2015 - 2016

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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 (Pre Lesson Preparation)</b> <ul style="list-style-type: none"> <li>- To arouse students' motivation and promote active learning by pre lesson preparation</li> <li>- A database with resources readily available for other teachers for sustainable development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• More than half of the students carry out pre lesson preparation</li> <li>• Positive feedback from teachers</li> <li>• Pre-lesson records and related teaching materials are stored on the school LAN</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Counting pre-lesson records saved in the School LAN</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, YKL</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
1B	<ul style="list-style-type: none"> <li>• <b>e-Platform</b> <ul style="list-style-type: none"> <li>- To input HW records for students</li> <li>- To input students' tests and examination results</li> <li>- Teachers, parents and students can browse students' progress on the web</li> <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 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Students' HW, tests and examinations results are input into the platform</li> <li>• Parents can make use of the platform to know their children academic performance</li> <li>• Online learning are arranged in some subjects such as Chemistry, Physics etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Count the records stored in the platform</li> <li>• Teachers' and Parents' feedback</li> <li>• Count the number of online learning resources posted</li> </ul>	<ul style="list-style-type: none"> <li>• CKH, LYW, LCSH</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 push students to submit their homework on time</li> <li>- To implement award and punishment to students with regard to their submission of homework</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</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 appreciation cards for teachers to encourage students to perform well</li> <li>- To recognize students' academic performance with Principal's List and Academic Head's List for Uniform Tests and Examinations</li> <li>- To nominate 'Star of the Month' in each class to appreciate students with academic improvement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Students are eager to give cards from their teachers</li> <li>• Students are encouraged to do better 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>• LYW</li> </ul>	<ul style="list-style-type: none"> <li>• Card = \$4,000</li> <li>• Book coupon = \$15,000</li> </ul>
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**Target 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 encourage students to learn actively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</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' essay writing question results</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, YKL</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 to improve 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 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• More than 80% of students reply that the courses are effective to them</li> <li>• Students' learning skills are displayed 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, LWP</li> </ul>	<ul style="list-style-type: none"> <li>• \$6,000</li> </ul>

## Target 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>Cater for Learning Diversity</b> <ul style="list-style-type: none"> <li>- Elite students' exposure will be kept widening and they will be introduced to more international assessments on languages, competitions and courses provided by tertiary institutions and EDB.</li> <li>- 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 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Students with different learning needs will be catered</li> <li>• Students will be benefited from school-based elite and remedial programmes</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>• LYW, NKW, LWP, and Teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3B	<ul style="list-style-type: none"> <li>• <b>Summer Bridging Course</b> <ul style="list-style-type: none"> <li>- To organize Form 1 Summer Bridging Course for Form 1 newcomers in 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 2016</li> </ul>	<ul style="list-style-type: none"> <li>• A summer bridging course is organized.</li> <li>• Students are familiar with EMI teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' and students' feedback on the new arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• LYW and Panel heads concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
3C	<ul style="list-style-type: none"> <li>• <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> </li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• At least 70% of the Form 4 students can have their first choice</li> <li>• The number of subject groups offered to Form 4 students in 2014/15 will be reviewed based on information obtained from the survey for Form 3 students conducted after the Mid-year exam</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>	<ul style="list-style-type: none"> <li>• LYW, CWP</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

## Target 4: To intensify teaching strategies

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<b>Mentoring Scheme for New Teachers</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 2015 to Jun 2016</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	<b>Integrated Education</b> <ul style="list-style-type: none"> <li>- To encourage school head, teachers and teaching assistants to participate in the courses for Special Education Needs (SEN) offered by the EDB or tertiary institutions</li> <li>- To supervise the Teacher Professional Development Framework on Integrated Education (IE)</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 teachers completed the Basic Course</li> <li>• At least 2 teachers completed the Advanced Course</li> <li>• At least 3 teachers (one Chinese Language or one English Language teacher) completed the Thematic Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Check the CPD records</li> </ul>	SBC	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
4C	<ul style="list-style-type: none"> <li>• <b>Quality Assurance</b></li> </ul> To assure the teaching and learning quality by <ul style="list-style-type: none"> <li>- carrying out school patrol during lesson time to provide support for students and teachers</li> <li>- conducting lesson observations</li> <li>- checking students' assignment and answer scripts</li> <li>- sharing findings in staff meeting and staff development workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Support for teachers through school patrol is given</li> <li>• Carry out lesson observations and inspection of assignment and answer scripts</li> <li>• Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Inspection records</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWP, YSK, LWP, NKW, WCM</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
4D	<ul style="list-style-type: none"> <li>• <b>Academic Interflow</b></li> </ul> To arrange school visits to promote academic interflow for students and teachers so as to widen their horizons	<ul style="list-style-type: none"> <li>• Sep 2015 to Jun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• At least two school visits are arranged</li> <li>• Positive feedback from teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• LYW, CWP, SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</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
1A	<ul style="list-style-type: none"> <li>Emphasize the importance of responsibility by moral and civic education (MCE lessons, competitions, sharings in morning assemblies and F/M time)</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students' responsibility is improved</li> <li>Appreciation has been given to students with good performance</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback on students' general behaviour</li> </ul>	MCE Committee, ECA Committee, SDC, All F/Ms	Nil
1B	<ul style="list-style-type: none"> <li>To foster students' sense of responsibility with regard to the submission of school documents</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students submit parents' letter, reply slips and other school documents on time.</li> <li>Teachers assign students who fail to submit school documents on time to detention class.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students assigned to detention class</li> </ul>	SDC, ECA Committee, All teachers	Nil
1C	<ul style="list-style-type: none"> <li>To show appreciation of students' sense of responsibility in their report cards</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers give comments to appreciate students' sense of responsibility in report cards</li> </ul>	<ul style="list-style-type: none"> <li>Check comments on report cards</li> </ul>	All F/Ms, CKH	Nil
1D	<ul style="list-style-type: none"> <li>To enhance students' responsibility in their academic studies. (homework submission scheme &amp; self-directed learning)</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Less than 15 daily late submission records</li> <li>More than half of the students carry out pre lesson preparation</li> </ul>	<ul style="list-style-type: none"> <li>Count the students late submission records</li> <li>Teachers' feedback</li> </ul>	Academic Committee, SDC	Nil
1E	<ul style="list-style-type: none"> <li>To teach students the importance of responsibility, all clubs and houses have to keep a full attendance record of their activities. Students absent from activities have to provide reasonable explanation and supporting documents. Students who cannot provide reasonable explanation will have a remark printed on their report cards.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Lower absence rate in major school functions and other activities</li> <li>Lower rate of withdrawal from 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>Manpower for handling the overall absence record</li> </ul>

1F	<ul style="list-style-type: none"> <li>To optimize the “Classroom Management” item in Exemplary Class Competition</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>The cleanliness and tidiness of the classrooms are improved</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ feedback</li> <li>Check the marks of the ‘Classroom Management’ item in Exemplary Class Competition</li> </ul>	<ul style="list-style-type: none"> <li>SDC, All F/Ms, All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
1G	<ul style="list-style-type: none"> <li>To nurture students' perseverance through co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students should attend all the activities they enrol throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ feedback</li> <li>Check the attendance</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>

**Target 2: To strengthen students’ sense of belonging to school**

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<ul style="list-style-type: none"> <li>To build a good relationship between F/Ms and students (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>The relationship between the F/Ms and students can be improved</li> <li>F/Ms will appreciate one student in class for good behavior / manner / personality</li> <li>One inner class / inter class activity will be held for each class during the school picnic</li> <li>One inner class / inter class activity will be held for each class in the second term</li> <li>F/M will receive a thank you card from students</li> <li>Teachers and students enjoy the activity which is hoped to enhance the harmonious atmosphere and relationship between teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from F/Ms and students</li> <li>Both teachers and students participate actively in activities</li> </ul>	<ul style="list-style-type: none"> <li>SDC, All F/Ms, Activity Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$4000 (Gifts)</li> <li>\$25000 (inner class / inter class activity)</li> <li>\$1000 (prizes and materials for post exam activity)</li> <li>(SDC’s budget)</li> </ul>

2B	<ul style="list-style-type: none"> <li>To cultivate students with a graceful and thankful heart (Teachers' Day, thank you card from students to teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will accept gifts and blessings from students during the assembly.</li> <li>Students aware that they should respect their teachers.</li> <li>F/M will receive a thank you card from students</li> </ul>	<ul style="list-style-type: none"> <li>Observe the students' attitude and behavior.</li> <li>Teacher's feedback</li> </ul>	<ul style="list-style-type: none"> <li>SDC</li> </ul>	<ul style="list-style-type: none"> <li>\$1000 (materials for Teachers' Day)</li> <li>\$1000 (Thank you cards)</li> </ul>
2C	<ul style="list-style-type: none"> <li>To launch the Big Sisters' scheme and Smart Teen Programmes for F.2 &amp; F.3 students</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>F.2 and F.3 students get developmental and homework support from senior students.</li> <li>Senior Students can develop leadership skills</li> <li>Students can improve self-confidence</li> <li>Enhance students' self-discipline, self-confidence, team spirit, A.Q. and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students who have participated in the scheme</li> <li>Evaluation by external partner (organization that helps provide training programmes)</li> <li>Observe students' behavior</li> <li>Feedback from teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>SDC, Activity Committee, CLY, HHY</li> </ul>	<ul style="list-style-type: none"> <li>\$20000 Learning Support Grant (SBC)</li> <li>\$3000 (Lunch Gathering)</li> <li>\$5000 (Coaches)</li> <li>\$1000 (materials) (SDC's budget)</li> </ul>
2D	<ul style="list-style-type: none"> <li>To extend afternoon F/M time for moral and civic education</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>F/Ms make use of the extended F/M time to provide moral and civic education to students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>SDC, MCE Committee</li> </ul>	<ul style="list-style-type: none"> <li>T.A. for preparing handbook</li> </ul>
2E	<ul style="list-style-type: none"> <li>To arrange after-school thematic workshops on OLE days</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Different forms will have different thematic workshops</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students who have participated in the workshops</li> </ul>	<ul style="list-style-type: none"> <li>Activity Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$3000 (thematic workshops) (Activity Committee's budget)</li> </ul>

**Target 3: To strengthen career and life planning (CLP) education**

	<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>
3A	<ul style="list-style-type: none"> <li>To raise students' awareness of the importance of life-long career development planning</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>To enrich the content and expand the scope of their existing level of career guidance service.</li> <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>Compare the career related activities conducted by the career team with that of previous year</li> <li>Evaluate the on-site advice given by the consultancy school visits.</li> <li>Evaluate the performance of career team in the administration, operation and support functions</li> </ul>	<ul style="list-style-type: none"> <li>Career and Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$398790 for employment of teacher and teaching assistant.</li> </ul>
3B	<ul style="list-style-type: none"> <li>To make good use of the alumni network for career mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<p>Students should</p> <ul style="list-style-type: none"> <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>	<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 and Studies Committee</li> </ul>	-

3C	<ul style="list-style-type: none"> <li>To assist students to make wise and informed career decisions</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<p>Students should</p> <ul style="list-style-type: none"> <li>recognize and understand the differences between vocation, career, work, occupation and job</li> <li>recognize 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> </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> <li>Conduct online Career Advice Aptitude Tests to assist students to find out their interests, strength and weakness.</li> </ul>	<ul style="list-style-type: none"> <li>Career and Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$102900 for workshops.</li> <li>\$25,000 for purchasing aids and providing subsidies for career explorations.</li> </ul>
3D	<ul style="list-style-type: none"> <li>To integrate CLP elements into other learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Throughout 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> <li>Give finance support to other subjects and clubs to conduct career-related activities.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Career and Studies Committee</li> </ul>	<ul style="list-style-type: none"> <li>\$45000 (production fee of TV programme, upgrade the video equipment and travelling fee)</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.

Name of Grant	Grant Received (\$)	Budget (\$)
<b>Expanded OEBG</b>		
School & Class Grant	1,858,662.58	1,300,000.00
Lift Maintenance Grant		80,000.00
Air-conditioning for Prep Rooms of Labs		7,000.00
Enhancement Grant		6,000.00
Supplementary Grant		180,000.00
Training & Development Grant		8,000.00
Composite Furniture & Equipment Grant		484,500.00
Consolidated Subject Grant		182,300.00
Sub Total:	\$ 1,858,662.58	\$ 2,247,800.00
<b>School Specific Grants</b>		
Administration Grant	3,511,199.00	3,300,000.00
Noise Abatement Grant	210,768.00	130,000.00
Composite Information Technology Grant	419,709.00	500,000.00
Capacity Enhancement Grant	574,415.00	623,500.00
Sub Total:	\$ 4,716,091.00	\$ 4,553,500.00
<b>Outside EOEBG</b>		
S/B After-school Learning and Support Programmes	177,600.00	195,000.00
School-based Support for NCS Students Grant	1,100,000.00	1,181,800.00
Learning Support Grant for Secondary Schools	194,972.00	160,000.00
Diversity Learning Grant (Other Languages)	112,000.00	59,500.00
Diversity Learning Grant (Other Programmes)	91,000.00	91,000.00
Diversity Learning Grant (Applied Learning)	126,950.00	126,950.00
Fractional Post Cash Grant	108,312.00	-
Extra Senior Secondary Curriculum Support Grant	250,000.00	-
Senior Secondary Curriculum Support Grant	704,028.00	617,400.00
Moral and National Education Subject Support Grant	0.00	-
Career and Life Planning Grant	541,560.00	571,690.00
Teacher Relief Grant - Vacant Post	1,058,612.70	1,662,200.00
Sub Total:	\$ 4,465,034.70	\$ 3,003,340.00
Total:	<b>\$ 11,039,788.28</b>	<b>\$ 9,804,640.00</b>

**Budget for Composite Furniture & Equipment Grant (CFEG)  
2015/16 School Year**

<b>Credit</b>		<b>Debit</b>	
	<b>HK\$</b>		<b>HK\$</b>
15/16 CFEG	484,500.00	1. Campus Management	92,500.00
		2. Careers and Studies Comm.	2,000.00
		3. IT in Education	92,100.00
		4. MOI Committee	3,000.00
		5. School Library	800.00
		6. Student Council	5,500.00
		7. Audio-visual	75,400.00
		8. English Language	6,800.00
		9. Basic Chinese Language	2,500.00
		10. Physics	22,000.00
		11. Chemistry	25,400.00
		12. Biology	8,000.00
		13. Music	28,000.00
		14. Physical Education	24,500.00
		15. Staff Room A	1,000.00
		16. Staff Room C	2,000.00
		17. English Corner	1,000.00
		18. Staff Common Room	6,000.00
		19. Toilets	16,000.00
		20. Maintenance	70,000.00
	<hr/> 484,500.00		<hr/> 484,500.00

**Budget for Capacity Enhancement Grant (CEG)  
2015/16 School Year**

Credit		Debit	
	HK\$		HK\$
Surplus b / f	574,415.00	1. Employment of a Native English Teacher	378,000.00
15/16 CEG	49,058.00	2. Employment of an I.T. Assistant	176,400.00
		3. Course Fees for HKDSE Physical Education Course	25,900.00
		4. Employment Tutors for Mathematics Enrichment Classes	43,200.00
		Balance c / f	158,825.00
	623,500.00		623,500.00



**Program Plan on the Use of Capacity Enhancement Grant  
in 2015/16 School Year**

<b>Task Area</b>	<b>Enhancing students' Language Proficiency</b>	<b>Curriculum Development</b>
<b>Major Area of Concern</b>	<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>	To promote the use of IT in learning and integrate IT in the curriculum.
<b>Strategies /Tasks</b>	To employ a NET to teach Literature in English (ELI) in Forms 4 to 6.	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>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>	<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 2015 to June 2016 (3 mornings per week): <ol style="list-style-type: none"> <li>Form 4 ELI (5 periods per week)</li> <li>Form 5 ELI (5 periods per week)</li> <li>Form 6 ELI (5 periods per week)</li> </ol>	From September 2015 to August 2016
<b>Resources Required</b>	Payment for the NET for 40 weeks (from Sept 2014 to June 2015), $\$750/\text{hr} \times 12 \text{ hrs}/\text{wk} \times 40 \text{ wks} \times 1.05 = \$378,000$	Estimated salary of the assistant $= \$14,000/\text{month} \times 12 \text{ months} \times 1.05 = \$176,400$ (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>Senior form students show proficiency in Literature in English.</li> <li>Positive feedback from students.</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> <li>Increase in the use of A/V teaching materials.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>NET's observations.</li> <li>Senior forms students' performance in school tests/examinations.</li> </ol>	<ol style="list-style-type: none"> <li>A survey to review the usage percentage of the MMLC.</li> <li>Survey of teachers' view on the use of MMLC.</li> </ol>
<b>People Responsible</b>	Vice-principal and Panel Head of English Language	Vice-principal and Teacher-in-charge of I.T. in Education Committee

Task Area	Coping with Diverse and Special Learning Needs of Students	Coping with Diverse and Special Learning Needs of Students
<b>Major Area of Concern</b>	To provide resources for students to participate HKDSE Physical Education (P.E.) course offered by course providers which aims at enabling students to sit for the HKDSE P.E. Examination.	To provide extra learning opportunities for Mathematics Elite Students to enhance their learning.
<b>Strategies /Tasks</b>	To assist students to apply for the HKDSE P.E. course offered by course providers.	To employ tutors to conduct Mathematics enrichment classes on Saturdays for elite students. The selection will be based on tests/examination performance or teachers' recommendation.
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. Students' learning diversity can be catered.</li> <li>2. Students can broaden their learning opportunities.</li> </ol>	Teaching can be more focused. Teaching strategies and materials can be tailor-made to meet the students' need better. Students can get more individual attention and help in class.
<b>Time Scale</b>	From September 2015 to August 2016	From September 2015 to June 2016
<b>Resources Required</b>	Estimated resources required $= \$7,700 \times 3 + \$700 \times 4$ $= \$25,900$	Cost for the Mathematics enrichment classes $= 2 \text{ tutors} \times 36 \text{ lessons} \times 4 \text{ hrs} \times \$150/\text{hr}$ $= \$43,200$
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Students' attendance record.</li> <li>2. Students' response collected through sharing.</li> <li>3. Students are able to attain a pass in courses towards the end of the school year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' attendance record.</li> <li>2. Students' response collected through questionnaires and sharing.</li> <li>3. Students are able to 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 85% attendance.</li> <li>2. More than 70% of the participants agree that the courses are useful to them.</li> <li>3. More than 70% of the participants get pass in the courses.</li> </ol>	<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, Teacher-in-charge of PE Department	Vice-principal, Panel Head of Mathematics

**Budget for After-school Learning and Support Programmes (ASLSP)  
2015/16 School Year**

Credit		Debit	
HK\$		HK\$	
Surplus b/f	61,220.00	1. Chinese Instrumental Training Course	30,000.00
15/16 ASLSP	177,600.00	2. Western Instrumental Training Course	45,000.00
		3. Language Classes	100,000.00
		4. Interest Classes	20,000.00
		Balance c / f	43,820.00
	<u>238,820.00</u>		<u>238,820.00</u>

**Program Plan for School-based After-school Learning and Support Programmes  
2015/16 School Year**

Name of Activity	Chinese Instrumental Training Course	Western Instrumental Training Course
<b>Objectives of the Activity</b>	1. To promote students' interest in music and enhance their understanding of music. 2. To provide opportunities for students to perform so as to improve their skills of performance and boost their confidence. 3. To enhance students' music culture so that they can have balanced developments in the five domains of education. 4. To foster students' skills of collaboration, communication, creativity, numeracy, critical thinking, research, self-management and problem solving, through the instrumental training course.	1. Through professional development, to elevate students' standard of music, performance skills and their knowledge of music so as to promote the music culture at school. 2. Through co-organising activities with other school 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. 3. Through learning and activities, to foster students' self-discipline, perseverance, patience and the spirit of co-operation and strengthen their confidence and enhance their self-image. 4. Through instrumental training, to foster students' personal interest so as to achieve the ideal of 'one art in one life' and lifelong learning.
<b>Success Criteria</b>	1. Students' motivation is raised. 2. Students' personal and social developments are enhanced. 3. Students' sense of belonging is strengthened.	1. Students' motivation is raised. 2. Students' personal and social developments are enhanced. 3. Students' sense of belonging is strengthened.
<b>Method(s) of Evaluation</b>	1. Questionnaires for Participants. 2. Teachers' Class Observations.	1. Questionnaires for Participants. 2. Teachers' Class Observations.
<b>Period/Date Activity to be held</b>	From September 2015 to August 2016	From September 2015 to August 2016
<b>Estimated No. of Grant Beneficiaries*</b>	15	15
<b>Estimated Expenditure</b>	\$2,000 × 15 = \$30,000	\$3,000 × 15 = \$45,000

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	Language Classes	Curriculum Development
<b>Objectives of the Activity</b>	1. To promote students' interest in language. 2. Through professional development, to let students to acquire language and able to take recognized examinations of proficiency in language. 3. Through learning, to strengthen students' confidence and enhance their self-image.	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>	1. Students' motivation is enhanced. 2. Students can increase their confidence and develop their potential. 3. Students' sense of belonging is strengthened.	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. 3. Students' performance in regular mini progress checks throughout the course and a final test at the end.	1. Questionnaires for Participants. 2. Teachers' Class Observations.
<b>Period/Date Activity to be held</b>	From September 2015 to August 2016	From September 2015 to August 2016
<b>Estimated No. of Grant Beneficiaries*</b>	25	20
<b>Estimated Expenditure</b>	$\$4,000 \times 25 = \$100,000$	$\$1,000 \times 20 = \$20,000$

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.

**Budget for Senior Secondary Curriculum Support Grant (SSCSG)  
2015/16 School Year**

Credit		Debit	
HK\$		HK\$	
Surplus b / f	409,972.11	1. Employment of 1 GM Teachers	441,000.00
15/16 SSCSG	704,028.00	2. Employment of 1 Teaching Assistant	176,400.00
		Balance c / f	496,600.11
	1,114,000.11		1,114,000.11

**Program Plan for Senior Secondary Curriculum Support Grant (SSCSG)  
2015/16 School Year**

<b>Task Area</b>	<b>Curriculum Development</b>	<b>Curriculum Development</b>
<b>Major Area of Concern</b>	To facilitate the implementation of the New Senior Secondary (NSS) academic structure.	To promote students' positive behaviour, to enhance students' responsibility and to cultivate students' self-values
<b>Strategies /Tasks</b>	To employ 1 GM teacher teaching Liberal Studies to conduct small class teaching in Liberal Studies so as to relief teachers' workload to concentrate on the curriculum development	To employ a Student Development Assistant (SDA) <ol style="list-style-type: none"> <li>1. to take minutes during the meetings of Student Development Committee (SDC);</li> <li>2. to assist to organize activities/ programmes run by SDC and Activity Committee</li> <li>3. to input and compile discipline records including students' lateness, awards and punishment records, etc. and all related data;</li> <li>4. to facilitate internal communications;</li> <li>5. any other duties related to SDC as and when required; and</li> <li>6. to input data for Student Learning Profile.</li> </ol>
<b>Benefits Anticipated</b>	<ol style="list-style-type: none"> <li>1. Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>2. Teachers can concentrate on curriculum development and implementation.</li> </ol>	<ol style="list-style-type: none"> <li>1. To relief teachers' workload.</li> <li>2. To update data/records in due course.</li> <li>3. To provide counseling service to students and to give help to students when they are in urgent need.</li> </ol>
<b>Time Scale</b>	From September 2015 to August 2016	From September 2015 to August 2016
<b>Resources Required</b>	Salary of the teachers $= \$35,000 \times 1 \times 12 \text{ months} \times 1.05$ $= \$441,000$ (including 5% MPF)	Estimated salary of the assistant $= \$14,000 \times 1 \quad 12 \text{ months} \times 1.05$ $= \$176,400$ (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Favourable responses from students.</li> <li>2. Good performance in teaching and administrative duties.</li> <li>3. Students who participate in the remedial classes show improvement in their academic results.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activities/functions are held smoothly and successfully with her assistance.</li> <li>2. Number of students can seek counseling services/help at any time.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Staff appraisal</li> <li>2. Lesson observation</li> <li>3. Inspection of students' exercise books</li> </ol>	<ol style="list-style-type: none"> <li>1. Accurate updated records.</li> <li>2. Students' good behavior and positive attitude can be observed.</li> </ol>
<b>People Responsible</b>	Vice-principal, Panel Head of Liberal Studies	Vice-principal, Teacher-in-charge of Student Development Committee

**Budget for Diversity Learning Grant (Other Programmes) (DLG (OP))  
2015/16 School Year**

<b>Credit</b>		<b>Debit</b>	
	<b>HK\$</b>		<b>HK\$</b>
15/16 DLG(OP)	91,000.00	1. Gifted Education Programme (Music)	63,000.00
		2. Gifted Education Programme (Physical Education)	28,000.00
	<hr/> 91,000.00 <hr/>		<hr/> 91,000.00 <hr/>



**Program Plan for Diversity Learning Grant (Other Programmes) (DLG (OP))  
2015/16 School Year**

<b>Programme</b>	<b>Gifted Education Programme (Music)</b>	<b>Gifted Education Programme (Physical Education (PE))</b>
<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>	2015/16 : 4 (F.4) + 4 (F.5) + 1 (F.6) = 9 2016/17 : 4 (F.4) + 4 (F.5) + 4 (F.6) = 12 2017/18 : 4 (F.4) + 4 (F.5) + 4 (F.6) = 12	2015/16 : 1 (F.4) + 0 (F.5) + 4 (F.6) = 5 2016/17 : 3 (F.4) + 1 (F.5) + 0 (F.6) = 4 2017/18 : 3 (F.4) + 3 (F.5) + 1 (F.6) = 7
<b>Resources Required</b>	F.4 : \$7,000    4 = \$28,000 F.5 : \$7,000    4 = \$28,000 F.6 : \$7,000    1 = \$7,000	F.6 : \$7,000    4 = \$28,000
<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

**Budget for School-based Support for Non-Chinese Speaking Students Grant (NCSSG)  
2015/16 School Year**

<b>Credit</b>		<b>Debit</b>	
	<b>HK\$</b>		<b>HK\$</b>
Surplus b / f	462,556.10	1. Employment of 2 GM & 1 CM teachers	1,171,800.00
15/16 NCSSG	1,100,000.00	2. Purchasing Learning Materials for NCS Students	10,000.00
		Balance c/f	380,756.10
	<hr/> 1,562,556.10 <hr/>		<hr/> 1,562,556.10 <hr/>

**Program Plan for School-based Support for Non-Chinese Speaking Students Grant (NCSSG)  
2015/16 School Year**

<b>Task Area</b>	<b>Curriculum Development</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
<b>Strategies /Tasks</b>	<p>To employ 2 GM and 1 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>
<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>
<b>Time Scale</b>	From September 2015 to August 2016
<b>Resources Required</b>	<p>Salary of the teachers            = <math>(\\$33,000 \times 2 + \\$27,000 \times 1)</math>  <math>\times 12 \text{ months} \times 1.05</math>            = \$1,171,800 (including 5% MPF)</p>
<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>
<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>
<b>People Responsible</b>	Vice-principal and Panel Head of Chinese Language

**Budget for Teacher Relief Grant (Optional Cash Grant)(TRG-Opt)  
2015/16 School Year**

<b>Credit</b>		<b>Debit</b>	
	<b>HK\$</b>		<b>HK\$</b>
Surplus b / f	1,655,708.88	1. Employment of 1 GM Teacher in Chinese Language	441,000.00
15/16 TRG	1,058,612.70	2. Employment of 1 GM Teacher in Biology	604,800.00
		3. Teaching Assistant and tutors for Enrichment Classes	416,400.00
		4. e-Administration Systems	200,000.00
		Balance c / f	1,052,121.58
	<hr/> 2,714,321.58 <hr/>		<hr/> 2,714,321.58 <hr/>

## Program Plan for Teacher Relief Grant (Optional Cash Grant)(TRG-Opt)

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>1. Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>2. Teachers can concentrate on curriculum development and implementation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers' workload can be relieved by reducing the class-student ratio.</li> <li>2. Teachers can concentrate on curriculum development and implementation.</li> </ol>
<b>Time Scale</b>	From September 2015 to August 2016	From September 2015 to August 2016
<b>Resources Required</b>	Salary of the teacher $= \$35,000 \times 1 \times 12 \text{ months} \times 1.05$ $= \$441,000$ (including 5% MPF)	Salary of the teacher $= \$48,000 \times 1 \times 12 \text{ months} \times 1.05$ $= \$604,800$ (including 5% MPF)
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Favourable responses from students.</li> <li>2. Good performance in teaching and administrative duties.</li> <li>3. Students who participate in the remedial classes show improvement in their academic results.</li> </ol>	<ol style="list-style-type: none"> <li>1. Favourable responses from students.</li> <li>2. Good performance in teaching and administrative duties.</li> <li>3. Students who participate in the remedial classes show improvement in their academic results.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Lesson observation</li> <li>2. Inspection of students' assignment and assessment</li> <li>3. Staff appraisal</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson observation</li> <li>2. Inspection of students' assignment and assessment</li> <li>3. 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	Coping with Diverse and Special Learning Needs of Students	e-Administration Systems
<b>Major Area of Concern</b>	To provide extra learning opportunities for Elite Students to enhance their learning.	To enhance the communication between the school and parents, as well as to tie in with the electronic learning environment.
<b>Strategies /Tasks</b>	To employ teaching assistant (TA) and 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.	Students and parents can receive and reply e-circulars via smart phone app. In addition, parents can receive instant school announcements. Parents can pay various school fees by e-payment. Migrate some self-developed systems in the Teachers' Intranet such as internal circulars(document routing), resources reservation and inventory system, CCA and SLP system to electronic system developed by outside service provider with more professional and sustainable support.
<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.	Communication between school and parents are more efficient. Parents can get school information instantly and reply the school by simply clicking on the app. The school can save printing cost and time to collect reply slips. Parents can pay a lump sum at the beginning of the school year and no need to pay fees from time to time. The school can collect fees and do statistics more accurately and efficiently. Internal e-administration systems will not fail to work due to the absence or leave of a particular staff. Teachers and IT technicians can save time for the maintenance of the system and concentrate more on duties directly related to teaching and learning.
<b>Time Scale</b>	From September 2015 to June 2016	From September 2015 to June 2016
<b>Resources Required</b>	Cost for the enrichment classes 1 TA $\times$ \$14,000 $\times$ 12 months $\times$ 1.05 = \$176,400 4 tutors $\times$ 40 lessons $\times$ 5 hrs $\times$ \$300/hr = \$240,000	Application for e-payment account = \$3,000 Cost for e-payment System = \$35,000 Cost for smart phone app = \$25,000 Cost for documenting routing system = \$25,000 Cost for resources reservation and inventory system = \$32,000 Cost for CCA and SLP system = \$80,000 Total cost = \$200,000
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>Students' attendance record.</li> <li>Students' response collected through questionnaires and sharing.</li> <li>Students are able to participate in Mathematics competitions and achieve satisfactory results.</li> </ol>	<ol style="list-style-type: none"> <li>Parents and students have positive responses.</li> <li>Teachers and clerical staff agree that the new systems are more efficient.</li> </ol>
<b>Method(s) of Evaluation</b>	<ol style="list-style-type: none"> <li>Students have more than 80% attendance.</li> <li>More than 80% of the participants agree that the courses are useful to them.</li> </ol>	<ol style="list-style-type: none"> <li>Collect comments from parents and students.</li> <li>Collect comments from teachers and clerical staff.</li> </ol>
<b>People Responsible</b>	Vice-principal, Panel Heads of English Language, Chinese Language, Mathematics and Liberal Studies	Vice-principal, Teacher-in-charge of Information Technology Committee