

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



Annual School Plan
2016 - 2017

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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"> • Self-directed Learning (Pre Lesson Preparation) <ul style="list-style-type: none"> - To enhance students' motivation and promote active learning by pre-lesson preparation. - A database with resources readily available for other teachers for sustainable development. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • More than half of the students carry out pre-lesson preparation. • Positive feedback from teachers. • Pre-lesson records and related teaching materials are stored on the school LAN. 	<ul style="list-style-type: none"> • Teachers' feedback • Count pre-lesson records saved in the School LAN. 	<ul style="list-style-type: none"> • CWP, YKL 	<ul style="list-style-type: none"> • Nil
1B	<ul style="list-style-type: none"> • e-Platform <ul style="list-style-type: none"> - To input HW records for students. - To input students' tests and examination results. - Teachers, parents and students can browse students' progress on the web. - To commence online learning for students in order to promote students' self learning. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • Students' HW, tests and examination results are input onto the platform. • Parents can make use of the platform to know their children's academic performance. • Online learning is arranged in some subjects such as Chemistry, Physics, etc. 	<ul style="list-style-type: none"> • Count the records stored in the platform. • Teachers' and Parents' feedback • Count the number of online learning resources posted. 	<ul style="list-style-type: none"> • CKH, LYW, LCSH 	<ul style="list-style-type: none"> • Nil
1C	<ul style="list-style-type: none"> • Homework Submission Scheme <ul style="list-style-type: none"> - To encourage students to submit their homework on time. - To implement award and punishment to students. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • There are less than 15 late submission records per day. 	<ul style="list-style-type: none"> • Count students' late submission records. 	<ul style="list-style-type: none"> • CWP 	<ul style="list-style-type: none"> • Nil

1D	<ul style="list-style-type: none"> • Enhance Students' Self-confidence <ul style="list-style-type: none"> - To prepare Students' Appreciation Cards for teachers to show their appreciation to students with good performance. - To recognize students' academic performance with Principal's List and Academic Head's List for Uniform Tests and Examination. - To nominate 'Star of the Month' in each class to recognize students with academic improvement. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • Students are enthusiastic in gaining the cards from their teachers. • Students are encouraged to do better through the Scheme. 	<ul style="list-style-type: none"> • Count the number of cards issued. • Teachers' feedback on issuing the cards to students. 	<ul style="list-style-type: none"> • LYW 	<ul style="list-style-type: none"> • Card = \$4,000 • Book coupon = \$15,000
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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"> • Interactive Learning <ul style="list-style-type: none"> - To enhance student-teacher interaction and student-student interaction during lessons. - Teachers use different pedagogies and activities such as questioning, group works, students presentation, role play etc to motivate students. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • Students participate actively in lessons. • Positive feedback from teachers. • Students have a better performance in their essay writing. 	<ul style="list-style-type: none"> • Teachers' feedback • Compare students' essay writing question results. 	<ul style="list-style-type: none"> • CWP, YKL 	<ul style="list-style-type: none"> • Nil
2B	<ul style="list-style-type: none"> • Courses for Learning and Study Skills <ul style="list-style-type: none"> - To arrange courses for students to improve their learning skills and study skills. - To enhance students' learning skills in individual subjects. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • More than 80% of the students reply that the courses are useful. • Students can display the learning skills during lessons. 	<ul style="list-style-type: none"> • Teachers' feedback • Students' feedback 	<ul style="list-style-type: none"> • LYW, LWP 	<ul style="list-style-type: none"> • \$6,000

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"> • Cater for Learning Diversity <ul style="list-style-type: none"> - Elite students will be given more exposure, for example, they will be encouraged to participate in more international assessments on languages, competitions and courses provided by tertiary institutions and EDB. - Enrichment and remedial programmes for ELA and MAT will be implemented to cater for students' learning diversity. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • Students with different learning needs will be catered. • Students will be benefited from school-based enrichment and remedial programmes. 	<ul style="list-style-type: none"> • Count the number of applicants. • Observe students' learning process and outcome. 	<ul style="list-style-type: none"> • LYW, NKW, LWP and teachers concerned 	<ul style="list-style-type: none"> • Nil
3B	<ul style="list-style-type: none"> • Summer Bridging Course <ul style="list-style-type: none"> - To arrange Form 1 Summer Bridging Course for Form 1 newcomers in July. - To arrange simulated school days for Form 1 newcomers. 	<ul style="list-style-type: none"> • Jul-Aug 2017 	<ul style="list-style-type: none"> • A summer bridging course is organized. • Students are familiar with the EMI teaching. 	<ul style="list-style-type: none"> • Teachers' and students' feedback on the new arrangement. 	<ul style="list-style-type: none"> • LYW and panel heads concerned 	<ul style="list-style-type: none"> • Nil
3C	<ul style="list-style-type: none"> • Review Subject Groups offered to students <ul style="list-style-type: none"> - Check the student satisfaction rate after the subject allocation exercise. - Conduct a student survey for Form 3 students after the Mid-year Examination. 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • At least 70% of the Form 4 students can have their first choices. • The number of subject groups offered to Form 4 students in 2014/15 will be reviewed after collecting the survey for Form 3 students after the Mid-year exam. 	<ul style="list-style-type: none"> • Check the satisfaction rate. • Evaluate the data and the report of the survey. 	<ul style="list-style-type: none"> • LYW, CWP 	<ul style="list-style-type: none"> • Nil

Target 4: To intensify teaching strategies

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<ul style="list-style-type: none"> • Mentoring Scheme for New Teachers - Every new teacher (mentee) is mentored by an experienced teacher (mentor). - Mentees can easily seek help from their mentors when they have problems in <ul style="list-style-type: none"> - classroom management; - teaching; - handling students' discipline problems; - carrying out F/M duties; and - other stuff related to the school work 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • New teachers can easily familiarize with the school's practice. • New teachers can easily seek help when they have problems. 	<ul style="list-style-type: none"> • Positive feedback from the new teachers to the Scheme 	<ul style="list-style-type: none"> • Staff Development Committee 	<ul style="list-style-type: none"> • Nil
4B	<ul style="list-style-type: none"> • Integrated Education - 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. - To supervise the Teacher Professional Development Framework on Integrated Education (IE). 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • At least 2 teachers completed the Basic Course. • At least 2 teachers completed the Advanced Course. • At least 3 teachers (one Chinese Language or one English Language teacher) completed the Thematic Courses. 	<ul style="list-style-type: none"> • Check the CPD records 	<ul style="list-style-type: none"> • SBC 	<ul style="list-style-type: none"> • Nil
4C	<ul style="list-style-type: none"> • Quality Assurance To assure the teaching and learning quality by <ul style="list-style-type: none"> - carrying out school patrol during lesson time to provide supports for students and teachers - conducting lesson observations - checking students' assignment and students' answer scripts - sharing findings in staff meetings and staff development workshops 	<ul style="list-style-type: none"> • Sep 2016 to Jun 2017 	<ul style="list-style-type: none"> • Give support to teachers during patrol. • Carry out lesson observations and inspection of assignment and answer scripts. • Positive feedback from teachers. 	<ul style="list-style-type: none"> • Inspection records • Teachers' feedback 	<ul style="list-style-type: none"> • CWP, YSK, LWP, NKW, WCM 	<ul style="list-style-type: none"> • Nil

4D	<ul style="list-style-type: none">• Academic Interflow<ul style="list-style-type: none">- To arrange school visits to promote academic interflow for students and teachers so as to widen their horizons.	<ul style="list-style-type: none">• Sep 2016 to Jun 2017	<ul style="list-style-type: none">• At least two school visits are arranged.• Positive feedback from teachers concerned.	<ul style="list-style-type: none">• Teachers' feedback	<ul style="list-style-type: none">• LYW, CWP, SIMS	<ul style="list-style-type: none">• Nil
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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"> Emphasize the importance of responsibility by conducting moral and civic education (MCE lessons, competitions, sharings in morning assemblies and F/M time). 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Students' responsibility is improved. Appreciation has been given to students with good performance. 	<ul style="list-style-type: none"> Teachers' feedback on students' general behaviour. 	<ul style="list-style-type: none"> MCE Committee, Activity Committee, SDC, All F/Ms 	<ul style="list-style-type: none"> T.A. for preparing materials for MCE lessons
1B	<ul style="list-style-type: none"> To require students submit school documents on time. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Students submit parents' letter, reply slips and other school documents on time. 	<ul style="list-style-type: none"> Teachers' feedback Records in e-circular. 	<ul style="list-style-type: none"> SDC, Activity Committee, All teachers 	<ul style="list-style-type: none"> Nil
1C	<ul style="list-style-type: none"> To recognize students' sense of responsibility on report cards. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Teachers give comments to appreciate students' responsibility in report cards. 	<ul style="list-style-type: none"> Check comments on report cards. 	<ul style="list-style-type: none"> All F/Ms, CKH 	<ul style="list-style-type: none"> Nil
1D	<ul style="list-style-type: none"> To enhance students' sense of responsibility in their academic studies. (homework submission scheme & self-directed learning). 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Less than 15 daily late submission records. More than half of the students carry out pre lesson preparation. 	<ul style="list-style-type: none"> Count students' late submission records. Teachers' feedback 	<ul style="list-style-type: none"> Academic Committee, SDC 	<ul style="list-style-type: none"> Nil

1E	<ul style="list-style-type: none"> To teach students the importance of responsibility, all clubs and houses have to keep a full attendance record of their activities. Students absent from activities have to provide reasonable explanation and supporting documents. Students who cannot provide reasonable explanation will have a remark printed on their report cards. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Lower absence rate in major school functions and other activities. Lower rate of withdrawal from activities. 	<ul style="list-style-type: none"> Data analysis of the attendance record of activities. 	<ul style="list-style-type: none"> Activity Committee & other teachers concerned Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> Manpower for handling the overall absence record
1F	<ul style="list-style-type: none"> To optimize the “Classroom Management” item in Exemplary Class Competition. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> The cleanliness and tidiness of the classrooms are improved. 	<ul style="list-style-type: none"> Teachers’ feedback Check the marks of the ‘Classroom Management’ item in Exemplary Class Competition. 	<ul style="list-style-type: none"> SDC, All F/Ms, All teachers 	<ul style="list-style-type: none"> Nil
1G	<ul style="list-style-type: none"> To train students in perseverance through co-curricular activities. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Students should attend all the activities they enrol throughout the year. 	<ul style="list-style-type: none"> Teachers’ feedback Check the attendance. 	<ul style="list-style-type: none"> Activity Committee 	<ul style="list-style-type: none"> Nil

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"> To build a good relationship between F/Ms and students (inner class / inter class activity, post exam teacher-student activity). 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> The relationship between the F/Ms and students can be improved. One inner class / inter class activity will be held for each class during the school picnic. One inner class / inter class activity will be held for each class in the second term. Teachers and students enjoy the activity and a harmonious atmosphere is created and relationship between teachers and students is improved. 	<ul style="list-style-type: none"> Feedback from F/Ms and students. Both teachers and students participate actively in activities. 	<ul style="list-style-type: none"> SDC, All F/Ms, Activity Committee 	<ul style="list-style-type: none"> \$25000 (inner class / inter class activity) \$1000 (prizes and materials for post exam activity) (SDC's budget)
2B	<ul style="list-style-type: none"> To cultivate students with a graceful and thankful heart (Teachers' Day, thank you card from students to teachers). 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Teachers will accept gifts and blessings from students during the assembly. Students know that they should respect their teachers. F/M will receive a thank you card from students. 	<ul style="list-style-type: none"> Observe the students' attitude and behavior. Teacher's feedback 	<ul style="list-style-type: none"> SDC 	<ul style="list-style-type: none"> \$1000 (materials for Teachers' Day) \$800 (Thank you cards)

<p>2C</p>	<ul style="list-style-type: none"> To launch the Big Sister Scheme and Enhanced Smart Teen Project for F.2 & F.3 students. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> F.2 and F.3 students get developmental and homework support from senior students. Senior Students can develop leadership skills. Students can build self-confidence. Enhance students' self-discipline, self-confidence, team spirit, A.Q. and leadership skills. 	<ul style="list-style-type: none"> Feedback from students who have participated in the scheme. Observe students' behavior. Feedback from teachers and parents. 	<ul style="list-style-type: none"> SDC, Activity Committee, CLY, HHY 	<ul style="list-style-type: none"> \$35000 Learning Support Grant (SBC Learning Support Grant) \$3000 (Lunch Gathering) \$5000 (Coaches) \$1000 (materials) (SDC's budget)
<p>2D</p>	<ul style="list-style-type: none"> To extend afternoon F/M time for moral and civic education. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> F/Ms make use of the extended F/M time to provide moral and civic education to students. 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> SDC, MCE Committee 	<ul style="list-style-type: none"> T.A. for preparing materials
<p>2E</p>	<ul style="list-style-type: none"> To arrange after-school thematic workshops on OLE days. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Different forms will have different thematic workshops. 	<ul style="list-style-type: none"> Feedback from students who have participated the workshops. 	<ul style="list-style-type: none"> Activity Committee 	<ul style="list-style-type: none"> \$3000 (thematic workshops) (Activity Committee's budget)

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

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	<ul style="list-style-type: none"> • To enhance the capacity of career team for life planning education. <ul style="list-style-type: none"> - To reduce the teaching workload of members of career team to take forward comprehensive life planning education and career guidance service. - To enhance the professional development of members of career team. - To enrich the contents and expand the scope of their existing level of career guidance service. 	<ul style="list-style-type: none"> • Throughout the year. 	<ul style="list-style-type: none"> • The career team needs to be empowered to embrace a paradigm shift from career information dissemination to embodying the essence of life planning education in a more co-ordinated and systematic manner. • Members of careers team need to attend relevant professional development courses and participate in seminars / talks / workshops in relation to their work for professional enhancement. • To maintain the objective of having at least two teachers who have completed structured training on life planning education and/ career guidance offer by EDB or equivalent in the next three years. • To plan and implement life planning education and career guidance service in a comprehensive manner. 	<ul style="list-style-type: none"> • Compare the career related activities conducted by the career team with that of previous year. • Evaluate the on-site advice given by the consultancy school visits. • Compare the CDP records of members of career team with that of previous year. • Evaluate the performance of career team in the administration, operation and support functions. 	<ul style="list-style-type: none"> • Career and Studies Committee 	<ul style="list-style-type: none"> • \$454671 for employment of teacher and teaching assistant. (Career's Budget)

<p>3B</p>	<ul style="list-style-type: none"> • To raise students’ awareness of the importance of life-long career development planning <ul style="list-style-type: none"> - Guidance programmes on further studies, training opportunities, streaming and subject choices. (F.1-3) - Revision of Senior Secondary Study Plan - Guidance programmes on university admission and course selection - University Taster Programmes or Camps - Visiting local universities - Mock job searching activities and interview workshops for job search and university admission - Professional/Business Partnership Programmes - Mentorship Programmes jointly organised with NGOs, alumni association and PTA - Applied Learning Taster Programmes - Job Shadowing and Work Experience Scheme - Provide tailor made career guidance service for NCS and SEN students. 	<ul style="list-style-type: none"> • Throughout the year. 	<p>Students should</p> <ul style="list-style-type: none"> • Relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options. • Critically evaluate relation of various opportunities to their own career goals. • Recognize and understand the differences between vocation, career, work, occupation and job. • Recognize employment trends and associated learning opportunities. • Identify, select and use career information related to study or occupational choices critically. • Understand the qualification system; and comprehend qualifications required and offered by various study or training options. • Relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options. • Critically evaluate relation of various opportunities to their own career goals. 	<ul style="list-style-type: none"> • Regular checking of individual student planning booklet. • Conduct regular questionnaires to evaluate the performance of students. 	<ul style="list-style-type: none"> • Career and Studies Committee 	<ul style="list-style-type: none"> • \$140200 (Career’s Budget)
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<p>3C</p>	<ul style="list-style-type: none"> • To integrate CLP elements into other learning experience <ul style="list-style-type: none"> - To promote career-related activity with other committee through Campus TV. - To subsidize financing needy students' participation in career exploration. 	<ul style="list-style-type: none"> • Throughout the year. 	<ul style="list-style-type: none"> • To enrich relevant school-based service for students by providing career-related learning beyond the classroom. • Give a finance support to other subjects and clubs to conduct career-related activities. 	<ul style="list-style-type: none"> • Regular questionnaires to evaluate the participation of the students. • Count the number of activities benefited by these subsidies. 	<ul style="list-style-type: none"> • Career and Studies Committee 	<ul style="list-style-type: none"> • \$45000 (Career's Budget)
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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.

Subject / Function	Budget (HK\$)
General Programs	1,100,000
Student Development Programs	1,000,000
Curriculum-based Programs	900,000
Miscellaneous	200,000
Total	3,200,000

**Budget for
Composite Furniture & Equipment Grant, CFEG
2016/17 School Year**

Credit			Debit
	HK\$		HK\$
EOEBG	694,200.00	1. Campus Management	92,500.00
		2. Student Development Com	1,000.00
		3. Information Technology Com	241,900.00
		4. MOI Committee	3,000.00
		6. Audio-visual	43,000.00
		7. Basic Chinese Language	2,500.00
		8. Physics	22,000.00
		9. Chemistry	2,000.00
		10. Biology	37,000.00
		11. Music	66,500.00
		12. Physical Education	24,500.00
		13. Staff Room A	1,000.00
		14. Staff Room B	8,200.00
		15. Staff Room C	2,500.00
		16. Staff Room D	20,600.00
		17. English Corner	1,000.00
		18. Campus TV	19,000.00
		19. Toilets	16,000.00
		20. Maintenance	90,000.00
	694,200.00		694,200.00

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Capacity Enhancement Grant (CEG), 2016/17**

Credit		Debit	
	HK\$		HK\$
16/17 CEG	588,202.00	1. Employment of a Native English Teacher	403,200.00
Transfer from EOEBG	45,998.00	2. Employment of an I.T. Assistant	189,000.00
		3. Employment Tutors for Mathematics Enrichment Classes	42,000.00
	634,200.00		634,200.00
	634,200.00		634,200.00

**Plan on Use of Capacity Enhancement Grant
in 2016/17 School Year**

Name of School : Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery

Project Coordinator : Mr. LOO Yiu-wah Contact Telephone No. : 2456 6616

Task Area	Enhancing students' Language Proficiency	Curriculum Development
Major Area of Concern	<ol style="list-style-type: none"> To strengthen the effectiveness of English teaching in the new senior secondary (NSS) with a native English teacher (NET). To improve students' English speaking skills in the NSS with a qualified NET. 	To promote the use of IT in learning and integrate IT in the curriculum.
Strategies /Tasks	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"> To ensure the efficient and effective use of the MMLC. To help teachers to prepare teaching materials.
Benefits Anticipated	<ol style="list-style-type: none"> Students can have more exposure to English used by a native English speaker. Students can broaden their experience of western culture the NET shares with them. 	<ol style="list-style-type: none"> Teachers to be relieved of some of their workload in the preparation of teaching materials such as capturing video, scanning photos/ documents. Students can use the MMLC in a more efficient and effective way.
Time Scale	From September 2016 to June 2017 (3 mornings per week): <ol style="list-style-type: none"> Form 4 ELI (5 periods per week) Form 5 ELI (5 periods per week) Form 6 ELI (5 periods per week) 	From September 2016 to August 2017
Resources Required	Payment for the NET for 40 weeks (from Sept 2016 to June 2017), $\$3,200/\text{day} \times 3 \text{ days/wk} \times 40 \text{ wks} \times 1.05$ $= \$403,200$ (including 5% MPF)	Estimated salary of the assistant $= \$15,000/\text{month} \times 12 \text{ months} \times 1.05$ $= \$189,000$ (including 5% MPF)
Success Criteria	<ol style="list-style-type: none"> Senior form students show proficiency in Literature in English. Positive feedback from students. 	<ol style="list-style-type: none"> Number of lessons taught in MMLC. Teachers' view before and after the use of the MMLC. Increase in the use of web-based or CAL teaching materials. Increase in the use of A/V teaching materials.
Method(s) of Evaluation	<ol style="list-style-type: none"> NET's observations. Senior forms students' performance in school tests/examinations. 	<ol style="list-style-type: none"> A survey to review the usage percentage of the MMLC. Survey of teachers' view on the use of MMLC.
People Responsible	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
Major Area of Concern	To provide extra learning opportunities for Mathematics Elite Students to enhance their learning.
Strategies /Tasks	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.
Benefits Anticipated	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.
Time Scale	From September 2016 to June 2017
Resources Required	Cost for the Mathematics enrichment classes = 2 tutors × 28 lessons × 3 hrs × \$250/hr = \$42,000
Success Criteria	<ol style="list-style-type: none"> 1. Students' attendance record. 2. Students' response collected through questionnaires and sharing. 3. Students are able to participate Mathematics competitions and achieve satisfactory results.
Method(s) of Evaluation	<ol style="list-style-type: none"> 1. Students have more than 80% attendance. 2. More than 80% of the participants agree that the courses are useful to them.
People Responsible	Vice-principal, Panel Head of Mathematics

**Programme Plan for
After-school Learning and Support Programmes (ASLSP)
2016/17 School Year**

Credit		Debit	
	HK\$		HK\$
Surplus b/f	111,575.00	1. Chinese Instrumental Training Course	30,000.00
16/17 ASLSP	172,800.00	2. Western Instrumental Training Course	45,000.00
		3. Language Classes	100,000.00
		4. Interest Classes	20,000.00
		Balance c/f	89,375.00
	284,375.00		284,375.00

**Programme Plan for
School-based After-school Learning and Support Programmes
2016/17 School Year**

Name of School : Madam Lau Kam Lung Secondary School of MFBM

Project Coordinator : Mr. LOO Yiu-wah Contact Telephone No. : 2456 6616 .

Name of Activity	Chinese Instrumental Training Course	Western Instrumental Training Course
Objectives of the Activity	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.
Success Criteria	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.
Method(s) of Evaluation	1. Questionnaires for Participants. 2. Teachers' Class Observations.	1. Questionnaires for Participants. 2. Teachers' Class Observations.
Period/Date Activity to be held	From September 2016 to August 2017	From September 2016 to August 2017
Estimated No. of Grant Beneficiaries*	15	15
Estimated Expenditure	\$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	Interest Classes
Objectives of the Activity	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).
Success Criteria	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.
Method(s) of Evaluation	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.
Period/Date Activity to be held	From September 2016 to August 2017	From September 2016 to August 2017
Estimated No. of Grant Beneficiaries*	25	20
Estimated Expenditure	$\$4,000 \times 25 = \$100,000$	$\$1,000 \times 20 = \$20,000$

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.

Madam Lau Kam Lung Secondary School of MFBM
Budget for School-based Support for
Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students, 2016/17
[Formerly known as Non-Chinese Speaking Students Grant (NCSSG)]

Credit		Debit	
HK\$		HK\$	
Surplus b / f	430,413.60	1. Employment of 2 GM & 2 CM teachers	1,650,600.00
16/17 NCSSG	1,500,000.00	2. Purchasing Learning Materials for NCS Students	10,000.00
		3. Translation service	50,000.00
		Balance c/f	219,813.60
	1,930,413.60		1,930,413.60

Task Area	Curriculum Development
Major Area of Concern	To support non-Chinese speaking (NCS) students' learning of the Chinese Language to enhance the learning and teaching effectiveness
Strategies /Tasks	<p>To employ 2 GM and 2 CM teachers</p> <ul style="list-style-type: none"> - 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
Benefits Anticipated	<ol style="list-style-type: none"> 1. NCS students overcome the difficulties of learning Chinese as a second language. 2. NCS parents can communicate with the school better. 3. Teachers' workload can be relieved by reducing the class-student ratio. 4. Teachers can concentrate on curriculum development and implementation.
Time Scale	From September 2016 to August 2017
Resources Required	<p>Salary of the teachers = (\$39,000 + \$36,000 + \$28,000 × 2) × 12 months × 1.05 = \$1,650,600 (including 5% MPF)</p>
Success Criteria	<ol style="list-style-type: none"> 1. Favourable responses from NCS students. 2. Better communication with NCS parents.
Method(s) of Evaluation	<ol style="list-style-type: none"> 1. Lesson observation. 2. Inspection of students' exercise books. 3. Feedback from NCS parents.
People Responsible	Vice-principal and Panel Heads of Chinese Language & Basic Chinese Language

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Diversity Learning Grant (Other Programmes) (DLG (OP)), 2016/17**

Credit		Debit	
HK\$		HK\$	
16/17 DLG(OP)	84,000.00	1. Gifted Education Programme (Music)	77,000.00
Transfer from EOEBG	16,100.00	2. Gifted Education Programme (Physical Education)	23,100.00
	100,100.00		100,100.00

Madam Lau Kam Lung Secondary School of MFBM
Budget for Diversity Learning Grant (Other Programmes) (DLG (OP)), 2016/17

Programme	Gifted Education Programme (Music)	Gifted Education Programme (Physical Education (PE))
Strategies & benefits anticipated	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.
Name of programme(s) / course(s) and provider(s)	HKDSE Music course provided by Tuen Mun District Secondary School Heads Association	HKDSE PE course provided by Tuen Mun District Secondary School Heads Association
Duration of the programme	3 years	3 years
Target students	Forms 4 to 6	Forms 4 to 6
Estimated number of students involved in each school year	2016/17 : 2 (F.4) + 4 (F.5) + 4 (F.6) = 10 2017/18 : 3 (F.4) + 2 (F.5) + 4 (F.6) = 9 2018/19 : 3 (F.4) + 3 (F.5) + 2 (F.6) = 8	2016/17 : 3 (F.4) + 0 (F.5) + 0 (F.6) = 3 2017/18 : 2 (F.4) + 3 (F.5) + 0 (F.6) = 5 2018/19 : 2 (F.4) + 2 (F.5) + 3 (F.6) = 7
Resources Required	F.4 : \$7,700 × 2 = \$15,400 F.5 : \$7,700 × 4 = \$30,800 F.6 : \$7,700 × 4 = \$30,800	F.6 : \$7,700 × 3 = \$23,100
Evaluation of student learning / success indicators	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.
Teacher-in-charge	Vice-principal and Panel Head of Music	Vice-principal and Panel Head of Physical Education

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Fractional Post Cash Grant (FPCG), 2016/17**

Credit		Debit	
	HK\$		HK\$
Surplus b/f	205,701.00	1. Employment of 1 Teaching Assistant	189,000.00
16/17 FPCG	170,064.00		
		Balance c/f	186,765.00
	375,765.00		375,765.00

Task Area	Curriculum Development
Major Area of Concern	To promote students' positive behaviour, to enhance students' responsibility and to cultivate students' self-values
Strategies /Tasks	<p>To employ a Student Development Assistant (SDA)</p> <ol style="list-style-type: none"> 1. to take minutes during the meetings of Student Development Committee (SDC); 2. to assist to organize activities/ programmes run by SDC and Activity Committee 3. to input and compile discipline records including students' lateness, awards and punishment records, etc. and all related data; 4. to facilitate internal communications; 5. any other duties related to SDC as and when required; and 6. to input data for Student Learning Profile.
Benefits Anticipated	<ol style="list-style-type: none"> 1. To relief teachers' workload. 2. To update data/records in due course. 3. To provide counseling service to students and to give help to students when they are in urgent need.
Time Scale	From September 2016 to August 2017
Resources Required	<p>Estimated salary of the assistant $= \\$15,000 \times 1 \quad 12 \text{ months} \times 1.05$ $= \\$189,000$ (including 5% MPF)</p>
Success Criteria	<ol style="list-style-type: none"> 1. Activities/functions are held smoothly and successfully with her assistance. 2. Number of students can seek counseling services/help at any time.
Method(s) of Evaluation	<ol style="list-style-type: none"> 1. Accurate updated records. 2. Students' good behavior and positive attitude can be observed.
People Responsible	<p style="text-align: center;">Vice-principal, Teacher-in-charge of Student Development Committee</p>

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Extra Senior Secondary Curriculum Support Grant (ESSCSG), 2016/17**

Credit		Debit	
	HK\$		HK\$
Surplus b / f	251,975.00	1. Employment of 1 GM Teacher	429,000.00
16/17 ESSCSG	250,000.00		
		Balance c/f	72,975.00
	501,975.00		501,975.00

Task Area	Curriculum Development
Major Area of Concern	To provide extra learning opportunities for Elite Students to enhance their learning.
Strategies /Tasks	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.
Benefits Anticipated	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.
Time Scale	From September 2016 to August 2017
Resources Required	Cost for the enrichment classes 1 TA × \$15,000 × 12 months × 1.05 = \$189,000 4 tutors × 40 lessons × 5 hrs × \$300/hr = \$240,000
Success Criteria	<ol style="list-style-type: none"> 1. Students' attendance record. 2. Students' response collected through questionnaires and sharing. 3. Students are able to participate Mathematics competitions and achieve satisfactory results.
Method(s) of Evaluation	<ol style="list-style-type: none"> 1. Students have more than 80% attendance. 2. More than 80% of the participants agree that the courses are useful to them.
People Responsible	<p style="text-align: center;">Vice-principal, Panel Heads of English Language, Chinese Language, Mathematics and Liberal Studies</p>

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Senior Secondary Curriculum Support Grant (SSCSG), 2016/17**

Credit		Debit	
	HK\$	HK\$	
Surplus b / f	534,953.74	1. Employment of 0.5 GM Teachers	239,400.00
16/17 SSCSG	0.00		
		Balance c/f	295,553.74
	534,953.74		534,953.74

Task Area	Curriculum Development
Major Area of Concern	To facilitate the implementation of the New Senior Secondary (NSS) academic structure.
Strategies /Tasks	To employ 0.5 GM teacher using English as the Medium of Instruction (MOI) to teach Non-Chinese Speaking (NCS) students in Liberal Studies so as to relief teachers' workload to concentrate on the curriculum development
Benefits Anticipated	<ol style="list-style-type: none"> 1. Teachers' workload can be relieved by reducing the class-student ratio. 2. Teachers can concentrate on curriculum development and implementation.
Time Scale	From September 2016 to August 2017
Resources Required	Salary of the teachers = \$38,000 × 0.5 × 12 months × 1.05 = \$239,400 (including 5% MPF)
Success Criteria	<ol style="list-style-type: none"> 1. Favourable responses from NCS students. 2. Good performance in teaching and administrative duties.
Method(s) of Evaluation	<ol style="list-style-type: none"> 1. Staff appraisal 2. Lesson observation 3. Inspection of students' exercise books
People Responsible	Vice-principal, Panel Head of Liberal Studies

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Career and Life Planning Grant (CLPG), 2016/17**

Credit		Debit	
	HK\$		HK\$
Balance b/f	88,904.00	1. Employment of 1 GM teacher	434,700.00
Career and Life Planning Grant	566,880.00	2. Employment of 1 Teaching Assistant	25,200.00
		3. Teaching tools and services fees	140,200.00
		4. Production fee & Travelling fee	45,000.00
		Balance c/f	10,684.00
	655,784.00		655,784.00

Task Area	Student Support
Major Area of Concern	To enhance the capacity of career team for life planning education
Strategies /Tasks	<ul style="list-style-type: none"> - To reduce the teaching workload of members of career team to take forward comprehensive life planning education and career guidance service. - To enhance the professional development of members of career team. - To enrich the contents and expand the scope of their existing level of career guidance service.
Benefits Anticipated	It is to empower and enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students.
Time Scale	From September 2016 to August 2017
Resources Required	Salary of the teacher = \$34,500 × 12 × 1.05 = \$434,700 (including 5% MPF) Salary of Teaching assistant = \$2,000 × 12 months × 1.05 = \$25,200
Success Criteria	<ul style="list-style-type: none"> - The career team needs to be empowered to embrace a paradigm shift from career information dissemination to embodying the essence of life planning education in a more co-ordinated and systematic manner. - Members of careers team need to attend relevant professional development courses and participate in seminars / talks / workshops in relation to their work for professional enhancement. - To achieve the objective of having at least two teachers who have completed structured training on life planning education and/ career guidance offer by EDB or equivalent in the next three years. - To plan and implement life planning education and career guidance service in a comprehensive manner.
Method(s) of Evaluation	<ul style="list-style-type: none"> - Compare the career related activities conducted by the career team with that of previous year. - Evaluate the on-site advices given by the consultancy school visits. - Compare the CPD records of members of career team with that of previous year. - Evaluate the performance of career team in the administration, operation and support functions.
People Responsible	Vice-principal and Teacher-in-charge of Careers and Studies Committee

Task Area	Student Support
Major Area of Concern	To raise students' awareness of the importance of life-long career development planning
Strategies /Tasks	<ul style="list-style-type: none"> - Guidance programmes on further studies, training opportunities, streaming and subject choices. (F.1 – F.3). - Revision of Senior Secondary Study Plan Guidance programmes on university admission and course selection - University Taster Programmes or Camps - Visiting local universities - Mock job searching activities and interview workshops for job search and university admission - Professional/Business Partnership Programmes - Mentorship Programmes jointly organised with NGOs, alumni association and PTA - Applied Learning Taster Programmes - Job Shadowing and Work Experience Scheme - Provide tailor made career guidance service for NCS and SEN students.
Benefits Anticipated	Students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations as well as connecting their career/academic aspirations with whole-person development and life-long learning.
Time Scale	From September 2016 to August 2017
Resources Required	<ul style="list-style-type: none"> • \$21,000 × 2 = \$42,000 Pastoral Cares for F.1 and F.2 organized by NGO including individual Student career test) • \$15 × 140 = \$2,100 (Individual Student Planning Tool for F.3 students) • \$7500 × 4 = \$30,000 (seminar and workshops fee for F.1 - F.3) \$2,000 (Life planning education teaching aids for F.1 - F.3) • \$15 × 140 = \$2,100 (Individual Student Online test for F.5 students) • \$30,000 (Individual student planning booklet for F.6 students and website platform for senior form students) • \$3000 × 5 = \$15,000 (seminar and workshops fee for F.4 - F.6) • \$2,000 (Life planning education teaching aids for F.4 - F.6) • \$15,000 Purchasing aids for students and providing subsidization to students for career exploration.
Success Criteria	<ul style="list-style-type: none"> - To help students and their parents to acquire the objectives and get psychologically or motivationally prepared to navigate the career exploration activities - Students understand that personality is connected to NSS subject choices and their future vocation. - Students are aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations. - Students can identify their dominant and secondary inclinations. - Students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be followed. <p>Students should</p> <ul style="list-style-type: none"> - Recognise and understand the differences between vocation, career, work, occupation and job - Recognise employment trends and associated learning opportunities - Identify, select and use career information related to study or occupational choices critically - Understand the qualification system; and comprehend qualifications required and offered by various study or training options - Relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options - Critically evaluate relation of various opportunities to their own career goals
Method(s) of Evaluation	<ul style="list-style-type: none"> - Regular checking of individual student planning booklet. - Conduct regular questionnaires to evaluate the performance of students.
People Responsible	Vice-principal and Teacher-in-charge of Careers and Studies Committee

Task Area	Student Support
Major Area of Concern	To integrate CLP elements into other learning experience
Strategies /Tasks	<ul style="list-style-type: none"> - To promote career-related activity with other committee through Campus TV - To subsidize financing needy students' participation in career exploration
Benefits Anticipated	To enrich relevant school-based service for students by providing career-related learning beyond the classroom.
Time Scale	From September 2016 to August 2017
Resources Required	\$15,000 (production fee of TV programme and upgrade the video equipments) \$3,000 × 10 = \$30,000 (Travelling fee)
Success Criteria	<ul style="list-style-type: none"> - To enrich relevant school-based service for students by providing career-related learning beyond the classroom. - Give a finance support to other subjects and clubs to conduct career-related activities.
Method(s) of Evaluation	<ul style="list-style-type: none"> - Regular questionnaires to evaluate the participation of the students. - Count the number of activities benefited by these subsidies.
People Responsible	Vice-principal and Teacher-in-charge of Careers and Studies Committee

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Strengthening School Administration Management (SAM) Grant, 2016/17**

Credit			Debit
	HK\$		HK\$
16/17 SAM Grant	250,000.00	1. Student Support 1	25,000.00
		2. Student Support 2	60,000.00
		3. Financial Management 1	30,000.00
		4. Financial Management 2	32,000.00
		5. Teaching-related administrative work	30,000.00
		Balance c/f	73,000.00
	250,000.00		250,000.00

Task Area	Student support 1 / teaching-related administrative work	Student support 2
Strategies /Tasks	Replace the self-developed reservation system for school facilities with a system provided by an IT company.	Replace the self-developed CCA management system (including SLP records) with a customized system developed by service provider.
Benefits Anticipated	The reservation of school facilities will be more efficient and the workload to maintain the system is reduced with support provided by professional IT company.	The management of CCA records will be more efficient and the workload to maintain the system is reduced with support provided by professional IT company.
Time Scale	From September 2016 to August 2017	From September 2016 to August 2017
Resources Required	\$25,000 for buying of the IT system.	\$60,000 outsourcing fee for development of the system and data conversion from the old system to the new one.
Success Criteria	More than 90% of the staff agree that the new system is more efficient. The time for the IT Committee to maintain the existing system is reduced by more than 50%.	More than 90% of the staff agree that the new system is more efficient. The time for the IT Committee to maintain the existing system is reduced by more than 50%.
Method(s) of Evaluation	- Comments from staff - Comments from the IT Committee Members	- Comments from staff - Comments from IT Committee Members
People Responsible	Vice-principal and Teacher-in-charge of Information Technology Committee	Vice-principal and Teacher-in-charge of Information Technology Committee

Task Area	Financial management 1	Financial management 2
Strategies /Tasks	Replace the self-developed inventory system with a system provided by an IT company.	Buy an ePayment system from IT company to collect payment from students.
Benefits Anticipated	The management of asset records will be more efficient and the workload to maintain the system is reduced with support provided by professional IT company.	The collection of payment from students will be more efficient and accurate. The risk of money loss will be reduced.
Time Scale	From September 2016 to August 2017	From September 2016 to August 2017
Resources Required	\$30,000 for buying of the IT system and conversion of existing database to the new one.	\$32,000 for buying of the IT system
Success Criteria	More than 90% of the staff agree that the new system is more efficient. The time for the IT Committee to maintain the existing system is reduced by more than 50%.	More than 90% of the staff agree that the system is more efficient and accurate. The number of money loss cases is reduced to zero.
Method(s) of Evaluation	- Comments from staff - Comments from the IT Committee Members	Comments from staff
People Responsible	Vice-principal and Teacher-in-charge of Information Technology Committee	Vice-principal and Teacher-in-charge of Information Technology Committee

Task Area	Teaching-related administrative work
Strategies /Tasks	Buy an OMR marking system with image scanner.
Benefits Anticipated	The marking and statistics of multiple choice test and examination papers and questionnaires will be more efficient and accurate.
Time Scale	From September 2016 to August 2017
Resources Required	\$30,000 for buying of the IT system and an image scanner with sheet feeder.
Success Criteria	More than 90% of the staff agree that the system is more efficient and accurate.
Method(s) of Evaluation	- Comments from staff - Comments from IT Committee Members
People Responsible	Vice-principal and Teacher-in-charge of Information Technology Committee

**Madam Lau Kam Lung Secondary School of MFBM
Budget for Teacher Relief Grant (TRG)(Optional), 2016/17**

Credit			Debit
	HK\$		HK\$
Balance b/f	1,635,332.75	1. Employment of 1 GM Teacher in Chinese Language	453,600.00
16/17 TRG	699,060.00	2. Employment of 1 GM Teacher in Biology	403,200.00
		Balance c/f	1,477,592.75
	2,334,392.75		2,334,392.75

Task Area	Curriculum Development	Curriculum Development
Major Area of Concern	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
Strategies /Tasks	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.
Benefits Anticipated	1. Teachers' workload can be relieved by reducing the class-student ratio. 2. Teachers can concentrate on curriculum development and implementation.	1. Teachers' workload can be relieved by reducing the class-student ratio. 2. Teachers can concentrate on curriculum development and implementation.
Time Scale	From September 2016 to August 2017	From September 2016 to August 2017
Resources Required	Salary of the teacher = \$36,000 × 1 × 12 months × 1.05 = \$453,600 (including 5% MPF)	Salary of the teacher = \$32,000 × 1 × 12 months × 1.05 = \$403,200 (including 5% MPF)
Success Criteria	1. Favourable responses from students. 2. Good performance in teaching and administrative duties. 3. Students who participate in the remedial classes show improvement in their academic results.	1. Favourable responses from students. 2. Good performance in teaching and administrative duties. 3. Students who participate in the remedial classes show improvement in their academic results.
Method(s) of Evaluation	1. Lesson observation 2. Inspection of students' assignment and assessment 3. Staff appraisal	1. Lesson observation 2. Inspection of students' assignment and assessment 3. Staff appraisal
People Responsible	Vice-principal and Panel Head of Chinese Language	Vice-principal and Panel Head of Biology