

Shun Tak Fraternal Association
Leung Kau Kui College
順德聯誼總會梁銶琚中學



School Development Plan
2014 – 2015
(Major Concerns and Implementation Plan)

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A. School Development Plan

(1) **Vision of Shun Tak Fraternal Association in Education**

- 1) Shun Tak Fraternal Association has the vision in education to propagate the vast Chinese culture, with the benevolent virtues of Confucianism as its conviction for setting its educational and pedagogical ideals.
- 2) Our school motto is ‘Erudition. Propriety. Commitment. Honesty.’, a mission upheld by our sponsoring body, Shun Tak Fraternal Association.
- 3) The STFA priority objectives in education are: to build each student into a person of positive values and integrity, and a responsible citizen zealous for serving the community and contributing to the nation; and
- 4) to help students attain proficiency in the languages of Chinese and English; and
- 5) to instill in our students an untiring quest for knowledge and to cultivate an intrinsic persistence in the habit of life-long learning; and
- 6) in all, to deliver quality education for our young generation.

(2) **Our School Targets**

- 1) To offer whole-person education for every student, in which there is a broad, balanced and all-round development (Ethics, Intellect, Physique, Social Skills and Aesthetics), so that they can fully develop their potential and be well-equipped for further studies, work and their future lives.
- 2) To provide student-based diversified learning opportunities that cater for the unique learning interests, abilities and aptitude of every student in our diverse society.
- 3) To formulate dedicated strategies of learning and teaching to accelerate students’ attainment of bi-literacy and tri-lingualism, giving them an edge for future endeavours in a global context.
- 4) To foster students’ skills repertoire in information technology, higher-order thinking, and studies management that enable them to confidently meet the challenges in a knowledge-based and information-driven society.
- 5) Our school offers a progressive learning environment to assist students in their life-wide learning and collaborative learning. We strive to elicit students’ readiness, skill proficiency, as well as motivation in self-directed learning, making it a habit of spontaneity that is the key to successful life-long learning.
- 6) To maintain interactive communication with parents and other members of the community, aiming to bring forth concerted efforts that contribute to the total growth of our students. By partnership with and drawing on appropriate community resources, we provide students with sufficient opportunities for services and participation in community affairs.
- 7) Continuous Professional Development is a core strategy for elevating the professionalism of our teachers. It keeps them well abreast of the changing pedagogical paradigms and other socio-economic progress.

(3) Our Three-year Development Plan (2013-2016)

I. Helping Students in Establishing Personal Goals

Encouraging students to actively target their personal objectives in their studies and life plans arising from their own interests and aspirations. They have to adhere to these plans according to action proposals and conduct timely reviews and adjustments according to changing circumstances and needs.

1. Orienteering students in setting up their individualized personal goals (both in short-term and mid-term), and making apt proposals for action.
2. Imparting on junior form students the importance of “Careers and Life Planning”; coaching them in the fundamentals of drawing up their roadmaps.
3. Widening students’ horizons and embarking on a more balanced and all-round development.
4. Strengthening counseling in the multiple paths of further studies via expanding the scope of information access and guiding them to make informed choices.
5. Helping students to sift out and shape their own life directions, via a better understanding of the job world and acquiring more careers-related field experiences.

	13/14	14/15	15/16
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	✓
4.	✓	✓	✓
5.	✓	✓	

II. Nurturing and Consolidating Students’ Positive Learning Attitudes and Generic Skills

The key success factor in effective learning in students is the building up of students’ positive learning attitudes and habits, and their acquisition and grasp of generic study skills. To this end, effectiveness is to be actualized by converging training efforts in the following key areas:

1. Self-management --- strengthening self-discipline, stress- management skills, and building self-esteem.
2. Communication --- effectively communicating, expressing & listening; skills in appreciation, negotiating, and reaching consensus.
3. Study skills -- nurturing positive attitudes and effective skills, habits/ routines of learning, and skills in handling information.

	13/14	14/15	15/16
1.	✓	✓	✓
2.	✓	✓	✓
3.	✓	✓	✓

III. Strengthening the Culture of Collaboration and Team Work

Eliciting collaboration and more proactive professional exchange among teachers in implementing teaching and learning strategies; enhancing students’ positive learning attitudes and sharpening their generic skills; instilling in our student community the academic benefits of co-operative learning and mutual/peer encouragement.

	13/14	14/15	15/16
	✓	✓	✓

(4) Major Areas of Concern for the year (2014-2015)

I. Helping Students in Establishing Personal Goals

Encouraging students to actively target their personal objectives in studies and in life plans out of their own interest and aspirations. They have to attach to these plans due action proposals and conduct timely reviews and adjustments according to changing circumstances and needs.

1. Whole-school Programme “I have a dream” for strengthening “Career and Life Planning” education; Life Education Programmes and Senior Forms Careers Planning Day aiming at orienteering students in setting up their individualized personal goals and making apt proposal of action plan(s) so as to assist students to pursue and actualize their dreams towards life
2. Further imparting on students the importance of “Career and Life Planning”, and enhancing their skills of drawing up their roadmaps --- Enhancement programme “DREAM- A Shared Dream” for Form 1 to Form 4 students; “Let us shine – A Journey to Success” for Form 2 students
3. Reinforcing the endeavor towards widening students’ horizons and striving for a balanced and all-round development --- the F.1 “An Art and A Sport for Life” Scheme

II. Nurturing and consolidating Students’ Positive Learning Attitudes and Generic Skills

The key success factor in effective learning is the build-up of positive learning attitudes and habits among students, their acquisition and grasp of generic skills in studies. To this end, effectiveness is to be actualized by converging training efforts in the following aspects :

1. Self-management --- strengthening self-discipline, stress-management skills, and building self-esteem

The Healthy School Program Adventure Camp for all F.1 students, and the F.3 Outdoor Adventure & Experiential Learning Wild Day Camp are held to unleash students’ capacity in self-management, confidence, team spirit, and problem-solving powers. They will build up a stronger sense of self-competence to embrace challenges ahead. The Enhanced Smart Teen Project F.2/F.3 Boot Camp is to provide a sound platform to upgrade their sense of self-discipline and team-spirit building.

2. Communication --- effectively communicating, expressing and listening; skills in appreciation, negotiating and building consensus.

Through the Healthy School Program F.2 Peaceful Energy Training Camp, the Enhanced Smart Teen Program Adventure Tournament (F.2/F.3), and the Adventurship cum Voluntary Service Programme (F.2/F.3), participants learn to handle and resolve conflicts, manage emotions of anger, conduct problem-solving collaboratively with team-mates.

3. Study skills --- nurturing positive attitudes in learning, effective skills and habits/ routines of learning, and collecting & handling information.

The following measures are launched to help students reach excellence in their academic pursuits :

Nurturing study skills of Form 1 students; Student Collaborative Learning and Independent Study training programmes launched in F.1 or F.2 subjects of Liberal Studies, History & I.S.; Promotion of perseverance and commitment in studies by setting clear requirements for individual study work items alongside the provision of timely teachers' responses and appropriate follow-up work.

III. Strengthening the Culture of Collaboration and Team Work

Eliciting collaboration and proactive professional exchange among teachers in implementing teaching and learning strategies; elevating students' positive learning attitudes and sharpening their generic skills; instilling in our student community the academic benefits of co-operative learning and mutual/peers interaction and encouragement.

1. Optimizing the Teacher Professional Development Plan and programmes on the Staff Development Days, with a view to positioning our development goals and soliciting greater teamwork.
2. Improving students' communication, collaboration, and teamwork skills --- the Healthy School Program : Team-building Day for Guidance Prefects.

The above suggested measures are aligned with the spirit worded in our 2014-15 school motto:

Fulfilment with Endurance. Enrichment through Perseverance.

「誠勇毅承擔盡己任 勤嚴治學求新知」

(5) Implementation Plan for the year (2014-2015)

Major Concern 1: Helping Students in Establishing Personal Goals

To encourage students to actively target their personal objectives in studies and in life plans based on their interest and aspirations. They have to attach to these plans due action proposals and conduct timely reviews and adjustments according to changing circumstances and needs.

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Staging various programmes that help students actualize their dreams --- by orienteering students in setting up their individualized personal goals and action plans for the current academic year: <ul style="list-style-type: none"> • Whole-school Programme “I have a dream” for strengthening “Career and Life Planning” education • Life Education Programmes • Senior Forms Careers Planning Day 	2014-2015 academic year	<ul style="list-style-type: none"> • Through these activities students’ self-understanding and aspirations/dreams towards studies and towards life are elicited and enhanced. • Students can set up their individualized personal goals for the current academic year, and subsequently proposing appropriate action plan(s) • Most students set up practicable work plans for subject studies, for career aspirations, and for life paths. 	<ul style="list-style-type: none"> • Students’ reflections and suggestions made in the program worksheets and while participating in the workshops • Observation by Form Teachers and Career Teachers 	Career Guidance Committee	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Further bestowing on students the importance of “Career and Life Planning”, and enhancing their skills in drawing up their roadmaps</p> <ul style="list-style-type: none"> • Enhancement programme “DREAM - A Shared Dream” for F.1 to F.4 students; • “Let us shine – A Journey to Success” for F.2 students 	2014-2015 academic year	<ul style="list-style-type: none"> • Students become aware of the importance of “Career and Life Planning” • They learn to review and revise their roadmaps regularly. 	<ul style="list-style-type: none"> • Scope and breadth of career information disseminated • Students’ reflection & feedback worksheets upon completion of activities • Observing students’ participation in group developmental activities • Reviews at committee meetings 	Career Guidance Committee, Life Education Team	
<p>3. Enhancing the endeavour towards widening students’ horizons and setting forth for a more balanced and all-round development</p> <ul style="list-style-type: none"> • the F.1 “An Art and A Sport for Life” Scheme 	2014-2015 academic year	<ul style="list-style-type: none"> • 80% of students have got a genuine experience of the chosen art/sport, while some of them will develop an interest to pursue it further, e.g. joining the school teams. 	<ul style="list-style-type: none"> • Comments from instructors / class tutors of the courses • Observing students’ participation 	Departments of Music and P.E.	

Major Concern 2: Nurturing and consolidating Students' Positive Learning Attitudes and Generic Skills

The key success factor in effective learning is the build-up of positive learning attitudes and habits among students, and their acquisition and grasp of generic skills in studies. To this end, effectiveness is to be actualized by converging training efforts in the following aspects :

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Self-management --- strengthening self-discipline, stress-management skills, and building self-esteem <ul style="list-style-type: none"> • The Healthy School Program: Adventure Camp for all F.1 students; • F.3 Outdoor Adventure & Experiential Learning Wild Day Camp; • The Enhanced Smart Teen Project F.2/F.3 Boot Camp 	2014-2015 academic year	<ul style="list-style-type: none"> • An improvement in students' capacity in self-management, confidence, team spirit, and problem-solving abilities. • Through activities students build up a stronger sense of self-competence to embrace any challenges ahead. • The Enhanced Smart Teen Project F.2/F.3 Boot Camp can provide an effective platform to enhance participants' sense of self-discipline and team spirit. 	<ul style="list-style-type: none"> • Students' Reflection & Feedback worksheets upon completion of activities • Guidance committee review reports 	Guidance committee	
2. Communication --- effectively communicating, expressing and listening; skills in appreciation, negotiating and making consensus. <ul style="list-style-type: none"> • the Healthy School Program Peaceful Energy Training Camp (F.2); • the Enhanced Smart Teen Program Adventure Tournament (F.2/F.3); • Adventurship cum Voluntary Service Programme (F.2/F.3), 	2014-2015 academic year	<ul style="list-style-type: none"> • In a campus community setting, students can effectively communicate with others during daily activities of study, or throughout campus life, • Coach students about better skills while working in groups (listening, appreciation, negotiating, making 	<ul style="list-style-type: none"> • Evaluate students' spontaneity and efforts made to achieve effective communication with others in the program activities • Guidance committee review reports 	Guidance committee	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		consensus, etc.). • Participants learn to handle and resolve conflicts, manage emotions, and to conduct problem-solving collaboratively with team-mates.			
3. Study strategies --- a range of programs or measures to be launched to help students improve in, and reach excellence in their academic pursuits: a) <u>Study skills</u> • Programme for nurturing Generic and Study Skills in F.1 students; • Learning activities that aim at soliciting Independent Study / Self-regulated Learning, and Student Collaborative Learning; • The above programmes are mediated and delivered collaboratively in pre-designed learning activities (in-lesson or after-class) of the subjects of F.1 History, L.S. & I.S., and in F.2 I.S. and L.S.	2014-2015 academic year	• In the variety of classes and programs students are instilled with the importance of nurturing positive attitudes in learning, • Students have adequate experiences in collaborative learning. • Study skills coached in the F.1 program should include --- generic study skills, effective habits/ routines of learning, collecting & handling information, self-regulated learning (SRL) related experiences. • 75% of the F.1 student population get used to the routines for pre-lesson preparation of subject content with reasonable autonomy. • Subject teachers to be kept updated of the pedagogical use of the	• Evaluate the scope and relevance of the skills coached in lessons / student workshops. • A comprehensive set of generic/study skills are identified and coached in a structured and time-framed plan (from S1 progressively to S3), tailor-made for students' academic needs and attending to sustainability in our instructional uses. • Subject meeting reviews, and suggestions on potential applications, if any, of these skills within subject context. • Curricular adjustments and lesson plans made to adopt the use of skills in subjects. • Evaluation reports of subject panels (esp. in the subjects of History,	Academic Committee, All Panel Heads	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>b) <u>Optimizing benefits in student work</u></p> <ul style="list-style-type: none"> • Promotion of perseverance and vigour among students towards studies, by consolidating the homework policy; • Subject departments stepping up the implementation of their homework/ assignment scheduling ---- delivery, marking and tracking of student progress and learning outcomes • At school-level, in a certain subject at a chosen form, a number of students' work items (portfolio randomly selected from different classes) will be scrutinized by the panel head and then Principal/Vice Principals. 	<p>2014-2015 academic year</p>	<p>skills that are coached.</p> <ul style="list-style-type: none"> • A stronger spirit of self-directed learning can be fostered among students by revitalizing their motivation and greater involvement in doing exercises and assignments. • Enhancing students' devotion and vigour in studies by the strategy of giving them more purpose-designed and well-structured homework assignments. • Setting clear requirements for individual study work items • Timely provision of teachers' responses to students' work and follow-up. • In their subject year plan, panels heads have compiled a separate and clearly-stated section, in summary form, about the 	<p>L.S. & I.S.) with respect to the pedagogical outcomes after field trials.</p> <ul style="list-style-type: none"> • Reviews at the Panel Heads meeting. • Via subject meetings and panel instructions member teachers are reminded of the importance of serious efforts in marking students' assignments. • The subject panel has worked out the mechanism of more frequent and thorough scrutiny of student work so as to foster "assessments for learning". • Building a comprehensive set of practices/protocols to capture the salient mechanisms for effective homework implementation, recording, marking, feedback, and staff appraisal • The quality and timeliness of subject teachers' marking 	<p>All Panel Heads</p>	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		objectives, types and amount of homework given for the different forms. • Subject's homework schedule information (in simple form) has been disseminated to students, e.g. via intranet e-Class.	student assignments and giving useful feedback • Subject panel records and reviews in meetings • Appraisal records of student work scrutiny		

Major Concern 3: Strengthening the Culture of Collaboration and Team Work

Eliciting collaboration and more proactive professional exchange among teachers in implementing teaching and learning strategies; enhancing students' positive learning attitudes and sharpening their generic skills; instilling in our student community the academic benefits of co-operative learning and mutual/peer interaction and encouragement :

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Optimizing the Teacher Professional Development Plan and programmes in the Staff Development Days, with a view to positioning our development goals and to eliciting greater teamwork.</p> <ul style="list-style-type: none"> Promote collaboration spirit among all teachers through film (My Voice, My Life, 爭氣) appreciation activities on Staff Development Day. A sharing session would be conducted by the movie producer after watching the film.; 	2014-15 academic year	<ul style="list-style-type: none"> 70% participants who joined the program agree that the program can help enhance their collaboration and teamwork spirit. Teachers become more aware of the importance of education vision and mission. 	<ul style="list-style-type: none"> Observations, teachers' questionnaires 	SSE Staff Development and Welfare Committee	
<p>2. Improving students' communication, collaboration, and teamwork skills</p> <ul style="list-style-type: none"> The Healthy School Program: Team-building Day for F.2 students and Guidance Prefects ; 	2013-14 academic year	<ul style="list-style-type: none"> In the Healthy School Program, the F.2 students and guidance prefects are inspired the importance of positive learning attitudes after participating in the team building activities of the program. 70% participants who joined the program agree that the program can help enhance their communication, collaboration, and teamwork skills. 	<ul style="list-style-type: none"> Guidance Committee's review reports School-based students' questionnaire. 	Guidance Committee	

B) Diversity Learning Grant (DLG) (2014-2015)

In the implementation of the New Senior Secondary Curriculum, we make every effort to offer as a great variety of learning experiences as possible for our students. The Diversity Learning Grant (DLG) is provided by the Education Bureau to help schools to diversify their NSS curriculum to cater for students' needs. To broaden students' horizons, increase their cultural exposure and maximize their future career possibilities, the grant allows for the provision of "Other Languages" courses, such as French, Japanese, Spanish and German. These language courses shall lead to the Advanced Supplementary (AS) Level language examinations offered by the Cambridge International Examinations and administered by the Hong Kong Examinations and Assessment Authority (HKEAA). Besides, this grant can be used to support programmes for gifted students which include enhancement programmes (both enrichment, i.e. breadth and extension and / or depth and pace) offered by schools / academic associations / professional bodies; credit-bearing courses especially designed and offered by tertiary institutions targeted for talented / gifted students at senior secondary level; and all programmes provided by the Hong Kong Academy for Gifted Education.

In 2014-2015, our financial budget on Diversity Learning Grant is as follows:

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 187,874.40
Revenue: Government Grant	<u>98,000.00</u>	<u>171,500.00</u>
	<u>98,000.00</u>	<u>359,374.40</u>
Expenditure:		
1. Gifted Education Programmes	100,000.00	
2. Tuen Mun Network Courses (P.E. & Music)	70,000.00	
3. Tuen Mun Network Courses (Other Languages)		125,800.00
4. Hiring a Japanese teacher		18,900.00
5. Purchasing necessary reference materials and equipment		<u>5,000.00</u>
	<u>\$ 170,000.00</u>	<u>\$ 149,700.00</u>
Deficit covered by EOEBG	\$ <u>(72,000.00)</u>	
Balance brought forward for next school year		\$ <u>209,674.40</u>

C) Capacity Enhancement Grant (CEG) (2014-2015)

Starting from the 2000/01 school year, CEG is provided to relieve teachers' workload so that teachers have enhanced capacity to concentrate on the critical tasks in the education reforms. (24 classes or above at \$557,148 per annum for 2014/15) Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:

- (a) curriculum development, including the integration of information technology in teaching;
- (b) enhancing students' language proficiency; and
- (c) coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.

Under the Voluntary Optimisation of Class Structure Scheme, the number of classes in our school will be changed from 28 (in 2012-2013) to 24 (in 2016-2017). The EOEBG and other government grants will be adjusted accordingly. However, we foresee that we need a lot of funding in future years to cope with the curriculum reforms as well as the manpower mismatch problem. As a result, we need to reserve some funding for future use.

On the other hand, we have other funding (SSCSG) at the time being to employ Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We therefore plan not to use the CEG in 2014-2015. We will keep in view the situation and plan for the use of CEG in the coming years in due course.

Total Budget :	\$ 0
For year 2014-2015 :	
Funding from EDB \$557,148 will be retained and incorporated in the total balance of EOEBG for future use.	

D) School-based After-school Learning and Support Programmes Grant (2014-2015)

The School-based After-school Learning and Support Programmes Grant is a cash grant to subsidize activities organized and/or services rendered for needy students to participate in after-school learning and personal developmental programmes. The primary target group is disadvantaged students with learning and/or adjustment difficulties in the school. The learning outcomes and improvements in affective aspects observed in the target students are important measurement and evaluation of the effectiveness of the programmes delivered.

Our school-based programme comprises two components, one for enhancing learning and study academically, while the other is to bring forth affective development. Our proposed plan is as follows:

Item	Details of plan	Budget
1)	<p>Employing a Teaching Assistant to organize After-school Learning Programmes</p> <p>The programmes comprise the following modules held in a time-framed series of courses/workshops: (i) pre-test and pre-examination study skills review classes, (ii) enhancement workshops on study skills, and (iii) advanced thinking skills training</p> <p>Target students : 100 students from Form 1 to Form 3.</p>	\$100,800
Total Budget :		\$100,800
<p>For year 2014-2015 :</p> <p>Balance b/d \$30,750 + fund from EDB \$70,400 – total expenditure \$100,800 = Balance c/d <u>\$350</u></p>		

E) Learning Support Grant for Secondary Schools (LSGSS) (2014-2015)

This grant is provided by the Education Bureau to enhance the support for students with special educational needs (SEN). The provision of the LSGSS is based on the number of students with SEN enrolled at the school. Schools can flexibly and strategically deploy the LSGSS on measures for supporting students with SEN. Specifically, the LSGSS can be used for:

- (a) employing additional teaching staff and/or teaching assistants;
- (b) procuring outside professional services;
- (c) purchasing teaching resources and/or aids;
- (d) organizing learning activities or related activities to promote an inclusive culture; and
- (e) conducting school-based teacher training activities on integrated education.

Our proposed plan is as follows:

Item	Details of plan	Budget
1)	<p>Procurement of services from an outside counselling service provider</p> <p>Provide supportive social work service for SEN students/ parents and other students with greater psychosocial needs as stated in the proposal (including casework; planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources)</p>	\$188,000
2)	<p>Organizing learning activities or related activities to promote an inclusive culture.</p> <ul style="list-style-type: none"> ■ Some learning programmes are organized to promote an inclusive culture. ■ Through co-operative learning activities, the mutual acceptance among students can be further promoted. 	\$6,000
Total Budget :		\$194,000
<p>For year 2014-2015 :</p> <p>Balance b/d \$24,128.20 + fund from EDB \$195,000 – total expenditure \$194,000 = Balance c/d <u>\$25,128.20</u></p>		

F) Teacher Relief Grant (TRG) (2014-2015)

The Teacher Relief Grant aims at simplifying the administrative procedure for appointing supply teachers to replace teachers on leave and providing flexibility for schools to opt to obtain a cash grant by freezing up to 10% of their teaching establishment in aided schools established with an incorporated management committee (IMC). Schools will have enhanced financial support and autonomy in planning their manpower deployment, organising staff professional development and student learning activities, and employing staff of various disciplines.

After detailed planning and discussion, our plan for the application of TRG will be:

Item	Details of plan	Budget
1)	Employment of one Contract Teacher of Mathematics and ICT <ul style="list-style-type: none"> ● To enhance the learning and teaching in senior forms Mathematics ● To support the curriculum development of ICT 	\$ 407,040
2)	Employment of one Assistant Teacher of Mathematics <ul style="list-style-type: none"> ● To enhance the learning and teaching in junior forms Mathematics ● To organize some after-school learning programmes for the needy students 	\$ 148,680
3)	Employment of supply teachers for substituting teachers on sick leave or study leave	\$ 70,000
Total Budget :		\$ 625,720
For year 2014-2015 : Balance b/d \$54,047.63 + Annual recurrent cash grant \$177,531.00 + Optional cash grant \$449,175.00 (freezing 1 teaching post temporarily) – total expenditure \$625,720.00 = Balance c/d <u>\$55,033.63</u>		

G) Senior Secondary Curriculum Support Grant (SSCSG) (2014-2015)

Starting from the 2012/13 school year, each secondary school will be provided with a cash SSCSG equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) per New Senior Secondary (NSS) class. Schools may use the SSCSG flexibly for recruiting teachers or teaching assistants, and buying services and learning and teaching materials to facilitate the implementation of the NSS curriculum.

After detailed planning and discussion, our plan for the application of SSCSG will be:

Item	Details of plan	Budget
1)	<p>Employment of two Administrative Support Staff</p> <p>To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in this school.</p> <p>To support the implementation of SBA in NSS subjects, learning & teaching activities of the language subjects and etc.</p>	$\$5,300 \times 1.05 \times 12$ $+$ $\$12,000 \times 1.05 \times 12$ $= \$217,980$
2)	<p>Employment of two Teaching Assistants in support of school-based assessment activities and policies, project learning, and in some subjects.</p> <p>The T.A.'s supporting work helps to create space for teachers who are involved in curriculum development of Liberal Studies (Form 1-3), Integrated Humanities (F.4), and Liberal Studies (NSS). They also help teachers with the administrative chores in the implementation work of School-based Assessment in F.4-6 Chinese Language and English Language.</p>	$\$10,000 \times 1.05 \times 12$ $+$ $\$10,200 \times 1.05 \times 12$ $= \$254,520$
3)	<p>Form 1 – Form 5 Mentoring Scheme</p> <p>Target group: F.1 to F.5 students with learning difficulties and low achievements. Mentors provide tutoring of academic subjects plus advice on students' study skills and the daily developmental problems that they may encounter in their school life. Service period is after the second form-test up to the time after the final exam (after school, May to July). Mentors are recruited from the current F.6 students or former students studying at universities.</p> <p>In addition, some F.4 students who fail their final exams have to re-attempt the exams. Mentors are recruited to provide assistance to their preparation. Moreover, some F.1 and F.2 students are relatively weak in Mathematics. Two mentors are recruited to organize some tutorial classes to these students during the summer holidays.</p>	<p>Mentors \$42,000 + Re-exam \$10,000 + Summer classes \$7,000 = \$59,000</p>
Total Budget :		\$531,500
For year 2014-2015 :		
Balance b/d \$393,666.61 + fund from EDB \$724,673 – total expenditure \$531,500 = Balance c/d <u>\$586,839.61</u>		

H) Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2014-2015)

To facilitate sustainable development of secondary schools under the New Senior Secondary (NSS) academic structure, the Education Bureau (EDB) invited schools operating five or more Secondary One (S1) classes to consider optimising their class structure by means of class reduction on a voluntary basis.

In line with the existing measures provided under the Scheme, schools will be disbursed with an extra SSCSG provision in the amount of \$0.25 million per annum for a total of five years. The designated disbursement period will be the first five years from the commencement of S1 class reduction (i.e. from the 2011/12 school year to 2015/16 school year for LKKC).

Schools may use the grant flexibly for recruiting teachers, teaching assistants and / or procuring services to enhance the quality of education.

Our proposed plan is as follows:

Item	Details of plan	Budget
1)	Employment of one Contract Teacher of Chemistry and Integrated Science <ul style="list-style-type: none"> ● To enhance the learning and teaching in senior forms Chemistry and junior forms Integrated Science 	\$322,224.00
Total Budget :		\$322,224.00
For year 2014-2015 :		
Balance b/d \$97,786.80 + fund from EDB \$250,000 – total expenditure \$322,224.00		
= Balance c/d <u>\$25,562.80</u>		

I) Career and Life Planning (CLP) Grant (2014-2015)

The CLP Grant is a recurrent provision which will be revised annually in line with the adjustment to the mid-point salary of the Graduate Master pay scale. The prime aim of providing the additional cash grant 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. Specifically, the teaching 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. In addition, we have to enrich the contents and expand the scope of their existing level of career guidance service so as to help students understand their own capabilities, career/academic aspiration, develop positive attitudes towards work and learning and integrate their career/academic aspirations with whole-person development and life-long learning.

The CLP Grant should primarily be used for its major purpose of empowering and enhancing the capacity of the teaching team for life planning education. Where circumstances allow, schools may then use the remainder of the grant to enrich relevant school-based services for students by providing career-related learning beyond the classroom. Such services may include financing the participation of needy students in career exploration; engaging experts, business sector and alumni in related sharing with students; acquiring services to cater for the different career guidance needs of students with a particular background; and other services relevant to life planning education.

Our proposed plan is as follows:

Item	Details of plan	Budget
1)	Employment of one Contract Career Teacher <ul style="list-style-type: none"> ● for empowering and enhancing the capacity of the teaching team for life planning education 	\$407,040.00
2)	Enrichment of relevant school-based services <ul style="list-style-type: none"> ● for providing career-related learning to the students beyond the classroom ● for providing services relevant to life planning education 	\$70,000.00
Total Budget :		\$477,040.00
For year 2014-2015 :		
Balance b/d \$0.00 + fund from EDB \$494,340.00 – total expenditure \$477,040.00 = Balance c/d <u>\$17,300.00</u>		

J) Proposed School Budget (2014-2015)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	3,413,286.00
Composite Information Technology Grant	300,000.00
Noise Abatement Measures Recurrent Subsidy	267,030.00
Capacity Enhancement Grant	0.00
	3,980,316.00
School and Class Grant (Baseline)	1,281,901.30
Lift Maintenance	120,000.00
Air-conditioning Grant for Preparation Room of Laboratories	4,000.00
Integrated Science	6,000.00
NSS Integrated Science	20,000.00
Visual Arts (F1 - F6)	36,000.00
Home Economics	32,000.00
Design & Technology (F1 - F3)	45,000.00
Computer Literacy	500.00
Computer & Information Technology	10,000.00
Putonghua	1,000.00
Supplementary Grant for School-based Management	25,000.00
Training and Development Grant	10,000.00
Moral and Civic Education	5,000.00
Programme Funds for Implementation of Whole School Approach to Guidance & Discipline Grant	8,000.00
Chinese Extensive Reading Scheme	8,000.00
English Extensive Reading Scheme	8,000.00
Composite Furniture and Equipment Grant	650,000.00
	<u>2,270,401.30</u>
Total :	HK\$6,250,717.30

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