

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



School Development Plan

2015 – 2016

(Major Concerns and Implementation Plan)

On Ting Estate, Tuen Mun, N.T.

新界屯門安定邨

Tel : 24580766 Fax : 24400692

Web : <http://www.lkkc.edu.hk> E-mail : info@lkkc.edu.hk

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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 to Establish 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
✓	✓	
✓	✓	
✓	✓	✓
✓	✓	✓
✓	✓	

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
✓	✓	✓
✓	✓	✓
✓	✓	✓

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 2015-2016

Decades of Breeding Excellence Lifetime of Nurturing Brilliance

I. Helping Students to Establish Personal Goals in Academic Pursuit and Career Planning

Encouraging students to actively target and shape their development and life objectives. They would amass career repertoire, explore the working world more widely, and eventually construct clearer study and life plans out of their own interest and aspirations.

1. Launching the “Equipping Teachers, Motivating Students” scheme in junior forms to strengthen life planning education and career guidance. Actions include revitalizing the Junior Form Life Education Programmes, delivering parent mass talks, providing counselling and psychological services, and teacher developments. With this school-based support system, teachers are placed in a more professionally-sound position to aspire and assist in students’ growth.
2. Building proactively and strategically for senior form students an integrated in-house “Life-wide Guidance Package in Career & Life Planning”. The package is an assortment of career guidance events developed by the Careers Counselling Committee, life planning programmes and experiences, self-directed assessments, and workplace visits/internship --- all aim at enhancing students’ self-understanding and evaluation, and elevating their positive attitude in career planning. Students are well-informed and equipped when they head towards actualizing their life plan goals.
3. Enhancing the endeavor towards widening students’ horizons and setting forth for a more 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 for effective learning is the build-up among students’ positive learning attitudes and habits, and their acquisition and grasping 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

Healthy School Programme: students involve in organizing or attending the “Healthy School Information Talk” and the “Healthy School Carnival Variety Fair”. These experiences help to build up students’ self-image. They will build up a stronger sense of self-competence to embrace any challenges ahead.

The Red Cross Group will be established to provide a uniformed-body platform to elicit and upgrade members’ sense of self-discipline and team-spirit; and to enhance their capacity in self-management, boost confidence and self-esteem.

2. Communication --- effectively communicating, expressing and listening; skills in appreciation, negotiating and making consensus.
Healthy School Programme: by joining the Adventurship Experience Programme, participants learn to manage stress, handle and resolve conflicts, apply listening and communication skills, and 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.
Nurturing study skills of Form 1 students --- the dual-FMs of each class can work together to facilitate “Student Collaborative Learning” and “Self-learning” opportunities, thus help build favourable learning habits and routines among the students. Subject panels will design appropriate learning experiences, both during lessons or in co-curricular activities, to inspire students and promote a campus-wide learning atmosphere, and to elicit students' vigour in their studies.
4. Information Technology skills --- nurturing and advancing students’ ability in wisely and critically employing IT skills for search, analysis, selection, presentation and various tasks that handle information.
As prescribed in the “Fourth Strategy on IT in Education” plan, measures include enhancing the campus-wide WiFi facilities; in Form 1, subjects will be scheduled to start at least one IT-based e-Learning teaching package for lessons. These aim at building students’ life-long habits of self-motivated and self-paced learning.

III. Strengthening the Culture of Collaboration and Team Work

Eliciting collaboration and more 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 in the Staff Development Days, with a view to positioning our development goals and to elicit greater teamwork.
2. Improving students’ communication, collaboration, and teamwork skills --- Team-building Day for Guidance Prefects in the Healthy School Programme.

The above suggested measures are neatly aligned along the spirit being worded in our 2015-16 school motto:

Decades of Breeding Excellence. Lifetime of Nurturing Brilliance.

「卅五鍾靈紫異彩 萬千毓秀耀光華」

(5) Implementation Plan for the year (2015-2016)

Major Concern 1: Helping Students to Establish Personal Goals in Academic Pursuit and Career Planning

Encouraging students to actively targeting and shaping their development and life objectives. They would amass career repertoire, explore the working world more widely, and eventually construct clearer study and life plans out of own interest and aspirations.

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Launching the “Equipping Teachers, Motivating Students Scheme” in junior forms to strengthen life planning education and career guidance: <ul style="list-style-type: none"> • revitalizing the Junior Form Life Education Programmes, • delivering parent mass talks, • providing counselling and psychological services, • teachers’ professional developments 	2015-2016 academic year	<ul style="list-style-type: none"> • Through programmes students’ self-understanding and aspirations towards studies and life are elicited and enhanced. • Students can set up their individualized personal goals and subsequently propose appropriate action plan(s) • Most students set up practical work plans for subject studies, for career aspirations, and for life paths. • Through this school-based support system, teachers are placed in a more professionally-sound position (strategies and resources) to assist in students’ growth. 	<ul style="list-style-type: none"> • Reviews of the implementation of the revised Junior Form Life Education Programmes • Students’ reflections and suggestions made in the programme worksheets and while participating in workshops • Observation by Form Teachers and Career Teachers 	Careers Counselling Committee, Life Education Team	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Building proactively and strategically for senior form students an integrated programme “Life-wide Guidance Package in Career & Life Planning”. This in-house developed package is an assortment of :</p> <ul style="list-style-type: none"> • Career guidance events developed by Careers Counselling Committee, • Life planning programmes and experiences, • Self-directed assessments, • Workplace visits/internship 	2015-2016 academic year	<ul style="list-style-type: none"> • Enhancing students’ self-understanding and evaluation, • Elevating their positive attitudes in career planning, • Students are well-informed and equipped when they head towards actualizing their life plan goals. 	<ul style="list-style-type: none"> • Students’ reflection and feedback in worksheets after activities, • Scope and breadth of career information disseminated, • Observing students’ participation in activities, • Reviews at committee meetings 	Career Guidance Committee, Life Education Team	
<p>3. Enhancing the endeavor 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 	2015-2016 academic year	<ul style="list-style-type: none"> • 80% of F.1 students have obtained a genuine experience of the chosen art/sport, • Some students will develop an interest to pursue it further. 	<ul style="list-style-type: none"> • Comments from instructors / class tutors of the courses • Observing students’ participation 	Music and P.E. Departments	

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

The key success factor for effective learning is the build-up of students' positive learning attitudes and habits, and their acquisition and grasping 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
<p>1. Self-management --- strengthening self-discipline, stress-management skills, and building self-esteem:</p> <ul style="list-style-type: none"> • The Healthy School Programme : students will be involved in organizing or attending the “Healthy School Information Talk” and the “Healthy School Carnival Variety Fair”; • Establishing a new uniformed-body, the Red Cross Group 	<p>2015-2016 academic year</p>	<ul style="list-style-type: none"> •The activities provide an effective platform for eliciting improvement in students' capacity in self- management, confidence, team spirit, and problem-solving skills; •Through organizing activities, students build up a stronger sense of self- competence to embrace challenges ahead. •The Red Cross Group can provide a uniformed-body platform to elicit and upgrade members' sense of self-discipline and team-spirit, to enhance their capacity in self-management, and to boost their confidence and self-esteem. 	<ul style="list-style-type: none"> •Students' reflection & feedback worksheets upon completion of activities; •Quality of organizing work by students; •Review reports of Guidance Committee; •Evaluation report from the Red Cross Group 	<p>Guidance Committee, Red Cross Group</p>	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Communication --- effectively communicating, expressing and listening; skills in appreciation, negotiating and making consensus.</p> <ul style="list-style-type: none"> • The Healthy School Programme : joining the Adventurship Experience Programme 	<p>2015-2016 academic year</p>	<ul style="list-style-type: none"> • Adventurship Experience : participants learn to manage stress and emotions, handle and resolve conflicts, apply listening and communication skills, and conduct problem-solving collaboratively with team-mates. • In the campus community, students can effectively communicate with others during daily activities of studies, or throughout campus life. 	<ul style="list-style-type: none"> • The scope and breadth of the skills package that is coached while students are working in groups (listening, appreciation, negotiating, making consensus, etc.). • Evaluate students' spontaneity and efforts to achieve effective communication with others in the programme activities • Review reports of Guidance Committee 	<p>Guidance Committee</p>	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3. Study skills --- nurturing positive attitudes in learning, effective skills and habits/ routines of learning, and collecting & handling information.</p> <ul style="list-style-type: none"> • Nurturing study skills of Form 1 students --- the dual-FMs of each class work together to facilitate “Student Collaborative Learning” and “Self-learning” opportunities, thus help build favourable learning habits and routines among the students. • Subject panels will design appropriate learning experiences, both during lessons or in co-curricular activities, to inspire students and promote a campus-wide learning atmosphere, and to elicit students' vigour in their studies. 	<p>2015-2016 academic year</p>	<ul style="list-style-type: none"> • In the variety of class activities, learning events and programmes, students are instilled with the importance of nurturing positive attitudes and habits in learning; • 70% 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 skills that are coached; • F.1 students have adequate experiences in collaborative learning; • Some F.1 study groups are functioning well, with encouraging participation and academic benefits observed by teachers; • A positive elevation of campus learning atmosphere and students' interest and drive in studies of subjects. 	<ul style="list-style-type: none"> • Evaluate the scope and relevance of the learning skills coached in workshops; • Subject meeting reviews and suggestions in annual plans on potential lesson strategies and co-curricular activities that aim at arousing students' interest and drive in studies; • Evaluation reports from subject panels with respect to the above measure, about the pedagogical outcomes after field trials; • Reviews at the Panel Heads meeting and Form One Form Meeting. 	<p>Academic Committee, All Panel Heads, F.1 Form Meeting</p>	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>4. Information Technology skills --- nurturing and advancing students' ability in employing IT skills for search, analysis, selection, presentation and various tasks that handle information. Measures include:</p> <ul style="list-style-type: none"> • enhancing the campus-wide WiFi facilities; • in this academic year, Form 1 subjects will be scheduled to start at least one IT-based e-Learning teaching package for lessons. • Subject departments draw up plans for IT-based/e-Learning programmes in their junior and/or senior form lesson schemes 	<p>2015-2016 academic year</p>	<ul style="list-style-type: none"> • Teachers have more professional acquisition of experiences and know-how in IT resources (learning ware or facilities); • Teachers identify more pedagogical benefits in e-Learning in lessons; • Students acquire the ability in wisely and critically employing IT skills for search, analysis, selection, presentation, and various tasks that handle information. 	<ul style="list-style-type: none"> • Generate workable IT strategies that help build students' life-long habits of self-motivated and self-paced learning. • Evaluating the adherence of introduced measures to objectives that are prescribed in the "Fourth Strategy on IT in Education" plan, • Subject action plans on IT-based learning • Subject meeting reviews 		

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. Promoting closer relationships among colleagues and building up a supportive school team spirit through fraternal activities.</p> <ul style="list-style-type: none"> ● Enhancing professional training by encouraging members to participate in more workshops relating to teacher development. ● Promoting collaborative culture (collaborative teaching and collaborative learning) by organizing or participating in seminars to enhance the professional development and teaching efficiency. ● Workshop : Life Planning Education 	<p>2015-16 academic year</p>	<ul style="list-style-type: none"> ●70% participants who joined the programme agree that the programme 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"> ● Attendance, Observations, Teachers' questionnaires 	<p>SSE Staff Development and Welfare Committee</p>	

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Improving students' communication, collaboration, and teamwork skills</p> <ul style="list-style-type: none"> The Healthy School Programme: Red Cross uniform group, Adventurous Activities Training ; 	<p>2014-15 academic year</p>	<ul style="list-style-type: none"> In the Healthy School Programme, the Red Cross members, the participants of the Adventurous Activities Training and Guidance Prefects are inspired the importance of positive learning attitudes after participating in the team building activities of the programme. 70% participants who joined the programme agree that the programme can help enhance their communication, collaboration, and teamwork skills. 	<ul style="list-style-type: none"> Review reports of Guidance Committee School-based students' questionnaire. 	<p>Guidance Committee</p>	

B) Diversity Learning Grant (DLG) (2015-2016)

In the implementation of the 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 SS 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 2015-2016, our financial budget on Diversity Learning Grant is as follows:

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 205,600.70
Revenue: Government Grant	<u>91,000.00</u>	<u>168,000.00</u>
	<u>91,000.00</u>	<u>373,600.70</u>
Expenditure:		
1. Gifted Education Programmes	100,000.00	
2. Tuen Mun Network Courses (P.E. & Music)	79,100.00	
3. Tuen Mun Network Courses (Other Languages)		163,200.00
4. Activities for students taking Other Languages		10,000.00
5. Purchasing necessary reference materials and equipment		<u>5,000.00</u>
	<u>\$ 179,100.00</u>	<u>\$ 178,200.00</u>
Deficit covered by EOEBG	\$ <u>(88,100.00)</u>	
Balance brought forward for next school year		\$ <u>195,400.70</u>

C) Capacity Enhancement Grant (CEG) (2015-2016)

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 \$574,415 per annum for 2015/16) 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 more funding for future use.

On the other hand, we have other funding (SSCSG) for the time being to employ Teaching Assistants, Administrative Support Staff and etc. for the objectives stated above. We therefore plan not to use the CEG in 2015-2016. We will keep in view the situation and plan for the use of CEG in the coming years in due course.

Total Budget :	\$ 0.00
For year 2015-2016 :	
Funding from EDB \$574,415 will be retained and incorporated in the total balance of EOEBG for future use.	

D) School-based After-school Learning and Support Programmes Grant (2015-2016)

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 adaptation problems at 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, the other for bringing 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 remedial classes, (ii) enhancement workshops on study skills, and (iii) advanced thinking skills training</p> <p>Target students : 40 students from Form 1 to Form 3.</p>	\$123,600
Total Budget :		\$123,600
<p>For year 2015-2016 :</p> <p>Balance b/d \$350 + fund from EDB \$132,600 – total expenditure \$132,600 = Balance c/d <u>\$350</u></p>		

E) Learning Support Grant for Secondary Schools (LSGSS) (2015-2016)

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)	Procurement of services from an outside counselling service provider <ul style="list-style-type: none"> ■ 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 programmes; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources) 	\$199,000
2)	Organizing learning activities or related activities to promote an inclusive culture. <ul style="list-style-type: none"> ■ Learning programmes are organized to promote an inclusive culture. ■ Through co-operative learning activities, the mutual acceptance among students can be further promoted. 	\$5,000
3)	Procuring Outreaching Occupational Therapy and Speech Therapy Services for the needy students. <ul style="list-style-type: none"> ■ Occupational Therapist and Speech Therapist possess extensive experience and expertise in providing outreaching service for our school. ■ Services include students' individual training and assessment, group treatment on improving students' social skills, consultation on schools syllabi, professional training or consultation for parents. 	\$10,000
Total Budget :		\$214,000
For year 2015-2016 :		
Balance b/d \$44,128.20 + fund from EDB \$214,448 – total expenditure \$214,000 = Balance c/d <u>\$44,576.20</u>		

F) Teacher Relief Grant (TRG) (2015-2016)

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, organizing 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 part-time Assistant Teacher of Biology <ul style="list-style-type: none"> ● To enhance the learning and teaching in Biology classes at junior levels ● To organize some after-school learning programmes for the needy students 	\$ 66,030
2)	Employment of one Administrative Support Staff <ul style="list-style-type: none"> ● 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 at school. ● To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects, etc. 	\$ 138,600
3)	S1 – S5 Mentoring Scheme <ul style="list-style-type: none"> ● Target group: S1 to S5 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. 	\$ 42,000
4)	Employment of supply teachers <ul style="list-style-type: none"> ● For substituting teachers on sick leave or study leave 	\$ 70,000
Total Budget :		\$ 316,630
For year 2015-2016 : Balance b/d \$182,255.75 + Annual recurrent cash grant \$189,956.00 + Optional cash grant \$207,723.60 (freezing 0.4 teaching post temporarily) – total expenditure \$316,630.00 = Balance c/d <u>\$263,305.35</u>		

G) Senior Secondary Curriculum Support Grant (SSCSG) (2015-2016)

Starting from the school year of 2012/13, 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 is as follows:

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 	\$ 448,680
2)	Employment of three Teaching Assistants in support of school-based assessment activities and policies, project learning, and in some subjects. <ul style="list-style-type: none"> ● To create space for teachers who are involved in the curriculum development of Liberal Studies. ● To help the school with the administrative chores in the implementation of School-based Assessment in S4-6 Chinese Language and English Language. 	\$ 353,430
3)	Employment of mentors in summer holidays <ul style="list-style-type: none"> ● S4 students who fail their final exams have to re-attempt the exams. Mentors are recruited to provide assistance to students' preparation. ● Some S1 and S2 students are relatively weak in Mathematics. Two mentors are recruited to organize tutorial classes to these students during the summer holidays. 	\$ 17,000
Total Budget :		\$ 819,110
For year 2015-2016 :		
Balance b/d \$610,235.65 + fund from EDB \$704,028 – total expenditure \$819,110 = Balance c/d <u>\$495,153.65</u>		

H) Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2015-2016)

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 appointing teachers, teaching assistants and / or procuring services to enhance the quality of education.

In 2015-2016, we have other funding (SSCSG) for the time being to employ Teachers, Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We therefore plan not to use the Extra SSCSG in 2015-2016. We will keep in view the situation and plan for the use of Extra SSCSG in the coming years in due course.

Total Budget :	\$ 0.00
For year 2015-2016 :	
Balance b/d \$25,294.30 + fund from EDB \$250,000 – total expenditure \$0.00	
= Balance c/d <u>\$275,294.30</u>	

I) Career and Life Planning Grant (CLPG) (2015-2016)

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 service for students by providing career-related learning beyond the classroom. Such service may include financing needy students' participation in career exploration; engaging experts, business sector and alumni in relevant 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 	\$448,680.00
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 	\$13,900.00
3)	Procurement of services from an outside life planning service provider <ul style="list-style-type: none"> ● for providing staff development on life planning education to our teachers ● for providing career related life education programmes to S1-3 students ● for providing career talks to parents of S1 and S3 students ● for providing school-based life planning supports to S1-3 students by psychologists and/or social workers 	\$146,600.00
Total Budget :		\$609,180.00
For year 2015-2016 :		
Balance b/d \$63,346.30 + fund from EDB \$541,560.00 – total expenditure \$609,180.00 = Deficit covered by EOEBG (<u>\$4,273.70</u>)		

J) Proposed School Budget (2015-2016)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	3,527,327.00
Composite Information Technology Grant	320,000.00
Noise Abatement Measures Recurrent Subsidy	240,000.00
Capacity Enhancement Grant	0.00
	4,087,327.00
School and Class Grant (Baseline)	1,300,000.00
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	1,000.00
Computer & Information Technology	10,000.00
Putonghua	1,000.00
Supplementary Grant for School-based Management	68,000.00
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	10,000.00
Chinese Extensive Reading Scheme	5,000.00
English Extensive Reading Scheme	10,000.00
Composite Furniture and Equipment Grant	900,000.00
	2,583,000.00
Total :	HK\$6,670,327.00

- The End -