

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



School Development Plan

2016 – 2017

(Major Concerns and Implementation Plan)

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September, 2016

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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 (2016-2019)

**Reading boosts bilingual competence.
Collaboration breeds academic excellence.**

I. Enhancing Students' Learning Ability and Building a Proper Learning Attitude

1. To promote Learning by Reading through a variety of strategies. The objective is to enhance students' bilingual ability and their learning effectiveness.
2. Through comprehensive and enriching learning experiences, together with interactive classroom pedagogies, students' interest and confidence will be elevated and their knowledge scope and horizons will be broadened.
3. To encourage collaborative learning to instill an urge to excel academically, a proactive attitude towards learning and an aspiration for higher learning in students.

16/17	17/18	18/19
✓	✓	✓
✓	✓	✓
✓	✓	

II. Developing Students' Self-discipline and Self-management Ability

To develop students' self-discipline, self-restraint so that they become self-regulated, esteemed, dignified and communicative individuals. Through goal setting and demanding high, they will be able to manage their tasks progressively and unleash their potential fully.

16/17	17/18	18/19
✓	✓	✓

(4) Major Areas of Concern for the year 2016-2017

I. Enhancing Students' Learning Ability and Building a Proper Learning Attitude

1. To promote Learning by Reading through a variety of strategies. The objective is to enhance students' bilingual ability and their learning effectiveness.
 - Promoting newspaper reading across the curriculum (including the subjects of English Language, Chinese Language and Liberal Studies).
 - Enhancing our daily Lunch Reading Time by promoting works by famous authors and by including reading materials from various subjects.
 - Promoting extensive reading through a series of activities, including book fairs, book recommendations, themed writer talks and reading award scheme.
2. Through comprehensive and enriching learning experiences, together with interactive classroom pedagogies, students' interest and confidence will be elevated and their knowledge scope and horizons will be broadened.
 - Organizing and coordinating academic programmes across KLAs inside and outside school, such as inter-class History / Liberal Studies quiz show, virtual stock market conquest, Mathematics and Computer intra-school orienteering competition, Hong Kong Student Science Project, and Mathematics, Physics, Chemistry and Geography Olympiads.
 - Planning and holding various experiential learning activities, such as community culture / history walks, themed visits to museums, corporate visits in mainland China and Korean history and culture tours.
 - Enhancing interactive learning through IT
3. To encourage collaborative learning to instill an urge to excel academically, a proactive attitude towards learning and an aspiration for higher learning in students.
 - Coordinating and arranging the formation of study groups with Form 4 and Form 5 students reading the same subjects according to their interests and preference. Supports in terms of venues, learning resources and teaching consultancy will be provided by the school so as to enhance students' learning performances. Such arrangement will start with Form 4 History, Form 4 and Form 5 Geography, and Form 5 Business, Accounting and Financial Studies in this academic year.

II. Developing Students' Self-discipline and Self-management Ability

To develop students' self-discipline, self-restraint so that they become self-regulated, esteemed, dignified and communicative individuals. Through goal setting and demanding high, they will be able to manage their tasks progressively and unleash their potential fully.

- Fostering self-discipline, self-care and cooperation: Form 1 classroom self-management, Form 2 adventure-based training camp, and Form 2 marching competition
- Fostering self-confidence, resilience, communication and team-work spirit: Form 2 and Form 3 Adventure Ship 2-day-1-night training, Form 3 and Form 4 Guidance Prefects training day camp and Red Cross Uniform Group.

The above suggested measures are neatly aligned along the spirit being worded in our 2016-17 school motto:

Reading boosts bilingual competence. Collaboration breeds academic excellence.

「兼善中英廣閱讀 並佳學藝相扶持」

(5) Implementation Plan for the year (2016-2017)

Major Concern 1: Enhancing Students' Learning Ability and Building a Proper Learning Attitude

Enriching students' learning with a life-wide and structured consortium of academic strategies and programmes. These experiences would aspire them to become more motivated in academic explorations, widen their knowledge base, and confidently steer their own learning journeys.

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<p>1. Collating a co-ordinated launch of reading promotion strategies. With a rich package of programmes and activities, the “Learning by Reading” objectives are re-vitalized to assist students in achieving better mastery of bi-lingualism, in developing a positive and genuine interest in reading, in carrying out more extensive reading and, in all, enjoying elevated benefits in learning:</p> <ul style="list-style-type: none"> • enriching Day 5 Lunch Reading Time for reading “What’s Up” issues and passage contributions from more EMI subjects, • optimizing Day 7 Lunch Reading Time for Chinese readings (among subjects of Chinese KLA, L.S. and Chinese History), • a multi-phase “Student Reading Habits Survey” to keep track of the changes in students’ reading habits and interest with time, • an integrated cross-subject platform for effective newspaper cutting pedagogies (in the subjects of English, 	2016-2017 academic year	<ul style="list-style-type: none"> • The wide consortium of programmes and activities elevate students’ interest and aspirations in reading. • Students enhance their capacity in the languages through more reading. • The launch of reading promotion strategies is well coordinated and structured. • Some students start to set up individualized goals and focuses in reading (in terms of subject domains or hobbies). • Students regularly get enrichments and enlightenments during browsing and views exchange over the news 	<ul style="list-style-type: none"> • Reviews of the implementation and outcomes of reading-related events and programmes during subject meetings and panel heads’ meetings. • Reports and reviews in the working meetings of the Reading to Learn Unit • Student questionnaire statistics & reflections from the annual school review process • Using the Student Reading Habits Survey data to set out a reference frame for reviewing the progress and outcomes of the 3-year initiative in reading strategies. 	Academic Committee (Reading to Learn Unit), Library, SSE Unit, Subject departments	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
Chinese and L.S.), <ul style="list-style-type: none"> • setting time-frame of holding concerned events (reading awards, book fairs, book reviews, promoting the works of renowned writers, etc.) throughout the academic year. 		cutting platform.			
2. Instilling in students a sustained zeal to excel in academic pursuits. Via a multi-faceted spectrum of learning experiences and interactive classroom pedagogies, students breed the confidence and the vision to participate and widen their scope of academic explorations in every possible knowledge frontiers: <ul style="list-style-type: none"> • Organizing and coordinating various academic based inter-class competitions in school and some inter-school competitions. For inter-school competitions, regular training sessions for team members are arranged. • The following inter-class competitions will be held in school: 	2016-2017 academic year			<ul style="list-style-type: none"> • SSE unit • Corresponding Committees • Corresponding Subject Departments 	
1) Inter-class Chinese History/Liberal Study competitions (F.1- F.3) in a School Assembly		<ul style="list-style-type: none"> • Students compete seriously in the competition • The other students enjoy watching the competition 	<ul style="list-style-type: none"> • Teacher's observation 	<ul style="list-style-type: none"> • Chinese History department • Civic Committee 	
2) Interclass Mathematics and Computer Orienteering Competition (F.1 – F.3)		<ul style="list-style-type: none"> • Creating a problem-solving atmosphere through the competition 	<ul style="list-style-type: none"> • Observation by teacher • Report from student helpers • Scoring at each check 	<ul style="list-style-type: none"> • Mathematics and Computer departments 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
3) Stock Trading Guru (F.4 – F.5 students studying economics/BAFS) Players buy and sell stocks on the trading days		<ul style="list-style-type: none"> • More than 20 students play the game • Students understand the factors affecting the stock prices, trading platforms and market index 	point <ul style="list-style-type: none"> • Feedbacks from students and teachers • Questionnaire 	<ul style="list-style-type: none"> • Economics department • BAFS department 	
<ul style="list-style-type: none"> • Some selected students will join the following academic based inter-school competitions: <ol style="list-style-type: none"> 1) Mathematics Olympiad Learning Group (Competing in various Mathematics Olympiad Competitions) 2) Hong Kong Physics Olympiad 3) Hong Kong Chemistry Olympiad 4) Hong Kong Geography Olympiad 	2016-2017 academic year	<ul style="list-style-type: none"> • Performance in public competitions • At least 5 students take part in the Hong Kong Physics Olympiad • Performance in public competitions • Performance in public competitions 	<ul style="list-style-type: none"> • Evaluation from students, training tutors and teachers • Students Attendance • Students Attainment • Students Attendance • Students Attainment • Students Attendance • Students Attainment 	<ul style="list-style-type: none"> • Mathematics Team tutors • Physics department • Chemistry department • Geography department 	
<ul style="list-style-type: none"> • Holding different Experiential Learning Activities Widen students' horizons by providing different experiential learning activities and setting forth for a more balanced and all-round development. The activities will be coordinated throughout the academic years.					

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<p>1) Organizing a Chinese Culture Journey providing a chance for students to visit and understand a Chinese Culture Heritage</p> <p>2) Visiting Arts Museum OLE working group will arrange all F.4 students to have a Museum Visit</p> <p>3) Organizing a Visual Arts Exhibition Providing students with different exhibition platforms to display their artwork so as to enhance their self confidence and sense of achievement</p> <p>4) Visiting Enterprise in Guangdong Target groups: F.4 and F.5 students who study Chinese History Under the Reform and Opening of China, the exchange of Hong Kong and China in enterprise and development</p>		<ul style="list-style-type: none"> ● 80% of the targeted students joined the activity. ● Students find enjoyment in the visit. Through the visit, students can broaden their horizon and enrich their art knowledge ● Number of students, parents, alumni and visitors visiting the exhibition ● Comments from visitors ● The performance of students in the visit 	<ul style="list-style-type: none"> ● Evaluation from teachers responsible ● The response of the participants ● Students' visit report ● Teachers' comments ● Visitors' comments ● Students' reports ● Comments of teachers and parents' ● Students' reports 	<ul style="list-style-type: none"> ● Chinese department ● Visual Art department ● Visual Art department ● Chinese History department 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<p>5) <u>South Korea History and Culture Study Tour</u> Target groups: F.4 and F.5 History students (max. 22 students)</p> <ul style="list-style-type: none"> • Visiting historical sites and monuments related to the Korean War and development of South Korea. • Experiencing traditional culture and modern lifestyle of South Korea. • Exploring the relationship between past and present development in South Korea 		<ul style="list-style-type: none"> • Students are able to explain the relationship between past and present development in South Korea both by writing and by verbal presentation • Students are able to express their views on cultural conditions of South Korea nowadays 	<ul style="list-style-type: none"> • Each students submits a 800-word reflection article after the tour • Students report their views on historical and cultural developments of South Korea in class • 2 students give a 5-minute sharing about the tour in the Senior Assembly 	<ul style="list-style-type: none"> • History department 	
<ul style="list-style-type: none"> • In line with The Fourth Strategy on IT in Education (ITE4), we will enhance our infrastructure to cater for the need of using e-textbooks and e-learning resources in class. Besides, each subject department will develop some IT plans in order to excel through realizing the potential of IT in enhancing interactive learning and teaching experiences. 	<p>2016-2017 academic year</p>	<ul style="list-style-type: none"> • 9 subjects, including Chinese Language, Mathematics, Liberal Studies, History, Integrated Science, Home Economics, Design & Technology, Music and Putonghua, will develop at least one teaching package of e-Learning in S1 & S2 classes. • 11 subjects, including English Language, Chinese Literature, Biology, Chemistry, 	<ul style="list-style-type: none"> • Minutes of panel meetings of concerned subject departments • Evaluation reports from concerned subject departments 	<ul style="list-style-type: none"> • Panel heads of concerned subject departments 	<p>iPads, WiFi connections, google accounts, etc.</p>

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
		Physics, Chinese History, Economics, Geography, BAFS, ICT and Visual Arts will develop at least one teaching package of e-Learning in S4 classes.			
<p>3. Encouraging collaborative learning to instill an urge to excel academically, a proactive attitude towards learning and an aspiration for higher learning in students:</p> <ul style="list-style-type: none"> • F.4 History Learning Groups: To help students build the habit of sharing knowledge, ideas and thinking skills that are useful in the course of learning history and preparing for exams. The whole class will be divided into 5 groups of heterogeneous ability, with 4 students each. Each group will be given 10 occasions to work in group and present their ideas in class. • F.4 & 5 Geography Learning Circle: Groups of 4-5 students in F.4 & F.5 are formed to hold group discussions in Geography Room during lunch time and after school and to do regular presentations in class. Two Facebook groups for F.4 and F.5 separately have been launched to discuss some current geography issues. • F.5 BAFS Study Groups 	2016-2017 academic year	<ul style="list-style-type: none"> • Students acquire the habit of collaborative learning in group. • Positive comments from students in the feedbacks and questionnaires • Improved academic performance for the members of the study groups. 	<ul style="list-style-type: none"> • Reports of concerned panel heads on the performance of the learning groups/circles and study groups • Questionnaires and feedbacks from students • Learning log books of different study groups 	Panel heads of concerned subjects, namely History, Geography and BAFS	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<p>Nine groups of 4-5 students in F.5 are formed to hold regular group discussions after school. Challenging tasks in BAFS will be assigned to different groups to promote the exchanges of ideas and academic pursuits.</p> <ul style="list-style-type: none"> Other academic tasks such as English and Chinese oral practices in group will also be organized. 					

Major Concern 2: Developing Students' Self-discipline and Self-management Ability

To develop students' self-discipline, self-restraint so that they become self-regulated, esteemed, dignified and communicative individuals. Through goal setting and demanding high, they will be able to manage their tasks progressively and unleash their potential fully.

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<p>1. Boosting Self-discipline and Enhancing Self-management and Communication skills:</p> <ul style="list-style-type: none"> F.1 classroom self-management; F.2 training camp; F.2 Foot drill competition 	2016-2017 academic year	<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. 	<ul style="list-style-type: none"> Quality of organizing work by students; Review reports of teachers' meetings; 	Guidance Committee, Discipline Committee	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
2. Nurturing self-confidence, communication skills and team spirit. <ul style="list-style-type: none"> • Adventure Experience Programme; • Guidance Prefects training; • Red Cross Uniform Group 	2016-2017 academic year	<ul style="list-style-type: none"> •Adventure 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. •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"> •Evaluate students' spontaneity and efforts to achieve effective communication with others in the programme activities •Review reports of Guidance Committee 	Guidance Committee	

B) Diversity Learning Grant (DLG) (2016-2017)

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 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 2016-2017, our financial budget on Diversity Learning Grant is as follows:

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 172,885.15
Revenue: Government Grant	<u>93,600.00</u>	<u>144,300.00</u>
	<u>93,600.00</u>	<u>317,185.15</u>
Expenditure:		
1. Gifted Education Programmes	100,000.00	
2. Tuen Mun Network Courses (P.E. & Music)	77,000.00	
3. Tuen Mun Network Courses (Other Languages)		125,800.00
4. Activities for students taking Other Languages		10,000.00
5. Purchasing necessary reference materials and equipment		<u>5,000.00</u>
	<u>\$ 177,000.00</u>	<u>\$ 140,800.00</u>
Deficit covered by EOEBG	\$ <u>(83,400.00)</u>	
Balance brought forward for next school year		\$ <u>176,385.15</u>

C) Capacity Enhancement Grant (CEG) (2016-2017)

Starting from the 2000/2001 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 \$588,202 per annum for 2016/2017) 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.

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

Item	Details of plan	Budget
1)	<p>Employment of three Teaching Assistants in support of school-based assessment activities and policies, project learning, and some subjects.</p> <ul style="list-style-type: none"> ● To support school's general administrative work wherever appropriate, concerning subject and IT teaching activities, and any relevant learning and teaching related tasks in the school. ● To support the implementation of SBA in Senior Secondary subjects, learning & teaching activities of the language subjects and etc. ● To create space for teachers who are involved in curriculum development of Senior Secondary subjects. 	\$ 376,110
Total Budget :		\$ 376,110
<p>For year 2016-2017 :</p> <p>Funding from EDB \$588,202 – total expenditure \$376,110 = Amount to be retained and incorporated in the total balance of EOEBG for future use <u>\$182,092</u></p>		

D) School-based After-school Learning and Support Programmes Grant (2016-2017)

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. Observation of the learning outcomes and improvements in affective aspects of 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 an Assistant Teacher 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 (iv) language support to the needy students</p> <p>Target students : 40 students from Form 1 to Form 3.</p>	\$140,595
Total Budget :		\$140,595
<p>For year 2016-2017 :</p> <p>Balance b/d \$350 + fund from EDB \$105,000 – total expenditure \$140,595 = Deficit covered by EOEBG (<u>\$35,245</u>)</p>		

E) Learning Support Grant for Secondary Schools (LSGSS) (2016-2017)

This grant is provided by the Education Bureau to enhance the support for students with special educational needs (SEN). 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 service providers <ul style="list-style-type: none"> ■ To 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). ■ To provide occupational therapy services and speech therapy services for our students in need. ■ To provide services include students' individual training and assessment, group treatment on improving students' social skills, consultation on schools syllabi, professional training or consultation for parents. 	\$220,000
2)	Organizing learning activities or related activities to promote an inclusive culture <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. 	\$15,000
3)	Purchasing teaching resources and/or aids	\$5,000
Total Budget :		\$240,000
For year 2016-2017 :		
Balance b/d \$65,879.20 + fund from EDB \$233,325 – total expenditure \$240,000 = Balance c/d <u>\$59,204.20</u>		

F) Teacher Relief Grant (TRG) (2016-2017)

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 an Assistant Teacher of Chinese Language <ul style="list-style-type: none"> ● To enhance the learning and teaching in Chinese Language ● To organize some after-school learning programmes for the needy students 	\$ 140,595
2)	S1 – S5 Mentoring Scheme <ul style="list-style-type: none"> ● Target group: S1 to S5 students with learning difficulties and low achievements. Mentors are to 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 between the end of the second form-test to the end of the final exam (after school, May to July). Mentors are recruited among the current F.6 students or former students studying at universities. 	\$ 42,000
3)	Employment of supply teachers <ul style="list-style-type: none"> ● For substituting teachers on sick leave or study leave 	\$ 70,000
Total Budget :		\$ 252,595
For year 2016-2017 : Balance b/d \$390,734.88 + Annual recurrent cash grant \$191,402.00 – total expenditure \$252,595.00 = Balance c/d <u>\$329,541.88</u>		

G) Senior Secondary Curriculum Support Grant (SSCSG) (2016-2017)

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)	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 	\$ 490,200.0
2)	Employment of one Contract Teacher of Chemistry and Integrated Science <ul style="list-style-type: none"> ● To enhance the learning and teaching in Chemistry ● To support the curriculum development of Integrated Science 	\$ 328,598.7
3)	Employment of mentors in summer holidays <ul style="list-style-type: none"> ● Some S4 and S5 students who fail their final exams have to re-attempt the exams. Mentors are recruited to provide assistance to their preparation. ● Moreover, some students are relatively weak in Mathematics. Two mentors are recruited to organize some tutorial classes to these students during the summer holidays. 	\$ 17,000.0
Total Budget :		\$ 835,798.7
For year 2016-2017 :		
Balance b/d \$495,153.65 + fund from EDB \$680,256.00 – total expenditure \$835,798.70 = Balance c/d <u>\$339,610.95</u>		

H) Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2016-2017)

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 is 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 2016-2017, we have other funding (SSCSG) at the time being to employ Teachers, Teaching Assistants, Administrative Support Staff etc. for the objectives described above. We therefore plan not to use the Extra SSCSG in 2016-2017. We will keep in view the situation and plan the use of Extra SSCSG in the coming years in due course.

Total Budget :	\$ 0.00
For year 2016-2017 :	
Balance b/d \$275,294.3 – total expenditure \$0	
= Balance c/d <u>\$275,294.3</u>	

I) Career and Life Planning (CLP) Grant (2016-2017)

The CLP Grant is a recurrent provision which is 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 attitude 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 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 	\$490,200.00
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 	\$20,000.00
Total Budget :		\$510,200.00
For year 2016-2017 :		
Balance b/d \$0.00 + fund from EDB \$566,880.00 – total expenditure \$510,200.00 = Balance c/d <u>\$56,680.00</u>		

J) Proposed School Budget (2016-2017)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	3,566,328.00
Composite Information Technology Grant	300,000.00
Noise Abatement Measures Recurrent Subsidy	250,000.00
Capacity Enhancement Grant	376,110.00
	4,492,438.00
School and Class Grant (Baseline)	1,350,000.00
Lift Maintenance	100,000.00
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	90,000.00
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	13,500.00
English Extensive Reading Scheme	10,000.00
Composite Furniture and Equipment Grant	500,000.00
	2,243,500.00
Total :	HK\$6,735,938.00

- The End -