

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



School Development Plan

2017 – 2018

(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 (2016-2019)

Reading boosts bilingual competence.
Collaboration breeds academic excellence.

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

	16/17	17/18	18/19
1. To promote Reading to Learn 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.	✓	✓	

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

	16/17	17/18	18/19
To develop students' self-discipline and 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.	✓	✓	✓

(4) Major Areas of Concern for the year 2017-2018

Reading boosts bilingual competence. Collaboration breeds academic excellence.

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

1. To promote Reading to Learn 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 including reading materials from various subjects.
 - Promoting extensive reading through a series of activities, including cross-boundary Internet reading sharing activities, visits to the Central Library, etc.
 - Holding a five-day Reading Week with activities like book fairs, writers' talks, students' reading sharing sessions and book recommendations, etc.
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 Exchange Tour to sister schools in Shunde for the learning of the development of Contemporary China (F5 students), community culture / history walks, themed visits to Art/History/Science museums, corporate visits in mainland China and Macau history and culture tours.
 - Joining EDB's school-based support schemes for the enhancement of Science, Technology, Engineering and Mathematics (STEM) education in junior forms and development of students' creativity, collaboration and problem-solving skills.
 - Formulating our school's Information Technology policies with a view to enhancing classroom interaction and students' self-directed learning.
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 students reading the same subjects according to their interests and preferences. Support in terms of venues, learning resources and teaching consultancy will be provided by the school so as to foster students' self-directed and collaborative learning experiences for the achievement of elevated learning performance.
4. Enhancing Staff Appraisal System and Staff Development to strengthen teaching efficiency and effectiveness
 - Enhancing the quality of programme plans and evaluation reports of all subjects and committees to facilitate internal communication and monitoring.
 - Establishing a staff appraisal and development record system for individual teachers to facilitate their communication with school.
 - Enhancing lesson observation practices to promote opportunities of peer learning for the promotion of excellence and remedy for weaknesses.

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 cleaning, Form 2 adventure-based training camp, and Form 2 marching competition
- Fostering self-confidence, resilience and communication skills: Life Education programme, anti-drug programme, Form 3 and Form 4 Guidance Prefects training day camp, etc.
- Unleashing students' potential and nurturing team work spirit: all Form 2 students are required to join at least one internal or external team. Internal school teams include PE Team, Chinese Orchestra, String Orchestra, School Choir, Red Cross Youth Group, Anti-drug Cadet, Girl Guide, Social Service Group and Mathematics Team.

(5) Implementation Plan for the year (2017-2018)

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 exploration, widen their knowledge base, and confidently steer their own learning journeys.

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. To promote Reading to Learn through a variety of strategies. The objective is to enhance students' bilingual ability and their learning effectiveness.	2017-2018 academic year				
<ul style="list-style-type: none"> To promote the reading atmosphere through sharing sessions during certain Day 7 morning assemblies and/or some lunch reading times. 	2017-2018 academic year	<ul style="list-style-type: none"> Sharing sessions are conducted by library prefects Students enjoy the sharing sessions 	<ul style="list-style-type: none"> Reports and reviews in the working meetings of the Reading to Learn Unit Questionnaires 	<ul style="list-style-type: none"> Reading to Learn Unit Library 	
<ul style="list-style-type: none"> To optimize the Day 5 & Day 7 lunch reading time by preparing reading articles to the students, including "What's UP?" issues, passages contributed from EMI subjects and Chinese readings (among subjects of Chinese KLA, L.S. and Chinese History). 	2017-2018 academic year	<ul style="list-style-type: none"> All reading articles are prepared according to the schedule. Students find the articles interesting. 	<ul style="list-style-type: none"> Observations of teachers during reading time Questionnaires 	<ul style="list-style-type: none"> Reading to Learn Unit Library Panel heads of concerned subjects 	
<ul style="list-style-type: none"> To further promote reading to learn in LKKC, a five-day Reading Week will be launched in March 2018. A series of reading activities like book fairs, writers' talks, students' reading sharing sessions and book recommendations, etc. can be organized. 	March 2018	<ul style="list-style-type: none"> The launch of reading promotion strategies is well coordinated and structured. 	<ul style="list-style-type: none"> Meeting minutes of Reading to Learn Unit Observations of teachers Questionnaires 	<ul style="list-style-type: none"> Academic and Admin Committee Reading to Learn Unit Library Panel heads of concerned 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> • To keep track of the students' reading habits and interest with time, a multi-phase "Student Reading Habits Survey" will be conducted. Besides, students are encouraged to build up a reading portfolio. 	2017-2018 academic year	<ul style="list-style-type: none"> • Surveys are conducted on time 	<ul style="list-style-type: none"> • Meeting minutes of Reading to Learn Unit • Using the Student Reading Habits Survey data to set a reference frame for reviewing the progress and outcomes of the 3-year initiative in reading strategies. 	subjects <ul style="list-style-type: none"> • Reading to Learn Unit 	
<ul style="list-style-type: none"> • To promote extensive reading through a series of activities, including: <ul style="list-style-type: none"> ◆ an integrated cross-subject platform for effective newspaper cutting pedagogies (in the subjects of English, Chinese and L.S.) ◆ reading competitions / reading award schemes ◆ cross-boundary Internet reading sharing ◆ visit to Central Library ◆ suggested booklist for each subject department 	2017-2018 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 languages through more reading. • The launch of reading promotion strategies is well coordinated and structured. • Some students start to set individualized goals and focuses in reading (in terms of subject domains or hobbies). • Students regularly get enrichment and enlightenment during browsing and views 	<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. • Feedback from teachers and students 	<ul style="list-style-type: none"> • Reading to Learn Unit • Cross-boundary Learning Unit • Panel heads of concerned subjects 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
		exchange over the news cutting platform.			
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.					
<ul style="list-style-type: none"> 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. For inter-school competitions, regular training sessions for team members are arranged. 	2017-2018 academic year	<ul style="list-style-type: none"> Performance in open competitions Students compete seriously in the competitions Other students enjoy watching the competitions Creating a problem-solving atmosphere through the competitions 	<ul style="list-style-type: none"> Evaluation Reports from the corresponding subject departments Observation from teachers Questionnaires 	<ul style="list-style-type: none"> Corresponding subject departments 	
<ul style="list-style-type: none"> Planning and holding various experiential learning activities, such as Exchange Tour to sister schools in Shunde for the learning of the development of Contemporary China (F5 students), community culture / history walks, themed visits to Art/History/Science museums, corporate visits in mainland China and Macau history and culture tours. 	2017-2018 academic year	<ul style="list-style-type: none"> Students find enjoyment in the activities. Students' horizons are widened 	<ul style="list-style-type: none"> Evaluation Reports from the corresponding subject departments Observation from teachers Questionnaires 	<ul style="list-style-type: none"> Cross-boundary Learning Unit Corresponding subject departments 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> Joining EDB's school-based support schemes for the enhancement of Science, Technology, Engineering and Mathematics (STEM) education in junior forms and development of students' creativity, collaboration and problem-solving skills. 	2017-2018 academic year	<ul style="list-style-type: none"> A STEM curriculum is developed among the subjects of IS, Physics, Chemistry, Biology, Mathematics, D&T and ICT. 	<ul style="list-style-type: none"> Evaluation Reports from the corresponding subject departments Observation from teachers Questionnaires 	<ul style="list-style-type: none"> Panel members of the concerned subject departments 	
<ul style="list-style-type: none"> Formulating our school's Information Technology policies with a view to enhancing classroom interaction and students' self-directed learning. 	2017-2018 academic year	<ul style="list-style-type: none"> Learning & teaching is effective and interactive through eLearning Each subject develops at least one eLearning package / activity in each form. 	<ul style="list-style-type: none"> Evaluation Reports from the concerned subject departments 	<ul style="list-style-type: none"> IT and Resources Committee Various subject departments 	iPads, WiFi connections, google accounts, etc.
<p>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.</p> <ul style="list-style-type: none"> Coordinating and arranging the formation of study groups with students reading the same subjects according to their interests and preference. Support in terms of venues, learning resources and teaching consultancy will be provided by the school so as to foster students' self-directed and collaborative learning experiences for the achievement of elevated learning performance. 	2017-2018 academic year	<ul style="list-style-type: none"> Students acquire the habit of collaborative learning in groups. Positive comments from students in the feedback and questionnaires Improved academic performance of 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 feedback from students Learning log books of different study groups 	<ul style="list-style-type: none"> Panel heads of concerned subjects 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
4. Enhancing Staff Appraisal System and Staff Development to strengthen teaching efficiency and effectiveness					
<ul style="list-style-type: none"> Enhancing the quality of programme plans and evaluation reports of all subjects and committees to facilitate internal communication and monitoring. 	2017-2018 academic year	<ul style="list-style-type: none"> All programme plans and evaluation reports are prepared according to the outline set by the Academic and Admin Committee All programme plans and evaluation reports are submitted on time and prepared in a well-organized manner. 	<ul style="list-style-type: none"> Programme plans and evaluation reports from subject departments Interviews with the panel heads by the Principal, VP or AP 	<ul style="list-style-type: none"> Academic and Admin Committee Staff Development and Appraisal Committee All panel heads 	
<ul style="list-style-type: none"> Establishing a staff appraisal and development record system for individual teachers to facilitate their communication with school. 	September 2017	<ul style="list-style-type: none"> All appraisal activities, including lesson observations and student work scrutiny, are arranged in advance All appraisal forms are reviewed and/or revised. 	<ul style="list-style-type: none"> Programme plans and evaluation reports from subject departments Staff appraisal records CPD records 	<ul style="list-style-type: none"> Staff Development and Appraisal Committee All panel heads 	
<ul style="list-style-type: none"> Enhancing lesson observation practices to promote opportunities of peer learning for the promotion of excellence and remedy for weaknesses. 	2017-2018 academic year	<ul style="list-style-type: none"> The lesson observation form is revised to facilitate the evaluation and sharing among teachers 	<ul style="list-style-type: none"> Lesson observation plan and record forms 	<ul style="list-style-type: none"> Staff Development and Appraisal Committee All teachers concerned 	

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

To develop students' self-discipline and 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 and F.2 classroom self-management; • F.2 training camp; • F.2 marching competition 	2017-2018 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 these 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; 	Discipline Committee, Guidance Committee.	
<p>2. Nurturing self-confidence, communication skills and team spirit.</p> <ul style="list-style-type: none"> • Adventure Experience Programme; • F.3 and F.4 Guidance Prefects training; • Red Cross Uniform Group • "Participate in Sports, Stay Away from Drugs" programme 	2017-2018 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 	<ul style="list-style-type: none"> •Evaluate students' spontaneity and efforts to achieve effective communication with others •Programme activities Review reports of Guidance Committee and Student Activities Committee 	Guidance Committee, Student Activities Committee.	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
		<p>studies, or throughout campus life.</p> <ul style="list-style-type: none"> •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. •The "Participate in Sports, Stay Away from Drugs" programme engages a group of students as Healthy Sports Ambassadors in the school to develop healthy lifestyles and an anti-drug culture. 			

B) Diversity Learning Grant (DLG) (2017-2018)

In the implementation of the Senior Secondary Curriculum, we have made every effort to offer as 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 2017-2018, our financial budget on Diversity Learning Grant is as follows:

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 141,983.11
Revenue: Government Grant	<u>93,600.00</u>	<u>120,900.00</u>
	<u>93,600.00</u>	<u>262,883.11</u>
Expenditure:		
1. Gifted Education Programmes	40,000.00	
2. Tuen Mun Network Courses (P.E. & Music)	78,400.00	
3. Tuen Mun Network Courses (Other Languages)		105,400.00
4. Activities for students taking Other Languages		55,000.00
5. Purchasing necessary reference materials and equipment		<u>12,500.00</u>
	<u>\$ 118,400.00</u>	<u>\$ 140,800.00</u>
Deficit covered by EOEBG	<u>\$ (24,800.00)</u>	
Balance brought forward for next school year		<u>\$ 89,983.11</u>

C) Capacity Enhancement Grant (CEG) (2017-2018)

Starting from the 2000/2001 school year, CEG is provided to relieve teachers' workload so that teachers have enhanced capacity to concentrate on critical tasks in the education reforms. (24 classes or above at \$588,202 per annum for 2017/2018) 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 has been changed from 28 (in 2012-2013) to 24 (in 2017-2018). The EOEBG and other government grants will be adjusted accordingly. However, we foresee that we will need a lot of funding in future years to cope with the curricular reforms as well as manpower mismatch problem. As a result, we need to reserve some funding for future use.

On the other hand, we have other funding (TRG) for the time being to employ Assistant Teachers, Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We have therefore decided not to use the CEG in 2017-2018. 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 2017-2018 :	
Funding from EDB \$599,381 will be retained and incorporated in the total balance of EOEBG for future use.	

D) School-based After-school Learning and Support Programmes Grant (2017-2018)

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 an important measurement and evaluation of the effectiveness of the programmes delivered.

Our school-based programme comprises two components, one for enhancing learning and studying 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>	\$100,800
Total Budget :		\$100,800
<p>For year 2017-2018 :</p> <p>Balance b/d \$0 + fund from EDB \$103,800 – total expenditure \$100,800 = Balance brought forward for next school year <u>\$3,000</u></p>		

E) Learning Support Grant for Secondary Schools (LSGSS) (2017-2018)

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)	Hiring of a professional teacher to support SEN students <ul style="list-style-type: none"> ■ To provide supportive 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). 	\$214,200
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. 	\$5,000
3)	Procuring supporting resources for SEN students <ul style="list-style-type: none"> ■ 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 school's syllabi, professional training or consultation for parents. 	\$40,000
4)	Procuring supporting resources for SEN students	\$5,000
Total Budget :		\$264,200
For year 2017-2018 : Balance b/d \$73,759.20 + fund from EDB \$251,748 – total expenditure \$264,200 = Balance c/d <u>\$61,307.20</u>		

F) Teacher Relief Grant (TRG) (2017-2018)

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 4 Full-time Contract Teachers <ul style="list-style-type: none"> ● One contract teacher is employed to enhance the learning and teaching in senior forms Chinese Language ● One contract teacher is employed to enhance the learning and teaching in junior forms Mathematics ● One contract teacher is employed to enhance the learning and teaching in senior forms Biology and junior forms Integrated Science ● One contract teacher is employed to enhance the learning and teaching in senior forms Chemistry and junior forms Integrated Science 	\$ 1,666,395
2)	Employment of 2 Assistant Teachers <ul style="list-style-type: none"> ● To enhance the learning and teaching in Chinese Language and English Language ● To organize some after-school learning programmes for the needy students 	\$ 504,000
3)	Employment of 3.5 Teaching Assistants <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 in the school. ● To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc. <p>Note: We use TRG to hire 3.5 TAs and use TCLPG to hire 0.5 TA. As a result, there will be 4 TAs altogether in 2017-2018.</p>	\$ 475,425
4)	Employment of 3 Part-time Contract Teachers <ul style="list-style-type: none"> ● To support the learning and teaching in senior forms Chinese Literature ● To support the learning and teaching in senior forms Visual Arts ● To support the after-school remedial classes of junior forms Mathematics 	\$ 219,850
5)	Employment of Part-time Coaches <ul style="list-style-type: none"> ● To support the training of school teams ● To create space for teachers who are involved in extra-curricular activities 	\$ 557,550
6)	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. 	\$ 40,000

Item	Details of plan	Budget
7)	Employment of supply teachers	
	● For substituting teachers on sick leave or study leave	\$ 50,000
Total Budget :		\$ 3,513,220
For year 2017-2018 :		
Balance b/d \$369,578.28 + Annual recurrent cash grant \$201,377.50 + Optional cash grant \$4,173,360.00 (freezing 5 teaching post temporarily) – total expenditure \$3,513,220.00 = Balance c/d <u>\$1,231,095.78</u>		

G) Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2017-2018)

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 optimizing 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 2017-2018, we have other funding (TRG) 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 2017-2018. 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 2017-2018 :	
Balance b/d \$275,294.3 – total expenditure \$0	
= Balance c/d <u>\$275,294.3</u>	

H) Career and Life Planning Grant (CLPG) and Transitional Career and Life Planning Grant (TCLPG) (2017-2018)

The CLPG 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 CLPG 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.

From 2017-18 school year onwards, we opt to turn the existing CLPG into a regular teaching post in order to strengthen life planning education and related guidance services as recommended by the Policy Address 2016. The measure will provide more stable teacher manpower for us to implement the respective policy. The remaining balance of CLPG will be deployed and spent in 2017-18 school year.

On the other hand, we need time to adjust our original plans upon conversion of the CLPG into regular teaching post. In this regard, EDB will provide a one-off cash grant, the TCLPG, at the amount of \$100,000 to facilitate a smooth transition to the revised plan with a view to effectively deploy the additional regular teaching post to further strengthen the professional capacity of the careers guidance team and better support students in life planning education via such means as strengthening group or individual counselling or arranging school-based career exploration activities, etc.

Item	Details of plan	Budget
1)	Hiring a Fractional Teaching Assistant <ul style="list-style-type: none"> ● for empowering and enhancing the capacity of the career counselling team for life planning education Note: We use TRG to hire 3.5 TAs and use TCLPG to hire 0.5 TA. As a result, there will be 4 TAs altogether in 2017-2018.	\$52,920.00
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 	\$23,400.00
3)	Organising an Oversea Career Visit <ul style="list-style-type: none"> ● for widening the horizon of students and providing life planning education related to further studies and career development in overseas 	\$41,000.00
Total Budget :		\$117,320.00

For year 2017-2018 :

Balance b/d \$16,835.00 + fund from EDB \$100,000.00 – total expenditure \$117,320.00
= Deficit covered by EOEBG (\$485.00)

I) Strengthening School Administration Management (SAM) Grant (2017-2018)

The SAM Grant is a one-off cash grant at the amount of \$250,000 per school and the aim of it is to support schools to strengthen administration management and to relieve teachers' administrative work.

After detailed planning and discussion, the SAM Grant will be used in the following areas:

- (a) To procure an electronic system for processing students' attendance records
 - The time required for class teachers and school administration staff to take attendance and consolidate relevant information is reduced.
 - The system facilitates the timely provision of attendance records for parents.
- (b) To procure an electronic payment system
 - The time for counting cash and making change by class teachers and school administration staff will be saved.
 - Parents can add value to their accounts at convenience stores and check their previous payment records on the Internet.
- (c) To procure a short message service/message management system for disseminating messages to teachers, parents and students
 - Important messages, such as alerting of the special activities of the school and arrangements under inclement weather conditions, can reach the teachers, parents and students instantly.
 - The system can even issue notices and collect reply slips from parents. Parents will also find it more convenient to handle school-related matters of their children through the system.
- (d) To upgrade our existing library system
 - The new library system can facilitate teachers to establish quality and effective library catalog as a tool for accessing library resources.
 - The library system should enable teacher librarian to manage library resources in a more effective way and to save administrative effort.
- (e) To upgrade the existing telephone system in the school
 - The existing telephone system is enhanced.
 - The internal communication in school as well as the external communication with the public will be enhanced.

Our financial budget on SAM Grant is as follows:

Item	Details of plan	Budget
1)	eClass Modules <ul style="list-style-type: none"> ● eClass on the Cloud ● ePayment ● Student eAttendance ● eLibrary Plus 	\$141,500.00
2)	Hardware <ul style="list-style-type: none"> ● Computers x 5 ● Smartcard readers x 6 	\$42,000.00
3)	Other Supporting Resources <ul style="list-style-type: none"> ● Application of PPS school account ● Smartcards x 120 (@40) 	\$7,800.00
4)	Telephone System	\$60,000.00
Total Budget :		\$251,300.00
For year 2017-2018 : Fund from EDB \$250,000.00 – total expenditure \$251,300.00 = Deficit covered by EOEBG (<u>\$1,300.00</u>)		

J) Proposed School Budget (2017-2018)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	3,634,128.00
Composite Information Technology Grant	397,670.00
Noise Abatement Measures Recurrent Subsidy	250,000.00
Capacity Enhancement Grant	0.00
	4,281,798.00
School and Class Grant (Baseline)	1,020,000.00
Lift Maintenance	123,000.00
Air-conditioning Grant for Preparation Room of Laboratories	4,000.00
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	30,000.00
Training and Development Grant	10,000.00
Moral and Civic Education	8,000.00
Programme Funds for Implementation of Whole School Approach to Guidance & Discipline Grant	10,000.00
Chinese Extensive Reading Scheme	10,000.00
English Extensive Reading Scheme	10,000.00
Composite Furniture and Equipment Grant	1,865,500.00
	3,235,500.00
Total :	HK\$7,517,298.00

- The End -