

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



School Development Plan

2018 – 2019

(Major Concerns and Implementation Plan)

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A. School Development Plan

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

- 1) Shun Tak Fraternal Association bears the vision in education to propagate 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 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.

	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

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.

	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 2018-2019

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 learning effectiveness.
 - Helping students to establish their personal reading profiles to promote a good reading habit.
 - Launching Campus TV to promote reading atmosphere and students' bilingual ability through a wide variety of specific TV programmes.
 - Holding a series of activities like book sharing sessions, visits to Hong Kong Book Fair and Central Library, etc.
 - Continuing to hold a five-day Reading Week with activities like book fair, writers' talk, students' reading sharing sessions and teachers' book recommendations, etc.
 - Launching Reading Across Curriculum in various subjects in junior forms such as Integrated Science, History, Geography, Chinese History, Liberal Studies, etc to promote students' Chinese and English reading ability.
2. Through enriching and extensive learning experiences in an interactive learning mode, students' learning interest and confidence is boosted with expanded knowledge scope and horizons.
 - Organizing and coordinating academic programmes across KLAs inside and outside school, such as inter-class History/Liberal Studies quiz shows, virtual stock market contests, urban planning competitions, Hong Kong Student Science Project, and Mathematics, Physics, Chemistry and Geography Olympiads.
 - Planning and holding various experiential learning activities such as Chinese History Nanjing study tours, Art and Design exchange tour to sister schools in Shunde, themed visits to art/history/science museums, community culture/history activities, internship programmes, corporate visits and experience, etc.
 - Joining EDB's exchange activities of Science, Technology, Engineering and Mathematics (STEM) and enhancing students' creativity, collaborative and problem-solving ability in junior form curriculum.
 - Sustaining our school's Technology Education 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.
 - Encouraging students to learn collaboratively with a more proactive learning attitude and enhanced personal academic ambitions by arranging and encouraging the formation of small study groups of the same subjects/forms to promote autonomous and collaborative learning experiences. Alumni who are studying at university are invited to be facilitators of the study groups to promote students' learning motivation and interest.

I. Enhancing students' learning ability and building a proper learning attitude

4. Enhancing school's appraisal system and teachers' professional development to elevate teaching efficacy and effectiveness.
 - Joining EDB's school-based language support schemes to improve teaching and learning pedagogies of junior form Chinese and senior form English curriculum.
 - Promoting a culture of professional sharing and collaboration among teachers of various subjects and committees by encouraging teachers to conduct common lesson preparation and peer lesson observation, so that teachers can learn from one another and expand their horizons through being exposed to others' success experience and professional reflection.
 - Improving the staff appraisal and development record system to enhance teachers' professional communication with the school and their development.
 - Enhancing the quality of programme plans and evaluation reports of all subjects and committees to facilitate internal communication and monitoring.

II. 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.

- Fostering self-discipline, self-care and cooperation: Form 1 and 2 Classroom Cleaning Programme will be extended to Form 3, together with the Form 2 Training Camp and Foot Drill Training & Competition Programme.
- Fostering students' positive thinking, resilience and communication skills: Peer Support Training Programme, Joyful School Programme, 'Participate in Sports, Stay Away from Drugs' Programme, Form 3 and 4 Guidance Prefects Training Day Camp, Life Education Programme and Whole-school Activities Day.
- Unleashing students' potential and nurturing team work spirit: all junior form students are required to join at least one internal or external team-based activity.

(5) Implementation Plan for the year (2018-2019)

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.	2018-2019 academic year				
<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. 	2018-2019 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. 	<ul style="list-style-type: none"> Reading to Learn Unit 	
<ul style="list-style-type: none"> To setup the School Campus TV and produce some TV programmes which can promote the reading atmosphere in the school. 	2018-2019 academic year	<ul style="list-style-type: none"> The Campus TV can be setup on schedule A series of TV programmes are produced 	<ul style="list-style-type: none"> Meeting minutes of Panel Heads Coordination Meeting Questionnaires 	<ul style="list-style-type: none"> Campus TV working team KLA coordinators 	QEF
<ul style="list-style-type: none"> To launch Reading Across Curriculum in various subjects in junior forms such as Integrated Science, History, Geography, Chinese History, Liberal Studies, etc to promote students' Chinese and English reading ability. 	2018-2019 academic year	<ul style="list-style-type: none"> Some cross subjects CLP are conducted Some teaching packages are developed in the subjects concerned 	<ul style="list-style-type: none"> Evaluation Reports from the corresponding subject departments Observation from teachers 	<ul style="list-style-type: none"> Corresponding subject panel heads 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> To promote reading atmosphere through sharing sessions during certain Day 7 morning assemblies and/or some lunch reading times. 	2018-2019 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). 	2018-2019 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 launch a five-day Reading Week in March 2019. A series of reading activities like book fairs, writers’ talks, students’ reading sharing sessions and book recommendations, etc. can be organized. 	March 2019	<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 Observation of teachers Questionnaires 	<ul style="list-style-type: none"> Academic and Admin Committee Reading to Learn Unit Library Panel heads of concerned subjects 	
<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.) ◆ form-based lunch reading sharing sessions in School Hall ◆ class-based lunch reading sharing session in each class’ base room 	2018-2019 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 	<ul style="list-style-type: none"> Review 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
<ul style="list-style-type: none"> ◆ reading competitions / reading award schemes ◆ cross-boundary Internet reading sharing ◆ visit to Central Library ◆ suggested booklist for each subject department 		<p>structured.</p> <ul style="list-style-type: none"> • 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 exchange over the news cutting platform. • Students get to know how their peers have been inspired upon reading through the lunch reading sharing sessions. • Students take part actively and win awards in reading-based games, and patronise the book fair during the Reading Week. 			

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
2. Through enriching and extensive learning experiences in an interactive learning mode, students' learning interest and confidence is boosted with expanded knowledge scope and horizons.					
<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 shows, virtual stock market contests, urban planning competitions, Hong Kong Student Science Project, and Mathematics, Physics, Chemistry and Geography Olympiads. 	2018-2019 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 Chinese History Nanjing study tours, Art and Design exchange tour to sister schools in Shunde, themed visits to art/history/science museums, community culture/history activities, internship programmes, corporate visits and experience, etc. 	2018-2019 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 	
<ul style="list-style-type: none"> Joining EDB's exchange activities of Science, Technology, Engineering and Mathematics (STEM) and enhancing students' creativity, collaborative and 	2018-2019 academic year	<ul style="list-style-type: none"> The junior form STEM curriculum is further enhanced among the subjects of IS, Physics, 	<ul style="list-style-type: none"> Evaluation Reports from the corresponding subject departments Observation from 	<ul style="list-style-type: none"> Panel members of the concerned subject 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
problem-solving ability in junior form curriculum.		Chemistry, Biology, Mathematics, D&T and ICT.	teachers • Questionnaires	departments	
<ul style="list-style-type: none"> Sustaining our school's Technology Education policies with a view to enhancing classroom interaction and students' self-directed learning. 	2018-2019 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"> Encouraging students to learn collaboratively with a more proactive learning attitude and enhanced personal academic ambitions by arranging and encouraging the formation of small study groups of the same subjects/forms to promote autonomous and collaborative learning experiences. Alumni who are studying at university are invited to be facilitators of the study groups to promote students' learning motivation and interest. 	2018-2019 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 	
4. Enhancing school's appraisal system and teachers' professional development to elevate teaching efficacy and					

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
effectiveness.					
<ul style="list-style-type: none"> Joining EDB's school-based language support schemes to improve teaching and learning pedagogies of junior form Chinese and senior form English curriculum. 	2018-2019 academic year	<ul style="list-style-type: none"> Some teaching packages are developed in junior form Chinese Language and senior form English Language 	<ul style="list-style-type: none"> Evaluation Reports from the concerned subject departments 	<ul style="list-style-type: none"> Panel heads of concerned subjects 	
<ul style="list-style-type: none"> Promoting a culture of professional sharing and collaboration among teachers of various subjects and committees by encouraging teachers to conduct common lesson preparation and peer lesson observation, so that teachers can learn from one another and expand their horizons through being exposed to others' success experience and professional reflection. 	2018-2019 academic year	<ul style="list-style-type: none"> CLP and peer lesson observation should be conducted in each subject department 	<ul style="list-style-type: none"> Evaluation Reports from the corresponding subject departments Observation from teachers Questionnaires 	<ul style="list-style-type: none"> Panel heads of corresponding subjects 	
<ul style="list-style-type: none"> Improving the staff appraisal and development record system to enhance teachers' professional communication with the school and their development. 	2018-2019 academic year	<ul style="list-style-type: none"> All appraisal activities, including lesson observations and student work scrutiny, are arranged in advance 	<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 the quality of programme plans and evaluation reports of all subjects and committees to facilitate internal communication and monitoring. 	2018-2019 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 	

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. Fostering self-discipline and self-care and cooperation:</p> <ul style="list-style-type: none"> • F.1-F.3 Class room Cleaning Programme • F.2 training camp; • F.2 Foot Drill Training competition • Inter-Class Discipline Competition 	2018-2019 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. Fostering students' positive thinking, resilience and communication skills:</p> <ul style="list-style-type: none"> • Peer support Training Programme; • Joyful School Programme • F.3 and F.4 Guidance Prefects training • "Participate in Sports, Stay Away from Drugs" programme • Life Education Programme • Whole-School Activities Day 	2018-2019 academic year	<ul style="list-style-type: none"> •More than 80% of the participated students think that the objectives of the program are achieved. And the participation rate is about 80%. •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. 	<ul style="list-style-type: none"> •Evaluation Report from HKU (Peer support Training Programme), CUHK & HKFWS (Joyful School Programme) •Programme activities Review reports of Guidance Committee, Student Activities Committee, Civic & Character Education Committee 	Guidance Committee, Student Activities Committee. Civic & Character Education Committee	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> Red Cross Uniform Group 		<ul style="list-style-type: none"> 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. 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. 		Mr. Leung K M	

B) Diversity Learning Grant (DLG) (2018-2019)

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 Assessment International Education (CAIE) 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 2018-2019, our financial budget on Diversity Learning Grant is as follows:

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	15,200.00	120,900.00
Revenue: Government Grant	63,000.00	93,600.00	120,900.00
	<u>63,000.00</u>	<u>108,800.00</u>	<u>241,800.00</u>
Expenditure:			
1. Gifted Education Programmes		0.00	
2. Tuen Mun Network Courses (P.E. & Music)		85,500.00	
3. Tuen Mun Network Courses (Other Languages)			120,900.00
4. Activities for students taking Other Languages			5,000.00
5. Purchasing necessary reference materials and equipment			5,000.00
6. ApL Courses (Mode 1)	63,000.00		
	<u>\$ 63,000.00</u>	<u>85,500.00</u>	<u>130,900.00</u>
Balance brought forward for next school year	<u>0.00</u>	<u>23,300.00</u>	<u>110,900.00</u>

C) Capacity Enhancement Grant (CEG) (2018-2019)

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 \$613,766 per annum for 2018/2019) 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 reduced to 24 and the EOEBG and other government grants was 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 2018-2019. 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 2018-2019 :	
Funding from EDB \$613,766 will be retained and incorporated in the total balance of EOEBG for future use.	

D) School-based After-school Learning and Support Programmes Grant (2018-2019)

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 outcome and improvements in the 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 : 30 students from Form 1 to Form 3.</p>	\$100,800
Total Budget :		\$100,800
<p>For year 2018-2019 :</p> <p>Balance b/d \$3000 + fund from EDB \$100,800 – total expenditure \$100,800 = Balance brought forward for next school year <u>\$3000</u></p>		

E) Learning Support Grant for Secondary Schools (LSGSS) (2018-2019)

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 fractional 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, mutual acceptance among students can be further promoted. 	\$42,000
3)	Procuring supporting resources for SEN students <ul style="list-style-type: none"> ■ To provide services including students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents. 	\$4,700
4)	Procuring outreaching occupational/speech therapy for the needy students <ul style="list-style-type: none"> ■ To provide outreach occupational therapy services and speech/art therapy services for our students in need. 	\$45,000
Total Budget :		\$305,900
For year 2018-2019 :		
Balance b/d \$62,523.60 + fund from EDB \$243,474 – total expenditure \$305,900 = Balance brought forward for next school year <u>\$97.60</u>		

F) Teacher Relief Grant (TRG) (2018-2019)

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)	<p>Employment of 6 Contract Teachers</p> <ul style="list-style-type: none"> ● One contract teacher is employed to enhance the learning and teaching in senior forms Chinese Language ● Two contract teachers are employed to enhance the learning and teaching in junior and senior forms English Language ● Two contract teachers are employed to enhance the learning and teaching in junior and senior forms Mathematics ● One fractional teacher is employed to enhance the learning and teaching in junior forms Science & STEM <p>Note: We use TRG to hire 5.5 teachers and use LSGSS to hire 0.5 teacher. As a result, there will be 6 contract teachers altogether in 2018-2019.</p>	\$ 2,600,340
2)	<p>Employment of 2 Assistant Teachers</p> <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 	\$ 516,600
3)	<p>Employment of 4 Teaching Assistants</p> <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. 	\$ 583,155
4)	<p>Employment Part-time Contract Teachers</p> <ul style="list-style-type: none"> ● To support the learning and teaching in senior forms Chinese Literature ● To support the after-school remedial classes of junior forms Mathematics 	\$ 51,450
5)	<p>Employment of Part-time Coaches</p> <ul style="list-style-type: none"> ● To support the training of school teams (sports, debate speech and etc.) ● To create space for teachers who are involved in extra-curricular activities 	\$ 695,250

Item	Details of plan	Budget
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. ● Their 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 university. ● Misc. Tutors for various activities 	\$ 150,000
7)	Employment of supply teachers <ul style="list-style-type: none"> ● For substituting teachers on sick leave or study leave 	\$ 40,000
Total Budget :		\$ 4,636,795
<p>For year 2018-2019 :</p> <p>Balance b/d \$2,228,431.28 + Annual recurrent cash grant \$208,632.50 + Optional cash grant \$3,251,575.20 (freezing 6.6 teaching post temporarily) – total expenditure \$4,636,795.00 = Balance c/d <u>\$1,051,843.98</u></p>		

G) Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2018-2019)

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 2018-2019, 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 2018-2019. 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 2018-2019 :	
Balance b/d \$275,294.3 – total expenditure \$0	
= Balance c/d <u>\$275,294.3</u>	

H) Grant for the Sister School Scheme (2018-2019)

The Sister School Scheme has served as a platform for professional interflows and cooperation between our school and our sister school counterparts in the Mainland, i.e. Shunde No. 1 High School and Shunde LiangQiuJu Vocational & Technical School.

With effect from the 2018/19 school year, a recurrent grant will be provided by EDB to enhance both the quality and quantity of sister school exchange activities. We can make use of the grant to arrange exchange activities (such as school visits, student activities, seminars, lesson demonstration, lesson evaluation, video conferencing and experience sharing) and decide such details as contents, modes, number of participants, frequency, dates and destinations of exchange activities with our sister schools in light of the development needs at the student, teacher and school management levels etc. Through activities like lesson observation, lesson evaluation and teaching demonstrations etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism. Through sister school visits and participating in other cultural, arts and sports activities etc., not only can students enhance their friendship, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. The amount of the recurrent grant for the 2018/19 school year is \$150,000.

After detailed planning and discussion, the Grant for the Sister School Scheme will be used in 2018-2019 as follows:

Item	Details of plan	Budget
1)	Art and Cultural Exchange Tour for S4 & S5 Students <ul style="list-style-type: none"> ● To organize a tour for about 40 students and 4 teachers to visit Shunde LiangQiuJu Vocational & Technical School ● To facilitate teachers and students to learn from each other, especially in the area of Aesthetic Development. 	\$30,000.00
Total Budget :		\$30,000.00
For year 2018-2019 :		
Fund from EDB \$150,000.00 – total expenditure \$30,000.00		
= Balance c/d <u>\$120,000.00</u>		

I) Proposed School Budget (2018-2019)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	3,762,000.00
Composite Information Technology Grant	323,400.00
Capacity Enhancement Grant	341,460.00
	4,426,860.00
School and Class Grant (Baseline)	1,100,000.00
Lift Maintenance	123,000.00
Air-conditioning Grant for Preparation Room of Laboratories	3,000.00
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	3,000.00
Computer & Information Technology	8,000.00
Putonghua	1,000.00
Supplementary Grant for School-based Management	30,000.00
Training and Development Grant	10,000.00
Moral and Civic Education	16,250.00
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	1,985,000.00
	3,442,250.00
Total :	HK\$7,869,110.00

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