

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



School Report
(2013 – 2014)

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Student Profile

1. Founded by the Shun Tak Fraternal Association in 1981, Leung Kau Kui College is a full-time government-aided coeducational school with the Board of Directors consisting of members of the association. There are twenty five classrooms, fifteen special rooms, a hall, a library, a basketball and a volleyball court in the school. With the completion of the School Improvement Project (SIP) in 2000, a storey of classrooms on 5/F, an activity room and a lift have been added to the original campus. These new facilities have expanded both the usable areas and room for student activities. An advanced multi-media learning center (MMLC), worth nearly one million dollars, was set up in 2002 under the sponsorship of the Quality Education Fund to facilitate computer-assisted teaching. From 2008 onwards, the conversion and refurbishment of one D&T room, two Home Economics rooms and the Activity Room were carried out progressively. As a result, four more classrooms are now available to cater for the need of the New Senior Secondary Curriculum. The improvement in facilities and sustainable development of the school could not be realized without the funds raised from parents, alumni and the sponsoring body.

Lesson Time for the 8 Key Learning Areas

2. The following lists the percentage of school hours allocated to each key learning area in our school.

Key Learning Area Form	Chinese Language	English Language	Math. Education	NSS Liberal Studies	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	PE	Total
F.1 – F.3	15.8%	15.8%	14.0%	0%	12.3%	7.6%	23.4%	7.6%	3.5%	100%
F.4 (NSS)	16.9%	15.0%	13.0%	11.7%	13.6%	5.8%	11.7%	1.9%	3.3%	*100%
F.5 (NSS)	16.8%	15.0%	13.0%	11.7%	12.9%	7.4%	11.1%	1.8%	3.3%	*100%
F.6 (NSS)	16.9%	15.0%	13.0%	11.7%	13.6%	7.8%	9.7%	1.9%	3.3%	*100%

* Other Learning Experiences: 8.3%

Class Structure

3. There were 29 classes in our school in the academic year of 2013-2014, including four classes from Form 1 to Form 3, six classes from Form 4 to Form 5 and five classes of Form 6. The total number of students in our school is 960 with 511 male and 449 female students.

Vacant School Places

4. As the number of applicants far exceeds the places we offer, there are no vacancies in our school.

Student Attendance

5. There were 191 school days in the academic year 2013-2014. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
F.1	99.03%
F.2	99.15%
F.3	98.69%
F.4	98.50%
F.5	98.05%
F.6	97.01%

Students' Reading Habits

6. Number of reading items students borrowed from school library :

F.1	F.2	F.3	F.4	F.5	F.6	Total
1,801	1,360	949	2,324	1,887	847	9,268

7. Record of borrowing items :

English reading items	Chinese reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
2,860	6,083	620	154	162	233	10,112

8. a) Number of reading items students borrowed in the Chinese Reading Scheme :

Total
7,669

- b) Number of reading items students borrowed in the English Reading Scheme :

Total
1,046

9. Record of reading electronic information through the WiseLearning Platform :
39,370 articles were read in 2013-2014.

Students' Performance

10. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2013-2014

	English	Chinese	Mathematics
Results (mean)	73.4	66.4	81.7

11. **Hong Kong Diploma Secondary Education (HKDSE) Examination 2014**

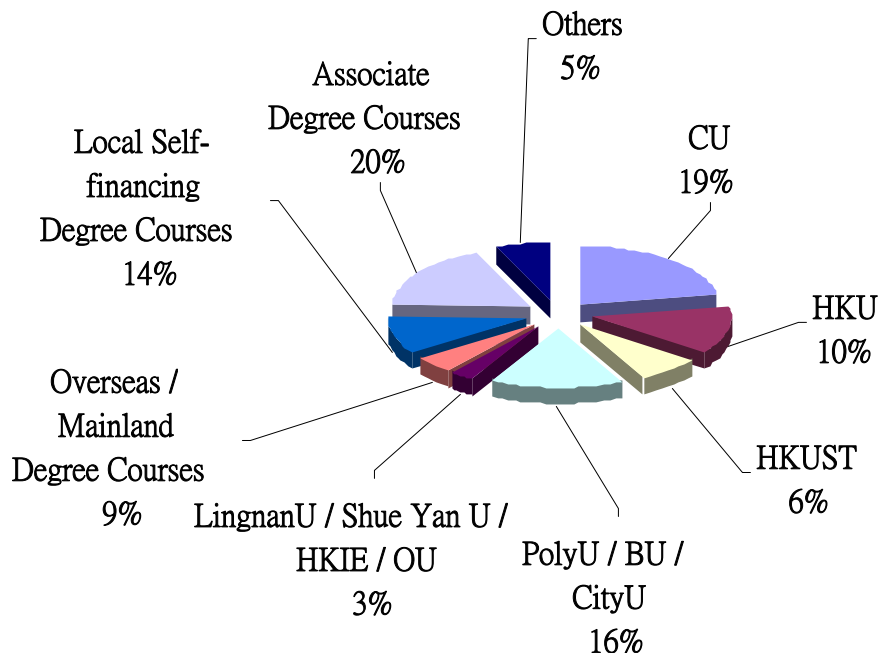
Our students obtained good results in the 2014 HKDSE. They have obtained a total of 395 Level 5+ with 62 Level 5**. On average, each student obtained 2.24 Level 5+.

- Individual outstanding achievements:
Ng Ka-wai, Cheng Hing-fai and Po Sing-yu and Siu Leong-tung attained 5** in four subjects; Ho Chun-hing, Mok Tsz-yan and Chan Hong attained 5** in three subjects.

Students' Careers Development

12. Students' Early Exit (students who dropped out before completing their studies): 1.4%

13. **Destination of Exit Students (F.6 graduates):**



Our Teaching Staff

Principal's and Teaching Staff's Academic Qualifications

14. There are 62 teaching staff members (including the Principal and one NET) in the school. 61 of them have attained a recognized Diploma of Education. All our English and Putonghua teachers have attained the language proficiency requirement.

Teachers' highest academic qualifications	Recognized Diploma of Education	Bachelor's Degree	Master's Degree
Number of teachers	1	34	27
Percentage	1.6%	54.8%	43.5%

Teaching Experience and Professional Development

15. In 2013-2014, the average professional development hours of teachers and principal was 60. The school's actual expenditure spent on teachers' and principal's professional development was \$11,919. The teaching experience of teachers is as follows:

Teaching Experience	0 to 2 years	3 to 5 years	6 to 10 years	More than 10 years
Number of teachers	0	4	12	46
Percentage	0%	6.4%	19.4%	74.2%

Teachers' resignation

16. Only two teachers resigned last year, indicating that the turnover rate was very low.

School Report (2013-2014)

17. School's Major Concerns -- Evaluation and Follow-up Action

Major Concern 1: Helping Students to Establish Personal Goals

We plan to encourage students to actively target their personal objectives in study and in life plans arising from their interest and aspirations. They have to adhere to these plans or action proposals and conduct timely reviews and adjustments according to changing circumstances and needs.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
1. Orientating students in setting up their individualized personal goals (long term) and action plans for the current academic year (short term): <ul style="list-style-type: none"> • the Enhanced Smart Teen Project Workshop for F.2 / F.3 students; • “Learning Careers Planning through Drama” Scheme for F.2 students; 	2013-2014 academic year	1. One after-school workshop was organized by school social worker to enhance the goal planning skills for students who joined the Enhanced Smart Teen Project. 2. Whole school careers counseling program --- “I have a dream” goal setting program: <ul style="list-style-type: none"> ■ Sharing of short-term and long-term goals of students with teachers and parents on Parents’ Day, ■ Inviting famous and well-known guest speakers to share their experience in realizing 	1. Students’ reflections and suggestions made in the program worksheets and while participating in the workshops. 2. Observations by Form Teachers and Career Teachers 3. Students’ self-understanding and aspirations/dreams towards studies and life are elicited and enhanced. 4. Students can set up their individualized personal goals for the current academic year, and propose appropriate	1. Only 31 students (78% of target student group) attended the workshop which is lower than we expected. However, this workshop can offer some tips for students in goal setting. 2. “I have a dream” goal setting program: <ul style="list-style-type: none"> • Parents expressed their view on the Parents’ Day that it is a very good practice for the students to share their goal and dream; • Students found it difficult to determine their goals and realize their plans in a proper way; • Teachers think that not enough time was 	1. Measures should be devised to ensure students’ participation rate. 2. Suggestions for improvement: <ul style="list-style-type: none"> • Provide more guidelines to students and teachers on the goal setting programme. • More time is allowed to teachers to give feedback to students so that their goal setting plans can be improved. • Increase the role of parents in the program so that students can receive positive encouragement from parents in the goal setting. • Promote drama education

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
		<p>their dreams.</p> <p>3. “Learning Careers Planning through Drama” Scheme for F.2 students:</p> <ul style="list-style-type: none"> ■ Drama performance to inspire students about importance of goal setting; ■ Using drama techniques to enhance students’ understanding of their characters 	<p>action plan(s).</p> <p>5. Most students set up practical work plans for subject studies and for life paths.</p>	<p>allowed for them to have debriefing related to the goal setting of students.</p> <p>3. “Learning Careers Planning through Drama” Scheme</p> <ul style="list-style-type: none"> ● Positive feedback was received from the evaluation questionnaires; ● Students and parents find it meaningful to have a goal setting program; ● Students hoped that more famous guest speakers can be invited to give talks in school. 	<p>in careers planning in junior forms.</p> <ul style="list-style-type: none"> ● More careers workshops can be organized to raise students’ awareness of the importance of goal setting, to follow up their plan and offer more support to students in fine tuning their plans.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
<p>2. Inspiring students the importance of “Career and Life Planning”, and coaching them the fundamentals in drawing up their roadmaps</p> <ul style="list-style-type: none"> • Life Education Programmes and OLE lessons enriched with modules of “Careers and Life Planning”; • developmental group activities; • dedicated talks 	<p>2013-2014 academic year</p>	<ol style="list-style-type: none"> 1. Life education program: <ul style="list-style-type: none"> ▪ Adding careers planning elements into junior form Life Ed.; ▪ Careers personality tests to allow students to have a better understanding of their characters, study habits, careers aptitude and work orientation. 2. OLE lessons: <ul style="list-style-type: none"> ▪ Cooperate with an NGO to provide careers training to students ▪ Use of a socio-game to stimulate students on their future careers planning ▪ Organize careers visits to increase students’ exploration on careers development ▪ Dedicated talks by alumni and guest speakers from different fields of work to inspire students on drawing up their careers roadmaps 	<ol style="list-style-type: none"> 1. Scope and breadth of career information disseminated; 2. Students’ own reflections in programme worksheets; 3. Students’ participation in group developmental activities; 4. Students become aware of the importance of “Career and Life Planning”; 5. Students learn to review and revise their roadmaps regularly. 	<ol style="list-style-type: none"> 1. Positive feedback is received from the school self-evaluation on the life education lessons and OLE programmes 2. The program worksheets elicited a high degree of reflection of students on the activities 3. The participation rate of the group developmental activities was high 4. Each student could draw a goal setting plan and determine the ways to realize their goals 	<p>Opinions are to :</p> <ul style="list-style-type: none"> • Promote different aspects related to careers planning (e.g. financial management) in life education • More new careers visits can be explored so that students can gain a wide variety of on-site experience.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
3. Widening students' horizons and embarking on a more balanced and all-round development <ul style="list-style-type: none"> the F.1 "An Art and A Sport for Life" Scheme 	2013-2014 academic year, Term 1	1. Sports (PE dept.): Divided all F.1 students into 4 groups, with each group practicing two kinds of sport per lesson. Students totally attended 10 sessions of 2-hour lesson. 2. Music: programme spanning term 1 and early term 2, 44 F.1 students in 5 groups, with each group practicing one instrument ; total contact hours was 25.	<ul style="list-style-type: none"> Comments from instructors / class tutors of the courses; Observing students' participation; 80% of students have got a genuine experience of the chosen art/sport, while some of them will develop an interest to pursue it further. 	1. The duration of lessons was very long and the hall was usually occupied by other parties. 2. Students were interested in sports and they performed well. 3. Not many students joined the sports team. 4. Some students who were already members of the school teams wondered why they still needed to join this program.	Suggestions are: <ul style="list-style-type: none"> Shorten the lessons. Provide different kinds of sports, for example: badminton and table-tennis Exclude those students who are already our sports team members / members of the Chinese Orchestra.
4. Elevating students' capacity to get used to making informed choices among the multiple paths of further studies <ul style="list-style-type: none"> Student Careers Para-counselors; mock DSE results release in F.6 alumni sharing on tertiary studies, information resources about local & overseas 	2013-2014 academic year	1. A wide variety of programs were organized during life education and OLE periods: <ul style="list-style-type: none"> Student Careers Para-counselors; career planning and mock-social experiences sessions for F.4 Careers training workshops 	1. Observing students' participation 2. Students' Reflection & Feedback in worksheets upon completion of activities 3. Students develop a greater capacity of making informed choices among the multiple paths of	1. Positive feedback was received from the evaluation questionnaire. 2. The participation rate of the careers activities was high. 3. Students were able to plan their overseas studies.	Opinions are to : <ul style="list-style-type: none"> Make good use of the students ambassador scheme from different universities so that students can get the most updated information about the development of universities On-site interview provides a good opportunity for students to practice interview techniques. Conditional

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
studies; <ul style="list-style-type: none"> • career planning and mock-social experiences sessions for S4 		2. Comprehensive program for F.6 students to have a thorough understanding of JUPAS and multiple pathway on NSS: <ul style="list-style-type: none"> ■ mock DSE results release in F.6 ■ alumni sharing on tertiary studies, information and resources about local and overseas studies; ■ On-site interview workshops by self-finance post-secondary institutions 	further studies 4. Student counselors have established a role pattern and skills to help peers 5. S6 students' sense of preparedness is elevated after the mock result release exercise 6. Students respond positively to and show great interest in further studies opportunities.		offers can be provided to those with outstanding performance. <ul style="list-style-type: none"> • The enrollment rate of E-APP was low so more promotion should be carried out among students.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
<p>5 . Students shaping their own life directions via a better understanding of the job world and acquiring more careers-related field experiences</p> <ul style="list-style-type: none"> • TEEN Project • Summer Job Internship Programme; • career visits 	<p>2013-2014 academic year</p>	<p>1. A wide variety of programs to allow students to experience the job world was provided:</p> <ul style="list-style-type: none"> • Summer Job Internship Programme by HKACMGM • “May for Youth” Program by ERB • “A.C.E” Summer careers exploration project by Tung Wah Group of Hospital Tuen Mun Integrated Services Centre <p>2. Career visits</p> <ul style="list-style-type: none"> • Cathy City • Office of the Ombudsman • Ricoh Hong Kong Limited • Hyatt Regency Hong Kong • Civil Aviation Department 	<p>1. Students’ reflection & feedback worksheets completed after career visits</p> <p>2. Reviews at committee meetings</p> <p>3. Students shape their own life directions more clearly and confidently.</p> <p>4. Students have a better understanding of the job world and get related real world experiences through career visits and summer job placements.</p>	<p>1. Positive feedback is received, as revealed in the evaluation questionnaires.</p> <p>2. The participation rate of the careers activities was high.</p>	<p>Opinions are to :</p> <ul style="list-style-type: none"> • More new careers visit can be explored so that students can gain a wide variety of on-site experience. • Promote the careers exploration programs to F4 and F5 students so that they can make a good use of their summer holiday.

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

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

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
<p>1. Self-management --- strengthening self-discipline, stress-management skills, and building self-esteem</p> <ul style="list-style-type: none"> • The Healthy School Program: Adventure Camp for all F.1 students; • F.3 Outdoor Adventure & Experiential Learning Wild Day Camp; • The Enhanced Smart Teen Project F.2/F.3 Boot Camp 	2013-14 academic year	<p>1. 132 students joined F.1 Adventure Camp which aimed to strengthen students' self-discipline, self-management skills, and self-esteem</p> <p>2. 11 students joined F.3 Outdoor Adventure & Experiential Learning Wild Day Camp which aimed to strengthen students' self-discipline, self-management skills.</p> <p>3. 18 students joined the Enhanced Smart Teen Project F.2/F.3 Boot Camp for 5 days 4 nights which was organized by Hong Kong Fire Services Department and EDB.</p>	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Students' Reflection & Feedback work-sheets upon completion of activities • Guidance committee review reports <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • An improvement in students' capacity in self-management, confidence, team spirit, and problem-solving abilities. • Through the activities, students build up a stronger sense of self-competence to embrace challenges ahead. • The Enhanced Smart Teen Project F.2/F.3 Boot Camp can provide an effective 	<p>1. More than 95% students think that the program can satisfy its objectives.</p> <p>2. According to the opinions from teachers, these programs can enhance the personal growth of students in different aspects.</p> <p>3. According to the evaluation from guidance team, the Boot camp of Smart Teen Project can improve students' self efficacy in academic aspect.</p> <p>4. As a whole, the programs can meet the success criteria.</p>	<p>1. More promotion work should be done to improve the participation rate.</p> <p>2. Sessions of promoting teacher-student relationship should be added in the camps, so as to achieve the sustainability of the programmes and foster positive growth of students in the camps.</p> <p>3. In general, the programs should continue running in the following year</p>

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
			platform to upgrade participants' sense of self-discipline and team spirit.		
<p>2. Communication --- effectiveness in communication, expression and listening; skills in appreciation, negotiating and making consensus.</p> <ul style="list-style-type: none"> • the Healthy School Program Peaceful Energy Training Camp (F.2); • the Enhanced Smart Teen Program Adventure Tournament (F.2/F.3); • Adventurship cum Voluntary Service Programme (F.2/F.3) 	2013-14 academic year	<ol style="list-style-type: none"> 1. 20 students joined the Healthy School Program Peaceful Energy Training Camp which aimed at enhancing communication skills. 2. 8 students joined the Enhanced Smart Teen Program Adventure Tournament (F.2/F.3) which aimed to improve their communication and negotiating skills as a team. 3. 22 students joined the Adventurship cum Voluntary Service Programme which aimed to enhance their skills in communicating with people with special needs. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Evaluate students' spontaneity and efforts to achieve effective communication with others in the program activities • Guidance Committee review reports <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • In a campus community setting, students can effectively communicate with others during daily activities of study, or throughout their campus life, • Coach students about better skills while working in groups (listening, appreciation, negotiating, making consensus, etc.) • Participants learn to 	<ol style="list-style-type: none"> 1. More than 95% students think that the program can satisfy its objectives. 2. According to the opinions from teachers, these programs can provide more chances for students to communicate with different people that broaden their horizons. 3. In general, the programs can meet the success criteria. 	<ol style="list-style-type: none"> 1. More promotion work is deemed necessary to improve the participation rate. 2. Peaceful Energy Training Camp should be kept next year because this event received more positive feedback from both teachers and students. 3. However, the Adventure Tournament and Adventurship training should be replaced by other programs. The activities in Adventurship are not very attractive to students although it can broaden students' horizons. 4. The arrangement of the Adventure Tournament which was organized by The Boys' and Girls' Clubs Association of

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
			handle and resolve conflicts, manage emotions, and to conduct problem-solving tasks collaboratively with team-mates (F.2/F.3 Adventurership Programme)		Hong Kong may not fully meet our school needs. Although this challenging activity can boost students' team spirit, this is too difficult for some students as reflected by the low participation rate.
<p>3. Study skills --- a range of programs to be launched to help students make improvements, or reach excellence in their academic pursuits</p> <ul style="list-style-type: none"> • Self-regulated Learning Programme for F.1 students, helping them to nurture generic skills in learning (in collaboration with the CUHK Quality School Improvement Project); • Enhancement Classes for Junior Form students (F.2 Math, F.2/F.3 Chinese Language); • F.5 Enhancement Classes of core subjects; 	2013-14 academic year	<p>1. Three mass workshops on "Study Skills" were hosted by Development Officers from CUHK QSIP (on 22/10, 31/10, 18/12), of totally 6 contact hours.</p> <ul style="list-style-type: none"> ■ Audience: 134 S1 students, 39 teachers (subject heads and F.1 teachers) ■ Generic skills covered: goal setting, management and organizing learning materials, learning habits, graphic organizers, six thinking hats, lateral & vertical thinking, group communication ■ Applications in subject context: learning programs in 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Evaluate the scope and relevance of the skills coached in the workshops. • Subject meeting reviews, and suggestions on potential application of these skills in subject context. • Evaluation reports of subject panels (esp. of the three subjects practicing in this year's CLP) with respect to the pedagogical outcomes after trials. • Curricular adjustments made to adopt the subject use of skills. • Reviews at the Panel 	<p><u>Self-regulated Learning Programme for F.1</u></p> <ol style="list-style-type: none"> 1. Have compiled a handy collection of planner and template materials for future adoption in other subjects. 2. Coaching study skills in classroom / group settings seems more advantageous --- compared to mass workshops which cannot provide the individual attention needed to cater diverse learner conditions. 3. Students will only benefit pedagogically when the coached study skills are followed by relevant field applications in 	<ol style="list-style-type: none"> 1. For the long-term pedagogical development in this school, a consistent set of generic/study skills are to be tailor-made and devised for the benefits and sustainable use in our instructional system. 2. Coaching study skills should be an immersion-style learning process, and preferably span throughout the junior curriculum in a structured and spirally-up constructionistic spectrum. 3. Subjects are to be either invited or designated to avail classroom/learning activities and content so as to provide the vital

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
<ul style="list-style-type: none"> NSS Academic Booster Programmes (F.5 Math, F.6 L.S. & BAFS) 		<p>F.1 Geography, Math & I.S., in January to April 2014 (see "Self Regulated Learning trial runs" in report Major Concern 3(2))</p> <ol style="list-style-type: none"> A staff development workshop by CUHK was held on 25/10 to keep our staff updated of the pedagogical use of the relevant skills. Regular meetings were also arranged in which the CUHK supporting team experts facilitated our colleagues in authoring curriculum and instructional materials and during lesson preparations. Timetabled Junior-Form Enhancement Classes for low-achieving students (F.2 Math, F.2/F.3 Chinese Language) were held in the 9th periods of some cycle days of every cycle. 	<p>Heads meeting.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> In the variety of classes and programs, students are instilled with the importance of nurturing positive attitudes in learning. The range of study skills coached in the F.1 program - generic study skills, effective habits/ routines in learning, collecting & handling information, self-regulated learning (SRL) related experiences. 70% of the F.1 student population get used to the routines for pre-lesson preparation of subject content with reasonable autonomy. Improved effectiveness of learning in the participant students 	<p>subject learning activities.</p> <ol style="list-style-type: none"> Students doing self-reflections all along the learning check-points found it essential and beneficial to internalize their inspirations and experiences in learning. Notable teacher professional development outcomes and gains were reported in the participating departments (I.S. and Geography). <p><u>Junior Form Enhancement Classes (F.2 Math, F.2/F.3 Chinese Language)</u></p> <ol style="list-style-type: none"> In general, students joining the classes had shown improvement in their subjects. The respective panels recommend continuing the programmes next year. <p><u>S5 Enhancement Classes (the four core subjects)</u></p>	<p>context for field practice and application of the taught skills.</p> <ol style="list-style-type: none"> S5 Enhancement Classes --- Large class size (due to the large student population who has dropped electives) was a critical issue: <ul style="list-style-type: none"> Students and teachers alike anticipated a small-size setting, e.g. at most around 25 participants per class; Teachers should prepare and be equipped to flexibly adopt different strategies according to changing class size in the two terms in S5 year; One tactic for trimming over-sized classes --- to limit class size by selecting participants on a needs basis; Chinese Class --students showed a positive booster esp. in skills of Paper I & IV, and the subject panel recommends a continuation of class. NSS Academic Booster Programmes (F.6 Math, F.5 L.S. & F.5 BAFS)

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
		<p>5. S5 students who have dropped an elective attended Enhancement Classes of the four core subjects. These enhancement classes focused mainly on DSE exam. skills.</p> <p>6. NSS Academic Booster Programmes of the following were held:</p> <ul style="list-style-type: none"> ■ F.5 L.S.: --- Two summer classes (run by our alumni) were organized for F.5 students who were promoted to F.6 aiming at enhancing exam skills. ■ F.6 Math.: --- Around 30 elite students were recruited to attend a weekly course from Aug. to March 2014. (run by our alumni, course organized for F.5 students who were promoted to F.6) ■ F.5 BAFS: --- Around 25 elite BAFS students from F.5 were recruited to a weekly course from 	<p>of various “Enhancement Classes”</p>	<p>7. The post-course students’ survey statistics showed that their satisfaction rate was 42 to 71%. On the whole they found the courses have helped strengthen their ability and confidence in sitting for the DSE subject examinations.</p> <p>8. The L.S. Class helped students master exam skills and assessment requirements better.</p> <ul style="list-style-type: none"> ● Students valued more chances of asking teachers how to handle LS questions. As such, teachers could examine their answers in detail and give individual feedback about their performance. ● Disregarding the large class size, both teachers & students welcome this platform for enhanced teacher-student interaction. <p>9. The Math Class: had fostered in the students a focused revision and</p>	<p>would continue to run for those students who are motivated for higher achievements ----- the only concern is whether suitable class time can be fixed amidst students' highly packed work schedules.</p>

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
		Jan to May 2014 run by alumni and our teacher.		<p>strengthening of the topics which were covered in junior forms and in Form 4.</p> <p>10. The Chinese Class: experienced a setting limitation in effectively delivering drilling activities for Paper II (writing).</p> <p>11. In all, students of enhancement classes expected even more emphasis on examination-skill discussion and drilling.</p>	

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

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

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
<p>1. Optimizing the Teacher Professional Development Plan and programs for the Staff Development Days, with a view to positioning our development goals and to eliciting greater teamwork.</p> <ul style="list-style-type: none"> Promote collaboration spirit among all teachers and subject panel members through team building activities in Staff Development Days ; 	2013-14 academic year	Third Staff Development Day (Whole Day) Day Camp (Tso Kung Tam Outdoor Recreation Centre 曹公潭戶外康樂中心) "Enhance Team Spirit and Collaborative Culture"	<p><u>Success criteria</u></p> <ul style="list-style-type: none"> The teachers' attendance rate is not less than 80%. No more than 20% of the teachers disagree with the topics 	<ol style="list-style-type: none"> Attendance Rate: 93.7% About 61.8% of the teachers agreed that the activities can help them to achieve greater teamwork which is a bit lower than the success criteria. Participants enjoyed the day camp very much. In the morning session, all colleagues had chances to join activities so as to understand the importance of team work. Teachers remarked that the activities could enhance team spirit and collaborative culture. After all, participants were satisfied with the whole itinerary . 	<ol style="list-style-type: none"> After eliciting the opinions of some teachers, it was found that they thought that the activities were appropriate to achieve greater teamwork since all teachers had to participate in some problem solving activities. Besides the formal team building activities, teachers had the choice to participate in different physical activities in the afternoon. This provided a very good platform for teachers to cooperate and communicate with each other which should let teachers get along better. Hopefully better team spirit is enhanced. In conclusion, this kind of team building activities is quite effective in promoting collaboration spirit among teachers. It is recommended to have this

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
					kind of arrangement on the staff development days of the coming years.
<p>2. Student Collaborative Learning and Self-regulated Learning program ---</p> <ul style="list-style-type: none"> The F.1 subjects of Mathematics, Geography and Integrated Science in collaboration with the CUHK Quality School Improvement Project. 	2013-14 academic year	<p>"Self Regulated Learning" pilot runs in F.1 Geography, Math & I.S. (January to April 2014). After the three mass workshops by CUHK, a series of subject activities were conducted in Term 2, to serve as application of Study Skills in the subject context : ---</p> <ul style="list-style-type: none"> SRL experiences were thus elicited in students while they engaged in lesson preparation and delivery of learning materials (via worksheets, tasks, group work etc.) Topic themes : Geography (Ideal Cities), Math (Rates and Ratios), I.S. (Particle Theory) Regular meetings were arranged in which the CUHK supporting team experts facilitated our colleagues in authoring curriculum and instructional materials, and in lesson planning. 	<p><u>Success criteria</u></p> <ul style="list-style-type: none"> 70% F.1 students agree that the Self-regulated Learning program can help them improve communication skills and build up a more positive learning attitude. Most F.1 students agree that they have applied the generic skills learnt in the activities of the program. Students are instilled with the academic benefits of co-operative learning and mutual/peer interaction and encouragement. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> Teachers' daily observations School-based students' and teachers' questionnaire 	<ul style="list-style-type: none"> In the post-program evaluation survey (F.1 student questionnaire) : <ul style="list-style-type: none"> students deemed that the whole program has brought positive outcomes and benefits to their subject learning (68% of whole F.1 population); that their learning experiences were more interesting than in the traditional classroom setting (66%), and they became more motivated, confident and competent to manage and plan their own learning processes, and with appropriate pace (72%). They have also indicated that pre-lesson preparation could boost the effectiveness of the subsequent lesson (76% in Geography, 85% in Math.). I.S.: a chapter-concluding video-clip production on "Everyday Particle Theory" (student group 	<ul style="list-style-type: none"> The learning cycle of <ol style="list-style-type: none"> student pre-lesson preparation and research class presentation and discussion interaction with peers and teachers concluding what has been learned has been established as a relatively consistent practice in the participating subjects (Geography, Math & I.S.). The subject experiences so acquired can be groomed & disseminated to help nurture self-regulated learning habits in other subjects across the curriculum. Nurturing elements of co-operative learning can be more emphasized. In the aspect of subject pedagogical growth, the program's process experiences & program handout-templates have cumulated to a favourable

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
				<p>work) was well received by students and teachers alike. In many student groups, evident peer interaction and cooperative learning were observed.</p> <ul style="list-style-type: none"> • In the aspect of teachers' PD, the participating I.S. teachers reported that they have gained appreciable experiences in collaborative curriculum adaptation/lesson preparation, & deliberation of enabling pedagogies for classroom use. 	<p>framework which is ready to be deported for future application and expansion in other academic subjects.</p>
<p>3. Improving students' communication, collaboration, and teamwork skills</p> <ul style="list-style-type: none"> • The Healthy School Program: Team-building Day for F.2 students and Guidance Prefects ; 	<p>2013-14 academic year</p>	<ol style="list-style-type: none"> 1. About 50 Guidance Prefects (from F.3 to F.5) joined two training sessions in 2013-14, which are GP Training Camp and Team Building Training Day. These training activities aim to improve students' communication, collaboration, and teamwork skills 2. 20 students joined the Healthy School Program Team-building Day (War-game) which aims to enhance their communication skills. 	<ul style="list-style-type: none"> • In the Healthy School Program, the F.2 students and guidance prefects are inspired the importance of positive learning attitudes after participating in the team building activities of the program. • 70% participants who joined the program agree that the program can help enhance their communication, collaboration, and teamwork skills. 	<p>100% students think that the program can satisfy its objectives. According to the opinions from teachers, these programs can provide more chances for students to communicate with their teammates. Overall, the programs can meet the success criteria.</p>	<p>More promotion work should be carried out to improve the participation rate of the Healthy School Program Team-building Day (War-game). These training activities should be kept next year because this event has received very positive feedback from both teachers and students.</p>

Shun Tak Fraternal Association Leung Kau Kui College

18. Financial Report for the year 2013-2014 (Unaudited)

Amount received for the year 13-14	46,916,608.50
Add : Amount carried forward from previous year 12-13	3,484,013.30
	50,400,621.80
Less : Salaries Grant	(35,829,116.89)
Less : TRG, SSCSG, DLG, LSGSS and etc	(2,999,548.80)
Available funding	11,571,956.11
Less : Total expenditures	7,046,578.07
Amount brought forward for next year	4,525,378.04

Particulars	Budget \$	Expenditures \$
School and Class Grant	1,471,638.80	1,157,544.97
Administration Grant	3,235,854.00	3,235,663.80
Integrated Science	20,000.00	15,742.99
NSS Integrated Science	6,000.00	4,800.00
Visual Arts	36,000.00	11,257.08
Home Economics	32,000.00	33,302.80
Design & Technology	45,000.00	48,740.30
Computer Literacy and Computer & Information Technology	10,500.00	3,522.50
Putonghua	1,000.00	-
Training and Development Grant	10,000.00	11,919.00
Moral and Civic Education	5,000.00	-
Composite Information Technology Grant	202,943.00	275,782.00
Lift Maintenance	120,000.00	98,497.64
Noise Abatement Measures Recurrent Subsidy	253,578.00	205,947.82
Air-conditioning Grant for Preparation Room of Laboratories	4,000.00	1,510.75
Supplementary Grant for School-based Management	25,000.00	27,688.30
Composite Furniture and Equipment Grant	450,000.00	472,526.12
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	8,000.00	9,110.20
Chinese Extensive Reading Scheme	10,000.00	1,592.80
English Extensive Reading Scheme	10,000.00	-
Capacity Enhancement Grant	-	-
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	1,431,429.00	1,431,429.00
Total	7,387,942.80	7,046,578.07

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2013-2014)

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

The details of the usage are as follows:

- 1) Hiring Tutors to provide the Gifted Education Programmes for gifted students. These programmes include
 - (i) Debating courses for the School Debate Team;
 - (ii) Advanced Mathematics courses for the School Mathematics Team; and
 - (iii) Video authoring courses for those who are gifted in multimedia production.

2) Tuen Mun Network Courses (P.E. & Music)

Some of our senior form students are gifted in P.E. and music and are interested in taking these subjects as one of their elective subjects in HKDSE. However, due to the limitation of manpower and other resources, we cannot offer these subjects in our senior form curricula. Through joining the Tuen Mun Network Courses, these gifted students, together with students from other schools, can learn these subjects in the weekend classes in which experienced teachers are hired and the total lesson time is comparable to those elective subjects offered in normal curricula. Learners are expected to sit for the HKDSE Examination with P.E. / Music as one of their elective subjects.

In 2013-14, the number of students who have participated in Tuen Mun Network Courses (P.E. & Music) is summarized as follows:

	P.E.	Music
S4	-	1
S5	-	3
S6	1	0

3) Tuen Mun Network Courses (Japanese and French)

To broaden students' horizons, we have hired some teachers to teach S4-6 students other languages courses (e.g. Japanese and French) since the first cohort of NSS in 2008-09. However, in 2013-14, the number of S4-5 students who are interested in taking French and S4 students in taking Japanese was not high enough to meet the justification to offer a course in LKKC for them. Instead, these students can join the Tuen Mun Network Courses (Japanese and French) which are held on weekends.

4) Hiring Japanese and French teachers to teach S4, S5 and S6 language courses

3 teachers with university qualifications have been hired to teach S5-S6 Japanese and S6 French. One of them offered a 120-hour (40 sessions of 3-hour lesson) course for S5 students, and two of them offered 36-hour (12 sessions of 3-hour lesson) courses for S6 students.

Learners are required to finish regular assignments, in-class dialogues and occasional tests and examinations. While students of the beginning level (i.e. S4) have acquired a basic level of language proficiency to master simple daily conversations and read/write about their daily life, those of the intermediate (S5) and higher (S6) levels can handle more sophisticated communication in diverse language contexts.

In 2013-14, the number of students who have participated in Other Languages Courses in our school is summarized as follows:

	Japanese	French
S4	#10	#7
S5	*18	#7
S6	*5	*5

Tuen Mun Network Courses

* LKKC-operated

20. Financial Report on Diversity Learning Grant (2013-2014)

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 204,267.90
Revenue : Government Grant	<u>105,000.00</u>	<u>182,000.00</u>
	<u>105,000.00</u>	<u>386,267.90</u>
Expenditure :		
1. Gifted Education Programmes	\$78,100.00	
2. Tuen Mun Network Courses (P.E. & Music)	56,000.00	
3. Tuen Mun Network Courses (Japanese and French)		\$ 78,200.00
4. Hiring Japanese and French teachers	<u> </u>	<u>120,193.50</u>
	\$ <u>134,100.00</u>	\$ <u>198,393.50</u>
Deficit covered by EOEBG	\$ (29,100.00)	
Balance brought forward for next school year	<u>\$ 0.00</u>	\$ <u>187,874.40</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2013-2014)

21. Starting from the 2000/01 school year, CEG is provided to relieve teachers' workload so that teachers have enhanced capacity to concentrate on the critical tasks in the education reforms. (24 classes or above at \$516,616 per annum for 2012/13) 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 difficulties. As a result, we need to reserve more funding for future use.

On the other hand, we have other funding (SSCSG) for the time being to employ Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We therefore plan not to use the CEG in 2013-2014. We will keep in view the situation and plan for the use of CEG in the coming years in due course.

Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2013-2014)

22. 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 the affective aspects observed in the target students are important measurement and evaluation of the effectiveness of the programmes delivered.

Our school-based programme comprises two components, one for enhancing learning and study academically, while the other is to bring forth affective development. After taking into account the opinions collected, it was decided that the grant be used in the following areas:

- 1) Employing a Teaching Assistant to organize After-school Learning Programmes
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
 Target students: 100 students from Form 1 to Form 3.

23. School-based After-school Learning and Support Programmes Grant (2013-2014)

Balance carried forward from last school year	\$	121,865.00
Less : Amount clawed back at the end of school year 2012-2013		(30,665.00)
Revenue : Government Grant		<u>87,600.00</u>
	\$	178,800.00
Expenditure :		
1. Employing a Teaching Assistant to organize after-school learning programmes	<u>\$148,050.00</u>	<u>148,050.00</u>
Balance brought forward for next school year		<u>\$ 30,750.00</u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2013-2014)

24. 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.

In 2013-2014, the funding was used in the following areas:

- (1) Procurement of services from an outside counselling service provider.
 - 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)
- (2) Organizing learning activities or related activities to promote an inclusive culture.
 - Some learning programmes are organized to promote an inclusive culture.
 - Through co-operative learning activities, the mutual acceptance among students can be further promoted.

25. Financial Report on Learning Support Grant for Secondary Schools (2013-2014)

Balance carried forward from previous school year		\$ 44,273.00
Revenue : Government Grant for 2013-2014		<u>160,000.00</u>
Total amount of usable fund		204,273.00
Expenditure :		
1. Procurement of services from an outside counselling service provider	\$ 177,550.00	
2. Organizing learning activities or related activities to promote an inclusive culture.	2,066.80	
3. Purchasing of teaching resources	<u>528.00</u>	<u>180,144.80</u>
Balance transferred to next school year		<u>\$ 24,128.20</u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2013-2014)

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

After detailed planning and discussion, it was decided that the TRG be used in the following areas in 2013-2014:

- 1) Employment of two Contract Teachers of English Language
 - To enhance the learning and teaching in senior forms English Language
 - To support the implementation of SBA in senior forms English Language and co-curricular activities of English Language
 - To enhance the EMI atmosphere in our school
- 2) Employment of one Contract Teacher of Liberal Studies
 - To enhance the learning and teaching in senior forms Liberal Studies
 - To take up Junior and Senior Forms Liberal Studies, and assist in the preparation of teaching and learning materials for the subject.
- 3) Employment of one Contract Teacher of Mathematics and ICT
 - To enhance the learning and teaching in senior forms Mathematics
 - To support the curriculum development of ICT
- 4) Employment of supply teachers for substituting teachers on sick leave or study leave

27. Financial Report on Teacher Relief Grant (2013-2014)

Balance carried forward from previous school year		\$	670,724.08
Revenue :			
Annual recurrent cash grant for 2013-2014			177,531.00
Optional cash grant (freezing 1.7 teaching posts temporarily)			730,188.30
Other cash grant -- TSA			<u>2,584.00</u>
Total amount of usable fund			1,583,277.40
Expenditure of recurrent cash grant :			
1. Employment of supply teachers	\$	<u>15,636.00</u>	<u>15,636.00</u>
Expenditure of optional cash grant :			
1. Employment of two English Language teachers	\$	799,878.00	
2. Employment of one LS teacher		372,348.00	
3. Employment of one Math& ICT teacher		<u>339,117.75</u>	<u>1,511,343.75</u>
Balance transferred to next school year			\$ <u>54,047.63</u>

Evaluation Report on the Use of Senior Secondary Curriculum Support Grant (SSCSG) (2013-2014)

28. Starting from the school year of 2012/13, each secondary school is 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.

In 2013-2014, the funding was used in the following areas:

- 1) Employment of two Administrative Support Staff
 - To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in this school.
 - To support the implementation of SBA in NSS subjects, learning & teaching activities of the language subjects and etc.
- 2) Employment of two Teaching Assistants in support of school-based assessment activities and policies, project learning, and in some subjects.
 - The T.A.'s supporting work helps to create room for teachers who are involved in curriculum development of Liberal Studies (junior & senior forms). They also help teachers with administrative chores in the implementation work of School-based Assessment in F.4-6 Chinese Language and English Language.
 - The two Administrative Support Staff together with the two Teaching Assistants provided help in different aspects such as Performing Arts Competition, teachers' professional development days, the implementation of school self-evaluation, etc. In addition, they assisted in organizing extra-curricular activities and competitions, and were responsible for the compilation of information (such as documents, photos and video clippings etc.) on various matters.
 - To encourage students' all-round development, since the 2000/01 school year, a system of student learning profile has been in place. The system serves as a portfolio of the students, recording students' performance in all aspects other than academic ones. The Administrative Support Staff and the Teaching Assistants were involved in managing all the information concerned.
 - Students have diverse learning motivation and abilities and teachers have to offer personal guidance after school. The Administrative Support Staff and the Teaching Assistants were requested to do follow-up work on those who failed to submit homework on time. This measure has been effective in catering for students' learning differences.
 - Besides, the Administrative Support Staff and the Teaching Assistants gave support to carry out non-teaching duties for teachers such as collecting fees, checking all kinds of forms filled in by students, handling roll call registers and homework submission records, etc.
 - On the whole, the Administrative Support Staff and the Teaching Assistants had taken up lots of administrative work that had to be initially accomplished by

individual teachers. This resulted in more room released for teachers to improve their teaching effectiveness. As regards catering for students' learning differences, teachers undeniably play the major role.

3) Form 1 – Form 5 Mentoring Schemes

- In early May 2014, some current F.6 students with good academic performance and superb leadership skills were selected to be student mentors.
- The Academic Results Concern Group of the Academic Committee selected students from F.1 to F.5 who were relatively passive in learning and thus weak in academic performance. They were then arranged into small study groups with different range of abilities. Under the guidance of teachers, student mentors provided tutoring in academic subjects plus advice on students' study skills and daily developmental problems that they might encounter in their school life. They also organized some recreational activities which facilitated the communication between mentors and students.
- From the statistical findings of the final examination, most students who joined this scheme showed improvement in their academic performance. Furthermore, the comments and feedback from the students joining the scheme were very positive. Most teachers welcomed this encouraging outcome and suggested operating the same scheme as a regular practice in future years.
- In addition, some F.4 and F.5 students who failed in their final exams had to re-attempt the exams. Two mentors were recruited to provide assistance to their preparation during the summer holidays.
- Moreover, some F.1 and F.2 students were relatively weak in Mathematics. Two mentors were recruited to organize some tutorial classes to these students during the summer holidays.

29. Financial Report on Senior Secondary Curriculum Support Grant (2013-2014)

Balance carried forward from last school year		\$ 130,946.61
Revenue : Government Grant		<u>741,510.00</u>
		872,456.61
Expenditure :		
1. Employment of Administrative Support Trainees and Teaching Assistants	\$ 429,660.00	
2. Form 1 – Form 5 Mentoring Schemes	35,720.00	
3. Form 4 – Form 5 Re-examination Support Measures	9,360.00	
4. Summer Mathematics Courses	<u>4,050.00</u>	<u>478,790.00</u>
Balance brought forward for next school year		\$ <u>393,666.61</u>

Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2013-2014)

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

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

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

In 2013-2014, the funding was used in the following areas:

- (1) Employment of one Contract Teacher of Liberal Studies and Geography
 - To enhance the learning and teaching in senior forms Liberal Studies and junior forms Geography
 - To support the implementation of SBA in senior forms Liberal Studies and co-curricular activities of Liberal Studies
- (2) Employment of a 0.5 Contract Teacher of Chinese Language
 - To enhance the learning and teaching in senior forms Chinese Language
 - To support the implementation of SBA in senior forms Chinese Language

31. Financial Report on Extra Senior Secondary Curriculum Support Grant (2013-2014)

Balance carried forward from last school year		\$ 500,000.00
Revenue : Government Grant for 2013-2014		<u>250,000.00</u>
Total amount of usable fund		750,000.00
 Expenditure :		
1. Employment of a LS and Geography teacher	\$ 427,530.00	
2. Employment of a 0.5 Chinese Language teacher	<u>224,683.20</u>	<u>652,213.20</u>
 Balance brought forward for next school year		 \$ <u>97,786.80</u>

- End of Report -