

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



School Report
(2014 – 2015)

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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 **needs** 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 **our** 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%	14.6%	7.8%	9.7%	2.0%	3.3%	*100%
F.5 (NSS)	16.8%	15.0%	13.0%	11.7%	14.6%	7.8%	9.7%	2.0%	3.3%	*100%
F.6 (NSS)	16.9%	15.0%	13.0%	11.7%	13.8%	7.4%	11.1%	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 2014-2015, including four classes from Form 1 to Form 3, five classes in Form 4, six classes from Form 5 to Form 6. The total number of students in our school was 904 with 421 male and 483 female students.

Vacant School Places

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

Student Attendance

5. There were 191 school days in the academic year 2014-2015. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
F.1	98.86%
F.2	99.06%
F.3	98.99%
F.4	98.24%
F.5	98.24%
F.6	97.50%

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
649	772	875	1,956	2,147	630	7,029

7. Record of borrowing items :

English reading items	Chinese reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
1,360	4,224	489	27	10	1,098	7,208

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

Total
5,824

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

Total
291

9. Record of reading electronic information through the WiseLearning Platform :
9,129 articles were read in 2014-2015.

Students' Performance

10. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2014-2015

	English	Chinese	Mathematics
Results (mean)	76.8	68.7	80.2

11. Hong Kong Diploma Secondary Education (HKDSE) Examination 2015

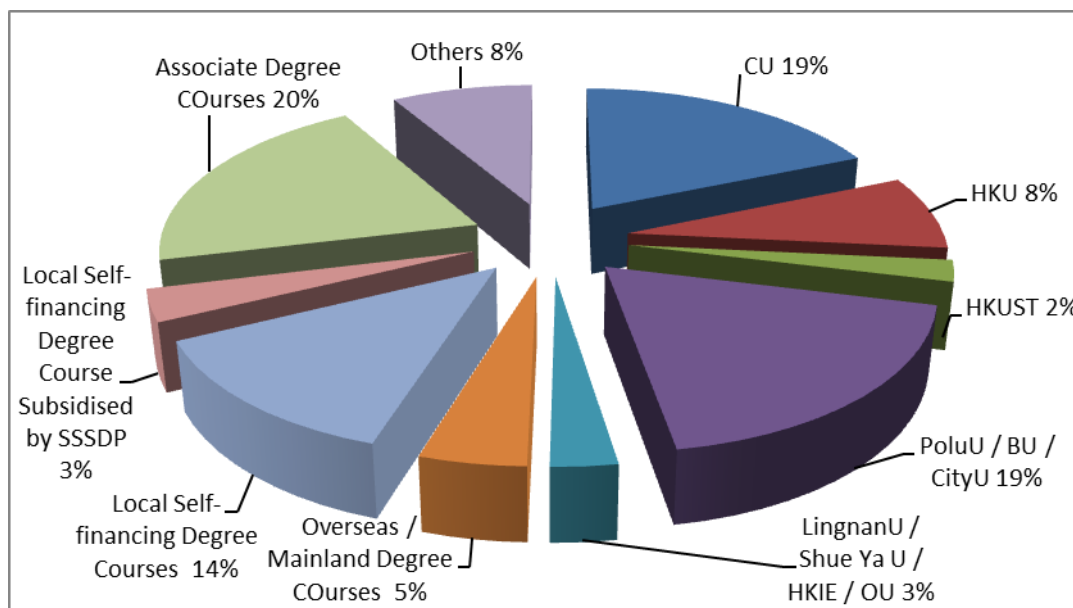
Our students obtained good results in the 2015 HKDSE. They have obtained a total of 335 Level 5+ with 30 Level 5**.

- Individual outstanding achievements:
Ko Tsz Ngok attained 5** in seven subjects; Lo Hei Lam and Chu Chun Pong attained 5** in three subjects.

Students' Careers Development

12. Students' Early Exit (students who dropped out before completing their studies): 1.1%

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



Our Teaching Staff

Principal's and Teaching Staff's Academic Qualifications

14. There are 61 teaching staff members (including the Principal and one NET) in the school. 60 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	33	27
Percentage	1.6%	54.1%	44.3%

Teaching Experience and Professional Development

15. In 2014-2015, the average professional development hours of teachers and principal was 50. The school's actual expenditure spent on teachers' and principal's professional development was \$1,180. The teaching experience of teachers, up to 2015, was as follows:

Teaching Experience	0 to 2 years	3 to 5 years	6 to 10 years	More than 10 years
Number of teachers	2	2	8	49
Percentage	3.3%	3.3%	13.1%	80.3%

Teachers' resignation

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

School Report (2014-2015)

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

Major Concern 1: Helping Students with Establishing Personal Goals

To encourage students to actively target their personal objectives in studies and in life plans based on their interest and aspirations. They have to adhere to these plans due 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	Suggestions and follow up actions
<p>1. Staging various programmes that help students actualize their dreams --- by orienteering students in setting up their individualized personal goals and action plans for the current academic year:</p> <ul style="list-style-type: none"> • Whole-school Programme "I have a dream" for strengthening "Career and Life Planning" education • Life Education Programmes • Senior Forms Careers Planning Day 	2014-2015 academic year	<p>1. Whole school careers counseling program – "I have a dream" goal setting program:</p> <ul style="list-style-type: none"> ▪ Sharing of short-term and long-term goal of students with teachers and parents on Parents Day, <p>2. Senior forms careers planning day:</p> <ul style="list-style-type: none"> ▪ Inviting well-known guest speakers to share their experience in realizing their dreams. In other words, the sharing will inspire students about the importance of goal setting 	<p><u>Method of Evaluation</u></p> <ul style="list-style-type: none"> • Students' reflections and suggestions made in the program worksheets and while participating in the workshops • Observations by Form Teachers and Career Teachers <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Through these activities, students' self-understanding and aspirations/dreams towards studies and life are elicited and enhanced. • Students can set up their individualized personal goals for the current academic year, and subsequently propose appropriate action plan(s) • Most students set up practical work plans for subject studies and for life paths. 	<p>"I have a dream" goal setting program:</p> <ul style="list-style-type: none"> • Parents expressed that it was a very good practice for the students to share their goal and dream in the Parents Day • Students found it difficult to determine their goals and realize their plans in a proper way • Teachers thought that it was difficult for them to guide the students to realize their goals. <p>Senior forms careers planning day:</p> <ul style="list-style-type: none"> • A positive feedback was received from the evaluation questionnaire • Students found it meaningful to have a chance to meet famous guest speakers and listen to their success stories. 	<p>Opinions are to :</p> <ul style="list-style-type: none"> • Provide more guidelines to students on the goal setting program. • More training should be offered to teachers to give feedback to students so that their goal setting plan can be improved. • Empowering the class teachers in the role of life planning of students. Professionals like education psychologists can be invited to coach students how to realize their goals. • More careers workshops can be organized to students to raise their awareness of the importance of goal setting

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>2. Further bestowing on students the importance of “Career and Life Planning”, and enhancing their skills of drawing up their roadmaps ---</p> <ul style="list-style-type: none"> • Enhancement programme “DREAM- A Shared Dream” for Form 1 and Form 4 students; • “Let us shine – A Journey to Success” for Form 2 students 	<p>2014-2015 academic year</p>	<p>1. “DREAM- A Shared Dream” (F.1, F.4):</p> <ul style="list-style-type: none"> ▪ Through careers tests and debriefing by tutors from Edvenue Ltd. (course organizer), the program aims at increasing students’ self-understanding and knowledge about the careers world. The tutor’s sharing of personal experience can also develop students’ proper attitudes towards life planning of students.. <p>2. “Let us shine – A Journey to Success” for Form 2 students</p> <ul style="list-style-type: none"> ▪ Students are equipped with both theoretical knowledge and practical experiences about how goal setting can be implemented. 	<p><u>Method of Evaluation</u></p> <ul style="list-style-type: none"> • Observing students’ participation • Students’ reflection & feedback worksheets upon completion of activities • Scope and breadth of career information disseminated • Observing students’ participation in group developmental activities • Reviews at committee meetings <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Students become aware of the importance of “Career and Life Planning” • They learn to review and revise their roadmaps regularly. 	<p>“DREAM- A Shared Dream” for Form 1 and Form 4 students:</p> <ul style="list-style-type: none"> • A positive feedback was received from the evaluation questionnaire • The program exposed the students to the essence of the careers development. Students responded actively during the program and they found it useful in their life planning. <p>“Let us shine – A Journey to Success” for Form 2 students:</p> <ul style="list-style-type: none"> • A positive feedback was received from the evaluation questionnaire 	<p>Opinions are to :</p> <ul style="list-style-type: none"> • The design of the programme is well-developed and could be used in our school (life education periods) in future. • Promote different aspects related to careers planning (e.g. financial management and time management) in the courses

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
3. Enhancing the endeavour towards widening students' horizons and setting forth for a more balanced and all-round development <ul style="list-style-type: none"> • the F.1 "An Art and A Sport for Life" Scheme 	2014-2015 academic year	1. Sports (PE Dept.): Divided all F.1 students into 4 groups, with each group practising 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, 30 F.1 students in 4 groups, with each group practising 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 acquired a genuine experience of the chosen art/sport, while some of them will develop an interest to pursue it further, e.g. joining the school teams 	<ul style="list-style-type: none"> •The duration of lessons was quite long and the hall was usually occupied by other parties. •Students were interested in sports and they performed well. •Not many students joined the sports team. •Some students who were already members of the school teams wondered why they still needed to join this 	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 or String Orchestra.

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

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

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>1. Self-management --- strengthening self-discipline, stress-management skills, and building self-esteem</p> <ul style="list-style-type: none"> • The Healthy School Programme: 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 	<p>2014-2015 academic year</p>	<ol style="list-style-type: none"> 1. 117 students joined F.1 Adventure Camp which aims to strengthen students' self-discipline, self-management skills, and self-esteem 2. 20 students joined F.3 Outdoor Adventure & Experiential Learning Wild Day Camp which aims to strengthen students' self-discipline, self-management skills. 3. 24 students joined the Enhanced Smart Teen Project F.2/F.3 Boot Camp for 5 days 4 nights which was organized by Hong Kong Police Force and EDB. 	<p><u>Method of Evaluation</u></p> <ul style="list-style-type: none"> • Students' reflection & feedback worksheets after 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 • Through activities, students build up a stronger sense of self-competence to embrace challenges • The Enhanced Smart Teen Project Boot Camp can provide an effective platform to enhance participants' sense of self-discipline and team spirit. 	<p>More than 95% students thought that the program could satisfy its objectives. According to teachers' opinions, these programs could enhance the personal growth of students in different aspects (sense of self-discipline, confidence, team spirit, and problem-solving abilities). As a whole, the programs can meet the prescribed success criteria.</p>	<p>This year, the participation rate has increased. But there were still difficulties in recruiting students to join the programme. It is recommended to suspend some of the programme next year because students have too many activities.</p>

Strategies / Tasks	Time scale	Details of Programme	<u>Evaluation and success criteria</u>	Evaluation	Suggestions and follow up actions
<p>2. Communication --- effectively communicating, expressing and listening; skills in appreciation, negotiating and making consensus.</p> <ul style="list-style-type: none"> • the Healthy School Programme Peaceful Energy Training Camp (F.2); 	<p>2014-2015 academic year</p>	<p>1. 19 students joined the Healthy School Programme Peaceful Energy Training Camp which aims to enhance their communication skills.</p>	<p><u>Method of Evaluation</u></p> <ul style="list-style-type: none"> • Evaluate students' spontaneity and efforts made to achieve effective communication with others in the programme 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 campus life, • Coach students about better skills while working in groups (listening, appreciation, negotiating, reaching consensus, etc.) • Participants learn to handle and resolve conflicts, manage emotions, and to conduct problem- solving collaboratively with teammates. 	<p>100% students thought that the programme could satisfy its objectives. According to the opinions from teachers, these programmes could provide more chances for students to communicate with different people that broaden their horizons. In general, the programmes can meet the success criteria.</p>	<p>This year, the participation rate has increased. But there were still difficulties in recruiting students to join the programme. It is recommended that the programme be suspended for the next year.</p>

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>3. Study strategies --- a range of programmes or measures to be launched to help students improve in, and reach excellence in their academic pursuits:</p> <p>a) <u>Study skills</u></p> <ul style="list-style-type: none"> • Programme for nurturing Generic and Study Skills in F.1 students; • Learning activities that aim at promoting Independent Study / Self-regulated Learning, and Student Collaborative Learning; • The above programmes are mediated and delivered collaboratively in pre-designed learning activities (in-lesson or after-class) of the subjects of F.1 History, L.S. & I.S., and in F.2 I.S. and L.S. 	<p>2014-2015 academic year</p>	<p>1) A range of generic skills (matching our F.1 students' particular learning traits) were coached and reinforced during lesson activities and subject learning tasks embedded in the curriculum of F.1 I.S., History and L.S.</p> <p>2) A "Literacy Enhancement" programme was held in the summer vacation, running on a trial basis for a target group of 20 F.1 students of medium-range abilities:</p> <p>a) Skills coaching "<i>Deep Learning Student Workshop</i>" (14/7 & 16/7, a total of 4.5 contact hours on information handling, analysis and critical thinking)</p> <p>b) The course is augmented with discussion sessions on real-life/social issues, to bring about learning in context.</p>	<p><u>Method of evaluation</u></p> <ul style="list-style-type: none"> • Evaluate the scope and relevance of the skills coached in lessons / student workshops. • Evaluation reports of subject panels (esp. of History, L.S. & I.S.) with respect to the pedagogical outcomes after field trials. • Reviews at the Panel Heads meeting. <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,. • Students have adequate experiences in collaborative learning. • Study skills coached in the F.1 program should include --- generic study skills, effective habits/ routines of learning, collecting & handling information, self-regulated learning experiences. • 75% of the F.1 student population get used to the routines for pre- lesson preparation of subject content with reasonable autonomy. 	<ul style="list-style-type: none"> • Experiences of collaborative learning were inadequate for the 14-15 F.1 cohort. • The nurturing of habits of study routines in F.1 students was unsatisfactory • Curricular adjustments and fine-tuning in lesson plans (e.g. in F.1 I.S.) have been made to adopt the use of skills in subjects. • The strategy to integrate skills nurturing into the F.2 curriculum was yet to be developed and elaborated. 	<ul style="list-style-type: none"> • The nurturing design can be more focused, with in-depth drilling of a highly selective and dedicated skills package (not necessarily a full spectrum), so as to maximize the internalization of targeted study skills that benefit their whole course of secondary school curriculum and beyond. • More assistance and suggestions are to be provided to subject panel reviews, as to the potential applications & pedagogical use, if any, of these skills within subject context. • The subject of Visual Arts has expressed the interest to assist in training students in the routine tactics of group dynamics/communication during group project work.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>b). <u>Optimizing benefits in student work</u></p> <ul style="list-style-type: none"> Promotion of perseverance and vigour among students towards studies, by consolidating the homework policy; Subject departments stepping up the implementation of their homework/ assignment scheduling ---- delivery, marking and tracking of student progress and learning outcomes At school-level, in a certain subject at a chosen form, a number of students' work items (portfolio randomly selected from different classes) will be scrutinized by the panel head and then Principal/Vice Principals. 	2014-2015 academic year	<ol style="list-style-type: none"> Via subject meetings, subject departments embarked on measures for stepping up the implementation of their homework policies --- scheduling of delivery, marking and tracking of student progress, learning outcomes. In their subject year plans, panels heads have compiled a separate and clearly-stated section about the objectives, types and amount of homework given for the different forms. All subject teachers are asked to disseminate homework schedule information (in simple form) to students, e.g. via intranet e-Class. For each of the four core subjects, at a chosen form a number of students' work items (portfolio randomly selected from different classes) were scrutinized by the panel head and then Principal/Vice Principals. (For this year, students' work was inspected in 	<p><u>Method of evaluation</u></p> <ul style="list-style-type: none"> Via subject meetings and panel instructions: <ul style="list-style-type: none"> member teachers are reminded of the importance of serious efforts in marking students' assignments. subject panel has worked out the mechanism of more thorough scrutiny of student work so as to foster "assessments for learning". building a comprehensive set of practices/protocols for more effective homework implementation, marking, feedback, and staff appraisal Subject's year plan includes a separate and clearly-stated summary of the objectives, types and amount of homework given for the different forms; The quality and timeliness of subject teachers' marking student assignments, giving useful feedback, and/or follow up actions; Appraisal records of student work scrutiny; 	<ul style="list-style-type: none"> The measure solicited in subject departments a stepping up of the implementation of their homework policies. In general the inspection results reflected satisfactory quality and timeliness of subject teachers' marking student assignments and giving useful feedback There has been a skilful use of student-student peer assessment and commenting. All panels inspected could include in their action plans a distinctive section about their homework scheduling and strategies of implementation and monitoring. Most teachers delivered class activities and assigned homework according to teaching plans The scope and workflow of inspection exercise is found appropriate, and caused little inconvenience to the learning progress on the 	<ul style="list-style-type: none"> It is recommended that this exercise be continued in the next academic year, since the practice provides a comprehensive view of how well students are doing in their portfolio of learning, and a quick profile of their performance. As for the 15-16 academic year, subjects for checking will also include non-core academic subjects, while the core subjects inspection will be made on a needs basis. Issues have been raised regarding discrepancies in the amount and types of student work found among classes of same form in the same subject. This finding may warrant panel reviews, and emphasis would have to be placed on more collaborative actions among teachers of the same form: e.g. aiming at uniformity among classes, and resources sharing. Discussion has been made about the mode(s) of monitoring student learning (e.g. via homework checks) in the future:-- Suggestion: role of subject

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
		English (F.1, F.2, F.3, F.4, F.5 & F.6); Chinese (F.2, F.4 & F.6); Math (F.2, F.4); & L.S. (F.2 & F.5))	<ul style="list-style-type: none"> • Subject panel records and reviews <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • A stronger spirit of self-directed learning can be fostered among students by revitalizing their motivation and greater involvement in doing exercises; • Enhancing students' devotion and vigour in studies by the strategy of giving them more purpose-designed and well-structured assignments; • Setting clearer requirements for individual study work items; • Subject's homework schedule information has been disseminated to students, e.g. via intranet e-Class. 	part of students involved. During the course, concerned panel heads and subject teachers reported positive experiences and opportunities for professional growth. The process bred a timely platform for professional dialogue/views exchange (among subject teachers, panels, and Principal/Vice Principals) on pedagogical tactics, assessment strategies and more.	teachers, panel heads (conducting students' work scrutiny); role of Principal and VPs (random sampling), to be elaborated and positioned. Suitable occasions would be the staff development workshops.

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	Suggestions and follow up actions
<p>1. Promoting closer relationships among colleagues and building up a supportive school team spirit through fraternal activities.</p> <ul style="list-style-type: none"> Promoting collaborative culture (collaborative teaching and collaborative learning) by organizing or participating in seminars to enhance the professional development and teaching efficiency. 	2014-15 academic year	<p>1. First Staff Development Day (Whole Day) 22-10-2014</p> <p>Evaluation of Student Performance(HKDSE) and Film Appreciation My Voice My Life <爭氣></p>	<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. 	<p>1. Attendance Rate: 87.5%</p> <p>2. The movie is about a group of students who joined a music activity; it was quite a touching story. After watching the movie, participants enjoyed the movie very much. Some teachers expressed the movie was attractive, emotional and touching.</p> <p>3. Teachers agreed that the movie could enhance our teachers to see into the matter of different students having different abilities.</p> <p>4. Teachers remarked that the activity could promote closer relationships among colleagues and building up a supportive school team spirit through fraternal activity.</p> <p>5. After all, only 7.3% participants were dissatisfied with the whole activity.</p>	<p>1. On the Staff Development Day we all went to watch a movie called "My Voice My Life", they felt it was a new and attractive experience to them. Nearly most of the teachers liked it.</p> <p>2. A sharing session was conducted by the movie producer after watching the film. Some teachers expressed that the sharing time was a bit long and if possible, it is suggested we might invite some educational experts to make a comment on the movie so as to let our teachers understand our students from another point of view.</p> <p>3. In conclusion, this kind of team building activity is effective in promoting closer relationships among colleagues. Such arrangement is recommended on the staff development days in the coming years.</p>

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>2. Improving students' communication, collaboration, and teamwork skills</p> <ul style="list-style-type: none"> • The Healthy School Programme: Team-building Day for F.2 students and Guidance Prefects ; 	<p>2014-15 academic year</p>	<p>2. 25 students joined the Healthy School Programme Team-building Day for F.2 students which aims to enhance their communication skills.</p> <p>3. About 50 students joined the Guidance Prefects Team-building Day which aims to enhance their communication skills and team spirit.</p>	<ul style="list-style-type: none"> • In the Healthy School Programme, the F.2 students and guidance prefects are inspired the importance of positive learning attitudes after participating in the team building activities of the programme. • 70% participants who joined the programme agree that the programme can help enhance their communication, collaboration, and teamwork skills. 	<p>More than 95% students thought that the programme could satisfy its objectives. According to the opinions from teachers, these programmes could provide more chances for students to communicate with different people and this broadened their horizons. In general, the programmes could meet the success criteria.</p>	<p>The Guidance Prefect Team Building Day is suggested to continue as it offers good training for the Guidance Prefects to enhance their team spirit.</p> <p>The Team Building Day for F.2 is suggested to be reformed into a different way to develop the team communication skills, e.g. uniform group.</p>

Shun Tak Fraternal Association Leung Kau Kui College

18. Financial Report for the year 2014-2015 (Unaudited)

Amount received for the year 2014-2015	50,969,145.62
Add : Amount carried forward from previous year 2013-2014	4,520,765.26
	<hr/> 55,489,910.88
Less : Salaries Grant	-39,692,171.04
Less : TRG, SSCSG, DLG, LSGSS and etc	-2,816,764.28
Available funding	<hr/> 12,980,975.56
Less : Total expenditures	7,742,095.42
Amount brought forward for next year	<hr/> <hr/> 5,238,880.14

Particulars	Budget \$	Expenditures \$
Administration Grant	3,413,286.00	3,393,159.24
Composite Information Technology Grant	300,000.00	295,915.80
Noise Abatement Measures Recurrent Subsidy	267,030.00	231,370.14
Capacity Enhancement Grant	-	-
School and Class Grant	1,281,901.30	1,203,043.47
Lift Maintenance	120,000.00	104,273.03
Air-conditioning Grant for Preparation Room of Laboratories	4,000.00	1,698.23
Integrated Science	6,000.00	6,000.00
NSS Integrated Science	20,000.00	20,420.20
Visual Arts	36,000.00	25,467.50
Home Economics	32,000.00	33,045.10
Design & Technology	45,000.00	42,457.40
Computer Literacy and Computer & Information Technology	10,500.00	4,800.00
Putonghua	1,000.00	744.00
Supplementary Grant for School-based Management	25,000.00	47,232.00
Training and Development Grant	10,000.00	9,054.00
Moral and Civic Education	5,000.00	1,920.00
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	8,000.00	5,480.00
Chinese Extensive Reading Scheme	8,000.00	5,718.30
English Extensive Reading Scheme	8,000.00	11,475.00
Composite Furniture and Equipment Grant	650,000.00	724,269.01
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	1,574,553.00	1,574,553.00
Total	7,825,270.30	7,742,095.42

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2014-2015)

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)

Gifted in P.E. and music, some of our senior form students are interested in taking these subjects as one of their elective subjects in HKDSE. However, due to the limitations of manpower and other resources, we cannot offer these subjects in our senior form curriculum. 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 curriculums. Learners are expected to sit for the HKDSE Examination with P.E. / Music as one of their elective subjects.

In 2014-2015, the number of students who have participated in Tuen Mun Network Courses (P.E. & Music) is summarized as follows:

	P.E.	Music
S4	3	1
S5	-	4
S6	-	2

3) Other Languages 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.

In 2014-2015, a teacher with university qualifications has been hired to teach S6 Japanese. On the other hand, the number of S4-6 students who are interested in taking French and S4-5 students in taking Japanese was not sufficient for running a course in LKKC for them. Instead, these students can join the Tuen Mun Network Courses (Japanese and French) which are held on weekends.

Learners are required to finish regular assignments, in-class dialogues and occasional tests and examinations. While students of the beginning (S4) level 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 communications in diverse language contexts.

In 2014-2015, the number of students who have participated in Other Languages Courses in our school is summarized as follows:

	Japanese	French
S4	#16	#3
S5	#10	#4
S6	*12	#4

Tuen Mun Network Courses

* LKKC-operated

20. Financial Report on Diversity Learning Grant (2014-2015)

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 182,000.00
Revenue : Government Grant	<u>98,000.00</u>	<u>171,500.00</u>
	<u>98,000.00</u>	<u>353,500.00</u>
Expenditure :		
1. Gifted Education Programmes	\$71,325.00	
2. Tuen Mun Network Courses (P.E. & Music)	70,000.00	
3. Tuen Mun Network Courses (Japanese and French)		\$ 125,800.00
4. Hiring a Japanese teacher		17,587.50
5. Purchasing necessary reference materials and equipment		<u>4,511.80</u>
	<u>\$ 141,325.00</u>	<u>\$ 147,899.30</u>
Deficit covered by EOEBG	\$ (43,325.00)	
Balance brought forward for next school year	<u>\$ 0.00</u>	<u>\$ 205,600.70</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2014-2015)

21. Starting from the school year of 2000/01, 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 \$557,148 per annum for 2014/15) 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 a lot of funding is needed in future years to cope with the curriculum reforms as well as the problem of manpower mismatch. As a result, we need to reserve some 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 2014-2015. 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 (2014-2015)

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 adaptation problems at 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, the other for bringing 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 (2014-2015)

Balance carried forward from last school year	\$	30,750.00
Less : Amount clawed back at the end of school year 2013-2014		0.00
Revenue : Government Grant		<u>70,400.00</u>
	\$	101,150.00
Expenditure :		
1. Employing a Teaching Assistant to organize after-school learning programmes	\$100,800.00	<u>100,800.00</u>
Balance brought forward for next school year	\$	<u><u>350.00</u></u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2014-2015)

24. This grant is provided by the Education Bureau to enhance the support for students with special educational needs (SEN). The provision of the LSGSS is based on the number of students with SEN enrolled at the school. Schools can flexibly and strategically deploy the LSGSS on measures for supporting students with SEN. Specifically, the LSGSS can be used for:

- (a) employing additional teaching staff and/or teaching assistants;
- (b) procuring outside professional services;
- (c) purchasing teaching resources and/or aids;
- (d) organizing learning activities or related activities to promote an inclusive culture; and
- (e) conducting school-based teacher training activities on integrated education.

In 2014-2015, 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 programmes; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources)
 - Some learning programmes are organized to promote an inclusive culture.
 - Through co-operative learning activities, mutual acceptance among students can be further promoted.

25. Financial Report on Learning Support Grant for Secondary Schools (2014-2015)

Balance carried forward from previous school year		\$ 24,128.20
Revenue : Government Grant for 2014-2015		<u>208,000.00</u>
Total amount of usable fund		232,128.20
Expenditure :		
1. Procurement of services from an outside counselling service provider	\$ 188,000.00	<u>188,000.00</u>
Balance transferred to next school year		<u>\$ 44,128.20</u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2014-2015)

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, organizing 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 2014-2015:

- 1) 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
- 2) Employment of one Assistant Teacher of Mathematics
 - To enhance the learning and teaching in junior forms Mathematics
 - To organize some after-school learning programmes for the needy students
- 3) Employment of supply teachers for substituting teachers on sick leave or study leave

27. Financial Report on Teacher Relief Grant (2014-2015)

Balance carried forward from previous school year	\$ 54,047.63
Revenue : Annual recurrent cash grant for 2014-2015	185,905.25
Optional cash grant (freezing 1.0 teaching posts temporarily)	556,978.80
Other cash grant -- TSA	<u>1,353.00</u>
Total amount of usable fund	798,284.68
 Expenditure of recurrent cash grant :	
1. Employment of supply teachers	\$ <u>12,371.00</u> <u>12,371.00</u>
 Expenditure of optional cash grant :	
1. Employment of one Math & ICT teacher	\$ 410,040.00
2. Employment of one Assistant Teacher of Mathematics	133,016.13
3. Employment of supply teachers	<u>60,601.80</u> <u>603,657.93</u>
Balance transferred to next school year	<u>\$ 182,255.75</u>

Evaluation Report on the Use of Senior Secondary Curriculum Support Grant (SSCSG) (2014-2015)

28. Starting from the 2012/13 school year, each secondary school will be provided with a cash SSCSG equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) per New Senior Secondary (NSS) class. Schools may use the SSCSG flexibly for recruiting teachers or teaching assistants, and buying services and learning and teaching materials to facilitate the implementation of the NSS curriculum.

In 2014-2015, 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 helped to create room for teachers who were involved in the curriculum development of Liberal Studies (junior & senior forms). They also help teachers with the 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. 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 relevant issues.
 - 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 to record students' performance in all aspects other than only academic aspects. The Administrative Support Staff and the Teaching Assistants were involved in managing all the information concerned.
 - Students have diverse learning motivations 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 did cater 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 by students, handling roll call registers and homework submission records, etc.

- On the whole, the Administrative Support Staff and the Teaching Assistants have taken up lots of administrative work that had to be initially accomplished by individual teachers. This has resulted in releasing more room 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 2015, 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 of the 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.

29. Financial Report on Senior Secondary Curriculum Support Grant (2014-2015)

Balance carried forward from last school year		\$ 395,687.81
Revenue : Government Grant for 2014-2015		<u>724,668.00</u>
		1,120,355.81
Expenditure :		
1. Employment of Administrative Support Trainees and Teaching Assistants	\$ 468,520.16	
2. Form 1 – Form 5 Mentoring Schemes	36,200.00	
3. Form 4 – Form 5 Re-examination Support Measures	<u>5,400.00</u>	<u>510,120.16</u>
Balance brought forward for next school year		\$ <u>610,235.65</u>

Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2014-2015)

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

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

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

In 2014-2015, the funding was used in the following areas:

- (1) Employment of one Contract Teacher of Chemistry and Integrated Science
 - To enhance the learning and teaching in senior forms' Chemistry and junior forms' Integrated Science
 - To support the implementation of SBA in senior forms' Chemistry and co-curricular activities of Science Department

31. Financial Report on Extra Senior Secondary Curriculum Support Grant (2014-2015)

Balance carried forward from last school year		\$ 97,786.80
Revenue : Government Grant for 2014-2015		<u>250,000.00</u>
Total amount of usable fund		347,786.80
 Expenditure :		
1. Employment of one Contract Teacher of Chemistry and Integrated Science	\$ <u>322,492.50</u>	<u>322,492.50</u>
Balance brought forward for next school year		\$ <u>25,294.30</u>

Evaluation Report on the Use of Career and Life Planning (CLP) Grant (2014-2015)

32. The CLP Grant is a recurrent provision which will be revised annually in line with the adjustment to the mid-point salary of the Graduate Master pay scale. The prime aim of providing the additional cash grant is to empower and enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students. Specifically, the teaching team needs to be empowered to embrace a paradigm shift from career information dissemination to embodying the essence of life planning education in a more co-ordinated and systematic manner. In addition, we have to enrich the contents and expand the scope of their existing level of career guidance service so as to help students understand their own capabilities, career/academic aspiration, develop positive attitudes towards work and learning and integrate their career/academic aspirations with whole-person development and life-long learning.

The CLP Grant should primarily be used for its major purpose of empowering and enhancing the capacity of the teaching team for life planning education. Where circumstances allow, schools may then use the remainder of the grant to enrich relevant school-based service for students by providing career-related learning beyond the classroom. Such service may include financing needy students' participation in career exploration; engaging experts, business sector and alumni in related sharing with students; acquiring services to cater for the different career guidance needs of students with a particular background; and other services relevant to life planning education.

In 2014-2015, the funding was used in the following areas:

- (1) Employment of one Contract Career Teacher
 - for empowering and enhancing the capacity of the teaching team for life planning education
- (2) Enrichment of relevant school-based services
 - for providing career-related learning to the students beyond the classroom
 - for providing services relevant to life planning education

33. Financial Report on Career and Life Planning (CLP) Grant (2014-2015)

Balance carried forward from last school year		\$ 0.00
Revenue : Government Grant for 2014-2015		<u>517,620.00</u>
Total amount of usable fund		517,620.00
 Expenditure :		
1. Employment of one Contract Career Teacher	\$ 410,040.00	
2. Enrichment of relevant school-based services	<u>44,233.70</u>	<u>454,273.70</u>
 Balance brought forward for next school year		 \$ <u>63,346.30</u>

- End of Report -