

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



School Report
(2015 – 2016)

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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 the 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. Recently in 2016, the computer facilities in Computer Room 306 and MMLC have been renewed and upgraded with the donations from parents, alumni and members of IMC. 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%	14.6%	7.8%	9.7%	2.0%	3.3%	*100%

* Other Learning Experiences: 8.3%

Class Structure

3. There were 27 classes in our school in the academic year of 2015-2016, including four classes from Form 1 to Form 4, five classes in Form 5 and six classes in Form 6. The total number of students in our school was 839 of which 382 were male and 457 were female students.

Vacant School Places

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

Student Attendance

5. There were 192 school days in the academic year 2015-2016. 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	98.74%
F.3	98.46%
F.4	98.60%
F.5	97.87%
F.6	97.21%

Students' Reading Habits

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

F.1	F.2	F.3	F.4	F.5	F.6	Total
1173	400	735	1394	1276	503	5481

7. Record of borrowing items :

English reading items	Chinese reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
1,149	3,400	420	23	8	672	5,672

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

Total
4,365

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

Total
75

9. Record of reading electronic information through the WiseLearning Platform :
8,979 articles were read in 2015-2016.

Students' Performance

10. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2015-2016

	English	Chinese	Mathematics
Results (mean)	74.0	64.5	83.4

11. Hong Kong Diploma Secondary Education (HKDSE) Examination 2016

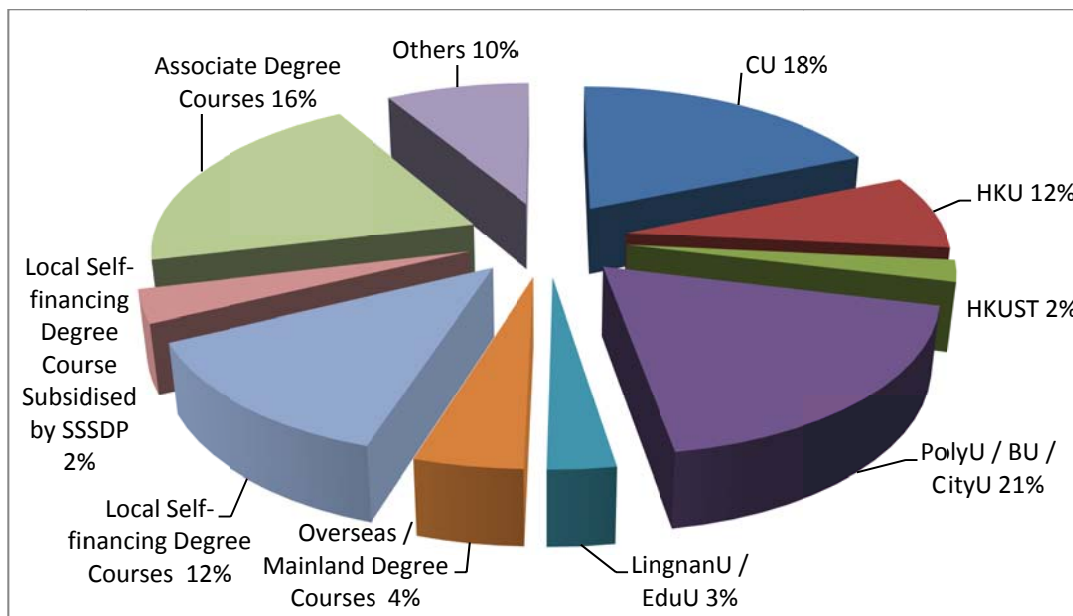
Our students obtained good results in the 2016 HKDSE. They obtained a total of 357 Level 5+ of which 42 were Level 5**.

- Individual outstanding achievements:
Chan Wing Man attained 5** in four subjects; Cho Ka Chai and Wu Man Ho attained 5** in three subjects.

Students' Careers Development

12. Students' Early Exit (students who dropped out before completing their studies): 1.2%

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



Our Teaching Staff

Principal's and Teaching Staff's Academic Qualifications

14. There are 57 teaching staff members (including the Principal and one NET) in the school. 57 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	25	31
Percentage	1.8%	43.9%	54.3%

Teaching Experience and Professional Development

15. In 2015-2016, the average number of hours spent by teachers and the principal on professional development courses was 50. The school's actual expenditure spent on teachers' and principal's professional development was \$1,000. 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	2	7	48
Percentage	0%	3.5%	12.3%	84.2%

Teachers' resignation

16. Only one teacher resigned and one teacher retired last year, indicating that the turnover rate was very low.

School Report (2015–2016)

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

Major Concern 1: Helping Students to Establish Personal Goals in Academic Pursuit and Career Planning

Encouraging students to actively target and shape their development and life objectives. They would amass career repertoire, explore the working more widely, and eventually construct clearer study and life plans out of own interest and aspirations.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
<p>1. Launching the “Equipping Teachers, Motivating Students Scheme” in junior forms to strengthen life planning education and career guidance:</p> <ul style="list-style-type: none"> • revitalizing the Junior Form Life Education Programmes, • delivering parent mass talks, • providing counselling and psychological services, • pushing forward teachers’ professional developments 	<p>2015-2016 academic year</p>	<ul style="list-style-type: none"> • <u>Life education lessons</u> With the co-operation of Association of Professional Lifespan Development and Educational Research (ALDER), 15 newly developed life education programmes in junior forms were implemented, either conducted by the professional social workers / life planning instructors, or by our ad-hoc team members/ class teachers. Members from ALDER, our ad-hoc team and class teachers had regular pre-lesson meetings as well as post-lesson meetings for the planning and evaluation of all the programmes conducted. 	<p><u>Methods of Evaluation</u></p> <ol style="list-style-type: none"> 1. Reviews of the implementation of the revised Junior Form Life Ed. Programmes; 2. Students’ reflections and suggestions made in program worksheet and in workshops; 3. Observation by Form Teachers and Career Teachers <p><u>Success criteria</u></p> <ol style="list-style-type: none"> 1. Through programmes, students’ self-understanding and aspirations towards studies and life were elicited; 2. Students could set their individualized personal goals and subsequently 	<ul style="list-style-type: none"> • <u>Life education lessons</u> With the assistance of ALDER and our ad-hoc team members, the life education lessons were well planned. Most of the tutors from ALDER were quite experienced in delivering the lesson contents. However, some of the tutors from ALDER were rather inexperienced and therefore some students might have found it difficult to understand the themes in some of the programs. • <u>Talks and Seminars</u> Students found it meaningful to have a chance to meet famous guest speakers and listen to their stories about how to be successful in life planning. Parents expressed that the talks 	<p>In general, opinions from teachers, students and parents include:</p> <ul style="list-style-type: none"> • Junior form curriculum, including life education, should include more elements of life planning, so that students can have a better understanding of goal setting in life. • More continuous professional development programmes (staff development day, common lesson planning, coaching and etc.) should be provided to our teachers, especially the class teachers. Then they can be empowered in the role of life planning of students and will be more confident in delivering the related life education lessons. • Professionals like social workers and psychologists

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
		<ul style="list-style-type: none"> • <u>Talks and Seminars</u> Prominent guest speaker – Dr. Yung Wing Ki shared his experience in realizing his dreams with S4-5 students in December. Besides, 2 parent talks were conducted on the themes of teenagers’ needs in life planning and ways to cope with teenagers’ emotional problems. • <u>Counseling and psychological services</u> Life planning developmental needs analysis was provided to every junior form student. Individual counseling service was provided to students in need. • <u>Teachers’ training</u> Altogether 2 training sessions of around 10 hours were provided to all teachers on the themes of life planning education. In particular, some assessment tools were introduced for understanding more about students’ 	<p>proposed appropriate action plan(s);</p> <p>3. Most students formulated practical work plans for subject studies, for career aspirations, and for life paths;</p>	<p>were useful in promoting their awareness in handling students’ emotional problems. Parents’ understanding on the role of students’ life planning had been increased. It was suggested to provide more talks on similar topics to parents in the future.</p> <p>Furthermore, positive feedback was also received from the evaluation questionnaire of students and parents on the talks and seminars.</p> <ul style="list-style-type: none"> • Counseling and psychological services The students who took part in the individual counseling service showed positive responses based on the analysis made by the psychologists of ALDER. During the sessions, most of them claimed that they would take the advice from the psychologists and would keep a positive attitude towards their learning in 	<p>can be invited to co-operate with us in promoting life planning education in our school. Teachers can gain more updated information and strategies while the workload of teachers can be balanced.</p> <ul style="list-style-type: none"> • More student activities / workshops can be held to coach students to help raise their awareness on life planning, understanding the importance of goal setting and realizing the different ways to plan their life in the future.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
		<p>personalities and abilities so as to facilitate the life planning education for them.</p>		<p>the future.</p> <ul style="list-style-type: none"> • <u>Teachers' training</u> In general, teachers gained the knowledge of life planning education. The assessment tools introduced were quite useful as well. 	
<p>2. Building proactively and strategically for senior form students an integrated programme "Life-wide Guidance Package in Career & Life Planning". This in-house developed package is an assortment of:</p> <ul style="list-style-type: none"> • Career guidance events developed by Careers Counselling Committee, • Life planning programmes and experiences, • Self-directed assessments, • Workplace visits/internship 	<p>2015-2016 academic year</p>	<ul style="list-style-type: none"> • Career personality tests to allow students to have better understanding of their characters, studying habits, career aptitude and work ability • Cooperate with NGO (HK Professionals and Senior Executives Association, Hok Yau Club, HKCA Young Members Society, etc.) to provide career training to students • Use of Soci-game to stimulate students for future career planning. • Provide career visits to increase students' exploration in career developments. • Arrange talks by alumni and guest speakers from different fields of work to inspire students to draw up their career roadmaps • Summer job internship 	<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> 1. Students' reflection and feedback in worksheets after activities 2. Scope and breadth of career information disseminated, 3. Observing students' participation in activities, 4. Reviews in committee meetings <p><u>Success criteria</u></p> <ol style="list-style-type: none"> 1. Enhancing students' self-understanding and evaluation, 2. Elevating their positive attitudes in career planning, 3. Students are well-informed and equipped when they head towards actualizing their life plan goals. 	<ul style="list-style-type: none"> • A positive feedback was received from the school self-evaluation on the life education lessons and career programmes • The programme worksheet showed in-depth reflections from students on the activities • The participation rate on the group developmental activities was high. Each student could draw a goal setting plan and determine the ways to realize their goals. • Students shared their experiences in their summer job internships in the assembly. The reflection was included in their student learning profiles 	<p>Opinions are:</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. • More careers workshops can be organized to students to raise their awareness on the importance of life planning.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
		is provided to students with on-job training.			
3. Enhancing the endeavor 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 	2015-2016 academic year	<ul style="list-style-type: none"> Every student attended 2 hour-PE lessons that included different kinds of sports: athletics, table-tennis, badminton, basketball, handball and volleyball. Music: programmes held in Term-1 and early Term-2; 33 F.1 students in 4 groups, with each group specializing in ONE instrument ; total contact hours was 15. 	<u>Method of Evaluation</u> <ul style="list-style-type: none"> Comments from instructors / class tutors of the courses Observing students' participation <u>Success Criteria</u> <ul style="list-style-type: none"> 80% of F.1 students have obtained a genuine experience of the chosen art/sport, Some students will develop an interest to pursue it further. 	<ul style="list-style-type: none"> The duration of lessons was very long. Too many students chose the PE option, therefore, it was hard for the coaches to handle. Not enough practice venues, especially the hall, which was mostly occupied by others. Students showed interest in sports, so the program provided an opportunity to enhance their knowledge in sports Not many students joined the sports team. 	Suggestions are: <ul style="list-style-type: none"> Shorten the lessons. For better management, all programs should finish by end of Term 1. Reserve the Hall for this program. Evenly distribute the students among the different programme options. 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 for effective learning is the build-up of students’ positive learning attitudes and habits, and their acquisition and grasping 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	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 Programme : students will be involved in organizing or attending the “Healthy School Information Talk” and the “Healthy School Carnival Variety Fair”; • Establishing a new uniformed-body, the Red Cross Group 	2015-2016 academic year	<ul style="list-style-type: none"> • “Healthy School Information Talk” and the “Healthy School Carnival Variety Fair” are activities at a whole school level. Through the talk and booth game/ activities, students’ awareness on healthy life can be enhanced. • Red Cross Uniform Group --- set up in this year, aims at strengthening self-discipline and building self-esteem of the members. 10 students joined the group. 	<p><u>Method of Evaluation</u></p> <ul style="list-style-type: none"> • Students’ reflection & feedback when activities were completed; • Quality of organizing work by students; • Review reports of Guidance Committee • Evaluation report from the Red Cross Group <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • The activities provide an effective platform for eliciting improvement in students’ capacity in self- management, confidence, team spirit, and problem-solving skills; • Through organizing activities, students build up a stronger sense of self-competence to embrace challenges ahead. 	<ul style="list-style-type: none"> • More than 90% of the students thought that the program met its objectives. According to the opinions from teachers, these programs could upgrade members’ sense of self-discipline and team-spirit. 	<ul style="list-style-type: none"> • More promotion should be followed in the next year in order to increase participation of the Red Cross Uniform Group.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
			<ul style="list-style-type: none"> The Red Cross Group can provide a uniformed-body platform to elicit and upgrade members' sense of self-discipline and team-spirit, to enhance their capacity in self-management, and to boost their confidence and self-esteem. 		
<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 : joining the AdventureShip Experience Programme Guidance Prefects Training Day 	2015-2016 academic year	<ul style="list-style-type: none"> The dates of the AdventureShip cannot fit into our school calendar, therefore the program is postponed to next year. About 30 Guidance Prefects (F.3 to F.5) joined the Training Camp, through counselling skill workshop and games, communication cum leadership skills of the Guidance Prefects were improved. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> The breadth of the skills package that are taught while students are working in groups (listening, appreciation, negotiating, making consensus, etc.). Evaluate students' spontaneity and efforts to achieve effective communication with others ; Review reports of Guidance Committee <p><u>Success criteria</u></p> <ul style="list-style-type: none"> AdventureShip Experience : participants learn to manage stress and emotions, handle and resolve conflicts, apply listening and 	<ul style="list-style-type: none"> More than 95% of the students thought that the program met its objectives. According to the opinions from teachers, students could learn to manage stress and emotions, handle and resolve conflicts, apply listening-communication skills, and conduct problem-solving collaboratively with team-mates during the training programme. 	<ul style="list-style-type: none"> Next year, we should confirm the booking for AdventureShip as early as possible. And similar Training Program for Guidance Prefects should be carried forward

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
			<p>communication skills, and conduct problem-solving collaboratively with team-mates.</p> <ul style="list-style-type: none"> • In the campus community, students can effectively communicate with others during daily activities of studies, or throughout campus life. 		
<p>3. Study skills --- nurturing positive attitudes in learning, effective skills and habits/ routines of learning, and collecting & handling information.</p> <ul style="list-style-type: none"> • Nurturing study skills of Form 1 students --- the two FMs of each class work together to facilitate Collaborative Learning” and “Self-learning” opportunities, thus help build favourable learning habits and routines among the students. • Subject panels will design appropriate learning experiences, both during lessons or in co-curricular 	<p>2015-2016 academic year</p>	<ul style="list-style-type: none"> • Throughout the academic year, for all F.1 classes, both FMs (FM plus deputy FM) are present with extra contact time during roll-calls, allowing more effective assignment-collection, rectifying discipline issues, and handling other classroom management chores. F.1 students are continuously briefed about productive study and revision tactics, especially in the early months of their secondary school days. • A group-based remedial class is run in the second term for 10 F.1 students performing poorly in English Language 	<p><u>Methods of evaluation</u></p> <ul style="list-style-type: none"> • Evaluate the scope and relevance of the learning skills taught in workshops; • Subject meeting reviews and suggestions in annual plans on potential lesson strategies and co-curricular activities that aim at arousing students’ interest and drive in studies; • Reviews at the Panel Heads meeting and Form One Form Meeting. <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • In the variety of class activities, learning events and programmes, 	<ul style="list-style-type: none"> • The synergic efforts of both FM’s greatly helped equipping F.1 students with more effective classroom routines and study habits towards the appropriate direction, preparing them for more subtle study-skills nurturing arrangements particularly in their subsequent junior years. • Coaching of the above skills are deemed very essential for the first month (orientation period) of F.1 freshmen. 	<ul style="list-style-type: none"> • Amid the scrambled event schedules of the 35th Anniversary celebrations, a whole-form program was not able to be arranged for F.1 students --- to re-schedule for next year. • To coach, at the earliest possible stage of F.1 study, students about study and generic skills, the student mass workshops would be launched at term-start.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
activities, to inspire students and promote a campus-wide learning atmosphere, and to elicit students' vigour in their studies.		<ul style="list-style-type: none"> •Subjects' experiential activities are arranged for students including field camps (Geography), excursions or visits (Chemistry, LS, Art, Drama) and overseas trips (LS, Cultural) 	<p>students are instilled with the importance of nurturing positive attitudes and habits in learning;</p> <ul style="list-style-type: none"> •70% of the F.1 student population learn to get used to the routines for pre-lesson preparation of subject content with reasonable autonomy; •Subject teachers to be kept updated of the pedagogical use of the taught skills. 		
<p>4. Information Technology skills --- nurturing and advancing students' ability in employing IT skills for search, analysis, selection, presentation and various tasks that handle information. Measures include:</p> <ul style="list-style-type: none"> • enhancing the campus-wide WiFi facilities; • in this academic year, Form 1 subjects will be scheduled to start at least one IT-based e-Learning teaching package for lessons. • Subject departments 	2015-2016 academic year	<ul style="list-style-type: none"> •37 Wifi access points are installed in 35 classrooms, school hall and covered playground. •9 subjects including Chinese language, Mathematics, Liberal Studies, Integrated Science, History, Home Economics, D&T, Music & Putonghua have developed at least one teaching package of e-Learning for a double period (for core subjects) or single period (for other subjects) in secondary one class. 	<p>Method of Evaluation:</p> <ul style="list-style-type: none"> •Generate workable IT strategies that help build students' life-long habits of self-motivated and self-paced learning. •Evaluating the adherence to introduced measures in line with the objectives of the "4th Strategy on IT in Education" plan, •Subject action plans on IT-based learning <p>Success criteria</p> <ul style="list-style-type: none"> •Teachers have more experiences and know-how in IT 	<ul style="list-style-type: none"> •From the reports of subject panels, students gave positive feedback. They were motivated to do self-learning, student-centered activities. •Some teachers could establish firm pedagogical use of e-textbooks and e-learning resources. 	<ul style="list-style-type: none"> •School IT committee will continue to provide tailor-made professional development programmes for school teachers to strengthen their knowledge and skills in helping their students in e-learning. •Teachers will share their experiences and good practices with a view to scaling up e-learning, in particular, whole-school adoption of e-textbooks and e-learning resources during the staff development day. •Subjects in S1, S2 and S4 will develop at least one

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestion and follow up action
draw up plans for IT-based/e-Learning programmes in their junior and/or senior form lesson schemes			resources (learning ware or facilities); <ul style="list-style-type: none"> • Teachers identify more pedagogical benefits in e-Learning ; • Students acquire the ability in wisely and critically employing IT skills for search, analysis, selection, presentation w.r.t. handling information. 		teaching package of e-Learning for a double period (for core subjects) or single period (for other subjects) in the academic year 2016-2017.

Shun Tak Fraternal Association Leung Kau Kui College

18. Financial Report for the year 2015-2016 (Unaudited)

Amount received for the year 2015-2016	51,231,518.06
Add : Amount carried forward from previous year 2014-2015	5,010,709.13
	<u>56,242,227.19</u>
Less : Salaries Grant	-39,392,139.17
Less : TRG, SSCSG, DLG, LSGSS and etc	-3,267,196.32
Available funding	<u>13,582,891.70</u>
Less : Total expenditures	7,561,931.95
Amount brought forward for next year	<u>6,020,959.75</u>

Particulars	Budget \$	Expenditures \$
Administration Grant	3,527,327.00	3,510,398.63
Composite Information Technology Grant	320,000.00	264,218.95
Noise Abatement Measures Recurrent Subsidy	240,000.00	199,496.91
Capacity Enhancement Grant	-	-
School and Class Grant	1,300,000.00	1,233,014.61
Lift Maintenance	120,000.00	83,001.64
Air-conditioning Grant for Preparation Room of Laboratories	4,000.00	1,754.58
Integrated Science	6,000.00	5,380.95
NSS Integrated Science	20,000.00	20,000.00
Visual Arts	36,000.00	22,597.80
Home Economics	32,000.00	32,093.70
Design & Technology	45,000.00	70,358.00
Computer Literacy and Computer & Information Technology	11,000.00	5,080.00
Putonghua	1,000.00	199.00
Supplementary Grant for School-based Management	68,000.00	30,713.60
Training and Development Grant	10,000.00	1,000.00
Moral and Civic Education	5,000.00	2,100.00
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	10,000.00	11,097.50
Chinese Extensive Reading Scheme	5,000.00	4,388.00
English Extensive Reading Scheme	10,000.00	11,484.00
Composite Furniture and Equipment Grant	900,000.00	394,587.08
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	1,658,967.00	1,658,967.00
Total	8,329,294.00	7,561,931.95

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2015–2016)

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 limitations of manpower and other resources, we cannot offer these subjects in our senior form curriculums. 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 are 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 2015-2016, the number of students who have participated in Tuen Mun Network Courses (P.E. & Music) is summarized as follows:

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

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 2015-2016, all students who are interested in learning Japanese and French languages are selected and enrolled in the Tuen Mun Network Courses (Japanese and French) which are held on weekends. These language courses are coordinated by the Tuen Mun Secondary School Heads Association and provided by the Lingnan Institute of Further Education.

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 2015-2016, the number of students who have participated in Other Languages Courses in our school is summarized as follows:

	Japanese	French
S4	21	6
S5	12	2
S6	7	7

20. Financial Report on Diversity Learning Grant (2015-2016)

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 171,500.00
Revenue : Government Grant	<u>91,000.00</u>	<u>175,000.00</u>
	<u>91,000.00</u>	<u>346,500.00</u>
Expenditure :		
1. Gifted Education Programmes	\$ 58,400.00	
2. Tuen Mun Network Courses (P.E. & Music)	79,100.00	
3. Tuen Mun Network Courses (Japanese and French)		\$ 170,000.00
4. Purchasing necessary reference materials and equipment		<u>3,614.85</u>
	\$ <u>137,500.00</u>	\$ <u>173,614.85</u>
Deficit covered by EOEBG	\$ (46,500.00)	
Balance brought forward for next school year	\$ <u>0.00</u>	\$ <u>172,885.15</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2015–2016)

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 \$574,415 per annum for 2015/16) Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:
- (a) curriculum development, including the integration of information technology in teaching;
 - (b) enhancing students' language proficiency; and
 - (c) coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.

Under the Voluntary Optimisation of Class Structure Scheme, the number of classes in our school will be changed from 28 (in 2012-2013) to 24 (in 2016-2017). The EOEBG and other government grants will be adjusted accordingly. However, we foresee that we need a lot of funding in future years to cope with the curriculum reforms as well as the manpower mismatch problem. As a result, we need to reserve some funding for future use.

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 2015-2016. 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 (2015–2016)

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 (2015-2016)

Balance carried forward from last school year		\$ 350.00
Less : Amount clawed back at the end of school year 2014-2015		0.00
Revenue : Government Grant		<u>123,600.00</u>
		\$ 123,950.00
Expenditure :		
1. Employing a Teaching Assistant to organize after-school learning programmes	\$ <u>123,600.00</u>	<u>123,600.00</u>
Balance brought forward for next school year		<u>\$ 350.00</u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2015–2016)

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 2015-2016, 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.
- (3) Procuring Outreaching Occupational Therapy and Speech Therapy Services for the needy students.
 - Occupational Therapist and Speech Therapist possess extensive experience and expertise in providing outreaching service for our school.
 - Services include students' individual training and assessment, group treatment on improving students' social skills, consultation on schools syllabi, professional training or consultation for parents.

25. Financial Report on Learning Support Grant for Secondary Schools (2015-2016)

Balance carried forward from previous school year		\$ 44,128.20
Revenue : Government Grant for 2015-2016		<u>227,851.00</u>
Total amount of usable fund		271,979.20
Expenditure :		
1. Procurement of services from an outside counselling service provider	\$ 199,000.00	
2. Organizing learning activities or related activities to promote an inclusive culture.	2,200.00	
3. Procuring Outreaching Occupational Therapy and Speech Therapy Services for the needy students.	<u>4,900.00</u>	<u>206,100.00</u>
Balance transferred to next school year		\$ <u><u>65,879.20</u></u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2015–2016)

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 2015-2016:

- 1) Employment of one part-time Assistant Teacher of Biology
 - To enhance the learning and teaching in junior forms Biology
 - To organize some after-school learning programmes for the needy students
- 2) Employment of one 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 the school.
 - To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc.
- 3) S1 – S5 Mentoring Scheme
 - In early May 2016, some current F.6 students with good academic performance and outstanding 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 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.
- 4) Employment of supply teachers for substituting teachers on sick leave or study leave

27. Financial Report on Teacher Relief Grant (2015-2016)

Balance carried forward from previous school year		\$ 205,805.78
Revenue :		
Annual recurrent cash grant for 2015-2016		189,956.00
Optional cash grant (freezing 0.4 teaching posts temporarily)		259,321.60
Other cash grant -- TSA		<u>5,664.00</u>
Total amount of usable fund		660,747.38
Expenditure of recurrent cash grant :		
1. Employment of supply teachers	\$ 11,328.00	<u>11,328.00</u>
		649,419.38
Expenditure of optional cash grant :		
1. Employment of one part-time Assistant Teacher of Biology	\$ 65,110.00	
2. Employment of Administrative Support Staff	143,500.00	
3. S1 – S5 Mentoring Scheme	31,180.00	
4. Employment of supply teachers	<u>18,894.50</u>	<u>258,684.50</u>
Balance transferred to next school year		\$ <u><u>390,734.88</u></u>

Evaluation Report on the Use of Senior Secondary Curriculum Support Grant (SSCSG) (2015–2016)

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 2015-2016, the funding was used in the following areas:

- 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 three Teaching Assistants in support of school-based assessment activities and policies, project learning, and in some subjects.
 - The Teaching Assistants' supporting work helps to create room for teachers who are involved in curriculum development of Liberal Studies (junior & senior forms). It also helps with the administrative chores in the implementation work of School-based Assessment in F.4-6 Chinese Language and English Language.
 - The Teaching Assistants provided help in different aspects such as Performing Arts Competition, teachers' professional development days and 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, recording students' performance in all aspects other than academic aspects. 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 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.
 - 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 Teaching Assistants had taken up ample administrative work that had to be initially accomplished by individual teachers. This resulted in releasing more room for teachers to improve their teaching effectiveness. As regards catering for students' learning differences, teachers undeniably played the major role.

3) Employment of mentors in summer holidays

- Some F.4 and F.5 students who failed in their final exams have 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 (2015-2016)

Balance carried forward from last school year		\$ 602,707.47
Revenue : Government Grant for 2015-2016		<u>704,028.00</u>
		1,306,735.47
Expenditure :		
1. Employment of one Contract Teacher of Mathematics and ICT	\$ 448,680.00	
2. Employment of three Teaching Assistants	353,430.00	
3. Employment of mentors in summer holidays	<u>5,400.00</u>	<u>807,510.00</u>
Balance brought forward for next school year		\$ <u><u>499,225.47</u></u>

Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2015–2016)

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 2015-2016, we have other funding (SSCSG) for the time being to employ Teachers, Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We therefore plan not to use the Extra SSCSG in 2015-2016. We will keep in view the situation and plan for the use of Extra SSCSG in the coming years in due course.

31. Financial Report on Extra Senior Secondary Curriculum Support Grant (2015-2016)

Balance carried forward from last school year	\$ 25,294.30
Revenue : Government Grant for 2015-2016	<u>250,000.00</u>
Total amount of usable fund	275,294.30
Balance brought forward for next school year	\$ <u>275,294.30</u>

Evaluation Report on the Use of Career and Life Planning (CLP) Grant (2015–2016)

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 attitude towards work and learning and integrate their career/academic aspirations with whole-person development and life-long learning.

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

In 2015-2016, 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
- (3) Procurement of services from an outside life planning service provider
 - for providing staff development on life planning education to our teachers
 - for providing career related life education programmes to S1-3 students
 - for providing career talks to parents of S1 and S3 students
 - for providing school-based life planning supports to S1-3 students by psychologists and/or social workers

33. Financial Report on Career and Life Planning (CLP) Grant (2015-2016)

Balance carried forward from last school year		\$ 63,346.30
Revenue : Government Grant for 2015-2016		<u>541,560.00</u>
Total amount of usable fund		604,906.30
Expenditure :		
1. Employment of one Contract Career Teacher	\$ 448,680.00	
2. Enrichment of relevant school-based services	16,283.00	
3. Procurement of services from an outside life planning service provider	<u>146,600.00</u>	<u>611,563.00</u>
Deficit covered by EOEBG		\$ <u>(6,656.70)</u>

- End of Report -