

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



School Report
(2016 – 2017)

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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. 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 available to improve the learning environment of the whole school. The improvement in facilities and sustainable development of the school could not have been realized without the funds raised from parents, alumni and our sponsoring body.

Lesson Time for the 8 Key Learning Areas

2. (a) The following lists the percentage of lesson time allocated to each key learning area in our school.

K LA Form	Chinese Language	English Language	Math. Education	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Educa- tion	PE	SS Liberal Studies	SS Elective Subjects	OLE	Total
F.1 – F.3	15.5%	15.5%	13.8%	12.1%	7.5%	20.7%	7.5%	3.4%	--	--	4.0%	100%
F.4 – F.6	15.3%	15.3%	11.9%	--	--	--	--	3.4%	11.9%	35.6%	3.4%	100%

- (b) The following shows the senior secondary elective subjects offered in each KLA.

KLA Form	Chinese Language	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Educa- tion	PE	Others	Total
F.4	Chin. Lit.	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	French# Japanese# ApL	16
F.5	Chin. Lit.	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	French# Japanese# ApL	16
F.6	Chin. Lit.	Biology Chemistry Physics Int. Science	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	French# Japanese# ApL	17

#Network courses

Class Structure

3. There were 24 classes in our school in the academic year of 2016-2017, including four classes from Form 1 to Form 6. The total number of students in our school was 791 of which 366 were male and 425 were female students.

Vacant School Places

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

Student Attendance

5. There were 194 school days in the academic year 2016-2017. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
F.1	98.99%
F.2	98.49%
F.3	98.54%
F.4	98.64%
F.5	98.28%
F.6	95.36%

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
2, 670	303	586	909	1, 269	511	6, 248

7. Record of borrowing items :

English reading items	Chinese reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
4, 131	1, 204	295	99	15	632	6, 376

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

Total
3,955

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

Total
78

9. Record of reading electronic information through the WiseLearning Platform :
4,505 articles were read in 2016-2017.

Students' Performance

10. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2016-2017

	English	Chinese	Mathematics
Results (mean)	64	75	81

11. **Hong Kong Diploma Secondary Education (HKDSE) Examination 2017**

Our students obtained good results in the 2016-2017 HKDSE. They obtained a total of 271 Level 5+ of which 33 were Level 5**.

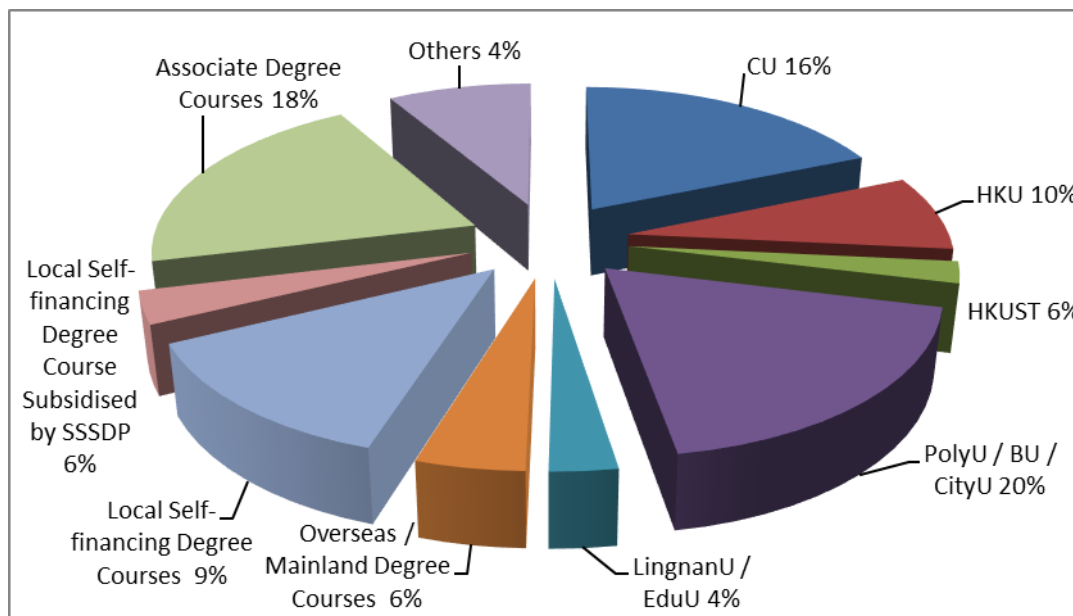
Individual outstanding achievements:

Li Ka Wing attained 5** in four subjects; Chan Hiu Chun, Lam Ka Chung, Siu Leong Nam and Wong Tin Long attained 5** in three subjects.

Students' Careers Development

12. Students' Early Exit (students who dropped out before completing their studies): 2.4%

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



Our Teaching Staff

Principal's and Teaching Staff's Academic Qualifications

14. There are 56 teaching staff members (including the Principal and one NET) in the school. All 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	24	31
Percentage	1.8%	42.9%	55.4%

Teaching Experience and Professional Development

15. In 2016-2017, 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 \$500. 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	0	6	50
Percentage	0%	0%	10.7%	89.3%

Teachers' resignation

16. One teacher resigned and three teachers retired last year.

School Report (2016-2017)

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

Major Concern 1: Enhancing Students' Learning Ability and Building a Proper Learning Attitude

Enriching students' learning with a life-wide and structured consortium of academic strategies and programmes. These experiences would aspire them to become more motivated in academic explorations, widen their knowledge base, and confidently steer their own learning journeys.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
1. Initiating co-ordinated reading promotion strategies. With a rich package of programmes and activities, the "Reading to Learn" objectives are re-vitalized to assist students in achieving better mastery of bi-lingualism, in developing a positive and genuine interest in reading, in carrying out more extensive reading and enjoying elevated benefits in learning.	2016-2017 academic year	A wide range of programmes were organized as follows: <ul style="list-style-type: none"> • Enriching Day 5 Lunch Reading Time for reading "What's Up" issues and passage contributions from other EMI subjects, • Optimizing Day 7 Lunch Reading Time for Chinese reading materials (among subjects of Chinese KLA, L.S. and Chinese History), • A multi-phase "Student Reading Habits Survey" to keep track of the changes in students' reading habits and interest • An integrated cross-subject platform for effective newspaper 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> • Reviews of the implementation and outcomes of reading-related events and programmes during subject meetings and panel heads' meetings. • Reports and reviews in the working meetings of the Reading to Learn Working Unit • Student questionnaire statistics & reflections from the annual school review process • Using the Student Reading Habits Survey data to set a reference frame for reviewing the progress and outcomes of the 3-year initiative in reading strategies. <u>Success criteria</u> <ul style="list-style-type: none"> • The wide consortium of 	<ul style="list-style-type: none"> • In general, a positive feedback was received regarding the reading materials prepared for the lunch reading time (Day 5 & Day 7). These materials can serve the purpose in arousing the students' interest and hence the learning atmosphere can be enhanced. • Surveys showed that most students acquired a reading habit. • Although we have encouraged students to share their experience of Reading to Learn through various activities, the response from students was not satisfactory. • Some of the students could not concentrate on reading books during 	<ul style="list-style-type: none"> • For the reading materials provided, teachers may stimulate students to think more by providing some in-depth questions on the related issues, introducing some related videos to arouse interest, or carrying some follow up activities in lessons. • To promote the sharing culture on reading and introduce suitable books to students, the scale of book sharing activities can be extended. We can organize some sharing sessions during morning assemblies or lunch reading time on a regular basis. Some student ambassadors can be recruited to promote reading at all levels. • In addition to the integrated cross-subject

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
		<p>cutting pedagogies (in the subjects of English, Chinese and L.S.),</p> <ul style="list-style-type: none"> • Setting time-frame of holding concerned events (reading awards, book fairs, book reviews, book promotions, etc.) throughout the academic year. 	<p>programmes and activities elevates students' interest and aspirations in reading.</p> <ul style="list-style-type: none"> • Students enhance their capacity in language learning through more reading. • The launch of reading promotion strategies is well coordinated and structured. • Some students start to set individualized goals and focuses in reading (in terms of subject domains or hobbies). • Students regularly get enrichment and enlightenment during browsing and views exchange over the news cutting platform. 	<p>lunch reading time. This phenomenon is more evident among senior form students.</p>	<p>platform for effective newspaper sharing, we can also subscribe to some external news sharing platform (LS Web). Besides, we can update the selected pieces of newspapers and magazines for student subscription.</p> <ul style="list-style-type: none"> • A reading week can be arranged in the second term. A series of reading activities can be organized, e.g. author talks, book fairs, reading competitions, etc.
2. Instilling in students a sustained zeal to excel in academic pursuits. Via a multi-faceted spectrum of learning experiences and interactive classroom pedagogies, students breed the confidence	2016-2017 academic year	<ul style="list-style-type: none"> • Organizing and coordinating various academic based inter-class competitions in school and some inter-school competitions. For inter-school competitions, regular training sessions for team members are 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Observation from teachers • Reports from student helpers, if any • Feedback from teachers and students after the events • Questionnaires 	<ul style="list-style-type: none"> • Teachers generally agreed that students could enhance their 21st century learning competencies through participating in these learning experiences. • It was observed that students have opportunities in 	<ul style="list-style-type: none"> • Experiential learning strategy has been found to be an effective instructional strategy in most subjects as it can provide an excellent opportunity for students to gain real-world experiences while learning the subject contents.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>and the vision to participate and widen their scope of academic explorations in every possible knowledge frontier.</p>		<p>arranged.</p> <ul style="list-style-type: none"> • The following inter-class competitions were held in school: <ul style="list-style-type: none"> ▪ Inter-class Chinese History/Liberal Studies competitions (F.1- F.3) in a school assembly ▪ Inter-class Mathematics and Computer Orienteering Competition (F.1 – F.3) ▪ Stock Trading Guru (F.4 – F.5 students studying economics/BAFS) Players buy and sell stocks on trading days • Some selected students joined the following academic-based inter-school competitions: <ul style="list-style-type: none"> ▪ Mathematics Olympiad ▪ Physics Olympiad ▪ Chemistry Olympiad • To widen students’ horizons by providing different experiential 	<p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Students compete seriously in the competitions while other student audiences enjoy watching the competitions • A problem-solving atmosphere can be created through the competitions • Students find enjoyment in the visits. 	<p>developing skills in the following areas:</p> <ul style="list-style-type: none"> ▪ Independence ▪ Leadership ▪ Organization ▪ Collaboration ▪ Responsibility ▪ Empathy ▪ Problem-Solving ▪ Global Awareness <ul style="list-style-type: none"> • Competitions in Math Dept: <ul style="list-style-type: none"> ▪ Support Measures for the Exceptionally Gifted Students Scheme (Math) – organized by E.D.B.: 2 S2 students were nominated and they were accepted to participate in training programmes. ▪ International Mathematical Olympiad H.K. Preliminary Contest: 2 S2, 2 S3 and 2 S4 students entered, getting 1 silver prize and 1 merit prize and they were hence selected for training. ▪ H.K. Mathematical High Achievers 	<ul style="list-style-type: none"> • While we have excellent results in various external competitions in several subjects, we can extend the success experience to other subject departments. • Teachers and students should treasure the learning process through participating in the competitions, exhibitions and interviews outside school which widen their exposure.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
		<p>learning activities and setting forth for a more balanced and all-round development, activities were coordinated throughout the academic year, including:</p> <ul style="list-style-type: none"> ▪ Organizing a Chinese Culture Journey by the Chinese Department. It provided a chance for students to visit and understand a Chinese culture heritage ▪ Organizing an Arts Museum Visit by the OLE working group. All F.4 students visited the Arts Museum. ▪ Organizing a Visual Arts Exhibition which provided students with different exhibition platforms to display their artworks so as to enhance their self-confidence and sense of achievement ▪ Organizing a visit to an enterprise in Guangdong. Some F.4 		<p>Selection Contest: 5 S3 students entered, getting 1 class 1 prize and 4 class 3 prize.</p> <ul style="list-style-type: none"> ▪ Pui Ching Invitational Mathematics Competition: Our school team (15 students: 3 S1, 3 S2, 3 S3, 3 S4 & 3 S5) won the merit prize of the group event and 2 students got gold prize, 1 got silver prize and 2 got bronze prize. ▪ The 8th HK Mathematics Creative Problem Solving Competition for Secondary Schools: Our school team (2 S.1 & 2 S.2) won the third runner-up of the Group Event. ▪ 2017 ICAS: 2 S2 students got the highest score(s) in the mathematics • Competitions in Physics Department: <ul style="list-style-type: none"> ▪ The 13th Pan Pearl River Delta Physics Olympiad (HKUST): 1 S5 student got 1st 	

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
		<p>and F.5 students who studied Chinese History joined the visit and they had learned more on the Reform and Opening of China.</p> <ul style="list-style-type: none"> ▪ Organizing a South Korea History and Cultural Study Tour. Some F.4 and F.5 History students could explore the relationship between past and present developments in South Korea as well as experience the traditional culture and modern lifestyle of South Korea. 		<p>Class</p> <ul style="list-style-type: none"> ▪ Hong Kong Physics Olympiad 2017: 1 S4 student got First Honour ▪ Asian Physics Olympiad (APhO 2017, held in Yakutsk, Russia): 1 S5 student got Bronze Medalist ▪ The 48th International Physics Olympiad (IPhO 2017, held in Yogyakarta, Indonesia): 1 S5 student got Gold Medalist [He was admitted to HKUST after completion of S5] ▪ PolyU SSMSC: 3 students got High Distinction and 1 student got Distinction in Physics • Competitions in Chem Dept: <ul style="list-style-type: none"> ▪ HKSSPC & HKYSTI: Five and three S5 students respectively worked on a chemistry research topic. ▪ Roche Young & 	

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
				<p>Chemistry Olympiad: 4 teams of S4&5 students worked on different Chemistry research topics.</p> <ul style="list-style-type: none"> ▪ PolyU SSMSC: 1 student got Medal and 4 students got High Distinction in Chemistry ▪ 1+1 Science Tip-Top Talent Scheme: Three teams (each team of two students) submitted a proposal. ▪ Chemistry On-line Self-study Award Scheme: 53 S4 students & 43 S5 students participated in the scheme. • Competitions in Bio Dept: <ul style="list-style-type: none"> ▪ PolyU SSMSC: 1 student got High Distinction and 1 student got Distinction in Biology 	

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>3. In line with The Fourth Strategy on IT in Education (ITE4), we will enhance our infrastructure to cater for the needs of using e-textbooks and e-learning resources in class. Besides, each subject department will develop some IT plans in order to excel through realizing the potential of IT in enhancing interactive learning and teaching experiences.</p>	<p>2016-2017 academic year</p>	<p>This is the 2nd year of the ITE4 that we encourage teachers to enhance the eLearning in every subject.</p> <ul style="list-style-type: none"> • 9 subjects, including Chinese Language, Mathematics, Liberal Studies, History, Integrated Science, Home Economics, Design & Technology, Music and Putonghua, developed at least one teaching package of e-Learning in S1 & S2 classes. • 11 subjects, including English Language, Chinese Literature, Biology, Chemistry, Physics, Chinese History, Economics, Geography, BAFS, ICT and Visual Arts developed at least one teaching package of e-Learning in S4 classes. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Lesson observations • Minutes of panel meetings of related subject departments • Evaluation reports from related subject departments <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Learning & teaching becomes more effective and interactive through eLearning • Each subject develops at least one eLearning package / activity in each form. 	<ul style="list-style-type: none"> • From the subject evaluation reports, more teachers have integrated iPads into their teaching, utilizing different online learning management platforms to post teaching and learning materials, as well as adopting online tools to promote collaboration among students. • Some teachers have started to use various educational apps to facilitate teacher-student interactions, as well as some productivity apps to collect and mark students' assignments. • Teachers often encountered technical problems in lesson preparation which may have hindered the eLearning development in various subjects. 	<ul style="list-style-type: none"> • As more and more teachers have started to use iPads in their lessons, we have planned to purchase more iPads to meet the increasing demands. Besides, the infrastructure should be upgraded so as to facilitate an effective eLearning culture. • More staff development programmes and teacher workshops should be arranged so as to facilitate teachers to formulate appropriate teaching strategies to guide students to learn in a proper direction and in an organized manner. • To further promote eLearning in LKKC, IT in Ed, self-directed learning and eLearning would be emphasized in staff development and appraisal exercise in the next school year. Through lesson observations, the development of eLearning would be enhanced as well as

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
					better monitored.
4. Encouraging collaborative learning to instill an urge to excel academically, a proactive attitude towards learning and an aspiration for higher learning in students.	2016-2017 academic year	Some departments assisted students to form self-study groups: <ul style="list-style-type: none"> • F.4 History Learning Groups: <ul style="list-style-type: none"> ▪ To help students build the habit of sharing knowledge, ideas and thinking skills that are useful in the course of history learning and exam preparation. ▪ The whole class was divided into 5 groups of heterogeneous ability, with 4 students each. Each group will be given 10 occasions to work in group and present their ideas in class. • F.4 & 5 Geography Learning Circle: <ul style="list-style-type: none"> ▪ Groups of 4-5 students in F.4 & F.5 were formed to hold group discussions in Geography Room during lunch time and after school and to do regular presentations in class. ▪ Two Facebook groups 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> • Reports of concerned panel heads on the performance of the learning groups/circles and study groups • Questionnaires and feedback from students • Learning log books of different study groups <u>Success criteria</u> <ul style="list-style-type: none"> • Students acquire the habit of collaborative learning in group. • Positive comments from students in the feedbacks and questionnaires • Enhanced academic performance for the members of the study groups. 	<ul style="list-style-type: none"> • F.4 History Learning Groups: <ul style="list-style-type: none"> ▪ Students have generally reported satisfactorily on the insight they gained from reading and collaborative learning, and have applied the knowledge gained in the uniform tests and examinations. • F.4 & 5 Geography Learning Circle: <ul style="list-style-type: none"> ▪ Reports from forms-in-charge and peer evaluation forms showed that students generally enjoyed doing such projects as their problem solving skills and analytical power could be enhanced through cooperation with other fellow schoolmates. • F.5 BAFS Study Groups: <ul style="list-style-type: none"> ▪ Although it was anticipated that the students would have 2 	<ul style="list-style-type: none"> • In the coming year, we would coordinate and arrange the formation of study groups according to students' interest and preferences, on a voluntary basis. • Support in terms of venues, learning resources and teaching consultancy will be provided by the school so as to foster students' self-directed and collaborative learning experiences for the achievement of elevated learning performance. It is expected that all subjects in senior secondary would be involved in the coming year.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
		<p>for F.4 and F.5 separately have been launched to discuss some current geography issues.</p> <ul style="list-style-type: none"> • F.5 BAFS Study Groups: <ul style="list-style-type: none"> ▪ Nine groups of 4-5 students in F.5 were formed to hold regular group discussions after school. ▪ Challenging tasks in BAFS were assigned to different groups to promote the exchanges of ideas and academic pursuits. 		<p>meetings per month, none of the groups could meet this target.</p> <ul style="list-style-type: none"> ▪ The program was not satisfactory. It might be due to the fact that these groups were formed on a compulsory basis. It was suggested that groups be formed on a voluntary basis would be better. 	

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	Suggestions and follow up actions
1. Boosting Self-discipline and Enhancing Self-management and Communication skills: <ul style="list-style-type: none"> F.1 classroom self-management; 	2016-2017 academic year	<ul style="list-style-type: none"> F.1 students were first divided into groups of 4 to 5 They were responsible to fulfil some cleaning tasks for their classrooms (10 - 15 min.) every day after school The objective is to enhance their capacity in self-management, confidence and team spirit. Certificates were awarded to the class that had a good performance every 3 cycles. 	<ul style="list-style-type: none"> Opinions from F.1 class teachers. Score paper filled by the teachers every day after their cleaning work. The score obtained in each category (e.g. tidiness of teacher's desk, the cleanliness of the blackboard and the floor) should not be less than 3 (out of 5). 	<ul style="list-style-type: none"> Opinions from class teachers were positive. Most groups could finish the cleaning work within 10 - 15 minutes. Their scores obtained in each category were usually above 3. Most of the groups had a clear division of labour. 	<ul style="list-style-type: none"> In the coming year, the scheme should be extended from F.1 and F.2 Certificates will be awarded at the end of each month.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<ul style="list-style-type: none"> • F.2 training camp; • F.2 Foot drill competition 		<ul style="list-style-type: none"> • About 110 F.2 students joined a 2-day-1-night training camp (Oct). • 5 sessions of foot drill training have been conducted and a passing-out ceremony was held at the end of term. 	<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"> • According to the opinions from teachers, self-management, team spirit, and problem-solving skills were improved during the training programme. 	<p>Similar training programme for F.2 should be carried out again since the feedback from students and teachers was very encouraging.</p>

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<p>2. Nurturing self-confidence, communication skills and team spirit.</p> <ul style="list-style-type: none"> • Adventure Experience Programme; (乘風航) • Guidance Prefects training; • Red Cross Uniform Group 	<p>2016-2017 academic year</p>	<ul style="list-style-type: none"> • About 53 junior form students joined a 2-day-1-night Adventure Ship training program. • About 40 Guidance Prefects (Senior Form students) joined a 1 day training. • Discipline training • Patrol training • First-aid training. <p>The Red Cross Group could provide a uniform platform to elicit and upgrade members' sense of self-discipline and team-spirit, in order to enhance their capacity in self-management.</p>	<ul style="list-style-type: none"> • Adventure Ship Experience: participants learn to manage stress and emotions, handle and resolve conflicts, apply listening and communication skills, and conduct problem-solving collaboratively with team-mates. • In the campus community, students can effectively communicate with others during daily studies, or throughout campus life. • The number of students who participated in various programmes. • The reports that students finished after the training programme. 	<ul style="list-style-type: none"> • 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. • More than 95% of the students agreed that the program met its objectives. • Only 19 students joined the Red Cross Uniform Group which was less than our expectation. 	<ul style="list-style-type: none"> • We suggested Adventure Ship programme be conducted in 2019-20 academic year. • Similar training programme for Guidance Prefects should be carried forward. • More promotion should be followed next year in order to increase participation rate of the Red Cross Uniform Group. • More sponsorship of the uniform should be given

Shun Tak Fraternal Association Leung Kau Kui College

18. Financial Report for the year 2016-2017 (Unaudited)

Amount received for the year 2016-2017	50,848,505.76
Add : Amount carried forward from previous year 2015-2016	5,912,288.84
	<u>56,760,794.60</u>
Less : Salaries Grant	(39,658,404.79)
Less : TRG, SSCSG, DLG, LSGSS and etc	(2,559,709.00)
Available funding	<u>14,542,680.81</u>
Less : Total expenditures	9,172,956.45
Amount brought forward for next year	<u><u>5,369,724.36</u></u>

Particulars	Budget \$	Expenditures \$
Administration Grant	3,566,328.00	3,495,979.32
Composite Information Technology Grant	300,000.00	321,749.18
Noise Abatement Measures Recurrent Subsidy	250,000.00	210,649.53
Capacity Enhancement Grant	376,110.00	-
School and Class Grant	1,350,000.00	1,291,491.56
Lift Maintenance	100,000.00	113,273.00
Air-conditioning Grant for Preparation Room of Laboratories	4,000.00	2,094.51
Integrated Science	6,000.00	6,500.00
NSS Integrated Science	20,000.00	20,000.00
Visual Arts	36,000.00	33,824.97
Home Economics	32,000.00	32,935.30
Design & Technology	45,000.00	42,094.00
Computer Literacy and Computer & Information Technology	11,000.00	5,240.00
Putonghua	1,000.00	1,000.00
Supplementary Grant for School-based Management	90,000.00	167,146.10
Training and Development Grant	10,000.00	-
Moral and Civic Education	5,000.00	3,700.00
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	10,000.00	9,026.50
Chinese Extensive Reading Scheme	13,500.00	8,631.20
English Extensive Reading Scheme	10,000.00	14,648.80
Composite Furniture and Equipment Grant	500,000.00	1,666,178.88
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	1,726,793.60	1,726,793.60
Total	8,462,731.60	9,172,956.45

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2016-2017)

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

In 2016-2017, the details of the usage are as follows:

1) Hiring Tutors to provide the Gifted Education Programmes for gifted students. In this school year, we have hired a tutor in order to offer some advanced mathematics courses for the School Mathematics Team.

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 could not offer these subjects in our senior form curriculums. Through joining the Tuen Mun Network Courses, these gifted students, together with students from other schools, could learn these subjects in the weekend classes in which experienced teachers are hired and the total lesson time is comparable to those elective subjects offered in normal curricula. Learners were expected to sit for the HKDSE Examination with P.E. / Music as one of their elective subjects.

In this school year, 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	-	3
S6	2	1

The performance of the respective F.6 students in 2017 HKDSE is:
One student attained Grade 4 in Music and two students attained Grade 3 in P.E.

3) Other Languages Courses (Japanese and French)

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

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

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

	Japanese	French
S4	8	1
S5	18	2
S6	7	1

The performance of the respective F.6 students in Cambridge International Examination 2016 November Series is:

Four students attained Grade A, one student attained Grade B and two students attained Grade D in Japanese Language.

20. Financial Report on Diversity Learning Grant (2016-2017)

	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 172,885.15
Revenue : Government Grant	<u>93,600.00</u>	<u>175,000.00</u>
	<u>93,600.00</u>	<u>317,185.15</u>
Expenditure :		
1. Gifted Education Programmes	\$ 31,000.00	
2. Tuen Mun Network Courses (P.E. & Music)	74,900.00	
3. Tuen Mun Network Courses (Japanese and French)		\$ 125,800.00
4. Other Language Taster Programmes		10,300.70
5. Purchasing necessary reference materials and equipment		<u>39,101.34</u>
	\$ <u>105,900.00</u>	\$ <u>175,202.04</u>
Deficit covered by EOEBG	\$ (12,300.00)	
Balance brought forward for next school year	\$ <u>0.00</u>	\$ <u>141,983.11</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2016-2017)

21. Starting from the 2000/2001 school year, CEG is provided to relieve teachers' workload so that teachers have enhanced capacity to concentrate on critical tasks in the education reforms. (24 classes or above at \$588,202 per annum for 2016/2017) Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:
- (a) curriculum development, including the integration of information technology in teaching;
 - (b) enhancing students' language proficiency; and
 - (c) coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.

Under the Voluntary Optimisation of Class Structure Scheme, the number of classes in our school has been changed from 28 (in 2012-2013) to 24 (in 2016-2017). The EOEBG and other government grants will be adjusted accordingly. However, we foresee that we will need a lot of funding in future years to cope with curricular reforms as well as manpower mismatch problems. 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 decided not to use the CEG in 2016-2017, which was different from the original plan. 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 (2016-2017)

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

- 1) Employing an Assistant Teacher to organize After-school Learning Programmes
The programmes comprised 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,
 - (iii) advanced thinking skills training, and
 - (iv) language support to needy students
 Target students: 40 students from Form 1 to Form 3.

23. School-based After-school Learning and Support Programmes Grant (2016-2017)

Balance carried forward from last school year	\$	350.00
Less : Amount clawed back at the end of school year 2015-2016		0.00
Revenue : Government Grant		<u>105,000.00</u>
	\$	105,350.00
Expenditure :		
1. Employing an Assistant Teacher to organize after-school learning programmes	\$	<u>140,022.58</u> <u>140,022.58</u>
Deficit covered by EOEBG		<u>\$ (34,672.58)</u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2016-2017)

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 2016-2017, 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 have been organized to promote an inclusive culture.
 - Through co-operative learning activities, the mutual acceptance among students could be further promoted.
- (3) Procuring Outreaching Occupational Therapy and Speech Therapy Services for the needy students.
 - Occupational Therapist and Speech Therapist possessed extensive experience and expertise in providing outreaching service for our school.
 - Services included students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents.

25. Financial Report on Learning Support Grant for Secondary Schools (2016-2017)

Balance carried forward from previous school year		\$ 65,879.20
Revenue : Government Grant for 2016-2017		<u>247,050.00</u>
Total amount of usable fund		312,929.20
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.	32,520.00	
3. Procuring Outreaching Occupational Therapy and Speech Therapy Services for the needy students.	<u>7,650.00</u>	<u>239,170.00</u>
Balance transferred to next school year		<u>\$ 73,759.20</u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2016-2017)

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 2016-2017:

- 1) Employment of an Assistant Teacher of Chinese Language
 - To enhance the learning and teaching in Chinese Language
 - To organize some after-school learning programmes for the needy students
- 2) S1 – S5 Mentoring Scheme
 - In early May 2017, 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 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.
- 3) Employment of supply teachers for substituting teachers on sick leave or study leave

27. Financial Report on Teacher Relief Grant (2016-2017)

Balance carried forward from previous school year		\$ 389,449.86
Revenue :		
Annual recurrent cash grant for 2016-2017		191,402.00
Optional cash grant (freezing 0 teaching posts temporarily)		0.00
Other cash grant -- TSA		<u>0.00</u>
Total amount of usable fund		580,851.86
Expenditure :		
1. Employment of an Assistant Teacher of Chinese Language	\$ 140,022.58	
2. S1 – S5 Mentoring Scheme	34,500.00	
3. Employment of supply teachers	<u>36,751.00</u>	<u>211,273.58</u>
Balance transferred to next school year		\$ <u><u>369,578.28</u></u>

Evaluation Report on the Use of Senior Secondary Curriculum Support Grant (SSCSG) (2016-2017)

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 2016-2017, the funding was used in the following areas:

- 1) Employment of two contract teachers
 - One contract teacher was employed to enhance the learning and teaching of Mathematics and ICT in senior forms
 - One contract teacher was employed to enhance the learning and teaching of Chemistry in senior forms and Integrated Science in junior forms
- 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 has helped to create room for teachers who were involved in curricular development of Liberal Studies (junior & senior forms). Also their work has relieved 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 ones. 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 also 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 have taken up lots of 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 play the major role.

3) Employment of mentors in summer holidays

- Some F.4 and F.5 students who failed in their final exams had to re-attempt the exams. Two mentors were recruited to provide assistance to their preparation during the summer holidays.
- Moreover, some students were relatively weak in Mathematics. Two mentors are recruited to organize some tutorial classes to these students during the summer holiday.

29. Financial Report on Senior Secondary Curriculum Support Grant (2016-2017)

Balance carried forward from last school year		\$ 499,225.47
Less : Severance payment reserved		(8,692.01)
Revenue : Government Grant for 2016-2017		<u>680,256.00</u>
		1,170,789.46
Expenditure :		
1. Employment of two Contract Teachers	\$ 818,798.70	
2. Employment of three Teaching Assistants	376,110.00	
3. Employment of mentors in summer holidays	<u>9,450.00</u>	<u>1,204,358.70</u>
Deficit covered by EOEBG		\$ <u>(33,569.24)</u>

Note:

From 2017-18 school year onwards, we opt to turn the existing SSCSG into a regular teaching post in order to enhance the implementation of the senior secondary curriculum as recommended by the Policy Address 2016. The measure will provide more stable teacher manpower for us to implement the respective policy.

Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2016-2017)

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 optimizing their class structure by means of class reduction on a voluntary basis.

In line with the existing measures provided under the Scheme, schools will be disbursed with an extra SSCSG provision in the amount of \$0.25 million per annum for a total of five years. The designated disbursement period will be the first five years from the commencement of S1 class reduction (i.e. from the 2011/12 school year to 2016/17 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 2016-2017, we had other funding (SSCSG) for the time being to employ Teachers, Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We therefore planned not to use the Extra SSCSG in 2016-2017. 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 (2016-2017)

Balance carried forward from last school year	\$ 275,294.30
Revenue : Government Grant for 2016-2017	<u>0.00</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 (2016-2017)

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

The 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 2016-2017, 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 (2016-2017)

Balance carried forward from last school year		\$	0.00
Revenue : Government Grant for 2016-2017			<u>566,880.00</u>
Total amount of usable fund			566,880.00
Expenditure :			
1. Employment of one Contract Career Teacher	\$	490,200.00	
2. Enrichment of relevant school-based services		<u>59,845.00</u>	<u>550,045.00</u>
Balance brought forward for next school year		\$	<u>16,835.00</u>

Note:

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

- End of Report -