

Shun Tak Fraternal Association Leung Kau Kui College

順德聯誼總會梁銶琚中學



School Report (2017 – 2018)

On Ting Estate, Tuen Mun, N.T.

新界屯門安定邨

Tel. : 24580766 Fax : 24400692

Web : <http://www.lkkc.edu.hk> E-mail : info@lkkc.edu.hk

September, 2018

Contents

1.	School and Student Profile 【No.1~15】	P.3-6
2.	Annual School Report (2017-2018) 【No. 16】	P.7-16
3.	Financial Report for the year (2017-2018) - Unaudited 【No. 17】	P.17
4.	Evaluation Report on the Use of Diversity Learning Grant (DLG) (2017-2018) 【No. 18~19】	P.18-20
5.	Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2017-2018) 【No. 20】	P.21
6.	Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2017-2018) 【No. 21~22】	P.22
7.	Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2017-2018) 【No. 23~24】	P.23-24
8.	Evaluation Report on the Use of Teacher Relief Grant (TRG) (2017-2018) 【No. 25~26】	P.25-27
9.	Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2017-2018) 【No. 27~28】	P.28
10.	Evaluation Report on the Use of Career and Life Planning Grant (CLPG) and Transitional Career and Life Planning Grant (TCLPG) (2017-2018) 【No. 29~30】	P.29-30
11.	Evaluation Report on the Use of Strengthening School Administration Management (SAM) Grant (2017-2018) 【No. 31~32】	P.31-32

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. 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. 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. In 2017, improvement works were carried out to the school's main entrance to enhance our school's physical appearance. In 2018, the canteen on the ground floor was further converted to a Multi-purpose Theatre to provide a comfortable area for students to have their meals and carry out various activities.

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 Education	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 Education	PE	Others	Total
F.4	--	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	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 2017-2018, including four classes from Form 1 to Form 6. The total number of students in our school was 758 of which 355 were male and 408 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 190 school days in the academic year 2017-2018. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
F.1	99.00%
F.2	97.89%
F.3	98.14%
F.4	97.22%
F.5	97.58%
F.6	95.25%

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
4,061	522	778	883	627	395	7,266

7. Record of borrowing items :

English reading items	Chinese reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
5,507	1,714	271	45	16	198	7,751

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

Total
4,698

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

Total
126

Students' Performance

9. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2017-2018

	English	Chinese	Mathematics
Results (mean)	68	67	83

10. Hong Kong Diploma Secondary Education (HKDSE) Examination 2018

Our students obtained good results in the 2017-2018 HKDSE. They obtained a total of 243 Level 5+ of which 28 were Level 5**.

Individual outstanding achievements:

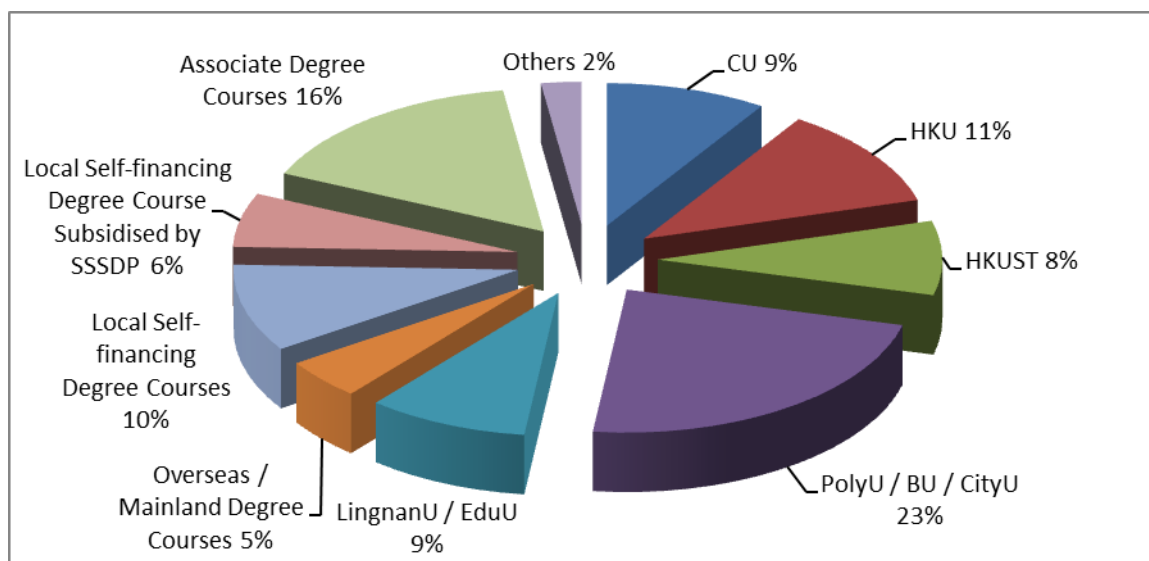
So Man Kit, Chan Chun Yin, Chan Ka Fai attained 5** in five subjects; Chu Chun To attained 5** in three subjects.

Notes: There are only 83 students (0.2% of all candidates) who could attain 5** in five subjects or above in 2018 HKDSE Examination.

Students' Careers Development

11. Students' Early Exit (students who dropped out before completing their studies): 2.5%

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



Our Teaching Staff

Principal's and Teaching Staff's Academic Qualifications

13. There are 54 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	29
Percentage	1.9%	44.4%	53.7%

Teaching Experience and Professional Development

14. In 2017-2018, the average number of hours spent by teachers and the principal on professional development courses was 50. 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	2	1	4	47
Percentage	3.7%	1.9%	7.4%	87%

Teachers' resignation

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

School Report (2017-2018)

16. 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 exploration, widen their knowledge base, and confidently steer their own learning journeys.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
<p>1. To promote Reading to Learn through a variety of strategies. The objective is to enhance students' bilingual ability and their learning effectiveness.</p>	<p>2017-2018 academic year</p>	<ul style="list-style-type: none"> • To promote the reading atmosphere, we have instituted 4 rounds of form-based lunch reading sharing sessions in School Hall, with presentations of personal reading experience by selected students. • To optimize and enrich the Day 5 lunch reading time, English Reading Materials such as "What's Up" issues and passage contributions from other EMI subjects were prepared. • To optimize and enrich the Day 7 lunch reading time, Chinese Reading Materials from subjects of Chinese KLA, L.S. and Chinese History were prepared. • To further promote Reading to Learn in LKKC, a five-day Reading Week was launched from 5 to 9 March 2018 with input of reading-based exhibitions, games, and videos by various subject panels, book fair arranged by School Library, and presenting numerous reading awards to active 	<p><u>Methods of Evaluation</u></p> <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. <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • The wide consortium of programmes and activities 	<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 of arousing the students' interest and hence the learning atmosphere can be enhanced. • Surveys showed that most students acquired a reading habit. • The 13 students who were invited to speak in the lunch reading sharing sessions presented their inspirations and their effort was well appreciated by their peers and teachers. • Some of the students could not concentrate on 	<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 of reading and introduce suitable books to students, the scale of book sharing activities can be extended. We can organize some class-based sharing sessions in each class' base room on certain selected dates.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		<p>readers.</p> <ul style="list-style-type: none"> • To keep track of the students' reading habits and interest with time, a multi-phase "Student Reading Habits Survey" was conducted. Besides, students are encouraged to build up a reading portfolio. • To enhance reading across curriculum, an integrated cross-subject platform for effective newspaper cutting pedagogies (in the subjects of English, Chinese and L.S.) was tried out. • Some reading competitions / reading award schemes were launched. • Prior to the Exchange Tour to sister schools in Shunde, S5 students were encouraged to share their learning experiences especially in Reading to Learn with the students in Shunde. • A group visit to the Hong Kong Book Fair in July 2018 was organized (to replace the visit to the Central Library). • A suggested booklist for each subject department was prepared. 	<p>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. • Students get to know how their peers have been inspired upon reading through the lunch reading sharing sessions. • Students take part actively and win awards in reading-based games, and patronise the book fair during the Reading Week. • Students get exposed to a wide range of popular reading materials, and get a glimpse of the local reading culture through visiting the HK Book Fair 2018. 	<p>reading books during lunch reading time. This phenomenon was more evident among senior form students.</p> <ul style="list-style-type: none"> • The Reading Week activities received good responses from students. Over 200 students were awarded book coupons of over HK\$7,000 in total. The Commercial Press reported over HK\$50,000 revenue from the book sale (excluding exam-oriented books and stationery). • Students were too busy to visit the HK Book Fair 2018. Only 10 participants have been recorded. 	<ul style="list-style-type: none"> • In addition to the integrated cross-subject 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. • A more structured Reading Across Curriculum Policy is suggested so that coordination of various subject departments will be more efficient. • A Reading Week filled with theme-based exhibitions, productions, games, book fair, and authors' talks can be organised again in the next school year.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
2. Through comprehensive and enriching learning experiences, together with interactive classroom pedagogies, students' interest and confidence will be elevated and their knowledge scope and horizons will be broadened.	2017-2018 academic year	<ul style="list-style-type: none"> Academic programmes across KLAs inside and outside school, such as inter-class History / Liberal Studies quiz shows, virtual stock market conquest, Mathematics and Computer intra-school orienteering competition, Hong Kong Student Science Project, and Mathematics, Physics, Chemistry and Geography Olympiads were organized and coordinated. For inter-school competitions, regular training sessions for team members were arranged. Various experiential learning activities, such as Exchange Tour to sister schools in Shunde for the learning of the development of Contemporary China (S5 students), community culture / history walks, themed visits to Art/History/Science museums, corporate visits in mainland China and Macau history and culture tours were organized and arranged. We joined the EDB's school-based support schemes for the enhancement of Science, Technology, Engineering and Mathematics (STEM) education in junior forms. A STEM working group was formed. Members included the VP, KLA co-ordinators and panel heads/representatives from the related subjects. A cross-KLA STEM curriculum was 	<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 <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 is created through the competitions Students find enjoyment in the visits. Classroom interaction and students' self-directed learning can be enhanced. 	<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 had opportunities in developing skills in the following areas: <ul style="list-style-type: none"> Independence Leadership Organization Collaboration Responsibility Empathy Problem-Solving Global Awareness Starting from school year 2017-18, all records of Students' performance in external competitions should be entered to a Google Spreadsheet for better communication. Regarding the Exchange Tour to sister schools in Shunde, positive feedback was generally received from the Ts and Ss participated. Besides, those who took part in the cross-boundary visits organized agreed that 	<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. While we have had excellent results in various external competitions in several subjects, we can extend the success experience to other subject departments. Sharing of the successful experience should be encouraged in the coming years. Teachers and students should treasure the learning process through participating in the competitions, exhibitions and interviews outside school which widen their exposure. Although we all agree

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		<p>developed among the subjects of IS, Physics, Chemistry, Biology, Mathematics, D&T and ICT.</p> <ul style="list-style-type: none"> In line with the ITE4, we encouraged teachers to enhance eLearning in every subject. First, more iPads were purchased and the infrastructure was upgraded so that L&T activities using mobile devices were more convenient. Second, eLearning was one of the main focus in staff appraisal and lesson observation in this school year. As a policy, each subject had developed at least one eLearning package / activity in each level in either junior forms or senior forms. 		<p>these activities can broaden one's horizons.</p> <ul style="list-style-type: none"> Through regular meetings of the STEM working group, our teachers from various KLAs could work as a team to develop our school-based cross-curriculum STEM education. We have extended our science project learning to STEM project learning in all junior forms. Lesson plans, worksheets as well as marking rubrics have been developed. Through the sharing activities with other schools, our KLA coordinators and panel heads could get many ideas of the latest development of STEM education in other schools which was very useful for our holistic STEM curriculum development. Our curriculum leadership has been empowered through the professional exchanges with other schools. 	<p>that the Exchange Tour to sister schools in Shunde is beneficial to our teachers and students, such activities should not be organized too often. After considering the balance between the teachers' workload, the resources of the school and the students' learning outcome, we decided to organize the Exchange Tour for senior form students once for every two years. Details of the plan will be developed in the next school year.</p> <ul style="list-style-type: none"> Through the school-based support services provided by the EDB, the sharing culture of learning and teaching among teachers are promoted which should be extended to other KLAs. We decided to apply for school-based support services in Chinese Language and

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<ul style="list-style-type: none"> • Regarding the eLearning policy formulated, it has been observed that more teachers were able to use mobile technologies to enhance their lessons which can be revealed in the lesson observation and staff appraisal. 	<p>English Language in the coming school year.</p> <ul style="list-style-type: none"> • After the one-year operation of the STEM working group, we will continue to optimize our curriculum development in STEM education. • Although most teachers can now use mobile technology to enhance the effectiveness of their lessons, the development of students' creativity, collaboration and problem-solving skills should be further emphasized in the future. • 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

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions manner.
3. To encourage collaborative learning to instill an urge to excel academically, a proactive attitude towards learning and an aspiration for higher learning in students.	2017-2018 academic year	<ul style="list-style-type: none"> • With the coordination of the Academic and Administration Committee, some study groups in S4 and S5 were formed. Besides the core subjects, the students in each group were studying the same elective subjects. • Support in terms of venues, learning resources and teaching consultancy were supposed to be provided by the school so as to foster students' self-directed and collaborative learning experiences for the achievement of elevated learning performance. However, students in the groups were not very eager to participate and study together. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Observation from teachers • 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 • Meeting frequencies of the study groups <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Students acquire the habit of collaborative learning in groups. • Positive comments from students in the feedback and questionnaires • Improved academic performance of the members of the study groups. 	<ul style="list-style-type: none"> • The program was not satisfactory. The frequency of meeting was below once per month. Although some groups of Ss were formed, they were not eager to study together. Besides, it was hard to arrange time for them to study together as they were rather busy and engaged in all kinds of activities. • A whatsapp group for them was created and they were invited to discuss or ask questions there. However, they were not active in the group. 	<ul style="list-style-type: none"> • Our students are rather passive in self-studying. Although we have encouraged them to participate more actively by means of different kinds of support, they were not eager to do so. • In the coming year, we will provide more support to the students in the study groups, e.g. hiring some mentors to facilitate their self-learning.
4. Enhancing Staff Appraisal System and Staff Development to strengthen teaching efficiency and effectiveness	2017-2018 academic year	<ul style="list-style-type: none"> • To facilitate internal communication and monitoring, the Academic and Admin Committee had set some guidelines for the programme plans and evaluation reports of all subject departments and committees. Starting from 2017-18, all subject panel heads should also submit an interim report 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Programme plans and evaluation reports from subject departments • Interviews with the panel heads by the Principal, VP or AP • Staff appraisal records • CPD records 	<ul style="list-style-type: none"> • Most panel heads / committee heads could submit their programme plans and evaluation reports on time and in line with the guidelines set. The panels with DSE subjects offered could make use of the 	<ul style="list-style-type: none"> • In 2017-18, lesson observation was emphasized in the appraisal system. In the coming year, we should put more effort in assignment inspection. • Besides, more

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		<p>in the mid-year so that the principal and vice-principal can better monitor the programmes carried out.</p> <ul style="list-style-type: none"> • In school year 2017-18, we had established a new staff appraisal and development record system for individual teachers to facilitate their communication with school. The staff appraisal of different departments should be well planned in advance and recorded afterwards. With the help of Google spreadsheet, all CPD records and lesson observation records were easily accessed by teachers. • The lesson observation practices were also enhanced to promote opportunities of peer learning for the promotion of excellence and remedy for weaknesses. 	<ul style="list-style-type: none"> • Lesson observation plan and record forms <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • All programme plans and evaluation reports are prepared according to the outline set by the Academic and Admin Committee • All programme plans and evaluation reports are submitted on time and prepared in a well-organized manner. • All appraisal activities, including lesson observations and student work scrutiny, are arranged in advance • All appraisal forms are reviewed and/or revised. • The lesson observation form is revised to facilitate the evaluation and sharing among teachers. 	<p>statistical report from the HKEAA to evaluate our students' performance in open exams which should be very useful in future planning of L&T activities within the panel.</p> <ul style="list-style-type: none"> • The new staff appraisal system ran very smoothly. Every teacher had at least one lesson observed by the principal/VP/panel heads. Nearly 1/3 of teachers did take part in peer lesson observation. • In this year, all lesson observation has focused on the schools' major concern, i.e. Reading to Learn, eLearning, STEM or collaborative learning. • The opinion on the new lesson observation form was positive and there was no amendment needed further. 	<p>feedback should be provided in the appraisal mechanism. In light of this, we should arrange more individual meetings of every teacher with the Principal/VP so as to enhance the communication.</p> <ul style="list-style-type: none"> • To further encourage the collaboration between teachers, some guidelines should be set to facilitate CLP in subject departments.

Major Concern 2: Developing Students' Self-discipline and Self-management Ability

To develop students' self-discipline and self-restraint so that they become self-regulated, esteemed, dignified and communicative individuals. Through goal setting and demanding high, they will be able to manage their tasks progressively and unleash their potential fully.

Strategies / Tasks	Time 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 and F.2 classroom self-management; 	2017-2018 academic year	<ul style="list-style-type: none"> F.1 & F.2 students were first divided into groups of 4 to 5 They were responsible for fulfilling some cleaning tasks for their classrooms (10 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 month. 	<ul style="list-style-type: none"> Opinions from F.1 & F.2 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 (but janitor staff reported that some students did not stay behind for the cleaning work.) 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 to F.3. Do more patrol in after school to make sure the students would do the cleaning work.

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 marching competition (TMDUST Police – Smart Tactical Unit Programme 2018) 	2017-2018 academic year	<ul style="list-style-type: none"> About 110 F.2 students joined a 3-day-2-night training camp (5/OCT – 7/OCT). 5 sessions of foot drill training have been conducted and a passing-out ceremony was held at the end of term. Joined the TMDUST Police – Smart Tactical Unit Programme 2018 	<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, students self-management, team spirit, and problem-solving skills have been improved after the training programme. 	<ul style="list-style-type: none"> Similar training programme for F.2 should be carried out again since the feedback from students and teachers was very encouraging.
<p>2. Nurturing self-confidence, communication skills and team spirit.</p> <ul style="list-style-type: none"> Adventure Experience Programme; (乘風航) 	2017-2018 academic year	<ul style="list-style-type: none"> According to the planning of the Healthy School Program, the Adventure Ship programme will be held in 2019-20 academic year. 			<ul style="list-style-type: none"> We suggested Adventure Ship programme be conducted in 2019-20 academic year.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<ul style="list-style-type: none"> • Guidance Prefects training; • Red Cross Uniform Group • “Participate in Sports, Stay Away from Drugs” programme 		<ul style="list-style-type: none"> • About 40 Guidance Prefects (Senior Form students) joined a 1-day training. • 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. • Supporting student athletes taking part in sports competitions 	<ul style="list-style-type: none"> • 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. • After the programme, a final report will be submitted by the participating students. 	<ul style="list-style-type: none"> • More than 95% of the students agreed that the program met its objectives. • Only 16 students joined the Red Cross Uniform Group which was less than our expectation. • Students have enhanced their understanding of sports competitions and promoting healthy lifestyles. 	<ul style="list-style-type: none"> • Similar training programme for Guidance Prefects should be carried forward. • Continuous promotion should be followed in the coming years in order to increase participation rate of the Red Cross Uniform Group. • More sponsorship of the uniform should be given. • We suggested that this programme should be conducted in 2019-20.

Shun Tak Fraternal Association Leung Kau Kui College

17. Financial Report for the year 2017-2018 (Unaudited)

Amount received for the year 2017-2018	54,533,857.51
Add : Amount carried forward from previous year 2016-2017	5,435,516.61
	<hr/> 59,969,374.12
Less : Salaries Grant	(39,224,564.78)
Less : TRG, SSCSG, DLG, LSGSS and etc	(6,416,488.50)
Available funding	<hr/> 14,328,320.84
Less : Total expenditures	9,042,894.65
Amount brought forward for next year	<hr/> <hr/> 5,285,426.19

Particulars	Budget \$	Expenditures \$
Administration Grant	3,634,128.00	3,601,626.52
Composite Information Technology Grant	397,670.00	412,269.51
Noise Abatement Measures Recurrent Subsidy	250,000.00	275,705.23
Capacity Enhancement Grant	-	-
School and Class Grant	1,020,000.00	1,088,525.56
Lift Maintenance	123,000.00	121,230.00
Air-conditioning Grant for Preparation Room of Laboratories	4,000.00	2,015.58
Integrated Science	20,000.00	22,685.17
Visual Arts	36,000.00	28,225.80
Home Economics	32,000.00	25,463.40
Design & Technology	45,000.00	61,151.80
Computer Literacy and Computer & Information Technology	11,000.00	6,239.20
Putonghua	1,000.00	1,560.00
Supplementary Grant for School-based Management	30,000.00	17,888.60
Training and Development Grant	10,000.00	-
Moral and Civic Education	8,000.00	-
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	10,000.00	14,516.50
Chinese Extensive Reading Scheme	10,000.00	4,188.60
English Extensive Reading Scheme	10,000.00	1,713.60
Composite Furniture and Equipment Grant	1,865,500.00	1,499,892.08
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	1,857,997.50	1,857,997.50
Total	9,375,295.50	9,042,894.65

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2017-2018)

18. 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 2017-2018, 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 some advanced physics courses for the School Physics Team. However, the cost is covered by TRG instead of DLG.

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

Some of our senior form students are gifted in P.E. and music and are interested in taking these subjects as one of their elective subjects in HKDSE. However, due to the limitation of manpower and other resources, we could not offer these subjects in our senior form curriculum. 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 were hired and the total lesson time was 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	3
S5	4	-
S6	-	3

The performance of the respective S6 students in 2018 HKDSE is summarized below:

No. of students attained	P.E.	Music
Level 5 or above	-	1 (25%)
Level 4 or above	-	2 (50%)
Level 3 or above	-	4 (100%)
Level 2 or above	-	4 (100%)

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 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 could handle more sophisticated communication 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	3	5
S5	6	1
S6	14	2

The performance of the respective S6 students in Cambridge International Examination 2017 November Series is summarized below:

No. of students attained	Japanese	French
Grade A	6 (42.6%)	2 (100%)
Grade B or above	11 (78.6%)	2 (100%)
Grade C or above	14 (100%)	2 (100%)
Grade D or above	14 (100%)	2 (100%)
Grade E or above	14 (100%)	2 (100%)

3) Applied Learning Courses (Mode 1)

ApL offers studies with equal emphasis on practice and theory linked to broad professional and vocational fields. For holistic learning, a flexible combination of ApL with core subjects, elective subjects and Other Learning Experiences helps provide theoretical and applied learning opportunities to cater for students' diverse learning needs.

In 2017-18, we adopted Mode 1 of implementation to offer ApL courses taking into account the learning needs of our students. Courses took place mainly at the venues of the course providers and were taught by the tutors of the course providers. We have made arrangements for students to attend the courses according to the timetables set by the course providers.

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

	ApL
S5	6
S6	2

The performance of the respective S6 students in 2018 HKDSE is summarized below:

No. of students got the results of	ApL
Attained with Distinction (II)	1 (50%)
Attained with Distinction (I) or above	2 (100%)
Attained or above	2 (100%)

19. Financial Report on Diversity Learning Grant (2017-2018)

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 0.00	\$ 141,983.11
Revenue : Government Grant	56,200.00	93,600.00	120,900.00
	56,200.00	93,600.00	262,883.11
Expenditure :			
1. Gifted Education Programmes		0.00	
2. Tuen Mun Network Courses (P.E. & Music)		78,400.00	
3. Tuen Mun Network Courses (Japanese and French)			105,400.00
4. Other Language Taster Programmes			8,400.00
5. Purchasing necessary reference materials and equipment			1,813.30
6. ApL Courses	56,200.00		
	\$ 56,200.00	\$ 78,400.00	\$ 115,613.30
Balance brought forward for next school year	<u>\$ 0.00</u>	<u>\$ 15,200.00</u>	<u>\$ 147,269.81</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2017-2018)

20. 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 \$599,381 per annum for 2017/2018) 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 (TRG) for the time being to employ Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We have therefore decided not to use the CEG in 2017-2018. 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 (2017-2018)

21. 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.

22. School-based After-school Learning and Support Programmes Grant (2017-2018)

Balance carried forward from last school year	\$	0.00
Less : Amount clawed back at the end of school year 2016-2017		0.00
Revenue : Government Grant		<u>103,800.00</u>
	\$	103,800.00
Expenditure :		
1. Employing an Assistant Teacher to organize after-school learning programmes	\$ <u>100,800.00</u>	<u>100,800.00</u>
Balance brought forward for next school year	\$	<u><u>3,000.00</u></u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2017-2018)

23. 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 2017-2018, the funding was used in the following areas:

- (1) Hiring of a professional teacher (0.5 GM) to support SEN students
 - To provide supportive service for SEN students/ parents and other students with greater psychosocial needs as stated in the proposal (including casework; planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources).
- (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, mutual acceptance among students could be further promoted.
- (3) Procuring supporting resources for SEN students
 - To provide occupational therapy services and speech therapy services for our students in need.
 - To provide services including students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents.

24. Financial Report on Learning Support Grant for Secondary Schools (2017-2018)

Balance carried forward from previous school year		\$ 73,759.20
Revenue : Government Grant for 2017-2018		<u>251,748.00</u>
Total amount of usable fund		325,507.20
Expenditure :		
1. Hiring of a professional teacher to support SEN students	\$ 214,200.00	
2. Organizing learning activities or related activities to promote an inclusive culture.	24,300.00	
3. Procuring supporting resources for SEN students	<u>24,483.60</u>	<u>262,953.60</u>
Balance transferred to next school year		<u>\$ 62,523.60</u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2017-2018)

25. 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 2017-2018:

- 1) Employment of 4 Full-time Contract Teachers
 - One contract teacher was employed to enhance the learning and teaching in senior forms Chinese Language
 - One contract teacher was employed to enhance the learning and teaching in junior forms Mathematics
 - One contract teacher was employed to enhance the learning and teaching in senior forms Biology and junior forms Integrated Science
 - One contract teacher was employed to enhance the learning and teaching in senior forms Chemistry and junior forms Integrated Science
- 2) Employment of 2 Assistant Teachers
 - To enhance the learning and teaching in Chinese Language and English Language
 - To organize some after-school learning programmes for needy students
- 3) Employment of 3.5 Teaching Assistants
 - 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, 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 motivation 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 relieve the non-teaching duties of 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.
 - Note: We use TRG to hire 3.5 TAs and use TCLPG to hire 0.5 TA. As a result, there were 4 TAs altogether in 2017-2018.
- 4) Employment of 3 Part-time Contract Teachers
- To support the learning and teaching in senior forms Chinese Literature
 - To support the learning and teaching in senior forms Visual Arts
 - To support the after-school remedial classes of junior forms Mathematics
- 5) Employment of Part-time Coaches
- To support the training of school teams
 - To create space for teachers who are involved in extra-curricular activities
- 6) S1 – S5 Mentoring Scheme
- In early May 2018, some current F.6 students with good academic performance and superb leadership skills were selected to be student mentors.
 - The Academic Concern Group of the Academic and Administration 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.
 - Most of students who joined this scheme showed improvement in their learning attitude. 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.
 - Furthermore, 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.
- 7) Employment of supply teachers for substituting teachers on sick leave or study leave

26. Financial Report on Teacher Relief Grant (2017-2018)

Balance carried forward from previous school year		\$ 375,506.28
Revenue :		
Annual recurrent cash grant for 2016-2017		207,237.50
Optional cash grant (freezing teaching posts temporarily)		4,346,660.00
Other cash grant -- TSA		<u>0.00</u>
Total amount of usable fund		4,929,403.78
Expenditure :		
1. Employment of Full-time Contract Teachers	\$ 602,229.00	
2. Employment of Assistant Teachers	504,000.00	
3. Employment of Teaching Assistants	475,425.00	
4. Employment of Part-time Contract Teachers	247,065.00	
5. Employment of Part-time Coaches	691,890.00	
6. S1 – S5 Mentoring Scheme	148,171.00	
7. Employment of supply teachers	<u>32,192.50</u>	<u>2,700,972.50</u>
Balance transferred to next school year		\$ <u>2,228,431.28</u>

Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2017-2018)

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

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

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

In 2017-2018, we had other funding (TRG) 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 2017-2018. We will keep in view the situation and plan for the use of Extra SSCSG in the coming years in due course.

28. Financial Report on Extra Senior Secondary Curriculum Support Grant (2017-2018)

Balance carried forward from last school year	\$ 275,294.30
Revenue : Government Grant for 2017-2018	<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 Grant (CLPG) and Transitional Career and Life Planning Grant (TCLPG) (2017-2018)

29. 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.

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.

On the other hand, we need time to adjust our original plans upon conversion of the CLPG into regular teaching post. In this regard, EDB will provide a one-off cash grant, the TCLPG, at the amount of \$100,000 to facilitate a smooth transition to the revised plan with a view to effectively deploy the additional regular teaching post to further strengthen the professional capacity of the careers guidance team and better support students in life planning education via such means as strengthening group or individual counselling or arranging school-based career exploration activities, etc.

In 2017-2018, the funding was used in the following areas:

- (1) Hiring a Fractional Teaching Assistant
 - for empowering and enhancing the capacity of the career counselling team for life planning education
 - Note: We use TRG to hire 3.5 TAs and use TCLPG to hire 0.5 TA. As a result, there were 4 TAs altogether in 2017-2018.

- (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) Organising an Oversea Career Visit
 - for widening the horizons of students and providing life planning education related to further studies and overseas career development

30. Financial Report on Career and Life Planning (CLP) Grant and Transitional Career and Life Planning Grant (TCLPG) (2017-2018)

Balance carried forward from last school year		\$	16,835.00
Revenue : Government Grant for 2017-2018			<u>100,000.00</u>
Total amount of usable fund			116,835.00
Expenditure :			
1. Employment of one Fractional Teaching Assistant	\$	52,920.00	
2. Enrichment of relevant school-based services		27,769.50	
3. Organising an Oversea Career Visit		<u>57,120.00</u>	<u>137,809.50</u>
Deficit covered by EOEBG			\$ <u><u>(20,974.50)</u></u>

Evaluation Report on the Use of Strengthening School Administration Management (SAM) Grant (2017-2018)

31. The SAM Grant is a one-off cash grant at the amount of \$250,000 per school and the aim of it is to support schools to strengthen administration management and to relieve teachers' administrative work.

After detailed planning and discussion, the SAM Grant was used in the following areas:

- (a) To procure an electronic system for processing students' attendance records
 - The time required for class teachers and school administration staff to take attendance and consolidate relevant information is reduced.
 - The system facilitates the timely provision of attendance records for parents.
- (b) To procure an electronic payment system
 - The time for counting cash and making change by class teachers and school administration staff is saved.
 - Parents can add value to their accounts at convenience stores and check their previous payment records on the Internet.
- (c) To procure a short message service/message management system for disseminating messages to teachers, parents and students
 - Important messages, such as alerting of the special activities of the school and arrangements under inclement weather conditions, can reach the teachers, parents and students instantly.
 - The system can even issue notices and collect reply slips from parents. Parents will also find it more convenient to handle school-related matters of their children through the system.
- (d) To upgrade our existing library system
 - The new library system can facilitate teachers to establish quality and effective library catalog as a tool for accessing library resources.
 - The library system should enable teacher librarian to manage library resources in a more effective way and to save administrative effort.
- (e) To upgrade the existing telephone system in the school
 - The existing telephone system is enhanced.
 - The internal communication in school as well as the external communication with the public is enhanced.
 - Note: The funding cannot cover the total cost of the upgrading of the system. The rest has been covered by EOEBG.

32. Strengthening School Administration Management (SAM) Grant (2017-2018)

Revenue :	One-off Government Grant		\$ <u>250,000.00</u>
	Total amount of usable fund		250,000.00
Expenditure :			
	1. eClass Modules (ePayment, eAttendance, eLibrary Plus & cloud services)	\$ 148,775.00	
	2. Hardware for eClass Modules	26,520.00	
	3. Other Supporting Resources	3,000.00	
	4. Upgrading the existing telephone system	<u>71,705.00</u>	<u>250,000.00</u>
	Balance at the end of the school year 2017-18		\$ <u><u>0.00</u></u>

- End of Report -