

The IMC of St. Clare's Girls' School
Annual School Plan 2019-2020

Major Concern 1: To empower students to cherish the love and joy in life.

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
I. Students feel loved/cared for at school and at home	(a) To give multiple platforms to students to express their feelings /comments/ suggestions to school positively and constructively - through SU, PB and class monitresses	Whole year	➤ 70% of students felt that they have the platforms to express their feelings / comments / suggestions to school	<ul style="list-style-type: none"> ■ Scrutiny of documents ■ Student survey ■ Feedback from teachers and students 	Student Activities and Leadership Training Committee (a)
	(b) To teach students when and how to give positive and constructive comments: (i) WPD workshop on SWOT analysis (ii) class discussion on class/school affairs		<ul style="list-style-type: none"> ➤ WPD workshop and class discussion on class/school affairs conducted ➤ 70% of students have learnt when and how to give positive and constructive comments 		Student Guidance Committee (a, c)
	(c) To foster parent-child relationship - My Story 2.0 – a chapter on My Family		➤ 70% of students found that they were given a platform to express their appreciation to parents and that they cherished their relationship with them.		Religious, Moral & Civic Education Committee (b i) Class Teachers (a, b ii & c)
II. Students feel recognized for their successes and efforts	To implement class-based and/or level based award scheme - to recognize students' successes, and - to encourage them to share their meaningful experiences e.g. effort chart	Whole year	<ul style="list-style-type: none"> ➤ Award scheme implemented ➤ 70% of students found that they were encouraged to share their meaningful experiences and that they felt recognized for their successes & efforts 	<ul style="list-style-type: none"> ■ Student survey ■ Feedback from teachers and students 	Level Coordinators and Class Teachers

Major Concern 2: To help students excel by enriching their learning experiences

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
I. Students become more aware and reflective of their learning progress	1. To guide students to construct and organize knowledge by using different learning strategies (e.g. effective note taking and construct concepts through graphic organizers)	Whole year	70% of students felt that they have a better understanding of their learning progress.	Scrutiny of documents	All Panels
	2. To adopt assessment learning strategies for mastery learning <ul style="list-style-type: none"> a. To keep track of students' learning progress with regular short quizzes b. To set assessment tasks to a level where most students can pass but find it challenging to get high marks c. To help students identify ways to monitor their own learning progress and strategies to improve (e.g. corrective / enhancement exercises after a quiz) 		70% of students agreed that they know ways to organize and construct knowledge they learnt in lessons.	Student survey	Staff Professional Development Committee
	3. To conduct professional development programs for teachers on strategies to cater for learner diversity		70% of students felt that they could identify their achievement and areas for improvement.	Feedback from teachers and students	

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
II. Students extend their learning through a variety of e-reading activities	1. To provide an online reading platform to enrich students' reading experiences with a reading target set for each level	Whole year	70% of students agreed that they have been given opportunities to enrich their reading experiences.	Scrutiny of documents	All Panels
	2. To encourage post-reading presentations to enhance students' abilities to locate, evaluate, organize and present information		70% of students agreed that the presentation they did after e-reading activities could let them learn beyond the texts they read.	Student survey	Reading to learn Committee
			70% of students agreed that they have shown improvement in their reading skills.	Feedback from teachers and students	Class teachers
III. To further stretch the potential of students to achieve academic excellence	1. To devise subject-based strategies to further stretch potential of high achievers (e.g. ask high-order questions, extended tasks, bonus questions)	Whole year	70% of students felt that they have been given more opportunities to stretch their potential	Scrutiny of documents	All Panels
	2. To encourage high achievers to participate in more external academic activities in collaboration with the Gifted Education Committee		70% of students agreed that they were encouraged to improve themselves academically	Student survey	Gifted Education Committee
	3. To implement a class-based Academic Excellence Scheme to acknowledge the effort of students who have shown marked improvement			Feedback from teachers and students	Class teachers

2019-20 Theme of the Year
Cherish our Gifts
Challenge our Limits

Plan on Use of Capacity Enhancement Grant (CEG) 2019-20

Purpose	Strategies/ Tasks	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
To relieve teachers' workload so that teachers can concentrate on curriculum development and coping with students' diverse needs	To employ 3 Teaching Assistants to provide support to teachers	<ul style="list-style-type: none"> ● Teaching Assistants can help enrich teaching resources and materials ● Teachers' capacity can be enhanced so that they could focus on implementing subject-based action plans, activities and evaluation of learning process and outcomes 	Whole year	Percentage of teachers who find teaching resources and materials bringing positive learning outcomes	Evaluation in subject meetings	Mr Bruno Li Ms Brenda Fung
To maximize teachers' capacity so that teachers can have more room for promoting e-learning in classrooms.	To employ remedial class tutors of various subjects	<ul style="list-style-type: none"> ● Teachers to be relieved of some of the workload in remedial classes and enrichment classes ● Teachers are given more time to take care of individual students ● Students' academic results are improved ● Performance of low achievers improved 	Mid of Sept to End of May	Percentage of students who show improvement in their assessments	Marks achieved as recorded on Reports Cards Certificates, Prizes and Trophies Awarded	Mr Tang Mo Pun

Plan on Use of Learning Support Grant (LSG) 2019-20 2019-20 Budget

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Executive Functioning Training Workshop	20 sessions	Whole year	SEN students	To enhance students' social skills, self-management skills and communication skills.	88,000
2	Workshop for Chinese Writing & Reading	20 sessions	Whole year	SEN students	To equip SpLD students with Chinese study skills and to improve their comprehensive skills	31, 200
3	Speech Therapy	20 sessions	Whole year	SEN students	To help SEN improve their speaking and communication skills	48,000
4	Art Therapy	20 sessions	Whole year	SEN students	To enhance SEN self- understanding and expression skills	32,000
5	Social Skill Training Workshop	20 sessions	Whole year	SEN students	To teach students appropriate behaviors in social interactions and improve their abilities to interact with others in everyday social situations.	17,200
6	Clinical Psychology Services	50 hours	Whole year	SEN students	To provide psychology services to SEN. To help them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life.	42,000
7	Teaching Assistant (SEN)	1	9 months	SEN students	To support the administration work related to SEN and pull-out training program	137,025.00
					Total	\$395,425.00

Plan on Use of Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN) 2019-20

2019-20 Budget

NCS-SEN for the year (2019/20)	\$100 000
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	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Clinical Psychology Services	15 hours	Whole year	NCS SEN students	To provide psychology services to SEN. To help them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life.	18,000.00
2	Inclusive Culture Activities (e.g. Fun Teen Day, workshops, outdoor activities)		Whole year	Whole school	To enhance students' awareness on individual differences.	30,000.00
3	Teaching Assistant (SEN)		3 months	NCS SEN students	To support the learning of NCS SEN through pull-out training program	45,675.00
					Total	\$93,675.00
					Estimated Surplus	6,325.00

Plan on Use of Diversity Learning Grant – Applied Learning Courses (2019-2021 Cohort) Three-Year Plan

DLG funded programme	Strategies & benefits anticipated	APL Course Code , Name of Course and Course Fee	Duration of the programme / course	Target Students	Estimated no. of students involved in each school year			Evaluation of students' performance	Teacher-in-charge
					19/20	20/21	21/22		
Applied Learning Courses (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations 	599 Taking a Chance on Dance by HKAPA 616 Western Cuisine by VTC 610 Fundamental Cosmetology by CICE	180 hours in 2 years for each course	S5 students in the year 2019-2020	3	3	0	- Successful completion of the ApL courses by students as shown in their learning records	Career Mistress

Plan on Use of Diversity Learning Grant – Other Programs (Gifted Education) 2019-20

DLG funded Programme (s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme(s) / course(s)	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					19/20	20/21	21/22		
Creativity workshop (elementary)	To help students to manage their creative thinking abilities effectively and organize their thoughts and ideas. To provide strategies such that students can come up with new ideas more efficiently.	Creativity workshop	3hrs x 1 session	S3– S5 ALs, House exco, budding leaders/ house sub committee	20-30	20-30	20-30	<ul style="list-style-type: none"> ➤ Students successfully completed the courses with at least 70% attendance. ➤ Positive feedback shown in students' survey, i.e. 80% of the participants agreed the program is fruitful. ➤ Students shared their learning outcomes with other students and put the skills learnt into practice. 	Gifted Education Committee, SAL
Multiple pathways for high achievers	To help high achievers to realize different possible pathways ahead (explore programs offered by both local and overseas institutions). To assist students to plan strategically.	Multiple pathways for high achievers	3hrs x 1 session	S4 ALs + subject cream	20-30	20-30	20-30	<ul style="list-style-type: none"> ➤ Students completed the courses with 70% attendance. ➤ Positive feedback shown in students' survey, i.e. 80% of the participants agreed the program is fruitful. ➤ Students shared their learning outcomes with other students. 	Gifted Education Committee, Careers
Preparation for future challenges	To allow students to have better understanding on their strength and areas for improvements. Equip students for various kinds of opportunities ahead, i.e. scholarship.	Writing of Personal statement	3hrs x 2 sessions	S5 high achievers	20-30	20-30	20-30	<ul style="list-style-type: none"> ➤ Students completed the courses with 70% attendance. ➤ Positive feedback shown in students' survey, i.e. 80% of the participants agreed the program is fruitful. ➤ Students can apply the skills learnt. 	Gifted Education Committee

DLG funded Programme (s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme(s) / course(s)	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					19/20	20/21	21/22		
Leadership training	All students to explore to different types of leadership styles and allow them to have to have better understanding on their leadership styles.	Leadership training workshop	3hrs x 2 sessions	S2-5 (potential future school leaders)	20-30	20-30	20-30	<ul style="list-style-type: none"> ➤ Students completed the courses with 70% attendance. ➤ Positive feedback shown in students' survey, i.e. 80% of the participants agreed the program is fruitful. 	Gifted Education Committee, SAL
Presentation skills workshop	To equip students to become confident and convincing speakers	School-based pull out training	1.5 hours x 2 sessions (junior, advanced)	S3-5	50-60	50-60	50-60	<ul style="list-style-type: none"> ➤ Students successfully completed the course with at least 80% attendance. ➤ Positive feedback from teachers and participants, i.e. 80% of the participants agreed the program is fruitful. 	Gifted Education Committee,
Chinese Debate	To equip students with debating skills for participating external debating competitions.	Chinese Debate Training	10 sessions	S4 – S6 Chinese debating team members	20	20	20	<ul style="list-style-type: none"> ➤ Students found the workshop useful. ➤ The Debating Team has participated in external debate competition. 	Gifted education, Chinese Panel
Enrichment programs by tertiary institutions	To partially subsidize ALs/subject creams to attend enrichment programmes offered by tertiary institutions, professional bodies or academic associations to explore and develop their potentials and talents.	Pull out enrichment Programmes offered by tertiary institutions.	Varied. Depending on the program	Students with unique strength in a particular domain	5-10	5-10	5-10	<ul style="list-style-type: none"> ➤ Students showed initiative in participating in enrichment programmes offered by different organizations. ➤ Sharing of learning outcomes with other students. 	Gifted Education Committee and related Panels

DLG funded Programme (s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme(s) / course(s)	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					19/20	20/21	21/22		
University tour	To help the ALs to set academic goals and to be aware of qualities/habits which they should develop so as to prepare themselves for tertiary education.	University tour	3-4 hrs x 1 session.	S2– S3 high acheivers	20-30	20-30	20-30	<ul style="list-style-type: none"> ➤ Students are develop aspiration about their study. ➤ Students should have better understanding on the soft skills they need to be sharpened at secondary school. ➤ Students shared their insights with other ALs. 	Gifted Education Committee
Strategic thinking skills	To allow students to learn how to learn more strategically and efficiently	Whole form (tier 1)	2 hrs x 2 sessions	All S3/4	120-130	120-130	120-130	<ul style="list-style-type: none"> ➤ Students are able to learn about the pattern/strategies of studying. ➤ Positive feedback from teachers and participants, i.e. 80% of the participants agreed the program is fruitful. 	Gifted Education Committee

AL: Academically more able students are identified to join the “Accelerated Learners (AL)” program.

Plan on Use of School-based After-school Learning and Support Programmes 2019-20

A. The estimated number of students (count by heads) benefitted under this Programme is 128 (including A. 10 CSSA recipients, B. 51 SFAS full-grant recipients and C. 67 under school's discretionary quota).

B. Information on Activities to be subsidized / complemented by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Musical Instrumental Classes	To develop students' interest in playing musical instruments and to enhance character formation.	Participants showed more interest in playing the musical instruments and enjoyed the learning process.	Feedback from participants, observation	Sept to May	5	6	10	\$10,000.00	Tutors
Dance Classes	To develop students' interest in dancing and to enhance confidence in performance.	Participants showed more interest in dancing and become more confident in performance.	Feedback from participants, observation	Sept to May	2	3	4	\$8,000.00	Tutors
Sports Classes	To raise students' level of interest, competence and confidence in sports competitions.	Participants showed a higher level of sports competence and more confidence in sports competitions.	Feedback from participants, observation	Sept to May	6	8	10	\$12,000.00	Coaches
Tutorial Class	To help students who under-performed in tests to reach a satisfactory level in exams.	Participants managed to attempt all questions and shown improvement.	Test results	May to June	8	20	30	\$60,000.00	Various outside school organizations and former S.6 Graduates

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Leadership Training Program	To equip and develop leadership skills to house / club chairperson	Students participated in various group activities which required cooperation, collaboration and decision making.	Feedback from participants, observation	Sept	4	25	33	\$8,000.00	Various outside school organizations
Total no. of activities: 22			@No. of participation counts		25	62	87		
			**Total no. of participation counts		174				

Note:

* Types of activities are categorized as follows: tutorial service, learn to learn skill training, language training, visits, art /culture activities, sports, self-confidence development, voluntary service, adventure-based activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: student recipients of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

Plan on the Use of the Promotion of Reading Grant 2019-20

The major objectives for Promotion of Reading:

To nurture students' interest and help them develop a reading habit from a young age so that they will enjoy reading and develop their thinking skills and creativity through reading.

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	25,300
	<input checked="" type="checkbox"/> Printed books (5,300)	
	<input checked="" type="checkbox"/> e-Books (20,000)	
2.	Web-based Reading Schemes	15,000
	<input checked="" type="checkbox"/> e- Read Scheme (English Language Department—S1 to S3)	
	<input checked="" type="checkbox"/> Other scheme :	
3.	Reading Activities	4,000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organize student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading.	
	<input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses	
4.	Other :	2,000
	<input checked="" type="checkbox"/> School-based S1-S3 Reading to learn Award Scheme	
	<input checked="" type="checkbox"/> School-based Reading Across the Curriculum activities	
	<input checked="" type="checkbox"/> School-based Theme-based Reading Activities	
Total:		60,000

改善非華語學生的中文學與教—計劃書 2019-20

施行計畫	施行策略/工作	預期成果	時間表	成功準則	評估方法	負責人
<p>一. 實施「學習架構」整體規畫</p> <p>1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。</p>	<p>1. 安排已接受教授非華語學生的專業培訓課程的老師任教新入職的老師亦已具備相關的教學經驗。</p> <p>2. 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。</p> <p>3. 鼓勵全體中文科老師參加香港大學「校本專業支援計畫」，以提升教師教授非華語學生的專業知識。</p> <p>4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。</p> <p>5. 增聘 2 位中文教師： ①以便調配較有經驗的中文教師負責教授非華語學生中文的工作。 ②協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p>	<p>1. 能更瞭解非華語學生的學習情況，並設計適切的教學策略。</p> <p>2. 中文科全體老師通過分享活動，更瞭解非華語學生的學習需要及教授非華語學生的策略。</p> <p>3. 教師能掌握更多教授非華語學生的專業知識，並應用於教學上。</p> <p>4. 從專業交流中提升教師的專業能力。</p> <p>5. ①由較有經驗的中文教師負責教授非華語學生中文的工作 ②協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p>	全學年	<p>1. 新入職的老師必須已接受教授非華語學生的課程或具有教授非華語學生的經驗。</p> <p>2. 任教老師於科組會議上分享教學心得，其他老師應用在教學上或以上參考。</p> <p>3. 曾參加有關講座</p> <p>4.1 每學期完成不少於 1 節觀課，全學年共 2 節。 4.2 全學年共不少於 1 次專業交流</p> <p>5. 多聘請 2 位中文教師</p>	<p>1. 同儕分享教學成果</p> <p>2. 檢視會議紀錄</p> <p>3. 檢視出席紀錄</p> <p>4.1 觀課紀錄 4.2 檢視專業交流紀錄</p> <p>5. 檢視中文科教學人力資源</p>	<p>科主任</p> <p>科主任</p> <p>科主任</p> <p>科主任</p> <p>科主任</p> <p>校長 科主任</p>

施行計畫	施行策略/工作	預期成果	時間表	成功準則	評估方法	負責人
	<p>6. 增聘 2 位教學助理：</p> <p>①於中文課堂入班支援中三非華語學生(12 名)協助教師教學。</p> <p>②協助教師設計教學活動、編寫教材(包括電子教材)。</p> <p>③於小息或課後支援非華語學生。</p> <p>④協助教師安排共融活動。</p> <p>⑤支援網上閱讀、製作網上閱讀教材及舉辦閱讀活動。</p> <p>7. 購買教學所需的教材及圖書。</p>	<p>6. ①中三非華語學生掌握 GCE(AS)課程學習。</p> <p>②協助教師設計教學活動、編寫教材(包括電子教材)。</p> <p>③於小息或課後支援非華語學生。</p> <p>④協助教師安排共融活動。</p> <p>⑤支援網上閱讀、製作網上閱讀教材及舉辦閱讀活動。</p> <p>7. 教師有更多參考資源，設計合適的教材。</p>	全學年	<p>6. 增聘 2 位教學助理</p> <p>7. 已購買教學所需的教材及圖書</p>	<p>6. 檢視中文科教學人力資源</p> <p>7. 檢視本學年財政報告</p>	<p>校長 科主任</p> <p>任 教 老 師 科 主 任</p>
2. 設計初中非華語學生校本中國語文課程及教材	參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。	初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。		完成初中非華語學生校本調適課程、教材及評估。	檢視教學資源庫	科主任
3. 幫助非華語學生認識中國傳統文化，以提升他們學習中文的成效。	<p>1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等。</p> <p>2. 因應中國傳統節日，舉行相關的活動。</p> <p>3. 安排非華語學生參加具中華文化的體藝活動(例如中秋節)</p>	<p>1. 能認識較淺易的文學作品、歷史、成語故事等。</p> <p>2. 對中國文化多一分認識。</p> <p>3. 進一步認識中華文化</p>		<p>1. 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。</p> <p>2. 曾參加與中國傳統節日相關的活動</p> <p>3. 曾參加具中華文化的體藝活動</p>	<p>檢視調適課程</p> <p>檢視活動紀錄</p> <p>檢視活動紀錄</p>	<p>科主任</p> <p>中文學會 活動紀錄</p> <p>科主任 語文活動 小組</p>

施行計畫	施行策略/工作	預期成果	時間表	成功準則	評估方法	負責人
4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	<ol style="list-style-type: none"> 1. 中一、中二採取抽離學習，與主流生分開學習。 2. 中一、中二各增加 2 節中文課 3. 午間支援 4. 僱用專業服務課後支援 	<ol style="list-style-type: none"> 1. 能更有效幫助非華語學生學習中文 2. 能多元化地認識中文 3. 能鞏固中文基礎能切合學生的需要，並鞏固中文基礎。 4. 能切合學生的需要，並鞏固中文基礎。 	全學年	<ol style="list-style-type: none"> 1. 中一、中二採取抽離學習 2. 較主流生多兩節中文課 3. 已安排午間及課後支援 4. 已僱用專業服務課後支援 	檢視中一、中二課堂安排 檢視中一、中二課堂安排 檢視出席紀錄 檢視僱用文件及出席紀錄	科主任 科主任 中文學會活動紀錄 科主任 語文活動小組
5. 評估支援措施的成效	<ol style="list-style-type: none"> 1. 參考「學習架構」及評估工具設計校內評估 2. 在本學年結束前，使用教育局評估工具的結果 3. 非華語學生在中文活動的表現 	<ol style="list-style-type: none"> 1. 能達致合格或以上的水平 2. 能達致符合初中水平 3. 積極參與中文活動 		<ol style="list-style-type: none"> 1. 校內評估設計符合「學習架構」及評估工具的要求 2. 完成教育局評估 3. 積極參與中文活動 	<ol style="list-style-type: none"> 1. 檢視校內評估 2. 檢視評估紀錄 3. 檢視中文活動紀錄 	任教老師及科主任 語文活動小組
6. 安排非華語學生多元升讀大學的途徑	<ol style="list-style-type: none"> 1. 安排中三、中四非華語學生學習 GCE(AS)課程 2. 安排中三、中四非華語學生參加課後國際 GCE(AS)中文考試預備班及考試。 	<ol style="list-style-type: none"> 1. 課業表現可達中學文憑試中國語文科中 3 等水平 2.1 能掌握考試內容及作答技巧 2.2 能考獲 E 或以上，符合報考中六大學聯招替代中文的要求。 		<ol style="list-style-type: none"> 1. 課業表現可達中學文憑試中國語文科 3 等或以上水平 2.1 能掌握考試內容及作答技巧 2.2 能考獲 E 或以上，符合報考中六大學聯招替代中文的要求。 	<ol style="list-style-type: none"> 1. 檢視考試成績 2.1 檢視課業表現 2.2 檢視考試成績單 	任教老師 科主任 科主任

施行計畫	施行策略/工作	預期成果	時間表	成功準則	評估方法	負責人
二. 建構共融校園 1. 加強與非華語學生家長的溝通	1. 提供所有主要學校通告的英文版本 2. 由班主任協助非華語學生家長瞭解學校通告的內容 3. 提供英文版本的學校簡介 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)	非華語學生家長瞭解子女學習安排及透過家校合作，鼓勵非華語學生努力學習。	全學年	1. 所有主要學校通告的均附有英文版本 2. 班主任協助非華語學生家長瞭解學校通告的內容 3. 學校簡介具英文版本 4. 已舉辦家長講座 5. 已安排家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)	1. 檢視主要學校通告 2. 班主任口頭報告 3. 檢視學校簡介 4. 檢視講座流程 5. 檢視家長日流程	副校長(學務)
2. 提升教師的文化敏感度及營造多元文化環境	為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。	不同族裔的學生能互相學習。		開展同儕互勉計畫，不同族裔的學生能互相學習。	檢視計畫紀錄	英文科主任

**Life-wide Learning Grant
Plan on the Use of the Grant
2019-2020 School Year**

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Eng Lit	In school drama performance by service provider	<ol style="list-style-type: none"> It exposes students to professional drama crew. It can arouse students' interests in literature and drama 	June 2020	S1 - S3	<ol style="list-style-type: none"> Teachers would give brief introduction about the performance. Students would be required to do some pre-tasks before the performance. Student would be asked to write reflections on their experience after the performance. Follow-up presentations on the themes could be done by Students so that they could explore more on the topic 	\$20,000.00	I		P		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Eng Lit	Drama performances	<ol style="list-style-type: none"> It exposes students to the professional world of drama productions in public theatres It can arouse students' interests in literature and drama. 	Oct 2020	S4 – S5 (E.Lit Students)	<ol style="list-style-type: none"> Teachers would give brief introduction about the performance in class. Students would be required to do some pre-tasks before the performance. Student would be asked to write reflections on their experience after the performance. Follow-up presentations on the themes could be done by students so that they could explore more on the topic 	\$10,000.00	I		P		
English	Bridging Program	Provide activities to the students for self-evaluation and planning for next academic year.	June 2020	S.1 to S.5	Feedback, Observation	\$20,000.00	I				
Language	Clubs Activities: <ol style="list-style-type: none"> Tutor Fee for Scenarist Class (編劇班) Tutor Fee for Debate Training Course Tutor Fee for French Club 	Develop students' potential, enhance students' generic skills especially those of collaboration, communication, critical thinking and creativity	September 2019- May 2020	S.1 to S.6	Feedback Observation Scrutiny of documents Student survey	\$40,000.00	I	M	P	S	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
	4. Tutor Fee for Spanish Club										
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
Student Activity Learning	Leadership Training Program (i) Student Union, House Exco (ii) Club Chairpersons & Vice-Chairpersons (iii) Budding Leaders Scheme (iv) HK federation youth groups (Student Leaders) ~ Course fee subsidies (v) S.1-S.5 Leadership Training Workshops in WPD programme (tutor fee)	Provide Leadership Training Program to student leaders, young potential leaders and students from S.1 to S.5.	(i) Jul 2020 (ii) Oct 2019 (iii) Nov 2019 (iv) Feb 2020 (v) Nov 2019	S.1 to S.5	Feedback Observation Scrutiny of documents Student survey	(i) \$25,000 (ii) \$2,000 (iii) \$45,000 (iv) \$6,000 (v) \$45,000	I	M			S
Student Activity Learning	Life-Wide Learning Day	Enable students to gain a variety of experiences, including the four essential	March 2020	S.1 to S.5	Feedback Observation Scrutiny of documents	\$35,000.00	I	M	P		C

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
		learning experiences that are more difficult to acquire in ordinary classroom settings.			Student survey						
Student Activity Learning	AES Courses	Help students develop a foundation for lifelong learning by nurturing confidence and aesthetic appreciation	Oct to Nov 2019	S.4	Observation, Student survey	\$89,000.00			P		
Student Activity Learning	Inter-House Team Building Activity and Inter-House competition: Cheering, Ball Games, Cross-Clubs competition, Co –curricular / Integrated curriculum competition	Develop the communications skills Enhance the senses of belonging to house and schools Cultivate the sisterhood	2019-2020	S.1 to S.6	Feedback Observation	\$10,000.00	I	M	P	S	
Student Activity Learning	Tutors' Salary of Instrument Classes	1. To stretch students' potential in music activities 2. To widen their horizons through participating in Inter-school and/or district competitions	September 2019- August 2020	S.1 to S.5	1. Organize regular training 2. Students actively participated in trainings and competitions	\$125,000.00			P		
Student Activity Learning	A. Organize Sports Teams/ Clubs (regular training) 1. Basketball Team	1. To encourage student to pursue a healthy lifestyle	September 2019- August 2020	S.1 to S.6	1. Organize regular training 2. Each sports team/club join at least 1 competition for item no. 1 to 10	\$150,000.00			P		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
	2. Swimming Team 3. Rope Skipping Team 4. Volleyball Team 5. Athletic Team 6. Hip Hop Jazz 7. Chinese Dance 8. Tennis Team 9. Table-tennis Team 10. Badminton Team	2. To stretch students' potential in sports activities 3. To widen their horizons through participating in games, Inter-school and/or district competitions			3. Organize at least 1 sport activities 4. Students actively participated in trainings and competitions						
Student Activity Learning	Transportation Fee for Speech Festival, Music Festival & Performance	To deliver Students to the competition venues so as to learn outside school	September 2019-May 2020	S.1 to S.5	Feedback Observation	\$50,000.00	I		P		
Career & Life Committee	S1 WPD lesson (talk by HKFYG)	To provide a better understanding on career life planning and the meaning of working ability	5/5/2020	S1	Students' survey will be done	\$2,500.00				C	
Career & Life Committee	Career Live Simulation Games organized by St. James' Settlement	1. To let our students have some hand-on experience and know the qualities they should possess when working in a particular job.	13/3/2020	S4	Students' survey will be done	\$5,500.00				C	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
		2. To motivate students to develop their career goals and build a positive work value									
Career & Life Committee	S2 Whole person development lesson (talk by Edvenue Limited)	1. to understand the fundamental elements of Career and Life Planning; 2. to develop personal interests on career by having better understanding of the job nature and requirements of different occupations; 3. to equip students with the right mindset, proper attitudes and skills to identify the directions for their career development.	7/4/2020 21/4/2020	S2	Students' survey will be done	\$19,000.00					C
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
Student Activity Learning	Fees for Study Tour	Subsidy to Student	1/4/19-15/8/19	S1 – S5	Feedback Observation Scrutiny of documents	\$30,000.00	I	M	P		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.4	Others										
Student Activity Learning	Chaperone Fee for Study Tour	Subsidy to Teachers	1/4/19-15/8/19	S1 – S5	Feedback Scrutiny of documents	\$70,000.00	I	M	P		
Estimated Expenses for Category 1						\$799,000.00					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Computer and 27" monitor (7 sets)	Interactive STEM activities and discussion of projects	\$70,000.00
STEM	1. Interactive board 2. Laser printer 3. Microscopes (10 sets) 4. Computerized sewing machine	Interactive STEM activities and presentation of projects	\$107,000.00
PE	1. Trampoline 2. Treadmill (2 sets) 3. Indoor Rowing Machines (2 sets)	To optimization students by purchasing suitable equipment/ applause	\$132,000.00
Arts	1. 10 sets of clip-on mics for the school hall 2. Wireless Mic for School	For drama performances, competitions, school's anniversary musical and all school functions	\$35,000.00
Others	1. 3 Flying Drone 2. Digital Buzzer	Learning Aerodynamics (Phy and STEM) Use in fieldtrip (Geog, C.Hist) Coding and Electronics (ICT) Cognitive Development and Critical Thinking (make quick decisions under stress.)	\$15,000.00
Estimated Expenses for Category 2			\$359,000.00
Estimated Expenses for Categories 1 & 2			\$1,177,000.00

Estimated Number of Student Beneficiaries

Total number of students in the school:	707
Estimated number of student beneficiaries:	707
Percentage of students benefitting from the Grant (%):	100%

End of Plan