

**St. Clare's Girls' School**  
**Annual School Plan 2020/2021**

**Major Concern 1: To cultivate respect and to embrace changes with positivity**

<b>Targets/Intended Outcomes</b>	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>
I. Students feel loved/cared for at school and at home	(a) A teacher workshop on positive psychology: expressive art and mindfulness (Sr Anastasia/Br William/Rev. Thomas Kwan)	Jan 2021	<ul style="list-style-type: none"> <li>➤ Workshop/talks for (a) &amp; (b) conducted</li> <li>➤ Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers &amp; students</li> <li>➤ Scrutiny of documents</li> <li>➤ Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff Professional Development, Religious, Moral and Civic Education Committee (a)</li> <li>➤ Student Guidance Committee, Career and Life Planning Committee &amp; School-based social worker (b)</li> <li>➤ Student Activities and Leadership Committee, Religious, Moral and Civic Education Committee and Class Teachers (c)</li> <li>➤ Student Guidance and School-based social worker &amp; class teachers (d)</li> </ul>
	(b) Enhance class teachers' capacity in their role as Caring Cultivators (stipulated in T-standards, COTAP) (by levels / with different focus)				
	(c) To offer channels for students <ul style="list-style-type: none"> <li>i. to share their feelings, thoughts, joyful experiences and</li> <li>ii. to find inner peace and strengths through creative means:               <ul style="list-style-type: none"> <li>- Expressive art (with spiritual elements)</li> <li>- Mindfulness activities (Taize Prayer &amp; others during CTP)</li> <li>- Fun games (lunchtime/SU/House)</li> </ul> </li> </ul>	Whole year	<ul style="list-style-type: none"> <li>➤ Varied channels and opportunities provided</li> <li>➤ 70% of students found that they felt better about themselves after the activities/workshops</li> <li>➤ Positive feedback from students (have fun and feel joyful)</li> </ul>		
	(d) To help students to understand more of their family and to appreciate them through My Story 3.0: My family & related activities	Whole year	<ul style="list-style-type: none"> <li>➤ My Story 3.0: My Family and related activities conducted</li> <li>➤ Family participated in My Story 3.0 and related activities</li> <li>➤ 70% of students showed more understanding towards their family's difficulties and be grateful to their contribution</li> </ul>		

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
II. Students feel recognized for their successes and efforts	<p>To recognize students' achievements and to provide structured platforms for them to share their successful experiences, anecdotes and to show their appreciation for one another</p> <ol style="list-style-type: none"> <li>Class teacher period: Celebration and Appreciation Wednesday (no lining up assesmbly)</li> <li>E-platform for sharing</li> <li>Appreciation Tree &amp; Awards</li> </ol>	Whole year	<ul style="list-style-type: none"> <li>➤ Celebration and Appreciation Wednesday held and other platforms conducted</li> <li>➤ Created space for class teachers to conduct Celebration &amp; Appreciation Wednesday</li> <li>➤ Appreciation and award schemes implemented and positive feedback received from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students &amp; teachers</li> <li>➤ Scrutiny of documents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Activities and Leadership Committee (i-iii)</li> <li>➤ Class teachers (II I &amp; ii)</li> <li>➤ any committees and panels concerned (Iii &amp; iii)</li> </ul>
III. Students have positive relationships with people	<ol style="list-style-type: none"> <li>To enhance students' manners and social etiquette</li> <li>To heighten students' awareness of cyber ethics and cyber bullying</li> </ol>	Whole year	<ul style="list-style-type: none"> <li>➤ Talks and workshops on manners and social etiquette, cyber ethics and anti-cyber bullying</li> <li>➤ 70% of students have practiced caution and respect in using the Internet and in their everyday interactions in school</li> <li>➤ 70% of students are more aware of the damages of cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>➤ Scrutiny of documents</li> <li>➤ Student survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Religious, Moral and Civic Education Committee(a)</li> <li>➤ Career and Life Planning Committee (a)</li> <li>➤ Ethics and Religious Education Panel (b)</li> <li>➤ Liberal Studies Panel (b)</li> </ul>

**Major Concern 2: To help students with different abilities to achieve their highest potential**

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
I. Students are given more opportunities to extend their learning and stretch their potential	(a) To refine the implementation of mastery learning with emphasis on enhancement <ul style="list-style-type: none"> <li>i. Regular quizzes</li> <li>ii. Corrective exercises for weaker students</li> <li>iii. Bonus questions / Enhancement exercises for high achievers</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>▪ 70% of students agreed that they were guided to improve themselves academically</li> <li>▪ 70% of students agreed that they had been given more opportunities to stretch their potential</li> <li>▪ Positive feedback from teachers and students on the cross-curricular programs</li> <li>▪ Students showed improvement in timed assessments</li> </ul>	Student survey  Scrutiny of documents  Feedback from teachers and students	All subject panels
	(b) To enhance students' abilities to organize, integrate and present knowledge through various cross-curricular programs <ul style="list-style-type: none"> <li>i. STEM Education</li> <li>ii. Language activities</li> </ul>				STEM Committee
	(c) To improve students' time management skills through regular in-class timed practice				All subject panels
II. Students extend their learning through a variety of reading activities	(a) To motivate students to read a wide range of materials to broaden their knowledge base <ul style="list-style-type: none"> <li>i. Reading activities to widen students' exposure and help them appreciate the joy of reading</li> <li>ii. Award scheme to give recognition and encouragement to students</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>▪ 70% of students agreed that they were motivated to read extensively</li> <li>▪ 70% of students agreed that the reading activities had enriched their learning</li> </ul>		Reading to Learning Committee  All subject panels  Class teachers

III. Students of different abilities have a better control of their learning progress	(a) To provide a variety of e-learning materials to help students keep track of their learning	Whole year	<ul style="list-style-type: none"> <li>70% of students agreed that they were aware of their learning progress</li> <li>70% of students agreed that they could identify their achievement and areas for improvement</li> </ul>	Student survey	All subject panels
	i. Develop teaching videos on exam skills for students of varied abilities to revisit outside classrooms based on their individual needs ii. Enable students to use e-learning platform to retrieve learning materials, conduct online assessments and submit e-assignments			Scrutiny of documents Feedback from teachers and students	IT in Learning and Teaching committee
IV. Teachers become more reflective and capable of developing students' abilities	(a) To promote teachers' self-reflection on their professional roles by adopting the T-standards self-reflection tool.	1 <sup>st</sup> term	<ul style="list-style-type: none"> <li>70% of teachers agreed that they were more aware of the importance and ways of self-reflection</li> </ul>	Teacher survey	Staff Professional Development Committee
	(b) To enhance teachers' capabilities in using various e-learning tools to cater for learner diversity	1 <sup>st</sup> term	<ul style="list-style-type: none"> <li>70% of teachers agreed that they were more competent in using e-learning tools</li> </ul>		Staff Professional Development Committee IT in Learning and Teaching Committee
	(c) Lesson observation and post-lesson observation conference on "Study Skills Workshops" to enhance pedagogies and exchanges ideas on the teaching of useful study skills	1 <sup>st</sup> term	<ul style="list-style-type: none"> <li>70% of participating teachers agreed that they had a better understanding of the ways to develop students' study skills</li> </ul>		Gifted Education Committee Subject panels of Pilot Scheme

### **Theme of the Year 2020/2021**

Embrace with Respect  
Excel with Confidence

**(a) Plan on Use of Capacity Enhancement Grant 2020/2021**

<b>Major Concerns</b>	<b>Strategies/ Tasks</b>	<b>Benefits Anticipated</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>
I.T. in Learning and Teaching	<ul style="list-style-type: none"> <li>● To employ one I.T. Technician to support I.T. in learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide technical support to facilitate the development of I.T. in learning and teaching</li> </ul>	Whole year	Majority of teachers find the support on I.T. can facilitate learning and teaching.	Evaluation of effectiveness by teachers in meetings	I.T. in Learning and Teaching
Curriculum development and Catering for Learners Diversities	<ul style="list-style-type: none"> <li>● To employ 2 Teaching Assistants to support clerical work for subject Panels (e.g. English, Chinese and Liberal Studies)</li> <li>● To conduct after school classes for junior form students</li> </ul>	<ul style="list-style-type: none"> <li>● Relieve teachers' workload</li> <li>● Prepare teaching materials for teachers</li> <li>● Spare teachers' time to take care of individual students</li> </ul>	Whole year	Majority of teachers find the teaching resources and materials bringing positive learning outcomes	Evaluation meetings with teachers	Ms Brenda Fung

**(b) Plan on Learning Support Grant 2020/2021**

<b>LSGSS for the year (2020/21)</b>	<b>\$15,000 × 30 = \$450,000</b>
<b>Balance from 2019/20</b>	<b>\$131,722</b>
<b>TOTAL LSGSS for 2020/21</b>	<b>\$450,000 + \$131,722 = \$581,722</b>
<b>Estimated budget for 2020/21</b>	<b>\$470,225</b>
<b>Estimated Surplus</b>	<b>\$111,497</b>

	<b>Item</b>	<b>Quantity</b>	<b>Date</b>	<b>Target Group</b>	<b>Aim</b>	<b>Estimated Budget</b>
1	Executive Functioning Training Workshop	20 sessions	Whole year	SEN students + few non-SEN students	To enhance students' social skills, self-management skills and communication skills.	44,000
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	32,000
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	Learning Buddy Program	180 hours	2 <sup>nd</sup> term	SEN students	To provide SEN with small group afterschool tutorial	36,000
6	Social Skill Training Workshop	20 sessions	Whole year	SEN students	To teach students appropriate behaviours in social interactions and improve their abilities to interact with others in everyday social situations.	17,200
7	Clinical Psychology Services	60 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.	72,000
8	Mindfulness Yoga	8 sessions	2 <sup>nd</sup> term	SEN students	To help students cultivate greater awareness and consciousness on their wellbeing.	8,000
9	Teaching Assistant (SEN)	1	9 months	SEN students	To support the administration work related to SEN and pull-out training program	137,025
					<b>Total</b>	<b>\$470 225</b>

## (c) 改善非華語學生的中文學與教——計劃書 2020/2021

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
<b>一. 實施「學習架構」整體規畫</b> 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。	1.1 安排具教學經驗或已接受教授非華語學生的專業培訓課程的老師任教。 1.2 向教育局申請校本支援——聯校支援，為中一任教老師提供專業教學知識及策略，以提升學生的語文水平。  2.1 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。 2.2 其他老師應用在教學上。  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生的專業知識。 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。  5. 購買教學所需的教材及圖書。	全學年	1.1 任教老師須具教學經驗或已接受教授非華語學生的專業培訓課程。 1.2 ①成功申請，並展開支援 ②老師於課堂上運用建議的策略 ③學生的語文水平得以提升  2.1 任教老師於科組會議上分享教學心得  2.2 其他老師應用在教學上  3. 曾參加有關講座  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。 5. 已購買教學所需的教材及圖書	1.1 於19-20已確認相關文件。  1.2 ①確認相關文件 ②檢視教學設計 ③期終考試成績較期中考试進步  2.1 檢視會議紀錄  2.2 檢視會議紀錄  3. 檢視出席紀錄  4.1 觀課紀錄  4.2 檢視專業交流紀錄 5. 檢視本學年財政報告	科主任  科主任 科主任 任教老師 科主任  科主任  科主任  科主任  科主任 科主任 科主任
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。	全學年	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

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
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。	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。 2. 因應中國傳統節日，舉行相關的活動。 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）	全學年	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。 2. 曾參加與中國傳統節日相關的活動 3. 曾參加具中華文化的體藝活動	檢視調適課程  檢視活動紀錄  檢視活動紀錄	科主任  科主任 中文學會 活動紀錄 科主任 語文活動 小組
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。	1. 中一、中二採取抽離學習，與主流生分開學習。 2. 中一、中二及中三各增加 2 節中國歷史及文化課 3. 午間支援  4. 僱用專業服務課後支援	全學年	1. 中一、中二採取抽離學習 2. 較主流生多兩節中國歷史及文化課 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  科主任  科主任
5. 評估支援措施的成效	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. 可提升非華語學生的中文水平。		1. 參考「學習架構」及評估工具設計校內評估。 2. 完成教育局評估 3. 整體語文水平可達中等。	1. 檢視校內評估 2. 檢視評估紀錄 3. 檢視校內評估及考試成績	任教老師 及科主任
6. 安排非華語學生多元升讀大學的途徑	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。		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。	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	時間表	成功準則	評估方法	負責人
<b>二. 建構共融校園</b> 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)	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。		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	副校長 (學生發展)

**(d) Plan on Use of Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN) 2020/2021**

Balance from 2019-20	Tier	No. of students	Grant 2020-21	Total
\$47,125	Tier-2 (MI)	1	\$100,000	\$147,125

Item	Description	Estimated Cost (\$)
1	Learning Buddy Program	4,000
2	Inclusive Education Activities	8,000
3	Clinical Psychology Services	12,000
4	Teacher Assistant (SEN)	46,000
<b>Total Expenditure</b>		<b>\$70,000</b>
<b>Estimated Surplus</b>		<b>\$77,125</b>

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Learning Buddy Program	10 sessions	Sept. – Jan.	NCS SEN students	To provide NCS SEN with afterschool tutorial	4,000.00
2	Inclusive Culture Activities (e.g. workshops, lunch gathering)		1 <sup>st</sup> term	Whole school	To enhance students' awareness on individual differences.	8,000.00
3	Clinical Psychology Services	10 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.	12,000.00
4	Teacher Assistant (SEN)		3 months		To support the administration work and pull-out training/tutorial for NCS SEN	46,000
					<b>Total</b>	<b>\$70,000</b>
					<b>Estimated Surplus</b>	<b>\$77,125</b>

**(e) Diversity Learning Grant – Other Programs (Gifted Education) 2020/2021**

<b>Item</b>	<b>Gifted Education Elements</b>	<b>Programmes / Description</b>	<b>Target Students</b>	<b>Estimated Cost (\$)</b>
1.	Creativity	Workshop to enhance creativity (pull out program – second tier)	S3-5 ALs, budding leaders, sub-com members of clubs /houses	7,500
2.	Leadership skills	Leadership training programs (pull out program – second tier)	S2-5 Students who demonstrates strong leadership qualities (potential future school leaders)	14,000
3.	Presentation skills	Public speaking trainings (pull out program – second tier)	S3-5 Students who are good at delivering speeches	3,000
4.	Preparation for future challenges	Workshop on writing of personal statement (pull out program – second tier)	S5 high achievers	8,000
5.	Learning to learn	Workshop on strategic learning strategies (first tier)	S3 students (whole form)	22,000
6.	Enrich students' global vision	Workshops related to global issues (Mock UN)(Pull out program - second tier)	S4-5 High achievers	9,000
			<b>Grand Total</b>	<b>\$63,500</b>

**(f) School-based After-school Learning and Support Programmes 2020/2021**

**A.** The estimated number of students (count by heads) benefitted under this Programme is 146 (including A. 11 CSSA recipients, B. 60 SFAS full-grant recipients and C. 75 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 musical instruments and enjoyed the learning process.	Feedback from participants, observation	Sept to May	5	6	10	\$6,000.00	Tutors
Dance Classes	To develop students' interest in dancing and to enhance confidence in performance	Participants showed more interest in dancing and became more confident in performance.	Feedback from participants, observation	Sept to May	2	3	4	\$4,000.00	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 confident in sports competitions.	Feedback from participants, observation	Sept to May	6	8	10	\$6,000.00	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 showed improvement.	Test results	Nov to Dec May to June	12	40	50	\$100,000.00	Various outside school organizations and former S.6 graduates
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	\$4,000.00	Various outside school organizations
Total no. of activities: 30			@No. of participation counts		29	82	107		
			**Total no. of participation counts		218				

**(g) Plan on the Use of the Promotion of Reading Grant 2020-21**

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	25,820
	<input checked="" type="checkbox"/> Printed books (\$4,780)	
	<input checked="" type="checkbox"/> e-Books (\$22,200)	
2.	Web-based Reading Schemes	21,000
	<input checked="" type="checkbox"/> e- Read Scheme (English Language Department—S1 to S3) (\$14,000)	
	<input checked="" type="checkbox"/> e- Read Scheme (Chinese Language Department—S1 to S3) (\$7,000)	
3.	Reading Activities	4,000 3,000 500 500
	<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 :	4,000 2,000
	<input checked="" type="checkbox"/> School-based Reading Across the Curriculum activities	
	<input checked="" type="checkbox"/> School-based Theme-based Reading Activities	
Total:		60,820

**(h) Plan on Life-wide Learning Grant 2020/2021**

**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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
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	<ul style="list-style-type: none"><li>To expose students to professional drama crew.</li><li>To arouse students’ interests in literature and drama.</li></ul>	July 2021	S1 - S3	<ul style="list-style-type: none"><li>Teachers would give brief introduction about the performance.</li><li>Students would be required to do some pre-tasks before the performance.</li><li>Students would be asked to write reflections on their experience after the performance.</li><li>Follow-up presentations on the themes could be done by students so that they could explore further on the topic.</li></ul>	\$20,000	✓		✓		
Eng. Lit.	Drama performances	<ul style="list-style-type: none"><li>To expose students to the professional world of drama productions in public theatres.</li></ul>	Oct – July 2021	S4 – S5 Literature in	<ul style="list-style-type: none"><li>Teachers would give brief introduction about the performance in class.</li></ul>	\$10,000	✓		✓		

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				
		<ul style="list-style-type: none"> <li>To arouse students' interests in literature and drama.</li> </ul>		English students	<ul style="list-style-type: none"> <li>Students would be required to do some pre-tasks before the performance.</li> <li>Students would be asked to write reflections on their experience after the performance.</li> <li>Follow-up presentations on the themes could be done by students so that they could explore further on the topic</li> </ul>						
Eng. Lit.	S5 Literature in English Drama Performance (Shakespearean play)	<ol style="list-style-type: none"> <li>To allow students to use English in authentic settings and boost their confidence in speaking English and expressing themselves through acting.</li> <li>The performance allows them to have a better understanding of the play they study in the DSE syllabus.</li> </ol>	May 2021	S5	<ul style="list-style-type: none"> <li>The products and items purchased would be used for a long term basis and they could be used for other drama activities.</li> <li>Students would perform for the whole school and arouse students' interests in literature and drama.</li> </ul>	\$1,000	✓		✓		
Language	Club Activities: (i) Tutor Fee for French/Spanish Culture Club (ii) Tutor Fee for Japanese Culture Club	To expose students to different cultures and to widen their global perspectives	Oct 2020 – May 2021	S.1 - S.5	Feedback Observation Scrutiny of documents Student survey	(i) \$8,000 (ii) \$8,000 (iii) \$8,000 (iv) \$7,470	✓	✓	✓		

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				
	(iii) Tutor Fee for Korean Culture Club (iv) Tutor Fee for Scenarist Class (編劇班)										
中國語文科 (中文辯論學會)	聘請導師教授學生辯論和演說技巧，同時鼓勵學生多參與校外辯論比賽，能把所學靈活運用。	1. 指導學生搜集、整理及組織資料的技巧。 2. 教授學生辯論和演說技巧。 3. 訓練學生多角度思考。 4. 增強學生演說信心。 5. 安排參與校外辯論比賽汲取比賽經驗及提升演說能力	全年	S1 - S5	1. 從學生演說表現及比賽成果檢視學習成效。 2. 能達致學習目標 3. 檢視活動紀錄	\$16,500	✓				
Cross KLA - STEM	(i) STEM courses and workshops (ii) STEM Day	<ul style="list-style-type: none"> <li>To enhance students' STEM-related skills through courses and workshops</li> <li>To showcase students' learning outcomes in STEM</li> </ul>	Oct 2020 – Jul 2021	S.1 - S.5	Teachers' observation and student feedback	\$30,000	✓				
V.A. (collaborates with Chinese Society)	Through joining the “Innovative Heritage Education Programme” organized by Lingnan University, S1 students will be introduced with the origin, technique and practice of traditional Chinese papercut	1. To widen students' horizons in Chinese Art 2. To enable students to create with the technique learned during the workshop	Sept 2020 to Dec 2020	S1	Feedback Observation Scrutiny of document	\$7,500	✓		✓		



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				
1.2	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)										
Career & Life Planning Committee	S2 Whole person development lesson on exploring of jobs	<ul style="list-style-type: none"><li>- To understand the fundamental elements of Career and Life Planning</li><li>- to develop personal interests on career by having better understanding of the job nature and requirements of different occupations</li><li>- to equip students with the right mindset, proper attitudes and skills to identify the directions for their career development.</li></ul>	Apr 2020	S2	Students' survey will be done	\$19,000					✓
Career & Life Planning Committee	S1 Whole Person Development lesson on the aptitude required in the workplace	<ul style="list-style-type: none"><li>- To provide a better understanding on career life planning and the meaning of working ability</li></ul>	May 2021	S1	Students' survey will be done	\$2,500					✓
Career & Life Planning Committee	Career and Life Planning Day on preparation and exploration of career interests	<ul style="list-style-type: none"><li>- To help students understand the importance of equipping themselves for future career</li><li>- To provide an opportunity to explore their career interests</li></ul>	Mar 2021	S1-S5	Students' survey will be done	\$20,000					✓

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				
English Drama Club	Drama Fest (Procurement of props, make-up products and costumes)	<ul style="list-style-type: none"> <li>To allow students to use English in authentic settings and boost their confidence in speaking English and expressing themselves through acting.</li> <li>To better equip our school for the drama activities.</li> </ul>	April 2021	S1 - S5	<ul style="list-style-type: none"> <li>The products and items purchased would be used for a long term basis and they could be used for other drama activities.</li> <li>Students would perform for SPCS during the post-exam period to foster sisterhood and bonding between the two schools</li> <li>Before entering our school, the primary school students would already have a lot of expectations about the drama activities in our school.</li> </ul>	\$10,000	✓		✓		
English Drama Club	Drama Fest (Professional coach)	To offer professional directing to students	Jan – April 2021	S1 - S5	<ul style="list-style-type: none"> <li>Teacher advisors could monitor the lessons given by the professional coach and teachers could apply the skills in future competitions.</li> <li>The drama teachers would use the directing skills for helping the school to organise anniversary musicals or drama performances.</li> </ul>	\$8,000	✓		✓		
Dance	Dance Competitions (Chinese Dance Club and Dance Crew)	<ul style="list-style-type: none"> <li>To develop students' dance techniques and performance skills.</li> <li>To foster teamwork among members.</li> </ul>	Sept 2020 to Aug 2021	S1 - S6	<ul style="list-style-type: none"> <li>Hire coaches to train students.</li> <li>Coaches could be arranged for students to the venues of the</li> <li>Competitions.</li> <li>Provide costumes for the</li> </ul>	\$40,000			✓		

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				
		<ul style="list-style-type: none"> <li>To arouse students' interests in dance.</li> </ul>			competitions. – Service and maintenance. – Registration fee of competitions						
P.E.	A. Regular Sports Trainings and/or competitions 1. Basketball Team 2. Swimming Team 3. Rope Skipping Team 4. Volleyball Team 5. Athletic Team 6. Tennis Team 7. Badminton Team 8. Dodgeball Team 9. Table-tennis Team B. Seasonal Sports Trainings & Competitions 10. Dragon Boat activity	1. To encourage student to pursue a healthy lifestyle 2. To allow students to have more exposure to sports 3. To provide opportunities for students to engage in district or territory-wide competitions 4. To help students to learn to be more perseverance	Sept 2020 to Aug 2021	S1 - S5	– To organise trainings and/or workshops – Each team join at least one competition – Students actively participate in trainings and competitions.	\$178,360			✓		
P.E.	Promote Innovative Sports	1. To widen their horizon in sports 2. To help them to develop health lifestyle and stretch their potential	Feb to July 2021	S1 - S5	– To organise – innovative sports for student – Students shared their experience or inspiration from the activity	\$9,000					
Student Activity Learning	Leadership Training Program i) Student Union, Prefect Board, House Exco for 2020-2021 ii) Student Union, Prefect Board, House Exco for 2021-2022	To provide Leadership Training Program to student leaders, young potential leaders and other students from S.1 to S.5 to develop and cultivate their leadership qualities	(i) Sept 2020 (ii) Jul 2021 (iii) Oct	S.1 - S.5	Feedback, Observation, Scrutiny of documents, Student survey	(i) \$45,000 (ii) \$48,000 (iii) \$2,000 (iv) \$48,000 (v) \$6,000	✓	✓	✓	✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	<b>Essential Learning Experiences</b> (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				
	iii) Club and Society Chairpersons & Vice-Chairpersons iv) Budding Leaders Scheme v) HK federation youth groups (Student Leaders) ~ Course fee subsidies vi) S.1-S.5 Leadership Training Workshops in WPD programme (tutor fee)	and skills, e.g. communication, prioritising, planning, delegating, motivating, quality of self-reflection etc.	2021 (iv) Nov 2020 – Apr 2021 (v) Feb 2021 (vi) Oct 2020 – May 2021			(vi) \$45,000					
Student Activity Learning	Adventure-based Training Program	Through outdoor and adventure-based activities to provide junior form students a chance to challenge themselves and develop a stronger sense of competitiveness and proactivity	Nov 2020 – Mar 2021	S.1 - S.3	Feedback, Observation, Scrutiny of documents, Student survey	\$45,000	✓	✓	✓	✓	
Student Activity Learning	Bridging Program	Provide activities to the students for self-evaluation and planning for next academic year.	June 2021	S.1 to S.5	Feedback, Observation	\$20,000	✓				
Student Activity Learning	Life-Wide Learning Day	To enable students to gain a variety of experiences, including the four essential learning experiences (Moral and Civic Education, Intellectual Development, Physical and Aesthetic Development, Career-related Experiences) that are more difficult to acquire in ordinary classroom settings. The	March 2021	S.1 - S.5	Feedback, Observation, Scrutiny of documents, Student survey	\$50,000	✓	✓	✓		✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	<b>Essential Learning Experiences</b> (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				
		activities also link with different KLAs to help students deepen their understanding of a certain learning area in terms of knowledge, skills and attitudes.									
Student Activity Learning	AES Courses	To help students to develop a foundation for lifelong learning by nurturing confidence and skills in aesthetic appreciation	Oct 2020 to Mar 2021	S.4 - S.5	Observation, Student survey	\$90,000			✓		
Student Activity Learning	Inter-House Team Building Activity and Inter-House competition: Cheering, Ball Games, Cross-Clubs competition, Co –curricular / Integrated curriculum competition	1. To develop students' - communication skills 2. To enhance students' sense of belonging to their own house and to the school & to cultivate sisterhood and friendships	Oct 2020 to May 2021	S.1 to S.6	Feedback, Observation,	\$6,000	✓	✓	✓		
Student Guidance	Student Support and Intervention via LEGO®SERIOUS PLAY®	1. To facilitate students' self-exploration, such as their emotions, strengths and weakness. 2. To strengthen students' self-confident and identity. 3. To enhance students' communication skills and problem-solving skills.	Oct – Mar 2020	S1 - S3	Feedback from students Teachers' observation and comments on students' performance Scrutiny of documents	\$7,000	✓				
Student	WPD program on interpersonal	To instill in students positive	Whole	S1 – S6	Feedback from students	\$40,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	<b>Essential Learning Experiences</b> (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				
Guidance	relationships	values and attitudes in the aspects of interpersonal relationship, mental well-being, cyber ethic, etc.	year		Teachers' observation and comments on students' performance. Scrutiny of documents						
Student Guidance	Bridging Program	Provide activities to the students for self-evaluation and planning for next academic year.	June 2021	S.1 to S.5	Feedback, Observation	\$8,000	✓				
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 2020-May 2020	S.1 - S.5	Feedback Observation	\$50,000	✓		✓		
Music	Admission Fee for Music Festival		Sept 2020 to Dec 2020	S.1 – S.5		\$6,000					
Music	School Orchestra and School Choir <ul style="list-style-type: none"> <li>Regular training</li> <li>Performances</li> <li>Community service participation</li> </ul>		Whole year	S1 – S6	-The instruments purchased would be used for a long term basis and they could be used for other drama activities.  -Students would perform for SPCS during the post-exam period to foster sisterhood and bonding between the two schools  -Before entering our school, the primary school students would already have a lot of expectations about the drama activities in our	\$101,200	✓	✓	✓	✓	

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				
					school.						
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
1.4	Others										
			Estimated Expenses for Category 1			\$1,020,530					

Domain	Item	Purpose	Estimated Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>		
STEM	VR/AR Packages	To provide engaging and immersive experiences for students to understand subjects and topics through personal experience	\$50,000
PE	Indoor Rowing Machine (x2) High Jump Mat (x2)	To optimization students' health and fitness by purchasing suitable equipment	\$30,000 \$9,000
Student Activity Learning	Flying Drones	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.)	\$30,000
Student Activity Learning	Coding: 1. learning Python through CodeCombat platform 2. apps creation (use XCODE program language) 3. other software license 4. joining Microsoft AI developer or Apple's developer programing course	STEM Education Coding and innovation (ICT) Outside School Competition e.g. Social Innovation(Gifted Education)	\$60,000
Student Activity Learning	Hardware for (apps creation) Coding: 1. 16" MacBook Pro x2 + 3 years hardware warranty 2. 13" MacBook Air + 3 years hardware warranty 3. MacPro Server + 1 year hardware warranty	STEM Education Coding and innovation (ICT) Outside School Competition e.g. Social Innovation(Gifted Education)	\$140 000
Student Activity Learning	Hardware for A.I. implementation: 1.Surface Pro 7 x3 + 3 years hardware warranty 2.86" Touch Panel + 3 years hardware warranty	STEM Education Coding and innovation (ICT) Outside School Competition e.g. Microsoft Imagine Cup Junior (Innovation and Design Club)	\$100 000
<b>Estimated Expenses for Category 2</b>			<b>\$419,000</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$1,439,530</b>

### Estimated Number of Student Beneficiaries

Total number of students in the school:	698
Estimated number of student beneficiaries:	698
Percentage of students benefitting from the Grant (%):	100%



(i) Plan on School Executive Officer Grant (SEOG) 2020/2021

<b>Implementation Plan</b>	<b>Targets / Intended Outcome</b>	<b>Benefits Anticipated</b>	<b>Method(s) of evaluation</b>	<b>Actual Expenses (\$)</b>
To employ one full time School Executive Officer	<ul style="list-style-type: none"> <li>● To assist the IMC to put in place a proper control mechanism for procurement and personnel management</li> <li>● To support the operation of the IMC</li> <li>● To assist in the executive functions of financial resource management</li> <li>● To supervise and manage duties of non-teaching staff</li> <li>● To assist in handling of routine school administrative matters</li> <li>● To handle the MR/ER in connection with EDB</li> </ul>	<ul style="list-style-type: none"> <li>● Room is created for teachers and principal to focus more on core education tasks</li> <li>● Smooth operation of the IMC</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation in Core School Administration meetings</li> </ul>	399,000.00
To employ 0.5 full time Office Assistant	<ul style="list-style-type: none"> <li>● To support school administration and perform clerical work.</li> </ul>	<ul style="list-style-type: none"> <li>● Clerical support and administration work can ensure smooth operation of the school</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation in Core School Administration meetings</li> </ul>	187,740.00
			TOTAL:	586,740.00