

St. Clare's Girls' School
Annual School Plan 2021-2022

Major Concern 1: To enhance students' capacity in building strengths and to enrich their life experiences for goal setting

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>I. Teachers are empowered in their capacity</p> <p>(a) To coach students along their life journeys, fostering students' understanding, goal setting and reflective thinking</p> <p>(b) To take care of students who have specific needs</p>	<p>(a) A workshop/sharing session on the implementation strategy of class teachers as Caring Cultivator (stipulated in T-standards, COTAP)</p>	1 st term	<ul style="list-style-type: none"> ➤ Workshop/sharing session(s) conducted ➤ Positive feedback from teachers and students 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Scrutiny of documents ➤ Teacher survey 	<ul style="list-style-type: none"> ➤ Staff Professional Development Committee (a) ➤ Student Guidance Committee (a,b,c) ➤ Class teachers (a) ➤ School-based Education Psychologist (c)
	<p>(b) A talk on the different types of students' specific needs and the way how to handle them (for SG & new teachers)</p>	1 st term			
	<p>(c) Sharing by Student Support Team</p>	Whole year			
<p>II. Students build up and work towards their aspiration based on their understanding of their strengths, weaknesses and interests, and their enriched life experiences</p>	<p>(a) Activities for students</p> <ul style="list-style-type: none"> - to know about personality types and their relation with interests - to realize their strengths, weaknesses and interests <p>(b) Opportunities and platforms for students to enrich their life experiences:</p> <ul style="list-style-type: none"> - mapping their OLE profile with reference to a balance in different areas - participating in an activity that can overcome one of their weaknesses - learning about the work of local 	<p>1st Term</p> <p>Whole Year</p>	<ul style="list-style-type: none"> ➤ Activities and project conducted with positive feedback from students ➤ 70% of students have realized their strengths and attempted to overcome one of their weaknesses ➤ 70% of students agreed that they are inspired by the work of local and global NGOs. ➤ 70% students attempted to strike a balance in their OLE and to enrich their life experiences. ➤ 70% of students found that the 'My Learning Stories' project has enlightened them to build up their 	<ul style="list-style-type: none"> ➤ Scrutiny of documents ➤ Student survey 	<ul style="list-style-type: none"> ➤ Student Guidance Committee (a,c) ➤ Community Service Committee (b) ➤ Student Activities and Leadership Committee (a,b,c) ➤ Religious, Moral, Civic and Health

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
	NGOs for junior levels and global NGOs for senior levels (c) 'My Learning Stories' project for students to record and reflect their learning experiences: - A letter to myself & My theme song	Midterm & Year-end	aspiration.		Education Committee (a) ➤ Career & Life Planning Committee (b) ➤ Class teachers (a,b,c)
III. Students are able to master self-management skills	(a) A workshop on an overview of self-management in relations to goals and aspiration. (b) Workshops/Activities on - Time management - A healthy lifestyle - Relations with others (e.g. social interactions in the cyber world) - Emotional management (emotional awareness, identifying one's and others' emotions and regulating the emotions) (c) Parents are better informed of the changes that students face through a variety of ways (e.g. sunshine calls, PPT, pamphlet, etc.) : - S1: adaptation to secondary school life - S2: Inter-personal relationships - S.3: subject selection - S.4: transition from junior to senior - S.5 & 6: stress management and expectation alignment	Whole year	➤ Workshops conducted with positive feedback from students ➤ 70% of students agreed that they have increased their awareness of identifying and managing their emotions, as well as identifying others' emotions. ➤ 70% of students agreed that they have practiced caution on social networking platforms and show respect to one another. ➤ 70% of students have devised their ways to lead a healthy lifestyle ➤ Parent talk conducted and with positive feedback.	➤ Scrutiny of document ➤ Student survey ➤ Teacher's observation	➤ Student Guidance Committee (a,b,c) ➤ Career & Life Planning Committee (a,c) ➤ Religious, Moral, Civic and Health Education Committee (b,c) ➤ School-based social worker (a,b,c) ➤ Class teachers (a,b,c) ➤ Ethics & Religious Education Panel (b) ➤ Parents-Teachers Association (c)

Major Concern 2: To empower students and teachers with effective learning and teaching skills

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
I. Enhance motivation and learning capacity of students with different abilities and needs	(a) Provide diversified learning experiences to boost <u>students' motivation</u> to learn <ol style="list-style-type: none"> i. Organize and encourage students to participate in in-school competitions / activities e.g. History Day, Science Quiz ii. Organize subject-related outings/visits in WPD time 	Whole year	<ul style="list-style-type: none"> ▪ 70% of students agreed that the activities boosted their motivation to learn 	<ul style="list-style-type: none"> ▪ Student survey ▪ Teacher feedback ▪ Scrutiny of documents and student work ▪ Stakeholder survey 	<ul style="list-style-type: none"> ▪ Panels ▪ Academic Clubs ▪ WPD Committee
	(b) Organize cross-curricular programs to enrich students' learning and encourage them to integrate knowledge from different subjects <ol style="list-style-type: none"> i. S1 – RaC ii. S2 – STEM iii. Reading activities 		<ul style="list-style-type: none"> ▪ 70% of students agreed that the cross-curricular activities enriched their learning experiences ▪ Students were able to apply knowledge from different subjects to the tasks assigned in cross-curricular programs 		<ul style="list-style-type: none"> ▪ Panels ▪ STEM Committee ▪ Reading to Learn Committee
	(c) Enhance students' <u>learning capacity</u> through developing their study skills and their understanding of information literacy <ol style="list-style-type: none"> i. Pilot subjects in S1 & S2 ii. Sharing of experiences in staff meetings iii. Sharing of study strategies by past Clarians 		<ul style="list-style-type: none"> ▪ 70% of students agreed that the study skills taught were useful ▪ Students became more confident in learning (stakeholder survey) 		<ul style="list-style-type: none"> ▪ Panels ▪ STEM Committee ▪ CLP Committee / Gifted Ed Committee
	(d) Organize enhancement programs for students with different abilities <ol style="list-style-type: none"> i. Enhancement classes for S4-S6 elite students (Core subjects) ii. Recruit past Clarians as tutors for remedial classes (S4-S6) iii. Big sisters as tutors for junior students 		<ul style="list-style-type: none"> ▪ 70% of the participating students found the enhancement programs useful ▪ Improvement shown in the academic performance of participating students 		<ul style="list-style-type: none"> ▪ Panels ▪ Gifted Ed Committee ▪ Student Guidance Committee

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
II. Develop and maintain the quality of teaching through enhancing the capacity of teachers	(a) Strengthen support to new teachers on teaching strategies i. Assign a mentor from the same panel ii. Regular review of performance with timely feedback iii. Sharing of teaching strategies in panel meetings	Whole year	<ul style="list-style-type: none"> ▪ 70% of new teachers agreed that the support to them on teaching was sufficient 	<ul style="list-style-type: none"> ▪ Teacher survey ▪ Scrutiny of documents and student work 	<ul style="list-style-type: none"> ▪ SPD Committee ▪ Panels
	(b) Consolidate basic teaching techniques with the focus on strategies to cater for learner diversity i. Staff Development Program ii. Design differentiated learning materials to cater for learner diversity iii. Sharing of experiences in panel meetings		<ul style="list-style-type: none"> ▪ 70% of teachers agreed that the staff development program was useful in revisiting the basic teaching techniques ▪ Teaching materials designed were able to cater for learner diversity 		<ul style="list-style-type: none"> ▪ SPD Committee ▪ Panels
	(c) Raise the effectiveness of e-learning for students' self-directed learning i. Sharing of good practices among teachers ii. IT in L&T Committee: attend to the needs of teachers, explore new tools and provide support to teachers		<ul style="list-style-type: none"> ▪ 70% of teachers agreed that the e-learning conducted were effective in enhancing students' self-directed learning 		<ul style="list-style-type: none"> ▪ IT in L&T Committee ▪ Panels
III. Review the curriculum and modes of assessment to comply with the current education initiatives	(a) Review and implement the curriculum in response to the optimization of Senior Core subjects i. Senior Core subjects in S4 ii. Junior PSHE KLA	Whole year	<ul style="list-style-type: none"> ▪ Curriculum reviewed and implemented 	<ul style="list-style-type: none"> ▪ Scrutiny of documents ▪ Teacher feedback 	<ul style="list-style-type: none"> ▪ Relevant Panels ▪ STEM Committee
	(b) Incorporate National Security Education in existing curriculum i. Review the Scheme of Work ii. Update the teaching materials		<ul style="list-style-type: none"> ▪ Scheme of work reviewed ▪ Teaching materials updated 		<ul style="list-style-type: none"> ▪ Relevant Panels

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
	(c) Strengthen the monitoring of HW policy (regarding the quantity and the marking requirements)		<ul style="list-style-type: none"> ▪ Teachers followed the HW policy regarding the quantity and marking requirements 		<ul style="list-style-type: none"> ▪ Panels ▪ Student Learning Committee

Theme of the Year 2021-2022

Build on Strengths
Aspire with Faith

(a) Plan on Use of Capacity Enhancement Grant 2021/2022

Major Concerns	Strategies/ Tasks	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
I.T. in Learning and Teaching	To employ one I.T. Technician to support I.T. in Learning and Teaching	<ul style="list-style-type: none"> ■ Provide technical support for I.T. in Learning and Teaching 	Whole year	<p>Smooth use of e-learning platforms</p> <p>More use of I.T. in learning & teaching</p>	<p>Scrutiny of Records</p> <p>Teachers' feedback</p>	I.T. in Learning and Teaching
Academic Affairs	To employ two general Teaching Assistants to support clerical work for some Panels and conduct remedial classes for junior form students	<ul style="list-style-type: none"> ■ Relieve teachers' workload ■ Assist with developing school-based teaching resources ■ Enhance teachers' capacity to address students' individual needs 	Whole year	<p>Teaching materials designed</p> <p>Performance of weaker students improved</p>	<p>Scrutiny of Records</p> <p>Teachers' feedback</p>	Different Panels

(b) Plan on Learning Support Grant 2021/2022

LSGSS for the year (2021/22)	\$15 105 × 33 = \$498 465
Balance from 2020/21	\$108 777
TOTAL LSGSS for 2021/22	\$498 465 + \$108 777 = \$607 242
Estimated budget for 2021/22	\$531 100
Estimated Surplus	\$76 142

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Executive Functioning Training Workshop	20 sessions	Whole year	SEN and suspected cases	To enhance students' social skills, self-management skills and communication skills	44,000
2	Workshop for Chinese Writing & Reading	40 sessions	Whole year	SEN and suspected cases	To improve Chinese study and comprehensive skills of students with SpLD	64,000
3	Speech Therapy	20 sessions	Whole year	SEN and suspected cases	To help students with SEN improve their speaking and communication skills	48,000
4	Learning Buddy Program	300 hours	Whole year	SEN and suspected cases	To provide small group afterschool tutorial for students with SEN	30,000
5	Social Skill Training Workshop	20 sessions	Whole year	SEN and suspected cases	To teach students appropriate behaviours in social interactions and improve their abilities to interact with others in everyday social situations	17,200
6	Clinical Psychology Services	90 hours	Whole year	SEN and suspected cases	To provide psychology services to students with SEN. To help them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life	108,000
7	Interviewing Skills Training Course	6 sessions	2 nd term	Students with SEN	To improve interviewing skills and prepare them for JUPAS interview for students with SEN of senior levels	5,000
8	Teaching Assistant (SEN)	1	Whole year	SEN and suspected cases	To support the administration work related to SEN and pull-out training program	144,900
9	Nature Play	8 sessions	Whole year	SEN and suspected cases + parents	To enhance happiness index and improve emotional wellness of students with SEN through connecting them with people and the environment	45,000

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
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
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。	<ol style="list-style-type: none"> 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。 因應中國傳統節日，舉行相關的活動。 安排非華語學生參加具中華文化的體藝活動（例如中秋節、中國歷史問答比賽） 	全學年	<ol style="list-style-type: none"> 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。 曾參加與中國歷史及文化相關的活動 曾參加具中國歷史及文化的體藝活動 	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。	<ol style="list-style-type: none"> 中一、中二採取抽離學習，與主流生分開學習，以照顧語文能力較差的學生。 中一、中二及中三各增加2節中國歷史及文化課 午間支援 僱用專業服務課後支援 	全學年	<ol style="list-style-type: none"> 中一、中二採取抽離學習，集中照顧語文能力較差的學生 較主流生多兩節中國歷史及文化課 已安排午間及課後支援 已僱用校外專業服務課後支援 	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	<ol style="list-style-type: none"> 參考「學習架構」及評估工具設計校內評估 在本學年結束前，使用教育局評估工具的結果 可提升非華語學生的中文水平。 		<ol style="list-style-type: none"> 參考「學習架構」及評估工具設計校內評估。 完成教育局評估 整體語文水平可達中等。 	<ol style="list-style-type: none"> 檢視校內評估 檢視評估紀錄 檢視校內評估及考試成績 	任教老師及科主任

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
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(AL)課程 2. 安排中三、中四非華語學生參加課後國際 GCE(AL)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
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)	全年	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) 2021/2022

Balance from 2020-21	Tier	No. of students	Grant 2021-22	Total
\$80,125	Tier-2	1	\$100,700	\$180,825

Item	Description	Estimated Cost (\$)
1	Learning Buddy Program	10,000
2	Inclusive Education Activities	5,000
3	Teacher Assistant (SEN)	56,700
Total Expenditure		\$71,700
Estimated Surplus		\$109,125

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Learning Buddy Program	50 sessions	Whole year	NCS SEN students	To provide NCS SEN with afterschool tutorial	10,000
2	Inclusive Culture Activities (e.g. workshops, lunch gathering)		Whole year	Whole school	To enhance students' awareness on individual differences.	5,000
3	Teaching Assistant (SEN)		Whole year	All SEN	To support the administration work and pull-out training/tutorial for NCS SEN	50,000
					Total	\$71,700
					Estimated Surplus	\$109,125

(e) Plan on Use of Diversity Learning Grant – Applied Learning Courses (2021-2023 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
					20/21	21/22	22/23		
Applied Learning Courses (ApL)	- 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	592 Foundation in Chinese Medicine by HKU SPACE \$15800 599 Taking a Chance on Dance by HKAPA \$19500 618 Health Care Practice by CICE \$ 14800 672 Law Enforcement in Hong Kong by HKBU (SCE) \$15800 676 Fashion Image Design by VTC \$16270 x 2 = \$32540 688 Pâtisserie and Café Operations by HKCT \$17640 x 2 = \$35280 714 eSports Technology by HKU SPACE \$18000	180 hours in 2 years for each course	S5 students in the year 2021-2023	9	9	0	- Successful completion of the ApL courses by students as shown in their learning records	Career Mistress

(e) Diversity Learning Grant – Other Programs (Gifted Education) 2021/2022

Item	Gifted Education Elements	Programmes / Description	Target Students	Estimated Cost (\$)
1.	Creativity	Workshops on enhancing creativity (pull out program – second tier)	S2-4 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 training (pull out program – second tier)	S2-5 Students who are good at delivering speeches	3,000
4.	Preparation for future challenges	Workshops on writing of personal statement (pull out program – second tier)	S5 high achievers	8,000
5.	Enrich students' global vision	Workshops related to global issues (Mock UN) (pull out program - second tier)	S4-5 High achievers	11,000
6.	Learning to learn	Workshop on strategic learning strategies (first tier)	S3 students (whole form)	22,000
7	Enrichment	Subsidy for ALs/ gifted students to join courses provided by other organizations	S1-S6 ALs	10,000
			Grand Total	\$75,500

(f) School-based After-school Learning and Support Programmes 2021/2022

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	4	5	8	\$5,000.00	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	2	3	\$3,000.00	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	7	12	\$7,000.00	Coaches	
Tutorial Class	To help students who under-performed in tests to reach a satisfactory level in exams	Participants managed to grasp subject matters more confidently	Test results	Nov to Dec May to June	10	35	55	\$110,000.00	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 consensus building.	Feedback from participants, observation	Sept	4	20	40	\$5,500.00	Various outside school organizations	
Total no. of activities: 30					@No. of participation counts			26	69	118
					**Total no. of participation counts			213		

(g) Plan on the Use of the Promotion of Reading Grant 2021/2022

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	18,280
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	28,000
	<input checked="" type="checkbox"/> e- Read Scheme (English Language Department) (\$20,000)	
	<input checked="" type="checkbox"/> e- Read Scheme (Chinese Language Department—S1 to S3) (\$8,000)	
3.	Reading Activities	4,000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	3,000
	<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.	500
	<input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses	500
4.	Other :	
	<input checked="" type="checkbox"/> School-based Reading Across the Curriculum activities	4,000
	<input checked="" type="checkbox"/> School-based Theme-based Reading Activities	2,000
	<input checked="" type="checkbox"/> S1-S3 Reading to Learn Award Scheme	1,700
Total:		61,980

(h) Plan on Life-wide Learning Grant 2021/2022

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)										
Language	Club Activities: (i) Tutor Fee for French / Spanish Culture Club (ii) Tutor Fee for Japanese Culture Club (iii) Tutor Fee for Korean Culture Club (iv) Tutor Fee for Scenarist Class (編劇班)	<ul style="list-style-type: none"> To expose students to different cultures and to widen their global perspectives 	Oct 2021 – May 2022	S.1 - S.5	Feedback Observation Scrutiny of documents Student survey	(i) \$8,000 (ii) \$8,900 (iii) \$8,000 (iii) \$8,800	I	M	P		
Eng. Lit.	In school drama performance by service provider	<ul style="list-style-type: none"> To expose students to professional drama crew. To arouse students' interests in literature and drama. 	July 2022	S.1 - S.3	<ul 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. Students would be asked to write 	\$20,000	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					<p>reflections on their experience after the performance.</p> <ul style="list-style-type: none"> - Follow-up presentations on the themes could be done by students so that they could explore further on the topic. 						
Eng. Lit.	Drama performances	<ul style="list-style-type: none"> • To expose students to the professional world of drama productions in public theatres. • To arouse students' interests in literature and drama. 	Oct 2021 – July 2022	S4 – S5 Literature in English students	<ul 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. - Students 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 further on the topic 	\$10,000	I		P		
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。	<ul style="list-style-type: none"> • 指導學生搜集、整理及組織資料的技巧。 • 教授學生辯論和演說技巧。 • 訓練學生多角度思考。 • 增強學生演說信心。 • 安排參與校外辯論比賽汲取比賽經驗及提升演說能力 	Oct 2021 – July 2022	S.1 - S.5	<ul style="list-style-type: none"> - 從學生演說表現及比賽成果檢視學習成效。 - 能達致學習目標 3.檢視活動紀錄 	\$19,000	I				

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				
Cross KLA - STEM	(i) STEM courses and workshops (ii) STEM Day	<ul style="list-style-type: none"> To enhance students' STEM-related skills through courses and workshops To showcase students' learning outcomes in STEM 	Oct 2021 – Jul 2022	S.1 - S.5	Teachers' observation, Student feedback	\$50,000	I				
Cross KLA - STEM	Training students for joining the outside school STEM related competition	<ul style="list-style-type: none"> To enhance students' confidence in joining the competition i.e. Microsoft imagine cup junior To further stretch the ability of more able students in STEM advanced skills including A.I. and app design. 	Oct 2021 – Jul 2022	S.1 - S.5	Teachers' observation, Student feedback	\$100,000	I				
Chinese, English Language	Admission Fee for Speech Festival	<ul style="list-style-type: none"> To prepare students for taking part in the Speech Festival. To enhance students' confidence in joining in the process. To further stretch the ability of more able students in English speaking 	Sept 2021 – Dec 2021	S.1 – S.5	Teachers' observation, Scrutiny of documents	\$10,000	I				
Music	Admission Fee for Music Festival	<ul style="list-style-type: none"> Provide opportunities for students to broaden their horizons and develop a stronger sense of belonging to the school 	Sept 2021 – Dec 2021	S.1 – S.5	Teachers' observation, Scrutiny of documents	\$6,000	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
							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	Career and Life Planning Day on preparation and exploration of career interests	<ul style="list-style-type: none"> To help students understand the importance of equipping themselves for future career To provide an opportunity to explore their career interests 	Oct 2021 – Jul 2022	S.1 – S.5	Teachers' observation, Student survey	\$10,000					C
Career & Life Planning Committee	Whole person development lesson on a) exploring of jobs b) the aptitude required in the workplace	<ul style="list-style-type: none"> To understand the fundamental elements of Career and Life Planning to develop personal interests on career by having better understanding of the job nature and requirements of different occupations to equip students with the right mindset, proper attitudes and skills to identify the directions for their career development. To provide a better understanding on career life planning and the meaning of working ability 	Oct 2021 – Jul 2022	S.1 – S.5	Teachers' observation, Student survey	\$20,000					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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Career & Life Planning Committee	Tailor-made workshop for unmotivated students	<ul style="list-style-type: none"> To helps students get better self understanding To equip students with the right mindset, proper attitudes and skills to identify the directions for their career development. To provide opportunity to apply what they learnt and increase their confidence and become more motivated 	Whole year	S3	Teachers' observation, Student survey	\$18,000					C
English Drama Club	Drama Fest (Procurement of props, make-up products and costumes)	<ul style="list-style-type: none"> To allow students to use English in authentic settings and boost their confidence in speaking English and expressing themselves through acting. To better equip our school for the drama activities. 	Apr 2022	S.1 – S.5	<ul style="list-style-type: none"> The products and items 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 school. 	\$10,000	I		P		
English Drama Club	Drama Fest (Professional coach)	<ul style="list-style-type: none"> To offer professional directing to students 	Jan 2022 – Apr 2022	S.1 – S.5	<ul style="list-style-type: none"> Teacher advisors could monitor the lessons given by the professional coach and teachers could apply the skills in future 	\$10,000	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					competitions. – The drama teachers would use the directing skills for helping the school to organise anniversary musicals or drama performances.						
Eng. Lit.	S.1-S.3, S.5 Literature in English Drama Performance (Shakespearean play)	<ul style="list-style-type: none"> To allow students to use English in authentic settings and boost their confidence in speaking English and expressing themselves through acting. The performance allows them to have a better understanding of the play they study in the DSE syllabus. 	May 2021	S.1 – S.2 & S.5	<ul style="list-style-type: none"> The products and items purchased would be used for a long term basis and they could be used for other drama activities. Students would perform for the whole school and arouse students’ interests in literature and drama. 	\$30,000	I		P		
Student Guidance Committee (SG)	Self-Challenge Program	<ul style="list-style-type: none"> Target on students with low motivation and self-concept. Enhance students’ resilience, self-connection, and to develop self-competence 	Oct 2021 – Jul 2022	S.1 – S.3	Feedback, Observation	\$50 000	I		P		
Student Guidance Committee (SG)	Leadership Training Program for Big Sisters and Class Monitress	<ul style="list-style-type: none"> To introduce various leadership skills to student leaders. To allow students to have a better standing on their strengths and weaknesses as a young leader. 	Oct 2021 – Dec 2021	S.1 – S.5	Feedback, Observation,	\$2,500	I				

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				
Student Guidance Committee (SG)	WPD program on mental wellbeing and interpersonal relationships	<ul style="list-style-type: none"> To instill in students positive values and attitudes in the aspects of interpersonal relationship, mental well-being, cyber ethic, etc. 	Sept 2021 – Jul 2022	S.1 – S.6	Feedback from students Teachers’ observation and comments on students’ performance. Scrutiny of documents	\$30,000	I				
Dance	Dance Competitions (Chinese Dance Club and Dance Crew)	<ul style="list-style-type: none"> To develop students’ dance techniques and performance skills. To foster teamwork among members. To arouse students’ interests in dance. 	Sept 2021 – Jul 2022	S.1 – S.6	<ul style="list-style-type: none"> – Hire coaches to train students. – Coaches could be arranged for students to the venues of the competitions. – Provide costumes for the competitions. – Service and maintenance. – Registration fee of competitions 	\$40,000			P		
P.E.	<p>A. Regular Sports Trainings and/or competitions</p> <ol style="list-style-type: none"> Basketball Team Swimming Team Rope Skipping Team Volleyball Team Athletic Team Tennis Team Badminton Team Dodgeball Team Table-tennis Team <p>B. Seasonal Sports Trainings & Competitions</p> <ol style="list-style-type: none"> Dragon Boat activity 	<ul style="list-style-type: none"> To encourage student to pursue a healthy lifestyle To allow students to have more exposure to sports To provide opportunities for students to engage in district or territory-wide competitions To help students to learn to be more perseverance 	Sept 2021 – Jul 2022	S.1 – S.6	<ul style="list-style-type: none"> – To organise trainings and/or workshops – Each team join at least one competition – Students actively participate in trainings and competitions. 	\$185,000			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				
Music	School Orchestra and School Choir <ul style="list-style-type: none"> Regular training Performances Community service participation 	<ul style="list-style-type: none"> Help students develop interpersonal and leadership skills through training in music performance 	Sept 2021 – Jul 2022	S.1 – S.6	– 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 school.	\$104,000	I	M	P	S	
Student Activity and Leadership Training Committee (SAL)	Leadership Training Program <ol style="list-style-type: none"> Student Union, Prefect Board, House Exco for 2021-2022 Club and Society Chairpersons & Vice-Chairpersons Budding Leaders Scheme HK federation youth groups (Student Leaders) ~ Course fee subsidies S.1-S.5 Leadership Training Workshops in WPD programme (tutor fee) 	<ul style="list-style-type: none"> 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 and skills, e.g. communication, prioritising, planning, delegating, motivating, quality of self-reflection etc. 	<ol style="list-style-type: none"> Sept 2021 – Jul 2022 Nov 2021 Sept 2021 – Jul 2022 Sept 2021 – Jul 2022 	S.1 – S.5	Feedback, Observation, Scrutiny of documents, Student survey	<ol style="list-style-type: none"> \$50,000 \$2,000 \$50,000 \$30,000 \$50,000 	I	M	P	S	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			5. Sept 2021 – Jul 2022								
Student Activity and Leadership Training Committee (SAL)	Adventure-based Training Program	<ul style="list-style-type: none"> 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 	Oct 2021 to July 2022	S.1 – S.4	Feedback, Observation, Scrutiny of documents, Student survey	\$50,000	I	M	P	S	
Student Activity and Leadership Training Committee (SAL)	Life-Wide Learning Day	<ul style="list-style-type: none"> 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 activities also link with different KLAs to help students deepen their understanding of a certain learning area in terms of knowledge, skills and attitudes. 	Mar 2022	S.1 – S.5	Feedback, Observation, Scrutiny of documents, Student survey	\$70,000	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Activity and Leadership Training Committee (SAL)	AES Courses	<ul style="list-style-type: none"> Help students to develop a foundation for lifelong learning by nurturing confidence and skills in aesthetic appreciation 	Oct 2021 to Mar 2022	S.4 – S.5	Observation, Student survey	\$60,000	I		P		
Student Activity and Leadership Training Committee (SAL)	Inter-House Team Building Activity and Inter-House competition: Cheering, Ball Games, Cross-Clubs competition, Co-curricular / Integrated curriculum competition	<ul style="list-style-type: none"> Develop students' communication skills Enhance students' sense of belonging to their own house and to the school Cultivate sisterhood and friendships 	Sept 2021 – Jul 2022	S.1 – S.6	Feedback, Observation,	\$10,000	I	M	P		
Student Activity and Leadership Training Committee (SAL)	All regular clubs activities (excluding sports and music school teams, French / Spanish, / Japanese & Korean Culture Club) <i>for details please refer to the attachment</i>	<ul style="list-style-type: none"> Develop students' potentials, enhance students' generic skills, especially those in collaboration, communication, critical thinking and creativity 	Oct 2021 – May 2022	S.1 – S.6	Feedback, Observation, Scrutiny of documents, Student survey	\$65,000	I	M	P	S	C
Student Activity and Leadership Training Committee (SAL)	S.4 Adaption Programme (Training Camp)	<ul style="list-style-type: none"> Help students develop necessary skills to use in senior secondary school life 	Nov 2021 – May 2022	S.4	Feedback, Observation, Scrutiny of documents, Student survey	\$100,000	I	M	P	S	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Activity and Leadership Training Committee (SAL)	Extend student’s KLA learning through structured WPD lessons	<ul style="list-style-type: none"> Enrich and extend student’s learning in KLAs 	Oct 2021 – May 2022	S.1 – S.5	Feedback, Observation, Scrutiny of documents, Student survey	\$80,000	I	M	P		
Student Activity and Leadership Training Committee (SAL)	University summer courses subsidies	<ul style="list-style-type: none"> Boost student’s knowledge in a variety of topics and get a head start on university education. 	Feb 2022 – Aug 2022	S.5 – S.6	Feedback, Scrutiny of documents,	\$15,000	I				C
Student Activity and Leadership Training Committee (SAL)	Bridging Program	<ul style="list-style-type: none"> Provide activities to the students for self-evaluation and planning for next academic year 	Oct 2021 – Jul 2022	S.1 – S.5	Feedback, Observation	\$70,000	I				C
Student Activity and Leadership Training Committee (SAL)	Social Etiquettes Workshop	<ul style="list-style-type: none"> To let students acquire social etiquettes through experiential learning 	Jan 2022 – Jul 2022	S.1 – S.5	Teachers’ observation, Student survey	\$45,000	I	M	P	S	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Activity and Leadership Training Committee (SAL)	Transportation Fee for Speech Festival, Music Festival & Performance	<ul style="list-style-type: none"> To deliver Students to the competition venues so as to learn outside school 	Sept 2021 – May 2022	S.1 - S.5	Feedback Observation	\$50,000	I		P		
Student Activity and Leadership Training Committee (SAL)	Sisterhood workshop	<ul style="list-style-type: none"> Promote a culture of teamwork and collaboration through the Circle Painting workshops. Create large banners for school 95th Anniversary Celebration. 	Sept 2021 – Dec 2021	S.1 - S.6	Feedback Observation	\$100,000	I		P		
Community Service	Visit to “No Pain No Grain” Foodstep Journey	<ul style="list-style-type: none"> To learn about food wastage problem in Hong Kong, how to utilize unwanted food parts, have hands-on experience to rescue vegetables collected from food donors and learn about cherishing food by interaction with the elderly 	Sept 2021- May 2022	S.1 – S.3	Feedback Observation	\$6,000		M		S	
1.3	To organise or participate in non-local exchange activities or competitions to broaden students’ horizons										
Student Activity and Leadership Training	Oversea Schools / Inter-school Online Exchange programme	<ul style="list-style-type: none"> To give students opportunities to broaden their outlook by learning to live with and meet people of different cultures, creeds, and 	Sept 2021 – Jul 2022	S.1 - S.5	Feedback Observation	\$20,000	I	M	P	S	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	
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Committee (SAL)		colours through online platform.										
1.4	Others											
Student Guidance Committee (SG)	Expressive Art Workshop	Create platforms for students to express their feelings and needs.	Oct 2021 – Dec 2021	S.1 – S.3	Feedback, Observation	\$15,000	I					
Student Guidance Committee (SG)	Sport is Fun	Create opportunities for students to learn how to make fun, and to strengthen their abilities to cope with challenges positively	Nov 2021 – Mar 2022	S.4 – S.6	Feedback, Observation	\$30,000	I	M				
			Estimated Expenses for Category 1			\$1,726,200						

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
Student Activity and Leadership Training Committee (SAL)	Coding: 1. learning coding (Python) platform and tools 2. apps creation 3. AI developer materials and resources	STEM Education Coding and innovation (ICT) Outside School Competition e.g. Microsoft Imagine Cup Junior & Social Innovation (Innovation and Design Club)	\$70 000
Estimated Expenses for Category 2			\$70 000
Estimated Expenses for Categories 1 & 2			\$1,796,200

Estimated Number of Student Beneficiaries

Total number of students in the school:	650
Estimated number of student beneficiaries:	650
Percentage of students benefitting from the Grant (%):	100%

(i) Plan on School Executive Officer Grant (SEOG) 2021/2022

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

(j) Plan on the Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Grant (CSG) 2021/2022

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Evaluation	Plan/Actual Expenses (\$)
Developing or procuring relevant learning and teaching resources	<ul style="list-style-type: none"> Purchasing reference books, journals, magazines, multi-media and e-learning resources, mobile application and software, and other related learning and teaching resources. 	With more resources, teachers would be able to teach subject content more efficiently and effectively.	To be filled.	Plan: \$30,000
Organizing school-based learning activities relating to the CS curriculum	<ul style="list-style-type: none"> Organizing learning activities for example visits to exhibitions, field trips and experiential learning camps, etc., which are related to the curriculum of Citizenship and Social Development. 	Students could learn outside classroom, deepening and extending their learning.	To be filled	Plan: \$20,000
			TOTAL:	Plan: \$50,000