

**St. Clare's Girls' School**  
**Annual School Plan 2022-2023**

**Major Concern 1: To create joyful learning experiences and empower students with the ability to flourish**

| Targets/Intended Outcomes   | Strategies / Tasks  | Time Scale                             | Success Criteria  | Methods of Evaluation                                    | People Responsible  |
|---|---|--|---|--|---|
| I. Teachers are empowered in their capacity<br>(a) To coach students along their life journeys, fostering students' understanding, goal setting and reflective thinking | (i) Form a working group to formulate a school-based Values Education curriculum and implementation plan by incorporating the five core Catholic values and the ten core values suggested by EDB<br><br>(ii) Organize a teacher professional development workshop on character strengths with a focus on students' wellness | Whole year<br><br>1 <sup>st</sup> term | ➤ School-based Values Education curriculum framework formulated<br><br>➤ Workshop/sharing session(s) conducted<br><br>➤ Positive feedback from teachers   | ➤ Teachers' feedback<br><br>➤ Scrutiny of document       | ➤ Staff Professional Development Committee<br><br>➤ Concerned panels and committees |
| (b) To engage of students with SEN  | (i) Encourage SG teachers and new teachers to join teacher professional development workshops on SEN  | Whole year                             | ➤ 15% of teachers <sup>1</sup> completed training programmes on catering for students with SEN under the teacher professional development framework launched by the EDB.<br><br><i><sup>1</sup>Remarks: Meet the basic requirement of the suggested training targets each year for schools with the provision of a new round of the BAT Courses for the school years from 2021/22 to 2026/27.</i> | ➤ Teachers' feedback                                     | ➤ Student Guidance Committee  |
| II. Students build up and work towards their aspirations based on their understanding of their strengths, interests and their enriched life                             | (a) Build up students' character strengths and utilize their strengths to establish class rapport and peer support  | Whole year                             | ➤ Class-based activities conducted with positive feedback from students<br><br>➤ 70% of students identified their character strengths and areas for improvement   | ➤ Feedback from students & teachers<br><br>➤ Scrutiny of | ➤ Class Teachers  |

| Targets/Intended Outcomes                               | Strategies / Tasks   | Time Scale | Success Criteria  | Methods of Evaluation  | People Responsible   |
|---|--|------------|---|--|--|
| experiences   |  |            | <ul style="list-style-type: none"> <li>➤ 70% of students found that their relationship with class teachers and classmates was enhanced</li> </ul>   | documents  |  |
|   | (b)<br>(i) To formulate the “Career & Life Planning Roadmap” to support students in setting goals in different stages of development<br><br>(ii) Enrich students’ life experiences through encouraging them to participate in different joint-committee activities and programs. | Whole year | <ul style="list-style-type: none"> <li>➤ 70% of students have set and tried out the goals which are aligned with their CLP</li> <li>➤ Varied activities and opportunities (program) provided</li> <li>➤ 70% of students found that their life experiences were enriched after joining the activities</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>➤ Career &amp; Life Planning Committee</li> <li>➤ Community Service Committee</li> <li>➤ Gifted Education Committee</li> <li>➤ Religious, Moral and Civic Education Committee,</li> <li>➤ Student Activities and Leadership Training Committee</li> <li>➤ Student Guidance Committee</li> </ul> |
|   | (c) Recognize students’ achievements and contributions by sharing their achievements through different media e.g. school website, electronic display boards, newsletter etc.   | Whole year | <ul style="list-style-type: none"> <li>➤ Appreciation and award schemes implemented and positive feedback received from students</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Scrutiny of documents</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Gifted Education Committee</li> <li>➤ Student Activities and Leadership Training Committee</li> </ul>   |
| III. Students are able to master self-management skills | (a) Improve students’ self-management capabilities through<br>(i) Whole-Person Development (WPD) & Life-Wide Learning (LWL) activities<br>(ii) Student LED activities and student-initiated programs   | Whole year | <ul style="list-style-type: none"> <li>➤ Workshops and activities conducted with positive feedback from students</li> <li>➤ 70% of students agreed that their self-management capabilities were improved</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>➤ Class Teachers</li> <li>➤ Gifted Education Committee</li> <li>➤ Student Activities and Leadership Training Committee</li> <li>➤ Student Guidance Committee</li> </ul>   |

| Targets/Intended Outcomes | Strategies / Tasks   | Time Scale | Success Criteria  | Methods of Evaluation  | People Responsible   |
|---------------------------|--|------------|---|--|--|
|                           | (b) Nurture students' emotional intelligence by equipping them with the ability to understand, use, and manage their own emotions in positive ways | Whole year | <ul style="list-style-type: none"> <li>➤ Workshops and activities conducted with positive feedback from students</li> <li>➤ 70% of students agreed that they have more awareness of their emotions and learnt the skills to manage their emotions.</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 Guidance Committee</li> <li>➤ Social worker and Education Psychology</li> </ul> |

**Major Concern 2: To nurture students to become joyful and confident learners through various strategies for learning and teaching**

| Targets/Intended Outcomes   | Strategies / Tasks   | Time Scale | Success Criteria  | Methods of Evaluation  | People Responsible  |
|---|--|------------|---|--|---|
| I. Enhance <b>motivation and learning capacity of students</b> with different abilities and needs | (a) <b>Enrich students' learning experiences</b> through diversified activities ( <i>to motivate students to learn</i> )<br>i. Organize subject-related activities/outings in WPD time<br>ii. Encourage students to participate in external activities/competitions to broaden their exposure<br>iii. Award scheme to recognize students' active participation in activities | Whole year | <ul style="list-style-type: none"> <li>▪ 70% students agreed that the activities provided other learning experiences outside classroom</li> <li>▪ More students participated in external activities/competitions</li> <li>▪ Improvement shown in students' initiative to learn</li> </ul> | <ul style="list-style-type: none"> <li>▪ Student survey</li> <li>▪ Stakeholder survey</li> <li>▪ Teacher observation</li> <li>▪ Scrutiny of documents</li> </ul> | <ul style="list-style-type: none"> <li>▪ Panels</li> <li>▪ WPD Coordinator</li> </ul> |
|   | (b) <b>Empower student leaders</b> through organizing cross curricular activities e.g. Fun Day / Subject Week  |            | <ul style="list-style-type: none"> <li>▪ 70% student leaders agreed that the experience had enhanced their confidence</li> </ul>  |  | <ul style="list-style-type: none"> <li>▪ Academic Clubs</li> <li>▪ Panels</li> </ul>  |
|   | (c) <b>Foster students' study skills</b> e.g. <i>note-taking, memorization, time management &amp; organization, self-testing... etc.</i><br>i. Invite elite students/Past Clarians to share (in WPD time)<br>ii. Introduce subject-related study skills in lessons<br>iii. Students put into practice the skills in daily tasks/assignments                                  |            | <ul style="list-style-type: none"> <li>▪ 70% students agreed that the sharing was useful/inspiring</li> <li>▪ At least one assignment in each term included elements of practicing the study skills</li> <li>▪ Students applied those study skills in their daily work</li> </ul>         |  | <ul style="list-style-type: none"> <li>▪ Panels</li> <li>▪ WPD Coordinator</li> </ul> |
|   | (d) Boost students' confidence in learning by providing them opportunities to express/show their <b>learning outcomes</b><br>i. More in-class activities such as group discussion and presentations<br>ii. Display of students' good work e.g. classroom/subject notice  |            | <ul style="list-style-type: none"> <li>▪ Students are confident in their presentations</li> <li>▪ Improvement shown in students' confidence in learning</li> <li>▪ 70% students agreed that teachers often arranged learning activities such as group discussion and</li> </ul>           |  | <ul style="list-style-type: none"> <li>▪ Panels</li> </ul>                            |

| Targets/Intended Outcomes   | Strategies / Tasks  | Time Scale | Success Criteria   | Methods of Evaluation   | People Responsible  |
|---|---|------------|--|---|---|
|   | boards<br>iii. Encouragement from teachers  |            | presentation in lessons  |   |   |
| II. Develop and maintain the quality of teaching through enhancing the capacity of teachers | (a) Consolidate teachers' <b>basic teaching techniques</b> ( <i>e.g. questioning, scaffolding, self-directed learning strategies</i> )<br>i. Survey to understand the needs of teachers<br>ii. SPD program<br>iii. Peer lesson observation<br>iv. Sharing in panel meetings | Whole year | <ul style="list-style-type: none"> <li>▪ 70% teachers agreed that their teaching capacity had been enhanced</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Teacher Survey</li> <li>▪ Scrutiny of documents</li> </ul> | <ul style="list-style-type: none"> <li>▪ SPD Committee</li> <li>▪ Panels</li> </ul>         |
|   | (b) Enhance the <b>collaboration among panels</b> in the same KLA through exploring strategies for teaching common skills ( <i>e.g. essay writing in PSHE, data response in Science</i> )<br>i. Design and try out learning activities<br>ii. Sharing in KLA meetings       |            | <ul style="list-style-type: none"> <li>▪ Relevant learning activities conducted</li> <li>▪ 70% teachers agreed that the learning activities designed were effective in teaching the skills</li> <li>▪ 70% teachers agreed that the collaboration among panels had been enhanced</li> </ul> |   | <ul style="list-style-type: none"> <li>▪ Panels</li> <li>▪ KLA Coordinators</li> </ul>      |
|   | (c) Motivate teachers to participate in <b>professional development</b> and support programs organized in collaboration with external institutes/universities   |            | <ul style="list-style-type: none"> <li>▪ 70% participating teachers agreed that the programs had brought some insights to them</li> </ul>  |   | <ul style="list-style-type: none"> <li>▪ Panels</li> </ul>                                  |
|   | (d) Strengthen the <b>support to new teachers</b> through regular sharing and meetings  |            | <ul style="list-style-type: none"> <li>▪ 70% new teachers agreed that the school had provided sufficient support to them</li> </ul>  |   | <ul style="list-style-type: none"> <li>▪ Panels</li> <li>▪ SPD Committee</li> </ul>         |
|   | (e) Equip teachers with skills and updated information of useful apps/online platforms to raise the effectiveness of <b>e-learning</b><br>i. Survey to understand the needs of teachers<br>ii. Sharing by teachers  |            | <ul style="list-style-type: none"> <li>▪ 70% teachers agreed that they were more competent in conducting e-learning</li> </ul>   |   | <ul style="list-style-type: none"> <li>▪ IT in Learning &amp; Teaching Committee</li> </ul> |

| Targets/Intended Outcomes   | Strategies / Tasks   | Time Scale | Success Criteria  | Methods of Evaluation   | People Responsible   |
|---|--|------------|---|---|--|
| III. Review the curriculum and modes of assessment to comply with the current education initiatives | (a) Review and optimize the curriculum and modes of assessments of school-based <b>cross-curricular programs</b><br>i. S1 RaC<br>ii. S2 STEM                 | Whole year | <ul style="list-style-type: none"> <li>▪ Curriculum and modes of assessment of concerned programs refined</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Teacher survey</li> <li>▪ Scrutiny of document</li> <li>▪ Teacher observation</li> <li>▪ Student survey</li> </ul> | <ul style="list-style-type: none"> <li>▪ Concerned panels</li> </ul> |
|   | (b) Adapt the <b>school-based curriculum</b> in response to changes in the DSE curriculum in concerned subjects  | Whole year | <ul style="list-style-type: none"> <li>▪ Curriculum of concerned subjects adapted</li> <li>▪ All teachers of the concerned panels were well informed of the adaptations</li> </ul>  |   | <ul style="list-style-type: none"> <li>▪ Concerned panels</li> </ul> |
|   | (c) Implement <b>National Security Education</b> through daily teaching to deepen students' understanding of the country's development and national security | Whole year | <ul style="list-style-type: none"> <li>▪ All panels included national security related elements in scheme of work</li> <li>▪ Students became more aware of the country's development and importance of upholding national security</li> </ul> |   | <ul style="list-style-type: none"> <li>▪ Panels</li> </ul>           |

**Theme of the Year 2022-2023**

**Sparkling with joy  
Spirited to thrive**

**(a) Plan on Use of Capacity Enhancement Grant**

| <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 | To employ one I.T. Technician to support I.T. in Learning and Teaching   | <ul style="list-style-type: none"> <li>■ Provide technical support for I.T. in Learning and Teaching</li> </ul>  | Whole year        | <p>Smooth use of e-learning platforms</p> <p>More use of I.T. in learning &amp; 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"> <li>■ Relieve teachers' workload</li> <li>■ Assist with developing school-based teaching resources</li> <li>■ Enhance teachers' capacity to address students' individual needs</li> </ul> | 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**

|                                     |  |
|-------------------------------------|--|
| <b>LSGSS for the year (2022/23)</b> | <b>\$15,485 × 23 = \$356,155</b>         |
| <b>Balance from 2021/22</b>         | <b>\$100,999</b>                         |
| <b>TOTAL LSGSS for 2022/23</b>      | <b>\$356,155 + \$100,999 = \$457,154</b> |
| <b>Estimated budget for 2022/23</b> | <b>\$419,000</b>                         |
| <b>Estimated Surplus</b>            | <b>\$38,154</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           | Students with SEN + suspected cases | To enhance students' social skills, self-management skills and communication skills.  | 44,000                         |
| 2 | Workshop for Chinese Writing & Reading  | 20 sessions     | Whole year           | Students with SEN + suspected cases | To equip students with SpLD with Chinese study skills and to improve their comprehensive skills   | 80,000                         |
| 3 | Speech Therapy                          | 20 sessions     | Whole year           | Students with SEN + suspected cases | To help students with SEN improve their speaking and communication skills   | 80,000                         |
| 4 | Learning Buddy Program                  | 300 hours       | Whole year           | Students with SEN + suspected cases | To provide students with SEN with small group afterschool tutorial  | 30,000<br>(+10,000<br>NCS LSG) |
| 5 | Clinical Psychology Services            | 80 hours        | Whole year           | Students with SEN + 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. | 50,000<br>(+20,000<br>NCS LSG) |
| 6 | Interviewing Skills Training Course     | 6 sessions      | 2 <sup>nd</sup> term | Students with SEN + suspected cases | To improve interviewing skills of senior students with SEN and prepare them for JUPAS interview   | 5,000                          |
| 7 | Teaching Assistant (SEN)                | 1               | Whole year           | Students with SEN + suspected cases | To support the administration work related to students with SEN and pull-out training program   | 80,000                         |
| 8 | Expressive Art Therapy                  | 16 sessions     | Whole year           | Students with SEN + suspected cases | To help students with SEN express their thoughts and feelings through creative art, to help them deal with emotional issues, such as stress and anxiety.                                    | 40,000                         |
| 9 | Game booths / Workshops                 | 6 sessions      | Whole year           | Whole school                        | To arouse students' awareness on emotional wellbeing, and to promote inclusive school culture.  | 10,000                         |
|   |   |                 |                      |                                     | <b>Total</b>  | <b>\$531,100</b>               |



## (c) 改善非華語學生的中文學與教——計劃書

| 施行計畫   | 施行策略/工作   | 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>1.1 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。</p> <p>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。</p> <p>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。</p> <p>2.2 其他老師應用在教學上。</p> <p>3. 鼓勵全體中文科老師參加香港大學「校本專業支授計畫」，以提升教師教授非華語生的專業知識。</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. 購買教學所需的教材及圖書。</p> | <p>全學年</p> | <p>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。</p> <p>1.2 ①成功申請，並展開支援<br/>②老師於課堂上運用建議的策略<br/>③學生的語文水平得以提升</p> <p>2.1 任教老師於科組會議上分享教學心得</p> <p>2.2 其他老師應用在教學上</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。<br/>4.2 全學年共不少於1次專業交流。</p> <p>5. 已購買教學所需的教材及圖書</p> | <p>1.1 確認相關文件。</p> <p>1.2 ①確認相關文件<br/>②檢視教學設計<br/>③期終考試成績較期中考試進步</p> <p>2.1 檢視會議紀錄</p> <p>2.2 檢視會議紀錄</p> <p>3. 檢視出席紀錄</p> <p>4.1 觀課紀錄</p> <p>4.2 檢視專業交流紀錄</p> <p>5. 檢視本學年財政報告</p> | <p>科主任</p> <p>科主任<br/>科主任</p> <p>任教老師<br/>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>科主任</p> |
| <p>2. 設計初中非華語學生校本中國語文課程及教材</p>   | <p>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。</p>  | <p>全學年</p> | <p>完成初中非華語學生校本調適課程、教材及評估。</p>  | <p>檢視教學資源庫</p>  | <p>科主任</p>   |

| 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。  | <ol style="list-style-type: none"> <li>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。</li> <li>因應中國傳統節日，舉行相關的活動。</li> <li>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)</li> </ol>  | 全學年 | <ol style="list-style-type: none"> <li>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。</li> <li>曾參加與中國歷史及文化相關的活動</li> <li>曾參加具中國歷史及文化的體藝活動</li> </ol>        | 檢視調適課程<br><br>檢視活動紀錄<br><br>檢視活動紀錄  | 科主任<br><br>科主任<br>中文學會<br>活動紀錄<br>科主任<br>語文活動<br>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"> <li>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。</li> <li>中一、中二及中三各增加 2 節中國歷史及文化課</li> <li>午間支援</li> <li>僱用專業服務課後支援</li> </ol> | 全學年 | <ol style="list-style-type: none"> <li>中一、中二採取抽離學習，集中照顧語文能力較差的學生</li> <li>較主流生多兩節中國歷史及文化課</li> <li>已安排午間及課後支援</li> <li>已僱用校外專業服務課後支援</li> </ol> | 檢視中一、中二課堂安排<br><br>檢視中一、中二課堂安排<br>檢視出席紀錄<br><br>檢視僱用文件及出席紀錄                                   | 科主任<br><br>科主任<br><br>科主任<br><br>科主任                |
| 5. 評估支援措施的成效                      | <ol style="list-style-type: none"> <li>參考「學習架構」及評估工具設計校內評估</li> <li>在本學年結束前，使用教育局評估工具的結果</li> <li>可提升非華語學生的中文水平。</li> </ol>                             |     | <ol style="list-style-type: none"> <li>參考「學習架構」及評估工具設計校內評估。</li> <li>完成教育局評估</li> <li>整體語文水平可達中等。</li> </ol>                                    | <ol style="list-style-type: none"> <li>檢視校內評估</li> <li>檢視評估紀錄</li> <li>檢視校內評估及考試成績</li> </ol> | 任教老師<br>及科主任  |
| 6. 安排非華語學生多元升讀大學的途徑               | <ol style="list-style-type: none"> <li>安排中三、中四非華語學生學習 GCE(AL)課程</li> <li>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。</li> </ol>                               |     | <ol style="list-style-type: none"> <li>課業表現可達中學文憑試中國語文科 3 等或以上水平</li> <li>1 能掌握考試內容及作答技巧</li> <li>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。</li> </ol>     | <ol style="list-style-type: none"> <li>檢視考試成績</li> <li>1 檢視課業表現</li> <li>2 檢視考試成績單</li> </ol> | 任教老師<br><br>科主任<br>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><br>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<br>2. 由班主任協助非華語學生家長瞭解學校通告的內容<br>3. 提供英文版本的學校簡介<br>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。<br>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<br>2. 班主任協助非華語學生家長瞭解學校通告的內容<br>3. 學校簡介具英文版本<br>4. 已舉辦家長講座<br>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<br>2. 班主任口頭報告<br>3. 檢視學校簡介<br>4. 檢視講座流程<br>5. 檢視家長日流程 | 副校長<br>(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<br>(學生發展) |

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

| Balance from 2021-22 | Tier   | No. of students | Grant 2022-23 | Total        |
|----------------------|--------|-----------------|---------------|--------------|
| \$56,106.66          | Tier-2 | 1               | \$103,230     | \$159,336.66 |

| Item                     | Description                    | Estimated Cost (\$) |
|--------------------------|--------------------------------|---------------------|
| 1                        | Learning Buddy Program         | 10,000              |
| 2                        | Inclusive Education Activities | 8,000               |
| 3                        | Clinical Psychology Services   | 20,000              |
| 4                        | Game booths / Workshops        | 10,000              |
| 5                        | Teacher Assistant (SEN)        | 90,000              |
| <b>Total Expenditure</b> |                                | <b>\$138,000</b>    |
| <b>Estimated Surplus</b> |                                | <b>\$21,336.66</b>  |

|   | Item                         | Quantity    | Date       | Target Group                            | Aim   | Estimated Budget   |
|---|------------------------------|-------------|------------|---|---|--------------------|
| 1 | Learning Buddy Program       | 50 sessions | Whole year | NCS students with SEN                   | To provide NCS students with SEN with afterschool tutorial  | 10,000             |
| 2 | Inclusive Culture Activities |             | Whole year | Whole school                            | To enhance students' awareness on individual differences through activities such as workshops, lunch gathering.   | 8,000              |
| 3 | Clinical Psychology Services | 80 hours    | Whole year | NCS students with SEN + 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. | 20,000             |
| 4 | Game booths / Workshops      | 6 sessions  | Whole year | Whole school                            | To arouse students' awareness on emotional wellbeing, and to promote inclusive school culture.  | 10,000             |
| 5 | Teacher Assistant (SEN)      |             | Whole year | NCS students with SEN + suspected cases | To support the administration work and pull-out training/tutorial for NCS students with SEN.  | 90,000             |
|   |                              |             |            |   | <b>Total</b>  | <b>\$138,000</b>   |
|   |                              |             |            |   | <b>Estimated Surplus</b>  | <b>\$21,336.66</b> |

**(e) Plan on Use of Diversity Learning Grant – Applied Learning Courses (2022-2024 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<br>- To broaden students' diversified learning experiences and develop their career aspirations | 616 Western Cuisine by VTC = \$16050<br>688 Pâtisserie and Café Operations by HKCT = \$18700<br>691 Practical Psychology by HKBU (SCE) = \$16250 x 2 = \$ 32500<br>711 Digital Media and Radio Production by HKU SPACE = \$ 18000 | 180 hours in 2 years for each course | S5 students in the year 2022-2023 | 5  | 5     | 0     | - Successful completion of the ApL courses by students as shown in their learning records | Career Mistresses  |

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

| <b>Item</b> | <b>Gifted Education Elements</b> | <b>Programmes / Description</b>   | <b>Target Students</b>  | <b>Estimated Cost (\$)</b> |
|-------------|----------------------------------|---|---|----------------------------|
| 1.          | Creativity                       | Workshops on enhancing creativity (pull out program – second tier)                | S2-4<br>ALs, budding leaders, sub-com members of clubs /houses                                  | 7,500                      |
| 2.          | Leadership skills                | Leadership training programs (pull out program – second tier)                     | S2-4<br>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<br>Students who are good at delivering speeches  | 3,000                      |
| 4.          | Life goals                       | 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<br>High achievers  | 13,000                     |
| 6.          | Learning to learn                | Workshop on strategic learning skills (first tier)                                | S3 students (whole form)  | 22,000                     |
| 7           | Higher order thinking skills     | Chinese/ English/ Mathematics enrichment classes (pull out program – second tier) | S4-6<br>High achievers  | 16,500                     |
|             |                                  |   | <b>Grand Total</b>  | <b>\$84,000</b>            |

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

**A.** The estimated number of students (count by heads) benefitted under this Programme is 115 (including A. 10 CSSA recipients, B. 55 SFAS full-grant recipients and C. 50 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                     | 2   | 3  | 5  | \$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 became more confident in performance.                              | Feedback from participants, observation                  | Sept to May                     | 2   | 2  | 3  | \$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 confident in sports competitions.                  | Feedback from participants, observation                  | Sept to May                     | 5   | 9  | 15 | \$15,000.00                | 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<br>May to June       | 8   | 30 | 45 | \$50,000.00                | 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                            | 1   | 18 | 28 | \$5,000.00                 | Various outside school organizations                          |    |
| Total no. of activities: 40  |   |   |  |                                 | @No. of participation counts                      |    |    | 18                         | 62  | 96 |
|                              |   |   |  |                                 | **Total no. of participation counts               |    |    | 176                        |   |    |

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

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  | 24,300                  |
|    | <input checked="" type="checkbox"/> Printed books  |                         |
|    | <input checked="" type="checkbox"/> e-Books  |                         |
| 2. | Web-based Reading Schemes  | 59,000                  |
|    | <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   | 5,000                   |
|    | <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 | 4,000                   |
|    | <input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading.                   | 1,000                   |
|    | <input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses          | 1,000                   |
| 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:   | 103,000                 |



**(h) Plan on Life-wide Learning Grant**

**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<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |
|------------------------|---|--|----------------------------|------------------------|--|---|---|---|---|---|---|
|                        |   |  |                            |                        |  |   | I   | M | P | S | C |
| <b>Category 1</b>      | <b>To organise / participate in life-wide learning activities</b>   |  |                            |                        |  |   |   |   |   |   |   |
| <b>1.1</b>             | <b>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)</b> |  |                            |                        |  |   |   |   |   |   |   |
| <b>A1</b><br>Language  | Club Activities:<br>(i) Tutor Fee for French Culture Club<br>(ii) Tutor Fee for Japanese Culture Club<br>(iii) Tutor Fee for Korean Culture Club<br>(iv) Tutor Fee for Scenarist Class (編劇班)                            | <ul style="list-style-type: none"> <li>To expose students to different cultures and to widen their global perspectives</li> </ul>                                | <b>Oct 2022 – May 2023</b> | <b>S.1 - S.5</b>       | Feedback<br>Observation<br>Scrutiny of documents<br>Student survey   | <b>(i) \$10,000</b><br><b>(ii) \$10,000</b><br><b>(iii) \$10,000</b><br><b>(iv) \$8,800</b> |   |   |   |   |   |
| <b>A2</b><br>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> | <b>July 2023</b>           | <b>S.1 - S.3</b>       | <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</li> </ul> | <b>\$20,000</b>   |   |   |   |   |   |

| Domain                 | Brief Description of the Activity | Objective   | Date                        | Target Student (Level)                        | Brief Description of the Monitoring / Evaluation Mechanism  | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |
|------------------------|-----------------------------------|---|-----------------------------|---|---|-------------------------|---|---|---|---|---|
|                        |                                   |   |                             |   |   |                         | I   | M | P | S | C |
|                        |                                   |   |                             |   | write reflections on their experience after the performance.<br>- Follow-up presentations on the themes could be done by students so that they could explore further on the topic.  |                         |   |   |   |   |   |
| <b>A3</b><br>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> <li>To arouse students' interests in literature and drama.</li> </ul> | <b>Oct 2022 – July 2023</b> | <b>S4 – S5 Literature in English students</b> | <ul style="list-style-type: none"> <li>Teachers would give brief introduction about the performance in class.</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> | <b>\$6,000</b>          |   |   |   |   |   |

I: Intellectual Development (closely linked with curriculum)  
 M: Moral and Civic Education  
 P: Physical and Aesthetic Development  
 S: Community Service  
 C: Career-related Experiences

| 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 |
| <b>A4</b><br>Art              | (i) In school art courses and workshops by service provider (e.g. Ceramic, Chinese ink art)<br>(ii) Administration fees for art exhibitions | <ul style="list-style-type: none"> <li>Provide students with meaningful arts learning experience.</li> <li>Provide opportunities for students to broaden their horizons and expose students to the professional world of art.</li> <li>To arouse students' interests in art.</li> </ul> | <b>Oct 2022 – July 2023</b> | <b>S.1 - S.5</b>       | <ul style="list-style-type: none"> <li>Hire coaches to for courses and workshops.</li> <li>Provide art materials for the courses and workshops.</li> <li>Coaches could be arranged for students to the exhibition's venues</li> <li>Teachers' observation,</li> <li>Student survey</li> </ul> | <b>(i) \$9,000<br/>(ii) \$5,000</b> | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| <b>A5</b><br>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"> <li>指導學生搜集、整理及組織資料的技巧。</li> <li>教授學生辯論和演說技巧。</li> <li>訓練學生多角度思考。</li> <li>增強學生演說信心。</li> <li>安排參與校外辯論比賽汲取比賽經驗及提升演說能力</li> </ul>  | <b>Oct 2022 – Jul 2023</b>  | <b>S.1 - S.5</b>       | <ul style="list-style-type: none"> <li>從學生演說表現及比賽成果檢視學習成效。</li> <li>能達致學習目標 3.檢視活動紀錄</li> </ul>   | <b>\$39,000</b>                     |  |   |   |   |   |
| <b>A6</b><br>Cross KLA – STEM | (i) STEM courses and workshops<br>(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>   | <b>Oct 2022 – Jul 2023</b>  | <b>S.1 - S.5</b>       | Teachers' observation, Student feedback   | <b>\$100,000</b>                    |  |   |   |   |   |
| <b>A7</b><br>Music            | Application Fees for music competitions   | <ul style="list-style-type: none"> <li>Provide opportunities for students to broaden their</li> </ul>   | <b>Sept 2022 – Aug 2023</b> | <b>S.1 – S.6</b>       | Teachers' observation, Scrutiny of documents  | <b>\$7,000</b>                      |  |   |   |   |   |

| 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 |
|   |   | horizons and develop a stronger sense of belonging to the school  |                            |                        |   |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| <b>1.2</b>                                    | <b>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)</b> |   |                            |                        |   |                         |  |   |   |   |   |
| <b>B1</b><br>Career & Life Planning Committee | Tailor-made workshop for unmotivated students   | <ul style="list-style-type: none"> <li>To helps students get better self understanding</li> <li>To equip students with the right mindset, proper attitudes and skills to identify the directions for their career development.</li> <li>To provide opportunity to apply what they learnt and increase their confidence and become more motivated</li> </ul> | <b>Oct 2022 – Jul 2023</b> | <b>S3</b>              | Teachers' observation, Student survey   | <b>\$20,000</b>         |  |   |   |   |   |
| <b>B2</b><br>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>   | <b>Apr 2023</b>            | <b>S.1 – S.5</b>       | <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</li> </ul> | <b>\$10,000</b>         |  |   |   |   |   |

| Domain  | Brief Description of the Activity | Objective  | Date                       | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |
|---|-----------------------------------|--|----------------------------|------------------------|--|-------------------------|---|---|---|---|---|
|   |                                   |  |                            |                        |  |                         | I   | M | P | S | C |
|   |                                   |  |                            |                        | between the two schools<br>- Before entering our school, the primary school students would already have a lot of expectations about the drama activities in our school.  |                         |   |   |   |   |   |
| <b>B3</b><br>English<br>Drama Club                    | Drama Fest (Professional coach)   | <ul style="list-style-type: none"> <li>To offer professional directorial skills to students</li> </ul>   | <b>Jan 2023 – Apr 2023</b> | <b>S.1 – S.5</b>       | <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 directorial skills for helping the school to organise anniversary musicals or drama performances.</li> </ul> | <b>\$20,000</b>         |   |   |   |   |   |
| <b>B4</b><br>Student<br>Guidance<br>Committee<br>(SG) | Self-Challenge Program            | <ul style="list-style-type: none"> <li>Target on students with low motivation and self-concept. Enhance students’ resilience, self-connection, and to develop self-competence</li> </ul> | <b>Oct 2022 – Jul 2023</b> | <b>S.1 – S.3</b>       | Feedback,<br>Observation   | <b>\$10,000</b>         |   |   |   |   |   |

I: Intellectual Development (closely linked with curriculum)  
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P: Physical and Aesthetic Development  
S: Community Service  
C: Career-related Experiences

| Domain                                       | Brief Description of the Activity                                     | Objective   | Date                        | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism  | Estimated Expenses (\$)                                       | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |
|--|---|---|-----------------------------|------------------------|---|---|---|---|---|---|---|
|  |   |   |                             |                        |   |   | I   | M | P | S | C |
| <b>B5</b><br>Student Guidance Committee (SG) | Leadership Training Program for Big Sisters and Class Monitress       | <ul style="list-style-type: none"> <li>To introduce various leadership skills to student leaders.</li> <li>To allow students to have a better standing on their strengths and aspirations as a young leader.</li> </ul> | <b>Oct 2022 – Dec 2023</b>  | <b>S.1 – S.5</b>       | Feedback, Observation,  | <b>\$2,500</b>  |   |   |   |   |   |
| <b>B6</b><br>Student Guidance Committee (SG) | WPD program on wellness and interpersonal relationships               | <ul style="list-style-type: none"> <li>To instill in students positive values and attitudes in the aspects of interpersonal relationship, psychosocial well being, cyber ethic, etc.</li> </ul>                         | <b>Sept 2022 – Jul 2023</b> | <b>S.1 – S.6</b>       | Feedback from students<br>Teachers’ observation and comments on students’ performance.<br>Scrutiny of documents   | <b>\$30,000</b>   |   |   |   |   |   |
| <b>B7</b><br>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> <li>To arouse students’ interests in dance.</li> </ul>             | <b>Sept 2022 – Jul 2023</b> | <b>S.1 – S.6</b>       | <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 competitions.</li> <li>Service and maintenance.</li> <li>Registration fee of competitions</li> </ul> | <b>\$21,400</b><br><b>\$12,200</b>                            |   |   |   |   |   |
| <b>B8</b><br>P.E                             | A. Regular Sports Trainings and/or competitions<br>1. Basketball Team | <ul style="list-style-type: none"> <li>To develop students’ potential in sports through training sessions</li> </ul>  | <b>Sept 2022 – Aug 2023</b> | <b>S.1 – S.6</b>       | <ul style="list-style-type: none"> <li>TIC could monitor the training given by the coaches.</li> </ul>  | <b>1. \$24,400</b><br><b>2. \$14,400</b><br><b>3. \$4,800</b> |   |   |   |   |   |

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S: Community Service  
C: Career-related Experiences

| 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<br>3. Rope Skipping Team<br>4. Volleyball Team<br>5. Athletic Team<br>6. Badminton Team<br>7. Dodgeball Team<br>8. Table-tennis Team<br>B. Seasonal Sports Trainings & Competitions<br>9. Others (e.g. Dragon Boat activity/ Indoor Rowing...) | <ul style="list-style-type: none"> <li>To encourage students to pursue a healthy lifestyle and pursuit excellence</li> <li>To help students to learn to be more persevering</li> <li>To widen students' horizon by participating in district/ territory-wide competitions</li> </ul> |                      |                        | <ul style="list-style-type: none"> <li>Each team could join at least one territory-wide competition</li> <li>Students could show good sportsmanship.</li> </ul>   | 4. \$47,800<br>5. \$81,600<br>6. \$16,000<br>7. \$7,000<br>8. \$20,000<br>9. \$20,000 |   |   |   |   |   |
| <b>B9</b><br>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>   | <ul style="list-style-type: none"> <li>Help students develop interpersonal and leadership skills through training in music performance</li> </ul>  | Sept 2022 – Aug 2023 | S.1 – S.6              | <ul style="list-style-type: none"> <li>The instruments 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</li> </ul> | \$104,000   |   |   |   |   |   |

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| Domain   | Brief Description of the Activity  | Objective  | Date  | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (\$)   | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |  |  |  |
|--|--|--|---|------------------------|--|---|---|---|---|---|---|--|--|--|
|  |  |  |   |                        |  |   | I   | M | P | S | C |  |  |  |
|  |  |  |   |                        | in our school.   |   |   |   |   |   |   |  |  |  |
| <b>B10</b><br>Student Activity and Leadership Training Committee (SAL) | Leadership Training Program<br>1. Student Union, Prefect Board, House Exco for 2021-2022<br>2. Club and Society Chairpersons & Vice-Chairpersons<br>3. Budding Leaders Scheme<br>4. Outside Leadership Course fee subsidies<br>5. S.1-S.5 Leadership Training Workshops in WPD programme (tutor fee) | <ul style="list-style-type: none"> <li>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, prioritizing, planning, delegating, motivating, quality of self-reflection etc.</li> </ul> | <b>1. Sept 2022 – Jul 2023</b><br><b>2. Nov 2022 – Jul 2023</b><br><b>3. Sept 2022 – Jul 2023</b><br><b>4. Sept 2022 – Jul 2023</b><br><b>5. Sept 2022 – Jul 2023</b> | S.1 – S.5              | Feedback, Observation, Scrutiny of documents, Student survey | <b>1. \$60,000</b><br><b>2. \$2,000</b><br><b>3. \$10,000</b><br><b>4. \$20,000</b><br><b>5. \$50,000</b> |   |   |   |   |   |  |  |  |
| <b>B11</b><br>Student Activity and Leadership Training Committee (SAL) | Adventure-based Training Program   | <ul style="list-style-type: none"> <li>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</li> </ul>   | <b>Oct 2022 to July 2023</b>  | S.1 – S.4              | Feedback, Observation, Scrutiny of documents, Student survey | <b>\$50,000</b>   |   |   |   |   |   |  |  |  |
| <b>B12</b><br>Student Activity and Leadership                          | Life-Wide Learning Day   | <ul style="list-style-type: none"> <li>Enable students to gain a variety of experiences, including the four essential learning experiences (Moral and</li> </ul>   | <b>Mar 2023</b>   | S.1 – S.5              | Feedback, Observation, Scrutiny of documents, Student survey | <b>\$80,000</b>   |   |   |   |   |   |  |  |  |



| 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 |
| Training Committee (SAL)   |  | 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. |                             |                        |  |   |   |   |   |   |   |
| <b>B13</b><br>Student Activity and Leadership Training Committee (SAL) | AES Activities   | <ul style="list-style-type: none"> <li>Provide students with meaningful arts learning experience</li> <li>Help students develop a foundation for lifelong learning by nurturing confidence and skills in aesthetic appreciation</li> </ul>   | <b>Oct 2022 – July 2023</b> | <b>S.1 – S.5</b>       | Observation, Student survey                                | <b>\$60,000</b>                         |   |   |   |   |   |
| <b>B14</b><br>Student Activity and Leadership Training Committee (SAL) | <ol style="list-style-type: none"> <li>Inter-House Team Building Activity</li> <li>Inter-House competition: Cheering, Ball Games, Cross-Clubs competition, Co –curricular / Integrated curriculum competition</li> </ol> | <ul style="list-style-type: none"> <li>Enhance students’ communication skills, improve verbal expressions in houses and hence develop clarification</li> <li>Build bonds among members</li> </ul>  | <b>Sept 2022 – Jul 2023</b> | <b>S.1 – S.6</b>       | Feedback, Observation,                                     | <b>1. \$15,000</b><br><b>2. \$5,000</b> |   |   |   |   |   |

| Domain   | Brief Description of the Activity  | Objective   | Date                       | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |
|--|--|---|----------------------------|------------------------|--|-------------------------|---|---|---|---|---|
|  |  |   |                            |                        |  |                         | I   | M | P | S | C |
|  |  | <ul style="list-style-type: none"> <li>Enhance students' sense of belonging to their own house and to the school</li> <li>Cultivate sisterhood and friendships</li> </ul>                           |                            |                        |  |                         |   |   |   |   |   |
| <b>B15</b><br>Student Activity and Leadership Training Committee (SAL) | All regular clubs' activities (excluding sports and music school teams, French, Japanese & Korean Culture Club, Scenarist Class and Chinese Debate Club) <i>for details please refer to the attachment</i> | <ul style="list-style-type: none"> <li>Develop students' potential, enhance students' generic skills, especially those in collaboration, communication, critical thinking and creativity</li> </ul> | <b>Oct 2022 – May 2023</b> | <b>S.1 – S.6</b>       | Feedback, Observation, Scrutiny of documents, Student survey | <b>\$20,000</b>         |   |   |   |   |   |
| <b>B16</b><br>Student Activity and Leadership Training Committee (SAL) | S.4 Adaption Programme (Training Camp)   | <ul style="list-style-type: none"> <li>Help students develop necessary skills to use in senior secondary school life</li> </ul>   | <b>Nov 2022 – May 2023</b> | <b>S.4</b>             | Feedback, Observation, Scrutiny of documents, Student survey | <b>\$100,000</b>        |   |   |   |   |   |
| <b>B17</b><br>Whole Person Developme                                   | Extend student's KLA learning through structured WPD lessons   | <ul style="list-style-type: none"> <li>Enrich and extend student's learning in KLAs</li> </ul>  | <b>Oct 2022 – May 2023</b> | <b>S.1 – S.5</b>       | Feedback, Observation, Scrutiny of documents, Student survey | <b>\$80,000</b>         |   |   |   |   |   |

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| Domain   | Brief Description of the Activity   | Objective  | Date                        | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--|---|--|-----------------------------|------------------------|--|-------------------------|--|---|---|---|---|
|  |   |  |                             |                        |  |                         | I  | M | P | S | C |
| nt Committee   |   |  |                             |                        |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| <b>B18</b><br>Gifted Education   | University summer courses and tasting program subsidies   | <ul style="list-style-type: none"> <li>Boost student’s knowledge in a variety of topics and get a head start on university education.</li> </ul>                               | <b>Sep 2022 – Aug 2023</b>  | <b>S.1 – S.5</b>       | Feedback, Scrutiny of documents,                           | <b>\$20,000</b>         |  |   |   |   |   |
| <b>B19</b><br>Student Activity and Leadership Training Committee (SAL) | Bridging Program  | <ul style="list-style-type: none"> <li>Provide activities to the students for self-evaluation</li> <li>To help students to meet prerequisites of next academic year</li> </ul> | <b>Jan 2023 – Aug 2023</b>  | <b>S.1 – S.5</b>       | Feedback, Observation                                      | <b>\$70,000</b>         |  |   |   |   |   |
| <b>B20</b><br>Student Activity and Leadership Training Committee (SAL) | Social Etiquettes Workshop  | <ul style="list-style-type: none"> <li>To let students acquire social etiquettes through experiential learning</li> </ul>  | <b>Oct 2022 – May 2023</b>  | <b>S.1 - S.5</b>       | Teachers’ observation, Student survey                      | <b>\$25,000</b>         |  |   |   |   |   |
| <b>B21</b><br>Student Activity and Leadership                          | Application and transportation fee for competitions and other activities, e.g. Speech Festival, Music Festival and performances | <ul style="list-style-type: none"> <li>To bring students and/or equipment to various venues</li> </ul>   | <b>Sept 2022 – Aug 2023</b> | <b>S.1 - S.6</b>       | Feedback<br>Observation                                    | <b>\$50,000</b>         |  |   |   |   |   |

| Domain   | Brief Description of the Activity | Objective   | Date                 | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |  |
|--|-----------------------------------|---|----------------------|------------------------|--|-------------------------|---|---|---|---|---|--|
|  |                                   |   |                      |                        |  |                         | I   | M | P | S | C |  |
| Training Committee (SAL)   |                                   |   |                      |                        |  |                         |   |   |   |   |   |  |
| <b>B22</b><br>Student Activity and Leadership Training Committee (SAL) | School Picnic                     | <ul style="list-style-type: none"> <li>provide a chance for students to get to know more about their classmates and their class teachers outside the classroom</li> <li>enhance class culture</li> </ul>  | Sept 2022 – Dec 2022 | S.1 - S.6              | Feedback Observation                                       | \$250,000               |   |   |   |   |   |  |
| <b>B23</b><br>Student Activity and Leadership Training Committee (SAL) | Sisterhood workshop & activities  | <ul style="list-style-type: none"> <li>Promote a culture of share interests, sympathies and solidarity through different activities.</li> </ul>   | Sept 2022 – Jun 2023 | S.1 - S.5              | Feedback Observation                                       | \$30,000                |   |   |   |   |   |  |
| <b>B24</b><br>Student Activity and Leadership Training Committee (SAL) | Fitness and Nutrient program      | <ul style="list-style-type: none"> <li>To evaluate students’ overall health and physical status</li> <li>To let students know their strength and weakness</li> <li>To provide recommendations of sports to students to stretch their potential in physical development</li> </ul> | Sept 2022 – Jun 2023 | S.1 - S.2              | Feedback Observation                                       | \$15,000                |   |   |   |   |   |  |

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| Domain                                       | Brief Description of the Activity  | Objective  | Date                       | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |
|--|--|--|----------------------------|------------------------|--|-------------------------|---|---|---|---|---|
|  |  |  |                            |                        |  |                         | I   | M | P | S | C |
| <b>1.3</b>                                   | <b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b> |  |                            |                        |  |                         |   |   |   |   |   |
|  |  |  |                            |                        |  |                         |   |   |   |   |   |
| <b>1.4</b>                                   | <b>Others</b>  |  |                            |                        |  |                         |   |   |   |   |   |
| <b>C1</b><br>Student Guidance Committee (SG) | Expressive Art Workshop  | Create platforms for students to express their feelings and needs.   | <b>Oct 2022 – Dec 2022</b> | <b>S.1 – S.3</b>       | Feedback, Observation                                      | <b>\$20,000</b>         |   |   |   |   |   |
| <b>C2</b><br>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 | <b>Nov 2022 – Mar 2023</b> | <b>S.4 – S.6</b>       | Feedback, Observation                                      | <b>\$30,000</b>         |   |   |   |   |   |
| <b>Estimated Expenses for Category 1</b>     |  |  |                            |                        |  | <b>\$1,802,900</b>      |   |   |   |   |   |

| Domain   | Item   | Purpose  | Estimated Expenses (\$) | Remarks |
|--|--|--|-------------------------|---------|
| <b>Category 2</b>                                  | <b>To procure equipment, consumables and learning resources for promoting life-wide learning</b> |  |                         |         |
| <b>D1</b><br>STEM Education                        | Learning coding (Python) platform and tools  | STEM Education<br>Coding and innovation (ICT)<br>Outside School Competition e.g. Microsoft Imagine Cup Junior & Social Innovation (Innovation and Design Club) | <b>\$25,000</b>         |         |
| <b>D2</b><br>Music                                 | Music Instrument:<br>1. English Horn<br>2. Vibraphone  | Music Instrument Classes<br>School Orchestra and wind ensemble performances<br>Outside school competitions   | <b>\$ 130,000</b>       |         |
| <b>D3</b><br>Visual Arts                           | Pugger Pugmill & Mixer   | "Ceramic Interested class<br>Outside school competitions"  | <b>\$50,000</b>         |         |
| <b>Estimated Expenses for Category 2</b>           |  |  | <b>\$205,000</b>        |         |
| <b>Estimated Expenses for Categories 1 &amp; 2</b> |  |  | <b>\$2,007,900</b>      |         |

**Estimated Number of Student Beneficiaries**

|  |      |
|--|------|
| Total number of students in the school:                | 621  |
| Estimated number of student beneficiaries:             | 621  |
| Percentage of students benefitting from the Grant (%): | 100% |

**(i) Plan on School Executive Officer Grant (SEOG)**

| <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> | 410,067.00                  |
| To employ one full time Clerk                    | <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> | 230,580.00                  |
|  |   |   | TOTAL:  | 640,647.00                  |

**(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)**

| <b>Major Area(s) of Concern</b>   | <b>Strategies/Tasks/ Implementation Plan</b>  | <b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>  | <b>Evaluation</b> | <b>Plan/Actual Expenses (\$)</b> |
|---|---|--|-------------------|----------------------------------|
| Developing or procuring relevant learning and teaching resources          | <ul style="list-style-type: none"> <li>Purchasing reference books, journals, magazines, multi-media and e-learning resources, mobile application and software, and other related learning and teaching resources.</li> </ul>  | With more resources, teachers would be able to teach subject content more efficiently and effectively.   | To be filled.     | Plan: \$20,000                   |
| Organizing school-based learning activities relating to the CS curriculum | <ul style="list-style-type: none"> <li>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.</li> </ul>                           | Students could learn outside classroom, deepening and extending their learning.  | To be filled.     | Plan: \$20,000                   |
| Subsidising participation in the Mainland study tours                     | <ul style="list-style-type: none"> <li>Subsidising students' participation in the Mainland study tours / exchange activities</li> <li>Subsidising the fees incurred by teachers' participation in Mainland interflow activities relating to the curriculum of CS</li> </ul> | The subsidies could help students develop generic skills, including critical thinking, communication and self-learning skills, through field study and project learning. | To be filled.     | Plan: \$100,000                  |
|   |   |  | <b>TOTAL:</b>     | Plan: \$140,000                  |