

**St. Clare's Girls' School**  
**Annual School Plan 2023-2024**

**Major Concern 1: To bolster students' capacity to grow and aspire**

<b>Targets/Intended Outcomes</b>	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Responsible Person</b>	<b>Learning Goals</b>
I. Teachers are empowered in their capacity (a) To coach students along their life journeys, fostering students' understanding, goal setting and reflective thinking	(i) Incorporate the school-based Values Education framework into the school's curriculum by <ul style="list-style-type: none"> <li>- creating a pilot scheme of lessons and activities that align with the framework</li> <li>- evaluating the resulting tried-out lessons and activities</li> </ul> (ii) Organize teacher professional development workshops on "How character strengths can be used as a tool for positive affirmations to students"	Whole year  1 <sup>st</sup> term	<ul style="list-style-type: none"> <li>▪ School-based Values Education framework developed</li> <li>▪ Lessons and activities that align with the school-based Values Education framework were tried out with positive feedback from teachers and students</li> <li>▪ 70% of teachers agreed that they knew better how to effectively use character strengths as a tool for positive affirmations to students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback from students &amp; teachers</li> <li>▪ Scrutiny of document</li> <li>▪ Lesson and Activity Observation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff Professional Development Committee</li> <li>▪ concerned Panels (<i>Chinese, ERE, Chi. Hist</i>) and Committees (<i>SG, CS, SAL</i>)</li> </ul>	
(b) To engage students with special educational needs	(i) Encourage experienced teachers to attend EDB professional development workshops (both basic and advanced levels) on SEN (ii) Organize School-based SEN workshops for new teachers and class teachers.	Whole year	<ul style="list-style-type: none"> <li>▪ 70% of teachers agreed that they had a better understanding of the underlying principles and strategies to help students with special needs.</li> <li>▪ 70% of teachers felt that they were empowered in their skills to take care of students with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Guidance Committee</li> <li>▪ EP and social workers</li> </ul>	

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	Learning Goals
II. Students build up and work towards their aspirations based on their understanding of their strengths, interests and their enriched life experiences	(a) Activities for students <ul style="list-style-type: none"> <li>- to learn about the different developmental stages in Career and Life Planning in school. <i>(using the CLP Roadmap)</i></li> <li>- to enrich their learning experiences related to their Career and Life Planning development</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>70% of students agreed that their learning experiences related to CLP development were enriched</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>Religious, Moral and Civic Education Committee</li> <li>WPD Committee</li> </ul>	<ul style="list-style-type: none"> <li>GS</li> <li>LP</li> </ul>
	(b) Provide chances for students to reflect on their experiences to their character strengths by allocating time during class teacher periods	Whole year	<ul style="list-style-type: none"> <li>70% of students were able to identify their character strengths and explain how they have demonstrated these strengths in their experiences</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>Student Guidance Committee</li> <li>Student Activities and Leadership Training Committee</li> <li>Community Service Committee</li> </ul>	<ul style="list-style-type: none"> <li>GS</li> <li>LP</li> </ul>

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	Learning Goals
III. Students are able to master self-management skills	(a) Strengthen students' emotional intelligence with a focus on emotional regulation and social awareness by <ul style="list-style-type: none"> <li>- launching gatekeeper project</li> <li>- organizing themed activities, workshops, WPD programs</li> </ul> <i>(Workshops: Western calligraphy, positive sports, experiencing art)</i> <i>(Theme: empathy, healthy relationships, coping with stress)</i>	Whole year	<ul style="list-style-type: none"> <li>70% of students agreed that they were able to manage their own emotions</li> <li>70% of students agreed that they were able to empathize with the emotions of others, and were able to communicate effectively with others in a variety of contexts</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>Student Guidance Committee</li> <li>Religious, Moral and Civic Education Committee</li> </ul>	<ul style="list-style-type: none"> <li>GS</li> <li>IL</li> <li>HL</li> </ul>
	(b) Empower students to gain competence in other self-management skills <i>(e.g. Time management, Stress management, Self-reflection, Problem-solving, decision-making, Self-motivation, creating strict deadlines, etc.)</i> through <ul style="list-style-type: none"> <li>- CTs periods</li> <li>- WPD programs</li> <li>- cross KLA activities</li> <li>- joint-committee programs</li> </ul>	Sept – Dec	<ul style="list-style-type: none"> <li>70% of students agreed that their management skills were enhanced.</li> <li>70% of students agreed that they have applied and refined their learned self-management skills</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 Guidance Committee</li> <li>Student Activities and Leadership Training Committee</li> <li>concerned Panels <i>(involve KLA activities)</i></li> </ul>	<ul style="list-style-type: none"> <li>BK</li> <li>GS</li> </ul>

### Major Concern 2: To enhance the effectiveness of learning and teaching for academic excellence

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	Learning Goals
I. Enhance motivation and learning capacity of students with different abilities and needs	<b>(a) Enrich and motivate student learning</b> <ol style="list-style-type: none"> <li>Organize and streamline life-wide learning activities which are linked to the curriculum (e.g. outings in WPD time, subject-related field trips, film appreciation, spelling bee competition)</li> <li>Conduct debriefing after the programs for students to reflect on their experience</li> <li>Encourage students to join various interschool competitions and learning activities</li> <li>Introduce more variety of assignment such as video making / poster design / presentation, which demonstrates generic skills of students e.g. creativity, IT skills, problem-solving (Each panel assigns at least one assignment which demonstrates students' generic skills to each level of S1-S5 in each term)</li> </ol>	Whole year	<ul style="list-style-type: none"> <li>70% of students agreed that the activities enhanced their motivation to learn</li> <li>Majority of students are interested and motivated in their studies</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Stakeholder survey</li> <li>APASO</li> <li>Teacher observation</li> <li>Scrutiny of documents</li> </ul>	<ul style="list-style-type: none"> <li>Panels</li> </ul>	<ul style="list-style-type: none"> <li>BK</li> <li>GS</li> </ul>
	<b>(b) Encourage students to integrate knowledge from different subjects</b> <ol style="list-style-type: none"> <li>Organize cross-curricular programs (e.g. Academic Week, Chinese Culture Day)</li> <li>Organize cross-curricular theme-based reading activities in reading</li> </ol>		<ul style="list-style-type: none"> <li>70% of students agreed that knowledge from different subjects was connected and useful in understanding real-world situations</li> </ul>	<ul style="list-style-type: none"> <li>Student</li> </ul>	<ul style="list-style-type: none"> <li>Panels</li> <li>KLA Coordinators</li> <li>Reading to Learn Committee</li> </ul>	<ul style="list-style-type: none"> <li>BK</li> <li>LaP</li> <li>GS</li> </ul>

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	Learning Goals
	time iii. Arrange thematic book display in school library			survey ■ Stakeholder Survey ■ Teacher observation ■ Scrutiny of student work		
	(c) <b>Enhance students' revision skills and develop good study habits</b> i. Organize mass program on revision skills e.g. self-test, summarization and memory skills ii. Provide opportunities for students to practice those skills e.g. ➤ Encourage students to make summary notes/vocabulary list ➤ During Class Teacher Period before UT/Exam: provide time for planning of revision timetable and organization of learning materials iii. Engage students in daily revision by assigning pre-lesson tasks and post-lesson consolidation exercises iv. Create a learning environment conducive to self-study e.g. arrange lunchtime study groups, open study room for all levels		■ 70% of students agreed that the revision skills were useful ■ 70% of students agreed that they had developed good study habits ■ Majority of students developed a habit of regular revision		■ Student Learning Committee ■ Student Guidance Panels	■ <b>GS</b>
	(d) <b>Boost students' confidence in learning</b> i. Encourage students to speak up in class e.g. reading aloud, presentations, component in term mark		■ Majority of students are willing to speak up in class ■ 70% of students agreed that they are confident in learning		■ Panels ■ Student Learning Committee	■ <b>GS</b>

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	Learning Goals
	ii. Arrange more cooperative learning activities in class iii. Teachers give more constructive feedback and encouragement to individual students iv. Provide opportunities for parents to give encouragement to students		<ul style="list-style-type: none"> <li>70% of students agreed that teachers always often encourage them to learn and try their best to overcome learning difficulties</li> </ul>			
II. Develop and maintain the quality of teaching through enhancing the capacity of teachers	<b>(a) Consolidate teachers' techniques in questioning, classroom management and providing constructive feedback</b> i. Organize Staff Professional Development program ii. Conduct peer lesson observation with focus on the above techniques iii. Sharing of good practices in staff/panel meetings	Whole year	<ul style="list-style-type: none"> <li>70% of students agreed that teachers' questions inspired their thinking</li> <li>70% of students agreed that teachers often provide suggestions on their performance and let them know how to improve</li> </ul>	<ul style="list-style-type: none"> <li>Student Survey</li> <li>Teacher Survey</li> <li>Stakeholder Survey</li> <li>Scrutiny of documents</li> <li>Lesson Observation</li> </ul>	<ul style="list-style-type: none"> <li>SPD Committee</li> <li>Panels</li> </ul>	
	<b>(b) Strengthen the support to new teachers on teaching strategies</b> i. Conduct peer lesson observation and provide timely feedback ii. Encourage new teachers to attend courses on teaching strategies		<ul style="list-style-type: none"> <li>70% of new teachers agreed that there was sufficient support to them</li> <li>New teachers can largely devise suitable learning content and properly deploy teaching strategies to help students master the key learning points</li> </ul>		<ul style="list-style-type: none"> <li>Panels</li> </ul>	
	<b>(c) Raise the effectiveness of e-learning for students' self-directed learning</b> i. Collect regularly suggestions from teachers on their needs of e-learning tools ii. Introduce to teachers effective use of e-learning tools (e.g. online		<ul style="list-style-type: none"> <li>70% of students agreed that the online learning resources were useful</li> <li>Majority of students had made use of the e-learning materials to enrich their learning</li> </ul>		<ul style="list-style-type: none"> <li>IT in Learning &amp; Teaching Committee</li> <li>Panels</li> </ul>	<ul style="list-style-type: none"> <li>GS</li> </ul>

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	Learning Goals
	assessments) iii. Enrich subjects' online learning resources for students' self-directed learning					
	(d) <b>Enhance the collaboration among subjects in the same KLA</b> in curriculum development and sharing of teaching pedagogies through regular KLA meetings		<ul style="list-style-type: none"> <li>70% of teachers agreed that they collaborated closely with other subject panels in the same KLA in curriculum development and supporting student learning</li> </ul>		<ul style="list-style-type: none"> <li>KLA Coordinators</li> <li>Panels</li> </ul>	
III. Review the curriculum and modes of assessment to comply with the current education initiatives	(a) Identify and incorporate (where appropriate) into scheme of work <b>the core values which are in line with the school values education framework</b>	Whole year	<ul style="list-style-type: none"> <li>Majority of students demonstrated understanding and appreciation of the concerned values</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of documents</li> <li>Student Survey</li> </ul>	Panels	<ul style="list-style-type: none"> <li><b>NI</b></li> </ul>
	(b) Review, update and implement the curriculum and teaching materials of <b>National Security Education</b>		<ul style="list-style-type: none"> <li>70% of students are aware of the country's development and importance of upholding national security</li> </ul>		Panels	<ul style="list-style-type: none"> <li><b>NI</b></li> </ul>

**Theme of the Year 2023-2024**  
**Anchored in Values**  
**Soaring with Confidence**

## Seven Learning Goals of

### Secondary Education



### Updated Seven Learning Goals of Secondary Education

To enable students to

- |  |   |
|--|---|
| <b>NI</b><br>National and<br>Global Identity | • become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society |
| <b>BK</b><br>Breadth of<br>Knowledge         | • acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels               |
| <b>LaP</b><br>Language<br>Proficiency        | • become proficient in biliterate and trilingual communication for better study and life  |
| <b>GS</b><br>Generic Skills                  | • develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work   |
| <b>IL</b><br>Information<br>Literacy         | • use information and information technology ethically, flexibly and effectively  |
| <b>LP</b><br>Life Planning                   | • understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career  |
| <b>HL</b><br>Healthy Lifestyle               | • lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts  |



**(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>	Mr. Wong Kwok Shu
Academic Affairs	To employ two Teaching Assistants to support clerical work for some Panels and conduct extra 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>School-based resources are developed.</p> <p>Majority of extra class participants found that the classes useful for their learning.</p>	<p>Teachers' feedback</p> <p>Students' feedback</p>	Ms. Brenda Fung

**(b) Plan on Learning Support Grant**

<b>LSGSS for the year 2023/24</b>	<b>\$15,485 × 23 = \$356,155.00</b>
<b>Balance from 2022/23</b>	<b>\$38,174.44</b>
<b>TOTAL LSGSS for 2023/24</b>	<b>\$356,155.00 + \$38,174.44 = \$394,329.44</b>
<b>Estimated budget for 2023/24</b>	<b>\$347,000.00</b>
<b>Estimated Surplus</b>	<b>\$47,329.44</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.	60,000
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	40,000
4	Learning Buddy Program	300 hours	Whole year	Students with SEN + suspected cases	To provide students with SEN with small group afterschool tutorial	35,000 (+25,000 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 (+30,000 NCS LSG)
6	Social Skills Training	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	20,000
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 (+90,000 NCS LSG)
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.	32,000
	Animal Assisted Therapy	20	Whole year	Students with SEN + suspected cases	With the use of animals as a way to help students cope with some mental health conditions which help improve students' overall mood and increase feelings of social support.	30,000
					<b>Total</b>	<b>\$347,000</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
一. 實施 「學習架構」整體規畫 1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。	1. 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。 2. 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。 3. 鼓勵全體中文科老師參加教授非華語的培訓課程，提升教師教授非華語生的專業知識。 4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。 5. 購買教學所需的教材及圖書。	全學年	1. 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。 2. 任教老師於科組會議上分享教學心得 3. 曾參加相關講座 4. 每學期完成不少於 1 節觀課，全學年共 2 節；全學年共不少於 1 次專業交流。 5. 已購買教學所需的教材及圖書	1. ①確認相關文件 ②檢視教學設計 ③期末考試成績較期中考試進步 2 檢視會議紀錄 3. 檢視出席紀錄 4. 檢視觀課紀錄及專業交流紀錄 5. 檢視財政報告	科主任 助理科主任 科主任 科主任 科主任 科主任 科主任
2. 設計初中非華語學生校本中國語文課程及教材。	參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。		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華文化，以提升學習中文的成效。	1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等 2. 安排非華語學生參加具中華文	全學年	1. 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。 2. 曾參加具中華文化特色的	檢視調適課程 檢視活動紀錄	科主任 科主任

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
	化特色的活動。(例如節慶活動、中國歷史問答比賽)		活動。		中文學會 活動紀錄 科主任 語文活動小組
4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	1. 中一、中二採取抽離學習，與主流生分開學習，以照顧語文能力較差的學生。 2. 安排中一至中三非華語學生到課後增潤班，增加學生接觸中文的機會。		1. 中一、中二採取抽離學習集中照顧語文能力較差的學生。 2. 已僱用校外專業服務課後支援。	檢視中一、中二課堂安排  檢視僱用文件及出席紀錄	科主任  科主任
5. 評估支援措施的成效	1. 參考「學習架構」及評估工具設計校內評估。 2. 在學年結束前，使用教育局評估工具的結果。 3. 可提升非華語學生的中文水平。		1. 參考「學習架構」及評估工具設計校內評估。 2. 完成教育局評估 3. 整體語文水平可達中等。	1. 檢視校內評估 2. 檢視評估紀錄 3. 檢視校內評估及考試成績	任教老師 及 科主任
6. 安排非華語學生多元升讀大學的途徑	1. 安排中三、中四非華語學生學習 GCE(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。	全學年	1. 能掌握考試內容及作答技巧 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. 檢視課業表現 2. 檢視考試成績單	任教老師  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。		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	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	科主任  副校長 (學務)

施行計畫	施行策略/工作	時間表	成功準則	評估方法	負責人
	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)。		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)	5. 檢視家長日流程	
2. 提升教師的文化敏感度，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)**

Balance from 2022-23	Tier	No. of students	Grant 2023-24	Total
<b>\$11,569.83</b>	Tier-2	1	<b>\$105,191</b>	<b>\$116,760.83</b>

Item	Description	Estimated Cost (\$)
1	Learning Buddy Program	25,000
2	Inclusive Activities	3,000
3	Clinical Psychology Services	30,000
4	Teacher Assistant (SEN)	42,000
<b>Total Expenditure</b>		<b>\$100,000</b>
<b>Estimated Surplus</b>		<b>\$16,760.83</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	25,000 (+35,000 LSG)
2	Inclusive Culture Activities		Whole year	Whole school	To enhance students' awareness on individual differences through activities such as workshops, lunch gathering.	3,000
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.	30,000 (+50,000 LSG)
4	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.	42,000
					<b>Total</b>	<b>\$100,000</b>
					<b>Estimated Surplus</b>	<b>\$16,760.83</b>

**(e) Plan on Use of Diversity Learning Grant – Applied Learning Courses (2023-2025 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
					23/24	24/25	25/26		
Applied Learning Courses (ApL)	<ul style="list-style-type: none"> <li>- To offer a range of ApL courses for students with different learning needs and interests</li> <li>- To broaden students' diversified learning experiences and develop their career aspirations</li> </ul>	676 Fashion Image Design by VTC = \$ 16,270 674 Exercise and Fitness Coaching by HKCT = \$15,200	180 hours in 2 years for each course	S5 students in the year	2	2	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 ALs, budding leaders, sub-com members of clubs /houses	8,000
2.	Leadership skills	Leadership training programs (pull out program – second tier)	S2-4 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.	Enrich students' global vision	Workshops related to global issues (Mock UN) (pull out program - second tier)	S4-5 High achievers	14,000
5.	Learning to learn	Workshop on strategic learning strategies (first tier)	S3 students (whole form)	22,000
6.	Higher order thinking skills	Chinese/ English/ Mathematics enrichment classes (pull out program – second tier)	S4-6 High achievers	23,000
<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 97 (including A. 5 CSSA recipients, B. 40 SFAS full-grant recipients and C. 52 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	3	\$8,000.00	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	2	\$7,000.00	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	10	12	\$10,000.00	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	6	20	20	\$30,000.00	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	20	25	\$5,000.00	Various outside school organizations
Total no. of activities: 35			@No. of participation counts		16	55	62		
			**Total no. of participation counts		133				

**(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	32,000
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	20,200
	<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	7,000
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading.	1,500
	<input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses	1,500
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:		74,900

## (h) Plan on the Use of the Life-wide Learning Grant (LWLG)

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.

### Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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														
A1	Extend students' KLA learning through different subject-related experiential learning activities.	Sept 2023 – July 2024	S.1 – S.5	500	\$120,000.00	\$240.00	<ul style="list-style-type: none"><li>• Encourage and facilitate students' learning in various key learning areas through hands-on, experiential activities that are related to the subjects they are studying.</li><li>• To deepen students' understanding and engagement with the concepts and skills they are learning, and to help them apply their knowledge in real-world contexts.</li></ul>	Whole Person Development Committee	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓	✓	✓	✓	MTC
A2	Bridging Program	Sept 2023 – July 2024	S.1 – S.5	500	\$70,000.00	\$140.00	<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>	Whole Person Development Committee	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓	✓	✓	✓	MTC
A3	Value Education Program	Sept 2023 – July 2024	S.1 – S.5	500	\$20,000.00	\$40.00	<ul style="list-style-type: none"><li>• To develop students' own personal values and to understand the importance of living in accordance with these values in their daily lives.</li><li>• To promote positive relationships and a sense of community among students, teachers, and staff, and to foster a culture of mutual respect, understanding, and cooperation.</li></ul>	Whole Person Development Committee	Teachers' observation, Student feedback, Scrutiny of documents		✓				MTC
A4	Tailor-made workshop for unmotivated students	Oct 2023 – July 2024	S.3	25	\$23,000.00	\$920.00	<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><li>• A series of 7 career-related workshops provided to students</li></ul>	CLP	Teachers' observation, Student feedback					✓	TSM
A5	Service Learning Workshop	Sept 2023 – Mar 2024	S.4 – S.5	200	\$20,000.00	\$100.00	<ul style="list-style-type: none"><li>• To develop students' generic skills and nurture students with a serving heart to serve the needy in the community by planning and organizing community services in groups with the guidance of parent volunteers, teachers and social workers.</li></ul>	Community Service	Teachers' observation, Student feedback, Parent volunteer and social worker feedback				✓		LYH
A6	University summer courses and tasting program subsidies	Sept 2023 – Aug 2024	S.1 – S.5	20	\$20,000.00	\$1,000.00	<ul style="list-style-type: none"><li>• To get a head start on university education, the objective is to boost students' knowledge in a variety of topics.</li></ul>	Gifted Education	Student feedback, Scrutiny of documents	✓				✓	CWC
A7	Self-Challenge Program	Oct 2023 – July 2024	S.1 – S.3	15	\$10,000.00	\$666.67	<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>	Student Guidance Committee	Teachers' observation, Student feedback	✓	✓				LFY
A8	WPD program on mental wellbeing and interpersonal relationships	Sept 2023 – July 2024	S.1 – S.6	600	\$30,000.00	\$50.00	<ul style="list-style-type: none"><li>• To instill in students positive values and attitudes in the aspects of interpersonal relationship, mental well-being, cyber ethic, etc.</li></ul>	Student Guidance Committee	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓				LFY

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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														
A9	Expressive Art Workshop	Oct 2023 – Dec 2024	S.1 – S.3	100	\$20,000.00	\$200.00	<ul style="list-style-type: none"><li>• To create platforms for students to express their feelings and needs is one objective of the Expressive Art Workshop.</li><li>• Through the process of art making in the workshop, the objective is to give students opportunities to explore more about themselves and the inner needs they are looking for. It also aims to provide a way for people to release their emotions.</li></ul>	Student Guidance Committee	Teachers' observation, Student feedback	✓		✓			LFY
A10	S.4 Adaption Programme (Training Camp)	Nov 2023 – May 2024	S.4	100	\$100,000.00	\$1,000.00	<ul style="list-style-type: none"><li>• Foster personal growth and development: The training camp can provide students with opportunities to reflect on their personal values and goals, identify their strengths and weaknesses, and develop strategies for personal growth and development.</li><li>• Build resilience and coping skills: The training camp can help students develop resilience and coping skills to manage stress and overcome challenges.</li></ul>	Student Guidance Committee	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓				LFY
A11	Leadership Training Program a. Student Union, Prefect Board, House Exco (\$105,000) b. Club and Society Chairpersons & Vice-Chairpersons (\$2,000) c. Budding Leaders Scheme (\$20,000) d. Outside Leadership Course fee subsidies (\$10,000)	Sept 2023 – July 2024	S.1 – S.5	250	\$137,000.00	\$548.00	<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>	Leadership Training	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓		✓		KWS
A12	Adventure-based Training Program	Sept 2023 – July 2024	S.1 – S.4	150	\$100,000.00	\$666.67	<ul style="list-style-type: none"><li>• Through outdoor and adventure-based activities to provide students a chance to challenge themselves and develop a stronger sense of competitiveness and proactivity</li></ul>	Leadership Training	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓				KWS
A13	Inter-House Theme Activities & Inter-House competitions (Cheering, Ball Games, Cross-Clubs competition, Co-curricular / Integrated curriculum competition)	Sept 2023 – July 2024	S.1 – S.6	600	\$21,000.00	\$35.00	<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><li>• Enhance students' sense of belonging to their own house and to the school</li><li>• Cultivate sisterhood and friendships</li></ul>	Leadership Training	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓	✓	✓	✓	KWS
A14	Life-Wide Learning Day	Mar 2024	S.1 – S.5	500	\$90,000.00	\$180.00	<ul style="list-style-type: none"><li>• 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.</li></ul>	Student Activity and Leadership Training Committee	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓			✓	KWS
A15	AES Activities	Oct 2023 – July 2024	S.1 – S.5	300	\$30,000.00	\$100.00	<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>	Student Activity and Leadership Training Committee	Teachers' observation, Student feedback, Scrutiny of documents		✓	✓			KWS
A16	School Picnic	Oct 2023 – Nov 2023	S.1 – S.6	600	\$80,000.00	\$133.33	<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>	Student Activity and Leadership Training Committee	Teachers' observation, Student feedback, Scrutiny of documents	✓					KWS
A17	Sisterhood workshop & activities	Sept 2023 – July 2024	S.1 – S.6	600	\$30,000.00	\$50.00	<ul style="list-style-type: none"><li>• Promote a culture of share interests, sympathies and solidarity through different activities.</li></ul>	Student Activity and Leadership Training Committee	Teachers' observation, Student feedback	✓	✓	✓			KWS

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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														
A18	Application and transportation fee for competitions (e.g. Speech Festival, Music Festival, etc) and other activities (e.g. KLA outing, WPD activities)	Sept 2023 – July 2024	S.1 – S.5	500	\$100,000.00	\$200.00	<ul style="list-style-type: none"><li>• To assist students who are participating in outside school competitions.</li><li>• To transport students and equipment to various venues</li></ul>	Student Activity and Leadership Training Committee	Scrutiny of documents	✓		✓	✓		KWS
A19	In-School Drama Performance	June 2024 – July 2024	S.1 – S.3	300	\$20,000.00	\$66.67	<ul style="list-style-type: none"><li>• To broaden the horizons of students in acting and directing.</li><li>• To learn the skills of blocking, acting, lighting and sound effects used by the professionals and apply the skills in their inter-class drama competitions or outside competitions.</li><li>• To arouse students' interests in the world of the theatre and be enthused to watch other English performances to gain more insights about performing arts.</li></ul>	Arts (Drama)	Teachers' observation, Student feedback, Scrutiny of documents	✓		✓			AYHY
A20	English Drama Lessons	Oct 2023 – May 2024	S.1 – S.5	20	\$30,000.00	\$1,500.00	<ul style="list-style-type: none"><li>• To offer professional training in script-writing, acting and directing in preparation for the prestigious Drama Fest competition.</li><li>• To provide about 30 hours of lessons by a professional and seasoned actor or director. Students will gain a lot of insights in blocking, scene change, lighting and sound effects, acting and directing from the drama lessons.</li><li>• To build students' confidence in speaking and interacting in English and express their artistic and creative talents. Students will also learn about the importance of teamwork and collaboration, the generic skills necessary for their future careers</li></ul>	Arts (Drama)	Teachers' observation, Student feedback, Scrutiny of documents	✓		✓			AUHY
A21	English Musical Lessons	Jan 2024 – Apr 2024	S.1 – S.5	20	\$50,000.00	\$2,500.00	<ul style="list-style-type: none"><li>• To offer professional training in singing, dancing, acting and directing in preparation for a musical performance at school during WPD/ post-exam period.</li><li>• A pilot scheme to equip students with the singing and performance skills for the school's 100th Anniversary Musical Performance.</li><li>• To provide about 30 hours of lessons by a professional and seasoned musical actor or director. Students would acquire skills in singing and dancing from the Musical training.</li><li>• To build students' confidence in speaking and interacting in English and express their musical and creative talents. Students will also learn about the importance of teamwork and collaboration, the generic skills necessary for their future careers.</li></ul>	Arts (Drama)	Teachers' observation, Student feedback, Scrutiny of documents	✓		✓			AYHY
A22	Dance Competitions a. Chinese Dance Club (\$22,500) b. Dance Crew (\$13,500) c. Cheering Team (\$20,000)	Sept 2023 – July 2024	S.1 – S.5	100	\$56,000.00	\$560.00	<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>	Arts (Dance)	Teachers' observation, Student feedback, Scrutiny of documents			✓			WPK

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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														
A23	Training • Regular School Orchestra training and Performances (\$108,000) • Regular Chinese Instrumental training (\$7,500) • Instruments repair and maintenance fees (\$3,000) • Regular Western Instrumental training (\$25,000) • Regular School Choir training (\$7,500) Competition • Application Fees for music competitions (\$7,000)	Sept 2023 – Aug 2024	S.1 – S.5	80	\$158,000.00	\$1,975.00	• To provide students with the skills to prepare for performances and competitions, the training aims to conduct regular ensemble training by experienced professionals. This will enrich their experience in music and strengthen their interpersonal communication skills and leadership skills. • To enhance their sense of belonging to the school and the community, students will share their love of music with their peers during various school functions in addition to performing to the public. The training conducted by experienced professionals will help them develop the necessary skills for these activities. • To broaden students' horizons, build their self-confidence and interpersonal skills, and strengthen their sense of belonging to the school, the objective is for them to participate in various external music competitions.	Arts (Music)	Teachers' observation, Student feedback, Scrutiny of documents			✓			FLY
A24	Ceramic Tea Pot Workshop (Art Club)	Sept 2023 – July 2024	S.1 – S.5	20	\$8,000.00	\$400.00	• To enhance students' creativity in ceramic art • Provide students basic ceramic hand-building and glazing skill • Each student will complete a tea set at the end of the workshop • Selected students' art pieces will be nominated to enter the "Tea Ware by Hong Kong Potters 2024" competition	Arts (Visual Arts)	Teachers' observation, Student feedback, Scrutiny of documents			✓			CHS
A25	Outing for Art Exhibitions and Art Museums	Sept 2023 – July 2024	S.1 – S.5	30	\$5,000.00	\$166.67	• The administration fees for art exhibitions is to cover the costs associated with organizing the outings and facilitating access to professional art venues. • To broaden students' horizons and expose them to the professional world of art is another objective of the outings. • To arouse students' interests in art, which can lead to greater appreciation and involvement in the arts. • The outings are planned to occur twice per term to provide multiple opportunities for students to participate and benefit from the experience.	Arts (Visual Arts)	Teachers' observation, Student feedback,			✓			CHS
A26	a. STEM courses and workshops b. STEM Day Activities	Oct 2023 – July 2024	S.1 – S.5	500	\$70,000.00	\$140.00	• To enhance students' STEM-related skills through courses and workshops • To showcase students' learning outcomes in STEM	Cross-Disciplinary (STEM)	Teachers' observation, Student feedback	✓				✓	WKS
A27	辯論和演說技巧訓練班及比賽	Oct 2023 – May 2024	S.1 – S.5	25	\$30,000.00	\$1,200.00	• 教指導學生搜集、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。 • 參與校外辯論比賽汲取比賽經驗及提升演說能力。	Chinese Language	Teachers' observation, Student feedback, Scrutiny of documents	✓					CMYD
A28	Fitness and Nutrient assessment and program	Sept 2023 – July 2024	S.1 – S.2	200	\$15,000.00	\$75.00	• To evaluate students' overall health and physical status • To let students know their strengths and weakness • To provide recommendations for sports to students to stretch their potential in physical development	Physical Education	Teachers' observation, Scrutiny of documents			✓			KWS

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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														
A29	Social Etiquettes Workshop	Mar 2024 – July 2024	S.3 – S.5	100	\$30,000.00	\$300.00	• To let students acquire social etiquettes through experiential learning	Student Activity	Teachers' observation, Student feedback	✓				✓	CWC
A30	Stage Management Training Workshop	Sept 2023 – July 2024	S.1 – S.5	20	\$10,000.00	\$500.00	• To enhance students' interest in stage-related work by enriching their technical knowledge and skills. • To help students to develop team spirit and leadership skills through collaborating with different parties.	Student Activity	Teachers' observation, Student feedback	✓				✓	LCF
A31	Cultural Activities: (i) Tutor Fee for Japanese Culture Club (ii) Tutor Fee for Korean Culture Club (iii) Tutor Fee for Scenarist Class (編劇班)	Oct 2023 – May 2024	S.1 – S.5	70	\$29,000.00	\$414.29	• To expose students to different cultures and to widen their global perspectives	Student Activity	Teachers' observation, Student feedback, Scrutiny of documents	✓					KCL
A32	A. Regular Sports Training and/or competitions 1. Athletic Team (\$84,000) 2. Badminton Team (\$500) 3. Basketball Team (\$6,100) 4. Dodgeball Team (\$1,000) 5. Rope Skipping Team (\$8,000) 6. Table-tennis Team (\$500) 7. Volleyball Team (\$48,000) 8. Others (e.g. Dragon Boat activity / Indoor Rowing...) (\$10,000)	Sept 2023 – Aug 2024	S.1 – S.5	300	\$158,100.00	\$527.00	• To develop students' potential in sports through training sessions • To encourage students to pursue a healthy lifestyle and pursuit excellence • To help students to learn to be more persevering • To widen students' horizon by participating in district/ territory-wide competitions	Student Activity	Teachers' observation, Student feedback, Scrutiny of documents			✓			KWS
A33	All regular clubs' activities (total 19 clubs, excluding items A20-27, A30-32)	Oct 2023 – May 2024	S.1 – S.5	300	\$17,000.00	\$56.67	• Develop students' potential, enhance students' generic skills, especially those in collaboration, communication, critical thinking and creativity	Student Activity	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓	✓	✓	✓	KCL
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1			6,645	\$1,707,100.00											
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
B1	中國遊學團帶隊老師團費	July 2024 – Aug 2024	S.3 – S.5	15	\$15,000.00	\$1,000.00	• 透過考察中國的名勝古蹟，讓學生認識祖國的歷史文化，加強她們的歸屬感及國民身份認同。	Chinese History	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓	✓			CYC
B2	A Study Tour to Cambridge, the UK	July 2024 – Aug 2024	S.1 – S.5	16	\$80,000.00	\$5,000.00	A two-week stay at Cambridge widening students' horizons and exposure to an immersive programme covering a wide range of student-oriented activities in English, English Literature, Science, Law...etc.	English	Teachers' observation, Student feedback, Scrutiny of documents	✓	✓	✓			LCL
B3															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2			31	\$95,000.00											
Total for Category 1			6,676	\$1,802,100.00											

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)**

No.	Item	Purpose	Estimated Expenses (\$)
C1	STEM Learning Kits (Learning Python coding platform and tools)	STEM Interest Group Activity e.g. coding classes, outside school competition	\$25,000.00

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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														
C2	Drama Fest & Musical Drama (Procurement of props, make-up products and costumes)	<ul style="list-style-type: none"><li>• To create a visually appealing and immersive experience for the audience and enhance the overall quality of the performances.</li><li>• To provide the students with the resources they need to express their creativity and showcase their artistic skills.</li></ul>	\$5,000.00												
C3	Speediance digital fitness machine	<ul style="list-style-type: none"><li>• To improve students' fitness levels, especially their muscle strength and coordination, in preparation for outside school sports competitions.</li></ul>	\$50,000.00												
C4	Music Instrument: (Music) 1. Vibraphone	1. Music Instrument Classes 2. School Orchestra and wind ensemble performances 3. Outside school competitions	\$32,940.00												
(Please insert rows above if the space provided is insufficient.)															
Estimated Expenses for Category 2			\$112,940.00												
Estimated Expenses for Categories 1 & 2			\$1,915,040.00												

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	600
Estimated number of student beneficiaries:	600
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr. T.C. Ma
Post of Contact Person for LWL:	Vice-Principal



(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>	● Evaluation in Core School Administration meetings	448,980.00
To employ 2 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 to support the operation of the school office</li> </ul>	● Evaluation in Core School Administration meetings	422,100.00
			TOTAL:	871,080.00

**(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.	\$70,000
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.	\$10,000
Subsidising participation in Mainland interflow activities or 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.	\$10,000

<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>
Organising or subsidising participation in joint-school/ cross-curricular activities held in Hong Kong or in the Mainland	<ul style="list-style-type: none"> <li>Subsidising expenses incurred by student participation in joint-school / cross-curricular activities relating to the curriculum of CS held in Hong Kong or in the Mainland (e.g. application fees for competitions and experiential learning, travelling and accommodation expenses)</li> </ul>	Students could interrelate subject content among CS and other subjects. Students can also learn outside classroom and develop the interest in CS.	To be filled.	\$123,213
TOTAL:				\$220,000