

Shun Tak Fraternal Association
Leung Kau Kui College
順德聯誼總會梁銑琚中學



School Development Plan

2021 – 2022

(Major Concerns and Implementation Plan)

On Ting Estate, Tuen Mun, N.T.

新界屯門安定邨

Tel : 24580766 Fax : 24400692

Web : <http://www.lkkc.edu.hk> E-mail : info@lkkc.edu.hk

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A. School Development Plan

(1) **Vision of Shun Tak Fraternal Association in Education**

- 1) Shun Tak Fraternal Association bears the vision in education to propagate Chinese culture, with the benevolent virtues of Confucianism as its conviction for setting its educational and pedagogical ideals.
- 2) Our school motto is ‘Erudition. Propriety. Commitment. Honesty.’, a mission upheld by our sponsoring body, Shun Tak Fraternal Association.
- 3) The STFA priority objectives in education are: to build each student into a person of positive values and integrity, and a responsible citizen zealous for serving the community and contributing to the nation; and
- 4) to help students attain proficiency in the languages of Chinese and English; and
- 5) to instill in our students an untiring quest for knowledge and to cultivate an intrinsic persistence in the habit of life-long learning; and
- 6) in all, to deliver quality education for our young generation.

(2) **Our School Targets**

- 1) To offer whole-person education for every student, in which there is a broad, balanced and all-round development (Ethics, Intellect, Physique, Social Skills and Aesthetics), so that they can fully develop their potential and be well-equipped for further studies, work and their future lives.
- 2) To provide student-based diversified learning opportunities that cater for the unique learning interests, abilities and aptitude of every student in our diverse society.
- 3) To formulate dedicated strategies of learning and teaching to accelerate students’ attainment of bi-literacy and tri-lingualism, giving them an edge for future endeavours in a global context.
- 4) To foster students’ skills repertoire in information technology, higher-order thinking, and studies management that enable them to confidently meet the challenges in a knowledge-based and information-driven society.
- 5) Our school offers a progressive learning environment to assist students in their life-wide learning and collaborative learning. We strive to elicit students’ readiness, skill proficiency, as well as motivation in self-directed learning, making it a habit of spontaneity that is the key to successful life-long learning.
- 6) To maintain interactive communication with parents and other members of the community, aiming to bring forth concerted efforts that contribute to the total growth of our students. By partnership with and drawing on appropriate community resources, we provide students with sufficient opportunities for services and participation in community affairs.
- 7) Continuous Professional Development is a core strategy for elevating the professionalism of our teachers. It keeps them well abreast of the changing pedagogical paradigms and other socio-economic progress.

(3) Three-year Development Plan (2019-2022)

Enhancement Towards Excellence.
Envisioning Life-wide Fullness.

I. To Enhance the Effectiveness of Learning and Teaching in School-based Curriculum so as to Develop Lifelong and Self-directed Learners.

	19/20	20/21	21/22
1. To enhance the effectiveness of learning and teaching through collaboration among teachers	✓	✓	✓
2. To promote learning across curriculum through collaboration among subject departments	✓	✓	✓
3. To promote self-directed learning through eLearning		✓	✓
4. To promote experiential learning through various life-wide learning activities			✓

II. To strengthen Value Education so as to foster students' positive values and attitudes

	19/20	20/21	21/22
Introduction of Positive Education in the school curriculum to enhance students' resilience and well-being.	✓	✓	✓

(4) Major Areas of Concern for the year 2021-2022

Enhancement Towards Excellence. Envisioning Life-wide Fullness.

- I. To Enhance the Effectiveness of Learning and Teaching in School-based Curriculum so as to Develop Lifelong and Self-directed Learners.
 1. To enhance the effectiveness of learning and teaching through collaboration among teachers
 - To arrange collaborative lesson planning (CLP) and peer lesson observation in every subject department
 - To join school-based support services provided by EDB / other support services provided by external organizations, so as to enhance the continuing professional development of teachers
 2. To promote learning across curriculum through collaboration among subject departments
 - Reading across curriculum—All subjects
 - National Security education—All subjects
 - Basic Law education—Life & Society, Chinese History, History and Geography in S1-3
 - STEM education—Integrated Science, Physics, Chemistry, Biology, Mathematics, ICT, D&T, Home Economics and BAFS in junior forms
 3. To promote self-directed learning through eLearning
 - BYOD Policy in S1 & S2
 - Procurement of necessary software and hardware in order to promote eLearning
 - Making good use of eLearning platforms to promote self-directed learning among students and facilitate more interactive lessons and timely feedback.
 - Organizing teachers' training in order to enable teachers to conduct eLearning
 4. To promote experiential learning through various life-wide learning activities
 - Sister school exchange activities (National Education)
 - Drama education (S2 Radio Play and S3 Commercials Curriculum)
 - Life-wide learning activities in various subjects supported by related clubs
 - Whole-school Activities Day (S1-6)
- II. To Strengthen Value Education so as to Foster Students' Positive Values and Attitudes
 - To continue the whole-school positive education project supported by Yan Tak Charity Fund and Department of Social & Behavioural Sciences, City University of Hong Kong.
 - To enable students to bolster their resilience to overcome challenges (S1 Joyful School Project, workshops conducted by social workers)
 - To build a supportive atmosphere among teachers, students and parents (Guidance Prefects, Guidance Monitors Peer Support Scheme, activities organized by PTA, Parents' seminars/workshops)
 - To cultivate a sense of purpose in life among students (Careers, Social Service Group)

(5) Implementation Plan for the year (2021-2022)

Major Concern 1: To Enhance the Effectiveness of Learning and Teaching in School-based Curriculum so as to Develop Lifelong and Self-directed Learners

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. To enhance the effectiveness of learning and teaching through collaboration among teachers					
<ul style="list-style-type: none"> • To arrange collaborative lesson planning (CLP) and peer lesson observation in every subject department 	2021-2022 academic year	<ul style="list-style-type: none"> • Panel heads concerned submit a well-structured plan on time and carry out the programmes according to their plans. • Teachers reflect upon their teaching and hence improve teaching quality. 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels • Questionnaires 	<ul style="list-style-type: none"> • Panel heads 	
<ul style="list-style-type: none"> • To join school-based support services provided by EDB / other support services provided by external organizations, so as to enhance the continuing professional development of teachers 	2021-2022 academic year	<ul style="list-style-type: none"> • Subject departments, if applicable, propose joining support services and carry them out accordingly • Teachers are able to apply what they have learnt from the experience in their teaching 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels • Questionnaires 	<ul style="list-style-type: none"> • Panel heads 	
2. To promote learning across curriculum through collaboration among subject departments					
<ul style="list-style-type: none"> • Reading across the Curriculum — All subjects <ul style="list-style-type: none"> ▪ Cross-subject collaboration on developing materials for RaC is encouraged. 	2021-2022 academic year	<ul style="list-style-type: none"> • Each subject department has their own plan on RaC, including the topics, levels concerned and collaboration plan with other subjects. • Majority of teachers find the programmes beneficial. 	<ul style="list-style-type: none"> • RaC plan, schemes of work, meeting minutes, action plans and evaluation reports from the subject panels • Questionnaires 	<ul style="list-style-type: none"> • Coordinators of ACA Committee • Reading Promotion Unit 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> • National Security education—All subjects <ul style="list-style-type: none"> ▪ National Security education should be introduced in relation to the nature of each subject 	2021-2022 academic year	<ul style="list-style-type: none"> • National Security education is included in the subject departments' action plans. • Teachers perform the teaching according to the respective plans. 	<ul style="list-style-type: none"> • Meeting minutes, action plans and evaluation reports from the subject panels • Questionnaires 	<ul style="list-style-type: none"> • Panel heads 	
<ul style="list-style-type: none"> • Basic Law Education—PSHE subjects <ul style="list-style-type: none"> ▪ Basic Law education should be introduced in Life & Society, Chinese History, History and Geography in S1-3 	2021-2022 academic year	<ul style="list-style-type: none"> • Basic Law education is included in the subject departments' action plans. • Teachers perform the teaching according to the plans. 	<ul style="list-style-type: none"> • Meeting minutes, action plans and evaluation reports from the subject panels • Questionnaires 	<ul style="list-style-type: none"> • PSHE KLA Coordinators • PSHE subject panel heads 	
<ul style="list-style-type: none"> • STEM Education <ul style="list-style-type: none"> ▪ Project learning in STEM in S1-3, e.g. <ul style="list-style-type: none"> ◆ S1-2 Integrated Science and D&T ◆ S2 ICT and D&T ◆ S3 Home Economics and BAFS ◆ S3 & SS Physics, Chemistry, Biology, Mathematics ▪ Student activities related to STEM, e.g. competitions, visits, talks, etc. 	2021-2022 academic year	<ul style="list-style-type: none"> • Majority of teachers find the programmes beneficial. • Majority of students find the programmes beneficial. • Students' horizons are widened. 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels • Questionnaires 	<ul style="list-style-type: none"> • Panel heads of subject departments concerned 	
3. To promote self-directed learning through eLearning (ITE and eLearning (Revised 3-year implementation plan))					
<ul style="list-style-type: none"> • BYOD Policy in S1 & S2 • Making good use of eLearning platforms to promote self-directed learning among students and facilitate lesson interaction and timely feedback 	2021-2022 academic year	<ul style="list-style-type: none"> • Each subject department has their own plan on eLearning, including the curriculum and teacher training. • L&T activities become more 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels 	<ul style="list-style-type: none"> • Panel heads of subject departments 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
		interactive. • eLearning packages are designed and evaluated after implementation. • Timely feedback to students can be provided. • Self-directed learning is encouraged	• Questionnaires		
• Procurement of necessary software and hardware in order to promote eLearning	2021-2022 academic year	• Useful software and hardware are purchased on teachers' demands	• Evaluation meetings of subject departments and the committees concerned • Questionnaires	• Coordinators of IT Committee	
• Organizing teachers' training in order to enable teachers to conduct eLearning	2021-2022 academic year	• Training workshops are organized on Staff Development Days or other appropriate occasions	• Evaluation meetings of subject departments and the committees concerned • Questionnaires	• Coordinators of ACA, IT & STA Committee	
4. To promote experiential learning through various life-wide learning activities					
• Sister school exchange activities (National Education)	11 th – 12 th April 2022	• Majority of teachers find the programmes beneficial. • Majority of students find enjoyment in the activities. • Students' horizons are widened.	• Evaluation meetings • Observation from teachers • Questionnaires	• Subject departments concerned	
• Drama education ▪ S2 Radio Play ▪ S3 Commercials Curriculum	2021-2022 academic year	• Majority of teachers find the programmes beneficial. • Majority of students find enjoyment in the activities.	• Schemes of work, meeting minutes, action plans and evaluation reports from English Department • Questionnaires	• English Department	
• Life Wide Learning (LWL) activities ▪ School level activities, e.g. Performing	2021-2022	• The Committee/KLA Coordinators, panel heads and	• Meeting minutes and evaluation reports from	• Coordinators of ACT	LWL Grant

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<p>Arts Competition, Whole School Activities Day, Christmas Party, School Carnival, etc.</p> <ul style="list-style-type: none"> ▪ KLA/Subject level activities, various subjects supported by related clubs, e.g. competitions, visits, tours, etc. 	academic year	<p>other teachers-in-charge submit a well-structured plan on time and carry out the programmes according to the plan.</p> <ul style="list-style-type: none"> • Majority of teachers find the programmes beneficial. • Majority of students find enjoyment in the activities. 	<p>the panels or committees concerned</p> <ul style="list-style-type: none"> • Questionnaires 	<p>Committee</p> <ul style="list-style-type: none"> • Panel heads 	

Major Concern 2: To strengthen Value Education so as to foster students' positive values and attitudes

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. To launch a 3-year whole school Positive Education project supported by Yan Tak Charity Fund and Department of Social & Behavioural Sciences, CityU					
<ul style="list-style-type: none"> • To facilitate students to understand their strengths and make good use of them in daily life <ul style="list-style-type: none"> ▪ Programmes for S1 Life Education lessons on the use of character strengths ▪ Character Strengths Survey for S1 students ▪ Programmes for S2 Life Education lessons on positive emotions and happiness • To facilitate parents to understand the application of character strengths through Parents' Talks and Workshops 	2021-2022 academic year	<ul style="list-style-type: none"> • All S1 students learn about their character strengths (by VIA survey) • All S2 students discover more about positive emotions and happiness so they can better relieve their stress. • Students are able to understand themselves more. They are able to appreciate themselves as well as others. • Parents appreciate their children's strengths and accept their weaknesses. 	<ul style="list-style-type: none"> • Programme evaluation reports of Civic and Character Education Committee • Evaluation forms of Life Education classes. • Teachers' comments and daily observation. • School-based student, parent and teacher questionnaires 	<ul style="list-style-type: none"> • Civic & Character Education Committee • Positive Education Enhancement Unit 	<ul style="list-style-type: none"> • Yan Tak Charity Fund • Department of Social & Behavioural Sciences, CityU

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
2. To enable students to bolster resilience to overcome challenges					
<ul style="list-style-type: none"> • S1 Joyful School Programme: The series of activities provide an effective platform for eliciting improvement in students' capacity and positive attitude 	2021-2022 academic year	<ul style="list-style-type: none"> • More than 80% of the student participants think that the objectives of the programme are achieved. • The participation rate is about 80%. • Majority of participants can acquire knowledge about emotion, mental health and positive attitude. 	<ul style="list-style-type: none"> • Review reports of teacher meetings; • Evaluation Report from HKFWS (Joyful School Programme) • Questionnaires 	<ul style="list-style-type: none"> • Guidance Committee 	
<ul style="list-style-type: none"> • S2 Training Camp 	9/2021	<ul style="list-style-type: none"> • Through organizing these activities, students build up a build up a positive growth mindset and a stronger sense of self-competence to embrace challenges ahead. 	<ul style="list-style-type: none"> • Quality of organizing work by students; • Questionnaire 	<ul style="list-style-type: none"> • Guidance Committee 	
<ul style="list-style-type: none"> • S1-3 Classroom Cleaning Programme 	2021-2022 academic year	<ul style="list-style-type: none"> • The activities provide an effective platform for eliciting improvement in students' capacity in self- management, confidence, team spirit, and problem-solving skills. 	<ul style="list-style-type: none"> • Review reports of teacher meetings; • Score sheets filled by the teachers every day after their cleaning work; • Questionnaires 	<ul style="list-style-type: none"> • Discipline Committee 	
<ul style="list-style-type: none"> • Inter-Class Discipline Competition 	5/2022	<ul style="list-style-type: none"> • Through organizing these activities, students build a stronger sense of self-competence to embrace challenges ahead. 	<ul style="list-style-type: none"> • Marks awarded by teachers to different classes • Questionnaire 	<ul style="list-style-type: none"> • Discipline Committee 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
3. To build a supportive atmosphere among teachers, students and parents					
<ul style="list-style-type: none"> • Guidance monitor Training Programme • Guidance Prefects training 	2021-2022 academic year	<ul style="list-style-type: none"> • More than 80% of the student participants think that the objectives of the program are achieved. • The participation rate is about 80%. 	<ul style="list-style-type: none"> • Evaluation report from HKFWS (Guidance monitor Training Programme) • Programme evaluation reports of Guidance Committee • Questionnaire 	• Guidance Committee	
<ul style="list-style-type: none"> • Parents' seminars/workshops 	2021-2022 academic year	<ul style="list-style-type: none"> • More than 80% of the parent participants think that the objectives of the programme are achieved. • The participation rate is about 80%. 	<ul style="list-style-type: none"> • Programme evaluation reports of PAL Committee • Questionnaire 	• PAL Committee	• PTA
4. To enable students to cultivate a sense of purpose in life					
<ul style="list-style-type: none"> • Whole-school programme for strengthening "Career and Life Planning" education, enabling students to cultivate a sense of purpose in life: <ul style="list-style-type: none"> ▪ Aptitude Test ▪ Workplace sharing and job internships ▪ Mentorship programme ▪ Overseas studies counselling ▪ Dream Fund ▪ Mainland-Hong Kong interchange 	2021-2022 academic year	<ul style="list-style-type: none"> • Students can have a clearer life goal and direction as well as greater satisfaction towards self-actualization. • Students can enhance their self-awareness of and interest in understanding the manpower needs of the job market and making their own study and career choices. 	<ul style="list-style-type: none"> • Review reports of teacher meetings • Programme evaluation reports of Careers Counselling Committee • Questionnaires • Observation by form teachers and careers teachers 	• Careers Counselling Committee	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> • Promotion of volunteer work <ul style="list-style-type: none"> ▪ OLE training sessions on proper attitude and effective skills in volunteer services ▪ Promotion on volunteer work organized by external welfare organizations in school ▪ School activities to allow students to experience the difficulties of the disabled. 	2021-2022 academic year	<ul style="list-style-type: none"> • Students can recognize the needs from others. • Students are able to show care for various parties and individuals. • Students are able to organize volunteer services effectively. 	<ul style="list-style-type: none"> • Feedback from students in questionnaires • Students' volunteer services records (number of hours) 	<ul style="list-style-type: none"> • Social Service Group • OLE teachers 	
<ul style="list-style-type: none"> • Promotion of health and social welfare to protect and respect human life and dignity by the Red Cross Uniform Groups 	2021-2022 academic year	<ul style="list-style-type: none"> • Through 'Progressive Activities Scheme', members are nurtured stage by stage to embrace the mission of Red Cross Uniformed Groups. • Youth members learn First Aid with enthusiasm in order to protect others. • Youth members provide health check-up services to the community regularly and participate in leadership training. 	<ul style="list-style-type: none"> • Students' reflection & feedback worksheets 	<ul style="list-style-type: none"> • Red Cross Uniform Groups 	

B. Diversity Learning Grant (DLG) (2021-2022)

In the implementation of the Senior Secondary Curriculum, we have made every effort to offer as great variety of learning experiences as possible for our students. The Diversity Learning Grant (DLG) is provided by the Education Bureau to help schools to diversify their SS curriculum to cater for students' needs. To broaden students' horizons, increase their cultural exposure and maximize their future career possibilities, the grant allows for the provision of "Other Languages" courses, such as French, Japanese, Spanish and German. These language courses shall lead to the Advanced Supplementary (AS) Level language examinations offered by the Cambridge Assessment International Education (CAIE) and administered by the Hong Kong Examinations and Assessment Authority (HKEAA). Besides, this grant can be used to support programmes for gifted students which include enhancement programmes (both enrichment, i.e. breadth and extension and / or depth and pace) offered by schools / academic associations / professional bodies; credit-bearing courses especially designed and offered by tertiary institutions targeted for talented / gifted students at senior secondary level; and all programmes provided by the Hong Kong Academy for Gifted Education.

In 2021-2022, our financial budget on Diversity Learning Grant is as follows:

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	33,500.00	110,303.83
Less : Amount clawed back			
Revenue: Government Grant	198,300.00	84,000.00	120,900.00
	<u>198,300.00</u>	<u>117,500.00</u>	<u>231,203.83</u>
Expenditure:			
1. Gifted Education Programmes		0.00	
2. Network Courses (P.E. & Music)		84,000.00	
3. Network Courses (Other Languages)			113,100.00
4. Activities for students taking Other Languages			5,000.00
5. Purchasing necessary reference materials and equipment			5,000.00
6. ApL Courses (Mode 1)	198,300.00		
	<u>\$ 198,300.00</u>	<u>84,000.00</u>	<u>123,100.00</u>
Balance brought forward for next school year	<u>0.00</u>	<u>33,500.00</u>	<u>108,100.83</u>

C. Capacity Enhancement Grant (CEG) (2021-2022)

Capacity Enhancement Grant (CEG) is provided to relieve teachers' workload so that teachers have enhanced capacity to concentrate on critical tasks in the education reforms (24 classes or above at \$642,934 per annum for 2021/2022). Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:

- (a) curriculum development, including the integration of information technology in teaching;
- (b) enhancing students' language proficiency; and
- (c) coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.

After detailed planning and discussion, our plan for the application of CEG will be:

Item	Details of plan	Budget
1)	Employment of Two Teaching Assistants <ul style="list-style-type: none"> ● To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in the school. ● To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc. 	\$ 298,179.00
Total Budget :		\$ 298,179.00
For year 2021-2022 : Fund from EDB \$642,934.00 – total expenditure \$298,179.00 = transfer to EOEBG for future use <u>\$344,755.00</u>		

D. School-based After-school Learning and Support Programmes Grant (2021-2022)

The School-based Grant (SBG) under the School-based After-school Learning and Support Programmes is a cash grant to subsidize activities organized and/or services rendered for needy students to participate in after-school learning and personal developmental programmes. The primary target group is disadvantaged students with learning and/or adjustment difficulties in the school. The learning outcomes and improvements in affective aspects observed in the target students are an important measurement and evaluation of the effectiveness of the programmes delivered.

In 2021-2022, the estimated number of man-times benefitted under this programme is 300 (including 28 CSSA recipients, 197 SFAS full-grant recipients and 75 under school's discretionary quota). Our proposed plan is as follows:

Item	Details of plan	Budget
1)	Academically-oriented Tutorial Classes To assist students with learning difficulties in developing their study skills to cope with tests and examinations	\$40,000.00
2)	Excursions on local culture To encourage students to reach out to the wider local community to understand more about local culture, community features and social phenomena	\$30,000.00
3)	Interest Classes To cultivate students' different aspects of talents	\$13,500.00
4)	Procurement of materials/equipment To purchase materials/equipment such as sports equipment, educational toys, chess sets, books, etc. for development of personal development and life skills	\$4,200.00
Total Budget :		\$87,700.00
For year 2021-2022:		
Balance b/d \$151,200.00 + fund from EDB \$84,000.00 – claw back from EDB \$67,200.00 – total expenditure \$87,700.00		
= Balance brought forward for next school year <u>\$80,300.00</u>		

E. Learning Support Grant for Secondary Schools (LSGSS) (2021-2022)

This grant is provided by the Education Bureau to enhance the support for students with special educational needs (SEN). Provision of the LSGSS is based on the number of students with SEN enrolled at the school. Schools can flexibly and strategically deploy the LSGSS on measures for supporting students with SEN. Specifically, the LSGSS can be used for:

- (a) employing additional teaching staff and/or teaching assistants;
- (b) procuring outside professional services;
- (c) purchasing teaching resources and/or aids;
- (d) organizing learning activities or related activities to promote an inclusive culture; and
- (e) conducting school-based teacher training activities on integrated education.

Apart from having LSG provision, schools will have additional teaching post(s) converted/provided on account of LSG reaching the specific threshold. These new teaching posts are titled as Special Educational Needs Support Teacher (SENST).

Our proposed plan is as follows:

Item	Details of plan	Budget
1)	Hiring an assistant teacher to support SEN students <ul style="list-style-type: none"> ■ To provide supportive service for SEN students/ parents and other students with greater psychosocial needs as stated in the proposal (including planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources). 	\$210,000.00
2)	Organizing learning activities or related activities to promote an inclusive culture <ul style="list-style-type: none"> ■ Some learning programmes are organized to promote an inclusive culture. ■ Through co-operative learning activities, the mutual acceptance among students can be further promoted. 	\$5,000.00
3)	Procuring supporting resources for SEN students <ul style="list-style-type: none"> ■ To provide services which include students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents. 	\$4,000.00
4)	Procuring outreaching occupational/speech therapy for the needy students <ul style="list-style-type: none"> ■ To provide outreach occupational therapy services and speech/art therapy services for our students in need. 	\$100,000.00
Total Budget :		\$319,000.00
For year 2021-2022: Balance b/d \$993.29 + fund from EDB \$623,651.00 – an additional basic rank GM \$381,000.00 – total expenditure \$319,000.00 = Deficit covered by EOEBG (<u>\$75,355.71</u>)		

F. Teacher Relief Grant (TRG) (2021-2022)

The Teacher Relief Grant aims at simplifying the administrative procedure for appointing supply teachers to replace teachers on leave and providing flexibility for schools to opt to obtain a cash grant by freezing up to 10% of their teaching establishment in aided schools established with an incorporated management committee (IMC). Schools will have enhanced financial support and autonomy in planning their manpower deployment, organizing staff professional development and student learning activities, and employing staff of various disciplines.

After detailed planning and discussion, our plan for the application of TRG will be:

Item	Details of plan	Budget
1)	Employment of Six Contract Teachers <ul style="list-style-type: none"> Two contract teachers are employed to enhance the learning and teaching in Mathematics. One contract teacher is employed to enhance the learning and teaching in Chinese Language. One contract teacher is employed to enhance the learning and teaching in English Language. One contract teacher is employed to enhance the learning and teaching in Integrated Science and Physics. One contract teacher is employed to substitute a regular teacher on leave in 2021-2022. 	\$ 2,636,832.00
2)	Employment of Two Assistant Teachers <ul style="list-style-type: none"> To enhance the learning and teaching in Chinese Language and Mathematics. To organize some after-school learning programmes for the needy students. 	\$ 452,340.00
3)	Employment of Three Teaching Assistants <ul style="list-style-type: none"> To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in the school. To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc. 	\$ 609,336.00
4)	Employment of Part-time Coaches <ul style="list-style-type: none"> To support the training of school teams (sports, debate speech and etc.) To create space for teachers who are involved in extra-curricular activities 	\$ 700,000.00
5)	S1 – S5 Mentoring Scheme <ul style="list-style-type: none"> Target group: S1 to S5 students with learning difficulties and low achievement. Mentors provide tutoring of academic subjects plus advice on students' study skills and the daily developmental problems that they may encounter in their school life. Service period is after the second form-test up to the time after the final exam (after school, May to July). Mentors are recruited from the current F.6 students or former students studying at universities. Miscellaneous tutors for various activities 	\$ 150,000.00
6)	Employment of supply teachers <ul style="list-style-type: none"> For substituting teachers on sick leave or study leave 	\$ 50,000.00
Total Budget :		\$4,598,508.00

For year 2021-2022:

Balance b/d \$2,261,185.79 + Annual recurrent cash grant \$222,335.00 + Optional cash grant
\$4,833,420.00 (freezing 5 teaching post temporarily) – total expenditure \$4,598,508.00
= Balance c/d \$2,718,432.79

G. Grant for the Sister School Scheme (2021-2022)

The Sister School Scheme has served as a platform for professional exchange and cooperation between our school and our sister school counterparts in the Mainland, i.e. Shunde No. 1 High School and Shunde LiangQiuJu Vocational & Technical School.

With effect from the 2018/19 school year, a recurrent grant will be provided by EDB to enhance both the quality and quantity of sister school exchange activities. We can make use of the grant to arrange exchange activities (such as school visits, student activities, seminars, lesson demonstrations, lesson evaluation, video conferencing and experience sharing) and decide such details as contents, modes, number of participants, frequency, dates and destinations of exchange activities with our sister schools in light of the developmental needs at the student, teacher and school management levels etc. Through activities like lesson observation, lesson evaluation and teaching demonstrations, etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism. Through sister school visits and participating in other cultural, arts and sports activities etc., not only can students enhance their friendships, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. The amount of the recurrent grant for the 2021/22 school year is \$157,126.89.

After detailed planning and discussion, the Grant for the Sister School Scheme will be used in 2021-2022 as follows:

Item	Details of plan	Budget
1)	Sister School Exchange Tour for S4 & S5 Students <ul style="list-style-type: none"> ● To organize a tour for about 240 students and 30 teachers to visit Shunde No. 1 High School in April 2022 ● Through activities like lesson observation, lesson evaluation and teaching demonstrations, etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism. ● Through cultural, arts and sports activities etc., students can broaden their horizons and deepen their understanding of the Mainland/Hong Kong. 	\$265,500.00
Total Budget :		\$265,500.00
For year 2021-2022:		
Balance b/d \$269,485.00 + fund from EDB \$157,126.89 – claw back from EDB \$112,358.11 – total expenditure \$265,500.00		
= Balance c/d <u>\$46,569.30</u>		

H. Life-wide Learning Grant (2021-2022)

Life-wide learning extends learning beyond the classroom to other contexts, and attaches great importance to learning in authentic contexts as it enables students to achieve learning objectives which are difficult to achieve through classroom learning alone. The knowledge, skills, positive values and attitudes that students acquire in experiential learning is important in developing their lifelong learning capabilities and fostering their whole-person development.

As proposed in the 2018 Policy Address, a recurrent Life-wide Learning (LWL) Grant is provided to public sector schools starting from the 2019/20 school year to support schools to move forward, on the present foundation, life-wide learning with enhanced efforts. Schools may, in light of their school contexts, flexibly deploy the Grant to organize more out-of-classroom experiential learning activities in different Key Learning Areas (KLAs) and curriculum areas, so as to enliven and enrich the learning experiences of students to broaden their horizons, enhance their learning motivation and interest, and foster their whole-person development.

The Grant comprises a school-based component and a class-based component. For the 2021/22 school year, the school-based provision for each public sector school will be \$152,107; the class-based provision is calculated based on the number of approved classes at the per class rates of \$42,590 for secondary schools. Thus, the amount of the recurrent grant for the 2021/22 school year is \$1,174,267.

After detailed planning and discussion, the LWL Grant will be used in 2021-2022 as follows:

Item	Details of plan	Budget
1)	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	\$ 1,449,050.00
2)	To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons	\$ 10,000.00
3)	To procure equipment, consumables and learning resources for promoting life-wide learning	\$ 80,000.00
Total Budget:		\$ 1,539,050.00
For year 2021-2022:		
Balance b/d \$1,110,622.98 + Fund from EDB \$1,174,267.00 – total expenditure \$1,539,050.00 = Balance c/d \$745,839.98		

I. Promotion of Reading Grant (2021-2022)

Starting from the 2018/19 school year, the EDB has disbursed a new Promotion of Reading Grant to all public sector schools. Deployment of the new grant is not limited to the Chinese Language and the English Language subjects, nor is it confined to the procurement of books. Schools can use the new grant to organize different types of school-based reading activities, including subscriptions to web-based reading schemes, hiring of service providers such as writers, professional storytellers as well as organization of seminars, storytelling and parent-child reading sessions with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while enhancing further their reading abilities further.

After detailed planning and discussion, the Promotion of Reading Grant was planned to be used in 2021-2022 as follows:

Item	Details of plan	Budget
1)	Procuring reading resources, including both printed books and e-books	\$ 60,000.00
2)	Organizing learning activities related to the promotion of reading	\$ 10,000.00
Total Budget :		\$ 70,000.00
For year 2021-2022: Balance b/d \$49,053.49 + Fund from EDB \$62,850.90 – total expenditure \$70,000.00 = Balance c/d \$41,904.39		

J. Citizenship and Social Development Grant

The reform of Liberal Studies (LS) is one of the measures to optimize the four senior secondary (SS) core subjects to create space for students and cater for learner diversity. The Education Bureau (EDB) has accepted the optimizing proposals of the four SS core subjects (i.e. Chinese Language, English Language, Mathematics, and Citizenship and Social Development in lieu of LS) endorsed by the Curriculum Development Council (CDC) and the Public Examinations Board (PEB) of the Hong Kong Examinations and Assessment Authority (HKEAA).

LS will be renamed Citizenship and Social Development (CS). The reformed curriculum will adhere to the rationale and aims of the existing LS curriculum. As one of the support measures, the EDB will provide a one-off grant of \$300,000 to support the implementation of the curriculum of CS starting from the 2021/22 school year.

Schools may take their school context into consideration as well as development needs and flexibly deploy the one-off grant to support teachers in teaching CS and conducting relevant learning and teaching activities.

After detailed planning and discussion, the Citizenship and Social Development Grant was planned to be used in 2021-2022 as follows:

Item	Details of plan	Budget
1)	Developing or procuring relevant learning and teaching resources (including multimedia and eLearning resources), mobile applications and software, as well as reference materials for CS	\$ 10,000
2)	Organizing school-based learning activities for enhancing the learning and teaching effectiveness of CS	\$ 20,000
Total Budget :		\$ 30,000
For year 2021-2022: Balance b/d \$0 + Fund from EDB \$300,000 – total expenditure \$30,000 = Balance c/d \$270,000		

K. Proposed School Budget (2021-2022)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	3,450,556.00
Executive Officer Grant	418,200.00
Composite Information Technology Grant	483,159.00
Information Technology Staffing Support Grant	321,796.00
Capacity Enhancement Grant	300,159.00
Air-conditioning Grant	360,000.00
SBM Top-up Grant	30,000.00
	5,363,870.00
School and Class Grant (Baseline)	1,200,000.00
Lift Maintenance	148,000.00
Integrated Science	20,000.00
Visual Arts (F1 - F6)	36,000.00
Home Economics	32,000.00
Design & Technology (F1 - F3)	45,000.00
Computer Literacy and Computer & Information Technology	11,000.00
Putonghua	1,000.00
Training and Development Grant	5,000.00
Moral and Civic Education	2,500.00
Programme Funds for Implementation of Whole School Approach to Guidance & Discipline Grant	2,000.00
Chinese Extensive Reading Scheme	10,000.00
English Extensive Reading Scheme	10,000.00
Composite Furniture and Equipment Grant	1,000,000.00
	2,522,500.00
Total :	HK\$ 7,886,370.00

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