

**Shun Tak Fraternal Association**  
**Leung Kau Kui College**  
順德聯誼總會梁銶琚中學



# School Development Plan

2019 – 2020

(Major Concerns and Implementation Plan)

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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 Teaching and Learning across curriculum so as to develop Lifelong and Self-directed Learners

	19/20	20/21	21/22
1. Developing school-based curriculum through collaboration among different KLAs / subject panels / teachers within the same subject	✓	✓	✓
2. Enhancing the Effectiveness of Teaching and Learning through interactive teaching and subject cooperation	✓	✓	✓
3. Promoting 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 (formal, informal and hidden curriculum) to enhance students' resilience and well-being.	✓	✓	✓

#### **(4) Major Areas of Concern for the year 2019-2020**

##### **Enhancement Towards Excellence. Envisioning Life-wide Fullness.**

- I. To enhance the Teaching and Learning across curriculum so as to develop Lifelong and Self-directed Learners.
1. Development of school-based curriculum with collaboration among different KLAs / subject panels / different teachers within the same subject
    - a) Curriculum planning among the subjects in the same KLA in S1-3
      - S1-3 Basic Law education in PSHE KLA
      - S2 ICT and D&T in TE KLA
      - S3 BAFS and Home Econ in TE KLA
    - b) Collaborative lesson planning (CLP) and peer lesson observation
      - S1 Chinese History
      - S2 Chinese Language
  2. Enhancing the Effectiveness of Teaching and Learning through interactive teaching and subject cooperation.
    - a) ITE & e-Learning (3-year implementation plan)
      - PSHE KLA, S4-5 Liberal Studies and S2-3 English Language
    - b) STEM Education
      - S1-2 Integrated Science, ICT and D&T
      - S3 Physics, Chemistry & Biology
    - c) Reading across Curriculum
      - S2-3 Science and English Language
      - Various subjects
  3. Promoting Experiential Learning through various Life-wide Learning Activities
    - a) Sister school exchange activities (National Education)
    - b) Drama Education (S2 Radio Play and S3 Commercials Competitions)
    - c) Outside classroom activities in various subjects (Coordination within KLA and across KLAs)
    - d) Whole school activities day (S1 Family Activities / S2 Day Camp at Junior Police Call Activity Center / S3 Hiking / S4 Day Visiting Amusement Park / S5 Outdoor Class Management Activities)
- II. To strengthen Value Education so as to foster students' positive values and attitudes
- Introduction of Positive Education in the school curriculum (formal, informal and hidden curriculum)
- a) To facilitate students to understand their strengths and make good use of them in daily life (S1 24 character strengths)
  - b) To enable students to bolster resilience to overcome challenges (S1 Joyful School Project, Courses conducted by social workers)
  - c) To build a supportive atmosphere among teachers, students and parents (Guidance Prefects, Guidance Monitors Peer Support Scheme, AGM of PTA, Parents' Day Seminar)
  - d) To enable students to cultivate a sense of purpose in life (Careers, Social Service Group)

## (5) Implementation Plan for the year (2019-2020)

**Major Concern 1: To enhance Teaching and Learning across curriculum so as to develop Lifelong and Self-directed Learners.**

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Development of school-based curriculum with collaboration among different KLAs / subject panels / different teachers within the same subject					
<ul style="list-style-type: none"> <li>• Curriculum planning among the subjects in the same KLA in S1-3               <ul style="list-style-type: none"> <li>▪ S1-3 Basic Law education in PSHE</li> <li>▪ Collaboration between different subject departments, e.g. ICT and D&amp;T in S2, BAFS and Home Economics in S3 and etc.</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find the programmes beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• KLA co-ordinators</li> </ul>	
<ul style="list-style-type: none"> <li>• Collaborative lesson planning (CLP) and peer lesson observation               <ul style="list-style-type: none"> <li>▪ School-based support services provided by the EDB, e.g. Chinese History in S1 and Chinese Language in S2</li> <li>▪ All subject departments in LKKC should have their own plan on CLP and peer lesson observation</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• The panel heads concerned submit a well-structured plan on time and carry out the programmes according to their plan.</li> <li>• Teachers reflect upon their teaching and hence improve teaching qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Panel heads</li> </ul>	
2. Enhancing the Effectiveness of Teaching and Learning through interactive teaching and subject cooperation.					

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> <li>• ITE and eLearning <ul style="list-style-type: none"> <li>▪ With the newly purchased iPads and Chromebooks, teachers are encouraged to develop more eLearning L&amp;T packages.</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Each subject department has their own plan on eLearning, including the curriculum and teacher training.</li> <li>• L&amp;T activities become more interactive.</li> <li>• Self-directed learning is encouraged</li> <li>• Timely feedback to students can be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinators of ACA &amp; IT Committees</li> </ul>	
<ul style="list-style-type: none"> <li>• STEM Education <ul style="list-style-type: none"> <li>▪ Project learning in STEM for all S1-3 students</li> <li>▪ Student activities related to STEM, e.g. competitions, visits, talks and etc.</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find enjoyment in the activities.</li> <li>• Students' horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Panel heads of Mathematics, IS, Physics, Chemistry, Biology, D&amp;T and ICT departments</li> </ul>	
<ul style="list-style-type: none"> <li>• Reading across Curriculum (RaC) <ul style="list-style-type: none"> <li>▪ Cross-subject collaboration on developing materials for RaC is encouraged.</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Each subject department has their own plan on RaC, including the topics and levels concerned and collaboration plan with other subjects.</li> <li>• Majority of teachers find the programmes beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Reading to Learn Unit</li> </ul>	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
3. Promoting Experiential Learning through various Life-wide Learning activities					
<ul style="list-style-type: none"> <li>• Sister school exchange activities (National Education)</li> </ul>	April 2020	<ul style="list-style-type: none"> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find enjoyment in the activities.</li> <li>• Students' horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation meetings</li> <li>• Observation from teachers</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Corresponding subject departments</li> </ul>	
<ul style="list-style-type: none"> <li>• Drama Education <ul style="list-style-type: none"> <li>▪ Drama in S1</li> <li>▪ Radio Play in S2</li> <li>▪ Commercials Competition in S3</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find enjoyment in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Report from the English Department</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• English Department</li> </ul>	
<ul style="list-style-type: none"> <li>• Life Wide Learning (LWL) activities <ul style="list-style-type: none"> <li>▪ School level activities, e.g. Performing Arts Competition, Whole School Activity Day, Christmas Party, Flourishing Life Carnival and etc.</li> <li>▪ KLA/Subject level activities, e.g. competitions, visits, tours and etc.</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• The Committee/KLA Co-ordinators and panel heads submit a well-structured plan on time and carry out the programmes according to the plan.</li> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find enjoyment in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes and evaluation reports from the panels or committees concerned</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinator of ACT committee</li> </ul>	



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

Introduction of Positive Education in the school curriculum (formal, informal and hidden curriculum)

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<p>a) To facilitate students to understand their strengths and make good use of them in daily life</p> <ul style="list-style-type: none"> <li>• Character Strengths Survey for F.1 students.</li> <li>• Introduction on the use of Character Strengths by specialist during life education lessons</li> <li>• Parents' Talk and Workshop</li> </ul>	<p>09/2019</p> <p>25/09/2019</p> <p>11/2019</p>	<ul style="list-style-type: none"> <li>• All F.1 students learn about their Character Strengths (by VIA survey)</li> <li>• Students are able to understand themselves more. They are able to appreciate themselves as well as others.</li> <li>• Parents appreciate their children's strengths and accept their weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Program review reports of Civic and Character Education Committee</li> <li>• Teachers' daily observations</li> <li>• APASO</li> <li>• School-based student, parent and teacher questionnaire</li> </ul>	<p>Civic &amp; Character Education Committee</p> <p>Positive Education Enhancement Unit</p>	<p>WE" Positive Dynamic Scheme</p> <p>Held by a lecturer from Positive Education Laboratory, CityU</p>
<p>b) To enable students to bolster resilience to overcome challenges:</p> <ul style="list-style-type: none"> <li>• F.1 Joyful School Programme: The series of activities provide an effective platform for eliciting improvement in students' capacity</li> </ul>	<p>2019-2020 academic year</p>	<ul style="list-style-type: none"> <li>• Majority of participants show improvement in self-management, confidence, team spirit and problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Review reports of teacher meetings;</li> <li>• Evaluation Report from HKFWS (Joyful School Programme)</li> <li>• Questionnaires</li> </ul>	<p>Guidance Committee</p>	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> <li>F.2 training camp;</li> </ul>	9/2019	<ul style="list-style-type: none"> <li>Through organizing these activities, students build up a stronger sense of self- competence to embrace challenges ahead.</li> </ul>	<ul style="list-style-type: none"> <li>Quality of organizing work by students;</li> <li>Questionnaire</li> </ul>	Discipline Committee and Guidance Committee	
<ul style="list-style-type: none"> <li>F.1-F.3 Class room Cleaning Programme</li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>The activities provide an effective platform for eliciting improvement in students’ capacity in self-management, confidence, team spirit, and problem-solving skills;</li> </ul>	<ul style="list-style-type: none"> <li>Review reports of teacher meetings;</li> <li>Questionnaire</li> </ul>	Discipline Committee	
<ul style="list-style-type: none"> <li>Inter-Class Discipline Competition</li> </ul>	5/2020	<ul style="list-style-type: none"> <li>Through organizing these activities, students build up a stronger sense of self- competence to embrace challenges ahead.</li> </ul>	<ul style="list-style-type: none"> <li>Marks given by teachers to different classes</li> <li>Questionnaire</li> </ul>	Discipline Committee	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
c) To build a supportive atmosphere among teachers, students and parents: <ul style="list-style-type: none"> <li>• Peer support Training Programme;</li> <li>• Guidance Prefects training.</li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• More than 80% of the student participants think that the objectives of the program are achieved. And the participation rate is about 80%.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Report from Peer support Training Programme (HKU)</li> <li>• Programme review reports of Guidance Committee</li> </ul>	Guidance Committee	
d) To enable students to cultivate a sense of purpose in life <ul style="list-style-type: none"> <li>• 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"> <li>- Dream Foundation</li> <li>- Senior Forms Careers Planning Day</li> <li>- Cambridge Occupational Analysis and Hope Action Inventory</li> <li>- OLE and OLC careers program</li> </ul> </li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Through these activities, students’ self-understanding and aspirations/dreams towards studies and life are elicited and enhanced.</li> <li>• Students can set up their individualized personal goals for the current academic year, and subsequently propose appropriate action plan(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Review reports of teacher meetings</li> <li>• Program review reports of Careers Counselling Committee</li> <li>• Questionnaires</li> <li>• Observations by form teachers and careers teachers</li> </ul>	Careers Counselling Committee	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> <li>• OLE training sessions on proper attitude and effective skills in volunteer work</li> <li>• Promotion on volunteer work organized by external welfare organizations in school</li> <li>• School activities to allow students to experience the difficulties of the disables.</li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Students can recognize the needs from others.</li> <li>• Students are able to show care to various parties and individuals.</li> <li>• Students are able to organize volunteer work effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students in questionnaires</li> <li>• Student volunteer services records (numbers of hours)</li> </ul>	Social Service Group	
<ul style="list-style-type: none"> <li>• Promotion of health and social welfare to protect and respect human life and dignity</li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Through ‘Progressive Activities Scheme’, members are nurtured stage by stage to embrace the mission of Red Cross Uniformed Groups.</li> <li>• Youth members learn First Aid eagerly, in order to protect others.</li> <li>• Youth members provide health check service to the community regularly and participate in leadership training.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ reflection &amp; feedback worksheets</li> </ul>	Red Cross Uniform Group	

## B) Diversity Learning Grant (DLG) (2019-2020)

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 2019-2020, our financial budget on Diversity Learning Grant is as follows:

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	23,900.00	118,012.93
<b>Less :</b> Amount clawed back			4,912.93
<b>Revenue:</b> Government Grant	<u>75,905.00</u>	<u>93,600.00</u>	<u>113,100.00</u>
	<u>75,905.00</u>	<u>117,500.00</u>	<u>226,200.00</u>
<b>Expenditure:</b>			
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)	<u>75,905.00</u>	<u></u>	<u></u>
	<u>\$ 75,905.00</u>	<u>84,000.00</u>	<u>123,100.00</u>
<b>Balance brought forward for next school year</b>	<u>0.00</u>	<u>33,500.00</u>	<u>103,100.00</u>

## C) Capacity Enhancement Grant (CEG) (2019-2020)

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 \$634,017 per annum for 2019/2020). 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)	<b>Employment of Four Teaching Assistants</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● To support the implementation of SBA in SS subjects, learning &amp; teaching activities of the language subjects and etc.</li> </ul>	\$ 634,095
Total Budget :		\$ 634,095
For year 2019-2020 : Fund from EDB \$634,017 – total expenditure \$634,095 = Deficit covered by EOEBG ( <u>\$78</u> )		

## D) School-based After-school Learning and Support Programmes Grant (2019-2020)

The School-based After-school Learning and Support Programmes Grant 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 adaptation 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 2019-2020, the estimated number of students who benefit from this programme is 118 (including 9 CSSA recipients, 80 SFAS full-grant recipients and 29 under school's discretionary quota). Our proposed plan is as follows:

Item	Details of plan	Budget
1)	<b>Training course in logical thinking</b> <ul style="list-style-type: none"> <li>■ To enhance students' problem-solving skills and learning effectiveness through the use of logic in thinking, speaking and writing</li> </ul>	\$5,000
2)	<b>Training course in A Cappella singing</b> <ul style="list-style-type: none"> <li>■ To enhance students' skills, courage, collaborative attitude, and sense of unity in and through group singing</li> </ul>	\$5,000
3)	<b>"Certificate in First Aid" course</b> <ul style="list-style-type: none"> <li>■ To instill basic first aid knowledge and skills to students so that they are capable of imposing first aid to victims</li> </ul>	\$18,000
4)	<b>Non-local learning tour for sports team members</b> <ul style="list-style-type: none"> <li>■ To broaden sports team members' knowledge and experience in sports training opportunities and strategies</li> </ul>	\$40,000
<b>Total Budget :</b>		<b>\$68,000</b>
For year 2019-2020 : Balance b/d \$3000 + fund from EDB \$84,000 – total expenditure \$68,000 = Balance brought forward for next school year <u>\$16,000</u>		

## E) Learning Support Grant for Secondary Schools (LSGSS) (2019-2020)

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.

Our proposed plan is as follows:

Item	Details of plan	Budget
1)	<b>Hiring of a fractional teacher to support SEN students</b> <ul style="list-style-type: none"> <li>■ To provide supportive service for SEN students/ parents and other students with greater psychosocial needs as stated in the proposal (including casework; planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources).</li> </ul>	\$100,000
2)	<b>Organizing learning activities or related activities to promote an inclusive culture</b> <ul style="list-style-type: none"> <li>■ Some learning programmes are organized to promote an inclusive culture.</li> <li>■ Through co-operative learning activities, the mutual acceptance among students can be further promoted.</li> </ul>	\$70,000
3)	<b>Procuring supporting resources for SEN students</b> <ul style="list-style-type: none"> <li>■ To provide services include students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents.</li> </ul>	\$5,000
4)	<b>Procuring outreaching occupational/speech therapy for the needy students</b> <ul style="list-style-type: none"> <li>■ To provide outreach occupational therapy services and speech/art therapy services for our students in need.</li> </ul>	\$150,000
Total Budget :		\$325,000
For year 2019-2020 :		
Balance b/d \$69,450.20 + fund from EDB \$300,000 – total expenditure \$325,000 = Balance brought forward for next school year <u>\$44,450.20</u>		



## F) Teacher Relief Grant (TRG) (2019-2020)

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)	<b>Employment of Six Contract Teachers</b> <ul style="list-style-type: none"> <li>● Three contract teachers are employed to enhance the learning and teaching in Mathematics.</li> <li>● Two contract teachers are employed to enhance the learning and teaching in Integrated Science, Physics and Chemistry.</li> <li>● One contract teacher is employed to substitute a regular teacher on leave in 2019-2020.</li> </ul>	\$ 2,955,834
2)	<b>Employment of Three Assistant Teachers</b> <ul style="list-style-type: none"> <li>● To enhance the learning and teaching in Chinese Language, English Language and Mathematics.</li> <li>● To organize some after-school learning programmes for the needy students.</li> </ul>	\$ 648,900
3)	<b>Employment of Part-time Coaches</b> <ul style="list-style-type: none"> <li>● To support the training of school teams (sports, debate speech and etc.)</li> <li>● To create space for teachers who are involved in extra-curricular activities</li> </ul>	\$ 700,000
4)	<b>S1 – S5 Mentoring Scheme</b> <ul style="list-style-type: none"> <li>● Target group: S1 to S5 students with learning difficulties and low achievements.</li> <li>● 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.</li> <li>● 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.</li> <li>● Misc. Tutors for various activities</li> </ul>	\$ 150,000
5)	<b>Employment of supply teachers</b> <ul style="list-style-type: none"> <li>● For substituting teachers on sick leave or study leave</li> </ul>	\$ 50,000
<b>Total Budget :</b>		<b>\$ 4,504,734</b>
For year 2019-2020 : Balance b/d \$1,693,103.67 + Annual recurrent cash grant \$186,557.50 + Optional cash grant \$3,648,720.00 (freezing 4 teaching post temporarily) – total expenditure \$4,504,734.00 = Balance c/d <u>\$1,024,217.17</u>		

## G) Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2019-2020)

To facilitate sustainable development of secondary schools under the New Senior Secondary (NSS) academic structure, the Education Bureau (EDB) invited schools operating five or more Secondary One (S1) classes to consider optimizing their class structure by means of class reduction on a voluntary basis.

In line with the existing measures provided under the Scheme, schools will be disbursed with an extra SSCSG provision in the amount of \$0.25 million per annum for a total of five years. The designated disbursement period will be the first five years from the commencement of S1 class reduction (i.e. from the 2011/12 school year to 2015/16 school year for LKKC).

Schools may use the grant flexibly for appointing teachers, teaching assistants and / or procuring services to enhance the quality of education.

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

Item	Details of plan	Budget
1)	Employment of One Fractional Contract Teacher <ul style="list-style-type: none"> <li>● One fractional teacher is employed to enhance the learning and teaching in Chinese Language.</li> </ul>	\$ 309,053
Total Budget :		\$ 309,053
For year 2019-2020 :		
Balance b/d \$275,294.3 – total expenditure \$309,053.0 = Deficit covered by EOEBG ( <u>\$33,758.7</u> )		

## H) Grant for the Sister School Scheme (2019-2020)

The Sister School Scheme has served as a platform for professional interflow 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 demonstration, 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 development needs at the student, teacher and school management levels etc. Through activities like lesson observations, lesson evaluation and teaching demonstrations, etc., teachers can learn from each other's 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 friendship, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. The amount of the recurrent grant for the 2019/20 school year is \$150,000.

After detailed planning and discussion, the Grant for the Sister School Scheme will be used in 2019-2020 as follows:

Item	Details of plan	Budget
1)	<b>Sister School Exchange Tour for S4 &amp; S5 Students</b> <ul style="list-style-type: none"> <li>● To organize a tour for about 240 students and 30 teachers to visit Shunde No. 1 High School in April 2020</li> <li>● Through activities like lesson observation, lesson evaluation and teaching demonstration etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism.</li> <li>● Through cultural, arts and sports activities etc., students can broaden their horizons and deepen their understanding of the Mainland/Hong Kong.</li> </ul>	\$265,500.00
Total Budget :		\$265,500.00
For year 2019-2020 :		
Balance b/d \$115,600.0 + fund from EDB \$150,000.0 – total expenditure \$265,500.0 = Balance c/d <u>\$100.0</u>		

## I) Life-wide Learning Grant (2019-2020)

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 in taking forward, on the present foundation, life-wide learning with enhanced efforts. Schools may, in light of their school contexts, flexibly deploy the Grant to organise 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 2019/20 school year, the school-based provision for each public sector school will be \$150,000; the class-based provision is calculated based on the number of approved classes at the per class rates of \$42,000 for secondary schools. Thus, the amount of the recurrent grant for the 2019/20 school year is \$1,158,000.

After detailed planning and discussion, the LWL Grant will be used in 2019-2020 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 (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)	\$ 632,335.00
2)	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)	\$ 153,160.00
3)	To organise or participate in non-local exchange activities or competitions to broaden students' horizons	\$ 235,000.00
4)	To procure equipment, consumables and learning resources for promoting life-wide learning	\$ 70,000.00
Total Budget :		\$ 1,090,495.00
For year 2019-2020 :		
Fund from EDB \$1,158,000.0 – total expenditure \$1,090,495.0		
= Balance c/d <u>\$67,505.0</u>		

## J) Proposed School Budget (2019-2020)

Particulars	Amount (HK\$)
<b>Expanded / Operating Expenses Block Grant and Composite Furniture &amp; Equipment Grant</b>	
Administration Grant	3,960,000.00
Composite Information Technology Grant	525,782.00
Capacity Enhancement Grant	634,095.00
Air-conditioning Grant	360,000.00
SBM Top-up Grant	30,000.00
	5,509,877.00
School and Class Grant (Baseline)	1,200,000.00
Lift Maintenance	126,000.00
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	5,000.00
Putonghua	1,000.00
Supplementary Grant for School-based Management	18,000.00
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	8,000.00
Chinese Extensive Reading Scheme	10,000.00
English Extensive Reading Scheme	10,000.00
Composite Furniture and Equipment Grant	1,811,000.00
	3,329,500.00
<b>Total :</b>	<b>HK\$ 8,839,377.00</b>

- The End -