

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



School Development Plan

2022 – 2023

(Major Concerns and Implementation Plan)

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Contents

A.	School Development Plan	
(1)	Vision of Shun Tak Fraternal Association in Education	P.3
(2)	Our School Targets	P.3
(3)	Three-year Development Plan (2022-2025)	P.4
(4)	Major Areas of Concern for the Year (2022-2023)	P.5
(5)	Implementation Plan for the Year (2022-2023)	P.6-10
B.	Diversity Learning Grant (DLG) (2022-2023)	P.11
C.	Capacity Enhancement Grant (CEG) (2022-2023)	P.12
D.	School-based After-school Learning and Support Programmes Grant (2022-2023)	P.13
E.	Learning Support Grant for Secondary Schools (LSGSS) (2022-2023)	P.14
F.	Teacher Relief Grant (TRG) (2022-2023)	P.15
G.	Grant for the Sister School Scheme (2022-2023)	P.16
H.	Life-wide Learning Grant (2022-2023)	P.17
I.	Promotion of Reading Grant (2022-2023)	P.18
J.	Citizenship and Social Development Grant (2022-2023)	P.19
K.	Proposed School Budget (2022-2023)	P.20

A. School Development Plan

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

- 1) Shun Tak Fraternal Association bears the vision in education to promote 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 (2022-2025)

Enlightened Mind Paved with Time. Enriched Life Brimmed with Sublime.

I. Developing Students' Learning to Learn Capabilities to Nurture Lifelong and Self-directed Learners

1. Fostering Reading Ethos to Enhance Lifelong Learning Capacity		22/23	23/24	24/25
1.1	Providing Opportunities for Reading Strategy Learning			
	<ul style="list-style-type: none"> Promoting Reading across the Curriculum in junior level Teaching reading skills and strategies in language subjects 	✓	✓	✓
1.2	Creating a Favourable Reading Environment and Atmosphere			
	<ul style="list-style-type: none"> Optimizing Lunch Reading Period Displaying students' reading-related work 	✓	✓	✓
	<ul style="list-style-type: none"> Promoting eReading (Jockey Club Joy of E-Reading Scheme) Setting Up Book Crossing Corner 	✓		
	<ul style="list-style-type: none"> Renovating School Library 		✓	
1.3	Raising Students' Reading Interests and Motivation			
	<ul style="list-style-type: none"> Organising Reading-related Activities (school, form and subject levels), e.g. mini book fair, form-based teachers'/students' sharing, theme-based reading, etc. 	✓	✓	✓
2. Adopting Student-centred eLearning Strategies to Facilitate Self-directed Learning		22/23	23/24	24/25
2.1	Enhancing Students' Engagement in Collaborative and Independent Learning			
	<ul style="list-style-type: none"> Exploring further use of e-learning platforms for 'flipped classroom' (e.g. Teams, Google Classroom, LoiLoNote, etc.), especially in junior level under BYOD policy Exploring the use of educational apps in different KLAs 	✓		
	<ul style="list-style-type: none"> Developing subject-based self-directed learning resources, in both junior level under BYOD policy and senior level Applying mobile learning outside classroom and various technology, e.g. VR, AR, etc., to enhance students' learning experiences 	✓	✓	✓
2.2	Continuing Teacher Professional Development for Self-directed Learning			
	<ul style="list-style-type: none"> Developing effective pedagogical practices 	✓	✓	✓
2.3	Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society			
	<ul style="list-style-type: none"> Developing students' knowledge, skills and attitudes to use information and information technology ethically and effectively as responsible citizens and lifelong learners. 		✓	✓

II. Strengthening Values Education to Foster Students' Positive Values and Attitudes

3. Further Promoting Positive Education leading to Students' Flourishing Life		22/23	23/24	24/25
3.1	Building Positive Learning Environment through Positive Psychology			
	<ul style="list-style-type: none"> Enriching school environment for positive culture 	✓	✓	
3.2	Integrating the PERMA Framework into School Curriculum			
	<ul style="list-style-type: none"> Organizing activities to promote PERMA in a whole-school approach Developing interventions that increase an individual's ability to recognize their strengths Strengthening values education through nurturing students the ten priority values and attitudes in different subjects Developing Life Education programmes in S1-3 and curricula of different KLAs addressing the PERMA elements towards a flourishing life 	✓	✓	✓
3.3	Continuing Teacher Professional Development in Positive Education			
	<ul style="list-style-type: none"> Arranging school-based staff development programmes and/or teacher training provided by external organizations 	✓	✓	✓

(4) **Major Areas of Concern for the year 2022-2023**

Enlightened Mind Paved with Time. Enriched Life Brimmed with Sublime.

I. Developing Students' Learning to Learn Capabilities to Nurture Lifelong and Self-directed Learners

1. Fostering Reading Ethos to Enhance Lifelong Learning Capacity		<i>Teacher</i>	<i>Subject</i>	<i>School</i>
1.1	Providing Opportunities for Reading Strategy Learning			
	● Promoting Reading across the Curriculum in junior level		✓	
	● Teaching reading skills and strategies in language subjects		✓	
1.2	Creating a Favourable Reading Environment and Atmosphere			
	● Optimizing Lunch Reading Period	✓	✓	✓
	● Displaying students' reading-related work		✓	
	● Promoting eReading (Jockey Club Joy of E-Reading Scheme)			✓
	● Setting Up Book Crossing Corner			✓
1.3	Raising Students' Reading Interests and Motivation			
	● Organising Reading-related Activities (school, form and subject levels), e.g. mini book fair, form-based teachers'/students' sharing, theme-based reading, etc.	✓	✓	✓
2. Adopting Student-centred eLearning Strategies to Facilitate Self-directed Learning		<i>Teacher</i>	<i>Subject</i>	<i>School</i>
2.1	Enhancing Students' Engagement in Collaborative and Independent Learning			
	● Exploring further use of e-learning platforms for 'flipped classroom' (e.g. Teams, Google Classroom, LoiLoNote, etc.), especially in junior level under BYOD policy		✓	✓
	● Exploring the use of educational apps in different KLAs		✓	
	● Developing subject-based self-directed learning resources, in both junior level under BYOD policy and senior level		✓	
	● Applying mobile learning outside classroom and various technology, e.g. VR, AR, etc., to enhance students' learning experiences		✓	
2.2	Continuing Teacher Professional Development for Self-directed Learning			
	● Developing effective pedagogical practices	✓	✓	✓

II. Strengthening Values Education to Foster Students' Positive Values and Attitudes

3. Further Promoting Positive Education leading to Students' Flourishing Life		<i>Teacher</i>	<i>Subject</i>	<i>School</i>
3.1	Building Positive Learning Environment through Positive Psychology			
	● Enriching school environment for positive culture		✓	✓
3.2	Integrating the PERMA Framework into School Curriculum			
	● Organizing activities to promote PERMA in a whole-school approach			✓
	● Developing interventions that increase an individual's ability to recognize their strengths		✓	✓
	● Strengthening values education through nurturing students the ten priority values and attitudes in different subjects		✓	
	● Developing Life Education programmes in S1-3 and curricula of different KLAs addressing the PERMA elements towards a flourishing life			✓
3.3	Continuing Teacher Professional Development in Positive Education			
	● Arranging school-based staff development programmes and/or teacher training provided by external organizations	✓		✓

(5) Implementation Plan for the year (2022-2023)

I. Developing Students' Learning to Learn Capabilities to Nurture Lifelong and Self-directed Learners

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Fostering Reading Ethos to Enhance Lifelong Learning Capacity					
1.1 Providing Opportunities for Reading Strategy Learning <ul style="list-style-type: none"> ▪ Promoting Reading across the Curriculum in junior level ▪ Teaching reading skills and strategies in language subjects 	2022-2023 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. • Students are able to apply reading skills. • Students enhance their language learning across different subjects. 	<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 concerned 	
1.2 Creating a Favourable Reading Environment and Atmosphere <ul style="list-style-type: none"> ▪ Optimizing Lunch Reading Period ▪ Displaying students' reading-related work ▪ Promoting eReading (joining Jockey Club Joy of E-Reading Scheme and purchasing ebooks from EdCity) ▪ Setting Up Book Crossing Corner 	2022-2023 academic year	<ul style="list-style-type: none"> • Reading Promotion Unit revises the operation of Lunch Reading Period. • Students make good use of Lunch Reading Time to read/Reading atmosphere is improved. • Students' reading-related work is displayed at school. • Ebooks from EdCity are purchased according to teachers' selection. • Ereaders and ebooks are purchased under Jockey Club Joy of E-Reading Scheme. • Students get access to the 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels • Meeting minutes of Reading Promotion Unit • Questionnaires 	<ul style="list-style-type: none"> • Reading Promotion Unit 	Furniture for Book Crossing Corner

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
		platforms to read ebooks. They increase the use of electronic reading materials. <ul style="list-style-type: none"> • Book Crossing Corner is set up. • Students borrow or contribute books at the corner if found interested. 			
1.3 Raising Students' Reading Interests and Motivation <ul style="list-style-type: none"> ▪ Organising Reading-related Activities (school, form and subject levels), e.g. mini book fair, form-based teachers'/students' sharing, theme-based reading, etc. 	2022-2023 academic year	<ul style="list-style-type: none"> • Reading-related Activities in school/form/subject level are organized. • Students are more motivated to read 	<ul style="list-style-type: none"> • Meeting minutes, action plans and evaluation reports from the subject panels • Meeting minutes of Reading Promotion Unit 	<ul style="list-style-type: none"> • Panel Heads concerned • Reading Promotion Unit 	
2. Adopting Student-centred eLearning Strategies to Facilitate Self-directed Learning					
2.1 Enhancing Students' Engagement in Collaborative and Independent Learning <ul style="list-style-type: none"> ▪ Exploring further use of e-learning platforms for 'flipped classroom' (e.g. Teams, Google Classroom, LoiLoNote, etc.), especially in junior level under BYOD policy ▪ Exploring the use of educational apps in different KLAs ▪ Developing subject-based self-directed learning resources, in both junior level under BYOD policy and senior level ▪ Applying mobile learning outside classroom and various technology, e.g. 	2022-2023 academic year	<ul style="list-style-type: none"> • Sharing on further use of e-learning platforms for 'flipped classroom' is accomplished and a consensus is reached. • Each subject department has their own plan on eLearning, including the curriculum and teacher training. • Elearning packages are designed and evaluated after implementation. • L&T activities become more interactive. • Timely feedback to students can be provided. 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels • Meeting minutes of IT committee • Questionnaires 	<ul style="list-style-type: none"> • ACA Committee • IT Committee 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
VR, AR, etc., to enhance students' learning experiences		<ul style="list-style-type: none"> Self-directed learning is encouraged 			
2.2 Continuing Teacher Professional Development for Self-directed Learning <ul style="list-style-type: none"> Developing effective pedagogical practices 	2022-2023 academic year	<ul style="list-style-type: none"> Programmes on Teacher Professional Development are organized. Majority of participating teachers find the programmes beneficial. 	<ul style="list-style-type: none"> Meeting minutes, action plans and evaluation reports from the subject panels Meeting minutes of IT committee Questionnaires 	<ul style="list-style-type: none"> IT Committee All Panel Heads 	

II. Strengthening Values Education to Foster Students' Positive Values and Attitudes

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
3. Building a Positive Learning environment through Positive Psychology					
3.1 Building Positive Learning Environment through Positive Psychology <ul style="list-style-type: none"> Enriching school environment for positive culture (e.g. slogan design competition, declaration of school campus, etc.) 	2022-2023 academic year	<ul style="list-style-type: none"> Teachers in general have positive comments on school environment Students' attitude to school becomes more positive (APASO) 	<ul style="list-style-type: none"> Stakeholder Survey Staff meetings / Staff development days APASO 	<ul style="list-style-type: none"> Positive Education Enhancement Unit 	
3.2 Integrating the PERMA Framework into School Curriculum <ul style="list-style-type: none"> Organizing activities to promote PERMA in a whole-school approach (e.g. S1 Joyful School Programme, S2 Training Camp, S1-3 Classroom Cleaning Programme, Inter-Class Discipline Competition, Guidance Monitor/Prefect Training, Star of the Month Election, etc.) 	2022-2023 academic year	<ul style="list-style-type: none"> Through organizing these activities, students can build up a positive growth mindset and a stronger sense of self-competence to embrace challenges ahead. Students' self-concept, health & wellbeing, stress management and 	<ul style="list-style-type: none"> Stakeholder Survey Meetings of the related working groups APASO 	<ul style="list-style-type: none"> Guidance Committee Discipline Committee Positive Education Enhancement Unit 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
		interpersonal relationships become more positive (APASO)			
<ul style="list-style-type: none"> ▪ Developing interventions that increase an individual's ability to recognize their strengths (e.g. VIA survey in S1, Career and Life Planning education, etc.) ▪ Facilitating parents to understand the application of character strengths and PERMA Model through Parents' Talks and Workshops. 	2022-2023 academic year	<ul style="list-style-type: none"> • All S1 students learn about their character strengths (by VIA survey) • Students can have a clearer life goal and a sense of direction as well as greater satisfaction towards self-actualization. • Students' self-concept and goals of life become more positive (APASO) • Parents appreciate their children's strengths and accept their weaknesses. PERMA principles also help parents to support their children. 	<ul style="list-style-type: none"> • Stakeholder Survey • Meetings of the related working groups • APASO 	<ul style="list-style-type: none"> • Positive Education Enhancement Unit • Civic & Character Education Committee • Careers Counselling Committee 	
<ul style="list-style-type: none"> ▪ Strengthening values education through nurturing students the ten priority values and attitudes in different subjects 	2022-2023 academic year	<ul style="list-style-type: none"> • Every subject department can devise a plan on value education to be conducted • Teachers in general can foster students' positive values and attitudes through the learning and teaching of various subjects • Students' ethical concepts and national identity & global citizenship become more positive (APASO) 	<ul style="list-style-type: none"> • Stakeholder Survey • Evaluation reports of the subject departments • APASO 	<ul style="list-style-type: none"> • All Panel Heads 	

Strategies/Tasks	Time Frame	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
<ul style="list-style-type: none"> ▪ Developing Life Education programmes in S1-3 and curricula of different KLAs addressing the PERMA elements towards a flourishing life <ul style="list-style-type: none"> ▪ S1: Positive Emotion & Positive Relationship ▪ S2: Engagement & Meaning ▪ S3: Accomplishment 	2022-2023 academic year	<ul style="list-style-type: none"> • Teachers & students in general have positive comments on the life education programmes • Students' APASO scores become more positive in most of the areas 	<ul style="list-style-type: none"> • Stakeholder Survey • Evaluation forms of the life education programmes • APASO 	<ul style="list-style-type: none"> • Civic & Character Education Committee • Positive Education Enhancement Unit 	
3.3 Continuing Teacher Professional Development in Positive Education <ul style="list-style-type: none"> ▪ Arranging school-based staff development programmes and/or teacher training provided by external organizations 	2022-2023 academic year	<ul style="list-style-type: none"> • At least one seminar/workshop is arranged for promoting positive education during staff development day • 10 teachers are arranged to attend some intensive teacher training provided by external organizations • Teachers in general are satisfied with the arrangement of PDP about positive education 	<ul style="list-style-type: none"> • Stakeholder Survey • Staff meetings / Staff development days • CPD records 	<ul style="list-style-type: none"> • Positive Education Enhancement Unit • Staff Development and Appraisal Committee 	Funding for teachers' PDP

B. Diversity Learning Grant (DLG) (2022-2023)

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 2022-2023, our **financial budget on Diversity Learning Grant** is as follows:

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	62,500.00	110,303.83
Less : Amount clawed back			
Revenue: Government Grant	90,200.00	98,000.00	136,500.00
	<u>90,200.00</u>	<u>160,500.00</u>	<u>246,803.83</u>
Expenditure:			
1. Gifted Education Programmes		0.00	
2. Network Courses (P.E.)		91,000.00	
3. Network Courses (Other Languages)			150,500.00
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)	90,200.00		
	<u>\$ 90,200.00</u>	<u>91,000.00</u>	<u>160,500.00</u>
Balance brought forward for next school year	<u>\$ 0.00</u>	<u>\$ 69,500.00</u>	<u>\$ 86,303.83</u>

C. Capacity Enhancement Grant (CEG) (2022-2023)

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 \$654,502 per annum for 2022/2023). 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. 	\$ 336,179.00
Total Budget :		\$ 336,179.00
For year 2022-2023 : Fund from EDB \$654,502.00 – total expenditure \$336,179.00 = transfer to EOEBG for future use <u>\$318,323.00</u>		

D. School-based After-school Learning and Support Programmes Grant (2022-2023)

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 2022-2023, the estimated number of students benefitted under this programme is 250 (including 24 CSSA recipients, 169 SFAS full-grant recipients and 57 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	\$50,000.00
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	\$25,000.00
3)	Interest Classes To cultivate students' different aspects of talents	\$10,000.00
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	\$4,500.00
Total Budget :		\$89,500.00
For year 2022-2023:		
Balance b/d \$150,500.00 + fund from EDB \$92,400.00 – claw back from EDB \$58,100.00 – total expenditure \$89,500.00		
= Balance brought forward for next school year <u>\$95,300.00</u>		

E. Learning Support Grant for Secondary Schools (LSGSS) (2022-2023)

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, counsellor;
- (b) procuring outside professional services/outreaching occupational/speech therapy for the needy students ;
- (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 of an assistant teacher/teaching assistant/counsellor 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). 	\$200,000.00
2.	Procuring outside professional services / outreaching occupational/speech therapy for the needy students <ul style="list-style-type: none"> ■ To provide services which include clinical psychology and Counselling Occupational Therapy. ■ To organize after-school counselling classes. 	\$119,000.00
3.	Procuring supporting resources for SEN students <ul style="list-style-type: none"> ■ To purchase teaching resources and/or aids, boardgames. 	\$2,000.00
4.	Organizing learning activities or related activities to promote an inclusive culture <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. ■ 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
Total Budget :		\$326,000.00
For year 2022-2023: Balance b/d \$0.00 + fund from EDB \$445,650.00 – total expenditure \$326,000.00 = Balance c/d \$119,650		

F. Teacher Relief Grant (TRG) (2022-2023)

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 Nine Contract Teachers <ul style="list-style-type: none"> One contract teacher is employed to enhance the learning and teaching in Mathematics. Three contract teachers are employed to enhance the learning and teaching in Chinese Language. Four contract teachers are employed to enhance the learning and teaching in English Language. One contract teacher is employed to enhance the learning and teaching in Visual Arts. 	\$ 3,585,703.00
2)	Employment of One Assistant Teacher <ul style="list-style-type: none"> To enhance the learning and teaching in Chinese Language. 	\$ 220,500.00
3)	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. 	\$ 501,543.00
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 achievements. 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. Misc. 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 :		\$5,207,746.00
For year 2022-2023:		
Balance b/d \$3,484,244.64 + Annual recurrent cash grant \$222,335.00 + Optional cash grant \$4,952,040.00 (freezing 5 teaching post temporarily) – total expenditure \$5,207,746.00 = Balance c/d <u>\$3,450,873.64</u>		

G. Grant for the Sister School Scheme (2022-2023)

The Sister School Scheme has served as a platform for professional interflows 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 development needs at the student, teacher and school management levels etc. 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. 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 2022/23 school year is \$159,955.00.

After detailed planning and discussion, the Grant for the Sister School Scheme will be used in 2022-2023 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 2023 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. Through cultural, arts and sports activities etc., students can broaden their horizons and deepen their understanding of the Mainland/Hong Kong. 	\$152,000.00
Total Budget :		\$152,000.00
For year 2022-2023: Balance b/d \$109,479.00 + fund from EDB \$159,955.00 – total expenditure \$152,000.00 = Balance c/d <u>\$117,434.00</u>		

H. Life-wide Learning Grant (2022-2023)

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 thrive outside classroom. 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 2022/23 school year, the school-based provision for each public sector school will be \$154,845; the class-based provision is calculated based on the number of approved classes at the per class rates of \$43,357 for secondary schools. Thus, the amount of the recurrent grant for the 2022/23 school year is \$1,195,413.

After detailed planning and discussion, the LWL Grant will be used in 2022-2023 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	\$ 1,829,005.00
2)	To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons	\$30,000.00
3)	To procure equipment, consumables and learning resources for promoting life-wide learning	\$ 72,000.00
Total Budget:		\$ 1,931,005.00
For year 2022-2023:		
Balance b/d \$1,064,362.92 + Fund from EDB \$1,195,413.00 – total expenditure \$1,931,005.00 = Balance c/d \$328,770.92		

I. Promotion of Reading Grant (2022-2023)

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 further enhancing their reading abilities.

After detailed planning and discussion, the Promotion of Reading Grant was planned to be used in 2022-2023 as follows:

Item	Details of plan	Budget
1)	Procuring reading resources, including both printed books and e-books	\$ 50,000.00
2)	Organizing learning activities related to the promotion of reading	\$ 10,000.00
Total Budget :		\$ 60,000.00
For year 2022-2023: Balance b/d \$47,664.08 + Fund from EDB \$63,982.00 – total expenditure \$60,000.00 = Balance c/d \$51,646.08		

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 make reference to their school contexts 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 2022-2023 as follows:

Item	Details of plan	Budget
1.	Developing or procuring relevant learning and teaching resources (including multimedia and e-learning resources), mobile applications and software, as well as reference materials for CS	\$ 50,000
2.	Organizing school-based learning activities or local tours for enhancing the learning and teaching effectiveness of CS	\$ 120,000
3.	Equipments for Citizenship and Social Development Room	\$ 120,000
Total Budget :		\$ 290,000
For year 2022-2023: Balance b/d \$295,001 – total expenditure \$290,000 = Balance c/d \$5,001		

K. Proposed School Budget (2022-2023)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	3,700,000.00
Executive Officer Grant	180,000.00
Composite Information Technology Grant	634,000.00
Information Technology Staffing Support Grant	327,888.33
Capacity Enhancement Grant	600,000.00
Air-conditioning Grant	360,000.00
	5,801,888.33
School and Class Grant (Baseline)	1,100,000.00
Lift Maintenance	158,000.00
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	4,500.00
Chinese Extensive Reading Scheme	15,000.00
English Extensive Reading Scheme	10,000.00
Composite Furniture and Equipment Grant	2,500,000.00
	3,937,500.00
Total :	HK\$ 9,739,388.33

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