

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



School Report
(2018 – 2019)

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School and Student Profile

1. Founded by the Shun Tak Fraternal Association in 1981, Leung Kau Kui College is a full-time government-aided coeducational school. There are twenty five classrooms, fifteen special rooms, a hall, a library, a basketball and a volleyball court in the school. With the completion of the School Improvement Project (SIP) in 2000, a storey of classrooms on the 5/F, an activity room and a lift have been added to the original campus. These new facilities have expanded both the usable areas and room for student activities. An advanced multi-media learning center (MMLC), worth nearly one million dollars, was set up in 2002 under the sponsorship of the Quality Education Fund to facilitate computer-assisted teaching. From 2008 onwards, the conversion and refurbishment of one D&T room, two Home Economics rooms and the Activity Room were carried out progressively. As a result, four more classrooms are available to improve the learning environment of the whole school. The improvement in facilities and sustainable development of the school could not have been realized without the funds raised from parents, alumni and our sponsoring body. Recently in 2016, the computer facilities in Computer Room 306 and MMLC have been renewed and upgraded with the donations from parents, alumni and members of IMC. In 2017, improvement works were carried out to the school's main entrance to enhance our school's physical appearance. In 2018, the canteen on the ground floor was further converted to a Multi-purpose Theatre to provide a comfortable area for students to have their meals and carry out various activities. During the period of 2017-2019, four staff rooms have been renovated and a new staff common room and guest reception room was established to provide a comfortable working and resting environment to all staff at school.

Lesson Time for the 8 Key Learning Areas

2. (a) The following lists the percentage of lesson time allocated to each key learning area in our school.

KLA Form	Chinese Language	English Language	Math. Education	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	PE	SS Liberal Studies	SS Elective Subjects	OLE	Total
F.1 – F.3	15.5%	15.5%	13.8%	12.1%	7.5%	20.7%	7.5%	4.0%	--	--	3.6%	100%
F.4 – F.6	15.3%	15.3%	11.9%	--	--	--	--	3.4%	11.9%	35.6%	6.8%	100%

- (b) The following shows the senior secondary elective subjects offered in each KLA.

KLA Form	Chinese Language	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	PE	Others	Total
F.4	--	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	Japanese# ApL	14
F.5	Chin. Lit.	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	French# Japanese# ApL	15
F.6	Chin. Lit.	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	French# Japanese# ApL	16

#Network courses

Class Structure

3. There were 24 classes in our school in the academic year of 2018-2019, including four classes from Form 1 to Form 6. The total number of students in our school was 734 of which 346 were male and 388 were female students.

Vacant School Places

4. As the number of applicants exceeded the places we offered, there were no vacancies in our school.

Student Attendance

5. There were 191 school days in the academic year 2018-2019. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
F.1	98.41%
F.2	98.64%
F.3	97.77%
F.4	97.76%
F.5	97.28%
F.6	96.29%

Students' Reading Habits

6. Number of reading items students borrowed from the school library :

F.1	F.2	F.3	F.4	F.5	F.6	Total
772	1,082	504	655	482	177	3,672

7. Record of borrowing items :

Chinese reading items	English reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
2,159	586	175	38	4	988	3,950

8. a) Number of reading items students borrowed in the Chinese Reading Scheme :

Total
4,204

- b) Number of reading items students borrowed in the English Reading Scheme :

Total
122

Students' Performance

9. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2018-2019

	English	Chinese	Mathematics
Results (mean)	71	67	78

10. Hong Kong Diploma Secondary Education (HKDSE) Examination 2019

Our students obtained good results in the 2019 HKDSE. They obtained a total of 244 Level 5+ of which 32 were Level 5**.

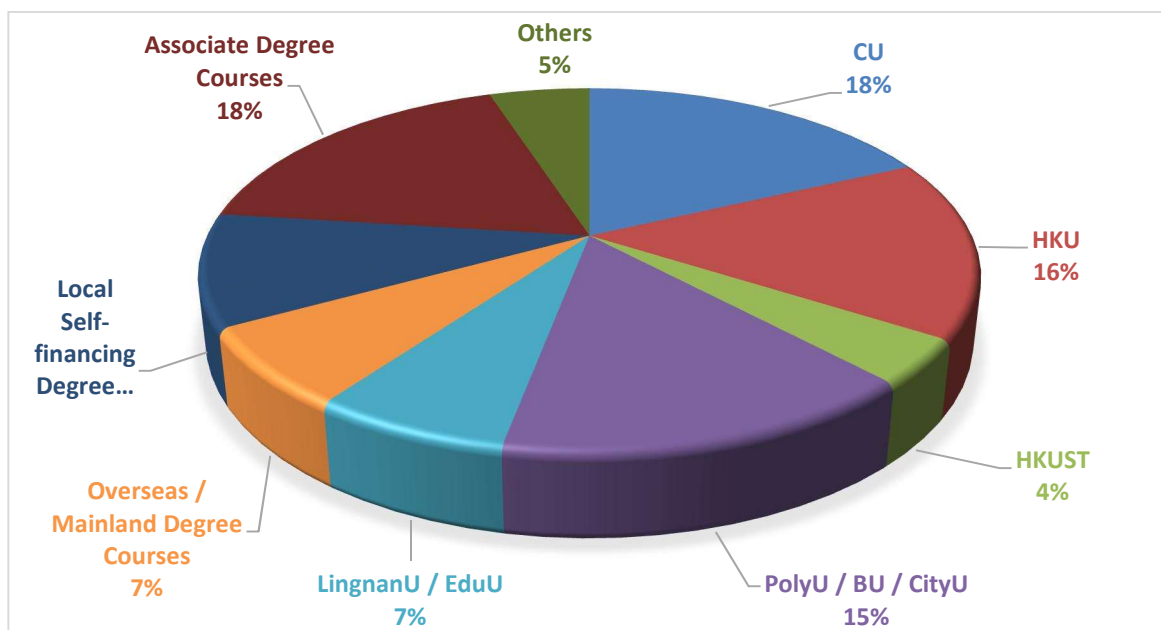
Individual outstanding achievements:

Wong Lok Him and Leung Hui Wun attained 5** in four subjects; Fung Ka Chun attained 5** in three subjects.

Students' Careers Development

11. Students' Early Exit (students who dropped out before completing their studies): 1.4%

12. Destination of Exit Students (F.6 graduates):



Our Teaching Staff

Principal's and Teaching Staff's Academic Qualifications

13. There are 54 teaching staff members (including the Principal and one NET) in the school. All of them have attained a recognized Diploma of Education. All our English and Putonghua teachers have attained the language proficiency requirement stated by the EDB.

Teachers' highest academic qualifications	Recognized Diploma of Education	Bachelor's Degree	Master's Degree
Number of teachers	1	25	28
Percentage	1.9%	46.3%	51.9%

Teaching Experience and Professional Development

14. In 2018-2019, the average number of hours spent by teachers and the principal on professional development courses was 50. The teaching experience of teachers is as follows:

Teaching Experience	0 to 2 years	3 to 5 years	6 to 10 years	More than 10 years
Number of teachers	3	1	5	45
Percentage	5.6%	1.9%	9.3%	83.3%

Teachers' resignation

15. Two teachers resigned and one teacher retired last year.

School Report (2018-2019)

16. School's Major Concerns -- Evaluation and Follow-up Actions

Major Concern 1: Enhancing Students' Learning Ability and Building a Proper Learning Attitude

Enriching students' learning with a life-wide and structured consortium of academic strategies and programmes. These experiences would aspire them to become more motivated in academic explorations, widen their knowledge base, and confidently steer their own learning journeys.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
1. To promote Reading to Learn through a variety of strategies. The objective is to enhance students' bilingual ability and their learning effectiveness.	2018-2019 academic year	<ul style="list-style-type: none"> To keep track of the students' reading habits and interest with time, a multi-phase "Student Reading Habits Survey" was conducted. Besides, students are encouraged to build up a reading portfolio. To set up the School Campus TV and produce some TV programmes which could promote the reading atmosphere in the school. To launch Reading Across Curriculum (RaC) in various subjects in junior forms such as Integrated Science, History, Geography, Chinese History, Liberal Studies, etc to promote students' Chinese and English reading ability. To promote reading atmosphere through sharing sessions during certain Day 7 morning assemblies and/or some lunch reading times. To optimize and enrich the Day 5 & Day 7 lunch reading time, reading 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> Reviews of the implementation and outcomes of reading- related events and programmes during subject meetings and panel heads' meetings. Reports and reviews in the working meetings of the Reading to Learn Working Unit Student questionnaire statistics & reflections from the annual school review process Using the Student Reading Habits Survey data to set a reference frame for reviewing the progress and outcomes of the 3-year initiative in reading strategies. 	<ul style="list-style-type: none"> The 3-year plan was updated. Besides, each subject panel included the reading to learn strategies in their subject plan. An overall reading to learn strategy in LKKC was then compiled into a single document for easy reference. All the designated combinations of cross-subject collaboration (RaC) worked as planned. Non-language subjects provided the reading texts with dual focus on subject content and language elements (e.g. vocabulary, writing style, etc.), which were used in in-class teaching and post-lesson assignments. Language 	<ul style="list-style-type: none"> In the 2019-20 School Year, our strategy of RaC will be extended to all subjects so as to maximise the benefits of learning. Besides, RaC will not be limited to language subjects collaborated with non-language subjects, and could be collaborated among non-language subjects. From the 2019-20 School Year onwards, the Personal Reading Profile will be printed on the students' handbook so as to improve students' habit of registering their personal reading. However, students will continue

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		<p>articles, including “What’s UP?” issues, passages contributed from EMI subjects and Chinese readings (among subjects of Chinese KLA, L.S. and Chinese History) were prepared.</p> <ul style="list-style-type: none"> • To further promote reading to learn in LKKC, a five-day Reading Week was launched on 4-8 March 2019 with input of reading-based exhibitions, games, and videos by various subject panels, book fair arranged by School Library, and presenting numerous reading awards to active readers. • Some reading competitions / reading award schemes were launched. • Suggested booklist for each subject department was prepared/updated. 	<p><u>Success criteria</u></p> <ul style="list-style-type: none"> • The wide consortium of programmes and activities elevates students’ interest and aspirations in reading. • Students enhance their capacity in language learning through more reading. • The launch of reading promotion strategies is well coordinated and structured. • Some students start to set individualized goals and focuses in reading (in terms of subject domains or hobbies). • Students regularly get enrichment and enlightenment during browsing and views exchange over the news cutting platform. • Students get to know how their peers have been inspired upon reading through the lunch reading sharing sessions. • Students take part actively and win awards in reading-based games, and patronise the book fair during the Reading Week. 	<p>lessons further developed students’ language skills (e.g. speaking, writing) during lessons.</p> <ul style="list-style-type: none"> • A vast majority of S1-S3 students (except only a few) reported in the Google Form on what books they have read. To further enhance students’ reading habit during the summer vacation of 2019, as well as to boost the circulation rate of School Library items, the Teacher Librarian introduced a summer vacation reading scheme to provide incentives to those who read more and register more entries in the Personal Reading Profile. • Some more book items were purchased and inserted into the Amazon Kindle devices. More student helpers assisted in demonstrating the use of Kindle devices, and the first 100 trial-users helped filling in a questionnaire. • With the collaboration of various panel heads, the 	<p>filling in the Google Form for teachers’ reference.</p> <ul style="list-style-type: none"> • In the 2019-20 School Year, all 17 Amazon Kindle devices will be available for loan through the School Library. Student users will be allowed to use the Kindle devices during the lunch reading time. • For the reading materials provided on Day 5 & 7, teachers may stimulate students to think more by providing some in-depth questions on the related issues, introducing some related videos to arouse interest, or carrying some follow up activities in lessons. Therefore, this strategy will be maintained. • In the 2019-20 School Year, the strategy of class-based and form-based lunch reading sharing will be maintained. The form-based reading

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				<p>Teacher Librarian successfully collated the edition, printing, distribution and delivery of all Day 5 & 7 lunch reading articles. Most of these articles (except the <i>What'sUp?</i>, the school's English newspaper) came with quizzes which gave students stronger motivation to focus on reading and thinking. Prizes in the form of book-purchase coupons were presented to a total of 20 active readers and respondents.</p> <ul style="list-style-type: none"> • As a new initiative, one single round of class-based lunch reading sharing session was held on 9/11/2018. Most classes reported very meaningful sharing with good quality from at least one student. Some students even produced PowerPoint slides to assist their own presentations. • Four rounds of form-based lunch reading sharing sessions continued to be held according to the 	<p>sharing sessions may be conducted by live broadcast via Campus TV.</p> <ul style="list-style-type: none"> • In the 2019-20 School Year, the reading related activities will be conducted throughout the year instead of concentrated within a single week. So, the Reading Week will no longer be held. Instead, the 3-day book fair will be conducted in April and authors' talks will be conducted during school assemblies.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<p>schedule. Each student who shared his/her reading inspirations in the sessions was rewarded with a Merit by the end of the School Year.</p> <ul style="list-style-type: none"> • The Reading Week of this school year was held during 4-8 March 2019. <ul style="list-style-type: none"> • The Kick-off Ceremony cum Grand Opening of Campus TV was successfully conducted on 4 March morning. • The book fair was conducted by Luck Win Bookstore (樂文書店) in the School Hall during 5-7 March. The total sales amount was over HK\$57,000, i.e. even more satisfactory than the 2017-18 Reading Week book fair. • Authors' talks were held on 8 March, with Prof. CHOW Po-chung (周保松教授) speaking in the Senior Assembly and Miss Winsome Lee (李衍蒨小姐) in the Junior 	

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<p>Assembly.</p> <ul style="list-style-type: none"> • Quiz games on the display board information in the School Hall and special reading articles by various subject departments and committees recorded a very high level of participation. Book purchasing subsidies of HK\$23,194.80 in total were awarded to 210 prize winners. • The English and Chinese Departments recommended books of designated themes to students. 	
2. Through enriching and extensive learning experiences in an interactive learning mode, students' learning interest and confidence is boosted with expanded knowledge	2018-2019 academic year	<ul style="list-style-type: none"> • Academic programmes across KLAs inside and outside school, such as inter-class History / Liberal Studies quiz show, virtual stock market conquest, Mathematics and Computer intra-school orienteering competition, Hong Kong Student Science Project, and Mathematics, Physics, Chemistry and Geography Olympiads were organized and coordinated. For inter-school competitions, regular training sessions for team members were arranged. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Evaluation Reports from the corresponding subject departments • Observation from teachers • Questionnaires <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Performance in open competitions • Students compete seriously in the competitions while other student audiences enjoy watching the 	<ul style="list-style-type: none"> • Teachers generally agreed that students could enhance their 21st century learning competencies through participating in these learning experiences. • It was observed that students have opportunities in developing skills in the following areas: <ul style="list-style-type: none"> ▪ Independence ▪ Leadership 	<ul style="list-style-type: none"> • Experiential learning strategy has been found to be an effective instructional strategy in most subjects as it can provide an excellent opportunity for students to gain real-world experiences while learning the subject contents. • While we have excellent results in

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
scope and horizons.		<ul style="list-style-type: none"> • Various Cross-boundary learning activities, such as Exchange Tour to sister schools in Shunde, History Tour to Singapore & Malaysia, PE tour to Taiwan, Arts Tour to Taiwan, Chinese History Tour to Wuhan, Language Tour to Singapore and etc. were conducted in 2018-2019. Besides, many other Life wide learning (LWL) activities, such as community culture / history walks, themed visits to Art/History/Science museums, corporate visit and etc. were also organized and arranged. • With the experience developed from the school-based support services by the EDB, our STEM education among IS, physics, chemistry, biology, mathematics, D&T and ICT was further enhanced. • In line with the ITE4, we encouraged teachers to enhance the eLearning in every subject. As a policy, each subject had developed at least one eLearning package / activity in each level in either junior forms or senior forms. 40 Chromebooks were purchased and the eLearning using Google services, e.g. Google Classroom, would be more convenient. 	<p>competitions</p> <ul style="list-style-type: none"> • A problem-solving atmosphere can be created through the competitions • Students find enjoyment in the visits and students' horizons are widened. • Classroom interaction and students' self-directed learning can be enhanced. • Each subject develops at least one eLearning package / activity in each form in either junior or senior level. 	<ul style="list-style-type: none"> ▪ Organization ▪ Collaboration ▪ Responsibility ▪ Empathy ▪ Problem-Solving ▪ Global Awareness • The performance of our students in external competitions was good. All these records are stored in a shared Google Spreadsheet for better internal communication. • Regarding the cross boundary tours, positive feedback was generally received from the Ts and Ss participated. The students' horizons are broadened. • Through regular meetings of the STEM working group, our teachers from various KLAs can work as a team to develop our school-based cross-curriculum STEM education. Ts are encouraged to attend the seminars/workshops organized by the EDB and/or other organizations. • Regarding the eLearning 	<p>various external competitions in several subjects, we can extend the successful experience to other subject departments. Sharing of the successful experience should be encouraged in the coming years.</p> <ul style="list-style-type: none"> • Teachers and students should treasure the learning process through participating in the competitions, exhibitions and interviews outside school which widen their exposure. • With the LWL grant introduced by the EDB, we will have more resources in organizing these activities. Planning and co-ordination among different bodies should be made in advance. • With the extra resources provided by the school, the STEM projects can be further enhanced by purchasing hardware,

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<p>policy formulated, it is observed that more teachers were able to use mobile technology to enhance their lessons which can be revealed in the lesson observation and staff appraisal.</p>	<p>software or external support services.</p> <ul style="list-style-type: none"> • Although most teachers can now use mobile technology to enhance their lesson effectiveness. The development of students' creativity, collaboration and problem-solving skills should be further emphasized in the future. • We have to further encourage teachers to take part in the seminars/workshops by the EDB. The policy of teacher professional development would be revised.
<p>3. To encourage collaborative learning to instill an urge to excel academically, a proactive attitude towards learning and an aspiration for higher learning in students.</p>	<p>2018-2019 academic year</p>	<ul style="list-style-type: none"> • With the coordination of the Academic and Administration Committee, some study groups in S4 and S5 were formed. Besides the core subjects, the students in each group were studying the same elective subjects. • Support in terms of venues, learning resources and teaching consultancy were provided by the school so as to foster students' self-directed and collaborative learning experiences for the achievement of elevated 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Observation from teachers • Reports of panel heads concerned on the performance of the learning groups/circles and study groups • Questionnaires and feedback from students • Learning log books of different study groups • Meeting frequencies of the study groups 	<ul style="list-style-type: none"> • In this year, 2 levels of study groups were formed: <ul style="list-style-type: none"> ▪ Groups initiated by subject Ts, e.g. BAFS & LS ▪ Groups initiated by Ss themselves, e.g. 3 groups in S4 & 2 groups in S5 • For the groups initiated by subject Ts, the effectiveness was 	<ul style="list-style-type: none"> • Compared to that in last year, Ss participated more actively and therefore they needed more supplementary exercises to practice. • Tutors were employed for the groups initiated by subject Ts only. It is because these groups were more structured

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		learning performance.	<p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Students acquire the habit of collaborative learning in groups. • Positive comments from students in the feedback and questionnaires • Improved academic performance of the members of the study groups. 	<p>satisfactory. With the resources provided by the school, e.g. tutors employed, Ss were eager to participate and showed interest in the subject.</p> <ul style="list-style-type: none"> • For the groups initiated by Ss, the effectiveness was fair. One group of Ss (4D) had met regularly with the help of their F/M. Supplementary exercises from various subjects were purchased upon request. Ss had shown improvement after joining this group. On the other hand, some study groups did not show any progress and no resources were demanded. 	<p>and the schedule could be well planned in advance. On the other hand, groups initiated by Ss were less structured and therefore it was not practical to employ tutors.</p> <ul style="list-style-type: none"> • For the next year, we will continue to facilitate the formation of study groups in these 2 levels and to provide similar resources to the groups as far as possible.
4. Enhancing Staff Appraisal System and Staff Development to strengthen teaching efficiency and effectiveness	2018-2019 academic year	<ul style="list-style-type: none"> • We joined the EDB's school-based support services schemes for the enhancement of Chinese Language (junior) and English Language (senior). • In order to promote a culture of professional sharing among teachers, we encouraged teachers to conduct Collaborative Lesson Planning (CLP) and peer lesson observation with the policy below: 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Programme plans and evaluation reports from subject departments • Observation from teachers • Questionnaires • Staff appraisal records • CPD records • Interviews with the panel heads by the Principal, VP or AP 	<ul style="list-style-type: none"> • With the support from the EDB's school-based support services, some teaching packages have been developed in junior form Chinese Language and senior form English Language. Positive comments were received from the teachers concerned. 	<ul style="list-style-type: none"> • It may be too heavy for the Ts in the Chinese Department to review and develop the S1-3 curriculum at the same time. Therefore, it may be more suitable to focus in one form next year. • The English Department had

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		<ul style="list-style-type: none"> ▪ Each subject department should select as least one form for conducting CLP in at least one teaching unit. ▪ All teachers in this selected form should open their classroom for at least one time throughout the year. ▪ Other teachers are encouraged to observe these lessons. • Teachers can learn from one another and expand their horizons through being exposed to others' success experience and professional reflection. • The staff appraisal and development record system were further optimized. • To facilitate internal communication and monitoring, the Academic and Admin Committee has set some guidelines for the programme plans, interim reports and evaluation reports of all subject departments and committees. During the scheduled meetings between the Principal/VP and the panel heads/committee heads, the plans and evaluation reports can be discussed in details. 	<p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Some teaching packages are developed in junior form Chinese Language and senior form English Language. • CLP and peer lesson observation should be conducted in each subject department. • All appraisal activities, including lesson observations and student work scrutiny, are arranged in advance. • All programme plans and evaluation reports are prepared according to the outline set by the Academic and Administration Committee • All programme plans and evaluation reports are submitted on time and prepared in a well-organized manner. 	<ul style="list-style-type: none"> • CLP and peer lesson observation were conducted in each subject department. Comments from the teachers were generally very positive. The collaborative culture was enhanced. • Most panel heads / committee heads could submit their programme plans and evaluation reports on time and in line with the guidelines set. The panels with DSE subjects offered could make use of the statistical report from the HKEAA to evaluate our students' performance in open exams which should be very useful in future planning of L&T activities within the panel. • The staff appraisal and development record system were further optimized. In this year, the appraisal system also covered non-teaching staff (office clerks & TAs). • In this year, more individual meetings 	<p>joined the school-based support services schemes for more than 2 years. Ts were capable to sustain the curriculum development by themselves.</p> <ul style="list-style-type: none"> • In the coming year, the CLP and peer lesson observation should be extended to ALL Ts instead of Ts in one form only. • The individual meetings with the Principal/VP should be scheduled in advance. • We have to strengthen the monitoring of the CPD requirements for all teachers.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<p>between the Principal/VP and all teachers were conducted. It is to provide more feedback on the appraisal system and also enhance the communication between the Ts and the school management.</p> <ul style="list-style-type: none"> • All lesson observation focused on the schools' major concern, i.e. Reading to Learn, eLearning, STEM or collaborative learning. From the inspection of assignments, Ts in general could comply with the policies set by the subject departments. 	

Major Concern 2: Developing Students' Self-discipline and Self-management Ability

To develop students' self-discipline and self-restraint so that they become self-regulated, esteemed, dignified and communicative individuals. Through goal setting and demanding high, they will be able to manage their tasks progressively and unleash their potential fully.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
1. Boosting Self-discipline and Enhancing Self-management and Communication skills: <ul style="list-style-type: none"> F.1 to F.3 classroom self-management; 	2018-2019 academic year	<ul style="list-style-type: none"> F.1 to F.3 students were first divided into groups of 4 to 5 They were responsible for fulfilling some cleaning tasks for their classrooms (10 min.) every day after school The objective is to enhance their capacity in self-management, confidence and team spirit. Certificates were awarded to the class that had a good performance every month. 	<ul style="list-style-type: none"> Opinions from F.1 to F.3 class teachers. Score paper filled by the teachers every day after their cleaning work. The score obtained in each category (e.g. tidiness of teacher's desk, the cleanliness of the blackboard and the floor) should not be less than 3 (out of 5). 	<ul style="list-style-type: none"> Opinions from class teachers were positive (but janitor staff reported that some students did not stay behind for the cleaning work.) Most groups could finish the cleaning work within 10 - 15 minutes. Their scores obtained in each category were usually above 3. Most of the groups had a clear division of labour. Most class teachers would like to check randomly after school to maintain the performance of the students 	<ul style="list-style-type: none"> In the coming year, the scheme should be continued . More regular patrols are needed after school to make sure the students would do the cleaning work.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<ul style="list-style-type: none"> • F.2 training camp; • F.2 marching competition (TMDUST Police – Smart Tactical Unit Programme 2019) 	2018-2019 academic year	<ul style="list-style-type: none"> • About 110 F.2 students joined a 3-day-2-night training camp (30/Nov – 2/Dec). • Around 28 students were selected to join the TMDUST Police – Smart Tactical Unit Programme 2019 • 5 sessions of foot drill training have been conducted and a passing-out ceremony was held at the end of second school term. 	<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; • Through organizing activities, students build up a stronger sense of self-competence to embrace challenges ahead. 	<ul style="list-style-type: none"> • According to the opinions from teachers, students’ self-management, team spirit, and problem-solving skills have been improved after the training programme. • Our students won the “Best Marching Team” in the Smart Tactical Unit Programme 2019 	<ul style="list-style-type: none"> • Similar training programme for F.2 should be carried out again since the feedback from students and teachers was very encouraging.
<p>2. Fostering students’ positive thinking, resilience and communication skills:</p> <ul style="list-style-type: none"> • Peer support Training Programme; • Joyful School Programme 	2018-2019 academic year	<ul style="list-style-type: none"> • In peer support training programme, about 40 Guidance monitors were trained by HKU RENCE. They had joined 3 workshops which about gratitude, empathy and positive communication. • In joyful school programme, about 20 students from F.1 had joined 9 sessions training and an over-night camp provided by HKFWS. 	<ul style="list-style-type: none"> • More than 80% of the student participants think that the objectives of the program are achieved. And the participation rate is about 80%. 	<ul style="list-style-type: none"> • Generally speaking, more than 80% of the students in the peer support training program, joyful school program and guidance prefects agreed that the program met its objectives. Most of the students think that the program can enhance their positive thinking, resilience and communication skills. • Detailed report should be referred to HKU RENCE and HKFWS. 	<ul style="list-style-type: none"> • Similar training programme should continue in the future.

Strategies / Tasks	Time scale	Details of Program	Evaluation and success criteria	Evaluation	Suggestions and follow up actions
<ul style="list-style-type: none"> F.3 and F.4 Guidance Prefects training 		<ul style="list-style-type: none"> About 40 Guidance Prefects (Senior Form students) joined a 1-day training. 			
<ul style="list-style-type: none"> Red Cross Uniform Group 		<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; and to be equipped with leadership skills, health care knowledge, discipline and social service skills in order to provide a variety of quality services to the needy in the community. Members are involved in managing and launching services to enable them to attain personal growth.. 	<ul style="list-style-type: none"> The number of students who participated in various programmes. 	<ul style="list-style-type: none"> Our school Red Cross team YU327W inauguration ceremony has been successfully hold on 29/6. 18 students joined the Red Cross Uniform Group which was more than our expectation. the members have completed the activities in the 'Progressive Activities Scheme' 	<ul style="list-style-type: none"> Continuous promotion should be followed in the coming years in order to increase the participation rate of the Red Cross Uniform Group. More sponsorship of the uniform should be given.

Shun Tak Fraternal Association Leung Kau Kui College

17. Financial Report for the year 2018-2019 (Unaudited)

Amount received for the year 2018-2019	52,150,032.87
Add : Amount carried forward from previous year 2017-2018	5,371,945.21
	<u>57,521,978.08</u>
Less : Salaries Grant	(37,930,566.37)
Less : TRG, SSCSG, DLG, LSGSS and etc	(4,514,728.90)
Available funding	<u>15,076,682.81</u>
Less : Total expenditures	<u>9,921,839.90</u>
Amount brought forward for next year	<u><u>5,154,842.91</u></u>

Particulars	Budget \$	Expenditures \$
Administration Grant	3,762,000.00	3,730,775.38
Composite Information Technology Grant	323,400.00	462,637.86
Information Technology Staffing Support Grant	307,200.00	307,200.00
Air-conditioning Grant	341,460.00	348,806.78
Capacity Enhancement Grant	-	-
School and Class Grant	1,100,000.00	1,270,672.95
Lift Maintenance	123,000.00	128,072.00
Air-conditioning Grant for Preparation Room of Laboratories	3,000.00	-
Integrated Science	20,000.00	17,035.22
Visual Arts	36,000.00	37,160.20
Home Economics	32,000.00	32,167.00
Design & Technology	45,000.00	31,507.40
Computer Literacy and Computer & Information Technology	11,000.00	1,000.00
Putonghua	1,000.00	197.00
Supplementary Grant for School-based Management	30,000.00	10,492.00
Training and Development Grant	10,000.00	-
Moral and Civic Education	16,250.00	960.00
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	10,000.00	15,078.31
Chinese Extensive Reading Scheme	10,000.00	4,390.00
English Extensive Reading Scheme	10,000.00	9,295.60
Composite Furniture and Equipment Grant	1,985,000.00	1,630,071.20
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	1,884,321.00	1,884,321.00
Total	10,060,631.00	9,921,839.90

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2018-2019)

18. 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 International Examinations 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 2018-2019, the details of the usage are as follows:

1) Tuen Mun Network Courses (P.E. & Music)

Some of our senior form students are gifted in P.E. and music and are interested in taking these subjects as one of their elective subjects in HKDSE. However, due to the limitations of manpower and other resources, we could not offer these subjects in our senior form curriculums. Through joining the Tuen Mun Network Courses, these gifted students, together with students from other schools, could learn these subjects in the weekend classes in which experienced teachers are hired and the total lesson time is comparable to those elective subjects offered in normal curricula. Learners were expected to sit for the HKDSE Examination with P.E. / Music as one of their elective subjects.

In this school year, the number of students who have participated in Tuen Mun Network Courses (P.E. & Music) is summarized as follows:

	P.E.	Music
S4	3	2
S5	2	2
S6	4	0

The performance of the respective S6 students in 2019 HKDSE is summarized below:

No. of students attained	P.E.	Music
Level 5 or above	0 (0.0%)	-
Level 4 or above	2 (50.0%)	-
Level 3 or above	3 (75.0%)	-
Level 2 or above	4 (100%)	-

2) Other Languages Courses (Japanese and French)

All students who were interested in learning Japanese and French languages were selected and enrolled in the Tuen Mun Network Courses (Japanese and French) which were held on weekends. These language courses were coordinated by the Tuen Mun Secondary School Heads Association and provided by the Lingnan Institute of Further Education.

Learners were required to finish regular assignments, in-class dialogues and occasional tests and examinations. While students of the beginning (S4) level had acquired a basic level of language proficiency to master simple daily conversations and read/write about their daily life, those of the intermediate (S5) and higher (S6) levels could handle more sophisticated communications in diverse language contexts.

In this school year, the number of students who have participated in Other Languages Courses in our school is summarized as follows:

	Japanese	French
S4	19	0
S5	2	3
S6	6	1

The performance of the respective S6 students in Cambridge International Examination 2018 November Series is summarized below:

No. of students attained	Japanese	French
Grade A	5 (83.3%)	0 (0.0%)
Grade B or above	6 (100%)	0 (0.0%)
Grade C or above	6 (100%)	0 (0.0%)
Grade D or above	6 (100%)	0 (0.0%)
Grade E or above	6 (100%)	0 (0.0%)

3) Applied Learning Courses (Mode 1)

ApL offers studies with equal emphasis on practice and theory linked to broad professional and vocational fields. For holistic learning, a flexible combination of ApL with core subjects, elective subjects and Other Learning Experiences helps provide theoretical and applied learning opportunities to cater for students' diverse learning needs.

In this school year,, we adopted Mode 1 of implementation to offer ApL courses taking into account the learning needs of our students. Courses took place mainly at the venues of course providers and were taught by the tutors of course providers. We have made arrangements for students to attend the courses according to the timetables set by course providers.

In this school year, the number of students who have participated in ApL Courses in our school is summarized as follows:

	ApL
S5	4
S6	5

The performance of the respective S6 students in 2018 HKDSE is summarized below:

No. of students got the results of	ApL
Attained with Distinction (II)	2 (40.0%)
Attained with Distinction (I) or above	5 (100%)
Attained or above	5 (100%)

19. Financial Report on Diversity Learning Grant (2018-2019)

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 15,200.00	\$ 147,269.81
Less : Amount clawed back	0.00	0.00	(26,369.81)
Revenue : Government Grant	64,400.00	93,600.00	120,900.00
	<u>64,400.00</u>	<u>108,800.00</u>	<u>241,800.00</u>
Expenditure :			
1. Gifted Education Programmes		0.00	
2. Tuen Mun Network Courses (P.E. & Music)		84,900.00	
3. Tuen Mun Network Courses (Japanese and French)			120,900.00
4. Activities for students taking Other Languages			2,500.00
5. Purchasing necessary reference materials and equipment			387.07
6. ApL Courses	64,400.00		
	<u>\$ 64,400.00</u>	<u>\$ 84,900.00</u>	<u>\$ 123,787.07</u>
Balance brought forward for next school year	<u>\$ 0.00</u>	<u>\$ 23,900.00</u>	<u>\$ 118,012.93</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2018-2019)

20. 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 \$613,766 per annum for 2018/2019). 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.

Under the Voluntary Optimisation of Class Structure Scheme, the number of classes in our school has been changed to 24 and the EOEBG and other government grants were adjusted accordingly. However, we foresee that we will need a lot of funding in future years to cope with the curricular reforms as well as manpower mismatch problem. As a result, we need to reserve some funding for future use.

On the other hand, we have other funding (TRG) for the time being to employ Assistant Teachers, Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We have therefore decided not to use the CEG in 2018-2019. We will keep in view the situation and plan for the use of CEG in the coming years in due course.

Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2018-2019)

21. 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 adjustment difficulties in the school. The learning outcomes and improvements in the affective aspects observed in the target students are an important measurement and evaluation of the effectiveness of the programmes delivered. Our school-based programme comprises two components, one for enhancing learning and studying academically, while the other is to bring forth affective development. After taking into account the opinions collected, it was decided that the grant be used in the following areas:

- 1) Employing an Assistant Teacher to organize After-school Learning Programmes
The programmes comprised the following modules held in a time-framed series of courses/workshops:
 - (i) pre-test and pre-examination study skills revision classes,
 - (ii) enhancement workshops on study skills,
 - (iii) advanced thinking skills training, and
 - (iv) language support to needy students
 Target students: 30 students from Form 1 to Form 3.

22. School-based After-school Learning and Support Programmes Grant (2018-2019)

Balance carried forward from last school year	\$	3,000.00
Less : Amount clawed back at the end of school year 2017-2018		0.00
Revenue : Government Grant		<u>100,800.00</u>
	\$	103,800.00
Expenditure :		
1. Employing an Assistant Teacher to organize after-school learning programmes	<u>\$</u>	<u>100,800.00</u>
		<u>100,800.00</u>
Balance brought forward for next school year	\$	<u>3,000.00</u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2018-2019)

23. 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.

In 2018-2019, the funding was used in the following areas:

- (1) Hiring of a fractional teacher to support SEN students
 - 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).
- (2) Organizing learning activities or related activities to promote an inclusive culture
 - Some learning programmes have been organized to promote an inclusive culture.
 - Through co-operative learning activities, the mutual acceptance among students could be further promoted.
- (3) Procuring supporting resources for SEN students
 - To provide services including students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents.
- (4) Procuring outreaching occupational/speech therapy for the needy students
 - To provide outreach occupational therapy services and speech/art therapy services for our students in need.

24. Financial Report on Learning Support Grant for Secondary Schools (2018-2019)

Balance carried forward from previous school year	\$ 62,523.60
Revenue : Government Grant for 2018-2019	<u>272,118.00</u>
Total amount of usable fund	334,641.60
Expenditure :	
1. Hiring of a fractional teacher to support SEN students	\$ 147,290.40
2. Organizing learning activities or related activities to promote an inclusive culture.	61,640.00
3. Procuring supporting resources for SEN students	6,403.90
4. Procuring outreaching occupational/speech therapy for the needy students	<u>51,750.00</u>
Balance transferred to next school year	<u>\$ 267,084.30</u>
	<u>\$ 67,557.30</u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2018-2019)

25. 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, it was decided that the TRG be used in the following areas in 2018-2019:

- 1) Employment of 4 Full-time Contract Teachers
 - One contract teacher was employed to enhance the learning and teaching in senior forms Chinese Language.
 - One contract teacher was employed to enhance the learning and teaching in senior forms English Language.
 - Two contract teachers were employed to enhance the learning and teaching in junior and senior forms Mathematics.
- 2) Employment of 2 Assistant Teachers
 - To enhance the learning and teaching in Chinese Language and English Language
 - To organize some after-school learning programmes for the needy students
- 3) Employment of 4 Teaching Assistants
 - The Teaching Assistants' supporting work has helped to create room for teachers who were involved in curricular development of Liberal Studies (junior & senior forms). Also their work has relieved the administrative chores in the implementation work of School-based Assessment in F.4-6 Chinese Language and English Language.
 - The Teaching Assistants provided help in different aspects such as Performing Arts Competition, teachers' professional development days and the implementation of school self-evaluation. In addition, they assisted in organizing extra-curricular activities and competitions, and were responsible for the compilation of information (such as documents, photos and video clippings etc.) on relevant issues.
 - To encourage students' all-round development, a system of student learning profile has been in place. The system serves as a portfolio of the students, recording students' performance in all aspects other than academic ones. Teaching Assistants were involved in managing all the information concerned.
 - Students have diverse learning motivations and abilities and teachers have to offer personal guidance after school. The Teaching Assistants were requested to do follow-up work on those who failed to submit homework on time. This measure did cater for students' learning differences.
 - The Teaching Assistants also gave support to carry out non-teaching duties for teachers such as collecting fees, checking all kinds of forms filled by students, handling roll call registers and homework submission records, etc.
 - On the whole, the Teaching Assistants have taken up lots of administrative work that had to be initially accomplished by individual teachers. This resulted in the release of more room for teachers to improve their teaching effectiveness. As regards catering for students' learning differences, teachers undeniably played the major role.
- 4) Employment of 2 Part-time Contract Teachers
 - To support the learning and teaching in senior forms Chinese Literature
 - To support the after-school remedial classes of junior forms Mathematics

- 5) Employment of Part-time Coaches
 - To support the training of school teams
 - To create space for teachers who are involved in extra-curricular activities
- 6) S1 – S5 Mentoring Scheme
 - In early May 2018, some current F.6 students with good academic performance and superb leadership skills were selected to be student mentors.
 - The Academic Concern Group of the Academic and Administration Committee selected students from F.1 to F.5 who were relatively passive in learning and thus weak in academic performance. They were then arranged into small study groups with different range of abilities. Under the guidance of teachers, student mentors provided tutoring in academic subjects plus advice on students’ study skills and daily developmental problems that they might encounter in their school life. They also organized some recreational activities which facilitated the communication between mentors and students.
 - Most of students who joined this scheme showed improvement in their learning attitude. Furthermore, the comments and feedback from the students joining the scheme were very positive. Most teachers welcomed this encouraging outcome and suggested operating the same scheme as a regular practice in future years.
 - Furthermore, some F.4 and F.5 students who failed in their final exams had to re-attempt the exams. Two mentors were recruited to provide assistance to their preparation during the summer holidays.
- 7) Employment of supply teachers for substituting teachers on sick leave or study leave

26. Financial Report on Teacher Relief Grant (2018-2019)

Balance carried forward from previous school year		\$2,219,096.87
Revenue :		
Annual recurrent cash grant for 2018-2019		208,632.50
Optional cash grant (freezing teaching posts temporarily)		3,444,278.40
Other cash grant -- TSA		0.00
Total amount of usable fund		<u>5,872,007.77</u>
Expenditure :		
1. Employment of Full-time Contract Teachers	\$1,906,560.00	
2. Employment of Assistant Teachers	516,600.00	
3. Employment of Teaching Assistants	583,155.00	
4. Employment of Part-time Contract Teachers	102,900.00	
5. Employment of Part-time Coaches	824,015.00	
6. S1 – S5 Mentoring Scheme	157,810.00	
7. Employment of supply teachers	<u>87,864.10</u>	<u>4,178,904.10</u>
Balance transferred to next school year		<u>\$ 1,693,103.67</u>

Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2018-2019)

27. 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.

In 2018-2019, we have other funding (TRG) for the time being to employ Teachers, Teaching Assistants, Administrative Support Staff and etc. for the objectives described above. We therefore plan not to use the Extra SSCSG in 2018-2019. We will keep in view the situation and plan for the use of Extra SSCSG in the coming years in due course.

28. Financial Report on Extra Senior Secondary Curriculum Support Grant (2018-2019)

Balance carried forward from last school year	\$ 275,294.30
Revenue : Government Grant for 2018-2019	<u>0.00</u>
Total amount of usable fund	275,294.30
Balance brought forward for next school year	\$ <u>275,294.30</u>

Evaluation Report on the Use of the Grant for the Sister School Scheme (2018-2019)

29. 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 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 observation, lesson evaluation and teaching demonstration 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 2018/19 school year is \$150,000.

After detailed planning and discussion, the grant was used in the following areas:

Art and Cultural Exchange Tour for S4 & S5 Students

- To organize a tour for 40 students and 4 teachers to visit Shunde LiangQiuJu Vocational & Technical School
- To facilitate teachers and students to learn from each other, especially in the area of Aesthetic Development.

30. Grant for the Sister School Scheme (2018-2019)

Balance carried forward from previous school year	\$	0.00
Revenue : Annual recurrent cash grant for 2018-2019		<u>150,000.00</u>
Total amount of usable fund		150,000.00
Expenditure :		
Art and Cultural Exchange Tour	<u>34,400.00</u>	<u>34,400.00</u>
Balance transferred to next school year	\$	<u><u>115,600.00</u></u>

- End of Report -