

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



**School Report**  
**(2019 – 2020)**

On Ting Estate, Tuen Mun, N.T.

新界屯門安定邨

Tel. : 24580766 Fax : 24400692

Web : <http://www.lkkc.edu.hk> E-mail : [info@lkkc.edu.hk](mailto:info@lkkc.edu.hk)

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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. From 2008 onwards, the conversion and refurbishment of some special rooms were carried out progressively. As a result, more classrooms are available to improve the learning environment of the whole school. Recently, some renovation works, including the school's main entrance and lobby, the covered playground, the canteen, the Multi-purpose Theatre, some special rooms, and also the general office and staff rooms, have been carried out. With the learning facilities installed, the learning environment for our students was greatly improved. 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.

## 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	Techno-logy Education	Personal, Social and Humanities Education	Arts Education	Physical Education	SS Liberal Studies	SS Elective Subjects	OLE	Total
S1 – S3	15.5%	15.5%	13.8%	12.0%	7.4%	20.6%	7.4%	4.0%	--	--	3.7%	100%
S4 – S6	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	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	PE	Others	Total
S4	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts	PE#	Japanese# ApL	13
S5	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	Japanese# ApL	14
S6	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	Japanese# ApL	14

#Network courses

## Class Structure

3. There were 24 classes in our school in the academic year of 2019-2020, including four classes from S1 to S6. The total number of students in our school was 733 of which 347 were male and 386 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 192 school days in the academic year 2019-2020. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
S1	98.59%
S2	99.07%
S3	99.31%
S4	98.63%
S5	98.30%
S6	96.49%

## Students' Reading Habits

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

S1	S2	S3	S4	S5	S6	Total
482	380	525	301	295	134	2,117

7. Record of borrowing items :

Chinese reading items	English reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
1,410	453	97	27	6	354	2,347

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

Total
1,836

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

Total
81

Note: Due to the impact of COVID-19 and the class suspension in 2019-2020, the numbers of the above items were greatly reduced compared to those in previous years.

## Students' Performance

### 9. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2019-2020

	English	Chinese	Mathematics
<b>Results (mean)</b>	66.4	68.0	83.5

### 10. Hong Kong Diploma Secondary Education (HKDSE) Examination 2020

Our students obtained good results in the 2020 HKDSE. They obtained a total of 213 Level 5+ of which 26 were Level 5\*\*.

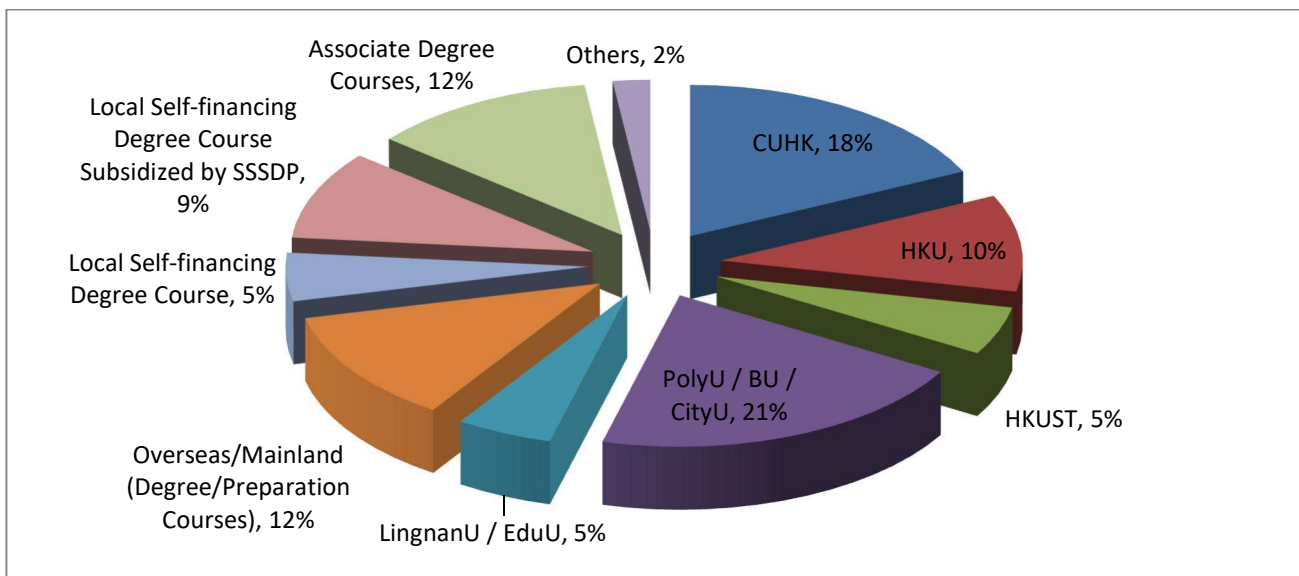
Individual outstanding achievements:

Fung Pak Wai attained 5\*\* in four subjects; Wong Ching Yin, Chan Cheuk Wang and Yau Pak Hei attained 5\*\* in three subjects.

## Students' Careers Development

### 11. Students' Early Exit (students who dropped out before completing their studies): 1.8%

### 12. Destination of Exit Students (S6 graduates):



## Our Teaching Staff

### Principal's and Teaching Staff's Academic Qualifications

13. There are 55 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	24	30
Percentage	1.8%	43.6%	54.6%

### Teaching Experience and Professional Development

14. In 2019-2020, 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	1	4	7	43
Percentage	1.8%	7.3%	12.7%	78.2%

### Teachers' resignation

15. Two teachers (including the principal and one senior teacher) retired and one assistant teacher resigned at the end of the school year.

# Annual School Report (2019-2020)

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

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

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
1. Development of school-based curriculum with collaboration among different KLAs / subject panels / different teachers within the same subject	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Curriculum planning among the subjects in the same KLA in S1-3               <ul style="list-style-type: none"> <li>▪ S1-3 Basic Law education in PSHE</li> <li>▪ Collaboration between different subject departments, e.g. ICT and D&amp;T in S2, BAFS and Home Economics in S3, etc.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find the programmes beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>S1-3 Basic Law education in PSHE</u> <ul style="list-style-type: none"> <li>▪ With the recommendation from Focus Inspection of PSHE conducted in May 2019, S1-3 Basic Law education in PSHE was well coordinated and carried out as scheduled. Meanwhile, through the collaboration among different subject departments in PSHE, the role of the KLA coordinator was strengthened to facilitate the ongoing development of the PSHE KLA</li> </ul> </li> <li>• <u>Collaboration between different subject departments</u> <ul style="list-style-type: none"> <li>▪ The collaboration between different subject departments was planned at the start of the school year. Unfortunately, most of the learning activities were cancelled due to the class suspension in the second term. In addition, after class resumption, no school activities could be arranged in the afternoon and group work was not preferred. As a result, it was not possible to continue the project work in different subject departments. For example, the joint project work of ICT and D&amp;T in S2 was cancelled.</li> <li>▪ S3 BAFS &amp; Home Economics collaboration: Some of the learning activities were carried out in the first term. Students found the idea of running a business interesting. They were able to apply subject knowledge in recipe design. However, they were weak in drafting a business proposal. More guidance was expected. Unfortunately, the winners could not run the stall in Lantern Festival Carnival as it was cancelled.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• S1-3 Basic Law education in PSHE will continue as a regular practice.</li> <li>• Collaboration between different subjects, especially those planned to be carried out this year, is expected in 2020-21.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Collaborative lesson planning (CLP) and peer lesson observation <ul style="list-style-type: none"> <li>▪ School-based support services provided by the EDB, e.g. Chinese History in S1 and Chinese Language in S2</li> <li>▪ All subject departments in LKKC should devise their own plan on CLP and peer lesson observation</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• The panel heads concerned submit a well-structured plan on time and carry out the programmes according to their plan.</li> <li>• Teachers reflect upon their teaching and hence improve their teaching quality.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>School-based support services from the EDB</u> <ul style="list-style-type: none"> <li>▪ The EDB officers had regular visits to the subject departments to enhance professional exchange. Teachers concerned attained better understanding towards curriculum planning and a number of teaching packages in both subjects were developed. The visits terminated in the second term due to the epidemic. Although some programmes were much scaled down in the second term, valuable experience in curriculum planning was gained. Teachers are able to sustain the curriculum development in their own capacity in the future.</li> </ul> </li> <li>• <u>CLP and peer lesson observation within subject departments</u> <ul style="list-style-type: none"> <li>▪ All subject departments completed CLP and peer lesson observation if scheduled in the first term. Due to the epidemic, those scheduled in the second term were cancelled or rescheduled after class resumption.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unfortunately, the school-based support services will not be provided by the EDB next year. However, with the experiences gained in this year, the Chinese History &amp; Chinese Language Departments will continue to develop their school-based curriculum in our own capacities. For Chinese Language, the EDB staff will pay visits to S3 colleagues in the form of consultation.</li> <li>• CLP and peer lesson observation will be executed as a regular practice.</li> </ul>
2. Enhancing the Effectiveness of Teaching and Learning through interactive teaching and subject cooperation.	2019-2020 academic year	<ul style="list-style-type: none"> <li>• ITE and eLearning <ul style="list-style-type: none"> <li>▪ With the newly purchased iPads and Chromebooks, teachers are encouraged to develop more eLearning L&amp;T packages.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>• Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Each subject department has their own plan on eLearning, including the curriculum and teacher training.</li> <li>• L&amp;T activities become more interactive.</li> <li>• Self-directed learning is encouraged.</li> <li>• Timely feedback to students can be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>ITE and eLearning</u> <ul style="list-style-type: none"> <li>▪ The 3-year plan of IT in Education was formulated. In the original planning, English Language, Liberal Studies and PSHE subjects were expected to develop eLearning packages this year.</li> <li>▪ In the end, nearly all subjects developed a variety of eLearning L&amp;T packages during class suspension in the second term. In this period, teaching materials and learning activities of most subjects were transformed to electronic teaching packages and delivered to students via Zoom meeting or Google Classroom.</li> <li>▪ Having experienced remote teaching in the second term, most of the teachers were able to use Google Classroom extensively, including delivering teaching materials, doing marking or giving feedback to students.</li> <li>▪ Some teachers reported that the devices, e.g. iPads, provided to teachers were not enough.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2020-21 school year is the second year of the 3-year plan of IT in Education, all the planned measures will be carried out as scheduled.</li> <li>• It is suggested that more iPads should be purchased and provided to teachers for them to develop more teaching packages, to mark the students' works and to conduct online teaching in the future.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	2019-2020 academic year	<ul style="list-style-type: none"> <li>STEM Education <ul style="list-style-type: none"> <li>Project learning in STEM for all S1-3 students</li> <li>Student activities related to STEM, e.g. competitions, visits, talks and etc.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Majority of teachers find the programmes beneficial.</li> <li>Majority of students find enjoyment in the activities.</li> <li>Students' horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li><u>STEM Education</u> <ul style="list-style-type: none"> <li>STEM activities were already planned and included in the schemes of work of some subjects, including Integrated Science, Physics, Chemistry, Biology, D&amp;T and ICT.</li> <li>However, class suspension and shortened teaching time after resumption made most of the subjects behind schedule. Also, there were no after-school activities were arranged after resumption. Lots of STEM activities were scaled down or even cancelled.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>It is expected that the STEM related activities will be held in 2020-21.</li> </ul>
	2019-2020 academic year	<ul style="list-style-type: none"> <li>Reading across Curriculum (RaC) <ul style="list-style-type: none"> <li>Cross-subject collaboration on developing materials for RaC is encouraged.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Each subject department has their own plan on RaC, including the topics and levels concerned and collaboration plan with other subjects.</li> <li>Majority of teachers find the programmes beneficial.</li> </ul>	<ul style="list-style-type: none"> <li><u>Reading across Curriculum</u> <ul style="list-style-type: none"> <li>As a policy, every subject department should plan at least one teaching package of RaC with another subject. In total, 14 subject combinations were formed. 4 of them were designated to finish within the 1st school term, while 10 were to span over the two school terms.</li> <li>However, due to the epidemic and the subsequent school suspension, 4 combinations were successfully finished, 2 were partially finished and 8 were called off.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>For RaC, the 4 subject combinations and 2 individual subjects reported positive effect in students' learning of designated topics, and would continue utilizing the produced packages in future years.</li> <li>The 8 unfinished subject combinations plan to / will be encouraged to resume this initiative in 2020-21.</li> </ul>
3. Promoting Experiential Learning through various Life-wide Learning activities	April 2020	<ul style="list-style-type: none"> <li>Sister school exchange activities (National Education)</li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Evaluation meetings</li> <li>Observation from teachers</li> <li>Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Majority of teachers find the programmes beneficial.</li> <li>Majority of students find enjoyment in the activities.</li> <li>Students' horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li><u>Sister school exchange activities (National Education)</u> <ul style="list-style-type: none"> <li>The funding provided by the EDB is about \$150,000 per year. A large-scale sister exchange activity is to be organized every 2 years. In other words, about \$300,000 can be utilized in such an exchange activity in which all S4-5 students in LKKC have a chance to visit our sister schools in Shunde. Then all LKKC students should be able to visit Shunde at least once in their 6-year secondary school life.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As the activity was cancelled, it is hoped that the activity can be re-organized in 2020-21.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<ul style="list-style-type: none"> <li>▪ The visit this year was scheduled to take place during Easter holiday. Due to the epidemic, the exchange activity had to be cancelled.</li> </ul>	
	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Drama Education <ul style="list-style-type: none"> <li>▪ Drama in S1</li> <li>▪ Radio Play in S2</li> <li>▪ Commercials Competition in S3</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Evaluation Report from the English Department</li> <li>• Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find enjoyment in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Drama Education</u> <ul style="list-style-type: none"> <li>▪ Support on S2 Radio Play and S3 Commercials from Chung Ying Theatre was scheduled to be elicited in the form of co-teaching of Chung Ying staff and subjects teachers.</li> <li>▪ Due to the epidemic, the whole co-teaching arrangement was postponed to the next school year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The whole co-teaching arrangement in drama education is resumed in 2020-21.</li> </ul>
	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Life Wide Learning (LWL) activities <ul style="list-style-type: none"> <li>▪ School level activities, e.g. Performing Arts Competition, Whole School Activity Day, Christmas Party, Flourishing Life Carnival and etc.</li> <li>▪ KLA/Subject level activities, e.g. competitions, visits, tours and etc.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Meeting minutes and evaluation reports from the panels or committees concerned</li> <li>• Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• The Committee/KLA Co-ordinators and panel heads submit a well-structured plan on time and carry out the programmes according to the plan.</li> <li>• Majority of teachers find the programmes beneficial.</li> <li>• Majority of students find enjoyment in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Life Wide Learning (LWL) activities</u> <ul style="list-style-type: none"> <li>▪ Guidelines on the use of LWL grant were discussed and adopted in September 2019. KLA coordinators, committee/unit heads and club I/Cs submitted proposals on organizing LWL activities in late September. The Financial Management Unit then approved these activities and decided how much of the grant could be utilized.</li> <li>▪ With the grant provided, there were more LWL activities planned this year, especially the cross-boundary activities proposed by different KLAs/committees. The grant provided in 2019-2020 was about 1,160,000. However, due to the impact of the epidemic, most of the LWL activities planned were cancelled. The actual utilization was about 250,000 only.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The LWL funding for 2019-20 can be carried forward to the next school year. This creates more room to organize LWL activities in 2020-21, including subsidizing Ss' and Ts' participation.</li> </ul>

**Major Concern 2: To strengthen the Value Education so as to foster students' positive values and attitudes**  
Introduction of Positive Education in the school curriculum (formal, informal and hidden curriculum)

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
<p>1. To facilitate students to understand their strengths and make good use of them in daily life</p> <ul style="list-style-type: none"> <li>▪ Character Strengths Survey for S1 students.</li> <li>▪ Introduction on the use of character strengths by specialist during Life Education lessons</li> <li>▪ Parents' Talk and Workshop</li> </ul>	09/2019 – 02/2020	<ul style="list-style-type: none"> <li>• A questionnaire on 24 personality strengths (VIA survey) was conducted in Life Education lessons of S1 in September.</li> <li>• Guests from the Positive Education Enhancement Unit of CityU were invited to explain to teachers and students how the personality strengths can be applied.</li> <li>• Parents' Talk in S1 Parents' Day on 24/11.</li> <li>• Parents' Workshop in 01/2020 – 02/2020.</li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Evaluation forms of life education classes.</li> <li>• Teachers' comments and daily observation.</li> <li>• School-based student, parent and teacher questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• All S1 students learn about their character strengths (by VIA survey)</li> <li>• Students are able to understand themselves more. They are able to appreciate themselves as well as others.</li> <li>• Parents appreciate their children's strengths and accept their weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• In general, students participated actively in the programmes conducted in the Life Education classes.</li> <li>• The high scores obtained in the evaluation forms of Life Education classes revealed that students enjoyed the programmes very much and they were able to appreciate themselves as well as others.</li> <li>• Teachers in general had positive comments on the activities held in the first term, especially the talks provided by the guests from the Positive Education Enhancement Unit of CityU.</li> <li>• However, due to COVID-19, most of the activities originally held in the second term were cancelled, including the Parents' Talk on the Parents' Day and the Parents' Workshop in 01/2020 – 02/2020.</li> </ul>	<ul style="list-style-type: none"> <li>• Similar programmes should be held in the Life Education classes in the future.</li> <li>• We will continue to invite guest speakers to provide talks/training on Positive Education to teachers, students and parents.</li> <li>• With some extra resources provided, we will strengthen Positive Education in S1 in the coming school year such as some tailor-made programmes for S1 Life Education classes in which teacher training, CLP and class observation are conducted.</li> </ul>
<p>2. To enable students to bolster their resilience to overcome challenges</p>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• S1 Joyful School Programme: The series of activities provide an effective platform for eliciting improvement in students' capacity</li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Review reports of teacher meetings;</li> <li>• Evaluation Report from HKFWS (Joyful School Programme)</li> <li>• Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Majority of participants show improvement in self-management, confidence, team spirit and problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• In the Joyful School programme, about 20 S1 students joined the 5-session training and an over-night camp provided by the HKFWS.</li> <li>• A detailed report was provided by the HKFWS. More than 80% of the student participants reflected that the objectives of the programme were achieved. And the participation rate is about 80%. Most of the students agreed that the programme could enhance their positive thinking, resilience and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Similar programmes should continue to be held in the coming year.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	09/2019	<ul style="list-style-type: none"> <li>• S2 training camp <ul style="list-style-type: none"> <li>▪ About 111 S2 students joined a 3-day-2-night training camp (28/09 – 30/09).</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Quality of organizing work by students;</li> <li>• Questionnaire</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Through organizing these activities, students build up a stronger sense of self-competence to embrace challenges ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• Through organizing these activities, students build up a stronger sense of self-competence to embrace challenges ahead.</li> <li>• According to the opinions from the teachers, students' self-management, team spirit, and problem-solving skills have been improved after the training programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Similar training programme for S2 should be carried out. However, the main theme of the training camp should be changed to positive psychology.</li> </ul>
	2019-2020 academic year	<ul style="list-style-type: none"> <li>• S1-3 Classroom Cleaning Programme <ul style="list-style-type: none"> <li>▪ S1-3 students were first divided into groups of 4 to 5 students.</li> <li>▪ They were responsible for some cleaning tasks of their own classrooms (10 min.) every day after school according to the roster.</li> <li>▪ The objective is to enhance their capacity of self-management, confidence and team spirit.</li> <li>▪ Certificates were awarded to the class that had a good performance every month.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Review reports of teacher meetings;</li> <li>• Score sheets filled by the teachers every day after their cleaning work;</li> <li>• Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• The activities provide an effective platform for eliciting improvement in students' capacity in self-management, confidence, team spirit, and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• In general, the opinions from class teachers were positive. The roster was clearly shown in most of the classes. Most groups could finish the cleaning work within 10-15 minutes. Their scores obtained in each category were usually above 3.</li> <li>• It is observed that most class teachers would like to check randomly after school to maintain the performance of the students. However, there were occasions where some students did not stay behind for the cleaning work in some classes.</li> <li>• Due to COVID-19, the scheme was cancelled in the second term.</li> </ul>	<ul style="list-style-type: none"> <li>• In the coming year, the scheme should be continued.</li> <li>• More regular patrols are needed after school to make sure the students would do the cleaning work.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	05/2020	<ul style="list-style-type: none"> <li>• Inter-Class Discipline Competition <ul style="list-style-type: none"> <li>▪ Subject teachers would give a mark to the class after each lesson.</li> <li>▪ The scoring items include: classroom order, queuing, courtesy, punctuality, diligence, cleanliness and attendance.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Marks awarded by teachers to different classes</li> <li>• Questionnaire</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Through organizing these activities, students build up a stronger sense of self-competence to embrace challenges ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• According to the school-based questionnaire survey report, the overall results this year were similar to those in the previous years.</li> <li>• Due to COVID-19 the competition in March was cancelled. The competition in May was rescheduled to late June.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the opinions of colleagues, the frequency of organizing such competition can be further optimized in order to give students room for improvement.</li> <li>• Some new grading items can also be added so that students' performance can be assessed in a wider scope.</li> </ul>
<p>3. To build a supportive atmosphere among teachers, students and parents:</p> <ul style="list-style-type: none"> <li>▪ Peer support Training Programme;</li> <li>▪ Guidance Prefects training.</li> </ul>	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Peer support training programme <ul style="list-style-type: none"> <li>▪ There were about 40 Guidance Monitors trained by the HKU RENICE. They had joined 2 workshops which were about gratitude, empathy and positive communication.</li> </ul> </li> <li>• Guidance Prefects training <ul style="list-style-type: none"> <li>▪ There were about 40 Guidance Prefects who joined the training programme provided by the social workers from the HKFWS.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Evaluation Report from Peer support Training Programme (HKU)</li> <li>• Programme evaluation reports of Guidance Committee</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• More than 80% of the student participants think that the objectives of the program are achieved.</li> <li>• The participation rate is about 80%.</li> </ul>	<ul style="list-style-type: none"> <li>• From the questionnaires, more than 80% of the student participants agreed that the programme met its objectives. Most of the students thought that the program could enhance their positive thinking and communication skills.</li> <li>• According to the HKU RENICE and the HKFWS, the performance of the students was satisfactory.</li> <li>• Due to COVID-19, the training programmes in the second term were arranged on ZOOM.</li> </ul>	<ul style="list-style-type: none"> <li>• Similar training programme should continue in the future.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
4. To enable students to cultivate a sense of purpose in life	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Whole-school Programme for strengthening “Career and Life Planning” education, enabling students to cultivate a sense of purpose in life               <ul style="list-style-type: none"> <li>▪ Dream Foundation</li> <li>▪ Senior Forms Careers Planning Day</li> <li>▪ Cambridge Occupational Analysis and Hope Action Inventory</li> <li>▪ OLE and OLC careers programmes</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Review reports of teacher meetings</li> <li>• Program evaluation reports of Careers Counselling Committee</li> <li>• Questionnaires</li> <li>• Observation by form teachers and careers teachers</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Through these activities, students’ self-understanding and aspirations/dreams towards studies and life are elicited and enhanced.</li> <li>• Students can set their individualized personal goals for the current academic year, and subsequently propose appropriate action plan(s).</li> </ul>	<p><u>Dream Foundation</u></p> <ul style="list-style-type: none"> <li>• Dream Fund: Students could apply individually or in groups to realize their dreams. Finally 9 applicants were successfully nominated and each student could be subsidized with \$1,500-\$3,500 to realize their dreams.</li> <li>• More than 80% of the students agreed that through these activities, their self-understanding and aspirations/dreams towards their studies and life were elicited and enhanced.</li> </ul> <p><u>Senior Forms Careers Planning Day</u></p> <ul style="list-style-type: none"> <li>• Senior Forms Careers Planning Day was cancelled due to COVID-19. However, some videos and/or voice over powerpoints were prepared to let the students study in a self-directed manner.</li> </ul> <p><u>Cambridge Occupational Analysis and Hope Action Inventory</u></p> <ul style="list-style-type: none"> <li>• The Cambridge Occupational Analysis test was attempted by S3 and S6 students. Students could understand more about themselves so that they could plan well ahead for their careers in the future. Students found it very easy to attempt the test and the result was self-explanatory.</li> <li>• The feedback from students was quite positive in general and they found it useful to help them better understand themselves and SS elective subjects/JUPAS selection.</li> </ul>	<ul style="list-style-type: none"> <li>• COA: the result is a relevant resource for students to know more about themselves.</li> <li>• The OLC activities might help students think about and plan their future career deeply. If possible, it is highly recommended that we offer these activities again to students next year.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<p><u>OLE and OLC careers programmes</u></p> <ul style="list-style-type: none"> <li>• OLC careers programme’s main objective was to let students explore their own orientations and be aware of the importance of career planning. There were 4 and 6 sessions organized for S5 and S6 respectively throughout the year.</li> <li>• The third (university visit) and the fourth sessions (career visit) for S5 OLC were planned to be held in April and May 2020 were cancelled due to COVID-19. Instead, information about the universities was provided to students through leaflets, web links and etc.</li> </ul>	
	2019-2020 academic year	<ul style="list-style-type: none"> <li>• Volunteer work <ul style="list-style-type: none"> <li>▪ OLE training sessions on proper attitude and effective skills in volunteer services</li> <li>▪ Promotion on volunteer work organized by external welfare organizations in school</li> <li>▪ School activities to allow students to experience the difficulties of the disabled.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>• Feedback from students in questionnaires</li> <li>• Students’ volunteer services records (number of hours)</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Students can recognize the needs from others.</li> <li>• Students are able to show care to various parties and individuals.</li> <li>• Students are able to organize volunteer services effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• A volunteer work record book was distributed to all S1 students in September. All volunteer work should then be reported and verified by the school twice every year (in September and January). The total number of hours of volunteer services would then be recorded and reported in the students’ non-academic transcripts. Certificates would be awarded to those who had good performance in volunteer services.</li> <li>• In 2019-2020, 5 students received certificates of commendation from the Social Welfare Department. The total number of service hours for the whole school in 2019 was 1144 hours and our school was awarded a gold certificate by the Social Welfare Department.</li> <li>• Social Service Group usually organizes different kinds of volunteer work for students. However, due to COVID-19, most voluntary work could not be organized.</li> </ul>	<ul style="list-style-type: none"> <li>• More promotion should be followed in the coming years in order to raise students’ participation rate.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	2019-2020 academic year	<ul style="list-style-type: none"> <li>Promotion of health and social welfare to protect and respect human life and dignity by the Red Cross Uniform Groups</li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Students' reflection &amp; feedback worksheets</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Through 'Progressive Activities Scheme', members are nurtured stage by stage to embrace the mission of Red Cross Uniformed Groups.</li> <li>Youth members learn First Aid eagerly, in order to protect others.</li> <li>Youth members provide health check-up services to the community regularly and participate in leadership training.</li> </ul>	<ul style="list-style-type: none"> <li>Through the 'Progressive Activities Scheme' of the Red Cross Uniform Groups, members were nurtured stage by stage to embrace the mission of equipping themselves 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.</li> <li>Members were involved in managing and launching services to enable them to attain personal growth.</li> <li>However, due to COVID-19, most activities could not be held as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>It is expected that officials from the Red Cross Uniform Groups will provide training for our students and teachers.</li> <li>More promotion work should be done and let more students join the Red Cross Uniform Groups.</li> </ul>

## Financial Report for the Year (2019-2020)

### 17. Financial Report for the year 2019-2020 (Unaudited)

Amount received for the year 2019-2020	56,914,331.25
Add : Amount carried forward from previous year 2018-2019	5,034,179.06
	61,948,510.31
Less : Salaries Grant	(41,987,216.27)
Less : TRG, SSCSG, DLG, LSGSS and etc	(4,957,388.00)
Available funding	15,003,906.04
Less : Total expenditures	10,377,625.18
Amount brought forward for next year	4,626,280.86

Particulars	Budget \$	Expenditures \$
Administration Grant	3,960,000.00	3,927,793.10
Composite Information Technology Grant	525,782.00	495,177.88
Information Technology Staffing Support Grant	317,338.00	317,338.00
Air-conditioning Grant	360,000.00	291,215.12
SBM Top-up Grant	30,000.00	-
Capacity Enhancement Grant	634,095.00	638,595.00
School and Class Grant	1,200,000.00	934,858.44
Lift Maintenance	126,000.00	124,668.00
Integrated Science	20,000.00	23,304.87
Visual Arts	36,000.00	33,360.70
Home Economics	32,000.00	30,284.59
Design & Technology	45,000.00	48,054.88
Computer Literacy and Computer & Information Technology	5,000.00	4,940.00
Putonghua	1,000.00	-
Supplementary Grant for School-based Management	18,000.00	2,705.00
Training and Development Grant	5,000.00	-
Moral and Civic Education	2,500.00	-
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	8,000.00	-
Chinese Extensive Reading Scheme	10,000.00	-
English Extensive Reading Scheme	10,000.00	1,620.00
Composite Furniture and Equipment Grant	1,811,000.00	1,479,019.60
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	2,024,690.00	2,024,690.00
<b>Total</b>	<b>11,181,405.00</b>	<b>10,377,625.18</b>

## Evaluation Report on the Use of Diversity Learning Grant (DLG) (2019-2020)

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 2019-2020, 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 limitation of manpower and other resources, we could not offer these subjects in our senior form curriculum. Through joining the Tuen Mun Network Courses, these gifted students, together with students from other schools, could take these subjects in the weekend classes in which experienced teachers were hired and the total lesson time was 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	0
S5	3	2
S6	3	2

The performance of the respective S6 students in 2020 HKDSE is summarized below:

No. of students attained	P.E.	Music
Level 5 or above	0 (0.0%)	-
Level 4 or above	1 (33.3%)	1 (50.0%)
Level 3 or above	2 (66.6%)	2 (100%)
Level 2 or above	2 (66.6%)	2 (100%)
Level 1 or above	3 (100%)	2 (100%)

## 2) Other Languages Courses (Japanese)

All students who were interested in learning Japanese language were selected and enrolled in the Tuen Mun Network Courses (Japanese) which were held on weekends. The language course was 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 lives, those of the intermediate (S5) and higher (S6) levels could handle more sophisticated communication 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
S4	13
S5	14
S6	3

The performance of the respective S6 students in Cambridge International Examination 2019 November Series is summarized below:

No. of students attained	Japanese
Grade A	2 (66.6%)
Grade B or above	2 (66.6%)
Grade C or above	3 (100%)
Grade D or above	3 (100%)
Grade E or above	3 (100%)

## 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.

We adopted Mode 1 of implementation to offer ApL courses while taking into account the learning needs of our students. Courses took place mainly at the venues of course providers and were taught by tutors of the course providers. We have made arrangements for students to attend the courses according to the timetables set by the 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	5
S6	4

The performance of the respective S6 students in 2020 HKDSE is summarized below:

No. of students got the results of	ApL
Attained with Distinction (II)	0 (0%)
Attained with Distinction (I) or above	1 (25%)
Attained or above	3 (100%)

19. Financial Report on Diversity Learning Grant (2019-2020)

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 23,900.00	\$ 118,012.93
<b>Less : Amount clawed back</b>	0.00	0.00	0.00
<b>Revenue : Government Grant</b>	75,905.00	93,600.00	113,100.00
	<u>75,905.00</u>	<u>117,500.00</u>	<u>241,800.00</u>
<b>Expenditure :</b>			
1. Gifted Education Programmes		0.00	
2. Tuen Mun Network Courses (P.E. & Music)		85,800.00	
3. Tuen Mun Network Courses (Japanese)			113,100.00
4. Activities for students taking Other Languages			0.00
5. Purchasing necessary reference materials and equipment			7,651.10
6. ApL Courses	75,905.00		
	<u>\$ 75,905.00</u>	<u>\$ 85,800.00</u>	<u>\$ 120,751.10</u>
<b>Balance brought forward for next school year</b>	<u>\$ 0.00</u>	<u>\$ 31,700.00</u>	<u>\$ 110,361.83</u>

## Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2019-2020)

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 \$634,017 per annum for 2019/2020). Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:

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

After detailed planning and discussion, it was decided that the CEG would be used to employ 4 Teaching Assistants in 2019-2020:

- The Teaching Assistants' supporting work has helped to create room for teachers who were involved in curricular development of Liberal Studies (junior & senior forms). Their work has also 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 various matters.
- To encourage students' all-round development, a system of student learning profile has been in place. The system served 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.
- Given that students have diverse learning motivations and abilities, 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.

### 21. Capacity Enhancement Grant (2019-2020)

Government Grant	\$ 634,017.00
<b>Expenditure :</b>	
1. Employment of Teaching Assistants	638,595.00
	(4,578.00)
Amount covered by EOEBG	4,578.00
<b>Balance brought forward for next school year</b>	<b>\$ <u>0.00</u></b>

## Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2019-2020)

22. 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.

In 2019-2020, the funding was proposed to be applied in the following areas:

- (1) Training course in logical thinking
  - To enhance students' problem-solving skills and learning effectiveness through the application of logic in thinking, speaking and writing
- (2) Training course in A Cappella singing
  - To enhance students' skills, courage, collaborative attitude, and sense of unity in and through group singing
- (3) "Certificate in First Aid" course
  - To instill basic first aid knowledge and skills to students so that they are capable of applying first aid to injured
- (4) Non-local learning tour for sports team members
  - To broaden sports team members' knowledge and experience in sports training opportunities and strategies

The above activities were suspended due to COVID-19.

23. School-based After-school Learning and Support Programmes Grant (2019-2020)

Balance carried forward from last school year	\$ 3,000.00
<b>Less :</b> Amount clawed back at the end of school year 2018-2019	0.00
<b>Revenue :</b> Government Grant	<u>84,000.00</u>
	\$ 87,000.00
<b>Expenditure :</b>	<u>0.00</u>
<b>Balance brought forward for next school year</b>	<u><u>\$ 87,000.00</u></u>

## Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2019-2020)

24. 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 2019-2020, the funding was used in the following areas:

- (1) Hiring of a counselor and 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.

### 25. Financial Report on Learning Support Grant for Secondary Schools (2019-2020)

Balance carried forward from previous school year	\$ 67,557.30
<b>Revenue :</b> Government Grant for 2019-2020	<u>360,000.00</u>
Total amount of usable fund	427,557.30
<b>Expenditure :</b>	
1. Hiring of a counselor and fractional teacher to support SEN students	\$ 263,888.71
2. Organizing learning activities or related activities to promote an inclusive culture.	47,250.00
3. Procuring supporting resources for SEN students	22,114.90
4. Procuring outreaching occupational/speech therapy for the needy students	<u>8,750.00</u>
<b>Balance transferred to next school year</b>	<u>\$ 85,553.69</u>

## Evaluation Report on the Use of Teacher Relief Grant (TRG) (2019-2020)

26. 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 2019-2020:

- 1) Employment of 6 Contract Teachers
  - Three contract teachers were employed to enhance the learning and teaching in Mathematics.
  - Two contract teachers were employed to enhance the learning and teaching in Integrated Science, Physics and Chemistry.
  - One contract teacher was employed to substitute a regular teacher on leave in 2019-2020.
- 2) Employment of 3 Assistant Teachers
  - To enhance the learning and teaching in Chinese Language, English Language and Mathematics.
  - To organize some after-school learning programmes for the needy students
- 3) Employment of Part-time Coaches
  - To support the training of school teams (sports, debate speech and etc.)
  - To create space for teachers who were involved in extra-curricular activities
- 4) S1 – S5 Mentoring Scheme
  - The Academic Concern Group of the Academic and Administration Committee selected students from F.1 to F.5 with leaning difficulties and low achievements to form study groups. Under the guidance of teachers, student mentors, who were recruited from the current F.6 students or former students studying at university, provided tutoring in academic subjects plus advice on students' study skills and daily developmental problems that they might encounter in their school life.
  - 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.
- 5) Employment of supply teachers for substituting teachers on sick leave or study leave

27. Financial Report on Teacher Relief Grant (2019-2020)

Balance carried forward from previous school year		\$1,606,075.94
<b>Revenue :</b>		
Annual recurrent cash grant for 2019-2020		218,140.00
Optional cash grant (freezing teaching posts temporarily)		3,720,132.00
Other cash grant -- TSA		<u>0.00</u>
Total amount of usable fund		5,544,347.94
<b>Expenditure :</b>		
1. Employment of Full-time Contract Teachers	\$2,931,846.50	
2. Employment of Assistant Teachers	424,976.21	
3. Employment of Part-time Coaches	555,285.00	
4. S1 – S5 Mentoring Scheme	130,712.50	
5. Employment of supply teachers	<u>8,138.00</u>	<u>4,050,958.21</u>
<b>Balance transferred to next school year</b>		<u>\$ 1,493,389.73</u>

## Evaluation Report on the Use of Extra Senior Secondary Curriculum Support Grant (Extra SSCSG) (2019-2020)

28. 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 2019-2020, 1 fractional contract teacher was employed to enhance the learning and teaching in Chinese Language.

### 29. Financial Report on Extra Senior Secondary Curriculum Support Grant (2019-2020)

Balance carried forward from last school year	\$ 275,294.30
<b>Revenue :</b> Government Grant for 2019-2020	0.00
Total amount of usable fund	275,294.30
<b>Expenditure :</b>	
Employment of fractional contract teacher	308,958.90
	(33,664.60)
Deficit covered by EOEBG	33,664.60
<b>Balance brought forward for next school year</b>	<b>\$ 0.00</b>

## Evaluation Report on the Use of the Grant for the Sister School Scheme (2019-2020)

30. 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 2019/20 school year is \$150,000.

After detailed planning and discussion, the grant was proposed to be used in organizing an Art and Cultural Exchange Tour about 240 students and 30 teachers to visit Shunde No.1 High School in April 2020. However, the tour was suspended under COVID-19. Instead, several pieces of equipment which can facilitate the communication between Shunde and Hong Kong were purchased during the year.

### 31. Financial Report on Grant for the Sister School Scheme (2019-2020)

Balance carried forward from previous school year	\$ 115,600.00
<b>Revenue :</b> Annual recurrent cash grant for 2019-2020	<u>154,950.00</u>
Total amount of usable fund	270,550.00
<b>Expenditure :</b>	
Purchase of communication equipment for exchange	<u>85,144.00</u>
<b>Balance transferred to next school year</b>	<u><u>\$ 185,406.00</u></u>

## Evaluation Report on the Use of the Life-wide Learning Grant (2019-2020)

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

As proposed in the 2018 Policy Address, a recurrent Life-wide Learning (LWL) Grant is provided to public sector schools starting from the 2019/20 school year to support schools in taking forward, on the present foundation, life-wide learning with enhanced efforts. Schools may, in light of their school contexts, flexibly deploy the Grant to 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 2019/20 school year, the school-based provision for each public sector school will be \$150,000; the class-based provision is calculated based on the number of approved classes at the per class rates of \$42,000 for secondary schools. Thus, the amount of the recurrent grant for the 2019/20 school year is \$1,158,000.

After detailed planning and discussion, the LWL Grant was planned to be used in 2019-2020 as follows:

- To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)
- To organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in their positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)
- To organize or participate in non-local exchange activities or competitions to broaden students' horizons
- To procure equipment, consumables and learning resources for promoting life-wide learning

However, due to the impact of the epidemic, most of the LWL activities planned were cancelled. The actual utilization was about 250,000 only. The LWL funding for 2019-20 can be carried forward to the next school year. This creates more room to organize LWL activities in 2020-21, including subsidizing Ss' and Ts' participation.

33. Financial Report on Life-wide Learning Grant (2019-2020)

Balance carried forward from previous school year		0
<b>Revenue :</b> Government Grant for 2019-2020		<u>\$1,158,000.00</u>
Total amount of usable fund		\$1,158,000.00
<b>Expenditure :</b>		
1. To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas	\$ 196,000.80	
2. To organise diversified life-wide learning activities	\$ 48,006.90	
3. To organise or participate in non-local exchange activities or competitions	\$ 0	
4. To procure equipment, consumables and learning resources	<u>\$ 3,368.00</u>	<u>\$247,375.70</u>
<b>Balance transferred to next school year</b>		<u><u>\$ 910,624.30</u></u>

## Evaluation Report on the Use of the Promotion of Reading Grant (2019-2020)

34. Starting from the 2018/19 school year, the EDB had 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, hire of service providers such as writers, professional storytellers as well as organization of seminars, storytelling and parent-child reading sessions with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while enhancing further their reading abilities.

After detailed planning and discussion, the Promotion of Reading Grant was planned to be used in 2019-2020 as follows:

- Procuring reading resources, including both printed books and e-books
  - The grant can be used to procure different kinds of books, which include Chinese and English printed books and e-books.
  - With the change of students' reading mode from reading printed books to online reading and reading e-books, we can flexibly use the grant for procuring ebooks and subscriptions to web-based reading schemes to engage students in different kinds of reading activities, including cross-curricular reading activities that cover different subjects and themes.
- Organizing learning activities related to the promotion of reading
  - In addition to launching school-based reading activities and reading award schemes to create a good reading atmosphere and increase students' motivation and engagement in reading, we can also use the grant for organizing diversified and fun activities to promote reading such as themed-based reading activities on STEM education, Chinese history and culture, moral education or healthy living.
  - We can also use the grant to procure services for organizing learning activities to promote reading, including subscriptions to web-based reading schemes, and for hiring services from and collaborate with service providers such as writers and professional storytellers to conduct seminars, storytelling and parent-child reading sessions etc., to promote reading.

However, due to the impact of the epidemic, most of the reading promotion activities planned were cancelled. The funding of Promotion of Reading Grant for 2019-20 can be carried forward to the next school year.

35. Financial Report on Promotion of Reading Grant (2019-2020)

Balance carried forward from previous school year	0
<b>Revenue :</b> Government Grant for 2019-2020	\$61,980.00
Total amount of usable fund	\$61,980.00
<b>Expenditure :</b>	
Procuring reading resources, including both printed books and e-books	\$38,454.10
<b>Balance transferred to next school year</b>	<u>\$ 23,525.90</u>

- End of Report -