

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



School Development Plan

2023 – 2024

(Major Concerns and Implementation Plan)

On Ting Estate, Tuen Mun, N.T.

新界屯門安定邨

Tel : 24580766 Fax : 24400692

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

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A. School Development Plan

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

- (1) To promote Chinese culture by upholding the spirit of benevolence in Confucianism.
- (2) STFA's school ethos embodies Erudition, Propriety, Commitment and Honesty
- (3) To cultivate students into responsible and virtuous citizens.
- (4) To build strong foundations in both Chinese and English Languages
- (5) To foster an appreciation for lifelong learning by nurturing inquisitive minds.
- (6) To nurture altruistic citizens with allegiance to the community and our country.
- (7) To establish quality education.

(2) **Mission of Our School**

- (1) To foster holistic student development in moral, intellectual, physical, social, and aesthetic domains.
- (2) To design a student-centred curriculum aimed at showcasing their full potential.
- (3) To equip our students with excellent proficiency in both Chinese and English Languages, along with strong logical thinking skills.
- (4) To inspire our students to adapt to the modern advancements by focusing on information literacy.
- (5) To strengthen self-directed learning.
- (6) To foster strong connection with parents, all working towards our common goal of supporting our students.
- (7) To encourage lifelong learning among teachers.
- (8) To inspire our students to become an active role in the community by strengthening our ties.

(3) Three-year Development Plan (2022-2025)

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

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

1. Fostering Reading Ethos to Enhance Lifelong Learning Capacity		22/23	23/24	24/25
1.1	Providing Opportunities for Reading Strategy Learning			
	<ul style="list-style-type: none"> Promoting Reading across the Curriculum in junior level Teaching reading skills and strategies in language subjects 	✓	✓	✓
1.2	Creating a Favourable Reading Environment and Atmosphere			
	<ul style="list-style-type: none"> Optimizing Reading Period Displaying students' reading-related work 	✓	✓	✓
	<ul style="list-style-type: none"> Promoting eReading (Jockey Club Joy of E-Reading Scheme) 	✓	✓	
	<ul style="list-style-type: none"> Setting Up Book Crossing Corner 	✓		
	<ul style="list-style-type: none"> Renovating School Library 		✓	
1.3	Raising Students' Reading Interests and Motivation			
	<ul style="list-style-type: none"> Organising Reading-related Activities (school, form and subject levels), e.g. mini book fair, form-based teachers'/students' sharing, theme-based reading, etc. 	✓	✓	✓

2. Adopting Student-centred eLearning Strategies to Facilitate Self-directed Learning		22/23	23/24	24/25
2.1	Enhancing Students' Engagement in Collaborative and Independent Learning			
	<ul style="list-style-type: none"> Exploring further use of e-learning platforms for 'flipped classroom' (e.g. Teams, Google Classroom, LoiLoNote, etc.), especially in junior level under BYOD policy Developing subject-based self-directed learning resources, in both junior level under BYOD policy and senior level 	✓		
	<ul style="list-style-type: none"> Exploring the use of educational apps in different KLAs Applying mobile learning outside classroom and various technology, e.g. VR, AR, etc., to enhance students' learning experiences 	✓	✓	✓
2.2	Continuing Teacher Professional Development for Self-directed Learning			
	<ul style="list-style-type: none"> Developing effective pedagogical practices 	✓	✓	✓
2.3	Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society			
	<ul style="list-style-type: none"> Developing students' knowledge, skills and attitudes to use information and information technology ethically and effectively as responsible citizens and lifelong learners 		✓	✓

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

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

(4) Major Areas of Concern for the year 2023-2024

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

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

1. Fostering Reading Ethos to Enhance Lifelong Learning Capacity		<i>Teacher</i>	<i>Subject</i>	<i>School</i>
1.1	Providing Opportunities for Reading Strategy Learning			
	● Promoting Reading across the Curriculum in junior level		✓	
	● Teaching reading skills and strategies in language subjects		✓	
1.2	Creating a Favourable Reading Environment and Atmosphere			
	● Optimizing Reading Period	✓	✓	✓
	● Displaying students' reading-related work		✓	
	● Promoting eReading (Jockey Club Joy of E-Reading Scheme)	✓	✓	✓
	● Renovating School Library			✓
1.3	Raising Students' Reading Interests and Motivation			
	● Organising Reading-related Activities (school, form and subject levels), e.g. mini book fair, form-based teachers'/students' sharing, theme-based reading, etc.	✓	✓	✓

2. Adopting Student-centred eLearning Strategies to Facilitate Self-directed Learning		<i>Teacher</i>	<i>Subject</i>	<i>School</i>
2.1	Enhancing Students' Engagement in Collaborative and Independent Learning			
	● Exploring the use of educational apps in different KLAs	✓	✓	
	● Applying mobile learning outside classroom and various technology, e.g. VR, AR, etc., to enhance students' learning experiences	✓	✓	
2.2	Continuing Teacher Professional Development for Self-directed Learning			
	● Developing effective pedagogical practices	✓	✓	✓
2.3	Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society			
	● Developing students' knowledge, skills and attitudes to use information and information technology ethically and effectively as responsible citizens and lifelong learners	✓	✓	

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

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

(5) Implementation Plan for the year (2023-2024)

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

1. Fostering Reading Ethos to Enhance Lifelong Learning Capacity

Feedback and follow-up actions from the previous school year:

1.1 Providing Opportunities for Reading Strategy Learning

- With the solid experience in the past few years, teachers well understood the benefits of RaC. Subjects should have the autonomy on how to carry out RaC.
- Students should be reminded from time to time reading skills learnt in language lessons are transferable.

1.2 Creating a Favourable Reading Environment and Atmosphere

- The new measures, including teachers' & students' book sharing, use of iPads and writing Reading Protocol, introduced to Lunch Reading Period this year were revised.
- Jockey Club Joy of E-Reading Scheme started last year. The recommended ebooks would be purchased and the school library would launch a campaign to encourage the students to borrow the ebooks.
- Book Crossing Corners were set up. To attract students to pick up books from the corners, Chinese books and more easier English books would be added.

1.3 Raising Students' Reading Interests and Motivation

- Upon the completion of the renovation of School Library, it may take the initiative to organize more activities to increase its usage. Subject departments would be encouraged to hold reading related activities in the library.

Implementation Strategy	Success Criteria	Methods of Evaluation	Time Frame	Staff Responsible	Resources Required
1.1 Providing Opportunities for Reading Strategy Learning <ul style="list-style-type: none"> • Promoting Reading across the Curriculum in junior level • Teaching reading skills and strategies in language subjects 	<ul style="list-style-type: none"> • Students are aware of transferring reading skills to learning different subjects. • Students make good use of Reading Time to read. • Students pick up books at Book Crossing Corner if interested or contribute books if appropriate. 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from subject panels • Questionnaires • Meeting minutes of Reading Promotion Unit 	2023-2024 academic year	• Panel Heads concerned	
1.2 Creating a Favourable Reading Environment and Atmosphere <ul style="list-style-type: none"> • Optimizing Reading Period • Displaying students' reading-related work • Promoting eReading (Jockey Club Joy of E-Reading Scheme) • Renovating School Library 	<ul style="list-style-type: none"> • Students increase the use of electronic reading materials if appropriate. • Students would be more motivated to read 		2023-2024 academic year	• Reading Promotion Unit	Jockey Club Joy of E-Reading Scheme
1.3 Raising Students' Reading Interests and Motivation	<ul style="list-style-type: none"> • Students' reading habit would 		2023-2024 academic	• Panel Heads	LWL Grant

Implementation Strategy	Success Criteria	Methods of Evaluation	Time Frame	Staff Responsible	Resources Required
<ul style="list-style-type: none"> Organising Reading-related Activities (school, form and subject levels), e.g. mini book fair, form-based teachers' /students' sharing, theme-based reading, etc. 	be improved.		year	<ul style="list-style-type: none"> concerned Reading Promotion Unit 	

2. Adopting Student-centred eLearning Strategies to Facilitate Self-directed Learning

Feedback and follow-up actions from the previous school year:

2.1 Enhancing Students' Engagement in Collaborative and Independent Learning

- BYOD policy will come to S4 in the next academic year. More subjects especially senior forms can work out more regular IT in Edu activities next year.
- It is recommended to purchase the license of the LMS Loilonote since more and more teacher would like to use it in the lesson.
- Smart TV are planned to be set up in each classroom so as to enhance the E-learning environment in the school.
- Although the 3-year plan of ITE is ended, all subjects are encouraged to continue to create more e-learning packages or optimize the designed packages.

2.2 Continuing Teacher Professional Development for Self-directed Learning

- Teachers are encouraged to adopt more apps which benefit the teaching. Subsidies can be provided if appropriate.
- More practical experience sharing will be done this year. Teachers are encouraged to share in the subject level or, if appropriate, the school level.
- Google classroom or other LMSs were created for all class all subjects to enhance learning and teaching effectiveness and to facilitate our students in self-directed learning. Teachers usually put some learning materials (notes, videos, exercises etc.) online to promote and facilitate students' self-directed learning.

2.3 Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society

- As our school planned to promote this part in the second year of the development cycle, we do not have feedback and follow-up actions from the previous school year.

Implementation Strategy	Success Criteria	Methods of Evaluation	Time Frame	Staff Responsible	Resources Required
2.1 Enhancing Students' Engagement in Collaborative and Independent Learning <ul style="list-style-type: none"> • Exploring the use of educational apps in different KLAs • Applying mobile learning outside classroom and various technology, e.g. VR, AR, etc., to enhance students' learning experiences 	<ul style="list-style-type: none"> • Students use Information technology more in their lessons and their studies after school. • Students use their iPads more frequently. • Teachers attend more seminars more about IT in Education. • More sharing on IT in Ed between teachers, workshops 	<ul style="list-style-type: none"> • Schemes of work, meeting minutes, action plans and evaluation reports from subject panels • Questionnaires • Students daily performance in the lesson. 	2023-2024 academic year	<ul style="list-style-type: none"> • Subject Panel Heads • ACA Committee • IT Committee 	
2.2 Continuing Teacher Professional Development for Self-directed Learning <ul style="list-style-type: none"> • Developing effective pedagogical practices 			2023-2024 academic year	<ul style="list-style-type: none"> • Subject Panel Heads • IT 	

Implementation Strategy	Success Criteria	Methods of Evaluation	Time Frame	Staff Responsible	Resources Required
	held in the school year. • Students are aware of using information and information technology in an ethical and responsible way.			Committee • STA Committee	
2.3 Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society • Developing students' knowledge, skills and attitudes to use information and information technology ethically and effectively as responsible citizens and lifelong learners			2023-2024 academic year	• Subject Panel Heads & • Committee Heads	

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

3. Further Promoting Positive Education leading to Students' Flourishing Life

Feedback and follow-up actions from the previous school year:

3.1 Building Positive Learning Environment through Positive Psychology

- Since a positive learning environment is a prerequisite for effective learning, in addition to creating more art works based on positive education, it is essential to help students feel engaged and invested in their classes across different subjects.

3.2 Integrating the PERMA Framework into School Curriculum

- Preparing a timetable in advance for organizing relevant activities to promote PERMA in a whole-school approach throughout the year
- Designing activities that allow students to apply their character strengths, and encouraging teachers to adapt their teaching strategies according to students' individual strengths to enhance their ability to recognize and utilize these strengths effectively.
- Strengthening values education by instilling the ten priority values and attitudes in students across different subjects and implementing the 'Character Star' elections.
- Developing school-based Life Education programs for students in grades S1-3 and incorporating curriculum elements from different Key Learning Areas (KLAs) to address the PERMA elements for a flourishing life.

3.3 Continuing Teacher Professional Development in Positive Education

- Arranging school-based staff development programs and/or providing teacher training opportunities through external organizations.
- Encouraging colleagues, particularly new colleagues, class teachers, and members of the guidance team, to pursue further studies and professional development in positive education.

Implementation Strategy	Success Criteria	Methods of Evaluation	Time Frame	Staff Responsible	Resources Required
3.1 Building Positive Learning Environment through Positive Psychology <ul style="list-style-type: none"> Enriching school environment for positive culture 	<ul style="list-style-type: none"> Teachers in general have positive comments on school environment Students' attitude to school becomes more positive (APASO) 	<ul style="list-style-type: none"> Stakeholder Survey APASO Staff meetings / Staff development days Meetings of the related working groups 	2023-2024 academic year	<ul style="list-style-type: none"> Positive Education Enhancement Unit 	
3.2 Integrating the PERMA Framework into School Curriculum <ul style="list-style-type: none"> Organizing activities to promote PERMA in a whole-school approach Developing interventions that increase an individual's ability to recognize their strengths Strengthening values education through nurturing students the ten priority values and attitudes in different subjects Developing Life Education programmes in S1-3 and curricula of different KLAs addressing the PERMA elements towards a flourishing life 	<ul style="list-style-type: none"> Through organizing these activities, students can build up a positive growth mindset and a stronger sense of self-competence to embrace challenges ahead. Students' self-concept, health & wellbeing, stress management and interpersonal relationships become more positive (APASO) Students can have a clearer life goal and a sense of direction as well as greater satisfaction towards self-actualization. 		2023-2024 academic year	<ul style="list-style-type: none"> Guidance Committee Discipline Committee Civic & Character Education Committee Positive Education Enhancement Unit 	
3.3 Continuing Teacher Professional Development in Positive Education <ul style="list-style-type: none"> Arranging school-based staff development programmes and/or teacher training provided by external organizations 	<ul style="list-style-type: none"> Students' self-concept and goals of life become more positive (APASO) Teachers in general can foster students' positive values and attitudes through the learning and teaching of various subjects Students' ethical concepts and national identity & global citizenship become more positive (APASO) 		2023-2024 academic year	<ul style="list-style-type: none"> Positive Education Enhancement Unit Staff Development and Appraisal Committee 	Funding for teachers' PDP

B. Diversity Learning Grant (DLG) (2023-2024)

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. Students should enroll themselves in the designated language examinations administered by the official cultural organizations (as the providers of the language examinations). Should students obtain the specified level or above in the language examinations, their results attained will be reported in their HKDSE certificates.. 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 2023-2024, our **financial budget on Diversity Learning Grant** is as follows:

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	55,500.00	110,255.83
Less : Amount clawed back			
Revenue: Government Grant	87,385.00	84,000.00	77,400.00
	<u>87,385.00</u>	<u>139,500.00</u>	<u>187,655.83</u>
Expenditure:			
1. Gifted Education Programmes		0.00	
2. Network Courses (P.E. & Music)		84,000.00	
3. Network Courses (Other Languages)			77,400.00
4. Activities for students taking Other Languages			1,000.00
5. Purchasing necessary reference materials and equipment			1,000.00
6. ApL Courses (Mode 1)	87,385.00		
	<u>\$ 87,385.00</u>	<u>84,000.00</u>	<u>79,400.00</u>
Balance brought forward for next school year	<u>\$ 0.00</u>	<u>\$ 55,500.00</u>	<u>\$ 108,255.83</u>

C. Capacity Enhancement Grant (CEG) (2023-2024)

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 \$666,935 per annum for 2023/2024). Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:

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

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

Item	Details of plan	Budget
1)	Employment of Two Teaching Assistants <ul style="list-style-type: none"> ● To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in the school. ● To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc. 	\$352,320.00
Total Budget :		\$352,320.00
For year 2023-2024 : Fund from EDB \$666,935.00 – total expenditure \$352,320.00 = transfer to EOEBG for future use <u>\$314,615.00</u>		

D. School-based After-school Learning and Support Programmes Grant (2023-2024)

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

In 2023-2024, the estimated number of man-times benefitted under this programme is 222 (including 40 CSSA recipients, 135 SFAS full-grant recipients and 47 under school's discretionary quota). Our proposed plan is as follows:

Item	Details of plan	Budget
1)	Academically-oriented Tutorial Classes To assist students with learning difficulties in developing their study skills to cope with tests and examinations	\$65,000.00
2)	Excursions on local culture To encourage students to reach out to the wider local community to understand more about local culture, community features and social phenomena	\$15,000.00
3)	Interest Classes To cultivate students' different aspects of talents	\$10,000.00
4)	Procurement of materials/equipment To purchase materials/equipment such as sports equipment, educational toys, chess sets, books, etc. for development of personal development and life skills	\$ 4,000.00
Total Budget :		\$94,000.00
For year 2023-2024:		
Balance b/d \$157,200.00 + fund from EDB \$81,000.00 – claw back from EDB \$64,800.00 – total expenditure \$94,000.00		
= Balance brought forward for next school year <u>\$79,400.00</u>		

E. Learning Support Grant for Secondary Schools (LSGSS) (2023-2024)

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

- (a) employing additional teaching staff and/or teaching assistants, counsellor;
- (b) procuring outside professional services/outreaching occupational/speech therapy for the needy students;
- (c) purchasing teaching resources and/or aids;
- (d) organizing learning activities or related activities to promote an inclusive culture; and

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

Our proposed plan is as follows:

Item	Details of plan	Budget
1.	Hiring of counsellors / tutors to support SEN students <ul style="list-style-type: none"> ■ To provide supportive service for SEN students/ parents and other students with greater psychosocial needs as stated in the proposal (including planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources). 	\$231,000.00
2.	Procuring outside professional services / outreaching occupational/speech therapy for the needy students <ul style="list-style-type: none"> ■ To provide services which include clinical psychology and Counselling Occupational Therapy. ■ To organize after-school counselling classes. 	\$84,400.00
3.	Procuring supporting resources for SEN students <ul style="list-style-type: none"> ■ To purchase teaching resources and/or aids, boardgames. 	\$2,000.00
4.	Organizing learning activities or related activities to promote an inclusive culture <ul style="list-style-type: none"> ■ To provide services which include students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents. ■ Some learning programmes are organized to promote an inclusive culture. Through co-operative learning activities, the mutual acceptance among students can be further promoted. 	\$1,000.00
Total Budget :		\$318,400.00
For year 2023-2024: Balance b/d \$69826.12 + fund from EDB \$222,430.00 – total expenditure \$318,400.00 = Balance c/d \$1,992		

F. Teacher Relief Grant (TRG) (2023-2024)

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

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

Item	Details of plan	Budget
1)	Employment of Nine Contract Teachers <ul style="list-style-type: none"> One contract teacher is employed to enhance the learning and teaching in Chinese Language. Five contract teachers are employed to enhance the learning and teaching in English Language. One contract teacher are employed to enhance the learning and teaching in Citizenship and Social Development. One contract teacher is employed to enhance the learning and teaching in Economics. One contract teacher is employed to enhance the learning and teaching in Business, Accounting & Financial Studies. 	\$4,057,260.00
2)	Employment of One Assistant Teacher <ul style="list-style-type: none"> To enhance the learning and teaching in Chinese Language. 	\$245,160.00
3)	Employment of Two Teaching Assistants <ul style="list-style-type: none"> To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in the school. To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc. 	\$532,740.00
4)	Employment of Part-time Coaches <ul style="list-style-type: none"> To support the training of school teams (sports, debate speech and etc.) To create space for teachers who are involved in extra-curricular activities 	\$700,000.00
5)	S1 – S5 Mentoring Scheme <ul style="list-style-type: none"> Target group: S1 to S5 students with learning difficulties and low achievements. Mentors provide tutoring of academic subjects plus advice on students' study skills and the daily developmental problems that they may encounter in their school life. Service period is after the second form-test up to the time after the final exam (after school, May to July). Mentors are recruited from the current F.6 students or former students studying at universities. Misc. Tutors for various activities 	\$150,000.00
6)	Employment of supply teachers <ul style="list-style-type: none"> For substituting teachers on sick leave or study leave 	\$50,000.00
Total Budget :		\$5,735,160.00
For year 2023-2024: Balance b/d \$3,049,122.46 + Annual recurrent cash grant \$227,900.00 + Optional cash grant \$4,923,120.00 (freezing 5 teaching post temporarily) – total expenditure \$5,735,160.00 = Balance c/d <u>\$2,464,982.46</u>		

G. Grant for the Sister School Scheme (2023-2024)

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

With effect from the 2018/19 school year, a recurrent grant will be provided by EDB to enhance both the quality and quantity of sister school exchange activities. We can make use of the grant to arrange exchange activities (such as school visits, student activities, seminars, lesson demonstrations, lesson evaluation, video conferencing and experience sharing) and decide such details as contents, modes, number of participants, frequency, dates and destinations of exchange activities with our sister schools in light of the development needs at the student, teacher and school management levels etc. Through activities like lesson observation, lesson evaluation and teaching demonstration etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism. Through sister school visits and participating in other cultural, arts and sports activities etc., not only can students enhance their friendships, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. The amount of the recurrent grant for the 2023/24 school year is \$162,994.00.

After detailed planning and discussion, the Grant for the Sister School Scheme will be used in 2023-2024 as follows:

Item	Details of plan	Budget
1)	Sister School Exchange Tour for S4 Students <ul style="list-style-type: none"> To organize a tour for about 122 students and 15 teachers to visit Shunde No. 1 High School in March 2024 Through activities like lesson observation, lesson evaluation and teaching demonstration etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism. Through cultural, arts and sports activities etc., students can broaden their horizons and deepen their understanding of the Mainland/Hong Kong. 	\$160,000.00
Total Budget :		\$160,000.00
For year 2023-2024: Balance b/d \$168,332.00 + fund from EDB \$162,994.00 – claw back from EDB \$8,377 – total expenditure \$160,000.00 = Balance c/d <u>\$162,949.00</u>		

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

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

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

The Grant comprises a school-based component and a class-based component. For the 2023/24 school year, the school-based provision for each public sector school will be \$157,787; the class-based provision is calculated based on the number of approved classes at the per class rates of \$44,181 for secondary schools. Thus, the amount of the recurrent grant for the 2023/24 school year is \$1,218,131.

After detailed planning and discussion, the LWL Grant will be used in 2023-2024 as follows:

Item	Details of plan	Budget
1)	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students' positive values and attitudes	\$1,014,500.00
2)	To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons	\$160,000.00
3)	To procure equipment, consumables and learning resources for promoting life-wide learning	\$20,000.00
Total Budget:		\$1,385,575.00
For year 2023-2024:		
Balance b/d \$746,503.22 + Fund from EDB \$1,218,131 – total expenditure \$1,385,575.00 = Balance c/d \$579,059.22		

I. Promotion of Reading Grant (2023-2024)

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

After detailed planning and discussion, the Promotion of Reading Grant was planned to be used in 2023-2024 as follows:

Item	Details of plan	Budget
1)	Procuring reading resources, including both printed books and e-books	\$96,800.00
2)	Organizing learning activities related to the promotion of reading	\$10,000.00
Total Budget :		\$106,800.00
For year 2023-2024: Balance b/d \$62,332.33 + Fund from EDB \$63,982.00 – total expenditure \$106,800 = Balance c/d \$19,514.33		

J. Citizenship and Social Development Grant

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

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

Schools may make reference to their school contexts as well as development needs and flexibly deploy the one-off grant to support teachers in teaching CS and conducting relevant learning and teaching activities.

After detailed planning and discussion, the Citizenship and Social Development Grant was planned to be used in 2023-2024 as follows:

Item	Details of plan	Budget
1.	Developing or procuring relevant learning and teaching resources (including multimedia and e-learning resources), mobile applications and software, as well as reference materials for CS	\$ 44,000.00
2.	Organizing school-based learning activities or local tours for enhancing the learning and teaching effectiveness of CS	\$ 34,500.00
3.	Equipments for Citizenship and Social Development Room	\$ 55,800.00
Total Budget :		\$ 134,300.00
For year 2023-2024:		
Balance b/d \$134,303.10 – total expenditure \$134,300.00		
= Balance c/d \$3.10		

K. Proposed School Budget (2023-2024)

Particulars	Amount (HK\$)
Expanded / Operating Expenses Block Grant and Composite Furniture & Equipment Grant	
Administration Grant	4,044,000.00
Composite Information Technology Grant	671,679.00
Information Technology Staffing Support Grant	333,812.00
Capacity Enhancement Grant	385,000.00
Air-conditioning Grant	400,000.00
	5,834,491.00
School and Class Grant (Baseline)	1,400,000.00
Lift Maintenance	77,000.00
Integrated Science	20,000.00
Visual Arts (F1 - F6)	36,000.00
Home Economics	32,000.00
Design & Technology (F1 - F3)	45,000.00
Computer Literacy and Computer & Information Technology	11,000.00
Training and Development Grant	12,000.00
Moral and Civic Education	4,500.00
Chinese Extensive Reading Scheme	15,000.00
English Extensive Reading Scheme	10,000.00
Composite Furniture and Equipment Grant	1,500,000.00
	3,162,500.00
Total :	HK\$ 8,996,991.00

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