



2023-2024

# WAH YAN COLLEGE KOWLOON **Annual School Plan**

In hoc Signo Vincet

Be a Man For and With Others

# **Annual School Plan (2023 - 2024)**

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# School Vision and Mission

## Chapter 1: School Vision

### A. Vision Statement

We offer a holistic, liberating and transforming Catholic education within a learning community for students and staff to become progressively competent, committed, compassionate, spiritual, and ethically discerning persons with a universal heart contributing to the welfare and happiness of all, in particular the poor and the neglected.

### B. The Characteristics of Jesuit Education

1. **Jesuit education is world-affirming.** *Jesuit education affirms the radical goodness of the world. It tries to create a sense of wonder and mystery in learning about God's creation.*
2. **Jesuit education assists in the total formation of each individual within the community.** *Jesuit education probes the meaning of life. Its objective is to assist in the fullest possible development of all the God-given talents of each individual as a member of the human community.*
3. **Jesuit education includes a religious dimension that permeates the entire education.** *Religious and spiritual formation is integral to Jesuit education. It is not added to, or separate from, the educational process. In all classes, in the climate of the school, and most especially in formal classes in religion, every attempt is made to present the possibility of a faith response to God as something truly human and not opposed to reason, as well as to develop those values which are able to resist the secularism of modern life.*
4. **Jesuit education is an apostolic instrument.** *Formation of the individual is not an abstract end; Jesuit education is also concerned with the ways in which students will make use of their formation within the human community, in the service of others.*
5. **Jesuit education promotes dialogue between faith and culture.** *Persons and cultural structures are human, imperfect, and sometimes affected by sin and in need of conversion. Being active in all creation and in all human history, God reveals Himself in various distinct cultural ways. Jesuit education encourages contact with and a genuine appreciation of all cultures, which include the sciences, in the hope that students will become creatively critical of the contributions and deficiencies of each.*
6. **Jesuit education insists on individual care and concern for each person.** *The curriculum is centred on the person rather than on the material to be covered. Growth in the responsible use of freedom is facilitated by the personal relationship between student and teacher. While respecting the privacy of students, teachers and administrators are ready to listen to their cares and concerns, to share with them life experiences, to help them with personal growth and interpersonal relationships.*

7. **Jesuit education emphasizes activity on the part of the student.** *The task of a teacher is to help each student to become an independent learner who is ready to assume responsibility for his or her own education. Active participation on the part of the student is promoted by programmes which encourage personal study and reflection, and which provide opportunities for personal discovery and creativity.*
8. **Jesuit education encourages life-long openness to growth.** *Jesuit education tries to instill a joy in learning and a desire to learn that will remain beyond the days in school.*
9. **Jesuit education is value-oriented.** *Jesuit education includes formation in values, in attitudes and in an ability to evaluate criteria. Self-discipline, manifested in intellectual rigour, persevering application to serious study, and responsible conduct towards others that recognizes the human dignity of each individual, is expected of each student. In a Jesuit school, a framework of inquiry in which a value system is acquired through a process of wrestling with competing points of view is legitimate.*
10. **Jesuit education encourages a realistic knowledge, love, and acceptance of self.** *While emphasizing the happiness in life resulting from a responsible use of freedom, Jesuit education recognizes the reality of sin and the consequent obstacles to freedom. Students are encouraged to discern and remove such obstacles to growth through an examination of personal prejudice and an evaluation of relative goods and competing values. They are helped to reflect on their own personal experiences, accept their own gifts, accept their own limitations and overcome these as far as possible.*
11. **Jesuit education provides a realistic knowledge of the world in which we live.** *Jesuit education emphasizes the recognition of the imperfections of the world as it is without neglecting the essential goodness of creation. It helps the students to realize that persons and structures can change and be committed to work for those changes to bring about human dignity and social justice.*
12. **Jesuit education proposes Christ as the model of human life.** *To be Christian is to follow Christ, imitating Him as a witness to the love and forgiveness of God, as one who lives in solidarity with all those who suffer; and as one who serves others without asking for rewards.*
13. **Jesuit education provides adequate pastoral care.** *Pastoral care enables each individual to respond to God's message of divine love and deepens a person's commitment to serve others. Jesuit education assists each student to respond to his or her own vocation of service in personal and professional life.*
14. **Jesuit education celebrates faith in personal and community prayer, worship and service.** *Prayer is an expression of faith, a continual reiteration of personal commitment, and a way to establish a relationship with God. A faith relationship with God, personal and communal, promotes an imitation of Christ as a "Man for Others." Catholic members of a Jesuit school are encouraged to express their faith in religious or spiritual celebrations to give witness to the purposes of the school.*

15. **Jesuit education is preparation for active life commitment.** *Father General Peter-Hans Kolvenbach addressed the Jesuit alumni at Versailles, France on July 20, 1986, “We ... challenge you and try to inspire you to put into practice - in concrete activity - the values that you cherish, the values that you have received in your formation.”*
16. **Jesuit education serves the faith that does justice.** *The service of faith should include the promotion of justice through action for peace. The goal of the faith that does justice and works for peace is a new type of person in a new kind of society, in which each individual has the opportunity to be fully human and each one accepts the responsibility of promoting the human development of others. The focus of Jesuit education is on education for justice. Adequate knowledge joined to rigorous and critical thinking will make the commitment to work for justice in adult life more effective. In a Jesuit school, the treatment of justice issues should include a critical analysis of society; the policies and programmes should give counter-witness to the values of the consumer society; and there should be opportunities for actual contact with the world of injustice.*
17. **Jesuit education seeks to form “MEN AND WOMEN FOR OTHERS”.** *Jesuit education helps students to realize that talents are gifts to be developed, with the help of God, for the good of the human community. In order to promote an awareness of others, Jesuit education stresses community values. Teachers should manifest in their lives concern for others and esteem for human dignity.*
18. **Jesuit education manifests a particular concern for the poor.** *Responding to the call of Christ who had a special love and concern for the poor, the church and the Society of Jesus have made a preferential option for the poor. Jesuit schools do not exist for any one class of students. Special services should be made available to those in need. Jesuit schools provide students with opportunities for contact with the poor and for service to them, coupled with reflection so that students may understand the causes of poverty.*
19. **Jesuit education is an apostolic instrument, in service of the church as it serves human society.** *The aim of Jesuit education is the formation of principled, value-oriented persons for others. As part of its service of the church a Jesuit school will serve the local civil and religious community and cooperate with the local bishop. The school community encourages collaboration and dialogue with all men and women of good will, whatever their faith and beliefs. Christians are a witness to the Gospel, in service to the human community.*
20. **Jesuit education prepares students for active participation in the church and the local community, for the service of others.** *Jesuit education is committed to the religious development of all students. Concrete experiences of church life are available to all students. Catholic students are taught to understand and love the church and the sacraments. Opportunities are provided for other students to learn more about the Christian faith.*
21. **Jesuit education pursues excellence in its work of formation.** *Jesuit education aims at the fullest possible development of every dimension of the person, linked to the willingness to continue this development throughout life and the motivation to use those developed gifts for others. Students are expected to become leaders in service rather than socio-economic*

*elites. Service is founded on a faith commitment to God, a decision to follow Christ, which leads to a desire to always do “more.” The desire is converted into the necessary personal preparation in which a student dedicates himself or herself to the pursuit of academic excellence, to personal formation, and ultimately to action.*

22. **Jesuit education witnesses to excellence.** *The school policies are such that they create a climate which will promote excellence. The adult members of the educational community witness to excellence by joining growth in professional competence to growth in dedication.*
23. **Jesuit education stresses lay-Jesuit collaboration.** *Lay people and Jesuits, in different appropriate capacities, share a common mission and work together as a single apostolic body in the formation of students. The legal structure of the school allows for the fullest possible collaboration in the management of the school.*
24. **Jesuit education relies on a spirit of community among teaching staff and administrators, the Jesuit community, governing boards, parents, former students, and benefactors.** *There should be free and frequent communication, including formal discussions and social gatherings, between different parties that make up the school in an attempt to implement the characteristics that result from the Ignatian vision.*
25. **Jesuit education takes place within a structure that promotes community.** *A Jesuit school should stress the cooperation of the Jesuit community, the lay teachers, the students, the parents, the alumni and the benefactors. Efforts should be made to ensure that all those involved have the opportunity to learn and share the vision of St. Ignatius. As far as possible, parents understand, value and accept the Ignatian world-view. There should preferably be consistency between the values promoted in the school and those promoted in the home.*
26. **Jesuit education adapts means and methods in order to achieve its purposes most effectively.** *An educator in the Jesuit tradition is encouraged to exercise great freedom and imagination in the choice of teaching techniques, pedagogical methods, etc. School policies and practices encourage reflection and evaluation.*
27. **Jesuit education is a “system” of schools with a common vision and common goals.** *Jesuit schools form a network, joined by a common vision with common goals. An ongoing exchange of ideas and experiences with other schools is encouraged.*
28. **Jesuit education assists in providing the professional training and ongoing formation that is needed, especially for teachers.** *All adult members of the education community need to take advantage of opportunities for continuing education and continued personal development.*

### C. Features of the Ignatian Pedagogical Paradigm

We naturally welcome an Ignatian that speaks to the characteristics of Jesuit education and to our own goals as teachers. The continual interplay of **CONTEXT, EXPERIENCE, REFLECTION, ACTION and EVALUATION** provides us with a pedagogical model that is relevant to our culture and time. It is a substantial and appealing model that speaks directly to the teaching-learning process. It is a carefully reasoned way of proceeding, cogently and logically argued from principles of Ignatian spirituality and Jesuit education. It consistently maintains the importance and integrity of the interrelationship of teacher, learner and subject matter within the real context in which they live. It is comprehensive and complete in its approach. Most importantly, it addresses the realities as well as ideals of teaching in practical and systematic ways while, at the same time, offering the radical means we need to meet our educational mission of forming young men and women for others. As we continue to work to make Ignatian pedagogy an essential characteristic of Jesuit education in our schools and classrooms, it may help us to remember the following about the Paradigm itself:

#### 1. **The Ignatian Pedagogical Paradigm applies to all Curricula.**

As an attitude, a mentality and a consistent approach which imbues all our teaching, the Ignatian Pedagogical Paradigm applies to all curricula. It is easily applicable even to curricula prescribed by governments or local educational authorities. It does not demand the addition of a single course, but it does require the infusion of new approaches in the way we teach existing courses.

#### 2. **The Ignatian Pedagogical Paradigm is fundamental to the teaching-learning process.**

It applies not only to the academic disciplines but also to the non-academic areas of schooling, such as extra-curricular activities, sports, community service programmes, retreat experiences, and the like. Within a specific subject (History, Mathematics, Language, Literature, Physics, Art, etc.), the paradigm can serve as a helpful guide for preparing lessons, planning assignments, and designing instructional activities. The paradigm has considerable potential for helping students to make connections across as well as within disciplines and to integrate their learning with what has gone before. Used consistently throughout a school's programme, the paradigm brings coherence to the total educational experience of the student. Regular application of the model in teaching situations contributes to the formation for students of a natural habit of reflecting on experience before acting.

#### 3. **The Ignatian Pedagogical Paradigm promises to help teachers be better teachers.**

It enables teachers to enrich the content and structure of what they are teaching. It gives teachers additional means of encouraging student initiative. It allows teachers to expect more of students, to call upon them to take greater responsibility for and be more active in their own learning. It helps teachers to motivate students by providing the occasion and rationale for inviting students to relate what is being studied to their own world experiences.

**4. The Ignatian Pedagogical Paradigm personalises learning.**

It asks students to reflect upon the meaning and significance of what they are studying. It attempts to motivate students by involving them as critical active participants in the teaching-learning process. It aims for more personal learning by bringing student and teacher experiences closer together. It invites integration of learning experiences in the classroom with those of home, work, peer culture, etc.

**5. The Ignatian Pedagogical Paradigm stresses the social dimension of both learning and teaching.**

It encourages close cooperation and mutual sharing of experiences and reflective dialogue among students. It relates student learning and growth to personal interaction and human relationships. It proposes steady movement and progress toward action that will affect the lives of others for good. Students will gradually learn that their deepest experiences come from their relationship with what is human, relationships with and experiences of persons. Reflection should always move toward greater appreciation of the lives of others, and of the actions, policies or structures that help or hinder mutual growth and development as members of the human family. This assumes, of course, that teachers are aware of and committed to such values.



## **D. Human Excellence**

In 1993, Fr. Kolvenbach stated that “our goal as educators (is) to form **men and women of competence, conscience, and compassionate commitment**”. Lately, Fr. Nicolas has unpacked the meaning of the four Cs and their contribution to the vision of the human excellence we offer to our students: “These four adjectives express the ‘**human excellence**’ that the Society of Jesus wants for the youth who society has entrusted to us. The four Cs are also regarded as **the pillars and background for Jesuit Education**.”

### **Competence**

The competent person is someone who is capable of creating, understanding and using knowledge and skills to live in his or her own context and transform it; able to develop the intellectual, academic, emotional and social skills required for professional and human achievement.

### **Commitment**

A person of commitment is one of courageous action. Through our openness to the guidance of the Spirit and companion with Jesus, he or she will be able to discern the urgent needs of our time, so that our ways of serving will be as rich and deep as our ways of loving. An ecological commitment to the reconciliation and healing of the Earth, hand in hand with the commitment for social justice, are urgent needs as they affect all persons everywhere on the Earth.

### **Compassion**

The compassionate person is capable of evolving from feelings of charity and compassion towards a sense of justice and solidarity, which favours their contribution to changing the unjust social structures of the world they live in. Our educational reference for the compassionate person is the figure of Jesus, in his most human form: understanding our weaknesses, but steadfast in denouncing injustice.

### **Conscience**

The person of conscience will feel called to look at the world, at reality, with the eyes of God; to discover the goodness and beauty of creation and individuals but also places of pain, misery and injustice.

**E. Universal Apostolic Preferences, the Society of Jesus (2019 - 2029)**

The Universal Apostolic Preferences are the fruit of Discernment in Common. The desire of the Society of Jesus has been to find the best way to collaborate in the Lord's mission, seeking to do what is for the greater divine service and the more universal good. The four Universal Apostolic Preferences are a means for personal conversion and institutional conversion:

**A. To show the way to God through the Spiritual Exercises and Discernment**

The Holy Father insisted that "this preference is crucial because it presupposes as a basic condition, the relationship with the Lord in a personal and communal life of prayer and discernment." We feel an urgent need to overcome secularisms as we experience secular society as a sign of the times. We need to listen to our heart and our true self to renew our presence.

The Spiritual Exercises of Saint Ignatius of Loyola and the Examen are privileged instruments for making the life of the Lord present in diverse social contexts of today's world. Therefore, we resolve to gain a deeper experience of the Spiritual Exercises and the Examen. We also resolve to promote reflection on experiences and discernment for a better choice as a habit, with regular use of spiritual conversation.

**B. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice**

We resolve to walk with individuals and communities that are vulnerable, excluded, marginalized, and humanly impoverished, in order to live out the spirit of Men for and with Others. The path we seek to be companions with the poor is one that promotes social justice and the change of economic, political, and social structures that generate injustice. We also resolve to defend multiplicity of cultures in a process of globalization. We commit ourselves to helping eliminate abuses and bullying.

**C. To accompany young people in the creation of a hope-filled future**

Young people face enormous challenges in our world today, including reduced job opportunities, economic instability and increased political contentions, making it difficult for them to find meaning in their lives and to draw closer to God. On the one hand, we accompany them and equip them to seek to give meaning to their life and realize their dreams; on the other hand, we listen to young people and their perspective helps us to understand better the epochal change that we are living in and its hope-filled newness. Indeed, we are living through a period of change from which will emerge a new humanity. We should open spaces to youthful creativity and help them discern the path by which they can achieve happiness, develop a vision and serve others. We promote unity in diversity/plurality, creating conditions that allow all to develop their full potential.

#### **D. To collaborate in the care of our Common Home**

All human beings share responsibility for care of creation, our “mother earth”. The damage done to the earth is also damage done to the most vulnerable. The damage not only affects those now living on earth, but it also jeopardizes the life of future generations. We should collaborate with others in the construction of alternate models of life that are based on respect for creation and on a sustainable development capable of ensuring a decent life for all human beings on our planet. We should analyse problems in depth and promote reflection and discernment that will guide us to heal the wounds already inflicted on the ecological balance. We should begin by changing the habits of life, based on a model of human life reconciled with creation.

# **Annual School Plan**

**2023/24**

## **Major Concerns**

- 1.** Enhance students' 21<sup>st</sup> century core competencies
- 2.** Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.

<b>1. Major Concern : Enhance students' 21<sup>st</sup> century core competencies</b>						
<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
<ul style="list-style-type: none"> <li>Nurture students' creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.</li> </ul>	<ul style="list-style-type: none"> <li>Nurture students' creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others through the assignment of project work or the participation in competitions</li> <li>Design and try out a school-based cross curriculum (Vision in Action VIA) in S4-5</li> <li>Bolster reading through selecting and recommending subject-related literature, journal articles or classics and foster cross-curricular collaborations</li> </ul>	<ul style="list-style-type: none"> <li>Project work successfully assigned by different subject panels with the coordination of the Academic Committee</li> <li>Successful completion and submission of projects by students</li> <li>60% of the students demonstrating the use of non-textbook references</li> <li>Students displayed core competencies and knowledge of cross curriculum</li> <li>60% of the students demonstrating the attainment of the learning objectives in their work</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of minutes of panel meetings</li> <li>Analysis of project work submitted by students</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee</li> <li>Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>Subsidy for competitions</li> <li>Transport</li> </ul>

	<ul style="list-style-type: none"> <li>Align classroom education with life planning and career development through the analysis of real-life materials or situations, arrangement of life-wide learning experiences and exploration of the career world</li> </ul>	<ul style="list-style-type: none"> <li>60% of the students demonstrating the abilities of applying knowledge to the completion of related assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of minutes of panel meetings</li> <li>Analysis of assessment tasks submitted by students</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	Academic Committee  Subject panels	
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<b>2. Major Concern : Empower students to achieve self-actualization and become committed global citizens with Jesuit Value</b>						
<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
<ul style="list-style-type: none"> <li>Foster Jesuit Values in order to be open to Life-long Growth</li> <li>(Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate with some subject departments, functional committees and class teachers for the promotion of the new values education framework.</li> <li>Performance indicators are set, and success criteria are suggested for teachers to assess students' behaviour based on their performance and attitude.</li> <li>Subject departments incorporate the Graduate Jesuit Profile -Open to life Long Growth" into their scheme of work and curriculum. and 6 values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility) in their lesson designs at different levels.</li> </ul>	<ul style="list-style-type: none"> <li>Subject panels / Committees show the incorporation of the Jesuit Graduate Profile and six values into their curricula / activities.</li> <li>Subject panels can share at least one set of lesson design and related learning and teaching materials on Values Education in each school term in the shared drive for professional sharing. Students can reflect on and apply positive values from different perspectives in the school context</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Panels and Committees.</li> <li>Observe the changes in students' behavior.</li> <li>Number of participants in the activities.</li> <li>Feedback from teachers</li> </ul>	Sept 2023 To June 2024	<ul style="list-style-type: none"> <li>Subject Panels who join the trial programme</li> <li>Committees who join the trial programme</li> <li>Class Teachers</li> <li>Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Life-wide Learning Grant</li> <li>Fr. Kelly Educational Fund</li> <li>QE Fund</li> </ul>

	<ul style="list-style-type: none"> <li>• Subject departments incorporate the Graduate Jesuit Profile -"Open to life Long Growth" into their scheme of work and curriculum. and 6 values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility) in their lesson designs at different levels.</li> <li>• Functional Committees promote the Jesuit Graduate Profile and six core values and positive attitudes of students in their learning activities.</li> </ul>					



<ul style="list-style-type: none"> <li>• Support students to reach their potential and be leaders in service.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage active participation of students in actualizing their rights and responsibilities by shouldering duties in the school and to society.</li> <li>• Help students to build a healthy self-image and be less self-centered by having sessions and training like “Personality Dimensions on Self-awareness”</li> <li>• To nurture/recognize students’ potential by having Mentors’ Overnight Adventure Training for senior students. For junior students, experiential learning, social skills workshops and social services experience will be provided.</li> <li>• Life-wide learning lessons on social services experiences, STEM education, Music and Arts education, Entrepreneur experience and Drama will be given to S4 and S5</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of annual program plans and evaluation reports of Subject Panels and Committees</li> <li>• Record of the number (i-portfolio) of participants/ performance of student- Number and types.</li> </ul> <p>Feedback from teachers, students and other stakeholders</p>	<ul style="list-style-type: none"> <li>• Students show an active participation / contribution of services in the school events and the society.</li> </ul>	<p>Sept 2023 To June 2024</p>	<p>Subject Panels Committees Clubs Class Teachers Subject Teachers</p>	<p>Life-wide Learning Grant Fr. Kelly Educational Fund</p>
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	<p>students to explore and stretch their potential.</p> <ul style="list-style-type: none"> <li>The Social Service scheme to encourage students to have the spirit of “Men for and with Others”.</li> </ul>					
<ul style="list-style-type: none"> <li>Strengthen students’ national identity and global awareness to be committed global citizens.</li> </ul>	<ul style="list-style-type: none"> <li>To strengthen students’ national identity through understanding and appreciation of the culture and development of the Motherland</li> <li>Widen students’ exposure to the culture and development of the Motherland through multifarious activities both inside and outside classrooms.</li> <li>To arouse students’ global awareness and their roles to play as global citizens.</li> <li>Cultivate students’ interests and respect for different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Students show keen participation in the events.</li> <li>Students’ understanding of the culture and development of the Motherland can be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Panels and Committees.</li> <li>Number and level distribution of participants.</li> <li>Observable changes in students’ behavior.</li> <li>Feedback from teachers and students</li> </ul>	<p>Sept 2023 To June 2024</p>	<p>Subject Panels Committees Clubs Class Teachers Subject Teachers</p>	<p>Life-wide Learning Grant Fr. Kelly Educational Fund NSE Grant</p>

## Appendices

### Appendix 1: Plan for Capacity Enhancement Grant

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching & Learning	(i)	Sponsor the employment of an English teacher.	Create space for teachers to raise the effectiveness of teaching and learning.	Whole Year	Salary & MPF	1) Improvement of students' performance in the HKDSE examination and internal examinations  2) Catering for learner diversity in a better way	1) Appraisal records of the teachers concerned  2) Evaluation meetings of the English Language Panel	English Panel Chair

## Appendix 2: Plan for Learning Support Grant

### Major Concern 1 : Create and use supplementary notes in Chinese, English and Mathematics Junior Form lessons

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> <li>to create and use one set of supplementary note for one unit in Chinese, English and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>SENCo observes at least one lesson of Chinese, English and Mathematics in the Junior Forms</li> </ul>	<ul style="list-style-type: none"> <li>One set of supplementary note can be created for one unit in Chinese, English and Mathematics.</li> <li>80% of students can reflect that the supplementary notes can help them understand the topic better and easier.</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete a simple survey on the effectiveness of the supplementary notes after the unit is complete.</li> </ul>	<ul style="list-style-type: none"> <li>Sept to May</li> </ul>	SENCo and subject teachers	/	Breath of Knowledge
	<ul style="list-style-type: none"> <li>SENCo discusses with the subject teachers and panel heads about the design of the supplementary notes and how they can be used</li> </ul>				SENCO, subject teachers and panel heads	/	
	<ul style="list-style-type: none"> <li>Subject teachers create the supplementary notes and use it in the remaining part of that unit. SENCo then discusses with subject teachers how to refine the design of the notes.</li> </ul>				SENCO and subject teachers	/	

**Major Concern 2: Support SEN students’ parents by providing individual counselling and guidance**

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>	<b>Seven learning goals addressed</b>
<ul style="list-style-type: none"> <li>To help SEN students’ parents, especially those with severe family problems, tackle the root cause of poor relationship in the family</li> </ul>	<ul style="list-style-type: none"> <li>To employ services of professional counsellors to regularly meet with SEN students’ parents, and create a supportive environment for students to grow up in.</li> <li>To have SENCo, social workers and school-based EP to follow up with the effectiveness of the suggested measures</li> </ul>	<ul style="list-style-type: none"> <li>At least 4 parents can receive the aforementioned services during the academic year.</li> <li>75% of the parents can have positive feedback about the services provided to them.</li> </ul>	<ul style="list-style-type: none"> <li>Parents will complete a survey regarding the effectiveness of the services, especially how their family has undergone some positive changes.</li> </ul>	<ul style="list-style-type: none"> <li>Oct to June</li> </ul>	SENCo, counsellors, social workers, school-based EP	<ul style="list-style-type: none"> <li>LSG</li> </ul>	Healthy Lifestyle

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<p><b><u>Psychiatrist's diagnosis and treatment (Tier 2-3)</u></b> - to provide information about psychiatrists to parents in order to conduct a formal assessment.</p>	<ul style="list-style-type: none"> <li>The students with suspected SEN and their parents can have a confirmation of the special needs at the earliest possible time, and psychological and counselling services can also start as early as possible. Medication can start earlier for MI cases and students with ADHD.</li> <li>SENCO or SENST can accompany the student to the psychiatrist's office during the assessment for better understanding of the situation. More visits to the psychiatrist are needed for MI cases for medication adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>100% of the students with suspected SEN can visit the psychiatrist's office and have the formal assessment with parents' consent</li> </ul>	<ul style="list-style-type: none"> <li>Students' improvement can be discussed and evaluated after the treatment and psychological/counselling services start.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	SENCO, SENST, Psychiatrist	LSG	Healthy Lifestyle

<p><b><u>Clinical Psychologists' and Educational Psychologists' Services (Tier 2-3)</u></b> -to pinpoint SEN students' weaknesses and problems in communicating with others (ASD), organizing (ADHD) and motivating themselves (MI) and provide trainings, treatments and strategies accordingly</p>	<ul style="list-style-type: none"> <li>• SEN students can improve their social skills (ASD), organizational skills (ADHD) and positive emotions (MI) after having a series of interventions with the professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of SEN students' progress reports are positive and show signs of improvement at the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' year-end evaluation report on SEMIS can show gradual improvement throughout his school years.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO, SENST, Educational Psychologists, Clinical Psychologists</li> </ul>	<ul style="list-style-type: none"> <li>• LSG</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> </ul>
<p><b><u>Speech Therapist's Services for students with SLI (Tier 1)</u></b> -to help students build self-confidence in speaking and improve communication skills by providing them with training and strategies by the school-based speech therapist .</p>	<ul style="list-style-type: none"> <li>• Students with SLI can communicate more confidently and fluently with their peers and teachers inside and outside the classroom. They can also achieve a higher mark in their Chinese and English speaking assessments and examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students with SLI are able to have a higher mark in their Chinese and English speaking assessments and exams in the mid-year exam and final exam.</li> </ul>	<ul style="list-style-type: none"> <li>• The school-based speech therapist's individual year-end report can reflect the improvement and issues which need to be fixed in the following academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• SENCOS, ENST, Speech therapist, Social workers</li> </ul>	<ul style="list-style-type: none"> <li>• LSG</li> </ul>	<ul style="list-style-type: none"> <li>• Language Proficiency</li> </ul>

<p><b><u>Training Group and workshop for ASD and ADHD students (Tier 2)</u></b> -to help ASD and ADHD students adapt better to the school environment by enhancing their social skills through organizing group activities and training for them</p>	<ul style="list-style-type: none"> <li>• Students with ASD can communicate with their peers and teachers more effectively and sensitively. Also, ASD and ADHD students can organize their belongings and regulate their emotions effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of the participants of these groups are able to improve their interpersonal relationship by developing skills and strategies like regulating their emotions, enhancing their self-discipline, interpreting others' meanings accurately, etc., in the year-end evaluation report.</li> </ul>	<ul style="list-style-type: none"> <li>• The year-end evaluation reports can reflect their improvement and growth after partaking in these group activities and therapies.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year and once a week for each group</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO, SENST, SENTA, Social workers, service providers (buy service)</li> </ul>	<ul style="list-style-type: none"> <li>• LSG</li> </ul>	<p>Generic skills</p>
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### Appendix 3: Plan for School-based After-School Learning and Support Grant

Staff-in-charge: Hui Nga Man Jasmine Contact Telephone No.: 2384 1038

A. The estimated number of students (count by heads) benefitted under this Programme is 45 (including A. 3 CSSA recipients, 26 full-grant recipients under the SFA schemes and C. 16 under school's discretionary quota).

B. Information on activities to be **subsidised/complemented** by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Music Activities: Instrumental Classes / Music Tour	To offer focused instruction to students in playing musical instruments	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	8	4	25,000	/
Language Course: Japanese, German	To offer focused instruction to students in learning other languages.	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	10	6	35,000	/
Sports Course	To offer focused instruction to students in the aspect of sports activities	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	8	6	10,000	/
Total no. of activities: <u>4</u>					@No. of man-times	3	26	16	
					**Total no. of man-times	45			

Note:

\* Types of activities are categorized as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

## Appendix 4: Plan for the Use of the Promotion of Reading Grant (2023-24)

The major objectives of promoting reading: (e.g. creating a reading culture)

To encourage students to participate in activities involving reading to nurture a reading culture within the student body.

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	45,000
	<input checked="" type="checkbox"/> Printed books – English Readers	
	<input checked="" type="checkbox"/> e-Books	
	<input checked="" type="checkbox"/> Printed books – novels and non-fiction books (various topics for different subject panels)	
2.	Web-based Reading Schemes	50,000
	<input checked="" type="checkbox"/> eRead Scheme - SCMP	
	<input checked="" type="checkbox"/> Other scheme: Online reading platform	
3.	Reading Activities	10,000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks – S1 English Language Arts Chris Grabenstein Talk	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading (e.g. Hong Kong Literary Festival speakers, author talks, etc.)	
	<input checked="" type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input checked="" type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	

## Appendix 5: Plan for the Use of the Life-wide Learning Grant (2023-24)

### Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Ed	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> 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														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	Speech Festival	Term 1	S1-S6	120	\$17,000.00	\$140.00	1. To promote the interest and raise the standard of students and teachers in speech, drama, poetry and prose. 2. To boost students' confidence in public speaking. 3. To foster teamwork and cooperation skills in duo or choral pieces.	English Language	Entry Forms; Results	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	English Panel

2	English Competitions Registrations Fees for external ECAs e.g. debate, drama, Mock Trial, Moot Court, MUN, RTHK, public speaking competitions	Whole Year	S1-S6	100	\$10,000.00	\$100.00	1. To expose students to other learning experiences. 2. To provide platforms for students to showcase their talent in English Language. 3. To offer students opportunities in socializing and building communication skills in events.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session; Results	✓	✓	✓	✓	✓	English Panel
3	S1 Performance Night	Term 2	S1	180	\$15,000	\$80.00	1. To expose students to performing arts (stage management, script writing, set and costume design, directing and performing). 2. To foster teamwork and cooperation skills.	English Language	Observations by teachers; Debriefing Session; Performance	✓	✓	✓	✓	☐	English Panel

4	S1 Animal Exhibition - Jurassic Garage	Term 1	S1	165	\$50,000	\$300.00	1. To provide an enriching opportunity for students to enhance their awareness and respect for the environment; and learn about how to care for different species of animals that inhabit the planet. 2. To provide a platform for students to make use of specific language learned related to the theme 'Caring for Animals'. 3. To foster intellectual development and collaborative learning.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	English Panel
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5	Debate (various competitions internal and external, coaching)	Whole Year	S1-S6	165	\$130,000	\$780.00	<p>1. To nurture students' logical and critical thinking skills, and English language skills through debating.</p> <p>2. To expose students to international issues and enhance their global vision.</p> <p>3. To provide chances for students to organise a team effectively and to understand the value of teamwork.</p> <p>4. To stretch the potential of students who are gifted in English Language and critical thinking.</p>	English Language	Observations by teachers; Evaluation Form, Debriefing Session; Performance; Results	✓	✓	✓	✓	✓	English Panel
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6	Drama/Public Speaking Coach	Whole Year	S1-S6	330	\$40,000	\$90.00	1. To nurture students' creativity through drama. 2. To expose students to performing arts (stage management, script writing, set and costume design, directing and performing). 3. To build students' confidence in speaking through drama. 4. To stretch the potential of students who are gifted in English Language and performing arts. 5. To prepare students for the school's centenary celebrations through performance.	English Language	Observations by teachers; Evaluation Form, Debriefing Session; Performance; Results	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	English Panel
7	English Tutors	Whole Year	S1-S6	60	\$20,000	\$300.00	1. To provide additional support for enhancement and remedial measures.	English Language	Observations by teachers; Evaluation Form, Debriefing Session; Performance; Results	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	English Panel

8	Field Trips for one to two levels e.g. S5 Field Trips	Term 2	S1-S5	330	\$50,000.00	\$150.00	2. To build alumni mentorship network.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session	✓	✓	✓	<input type="checkbox"/>	✓	English Panel
9	Biology field study camp	Mar 2024	S5	90	\$15,000.00	\$166.67	- To raise students' awareness of environmental conservation and protection - To appreciate the value of life - To promote scientific research skills	Science	Quantitative and qualitative feedback from students	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Biology Panel
10	Workshop on healthcare and immunity	Apr 2024	S4	30	\$6,000.00	\$200.00	- To recognize the importance of public healthcare - To have hands-on experience in doing research related to healthcare	Science	Quantitative and qualitative feedback from students	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	Biology Panel
11	Ecological outing	Feb 2024	S4	60	\$2,000.00	\$33.33	- To raise students' awareness of environmental conservation of Hong Kong ecological areas To appreciate the value of life	Science	Quantitative and qualitative feedback from students	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Biology Panel



12	Registration fees for Biology competitions (e.g. Biology Literacy Awards, IBO, etc.)	Whole Year	S4-5	30	\$3,000.00	\$100.00	-To expose students to other learning experiences - To provide platforms for students to explore interests in biology-related careers - To offer students opportunities in building communication and presentation skills	Science	Quantitative and qualitative feedback from students	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	Biology Panel
13	Juvenile Horseshoe Crab Rearing Programme (Ocean Park Conservation Foundation)	2nd Term	S3-6	30	\$1,000.00	\$33.33	-To promote importance of conservation of biological species - To foster collaborative learning	Science	Quantitative and qualitative feedback from students	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Biology Panel
14	Leadership overnight Training Camp	Dec 2023	S4 - S5	35	\$5,000.00	\$142.86	To nurture / recognize students potential.	Leadership Training	Quantitative feedback from students	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guidance Committee
15	S2 Experiential Learning	26/2 – 1/3/2024	S2	165	\$25,000.00	\$151.52	To reinforce students' social skills.	Cross-Disciplinary (Others)	Quantitative feedback from students	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guidance Committee
16	S4 Adventure-based counselling day-camp	Nov 2023	S4	165	\$46,700.00	\$283.03	To improve interpersonal relationships.	Cross-Disciplinary (Others)	Quantitative feedback from students	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guidance Committee

17	Social Skills Workshops	Oct 2023, Feb2024	S1 - S5	200	\$20,000.00	\$100.00	To reinforce students' social skills.	Cross-Disciplinary (Others)	Quantitative feedback from students	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guidance Committee
18	Self-Directed Learning – Study Skills Workshop	Sep - Oct 2023	S1	165	\$43,500.00	\$263.64	To facilitate ‘self-directed learning’.	Cross-Disciplinary (Others)	Quantitative feedback from students	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guidance Committee
19	School Music Team Training - Chinese Orchestra	Sept 2023 - Aug 2024	S1-S5	30	\$22,000.00	\$733.33	Cultivate musical competency, commitment, compassion, self-confidence, persistence and team spirit		Attendance, awards/results of competitions, reflection by students etc.	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
20	School Music Team Training - String Orchestra	Sept 2023 - Aug 2024	S1-S5	50	\$93,500.00	\$1,870.00	Same as the above		Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
21	School Music Team Training - Symphony Orchestra	Sept 2023 - Aug 2024	S1-S5	70	\$93,500.00	\$1,335.71	Same as the above		Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
22	School Music Team Training - Wind Band	Sept 2023 - Aug 2024	S1-S5	60	\$93,500.00	\$1,558.33	Same as the above		Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
23	School Music Team Training - Lunchtime Violin, Viola,	Sept 2023 - Aug 2024	S1-S5	60	\$144,000.00	\$2,400.00	Same as the above		Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee

	Cello, Double Bass Sectionals (Technique Enhancement)														
24	School Music Team Training - Lunchtime Wind/Brass Sectionals (Technique Enhancement)	Sept 2023 - Aug 2024	S1-S5	30	\$14,400.00	\$480.00	Same as the above		Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
25	Music Competition Entry / Registration Fee	Nov 2023 - Aug 2024	S1-S5	330	\$55,000.00	\$166.67	Sponsoring students to take part in the HK Schools Music Festival, JSMA Music Competition and other inter-school music competitions.	Arts (Music)	Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
26	Music competition / performance transportation cost	Nov 2023 - Aug 2024	S1-S5	330	\$45,000.00	\$136.36	Supporting the transport costs for music competitions and performances		Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
27	School Music Team Training - String Ensemble	Sept 2023 - Aug 2024	S1-S5	20	\$86,000.00	\$4,300.00	Cultivate musical competency, commitment, compassion, self-confidence,		Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee

	s), Brass Ensemble, Woodwind Ensemble(s), Erhu Ensemble						persestence and team spirit								
28	Summer Masterclasses: Choral Conducting	July - Aug 2024	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Attendance of class and in-class assessments	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
29	Summer Masterclasses: Band / Orchestra Conducting	July - Aug 2024	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
30	Summer Masterclasses: Wind Ensemble	July - Aug 2024	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
31	Summer Masterclasses: Brass Ensemble	July - Aug 2024	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
32	Summer Masterclasses: Bel Canto Vocal Singing (Beginners)	July - Aug 2024	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee
33	Summer Masterclasses: Bel Canto Vocal Singing (Advanced)	July - Aug 2024	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	Music Committee

34	Summer Intensive Course: German for Beginners	July - Aug 2023	S1-S6	20	\$24,000.00	\$1,200.00	To provide basic understanding of the German languages for students who are aspired to study overseas in Germany and apply for official German Exams provided by the Goethe-Institut.	Cross-Disciplinary (Others)	Same as the above	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	Music Committee
35	Summer Intensive Course: Japanese for Beginners	July - Aug 2023	S1-S6	20	\$24,000.00	\$1,200.00	Same as the above	Cross-Disciplinary (Others)	Same as the above	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	Music Committee
36	School Athletics Team Training	1/9/23 - 31/8/24	S1-S6	65	\$95,700.00	\$1,472.31	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Athletics competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
37	School Basketball Team Training	1/9/23 - 31/8/24	S1-S6	45	\$150,000.00	\$3,333.33	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Basketball competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee

38	School Badminton Team Training	1/9/23 - 31/8/24	S1-S6	25	\$92,000.00	\$3,680.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Badminton competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
39	School Chess Team Training	1/9/23 - 31/8/24	S1-S6	20	\$60,000.00	\$3,000.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Chess competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
40	School Chinese Chess Team Training	1/9/23 - 31/8/24	S1-S6	20	\$67,500.00	\$3,375.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Chinese Chess competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
41	School Football Team Training	1/9/23 - 31/8/24	S1-S6	66	\$165,400.00	\$2,506.06	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Football competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
42	School Hockey Team Training	1/9/23 - 31/8/24	S1-S6	18	\$62,400.00	\$3,466.67	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Hockey competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee

43	School Ice Hockey Team Training	1/9/23 - 31/8/24	S1-S6	15	\$36,000.00	\$2,400.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Ice Hockey competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
44	School Lifesaving Team Training	1/9/23 - 31/8/24	S1-S6	24	\$9,000.00	\$375.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Lifesaving competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
45	School Table Tennis Team Training	1/9/23 - 31/8/24	S1-S6	25	\$205,920.00	\$8,236.80	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Table Tennis competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
46	School Tennis Team Training	1/9/23 - 31/8/24	S1-S6	10	\$141,900.00	\$14,190.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Tennis competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
47	School Volleyball Team Training	1/9/23 - 31/8/24	S1-S6	60	\$132,000.00	\$2,200.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Volleyball competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee

48	School Swimming Team Training	1/9/23 - 31/8/24	S1-S	40	\$78,000.00	\$1,950.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Swimming competition	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
49	PE and Summer Swimming Lessons	1/4/24- 31/8/24	S1-S6	220	\$54,000.00	\$245.45	Hope the students can swim after leave WYK	Physical Education	The student attendance and let the students keeping swimming in the future	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
50	F.1- F.2 Sports Program	1/9/23- 31/5/24	S1-S2	180	\$60,000.00	\$333.33	Provide some sports program eg. lacrosses, football, volleyball, athletics and basketball that let the students who can't join the school sports team and motivate the students to participate in the process of expecting students to enjoy the activities	Physical Education	The student attendance and let the students keeping doing excersies in the future	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	Sports Committee
51	Life and Death Experiential Learning	Oct 2023	S4-S5	30	\$2,000.00	\$66.67	To experience the values of life	Values Education		<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Values Ed Committee



52	Dialogue in the dark	Feb 2024	S.2-S.3	30	\$7,500.00	\$250.00	To experience the life of people with disability	Values Education		<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Values Ed Committee
53	Mural Wall painting (Stair)	Dec 2023	S1-S5	60	\$25,000.00	\$416.67	To enhance collaboration and deepen the understanding of the Jesuit Values through painting	Values Education		<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Values Ed Committee
54	電子學習平台活動寫作班	Feb-May 2024	S1-S3	30	\$18,000.00	\$600.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55	辯論隊訓練	Sept 2023-Aug 2024	S1-S5	30	\$49,000.00	\$1,633.33				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(Please insert rows above if the space provided is insufficient.)										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Sub-total of Item 1.1</b>					<b>4,941</b>	<b>\$2,424,400.00</b>									
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	Visit to Macao Science Centre	Second term	S4	80	\$26,800.00	\$335.00	- To enhance students' learning through diversified experience - To nurture students' interest in Physics learning through real-life applications	Science KLA	- Students' successfully completion of the worksheet after the visit - Questionnaire and feedback of teachers	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physics / K.K. Lee

2	STEM overseas tour	2023-24	S3-S5	20	\$100,000.00	\$5,000.00	To broaden the STEM horizon	Cross-Disciplinary (STEM)	Completion of the tour	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	STEM Education Committee
3	Magis Taiwan (Experiential learning)	April 2024	S3-S5	30	\$90,000.00	\$3,000.00	To live out the spirit of Magis	Values Education		<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Values Ed Committee
<b>Sub-total of Item 1.2</b>					<b>325</b>	<b>\$234,800.00</b>									
<b>Total for Category 1</b>					<b>5,266</b>	<b>\$2,659,200.00</b>									

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)**

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	Replacement of a set of 4 timpani	Crucial percussion instrument for School Wind Band and Symphony Orchestra.	\$100,000.00
2	Glockenspiel	Support the development of the School Wind Band and Symphony Orchestra.	\$35,000.00
3	Personality Dimension Workshop	Small group workshop	\$3,000.00
<b>Estimated Expenses for Category 2</b>			<b>\$140,600.00</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$2,799,800.00</b>

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	861
Estimated number of student beneficiaries:	5266
Percentage of students benefitting from the Grant (%):	0%

Name of Contact Person for LWL:	Mr. LEE Eugene
Post of Contact Person for LWL:	/

## Appendix 6: Plan for the Use of Student Activities Support Grant

Project Coordinator: Hui Nga Man Jasmine Contact Telephone No.: 2384 1038

A. The estimated number of students (count by heads) benefitted under this Programme is 32 (including A. 2 CSSA recipients, 24 SFAS full-grant recipients and C. 6 under school's discretionary quota).

B. Information on Activities to be subsidized/complemented by the grant.

Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students #			Estimated Expenditure (\$)	Name of Partner/service provider (if applicable)
					A	B	C		
Music	To stretch the potentials of students and broaden their horizons	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	2	1	20,000	/
Language Course	To stretch the potentials by learning different languages	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	6	1	30,000	/
Sports Course	To encourage students to play different types of sports and enhance their physical well being	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	3	1	10,000	/
Experiential Learning	To engage students to be involved in experiential learning activities and enhance their motivation in joining activities.	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	3	3	10,000	/

## Appendix 7: Plan for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching & Learning	(1)	Employment of two Chinese Language Assistant Teachers to arrange pull-out classes during Chinese Language Lessons.	Students should benefit from more interactions and can complete the class assessments, as assigned by the teachers.	Whole Year	Salary & MPF	Students should obtain passes in all their assessments.	Analysis of students' results in internal assessments  Analysis of students' results in public examinations	Chinese Language Panel Chair
Teaching & Learning	(1)	Employment of part time teaching assistants to support teaching and learning and provide support for	CMI teaching materials of some subjects translated into English	Whole Year	Wages for part time teaching assistants	Materials prepared and translated	Teachers' feedback	Chinese Language Panel Chair

<b>Category</b>	<b>Major Concerns/ Objectives</b>	<b>Strategies</b>	<b>Expected Outcomes</b>	<b>Time Scale</b>	<b>Resources Required/ Budget</b>	<b>Success Criteria/ Goals (Measurable &amp; Observable)</b>	<b>Methods/ Means of Evaluation (Quantitative &amp; Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation</b>	<b>Teachers in charge</b>
		the learning of some CMI subjects						
After-school support for Chinese learning in the junior secondary	(1)	Procure professional services/ recruiting part-time instructors to organize after- school Chinese tutorial classes for NCS students studying in junior secondary	The attendance rate of the students who are required to join the programmes should reach 80%.	Whole Year	Expenses charged by external service providers	The attendance rate at 80%  Students should obtain passes in all their assignments.	Analysis of students' results.  Analysis of instructors' comments  Checking attendance records	Chinese Language Panel Chair
After-school support for Chinese learning in the senior	(1)	Procure professional services/ recruiting part-time	The attendance rate of the students who are required to join the programmes	Whole Year	Expenses charged by external	The attendance rate at 80%	Analysis of students' results in internal assessments	Chinese Language Panel Chair and Head of

<b>Category</b>	<b>Major Concerns/ Objectives</b>	<b>Strategies</b>	<b>Expected Outcomes</b>	<b>Time Scale</b>	<b>Resources Required/ Budget</b>	<b>Success Criteria/ Goals (Measurable &amp; Observable)</b>	<b>Methods/ Means of Evaluation (Quantitative &amp; Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation</b>	<b>Teachers in charge</b>
secondary		instructors to organize after- school Chinese classes for NCS students studying in senior secondary	should reach 80%.		service providers	Students should pass in all their assignments.  Students should attain the expected grades predicted by teachers and instructors	Analysis of students' results in the public examination  Analysis of instructors' comments  Checking attendance records	Academic Committee
Creation of an inclusive learning environment	(1)	Organize activities that promote an inclusive learning environment.	Activities organized	Whole Year	Expenses of activities	Students participating in the activities agree that the exercises help them understand different cultures	Evaluation of participants and teacher advisors	Chinese Language Panel Chair

## Appendix 8: Plan for Diversity Learning Grant

### Three-year plan:

#### Measures to broaden students' choices of elective subjects for the fourteenth cohort of senior secondary students (2023/24 to 2025/26)

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					23/24	24/25	25/26		
Other Programmes - <b>MUSIC</b>	(Network Programme) <ul style="list-style-type: none"> <li>Network with Heep Yunn School, Kowloon True Light School, Methodist College, True Light Girls' College and Wah Ying College to offer holistic NSS music education in both large class and small group teaching.</li> </ul>	NSS Music (network programme)	Three years	S4-6 students of this cohort	30	20	20	<ul style="list-style-type: none"> <li>Attendance of students at the enrolled programme</li> <li>Students will take the HKDSE Examination administered by the HKEAA.</li> <li>Results obtained by the students will be reported in their HKDSE certificates.</li> </ul>	Prefect of Studies with the Music Panel and partner schools



## Appendix 9: Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
School administration	<p>(1) The National Security Committee functions on safeguarding national security and national security education:</p> <ul style="list-style-type: none"> <li>• to plan, supervise and evaluate the implementation of related measures among subject panels and functional teams;</li> <li>• to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work in guidance and discipline;</li> <li>• to implement strategies to prevent political activities from permeating the School;</li> <li>• to issue a statement to clarify if an external organisation has used the School's name to promote their political views;</li> </ul>	<p>Meeting evaluation and observation</p> <p>The committee has at least three meetings a year and there will be an interim report to evaluate the implementation of related measures in the first term.</p>	2023/24 whole year	Vice-Principal	N/A

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
	<ul style="list-style-type: none"> <li>• to make known to stakeholders the School’s statement “The Principles and Guidelines on Handling School Affairs Involving Controversial Political Affairs”;</li> <li>• to submit reports to the IMC regularly.</li> </ul> <p>(2) Reinforce and monitor the mechanism and procedures for managing school premises (including the hiring out of school facilities) to ensure activities will not involve acts that endanger national security.</p> <p>(3) Updated terms regarding safeguarding National Security in procurement documents such as tender will be added.</p> <p>(4) Take stock of library books and books of the Reading Corner in the corridor to ensure that the books do not contain inappropriate content that endangers national security.</p> <p>(5) National flag-raising ceremonies will be arranged weekly and the national flag will be displayed according to the EDB circular No. 11/2021.</p>	<p>Teacher’s Handbook records and eNotice records</p> <p>School documentary analysis, Observation and meeting evaluation</p> <p>School documentary analysis, Observation and meeting evaluation</p> <p>Records of library books</p> <p>Observation and record the actual dates of national flag ceremonies</p>	<p>Checking on a Half-yearly basis</p> <p>Whole year</p> <p>September 2023 &amp; Whole year</p> <p>Whole year</p>	<p>Vice-Principal (Campus Management)</p> <p>Commercial Activities Monitoring Committee</p> <p>Teacher librarian &amp; Working Group</p> <p>Vice-Principal National Education Committee</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
Staff management	(1) In the first staff meeting 2023/24, staff members will be reminded again that they are obligated to abide by the law and observe the code of conduct acceptable by society.	Meeting evaluation	August 2023	Principal	N/A
	(2) When contracts are renewed or offered for staff and service providers, terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society will be added.	Contract records	Whole year	Principal	N/A
	(3) The obligation to abide by the law and observe the code of conduct acceptable by society will be stated in the Teacher Handbook.	Teacher's Handbook records	September 2023	Vice-Principal	N/A
	(4) The School-based Appraisal System will be reviewed in order to follow up timely and duly on matters relating to the job performance and conduct of school staff.	School-based Appraisal System	September 2023	Principal	N/A
Staff training	(1) Ensure teachers receive appropriate training on national security education, such as training programmes organised by the EDB and hence acquire a correct understanding of the National Security Law and enhance their knowledge of national security.	Teachers' CPD records	Whole year	Head of Staff Development Committee	N/A

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
Learning and teaching	The scheme of work template is modified to allow panels to indicate Basic Law Education and National Security Education elements, which would be covered in different topics.	Scheme of work modified and disseminated  Subject teachers of panels are required to cover national security education according to the modified scheme of work	August – September 2023	Chairman of Academic Steering Committee  Panel chairpersons	N/A
	<p>Instructions of the Education Bureau would be disseminated to the Subject panels concerned.</p> <p>Subject panels would be instructed to discuss the topics to implement national security education.</p> <p>Subject panels that have already incorporated elements of Basic Law Education in teaching and learning will continue to cover these elements and further incorporate elements of National Security Education in their curriculum. In contrast, those required to cover national security education would include these elements in their curriculum.</p> <p>The S.1-S.6 curricula of the following subjects/ Key Learning Area will include National Security Education:</p>	<p>Instructions disseminated</p> <p>Panels discussing the topics to cover national security education</p> <p>Subject panels would indicate in the scheme of work the topics that will cover national security education</p> <p>Lesson observation will be conducted in a 3-year cycle basis addressing the</p>	August – September 2023	<p>Chairman of Academic Steering Committee</p> <p>Panel chairpersons</p> <p>Vice-Principal Chairman of Academic</p>	<p>N/A</p> <p>2023-24 year: BAFS Chinese Language Geography</p>

	<ul style="list-style-type: none"> <li>1) BAFS</li> <li>2) Biology</li> <li>3) Chemistry</li> <li>4) Chinese Language</li> <li>5) Chinese History</li> <li>6) Economics</li> <li>7) Geography</li> <li>8) History</li> <li>9) ICT</li> <li>10) Integrated Science</li> <li>11) Physics</li> </ul>	implementation of NSE in the 11 subjects.		Steering Committee  Panel chairpersons	Integrated Science
	Monitoring and curriculum audit will be conducted to review the content and quality of classroom teaching and teaching resources to ensure that they align with the aims, goals, and coverage prescribed by the Curriculum Development Council for different key learning stages and suit students' abilities and learning needs.	Curriculum audit conducted by the Academic Steering Committee. All Subjects will be reviewed at least once a year and report during the meeting (There are 3 meetings in a year).	Whole Year	Principal  Chairman of the Academic Steering Committee  Panel Chairpersons	N/A
	School-based learning and teaching materials related to Constitution, Basic Law and National Security Education will be archived in the Knowledge Management System at google drive.	School-based materials archived	Whole Year	Panel Chairpersons  Subject teachers	N/A
Student guidance, discipline and Student support	(1) Conduct workshops or prepare Morning Formation materials that remind students to accord priority to personal safety at all times and, with due regard to the well-being of themselves and the care of their family	Meeting Evaluation	2023/2024	(Vice-Principal) Student Affairs	Speaker Fee \$8,000

	<p>members, refrain from participating in risky or illegal activities.</p> <p>(2) Conduct workshops or prepare Morning Formation material that emphasises cultivating positive values, positive thinking, and the proper attitude for getting along with others.</p> <p>(3) Refine the existing School Guidance and Discipline mechanisms and procedures to help students who have breached rules to stop improper behaviour and draw their awareness of the adverse effect and consequences that it may have on themselves, other students, and the School by means of reflection.</p> <p>(4) Connect and organise activities with the Sister school in mainland</p> <p>(5) Planned event calendar for NSE</p>	<p>Meeting Evaluation</p> <p>Meeting Evaluation</p> <p>Questionnaire and evaluation from the participants</p>	<p>2023/2024</p> <p>2023/2024</p> <p>February 2024</p> <p>September 2023</p>	<p>(Vice-Principal) Student Affairs Committee</p> <p>(Vice-Principal) Student Affairs Committee</p> <p>Cultural Exchange Committee</p> <p>Vice-Principal National Education Committee</p>	<p>N/A</p> <p>N/A</p>
Home-school cooperation	<p>(1) Organise home-school cooperation activities that include Chinese culture or seminars to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively and developing correct values.</p> <p>(2) Organise workshops for parents to introduce ways to establish healthy parent-child relationships, cultivate positive values, deal with conflicts, and help children release negative emotions that stem from social disputes.</p>	<p>Meeting Evaluation</p> <p>Meeting Evaluation</p>	<p>2023/2024</p> <p>2023/2024</p>	<p>Parents' Association</p> <p>Guidance Committee Parents' Association</p>	<p>Speaker Fee \$6000</p> <p>Speaker Fee: \$10 000</p>

## Appendix 10: Plan on Sister School Exchanges

### 姊妹學校交流計劃書 2023/2024 學年

學校名稱：	九龍華仁書院		
學校類別：	中學	負責老師：	張大超

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	探訪參觀
2.	音樂表演交流
3.	管理層交流
4.	教師交流
5.	學生交流

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

#### 甲. 管理層面 (擬舉辦)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流計劃/活動詳情
			B8	☐	其他(請註明)：

乙. 教師層面 (擬舉辦)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (擬舉辦)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input checked="" type="checkbox"/>	其他(請註明):切磋音樂



#### 丁. 家長層面（不擬舉辦）

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明)：	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明)：

#### 擬運用的監察/評估方法如下：

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

#### 津貼用途及預算開支：

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$320000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$320000
N10	<input type="checkbox"/>	沒有任何開支	不適用