



# Shun Lee Catholic Secondary School

Annual School Plan

2015/2016

*Possess learning*

學習在我手

*Embrace life*

人生由我創



## **School Mission**

The school is dedicated to providing a positive learning environment in which students understand the truth of the Gospel and experience the love of Christ. It is where students learn to integrate Christian faith with Chinese culture and life for holistic personal development.

We believe that students are unique individuals possessing distinctive gifts and talents. We thus commit ourselves to helping students develop their potential to the fullest and become independent learners capable of mastering self-learning skills, with emphasis on fostering positive attitudes towards life.

We devote ourselves to educating students to become responsible citizens who are eager and competent to make contributions to society, and to encourage them to carry on the best of Chinese culture.

## **Major Concerns for 2015/16 – 2017/18**

1. Enhancing Students' Learning Ownership
2. Enhancing Student Development through the Integration of Value Education and Life Planning
3. Enhancing Students' Digital Competence

## Major Concern 1: Enhance Students' Learning Ownership

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Ensure students' engagement and responsibility in learning by incorporating 4Ps - Preparation, Participation, Presentation & Possession in learning and teaching	<ul style="list-style-type: none"> <li>✧ Set up a taskforce to monitor the implementation of 4Ps in Chinese, English, Mathematics, Integrated Humanities and Science in Secondary 1</li> <li>✧ All subjects design and deliver 2 teaching packages that exhibit 4Ps in Secondary 1</li> <li>✧ Improve classroom hardware to facilitate students' participation and presentation in learning</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teachers develop a heightened awareness of incorporating 4Ps in learning and teaching</li> <li>✧ Students' habits of lesson preparation are enhanced</li> <li>✧ Students' participation in lessons and confidence in presenting their learning outcomes are strengthened</li> <li>✧ Students' habits of reflection during the learning process are developed so that they become more aware of what, why and how they learn</li> </ul>	<ul style="list-style-type: none"> <li>✧ Lesson observation</li> <li>✧ Number of teaching packages produced</li> <li>✧ L&amp;T evaluation questionnaire</li> <li>✧ Students' reflection</li> </ul>	2015-16	Wong LY	<p>Staff Development Programme</p> <p>1 additional teaching assistant</p> <p>Common slot in time-table for lesson preparation</p>
2. Embrace social skills through collaborative learning	<ul style="list-style-type: none"> <li>✧ Provide ample opportunities for students to work collaboratively</li> <li>✧ Provide a seating arrangement conducive for students' collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students develop a heightened awareness of their roles, duties and manners in group work</li> </ul>	<ul style="list-style-type: none"> <li>✧ L&amp;T evaluation questionnaire</li> <li>✧ Students' reflection</li> </ul>	2015-16	Wong LY	<p>Foldable small blackboards for group discussion</p> <p>Magnetic blackboard in classroom</p>

	<ul style="list-style-type: none"> <li>✧ Provide a clear framework of roles and responsibilities for students when participating in group work</li> </ul>					for presentation
3. Equip students with life-long learning skills	<ul style="list-style-type: none"> <li>✧ Provide learning support to junior secondary students in interpreting and responding to different texts and data, and utilizing online resources for academic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students are equipped with skills to learn effectively</li> <li>✧ Students demonstrate abilities to transfer skills learnt to other KLAs</li> </ul>	<ul style="list-style-type: none"> <li>✧ L&amp;T evaluation questionnaire</li> <li>✧ Students' reflection</li> </ul>	2015-16	Wong MC	<p>Merge S1 language Across Curriculum with Learning Skills</p> <p>Enhance Learning Skills curriculum in S3</p>

## Major Concern 2: Enhance Student Development through the Integration of Value Education and Life

### Planning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Refine the framework of holistic student development with the integration of value education	<ul style="list-style-type: none"> <li>✧ Formulate a student development framework with the concerted efforts of related teams and subject panels</li> </ul>	<ul style="list-style-type: none"> <li>✧ A clear framework is devised for implementation</li> <li>✧ Better coordination among teams and subjects is achieved to ensure programmes organized at different levels can convey the targeted values included in the framework</li> </ul>	<ul style="list-style-type: none"> <li>✧ Survey results</li> </ul>	2015-16	Poon SM Koong TM Chan HL	Clerical Support,  1 additional Student Development Assistant, and a part-time teacher
	<ul style="list-style-type: none"> <li>✧ Subject panels, committees and teams incorporate values in their activities, programmes and lessons</li> </ul>	<ul style="list-style-type: none"> <li>✧ Appropriate behaviour of students can be observed in different activities, programmes and lessons</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teacher observation</li> <li>✧ Survey results</li> </ul>	2015-16	Poon SM Koong TM Chan HL	Clerical Support
	<ul style="list-style-type: none"> <li>✧ Strengthen class management in order to cultivate a class atmosphere and environment conducive for student development</li> </ul>	<ul style="list-style-type: none"> <li>✧ Classes show more positive atmosphere</li> <li>✧ Students become more self-disciplined</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teacher observation</li> <li>✧ Survey results</li> <li>✧ Homework Record</li> </ul>	2015-16	Poon SM Chan SL	Life Education Panel

	<ul style="list-style-type: none"> <li>✧ Raise parents' awareness of the related values through various parents' activities</li> </ul>	<ul style="list-style-type: none"> <li>✧ Parents understand targeted values conveyed to students at different stages</li> </ul>	<ul style="list-style-type: none"> <li>✧ Number of parents' Day, Night and Parents' Talk.</li> <li>✧ Parents' feedback</li> <li>✧ Survey results</li> </ul>	2015-16	Koong TM	
	<ul style="list-style-type: none"> <li>✧ Display the messages of values on various learning occasions and school campus</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students understand targeted values conveyed to them</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teacher observation</li> <li>✧ Students' feedback</li> </ul>	2015-16	Poon SM Koong TM	Clerical Support  School Web
	<ul style="list-style-type: none"> <li>✧ Strengthen the evaluation of various programmes</li> </ul>	<ul style="list-style-type: none"> <li>✧ Data collected from students' feedback will be used for PIE</li> </ul>	<ul style="list-style-type: none"> <li>✧ Survey results</li> </ul>	2015-16	Chan HL	Clerical Support
2. To strengthen the Career and Life Planning Education through the concerted efforts of teams and subject panels	<ul style="list-style-type: none"> <li>✧ Tap resources from external organizations to organize different programmes for students</li> </ul>	<ul style="list-style-type: none"> <li>✧ Programmes with external organizations are conducted</li> </ul>	<ul style="list-style-type: none"> <li>✧ Number of programmes</li> <li>✧ Survey results</li> </ul>	2015-16	Chan KP	NGO
	<ul style="list-style-type: none"> <li>✧ Organize various programmes to unleash the potential of students with different abilities</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students are aware of their own potential and weaknesses</li> <li>Students show more leadership abilities</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teacher observation</li> <li>✧ Survey results</li> <li>✧</li> </ul>	2015-16	Chan HL Leung WWY	NGO
	<ul style="list-style-type: none"> <li>✧ Refine Student Learning Portfolio and Student Learning Profile</li> </ul>	<ul style="list-style-type: none"> <li>✧ A refined SLP is prepared to support student development</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teachers' Feedback</li> <li>Students' Feedback</li> </ul>	2015-16	Li CP	SLP Team

	<ul style="list-style-type: none"> <li>✧ Equip teachers with skills (eg. Debriefing skill) to be the facilitators in student development programmes</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teachers have better skills to facilitate student development</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teachers' Feedback</li> <li>✧ Survey results</li> <li>✧ Number of the training</li> </ul>	2015-16	Koong TM	Professional Development Team
	<ul style="list-style-type: none"> <li>✧ Provide parent education programmes to empower parents in supporting student development</li> </ul>	<ul style="list-style-type: none"> <li>✧ Participating rate reaches at least 70%</li> <li>✧ Parents show more awareness of their children's development</li> <li>✧ Parents can give advice to their children</li> </ul>	<ul style="list-style-type: none"> <li>✧ Number of participants</li> <li>✧ Parents' Feedback</li> <li>✧ Survey results</li> </ul>	2015-16	Koong TM	



### Major Concern 3: Enhance Students' Digital Competence

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Upgrade IT Infrastructure to facilitate the implementation of e-learning	<ul style="list-style-type: none"> <li>✧ Upgrade IT facilities in both classroom and staff room</li> <li>✧ Upgrade file servers to provide faster data access rate and higher storage capability</li> <li>✧ Participate in “The Support Scheme for e-Learning in Schools” to further improve the IT facilities of our school</li> <li>✧ Provide training for teachers to facilitate e-learning</li> <li>✧ Assign one seed teacher in each subject panel to provide support and dispense advice on using the IT facilities</li> <li>✧ Every teacher should attend at least one training session in e-learning specific to his/her subject outside school</li> <li>✧ Allocate extra manpower for daily IT operation and maintenance</li> <li>✧ Adopt e-learning in pilot subjects in accordance with the time schedule proposed in the Wi-Fi 900 project</li> </ul>	<ul style="list-style-type: none"> <li>✧ The stability and quality of IT facilities throughout school are ensured</li> <li>✧ Provide mobile learning environment to support e-learning activities held by pilot subjects</li> <li>✧ Teachers are capable of utilizing the IT facilities in classrooms and are aware of the possibilities /functions of such hardware</li> <li>✧ The workload of Technical Support Staff is relieved</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teachers' Feedback</li> <li>✧ Students' Feedback</li> </ul>	2015-16	IT Committee	<p>Interactive learning facilities in Room 107</p> <p>Upgrade IT facilities in Physics Lab.</p>

<p>2. Nurture Students into competent and ethical users of technology</p>	<ul style="list-style-type: none"> <li>✧ Join Young IT Ambassador Award Scheme organized by HKACE to nurture students' interest and knowledge in information technology</li> <li>✧ Empower the role of IT prefects and IT assistants</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students are confident in collaborating, staying safe and communicating effectively with the use of technologies</li> <li>✧ Students are able to use technology to learn and excel proactively</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teachers' Feedback</li> <li>✧ Students' Feedback</li> <li>✧ Students' performance in T&amp;L lessons</li> </ul>	<p>2015-16</p>	<p>IT Committee T&amp;L Panel IT Prefect Team</p>	<p>Interactive learning facilities in Room 107</p>
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## Appendix I : Plan on Use of Capacity Enhancement Grant

School : Shun Lee Catholic Secondary School

Year : 2015/16

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resource Required	Performance Indicators	Assessment Mechanism	Person in charge
Facilitating Self-evaluation and Development Planning	To meet the need of self-evaluation and planning	To employ 12 part-time invigilators to share the invigilation duties of teachers	Teachers can have more time for self-evaluation and planning	Evaluation and development meetings can be arranged in Final Examination period.	Salary of part-time invigilators \$75X12X30hrs = \$27,000	<ul style="list-style-type: none"> <li>✧ Punctuality of the self-evaluation reports and programme plans</li> <li>✧ Quality of the self-evaluation reports and programme plans</li> </ul>	Questionnaires will be issued to teachers to assess their workload on evaluation and planning	Mui HY
Enhancing moral, civic and value education	To enhance students' development in personal and social domain	To employ a part-time teaching assistant to organize moral & civic and value education	Teachers will have extra free time to plan and develop the school-based programmes on moral, civic and value education	Programmes on moral, civic and value education will be arranged after-school and in assembly	Salary for civic and moral education assistant : (\$4,700+5% MPF)×12 = \$59,220	<ul style="list-style-type: none"> <li>✧ Students show active participation programmes on moral, civic and value education</li> <li>✧ Students display high self-esteem</li> </ul>	The self- esteem and development on affective domain of the students are monitored by APASO	Leung CY

Enhancing students' speaking and presentation skills	To enhance Chinese & English Language learning	To employ instructors to provide training in speaking in both Chinese and English	Students will develop stronger confidence in speaking and presentation	Experienced trainers will be arranged by service provider to arrange training	Course fee : \$20,000	Students get better result in speaking examinations	Feedback from teachers and students	Wong LY & Chuk SH
Providing support to teachers in Chinese and English Language teachers	To improve the learning and teaching in languages	<ul style="list-style-type: none"> <li>✧ To employ a teaching assistant to take up the administration and clerical work</li> <li>✧ To assign teaching assistants to support enrichment course for students who drop elective subjects</li> <li>✧ To assign teaching assistants to assist in school publications</li> </ul>	The administration and clerical workload of teachers can be reduced; and students who drop elective subject can obtain learning support for their core subjects	Two teaching assistants will be employed	Salary of teaching assistant (\$14,000+5%M PF)x12x2 = \$352,800	Time spent on administration and clerical work reduced	Workload survey	Leung KC

Providing support to the learning & teaching of Liberal Studies	To improve the learning and teaching of LS and facilitate the operation of IES	To employ a teaching assistant to support the learning and teaching of LS	LS teachers can obtain sufficient clerical and teaching support	A teaching assistant will be employed	✧ Salary of teaching assistant (\$14,000+5%MPF)x12=\$176,400	The operation of LS Panel and IES becomes smooth	Feedback from teachers and students	Leung KC
Providing support to teachers in administration and clerical work	To reduce the administration workload of teachers	To employ a teaching assistant to take up the administration and clerical work	The administration and clerical workload of teachers can be reduced	A teaching assistant will be employed	✧ Salary of teaching assistant (\$13,000+5%MPF)x12=\$163,800	Time spent on admin. and clerical work reduced	Workload survey	Leung KC
Enhancing the proficiency in PTH	To enhance students' PTH proficiency through choral speaking	To employ instructor to provide training in choral speaking in PTH	Students will acquire strong confidence in using PTH	✧ A team of students will be encouraged to take part in PTH choral speaking in Speech Festival ✧ An experienced trainer will be employed to arrange training	✧ Instructor fee : \$10,000	Students obtain awards in Speech Festival	Feedback from teachers and students	Chan TS

Providing support for S1 new students	To meet the needs of S1 new students	To arrange notes-processing course for S1 students	S1 students can apply the skills in different subjects	The course will be provided by service provider learning skills provided by a service provider in Oct 2015	✧ Course fee: \$36,000	S1 students demonstrate the application of learning skills in learning	Questionnaire and focus group discussion	Wong LY
Providing support for the students talented in Mathematics	To meet the needs of NSS students	To provide Mathematics Enrichment Course	Students show good performance in NSS Mathematics	Instructors will be employed to provide training for talented students	✧ Instructor fee \$4,000	Students obtain awards in public competitions	Comparison of students' performance in Mathematics competitions	Lo SC
Providing support to Chinese teachers	To enrich the learning experience of students in Chinese Literature	To provide Chinese Literature Excursion	Students show greater interest and motivation in Chinese Language and Literature	The excursion related to Chinese Literature will be provided by service provider in April	✧ Service fee: \$3,400	Students' participation in Chinese related activities	Questionnaire	Wong WY

**TOTAL \$852,620**

## Appendix II : Plan on Use of Senior Secondary Curriculum Support Grant

School : Shun Lee Catholic Secondary School

Year : 2015/16

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resource Required	Performance Indicators	Assessment Mechanism	Person in charge
Enhancing students' language proficiency	To improve the proficiency of the students in English oral presentation To support teachers in SBA	<ul style="list-style-type: none"> <li>✧ A full time teacher will be employed to share the workload of English teachers</li> <li>✧ Speaking curriculum will be designed for S3 and S5 students</li> </ul>	English teachers can have more collective lesson preparation on NSS teaching and SBA Students show better performance in speaking	<ul style="list-style-type: none"> <li>✧ Split class for language art in a double-lesson in S2 will be arranged</li> <li>✧ Enhancement classes will be arranged for S5 &amp; S6 students who drop elective subjects</li> </ul>	Salary a full-time teacher : (\$24,380+5%M PF)×12 = \$307,188	Assessment performance in English language	Questionnaires will be given to both teachers and students Compare the results in internal assessments	Leung KC
Providing more Subject Combination for Senior Secondary students	To provide diversified Curriculum for NSS	<ul style="list-style-type: none"> <li>✧ Two full-time teacher to teach Integrated Humanities and Liberal Studies will be employed</li> <li>✧ Some teachers</li> </ul>	Teachers will have extra free time to plan and develop various subjects in NSS 4. A more flexible block-time-table can be arranged	Two teacher will be employed. Block time-table will be arranged. More than 100 combinations of electives are available for S4 students	✧ Salary and MPF of a full-time teacher : (\$24,380+5% MPF)×12 = \$614,376	<ul style="list-style-type: none"> <li>✧ 100% S4 students get their first choice in the first elective subject</li> <li>✧ Over 60% of students are granted their</li> </ul>	Questionnaires will be given to both teachers and students	Leung KC

		will be released to take up various elective subjects at S4	for S4			choices of 2 <sup>nd</sup> and 3 <sup>rd</sup> electives		
Enhancing the learning and teaching of NSS Science and Mathematics	Raise the teaching quality in NSS	✧ To employ a teaching assistant to support the teaching of Science and Mathematics in Senior levels	Teachers will have greater space to introduce new teaching strategies in Science and mathematics	Sept 2015 to August 2016	✧ Salary of teaching assistant (\$14,000+5%MPF)x12 = \$176,400	✧ More students select Science subjects as their electives in NSS ✧ Improvement in HKDSE in Science and Mathematics	Compare exam. results and subject-selection result	Leung KC

Total = \$1,097,964



## Appendix III : Plan on School-based After-school Learning and Support Programmes

School : Shun Lee Catholic Secondary School

Year : 2015/16

Project Coordinator: Mr. Koong Tak Man Contact Telephone No.: 23893082

A. The estimated number of students (count by heads) benefitted under this Programme is 562 (including A. 128 CSSA recipients, B. 312 SFAS full-grant recipients and C. 122 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		
1. Reading Aloud Programme for S1 (estimated participants = 30 students)	✧ To improve students' pronunciation and confidence in speaking English	✧ Articulate words with better accuracy and speak English with better fluency	✧ Teachers' observation in reading aloud assessment and feedback given by course instructors	Nov 2015 – May 2016	3	8	3	<b>\$700</b> (\$50 per student 3-hour workshop)	Alumni

2. Writing Workshop for S1-3 (estimated participants = 45students)	<ul style="list-style-type: none"> <li>✧ To enhance S1-S2 students' creative/ argumentative writing skills</li> <li>✧ To enhance S3 students' vocabulary and sentence patterns</li> </ul>	✧ Produce writings with improved development of ideas	✧ Teachers' observation and feedback given by course instructors	Post-exam period	5	12	5	<b>\$4400</b> (\$200 per student 6-hour workshop)	Service Provider to be confirmed for S1-S2 Alumni for S3
3. Writing Workshop for S5-6 (estimated participants = 80 students)	✧ To prepare students for HKDSE writing exam	✧ Produce writings with improved development of ideas	✧ Teachers' observation and feedback given by course instructors	Nov 2015 – May 2016	8	20	8	<b>\$14400</b> (\$400 per student 6-hour workshop)	Alumni
4. HKDSE Speaking Exam Practice (estimated participants = 80 S6 students)	✧ To enhance low-achievers' speaking skills and prepare them for exam	✧ Attain Level 3 in the speaking exam	✧ HKDSE result	Oct 2015 – May 2016	8	20	8	<b>\$3240</b> (\$90 per student 3-hour workshop)	Alumni
5. HKDSE Speaking Exam Practice (estimated participants = 40 S5 students)	✧ To enhance low-achievers' speaking skills and prepare them for exam	✧ Attain Level 3 in the speaking exam	<ul style="list-style-type: none"> <li>✧ Teachers' observation and feedback given by course instructors &amp;</li> <li>✧ Internal assessment result</li> </ul>	Feb – May 2016	4	10	4	<b>\$1620</b> (\$90 per student 3-hour workshop)	Alumni

6. Speaking Workshop for S1 – S3 (estimated participants = 80 students)	<ul style="list-style-type: none"> <li>✧ To enhance low-achievers' speaking skills and prepare them for exam</li> </ul>	<ul style="list-style-type: none"> <li>✧ Attain Level 3 in the speaking exam</li> </ul>	<ul style="list-style-type: none"> <li>✧ Teachers' observation and feedback from course instructors</li> </ul>	Post-exam period	8	20	8	<b>\$4680</b> (\$130 per students - 3 lessons of 1.5 hours each)	Alumni
7. Remedial Class for S1-S3 (estimated participants: 30 students per level)	<ul style="list-style-type: none"> <li>✧ To help students consolidate the syllabus taught in the school year</li> </ul>	<ul style="list-style-type: none"> <li>✧ Score 80 marks in end-of-course assessment</li> </ul>	<ul style="list-style-type: none"> <li>✧ Assessment score and comments from course instructors</li> </ul>	Easter Holiday & Post-exam Period	3	8	3	<b>\$2800</b> (\$200 per student - 3 lessons of 1.5 hours each)	Alumni
8. Mathematics Remedial Classes in summer holiday(estimated participants : 90 students S1 – S3)	<ul style="list-style-type: none"> <li>✧ To improve students basic concepts of Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students have greater confidence in solving basic Mathematics problems</li> </ul>	<ul style="list-style-type: none"> <li>✧ Tutors' report</li> </ul>	July 2016	9	23	9	<b>\$6200</b> (\$200 per student)	Alumni
9. Mathematics Remedial Classes after school (estimated participants : S5 36 students and S6 36 students)	<ul style="list-style-type: none"> <li>✧ To improve students basic concepts of Mathematics</li> <li>✧ To help students consolidate the syllabus taught in the school year</li> </ul>	<ul style="list-style-type: none"> <li>✧ Attain level 2 or 3 in exams</li> </ul>	<ul style="list-style-type: none"> <li>✧ Internal exam or HKDSE results</li> </ul>	Sept 2015 – May 2016	8	18	8	<b>\$30600</b> (\$5 \$1170 per student \$6 \$630 per student)	Alumni
10. International Competition and Assessments for Schools – Mathematics : (398 students S1 – S3)	<ul style="list-style-type: none"> <li>✧ To provide students chances to sit for an international assessment</li> <li>✧ To provide students more exposure in solving real life problems involving Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students show greater competency in Mathematics</li> <li>✧ Students have a better mastery in related problems</li> </ul>	<ul style="list-style-type: none"> <li>✧ Assessment report</li> </ul>	March 2016	40	100	40	<b>\$9000</b> (\$50 per student)	ICAS Hong Kong Office

11. Mathematics Enrichment Course (estimated participants : 25 students)	<ul style="list-style-type: none"> <li>✧ To arouse students' learning interest in mathematics</li> <li>✧ To enhance students' higher order thinking skills in problem solving</li> </ul>	<ul style="list-style-type: none"> <li>✧ 80% or above on attendance</li> <li>✧ Increase in Mathematics standard</li> </ul>	<ul style="list-style-type: none"> <li>✧ Questionnaire about the course from students</li> <li>✧ Tutors' report</li> </ul>	January 2016 – May 2016	3	7	3	<b>\$3120</b> (\$240 per student)	To be confirmed
12. Musical instrument classes (estimated participants : 50 students)	<ul style="list-style-type: none"> <li>✧ To help students to develop their interests in learning instruments</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students actively participate in various school/public performances, competitions, and public examinations.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Tutors' report</li> <li>✧ Teachers' observation and assessment</li> </ul>	Sept 2015-Aug 2016	5	13	5	<b>\$69000</b> (\$100/hr per student around 30 lessons in whole year)	Central Arts
13. S1 Saturday Tutorial Class (estimated participants : 36 students)	<ul style="list-style-type: none"> <li>✧ To help S1 students to learn better in subjects taught in English</li> </ul>	<ul style="list-style-type: none"> <li>✧ The students show greater confidence and proficiency in using English to learn Math, IH and Science.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Questionnaire</li> <li>✧ Observation from subject teachers</li> <li>✧ Test and examination result</li> </ul>	Oct 2015-June 2016	8	15	2	<b>\$66240</b> (\$1840 per student)	Alumni
14. Spiritual Education Program (estimated participants: 46 students)	<ul style="list-style-type: none"> <li>✧ To enrich students' spiritual life and enhance students' self-understanding</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students shows confidence and positive attitude in life.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Questionnaire</li> </ul>	Sept 2015-Aug 2016	5	12	5	<b>\$4400</b> (\$200 per student)	To be confirmed
15. St. John First Aid Classes (estimated participants: 50 students)	<ul style="list-style-type: none"> <li>✧ To provide students chance to acquire first aid skills</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students pass in the 1<sup>st</sup> term examination</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students' feedback</li> <li>✧ Passing Percentage</li> </ul>	July 2015	5	13	5	<b>\$4600</b> (\$200 per student)	HK St. John Ambulance

16. Painting Lesson (estimated participants: 22 students)	<ul style="list-style-type: none"> <li>◇ To improve students' painting technique</li> </ul>	<ul style="list-style-type: none"> <li>◇ Students shows greater competency in painting</li> </ul>	<ul style="list-style-type: none"> <li>◇ Tutor's report</li> <li>◇ Teachers' observation</li> </ul>	Oct –Nov 2015	3	6	3	<b>\$1800</b> (150 per student)	Miss Li Ka Ki (Alumni)	
17. 文化之旅 (預計人數:25 人)	<ul style="list-style-type: none"> <li>◇ 帶領學生參觀饒宗頤文化館</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生能認識饒宗頤文化館的歷史及建築特色</li> </ul>	<ul style="list-style-type: none"> <li>◇ 問卷調查</li> <li>◇ 教師觀察</li> </ul>	二零一六年三月	3	7	3	<b>\$2080</b> (每位\$160)	未確定	
18. 文化交流活動 (預計人數:30 人)	<ul style="list-style-type: none"> <li>◇ 與視覺藝術科、地理科等課程配合舉辦活動</li> <li>◇ 讓學生認識不同國家的傳統視覺藝術</li> <li>◇ 學生考察不同國家政府如何結合藝術、旅遊和舊區活化</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生能認識不同國家傳統視覺藝術及了解</li> <li>◇ 學生能將文化交流活動所學應用於課程學習內</li> </ul>	<ul style="list-style-type: none"> <li>◇ 問卷調查</li> <li>◇ 教師觀察</li> </ul>	二零一六年一月至八	3	8	3	<b>\$14000</b> (每位\$1000)	未確定	
<b>Total no. of activities: 18</b>					<sup>@</sup> No. of man-times	128	312	122		
					<b>**Total no. of man-times</b>	<b>562</b>			<b><u>Estimated total:</u></b> <b><u>\$242880</u></b>	

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C) .

## Appendix IV : Plan on Diversity Learning Grant

### Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2015/16 to 2017/18 Cohort of NSS Students (S4-S6)

The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	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
					2015/14	2016/15	2017/16		
Other Programmes	To subsidise students who enroll in fee-charging credit-bearing courses or gifted education programmes offered by local tertiary institutes or external organizations to explore and develop their talents	Fee-charging credit-bearing courses or gifted education programmes offered by local tertiary institutes or external organizations	3 Years	S4 (15/16 Cohort) S5 (14/15 Cohort) S6 (13/14 Cohort)	20	20	20	<ul style="list-style-type: none"> <li>✧ Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes</li> <li>✧ Students will take the HKDSE Examination</li> </ul>	Ng HK
	To hire tutor/coach to provide training to students gifted in debating to boost	Debating Team	3 Years	S4 (15/16 Cohort) S5 (14/15 Cohort)	20	20	20	<ul style="list-style-type: none"> <li>✧ Students will attend different language debating matches including Cantonese,</li> </ul>	Chuk SH

	students' language proficiency							English and Putonghua. ✧ Students will take the HKDSE Examination	
	To partially subsidise a group of students who enroll in a study tour to widen their horizons.	Study Tour to Singapore	1 Year	S4 (15/16 Cohort)	40			✧ Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes ✧ Students will take the HKDSE Examination	Chan HL
	To partially subsidise a group of students who enroll in a study tour to widen their horizons.	Study Tour to China	1 Year	S4 (15/16 Cohort) S5 (14/15 Cohort)	20			✧ Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes ✧ Students will take the HKDSE Examination	Chan HL
	To employ a coach responsible for coordinating pull-out gifted education programmes	Writing Workshop	1 Year	S4 (15/16 Cohort) S5 (14/15 Cohort)	10	10		✧ Students will take the HKDSE Examination	Wong WY

## Appendix V : Plan on Life Planning Education and Career Guidance Service

School : Shun Lee Catholic Secondary School

Year : 2015/16

Objectives	Strategies	Evaluation	Allocation of CLP grant
<ul style="list-style-type: none"> <li>◇ Allow students to better understand one-self and relate self-assessment outcomes to career and life planning</li> </ul>	<ul style="list-style-type: none"> <li>◇ Arrange talks/lessons for students at different levels                             <ul style="list-style-type: none"> <li>➤ S1: Understanding self &amp; working world (two lessons)</li> <li>➤ S2: Goal setting &amp; understanding self (one lesson each)</li> <li>➤ S3: Planning for the future (six lessons)</li> <li>➤ S5: Goal setting, MBTI &amp; Self-directed Search (three lessons)</li> </ul> </li> <li>◇ Arrange career and life planning workshops for S2 (three lessons)</li> <li>◇ Purchase HKACMGM online assessment tools for S4 and S5 students</li> <li>◇ Participate in a programme run by NGO to nurture some S5 students to become career ambassadors and take an active role in career and life planning</li> </ul>	<ul style="list-style-type: none"> <li>◇ Students' feedback</li> <li>◇ Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>◇ \$40 000</li> <li>◇ \$4 590</li> <li>◇ \$3 800</li> </ul>
<ul style="list-style-type: none"> <li>◇ Facilitate students to make decisions and act out plans regarding various study and work choices</li> </ul>	<ul style="list-style-type: none"> <li>◇ Arrange activities for students at senior levels                             <ul style="list-style-type: none"> <li>➤ S4: Work values (one lesson)</li> <li>➤ S5: Presentation skills &amp; self-account (three lessons)</li> <li>➤ S6: Interview skills (one lesson) and two mock job interview days</li> </ul> </li> <li>◇ Mentorship programme in S5 and S6</li> <li>◇ Employ an extra staff to provide individual guidance and counselling for S5 and S6 students (At least one</li> </ul>	<ul style="list-style-type: none"> <li>◇ Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>◇ \$1 000</li> <li>◇ \$400 000</li> </ul>



	<ul style="list-style-type: none"> <li>personalized meeting per student)</li> <li>✧ Organise alumni sharing about work and studies of different disciplines for S5 and S6 (At least one for each form)</li> <li>✧ Take part in School-Company-Parent Programme / Junior Achievement job shadowing/ Business School Partnership Programme for S4-6 students</li> <li>✧ Arrange summer internship training opportunities for S6 graduates</li> </ul>		
✧ Help senior secondary students explore multiple pathways	<ul style="list-style-type: none"> <li>✧ Arrange mass lectures during OLE lessons <ul style="list-style-type: none"> <li>➤ S5: Introduction to degree &amp; sub-degree programmes (two lessons)</li> <li>➤ S6: JUPAS and E-APP applications (two lessons)</li> </ul> </li> <li>✧ Visit various higher education and career expos <ul style="list-style-type: none"> <li>➤ S4: HKTDC Education &amp; Careers Expo</li> <li>➤ S5: Korea Higher Education Expo 2015</li> </ul> </li> <li>✧ Arrange university visits for S4 and S5 students</li> </ul>	✧ Students' feedback	✧ \$6 500
✧ Equip parents and teaching staff with the necessary knowledge and technique to provide career guidance support	<ul style="list-style-type: none"> <li>✧ Organise two S6 parents' talks for students and parents on JUPAS application and multiple pathways</li> <li>✧ One teachers' professional training on career counselling skill</li> </ul>	✧ Feedback from the parents and teachers	✧ \$5 000
		<b>Total expected expenditure: \$460 890</b>	

### Framework of Enhancing Career-related Experiences

	S1-3	S4-6
Guidance and counselling for individuals	Career guidance and counselling for individual students (with the support from class teachers, mentors and career guidance personnel)	
Enabling individual student planning (Assessment → Guidance → Portfolio building)	<ul style="list-style-type: none"> <li>✧ Initial senior secondary study plan</li> <li>✧ Simple personality and traits tests</li> <li>✧ World of work and work values</li> <li>✧ Make informed and responsible choices of NSS subject selection</li> </ul>	<ul style="list-style-type: none"> <li>✧ Personality and traits tests</li> <li>✧ Career assessment tools (BIM, CII, PGI, PD, DISC)</li> <li>✧ Work values and ethics</li> <li>✧ Multiple pathways</li> <li>✧ Reflective construction and completion of SLP</li> </ul>
Facilitating learning experiences about work	Career visits	
		<ul style="list-style-type: none"> <li>✧ Alumni sharing about work and studies</li> <li>✧ School-Company-Parent Programme (SCP)</li> <li>✧ Junior Achievement Job shadowing (JA)</li> <li>✧ Business School Partnership Programme (BSPP)</li> <li>✧ Summer internship programme</li> </ul>
Organising and collaborating school-wide career guidance activities	Completion of SLP	
	Career talks for students, parents and teachers	
	<ul style="list-style-type: none"> <li>✧ Career guidance programmes embedded in assembly and extended curriculum periods</li> </ul>	<ul style="list-style-type: none"> <li>✧ Senior career education curriculum integrated into OLE</li> <li>✧ University visits / University taster programmes or camps</li> <li>✧ Visit to education and career expos</li> <li>✧ Mentorship programme</li> <li>✧ Mock job searching activities and interview workshops for job search and university admission</li> </ul>
Linking study opportunities and career choices	<ul style="list-style-type: none"> <li>✧ Connection of subjects and occupational choices</li> </ul>	<ul style="list-style-type: none"> <li>✧ Education and career opportunities of individual subjects</li> </ul>