

**Hoi Ping Chamber of Commerce
Secondary School**

School Development Plan

**3-school-year period
(2021/22-2023/24)**

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

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A. School Development Plan

2021/22-2023/24

School Vision & Mission

School Motto: Morality, Wisdom, Health and Diligence

In keeping to this school motto, we are committed to:

- providing an all-round education for the development of high morals and positive values in our students;
- cultivating among our students' kindness, a sense of responsibility, moral integrity and social awareness;
- providing students with the knowledge and skills to cope with work and study and helping students develop independent thinking skills and become autonomous learners;
- helping students maintain physical and mental health; and
- encouraging students to make every endeavour to excel.

School Goals

- (1) To enable every student to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics.
- (2) To enable every student to have a holistic and unique development in respect of character building. He/She should be self-disciplined, polite, rule-abiding, caring, accepting, responsible, civic-minded, environment-conscious and able to tell the right from the wrong.
- (3) To enable every student to
 - (a) acquire a basic level of linguistic competence in Chinese and English, and communicate with others in Cantonese, English and Putonghua.
 - (b) acquire basic skills in computation and in reading charts and diagrams.
 - (c) master self-learning skills, show competence in IT, and develop skills for collecting and utilizing information.
 - (d) develop skills for innovation so as to cope with changes and solve problems.
 - (e) master high-order thinking skills, including the ability to understand, apply, analyse, integrate and evaluate knowledge.
- (4) To foster good inter-personal skills and to prepare students to serve the community.
- (5) To cultivate every student an interest in appreciating arts and foster in his/her acceptance of differences and diversity.

Core Values of Education

Our school believes that every student has his/her talent and potential. In preparing our students for adult life and hoping that they can contribute to the betterment of the community, our school nurtures in them moral values and strives to fully develop their potential.

Holistic Review

Major Concern 1: To strengthen students' sense of commitment in their respective roles

Targets	Extent of targets achieved	Follow-up action, e.g.: Incorporated as routine work; continued to be major concerns in the next SDP; others	Remarks
1. To better equip students with the attitude and skills to fulfill the expectations of their respective roles	Mostly Achieved	Students with responsible posts have been equipped with the attitude and skills to fulfill the expectations of their respective roles. The whole-school approach on the expectation of students' behaviour will be incorporated as routine work.	Students who lack self-discipline were found lagged behind and lost self-confidence. More opportunities should be provided to unleash students' potential so as to boost their self-confidence.
2. To cultivate students' character strengths	Partly Achieved	Students identified with their character strengths. Due to the pandemic, students did not have many opportunities to draw on their character strengths and help their class. More student-led service learning programmes will be implemented	Students may get worn down by all the things that they are missing out or cannot do. A culture of appreciation should be nurtured by practising gratitude and appreciating the things, people, abilities and opportunities that they have.
3. To cater for the different growth needs of students	Partly Achieved	The school has started to make use of both internal and external performance data to evaluate the growth needs of students. Students need more guidance and support to make informed and responsible choices on their learning and careers goals. Life planning programmes to build up a sense of direction in career planning will be strengthened in coming school's major concern.	The student support system has been reviewed in order to support students' personal development. To further cater for the needs of students, academic counsellors will be introduced to provide assistance and guidance to students in making the right choices in their studies and career aspirations.

Major Concern 2: To nurture reflective learners

Targets	Extent of targets achieved	Follow-up action, e.g.: Incorporated as routine work; continued to be major concerns in the next SDP; others	Remarks
1. To nurture student's attitude and skills to become reflective learners	Mostly Achieved	Students and teachers have cultivated the habit of reflection on learning and teaching. Students can generally master the reflection skills and habits nurtured and they can point out their own strengths, weaknesses and learning styles.	To address most students' learning needs after reflections, creation of a positive learning atmosphere and a learning community can be included in the coming school's major concern.
2. To enhance teachers' professional capacity on cultivating students as reflective learners	Partly Achieved	Teachers' professional capacity on cultivating students as reflective learners is enhanced through staff development programmes. Some students were encouraged to complete questionnaire to reflect on own learning in certain subjects as well as to inform teachers the learning needs of students in their subjects.	Teachers are highly aware of the importance of using data for more effective reflection. Data should be collected and analyzed strategically to better inform teachers the effective way to improve learning and teaching. More advanced and professional data analysis should be addressed in coming school's major concern.
3. Catering for different growth needs of students	Mostly Achieved	The school has started to make use of both internal and external performance data to evaluate the learning styles & learning needs of students. The importance of digitalization of students' data has been addressed and will be strengthened in coming school's major concern. STEM education is developing so as to cater for the learner diversities. Ample opportunities should be provided for gifted students by earlier identification.	The student support system has been reviewed in order to support students' learning and personal development. The effectiveness of class teacher period can be further enhanced with stronger coordination among committees.

Evaluation of the School's Overall Performance

Domain I Management and Organization

Performance Indicator Areas	Major Strengths	Areas for improvement
Area 1 • School Management	<ul style="list-style-type: none"> ➤ The overall planning of the school considers and balances the comprehensive review of the school's strengths and weaknesses, ongoing societal changes, current education environment, educational policies in the territory and students' learning and developmental needs. ➤ The school is able to keep enhancing communication and collaboration among various panels and committees to facilitate the planning, implementation and evaluation of school policies. Teachers are well informed of the rationale of major school policies. New platforms for more effective communication are provided. The imparting or exchanging of information are frequent and constructive due to the availability of multiple channels. Teachers' feedback is always taken into account during the P-I-E process. ➤ Major decisions are discussed in the SAC and SEC meetings, ensuring the transparency and extensive participation of teachers. ➤ The school deploys resources effectively for the implementation of priority tasks to promote student 	<ul style="list-style-type: none"> ➤ The Major Concerns system is well established. However, the schools' core and shared values, routine work and updated school policies can be better embedded in the school's major concerns. ➤ Coordination and implementation of priority tasks can be further enhanced by abolishing and restructuring existing departments, and establishing new departments. ➤ Administrative efficiency can be optimized by digitalizing student profiles. ➤ Self-evaluation mechanism has been well-established. To further enhance its effectiveness, it can be conducted more strategically by taking into consideration our school's uniqueness and overall performance.

	<p>learning, to strengthen student support and to enhance the effectiveness of school management. Tasks are allocated according to teachers' strengths, talents, interests and potentials, instead of a pursuit of equal division of labour.</p> <ul style="list-style-type: none"> ➤ Self-reflection and self-evaluation are highly encouraged. Redundant tasks are replaced by time and space for individual introspection and reflection on own experience. ➤ The school makes full and good use of multiple sources of data to feedback on planning. Both quantitative and qualitative data are taken into account. Data are collected from teachers, middle managers, students, parents and all sorts of past performance. 	
Area 2 • Professional Leadership	<ul style="list-style-type: none"> ➤ The Principal shows inspirational leadership by considering both the well-established school culture and the evolving educational landscape. He is capable in leading members of the school to build common vision, shared values, team spirit and collegiality with his dedication and leadership. ➤ The SEC has the advantage of a mixture of a deep understanding of school culture and tradition and new insights from external educational organizations. Members meet frequently to facilitate the planning, coordination and monitoring progress of major school policies. 	<ul style="list-style-type: none"> ➤ The existing lesson observation system should be reviewed and refined so as to provide more effective support to teachers as well as to enhance the professional development of the teaching force. ➤ Various staff appraisal tools, for example, assignment inspection reports, can be further utilized to promote professional dialogues. Good samples should be kept and shared to recognize teachers' achievement as well as to cultivate a climate of professional sharing.

	<ul style="list-style-type: none"> ➤ The school management and middle managers are committed and industrious, with a focus on students' learning outcome and whole person development. They keep abreast of the latest trends in educational development, and are willing to lead their corresponding teams to handle exigencies that affect student learning. ➤ The relationship among the school management, the middle managers and teachers is harmonious. This allows effective and constructive communication which foster collaboration and thus school effectiveness. ➤ Basic rank teachers are supported by the Staff Development Team and other middle managers. Their individual learning needs are collected by various channels such as online questionnaire. Newly appointed teachers are supported by induction programme which includes mentoring scheme and peer lesson observations. ➤ The school management has a clear goal to form learning communities among teachers by cultivating a climate of professional sharing. 	<ul style="list-style-type: none"> ➤ School leaders, particularly the novice managers have to build external ties and make good use of external resources. Beyond the school borders, school leaders can connect and adapt schools to changing external environments. They should also take opportunities to expand and benefit from external sources.
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Domain II Learning and Teaching

Performance Indicator Areas	Major Strengths	Areas for Improvement
<p>Area 3 • Curriculum and assessment</p> <p>Area 4 • Student Learning & Teaching</p>	<ul style="list-style-type: none"> ➤ The school seeks to offer a diversified learning experiences to enable students to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics. ➤ Under the school's Major Concern 2, emphasis has been placed on nurturing reflective learners by equipping students with essential skills to evaluate their strengths and weaknesses and nourishing their habit of self-reflection. ➤ The school offers various supportive measures to help cater for learner diversity. To offer students additional support, small class teaching for English, Chinese and Mathematics is adopted in S1 remedial classes and after-school enhancement classes are organised for both junior and senior form students. ➤ To unleash students' potential, in addition to offering after-school gifted classes for senior form students, the school provides students with opportunities to participate in various academic-related activities and competitions. ➤ A rich language learning environment has been created to foster students' language acquisition. English has been effectively adopted as the MOI not 	<ul style="list-style-type: none"> ➤ In light of the recent education changes and curriculum renewals, the current Academic Committee, which resembles a joint panel head meeting, can be re-structured into a smaller committee of a few appointed panel heads for more effective discussion, planning, and implementation of school-based curriculum reforms. The roles of KLA coordinators in curriculum evaluation and implementation can also be strengthened. ➤ With a growing learner diversity, there is a need to ensure a smooth transition from primary to secondary level by developing a school-based curriculum that caters to students' needs and enables them to master the learning skills needed at secondary level. ➤ There is a need to evaluate the effectiveness of after-school remedial and enhancement measures for less capable students, with better coordination with other committees such as Discipline Committee and ECA Committee as to ensure that the best arrangement is made for individual students according to their needs. ➤ Given the autonomy to choose a range of elective combinations at senior levels, students should be better equipped with the knowledge and skills to make a well-informed decision that takes into account their

	<p>only for all academic subjects (except Chinese-related ones) but also in most school functions and activities. In particular, the culture of reading has been improved significantly with the book fairs and book recommendation by teachers in Chinese and English Reading Weeks.</p> <ul style="list-style-type: none"> ➤ To promote STEM education, a new subject - STEM & IT – has been introduced in S1 and S2 to replace Computer Literacy. Elements of STEM & IT have been infused into Project Learning in S2 to enable students to integrate and apply knowledge and skills in STEM and IT to solve authentic problems. ➤ At senior levels, students are given autonomy to pursue their academic interests by choosing a range of elective combinations. ➤ Each academic department has a clear assignment policy. A variety of assessment methods such as open-ended/ extended response questions, quizzes, self/peer evaluation, projects, online assessments, etc. are adopted to facilitate learning. Some are included as continuous assessments which count towards examinations to allow diversified modes of assessments. ➤ The school also makes use of different assessment data such as internal test/ exam statistics, markers' reports, TSA, SVAIS, PISA, DSE results, and students' questionnaires to evaluate students' learning. 	<p>academic/ career pursuit, their interests, the synergy effects between elective subjects, etc.</p> <ul style="list-style-type: none"> ➤ While assessment data have been used, it will be more effective if the data can be analysed holistically to evaluate students' academic performance and to offer insights for curriculum planning and implementation. ➤ With online lessons and e-learning becoming more and more crucial, there is a need to offer more professional development for teachers and good practices can be shared to enhance learning effectiveness.
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	<ul style="list-style-type: none"> ➤ Our students are attentive, responsive and motivated. With positive learning attitude and reflective and effective learning skills, most students can grasp knowledge and acquire skills, and understand their own strengths and weaknesses for self-improvement. ➤ Most students can apply various strategies and make use of different resources to enhance learning efficiency. They understand the learning targets and can apply the different generic skills in different situations, such as applying I.T. in learning, working collaboratively to solve problems and demonstrating good communication skills. Also, some have shown a strong passion in learning, complete and hand in assignments properly and punctually. ➤ Teachers mark assignments in detail and give students constructive feedback to further improve their performance. ➤ Teachers are conscientious, enthusiastic, experienced, professional, knowledgeable, friendly and supportive. They set clear teaching objectives that suit students' needs and abilities. Frequent reviews in panel meetings and form meetings allow teachers to adjust the teaching contents according to students' learning progress in lessons. 	
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Domain III School Ethos and Student Support

Performance Indicator Areas	Major Strengths	Areas for improvement
Area 5• Student Support and School Ethos	<ul style="list-style-type: none"> ➤ The school has successfully created a caring and supportive school atmosphere. There is good teacher-student rapport. Teachers provide pertinent support for students showing signs of social or emotional problems. Students are willing to seek advice from teachers. Students have close, positive and supportive relationships with the teachers. ➤ With a well-established whole-school approach, the school collects opinions from an array of channels, which allows it to promptly identify students' needs effectively with concerted efforts. Different committees and departments collaborate well and coordinate closely to plan student support programmes. The effectiveness of the support service programme is aptly evaluated through different tools and platforms. The good communication between teachers and students facilitates garnering feedbacks from students. Timely adjustments and follow-up actions were taken when needed. ➤ The school is committed to providing an all-round education for students. Various posts of responsibility of a challenging nature are provided to equip students with different life skills and to enhance their interpersonal relationships. The service-learning opportunities both inside and outside school raise students' sense of social responsibility and enable them to serve people in need 	<ul style="list-style-type: none"> ➤ Students' sense of belonging need to be enhanced by providing more platforms for students to unleash their potentials. ➤ Students are overwhelmed with their academic performance, leading to stress. Better life-planning education should be provided for students. Students should learn how to set goals with broader perspectives.

	<p>and cultivate positive value. Students have also been provided with a spectrum of experiences and training in self-recognition and nurture high morals and positive values, such as a wide range of life-wide learning activities, counselling services, leadership training and teachers' sharing.</p> <ul style="list-style-type: none"> ➤ A close-knit student support is in place to develop students' potential. Senior students actively support the juniors is well-established. Students enjoyed amicable relationships with schoolmates and actively engage in school activities. ➤ A well-defined mechanism has been established to ensure early identification of students of SEN. The school cooperated with various professional, such as the educational psychologist and speech therapist to support students with SEN. To better support students of SEN with their learning, various supportive measures have been provided, such as assessment accommodation and special arrangements in assignments, tutorial classes and mentorship programme. ➤ The school environment is open and pleasant. Staff have a strong sense of belonging. There is mutual trust and a strong team spirit. The staff has appropriate expectations of the students and encourages them to strive for excellence. Traditional activities are honoured, which unite different stakeholders of the school community. 	
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Area 6• Partnership	<ul style="list-style-type: none"> ➤ The Parent-Teacher Association (PTA) is a close partner of the school and serves as an effective communication channel between the school and parents. Parents generally trust and support the school as the school maintains close dialogues with parents and values their opinions. Parents are supportive of the school and are willing to serve as volunteers in various school activities like Life Week, Christmas Party, Teachers' Day as well as School Fair. ➤ The school maintains a close and harmonious relationship with the alumni. The Alumni Association is very supportive of the school and renders support in a range of activities for the benefit of their fellow schoolmates. Alumni scholarships have been set up and careers talks by alumni are arranged regularly. ➤ The school maintains good links with various external organisations. The services of government departments as well as non-governmental organisations are actively sought to promote support services for students. 	<ul style="list-style-type: none"> • To enhance teachers' professional capacity, more links with other education organizations like universities should be initiated. • Stronger links, in terms of dialogue and professional exchange, with other schools could be forged to further initiate pedagogical change among teachers.
Area 7•Attitude and Behaviour	<ul style="list-style-type: none"> ➤ Students are polite, well-disciplined and are conscientious in their work. They pursue simplicity in life and are respectful to teachers. ➤ Students possess good social skills and maintain harmonious relationships with their peers. Most of them demonstrate good social and interpersonal skills. Senior form students are ready and eager to offer assistance to their junior form counterparts. Student leaders are devoted and they demonstrate impressive abilities to organise activities on their own. 	<ul style="list-style-type: none"> ➤ Time management and facing adversity skills of students need to be further enhanced. ➤ The whole-school and standardized approach towards the moral qualities our school hopes to nurture should be further strengthened.

Domain IV Student Performance

Performance Indicator Areas	Major Strengths	Areas for improvement
Area 8•Participation and Achievement	<ul style="list-style-type: none"> ➤ Students have good academic performance in public examinations. ➤ The percentages of students awarded with the minimum entrance requirement for local degree courses are significantly above the territory averages for day-school students. ➤ Students participate in a wide range of activities, including trips to other countries, cultural visits, sports, service and aesthetic activities. They have attained good achievements in competitions including sports, dance, music, verse speaking, STEM and those concerning the environment. They have made impressive achievements in a range of inter-school academic and non-academic competitions. 	<ul style="list-style-type: none"> ➤ More encouragement should be given to students to arouse their interest in activities of international level.

SWOT Analysis

Our Strengths:

Good reputation; friendly and inviting environment; successful all-round development programmes; modest and well-behaved students who cherish a simple way of life; committed, responsible and caring teachers; good succession planning; ample opportunities for teachers to express their opinions; supportive parents, school managers and alumni; strong sense of belonging and harmonious atmosphere;

Our Weaknesses:

Insufficient space for expansion of extra-curricular activities and small group teaching; students' potentials have not been fully developed; learners' diversity has widened; students' confidence, motivation and persistence to be improved; teachers' increasing workload;

Our Opportunities:

New school management team can create new opportunities; good intake of S1 students; available surplus for additional manpower; development opportunities from Quality Education Fund Project on STEM and Career and Life Planning Grant on preparing for students' future; increased support from alumni accumulated over 40 years of school history;

Our Threats:

Migration wave in the recent years; falling secondary school population in Hong Kong; greater learner diversity; trend of internet and smart phone addiction among young people; students' self-discipline and self-management to be improved;

Major Concerns for a period of 3 school years (in order of priority)

1. Enhancing life planning education and nurturing a culture of appreciation
2. Nurturing a learning community by strengthening students' learning skills and enhancing their learning motivation

School Development Plan (3-school-year period) (2021-2024)

Major Concern 1: Enhancing life planning education and nurturing a culture of appreciation

Major Concern	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Yr 1	Yr 2	Yr 3	
Enhancing life planning education and nurturing a culture of appreciation	1. A whole-school approach to career guidance and life planning	√	√	√	1.1 Further consolidate teachers' awareness and understanding of careers and life planning through different programmes and activities both inside and outside school
		√	√	√	1.2 Equip teachers with life-planning counselling skills to play the role as academic counsellors
		√	√	√	1.3 Implement academic counselling scheme
		√	√	√	1.4 Revise the timetable to include two consecutive periods with an assembly and a class teacher period to enhance the personal growth of students
		√	√	√	1.5 Integrate life-planning elements in the curriculum of Life & Society
	2. Appreciate and cultivate positive value among students	√	√	√	2.1 Provide opportunities for students/teachers/staff to show respect, recognition and benevolence in school campus
		√	√	√	2.2 Provide visual cues nurturing appreciation in school campus
		√	√	√	2.3 Organize talks to encourage appreciation / gratitude among stakeholders in school
	3. Unleash students' potential	√	√	√	3.1 Recruit 'Little Instructors' to organize different ECA / academic groups.
		√	√	√	3.2 Arrange students' sharing in the morning assembly
		√	√	√	3.3 Provide opportunities for S4 and S5 students to lead different activities and serve both inside and outside the school
		√	√	√	3.4 Class teacher periods organized by class teacher convenors who have prepared different foci for diverse needs of students in different forms
		√	√	√	3.5 Establish a 'Talent Pool' which aims to develop the talent of students with high abilities

Major Concern 2: Nurturing a learning community by strengthening students’ learning skills and enhancing their learning motivation

Major Concern	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Yr 1	Yr 2	Yr 3	
Nurturing a learning community by strengthening students’ learning skills and enhancing their learning motivation	1. Strengthen students’ learning skills to build a solid foundation for their learning	√	√	√	1.1 Equip students with learning skills by incorporating them in the curriculum
		√	√	√	1.2 Sharpen students’ time management skills
	2. Strengthen students’ learning motivation in their pursuit of knowledge	√	√	√	2.1 Cultivate a more conducive learning atmosphere for students
		√	√	√	2.2 Fine-tune the academic policies to better cater for students’ needs
	3. Nurture a learning community to collaborate to promote shared learning among students and professional exchange among teachers	√	√	√	3.1 Foster peer learning opportunities for students to gain insights from the experiences of their peers
		√	√	√	3.2 Enhance teachers’ professional exchange by making use of analysis of student data to enhance learning and teaching

Healthy School Policy

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
To cultivate a healthy school environment	1. To develop healthy living habits	✓	✓	✓	1.1 S1-S3, S4-5 Class teacher period 1.2 S1 to S3 Anti-drug Addiction Talk, Anti-smoking and Anti-alcohol Talks or workshop 1.3 Health Ambassador Scheme (S1-S2) 1.4 Healthy Packed Lunch Scheme 1.5 Measure Blood Pressure Scheme 1.6 Fruit Day 1.7 Healthy Drink 1.8 Fitness Centre (HPCCSS) 1.9 Incorporate the element of health education in the PE and HE syllabuses 1.10 Incorporate sex education programme into S1-S6 lessons
	2. To foster students' whole person development	✓	✓	✓	2.1 Peer Tutor Scheme 2.2 Prefect Mentoring Scheme 2.3 Social Service scheme for S1-S5 2.4 S1-S6 Career programme
	3. To equip students with skills to deal with adversity and temptation	✓	✓	✓	3.1 S4-6 Talk on Stress Management 3.2 Organize programmes on positive emotions and resilience building
	4. To strengthen teachers' skills in handling suspected drug addicts	✓	✓	✓	4.1 Compile procedures of handling suspected drug addicts

**Provision of One-off Grant for Supporting the Implementation of the
Senior Secondary Subject Citizenship and Social Development (2021-24)**

	Area	Budget (2021/22)	Budget (2022/23)	Budget (2023/24)
i	Developing or procuring relevant learning and teaching resources	\$3,000	\$3,000	\$3,000
ii	Subsidizing students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$0	\$130,000	\$130,000
iii	Organizing school-based learning activities relating to the CS curriculum	\$3,000	\$3,000	\$3,000
iv	Organizing or subsidizing students to participate in joint-school /cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	\$0	\$11,000	\$11,000
v	Others (please specify):	\$0	\$0	\$0

School-based Medium of Instruction Plan for Junior Secondary Levels

The MOI plan of our school has been devised in accordance with the EDB prescribed criteria of the MOI policy for the junior secondary levels, our school circumstances and students' needs.

The Language Policy:

As before, our school will adopt **EMI** for **ALL classes and ALL subjects** other than Chinese Language, Chinese Literature, Chinese History and Putonghua.

The Rationale:

1. Student Ability

Our school has fulfilled the “student ability” criterion set by EDB.

2. Teacher capability

All our teachers adopting English as the MOI have fulfilled the required qualifications.

3. Support Measures

Our school has created an atmosphere that is conducive to learning in English through the following measures:

- S.1 Bridging Programme
- English drama lessons
- English remedial classes
- After school English tutorial classes
- English speaking classes with international school students
- English Extensive Reading Scheme and Reading Award Scheme
- Morning assemblies conducted in English
- Notices and circulars in English
- School functions conducted in English (e.g. Speech Day, Athletics Meet)
- Internal English activities (e.g. Inter-class English Debate Competition, English Week, Book Exhibition, Drama performance, Poetry and Drama Competition, Meeting the authors, etc)
- External English Activities (e.g. HK Schools Speech Festival, HK Schools Drama Festival, Drama Fest, NESTA Debate, Battle of Books, etc)
- English Study Tours (e.g. Australia Study Tour, New Zealand Study Tour, London Study Tour)

B. Annual School Plan

2023-2024

Annual School Plan 2023-2024

Major Concern 1: Enhancing life planning education and nurturing a culture of appreciation

Targets	Strategies	Measures	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resource Required
1. A whole school approach to career guidance and life planning	1.1 Equip teachers with life-planning counselling skills to play the role as academic counsellors	1.1.1 Provide training for academic counsellors on knowledge of multiple pathways in the implementation of S6 class teacher periods	1.1.1 Majority of teachers are well-equipped with skills to play the role as S6 academic counsellor	1.1.-1.2 Feedback from teachers and students Scrutiny of documents and records	Sept	Yh (Careers Committee)	
	1.2 Implement and improve the academic counselling scheme	1.2.1 Divide S6 students into groups of 6-7 based on their interest Academic counsellors provide care, support and encouragement to students regarding:	1.2.1-1.2.2 Students agree that the academic counselling scheme can meet their needs and students will take action to pursue the goals they have set		Whole Year	Yh (Careers Committee) S6 Academic Counsellors	

		i) JUPAS choice strategies ii) Multiple pathway iii) Interview skills 1.2.2 Streamline the number of academic conference and review the effectiveness of all refined arrangement					
	1.3 Fully utilize the revised timetable to enhance the personal growth of students	1.3.1 Class teacher conveners take the lead of planning the class teacher periods. Student affairs committee provide support to realize the plan 1.3.2 Junior forms: organize class-based	1.3 Teachers and students agree that more varieties of activities included and effectiveness of class teacher period enhanced	1.3 Feedback from teachers and students Evaluation from the class teacher convenors	Whole Year	All class teachers, Class teacher conveners	

		<p>activities to enhance the ideas of self-understanding and better life planning</p> <p>1.3.3 Senior forms: Arrange programmes to broaden the horizons of the students by arranging</p> <p>a) specialist in different career field b) alumni sharing c) universities seminar/ onsite visits</p>					
	1.4 Integrate life-planning elements in the curriculum of Life & Society	1.4.1 Modify the curriculum of Life & Society based on the optimization of the curriculum of LS:	1.4.1 The modified L&S curriculum has been smoothly implemented 1.4.2	1.4 Scrutiny of documents and records Feedback and evaluation from teachers	1.4.1 Whole Year 1.4.2 Term 2	Lht, L&S teachers	

		<p>Understanding oneself, the community, the nation and the world</p> <p>S1 - My strengths, weaknesses and my dream, Coping with adversities</p> <p>S2 - Understanding features of various jobs, From one's feature to their dream job, economic development of the Greater Bay Region</p> <p>S3 – Life planning for youths in an IFC, life planning under Globalization 4.0; Global citizenship</p>	<p>Majority of students have exposure on different areas been widened</p>				
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		1.4.2 Provide opportunities for S3 students to interview alumni who specialize in different areas so as to widen their exposure in life-planning education					
2. Appreciate and cultivate positive value among students	2.1 Provide opportunities for students / teachers /staff to show respect, recognition and benevolence in school campus	2.1.1 Prepare appreciation cards for teachers/ students to give concrete recognition to school/ parents/ peers 2.1.2 Display students' work to recognize their efforts E.g. Make better use of Oasis/ the transparent frame outside each	2.1-2.2 Majority of teachers and students agree that the ambience of appreciation in school enhanced	2.1-2.3 Feedback from teachers and students	Whole year	Cky (MCE Committee) Class Teachers Cu (Decoration Team) Chi (Students Support Team) Lht & Lv (Venue booking, ECA) Cc (General Affairs) Lht (Staff Development)	

		classroom					
	2.2 Provide visual cues nurturing appreciation in school campus	2.2.1 Display posters, quotes, paintings related to the theme of appreciation in the school campus 2.2.2 Share the joy of teachers' achievements in the staff meetings					
	2.3 Institutionalize appreciation / gratitude among different stakeholders in school	2.3.1 Set up a Students Support Team to enhance the sense of harmony and bonding to school 2.3.2 Improve school campus setting and make better use of school facilities to strengthen	2.3 Teachers and students agree that the sense of ownership and bonding to the school is strengthened and enhanced				

		<p>students' ownership and bonding to the school</p> <p>i) Rm 111</p> <p>ii) School Canteen</p> <p>2.3.3 Strengthen Class Management by staff development and promotion of class rules</p>					
3. Unleash students' potential	3.1 Recruit 'Little Instructors' to organize different ECA / academic groups	<p>3.1.1 Recruit students to host short interest classes for schoolmates</p> <p>3.1.2 Promote the formation of study groups, strengthen the role of Academic Secretary in each class</p>	3.1.1-3.1.3 Positive feedback from the participants and the little instructors	3.1 Feedback from teachers and students	Whole Year	<p>Chi (Student Support Team)</p> <p>Lu & Lht</p>	

		3.1.3 Recruit students to organize game stalls and to be the Hoi Ping Ambassadors/ demonstrators in school functions like Admission Information Day					
	3.2 Arrange students' sharing in different occasions	3.2.1 Let students initiate to share their experience / areas they are interested in in the morning assembly 3.2.2 Arrange book sharing by students in the morning assembly 3.2.3 Recruit mediocre students in different form as MC in different school events or	3.2.1-3.2.3 Positive feedback from teachers and students	3.2 Feedback from teachers and students	Whole Year	Lht & Wz	

		ceremony/ morning assembly announcers					
	3.3 Provide opportunities for students to lead different activities and serve inside and outside school	3.3.1 Organize student-led service programme to serve the school or community	3.3.1 Majority of students participating in the service / activity agree that their strengths have been optimized.	3.3.1 Record of student-led service programme Feedback from teachers and students	Whole Year	Cky & Ck	
	3.4 Refine existing programmes to further meet the diverse needs of students in different forms.	3.4.1 More structural, interactive and diversified class-based activities to be held in CTP/OLE lessons 3.4.2 Refine leadership training such as the Leadership Training Programme and S3 Mock Election	3.4 Majority of class teachers / teacher in charge and students agree the activities can better suit students' needs	3.4 Evaluation from the class teacher conveners/ Teacher in charge	Whole Year	Class teacher Conveners Lv (ECA) Cky (MCE)	

	3.5 Better utilize the 'Talent Pool' which aims to develop the talent of students with high abilities	3.5.1 Share the data collected to teachers and promote the use of the data 3.5.2 Make good use of platform such as "Teacher Dash Board" to share the data collected	3.5 Positive feedback from students and teachers	3.5 Feedback from teachers and students	Whole Year	Lht (Gifted Education Team) Mkm (IT Admin)	
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Major Concern 2: Nurturing a learning community by strengthening students' learning skills and enhancing their learning motivation

Targets	Strategies	Measures	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resource Required
1. Strengthen students' learning skills to build a solid foundation for their learning	1.1 Equip students with learning skills by incorporating them in the curriculum	1.1.1 Re-organise and reform the English, Chinese, Mathematics, Life & Society, STEM & IT, and Technology & Living curricula at S1-3 levels	1.1.1 Students are equipped with subject-specific learning skills; the S1-3 English, Chinese, Mathematics and Life & Society curricula are refined so as to integrate subject knowledge into everyday life	Feedback from teachers and students Evaluation of curriculum materials	Whole year (S1 in 2021/22, S1-2 in 2022/23, and S1-3 in 2023/24)	Lu, Fky, Cch, Fhp, Lht, Mkm	
	1.2 Sharpen students' time management skills	1.2.1 Create a monthly planner in each classroom	1.2.1 Most students can organise and keep track of the tasks assigned, and plan their use of time of effectively	Feedback from teachers and students	Whole year	Class teachers	

2. Strengthen students' learning motivation in their pursuit of knowledge	2.1 Cultivate a more conducive learning atmosphere for students	<p>2.1.1 Set up a study room for students; encourage them to form study groups and set goals</p> <p>2.1.2 Strengthen STEM education by utilising the STEM Lab and refining the school-based curriculum;</p> <p>2.1.3 Purchase more mobile devices, install smart boards, and conduct pilot studies on the use of mobile phones in the classrooms to facilitate learning & teaching</p> <p>2.1.4 Encourage students, in particular gifted ones, to join academic activities/ programmes that help spark their learning motivation</p> <p>2.1.5 Invite guest speakers to give talks for gifted students/ on gifted education</p>	<p>2.1.1 The majority of the students find that the new study room benefits their learning</p> <p>2.1.2 Most students deepen their understanding of and interest in STEM</p> <p>2.1.3 More mobile devices are available for use in lessons and clashes are reduced; most students in the pilot groups use their mobile phones responsibly for learning</p> <p>2.1.4 The majority of the students invited join the activities/ programmes and find them motivating</p> <p>2.1.5 Students find the talks insightful</p>	2.1.1-2.1.5 Feedback from teachers and students	Whole year	<p>2.1.1, 2.1.4-2.1.5 Subject panel heads</p> <p>2.1.2-2.1.3 STEM Department & IT Department</p>	
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	2.2 Fine-tune the academic policies to better cater for students' needs	<p>2.2.1 Re-structure the Academic Committee and strengthen its role in academic administration</p> <p>2.2.2 Make adjustments to the display of rankings on report cards, passing marks for S4-6, subject weighting, promotion criteria, etc.</p> <p>2.2.3 Offer academic counselling to students in S3 subject selection, and fine-tune S4 class structures and elective combinations.</p> <p>2.2.4 Establish an online platform for students to access internal past papers</p>	<p>2.2.1 The re-structured Academic Committee formulates academic policies and set the direction for development in academic affairs</p> <p>2.2.2 The majority of the teachers understand and agree with the rationale of the adjustments</p> <p>2.2.3 The majority of the students find the academic counselling useful; a new class structure with elective combination based on data analysis of students' elective combination preferences, synergy effects between subjects, and university requirements is</p>	2.2.1-2.2.5 Feedback from teachers and students	Whole year	Academic Committee	
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		<p>2.2.5 Develop a Google site for Academic Committee to strengthen communication with students</p>	<p>adopted in the academic year 2023/24</p> <p>2.2.4 The online platform allows students to access 3 years of internal past papers</p> <p>2.2.5 Students can make use of the Google site of the Academic Committee to understand more about various academic affairs, including subject selection, applied learning, tests & exams, dropping of electives, etc.</p>				
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3. Nurture a learning community to collaborate to promote shared learning among students and professional exchange among teachers	3.1 Foster peer learning opportunities for students to gain insights from the experiences of their peers	3.1.1 Students are invited to share their learning skills, both successful and unsuccessful experiences and how they overcome obstacles in learning with others in assemblies.	3.1.1 The majority of the students find the sharing useful and insightful	Feedback from students	Whole year	Academic Committee	
	3.2 Enhance teachers' professional exchange by making use of analysis of student data to enhance learning and teaching	3.2.1 Establish the Data Analysis Team 3.2.2 Digitise student information to allow more efficient data management and analysis 3.2.3 Migrate data, files and documents to cloud infrastructure 3.2.4 Conduct professional development workshops for teachers on Staff Development Days	3.2.1 The Data Analysis Team analyses student data to provide insights in refining or developing academic policies (elective combination, class structure, learner diversity, etc.) 3.2.2 Students' personal information is gathered electronically instead of using hard copies 3.2.3 Teachers can access the data, files and documents in cloud infrastructure anytime and anywhere	3.2.1-3.2.4 Feedback from teachers and students	Whole year	3.2.1-3.2.3 Data Analysis Team and IT Department 3.2.4 Staff Development Team	

			3.2.4 Teachers are invited to sharing their good practices (e.g. e-learning) in the workshops; most teachers find the workshops useful				
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Health Education Team Programme Plan (2023-2024)

I. Objectives

To cultivate a healthy school environment

(i) Appreciate and encourage our students with positive values

(ii) Unleash the potential of our student by providing them with different opportunities

II. Major concern

Main Theme: To cultivate a healthy school environment

Major Concern 1: (i) Appreciate and encourage our students with positive values

(ii) Unleash the potential of our student by providing them with different opportunities

Targets	Strategies	Measures	Success Criteria	Methods of Evaluation	People Responsible	Resources required
1.To better equip students with the attitude and skills to fulfill the expectations of their respective roles	1.1 Develop healthy living habits	1.1.1 Fruit Day Measurement of Blood Pressure 1.1.2 Healthy Drink Day 1.1.3 Happy Nuts Day	70% of the participants are satisfied with the type of activities offered by health education club	✧ Observation and survey ✧ Oral report by teachers concerned ✧ Collecting opinions of teachers and students	K1	\$5000
2. To cultivate students' character strengths	2.1 Foster students' whole person development	2.1.1 Health Ambassador Scheme (S.1-S.2) 2.1.2 Health Education Club Committee (S.4)	70% of the participants are satisfied with the type of activities offered by health education club	✧ Observation and survey ✧ Oral report by teachers concerned ✧ Collecting opinions of teachers and students	K1	\$5000

3. To cater for the different growth needs of students	3.1 Equip students with skills to deal with adversity and temptation	S.1-S.5 Talks or workshops to deal with addiction to drugs, smoking and alcohol in post-exam activities	70% of the students agree that the activity they participated is useful	✧ Observation and survey ✧ Oral report by teachers concerned	Th	\$10000
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Diversity Learning Grant – Other Programmes (Gifted Education) 2023/2024

Domain	Programme	Objective(s)	Targets	Duration/Start	Deliverables	Teacher i/c	Budget
Language	External Programmes, including local, national or overseas study tours e.g. Model United Nations Conference, the World Scholar's Cup (an annual international academic tournament)	To stretch students (gifted students in the area of language, creativity, higher order thinking) potentials	15-20 S4-S6 students, Nominated by Chinese/ English Department with specific criteria	Depends on the external organizations	Students' performance in the programme Teachers' observation Students' self-evaluation	Miss Leung Hoi Tin	HKD42,000
Mathematics	External Programmes e.g. Enrichment Programme for Young Mathematics Talents by CUHK	To stretch students (gifted students in the area of mathematics) potentials	Around 5-10 students S4, S5 Nominated by Mathematics department with specific criteria	Depends on the external organizations	Students' performance in the programme Teachers' observation Students' self-evaluation	Miss Man Yuk Wah	HKD21,000
Science	External Programmes e.g. Enrichment Programme organized by	To provide diverse stimulating and highly challenging out-of-school	5-15 students S4, S5, S6 Nominated by Science Department with specific criteria	Depends on the external organizations	Students' performance in the programme Teachers' observation	Mr. Lam Pui Chung	HKD21,000

	HKUST (HKUST Dual Program for the Talented), CUHK (CUHK Summer Institute), HKU (HKU Summer Institute)	learning opportunities for gifted students in the area of science.			Students' self-evaluation		
Humanities		To provide diverse stimulating and highly challenging out-of-school learning opportunities for gifted students in the area of humanities.	5-15 students S4, S5, S6 Nominated by Humanities Department with specific criteria			Mr. Chan Wing Shun	HKD21,000

Plan on Use of Capacity Enhancement Grant 2023/2024

1.

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' English Language proficiency	To cope with diversities of students (S1-S5) in learning English	To employ tutors and qualified teachers to help English teachers conduct after-school /Saturday tutorial classes	Reduction of teaching workload of English teachers in terms of extra English lessons so that they can put more attention on individual students' needs	The tutors and qualified teachers assist English teachers to conduct English tutorial classes after school from September 2023 to May 2024	Salary of tutors for the year: \$37,800 \$600 per hour for experienced teachers; \$440 per hour for post-graduates/qualified teachers; \$250-\$330 per hour for undergraduates/graduates; One class per form; 14 lessons per class per year; 1.5 hours per lesson.	Students are generally able to cope with the difficulties in using English as the medium of instruction and learning and to cope with the average class progress.	1. Assessments of students' performance in lessons and homework 2. Students' participation in and feedback on the English tutorial classes 3. Progress tests results 4. Subject teacher evaluation 5. Tutor evaluation	1. Team leader: Ms Fung Ka Ying 2. Focus group leaders: Ms Wu Hiu Lam (S1) Ms Lau Yin Hung (S2) Mr Chan Kwan Yin (S3)

2.

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' English Language proficiency	To foster junior/senior secondary students' interest in learning English; possible programmes are: film script-writing; rap singing, radio programme; thinking skills; poetry; on-line learning; drama; debate etc.	1. To employ part-time native speakers or native-like speakers as tutors to help English teachers conduct after-school programmes /Saturday programmes 2. To hire services from outside agencies	Reduction of teaching workload of English teachers; opportunities for students to engage in communicative activities with native speakers; opportunities to shift the focus of language study to language use	The tutors assist English teachers to conduct English classes after school from September 2023 to July 2024	Salary of tutors for the year: \$50,000 \$550 per hour, for native speakers/ native-like speakers with expertise in a special field or experienced teachers; \$440 per hour for post-graduates and qualified teachers; \$250-330 per hour for undergraduates; 1.5 hours per session; actual number of sessions may vary.	1. Students are generally able to cope with the task in using English 2. Quality of products	1. Assessments of students' performance by tutors 2. Students' participation in and feedback on the English programmes 3. Progress reports from teacher-in- charge	Team leaders: Ms Fung Ka Yeng, Mr Chan Kwan Yin

3.

Task Area	Major Area of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' Chinese Language proficiency	To assist junior secondary students (S1 to S2) to cope with the difficulties in learning Chinese.	To employ part-time tutors to help Chinese teachers conduct the after-school tutorial classes.	Reduction of teaching workload of Chinese teachers in terms of extra Chinese lessons so that they can have more attention on individual needs.	The tutors assist Chinese teachers to conduct two Chinese tutorial classes after school from October 2023 to May 2024 .	Salary of Tutors for the year: \$25,200 \$600 per hour for qualified teacher; \$330 per hour for graduates; \$250-\$300 per hour for non-graduates; 1.5hrs / lesson; 7 lessons/term for each class; total 42 hours (Actual number of lessons may vary).	Students are generally able to cope with the difficulties in learning Chinese and cope with the average class progress.	1. Assessments of students' performance in lessons and homework 2. Students' participation in and feedback on the Chinese tutorial classes 3. Feedback from subject teacher 4. Tutors evaluation.	Mr Wong Chi Wing

4.

Task Area	Major Area of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' Chinese Language proficiency	To assist senior secondary students (S5 to S6) to cope with the difficulties in learning Chinese.	To employ part-time tutors to help Chinese teachers conduct the after-school tutorial classes.	Reduction of teaching workload of Chinese teachers in terms of extra Chinese lessons so that they can have more attention on individual needs; To enrich students' repertoire in Chinese Writing and its relation to Chinese Culture	The tutors assist Chinese teachers to conduct three Chinese tutorial classes after school from October 2023 to May 2024 .	Salary of Tutors for the year: \$22,500 \$1,000 per hour for qualified teacher; 1.5hrs / lesson; 5 lessons for each class; total 22.5 hours (Actual number of lessons may vary).	Students are generally able to cope with the difficulties in learning Chinese and cope with the average class progress.	1. Assessments of students' performance in lessons and homework 2. Students' participation in and feedback on the Chinese tutorial classes 3. Feedback from subject teacher 4. Tutors evaluation.	Miss Cheung Yik Tung Anna

5.

Task Area	Major Area of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' Chinese Language proficiency	To raise students' interest in Chinese debate.	To employ a part-time coach to help Chinese teachers conduct the debate classes for students and the speech and debating team	Reduction of workload of Chinese teachers; opportunities for students to engage in debate; opportunities to shift the focus of language study to language use	The coach assists Chinese teachers to conduct debating classes after school from October 2023 to May 2024 .	Salary of Tutors for the year: \$30,000 \$440 per hour for graduates with particular expertise; \$400 per hour for non-graduates with particular expertise; total 68-75 hours (actual number of lessons may vary).	1. Performance by the debating members in the debating competitions. 2. Number of students participating in the training and the competitions. 3. Members' attendance in each training session.	1. The coach will be evaluated by the teachers -in-charge 2. Students' participation in and feedback 3. Questionnaires completed by students	Mr Ng Ka Hung

6.

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' basic competency in Mathematics	To assist junior secondary students (S1 to S3) to cope with the difficulties in learning Mathematics	To employ tutors to help Mathematics teachers conduct after-school tutorial classes	Reduction of teaching workload of Mathematics teachers in terms of extra Mathematics lessons so that they can have more attention on individual needs	The tutors assist Mathematics teachers to conduct Mathematics tutorial classes after school from October 2023 to May 2024	Salary of tutors for the year: \$23,760 \$250-\$330 per hour for undergraduates/ graduates; One class per form; 16 lessons per class per year; 1.5 hours per lesson.	Students are generally able to cope with the difficulties in learning Mathematics and cope with the average class progress	1. Assessments of students' performance in lessons and homework 2. Students' participation in and feedback on the Mathematics tutorial classes 3. Subject teacher evaluation 4. Tutor evaluation	Mr. Fong Hing Pan

7.

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' Biology proficiency	To assist senior secondary students (S4 to S6) to cope with the difficulties in learning Biology.	To employ part-time tutors to help Biology teachers conduct the after-school tutorial classes.	Reduction of teaching workload of Biology teachers in terms of extra Biology lessons so that they can have more attention on individual needs;	The tutors assist Biology teachers to conduct four Biology tutorial classes after school from October 2023 to May 2024.	Salary of Tutors for the year: \$18000 1 hr/ lesson; 16 lessons for each class; 4 class in total total 64 hours (Actual number of lessons may vary).	Students are generally able to cope with the difficulties in learning Biology and cope with the average class progress.	1. The coach will be evaluated by the teachers -in-charge 2. Students' participation in and feedback 3. Questionnaires completed by students	Mr Wong Man Chun

8.

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' Economics knowledge and skills	To cope with diversities of students (S5) in learning Economics	To employ tutors to conduct after-school tutorial classes	<p>-Students can learn from the experience of tutor in preparing for Economics DSE</p> <p>-Economics teachers can put more attention on individual students' needs</p>	The tutors conduct tutorial classes after school from November 2023 to February 2024	<p>Salary of tutors for the year: \$4950</p> <p>\$250-\$330 per hour for undergraduates/ graduates;</p> <p>10 lessons 1.5 hours per lesson.</p>	Students are generally able to cope with the common difficult topics in Economics.	<p>1. Assessments of students' performance in lessons and homework</p> <p>2. Subject teacher evaluation</p> <p>3. Tutor evaluation</p>	Ms. Cheng Sau Ling Jennifer, Ms. Ng Pui Ying Debbie, Ms Chau Yuen Man

9.

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Enhancing students' Geography knowledge and skills	To cope with diversities of students (S5) in learning Geography	To employ tutors to conduct after-school tutorial classes	<p>-Students can learn from the experience of tutor in preparing for Geog DSE</p> <p>-Geog teachers can put more attention on individual students' needs</p>	The tutors conduct tutorial classes after school from March to May 2024	<p>Salary of tutors for the year: \$1980</p> <p>\$250-\$330 per hour for undergraduates/ graduates;</p> <p>4 lessons 1.5 hours per lesson.</p>	Students are generally able to cope with the common difficult topics in Geography.	<p>1. Assessments of students' performance in lessons and homework</p> <p>2. Subject teacher evaluation</p> <p>3. Tutor evaluation</p>	Mr Chan Kwun Tat, Miss Lee Sin Man

10.

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
To provide support in administration, learning & teaching and extra-curricular activities	To offer support in implementing the programmes of different subject departments and functional groups	-To provide administrative support at the school level; -To assist teachers in the preparing of learning/ teaching materials; -To offer support in organizing/ conducting extra-curricular activities; -To relieve teachers' workload by substituting lessons and taking up invigilation duties.	Teachers will be released from some non-teaching duties to provide more time to focus on curriculum development and to cater for students' needs. There can be extra manpower in organizing and conducting extra-curricular activities, reducing teachers' workload.	From September 2023 to August 2024.	Monthly salary is HK\$15,500. Employer's contribution to MPF is HK\$775. The school pays HK\$16,275 per month, or HK\$195,300 per year.	Teachers' workload and non-teaching duties can be relieved to create more room for curriculum development and catering for students' needs. Extra-curricular activities can be organized/ conducted more effectively.	1. Teachers' observation 2. Appraisal meeting with the Teaching Assistant	Mr Lui Fu On Ms Lee Wai Chi

11.

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Library Assistant	The recent educational reforms and the New Senior Secondary Curriculum require students to do a lot of reading and research. Support for the librarian will create a more dynamic library and heighten its purpose.	To employ one highly motivated assistant to help with clerical tasks such as wrapping up books, shelving, organizing rosters of student helpers, training and supervising student helpers, arranging newspaper subscription and distribution, updating display boards, maintaining an attractive and welcoming library environment, and other duties as directed.	<ol style="list-style-type: none"> 1. The library opening hours and dates can be extended and the library will be supervised at all times. 2. Reduction of the day to day clerical workload of librarian in order to free that person to work closely with panel chairpersons in the selection and purchase and promotion of library materials and services. 3. The library will attract more students to visit it. 	From September 2023 to August 2024.	Monthly salary is \$ 12,000 Employer's contribution to MPF is \$600 The school pays \$12,600 per month, or \$151,200 per year.	<ol style="list-style-type: none"> 1. Increased number of students using the library. 2. Increased number of items being borrowed. 3. More library-related activities. 4. Regular updating of library notice boards both within and outside the library. 5. Additional services and promotion being offered to the students in the form of extended library hours. 	<ol style="list-style-type: none"> 1. Performance appraisal. 2. Records of student borrowings. 3. Evaluation of students' and staff participation in, and their feedback on, library activities. 	Ms Chu Mui Ying

School-based After-school Learning and Support Programmes 2023/2024
School-based Grant - Programme Plan

I) The estimate number of students (count by heads) benefitted under this programme is
 (including A. CSSA recipients; B. SFAS full-grant recipients and C. under school's discretionary quota).

II) 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			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Leadership Training	Design and implement various project to nurture young leaders	Young leaders run activities effectively in school and set role models on other students	Conduct surveys among teachers and students about performance of young leaders	Sep 2023 – Aug 2024	5	10	5	10000	Po Leung Kok Youth Development Services; HKFYG Leadership Institute
Broadening Horizons	Encourage students to participate in external activities to broaden their horizon	Increase participation in external activities	Conduct surveys among students about their participation in external activities	Sep 2023 – Aug 2024	5	20	5	70000	
Musical Training	Arouse students' interest in music	Students' interest in music has been enhanced and there's high participation rate in activities	Class observation and attendance record	Sep 2023 – Aug 2024	5	10	5	40000	

Sports Training	Arouse students' interest in sports	Students' interest in sports has been enhanced and there's high participation rate in activities	Teacher's observation and attendance record	Sep 2023 - Aug 2024	5	10	5	10000	
Total no. of activities: 4				@No. of man-times	20	50	20		
				**Total no. of man-times	90				

Note:

- * Types 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.
- # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)
- @ 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)

Plan on the Use of the Life-wide Learning Grant 2023-2024 School Year

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

							Completion of this part is not mandatory								
	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 X the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimate Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
Local Activities: 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															
1	S1-S5 Service Learning Programmes	Sep 2023 - Aug 2024	S1-5	600	\$100,000	\$166.67	To enhance students' sense of caring and compassion. By working with community members, students can enhance their group, organizational and interpersonal skills.	Moral, Civic and National Education	Students' response and teachers' observation		✓		✓		AT
2	Life Education	Sep 2023 - Aug 2024	S4-5	300	\$100,000	\$333.33	To enhance students' sense of caring and compassion. By exploring in different	Moral, Civic and National Education	Students' response and teachers' observation		✓		✓		AT/CKY

							countries or different culture, students can also widen their horizon and enhance their leadership skills in social service.								
3	S4 Class Day Camp	April 2024	S4	140	\$20,000	\$142.86	To nurture team spirit among classmates while learning to embrace differences among them	Moral, Civic and National Education	Students' response and teachers' observation		✓				CKY
4	S6 Graduation Day Camp	Dec 2023	S6	140	\$50,000	\$357.14	To provide opportunities for students to take part in different kind of extra-curricular activities and broaden their horizons.	Values Education	Students' response and teachers' observation		✓	✓			CKY
5	Field camp dining and living fee	Nov 2023	S5	40	\$5,300	\$132.50	Improve students' field work skills	Geography	Students' response and teachers' observation	✓					CK
6	Field camp coach fee	Nov 2023	S5	40	\$3,000	\$75	Help improve students' field work skills	Geography	Students' response and teachers' observation	✓					CK

7	Field trip East Dam coach fee	Dec 2023	S6	26	\$3,900	\$150	Improve students' field work skills	Geography	Students' response and teachers' observation	✓		✓			CK
8	Transportation Fee for economics visits	Sep 2023 - July 2024	S4-6	230	\$3,000	\$13.60	To provide transport for students' activities	Economics	Students' response and teachers' observation	✓					CSL
9	S.5 Biology Field Trip Camp (2 days 1 night)	Sep 2023	S5	60	\$18,000	\$300	To provide students with hands-on experience in the natural environment and enhance their understanding of biological concepts through observation and exploration.	Science	Students' response and teachers' observation	✓	✓				WMC
10	Transportation fee for Biology activity	Sep 2023 - Aug 2024	S4-6	60	\$15,000	\$250	To facilitate student's learning tasks (e.g. site visits, field studies) outside school.	Science	Students' response and teachers' observation	✓					WMC
11	Hydroponic workshop	Sep 2023 - Aug 2024	S1-5	30	\$35,000	\$1,166.67	To teach participants the basics of hydroponic gardening and how to grow plants without soil.	Science	Students' response and teachers' observation	✓					WMC

12	Tutor for animal take caring training workshop	Sep 2023 - Aug 2024	S1-5	15	\$10,000	\$666.67	To provide participants with knowledge and skills to properly care for animals, including nutrition, health, and hygiene.	Science	Students' response and teachers' observation	✓						WMC
13	Fitness Training Courses (For non-school team)	Sep 2023 - Aug 2024	S1-6	300	\$82,500	\$275	To cultivate a habit of exercising in fitness centre	Physical Education	Students' response and teachers' observation			✓				YCK, LV
14	Athletics Coaches (Boys: Long Jump, Triple Jump, High Jump, Hurdles, Throwing Events, Long distance run)	Sep 2023 - Aug 2024	S1-6	90	\$252,000	\$2,800	To prepare for the Inter-school competition. Enhance students' skills and interest in athletics.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				YCK, CCY
15	Fitness training for school team (Boys' Athletics)	Sep 2023 - Aug 2024	S1-6	10	\$28,500	\$2,850	To prepare for the Inter-school competition. Enhance students' skills and interest in athletics.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				YCK, CCY

16	Athletics coach (Girls)	Sep 2023 - Aug 2024	S1-6	35	\$57,000	\$1,628.6	To prepare for the Inter-school competition. Enhance students' skills and interest in athletics.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				YCK, CCY
17	General fitness coach (Girls' Athletics)	Sep 2023 - Aug 2024	S1-6	30	\$43,000	\$1,433.3	Enhance students' general fitness for variety sports	Physical Education	Students' response and teachers' observation			✓				YCK, CCY
18	Cross Country Team (Training and competition transportation fee)	Nov 2023	S1-6	30	\$3,500	\$116.6	To prepare for the Inter-school competition.	Physical Education	Students' response and teachers' observation			✓				YCK
19	Badminton Team Training (Boys and Girls)	Sep 2023 - Aug 2024	S1-6	50	\$34,900	\$698	To prepare for the Inter-school competition. Enhance students' skills and interest in badminton.	Physical Education	Students' response and teachers' observation			✓				WCW
20	Football coach	Sep 2023 - Aug 2024	S1-6	40	\$7,400	\$185	To prepare for the Inter-school competition. Enhance students' skills and interest in athletics.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				YCK

21	Basketball coach (Boys)	Sep 2023 - Aug 2024	S1-6	40	\$11,740	\$293.5	To prepare for the Inter-school competition. Enhance students' skills and interest in athletics.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				YCK, CCY
22	Basketball coach - Girls	Sep 2023 - Aug 2024	S1-6	15	\$16,740	\$1,116	To prepare for the Inter-school competition. Enhance students' skills and interest in athletics.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				CY
23	Table Tennis Team Training	Sep 2023 - Aug 2024	S1-6	25	\$25,500	\$1,020	To prepare for the Inter-school competition. Enhance students' skills and interest in tennis.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				HPY, NPY
24	Fencing Team Training (Foil and Epee)	Sep 2023 - Aug 2024	S1-6	30	\$31,530	\$1,051	To prepare for the Inter-school competition. Enhance students' skills and interest in fencing.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				LV

25	Volleyball Team Training	Sep 2023 - Aug 2024	S1-6	20	\$19,300	\$965	To prepare for the Inter-school competition. Enhance students' skills and interest in volleyball.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				LV
26	Tennis Team Training	Sep 2023 - Aug 2024	S1-6	15	\$8,550	\$570	To prepare for the Inter-school competition. Enhance students' skills and interest in tennis.	Physical Education	Result in external competitions. Students' feedback and teacher's observation.			✓				LV
27	Dance Team--To employ a professional dance tutor for training the elite dance members	Aug 2023 - July 2024	S1-5	30	\$18,200	\$606.60	To enhance students' knowledge of dancing and develop the confidence of students and enhance their self-image.	Others: Arts	Students' response and teachers' observation/ Prizes and awards won		✓	✓				WZ
28	Chinese Drama Training	Sep 2023 - Aug 2024	S1-5	20	\$31,000	\$1,550	To employ a drama coach for drama training	Others: Arts	Students' response and teachers' observation			✓				CCH

29	Competition fees - HKSMSA and JSMA (Teams competition fee and recordings)	Sep 2023 - Aug 2024	S1-5	200	\$30,000	\$150	Participating inter-school competitions can broaden the aesthetic view of members of our music teams.	Arts (Music)	Students' response and teachers' observation		✓	✓			CCK
30	Choir Training	Sep 2023 - Aug 2024	S1-5	60	\$75,000	\$1,250	To employ a professional conductor for choral training	Arts (Music)	Students' response and teachers' observation		✓	✓			CCK
31	Orchestra Training	Sep 2023 - Aug 2024	S1-5	50	\$30,750	\$615	To employ a conductor and instrumental instructors for orchestral training	Arts (Music)	Students' response and teachers' observation		✓	✓			CCK
32	Ensemble Training	Sep 2023 - Aug 2024	S1-5	20	\$10,000	\$500	To employ a conductor and instrumental instructors for orchestral training	Arts (Music)	Students' response and teachers' observation		✓	✓			CCK
33	A cappella training	Sep 2023 - Aug 2024	S1-5	20	\$17,500	\$875	To employ a vocal teacher for team training and arranging scores	Arts (Music)	Students' response and teachers' observation		✓	✓			CCK

34	Leadership training and camps for upcoming chairpersons (Workshops, camps, transportation fee and team tee)	Sep 2023 - Aug 2024	S3-5	150	\$100,000	\$666.67	To prepare students serve as a leader and provide them some team building activities to build up their confidence.	Leadership Training	Students' response and teachers' observation	✓	✓	✓	✓	✓	LV
35	Post-exam Activities	July 2024	S1-5	750	\$80,000	\$106.67	To enrich students' other learning experience and broaden their horizons through various activities	ECA	Students' participation and feedback. Teachers' observation	✓	✓	✓	✓	✓	LV
36	S3 & S4 Visit to the Hong Kong International Airport & Transportation Fee (two-way)	Jun/Jul 2024	S3-4	50	\$25,000	\$500	Students attend a course on the introduction of the aviation industry and the basics of the logistics and operation of the Hong Kong International Airport. After that, they walk around to learn more about the facilities of the airport.	Others: Careers and Guidance Committee	Students' response and teachers' observation					✓	YH

							To help students explore the aviation industry and learn more about the operation and logistics of the Hong Kong International Airport								
37	S1 Career Express	Jun/Jul 2024	S1	150	\$30,000	\$200	Students try to complete tasks of different jobs in a simulated setting. After that, a briefing is given to help them learn more about the world of work. To help students learn more about the world of work, preparing them for their career planning	Others: Careers and Guidance Committee	Students' response and teachers' observation					✓	YH

38	S2 Little Society	Jun/Jul 2024	S2	150	\$20,000	\$133.30	Students try different stages of life with assigned roles in a simulated setting. After that, a briefing is given to help them learn the importance of preparing and planning early. To help students learn more about the world of work and different stages of life, preparing them for their career planning	Others: Careers and Guidance Committee	Students' response and teachers' observation						✓	YH
39	Transportation Fee for visits to universities (\$2000 X 3 coaches X 3 visits)	Nov 2023, Mar & May 2024	S5 & S6	300	\$18,000	\$60	To provide transport for students' activities	Others: Careers and Guidance Committee	Students' response and teachers' observation						✓	YH
Sub-total of Item 1.1				4361	\$1,470,810											
	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students horizons															
1	Study Tour to Japan (History)	15-19 Feb 2024	S3-5	20 Students + 2 Teachers	\$80,000	\$3,636.4	To explore the history of the Second World War and post-war economic miracle of Japan	History	Students' presentation and feedbacks	✓	✓					CWS

2	World Scholar's Cup - Tournament of Champions 2023 at Yale University	Nov 2023	S5-6	12 students + 2 teachers	\$110,000	\$7857.2	To subsidise the tour fees for students who made it into the final round of this international academic tournament	English Language	Students' performance in the competition and feedback, as well as teachers' observation	✓	✓				CKY
3	World Scholar's Cup - Global Round 2024	June - August 2024	S1-5	18 students + 2 teachers	\$134,000	\$6,700	To subsidise the tour fees for students who made it into the global round of this international academic tournament	English Language	Students' performance in the competition and feedback, as well as teachers' observation	✓	✓				CKY
Sub-total of Item 1.2				50	\$324,000										
Total for Category 1				4411	1,794,810										

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

No.	Items	Purpose	Estimated Expenses (\$)
1	Reptiles Glass Terrarium Equipment (WMC)	Biology interest group activity	\$50,000
Estimated Expenses for Category 2			\$50,000
Estimated Expenses for Categories 1 & 2			\$1,844,810

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	884
Estimated number of student beneficiaries:	884
Percentage of students benefitting from the Grant (%):	100
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Name of Contact Person for LWL:	Ms Lee Wai Chi
Post of Contact Person for LWL:	ECA Mistress

Plan on the Use of the Promotion of Reading Grant 2023-2024

The Major objectives for Promotion of Reading:

- To develop the library as a well-organized resource information centre and an inviting place for self-learning.
- To nurture a good reading culture in school

	Items	Estimated Expenses (\$)
1.	Purchase of Books <ul style="list-style-type: none"> ● Printed Books- Theme –based reading materials ● E-resources: HKedcity 	<ul style="list-style-type: none"> ● \$30,000
2.	Web-based Reading Schemes <ul style="list-style-type: none"> ● E-read scheme: ● One – stop Portal Online Learning Platform 	<ul style="list-style-type: none"> ● \$10,000
3.	Reading Activities <ul style="list-style-type: none"> ● Hiring authors ● Hire of service from external service providers to organize reading activities ● Paying the application fees for activities and competitions related to the promotion of reading : HKPTU, JSLC ● Reading Week : Book Café 	<ul style="list-style-type: none"> ● \$10,000 ● \$5,000 ● \$1,000 ● \$2,000
4.	Magazines Subscription: To promote Theme-based reading e.g. KLA: Science, Chinese	<ul style="list-style-type: none"> ● \$15,000

姊妹學校交流計劃書

2023 /2024 學年

學校名稱：	旅港開平商會中學		
學校類別：	中學	負責老師：	梁皚鈿老師

擬於本學年與以下內地姊妹學校進行交流活動：

1.	開僑中學
2.	(待定)

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（不擬舉辦）

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

乙. 教師層面（不擬舉辦）

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input 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 type="checkbox"/>	擴闊視野

D7	<input type="checkbox"/>	其他(請註明):	E7	<input 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 type="checkbox"/>	文化體藝交流	H6	<input 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 type="checkbox"/>	其他(請註明):

丁. 家長層面 (不擬舉辦)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
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 checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input 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 checked="" 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\$100,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" 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\$30,000
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$20,000
N5	<input 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 type="checkbox"/>	學年預計總開支	HK\$150,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

HOI PING CHAMBER OF COMMERCE SECONDARY SCHOOL

Budget for School Year 2023/24

<u>Name of Grant</u>		Budget 2023-2024
A. School Specific Grants		
	Admin Grant-Ordinary(IMC)	4,878,678.00
	Air-conditioning Grant	649,580.00
	Capacity Enhancement Grant	666,935.00
	Composite IT Grant	576,658.00
	School Based Speech Therapy Admin Grant	8,415.00
	School-based Management Top-up Grant	52,596.00
	Sub Total (A)	6,832,862.00
B. Expanded Operating Expenses Block Grant (EOEBG)		
	a. Academic	
	Subjects	455,500.00
	b. Departments	
	Academic Committee	12,500.00
	Careers and Guidance Committee	9,000.00
	Counselling	130,000.00
	Discipline	6,100.00
	Extra-curricular Activities	216,000.00
	Health Education	20,000.00
	Library	73,000.00
	Moral and Civic Education	50,350.00
	Staff Development	20,700.00
	c. School Activities	
	Speech Day	60,000.00
	Information Day	30,000.00
	Other activities	50,000.00

d. Administrative & Miscellaneous expenses	
Audit fee	22,000.00
Bank charges	10,000.00
Celebration and entertainment	50,000.00
Cleaning material & expenses	150,000.00
Consumables	30,000.00
First-aid facilities	2,500.00
Fuel, light and power	750,000.00
Gardening	20,000.00
General repairs, renovation and maintenance	300,000.00
Insurance	15,000.00
Lift maintenance	120,000.00
Lighting and sound systems	5,000.00
Membership Fee	3,000.00
Postage	5,000.00
Printing and stationery	200,000.00
Staff development and training	5,000.00
Telephone	15,000.00
Transport expenses	6,000.00
Water	4,000.00
e. Composite Furniture & Equipment	
Home Economics	30,000.00
Integrated Science	5,000.00
Music	33,100.00
Physical Education	20,000.00
School Furniture & Equipment	800,000.00
Sound and Lighting Systems	110,000.00
Visual Arts	5,000.00
Sub Total (B)	3,848,750.00

C. School Other Grants		
	Diversity Learning Grant (Other programmes)	105,000.00
	Grant for the Sister School Scheme	150,000.00
	IT Staffing Support Grant	333,812.00
	Learning Support Grant	631,149.00
	Life-wide Learning Grant	1,844,810.00
	Promotion of Reading Grant	73,000.00
	School-based After School Learning Support Grant	130,000.00
	Teacher Relief Grant	6,117,600.00
	Sub Total (C)	9,385,371.00
D. Tong Fai		
	Advertisements	15,000.00
	Air-conditioning maintenance	50,000.00
	Audit Fee (Provident Fund)	5,000.00
	Bank Charges	3,000.00
	Catering	1,000.00
	Celebration & Entertainment	5,000.00
	Consumables	15,000.00
	Electricity (Special Rooms)	10,000.00
	Furniture and equipment	200,000.00
	Insurance	22,000.00
	Postage	1,000.00
	Printing and stationery	50,000.00
	Prize	10,000.00
	Staff Retirement Scheme	5,000.00
	Scholarship	10,000.00
	Sub Total (D)	402,000.00
Grand Total (A) + (B) + (C) + (D)		20,468,983.00