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# Annual School Plan 2020-21



港大同學會書院  
HKUGA COLLEGE

Strive for Virtue  
Quest for Truth

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## 1. School Vision and Mission Statement

### **School Vision**

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Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence

### **Mission Statement**

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HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

## Annual School Plan 2020-21

This is the third year of our implementation of Positive Education and the final year of our 2018-2021 School Development Plan. Throughout our development we are consistently seeking to enhance our PIME process. This year we aim to improve evaluation validity by designing more clearly defined strategies, success criteria and evaluation methods to take us forward into our 2021-2024 development cycle.

### 2. Major Committee 'Thrusts'

(Numbers in brackets indicate the way that specific thrusts relate to the Annual School Plan in the table below – All things we plan aim toward Wellbeing. As such, our 4 Underpinnings are A1-A4, with our Positive Elements as B1-B6)

1	Wellbeing
4	4 Underpinnings are A1 - A4
6	Positive Elements as B1 - B6

#### Academic Development Committee

- ❑ To provide opportunities for students to further enhance their understanding of Chinese Culture (A.1, B.1.1, B.1.2)
- ❑ To connect knowledge among the subjects to develop a clearer sense of purpose of each in adding to a more in-depth understanding of a connected world (A.1, B.1.2, B.1.3)
- ❑ To focus on leveraging online differentiated and self-directed learning opportunities to increase student engagement (Blended Learning) (A.4 & B.1.1)
- ❑ To further promote reading engagement through the enhancement of subject-related Newsela reading materials and the Library reading programme (A.4 & B.2.2)
- ❑ To continue to enhance differentiated Student-Student interaction classroom practices by focusing on CSET (Centre to Support Excellence in Teaching) key learning strategies and professional sharing through the Torsh Talent platform, while also focusing on internal Professional Development (PD) based on teacher feedback (A.4, B.1.1, B.1.2, B.2.1, B.2.3, B.3, B.4, B.5, B.6.1)
- ❑ Subject Panel Professional Leadership - to focus on 1-1 professional support sessions to understand teachers' individual challenges and provide appropriate support measures (B.2.1 & B.4)

### Student Development Committee

- ☐ Heighten awareness of Mental health of students, and stress management (especially in light of the suspensions) (A.2, A.3, A.4, B.1.1, B.3, B.4, B.5, B.6)
- ☐ Positive 'Media Literacy' for students in terms of dealing with negative experiences (making good choices) (A.3, B.1.1, B.3.2, B.4, B.5.3)

### Holistic Development Committee

- ☐ Taking action by harnessing and orchestrating Character Strengths (A.2.2, A.4, B.1.1, B.1.2, B.2.2, B.2.3, B.3.3, B.6.1, B.6.2)
- ☐ Increasing student autonomy in organising and conducting events, teams and activities (4.2, A.4, B.1.1, B.1.2, B.2.2, B.2.3, B.3, B.4.1, B.6.2)

### Administrative Affairs Committee

- ☐ Enhancement of E-system in daily operation (e.g. request for stationery) (4.4)
- ☐ PD for admin. staff (e.g. Positive Education & wellbeing, team-building with teaching staff) (A.2, A.3, A.4, B.1, B.2.1, B.2.2, B.3, B.4, B.5, B.6)
- ☐ Further PD / training programmes to enhance Positive Education, Philosophical Inquiry and eLearning (use of most updated apps, software and devices) amongst teachers (A.2, A.3, A.4, B.1, B.2.1, B.2.2, B.3, B.4, B.5, B.6)
- ☐ Development of the Alumni Association (B.4.1 & B.6.2)
- ☐ Effective Parent Education (A.2, A.3, A.4, B.1.1, B.1.2, B.3, B.4, B.5, B.6)

**GROWTH OPPORTUNITY**

**AWARENESS & MAINTENANCE**

**INTRO FROM 3RD YEAR PLAN**

### 3. MAJOR CONCERN: To enhance wellbeing

Underpinning Principle (UPs) Targets	Strategies	Success Criteria	CICs	Resources
<b>A1.To integrate Chinese cultural understanding with an international view to global citizenship</b>	To provide opportunities for students to 1.further enhance understanding of Chinese culture 2.articulate the Chinese counterparts from the other cultures	Students have an increased understanding about culture, and feel they appreciate these opportunities  Students are able to identify the Chinese elements from other cultures through referencing to classics/language/traditions/customs	ADC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
<b>A2.To explore, draw upon and build Character Strengths</b>	1. To identify the level of significance of the 24 character strengths through the VIA Survey  2. To harness Community members' Character Strengths in assessments and activities	Students work/assignments in pastoral lessons, student planner and within the academic curriculum demonstrate that students are gaining understanding about how they are using their strengths to enhance their learning  Students can explicitly link their successes with specific strengths	ADC SDC HDC	Subcommittee Budgets; Manpower; Home-School Collaboration
<b>A3. To rephrase language across the Community</b>  <b>(CONSIDERED EMBEDDED)</b>	To revisit and revise documents, approaches and expectations to become more aligned with Positive Education	Community Members continue with their current strategies with few concerns raised that this is not actioned on a habitual basis (as embedded)	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration



<b>A4. To explore and foster Growth Mindset</b>  <b>(CONSIDERED EMBEDDED)</b>	To focus on particular strategies to promote Growth Mindset in the Community	80% of the community members agree growth mindset has been promoted strategically through particular committee/department strategies	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration

### MAJOR CONCERN: To enhance wellbeing

	Element/Target	Strategies	Success Criteria	CICs	Resources
	Purpose (B1)	1. To enhance self awareness	All students will have completed goal-setting tasks within the HKUGA College Planner	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
DOING	(Self) To help stakeholders identify their purpose of doing	2. To connect knowledge to develop a clearer sense of the purpose of each in adding to a more in-depth understanding	<b>Academic Goals</b> Subject Teachers systematically guide the goal-setting and reflection process  <b>Pastoral Goals</b> Class Teachers systematically guide the goal-setting with a process-based approach  Teachers are aware of the importance of modifying both pedagogy and curriculum for better learning effectiveness among students  80% of the Community members considers their sense of purpose with various activities		
	(Community) To encourage stakeholders to see their purpose in the community				

<b>DOING</b>		3. To connect our curriculum with external activities that are for the benefit of The Community	80% of students feel that the curriculum has exposed them with the actions that are being taken to benefit The Community  Students are eager to become engaged in different activities that are linked to the curriculum, with 20% taking action for the benefit of The Community based on their learning	ADC HDC SDC	Subcommittee Budgets; Manpower; Home-School Collaboration
	<b>Engagement (B2)</b>  To increase 'peak performance' opportunities through an optimal balance of challenges and skills	1. To provide specific PD opportunities focussing on task design catering for learning diversity	80% of teachers feel that the CPD provided by the school empowers the teachers to grow in this aspect  80% of teachers are able to successfully differentiate for their classes  60% of students feel that they are appropriately challenged by activities  60% of students feel that their interest is sparked by activities (internal and external)	ADC SDC HDC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
		2. To lead students out of their 'comfort zone' through providing opportunities for students to shine			
		3. To provide platforms to share passion with The Community	The Community is empowered to demonstrate their passions in various ways throughout the year of Anniversary Celebrations	ADC SDC HDC AAC	Subcommittee Budgets; 15th Anniversary Celebration Budget; Manpower; Home-School Collaboration; EF and IMC Collaboration



<b>BEING</b>	<b>Accomplishment (B3)</b>  To foster a growth mindset	1. To create an atmosphere of constructive process praise where failure can be viewed as “opportunity”  2. To foster a help-seeking culture through constructive criticism	Feedback mechanisms are clearly defined within all Committee and Department work  80% of students agree that they have experienced sufficient opportunities to give feedback  80% of the Community see mistakes as a means to growth and development	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration; EF and IMC Collaboration
		1.To celebrate growth	A Google Database has been formed to pool together the successes around the school. Including pictures, videos and reflections	ADC SDC HDC	Subcommittee Budgets; Manpower; Home-School Collaboration
	<b>Relationships (B4)</b>  To build trust, integrity, compassion, hope, forgiveness within relationships	1. To increase opportunities to give/receive feedback	Opportunities to give/receive feedback are well understood and utilised by 80% of the Community  Through organizing feedback response sessions, 60% agree that feedback is duly considered	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		2. To teach and practice strategies that increase empathy for others	80% of The Community is well aware of ways of enhancing empathy and they are consciously using techniques to build empathy within their daily lives  Teachers are aware of applying ACR in the process of appraisal and feedback meetings	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		3. To explore the meaning of forgiveness and compassion through help seeking and coaching.	80% of The Community feel that they have learned about and practiced forgiveness and compassion this year	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration

BEING	<b>Emotions (B5)</b>  To be able to identify, understand and embrace the full range of emotions  To develop skills to effectively manage emotions	1. To encourage regular participation in activities that promote gratitude for self and others  <b>(CONSIDERED EMBEDDED)</b>	The concept of Gratitude is visible around the school (regularly updated) and within the different Community activities and undertakings  80% feel that they have an increased sense of gratitude	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		2. To facilitate and focus on the three positive emotions of Hope, Interest and Love	The three positive emotions are evident within the campus, activities and student subject tasks	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		3. To teach habits that promote emotional stability in all areas of the Community	80% of the Community agree that they have learned about self-regulation habits and how these can affect emotional development while 60% agree that they have developed their habits this year  80% of the Community agree that they have learned about emotional stability  60% agree that their emotional stability can facilitate their professional development	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		4. To build understanding and acceptance of negative emotions and the effect of strategies to generate uplifting emotions	80% of students can actively identify when they are in a negative emotional state, with 60% believing they employ strategies, practiced in school, to regulate their emotions	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration

BEING	<b>Health (B6)</b>  To build resilience (capacity to cope with changes and challenges and to bounce back in times of difficulty)	1. To enhance physical and emotional health by promoting and establishing good habits	60% of the Community more consciously participate in physical activities to improve emotional health	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		2. To increase active participation in wellbeing activities, talks and events related to promoting health within and outside campus	80% of students have participated in and reflected on at least one activity per term  60% of reflections show a clear understanding of how their efforts have contributed to emotional state  80% of Community members agree that the number of school-organized activities they have joined is suitable and effective for their needs <b>(Specifically Parents)</b>	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration
		3. To enhance mental health and social wellbeing through developing our understanding of stress, as well as coping.	80% of Community agree that they have learned more about the importance of stress in promoting optimal learning.  80% of The Community agree that they know strategies to increase or decrease stress to generate optimal levels for learning	ADC SDC HDC AAC	Subcommittee Budgets; Manpower; Home-School Collaboration

## 4. School-based After-school Learning and Support Programmes Plan 2020-21

The estimated number of students (count by heads) benefitted under this Programme is 3  
(including A. 0 CSSA recipients, B. 2 SFAS full-grant recipients and C. 1 under school's discretionary quota).

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		
1. Using technology to boost creativity: STEAM 101	Preparing students for the more advanced STEAM classes.	• Average 80% or above attendance  • Over 80% of the participants show improvement in skills and display self-confidence in performance	• Attendance record • Observation by tutors and instructors • Records of performance • Questionnaire	09/2020  to  05/2021	0	0	1	1,350.00	STEAMmaker Ltd.
2. Choir (Senior)	The HKUGA College Senior Choir aims to provide an excellent opportunity for S4-S6 students who are enthusiastic in singing to perform captivating and bewitching pieces as a team. Students will learn how to sing harmoniously under the baton of Ms Tammy Ho through multiple performances.				0	1	0	500.00	Ms Tammy Ho
3. Orchestra	The HKUGA College Orchestra aims to provide an excellent opportunity for all students who are enthusiastic and capable in playing an orchestral instrument to perform captivating and bewitching pieces as a team. Students will learn how to play harmoniously under the baton of Mr. Amos Lee through performances and competitions.				0	1	0	300.00	Mr Amos Lee
(Total no. of activities: 3)				@No. of man-times	0	2	1		
				**Total no. of man-times	3				

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.

@ 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 (not more than 25%) (C).

## 5. Plan for Capacity Enhancement Grant 2020-21

Task Area	Curriculum development & enhancement of students' learning
Major Area(s) of Concern	<ol style="list-style-type: none"> <li>To enhance the value education of our school-based curriculum (e.g. the implementation of Community Engagement Project in S3)</li> <li>To incorporate game-based learning and VR into our junior teaching so as to raise our students' interest in the subject</li> </ol>
Strategies	To recruit one full time Liberal Studies teacher
Benefits anticipated (e.g. how workload is alleviated)	<p>The workload of other subject teachers in implementing the Community Engagement Project can be relieved</p> <p>More focused effort can be put into arousing students' interest in learning Life &amp; Society/ Liberal Studies</p>
Time scale	From September 2020 to August 2021
Resources required	Salary
Success criteria	<ol style="list-style-type: none"> <li>The introduction of Community Engagement Project in our S3 curriculum</li> <li>The incorporation of game-based learning into S1 teaching</li> <li>The incorporation of virtual reality to facilitate S2 teaching</li> <li>Students' love of learning and their commitment of service could be enhanced</li> </ol>
Methods of evaluation	Performance appraisal of the Liberal Studies teacher
Person responsible	Mr. Sebastian Yu

## Plan for Capacity Enhancement Grant 2020-21(continued)

Task Area	Curriculum Development & Enhancement of students learning inside and outside classroom.
Major Area(s) of Concern	<ol style="list-style-type: none"> <li>1. To facilitate the reform of school based Chinese Language curriculum</li> <li>2. To enhance students learning inside classroom by organizing after school tutorial classes</li> <li>3. To enhance students learning outside classroom by organizing language related activities and competitions</li> </ol>
Strategies	To recruit one full time Chinese Language teacher
Benefits anticipated (e.g. how workload is alleviated)	<ol style="list-style-type: none"> <li>1. For the additional staff, he would help prepare the learning materials including powerpoints and worksheets related to the reformed curriculum. He will also lead some after school tutorial classes and assist in different kinds of activities and competitions such as Chinese Cultural Week, choral speaking competition, Chinese New Year Celebration etc.</li> <li>2. For other teachers, they can be relieved some workload so that they can enhance students learning in other areas</li> </ol>
Time scale	From September 2020 to August 2021
Resources required	Salary
Success criteria	<ol style="list-style-type: none"> <li>1. Learning materials of reformed curriculum will be created</li> <li>2. Extra after school tutorial classes will be arranged</li> <li>3. Language related activities and competitions will be facilitated.</li> </ol>
Methods of evaluation	Performance appraisal of the Chinese Language teacher
Person responsible	Mr. Ken Cheung



## 6. Use of the Promotion of Reading Grant 2020-21

The major objectives for the Promotion of Reading:

- ☐ Further developing the STEM and Chinese Culture Enhancement reading by building up the printed collection of Chinese and English STEM books & Chinese Culture Enhancement books
- ☐ Set up a collection of online resources for STEM
- ☐ Enhance the development of RaC via the subscription of e-resources

Item	Estimated Expenses (\$)
<b>1. Purchase of Books &amp; Magazines</b> <ul style="list-style-type: none"><li>Printed Chinese and English books</li><li>Printed English and Chinese magazines</li></ul>	 \$10,000 \$25,000
<b>2. Web-based Reading Schemes</b> <ul style="list-style-type: none"><li>Online Reading Platform (Britannica)</li><li>Subscription of Chinese &amp; English e-resources</li></ul>	 \$10,100 \$35,000
<b>3. Recommendations by teachers</b>	\$5,000
<b>Total</b>	<b>\$53,600</b>

## **School Library Development Plan for 2020-21**

**Focus: to strengthen students' learning and promote "Reading across the Curriculum"**

### **➤ The HUB as the Symbolic Heart of our Positive Education Initiative**

We welcome library or subjects events, seminars, visitors to the library and various meetings to take place in the HUB. Specifically, the Reading Committee will hold new activities to welcome students to The Hub, including Chinese and English book clubs, a reading challenge to attract more students to our book collection, an author talk and a book exhibition.

### **➤ The DEAR Librarian Lesson/Lesson Time in the HUB**

The ultimate goal of DEAR Time in the HUB is to develop students' reading habits and carry out self-directed learning in order to examine for themselves what they are learning in related subject areas. The year-end survey indicates that students enjoy and benefit from these lessons. Special monthly collections will also be added to promote monthly theme-based reading. Reading time, therefore, will carry on either in The HUB or online.

## ➤ **Collection Development in the HUB**

To further strengthen students' learning this year, The Hub will continue with its role to source good resources for our learning community. To achieve this more specifically, more resources will be spent on both Chinese & English e-resources as well as the E-collection for STEM subjects. This is a continuation of our two-year plan to build these collections. Importantly, we will explore ways through which the free HKPL e-books collection can be better utilised by members of our community. Another goal this year is to take a more community-centred approach to the development of the library book and magazine collection. To do this, we will more actively seek recommendations from students and teachers through the recommendation box in the library.

## ➤ **The Role of the Cross-curricular Committee Head**

The CCC Head will oversee the implementation of the 'Reading-Across-the-Curriculum' component of the Publications and Cross-curricular Committee Annual Plan. The main events to be organized by the Reading-Across-the-Curriculum sub-committee this year are:

- ❖ A regular Book Club
- ❖ A Reading Challenge
- ❖ World Book Day activities
- ❖ An Author Talk
- ❖ A Book Exhibition

## ➤ **Collaboration with the Primary School**

The Hub will continue to make connections with the Primary School through different means. Online book sharing can connect the two schools from different campuses and engage more students to join.

## ➤ **Building up the role of the Class Librarians**

There will be two class librarians from each class. One for Chinese and one for English. They will be assigned the following tasks:

- ❖ Keep records of DEAR books
- ❖ Oversee the design of the Class Library Corner
- ❖ Attend regular Book Club meetings in The Hub
- ❖ Promote reading activities in their homerooms, including participation in the Book Club, book recommendations and other library-run events

## 7. 「學習支援津貼」財政預算 (供直資學校策劃支援工作用)

學校：港大同學會書院

2020 / 21 學年

### 收入：

項目		金額 (\$)	備註
截至上學年年終(即2020年8月31日) 可保留的累積盈餘	(a)	320,616	
<u>20 20 / 21</u> 學年的第一期撥款	(b)	778,506	款額為上學年應得的「學習支援津貼」的70%， 於每年8月發放。
預計 <u>20 20 / 21</u> 學年的第二期撥款	(c)		款額根據學校於11月30日前遞交的資料計算； 教育局將於翌年2月通知學校有關金額，並於3 月發放撥款。在制訂預算時，學校可參考上學年 所獲批的金額及本學年校內有特殊教育需要學生 的數目作初步估算。
總收入 (d) = (a)+(b)+(c)		1,099,122	

**「學習支援津貼」財政預算**  
(供直資學校策劃支援工作用)

學校：港大同學會書院

2020 / 21 學年

**支出：**

項目	金額 (\$)	備註
1. 增聘全職和/或兼職教師	416,000	「學習支援津貼」必須運用於支援有特殊教育需要(和成績稍遜 <sup>*</sup> )學生的措施上，有關詳情請參閱教育局通告第7/2019號附錄一。
2. 增聘教學助理		
3. 外購專業服務	320,000	
4. 購置學習資源及器材	58,557	
5. 安排學習/共融文化活動、校本教師培訓及家校合作支援活動	80,000	
總支出 (e)	874,557	

\*只適用於小學



**「學習支援津貼」財政預算**  
(供直資學校策劃支援工作用)

學校：港大同學會書院

2020 / 21 學年

**收支：**

項目	金額 (\$)	備註
預計本學年年終累積津貼餘款 (f) = (d)-(e)	224,565	<p>「學習支援津貼」是一項經常性的現金津貼，撥款金額是按照學校每年有特殊教育需要的學生數目 及所需的支援層級計算。因此，學校有責任充分運用每年獲發放的學習支援津貼，照顧該學年學生的需要[即學校制定「學習支援津貼」財政預算時，應盡量避免(f) 欄仍有餘額]。學校應參考《全校參與模式融合教育運作指南》第九章有關「資源運用」的內容，擬訂有效運用「學習支援津貼」的計劃。有關學習支援津貼的詳情，請參閱教育局通告第7/2019號。</p>
<p>餘款佔本年度應得撥款的百分比(%)</p> <p>(g) = (f) / [(b)+(c)] x100%</p>	28.8%	

## 8. 2020 - 21 學年姊妹學校交流計劃

學校名稱：	港大同學會書院		
學校類別：	中學	負責老師：	Mr. Stephen Hindes

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	北京中學
2.	浙江省寧波市同濟中學

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：  
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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

乙. 教師層面 ( \*擬舉辦 / \*不擬舉辦 ) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input 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 checked="" type="checkbox"/>	建立學習社群 / 推行教研
D4	<input checked="" type="checkbox"/>	遠程教室 / 視像交流 / 電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討 / 工作坊 / 座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input 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 / \*不擬舉辦 ) (\*請刪去不適用者)

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 type="checkbox"/>	探訪 / 考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感 / 國民身份的認同
G3	<input checked="" 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 checked="" type="checkbox"/>	遠程教室 / 視像交流 / 電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言 / 表達 / 溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力 / 促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 ( \*擬舉辦 / \*不擬舉辦 ) (\*請刪去不適用者)  
 (註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input 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 checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談 / 訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他 (請註明) :

### 津貼用途及預算開支

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$0
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$0
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$0
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 20,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 10,000
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\$0
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\$0
N8	<input type="checkbox"/>	其他 (請註明) :	HK\$0
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$30,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

## 9. Plan on the Use of Life-wide Learning Grant 2020-21

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum)	M: Moral and Civic Education	P: Physical and Aesthetic Development	S: Community Service	C: Career-related Experiences
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Cross-KLA	Students participate in STEM PROJECTS linked to STEM competitions aiming to address a spectrum of difficult health and world issues. Including transportation to events. Sharing of STEM projects that link to other schools	To explore different world issues and our ability to resolve some of the problems	Oct 2020- July 2021	S3-S5	Student write-ups and presentations of their projects at competitions. Student successes in competitions	\$16,000	✓			✓	
Cross-KLA	Learning materials upkeep in the STEM nature Trail also in other STEM activities conducted around the campus outside of class times	To engage students in STEM learning as they explore the grounds of the school	Oct 2020- July 2021	S1-S5		\$5,000	✓			✓	
Cross-KLA	World Day – Linked with Science, STEM Departments as well as Global Citizenship Committee and Chinese Cultural Enhancement Committee	To expose students to world issues as well as the learning that has taken place throughout the year across the various school trips	July 2020	S1-S3	Documentation of the event and evaluation report from the teachers involved	\$10,000	✓	✓		✓	



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum)				
							M: Moral and Civic Education				
							P: Physical and Aesthetic Development				
							S: Community Service				
							C: Career-related Experiences				
Sciences	Competition fees and transportation to those competitions	To engage in different competitions within Hong Kong	Sept 2020 – July 2021	S4-S6	Competition results	\$3,000	✓				
Business/ L & S	Business Club Activities Culminating in the Annual LNY Fair in Victoria Park	Students learn about business through real-life experiences	Sept 2020 – July 2021	S4-S5	Activity and student evaluations	\$20,000	✓				
English	Competitions and related costs	Promote students Interest in learning English	Sept 2020 – July 2021	S1-S5	Number of students enrolled in competitions, and results	\$5,000	✓		✓		
English	Subject Based ELA	To develop English skills through different types of activities i.e. Debating	Sept 2020 – July 2021	S1-S5	Student anecdotes and Surveys	\$21,000	✓				
English	English Week activities and incentives - doing fun and engaging activities throughout the week	To promote the use of English	Sept 2020 – July 2021	S1-S6	Departmental Evaluation	\$3,000	✓				
Geography/ History	Field Trips – Locally and Overseas, including local transportation costs and field work equipment	To promote learning of topics in real world scenarios	Sept 2020 – July 2021	S4-S5	Department Evaluation and Student Surveys	\$10,000	✓		✓		
Humanities	Conducting of different projects and School-wide functions	To promote the learning of the subject as well as cross curricular elements	Sept 2020 – July 2021	S1-S5	Department Evaluations	\$2,000	✓			27	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Liberal Studies	Community Engagement Project – Students select an issue that is negatively affecting the community and seek ways to improve the situation	To encourage students to link what they have learned in the curriculum with ways to help improve the world in their own way	Sept 2020 – July 2021	S3	Student Surveys Student work produced	\$30,000	✓	✓		✓	
Liberal Studies	Guest Talks and Local Visits	To encourage a wider interest and links between the curriculum and the real world	Sept 2020 – July 2021	S1-S5	Departmental Evaluation	\$3,000	✓	✓			
Maths	Competitions and costs involved to transport and enroll	To promote the learning of Maths among other students	Sept 2020 – July 2021	S1-S5	Number of students enrolled and the outcome of the competitions	\$3,000	✓				
Cross KLA	Newsela Subscription -programme designed to boost reading interests and cross curricular reading within self-directed learning	To get more students to read in their own time, specifically on topics that would enhance reading around the different curriculum areas	Sept 2020 – July 2021	S1-S5	The number of articles read with activities completed across the school.	\$120,000	✓	✓		✓	

# Life-wide Learning Grant

## Plan on the Use of the Grant 2020-21 School Year

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I:	Intellectual Development (closely linked with curriculum)			
							M:	Moral and Civic Education			
							P:	Physical and Aesthetic Development			
							S:	Community Service			
C:	Career-related Experiences										
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students’ potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
CASE Activities	Costs involved in conducting a comprehensive system of boosting students interests through different biweekly activities outside of the normal classrooms in various areas. CASE stands for Creative Arts and Sports Education	To enhance the students’ development of skills and interests in various non-academic activities	Oct 2020- July 2021	S1-S2	Student Surveys	\$90,000			✓		
Chinese	Activities such as special days and festival celebrations	To promote interest in Chinese and the cultural aspects involved	Sept 2020 – July 2021	S1-S6	Student Engagement in events	\$10,000	✓				
Chinese	Competition application fees	To promote interest in learning Chinese	Sept 2020 – July 2021	S1-S5	Competition Entry results	\$1,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum)				
							M: Moral and Civic Education				
							P: Physical and Aesthetic Development				
							S: Community Service				
							C: Career-related Experiences				
<b>Musical Teams</b>	Team Training sessions and culminating video	To improve the performances of our school musical teams and to promote their performances even in times of COVID-19	Sept 2020 – July 2021	S1-S5	Student Surveys	\$25,000			✓	✓	
<b>Sports</b>	Coach hiring to teach different types of sports related activities. i.e. Dance Sports and Funk Jazz, Swimming, Lacrosse and Archery	To broaden the horizons of our students beyond the skillset of our regular PE Teachers	Sept 2020 – July 2021	S1-S6	Departmental Evaluations	\$57,000			✓		
<b>Sports</b>	Sports Team Enhancement – Additional training sessions for our focus sports teams	To enhance specific skills, fitness and team bonding	Sept 2020 – July 2021	S1-S6	Department Evaluations	\$20,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum)				
							M: Moral and Civic Education				
							P: Physical and Aesthetic Development				
							S: Community Service				
							C: Career-related Experiences				
<b>Activity Based Life Education</b>	Extended Student External Activities – Visiting learning opportunities through different organisations and linking their field work to either the formal or informal curriculum. i.e. Year level excursions to work on a local organic rice farm or team building activities, or House Competitions outside of campus. Including transportation for students and the accompanying teachers	To get students out of the campus and experience the real world. To build resilience in the face of hardships	Nov 2020- July 2021	S1-S3	Student surveys and self-evaluations	250,000		✓	✓	✓	
<b>Career and Life Planning</b>	Career Talks from external speakers and activities within Pastoral Times	To discuss key learning points to the students and better prepare them for life choices	Sept 2020- Dec 2021	S4-S6	Student Surveys	\$11,000					✓
<b>Extended Learning Activities</b>	Subsidies for student ELAs and competitions. i.e. sports team general practices, transportation costs, stationery and materials	To promote students broadening of horizons and enhancement of their current skills	Sept 2020 – July 2021	S1-S6	Student Surveys and Competition results	\$200,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Global Citizenship	Student Activities – Activities other than the ‘World Day’	To promote Global Citizenship or awareness of the 17 UN Sustainable development Goals	Sept 2020 – July 2021	S1-S4	Committee Evaluations	\$70,000		✓		✓	
Global Citizenship	Global Leaders Talks – External speakers who are leaders presenting their experiences working on global issues, innovation, personal and career development	To provide insights about world issues, potentials and exploring career options. To cultivate leadership through related workshops with speakers	Sept 2019- May 2020	S3-S5	Evaluation performed by Global Citizenship or Student Leadership Committee with student survey to rate effectiveness	\$10,000		✓		✓	✓
General Student Development	Guest Speakers – Stress and Resilience	To develop students understanding about stress and the ways to boost resilience	Sept 2020 – July 2021	S1-S6	Student Surveys	\$35,000		✓			
Student Leadership	House Fun Fair Activities – Student led activities from leadership teams to engage rest of the student body in resilience and positive emotion activities within school	To promote the use of PIME in leading events. To help students deal with stress related to impending examinations. To build relationships	May 2020	S1-S5	Documentation of the activities devised through photos and anecdotal comments. Examples of learning from student leaders	\$8,000		✓		✓	



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I:	Intellectual Development (closely linked with curriculum)			
							M:	Moral and Civic Education			
							P:	Physical and Aesthetic Development			
S:	Community Service										
C:	Career-related Experiences										
Student Leadership	Peer Counsellor Events with S1 students	To aid the transition from primary to secondary school for our S1 students	Sept 2020 – July 2021	S1/S4/ S5	Student Leadership Committee Evaluations	\$1,500		✓		✓	
Student Leadership	Student Leader Bonding and training activities	To encourage a stronger cohesiveness within reflective student leadership teams	Sept 2020 – July 2021	S3-S5	Event Evaluations and Student reflections	\$18,000		✓		✓	
Moral and Civic Education	Sex Education Talks	To promote positive attitudes toward sex. To inform students about the legal and social implications of sexual activity	Sept 2020 – Apr 2021	S1-S6	Student Surveys	\$10,000		✓	✓		
1.3	To organise or participate in non-local exchange activities or competitions to broaden students’ horizons										
1.4	Others										
			Estimated Expenses for Category 1			\$1,067,500					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
House	Purchasing of paraphernalia to be made into different cheering tools	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events	\$6,000
Arts	S6 Art Show to show – Printing of booklets, invitations, souvenirs, spot lights, mounting card, etc.	To provide an avenue to promote visual arts within the school. To promote aesthetic appreciation within the student body	\$15,000
Positive Education	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration	To promote a culture of positive education across the entire school To enable students to have a strong positive outlook for the future as they reflect on the present and the past	\$70,000
Music	Purchasing of Music Scores and Instruments for the band room and also to purchase musical scores	To promote student interest and engagement in musical activities	\$80,000
Sports	Sports Equipment and the maintenance of equipment within the Gym for student use outside of general classes	To develop the interest and engagement of students as well as to improve overall fitness	\$95,000
IT	ICT – Purchasing of software and teaching equipment for Life-wide learning	To enhance the teaching of students through the different extended learning activities	\$40,000
Estimated Expenses for Category 2			\$306,000
Estimated Expenses for Categories 1 & 2			\$1,373,500

## Estimated Number of Student Beneficiaries

Total number of students in the school:	966
Estimated number of student beneficiaries:	966
Percentage of students benefitting from the Grant (%):	100%