

WONG SHIU CHI SECONDARY SCHOOL

ANNUAL PLAN 2011/2012

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ANNUAL PLAN 2011/2012

Major Concern I: Revitalizing the School Curriculum to foster leaders of the age – to give greater emphasis on the development of students’ language proficiency, self-regulated learning and critical thinking skills

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Teachers Responsible	Resources Required
<ul style="list-style-type: none"> To have smooth implementation of the NSS curriculum 	<ul style="list-style-type: none"> Newly appointed and deployed NSS teachers attend the respective training courses on curriculum interpretation, pedagogies and assessment. Existing NSS teachers attend the respective enrichment courses Various generic skills will be introduced to junior form students to prepare them to fit into the NSS curriculum Resources will be allocated for LS implementation e.g. collaboration lesson planning, small class teaching and hiring a TA. Japanese classes and Applied Learning courses 	Whole year	<ul style="list-style-type: none"> Newly appointed and deployed NSS teachers complete all the basic training courses. Existing NSS teachers fulfill not less than 6 enrichment-course-hours Each department is assigned with appropriate generic skills to be emphasized in its teaching in junior forms Participating teachers recognise the practice is helpful Positive feedback from student survey in teaching organization and feedback & follow-up (≥ 3.1) Half of the students attending the LS remedial class show improvement in their performance 	<ul style="list-style-type: none"> CPD records and Department reports The trend shown in the stakeholder survey School based teaching performance survey (score of teacher ≥ 3) Department reports Feedback from the LS Panel report Student survey 	Department Chairs + subject teachers AP (Academic) LS Panel Chair and the respective module coordinator	Administrative support SSCSG and LSCSG
		Whole year	<ul style="list-style-type: none"> Positive feedback from students’ survey (≥ 3.0) 	<ul style="list-style-type: none"> Student survey 	Academic Committee + NPK + Japanese Teacher + Careers & Further	Diversity Learning Grant + EOEBG

<ul style="list-style-type: none"> To strengthen the communicative ability of students through improvement in language proficiency, reasoning skills and expressive power 	<p>are offered to widen the exposure of students.</p> <ul style="list-style-type: none"> S4 students are allowed to take 2 electives, but 3 for the top 30 Metacognitive skills will be internalized and deepened in all subjects through a series of workshops, collaborative lesson planning, trial teaching and class observation The Language across the Curriculum Project will be implemented More students participate in EC activities that provide opportunities for developing their communicative skills, e.g. Speech Festival, drama, debate ... 	<p>Whole year</p> <p>Whole year</p>	<ul style="list-style-type: none"> Teachers are able to incorporate the metacognitive skills in their teaching. Improvement shown in the tests before and after the trial teaching Students' performance in exams Subjects that are involved in the Project show better improvement than those not involved. Students show improvement in their oral exam and public presentations 	<ul style="list-style-type: none"> Panel reports, stakeholder survey questionnaire , pre-test and post-test in the trial teaching Comparison of the result in HYE and AE Examination results 	<p>Studies Committee</p> <p>Academic Committee + panel chairs</p> <p>RSW and EMI Support Committee, panel heads of IS, IH, Geog and Bio</p> <p>English and Chinese Panel Chairs</p>	<p>Administrative support</p> <p>School-based Support Services Section of EDB, special support grant from SCOLAR</p> <p>EOEBG</p>
<ul style="list-style-type: none"> To ensure students make academic achievement in keeping with their abilities 	<ul style="list-style-type: none"> Enrichment measures for high achievers and remedial measures for below-par performers will be adopted. After-school remedial classes are organized for students with learning difficulties 	<p>Whole year</p>	<ul style="list-style-type: none"> Students show good performance in external competitions Students in the remedial classes show improvement in internal assessments. 	<ul style="list-style-type: none"> Report from the EC Committee and Panel Chairs Comparison of students' performance in examinations and term tests 	<p>EC Master , Academic Committee and Panel Chairs</p>	<p>EOEBG</p>

Major Concern II: Enabling both teaching and non-teaching staff to develop into a Learning Organization through shared visions, defined performance expectations and collaboration

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Teachers Responsible	Resources Required
<ul style="list-style-type: none"> To have all staff understand their areas of responsibility and the school administrative routines 	<ul style="list-style-type: none"> Subject handbooks are updated and their contents are disseminated to all the staff. 	Whole year	<ul style="list-style-type: none"> The subject handbooks are updated in October and teaching staff are able to discharge their duties effectively 	<ul style="list-style-type: none"> Stakeholder survey questionnaire 	AP (Academic) + Academic Committee	Administrative support
<ul style="list-style-type: none"> To ensure all newly appointed teachers can receive timely support and render quality teaching in the classroom 	<ul style="list-style-type: none"> An induction programme is organized to enable new teachers to familiarize themselves with the school visions, administration, and performance expectations. A mentor is assigned to each new teacher 	Whole year	<ul style="list-style-type: none"> Quality teaching and classroom management can be perceived among new teachers 	<ul style="list-style-type: none"> Appraisal report prepared by the respective appraiser Student survey on teaching performance 	Staff Development Committee and respective panel chairs	
<ul style="list-style-type: none"> To develop the environment that encourages professional growth 	<ul style="list-style-type: none"> Refining the appraisal system for the performance of the teaching staff Integrating 'Collaborative lesson planning' exercise and staff development with major concerns 	Whole year 2 nd School Term	<ul style="list-style-type: none"> Teaching staff understand and perform up to the expected standards Teachers try out different teaching approaches and have the opportunity to discuss their applicability 	<ul style="list-style-type: none"> Appraisal reports produced by the respective appraisers Survey on teaching performance 	A&D Committee Academic Committee + AP (Academic)	Administrative support
<ul style="list-style-type: none"> To ensure non-teaching staff have their performance up to the school requirements 	<ul style="list-style-type: none"> An appraisal system is introduced for non teaching staff The job descriptors are reviewed with the emphasis on a positive serving attitude 	Whole year	<ul style="list-style-type: none"> Non-teaching staff understand and perform up to the expected standards. The performance of non-teaching staff receives 	<ul style="list-style-type: none"> Comments from stakeholders 	AP(School Affairs) + A&D Committee	

			positive comment from stakeholders.			
<ul style="list-style-type: none"> To ensure staff keep track of the latest development in education 	<ul style="list-style-type: none"> Sharing of the recent progress in the education field after attending external seminars and panel chairs monitor the applications at panel and class levels Establishment of the information bank on training materials 	Whole year	<ul style="list-style-type: none"> Teachers are well-informed of the current education development. 	<ul style="list-style-type: none"> Department and committee reports 	Department and committee chairs Library	

Major Concern III: Developing a School Ethos that cherishes the pursuit of excellence and social responsibility

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of evaluation	Teachers Responsible	Resources required
To provide diverse opportunities for students to have their potential explored	<ul style="list-style-type: none"> ● Providing opportunities for students to participate in community services, training courses, award schemes and different competitions. 	Whole year	<ul style="list-style-type: none"> ● Students of diverse capacities are nominated 	<ul style="list-style-type: none"> ● Reports from the Student Affairs Committee 	Student Affairs Committee	Administrative support & EOEBG
	<ul style="list-style-type: none"> ● Providing leadership training for student leaders to ensure the organization of quality EC activities 	Whole year	<ul style="list-style-type: none"> ● Quality EC activities are organized 	<ul style="list-style-type: none"> ● Stakeholder survey 	AP(Student Affairs) + Guidance Mistress + Discipline Mistress + Social Workers	
	<ul style="list-style-type: none"> ● Developing the school reading culture and offering chances for book sharing. 	Whole year	<ul style="list-style-type: none"> ● With an Increase in the number of books borrowed from the library, the number of books read in the ERS of Chinese and English subjects, the number of reading awards got, the number of students participated in different kinds of reading workshops / groups 	<ul style="list-style-type: none"> ● Questionnaire on students' reading habit. ● Report produced by the Library Committee 	Library Committee, Panel Chairs	
	<ul style="list-style-type: none"> ● Acknowledging, publicizing and celebrating students' achievement. (academic and non-academic) through assemblies, display boards and webpage 		<ul style="list-style-type: none"> ● Positive response in APASO. 	<ul style="list-style-type: none"> ● APASO questionnaire 	Academic Committee and Student Affairs Committee	EOEBG
To empower students' self confidence to air opinions	<ul style="list-style-type: none"> ● Conducting the School-Student Consultative Meetings on school policies 	Two meetings are scheduled in	<ul style="list-style-type: none"> ● Students can proactively make contributions in formulating school 	<ul style="list-style-type: none"> ● Stakeholder (Student) Survey Questionnaire ● Report from the Student 	Chair of Student Affairs Committee, ECA Master	Administrative support & EOEBG

	<p>with the participation of school representatives, committee members of the Student Association and the representatives from each class.</p> <ul style="list-style-type: none"> Promotion of class forum, open forum and democracy wall for students to air their viewpoints 	November and May respectively	<p>policies.</p> <ul style="list-style-type: none"> Both Q17 and Q27 of the Stakeholder (Student) Survey Questionnaire attain a mean of 4.0. 	Affairs Committee		
To develop students' positive attitude towards life and sense of social responsibility	<ul style="list-style-type: none"> Organizing Gospel assemblies, Christian fellowship and Bible study groups. Equipping student Christians with the Biblical values and therefore serving as live witness on campus Using the school motto as the guideline in the Life Building Scheme. Learning packages related to life values are adopted as the materials for class periods. Cooperating with external organizations (both governmental and non-governmental ones) to offer long-term and continuous services by students 	Whole year	<ul style="list-style-type: none"> The school forms a coherent, harmonious and safe environment for students. Students show empathy towards deprived groups in the society and are ready to render services for the betterment of them. Q18 and Q19 of the Stakeholder (Student) Survey Questionnaire attain a mean of 3.9. Students gain high scores in the Conduct Assessment Scheme and positive response in APASO 	<ul style="list-style-type: none"> Reports from the Discipline Committee, Life Education Committee and Student Affairs Committee. Stakeholder (Student) Survey Questionnaire APASO questionnaire 	<p>BK Department, Christian Fellowship</p> <p>OLE Committee</p> <p>Life Education Committee</p> <p>ECA Committee, OLE Committee & Discipline Committee</p>	Administrative support & EOEBG
To enable students to have self management on their development	<ul style="list-style-type: none"> Helping students develop the habit of tracking their personal development, evaluating their progress and making 	Whole year	<ul style="list-style-type: none"> Students are able to produce their development plans and make self evaluation 	<ul style="list-style-type: none"> Reports from the OLE Committee and the Career & Further Studies Committee 	<p>OLE Committee</p> <p>Career & Further Studies Committee</p>	Administrative support & EOEBG

	<p>reflections through the Life Building Scheme.</p> <ul style="list-style-type: none"> ● Study groups are organized for those low achievers and lowly motivated students. ● Helping students in the senior forms compile their Student Learning Profiles together with their Self Accounts through the Career and Further Studies Committee and their respective class advisors. 	<p>After the 1st Term to the end of the school year</p>	<p>annually.</p> <ul style="list-style-type: none"> ● Half of the students attending the study groups show improvement ● S4 and S5 students can produce their Student Learning Profiles and Self Accounts that are articulated with their participation in extra-curricular activities. 	<ul style="list-style-type: none"> ● Term Test and Examination results ● Evaluation made by class teachers and Careers & Further Studies Committee 	<p>AP (Academic)</p> <p>Guidance Committee</p>	
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Wong Shiu Chi Secondary School

2011/2012

Healthy School Policy

1. Introduction

The school establishes a healthy school environment and promotes a caring school culture by implementing a school-based healthy school policy and reintegrating existing resources. It aims to help students reach a state of physical, mental and social well-being with a focus on developing students' healthy lifestyles, positive attitudes and values, practical life skills and refusal skills to resist temptation.

2. Objective

- 2.1 Foster a healthy school environment
- 2.2 Encourage students to set their own targets and work hard to fulfill them so as to develop their potential and reflect their personal development
- 2.3 Instill positive attitudes and values to students and encourage them to learn to respect and appreciate others and themselves
- 2.4 Encourage students to develop healthy lifestyles
- 2.5 Identify needy students and establish a corresponding mechanism

3. Committees involved

- 3.1 Student Affairs Committee
- 3.2 Guidance Committee
- 3.3 Discipline Committee
- 3.4 Life Education Committee
- 3.5 Extra-curricular Activities Committee
- 3.6 Other Learning Experience Committee
- 3.7 Careers and Further Studies Committee

4. Community Support and Partnership Institutions

- 4.1 Hong Kong Young Women's Christian Association

- 4.2 The Society for Truth and Light
- 4.3 Adventure-Ship Limited
- 4.4 The Salvation Army Tai Po Integrated Service for Young People
- 4.5 Department of Health
- 4.6 Tai Po District Civic Education Campaign Organizing Committee
- 4.7 Hong Kong Children and Youth Services
- 4.8 Hong Kong Christian Service
- 4.9 Alice Ho Miu Ling Nethersole Hospital

5. Working Plan

	Targets	Content	Strategy	Organizing Committee / Institution / Co-organizing Institution
1	Foster a healthy school environment	(1) School Hygiene	<ul style="list-style-type: none"> ◆ Ensure safe use of water by checking the water supply system regularly ◆ Provide well-maintained washroom facilities ◆ Clean and disinfect all classrooms and facilities with diluted household bleach regularly ◆ Clean air-filters of all air-conditioners regularly ◆ Dispose of stagnant water to prevent breeding of mosquitoes 	Student Affairs Committee

2		(2) Prevent Communicable Diseases	<ul style="list-style-type: none"> ◆ Students with symptoms of communicable diseases during school hours will be sent to the medical room and their parents will be informed to take them to seek medical services ◆ Students can resume their learning in school only after their doctors certified that they no longer have affiliation with communicable disease ◆ If a high number of absentees in school had similar symptoms, the school will inform the Department of Health immediately for further investigation and follow-up action ◆ Use bleach to dispose of vomitus 	
		(3) Health Education	<ul style="list-style-type: none"> ◆ Distribute leaflets related to communicable diseases to students and staff and post information related to measures for preventing and handling communicable diseases in school 	

			<ul style="list-style-type: none"> ◆ Issue notices to students and parents to remind them on the preventive measures against communicable diseases and measures taken by the school ◆ Inform students on developing healthy lifestyles and preventive measures against communicable diseases through the morning assembly, class teacher lesson and posters in school 	
		(4) Student Health Service	<ul style="list-style-type: none"> ◆ Encourage students to participate in Student Health Service ◆ Information related to students' health and anamnesis will be collected for staff reference. All personal information will be kept confidential. ◆ Teachers will consider advices from parents and family doctors in organizing activities such as P. E. lessons to tally with students' health conditions ◆ Measure students' height and weights annually and arrange 	Student Affairs Committee and the Sports Committee

			test on physical fitness	
2	Encourage students to set their own targets and work hard to fulfill them so as to develop their potential and reflect their personal development	(1) Life Building Scheme	<ul style="list-style-type: none"> ◆ The purpose of the scheme is to encourage students to set their own goals, formulate and implement their plans and introspect their personal development so as to realize the importance of life planning ◆ Instill positive values to junior form students through encouraging them to comply with the school motto - learnedness, love, dedication and integrity ◆ Provide guidance to senior form students in planning their personal careers and completing their personal learning profile ◆ To provide greater attendance to students by class teachers through the implementation of (1) small class in S1 (class size ranging from 25 to 35); 	Other Learning Experience Committee

			<p>(2) co-class teacher scheme in S2, 3, 5 and 6.</p> <ul style="list-style-type: none"> ◆ Teacher advisors will meet students regularly to help them set personal goals, evaluate their accomplishments, introspect and modify their plans ◆ Teachers will provide advice and encourage students according to their personal situations 	
		(2) Guidance on Careers and Further Studies	<ul style="list-style-type: none"> ◆ Help students formulate plans of personal development through arranging seminars, visits, class teacher periods and assemblies so as to motivate them to strive for further development 	Careers and Further Studies Committee
		(3) Voluntary Service	<ul style="list-style-type: none"> ◆ Develop students' potential through encouraging them to participate in different voluntary service ◆ Voluntary service includes: <ul style="list-style-type: none"> - Adventure-Ship Partnership Programme - 'One person one service' 	Life Education Committee, the Salvation Army Tai Po Integrated Service for Young People, Hong Kong Christian Service, the Adventure-Ship Limited, AEFCHK - EFCC - Po Nga Nursery School

			<p>award for voluntary service</p> <ul style="list-style-type: none"> - ‘Teen Teen Kids Project’ - 義人行 	
		(4) Internal and external service team	<ul style="list-style-type: none"> ◆ Provide opportunities for students to develop their potential ◆ Instill positive values and promote healthy lifestyle to students through training, organizing, implementing and participating in different activities. This can help students locate their strengths and weaknesses, be responsible and strive for their goals so as to benefit themselves and others ◆ Internal service team includes: <ul style="list-style-type: none"> - Students’ Association - School Prefects - Students Helper - Angels’ Project - House Captains and committee members - Club Chairmen and committee members 	<p>Extra-curricular Activities Committee, Discipline Committee, Guidance Committee and Life Education Committee</p>

			<ul style="list-style-type: none"> - Green Prefects - Library Prefect <p>◆ External service team includes:</p> <ul style="list-style-type: none"> - Red Cross - Scouts - Girl Guides - Community Youth Club 	
3	Instill positive attitudes and values to students and encourage them to learn to respect and appreciate others and themselves	(1) S. 1 Adolescent Health Programme	<p>◆ Strengthen their personal understanding and recognition, equip them to handle personal emotions and pressure, foster a caring environment and enhance their problem-solving skills</p> <p>◆ Nurses from the Department of Health will come to school to host the programme and class teachers would act as assistants. Pre-sessional meetings and post-sessional debriefings will be organized</p>	Department of Health
		(2) Class Teacher Lesson and Assembly	<p>◆ Instill positive values through arranging class teacher lessons and assemblies with different themes</p>	Life Education Committee, Guidance Committee, Discipline Committee, Extra-curricular Activities Committee, Career and Further Studies Committee and Other Learning Experience Committee

		(3) Activity “One person one bookmarker”	<ul style="list-style-type: none"> ◆ Encourage peer support through making bookmarks 	Life Education Committee
4	Encourage students to develop healthy lifestyles	(1) Concepts of healthy diet	<ul style="list-style-type: none"> ◆ Arrange “Healthy Breakfast” and “Fruit Day” to promote healthy diet to students 	Life Education Committee
		(2) Healthy School Programme	<ul style="list-style-type: none"> ◆ Instill anti-drug values in school through participating in the School Drug Testing ◆ Introduce the purpose and contents of the scheme to S1 students in assemblies. 	Guidance Committee
		(3) Anti-drug education	<ul style="list-style-type: none"> ◆ To tally with the Healthy School Programme, various anti-drug activities are organized to promote a positive and healthy lifestyle to students and strengthen their refusal skills to resist drugs ◆ Activities include Health Ambassador Training Programme, body check, display board, healthy image workshop, health education 	Guidance Committee, Life Education Committee and Hong Kong Young Women’s Christian Association

			seminar, life experience programme, distributing anti-drug leaflets, Parent Days drug information exhibition, life planning activities etc.	
		(4) Be Netwise	◆ Prevent internet addiction and promote the importance of allocation of time through class teacher lessons and assemblies. Remind students on traps and responsibilities in using the internet including making friends online / addiction / dating online / internet bullying	Life Education Committee, Guidance Committee and the Society for Truth and Light
		(5) Sex Education	◆ Encourage students to face their suspicion in sex through class teacher lessons and assemblies	Life Education Committee, Guidance Committee and Teen AIDS
		(6) Stress management	◆ Provide guidance in helping students understand, express and handle their pressure through workshops	Hong Kong Children and Youth Services

		(7) Environment protection	<ul style="list-style-type: none"> ◆ Organize Environment Conservation Week and other activities, including “Recollection of Moon-cake Case”, “Air Conditioning Free Day” etc., to promote students’ awareness in conservation ◆ Promote environmental hygiene to students through cleaning activities 	Student Affairs Committee, Life Education Committee, Environment Conservation Club
5	Identify needy students and establish a corresponding mechanism	(1) Handling drug related incident in school	<ul style="list-style-type: none"> ◆ Elaborate the roles played by the school management, Guidance teachers, class teachers, subject teachers, school social workers and other staff in handling drug related incident in school 	Student Affairs Committee, Guidance Committee and Discipline Committee
		(2) Transfer of cases, follow-up and support	<ul style="list-style-type: none"> ◆ Formulate a clear instruction for internal sharing of messages, including keeping sensitive information confidential ◆ Formulate follow-up action to students 	

Plan on use of Capacity Enhancement Grant/Enhanced Senior Secondary Curriculum Support Grant in 2011/2012 School Year

Name of School: Wong Shiu Chi Secondary School

Means by which teachers have been consulted: Opinion survey followed by staff meeting

No. of operating classes: 32

Task area	Major area(s)	Strategies/Tasks	Benefits anticipated	Time scale	Resources required	Success criteria	Methods of evaluation	People responsible
Enhancement of Chinese Language Teaching	To adopt continuously split class teaching among students at bottom 40% at junior secondary and the implementation of Putonghua without additional staff resources	To employ a qualified contract teacher (CM, Point 16) who will take up 3 classes of Chinese and perform the same duties as required of a regular teacher	The teaching load will be reduced on average by 2 periods per 6-day cycle across the Chinese Panel. Hence Chinese subject teachers will spare time to prepare new teacher materials of the NSS curriculum.	2011/2012 School Year	Salary of contract teacher for 12 months, including MPF $[(23,360 + 1,000) \times 12 = 292,320]$			Chinese Panel
		To employ one teaching assistant who will provide general supports to the English Panel by taking up routine non-teaching duties, and hence English subject			Salary of contract teaching assistant for 12 months, including MPF $[(12,000 + 600) \times 12 = 151,200]$			

		teachers						
Giving support to the implementation of NSS Liberal Studies	To adopt small group teaching in Liberal Studies, such that the 5 classes at each NSS1 and NSS2 levels can be split into 7 groups	To employ a qualified teacher (GM, Point 21) who will take up classes in Science and perform the same duties as required of a regular teacher	The teaching load of existing Science teacher will be released and they will be spared to take up split classes in Liberal Studies	2011/2012 School Year	Salary of contract teacher for 12 months, including MPF $[(29,795 + 1,000) \times 12 = 369,540]$			
Giving support to the implementation of NSS Liberal Studies	To adopt small group teaching in Liberal Studies, such that the 5 classes at each NSS1 and NSS2 levels can be split into 7 groups	To employ a qualified teacher (GM, Point 20) who will take up classes in Liberal Studies and Integrated Humanities, and perform the same duties as required of a regular teacher	The teacher will share the Liberal Studies classes or other Humanities teachers can be released to take up Liberal Studies classes. Small group teacher is therefore possible for NSS LS	2011/2012 School Year	Salary of contract teacher for 12 months, including MPF $[(28,380 + 1,000) \times 12 = 352,560]$			
		To employ a qualified teacher (GM, Point 17)		2011/2012 School Year	Salary of contract teacher for 12 months, including MPF $[(24,540 + 1,000) \times 12 = 306,480]$			

Funding	Income	Expenditure	Suplus / (Deficit)	
Capacity Enhancement Grant	498,185			
CM (Point 16) in Chinese		292,320		
Teaching Assistant for English Panel		151,200	54,665	

Funding	Income	Expenditure	Suplus / (Deficit)	
Enhanced Senior Secondary Curriculum Support Grant	1,011,555			
GM (Point 21) in Science		369,540		
GM (Point 20) in Liberal Studies		352,560		
GM (Point 17) in Mathematics		306,480	(17,025)	The deficit is covered by EOEBG

Diversity Learning Grant 2011/2012

	Amount (\$)	Total (\$)
Funding		
DLG (OL)	283,500	
DLG (OP)	105,000	388,500
Expenses		
DLG (OL) PT Japanese Teacher	212,000	
DLG (OP)	105,000	317,000

Wong Shiu Chi Secondary School
 School-based After-school Learning and Support Programmes 2011/12 School Year
 Programme Plan

Guiding Principles:

1. Students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS) are eligible to receive full subsidy from the Grant.
2. Disadvantaged students identified by the school are also discretionary eligible for the subsidy, but the amount is limited to 10% of the grant.
3. The subsidy would enable the target group to have opportunities outside classroom to develop their life skills, life skills, self esteems, exposures and life enrichment.
4. Parents can declare their financial needs in the reply slip of the parent letters of the respective activities. Families in receipt of CSSA have to produce the confirmation letter issued by the Social Welfare Department to prove their financial status; while student of full grant under SFAS can be checked from the list provided by Student Financial Assistance Agency.

Activities

Name	Objective	Success Criteria	Method(s) of evaluation	Period/Date	Estimated no. of target students benefitted	Estimated expenditure (\$)	Name of partner/service provider
Pre-S1 English Bridging Class	To enhance students' English abilities for the their transition to an English learning environment	<ul style="list-style-type: none"> - Attendance - Improvement in their reading, speaking and comprehensive ability 	<ul style="list-style-type: none"> - Attendance record - Reports prepared by tutors 	19.7.2011 – 7.8.2011	20	10,000.00	Q-Language

School Prefect Training Camps	To familiarize newly appointed prefects with the operational routines, to develop the team spirit and collaboration	Prefects can take up their duty confidently	Comments from the teacher advisors	Oct 2011 & July 2012	20	10,000.00	-
School Picnic	Transport fee			3.11.2011	93	3,052.00	
Musical instrument training classes	To develop students' skills in musical instruments and their ability in musical appreciation	Regular attendance and mastery of the performing skills of the musical instrument	Attendance record and comments from the tutors	Year round	34	50,000.00	MusicFriendly / Vincent Music
Leadership Training e.g. YLD, AYP, Head Prefects Training ... etc	To instill the virtues of leaders among students	Students showing improvement in collaboration, communicative and self management	Attendance record and comments from the tutors	Year round	10	5,000.00	
Sports training, e.g. fencing, judo, badminton,	To develop the spirit of collaboration, self	Active participation in the respective sports events	Attendance record and comments from the tutors	Year round	20	10,000.00	

table tennis, soft ball ...etc	management, and skills in sports						
After school tutorial class	To enable low achievers to make improvement in their studies	Improvement in the learning outcome	Examination results	Year round	10	4,000.00	
Miscellaneous activities for developing student self esteem, skills development and enrichment of learning experiences	To widen the students' scope of life exposure	Regular attendance and having development in self esteem and skills	Comments from instructors and interviews	Year round	30	20,000.00	Miscellaneous agents