

# WONG SHIU CHI SECONDARY SCHOOL

## ANNUAL PLAN 2013/2014

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Annual Plan 2013/2014

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## Annual Plan 2013/2014

### Major Concern I: To enhance students' learning outcome through improving language proficiency, developing self-regulatory learning habits and addressing diverse learning needs

Intended Outcomes	Strategies	Time scale	Success Criteria	Method of evaluation	Department(s)/ Committee(s)/ Teacher(s) Responsible	Resources Required
Enhancement of students' English proficiency	<ul style="list-style-type: none"> <li>To implement the refined teaching packages of those subjects participating in the Language-across-the-Curriculum Project (LAC) in previous 2 years</li> <li>To extend LAC Project to BAFS, Economics, Mathematics, ICT and History</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Higher attainment (raw score) in S3 students' English in TSA than 2012</li> <li>Passing percentages of S1-4 Half-yearly Exam (S1 &gt; 96%, S2 &gt; 98%, S3 &gt; 97%, S4 &gt; 99%)</li> <li>Score in Teaching Performance Survey (TPS, Second survey) (Q10 &gt; 3.25, Q35 &gt; 2.55)</li> <li>Average rating of English teachers in TPS Second survey &gt; 3.2</li> </ul>	<ul style="list-style-type: none"> <li>S3 TSA</li> <li>Internal assessment results</li> <li>Teaching Performance Survey</li> </ul>	<ul style="list-style-type: none"> <li>Panel Chairs of relevant subjects</li> <li>EMI Support Committee Chair</li> </ul>	Administrative support of the school EMI Support Committee and the School-based Support Team from the EDB
	<ul style="list-style-type: none"> <li>To implement the refined Reading-across-the-Curriculum Project (RAC) in S2 Integrated Humanities and S4 Science subjects</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>Panel Chairs of relevant subjects</li> <li>EMI Support Committee Head</li> </ul>	EOEBG
	<ul style="list-style-type: none"> <li>To enhance the effectiveness of English lessons by graded exercises in junior forms, enrichment exercises for high-fliers in senior forms and more systematic grammatical training</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>English Panel Chair</li> </ul>	
	<ul style="list-style-type: none"> <li>To enhance the EMI skills of non-language EMI subject teachers by (i) nominating teachers for relevant courses, and (ii) compiling the electronic bank on the related references</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>AP (academic)</li> </ul>	
	<ul style="list-style-type: none"> <li>To build an English-rich campus to encourage the use of English by</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>Relevant committee</li> </ul>	

	students in all aspects of school life				chairs, AP	
	<ul style="list-style-type: none"> <li>To provide junior-form students who are weak in English with afterschool remedial classes</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>AP (academic)</li> <li>English Panel Chairs</li> </ul>	EOEBG
Nurturing students as lifelong learners	<ul style="list-style-type: none"> <li>To strengthen students' metacognitive skills through (i) the application of metacognitive tools and self-regulated learning in daily teaching under a structuralized plan and (ii) the integration of metacognitive tools into the lesson design in the Collaborative Lesson Planning (CLP) exercise</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Score in Stakeholder Survey(Student, Q2&gt;3.8, Q8&gt;3.6, Q9&gt;3.5, Q10&gt;3.6, Q12&gt;3.7, Q13&gt;3.6 and Q14&gt;3.7)</li> <li>Score in TPS (Second survey, Q32&gt;3.11, Q36&gt;2.89)</li> <li>Rating of reading strategy in APASO(senior &gt; 2.92, junior&gt; 2.88)</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey</li> <li>Teaching Performance Survey</li> <li>APASO</li> </ul>	<ul style="list-style-type: none"> <li>Relevant panel chairs</li> <li>AP (Academic)</li> </ul>	
	<ul style="list-style-type: none"> <li>To enhance the habits and skills of reading by (i) promoting extensive reading, (ii) nurturing students' reading skills</li> <li>To diversify the book list for extensive reading through including subject-related readers</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>English and Chinese Panel Chairs</li> <li>Library Committee Chair</li> <li>EMI Support Committee Chair</li> </ul>	Administrative support from the Library and the School-based Support Team from the EDB
	<p><b>SUBJECT LEVEL:</b></p> <ul style="list-style-type: none"> <li>To better familiarize teaching staff with pedagogies that are relevant to small class teaching through staff development seminars and internal sharing</li> <li>To have lessons tailor-made to cater for students' diversified abilities and aptitudes</li> <li>To arrange enhancement classes or activities for high achievers to prepare them for examinations or broaden their horizons by</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>Relevant panel chairs</li> </ul>	

	respective departments					
Better attendance of learners' diversity	<b>SCHOOL LEVEL:</b> <ul style="list-style-type: none"> <li>To coordinate the nomination of students to competitions, activities &amp; awards through a centralized system such that students of different abilities can have the chances for further development</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>S3 TSA passing rates (Chi &gt; 97%, Eng&gt;99%, Maths&gt;99%)</li> <li>S3 students with passing average mark in HYE &gt; 73%</li> <li>Score in Teaching Performance Survey (Second survey, Q1&gt;3.25, Q2&gt;3.28, Q3&gt;3.23, Q4&gt;3.18, Q5&gt;3.17, Q6&gt;3.21, Q27&gt;3.17, Q28&gt;3.16)</li> </ul>	<ul style="list-style-type: none"> <li>S3 TSA and internal assessment</li> <li>Annual Assessment</li> <li>Teaching Performance Survey</li> <li>Stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>AP (Student Affairs) and KLA coordinators</li> </ul>	EOEBG
	<ul style="list-style-type: none"> <li>To offer after-school Chinese, English and Mathematics remedial classes for junior-form low-achievers in these three subjects</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Higher score in Stakeholder Survey(Parent) Q1, 3, 10 &amp; (Student) Q3, 21, 26</li> </ul>		<ul style="list-style-type: none"> <li>Relevant panel chairs</li> </ul>	EOEBG

### Major Concern II: To enable students to fully realize their potentials through character-building

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Department(s)/ Committee(s)/ Teacher(s) Responsible	Resources Required
Enhancement of students' self-discipline	<b>SCHOOL LEVEL:</b> <ul style="list-style-type: none"> <li>To achieve better understanding and consensus among teaching staff on expected student behaviours</li> <li>To encourage students' self-disciplined behaviour through positive reinforcements</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Consensus of teaching staff on the expected behaviour among students and the implementation priority are drawn</li> <li>Overall</li> </ul>	<ul style="list-style-type: none"> <li>Students' discipline records</li> <li>Students' overall performances in assemblies and</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>Discipline Committee</li> <li>Guidance Committee</li> <li>Life Education</li> </ul>	EOEBG, DLG, HKJC(LLF), ASLSPG

	<p>by giving them awards and commendations on more occasions</p> <ul style="list-style-type: none"> <li>To continue organizing special counseling groups for students with learning difficulties and behavioural problems by the Guidance Committee and the School Social Workers</li> <li>To organize parenting forums to synchronize parents' and school effort to develop self-discipline among students</li> </ul> <p>CLASS LEVEL:</p> <ul style="list-style-type: none"> <li>To assist students to set and implement their goals with the element of self-discipline incorporated in the Life Building Scheme</li> </ul>	<p>Dec 2013, Apr 2014</p>	<p>improvements in the Discipline record</p> <ul style="list-style-type: none"> <li>Overall improvements in the performance assemblies</li> <li>Improvements in the Stakeholder survey (Student) on Q 16, 19, 23, 25, 26 (Q16&gt;3.6, Q19&gt;3.9, Q23&gt;3.8, Q25&gt;3.8, Q26&gt;3.8)</li> <li>Stakeholder survey (Parent) scores of Q9,17,20 &gt;3.6; Q18,19,21,23 &gt; 3.8</li> <li>Improvements in the APASO in the area of "emotional stability"(score of junior forms &gt;2.8; score of senior forms&gt;2.63)</li> <li>Improvements in Stakeholder survey (Parent) on the areas "My view on support for student development" (Q6&gt;3.5, Q7&gt;3.8, Q8&gt;3.8, Q9&gt;3.8, Q10&gt;3.9) and "My views on home-school</li> </ul>	<p>other school functions.</p> <ul style="list-style-type: none"> <li>Stakeholder Survey (Teacher, Parent &amp; Student)</li> <li>APASO</li> </ul>	<p>Committee</p>	
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			cooperation” (Q17>3.6, Q18>3.7, Q19>3.7, Q20>3.6, Q21>3.7, Q22>3.1, Q23>3.7)			
Strengthening students’ self-confidence	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To develop a centralized information system to monitor the nomination of students’ to various internal and external extracurricular activities</li> <li>To organize training programmes for student leaders</li> <li>To develop students’ career aspiration through career mapping programmes</li> <li>To recognize students’ outstanding achievements in assemblies and through exhibitions</li> <li>To nurture students’ confidence and responsibility through their participation in the Student Council</li> </ul> <p>CLASS LEVEL:</p> <ul style="list-style-type: none"> <li>To enhance the culture of appreciation on students’ strengths and achievements by setting an honours list in each class</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Successfully nominations for students to participate in different training activities and receive various awards by using the centralized information system</li> <li>Successfully organization of training camps and workshops meeting the expected number of participants</li> <li>Significant improvement in students’ self-confidence and leadership after the training programmes through pre- and post-tests</li> <li>Stakeholder survey (student) Q.17 &amp; 19 &gt; 3.9.</li> <li>Improvements in the APASO in the area of</li> </ul>	<ul style="list-style-type: none"> <li>Nomination and participation records of students</li> <li>Stakeholder Survey (Student)</li> <li>APASO</li> <li>Pre- &amp; post-tests</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>Discipline Committee</li> <li>Guidance Committee</li> <li>Life Education Committee</li> <li>OLE Committee</li> <li>Career &amp; Further Studies Committee</li> </ul>	EOEBG, DLG, HKJC(LLF), ASLSPG

			<p>“Perseverance” (score of junior forms&gt;2.98, senior, score of senior forms&gt;2.91) “Social Integration” (score of junior forms&gt;2.95, senior, score of senior forms&gt;3.04) and “Interpersonal Competence” (score of junior forms&gt;2.86, senior, score of senior forms&gt;2.92)</p>			
Widening students’ exposure	<p><b>SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>To monitor the appropriate nominations of students to various award schemes outside school and overseas’ exchange programmes through the centralized information system</li> <li>To broaden students’ exposure on different careers through the developing Alumni Mentorship Scheme</li> <li>To organize “Cross Boundary Learning Activities” to Mainland China and Taiwan for 80 S5 students and 40 S3 students</li> </ul> <p><b>CLASS LEVEL:</b></p> <ul style="list-style-type: none"> <li>To organize wider variety of field studies for different levels of students by various</li> </ul>	<p>Whole year</p> <p>Whole year</p> <p>Apr 2014</p>	<ul style="list-style-type: none"> <li>A 10% increase in the number of students nominated to various award schemes outside school overseas’ exchange programmes</li> <li>Successful organization of “Cross Boundary Learning Activities” for F.3 and F.5 students respectively</li> <li>Significant improvement in students’ attitudes and knowledge on the visited places</li> </ul>	<ul style="list-style-type: none"> <li>Nomination and participation records of students.</li> <li>Stakeholder Survey (Student)</li> <li>APASO</li> <li>Pre- &amp; post-tests</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>Career &amp; Further Studies Committee</li> <li>Alumni Association</li> <li>Department chairs</li> </ul>	<p>EOEBG, DLG, HKJC(LLF), ASLSPG, CCF</p>

	departments		<p>through pre- and post-tests</p> <ul style="list-style-type: none"> <li>• Improvements in the APASO in the area of “Opportunity” and “Emotional Attachment to the Nation”</li> <li>• Successful organization of the first mentorship seminar and the mentor-mentee gathering</li> <li>• Successful organization of different field study programmes</li> <li>• Improvement in the Stakeholder Survey (students) Q1 (score of Q1&gt;3.5)</li> </ul>			
Early intervention to meet students’ identified needs	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>• To ensure early intervention by prompt referral of students in need to guidance teachers, social workers &amp; educational psychologists</li> <li>• To set up a functional group under the Guidance Committee to address students’ special educational needs</li> <li>• To apply for the EDB’s School-Based Educational Psychology Service (SBEPS) for</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• The completion of various intervention procedures careful monitoring by the Guidance Committee according to the S1 student information record form and teachers’ referral</li> <li>• The successful acquirement of SBEPS</li> </ul>	<ul style="list-style-type: none"> <li>• S1 students’ records</li> <li>• Reports from the Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs Committee</li> <li>• Guidance Committee</li> <li>• School Social Workers</li> </ul>	EOEBG, SSB, Special grant from the EDB

	the provision of a close and comprehensive support to the students in need					
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**Major Concern III: To enable the teaching staff to develop into a Learning Organization through collaboration and self-evaluation**

Intended outcome	Strategies	Time scale	Success criteria	Method of evaluation	Department / Committee responsible	Resources required
Develop an environment that encourages professional dialogue for pursuing improvement	<ul style="list-style-type: none"> <li>To improve the effectiveness of Collaborative Lesson Planning(CLP) by increasing flexibility and closer supervision</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Score in Stakeholder Survey (Teacher, Q11&gt;3.7, Q14&gt;3.7, Q15&gt;3.7, Q18&gt;4.1, Q19&gt;4.2, Q21&gt;3.0, Q22&gt;3.4, Q23&gt;3.1, Q25&gt;3.1)</li> <li>Teachers' agreement on the fact that they have more professional dialogues about teaching and school improvement</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>Comment from teachers in evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>AP (academic)</li> </ul>	
	<ul style="list-style-type: none"> <li>To help teachers performing well in CLP form some pilot quality circles and let them share their findings on Staff Development Days</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>AP (academic)</li> <li>Staff Development Committee Chair</li> </ul>	
	<ul style="list-style-type: none"> <li>To report findings from the appraisal system and other surveys to staff and use them for the steering of staff development</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>AP</li> <li>Staff Development Committee Chair</li> </ul>	
	<ul style="list-style-type: none"> <li>To arrange more chances of professional interflow among our staff on Staff Development Days</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>Staff Development Committee Chair</li> </ul>	
	<ul style="list-style-type: none"> <li>To create more chances for sharing of experiences between class teachers on class management and Life Building Scheme</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>AP</li> <li>Staff Development Committee Chair</li> </ul>	
	<ul style="list-style-type: none"> <li>To offer professional training session for teachers, such as</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>Staff Development</li> </ul>	EOEBG \$10000

	those related to group dynamics, relationship, trust building and stress management				Committee Chair	
Improvement of the school planning-implementation-evaluation (PIE) cycle	<ul style="list-style-type: none"> <li>• Make better use of the data from evaluations, surveys and staff appraisal for planning by Subject Panels and Committees</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Score in Stakeholder Survey (Teacher, Q3&gt;3.2, Q4&gt;3.5, Q5&gt;3.6, Q6&gt;3.8, Q7&gt;3.4, Q10&gt;3.3, Q12&gt;3.7, Q13&gt;3.7, Q16&gt;4.1, Q17&gt;4.1, Q30&gt;3.7, Q31&gt;3.8, Q32&gt;3.9)</li> <li>• Higher rating of Annual Plans (setting, implementation and evaluation) by AP</li> <li>• Teachers' better understanding and handling of PIE</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder Survey</li> <li>• Comment from AP, teachers, panel and committee chairs</li> </ul>	<ul style="list-style-type: none"> <li>• AP</li> <li>• Relevant panel and committee chairs</li> </ul>	
	<ul style="list-style-type: none"> <li>• To refine the setting and evaluation of School, Panel and Committee Annual Plans by greater participation of staff in decision making</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>• P &amp; AP</li> <li>• Subject Panel and Committee Chairs</li> </ul>	
	<ul style="list-style-type: none"> <li>• To supervise better the implementation of Annual Plans by refining the rules of writing and submitting agendas and minutes of meetings</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>• P &amp; AP</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Building shared vision among staff of different aptitudes and points of view	<ul style="list-style-type: none"> <li>• To align teachers' view upon school policies and their implementation through active involvement of all staff in the making of important decisions</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Score in Stakeholder Survey (Teacher, Q1&gt;3.6, Q3&gt;3.2, Q7&gt;3.4, Q14&gt;3.7, Q52&gt;4.1, Q53&gt;4.1, Q55&gt;3.2, Q56&gt;3.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder Survey</li> </ul>	<ul style="list-style-type: none"> <li>• P &amp; AP</li> </ul>	

## Plan on use of Capacity Enhancement Grant / Senior Secondary Curriculum Support Grant in 2013/2014 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: 27

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	Small class teaching and the implementation of Putonghua without additional staff resources	To employ the qualified contract teachers (1 GM, Point 19 & 1 CM, Point 14) AND they will take up 6 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 have their heavy workload practically released.	2013/2014 School Year	GM Salary of contract teacher for 12 months, including MPF [(29,720x7 + 30,908x5 + 1,250x9 + 1,500x3=378,330]  CM Salary of contract teacher for 12 months, including MPF [(23,285x7 + 24,216x5 + 1,164x7 + 1,211x5=298,279)]	Chinese teachers show improvement in their teaching effectiveness	Questionnaire	Chinese Panel
Enhancement of English Language Teaching	English teacher can spare more time on teaching by releasing their administrative duties	To employ one teaching assistant who will provide general supports to the English Panel by taking up routine non-teaching duties, and after-school remedial class.		2013/2014 School Year	Salary of contract teaching assistant for 12 months, including MPF [(13,000 + 650)x12 = 163,800]	English teachers show improvement in their teaching effectiveness		English Panel

Enhancement of English Language Teaching	Small class in juniors form and S.5.	To employ a qualified contract teacher (GM, Point 19) who will take up 3 classes of English and perform the same duties as required of a regular teacher	The class sizes at the respective forms are reduced and greater attention can be given to students.	2013/2014 School Year	Salary of contract teacher for 12 months, including MPF [(29,720x7 + 30,908x5 + 1,250x9 + 1,500x3=378,330)]		Questionnaire	English Panel
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Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Capacity Enhancement Grant</b>	537,792			
GM (Point 19) in Chinese		378,330		
Teaching Assistant for English Panel		163,800	(4,338)	The deficit is covered by EOEBG

Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Senior Secondary Curriculum Support Grant</b>	741,510			
GM (Point 19) in English		378,330		
GM (Point 21) in Science		298,279	64,901	

**Wong Shiu Chi Secondary School**  
**School-based After-school Learning and Support Programmes 2013/14 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, 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 their transition to an English learning environment	- Attendance - Improvement in their reading, speaking and comprehensive ability	- Attendance record - Reports prepared by tutors	22.7.2013 – 9.8.2013	18	9,000.00	Q-Language
School Prefect	To familiarize	Prefects can take	Comments	Oct 2013 & July	20	10,000.00	-

Training Camps	newly appointed prefects with the operational routines, to develop the team spirit and collaboration	up their duty confidently	from the teacher advisors	2014			
School Picnic	Transport fee			Nov 2013	80	4,000.00	
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	35	45,000.00	Music Friendly / 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	5,000.00	

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	14	10,000.00	
Music & Speech Festival Competitions	To develop students' skills in musical and speech	Competitions can enrich their experience	Competition results	Nov 2013 to Jan 2014	20	2,000	
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	5,000.00	Miscellaneous agents
						95,000	

## Budget Summaries 2013/2014

<b>EOEBG (Baseline)</b>	<b>Income /\$</b>	<b>Expenditure /\$</b>
General Administrative Expenditure	1,857,943.50	700,000.00
Light & Power		380,000.00
Library Books and CD-ROM's		83,600.00
Extra-Curricular Activities (Note1)		162,500.00
Integrated Science		20,000.00
Visual Art		33,000.00
Home Economics		25,000.00
Design & Technology		42,000.00
Putonghua		1,000.00
Biology		22,000.00
Physics		20,000.00
Chemistry		40,000.00
Chinese Language		2,000.00
English Language		20,000.00
Enrichment Course Taught By NET		140,000.00
Chinese Extensive Reading Scheme		12,000.00
English Extensive Reading Scheme		12,000.00
Staff Development and Training		7,000.00
Guidance Programmes		20,000.00
Lift Maintenance Grant		38,000.00
Composite Furniture & Equipment		400,000.00
Replacement of the audio system in hall		400,000.00
Deficit transferred to EOEBG		101,068.00
	<u>1,857,943.50</u>	<u>2,681,168.00</u>
<b>EOEBG (Specific)</b>		
Administration Grant	3,531,798.00	3,244,009.00
Composite Information & Technology	392,943.00	350,000.00
Noise-abatement and air-conditioning	281,940.00	180,000.00
Capacity Enhancement Grant (Note2)	537,792.00	542,130.00
	<u>4,744,473.00</u>	<u>4,316,139.00</u>
<b>Other Grants Account</b>	<b>Income /\$</b>	<b>Expenditure /\$</b>
Teacher Relief Grant (170,000+\$1,404,600) (Note 3)	1,574,600.00	1,517,106.40
Home-school co-operation activities	14,811.00	14,811.00
Senior Secondary Curriculum Support Grant (Note 4)	741,510.00	676,609.00
Extra Senior Secondary Curriculum Support Grant (Note 5)	250,000.00	176,400.00
Fractional Post Cash Grant (Note 6)	346,038.00	361,112.00
School-based after School Learning	88,400.00	88,400.00
HKJC LW Learning Fund	96,100.00	96,100.00
Learning Support Grant Secondary School (SEN)	28,000.00	28,000.00
Community Care Fund - School-based Fund for Cross Boundary Learning Activities	90,000.00	90,000.00
Diversity Learning Grant - Others Languages (Japanese) (Note 7)	196,000.00	230,000.00
Diversity Learning Grant - Others Programme	105,000.00	105,000.00
Diversity Learning Grant - NSS Applied Learning Courses (ApL)	4,600.00	4,600.00
Refined English Enhancement Scheme (Note 8)	315,600.00	378,330.00
Moral & National Education Support Grant	469,150.00	80,000.00
	<u>4,319,809.00</u>	<u>3,846,468.40</u>

- Notes
1. An additional \$30,000 Subsidy from Beat Drug Fund will be received.
  2. To cover the salaries for 1 no. Eng. TA (\$163,800), 1 no. Chi. GM (\$378,330), the deficit (\$4,338) is covered by EOEBG.
  3. To cover the salaries for 1 no. Chi. GM (\$344,675), 1 no. Eng. CM (\$328,612), 1 no. Science GM (\$415,420), 2 nos. TA for Chi. & Adimin. (\$327,600), 1 no. TA for Math from Jan 14 (\$100,800) and supply teachers.
  4. To cover the salaries for 1 no. Eng. GM (\$378,330), 1 no. Chi. CM (\$298,279).
  5. To cover the salaries for 1 no. LS TA (\$176,400).
  6. To cover the salaries for 1 no. Eng. GM (\$361,112), the deficit (\$15,074) is covered by surplus from previous year
  7. The deficit (\$34,000) is covered by EOEBG.
  8. To cover the salaries for 1 no. LS. GM (\$378,330), the deficit (\$62,730) is covered by EOEBG.