

# WONG SHIU CHI SECONDARY SCHOOL

## ANNUAL PLAN 2014/2015

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## Annual Plan 2014/2015

**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	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To consolidate and improve the Language-across-the-Curriculum Project by (a) refining and developing related teaching and learning materials, and (b) strengthening the coordination among participating subjects</li> <li><b><u>To expand the Reading-across-the-Curriculum Project (RAC) in junior forms</u></b></li> <li>To build an English-rich campus <b><u>by strengthening</u></b> the use of English by students in all aspects of school life</li> </ul>	Whole year	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Higher score (raw score) in S3 students' English in TSA than 2013</li> <li>Higher average score in the post-test of English Proficiency Assessment (EPA) than the pre-test</li> <li>Higher score in Teaching Performance Survey than last year (TPS Second Survey) (Q10 &gt;3.25, Q35&gt;2.63)</li> <li>Higher average rating of English teachers in TPS Second Survey than last year (&gt;3.25)</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 Committee Chair</li> <li>Panel Chairs of relevant subjects</li> <li>EMI Committee Chair</li> <li>AP</li> <li>English Panel Chair</li> </ul>	<p>QEF</p> <p>EOEBG</p>
	<p>SUBJECT LEVEL:</p> <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 &amp; vocabulary building</li> <li>To review the curriculum of afterschool remedial classes to cater to students' needs better</li> </ul>	Whole year			<ul style="list-style-type: none"> <li>English Panel Chair</li> </ul>	

Intended Outcomes	Strategies	Time scale	Success Criteria	Method of evaluation	Department(s)/ Committee(s)/ Teacher(s) Responsible	Resources Required
Nurturing students as lifelong learners	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To strengthen students' metacognitive skills through the concerted application of selected metacognitive tools and self-regulated learning practices in daily teaching</li> <li>To help cultivate the habit of self-regulated learning with a web-based platform</li> <li>To promote collaborative learning through (i) staff development in related skills and <b><u>(ii) piloting projects in some subjects</u></b></li> </ul>	Whole year	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Higher score in Stakeholder Survey than last year (Student, Q2&gt;3.9, Q8&gt;3.7, Q9&gt;3.7, Q10&gt;3.7, Q12&gt;3.8, Q13&gt;3.7 and Q14&gt;3.8)</li> <li>Higher rating of reading strategy in APASO than last year (senior &gt;2.86, junior &gt;2.99)</li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li><b><u>More students demonstrate metacognitive skills and habits in learning</u></b></li> <li><b><u>Students demonstrate higher interest and better skill of reading</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder survey</li> <li>Teaching Performance Survey</li> <li>APASO</li> <li><b><u>Teachers' observation</u></b></li> <li><b><u>Questionnaire assessing metacognitive learning</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Panel Chairs of relevant subjects</li> <li>AP(Academic)</li> <li>Chair of IT in education committee</li> <li>Panel Chairs of relevant subjects</li> <li>Staff Development Committee Chair</li> <li>AP(Academic)</li> </ul>	EOEBG
	<p>Subject LEVEL:</p> <ul style="list-style-type: none"> <li>To enhance the habits and skills of reading by (i) promoting extensive reading, and (ii) nurturing students' reading skills</li> <li>To keep diversifying the book list for extensive reading through including more 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>	EOEBG
Better attendance of learners' diversity	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To coordinate the nomination of students to competitions, activities and awards through a centralized system such that students of different abilities can have the chances for further development</li> </ul>	Whole year	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Higher S3 TSA passing rates than last year (Chi&gt;97%, Eng&gt;98%, Maths&gt;97%)</li> <li>More students gaining passing average mark in HYE than last year &gt; 66%</li> </ul>	<ul style="list-style-type: none"> <li>TSA</li> <li>HYE</li> <li>Teaching performance survey</li> </ul>	<ul style="list-style-type: none"> <li>AP (Student Affairs)</li> <li>KLA Coordinators</li> </ul>	

Intended Outcomes	Strategies	Time scale	Success Criteria	Method of evaluation	Department(s)/ Committee(s)/ Teacher(s) Responsible	Resources Required
	<p>SUBJECT LEVEL:</p> <ul style="list-style-type: none"> <li>To review the curriculum and administration of 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 Teaching Performance Survey (Q.1 – 6) than last year (Second Survey: Q1&gt;3.26, Q2&gt;3.26, Q3&gt;3.22, Q4&gt;3.2, Q5&gt;3.19, Q6&gt;3.22)</li> <li>Higher score in Stakeholder Survey than last year (Parent: Q1&gt;3.4, Q3&gt;3.4, Q10&gt;3.7 and (Student: Q3≥4.0, Q21&gt;3.9 and Q26&gt;3.9)</li> </ul>		<ul style="list-style-type: none"> <li>Panel Chairs of relevant subjects</li> </ul>	

## 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	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To draw consensus on the school's expectations on students' behaviours</li> <li>To facilitate the synergy of the efforts of all teachers to nurture students' behaviours</li> <li>To continue encouraging students' self-disciplined behaviour through positive reinforcements</li> <li>To organize special counseling groups and experiential training programmes for students with learning difficulties and behavioural problems</li> </ul>	<p>Sept 2014</p> <p>Whole year</p> <p>Whole year</p>	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Overall improvements in the Discipline record</li> <li>Stakeholder Survey (Student) scores of Q12&gt;3.7, Q15&gt;3.6, 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 Q6&gt;3.4, Q7&gt;3.7, Q8&gt;3.7, Q9&gt;3.8,</li> <li>APASO in the area of "Emotional stability"(scores of junior forms &gt;2.8; score of senior forms &gt;2.7)</li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li><b><u>Positive feedback staff, students and parents</u></b></li> <li><b><u>Positive feedback from the participants of different counseling groups</u></b></li> <li><b><u>Improvement in attitude of the participants in different groups</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Students' discipline records</li> <li>Students' overall behavioural performances</li> <li>Stakeholder Survey (Teacher, Parent &amp; Student)</li> <li>APASO</li> <li><b><u>Feedback from staff, students and parents</u></b></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> </ul>	<p>EOEBG, DLG, HKJC(LLF), ASLSPG</p>
Strengthening students' self-confidence	<p>SCHOOL LEVEL:</p> <p>School level</p> <ul style="list-style-type: none"> <li>To <b><u>closely</u></b> monitor the students' participation in various internal and external extra-curricular activities and awards schemes</li> <li>To organize training programmes for student leaders</li> <li>To develop students' careers and</li> </ul>	<p>Whole year</p>	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Improvement in students' self-confidence scores after the training programmes</li> <li>Stakeholder Survey (student) scores of Q9&gt;3.7, Q17&gt;3.8, Q19&gt;3.9, Q21&gt;3.9</li> <li>APASO in the area of "Perseverance" (score of</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey (Student)</li> <li>APASO</li> <li>Pre- &amp; post-tests after different programmes</li> <li><b><u>Feedback from related staff and</u></b></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> </ul>	<p>EOEBG, DLG, HKJC(LLF), ASLSPG</p>

	<p>further studies' aspiration through counseling, personality tests and careers mapping programmes</p> <ul style="list-style-type: none"> <li>To recognize students' outstanding achievements through different means such as assemblies, school webpage and exhibitions on the school campus</li> <li>To enhance the collaboration of the Student Council and the Student Association by providing more training and guidance for the executive committees and to build up their routines in self-evaluation</li> </ul> <p>FORM LEVEL:</p> <ul style="list-style-type: none"> <li>To guide students to set, implement and reflect their goals through the Life Building Scheme</li> </ul> <p>CLASS LEVEL:</p> <ul style="list-style-type: none"> <li>To develop a class culture of appreciation on students' achievements</li> </ul>		<p>junior forms&gt;2.96, score of senior forms&gt;2.92) "<i>Situation Control</i>" (score of junior forms&gt;2.97, senior forms&gt;2.92)</p> <p>"<i>Social Integration</i>" (score of junior forms<math>\geq</math>3, senior forms<math>\geq</math>3)</p> <p>"<i>Interpersonal Competence</i>" (score of junior forms&gt;2.92, score of senior forms&gt;2.92)</p> <p>"<i>Commitment</i>" (score of junior forms<math>\geq</math>3, senior forms<math>\geq</math>3.09)</p> <ul style="list-style-type: none"> <li>"<i>Goal Setting</i>" (score of junior forms&gt;2.94, senior forms&gt;2.94)</li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li><b><u>Positive feedback from teachers, students and parents</u></b></li> <li><b><u>Positive feedback from programmes participants and prizes awardees</u></b></li> </ul>	<p><b><u>students and parents</u></b></p>	<ul style="list-style-type: none"> <li>OLE Committee</li> <li>Careers &amp; Further Studies Committee</li> </ul>	
Widening students' exposure	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To nominate students to various programmes (exchange, experiential and training) and awards schemes outside school</li> <li>To broaden students' exposure on different careers and further studies through various programmes of the Careers and Further Studies Committee and the OLE committee</li> </ul>	Whole year	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li><b><u>High scores in post tests</u></b></li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li><b><u>Positive feedback from the teacher-in-charge and participants of the respective programmes</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Pre- &amp; post-tests after different programmes</li> <li><b><u>Feedback from related staff and participants</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>Careers &amp; Further Studies Committee</li> <li>OLE Committee</li> <li>Department chairs</li> </ul>	EOEBG, DLG, HKJC(LLF), ASLSPG,

	<ul style="list-style-type: none"> <li>To broaden students' horizons and exposures by <ul style="list-style-type: none"> <li>➤ organizing "Cross Boundary Exchange Tours" to Mainland China for 40 S5 and 40 S3 students.</li> <li>➤ organizing "Outward Bound Training Programme" for 12 S4 student leaders.</li> <li>➤ organizing different field studies programmes by various departments.</li> <li>➤ organizing different visits for junior forms by various departments.</li> <li>➤ organizing career mapping and exploration programmes on further studies for junior forms</li> </ul> </li> </ul>	<p>March to Early April 201</p>	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Improvement in students' attitudes and knowledge on the visited places in post-tests and</li> <li>APASO in the area of "Emotional Attachment to the Nation" (score of junior forms&gt;2.6, senior forms&gt;2.4)</li> <li>Stakeholder Survey (students) (score of Q1&gt;3.7)</li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li><b><u>Positive attitude of participants after the training / activities</u></b></li> <li><b><u>Positive feedback of participants and the teachers-in-charge</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey (Student)</li> <li>APASO</li> <li>Pre- &amp; post-tests after different programmes</li> <li><b><u>Feedback from Assemblies and the booth display sessions</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>Career &amp; Further Studies Committee</li> <li>Department chairs</li> </ul>	<p>EOEBG, DLG, HKJC(LLF), ASLSPG, QEF</p>
<p>Early intervention to meet students' identified needs</p>	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li><b><u>To intervene students with SENs promptly among form coordinators, guidance committees and the School Social Workers</u></b></li> <li>To <b><u>enhance</u></b> the information system so as to facilitate the identification and handling of students with SENs</li> </ul> <p>FORM LEVEL:</p> <ul style="list-style-type: none"> <li>To conduct students' forums addressing their achievements and difficulties in studies for students at each level</li> </ul>	<p>Whole year</p> <p>1<sup>st</sup> Term</p>	<p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Adequate and prompt intervention procedures, carefully monitored by the Guidance Committee according to the S1 student information record form and teachers' referral</li> <li>Close collaboration of the form coordinators with the teachers and the guidance committee in the referral and handling of students with SENs in different forms</li> <li><b><u>Positive feedback from teachers, students and parents.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Reports from the Guidance Committee</li> <li><b><u>Feedback from the respective teachers, parents and students</u></b></li> <li>Questionnaire after the forums</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>Guidance Committee</li> <li>Life Education Committee</li> <li>School Social Workers</li> </ul>	<p>EOEBG, SSB, Beat Drugs Fund, Special grant from the EDB</p>

### Major concern III: To enable the teaching staff to develop into a Learning Organization through collaboration and self-evaluation

Intended Outcomes	Strategies	Time scale	Success Criteria	Method of evaluation	Department(s)/ Committee(s)/ Teacher(s) responsible	Resources Required
Development of an environment that encourages professional dialogue for pursuing improvement	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To develop Collaborative Lesson Planning into Action Research system of teaching and learning</li> <li>To support the development of Action Research with (i) staff development activities, (ii) relevant administrative arrangements, and (iii) <b><u>sharing among staff</u></b></li> </ul>	Whole year	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Higher score in Stakeholder Survey than last year (Teacher, Q11&gt;3.6, Q14&gt;3.5, Q15&gt;3.5, Q18≥4.0, Q19≥4.3 Q21&gt;3.2, Q22&gt;3.5, Q23&gt;3.3 Q25&gt;3.0)</li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <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> <li>Staff Development Committee Chair</li> </ul>	EOEBG
Improvement of the school planning-implementation-evaluation (PIE) cycle	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>To offer related staff development activities, with focus on data interpretation and evaluation models</li> </ul>	Whole year	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Higher score in Stakeholder Survey than last year (Teacher, Q3&gt;3.1, Q4&gt;3.4, Q5&gt;3.7, Q6&gt;3.8, Q7&gt;3.3, Q10&gt;3.2, Q12&gt;3.6, Q13&gt;3.6, Q16≥4.2, Q17≥4.1, Q30&gt;3.5, Q31&gt;3.8, Q32&gt;3.8)</li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li>Teachers' agreement on the fact that they have better understanding of PIE cycle</li> <li>Higher rating of subjects' and committees' Annual Plans (setting, implementation and evaluation) by AP</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>Comment from AP in evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development Committee Chair</li> </ul>	EOEBG

<p>Building shared vision among staff of different aptitudes and points of view</p>	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> <li>• To align teachers' views upon school policies and their implementation through revisiting our school mission</li> <li>• To enhance internal communication through releasing executive summaries of committees (School Development Committee, Academic Committee and Student Affairs Committee) regularly to all staff</li> </ul>	<p>Whole year</p>	<p><b><u>Quantitative assessment</u></b></p> <ul style="list-style-type: none"> <li>• Higher score in Stakeholder Survey than last year (Teacher, Q1&gt;3.5, Q3&gt;3.1, Q7&gt;3.3, Q14&gt;3.5, Q52≥4.0, Q53≥4.0, Q55&gt;3.1 and Q56&gt;3.5)</li> </ul> <p><b><u>Qualitative assessment</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>More teachers agree that they have shared vision upon school development</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder Survey</li> <li>• <b><u>Discussion among teachers</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Principal &amp; AP</li> <li>• Chairs of relevant committees</li> </ul>	
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## Plan on use of Capacity Enhancement Grant / Senior Secondary Curriculum Support Grant in 2014/2015 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: 26

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) AND 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 have their heavy workload practically released.	2014/2015 School Year	GM Salary of contract teacher for 12 months, including MPF [(31,120 x 7) + (32,365 x 5) + (1,500 x 12) = 397,665]	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.		2014/2015 School Year	Salary of contract teaching assistant for 12 months, including MPF [(14,000 + 700)x12 = 176,400]	English teachers show improvement in their teaching effectiveness		English Panel

Enhancement of English Language Teaching	Small class in juniors form and S.4	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.	2014/2015 School Year	GM Salary of contract teacher for 12 months, including MPF [(31,120 x 7) + (32,365 x 5) + (1,500 x 12) = 397,665]		Questionnaire	English Panel
Giving support to the implementation of Liberal Studies and Science	To adopt small group teaching in Liberal Studies, such that the 4 classes at S4 split into 5 groups and 5 classes at each S.5 and S.6 Levels into 7 groups	To employ a qualified teacher (GM, Point 19) who will take up classes in Liberal Studies & Integrated Science and perform the same duties as required of a regular teacher	The teaching load of existing Liberal Studies & Integrated Science teacher will be released and they will be spared to take up split classes in Liberal Studies	2014/2015 School Year	GM Salary of contract teacher for 12 months, including MPF [(31,120 x 7) + (32,365 x 5) + (1,500 x 12) = 397,665]		Questionnaire	

Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Capacity Enhancement Grant</b>	557,148			
GM (Point 19) in Chinese		397,665		
Teaching Assistant for English Panel		176,400	(16,917)	The deficit is covered by EOEBG

Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Senior Secondary Curriculum Support Grant</b>	692,076			
GM (Point 19) in English		397,665		
GM (Point 21) in Liberal Studies		397,665	(103,254)	The deficit is covered by EOEBG

**Wong Shiu Chi Secondary School**  
**School-based After-school Learning and Support Programmes 2014/15 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	21.7.2014 – 8.8.2014	18	9,000.00	Headstart Group Ltd.

School Picnic	Transport fee	- Attendance	- Attendance record	21 Nov 2014	40	2,000.00	
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	23	42,500.00	Music Friendly / Vincent Music
Field Trip and Training Camp for difference subject	Transport fee	- Attendance	- Attendance record	Year round	15	4,000.00	
Music & Speech Festival Competitions	To develop students' skills in musical and speech	Competitions can enrich their experience	Competition results	Nov 2014 – Mar 2015	12	1,500.00	
After school English Enhancement Activities	To extend students' exposure to authentic English.	Improvement in the standard of English	Attendance and their performance in the activities	Year round	14	21,200.00	
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	30,000.00	

Sports training, e.g. fencing, judo, jazz, badminton, table tennis, soft ball ...etc	To develop the spirit of collaboration, self management, and skills in sports	Active participation in the respective sports events	Attendance record and comments from the tutors	Year round	20	20,000.00	
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	15,000.00	Miscellaneous agents
						145,200.00	

## Plan on use of Career and Life Planning (CLP) Grant in 2014/2015 School Year

Name of School: Wong Shiu Chi Secondary School

Task area	Major area(s)	Strategies/Tasks	Benefits anticipated	Time scale	Resources required	Success criteria	Methods of evaluation	People responsible
Enhancing the capacity of the teaching team for the implementation of more life planning education elements in a holistic and systematic manner	review and refine the current career education curriculum, widen the scope of career guidance activities, and provide individual guidance	<ul style="list-style-type: none"> <li>• To employ a qualified teacher (GM, Point 17) who will take up classes in Mathematics, Liberal Studies and Economics &amp; Society and perform the same duties as required of a regular teacher.</li> <li>• hire of services relevant to life planning education</li> <li>• To employ a part-time clerical staff</li> </ul>	The teaching load of existing career teachers will be released to review and refine the current practices of the Careers Team, to expand the scope of the existing level of career guidance service, to give greater attention to junior secondary students	2014/15 School Year	<p>GM Salary of contract teacher for 12 months, including MPF [(28,256 x 7 ) + (29,386 x 5 ) + (1,412.8 x 7 + 1,469.3 x 5 ) = \$361,958.1]</p> <p>A part-time clerical staff (\$60,000) for 6 months Jan-June 2015</p> <p>14% of the CLP grant for hire of services (\$70,000)</p>	refer to the annual plan of the Careers and Further Studies Committee	Questionnaire APASO Stakeholder Survey Teachers' feedback	Careers and Further Studies Committee

Budget Summaries 2014/2015		Income / \$	Expenditure / \$
<b>EOEBG (Baseline)</b>			
General Administrative Expenditure		1,872,670.51	560,000.00
Light & Power			450,000.00
Library Books and CD-ROM's			83,600.00
Extra-Curricular Activities (Note1)			140,000.00
Integrated Science			20,000.00
Visual Art			33,000.00
Home Economics			28,000.00
Design & Technology			41,500.00
Putonghua			700.00
Biology			18,000.00
Physics			23,000.00
Chemistry			40,000.00
Chinese Language			2,000.00
English Language			10,000.00
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			4,500.00
Lift Maintenance Grant			42,000.00
Composite Furniture & Equipment			240,000.00
Purchase Student Chairs and Tables (5 classes)			153,000.00
Deficit transferred to EOEBG			152,371.00
		<u>1,872,670.51</u>	<u>2,212,671.00</u>
<b>EOEBG (Specific)</b>			
Administration Grant		3,615,674.00	3,403,478.00
Composite Information & Technology		407,089.00	400,000.00
Noise-abatement and air-conditioning		292,092.00	180,000.00
Capacity Enhancement Grant (Note2)		557,148.00	574,065.00
		<u>4,872,003.00</u>	<u>4,557,543.00</u>
<b>Other Grants Account</b>		<b>Income / \$</b>	<b>Expenditure / \$</b>
Teacher Relief Grant (180,000+\$1,410,600) (Note 3)		1,590,600.00	1,458,641.00
Home-school Co-operation Activities Grant		14,989.00	14,989.00
Senior Secondary Curriculum Support Grant (Note 4)		692,076.00	795,330.00
Extra Senior Secondary Curriculum Support Grant (Note 5)		250,000.00	0.00
Fractional Post Cash Grant (Note 6)		346,038.00	397,665.00
School-based After School Learning		145,200.00	145,200.00
HKJC LW Learning Fund		84,900.00	84,900.00
Learning Support Grant Secondary School (SEN)		45,500.00	45,500.00
Diversity Learning Grant - Others Languages (Japanese) (Note 7)		213,500.00	245,700.00
Diversity Learning Grant - Others Programme		98,000.00	98,000.00
Diversity Learning Grant - NSS Applied Learning Courses (ApL)		22,500.00	22,500.00
Career and Life Planning Grant (Note 8)		494,340.00	490,000.00
Moral & National Education Support Grant		357,033.00	92,000.00
Understanding Our Motherland		32,000.00	32,000.00
Mainland Exchange Program		57,600.00	57,600.00
School Fund (Note 9)			500,000.00
		<u>4,444,276.00</u>	<u>4,480,025.00</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 (\$176,400), 1 no. Chi. GM (\$397,665), the deficit (\$16,917) is covered by EOEBG.
  3. To cover the salaries for 1 no. Chi. GM (\$379,545), 1 no. Science GM (\$436,496), 4 nos. TA for Chi., LS, Maths & Adimin. (\$642,600), and supply teachers.
  4. To cover the salaries for 1 no. Eng. GM (\$397,665), 1 no. LS. GM (\$397,665), the deficit (\$103,254) is covered by EOEBG.
  5. Recurrent subsidy for 5 consecutive years, reserved for 2015/2016 for hiring extra teacher.
  6. To cover the salary for 1 no. Eng. GM (\$397,665), the deficit (\$51,627) is covered by surplus from previous year
  7. The deficit (\$32,200) is covered by EOEBG.
  8. To cover the salary for 1 no. LS. GM (\$361,958), and hire external services for career programme.
  9. To improve the conditions of canteen and PE storage area through replacing the existing canopies, erecting a new piece of canopy and installing raised floor under the respective canopies.