

# WONG SHIU CHI SECONDARY SCHOOL

## ANNUAL PLAN 2015/2016

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#### Annual Plan 2015/2016

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**School Annual Plan 2015 – 2016**

**Major Concern I: Improving students’ academic performance through self-regulated learning**

Targets	Strategies	Success criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<p>Students strengthen their habit &amp; ability to self-monitor &amp; reflect in their learning</p>	<ul style="list-style-type: none"> <li>• To strengthen the use of the following metacognitive tools in S1 – 3 curricula and teaching, under the coordination of Academic Committee:               <ol style="list-style-type: none"> <li>a. Self- and peer-evaluation (Chi &amp; Eng);</li> <li>b. Error analysis (Maths);</li> <li>c. Concept mapping (IH &amp; IS in S1-2; G, H, CH, ES, P,K,B in S3);</li> <li>d. Self-questioning (All subjects); and</li> <li>e. K-N-L table (Project learning, HE &amp; DT)</li> </ol> </li> <li>• To modify the assessment format in accordance with the above changes.</li> <li>• To compile a <i>Learning to Learn Handbook</i> for all S1 – 3 students, with contents including:               <ol style="list-style-type: none"> <li>a. Questionnaire for students’ self-assessment of their self-regulated learning habit;</li> <li>b. Briefings on metacognitive tools a – e (see above) and their application in different subjects; and</li> <li>c. Other hints to help students learn effectively, such as how to make a study plan</li> </ol> </li> <li>• To arrange class periods to help students familiarize themselves with the <i>Handbook</i>.</li> <li>• To provide detailed teaching schedules (including teaching programme, time of major tests/quizzes, ... etc) of each subject at the beginning of terms for students to plan their own studies</li> <li>• To revise the Student Handbook to help students improve their habit of time-management</li> <li>• To create a learning culture among students through the adoption of a whole-school approach in the following aspects:               <ol style="list-style-type: none"> <li>a. Setting up of precise and concrete individual learning goals under the LBS;</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• The rating by junior-form students in the second Teaching Performance Survey on the use of metacognitive tools in lesson is higher than 2.5</li> <li>• Junior-form students have a higher rating of their habit of self-regulated learning in 6/2016 than in 9/2015</li> <li>• lower number of late homework incidents than last year</li> <li>• The ratings in the second APASO (Goal setting, situation control) are higher than that in 2014-15 (Goal setting&gt;2.91(senior), &gt;3.03(junior); Situation control&gt; 2.95(senior),&gt;3.04 (junior)</li> <li>• Most teachers agree that students have improvement in their habits and skills of</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Performance Survey</li> <li>• Self-regulated learning questionnaire survey at the beginning &amp; end of school year</li> <li>• Report from Discipline Committee</li> <li>• APASO</li> <li>• Teachers’ observation</li> </ul>	<p>Whole year</p> <p>Whole year</p> <p>Before 25/8/2015</p> <p>Before 1/9/2015 Whole year</p> <p>Before 7/2015</p> <p>Whole year</p>	<p>Subject heads</p> <p>Subject heads</p> <p>AP(Academic)</p> <p>Life Ed Com. Head Subject heads</p>	

	<p>b. Promotion of 'reading to learn' in all subjects</p> <ul style="list-style-type: none"> <li>To review the remedial class system and high flyer programmes from the perspective self-regulated learning</li> </ul>	self-monitoring and reflection on learning		Whole year		
Students make better use of eLearning to cater to their learning needs	<ul style="list-style-type: none"> <li>To enrich the learning materials of subjects in the school e-Learning platform (Moodle)</li> <li>To grade the extra learning materials in Moodle according to their challenging level (* to **, the latter being more challenging)</li> <li>To introduce flipped-learning into some subjects</li> <li>To fine-tune the questionnaire of Teaching Performance Survey as one of the tools to monitor the implementation of self-regulated learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers agree that students make good use of Moodle for self-regulated learning</li> <li>Most subjects enrich and grade their learning resources in Moodle.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Reports of related subjects</li> </ul>	<p>Whole year</p> <p>Whole year</p> <p>Whole year Before 11/2015</p>	<p>Subject heads</p> <p>Subject heads</p> <p>Subject heads AP(Student Affairs)</p>	
Teachers show better mastery of the skills of metacognitive teaching and eLearning	<ul style="list-style-type: none"> <li>To provide training on skills related to metacognitive teaching &amp; eLearning on staff development days</li> <li>To provide time on staff development day for subjects to (i) discuss and prepare the metacognitive tools and eLearning, and (ii) share their experience in these two aspects</li> <li>To adopt metacognitive teaching &amp; self-regulated learning as the theme of Lesson Study# &amp; Action Research</li> <li>To compile a handbook on metacognitive tools &amp; self-regulated learning for teaching staff's reference</li> <li>To add evaluative items related to self-regulated learning in the Staff Appraisal Form</li> </ul>	<ul style="list-style-type: none"> <li>Relevant seminars and sharing sessions are provided on staff development days</li> <li>Most teachers agree that they handle the skills of metacognitive teaching and eLearning better</li> </ul>	<ul style="list-style-type: none"> <li>Annual plan and report of Staff Development Committee</li> <li>School's year-end evaluation meeting</li> </ul>	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p> <p>Whole year</p> <p>Before 8/2015</p> <p>Before 3/2016</p>	<p>AP(Academic)</p> <p>AP(Academic)</p> <p>AP(Academic)</p> <p>AP(Academic)</p> <p>AP(Academic)</p> <p>AP(Academic)</p>	<p>\$3000</p> <p>\$500</p>

# the new name of Collaborative Lesson Planning since 2015-16

**Major Concern II: Building students' capacity in managing their development plan**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Students receive counseling and relevant information about their strengths and weaknesses in setting and adjusting their development plan	<ul style="list-style-type: none"> <li>To set up a comprehensive data bank for recording students' academic progress and ECA participation for their own access</li> <li>S3: To conduct individual life planning consultation at S3 supported with assessment tools on their aptitude and performances before choosing their elective subjects in senior forms</li> <li>S5/S6: To conduct individual life planning consultation at S5/S6 before submitting their JUPAS applications</li> <li>S1-S6: To provide individual counseling for students in setting up their development plan under LBS</li> </ul>	<ul style="list-style-type: none"> <li>Higher score in students' (SHS - Q15&gt;3.7) and parents' (SHS Q6&gt;3.6) rating on teachers' help in growing process</li> <li>Higher score in the score of goal setting in APASO (&gt;2.9 in junior forms; &gt;3.0 in senior forms)</li> <li>Positive feedback from class teachers on students in LBS</li> <li>Positive feedback from teachers responsible for the S3 and S5/6 consultations</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>APASO</li> <li>Evaluation report of LBS</li> <li>Evaluation report from Career Mistress &amp; CLAP</li> </ul>	<p>January 2016</p> <p>Whole year (2 rounds)</p> <p>S5: Second Term S6: First Term</p> <p>Whole year</p>	<p>AP(Student Affairs)/ IT Committee/ Exam Committee/ Student Affairs Committee</p> <p>OLE Committee &amp; class teachers</p> <p>Careers &amp; Further Studies Committee</p>	
Students draft their development plans according to their understanding about the nature and pre-requisites of the studies or careers in which they show interest	<ul style="list-style-type: none"> <li>To update the information bank of alumni</li> <li>To conduct surveys on students' preference in their future careers</li> <li>To arrange panel sessions on different professions between students and alumni or other representatives of different professions</li> <li>To broaden students' horizons in career</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to set goals and related action plans in pursuing their study, career and personal development goals</li> <li>Students show</li> </ul>	<ul style="list-style-type: none"> <li>Annual report of LBS and OLE Committee</li> <li>Comments collected from class teachers involving LBS</li> <li>Samples from</li> </ul>	<p>Whole year</p> <p>Oct 2015</p> <p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>Principal, Teachers &amp; General Office</p> <p>Careers &amp; Further Studies Committee</p> <p>AP(Student</p>	

	<p>through talks, visits and displays</p> <ul style="list-style-type: none"> <li>To instill among students the virtues of responsibility and respect that are essential in the working world through life education programmes</li> <li>To equip students with collaborative skills and communicative skills that are essential in the workplace</li> </ul>	<p>higher scores in performances related to life virtues (SHS – Teacher: Q41&gt;3.4; Q43&gt;3.4; Q49&gt;3.9; Student: Q8&gt;3.7; Q10&gt;3.7; Q19&gt;3.9; Q22 &gt; 3.9; Parent: Q2&gt;3.6; Q4&gt;3.7; Q9&gt;3.9; APASO – Commitment&gt; 3.09 (senior), &gt;3.03(junior))</p> <ul style="list-style-type: none"> <li>APASO – Interpersonal Competence &gt;2.92 (senior), &gt;3.0); Social Integration &gt;3.05 (senior), &gt;3.10(junior); Commitment&gt;3.10 (senior), 3.10(junior); Verbal&gt;2.62 (senior), &gt;2.8(junior)</li> </ul>	<p>students' work in LBS</p> <ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>APASO</li> </ul>	<p>Whole year</p> <p>Whole year</p>	<p>Affairs), Discipline Committee, Life Education Committee, Class Teachers</p> <p>AP(Student Affairs), EC Committee, Guidance Committee, AP (Academic) Subject Departments</p>	
<p>Students acquire the skills to manage their development plan</p>	<ul style="list-style-type: none"> <li>To equip teachers with the knowledge and skills in guiding students in setting goals, compiling action plans, making reflections and writing self-accounts</li> <li>To equip students with the skills in setting goals, compiling action plans, making reflections and writing self-accounts</li> </ul>	<ul style="list-style-type: none"> <li>Higher scores in life planning skills (SHS – Student: Q12&gt;3.8; APASO – Goal setting&gt;2.94)</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> </ul>	<p>Whole year</p> <p>1<sup>st</sup> Term</p>	<p>Staff Development Committee</p> <p>OLE Committee &amp; Class Teachers</p>	

**Major Concern III: Strengthening the communication among staff so as to enhance the shared vision**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Teachers have their professional dialogue enhanced	<ul style="list-style-type: none"> <li>To arrange sessions on staff development day and in staff meeting for teachers to share on areas related to “Learning and Teaching”, including classroom practice, experiences in “Lesson Study”, “Action Research” and training seminars or workshops</li> </ul>	<ul style="list-style-type: none"> <li>Successfully arrange the sessions on each staff development day and in TWO staff meetings.</li> <li>SHS (teachers) Q.20&gt;3.4,22&gt;3.5</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ feedback</li> <li>Stakeholder Survey (teachers)</li> </ul>	Whole year	Staff Development Committee	
Teachers’ communication is enhanced through better administrative support	<ul style="list-style-type: none"> <li>To launch the e-Class teachers’ apps for enhancing formal and informal communications within different panels and functional committees</li> <li>To seek prior consultation among staff before the implementation of new policies through meetings or e-circulations</li> </ul>	<ul style="list-style-type: none"> <li>The app is successfully installed and used by teachers.</li> <li>Teachers give good comments on the app.</li> <li>ALL newly enacted policies will be opened for staff to discuss and to give comments before being formally implemented.</li> <li>SHS (teachers) Q.3</li> </ul>	<ul style="list-style-type: none"> <li>Users’ rating of the apps in communications.</li> <li>Feedback from teachers</li> <li>Stakeholder Survey (teachers)</li> <li>Teachers’ feedback</li> </ul>	Whole year	AP IT support General Office  Principal and APs	
Teachers enhance the culture of sharing their concerns in school context	<ul style="list-style-type: none"> <li>To organize sharing groups to explore staff’s “hidden knowledge” which will be codified, stored and applied in school development</li> </ul>	<ul style="list-style-type: none"> <li>TWO sharing groups with are successfully organized with at least 5</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>Teachers comments and feedback</li> </ul>	Whole year	AP (Academic)	

		<p>participants in each.</p> <ul style="list-style-type: none"> <li>SHS (teachers) Q.22&gt;3.5,52&gt;4.0 ,53&gt; 3.4,54&gt;4.0</li> </ul>				
Teachers have better understanding of school performance	<ul style="list-style-type: none"> <li>To build a new taxonomy of the knowledge repository to facilitate retrieval of the school data and information</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' positive responses after the introductory session of the new system</li> <li>The taxonomy of the intranet is successfully built by collecting the opinions from all department and committee heads</li> <li>Teachers are eager to use and find it easier to retrieve information from the intranet.</li> <li>SHS (teacher) Q.5&gt;3.7, Q6&gt;3.8</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>Questionnaire</li> <li>Teachers feedback</li> </ul>	Summer holiday 2015	<p>APs</p> <p>Department Chairs</p> <p>Committee Chairs</p>	
Teachers have better understanding of students' performance	<ul style="list-style-type: none"> <li>To establish a data bank for students' non-academic achievements and awards records</li> <li>To develop a databank which is accessible for teachers to analyze students' academic records</li> </ul>	<ul style="list-style-type: none"> <li>The system is successfully established and used by teachers on students' development.</li> <li>Teachers have positive comments on the system.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' feedback</li> <li>Students' Biology and Geography scores in term tests and examinations</li> </ul>	Whole year	<p>IT Committee Chair</p> <p>Discipline Committee</p> <p>ECA Committee</p> <p>AP (Academic), LBS</p>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <li>To adopt tools (e.g. Rasch model) for analyzing students' performance in tests and examinations (in Biology and Geography)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have made use of the system to analyze students' records for their development</li> <li>The relevant system is successfully tried out.</li> <li>Biology and Geography teachers have used the information in various students' assessments and found it useful to evaluate the quality of the test and examination papers.</li> <li>The corresponding data obtained is used to evaluate students' learning effectiveness.</li> <li>Students show positive feedback on the analysis of their performance</li> </ul>			<p>Biology and Geography Department</p> <p>IT support</p>	
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## Plan on use of Capacity Enhancement Grant / Senior Secondary Curriculum Support Grant in 2015/2016 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: 25

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.	2015/2016 School Year	GM Salary of contract teacher for 12 months, including MPF [(32,560 x 7) + (33,862 x 5) + (1,500 x 12) = 415,230]	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.		2015/2016 School Year	Salary of contract teaching assistant for 12 months, including MPF [(12,000 + 600)x12 = 151,200]	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.	2015/2016 School Year	GM Salary of contract teacher for 12 months, including MPF [(32,560 x 7) + (33,862 x 5) + (1,500 x 12) = 415,230]		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	2015/2016 School Year	GM Salary of contract teacher for 12 months, including MPF [(32,560 x 7) + (33,862 x 5) + (1,500 x 12) = 415,230]		Questionnaire	

Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Capacity Enhancement Grant</b>	574,415			
GM (Point 19) in Chinese		415,230		
Teaching Assistant for English Panel		151,200	7,985	

Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Senior Secondary Curriculum Support Grant</b>	704,028			
GM (Point 19) in English		415,230		
GM (Point 21) in Liberal Studies		415,230	(126,432)	The deficit is covered by EOEBG

## School-based After-school Learning and Support Programmes 2015/16 School Year Programme Plan

Name of School : Wong Shiu Chi Secondary School

Staff-in-charge : Ms. Choi Wai Yin Contact Telephone No. : 2656 1270

A. The estimated number of students (count by heads) benefitted under this programme is 140 (including A. 25 CSSA recipients, B. 110 SFAS full-grant recipients and C. 5 under school's discretionary quota).

B. Information on Activities to be subsidised / complemented by the Grant.

Name	Objective	Success Criteria	Method(s) of evaluation	Period/Date	Estimated no. of target students benefitted			Estimated expenditure (\$)	Name of partner/service provider
					A	B	C		
Pre-S1 English Bridging Class	To enhance students' English abilities for their transition to an English learning environment	<ul style="list-style-type: none"> <li>- Attendance</li> <li>- Improvement in their reading, speaking and comprehensive ability</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance record</li> <li>- Reports prepared by tutors</li> </ul>	20.7.2015 – 7.8.2015	5	25		18,000.00	Holistic Education
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	7	20		47,800.00	Kodaly Music / Vincent Music

Field Trip and Training Camp for difference subject	Transport fee	- Attendance	- Attendance record	Year round	5	10	5	2,000.00	-
Music & Speech Festival Competitions	To develop students' skills in musical and speech	Competitions can enrich their experience	Competition results	Nov 2014 – Mar 2015		15		2,000.00	-
After school English / Chinese Enhancement Activities	To extend students' exposure to authentic English / Chinese	Improvement in the standard of English / Chinese	Attendance and their performance in the activities	Year round		5		1,000.00	-
Japanese Class	To enhance students' Japanese abilities	- Attendance	- Attendance record - Reports prepared by tutors	Year round		3		3,000.00	-
Exchange tour	To widen the students' scope of life exposure	- Attendance	Comments from teacher	March to April 2016	5	12		20,000.00	-
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	1	5		15,200.00	-

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	1	5		10,000.00	-
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	1	10		10,000.00	Miscellaneous agents
Total no. of activities <u>11</u>					25	110	5	129,000.00	

## Plan on use of Career and Life Planning (CLP) Grant in 2015/2016 School Year

Name of School: Wong Shiu Chi Secondary School

Task areas	Major area(s)	Strategies/Tasks	Benefits anticipated	Resources required	Success criteria	Methods of evaluation	People responsible
<p>Enhancing the capacity of the career team for the implementation of life planning education in a holistic manner</p> <p>Enriching school-based service by providing career and life planning education beyond classroom</p>	<ul style="list-style-type: none"> <li>• review and refine the current career education curriculum</li> <li>• widen the scope of career guidance activities</li> <li>• provide individual guidance</li> </ul>	<ul style="list-style-type: none"> <li>• To employ an additional teacher to reduce the teaching load of four career teachers</li> <li>• To employ an assistant to support teachers in student activities and assist with clerical work</li> <li>• To finance S4-S5 students' participation in activities related to understanding of career/study pathways</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching load of existing career teachers will be released to review and refine the career education curriculum</li> <li>• to expand the scope of the existing level of career guidance service</li> <li>• to give greater attention to junior secondary students</li> </ul>	<p>GM Salary of a contract teacher for 12 months, including MPF  <math>(\\$35,890 \times 7) + (\\$37,326 \times 5) + \\$18,000 = \\$455,860</math></p> <p>A full-time assistant for 6 months Jan-June 2016  <math>\\$11,000 \times 1.05 \times 6 = \\$69,300</math></p> <p>\$20,000                      Financing students' participation in activities</p> <p>\$5,000                      implementing school-based programmes</p>	refer to the annual plan of the Careers and Further Studies Committee	Questionnaire Teachers' feedback	Careers and Further Studies Committee

## Budget Summaries 2015/16

<b>EOEBG (Baseline)</b>	<b>Income /\$</b>	<b>Expenditure /\$</b>
General Administrative Expenditure	1,876,947.30	570,000.00
Light & Power		410,000.00
Library Books and CD-ROM's		86,600.00
Extra-Curricular Activities (Note1)		130,000.00
Integrated Science		24,000.00
Visual Art		33,000.00
Home Economics		32,000.00
Design & Technology		28,000.00
Putonghua		750.00
Biology		40,000.00
Physics		12,000.00
Chemistry		15,000.00
Chinese Language		18,000.00
English Language		16,500.00
Enrichment Course Taught By NET		190,000.00
Chinese Extensive Reading Scheme		10,500.00
English Extensive Reading Scheme		35,000.00
Staff Development and Training		10,000.00
Guidance Programmes		9,000.00
Lift Maintenance Grant		48,000.00
Composite Furniture & Equipment		400,000.00
Deficit transferred to EOEBG		384,632.00
	<u>1,876,947.30</u>	<u>2,502,982.00</u>
<b>EOEBG (Specific)</b>		
Administration Grant	3,683,219.00	3,569,453.00
Composite Information & Technology	419,709.00	419,709.00
Noise-abatement and air-conditioning	301,148.00	200,000.00
Capacity Enhancement Grant (Note 2)	574,415.00	566,430.00
	<u>4,978,491.00</u>	<u>4,755,592.00</u>
<b>Other Grants Account</b>	<b>Income /\$</b>	<b>Expenditure /\$</b>
Teacher Relief Grant (182,000+\$1,287,720) (Note 3)	1,469,720.00	1,552,700.00
Home-school Co-operation Activities Grant	14,000.00	14,000.00
Senior Secondary Curriculum Support Grant (Note 4)	704,028.00	830,460.00
Extra Senior Secondary Curriculum Support Grant (Note 5)	250,000.00	0.00
Fractional Post Cash Grant (Note 6)	\$216,624.00	415,230.00
School-based After School Learning	129,000.00	129,000.00
HKJC LW Learning Fund	111,667.50	111,667.50
Learning Support Grant Secondary School (SEN) (Note 7)	134,030.00	138,000.00
Diversity Learning Grant - Others Languages (Japanese) (Note 8)	157,500.00	245,700.00
Diversity Learning Grant - Others Programme	91,000.00	91,000.00
Diversity Learning Grant - NSS Applied Learning Courses (ApL)	22,500.00	22,500.00
Career and Life Planning Grant (Note 9)	541,560.00	540,160.00
Moral & National Education Support Grant	255,447.00	128,240.00
Understanding Our Motherland	32,000.00	32,000.00
Mainland Exchange Program	57,600.00	57,600.00
Fourth Strategy on IT in Education-One-off IT Grant	121,450.00	121,450.00
Extra Grant for Enhancing WiFi (Note 10)	84,940.00	104,280.00
	<u>4,393,066.50</u>	<u>4,533,987.50</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 (\$151,200), 1 no. Chi. GM (\$415,230).
  3. To cover the salaries for 2 no. Maths GM (\$852,300), 4 nos. TA for Chi., LS, Maths & Adimin. (\$680,400), and supply teachers (\$20,000), the deficit (\$82,980) is covered by surplus from previous year.
  4. To cover the salaries for 1 no. Eng. GM (\$415,230), 1 no. LS. GM (\$415,230), the deficit (\$126,432) is covered by EOEBG.
  5. Recurrent subsidy for 5 consecutive years, reserved for 2016/2017 for hiring extra teacher.
  6. To cover the salary for 1 no. Eng. GM (\$415,230), the deficit (\$198,606) is covered by EOEBG and surplus from previous year. The grant is cut from 0.7 GM to 0.4 GM.
  7. The deficit (\$3,970) is covered by surplus from previous year.
  8. The deficit (\$88,200) is covered by EOEBG.
  9. To cover the salary for 1 no. Science GM (\$455,860), and hire external services for career programme.
  10. The deficit (\$19,340) is covered by CITG.