

WONG SHIU CHI SECONDARY SCHOOL

ANNUAL PLAN 2020/2021

CONTENTS

Annual Plan 2020/2021

- Appendix I: Plan on use of Capacity Enhancement Grant
- Appendix II: School-based After-school Learning and Support Programmes - Programme Plan
- Appendix III: Budget Summaries
- Appendix IV: Plan on the Use of the Promotion of Reading Grant
- Appendix V: Plan on the Use of Life-wide Learning Grant
- Appendix VI: 姊妹學校交流計劃書

School Annual Plan 2020 – 2021

Major Concern I: To equip students as competent learners in the 21st century

| Targets | Strategies | Success criteria | Evaluation methods | Time scale | In-charge | Resources required |
|---|--|---|--|------------|--|--|
| To further enhance students' abilities in STEM | <ul style="list-style-type: none"> ● To further strengthen the 2 STEM Projects by joining the EDB School-based Support Service <ul style="list-style-type: none"> ➢ the "School Coral Nurturing Scheme" co-organized by the CUHK and the Agriculture, Fisheries and Conservation Department ➢ the "Aquaponics System" co-monitored by the Environmental Conservation Club and Horticulture Club ● To further enhance students' interests and capacities on STEM through the establishment of the STEM laboratory under the QEF Dedicated Funding Programme for Publicly-funded Schools ● To cooperate with external organizations in developing informal STEM curriculum to nurture students' interests and competence on STEM | <ul style="list-style-type: none"> ● Majority of students agree that the curriculum, activities and programmes can enhance their interests and abilities in STEM-related areas ● Teachers involved in relevant subjects, activities and programmes agree that student participants' interests and abilities in STEM are enhanced ● More STEM-related awards of external STEM competitions and activities ● Higher participation rate in external STEM competitions and activities than 2018-19 ● Higher scores in the TPS (Q.32 scores > 3.2) | <ul style="list-style-type: none"> ● Evaluation questionnaires ● Reports of related Clubs ● Students' achievements ● Students' reflections ● Exam and test scores records ● ECA records ● TPS | Whole year | Assistant Principal (Academic) STEM Committee IT Committee | EOEBG LWL grant IT special grant QEF Fund |
| To enhance the effectiveness of learning and teaching through adopting "Cooperative Learning" | <ul style="list-style-type: none"> ● To investigate the implementation of "Cooperative Learning" in enhancing student-student interaction in lessons through visiting the schools with exemplary experiences on the area. ● To formulate subject-based plan on the development of "Cooperative Learning" strategy. ● To carry out trials on designated classes and subjects | <ul style="list-style-type: none"> ● Majority of subject panels formulated their own plans of cooperative learning ● Majority of teachers who join school visits agree that cooperative learning is a potential way to improve teaching & learning effectiveness ● Majority of teachers who tried out cooperative learning agree that cooperative learning improved teaching & learning effectiveness in those try-out lessons | <ul style="list-style-type: none"> ● Reports from subject panels ● Teachers' observation ● School-based questionnaires | Whole year | Assistant Principal (Academic) Subject Department Chairs | EOEBG |

Major Concern II: To enhance students' capacity through "Leader in Me" and "Career and Life Development" Benchmark

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | In-charge | Resources Required |
|---|--|--|--|------------|---|--------------------------------------|
| To nurture students' 7 habits by adopting the "Leader in Me"* initiatives | <ul style="list-style-type: none"> To adopt systematic strategies in enhancing teachers' awareness and abilities to help nurture students' habits in leading themselves to excel To enhance the skills of a specific group of teachers so that they can help nurture students develop their life-ready leadership skills through adopting the 7 habits approach To nurture and develop S2 students' 7 habits through a systematic strategy involving a special curriculum, theme-based activities and self-reflections. To sustain "Leader in Me" in curriculum, assemblies and other public occasions at school | <ul style="list-style-type: none"> Higher overall score in "My view on Support for Student Development" of SHS (Students, Teachers and Parents) than 2018-19 Higher scores in APASO (Goal setting, junior >3.11; Situation Control, junior >2.97; Interpersonal Competence, junior >3.05; Task, junior >3.2) S2 & 3 students have less late homework record than 2018-19 S2 & 3 students have higher conduct marks than 2018-19 Positive feedback from the Lighthouse team | <ul style="list-style-type: none"> SHS APASO Questionnaires on Specialized areas Parents' feedback Teachers' feedback Discipline records | Whole year | Assistant Principal (Student Affairs) Life Education Committee Discipline Committee Guidance and Counselling Committee | EOEBG LWL grant |
| To nurture students' capacity on Planning their future by adopting the "Career & Life Development" Benchmark# | <ul style="list-style-type: none"> To adopt the systematic CLD Benchmark strategies in enhancing teachers' awareness and abilities to help students develop their goals on their future studies and careers and put into practices. To enhance the professionalism of the Career teachers so that they can help create a positive atmosphere on students' CLD and develop plans and policies to aid smooth implementation. To be one of the 6 "Lead Schools" in Hong Kong in promoting the HK Benchmark through CLAP 2.0. | <ul style="list-style-type: none"> Majority of teachers and students agree that students have the awareness of their future studies, career and their goals are enhanced Majority of parents are satisfied with the effectiveness of the activities organized by Careers and Further Studies Committee for them Majority of S4-S6 students agree that the CLD strategies in school could help them pursue their future studies and careers Higher scores in APASO (Goal setting, junior >3.11, senior >2.94; Perseverance, junior >3.05, senior >2.93) | <ul style="list-style-type: none"> APASO School-based questionnaires for teachers and students | Whole year | Assistant Principal (Student Affairs) Careers and Further Studies Committee | EOEBG Funding from the HKJCCT |

*** The Leader in Me (Stephen R. Covey, Sean Covey):**

The Leader in Me is a whole school transformation process in teaching 21st century leadership and life skills to students so as to create a culture of student empowerment based on the idea that every child can be a leader.

Career & Life Development Benchmark:

A series of 10 benchmarks for Career and Life Development (CLD) strategies in secondary schools. It is systematic framework of world-class CLD provision, developed with reference to the experiences of the United Kingdom's CLD Benchmark system by the Hong Kong Jockey Club Charities Trust (HKJCCT), the Chinese University of Hong Kong (CUHK) and the Education University of Hong Kong (EdUHK). It will be launched as the CLAP 2.0 in 2020-2021 school year.

Major Concern III: To fully develop the potentials of the more able and the gifted students under the school-based gifted education curriculum

| Targets | Strategies | Success Criteria | Evaluation methods | Time Scale | In-charge | Resources Required |
|--|--|---|---|-------------------|---------------------------------------|----------------------------|
| <p>To nurture students' diverse talents and enhance their exposures through providing various educational activities</p> | <ul style="list-style-type: none"> ● To enrich teachers with knowledge of the characteristics of the gifted students and the trend of gifted education ● To review the "Three-tiered implementation mode" in 6 committees: CFS, Discipline, Guidance, Life Education, OLE and ECA ● To provide more learning opportunities for the exceptionally gifted students in the form of specialist training outside the school setting (Level 3) ● To provide more opportunities for students to explore and develop their talents through comprehensive nomination schemes e.g. awards, trainings and career attachment programmes (EDB and Alumni) ● To offer more chances for students to approach and contribute to the community and nation through local and overseas voluntary work and services in sister schools in the Mainland respectively ● To offer chances to students to broaden their horizons through cross-boundary and overseas exchange and experiential tours ● To stretch students' potential through different events in the Diamond Jubilee Celebrations | <ul style="list-style-type: none"> ● Higher scores in SHS (students Q.21>3.9) ● Higher scores in SHS (Parents Q.10>3.9) ● Higher scores in SHS (Teacher, Q.29>3.8, Q.47>3.9, Q.48>3.9, Q.51>4.1) ● Higher scores in APASO (Achievement, senior>2.58, junior>2.73) ● Higher scores in TPS (Q4>3.27, Q.26>3.28, Q.34>3.22) ● Majority of teaching staff agree that students exert their diverse talents better ● Majority of teaching staff agree that gifted education has been strengthened | <ul style="list-style-type: none"> ● SHS ● APASO ● Questionnaires on Specialized areas ● Students' feedbacks and reflections ● Teachers' feedbacks ● Subject Panels' Report | <p>Whole year</p> | <p>Assistant Principal (Academic)</p> | <p>EOEBG LWL grant</p> |

Plan on use of Capacity Enhancement Grant in 2020/2021 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: 24

| Task area | Major area(s) | Strategies/Tasks | Benefits anticipated | Time scale | Resources required | Success criteria | Methods of evaluation | People responsible |
|--|---|--|---|-----------------------|---|---|------------------------------|-----------------------|
| Liberal Studies Teaching | S.4 and S.6 LS classes | To employ a qualified contract teacher (GM, Point 18) who will take up 4 classes of LS 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. | 2020/2021 School Year | GM Salary of contract teacher for 12 months, including MPF \$459,180 | LS teachers show improvement in their teaching effectiveness | Questionnaire and interviews | Liberal Studies Panel |
| Enhancement of English Language Teaching | All the supportive administrative work of the English Language Department | 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. | English teacher can spare more time on teaching by releasing their administrative duties | 2020/2021 School Year | Salary of contract teaching assistant for 12 months, including MPF [(\$14,000 x 1.05) x 12 = \$176,400] | English teachers show improvement in their teaching effectiveness | Questionnaire and interviews | English Panel |

| Funding | Income | Expenditure | Surplus / (Deficit) | |
|--------------------------------------|-----------|-------------|---------------------|--|
| Capacity Enhancement Grant | \$638,461 | | | |
| GM (Point 18) in LS | | \$459,180 | | |
| Teaching Assistant for English Panel | | \$176,400 | 2,881 | |

School-based After-school Learning and Support Programmes 2020/21 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 263 (including A. 44 CSSA recipients, B. 203 SFAS full-grant recipients and C. 16 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 Classes (20-21) | To enhance students' English abilities for 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 | 14.9.2020 – 25.9.2020 | 6 | 40 | | 9,200 | Headstart Group Limited |
| Pre-S1 English Bridging Classes (21-22) | To enhance students' English abilities for 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 | 26-7.2021 – 6.8.2021 | 4 | 35 | | 7,800 | Headstart Group Limited |

| | | | | | | | | | |
|---|--|---|--|-----------------------|---|----|--|--------|---------------|
| Chinese 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 | 4 | 22 | | 39,000 | Vincent Music |
| Orchestral 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 | 1 | 5 | | 9,000 | MusicFriendly |
| Field Trip and Training Camp for different subjects | Transport fee | - Attendance | - Attendance record | Year round | 5 | 20 | | 5,000 | - |
| Music & Speech Festival Competitions | To develop students' skills in musical and speech | Competitions can enrich their experience | Competition results | Nov 2020 – April 2021 | | 3 | | 500 | - |

| | | | | | | | | | |
|--|---|--|--|---------------------|---|----|---|--------|---|
| 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 | | 1000 | - |
| Japanese Classes | To enhance students' Japanese abilities | - Attendance | - Attendance record - Reports prepared by tutors - | Year round | 2 | 11 | 1 | 14,000 | - |
| Exchange tours | To widen the students' scope of life exposure | - Attendance | Comments from teacher | March to April 2021 | 6 | 20 | | 10,000 | - |
| Leadership Training for student leaders e.g. Outward bound, AYP, Prefects, Red Cross ... 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 | 6 | 18 | | 5,000 | - |

| | | | | | | | | | |
|--|---|---|--|------------|----|-----|----|---------|----------------------|
| Sports training, e.g. soft ball, badminton, table tennisetc | 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 | | 4 | | 500 | - |
| 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 | 10 | 20 | 15 | 1,000 | Miscellaneous agents |
| Total no. of activities <u>12</u> | | | | | 44 | 203 | 16 | 102,000 | |

Budget Summaries 2020/2021

| EOEBG (Baseline) | Income /\$ | Expenditure /\$ | |
|------------------------------------|---------------------|------------------------|---------------------|
| General Administrative Expenditure | 1,988,117.77 | 634,600.00 | |
| Light & Power | | 390,000.00 | |
| Integrated Science | | 37,000.00 | |
| Visual Art | | 25,000.00 | |
| Home Economics | | 41,000.00 | |
| Design & Technology | | 40,000.00 | |
| Biology | | 20,000.00 | |
| Physics | | 20,000.00 | |
| Chemistry | | 30,000.00 | |
| Geography | | 15,200.00 | |
| Chinese Language | | 10,000.00 | |
| English Language | | 58,000.00 | |
| Discipline | | 11,500.00 | |
| Staff development and training | | 39,500.00 | |
| Career and Further Studies | | 26,300.00 | |
| Lift Maintenance Grant | | 73,400.00 | |
| Composite Furniture & Equipment | | 550,000.00 | |
| Deficit transferred to EOEBG | | 191,400.00 | |
| | <u>1,988,117.77</u> | <u>2,212,900.00</u> | (224,782.23) |

Life-wide Learning Grant

| | | | |
|--|---------------------|---------------------|------------|
| Extra-Curricular Activities (\$1166106+\$527160) | 1,693,266.00 | 130,000.00 | |
| Integrated Science (Tutor) | | 18,000.00 | |
| Design & Technology | | 25,000.00 | |
| Chemistry (Tutor) | | 30,000.00 | |
| Chinese Language | | 22,700.00 | |
| Computer Studies | | 22,000.00 | |
| English Language | | 146,000.00 | |
| Value Education (S2 Leader-in-Me programme) | | 21,500.00 | |
| Mathematics | | 12,000.00 | |
| Music | | 35,000.00 | |
| Physical Education (included coach) | | 100,000.00 | |
| Life Education | | 70,000.00 | |
| Other Learning Experiences | | 18,000.00 | |
| Religious Activities | | 15,000.00 | |
| STEM | | 129,000.00 | |
| Overseas exchange tour | | 240,000.00 | |
| Open Day | | 50,000.00 | |
| | <u>1,693,266.00</u> | <u>1,084,200.00</u> | 609,066.00 |

EOEBG (Specific)

| | | | |
|-------------------------------------|---------------------|---------------------|------------|
| Administration Grant | 4,044,216.00 | 3,715,915.00 | |
| Composite Information & Technology | 490,804.00 | 467,815.00 | |
| Air-Conditioning Grant | 587,692.00 | 450,000.00 | |
| Capacity Enhancement Grant (Note 1) | 638,461.00 | 635,580.00 | |
| SBM Top-up Grants (\$50000+\$50350) | 50,350.00 | 50,000.00 | |
| | <u>5,811,523.00</u> | <u>5,319,310.00</u> | 492,213.00 |

Budget Summaries 2020/2021

| Other Grants Account | Income & Reserves /\$ | Expenditure /\$ | |
|---|-----------------------|---------------------|--------------|
| Teacher Relief Grant (\$912180+\$218140) (Note 2) | 1,130,320.00 | 1,086,800.00 | |
| School Executive Officer Grant (Note 3) | 534,660.00 | 528,540.00 | |
| Home-school Co-operation Activities Grant | 20,000.00 | 20,000.00 | |
| School-based After School Learning (\$117,000+\$73,695) | 190,695.00 | 95,000.00 | |
| Student Activities Support Grant (\$101400+\$86111) | 187,511.00 | 90,000.00 | |
| Learning Support & Professional Support Grant (SEN) (Note 4) | 499,352.00 | 395,000.00 | |
| Diversity Learning Grant - Others Languages (Japanese) (Note 5) | 85,800.00 | 277,200.00 | (191,400.00) |
| Diversity Learning Grant - Others Programme (\$84000+\$57400) | 141,400.00 | 100,000.00 | |
| Diversity Learning Grant - NSS Applied Learning Courses (ApL) | 53,105.00 | 53,105.00 | |
| Moral & National Education Support Grant | 27,607.00 | 27,607.00 | |
| Extra Recurrent Grant Under ITE4 | 66,740.00 | 50,784.00 | |
| Sister School Scheme (\$156034+\$147224) | 303,258.00 | 150,000.00 | |
| IT Staffing Support Grant (Note 6) (98217+319560)(Note 6) | 417,777.00 | 321,867.00 | |
| Promotion of Chinese Hist. and Culture | 54,826.00 | 54,826.00 | |
| Promotion of Reading (\$62414+\$25723) | 88,137.00 | 79,800.00 | |
| Gift of Printed book Pilot Scheme Grant | 59,800.00 | 59,800.00 | |
| Special Support Grant | 100,000.00 | 100,000.00 | |
| | <u>3,240,448.00</u> | <u>2,874,036.00</u> | |

Notes

1. To cover the salaries for 1 no.TA (\$176,400), 1 no. LS GM (\$459,180).
2. To cover the salaries for 3 no. TA (\$504,000),1 no. AT (\$163,800), 1 no. Eng. GM (\$399,000) and supply teachers.
3. To cover the salaries for 1 no. EO (\$528,540).
4. To cover the Educational Psychologist service charge and SEN courses.
5. The deficit (\$191,400) is covered by EOEBG.
6. To cover the salaries of 1 no. IT Staff (\$321,867).

Plan on the Use of the Promotion of Reading Grant 2020-2021

The major objectives for Promotion of Reading : To nurture students' reading habit and to build the school's reading culture

| | Item | Estimate Expenses |
|----|--|-------------------|
| 1. | <u>Purchase of Books</u> | |
| | Chinese Language Extensive Reading Scheme Printed books | \$8,000 |
| | English Language Extensive Reading Scheme Printed books | \$4,000 |
| | Library books | \$62,800 |
| | Discipline Committee Printed books | \$1,000 |
| | Guidance Committee Printed books | \$1,000 |
| | Life Education Committee Printed books | \$1,000 |
| 2. | <u>Reading Activities</u> | |
| | Chinese Language Extensive Reading Scheme Hiring of authors | \$2,000 |
| | Total | \$79,800 |

**Wong Shiu Chi Secondary
Life-wide Learning Grant
Plan on the Use of the Grant
2020-2021 School Year**

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------|---|--|------------|--|--|-------------------------|---|---|---|---|---|
| | | | | | | | I | M | P | S | C |
| Category 1 | To organise / participate in life-wide learning activities | | | | | | | | | | |
| 1.1 | To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day) | | | | | | | | | | |
| Chinese Language | Chinese Debating Class | To promote and nurture students' logical and critical thinking skills and presentation skills. | 9/19-5/20 | S.4-S5 15 | Competition results and coaches' comments | 22,700 | * | | | | * |
| English Language | English Enrichment Activities | To enhance students' English proficiency. | Year round | S.3-S.5 350 | Tutors' comments | 146,000 | * | | | | |
| Mathematics | Mathematics Olympiad Class | To enhance students' concepts and skills in tackling higher level Mathematics. | 9/19-12/20 | S.1 25 | Tutors' comments and competitions results | 12,000 | * | | | | |
| Integrated Science | STEM Education | To widen the students' horizon on STEM theoretically and practically. | Year round | S.1 20 | Tutors' comments and competitions results | 18,000 | * | | | | |
| Chemistry | STEM Education | To widen the students' horizon on STEM theoretically and | Year round | S.5 20 | Tutors' comments and | 30,000 | * | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|-----------------|---|---|------------|---|--|-------------------------|--|---|---|---|---|
| | | | | | | | I | M | P | S | C |
| | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| | | practically. | | | competitions results | | | | | | |
| Music | Musical Instrument and Cappella Training | To nurture students' interests and skills on music. | Year round | S.1-S.5 80 | Attendance records and tutors' comments | 35,000 | | | * | | |
| Reading Program | Cross-KLA Reading Activities | To promote cross-curricular cooperation to develop students' multiple intelligent abilities. | Year round | S.1-S.6 711 | Questionnaires and teachers' observations | 10,000 | * | | | | |
| STEM | STEM Project | To promote students' interests on STEM's applications on nurturing corals, operating aquaponic system and environmental conservation. | Year round | S.1-S.6 80 | Questionnaires and teachers' observations | 20,000 | * | | | | |
| 1.2 | To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) | | | | | | | | | | |
| ECA | Activities on Multiple Intelligences | To widen the students' horizon on life exposure in different areas to attain all-round development. | Year round | S.1-S.6 711 | Attendance records, teachers' and students' questionnaires | 120,000 | | | * | * | * |
| Physical | Physical Activities | To develop the spirit of collaboration, self-management, and different sports skills. | Year round | S.1-S.6 250 | Attendance records and tutors' comments | 100,000 | | | * | | |
| OLE | Other Learning Experiences Activities | To widen the students' horizon on life exposure in different areas. | Year round | S.1-S.6 711 | Attendance records and teachers' comments | 18,000 | * | | | * | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|------------------------|--|--|------------|---|--|-------------------------|--|---|---|---|---|
| | | | | | | | I | M | P | S | C |
| | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Religious | Religious Activities | To strengthen students' self-esteem and confident and nurture positivity towards life. | Year round | S.1-S.6 711 | Attendance records and students' questionnaires | 15,000 | | * | | | |
| Life Education | Leadership Training | To strengthen students' self-esteem and confident and nurture positivity towards life. | Year round | S.2-S.3 254 | Teachers' comments | 70,000 | | * | | * | |
| Value Education | Leader-in-Me Programme | To nurture students' seven habits of highly effective people. | Year round | S.2 130 | Teachers' comments and students' questionnaires | 21,500 | | * | | | |
| Aesthetic | Musical | To develop students' strengths on music, dancing and acting. To nurture students' persistence to strive for the best and collaborate with others. | Year round | S.1-S.4 60 | Comments from teachers and coaches; students' questionnaires | 340,000 | | | * | | ‡ |
| 1.3 | To organise or participate in non-local exchange activities or competitions to broaden students' horizons | | | | | | | | | | |
| Overseas Exchange Tour | Japan Exchange Tour | To widen the students' horizon of life exposure in different cultures. | 4/2021 | S.4-S.5 35 | Teachers' and students' questionnaire | 240,000 | | | | * | * |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|--|-----------------------------------|---|---------|--|--|-------------------------|--|---|---|---|---|
| | | | | | | | I | M | P | S | C |
| | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| | | | | | | | | | | | |
| 1.4 | Others | | | | | | | | | | |
| Other | Open Days | To develop a sense of belonging towards the school through cooperation and collaboration. To nurture students' innovation and problem-solving skills through designing and operating special tasks concerning different academic and non-academic areas. | 11/2020 | S.1-S.6 711 | Teachers' and students' questionnaire | 50,000 | * | * | * | * | * |
| Estimated Expenses for Category 1 | | | | | | 1,268,200 | | | | | |

| Domain | Item | Purpose | Estimated Expenses (\$) |
|-------------------|--|---|--|
| Category 2 | To procure equipment, consumables and learning resources for promoting life-wide learning | | |
| STEM | Materials for Design & Technology | STEM education | 25,000 |
| STEM | Materials for Computer Studies | Robot training | 22,000 |
| STEM | Aquaponic system and Coral Aquarium Education | To widen the students' scope of natural | 109,000 |
| | | | Estimated Expenses for Category 2 |
| | | | 156,000 |
| | | | Estimated Expenses for Categories 1 & 2 |
| | | | 1,424,200 |

Estimated Number of Student Beneficiaries

| | |
|--|------|
| Total number of students in the school: | 711 |
| Estimated number of student beneficiaries: | 711 |
| Percentage of students benefitting from the Grant (%): | 100% |

王肇枝中學
姊妹學校交流計劃書
2020-2021 學年

內地姊妹學校名稱 (1): 廣州市南武中學
(2): 貴州鎮寧自治縣行知學校

請說明擬舉辦交流項目的名稱和初步構思，以及監察和評估成效的方法。

| 項目編號 | 交流項目名稱及內容 | 預期目標 | 監察／評估 | 預算開支 |
|------|--|--|---------|----------|
| 1. | 廣州市南武中學交流團 - 姊妹學校師生交流日 - 學生領袖高峰論壇及訓練 | - 增進兩校師生間的認識和友誼。 | 以網上問卷調查 | \$60,000 |
| 2. | 貴州行知學校交流團 - 姊妹學校師生交流日 | - 讓本校師生更了解內地重點中學的硬件與軟件配套。 - 讓本校老師透過觀課及專業討論，加深對內地教育及課程的了解。 | | \$90,000 |