



Shun Lee Catholic Secondary School

Annual School Plan

2016/2017

Possess learning

學習在我手

Embrace life

人生由我創



School Mission

The school is dedicated to providing a positive learning environment in which students understand the truth of the Gospel and experience the love of Christ. It is where students learn to integrate Christian faith with Chinese culture and life for holistic personal development.

We believe that students are unique individuals possessing distinctive gifts and talents. We thus commit ourselves to helping students develop their potential to the fullest and become independent learners capable of mastering self-learning skills, with emphasis on fostering positive attitudes towards life.

We devote ourselves to educating students to become responsible citizens who are eager and competent to make contributions to society, and to encourage them to carry on the best of Chinese culture.

Major Concerns for 2015/16 – 2017/18

1. Enhancing Students' Learning Ownership
2. Enhancing Student Development through the Integration of Value Education and Life Planning
3. Enhancing Students' Digital Competence

Major Concern 1: Enhancing Students' Learning Ownership

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Ensure students' engagement and responsibility in learning by incorporating 4Ps - Preparation, Participation, Presentation & Possession in learning and teaching	<ul style="list-style-type: none"> ✧ Strengthen 4Ps by refining the modules already developed; or developing new teaching packages ✧ Strengthen Possession of Learning by collecting successful practices from teachers for professional sharing ✧ Strengthen students' abilities to present their learning outcomes verbally in English ✧ Incorporate the use of IT in 4Ps in some subjects 	<ul style="list-style-type: none"> ✧ Teachers incorporate 4Ps in learning and teaching as classroom routine ✧ Students' confidence in presenting their learning outcomes in English is strengthened ✧ Students' habits of reflection of their learning process is enhanced so that they become more aware of what, why and how they learn, as well as how they can use the skills or knowledge acquired in daily life and in the future for vocational or educational purposes ✧ Teachers make use of online materials or platforms to strengthen 4Ps 	<ul style="list-style-type: none"> ✧ Lesson observation ✧ Number of teaching packages produced ✧ L&T evaluation questionnaire 	2016-17	Wong LY	<ul style="list-style-type: none"> ✧ Staff Development Programme ✧ Support from 1 teaching assistant ✧ Common slot in time-table for lesson preparation for some subjects

<p>2. Embrace social skills through collaborative learning</p>	<ul style="list-style-type: none"> ✧ Continue the TEAM seating arrangement in S1 and extend it to S2 to facilitate collaborative learning ✧ Continue to provide training for student group leaders in S1 to ensure their understanding of their role and responsibility 	<ul style="list-style-type: none"> ✧ Students develop a heightened awareness of their roles, duties and manners when collaborating with peers in group work 	<ul style="list-style-type: none"> ✧ L&T evaluation questionnaire ✧ Students' reflection 	<p>2016-17</p>	<p>Wong LY</p>	<ul style="list-style-type: none"> ✧ Support from 1 teaching assistant
<p>3. Equip students with life-long learning skills</p>	<ul style="list-style-type: none"> ✧ Strengthen the learning skills programmes for S1 in collaboration with service providers or external organizations ✧ Strengthen collaboration with subjects in enhancing the LSAC in S1 and S3 	<ul style="list-style-type: none"> ✧ Students are equipped with skills to learn effectively ✧ Students demonstrate abilities to transfer skills learnt to other KLAs 	<ul style="list-style-type: none"> ✧ L&T evaluation questionnaire ✧ Students' reflection 	<p>2016-17</p>	<p>Wong MC</p>	<ul style="list-style-type: none"> ✧ Support from 1 teaching assistant ✧ Support from service providers or external organizations

Major Concern 2: Enhancing Student Development through the Integration of Value Education and Life

Planning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Refine the framework of holistic student development with the integration of value education	<ul style="list-style-type: none"> ✧ Formulate a student development framework with the concerted efforts of related teams and subject panels 	<ul style="list-style-type: none"> ✧ A good balance of programmes disseminating different values is achieved after better communication between teams and subject panels ✧ A clear framework is devised for implementation 	<ul style="list-style-type: none"> ✧ Student survey 	2016-17	Poon SM Koong TM Chan HL	<ul style="list-style-type: none"> ✧ Clerical Support
	<ul style="list-style-type: none"> ✧ Subject panels, committees and teams incorporate values in their programmes, activities and lessons 	<ul style="list-style-type: none"> ✧ Appropriate behaviour of students can be observed in different activities, programmes and lessons 	<ul style="list-style-type: none"> ✧ Teachers' observation ✧ Student survey 	2016-17	Poon SM Koong TM Chan HL	<ul style="list-style-type: none"> ✧ Life education Panel

	<ul style="list-style-type: none"> ✧ Strengthen class management in order to cultivate a class atmosphere and environment conducive for student development 	<ul style="list-style-type: none"> ✧ Classes show more positive atmosphere ✧ Students are self-disciplined in class 	<ul style="list-style-type: none"> ✧ Teachers' observation ✧ Student survey ✧ Homework Record 	2016-17	Poon SM Chan SL	<ul style="list-style-type: none"> ✧ Life education Panel
	<ul style="list-style-type: none"> ✧ Raise parents' awareness of the related values through various parents' activities 	<ul style="list-style-type: none"> ✧ Parents understand the targeted values conveyed to students at different stages 	<ul style="list-style-type: none"> ✧ Number of parents' Day, Night and Parents' Talk ✧ Parents' feedback ✧ Student survey 	2016-17	Koong TM	
	<ul style="list-style-type: none"> ✧ Display the messages of values on various learning occasions and school campus 	<ul style="list-style-type: none"> ✧ Messages about school value can be shown on various learning occasions and school campus 	<ul style="list-style-type: none"> ✧ Teachers' observation ✧ Students' feedback 	2016-17	Poon SM Koong TM	<ul style="list-style-type: none"> ✧ Clerical Support ✧ School Web
	<ul style="list-style-type: none"> ✧ Strengthen the evaluation of various programmes 	<ul style="list-style-type: none"> ✧ A school-based survey on student development is devised and conducted to understand students' needs 	<ul style="list-style-type: none"> ✧ Student survey 	2016-17	Chan HL	<ul style="list-style-type: none"> ✧ Clerical Support

2. Strengthen the Career and Life Planning Education through the concerted efforts of teams and subject panels	<ul style="list-style-type: none"> ✧ Tap resources from external organizations to organize different programmes for students 	<ul style="list-style-type: none"> ✧ Programmes involving resources from external organizations are conducted 	<ul style="list-style-type: none"> ✧ Number of programmes ✧ Student survey 	2016-17	Chan KP	✧ NGO
	<ul style="list-style-type: none"> ✧ Organize various programmes to unleash the potential of students with different abilities 	<ul style="list-style-type: none"> ✧ Students are aware of their own potential and weaknesses ✧ Students show more leadership abilities 	<ul style="list-style-type: none"> ✧ Teachers' observation ✧ Student survey 	2016-17	Chan HL Leung WWY	✧ NGO
	<ul style="list-style-type: none"> ✧ Refine Student Learning Portfolio and Student Learning Profile 	<ul style="list-style-type: none"> ✧ A refined SLP is issued 	<ul style="list-style-type: none"> ✧ Teachers' Feedback ✧ Students' Feedback 	2016-17	Li CP	✧ SLP Team
	<ul style="list-style-type: none"> ✧ Equip teachers with skills (eg. Debriefing skill) to be the facilitators in student development programmes 	<ul style="list-style-type: none"> ✧ Teachers have better skills to facilitate the student development 	<ul style="list-style-type: none"> ✧ Teachers' Feedback ✧ Student survey ✧ Number of the training sessions 	2016-17	Koong TM	✧ Professional Development Team
	<ul style="list-style-type: none"> ✧ Provide parent education programmes to empower parents in supporting student development 	<ul style="list-style-type: none"> ✧ More than 70% of parents attend related programmes ✧ Parents show more awareness of student development ✧ Parents can give advice to their children 	<ul style="list-style-type: none"> ✧ Number of participating parents ✧ Parents' Feedback ✧ Student survey 	2016-17	Koong TM	

Major Concern 3: Enhancing Students’ Digital Competence

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Upgrade IT Infrastructure to facilitate the implementation of e-learning	<ul style="list-style-type: none"> ✧ Participate in “The Support Scheme for e-Learning in Schools” to further improve the IT facilities of our school ✧ Provide training for teachers to facilitate e-learning ✧ Assign one seed teacher in each subject panel to provide support and dispense advice on using the IT facilities ✧ Every teacher should attend at least one training session in e-learning specific to his/her subject outside school ✧ Adopt e-learning in pilot subjects in accordance with the time schedule proposed in the Wi-Fi 900 project 	<ul style="list-style-type: none"> ✧ Provide mobile learning environment to support e-learning activities held by pilot subjects ✧ Teachers are capable of utilizing the IT facilities in classrooms and are aware of the possibilities /functions of such hardware 	<ul style="list-style-type: none"> ✧ Teachers’ Feedback ✧ Students’ Feedback 	2016-17	IT Committee	<ul style="list-style-type: none"> ✧ iSpace (Room 107) ✧ STEM Lab (Room 502) ✧ Makerspace in Room 307 and DT Room

<p>2. Nurture students into competent and ethical users of technology</p>	<ul style="list-style-type: none"> ✧ Join Young IT Ambassador Award Scheme organized by HKACE to nurture students' interest and knowledge in information technology ✧ Provide a framework of digital literacy which helps teachers to plan activities with the aims of extending students' digital literacy ✧ Refine project learning teaching contents to include information research and presentation skills ✧ Empower the role of IT prefects and IT assistants 	<ul style="list-style-type: none"> ✧ Students are confident in collaborating, staying safe and communicating effectively with the use of technologies ✧ Students demonstrate creative and critical uses of technology in the classroom ✧ Students are able to use technology to learn and excel proactively 	<ul style="list-style-type: none"> ✧ Teachers' Feedback ✧ Students' Feedback ✧ Students' performance in T&L lessons 	<p>2016-17</p>	<p>IT Committee</p> <p>T&L Panel</p> <p>IT Prefect Team</p>	<ul style="list-style-type: none"> ✧ iSpace (Room 107) ✧ STEM Lab (Room 502) ✧ Makerspace in Room 307 and DT Room.
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<p>3. Bridge the digital gap between parents and students</p>	<ul style="list-style-type: none"> ✧ Organize parent talks and workshops with social workers or external NGOs on good digital citizenship to enhance parents understanding of e-learning ✧ Collaborate with PTA to design and implement information sharing sessions for parents 	<ul style="list-style-type: none"> ✧ Parents understand the need of using e-devices for learning ✧ Parents can give guidance to their children on using e-devices ✧ Parents acquire basic IT knowledge 	<ul style="list-style-type: none"> ✧ Parents' Feedback 	<p>2016-17</p>	<p>IT Committee</p> <p>PTA</p>	<ul style="list-style-type: none"> ✧ NGOs, HKedCity
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Appendix I : Plan on Use of Capacity Enhancement Grant

School : Shun Lee Catholic Secondary School

Year : 2016/17

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resource Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Self-evaluation and Development Planning	Meeting the need of self-evaluation and planning	To employ 12 part-time invigilators to share the invigilation duties of teachers	Teachers can have more time for self-evaluation and planning	Evaluation and development meetings can be arranged in Final examination period.	✧ Salary of part-time invigilators \$80X12X30h=\$28,8 00	✧ Punctuality of the self-evaluation reports and programme plans ✧ Quality of the self-evaluation reports and programme plans	Questionnaires will be given to teacher to assess their work-load on evaluation and planning	Mui HY
Enhance moral, civic and value education	To enhance students' development in personal and social domain	To employ a part-time teaching assistant to organize moral & civic and value education	Teachers will have extra free time to plan and develop the school-based programmes on moral, civic and value education.	Programmes on moral, civic and value education will be arranged after-school and in assembly	✧ Salary for civic and moral education assistant : = \$76,000	✧ Students are active to participate in programmes on moral, civic and value education. ✧ High self-esteem of the students is shown	The self-esteem and development on affective domain of the students are monitored by APASO.	Leung CY
Enhance students' speaking and	To enhance Chinese & English	To employ instructors to provide training in	Students will acquire strong confidence in	Experienced trainers will be arranged by service	✧ Course fee : \$19,000	Students get better result in oral examinations	Feedback from teachers and students	Wong LY & Chuk SH

	Language learning	speaking in both Cantonese and English	speaking and presentation	provider to arrange training				
Provide support to teachers in Chinese and English Language	Improve the learning and teaching in languages	To employ a teaching assistant to take up the administration and clerical work The TAs also support enrichment course for students who drop elective subjects Assist in language publication	The administration and clerical workload of teachers can be reduced Students who drop elective subject can obtain support in their core subjects	Two teaching assistants will be employed	✧ Salary of teaching assistant = \$232,037	Time spent on admin. and clerical work reduced	Workload survey	Leung KC
Provide support to the learning & teaching of STEM	Support STEM Education	To employ a teaching assistant to support the school-based S2 STEM curriculum	STEM teachers can obtain sufficient clerical and teaching support	A teaching assistant will be employed	✧ Salary of teaching assistant = \$189,000	More students select science and technology related subjects in S4	Feedback from teachers and students	Wong LY
Provide support to the learning & teaching of Liberal	Support NSS Liberal Studies & PSHE KLA	To employ a teaching assistant to support the PSHE subject development	LS & PSHE teachers can obtain sufficient clerical and	A teaching assistant will be employed	✧ Salary of teaching assistant = \$189,000	More students select science and technology related subjects in S4	Feedback from teachers and students	Wong MC

Studies			teaching support					
Enhance the proficiency in PTH	To enhance PTH proficiency through choral speaking	To employ instructor to provide training in choral speaking in PTH	Students will acquire strong confidence in using PTH	A team of students will be encouraged to take part in PTH choral speaking in Speech Festival. Experienced trainer will be employed to arrange training	✧ Instructor fee : \$8,000	Students obtain awards in Speech Festival	Feedback from teachers and students	Wong WY
Support for S1 new students	Meeting the need of S1 new students	Arrange notes-making classes for S1 students	S1 students can apply the skills in different subjects	Support by service provider learning skills lessons in Oct 2015	✧ Course fee: \$40,000	S1 students demonstrate the application of learning skills in classroom learning	Questionnaire and focus group discussion	Wong LY
Provide support to teachers in Chinese and English Language	Enrich the learning experience of students in Chinese Literature	Chinese Literature Excursion	Greater interest and motivation in Chinese Language and Literature	Buy service on arranging excursion related to Chinese Literature	✧ Service fee: \$3,500	Students' participation in Chinese related activities	Questionnaire	Wong WY

TOTAL \$789,337

Appendix II : Plan on Use of Senior Secondary Curriculum Support Grant

School : Shun Lee Catholic Secondary School

Year : 2016/17

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resource Required	Assessment Mechanism	Person in charge
Additional language teachers to support L&T in language	Enhancing students' language proficiency	A full time English teachers will be employed A part-time Chinese teacher will be employed	More learning materials on 4Ps will be produced to echo the academic major concern	September 2016 to August 2017	Salary and MPF of a teacher : \$411,000	Follow the performance of students on both English and Chinese Language	Wong Elisa
Maintain 11 elective subjects for Senior Secondary	To provide diversified curriculum for Senior Secondary	A full time Liberal Studies and Humanities teacher will be employed	Over 90% of senior levels students can get their favourable subject combination in senior secondary	September 2016 to August 2017	Salary and MPF of a teacher : \$300,000	Questionnaires will be given to teachers and students on diversity of curriculum	Wong Elisa

Total = \$711,000

Appendix III : Plan on School-based After-school Learning and Support Programmes

Name of School: Shun Lee Catholic Secondary School

Project Coordinator: Mr. Koong Tak Man Contact Telephone No.: 23893082

A. The estimated number of students (count by heads) benefitted under this Programme is **318** (including A. **62** CSSA recipients, B. **206** SFAS full-grant recipients and C. **50** under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
1. Writing Workshop for S1-3 (estimated participants = 25 students per level)	<ul style="list-style-type: none"> To enhance S1-S2 students' creative or argumentative writing skills To enhance S3 students' vocabulary and sentence patterns 	<ul style="list-style-type: none"> Produce writings with improved development of ideas 	<ul style="list-style-type: none"> Teachers' observation and feedback given by course instructors 	July 2017	8	19	8	\$7000 (\$200 per student)	Service Provider to be confirmed for S1-S2 Alumni for S3
2. Writing Workshop for S5 (estimated participants = 60 students)	<ul style="list-style-type: none"> To prepare students for HKDSE writing exam 	<ul style="list-style-type: none"> Produce writings with improved development of ideas 	<ul style="list-style-type: none"> Teachers' observation and feedback given by course instructors 	August 2017	6	15	6	\$10800 (\$400 per student)	Alumni

3. HKDSE Speaking Exam Practice for S6 (estimated participants = 80 students)	<ul style="list-style-type: none"> To enhance low-achievers' speaking skills and prepare them for exam 	<ul style="list-style-type: none"> Attain Level 3 in HKDSE speaking exam 	<ul style="list-style-type: none"> HKDSE result 	April - May 2017	8	20	8	\$3240 (\$90 per student)	Alumni
4. HKDSE Speaking Exam Practice for S5 (estimated participants = 80 students)	<ul style="list-style-type: none"> To enhance low-achievers' speaking skills and prepare them for exam 	<ul style="list-style-type: none"> Attain Level 3 in HKDSE speaking exam 	<ul style="list-style-type: none"> Teachers' observation and feedback given by course instructors 	August 2017	8	20	8	\$3240 (\$90 per student)	Alumni
5. Speaking Workshop for S1 – S3 (estimated participants = 80 students)	<ul style="list-style-type: none"> To enhance low-achievers' speaking skills and prepare them for exam 	<ul style="list-style-type: none"> Attain Level 3 in the speaking exam 	<ul style="list-style-type: none"> Teachers' observation and feedback given by course instructors 	July 2017	8	20	8	\$4680 (\$130 per student)	Alumni
6. Mathematics Remedial Classes in summer holiday (estimated participants : 120 students S1 – S3)	<ul style="list-style-type: none"> To improve students basic concepts of Mathematics 	<ul style="list-style-type: none"> Students have greater confidence in solving basic Mathematics problems 	<ul style="list-style-type: none"> Tutors' and Teachers' report 	July 2017	12	30	12	\$10800 (\$200 per student)	Alumni

7. Mathematics Remedial Classes after school (estimated participants : 90 students S1 to S3)	<ul style="list-style-type: none"> To improve students basic concepts of Mathematics 	<ul style="list-style-type: none"> Students have greater confidence in solving basic Mathematics problems 	<ul style="list-style-type: none"> Tutors' and Teachers' report 	Oct 2016 – May 2017	9	23	9	\$4100 (\$100 per student)	Alumni
8. Mathematics Remedial Classes after school (estimated participants : 23 S5 students in 1st term, 30 S5 students in 2nd term and 22 S6 students)	<ul style="list-style-type: none"> To improve students basic concepts of Mathematics To help students consolidate the syllabus taught in the school year 	<ul style="list-style-type: none"> Attain level 2 or 3 in exams 	<ul style="list-style-type: none"> Internal exam or HKDSE results 	Sept 2016 – May 2017	9	20	9	\$20520 (S5:\$360 per student in 1st term and \$540 per student in 2nd term) (S6: \$720 per student)	Alumni
9. International Competition and Assessments for Schools – Mathematics : (395 students S1 – S3)	<ul style="list-style-type: none"> To provide students chances to sit for an international assessment To provide students more exposure in solving real life problems involving Mathematics 	<ul style="list-style-type: none"> Students show greater competency in Mathematics Students have a better mastery in related problems 	<ul style="list-style-type: none"> Assessment report 	March 2017	40	99	40	\$8950 (\$50 per students)	ICAS Hong Kong Office

10. Musical instrument classes (estimated participants: 55 students)	<ul style="list-style-type: none"> To help students to develop their interests in learning instruments. 	<ul style="list-style-type: none"> Students actively participate in various school/public performances, competitions and examinations. 	<ul style="list-style-type: none"> Tutors' report ABRSM result performances 	Sept 2016 - Aug 2017	6	14	6	\$91,000 (\$3500 per student around 35 lessons in whole year)	Central Arts
11. Music festival (estimated participants: 45 students)	<ul style="list-style-type: none"> To compete with other participants. 	<ul style="list-style-type: none"> More than 35 individual participants and more than 70% of merit or above 	<ul style="list-style-type: none"> The result 	March 2017	5	12	5	\$3960 (around \$180 per student)	Hong Kong Schools Music and Speech Association
12. S1 Saturday Tutorial Class	<ul style="list-style-type: none"> To help S1 students to learn better in subjects taught in English 	<ul style="list-style-type: none"> The students show greater confidence and proficiency in using English to learn Math, IH and Science. 	<ul style="list-style-type: none"> Questionnaire Observation from subject teachers Test and examination result 	Oct 2016 - June 2017	8	20	8	\$29160 (\$810 per student)	Alumni
13. S6 Spiritual Class (estimated participants: 29 students)	<ul style="list-style-type: none"> Strengthen the class spirit and increase the self- awareness in spiritual health 	<ul style="list-style-type: none"> Students show confidence and positive attitude in life. 	<ul style="list-style-type: none"> Questionnaire 	Sept 2016 - Aug 2017	3	8	3	\$1260 (\$90 per student)	To be confirmed

14. Spiritual Education Program (estimated participants: 20 students)	<ul style="list-style-type: none"> Increase the self-awareness of spiritual health 	<ul style="list-style-type: none"> Students show high self-esteem & good social skills 	<ul style="list-style-type: none"> Attendance record 	Sept 2016 - Feb 2017	2	5	2	\$2700 (\$300 per student)	
15. St. John First Aid Classes (estimated participants: 50 students)	<ul style="list-style-type: none"> To provide students chance to acquire first aid skills 	<ul style="list-style-type: none"> Students pass in the examination 	<ul style="list-style-type: none"> Students' feedback Passing Percentage 	July 2016	5	13	5	\$4600 (\$200 per student)	HK St. John Ambulance
16. Painting Lesson (estimated participants: 18 S5 students 15 S4 students)	<ul style="list-style-type: none"> To improve students' painting technique 	<ul style="list-style-type: none"> Students shows greater competency in painting 	<ul style="list-style-type: none"> Teachers' observation 	Jan 2017 – June 2017	4	9	4	\$2500 (\$150 per student)	Alumni
17. 文學創作工作坊 (預計人數:20 人)	<ul style="list-style-type: none"> 認識社區，活用社區觀察所得的素材，以文學的形式進行創作。 	<ul style="list-style-type: none"> 參與學生能應用工作坊所學，創作有關社區的作品。 	<ul style="list-style-type: none"> 問卷調查 	2016 年 12 月至 2017 年 2 月	2	5	2	\$4500 (\$500 per student)	待定
18. 文化交流活動 (預計人數: 70 人)	<ul style="list-style-type: none"> 與宗教科、地理科、英文等課程配合舉辦活動 讓學生認識不同國家的文化 	<ul style="list-style-type: none"> 學生能將文化交流活動所學應用於課程學習內 	<ul style="list-style-type: none"> 問卷調查 教師觀察 	2017 年 4 月至 2017 年 7 月	7	18	7	\$64000 (\$2000 per student)	未確定
Total no. of activities: 18					[@] No. of man-times	150	370	150	
					^{**} Total no. of man-times	670			
								<u>Estimated total: \$277010</u>	

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C) .

Appendix IV : Plan on Diversity Learning Grant

Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2016/17 to 2018/19 Cohort of NSS Students (S4-S6)

The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	Name of programme(s)/course(s) and provider(s)	Duration of the programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/ success indicators	Teacher-in-charge
					2016/17	2017/18	2018/19		
Other Programmes	To partially subsidise a group of students who enroll on a study tour to widen their horizons.	Study Tour to Singapore	1 Year	S4 (16/17 Cohort)	30			Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes Students will take the HKDSE Examination	Mr HL Chan
	To partially subsidise a group of students who enroll on a study tour to widen their horizons.	Study Tour to China	1 Year	S4 (16/17 Cohort) S5(15/16 Cohort)	15	15		Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes Students will take the HKDSE Examination	Mr HL Chan
	To partially subsidise a group of students who enroll on a study tour to widen their horizons.	Study Tour to Taiwan	1 Year	S4 (16/17 Cohort) S5(15/16 Cohort)	5	10		Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes	Mr HL Chan

								Students will take the HKDSE Examination	
	To hire personal tutor/coach to give training to students gifted in debating to boost students' language proficiency	Debating Team Workshop	3 Years	S4 (16/17 Cohort) S5 (15/16 Cohort)	5	5	10	Students will attend different language debating matches including Cantonese, English and Putonghua. Students will take the HKDSE Examination	Mr KY Ng
	To employ a coach responsible for coordinating pull-out gifted education programmes	Chinese Academic Workshop	2 Years	S4 (16/17 Cohort) S5 (15/16 Cohort)	10	10		Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes Students will take the HKDSE Examination	Ms WY Wong
	To subsidise students who enroll on fee-charging credit-bearing courses or gifted education programmes offered by a local tertiary institutes or external organizations to explore and develop their talents	Fee-charging credit-bearing courses or gifted education programmes offered by local tertiary institutes or external organizations	3 Years	S4 (16/17 Cohort) S5 (15/16 Cohort) S6 (14/15 Cohort)	5	10	5	Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes Students will take the HKDSE Examination	Mr HK Ng
	To employ a coach responsible for coordinating pull-out gifted education programmes	Mathematics Training Team	3 Years	S4 (16/17 Cohort) S5 (15/16 Cohort)	10	10		Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes Students will take the HKDSE Examination	Mr SC Lo

								Examination	
	To employ a coach responsible for coordinating pull-out gifted education programmes	Physics Olympiad	1 Year	S4 (16/17 Cohort)	5			Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes Students will take the HKDSE Examination	Mr CS Lui