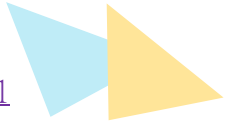


**Po Leung Kuk
Lo Kit Sing (1983) College**

**Annual School Plan
2020-2021**



The Kuk's Spirit

Mutual Respect
United Effort
Benevolence
Charitable
Gratefulness and Recognition

Dedication to Serving
The Community

Vision

Children are nurtured, Youngsters are educated
Adults are supported to contribute
Elderly are cared for
The less fortunate are lightened with hope.

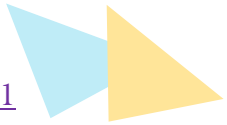
Mission

To be the most prominent and committed charitable organisation.
In the Kuk's Spirit to do good deeds with benevolence.
Dedicated in protecting the young and the innocent,
caring for the elderly and the underprivileged,
aiding the poor and healing the sick,
educating the young and nurturing their morality,
providing recreation to the public, caring for the environment,
passing on the cultural inheritance and
bringing goodness to the community

Values

Fine traditions, Accommodate the current needs
People-oriented, Care and appreciation
Sound governance, Pragmatism and innovative
Integrity, Vigilance
Optimal use of resources, Cost-effectiveness
Professional team, Service with heart





School Vision & Mission

- **Po** Leung Kuk aims at a quality education for all, advocates an all around education embracing the academic, moral, physical, social and aesthetic aspects, and takes pride in nurturing flourishing and faithful boys and girls for the community.
- Po Leung Kuk is a benevolent society. People in the lower levels of the social hierarchy benefit most from our services. For this reason, the educational services we provide should be non-profit making. As our school provide educational service with public funds, our policies should be able to reflect the needs of the community and the benefits and well-being of the general public.
- “Love, Respect, Diligence and Integrity”, motto of Kuk’s affiliated schools, places great emphasis on educating the young, nurturing the morality and helping to achieve “Cognitive, Aesthetic, Social, Physical and Moral development”, summarize the educational goals of Our School.
- Po Leung Kuk is an organization with no political or religious background. We believe people should be free to express their feelings and beliefs. Provided that social prosperity and stability are not threatened, all schools of thought and all kinds of religion can co-exist in our schools.





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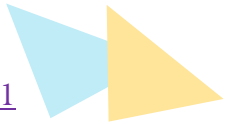




1. Major Concern: To Develop Effective Teaching and Learning Strategies for Academic Pursuit

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. To enhance effective pedagogies</p> <p>1.1 Subject departments focus on enhancing the following pedagogies across different levels</p> <p>(I) Questioning Skills (II) Issue based learning</p> <p>1.2 Subject departments design subject-based learning activities to develop students' questioning and issue-based learning skills of different levels.</p>	<p>Sept 2020 / July 2021</p>	<ul style="list-style-type: none"> ➤ All subject departments enhance questioning skills in lessons across all levels ➤ All subject departments design subject-based learning activities to develop students' questioning skills across all levels. ➤ All subject departments design subject-based learning activities to develop students' issue-based learning skills in at least one level. ➤ Minutes of subject departments explaining the strategies and evaluation. ➤ More focused lesson observation on questioning skills and Issue based learning. ➤ Professional development activities for enhancing teachers' questioning and issue-based learning skills 	<ul style="list-style-type: none"> ➤ Scrutiny of minutes of staff development team. ➤ Post seminar/ workshop questionnaire survey. ➤ Collect feedback from teachers. 	<ul style="list-style-type: none"> ➤ Academic Department ➤ Subject Panels ➤ Subject departments ➤ All Teachers ➤ Staff Development team 	<ul style="list-style-type: none"> ➤ EDB School based Services District based ➤ After School Learning and Support Program ➤ CEG ➤ Teacher assistants





1. Major Concern: To Develop Effective Teaching and Learning Strategies for Academic Pursuit

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1.3 Subject departments promote student learning through effective use of pre- lesson preparation and post-lesson assessments.</p> <p>1.4 Subject departments run pull-out programs for high-achievers and the less able students.</p>	<p>Sept 2020 / July 2021</p>	<ul style="list-style-type: none"> ➤ Subject based pre lesson materials and post lesson assessments are fine tuned to enhance the learning and teaching effectiveness. ➤ Over 60% of participants show improvement in academic performance. ➤ Positive feedback from teachers. ➤ The data bank of subject based talented and high achievers in each level are complied. ➤ Positive feedback from teachers in using of the data bank. ➤ At least 60% of students find the pull-out programs useful. ➤ At least 50% of students find the enhancement programs useful. 			





1. Major Concern: To Develop Effective Teaching and Learning Strategies for Academic Pursuit

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Students acquire good learning skills/ strategies and establish good habits for lifelong learning (focus on: Skills building, Note-taking, Active participation and Persistence)</p> <p>2.1 A strategic plan for students to acquire good learning skills and establish good habits for lifelong learning</p> <p>F.1 peer mentorship program to cultivate good learning habits. (GCD)</p> <p>F.1: Note-taking skills in bridging program and assemblies (ACD)</p> <p>F.2 &3: Talk on Career and Life Planning matter (CRD)</p> <p>F.4: Talk on persistence (CMN)</p> <p>F.5 & 6: Talk on habits, attitude and skill for HKDSE (ACD, CRD)</p> <p>F1-F6: Learning to learn video program-The Global Historical Exposure Channel</p>	<p>Sept 2020</p> <p>/</p> <p>July 2021</p>	<ul style="list-style-type: none"> ➤ Minutes of subject departments explaining the strategies. ➤ The framework and content of the booklet is completed. ➤ Students' sharing in class or on classroom display board. ➤ Positive feedback from teachers. ➤ Over 70% of participants agreed the peer mentorship program programs is useful. ➤ Over 70% of participants agreed the bridging program and assemblies' programs are useful. ➤ Over 70% of participants agreed the Career and Life Planning talks are useful. ➤ Over 70% of participants agreed the HKDSE related talks are useful. 	<ul style="list-style-type: none"> ➤ Scrutiny of minutes of subject departments ➤ Conduct questionnaire survey. ➤ Collect feedback from teachers. 	<ul style="list-style-type: none"> ➤ Subject departments ➤ Academic department ➤ E Learning Support: Curriculum ➤ Guidance Department ➤ Career Department ➤ Teachers concerned 	<ul style="list-style-type: none"> ➤ CEG: -Teacher assistants ➤ Activity organizers





1. Major Concern: To Develop Effective Teaching and Learning Strategies for Academic Pursuit

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.2 Developing a school-based learning skill curriculum/booklet to facilitate students learning.	Sept 2020 / July 2021	<ul style="list-style-type: none"> ➤ All video clips completed ➤ Promotion and Broadcasting of the channel ➤ 1st draft completed 			





1. Major Concern: To Develop Effective Teaching and Learning Strategies for Academic Pursuit

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3. To facilitate active learning by strengthening e-learning</p> <p>3.1 Pilot subject departments (Liberal Studies, Science and Math) will move on to the 2nd phase of e-learning scheme and will have chance to share their experiences with other subject panels.</p>	<p>Sept 2020</p> <p>/</p> <p>July 2021</p>	<ul style="list-style-type: none"> ➤ Minutes of subject departments explaining the strategies. ➤ Pilot subject departments design at least 3 topic/units subject-based e-learning materials and activities to facilitate active learning in junior form levels. ➤ Focused lesson observation on e-learning effectiveness. ➤ Sharing e-learning experience with other panels or other schools in SPD. ➤ Pilot subject departments design another 3 topics /unit e-learning materials and activities in F1-F3 to facilitate active learning. ➤ Course evaluation and focused lesson observation on e-learning effectiveness. ➤ Other subject departments design not less than 2 topics/unit e-learning materials and activities in F1-F3 to facilitate active learning. ➤ Positive feedback from teachers. ➤ Applying QEF funds for facilitating e-learning environment. 	<ul style="list-style-type: none"> ➤ Scrutiny of minutes of subject departments. ➤ Collect feedback from teachers. 	<ul style="list-style-type: none"> ➤ Subject departments ➤ Academic department ➤ STEM team 	<ul style="list-style-type: none"> ➤ CEG: -Teacher assistants ➤ QEF ➤ Activity organizers





1. Major Concern: To Develop Effective Teaching and Learning Strategies for Academic Pursuit

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3.2 All subject departments should echo the e-learning scheme (F.1-F.3)</p> <p>2nd Phase: not less than 2 topics/units in F1-F3 curriculum, followed by lesson observation and evaluation. (19/20)</p> <p>3rd Phase: not less than 3 topics/units in F1- F3 curriculum, followed by lesson observation and evaluation. (20/21)</p> <p>3.3 Exploring the possibility of applying funding for purchasing mobile devices.</p> <p>Explore the possibility of using mobile learning devices in class to enhance students' high order thinking ability.</p>	<p>Sept 2020</p> <p>/</p> <p>July 2021</p>	<ul style="list-style-type: none"> ➤ To explore and develop active learning through e-learning platforms. ➤ To utilize on-line learning tasks offered by different publishers, quasi-government organizations, and tertiary education institutions to allow students' learning to extend beyond classrooms. ➤ Over 70% of students agreed the e-learning curriculum is interesting and can facilitate active learning. 			

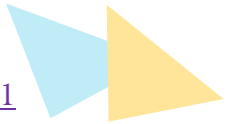




1. Major Concern: To Develop Effective Teaching and Learning Strategies for Academic Pursuit

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4. To build a learning family with reading culture 4.1 Continuing school programs Extensive reading scheme, Project learning, Extended learning activities to promote a language-rich environment. 4.2 Implementing “METEOR” to boost reading culture 4.3 Inviting students to recommend books for library, library purchases the recommended books and students recommend their books to their peers 4.3 Exploring the possibility of applying funding for purchasing mobile devices for creating reading culture. 4.4 To find more interesting subject related reading materials for students’ further exploration.	Sept 2020 / July 2021	<ul style="list-style-type: none"> ➤ Implementation of Project/Creativity curriculum, Extensive Reading Scheme, Top Readers Scheme, co-curricular English activities at the whole-school level. ➤ Implementation of a whole school language policy in daily and annual school events. ➤ Notice boards, displays, announcements and webpage materials are in English. ➤ Subject departments carry out reading programs to help students develop good learning habit. ➤ Students show interested to recommend books for library or their peers. ➤ All subject departments can find more interesting subject related reading materials for students’ further exploration. 	<ul style="list-style-type: none"> ➤ Scrutiny of meeting minutes and reports of subject and executive departments. ➤ Collect feedback from teachers and students. 	<ul style="list-style-type: none"> ➤ Academic department ➤ English department ➤ Reading promotion committee ➤ Librarian ➤ Other Subject & Executive departments 	<ul style="list-style-type: none"> ➤ CEG: -Teacher assistants ➤ QEF ➤ Activity organizers





2. Major Concern: Nurturing students to develop a positive and purposeful life

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. To help students develop positive values.</p> <p>1.1 Subject departments adopt learning and teaching activities to infiltrate the values to uphold positive values.</p> <p>1.2 Executive departments organize activities to help develop students' positive values.</p> <p>Positive values are:</p> <ul style="list-style-type: none"> ● Creativity ● Love ● Perseverance ● Honesty ● Kindness ● Teamwork ● Leadership ● Forgiveness ● Prudence ● Self-regulation ● Gratitude ● Hope <p>(Focus on the 4 bolded values)</p>	<p>Sept 2020</p> <p>/</p> <p>July 2021</p>	<ul style="list-style-type: none"> ➤ Subject panels (EN, CN, LS, CH & Moral Education) include positive values in the curriculum. ➤ A matrix to summarize the positive values embedded in the curriculum. ➤ Minutes of subject departments explaining the effectiveness of teaching the values. ➤ Positive feedback on school programs to develop students' positive values. ➤ Number of departments / programs promoted positive values. ➤ Students participated actively in the programs to promote positive values 	<ul style="list-style-type: none"> ➤ Subject coordination evaluation meetings. ➤ Scrutiny of minutes of subject panels. ➤ Executive coordination evaluation meetings. 	<ul style="list-style-type: none"> ➤ Subject departments ➤ Executive departments: - CCA - GCD - CMNSHE - DID - GAD - RCD - SAD - CRD - OCE - ICT - SVS 	<ul style="list-style-type: none"> ➤ QEF ➤ CMN ➤ Grant ➤ CEG





2. Major Concern: Nurturing students to develop a positive and purposeful life

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Promote a well-balanced development of students.</p> <p>2.1 Students have a well-balanced and active participation in academic, co- curricular activities, social service, leadership, aesthetic aspect.</p>	<p>Sept 2020 / July 2021</p>	<ul style="list-style-type: none"> ➤ Over 90% of students review their Student Profile and OLE Portfolio regularly. ➤ Over 60% of students completed the social service program. ➤ Over 50% of S6 students completed the Activity Curriculum. ➤ Over 40% of S3 to S5 students held committee posts in CCA clubs, societies and school teams. ➤ Provision of a flexible subject combination in senior secondary in order to cater for students' interests. 	<ul style="list-style-type: none"> ➤ Scrutiny of minutes of Executive departments. ➤ Executive coordination evaluation meetings. ➤ Collect and check student reflections. 	<ul style="list-style-type: none"> ➤ Executive departments: <ul style="list-style-type: none"> - CCA - CRD - DID - CMNSHE - ACD - GCD - OCE - RCD - ICT - SVS - Form Coordination - Leadership Nurturing Team 	<ul style="list-style-type: none"> ➤ CEG ➤ TRG ➤ EOEBG ➤ DLG





2. Major Concern: Nurturing students to develop a positive and purposeful life

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.2 Ensure provision of ample opportunities for students to find their interests and passion in lives.	Sept 2020 / July 2021	<ul style="list-style-type: none"> ➤ CCA clubs and societies are reviewed annually. ➤ 90% of S3 & S6 students have clearer goals on career life planning. ➤ 90% of students participated in career-related programs to explore their interests in life. ➤ Talent pools of academic, sports, dance, music, social service and leadership are set up. 			





2. Major Concern: Nurturing students to develop a positive and purposeful life

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Build up rapport and connectedness of students. 3.1 Develop a positive and supportive school climate. <ul style="list-style-type: none"> ● Better cohesion between students and students; students and teachers; students and parents. 3.2 Sustain a Caring School Campus.	Sept 2020 / July 2021	<ul style="list-style-type: none"> ➤ Number of form-based or class-based activities in promoting caring culture. ➤ Positive feedback on 'Day for You' and other programs to promote student-teacher relationship. ➤ Number of activities organized by PTA in promoting positive student-parent relationship. ➤ Positive feedback from stakeholders on school climate. ➤ Increasing number of teachers received pastoral care training. 	<ul style="list-style-type: none"> ➤ Scrutiny of minutes of Form coordination. ➤ Minutes of executive coordination meetings. ➤ KPM Survey 	<ul style="list-style-type: none"> ➤ Executive departments: <ul style="list-style-type: none"> – GCD – CRD – OLE – CMNSHE – CCA – Form Coordination – PTA – SVS 	<ul style="list-style-type: none"> ➤ CEG ➤ EOEBG ➤ LSG





Appendix I

School-based After-school Learning and Support Programmes 2020/21 s.y.

School-based Grant - Programme Plan

Name of School: Po Leung Kuk Lo Kit Sing (1983) College

Project Coordinator: Ms LAM Tin Fung Sandy

Contact Telephone No.: 24977110

A. The estimated number of students (count by heads) benefitted under this Programme is 736.

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		
<u>Visit, art/cultural activities, sports, learning skills training:</u> <i>Extended courses and activities of various subjects</i>	To broaden their learning experiences outside classroom and raise their understanding of the community	Ss interest and knowledge of specific subject has been increased	Daily observation of their performance in classroom	September 2020-August 2021	46	155	114	\$82,188.50	N.A.
<u>Adventure activities, leadership training, musical instruments courses, arts courses, dance courses:</u> <i>Students to participate at their own accord to develop their personal development and skill training course.</i>	To nurture Ss skills in goal setting, self-directed learning and self reflection	Self-management skills and self-esteem has been established and developed.	Students' survey and teachers' feedback.	September 2020-August 2021	68	232	171	\$123,280.00	N.A.
Total no. of activities: <u>2</u>				@No. of participation counts	114	387	285	\$205,468.50	
				**Total no. of participation counts	786				

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.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 25% discretionary quota (C) .





Appendix II

Learning Support Grant – Programme Plan 2020/2021

Information on SEN Activities to be Subsidized by the Grant

Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation	Period / Date activity to be held	Estimated No. of participants	Estimated expenditure (\$)	Name of partner / service provider (if applicable)
Activities of Integration Education (e.g. lunchtime programs, voluntary services)	To enhance SEN students' generic skills	SEN students actively participate and enjoy the activity.	Observation / Participant questionnaires	1/9/2020-31/8/2021	80	\$50,000.00	N.A.
Training Programs, Talks and Sharing to Parents & Teachers	To enhance parents and teachers' skills to deal with SEN students	Teachers' and parents' professional skills are enhanced.	Observation / Participant questionnaires	1/9/2020-31/8/2021	100	\$10,000.00	N.A.
Therapy Training Programs (e.g. Art & Speech)	To provide professional support for SEN students	SEN students improve their oral skills / relax from the activities.	Observation / Participant questionnaires / Student reports	1/9/2020-31/8/2021	20	\$50,000.00	MCKENZIE & ASSOCIATES Rehabilitation Services Limited
Jockey Club Autism Support Network (JConnect)	To enhance generic skills of autistic students	SEN students improve their social skills.	Observation / Participant questionnaires	1/9/2020-2/2/2021	12	\$8,800.00	Hong Kong Young Women's Christian Association
Reading & Writing Support Courses	To provide professional support for SEN students	SEN students feel more comfortable with study.	Observation / Participant questionnaires / Student reports	1/9/2020-31/7/2021	50	\$60,000.00	Seedling Education / Serve Shine Care Education Centre
Academic Enhancement Classes	To enhance the academic performance of SEN students	SEN students' homework stress is reduced.	Observation / Participant questionnaires	1/9/2020-31/7/2021	20	\$22,800.00	N.A.
Emotional management training course	To teach MI students some coping skills	SEN students feel more relaxed after the course.	Observation / Participant questionnaires	1/9/2020-31/8/2021	20	\$9,000.00	TBC





Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation	Period / Date activity to be held	Estimated No. of participants	Estimated expenditure (\$)	Name of partner / service provider (if applicable)
Mindfulness training course	To provide professional support for MI students	SEN students learn the skills.	Observation / Participant questionnaires	1/9/2020-31/8/2021	20	\$22,400.00	TBC
Positive-mind training through sports training course	To release MI students' stress through sports	SEN students release stress through sports.	Observation / Participant questionnaires	1/9/2020-31/8/2021	20	\$12,000.00	TBC
Horticultural therapy	To relax MI students with professional support	SEN students release stress through taking care of plants.	Observation / Participant questionnaires	1/9/2020-31/8/2021	20	\$16,000.00	TBC
Expressive arts therapy	To relax MI students with professional support	SEN students relax stress through arts.	Observation / Participant questionnaires	1/9/2020-31/8/2021	16	\$22,000.00	TBC
Individual counselling by specialist	To equip MI students some coping skills	SEN students feel more at ease.	Observation / Participant questionnaires	1/9/2020-31/8/2021	8	\$17,000.00	TBC

Balance brought forward from 2019/20: HK\$71,628.95

Total estimated grant to be received from EDB for 2020/2021: HK\$298,725

Total amount for the proposed activities: HK\$300,000

Balance to be carried forward to 2021/2022: HK\$70,354





Appendix III-a

Plan on Use of Diversity Learning Grant on P.E. (2020-2021)

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1- To facilitate the implementation of NSS PE	NSS PE <ul style="list-style-type: none"> To relieve PE teachers' workload so that teachers can concentrate on developing better teaching To provide SBA support for PE teachers Other Subjects <ul style="list-style-type: none"> To allow teachers have more learning opportunities to attend seminars 	<ul style="list-style-type: none"> Employing 0.3 Subject Assistant to provide support to PE Department 	<ul style="list-style-type: none"> Handle Physical Education administrative work and relieve PE teachers' workload. Assisting PE Teachers' to prepare teaching and learning materials. Assisting PE Teachers' on regular practical training. Substitute lessons if needed, so that teachers can have more time to attend seminars, and to enhance their professional development 	12 months (1/9/20 – 31/8/21)	\$6,350.00 (approx.) x 12 months (+MPF) = \$80,000.00 (approx) Total: \$80,000.00 (approx.)	<ul style="list-style-type: none"> At least 5 sets of teaching-related materials would be produced. The staff will provide at least 1 session practical training to students per week. The staff will support the trainings and competitions of Girls Basketball Team The staff will substitute lessons if teachers need to attend seminars. 	<ul style="list-style-type: none"> Count the number of teaching materials produced Count the number of pair teaching lessons Count the number of practical training sessions. Inspection by Teacher i/c. 	PE Dept. Head Mr Yu C. W.
2-To procure PE valuable learning experiences for students	<ul style="list-style-type: none"> To enhance the quality of Learning and Teaching in Joint school Program 	<ul style="list-style-type: none"> Employing tutors or coaches to provide professional trainings to PE electives students 	<ul style="list-style-type: none"> Motivation of students in active learning Improvement on practical skills 	1/9/20–31/8/21	Total: \$6,000.00 (approx.)	<ul style="list-style-type: none"> All PE elective students engage both in at least one Theory and one Practical Lesson. 	<ul style="list-style-type: none"> Count the number of lessons provided Count the number of students involved 	PE Dept. Head Mr Yu C. W.





Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
3-To procure PE learning materials and PE equipment	<ul style="list-style-type: none"> To equip PE teachers with more updated teaching related materials / PE equipment so that they can have more knowledge and skills to prepare better lessons. 	<ul style="list-style-type: none"> Purchasing more resources to give more material support to PE teachers 	<ul style="list-style-type: none"> More teaching and learning resources can be sponsored and bought 	1/9/20–31/8/21	Total: \$20,000.00 (approx.)	<ul style="list-style-type: none"> At least 1 set of teaching-related materials/ PE equipment would be purchased. 	<ul style="list-style-type: none"> No. of teaching-related resources and PE equipment purchased 	PE Dept. Head Mr Yu C. W.

Total amount for this proposal: \$106,000.00

	Item 1	Item 2	Item 2	Total
Amount	\$80,000.00	\$6,000.00	\$20,000.00	\$106,000.00

Balance B/F 2019/20: \$31,657.00

Total estimated grant to be received from EDB for 2020/2021: \$84,000.00

Total estimated expenditure 2020/21: \$106,000.00

Estimated surplus: \$9,657.00





Appendix III-b

Three-year plan – Measures to broaden students' choices of elective subjects and Provision of gifted education programmes for the 10th cohort (2018/19 to 2020/21) of senior secondary students

The following program is adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded program	Strategies & benefits anticipated	Name of the course	Duration of the course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning	Teacher in charge
					18/19	19/20	20/21		
Applied Learning (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations 	ApL courses in the following areas of studies: <ul style="list-style-type: none"> - Computer Game and Animation Design - Applied Psychology - Aviation Studies - Child Care and Education - The Essentials of Theatre Arts - Accounting for e-Business - Western Cuisine 	180 hours in 2 years for each course	S5 & S6 students of this cohort of students	0 (Updated)	8 (Updated)	8 (Updated)	<ul style="list-style-type: none"> - Students meet the 80% minimum attendance rate - Students submit course assignments on time - Successful completion of the ApL courses by students as shown in their learning records - Survey / evaluation report on students' feedback - Level of achievement attained in HKDSE 	CWK WTC (ACD)





Three-year plan – Measures to broaden students' choices of elective subjects and Provision of gifted education programmes for the 11th cohort (2019/20 to 2021/22) of senior secondary students

The following program is adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded program	Strategies & benefits anticipated	Name of the course	Duration of the course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning	Teacher in charge
					19/20	20/21	21/22		
Applied Learning (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations 	ApL courses in the following areas of studies: <ul style="list-style-type: none"> - Computer Game and Animation Design - Applied Psychology - Aviation Studies - Child Care and Education - Patisserie and Café Operation 	180 hours in 2 years for each course	S5 & S6 students of this cohort of students	0 (Updated)	12 (Updated)	12 (Estimated)	<ul style="list-style-type: none"> - Students meet the 80% minimum attendance rate - Students submit course assignments on time - Successful completion of the ApL courses by students as shown in their learning records - Survey / evaluation report on students' feedback - Level of achievement attained in HKDSE 	CWK WTC (ACD)

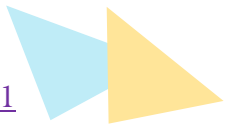


Three-year plan – Measures to broaden students' choices of elective subjects and Provision of gifted education programmes for the 12th cohort (2020/21 to 2022/23) of senior secondary students

The following program is adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded program	Strategies & benefits anticipated	Name of the course	Duration of the course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning	Teacher in charge
					20/21	21/22	22/23		
Applied Learning (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations 	ApL courses in the following areas of studies: <ul style="list-style-type: none"> - Computer Game and Animation Design - Film and Video - Aviation Studies - Child Care and Education - Applied Psychology - Interior Design 	180 hours in 2 years for each course	S5 & S6 students of this cohort of students	0 (Updated)	10 (Estimated)	10 (Estimated)	<ul style="list-style-type: none"> - Students meet the 80% minimum attendance rate - Students submit course assignments on time - Successful completion of the ApL courses by students as shown in their learning records - Survey / evaluation report on students' feedback - Level of achievement attained in HKDSE 	CWK WTC (ACD)





Appendix IV

Plan of Use of the Promotion of Reading Grant

Item 1

Task Area	Major Areas of Concern	Strategies / Task	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People responsible
To provide support to subject and department for the promotion of reading to learn	Conduction of theme based reading: Chinese History & Culture Healthy Living Science, Technology, Engineering & Mathematics (STEM) Education Moral Education	<u>Enrichment of Hyread Ebook stock</u> Acquisition of appropriate and adequate numbers of library books on different reading themes to facilitate the implementation of extensive reading scheme.	Support for subjects and departments will be strengthened	1/9/2020 to 31/8/2021	\$40,000.00	(1) Enrichment on library stock (2) Whole school enjoys and actively participates in the Theme-based reading activities	Stock record Meetings and reports from teachers	Teacher Librarian Subject Heads and Department Heads

Items 2

Task Area	Major Areas of Concern	Strategies / Task	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People responsible
To provide innovative, interesting activities so that students will enjoy reading	To construct an E-reading environment	<u>Establishment of News Research Platform</u>	Exposure of students will be widened and a good research skill among students will be developed.	1/9/2020 to 31/8/2021	\$12,400.00	All Students get free access in the e-Mingpao and HKEJ account	Evaluation report from Liberal Studies Hit rate, login record and record of the duration of online reading time	Teacher Librarian Faculty Heads of Academic Subjects





Item 3

Task Area	Major Areas of Concern	Strategies / Task	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People responsible
To create a supportive reading environment for readers	To encourage student “read to learn”	<u>Setting up an information kiosk MAGApedia</u> where readers can get the updated information from different magazine issues	Promotion of active learning outside classroom	1/9/2020 to 31/8/2021	\$10,000.00	Morning speeches	(1) Meetings and reports from teachers (2) Loan records	Teacher Librarian Reading Promotion Committee

Total amount for the proposal: HK\$62,400.00

	Item 1	Item 2	Item 3
Amount	HK\$40,000.00	HK\$12,400.00	HK\$10,000.00

Balance brought forward from 2019/20 : HK\$823.40

Total estimated grant to be received from EDB for 2020/21 : HK\$62,414.00

Total estimated grant to be expensed in 2020/21 : HK\$62,400.00

Estimate surplus in 2020/21: \$837.40



Appendix V

姊妹學校交流計劃書
2020/2021

內地姊妹學校名稱 (1): 上海市徐匯中學
 (2): 上海市第四中學
 (3): 杭州市第十四中學
 (4): 寧波市鎮海區中興中學

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	<p>優化資源促進與姊妹學校緊密交流。</p> <p>本校策劃及舉辦上海、杭州及寧波姊妹學校網上教師專業交流活動或學生網上多元交流活動。</p>	<p>兩地教師可就各校特色及個別專題舉辦不同類別的網上交流活動。活動例如：課程設計分享、教學交流研討會、教學示範及觀課等。</p> <p>兩地學生可參與不同類別的網上交流活動。活動例如：網上普通話、英語口語交流、辯論賽等。</p> <p>舉辦多媒體交流活動能突破地域界限，讓校內更多師生能參與內地姊妹學校活動，互相啟發、彼此學習，惠及三地四校的教育需要。</p>	<p>本校能成功策劃及舉辦上海、杭州及寧波姊妹學校網上教師專業交流活動或學生網上多元交流活動，並拍攝活動過程以作交流及評估之用。</p> <p>透過熟習使用電腦設備後，本校師生能更方便與四所內地姊妹學校同時進行多元交流活動。</p>	<ul style="list-style-type: none"> • 購買平板電腦 • 購買攝影器材及相關配件 • 購買快閃磁碟機 	<p>\$95,000</p> <p>\$25,000</p> <p>\$1,000</p> <p>總開支:</p> <p>\$ 121,000</p>



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	
2	向上海、杭州或寧波姊妹學校派發本校刊物以加深對本校之認識。	上海、杭州或寧波姊妹學校師生能夠更了解本校學校的最新情況，包括：行政及管理理念、模式及架構，公開試成績及升讀大學學科情況，校外比賽優勝紀錄，家校合作活動及中一新生支援活動等。	本校能成功印刷足夠數量刊物給予姊妹學校，並於派發後透過網上交流以作評估。	• 印刷刊物	\$25,000
				(2019/20 年度餘額: \$101,929.8) (2020/21 年度收入: \$150,000) 2020/21 年度總支出	\$ 146,000



Appendix VI

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 estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experience				
							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				
Category 1	To organise / participate in life-wide learning activities										
1.1	Local Activities: 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)										
Cross-KLA	<u>Experiential Learning Activities</u> Visit, field trip and workshops for each form / class with thematic learning	To broaden students' learning experiences outside classroom.	Sept 2020 to Aug 2021	F1 to F5	- Observation - Evaluation in staff meeting - feedback from teachers and students	\$80,000	✓	✓	✓	✓	✓
Cross-KLA	<u>Life wide learning day</u> Visit, field trip and workshop for each form / class with thematic learning	To broaden students' learning experiences outside classroom.	28 Jan 2021	F1 to F5	- Observation - feedback from teachers and students	\$50,000	✓	✓	✓		✓
Art Education	<u>Stage Cultural Day</u> Art appreciation outside school	To experience a full scale art performance and nurturing students positive values and attitudes.	March 2021	F1 to F5	- Observation - feedback from teachers and students	\$45,000	✓	✓	✓		
			Sub-total of Item 1.1			\$175,000					



1.2	Local Activities: 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)										
English, Chinese, PE, VA, Music, Dance	<u>Visit, field trips, workshops and competition</u> Extended courses and competitions in choral speaking, VA, Music, Dance and Sports.	To broaden students' learning experiences outside classroom.	Sept 2020 to Aug 2021	students with interest	- observation of students' performance	\$100,000	✓	✓	✓		✓
Music	<u>Music for all scheme</u> A regular music course throughout the year for all F.1 students under the music curriculum.	To cater students' interests and abilities, develop students' aesthetic sensibility.	Sep 2020 to Aug 2021	F1	- observation of students' performance in classroom - the performance in the final concert	\$185,000	✓	✓	✓		
Leadership	<u>Leadership training activities</u> a) Prefect team leadership training a) Librarian team leadership training	To cater students' interests and abilities, develop students' leadership skills.	Jul 2021	students with interest	- observation of students' performance	\$30,000		✓		✓	✓
Services	<u>Volunteering work activities</u>	To cater students' interests and abilities and broaden students' learning experiences outside classroom, support students to carry out volunteering work.	Sep 2020 to Aug 2021	students with interest	- observation of students' performance	\$12,000		✓		✓	✓
			Sub-total of Item 1.2			\$327,000					
1.3	Non Local Activities: To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
Cross-KLA	<u>Non local study tour</u> Non local study tour to Taiwan, Singapore, mainland China, etc.	To promote student's motivation in learning, experience the culture and carry out investigation during the tour.	April, 2021	F3 and students with interests	- observation - feedback from teachers and students - project learning	\$700,000	✓	✓	✓		✓
			Sub-total of Item 1.3			\$700,000					
			Estimated Expenses for Category 1			\$1,202,000					





Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	<u>STEM products and materials</u> 4D frame learning materials Materials for Mathematics subject Materials for Science subject Materials for ICT subject	To promote STEM education in the school curriculum which is essential for their lifelong learning and whole-person development.	\$70,000
Estimated Expenses for Category 2			\$70,000
Estimated Expenses for Categories 1 & 2			\$1,272,000

Estimated Number of Student Beneficiaries

Total number of students in the school:	736
Estimated number of student beneficiaries:	736
Percentage of students benefitting from the Grant (%):	100%





Appendix VII

Po Leung Kuk Lo Kit Sing (1983) College Plan of the Spending of Teacher Relief Grant (TRG) for the School Year (2020/21)

Task Area	Major Areas of Concern	Strategies / Tasks	Time Scale	Expected Amount
Curriculum Development	1. To facilitate the curriculum development and enhance the efficient use of the manpower resources	To employ contract teachers (CN, IH/GE, EN, MB) to enhance learning and teaching	Sep 2020 – Aug 2021	Salary including MPF: \$ 2,908,380
	2. To enhance learning and teaching effectiveness and to relieve teachers' administrative duties	To employ supporting staff (Project Organiser, Activity Organiser and Assistant Teachers) to enhance learning and teaching	Sep 2020 – Aug 2021	Salary including MPF: \$ 1,535,040
	3. To enhance the learning outcomes	To employ tutors and coaches to conduct enrichment lessons for students to cater for learning diversity and enhance learning effectiveness	Sep 2020 – Aug 2021	Salary including MPF: \$ 300, 000
			Total:	\$ 4,743,420.00

Total estimated grant to be received in 2020/21: \$4,743,420.00

Total estimated grant to be expensed in 2020/21: \$4,743,420.00

Estimated surplus / deficit in 2020/21: \$0





Appendix VIII

Po Leung Kuk Lo Kit Sing (1983) College

Funding of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
- To appoint an additional Assistant Teacher for the support of learning and teaching of NCS students.	-To enhance the support for NCS students learning of Chinese - To provide NCS students with additional after school Chinese learning support -To create an inclusive learning environment in school -To equip NCS students and teachers with updated and related teaching and support so that they can have adequate knowledge and skills to learn Chinese Language -To encourage local students to get along with NCS students	- After school learning support will be arranged for NCS students: *Chinese learning and enhancing class *reading program *peer learning from local students *essay writing	-NCS students will have more support to learn Chinese by the support of the Assistant Teacher -Enhance the learning of NCS students by the peer cooperation and support -Creating a good and harmonious environment to both NCS and local students	1/9/2020 - 31/8/2021	Total: \$150,000	-The NCS students will be more effective in learning Chinese - The NCS students will have more interest and confidence in learning Chinese - The NCS students are encouraged to integrate into the school	- Evaluation by teachers - Peer lesson observation among teachers teaching Chinese Language - Feedback from NCS students	-Chinese Language Panel Head – Ms Chan Nga Fun and Chinese Language Deputy Panel Head- Ms Hon Ho Yan

Total amount for this proposal: \$150,000

	Item1	Total
Amount:	\$150,000	\$150,000

Total estimated grant to be received from EDB for 2020/2021: \$150,000

Total estimated expenditure 2020/2021: \$150,000

Estimated surplus: \$0





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