

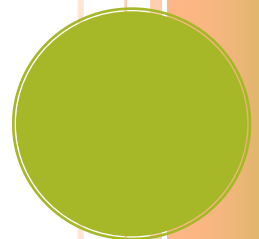


# ANNUAL SCHOOL PLAN

*Carmel Secondary School* 迦密中學

2023-2024

2023/10/5



# ANNUAL SCHOOL PLAN

CARMEL SECONDARY SCHOOL 迦密中學

Table of Contents	Page
1. School Vision and Mission (YF)	2
2. School Development Plan (2022-2025) (YF)	3
3. Annual School Plan	6
4. Plan on CEG	20
5. Plan on After-school Learning Support Grant	21
6. Plan on DLG	22
7. Plan on Interschool DSE Courses	23
8. Plan on ApL	24
9. Plan on Life Planning Education and Career Guidance	25
10. Plan on Integrated Education & Support	32
11. Plan on Reading Promotion	38
12. Plan on LWLL Grant	39
13. 公民與社會發展科津貼計劃書	40
14. 香港與內地姊妹學校交流計劃	41
15. 加強支援非華語學生的中文學與教額外撥款計劃	42
16. References	43

## School Mission and Vision

School Vision	
To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realise their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.	
School Mission	
1.	Provide quality education: Realise the potential of all students so that they can think independently, cope with changes and possess sound knowledge and skills.
2.	Nurture the whole person: Bring students to know God with Biblical truths and personal testimonies, nurture their character in an all-round manner so that they may grow up healthy in body, mind and spirit.
3.	Inculcate moral beliefs: Through civic education, instil in students wholesome moral beliefs, self-discipline and help them become virtuous persons.
4.	Enhance learning capacity: With lively teaching methods, guide students to play an active role in their learning and become self-directed learners so that they will strive to the best of their abilities in every respect.
5.	Develop language skills: Develop student's reading, writing, listening and speaking skills so that they possess a good command of written Chinese and English and speak fluent Cantonese, Putonghua and English.

**School Development Plan  
2022-2025**

**Major Concerns**

- 1. Major Concern 1: Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)**
- 2. Major Concern 2: Live by Values: To Actualize the School Motto through Values Education**

### School Development Plan (2022-2025)

#### (1) Major Concern 1: Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)

Strategies	Targets	Major Events/Programs	Time Scale		
			22-23	23-24	24-25
1. To promote professional development initiatives on pedagogical practices and the effective use of Information Technology in L&T	To enhance teachers' capacity in utilizing e-L&T tools for effective learning	1. Teachers are mobilized to attend quality professional development programmes (including but not limit to external workshops or demo lessons) to keep abreast of eLearning teaching practices and to apply by members of the subjects.		√	√
		2. To arrange in-house exchange and subject-based workshops and sharing sessions among teachers.	√	√	√
2. To promote acquisition and development of self-learning habits through utilization of digital tools and online resources	To identify and make effective use of digital tools/platforms to encourage students' engagement and autonomy in learning	1. All subjects develop subject-specific learning and teaching strategies that utilize cloud storage and note-taking tools such as Google drive / OneDrive / OneNote, to cultivate students' habit in organizing electronic learning resources.		√	√
		2. To develop subject-based self-learning online platform (by at least 6 subjects)		√	√
3. To actualize the Bring Your Own Device (BYOD) policy by stages	To utilize mobile devices effectively in classroom learning and teaching to enhance student engagement and mastery in the learning process.	1. To develop a sound policy and implementation schedule for Bring Your Own Device (BYOD).	√		
		2. To collaborate with subjects to identify and share learning activities where BYOD can enhance students' engagement.		√	√

## (2) Major Concern 2: Live by Values: To Actualize the School Motto through Values Education

The School Motto: Self-discipline through the understanding of the Word; Service to Mankind through faithfulness to the Lord 明道律己 忠主善群

Focus of each year: self-disciplined (22-23), willing to serve mankind (23-24) and faithful to the Lord (24-25)

Strategies	Targets	Major Events/Programs	Time Scale		
			22-23	23-24	24-25
1. To incorporate value education into curriculum and lessons, providing students with context to learn and reflect on values.	To enhance students' understanding and readiness in upholding the values	1. Various subjects review elements of value education in curriculum and design learning activities in promoting form-based virtues	✓	✓	✓
		2. To organize thematic education weeks (by functional committees) and assemblies relevant to nurture of positive values	✓	✓	✓
2. To step up experiential-learning opportunities for students within and outside the school, so that they could connect with the community, learn to serve and demonstrate values of living	Foster students' acquisition, action and reflection of core values through engagement in learning and services in authentic contexts	1. To mobilize students' participation in community and service-learning programmes within and outside school		✓	✓
		2. To mobilize students' engagement, especially for student leaders, in experiential learning programmes that incorporate interdisciplinary knowledge application, entrepreneurship education and services to the community			✓

## Annual School Plan ( 2023-2024 )

### (1) Major Concern 1: Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)

**Feedback and follow-up actions from the previous school year:**

- Emerging practices and experimentation on ITE.
- Due to gaps in getting hardware (e.g., interactive whiteboards, BYOD by students), development in ITE was still under constraints.
- With the trial-out of BYOD in S2&S4, as well as focused professional development to build capacity and a community of exchange, progress of effective ITE would be stepped up.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To enhance teachers' capacity in utilizing e-L&T tools for effective learning	To promote professional development initiatives on pedagogical practices and the effective use of Information Technology in L&T for various subjects:	Teachers complete PD in accordance with the subject-specific benchmarks	Training records	Whole year		TCS and partnership with relevant bodies
	All subjects set subject-specific benchmark on PD attendance with respect to ITE	Teachers report higher level of confidence and skills on using specific I.T. tools or app and find greater motivation to incorporate ITE in lessons	Feedback from subjects and teachers		All subjects	
	All subjects design initiative sharing of reflective practices of the subject-specific PD scheme (in-house) and learnings from external PD opportunities	Teachers are able to name concrete inspirations from such CPD and sharing sessions	Observation on teaching practices in lessons		All subjects	
	ASC promotes PD on ITE with respect to gifted education and catering for learners' diversity		Survey		ASC	
	Collaboration among KIC, CDC and various KLA on Identification and thus exchange among teachers on how BYOD enhance students' engagement	The school gains a comprehensive understanding of the implementation of BYOD across different subjects, enabling them to design future support measures and staff development programs accordingly.			KIC + CDC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Lesson Walk: Cross-disciplinary regular lesson walk-through to identify good practices and needs on L&T, including ITE; consolidation of good practices from Lesson Walk (interdisciplinary lesson walk-through + PD for senior staff on shared understanding on effective pedagogical practices) and sharing in staff meetings/suitable occasions	<p>Lesson walks are conducted twice a month.</p> <p>CDC members and panel heads gain a clearer understanding of how teachers organize their teaching practices and observe the learning habits of students during the lessons.</p> <p>A positive culture of professional exchange can be cultivated.</p> <p>Effective findings or L&amp;T practices are shared with all teachers.</p> <p>Exemplars on the effective use of ITE can be shared in staff development sessions</p> <p>Teachers are increasingly acknowledging that ITE has the potential to enhance learning and teaching effectiveness.</p>	<p>Feedback from Lesson Walk's participants</p> <p>Materials &amp; records of sharing of practices in staff meetings or suitable occasions</p>	Whole year	CDC + P + VPs	N/A
To identify and make effective use of digital tools/platforms to encourage students' engagement and autonomy in learning	All subjects derive practices to promote acquisition and development of self-learning habits through utilization of digital tools and online resources, for example: Bio (learning resource sharing forum, co-creation platforms), BKE (reflective learning platforms), Chinese language (personalized note-taking, e-reading), CHM (self-learning online platform)	<p>Tools and platforms for ITE are effectively adopted and utilized in line with the subject-specific targets</p> <p>Tools and strategies could effectively: (1) promoting learning driven by students, (2) allowing students to construct explanations of key concepts, and (3) making connections between "hard</p>	<p>Feedback from teachers and subject-based discussion</p> <p>Student performance in class and assessments</p>	Whole year	All subjects	



Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		memorized knowledge” and new/real contexts; (4) students are able to complete the self-learning online tasks; (5) students are able to demonstrate quality individualized notes, learning activities and assignment; (6) overall learning experience could be personalized and productivity could be enhanced; (7) students could explore online resources and collaborate with peers easily to expand their learning opportunities	Survey			
	Identifying and prioritizing “Essential Learning Habits” to be nurtured among students and shared among ALL subjects in practice.	<p>Learning habits are selected to be the major focus based on teachers’ comment and discussions.</p> <p>Students agree that the " Key Learning Habits" can enhance their learning effectiveness</p> <p>Students start practicing at least two of the learning habits in their self-learning</p>	<p>Feedback from teachers and students</p> <p>Survey</p> <p>Student performance in class, notes, and assignments</p>	Whole year	CDC+ASC	
	Academic counselling by ASC to give remedial support to target student groups on focused learning habits: (1) Effective revision strategies; and (2) Well-planned for revision; coaching given include the use of revision tools or strategies from the SOS booklet, such as using flash cards, graphic	<p>Students have tried at least one revision tools or strategies from the SOS booklet.</p> <p>Students are able to set and follow the revision timetables or schedules.</p>	<p>Academic counselling reports</p> <p>Tracking of students’ performance</p>	Whole year	ASC members	SOS tools

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	organizers, Read-Test-Check, etc., and assist students in setting revision timetables or schedules and follow up on their progress in revision					
	「FUN 識香港」學習平台：國家安全教育協調委員會、公民科、中史科攜手合作，以齡記出版有限公司的「Fun 識香港」學習計劃，為中一至中六級同學提供以下活動平台「Fun 識香港」學習平台，學生可按個人學習興趣和生活習慣，訂立學習目標和計劃，親身進行考察	<p>參與學生能有效運用平台，進行學習</p> <p>參與學生提升國民身份的認同</p> <p>參與學生對香港古蹟的歷史故事和特點的認識、對香港在國家發展過程中的角色，國家與香港的關連的認識有所提升</p>	FUN 識香港」學習平台的表現數據	全年	NEL, CHT	
To utilize mobile devices effectively in classroom learning and teaching to enhance student engagement and mastery in the learning process	<p>To actualize the Bring Your Own Device (BYOD) policy by stages</p> <p>To develop a sound policy and implementation schedule for Bring Your Own Device (BYOD) through the collaboration of KIC, CDC, ASC &amp; DC</p> <p>KIC + CDC collaborate with ALL subjects to collect, analyze, and disseminate findings from subject-based initiatives relevant to learning habit acquisition and development</p> <p>Support on BYOD to students through setup of an online support portal including important reference materials on BYOD policy, video clips on iPads operation tips and various common learning applications. The portal will be made accessible through a shortcut on every iPad with MDM installed</p>	<p>Hardware and software, with aligned trainings for teachers and students, are in place according to the schedule</p> <p>Students are more confident in using their iPads as learning tools</p> <p>Students are more confident in using note-taking app such as OneNote to assist their learning</p> <p>Students are more confident in using various apps to organize their learning materials</p>	<p>Review of students' notes and learning materials and assessment</p> <p>Survey</p> <p>Focus group discussion with students and teachers</p>	Sep to Dec 2023	KIC, CDC, ASC, DC, All subjects	School fund

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	S5 Students conduct online career assessments (e.g., Career Interest Inventory) and/or information search with S5 students to facilitate Individual Student Planning	<p>Students find the online assessments useful in helping them understand their career inclination.</p> <p>Students feel more confident in developing plans for their further studies and career with the help of the online tools and information.</p> <p>Career advisors could provide personalized and timely career advising for students with assistance of the individual reports/data during the group/ individual consultations</p>	Feedback from teachers	Whole year	CLC	On-line assessment fee

## (2) Major Concern 2: Live by Values: To Actualize the School Motto through Values Education

### *Feedback and follow-up actions from the previous school year:*

- Targets under this major concern has been fine-tuned to allow better cascading by committees and subjects to promote, instill and practice values and virtues of the school motto.
- More focus on how to promote being agency to serve the community with positive values.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To enhance students' understanding and readiness in upholding the values	To incorporate value education elements into curriculum, lessons and learning experiences inside/outside classrooms so as to provide students with context to understand and to actualize positive values, as well as showcasing their service learning/design thinking outcomes for the school's 60+/School for the Future mission.	Students aware and understand positive values in relation to the school motto	Teachers and students' feedback  Quality of students' works  Survey			
	中文：中二級《桃花源記》後散文單元，鼓勵同學考察社區需要，並以 pages 或 i-movie 呈現自己對所處身社區的未來願景，勾劃心中未來的「桃花源」	Schools are willing to apply positive values through academic/social innovations for solutions to serve or to solve an authentic problem in life/ community		2 <sup>nd</sup> term	CHI	
	BAFS+ LVE+ ECO: Cross-disciplinary collaboration on how to improve the school environment through the simulation of setting up social enterprises with the theme of 60 <sup>th</sup> anniversary-School for the Future (A simulation of a social enterprise start-up to address a need or problem in the school community/among stakeholders of the school)	Students work show their creativity problem solving skills through the learning process		2 <sup>nd</sup> term	ECO, BAFS, LVE	
	ENG + HST: Developing writing packages of narrative and articles to feature people who have connection with Carmel/HK History from 1964 to now)	Students gain more ample experiences of serving the community.  For service learning / entrepreneurship initiatives,		2 <sup>nd</sup> term	ENG, HST	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	ENG: Article on the future me; Reading to Learn, Learning to Serve (S1 students share with local primary school students their written fables with values)	students are able to reveal and comprehend needs of the target service populations/ groups.				
	ICT: Having “care for others” as the theme of S1 Apps development Project, in which students suggest and design apps for the community around the school which help improve their living.  Cross-subject STEM lesson unit by ICT, MTH and PHY: STEM Education with Self-directed and Progressive Learning of Engineering Design Process for Problem-solving			2 <sup>nd</sup> term	ICT, MTH, PHY	
	Theme week “Giving and Gratitude” by CGC: Encourage students to participate in a "Random Acts of Kindness" challenge that they perform small acts of kindness for others, cultivating empathy and a habit of making a positive difference in daily life.	Students can practice care, gratitude, and empathy through the activity.  Students agree that the activity helped them consider the needs of others in their thinking.	Feedback from teachers and students  Deliverables from students (acts of challenge)	2 <sup>nd</sup> term	CGC	
	Career Week – with theme on work values and a special focus on respect for others and roles in community	Students realize the impact and significance one’s career can have in their community and society.  Students are willing to consider social values e.g., Respect for Others, Community when they	Students’ feedback  Survey	Nov 2023	CLC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		make education and career decisions				
	Moral and Civic Education Week— Encourage students to care for the community, understand the needs of others and give them a helping hand.	No less than 50% of the students participate in the Small Acts of Kindness under the Jockey Club Volunteer Programme and practice caring for others in their daily life.  Participants reportedly demonstrate positive values and willingness to serve.	Students' feedback  Observations and assessment of the "small acts of kindness"  Survey	Oct 2023	CVC, DMC	
	灰色我有 SAY: Forums held by student leaders at lunch time with themes that promote deeper understanding and reflection on some controversial issues relevant to values and virtues.	Students are aware of the importance of good virtues as the foundation of their purpose-driven life. Students have a stronger determination to actualize the good virtues.	Students' response in forum	Whole year	DMC	
	Live yourself as a light: aims at facilitating students to find role models in life so that they can reflect on the significance of good people and good deeds to the community.	Students are aware of the importance of good virtues as the foundation of their purpose-driven life.  Students have a stronger determination to actualize the good virtues.	Students' feedback  Survey	Whole year	DMC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Carmel Hall of Fame: a series of events providing students with the opportunity to engage in meaningful dialogues with accomplished leaders which are our school alumni, learn from their experiences, and gain valuable insights into leadership, career paths, and industry trends.	<p>Students become more confident and proactive in learning about the life experiences of guests and get inspired through the intergenerational exchange.</p> <p>Students develop skills in conducting interviews with various guests and demonstrate the required knowledge and skills (organization, communication, and decision-making skills).</p> <p>Students reflect on different values from interviews with various leaders such as perseverance, integrity, resilience etc.</p>	<p>Teacher observation of student performance.</p> <p>Feedback from teachers and students</p> <p>Interview records</p>	Whole year	PUC, Alumni, CLC	
	CDC: Lead a group of students to gather opinions from their fellow students and share the findings regarding the future of learning and teaching at Carmel; engaging students in data collection and peer interviews, students get a clearer understanding of their peers' needs. Additionally, as they propose suggestions to address these needs, students demonstrate respect and empathy towards their fellow students.	<p>Participating students acquire information gathering, analysis, and communication skills.</p> <p>Students develop a stronger sense of empathy and concern for the needs of their fellow students.</p> <p>Students can develop a sense of belonging of the school.</p>	<p>Findings of students' research</p> <p>Reflective discussions with participated students</p>	2 <sup>nd</sup> term	CDC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	STEAM project (School for the future 60+): Science enrichment class (Design thinking project) Extend their knowledge to the community (Energy saving/Transportation)	Students agree that they are actually / potentially contributing to the community by applying their knowledge.  50% of students of the enrichment class partake in STEM-related competition.	Questionnaire  Student presentation  Students' participation and performance in STEM competition	2 <sup>nd</sup> term	ISC	
	Big canvas painting (for 60th anniversary decoration) & - A Bible scripture calligraphy, and community artworks, on virtues	Students can incorporate positive values in artworks	Deliverables by students  Students' feedback	Whole year	VA	
Foster students' acquisition, action and reflection of core values through engagement in learning and services in authentic contexts	STEAM-related teams/ various subjects: identification of opportunities (competitions, intensive learning programmes) with a focus on formulating solutions for an authentic problem/need of the school/ target group/ community	At least one such competitions / projects done by each STEAM-related teacher.  Students agree that they are actually / potentially contributing to an authentic / real-world context.	Students' products & performance  Survey	Whole year	STEAM	
	Counselling Ambassador: Peer supporters serve as peer supporters, actively promoting a culture of mental and physical well-being. They will play a vital role in S1 orientation programs, providing guidance and support to new students; with training given to enhance their communication skills; hence cultivate their hearts for caring and serving others.	Recruit at least 16 counselling ambassadors.  2 or more training sessions are provided.  Students demonstrate higher level	Feedback from teachers and students  Survey	Dec 2023 – May 2024	CGC	LWL



Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		<p>of VASK in self-awareness of emotional needs.</p> <p>Students demonstrate higher level of VASK in taking care of their peers/mentees.</p> <p>Students are confident that they can support their peers and S1 students.</p>				
	"Old and Young People Talking about Drama": Students learn about the life and culture of the olden times through movies and used them as the topic of their visits to the elderly; old movies were used to promote communication and integration between the elderly and the young	<p>Students have a better understanding of the needs and situation of the elderly through conversations and interviews.</p> <p>Students could make use of what they have learned from the activities to go out of the classroom and visit the elderly</p>	<p>Feedback from teachers and students</p> <p>Survey</p>	Jul 2024	CVC, CHI	
	LWLL Day: S2 Volunteering Experiential Programme	<p>More than 70% of students agree that they can practice care and empathy through the activity.</p> <p>Students agree that the activity can encourage them to consider the needs of others.</p>	<p>Feedback from teachers and students</p> <p>Survey</p>	Apr 2024	ASC	
	Jockey Club's Volunteers for Campus Partnership Program: Student will receive volunteer training, participate in volunteer services and organize a volunteer service on their own	Students agree that participation in community services promote their personal growth and understanding of the people they	Feedback from teachers and students	Dec 2023 – May 2024	CVC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		serve, the connectedness to the community is thus enhanced.	Services provided by students  Survey			
	Carmelians' Offline Campaign: aims at facilitating students to stay away from addiction to the internet, in which students support each other in groups with peer encouragement.	Target students are willing to take their initiative to join the campaign.  Participants report a decrease in screen time.  Participants experience mutual support.  Participants reportedly demonstrate perseverance and mutual care/support through the campaign.	Students' feedback  Reported number of screen time  Survey	Whole year	DMC	
	國家安全教育協調委員會、公民教育及義工服務組的負責老師作指導及協助，帶領參與交流的同學計劃「服務學習」及「文化」的內容，包括：學生主導參與活動之選擇、設計、執行及評估工作；協助學生有明確的目標，理解服務對象(西安市第一中學)的真正需要；從漢服體驗／校園生活／教育制度／生活文化之間作交流	同學透過整個交流的活動(包括事前預備、活動期間、活動後分享及反思)，提升了他們的 VASK	參與學生表現 師生回饋	Mar – Apr 2024	NEL, CVC	
	Bless our neighborhood with hymns and Gospel Carnival : Sharing the good news with Homantin residents through singing hymns and giving gifts	40 students are willing to join as helpers and actively participate in the activities.	Students and teachers' feedback	Dec 2023	RAC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	(including students' testimonies); hosting Gospel Carnival with stalls at different corners of the campus	Students demonstrate positive values in activities.	Student performance			
	Cambodia service trip: 6-day trip to Cambodia and learn to serve the local people through activities and home visit	Students agree that they have got a fruitful and eye-opening experience.  Student will consider joining it again next year.  Students are willing to serve with a positive attitude.	Students and teachers' feedback  Student performance  Survey	Jun – Jul 2024	RAC	
	Biblical Studies: curriculum module in S3 on empathy and support for the S6 graduates; S3-5 field study on exemplary cases in local community relevant to value education and services	Students are willing to plan and serve with a positive attitude	Students' feedback	2 <sup>nd</sup> term	BKE	
	中文：中三級增潤程中，與公民教育組合作，在中三級試後活動舉辦「老幼齊講戲」活動	增潤班的同學透過傾談和訪問增加對長者的需要和處境的了解  同學能應用活動所學的價、技能、態度、知識 (VASK)，探訪長者，長幼共融。學生能就其與長者相處時的發現在專題報道中提出提升本港長者生活質素的方案	老師觀察  學生課業表現  分級會議檢討	2 <sup>nd</sup> term	CHI	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<p>愛民飲食地圖／舌尖上的愛民 (S4,5): 透過發掘學校所處社區的多元飲食文化及歷史，以比賽形式，分組設計一張「飲食地圖」，向迦密師生介紹愛民村的餐廳歷史及食物特點；建議可如何發展愛民村食肆，以貼合社區持份者需要；建立對社區的歸屬感、欣賞中華以及各國的飲食文化，提升學生國民身份認同，培養他們對各地文化的尊重。</p>	<p>同學認為此活動能增加他們對社區的歸屬感</p> <p>同學認為此活動能幫助他們欣賞中華文化、尊重各地的文化和欣賞</p> <p>同學認為此活動能幫助他們遵守學術誠信，以誠實的態度運用一手和二手資料，以完成專題報告</p> <p>同學認為此活動能鼓勵他們為活動目標而作準備，並在完成習作的過程中學習克服所遇到的障礙</p>	<p>老師觀察</p> <p>學生課業表現</p> <p>學生回饋</p>	2 <sup>nd</sup> term	CSD	

### Plan on CEG (2023-2024)

Item	Focus	Strategy/Initiative	Expected Outcomes	Time-line	Resource required	Success Criteria	Method of Evaluation	Person-in-charge
Contract Admin Officer	To step up capacity in coordination and monitoring of administrative tasks so as to relieve teachers' workload in handling relevant matters	Recruitment of a suitable candidate as Admin Officer	Relieve staff administrative workload in general	Whole-year	Salary: \$280,000	<ul style="list-style-type: none"> <li>Improved admin efficiency</li> <li>Staff agree that they have reasonable relief in admin duties and workload</li> </ul>	To collect response from heads of committees	EO
Part-time Teaching Assistants	To cater for needs of support and assistance from various committees/subjects	Recruitment of suitable candidates as PT TA (target: 5-6 candidates)	Relieve staff admin and student-support workload in general	Whole-year	Salary: \$200,000	<ul style="list-style-type: none"> <li>Improved admin efficiency</li> <li>Staff agree that they have reasonable relief in admin duties and workload</li> </ul>	To collect response from heads of committees and subjects	VPs, EO
Part-time Coaches and Tutors	To cater for needs of support and assistance from various committees/subjects	Recruitment of suitable candidates as PT coaches and tutors	Relieve teachers' workload in training student participants in various teams	Whole-year	Salary: \$150,000	<ul style="list-style-type: none"> <li>Staff agree that they have reasonable relief in coaching/ tuition duties and workload</li> </ul>	To collect response from heads of committees and subjects	VPs, ECA
Total:					\$630,000			

### Plan on Afterschool Learning Support Grant (2023-24)

Staff-in-charge: Mr Yu Siu Kai

Contact Telephone No.: 27149385

A. The estimated number of students (count by heads) benefitted under this Programme is 175 (including A. 50 CSSA recipients, B. 55 SFAS full-grant recipients and C. 70 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		
Homework Support & Tutorials	To enhance academic performance	Improvement in academic performance	academic performance and feedback from students	Whole year	10	15	15	60,000	
Study Skills Training	To sharpen study skills	Improved learning effectiveness & confidence with the use of study skills	Observation and feedback from students	Whole year	10	10	10	25,000	
Language Training	To enhance language ability	Improvement in language skills and confidence	Observation and feedback from students	Whole year	10	10	10	32,000	
Educational materials	Provision for students in financial needs	Improvement in academic performance	feedback from students	Whole year	15	15	20	15,000	
<b>Total no. of activities: <u>5</u></b>				@No. of man-times	<b>60</b>	<b>60</b>	<b>70</b>	<b>132,000</b>	
				**Total no. of man-times	190				

**Plan on DLG (2023-24)**

Domain	Programme	Targets	Objectives	Deliverables	Time-line	PIC	Estimate ( HKD\$ )
Leadership Development	School-based Leadership Trainings for Student Leaders	100 Student Leaders of core school teams and student organizations	To empower student leaders with VASK	Enhanced leadership skills  Positive feedback and performance of participants	Whole year	ECAC	10,000
Academic (Languages, PSHE, SCI, MATH, TECH Ed)	Extending Learning Programme for Elites in Specific Subjects	60, members of talent pool	Extra and intensive coaching to promote students' competence and sense of efficacy	Attendance and performance of students, trainers' feedback	Whole year	ASC	100,000
Language	English and Chinese Debating Team Intensive Training	20, core members of the two teams	Extra and intensive coaching to promote students' competence and sense of efficacy	Performance of participants in competitions	Whole year	Chi/Eng Debating Teams	20,000
Total:							140,000

**Plan on Joint-school DSE Courses (2023-24)**

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Est. no. of participants			Learning Outcomes/ Success Criteria	Person-in-charge
					23/24 year	24/25 year	25/26 year		
Visual Arts (Category A)	Provide a variety of learning options according to different learning progress, aspirations and interests of students, so that they can gain recognition in various aspects and enhance their competitiveness and opportunities in their future studies or future field of work	Tai-Po Joint-Schools' Senior Secondary Network Programme	3 years	Secondary 4 to 6	5	5	5	Students obtain level 3 in the Hong Kong Diploma of Secondary Education (HKDSE).	Academic Administration and Support Committee
Other Languages (Category C)		The Other Language Courses in the Hong Kong Diploma of Secondary Education (HKDSE)						Students obtain in the language examinations at the stipulated proficiency level or above.	



## Plan on ApL (2023-24)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Course Names	Duration	Target Students	Est. no. of participants			Learning Outcomes/ Success Criteria	Person-in-charge
					23/24 year	24/25 year	25/26 year		
Applied Learning (Mode 1)	Provide a range of Applied Learning courses to cater for students' various learning needs and interests  Students gain a diverse learning experiences and develop career aspirations	Six areas of studies:  (1) Creative Studies,  (2) Media and Communication,  (3) Business, Management and Law,  (4) Services,  (5) Applied Science, and  (6) Engineering and Production.	2 years  180 hours	Secondary 4 to 6	10	10	10	Students obtain “attained with with Distinction (I)” in the the Hong Kong Diploma of Secondary Education (HKDSE).	Academic Administration and Support Committee
Applied Learning Chinese (Mode 1)	Provide a simulated applied learning context to help NCS students build a foundation for using Chinese in the workplace and obtain an alternative Chinese language qualification to prepare them for further studies and career pursuits	Applied Learning Chinese (for non-Chinese speaking students)	2 years  270 hours	Secondary 4 to 6	/	/	2	Students obtain “attained” in the the Hong Kong Diploma of Secondary Education (HKDSE).	Academic Administration and Support Committee

### Plan on Life Planning Education and Career Guidance (2023-24)

#### 1. Members and allocation of duties

Name of Team Members	Form	Major duties
Ms Lee Yuk Yi Shirman (YY)	S6	Communication with external links, Funding Scheme for YLPA, Sitting on SISC & AKC (ad hoc), Management of documents & resources, Destination of school leavers & other student records, Career information dissemination, SLP & JUPAS, Life Camp, Scholarships & Grants, Support to students with special needs, Parent education, Subject withdrawal
Ms Kho Rebecca (RK)	S5	Overseas studies & exchange programmes, E-APP, GEAR UP, Life Camp
Ms Chan Hau Yin Jacqueline (HY)	S4	Career assessment tools & portfolios, Career-related Experiences
Mr Lee Kai Sum (RL)	S3	Higher Education in Mainland and Taiwan, Life Camp, IT Support
Mr Ho Wing Tat (WT)	S2	Career-related Experiences, Funding Scheme for YLPA
Mrs Poon Tse Ka Yuk (TK)	S1	Scholarships & Grants, Campus Visits
Mr Hui Hon Kwan (AH)	S6	Scholarships & Grants, Funding Scheme for YLPA

#### 2. Objectives

- 2.1 To foster students' understanding of their interests, potential, abilities, needs and priorities in relation to further study, vocational training and job opportunities.
- 2.2 To equip students with knowledge about various study paths and the world of work and instill in them proper attitudes towards study and work.
- 2.3 To enhance students' career-related competencies/skills in order to prepare them for further studies and/or for work as well as for life-long learning.

## 3. A brief review with feedback and follow-up actions from the previous year

Major Concern	Review
1. Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)	With the aims that students would take the responsibility of planning their future and understanding their study options and feel confident in making their education decisions, S4 and S5 students were asked to attend at least one further-studies related activity and S5 and S6 students were guided through Individual Student Planning. Students, as reflected by questionnaire results and observed, were generally able to find, develop and review their further studies plans and personal goals. While a certain degree of confidence has been built, students could be introduced to more online platforms and resources in order to increase students' ownership and control over their life planning.
2. Live by Values: To Actualize the School Motto through Values Education	With perseverance as a value to be highlighted when 'self-discipline' in the school motto was the focus in the past year, the Career Week had 'Not a Bed of Roses' as the theme. It delivered messages that our life is not all pleasant and both perseverance and adjustments are important in the pursuit of one's education and career goals. Students received the messages well and to reinforce them, students could be invited to share their stories of overcoming obstacles in chasing their dreams. And from developing their perseverance, students could extend their skills to reach out to the community, actualizing different facets of the school motto.

## 4. Annual Plan

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 1: Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)							
1. To conduct online career assessments (e.g. Career Interest)			>70% of the students find the online assessments useful in helping them	Questionnaire	Whole year	YY HY	

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Inventory) and/or information search with S5 students to facilitate Individual Student Planning			understand their career inclination.  >70% of the students feel more confident in developing plans for their further studies and career with the help of the online tools and information	Students' work			
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education							
2. To organize a series of activities during the Career Week to nurture in students work values with a focus on Respect for Others and Community			>70% of the students realize the impact and significance one's career can have in their community and society.  >70% of the students are willing to consider social values e.g., Respect for Others, Community when they make education and career decisions.	Teacher's and students' feedback  Questionnaire	November	YY RK	LWL Grant

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
			Students actively participate in the activities				
Others							
3. To carry out an online poll about careers of the future and a workshop on hosting techniques in preparation for the Career Fair, a celebration event of the 60th Anniversary to be held in 2024-25			> 70% of the students responded to the poll.  8 or more students are recruited to be the host of the Career Fair	Poll results  Recruitment results	Jun/Jul	YY TK	
4. To organize career related experiences (e.g. job taster, personal image workshop) for S4 & S6 students in collaboration with YWCA that provide experiential learning opportunities			>70% of the participants feel that they can make connections between school and the career related experiences.  >70% of the participants become more aware of their strengths, areas in need of improvement and areas of interest in relation	Focused interview  Questionnaire	Whole year	YY WT AH	The funding scheme for YLPA

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
			to their career development				

Career and Life Planning is for the whole-school, with key guidance programmes given to students at key transition stages. An overview showing guidance and services given to students at different forms that align with their career developmental needs is presented below.

Career Intervention	S1 & S2	S3	S4	S5	S6
Provide students with individual guidance and consultation on career and life planning	Guidance to all students and school leavers and preparation of transcript, reference, etc. in support of their applications to local and overseas institutes and different nomination schemes				
	Various scholarships and awards to support students with unique talent and strengths and and leash their potential				
		<ul style="list-style-type: none"> <li>- Group and individual guidance (April and July)</li> <li>- Introduction of Applied Learning and Other Languages</li> </ul>	<ul style="list-style-type: none"> <li>- Term review with students taking more than 3 electives (excluding M1/M2) and those taking Applied Learning and Other Languages until their completion of study</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of career interest test and study of the report</li> <li>- Individual and group counselling in Life Camp</li> </ul>	<ul style="list-style-type: none"> <li>- Marking students' 2nd draft of self-account (collaboration with the English Dept.)</li> <li>- Transition talks that familiarize students with</li> </ul>

Career Intervention	S1 & S2	S3	S4	S5	S6
			- Introduction of Applied Learning	<ul style="list-style-type: none"> <li>- Advising on preliminary JUPAS programme choices, self-account &amp; OLE and academic performance</li> <li>- Feedback to students' 1st draft of self-account</li> </ul>	<ul style="list-style-type: none"> <li>university application systems, e.g JUPAS, EAPP, and those in the Mainland and Taiwan</li> <li>- Construction of Student Learning Profile</li> <li>- Individual and group counselling (Nov)</li> <li>- Various school principal nomination schemes</li> <li>- Interview Skills Workshop (May)</li> <li>- DSE Results Release Preparation Day (Jul)</li> </ul>
Implement career guidance curriculum for junior and senior forms	<ul style="list-style-type: none"> <li>- Short assemblies and class teacher periods that cover the following topics:</li> <li>S1: Understanding self</li> <li>S2: Getting to know different jobs (poster design)</li> </ul>	<ul style="list-style-type: none"> <li>- Short assemblies that prepare students for subject selection and class teacher periods that introduce basic career concepts using Finding Colours of Your Life</li> </ul>	<ul style="list-style-type: none"> <li>- The adoption of Career Mapping in Life and Values Education to conduct lessons on personal and career development</li> <li>- S4 Orientation Talk (Nov) that introduces the senior secondary curriculum, standards-referenced reporting in HKDSE, university</li> </ul>	<ul style="list-style-type: none"> <li>- The adoption of Career Mapping in Life and Values Education to conduct lessons on career values and personal economics</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion of career decision making and certain phenomena like slashers, work life balance in class teacher periods</li> </ul>

Career Intervention	S1 & S2	S3	S4	S5	S6
			admission requirements, etc		
Promote career-related experiences and exploration of study opportunities			Various opportunities offered by the government, businesses and NGOs, including job shadowing, site visits, workshops, etc. and campus visits		
			- GEAR UP - joining at least one event related to further studies on students' own initiative to gain an early awareness and readiness for university programmes  - Job taster programmes offered by YWCA under YLPA	- GEAR UP - joining at least one event related to further studies on students' own initiative to gain an early awareness and readiness for university programmes	- Summer internship and working holiday experience offered by YWCA under YLPA
Education for parents	Career-related and further-studies related activities for parents will be dispatched through the PTA				
		- S3 Subject Selection Talk (Nov, Mar)			- S6 Talk on Multiple Pathways and Preparation for DSE Results Release (Oct, Jul)



## Plan on Integrated Education and Support (2023-24)

### 1. Members and allocation of duties

Members	Duties
Mrs Chow Lo Yuen Shan	Ex-officio
Mrs Chiu Chan Sui Ping	SENCO
Ms Hung Wai Fan, Mrs Lam Law Wai King, Ms Wong Ho Hing	SENST
Mr Tang Cheuk Hing	Committee member
Mr Wong Kwok Fai, Ms Chung Mei Na Cindy	Social worker

### 2. Objectives

#### 2.1 Developmental Goals for Students with Special Educational Needs

- ✓ To enhance the abilities of students with special educational needs to face challenges in learning, socializing, emotional well-being and personal development.
- ✓ To promote schools as inclusive communities and establish a caring campus culture.
- ✓ To strengthen teachers' sensitivity to students with special educational needs and enhance their abilities to support students both inside and outside the classroom, aiding their development and healthy growth.
  - Focus on teachers' professional development to enhance their ability to support students with special educational needs.
  - Improve teachers' instructional effectiveness (especially in planning and implementing lessons that cater to diverse learning styles and students with special educational needs) through discussions and formulation of classroom/support strategies.
- ✓ To enhance support, education, and communication with parents, fostering a collaborative partnership between home and school to assist students in their healthy growth.

## 2.2 Development Goals for Students with Special Educational Needs

- ✓ To increase students' self-awareness, broaden their perspectives, and help them identify personal goals and directions for development.
- ✓ To boost students' self-confidence and affirm their self-worth.
- ✓ To strengthen students' resilience in facing difficulties.
- ✓ To foster students' self-discipline.
- ✓ To encourage peer support among students and establish a caring culture on campus.
- ✓ To cultivate students' adherence to the school motto of "Caring for Others" and their commitment to serving humanity through caring for others, respecting others, and showing empathy.

### 3. A brief review with feedback and follow-up actions from the previous year

Major Concern	Review
<b>Live by Values: To Actualize the School Motto through Values Education</b>	<p>1. <i>Caring Inclusion Awareness Plan</i></p> <p>The long assembly "Sharing of Hong Kong Muscular Dystrophy Association" was held in November. An alumni suffering from this illness share her difficulties and how she tackles her daily problems, which show her self-discipline, responsibility, diligence, and perseverance.</p> <p>90% of participants recognize the characteristics and needs of muscular dystrophy patients and express their willingness to lend a helping hand to people with disabilities.</p> <p>Some students voluntarily contributed articles to the SCMP to share this activity and suggested that the government increase facilities for disabled individuals.</p> <p>2. <i>Home-School Collaboration Plan</i></p> <p>This year, a total of 140 parents attended four parent seminars and workshops, and 57 parents participated in three parent groups. 96.15% participants strongly agreed &amp; agreed that the activities were helpful. Parents participated in a positive home-school cooperation atmosphere to develop support plans, monitor learning progress, assess support effectiveness, and collaborate closely. They are also encouraged to cultivate empathy towards their children with special educational needs and foster mutual respect.</p>

### 4. Annual Plan

Items/Strategies	Core elements	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education						
<b>1. Caring Inclusion Action Plan</b>  (a) Utilize an extended assembly as a platform for sharing by visually impaired runners and running guides to increase awareness of visually impaired individuals, deepen empathy towards others, and promote practical actions.  (b) Organize a junior form short assemblies as a platform for an NGO to share the joy of baking with the entire community, providing experiential learning opportunities both within and outside school, allowing students to connect with the community, learn to serve, and demonstrate the value of life	Enhance students' understanding and preparedness to practice the values in the school motto of "Caring for Others," including caring for others, respecting others, and showing empathy.	➤ 80% of participants agree that the program helps them understand visually impaired runners and running guides.  ➤ 70% of participants agreed that the sharing helped them to develop the values, attitudes and skills in caring for others.  ➤ 5% recruited students are confidence that they can participate in the program and serve the community.	➤ Teacher observations.  ➤ Student participation in services for caring for individuals with disabilities.	Nov 2023 to July 2024	➤ Special education support teachers.  ➤ Bake a Change	\$1,000
<b>2. Home-School Collaboration Plan</b>  Invite professional teams to share insights on parenting and reconciliation methods, attracting parents who adopt negative parenting approaches, seldom attend	Enhance students' understanding and preparedness to practice the values in the school motto of "Caring for Others," including	➤ 80% attendance rate  ➤ 80% of participants strongly agree or agree that the activities can develop their positive respond to their children when they	➤ Attendance rate ➤ Questionnaire survey	Nov 2023 to July 2024	➤ Social Workers ➤ Special education support teachers.	\$10,000

Items/Strategies	Core elements	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
parent groups, and have children with special educational needs. Facilitate ongoing communication, interaction, care, and support among group members.	caring for others, respecting others, and showing empathy.	experience failure and cultivate their children's perseverance.				

## 5. Others

### (a) Case Follow-up Work - Case Management

Each student has a case manager who follows up on training and support for students with special educational needs. They regularly review and adjust support strategies with the students, maintaining good communication with teachers and parents.

### (b) Student education work

Activity	Target participants	Theme	Date	Expected learning outcomes	Co-organizer
Morning Assembly	All students	No need to categorize people	18/9/2023	50% of participants increase the awareness of identifying "character strengths" of different people	SENCO
Short Assembly: Workshop	S1 students	Character strengths	16/11/2023	70% of participants can understand what "character strengths" are	Education Psychologist
Morning Assembly	All students	Message of care and inclusion (To be determined)	25/1/2024	To be determined	SENST
Short Assembly: Workshop	S2 students	Ways to reduce stress	21/5/2024	60% of participants can recognize how their emotions, thoughts, behaviors, and bodies may react when faced with stress	Education Psychologist

**(c) Teachers training**

Activity	Target participants	Theme	Date	Expected learning outcomes	Co-organizer
Talk/Workshop	All staff	Colleagues experience different roles in various contexts to induce empathy towards students with special educational needs and understanding of their situations.	22/9/2023	<ul style="list-style-type: none"> <li>➤ 90% of participants understand the pressure they feel when facing students with SEN (e.g. thoughts, emotions, reactions)</li> <li>➤ 80% of participant are willing to further collaborate with educational psychologists, speech therapists and social workers to take care of students' learning differences</li> </ul>	Education Psychologist
Talk/Workshop		To be determined	15/3/2024		Speech Therapist

### Plan on Ready Promotion (2023-2024)

#### The major objectives for Promotion of Reading:

- Support curriculum (L & T) and encourage students to engage in e-reading by enriching the theme-based e-book collection.
- Support the Nonfiction Reading Programme and enrich the English collection of the School Library.
- Provide a variety of reading activities for all teachers and students.
- Develop a reading atmosphere and foster a reading culture on school campus.

#### Reading Grant Financial Budget 23-24

	Balance brought from 22/23	\$ 50,251.78
	Reading Grant received in 23/24	\$ 65,198.00
	Reading Grant available in 23/24	\$ 115,449.78
	Items	Yr 23/24 Budget
1	Purchase of Books :	
	■ E-Books (Gale Virtual Reference Library)	\$ 38,000.00
	■ Printed Books (Enrich the English Collection of the School Library)	\$ 10,000.00
	■ Printed Books (Enrich the National Security Education Collection of the School Library)	\$ 5,000.00
	■ Printed Books (Books for ERS)	N.A.
	■ Update the Inventory of S5 SBA Print Non-Fiction Books	\$15,000.00
	■ Nonfiction Reading Programme	\$20,000.00
2	Reading Activities (Purchase of gifts and reading promotion materials)	
	■ Prizes for the Exploring a New Horizon Reading Award Scheme	\$ 4,500.00

	■ Prizes for the PTA Reading Award Scheme	N.A.
	■ 4.23 World Book Day Bookmark Design Competition	\$ 800.00
	■ Three Reading Clubs (4 gatherings each club)	\$ 600.00
	■ Reading Café (2 gatherings, each around 15-20 students)	\$ 1,500.00
	■ Game Booths / Gifts for Reading activities	\$ 1,200.00
	■ Book Crossing, 3 book exhibitions (decoration & promotion)	\$ 700.00
3	Purchase Teaching Materials for Reading Promotion (Target Groups: Students + Teachers + Parents)	\$ 5,000.00
	Total :	\$ 102,300.00
	Balance :	\$ 13,149.78

## Plan on Life-Wide Learning Grant (2023-24)

Name of Contact Period: YF (School Principal)

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.

### Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory							
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants					Intellectual Development	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLA / cross-KLA / curriculum areas to enhance learning effectiveness, or 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													
1	Career and Life Camp	May 2024	S5	120	\$40,000.00	\$333.33	To promote individual student planning	Survey, qualitative feedback		X			X	YY
2	Career and Life Planning Experiential Programmes	whole year	S3-6	200	\$15,000.00	\$75.00	To promote career development	Survey, qualitative feedback		X			X	YY
3	Civic education programmes (community services)	whole year	S1-6	200	\$97,000.00	\$485.00	To promote civic development	Survey, qualitative feedback		X		X	X	MS
4	School-based SEL programmes on transition support	First Term	S1-2	220	\$200,000.00	\$909.09	To promote personal-social development	Survey, qualitative feedback		X				JL
5	Sports promotion and experiential learning programmes	whole year	S1-6	200	\$80,000.00	\$400.00	To promote healthy lifestyle	Survey, qualitative feedback			X			HT
6	Growth Camp and follow-ups	Jan 2024	S1	120	\$30,000.00	\$250.00	To promote personal-social development	Survey, qualitative feedback		X				JC
7	Edifying Camp and follow-ups	Apr 2024	whole school	60	\$20,000.00	\$333.33	To promote personal-social development	Survey, qualitative feedback		X				JC
8	Life-wide learning programmes	Apr 2024	whole school	700	\$207,000.00	\$295.71	To promote experiential learning in diversified disciplines	Survey, qualitative feedback	X	X			X	VC
9	STEAM programmes for ALL	whole year	S1-5	120	\$150,000.00	\$1,250.00	To promote interest in STEAM	Survey, qualitative feedback	X				X	RS
10	STEAM Intensive Training Programmes for TEAMS	whole year	S1-5	50	\$50,000.00	\$1,000.00	To promote VASK of STEAM talents	Survey, qualitative feedback	X	X			X	TS
11	Experiential learning programmes on entrepreneurship and citizenship	Second Term	S4-5	50	\$10,000.00	\$200.00	To promote social & citizenship values and awareness	Survey, qualitative feedback	X	X		X	X	VC
12	Structured Training Programmes for the Sports Teams	whole year	S1-6	250	\$150,000.00	\$600.00	To step up skill levels of talented students in sports	Survey, qualitative feedback		X	X			HT
13	Structured Training Programmes for the Music Teams	whole year	S1-6	300	\$200,000.00	\$666.67	To step up skill levels of talented students in music	Survey, qualitative feedback		X	X			YA, DN
14	Life Education experiential activities	whole year	S4-5	240	\$100,000.00	\$416.67	To promote value education in senior form students	Survey, qualitative feedback	X	X		X		YS
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,830	\$1,349,000.00									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Exchange and Service-learning trip to Cambodia	Jun-Jul 2024	S3-S6	50	\$100,000.00	\$2,000.00	To promote social & citizenship values and awareness	Survey, qualitative feedback		X		X		JC, WP
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				50	\$100,000.00									
Total for Category 1				2,880	\$1,449,000.00									

### Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
1	STEAM TEAMS equipment	Training and consumables	\$50,000.00
2	Musical equipment	Training and consumables	\$20,000.00
3	Sports equipments	Training and consumables	\$20,000.00
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$90,000.00
Estimated Expenses for Categories 1 & 2			\$1,539,000.00

### Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	629
Estimated number of student beneficiaries:	2,970
Percentage of students benefitting from the Grant (%):	472%



## 公民與社會發展科津貼計劃書 (2023-24)

範疇	用途	受惠學生	使用日期	專責教師	財政預算
發展或採購相關的學與教資源	<ul style="list-style-type: none"> <li>購買出版社提供的學與教資源</li> <li>購買與本科相關的參考書籍</li> </ul>	全級中四至中六	01/09/2023-31/08/2024	公民與社會發展科科主任	\$90,000
舉辦和公民科課程相關的校本活動	<ul style="list-style-type: none"> <li>資助學生參加與公民科相關的本地考察活動費用 (如：參觀展覽、實地考察、體驗學習營等)</li> </ul>	全級中四至中六	01/09/2023-31/08/2024	公民與社會發展科科主任	\$60,000
資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	<ul style="list-style-type: none"> <li>資助學生及／或教師前往內地，參加和公民科課程相關的教學交流和考察活動 (如：交通費、住宿費用)</li> </ul>	全級中四至中六	01/09/2023-31/08/2024	公民與社會發展科科主任	\$100,000
資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	<ul style="list-style-type: none"> <li>支付學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動的費用 (如：參與比賽、體驗學習的報名費、交通費和住宿費用)</li> </ul>	全級中四至中六	01/09/2023-31/08/2024	公民與社會發展科科主任	\$32,802
總計：					\$282,802

## 香港與內地姊妹學校交流計劃 (2023-24)

內地姊妹學校名稱：西安市第一中學





項目/策略	所配合的關注事項 (如有)	成功準則	評估方法	時間表	負責人	所需資源 (包括經費)
1. 組織參與 STEAM 計劃的同學(約 20 人)連同老師、校長、校董(給 6 人)考察西安的科技和航天發展，期間會到訪西安一中，與一中的師生進行交流活動。	配合關注事項一： 掌握學習鑰匙—運用資訊科技培養學生自主學習	- 80%學生和老師認同考察活動有助認識國家科技和航天發展  - 80%學生和老師認同交流活動有助促進香港和西安兩地的師生情誼	- 在試後活動日舉辦分享會，由學生分享及展示考察交流成果  - 問卷調查	2024 年 3 月至 4 月	MS WL LK	-每位學生資助 \$5000，20 位學生，所需費用： \$5000x20 =\$100000  老師、校長、校董團費： \$8500x6 =\$51000  -製作展板及購置漢服供同學作體驗用途，費用 \$5000
合 共： \$156000						

## 加強支援非華語學生的中文學與教額外撥款計劃 (23-24)

本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2023/24 學年獲提供的額外撥款.A. 156,691 元，以及 2022/23 學年額外撥款累積餘額.B. 53569.6 元，按校本情況及非華語學生的學習需要，提供以下的校本支援措施：

校本支援措施		運用 額外撥款	整合 其他資源
(a)	<input checked="" type="checkbox"/> 聘請額外員工（請於第(8)(a)項提供補充資料）		
	<input type="checkbox"/> 教學助理 ( ) 名	\$	<input type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 ( ) 名	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 教師 (0.3) 名	\$ 151,000	<input type="checkbox"/>
(b)	<input checked="" type="checkbox"/> 購買促進非華語學生學習中文的教學資源	\$ 4,000	<input type="checkbox"/>
(c)	<input type="checkbox"/> 僱用專業服務（請於第(8)(a)項及／或第(8)(c)項提供補充資料）		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$10,000	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input type="checkbox"/> 由學校籌辦的推廣共融校園活動	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 <input checked="" type="checkbox"/> [(a) + (b) + (c) + (d) + (e)]		\$165,000	

## References

	連結	QR CODE
<b>School Website</b>  Information and updates on school administration, L&T, student development and various achievements	<a href="http://www.carmel.edu.hk">http://www.carmel.edu.hk</a>	
<b>YouTube Channel</b>  School introduction, records of student activities and achieve	<a href="https://www.youtube.com/@CSS1964/about">https://www.youtube.com/@CSS1964/about</a>	
<b>School Official Facebook Page</b>  Latest news on school events and student achievements	<a href="https://www.facebook.com/carmelsecondaryschool">https://www.facebook.com/carmelsecondaryschool</a>	
<b>Student Achievements</b>	<a href="https://www.carmelss.edu.hk/site/about-school/other-information/outstanding-achievements/">https://www.carmelss.edu.hk/site/about-school/other-information/outstanding-achievements/</a>	
<b>S.1 Admission</b>	<a href="https://www.carmelss.edu.hk/site/about-school/s1admission_eng/">https://www.carmelss.edu.hk/site/about-school/s1admission_eng/</a>	