



KING'S COLLEGE

Annual School Plan

2020-2021

School Vision & Mission

To help each student discover and develop his potential fully, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic domains and by providing a learning environment that is disciplined, stimulating and forward-looking

Theme of the Year

Perseverance and Empathy

Major Concern 1: To enhance students' language competency and capability in learning

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
1. To promote language competency through reading and cross-curricular projects	(a) Cross-curricular projects - Transferring and applying the knowledge learned through language subjects to the learning of other subjects English + History Chinese + Chinese History	- At least 70% of students were able to apply their knowledge in the languages for the presentation of the project - At least 80% of students who did the project were able to transfer and apply the knowledge they acquired through language input and subject input in the project	- The project done and the presentation that follows - Teachers' assessment and feedback on the project done - Students' self-reflection on the project done - Sharing and display of good work	- Related subject departments - Language Departments - Curriculum Planning and Development Committee
	(b) Graded reading and regular reading activities conducted by the school library - Regular book display: - alternate months for Chinese and English books which are categorized into three different levels of difficulty: advanced, intermediate and fundamental whereby students can borrow those they are interested in from the library - books related to the school theme "Perseverance and Empathy" are recommended by the library for the Morning Reading Programme and categorized into levels of difficulty by subject teachers - Book exhibitions and fairs	- At least two book fairs/exhibitions in a school year - At least one book display in the library every other month with the suggestions from Chinese and English departments - Five thematic displays of books related to the school theme throughout the year - At least two thematic displays of books on STEM in a school term - Most books of different levels of difficulty on display were borrowed by students - Students from each class do book sharing in the Reading Period on the last Wednesday of every month and scripts are collected for display/publication	- Number of students viewing the display/fair/exhibition recorded by the library - Number of books on display borrowed by students - Number of sharing done by classes in the Reading Period and King's Morning - Number of scripts collected for display / publication - Number of sharing done by reading ambassadors - Statistics on books borrowed according to level of difficulty - Survey to collect feedback from students	- The School Library - Chinese Department - English Department - Subject departments concerned - Assistant Form Teachers - Reading Ambassadors - King's Morning Committee - Reading to Learn Committee

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
	<ul style="list-style-type: none"> - Thematic display of books on STEM related subject matters - Sharing of good books by class representatives & reading ambassadors (each class to do the sharing in either terms with one in Chinese, one in English) and good scripts are collected for display/publication - A guided reading workshop “Author Express” is conducted for S.1 students to engage their interest in reading books written by world-famous authors 	<ul style="list-style-type: none"> - All S.1-S.3 classes did the book sharing in King’s Morning in either terms - Reading ambassadors to conduct sharing at least 5 times a year in King’s Morning, evenly using either Chinese or English in the sharing - Students find the reading strategies introduced in the workshop useful 		
	<p>(c) e-reading to enhance students’ knowledge and language proficiency</p> <ul style="list-style-type: none"> - e-reading – Chinese and English departments, for continuous assessment at S.1 - e-reading – Chinese and English departments to collaborate with other subject departments for reading beyond classrooms at senior secondary levels (through information texts, news or magazine articles, etc.) 	<ul style="list-style-type: none"> - Over 90% of students at each of the S.1 classes did English and Chinese e-reading on a regular basis - Over 80% of students completed the tasks assigned with a good level of performance - Over 80% of students transfer the knowledge from the reading material to their daily learning or work to be done 	<ul style="list-style-type: none"> - Statistics on students’ performance on e-reading on a regular basis - Completion of the tasks assigned to students and the quality of work done - Students’ performance on collaborative projects as listed in (a) 	<ul style="list-style-type: none"> - The school library - Chinese Department - English Department - Related subject departments - Reading to Learn Committee
2. To foster active and self-directed learning among students through programmes catering for learner diversity	<p>(a) Language and aptitude quizzes for S.1 and S.2</p> <ul style="list-style-type: none"> - quizzes for S.1, S.2 classes – Chinese, English, Mathematics and Science – to allow students of different abilities to have a better understanding of the areas to improve on and to stretch their potential <p>1st term - Chinese + Maths</p> <p>2nd term - English + Science</p>	<ul style="list-style-type: none"> - At least 80% of students who took the quiz performed satisfactorily - At least 60% of students identified show progress of work done after the tutorial sessions - A list of students to be groomed based on the performance in the quizzes 	<ul style="list-style-type: none"> - Students’ performance in quizzes - Teacher assessment - Students’ attendance in tutorial classes - Students’ performance in activities/competitions joined 	<ul style="list-style-type: none"> - Chinese Department - English Department - Mathematics Department - Science KLA (coordinated by I.S. department)

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
	<ul style="list-style-type: none"> - follow-up tutoring to consolidate students' learning (for less able ones) - pull-out training for talented students (for gifted ones) 			- Curriculum Planning and Development Committee
	(b) - Students of different abilities be encouraged to take part in local, regional and international competitions e.g. science, language-related, sports, arts, music, dance, etc. and they share their experience gained through their participation in the competitions at class and school levels - Students with special abilities be arranged to perform in special school functions e.g. Speech Day, King's Morning, Open Days, etc.	<ul style="list-style-type: none"> - A broader range of students with different abilities to join the competitions - Sharing regularly done at class and school levels - The identification and recognition of students with special talents - Range of competitions students taking part in, covering both academic and non-academic ones 	<ul style="list-style-type: none"> - Number of students joining the competitions - Number of competitions joined - Statistics on the scale of competitions joined - Number of students with special talents performing in school functions - Students' feedback from sharing 	<ul style="list-style-type: none"> - Teachers from all subject departments - King's Morning Committee - Teachers i/c of special school functions
	(c) Opportunities opened to students of average/lower abilities, including their chance to take part in exchange programmes, leadership training programmes, recruitment of student officials and leaders in different function teams	<ul style="list-style-type: none"> - A larger number of students of average/low abilities joining local/overseas exchange tours - The different school teams recruit a broader range of students of different abilities 	<ul style="list-style-type: none"> - Number of students of average/lower abilities joining different activities - The record on the range of activities held throughout the year for average/lower abilities - Statistics on the types of programmes/activities joined - Teachers' evaluation - Participants' feedback 	<ul style="list-style-type: none"> - Study Tours, Sister Schools and Exchange Programmes Committee - Student Union - Prefect Body - School Library - ECA Committee
	(d) KLA-based pedagogical studies to promote creativity and peer learning	<ul style="list-style-type: none"> - A clear focus for pedagogical studies set out and achieved 	<ul style="list-style-type: none"> - Peer observation among students and feedback to their classmates' performance 	<ul style="list-style-type: none"> - Pedagogy Committee - All subject teachers/HODs

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
		<ul style="list-style-type: none"> - A range of teaching methods tried out to promote peer learning at each level which helps raise students' learning effectiveness - Over 80% of students were able to complete the tasks assigned with the overall learning and teaching effectiveness being raised - All teachers to take part in the pedagogical studies and provide feedback 	<ul style="list-style-type: none"> - Teachers' self-evaluation - Teachers' evaluation on the effectiveness of the methods adopted - Peer observation among teachers who attended the lesson - Students' feedback on the effectiveness of the lessons conducted - Students' performance in the lessons conducted 	
	(e) S.1 and S.2 Class-based after school study groups <ul style="list-style-type: none"> - students to form study groups with teachers' help, meeting regularly to promote peer learning and exchange of ideas 	<ul style="list-style-type: none"> - All S.1 and S.2 classes conducted peer study groups on a regular basis - All S.1 and S.2 students participated in the study groups - Over 75% of students became more inclined to learn with their peers. 	<ul style="list-style-type: none"> - Students' behaviour and participation in the meetings - Students' performance in the meetings - Students' performance in their studies - Teachers' observation and feedback - Attendance record 	<ul style="list-style-type: none"> - Study Group Co-ordination Committee - FT and AFTs of S.1 & S.2 classes
3. To heighten students' interest in STEM education and to lift students' spirit in science investigation	(a) Inter-disciplinary science exploration activities <ul style="list-style-type: none"> - After-school research team training - S.1 experiment training classes - STEM training at STEM Room - Science quizzes - Whole-school annual STEM fair 	<ul style="list-style-type: none"> - The group of students who are interested in conducting research produced work of a good standard - Regular activities, no less than 4, being run in the STEM Room throughout the school year 	<ul style="list-style-type: none"> - Number of students joining the activities - Number of programmes / workshops / activities held - Students' performance in different activities 	<ul style="list-style-type: none"> - STEM Education Committee - Subject departments under Science KLA - Mathematics Department

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
		- At least 70% of students showing stronger interest in science and STEM as demonstrated by their participation in the activities	- Teachers' observation and evaluation	
	(b) S.1 & S.2 Cross-disciplinary collaboration I.S. + Mathematics + Computer Studies	- Teaching materials designed and developed by the subject departments concerned through collaboration - At least two pieces of collaborative teaching materials prepared and tried out in a year - At least 60% of students being able to assimilate and apply the knowledge they have learned in different subject disciplines to the work undertook	- Students' performance - Teachers' evaluation - Students' feedback	- STEM Education Committee - I.S. Department - Mathematics Department - Computer Studies Department - Curriculum Planning and Development Committee
	(c) Competitions & activities - Students to be selected and encouraged to take part in local, regional, international STEM competitions and exchange activities - Students of a wider range of abilities be encouraged to take part in different STEM activities – including activities which raise students' spirit in investigation and invention - attempt to incorporate CAME (Maker Education) elements in junior forms through the studies of Computer with the emphasis laid on coding	- An increasing number of students of different abilities getting involved in a wide range of competitions on different scales - Students' performance in the competitions, including the awards won	- The performance of students had in the competitions - Students' feedback on the work done - The products made or designed - Teachers' evaluation	- STEM Education Committee - Subjects departments under Science KLA - Mathematics Department - Computer Studies Department

School Year 2020-21

Theme of the School Year: Perseverance, Empathy

Major Concern 2: To nurture righteous and self-fulfilling students

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
1. To nurture students with positive core values and attitudes towards life and self: Perseverance and Empathy	<p>I. Adopt a values education curriculum in the Form Period with highlights on ‘Perseverance’ and ‘Empathy’</p> <p>a. Prepare thematic teaching materials for Form Periods inculcating the two values</p> <p>b. Implement Kingsian Charter Programme and goal setting based on the core values in S.1 to S.4</p> <p>II. Coordinate and collaborate with subject departments and functional committees to organize multifarious activities to promote ‘Perseverance’ and ‘Empathy’</p> <p>a. Incorporate education of the two values in S.1 to S.4 curricula of Economics, Chinese History, Geography, Chemistry, Biology and BAFS.</p> <p>b. Prepare relevant reading materials for Reading Period</p> <p>c. Book exhibition</p>	<ul style="list-style-type: none"> At least 70% of Form Teachers agree that the teaching and learning materials / activities have positive effects on students At least 60% of students agree that the learning materials / activities have positive effects on them Students apply what they have learnt in their lives Students’ positive attitudes and behaviors are recognized and reinforced Teaching of core values successfully incorporated in S.1 to S.4 curricula in relevant subjects 	<ul style="list-style-type: none"> Post-Form Period / activity surveys Teachers’ observations Scrutiny of documents (programme plans, schemes of work and evaluation reports) Students’ works / sharing / reflection Student surveys before and after programme implementation <ul style="list-style-type: none"> beginning of the school year year end 	<p>MYT (i/c)</p> <ul style="list-style-type: none"> Moral & Civic Education Committee Form Teachers Other Values Education Committees Economics, Chinese History, Geography, Chemistry, Biology and BAFS Departments KLA coordinators School Library Drama Clubs Counselling Committee SmarTeens 	<ul style="list-style-type: none"> TAs and administrative support Financial resources (MNESG, ECA Grant, etc.) Certificates & gifts

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
	<p>d. Students' sharing related to the two values</p> <ul style="list-style-type: none"> - Reflection on book reading - Experience in social service <p>e. Inter-class board display competition</p> <p>f. Drama performance and/or Talk</p> <p>g. 'Model Student' election and sharing</p> <p>h. Inter-class drama competition (S.1-S.2)</p> <p>III. Arrange programmes to enhance students' resilience and perseverance</p> <p>a. S.3 Resilience Training Programme</p> <p>b. SmarTeens Programme (S.2)</p> <p>c. Uniform Groups (S.1-S.3)</p>	<ul style="list-style-type: none"> ● Positive changes shown in student surveys after the implementation of programmes 			

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
2. To foster a caring and supportive culture in school	<p>I. Organize well-structured and diversified pastoral programmes for creating a caring environment that students can experience a positive and supportive school life</p> <p>a. Guidance programmes</p> <ul style="list-style-type: none"> - S.1-S.6 support programme - Peer Counselling - Positive psychology programmes for enhancing students' mental health - Support for NCS and SEN students <p>b. Community service programmes</p> <ul style="list-style-type: none"> - training will be provided to different levels of students for instilling appropriate attitudes and equipping them essential skills in participating or leading social service. <p>c. Extra-curricular activities organized by student bodies, uniform groups, clubs and societies</p> <ul style="list-style-type: none"> - student leaders recognize their roles in establishing brotherhood and team spirit <p>d. School team programmes</p> <ul style="list-style-type: none"> - offering a variety of opportunities to different students exerting their potentials 	<ul style="list-style-type: none"> • Positive changes shown in student surveys after the implementation of programmes • Senior form students show supports to juniors in different programmes/ activities • Improvement shown in relevant items in the APASO and Stakeholders' surveys when compare with last school year • At least 30 students getting the Stamp Award 	<ul style="list-style-type: none"> - Teachers' observations - APASO survey - Stakeholders' survey - Scrutiny of documents - Statistics of Stamp Award 	<p>MSH (i/c)</p> <ul style="list-style-type: none"> - Counselling Committee - Service Education Committee - Extra-curricular Activities Committee - OLE Committee - Student Union - Other functional committees / groups - Form Teachers - Moral & Civic Education Committee 	<ul style="list-style-type: none"> • TAs and administrative support • Financial resource (ECA Grant, Funding for NCSS, LSG, MNESG LWL Grant, etc.) • Support from NGOs • Certificates & gifts

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
	<p>II. Cultivate a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme</p> <ul style="list-style-type: none"> - Formulate a class plan for boosting cohesion and morale (S.1-S.5) - Stamp Award (S.1-S.3) - ‘Angel Scheme’ (S.1-S.2) - ‘Open Classroom’ in School Open Day (S.2) - School Services (S.3) - Inter-class competitions (All levels) - ‘Whole-class Award’ Action (All levels) - Arrange teachers’ sharing for staff development 				

Plan on Use of Capacity Enhancement Grant (CEG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG), Grant for School-based Support for NCS Students (NCSSG) and School Executive Officer Grant (SEOG) for Manpower

2020-2021 school year

Name of School: King's College

No. of operating classes: 24

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1. To cater for learners' diversity	(a) Appointment of two full-time GM Grade temporary teachers for teaching Chinese Language	(a) -- Additional manpower to implement intensive learning modes for NCS students	Sep. 2020 to August 2021	(a) Salary of 1.5 full-time GM Grade temporary teacher at MPS Pt 15 (subject to salary adjustment) $[(\$31,750 + \$1,500) \times 12] \times 1.5$ <u>$= \\$399,000 \times 1.5$</u> <u>$= \\$598,500$</u> From NCSSG (insufficient balance to be covered by OEP)	(a) Diversity of NCS students in learning Chinese Language are catered by the implementation of tailored curriculum	(a) --Feedback from teachers on learning performance of NCSS --Performance appraisal of temporary staff	(a) HOD -- Chinese
2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching				Salary of 0.5 full-time GM Grade temporary teacher at MPS Pt 15 (subject to salary adjustment) $[(\$31,750 + \$1,500) \times 12] \times 0.5$ <u>$= \\$199,500$</u> From CEG (insufficient balance to be covered by OEP)			
3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (Civic							

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
& Moral Education, Life Planning Education & Career Guidance and Counselling) and organizing ECA and OLE activities 4. To take up some of the administrative and other non-teaching duties of teachers 5. To provide IT support in e-Learning, campus TV and school activities	(b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, OLE/IT, SEN(2), SS) Duties include assisting teachers in: i. preparation of teaching and learning materials; ii. providing administrative support to subject departments; iii. providing learning support for weaker students, SEN students and NCS students ; iv. supervising and conducting extended learning activities or OLE activities; v. lesson substitution; vi. examination invigilation (public and internal), etc.	(b) & (c) With the TAs and SAE giving support, teachers can have more time focusing on curriculum development, planning of OLEs, designing strategies to cater learner diversity, handling disciplinary cases and providing counselling and guidance to students		(b) Salary of 3 Teaching Assistants (ENG, CHIN, MATH) (Diploma Level) $(\$17,100 \times 12 \times 1.05) \times 3$ $= \$215,460 \times 3$ $= \$646,380$ From CEG (insufficient balance to be covered by OEP) Salary of 1 Teaching Assistant (OLE/IT) (Diploma Level) $\$17,100 \times 12 \times 1.05$ $= \$215,460$ From TRG (insufficient balance to be covered by OEP) Salary of 2 Teaching Assistants (SEN) (Diploma Level) $(\$17,100 \times 12 \times 1.05) \times 2$ $= \$215,460 \times 2$ $= \$430,920$ From LSG (insufficient balance to be covered by OEP) Salary of 1 Teaching Assistant (Student Support) (Diploma Level) $\$17,100 \times 12 \times 1.05$ $= \$215,460$ From NCSSG (insufficient balance to be covered by OEP)	(b) & (c) Teachers agree that the assistance of the TAs help relieve their non-teaching workload and enable them to spend time on planning and evaluating their teaching as well as giving guidance and counselling to students	(b) & (c) Feedback from all teachers and performance appraisal of the temporary staff	(b) HODs -- English -- Chinese -- Math Committee i/c: -- OLE Committee -- Campus TV Committee -- Counselling Committee -- Support for NCS Students Committee

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
	(c) Appointment of a School Administrative Executive (SAE) Duties of SAE include: i. assisting operation of SMC ii. handling matters of procurement/tendering iii. supervision of GCs & TAs iv. secretarial duties v. assisting in exam matters vi. assisting in WebSAMS-related matters vii. assisting in S1 admission and other major school functions iii. assisting the liaison with school stakeholders & outside organizations ix. assisting the arrangement of school programmes			(c) Salary of the School Administrative Executive (\$31,750 x12 + \$18,000) = <u>\$399,000</u> From SEOG			(c) AP

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
	(d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning	(d) ITRO and CT can enhance technical support for promoting and practicing e-Learning		(d) Salary of the ITRO (\$24,870 x 12 x 1.05) <u>= \$313,362</u> From ITSSG Salary of the CT (\$15,555 x 12 x 1.05) <u>= \$195,993</u> From CITG (insufficient balance to be covered by ITSSG)	(d) Teachers agree that the IT support in school is strengthened and the assistance of the ITRO and CT can help their practice of e-Learning	(d) Feedback from teachers and performance appraisal of the temporary staff	(d) -- IT committee

Estimated Expenditure: \$3,214,575

(CEG \$845,880 + CITG \$195,993 + ITSSG \$313,362 ++ LSG \$430,920 + NCSSG \$813,960 + SEOG \$399,000 + TRG \$215,460)

King's College
Plan on the Use of Life-wide Learning Grant
2020-2021

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	Objectives	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
English Language	Debate Workshop for Junior Forms	<ul style="list-style-type: none">● To help junior students develop background knowledge into debate arguments.● To help students explore effective debate tactics and topics.● To enhance students' writing and speaking skills by preparation of debate speeches.● To give junior students a taste of debate by class competitions.	Whole Year	S.1 – S.3	✧ Out of 20 participants, at least 5 students become debate team members. ✧ Evaluation survey (80% of students enjoy the workshop)	\$10,000	✓				

Drama Workshop	<ul style="list-style-type: none"> ● To enhance students' speaking and writing skills through dialogue and script-writing. ● To allow students to use their language skills and creativity while discussing ideas with others. ● To enable a team of students to compose and deliver an effective, audience-appropriate drama production. ● To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance. 	First Term	S.1 – S.5	<ul style="list-style-type: none"> ✧ Students participate in the Drama Festival and Inter-GSS Drama Competition ✧ Evaluation survey (80% of students enjoy the workshop and find it useful for the preparation of the two contests) 	\$25,000	✓				
Appreciation of Drama Performance	<ul style="list-style-type: none"> ● To help students to learn appreciation of language arts and interpretation of messages through watching a standard play. ● To bring fun into English learning. ● To enable students to learn how to express themselves not just through words, but also through facial expressions and body language. 	July 2021	S.1 – S.3	<ul style="list-style-type: none"> ✧ Evaluation survey (90% of students enjoy the performance) 	\$15,000	✓				
Training courses for Speech Festival	<ul style="list-style-type: none"> ● To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning. ● To provide training on speech skills such as articulation, voice control, pronunciation and intonation. ● To coach students to ensure they can confidently command the stage and engage effectively with the audience. 	First Term	S.1 – S.6	<ul style="list-style-type: none"> ✧ 80% of students enjoy the training courses and find them useful for the preparation of the competition 	\$15,000	✓				

	Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> ● To fully immerse students into English culture by festival celebration activities. ● To enhance students' motivation and interest in learning English through activities beyond the classroom. 	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6	<ul style="list-style-type: none"> ✧ Teachers and student helpers' observation (90% of students give positive feedback) ✧ The interactions between NETs and junior form students could help promote interest in English learning 	\$16,000	✓				
Chinese Language	辯論培訓班	<ul style="list-style-type: none"> ● 提升學生表達個人觀點及交流質詢的能力，訓練學生的批判思考、組織及變通能力，強化其辯論技巧。 	2020年9月至2021年3月	20位中三及中四學生 (由辯論學會負責老師根據學生思維及說話能力甄選)	✧ 學員參加聯校中文辯論比賽、基本法多面體、全港中學生辯論賽,運用所學技巧	\$20,000	✓				
	高中藝術體驗計劃 -(戲解文言III)	<ul style="list-style-type: none"> ● 加強學生戲劇/話劇認識及鑒賞能力。 ● 深化學生課堂學習(文言文)。 	28/1/2021	中五級學生	<ul style="list-style-type: none"> ✧ 學生習作 ✧ 學生老師回饋 	\$7,350	✓		✓		
Mathematics	Maths Olympiad Courses (Junior)	<ul style="list-style-type: none"> ● To enhance junior form students' high order thinking, logical thinking and problem solving skills 	Oct - Dec 2020	20 students (S.1 - S.3)	<ul style="list-style-type: none"> ✧ Internal assessment ✧ Awards achieved in external competitions 	\$6,000	✓				
Chinese History	Visit to museum (transportation expenses)	<ul style="list-style-type: none"> ● To enhance student's learning of the subject. 	Oct 2020 – Jan 2021	S.4	✧ Teacher's observation	\$1,000	✓				

Biology	Eco-tour on Marine Biology & Environmental Protection Activities [organized by WWF] (tour fee & transportation expenses)	<ul style="list-style-type: none"> ● To enrich students' experience and skills in learning biology and develop deeper understanding in Hong Kong Ecology. ● To provide firsthand experience in protecting the environment and put into action. 	Oct 2020 – Feb 2021	S.4	Students' evaluation and reflection writing assignment	\$10,000	✓	✓		✓	
	Medical Summer Broadening Programme offered by HKU (subsidize 80% of course fee)	<ul style="list-style-type: none"> ● To stretch students' ability and further cultivate their interest in learning and working the biological/medical field for upholding their learning attitudes and strive for the best results. 	Jul - Aug 2021	S.5 (2-3 students)	<ul style="list-style-type: none"> ✧ Students' sharing ✧ Certificate of completion obtained 	\$17,000	✓				✓
Geography	Fieldwork Skill Training Workshops (course fee, equipment and transportation expenses)	<ul style="list-style-type: none"> ● To facilitate students' mastery of fieldwork skills. ● To enhance students' generic skills through field study. 	Second Term	S.4 & S.5	<ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation 	\$12,000	✓				
Cross-KLA	Sci-lish activities (STEM-related activities organized by Science & English departments)	<ul style="list-style-type: none"> ● By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into English learning. ● To help students build up different generic skills including team building, creativity and logical reasoning. 	Second Term	S.1 (whole form)	✧ Evaluation survey (80% of S.1 students surveyed have positive feedback and enjoy the activities)	\$25,000	✓				
	中文科及音樂科: 藝術體驗計劃---歌劇《卡門》	<ul style="list-style-type: none"> ● 加強學生戲劇/話劇認識及鑒賞能力。 ● 深化學生課堂學習(歌劇)。 	15/4/2021	中二級學生	<ul style="list-style-type: none"> ✧ 學生習作 ✧ 學生老師回饋 	\$5,880	✓		✓		
	中國歷史科及STEM 教育: 元朗大夫第文化考察活動 [部分津貼]	<ul style="list-style-type: none"> ● 加強學生對中國文化的認識。 ● 讓學生體驗新科技，開拓視野。 	9/10/2020 (學生發展日)	中二級學生	<ul style="list-style-type: none"> ✧ 檢視學生習作 ✧ 老師回饋 ✧ 觀察學生表現 	\$5,500	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
--	S.1 Foodstep Journey (An experiential learning programme organized by Food Angel that promotes the virtue of cherishing food and caring for the community)	<ul style="list-style-type: none">● To cultivate positive values (caring, respects and responsibility) among students.● To provide students with valuable opportunities for developing civic responsibility and empathy.● To develop students' generic skills, including critical thinking, collaboration, communication skills, etc.● To foster relationships between the school and the surrounding community.	Oct 2020 – May 2021	S.2 (ex-1C and 1D students)	Students' reflection in evaluation session	\$8,580		✓		✓	
	S.1-S.3 Service Training 義工服務培訓 S.1: - 義務工作種類、意義及價值 - 優質義工的元素（責任及態度） - 賣旗技巧 S.2: - 與服務對象建立關係技巧 - 帶領遊戲技巧 - 服務長者技巧 S.3: - 義工服務組織及帶領 - 活動設計及策劃 - 小組帶領技巧		Oct 2020 – May 2021	S.1 – S.3 (whole form)	Students' reflection in evaluation session	\$28,800		✓		✓	
	S.4 & S.5 Experiential Learning Programmes launched by voluntary organizations (organized by Moral & Civic Ed Committee & CLP Committee)	<ul style="list-style-type: none">● To cultivate empathy for the needy in the society.● To stimulate students to reflect on how to contribute to the betterment of society	S.5: 9 Oct 2020 S.4: Second Term	S.4 & S.5 (whole form)	Students' evaluation and reflection	\$30,000		✓			✓

S.1 Training on Team Building (organized by Discipline Committee)	<ul style="list-style-type: none"> ● To build up the team-spirit of S.1 new comers. ● To introduce problem solving skills to S.1 students. ● To co-creating a Harmonious School against Anti-bullying. 	9 Oct 2020 (Student Development Day)	S.1 (whole form)	Students' evaluation and reflection	\$40,000	✓				
S.1 Mindfulness Workshop (organized by Counselling Committee)	<ul style="list-style-type: none"> ● To let students experience how to release stress by focusing their attention on the present moment and shifting their thoughts towards an appreciation of the moment. 	Sep 2020 – May 2021	S.1 (whole form)	Students' evaluation and reflection	\$20,000	✓				
S.1 Adaptation and Development Programme (organized by Counselling Committee)	<ul style="list-style-type: none"> ● To help S.1 needy students adapt to school environment and build up their rapport. 	Nov-Dec 2020	S.1 (selected students)	Students' evaluation and reflection	\$18,000	✓				
S.3 Resilience Training [Day camp on Student Development Day & Resilience Workshop] (organized by Counselling Committee)	<ul style="list-style-type: none"> ● To enhance students' resilience and their ability in managing stress and anxiety. 	9 Oct 2020 (Student Development Day) & May 2021	S.3 (whole form)	Students' evaluation and reflection	\$95,000	✓				
Executive Functioning Challenge Workshop (organized by Counselling Committee)	<ul style="list-style-type: none"> ● To enhance students' generic skills of planning, organization and self-management through games. 	Sep 2020 – May 2021	S.1 – S.3 (selected students)	Students' evaluation and reflection	\$13,000	✓				
Brain-based Learning Exposure Workshop (organized by Counselling Committee)	<ul style="list-style-type: none"> ● To enhance students' ability of learning, organizing and recalling new information through brain-based learning skill exposure. 	Sep 2020 – May 2021	S.1 – S.3 (selected students)	Students' evaluation and reflection	\$14,000	✓				
Basic Skills for Project Learning Training Workshop	<ul style="list-style-type: none"> ● To enhance students' skills of data and information presentation and analysis for conducting project. 	Sep 2020 – May 2021	S.5 (enrolled students)	Students' evaluation and reflection	\$20,000	✓				

S.6 Mock Interview (organized by CLP Committee)	<ul style="list-style-type: none"> To provide students with an opportunity to practice their interviewing skills and to become familiar with interview questions and interview etiquette. 	Jan/Feb 2021	S.6 (whole form)	Students' evaluation and reflection	\$10,000					✓
HKU Taster Programmes [Quota: 10, set by HKU] (organized by CLP Committee)	<ul style="list-style-type: none"> To offer junior form students an exciting taste of the vibrant campus life in HKU & allow them to explore their interest in various disciplines through interactive and inspiring workshops. 	Dec 2020	S.2 & S.3 (10 students that granted fee remission or CSSA with good academic performance)	Students' evaluation and reflection	\$9,800	✓				✓
Prefect Training (organized by Discipline Committee)	<ul style="list-style-type: none"> To build up team spirit, leadership and communication skills of Prefect body. 	Dec 2020- June 2021	S.3 - S.5 Prefects	<ul style="list-style-type: none"> ◇ Group sharing ◇ Evaluation survey 	\$15,000		✓			
Student MCs Training workshop [for school occasions/ morning assemblies events]	<ul style="list-style-type: none"> To prepare students for 95th anniversary celebration occasions i.e. Harmonica Concert and Visual Arts Exhibition. To enhance students' speaking competence as MC team members. To help students acquire MC techniques through hands-on practice. 	Second Term	S.2 – S.5 (15-20 selected students)	<ul style="list-style-type: none"> ◇ Students' performance in all the functions ◇ 80% of participants surveyed gave positive feedback. 	\$15,000	✓				
Hiring of coaches for school sports teams [Football, Volleyball & Handball]	<ul style="list-style-type: none"> To develop students' sports talents. To promote students' positive values, attitudes and skills conducive to develop healthy lifestyle. 	Whole year	S.1 - S.6 Members of Sports Teams	<ul style="list-style-type: none"> ◇ Teachers' observation ◇ Participation & prizes achieved in external competitions 	\$180,000			✓		
Hiring of conductors for the music teams [Orchestra, Wind Band, Harmonica Band, & Chinese Orchestra]	<ul style="list-style-type: none"> To enhance the performing standard of the school teams. To prepare the school teams for the inter-school music competitions and music performances. 	Whole year	S.1 - S.5	<ul style="list-style-type: none"> ◇ no. of students joining the competitions ◇ Participation & prizes/ certificates obtained in competitions 	\$200,000			✓		

OLE Talks for Aesthetic Development [VA & Music]	<ul style="list-style-type: none"> ● To broaden students' horizon in aesthetic development. 	Oct 2020 – May 2021	S.1 & S.5	Teachers' observation	\$2,000 (VA) \$4,000 (M)			✓		
Molding Workshop [VA]	<ul style="list-style-type: none"> ● To enhance students' appreciation of artwork made by molding method. ● To promote students' knowledge and application of molding method for creating small sculptures. ● To widen students' horizon in making sculptures. 	First Term	S.1 - S.3	Teachers' observation	\$12,000			✓		
Throwing Workshop [VA]	<ul style="list-style-type: none"> ● To enhance students' appreciation of ceramics made by throwing method. ● To promote students' application of throwing method for making wares. ● To widen students' horizon in applied art. 	Second Term	S.4 - S.5	Teachers' observation	\$10,000			✓		
Transportation for visit to Art Exhibitions [VA]	<ul style="list-style-type: none"> ● To enhance students' appreciation of visual arts. 	Oct 2020 – May 2021	S.1 - S.5	Teachers' observation	\$11,000			✓		
Cultural Immersion Programme [Exposing students to a different culture and widen their horizon]	<ul style="list-style-type: none"> ● To introduce students to a new culture and provide them with a wider perspective of the world. 	First Term	S.4 (whole form) & selected IRC members	<ul style="list-style-type: none"> ✧ 80% of participants surveyed enjoyed the activities ✧ Tutors' observation 	\$6,000		✓			
School Speech & Music Festival [Subsidize entry fee & transportation expenses]	<ul style="list-style-type: none"> ● To encourage students to widen their exposure and exert their potentials through participating competition. 	Nov 2020 - Mar 2021	S.1 - S.5	<ul style="list-style-type: none"> ✧ No. of participants ✧ No. of prizes achieved 	\$30,000			✓		

1.3 To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
	STEM Study Tour (New Zealand / Australia)	<ul style="list-style-type: none"> ● To cater for students' interests and abilities for stretching their potentials in STEM education. ● To acquire students with generic skills through experiential learning and foster their whole-person development. 	Apr 2021	S.3 - S.5 (20 students) & 2 teachers	✧ STEM product produced for exhibition & competitions	\$320,000	✓	✓			
	Geography and BAFS Study Tour (Taiwan)	<ul style="list-style-type: none"> ● To enrich students' understanding of concepts and knowledge of the subjects. ● To broaden students' horizons though discovering the world beyond classroom. ● To foster students' generic skills. 	May 2021	S.5 Geog and BAFS students (30 students) & 3 teachers	✧ Teachers' observation ✧ Study tour report and reflections	\$84,000	✓	✓			
	Summer English Immersion Study Tour (Australia)	<ul style="list-style-type: none"> ● To enhance the learning of English in an authentic environment. ● To foster whole-person development through invaluable homestay experiences. 	Jul 2021	S.2 - S.3 (20 students) & 2 teachers	✧ Teacher's observation ✧ Evaluation survey	\$280,000	✓	✓			
	Overseas Sports Training Tour [Volleyball Team]	<ul style="list-style-type: none"> ● To broaden students' horizon and knowledge. ● To allow students to experience overseas training and enhance their techniques. 	Jul 2021	Members of Sports Teams (20 students) & 2 teachers	✧ Teacher's observation ✧ Evaluation survey	\$56,000		✓	✓		
1.4 Others											

Estimated Expenses for Category 1						\$1,722,910					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Rotary Evaporator set	For doing research project by Science Research Team (apparatus for extracting chemicals)	\$39,000
PE	Electronic score board with wheels [Quantity:2]	For inter-house ballgames competitions	\$14,000
	Sport teams training equipment	For school teams training	\$3,000
Estimated Expenses for Category 2			\$56,000
Estimated Expenses for Categories 1 & 2			\$1,778,910

Estimated Number of Student Beneficiaries

Total number of students in the school:	829
Estimated number of student beneficiaries:	829
Percentage of students benefitting from the Grant (%):	100%

**二零二零/二零二一學年校本課後學習及支援計劃
活動計劃表**

學校名稱： 英皇書院

計劃統籌人姓名： 林若穎老師

聯絡電話： 2547 0310

計劃理念： 以學生長遠個人成長為目標，為清貧學生提供不同範疇的課後學習機會及訓練，擴闊其眼光，加強個人學習體驗。

活動形式： 文化藝術學習活動及主題工作坊等

預算之款項： **\$62,400**

A. 獲本津貼資助/補足的各項活動資料

活動名稱	活動目標	成功準則 (例如：學習成果)	評估方法 (例如：測試、問卷等)	活動舉辦 期間/日期	預計受惠對 象學生人數#	預計開支 (\$)	建議合辦機 構/服務供應 機構名稱 (如適用)	負責 老師
I. 體驗學習活動								
迪士尼工作體驗坊 (中三至中五)	透過認識獨特的迪士尼公司文化，讓學生學習世界知名度假區對賓客服務的基本概念及營運技巧，剖析其成功之道，並了解款客服務業所需的正面價值觀及思維，以及親身體驗款客服務業的工作實況。藉加深對款客服務業工作的認識，有助學生作生涯規劃。	◇ 學生對款客服務業加深認識 ◇ 學生明白保持良好工作態度的重要性，具備自律及自我推動力乃成功的重要元素 ◇ 學生能將工作坊所學好好應用在學習及其他範疇	◇ 觀察學生活動表現 ◇ 學生反思及分享	4/2021	20 人	\$7,400	香港迪士尼樂園	林若穎老師、其他組員及教學助理

文化體驗學習坊 (中三、中四)	透過和不同種族文化背景的人接觸，給予學生開展跨文化對話的機會，藉此擴闊世界視野，為學生提供高質量的文化培訓。	<ul style="list-style-type: none"> 學生的出席率達 80% 以上 學生認為文化交流有助擴闊世界視野 	<ul style="list-style-type: none"> 觀察學生活動表現 學生反思及分享 	11/2020 (中四) 3/2021 (中三)	20 人	\$10,000	Inter-cultural Education	林若穎老師
II. 課後文化藝術發展								
音樂課程 (中一至中六)	促進學生對音樂的自主學習精神，以及提升演奏音樂的基本技巧。	<ul style="list-style-type: none"> 學生的出席率達 80% 以上 不少於 60% 的學生在校內音樂科樂器考試的成績有進步 學生積極參加樂器表演 	<ul style="list-style-type: none"> 導師觀察及評估 校內考試成績 表演次數 	10/2020–8/2021	35 人	\$45,000	導師	馮慶儀老師

備註：

#對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 25% 酌情權的清貧學生。

Programme Proposal for DLG-funded Other Programme (Gifted Education), 2020-21

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
中文	中文拔尖寫作班	<ol style="list-style-type: none"> 針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料 針對性教授各種說話考核題型，提高學生思考及應對的能力 	<p>三十位中四至中六級學生</p> <p>由科任老師選拔</p>	<p>約十節 (每節一小時三十分)</p> <p>2020 年 9 月至 2021 年 1 月</p>	於校刊刊登學生優秀作品	楊家碧老師	\$10,000
Maths	Mathematics Enhancement Course for elite Mathematics students	<p>To enhance students'</p> <ol style="list-style-type: none"> high order thinking and logical thinking problem solving skills 	<p>20 students for each form from S.4-5 respectively</p> <p>Selected by subject teachers based on:</p> <ol style="list-style-type: none"> their internal academic results their performance in previous external Maths competitions 	<p>5 1.5-hour lessons are held weekly for each form</p> <p>Apr 2021 – May 2021</p>	Participation in different Mathematics competitions	Mr. NG Tak-yan	\$6,000
English	English Debate Enhancement Course	To boost the debating and public speaking skills for the School Debating Team members, and better equip them for the upcoming competitions	15 S.4-5 students who are members of the English Debating Team and International Relations Council, and have represented the school in external competitions	<p>2 hours for each of the 10 sessions</p> <p>Nov 2020 – May 2021</p>	Participating in external competitions	Ms. CHOW Lam-lam	\$10,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
	English Reading Enhancement Course	To enhance selected S6 students' reading comprehension strategies, such as: - Inferring meaning; - Making predictions; - Evaluating understanding; - Tackling figurative language questions; and - Tackling explanatory and higher-order thinking questions.	A maximum of 110 S.6 students arranged into two groups trained with different reading strategies Selected according to students' performance in the Reading Paper and grouping recommended by subject teachers	10 online reading sessions for each group with Auto-marking, Class analysis; and Individual analysis 1 hour for each session with online Oct 2020 – Apr 2021	Students being able to display the reading skills acquired in their performance and apply the skills in the study of other subjects	Ms. CHOW Lam-lam	\$13,500
Leadership	Future Leaders Workshop for elite students	To develop students' leadership skills and nurture positive attitude	20 S4 students selected among the top 40 students in the form according to their S.3 Annual Exam result	3 lessons, 1¼ hours each Feb – Mar 2021	Participants had to make planning and proposal and organize club / society activities for students.	Dr. Bob LUI	\$9,000
Science	Subsidy Scheme for courses and competitions for Gifted and Talented	1. To subsidize students who enroll in a fee-charging Gifted Education course offered by local tertiary education institutes 2. To subsidize students who enroll in science competitions for the purpose of developing their gifted potential	1. Gifted Education course: 5 S.4 -5 students based on their academic result and performance in class 2. Science Competitions: 50 S.4 – 6 students according to their Half-yearly Exam results in the corresponding subjects	Sept 2020 – Aug 2021	1. Students subsidized in Gifted Education courses were nominated to share their experience in knowledge fair 2. Well performed students in competitions were nominated to be Science Research Team member for more advanced research training	Dr. Bob LUI	\$8,000
	Science Enhancement Programmes	To enhance students' scientific enquiring skills and better equip them for competitions.	10 students from Senior Forms	Sept 2020 – Aug 2021	Well performed participants were nominated to participate in competitions.	Dr. Bob LUI	\$27,500
							\$84,000
\$71,568.00 (Bring forward from 21/10/2020) ¹ \$49,000.00 (Received on 17/08/2020) <u>\$35,000.00 (To be received after 4/2021)</u> \$155,568.00 (expected revenue for 2020-2021 cohort) Remarks: 1. \$12,000.00 for 2018-19 中文課後班導師費 has been withdrawn on 21/11/2019							

Plan of Enhanced Chinese Learning and Teaching for Non-Chinese Speaking (NCS) Students 2020-2021

Programme	Duration (Date)	No. of students involved	Expenditure (\$)
Hiring of 1.5 additional teaching staff	1/9/2020 - 31/8/2021	14	\$598,500
Hiring of 1 additional Teaching Assistant	1/9/2020 - 31/8/2021	14	\$215,460
Procurement of teaching and learning materials	1/9/2020 - 31/8/2021	14	\$ 5000
Inclusive and cultural activities	2020/10-2021/5	14	(使用「支援非華語學生學習中史及文化」的津貼)
Enrichment course of Chinese Learning	2020/10-2021/5	14	\$ 17,000
Total Expenditure:			\$835,960

英皇書院
姊妹學校交流計劃書
(2020-21 學年)

學校名稱： 英皇書院

姊妹學校名稱： 山東淄博第一中學，
北京匯文中學

締結日期： 5/7/2012，12/2004

本校擬於試辦計劃推行期間舉辦下列姊妹學校交流活動：

(請說明擬舉辦交流項目的名稱和初步構思，以及監察和評估成效的方法。)

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支
1.	<p><u>山東淄博文化及學習交流團</u> 交流團將探訪淄博第一中學，以工藝／戲劇賞析為主題與該校老師進行交流、進課室觀課及一起上課、出外參觀等。 (有關詳情參閱附件一)</p> <p>* 後備方案建議： 鑒於疫情仍未明朗，如未能探訪淄博第一中學，則計畫透過視像進行美藝觀摩、學習及交流。 (有關詳情參閱附件二)</p>	<p>一、老師層面：通過以工藝、戲劇賞析為主題的交流，認識山東和香港文化美藝的特性，對兩地的教育發展、該校的課程規劃及學生的學習生活等有更深入的了解，也建立起兩校師生的友誼。</p> <p>二、學生層面：透過交流以及工藝、戲劇欣賞活動，擴闊學生視野，讓學生親身體驗和感受山東的自然、人文、美藝、歷史和當代國情，認識齊魯文化藝術，孕育對國家的認同感和歸屬感。</p> <p>三、學校層面：吸收經驗，於將來安排其他主題的交流活動，協助學校達至持續發展。</p>	<p>• 交流報告書</p> <p>• 學生問卷調查</p> <p>• 學生分享及匯報</p>	<p>• 旅費：\$130,000</p> <p>• 材料費用：\$4,000</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.	北京匯文中學回訪 匯文中學計畫於二零二一年七月老師／師生回訪本校。 • 兩地老師將進行以教學及學生發展為主題之專業交流活動。 • 兩地學生將進行文化參觀、民生體驗及康樂活動。	一、老師層面：通過教學交流，促進兩校老師的教學專業發展。 二、學生層面：透過交流及參觀活動，更深入認識兩地學習生活、民情風俗及歷史文化。 三、學校層面：加強兩校連繫，增進友誼，同時透過互相觀摩學習，促進兩地的教育發展。	• 交流報告書 • 學生心得／感受分享 • 學生匯報	• 款待費用：\$3,000 • 交流活動費用：\$20,000

本計劃書已獲得本校法團校董會／校董會批核。

校監姓名：劉穎賢博士

日期：20/11/2020

山東淄博文化及學習交流團
行程安排

日期：二零二一年四月十九日至二十三日（五天）
參與者：2 位英皇書院教師，20 位中三至中五學生

天數	行程	備註
1	遊覽及參觀活動	
2	校內活動 （觀課/一起上課/交流/工作坊）	
3	校內活動 （觀課/一起上課/交流/工作坊）	
4	校外工藝工作坊/戲劇欣賞、遊覽及參觀活動	
5	遊覽及參觀活動	

其他服務包括：

- 1 由富經驗領隊及導遊隨團遊覽
- 2 製作日誌，內容包括行程簡介、活動摘錄、備忘、筆記及反思欄等
- 3 出發前提供一個簡介會讓學生及家長了解出發前後須注意的事項
- 4 本團橫額一張

後備方案建議

活動概況：

透過視像工作坊或課堂(實時或錄像)，讓兩校師生進行美藝觀摩、學習及交流。

山東淄博第一中學：

美藝項目	對象	配合主題	負責老師	備註
1. 書法	英皇書院中文學會會員	書法藝術欣賞	周倩嫻老師	安排作品展示 (包括英皇書院 2020-21 年度視覺藝術展覽)
2. 版畫	中一、中二學生	版畫創作	梅嘉慧老師	

香港英皇書院：

美藝項目	對象	配合主題	負責老師	備註
1. 西洋書法	山東淄博第一中學學生	西洋書法藝術欣賞	梅嘉慧老師	安排作品展示 (包括英皇書院 2020-21 年度視覺藝術展覽)

King's College
Plan on the Use of the Promotion of Reading Grant 2020/21 School Year

The major objectives for Promotion of Reading :
Creating a reading culture at school & enhancing students' language competency

	Item	Estimated Expenses (\$)
1.	Purchase of Books	Reading scheme; Moral & Civic Ed. \$2,000 ; Health & Sex Ed. \$2,000 ; STEM Ed. \$2,000 \$6,000
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$10,000 for Chinese & \$12,000 for English (S.1 & S.2) \$22,000
	<input type="checkbox"/> e-Read Scheme	
	<input checked="" type="checkbox"/> Other scheme : i-learner for Chinese & English Depts.	
3.	Reading Activities	\$22,400 for lunchtime reading activities for S.1 \$22,400
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities	
4.	Other : Reading Buddies Programme with Li Sing Primary School (6 times in 2 nd Term) 12 students to teach 12 pupils English through language games.	\$300 Materials for language games.
	Printing & design of students' Portfolio booklets	\$5,200 for 1000 copies \$5,500

Total : \$58,600