



KING'S COLLEGE

Annual School Plan

2021- 2022

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

Sense of Belonging

Major Concern 1: To continuously improve the effectiveness of learning and teaching to enhance the academic atmosphere on campus

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties	Resources
1. To adopt diversified teaching models to enhance students' self-directed learning ability and cater for the diversity of students	<p>I. Promotion of self-directed learning and catering for the learners' diversity</p> <p>a. Subject departments design different teaching methods and strategies.</p> <p>b. Teachers continue to optimize teaching strategies and skills to further enhance the effectiveness of classroom teaching. Examples of learning tasks:</p> <ul style="list-style-type: none"> ➤ Project work ➤ Language across curriculum ➤ I.T. in education ➤ Inclusive teaching strategies <p>c. Carry out diverse classroom activities that promote high-order thinking, including multi-level questioning, creative and challenging individual or group discussion activities, so as to meet the needs of different students.</p>	<ul style="list-style-type: none"> ➤ At least one learning task carried out in either junior OR senior forms ➤ A shared folder created for the collection and display of outstanding works done by students ➤ A shared folder created for teaching materials and recorded videos (if any) ➤ Students involved can apply what they have learned in their daily work/classroom presentation. ➤ Variety of classroom activities demonstrated in lesson observations ➤ Themes of Pedagogy Committee set based on teaching and learning needs 	<ul style="list-style-type: none"> ➤ Record of year plan/scheme of work ➤ Students' academic performance in terms of knowledge and skills applied in the completion of the learning task ➤ No. of good pieces collected and displayed ➤ Themes of Pedagogy Committee ➤ The effectiveness and usefulness of the collaborative teaching and learning materials prepared ➤ Lesson observations ➤ Feedback from teachers and students 	<ul style="list-style-type: none"> ➤ All subject departments ➤ Pedagogy Committee 	<ul style="list-style-type: none"> - Subject & Curriculum Block Grant - SMI Fund
	<p>II. Sharing of pedagogical outcomes</p> <p>a. The Pedagogy Committee organizes workshops to enhance</p>	<ul style="list-style-type: none"> ➤ At least 3 sharing sessions on pedagogies and experience sharing including planning and lesson activities in staff 	<ul style="list-style-type: none"> ➤ Staff and department meetings' 	<ul style="list-style-type: none"> ➤ All subject departments ➤ Pedagogy Committee 	

	<p>classroom management skills and teaching strategies to enhance students' self-directed learning ability.</p> <p>b. The school recommends suitable teachers to join programmes and workshops that meet the school's needs. Teachers are required to put what they have learned into practice and share the experience during the staff meetings, department meetings or joint lesson planning sessions.</p>	<p>meetings, HoD meetings, and department meetings as internal teachers' symposiums</p> <p>➤ Meeting records showing effective use of pre-lesson / collaborative lesson planning meetings</p>	<p>agendas and minutes</p> <p>➤ Collaborative Lesson Planning sessions</p> <p>➤ Sharing among teachers</p>	<p>➤ Staff Development Team</p> <p>➤ All staff members</p>	
2. To enhance the academic atmosphere on campus and students' learning ability through implementing a variety of extra-curricular learning activities and promoting of reading	<p>I. Learning through extra-curricular activities</p> <p>a. Design a variety of life-wide learning activities and projects in line with regular courses to enhance students' learning motivation and ability so as to foster the academic atmosphere on campus.</p>	<p>➤ At least 5 school-based activities arranged jointly with ECA clubs and societies on a regular interval throughout the year from Oct to June</p> <p>➤ Corresponding no. of board display of students' work</p> <p>➤ 80% of students involved in the learning activities beyond classroom showed positive feedback.</p> <p>➤ Demonstration of learning outcomes in Knowledge Fair</p>	<p>➤ ECA Committee year plan</p> <p>➤ Academic board display</p> <p>➤ Students' feedback in a year-end survey</p> <p>➤ Students' participation</p>	<p>➤ ECA Committee</p> <p>➤ Subject departments</p>	<p>➤ Promotion of Reading Grant</p> <p>➤ LWL Grant</p> <p>➤ ECA Fund</p>
	<p>II. Promotion of reading</p> <p>a. Organize more group activities to increase students' engagement in reading to enhance their learning abilities.</p> <p>b. Introduce reading strategies that will help them to become better readers.</p>	<p>➤ At least 1 form-based activity organized for S.1 to S.5 by the Library Committee per year</p> <p>➤ Students found the group reading activities interesting and useful</p>	<p>➤ Library Committee year plan</p> <p>➤ Classroom activities</p> <p>➤ Students' participation</p>	<p>➤ Library Committee</p> <p>➤ Subject Departments</p> <p>➤ King's Morning</p>	

		<ul style="list-style-type: none"> ➤ At least one reading-related learning activity arranged by KLAs per year ➤ 80% of students showed positive changes to reading habit ➤ 1 reading sharing session of Chinese and English books in morning assemblies and reading periods by S.1 to S.3 students ➤ Sharing of learning outcomes from reading activities 	<ul style="list-style-type: none"> ➤ Morning assembly and reading period book sharing sessions ➤ Students' feedback in a year-end reading habit survey 		
3. To design cross-subject courses to provide a broad and balanced learning experience that helps students make a break-through in their studies	I. Cross-subject school-based courses a. Design new courses to meet students' interests and learning needs, including S.3 Integrated Sciences and Business Fundamentals, and S.1 – S.5 A.I. Education	<ul style="list-style-type: none"> ➤ Teaching materials designed and developed by the subject departments concerned through collaboration ➤ 80% of S.3 students found the new business courses useful for the pursuit of life-long skills ➤ 80% of students showed stronger interest in AI, business, and science subjects 	<ul style="list-style-type: none"> ➤ Curriculum planning and scheme of work ➤ Lesson observations ➤ Students' performance ➤ Teachers' evaluation ➤ Teachers' and students' feedback 	<ul style="list-style-type: none"> ➤ Curriculum Planning and Development Committee ➤ Computer Studies Department ➤ Subject departments under Science KLA ➤ Business Fundamentals Department 	<ul style="list-style-type: none"> ➤ Subject & Curriculum Block Grant ➤ SMI Fund

Major Concern 2: To nurture students with positive values and attitudes for enhancing capacities to strive for excellence in life

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
<p>1. To strengthen Values Education and National Education by formulating a holistic curriculum</p> <p><i>S1 Responsibility</i> <i>S2 Integrity</i> <i>S3 Commitment</i> <i>S4 Respect for others</i> <i>S5 Care for others</i> <i>S6 Perseverance</i></p> <p><i>All levels:</i> <i>National Identity,</i> <i>Law-abidingness,</i> <i>Empathy</i></p>	<p>1. Enrich and restructure the learning tasks in Moral & Civic Education curriculum framework to inculcate the priority positive values and attitudes:</p> <p style="padding-left: 40px;">S1 - Responsibility S2 - Integrity</p> <p style="padding-left: 40px;">All levels- National Identity, Law-abidingness, Empathy</p> <p>a. Enhance the values education curriculum in Form Period and adopt multi-perspective strategies to develop students with good qualities in line with the theme of the School Year</p> <ul style="list-style-type: none"> Thematic inter-class board display competition and sharing on sense of belongings in different aspects: <ul style="list-style-type: none"> S1: My family and I S2: My class and I S3: My school and I S4: My living place and I S5: My nation and I <p>Arrange sharing session in prize presentation ceremony/ Video shows on tidbits of production on Open Days and Activity Days</p> <ul style="list-style-type: none"> 「盡職盡責獎」(S1-S2) 「默默付出獎」(S1-S2) Integrity Board Game Design 	<ul style="list-style-type: none"> 70% of students and Form Teachers agree the learning activities help their development of the positive values Students' positive attitudes and behaviors are recognized and reinforced Teaching of the targeted positive values incorporated in the curricula of all subjects 	<ul style="list-style-type: none"> Form Period/ activities surveys Teachers' observations Scrutiny of documents and teaching resources (programme plans, schemes of work and evaluation reports) Students' works / sharing / reflection 	<ul style="list-style-type: none"> Moral & Civic Education Committee National Education Committee Form Teachers All KLA coordinators & subject departments School Library Committee Scouts, Red Cross, St. John Sister School Programmes & Exchange Programmes Committee 	<ul style="list-style-type: none"> LWL Grant ECA Fund MNES Grant Grant for Sister School Scheme Subject & Curriculum Block Grant SMI Fund

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
	<p>(S2)</p> <ul style="list-style-type: none"> • Model Student Award and sharing • Drama performance /talk /competition/ interactive activities <p>b. Incorporate Values Education in all KLAs' curricula to promote understanding of the positive values</p> <ul style="list-style-type: none"> • Each subject department designs at least one lesson/activity/programme to inculcate responsibility (S1) or integrity (S2) and one to promote national identity, law-abidingness or empathy (S1-S6) e.g. cross-curricular project/ writing competition/ role-play/ reading and self-reflection activity, etc. 				
	<p>2. Foster national identity by enhancing National Education (National Constitution & Basic Law Education, National Security Education)</p> <p>a. through arranging diverse on-campus activities</p> <ul style="list-style-type: none"> • Structured reading programme and sharing session for Reading Period • New arrangement for National Flag-raising Ceremony (all 	<ul style="list-style-type: none"> • 70% of students agree the activities/ programmes enhanced their understanding in different aspects of our nation 			

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
	<p>uniform groups will take part) and thematic sharing</p> <ul style="list-style-type: none"> • Cross-curricular project • Regular thematic board display highlighting different features of China e.g. physical environment, food culture, minority ethnic groups, etc. • Talk/ Forum/ Workshop/ Competition/ Video show related to National Constitution, Basic Law or other aspects <p>b. via participating in external programmes and organizing study tours to China</p> <ul style="list-style-type: none"> • Visits/ Exhibitions/ Competitions • Study tours /Interflows • Sister School Exchange Programme 				
2. To develop students with a positive outlook on life through experiential learning	<p>I. Promote mental and physical health by developing healthy lifestyle</p> <ul style="list-style-type: none"> • Physical Activity Programme <ul style="list-style-type: none"> - promote MVPA60 (moderate Vigorous Physical Activity) in P.E. lessons - launch Morning Run Programme - set up Exercise Corner in covered playground • Mental Health Programmes <ul style="list-style-type: none"> - stress-relieving activities in P.E. lessons e.g. Yoga & Tai Chi - mindfulness practices 	<ul style="list-style-type: none"> • 80% of students increase their awareness in their mental and physical health • 70% of students find the programmes useful in building a healthy lifestyle • 70% S1-S2 students agree the programme help them enhance time management skills 	<ul style="list-style-type: none"> - Student survey - Teachers' observations - Scrutiny of documents 	<ul style="list-style-type: none"> - Form Teachers - Health and Sex Education Committee - Physical Education Department - Sports Council - Counselling Committee - Moral & Civic Education Committee - ECA clubs & societies 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • SMI Fund • Support from NGOs

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
	<ul style="list-style-type: none"> • Healthy Eating Education <ul style="list-style-type: none"> - Talk on healthy eating and nutrition - Healthy Fruit Day - Healthy Cooking Competition • Strengthen the Fig Boy Scheme as to enhance social well-being among students • Promote board games playing in lunch time as to encourage students enjoying health promoting activities in leisure time • Launch Inter-class competition/ Video show on healthy lifestyle • Time-management Survey (S1-S2) and follow-up activities for enhancing students time management skills (e.g. seminar, counselling by Form Teachers, workshop for computer addicted students, etc.) 			<ul style="list-style-type: none"> - PTA - Student Union - School Social Workers 	

Major Concern 3: To unleash students' potential for key competences for adulthood and change agility for tomorrow

Targets	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
1. To inspire students to realize their potential	1. Promote professional development in Gifted Education to GE Committee & MC3 Committee	<ul style="list-style-type: none"> At least 60% of teachers in GE Committee and MC3 Committee have completed basic training in Gifted Education 	<ul style="list-style-type: none"> no. of courses and duration of GE Programme teachers attended 	<ul style="list-style-type: none"> all teachers Educational Psychologists GE Committee 	
	2. Refine the interest and strength identification system for fostering S1 students' self-awareness for better life planning	<ul style="list-style-type: none"> 100% successful enrolment in OLE and academics according to their interests and strengths reflected in the questionnaires and reflection forms 	<ul style="list-style-type: none"> Statistics of questionnaires and reflection forms Scrutiny of data submitted by students 	<ul style="list-style-type: none"> Teachers of all subject departments Life Planning Education and Career Guidance GE Committee 	
	3. Extend the diversity of current S1 talent pool to include the non-academic aspect for facilitating the identification of students' talents and providing them with relevant trainings and supports	<ul style="list-style-type: none"> At least 95% of teachers access the talent pool and submit data according to activities attended or posts attained or academic result achieved by students 	<ul style="list-style-type: none"> Scrutiny of data submitted by teachers to stock take the percentage of teachers input both academic and non-academic achievements of students 	<ul style="list-style-type: none"> all teachers SLP Committee GE Committee 	
	4. Encourage home-school cooperation in nurturing the talents of students	<ul style="list-style-type: none"> At least 2 talks and 2 workshops for enhancing the awareness of parents in nurturing the talents of students 	<ul style="list-style-type: none"> Teachers and parents' feedback 	<ul style="list-style-type: none"> Educational Psychologists GE Committee Counseling Committee School Homepage Committee 	

Targets	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
2. To nurture students holistically and enable them to advance their potential to go beyond whole-person wellness	I. Deepen the understanding of the concerned giftedness of students through a series of school-based pull-out and offsite accelerated, extended and enrichment programmes including KLAs and OLE <ul style="list-style-type: none"> ▪ <i>Communication in mother tongue</i> – CHI ▪ <i>Communication in foreign languages</i> – ENG ▪ <i>Mathematical and basic competences in science and technology</i> – MATHS & SCIENCE ▪ <i>Digital Competences</i> – TECHNOLOGY ▪ <i>Civil and Social Competences</i> – LEADERSHIP ▪ <i>Culture awareness and expression</i> – PSHE, ART, MUSIC, PE 	<ul style="list-style-type: none"> • Students took programmes according to their giftedness - not less than one programme for S1 students • Implementation of programme plans from KLAs and OLE • At least 60% of students agree that the learning activities have positive effect on them 	<ul style="list-style-type: none"> - Students' feedback on their learning experience - Teachers' feedback - Evaluation report 	<ul style="list-style-type: none"> - Teachers of all subject departments - STEM Team - Science Research Team - GE Committee 	<ul style="list-style-type: none"> - TA and administrative support - Financial resources (DLG Grant, LWL Grant etc.) - Certificates Trophies & gifts

Targets	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
	II. Reinforce the generic skills of students including executive functioning skills and affective expression, so as to enhance their learning effectiveness through applying these skills in disciplinary and transdisciplinary studies <ul style="list-style-type: none"> ▪ SEN: communication & problem solving skills ▪ SEN: Time Management & Planning and organization skills ▪ S1 executive functioning workshops ▪ S1 – 6: Emotional Control skills 	<ul style="list-style-type: none"> • At least 60% of students being able to apply the skills learnt in different workshops 	<ul style="list-style-type: none"> - Students, Counselling Team, GE Committee Teachers, FTs/AFTs and SENCO' observations and feedback 	<ul style="list-style-type: none"> - Values Education Coordinator and Moral and Civic Education - Counselling Team - ECA Committee - SENCO - GE Committee - OLE Committee 	
	III. Enrich their learning experiences and exposure to world of work through diverse programmes and talks so as to develop students' potentials <ul style="list-style-type: none"> - e.g. Job Shadowing 	<ul style="list-style-type: none"> • At least 60% of Students who joined the programmes and talks gained sense of Initiative and entrepreneurship 	<ul style="list-style-type: none"> - Teachers and Students' feedback 	<ul style="list-style-type: none"> - Life Planning Education and Career Guidance 	
3. To acknowledge and reflect on students' accomplishments in different stages of secondary school life	Publicize the good work of students in both academic and non-academic fields in forms of talent show, knowledge fair and news in school webpage	At least 12 good works of students nominated by teachers could be demonstrated	no. of students' works demonstrated	<ul style="list-style-type: none"> - GE Committee - SLP Committee - ECA Committee - Talent show Teacher i/c - School Homepage Committee 	TA and administrative support

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), Grant for Sister School Scheme (SSSG), Moral & National Education Support Grant (MNESG) and School Executive Officer Grant (SEOG) for Manpower
2021-2022 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 and providing learning support for NCS students	(a) Additional manpower to implement intensive learning modes for NCS students	Sep. 2021 to August 2022	(a) Salary of 1.75 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) [(\$35,040+\$1,500) x 12] x 1.75 =\$438,480 x 1.75 =\$ <u>767,340</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 the temporary teachers	(a) HOD -- Chinese
2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching							
3. To provide support and assistance to teachers in preparing learning & teaching materials, and organizing ECA and OLE activities	(b) Appointment of 6 Teaching Assistants (ENG, CHIN, MATH, IT, SEN(2)) Duties include assisting teachers in:	(b) & (c) With the TAs and SAE giving support, teachers can have more time focusing on curriculum development, planning of OLE activities, designing strategies to cater for learner diversity, and providing guidance to		(b) Salary of 2 Teaching Assistants (ENG, MATH) (Diploma Level) (\$17,100 x12 x 1.05) x 2 =\$215,460 x 2 =\$ <u>430,920</u> From CEG (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 reviewing their teaching as well as giving guidance to	(b) & (c) Feedback from all teachers and performance appraisal of the temporary staff	(b) HODs -- English -- Chinese -- Math Committee i/c: -- OLE Com. -- Campus TV Com.
4. To take up some of the administrative and other non-teaching duties of teachers	i. preparation of learning & teaching materials; ii. providing administrative support to subject			From CEG (insufficient balance to be covered by OEP) Salary of 1 Teaching Assistant (CHIN) (Diploma Level)			

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
5. To provide IT support in e-Learning, campus TV and school activities	<p>departments;</p> <p>iii. providing learning support for weaker students and SEN students;</p> <p>iv. supervising and conducting extended learning activities or OLE activities;</p> <p>v. lesson substitution;</p> <p>vi. examination invigilation (public and internal), etc.</p> <p>(c)</p> <p>Appointment of a School Administrative Executive (SAE)</p> <p>Duties of SAE include:</p> <p>i. assisting operation of SMC</p> <p>ii. handling matters of procurement/tendering</p> <p>iii. supervision of GCs & TAs</p> <p>iv. secretarial duties</p> <p>v. assisting in exam matters</p> <p>vi. assisting in WebSAMS-related matters</p> <p>vii. assisting in S1 admission and other major school functions</p> <p>viii. assisting the liaison with school stakeholders & outside organization</p> <p>assisting the arrangement of school programmes</p>	students to assist their whole-person development		<p>\$17,100 x 12 x 1.05 =<u>\$215,460</u>*</p> <p>*\$170,573 (9.5M) from MNESG \$44,887 (2.5M) from CEG (insufficient balance to be covered by OEP)</p> <p>Salary of 1 Teaching Assistant (IT) (Diploma Level) \$17,100 x 12 x 1.05 =<u>\$215,460</u>*</p> <p>*\$188,527 (10.5M) from TRG \$26,933 (1.5M) from SSSG (insufficient balance to be covered by OEP)</p> <p>Salary of 2 Teaching Assistants (SEN) (Diploma Level) (\$17,100 x 12 x 1.05) x 2 =<u>\$215,460 x 2</u> =<u>\$430,920</u></p> <p>From LSG (insufficient balance to be covered by OEP)</p> <p>(c)</p> <p>Salary of the School Administrative Executive (\$31,750 x 12 + \$18,000) =<u>\$399,000</u></p> <p>From SEOG</p>	students		<p>--Counselling Com.</p> <p>(c) AP</p>

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 Com.

Estimated Expenditure: \$3,078,075

**(CEG \$585,427 + CITG \$195,993 + ITSSG \$313,362 ++ LSG \$430,920 + MNESG \$170,573 + NCSSG \$767,340
+ SEOG \$399,000 + SSSG \$26,933 + TRG \$188,527)**

King's College
Plan on the Use of Life-wide Learning Grant
2021-2022

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)				
									P	S	
							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 (Members of Debate Team)	✧ 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 (Members of English Drama Club)	✧ 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 2022	S.1 – S.3 (whole form)	✧ 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 	\$16,000	✓				
	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 (all students)	<ul style="list-style-type: none"> ✧ Form teachers and student helpers' observation (90% of students gave positive feedback and enjoyed the activities) ✧ The interactions between NETs and junior form students could help promote interest in English learning 	\$20,000	✓				
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。 	2021年9月至2022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)	✧ 評估學員參加聯校中文辯論比賽、基本法多面體、全港中學生辯論賽的表現，及能否運用所學技	\$25,000	✓	✓			

					巧						
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 2021	20 students (S.1 - S.3)	<ul style="list-style-type: none"> ✧ Internal assessment ✧ Awards achieved in external competitions 	\$6,000	✓				
Chinese History	參觀博物館（交通費用）	<ul style="list-style-type: none"> ● 拓闊學生視野、深化對有關歷史課題的認識。 ● 鞏固、深化及延伸課堂所學。 	上、下學期	中四、中五級	<ul style="list-style-type: none"> ✧ 檢視學生習作 ✧ 老師回饋 ✧ 觀察學生表現 	\$1,000	✓	✓			
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"> ✧ Teacher's observation ✧ Evaluate students' assignments 	\$12,000	✓	✓			
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 2021 – Feb 2022	S.5	✧ Students' evaluation survey	\$8,000	✓	✓		✓	

	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 2022	S.4 & S.5 (2-3 students)	<ul style="list-style-type: none"> ✧ Students' sharing ✧ Certificate of completion obtained 	\$20,000	✓				✓
	Biotechnology Tasting Programme	<ul style="list-style-type: none"> ● To increase students' exposure to the most updated technology and skills in the biotechnology field. 	Jul 2022	S.5 (nominated students)	<ul style="list-style-type: none"> ✧ Students' evaluation survey 	\$12,000	✓				✓
PE	Yoga Class	<ul style="list-style-type: none"> ● To encourage students to develop healthy lifestyle by doing exercise at home. ● To promote mental hygiene. ● To give students a taste of yoga as a stress relieving exercise. 	First & Second Terms	S.1 to S.6 (all classes)	<ul style="list-style-type: none"> ✧ Students' evaluation survey ✧ Teacher's observation 	\$52,500			✓		
	Fitness Class	<ul style="list-style-type: none"> ● To improve the physical fitness level of students. ● To help overweight students to manage weight. 	First Term	Selected students	<ul style="list-style-type: none"> ✧ Students' evaluation survey ✧ BMI comparison 	\$15,000			✓		
Cross-KLA	Sci-lish activities (STEM-related activities organized by English & STEM-related 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)	<ul style="list-style-type: none"> ✧ Students' evaluation survey (80% of S.1 students surveyed gave positive feedback and enjoyed the activities) 	\$22,000	✓				

	中文科、中史科、普通話科及非華語學生教育: 「中國文化歷史之旅」	<ul style="list-style-type: none"> ● 鼓勵學生加深認識祖國，從多角度了解不同領域的歷史文化與發展。 ● 以「飲餕食德」為主題，讓學生透過展覽及多元化的體驗式學習，了解中國的飲食文化與歷史淵源，特別有關南方廣東的飲食文化傳統。 	2021年 10月中旬	全校學生	<ul style="list-style-type: none"> ◇ 觀察學生表現 ◇ 檢視學生習作 	\$50,000	✓	✓	✓		
	中史科及非華語學生教育: 本地歷史文化考察團	<ul style="list-style-type: none"> ● 協助學生認識香港歷史文化。 ● 利用實地及實物幫助學生學習歷史。 	下學期	中四、中五級及非華語學生	<ul style="list-style-type: none"> ◇ 檢視學生工作紙 ◇ 老師回饋 ◇ 觀察學生表現 	\$5,000	✓	✓			
	中史科及非華語學生教育: 中華文化活動及工作坊	<ul style="list-style-type: none"> ● 加強學生對中國傳統文化的認識。 ● 利用實物幫助學生學習歷史。 	下學期	中二級、非華語學生	<ul style="list-style-type: none"> ◇ 老師回饋 ◇ 觀察學生表現 	\$10,000	✓	✓			
STEM Education	STEM Week Activity - Training workshops for S.2	<ul style="list-style-type: none"> ● To enhance students' STEM knowledge and skills ● To raise students' interest in STEM learning. 	Second Term	S.2 (whole form)	<ul style="list-style-type: none"> ◇ Students' evaluation survey ◇ Teacher's observation 	\$50,000	✓				
	Model Rocket Making Workshops & related competition	<ul style="list-style-type: none"> ● To enhance students' STEM knowledge and skills through the workshop ● To raise students' interest in STEM learning. 	Second Term	S.2 (80 students)	<ul style="list-style-type: none"> ◇ Students' evaluation survey ◇ Teacher's observation 	\$41,000	✓				

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)				
									P	S	
							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)										
Whole-person development activities on Student Development Day	S.1 Training - 'Be Empathy and Co-creating a Harmonious School' (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.	8 Oct 2021	S.1 (whole form)	✧ Students' evaluation and reflection	\$40,000		✓			
	S.2 Life-wide Learning Journey at Ocean Park	<ul style="list-style-type: none">● To help students to learn more about natural resources.● To raise students' awareness of environmental conservation.	8 Oct 2021	S.2 (whole form)	✧ Students' evaluation survey and reflection	\$20,000		✓	✓		
	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.	8 Oct 2021 (Student Development Day) & May 2022	S.3 (whole form)	✧ Students' evaluation and reflection	\$95,000		✓			

	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 2021	S.1 (selected students)	✧ Students' evaluation and reflection	\$18,000		✓			
Service Learning	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	<ul style="list-style-type: none"> ● To cultivate positive values (caring, respects and responsibility) among students. ● To provide students with valuable life-wide learning 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 2021 – May 2022	S.1 – S.3 (whole form)	✧ Students' reflection in evaluation session	\$40,000		✓		✓	
	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. 	First & Second Terms	S.4 & S.5 (whole form)	✧ Students' evaluation survey	\$30,000		✓			✓
Life Planning Education	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 2022	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 2021	S.2 & S.4 (10 students that granted fee remission or CSSA with good academic performance)	✧ Students' evaluation and reflection	\$12,000	✓				✓
Leadership Training	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 2021- Jun 2022	S.3 - S.5 Prefects	✧ Students' evaluation and reflection	\$20,000		✓			
	Future Leaders Workshop	<ul style="list-style-type: none"> ● To develop students' leadership skills and nurture positive attitudes. ● To enhance students' resilience. 	First & Second Terms	S.1 (Selected students)	✧ Students' evaluation and reflection	\$30,000		✓			
School Team Training	Hiring of coaches for school sports teams [Football, Volleyball, badminton, Basketball & Handball]	<ul style="list-style-type: none"> ● To develop students' sports talents. ● To train up the school teams for the inter-school competitions. 	Whole year	S.1 - S.6 (Members of Sports Teams)	✧ Teachers' observation ✧ Participation & prizes achieved in inter-school competitions	\$160,000			✓		
	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. 	Whole year	S.1 - S.5 (Members of school bands/orchestras)	✧ No. of students joining the competitions ✧ Certificates / prizes obtained in competitions	\$200,000			✓		
	Master Class for Ensembles	<ul style="list-style-type: none"> ● To enhance the ensembleship and performing skills of the elite members of the school teams 	Second Term	S.3 - S.5 (Members of School Music Teams)	✧ No. of members participated ✧ Certificates / prizes obtained in competitions	\$10,000			✓		

Aesthetic & Cultural Activities	OLE Talks for Aesthetic Development [VA & Music]	<ul style="list-style-type: none"> ● To broaden students' horizon in aesthetic development. 	Second Term	VA: S.4 &S.5 M: S.1-S.6	✧ 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. 	Oct - Dec 2021	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. 	Mar - May 2022	S.4 - S.5	✧ Teachers' observation	\$12,000			✓		
	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	✧ Students' evaluation Survey (80% of participants surveyed enjoyed the activities) ✧ Tutors' observation	\$12,000	✓				

	Virtual Tours - 網上遊學導賞活動	<ul style="list-style-type: none"> ● 擴闊學生視野，了解外國歷史文化、風土人情。 ● 增加學生學習及應用英語機會。 ● To broaden students' horizons though discovering the world beyond classroom. ● To enhance English learning and application. 	Jul 2022	S.4 (whole form)	✧ Teachers' observation ✧ Students' evaluation survey	\$20,000		✓				
	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 competitions. 	Nov 2021 - Mar 2022	S.1 - S.6	✧ 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											
Study Tours	S.4 Citizenship and Social Development Study Tour (Mainland)	<ul style="list-style-type: none"> ● To enrich students' understanding of concepts and knowledge of the subjects. ● To broaden students' horizons through discovering the world beyond classroom. ● To foster students' generic skills. 	April 2022	S.4 (whole form) & 14 teachers	✧ Teachers' observation ✧ Study tour report and reflection	\$16,800	✓	✓				
	Geography and BAFS Study Tour (Greater Bay Area)	<ul style="list-style-type: none"> ● To enrich students' understanding of concepts and knowledge of the subjects. ● To broaden students' horizons through discovering the world beyond classroom. ● To foster students' generic skills. 	April 2022	S.5 Geog and BAFS students (30 students) & 3 teachers	✧ Teachers' observation ✧ Study tour report and reflection	\$75,000	✓	✓				

	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. 	July 2022	S.2 - S.3 (20 students) & 2 teachers	✧ Teacher's observation ✧ Students' evaluation survey	\$350,000	✓	✓			
1.4	Others										
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Estimated Expenses for Category 1						\$1,634,300					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Model Rocket Car Kit	Raw materials of making model rocket car (learning tools)	\$7,000
	Model Rocket Car Equipment and tools including hot wire cutters, hot glue guns, hammers, wooden boards, etc.	Tools for making model rocket car (teaching and learning tools)	\$4,000
PE	Electronic score board with wheels [Quantity:2]	For inter-house ballgames competitions	\$14,000
Estimated Expenses for Category 2			\$25,000
Estimated Expenses for Categories 1 & 2			\$1,659,300

Estimated Number of Student Beneficiaries

Total number of students in the school:	820
Estimated number of student beneficiaries:	820
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post):

CHAN Ping-san, AP

二零二一/二零二二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

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，加強個人學習能力及體驗。

活動形式：課後學習提升小組、文化藝術學習活動及主題工作坊等

預算撥款金額：\$74,300

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。	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 觀察學生活動表現 學生反思及分享 	11/2021	20 人	\$7,400	香港迪士尼樂園	林若穎老師、 教學助理
迪士尼物理世界 (中二)	學生從遊賞樂園過程中發現自然界博大精深的物理知識，並有機會在遊樂景點進行實驗，從而了解樂園如何糅合科學與創意，啟發學生思考，提升解難能力。	<ul style="list-style-type: none"> 學生於日常生活中掌握解決問題的技巧 學生掌握基本物理知識 學生能將工作坊所學好好應用在學習及其他範疇 	<ul style="list-style-type: none"> 觀察學生活動表現 學生反思及分享 	7/2022	20 人	\$7,400	香港迪士尼樂園	林若穎老師、 教學助理

文化體驗學習坊 (中一、中二)	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，為學生帶來特別的文化體驗。	✧ 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	✧ 觀察學生活動表現 ✧ 學生反思及分享	4/2022	30 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。	✧ 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	✧ 導師觀察及評估 ✧ 校內考試成績 ✧ 表演次數	10/2021 - 7/2022	35 人	\$35,000	導師	馮慶儀老師
III. 課後知識鞏固								
英文寫作班 (中四)	透過閱讀模範文章及了解句子結構，教導學生如何運用不同技巧於文章、書信及電郵的寫作，提升學生英文寫作能力。	✧ 學生的出席率達 80%以上 ✧ 不少於 60%的學生在校內作文成績有進步	✧ 導師觀察及評估 ✧ 校內考試成績	2-3/2022	30 人	\$9,000	導師	林若穎老師
英文文法班 (中一、中二)	課程主要學習英文文法法則及應用，透過易於簡單易明的教材及循環模式的教學方法，協助學生學習英文文法法則和應用，協助他們全面理解英文文法重點以鞏固英文基礎。	✧ 學生的出席率達 80%以上 ✧ 不少於 60%的學生在校內英文成績有進步	✧ 導師觀察及評估 ✧ 校內考試成績	12/2021	20 人	\$5,500	導師	林若穎老師

總金額：\$74,300

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

King's College

Programme Proposal for DLG-funded Other Programme (Gifted Education), 2021-22

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
中文	中文拔尖寫作班	1. 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 2. 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	三十位中四至中五級學生 由科任老師選拔	約十節 (每節一小時三十分) 2021 年 9 月至 2022 年 1 月	於校刊刊登學生優秀作品	楊家碧老師	\$24,000
Maths	Mathematics Enhancement Course for elite Mathematics students	To enhance students' 1. high order thinking and logical thinking 2. problem solving skills	20 students for each form from S.4-5 respectively Selected by subject teachers based on: 1. their internal academic results 2. their performance in previous external Maths competitions	5 1.5-hour lessons are held weekly for each form Apr 2022 – May 2022	Participation in different Mathematics competitions	Mr. NG Tak-yan	\$6,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
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	2 hours for each of the 10 sessions Nov 2021 – May 2022	Participation in external competitions	Ms. CHOW Lam-lam	\$10,000
	English Reading Enhancement Course	To enhance selected S.5 students' reading comprehension strategies, such as: 1. Inferring meaning; 2. Making predictions; 3. Evaluating understanding; 4. Tackling figurative language questions; and 5. Tackling explanatory and higher-order thinking questions.	A maximum of 130 S.5 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 2021 – Apr 2022	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	\$15,000
	English Speaking Enhancement Workshops	To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students 1. Participants were given introduction on	A maximum of 160 S.5 and S.6 students of this cohort	40 sessions (45 mins) Nov 2021 – Jan 2022	Students being able to conduct oral practice with fellow students	Ms. CHOW Lam-lam	\$5,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
		<p>communication strategies and taught different techniques of group interaction.</p> <p>2. 4 students were arranged into a group for an oral practice in every session. Feedback was given by the tutor for improvement.</p> <p>3. Participants conducted oral practice with their classmates and helped them improve by doing peer evaluation.</p>					
	English Writing Enhancement Course	<p>To enhance students' writing skills by equipping them with advanced vocabulary and language structures, and improving their techniques in</p> <p>1. Doing task analysis 2. Making essay plans 3. Developing ideas</p>	Selected S.6 students of this cohort	2 classes X 6 sessions (1.5 hrs each)	Students being able to produce quality assignments for peer sharing	Ms. CHOW Lam-lam	\$15,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Leadership	Future Leaders Workshop for elite students	To develop students' leadership skills and nurture positive attitude	20 S.4 students selected among the top 40 students in the form according to their S.3 Annual Exam result	3 lessons, 1¼ hours each Feb 2022 – Mar 2022	Students being able to make planning and proposal and organize club / society activities for students.	Dr. Bob LUI	\$8,000
Science	Subsidy Scheme for courses and competitions for Gifted and Talented	<ol style="list-style-type: none"> 1. To subsidize students who enroll in a fee-charging Gifted Education course offered by local tertiary education institutes and professional bodies 2. To subsidize students who enroll in science competitions for the purpose of developing their gifted potential 	<ol style="list-style-type: none"> 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 2021 – Aug 2022	<ol style="list-style-type: none"> 1. Students subsidized in Gifted Education courses being able to share their experience in knowledge fair 2. Well performed students in competitions being able to be Science Research Team member for more advanced research training 	Dr. Bob LUI	\$6,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
	Science Enhancement Programmes	To enhance students' scientific enquiring skills and better equip them for competitions.	10 students from Senior Forms	Sept 2021 – Aug 2022	Participation in different Science competitions	Dr. Bob LUI	\$18,000
							\$107,000
\$128,963.40 (Bring forward from 28/09/2021) <u>\$35,000.00 (To be received in 04/2022)</u> \$163,963.40 (expected revenue for 2021-2022 cohort)							

Plan of Enhanced Chinese Learning and Teaching for Non-Chinese Speaking (NCS) Students 2021-22

Programme	Duration (Date)	No. of students involved	Expenditure (\$)
Hiring of 2 additional teaching staff	1/9/2021 - 31/8/2022	16	\$798,000
Procurement of teaching and learning materials	1/9/2021 - 31/8/2022	16	\$3000
Inclusive and cultural activities	1/9/2021 - 31/8/2022	16	\$5000
After school enrichment course of Chinese Learning	1/9/2021 - 31/8/2022	16	\$40,000
Hiring of 2 additional teaching staff	1/9/2021 - 31/8/2022	16	\$798,000
Total Expenditure:			\$ 846,000

姊妹學校交流計劃書
2021-2022 學年

學校名稱： 英皇書院

姊妹學校名稱： 山東淄博第一中學

締結日期： 5/7/2012

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.	山東淄博文化及學習交流團 交流團將探訪淄博第一中學，與該校老師進行美藝及文化交流、進課室觀課及一起上課、出外參觀等。	一、老師層面：通過交流，認識山東和香港生活習俗及文化，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。 二、學生層面：透過交流活動，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。	<ul style="list-style-type: none"> · 交流報告書 · 學生分享及匯報 	旅費：\$130,000
2.	網上視像交流 鑒於疫情仍未明朗，計畫透過實時視像課堂進行語文學習及交流。 (暫定中四級/高一)	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。		添置硬件視像通訊設備：\$10,000 紀念品：\$1,000

本計劃書已獲得本校校董會批核。

King's College

Plan on the Use of the Promotion of Reading Grant 2021/22 School Year

The major objectives for Promotion of Reading :

Creating a reading culture at school & enhancing students' language competency

	Item	
1.	Purchase of Books	Reading scheme; Moral & Civic Ed. \$2,000 ; Health & Sex Ed. \$2,000 ; STEM Ed. \$2,000
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	eRead Scheme
		\$6,000
		\$10,800
2.	Web-based Reading Schemes	
	<input type="checkbox"/> e-Read Scheme	\$10,000 for Chinese & \$12,000 for English (S.1 & S.2)
	<input checked="" type="checkbox"/> Other scheme : i-learner for Chinese & English Depts.	
		\$22,000
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	S.1 reading strategies workshop
	<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	HKPTU - Reading Record book for S.1-S.3 students
		\$20,000
		\$2,700
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.	Materials for language games.
		\$300

Total : \$61,800

「支援推行高中公民與社會發展科的一筆過津貼」 2021-2024 學年計劃書

本校已清楚明白教育局通函第83/2021號有關「支援推行高中公民與社會發展科的一筆過津貼」的細則及要求，並已充分諮詢教師的意見，就使用有關津貼以加強支援本校教師教授高中公民與社會發展科和開展相關的學與教活動，訂定了以下的計劃：

整體目標

根據學校發展及學生學習需要，在現有基礎上加強支援教師教授公民與社會發展科（公民科），改善學與教，規劃多元的學習活動，以助提升學生學習本科的興趣和能力。

	採購舉辦活動/課程	對象	擬舉辦學年	成功準則	評估方法	財政預算
1.	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	中四	21/22	<ul style="list-style-type: none"> 90% 學生參與 學生提交報告 學生掌握有關學習活動的內容 	<ul style="list-style-type: none"> 參與人數 繳交課業人數 教師對學生課業的評語 	@\$680 x 140 = \$95,200
2.	採購相關的學與教資源	中四	21/22	<ul style="list-style-type: none"> 透過相關的學與教資源，支援教師設計學與教活動 學生投入學與教活動 	<ul style="list-style-type: none"> 老師教案及檢討 老師觀察學生課堂表現 	\$3,000
3.	比賽、展覽及學習活動之報名費用/交通費用	中四	21/22	<ul style="list-style-type: none"> 逾 80%學生參與其中一項活動 透過相關活動，能提升學生學習本科的興趣 	<ul style="list-style-type: none"> 參與人數 老師觀察學生表現 	\$1,800
4.	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	中四	22/23	<ul style="list-style-type: none"> 90% 學生參與 學生提交報告 學生掌握有關學習活動的內容 	<ul style="list-style-type: none"> 參與人數 繳交課業人數 教師對學生課業的評語 	@\$680 x 140 = \$95,200

5.	採購相關的學與教資源	中四 中五	22/23	<ul style="list-style-type: none"> 透過相關的學與教資源，支援教師設計學與教活動 學生投入學與教活動 	<ul style="list-style-type: none"> 老師教案及檢討 老師觀察學生課堂表現 	\$3,000
6.	比賽、展覽及學習活動之報名費用/交通費用	中四 中五	22/23	<ul style="list-style-type: none"> 逾 80%學生參與其中一項活動 透過相關活動，能提升學生學習本科的興趣 	<ul style="list-style-type: none"> 參與人數 老師觀察學生表現 	\$1,800
7.	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	中四	23/24	<ul style="list-style-type: none"> 90% 學生參與 學生提交報告 學生掌握有關學習活動的內容 	<ul style="list-style-type: none"> 參與人數 繳交課業人數 教師對學生課業的評語 	@\$680 x 140 = \$95,200
8.	採購學與教資源	中四 中五 中六	23/24	<ul style="list-style-type: none"> 透過相關的學與教資源，支援教師設計學與教活動 學生投入學與教活動 	<ul style="list-style-type: none"> 老師教案及檢討 老師觀察學生課堂表現 	\$3,000
9.	比賽、展覽及學習活動之報名費用/交通費用	中四 中五 中六	23/24	<ul style="list-style-type: none"> 逾 80%學生參與其中一項活動 透過相關活動，能提升學生學習本科的興趣 	<ul style="list-style-type: none"> 參與人數 老師觀察學生表現 	\$1,800
合共：						\$300,000