



KING'S COLLEGE

Annual School Plan

2023- 2024

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

Gratitude

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

Briefly list the feedback and follow-up actions from the previous school year:

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- To continue the good practice of self-directed learning tasks, it is suggested lesson preparation and learning reflection could be in the spotlight in designing SDL tasks so as to advance pedagogical effectiveness and to change classrooms' educational landscape.
- The practice of cross-curricular learning mode has become a prevalent in learning contexts so subject departments from different KLAs are encouraged to seek opportunities for co-operation.
- It is suggested that theme-based activities co-organized by the Promotion of Reading Committee and the Chinese and English Language Departments could further encourage students to read for leisure time, and cultivate an interest in reading and develop positive values and attitudes through meaningful reading.

| Target | Strategies | Success Criteria | Evaluation Method | Responsible Parties | Resources |
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| 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.</p> <p>c. Carry out student-centred diverse classroom activities that promote lesson preparation, high-order thinking, including multi-level questioning, creative and challenging individual or group</p> | <p>➤ At least two to three self-directed learning task carried out in junior or/and senior forms from all subject departments</p> <p>➤ Students involved can apply what they have learned in their daily work/classroom presentation.</p> <p>➤ A variety of classroom activities are demonstrated in lesson observation sessions arranged by the Pedagogy Committee.</p> <p>➤ At least 2 cross-curricular learning/reading activity/task designed by KLAs.</p> <p>➤ An average of 3.5 to 4 in the items related to students' learning attitude in the Stakeholder Survey.</p> | <p>➤ Record of programme plan/scheme of work</p> <p>➤ Lesson observation</p> <p>➤ Feedback and evaluation from teachers and students</p> <p>➤ Stakeholder Survey/ APASO statistics</p> | <p>➤ All subject departments</p> <p>➤ Pedagogy Committee</p> | <p>➤ Subject & Curriculum Block Grant</p> <p>➤ SMI Fund</p> <p>➤ LWL Grant</p> |

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| | <p>discussion activities, so as to meet the needs of different students.</p> <p>d. Arrangements of Pedagogy Committee's collaborative teaching echoes with teaching and learning needs.</p> <p>e. Design cross-curricular learning/reading tasks to enrich students' learning experience and to construct a broad and solid knowledge base.</p> | | | | |
| | <p>II. Sharing of pedagogical outcomes</p> <p>a. The Pedagogy Committee organises training sessions to develop teaching strategies for enhancing students' self-directed learning ability.</p> <p>b. The School recommends suitable teachers to join external or joint-school programmes/workshops for sharing of teaching ideas.</p> | <ul style="list-style-type: none"> ➤ At least 3 sharing sessions on pedagogies and experience sharing including planning and lesson activities in staff meetings, HoD meetings, and department meetings as internal teachers' symposiums ➤ Meeting on pedagogy for showing the effective use of pre-lesson/ collaborative lesson planning meetings ➤ Teachers are required to put what they have learned into practice and share the experience during the staff meetings, department meetings or | <ul style="list-style-type: none"> ➤ Staff and department meetings' agendas and minutes ➤ Collaborative Lesson Planning sessions ➤ Stakeholder Survey/ APASO statistics | <ul style="list-style-type: none"> ➤ All subject departments ➤ Pedagogy Committee ➤ Staff Development Committee ➤ All staff members | |

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| | | <p>joint lesson planning sessions.</p> <ul style="list-style-type: none"> ➤ An average of 3.5 to 4 in the items related to teachers' professional development in the Stakeholder Survey. | | | |
| <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> | <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> | <ul style="list-style-type: none"> ➤ At least 4 KLA-based experiential learning activities arranged jointly with ECA clubs and societies on a regular interval throughout the year from Oct to May. ➤ Corresponding no. of board display of students' work. ➤ 80% of students involved in the learning activities beyond classroom showed positive feedback. ➤ Demonstration of learning outcomes in Knowledge Fair. | <ul style="list-style-type: none"> ➤ ECA Committee year plan ➤ Academic board display ➤ Students' feedback in a year-end survey ➤ Students' participation ➤ Teacher observation ➤ Stakeholder Survey/ APASO statistics | <ul style="list-style-type: none"> ➤ ECA Committee ➤ Subject departments | <ul style="list-style-type: none"> ➤ Promotion of Reading Grant ➤ LWL Grant ➤ ECA Fund |
| | <p>II. Promotion of reading</p> <p>a. Organize more group activities to increase students' engagement in reading to enhance their learning abilities and develop their reading habits.</p> <p>b. Introduce reading strategies that will help students to become better readers.</p> | <ul style="list-style-type: none"> ➤ At least 1 form-based activity organized for S.1 to S.5 by the Library Committee per year. ➤ At least 1 theme-based reading activity organized for S.1 to S.3 by the Library Committee and Hong Kong Public Libraries. ➤ Students found the group reading activities interesting and useful. | <ul style="list-style-type: none"> ➤ Library Committee year plan ➤ Students' reading habit survey ➤ Publication of students' good work from 4 KLAs ➤ Students' participation ➤ Teacher observation ➤ Stakeholder Survey/ APASO statistics | <ul style="list-style-type: none"> ➤ Library Committee ➤ Subject Departments ➤ King's Morning | |

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| | | <ul style="list-style-type: none"> ➤ At least one reading-related learning tasks arranged by KLAs. ➤ 80% of students showed positive changes to reading habit. ➤ 3 reading sharing sessions 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. | | | |
| 3. To design and evaluate school-based curricular to provide a broad and balanced learning experience that helps students make a breakthrough in their studies | Evaluate the implementation of school-based curriculum, including S.3 Integrated Sciences and Business Fundamentals, S.1 – S.4 A.I. Education & S.5 Extended Learning (Life Planning Education). | <ul style="list-style-type: none"> ➤ Teaching materials designed and developed by the subject departments concerned through collaboration. ➤ 80% of S.5 students involved showed stronger confidence in life planning skills which can be applied in daily life. ➤ 80% of S.3 students showed readiness in bridging senior secondary studies. | <ul style="list-style-type: none"> ➤ Curriculum planning and scheme of work ➤ Lesson observation ➤ Students' performance and feedback ➤ Teachers' evaluation & observation | <ul style="list-style-type: none"> ➤ Curriculum Planning and Development Committee ➤ Life Planning Education & Career Guidance Committee | <ul style="list-style-type: none"> ➤ Subject & Curriculum Block Grant ➤ SMI Fund ➤ LWL Grant |

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

Briefly list the feedback and follow-up actions from the previous school year:

- The spiral design of the values education curriculum is effective. ‘Gratitude’ will be the theme of the next school year, which can be combined with the core priority value ‘empathy’. Social services could be a good way for students to experience ‘empathy’. Besides, Life Education Week is proposed for students to express their ‘gratitude’ to different people around them.
- The spiral learning approach adopted in national education and the cross-curricular projects are effective. The remaining domains, Economic Security, Social Security, Ecological Security, Resource Security and Overseas Interests Security, are focused in the coming year.
- The EDB values education planning tool was found useful in reviewing the school-based values education curriculum. It is recommended to use the tool as normal working procedures for curriculum review next year.
- According to the data of APASO III, habits on physical exercises could be enhanced for some levels. The strategies for promoting a healthy lifestyle for most domains were effective. The School can further develop the strategies in the next school year.

School Year 2023-24

Theme of the School Year: Gratitude

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Party/Person | Resources Required |
|--|---|---|--|---|---|---|
| 1. To strengthen Values Education and National Education | <p>I. To inculcate the priority positive values (National Identity, Law-abidingness and Empathy) in line with the theme of the school year, ‘Gratitude.’</p> <ul style="list-style-type: none"> ● Writing tasks during the Chinese Language and English Language lessons ● Values education curriculum in Form Period ● Social services and training <p>● Life Education Week, Thanks Giving activities (e.g. Respect Our Teachers Campaign, Mother’s Day, etc.)</p> <p>● Drama performances/ Talks / Competitions, etc.</p> | <ul style="list-style-type: none"> ● Ratings of APASO, Stakeholder Survey higher than the median of Hong Kong Schools. ● At least 70% of teachers and students agree the activities help them development of positive values. ● Students can clearly express | <ul style="list-style-type: none"> - Statistics from APASO, Stakeholder Survey - Teacher questionnaire, student questionnaire - Teachers’ observations - Students’ | <ul style="list-style-type: none"> - At least one level in each term - Whole year - Second term -Whole year | <ul style="list-style-type: none"> - Values Education Committee - Moral and Civic Education Committee - Form Teachers - Chinese and English Language Department - Service Education Committee - PTA - Student Union - All subject departments and functional committees | <ul style="list-style-type: none"> ● LWL Grant ● ECA Fund ● Subject & Curriculum Block Grant ● SMI Fund |

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Party/Person | Resources Required |
|--------|--|---|---|---|---|---|
| | | their understanding after the activities | works/sharing/reflection | | | |
| | <p>II. 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"> ● National Flag-raising Ceremony (all uniform groups will take part) and thematic sharing ● Cross-curricular project: <i>Themes of Yr 3: Economic Security, Social Security, Ecological Security, Resource Security and Overseas Interests Security</i> ● Talk/ Forum/ Workshop/ Competition related to National Constitution or Basic Law <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 | <ul style="list-style-type: none"> ● Ratings of APASO, Stakeholder Survey higher than the median of Hong Kong Schools ● At least 70% of teachers and students agree the activities help enhance their understanding of the nation. ● Students can clearly express their understanding after the activities | <ul style="list-style-type: none"> - Statistics from APASO, Stakeholder Survey - Teacher questionnaire, student questionnaire - Teachers' observations - Students' works/sharing/reflection | <p>-Whole year</p> <p>- At least one project in each term</p> <p>-Whole year</p> <p>-Whole year</p> | <ul style="list-style-type: none"> - National Education Committee - Economics, Geography, CS, IS, Chemistry, Physics, Biology, BAFS departments - Scouts, Red Cross, St. John - Sister School Programmes & Exchange Programmes Committee - All subject departments and functional committees | <ul style="list-style-type: none"> ● LWL Grant ● ECA Fund ● Grant for Sister School Scheme ● Subject & Curriculum Block Grant ● SMI Fund ● KC Ed Fund |

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Party/Person | Resources Required |
|--|--|---|--|--|---|--|
| 2. To develop students with a positive outlook on life through experiential learning | I. Promote mental and physical health by developing a healthy lifestyle <ul style="list-style-type: none"> ● Physical Activity Programme <ul style="list-style-type: none"> - promote MVPA60 (moderate Vigorous Physical Activity) in PE lessons for all levels - broaden the exposure of students to sports activities ● Positive Education Programme Workshops: to promote mental health <ul style="list-style-type: none"> - To provide workshops for S1-S6 students -To provide positive parenting workshops for parents ● Talks/Activities/Workshops | <ul style="list-style-type: none"> ● Ratings of APASO, Stakeholder Survey higher than the median of Hong Kong Schools, Improved BMI/MVPA60 performance at the end of the school year ● At least 70% of teachers and students agree the activities help develop their healthy lifestyles. ● Students can clearly express their understanding after the activities | <ul style="list-style-type: none"> - Statistics from APASO, Stakeholder Survey, KPM(BMI), MVPA60 records - Teacher questionnaire, student questionnaire, - Teachers' observations - Students' works/sharing/reflection | <ul style="list-style-type: none"> -Whole year -Whole year | <ul style="list-style-type: none"> - Form Teachers - Physical Education Department - Sports Council - Counselling Committee - School Social Workers - All subject departments and functional committees | <ul style="list-style-type: none"> ● LWL Grant ● ECA Fund ● SMI Fund ● Support from NGOs |

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

Briefly list the feedback and follow-up action from the previous school year:

- The School has made progress in promoting professional development in gifted education and established a talent pool system. It is suggested that the talent pool system should be regularly evaluated, and more diversified training opportunities should be provided for teachers to enhance the quality of education for gifted students.
- The School should prioritize offering positive education workshops to nurture students' positive values and attitudes towards excellence in life. These workshops have enhanced youth mental health and well-being. Evaluating their impact and promoting a culture of mental wellness should be emphasized. While originally under major concern 3, this also falls under major concern 2 as a crucial aspect of nurturing students' positive values and attitudes. By prioritizing these workshops, students can develop the necessary tools and skills to excel in all areas of their lives.
- The primary mode of learning was face-to-face activities, but positive learning outcomes were also observed when online and hybrid courses with limited interaction were incorporated. To enhance the online learning experience, it is recommended to incorporate interactive tools and offer more face-to-face after-school activities. The School should prioritize effective learning activities and consider introducing new programs to further improve the quality of education.
- The School has successfully implemented the practice of collecting students' good work to showcase their talents, efforts, and achievements, reinforcing their self-esteem and promoting a positive image of the School. The School will continue this effective measure to promote the culture of excellence and achievement.

School Annual Plan 2023 – 2024

| Targets | Implementation Strategies | Success Criteria | Method of Evaluation | Time Scale | Responsible Party / Person | Resources Required |
|---|---|--|---|-------------------|---|-------------------------------|
| 1. To inspire students to realize their potential | I. Promote professional development in Gifted Education to all teachers | <ul style="list-style-type: none"> ● Over 50% teachers have completed a subject-based and/or advanced GE training course. | - no. of courses and duration of GE Programme teachers attended | - Whole year | <ul style="list-style-type: none"> - All teachers - GE Committee - HKAGE - EDB GE Section | TA and administrative support |

| Targets | Implementation Strategies | Success Criteria | Method of Evaluation | Time Scale | Responsible Party / Person | Resources Required |
|---------|---|---|---|--------------|---|--|
| | II. Refine the interest and strengthen identification system for fostering S1 – S3 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 • Ratings of APASO, Stakeholder Survey higher than median of HK Schools | - Statistics of APASO, Stakeholder Survey, school-based questionnaires and reflection forms | - First Term | <ul style="list-style-type: none"> - All teachers - Life Planning Education and Career Guidance Committee - GE Committee | TA and administrative support |
| | III. 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 | • 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 | - Scrutiny of data submitted by teachers to stock take the percentage of teachers input both academic and non-academic achievements of students | - Whole year | <ul style="list-style-type: none"> - All teachers - SLP Committee - GE Committee | TA and administrative support |
| | IV. Encourage home-school cooperation in nurturing the talents of students <ul style="list-style-type: none"> ▪ Positive Education workshops for parents | <ul style="list-style-type: none"> • At least 70% parents acknowledge that workshops improve their awareness in fostering their sons’ talents • Ratings of APASO, Stakeholder Survey higher than median of HK Schools | <ul style="list-style-type: none"> - Statistics of APASO, Stakeholder Survey - Parents’ feedback | - Whole year | <ul style="list-style-type: none"> - Educational Psychologists - GE Committee - Counseling Committee | <ul style="list-style-type: none"> - TA and administrative support - Financial resources (LWL Grant) |

| Targets | Implementation Strategies | Success Criteria | Method of Evaluation | Time Scale | Responsible Party / Person | Resources Required |
|---|--|---|---|-------------------|---|---|
| 2. To nurture students holistically and enable them to advance their potential to go beyond whole-person wellness | <p>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</p> <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"> • Ratings of APASO, Stakeholder Survey higher than median of HK Schools • Students took programmes according to their giftedness <ul style="list-style-type: none"> - ALL S1 and over 50% S2 and S3 students join not less than one programme • 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"> - Statistics from APASO, Stakeholder Survey - Students’ feedback on their learning experience - Teachers’ feedback - Evaluation report | - Whole year | <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 |
| | <p>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</p> <ul style="list-style-type: none"> ▪ S1 Twice-exceptional workshop for S1 targeted students | <ul style="list-style-type: none"> • At least 60% of students being able to apply the skills learnt in the workshop | <ul style="list-style-type: none"> - Students, Counselling Team, GE Committee Teachers, FTs/AFTs and SENCO’s observations and feedback | - Whole year - | <ul style="list-style-type: none"> - Counselling Team - SENCO - GE Committee | <ul style="list-style-type: none"> - TA and administrative support - Financial resources (LWL Grant) |

| Targets | Implementation Strategies | Success Criteria | Method of Evaluation | Time Scale | Responsible Party / Person | Resources Required |
|--|---|---|--|-------------------|--|---------------------------------|
| | III. Enrich their learning experiences and exposure to world of work through diverse programmes and talks so as to develop students' potentials e.g. Job Shadowing | <ul style="list-style-type: none"> • At least 60% of Students who joined the programmes and talks gained <i>sense of initiative and entrepreneurship</i> | - Teachers and Students' feedback | - Whole year | - Life Planning Education and Career Guidance Committee | - TA and administrative support |
| 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 Speech Day, STEAM Week and news in school webpage | <ul style="list-style-type: none"> • Ratings of APASO, Stakeholder Survey higher than median of HK Schools • At least 12 good works of students nominated by teachers could be demonstrated | <ul style="list-style-type: none"> - Statistics from APASO, Stakeholder Survey - Teachers and Students' feedback | - Whole year | <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 Supporting Non-Chinese Speaking Students with Special Educational Needs,(NCS(SEN), Grant for School-based Support for NCS Students (NCSSG), Provision for Learning Circle and School Executive Officer Grant (SEOG) for Manpower

2023-2024 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 |
|---|---|---|---------------------------------|---|---|--|--------------------------------|
| <p>1. To cater for learners' diversity</p> <p>2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching</p> <p>3. To provide support and assistance to teachers in preparing learning & teaching materials and organizing ECA and OLE activities as well as A.I. Education Learning Circle</p> | <p>(a) Appointment of two full-time GM Grade temporary teachers for providing manpower in teaching the Chinese Language and providing learning support for NCS students</p> | <p>(a) Additional manpower to implement intensive learning modes for NCS students</p> | <p>Sep. 2023 to August 2024</p> | <p>(a) Salary of 1.75 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) $[(\\$37,585 + \\$1,500) \times 12] \times 1.75 = \\$469,020 \times 1.75 = \underline{\\$820,785}$ From NCSSG (insufficient balance to be covered by OEP)</p> <p>Salary of 0.25 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) $[(\\$37,585 + \\$1,500) \times 12] \times 0.25 = \\$469,020 \times 0.25 = \underline{\\$117,255}$ From CEG (insufficient balance to be covered by OEP)</p> | <p>(a) The diversity of NCS students in learning the Chinese Language is catered by the implementation of the tailored curriculum</p> | <p>(a) -Feedback from teachers on learning performance of NCSS -Performance appraisal of the temporary teachers</p> | <p>(a) NCS Teacher i/c</p> |

| Task Area | Implementation | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
|--|--|--|------------|--|---|--|---|
| 4. To take up some of the administrative and other non-teaching duties of teachers | (b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, IT/OLE, IT, SEN(2)) Duties include assisting teachers in: | (b) & (c) With the support from TAs and SAE, teachers can have more time to focus on curriculum development, planning of OLE activities, designing strategies to cater for learner diversity, and providing guidance to students to assist their whole-person development | | (b) Salary of 2 Teaching Assistants (CHI, MATH) (Diploma Level) (\$18,345 x 12 x 1.05) x 2 = \$231,147 x 2 = <u>\$462,294*</u> *\$115,574 (2 x 3M) from LSG \$346,720 (2 x 9M) 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 students | (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. -Counselling Com. -STEAM Com. -Career and Life Planning Com. |
| 5. To provide IT support in e-Learning, campus TV and school activities | i. preparation of learning & teaching materials; ii. providing administrative support to subject departments; iii. providing learning support for weaker students and SEN students; iv. supervising and conducting extended learning activities or OLE activities; v. lesson substitution; vi. examination invigilation (public and internal), etc. vii. supporting A.I. Education Learning Circle | | | Salary of 1 Teaching Assistant (ENG) (Diploma Level) \$18,345 x 12 x 1.05 = <u>\$231,147</u> From CEG (insufficient balance to be covered by OEP) | | | |
| | | | | Salary of 1 Teaching Assistant (IT/OLE) (Diploma Level) \$18,345 x 12 x 1.05 = <u>\$231,147*</u> *\$192,623 (10M) from TRG \$38,524 (2M) from OEP (insufficient balance to be covered by OEP) | | | |
| | | | | Salary of 2 Teaching Assistants (SEN) (Diploma Level) (\$18,345 x 12 x 1.05) x 2 = \$231,147 x 2 = <u>\$462,294*</u> *\$346,721 (1 x 12 M + 1 x 6 M) from LSG \$115,573 (1 x 6M) from NCS(SEN) | | | |

| Task Area | Implementation | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Method(s) of Evaluation | People Responsible |
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| | | | | (insufficient balance to be covered by OEP) Salary of 1 Teaching Assistant (IT) (Diploma Level) $\$18,345 \times 12 \times 1.05$ $= \$231,147$ From Provision for Learning Circle (insufficient balance to be covered by OEP) | | | |
| | (c) Appointment of a School Administrative Executive (SAE) Duties of SAE include: <ol style="list-style-type: none"> i. assisting the 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 viii. assisting the liaison with school stakeholders & outside organizations, helping the arrangement of school programmes | | | (c) Salary of the School Administrative Executive $\$[(34,060 + 1500) \times 12 + 34,060 \times 0.1 \times 12]$ $= \$467,592$ From SEOG | | | (c) APs |

| 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 (\$26,675 x 12 x 1.05) <u>= \$336,105</u> From ITSSG Salary of the CT (\$16,686 x 12 x 1.05) <u>= \$210,244</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: \$3,571,810

(CEG \$ \$695,122 + CITG \$210,244 + ITSSG \$336,105 + LSG \$462,295 + OEP \$38,524 + NCSSG \$820,785

+ SEOG \$469,392 + GS \$231,147 + TRG \$192,623 + NCS(SEN) \$115,573)

King's College
Plan on the Use of the Life-wide Learning Grant
2023-2024

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 Activities | Objective | Date | Target Student (level) | Est. No. of student | 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 |
| Category 1 | To organise / participate in life-wide learning activities | | | | | | | | | | | |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes | | | | | | | | | | | |
| English Language | Debate Workshop for Junior Forms (ENG) | <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 | S.1-S.3 (whole form) | <ul style="list-style-type: none"> ✧ Out of 20 participants, at least 5 students become debate team members. ✧ Evaluation survey (80% of students enjoy the workshop) | \$10,000 | | ✓ | | | |

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| English Language | Drama Workshop (ENG) | <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 | S.1-S.5 (whole form) | <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 when preparing for the 2 contests) | \$25,000 | ✓ | | | | |
| English Language | Appreciation of Drama Performance (ENG) | <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. | First Term | S.1 – S.3 | S.1-S.3 (whole form) | Evaluation survey (90% of students enjoy the performance) | \$15,000 | ✓ | | | | |
| English Language | Training courses for Speech Festival (ENG) | <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 | S.1-S.6 (whole form) | ✧ 80% of students enjoy the training courses and find them useful for the preparation of the competition | \$30,000 | ✓ | | | | |
| English Language | Hong Kong Schools Speech 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 2023 - Mar 2024 | S.1 - S.5 | S.1-S.5 (whole form) | <ul style="list-style-type: none"> ✧ No. of participants ✧ No. of prizes achieved | \$5,000 | | | | ✓ | |

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| English Language | English Week Activities | <ul style="list-style-type: none"> ✧ To cultivate students' interest in English learning. ✧ To help students explore cultural topics. | First Term | S.1 – S.3 | S.1-S.3 (whole form) | <ul style="list-style-type: none"> ✧ 80% of students enjoy the activities and are interested in exploring foreign culture. | \$10,000 | ✓ | ✓ | | | | |
| English Language | 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 | S.1-S.6 (whole form) | <ul style="list-style-type: none"> ✧ From 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 learning Eng. | \$25,000 | ✓ | | | | | |
| Cross-KLA (ENG) | Sci-ish activities (STEAM-related activities organized by English & STEAM-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) | S.1 (whole form) | <ul style="list-style-type: none"> ✧ 80% of students surveyed gave positive feedback and enjoyed the activities in the survey. | \$22,000 | ✓ | | | | | |
| Cultural Immersion (ENG) | 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 Eng. Elite Team members | S.4 (whole form) + selected Eng. Elite Team members | <ul style="list-style-type: none"> ✧ 80% of participants surveyed enjoyed the activities. ✧ Tutors' observation | \$12,000 | ✓ | | | | | |

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| Appreciating literature (ENG) | Reading for Fun Programme | <ul style="list-style-type: none"> ✧ To engage students' interests in book reading with interesting stories of world-famous authors and enrich their knowledge in a wide range of genres. ✧ To provide some tips and techniques in book reading. | First Term | S.1 students | S.1 (whole form) | <ul style="list-style-type: none"> ✧ 80% of participants surveyed enjoyed the activities. ✧ Tutors' observation | \$20,000 | ✓ | | | | | |
| 中國語文科 | 戲劇欣賞暨座談會 | 加深學生對莊子思想的認識及對中華文化的認知 | 2023年11月 | S.5全級 | 128 | <ul style="list-style-type: none"> ✧ 問卷調查 ✧ 老師觀察 | \$5,400 | ✓ | ✓ | | | | |
| | 閱讀互動工作坊 | <ul style="list-style-type: none"> ✧ 理解作品角色的感受和需要 ✧ 加深對文學閱讀的體驗 | 2023年11月 | S.3全級 | 125 | <ul style="list-style-type: none"> ✧ 問卷調查 ✧ 老師觀察 | \$3,200 | ✓ | ✓ | | | | |
| | 文化工藝工作坊 | <ul style="list-style-type: none"> ✧ 認識非遺項目剪紙藝術 ✧ 認識及欣賞中國的傳統文化 | 2023年11月 | S.1 - S.3 | 20 | <ul style="list-style-type: none"> ✧ 問卷調查 ✧ 老師觀察 | \$6,600 | ✓ | ✓ | | | | |
| | 辯論培訓班 | 透過恆常的辯論訓練和比賽，磨礪同學的思辨及語文能力、推廣辯論 | 2023年9月至2024年6月 | S.1 - S.5 | 20 | <ul style="list-style-type: none"> ✧ 問卷調查 ✧ 老師觀察 | \$30,000 | ✓ | ✓ | | | | |
| CHI & PTH | Schools Speech & Music Festival [Subsidize entry fee & transportation expenses] | To encourage students to widen their exposure and exert their potentials through participating the competitions. | Nov 2023 | S.1 - S.5 | 30 | Teacher's observation and Competition results | \$6,000 | | | | ✓ | | |
| 中國歷史 | 參觀博物館（交通費用） | 拓闊學生的視野與深化學生對有關歷史課題的認識，鞏固、深化及延伸課堂所學， | Second term | S.4 - S.5 (15-20 students) | 15-20 students | <ul style="list-style-type: none"> ✧ 檢視學生習作 ✧ 老師回饋 ✧ 觀察學生表現 ✧ 問卷調查 | \$2,000 | ✓ | ✓ | | | | |
| 中國歷史及非華語學生 | 舉辦本地歷史文化考察團 | 認識香港歷史文化，利用實地及實物幫助學生學習歷史 | Second term | S.1 - S.6 (20-25 students) | 20-25 students | <ul style="list-style-type: none"> ✧ 檢視學生習作 ✧ 老師回饋 ✧ 觀察學生表現 ✧ 問卷調查 | \$5,000 | ✓ | ✓ | | | | |
| 中國歷史及非華語學生 | 舉辦中華文化活動及工作坊 | 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 | Second term | S.1 - S.6 (20-25 students) | 20-25 students | <ul style="list-style-type: none"> ✧ 老師回饋 ✧ 觀察學生表現 ✧ 問卷調查 | \$5,000 | ✓ | ✓ | | | | |

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| Mathematics | Math Olympiad Courses (Junior) | To enhance junior form students' high order thinking, logical thinking and problem solving skills. | Whole year | S.1 - S.3 | 20 | Course-end assessment Evaluation survey | \$20,000 | ✓ | | | | | |
| Mathematics | Math Olympiad Courses (Senior) | To enhance senior form students' high order thinking, logical thinking and problem solving skills. | First Term | S.4 - S.5 | 20 | Course-end assessment Evaluation survey | \$10,000 | ✓ | | | | | |
| 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 (3-4/3/2024) | S.5 | 12 students | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation ✧ Field reports submitted by the students | \$5,000 | ✓ | ✓ | | | | |
| History and Chinese History | Local cultural heritage tour | <ul style="list-style-type: none"> ✧ To facilitate students' mastery of the skills of handling historical sources ✧ To arouse students' awareness of cultural preservation | Second Term | S.4 & S.5 History students | 25-30 students | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teachers' observation | \$15,000 | ✓ | | | | | |
| 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. | Second Term | S.5 students | 79 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$12,000 | ✓ | ✓ | | | ✓ | |
| Biology | HKU Summer Institute Summer Programmes | To stretch students' ability and further cultivate their interest in learning and working the biological field for upholding their learning attitudes and strive for the best results. | Jul - Aug 2024 | S.4 & S.5 | 2-3 students (depends on the nature of programme offered by HKU) | <ul style="list-style-type: none"> ✧ Students' sharing ✧ Certificate of completion obtained from the programme | \$25,000 | ✓ | | | | | ✓ |
| Biology | Biotechnology Taster Programme | To increase students' exposure to the most updated technology and skills in the biotechnology field. | Jul 2024 (post-examination) | S.5 | 79 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$19,000 | ✓ | | | | | ✓ |

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| Computer Studies | Enrolment fee for IT-related competition | <ul style="list-style-type: none"> ✧ To train problem solving skill of students. ✧ To enhance IT skill of students. | Whole year | S.1-S.6 | 40 | <ul style="list-style-type: none"> ✧ Teacher's observation ✧ Results of competition | \$10,000 | ✓ | | | | | ✓ |
| PE | Volleyball Training | To train school team members for participating in the inter-school volleyball competition | Whole Year | S.1-S.6 | 40 | <ul style="list-style-type: none"> ✧ Attendance record ✧ Teacher's observation | \$50,000 | | | ✓ | | | |
| PE | Handball Training | To train school team members for participating in the inter-school handball competition | Whole Year | S.1-S.6 | 40 | <ul style="list-style-type: none"> ✧ Attendance record ✧ Teacher's observation | \$5,000 | | | ✓ | | | |
| PE | Badminton Training | To train school team members for participating in the inter-school badminton competition | Whole Year | S.1-S.6 | 20 | <ul style="list-style-type: none"> ✧ Attendance record ✧ Teacher's observation | \$40,000 | | | ✓ | | | |
| PE | Football Training | To train school team members for participating in the inter-school football competition | Whole Year | S.1-S.6 | 50 | <ul style="list-style-type: none"> ✧ Attendance record ✧ Teacher's observation | \$40,000 | | | ✓ | | | |
| PE | Basketball Training | To train school team members for participating in the inter-school basketball competition | Whole Year | S.1-S.6 | 40 | <ul style="list-style-type: none"> ✧ Attendance record ✧ Teacher's observation | \$40,000 | | | ✓ | | | |
| PE | Baseball Class | <ul style="list-style-type: none"> ✧ To develop students' teamwork, build up self-confidence and patience. ✧ To enhance their motor skills and attentiveness. | First Term | S.1-S.6 | Whole school | ✧ Teacher's observation | \$30,000 | | | ✓ | | | |
| Music | <ul style="list-style-type: none"> - Weekly intensive training programmes - Hiring of conductors for different music teams | <ul style="list-style-type: none"> ✧ To enhance students' performing skills and ensembleship. ✧ To broaden students' exposure through taking part in interschool music competitions. | Whole year | S.1-S.6 | 150 | <ul style="list-style-type: none"> ✧ Student's attendance record ✧ Results of competition | \$200,000 | ✓ | | | | | |

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| Music | Special training programmes for Masterclasses music ensembles (elite students) | <ul style="list-style-type: none"> ✧ To refine the performing skills and ensembleship of the music ensembles (elite teams) for music performances and competitions. | Whole year | S.1-S.5 | 50 | <ul style="list-style-type: none"> ✧ Student's attendance record ✧ Results of competition ✧ Evaluation Survey | \$350,00 | ✓ | | | | | |
| Music | Music instrumental training programme for specific instrumental classes | <ul style="list-style-type: none"> ✧ Develop students' music performing skills. ✧ Enrich students' learning experiences. | Whole year | S.1-S.3 | 30 | <ul style="list-style-type: none"> ✧ Student's attendance record ✧ Exam results | \$35,000 | ✓ | | | | | |
| Music | Music composition class for S.5 and S.6 DSE classes by professional bodies | <ul style="list-style-type: none"> ✧ To enhance students' compositional skills ✧ To assist the students to complete their composition portfolio | Whole year | S.5-S.6 | 13 | <ul style="list-style-type: none"> ✧ Evaluation Survey ✧ Students' composition portfolio. | \$10,000 | ✓ | | | | | |
| Music | Hong Kong Schools Speech Festival [Subsidize entry fee] | <ul style="list-style-type: none"> ✧ To encourage students to widen their exposure and exert their potentials through participating competition. | Second term | S.1-S.5 | S.1 – S.5 whole-form | <ul style="list-style-type: none"> ✧ No. of participants ✧ No. of prizes achieved | \$28,000 | ✓ | | | | | |
| Music | 心繫家國 「民樂·賞」音樂會 | <ul style="list-style-type: none"> ✧ Cultivate students' sense of national identity through Chinese music appreciation. | Apr-May 2024 | S.1-S.5 | Whole school | Feedback from audience | \$10,000 | ✓ | | | | | |
| Visual Arts | Visit to art exhibitions at M+, Hong Kong Museum of Art & Tai Kung (Transportation expenses) | To broaden the horizon of students in Aesthetics | Second Term | S.1 – S.5 | 20 students each time | 40 | Completion of Transportation | \$2,500 | | | ✓ | | |

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| Visual Arts | Molding Workshop (Course fee) | <ul style="list-style-type: none"> ✧ To cultivate students' creativity ✧ To appreciate the artworks made by molding ✧ To collect readymade objects with special forms or textures for replication by molding with clay | First Term | S.1- S.2 (12 – 15 students) | 12-15 | <ul style="list-style-type: none"> ✧ Students' Artworks ✧ Teacher's observation | \$12,000 | | | ✓ | | |
| Visual Arts | Screen Print Workshop (Course fee) | <ul style="list-style-type: none"> ✧ To foster students' creativity ✧ To prepare, coat and expose a screen, prepare paper, mix colour inks and utilize various registration techniques for printing multi-layer prints. | Second Term | S.3 – S.5 (12 – 15 students) | 12-15 | <ul style="list-style-type: none"> ✧ Students' Artworks ✧ Teacher's observation | \$12,000 | | | ✓ | | |
| Visual Arts | OLE Talk on Design Thinking (VA) | To broaden students' horizon in aesthetic development. | Second Term | S.4 & S.5 (whole form) | 240 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$2,500 | | | ✓ | | |
| For students with SEN & difficulties on learning Chinese Language | CHINESE WORKSHOPS FOR S4 & 5 (organized by SEN) | To develop students' interests and enthusiasm in Chinese language learning, improving their Chinese proficiency and sense of humanities, and catering to their learning needs. | Whole year | S.4 & S.5 | Within 20 students | Teachers' observation & reports | \$89,600 | ✓ | ✓ | | | |
| Gifted education (SEN) | TWICE-EXCEPTIONAL WORKSHOP (organized by SEN) | To let students learn problem-solving skills through playing adventure-based group games. | First Term | S.1 | within 10 students | Teachers' observation & reports | \$22,000 | ✓ | ✓ | | | |
| Whole-person development workshops FP & zoom and hiking | POSITIVE EDUCATION WORKSHOPS (organized by Counselling Team) | To promote social & emotional well-being and mental health through different types of workshops for students and their parents. | Whole year | S.1 – S.6 + parents | 767 students + 50 parents | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teachers' observation | \$160,000 | ✓ | ✓ | | | |

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| Whole-person development activities | S.3 Resilience Training (organized by Counselling Team) | To enhance students' resilience and their ability in managing stress and anxiety | Student Development Day | S.3 (whole form) | 144 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teachers' observation | \$60,000 | | ✓ | | | | |
| Whole-person development activities | S.1 Adaptation & Development Programme (organized by Counselling Team) | To help S.1 needy students adapt to school environment and build up their rapport. | Nov-Dec 2023 (half-day camp) | S.1 (whole form) | 20 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teachers' observation | \$30,000 | | ✓ | | | | |
| Service Education | Volunteering Education Workshops(賽馬會眾心行善---義工推廣校園夥伴計劃) | <ul style="list-style-type: none"> ✧ To develop students' knowledge on social issues connected to local community. ✧ To develop students' positive values and caring mindset, facilitating whole-person development. | First Term & Second Term | S.1 - S.3 | 375 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$0 | | ✓ | | ✓ | | |
| Service Education | Volunteering Field Service Workshops (賽馬會眾心行善---義工推廣校園夥伴計劃) | <ul style="list-style-type: none"> ✧ To develop students' knowledge on social issues connected to local community ✧ To develop students' positive values and caring mindset, facilitating whole-person development | First Term & Second Term | S.4 & S.5 | 250 | <ul style="list-style-type: none"> ✧ Briefing before service delivery ✧ Evaluation session to collect feedback and consolidate learning ✧ Teacher's observation | \$0 | | ✓ | | ✓ | | |
| Service Education | Volunteering leadership training group(賽馬會眾心行善---義工推廣校園夥伴計劃) | <ul style="list-style-type: none"> ✧ To develop students' knowledge on social issues connected to local community ✧ To develop students' leadership skills and communication skills through the creation of volunteer service | Second Term | S.4 & S.5 | 15 | <ul style="list-style-type: none"> ✧ Briefing before service delivery ✧ Evaluation by feedback and consolidate learning ✧ Evaluation survey ✧ Teacher's observation | \$0 | | ✓ | | ✓ | | |

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| Service Education | 「與友同行」義工服務計劃 2023-2024 (香港小童群益會 賽馬會上環青少年綜合服務中心合辦) | <ul style="list-style-type: none"> ✧ To cultivate positive values, including caring, respects and responsibility, among students; ✧ To provide valuable life-wide learning opportunities for our students to develop 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. | To be confirmed | S.3-S.4 Service Education Committee members | 15 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$0 | | ✓ | | ✓ | | |
| OLE\Student Development Day | S.1 Discipline and Team Building Training | <ul style="list-style-type: none"> ✧ To develop students' team building, communication abilities as well as the problem-solving skills. ✧ To teach the students the importance of the discipline in a team and in school. | 1 st term | S.1 | 140 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$50,000 | | ✓ | ✓ | | | |
| OLE\Student Development Day | S.2 Hong Kong History and Culture Study Day Tour | <ul style="list-style-type: none"> ✧ To help students to learn the history and the culture in Hong Kong. | 1 st term | S.2 | 133 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$50,000 | | ✓ | ✓ | | | |
| OLE\Student Development Day | S.4 1.5 day Leadership Training (Day Camp) | To strengthen students' leadership skills and communication skills to organize student activities. | 1 st term | S.4 | 123 | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$30,000 | | ✓ | ✓ | | | |
| Student Development (Prefect Training) | Subsidy for Prefect Training | To build up team spirit, leadership and communication skills of Prefect body. | Dec 2023-July 2024 | S.3 - S.5 Prefects | 30 | Evaluation survey and teacher's observation | \$20,000 | | ✓ | | | | |
| STEAM Activity | STEAM Week Activity - Training workshops for S.1 | <ul style="list-style-type: none"> ✧ To enhance students' STEAM knowledge and skills ✧ To raise students' interest in STEAM learning. | Second Term | S.1 | S.1 (Whole form) | <ul style="list-style-type: none"> ✧ Evaluation survey ✧ Teacher's observation | \$50,000 | ✓ | | | | | |
| STEAM Activity | STEAM Week Activity - | <ul style="list-style-type: none"> ✧ To enhance students' STEAM knowledge and skills | Second Term | S.2 | S.2 (Whole | <ul style="list-style-type: none"> ✧ Evaluation survey | \$50,000 | ✓ | | | | | |

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| | Training workshops for S.2 | <ul style="list-style-type: none"> ◇ To raise students' interest in STEAM learning. | | | form) | <ul style="list-style-type: none"> ◇ Teacher's observation | | | | | | |
| STEAM Competitions | Enrollment fee for STEAM-related competition | <ul style="list-style-type: none"> ◇ To train problem solving skill of students ◇ To enhance IT skill of students | Whole year | S.1 to S.6 | 10 | <ul style="list-style-type: none"> ◇ Competition results ◇ Teacher's observation | \$15,000 | ✓ | | | | |
| CLP | Mock Interview | To provide students with an opportunity to practice their interviewing skills and to become familiar with interview questions and interview etiquette. | Jan/Feb 2024 | S.6 | S.6 (Whole form) | Scrutiny of records and students' evaluation and reflection | \$10,000 | | | | | ✓ |
| CLP | HKU Taster Programmes (Quota: 10, set by HKU) | To offer junior secondary students an exciting taste of the vibrant campus life in HKU, while participating in different interactive and inspiring workshops to explore their passion and interest in various disciplines, like Architecture, Arts, Engineering and Science. | Dec 2023 | S.2 to S.4 (Needy students with good academic results) | 10 | Scrutiny of records and students' evaluation and reflection | \$12,000 (10@\$1,200) | ✓ | | | | ✓ |
| Gifted Edu. | STEAM Program (course fee) | <ul style="list-style-type: none"> ◇ To cultivate students' interest in STEAM learning ◇ To help students explore STEAM related topics | First & Second Terms | S.1-S.3 (Selected students) | 3 | Teacher's observation | \$10,000.00 | ✓ | | | | |
| Gifted Edu. | STEAM Competition (application fee) | <ul style="list-style-type: none"> ◇ To facilitate students' STEAM learning ◇ To showcase students' STEAM learning outcomes | First & Second Terms | S.1-S.5 (Selected students) | 20 | Teacher's observation | \$5,000.00 | ✓ | | | | |
| Gifted Edu. | Future Leaders Workshops (course fee) | <ul style="list-style-type: none"> ◇ To develop students' leadership skills and nurture positive attitudes. ◇ To enhance students' resilience. | First & Second Terms | S.1-S.3 (Selected students) | 80 | Teacher's observation | \$44,000.00 | | ✓ | | | |
| Moral and Civic Education & CLP | 體驗式學習活動 | 培養學生的同理心、關愛、勤勞等價值觀及態度 | 下學期 | 中四、五 | 中四、五 | <ul style="list-style-type: none"> ◇ Evaluation survey ◇ Teacher's observation | \$15,000 | | ✓ | | ✓ | |
| Moral and Civic | 生命教育周活動 | 培養學生的有感恩、關愛的態度 | 全年 | 中一至中五 | 中一至中五 | <ul style="list-style-type: none"> ◇ Evaluation survey | \$8,000 | | ✓ | | ✓ | |

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| Education & MC2 | | | | | | ✧ Teacher's observation | | | | | | |
| Sub-total of Item 1.1 (Local Activities) | | | | | | | \$1,580,800 | | | | | |

| 1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | |
|--|---|--------------------|-----------|-----------|--------------------------|---|-----------|-------------|--|--|--|---|
| 1 | STEAM Study Tour | Study Tour | Nov 2023 | S.3 - S.4 | 30 students & 3 teachers | ✧ Teachers' observation ✧ Study tour report and reflection | \$150,000 | ✓ | | | | ✓ |
| 2 | Summer English Immersion Study Tour (New Zealand) | Exchange Programme | July 2024 | S.2 - S.3 | 20 students & 2 teachers | ✧ Teachers' observation ✧ Study tour report and reflection | \$200,000 | ✓ | | | | |
| Sub-total of Item 1.2 (Non-Local Activities) | | | | | | | | \$350,000 | | | | |
| Estimated Expenses for Category 1 (Items 1.1 + 1.2) | | | | | | | | \$1,930,800 | | | | |

| Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning | | | | |
|--|---|--------------------|--|--|
| No. | Item | Domain | Purpose | Estimated Expenses |
| 1 | <ul style="list-style-type: none"> ✧ Laser Engraving Machine ✧ Interactive Panel (Smart TV Touch Screen) ✧ Equipment for competitions | STEAM Education | <ul style="list-style-type: none"> ✧ Hands-on activities for students ✧ Souvenirs made on Open Day ✧ Display teaching materials ✧ Interactive display for students' activities ✧ Equipment for competitions | <ul style="list-style-type: none"> ✧ \$20,000 ✧ \$35,000 ✧ \$5,000 |
| 2 | <ul style="list-style-type: none"> ✧ Equipment for IT-related competitions | STEAM Education | <ul style="list-style-type: none"> ✧ Equipment for IT-related competitions | <ul style="list-style-type: none"> ✧ \$1,500 |
| 3 | <ul style="list-style-type: none"> ✧ Powerblock Adjustable Dumbbells (Quantity: 2 sets) ✧ Running Treadmill (Quantity: 1 set) ✧ Freedom Rack with Weight Plate (Quantity: 1 set) | Physical Education | <ul style="list-style-type: none"> ✧ For Fitness Training | <ul style="list-style-type: none"> ✧ \$50,000 ✧ \$10,000 ✧ \$50,000 |
| Estimated Expenses for Category 2 | | | | \$171,500 |
| Estimated Expenses for Categories 1 & 2 | | | | \$2,102,300 |

Category 3: Estimated Number of Student Beneficiaries

| | |
|--|------|
| Total number of students in the school: | 750 |
| Estimated number of student beneficiaries: | 750 |
| Percentage of students benefitting from the Grant (%): | 100% |

Contact Person for LWLG (Name & Post): CHAN Ping-san, AP (Ag)

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEAM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

二零二三/二零二四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： 吳惠琮

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： **\$62,000**

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、中四) | 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 | 12/2023 | 15 人 | \$7,000 | 香港迪士尼樂園 | 吳惠琮老師、老師助理、教學助理 |
| 本地教育學習遊學團 (中一、中二) | 透過一天的教育及文化學習團，加深對香港文化、歷史、地理、建築、藝術、科技及社會發展等範疇的認識。 另外，透過導遊的講解和同學的親身體驗，提高同學的學習興趣。 | <ul style="list-style-type: none"> ◇ 學生寓學習於娛樂，啟發學習興趣 ◇ 學生能將所學好好應用在學習及其他範疇(文化知識、歷史地理、視藝、STEAM、生活與社會等) | <ul style="list-style-type: none"> ◇ 觀察學生活動表現 ◇ 學生反思及分享 | 12/2023 | 20 人 | \$7,000 | 提供本地文化/歷史等學習團的機構 | 吳惠琮老師、老師助理、教學助理 |

| II. 課後文化藝術發展 | | | | | | | | |
|-----------------------|--|--|---|--------------------|------|----------|----|-----------------------|
| 音樂課程 (中一至中三) | 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 90%的學生在校內音樂科樂器考試取得及格成績。 ◇ 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 | 10/2023– 2/2024 | 25 人 | \$38,000 | 導師 | 馮慶儀老師 |
| III. 課後知識鞏固 | | | | | | | | |
| 寫作班/溝通技巧訓練工作坊 (中五) | 透過閱讀範文及練習，指導學生如何運用不同的寫作技巧，提升寫作能力。/ 透過體驗工作坊，學習說話及溝通技巧，提升自信心。 | <ul style="list-style-type: none"> ◇ 學生的出席率達 80%以上 ◇ 不少於 90%的學生在校內語文科的寫作/說話考試取得及格成績。 | <ul style="list-style-type: none"> ◇ 導師觀察及評估 ◇ 校內考試成績 | 4-5/2024 | 20 人 | \$10,000 | 導師 | 吳惠琮老師/英文科老師/老師助理、教學助理 |

總金額： \$62,000

備註：

*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：參加各項活動的受惠學生人數的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

Programme Proposal for DLG-funded Other Programme (Gifted Education), 2023-24

| Domain | Programme | Objectives | Targets (No./level/selection) | Duration/Start Date | Deliverables | Teacher i/c | Budget |
|---------------|---|--|---|--|---|--------------------|---------------------------------------|
| 中文 | 中文拔尖寫作班 | 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 | 寫作拔尖班： 中四拔尖寫作班共有20人 寫作拔尖班： 中五拔尖寫作班共有20人 由中文科任教老師推薦班中具寫作潛質的學生 | 中四寫作拔尖班： 下學期(八節) 2024年2月至2024年7月 中五寫作拔尖班： 上學期(十節) 2023年9月至2024年1月 | 於校刊刊登學生優秀作品 | 楊家碧老師 | 中四拔尖寫作班\$7,350 中五拔尖寫作班\$10,500 |
| | | 學習散文新詩的創作手法，並參加創作比賽豐富經驗 | 聯校小作家計劃： 中四寫作班中共有3人 | 聯校小作家計劃： 下學期(八節) 2023年10月至2023年12月 | 於中學生文藝月刊刊登學生優秀作品 | 楊家碧老師 | 聯校小作家計劃： \$2,000 |
| Mathematics | 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-S.5 respectively Selected by subject teachers based on: 1. their internal academic results 2. their performance in previous external Mathematics competitions | 5 1.5-hour lessons are held weekly for each form Sept 2023 – Jun 2024 | Participation in different Mathematics competitions | Mr. NG Tak-yan | \$20,000 |

| 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-S.5 students who are members of the English Debating Team and have represented the School in external competitions | 2 hours for each of the 10 sessions Nov 2023 – Apr 2024 | Participation in external competitions | Ms. LAM Yeuk-wing | \$10,000 |
| | 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 communication strategies and taught different techniques of group interaction. 2. 4 students were arranged into a group for an oral practice in every session. Feedback was given by the tutor for improvement. 3. Participants conducted oral practice with their classmates and helped them improve by doing peer evaluation. | A maximum of 125 S.6 students of this cohort | 40 sessions (45 mins) Nov 2023 – Jan 2024 | Students being able to conduct oral practice with fellow students | Ms. LAM Yeuk-wing | \$10,000 |
| Campus TV | Student Journalists Training Course | To develop students' skills in interviewing, reporting and video recording, editing and broadcasting | A maximum of 20 S.4–S.5 students who are talented in video shooting | Sept 2023 – Aug 2024 | Students being able to interview people and produce video and live broadcast | Mr. LEE Cheuk-wa | \$20,000 |

| 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 a 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 2024 – Mar 2024 | Students being able to make plans and proposals 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"> To subsidize students who enroll in a fee-charging Gifted Education course offered by local tertiary education institutes and professional bodies To subsidize students who enroll in science competitions for the purpose of developing their gifted potential | <ol style="list-style-type: none"> Gifted Education course: 5 S.4-S.5 students based on their academic results and performance in class Science Competitions: 50 S.4–S.6 students according to their Half-yearly Exam results in the corresponding subjects | Sept 2023 – Aug 2024 | <ol style="list-style-type: none"> Students subsidized in Gifted Education courses being able to share their experience in the STEAM week Well performed students in competitions being able to become Science Research Team members for more advanced research training | Dr. Bob LUI | \$10,000 |
| | Science Enhancement Programmes | To enhance students' scientific enquiring skills and better equip them for competitions | 10 S.4–S.5 gifted students in science research | Sept 2023 – Aug 2024 | Participation in different Science competitions | Dr. Bob LUI | \$5,000 |
| | | | | | | | \$102,850 |
| \$109,838.00 (Bring forward from 28/09/2023) \$35,000.00 (To be received in 04/2024) \$144,838.00 (expected revenue for 2023-2024 cohort) | | | | | | | |

改善非華語學生的中文學與教 學校計劃 (2023/24 學年)

一、非華語學生人數基本資料

| | S1 | S2 | S3 | S4 | S5 | S6 | 總人數 |
|-----------|----|----|----|----|----|----|-----|
| 2023-2024 | 5 | 6 | 3 | 2 | 1 | 1 | 18 |

二、撥款運用

按照2023年9月點算非華語學生人數的結果，本校於2023/24學年可獲額外撥款 858,130 元。本校於2022/23學年完結時，額外撥款的累積餘額為 79,371.95 元。本校2023/24學年額外撥款的運用計劃如下：

| 目標：(一)加強支援非華語學生學習中文 | | |
|-------------------------|---------------------|--|
| 項目 | 全年預算開支 | 備註 |
| 1. 聘請 1.7 名中文老師 | \$ 835,670.70 | |
| 2. 非華語基礎語文班 | \$ 9,000 | / |
| 目標：(二)建構共融校園 | | |
| 1. 中秋花燈製作活動 | \$ 3,000 | 認識中秋節的歷史和傳統食品 |
| 2. 本地考察活動(例如：中環傳統市集文化遊) | \$ 6,000 | 認識本土文化起源於街道，從古街舊巷、百年老店，傳統麵廠等，回味昔日香港的人情味。 |
| 合共： | \$ 853,670.7 | |

英皇書院
姊妹學校交流計劃書
(2023-24 學年)

學校名稱：英皇書院

(一) 北京匯文中學 /
姊妹學校名稱：(二) 山東淄博第一中學

(一) 12/2004 /
締結日期：(二) 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. | 北京文化學習交流團 交流團將探訪北京匯文中學，以飲食文化為主題與該校師生進行交流、觀課及一起上課、出外參觀等。 (有關詳情參閱附件一) | 一、老師層面：通過交流，認識內地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瞭解，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內地的自然、人文、美藝、歷史、城市發展和當代國情，加強對國家的認同感和歸屬感。 | · 交流報告書 · 學生分享及匯報 | • 旅費：\$130,000 |
| 2. | 線上視像交流 計劃將透過線上視像進行國情研習及交流。 例如： 1. 飲食文化的研討會及座談會。 2. 語文示範課及教師研討交流。 | 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。 | | 添置線上交流硬件設備：\$50,000 紀念品：\$1,000 |

本計劃書已獲得本校法團校董會／校董會批核。

北京文化學習交流團
行程安排

- 擬於二零二三年十二月向五間旅行社發出報價邀請。

日期：二零二四年四月二十四日至二十八日（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 | 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

King's College

Plan on the Use of the Promotion of Reading Grant 2023/24 School Year

The major objectives for Promotion of Reading:

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

| Available fund: \$115,873 | | |
|---------------------------|--|--|
| | Item | Estimated Expenses (\$) |
| 1. | Purchase of Books | |
| | <input checked="" type="checkbox"/> Printed books | Theme-based scheme; Values Ed.:\$2,300 ; Chinese Culture \$2,000; STEM Ed. \$1,000 \$5,300 Battle of the Books Competitions \$6,000 |
| 2. | Reading Activities | |
| | <input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks | Writer's sharing \$2,000 |
| | <input checked="" type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading | -S.1 Reading x VA workshop -S.2 Chinese reading strategies workshop -S.1-S.3 Battle of the Books Competition Training Workshop -S.4 Reading X Culture Workshop \$50,000 |
| | <input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities & competitions | -Reading games \$1,700 -Reading Award Prizes \$300 |
| 3. | <input checked="" type="checkbox"/> Other : Publication of students' good work | \$6,000 |
| | Total: | \$71,300 |

「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 |