

# HKUGA COLLEGE

ANNUAL SCHOOL PLAN 23/24



**FULFILLING  
LEARNING**

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# 1. School Vision and Mission

## *S* School Vision:

Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.

## *M* Mission statement:

HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

## *B* Background information about the College

HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

# HKUGA College

## Annual School Plan

**2023/24**

Our annual school plan (2023-24) hold immense significance as we continue to navigate the post-pandemic landscape. Over the past few years, we have faced unprecedented challenges and disruptions to our everyday schooling, but we have emerged stronger and more resilient than ever before, as we move forward, our focus remains steadfast on sustaining students' motivation and nurturing their individual and collective wellbeing. Our annual plan embodies a proactive approach that addresses the unique needs of our students providing them with a supportive and engaging environment that promotes their academic, growth, social connection and overall well-being.

For the 2023-24 school year, we aim to invest specific efforts into:

- 1 Fostering four priority values: *Perseverance, National Identity, Commitment and Care for Others* in the main strategic planning and implementations across the major committees. These four priority values will be intertwined with respective character strengths in Positive Education which will be reemphasized in the coming school year. (character strengths to be articulated)
- 2 Nurturing the physical and mental health of the entire Community is of prime importance to prepare all of us to become life-long and life-wide learners.

## **2. Major Concerns**

1. To cultivate a growth oriented culture through striving for and achieving meaningful outcomes.
2. To increase 'peak performance' opportunities through an optimal balance of challenges and skills.
3. To build transformative competencies (Values, Attitudes, Knowledge and Skills) which are interconnected in our practices.

**1. Major Concern :** To cultivate a growth oriented culture through striving for and achieving meaningful outcomes

- Based on the APASO and SHS results, students' emotional stability and also their expectations of their learning revealed the need for more programs on Growth mindset and student agency, while the overall survey results have shown positive trend on sustaining students' motivation in learning,
- Our Learning Community, which had been under the impact of restricted social interactions, and at the time coming out of the pandemic, both teachers and students might hold fixed mindset beliefs, which could undermine efforts to promote a growth mindset.
- A fear of being judged by others could discourage students from taking risks and embracing challenges.
- Senior form students with a focus on academic accomplishments, might prioritize performance outcomes over the process of learning and growth. This could hinder their willingness to take risks and view mistakes as opportunities for improvement.
- The efforts on nurturing growth mindset with the strategic focus on the process of learning are to be further strengthened in the coming years. Students are to understand that it is through effort, perseverance and effective learning strategies that they are able to make sustainable improvements in their learning.
- Our Learning Community, starting from the IMC, teachers and parents are to role model for our students on growth mindset, showing our eagerness to learn, embrace challenges and openly discussing our areas of growth, while providing constructive feedback that focusses on effort, strategies and progress rather than solely on outcomes of results and scores.
- Effective learning strategies are to be emphasized and explicitly taught at all levels as these strategies will empower students to take ownership of their learning and develop a sense of agency over their overall progress.

**1. Major Concern :** To cultivate a growth oriented culture through striving for and achieving meaningful outcomes

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>							
To renew and promote the culture of growth mindset with strategic focus and process-oriented (rather than outcome-oriented) awareness across the community	To organize educational programs for stakeholders (parents, students, teachers and IMC members) on growth mindset	Committees and Departments plan talks and workshops that will benefit stakeholders	Surveys from stakeholders on the programs and feedbacks collected	Oct-July	All Major Committees	Committee and Department budgets and prior planning at school level	Breadth of Knowledge & Generic Skills
	To put growth mindset in practice through 3-tier evaluation tool (survey, interview and internal discussion) across the community	Committee and Department plans put emphasis on how to practise this mindset	Review committee and department plans	Sept-June	All Major Committees	Committee and Department planning and deliberation	

**2. Major Concern :** To increase ‘peak performance’ opportunities through an optimal balance of challenges and skills

- The previous years of prolonged school closures and remote learning have impeded students’ holistic growth across different domains, such as more diversified learning exposures, non-academic pursuits, social intelligence and positive values. Therefore, the focus this year will try to foster students’ whole-person development through more life-wide learning excursion, development of school focused teams, and fostering of new learning interests in KLAs and ELAs.
- With the emphasis of ten priority values and attitudes by EdB, the school this year aims to strengthen students’ national identity through a more integrated approach across learning and whole-person development activities. Meanwhile, the priority values of Perseverance, Commitment and Care for Others that have been impeded due to the suspension of face-to-face learning and interactions are to be focused on.
- Furthermore, the previous evaluation results (mid-year and year-end ones) show that students’ confidence and learning pressures are the areas of attention as their scores are comparatively lower than the other domains. School aims to provide more diversified learning opportunities that are beyond exam pursuit so that students are able to explore their interests and potentials. It may help them find their learning satisfaction and confidence. With more enriching learning experiences beyond exam scores, it attempts to mitigate students’ learning stress and get them learn to live a healthy lifestyle.
- Reading is another growth area with reference to the previous survey results. The school will try to resort to several means to rebuild the reading habits and motivation among students, especially their subject-related reading exposures and habits.



**2 Major Concern :** To increase ‘peak performance’ opportunities through an optimal balance of challenges and skills

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>							
To provide platforms to sustain the exploration of interests and showcase talents  (Targeted Value: Perseverance and Commitment)	To enrich KLA curriculum through different life-wide learning experiences	Each KLA provides relevant life-wide learning experiences to extend the curriculum knowledge and skills	Quantity and quality of KLA initiated LWL experiences and survey results	Sept-June	ADC and HDC (LWL)	The wider community engagement and use of public venues and opportunities	Breadth of Knowledge, Generic skills & Healthy Lifestyle
	To sustain and further develop various school teams (subject and talent teams) and student-led activities through exposure of new interest programs.	Active and committed participation of school team members and student leaders	School teams development strategies, attendance data, and their accomplishments	Sept-June	HDC ADC	Develop students’ talent pool and strategic development of talents	Breadth of Knowledge, Generic skills, Language Proficiency, Life Planning & Healthy Lifestyle
To accelerate the individualized learning exposures through diversified programs with choices  (Targeted Value: Perseverance and Commitment)	To substantiate the individualized learning through the special programs in CASTLE, Modular Studies, Optimization learning experiences and learning experiences beyond school	The overall curricular framework covers the key aspects: Intellectual Development / KLAs, Value Education, Aesthetic Development, Physical Development, Community Services, and Career-related Experiences	Student survey; review of program allocation	Sept-June	ADC	Subject teachers and external coaches	Breadth of Knowledge, Generic Skills, Life Planning, Information literacy & Healthy Lifestyle

	To enhance the diversity of learning choices to cater for different learning attributes in Senior Form through the preparation for the commencement of International A-Level Curriculum	Completion of all preparation works required by EdB, and collection of views of student and parent stakeholders	Student survey, parent survey, review of preparation work with Task Force	Sept-June	ADC	ADC Task Force	Breadth of knowledge, Life planning
To foster the priority values in National Identity, Care for Others, Perseverance, and Commitment)	To implement an integrated and disseminated approach to strengthen the cultivation of the four priority values through: classroom learning, assessments, subject activities, PI in subjects and Pastoral Programs, Cross-curricular Projects, Reading, and Special Program	Curriculum framework on the subject alignment on national education and value building	Student survey, lesson observation and documentation	Sept-June	ADC	Curriculum Handbook, EdB documents and ADC meetings	National and Global Identity
To strengthen the reading motivation and habits among students	To strengthen students' Language-across-Curriculum (LaC) and reading habits through more subject-related reading exposure	Score improvement in the questions regarding reading motivation and habits	Collection of reading resources and timeline of planning	Sept-June	ADC and Subject Reading Representatives	ADC Reading Task Force	Breadth of Knowledge, Generic Skills, Life Planning, Information literacy & Healthy Lifestyle

3 **Major Concern :** To build transformative competencies (Values, Attitudes, Knowledge and Skills) which are interconnected in our practices

- During the pandemic, school life was seriously affected and students were not able to participate in normal learning and school activities.
- There have been more serious mental and psychological problems amongst our students due to the pandemic. These can be reflected by the increasing number of relevant cases dealt by our social workers and clinical psychologist.
- APASO and SHS results revealed that students' behaviour and emotional stability are the relatively two major areas of concern.
- Teaching staff are relative young and new to the school (over 50 % join our school in last 3 to 4 years). Professional Development needs including positive education and pastoral care are high amongst teachers.

**3. Major Concern :** To build transformative competencies (Values, Attitudes, Knowledge and Skills) which are interconnected in our practices

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Alignment with EdB Seven Learning Goals
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>							
To cultivate positive attitudes so as to establish good mental and physical wellbeing	To maximize the campus amenities to provide more exercise opportunities for students and staff members	Quantity and quality of exercise opportunities and active participation from students and staff	Increase in the participation data and survey results	Sept - June	All major committees	Financial support from various relevant committee/department	Healthy Lifestyle
To develop skills to enhance the frequency of Positive Emotions	To encourage activities for our members to “Do Good”, “Feel Good” and “Look for the Good”	Skills and school’s priority values are nurtured through wellbeing activities at different levels of our Pastoral Care Programmes	Students and teachers feedback, Committee evaluation, APASO and SHS results	Sept - June	SDC	The wider community engagement	National & Global Identity, Healthy Lifestyle
To strengthen relationships	To encourage active participation in various activities as a means of widening social circles and developing social wellbeing	70% of the student population have taken active part in at least two of the following opportunities outside classrooms, like House activities, team sports, music teams, ELAs and other school teams	Students’ portfolio Survey results  APASO results	Sept - June	All major committees	Administrative support to validate data and feedback	Healthy Lifestyle

### 3. School-based After-school Learning and Support Programmes 2023/24 s. y. School-based Grant - Programme Plan

Name of School: HKUGA College

Staff-in-charge: Mr. Freddie Sum

Contact Telephone No.: 28701185

A. The estimated number of students (count by heads) benefitted under this Programme is 12 (including A. 6 CSSA recipients, B. 3 FAS full-grant recipients and C. 3 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/ Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Junior Choir	to provide an excellent platform for S1-S3 students who are enthusiastic in singing to perform	<ul style="list-style-type: none"> <li>Average 80% or above attendance</li> <li>Over 80% of the participants show improvement in skills and display self-confidence in performance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	3 Oct – 25 Aug	3			950	
Wind Band	to provide an excellent opportunity for all students who are enthusiastic and capable in playing a				3			950	
Basketball Girl (AC)	Learning different skills and tactics of Basketball and represent school to join the inter school competitions					1		1380	
Maths IMO (S1)	Enhancing students' critical thinking and problem solving skills - Fostering students' mathematical					1		630	
Chinese Drum	to provide substantial training to prepare students for participating in the school orchestra. To encourage music lovers to take up a new instrument and commit to our music school team, a portion of the course fee will be subsidized by the school if they become a member of our music school team					1		1200	
Athletics (Track)	to excel their performance.						1	1000	
Digital Sketching using Procreate	Learn various basic techniques of Procreate						1	2250	
Musical Production	Identify character motivations through research and analysis and be able to articulate how they						1	950	
<b>Total no. of activities: <u>8</u></b>									
					@No. of man-times	6	3	3	
					**Total no. of man-times	12			

Note:  
\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

#### 4. Plan for Capacity Enhancement Grant (2023-2024)

Task Area	Major Area(s) of Concern	Strategies	Benefits anticipated (e.g. how workload is alleviated)	Time scale	Resources required	Success criteria	Methods of evaluation	Person responsible
Curriculum development & enhancement of students' learning	1. To enhance the value education of our school-based curriculum	To recruit one full-time Citizenship, Economics and Society (CES) & Citizenship and Social Development (CS) teacher	To prepare for the new offering of CES in our junior forms  To modify our junior curriculum and relevant materials to strengthen its value education element  More manpower to implement the Community Engagement Project (CEP)	From September 2023 to August 2024	Salary	More school-based CES/CS materials with strengthened value education elements would be created  The implementation of the CEP in our S3 curriculum  Students' love of learning and their commitment to service could be enhanced	Performance appraisal of the CES & CS teacher	Mr. Sebastian Yu
Curriculum Development & Enhancement of students learning inside and outside classroom.	<ul style="list-style-type: none"> <li>To promote Chinese reading atmosphere at school by organizing various activities.</li> <li>To enhance students learning Chinese language and culture inside classroom by organizing after school tutorial classes.</li> <li>To enhance students learning Chinese language and culture outside classroom by organizing language related activities and competitions.</li> </ul>	To recruit one full time Chinese Language teacher	<ul style="list-style-type: none"> <li>For the additional staff, he would help prepare the activities inside and outside school, such as Chinese week, choral speaking competition, Chinese Ambassadors etc.</li> </ul> <p>For other teachers, they can be relieved some workload so that they can enhance students learning in other areas.</p>	From September 2023 to August 2024	Salary	<ul style="list-style-type: none"> <li>Activities to promote Chinese reading will be facilitated.</li> <li>Extra after school tutorial classes will be arranged.</li> </ul> <p>Language related activities and competitions will be facilitated.</p>	Performance appraisal of the Chinese Language teacher.	Mr. Ken Cheung

## 5. Promotion of Reading Grant

The major objectives for the Promotion of Reading:

- Inspire students to read for fun, pleasure and personal achievement
- Increase students' reading motivation through sharing subject-specific readings
- Enhance the development of Reading across the Curriculum

Item	Estimated Expenses (\$)
	Estimated
1. Purchase of Books & Magazines <ul style="list-style-type: none"> <li>● Printed Chinese and English books</li> <li>● Printed Chinese and English magazines</li> </ul>	32,000 30,000
2. Web-based Reading Schemes <ul style="list-style-type: none"> <li>● Online Reading Platform (Newsela)</li> <li>● Online Reading Platform (Britannica)</li> <li>● Subscription of Chinese and English e-resources</li> </ul>	152,000 11,000 40,000
3. Voice Coach for Production of Audio Books <ul style="list-style-type: none"> <li>● Workshops on Chinese and English speaking and reading, and the production of audio books</li> </ul>	20000
<b>Total</b>	<b>285,000</b>

### School Reading Development Plan for 2023-24

**Focus: To enhance the reading culture at the school by strengthening the reading motivation and habits among students, particularly the reluctant readers**

- **Reading Challenge 2023-24**

The Reading Sub-committee will continue to organise the Reading Challenge next year in order to inspire students to read for fun, pleasure and personal achievement through reading a wide variety of books on different themes and subject areas. To ensure that reluctant readers also participate in the challenge, the Committee will work closely with English language teachers in order to synergise our efforts to benefit students of all abilities through this initiative. Monthly book-to-film adaptation film screenings will also be held to engage more students. Both teachers and parents will also be invited to participate in the Reading Challenge this year.

- **English Book Club**

The main aim of this initiative is to promote a love for literature in a positive, nurturing environment by meeting on a biweekly basis to discuss pre-assigned groups in a small group setting. The Club aims to recruit at least 20 students this year, and through regular discussions, students will be prepared to participate in Inter-class, Inter-house and Inter-school Battle of the Books Competitions.

- **Reading Week**

The Committee aims to utilise the Reading Week to celebrate reading in our community through holding a variety of activities that deliver the message about the importance of reading. The

following activities will be organised during the week:

- ❖ Author and/or Alumni Talk(s)
- ❖ Inter-house Battle of the Books Competition
- ❖ 'Blind Date with a Book' Charity Event
- ❖ Book Fair in collaboration with a book supplier
- ❖ Book Club members sharings
- ❖ Reading Challenge Awards

- **Reading-focused Instagram Page**

To share reading initiatives more effectively with the school community and to engage more students, a central platform on the popular social networking platform Instagram will be set-up and managed by the Committee. Regular posts to promote reading will be include:

- ❖ Book Recommendations
- ❖ New library purchases
- ❖ 'Selfie with a Shelfie'
- ❖ Interactive quizzes and polls
- ❖ Reading Initiatives Promotion

- **Engaging different Stakeholders**

The Committee will be reaching out to teachers and parents to engage them in promoting a reading culture at the school. A Staff Book Club will be set up to give opportunities to teachers to discuss the books that they are reading at various stages of the year. Book recommendations will also be sought from teachers and parents with the aim of having a book display for these recommendations in The Hub.

- **S1 Reading Lessons**

The aim of the programme is to guide S1 students to develop the habit of reading and thinking in-depth about texts they read by connecting reading texts related to various KLAs with their personal experiences. Reading skills, including skimming & scanning, questioning, analysing, comparing, summarising, and synthesising will be covered.

- **Recommended Reads**

The aim of this initiative is to increase reading motivation through recommending subject-specific articles and books to students throughout the year. The articles recommended by different KLAs will be shared with students on a biweekly basis through the Daily Bulletin. A recommended book list will also be shared with students based on suggestions from various KLAs.

- **Book activities with parents and students**

In order to foster reading culture among parents so that they help facilitate students' reading at home, it is planned to have two parent program on reading throughout the year. Parents and students will be invited to share on the books under particular themes. The exchange and discussion will also cover the strategies on how to boost home reading habits. The first session is tentatively scheduled in December, while the second one will be in April.

- **Book donation to the community**

Reading will be used as a part to enhance community service. A few NGOs and local schools will be approached to explore the possibility of receiving second-hand books. The donation will be enriched with exchange activities among students from different schools on reading. Meanwhile, there will be a team of students to be recruited and prepare the audio book productions. The finalized audio tracks will be contributed to those organizations and schools.



## 6. Learning Support Grant

**Budget Plan for Learning Support Grant**  
**School: HKUGA COLLEGE**  
**2023 / 2024 School Year**

**Income:**

Item	Amount (\$)	Remarks
Surplus allowed to be retained at the end of last school year (i.e. as at 31 August) (a)	199,304	<i>Actual remaining of 22/23 LSG : 19%</i>
The 1st allotment in the 2023 / 2024 school year (b)	761,818	The 1st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.  <i>[22/23 LSG =&gt; \$1,070,631 1st installment = 57 Students x \$19,093 x 70% = \$761,818 as of 23/8/2023]</i>
The 2nd allotment in the 2023 / 2024 school year (c)		The 2nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively.
Total Income (d) = (a)+(b)+(c)	961,121.6	

**Expenditure:**

Item	Amount (\$)	Remarks
1. Employ additional full-time and/or part-time teachers	304,500	The LSG should be used for supporting students with SEN. For details, please refer to Appendix 1 of EDB Circulars No. 7/2019.
2. Employ additional TAs		
3. Employ additional counsellors	605,760	
4. Hire of professional services		
5. Purchase teaching resources and aids		
6. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities		
7. Others		
<b>Total Expenditure (e)</b>	<b>910,260.0</b>	

**Balance:**

Item	Amount (\$)	Remarks
Estimated accumulated surplus by the end of this financial year <b>(f) = (d)-(e)</b>	50,862	The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students <b>(i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible)</b> . Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB circulars No. 7/2019.
Percentage of surplus to this financial years’ provision (%) <b>(g) = (f) / [(b)+(c)] x100%</b>	6.7%	

7. 「公民與社會發展科津貼」財政預算 2023-2024

「公民與社會發展科津貼」財政預算

目標：公民科科組將於22/23學年妥善運用「公民科津貼」，在現有基礎上改善科目的學與教，以助提升學生學習本科的興趣和能力。

	範疇	預計開支金額 (\$)
i.	發展或採購相關的學與教資源、流動應用程式或軟件等 (例如：參考書、刊物、多媒體及電子教學材料、製作虛擬實境或 3D 圖像的軟件等)	\$9,000
ii.	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	\$180,000
iii.	舉辦和公民科課程相關的校本學習活動 (例如：參觀展覽、實地考察、體驗學習營等)	\$0
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校 / 跨課程活動	\$0
v.	其他 (請註明) : _____	\$0
	預計總開支金額	\$259,000

8. 姊妹學校交流計劃書 2023-2024 學年

內地姊妹學校名稱(1):	北京中學
(2):	上海田家炳中學
(3):	佛山市第十中學
(4):	浙江省寧波市同濟中學

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.	<ul style="list-style-type: none"> <li>● 佛山市第十中學交流團(上學期)</li> <li>● 上海、寧波交流團(下學期)</li> </ul>	<ul style="list-style-type: none"> <li>● 帶初中學生、高中領袖生到訪姊妹學校，進行師生學術及文化交流。</li> </ul>	<ul style="list-style-type: none"> <li>● 學生積極參與交流活動</li> <li>● 與當地學生進行文化及學術交流及表演</li> </ul>	<ul style="list-style-type: none"> <li>● 到訪內地姊妹學校的團費</li> <li>● 交通費</li> </ul>

9. Plan on the Use of the Life-wide Learning Grant 2023-24 School Year

**Declaration:** We clearly understand 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.

No.	Name	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Estimated Expenses Per Person(\$)	Essential Learning Experiences				
					Level	Estimated Number of Participants				I	V	P	S	C
1.1		<b>Local Activities:</b> 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												
1	Post Examination Activities	To be led by Life-wide Learning Committee, linked with Science KLA, STEM Committee, as well as other KLAs and Chinese Cultural Enhancement Committee.  To expose students to world issues as well as to celebrate the learning that has taken place throughout the year across the various school activities.	Cross-KLA	July 2024	S1-S3	540	Documentation of the event and evaluation report from the teachers involved.	\$100,000	\$185					
2	Experiential Learning platform	Newsela and Britannica Subscription designed to boost reading interests and cross curricular reading within self-directed learning. To get more students to read in their own time, specifically on topics that would enhance reading around the different curriculum areas.	Cross KLA	Throughout the school year	S1-S6	948	The number of articles read with activities completed across the school.	\$160,196.40	\$169					

3	MCNSE Talks & Activities & Trips	MCNSE Talks, Activities and Excursions to raise students' understanding of Mainland and to build up stronger national identity.	MCNSE	Throughout the school year	S1-S3	558	Student Interviews	\$172,800	\$310					
4	English Drama	Enhancing the Theatre Experience to foster students' interest in learning English	English	Nov 2023	S5-S6	136	Number of students enrolled in competitions, and results.	\$27,200	\$200					
5	Community Engagement Project	Students select an issue that is negatively affecting the community and seek ways to improve the situation. To encourage students to link what they have learned in the curriculum with ways to help improve the world in their own way.	Citizenship and Social Development + Citizenship, Economics and Society	Throughout the school year	S3	160	Student Surveys Student work produced	\$70,000	\$438					
6	CASTLE programmes	Costs involved in conducting a comprehensive system of boosting students' interests through different biweekly activities outside of the normal classrooms in various areas. CASTLE stands for Creative Arts and Sports Technology and Life Education. To enhance the students' development of skills and interests in various non-academic activities.	CASTLE Activities	Throughout the school year	S1-S2	398	Student Surveys	\$100,000	\$251					
7	ABLE Activities	Extended Student External Activities – Visiting learning opportunities through different organisations and linking field work to either the formal or informal curriculum. i.e. Year level excursions to work on our RICE Programme, team building activities in our FACT Programme or an extended stay in a remote camp for volunteer	Adventure-based Life Education	Throughout the school year	S1-S5	824	Student surveys and self-evaluations	\$283,000	\$343					

		students. To get students out of the campus and connect more with nature. To build resilience in the face of hardships.												
8	Wellbeing Speakers	Wellbeing Talks – Expert speakers share their expertise and knowledge on diverse aspects of wellbeing. By participating in these sessions, students have the opportunity gain valuable insights and learn practical strategies that they can apply to cultivate resilience and enhance their mental well-being.	Pastoral Care	Throughout the school year	S1-S6	948	Evaluation performed by Pastoral Care or Student Leadership Committee with student survey to rate effectiveness.	\$60,000	\$63					
							Sub-total of Item 1.1	\$973,196.40						
<b>1.2</b>		<b><u>Non-Local Activities:</u></b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	Overseas excursions	Excursions including Mainland Study Tour, Geography trip to Northern Kyushu, Japan History trip to Germany  To offer students with the opportunities for experiential learning extended beyond classroom, and expand their horizons.	Cross KLA	Throughout the school year	S5	133	Student surveys and self-evaluations	\$170,000	\$1,278					
							Sub-total of Item 1.2	\$170,000						
							<b>Estimated Expenses for Category 1</b>	<b>\$1,143,196.40</b>						

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1	Purchasing of paraphernalia to be made into different cheering tools and thanksgiving items.	Student Leadership	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	\$40,000
2	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration.	Values Education	To promote a culture of positive education across the entire school To enable students to have a strong positive outlook for the future as they reflect on the present and the past	\$5,000
3	Equipment of Sports to be used by students during lunch and after school to further enhance lifestyle	Student Leadership	To develop the interest and engagement of students as well as to improve overall fitness and other skills.	\$5,000
			<b>Estimated Expenses for Category 2</b>	\$50,000
			<b>Estimated Expenses for Categories 1 &amp; 2</b>	\$1,193,196.40

### Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	948
Estimated number of student beneficiaries:	948
Percentage of students benefiting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Ms CHEN Hing Corina  
Head of Holistic Development  
School Principal



10. Diversity Learning Grant - Other Programme: Gifted Education 2023/24

**Gifted Education**

Program Title	Objective	Targets (No./Level/selection)	Duration / Start Date	Deliverable	Teacher I/C	Budget
Subsidizing students participating in competitions or education programs held by external organizations	To broaden elite senior form students' horizons in different disciplines	10 elite senior form students	9/2023 – 8/2024	The knowledge and experience students gained after joining the programs or competitions	Mr. Patrick Lai (co-ordinator)	\$50,000.00 (Course fee)
Adventure-based Education Program	To develop students' knowledge and skills of: <ul style="list-style-type: none"> <li>• Hong Kong Geology</li> <li>• Local Terrestrial Flora and Fauna Species Identification</li> <li>• Marine Biology</li> <li>• Mountaineering</li> <li>• Camp crafting</li> <li>• Leave No Trace Skills</li> </ul>	50 S4 students (2 classes)	9/2023 – 12/2023	One task assignment for each lesson.	Mr. Chris Chiu	HKD \$55000