

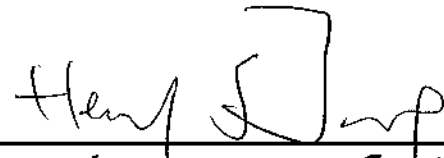
Hong Kong Taoist Association Tang Hin Memorial Secondary School

Annual School Plan 2023-2024



Annual Plan

*The following document is the
Annual Plan for 2023-2024.*



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27 October, 2023

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(1) School Vision and Mission

Introduction

Lao Tzu : *“Tao gives birth to all things and creatures. Teh(Virtue) nourishes them. They receive their forms according to nature. And they are completed in accord with circumstances. Therefore, all things in the universe honour TAO and highly value Teh.”*

道祖：「道生之，德蓄之，物形之，勢成之。是以萬物莫不尊道而貴德。」

Confucius: *“Man glorifies Tao, not vice versa”*

《論語》：「人能弘道，非道弘人。」

Our school was founded by the Hong Kong Taoist Association in September, 1982. Our school is an aided school.

School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development. In accordance with our motto “Grasp Principles, Cultivate Virtues”, we are dedicated to helping students develop moral integrity and academic excellence.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學生在德、智、體、群、美各方面都得到全面發展。

Our Commitments

- 1) To help students cultivate a positive attitude towards life
- 2) To develop students' ability for life-long learning and help them achieve their full potential
- 3) To integrate physical education into daily life and inculcate the value of good health
- 4) To promote 'One Art for Life' and foster students' interest in co-curricular activities
- 5) To nurture their spirit of mutual help and serving the community

(2) Context Analysis

(1) Strengths

- 1.1. We receive strong support from our Incorporated Management Committee and sponsoring body through financial assistance, management advice and other resources.
- 1.2. All our students are in the Band One category. Most are diligent, eager to learn and capable of taking on the extra burden required for high achievement.
- 1.3. Students have multiple talents. Their potential can be stretched to the fullest.
- 1.4. Parents and students generally have high expectations of academic excellence and career aspiration.
- 1.5. Students are generally well-mannered and disciplined. They are willing to take teachers' advice.
- 1.6. Our school has a good relationship with parents, who strongly support our various endeavours.
- 1.7. All our teachers are degree holders and subject-trained with a strong commitment to teaching. They are dedicated and experienced and keep on improving.
- 1.8. Most teachers concentrate on teaching one or two subjects, and they are required to make ongoing curriculum adjustments to meet the academic needs of our students.
- 1.9. Teachers are responsible and caring. They are eager to foster students' academic and personal development.
- 1.10. The congenial and harmonious teacher-student relationship contributes to an effective learning environment and a caring school.
- 1.11. Two school social workers stay at school 5 days a week and provide sufficient guidance to students with emotional and behavioural problems.
- 1.12. Most of our alumni are university graduates who work in various fields. They can help the school with mentoring and fundraising.
- 1.13. We have greatly emphasized developing moral education following our motto, "Grasp Principles, Cultivate Virtues."
- 1.14. Information technology, audio-visual aids and other teaching facilities in the school are constantly being upgraded.

(2) Opportunities

- 2.1. Professional support can be obtained from the EDB and other organizations.
- 2.2. The EDB has provided more resources for developing Values Education, STEM Education and e-learning.
- 2.3. More resources from the EDB and other organizations can be obtained to run life-wide learning programmes for students.
- 2.4. More young teachers have joined our school. They may be more energetic and innovative in teaching and organizing programmes for students.
- 2.5. After optimizing the four senior secondary core subjects, more lesson time can be released for in-depth learning of electives and the arrangement of life-wide learning activities.
- 2.6. More resources can be obtained to help SEN students. For example, an educational psychologist and a speech therapist can offer services to our school.
- 2.7. Teachers have developed skills and experiences in e-teaching and e-learning during the pandemic.
- 2.8. The enhanced School Development and Accountability framework issued by the EDB can encourage the school to develop a better strategic plan and self-evaluation system.

(3) Weaknesses

- 3.1 There is a wide range of learner diversity. Students have different needs.
- 3.2 Although the majority of students are of high academic calibre, a minority are of lower ability. The less able students need more motivation to learn.
- 3.3 Some students are passive learners.
- 3.4 Some students lack confidence in their learning.
- 3.5 Some students need help with time management. Some are busy with extra-curricular activities while others spend long hours on the Internet, playing computer games and mobile phones.
- 3.6 Our students still have room for improvement in acquiring higher-order thinking skills.
- 3.7 Some students need more motivation to better themselves.
- 3.8 Some students have individual problems such as emotional, family and peer problems.
- 3.9 Some students focus exclusively on their studies, paying little attention to human relationships and community affairs.
- 3.10 Some have a relatively lower socio-economic status. They may need more social exposure.
- 3.11 Many working parents fail to supervise their children adequately.

(4) Threats

- 4.1 An increasing number of students are cross-boundary students (CBS). They have different cultural backgrounds and learning styles.
- 4.2 It is quite difficult to establish a closer link with parents living on the Mainland or those parents who often work long hours.
- 4.3 Many of our students are assisted under the Comprehensive Social Security Assistance (CSSA) and are given full/half remission under the Student Financial Assistance Scheme (SFAS). They have a relatively lower socio-economic status. They may need more social exposure.
- 4.4 Most students come from CMI primary schools. They have problems learning English from S.1.
- 4.5 Although the coronavirus pandemic has ended, students' learning and development have been disrupted for nearly 3 years. They may have problems with self-discipline and self-management.
- 4.6 Network culture has posed threats to the moral development of students.
- 4.7 The negative values and culture in society have adversely affected students' personal development.
- 4.8 There is an increase in the number of students with low resilience to overcome challenges.
- 4.9 There is a decline in the student population.
- 4.10 In recent years, an increase in the number of teachers who retired or resigned has threatened school development.
- 4.11 Our school will resume having 30 classes. School places need to be expanded for split-class schemes and LWL activities.

(3) Major Concerns

3.1 Personal Growth Programme

To develop a personal growth programme that aids in giving students a purpose in life

Current year objectives:

- 1.1. To inculcate positive values and attitudes in students through Positive Education and Values Education
- 1.2. To cultivate students' positive emotions and attitudes through life-wide learning activities and leadership training
- 1.3. To foster student engagement in school and community service to develop their positive values and attitudes
- 1.4. To enhance students' resilience and improve their mental health
- 1.5. To develop students' ownership of their career and life planning
- 1.6. To help students become self-disciplined, law-abiding and responsible citizens
- 1.7. To boost students' sense of national identity through various activities

3.2 Effective Learning Programme

To develop an effective learning programme that helps students achieve their full academic potential

Current year objectives:

- 2.1. To enhance students' learning abilities by improving the curriculum and promoting cross-curricular collaboration
- 2.2. To cater for learner diversity through effective teaching and assessment strategies
- 2.3. To improve student's learning skills and attitude
- 2.4. To cater for diverse learning needs by implementing measures at the school level

3.1 Major Concern 1 : Personal Growth Programme

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

- Last year we focused on helping students improve themselves through Positive Education and Values Education. We adopted the PERMA framework throughout the programme. 'PERMA' stands for 'positive emotions,' 'engagements,' 'relationships,' 'meanings' and 'achievements.' We put more emphasis on 'meanings,' so we instill positive values and attitudes into students to help them become decent and responsible citizens. We also encouraged students to set goals in their career and life planning. Moreover, we put efforts into boosting students' sense of national identity. Through the programme, we hope that students can find their purpose in life. Besides, we promoted active student engagement in LWL activities, leadership training and services. Together with frequent celebrations of achievements, students could cultivate positive emotions and attitudes. We also helped students develop proper interpersonal relationships and skills in the LWL activities. The aim is to improve students' self-esteem. We hope that students are positive and confident.
- The first objective in the School Annual Plan 2022-2023 was to help students develop positive values and attitudes through Positive Education and Values Education. Thirty important values and attitudes were selected with reference to traditional Chinese values, particularly from Taoism and Confucianism, the EDB's Values Education Curriculum Framework and our school's context. The chosen values and attitudes were introduced to teachers and students in the Monthly Moral Programme. Students were required to set goals and do self-reflection to improve themselves. Students have shown their understanding of the embedded values and attitudes in the activities of the Monthly Moral Programme that focused on several themes, namely self-reflection, goal setting, life planning, interpersonal relationships, National Education, information literacy and services. They performed well, and all of them got a prize in the award scheme. However, some form teachers pointed out that some students needed guidance to identify the values and attitudes embedded in the activities. It was suggested that the teachers in charge of each theme should explicitly tell students the values and attitudes. Besides, after school has resumed normal since February 2023, students have shown some adaptation and emotional problems. Some students did not show proper manners and self-control when they returned to face-to-face classes. Some have shown low resilience in overcoming difficulties. As a result, more emphasis will be put on 'moral cultivation' and 'building resilience' in the coming school year.
- The second objective was to cultivate students' positive emotions and attitudes through life-wide learning activities. A wide range of LWL activities (e.g. ECA organizations, PE Day, Picnic Day, LWL Day, Music Contest, inter-house competitions, S4 LWL lessons, subject-based LWL activities, etc.), leadership training and services (e.g. S2 Service Scheme, S4 Community Service Programme, services arranged by CYC and Social Service Team, etc.) were arranged to develop students' interests and to cultivate students' positive emotions and attitudes. Most of the students enjoyed the LWL activities. They have shown positive emotions (e.g. joy, gratitude, interest and hope) in the activities. Through observation, students' sense of accomplishment has increased. They also understood the values and attitudes embedded in the activities. However, it was suggested that students should have more opportunities to express their gratitude to people who have organized the activities and learn how to respect others. More emphasis should also be put on training junior form students to be leaders in the future. As the school has resumed normal after the pandemic, more students should be encouraged to participate in school and community services.
- The third objective was to improve students' interpersonal relationships and skills. Due to the pandemic, students' development of interpersonal relationships and skills has been hindered for nearly 3 years. As a result, programmes and courses were organized. They included activities about 'Interpersonal Relationships - I Can Do It Well!' in Monthly Moral Programme and teaching topics in Life Education (e.g. filial piety, respecting teachers, how to choose and make friends, harmonious school campus, etc.). In addition, a series of CBS support measures and activities after the full-scale school resumption was carried out in February to cater to CBS students' social, emotional and academic adaptation challenges after returning to Hong Kong. Besides, intervention programmes or counselling

services (e.g. individual class workshops, small group activities, personal growth programme S.1 Project One-and-All 2.0) were arranged for students with peer and family problems. Most of the students' interpersonal relationships and skills have improved. It was suggested that more opportunities (e.g. LWL and class activities) could be arranged for students to develop proper peer relationships. Individual care should also be continuously given to students with social and emotional problems.

- The fourth objective was to develop students' ownership of their career and life planning. In junior forms, various activities (e.g. games, workshops, talks, exhibitions, visits, etc.) were arranged to introduce the importance of career and life planning to students. The activities also helped students understand their strengths and connect subject choices in senior forms with their interests and abilities. The students participated actively in the activities and gave positive feedback. They have shown their willingness to plan for their future. In senior forms, a wide range of activities (e.g. visits, talks, workshops, alumni sharing, mock interviews, Mock JUPAS, individual guidance, etc.) were held to equip students with the skills and knowledge to conduct their career and life planning. Information about various paths of further studies, such as tertiary education in Hong Kong, China and overseas, was provided to students. Students have actively engaged in their career and life planning, particularly in deciding their JUPAS choices. Our graduates' withdrawal rate from universities was low. However, the activities were still insufficient for students to explore potential careers, particularly future careers such as STEAM and workplaces in the Greater Bay Area. More activities, such as visits to universities and workplaces, can be arranged. Students with low motivation towards learning can also be encouraged through career and life planning activities.
- The fifth objective was to help students become self-disciplined, law-abiding and responsible citizens. The importance of self-discipline and self-management was highlighted in the formal Life Education curriculum and during school rules' enforcement. Information literacy was also introduced to students through the Monthly Moral Programme, Computer Literacy and Life Education lessons. Students have shown the skills required to identify quality information online and positive attitudes toward using information. The Basic Law and the National Security Law were taught in the lessons of Life & Society and Citizenship & Social Development to help students to be law-abiding citizens. In general, our students are disciplined and law-abiding. Most of the students have shown good self-control and can abide by the school rules. However, some students, particularly S1 CBS, had adaptation problems after the full-scale school resumption, such as failure in submitting homework, improper uniform, conflicts with their classmates and impolite manner because they needed more training in self-discipline and self-management. The students have shown improvement in conduct after being given clear instructions and individual guidance. To help students become decent and self-disciplined, more emphasis should be placed on moral cultivation in the Monthly Moral Programme in the coming school year. More activities should also be arranged for parents to enhance students' holistic development with more effective parental support. For information literacy, students should understand the importance of using information ethically.
- The sixth objective was to boost students' sense of national identity through various activities. All KLAs/subjects have integrated the elements of national security and national education into their curriculum. Departments of Life & Society, Citizenship & Social Development, Chinese History and Chinese Language have put more emphasis on introducing Chinese culture, history and development to students. A wide range of activities such as flag-raising ceremonies, speeches, seminars, interest classes, visits, study tours, games and exhibitions were arranged for students to enrich their understanding of our country's culture, history, achievements and development. Students participated actively in the activities. Their knowledge about our country and their sense of national identity has increased. In the coming school year, each subject will continue refining the learning activities to enrich students' knowledge about our country. Various activities will also be held to enhance students' sense of national identity.

Implementation plan:

Objective 1: To inculcate positive values and attitudes in students through Positive Education and Values Education						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
1.1 To build teachers' professional capacity on Positive Education and Values Education	<ul style="list-style-type: none"> • Arrange staff development activities on the PERMA framework and strength-based approach. • Introduce the thirty priority values and attitudes that students need to develop to teachers in staff meetings. 	<ul style="list-style-type: none"> • At least one staff development activity about Positive Education and Values Education is arranged. • 80% of teachers understand the PERMA framework and strength-based approach. • 80% of teachers understand the priority values and attitudes that students need to develop. 	<ul style="list-style-type: none"> • Feedback from teachers • Surveys 	August – September 2023	Staff Development Unit Values Education Unit	'My Learning Journal'
1.2 To nurture positive values and attitudes in students through the Monthly Moral Programme	<ul style="list-style-type: none"> • Refine the Monthly Moral Programme and put more emphasis on moral cultivation. • Introduce the thirty priority values and attitudes to students through the programme, 'My Learning Journal' and board display. • Require students to set goals, self-reflect and suggest ways to improve themselves. 	<ul style="list-style-type: none"> • 75% of students show the ability in goal setting and reflection work in the 'My Learning Journal.' • 75% of students understand the embedded values and attitudes in the activities of the Monthly Moral Programme. • 75% of students are awarded prizes in the Monthly Moral Programme. 	<ul style="list-style-type: none"> • Perusal of 'My Learning Journal' • Surveys • Feedback from teachers and students • Evaluation of students' performance • Evaluation meeting minutes • Award schemes 	Throughout the year	Working Group of Monthly Moral Programme Values Education Unit	LWLG
1.3 To instill positive values and attitudes in students through the curriculum of Life Education	<ul style="list-style-type: none"> • Improve the curriculum of Life Education with reference to traditional Chinese values, particularly Taoism and Confucianism, and the EDB's Values Education Curriculum Framework. • Put more emphasis on 'moral cultivation.' 	<ul style="list-style-type: none"> • 75% of students understand the positive values and attitudes introduced in Life Education and are willing to apply them to daily life. • 50% of students perform well in the 'Good Behaviour Award Scheme' (學生良好行為獎勵計劃) and are awarded prizes. 	<ul style="list-style-type: none"> • Lesson Observations • Teachers' observations • Feedback from teachers and students • Evaluation of students' performance • Surveys • Award schemes 	Throughout the year	Life Education Department Values Education Unit	LWLG

Objective 2: To cultivate students' positive emotions and attitudes through life-wide learning activities and leadership training						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
2.1 To develop students' positive emotions (e.g. interest, joy, happiness, confidence, sense of accomplishment, etc.) and attitudes (e.g. gratitude, respecting others, caring for others, embracing challenges, striving for excellence, patience, teamwork, etc.) through LWL activities	<ul style="list-style-type: none"> • Provide a wide range of LWL activities to develop students' interests, positive emotions, interpersonal relationships, and sense of accomplishment. • Encourage students to take part in LWL activities to enhance their mental wellness and self-esteem. • Highlight the positive values and attitudes that students can learn through the LWL activities. • Celebrate students' progress and success by different means (e.g. TEAMS, board display, prize-giving ceremonies, prizes designed by students, etc.) • Remind teachers to apply the PERMA framework and strength-based approach in organizing the LWL activities. 	<ul style="list-style-type: none"> • A wide range of LWL activities (e.g. interest classes, ECA organizations, sports training, PE Day, Picnic Day, Music Contest, etc.) are arranged. • 90% of students join at least one club or society. • 50% of junior form students join interest classes and training courses offered by our school. • 75% of students like to participate in the LWL activities. • Students' positive emotions (e.g. interest, joy, happiness, confidence, sense of accomplishment, etc.) and proper interpersonal relationships are shown in the LWL activities. • 75% of students understand the positive values and attitudes (e.g. gratitude, respecting others, caring for others, embracing challenges, striving for excellence, patience, teamwork, etc.) embedded in the activities. • More opportunities are created to celebrate students' progress and success. Students show positive emotions during the celebrations. 	<ul style="list-style-type: none"> • Surveys • Feedback from teachers and students • Teachers' observations • Evaluation of students' performance • Participation records • Reports from ECA organizations • Award schemes 	Throughout the year	LWL Unit ECA Unit ECA organizations	LWLG CEG DLG SASG
2.2 To train more student leaders and enhance their leadership skills	<ul style="list-style-type: none"> • Arrange leadership training workshops and courses for students, particularly in junior forms. • Nurture leadership in students in LWL activities such as PE Day, Music Contest, house activities, ECA organizations and the celebration activities for the 40th Anniversary. • Subsidize students to participate in training courses offered by other organizations. 	<ul style="list-style-type: none"> • More junior form students participate in the leadership training workshops and courses.' • 75% of the student leaders agree that the leadership training workshops and courses can enhance their leadership skills such as team building, problem-solving, planning, management, communication, reflection, etc. • The student leaders show their abilities and positive attitudes in the LWL activities. • 75% of the student leaders reckon that their sense of accomplishment and self-confidence have enhanced. 	<ul style="list-style-type: none"> • Teachers' and coaches' observations • Feedback from teachers and students • Evaluation meeting minutes • Attendance records • Students' reflection / written reports 	Throughout the year	ECA Unit ECA organizations Prefect Team Student Union	LWLG CEG DLG SASG

Objective 3: To foster student engagement in school and community service in order to develop their positive values and attitudes						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
3.1 To encourage S2 students to serve the school and community through a Service Scheme	<ul style="list-style-type: none"> • Provide a wide range of service opportunities to S2 students. • Provide service training to the students. • Set a target for the students to achieve. • Establish a rewards programme to increase student engagement in service. • Highlight the positive values and attitudes (e.g. gratitude, caring for others, empathy, etc.) embedded in the activities. 	<ul style="list-style-type: none"> • A wide range of service opportunities are arranged for S2 students to participate. • At least one training activity is arranged for S2 students. • 80% of S2 students have a minimum service time of 8 hours. • There is an increase in the number of students who are awarded prizes in the Service Award Scheme. • 75% of students understand the positive values and attitudes (e.g. gratitude, caring for others, empathy, etc.) embedded in the activities. 	<ul style="list-style-type: none"> • Surveys • Feedback from teachers and students • Teachers' observations • Evaluation of students' performance • Participation records • Reports from ECA organizations • Award schemes 	Throughout the year	ECA Unit ECA organizations S2 form-teachers	LWLG CEG DLG SASG

<p>3.2 To create more opportunities for students to serve in school and the community</p>	<ul style="list-style-type: none"> • Arrange a wide range of service opportunities in ECA organizations, school activities and special programmes. • Organize volunteer programmes to develop students' spirit of service, such as S.3 'Plan-Serve-Reflect' Volunteer Programme. • Implement a community service programme for all S.4 students in the LWL lessons to engage them in serving our neighbourhood. • Organize some experiential activities on positive psychology, S-TEAM Leader Training Programme (Social Service Teams & CYC) and Student Mentorship Scheme in order to sharpen student leaders' organizational skills and boost their confidence in organizing activities. • Encourage students' whole-person development with positive values and attitudes through active social engagement, such as 'Project One-and-All.' • Subsidize service activities with the Life-wide Learning Grant. 	<ul style="list-style-type: none"> • A wide range of service opportunities are arranged for students to participate. • 75% of students show their abilities and positive attitudes in the service activities such as caring for others, empathy, respect, gratitude, etc.) • 80% of students agree that they are willing to serve others. 	<ul style="list-style-type: none"> • Teachers' observations • Feedback from teachers and students • Evaluation meeting minutes • Attendance records • Students' reflections • Surveys 	<p>Throughout the year</p>	<p>ECA Unit LWL Unit Counselling Unit Form-teachers</p>	<p>LWLG CEG SASG</p>
<p>3.3. To develop students' spirit of service through the curriculum of Life Education</p>	<ul style="list-style-type: none"> • Improve the curriculum of Life Education and add a topic about service in S2. • Work with the Counselling Unit to instill the spirit of service in students. • Implement a self-directed learning project about service. • Give awards to students with a good spirit of service. 	<ul style="list-style-type: none"> • A set of learning materials is compiled for students to learn the positive values and attitudes about service. • 75% of students understand the positive values and attitudes (e.g. gratitude, caring for others, empathy, etc.) embedded in the learning activities. • 50% of students perform well in the learning project and are awarded prizes. 	<ul style="list-style-type: none"> • Lesson observations • Teachers' observations • Feedback from teachers and students • Evaluation of students' performance • Surveys • Award schemes 	<p>Throughout the year</p>	<p>Life Education Department Values Education Unit</p>	<p>LWLG</p>

Objective 4: To enhance students' resilience and improve their mental health						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
4.1 To enhance students' resilience and improve their mental health through various activities	<ul style="list-style-type: none"> Identify students with low resilience and poor stress management skills through surveys, observations, and case referrals from class teachers. Adopt remedial and developmental measures for the students (e.g. S.1 Project Care) to enhance their resilience in overcoming challenges. Arrange life education activities to help students develop correct attitudes towards life. Upgrade form coordinators' professional capacity to offer effective support measures to students with emotional needs through staff development. 	<ul style="list-style-type: none"> 75% of the target students have shown improvement in resilience and stress management skills. 75% of the participants agree that the activities are useful for them to understand problem-solving and stress management skills. 75% of students show their understanding of the correct attitudes towards life in the activities. 80% of the form coordinators agree that their counselling skills have improved. 	<ul style="list-style-type: none"> Surveys Feedback from teachers and students Teachers' observations Participation records Meeting minutes 	Throughout the year	Counselling Unit Social workers	LWLG External organizations
4.2 To put more emphasis on positive attitudes towards 'life' and 'self-image' in the curriculum of Life Education	<ul style="list-style-type: none"> Review Life Education to put more emphasis on positive attitudes towards 'life' and 'self-image.' Prepare learning materials about 'life' to instill positive values and attitudes (e.g. appreciation for blessings, life-loving, optimism, etc.) in students. Improve the learning materials about self-image to help students build a positive 'self-image.' 	<ul style="list-style-type: none"> A set of learning materials is compiled for students to learn the positive values and attitudes about 'life'. 75% of students understand the positive values and attitudes (e.g. appreciation for blessings, life-loving, optimism, etc..) embedded in the learning activities. 75% of students show active participation in the learning activities. 	<ul style="list-style-type: none"> Teachers' observations Feedback from teachers and students Evaluation of students' performance Lesson observations Surveys 	Throughout the year	Life Education Department Values Education Unit	LWLG
4.3. To build students' confidence and self-esteem	<ul style="list-style-type: none"> Create more opportunities for students to develop their sense of accomplishment in the classroom and LWL activities. Encourage teachers to praise students for their strengths. Appreciate students' efforts and focus on their progress in the learning process. Celebrate students' achievements more frequently. 	<ul style="list-style-type: none"> 75% of students state that teachers often encourage them in class. 75% of teachers agree that they can praise students for their strengths. 75% of students agree that they are confident, positive, and proud of themselves. 	<ul style="list-style-type: none"> Teachers' observations Feedback from teachers and students Surveys Award schemes 	Throughout the year	ECA Unit LWL Unit Studies Unit Subject teachers	LWLG

Objective 5: To develop students' ownership of their career and life planning						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
5.1 To help students in junior forms recognize their strengths and develop a positive attitude toward career exploration	<ul style="list-style-type: none"> • Introduce the importance of setting goals, taking action, and doing reflection in career and life planning to students. • Help students develop an accurate account of their own personality traits and understand their influence on personal development. • Help S3 students to connect subject choices in senior forms with personal interests, abilities, and career dreams. • Arrange activities for students with low motivation towards learning to help them realize their career dreams. 	<ul style="list-style-type: none"> • At least one activity is arranged for each junior form to help students recognize their strengths and the importance of career and life planning. • 70% of students agree that the activities are useful in helping them understand their strengths and personality traits that are important in their career and life planning. • 70% of students can set goals and take action to equip themselves for a better future. • 80% of S3 students can connect subject choices in senior forms with personal interests and abilities. • At least one activity is organized for students with low motivation towards learning, and active participation is observed. 	<ul style="list-style-type: none"> • Surveys • Feedback from teachers and students • Teachers' observations • Participation records 	Throughout the year	Careers Unit Academic Support Unit	LWLG External organizations
5.2 To help students in senior forms achieve their career aspirations	<ul style="list-style-type: none"> • Introduce different stages in life and the factors affecting one's planning to students. • Equip students with the knowledge and skills to do their career and life planning. • Encourage students to set goals and take action to equip themselves for a better future. • Provide students with information about various paths of further studies, such as tertiary education in Hong Kong, China and overseas. • Give individual counselling to S5 and S6 students on their JUPAS choices with reference to their career plans. • Arrange more activities to help students learn about future careers, such as STEAM and workplaces in the Greater Bay Area. 	<ul style="list-style-type: none"> • At least one activity is arranged for each senior form to help students plan their careers and life. • 75% of students agree that the activities are useful for them to learn the knowledge and skills in career and life planning. • 75% of students can set goals and take action to equip themselves for a better future. • 80% of S6 students can connect JUPAS choices with personal interests and abilities. • At least three activities were organized for students to learn about future careers, such as STEAM and workplaces in the Greater Bay Area. Active participation is also observed. 	<ul style="list-style-type: none"> • Surveys • Feedback from teachers and students • Teachers' observations • Participation records 	Throughout the year	Careers Unit LWL Unit Alumni Association	LWLG External organizations

Objective 6: To help students become self-disciplined, law-abiding and responsible citizens						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
6.1 To help students develop self-discipline	<ul style="list-style-type: none"> • Help students understand the importance of self-discipline and moral cultivation in Life Education lessons. • Introduce the school rules and the importance of self-discipline in school assemblies arranged by the Discipline Unit. • Enforce the school rules in a whole school approach and strengthen the role of form coordinators, class teachers and prefects in keeping student discipline. • Remind teachers to be good role models for students. • Establish closer links with parents to enhance students' holistic development with more effective parental support 	<ul style="list-style-type: none"> • 80% of students demonstrate that they understand the importance of self-discipline and enforcement of school rules. • 80% of students can abide by school rules. • 80% of students attain Grade B or above in conduct. They are well-mannered and disciplined. • More students are awarded prizes in conduct award schemes. • At least 2 workshops are held for parents, and more communication with parents is observed. 	<ul style="list-style-type: none"> • Surveys • Feedback from parents, teachers, and students • Teachers' observations • Meeting minutes • Award schemes 	Throughout the year	Discipline Unit Life Education Department Values Education Unit PTA Unit	/
6.2 To promote information literacy to cultivate students' positive attitudes towards the use of information	<ul style="list-style-type: none"> • Arrange learning activities in the Monthly Moral Programme, Life Education and Computer curriculums. • Help students develop the skills required for identifying quality information online. • Teach students to use information ethically and refrain from immoral practices such as giving insolent remarks, cyberbullying and infringing on intellectual property rights. • Highlight the positive values and attitudes such as 'Integrity,' 'Respect for others,' 'Wisdom,' 'Responsibility,' and 'Law abidingness.' 	<ul style="list-style-type: none"> • A wide range of learning activities (e.g. reading tasks, talks, workshops, projects, etc.) are held. • 75% of students show an understanding of the skills needed for identifying quality information online. • 75% of students agree that they can learn how to use information ethically and behave properly from the activities. • 75% of students can identify the positive values and attitudes embedded in the activities. 	<ul style="list-style-type: none"> • Teachers' observations • Feedback from teachers and students • Evaluation of students' performance • Lesson observations • Surveys 	Throughout the year	Values Education Unit IT Unit Life Education Department Computer Department	QEF

6.3. To help students gain a correct understanding of the Basic Law and National Security Law in order to nurture them to be good law-abiding citizens	<ul style="list-style-type: none"> Organize learning activities for students to understand the Basic Law and National Security Law in the curriculums of Life & Society and Citizenship and Social Development. 	<ul style="list-style-type: none"> 80% of students show an understanding of the Basic Law and National Security Law in the learning activities. 80% of students agree that they are decent and law-abiding. 	<ul style="list-style-type: none"> Teachers' observations Feedback from teachers and students Evaluation of students' performance Lesson observations Surveys 	Throughout the year	Life & Society Department Citizenship and Social Development Department Civic & National Education Unit	
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Objective 7: To boost students' sense of national identity through National Education						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
7.1 To revise the curriculums of all subjects in order to promote national security education and national education	<ul style="list-style-type: none"> Integrate the elements of national security and national education into the curriculums of all subjects. Put more emphasis on introducing the culture, history and development of our country to students. 	<ul style="list-style-type: none"> All KLAs/subjects have integrated the elements of national security and national education into their curriculum. Departments of Life and Society, Citizenship and Social Development, Chinese History and Chinese Language have put more emphasis on introducing Chinese culture, history and development to students. 80% of students show more understanding of the national security, culture, history and development of our country. 	<ul style="list-style-type: none"> Surveys Feedback from teachers and students Teachers' observations Evaluation of students' performance Lesson observations 	Throughout the year	Civic & National Education Unit Studies Unit Subject departments	/
7.2 To enrich students' understanding of the traditional culture and development of our country and enhance their sense of national identity	<ul style="list-style-type: none"> Arrange activities (e.g. flag-raising ceremonies, exhibitions, talks, visits, study tours, etc.) to promote National Education. Encourage students to participate in Civic & National Education activities to help them understand local and mainland developments and enhance their sense of national identity. 	<ul style="list-style-type: none"> A wide range of activities are arranged for students to participate in, and active participation is observed. 80% of students show more understanding of our country's culture, history and development. Students' sense of national identity is enhanced. 	<ul style="list-style-type: none"> Teachers' observations Feedback from teachers and students Evaluation of students' performance Surveys 	Throughout the year	Civic & National Education Unit Subject departments LWL Unit	LWLG

3.2 Major Concern 2 : Effective Learning Programme

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

- The School Annual Plan 2022-2023 emphasizes upgrading students' learning abilities and catering for their learning needs.
- The first objective was to enhance students' learning abilities by refining the curriculum. Most subjects have improved the teaching syllabi and materials with reference to students' needs and the requirements of the EDB, HKDSE and university admission. Most teachers stated that the improvements were effective in helping students upgrade their learning abilities. However, they also pointed out that students still had room to enhance their thinking skills and language proficiency. Besides, cross-curricular collaborations were promoted. RaC activities were organized for students to connect their knowledge and skills developed in different KLAs or subjects. Students performed quite well in the activities. It was suggested that the school should continue to promote cross-subject / KLA collaborations, such as RaC, project-based learning and LWL activities to develop students' thinking skills. To utilize the released lesson time after optimizing the four senior secondary core subjects, 2 periods per cycle were allocated in the S4 timetable to arrange life-wide learning activities. The activities covered the five essential learning experiences: Values Education, Intellectual Education, Community Service, Physical and Aesthetic Development, and Career-related Experiences. The students participated actively in the activities. Their knowledge and experiences were enriched. To balance students' learning experiences, more lesson time will be allocated for Values Education (e.g. anti-drug education) in the coming school year. Another emphasis last year was to promote STEM education. Various STEM education activities (e.g. project-based learning, workshops, visits, etc.) were organized for students. The plan of integrating STEM with Computer Literacy in the junior form curriculum was formulated. The plan included lesson time (3 lessons per cycle in S1 and S2), the teaching syllabus (focusing on coding and programming), cross-subject collaboration (e.g. collaboration with Integrated Science) and personnel (e.g. recruitment of additional IT teachers). In the coming school year, the integrated subject will be called 'ICT & STEM'. The curriculum will continue to be refined. Moreover, cross-curricular activities for promoting STEAM education will also be arranged.
- The second objective was to cater for learner diversity by adopting effective teaching and assessment strategies. Peer observations, sharing, collaborations, and staff development activities on effective teaching and assessment strategies were arranged to build teachers' professional capacity. Nearly 100 lessons were observed in the school year. In the lessons, good teaching practices were identified. They included attractive lead-in activities, good use of diverse learning materials, effective use of IT equipment, active peer/group discussion, prompt and positive feedback, good questioning techniques, and adopting self-directed learning strategies. The lessons were interactive, and the students' performance was good. However, it was suggested that peer observation could be more focused and refer to our major concerns. In order to improve students' independent learning skills, self-directed learning activities (e.g. flipped classroom, reading and self-assessment) should be further promoted. Teachers should also encourage students to set goals and do self-reflection. They should put more effort into developing students' independent learning skills, such as taking notes, making summaries and e-learning. Teachers should encourage and praise students for their strengths to build students' confidence in learning. More opportunities should be created to celebrate students' progress and success. To enhance students' proficiency in English, EMI teachers have adopted various strategies such as implementing a split class scheme for S1 and S2 students, improving the teaching materials and strategies, arranging LaC and RaC projects, creating more opportunities for students to use English, building an English-rich environment, etc. To further increase students' confidence in using English, more opportunities and encouragement should be given to students to use English and stretch their potential to the full.
- The third objective was to provide more learning support for students and help them achieve their full academic potential. Various learning support and remedial measures were implemented to help less able students to improve their learning abilities and attitude. The measures included enrichment courses of core subjects,

tutorial groups and intervention programmes. In general, the students' performance was satisfactory. But there is still room for improving the measures, such as planning more appropriate teaching syllabi and monitoring tutors' teaching quality. More experienced tutors should be employed, or more instructions should be given to the tutors. The intervention programme should be refined to foster the less able students' learning attitudes and build their confidence in learning. More encouragement should also be given to the students. To help SEN students learn better, special arrangements and individual care were provided. There were various activities such as individual guidance and tutoring, adaptation and intervention measures on teaching and assessment, school-based speech therapy services, and training groups in the areas of social skills, executive functions, personal growth and career planning. The SEN students have shown improvement in their learning strategies and coping skills. However, more support should be given to students with mental illness and emotional problems as the number of cases has increased. More teachers should be encouraged to take the SEN courses to meet the target set by the EDB. Elite English Language, Chinese Language, Mathematics and Japanese classes were conducted to stretch students' potential to the fullest. Students were also encouraged to participate in gifted courses organized by outside bodies such as HKAGE, HKFYG, CTY and universities. A wide range of LWL activities such as interest classes, sports teams, leadership training and ECAs were arranged to develop students' interest and extend their potential. The students performed quite well and were willing to strive for excellence. They also participated in competitions and were awarded prizes in sports, music, arts, drama, Chinese calligraphy, penmanship, IT, STEM, science, mathematics, debate, public speaking, writing, etc. It was suggested that more opportunities should be created to celebrate students' success and for students to share their learning experiences.

Implementation plan:

Objective 1: To enhance students' learning abilities by improving the curriculum and promoting cross-curricular collaboration						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
1.1 To enhance students' learning abilities by bettering the curriculum	<ul style="list-style-type: none"> Refer to the changing requirements of the EDB, public examination and university admission to fine-tune the curriculum. Put more emphasis on catering to students' needs. Revise the teaching syllabi and learning materials to enhance students' thinking skills, such as application, problem-solving and analytical skills. 	<ul style="list-style-type: none"> Subject departments revise the curriculums with reference to students' needs and the changing requirements of the EDB, public examination and university admission. 75% of teachers admit that the teaching syllabi and/or learning materials have been modified to address students' learning needs and upgrade their thinking skills. 75% of students have shown improvement in thinking skills. 	<ul style="list-style-type: none"> Meeting minutes Scheme of work Feedback from teachers and students Lesson observations Evaluation of students' performance Surveys 	Throughout the year	Studies Unit Subject departments	Curriculum guides Reference materials

<p>1.2 To utilize the released lesson time after optimizing the four senior secondary core subjects to help students learn better</p>	<ul style="list-style-type: none"> Review the learning activities in the S4 LWL lessons for students to extend their five essential experiences, namely Values Education, Intellectual Development, Community Service, Physical and Aesthetic Development, and Career-related Experiences. Allocate more lesson time for students to have a more in-depth study of the elective subjects. 	<ul style="list-style-type: none"> 2 periods are allocated in the S4 timetable to arrange LWL activities. The LWL activities cover the five essential learning experiences. More lesson time is allocated for the elements of Values Education, such as Life Education and Health Education. An additional period is given for the elective subjects in S5 and S6. 75% of teachers agree they can arrange more learning activities to enhance students' abilities. 75% of students reckon that the activities are useful to broaden their knowledge and enhance their skills. 	<ul style="list-style-type: none"> Feedback from teachers and students Lesson observations Evaluation of students' performance Surveys 	<p>Throughout the year</p>	<p>LWL Unit Studies Unit Counselling Unit Visual Arts Department Music Department Careers Unit Values Education Unit</p>	<p>LWLG</p>
<p>1.3 To enrich students' knowledge and upgrade their application skills through cross-curricular learning activities</p>	<ul style="list-style-type: none"> Promote Reading Across Curriculum (RaC). Encourage cross-subject/KLA collaborations, such as project-based learning and LWL activities. 	<ul style="list-style-type: none"> At least one RaC activity is arranged in each subject. More cross-subject/KLA collaborations are recorded. 75% of students agree that the activities can broaden their knowledge base and enhance their application skills. 75% of students show they can connect their knowledge and skills developed in different KLAs or subjects. 	<ul style="list-style-type: none"> Feedback from teachers and students Evaluation of students' performance Surveys 	<p>Throughout the year</p>	<p>Studies Unit Reading Unit Subject departments LWL Unit Project-based Learning Unit</p>	<p>LWLG</p>

<p>1.4 To develop students' STEM skills and promote STEAM Education</p>	<ul style="list-style-type: none"> • Integrate Computer Literacy in S1 and S2 with STEM Education. The subject is renamed as 'ICT & STEM'. There are 3 periods per cycle. • Set the curriculum of 'ICT & STEM' with learning objectives, teaching content, learning materials and assessment strategies. • Allocate more resources to promote STEAM education. • Promote cross-subject/KLA collaborations (e.g. project-based learning and LWL activities) in STEAM education. 	<ul style="list-style-type: none"> • As shown by lesson observations, assignments, and exam results, 75% of S1 and S2 students' STEM knowledge, problem-solving, and application skills are strengthened. • At least one project-based learning activity is conducted in junior forms. 80% of students' performance is satisfactory. 30% of students demonstrate outstanding knowledge and skills and are awarded prizes. • At least one cross-subject STEAM activity is arranged to develop students' creativity and thinking skills. • 75% of students state that the activities are interesting and help them understand STEM skills. 	<ul style="list-style-type: none"> • Meeting minutes • Scheme of Work • Feedback from teachers and students • Lesson observations • Evaluation of students' performance • Surveys • Award schemes 	<p>Throughout the year</p>	<p>STEM Unit Computer Department Science Department Studies Unit Visual Arts Department Music Department LWL Unit</p>	<p>LWLG IT / E-learning grants</p>
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Objective 2: To cater for learner diversity through effective teaching and assessment strategies						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
2.1 To engage student learning and cater for learner diversity by adopting effective teaching strategies	<ul style="list-style-type: none"> • Share effective teaching and assessment strategies in staff development activities. • Encourage peer observation, sharing and collaboration in subject departments. • Improve the mentoring programme for new teachers. • Promote self-directed learning activities (e.g. flipped classroom) to encourage students to learn actively. • Emphasize catering for learner diversity in classroom teaching. 	<ul style="list-style-type: none"> • Effective teaching and assessment strategies are shared in staff development activities and subject panel meetings. 75% of teachers consider using the strategy. • Lessons are observed for at least 50% of teachers. Appropriate teaching strategies for catering for learner diversity and active student engagement are observed. • At least 1 flipped classroom activity or pre-lesson activity is conducted in each subject. The activity can help students enhance their generic skills (e.g. communication, problem-solving, application, critical thinking skills) in class. • 75% of the new teachers agree that they understand the school's expectations. They also receive help from their mentors and buddies whenever necessary. 	<ul style="list-style-type: none"> • Lesson observations • Feedback from teachers and students • Meeting minutes • Evaluation of students' performance • Surveys 	Throughout the year	Staff Development Unit Studies Unit Subject departments	Reference materials
2.2 To strengthen the implementation of the assessment for learning	<ul style="list-style-type: none"> • Refine the assessment strategies to cater for students' diverse learning needs. For example, the ratios for questions of different difficulty levels in the assessment papers are discussed. There is more flexibility for students to choose the topics and modes of assessment. • Promote students' self-reflection. • Praise students for their strengths and celebrate their progress to increase their confidence in learning. 	<ul style="list-style-type: none"> • Each subject department has refined assessment strategies to cater for students' diverse learning needs. • 75% of subject departments have prepared students' self-evaluation and/or peer evaluation forms. • 75% of students do self-reflection after the assessment. • 75% of students agree that teachers often encourage and praise them for their strengths. 	<ul style="list-style-type: none"> • Feedback from teachers and students • Teachers' observations • Analysis of test/exam results • Evaluation of students' performance • Self-evaluation records • Meeting minutes • Surveys 	Throughout the year	Studies Unit Exam Unit Subject departments	Reference materials

Objective 3: To improve student's learning skills and attitude						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
3.1 To foster students' independent learning skills	<ul style="list-style-type: none"> Encourage students to set goals in learning. Help students develop independent learning skills such as taking notes, making summaries, and drawing concept maps. Advocate for self-directed learning such as reading, project-based learning and self-assessment. Encourage students to do leisure reading through activities organized by subject departments, Reading Units and School Library. Promote students' self-reflection. Arrange e-learning activities to increase student engagement. 	<ul style="list-style-type: none"> 75% of students admit that they set goals in learning. In 75% of lessons observed, students show independent learning skills, such as note-taking and reading. 75% of students agree that their independent learning skills and attitudes have improved. Each subject arranges an appropriate number of independent and e-learning activities (e.g. reading, project-based learning, self-directed learning, online discussion, online assessment, etc.) for students to enhance their learning abilities. 75% of students agree that they like leisure reading. 75% of students agree that they often do self-reflection. 	<ul style="list-style-type: none"> Teachers' observations Feedback from teachers and students Evaluation of students' performance Lesson observations Self-evaluation records Meeting minutes Surveys 	Throughout the year	Studies Unit Subject departments E-learning Unit School Library Reading Unit Project-based Learning Unit	Reference materials E-learning resources
3.2 To enhance students' proficiency in English	<ul style="list-style-type: none"> Refine the split class scheme to enhance S1 and S2 students' proficiency in English. Improve teaching strategies through collaboration, sharing and peer observation. Conduct scheduled meetings each cycle for English teachers to collaborate in lesson planning. Arrange a wide range of EMI activities for students to use English and stretch their potential to the fullest. Organize programmes of "Language Across the Curriculum" (LaC) for students to apply their skills across EMI subjects. Give more language support to less able students in EMI subjects. Promote reading to arouse students' interest in learning English. 	<ul style="list-style-type: none"> The split class scheme is refined to consolidate S1 and S2 students' abilities and give them more opportunities to use English. In 75% of the lessons observed, good teaching practices and active classroom interactions are identified. Active student engagement and good use of English are observed in EMI activities. At least two LaC programmes are organized. 75% of students can connect knowledge and skills across different subjects. EMI subjects reported more language support to less able students. More leisure or fun reading activities are arranged to arouse students' interest in learning English. 80% of students meet the satisfactory standards in English. 	<ul style="list-style-type: none"> Teachers' observations Feedback from teachers and students Evaluation of students' performance Lesson observations Meeting minutes Surveys 	Throughout the year	English Department EMI subject departments EMI Unit Studies Unit Reading Unit	LWLG DLG

Objective 4: To cater for diverse learning needs by implementing measures at the school level						
Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Time Scale	Responsible People	Resources Required
4.1 To upgrade less able students' academic performance and build their confidence in learning	<ul style="list-style-type: none"> • Offer more learning support for less able students, such as enrichment classes, tutorial groups, study groups, and individual guidance. • Put more emphasis on keeping the discipline of Saturday classes and monitoring the teaching quality of the tutors. • Refine the intervention programme to improve students' learning attitudes and confidence. • Conduct award schemes to encourage students to learn better. • Praise students for their strengths and celebrate their progress to increase their confidence in learning. 	<ul style="list-style-type: none"> • Sufficient learning support is provided to less able students. 80% of the attendance rate is recorded. • The tutors and teachers concerned communicate at least once per month to discuss the student's needs and progress. • At least 3 activities are arranged in the intervention programme to motivate the participants to learn and upgrade their study skills. • 75% of the participants agree that the remedial measures help enhance their learning abilities. • 75% of the participants attained a pass in the Annual Results. • 75% of the participants show an increase in confidence in learning. 	<ul style="list-style-type: none"> • Attendance records • Feedback from teachers and students • Teachers' observations • Analysis of exam results • Lesson observations • Reports from units and subject departments • Surveys 	Throughout the year	Academic Support Unit Subject departments Counselling Unit Discipline Unit Studies Unit Social workers	LWLG CEG

<p>4.2 To help SEN students learn better through special arrangements and individual care</p>	<ul style="list-style-type: none"> • Offer adaptation and intervention measures on teaching and assessment. • Organize after-school support measures and activities such as individual guidance, group tutoring, training sessions in social skills, executive functions, speech therapy and career planning programmes. • Invite ASD students to join the strength-based courses held by the EDB. • Collaborate with educational psychologists and Chinese teachers to enhance SEN students' reading and writing skills. • Conduct the Individualized Education Plan (IEP). • Deploy more resources to address the needs of students with mental illness and/or emotional problems and to increase students' resilience. • Encourage teachers to attend the SEN courses held by the EDB to enhance their awareness and knowledge about special educational needs. 	<ul style="list-style-type: none"> • 75% of the target students admit that the support measures are useful in improving their learning skills. • 75% of the target students show progress in academic performance. • 75% of students with mental illness and/or emotional problems agree that the activities or measures help them overcome problems. • 50% of teachers have attended the basic, advanced or thematic courses offered by the EDB, helping them assist SEN students in a more systematic and timely manner. • At least one school-based staff development activity is arranged to enrich teachers' knowledge and skills about SEN. 75% of teachers agree that the activity is useful. 	<ul style="list-style-type: none"> • Attendance records • Feedback from teachers, students, parents and therapists • Teachers' observations • Analysis of exam results • Reports and observations from the SENCO • Meeting minutes • Surveys 	<p>Throughout the year</p>	<p>Subject departments</p> <p>Exam Unit</p> <p>Counselling Unit</p> <p>SENCO</p> <p>Social workers</p>	<p>LSG</p>
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<p>4.3 To stretch students' potential to the full</p>	<ul style="list-style-type: none"> • Conduct elite courses to stretch students' potential. • Encourage students to participate in gifted courses organized by universities and other organizations. • Arrange a wide range of LWL activities for students to develop their talents. • Encourage students to participate in competitions. • Celebrate students' success by different means. 	<ul style="list-style-type: none"> • Different types of elite courses are arranged for students to stretch their potential to the full. The attendance rate is high (>80%). • 75% of students agree that the courses can help them improve learning abilities such as creativity, critical thinking and communication skills. • 75% of students participating in the gifted courses organized by universities and other organizations state that the courses are useful. They are willing to share their learning experiences with their fellows. • A wide range of LWL activities are arranged to develop students' talents. 75% of the students enjoy the activities. • Students actively participate in external competitions, and their performance is good. • More opportunities are created to celebrate students' success. 	<ul style="list-style-type: none"> • Attendance records • Feedback from teachers and students • Teachers' observations • Evaluation of students' performance • Reports from units and subject departments • Prize lists 	<p>Throughout the year</p>	<p>Gifted Student Development Unit</p> <p>Subject departments</p> <p>Studies Unit</p> <p>LWL Unit</p> <p>ECA Unit</p>	<p>LWLG</p> <p>DLG</p>
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(4) Principal's Continuous Professional Development Plan

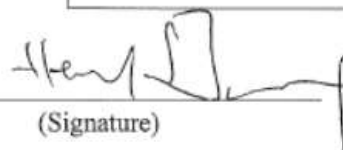
CPD Plan of the Principal for the School Year 2023-2024

Name of School: H.K.T.A. Tang Hin Memorial Secondary School

Name of Principal: Mr. Wong Shun Tak

Major Educational Issue(s) in HK	Major Concern(s) in School	Core Areas of Leadership	Content of Learning			CPD Hours Planned	
			Skills	Knowledge	Value	Structured Learning	Service to Education and the Community
1. Focus on 7 learning Goals 2. Values Education 3. National Education and National Security Education 4. Quality of Teaching and Learning 5. Changes in Senior Secondary School Policy Implementation. 6. Medium of Instruction. 7. Quality Assurance. 8. Changes in University Admission Policy. 9. Change of Student Population 10. Self-directed learning	1. Effective Learning 2. Personal Growth Programme	Strategic Direction and Policy Environment	✓	✓	✓	60	10
		Learning, Teaching and Curriculum	✓	✓	✓	40	20
		Teacher Professional Growth and Development	✓	✓	✓	50	10
		Staff and Resources Management	✓	✓		30	20
		Quality Assurance and Accountability	✓		✓	30	20
		External Communication and Connection to the Outside World.	✓		✓	30	20
No. of CPD Hours						240	100
Total No. of CPD Hours:							340

Endorsed by: Mr. Tong Sau Chai Henry
Name of School Supervisor


(Signature)

Date: 28/9/2023

Hong Kong Taoist Association Tang Hin Memorial Secondary School

Annual Programme Proposal for DLG - Other Programmes: Gifted Education for the 2023/24 school year

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Chinese Language	Chinese Literature and Music Appreciation - 「情動於中而形於言」	<ul style="list-style-type: none"> ● To use music as an auditory stimulus to the students while they are reading ● To arouse the students' interest in reading and writing ● To enhance students' understanding of different pieces of Chinese literature 	<ul style="list-style-type: none"> ● 15 S4 students ● nominated by teachers of Chinese Language based on <ul style="list-style-type: none"> ➢ their performance in the Chinese exams at school ➢ their performance in Chinese lessons ➢ their interest in learning Chinese Language 	Total: 12.5 hours starting from September A sharing session will be arranged for all S4 students.	<ul style="list-style-type: none"> ● Various activities such as music listening, reading, sharing and discussions of different lyrics and pieces of Chinese literature will be held to arouse the students' interest in reading and enhance their appreciation of at least 15 pieces of Chinese literature. ● Students also show their creativity in writing. ● Students are able to share their learning experience with their schoolmates in the talk. 	Tsang WK Yeung ST	Tutor fee: HKD10,000.00
Chinese Literature	Flash Fiction Writing Course - 「微型小說創作班」	<ul style="list-style-type: none"> ● To help students understand flash fiction writing techniques such as "mutation" and "repetition" ● To arouse the students' interest in flash fiction writing 	<ul style="list-style-type: none"> ● 17 S4 and S5 students ● nominated by teachers of Chinese Literature based on <ul style="list-style-type: none"> ➢ their performance in the Chinese Literature exams at school ➢ their performance in Chinese Literature lessons ➢ their interest in learning Chinese Literature 	6 lessons (1.5 hours per lesson) from November to February	<ul style="list-style-type: none"> ● Students understand the basic skills of flash fiction writing skills. ● Students should complete one assignment and do one flash fiction writing. 	Lam LY Tsang WK	Tutor fee: HKD10,800.00

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Mathematics	Mathematics - Elite Course	<ul style="list-style-type: none"> ● To provide students with opportunities to use mathematics to formulate and solve problems in daily life and mathematical contexts ● To enhance students' ability to communicate with others and express their views clearly and logically in mathematical language ● To encourage students to participate in mathematics competitions 	<ul style="list-style-type: none"> ● 20 S.4 students and 20 S.5 students ● nominated by teachers of Mathematics based on <ul style="list-style-type: none"> ➤ their performance in mathematics lessons ➤ their performance in the mathematics exams at school ➤ their enthusiasm in participating in mathematics activities 	<p>S.4 – 18 lessons starting from November (11:00-13:00 on Saturday).</p> <p>S.5 - 17 lessons starting from September (14:15-16:15 on Saturday).</p>	<ul style="list-style-type: none"> ● One assignment in each lesson. ● Participation in mathematics competitions ● Promotion of the enjoyment in learning mathematics in school by the target students 	Cheung WC Chan CW	Tutor fee: HKD17,500.00

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Gifted Courses	Courses offered by tertiary education institutions and other organizations	<ul style="list-style-type: none"> ● To offer learning opportunities to students to broaden their horizons ● To explore various subject areas offered in tertiary institutions and other organizations such as HKFYG 	<ul style="list-style-type: none"> ● 25 S.4 or S.5 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➢ their academic performance ➢ their performance in interviews ➢ recommendations from teachers 	Saturdays or summer vacation	<ul style="list-style-type: none"> ● Positive student feedback ● Student improvement in thinking and knowledge ● Sharing of learning experience with schoolmates 	Lui KL Cheung YK	Course fees: HKD50,000.00
Cross-KLA	Tutorials for the sports elites	<ul style="list-style-type: none"> ● To tailor-made courses to enhance the learning effectiveness of students in the school team 	<ul style="list-style-type: none"> ● 1 student representing Hong Kong to take part in international sports competition 	1 X 60 hours in 10 months	<ul style="list-style-type: none"> ● One assignment (short essay, extended question, reading or writing) in each lesson 	Lui KL Chan WC Lam KC	HKD12,000.00
All KLAs	External competitions	<ul style="list-style-type: none"> ● To encourage gifted students to participate in external competitions and stretch their potential to the fullest 	<ul style="list-style-type: none"> ● 30 S.4 and S.5 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➢ their academic performance ➢ their performance in interviews ➢ recommendations from teachers 	October - August	<ul style="list-style-type: none"> ● Prizes received by students ● Sharing of learning experience with schoolmates 	Leung KC	HKD10,000.00
Physical Education	Sports Training Courses	<ul style="list-style-type: none"> ● To provide the students with opportunities to learn various sports (e.g. basketball) and stretch their potential to the fullest 	<ul style="list-style-type: none"> ● 20 S4-S6 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➢ their performance in Physical Education ➢ their performance in interviews ➢ recommendations from teachers 	September - August	<ul style="list-style-type: none"> ● Participation in basketball competitions ● Prizes received by students ● Sharing of learning experience with schoolmates 	Leung KC Chan WC Lam KC	HKD48,000.00

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Annual Programme Proposal for DLG - Other Languages for the 2023/24 school year

Domain	Programme	Objectives	Targets (No./ level / selection)	Duration / Start Date	Deliverables	Teacher I/C	Budget
Other Languages	Japanese Language	<ul style="list-style-type: none"> ● To enhance students' competitiveness in the 21st century and increase their chances of receiving tertiary education ● To enrich students' knowledge of Japanese language and culture ● To arouse students' interest in Japanese language and culture 	<ul style="list-style-type: none"> ● 30 S.4 students, 31 S.5 students and 15 S.6 students ● nominated by teachers based on <ul style="list-style-type: none"> ➢ the average marks in S.3 Annual Results ➢ the interest they expressed in learning Japanese language and culture 	S.4 – 75 lessons starting from September (16:00-18:00 p.m. on Tuesday and Thursday) S.5 (split into 2 groups) – 35 lessons from September (14:00-17:00 p.m. / 13:00-17:00 p.m. on Saturday) S.6 – about 100 hours from September (flexible timetable but mainly on Saturday for oral practice)	<ul style="list-style-type: none"> ● Students take the public examinations recognized by the HKEAA. ● The students promote their enjoyment in learning Japanese language and culture in school through activities such as interaction with Japanese students. 	Mr. Lui KL	Tutor fee : HKD311,850.00 Reference Book: HKD2,000.00 Total: HKD313,850.00

**HONG KONG TAOIST ASSOCIATION TANG HIN MEMORIAL SECONDARY SCHOOL
FINANCIAL ESTIMATE OF DIVERSITY LEARNING GRANT (OTHER PROGRAMMES)**

Income: Salary of Enrichment Classes' Eng Tutors			
		Balance b/d	\$53,649.30
		Grant Received:	\$105,000.00
Expenditure:			
Item	Description	Amount(\$)	Remarks
1.	the salary of a part-time Chinese tutor	10,000.00	Chinese Language - Elite Course
2.	the salary of a part-time Chinese Literature tutor	10,800.00	Chinese Literature - Elite Course
3.	the salary of part-time Mathematics tutors	17,500.00	Mathematics – Elite Course
4.	Gifted course fees	50,000.00	Courses offered by universities and other organizations
5.	Tutorial for the sports elites	12,000.00	Tutorials for the sports elites
6.	Entry fee for external competitions	10,000.00	Entry fee for external competitions
7.	the salary of a part-time coach	48,000.00	Sports – Elite course
		Total	158,300.00
			to be charged to the DLG account
		Balance c/d	349.30

FINANCIAL ESTIMATE OF DIVERSITY LEARNING GRANT (OTHER LANGUAGE)

Income:			
		Balance b/d	\$164,087.44
		Grant Received:	\$326,800.00
Expenditure:			
Item	Description	Amount(\$)	Remarks
1.	the salary of part-time Japanese teachers	311,850.00	
2.	reference books	2,000.00	
		Total:	313,850.00
			to be charged to the DLG account
		Balance c/d	177,037.44

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Plan on the Use of the Life-wide Learning Grant
2023-2024 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
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														
1	Activities about STEM Education (e.g. workshops, visits, competitions, etc.)	October-August	S1-S5	200	\$80,000.00	\$400.00	To support students in STEM-related development	Cross-Disciplinary (STEM)	Observation of the students' performance Feedback from teachers and students	✓				✓	Ho NC
2	Activities for School Prefect Team (e.g. leadership training camp)	October & July	S2-S5	40	\$30,000.00	\$750.00	To improve prefects' leadership skills and to help them build team spirit	Leadership Training	Evaluation meeting of prefects and teachers in charge		✓				Yuen WC
3	Learning activities (e.g. field study camps, visits, etc.)	2/4/2024-3/4/2024	S5	44	\$5,000.00	\$113.64	To enhance students' application skills and field study skills.	Science (Biology)	Observation of students' performance in the tour and project work	✓					Yuen WC
4	Learning activities (e.g. visits, field trips, etc.)	October	S2-S5	30	\$2,000.00	\$66.67	To raise students' awareness about environmental conservation	Environmental Education	Observation of students' performance	✓	✓	✓	✓		Yuen WC
5	Career and life planning activities (e.g. talks, workshops)	September-June	S4	159	\$25,000.00	\$157.23	To help students understand their role in career planning	Life Planning Education and Career Guidance	Observation of the students' performance					✓	Cheung YK
6	Field Study (Economics)	October-December	S4-S5	30	\$4,000.00	\$133.33	To stimulate students' interest in Economics	Economics	Observation of the students' performance	✓					Chan PC
7	Activities (e.g. a farm visit)	October-December	S1-S5	20	\$2,000.00	\$100.00	To help students understand more about vegetation and environmental protection	Cross-Disciplinary (Others)	Observation of the students' performance	✓					Chan PC
8	Visits (e.g. local factories and firms)	June	S4	100	\$6,000.00	\$60.00	To broaden students' horizons	Cross-Disciplinary (Economics, BAFS & Geography)	Observation of the students' performance	✓					Chan PC
9	Field Study (History)	February-July	S4-S5	36	\$3,000.00	\$83.33	To stimulate students' interest in History	History	Observation of the students' performance	✓					Lam WS
10	Field Study (Geography)	September-August	S4-S6	150	\$5,000.00	\$33.33	To provide an inquiry field experience for students who learn geography	Geography	Observation of the students' performance and evaluation of field trip reports	✓					Leung KC
11	Life Wide Learning Activities (e.g. workshops, visits, field trips, etc.)	September-August	S1-S5	796	\$200,000.00	\$251.26	To provide opportunities for learning outside the school setting by activities such as field trips, sports, workshops, visits, etc.	Cross-Disciplinary (Others)	Observation of the students' performance and evaluation of the assignments	✓	✓	✓	✓	✓	Leung KC Kwok FM Cheng WM 1

12	Mathematics competitions	October-August	S1-S6	100	\$20,000.00	\$200.00	To offer chances to students to apply their mathematical skills	Mathematics	Prizes and Certificates delivered by the organisations	✓						Cheung WC
13	Monthly Moral Programme (e.g. talks, board display, games, awards, etc.)	September-June	S1-S6	950	\$30,000.00	\$31.58	To cultivate students' positive values and attitudes	Values Education	Observation of the students' performance		✓					Kwok FM
14	National Flag raising ceremony training course	September-August	S1-S3	26	\$58,500.00	\$2,250.00	To teach students the procedures of conducting national flag raising ceremony, and enhance their sense of national identity	Values Education	Observation of the students' performance		✓					Kwok FM
15	Activities (e.g. visits to local heritage, competition, etc.)	September-August	S1-S6	45	\$20,000.00	\$444.44	To enhance students' knowledge about the history and culture of China and help students cultivate a sense of national identity	Values Education	Observation of the students' performance	✓	✓					Kwok FM
16	Student Mentorship Scheme	September-July	S1, S4-S5	230	\$12,000.00	\$52.17	To provide training for S3-S5 student mentors and arrange meetings for student mentors and S1 students in order to help S1 students adapt to school life and develop positive and caring attitudes among peers	Values Education	Mentors and mentees' feedback; teachers and social workers' observation		✓					Cheung WJ & Lam W
17	Social service (activities, visits and sharing sessions)	September-July	S1-S5	95	\$10,000.00	\$105.26	To provide an opportunity for students to interact with people in need and serve the community	Values Education	Students' feedback and teachers' observation		✓		✓			Cheung WJ & Tse YY & Lee WY
18	An experiential lunch activity between the rich and the poor	November	S4	159	\$20,000.00	\$125.79	To arouse students' awareness of inequality and poverty problems in the world; To share experience and spread the idea of serving others	Values Education	Students' feedback and teachers' observation		✓		✓			Cheung WJ & Wong PL
19	A sharing session by visual-and-hearing impaired guests	November	S4	159	\$8,000.00	\$50.31	To develop students' awareness of inclusive society	Values Education	Students' feedback and teachers' observation		✓					Cheung WJ
20	Learning activities beyond the classroom (e.g. a visit to Xiqu Centre, Tea House Theatre Experience, Hong Kong Museum of Coastal Defence, The Hong Kong Museum of Art, The Hong Kong Heritage Museum /Hong Kong Intangible Cultural Heritage Centre, etc.)	October & December	S1-S4	100	\$8,000.00	\$80.00	To broaden students' horizons and enrich their knowledge of Chinese culture	Cross-Disciplinary (Chinese Language & Chinese History)	Observation of the students' performance	✓	✓	✓				Tsang WK & Yeung ST & Lee WK & Lam WS
21	Learning activities beyond the classroom (e.g. a cultural tour to Yim Tin Tsai, "Excursion with Water Save Dave" Visiting Programme, Lamma Island Fisher's Folk village/ Cheung Chau Cultural Guided Tour/ Duckling cultural and coastal journey, etc.)	October - February	S1-S5	240	\$5,000.00	\$20.83	To allow students to learn the culture and geographical characteristics of local regions	Cross-Disciplinary (Chinese Language, Chinese Literature & Geography)	Observation of the students' performance	✓	✓	✓				Tsang WK & Lam LY & Lam KY
22	Competitions (e.g. the Hong Kong Schools Speech Festival, Putonghua Speech Competition, etc.)	November - February	S1-S5	30	\$5,000.00	\$166.67	To enhance students' skills in verse speaking and public speaking and to provide opportunities for students to learn life philosophy and aesthetics	Chinese Language	Prizes and Certificates delivered by the organisations	✓		✓				Tsang WK & Yeung ST & Yip KF & Ng SL
23	Chinese Creative Writing Course	September-March	S3	15	\$15,000.00	\$1,000.00	To develop students' interest in Chinese Language, and enhance their skills of reading and writing	Chinese Language	Evaluation of the students' performance and the anthology produced by the students	✓	✓	✓				Tsang WK & Yeung ST

24	Chinese Culture and Arts interest class (a) Classical Chinese Poetry Appreciation and Watercolor Painting Workshop 「詩中有畫，畫中有詩」中國古典詩詞欣賞與水彩畫工作坊 (b) Seal Carving Class for Chinese Characters 中華文字篆刻班	September-March	S1-S3	27	\$16,140.00	\$597.78	To enable students to read and comprehend the meaning of classical poems and learn to use watercolor painting to express their feelings To enhance students' appreciation of the beauty of Chinese culture To help students understand the characteristics of ancient Chinese seal scripts and to learn the preliminary techniques of seal carving	Chinese Language	Observation of the students' performance	✓	✓	✓				Tsang WK & Yeung ST
25	Learning activities beyond the classroom such as visits (e.g. the Hong Kong Museum of Art, Lamma Island, Mei Ho House) and field trips (e.g. Wan Chai Literary Walk)	October-May	S1-S5	50	\$2,200.00	\$44.00	To develop students' creativity and upgrade their creative writing skills To enable students to appreciate art in different aspects	Chinese Literature	Observation of the student's performance.	✓	✓	✓				Lam LY
26	Cultural activity: (a) Shaanxi Shadow Puppet Production 中國陝西皮影戲偶製作 (b) Traditional Chinese Handicrafts Incense Sachet Making 中國傳統手工藝香囊製作	October-December	S1-S5	30	\$4,400.00	\$146.67	To broaden students' horizons and enrich their knowledge of Chinese culture	Chinese Literature	Observation of the student's performance and students' handiwork	✓	✓	✓				Lam LY
27	Drama Workshops	November-May	S1-S4	25	\$10,000.00	\$400.00	To boost students' confidence in speaking English, and to teach students some radio drama skills and script writing skills	English Language	Students' response and performance	✓		✓				Ngo KK & Kong SY
28	Drama show staged by professional Actors	November	S4	159	\$15,000.00	\$94.34	To give students more exposure to the authentic use of the English language	English Language	Feedback from students	✓		✓				Ngo KK & Kong SY
29	Competitions (e.g. the Hong Kong Schools Speech Festival)	November-December	S1-S6	70	\$10,850.00	\$155.00	To enhance students' speaking proficiency through participating in the Speech Festival	English Language	Feedback from students and comment from adjudicators	✓		✓				Ngo KK
30	Public speaking training	November-June	S1-5	25	\$15,000.00	\$600.00	To enable students to communicate effectively	English Language	Students' performance in public speaking	✓						Ngo KK
31	English debating training and competitions (Participate in a debating course run by an external organization. Students will be introduced a number of strategies of structuring a debate and speaking persuasively. They will be motivated to speak on various topics.)	November-June	S1-S5	25	\$15,000.00	\$600.00	To enhance students' English proficiency through debate and to improve students' interpersonal skills through teamwork	English Language	Students' performance and self-evaluation	✓	✓					Ngo KK
32	English Drama Performance	March-April	S1-S4	30	\$5,000.00	\$166.67	To give students more exposure to the authentic use of the English language	English Language	Feedback from students	✓						Ngo KK & Kong SY
33	English performance	March-April	S1-S2	335	\$3,000.00	\$8.96	To showcase S1 and S2 students' talent in English through fun performance	English Language	Feedback from students	✓						Ngo KK
34	Concerts	November	S2	165	\$10,000.00	\$60.61	To arouse students' interest in Music and enrich their knowledge in this subject	Arts (Music)	Students' evaluation report			✓				Hui KS

35	Music contests (e.g. Hong Kong Schools Music Festival, Joint Schools Music Competition, A Cappella singing contest, etc.)	February-June	S1-S5	300	\$20,500.00	\$68.33	To provide opportunities for students to develop their talent in Music	Arts (Music)	Students' performance and comments from judges			✓				Hui KS
36	Music classes and activities (e.g. Guzheng Ensemble, Chinese Orchestra Training, Chinese Instrument Training, Violin Training, A Cappella Singing Group, Woodwind Class, Guitar Class, Life Wide Learning Activity: School Visits by Orchestra and workshops, Choir, etc.)	September-August	S1-S6	442	\$225,600.00	\$510.41	To cultivate students' interests and improve their skills	Arts (Music)	Observation of the students' performance			✓				Hui KS
37	Leadership training programmes	September-August	S1-S5	600	\$120,000.00	\$200.00	To provide students opportunities of leadership development and to motivate them to participate as committee members in extra-curricular activities	Leadership Training	Students' performance and feedback, comments from the trainers and teachers		✓	✓				Cheng WM
38	S1 training camp	November	S1	170	\$70,000.00	\$411.76	To raise S1 students' awareness of the importance of self-discipline, respect and collaboration	Values Education	Observation of the students' performance; teachers' and students' feedback		✓					Cheng WM
39	Science project report competition	March-May	S1-S2	335	\$1,500.00	\$4.48	To promote independent learning and to enhance students' presentation skills	Science	Collection of students' reports	✓						Cheng WM
40	Hydroponic activities	November-April	S2	165	\$10,000.00	\$60.61	To cultivate students' interest in modern agricultural technique	Cross-Disciplinary (STEM)	Observation of the teachers and the product grown by students	✓						Cheng WM
41	Service Scheme	September-July	S2	165	\$1,700.00	\$10.30	To encourage students to take part in service learning in school	Values Education	Service hours counted by teachers		✓					Cheng WM
42	Dance training (Chinese Dance Team)	September-August	S1-S5	25	\$99,400.00	\$3,976.00	To improve students' skills and provide opportunities for them to participate in the School Dance Festival	Physical Education	Observation of the students' performance and prizes in competitions			✓				Lam WS
43	A Taste of Japanese Language and Culture	July-August	S3	30	\$15,000.00	\$500.00	To broaden students' horizons and enrich their knowledge about Japanese culture	Other Languages	Observation of the students' performance			✓				Lui KL
44	Gifted Courses (e.g. HKUST Dual Program, Enrichment Programme for Gifted Learners, etc.)	September-August	S1-S5	20	\$50,000.00	\$2,500.00	To provide opportunities for students to attend courses organized by universities and other organizations (e.g. HKUST, HKFYG, etc.) in order to explore different interdisciplinary areas of study and broaden their knowledge	Gifted Education	Students' attendance, performance and reflection	✓						Lui KL
45	Intervention Programme for S1-2 less able students (e.g. seminars, working groups, trips, camps, etc.)	September-August	S1-S2	150	\$75,000.00	\$500.00	To enhance the students' learning skills, and to broaden their horizons	Catering for Learner Diversity	Observation of the students' performance.	✓			✓	✓		Lui KL
46	Sports (e.g. golf and bowling)	November	S5-S6	294	\$17,000.00	\$57.82	To provide learning experience in sports	Physical Education	Observation of the students' performance			✓				Chan WC
47	Sports competitions (e.g. basketball, badminton, rope-skipping, table-tennis, etc.)	September-August	S1-S6	280	\$50,000.00	\$178.57	To encourage students to participate in sports competitions	Physical Education	Observation of the students' performance and the results of the competitions			✓				Chan WC

48	Sports training (e.g. basketball, table tennis, rope-skipping, dodgeball, etc.)	September-August	S1-S6	170	\$340,000.00	\$2,000.00	To cultivate students' interests and improve their skills in sports	Physical Education	Observation of the students' performance				✓			Chan WC
49	Urban Dance Training	September-August	S1-S5	50	\$100,000.00	\$2,000.00	To cultivate students' interest in urban dance and to improve their physical fitness	Physical Education	Observation of the students' performance				✓			Chan WC
50	Physical Education Day	February	S1-S5	796	\$12,000.00	\$15.08	To cultivate students' interests in sports and enhance their team spirit	Physical Education	Observation of the students' performance	✓	✓		✓			Chan WC
51	Physical Fitness - 「我要FIT」	September-June	S1	170	\$3,000.00	\$17.65	To provide health information to students and to encourage them to develop a healthy lifestyle	Cross-Disciplinary (Physical Education & Health Education)	Analysis of the students' BMI data and observation of their performance			✓		✓		Chan WC
52	Visits to exhibitions (e.g. Art Central , Art Basel, Affordable Art Fair, M+, etc.)	September-May	S3-S4	321	\$72,500.00	\$225.86	To broaden students' horizons and enable students to learn from outstanding artists	Visual Arts	Application skills in response to the exhibition	✓				✓		Lee YC
53	Competitions (e.g. Jockey Club Student Drawing Competition in HK Flower Show)	March	S1-S5	12	\$2,000.00	\$166.67	To enrich students' aesthetic development and enhance the awareness of conserving plants and the natural environment	Visual Arts	Students' performance in the contest	✓				✓		Lee YC
54	Chinese debating training and competitions	October-July	S2-S5	10	\$10,000.00	\$1,000.00	To enhance students' debating skills and to improve students' interpersonal skills through teamwork	ECA (Debating Club)	Students' performance and self-evaluation	✓		✓				Yip KF
Sub-total of Item 1.1				9,190	\$1,975,290.00											
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons															
1	Visits to famous places in China	September-August	S1-S5	50	\$75,000.00	\$1,500.00	To deepen students' understanding of Chinese culture and to help students cultivate a sense of national identity	Values Education	Observation of students' performance in the tour and project work	✓	✓					Kwok FM
2	Overseas study tour (UK)	June-July	S3-S5	30	\$60,000.00	\$2,000.00	To broaden students' horizons and enhance their language proficiency	English Language	Observation of students' performance in the tour and project work	✓						Ngo KK
Sub-total of Item 1.2				80	\$135,000.00											
Total for Category 1				9,270	\$2,110,290.00											

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

No.	Item	Purpose	Estimated Expenses (\$)
1	Materials for school team competitions/ training / interest classes	To facilitate sports training and competitions	\$15,000.00
2	Musical instruments for training and competitions	To enhance students' musical skills	\$134,700.00

3	Painting materials for various art competitions	To provide materials for students to take part in the competitions	\$5,000.00
Estimated Expenses for Category 2			\$154,700.00
Estimated Expenses for Categories 1 & 2			\$2,264,990.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	950
Estimated number of student beneficiaries:	950
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Leung Kit Ching
Post of Contact Person for LWL:	Vice-principal

**2023-2024 School-based After-school Learning and Support Programme (SBG)
Annual Programme Plan**

學校名稱： HKTA Tang Hin Memorial Secondary School 香港道教聯合會鄧顯紀念中學

負責人姓名： Cheung Wai Jee 張蕙芝 聯絡電話： 2672 6820

A. 校本津貼受惠學生人數(人頭)預計共 **88** 名 (包括 A. 領取綜援人數：**16** 名，B. 學生資助計劃全額津貼人數：**56** 名及 C. 學校使用酌情權的清貧學生人數：**16** 名)

B. 獲校本津貼資助/補足費用的各項活動資料

*活動名稱/類別	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)	活動舉辦時期 /日期	預計獲資助合資格 學生名額#			預計開支 (\$)	合辦機構/ 服務供應 機構名稱 (如適用)
					A	B	C		
「棋中作樂」 桌上遊戲活動	發展個人潛能 建立社交技巧 提升自信心	個人及社會發展 成果	導師觀察及問卷	10/2023- 12/2023	4	10	2	49,000	
「Selfcare Recipe」 精神健康及生命教育推廣活動 (入班活動及電影放映分享會)	豐富生活經驗 培養正向思維 提升抗逆力	個人及社會發展 成果	導師觀察及問卷	10/2023- 7/2024	4	30	2	40,000	
「社區修理師」計劃	掌握基本家居清潔及復 修技巧 實踐於社區服務 提升自我效能感	個人及社會發展 成果	導師觀察及問卷	12/2023- 7/2024	4	5	4	49,000	
中二至中三級 Project One-and-All 3.0 品格成長義工計劃	提升自我價值 培養尊重及 關愛價值觀	個人及社會發展 成果	導師觀察及問卷	11/2023- 7/2024	2	5	4	49,000	
中四至中六級 「Let's Goal!」 生涯規劃體驗計劃	協助訂立目標 提升個人素質 豐富課堂外的學習經歷 裝備升學就業資訊	個人及社會發展 成果	導師觀察及問卷	12/2023- 7/2024	2	6	4	30,000	
活動項目總數： <u>5</u>				@學生人次	16	56	16		
				**總學生 人次	88				

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：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A)+(B)+ (C) 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

香港道教聯合會 鄧顯紀念中學
姊妹學校交流計劃書
2023 / 2024 學年

學校名稱：	香港道教聯合會鄧顯紀念中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	郭福梅助理校長

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	惠州市第八中學
2.	
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input checked="" type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 30,000.00
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ 30,000.00
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$ 31,500.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 130,000.00
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 15,000.00
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$ 3,000.00
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 239,500.00
N10	<input type="checkbox"/>	沒有任何開支	不適用

「公民科津貼」運用計劃

1. 本校計劃運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	預計開支金額 (\$)			
		2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i.	發展或採購相關的學與教資源	7000	5000	21000	
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	85000		60000	
iii.	舉辦和公民科課程相關的校本學習活動				
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的聯校／跨課程活動		140000	80000	
v.	其他（請註明）：				
	總開支金額	92000	145000	161000	
	津貼餘款	208000	148001	51352	

「公民科津貼」運用報告

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)			
		2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i.	發展或採購相關的學與教資源				
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	6499	81149		
iii.	舉辦和公民科課程相關的校本學習活動				
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				
v.	其他（請註明）：				
	總開支金額	6499			
	津貼餘款	293501	212352		

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

已全數用完

尚有餘款，須退回教育局的款額 _____ 元。