



Christian Alliance S.C. Chan Memorial College

Annual School Plan 2022-2023

School Motto	The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding. (Proverbs 9:10)
School Mission	<p>The school, basing its teaching on the Bible, provides quality Christian education with emphasis on whole-person development including the moral, intellectual, physical, social, aesthetic and spiritual growth of students.</p> <p>It aims to instill in students a correct attitude to life, to help them cultivate a positive mind, and to master life skills.</p> <p>It also endeavors to enhance their critical and analytical thinking skills and academic knowledge, and foster students to become good citizens and outstanding members of the community, the nation and the world.</p>

School Educational goals

	Our students should learn to...
Moral Education	<ol style="list-style-type: none"> 1. exercise self-respect and self-discipline, obey law and be polite; 2. be generous and forgiving; 3. develop a sense of responsibility and a conscientious attitude to work; 4. love and be eager to help other people; 5. be righteous, unbiased and incorruptible; 6. treasure natural resources and conserve the environment.
Intellectual Education	<ol style="list-style-type: none"> 1. think independently and distinguish right from wrong; 2. develop their potential and creativity; 3. express their thoughts and communicate in bi-literate and tri-lingual (in written Chinese and English, and spoken English, Cantonese and Putonghua); 4. calculate with numbers and apply information technology; 5. master the skills to collect, analyses, synthesize, and evaluate data and infer logically; 6. be hard-working and aggressive, objective and openminded, and actively learn new knowledge and skills.
Physical Education	<ol style="list-style-type: none"> 1. foster a strong physique, and develop good physical fitness; 2. master the basic skills of common sports; 3. challenge oneself and cultivate a firm mind and the perseverance to achieve; 4. cultivate team spirit and an attitude of fairness in competition.
Social Education	<ol style="list-style-type: none"> 1. build up a healthy, harmonious relationship with others in social life, be filial to elders in the family and relatives, love siblings, be friendly to schoolmates, respect the elderly and be amiable to neighbours; 2. care about the community and the world, and develop a sense of belonging to one's own group, country and race; 3. be competent, and to develop the spirit of serving others; 4. respect and care for others, and help the needy; 5. be public-spirited, and make contribution to the community and the country; 6. understand the concepts of democracy, liberty, equality, human rights and the rule of law.
Aesthetic Education	<ol style="list-style-type: none"> 1. appreciate music, art, literature, dance, drama and visual art; 2. communicate thoughts and feelings through different kinds of artistic expressions; 3. explore and develop creativity and imagination; 4. cultivate sensibility, and enrich the quality of life.
Spiritual Education	<ol style="list-style-type: none"> 1. know about and build up a Christian view of ethics and values; 2. cultivate purity in thoughts and a healthy mind and spirit; 3. express feelings appropriately and control one's emotions; 4. handle in a positive way stress and difficulties in life.

Major Concerns

1. To nurture students to become more confident and reflective learners

培養更具自信和反思能力的學習者

2. To promote a positive school climate

營造正向校園氛圍

Major Concern 1: To nurture students to become more confident and reflective learners

<i>Objectives</i>	<i>Strategies/Tasks</i>	<i>Expected Outcomes</i>	<i>Evaluation</i>	<i>I/C</i>
1.1 To enhance students' self-learning capabilities	A. To sharpen students' learning skills <ul style="list-style-type: none"> - Set self-regulated learning tasks for students to apply and hone their skills. 	80% of subject panels have designed some specific tasks that require students to deploy or finetune their learning skills for self-regulated learning at least once per term. (Examples: prompt students to set learning goals, provide corrective feedback on learning strategies, promote students' self-assessment, etc.)	Feedback from teachers and students surveys conducted at panel level Record of panel minutes	Panel heads and Subject Teacher
	B. To step up the application of blended learning <ul style="list-style-type: none"> - Extend student learning beyond the classroom through various eLearning platforms. - Provide more self-access materials at e-learning platforms for students to maximise their learning effectiveness. 	80% of subject panels have applied applications of blended learning at least 3 times per term. 80 % of subject panels apply self-access materials at e-learning platforms, such as the Online Question Bank (OQB) by the Edcity	Feedback from students and teachers Record of panel minutes	Panel heads and Subject Teachers
	C. To foster reading atmosphere in school 1. Invite students and teachers to recommend books through: <ul style="list-style-type: none"> i. Library Sharing Sessions ii. Reading Periods iii. Morning assemblies iv. Video or SCC live 	1. Sharing sessions have been marked on the school calendar.	1. Students record the number of recommended books they borrowed	Library AAC

	<p>2. Promote Reading across the Curriculum by</p> <ol style="list-style-type: none"> i. updating the Self-directed learning booklist ii. maximising the use of the two existing online reading platforms in various subjects and in reading periods <p>3. Promote the books on SCC Teachers' Recommended Booklist through SCC Book Café.</p>	<p>2.</p> <ol style="list-style-type: none"> i. At least 5 subject panels have promoted the Self- directed learning booklist to students taking their subjects. ii. F.1–F.3 students have read at least 3 books from each of the two reading platforms. iii. At least one reading period has been designated for students to read books from the online platforms. <p>3. SCC Book Café has been held and students have borrowed books from the Teachers' Recommended Booklist. They complete the reflection worksheets after reading the books.</p>	<p>2.</p> <ol style="list-style-type: none"> i. Statistics of books borrowed from the Self-directed learning booklist ii. Record of books read at the online reading platforms iii. Reading record kept in Library Reading Journal <p>3. Statistics of books borrowed from those recommended by teachers</p>	
<p>1.2 To cater for learner diversity</p>	<p>A. To enhance classroom effectiveness through differentiated instruction</p> <ol style="list-style-type: none"> 1. Design and implement lessons that help increase student engagement. 2. Create more learning activities that require students to play a more active role. 3. Differentiate content, process and product of teaching from lesson planning to assessment. 	<ol style="list-style-type: none"> 1. $\geq 70\%$ of students agree that they have been engaged in lessons. 2. $\geq 70\%$ of teachers agree that effective group activities have been applied in their lessons. 3. $\geq 70\%$ of teachers apply differentiated strategies to cater for learner diversity (Examples: paired and cooperative learning, prior knowledge input, hands-on learning, tiered assignments, allowing different forms outputs in lessons (oral/ writing/ drawing)) 	<p>Qualitative and quantitative feedback from students and teachers</p>	<p>Panel heads and Subject Teachers</p>

<p>B. To enrich students' learning experience beyond the classroom</p> <ol style="list-style-type: none"> 1. Offer more activities and opportunities to widen students' horizons and enrich their knowledge. 2. Provide school-based pull-out programmes to students with outstanding performance in specific domains. 	<ol style="list-style-type: none"> 1. $\geq 70\%$ of the subject panels have carried out learning activities beyond the classroom to enhance in-depth learning. 2. Life-wide learning activities have been held with positive feedback from students in the SHS and subject-based questionnaire. 3. Adequate resources have been allocated to various subjects for these life-wide learning activities. 4. 50% of the subject panels have organized pull-out programmes for students with outstanding performance in specific domains. 	<p>Survey for subject panel heads</p> <p>Qualitative and quantitative feedback from students and teachers</p> <p>Record of panel minutes</p>	<p>Panel heads</p>
<p>C. To support gifted students and high achievers in their academic development</p> <ol style="list-style-type: none"> 1. Establish a talent pool for the Gifted Education Programme. 2. Encourage peer sharing through platforms like 'SCC TED Talks'. 3. Encourage students to join off-school advanced gifted programmes. 4. Encourage students to join external competitions. 	<ol style="list-style-type: none"> 1. A talent pool has been established and tapped into by at least 5 subject panels. 2. Two 'SCC TED Talks' have been held each term. 3. Gifted students have been identified to join pull-out gifted programmes. 4. $\geq 70\%$ of the subject panels have encouraged students to join external competitions. 	<p>Survey for subject panel heads</p> <p>Feedback from students and teachers</p>	<p>AAC</p> <p>AAC/Panel heads</p> <p>Panel heads and Subject Teacher</p>

1.3 To foster ongoing professional development for teachers	<u>At the individual teacher's level</u>			
	A. To conduct peer observation with specific pedagogical focuses and post-lesson observation discussion	1. 70% of teachers have participated in peer observation with specific pedagogical focuses and post-lesson discussion. They reported their pedagogical focuses and discussion.	Records of peer observation and panel minutes Minutes of collaboration meetings Surveys conducted at school level Records of training	Subject Teachers SASDC
	B. To encourage teachers to reflect on their needs for professional development and enhance their expertise in selective areas	2. A briefing session about the EDB training requirements has been held on SD day. Teachers planned and specified their training needs in the training session. 3. 60% of the teachers have received training in selective areas that they planned in the training session.		
	<u>At the subject panel's level</u>			
	C. To maximise the effectiveness of collaborative planning sessions by subsequent peer lesson observations on the lessons co-planned	1. A training session concerning collaborative planning and lesson study has been held on SD day.	Minutes of collaboration meeting Records of training	Panel heads SASDC
	D. To enhance the practice of differentiated instruction (DI) through lesson study	2. The lesson study Ad-hoc committee has conducted collaborative planning sessions with subsequent peer lesson observations on the lessons co-planned. The committee members share their experiences in their subject panels and on SD day.	Minutes of task force	SASDC
	1. Provide training on DI strategies			
	2. Maintain the task force to plan and explore lesson study.			
	<u>At the school level</u>			
	E. To showcase good teaching practice across different disciplines.	1. Sharing sessions to disseminate good teaching practice and the use of differentiated strategies have been arranged on SD day.	Records of sharing Teachers' feedback Minutes of collaboration/ panel	SASDC Panel heads & SASDC
	F. To promote the first level differentiated strategies of the 3-tier gifted education			

		<ol style="list-style-type: none"> 2. 70% of teachers agree that the professional training has enriched their knowledge in catering for learner diversity. 3. 60% of the panels have promoted the use of differentiated strategies in group activities to cater for learner diversity 	<p>meetings</p> <p>Record of panel minutes</p>	
--	--	---	--	--

Major Concern 2: To promote a positive school climate

<i>Objectives</i>	<i>Strategies/Tasks</i>	<i>Expected Outcomes</i>	<i>Evaluation</i>	<i>I/C</i>
2.1 To enable students to recognise their own strengths and uniqueness	A. To instill in students the concept of character strengths and individuality <ol style="list-style-type: none"> 1. Promote the concept in both the formal and hidden curriculum. 2. Arrange sharing /workshops for students. 3. Arrange sharing /workshops for parents. 	<ol style="list-style-type: none"> 1. Students in the 25th percentile have all unleashed their talents in internal/external activities and various duties or posts. 2. 70% of teachers entrust students of different abilities as helpers or leaders. 3. 40% of parents express that they have a better understanding of their children's character strengths. 	Feedback from teachers and students (Pre- & Post-questionnaires) Parents' questionnaire	SA & SGC Subject panels AAC CGC HSCC & PTA
	B. To provide chances for students to showcase their talents <ol style="list-style-type: none"> 1. Provide a platform showing videos of students' performances and talents. 2. Continue empowering students through SCC Stage. 	<ol style="list-style-type: none"> 1. Social media/e-platform has been set up for student sharing. 2. Students have voluntarily signed up for performances at SCC Stage. 3. At least six sessions of the class teacher periods have been set aside for students to display their talents. 	<ul style="list-style-type: none"> ● Hit-rates/ Number of views ● Students' feedback ● Number of events/competitions students have entered 	ECAC & IT Class Teachers

	<ol style="list-style-type: none"> 3. Continue with the practice of inviting students to share in class teacher periods. 4. Encourage students to set up interest clubs or run school-based programmes. 	<ol style="list-style-type: none"> 4. Interest clubs initiated by students have been formed. 5. Students have been enthusiastic in taking part in intra- /inter-school events or competitions that suit their levels and abilities. 		ECAC
2.2 To promote student wellbeing	<p>A. To promote the importance of leading a balanced life</p> <ol style="list-style-type: none"> 1. Stress the importance of ‘time management’ and ‘self-care’ in both formal and informal curricula. 2. Arrange preparatory sessions for F.4 students for a smoother transition. 3. Step up the promotion of physical exercise. 	<ol style="list-style-type: none"> 1. The number of lateness and nil-submission of homework has declined. 2. Two preparatory sessions have been arranged for F.4 students for a smoother transition. 3. Students are more willing to participate in physical exercise / competitions. 	<ul style="list-style-type: none"> ● Discipline records ● Qualitative and quantitative feedback from students, teachers and parents 	SA & AAC SGC SSW PE Panel
	<p>B. To nurture students’ spiritual growth</p> <ol style="list-style-type: none"> 1. Empower vice chairpersons of class associations to lead cell groups. 2. Fine-tune the arrangement of cell groups. 	<ol style="list-style-type: none"> 1. Training from Yau Oi Church (YOC) has been provided for the vice chairpersons of class associations. 2. The frequency of cell groups has been increased to at least 3 times per term. 	<ul style="list-style-type: none"> ● Number of training sessions provided by YOC ● Number of cell group meetings ● Qualitative and quantitative feedback from students and teachers 	SA REC (collaborate with YOC)
2.3 To better equip teachers and school staff to be positive facilitators	<p>A. To enhance teachers’ expertise in discerning students’ problems</p> <p>B. To further equip teachers with the knowledge of Positive Education</p> <ol style="list-style-type: none"> 1. Maintain the task force to plan, explore and promote Positive Education in school. 2. Conduct sessions to share its implementation and application. 	<ol style="list-style-type: none"> 1. Relevant teacher training has been provided on staff development days. 2. Book sharing sessions on Positive Education have been conducted. 3. Meetings and pre- & post-lesson sharing have been conducted. 4. Good practices have been shared on Staff Development days. 	Qualitative and quantitative feedback from students, teachers	SASDC SA SGC SSW

Attachments:

- p.11 Plan on the use of Capacity Enhancement Grant
- p.12-13 Plan on the use of Teacher Relief Grant
- p.14 Plan on the use of the Promotion of Reading Grant
- p.15 Plan on the use of Learning Support Grant
- p.16-17 Yearly Programme Proposal for Diversity Learning Grant funded Other Programmes - Gifted Education
- p.18 支援推行高中公民與社會發展科的一筆過津貼運用計劃書
- p.19 Plan on the use of the Additional Funding for Non-Chinese Speaking Students
- p.20-21 Plan on the use of School-based After-school Learning and Support Grant
- p.22-25 Plan on the use of Life-wide Learning Grant

Plan on the use of Capacity Enhancement Grant (CEG) (2022/23)

Task area	Major area(s) of concern	Strategies / Tasks	Benefits anticipated	Time scale	Resources required	Success Criteria	Method of Evaluation	Person(s) responsible
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> ● To cope with diverse learning needs of students ● To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies. ● To cope with diverse developmental needs of students 	To employ full-time and part-time teaching assistants (Mathematics Panel, Citizenship & Social Development Panel and Students Affairs Team)	Teaching staff can spend more time on curriculum planning and diverse learning needs of students can be catered for	From Sept 2022 to Aug 2023	Annual Salary and MPF of two Teaching Assistants = <u>\$396,900</u>	<ul style="list-style-type: none"> ● More effective flow of administrative work ● The time teachers spend on administrative and clerical work is shortened. ● Students' learning and holistic development is enhanced, and diverse needs are addressed 	Evaluation by relevant subject panels and student affairs committee	Principal Math Panel Head C&S Panel Head Prefect of Student Affairs
Assisting administrative work	<ul style="list-style-type: none"> ● To relieve IT teachers' workload on managing students record 	To employ a part-time Software Designer	Teaching staff can spend more time on teaching and learning, and students development	From Sept 2022 to Aug 2023	Annual Salary and MPF of one part-time Software Designer = <u>\$66,000</u>	School-based software is designed, maintained and updated for staff to use	Evaluation by relevant teachers	Principal

Total resources needed: \$462,900

Income from EDB grant: \$654,502

Expected Surplus: \$191,602

Plan on the use of Teacher Relief Grant (TRG) (2022/23)

Task area	Major area(s) of concern	Strategies / Tasks	Benefits anticipated	Time scale	Resources required	Success Criteria	Method of Evaluation	Person(s) responsible
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies. To cope with diverse learning needs of students 	To employ full-time and part-time teachers	<ul style="list-style-type: none"> Teachers' workload can be relieved. Small class arrangement can be made in F.1 Split class arrangement can be made in some subjects in F.2 and F.3 	From Sept 2022 to Aug 2023	Annual Salary and MPF of eight teachers = <u>\$3,895,509</u>	<ul style="list-style-type: none"> Teachers' workload is relieved Small classes and split classes are arranged in junior forms 	Evaluation by Academic Board and relevant subject panels	Vice-principal (T&L) Relevant Panel Heads
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies. To cope with diverse learning and developmental needs of students 	To employ full-time and part-time teaching assistants (English Panel and Careers Guidance Team)	Teaching staff can spend more time on curriculum planning and diverse learning needs of students can be catered for	From Sept 2022 to Aug 2023	Annual Salary and MPF of two Teaching Assistants = <u>\$590,739</u>	<ul style="list-style-type: none"> The time teachers spend on administrative and clerical work is shortened. Students' learning and holistic development is enhanced, and diverse needs are addressed 	Evaluation by relevant subject panels and student affairs committee	English Panel Head Careers Guidance Mistress

Promoting extra-curricular activities development	<ul style="list-style-type: none"> ● To relieve teachers' workload on non-teaching duties so that they can concentrate on improving ● To enhance the standard of activities and training 	To employ part-time ECA coaches or tutors	Teaching staff can be relieved from coaching and training students in certain ECAs	From Sept 2022 to Aug 2023	Salary of coaches and tutors = <u>\$96,000</u>	<ul style="list-style-type: none"> ● The time teachers spend on ECA activities is shortened. 	Evaluation by ECA Committee and relevant teachers	Extra-curricular Activities Mistress
---	--	---	--	----------------------------	--	---	---	--------------------------------------

Total resources needed: \$4,582,248

**Plan on the Use of the Promotion of Reading Grant
2022-2023 School Year**

The major objective for Promotion of Reading:

- to cultivate reading habit among students

Item	Description	Estimated Expenses (\$)
1	<i>Web-based Reading Scheme</i>	
	e-Read Scheme (250 Chinese books for whole school)	22,600
	LightSail Reading Platform (Basic + premium books- student payment)	41,382
	Total	63,982

學年學習支援津貼計劃書 (2022/23)

項目	關注重點	策略/工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
1 聘請兼職輔導心理學家	讓教師專注於教學及課程設計工作	購買校外專業團體服務	有需要學生得到輔導及支援，提供專業輔導的意見及評核	全年	\$72,000	有特殊學習需要的同學得到專業支援	輔導組內檢討	特殊教育需要統籌主任
2 SEN 特別訓練導師費用	讓教師專注於教學及課程設計工作	購買校外專業團體服務／聘請校友擔任兼職導師	特殊學習需要工作得到更全面推展	全年	\$80,000	有特殊學習需要的同學在社交小組得到支援	輔導組內檢討	特殊教育需要統籌主任
3 購買融合活動教具	提升/推廣師生精神健康	購買與提升精神健康相關物資／教具	添置資源，讓老師/社工在需要時使用增加同學關注精神健康	全年	\$5,000	老師/社工可使用相關教材 有特別學習需要的學生/有興趣的學生在活動中得到支援	學生支援小組內檢討	特殊教育需要統籌主任
4 聘請兼職教學助理	讓教師專注於教學及課程設計工作	聘用 1 名兼職教學助理，幫助教師處理一般非教學及學習支援工作	減輕教師與教學無直接關係的庶務工作及分擔教師輔導學生的工作	全年	\$126,000	照顧有特殊學習需要的同學 協助各學科製作教材及科務工作 減輕老師監考及代課工作 其他行政工作獲得人手的支援	工作紀錄	副校長 (學與教) 特殊教育需要統籌主任
5 聘請學生輔導員	讓教師專注於教學及課程設計工作	聘用 1 名輔導員	特殊學習需要工作得到更全面推展	全年	\$252,000	照顧有特殊學習需要的同學	工作紀錄	特殊教育需要統籌主任

共需資源：\$535,000

Yearly Programme Proposal for DLG-funded Other Programmes - Gifted Education (2022/23)

Domain	Programme	Objective(s)	Targets (No./level/ selection)	Duration/ Start Date	Deliverables	Teacher i/c	Budget
Cross-KLA	Summer programmes offered by local universities - HKU - CUHK	To subsidize students to participate in gifted education programmes offered by local tertiary institutes or external organizations	Top 20% of the F.4 to F.5 students in internal exams	June 2023 – Aug 2023	Attendance of participants	Mr. KW Cheung & Ms. YK Cheung	\$1000
Different subjects	Elite training programmes organized by Subject Panels, related to key elements in study	To boost the high-order thinking and writing skills of students	Top 20% of F.4 to F.6 students in internal exams	Sept 2022 – Aug 2023	Reflection and experience sharing of involved students	Subject Panel heads & Mr. KW Cheung	\$4600

Music	Music programmes organized by Tuen Mun District Secondary School Heads Association	To nurture students of music	F.4 and F.6 Students with talent of Music	Sept 2022 – Aug 2023	Assignments and tests offered by teachers	Ms. YK Cheung	\$37400 (F.4: \$8800x3 + F.6: \$5500x2)
P.E.	P.E. programmes organized by Tuen Mun District Secondary School Heads Association	To nurture students of sports	F.4 Student with talent of P.E.	Sept 2022 – Aug 2023	Assignments and tests offered by teachers	Ms. YK Cheung	\$40000 (F.4: \$8000x5)
Cross-KLA	Programmes to discern and train gifted learners offered by other organizations	To discern and train gifted learners of different areas by referring them to the outreach programmes of gifted education	F.4 to F.5 students with talents in specific areas	Sept 2022 – Aug 2023	Reflection and experience sharing of involved students	Mr. KW Cheung	\$1000

支援推行高中公民與社會發展科的一筆過津貼（公民科津貼）
運用計劃書 (2022-23)

範疇	用途	受惠學生	使用日期	預算	負責人
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	資助中四級學生社區考察	中四級全級 (約 120 人)	2022 年 9 月至 2023 年 8 月	\$60,000 (\$500 x 120)	公民與社會發展科科主任
發展或採購相關的學與教資源	繼續選購合適教材	中四及中五級 全級	2022 年 9 月至 2023 年 8 月	\$20,000	公民與社會發展科科主任

承上結餘 = \$295,001

預算支出 = \$80,000

預計餘款 = \$215,001

Christian Alliance S. C. Chan Memorial College
Plan on the use of the Additional Funding for Non-Chinese Speaking Students (NCS) (2022/23)

Task area	Mode of support	Measures	Time scale	Resources required	Success Criteria	Method of Evaluation	Person(s) responsible
To enhance the support for learning Chinese of NCS students	To employ two part-time Teaching Assistants to support the learning of Chinese of NCS students	<ul style="list-style-type: none"> ● Appoint the Teaching Assistants to support the learning of Chinese of NCS students ● To adopt learning an teaching materials when necessary ● Organising activities which promote cultural integration and raise sensitivity to diverse cultures and religions ● Promoting home-school cooperation with parents of NCS students ● Translating major school circulars or important matters on school website when necessary 	From Sept 2022 to Aug 2023	Annual Salary and MPF of two part-time Teaching Assistants = <u>\$151,200</u> Employ tutors for after school workshops = <u>\$2,569</u>	<ul style="list-style-type: none"> ● Teaching and learning materials are adopted when necessary ● Relevant activities are held ● Home-school communication of NCS students is enhanced 	Observation by teachers NCS students' feedback	Chinese Panel Head

School-based After-school Learning and Support Programmes 2022/23 s. y.
School-based Grant – Programme Plan

Name of school: Christian Alliance S.C. Chan Memorial Colleagues

Staff-in-charge: Ms Chu Choi Fun

Contact telephone number: 26539786

- A. The estimated number of students (count by heads) benefitted under this Programme is 150 (including A. 10 CSSA recipients, B. 80 SFAS full-grant recipients and C. 60 under school's discretionary quota).

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

*Name / Type of activities	Objectives of the activity	Success criteria	Method(s) of evaluation	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner / service provider
					A	B	C		
Drama appreciation	To enhance aesthetic development	Students experience the appreciation of drama	Teacher observation and student feedback	Oct 2022	5	20	15	7,000	(to be confirmed)
F.1 "Muse of Music"	To develop students	Students learn a musical instrument and appreciate music	Teacher observation and student feedback	Whole year	5	10	5	35,000	Helen's Studio
Leadership training camps or activities	To train student leaders' leadership skills	Students acquire leadership skills and build friendship	Teacher observation and student feedback	Dec 2022 and Aug 2023	2	15	10	15,000	(to be confirmed)
Exam skills training	To train students' exam skills	Students learn useful examination skills for public exam	Teacher observation and student feedback	Whole year	5	5	5	6,000	(to be confirmed)
Enhancement classes	To consolidate students' learning	Students get support on their learning	Teacher observation and student feedback	Whole year	5	20	15	8,000	---

*Name / Type of activities	Objectives of the activity	Success criteria	Method(s) of evaluation	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner / service provider
					A	B	C		
Art workshops	To enhance aesthetic development	Students appreciate art and develop aesthetic sense	Teacher observation and student feedback	Whole year	2	5	5	5,000	(to be confirmed)
Sports teams training	To develop physical strength and teamwork	Students develop their physical health and develop teamwork	Teacher observation and student feedback	Whole year	5	20	10	15,000	Sport coaches
Camps	To build teamwork	Students learn specific skills and develop friendship and teamwork	Teacher observation and student feedback	Whole year	5	10	5	10,000	(to be confirmed)
Picnic	To build teamwork	Students learn communication skills and develop friendship and teamwork	Teacher observation and student feedback	March 2023	10	40	20	7,000	---
Total no. of activities: 9				@No. of man-times	44	145	90		
				**Total no. of man-times	279				

EDB subsidy for 2022-23: \$109,200

Expected expenditure for 2022-23: \$108,000

Note:

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

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

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

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

宣道會陳瑞芝紀念中學
全方位學習津貼 運用計劃
2022-23 學年

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		監察 / 評估方法	預算開支 (\$)	基本學習經歷 (請於適用方格加上u號，可選擇多於一項)				
				級別	預計參與 人數			智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	與工作有關 的經驗
1.1	本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度											
1	Visits to art exhibitions & Painting Workshops	藝術 (視藝)	whole year	F4-5	20	學生出席率、學生表現、老師觀察	\$6,000.00	✓		✓		
2	Ceramic Workshop	藝術 (視藝)	whole year	各級	40	學生表現、老師觀察及評估、學生問卷及作品	\$38,400.00			✓		
3	Digital Graphic Workshop	藝術 (視藝)	Sep - Jan	F4-6	30	學生出席率、學生表現、老師觀察、學生問卷及作品	\$20,000.00			✓		
4	Biology field trip	科學	whole year	F5	55	學生表現、老師觀察	\$2,500.00	✓				
5	Biology Literacy Award	科學	whole year	F5	8	學生表現	\$1,200.00	✓				
6	Secondary School Mathematics and Science Competition (SSMSC)	跨學科 (STEM)	whole year	F5	10	學生表現、比賽成績	\$2,000.00	✓				
7	Chemistry visit	科學	whole year	F4-5	62	學生回應	\$2,500.00	✓	✓			
8	中史科考察/參觀	歷史	Sep - Jan	F2, 4, 5	50	學生參與人數、學習任務及報告	\$3,000.00	✓				
9	電腦科校外比賽	跨學科 (STEM)	whole year	F1-5	20	參加人數、學生表現、老師觀察、比賽結果	\$7,000.00	✓				
10	English Drama Fest	英文	Apr	F2-5	20	學生出席率及表現、老師觀察、比賽結果	\$7,300.00	✓	✓	✓		✓
11	Geography field trip	地理	whole year	F3	120	學生表現及出席率、考察報告、老師評估、問卷	\$3,900.00	✓				
12	Geography external competition	地理	whole year	F1-5	30	學生表現及出席率、老師評估、比賽結果、問卷	\$2,000.00	✓				
13	Geography external competition	地理	whole year	F4-5	80	學生表現及出席率、老師評估、比賽結果、問卷	\$2,700.00	✓				
14	History local tour to historical trails	歷史	Dec	F5	15	學生表現、口頭報告	\$2,000.00	✓	✓			
15	History external competition	歷史	Dec - May	F2	20	學生表現、比賽成績	\$2,000.00	✓	✓			
16	Field Trip to H2OPE Centre	科學	Mar / Apr	F1	30	學生表現、老師觀察、問卷	\$2,000.00	✓				
17	Scientific investigation activities	科學	Feb - May	F2-3	250	學生表現、老師觀察、問卷	\$7,000.00	✓				
18	Consumer Education Project Competition and Prize-presentation ceremony	公民與社會發展	whole year	F1-2	50	學生表現、報告成果及比賽獎項	\$3,000.00	✓	✓			
19	Community Study	公民與社會發展	Dec	F4	120	學生表現、考察報告	\$2,000.00	✓	✓			

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		監察 / 評估方法	預算開支 (\$)	基本學習經歷 (請於適用方格加上勾號，可選擇多於一項)				
				級別	預計參與人數			智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	與工作有關 的經驗
20	全校性體育活動及校隊訓練場租支出	體育	whole year	F1-6	700	學生表現、老師觀察、比賽結果	\$32,500.00			✓		
21	PE Enhancement Programme	體育	whole year	F4-5	20	學生表現、老師觀察及評估	\$3,000.00	✓		✓		
22	Physics lecture / workshop, science competition and HKPO	科學	whole year	F4-5	30	學生出席率、學生表現、比賽成績	\$2,700.00	✓				
23	Career Guidance Prefects training	領袖訓練	whole year	F3-5	10	學生出席率、學生表現、老師觀察	\$5,000.00					
24	Special Learning Day (CLP visits to enterprises and/or tertiary institutions)	跨學科 (其他)	Mar	F5	120	學生問卷	\$4,000.00					✓
25	Career exploration activities (career talks, workshops)	跨學科 (其他)	whole year	F4-6	360	學生參加人數、出席率及表現、問卷	\$20,000.00					✓
26	Career assessment activities (e.g. Career Interest Inventory debriefing)	跨學科 (其他)	Mar	F5	120	學生問卷	\$15,000.00					✓
27	Career planning activities (mock interview workshop)	跨學科 (其他)	Sep - Feb	F5-6	240	學生出席率及問卷	\$20,000.00					✓
28	Life Planning education lessons	跨學科 (其他)	whole year	F1-5	600	學生問卷及老師觀察	\$20,000.00					✓
29	戲劇休整與品格教育	藝術 (其他)	whole year	各級	20	學生出席率及表現、表演、比賽結果	\$252,000.00		✓	✓		
30	Student Leaders' Training	領袖訓練	Aug	F2-6	190	學生出席率、學生表現	\$26,000.00		✓		✓	
31	中二級軍事體驗營	德育、公民及國民教育	Mar	F2	120	學生出席率、學生表現、老師觀察、問卷	\$61,500.00		✓			
32	Revival Camp	德育、公民及國民教育	Apr	F2-5	50	學生出席率、學生表現、老師觀察、問卷	\$9,500.00		✓	✓		
33	Prefects Training Camp	領袖訓練	Dec	F3-6	50	學生出席率、學生表現、老師觀察、問卷	\$35,000.00		✓	✓	✓	✓
34	Guidance Prefects training	領袖訓練	Dec	F2-5	45	學生出席率、學生表現、老師觀察、問卷	\$5,000.00		✓		✓	
35	School Choir	藝術 (音樂)	whole year	F1-5	60	學生出席率及表現、比賽結果	\$48,700.00		✓	✓		
36	Acappella Team	藝術 (音樂)	whole year	F1-5	12	學生出席率及表現、老師觀察	\$19,760.00			✓		
37	Muse of Music 樂在瑞芝：樂團及樂器訓練班	藝術 (音樂)	whole year	F1-5	140	學生出席率及表現、導師回饋及評估、演出	\$163,000.00	✓	✓	✓		
38	Debating Team Training	跨學科 (其他)	whole year	F2-5	20	學生參加人數出席率及表現、比賽成績	\$35,000.00	✓	✓			
39	Ecotoruism Club	體育	whole year	F1-5	30	學生出席率及表現、老師觀察、問卷、攝影比賽	\$7,500.00	✓	✓	✓		
40	English Debate	英文	whole year	F1-5	20	學生出席率及表現、老師觀察、比賽結果	\$35,000.00	✓				

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		監察 / 評估方法	預算開支 (5)	基本學習經歷 (請於適用方格加上√號，可選擇多於一項)				
				級別	預計參與人數			智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	與工作有關 的經驗
41	Fashion Show	藝術 (其他)	July	F1-5	600	參與人數、老師觀察、學生表現、比賽結果、問卷	\$32,500.00			✓		
42	學生會及四社職員在職訓練營	領袖訓練	Dec	F3-5	38	學生參與人數、老師觀察、學生表現、問卷	\$27,300.00		✓		✓	
43	Special Learning Day (Ocean Park)	跨學科 (其他)	Mar	F1	128	老師觀察、學生表現、問卷	\$16,000.00	✓	✓			
44	Special Learning Day (Disneyland)	跨學科 (其他)	Mar	F3	125	老師觀察、學生表現、問卷	\$36,250.00	✓	✓			✓
45	Special Learning Day (台北藝術文化之旅 4日3夜)	藝術 (其他)	Mar	F4	125	學生參加人數出席率及表現、問卷	\$200,900.00	✓	✓	✓		
46	歷奇挑戰日營	跨學科 (其他)	Mar / July	F4-5	250	老師觀察、學生表現、問卷	\$84,600.00	✓	✓	✓		
47	高中藝術新體驗	藝術 (其他)	(pending)	F4-5	250	學生參加人數、出席率及表現、問卷	\$13,000.00	✓	✓	✓		
48	嘻哈舞學會	藝術 (其他)	whole year	F1-5	15	學生出席率及表現、老師觀察	\$2,000.00			✓		
49	Latte art workshopo 咖啡拉花體驗工作坊	藝術 (其他)	whole year	F4-6	15	學生出席率、學生表現	\$8,000.00					✓
50	Mathematics Contest Club	數學	whole year	F1-4	80	學生出席率、學生表現、老師觀察、問卷	\$40,600.00	✓				
51	Hymspiration Team	藝術 (音樂)	whole year	F1-6	40	學生出席率及表現、老師觀察、演出	\$18,000.00		✓	✓		
52	老友「軌軌」	其他，請註明：	whole year	F1-3	25	學生出席率、學生表現、問卷	\$4,500.00		✓			✓
53	Sports Teams training	體育	whole year	F1-6	300	學生參與人數、出席率及表現、老師觀察、比賽結果	\$145,000.00			✓		
54	Cross-country Team Training Camp	體育	Aug	F1-6	50	學生表現、老師觀察、比賽結果、問卷	\$32,500.00			✓		
55	Travelling fee for Corss-country Team (training and competition)	體育	whole year	F1-6	50	學生參與人數、出席率及表現、老師觀察、比賽結果	\$36,000.00			✓		
56	Entry fee for sports competititons	體育	whole year	F1-6	300	學生表現、老師觀察、比賽結果	\$15,300.00			✓		
57	Subsidy Sports Team Uniforms (\$40@ x 12 students x 25 teams)	體育	whole year	F1-6	300	學生表現、老師觀察、比賽結果	\$12,000.00					
(如空間不足，請於上方插入新行。)												
第1.1項預算總開支							\$1,661,110.00					
1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野											
1	Nil											
2	Nil											
3	Nil											

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上u號，可選擇多於一項)				
				級別	預計參與 人數			智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	與工作有關 的經驗
4	Nil											
5	Nil											
(如空間不足，請於上方插入新行。)												
第1.2項預算總開支							\$0.00					
第1項預算總開支							\$1,661,110.00					

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

編號	項目	範疇	用途	預算開支 (\$)
1	Musical instrument	藝術 (音樂)	Orchestra	\$36,000.00
2	Indoor Rowing Machine	體育	室內划艇訓練及活動	\$46,000.00
3				
(如空間不足，請於上方插入新行。)				
第2項預算總開支				\$82,000.00
第1及第2項預算總開支				\$1,743,110.00

第3項：預期受惠學生人數

全校學生人數：	710
預期受惠學生人數：	710
預期受惠學生佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人 (姓名、職位)：	李愷琪老師 課外活動主任
-------------------	-----------------