



Carmel Divine Grace Foundation Secondary School

Annual School Plan 2019 – 2020

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**Carmel Divine Grace Foundation Secondary School
Annual School Plan 2019-2020**

Major Concern 1:

Empowering students to be independent life-long learners through enhancing their Learning to Learn competence

Get set, Branch out

Targets	Strategies / Tasks	Class Levels/ Subjects	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> ● To boost students' self-efficacy in learning ● To develop students' potential and widen their knowledge depth and scope ● To enhance students' inquisitiveness, creativity, collaboration and problem-solving skills 	1.1 Enhance students' self-directedness through enabling them to set higher goals and monitor their own progress <ul style="list-style-type: none"> a. Revise assignment and assessment policies to help students identify their strengths and weaknesses effectively b. Help students reflect on their strengths and weaknesses through giving timely and constructive feedback to whole class c. Conduct individual conference with students to cater for diversity d. Facilitate self and peer assessment on essay writing to make improvement through <ul style="list-style-type: none"> - developing suitable rubrics for students - teaching students how to assess one another's works 	● S.1-S.6	<ul style="list-style-type: none"> ● Assignment and assessment policies are revised. ● Teachers give timely and constructive feedback to class. ● More than 70% of students agree that teachers' feedback can help them improve. ● More than 70% of students agree that they know how to assess their own and others' works. 	<ul style="list-style-type: none"> ● S.1-S.6 curriculum ● S.1-S.3 test and examination papers ● S.1-S.3 students' assessment results ● Student survey results 	9/2019-6/2020	All teachers	
	1.2 Maximise students' learning both inside and outside the classroom under a growth-oriented environment <ul style="list-style-type: none"> a. Cultivate a positive growth-oriented learning environment in class 	● S.1-S.6	<ul style="list-style-type: none"> ● Each teacher conducts 2 lessons which include differentiated, interactive, 	<ul style="list-style-type: none"> ● Student survey ● Lesson observation records ● Meeting 	9/2019-6/2020	All teachers	Life-wide Learning Grant

<ul style="list-style-type: none"> To cater for students' diverse needs 	<p>b. Design and conduct at least 2 lessons per term which</p> <ul style="list-style-type: none"> - include differentiated, interactive, diversified learning tasks - promote the integrative use of skills and knowledge <p>c. Organise a “Life-wide Learning Day” to expose students to different learning experiences</p> <ul style="list-style-type: none"> - Junior: Theme-based activities - Senior: Life-planning activities <p>d. Organise “CDG Learning Fair” during post-exam period to provide chances for students to showcase their learning outcomes</p>		<p>diversified learning tasks and promote integrative use of skills and knowledge.</p> <ul style="list-style-type: none"> • More than 70% of students think Life-wide Learning Day can give them more learning experiences. • Students can showcase their learning outcomes at CDG Learning Fair. 	<p>minutes of all departments</p> <ul style="list-style-type: none"> • Meeting minutes of CDC 		<p>CDC CFC</p>	
	<p>1.3 Integrate Basic Law education into the junior form humanities curriculums</p> <p>a. Infiltrate Basic Law elements into humanities subjects through curriculum mapping among humanities subjects</p>	<ul style="list-style-type: none"> • S.1-S.3 	<ul style="list-style-type: none"> • All Basic Law elements are included in the different humanities subjects. 	<ul style="list-style-type: none"> • SOW of humanities subjects • Meeting Minutes of humanities subjects 	<p>9/2019-6/2020</p>	<p>CHS, ECO, GEO, HST, LST</p>	
	<p>1.4 Refine the junior form Reading across the Curriculum (RaC) lessons through collaboration of subjects</p> <p>a. Select suitable reading texts to help students make connections between the reading texts across various KLAs and their life experiences, prior knowledge and global affairs</p> <p>b. Organise reading activities to extend students' horizons and to boost reading interest</p>	<ul style="list-style-type: none"> • S.1-S.3 	<ul style="list-style-type: none"> • A list of suitable reading texts is devised and purchased. • Students are able to connect their experience to their learning and daily life. 	<ul style="list-style-type: none"> • Meeting minutes of RaC Group • Student survey 	<p>9/2019-6/2020</p>	<p>RaC Group (CDC Core)</p> <p>S.1-S.3 EMI subjects</p> <p>Library</p>	<p>Library Fund</p>
	<p>1.5 Strengthen the use of e-learning to facilitate interactive and extended learning</p>	<ul style="list-style-type: none"> • S.1-S.6 	<ul style="list-style-type: none"> • All teachers use Google Classroom 	<ul style="list-style-type: none"> • Meeting minutes of 	<p>9/2019-6/2020</p>	<p>ITC</p>	

	<ul style="list-style-type: none"> a. Adopt Google Classroom as a common platform amongst all subjects b. Promote professional development in e-learning through sharing of good practices and resources c. Organise a self-directed learning award scheme to enable students to use e-resources to extend their learning 		<ul style="list-style-type: none"> as a common e-platform. ● Teachers share their e-learning practices and resources. ● Students make use of e-resources to conduct extended learning. 	<p>ITC</p> <ul style="list-style-type: none"> ● Meeting minutes of all departments ● Meeting minutes of CDC ● Number of student participants of the scheme 		<p>Dept. Heads</p> <p>All teachers</p> <p>CDC</p>	
	<p>1.6 Refine the school-based STEM education curriculums and build infrastructure</p> <ul style="list-style-type: none"> a. Adopt a 3-tier model to provide a variety of STEM learning experiences for students <ul style="list-style-type: none"> - Tier 1: Strengthen Integrated Science STEM elements in S.1 & S.2 and cross-curricular collaboration of STEM subjects in S.3 - Tier 2: Organise STEM activities, competitions, visits and community service for students after school - Tier 3: Expose students to a variety of external activities, visits and competitions b. Establish STEM Maker Space to facilitate STEM activities c. Each STEM subject teacher is to attend at least 2 professional development courses or activities 	<ul style="list-style-type: none"> ● S.1-S.3 	<ul style="list-style-type: none"> ● The curriculums of junior STEM subjects are revised. ● More than 20% of students join STEM related activities, competitions, visits and community service. ● STEM Maker Space is established. ● STEM subject teachers attend at least 2 professional development courses or activities. 	<ul style="list-style-type: none"> ● Meeting minutes of STEM Group ● Teachers' professional development records 	<p>9/2019-6/2020</p>	<p>STEM Group</p> <p>STEM subject teachers</p>	<p>QEF (Dedicated Funding)</p>

Major Concern 2:

Promoting students' wellbeing and enabling them to flourish through positive education

Feel good, Do good

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> ● To help students develop a stronger understanding of their emotions and further enhance their positive emotions 	<p>2.1. Positive Emotions</p> <ol style="list-style-type: none"> a. Provide training for teachers about emotion management skills b. Help students understand their emotions through morning assemblies and assemblies c. Implement QEF Project to enhance students' positive emotions d. Optimize the school activities (such as Picnic Day, Christmas Party, Gospel Week, Sports Days, etc.) for our school community to experience positive emotions such as joy, love, pride, gratefulness and hope e. Apply the strategies of "Savouring" for cultivating positive emotions through assemblies and class teacher periods f. Incorporate the elements of social skills, coping skills and emotion management skills in junior form HEP and the elements of social skills (小天使計劃) and emotion management skills in senior form BIK lessons g. Provide workshops for senior form students to cope with stress through BIK lessons 	<ul style="list-style-type: none"> ● More than 70 % of the students agree that they have a stronger understanding of their emotions ● More than 70 % of the students find that their positive emotions are enhanced ● Students in general give positive responses to related lessons and programmes 	<ul style="list-style-type: none"> ● Students' surveys ● Teachers' observation ● Evaluation of related programmes and lessons ● Committee reports ● APASO 	<p>9/2019 - 7/2020</p>	<p>ADC SFC, CEC</p> <p>GUC CMD, EAC, SU, PED, RAC, Teachers</p> <p>SFC, CMD</p> <p>HEP, BIK</p> <p>GUC, BIK</p>	<p>QEF Project</p>

<ul style="list-style-type: none"> ● To help students identify and develop their Character Strengths 	<p>2.2 Character Strengths</p> <ol style="list-style-type: none"> Provide professional training workshops for staff about the concepts and applications of 24 Character Strengths in both lessons and OLE activities. Teach students about the concepts of 24 Character Strengths through assemblies Help students identify their character strengths by completing the structured questionnaire in BIK lessons Help students explore and develop their character strengths through formal curriculum lessons and class teacher periods) and informal curriculum (mass programmes and OLE activities) Organize the activities with the elements of Integrated Education to enhance the capacity of school in catering for student differences and develop students' character strengths. 	<ul style="list-style-type: none"> ● All students have completed their 24 Character Strengths questionnaires ● More than 70 % of the students are able to identify their character strengths ● More than 60 % of the students have explored their character strengths through mass programmes and OLE activities 	<ul style="list-style-type: none"> ● Students' surveys ● Teachers' observation ● Evaluation of related programmes ● Committee reports ● Results of 24 Character Strengths questionnaire 	<p>9/2019</p> <p>10 – 11 /2019</p> <p>10 – 11 /2019</p> <p>1 – 7 /2020</p> <p>9/2019 - 7/2020</p>	<p>ADC</p> <p>SFC SFC, BIK</p> <p>All teachers</p> <p>GUC</p>	
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**Carmel Divine Grace Foundation Secondary School
Plan on Use of Government Grants in 2019/20 School Year**

Capacity Enhancement Grant and Teacher Relief Grant (2019/20)

Task Area	Major Area(s) Of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum Development	(a) To create room for teachers to improve the school-based curricula	To employ office assistants to invigilate exams	- Teachers to be given more time to evaluate and improve the school-based curricula	Oct 19 - Jun 20	Salaries: \$6,000	- School-based curricula are improved	- Minutes of meetings	Subject Dept. Heads
	(b) To create room for teachers to optimize learning and teaching and provide remedial teaching	To employ one teacher, three teaching assistants and one clerical staff	- Teachers to be given more time for learning and teaching work	Sep 19 – Aug 20	Salaries: ~\$1,660,000	- Improvement is made in learning and teaching	- Students' performance in exams and assignments	Subject Dept. Heads
	(c) To implement e-learning	To employ an additional IT technician to enhance support	- Teachers and students to be given technical assistance in e-learning	Sep 19 – Aug 20		- Technical support is provided	- Performance Appraisal of technician	IT Committee Head
Enhancing Students' Language Proficiency	(a) To provide more Chinese and English oral training for S6 students	To employ tutors to conduct oral training sessions	- S6 students to be given extra support in Oral Exam	Mar – May 20	Salaries: \$13,070	- S6 students' public oral exam results are improved	- S6 students' public oral exam results	Chinese & English Dept. Heads
	(b) To help the weakest students to build a solid foundation in English	To employ three tutors to conduct intensive, small-group tutorial courses	- The weakest students have a solid foundation in English	Oct 19 - May 20	Subsidies: \$32,400	- The weakest students build up a good foundation in English	- Performance appraisal of tutors - Students' performance in exams	English Dept. Head

	(c) To cater for students' diverse abilities in English writing	To employ five tutors to assist in enrichment and remedial courses on English writing	- Students to be given more chances to write and get feedback from tutors	Oct 19 – May 20	Salaries: \$22,000	- Students' writing ability is enhanced	- Students' performance in writing exams	English Dept. Head
	(d) To help less able students to boost their Chinese standard	To employ tutors to conduct remedial classes	- Less able students are helped to improve	Jul – Aug 20	Salaries: \$20,000	- Students' performance is improved	- Performance appraisal of tutors - Evaluation reports of students' performance	Chinese Dept. Head
Coping with the Diverse Needs of Students	(a) To help less able students to catch up with their learning in non-language subjects	To employ tutors to conduct remedial classes	- Students to be given extra support to catch up with the standard	Sep 19– Aug 20	Salaries: \$41,250	- Students' exam performance is improved	- Performance appraisal of tutors - Analyses of exam results	Dept. Heads Of Chemistry, Economics, Mathematics and Physics
	(b) To help students to prepare for senior form Mathematics (extended module) studies and stretch the potential of the more able students in Mathematics	To employ tutors to conduct relevant courses	- Students to be given guidance in preparing for senior form studies or in potential stretch in Mathematics	Jul 20 – Aug 20	Salaries: \$11,250	- Students find it easy to pick up the Mathematics (extended module) - More able students join Mathematics Olympiad Team	- Performance appraisal of tutors	Mathematics Dept. Head
	(c) To provide support for students to cope with HKDSE	To employ tutors to supervise students in self-study room	-Students can study quietly with supervision and assistance.	Oct 19- May 20	Salaries: \$30,000	-A good self-study environment is provided for students	-Teachers' observation -Attendance record	Curriculum Development Committee

	(d) To foster students' thinking skills and exposure to different aspects of Hong Kong in Liberal Studies	To run workshops and provide subsidies for students	- Students' thinking skills and horizons to be enhanced	Jul 20	Subsidies: \$3,000	- Students' thinking skills and horizons are improved	- Teachers' observation and students' feedback	LS Dept. Head
	(e) To help S1 students adapt to secondary school learning	To provide workshops and talks on learning habits and skills	- Students can adapt to secondary school learning with appropriate habits and skills	Sep 19 – May 20	Hiring of services: \$20,000	- Students can adapt to secondary school learning	- Student survey - Teacher observation	Curriculum Development Committee Head
					Total: ~\$1,756,520			

**Carmel Divine Grace Foundation Secondary School
Life-wide Learning Grant
Plan on the Use of the Grant
2019/2020 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.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
							I	M	P	S	C	
Category 1	To organise / participate in life-wide learning activities											
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Language	Watching a drama performance	To allow students to enjoy a formal stage performance, reflect on the production stages of a drama performance and learn to act and speak	Mar / Apr 2020	S4	- Students' reflection - Teachers' feedback - Students' performance in drama production	\$7,370	✓					
Geography	Field trip to Tai O	To study the changes and development of Tai O	Apr 2020	S1	- Students' works	\$6,250	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
							I	M	P	S	C	
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Liberal Studies	Visit to Tai Kwun	To enable students to know more about the history and conservation of the Central Police Station compound	Apr 2020	S2	- Students' reflection	\$1,000	✓					
Liberal Studies	Workshop on Fair Trade Coffee Game	To help students understand how economics globalization perpetuates the gap between the rich and the poor	Apr 2020	S2	- Students' reflection	\$4,500	✓					
STEM	STEM Day	To promote STEM education in school	May 2020	S1-S5	- Students' participation - Students' feedback - Teachers' observation and evaluation	\$22,000	✓					
STEM	Extended learning beyond the classroom: S1-S2: Hands-on experience in authentic contexts S3: STEM project	To strengthen students' ability to integrate and apply knowledge and skills to solve authentic problems	Sep 2019 – Jul 2020	S1-S3	- Quality of students' works - Students' reflection	\$16,600	✓					
Cross-KLA	Workshop at Natural Network – part of an upcycling project between English Language and Visual Arts	To allow students to gain hands-on experience of creating useful products using natural resources, expose them to an	Mar/Apr, 2020	S1	- Students' reflection - Teachers' feedback - Upcycled	\$21,400	✓		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
		environmentally-friendly lifestyle and arouse them to reflect on materialism in modern society			product created						
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
—	Training camp for English Ambassadors	To develop students' leadership skills and build teamwork	Mar 2020	S1-S5	- Students' feedback - Teachers' feedback	\$9,600	✓	✓			
—	Fees of coaches and instructors for school-based extra-curricular activities	To stretch students' talents and promote personal development	Sep 2019 – Jul 2020	S1-S6	- Students' attendance - Students' performance in activities/ Competitions - Feedback from students, coaches, instructors and teachers	\$247,000	✓	✓	✓	✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
---	Pull-out programmes for the gifted offered by universities and other institutions	To stretch the potential of gifted students	Sep 2019 – Aug 2020	S1-S6	- Students' feedback - Feedback from external organisers	\$8,000	✓		✓		✓
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
---	Study tour to Malaysia	To widen students' horizons in different aspects	Apr 2020	S2-S4	- Students' self-reflection - Teachers' observation	\$60,000 (subsidy at 20% of tour fees)	✓	✓			
Service Learning	Study tour to Vietnam / Cambodia	To provide students with service learning and cultural experiences	Jul 2020	S3, S4 and S6	- Students' self-reflection - Teachers' observation	\$50,000 (subsidy at 20% of tour fees)		✓		✓	
STEM	STEM study tour	To unleash students' potential in innovation	Jul 2020	S1-S4	- Students' self-reflection - Teachers' observation	\$110,000 (subsidy of \$2000 each)	✓				
---	International exchanges and competitions	To extend students' horizons and stretch their talents	Jul 2020	S1-S5	- Students' self-reflection - Teachers' observation	\$50,000 (subsidy at 20% of tour fees)	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					Estimated Expenses for Category 1	\$613,720					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
Extra-curricular activities	Equipment, consumables and learning resources for teams, service group, clubs and interest classes	For the conduct of related activities	\$181,600
Estimated Expenses for Category 2			\$181,600
Estimated Expenses for Categories 1 & 2			\$795,320

Estimated Number of Student Beneficiaries

Total number of students in the school:	735
Estimated number of student beneficiaries:	600
Percentage of students benefitting from the Grant (%):	80%

Carmel Divine Grace Foundation Secondary School

Three-year plan on provision of gifted education programmes for 2019/20 to 2021/22 cohort of senior secondary students

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

Strategies & benefits anticipated	Name of programme(s) / course(s) & provider(s)	Duration of programme/ course	Estimated Expenditure	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					19/20	20/21	21/22		
1. To organize school-based pull-out programme for high achievers of Mathematics	Enrichment courses conducted by external tutors	Mathematics: 30 hrs.	\$7,000	S4-S5 students	10	10	---	Students' talents and interest in the study area	Department Head of Mathematics
2. To provide school-based training programmes for students participating in the Hong Kong Olympiads of Mathematics and Physics	Training courses conducted by external tutors	Mathematics: 40 hrs. Physics: 65 hrs.	\$29,500 PHY\$19500 MTH\$1000	S4-S5 students	30	10	---	Students' performance in competitions	Department Heads of Mathematics and Physics
3. To subsidize students to participate in gifted education programmes offered by local tertiary institutions or other external organizations which help stretch their potential	Gifted Education Programmes offered by tertiary institutions or other external organizations	N/A	\$50,800 LST:\$7500 ENG\$20000 PHY\$2500 BIO\$4800 CHM\$9000 MTH\$7000	S4-S6 students	~80	~70	~25	Students' participation in programmes and reflection on their learning experiences	Department Heads of Biology, Chemistry, English Language, Liberal Studies, Mathematics and Physics
Income (2019/20 to 2021/22): \$84,000 Expenditure (2019/20 to 2021/22): \$87,300 (deficit to be covered by LWLG)									

Carmel Divine Grace Foundation Secondary School
Plan on the Use of the Promotion of Reading Grant
2019-20 School Year

The major objectives for Promotion of Reading:

1. To cultivate a reading atmosphere at school
2. To promote STEM through reading
3. To read to learn through Reading Across the Curriculum

Budget:

	Item	Estimated Expenses (\$)
1.	Purchase of Books	
	<ul style="list-style-type: none"> • Printed books <ol style="list-style-type: none"> 1) Books for subjects 2) Magazines 3) Newspaper • e-Books 	\$36,500 \$8,000 \$100 \$4,000
2.	Reading Activities	
	<ul style="list-style-type: none"> • Hiring writers, professional storytellers, etc. to conduct talks • Hire of service from external service providers to organize students activities related to the promotion of reading • Paying the application fees for activities and competitions related to the promotion of reading • Organising school-based reading activities 	\$2,000 \$4,000 \$700 \$4,000
TOTAL:		\$60,300

Methods of Evaluation:

1. Overall number of books borrowed by students
2. Number of STEM related books borrowed by students
3. Types of books borrowed by students
4. Number of students visiting the school library
5. Number of participants in reading activities

Carmel Divine Grace Foundation Secondary School
Plan on Sister School Exchanges
2019/2020 School Year

Name of the Mainland Sister School : Shenzhen Pingshan High School

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring/Evaluation	Estimated Expenditure
1.	Shenzhen Study Tour cum Sister School Visit (July 2020) • Organizing a three-day tour to study the development of Shenzhen area and visit our sister school in Shenzhen by having a cultural exchange with the students there.	• To have a better understanding about the education and development in Mainland. • To have a good cultural exchange among students of two schools and broaden our students' horizons.	• A sharing session among students will be held after the tour to consolidate what has been learnt by students. • An evaluation meeting will be held and a report of the evaluation will be submitted by the organizing committee.	• Expenses on package tour service (Around 30 students and 3 teachers are involved) : \$1,350 x 33 = \$44,550 • Cost of procuring services or hiring temporary supporting staff for handling relevant administrative work : \$500 x 10 days = \$5,000 <i>Total Estimated Expenditure : \$49,550</i>

School-based After-school Learning and Support Programmes 2019/20

School-based Grant - Programme Plan

Name of School: Carmel Divine Grace Foundation Secondary School

Staff-in-charge: Wong Wing Lok

Contact Telephone No. : 27010908

I) The estimated number of students (count by heads) benefitted under this Programme is 120 (including A. 10 CSSA recipients, B. 75 SFAS full-grant recipients and C. 35 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
1. Chinese, English, Mathematics and Liberal Studies classes for low achievers in S1 to S6	<ul style="list-style-type: none"> ➤ To strengthen students' foundation in Chinese, English, Mathematics and Liberal Studies 	<ul style="list-style-type: none"> ➤ Students show improvement in academic results ➤ Individual attendance rate exceeds 70% 	<ul style="list-style-type: none"> ➤ Tutors' performance appraisal ➤ Attendance records 	Oct 19– Aug 20	5	10	5	4000	
2. Remedial / enrichment / examination preparation classes for S1 to S6	<ul style="list-style-type: none"> ➤ To help students enhance their learning effectiveness ➤ To help students enhance their academic achievement 	<ul style="list-style-type: none"> ➤ Students show improvement in academic results ➤ Individual attendance rate exceeds 70% 	<ul style="list-style-type: none"> ➤ Tutors' performance appraisal ➤ Attendance records 	Oct 19– Aug 20	5	10	5	4000	

3. Activities of different clubs / teams / subjects across all levels	<ul style="list-style-type: none"> ➤ To develop students' talents in different fields 	<ul style="list-style-type: none"> ➤ Individual attendance rate exceeds 70% ➤ Students show improvement in skills 	<ul style="list-style-type: none"> ➤ Attendance records ➤ Coaches' feedback 	Oct 19– Aug 20	5	10	5	4000	
4. Leadership training camps and programmes for student leaders of different committees	<ul style="list-style-type: none"> ➤ To develop students' leadership skills and self-confidence ➤ To cultivate good team spirit among students ➤ To equip students with specific skills for different posts 	<ul style="list-style-type: none"> ➤ Students display cooperativeness and togetherness ➤ Students respond that they learn skills taught ➤ Individual attendance rate exceeds 70% 	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Instructors' feedback ➤ Teachers' observation ➤ Attendance records 	Oct 19– Aug 20	5	10	5	4000	
5. Study tour to mainland China / other countries for students across all levels	<ul style="list-style-type: none"> ➤ To enhance students' knowledge about China or other countries ➤ To cultivate a sense of national belonging among students ➤ To inculcate a caring heart for the poor in students 	<ul style="list-style-type: none"> ➤ Students' knowledge about China / other countries is enhanced ➤ Students are more concerned about China issues 	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 	Oct 19– Aug 20	5	10	5	20000	
6. Summer Camp / Graduation Camp for S1 to S6	<ul style="list-style-type: none"> ➤ To inculcate a caring heart for others in students ➤ To enhance students' knowledge about bible 	<ul style="list-style-type: none"> ➤ Students show improvement in good caring for others ➤ Students find the camp worthy to join 	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 	Jun - Jul 20	5	20	10	8000	

7. Fun Fun Education Camp for S1, Training camp for S2 and Growth Camp for S3	<ul style="list-style-type: none"> ➤ To cultivate a sense of belonging among students ➤ To cultivate good team spirit among students in different classes. 	<ul style="list-style-type: none"> ➤ Over 70% of students find this camp useful ➤ Students participate actively in programmes 	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 	Oct 19– Aug 20	5	20	10	2000	
8. Other school-based after-school activities	<ul style="list-style-type: none"> ➤ To develop students' communication skills and build up their self-esteem ➤ To enhance the interpersonal skills of students ➤ To enhance the sense of belonging of students to school 	<ul style="list-style-type: none"> ➤ Students have completed the learning programmes ➤ Individual attendance rate exceeds 70% 	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Teachers' observation ➤ Attendance records 	Oct 19– Aug 20	5	20	10	2640	
9. Procurement of necessary materials or equipment.	<ul style="list-style-type: none"> ➤ To enhance the sense of belonging of students to school. ➤ To encourage students to participate the extracurricular activities. 	<ul style="list-style-type: none"> ➤ Students' sense of belonging is enhanced. ➤ Students' participation in extracurricular activities is enhanced. 	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Teachers' observation 	Oct 19– Aug 20	5	20	0	2560	
								51200	
Total no. of activities: <u> 9</u>									
					[@] No. of man-times	45	130	55	
					^{**} Total no. of man-times	230			

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%)