



Carmel Divine Grace Foundation Secondary School

Annual School Plan 2021 – 2022

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Annual School Plan 2021-2022

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 	<p>1.1 Enhance students' self-directedness through enabling them to set higher goals and monitor their own progress</p> <ol style="list-style-type: none"> a. Use differentiated assignments and assessments to enable students to explore and extend their potentials 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 teaching students how to assess one another's works with rubrics 	<ul style="list-style-type: none"> ● S.1-S.6 	<ul style="list-style-type: none"> ● Differentiated assignments and assessment are adopted to develop students' potentials and widen their knowledge depth and scope. ● 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"> ● Assignments and assessments developed by different subjects and minutes of all departments ● S.1-S.6 curriculums ● Test and examination papers ● Students' assessment results ● Student survey results 	9/2021-6/2022	All teachers	CHI, ENG, LST, Humanities subjects
<ul style="list-style-type: none"> ● To cater for students' diverse needs 	<p>1.2 Maximise students' learning both inside and outside the classroom under a growth-oriented environment</p> <ol style="list-style-type: none"> a. Cultivate a positive growth-oriented learning environment in class b. Design lessons with diversified activities and the 4E's (Experience, Express, 	<ul style="list-style-type: none"> ● S.1-S.6 	<ul style="list-style-type: none"> ● Teachers integrate diversified activities and 4E's into lessons to enhance integrative use of knowledge and skills as well 	<ul style="list-style-type: none"> ● Student survey ● Lesson observation records ● Minutes of all departments ● Minutes of 	9/2021-6/2022	All teachers	Life-wide Learning Grant

	<p>Explore, Exchange) of Social Emotional Learning (SEL) to enhance integrative use of skills and knowledge as well as interaction</p> <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>as interaction.</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. 	CDC		<p>CDC CFC</p> <p>CDC</p>	
	<p>1.3 Broaden students’ knowledge base and connect their learning experiences in different KLAs, their life experiences, and global affairs through promotion of reading</p> <p>a. Select suitable reading texts for S1-S3 Reading across the Curriculum (RaC) lessons</p> <p>b. Strengthen collaboration between Library and subject departments to provide students with extensive reading opportunities</p> <p>c. Organise reading activities to extend students’ horizons and to boost reading interest</p> <p>d. Enhance and promote electronic resources of the school library</p>	● S.1-S.3	<ul style="list-style-type: none"> ● A list of suitable reading texts is devised and purchased. ● Students’ exposure and interest are boosted through activities organised collaboratively by Library and subject departments. ● Students are able to connect their experience to their learning and daily life. ● A list of electronic resources is prepared and promoted to students. 	<ul style="list-style-type: none"> ● Minutes of RaC Group ● Student survey 	9/2021-6/2022	<p>RaC Group (CDC Core)</p> <p>S.1-S.3 EMI subjects</p> <p>Library</p>	Library Fund
	<p>1.4 Strengthen the use of e-learning to facilitate interactive and extended learning</p> <p>a. Make effective use of Google Classroom as a self-directed learning platform for</p>	● S.1-S.6	<ul style="list-style-type: none"> ● All teachers use Google Classroom as a common e-platform for self- 	<ul style="list-style-type: none"> ● Minutes of ITC ● Minutes of all departments 	9/2021-6/2022	<p>ITC</p> <p>Dept. Heads</p>	

	<p>students</p> <p>b. Promote professional development in e-learning through sharing of good practices and resources</p> <p>c. Promote the use of online resources among students in different subject departments through the school-based self-directed learning award scheme</p> <p>d. Implement Bring Your Own Device (BYOD) and Acceptable Use Policy (AUP) in S1 and S2 with the full collaboration of staff and students</p>		<p>directed learning.</p> <ul style="list-style-type: none"> Teachers share their e-learning practices and resources. Students make use of e-resources to conduct extended learning. Students use their own devices effectively in learning. 	<ul style="list-style-type: none"> Minutes of CDC Number of student participants of the scheme 		<p>All teachers</p> <p>CDC / Library</p> <p>CDC/ITC S1 and S2 teachers</p>	
	<p>1.5 Refine the school-based STEM education curriculums to enhance students' creativity, collaboration, problem-solving and integrative use of knowledge and skills</p> <p>a. Provide a variety of STEM learning experiences for students based on a 3-tier model</p> <ul style="list-style-type: none"> Tier 1: Streamline Integrated Science STEM elements in S.1 & S.2 and strengthen 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 <p>b. Each STEM subject teacher is to attend at least 1 professional development courses or activities</p>	<ul style="list-style-type: none"> S.1-S.3 	<ul style="list-style-type: none"> The curriculums of junior STEM subjects are streamlined. More than 20% of students join STEM related activities, competitions, visits and community service. STEM subject teachers attend at least 1 professional development courses or activities. 	<ul style="list-style-type: none"> Scheme of Works and teaching materials of junior STEM subjects. Minutes of STEM Group Teachers' professional development records 	<p>9/2021-6/2022</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 better understanding of their emotions and further enhance their positive emotions 	<p>2.1 Positive Emotions</p> <p>2.1.1 Empower students to manage their emotions</p> <p>a. Strengthen students' emotional management skills through morning assemblies, theme-based assemblies, class teacher periods and Health Education Programme (S1 and S2)</p> <p>2.1.2 Cultivate and spread positive emotions throughout the school community</p> <p>a. Infuse gratefulness and savouring into daily school routines (e.g. sharing / prayer in class teacher periods), rituals (e.g. Friday Prayer) and assemblies</p> <p>b. Develop students' habits of gratefulness and savouring through Growth Journal</p> <p>c. Enhance students' positive emotions through practising mindfulness</p> <p>d. Promote compassionate and gratefulness acts towards others by organizing "Good People, Good Deeds" Campaign and Little Angel Scheme</p> <p>e. Organise parents' talks on caring own and children's mental health.</p>	<ul style="list-style-type: none"> More than 70% of the students agree that they have a better understanding of their emotions. More than 70% of the students find that their positive emotions are further enhanced. Students in general give positive responses to related programmes. 	<ul style="list-style-type: none"> Students' surveys Students' reflections recorded in Growth Journal Teachers' observation Evaluation of related programmes Committee reports APASO 	9/2021 - 7/2022	<p>CEC, CMD, & HEP</p> <p>CEC, CMD & SFC</p> <p>CMD</p> <p>SFC</p> <p>BIK & CEC</p> <p>PAC</p>	Resource Bank on positive education and emotional management
<ul style="list-style-type: none"> To help students identify and develop their Character Strengths 	<p>2.2 Character strengths</p> <p>2.2.1 Empower students to be more aware of their character strengths and to develop and utilize them</p> <p>a. Enable S1 students to identify their character</p>	<ul style="list-style-type: none"> All S1 students have completed their VIA Surveys. 	<ul style="list-style-type: none"> Students' surveys Students' reflections on "Putting 	9/2021 - 7/2022	CMD	Data & Resource Bank on Character

	<p>strengths through the VIA Character Strength Survey</p> <p>b. Help students to become more meaningfully aware of character strengths in themselves and their classmates through class teacher periods, theme-based assemblies, Health Education Programme (S1 and S2) and the historical figures they learn about in Biblical Knowledge (S1), Chinese History (S2) and History (S3) lessons</p> <p>c. Guide students to identify ways in which they can use their signature strengths to help themselves and others and put them into action by means of the “Putting Strengths into Action Plan” in Growth Journal</p> <p>d. Organise integrated education activities for students to learn about one another’s character strengths and appreciate individual differences</p> <p>2.2.2 Provide a supportive environment which facilitates the development and display of students’ character strengths</p> <p>a. Incorporate the language of character strengths in the classroom, OLE activities and daily interactions with students</p> <p>b. Recognize students’ signature strengths in student report card.</p> <p>c. Enhance parents’ strength-based parenting skills through different PTA activities</p>	<ul style="list-style-type: none"> ● More than 70% of the students have a greater awareness of own character strengths. ● More than 70% of the students are encouraged to use and develop their signature strengths. ● More than half of the students have tried hard using their signature strengths. 	<p>Strengths into Action Plan”</p> <ul style="list-style-type: none"> ● Results of VIA survey ● Teachers’ observation ● Evaluation of related programmes and lessons ● Committee reports 	<p>9/2021</p>	<p>BIK, CEC, CHS, CMD, HEP, HST & SFC</p> <p>CMD & Class Teachers</p> <p>SEN Group</p> <p>All Teachers</p> <p>CMD</p> <p>ADC & PAC</p>	<p>Strengths</p>
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Remark: CMD – Class Management Director

Plan on Use of Government Grants in 2021/22 School Year

A. Capacity Enhancement Grant and Teacher Relief Grant (2021/22)

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 uniform tests and exams	- Teachers to be given more time to evaluate and improve the school-based curricula	Oct 21 - Jun 22	Salaries: \$15,000	- School-based curricula are improved	- Minutes of meetings	Subject Dept. Heads
	(b) To cater for student diversity through split-class, remedial teaching as well as individualized support	To employ three teachers, one associate teachers and two teaching assistants	- Students to be given more care and support in their learning	Sep 21 – Aug 22	Salaries: \$2,635,865	- Students are aware of their strengths and weaknesses and make improvement.	- Students' performance in exams and assignments	Subject Dept. Heads
Enhancing Students' Language Proficiency	(a) 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	Nov 21 - June 22	Subsidies: \$32,400	- The weakest students build up a good foundation in English	- Performance appraisal of tutors - Students' performance in exams	English Dept. Head
	(b) 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 21 – June 22	Salaries: \$22,000	- Students' writing ability is enhanced	- Students' performance in writing exams	English Dept. Head
	(c) To help less able students to boost their Chinese standard	To employ tutors to conduct remedial classes	- Less able students are helped to improve	Oct 21 – Aug 22	Salaries: \$34,000	- Students' performance is improved	- Performance appraisal of tutors - Evaluation of students' performance	Chinese Dept. Head
	(d) To boost students speaking skills	To employ tutors to conduct speaking practice sessions with students	- Students' speaking skills are enhanced	Mar 22 – Apr 22	Salaries: \$13,070	- Students' speaking exam performance	- Performance appraisal of tutors - Evaluation of	Chinese and English Dept. Heads

						is improved	students' performance	
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 21 – Aug 22	Salaries: \$59,100	- Students' exam performance is improved	- Performance appraisal of tutors - Analyses of exam results	Dept. Heads Of Chemistry, Economics & BAFS, Mathematics and Physics
	(b) To help S.3 students to prepare for senior form Mathematics (extended module) studies	To employ tutors to conduct relevant courses	- Students to be given guidance in preparing for senior form studies in Mathematics	Jul 22 – Aug 22	Salaries: \$4,500	- Students find it easy to pick up the Mathematics (extended module)	- 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 21 - May 22	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 procure services for conducting workshops on thinking skills	- Students' thinking skills to be enhanced	Jul 22 - Jul 22	Subsidies: \$3,000	- Students' thinking skills are improved	- Teachers' observation and students' feedback	Liberal Studies 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 21 – May 22	Hiring of services: \$20,000	- Students can adapt to secondary school learning	- Student survey - Teacher observation	Curriculum Development Committee Head
					Total: \$2,868,935			

**B. Plan on the Use of the Life-wide Learning Grant
2021/2022 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.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
Category 1 To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
1	<u>Literary walks in Hong Kong</u> To allow students to understand local cultural landscapes and reading of related literary works	Chinese	May 2022	S.2	70	- Students' reflection - Teachers' feedback - Students' performance	\$15,000	✓				
2	<u>Outreach Chinese cultural activities for school</u> To enhance students' understanding of the Chinese history and culture and arouse their interest in related subjects.	Chinese	Sep 2021-Jun 2022	S.1-S.5	50	- Teachers' feedback - Students' performance	\$9,000	✓				
3	<u>Chinese Cultural Day</u> To promote Chinese history and culture to students through a variety of activities and enhance their sense of belonging to the Motherland	Chinese Language and Culture	Feb 2022	S.1-S.6	717	- Programme evaluation - Students' feedback	\$2,000	✓	✓			
4	<u>Watching a drama performance</u> To allow students to enjoy a formal stage performance, reflect on the production stages of a drama performance and learn to act and speak	English	Mar / Apr 2022	S.4	130	- Students' reflection - Teachers' feedback	\$7,370	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
						- Students' performance								
5	Public speaking workshops and competitions To develop students' confidence in public speaking and refine their skills in it	English	Jan 2022	S.1-S.5	20	- Teachers' feedback - Students' performance	\$3,200	✓						
6	English Speaking Days To boost students' interest and confidence in speaking English	English	Oct 2021 – Jun 2022	S.1-S.6	717	- Evaluation - Students' feedback	\$4,000	✓						
7	School-based Mathematics activities To arouse students' interest in Mathematics	Mathematics	Sep 2021 – Jul 2022	S.1-S.6	717	- Evaluation - Students' feedback	\$1,000	✓						
8	Summer Mathematics Olympiad Training To stretch students' potential in Mathematics	Mathematics	Jul – Aug 2022	S.1-S.2	20	- Teachers' feedback - Students' performance	\$7,500	✓						
9	Workplace visit to Ocean Park To inform students about career opportunities related to Biology and develop their awareness of the work requirements of different professional roles in terms of attitudes, skills and knowledge	Biology	Jul 2022	S.5	60	- Teacher's observation - Students' reflection	\$10,000	✓						✓
10	Visit to City Gallery and Tai Kwun To help students understand the vision for the city's planning projects and explore our exciting and sustainable urban future	Geography	May 2022	S.1-S.2	65	- Students' works	\$5,450	✓						
11	Programme on 99:1 Global Inequality To enhance students' understanding of global poverty and injustice	Liberal Studies	Nov 2021	S.3	35	- Students' reflection	\$4,000	✓	✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
12	<u>Programme on China Migrant Workers 2.0</u> To enhance students' understanding of global poverty and injustice	Liberal Studies	Nov 2021	S.3	35	- Students' reflection	\$5,500	✓	✓					
13	<u>Visit to Hong Kong Court of Final Appeal</u> To enable students to understand more about the Judiciary and its work in Hong Kong	Liberal Studies	May 2022	S.2	35	- Students' reflection	\$2,000	✓						
14	<u>Visit to financial institution (Hong Kong Monetary Authority)</u> To help students understand the relation of financial institutions and economic development of Hong Kong	Liberal Studies	May 2022	S.2	35	- Students' reflection	\$2,000	✓						
15	<u>Physics Olympiad Training</u> To enhance students' knowledge in Physics	Physics	Jul – Aug 2022	S.3	20	- Students' reflection	\$7,500	✓						
16	<u>“Made with Love” Cake Decoration Competition</u> To teach students the skills in making Korean bean paste and cultivate a sense of love towards their parents	Home Economics	Apr 2022	S.2-S.4	20	- Students' reflection	\$3,000	✓	✓					
17	<u>STEM Day</u> To promote STEM education in school	STEM	May 2022	S.1-S.5	717	- Students' participation - Students' feedback - Teachers' observation and evaluation	\$22,000	✓						
18	<u>Extended learning beyond the classroom:</u> S1-S2: Hands-on experience in authentic contexts	STEM	Sep 2021 – Jul 2022	S.1-S.3	380	- Quality of students' works	\$20,600	✓						

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
	S3: STEM project To strengthen students' ability to integrate and apply knowledge and skills to solve authentic problems					- Students' reflection								
19	Music Day To arouse students' interest in music and enhance their confidence	Music	May 2022	S.1-S.5	717	- Programme evaluation - Students' feedback	\$9,000	✓	✓					
20	School-based sports activities To arouse students' interest in sports and provide a chance for students to showcase their sports talent	Physical Education	Sep 2021 – Jun 2022	S.1-S.6	717	- Programme evaluation - Students' feedback	\$10,000	✓	✓	✓				
21	Thematic activities and visits for Life-wide Learning Day To provide co-curricular experiential learning experiences for students	Cross-KLA	May 2022	S.4-S.5	250	- Students' feedback - Teachers' observation	\$84,000	✓						✓
22	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 environmentally-friendly lifestyle and arouse them to reflect on materialism in modern society	Cross-KLA	Mar/Apr 2022	S.1	130	- Students' reflection - Teachers' feedback	\$21,400	✓	✓	✓				
23	Visits to local universities To enable students to know more about different university programmes and have a taste of university life	Cross-KLA	Sep 2021 – Aug 2022	S.3-S.5	350	- Interviews with student participants	\$8,000	✓						✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
24	<u>Training camp for English Ambassadors</u> To develop students' leadership skills and build teamwork	Learning across the Curriculum	Mar 2022	S.1-S.5	30	- Students' feedback - Teachers' feedback	\$12,000	✓	✓					
25	<u>Learning Mindset and Skills programme</u> To increase students' confidence and motivation in embracing challenges in studies and school life	Learning Skills	Sep 2021 – Aug 2022	S.4	30	- Students' performance - Teachers' feedback	\$50,000	✓	✓					
26	<u>Pull-out programmes for the gifted offered by universities and other institutions</u> To stretch the potential of gifted students	Gifted Education	Sep 2021 – Aug 2022	S.1-S.3	30	- Students' feedback - Feedback from external organisers	\$16,000	✓		✓				
27	<u>School-based extra-curricular activities</u> To stretch students' talents and promote personal development	Extra-curricular Activities	Sep 2021 – Aug 2022	S.1-S.6	717	- Students' attendance - Students' performance in activities/ Competitions - Feedback from students, coaches, instructors and teachers	\$271,000	✓	✓	✓	✓			
28	<u>School-based health education programmes</u> To inculcate in students positive values and attitudes and promote healthy life through assemblies and various activities	Health Education	Sep 2021 – Jul 2022	S.1-S.6	717	- Students' survey - Evaluation of programmes	\$69,000		✓					
29	<u>Leadership training programmes for school prefects</u>	Leadership Development	Jul 2022	S.2-S.4	30	- Prefects' duty performance	\$22,000		✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
	To strengthen leadership team spirit of school prefect team					- Teachers' feedback								
30	<u>Leadership training camp for student leaders</u> To equip students with the necessary skills for taking posts of responsibility	Leadership Development	Jul 2022	Pre-S5	30	- Evaluation of programme - Students' feedback	\$24,000		✓					
31	<u>Workshops for senior forms, life camp for S.3 and graduation camp for S.6</u> To foster students' self-understanding, goal setting, personal planning and articulation to further studies and career pathways	Life Planning	Oct 2021 – Aug 2022	S.3-S.6	500	- Students' survey	\$89,500		✓				✓	
32	<u>S.1 Fun Fun Camp</u> To help S.1 students adapt to secondary school life through development of interpersonal skills and sense of community, and enhance servant leadership of big brothers and sisters	Personal Development	Sep 2021 – Aug 2022	S.1	130	- Students' survey - Teachers' observation	\$10,000		✓					
33	<u>S.2 class building activities</u> To help S.2 students develop a sense of responsibility and appreciation of themselves and others	Personal Development	Sep 2021- Jun 2022	S.2	130	- Students' survey - Teachers' observation	\$20,000		✓					
34	<u>Mountain craft activities</u> To sharpen students' self-management and problem-solving skills and develop their sense of belonging to the school	Personal Development	Nov 2021 – Apr 2022	S.3-S.5	20	- Evaluation of programme - Students' feedback	\$20,000		✓					
35	<u>Balloon twisting workshop</u> To enhance students' creativity, imagination and perseverance through balloon twisting activities	Personal Development	Nov 2021 – Apr 2022	S.1	130	- Evaluation of programme - Students' feedback	\$11,300		✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
36	Fellowship Camp To nurture students' positive values and attitudes based on the Bible and spiritual development	Personal Development	Jul 2022	S.1-S.5	40	- Students' survey - Teachers' observation	\$55,000		✓				
37	Adventure training camp To bolster students' resilience, self-discipline and teamwork	Values Education	Mar 2021	S.2	130	- Students' feedback - Teachers' observation	\$24,600		✓				
38	School activities on Civic Education To develop students' civic-mindedness through various activities	Civic Education	Sep 2021 – Jul 2022	S.1-S.6	717	- Teachers' feedback - Students' reflection	\$7,500		✓			✓	
Sub-total of Item 1.1							\$965,420						
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	Study tour to country of the Belt and Road Initiative To widen students' horizons and learn about the country's culture, economic development and so on	Civic Education	Apr 2022	S.2-S.5	30	- Students' self-reflection - Teachers' observation	\$60,000 (subsidy at 20% of tour fees)	✓	✓				✓
2	Field trip to Macau To enable students to experience the history and culture of Macau and see the connection between Hong Kong and Macau as well as the historical development of China	Chinese History and History	May 2022	S.4	42	- Students' performance in trip - Students' post-trip presentation	\$21,000 (subsidy of \$500 each)	✓	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
3	Overseas Study Tour To boost students' English proficiency and confidence and allow them to experience a different culture and exchange ideas with students whose first language is English	English Language and Culture	Jul – Aug 2022	S.1-S.5	20	- Students' self-reflection - Teachers' observation	\$160,000 (subsidy of \$6,000 each)	✓	✓					
4	International exchanges and competitions To subsidize gifted students to participate in international exchanges and competitions	--	Oct 2021 – Aug 2022	S.1-S.6	25	- Students' performance / results - Students' self-reflection and sharing	\$50,000	✓	✓	✓	✓	✓		
Sub-total of Item 1.2							\$291,000							
Estimated Expenses for Category 1							\$1,256,420							

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Equipment, consumables and learning resources for teams, service group, clubs and interest classes	Extra-curricular Activities	For the conduct of related activities	\$219,060
Estimated Expenses for Category 2				\$219,060

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
			Estimated Expenses for Categories 1 & 2	\$1,475,480

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	717
Estimated number of student beneficiaries:	717
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Mr Wong Wing Lok (Vice Principal)

C. Diversity Learning Grant - Gifted Education Programmes for Senior Form Students (2021-2022)

Name of Programme	Objective(s)	Targets (no. of students/level/ selection method)	Duration / Start Date	Deliverables	Evaluation of Student Learning / Success Indicators	Teacher i/c	Budget
Biology Olympiad Training Course	To train students in applying analytical skills and creativity through tackling challenging problems in Biology and conducting experiments	Ten S.4 and ten S.5 students, nominated by teachers	10 2-hour sessions, 10/2021 - 7/2022	Worksheets and hands-on experience	Students' scientific thinking and practical skills are enhanced, as reflected in their performance in Hong Kong Biology Olympiad	Biology Panel Head	\$10,000
Chemistry competitions	To subsidize students to participate in Chemistry competitions organized by tertiary institutions and other organisations	Twenty S.4 and S.5 students nominated by teachers	10/2021 – 8/2022	Students' interest and confidence in Chemistry are enhanced through competitions	Students' results in competitions	Chemistry Panel Head	\$6,000
Chemistry gifted programmes	To subsidize students to participate in gifted programmes organized by tertiary institutions	Two gifted students, nominated by teachers	10/2021 – 8/2022	Students' Chemistry talents are stretched	Feedback on students' performance from institutions	Chemistry Panel Head	\$6,000
English Elite Programmes	To subsidize students to participate in gifted education programmes	Ten best performing S.4 students, based on examination performance and teachers' recommendation	9/2021 - 8/2022	Students will receive intensive training in one of the four skills, use English in authentic scenarios and get to know other elite students in the territory / from overseas and can learn from one another.	Students' English proficiency and confidence in using English are enhanced.	English Panel Head and S.4 English Teachers	\$20,000
HKFYP – Leaders Foundation Programme – Global Citizenship Education Course	To nurture students with the knowledge, ability and values as global citizens to overcome regional and international challenges and serve the community	Four S.4 and four S.5 students, nominated by teachers	22 hours, 4-5/2022	Post-programme self-assessment and prepping e-kit	Students' awareness of social issues and critical thinking skills are enhanced and their horizons are widened.	Liberal Studies Panel Head	\$6,800

HKFYP - “Hong Kong 200” Leadership Project	To provide a comprehensive, professional and forward-looking leadership training experience for students to meet future challenges	Five S.4 and S.5 students, nominated by teachers	10/2021 – 8/2022	Students present their projects at the end of the programme	Students are enhanced in leadership skills and readiness to promote social progress.	Liberal Studies Panel Head	\$4,500
Mathematics Olympiad Training Course	To broaden students’ mathematical knowledge, and strengthen their problem solving and logical thinking skills	Ten S.4 and ten S.5 students, nominated by teachers	20 1.5-hour sessions, 10/2021 – 5/2022	One set of notes and problems for each session	Students’ mathematical knowledge and skills are enhanced, as reflected in their HKMO and IMO Preliminary Selection Contest	Teacher Adviser of Math Olympiad Team	\$7,000
Mathematics gifted programmes	To subsidize students to participate in gifted programmes organized by tertiary institutions	Three gifted students, nominated by teachers	10/2021 – 8/2022	Students’ mathematical talents are stretched	Feedback on students’ performance from institutions	Math Panel Head	\$9,000
Mathematics competitions	To subsidize students to participate in Mathematics competitions organized by tertiary institutions	Thirty S.5 students, nominated by teachers	10/2021 – 8/2022	Students’ interests and confidence in Mathematics are enhanced through competitions	Students’ results in competitions	Math Panel Head	\$4,000
Physics Olympiad Training Course	To nurture students’ interest and talents in Physics and prepare them to challenge themselves in Hong Kong Physics Olympiad	Fifteen S.4 students, nominated by teachers	10/2021 – 5/2022	One set of Physics problems for each session	Students’ problem solving skills are enhanced as reflected in their performance in Hong Kong Physics Olympiad	Physics Panel Head	\$26,000
Physics gifted programmes	To subsidize students to participate in gifted programmes organized by tertiary institutions	Ten S.4-S.5 students, nominated by teachers	10/2021 – 8/2022	Students are inspired to learn beyond their levels	Feedback on students’ performance from institutions	Physics Panel Head	\$5,000
Total:							<u>\$104,300</u>

**D. Plan on the Use of the Promotion of Reading Grant
2021-22 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 promote reading to learn through Reading across the Curriculum
4. To promote information literacy in reading both printed books and internet information

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 	\$32,300 \$6,500
	<ul style="list-style-type: none"> • e-Books 	\$40,000
2.	Reading Activities	
	<ul style="list-style-type: none"> • Hiring writers, professional storytellers, etc. to conduct talks 	\$2,000
	<ul style="list-style-type: none"> • Hire service from external service providers to organize students activities related to the promotion of reading 	\$3,000
	<ul style="list-style-type: none"> • Organising school-based reading activities 	\$5,000
	TOTAL:	\$73,500

E. School-based After-school Learning and Support Programmes 2021/22
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	➤ To strengthen students' foundation in Chinese, English, Mathematics and Liberal Studies	➤ Students show improvement in academic results ➤ Individual attendance rate exceeds 70%	➤ Tutors' performance appraisal ➤ Attendance records	Oct 21– Aug 22	5	10	5	5000	
2. Remedial / enrichment / examination preparation classes for S1 to S6	➤ To help students enhance their learning effectiveness ➤ To help students enhance their academic achievement	➤ Students show improvement in academic results ➤ Individual attendance rate exceeds 70%	➤ Tutors' performance appraisal ➤ Attendance records	Oct 21– Aug 22	5	10	5	5000	

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 21– Aug 22	5	10	5	5000	
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 21– Aug 22	5	10	5	5000	
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 21– Aug 22	5	10	5	40000	
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 22	5	20	10	15000	

7. 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 21– Aug 22	5	20	10	10000	
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 21– Aug 22	5	20	10	5100	
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 21– Aug 22	5	20	0	4700	
								94800	
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%) (C)

F. 公民與社會發展科「支援推行高中公民與社會發展科津貼」計劃書 (2021-2022)

項目	本年目標	目標對象	舉辦 / 施行日期	負責人	財政預算(\$)
(a) 採購教學資源	<ul style="list-style-type: none"> ● 購買參考書(重點購買解說憲法、基本法及「一國兩制」的參考書籍) ● 購買網上電子教學資源作同工備課及準備測考。 	公民科 教師	2021年9月- 2022年6月	CJ, PU, YK PU	\$15,000
(b) 採購圖書 / 電子學習資源	<ul style="list-style-type: none"> ● 購買圖書館書籍供學生借閱 (重點購買解說憲法、基本法及「一國兩制」的參考書籍) 	S4 學生	2021年9月- 2022年6月	CJ, PU, YK	\$5,000
(d) 資助學生前往內地考察活動	<ul style="list-style-type: none"> ● 在情況許可下，鼓勵及邀請同學報名參加認識國情的內地交流團 	S4 獲取錄 學生	2021年9月- 2022年6月	PU	\$20,000
(e) 舉辦校本學習活動	<ul style="list-style-type: none"> ● 老師帶同學參加在本地舉辦的校外機構活動，藉此增加同學見聞，以及提升公民科學與教效能。 	S4 學生	2021年9月- 2022年6月	CJ, PU, YK	\$5,000
(f) 資助同學參加與本科相關的本地機構舉辦的校外學習活動	<ul style="list-style-type: none"> ● 鼓勵及邀請同學報名參加與公民科相關、由本地機構舉辦的活動，藉此豐富學生知識及提高學生學習興趣 	S4 獲取錄 學生	2021年9月- 2022年6月	PU	\$10,000
				總額:	\$55,000

G. 姊妹學校交流計劃書
2021 / 2022 學年

學校名稱：	迦密主恩中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	謝秀賢

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	深圳市坪山高級中學
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	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☐	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流計劃/活動詳情
			B8	☐	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 type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input 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 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 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 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 type="checkbox"/>	描述	編號	<input 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 checked="" type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" 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 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 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 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 checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" 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 checked="" 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\$ 40,000 (2,000*20 人)
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ 2,000
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\$ 6,000 (600*10 天)
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 20,000 (5,000*4 部)
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 2,000
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\$ 1,600 (40 * 40 人)
N7	<input checked="" 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\$ 400 (200*2 人)
N8	<input checked="" type="checkbox"/>	其他(請註明)：VR 拍攝影片	HK\$ 48,000
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 120,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

