



Carmel Divine Grace Foundation Secondary School

Annual School Plan 2017 – 2018

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**Carmel Divine Grace Foundation Secondary School
Annual School Plan 2017-2018**

Major Concern 1: Work Hard, Study Smart

Targets	Strategies / Tasks	Class Levels/ Subjects	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> ● The junior form curriculum is refined to pave students' learning of senior curriculum. 	1.1 Refine the junior form curriculum and assessment to facilitate a smooth interface <ul style="list-style-type: none"> a. strike a balance between skills and knowledge b. ensure a progressive increase in level of difficulty and the application of both skills and knowledge in junior form assessments c. refine school-based curriculums based on EDB's updated KLA Curriculum Guides and Major Renewed Emphases in the Secondary Education Curriculum Guide. 	<ul style="list-style-type: none"> ● S.1-S.3 	<ul style="list-style-type: none"> ● Junior form curriculum is refined. ● Assessments are set with an increase in difficulty and application of skills and knowledge. ● Students are able to apply both skills and knowledge. 	<ul style="list-style-type: none"> ● S.1-S.3 curriculum ● S.1-S.3 test and examination papers ● S.1-S.3 students' assessment results ● Student survey results 	9/2017-6/2018	Dept. Heads All teachers	
	1.2 Refine the JS and SS curriculums and teaching strategies <ul style="list-style-type: none"> a. include challenging yet manageable interesting activities related to everyday life to boost students' confidence and curiosity in learning b. immerse higher-order thinking skills and creativity in the curriculum and everyday teaching in the classroom c. include higher-order thinking skills as one of the focuses in lesson observation and panel-based professional development 	<ul style="list-style-type: none"> ● S.1-S.6 	<ul style="list-style-type: none"> ● Students are able to complete tasks requiring higher-order thinking skills and creativity. 				

	<p>1.3 Strengthen EMI learning strategies in S.1-3 through close collaboration between EMI subjects and Language Across the Curriculum Committee</p> <p>a. LAC collaborates with subjects to develop strategies to facilitate EMI learning</p> <p>b. help students apply EMI learning skills and strategies to the learning of EMI subjects</p> <p>c. include different subjects on English Speaking Wednesdays to help create an English speaking environment</p> <p>d. develop materials for Reading across the Curriculum (RaC) lessons</p>	<ul style="list-style-type: none"> ● S.1-S.3 	<ul style="list-style-type: none"> ● Teaching plans and materials with language scaffold are produced. ● Students are able to apply EMI skills and strategies. ● More than 70% of students are confident in EMI learning. 	<ul style="list-style-type: none"> ● Teaching materials and plans ● Student and teacher EMI survey results ● LAC and EMI subject meeting minutes 	9/2017-6/2018	<p>LAC</p> <p>S.1-S.3 EMI subject Dept. Heads and teachers</p> <p>RaC Working Group</p>	Fund for purchasing RaC materials
<ul style="list-style-type: none"> ● Students possess good learning habits and attitude. 	<p>1.4 Reinforce key elements of learning such as note-taking, pre-lesson preparation, and revision skills in the curriculum and classroom teaching depending on the needs of different subjects</p>	<ul style="list-style-type: none"> ● S.1-S.6 	<ul style="list-style-type: none"> ● Students display good learning habits and attitude. ● Students produce good works with effort. 	<ul style="list-style-type: none"> ● Student survey results ● Students' assignments ● Teaching materials 	9/2017-6/2018	<p>Dept. Heads</p> <p>All teachers</p>	
	<p>1.5 Cultivate diligence among students through emphasizing the importance of effort and quality work</p> <p>a. explain what quality work means to students</p> <p>b. scaffold students with descriptive, specific feedback based on the definition</p> <p>c. give recognition to students who submit quality work</p> <p>d. subjects take turns to display students' good works on notice boards</p>	<ul style="list-style-type: none"> ● S.1-S.6 	<ul style="list-style-type: none"> ● Students are praised for their quality work. 	<ul style="list-style-type: none"> ● Teacher observation 	9/2017-6/2018	<p>Dept. Heads</p> <p>All teachers</p> <p>CDC (Core)</p>	
<ul style="list-style-type: none"> ● Learning and teaching effectiveness 	<p>1.6 Implement e-learning to make students' learning more interactive, collaborative and personalised:</p>	<ul style="list-style-type: none"> ● S.1-S.6 	<ul style="list-style-type: none"> ● Each subject involved in the WiFi 900 Scheme 	<ul style="list-style-type: none"> ● Evaluation of WiFi 900 Scheme 	9/2017-6/2018	<p>ITC</p> <p>CHI, CHS,</p>	WiFi 900 (Enhanced CITG)

<p>is enhanced through e-learning.</p>	<ul style="list-style-type: none"> - enhance the school's IT infrastructure, providing WiFi access in all classrooms and more mobile learning devices - explore and develop effective pedagogical and assessment practices in e-learning - promote professional development in e-learning through sharing of good practices and resources - each teacher attend at least one professional development course on e-learning - enrich the library's e-learning resources 		<p>completes 4-6 hours of e-learning activities. Other subjects conduct e-learning for a double lesson.</p> <ul style="list-style-type: none"> • Teachers' knowledge on e-learning is enhanced. 	<ul style="list-style-type: none"> • Teachers' PD records 		<p>CPS, ECO, ENG, ICT, ISC, LST, MTH, MUS</p> <p>All teachers</p>	
<ul style="list-style-type: none"> • Students with different abilities are well catered for. 	<p>1.7 Cater for learner diversity by adapting the school curriculum and optimising gifted and remedial programmes</p> <p>a. devise strategies to cater for learner diversity through</p> <ul style="list-style-type: none"> - curriculum design, - assignments, - classroom teaching and - assessment <p>b. strengthen the 3-tier gifted education model with a focus on languages and STEM</p> <ul style="list-style-type: none"> - School-based curriculum: <ul style="list-style-type: none"> i. refine S.2 and 3 English and Mathematics High-achievers Class - School-based pullout: <ul style="list-style-type: none"> i. optimise Science Enhancement Programmes and Toastmasters Youth Leadership Programme ii. explore the possibility of extending pull-out programmes to some other subjects - Off-site support: <ul style="list-style-type: none"> i. tap external resources to provide off-site gifted education programmes 	<ul style="list-style-type: none"> • S.1-S.6 	<ul style="list-style-type: none"> • The curriculum, teaching and assessment of each subject is refined to cater for learner diversity. • Students show positive response to after-school remedial support. • Gifted students are exposed to new learning opportunities. 	<ul style="list-style-type: none"> • Department heads' PD records • Subject curriculum and exam papers • Department meeting minutes • Student survey results 	<p>9/2017-6/2018</p>	<p>SDC</p> <p>Dept. Heads</p> <p>All teachers</p> <p>CDC (Core)</p>	<p>Diversity Learning Grant</p> <p>Teacher Relief Grant</p>

	for students ii. nominate students to join external quality activities and competitions						
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Major Concern 2: Grow Well, Do Right

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> ● Build students' character based on the school's core values of six character traits (Compassion, Decisiveness, Gratefulness, Faithfulness, Self-discipline and Self-directedness) and other important moral and performance character namely purpose-driven life, diligence and responsibility 	<p>2.1 Infiltrate the teaching of the school's core values for character education into the school curriculum and all aspects of school life:</p> <ol style="list-style-type: none"> Teach and encourage the development of the six character traits and other good character (purpose-driven life, diligence and responsibility) through formal and informal curriculums such as BIK lessons, class teacher periods, assemblies, Pre-S1 Summer Programme, S1 Orientation Day and mass programmes. Implement class-based planting activities in S1 and S5 to cultivate the character of diligence and responsibility. Infiltrate the element of collective responsibility in the DIC competition. 	<ul style="list-style-type: none"> ● More than 70 % of the students are motivated to pursue the good characters promoted ● 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 	9/2017 - 7/2018	<p>SFC, MCC, BIK</p> <p>GUC, BIK, Class Teachers</p> <p>DIC</p>	
<ul style="list-style-type: none"> ● Students discover and actualize their talents for positive development ● Students become more self-confident 	<p>2.2 Encourage students to engage in the diversified extra-curricular activities that can develop their strengths or talents to maximize their potential:</p> <ol style="list-style-type: none"> Optimize the existing ECA system, by providing more attractive interest classes and implementing the policies of "one team for each student" in S1 and "one extra-curricular activity for each student" in S2 and S3, to encourage more junior form students to join extra-curricular activities. Emphasize the coaching role of teacher advisors and provide clear guidelines for them to facilitate the development of students' 	<ul style="list-style-type: none"> ● Students are given more opportunities to develop their talents and celebrate their success ● Students are more self-confident on the stage 	<ul style="list-style-type: none"> ● Students' surveys ● Teachers' observation ● Evaluation of related programmes ● Committee reports 	9/2017 - 7/2018	<p>EAC</p> <p>EAC</p>	

	<p>strengths.</p> <p>c. Invite teacher advisors of outstanding teams/clubs/committees to share their coaching experience in staff meeting.</p> <p>d. Provide more platforms (such as morning assemblies, assemblies, lunch-time stage, Big TV, 30th anniversary celebratory activities and post-exam activities) for students to showcase their talents and celebrate their success.</p>				EAC	All Teachers
<ul style="list-style-type: none"> ● Students develop leadership to serve the school and wider community 	<p>2.3 Enhance students' leadership skills and provide opportunities for them to serve the school and wider community:</p> <p>a. Implement the leadership development programmes systematically for developing students' strength of character and enhancing their leadership skills under the newly constructed Leadership Development Framework.</p> <p>b. Provide more high-level, high quality service learning programmes for students to serve the community, develop their Servant Leadership and make use of their learning reflection to encourage other students to serve the wider community.</p>	<ul style="list-style-type: none"> ● Students' leadership skills are enhanced ● More high-level, high quality service learning programmes are organized with deep learning reflection 	<ul style="list-style-type: none"> ● Students' surveys ● Teachers' observation ● Evaluation of related programmes ● Committee reports 	9/2017 - 7/2018	SFC	EAC, STC
<ul style="list-style-type: none"> ● Students explore, identify and work towards their purpose in life 	<p>2.4 Develop and optimize the career and life planning programmes:</p> <p>a. Optimize the career and life planning programmes across all levels to help students explore and identify their purpose in life.</p> <p>b. Continue to enhance the professional development of CFC members and to promote that among the other teachers (such as senior form class teachers) at school.</p> <p>c. Collaborate more closely with other parties both inside and outside school.</p>	<ul style="list-style-type: none"> ● More than 70% of the students are motivated to explore and identify their purpose in life ● Students in general give positive responses to 	<ul style="list-style-type: none"> ● Students' surveys ● Teachers' observation ● Evaluation of related programmes ● Committee reports 	9/2017 - 7/2018	CFC	<ul style="list-style-type: none"> ● Career and Life Planning Grant

		related programmes				
<ul style="list-style-type: none"> ● Students develop healthy life habits 	<p>2.5 Optimise the Healthy School Policy:</p> <ol style="list-style-type: none"> Optimize the formal (BIK lessons and S2 HEP lessons) and informal curriculums (e.g. assemblies and morning assemblies) of preventive Health Education against unhealthy habits such as poor time management, internet addiction, drug abuse and smoking. Provide time management workshop for S4 students. Provide brief talks on internet addiction and time management for S1 parents in S1 Orientation day and S1 parents meeting. Provide training or materials to help teachers deal with students with internet addiction problems. Provide workshops for senior form students to cope with stress through BIK lessons. Organize the activities with the elements of positive psychology to enhance students' mental and social health. Organize the activities with the elements of Integrated Education to enhance the capacity of school in catering for student differences. Strengthen Value Education (such as life and death education, noble purpose in life and self-concept) through revised BIK Curriculum and sharing of related life stories in morning assemblies. 	<ul style="list-style-type: none"> ● More than 70% of the students are motivated to develop healthy life habits ● Students in general give positive responses to related programmes 	<ul style="list-style-type: none"> ● Students' surveys ● Teachers' observation ● Evaluation of related lessons and programmes ● Committee reports 	9/2017 - 7/2018	<p>GUC, DIC, HEP, BIK</p> <p>CFC</p> <p>ADC, SFC</p> <p>SFC</p> <p>BIK, GUC</p> <p>GUC</p> <p>SFC</p> <p>MCC, BIK</p>	
<ul style="list-style-type: none"> ● Students have positive school life experiences 	<p>2.6 Strengthen class management and provide a positive environment for students' personal growth:</p> <ol style="list-style-type: none"> Develop strategies to build up good class 	<ul style="list-style-type: none"> ● Classes in general work towards the targets for 	<ul style="list-style-type: none"> ● Students' surveys ● Teachers' observation 	9/2017 - 7/2018	<p>CMD, Class</p>	

	<p>ethos so as to enhance the learning, affective and social environment for students' personal growth.</p> <p>b. Provide platforms for outstanding class teachers to share their experience on class management.</p> <p>c. Continue to strengthen the functioning of class committees by providing training and close supervision so that they can organize activities effectively and independently.</p> <p>d. Organize form-based experiential programmes (S1 Fun Fun Camp, S2 Training Camp, S3 Growth Camp and S4 Running Friends) for students so as to strengthen their class spirit, leadership of class committees and students' sense of belonging to school.</p>	<p>good class ethos</p> <ul style="list-style-type: none"> ● Functioning of class committee is enhanced ● More than 80% of the students have positive school life experiences ● Students in general give positive responses to related programmes 	<ul style="list-style-type: none"> ● Evaluation of related programmes ● Committee reports ● APASO 		<p>Teachers</p> <p>CMD</p> <p>CMD, EAC</p> <p>GUC, DIC, CFC, CMD, RAC</p>	
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Remark: CMD – Class Management Director

Major Concern 3: Work towards a whole-school environment which nurtures and supports academic and moral excellence.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> ● Make the physical environment clean, orderly, inviting and conducive to learning. 	3.1 Optimise the physical environment: <ol style="list-style-type: none"> Strengthen students' self-discipline in keeping the campus clean and tidy and in keeping quiet during change of lessons to avoid disturbance. Improve the provision of facilities for learning and recreational activities. 	<ul style="list-style-type: none"> ● Cleanliness and orderliness of the school campus have improved. ● Staff and students find the school environment more welcoming and conducive to learning. 	<ul style="list-style-type: none"> ● Staff's daily observation ● Staff's and students' surveys 	9/2017 - 7/2018	CMD, DIC & MCC ADC, CDC(Core), RMC & SU Advisers	
<ul style="list-style-type: none"> ● Foster a positive learning environment which encourages academic and moral excellence. 	3.2 Create a learning climate in which all students are supported and challenged to do their best and achieve quality work: <ol style="list-style-type: none"> Teachers monitor and support students' achievements in both academic and non-academic areas, as well as having high expectation on students' work and effort. Provide more opportunities for students to make their work public to the wider community through anniversary celebrations, public performances, external competitions and school activities involving external guests, as well as to their peers and the whole school by means of assemblies and display boards in and out of the classroom. Invite people of exemplary work ethic from different professions to share their work experiences during assemblies. 	<ul style="list-style-type: none"> ● Students feel they are cared about and helped perform at their best level in both academic and non-academic areas. 	<ul style="list-style-type: none"> ● Students' surveys ● Evaluation of related tasks 	9/2017 - 7/2018	All Teachers, CDC & SFC ADC, CDC, CRC, MCC, SFC & 30 th Anniversary Organising Committee ADC & MCC ADC,	

	d. Highlight the school's success stories with students through assemblies and displays.				30 th Anniversary Organising Committee	
● Make the social environment more caring and supportive.	3.3 Enhance a sense of ownership, pride and connectedness among various stakeholders through collaboration in organizing different anniversary celebratory activities.	● Students experience a stronger sense of caring and closeness to teachers, peers and the overall school environment. ● Students find the school encourages them to work hard and do right.	● Students' surveys ● Teachers' feedback ● Evaluation of related programmes	9/2017 - 7/2018	ADC, All Teachers & 30 th Anniversary Organising Committee	
	3.4 Foster the school norm of collective responsibility and institutionalise/align practices with it: a. Enhance routines and rituals to ask for students' input on class and school issues. b. Challenge students to be their classmate's keeper, holding each other accountable for doing the right thing through class-based activities, positive recognition and continuous teaching of this expectation as well as the common language used by staff and student leaders. c. Emphasise the specific roles of student leaders and class committees on special occasions including inauguration ceremony of student leaders and continuous conveyance of such message. d. Consolidate routines which foster students' exercise of collective responsibility.			9/2017 - 7/2018	ADC, BIK Department, CMD, Class Teachers, MCC, SFC & SU Advisers	

**Carmel Divine Grace Foundation Secondary School
Plan on Use of Government Grants in 2017/18 School Year**

Capacity Enhancement Grant, Teacher Relief Grant and Senior Secondary Curriculum Support Grant (2017/18)

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	Jan 17 – Jun 18	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 strengthen split-class teaching	To employ two teachers, two associate teachers, one teaching assistant and one clerical staff	- Teachers to be given more time for learning and teaching work	Sep 17 – Aug 18	Salaries: \$1,900,000	- Improvement is made in learning and teaching	- Students' performance in exams and assignments	Subject Dept. Heads
	(c) To harness IT for learning and teaching	To employ an additional IT technician to enhance support for implementation of e-learning	- Teachers and students to be given technical assistance in using IT for learning and teaching	Sep 17 – Aug 18		- Technical support is provided	- Performance Appraisal of technicians	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	Feb – May 18	Salaries: \$13,450	- 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 17 - May 18	Subsidies: \$41,100	- The weakest students build up a good foundation in English	- Performance appraisal of tutors - Students' performance	English Dept. Head

							in exams	
	(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 17 – May 18	Salaries: \$28,000	- 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 18	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 and stretch high achievers' potentials in non-language subjects	To employ tutors to conduct remedial classes and enrichment classes	- Students to be given extra support to catch up with the standard	Oct 17– Aug 18	Salaries: \$47,250	- Students' exam performance is improved	- Performance appraisal of tutors - Analyses of exam results	Dept. Heads Of Chemistry, Economics, Mathematics and Physics
	(b) 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.	Sep 17- May 18	Salaries: \$30,000	-A good self-study environment is provided for students	-Teachers' observation -Attendance record	Curriculum Development Committee
	(c) To foster students' thinking skills in Liberal Studies	To run workshops and provide subsidies for students	- Students' thinking skills in LS to be enhanced	Jul 18	Subsidies: \$3,000	- Students' overall performance in LS is improved	- Teachers' observation and students' exam results	LS Dept. Head

(d) To foster students' answering skills in Liberal Studies	To employ tutors to assist in enrichment and mark additional DBQ scripts	-Students' question-answering skills to be enhanced	Sep 17 – Jul 18	Salaries: \$9,695	- Students' overall performance in LS is improved	- Teachers' observation and students' exam results	LS Dept. Head
(e) To provide gifted students of junior forms with more exposure and learning opportunities	To procure service from external organization or subsidise students to participate in external courses, activities or competitions	- Gifted students' potential to be stretched	Jul - Aug 18	Sponsoring fees: \$24,000	- Gifted students find them useful	- Students' feedback	Curriculum Development Committee Head
(f) To enhance students' leadership and exposure to external world	To subsidize students to join study tours, and international exchanges and competitions	- Students' leadership skills or horizons to be enhanced	Nov 17 – Aug 18	Subsidies: \$60,000	- Students' horizons are widened and find the programmes fruitful	- Students' feedback	Student Affairs Committee Head
(g) To provide better opportunities for students to develop their potential in extra-curricular activities	To employ coaches, instructors and orchestra conductor	- Teachers' workload in extra-curricular activities to be reduced - Students' talent in extra-curricular activities to be better developed	Sep 17 – Aug 18	Salaries: \$222,200	- Students' participation and performance in related extra-curricular activities	- Performance appraisal of coaches, instructors & conductor - Students' feedback	ECA Committee Head & Team Leaders

Total: \$2,404,695

School-based After-school Learning and Support Programmes 2017/18 s.y.

School-based Grant - Programme Plan

Name of School: Carmel Divine Grace Foundation Secondary School
 Staff-in-charge: Wong Wing Lok Contact Tel. No.: 27010908

I) The estimated number of students (count by heads) benefitted under this Programme is 100 (including A. 10 CSSA recipients, B. 65 SFAS full-grant recipients and C. 25 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 17– Aug 18	5	20	10	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 17– Aug 18	5	10	5	2000	

3. Music Camp, school orchestra and instrumental music classes across all levels	<ul style="list-style-type: none"> ➤ To cultivate a sense of belonging among music convenors, members of the school orchestra, choirs and instrumental music classes ➤ To provide students with more opportunities to experience the joy of making music ➤ To develop students' talents in music instrument 	<ul style="list-style-type: none"> ➤ Number of members in school orchestra, choirs and instrumental music classes increases ➤ Individual attendance rate exceeds 70% ➤ Students find the camp worthy to join 	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Teachers' observation ➤ Attendance records 	Oct 17– Aug 18	5	10	5	5400	
4. 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 17– Aug 18	5	20	10	4000	
5. 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 17– Aug 18	5	10	5	20000	
6. 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 17– Aug 18	5	10	5	10000	
7. 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 	Jul 18	5	10	5	5000	

8. 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 17– Aug 18	5	20	10	6000	
9. Community Service training for S1 to S5	<ul style="list-style-type: none"> ➤ To develop students' skills in community service ➤ To cultivate students' care and love towards those special needs 	<ul style="list-style-type: none"> ➤ Individual attendance rate exceeds 70 % 	<ul style="list-style-type: none"> ➤ Attendance records ➤ Students' sharing and feedback ➤ Teachers' observation 	Oct 17– Aug 18	5	10	5	2000	
10. 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 17– Aug 18	5	10	10	2600	
11. 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 17– Aug 18	5	20	10	3200	
								65200	
Total no. of activities: <u>11</u>									
					@No. of man-times	55	150	80	
					**Total no. of man-times	285			

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)