

# **RAIMONDI COLLEGE SECONDARY SECTION**



## **ANNUAL SCHOOL PLAN**

### **2020 – 2021**

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## Abbreviations

1. ADC : Academic Development Committee
2. AGM : Annual General Meeting
3. APASO : Assessment Programme for Affective and Social Outcomes
4. AQP : Assessment Quality-assurance Platform
5. CTP : Class Teacher's Period
6. EDB : Education Bureau
7. F&E : Furniture and equipment
8. HKDSE : Hong Kong Diploma of Secondary Education
9. HKEAA : Hong Kong Examinations and Assessment Authority
10. HKSAR : Hong Kong Special Administrative Region
11. IMC : Incorporated Management Committee
12. KLA : Key Learning Area
13. PIE : Planning-Implementation-Evaluation
14. QEF : Quality Education Fund
15. RAA : Raimondi Alumni Association
16. RAAF : Raimondi Alumni Association Fund
17. RCPTA : Raimondi College Parent-Teacher Association
18. SAC : School Administration Committee
19. SDT : Staff Development Team
20. SIT : School Improvement Team
21. SSC : Student Support Committee
22. WebSAMS : Web-based School Administration and Management System

## **I. School Mission Statement**

Our College shares the universal mission of Catholic Schools in the education of the whole person.

Consistent with the school motto, “IN CONSTANTIA FORTITUDO”, we shall guide our students to persevere in their quest for knowledge and help students build their character, develop their potential and their sense of commitment towards the community at large.

It is the school’s hope that all students and members of staff experience the spirit of love and the teachings of the Gospel both through the curriculum and school life. We shall uphold and pass on the core values of Catholic Education (Truth, Justice, Love, Life and Family) to students to prepare them properly for their life and future responsibilities.

*UNITY*

*PERSEVERANCE*

*LOVE*

## **II. Major Concerns for 2018 - 2021**

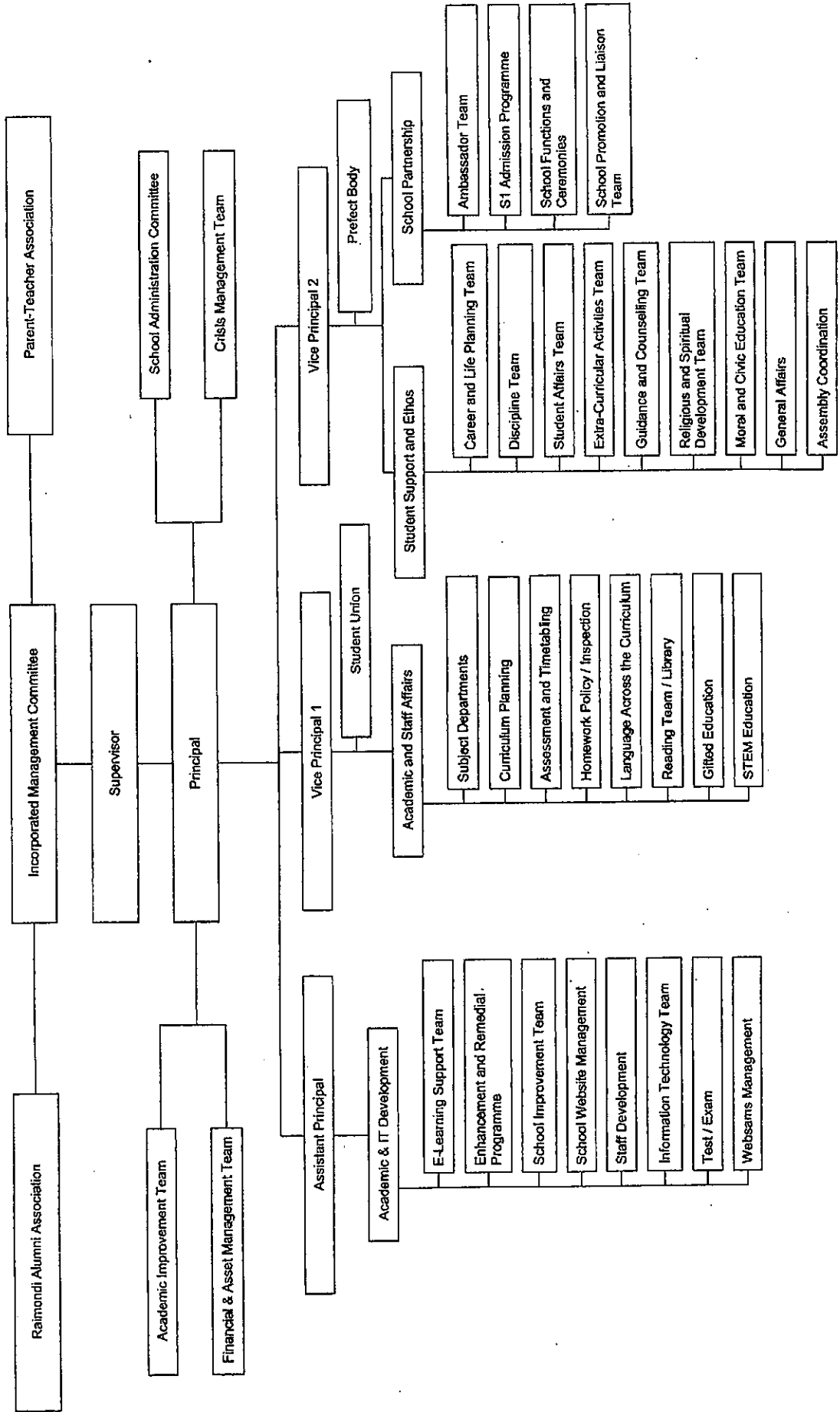
1. To transform our students into inquisitive and language competent learners who collaborate in forming effective learning communities
2. To cultivate students’ positive values and deepen their understanding of the Chinese culture and history for whole-person development and lifelong learning

### *Major Concerns for 2020-2021*

- 1. Developing students to be inquiring, self-reflected and language-competent learners capable of generating applicable knowledge as well as developing their generic, literacy and STEM-related skills**
  - 1.1 Engaging students in active and self-motivated learning inside and outside classroom through the generation of an interactive and technology-supported learning environment
  - 1.2 Assisting students to be reflective readers and effective writers in authentic contexts across the curriculum
  - 1.3 Implementing STEM education via basic skills acquisition and inquiry-based applications
- 2. Cultivating students’ Chinese virtues and spirituality through a cross-curricular approach in enhancing positive thinking and generic skills conducive to their lifelong learning**
  - 2.1 Fostering character building in students through cultivating three of the five Chinese virtues, namely Wisdom (智), Justice (義) and Integrity (信)
  - 2.2 Developing students’ positive attributes in life, spiritual literacy and self-management skills through experiential learning in formal and informal curricula
  - 2.3 Encouraging students to strive for excellence, explore career aspiration and develop entrepreneurial spirits through job shadowing and mentorship programmes with parents, alumni and external organizations

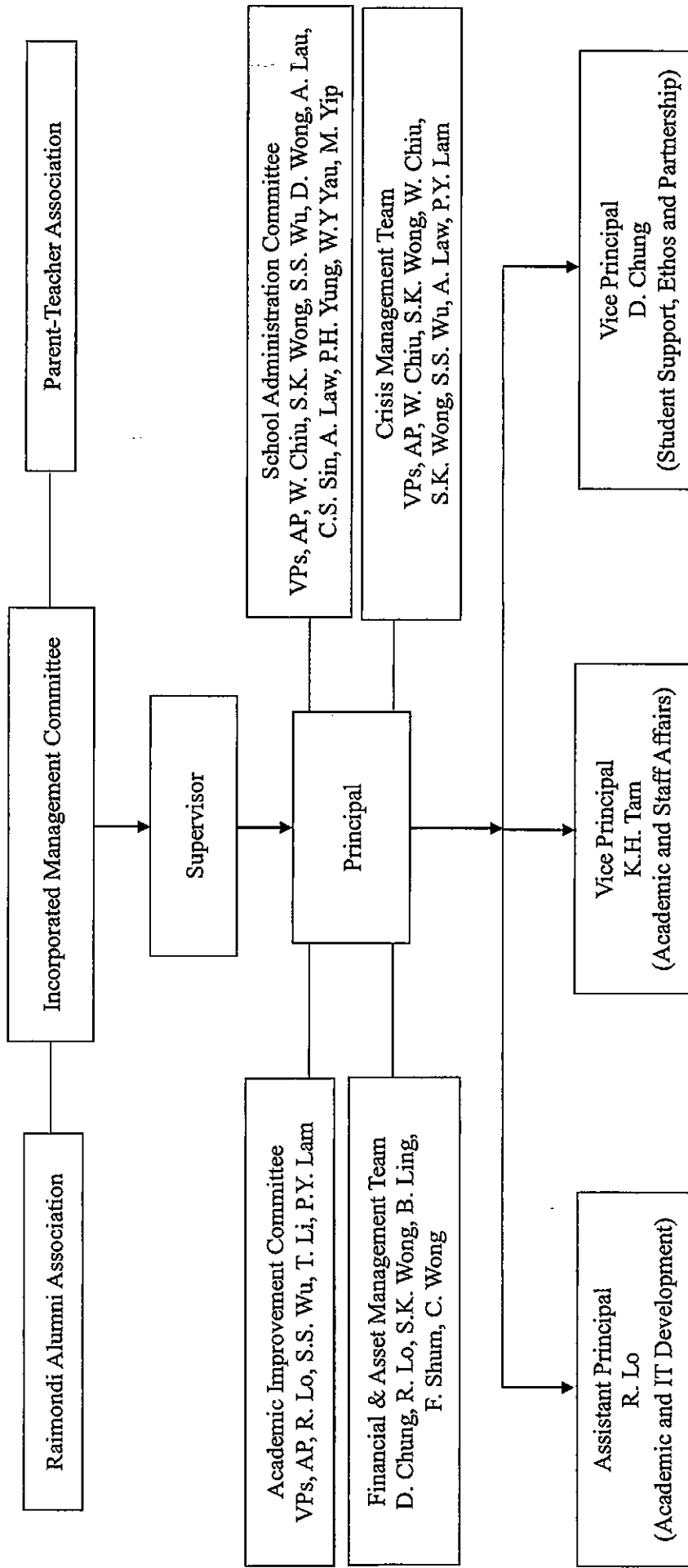
### III. School Structure

## RAIMONDI COLLEGE School Organization Structure (2020-2021)

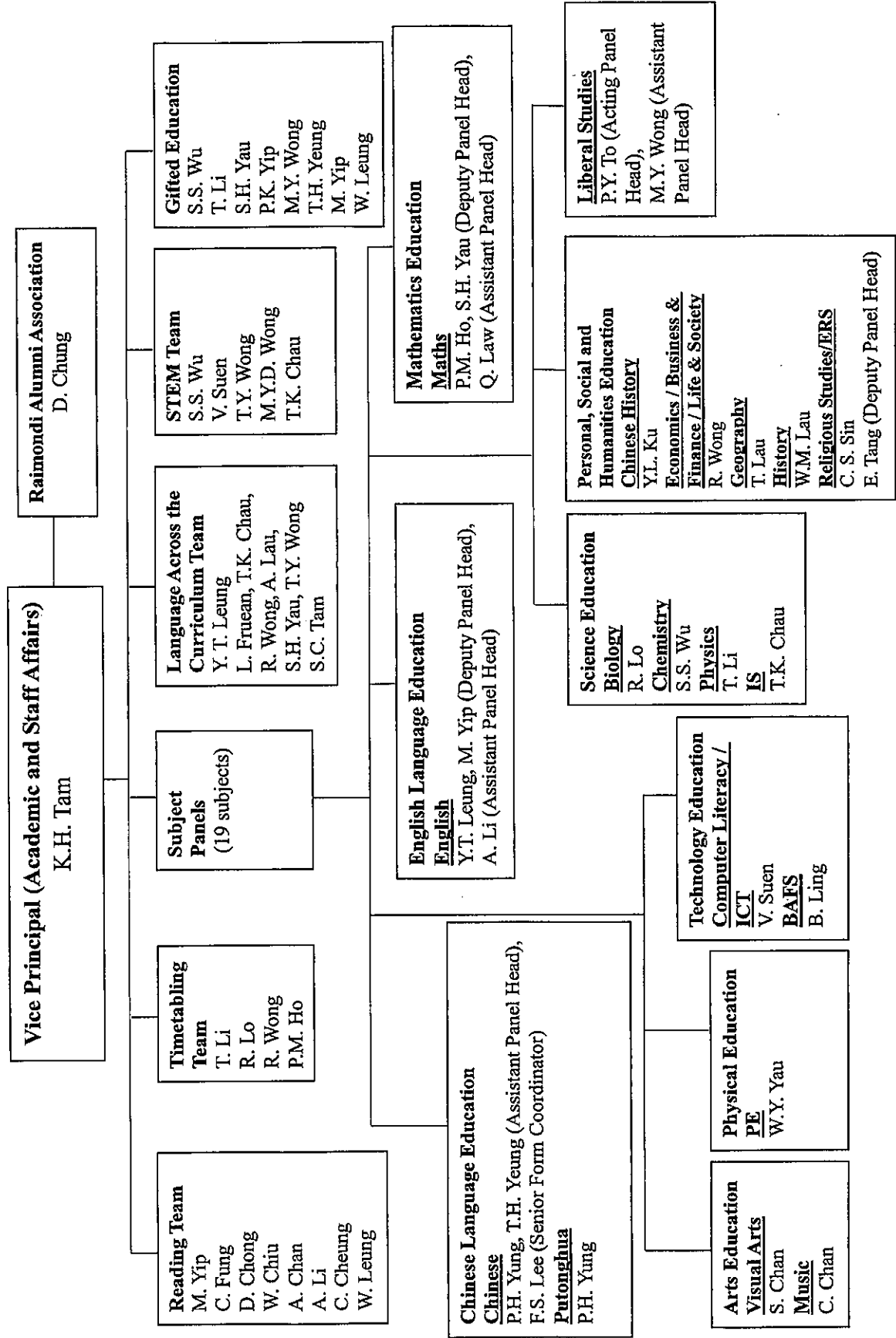


# RAIMONDI COLLEGE

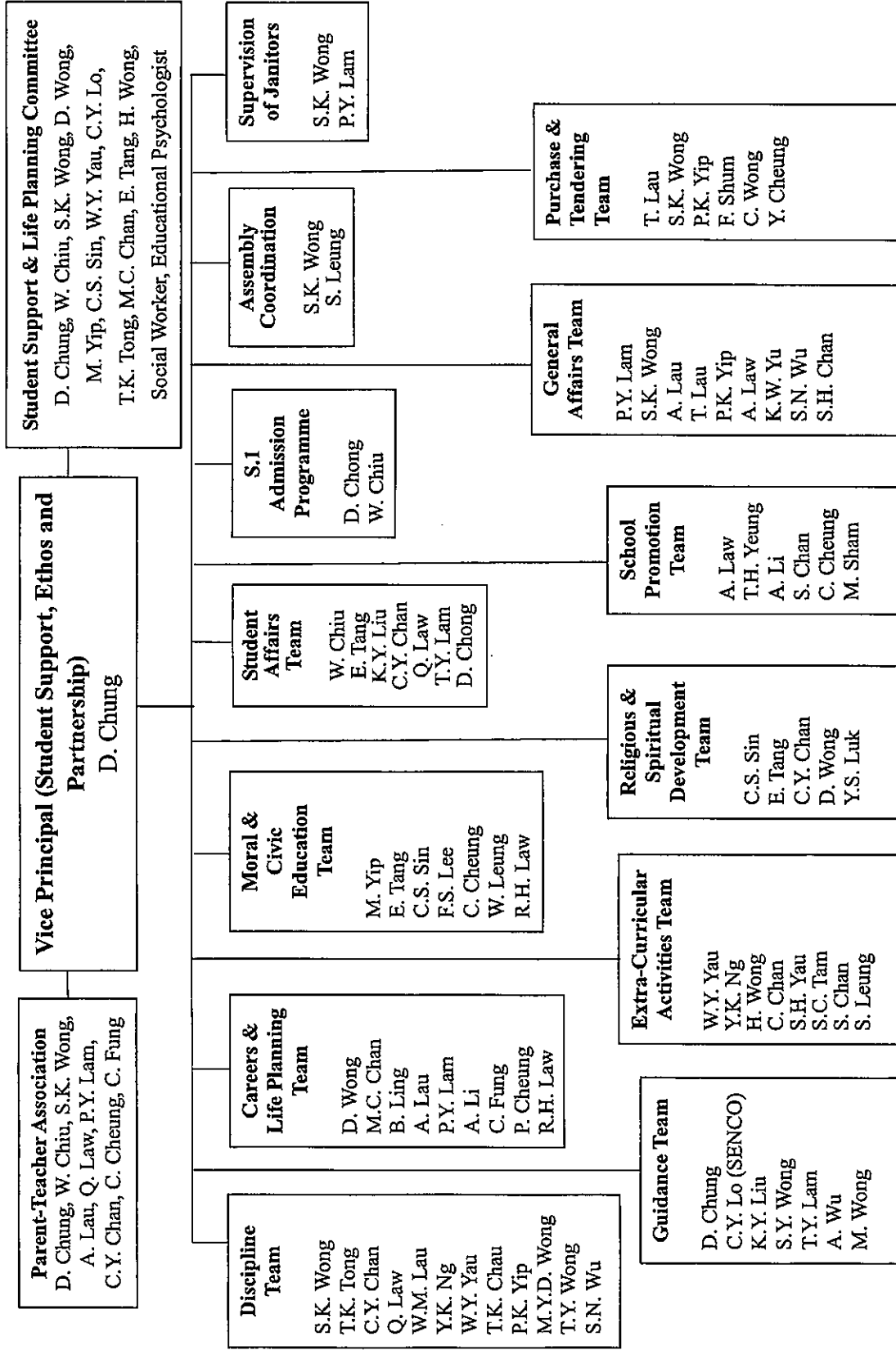
## School Organization Chart (2020-2021)



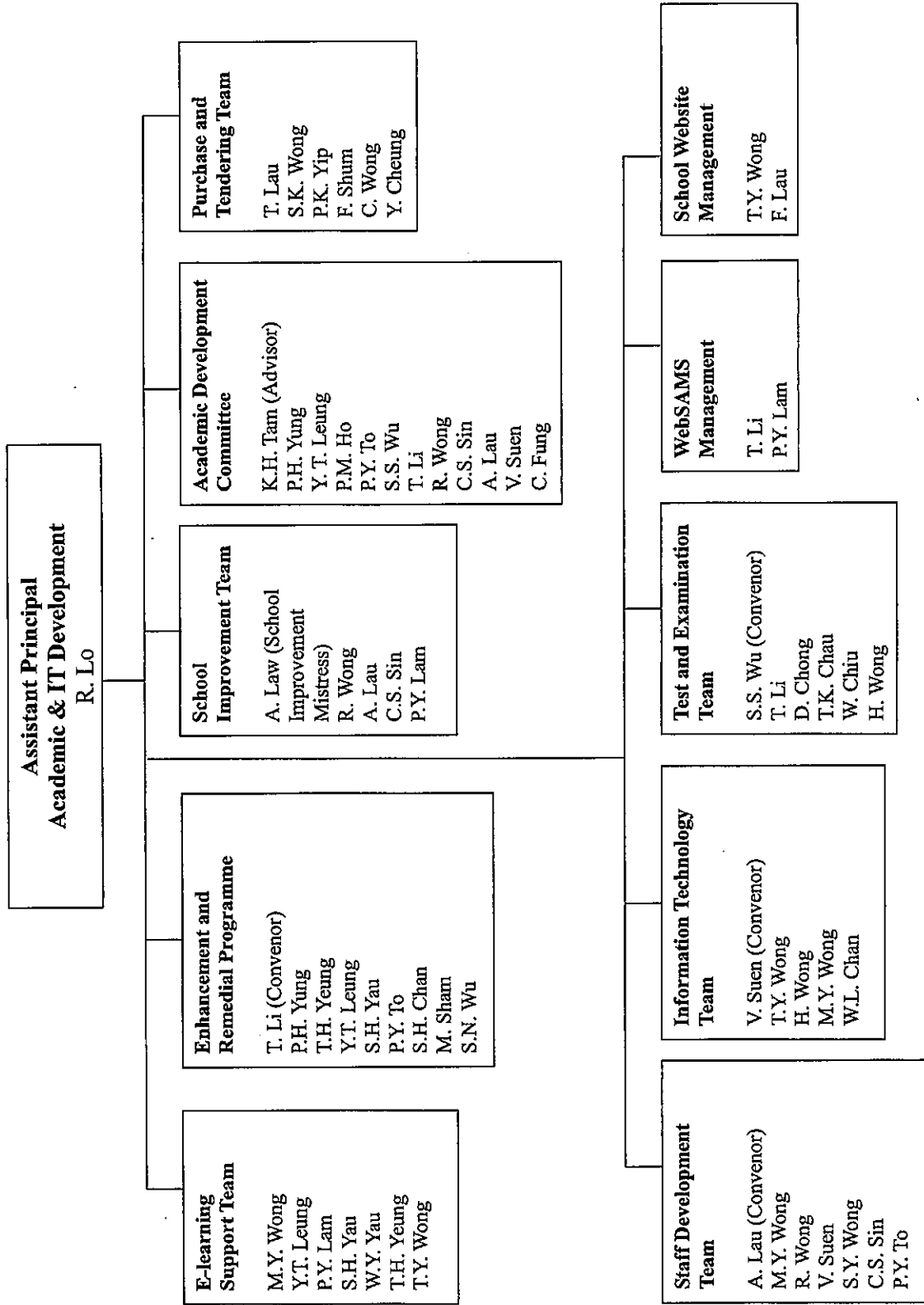
**RAIMONDI COLLEGE**  
**School Organization Chart (2020 – 2021)**



**RAIMONDI COLLEGE**  
**School Organization Chart (2020 – 2021)**



**RAIMONDI COLLEGE**  
**School Organization Chart (2020 – 2021)**



#### IV. Annual School Plan (2020-2021)

1. Major Concern: Developing students to be inquiring, self-reflected and language-competent learners capable of generating applicable knowledge as well as developing their generic, literacy and STEM-related skills

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1	<p>Engaging students in active and self-motivated learning inside and outside classroom through the generation of an interactive and technology-supported learning environment</p> <ul style="list-style-type: none"> <li>• Generating an interactive learning environment</li> <li>• Splitting S1-2 classes from 4 to 5 at each level to form effective learning communities</li> <li>• Executing split-classes for core subjects in S3-6</li> <li>• Adopting the “Knowledge Building Model” for lesson planning, comprising of pre-lesson preparation, scaffolding and consolidation</li> <li>• Maximizing student-teacher and student-teacher interactions in classroom by means of e-learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-student and student-student interactions in class are increased</li> <li>• The academic results of students are improved as revealed in assessment data</li> <li>• The quality of assignments and projects is improved</li> <li>• The results from the Stakeholder Survey on students, parents and teachers as well as the Small-Class Teaching Scheme survey are positive</li> <li>• Collaborative lesson planning is accomplished by most subject panels</li> <li>• All teachers are utilizing the “Knowledge-Building” principles to plan their lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting assessment data</li> <li>• Observing lessons</li> <li>• Collecting feedback from students and teachers through the Stakeholder Survey and the survey on “Small-Class Teaching Scheme” as well as executing the “My Dream, My Faith” project</li> <li>• Inspecting students’ assignments and projects</li> <li>• Scrutinizing documents from the Academic Development Committee (ADC), Student Support Committee (SSC), School Improvement Team (SIT), Staff Development Team (SDT) and subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• ADC</li> <li>• SSC</li> <li>• SIT</li> <li>• SDT</li> <li>• Panel Heads</li> <li>• Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Employing additional teachers</li> <li>• Making use of additional classrooms</li> <li>• Carrying out various surveys</li> <li>• “My Dream, My Faith” project</li> </ul>

	<p>(b) Generating a technology-supported learning environment</p> <ul style="list-style-type: none"> <li>● Using e-learning strategies (e.g. mobile Apps) to increase interactions in classroom</li> <li>● Establishing an E-Learning &amp; Innovative Teaching Exchange (ELITE) centre for collaborative lesson planning and subsequent production of e-learning materials (e.g. videos)</li> <li>● Making good use of learning videos for flipped classroom and learning outside the classroom</li> <li>● Implementing online teaching</li> <li>● Utilizing Google Classroom as an electronic platform for storage of e-learning materials, distribution of online assignments and communication with students</li> <li>● Conducting online assessment to trace students' learning progress and provide prompt feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● The results of the Stakeholder Survey from students, parents and teachers as well as the e-learning survey are positive</li> <li>● Over 1000 videos are produced or the links uploaded to Google Classroom by different subject panels</li> <li>● All teachers are using Google Classroom to communicate with students</li> <li>● All students attend online teaching outside classroom</li> <li>● More than 70% of teachers implement mobile learning</li> <li>● More than 60% of students complete online assignments through GoFormative or Edpuzzle</li> </ul>	<ul style="list-style-type: none"> <li>● Observing lessons</li> <li>● Collecting feedback from students and teachers through the Stakeholder Survey and the e-learning survey</li> <li>● Inspecting students' assignments</li> <li>● Collecting usage data through Google Classroom and GoFormative</li> <li>● Scrutinizing documents from the ADC, SSC, SIT, SDT and subject panels</li> </ul>	<ul style="list-style-type: none"> <li>● ADC</li> <li>● SSC</li> <li>● SIT</li> <li>● SDT</li> <li>● Panel Heads</li> <li>● Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● ELITE centre financed by the RAAF, PTA and RAA</li> <li>● Google Classroom</li> <li>● Subscribing to "GoFormative", an electronic platform, for all teachers</li> </ul>
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	<p>(b) Promoting active and self-motivated learning among students</p> <ul style="list-style-type: none"> <li>• Reviewing assessment data regularly and systematically and devising follow-up actions holistically</li> <li>• Improving the assessment mechanism to provide timely feedback for students and teachers, so that reflections and strategic adjustments can be made</li> <li>• Refining the extended curriculum and assessment mechanism for S1-3 elite classes at subject level</li> <li>• Implementing subject-based projects to improve student learning</li> <li>• Facilitating cross-discipline projects to promote higher-order integrated learning</li> <li>• Promoting learning outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>• The academic results of students are more markedly improved as revealed in assessment data</li> <li>• The assessment mechanisms at school and subject levels are revised to provide timely feedback to teachers and students for reflection and follow-up actions</li> <li>• The quality of assignments and projects is improved</li> <li>• Most students are able to learn through Google Classroom</li> <li>• All students complete online assignments</li> <li>• More than 50% of students participate in co-curricular activities, visits or education programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting and analyzing assessment data</li> <li>• Scrutinizing documents from the Academic Improvement Team and subject panels</li> <li>• Inspecting students' assignments and projects</li> <li>• Retrieving co-curricular activity record</li> </ul>	<ul style="list-style-type: none"> <li>• ADC Team</li> <li>• Academic Improvement Panel Heads and subject teachers</li> <li>• Extra-curricular Activities Team</li> </ul>	<ul style="list-style-type: none"> <li>• Websams system</li> <li>• eClass system</li> <li>• GoFormative</li> </ul>
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<p>(c) Developing learning communities among teachers for professional development</p> <ul style="list-style-type: none"> <li>Working together with the Education Bureau (EDB), universities and with other schools through experience-sharing and consultation</li> <li>Designing lessons with the use of “Knowledge-Building” principles</li> <li>Executing collaborative lesson planning (e.g. at ELITE Centre) and peer lesson observation for professional development</li> <li>Initiating cross-sectional professional interflows with our Primary and Kindergarten Sections regarding educational matters</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>The following projects on student learning are executed with the results revealed in evaluation reports being positive <ul style="list-style-type: none"> <li>The project “School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Mathematics Education Key Learning Area in the English medium” in collaboration with the EDB and the University of Hong Kong</li> <li>The EDB School-based Support Services on Building Learning Partnership “Focused Learning Community on STEM Education (Assessment)”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inspecting lesson plans and observing lessons</li> <li>Inspecting students’ assignments</li> <li>Scrutinizing evaluation reports on different projects</li> <li>Collecting feedback from officers, scholars and teachers from other schools</li> </ul>	<ul style="list-style-type: none"> <li>ADC</li> <li>SDT</li> <li>Relevant Panel Heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>School-based Support Services from the EDB</li> <li>Professional support from the Faculty of Education, HKU</li> <li>Professional exchanges with other schools as well as our Primary and Kindergarten sections</li> </ul>
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1.2	Assisting students to be reflective readers and effective writers in authentic contexts across the curriculum				
<p>(a) Broadening students' knowledge base and sharpening students' analytical skills through authentic reading strategies and post-reading reflection</p> <ul style="list-style-type: none"> <li>● Executing Drop Everything And Read (DEAR) reading programme through collaboration among the Reading Team, Students' Affairs Team, Moral &amp; Civic Education Team and Religious Affairs Team</li> <li>● Subscribing to SCMP or Ming Pao and conducting news commentary activities</li> <li>● Subscribing to online reading platforms in English (Wheelers) and in Chinese (Kanhon)</li> <li>● Optimising library resources to cultivate students' interests in reading by arranging <ul style="list-style-type: none"> <li>- Book Exhibitions (Theme: Refreshing the Soul 洗滌心靈)</li> <li>- book crossing</li> <li>- A piloted parent-child reading scheme</li> <li>- used books donation</li> <li>- book recommendation via e-Library</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● The writing and reading skills of students in Chinese and English are polished as revealed in assessment results</li> <li>● All students completed relevant reading and writing assignments, including those under the Extensive Reading Schemes</li> <li>● 80% of junior secondary students carry out online reading during the class suspension period</li> <li>● Most students are able to show understanding of the texts and express their views through tasks such as presentation and writing activities</li> <li>● 70% of students find the reading circle and reading programme helpful in enhancing their analytical skills and motivation to read</li> <li>● Borrowing rate of library resources is increased</li> </ul>	<ul style="list-style-type: none"> <li>● Collecting assessment data</li> <li>● Inspecting students' assignments</li> <li>● Collecting feedback from students by questionnaire and interviews</li> <li>● Scrutinizing documents from ADC, Reading Team, School Library and relevant subject panels</li> </ul>	<ul style="list-style-type: none"> <li>● ADC</li> <li>● Reading Team</li> <li>● School Library</li> <li>● English and Chinese Language Panel</li> <li>● Heads and subject teachers</li> <li>● Relevant Panel</li> <li>● Heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Newspaper subscription</li> <li>● Online reading subscription</li> <li>● Library and book resources</li> <li>● e-Library</li> <li>● Book exhibition</li> <li>● Writers' talks</li> </ul>

	<ul style="list-style-type: none"> <li>Implementing reading programmes: <ul style="list-style-type: none"> <li>Extensive Reading Schemes (Chinese and English Languages)</li> <li>Enrichment reading programmes in elite classes (English Language)</li> <li>Reading autobiographies (Chinese History)</li> <li>Reading Circle (Reading Team)</li> <li>Reading and comprehension exercises (non-language subjects)</li> </ul> </li> </ul>					
	<p>(b) Improving students' writing skills</p> <ul style="list-style-type: none"> <li>Organizing Writers' talks <ul style="list-style-type: none"> <li>Mr. Leung Kee Cheong 梁紀昌校長, the former principal of Fresh Fish Traders' School</li> <li>Dr. Wong Oi Yan 黃愛恩博士, the three-fingered pianist and writer of the book “手尋夢想”</li> </ul> </li> <li>Implementing Writing Portfolio and setting-up school-based practical writing materials in Chinese and English Languages</li> <li>Carrying out comprehension exercises in non-language subjects</li> </ul>					

	<p>(c) Assisting students in dealing with language in learning</p> <ul style="list-style-type: none"> <li>Updating the language-across-the-curriculum (LAC) Programme in S1-2</li> <li>Refining curriculum materials in Integrated Science, Geography, History and Life</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum materials are produced to assist students in dealing with language in learning <ul style="list-style-type: none"> <li>70% of S1 and S2 students pass the LAC assessment</li> <li>70% of S1-2 students pass the assessment in Integrated Science, Geography, History and Life &amp; Society</li> <li>80% of NCS students pass the abridged</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Collecting assessment data <ul style="list-style-type: none"> <li>Inspecting students' assignments</li> <li>Collecting feedback from students</li> <li>Observing lessons</li> <li>Scrutinizing relevant curriculum materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ADC</li> <li>SSC (Student Affairs Mistress)</li> <li>LAC Team</li> <li>Ms. L. Frucan (native English-speaking teacher, NET)</li> <li>Mathematics Panel Head and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Professional exchanges with the EDB and HKU</li> <li>Support from LAC Team</li> </ul>
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	<p><b>&amp; Society</b></p> <ul style="list-style-type: none"> <li>Choice of texts based on the teaching materials in the above subjects for reading aloud during DEAR time to raise students' awareness of the subject-based language demands</li> <li>Identifying students with difficulties in handling language in learning for follow-up actions through collecting data from the: <ul style="list-style-type: none"> <li>Pre-S1 attainment test</li> <li>Uniform Tests and Examinations</li> <li>"My Dream, My Faith" handbooks</li> </ul> </li> <li>Supporting S1-2 students who struggle with learning subjects taught in English (e.g. remedial programmes) in collaboration with Student Affairs Mistress</li> <li>Developing curriculum materials to enhance teaching the Key Learning Areas of Mathematics Education in the English medium</li> <li>Optimizing the non-Chinese speaking (NCS) Chinese Language curriculum by aligning the learning, teaching and assessment strategies</li> </ul>		<p>Chinese Language assessment</p> <ul style="list-style-type: none"> <li>Lesson plans in Mathematics are produced to meet the requirements of the EDB and HKU scholars and that the lessons concerned are delivered with the use of suggested pedagogies</li> <li>S1-2 students with difficulties in learning subjects taught in English have to attend remedial programmes and receive counselling services</li> </ul>	<p>and S1 "My Dream, My Faith" handbooks</p> <ul style="list-style-type: none"> <li>Scrutinizing documents from ADC, SSC, LAC Team and relevant subject panels</li> </ul>	<ul style="list-style-type: none"> <li>Relevant subject panels and teachers</li> </ul>	
<p><b>1.3</b></p>	<p><b>Implementing STEM education via basic skills acquisition and inquiry-based applications</b></p> <p>(a) Reviewing the assessment mechanism for STEM activities</p> <ul style="list-style-type: none"> <li>Consultation through "Focused Learning Community on STEM Education (Assessment)"</li> <li>Refining assessment mechanism in STEM-related subjects</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>All students are capable of accomplishing STEM assignments and projects</li> <li>Most students are equipped with basic knowledge and skills in STEM education</li> <li>All S3 students participate in the ICAS test</li> <li>Talented students are able to carry out STEM research studies through independent learning and active participation in STEM-related competitions</li> <li>The following projects on STEM education</li> </ul>	<ul style="list-style-type: none"> <li>Collecting assessment data</li> <li>Inspecting students' assignments and projects</li> <li>Observing lessons</li> <li>Scrutinizing ADC, STEM Team and panel documents</li> <li>Retrieving co-curricular activities record</li> </ul>	<ul style="list-style-type: none"> <li>ADC</li> <li>STEM Team</li> <li>Panel Heads and subject teachers (Computer Literacy, Integrated Science, Physics, Chemistry, Biology, Mathematics)</li> <li>Extra-curricular Activities Team</li> </ul>	<ul style="list-style-type: none"> <li>Professional exchange with the EDB and HKTA</li> <li>The Yuen Yuen Institute No. 3 Secondary School</li> </ul>

	<p>(b) Equipping students with STEM and generic skills to solve authentic problems</p> <ul style="list-style-type: none"> <li>• Offering lessons on coding, robotics, 3D printing, virtual reality (VR), augmented reality (AR) technology and video streaming</li> <li>• Initiating cross-curricular projects for S1-3 students to apply related skills in authentic contexts.</li> </ul>		<p>are executed with the results revealed from evaluation reports being positive:</p> <ul style="list-style-type: none"> <li>○ S1 field study in Cheung Chau</li> <li>○ S1-3 STEM projects</li> <li>○ S3 bible story video production</li> <li>○ S4 scientific investigation project</li> <li>○ STEM education visits and programmes</li> </ul>	<ul style="list-style-type: none"> <li>● Collecting feedback from students</li> </ul>	
	<p>(d) Stretching students' problem-solving abilities</p> <ul style="list-style-type: none"> <li>• Identifying talented students through the International Credential Assessment Service (ICAS) test</li> <li>• Proposing the conversion of the present Multimedia Learning Centre (MMLC) and Computer Room into STEM learning centres for related activities</li> <li>• Enriching students' experiential learning through STEM education visits and programmes</li> </ul>				

**2. Major Concern: Cultivating students' Chinese virtues and spirituality through a cross-curricular approach in enhancing positive thinking and generic skills conducive to their lifelong learning**

	Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>2.1</b>	<b>Fostering character building in students through cultivating three of the five Chinese virtues, namely Wisdom (智), Justice (義) and Integrity (信)</b>					
2.1.1.a	S1 Orientation Day: Introduce the core values of Catholic education, the school motto, major concerns 2020-2021 and three of the five basic Chinese virtues namely Wisdom, Justice and Integrity to S.1 parents and students	22 Aug 2020	<ul style="list-style-type: none"> <li>All parents and students understand the core values of Catholic education, the school motto, major concerns 2020-2021 and three of the five basic Chinese virtues namely Wisdom, Justice and Integrity</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation meeting with Vice Principal with Guidance Team and class teachers</li> <li>Feedback from observation</li> </ul>	<ul style="list-style-type: none"> <li>VP and AP</li> <li>Guidance Team</li> <li>Discipline Team</li> <li>MCE Team</li> </ul>	<ul style="list-style-type: none"> <li>Karl Hall</li> <li>LED Monitor</li> </ul>
2.1.1.b	Introductory talk on major concerns, core values, Wisdom, Justice and Integrity	1 and 2 Sept 2020	<ul style="list-style-type: none"> <li>Most students understand the major concerns</li> <li>80% of classes can incorporate the core values or Chinese virtues when decorating their classroom notice board</li> </ul>	<ul style="list-style-type: none"> <li>Observation by class teachers</li> <li>Evaluation worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>VP and AP</li> <li>SSC</li> </ul>	<ul style="list-style-type: none"> <li>Hall</li> </ul>
2.1.1.c	School Opening Mass: The Mass will be organized at the Cathedral of The Immaculate Conception	2 Sept 2020	<ul style="list-style-type: none"> <li>Most students are able to realize the core values and experience Wisdom, Justice and Integrity</li> <li>Most students worship God sincerely during the Mass and behave in a disciplined manner</li> </ul>	<ul style="list-style-type: none"> <li>Observation from VP, AP and Religious Team</li> <li>Feedback from class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Religious Affairs Team</li> </ul>	<ul style="list-style-type: none"> <li>\$3500</li> </ul>
2.1.1.d	Hall Assembly with the theme of 「求智慧，重誠信，行公義」: <ul style="list-style-type: none"> <li>SSC teams will deliver messages concerning three of the five basic Chinese virtues namely Wisdom, Justice and Integrity</li> <li>To facilitate the development of care, love and discipline in students, through sharing of life stories and learning experience from students and teachers</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>90% students have a stronger sense of belonging towards the school</li> <li>Three of the five basic Chinese virtues namely Wisdom, Justice and Integrity are integrated into the messages delivered to students</li> <li>80% of students are able to practice the virtues in their daily lives</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Team (i.c.)</li> <li>Other SSC Teams</li> </ul>	<ul style="list-style-type: none"> <li>Hall</li> </ul>

2.1.2	<ul style="list-style-type: none"> <li>S1 Adaptation Programme: Guidance Team, Student Affairs and social workers will work together to cater to the diverse needs of students. Adaptation issues of students including academic studies and interpersonal relationships will be addressed</li> <li>To integrate with the Bridging course organized by the English Department</li> </ul>	20-24 July 2020	<p>All S.1 students are able to</p> <ul style="list-style-type: none"> <li>understand the history, missions, rules and regulations of Raimondi</li> <li>understand the core values, Chinese virtues and theme of the year</li> <li>understand their classmates, class teachers and some head teachers</li> <li>develop positive characters, self-management skills and team spirit through different learning and team building activities</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation meeting with VP and SSC team heads</li> <li>Report from class teachers</li> </ul>	<ul style="list-style-type: none"> <li>VP (SSC)</li> <li>Discipline Team</li> <li>ECA</li> <li>English Department</li> <li>Guidance Team</li> <li>Student Affairs Mistress</li> <li>Social workers</li> </ul>	<ul style="list-style-type: none"> <li>Log book</li> </ul>
2.1.3	<p>Cross-curricular programmes promoting the Theme of the Year – Wisdom, Justice and Integrity through the formal curriculum. MCE and Guidance teams will liaise with the Chinese Language, English Language, BAFS, and RS panels, Religious Affairs Team (RAT), Reading Team and Drama Club in organizing thematic events:</p> <ul style="list-style-type: none"> <li>Chinese Panel (Thematic Writing Competition, Reading Report, Slogan Design)</li> <li>English Panel (Comments on current issues, Reading Report)</li> <li>MCE Team (organizing LPE lessons and preparing teaching materials for core values and Chinese virtues)</li> <li>R.S. Panel /RAT (Thematic Sharing, Evangelization, teaching core values and Chinese virtues in R.S. lessons, social services and religious activities)</li> <li>BAFS Panel (Workshop on Financial Management)</li> <li>Reading Team (DEAR Reading Scheme) &amp; Drama Show</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>All students are able to demonstrate their understanding of the theme</li> <li>80% of students are able to participate in the activities and apply the core values and Chinese virtues in their daily lives</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers' observation and evaluation</li> <li>Activity record</li> </ul>	<ul style="list-style-type: none"> <li>Moral &amp; Civic Education Team</li> <li>Chinese Language Panel</li> <li>English Language Panel</li> <li>BAFS Panel</li> <li>Religious Affairs Team</li> <li>Reading Team</li> <li>Drama Club</li> <li>Liberal Studies Panel</li> </ul>	<ul style="list-style-type: none"> <li>Activity record</li> <li>Evaluation report</li> <li>Assessment Worksheet</li> </ul>

2.1.4	Leadership training and duties of Prefects and Guidance Prefects will include the virtues namely Wisdom, Justice and Integrity.	Sep 2020 – May 2021	All Prefects and Guidance Prefects will learn the meaning and practice of the virtues, Wisdom, Justice and Integrity, while performing their duties, providing services and organizing activities.	Feedback from advisors of the Prefect Body and Guidance Prefect Body / Prefects and Guidance Prefects / students	Advisors of Prefect Body and Guidance Prefect Body / Prefects and Guidance Prefects / students	Classrooms / Advisors of the Prefect Body and Guidance Prefect Body / Prefects and Guidance Prefects
2.1.5	Offering advanced leadership training programs to 30 outstanding S4 and S5 students. Wisdom and Integrity are essential for leadership. Students will be invited to join the Outward Bound Leadership Training Course to broaden their horizon and improve their leadership skills	Dec 20 – May 21	<ul style="list-style-type: none"> <li>Over 85% of participants agree that the course helps them improve their leadership training skills and understand Wisdom and Integrity are important for leadership</li> <li>All participants are required to submit reflection</li> <li>8 - 10 participants will be invited to share their experiences in Hall assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Reflection from students</li> <li>Feedback and observation from teachers and coaches</li> </ul>	<ul style="list-style-type: none"> <li>Mr WY Yau</li> <li>ECA club advisors</li> </ul>	<ul style="list-style-type: none"> <li>Life-wide-learning Grant</li> </ul>

<b>2.2 Developing students' positive attributes in life, spiritual literacy and self-management skills through experiential learning in formal and informal curricula</b>						
2.2.1a	<p>i) Mindfulness training, relaxing activities and leisure exercises will be provided to senior form students to help release their stress due to academic studies</p> <p>ii) A cafe corner is set up for S6 students with the aim of releasing their tension and pressure from preparing for the DSE. There is a place for them to recompose themselves and be refreshed at "Teacher-student Corridor" 師 生廊 near the S6 building.</p>	Whole Year	<ul style="list-style-type: none"> <li>Through Mindfulness training and relaxing activities, 80% students can release their pressure from learning</li> <li>80% of students become more optimistic when dealing with stress and difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>VP (SSC)</li> <li>Guidance Team</li> <li>EP</li> <li>Social workers</li> </ul>	<ul style="list-style-type: none"> <li>\$500</li> <li>Support by EP and social worker</li> </ul>
2.2.1b	Informal Curriculum: The life journey experiential workshops at Jockey Club Life Journey Center for S4 students	Post-Examination Activities	85% of students will develop appreciation and treasure their life with positive thinking through the workshop	<ul style="list-style-type: none"> <li>Evaluation reports from the Life Journey Center</li> </ul>	<ul style="list-style-type: none"> <li>Careers and RS teachers</li> <li>S4 class teachers</li> </ul>	IT support TCLP grant
2.2.1c	「FUN 享正能量」 programme organized by EDB	Whole Year	80% of students are able to develop positive values and attribute in lives	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Teachers' observation</li> <li>Evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>VP (SSC)</li> <li>MCE Team</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>\$2000</li> </ul>

2.2.1d	Informal Curriculum: Collaboration with the R.S. department: Experience Dialogue in the Dark for S3 and S5 students	2 <sup>nd</sup> Term	<ul style="list-style-type: none"> <li>80% of students are able to treasure their sense of sight - a gift from God - through prayer</li> <li>80% of students are able to demonstrate that they are willing to serve others in need, especially those with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Discussion and Sharing</li> </ul>	<ul style="list-style-type: none"> <li>VP (SSC)</li> <li>Careers Team and Guidance Team</li> </ul>	<ul style="list-style-type: none"> <li>\$15000</li> </ul>
2.2.2a	Policy on the handling of cell phones in S1: S1 students are required to put their cell phones in phone lockers for storage in the morning before class. Students can retrieve their cell phones at the end of the school day.	Whole Day	<ul style="list-style-type: none"> <li>90% of students are well-disciplined and are able to put their cell phones in the lockers</li> <li>90% of students are able to use their cell phones in an appropriate manner in terms of time, frequency and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>VP (SSC)</li> <li>Discipline Team</li> </ul>	<ul style="list-style-type: none"> <li>Phone lockers</li> </ul>
2.2.2b	Through life planning lessons, students are able to develop self-management skills and avoid bad habits such as sleeping late, overindulging in electronic games, etc.	Whole Year	<ul style="list-style-type: none"> <li>80% of students are able to have enough rest</li> <li>80% of students are able to balance their lives between studies and leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers' observation</li> <li>Interview with parents during school events, such as the Parents' Day</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Guidance Team</li> <li>Form head teachers</li> </ul>	
2.2.2c	E-attendance system would enhance students' awareness of punctuality and cultivate a sense of responsibility	Whole Year	<ul style="list-style-type: none"> <li>All students are able to present their smart cards for roll call</li> <li>The school and parents are able to monitor students' attendance more efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents, students and clerical staff</li> <li>E-attendance system record</li> </ul>	<ul style="list-style-type: none"> <li>VP (SSC)</li> <li>Discipline Team</li> </ul>	<ul style="list-style-type: none"> <li>E-attendance system</li> </ul>
2.2.2d	S.2 Savvy Planner Workshop on – Self-management in financial budgeting	1 <sup>st</sup> Term	<ul style="list-style-type: none"> <li>Students are able to acquire skills and concepts for personal finance</li> </ul>	<ul style="list-style-type: none"> <li>Parents' and students' feedback</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>VP (SSC)</li> <li>Careers Team</li> </ul>	<ul style="list-style-type: none"> <li>HSBC</li> </ul>

Encouraging students to strive for excellence, explore career aspiration and develop entrepreneurial spirits through job shadowing and mentorship programmes with parents, alumni and external organizations									
2.3	<p><b>2.3.1</b> Mentorship Scheme: “夢想 Goal 飛 ~ My Dream, My Faith”</p> <p>This programme will be organized with the collaborated effort of Guidance, Careers and Student Affairs Teams. It aims to provide students with support and guidance on studies and career planning.</p> <ul style="list-style-type: none"> <li>• The mentors provide guidance, advice, study skills and support to their mentees</li> <li>• Guidance to S.4 to S.6 students on JUPAS choices and preparation for HKDSE</li> </ul> <p>Whole Year</p>					<ul style="list-style-type: none"> <li>• For S1 to S4, the class teachers will be the mentors while for S.5 and S.6, the class teachers, subject teachers or the members of the SSC will serve as mentors. The mentors and mentees meet regularly to formulate plans for studies and JUPAS choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Log books</li> </ul>	<ul style="list-style-type: none"> <li>• VP (SSC)</li> <li>• SSC Team members</li> <li>• SAMS Team</li> <li>• Class teachers</li> <li>• Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School Hall</li> <li>• Clerical Support</li> <li>• IT Support</li> </ul>
2.3.2	<p><b>2.3.2</b> Business-School Partnership Programme: enhancing students' experience through company visits and talks</p> <p>Whole Year</p>					<ul style="list-style-type: none"> <li>• Most of S4 and S5 students will be able to build careers aspirations and related experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and the organizations offering the programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Team</li> <li>• Class teachers</li> <li>• Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• School Hall</li> <li>• IT Support</li> </ul>
2.3.3	<p><b>2.3.3</b> 「創志未來」 - 青年創業計劃: An entrepreneur training programme purchased from Caritas. Careers, Guidance and MCE teams collaborate to run this programme in S.4. This programme will help S.4 students explore their unique talents, interests and dream jobs. They will also learn to practice core values and Chinese virtues in the workplace.</p> <p>Oct 20 -- May 21</p>					<ul style="list-style-type: none"> <li>• 80% of students will complete the programme and understand their unique talents and interests. They are able to plan for their future academic and careers pursuits</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers, social workers, students and companies.</li> </ul>	<ul style="list-style-type: none"> <li>• VP (SSC)</li> <li>• Careers Team / Guidance Team / MCET / Caritas social workers / students</li> </ul>	<ul style="list-style-type: none"> <li>• Programme fee, Products, Classrooms and Hall</li> </ul>
2.3.4	<p><b>2.3.4</b> 「築職夢飛行」生涯規劃: Collaboration with social workers from Shek Tong Tsiu to support students with learning diversity in S4 and S5 by providing them with guidance, and planning their career path.</p> <p>Whole Year</p>					<ul style="list-style-type: none"> <li>• 80% of students are willing to share their feelings and thoughts with teachers or social workers</li> <li>• 80% of students are able to plan their future studies and career</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Social workers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• VP (SSC)</li> <li>• Careers Mistress</li> </ul>	<ul style="list-style-type: none"> <li>• Social workers</li> </ul>

2.3.5	<p>'Here are my Dreams' / 夢嚮導</p> <ol style="list-style-type: none"> <li>1. Collaboration between Careers Team, Guidance Team and The Hong Kong Federation of Youth Groups to develop a parent mentorship programme</li> <li>2. 8 – 10 S.2 &amp; S.3 parents will be trained to become mentors of their own / other children</li> <li>3. 'Dreams come true' is an entrepreneurial competition for 30 S.4 &amp; S.5 students.</li> </ol>	<p>Sep 2020 — May 2021</p>	<ul style="list-style-type: none"> <li>• 80% of the participating parents will be trained to become competent mentors of their own / other children</li> <li>• It can enhance the relationship and communication between 80% of the parents and their children</li> <li>• Parent mentors can inspire their own / other children when evaluating different choices and making decisions on elective choices and their future careers</li> <li>• Thirty S.4 &amp; S.5 students will learn to make their dreams come true through proper planning and preparing for the entrepreneurial competition. It facilitates students' understanding of their dreams, academic and career aspiration</li> </ul>	<p>i. Feedback from Guidance and Careers Teams / The Hong Kong Federation of Youth Groups / teachers / parents / students.</p>	<p>Guidance Team / Careers Team / The Hong Kong Federation of Youth Groups / parents / students</p>	<p>Hall / classrooms</p>
2.3.6	<p>Organise study tours or field trips to expose students to more career options and inspire their aspirations</p>	<p>2<sup>nd</sup> Term</p>	<ul style="list-style-type: none"> <li>• 1-2 tours related to students' future studies or careers will be organised</li> <li>• Around 80% of the participants agree that the tours or trips can broaden their horizon in different aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Observation from teachers</li> <li>• Feedback from students</li> </ul>	<p>Mr. W. Y. Yau Mr. S. Chan Mr. Y. T. Leung</p>	<p>Life-wide-learning Grant</p>
2.3.7	<p>Life planning activities and workshops</p>	<p>Whole Year</p>	<p>80% of students will be able to:</p> <ul style="list-style-type: none"> <li>• participate in the programme actively</li> <li>• know their uniqueness, strengths and weaknesses</li> <li>• set goals and relate them to the actual needs of society</li> <li>• alleviate their abilities in all facets</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• MCE, Guidance, Careers, Religious Affairs Teams and social workers</li> </ul>	<ul style="list-style-type: none"> <li>• Interview reports</li> </ul>

**V. Work Plan on Capacity Enhancement Grant**

**Work Plan on the Use of Capacity Enhancement Grant in 2020-2021**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Strategies/ Tasks</b>	<b>Benefits Anticipated</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>
All-round Education	<ul style="list-style-type: none"> <li>To promote arts and physical education</li> </ul>	<ul style="list-style-type: none"> <li>To employ instructors for music and sports</li> </ul>	<ul style="list-style-type: none"> <li>Whole person development of students</li> <li>Teachers' workload will be relieved</li> </ul>	Throughout the school year	<ul style="list-style-type: none"> <li>Music instructors/ conductors: \$145,200</li> <li>Sports coaches: \$70,000</li> </ul>	Increase of students' interest in music and sports	<ul style="list-style-type: none"> <li>Observing lessons</li> <li>Scrutinizing panel documents</li> </ul>	Ms. C. Chan Mr. W. Y. Yau
Curriculum Development and Interactive Learning	<ul style="list-style-type: none"> <li>To foster students' language proficiency</li> <li>To support the Small Class Teaching Scheme</li> </ul>	<ul style="list-style-type: none"> <li>To recruit teachers to help students develop their language abilities</li> <li>To provide students with an interactive classroom</li> </ul>	<ul style="list-style-type: none"> <li>Students' language skills will be equipped for applications</li> <li>Learning effectiveness will be enhanced</li> </ul>	Throughout the school year	<ul style="list-style-type: none"> <li>2 English Language Teachers: \$535,430</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced students' language abilities</li> <li>Improved learning atmosphere and performance</li> </ul>	<ul style="list-style-type: none"> <li>Collecting assessment data</li> <li>Observing lessons</li> <li>Scrutinizing panel documents</li> </ul>	Mr. K.H. Tam Mr. R. Lo

**Estimated Expenditure: \$558,654**

## VI. Work Plan on Diversity Learning Grant

### Annual Programme Proposal for Diversity Learning Grant (DLG) for the year 2020-2021

<b>Domain</b>	<b>Programme</b>	<b>Objective</b>	<b>Target</b>	<b>Duration</b>	<b>Teacher i/c</b>	<b>Budget</b>
English Language	Training course for English debate	To enhance students' skills in English debate	<ul style="list-style-type: none"> <li>15 students</li> <li>S4 &amp; S5 students</li> <li>Nominated by English teachers</li> </ul>	First Term	Mr. Y.T. Leung	\$10,000
Chinese Language	Training course for Chinese debate	To enhance students' skills in Chinese debate	<ul style="list-style-type: none"> <li>15 students</li> <li>S4 &amp; S5 students</li> <li>Nominated by Debate Team advisers</li> </ul>	First Term	Mr. M.Y. Wong	\$10,000
STEM Education	Training workshop for STEM activity	To train students' STEM-related skills	<ul style="list-style-type: none"> <li>15 students</li> <li>S4 &amp; S5 students</li> <li>Nominated by ICT teachers</li> </ul>	First Term	Mr. V. Suen Mr. T.Y. Wong	\$20,000
Science	Training course for problem-solving in Science	To facilitate students' logical thinking skills for problem-solving in Science	<ul style="list-style-type: none"> <li>15 students</li> <li>S6 students</li> <li>Nominated by Science teachers</li> </ul>	First Term	Ms. S.S. Wu	\$5,000
Student Support	Prefect Training Camp	To sharpen leadership and interpersonal skills of the Prefect Body	<ul style="list-style-type: none"> <li>40 students</li> <li>S4-6 students</li> <li>Senior Prefects</li> </ul>	December 2019	Mr. D. Chung	\$15,000
Chinese Language	Training course for Chinese creative writing	To improve students' ability in creative writing	<ul style="list-style-type: none"> <li>40 students</li> <li>S5 &amp; S6 students</li> <li>Nominated by Chinese teachers</li> </ul>	Second Term	Ms. P.H. Yung	\$10,000
Mathematics	Training course for problem-solving in Mathematics	To facilitate students' logical thinking skills for problem-solving in Mathematics	<ul style="list-style-type: none"> <li>15 students</li> <li>S4 &amp; S5 students</li> <li>Nominated by Mathematics teachers</li> </ul>	Second Term	Mr. S.H. Yau	\$15,000

**Estimated Expenditure: \$85,000**

## VII. Work Plan on Life-wide Learning Grant

### Annual Programme Proposal for Life-wide Learning Grant (LWLG) for the year 2020-2021

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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	
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>Local Activities: 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)</b>											
中國語文	舉辦定期辯論訓練及朗誦訓練。 舉辦中國語文相關活動及遊戲。	透過不同類型活動例如朗誦、辨論等活動提升學生對中國語文的興趣及語文能力。	全年	中一至中五年級學生	導師回饋 比賽表現 活動評估	\$22,000	✓					
中國歷史	成立中外文化學會，藉舉行展覽、講座、話劇及參觀等活動介紹1945-1997香港民生百態。	藉舉行展覽、講座、話劇及觀等活動推廣中國文化。	全年	全校學生	活動評估 學生回饋	\$30,000	✓					
Science	Transportation for visits to science-related organizations / sites	To broaden students' horizon on scientific and technological development	2 <sup>nd</sup> Term	50 (S1-S5 students)	Evaluation Feedback from students	\$6,000	✓					



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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				
VPC	Organizing a filming and video production course	to use English in authentic situations	Whole Year	30	teachers and students	\$20,000									
學生支援	透過支援計劃，為學習動機較低的學生提供小組及面談支援	To help develop students' video production and editing skills 協助學生提升動機及為他們提供情緒宣洩的緩衝區	9/2020 至 2/2021	45 位 中六同學	活動紀錄及檢討 老師及導師回饋	\$47,900			✓						
Sub-total of Item 1.1						\$220,900									

<b>Local Activities: 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)</b>						
<b>1.2</b>						
Careers Team	School based career exploration activities for students on life planning education	To widen students' exposure to career options and to enhance their understanding of the development of Hong Kong	Whole Year	All students	Feedback from teachers and students	✓
Careers Team	Career aspiration programmes for S5 and S6 students	To widen students' exposure to career options and to enhance their understanding on further education in Hong Kong or Overseas	Whole Year	250 (S5-S6 students)	Feedback from teachers and students	✓
Extra-curricular Activities Team	Subsidy for students to participate in Outward Bound Leadership Training	To select 30 senior students to participate in Outward Bound Leadership Training in order to foster future leaders	2 <sup>nd</sup> Term	30 (S3-S4 students)	Feedback from instructors	✓
					Sub-total of Item 1.2	\$197,000
						\$77,000
						\$120,000

<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>						
<b>1.3</b>						
STEM	Subsidy for students to participate in study tours	To broaden students' horizon on STEM development in other countries	2 <sup>nd</sup> Term	30	Evaluation from teachers and students	✓
Physical Education	Subsidy for students to participate in study tours	To provide opportunities for students to train and compete with other high-calibre students in Asia	2 <sup>nd</sup> Term	80	Evaluation from teachers and students	✓
English	Subsidy for students to participate in study tours	To enhance students' English language proficiency through formal lessons and different activities	2 <sup>nd</sup> Term	30	Evaluation from teachers and students	✓
					Sub-total of Item 1.3	\$710,000
						\$110,000
						\$300,000
						\$300,000

1.4	Others									
Sub-total of Item 1.4										
<b>Estimated Expenses for Category 1 \$1,127,900</b>										

Domain	Item	Purpose	Estimated Expenses (\$)
<b>Category 2</b>			
<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
Physical Education	Smart ropes x 850	To organize regular rope skipping activities and competitions throughout the school year in order to improve students' participation in physical activities	\$100,000
Music	Purchase of Musical Instruments and Equipment	To provide musical instruments for students with financial limitations	\$60,000
VPC	Equipment for the film making and video production course (DSLR and digital video recorder)	To improve the training environment on campus	\$80,000
STEM	Equipment for the product design and laser cutting course	To help develop students' video production and editing skills	\$90,000
<b>Estimated Expenses for Category 2</b>			<b>\$330,000</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$1,457,900</b>

## VIII. Work Plan on Non-Chinese Speaking Student Grant

### 改善非華語學生的中文學與教 學校計劃 (2020/21 學年)

高主教書院

致：教育局

發展及支援組

(地址：香港添馬添美道2號政府總部東翼7樓；傳真號碼：2179 5492)

有關實施「中國語文課程第二語言學習架構」(「學習架構」)，以確保本校非華語學生<sup>1</sup>與華語同儕享有同等學習中文的機會，並建構共融校園，本校會因應需要與持份者(包括非華語學生的家長)溝通，讓他們了解學校對非華語學生學習中文的支援。

- 本校在2020/21學年的具體計劃已獲校董會通過。
- 本校在2020/21學年的具體計劃已獲法團校董會通過。
- 本校在2020/21學年的具體計劃已獲學校管理委員會通過。

現就有關計劃，闡述如下：

#### (一) 整體規劃

1. 在2020/21學年，本校共有中文科教師 11 名，其中有 5 名教授非華語學生。
- 在本年度教授非華語學生中文科的教師當中，分別有 2 名為首年任教、2 名已任教1至3年、1 名已任教4至6年及 0 名已任教7年或以上。就加強支援非華語學生學習中文、提升支援非華語學生的意識，並建構共融校園，本校已安排以下教師負責統籌有關事宜：
- [ 如學校安排不同教師分別負責低年級和高年級的統籌工作，可因應校本情況填寫一名或多名教師的資料。 ]

姓名	職位 (例如:副校長 / 科主任 / 主任 / 副主任 / 教務主任 / 課程發展主任 / 科任老師 / 其他)	負責統籌的年級 (例如小一至小三)	教授中文科的經驗 (年)	教授非華語學生中文科的經驗 (年)
廖嘉儀 (總統籌)	科任老師	中一,中二,中三,中四,中五,中六	10	4

2. 最近三年 (即2018/19學年至2020/21學年)，本校已報讀 / 完成相關培訓 (例如參加研討會、工作坊或修讀有關教授中文作為第二語言的課程等) 的現職中文科教師有 3 名，當中有 3 名於本學年教授非華語學生。

<sup>1</sup>：規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

(i)現職中文科教師已報讀 / 完成的相關培訓的人數如下：

	本校中文科教師 ( 人數 )		
	2018/19 學年	2019/20 學年	2020/21 學年
(a) 香港理工大學開辦的「中國語文文學碩士 ( 中文第二語言教學專業 )」	0	0	0
(b) 香港理工大學開辦的「對外漢語教學文學碩士 ( 香港學校中文第二語言教學專業 )」	0	0	0
(c) 香港理工大學開辦的「對外漢語教學深造文憑 ( 香港學校中文第二語言教學專業 )」	0	0	0
(d) 香港教育大學開辦的「為非華語學生而設的中國語文教學專業進修課程」[為期五星期]	0	0	0
(e) 為期數日有關教授中文作為第二語言的短期課程	0	0	0
(f) 單次性有關教授中文作為第二語言的分享會 / 研討會	1	3	3
(g) 其他 ( 請註明 ) : _____	0	0	0

(ii) 為提升中文科教師教授中文作為第二語言的專業能力，本校會繼續安排他們參與相關培訓，計劃如下：( 可選多於一項 )

- 參與教育局舉辦有關「學習架構」及 / 或《中國語文校內評估工具-非華語學生適用》(《評估工具》)的研討會、工作坊等
- 參加教育局通函第21/2019號所載的「教授中文作為第二語言」專業進修津貼計劃
- 修讀香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程」
- 其他 ( 請說明 ) : \_\_\_\_\_

3. 在2020/21學年，本校 暫時不會 參加由教育局專業人員 / 大學 / 其他專業機構提供的相關校本專業支援服務。

(i) 如暫時不會，主要考慮因素包括：( 可選多於一項 )

- 本校以往曾參加相關支援計劃 ( 計劃名稱及年份：支援非華語學生的中文學與教 17/18 )，現正鞏固有關經驗
- 本校在照顧非華語學生的中文學習方面已有足夠經驗，暫時無需相關支援服務
- 本校將試行專業發展課程 ( 包括「語文教師專業發展獎勵津貼計劃」 ) 所提供的方法
- 本校需要優先處理其他關注事項 ( 例如：\_\_\_\_\_ )
- 其他 ( 請說明 ) : \_\_\_\_\_

## (二)「學習架構」的推行

4. 本校在計劃推行「學習架構」的策略和支援模式時，考慮因素包括：

(i) 本校於2020/21學年非華語學生人數如下：

級別	中一	中二	中三	中四	中五	中六	總數
非華語學生人數	1	6	7	3	6	0	23

(a) 本校非華語學生開始學習中文的階段如下：

開始學習中文的學習階段	幼稚園	初小	高小	初中	高中
非華語學生人數	0	23			

(b) 約 0 名非華語學生曾就讀提供本地課程的幼稚園。

(c) 0 名非華語學生為本學年的新來港學童 [ 即在入讀本校前抵港不足一年，或未曾在本港任何學校 ( 包括幼稚園 ) 就讀超過一年的學生 ]，本校為這些學生提供的支援措施包括：\_\_\_\_\_

(ii) 實施普通話教授中文方面，

本校沒有實施普通話教授中文

本校於 \_\_\_\_\_ 年級全面實施普通話教授中文

本校於 \_\_\_\_\_ 年級實施普通話教授中文，並按學生能力分班，每級部分學生就讀於以普通話教授中文的班別

其他安排 ( 請說明 )：\_\_\_\_\_

(a) 本校非華語學生 **就讀於以普通話教授中文的班別** 的人數如下：

級別	中一	中二	中三	中四	中五	中六	總數
非華語學生人數	0	0	0	0	0	0	0

(b) 本校為 **就讀於以普通話教授中文班別** 的非華語學生提供下列支援措施：

安排密集中文支援模式 ( 例如：抽離學習、小組學習、增加中文課節、課前 / 課後支援班等 )

發展 / 調適校本教材以照顧非華語學生的學習需要

提供拼音輔助或配有音頻的教學材料，教授拼音輔助學習

其他 ( 請註明 )：\_\_\_\_\_

(iii) 本校按教育局通告第8/2014號第10段及第8/2020號第7段，根據「學習架構」，

採用與其緊扣的《評估工具》，每學年評估非華語學生的學習表現，並按有關的評估結果，為非華語學生訂定適切的學習目標，以及為他們安排適切的密集中文學習模式。有關的評估結果載於**附錄**。

- [ 註：(1) 有關的評估資料主要用於輔助學校規劃加強支援非華語學生學習中文的措施，學校應靈活運用《評估工具》，評估並整合記錄非華語學生在聽、說、讀、寫各方面的學習表現，以便適時按他們的學習進度及需要策劃 / 調適支援措施。
- (2) 學校須因應非華語學生的中文學習表現及學習中文的年期，為他們安排相應程度的評估課業（一般而言，入門階段的評估課業適用於剛開始學習中文的非華語學生；第一學習階段的評估課業適用於學習中文年期較短的非華語學生。）
- (3) 就非華語學生的整體學習表現，學校可按校本情況概括劃分有關非華語學生的能力為高、中、低。]

5. 在編班方面，本校非華語學生的**中國語文課堂安排**如下：

每循環週(每循環週有6天)有 8 節中文課，每節 40 分鐘。

所有非華語學生與華語同儕同班

部分非華語學生(          名)與華語同儕同班或部分課堂與華語同儕同班，詳情如下：

	中一	中二	中三	中四	中五	中六
人數						
節數						

所有非華語學生獨立成班

6. 以校本情況而言，就非華語學生在 中文課與華語同儕同班，主要考慮因素包括：

(可選多於一項)

- 他們的中文學習表現大致理想，約          名能應付本校主流中文課堂的學習
- 為他們提供適切支援，幫助他們應付主流中文課堂的學習(詳情見第8項)
- 為他們提供豐富的語言環境，有助同儕共融互勉
- 教師會因應非華語學生不同的學習需要，採用分層教學(包括安排不同程度 / 內容的學習活動、工作紙等)
- 本校非華語學生零散地分佈各級，適合安排他們與華語同儕同班
- 其他考慮因素(請說明)：

7. 本校 有 安排非華語學生在 中文課獨立成班 ( 或進行 抽離學習 )。若有，主要考慮因素包括：( 可選多於一項 )

- 教師更能針對非華語學生的學習需要
- 本校非華語學生人數較多，適合獨立成班
- 在中文課堂以外，本校非華語學生有很多機會與華語同儕一起學習和成長，例如：
- 在其他科目與華語同儕一起上課
- 與華語同儕一起參與校內聯課活動
- 透過聯校活動，認識華語同儕及互相交流，增加接觸中文的機會
- 其他 ( 請說明 ) : \_\_\_\_\_
- 其他考慮因素 ( 請說明 ) : \_\_\_\_\_

8(i). 本校參考非華語學生使用《評估工具》的結果，配合校本情況，於2020/21學年推行以下的 **密集中文學習模式** : (可選多於一項) [ 註：請於第17項進一步闡述相關人手安排和開支 ]

- (a)  在中文課堂進行 **抽離學習** ( 即把非華語學生抽離原有的中文課堂，到另一地點上課 )，詳情如下：

跨級分組 (以✓表示)	年級	對象(例如：高 / 中 / 低*能力)	抽離小組數目	每組人數	每組每週約( )節
	中一	能力(中)	1	1	8
	中二	能力(高),能力(中), 能力(低)	1	6	8
	中三	能力(高),能力(中), 能力(低)	1	7	8
	中四	能力(高),能力(中), 能力(低)	1	3	8
	中五	能力(高),能力(中), 能力(低)	1	6	8

- (b)  在中文課堂將同級 / 跨級的學生重新組合，進行 **小組學習** ( 即把中文班分拆成小組，小組數目多於原有班數 )，詳情如下：

跨級分組 (以✓表示)	年級	原有 ( )班	分為 ( )小組	每組 人數	每組每週 約( )節

(c)  **增加中文課節**，詳情如下：

年級	每級有 ( )班 / 組	每週原有 ( )節中文課	每班 / 組 每週約增加( )節
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(d)  在中文課堂進行 **協作教學** (即安排兩位或以上教師一同授課 / 教學助理 / 不同種族的助理在課堂上提供支援；只須填報入班協作的**額外人手**資料)，詳情如下：

安排在課堂上提供支援	年級	班 / 組 數目	每班 / 組 每週約( )節
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(e)  **跨學科中文學習**，相關科目 (例如：通識科、數學科等) 包括：

[ 請注意：

- i. 跨學科中文學習的重點在於中國語文科知識的學習及 / 或鞏固，其他學習領域的課題皆可作為主題，如教師只以中文教授其他科目則不計算在內。
- ii. 如跨學科中文學習活動以「每月」、「每學期」或「每學年」等形式進行，請按比例化為「每週」計算有關節數，可用小數表示。]

年級	班 / 組 數目	相關科目	每班 / 組 每週約( )節
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(f)  **課後支援**，詳情如下：

跨級分組 (以√表示)	年級	課後支援 小組數目	每組 人數	每組每週 ( )節	每節 ( )小時
	中二	1	3	3	1
	中三	1	3	3	1
	中四	1	3	3	1
	中五	1	3	3	1
	中一	1	1	3	1

按第5項「每節中文課的時間」作換算，為非華語學生安排的課後支援每週共  
22.5 節。

[ 請注意：此項每週節數將顯示在第8(ii)及17項的相關項目中，例如：課後支援每週為2小時，以每節中文課為40分鐘作換算，即相等於3節中文課。 ]

<u>課後支援的人手安排</u>	<u>每週負責的節數</u>
(i) 中文科教師	<u>11</u>
(ii) 教學助理	<u>11.5</u>
(iii) 不同種族的助理 ( 入班協作 )	<u>                    </u>
(iv) 外聘機構安排導師	<u>                    </u>

本校安排兩名或以上教學人員負責同一節課後支援。

8(ii).  本校確認下列本學年有關運用額外撥款為非華語學生學習中文及建構共融校園提供的支援及人手分配【有關資料由系統從第4(i)、5及8(i) (a)至(f)項匯入】：

年級	安排與華語同儕同班或部分課堂與華語同儕同班的非華語學生	密集中文學習模式	每週節數
中一 (非華語學生：1名)	0名 (0節)	抽離學習(每組1人)(1班/組) 小組學習(每組0人)(0班/組) 增加中文課節(0班/組) 協作教學(0班/組) 跨學科中文學習(0班/組) 課後支援(每組1人)(1班/組)	8節 0節 0節 0節 0節 4.5節
中二 (非華語學生：6名)	0名 (0節)	抽離學習(每組6人)(1班/組) 小組學習(每組0人)(0班/組) 增加中文課節(0班/組) 協作教學(0班/組) 跨學科中文學習(0班/組) 課後支援(每組3人)(1班/組)	8節 0節 0節 0節 0節 4.5節
中三 (非華語學生：7名)	0名 (0節)	抽離學習(每組7人)(1班/組) 小組學習(每組0人)(0班/組) 增加中文課節(0班/組) 協作教學(0班/組) 跨學科中文學習(0班/組) 課後支援(每組3人)(1班/組)	8節 0節 0節 0節 0節 4.5節
中四 (非華語學生：3名)	0名 (0節)	抽離學習(每組3人)(1班/組) 小組學習(每組0人)(0班/組) 增加中文課節(0班/組) 協作教學(0班/組) 跨學科中文學習(0班/組) 課後支援(每組3人)(1班/組)	8節 0節 0節 0節 0節 4.5節
中五 (非華語學生：6名)	0名 (0節)	抽離學習(每組6人)(1班/組) 小組學習(每組0人)(0班/組) 增加中文課節(0班/組) 協作教學(0班/組) 跨學科中文學習(0班/組) 課後支援(每組3人)(1班/組)	8節 0節 0節 0節 0節 4.5節

年級	安排與華語同儕同班或部分課堂與華語同儕同班的非華語學生	密集中文學習模式	每週節數
中六 (非華語學生：0名)	0名 (0節)	抽離學習(每組0人)(0班/組) 小組學習(每組0人)(0班/組) 增加中文課節(0班/組) 協作教學(0班/組) 跨學科中文學習(0班/組) 課後支援(每組0人)(0班/組)	0節 0節 0節 0節 0節 0節
		跨級抽離學習  跨級小組學習  跨級課後支援	0節  0節  0節
			共 62.5 節

密集中文學習模式的人手安排

每週負責的節數

(i) 中文科教師	51
(ii) 教學助理	11.5
(iii) 不同種族的助理	0
(iv) 外聘機構安排導師	0
共	62.5 節

(g)  **其他** 支援：(可選多於一項)

	課程 / 活動	參與的非華語學生人數	每週約 ( )節	每節( ) 小時
<input type="checkbox"/>	香港大學專業進修學院的學習中文支援中心			
<input type="checkbox"/>	暑期銜接課程			
<input type="checkbox"/>	伴讀計劃			
<input type="checkbox"/>	中文話劇訓練			
<input type="checkbox"/>	新來港兒童適應課程			
<input checked="" type="checkbox"/>	其他 (請說明)：校內溫習小組	7	4	1

9. 本校 沒有 讓華語學生參與上述為非華語學生提供的支援。如有，詳情如下：  
(可選多於一項)

- (i) 支援項目： 抽離學習                       小組學習                       增加中文課節  
 協作教學                                       跨學科中文學習                       課後支援  
 暑期銜接課程                                       伴讀計劃                                       中文話劇訓練  
 其他 (請說明)：\_\_\_\_\_

(ii) 參與(i)所述的支援項目的非華語學生共有 \_\_\_\_\_ 名 (年級：\_\_\_\_\_ )；華語學生共有 \_\_\_\_\_ 名 (年級：\_\_\_\_\_ )

(iii) 讓華語學生參與的考慮因素：  
\_\_\_\_\_

10. 在課程 / 教材發展方面，在2020/21學年，本校將採用以下策略：(可選多於一項)

參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源，並按需要發展 / 調適校本教材

根據「學習架構」發展校本教材，共 20 單元，涵蓋的年級：  
中一,中二,中三,中四,中五

採用出版社、大學 / 專上院校出版的教材，包括：  
沉浸中文HKU

採用 / 參考教育局發展的《中國語文(非華語學生適用)》教材及 / 或《非華語學生中文學與教材材料》(適用於小三及小四非華語學生)

申請優質教育基金撥款，發展校本課程 / 教材，或推展其他支援非華語學生學習中文的項目，詳情如下：

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其他（請說明）：

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11. 本校會透過以下模式，評估支援措施的成效：（可選多於一項）

校內評估的結果

本學年結束時或下學年開始時，使用《評估工具》的結果

非華語學生在中文活動的表現（例如：戲劇、校園小記者、朗誦、徵文比賽）

其他（請說明）：

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此外，本校會按教育局通告第8/2014號第11段，於學期結束時報告整體非華語學生的總結性評估結果，特別是預期可銜接主流課堂的非華語學生人數（在中學方面，包括預期學生選擇各項出路的情況）。

### (三) 建構共融校園

12. 本校除了將《學校概覽》(由家校合作事宜委員會出版)翻譯為英文版及提供相關支援措施的資訊外<sup>2</sup>,亦會透過以下方式,加強與非華語學生家長的溝通:(可選多於一項)

- 提供 所有 主要學校通告的英文版本
- 由班主任 / 教學助理 / 其他人士 (例如:  
中文老師 )  
協助非華語學生家長了解學校通告的內容
- 提供英文版本的其他資料,例如: \_\_\_\_\_
- 聘用不同種族的助理,直接與非華語學生家長聯絡
- 購買翻譯服務 \_\_\_\_\_
- 安排教職員翻譯, \_\_\_\_\_
- 舉辦家長日、家長講座等相關活動,讓非華語學生家長了解其子女的學習進度及學校提供的支援
- 其他(請說明): \_\_\_\_\_

13. 本校會提升教師和學生的文化及宗教敏感度,並在校內營造多元文化的環境,具體措施包括:(可選多於一項)

- 向教師闡釋有關政策及措施 / 定期匯報推行有關措施的進展
- 舉辦 / 安排教師參與相關講座、研討會、工作坊等
- 舉辦多元文化活動,讓教師、學生及家長認識不同族裔的文化,例如:節日、習俗等
- 為學生推展同儕互勉計劃,鼓勵不同族裔的學生互相學習
- 其他(請說明): \_\_\_\_\_

2 由2018/19學年起,《學校概覽》已新增「非華語學生的教育支援」的欄目,所有獲額外撥款的學校均須在該欄目列出學校為非華語學生學習中文提供的額外支援措施。

14. 本校會透過以下途徑，為非華語學生在課堂 / 學校以外，提供更多接觸華語同儕的機會：  
(可選多於一項)

- 與錄取較多華語學生的學校建立學習圈 / 結成伙伴學校  
(伙伴學校名稱：\_\_\_\_\_)
- 安排非華語學生參與社區服務
- 安排非華語學生參加制服團隊 (例如：童軍、聖約翰救傷隊、航空青年團等)
- 鼓勵非華語學生參加政府 / 不同機構舉辦的活動 (例如：商校合作計劃、少年警訊等)
- 其他 (例如：聯校體育 / 藝術活動) (請說明)：  
課外活動幹事,非華語學童小組  
\_\_\_\_\_

15. 在2020/21學年，本校 暫時不會 與非政府機構協作，支援非華語學生。若會，本校會透過不同途徑，監察及確保非政府機構的服務質素，而協作模式包括：(可選多於一項) [註：如有關服務的開支需以額外撥款支付，請於第17項列明]

- 有關機構為學校提供服務  
機構名稱：\_\_\_\_\_
- 服務範疇 / 內容：\_\_\_\_\_
- 安排非華語學生 / 家長參加有關機構舉辦的活動 (例如：共融活動、社區服務、家長班 / 講座等)  
機構名稱：\_\_\_\_\_
- 活動名稱 / 內容：\_\_\_\_\_
- 其他 (請說明機構名稱及其服務內容)：  
\_\_\_\_\_

16. 在2020/21學年，除了在《學校概覽》提供相關支援措施的資訊外<sup>2</sup>，本校還會通過以下途徑，讓非華語學生家長及其他持份者了解本校為非華語學生提供的支援：(可選多於一項)

- 本校網頁<sup>3</sup>(請提供有關的連結：\_\_\_\_\_)
- 本校其他刊物，例如：\_\_\_\_\_
- 在「學校發展與問責架構」下的學校發展計劃 / 學校周年計劃 / 學校報告文件內闡述支援非華語學生中文學習的措施 / 情況，並上載學校網頁供持份者參考
- 舉辦家長日
- 其他 (請說明)：  
\_\_\_\_\_

3 學校應在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，讓家長在瀏覽網頁的主頁時能即時知悉如何獲得英文版的資料。根據教育局通告第8/2020號第18段，獲有關撥款的學校須由2021/22學年起提供一份中、英文對照的摘要，闡述學校於上學年(即2020/21學年)如何支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。

#### (四) 撥款的運用<sup>4</sup>

17. 按照2020年9月點算非華語學生人數的結果，本校於2020/21學年可獲額外撥款(A) 950,000 元。本校於2019/20學年額外撥款的累積餘額則為(B) (-34,817.03) 元(如適用)。額外撥款的運用計劃如下：(可選多於一項)

項目	全年預算開支
<input checked="" type="checkbox"/> 聘請中文科教師 / 其他科 (請說明：_____ ) 全職教師 <u>2</u> 名 <sup>5</sup> ，及全職教學助理 <u>1</u> 名 <sup>5</sup> 。他們負責的有關教擔 / 工作與校內一般全職教職員的教擔 / 工作相若。 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作： <input checked="" type="checkbox"/> 按第8項資料所示，教師 教授非華語學生中文的額外教學工作，每週共 <u>51</u> 節 <input checked="" type="checkbox"/> 按第8項資料所示，教學助理 協助 / 支援非華語學生學習中文，每週共 <u>11.5</u> 節 <input checked="" type="checkbox"/> 發展校本課程 / 教材 (包括電子教材)，共 <u>20</u> 單元 (涵蓋的年級：中一,中二,中三,中四,中五 _____)，每週 _____ 節 <input type="checkbox"/> 共同備課 (年級：_____ )，每週 _____ 節 <input type="checkbox"/> 建構共融校園 <input type="checkbox"/> 安排共融活動，每週 _____ 節 <input type="checkbox"/> 與非華語學生家長溝通及 / 或翻譯通告 / 其他資料，每週 _____ 節 <input type="checkbox"/> 其他相關工作 (請說明)： _____	教師薪金總計： <u>661,500</u> 元 教學助理薪金總計： <u>321,867</u> 元

4 根據教育局通告第8/2014號附件二以及教育局通告第8/2020號第5段，有關撥款只適用於支援非華語學生學習中文及建構共融校園。

5 教職員的人數以職位計算，負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。如同一職位先後由不同的人員任職，亦應以1名全職人員計算。如該職位或職位的工作量並非全職，可按比例填報，例如：全職教師0.5名 / 教學助理1.5名。開支以年薪計算。

項目	全年預算開支
<input type="checkbox"/> 聘請全職不同種族的助理 _____ 名 <sup>5</sup> ，主要負責以下工作： <ul style="list-style-type: none"> <li><input type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等</li> <li><input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作，每週 _____ 0 _____ 節</li> <li><input type="checkbox"/> 協助教師安排共融活動</li> <li><input type="checkbox"/> 其他（請說明）： _____</li> </ul>	元
<input type="checkbox"/> 僱用專業服務以舉辦課後中文學習班（請簡述服務內容）： _____	元
<input type="checkbox"/> 購買 / 發展教學資源（請簡述相關資源及其用途）： <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span>資源 _____</span> <span>用途 _____</span> </div>	元

項目	全年預算開支						
<input checked="" type="checkbox"/> 建立文化共融的學習環境：							
<input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）：	_____ 元						
_____							
<input type="checkbox"/> 僱用專業服務以舉辦共融活動（請簡述服務內容）：	_____ 元						
_____							
<input type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 _____ 項 （請提供各項活動的名稱、主要內容及預算開支）：	0 元						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;">活動名稱</th> <th style="width: 30%; text-align: center;">內容</th> <th style="width: 40%; text-align: center;">預算開支</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	活動名稱	內容	預算開支				
活動名稱	內容	預算開支					
<input type="checkbox"/> 其他相關開支（請說明）：							
_____	_____ 元						
共約	983,367 元 (C)						
2020/21學年的預算結餘 [ (A) + (B) - (C) ] =	(-68,184.03) 元 (D) <sup>6</sup>						
2020/21學年的預算結餘佔本學年額外撥款的百分比 [ (D) ÷ (A) x 100% ] =	(-7.18) %						

6 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

- 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。而本校累積高水平額外撥款餘額的原因及改善建議如下：  
[ 只適用於在本學年完結時，額外撥款的餘額預計累積至高水平（70%或以上）的學校 ]

18. 本校會充份運用獲得的額外撥款，支援本學年的非華語學生，預計不會有大量餘款。同時，本校 \_\_\_\_\_ 會 \_\_\_\_\_ 調撥其他資源支援非華語學生的中文學習及建構共融校園。若會，請簡述：

**(五)其他**（如有需要，可夾附1至3頁相關資料）

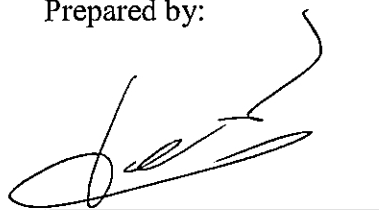
本校會確保以上支援非華語學生的中文學與教及建構共融校園的安排，符合現行的香港法例（包括《教育條例》和《種族歧視條例》等），以及教育局不時修訂的相關通告和指引。本校亦會遵照教育局通告第8/2014號有關「改善非華語學生的中文學與教」及第8/2020號有關「加強支援非華語學生的中文學與教新撥款安排」的要求，確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信，本計劃一切內容均屬全面、完整及真確。

校監簽署：	_____
校監姓名：	李崇德
統籌教師姓名：	廖嘉儀
統籌教師電郵：	kyliu@raimondi.edu.hk
學校名稱：	高主教書院
學校電話：	25222159
日期：	2020年9月21日

## VIII. BUDGET SUMMARY

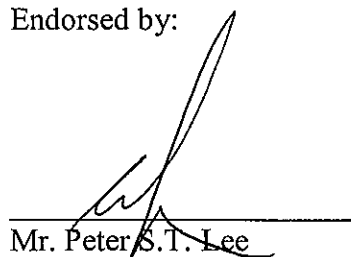
(A)	Expended Operating Expenses Block Grant (EOEBG)		
1.	Administration	\$ 5,084,000.00	
2.	Curriculum	\$ 473,310.00	
3.	Co-curricular Activities	\$ 23,000.00	
4.	Student Affairs	\$ 26,700.00	
5.	General Affairs	<u>\$ 265,000.00</u>	\$ 5,872,010.00
(B)	Capacity Enhancement Grant (CEG)		
1.	Employment of additional staff	\$ 554,430.00	
2.	Hire of instructors	<u>\$ 215,200.00</u>	\$ 769,630.00
(C)	Diversity Learning Grant		\$ 84,000.00
(D)	Composite Furniture & Equipment Grant (CFEG)		\$ 285,000.00
(E)	Composite IT Grant (CITG)		\$ 522,000.00
(F)	Small Class Teaching		\$ 438,400.00
(G)	Service Centre Subsidy for Student Activities		\$ 11,000.00
(H)	Senior Secondary Curriculum Support Grant		\$ 714,231.00
(I)	Learning Support Grant		\$ 806,800.00
(J)	Non-Chinese Speaking Students Grant		\$ 1,003,367.00

Prepared by:



Mr. Larry Yeung S.T.  
Principal

Endorsed by:



Mr. Peter S.T. Lee  
Chairman  
Incorporated Management Committee

Date: 7 October 2020

