



TWGHs Chen Zao Men College

東華三院陳兆民中學

**Annual School Plan**

學校周年計劃

**2013/2014**

**TWGHs Chen Zao Men College**  
**東華三院陳兆民中學**  
**Annual School Plan**  
**2013/2014**

**Content**

<b>I.</b>	<b>Mission Statements of all TWGHs Schools</b>	p.2
<b>II.</b>	<b>Our School Value Statements</b>	p.3
<b>III.</b>	<b>School Mission Statements</b>	p.3
<b>IV.</b>	<b>C.O.R.E. Culture</b>	p.3
<b>V.</b>	<b>Major Concerns (in order of priority)</b>	
	1. To foster in students a self-initiated and self-learning attitude by encouraging them to explore proactively subject knowledge in various teaching and learning activities.	p. 4-5
	2. To build up high self-esteem among students	p. 6-7
	3. To enhance English Learning	p. 8-9
<b>VI.</b>	<b>Use of Capacitive Enhancement Grant</b>	p.10-11
<b>VII.</b>	<b>Use of Senior Secondary Curriculum Support Grant</b>	P.12
<b>VIII.</b>	<b>Use Fractional Post Cash Grant</b>	p.13
<b>IX.</b>	<b>Use of Learning Support Grant for Secondary School</b>	p.14-15
<b>X.</b>	<b>Use of Diversity Learning Grant</b>	p.16-19
<b>XI.</b>	<b>Use of Grant for School-based After-school Learning and Support Programme</b>	p.20-22
<b>XII.</b>	<b>Continuing Professional Development Plan of Principal</b>	p.23
<b>XIII.</b>	<b>Annual School Budget</b>	p.24

# **TWGHs Chen Zao Men College**

## **東華三院陳兆民中學**

### **I. Mission Statements of all TWGHs Schools**

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment. It is hoped that our young people will be equipped with the necessary skills and knowledge and be given the opportunity to cultivate an independent mind in order that they will become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: 'Diligence, Frugality, Loyalty & Faithfulness' as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

### **東華三院辦學宗旨**

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。

## **II. Our School Value Statements:**

1. Our school can provide an effective and happy learning and working environment.
2. Staff, students and parents can show mutual respect and love for each other, be frank and fair to each other and show active participation.
3. Every student has his/her specific strengths and can learn on his/her own.
4. Every student has a good character and can show civic responsibilities.
5. All staff will enhance continuously their professional standard.

### **本校的價值信念：**

1. 學校能够提供一个高效能及愉快的學習及工作環境。
2. 教職員、學生及家長均抱著互重互愛、坦誠公正及主動參與的態度。
3. 每個學生都具有獨特的專長及自學能力。
4. 每個學生都具有良好的品格並奉行應有的公民責任。
5. 全體教職員均會不斷提升自己的專業水準。

## **III. School Mission Statements:**

TWGHs Chen Zao Men College is an effective school that provides high quality and professional educational services as well as a happy learning environment for the students. We value the good partnership among staff, students and parents, and we emphasise on the individual development of our students. We aim to develop our students into good citizens who are independent and self-enhancing.

### **本校的宗旨：**

東華三院陳兆民中學是一所高效能的學校，為學生提供高質素的專業教育服務及愉快的學習環境。我們重視教職員、學生及家長間的良好夥伴關係，更重視學生的個人發展。我們要培養學生成為獨立自主及積極求進的良好公民。

## **IV. C.O.R.E. Culture (兆民心)：**

We	Care	對人關心，對事關注，推己及人
We are	Open-minded	開明開通，胸襟廣闊，放眼世界
We	Respect each other	尊重自己，尊重他人，易地而處
We	Endeavour	全心全意，盡己所能，悉力以赴

**V. Major Concerns (in order of priority)**

**Major Concern 1:**

**To foster in students a self-initiated and self-learning attitude by encouraging them to explore proactively subject knowledge in various teaching and learning activities**

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1. Strengthening the learning strategies by building up in students a habit of jotting down key points of learning	• Throughout the year	• Students know the way of jotting down key points in their learning as required by different subjects.	• Feedback from teachers • Inspection of students' learning journals	• All panel chairpersons	• All teachers
2. Encouraging teachers to put emphasis on questioning techniques that provoke higher-order thinking and creativity among students	• Throughout the year	• Teachers design questions demanding higher-order thinking in their lesson studies and include some in their daily teaching	• Feedback from teachers • Lesson observation	• All panel chairpersons	• All teachers

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
3. Teachers employ more interactive strategies like role play, group discussion, students presentation and competitions in class	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Students are more willing to take an active part in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>
4. Students are encouraged to have pre-lesson studies in selected topics of each subject	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions between teachers and students and among students increase in class teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• All panel chair-persons</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>
5. Each content subject in S1 & S2 has set aside some self-learning topics in the curriculum	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 80% students pass the test on these self-learning topics</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All panel chair-persons</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>
6. Air-conditioners are installed in the canteen (Multi-purpose Area) to provide a comfortable environment for studies afterschool	<ul style="list-style-type: none"> <li>• September 2013</li> </ul>	<ul style="list-style-type: none"> <li>• More students remain at school for self-studies afterschool</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Around \$800,000 from EOEBG and Subscription</li> </ul>

## Major Concern 2:

To build up high self-esteem among students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. The current Moral and Civic Education materials will be refined with materials prepared by a joint committee of Tung Wah Secondary School based on the services of Tung Wah to the people of Hong Kong	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>The materials prepared are found to be inspiring, strengthening the sense of identity and belonging to the school and Tung Wah</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Head of General Education</li> </ul>	<ul style="list-style-type: none"> <li>General Education Team</li> </ul>
2. Teachers share their life experiences focusing on self-esteem during morning assembly	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect that they understand more about their teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Head of General Education</li> </ul>	<ul style="list-style-type: none"> <li>All non-form teachers</li> </ul>

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
3. Form teachers help students to set up achievable goals and a daily working habit	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students in the class have set up achievable goals and establish a daily working habit</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>▪ All form teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• All form teachers</li> </ul>
4. Form teachers design class activities and functions to develop individual specialties	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Class activities and functions are held to unite the class and develop individual specialties</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>▪ All form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All form teachers</li> </ul>
5. Form-teachers compile and post up a comprehensive time-table for students showing time-slots of their subject teachers available for answering queries afterschool.	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel that it is easier to find their teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>▪ All form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All form teachers</li> </ul>



### Major Concern 3:

#### To enhance English Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Employ a full-time teacher to strengthen the capacity of teachers in implementing the MOI policy	• Throughout the year	• Teachers feel comfortable for the transition to English Medium	• Feedback from teachers concerned	• English Panel Chairman	• Salary for one teacher from TWGHs
2. Strengthen the learning and teaching of content subjects using English as the medium of instruction through collaboration of content subject and English teachers	• Throughout the year	• Students learn English through subject content	• Feedback from teachers and students	• Vice-Principal and LAC Coordinator of English Panel	• Teachers concerned
3. Provide an authentic English environment outside classroom	• Throughout the year	• Students have more chances to use English outside classroom	• Feedback from teachers and students	• Vice-Principals	• All teachers

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
4. Content subject teachers are encouraged to attend course of EDB for teaching using English as Medium of Instruction	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of teachers concerned have undergone the training</li> </ul>	<ul style="list-style-type: none"> <li>• Record of course attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Vice-principal</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers concerned</li> </ul>
5. Lesson Observations among English teachers and content subject teachers in junior secondary	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of teachers concerned participated</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• LAC Coordinator of English Panel</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers concerned</li> </ul>

## VI. Plan on Use of Capacity Enhancement Grant

Means by which teachers have been consulted : Staff Meeting

No. of operating classes : 24

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p><b>1. <u>Measures to improve the learning of English</u></b> Employment of one CM English teacher so as to facilitate the deployment of English teachers to assist in remedial teaching in S.1-3, especially after school and during Saturday mornings to help students weak in English.</p>	1.9.2013 – 31.8.2014	<ul style="list-style-type: none"> <li>Improvement in students' performance as reflected by English teachers</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires for staff and students</li> <li>Assessment of students' performance</li> </ul>	<ul style="list-style-type: none"> <li>English Panel Head</li> </ul>	Teacher salary (with MPF) at Point 21 = (\$32,760 + \$1,250) x 12 = \$408,120.00
<p><b>2. <u>Employment of one Full-time Teacher Assistant</u></b> Employment of one full-time Teacher Assistant to assist teachers in their non-teaching duties.</p>	1.9.2013 – 31.8.2014	<ul style="list-style-type: none"> <li>Production of more and better quality teaching materials</li> <li>Teachers are relieved of some of the workload in non-teaching areas</li> </ul>	<ul style="list-style-type: none"> <li>Development of teaching materials</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Ms. Au Yeung S.L. &amp; Panel Heads of English, Technical, Mathematics and Science Subjects</li> <li>Ms. Luk S.S. &amp; Panel Heads of Chinese, Humanities, and Cultural Subjects</li> </ul>	T.A. salary (with MPF) at point MOD7 = \$12,210 x 1.05 x 12 = \$153,846.00

Accumulative Surplus brought forward from		\$	0.00	
2012/2013 School Year				
2013/14 School Year	Income :	\$	537,792.00	
	Estimated Expenditure :	\$	561,966.00	
	Estimated Deficit :	\$	(24,174.00)	(Covered by Accumulative Surplus in EOEBG)

## VII. Use of Senior Secondary Curriculum Support Grant

The Enhanced Senior Secondary Curriculum Support Grant is provided to school over a period of 4 years starting from 2008/09 school year and can be used up to the end of 2012/13 school year. The Senior Secondary Curriculum Support Grant is provided to school annually starting from 2012/13 school year.

Strategies / Tasks	Resources Required
1. Employment of one Full-time English CM Teacher	Teacher salary for one year (with MPF) at point 19 = $(\$29,720 + \$1,250) \times 12 = \$371,640.00$
2. Employment of one Full-time Teacher Assistant (TA)	T.A. salary for one year (with MPF) at point MOD8 = $\$12,445 \times 1.05 \times 12 = \$156,807.00$

Accumulative Surplus brought forward from 2012/2013 School Year	\$	570,816.00	
2013/14 School Year	Income :	\$	517,392.00
	Estimated Expenditure :	\$	528,447.00
	Estimated Deficit :	\$	(11,055.00)
			(Covered by Accumulative Surplus brought forward from 2012/2013 School Year)
Estimated Accumulative Surplus by the end of 2013/2014 School Year	\$	559,761.00	(Reserved for use in 2014/2015 School Year)

### VIII. Use of Fractional Post Cash Grant

Our school has been approved by EDB to encash the 0.4 fractional GM post in the teaching establishment of 2012/13 school year and claim the Fractional Post Cash Grant, the use of which depends on the school's own situation and school-based targets. School can retain 3 times the annual provision of the school year in which the grant is provided and any excess will be clawed back.

Strategies / Tasks	Resources Required
1. Employment of a Full-time CM English Teacher	Teacher salary for one year (with MPF) at point 19 = (\$29,720 + \$1,250) x 12 = \$371,640.00

Accumulative Surplus brought forward from 2012/2013 School Year	\$ 334,325.00	
2013/14 School Year	Income :	\$ 200,846.00
	Estimated Expenditure :	\$ 371,640.00
	Estimated Deficit :	\$ (170,794.00) (Covered by Accumulative Surplus brought forward from 2012/2013 School Year)
Estimated Accumulative Surplus by the end of 2013/14 School Year	\$ 163,531.00	(Reserved for use in 2014/15 School Year)

## **IX. Use of Learning Support Grant for Secondary School**

The Learning Support Grant for Secondary School is provided to school starting from 2008/09 school year to enhance the support for students with special educational needs.

<b>Strategies / Tasks</b>	<b>Resources Required</b>
<b>1.</b> Employment of a Full-time Teacher Assistant (SEN) for 12 months	T.A. salary for one year (with MPF) at point MOD8 = $\$12,445 \times 1.05 \times 12 = \$156,807.00$
<b>2.</b> Procuring outside professional services: <ul style="list-style-type: none"> <li>(a) Peer Mediator Training Course</li> <li>(b) Attention Training Class - Fencing</li> <li>(c) Speech Therapy sessions</li> <li>(d) Prevention of Electronic Games Addiction Group</li> <li>(e) Learning Motivation Group</li> <li>(f) Social Skill Training Group</li> <li>(g) Board Games Therapy Group</li> <li>(h) Dialogue in the Dark</li> <li>(i) Summer Adventure based Camp</li> <li>(j) Social Skill, Communication and Growth Group</li> <li>(k) Case Interview</li> </ul>	<ul style="list-style-type: none"> <li>4 sessions at a total cost of \$ 4,500.00</li> <li>15 sessions at a total cost of \$ 3,000.00</li> <li>20 sessions at a total cost of \$ 24,000.00</li> <li>4 sessions at a total cost of \$ 3,000.00</li> <li>4 sessions at a total cost of \$ 3,000.00</li> <li>4 sessions at a total cost of \$ 3,000.00</li> <li>10 sessions at a total cost of \$ 3,000.00</li> <li>2 sessions at a total cost of \$ 2,000.00</li> <li>3 days 2 nights at a total cost of \$ 5,000.00</li> <li>4 sessions at a total cost of \$ 1,000.00</li> <li>8 sessions at a total cost of \$ 4,000.00</li> </ul>

Accumulative Surplus brought forward from 2012/2013 School Year		\$	52,685.35	
2013/14 School Year	Income :	\$	220,000.00	
	Estimated Expenditure :	\$	212,307.00	
	Estimated Surplus :	\$	7,693.00	
Estimated Accumulative Surplus by the end of 2013/14 School Year		\$	60,378.35	(Reserved for use in 2014/15 School Year)



**X. Use of Diversity Learning Grant (Applied Learning)**

The Diversity Learning Grant is provided to School starting from 2009/10 school year to support students in studying Applied Learning Courses.

**For 2011/12 to 2013/14 cohort (3<sup>rd</sup> Cohort):**

<b>DLG Category</b>	<b>Resources Required</b>		
Applied Learning Course :			
Image Design	Course Fees for four students :	\$ 46,400.00	(For 2012/13 and 2013/14)
Aviation Studies	Course Fees for two students:	\$ 24,000.00	(For 2012/13 and 2013/14)
Commercial Comic Art	Course Fee for one student	\$ 9,700.00	(For 2012/13 and 2013/14)
Western Cuisine	Course Fee for one student	\$ 11,600.00	(For 2012/13 and 2013/14)
Radio Host and Programme Production	Course Fee for one student	\$ 9,700.00	(For 2012/13 and 2013/14)
Health & Beauty Keeping in TCM	Course Fee for one student	\$ 10,500.00	(For 2012/13 and 2013/14)

2012/13 School Year	Income :	\$ 55,950.00
	Estimated Expenditure :	\$ 55,950.00
2013/14 School Year	Income :	\$ 55,950.00
	Estimated Expenditure :	\$ 55,950.00

**For 2012/13 to 2014/15 cohort (4<sup>th</sup> Cohort):**

<b>DLG Category</b>	<b>Resources Required</b>		
Applied Learning Course :			
Exercise Science and Health Fitness	Course Fees for three students :	\$ 49,500.00	(For 2013/14 and 2014/15)
Hotel Operations	Course Fees for two students:	\$ 25,000.00	(For 2013/14 and 2014/15)
Electronic Product Design in Action	Course Fee for one student	\$ 10,100.00	(For 2013/14 and 2014/15)
Aviation Studies	Course Fee for one student	\$ 13,000.00	(For 2013/14 and 2014/15)
Western Cuisine	Course Fee for one student	\$ 12,500.00	(For 2013/14 and 2014/15))

2013/14 School Year	Income :	\$ 55,050.00
	Estimated Expenditure :	\$ 55,050.00
2014/15 School Year	Income :	\$ 55,050.00
	Estimated Expenditure :	\$ 55,050.00

## Use of Diversity Learning Grant (Other Programme)

2011/12 to 2013/14 (3<sup>rd</sup>) cohort, 2012/13 to 2014/15 (4<sup>th</sup>) cohort and 2013/14 to 2015/16 (5<sup>th</sup>) cohort:

DLG Category	Resources Required	
Other Programme: Gifted Education Programme	Employment of an experienced qualified part-time teacher to carry out English Creative Writing Programme for the gifted S4, S5 & S6 students on Saturday	S4: 10 sessions each of 2 hours at hourly rate of \$450.00: \$450 x 2 x 10 = \$9,000.00 S5: 10 sessions each of 2 hours at hourly rate of \$450.00: \$450 x 2 x 10 = \$9,000.00 S6: 10 sessions each of 2 hours at hourly rate of \$450.00: \$450 x 2 x 10 = \$9,000.00
	Employment of a tutor to carry out Training Programme in Chinese Language on Debates for gifted S4 & S5 students and on Spoken Putonghua for gifted S4 & S5 students after-school	Debates: 15 sessions each of 2.5 hour at hourly rate of \$450.00 : \$450 x 2.5 x 10 = \$16,875.00 Putonghua: 15 sessions each of 1.5 hour at hourly rate of \$450.00 : \$450 x 1.5 x 15 = \$10,125.00
	Employment of a tutor to carry out training on Mathematics Olympiad for gifted S4 & S5 students after-school	S4: 10 sessions each of 1.5 hours at hourly rate of \$450.00 : \$450 x 1.5 x 10 = \$6,750.00 S5: 10 sessions each of 1.5 hours at hourly rate of \$450.00 : \$450 x 1.5 x 10 = \$6,750.00

DLG Category	Resources Required	
	Employment of a tutor to carry out supplementary programmes on various subjects for those gifted athletes.	S4: 10 sessions each of 2 hours at hourly rate of \$450: $\$450 \times 2 \times 10 = \$9,000.00$ S5: 10 sessions each of 2 hours at hourly rate of \$450: $\$450 \times 2 \times 10 = \$9,000.00$ S6: 10 sessions each of 2 hours at hourly rate of \$450: $\$450 \times 2 \times 10 = \$9,000.00$

Accumulative Surplus brought forward from 2012/2013 School Year	\$ 33,490.00	
2013/14 School Year	Income :	\$ 84,000.00
	Estimated Expenditure :	\$ 94,500.00
	Estimated Deficit :	\$ (10,500.00)
		(Covered by Accumulative Surplus brought forward from 2012-13 School Year)
Estimated Accumulative Surplus by the end of 2013/14 School Year	\$ 22,900.00	(Reserved for use in 2014/15 school year)

## XI. Use of School-based After-school Learning and Support Programme

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Musical Instrument Training Classes	<ul style="list-style-type: none"> <li>• Widen the scope of learning experiences outside classroom</li> <li>• Enhance the personal and social development of students</li> </ul>	Oct 2013 to Aug 2014	15 students from S1-S5	Besides the share subsidized by the school, each student has to pay approximately \$1,500 to the tutors. This fee will be borne by the grant. [\$1,500 x 15 = \$22,500.00]	<ul style="list-style-type: none"> <li>• Zheng Tutor: Ng Wing Sum</li> <li>• Brass Band Tutor: Lee Sing Wan</li> <li>• Clarinet Tutor: Lau Chun Lung</li> <li>• Percussion Tutor: Chiu On Tik</li> <li>• Upper Brass Tutor: Yip Chun Kit</li> <li>• Flute Tutor: Chan Pui King</li> </ul>

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Sports Games Training Classes	<ul style="list-style-type: none"> <li>• Widen the scope of learning experiences outside classroom</li> <li>• Enhance the personal and social development of students</li> </ul>	Sept 2013 to Aug 2014	45 students from S1-S3	<p>Besides the share of tutoring fees subsidized by the school, each student has to pay \$500 to the tutors. This fee will be borne by the grant.</p> <p>[\$500 x 45 = \$22,500.00]</p>	<ul style="list-style-type: none"> <li>• Volley Ball Tutor: Wong Pui Yi</li> <li>• Basketball (Girls) Tutor: Chung Ming Tat</li> <li>• Basketball (Boys) Tutor: Chung Ming Tat</li> <li>• Athletic Training Tutor: Wong Hang</li> <li>• Handball Tutor: Jia Dong Jin</li> </ul>

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Various Support Programmes for Personal Development	<ul style="list-style-type: none"> <li>Widen the scope of learning experiences outside classroom</li> <li>Enhance the personal and social development of students</li> </ul>	Sept 2013 to Aug 2014	300 students from S1 to S6	The fee contributed by students when joining various support programmes for personal and social development will be borne by the grant [\$400 x 300 = \$120,000.00]	

Note:# Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

Accumulative Surplus brought forward from 2012/2013 School Year	\$ 17,966.90
2013/14 School Year	Income :
	\$ 117,600.00
	Estimated Expenditure :
	\$ 165,000.00
	Estimated Deficit :
	\$ (47,400.00)
	(Partly covered by Accumulative Surplus brought forward from 2012/13 School Year and partly covered by Accumulative Surplus in EOEBG)

## **XII. Continuing Professional Development Plan of Principal**

Major Concerns for this year	Core Area (s) of Leadership Involved *(e.g. I, II, III,...)	Summary of Item and Content
1. Students Learning	II	<ol style="list-style-type: none"> <li>1. Implement of the strategy on jotting down the key learning points after lessons to strengthen the self-reflection of learning.</li> <li>2. Continue to strengthen the questioning techniques of our teachers in provoking creativity.</li> </ol>
2. Continuous Professional development	I, II, III, IV, V, VI	<ol style="list-style-type: none"> <li>1. Act as learning co-ordinator of “Blue Line” to arrange sharing programmes for Principals’.</li> <li>2. Attend seminars and sharing sessions organized by EDB and other institutions.</li> </ol>
3. Serving the educational sector and promoting professional development	III, V, VI	<ol style="list-style-type: none"> <li>1. Conduct Staff Development Programmes both inside and for other schools</li> <li>2. Serve as External School Reviewer in carrying out ESR of another school</li> <li>3. Serve as member of Learning Resources and Support Committee, CDI, EDB</li> <li>4. Serve as Assessor of Needs Analysis for Aspired Principals, CUHK</li> </ol>

\* (I) Strategic direction & policy environment  
(IV) Staff & resources management

(II) Learning, teaching & curriculum  
(V) Quality assurance & accountability

(III) Teacher professional growth & development  
(VI) External communication & connec



### XIII School Budget 2013

	Government Subsidy: EOEBG and other Specific Grants/Project grants (A) (\$'000)	Non-Government Subsidy: School Fund (B) (\$'000)	Total (A + B) (\$'000)
<b>Balance Brought Forward (end of school year 2012/13)</b>	4,083	5,355	9,438
Estimated Income and Expenditure			
Grant Income	43,425	-	43,425
Tong Fai	-	149	149
Trading Operation	-	43	43
Tuckshop Rental	-	185	185
Donation, Activities/Project Subsidy	-	126	117
Income from ECA	-	299	299
Approved Collection (Air-con Charges)	-	211	211
Interests, Photocoping and Other income	-	6	6
Estimated Total Income	43,425	1,019	44,444
Salary and related expenditure	40,475	7	40,482
Water, Electricity and Fuel expenses	488	60	548
Government Rent and Rate	541	-	541
Property, F&E, Repairs, Cleaning, Consumables and Security	807	1,341	2,148
IT facilities and related expenses	235	-	235
Library books and Magazine	105	-	105
Teaching, Aids, Training, Printing&Stationary and related expenses	804	131	935
ECA Expenses	911	220	1,131
Trading Operation Expenses	-	43	43
Audit, Insurance, Travelling, Communication and other Administration expenses	86	40	126
Estimated Total Expenditure	44,452	1,842	46,294
Estimated Surplus(Deficit) for the school year 2012/13	(1,027)	(823)	(1,850)
Cumulative Surplus/(Deficit)	3,056	4,532	7,588