



TWGHs Chen Zao Men College

東華三院陳兆民中學

**Annual School Plan**

學校周年計劃

**2015/2016**

**TWGHs Chen Zao Men College**

**東華三院陳兆民中學**

**Annual School Plan**

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# 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 help students become active learners

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Strengthening the learning strategies by helping S1 students to sharpen their skills of jotting notes	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>S1 students know the way and practice jotting down key points in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> <li>Inspection of students' learning journals</li> </ul>	<ul style="list-style-type: none"> <li>All panel chairpersons</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>
2. Encouraging teachers to put emphasis on questioning techniques that provoke higher-order thinking and creativity among students	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers design questions demanding higher-order thinking in their lesson studies and include some in their daily 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 chairpersons</li> </ul>	<ul style="list-style-type: none"> <li>All 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. 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. Teachers are encouraged to use “Flip Classroom” as a strategy in stimulating students to have pre-lesson studies	<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>

## Major Concern 2:

To enhance the building of self-confidence 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. Using the “Book Reading” as an initiative, S1 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 foster professional leadership and capacity building among teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Join the University-School Support Programme “Self-directed Learning as a Strategy to Cater for Learner Diversity” of the School-based Support Services (2015-16)	• Throughout the year	<ul style="list-style-type: none"> <li>• Teachers understand more on strategies in self-directed learning</li> <li>• More sparks in classroom interactions</li> </ul>	• Feedback from teachers and students	• Academic Committee	• All teachers
2. Invite experienced educators to give sharing on “Assessment as Learning”	• March	• Teachers has a clearer picture on “Assessment as Learning”	• Feedback from teachers and students	• Academic Committee	• All teachers
3. Different subject panels share their experiences with each other through peer lesson observation	• Throughout the year	• Teachers has more ideas and initiative through peer lesson observation	• Feedback from teachers and panel charimen	• Vice-Principal	• 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. Teachers have suitable expectations on students helping them to set more demanding targets on themselves	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Students have set more demanding targets for themselves and work harder to strive for better results in academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Vice-Principal</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>
5. Enhance communication between management and basic-ranked staff	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Basic-ranked staff have a clear understanding of the school policy and is willing to contribute</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from basic-ranked teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Vice-Principals</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers at basic-ranked</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. Measures to improve the learning of English</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. N.B. Upon the retirement of our Chemistry teacher Chan KC in 2014, the English teacher needed is put under the staff establishment as a measure to improve the learning of English. The fund is thus shifted to the employment of a CM Chemistry teacher.</p>	<p>1.9.2015 – 31.8.2016</p>	<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>	<p>Teacher salary (with MPF) at Point 15 = \$26,785 x 1.05 x 12 = \$337,491.00</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<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>	1.9.2015 – 31.8.2016	<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>• 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 MOD8 = \$13,640 x 1.05 x 12 = \$171,864.00

Accumulative Surplus brought forward from 2014/2015 School Year	\$ 445,986.84	
2015/16 School Year	Income :	\$ 574,415.00
	Estimated Expenditure :	\$ 509,355.00
	Estimated Surplus:	\$ 65,060.00 (Reserved for use in 2016/17 School Year)
Estimated Accumulative Surplus by the end of 2015/2016 School Year	\$ 511,046.84	(Reserved for use in 2016/17 School Year)

## VII. Plan on 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 15 = \$26,785 x 1.05 x 12 = \$337,491.00
2. Employment of one Full-time Teacher Assistant	T.A. salary for one year (with MPF) at point MOD8 = \$13,640 x 1.05 x 12 = \$171,864.00

Accumulative Surplus brought forward from 2014/2015 School Year	\$	432,052.32	
2015/16 School Year	Income :	\$	649,872.00
	Estimated Expenditure :	\$	509,355.00
	Estimated Surplus :	\$	140,517.00 (Reserved for use in 2016/2017 School Year)
Estimated Accumulative Surplus by the end of 2015/2016 School Year	\$	572,569.32	(Reserved for use in 2016/2017 School Year)

### **VIII. Plan on 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 2015/16 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.

<b>Strategies / Tasks</b>	<b>Resources Required</b>
<b>1.</b> Employment of a Full-time School Development Assistant	SDA salary for one year (with MPF) at point MOD1= \$11,570 x 1.05 x 12 = \$145,782.00

Accumulative Surplus brought forward from 2014/15 School Year	\$ 520,017.35	
2015/16 School Year	Income :	\$ 216,624.00
	Estimated Expenditure :	\$ 145,782.00
	Estimated Surplus :	\$ 70,842.00 (Reserved for use in 2016/2017 School Year)
Estimated Accumulative Surplus by the end of 2015/16 School Year	\$ 590,859.35	(Reserved for use in 2016/2017 School Year)

## **IX. Plan on 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 Education Assistant for 12 months	E.A. salary for one year (with MPF) at point MPS9 = $\$19,160 \times 1.05 \times 12 = \$241,416.00$
<b>2.</b> Procuring outside professional services:	\$185,000.00
(a) Theatre and speech therapy	\$ 15,000.00
(b) Social Skill Training	\$ 28,000.00
(c) SEN Voluntary Service	\$ 12,000.00
(d) Student Growth Groups and Parents Workshops	\$ 36,000.00
(e) Adventure-based Activities	\$ 46,000.00
(f) Tier One SEN Education Activities	\$ 20,000.00
(g) SEN Academic Support Programme	\$ 28,000.00

Accumulative Surplus brought forward from 2014/2015 School Year		\$	547,511.81	
2015/16 School Year	Income :	\$	375,284.00	
	Estimated Expenditure :	\$	426,416.00	
	Estimated Deficit :	\$	(51,132.00)	(Covered by Accumulative Surplus brought forward from 2014/15 School Year)
Estimated Accumulative Surplus by the end of 2015/16 School Year		\$	496,379.81	(Reserved for use in 2016/17 School Year)



**X. Plan on Use of Diversity Learning Grant**

**For 2013/14 to 2015/16 (5<sup>th</sup> Cohort)**

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

<b>DLG Category</b>	<b>Resources Required</b>	
Applied Learning Course :		
Commercial Comic Art	Course Fees for one student :	\$ 5,250.00 (For 2015/16)
Taking a Chance on Dance	Course Fees for one student:	\$ 8,000.00 (For 2015/16)
Food and Beverage Operations	Course Fee for two student	\$ 13,000.00 (For 2015/16)

2014/15 School Year	Income :	\$ 31,500.00
	Estimated Expenditure :	\$ 31,500.00
2015/16 School Year	Income :	\$ 26,250.00
	Estimated Expenditure :	\$ 26,250.00

For **2014/15 to 2016/17 (Sixth Cohort)**

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

<b>DLG Category</b>	<b>Resources Required</b>		
Applied Learning Course :			
Food and Beverage Operations	Course Fee for one student	\$ 13,000.00	(For 2015/16 and 2016/17)
Exercise Science and Health Fitness	Course Fee for one student	\$ 17,000.00	(For 2015/16 and 2016/17)
Practical Computerised Accounting	Course Fee for one student	\$ 11,000.00	(For 2015/16 and 2016/17)
Applied Psychology	Course Fee for one student	\$ 12,600.00	(For 2015/16 and 2016/17)
Commercial Comic Art	Course Fee for one student	\$ 12,000.00	(For 2015/16 and 2016/17)
Aviation Studies	Course Fee for one student	\$ 13,000.00	(For 2015/16 and 2016/17)
Fashion and Image Design	Course Fee for one student	\$ 13,900.00	(For 2015/16 and 2016/17)
Film and Video Studies	Course Fee for one student	\$ 11,300.00	(For 2015/16 and 2016/17)
Radio Host and Programme Production	Course Fee for one student	\$ 10,500.00	(For 2015/16 and 2016/17)

2015/16 School Year	Income :	\$	57,150.00
	Estimated Expenditure :	\$	57,150.00
2016/17 School Year	Income :	\$	57,150.00
	Estimated Expenditure :	\$	57,150.00

## Use of Diversity Learning Grant (Other Programme)

2013/14 to 2015/16 (5<sup>th</sup> cohort), 2014/15 to 2016/17 (6<sup>th</sup> cohort) and 2015/16 to 2017/18 (7<sup>th</sup> cohort)

DLG Category	Resources Required	
Other Programme: Gifted Education Programme	Employment of experienced qualified part-time teachers to carry out Creative Use of English Programme for the gifted S4 –S6 students	S4: 9 sessions, each of 2 hours at an hourly rate of \$500.00: \$500 x 2 x 9 = \$9,000.00 S5: 17 sessions, each of 2 hours at an hourly rate of \$500.00: \$500 x 2 x 17 = \$17,000.00 S6: 15 sessions, each of 2 hours at an hourly rate of \$500.00: \$500 x 2 x 15 = \$15,000.00
	Invite Toastmaster to run a course of 8 sessions on public speaking for gifted S4 students and recommend them to join the public speaking contests. Gifted S5 to S6 students will also join the contests.	Public speaking and participation in contest: \$15,000.00
	Employment of a tutor to carry out Training Programme in Chinese Language on Debates, News Reporter Training Programme for gifted S4 & S5 students after-school	Debates: 40 sessions each of 2 hours at an hourly rate of \$300.00 : \$300 x 2 x 40 = \$24,000.00 News Reporter: 8 sessions each of 1.5 hour at hourly rate of \$600.00 : \$600 x 1.5 x 8 = \$7,200.00

DLG Category	Resources Required	
	Employment of a tutor to carry out training on various external Mathematics Competitions such as HKMO, Pui Ching Invitational Maths Competition) for gifted S4 & S5 students after-school	S4: 10 sessions each of 1.5 hours at an hourly rate of \$450.00 : $\$450 \times 1.5 \times 10 = \$6,750.00$ S5: 10 sessions each of 1.5 hours at hourly rate of \$450.00 : $\$450 \times 1.5 \times 10 = \$6,750.00$
	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: $\$450 \times 2 \times 10 = \$9,000.00$

Accumulative Surplus brought forward from 2014/2015 School Year	\$ 142,495.50	
2015/16 School Year	Income :	\$ 84,000.00
	Estimated Expenditure :	\$ 118,700.00
	Estimated Deficit :	\$ (34,700.00)
		(Covered by Accumulative Surplus brought forward from 2014-15 School Year)
Estimated Accumulative Surplus by the end of 2015/16 School Year	\$ 107,795.50	(Reserved for use in 2016/17 School Year)

## XI. Plan on 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 2015 to Aug 2016	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 2015 to Aug 2016	45 students from S1-S3	Besides the share of tutoring fees subsidized by the school, each student has to pay \$1,000 to the tutors. This fee will be borne by the grant. [\$1,000 x 45 = \$45,000.00]	<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 2015 to Aug 2016	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 2014/2015 School Year		\$ 141,165.70	
2015/16 School Year	Income :	\$ 186,600.00	
	Estimated Expenditure :	\$ 187,500.00	
	Estimated Deficit :	\$ 900.00	(Covered by Accumulative Surplus brought forward from 2014/15 School Year)
Estimated Accumulative Surplus by the end of 2015/16 School Year		\$ 140,265.00	(Reserved for use in 2016/17 School Year)

## 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. Implant the strategy on jotting down the key learning points within lessons to strengthen learning process with the help of QSIP from CUHK.</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. 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 Kwai Chung (West) Area Committee until 31 March 2016</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 2015/16

	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 2014/15)</b>	5,394	5,150	10,544
Estimated Income and Expenditure			
Grant Income	46,888	-	46,888
Tong Fai	-	123	123
Trading Operation	-	39	39
Tuckshop Rental	-	178	178
Donation, Activities/Project Subsidy	-	119	119
Income from ECA	-	380	380
Approved Collection (Air-con Charges)	-	169	169
Interests, Photocopying and Other income	-	7	7
Estimated Total Income	46,888	1,015	47,903
Salary and related expenditure	42,825	10	42,835
Water, Electricity and Fuel expenses	534	69	603
Government Rent and Rate	636	-	636
Property, F&E, Repairs, Cleaning, Consumables and Security	1,086	176	1,262
IT facilities and related expenses	390	-	390
Library books and Magazine	66	-	66
Teaching, Aids, Training, Printing&Stationary and related expenses	848	123	971
ECA Expenses	620	382	1,002
Trading Operation Expenses	-	39	39
Audit, Insurance, Travelling, Communication and other Administration expenses	86	43	129
Estimated Total Expenditure	47,091	842	47,933
Estimated Surplus(Deficit) for the school year 2014/15	(203)	173	(30)
Cumulative Surplus/(Deficit)	5,191	5,323	10,514